

Strengthening Strategic Human Resource Management through Lecturer Personal Management: Evidence from Higher Education Institutions

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ABSTRACT

Purpose – This study examines the impact of Lecturer Personal Management (LPM) on strengthening Strategic Human Resource Management (SHRM) in higher education. The main aim of this research is to identify the barriers to the effective development of academic human resources.

Methodology – A mixed-methods approach was adopted, specifically the sequential explanatory design. The quantitative element consisted of administering a structured self-completion questionnaire to a sample of 80 lecturers from five purposively sampled higher education institutions in Tanzania. In the qualitative component, semi-structured interviews were conducted with eight key informants, who were lecturers and heads of study programs, as well as academic leaders and HR managers. The research instruments included frameworks for measuring Lecturer Personal Management and Strategic Human Resource Management. Quantitative data were subjected to descriptive analysis, while qualitative data were analyzed by theme.

Findings – The findings emphasize that Lecturer Personal Management comprises six critical dimensions: professional competence, academic career development, work motivation, tridharma productivity, institutional commitment, and adaptability. Although all dimensions were critical to the implementation of SHRM, adaptability, work motivation, professional competence, and institutional commitment were considered the strongest. The primary enabling factors included leadership support, engagement with the academic culture, professional collaboration, and access to training and career development. In contrast, the primary hindering factors included workload demands, inadequate resources, technology gaps, policy changes, and low motivation. The study also introduced the Lecturer Personal Management Framework (LPMF), comprising the following

components: Input, Process, Output, Outcome, and Impact. The findings indicated that successful implementation of SHRM focuses more on lecturers' ability to manage their career development than on the institution's systems and policies.

Contribution - The study contributes to the body of knowledge on educational management by elaborating Human Capital Theory and Strategic Human Resource Management Theory through the Lecturer Personal Management Framework. This framework describes the interaction between lecturer-level resources and the institution's support in strengthening SHRM within higher education.

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INTRODUCTION

Globalization, digitalization, international competition, and the accountability of educational institutions to the public and their patrons all demand transformation. In addition, there are demands for higher-quality, more purposeful education. Educational institutions are undergoing a great deal of change. Universities are increasingly judged on the quality of their teaching, the quantity and quality of their research, their engagement with the community, and their competitiveness in a global context. In the context of these changes, an institution's academic human resources have become critical to the institution's quality and sustainability. Coming studies on the management of higher education indicate that the quality and effectiveness of a university greatly depend on the university's ability to develop, foster, and retain sufficient human resources to address the educational complexities of the time (Gassanova & Kozhakhmet, 2024; Griffin, 2022; Watermeyer et al., 2021)

Lecturers are the main strategic human resource within the university. Human Capital Theory suggests that investing in enhancing individuals' knowledge and skills increases not only their personal productivity but also the organization's. (Abraham & Mallatt, 2022; Becker, 1993). Recognizing the importance of academic staff, many higher education institutions have begun adopting Strategic Human Resource Management (SHRM). SHRM is the integration of human resource policies, practices, and systems of human resource development with the goals and strategies of an organization to promote long-term performance (Armstrong & Taylor, 2023; Boxall & Purcell, 2022; Wright & McMahan, 1992). In higher education, SHRM aligns lecturer development with institutional strategy to improve organizational performance.

The development of academic human resources in Indonesia remains a challenge. Many higher education institutions continue to face challenges such as unequal lecturer competence, low levels of research, misaligned academic career development, low participation in professional development, an overburdening of administrative tasks, and a lack of readiness to adopt technology. (Griffin, 2022; Rohayati, 2024; Watermeyer et al., 2021). In the context of Indonesia, the problems listed above are further exacerbated by differences in institutional capacity, available development funding, academic ethos, and the maturity of human resource governance systems.

Despite the development of training programs for lecturers, performance assessment, academic progression, incentives for publishing, and other policies across various higher education institutions, the presence of such policies alone does not translate into excellent academic performance. The policies' effectiveness hinges on lecturers' self-directed professional development, motivation, commitment, and the willingness to adapt and be productive. This reveals a discrepancy between the human resource policies of

higher education institutions and the development practices of lecturers. From the vantage point of strategic management, the development of human resources in higher education depends not only on administrative systems but also on a broader consideration of lecturers as individuals within the human-centered foundation of SHRM.

Research on SHRM in higher education has focused on the organizational level, examining, among other things, the governance and leadership of institutions, the institutional strategy, human resource policies, the culture of the organization, and performance management (Gassanova & Kozhakhmet, 2024) (Alneyadi & Cherian, 2025; Sihite & Tukiran, 2020). Although these studies have significantly contributed to the field of SHRM, the main focus remains on the institution's systems and practices and the macro-synthesis of its human resource management. These studies do have merit, but they usually position lecturers within institutionalized systems and fail to explore the contribution of lecturers' personal management to SHRM.

There has also been significant development in the research on lecturer competence, motivation, organizational commitment, academic productivity, career development, and adaptability (Mantai & Marrone, 2023; van der Weijden & Teelken, 2023). Nevertheless, these concepts are mostly treated in isolation. This approach constrains understanding of the degree to which lecturer competence, motivation, commitment, career development, and adaptability interact within a framework of tridharma productivity and informs institutional HRM systems.

