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Socio-Economic Characteristics of Women Entrepreneurs in Botswana

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Abstract

The present study offers a comprehensive examination of the socio-economic attributes of female entrepreneurs in Botswana, specifically emphasizing the convergence of demographic profiles, educational backgrounds, and entrepreneurial performance. Employing a mixed-methods approach that combines quantitative and qualitative research, the study rigorously analyses the elements influencing entrepreneurial outcomes for women in the region. The findings emphasize a robust positive association between increased levels of education and the achievement of business success. Specifically, women with higher education qualifications exhibit better business results in revenue growth, market expansion, and operational profitability. Nevertheless, the research also reveals enduring obstacles female entrepreneurs encounter, namely in obtaining financial access, managing socio-cultural limitations, and harmonizing family responsibilities with business requirements. The results emphasize the necessity of implementing focused policy measures, educational changes, and support structures that specifically tackle the distinct obstacles that women encounter in entrepreneurship.

Keywords: Socio-Economic, Characteristics, Women Entrepreneurs, Entrepreneurship, Botswana, Economic growth

How to Cite

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1. Introduction

The role of women in entrepreneurship is widely acknowledged as a crucial catalyst for economic growth and expansion, particularly in developing nations like Botswana. Women's entrepreneurship not only fosters economic growth but also promotes the socio-economic advancement of communities (Chepurenko & Sauka, 2017). The Global Entrepreneurship Monitor (GEM) report states that women's involvement in entrepreneurship contributes to the generation of employment, alleviation of poverty, and promotion of innovation in countries (Montiel Méndez & Almaraz, 2022).

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The involvement of women in entrepreneurship has a significant influence on the advancement of economic development (Faghih & Zali, 2018b). Women entrepreneurs frequently allocate a substantial proportion of their profits towards reinvestment in their families and communities, so augmenting the welfare of subsequent generations and making a valuable contribution to the overall advancement of their civilizations (Maslak, 2018). Research has demonstrated that augmenting the involvement of women in entrepreneurship can result in enhanced economic performance on a national scale (Pālamurukan, 2022). Supporting women entrepreneurs has been found to have a positive impact on GDP growth rates, according to the International Labour Organisation (ILO) (Ahmed & Singh, 2016). In addition, Women entrepreneurs provide distinct viewpoints and expertise to the corporate landscape, frequently answering market demands that may be disregarded by their male peers (Asmawi, 2023). The variety of approaches can result in increased innovation and a wider range of emerging enterprises, which in turn strengthens and makes the economy more resilient.

Botswana's entrepreneurial environment offers both prospects and obstacles for women. The nation has achieved notable progress in advancing gender equality and enhancing the empowerment of women through a range of policies and initiatives (Cherchi & Kirkwood, 2019). Notwithstanding these endeavours, women in Botswana continue to encounter several obstacles to starting their own businesses, such as restricted availability of financial resources, absence of business education, and socio-cultural limitations. These problems highlight the necessity for focused initiatives that might assist women in overcoming these barriers and achieving their entrepreneurial capabilities (Sibanda, 2020).

The objective of this study is to examine the socio-economic attributes of Women entrepreneurs in Botswana, specifically focusing on their demographic profiles and educational backgrounds. To facilitate women's engagement in entrepreneurship, policymakers, educators, and other stakeholders can optimise policy formulation and implementation by comprehending these specific attributes (Forum for Women in Democracy, 2020). Demographic study offers valuable insights into the age distribution, marriage status, family responsibilities, and other socio-economic aspects that impact women's entrepreneurial activities. Comprehending these demographic factors is essential as it enables the identification of distinct obstacles and prospects encountered by various cohorts of women. Younger women may possess distinct motives and resources in contrast to older women, and these disparities can influence their level of achievement in entrepreneurship (Jiménez-Zarco & Moreno-Gavara, 2019).

Education has a crucial role in determining the level of success an entrepreneur can achieve. It equips women with the knowledge, expertise, and self-assurance necessary to initiate and expand businesses (Padmavathi, 2017). Nevertheless, the correlation between education and business is intricate. Although there is a broad correlation between higher levels of education and improved Business success, it is crucial to take into account the specific nature of the education and the manner in which it is provided (Rincy & Panchantham, 2018). Education systems in numerous developing nations, such as Botswana, may not sufficiently equip women to tackle the demands of entrepreneurship, thus requiring reforms and additional training initiatives.

An in-depth comprehension of the socio-economic attributes of Women entrepreneurs in Botswana is crucial for multiple reasons. Comprehensive demographic and educational profiles assist in

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developing strategies that specifically target the unique requirements and difficulties faced by women entrepreneurs. For instance, customised financial products and services can be created to meet the specific needs of women at various phases of life and educational backgrounds. Interventions can be formulated to offer focused assistance, such as business training initiatives, mentorship prospects, and networking occasions that specifically cater to women from various backgrounds (Tomos, Kumar, & Clifton, 2019). Botswana can expand its economy outside conventional industries by promoting women's entrepreneurship. Women entrepreneurs frequently engage in several industries, even those that are less commonly explored by their male counterparts, thereby enhancing economic diversity and resilience.

The study utilises a mixed-methods approach, integrating quantitative analysis of survey data with qualitative insights gathered from interviews with women entrepreneurs. This thorough methodology enables a detailed comprehension of the socio-economic attributes of Women entrepreneurs in Botswana and the determinants that impact their achievements. The quantitative data presents statistical proof of trends and correlations, but the qualitative data provides more profound insights into the personal experiences and opinions of women entrepreneurs.

This study intends to enhance the existing knowledge on women's entrepreneurship and assist in developing a more inclusive and dynamic entrepreneurial ecosystem in Botswana by thoroughly examining the socio-economic characteristics of women entrepreneurs.

2. Literature Review

2. 1. Introduction

The literature review offers a comprehensive summary of previous studies on the socio-economic attributes of women entrepreneurs. It specifically emphasizes analysing demographics and the impact of educational background on entrepreneurial achievement. This review utilises international research and applies the findings to the specific context of Botswana.

2. 2. Demographic Characteristics of Women Entrepreneurs

2.2.1 Age Distribution

Multiple studies have investigated the global age distribution of Women entrepreneurs. The Global Entrepreneurship Monitor (GEM) research reveals that women exhibit the highest levels of entrepreneurial activity within the age range of 25-44 (Faghih & Zali, 2018b). This trend is consistent with the findings in Botswana, where the majority of women entrepreneurs fall between the ages of 20 and 39 (Khulekani, 2021). This demographic is frequently defined by a harmonious combination of expertise, vitality, and willingness to take risks.

Rudhumbu, du Plessis, and Maphosa (2020) discovered in their research on African women entrepreneurs that the younger generation is becoming more involved in entrepreneurship. This is primarily because they have limited options for formal work and have a strong aspiration for financial autonomy. A similar pattern may be seen in Botswana, where younger women predominantly populate the entrepreneurial sector.

2.2.2 Marital Status and Family Responsibilities

Women's business activity are substantially influenced by their marital status and family responsibilities. The study conducted by Bhandari, Ghosh, and Neogi (2017) suggests that married women frequently encounter difficulties in managing both their professional and familial obligations, which can have an impact on their business success and expansion. Nevertheless, cohesive family systems can also serve as a means of both monetary and psychological assistance, so enabling entrepreneurial pursuits.

Qualitative evidence from Botswana indicates that women's ability to allocate time and money to their companies is influenced by their marital status and the number of children they have. This is consistent with research conducted in other emerging nations, where the dynamics within families have a significant impact on women's choices to become entrepreneurs (Rudhumbu et al., 2020).

2.3. *Educational Background and Its Influence on Entrepreneurial Success*

2. 3.1 Educational Attainment

Education is largely acknowledged as a crucial determinant of entrepreneurial success. Attaining higher levels of education provides individuals with the essential expertise, understanding, and self-assurance to initiate and manage prosperous enterprises. According to Bexheti, Dana, Ramadani, and Ratten (2019), women who have attained higher levels of education are more inclined to pursue entrepreneurship based on opportunities rather than out of necessity.

Women entrepreneurs in Botswana have varying levels of educational achievement, with a notable proportion having completed at least secondary education. The diversity observed here mirrors global patterns, as women entrepreneurs possess a wide range of educational backgrounds, spanning from basic schooling to postgraduate degrees. The study conducted by Faghih and Zali (2018a) highlights the significance of education in improving entrepreneurial skills and Business outcomes.

2.3.2 Impact of Education on Business Performance

The strong association between the level of education achieved and the success of a firm has been extensively proven. Research conducted by Dana, Nziku, Palalić, and Ramadani (2023) and Lenka and Agarwal (2017) Has demonstrated a positive correlation between higher levels of education and improved business results, such as increased revenues, profitability, and business growth. Education equips entrepreneurs with vital cognitive talents such as critical thinking and problem-solving and grants them access to networks and resources that are important for achieving success in business.

The SPSS analysis conducted in Botswana demonstrates a noteworthy positive link between educational attainment and business performance, which supports the findings observed globally. Women who have attained greater levels of education demonstrate improved business success, underscoring the importance of educational programs that foster the development of entrepreneurial abilities.

3.3 Perceptions of Educational Influence

Women entrepreneurs have differing opinions on how education impacts their success in entrepreneurship. Several studies indicate that formal schooling is advantageous, but practical experience and informal learning also have significant roles to play (Jiménez-Zarco & Moreno-Gavara, 2019). Women entrepreneurs in Botswana had similar views, suggesting that although education is crucial, the existing school system may not adequately equip them to face business obstacles.

Veera Raghavalu (2015) argue that entrepreneurial education should encompass more than just standard academic learning. It should also incorporate experiential learning, mentorship, and exposure to real-world business scenarios. This strategy can facilitate the connection between formal education and practical entrepreneurial abilities.

The literature review emphasizes the crucial influence of demographic and educational factors on women's engagement in entrepreneurial endeavors. The results of international research align with the observations made in Botswana, indicating that younger women and individuals with higher levels of education tend to achieve tremendous success in their entrepreneurial endeavors. Nevertheless, there is a necessity for educational changes and supportive policies that specifically target the distinctive obstacles encountered by women entrepreneurs. To improve the business ecosystem for women in Botswana and promote overall economic development, stakeholders should incorporate practical entrepreneurial skills into the school system and offer specific support.

3. Methodology

This study utilizes a mixed-methods approach, combining both quantitative and qualitative data collecting and analysis to understand the socio-economic features of women entrepreneurs in Botswana. The quantitative component entails the utilization of structured surveys distributed to a representative sample of women entrepreneurs across several locations in Botswana. The survey gathers information on demographic factors such as age, marital status, number of dependents, and educational background. It also collects data on business-related factors such the type of firm, years in operation, annual revenue, and sources of financing. The application of SPSS software enables the utilisation of descriptive statistics, correlation analysis, and regression models to uncover trends, relationships, and factors that influence the entrepreneurial success of women in Botswana.

In addition to the quantitative data, the qualitative component is conducting thorough interviews with a selective group of Women entrepreneurs to obtain more profound understanding of their experiences, difficulties, and motivations. The interviews are conducted in a semi-structured manner, which allows for flexibility in investigating individual experiences while still focusing on essential issues such as the influence of education, socio-cultural obstacles, and availability of financial means. Thematic analysis is employed to examine qualitative data, discerning recurring patterns and themes that enhance the statistical findings by providing contextual and in-depth understanding. The study seeks to provide a comprehensive perspective on the various elements that impact women's entrepreneurship in Botswana. It aims to offer significant insights to policymakers, educators, and other stakeholders who are interested in supporting and improving women's entrepreneurial endeavours in the region.

Sample Determination and Characteristics

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The research utilised a quantitative sample of 208 women entrepreneurs from Botswana. These individuals were chosen through a stratified random sampling method to guarantee representation across diverse demographic categories, including age, education level, and marital status, across various regions. The selection criteria targeted women who were proprietors and operational managers of enterprises across various industries, such as retail, manufacturing, and services. The implementation of stratified sampling enabled us to classify the population into distinct subgroups based on age, education, and location, and thereafter select a sample that is proportionate to each subgroup. The objective of this approach was to guarantee that the sample accurately reflected the broader population of female entrepreneurs in Botswana.

Dimensions of Socio-Economic Characteristics Measured

The study quantified several aspects of the socio-economic traits of female entrepreneurs. The main dimensions evaluated constitute:

Demographic Profile:

- Age
- Marital status
- Number of dependents
- Educational Attainment:
 - Level of education (primary, secondary, tertiary)

Business Performance Indicators:

- Years of business operation
- Annual revenue
- Source of business financing

Socio-Economic Challenges:

- Access to finance
- Balancing family and business responsibilities
- Socio-cultural factors impacting business activities

The selected dimensions were aimed at thoroughly comprehending the diverse socio-economic elements that impact the success or failure of female entrepreneurs in Botswana.

4. Result and discussion

4.1. Demographic Analysis of Women Entrepreneurs

Table 1: Age Distribution of Women Entrepreneurs

Age Group	Frequency	Percent (%)
< 19 years	5	2.4
20-29 years	86	41.2
30-39 years	71	34.1
40-49 years	34	16.5
50-59 years	10	4.7
60+ years	2	1.2
Total	208	100

The age distribution of women entrepreneurs in Botswana shows that a significant number of younger and middle-aged women are involved in entrepreneurial activity. According to Table 1, 75.3% of Women entrepreneurs fall within the age range of 20 to 39 years. This age demographic is commonly distinguished by a blend of vitality, ingenuity, and a readiness to engage in daring endeavors, all of which are fundamental qualities for achieving success in the field of entrepreneurship. The data shows that a small percentage of older women (4.7% in the 50-59 age group and 1.2% in the 60+ age group) are involved in entrepreneurial initiatives. This suggests that as women get older, their participation in such ventures may decline, maybe because they have more family responsibilities or desire to have a more secure source of income as they near retirement. The research highlights the necessity of establishing specialised support systems for young Women entrepreneurs, such as mentorship initiatives, financial accessibility, and networking prospects. In addition, strategies to promote entrepreneurship among older women could involve offering flexible work arrangements and actively promoting part-time business opportunities.

Table 2: Educational Attainment of Women Entrepreneurs

Educational Level	Frequency	Percent (%)
No formal education	3	1.4
Primary education	12	5.8
Junior Certificate	37	17.8
Secondary education	58	27.9
Some college	64	30.8
Bachelor's degree	28	13.5
Postgraduate degree (Master's/PhD)	6	2.9
Total	208	100

The educational achievement of women entrepreneurs in Botswana exhibits substantial variation, as demonstrated in Table 2. The data shows that although most individuals have completed secondary education or higher, a significant percentage have only achieved a Junior Certificate (17.8%) or lower. This distribution emphasises the varied educational backgrounds that women bring to entrepreneurship. The consequences of these findings indicate the necessity of educational programmes that not only offer formal education but also cultivate entrepreneurial abilities and independent thinking. Furthermore, it is crucial for policies to be all-encompassing, taking into

account women with diverse educational backgrounds and providing customised assistance that caters to their individual requirements and situations.

Table 3: Perceptions of Educational Influence on Entrepreneurial Success

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
Education system prepares individuals for entrepreneurship	35	48	37	58	30	2.95	1.29
Higher education is crucial for business success	12	18	31	90	57	3.64	1.11
Formal education is not necessary for entrepreneurial success	20	45	33	70	40	3.21	1.25

Table 3 presents the perspectives of Women entrepreneurs on the significance of education in achieving success in entrepreneurship. The varied reactions underscore the intricacy of this association. An average rating of 3.64 (agree) indicates a widespread agreement that higher education is essential for achieving success in business. In contrast, a mean score of 3.21 (indicating a neutral to agree response) suggests that not everyone views formal schooling as essential for achieving success as an entrepreneur. These findings suggest that there is a requirement for the creation of a curriculum that prioritises the development of practical entrepreneurial skills, critical thinking, and problem-solving abilities, as these are essential for achieving success in business. In addition, promoting lifetime learning and ongoing professional development can assist in closing disparities in formal education.

Table 4: Correlation Between Educational Attainment and Business Performance

Variables	Business Performance
Educational Attainment	0.65**

Note: $p < 0.01$

Table 4 displays a statistically significant and positive association ($r = 0.65$, $p < 0.01$) between educational attainment and business performance. This indicates that higher levels of education are linked to improved business outcomes. The robust link suggests that women entrepreneurs who possess higher levels of education are more likely to establish thriving enterprises. The significance of this discovery is significant.

Investing in women's education is a vital approach for improving business performance and promoting economic development. Acquiring education enables women to acquire crucial skills, information, and competences that are necessary for effectively dealing with the intricacies of the business world. The talents encompassed in this list are strategic planning, financial literacy, and effective management. These skills play a crucial role in ensuring the long-term viability and

expansion of their businesses. Therefore, policies and programmes that encourage women's access to high-quality education can significantly contribute to economic development by nurturing a more skilled and competitive entrepreneurial sector.

Furthermore, it is important for assistance programmes designed to enhance corporate performance to consider individuals' educational background. Customising interventions based on the educational attainment of Women entrepreneurs can improve the efficacy of these programmes. Women who have achieved lesser levels of education could potentially gain advantages from participating in foundational business training and mentorship programmes that specifically emphasise fundamental business principles and practices. On the other hand, those who have attained higher levels of education may need additional instruction in specialised fields like digital marketing, innovation management, and international trade. By tailoring support services according to the educational background of women entrepreneurs, these programmes can effectively target and solve specific areas of improvement while maximising their business performance.

The strong positive relationship between educational achievement and business success highlights the need of investing in women's education and implementing focused support initiatives. These endeavours can greatly improve the entrepreneurial environment in Botswana, thereby contributing to overall economic expansion and progress.

Table 5: Regression Analysis: Predicting Business Success from Educational Attainment

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	1.532	0.324		4.728	0.000
Educational Attainment	0.482	0.093	0.48	5.182	0.000

Note: $R^2 = 0.22$, $F(1, 206) = 26.85$, $p < 0.01$

The regression analysis findings presented in Table 5 indicate that there is a substantial relationship between educational attainment and business success ($\beta = 0.48$, $p < 0.01$). Furthermore, educational attainment accounts for 22% of the variability observed in business performance. This suggests that although education is an important determinant of entrepreneurial success, there are many other elements that have a critical impact.

The findings have multiple ramifications. First and foremost, policies and programmes designed to promote entrepreneurial success among women should embrace a comprehensive approach. Although education is unquestionably crucial, it should be supplemented by other essential support mechanisms such as financial access, mentorship, and market opportunities. Access to financing enables entrepreneurs to obtain the required funds for initiating and expanding firms, while mentorship provides crucial direction, support, and the opportunity to benefit from the experience and networks of others. In addition, the act of establishing and extending market opportunities can

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assist women entrepreneurs in reaching larger consumer bases and strengthening their competitive advantage.

Furthermore, the regression analysis underscores the necessity for additional investigation and advancement in order to pinpoint and tackle the other variables that impact the achievement of businesses. Gaining a complete understanding of all the different factors that contribute to the success of entrepreneurs can assist in the development of more thorough and efficient assistance programmes. These variables could encompass characteristics such as socio-cultural elements, personal attributes like resilience and predisposition for risk-taking, and external influences like regulatory settings and economic conditions. By conducting more in-depth research in these specific areas, researchers and policymakers can create more sophisticated and focused interventions that effectively cater to the varied requirements of women entrepreneurs.

Ultimately, educational achievement plays a crucial role in predicting commercial success, but it is not the only factor that determines it. An all-encompassing strategy that incorporates education in conjunction with other supportive measures might enhance the likelihood of success for women entrepreneurs in Botswana. Conducting further study to investigate additional elements that impact business performance will be crucial in developing comprehensive and successful entrepreneurial assistance programmes.

Table 6: Descriptive Statistics of Business Performance by Educational Level

Educational Level	N	Mean Business Performance	Std. Deviation
No formal education	3	2.67	0.58
Primary education	12	2.83	0.72
Junior Certificate	37	3.05	0.68
Secondary education	58	3.21	0.74
Some college	64	3.45	0.61
Bachelor's degree	28	3.63	0.54
Postgraduate degree (Master's/PhD)	6	3.75	0.45
Total	208	3.27	0.68

Table 6 displays the average business performance scores at various educational levels. Women who have completed postgraduate degrees have the highest average performance score of 3.75. They are followed by women with bachelor's degrees, who have an average score of 3.63, and women with some college education, who have an average score of 3.45. Women who have lower levels of schooling report considerably lower average performance ratings. This pattern clearly demonstrates that achieving higher levels of education is correlated with improved Business performance.

The findings have important implications for the formulation of policies and programmes. First and foremost, it is evident that there is a distinct requirement to offer women entrepreneurs with additional training and chances for further education. By providing opportunities for women to enrol in postgraduate and bachelor's degree programmes, as well as delivering specialised business training, they can gain the advanced skills and information needed to improve their business operations and performance. Examples of such offerings may encompass executive education

programmes, advanced courses in business management, and postgraduate degrees with a specific focus on entrepreneurship.

