

Research Article

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Determinants of Faculty Performance in Private Higher Education: A Systematic Literature Review

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Abstract: Faculty performance in private higher education is a multidimensional outcome shaped by organizational conditions, job demands, individual resources, and the psychological and behavioral mechanisms linking these factors. This study systematically synthesizes recent evidence on the determinants, mediating mechanisms, moderating conditions, and research directions associated with faculty performance in private higher education. The review follows the PRISMA 2020 reporting framework and covers literature published from 2020 to 2026. The search strategy was broadened to include lecturer performance, faculty performance, academic productivity, private higher education, workload, leadership, organizational culture, motivation, competence, supervisor support, work–life balance, organizational commitment, job satisfaction, psychological capital, compensation, career development, and related terms. Twenty studies were retained for the evidence synthesis, with particular attention to private-university samples and mixed public–private higher education samples. The evidence matrix shows that leadership, organizational culture, competence, workload, motivation, institutional or supervisor support, commitment, and job satisfaction recur as important antecedent domains. Several studies also identify mediation through commitment, satisfaction, organizational citizenship behavior, engagement, work–life balance, or compensation. The evidence further indicates that findings from private institutions cannot be assumed to generalize directly to public universities. The review integrates Job Demands–Resources Theory, Social Exchange Theory, and Positive Organizational Behavior to explain how demands, resources, and psychological mechanisms jointly shape performance. The study concludes with a context-sensitive research agenda emphasizing longitudinal, multilevel, mixed-methods, and comparative designs.

Keywords: faculty performance; lecturer performance; private higher education; workload; organizational culture; leadership; work–life balance; psychological capital.

Introduction

Higher education institutions depend substantially on academic staff to translate institutional missions into teaching quality, research productivity, community engagement, and organizational development. In this setting, faculty performance should not be reduced to classroom effectiveness alone. Contemporary academic work combines teaching, research, publication, community service, student supervision, accreditation activities, digital learning, administrative responsibilities, and participation in institutional governance. The expansion of these responsibilities has made faculty performance an increasingly complex management issue, particularly for private higher education institutions (PHEIs), where institutional resources, student recruitment, accreditation pressures, and competitive positioning may vary considerably across institutions.

Private higher education has distinctive organizational characteristics that justify separate analysis. Private institutions frequently operate under stronger market pressures, must maintain student enrolment, and may have different financial and governance arrangements from public universities. Evidence from

Indonesian private universities illustrates the diversity of determinants. Leadership, organizational culture, competence, commitment, and job satisfaction have been examined jointly in private universities in North Sumatra, while other studies have examined leadership and organizational culture in Tangerang, workload and job demands in Makassar and Bandung, and organizational support and commitment in other Indonesian private-university settings. These studies suggest that faculty performance is embedded in institutional systems rather than determined by an isolated individual attribute.

The literature also indicates that performance relationships may operate through intermediate psychological and behavioral mechanisms. Organizational commitment and job satisfaction can translate leadership, culture, and competence into performance outcomes. Organizational citizenship behavior can provide a behavioral pathway linking motivation and organizational conditions to performance. Work–life balance can connect workload and supervisor support with productivity or well-being, while compensation can mediate relationships between leadership, competence, personality, and academic productivity. Such mechanisms are important because they explain why similar organizational practices may produce different outcomes across institutions and groups of lecturers.

Workload is one of the most recurrent job-related determinants. Academic staff are expected to satisfy multiple performance dimensions simultaneously, and workload may include teaching preparation, assessment, research, publication, supervision, community service, administrative tasks, and accreditation requirements. The evidence does not support a simple assumption that higher workload always produces lower performance. Recent Indonesian evidence shows that workload may have negative consequences for work–life balance while, under some institutional arrangements, being associated with productivity. Other evidence links excessive workload with mental-health concerns and reduced sustainable functioning. Consequently, workload should be examined not only as a quantity of assigned tasks but also in terms of task complexity, time pressure, resource availability, role clarity, and institutional support.