Another major constraint is the lack of a conceptual model that articulates how Lecturer Personal Management deepens SHRM in higher education. The studies that exist typically position lecturer development and strategic HRM as distinct spheres rather than linked domains (Gallardo-Gallardo et al., 2020; Yildiz & Esmer, 2023). Consequently, the connection of lecturer development to the strategic, sustainable, and developed HRM and talent and HRM governance systems is poorly articulated. This is highly pertinent, as developing SHRM in higher education is not achievable through policy and system development alone. It requires lecturers who are personally and professionally developed, committed to the employing institution, and flexible in response to academic advances.

Lecturer Personal Management provides an opportunity for conceptualizing the relationship between individual academic development and personal management in relation to strategic human resource management practiced at an institution. In this study, Lecturer Personal Management refers to the development and management of lecturers' competence, motivation, commitment to the institution, academic career development, flexibility, institutional support, and tridharma productivity.

The advancement of strategic human resource management systems will require an integrated, more human-oriented, and systematic perspective. Institutional policies, plans, and human resource governance frameworks will achieve their intended purpose when lecturers possess professional competence, motivation, commitment to the institution, a self-directed and managed academic career, flexibility to adapt to technological and policy changes, and are actively engaged in teaching, research, and community service.

This study breaks new ground by identifying Lecturer Personal Management as a strategic avenue to fortify SHRM in higher education. This study identifies the dimensions on the lecturer level as the building blocks for the strategic implementation of SHRM. As a departure from previous studies, which primarily explored aspects of formal/informal systems and structures of policy, governance, leadership, and organizational culture, this study advocates a Lecturer Personal Management Framework (LPMF) that incorporates the dimensions of input, process, output, outcome, and impact. This framework is expected to expand educational management scholarship by demonstrating how lecturer personal management advances strategic coherence, sustains developmental initiatives in HR, and enhances capabilities in talent management and HR governance.

Accordingly, this study seeks to answer the following research questions:

- RQ1. What are the key dimensions of a lecturer's personal management in higher education institutions?
- RQ2. How do these dimensions support the implementation of strategic human resource management?
- RQ3. What challenges and enabling factors affect lecturers' personal management practices?

RQ4. How can a lecturer's personal management framework be formulated to strengthen strategic human resource management in higher education?

METHODOLOGY

Research Design

The objective of this study was to examine Lecturer Personal Management (LPM) and its implications for Strategic Human Resource Management (SHRM) in higher education. A sequential explanatory mixed-methods design was employed (Creswell & Plano Clark, 2023). First, the quantitative component focused on determining the dimensions of Lecturer Personal Management and how these dimensions interacted with SHRM. After this component, qualitative data were gathered through semi-structured interviews.

Participant

The quantitative component of the study was based on data collected from 80 lecturers from five higher education institutions in the Cirebon region. To maintain the confidentiality of the institutions, they were labeled HEI-1, HEI-2, HEI-3, HEI-4, and HEI-5. Participants were recruited through purposive sampling. The factors used to determine selection were: being a current lecturer, having at least 1 year of teaching experience, being involved in teaching/research/community service, and agreeing to participate in the study and complete the survey.

Table 1. Distribution of Quantitative Respondents

Institution Type	Number of Respondents
University (HEI-1)	20
University (HEI-2)	20
Institute (HEI-3)	15
Polytechnic (HEI-4)	15
Academy (HEI-5)	10
Total	80

The qualitative participants were selected through purposive sampling to capture perspectives from individuals with direct responsibilities and extensive experience in lecturer development and human resource management within higher education. Senior lecturers were included because of their sustained involvement in teaching, research, and community service, as well as their experience in academic career development. Heads of study programs, the dean/vice dean, and the vice rector were selected for their roles in academic leadership, policy implementation, and strategic decision-making regarding lecturer management. The human resource manager was included because of direct responsibility for recruitment, performance evaluation, and professional development. These participants were expected to provide in-depth insights into the lecturer's personal management practices and their relationship with strategic human resource management.

Table 2. Profile of Interview Informants

Code	Position
D1-D3	Senior Lecturers
KP1-KP2	Heads of Study Program
DK1	Dean/Vice Dean
SDM1	Human Resource Manager
WR1	Vice Rector for Academic and Human Resource Affairs

Data Collection

The quantitative data were collected through a self-administered survey comprising two main sections: Lecturer Personal Management (LPM) and Strategic Human Resource Management (SHRM). Participants

indicated their level of agreement with the statements in the survey using a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The qualitative data were obtained by conducting semi-structured interviews with eight key informants.

Instrument

The survey featured a 40-item questionnaire, with two domains. The first domain, Lecturer Personal Management (LPM), featured six elements: professional competence, career development, work motivation, tridharma productivity, institutional commitment, and flexibility. The second domain, Strategic Human Resource Management (SHRM), consisted of four elements. These included strategic congruence, workforce sustainability, talent management, and the effectiveness of human resources governance.