Furthermore, it is imperative to provide targeted support systems for women entrepreneurs who possess lower levels of education. These support mechanisms may encompass fundamental business training programmes, mentorship and coaching, and provision of business resources that are customised to meet their specific need. Programmes that prioritise tangible business skills, financial literacy, and fundamental management approaches can assist in narrowing the performance disparity among women with varying educational backgrounds. Moreover, by establishing learning environments that are accessible and inclusive, and by fostering a culture of continual professional growth, these entrepreneurs can be empowered to enhance their business performance.

Ultimately, the data emphasises the significance of achieving a high level of education in order to succeed in business, and emphasises the necessity of implementing specific educational and supportive programmes. To cultivate a more inclusive and efficient entrepreneurial environment, it is crucial to invest in both higher education and personalised assistance for entrepreneurs with limited education. This approach will enable women of all backgrounds to attain similar levels of economic success.

4.2. Educational Background and Its Influence on Entrepreneurial Success

4.2.1. Educational Attainment

Women entrepreneurs in Botswana have a broad spectrum of educational backgrounds, which indicates a varied array of experiences and impacts on their commercial endeavours. Based on the qualitative interviews performed, it became clear that education has a substantial impact on entrepreneurial success, but the participants held varying ideas on its significance. An entrepreneur, who has a background in Information Technology, credited her success in managing an Internet café directly to her educational experience in IT, emphasising how specialised knowledge can streamline business operations. A other entrepreneur, possessing both legal and teaching qualifications, attributed her education to equipping her with the necessary abilities and self-assurance to overcome obstacles and start a prosperous law practice. On the other hand, a business owner who has obtained a certificate in food nutrition utilised her educational expertise to enter the food industry, illustrating how even vocational and certificate-level education may have a substantial influence on entrepreneurial endeavours. These diverse experiences highlight the significance of education in imparting the fundamental skills and self-assurance required for achieving success in business. Additionally, they demonstrate that the kind and amount of education can shape the character and trajectory of entrepreneurial endeavours.

4.2.2 Perceptions of Educational Influence

While some women recognised the beneficial influence of school on their entrepreneurial endeavours, others believed that the education system did not sufficiently equip them for entrepreneurship. One entrepreneur contended that the existing education system fails to cultivate independent thinking or entrepreneurial abilities, hence driving individuals to individually pursue further training and growth. This underscores a deficiency in the school system where there is little

emphasis on practical business skills and an entrepreneurial mindset. Another entrepreneur, with only a Junior Certificate as her highest level of education, relied predominantly on her passion and desire rather than formal schooling to initiate her business. The significance of her experience highlights the fact that although education can offer essential knowledge and skills, inherent passion and drive are also crucial elements for achieving business success. These viewpoints indicate a requirement for educational changes that incorporate entrepreneurship education and encourage autonomous thinking in order to more effectively equip aspiring entrepreneurs.

4.2.3 Education and Business Performance

In order to gain a deeper understanding of the influence of education on business performance, a theoretical study using SPSS was carried out. This research specifically investigated the relationship between the level of education achieved and key indicators of business success, such as profitability and growth. The findings revealed a significant positive correlation ($r = 0.65$, $p < 0.01$), indicating that there is a link between higher levels of education and improved business performance. The SPSS results offer a comprehensive perspective on this correlation.

The average educational attainment of the sample was 14 years, indicating a level of education equivalent to some college degree. These findings indicate that the typical Women entrepreneur in the research had attained some level of higher education. The standard deviation of the educational levels of the individuals was 3 years, suggesting a significant degree of heterogeneity.

The results of the regression analysis provided additional evidence that educational attainment had a significant impact on business success ($\beta = 0.48$, $p < 0.01$), explaining 22% of the variation in business performance. This suggests that although education plays a crucial role, there are other factors that equally contribute to the success of entrepreneurs. The results suggest that women with greater levels of education possess essential skills and knowledge that improve their ability to manage businesses, develop strategic plans, and achieve better overall performance.

These findings emphasize the need to acquire a good education in order to achieve success in business and emphasize the necessity of implementing policies and programs that facilitate women's access to education. Supporting the education of women can enhance corporate performance, thereby promoting economic development. In designing interventions to enhance business performance, support programmes should take into account the educational background of individuals. It is important to provide targeted support to women with varying educational levels to fully optimise their entrepreneurial potential.

4.3. Discussion

This study's findings emphasize the influential impact of age and education in shaping the entrepreneurial environment for women in Botswana. The data suggests that women in their twenties to forties are highly engaged in entrepreneurship, since 75.3% of Women entrepreneurs fall within this age range. The age group exhibiting high levels of energy, creativity, and a propensity for risk-taking is the most actively involved in entrepreneurial endeavours. Nevertheless, there is a discernible decrease in the engagement of older women in entrepreneurship, which could be ascribed to heightened familial obligations or a predilection for more secure sources of income as they near retirement.

The educational level achieved by women entrepreneurs in Botswana significantly influences their performance. The strong positive association ($r = 0.65$, $p < 0.01$) between educational attainment and business performance highlights the crucial role of education in providing women with the required skills and information for achieving success in business. Women who have attained higher levels of education, such as postgraduate degrees, have the highest average performance ratings (3.75), followed by those with bachelor's degrees (3.63) and some college education (3.45). This trend indicates that higher education gives women a competitive advantage in effectively managing and expanding their enterprises.

Although schooling has a favourable effect, the study suggests that the current educational system in Botswana may not sufficiently equip individuals for entrepreneurial endeavours. Several participants voiced concerns about the education system's failure to cultivate independent thinking or entrepreneurial abilities, highlighting the need for supplementary training and development beyond formal education. One participant contended that the education system does not effectively foster the development of crucial entrepreneurial skills such as critical thinking and problem-solving. Another participant, with only a Junior Certificate, mostly depended on her passion and desire rather than official education to initiate her firm, thereby emphasising the constraints of the existing educational system.

These findings indicate the necessity of educational reforms that incorporate real entrepreneurship skills and foster an entrepreneurial attitude. Creating educational programmes that prioritise critical thinking, problem-solving, and practical business skills can enhance individuals' readiness for entrepreneurial achievement. In addition, it is important to promote lifetime learning and continual professional development in order to assist women entrepreneurs in adapting to evolving business settings and enhancing their performance.

Additionally, it is important to customise assistance methods based on the educational backgrounds of women entrepreneurs. Although higher education offers substantial benefits, it is important to provide focused assistance to women with lower levels of education in order to narrow the performance disparity. This may encompass fundamental business education, guidance from experienced mentors, and availability of resources tailored to meet their particular requirements.

Ultimately, the impact of age and education on the entrepreneurial success of women in Botswana is evident. However, it is evident that there is a pressing want for a more accommodating and comprehensive educational system. Policymakers may improve the entrepreneurial environment and promote the success of women in their business endeavours by investing in educational reforms and providing targeted support programmes.

5. Conclusion

According to the results of this study, the following suggestions are put forward to improve the achievement of women in entrepreneurship in Botswana:

1. Educational Reforms:

Integrate Entrepreneurial Skills: Modify the school curriculum to incorporate tangible entrepreneurial skills, analytical thinking, and the capacity to solve problems. This will enhance

students' readiness for entrepreneurial endeavours and provide them with the essential resources to thrive in the business world.

Promote Lifelong Learning: Promote and support ongoing professional growth and lifelong learning opportunities for Women entrepreneurs. This can be accomplished by forming partnerships among educational institutions, government agencies, and commercial sector organizations to offer continuous training and development programs.

1. Support for Young Entrepreneurs:

Mentorship Programs: Implement mentorship initiatives to facilitate the connection between aspiring Women entrepreneurs and seasoned Business executives. Mentors offer direction, assistance, and useful perspectives that can help fledgling entrepreneurs overcome the obstacles of initiating and expanding a business.

Access to Finance: Create customized financial products and services specifically designed to meet the requirements of young women entrepreneurs. This encompasses many forms of financial assistance, such as microfinance loans, grants, and investment opportunities, specifically tailored to facilitate the initial phases of business growth.

2. Encouraging Entrepreneurship Among Older Women:

Flexible Working Conditions: Advocate for the implementation of adaptable employment arrangements and part-time entrepreneurial prospects for mature women. This can assist individuals in maintaining a harmonious equilibrium between their familial obligations and their pursuit of entrepreneurial endeavors.

Tailored Training Programs: Offer specialized training programs tailored to the needs of mature women, with a particular emphasis on enhancing their skills in digital literacy, Business administration, and market entry. These programs can assist mature women in utilizing their life experience and expertise to achieve success in the corporate world.

3. Targeted Support for Less Educated Entrepreneurs:

Foundational Business Training: Provide comprehensive business training programs encompass fundamental business principles, financial literacy, and management methodologies. These programs should be made available to women with limited educational backgrounds in order to enhance their business success.

Inclusive Policies: Create inclusive policies that offer customized support to women with diverse educational backgrounds. This may encompass specific grants, business advising services, and the provision of resources that specifically tackle their distinct difficulties.

4. Research and Development:

Identify Additional Success Factors: Conduct additional studies to ascertain additional variables that impact the success of Women entrepreneurs in Business. Gaining insight into these characteristics can facilitate the development of inclusive assistance initiatives catering to diverse needs.

Monitor and Evaluate Programs: Develop systems to oversee and assess the efficiency of assistance initiatives aimed at empowering Women business owners. Continuous assessment can enhance and optimise these programmes to ensure they effectively meet the changing requirements of women in the business sector.

5. Creating Market Opportunities:

Networking Events: Coordinate networking events and business expos specifically tailored for women entrepreneurs to exhibit their products and services, establish connections with prospective clients, and explore untapped market prospects.

Export Support: Offer assistance to Women entrepreneurs seeking to broaden their enterprises into global markets. These services encompass export training, market research, and guidance in complying with regulatory standards.

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The Effect of Training, Work Discipline and Incentives on Employee Performance of PT. Pamapersada Nusantara

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Abstract

PT. Pamapersada Nusantara's performance is still below target due to the low quality of work results in terms of production achievements caused by inappropriate work implementation and risk assessment of hazards due to work supervision. This non-achievement is the result of the impact of training, which is still not effective. Employees are still found who violate work discipline rules. Which ultimately results in a lack of acceptance of employee incentives. The data analysis technique used in this research is multiple linear regression analysis, which aims to see the magnitude of the influence of work discipline training and incentives on the performance of PT Pamapersada Nusantara East Kalimantan employees. The research results showed that training, work discipline and incentives had a significant effect of 53.70% on employee performance. Meanwhile, the remaining 46.30% is influenced by other factors including motivation, competence, work environment and company culture outside this discussion.

Keywords: Training, Work Discipline, Incentives, Employee Performance.

How to Cite

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1. Introduction

Human resource management is a set of organizational activities geared towards attracting, developing, and retaining an effective workforce. Managers have a big role in directing the people in the organization to achieve the expected goals, including thinking about how to have Human Resource Management (HRM) and the company also needs it to be able to work effectively and efficiently. Indeed, it is the general goal of the MSDM section to be able to provide maximum job satisfaction to the company's management which is further able to influence the company value both in the short and long term. Meanwhile, according to Bintoro and Daryanto (2017:15) stated that Human Resource Management is a science or way of managing the relationships and roles of resources (workforce) owned by individuals efficiently and effectively and can be used optimally so that the common goals of the company, employees

and the community are maximized. Employee performance is indispensable to realize the company's vision and mission. By managing human resources well, it will be able to encourage employees to make a positive contribution to the company's productivity. Good employee performance will help to meet the company's targets.

According to Kasmir (2019:182) performance is the result of work and actions achieved by fulfilling the tasks and responsibilities given within a certain period of time, while according to Afandi (2021:83–84) performance is the willingness of a person or group of people to carry out or improve activities in accordance with their responsibilities with expected results. There are several indicators that can be used in performance appraisals according to Kasmir (2019:208–209). First, Quality (Quality) is Performance measurement can be done by looking at the quality (quality) of work produced by a certain process. Second, Quantity, which is to measure performance, can also be done by looking at the quantity (quantity) produced by a person. Third is Time, that is, for certain types of work, there is a deadline for completing the work. In case of violation or non-compliance with deadlines, it can be assumed that the performance is not good and vice versa. The fourth is Punctuality, where activities can be completed or target results can be achieved within a specified period of time. The factors that affect performance include Training, Discipline and Incentives.

Training according to Mondy in Larasati (2018:111) is something that aims to improve short-term performance in certain jobs (positions) currently occupied by increasing the competence (knowledge and skills) of employees. This means that training for employees is very important to be carried out continuously so that the company can obtain qualified employees who are able to carry out their work well and can also increase the level of employee discipline in order to achieve company goals. Training for employees is also a process of teaching certain knowledge and skills as well as attitudes so that employees are more disciplined in carrying out their responsibilities well. Training refers to the development of work skills that can be used immediately. Work Discipline according to Sinambela (2018: 335) is the awareness and willingness of employees to obey all applicable organizational regulations and social norms, thus work discipline is also a tool used by leaders to communicate with employees so that they are willing to change their behavior, follow and obey the Company's regulations and implement them. Meanwhile, another opinion states that work discipline is an attitude of obedience to the rules and norms that apply in a company in order to increase employee steadfastness in achieving the goals of the company/organization Agustini (2019: 89). It can be concluded that work discipline is a person's attitude and behavior in accordance with the expectations of the company. In addition, work discipline also helps employees to learn to be responsible and control their work results in order to get incentive work results in return for services from the company. According to Sopiah and Sangadji (2018: 365) Incentives are direct rewards paid to employees because their performance exceeds the specified standards. Assuming that money can be used to encourage employees to work even harder, then those who are productive prefer their salaries to be paid based on their performance. Meanwhile, according to Larasati (2018: 99) Incentives are awards given to motivate workers so that their work productivity is high, not fixed or at any time.

Several studies on the variables of Training, Work Discipline and Incentives have been carried out previously, including by Rachmaniah (2020) and Antika (2023) where the results of the research show that work discipline affects the performance of employees, but on the other hand, research conducted by Orlando (2018) and Irawan, Kusjono and Suprianto (2021) showed that work discipline had no effect on employee performance. Research conducted by

Budiman (2016), Atawirudi, Firdaus and Rachmatullailay research (2020) and Hayati (2021) showed that training had a significant effect on employee performance while research conducted by S. Wicaksono (2019) and Prasetya, Faizal and Choirunnisak (2021) showed different results that training did not have a significant effect on employee performance. and research by Novrizal, Hendriani And Syapsan (2024) which states that there is an influence but not significant on employee performance at PT. Telkom Witel Ridar. Research conducted by Nasib and Martin (2018), Paramananda and Purba (2021) the results of the study showed that incentives had an effect on the performance of employees of PT. Bumi Resource Tbk, while research conducted by Zuswana (2021) showed that incentives had no effect on the performance of employees. This made the research gap in this study.

2. Literature Review

2.1 Performance

Performance is very important for the progress of an organization or company, the higher the performance of employees, the easier it will be for the organization to achieve organizational goals (Kusjono & Ratnasari, 2019: 111). Arifin et al (2019: 72) argue that employee performance is the result of work that has been achieved by a group of employees in accordance with the duties and obligations given to them. Activities or work processes that are in accordance with the ability to obtain the desired success are the definition of employee performance (Saripuddin & Handayani, 2017: 30). Rachmawati (2017: 26) argues that performance is the real behavior shown by employees as work achievements produced by employees in accordance with their role in an organization. Based on some of these opinions, it can be concluded that employee performance is the result of the work of individuals or a group of organizations that are run in accordance with the provisions that have been set by the organization to achieve the goals expected by the organization.

Factors that affect performance

Organizational leaders are well aware of the difference in performance between one employee and another. Even though the employee works in the same place, they still have different performance. According to Rismawati (2020: 89), the factors that affect performance are as follows: 1). Ability, 2). Motivation, 3). Support 4). Existence of work 5). Relationship with the organization, 6). Discipline 7). Training 8). Incentive. From the opinion of this theory, it can be concluded that employee performance is influenced by training, work discipline and incentives.

Performance Indicators

Mangkunegara (2018:75) 1). Quality of Work, 2). Quantity of Work, 3). Implementation of Duties, 4). Responsibility, while according to Afandi (2018:89) which are included in the indicators of employee performance are: 1). Quantity of work results, 2). Quality of work results, 3). Efficiency in carrying out tasks, 4). Initiative, 5) Thoroughness, 6). Leadership, 7) Honesty, 8). Creativity.

2.2 Training

According to Larasati (2018: 110), training is a short-term education that uses systematic and organized procedures so that non-managerial workers learn technical knowledge and skills for a specific purpose. According to Simamora in Larasati (2018: 111), stated that the training was directed to help employees perform their current jobs better, and according to Mondy also in

Larasati (2018: 111), stated that training aims to improve short-term performance in certain jobs (positions) currently occupied by improving the competencies (knowledge and skills) of employees.

From the opinions of several experts, it can be concluded that training is a process to acquire skills regarding work, through a series of systematic procedures or carried out by an expert who aims to improve the results of job skills and knowledge to employees.

Training Indicators

In order for the training program to succeed well and improve the employability of employees, the training must be carried out in the right ways and must consider several training indicators. Mangkunegara (2018: 216) mentioned the training indicators including: 1). Type of Training, 2). Training Objectives 3). Training materials 4). Training method 5). Participant Qualifications.

2.3 Work Discipline

According to Singodimedjo (2019:86), work discipline is an attitude of willingness and willingness of employees to comply and obey the norms that apply around them and employee discipline greatly affects the goals of the agency. Sinambela (2018:335) states that work discipline is the awareness and willingness of employees to obey all applicable organizational regulations and social norms, thus work discipline is also a tool used by leaders to communicate with employees so that they are willing to change their behavior, follow and obey the Company's regulations and implement them.

According to Afandi (2018: 11) Work discipline is a code of conduct or regulation made by the management of an organization, ratified by the board of commissioners or capital owners, agreed upon by the labor union and known by the Manpower Office, and then people who are members of the organization are subject to the existing rules with a sense of pleasure, so that they are created and formed through a process and a series of behaviors that show the values of obedience, compliance, order, and order. Because it has become one with him, the attitude or action that is done is no longer or not felt as a burden at all, and even on the contrary will burden him if he does not act as usual.

It can be concluded that work discipline is an attitude of obedience to the rules and norms that apply in a company in order to increase employee steadfastness in achieving the company/organization's goals.

Work Discipline Indicators

According to Agustini (2019: 104) the indicators of discipline are as follows: 1). Attendance level, 2). Work procedures, 3). Obedience to superiors, 4). Awareness at work, 5). Responsibility

2.4 Incentive

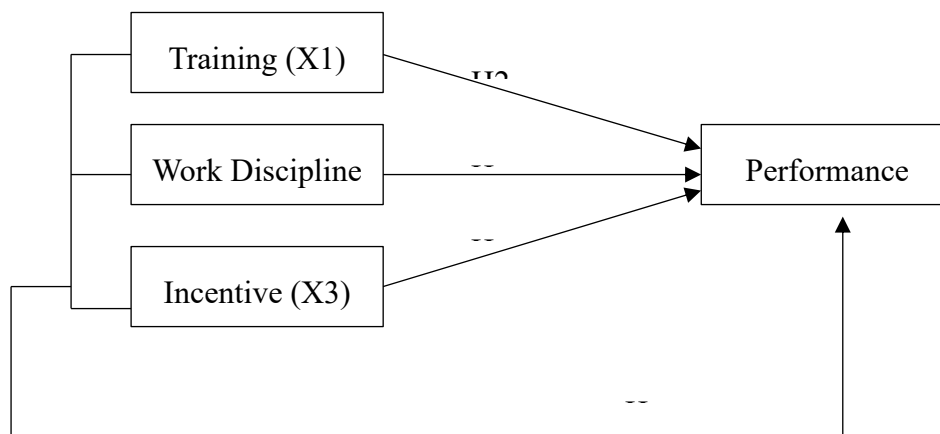
According to Sopiah and Sangadji (2018: 365) Incentives are direct rewards paid to employees because their performance exceeds the specified standards. Assuming that money can be used to motivate employees to work even harder, productive people prefer to be paid based on their performance. Meanwhile, according to Sri Larasati (2018: 99) Incentives are awards given to motivate workers so that their work productivity is high, not fixed or at any time. According to Suwatno (2017: 234) Incentives are something that stimulates interest in working. This

understanding is a good opinion if applied to an organization, because the performance and productivity of the organization will increase due to employees who work optimally. So it can be concluded that incentives are rewards beyond the salary given to employees who have high work performance or work above the standards that have been determined by the organization as a reward for services or in other words the incentives paid to each employee must be in accordance with the results of work performance based on the principle of fairness and decency and meet their needs, So that employees feel satisfied with the remuneration provided by the organization, with the form of rewards given in the form of finance or money so that they can improve the welfare of themselves and their families for the results of an employee's work.

Incentive Indicators

According to Hasibuan (2016: 184) the incentive indicators are: 1). Social security, 2). Bonuses, 3). Promotions, 4). Promotions

2.5 Framework of Thought



Picture 1 Framework of Thought
Source: Author's Thoughts (2023).