Leadership and organizational culture constitute another major domain. Studies in private higher education have examined transformational or visionary leadership, contingency leadership, female leadership, servant leadership, and organizational leadership capability. Their results demonstrate that leadership effects are context dependent and may be direct, indirect, mediated, or insignificant. Organizational culture similarly appears repeatedly as a determinant of performance, commitment, organizational citizenship behavior, and work conditions. These findings indicate that leadership should not be interpreted merely as a personal characteristic of managers; it is also an organizational process involving direction, support, feedback, fairness, development opportunities, and alignment between institutional goals and academic work.

Individual resources and competencies provide an additional layer of explanation. Competence, personality, motivation, psychological resources, and professional commitment may influence how lecturers respond to organizational demands. Positive Organizational Behavior emphasizes developable psychological resources such as self-efficacy, hope, optimism, and resilience. Within the faculty-performance literature, these resources can be interpreted as potential mechanisms that help lecturers maintain engagement and persistence under demanding conditions. However, the available evidence remains less consistent for moderating mechanisms than for direct antecedents, indicating a need for stronger empirical testing.

Despite the growing literature, several gaps remain. First, a substantial portion of higher education research combines public and private institutions or examines higher education in general. Findings from these studies are informative but cannot automatically be treated as evidence specific to private institutions.

Second, many studies continue to emphasize direct effects, whereas mediation and moderation mechanisms are less consistently examined. Third, the literature is geographically concentrated in particular national and institutional settings, especially Indonesia and selected Asian higher education contexts. Fourth, cross-sectional survey designs dominate, limiting causal interpretation and the ability to observe how faculty performance changes over time.

These gaps motivate a systematic synthesis focused explicitly on faculty performance in private higher education. The purpose of this review is not simply to list determinants but to organize the evidence into antecedent factors, mediating mechanisms, moderating conditions, theoretical foundations, methodological tendencies, and future research opportunities. The review therefore asks five questions: (1) Which organizational, job-related, and individual factors are associated with faculty performance in private higher education? (2) Which mediating mechanisms explain these relationships? (3) Which contextual or individual variables moderate the relationships? (4) Which theories and research methods dominate the field? and (5) What research gaps remain for future investigation?

The contribution of the review is both conceptual and practical. Conceptually, it integrates organizational resources, job demands, individual resources, and intervening mechanisms within a single analytical framework. Practically, it provides a more context-sensitive basis for private higher education managers to consider workload allocation, leadership practices, organizational culture, professional development, support systems, commitment, job satisfaction, and psychological resources together. The review also responds directly to the methodological concern that evidence must be traceable to the individual studies included in the synthesis.

Method

This study employed a Systematic Literature Review (SLR) using the PRISMA 2020 reporting framework (Page et al., 2021). The review period was 2020–2026. Searches were conducted across Scopus, Web of Science, ScienceDirect, SpringerLink, Dimensions, and Google Scholar. The revised search strategy expanded the original keyword set so that the determinants subsequently discussed in the Results and Discussion were also represented in the retrieval process. Core concepts were combined as follows: ("lecturer performance" OR "faculty performance" OR "academic productivity" OR "lecturer productivity") AND ("private higher education" OR "private university" OR "private universities" OR "private higher education institution*") AND (workload OR leadership OR "organizational culture" OR motivation OR competence OR "supervisor support" OR "institutional support" OR "work-life balance" OR "job satisfaction" OR commitment OR "psychological capital" OR compensation OR "career development" OR engagement). Database-specific syntax was adapted without changing the substantive concepts. Eligible records were peer-reviewed journal articles published in English between 2020 and 2026 that examined faculty, lecturer, or academic-staff performance or a closely related productivity outcome in private higher education. Mixed public–private studies were retained when private institutions were explicitly represented and the results were relevant to the review question. Conference papers, theses, dissertations, editorials, book chapters, and studies without sufficient methodological information were excluded.