Table 3. Dimensions of Lecturer Personal Management

Dimension	Indicators
Professional Competence	Competency development; mastery of discipline
Academic Career Development	Career planning; career support
Work Motivation	Intrinsic motivation; extrinsic motivation
Tridharma Productivity	Teaching, research, and community service productivity
Institutional Commitment	Institutional loyalty; organizational involvement
Adaptability	Technology adaptation; adaptation to change

Table 4. Dimensions of Strategic Human Resource Management

Dimension	Indicators
Strategic Alignment	Vision alignment; policy integration
Sustainable HR Development	Continuous development; capacity building
Talent Management	Talent identification; talent development
HR Governance Effectiveness	Evaluation system; organizational support

Two experts evaluated the questionnaire's content validity, while the interview protocol was developed from the research questions and the conceptual framework. The questionnaire was developed from the conceptual framework of Lecturer Personal Management and Strategic Human Resource Management. Prior to data collection, the instrument was reviewed by two experts in educational management to assess the relevance, clarity, and representativeness of each item. Revisions were made based on their recommendations to improve content validity. The revised questionnaire was subsequently administered in a pilot test to examine its psychometric properties. The results confirmed that the instrument met the required standards of validity and reliability, indicating that it was appropriate for measuring the constructs investigated in this study. The interview protocol was developed from the research questions and conceptual framework to ensure consistency between the quantitative and qualitative phases of the study.

Data Analysis

For the analysis of the quantitative data, descriptive statistics of means, standard deviations, frequencies, and percentages were used. This analysis was used to identify the dimensions of Lecturer Personal Management and of Strategic Human Resource Management. The qualitative data were processed by thematic analysis and supported by the framework developed by Braun & Clarke, (2025). The analysis involved familiarization with the interview transcripts, initial coding, identification and refinement of themes, and interpretation of the findings in relation to the research questions. The resulting themes were then integrated with the quantitative findings to provide a comprehensive understanding of Lecturer Personal Management and Strategic Human Resource Management.

During the integration phase, qualitative and quantitative data were merged. The merged data were used to develop the Lecturer Personal Management Framework (LPMF) to advance Strategic Human Resource

FINDINGS

Key Dimensions of Lecturer Personal Management

The first question aimed to identify dimensions of Lecturer Personal Management (LPM) across higher education institutions. The quantitative data showed that LPM was perceived positively, with an average score of 4.03 and a standard deviation of 0.56.

Table 5. Results of Lecturer Personal Management

Dimension	Mean	SD	Category
Professional Competence	4.12	0.53	High
Academic Career Development	3.74	0.68	High
Work Motivation	4.18	0.49	High
Tridharma Productivity	3.81	0.64	High
Institutional Commitment	4.09	0.55	High
Adaptability	4.21	0.47	Very High
Overall LPM	4.03	0.56	High

As shown in Table 5, the highest mean score was in the adaptability dimension (M = 4.21, SD = 0.47). The interview findings reinforced the quantitative results. As one senior lecturer explained,

"In the past few years, we have had to adjust quickly to many changes, especially in digital learning and the use of AI-based applications. Some lecturers adapt quite easily, while others need more time and continuous support." (D2).

This finding indicates that adaptability plays an important role in helping lecturers respond to changes in the academic environment and institutional priorities.

The average score for work motivation, a dimension of LPM, was 4.18 (SD = 0.49), indicating that lecturers had a high level of intrinsic and professional motivation to perform their academic duties and responsibilities.

"Training opportunities are available, but the benefits depend on each lecturer's willingness to learn and improve. Those with strong personal motivation usually participate more actively and apply what they have learned in their teaching and research." (D2).

The data from the interviews corroborated these findings. Informant D2 was clear that motivation is an essential aspect of lecturer development. They stated that competence may be improved through training, but low motivation would limit the impact of development interventions.

Professional competence was ranked in the high category, with a mean score of 4.12 (SD = 0.53). This means that lecturers, in general, perceived themselves as continuously developing their academic competence and updating their knowledge in their disciplinary field. Interview data from D1 and D2 showed that Lecturers' competence was developed through training, workshops, seminars, and digital learning. D2 stated that training in learning management systems, AI, and technology-based learning was becoming increasingly prevalent.

Institutional commitment also had a high mean score (M = 4.09, SD = 0.55). This dimension captures the extent to which lecturers feel a sense of loyalty and commitment to the institution, and their willingness to assist in the institution's growth and development.

"When lecturers feel appreciated and involved in the institution, they are usually more willing to contribute beyond their teaching responsibilities. They participate in research activities, committees, and other academic programs because they feel responsible for the institution's progress." (D3)

The qualitative data also supported this finding. D3 explained that institutional commitment is important because lecturers who feel part of the institution become loyal and more productive. Similarly, the leadership

interviewees emphasized that lecturers' motivation and commitment are the main pillars of the successful implementation of human resource development programs.

The mean score for tridharma productivity was 3.81 (SD = 0.64). This score indicates that lecturers participated in teaching, research, and community engagement activities, but their productivity levels varied.

"After attending research workshops and publication mentoring, many lecturers became more confident in conducting research and preparing journal articles. Some also introduced new approaches in their classrooms based on what they learned during the training." (D1)

The interview data revealed that the quality of tridharma was also determined by lecturers' development, particularly in research productivity and learning innovations. D1 emphasized that lecturers who attend training become more innovative in teaching and more productive in research. D3 said that training in research methodologies and assistance with publication help lecturers publish academic articles.