3. Research Methodology

The approach used in this study is an associative approach with causal relationships and aims to prove. The associative approach is an approach that asks about the relationship between two or more variables (Sugiyono, 2019: 51). In this case, it asks about the relationship between discipline training, incentives for employee performance and is grouped into causal research, causal research where there are independent variables and dependent variables (Sugiyono, 2019: 52). Where this study aims to see the influence of training, work discipline and incentives on employee performance. This study aims to prove, which means that the data obtained is used to prove that there is doubt about information, theories, policies, and actions to employees at PT Pamapersada Nusantara.

Table 1. Variable Operationalization

Research Variables	Variable Definition	Indicators
Performance (Y)	It is the result of the work of the company PT Pamapersada Nusantara in terms of quality, quantity, efficiency and initiative of the work function during a certain period of time produced by an employee in order to achieve the goals set by the mining company.	Quality of work Work quantity Work efficiency Initiative
Training (X1)	It is an overall activity to provide training to employees to obtain the objectives of the training in order to improve, as well as develop training methods and practices to increase productivity, attitude and work ethic at PT Pamapersada Nusantara at a certain level of skill and expertise in accordance with the level and qualifications of the position or job.	Training Objectives Training Materials Training Methods Participant Qualifications
Work Discipline (X2)	It is the awareness and willingness of PT Pamapersada Nusantara employees to carry out and obey the company's way of working and not violate the norms that apply regularly, diligently and continuously.	Attendance Level Obedience Work Procedures to Superiors Effective Use of Time
Incentive (X3)	It is a form of compensation given by the company PT Pamapersada Nusantara to employees as a reward for their hard work to achieve targets while working.	Bonuses Awarding advancement Promotion

Source: The Authors thoughts (2023).

According to Sugiyono (2019:81), the sample is part of the number and characteristics possessed by the population. The sampling technique in this study uses cluster sampling. Cluster random sampling is a regional sampling technique used to determine the sample if the object to be studied is very wide, for example the population of a country, province or district. The number of employee samples in this study is calculated from the total population of 1574 employees using the Slovin formula as follows:

$$n = \frac{N}{1 + Ne^2} n$$

n is the sample size, N = population size, e= error rate in percent or tolerance for inaccuracy in determining the number of employees. From the Slovin Formula above with an error rate of 5%, the number of employees is obtained as follows:

$$n = \frac{1574}{1 + 1574 (5 \%)^2} = 319 \text{ Employee}$$

To measure the accuracy (validity) and reliability (reliability) of a questionnaire data, a research measurement tool is needed. The research measuring tool must be carried out with several tests, namely: validity test, reliability test, hypothesis test, T statistical test, and statistical test F. Analysis technique is a method or model of analysis technique used to test the relationship or chance between independent and dependent variables. The data analysis technique used is multiple regression. Multiple regression is a solution if the independent variable (predictor variable) is more than one (Muhyiddin et al., 2017). Multiple regression to measure the relationship between the independent variables of Training, Work Discipline and Incentives, against the dependent variable of Employee Performance (Y).

$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$, where

Y = Employee Performance

a = Konstanta

$b_1 b_2 b_3$ = Koefisien Regresi Variabel $X_1 X_2 X_3$

X_1 = Training

X_2 = Work Discipline

X_3 = Incentive

e = Error Term

Multiple Linear Regression Analysis is used to predict how the value of the dependent variable changes when the value of the independent variable is increased/decreased (Sugiyono, 2019). Next, a determination coefficient test (adjusted R^2) is needed. According to Ghazali (2016), the determination coefficient test is applied to measure the model's ability to describe the variation of the bound variable. The value of the determination coefficient is in the range of zero (0) and (1), the high number shows the better the model is made and vice versa. In this research, the analysis of the determination coefficient was applied to see the ability of free variation, namely Training, Work Discipline and Incentives, to describe the variation of the bound variable, namely Employee Performance.

4. Research Results and Discussion

4.1 Employee Characteristics

This research was conducted on employees of PT Pamapersada Nusantara in Bontang, East Kalimantan. The research was based on the results of distributing questionnaires to 319 employees, 304 men (95.3%) and 15 women (4.7%). The age characteristics of employees aged 18-25 years are 30.7%; 31.7% aged 26-35 years; age 36-45 years as much as 26.0%; and over 46 years old as much as 11.6%. The educational characteristics of SMK/SLTA employees were 77.1%, D1 was 0.3%, D3 was 13.5%, S1 was 8.8%, S2 was 0.3%. A Characteristics of 0-5 years of service are 26.0%, 6-15 years are 34.2%, 16-25 years are 29.5% and above 26 years 10.3%.

4.2. Data Analysis Results

4.2.1. Multiple Regression Analysis

Multiple linear regression analysis is a linear relationship between two or more independent variables and dependent variables. This analysis can be used to see the influence of 1 or more independent variables on 1 related variable, where the independent variables are the Training

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(X1), Work Discipline (X2) and Incentive (X3) variables on the Employee Performance variable (Y). With the results of the SPSS test, there are test results in the following table:

Table 2 Multiple Regression Analysis Result

		Coefficients			
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	1.430	.124		11.492
	Training	.129	.021	.231	6.034
	Discipline	.288	.021	.425	10.884
	Incentive	.297	.024	.480	12.288

- a. Dependent Variable : Performance
Source : Output Result, 2024.

In Table 2, the output value is obtained which explains the influence between independent and dependent variables, the output value is included in the equation of the Multiple Linear Regression Model, then the following results are obtained:

$$Y = 1,430 + 0,129 X1 + 0,228 X2 + 0,297 X3$$

From the multiple linear regression equation, it can be explained as follows:

1. The value of their constant (a)_i is 1.430. This means that if the value of Training, Discipline and Incentive is 0 (zero) then the Performance Level is worth 1,430
2. The value of the regression coefficient of their Training variables (b)₁ I was positive, i which was 0.129. This means that for every increase in Training by 1 (one) unit, the Performance will increase by 0.129 units assuming that other independent variables are fixed.
3. The value of the regression coefficient of the Discipline variable (b)₂ was positive, which was 0.228. This means that for every increase in Discipline by 1 (one) unit, the Performance will increase by 0.228 units assuming other independent variables remain. The value of the regression coefficient of the Discipline variable (b)₂ was positive, which was 0.228. This means that for every increase in Discipline by 1 (one) unit, the Performance will increase by 0.228 units assuming other independent variables remain.
4. The value of the regression coefficient of the Incentive variable (b)₃ is positive, which is 0.297. This means that for every increase in Incentives by 1 (one) unit, the Performance will increase by 0.297 units assuming other independent variables remain.

4.2.2. Simultaneous Test (Uji F)

Test F was carried out to determine the simultaneous influence of training, work discipline and incentives together on the performance of PT Pamapersada Nusantara employees. The results of the F test can be seen in the following table:

Table 3 Test F Result

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.192	3	3.731	121.876	.000 ^b
	Residual	9.642	315	.031		
	Total	20.834	318			

a. Dependent Variable: Performance

b. Predictors: (Constant), insentive, training, discipline

Source :

SPSS Output Result, 2024

Table 3 shows that the F value is calculated as 121.876, then with a significant value of F at the real level (α) of 5% or 0.05 and $df = n - k - 1 = 319 - 3 - 1 = 315$ so that the F value of the table is 2.633 so that the F calculation is $121.876 > \text{the table is } 2.633$ with a significant F of $0.000 < \alpha$ 0.05, then H_0 is rejected and H_a is accepted. This means that there is a significant influence together of the variables of Training, Work Discipline and Incentives on the Performance of Employees of PT. Pamapersada Nusantara.4.2.3. Uji Parsial (Uji t)

The analysis of the partial test or t-test was carried out to determine significantly the partial role between the independent variable and the dependent variable by assuming that other independent variables were considered constant with a significance level of 95%, the calculated t-value of each regression coefficient was then compared with the t-value of the table. The value of ttable with a real level (α) of 0.05, $db = n - k (319 - 2) = 317$ is 1.6496. The following are the results of the t-test in this study:

Table 4 Test t Result

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.430	.124		11.492	.000
	Training	.129	.021	.231	6.034	.000
	Discipline	.228	.021	.425	10.884	.000
	Incentive	.297	.024	.480	12.288	.000

a. Dependent Variable Performance

Sumber : SPSS Output Result, 2024.

The results of the t-test in Table 4 can be explained as follows:

1. The t-test of the Training variable (b_1) obtained a tcount value of $6.034 > t \text{ table } 1.6496$ and a Sig t value of $0.000 < \alpha (0.05)$. So that H_0 is rejected and H_a is accepted, it means that there is a significant influence of the Training variable on the Employee Performance of PT Pamapersada Nusantara, East Kalimantan.
2. The t-test of the Discipline variable (b_2) obtained a t-count value of $10.884 > t \text{ table } 1.6496$ and a Sig t value of $0.000 < \alpha (0.05)$. So H_0 is rejected and H_a is accepted. This means that there is a significant influence of Work Discipline on the Employee

Performance of PT Pamapersada Nusantara, East Kalimantan.

3. The t-test of the Incentive variable (b_3) obtained a t-count value of $12.288 > t_{table}$ 1.6496 and a Sig t value of $0.000 < \alpha$ (0.05) so that H_0 was rejected and H_a was accepted. This means that there is a significant influence of the Incentive variable on the Employee Performance of PT Pamapersada Nusantara, East Kalimantan.

4.2.4. The Determination Coefficient (R^2)

The determination coefficient shows the extent to which the contribution of the free variable in the regression model is able to explain the variation of its bound variable. The coefficient of determination can be seen through the value of the R-square (R^2) in the Model Summary table. The following is a Summary Model of the Output Results of this research:

Tabel 5 Koefisien Determinasi

Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.733 ^a	.537	.533	.17496

a. Predictors: (Constant), incentive, training, Discipline

Source : SPSS Output Result, 2024.

The R Square value of 0.537 means that the percentage contribution of the influence of the variables of Training, Work Discipline and Incentives on the performance of employees of PT. Pamapersada Nusantara East Kalimantan is 53.70%, while the remaining 46.30% is influenced by other variables that are not included in this study.

4.3. Discussion

4.3.1. The Effect of Training, Discipline and Incentives on Employee Performance of PT Pamapersada Nusantara

Based on the results of the simultaneous analysis, there is a significant influence of training, work discipline and incentives on the performance of PT Pamapersada Nusantara employees. This can also be interpreted that the things that must be considered to improve employee performance are by improving employee abilities and knowledge through training, improving employee discipline and employee incentive policies so that they can directly affect the achievement of employee performance.

This is in accordance with the theory put forward by Rismawati (2020:89) which states that performance can be influenced by Training, Employee Discipline and Incentive policies. This is very important so that employees can provide good results to the Company through high performance achievements.

The results of this study are in line with the research conducted by Hariyanto (2019) with research that resulted in the conclusion that training has a significant effect on the performance of PT Kaltim Prima Coal employees. Similar to the research conducted by Alpian (2019) where the results of the research prove that training has a significant effect on employee performance at PT Aneka Tambang.

The results of this study answer why the quality of work results is still low with the achievement

of 94.44% of the target is supported because there is still work carried out not in accordance with the work plan and the occurrence of operational obstacles whose risk assessment is still lacking in terms of work supervision. So it requires more resources than planned to complete it. In the end, it results in the level of employee work efficiency in carrying out their duties. Based on the findings of the study, 67.4% of employees stated that they strongly agree and agree with the statement that employees prioritize neatness and in doing every job, this shows that most employees strongly agree to prioritize neatness in doing work because a neat work environment will make conditions comfortable and improve performance in the place. A total of 66.1% of employees who stated that they strongly agreed in the statement Before starting work, employees first check the work plan, this shows that the majority of employees agree to do the work by first checking the work plan so that the work carried out on that day is in accordance with the plan that has been set. There were 6.9% of employees who stated that they strongly disagree and disagree with the statement of employees taking the initiative to convey creative ideas for efficiency in the process of carrying out work, this shows that there are still employees who do not dare to convey creative ideas because the employees are new employees and do not have the courage to convey improvements to their superiors. There were 5.6% who expressed their strong disagreement and disagreement with the statement of the employee taking the initiative to report to the boss if there are obstacles or risks of danger at work, this shows that there are employees who do not agree to report the danger condition to the boss because the employee is a new employee who has not dared to convey the risk of danger to his superior.

4.3.2. The Effect of Training on Employee Performance of PT Pamapersada Nusantara

The results of the analysis through hypothesis testing The t-test showed that partially the training had a significant effect on the performance of PT Pamapersada Nusantara employees. The influence of the slop is positive, this gives the understanding that training can train the physical level of employees, especially if it has to do with work, this gives the understanding that employees can maintain health stamina, especially physical training in doing work. This research is in line with Edwin B. Flippo (2018:111), which states that training is an effort to improve the knowledge and skills of an employee to implement certain work activities so as to produce qualified performance.

Employees must be able to train physically where they can know where their shortcomings are so that they can become an advantage to get better performance level results in the future in order to provide support for the work performance obtained. This research is in line with research conducted by Wahyu (2016) with the results of the study showing that training has a significant influence on employee performance.

Based on the findings of the research on the Training variable about the trainees according to their skill background, there were 61.9% of employees who answered yes and strongly agreed. This employee's answer shows that the training that has been carried out so far is felt by employees to be very in accordance with the knowledge needs of employees. As many as 61.8% of employees who stated that they strongly agreed and agreed with the statement about the training material in accordance with the needs, so that they were able to support the work done by the employees, this explained that the employees felt that the material provided during the training was in accordance with the needs to support the implementation of the work. However, there were 19.1% of employees who expressed their disagreement and disagreement with the statement about the complete material provided and could be easily understood by the

employee, this shows that at the time of the training the employee felt that the material provided was still incomplete and difficult for the employee to understand and 17.9% of the employees strongly disagreed and did not agree with the statement about the training material provided in accordance with the employee's skills and competencies in completing work in their field, this explains that what employees feel is that the training material provided is still not in accordance with the skills to complete work in their field.

4.3.3. The Effect of Discipline on Employee Performance of PT Pamapersada Nusantara

The results of the analysis show that there is a partial influence of the work environment on the performance of PT Pamapersada Nusantara employees. The influence is positive, which means that to improve work discipline, employees must carry out and take advantage of the set working hours such as not arriving late and not procrastinating on the work given.

This research is in line with the theory of Slamet (2017:112) work discipline is a person's ability to work regularly, diligently and work in accordance with the applicable standard operating procedures by not violating the applicable rules. Another opinion according to Rachman (2019:168) is that discipline is an effort to control the self of an individual or society in developing compliance and obedience to rules and regulations based on encouragement and awareness that arises from the heart of a worker.

The results of this study are in line with research conducted by Prasetya Budi, Abdul Aziz and Zulkifli (2020) who explained that the existence of work discipline is a quality that helps a person to achieve his target Without discipline, a person will have difficulty in achieving what he wants. Discipline helps a person to focus and stick to the plan that has been set, so that he can achieve the desired results which greatly affects the performance of employees.

Based on the findings of the research on the Discipline variable, there are 67.4% of employees who strongly agree and agree with the statement that employees have never been absent from work for no reason, this explains that employees have reflected the level of attendance at work, so if there is an absence, immediately report it to the superior. As many as 67.7% of employees stated that they strongly agreed and agreed with the statement that employees completed their work on time according to the target. This explains that employees have reflected in discipline to complete work in accordance with the specified targets and time and 11.6% of employees who stated that they strongly disagree and disagree with the statement that employees always work in accordance with the SOP that has been set with the effective use of time, this explains that there are still many employees who work not in accordance with the SOP that has been set even though the SOP was made to carry out work with 12.9% of employees who strongly disagree and disagree with the statement that employees do not postpone work according to the plan priority scale, this shows that employees are still postponing work and working not according to the plan priority scale.

4.3.4 The Effect of Incentives on Employee Performance of PT Pamapersada Nusantara

The results of the analysis show that partially incentives have a significant effect on the performance of PT Pamapersada Nusantara employees. These results support the theory put forward by Rismawati (2020:89) that incentives are one of the factors that can affect employee performance. It is also in line with Hasibuan's opinion in Reny (2016:70) that incentives are stimulants given to certain employees based on their work performance so that employees are encouraged to improve their work performance.

The results of previous research conducted by Ahmad, Suci Lestari and Tiara (2016) also found

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that incentives affect performance based on compensation provided by companies to face increasingly fierce competition in the world of work so that the employee is much more active in work and can improve the quality of his work. Even though in this study, there are still employees who do not agree with the provision of incentives given as a condition for promotion only.

Based on the findings of the research on the statement (number 6 incentive) 64.6% of employees stated that they strongly agreed and agreed with the Incentive statement as an award for achieving performance targets without any violation of rules, this explains that employees feel that the incentives that have been provided by the company so far are in accordance with the achievement of employee performance targets.

Based on the findings of the research on Incentives, there are 59.9% of employees who strongly agree and agree with the statement of awards for outstanding employees given promotions, this explains that employees feel that the awards and promotions given to employees are in accordance with the results of good work performance and are given to outstanding employees. As many as 4.7% of employees stated that they strongly disagreed and agreed with the statement that the amount of incentives received was in accordance with the award for employee achievement, this explained that employees felt that the incentives provided by the company were still not in accordance with employee awards and achievements because there were still employees who received incentives and awards whose amount was not in accordance with work performance. In the statement Employee work performance affects the assessment for employee promotion, there are 3.4% of employees who stated that they strongly disagree and disagree which explains that employees feel that employee work performance still has no effect on the assessment for employee promotion. This means that there are still employees who get promotions even though their work performance is still not good. There were 4.4% of employees who expressed their disagreement and disagreement with the statement that outstanding employees were given the opportunity to work across departments for the next career path, this explained that employees felt unwilling to be transferred to cross-departmental promotions because for certain job levels special skills are needed to move across departments.

5. Conclusion

Based on the results of the research that has been presented in the previous chapter, it can be concluded as follows: 1). There is a significant influence of training, work discipline and incentives on the performance of PT Pamapersada Nusantara employees. 2). There is a significant influence of training on the performance of PT Pamapersada Nusantara employees. 3). There is a significant influence of discipline on the performance of PT Pamapersada Nusantara employees. 4). There is a significant influence of incentives on the performance of PT Pamapersada Nusantara employees

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Reviewing the Standards for Protection of Geographical Indications in Tanzania: A case of Kyela Rice

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Abstract

This paper examines the standards for effective protection of Geographical Indications in Tanzania. The Trade-Related Aspects of Intellectual Property Rights Agreement (hereinafter the TRIPS Agreement) provides for obligations of state parties to the Agreement to protect intellectual property rights in their respective countries. However, the TRIPS Agreement does not specifically state the conditions or standards for protecting geographical indications. This paper reviewed various legal instruments to establish the essential standards that can be adopted to protect geographical indications of Kyela Rice. The methodology used to collect data is documentary review, and data are analyzed using content analysis.

Key Words: Geographical Indications, Standards for Protection of Geographical Indications

Jel Codes: A12, A10, A19

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1. Introduction

This article examines the legal standards required in protection of geographical indications. This is important in order to ensure that, all applications for registration of geographical indications are properly assessed within certain known and accepted standards. Protection of geographical indications on agricultural goods or product is recently increasing. Products are being registered using the names of the place of their origin linking them with certain unique characters attributed to the place of origin.

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Studies suggests that, in any debate concerning protection of geographical indications the first task is to define what constitutes geographical indication? According to article 22 of the TRIPS Agreement, geographical indications is defined as indications which identify goods as originating in the territory of a Member or region or locality in that territory, where a given quality, reputation or other characteristics of the good is essentially attributable to its geographic origin. World Trade Organization (WTO) defined geographical indication to mean 'a sign used on a product that have a specific geographical origin and possess qualities or reputation that are due to that origin (World Intellectual Property Organization, 2017)

In this study, standards for protection of geographical indications refers to the basic conditions or elements which must be proved in order for an application for registration of geographical indications to be approved by the relevant institutions assessing applications for protection of geographical indications in a certain county. For example, if a group of producers makes an application to register an indication of 'Kyela Rice' the application must reflect those conditions in order for the name or indication to be protected in favor of that group.

In this article the author is interested to review the standards for protection of geographical indication of Kyela rice taking into account that, Kyela rice is one of the potential geographical indication product that Tanzania as a developing country can protect for export. The main reason for conducting this study is that, currently there is no specific law in Tanzania to govern protection of geographical indications as a separate category of geographical indications hence the need to develop criteria or standards which will be used in developing the law on protection of geographical indications in the country.

2. Literature Review

Recently the world has witnesses an increase in registration of geographical indications in branding or marketing agricultural products. Geographical indications are used to indicate certain products with unique qualities like the Kyela rice in Tanzania. Literatures reveal that, consumers are willing to pay premium price to products identified by using indications of origin (Mangistie, 2003)

Historically, protection of geographical indications is connected to industrial revolution in Europe (Saha and Bhattacharya, 2016). Upon emerging of industrial revolution in the 19th Century, the community of manufacturer started using certain mark or indication to show the origin of goods. Existing literatures shows that, the first country to develop a law on protection of geographical indications was France in 1825 (Tabaro, 2009). The law that was developed by France was intended to prevent false indication of source of industrial goods. The law was mainly implemented by imposing criminal sanction to people who were found guilty of false indication of origin of goods (Tabaro, 2009).