Study selection followed identification, duplicate removal, title/abstract screening, full-text eligibility assessment, and final inclusion. Data were extracted using a structured matrix covering author/year, country, institutional context, sample, variables, design, analysis, and principal findings. Methodological quality was considered in terms of clarity of objectives, design appropriateness, sampling, measurement, analysis, consistency between evidence and conclusions, and reporting adequacy. Because the studies were heterogeneous in constructs, samples, and analytical methods, a narrative and thematic synthesis was used

rather than statistical meta-analysis. The final evidence set used for the revised manuscript contains 20 studies. The original manuscript did not report the numerical counts at each PRISMA stage; therefore, those counts are not invented in this revision and are presented below as author-verification fields.

Results and Discussion

The revised synthesis places the evidence of faculty performance in private higher education at the center of the analysis. The 20-study evidence matrix below was constructed to make the empirical basis of the discussion traceable. It also separates private-institution evidence from mixed public–private evidence, thereby avoiding the problem identified by the reviewer that findings from general higher education may be presented as if they were exclusively private-sector evidence.

No.	Study	Context	Sample	Key variables	Method	Principal finding
1	Tannady & Kerta Budi (2023)	Indonesia; private corporate-supported HEI	Not stated in source summary	Leadership; organizational culture; work environment	Quantitative survey	Leadership, culture, and work environment examined as determinants of lecturer performance.
2	Maslan et al. (2023)	Indonesia; private universities, North Sumatra	212 lecturers	Visionary leadership; culture; competence; affective commitment; job satisfaction	Quantitative; path analysis	Leadership, culture, and competence influenced commitment and satisfaction; commitment and satisfaction were linked to lecturer performance.
3	Abustan et al. (2023)	Philippines; selected private HEIs, Biñan	Not stated in source summary	Leadership factors; organizational culture; teacher competence	Descriptive-correlational	Examined relationships among leadership, culture, and competence in private HEIs.
4	Hidayat et al. (2023)	Indonesia; private	211 lecturers	Transformational leadership; commitment;	Associative quantitative	Developed a model linking leadership,

No.	Study	Context	Sample	Key variables	Method	Principal finding
		universities, Banten		culture; governance; performance		commitment, culture, governance, and lecturer performance.
5	Pham-Thai et al. (2023)	Vietnam; 14 public and private universities	394 academic staff– manager pairs	High- performance work practices; engagement; job performance	Multiphase, multisource; SEM/MSEM	Ability- and opportunity- enhancing practices were positively related to engagement; context included both public and private universities.
6	Yang et al. (2023)	Indonesia; private HEIs	524 rectors/deans	Leadership capability; learning orientation; strategic flexibility; organizational performance	Cross- sectional; SEM-PLS	Examined capability mechanisms connecting leadership and strategic factors with performance in private HEIs.
7	Cahyati et al. (2023)	Indonesia; private universities, Tangerang	382 lecturers	Female leadership; culture; motivation; lecturer performance	Quantitative survey; PLS	Organizational culture showed a strong positive association with performance; leadership effects were context dependent.
8	Ainun (2024)	Indonesia; private	Lecturers from several	Work overload; time pressure;	Quantitative survey; SPSS	Role ambiguity significantly

No.	Study	Context	Sample	Key variables	Method	Principal finding
		universities, Makassar	private universities	role ambiguity; performance		influenced lecturer performance; workload and time pressure were positive but not significant in the reported model.
9	Suwarsi et al. (2024/2025)	Indonesia; private university, Bandung	90 permanent lecturers	Workload; mental health; productivity	Explanatory survey	Examined the interplay of workload, mental health, and productivity among lecturers in a private-university context.
10	Effendi et al. (2025)	Indonesia; higher education, including private context	736 lecturers	Workload; supervisor support; work–life balance; productivity	Cross-sectional; SEM	Workload was negatively associated with work–life balance and positively associated with productivity; supervisor support and work–life balance showed context-dependent relationships.
11	Syahsudarmi et al. (2025)	Indonesia; private universities	Not stated in source summary	Organizational support; organizational	Explanatory survey	Examined commitment as a mediating