Academic career development received the lowest score of the dimensions of LPM (M = 3.74, SD = 0.68). The interviews corroborate this. D1 noted that many lecturers have potential, but many lack a clear academic career plan.

"Many lecturers have the capacity to progress academically, but they often need clearer information about promotion requirements and more consistent mentoring throughout the process. Without that support, career advancement tends to be slower." (KP2)

KP2 indicated that lecturers should be guided towards clear academic career paths that include functional promotion and international publishing.

Lecturer in Personal Management and Strategic Human Resource Management

The second research question considered how the dimensions of Lecturer Personal Management (LPM) facilitate the application of Strategic Human Resource Management (SHRM) in higher education. Regarding the quantitative results, the dimensions of SHRM were evaluated positively, with a mean score of 3.81 (SD = 0.64), indicating that, in general, the participating institutions had a high level of SHRM practice.

Table 6. Results of Strategic Human Resource Management

Dimension	Mean	SD	Category
Strategic Alignment	4.02	0.58	High
Sustainable HR Development	3.76	0.65	High
Talent Management	3.58	0.71	High
HR Governance Effectiveness	3.87	0.61	High
Overall SHRM	3.81	0.64	High

According to Table 6, Strategic Alignment received the highest evaluation (M = 4.02, SD = 0.58). On the contrary, Talent Management received the lowest evaluation (M = 3.58, SD = 0.71).

Table 7. Contribution of Lecturer Personal Management Dimensions to SHRM

LPM Dimension	Mean	Contribution to SHRM
Professional Competence	4.12	High
Academic Career Development	3.74	Moderate-High
Work Motivation	4.18	High
Tridharma Productivity	3.81	High
Institutional Commitment	4.09	High
Adaptability	4.21	Very High

The data presented in the study indicate that adaptability was the most supportive dimension for the implementation of SHRM (M = 4.21). Lecturers who exhibited greater adaptability demonstrated a greater capacity to respond to changes in technology, policy, and the academic environment.

The interview responses corroborated this result. D2 noted that organizations have invested more resources in training employees in digital learning, learning management systems, and AI tools. D2 noted that not all lecturers change at the same pace, underscoring that the ability to adapt is critical to fulfilling the organization's strategic goals.

Work motivation (M = 4.18) and professional competence (M = 4.12) also emerged as important aspects of SHRM. Qualitative data also supported this relationship. D2 stated that motivation was the most important factor influencing a lecturer's performance.

Institutional commitment (M = 4.09) was also an important factor supporting SHRM. D3 stated that lecturers who see themselves as valuable and integral members of the institution are bound to be very active and supportive of the institution's development.

Contributing to Tridharma productivity (M = 3.81) was also a major factor supporting SHRM. Through the interviews, it was evident that lecturers' development was positively linked to improvements in teaching, research, and community work. D1 and D3 stated that participation in training is often reflected in high levels of research activity and innovation in teaching.

The lowest contribution score (M = 3.74) was for academic career development, although it remains in the moderate-to-high range. Both the lecturer and leadership informants mentioned the need for structured career pathways. D1 noted that many lecturers lack structured career pathways. In addition, KP2 highlighted the need for academic career frameworks and mentorship systems to aid promotion and career development.

Challenges and Enabling Factors Affecting Lecturers' Personal Management

The third research question investigated challenges and enabling factors influencing Lecturer Personal Management (LPM) practices within higher education institutions. Respondents noted that institutional, professional, and personal factors impact LPM. While most respondents viewed the development of lecturers as a strategic priority, numerous challenges still affected the overall effectiveness of personal management practices. Alongside this, several positive circumstances were recognized as key factors affecting lecturer development and lecturer performance.

Table 8. Challenges and Enabling Factors Affecting Lecturers' Personal Management

Theme	Sub-theme	Supporting Informants
Challenges	Workload and time constraints	D1, KP2, DK1, WR1
	Limited funding and development resources	D3, DK1
	Uneven technological adaptability	D2
	Policy changes and regulatory demands	SDM1, WR1
	Variations in lecturer motivation	KP1
Enabling Factors	Leadership support	D1, KP1, WR1
	Academic culture	D1, KP1, DK1
	Professional collaboration and networking	D2, D3
	Training and capacity-building programs	D1, D2, KP1, DK1
	Career development support	KP2, SDM1, WR1

Respondents frequently identified workload and time constraints as a challenge. D1 described the constraints of teaching and administrative work on opportunities for self and scholarly development.

"Our teaching responsibilities, administrative duties, and various institutional assignments often leave limited time for research and professional development. Managing all of these responsibilities at the same time is not easy." (D1)

The next challenge was a lack of funding and poor development opportunities. D3 described the financial constraints some institutions grapple with, which limit the availability of training, research, and development. In the same vein, DK1 observed that faculty budget constraints limit development to capacity-building programs for lecturers.