In 1919, the French Parliament realized that, the quality of certain products especially agro products were very much connected to their place of origin basing on natural, human, climatic factors and method of production as such France decided to make a law on protection of geographical origin of some goods such as cheese and wine (Tabaro, 2009). This being domestic law with no international recognition triggered for international movements on the protection of geographical indications.

At international level, the law on protection of geographical indications begins with the Paris Convention on Indications of Source of 1883. The Paris Convention is mainly intended to prevent the use of false indication of source of goods which are likely to mislead consumers as to the true origin of the goods (Ndunguru and Mwanga, 2021). The Paris Convention also prohibits acts of unfair competition which are likely to affect consumers as well as proprietors (Ndunguru and Mwanga, 2021). However, the Paris Convention does not expressly recognize protection of geographical indications (WTO Standing Committee on Law of Trademarks, 2011). The Paris Convention provides for minimum level of protection of indication. The weakness of the Paris Convention raised member's interests to extend the scope of protection covered by the Convention.

The weaknesses of the Paris Convention led to the adoption of another agreement called, the Madrid Agreement for Repression of False or Deceptive Indication of Source of Origin of 1891(WTO Standing Committee on Law of Trademarks, 2011). The Madrid Agreement was only concerned with prohibition of the use of false indication of origin of goods rather than creating an intellectual property right. The weaknesses of the Madrid Agreement also led into adoption of another agreement called Lisbon in 1958 (WTO Standing Committee on Law of Trademarks, 2011).

The Lisbon Agreement for Protection of Appellation of Origin and their International Registration was adopted in 1958. The agreement for the first time covered protection of the use of the name of a geographical areas in branding goods. Article 2 of the Lisbon Agreement provides for the protection of the use of names of geographical areas of a country, region of a country or its locality in a manner that indicates that the goods originates in that place where a certain special quality or characteristics are attributes basing on natural or human factors. The protection is intended to avoid the usurpation or imitation of the use of the mark (Ndunguru and Mwanga, 2022). According to this agreement, names of geographical areas which reflect on exclusive quality of the goods must be protected as appellation of origin under the World Intellectual Property Organization system.

In 1994 following the establishment of the World Trade Organization, the Agreement on Trade Related Aspects of Intellectual Property was adopted to cover protection of various intellectual property rights including geographical indications (Tabaro, 2019). This Agreement came into force in 1995. The agreement defined geographical indications and provides for obligation of the member states to enact domestic laws on the protection of geographical indications. However, the TRIPS Agreement does not provide for the manner or method of protecting geographical indications and the conditions or standards that can be used to assess application of registration of geographical indications. The TRIPS Agreement allows member states to adopt domestic laws which will provide for the manner of protecting geographical indications basing on their domestic context.

At African regional level, the law on protection of geographical indications are divided into two groups; the African Regional Intellectual Property Organizing (ARIPO) countries and the other covering OAPI. Under ARIPO, members have adopted the Banjul Protocol on Marks in 1993 (Lange, 2010). This Protocol provides for establishment of trademark filing system in which members can file application for protection of marks. The ARIPO system allow members to apply for registration of geographical indication as collective trademarks. Tanzania being a member of SADC belongs to the ARIPO system. However, literature reveals that, the laws on protection of

geographical indication in Africa is still at infant stage. Also literatures reveal that, there are no collective regional efforts to protect geographical indication as a category of intellectual property right because each country has individual efforts and approach of protecting geographical indication. Most of the African states think that, trademark laws can serve the same purpose to protect geographical indications which is a wrong assumption (African Union, 2017).

In 2004, ARIPO developed a continental strategy for protection of geographical indications in Africa. The strategy is intended to harmonize African Union members' domestic laws on protection of geographical indications.

However, some states in Africa have taken domestic efforts to enact or review their intellectual property laws to incorporate provisions on protection of certain geographical indications in their territory. In 2006 Ethiopia amended her intellectual property laws by adopting the Trademark Proclamation No 501 in 2006 to cover protection of geographical indications of its coffee products. In 2003 Uganda enacted the Geographical Indications Act No. 8 and Kenya adopted changes to the Kenya Trademark Act Cap. 506 R.E 2009 to allow registration of geographical indications as community collective marks. However, Tanzania mainland did not make efforts to amend the existing Intellectual Property (IP) laws or enact a new law on the protection of geographical indications (Paul and Bullu, 2008)

The intellectual property laws in Tanzania is a product of colonialism. Most of the laws were adopted from former colonial master England. It was during colonialism that, the Copyright legislation of 1924 and Patent legislation of 1922 were adopted (Mahingila, 2005).

At independence, Tanzania (Tanganyika) then inherited the Patent legislation of 1922, the Copyright Ordinance of 1924 and the Trade Marks Ordinance of 1922. The intellectual property laws were adopted without any significant change in their contents (Mahingila, 2005). However, due to some inherent weakness of those laws, there was a need to review them to accommodate some new aspects that were not covered by these laws. The Copyright legislation was later repealed by the Copyright Act No. 61 of 1996 and later in 1999 a new Copyright and Neighboring Rights was enacted.

In 1986 the Trade Mark Ordinance of 1922 which was repealed by the Trade and Service Marks Act of 1986. The change was mandatory in order to recognize service marks registration alongside trademarks (Mahingila, 2005). The 1986 Act is the one that is in use to date on matters pertaining trademarks and it is also the one which is impliedly used to protect geographical indications. The Trade and Service Marks Act under section 19 prohibits registration of certain trademarks which are likely to mislead the public on the true origin of goods but the Act does not create geographical indication as an intellectual property right.

In summary, the historical background of the development of the law on protection of geographical indications depicted above reveals that, the law on protection of geographical indication started with the adoption of the TRIPS Agreement and Tanzania is a member of TRIPS since 1995 but Tanzania does not have a specific law which deals with recognition and protection of geographical indications as a separate intellectual property right hence the need to review the standards for protection of geographical indication in the country which will be reflected during making or amending existing laws to cover protection of geographical indications.

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3. Methodology

This study is a qualitative study based on secondary data. The researcher reviewed various international laws on the protection of geographical indications like the TRIPS Agreement, journal articles, and law reports to examine their contents on standards for the protection of geographical indications. Data were analyzed by using content analysis in which the researcher in course of reviewing the legal sources developed themes which were later interpreted and summarized to answer the research question as to what are the legal standards for protection of geographical indications.

4. Result and Discussion

In protecting geographical indications, just like other intellectual property rights there must be standards for assessing registrability of the indication and other conditions to be complied by a person or community of producers seeking the said registration. World Intellectual Property Organization is of the view that, developing geographical indication scheme involves certain stages but one of the important stage is to develop the standards or regulation of use which describes the products geographical region of production, the processing methods and the natural or human factors which contributes to the characteristics of the product (WIPO, 2021). This means that, before developing the law on protection of geographical indication of Kyela rice and other potential geographical indication products, it is important to develop the standards that can be used to protect the said product.

According to Dr. Rangnekar, ‘to qualify for protection an indication must (i) identify the goods and its area of geographical origin, (ii) possess a given quality, reputation or other characteristics which (iii) is essentially attributed to its area of geographical origin’ (Rangnekar, 2003).

European Union Intellectual Property Office in one of their publication titled *Manual for Geographical Indications in Africa*, for geographical to be successful and to produce the intended results, some conditions must be present; first, certain quality linked to the product’s geographical environment and secondly, collective efforts of producers and other relevant participants within the value chain (European Union Intellectual Property Office, 2022). This observation points out two major standards for protection of geographical indications which are, ‘existence of unique qualities’ in the product to be registered as geographical indications and the need for recognition of ‘community ownership’ of the registered geographical indication.

The standards for protection of geographical indications can be implied from the definition of geographical indications under article 22 of the TRIPS Agreement. The definitions of geographical indications contains some key words which provides for standards of protecting geographical indications, these standards can be generally summarized in the following parameters:-

Must be an ‘An Indication’ Identifying Goods

The definitions of geographical indication contains a word ‘indication or sign’. The word indication in respect of geographical indications has been defined in various literature to mean the geographical name of the place or region in a particular country or any symbol/sign attributing the unique qualities of a product to a particular place or region where the product is produced (Vandecandeleare *et al*, 2010). For the case of Kyela rice, the symbol or sign that may be

recognized for protection of kyela rice is either the name 'Kyela' as it may be used in the package or label or the use of any geographical sign which imply that the product is connected to Kyela District.

According to Article 22.1 of the TRIPS Agreement, geographical indication can be any 'indications' capable of connecting the goods they indicate to a certain country, region or locality where certain unique attributes of the goods are connected to. This means that, in protecting geographical indication a sign other than geographical name can be accepted for registration (WIPO Standing Committee on the Law of Trademark, 2011). From this standard, an application for registration of geographical indication must have a sign or a name of a place where certain human or natural factors exist to shape the quality of the goods.

The Indication must Identify the Goods as Originating in a Territory, Region or Locality

The phrase 'identifying goods' means that, the indication or sign contained in the name of a product is used to link the quality of the goods to the place of production of the goods. Unlike in Trademarks where the mark is only used to identify the source or producer so as to distinguish the goods from the goods produced by other companies. Geographical indications must point the region or territory in which the quality of the goods are connected to. The use of the indication in branding the goods must have the effect of showing the customers that the product on which it is used has some unique qualities or characteristics that are connected to natural or human factors of a particular place. For the case of kyela rice, the name or sign must of such a nature that it indicates the rice is unique rice originally produced in Kyela District

Territory, Region or Locality

The definitions of geographical indication highlighted above define geographical indications with reference to territory. The use of the word 'territory' refers to a geographical area such as a country, region of the country or the name of any place found in a country. The territory for the purpose of protecting geographical indications refers to delimited or defined geographical area where human community has developed over a period of time and are conducting their activities there and may have developed collective production methods and skills of their own reputation (WIPO Standing Committee on the Law of Trademark, 2011). A territory is based on a system of interaction between people, environment and other human factors involved to convey an originality which confers unique characteristics and reputation to products (WIPO Standing Committee on the Law of Trademark, 2011). For Kyela rice the territory refers to a place, town or village found within Kyela District where the rice using the name kyela is produced.

According to FAO, the word 'territory' used in the law refers to the area where a human community has developed over the course of history a collective production method and knowledge (Vandecandeleare *et al*, 2010). The territory as a place where the product originates has combination of interaction physical and biological factors which contributes to convey an originality to goods which influence typicality of some characteristics on a product or confer reputation to a product (Vandecandeleare *et al*, 2010).

In registration of geographical indication, the application must contain description of the geographical area where the production is taking place (EU Council Regulation, 2006) Under the EU Council Regulation on protection of geographical indications, the application must also contain

some evidence that the product originates in the defined geographical area (EU Council Regulation, 2006).

Unique Quality or Reputation Attributed to the Place of Origin

In the definition of geographical indications, given quality or reputation refers to the special characteristic or quality of the product which constitutes unique attributes which makes it different from similar products produced from other regions (EU Council Regulation, 2006). According to Food and Agricultural Organization of the United Nations (FAO), some agricultural and food products display special characteristics which are inherent to the places where they are produced and that gives those products a reputation in the market. FAO further observes that, special qualities means some characteristics which differentiate the product from other products of the same category.

The unique elements of geographical indications products are measured in terms of taste, aroma, touch, appearance or methods of production or extraction. The main point of assessing unique quality of a product is typicality of the quality in one product over the other. Two products from different areas may have similar qualities but it is typical in one product and normal in the other product. For example the issue of aroma in rice is typical in Kyela rice if compared to rice from other areas like Shinyanga, Ifakara or Mbarali (John *et al.*, 2019)

The issue of quality difference is normally connected to environmental or climatic factors like rainfall, temperature, humidity or altitude of the area and type of soil of a particular area which naturally influences on the quality of the product produced in that region or locality as distinguished from similar product produced in other areas (John *et al.*, 2019). A good example is Kyela rice. Respondents from Kyela said that, the rice species from other district in Mbeya may not yield super rice when grown in district like Mbarali but when the same species are grown in Kyela they turn into super rice due to the climatic and environmental factors existing in Kyela (John *et al.*, 2019). This proves that there is a link between the quality of rice and environmental conditions of the Kyela District.

The link between the product and place is also contributed by human factors. Natural resources are always linked to human intervention (John *et al.*, 2019). It is the people who shape the environment by adjustment made to adopt production methods to environment on bases of cultural heritage and local know how (skills) adopted and applied from one generation to another. In this sense the product belongs to the local community that has created, adopted, preserved and passed on the specific environment which influences on the quality of the goods (John *et al.*, 2019).

In protection of geographical indications, a single criterion attributed to geographical origin is sufficient. A geographical indication can be protected if it is proved that there is at least one condition which links the product to the place of origin. The condition may be based on the quality of the goods or only its reputation. It is not necessary that, the production of raw materials and the development of the product should take place entirely in the defined geographical area (WIPO, 2017)

The Geographical Indication must be owned by a Community of producers

Literatures reveals that, geographical indication by nature can not be monopolized by individual person because they reflect common interests of the whole community involved in preserving the environment which contributes to influence on the unique attributes of the product to be protected as geographical indications. It is therefore important for the geographical indication to be registered for common benefit of the whole group of producers (European Union Intellectual Property Office, 2020). According to European Union Intellectual Property Office, GI does not confer individual rights (as is the case with patents and trademarks). Upon registration, the right to use a geographical name belongs to the community of producers in a given geographical area, the one that respects the product specifications submits the request (European Union Intellectual Property Office, 2020).

5. Conclusion

Tanzania has been a member of the TRIPS Agreement since 1995; hence, it has a legal obligation to enact domestic law for the protection of geographical indications in Tanzania. One of the potential geographical indications that needs to be protected is Kyela rice, which is a unique rice produced in the Kyela District, southern highlands of Tanzania. In order to protect geographical indication on Kyela rice, there must be clear standards which are reflected in this paper which will be used to assess the applications for registration of geographical indications. The standards include the use of indication or sign attributed to a certain area of production, the indication must be used on goods like agricultural goods, the goods must have unique qualities distinguishing the goods from other similar goods, the unique characteristics must be linked or attributed to the particular place of origin and that the application for registration must be made by a community of producers originating in the particular area.

The study recommends that, Tanzania through the ministry of agriculture must prepare the standards for assessing registration of geographical indications in Tanzania. The standards to be developed must reflect the key words and requirements stipulated in the definition of geographical indications and those discussed in this paper. Any person or an entity wishing to register geographical indication must follow these standards in order to register their products as geographical indications.

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International Agreements

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Lisbon Agreement for the Protection of Appellation of Origin and their International Registration of 1958

WTO Agreement on Trade Related Aspects of Intellectual Property Rights of 1994

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The Effect of Motivation, Training and Work Discipline on Employee Performance: The Case of CV. Bumi Angkasa Sejahtera South Sumatera

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Abstract

This study examines the effect of motivation, training, and work discipline on employee performance at CV. Bumi Angkasa Sejahtera South Sumatera. The object of the study is CV Bumi Angkasa Sejahtera South Sumatera. Address Jalan Tanjung Sari I, Jl. Sapta Marga No. 1A, Bukit Sangkal, Kec. Kalidoni, Palembang City, South Sumatera 30114. This study is a causal associative study using a quantitative approach. The dependent variable is performance, with indicators of work quality, work quantity, and responsibility. The independent variables are motivation, training, and work discipline. The indicators of motivation are the need for security, the need to feel belonging, and the need for self-esteem. The training indicators are participants, materials, and objectives. The indicators of work discipline are obedience to time rules, company regulations, and rules of conduct at work. The population used in this study were all CV Bumi Angkasa Sejahtera South Sumatera employees, totaling 135 people, and the sample consisted of 100 respondents. The method used in data collection was a questionnaire, The analysis model used was multiple linear regression. The result reveals that motivation, training, and work discipline positively and significantly affect CV employee performance. Bumi Angkasa Sejahtera South Sumatera.

Keywords: Motivation, Training, Work Discipline, Employee Performance

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1. Introduction

CV Bumi Angkasa is a cosmetics distributor that has grown from a humble grocery store to oversee several cosmetics in Indonesia. With several branches in the South Sumatra region and a headquarters in Palembang City, the company has shown rapid development year after year. It is now a well-known distributor in the South Sumatra region, especially with several famous

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brands such as Pixy, Mandom, Implora, Fanbo, The Originote, Azarine, Shallow, Herborist, and others. This growth is a testament to our potential and the bright future that lies ahead.

Employee performance is not just a factor in a company's success, it is the cornerstone. It is critical for a company to understand the abilities, skills, goals, work standards, and time used by employees to work. The performance of our employees directly impacts the achievement of our company's goals. Bumi Angkasa Sejahtera Sumatera. The recent decline in employee performance at CV. Bumi Angkasa Sejahtera Sumatera is a matter of utmost importance and urgency.

Based on the initial observation data, the quantitative results of employee work have decreased. This is evident from the fluctuating sales data in the last six months of 2024, with sales dropping by [specific percentage] in [specific month]. These figures have not met the targets set by the company, indicating that the quantity of employee work is not optimal. Furthermore, the quality of employee work results still needs improvement, as noted in the quality of employee work not being by the standards set by the company, so often, work that has been completed must be redone to be fixed. In addition, the lack of employee responsibility is seen from the presence of employees delaying completing their work; there are still many tasks that still need to be completed on time. This will significantly impact employee performance in achieving targets and will reduce the level of achievement of company goals. Another phenomenon found at CV. Bumi Angkasa Sejahtera Sumatera, regarding motivation variables, there is an indicator of the need for a sense of security. There is a problem where employees feel less safe with the work environment and parking lot, which lacks CCTV, and sometimes there needs to be security guards to guard it. In addition, there is also a problem with the indicator of the need to feel belong where there are still groups doing work; then, for employees who are less sociable, it is easier to interact with coworkers, so employees feel more motivated to work.

Another problem was the need for self-esteem, where employees felt the lack of company attention to employees who had achieved company targets. For instance, [specific example of an employee who achieved a target] did not receive any public recognition or reward, which made them feel unimportant and unappreciated. This lack of recognition is a significant issue that needs to be addressed. Another phenomenon that was also found in CV is Bumi Angkasa Sejahtera Sumatera, regarding training variables, found problems in the participant indicator that employees felt the requirements to become training participants had to go through many stages of selection and lack of support from the company to take part in training, so employees became reluctant and less interested in taking part in the training. Another problem was found in the material indicator where the material presented was too much, so training participants felt bored. besides that, there was no change or innovation about the material given, and the resource person was less interested in explaining or delivering the material, so employees felt there were no results from taking part in the training. Problems were also found in the objective indicator, where employees did not get the expected results after taking part in training, and employees did not acquire increased skills.

Based on initial observation data, the number of employees disciplined who are absent without explanation per month is relatively high, which means that employees still need to care more about the work discipline regulated or determined by CV. Bumi Angkasa Sejahtera Sumatera. The phenomenon was also found in CV. Bumi Angkasa Sejahtera Sumatera, regarding the work discipline variable, found problems in the indicator of obedience to time rules. In addition to undisciplined absences, some employees went home early from the office where employees went home before 16:00 WIB, which had been set by CV. Bumi Angkasa Sejahtera Sumatera Selatan. In addition, problems were also found in the indicator of obedience to company

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regulations, where there were still often employees who only wore t-shirts; in addition, there were still usually employees during working hours, such as those outside their places. Another problem was also found in the indicator of obedience to the rules of behavior in work shown by doing work according to their duties and responsibilities. However, there were still lazy employees, and employees were seen wasting time after break time still busy with their respective personal activities, so of course what was delayed was their work so that employees seemed not disciplined in carrying out their work effectively. This becomes a severe phenomenon if it is allowed to continue because it will hinder the achievement of goals in the company. Based on the description of the research background, this study examines the influence of motivation, training, and work discipline on employee performance CV. Bumi Angkasa Sejahtera South Sumatra.

2. Literature Review

Human resources are one of the most essential things that cannot be separated from an organization, both institutions and companies. Human resources are also the key to determining the development of a company. Human resources are people employed in an organization/company as drivers, thinkers, and planners to achieve the organization's goals. Employees are not mere resources but capital or assets for institutions or organizations. In improving human resources, employees' knowledge, abilities, motivation, and professional attitudes must be enhanced to increase the quality of human resources. Employees must have good motivation, discipline, knowledge, skills, honesty, initiative, and creativity. If this can be realized, the company can be more optimal in improving its goals. An employee with high and good performance (work results or work produced) can support achieving the goals and objectives the organization or agency sets. The performance itself is the result of work that workers can obtain, a management process, or an organization as a whole, where the work results can be shown in real terms of quality and quantity (Sedarmayanti, 2017). Performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Employees must have quality human resources who can carry out their duties as an apparatus per the assigned tasks. Therefore, to perform well, a person must have a high desire to do and know his job. Good employee performance will directly affect the institution's performance; improving employee performance certainly requires a long time and process. In addition to increasing supervision and coaching, an assessment can also be carried out on its employees' performance. This aims to measure the level of success that an organization or agency has achieved (Mangkunegara, 2017). Factors influencing good employee performance are ability and expertise, knowledge, work design, personality, motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline (Kasmir, 2018). Their motivation can influence a person's high and low performance. Motivation drives the spirit or drive to work, so the strength or weakness of employee work motivation also determines performance. A person's performance depends on the strength of their goals and intentions. With motivation, encouraging an employee leads to behavior in carrying out tasks effectively and efficiently (Meirdiansyah, 2015). Employees can develop their professionalism and build an influential and good work culture with motivation.