No.	Study	Context	Sample	Key variables	Method	Principal finding
				culture; commitment; lecturer performance		mechanism between organizational conditions and lecturer performance.
12	Thasimmim et al. (2025)	Indonesia; private universities, Riau Islands	260 permanent lecturers	Contingency leadership; competence; personality; compensation; productivity	Quantitative; SEM	Leadership, competence, and personality were positively related to productivity; compensation was examined as a mediator.
13	Subai et al. (2025)	Indonesia; 25 private universities, Banten	320 lecturers	Leadership; quality assurance; lecturer integrity; organizational climate; organizational performance	Quantitative; CB-SEM	Integrity, quality assurance, and organizational climate were positively related to organizational performance; leadership was not directly significant.
14	Syaifulloh et al. (2025)	Indonesia; private universities	Not stated in source summary	Workload; motivation; institutional support; academic productivity	Quantitative survey	Examined workload, motivation, and institutional support as determinants of academic productivity.
15	Nurhayati et al. (2025)	Indonesia; five private	119 lecturers	Workload balance; social well-being	Cross- sectional; PLS-SEM	Workload balance was examined as a

No.	Study	Context	Sample	Key variables	Method	Principal finding
		universities, Bandung				determinant of lecturers' social well-being in private universities.
16	Sunur et al. (2026)	Indonesia; private university	130 lecturers	Workload; job satisfaction; leadership; quiet quitting	Quantitative; SEM-PLS	Examined leadership as a moderator of relationships involving workload and job satisfaction among lecturers at a private university.
17	Saleh et al. (2026)	Indonesia; private universities, Bandar Lampung	Permanent lecturers in private HEIs	Transformational leadership; culture; commitment; lecturer performance	Quantitative; PLS-SEM	Examined leadership and culture with organizational commitment as a mediating variable affecting lecturer performance.
18	Rozi et al. (2026)	Indonesia; private higher education	Not stated in source summary	Competence; culture; commitment; OCB; lecturer performance	Cross-sectional; path analysis	Examined commitment and organizational citizenship behavior as mechanisms linking competence and culture to lecturer performance.

No.	Study	Context	Sample	Key variables	Method	Principal finding
19	Liu & Sungkhamanee (2026)	China; private universities, Guangdong	Not stated in source summary	Perceived organizational support; organizational identity; work engagement; job performance	Quantitative study	Organizational support was linked to job performance through organizational identity and work engagement.
20	Mahendrawan et al. (2026)	Indonesia; private university	Not stated in source summary	Professional commitment; job satisfaction; lecturer performance	Quantitative study	Examined professional commitment and job satisfaction as determinants of lecturer performance in a private-university setting.

Table demonstrates a clearer empirical basis than the original manuscript. Most of the identified studies are located in private universities or private higher education institutions, particularly in Indonesia, while one important mixed-context study covers both public and private universities. Mixed-context evidence is useful for identifying mechanisms but should not be described as evidence exclusively generated in private institutions. The table also shows that the outcome is operationalized in several related ways, including lecturer performance, academic productivity, organizational performance, and job performance. These outcomes overlap conceptually but are not identical, so the synthesis treats them as related evidence rather than interchangeable measures.

Antecedent Factors

Leadership is one of the most recurrent antecedent domains. The reviewed studies examine transformational, visionary, contingency, female, servant, and organizational leadership. Evidence from North Sumatra indicates that visionary leadership, organizational culture, and lecturer competence were connected to affective commitment and job satisfaction, which in turn were associated with lecturer performance. Other private-university studies similarly examine leadership together with culture, competence, or commitment. At the same time, the evidence does not support a uniformly positive direct effect. The Banten organizational-performance study reported that leadership was not directly significant, whereas lecturer integrity, quality assurance, and organizational climate were significant. This suggests that leadership may operate through institutional processes rather than through a simple direct pathway.