"Funding remains one of the biggest obstacles. Not every lecturer has the opportunity to participate in training or research programs because institutional resources are limited." (D3)

Technological flexibility also posed a challenge. D2 said a few senior lecturers still struggle to adjust to newer technologies and the online teaching paradigm. Another challenge was the constant changes in policies and accompanying regulations. SDM1 stated that a major hurdle was the unfamiliarity with higher education policies, which made it challenging to sustain the developmental programs for lecturing staff. WR1 also stated that universities are under constant pressure to keep pace with changes in the academic, technological, and regulatory environments.

"Universities are expected to respond quickly to changes in academic policies and technological developments. This requires continuous adjustment, both at the institutional level and among lecturers." (WR1)

One additional challenge that emerged was contextual differences in lecturers' motivation. According to KP1, there were observable differences among lecturers regarding their personal initiative to undertake further training and professional development. A majority depended on the institution's initiatives and motivation.

"Some lecturers actively look for opportunities to improve themselves, while others usually wait until the institution organizes training or provides formal assignments." (KP1)

Although the challenges were present, the participants underscored numerous supportive factors for the Lecturer's Personal Management Systems. Support from above was prominent and was one of the leading supportive factors. As shown by D1, supportive leadership was a major enabling factor for Lecturer development, while KP1 and WR1 emphasized that lecturer development was a priority for the institution. Academic culture was found to have a significant impact on lecturers' personal management. Most respondents agreed that a collaborative culture characterized by openness and continuous improvement positively impacts lecturers' professional growth. D1 referred to the importance of a positive academic culture.

"A supportive academic environment encourages lecturers to exchange ideas, work together, and continuously improve their teaching and research." (D1)

Professional collaboration, along with networking, was noted as the next significant factor. D2 spoke about the engagement in academic communities and peer collaboration, while D3 spoke about networks beyond their institutions as sources of professional learning and development. Training and capacity building were consistently cited as the primary factors enabling Personal Management among Lecturers. Both the lecturers and institutional leaders agreed that workshops, seminars, and training programs on certification, research mentoring, and digital learning are of great importance for developing the teaching faculty.

Career development support was also a significant factor in the Personal Management of the Lecturers.

"Clear promotion pathways and regular mentoring help lecturers plan their academic careers more effectively and motivate them to pursue higher academic ranks." (KP2)

KP2 spoke about the importance of career paths in academic settings, whereas SDM1 and WR1 spoke about the promotion systems, performance evaluation systems, and developmental plans.

Formulating a Lecturer Personal Management Framework for Strengthening Strategic Human Resource Management

The framework was developed by integrating the quantitative and qualitative findings obtained in the previous analyses. Based on the integrated findings, the Lecturer Personal Management Framework (LPMF) was developed, consisting of five interconnected components: Input, Process, Output, Outcome, and Impact.

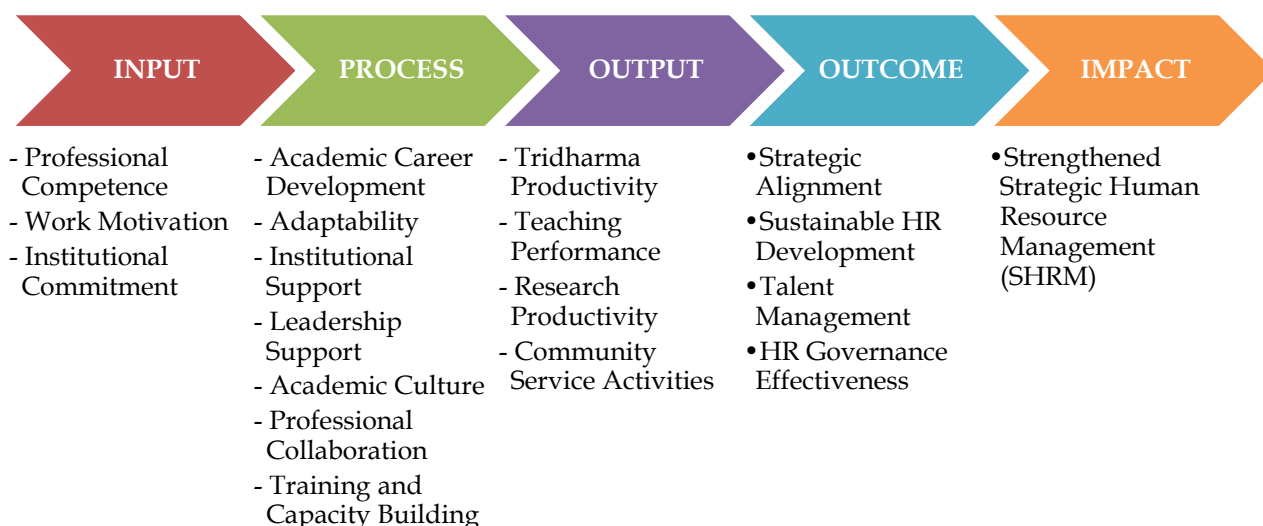


Figure 1. Lecturer Personal Management Framework (LPMF)

The framework organizes professional competence, work motivation, and institutional commitment as the main inputs of personal management. The process component consists of academic career development, flexibility, and institutional support. The outcome element of the framework describes the results for the organization that arise from developing the lecturer. The analysis identified the key strategic human resources management (SHRM) outcomes as strategic alignment, sustainable human resource development, talent management, and the effectiveness of HR governance.