Motivation is not just a theoretical concept, but a practical tool that can bring tangible benefits to businesses. It is a powerful force in the world of work that significantly influences performance, both individually and collectively. Motivation is a critical factor that ignites the desire and interest of employees to excel in their roles and achieve optimal results. Several experts have investigated the effect of motivation on employee performance. According to

Aguinis and Kraiger (2015), motivation positively impacts employee performance. They found that highly motivated employees tend to be more enthusiastic and dedicated to completing their tasks, thus improving their performance. Their research provides a deeper understanding of the importance of motivation in achieving optimal performance.

Training is a significant factor that can enhance employee performance. As Larasati (2018) defines, training is a short-term education that uses systematic and organized procedures to equip non-managerial workers with technical knowledge and skills for specific purposes. This emphasis on the role of training in enhancing employee performance underscores the importance of investing in employee development, making the audience feel the value of such initiatives. For instance, a company could implement regular training sessions to keep employees updated on the latest industry trends and technologies. Similarly, a transparent and fair disciplinary system can help maintain a positive work environment and ensure employees understand and adhere to company rules and regulations. The company can improve employee performance and ultimately achieve its goals by implementing these strategies. Another factor that can affect employee performance is work discipline. According to Sinambela (2018:335), work discipline is the awareness and willingness of employees to obey all organizational regulations and applicable social norms. Thus, work discipline is a tool used by leaders to communicate with employees so that they are willing to change their behavior to follow the established rules. Discipline must be enforced in an organization. This means that with the support of good employee work discipline, it is easier for the organization to realize its goals. So, discipline is the key to the success of an organization in achieving its goals. How will an organization run well if it is employees or human resources themselves are not disciplined and do not have the awareness and willingness to obey all the regulations of an organization, on the other hand, if employees increase discipline starting from a high level of understanding and obeying all organizational regulations, a good or positive work atmosphere will be created and this will greatly affect the level of employee performance. Previous research conducted by Sogiana (2018) found that training, motivation, and work discipline significantly affect employee performance. In addition, Oktaviani, Mustika, and Widyawati (2021) also found that job training, work motivation, and work discipline significantly affect employee performance. Previous research conducted by Farisi, Irnawati, and Fahmi (2020) showed that motivation positively and substantially affects employee performance. Similar to previous research conducted by Suryawan, Nurpatia, and Salsabilla, A (2022), the results of their study proved that work motivation has a significant effect on employee performance. In contrast to research conducted by Wahyuni, et al. (2022)), her study showed that work motivation has a positive but insignificant effect. This research is reinforced by previous research conducted by Lestari and Afifah (2020). Their study proved that job training positively and significantly affects employee performance. Meisy, Jantye, and Rita (2016) also proved that training significantly affects performance.

In conclusion, employee performance is influenced by a variety of factors, including motivation, training, and work discipline. These factors are interconnected and can work together to improve performance. Understanding and effectively managing these factors can lead to a more productive and successful organization. Previous research conducted by Rohimah, Hasangapan, Napitupulu, M. (2023). (2023) proved that work discipline positively and significantly affects employee performance. Similar to previous research conducted by Suryawan, et al. (2022), the results of their study demonstrate that work discipline has a significant effect on employee performance. In contrast to research conducted by Lestari and Afifah (2020), the results of their research show that work discipline does not significantly

affect employee performance. Similar to research conducted by Ginting (2020) with research results that work discipline does not have a significant effect on employee performance.

3. Research Method

The object of the study is CV Bumi Angkasa Sejahtera South Sumatra. Address Jalan Tanjung Sari I, Jl. Sapta Marga No. 1A, Bukit Sangkal, Kec. Kalidoni, Palembang City, South Sumatra 30114. This study is a causal associative study using a quantitative approach. The dependent variable is performance, with indicators of work quality, work quantity, and responsibility. The independent variables are motivation, training, and work discipline. The indicators of motivation are the need for security, the need to feel belonging, and the need for self-esteem. The training indicators are participants, materials, and objectives. The indicators of work discipline are obedience to time rules, company regulations, and rules of conduct at work. The population used in this study were all CV Bumi Angkasa Sejahtera South Sumatra employees, totaling 135 people. The number of samples was determined using the formula developed by Isaac and Michael, and from a total population of 135 employees of CV Bumi Angkasa Sejahtera South Sumatra, with a set error rate of 5% and the number of samples for employees of CV Bumi Angkasa Sejahtera South Sumatra was 100 respondents with sample distribution from each sub-region. In this study, the method used in data collection was a questionnaire. Likert scale through positive questions with answer categories scored from 1 to 5. The questionnaire used in this study asked respondents to answer one of the appropriate answers according to their opinion. The analysis model used was multiple linear regression.

4. Findings and Discussions

The following equation model is obtained based on the analysis results in the regression results table.

$$Y = 1.765 + 0.502X_1 + 0.256X_2 + 0.189X_3$$

The model can be explained as follows:

The constant value, 1.765, in the model is a crucial baseline. It indicates that if the variables of motivation, training, and work discipline are considered *ceteris paribus*, the employee performance variable of CV. Bumi Angkasa Sejahtera South Sumatra will remain at 1.765 points. The beta value of the motivation variable, 0.502, is the highest in the model. This value signifies that a 1-point increase in the motivation variable, while other factors are considered *ceteris paribus*, will lead to a significant 0.502-point increase in the employee performance of CV. Bumi Angkasa Sejahtera South Sumatra. The beta value of the training variable, 0.256, plays a pivotal role in the model. It indicates the value of investing in employee development. A 1-point increase in the training variable, while other factors are considered *ceteris paribus*, will lead to a moderate 0.256-point increase in performance. The beta value of the work discipline variable is 0.189; this value underscores the importance of maintaining a disciplined work environment. If the work discipline variable increases by 1 point while other factors are considered *ceteris paribus*, employee performance will increase by 0.189 points.

Table 1. Regression Result

MODEL		UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS
		B	Std. Error	Beta
1	(Constant)	1.765	1.408	
	Motivation	.502	.072	.521
	Training	.256	.075	.256
	Discipline	.189	.065	.199

Based on Table 2, it can be seen that the calculated F value is 95.483, and the F table value is 2.70. In addition, the significance value is 0.000, and the alpha value is 0.05. The calculated F value of 95.483 is greater than the F table value of 2.70, and the significance value of 0.000 is smaller than the alpha value of 0.05. It can be concluded that motivation, training, and discipline simultaneously significantly affect employee performance at CV. Bumi Angkasa Sejahtera South Sumatra. Based on the comprehensive analysis presented previously, it is clear that motivation, training, and work discipline play a pivotal role in influencing employee performance at CV Bumi Angkasa Sejahtera, South Sumatra. This is not just a mere observation, but a significant finding, as evidenced by the high coefficient of determination of 0.865 or 86.5%, indicating that these factors contribute to a large extent to employee performance. This study reveals a complex web of interconnected factors. Motivation, training, and work discipline do not act in isolation, but rather, they simultaneously and significantly influence employee performance at CV Bumi Angkasa Sejahtera, South Sumatra. Bumi Angkasa Sejahtera, South Sumatra. This interconnectedness means that a holistic approach is needed, where these three factors are not viewed separately, but as a unified policy that can increase employee enthusiasm, improve training, and enforce fair work discipline. The findings of the study on the work quantity indicator underscore the urgent need for reminders to increase the quantity of work in order to achieve the Company's target. The fact that 10% of the respondents were neutral, 12% disagreed, and 8% strongly disagreed, indicates that there are still employees who have not met the target. This is a pressing concern for the management of CV Bumi Angkasa Sejahtera South Sumatra, and it's crucial to remind employees of their responsibilities. Research findings on the statement responsibility indicator about each employee completing the tasks given by the leader. The respondents' answers were 16% neutral, 14% disagreed, and 10% strongly disagreed, indicating that there are still employees who delay the work given by the leader. This is a serious issue that needs to be addressed by the management of CV Bumi Angkasa Sejahtera South Sumatra. It's important to remind employees of the obligation to complete their tasks on time. Research findings on the statement responsibility indicator show that each employee never delays the work given by the leader. The respondents' answers were 11% neutral, 8% disagreed, and 7% strongly disagreed; there are still employees who delay the work given by the leader. Based on the observation results, these answers can increase due to the dishonesty of the respondents in answering the questionnaire. This can be noted by the management of CV Bumi Angkasa Sejahtera South Sumatra so they can complete the tasks on time. This study is in line with Kasmir's theory (2018), which states that various factors can affect a person's performance in an organization, namely ability, and expertise, knowledge, work design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, work discipline. This study's results align with research conducted by Sogiana (2018), which found that training, motivation, and work discipline significantly affect employee performance. In addition, Oktaviani, Mustika & Widyawati (2021) also found that job training, motivation, and work discipline significantly affect employee performance.

Table 2. ANOVA Result

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Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1230.576	3	410.192	95.483	.000 ^a
Residual	412.414	96	4.296		
Total	1642.990	99			

Based on Table 3, the t-value on the motivation variable is 6.987, and the t-table value is 1.984. In addition, the significance value is 0.000, and the alpha value is 0.05. The t-count value of 6.987 is greater than the t-table value of 1.984, and the significance value of 0.000 is smaller than the alpha value of 0.05. It can be concluded that motivation significantly affects employee performance CV. Bumi Angkasa Sejahtera South Sumatra. The test results prove that partial work motivation positively and significantly influences employee performance. This means that when work motivation increases, employee performance will also increase. Motivated employees tend to have high work enthusiasm, are more proactive, and are oriented towards achieving company goals. Motivation can come from various sources, such as awards, recognition, opportunities for development, and a supportive work environment. The significant influence of work motivation on performance shows that changes in work motivation will have a tangible impact on employee performance. This emphasizes the importance of management in paying attention to factors that can increase motivation, such as providing fair incentives, creating a conducive work environment, and providing constructive feedback. This significance shows that motivation is not just a supporting factor but a critical element influencing employee productivity and work efficiency. Based on the research findings, the statement about employees will feel appreciated after completing their work on time. The respondents' answers were 12% neutral, 11% disagreed, and 9% strongly disagreed because employees still did not complete their work on time. Based on the observation results, these answers can increase due to the dishonesty of respondents in answering the questionnaire. This can be considered by the CV Bumi Angkasa Sejahtera South Sumatra management so that they can appreciate employees who complete their work on time. Research findings state that employees feel appreciated after completing their work exceeding the target. The respondents' answers were 13% neutral, 15% disagreed, and 9% strongly disagreed because employees still did not complete their work exceeding the target. Based on the observation results, these answers can increase due to the dishonesty of the respondents in answering the questionnaire. This requires the leadership to appreciate employees who have completed their work exceeding the target. The results of this study are in line with Kasmir's theory (2018), which states that one of the factors that influences individual performance in an agency or organization is work motivation. Work motivation is a drive for someone to do work. If employees have a strong drive from within themselves or encouragement from outside (for example, from the company), they will be encouraged to do a good job. In the end, good encouragement from within and outside a person will produce good performance. This study's results align with the results of the survey by Farisi, Irnawati, and Fahmi (2020). The results of the study showed that work motivation has a positive and significant effect on employee performance. In their research, Suryawan, et al. (2022) showed that work motivation substantially impacts employee performance. The results of the respondents' answers show that motivation affects employee performance. It can be seen in the distribution of answers to respondents that the problems are as follows: a. There are still employees who feel insecure at work; b. Some employees still feel they need to be more appreciated after completing their work on time; c. Some employees still feel they need to be more appreciated after completing work exceeding the target. As a result of these problems, it appears that employees do not work according to the quantity set by the company, employees do not immediately complete the tasks given by their leaders, and

employees postpone the work provided by their leaders, meaning that employee performance decreases due to the unfulfilled expectations of employees such as employees' sense of security at work, and lack of attention from leaders to employees so that employees feel unappreciated after completing work on time or exceeding the target. Researchers suggest paying attention to employee motivation given by the company or leaders to employees, primarily related to the need for employee security in working, giving awards to employees who work better than other employees, such as in achieving company targets. If these improvements are made, employees will be motivated so that they will be serious about working and will feel safe and appreciated by leaders and by the company.

The t-value of the motivation variable is 3.396, and the t-table value is 1.984. In addition, the significance value is 0.001, and the alpha value is 0.05. The calculated t value of 3.396 is greater than the t table value of 1.984, and the significance value of 0.001 is smaller than the alpha value of 0.05. This has a significant effect on employee CV performance. Bumi Angkasa Sejahtera South Sumatra. The test results prove that partial training has a positive and significant effect on employee performance, so it can be concluded that the job training provided by CV. Bumi Angkasa Sejahtera South Sumatra has succeeded in improving employee performance. This could mean the training is relevant to employee needs and delivered effectively. Positive Influence: This shows that every increase in job training will directly affect employee performance. This means that the better or more intensive the training provided, the employee performance will also increase. Significant Influence: This means that the influence is quite large and can be proven statistically, so changes in job training variables have a tangible impact on employee performance. Based on the research findings, the statement about employees being very enthusiastic about becoming training participants. The respondents' answers were 29% neutral, 7% disagreed, and 13% strongly disagreed because employees still did not like training activities. Based on the results of observations, these answers can increase due to the dishonesty of respondents in answering the questionnaire. This requires attention from the leadership to create more exciting and innovative training materials that attract more employee interest. Based on the research findings, the statement about the purpose of training is to improve work performance. The respondents' answers were 4% neutral, 16% disagreed, and 15% strongly disagreed because employees still did not know the direct benefits of training. Based on the results of observations, these answers can increase due to the dishonesty of respondents in answering the questionnaire. This requires attention and education from leaders regarding the importance and direct benefits of participating in training. This study is in line with Kasmir's theory (2018:189), which states that knowledge can affect individual performance in an agency or organization. Good knowledge from employees will provide good work results. Conversely, poor knowledge will also deliver poor work results. Efforts to increase employee knowledge about work are by conducting job training. The results of previous research conducted by Lestari and Afifah (2020) showed that job training had a positive and significant effect on the performance of PT employees. Ardena Artha Mulia Production Division. Another study by Meisy, Jantye, and Rita (2016) showed that training significantly affected performance. According to Mangkunegara (2017), training is a short-term educational process that uses systematic and organized procedures in which non-managerial employees learn technical knowledge and skills for limited purposes. According to Dessler (2020), training is a process of pursuing the skills needed by employees in carrying out their work, where employee training provides practical knowledge and its application in the world of work of the company to increase work productivity in achieving the organization's desired goals. Training can be divided into 5 indicators: Instructors, Training Participants, Methods, Materials, and Training Objectives. The results of the respondents' answers show that

training affects employee performance. It can be seen in the distribution of answers to respondents that the problems are as follows: a. There are still employees who need to be more enthusiastic about becoming training participants; b. Some employees still feel the training material could be more attractive; c. There are still employees who think that the purpose of training is not to improve work performance. As a result of these problems, it appears that employees do not work according to the quantity set by the company, employees do not immediately complete tasks given by leaders, and employees postpone work given by leaders, meaning that employee performance decreases due to unfulfilled employee expectations when training is held, such as there are still employees who are not interested in the training being held, the material presented is not exciting. The purpose of the training is not to improve employee skills or abilities. The researcher suggests making the training as enjoyable as possible so that employees can be interested and enthusiastic about participating in the training, providing material that keeps employees energized and creating a clear goal, namely to improve employee ability in working. If these improvements are made, employees will be enthusiastic about participating in the training and can improve employee abilities.

The t-value for the motivation variable is 2.925, and the t-table value is 1.984. In addition, the significance value is 0.004, and the alpha value is 0.05. The calculated t value of 2.925 is greater than the t table value of 1.984, and the significance value of 0.004 is smaller than the alpha value of 0.05. It can be concluded that there is a significant effect of discipline on employee performance at CV. Bumi Angkasa Sejahtera South Sumatra. Our research at CV. Bumi Angkasa Sejahtera South Sumatra has unequivocally demonstrated work discipline's vivacious and significant influence on employee performance. Bumi Angkasa Sejahtera South Sumatra. As work discipline increases, so does employee performance, indicating a direct correlation between adherence to regulations, policies, work ethics, and work outcomes. This finding underscores the pivotal role of discipline in human resource management strategy. Organizations can boost employee performance and foster a more productive and harmonious work environment by enhancing work discipline. Based on the research findings, the statement about employees is always presented with a certificate. The respondents' answers were 18% neutral, 9% disagreed, and 13% strongly disagreed because there were still employees who were absent from work without a certificate. Based on the observation results, the answers could increase due to the dishonesty of the respondents in answering the questionnaire. This requires a warning of sanctions from the leadership of employees who are absent without a certificate because disciplined employees will affect performance. Based on the research findings, the statement about employees always wearing polite and neat clothes while working. The respondents' answers were 8% neutral, 13% disagreed, and 6% strongly disagreed because employees still did not wear polite and neat clothes while working. Based on the observation results, these answers could increase due to the dishonesty of the respondents in answering the questionnaire. This requires a warning from the leadership for employees to wear polite and neat clothes while working. This study is in line with Kasmir's theory (2018), which states that one of the factors that influences individual performance in an agency or organization is work discipline. Work discipline when employees come and go home on time, use office equipment with a sense of responsibility, ensure satisfactory work results, and work with high enthusiasm. Disciplined employees will affect performance. The results of this study align with research conducted by Rohimah, Hasangapan, Napitupulu, (2023). and Suryawan, et al. (2022), which proves that work discipline has a significant effect on employee performance. To improve employee performance in the employee work discipline sector, employees must come and go home on time, provide information to their superiors if they are not at work, dress politely and neatly, and be enthusiastic about the tasks given. The results of the respondents' answers show

that discipline affects employee performance. It can be seen in the distribution of answers from respondents that the problems are as follows: a. There are still employees who still need to come and go home on time; b. Some employees still still need to come in with a certificate; c. There are still employees who need to wear neat clothes while working. As a result of these problems, it appears that employees do not work according to the quantity set by the company, do not immediately complete tasks given by their leaders, and postpone work given by their leaders, meaning that employee performance decreases due to low employee work discipline. The researcher suggests paying attention to employee work discipline, especially regarding employees who are not disciplined in coming to work and going home and employees who only come in with a certificate and neatness while working. If these improvements are made, employees will be more disciplined in working and can improve employee performance by achieving company targets, and employees will complete work on time.

Table 3. t-Table Result

	<i>Model</i>	<i>t</i>	<i>Sig</i>
1	(Constant)	1.254	.213
	Motivation	6.987	.000
	Training	3.396	.001
	Discipline	2.925	.004

5. Conclusion

Simultaneously, proven motivation, training, and work discipline positively and significantly affect employee performance at CV. Bumi Angkasa Sejahtera South Sumatra. For CV, Bumi Angkasa Sejahtera South Sumatra is expected to be able to pay attention to employee motivation, training, and work discipline because, in this study, motivation, training, and discipline affect employee performance. Pay attention to employee motivation given by the company or leader to employees, primarily related to the need for employee security in working. It is the responsibility of the company to ensure that employees feel safe and secure in their work environment, as this significantly impacts their motivation and performance. Providing awards to employees who work better than other employees, such as in achieving company targets, is one way to show appreciation and enhance motivation. If these improvements are made, employees will be motivated to work seriously and feel safe and appreciated by the leader and the company. The company should make the training as enjoyable as possible so that employees can be interested and enthusiastic about taking part in the training, providing materials that make employees satisfied and make clear goals, namely to improve employee ability in working. If these improvements are made, employees will be enthusiastic about participating in the training, which can enhance employee ability. Pay attention to employee work discipline, especially regarding employees who are not disciplined in coming to work and going home, who are absent without a certificate, and who are neat while working. If these improvements are made, employees will be more disciplined in their work and can improve employee performance by achieving company targets, and employees will complete their work on time.