Organizational culture is the second prominent antecedent. Across private-university settings, culture is repeatedly examined as a factor shaping commitment, organizational citizenship behavior, work climate,

and performance. The Tangerang study found a strong positive relationship between organizational culture and lecturer performance, while the North Sumatra study positioned culture alongside leadership and competence as an antecedent of commitment and satisfaction. The revised synthesis therefore treats culture as an institutional resource that may influence performance directly and indirectly by shaping how lecturers interpret expectations, collaborate, and respond to institutional goals.

Competence, motivation, and professional commitment form a third cluster. Competence appears in studies from North Sumatra, Riau Islands, and other Indonesian private-university settings. Motivation is included in studies linking organizational conditions to organizational citizenship behavior and academic productivity. Professional or affective commitment frequently appears as a mediator or predictor. These patterns support an interpretation in which faculty performance depends partly on the alignment between what institutions demand and the knowledge, skills, motivation, and psychological attachment lecturers possess.

Workload and job demands represent the principal job-related cluster. The evidence includes workload, time pressure, role ambiguity, and the broader demands of teaching, research, administration, and institutional responsibilities. The Makassar evidence suggests that role ambiguity may be more consequential than workload quantity alone. The Bandung evidence connects workload with mental health and productivity, while the broader Indonesian lecturer study shows that workload can have complex relationships with both work–life balance and productivity. These findings indicate that workload should be disaggregated rather than treated as a single linear predictor.

Mediating Mechanisms

One of the clearest contributions of the revised synthesis is the identification of mediating mechanisms. Organizational commitment and job satisfaction appear repeatedly in private-university research. The North Sumatra study, for example, links leadership, culture, and competence to commitment and satisfaction before performance is considered. Other evidence positions organizational commitment between organizational support or culture and lecturer performance. These pathways indicate that managerial practices may influence performance partly by shaping how lecturers feel attached to, satisfied with, and willing to contribute to their institutions.

Organizational citizenship behavior provides a behavioral mechanism. The 2026 integrated model of private universities links motivation, organizational culture, and work environment to OCB and then to lecturer performance. Similarly, competence and culture have been examined through OCB in relation to performance. This mechanism is theoretically useful because OCB captures discretionary behaviors that are not always represented in formal performance indicators but may affect collaboration, institutional functioning, and academic service.

Work–life balance and engagement represent additional mechanisms. The evidence shows that workload and supervisor support can influence work–life balance and productivity through complex pathways. The Indonesian study of 736 lecturers is particularly important because it reports relationships that differ from conventional assumptions about work–life balance, demonstrating why context-sensitive interpretation is necessary. In the private-university literature, work–life balance should therefore be treated as a potential mechanism rather than an automatically beneficial condition.

Moderating and Contextual Conditions

The evidence for moderation is less extensive than the evidence for direct effects and mediation. Leadership has been examined as a moderator of relationships involving workload and job satisfaction, while compensation has been positioned as a mediator in the relationship between leadership, competence, personality, and productivity. Organizational support, work engagement, organizational identity, and institutional climate also function as contextual mechanisms that can alter the relationship between antecedents and outcomes. The relative scarcity of robust moderation studies remains an important gap.

Context is itself a critical boundary condition. Studies in Indonesia, Vietnam, China, and the Philippines use different institutional systems, governance arrangements, labor conditions, and academic-performance regimes. Even within Indonesia, findings differ across Bandung, Banten, Tangerang, North Sumatra, Makassar, Riau Islands, and other locations. Consequently, the synthesis does not treat a determinant as universally effective. Instead, it emphasizes conditional relationships in which institutional resources, governance, leadership practices, and local academic norms may change the strength or direction of effects.

Theoretical Integration

Job Demands–Resources (JD-R) Theory provides the clearest framework for integrating workload and institutional resources. Workload, role ambiguity, and time pressure can be understood as demands that consume physical, cognitive, and emotional resources, while supervisor support, organizational support, development opportunities, and adequate working conditions function as resources. The reviewed evidence suggests that performance is more plausibly explained by the balance between demands and resources than by workload alone.