DISCUSSION

Lecturer Personal Management as a Multidimensional Human Capital System

This study articulates the dimensions of Lecturer Personal Management (LPM), which include professional skills, academic career planning, work motivation, tridharma productivity, commitment to the institution, and flexibility. The LPM multidimensional model shows that academic personnel constitute complex human capital, and their productive potential lies in the combination of their knowledge and professional achievements, as well as their motivation, commitment, and flexibility.

From the perspective of Human Capital Theory, the findings validate Becker's (1993) view that investing in human capabilities positively affects an organization's performance. It corresponds to findings in higher education that the professional effectiveness of academic staff results from the complex interplay among professional dimensions, rather than from the mastery of discrete skills (Boxall & Purcell, 2022; Omar & Kisige, 2023).

One of the more interesting findings is that the strongest dimension of Lecturer Personal Management is flexibility. This finding corresponds with the most recent studies that have recognized flexibility as being a critical trait of an academic professional in today's rapidly changing educational environment. (Armstrong & Taylor, 2023; Mantai & Marrone, 2023). Flexibility is an organizational capacity for pursuing innovation and responsiveness in a university.

Work motivation has become another important aspect of lecturers' personal management. This finding shows how intrinsically and professionally motivated lecturers can be when considering their engagement in teaching, research, and community service. This is consistent with the new ideas of human resource development and the integration of capability and performance in practice (Hosen et al., 2024) in the higher education context.

Professional competence and institutional commitment are significant dimensions of Lecturer Personal Management. The importance of these dimensions suggests that lecturer effectiveness is not solely reliant on

professional competence, but also on the lecturer's will to commit to institutional goals. This finding provides some evidence for the Strategic Human Resource Management theory, where the performance of an organization is said to improve through the strategic alignment of personal and organizational goals (Boxall & Purcell, 2022; Syarifudin, 2023; Wright & McMahan, 1992). This is in agreement with previous research that has shown a significant positive correlation between the productivity of lecturers and the existence of support structures, and a high degree of personal commitment to professional development (Mantai & Marrone, 2023).

An equally significant pattern concerns the development of an academic career, which received the lowest score among the six categories. This outcome has also been addressed in the prevailing problems in the literature on higher education, in which academic staff are left in a fog regarding promotion mechanisms, career development, and the long-term projection of their career (Boxall & Purcell, 2022; Eyal et al., 2023; Samuels et al., 2023).

The lower ranking of academic career development is important in itself because it provides an alignment mechanism that links individual needs and interests to the institution's strategic goals. From the perspective of Strategic Human Resource Management, for an institution to achieve success over the long term, talent development, career progression, and succession mechanisms need to be in place (Armstrong & Taylor, 2023).

When analyzed collectively, the results suggest that Lecturer Personal Management must be viewed as an integrated dimension of human capital. As a result, Lecturer Personal Management offers a more accurate description of how lecturers' personal development influences the achievement of their development goals within the institution's context.

Lecturer Personal Management as a Strategic Driver of SHRM Implementation

These findings reveal that Lecturer Personal Management has a major influence on the implementation of SHRM. It further develops the argument concerning the importance of strategic human resource effectiveness in relation to the capabilities of individuals and the aims of an organization (Boxall & Purcell, 2022; Wright & McMahan, 1992).

The flexibility of academic staff in higher education has been recognized as a critical strategic asset for dealing with the changing circumstances within the sector. It has become a key competitive advantage for universities. This contributes to the emerging higher education literature that considers the adaptability of academic staff to the shifting external challenges of higher education as a central resource and differentiating strategic capability (Aboramadan et al., 2020; Purwanto et al., 2024; Quansah et al., 2022).

Moreover, the findings suggest that the implementation of SHRM is positively correlated with job motivation and professional competence. This corollary reinforces the basic assumption of Human Capital Theory, i.e., the idea that the personal attributes of an employee reflect a quantitative and qualitative organizational improvement (Abraham & Mallatt, 2022; Becker, 1993). Motivation and professional competence significantly influence lecturers' employment in organizational initiatives and professional development, and in efforts to achieve the target level of academic performance.

Another key factor influencing SHRM effectiveness is institutional commitment. This finding illustrates the importance of psychological commitment and identification in the context of higher education. This result is also consistent with previous research, which shows that the higher the level of organizational commitment, the higher the levels of employee engagement and organizational citizenship behavior. Hence, the organizational commitment of employees will have a long-term positive impact on the effectiveness of the organization (Armstrong & Taylor, 2023).

Another critical finding is the role of tridharma productivity as a concrete indicator of successful Lecturer Personal Management. The findings are aligned with the higher education management research, which postulates that the academic performance of lecturers has an impact on the level of competitiveness of the organization (Muhamad, 2023; Taamneh et al., 2022).

The insights gained from the lower contributions of academic career development are also noteworthy. This may indicate that in many of the higher education institutions included in the study, academic career

progression may not have been fully incorporated into their strategic human resource systems (Gallardo-Gallardo et al., 2020). From the perspective of SHRM, career development is a pivotal element in strategically aligning employee aspirations with organizational needs. If educational institutions do not define career pathways, they may lose talented academicians and leave their future academic leaders unmotivated.