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Analysis of Intellectual Capital to Strengthen Competitiveness through Shared Leadership and Creativity

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Abstract

This study explores the role of intellectual capital in enhancing competitiveness through shared leadership and creativity within the context of private universities in Indonesia. The research responds to increasing competition among private universities, where student enrollment significantly affects institutional sustainability. The study emphasizes the importance of leveraging intellectual capital—comprising human, structural, and relational assets—to address dynamic external and internal challenges. A quantitative approach was adopted, employing descriptive and verification methods to examine relationships among the variables. Data were collected from 102 respondents, including employees and lecturers at Bina Darma University, through stratified random sampling. Structural Equation Modeling (SEM) was used for analysis, revealing that intellectual capital positively impacts creativity, shared leadership, and competitiveness. Shared leadership further enhances competitiveness, demonstrating its role in promoting inclusive decision-making and fostering innovation. Interestingly, the findings indicate a negative relationship between creativity and competitiveness, suggesting nuanced implications for private university strategies. The study concludes that intellectual capital serves as a critical asset for building competitive advantage. However, while creativity supports intellectual capital, its direct link to competitiveness requires strategic alignment. Recommendations include fostering collaborative leadership, enhancing resource utilization, and encouraging innovative practices among academic staff. These measures aim to improve academic quality and institutional reputation, enabling private universities to navigate competitive pressures effectively.

Keywords: Intellectual Capital, Competitiveness, Shared Leadership, Creativity

JEL CODES: A12, A10, A19

How to Cite

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1. Introduction

Competition for private universities (PTS) in Indonesia is currently getting tighter, so that not a few PTS experience a shortage of students. This condition is also experienced by several PTS in South Sumatra, where every new school year many PTS experience difficulties in getting new students (Gunarto, 2018).

Since 2017, the number of PTS students under the auspices of Kopertis Region II Sumbagsel-Babel has decreased by an average of 60 percent, said the head of LLDIKTI Region II Prof. Slamet Widodo, and the number of decreases is very drastic compared to new student admissions in previous years. The decline in the number of PTS student admissions in Palembang is increasingly felt, causing competition to become more competitive. This decline can have an impact on operations, because the operational costs of PTS come from the number of students. The more the number of students in a PTS, the better the quality of the learning process. The way to face this competition, is with a strategy by maximizing the intellectual capital owned by PTS including human capital and spiritual capital. Human Capital is a very useful source of knowledge, skills, and competencies in an organization that is important to continue to be improved proactively to master quickly, adaptively, and responsively the changes that occur in the internal and external environment of PTS (Emelda et al., 2023).

In terms of possibilities, there are at least two things that universities can do. First, protect, secure, and market products that are the tangible results of its intellectual capital and wealth. Second, make policies that reflect justice and high appreciation for all parties involved in the income generating process.

2. Literature Review

2.1 Porter's Theory of Competition

Porter's Five Forces Theory is a method used to determine the strength of the industry based on the company's external factors. The theory emerged based on the Industrial Organization view which is a management view that companies pay great attention to external factors to gain competitive advantage. The management figure who supports this view is Michael Porter, who states that the most important factor determining company performance is the strength of the industry in competition (Pratama, 2020).

2.2 Intellectual capital

Intellectual capital is a business asset, although measuring it is a highly subjective task. As an asset, it is not booked on the balance sheet as "intellectual capital"; rather, wherever possible, it is integrated into intellectual property (as part of intangible assets and goodwill on the balance sheet), which is difficult to measure (CHEN, 2021).

2.3 Competitiveness

The definition of competitiveness is the ability of companies, industries, regions, countries, or between regions to produce relatively higher and sustainable income factors and employment factors to face international competition. Therefore, in the context of districts/cities as an organization, competitiveness is defined as the ability of districts/cities to develop the socio-economic capabilities of their territory in order to improve the welfare of the people in their territory. (Abarca, 2021).

2.4 Shared Leadership

By definition, shared leadership refers to "an emergent team phenomenon in which leadership

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functions and responsibilities are widely shared among internal team members to better achieve team goals. Different from the traditional vertical leadership theory that focuses on the style and behavior of formally appointed leaders, the theory of shared leadership emphasizes the agency role of team members in the team leadership process. In particular, the research by Zhu distinguished the theoretical overlaps and differences between shared leadership and six other similar leadership constructs (i.e. collective leadership, empowerment leadership, team leadership, emergency leadership, self-leadership, and participatory leadership), and refined the main characteristics of shared leadership into three aspects, including the source of leadership influence, the unit of analysis and the distribution of leadership influence.(Chen & Zhang, 2023)

2.5 Creativity

Creativity is a person's ability to produce something new, both in the form of ideas and real work, which is relatively different from what has existed before. Determining the criteria for creativity involves 2 dimensions, namely (1) The process dimension, which is any product resulting from the process that is considered a creative product. The criteria for products considered as creative products point to the results of a person's actions, performance, or work in the form of goods or ideas; (2) The person dimension, often said to be a creative personality, which includes cognitive dimensions (talent) and non-cognitive dimensions (interests, attitudes, and temperamental qualities). It can be concluded that creative people have significant personality traits and are different from people who are less creative (Juwono & Wangsadadjono, 2012). (Juwono & Wangsadinata, 2010)..

2.6. Relationship between Variables

2.6.1 Competitiveness on the Influence of Intellectual Capital

There is a positive relationship between Competitiveness and Intellectual Capital. The more effective Competitiveness is, the more Intellectual Capital is. Competitiveness in a relatively higher and sustainable intellectual capital factor to face competition. (Abarca, 2021)

Shared Leadership on the Influence of Intellectual Capital

Shared Leadership can have a positive impact on the influence of intellectual capital. It has a positive impact on individuals, teams, and organizations such as increasing job satisfaction. (Chen & Zhang, 2023)

Creativity on the Influence of Intellectual Capital

Creativity is a person's ability to produce something new, both in the form of ideas and real work, which is relatively different from what has existed before and influences a person's Intellectual Capital. (Juwono & Wangsadinata, 2010)

2.7. Framework of Thought

Hypothesis Development

H1: Intellectual Capital has a positive effect on Competitiveness

This hypothesis states that competitiveness will have a positive and significant influence on the cognitive response of the recipient, such as understanding and assessment of the information conveyed.

H2: Shared Leadership has a positive effect on Competitiveness

This hypothesis states that the quality of arguments in shared leadership will have a

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positive and significant influence on the affective response of the recipient, such as positive or negative feelings arising as intellectual capital.

H3: Creativity has a positive effect on Competitiveness

This hypothesis states that creativity will have a positive and significant influence on the cognitive response of the recipient, such as increased understanding or knowledge of the intellectual capital.

H4: Intellectual Capital has a positive effect on Shared Leadership

H5: Creativity has a positive effect on Shared Leadership

H6: Intellectual Capital has a positive effect on Shared Leadership and Competitiveness

H7: Intellectual Capital has a positive effect on Creativity and Competitiveness

3. Research Methods.

3.1 Method

This research uses a quantitative approach with descriptive and verification research designs. Descriptive research aims to obtain clearly about a particular situation or situation, while verification research aims to determine the clarity of the relationship of a variable (testing a hypothesis) through data collection in the field.

3.2 Objects and Subjects of Research

The scope of this research is intellectual capital. The object of this research is Competitiveness, Shared Leadership, Creativity conducted at Bina Darma University Palembang.

The research subjects were employees and lecturers of private universities at Bina Darma University Palembang.

3.3 Research Population and Sample

The population of this study were some employees and lecturers from PTS Bina Darma University spread across all departments.

The sample units in this study were employees and lecturers. The number of respondents in each department was taken as many as 20 respondents. The sampling technique was carried out randomly and *stratified (stratified random sampling)* in each form of department at Bina Darma University Palembang.

3.4 Variable Definitions and Operations

Table 1 Variable Definitions and Operations

No.	Concept	Variables	Indicator	Scale
1	Competitiveness (Porter, 2013)	Competitiveness	Competitive Price Product Quality Flexibility	Interval
2	Shared Leadership (Chen & Zhang, 2023)	Shared Leadership	Sources of Leadership Influence Unit of Analysis For Leadership Influence	Interval

			Distribution	
3	Creativity (Anggraini, 2018)	Creativity	Have high curiosity Having a confidence in one's self One has high perseverance. One is brave in expressing an opinion Someone has a high imagination.	Interval
4	Intellectual Capital (ICPEN, 2016)	Intellectual Capital	<i>Human Capital</i> <i>Structural capital</i> <i>Relational capital or</i> <i>customer capital</i>	Interval

3.5 Data Analysis Technique

Data analysis was carried out to present the results of the study and test the research hypothesis. The data analysis techniques used are descriptive statistical analysis and inferential analysis. Descriptive statistical analysis was carried out to present the research data simply presented in tabular and graphical form. Inferential statistical analysis is carried out to test the research hypothesis as well as various assumptions that must be met.

The statistical analysis technique used in this research is the *structural* equation model (*SEM*) approach. *Structural Equation Modeling* (SEM), is the most common statistical modeling technique and has been widely used in *behavioral science*. SEM can be shown as a combination of factor analysis, regression analysis, and path analysis. (Gunarto & Darma, 2015)

4. Findings and Discussion

4.1 Respondent Characteristics

Various characteristics of respondents involved in the study, and obtained as many as 102 respondents have been declared feasible and meet the criteria. Profile of respondents of Bina Darma University Employees and Lecturers who work at Bina Darma University. This includes characteristics of gender, age and occupation which are described descriptively.

4.2 Analysis Results and Measurement Model

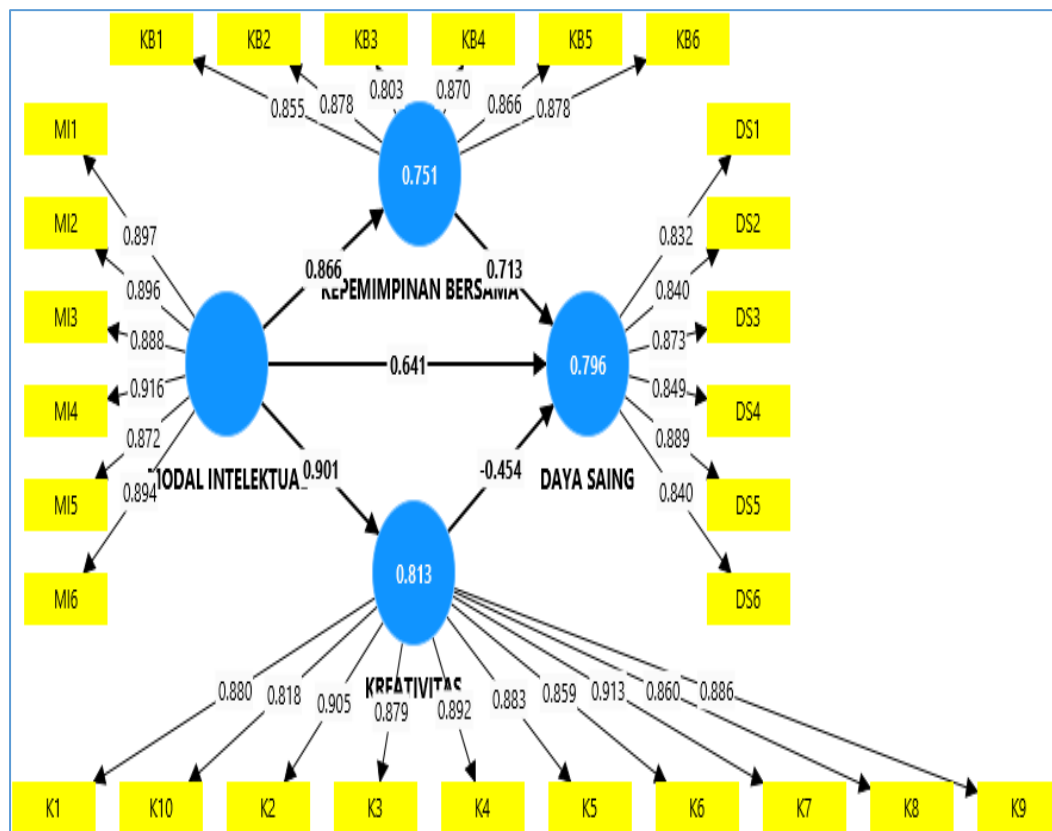


Figure 1. Analysis Results and Measurement Model

The initial measurement model at the *lower order* explains the manifest variables that correlate with the construct (*outer loading*). The results of the measurement model in its *higher order* explain the value of the *path coefficients* between constructs.

4.2.1 Outer Loading Value of Initial Measurement Capital

Table 2. Outer Loading Value of Initial Measurement Capital

	COMPETITIVE POWER	SHARED LEADERSHIP	CREATIVITY	INTELLECTUAL CAPITAL
DS1	0.832			
DS2	0.840			
DS3	0.873			
DS4	0.849			
DS5	0.889			
DS6	0.840			
K1			0.880	
K10			0.818	
K2			0.905	
K3			0.879	
K4			0.892	
K5			0.883	
K6			0.859	
K7			0.913	

K8			0.860	
K9			0.886	
KB1		0.855		
KB2		0.878		
KB3		0.803		
KB4		0.870		
KB5		0.866		
KB6		0.878		
MI1				0.897
MI2				0.896
MI3				0.888
MI4				0.916
MI5				0.872
MI6				0.894

Based on Table 2. it can be seen that the outer loading on the Competitiveness variable does not have indicators worth <0.7 , so the indicator is declared valid. In the *outer loading* value of the *Shared Leadership* variable, there are no indicators worth <0.7 , so the indicator is declared valid. In the *outer loading* value of the *Creativity* variable, there are no indicators worth <0.7 , so the indicator is declared valid. In the *outer loading* value of the *Intellectual Model* variable, there are no indicators worth <0.7 , so the indicator is declared valid. The Measurement Model is carried out through an iteration process by eliminating invalid indicators, resulting in the final model as in Figure 4.2.

4.2.2 Cronbach's Alpha, Composite Reliability, and AVE Values

Table 3. Cronbach's Alpha, Composite Reliability, and AVE Values

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
COMPETITIVE POWER	0.926	0.929	0.942	0.729
SHARED LEADERSHIP	0.929	0.929	0.944	0.738
CREATIVITY	0.967	0.967	0.971	0.771
INTELLECTUAL CAPITAL	0.950	0.951	0.960	0.799

The next step is to continue the validity measurement process by assessing discriminant validity. One way to measure discriminant validity is to use the criteria from Fornell and Larcker (Ketchen, 2013). Discriminant validity can be said to be fulfilled if the root value of the correlation between latent constructs is smaller than the AVE of each construct involved, or if the square root of the AVE is greater than the correlation between latent constructs.

4.2.3 Correlation Value Between Variable Constructs

Table 4. Correlation Value Between Variable Constructs

	COMPETITIV E POWER	SHARED LEADERSH IP	CREATIVIT Y	INTELLECTU AL CAPITAL
COMPETITIV E POWER				
SHARED LEADERSHIP	0.908			
CREATIVITY	0.821	0.972		
INTELLECTU AL CAPITAL	0.901	0.918	0.937	

Based on Table 4. it can be seen that Cronbach's alpha value for each dimension and variable construct is above 0.7, and the composite reliability value for each dimension and variable construct is also above 0.7, so it can be said that all variables and their manifestations have good reliability. Based on the *outer model* measurements on the revised latent variables, it can be concluded that all revised variable constructs are valid and *reliable*.

5. Structural Model Analysis Results (Inner Model)

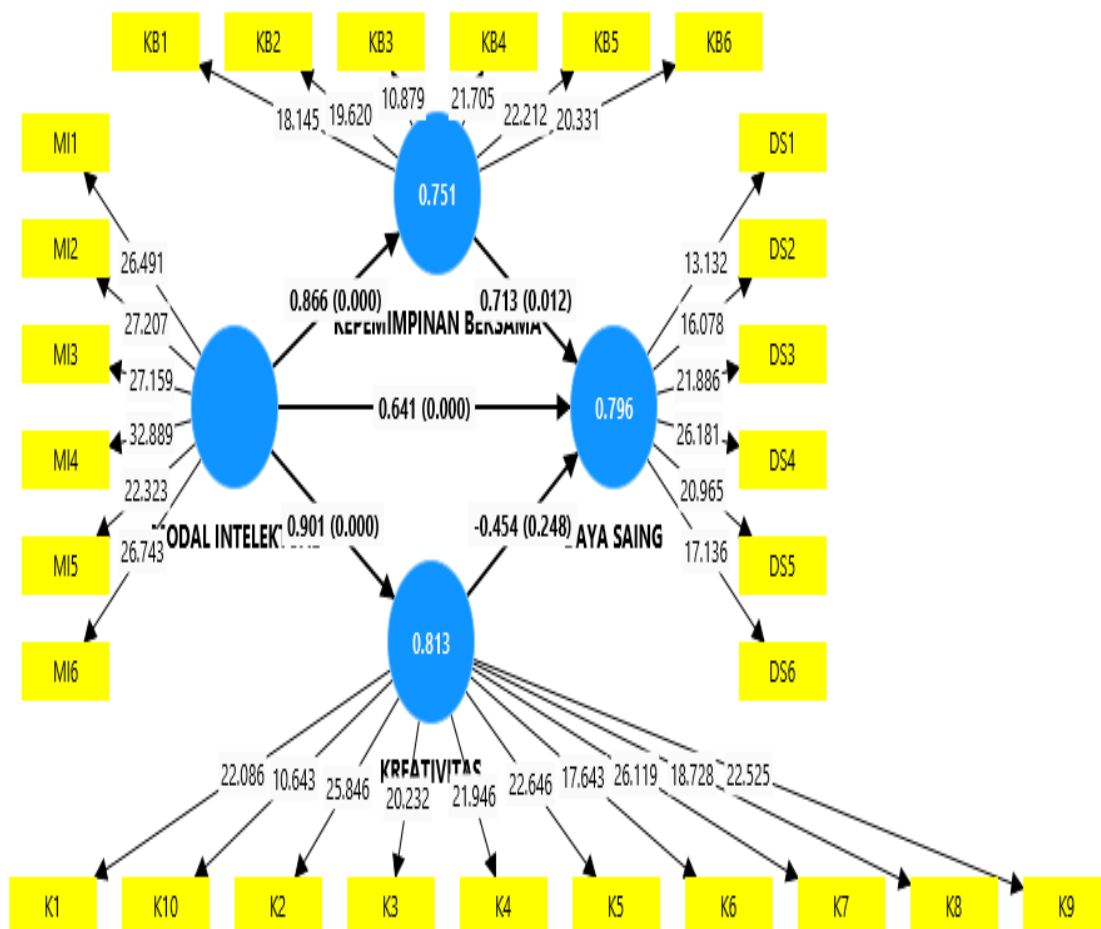


Figure 2 shows the relationship that occurs between exogenous and endogenous latent variables. The values shown are the *path coefficients* on each relationship which shows the direct effect of exogenous variables on endogenous variables.

5.1 R square value

Table 5. R square value

	R-square	Adjusted R-square
COMPETITIVE POWER	0.796	0.790
SHARED LEADERSHIP	0.751	0.748
CREATIVITY	0.813	0.811

Based on Table 5 refers to the *rule of thumb* for the strength of the prediction model which states that the *R square* value of 0.796 in structure I shows a strong model, that the strength of the substructure I model in explaining the variation of sample data in predicting the population is strong. In structure II the *R square* value of 0.751 indicates a strong model. In structure III the *R square* value of 0.813 indicates a strong model

5.2 F square value

Table 6. F square values

	COMPETITIVE POWER	SHARED LEADERSHIP	CREATIVITY	INTELLECTUAL CAPITAL
COMPETITIVE POWER				
SHARED LEADERSHIP	0.355			
CREATIVITY	0.108			
INTELLECTUAL CAPITAL	0.362	3.010	4.337	

Based on Table 6, the *effect size* value f^2 of 4.337 shows that the latent variable Intellectual Capital influences Customer Retention. This category refers to the *rule of thumb* of the *inner model* about *effect size* f^2

Path Coefficients, T-statistics, P values

Table 7 Path Coefficients, T-statistics, P values

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
SHARED LEADERSHIP -> COMPETITIVENESS	0.713	0.647	0.284	2.513	0.012
CREATIVITY -> COMPETITIVENESS	-0.454	-0.355	0.393	1.156	0.248
INTELLECTUAL MODEL -> COMPETITIVENESS	0.641	0.611	0.119	5.404	0.000

INTELLECTUAL CAPITAL SHARED LEADERSHIP ->	0.866	0.864	0.051	17.083	0.000
INTELLECTUAL CAPITAL CREATIVITY ->	0.901	0.898	0.038	23.570	0.000

There is an indirect negative effect between Creativity on Competitiveness of -0.454 and statistically significant because the t-count value is 1.156 (smaller than 1.96). This condition shows that if creativity is good, then competitiveness is able to survive.

There is a positive effect of Intellectual Capital on Creativity of 0.901 (90.1%), statistically and significantly because the t-count value is 23.570 (smaller than 1.96) or *p-value* 0.136 (greater than 5%). This condition shows that Intellectual Capital can increase Creativity.

There is a positive influence of *Intellectual Capital* on *Shared Leadership* with a value of 0.866 (86.6%), statistically significant because the t-count value is 17.083 (greater than 1.96) This condition shows that Intellectual Capital has an influence on Shared Leadership.

There is a positive influence of *Intellectual Capital* on *Competitiveness* with a value of 0.641 (64.1%), statistically significant because the t-count value is 5.404 (greater than 1.96) This condition indicates that Intellectual Capital has an influence on Competitiveness.