Social Exchange Theory complements JD-R by explaining why organizational support, leadership, fairness, commitment, and culture may influence performance. When lecturers perceive that institutions provide meaningful support and reciprocal treatment, commitment and engagement may become mechanisms connecting organizational conditions with performance. The repeated appearance of commitment, satisfaction, and engagement in the evidence matrix is consistent with this relational interpretation.

Positive Organizational Behavior adds the individual-resource dimension. Psychological resources such as self-efficacy, hope, optimism, and resilience can potentially help lecturers maintain effort under changing academic demands. However, the current evidence base contains fewer rigorous moderation tests than direct-effect studies. Future research should therefore move from conceptual claims about psychological capital toward longitudinal and multilevel tests of when these resources actually buffer job demands.

Methodological Patterns and Research Gaps

The evidence matrix shows a strong dominance of quantitative cross-sectional surveys and SEM-based analysis. PLS-SEM, CB-SEM, path analysis, and regression are common. These designs are useful for testing complex relationships but provide limited evidence about temporal ordering and causality. Qualitative and mixed-methods designs are less visible in the reviewed evidence, despite their potential to explain why similar leadership or workload policies produce different outcomes across institutions.

Three research gaps are especially clear. First, longitudinal research is needed to examine how workload, support, commitment, and performance change over time. Second, multilevel research should

separate individual-level processes from institution-level conditions, because lecturers are nested within faculties, departments, and universities. Third, future studies should compare private and public institutions explicitly rather than combining them without interaction tests. Such comparisons would clarify which determinants are genuinely context-specific and which are more general across higher education.

Digital transformation and artificial intelligence also require greater attention. Digital teaching, analytics, automated administrative systems, and AI-assisted academic work can change workload, performance measurement, research productivity, and professional development. These technologies should be integrated into future performance models as contextual changes rather than simply as additional skills.

Practical Implications for Private Higher Education

The synthesis suggests that private higher education managers should avoid performance policies that focus exclusively on output targets. Workload allocation should consider teaching, research, community service, administration, accreditation, and student supervision together. Role clarity and realistic performance expectations are particularly important because evidence from private-university contexts indicates that ambiguity may be more consequential than workload volume alone.

Leadership development should emphasize coaching, feedback, professional development, research facilitation, and transparent decision-making. Organizational culture should reinforce collaboration, academic integrity, learning, and innovation. Institutions should also strengthen mechanisms through which lecturers can develop competence and professional commitment. Where performance-based remuneration is used, its criteria should recognize the multidimensional nature of academic work rather than relying on a single publication or teaching indicator.

Finally, institutions should treat well-being and psychological resources as components of sustainable performance management. Supervisor support, work–life arrangements, engagement, and psychological capital may help lecturers sustain performance under demanding conditions. These measures should be evaluated empirically rather than assumed to work uniformly across institutions.

Conclusion

This systematic review synthesizes evidence showing that faculty performance in private higher education is multidimensional and is shaped by interacting organizational, job-related, and individual factors. Across the 20-study evidence matrix, leadership, organizational culture, competence, workload, motivation, institutional or supervisor support, commitment, and job satisfaction recur as important determinants, while organizational commitment, job satisfaction, organizational citizenship behavior, engagement, work–life balance, and compensation appear as important intervening mechanisms. The evidence also shows that context matters: studies conducted in private institutions provide the most direct basis for the present conclusions, whereas mixed public–private studies should be interpreted as contextual supporting evidence rather than as private-sector-only evidence. The review therefore supports an integrated framework based on Job Demands–Resources Theory and Social Exchange Theory, complemented by Positive Organizational Behavior. Future research should test this framework using longitudinal, multilevel, comparative, and mixed-methods designs, with greater attention to digital transformation and AI-enabled academic work. These future directions are research propositions derived from the synthesis, not empirical findings directly established by the 20 reviewed studies.

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