The results demonstrate a distinction between strategic alignment and talent management. Strategic alignment received the highest rating among the SHRM dimensions, indicating that lecturers tend to have a good understanding of institutional aims and how their work relates to the institution's targets. Talent management, on the other hand, was rated the lowest. They stated that universities focus on performance and accountability management, while they lack investments in sustainable talent management systems (Gassanova & Kozhakhmet, 2024).

The findings indicate that Lecturer Personal Management is a key component in implementing SHRM at the higher education level. To be successful in SHRM, universities should move beyond the administrative mindset and design more comprehensive strategies that emphasize Lecturer Personal Management to achieve relevance and sustainability.

Institutional and Individual Determinants of Lecturer Personal Management

The results indicate that personal management of lecturers (LPM) involves an interplay between institutional conditions and individual traits. Contemporary theories in educational management posit that, in the case of the academic staff, development occurs at the interface of the organizational framework, the contextual setting, and the agency of the individual (Kenny & Fluck, 2023; Shawyun, 2022).

One of the key obstacles in this research was the burden of work and time compression. Workload task compression is a typical phenomenon experienced in many institutions of higher education. Workload compression is said to occur because of the conflicting demands of formal appraisal systems and the pressure to develop staff in the academic division (Podador, 2023; Raman et al., 2022; Spina et al., 2022). In the context of strategic human resource management (SHRM), the burden of work is recognized as a strategic management concern because it affects the sustainability of the academic workforce within the institution.

Another challenge was the inadequate development resources and financial constraints. Findings show that training, research and publication assistance, and other developmental resources are available in several institutions. This is in line with studies that show that the availability of resources affects the development of academic staff and the organizational learning capability (Hosen et al., 2024; Watermeyer et al., 2021). As per the Human Capital Theory, the development of staff in an organization is expected to have a long-term positive effect on the productivity of the organization (Becker, 1993; Vardi & Collings, 2023).

The results present a contradiction regarding flexibility. While flexibility was the major element of Lecturer Personal Management in the quantitative analysis, the qualitative analysis showed that lecturers' technological readiness was inconsistent. Recent research regarding higher education has reported similar issues with academic staff, where there is marked disparity with respect to digital proficiency, technology adoption, and innovative teaching readiness (Rohayati, 2024; van der Weijden & Teelken, 2023).

Policy and regulatory transformations are integral to Lecturer Personal Management. When examining change within an organization, the ability to maintain equilibrium and adapt to fluctuations and rapid changes in regulatory frameworks is critical to institutional resilience. Therefore, the findings bolster the case for the necessity of agility in lecturer development strategies to manage external pressures while retaining professional security (Armstrong & Taylor, 2023).

Differences in lecturers' motivation present another challenge with considerable strategic implications. This interpretation supports the development of the human resource literature, which argues that the provision of organizational-level interventions is no guarantee of participation for the individual (Hosen et al., 2024). Accordingly, lecturer development processes should incorporate mechanisms to enhance both intrinsic and extrinsic motivation.

While challenges were evident, the outcomes acknowledged factors that facilitated Lecturer Personal Management. Among these factors, leadership support was the most notable. These results are congruent with the educational leadership literature, which established that the presence of supportive leadership is critical for academic staff's participation, commitment to the organization, and support for their professional development (Watermeyer et al., 2021; Zuraidah Abdullah et al., 2025).

Another positive factor was academic culture. These results are in agreement with previous studies that have highlighted the impact of organizational culture as an invisible infrastructure that impacts employee behavior, knowledge sharing, and innovation (Boxall & Purcell, 2022). In higher education, academic cultures characterized by collegiality, collaboration, and engagement in scholarship create environments that support lecturers' development and learning within the organization.

Professional collaboration and networking were supportive factors for Lecturer Personal Management. The results indicate that lecturer development goes beyond the formal programs offered by institutions and is further shaped by lecturers' engagement with scholarly communities, professional bodies, and networks beyond the institutions. Training and capacity-building programs have become integrated tools in the development of lecturers. Aligned with Human Capital Theory, these programs are designed to improve knowledge, skills, and competencies in a profession and serve as investments on the part of an organization (Bacon, 2023; Becker, 1993).

Career development support is the second enabling factor. As the data indicate, sustainable lecturer development relies on establishing clear and supportive promotion pathways, formal mentoring, and an ongoing commitment to performance assessment. Within the framework of Strategic Human Resource Management, the retention of talent and the planning and development of leadership require the articulation of clear career pathways (Armstrong & Taylor, 2023; Wright & McMahan, 1992). Therefore, career development support is likely to be the most effective means of improving lecturer commitment and service to the organization.

The findings indicate Lecturer Personal Management comprises enabling factors and particular constraints. The findings suggest a need for a specific equilibrium of individual and systemic supports within the framework of leadership, the academic setting, collaboration, and professional advancement, for the successful growth of lecturers.