There is a positive influence of *Shared Leadership* on *Competitiveness* with a value of 0.713 (71.3%), statistically significant because the t-count value is 2.513 (greater than 1.96) This condition shows that Intellectual Capital has an influence on Competitiveness.

Mediation Effect

Table 8. Mediation Effect

Influence Relationship	Statistical Value	Description
INTELLECTUAL CAPITAL -> CREATIVITY -> COMPETITIVENESS INTELLECTUAL CAPITAL -> SHARED LEADERSHIP -> COMPETITIVENESS	$(0.247)^2 (0.014)^2 = 0.0000119578$	Low Influence

The results of the statistical value on Upsilon (ν), Intellectual Capital successfully mediates the relationship between Creativity and Competitiveness with a low mediating effect. So a new strategy is needed to improve Shared Leadership and strengthen Competitiveness.

Discussion

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The discussion in this study aims to determine the analysis of intellectual capital to strengthen competitiveness through joint leadership and creativity (a study at Bina Darma University as a Mediating Variable). The respondents in this study totaled 103 respondents from several questions in the form of a questionnaire that had been distributed for approximately 2 weeks. The characteristics of respondents of lecturers and employees at Bina Darma University who got the overall results were male with the most age > 35 years.

5.5.1 Hypothesis 1 (H1): There is a negative influence between Creativity on Competitiveness

The analysis shows that Creativity negatively affects competitiveness by -0.454 and is statistically significant because the t-count value is 1.156 (smaller than 1.96). This condition shows that if creativity is good, then competitiveness is able to survive. This finding is not relevant with the findings of (Sakka, 2018) (Jabbour & Jabbour, 2015). Creativity is a decisive factor in offering innovative educational programs, unique teaching methods, and curriculum relevant to industry needs.

5.5.2 Hypothesis 2 (H2): There is a positive influence between Intellectual Capital on Creativity

The results of the analysis show that there is a positive effect of Intellectual Capital on Creativity of 0.901, statistically and significantly because the t-count value is 23.570 (smaller than 1.96) or *p-value* 0.136 (greater than 5%). This condition shows that Intellectual Capital can increase Creativity. This finding is relevant to the findings of (Roy et al., 2020). High intellectual capital in private universities allows teachers to develop more innovative and effective teaching methods.

5.5.3 Hypothesis 3 (H3): There is a positive influence between Intellectual Capital on Shared Leadership

The results of the analysis show that there is a positive influence of Intellectual Capital on Shared Leadership with a value of 0.866, statistically significant because the t-count value is 17.083 (greater than 1.96). This condition indicates that Intellectual Capital has an influence on Shared Leadership. This finding is relevant with previous findings (Azadegan et al., 2019). Intellectual capital plays an important role in influencing shared leadership in private universities.

5.5.4 Hypothesis 4 (H4): There is a positive influence between Intellectual Capital on Competitiveness

The results of the analysis show that Intellectual Capital has a positive effect on Competitiveness with a value of 0.641, statistically significant because the t-count value is 5.404 (greater than 1.96). This condition indicates that Intellectual Capital has an influence on Competitiveness. This finding is relevant with previous findings (Sriyakul et al., 2019). Intellectual capital plays an important role in determining the competitiveness of private universities. By effectively utilizing knowledge, skills, and experience, universities can improve academic quality, develop innovative curricula, advance research, establish strategic partnerships, and provide infrastructure and services that support students. All these factors contribute to enhancing the reputation and competitiveness of colleges, enabling them to stand out in the competitive higher education market.

5.5.5 Hypothesis 5 (H5): There is a positive influence between Shared Leadership on Competitiveness

The results of the analysis show that there is a positive influence of *Shared Leadership* on

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Competitiveness with a value of 0.713, statistically significant because the t-count value is 2.513 (greater than 1.96) This condition indicates that Shared Leadership has an influence on Competitiveness. This finding is relevant with previous findings (Ojha et al., 2018). Shared leadership plays an important role in improving the competitiveness of private universities by promoting inclusive decision making, encouraging innovation, building a positive work culture, increasing responsiveness, and strengthening external partnerships.

5.5.6 Hypothesis 6 (H6): Intellectual Model mediates the relationship between Creativity and Competitiveness.

The result of the statistical value on Upsilon (ν) is 0.247 so that Intellectual Capital successfully mediates the relationship between Creativity to Competitiveness with a high mediating effect, therefore private universities can facilitate and encourage students to develop creative and innovative imaginations so that the quality of education offered by private universities is better than competitors. Likewise, it turns out that this finding also does not corroborate the findings of previous research (Muafi & Uyun, 2018)

5.5.7 Hypothesis 7 (H7): The Intellectual Model mediates the relationship between Shared Leadership and Competitiveness.

The result of the statistical value on Upsilon (ν), amounting to 0.014 so that Intellectual Capital successfully mediates the relationship between Shared Leadership on Competitiveness with a low mediating effect, therefore this private college encourages collaboration between analysis units to improve the efficiency and effectiveness of academic and administrative services so that certain aspects of flexibility or services of private colleges that need to be improved to be superior compared to competitors. Likewise, it turns out that this finding also does not corroborate the findings of previous research (Muafi & Uyun, 2018)

5. Conclusion

Conclusion

Creativity negatively affects Competitiveness by -0.454 and is statistically significant because the t-count value is 1.156 (smaller than 1.96). This condition shows that if creativity is good, then competitiveness is able to survive.

Intellectual Capital has a positive effect on Creativity of 0.901, statistically and significantly because the t-count value is 23.570 (smaller than 1.96) or *p-value* 0.136 (greater than 5%). This condition shows that Intellectual Capital can increase Creativity.

Intellectual Capital has a positive effect on Shared Leadership with a value of 0.866, statistically significant because the t-count value is 17.083 (greater than 1.96) This condition indicates that Intellectual Capital has an influence on Shared Leadership.

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Shared Leadership has a positive effect on Competitiveness with a value of 0.713, statistically significant because the t-count value is 2.513 (greater than 1.96) This condition shows that Intellectual Capital has an influence on Competitiveness.

Intellectual Capital successfully mediates the relationship between Creativity to Competitiveness with a high mediating effect, therefore private universities can facilitate and encourage students to develop creative and innovative imaginations so that the quality of

education offered by private universities is better than competitors.

Intellectual Capital successfully mediates the relationship between Shared Leadership and Competitiveness with a low mediating effect, therefore this private university encourages collaboration between analysis units to improve the efficiency and effectiveness of academic and administrative services so that certain aspects of flexibility or services of private universities that need to be improved to be superior to competitors.

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The Influence of Brand Promotion on The Reputation of Private Universities with Co-Creation as a Mediating Variable

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Abstract

This study evaluates the influence of private universities' brand promotion, co-creation, and reputation on the purchase intention of prospective students in Palembang. The variables studied include brand promotion as the independent variable, private university reputation as the dependent variable, and co-creation as the mediator variable. This study used quantitative analysis with hypothesis testing and involved eleven randomly selected alumni of private universities in Palembang. The results showed that brand promotion positively and significantly influences private university reputation and co-creation. In addition, co-creation also has a positive and significant influence on private college reputation and acts as a significant mediator in the relationship between brand promotion and college reputation. These findings confirm that brand promotion and co-creation play an essential role in enhancing thereputation of private colleges and attracting prospective students.

Keywords: Brand Promotion, Co-Creation, Reputation of Private Universities, Alumni.

JEL CODES: A12, A10, A19

How to Cite

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1. Introduction

Higher education is a place to improve knowledge, skills, and behavior. Private universities

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must continue to provide the best standards for their graduates as this quality affects their existence and the number of incoming students. (Nasib et al., 2022). The rapid development of education has made the government continue to improve the education system. Public awareness of the importance of education has also increased. However, the quality of education in Indonesia is still low due to lack of physical facilities, inadequate quality of teachers, unsatisfactory student achievement, and expensive education costs (Putri et al., 2021). (Putri et al., 2021).

A university's reputation is important for attracting prospective students and improving graduates' career opportunities. A strong reputation reflects the quality of the institution and helps graduates get positions in prestigious companies so universities need to build a solid brand image to compete in the competitive higher education market. (Fiaz et al., 2019) University image has a major effect on student decisions (Shehzadi et al., 2021). Brand image is a key element in marketing (Alkhawaldeh et al., 2020). (Vo et al., 2024) stated that the quality and number of online brand posts influence students' cognitive and affective responses, which impact brand co-creation behavior. In higher education, co-creation involves collaboration between students and institutions, which increases engagement, satisfaction, and provides feedback for quality improvement. (Leino & Puumala, 2021).

Private universities are facing declining student numbers and need to formulate effective strategies, such as improving the quality of education, facilities, and marketing, as well as collaborating with industry to improve the relevance of the curriculum and student work experience. Private universities realize the importance of reputation to attract students and improve career opportunities for graduates. While the impact of brand promotion on reputation through co-creation has been discussed, a holistic marketing model is still needed. This research aims to develop an integrated framework to understand the contribution of brand promotion to the reputation of private universities in Palembang city through co-creation.

2. Literature Review

2.1 Grand Theory

The Grand Theory applied in this study means "Marketing Theory and Customer Relationship Management". This theory encompasses concepts relevant to the interaction between private colleges and prospective students, as well as how brand promotion and co-creation affect institutional reputation. Customer Relationship Marketing and Management Theory provides a strong foundation to explain how the interaction between private colleges and prospective students affects institutional reputation. In this theory, attention is given to the college's efforts in building positive relationships with prospective students through effective brand promotion and co-creation practices. Customer Relationship Marketing and Management Theory therefore provides a holistic framework for understanding how brand promotion and co-creation play a role in shaping the reputation of private colleges.

2.2 Promotion

Sales promotion plays a role in creating value for both customers and organizations (Kaveh et al., 2021). While the purpose of promotion, namely to help achieve marketing goals and broader company goals (Mulyana, 2019; Vo et al., 2024). The main purpose of promotion in higher education through online brand posting is to increase brand awareness of prospective students, invite interaction, and encourage participation in brand identity formation. This strategy uses a variety of content such as video, audio, writing, images, contests, news, narratives, support for specific causes, brand reviews, online games, and virtual gifts and cards. The goal is to engage users and increase brand value (Vo et al., 2024).

2.3 Reputation

Reputation is a collection of perceptions and images owned by various related parties regarding the organization's ability to meet expectations over time (Gardiana et al., 2024). The good reputation of private universities increases the interest of prospective students, the trust of stakeholders such as alumni and parents, and strengthens relationships with the community and industry (Harahap et al., 2017). To improve reputation, private universities need to improve the quality of education and research, strengthen relationships with alumni and industry, increase brand visibility through effective promotion, and provide quality services for students and stakeholders (Harahap et al., 2017).

2.4 Co-Creation

Co-creation is the collaboration between organizations and consumers or stakeholders in developing products, services, or solutions that provide additional benefits to both parties. (Darlington et al., 2022).. Some of the factors that influence the success of co-creation include efficient communication between all parties involved, trust and openness, respect for contributions, ability to adapt to change, and constructive management of conflict (Leino & Puumala, 2021; Leino & Puumala, 2021).

2.5 Framework for Thinking

With reference to the formulation of the case and various studies that have been conducted, the paradigm for this research can be explained as follows:

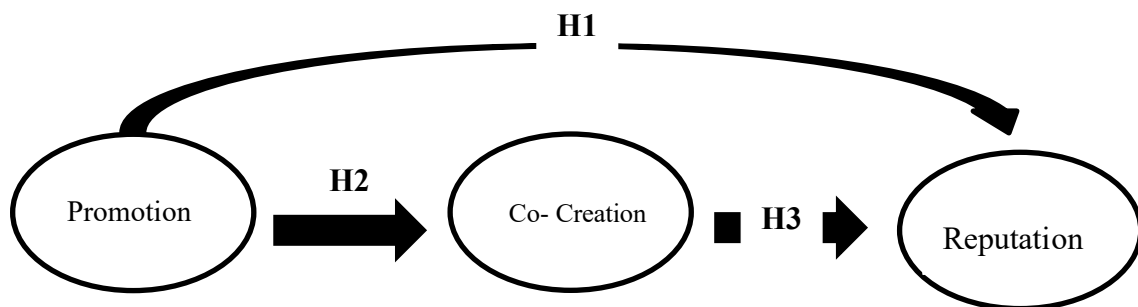


Figure 1. Thinking Framework

2.6 Hypothesis

In accordance with the literature review and framework that has been described, the research hypothesis can be formulated as follows:

1. Hypothesis 1 (H1): there is a positive effect between brand promotion and the reputation of private universities.
2. Hypothesis two (H2): there is a positive impact between brand promotion and co-creation.
3. Hypothesis 3 (H3): there is a positive impact between co-creation on the reputation of private universities.
4. Hypothesis 4 (H4): Co-creation mediates the relationship between brand promotion and reputation of private universities.

3. Research Methods

3.1 Subjects and Objects in Research

This research focuses on 11 private universities as its scope. The research subjects were undergraduate students from private universities in Palembang city.

3.2 Population and Research Sample

The population in this study included all students of private universities in Palembang City. There are about 11 private universities in Palembang City, including academies, colleges, polytechnics, and universities. The sample unit in this study is the alumni of PTS. As many as 10 respondents were taken at each PTS (private Universities). The sampling technique is random sampling from various types of private universities, similar to what is shown in Table 1.

Table 1 Population and Sample Size for Each PTS

Form of PTS	Number of PTS	Number of PTS Samples	Number of Respondents
University	11	10	110

The number of samples to be used in this study means 110 respondents, consisting of 11 randomly selected alumni of private universities.

3.3 Variable Definitions and Operations

This study includes one exogenous variable, namely Co-creation, and 2 endogenous variables, namely Brand promotion and Reputation of Private Universities, with operational details of the variables as listed in Table two.

Table 2: Operational Definition of Variables

No.	Concept	Variables	Indicator	Scale
1	Promotion	Brand Promotion	1) Advertising 2) Personal Selling 3) Sales Promotion 4) Public Relations	Interval
2	Reputation	College Reputation	1) Brand Recognition 2) Reviews and Feedback 3) Social Media san Online 4) Awards and Recognition 5) Customer Trust 6) Financial Performance 7) Company Leader 8) Product innovation and excellence	Interval
3	Co-creation	Co-creation Level	1) Student Participation in Decision Making 2) Students in research projects 3) Stakeholder Input-Based curriculum development 4) Innovation and Development of Education Services 5) Internship and Industry Cooperation Program 6) Alumni involvement in institutional development 7) Use of Technology for Collaboration 8) Rewards and Recognition for Collaborative Contributions	Interval

3.5 Data Collection Techniques

The data for this study was obtained through the use of general newsletters that used a 1-five

Likert scale to assess the impact of brand promotion on university reputation using co-creation. Student respondents were asked to indicate their level of agreement from strongly disagree to strongly agree for each question.

3.6 Data Analysis Method

This study used the *Structural Equation Modeling* (SEM) method analyzed using SmartPLS 3.0, including CB-SEM and PLS-SEM approaches. SEM examines complex relationships between variables, while PLS specifically handles non-normal data and small samples, enabling simultaneous testing of sample validity and reliability.

3.6.1 Partial Least Square Analysis

PLS is used to test the relationship between latent variables and predict indicators of structural constructs. The stages of PLS-SEM analysis include: PLS is used to test the relationship between latent variables and predict indicators from structural constructs. The PLS-SEM analysis process involves several terms, namely:

1. Conceptualization
2. Algorithm analysis method selection
3. Resampling Method Selection
4. Path Diagram Creation
5. Model evaluation

3.6.2 Measurement or Outer Model

Outer sample analysis assesses the correlation between indicators and latent variables using three primary criteria:

- **Convergent Validity:** evaluated based on standardized factor loading and Average Variance Extracted (AVE). A factor loading of ≥ 0.70 is referred to as the ideal standard.
- **Discriminant Validity:** checked by evaluating cross loading and $\sqrt{AVE}$ to ensure that indicators have a higher relationship using the construct being measured compared to other constructs.
- **Composite Reliability:** Measures the internal consistency and reliability of indicators measuring a construct, preferably over Cronbach's alpha.

3.7 Operational Definition and Variable Measurement

3.7.1 Operational Definition

1. **Independent Variable:** Variables that affect other variables, generally denoted by the alphabet X. In this study, the variable was Brand promotion (X).
2. **Dependent Variable:** The dependent variable influenced by the independent variable is symbolized by the alphabet Y. In this study, the dependent variable used is Reputation (Y).
3. **Mediating Variable:** The variable that connects the independent variable with the dependent variable in this study is Co-Creation (Z).

4. Research Methods

3.1 Descriptive Analysis

1. Respondent Characteristics Based on College

The characteristics of the respondents of this study came from 11 private universities in Palembang city, each contributing 10 respondents, so there were 110 respondents in total.

Table 3. Respondents based on PTS Origin

No.	Name of Private College	Sample Quantity
1	Bina Darma University Palembang	10 People
2	Muhamadiyah University of Palembang	10 People
3	Multi Data University Palembang	10 People
4	Indo Global Mandiri University Palembang	10 People
5	Tridinanti University Palembang	10 People
6	Tamansiswa University Palembang	10 People
7	PGRI University Palembang	10 People
8	Universitas Kader Bangsa Palembang	10 People
9	IBA University Palembang	10 People
10	Sjakhyakirti University	10 People
11	STISIPOL Candradimuka University	10 People

2. Respondent Characteristics Based on Gender

Based on the summary data, there were 57 male respondents (51.8%) and 53 female respondents (48.2%).

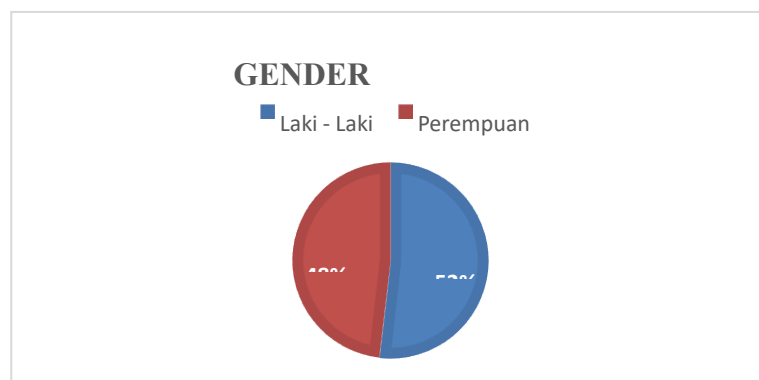


Figure 2 Frequency Chart by Gender

3. Respondent Characteristics Based on Age

Based on the questionnaire, the distribution of the number of respondents based on age is as follows, 19 years old (1 person, 0.9%), 20 years old (3 people, 2.7%), 21 years old (9 people, 8.2%), 22 years old (7 people, 6.4%), 23 years old (10 people, 9.1%), 24 years (15 people,

13.6%), 25 years (20 people, 18.2%), 26 years (16 people, 14.5%), 27 years (17 people, 15.5%), 28 years (10 people, 9.1%), 29 years (1 person, 0.9%), and 30 years (1 person, 0.9%).

4. Characteristics of respondents based on the last level of education.

Based on the data, there were 4 respondents (3.6%) with the latest D3 education, while 106 respondents (96.4%) had the latest S1 education. The following graph shows the distribution of respondents according to the last education level:

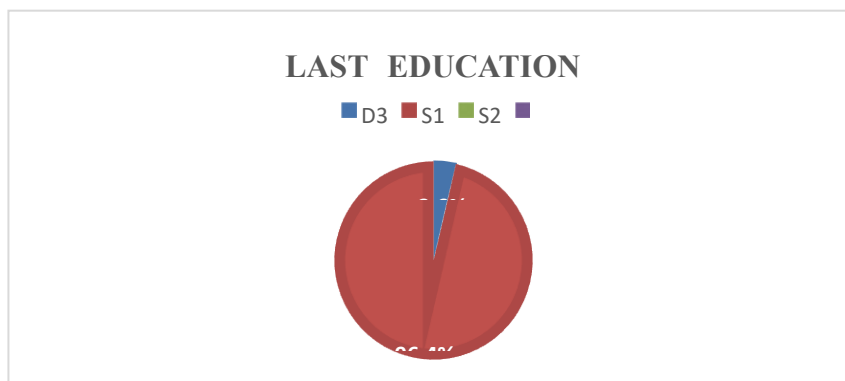


Figure 3 Graph of Respondents based on last education

4.2 Model Evaluation

This research utilizes the SEM-PLS method with the donation of the SmartPLS three application. Partial Least Square (PLS) analysis is a multivariate statistical method used to compare a large number of dependent and independent variables. PLS, being a variant-based SEM method, was created to overcome dilemmas similar to small sample size, missing data, and multicollinearity. PLS sample evaluation is carried out using assessing the validity of the outer sample and inner model.

4.3 Outer Model Measurement

The measurement of the outer sample in SEM PLS is based on the value of convergent validity and discriminant validity to assess the validity of the instrument. Convergent validity is evaluated according to the correlation between item scores and construct scores. Loading values above 0.70 are claimed to be high, while values between 0.5 and 0.6 are still claimed to be adequate in scale development (Ghozali, 2014). Discriminant validity is compared with the square root of the average variance extracted (AVE), where an AVE value greater than 0.50 is considered adequate (Ghozali, 2014). Reliability tests are conducted using composite reliability (CR) and Cronbach's alpha, where values greater than 0.60 indicate a good level of reliability (Ghozali, 2014).