Lecturer Personal Management Framework as an Integrative Model for Strengthening SHRM

The Lecturer Personal Management Framework (LPMF), as part of this research, identifies a gap in educational management and Strategic Human Resource Management (SHRM) in the context of higher education. While existing literature identifies the importance of understanding lecturers' competence, motivation, and commitment, as well as the impact of continuous professional development on lecturers' productivity, many of these studies treat these concepts as separate or discrete elements influencing academic productivity. The framework in this study builds on the literature by providing a mechanism for understanding how lecturers' development can enhance the strategic effectiveness of a university's human resources.

The framework also makes a significant contribution to the field of theory by providing a way to integrate Human Capital Theory with SHRM Theory. The LPMF provides a way for both theories to be discussed together by demonstrating that lecturer Motivation and Commitment are forms of human capital that are needed to achieve organizational goals and are brought about by the strategic actions of a university. The LPMF transforms the development of individual lecturers into a strategic goal of the university.

The framework also builds on the emerging scholarship on human resource management in higher education by valuing lecturers' agency. Most published SHRM literature in higher education centers on the design of organizational structures, governance systems, leadership practices, and institutional policies (Gassanova & Kozhakhmet, 2024; Mohiuddin et al., 2022). This shifts the focus of SHRM from an

organizationally dominated approach to a more integrated perspective, in which lecturers are recognized as strategic rather than merely passive actors in human resource policies.

The five-level structure of the framework, Input, Process, Output, Outcome, and Impact, offers a helpful theoretical take on the contribution of lecturer development to the effectiveness of an organization. In this instance, the input factor delineates the foundational elements of professional capacity, motivation to work, and intent to remain employed with the organization. Viewing this through the lens of human capital, the argument is that improving organizational performance is connected to the quality and active engagement of its employees. Lecturers need supportive environments to enhance their adaptability and career development (Armstrong & Taylor, 2023; Gallardo-Gallardo et al., 2020; Kooli & Abadli, 2022).

Another major contribution of the framework is the placement of tridharma productivity as the primary outcome of Lecturer Personal Management. The model of this study integrates these elements as results of a cohesive lecturer development process. This integration allows for a holistic view of productivity, as performance is the result of synergy among skills, willingness, and institutional support.

The framework adds to SHRM theory by incorporating strategic alignment, sustainable human resource development, talent management, and the effectiveness of HR governance as institutional outcomes of Lecturer Personal Management. The framework explains the impact of micro-level academic development on the institution's macro-level effectiveness. In this context, the relationship between lecturer development and institutional strategy has most often been addressed indirectly, rather than through empirical evidence.

What is perhaps most important is the relatively low position of academic career development and talent management in the framework. Recently, higher education research has highlighted that universities tend to focus on short-term goals and neglect long-term talent development (Gassanova & Kozhakhmet, 2024; Vardi & Collings, 2023; Yildiz & Esmer, 2023). The framework situates these elements among institutional advancement priorities.

On the other hand, the Lecturer Personal Management Framework offers leaders in higher education the opportunity to enhance the management of their academic human resources. This integrated approach has the potential to positively impact the management of academic employees and the development of institutional human resources from a sustainability perspective.

CONCLUSION

This study examined the role of Lecturer Personal Management (LPM) in enhancing Strategic Human Resource Management (SHRM) in higher education institutions. Based on the research findings, four main results corresponding to the study's objectives are presented.

First, Lecturer Personal Management is seen as a multidimensional construct comprising six interrelated dimensions: professional competence, academic career development, work motivation, tridharma productivity, institutional commitment, and adaptability. Of these dimensions, institutional commitment, professional competence, adaptability, and work motivation are identified as the core dimensions of lecturers' personal management. In contrast, academic career development is identified as the dimension most neglected by the institution.

Second, this research illustrates the role of Lecturer Personal Management as a strategic enabler of SHRM implementation. The findings indicate that lecturers who possess a high degree of adaptability, motivation, competence, and academic productivity are more likely to contribute to the effective strategic human resource development, management of human talent, and the effectiveness of HR governance. These findings imply that SHRM is shaped not only by the institution's policies and governance but also by lecturers' ability to take charge of their professional self-management.

Third, the interactions between personal and institutional factors influence the lecturer's personal management. The main enabling factors were supportive leadership, a favorable academic culture, professional collaboration, engagement in training and capacity-building activities, and structured career development support. Moreover, the main challenges were development constraints, lecturer motivation, and

heavy workloads, coupled with uneven technology provision and frequent policy changes. This set of findings recognizes that supportive institutional environments should complement the strengthening of personal capabilities.

Fourth, the Lecturer Personal Management Framework (LPMF), a model for integrating SHRM in higher education, was developed. The LPMF consists of five interrelated components—Input, Process, Output, Outcome, and Impact. The LPMF outlines how lecturer-level capabilities may be converted into strategic-level organizational activities through supportive institutional elements. The LPMF extends the application of Human Capital Theory and the Theory of Strategic Human Resource Management by clarifying lecturer personal development vis-à-vis the institutional effectiveness of human resources. It also serves as a reference point for higher education policymakers seeking to integrate lecturer development with Strategic Human Resource Management systems.

The study primarily focused on five higher education institutions in a specific region, with the main participants being lecturers and academic leaders. For this reason, future research should seek to validate the Lecturer Personal Management Framework in other regions and across a wider range of higher education institutions, using larger samples and more advanced techniques, such as structural equation modeling and longitudinal studies.

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