4.4 Validity Test

Model assessment using Smart PLS includes validity and reliability testing, including convergent validity and discriminant validity. The validity analysis process was conducted through model test 1, as shown in figure fourth below:

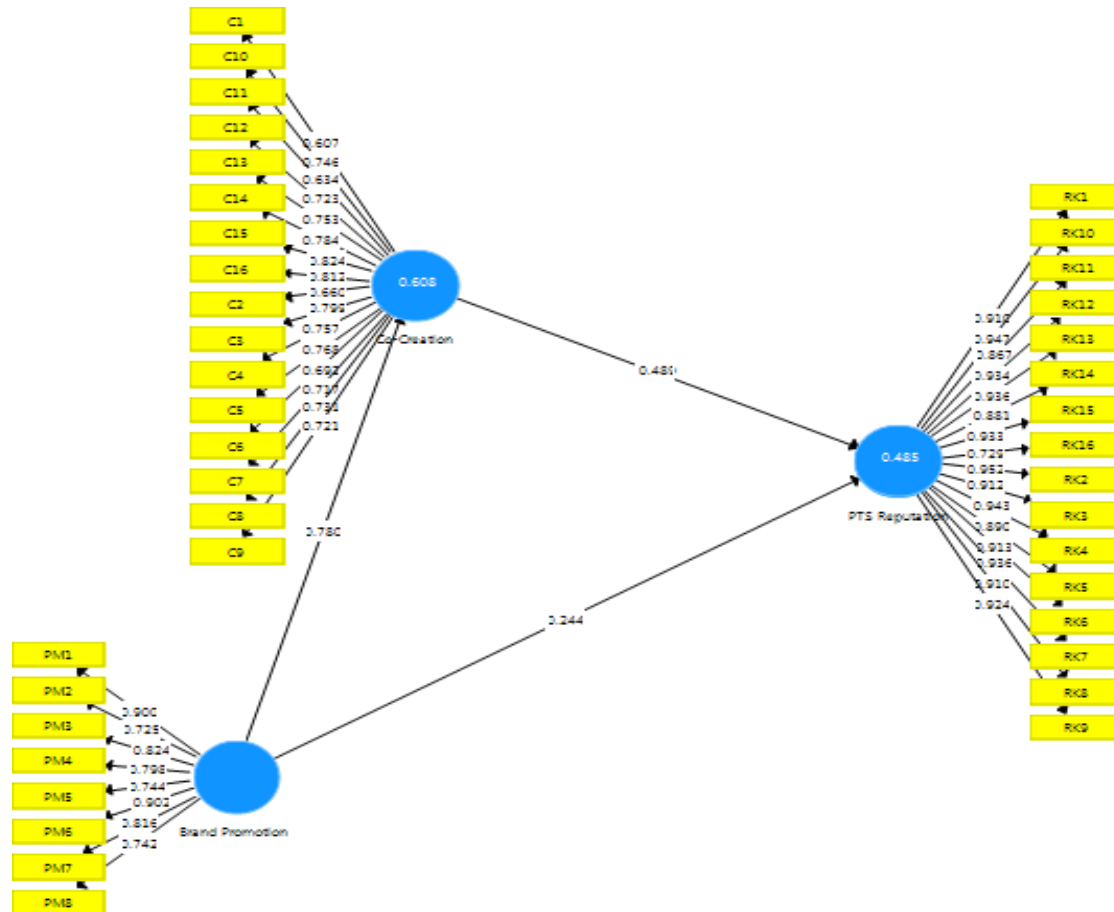


Figure 4 Outer Model 1

The results of the Model 1 outer loadings test show that indicators C1, C2, C6, and C11 in the Co-Creation variable have outer loadings values < 0.7 (C1: 0.607; C2: 0.660; C6: 0.692; C11: 0.634). This value indicates that these indicators do not meet the expected convergent validity, where the ideal value is > 0.7 .

4.5 Convergent Validity Analysis Results

The convergent validity test results from Outer Model 1 (Figure 4) show the outer loading value < 0.7 for indicators C1, C2, C6, and C11 on the Co-Creation variable. These indicators were removed and re-analyzed in Outer Model 2. The Outer Model 2 results (Figure 5) show a model that is considered good.

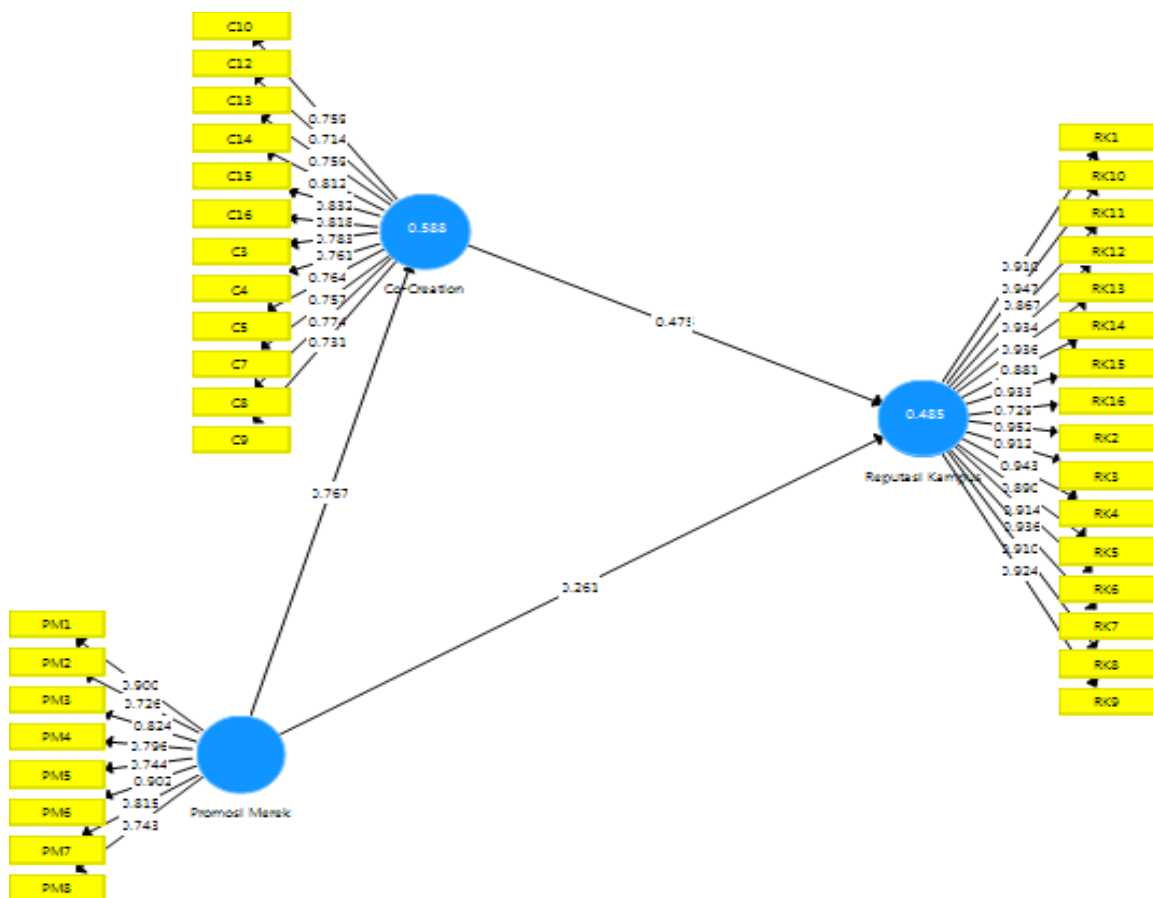


Figure 5 Outer Model 2

The validity of reflective indicators is tested by studying the relationship between the item score and the construct score. The results of the analysis provide that the brand Promotion, Private Universities Reputation, and Co-Creation variables are called valid because all indicators have a value above 0.5.

4.6 Average Variance Extracted (AVE) Analysis

the results of the discriminant validity test on the outer model 1 resulted in an AVE brand Promotion value of 0.654, Private Universities Reputation 0.826, Co-Creation 0.541. In order to increase the AVE value of indicators that have an outer loadings value < 0.5 , the origin of the variable indicator is removed, the discriminant validity test on the outer model 2 obtained the results of the AVE analysis for each variable as illustrated in table 5.

Table 4. Average Variance Extracted Analysis Results

Variables	Average Variance Extracted (AVE)
Brand Promotion	0,654
PTS Reputation	0,826
Co-Creation	0,597

Based on the results of the convergent and discriminant validity tests, the research instrument is declared valid and can be continued to The multicollinearity test stage is carried out by checking the variance inflation factor (VIF).

4.7 Reliability Test

Reliability testing in PLS is done by looking at the value of composite reliability and Cronbach's alpha, which must be ≥ 0.7 . based on what will happen in the analysis of the outer model 2, the value of composite reliability and Cronbach's alpha are each more than 0.7, as shown in table 7.

Table 5. Reliability Test Analysis Results

Variables	Cronbach's Alpha	Composite Reliability
<i>Brand Promotion</i>	0,923	0,938
<i>PTS Reputation</i>	0,986	0,987
<i>Co-Creation</i>	0,938	0,947

4.8 Inner Model Test

The evaluation of the structural model using SmartPLS begins with evaluating the R-squared value, which indicates how well the independent variables explain the latent variables. The model is evaluated to check the predictive ability of the similar variables of non-physical performance and employee engagement.

a. R Square

R Squared in linearized regression of endogenous variables can be explained by exogenous variables. Criteria:

- If the value of $R^2 = 0.67$ indicates substantial (kuat / strong)
- When the value of $R^2 = 0.33$, it indicates an implicit mode (in line)
- When the value of $R^2 = 0.19$ indicates lemah (kecil)

Table 6 R Square

	R Square	R Square Adjusted
<i>Co-Creation</i>	0.588	0.584
<i>PTS Reputation</i>	0.485	0.475

Based on the table above, you can see the explanation below:

- R Square on line I = 0.588 explains that the Co-Creation variable means 58.8% (classified as large).
- R Square on path II = 0.485. This means that the ability of the PTS Reputation variable is 48.5% (classified as large).

In the structural model assessment with SmartPLS, the R-squared value for "Co-Creation" is 0.588, explaining 58.8% of the variation in that variable, and for "PTS Reputation" is 0.485, explaining 48.5% of the variation in that variable. Both of these values are classified as "substantial," indicating that the model does a fairly good job of explaining the latent variables

under study.

b. F Square

The effect size measure F^2 (F-square) is a metric used to evaluate the relative impact of influencing (exogenous) variables on influenced (endogenous) variables. The criteria are:

- If the F value = 0.02, the effect is small/less significant.
- When the value of F = 0.15 indicates a moderate effect.
- If the value of F = 0.35 indicates a large/good effect.

Table 7 F Square

	<i>Brand Promotion</i>	<i>Co-Creation</i>	<i>PTS Reputation</i>
<i>Brand Promotion</i>	1.427		0.055
<i>Co-Creation</i>			0.181
<i>PTS Reputation</i>			

Based on the table above, it is concluded as follows:

- *Brand Promotion* = 1.427 (large)
- *Co-Creation - PTS Reputation* = 0.181 (medium)
- *Brand Promotion - PTS Reputation* = 0.055 (small)

F-Square (F^2) shows the impact of independent variables on the dependent. The analysis results show that Brand Promotion has a small impact on Reputation ($F^2 = 0.055$), a medium impact of Co-Creation on PTS Reputation ($F^2 = 0.181$), and a large impact on Brand Promotion ($F^2 = 1.427$).

4.9 Hypothesis Testing

Hypothesis testing is done through the structural model by examining the R-squared value and t-test. Bootstrapping in SmartPLS allows data evaluation without the assumption of normality and large sample size. The test results are displayed in the structural model output.

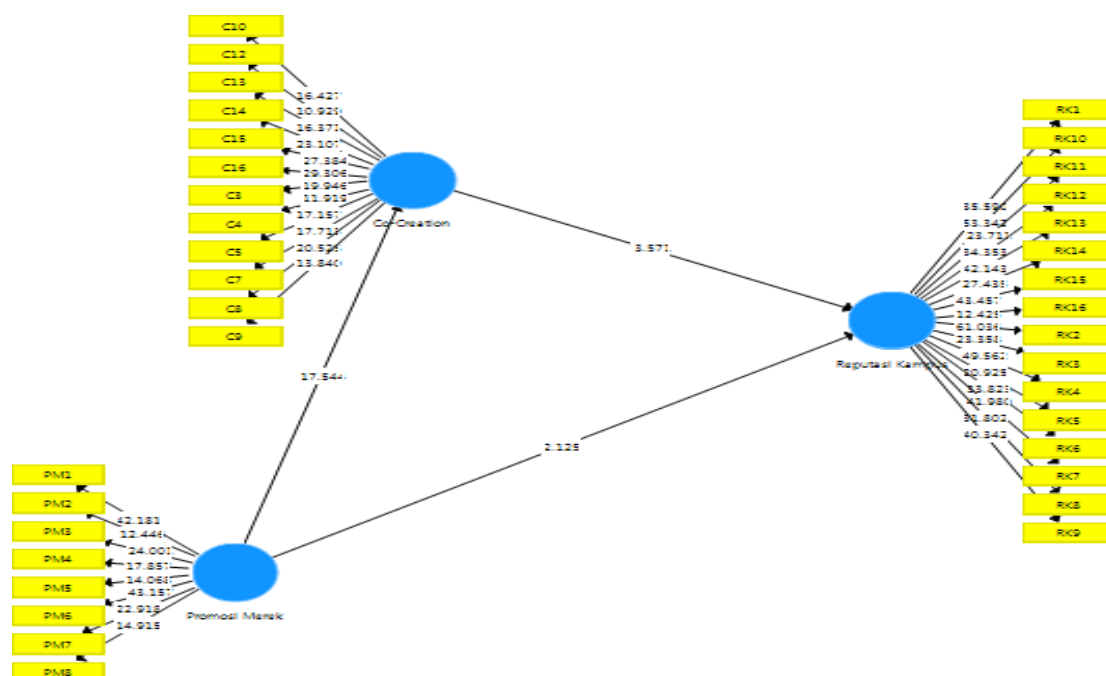


Figure 6 Inner Weight Analysis

a. Direct Effect (Path Coefficient)

Exclusive effect analysis is useful for testing hypotheses regarding the direct impact of hypothesized variables (exogenous) on specified variables (endogenous). Criteria:

- Path coefficient
- If the path coefficient value is positive, then the influence of the variable on other variables is unidirectional. that is, if the value of the exogenous variable increases, the value of the endogenous variable will also be higher.
- If the path coefficient value is negative, then the effect of the variable on the other variables is in the opposite direction. that is, if the value of the exogenous variable is higher, the value of the endogenous variable will decrease. Probability / Significant Value (P-Value)
 - If the P-value < 0.5, then the result is significant.
 - If the P-value > 0.5, then the result is not significant.

Table 8 Path Coefficient

Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Ket
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Co-Creation ->						Significant
PTS Reputation	0.475	0.477	0.133	3.571	0.000	
Brand Promotion						Significant
-> Co-Creation	0.767	0.769	0.044	17.544	0.000	
Brand Promotion						Significant
-> PTS						
Reputation	0.261	0.265	0.123	2.125	0.034	

b. Indirect Effect

Impersonal impact analysis evaluates the effect of independent variables on the dependent variable by considering the work of intervening variables as mediators. The criteria:

- If the P-value < 0.05, then the effect is significant (there is an indirect effect), which indicates that the intervening variable plays a role in mediating the relationship between the independent variable and the endogenous variable.
- If the P-Value > 0.05, then the effect is not significant (there is a direct impact), which means that the intervening variable does not play a role in mediating the relationship between exogenous variables and endogenous variables.

Table 9. Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Ket
Brand Promotion - >PTS Reputation	0.364	0.367	0.104	3.498	0.001	Significant

4.10 Discussion

This study evaluates the effect of brand promotion on reputation of private universities with co-creation as a mediating variable. From 110 respondents from 11 private universities in Palembang, it was found that brand promotion, reputation, and institutional image have a positive effect on prospective students' purchase intention. Effective promotion increases visibility and positive perceptions, good reputation reflects the quality of education, and positive image helps campus differentiation. Prospective students are more interested in campuses with a good reputation and positive image, so campuses need to increase innovative promotions, maintain reputation, and build a strong institutional image.

1. Hypothesis 1 (H1): There is a positive influence between brand promotion on the reputation of private universities. The results of the analysis with a p-value of 0.034 indicate a significant positive effect between brand promotion and the reputation of

private universities, indicating that effective promotion improves the reputation of universities. This finding is in line with (Hemsley-Brown, 2020) which states that good promotion improves the image and reputation of universities. (Suwarsih et al., 2021) (Anggraini et al., 2020) stated that promotion has an effect on brand image.

2. Hypothesis 2 (H2): There is a positive influence between brand promotion and co-creation. The results of the analysis with a p-value of 0.000 indicate a significant positive influence between brand promotion and co-creation, which means that effective brand promotion increases student involvement in co-creation. This finding supports research (Hemsley-Brown and Oplatka, 2020) which states that good promotion strengthens student participation and relationships with universities, and increases student reputation and engagement. (Hoyer, WD, Kroschke, M., Schmitt, B., Kraume, K., & Shankar, 2020) how a well-designed brand promotion strategy can enhance co-creation by leveraging intensive digital interactions between consumers and brands. (Gyrd-Jones, RI, Helm, C. and Munk, 2019) how effective brand promotion can strengthen consumer engagement in the co-creation process, especially through social media and other digital platforms. (Pansari, A., & Kumar, 2018) brands that focus on value creation and meaningful interactions with consumers can significantly drive co-creation.
3. Hypothesis 3 (H3): There is a positive influence between co-creation on the reputation of private universities. The results of the analysis with a p-value of 0.000 indicate that co-creation has a significant influence on the reputation of private universities, because active involvement in co-creation improves the reputation of the institution. This finding is supported by (Hemsley-Brown and Oplatka., 2020), which states that co-creation strengthens reputation by involving various stakeholders in the development and innovation process. (Gunarto, 2018) The better the co-creation carried out by PTS, the better the image of the university perceived by students. (Management & Rusfa, 2023) related to explaining that building the image of a learning institution through Religious Value Co Creation can be implemented in various ways. (Iglesias, V., Ind, N., & Alfaro, 2019) This research shows how customer participation in co-creation affects brand reputation, including in an educational context.
4. Hypothesis 4 (H4): Co-creation mediates the relationship between brand promotion and reputation of private universities. The results of the analysis with a p-value of 0.001 show that co-creation significantly mediates the relationship between brand promotion and reputation of private universities, meaning that effective brand promotion improves reputation both directly and through increased co-creation. This finding is in line with (Hemsley-Brown and Oplatka., 2020), which emphasizes that co-creation strengthens college reputation by increasing institutional engagement and quality. (Hollebeek, L. D., & Macky, 2018) showed how co-creation and digital content act as mediators in the relationship between marketing strategies and brand perception, which can be applied to the context of private universities. (Kamboj, S., & Rahman, 2021) how co-creation mediates the relationship between brand promotion and brand reputation in the higher education sector, showing a positive influence on brand equity and customer loyalty. (Dwivedi, Y. K., Ismagilova, E., & Sharif, 2020) This research shows how co-creation through social media affects brand reputation and its role as a mediator between brand promotion and reputation, including in the context of educational institutions. (Cova, B., &

Dalli, 2020) co-creation can mediate the relationship between brand promotion and brand reputation, with a focus on the digital context and its application in various sectors, including education.

5. Conclusions

5.1 Conclusion

This study shows a positive and significant effect of brand promotion on the reputation of private universities, with co-creation as a mediator variable. The following are the main conclusions of this study:

1. The Effect of Brand Promotion on the Reputation of Private Universities: Brand promotion that is carried out effectively has a significant role in improving the reputation of universities in the eyes of prospective students and the community.
2. The Effect of Brand Promotion on Co-Creation: Good brand promotion increases student involvement in the co-creation process, such as the development of academic programs and extracurricular activities.
3. The Effect of Co-Creation on Reputation of Private Universities: Active involvement in co-creation has a significant positive impact on the reputation of private universities.
4. The Mediating Role of Co-Creation: Co-creation mediates the relationship between brand promotion and private college reputation, where effective brand promotion enhances co-creation which further strengthens college reputation.

5.2 Suggestions

1. Sample Expansion: Future research can expand the sample to include more private universities from various cities to get a more comprehensive picture.
2. Use of Other Methods: Use qualitative or mixed research methods to gain deeper insights into the mechanisms of brand promotion and co-creation.
3. Additional Variables: Research additional variables such as digital technology in brand promotion and its impact on reputation and student engagement.
4. Longitudinal Study: Conduct a longitudinal study to see the development of the relationship between brand promotion, co-creation, and college reputation over time.

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