

WHAT MATTERS MOST FOR LECTURER PRODUCTIVITY? ASSESSING THE RELATIVE CONTRIBUTIONS OF COMPETENCE, MOTIVATION, AND WELL-BEING IN PRIVATE HIGHER EDUCATION

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Abstract : Improving instructional quality, research performance, and institutional competitiveness has made lecturer productivity a key priority for higher education institutions. Although competence, motivation, and well-being are widely recognized as important determinants of academic performance, these factors are often examined separately, particularly in private universities. This study investigates the influence of competence, motivation, and well-being on lecturer productivity in private universities in West Nusa Tenggara, Eastern Indonesia. Using a quantitative explanatory design with Partial Least Squares Structural Equation Modeling (PLS-SEM), data were collected from 39 purposively selected lecturers. The findings indicate that competence is the strongest predictor of lecturer productivity, followed by motivation, while well-being has a relatively smaller influence. The proposed model explains 48.1% of the variance in lecturer productivity, indicating moderate explanatory power. By integrating these three factors into a single analytical model, this study provides empirical evidence from an underrepresented higher education context. According to the findings, lecturer productivity should be focused on competency growth and motivation and well-being should be strengthened to maintain academic success.

Keywords : Lecturer Productivity; Competence; Motivation; Well-Being.

Abstrak : Meningkatkan kualitas pengajaran, kinerja penelitian, dan daya saing institusional telah menjadikan produktivitas dosen sebagai prioritas utama bagi lembaga pendidikan tinggi. Meskipun kompetensi, motivasi, dan kesejahteraan secara luas diakui sebagai penentu penting kinerja akademik, faktor-faktor ini seringkali diteliti secara terpisah, khususnya di universitas swasta. Studi ini menyelidiki pengaruh kompetensi, motivasi, dan kesejahteraan terhadap produktivitas dosen di universitas swasta di Nusa Tenggara Barat, Indonesia Timur. Dengan menggunakan desain penjelasan kuantitatif dengan Partial Least Squares Structural Equation Modeling (PLS-SEM), data dikumpulkan dari 39 dosen yang dipilih secara purposif. Temuan menunjukkan bahwa kompetensi merupakan prediktor terkuat produktivitas dosen, diikuti oleh motivasi, sedangkan kesejahteraan memiliki pengaruh yang relatif lebih kecil. Model yang diajukan menjelaskan 48,1% varians dalam produktivitas dosen, menunjukkan daya penjelasan yang moderat. Dengan mengintegrasikan ketiga faktor ini ke dalam satu model analitis, studi ini memberikan bukti empiris dari konteks pendidikan tinggi yang kurang terwakili. Berdasarkan temuan tersebut, produktivitas dosen harus difokuskan pada peningkatan kompetensi, dan motivasi serta kesejahteraan harus diperkuat untuk mempertahankan keberhasilan akademik.

Kata Kunci : Produktivitas Dosen; Kompetensi; Motivasi; Kesejahteraan.

INTRODUCTION

Higher education institutions (HEIs) play a crucial role in human capital development, knowledge creation, innovation, and sustainable socioeconomic development (Arzo & Hong, 2024; Paschaline & Kabari, 2024; Rico-Juan et al., 2024; Voogt et al., 2023). Universities are expected to do more than train skilled graduates in the knowledge-based economy. They must deliver high-quality research, innovation, community participation, and evidence-based policymaking (Van Tam et al., 2024). Lecturer productivity has become one of the most important indicators of higher education quality and institutional competitiveness due to the increasing complexity of duties. In order to satisfy fast-changing educational, technical, and societal needs, colleges worldwide have prioritized lecturer productivity.

Lecturer productivity is the extent to which academic staff engage in teaching, research, scientific publication, community participation, academic leadership, and professional development. Lecturer productivity affects more than professional advancement. It affects accreditation, research reputation, graduate quality, innovation, and long-term viability (Abidin, 2023; Iqna'a, 2025; Sukmawan & Zulganef, 2023). Therefore, universities continue to invest heavily in faculty development, postgraduate education, research funding, publication incentives, and professional training programs to improve lecturers' academic performance. Even with institutional aid, lecturer output varies by institution, field, and region, suggesting that academic achievement may not improve.

Private universities in underdeveloped nations are especially affected. Comparatively, large public universities have more financial resources, research infrastructure, international collaboration, research funding, and academic support systems than many private colleges (Antonio et al., 2023; Hilt & Riese, 2022; Lisbet et al., 2025). Institutional constraints increase professors' workloads and reduce professional development and intellectual production. Many private universities in Eastern Indonesia are resource-scarce and must meet the same national accreditation, publication performance, and institutional accountability standards as universities in more developed regions (Wang et al., 2024). To design evidence-based institutional growth strategies, it is increasingly important to identify the factors that most affect professor productivity in this context.

Instructor success depends heavily on competence (prior studies). Human Capital Theory defines competence as the knowledge, professional skills, instructional ability, research talents, and interpersonal skills needed to perform professional obligations (Zynuddin et al., 2023). Higher education instructors with more capabilities can design

excellent learning experiences, conduct quality research, publish scientific articles, supervise students, receive research funding, and contribute to institutional development. Competence and lecturer productivity are positively correlated throughout educational contexts (Reksiana et al., 2024; Tsauri, 2022). Despite the general acknowledgment of competence as a key precursor to academic performance, there is little information on whether it dominates other psychological and organizational elements.

Besides competency, lecturer motivation impacts people's willingness to work hard, persevere in difficult tasks, and improve their professional performance, hence it's been studied in higher education. The self-determination theory states that intrinsic motivation like professional satisfaction and personal achievement and extrinsic motivation like promotion, institutional recognition, and financial incentives motivate lecturers to participate more in teaching, research, publication, and community service. Motivation has been shown to boost academic performance and instructor productivity (Mundiri et al., 2026; Nurlina, 2026). Still, the strength of that link seems to vary between institutional and cultural contexts, suggesting that motivation may not be the sole factor affecting lecturer productivity in higher education.

Lecturer well-being has been another crucial factor in academic success recently. Professors' working conditions have changed due to increased publication pressure, administrative duties, technological adaptation, and performance-based evaluation systems, making psychological and professional well-being increasingly important to higher education management. The Job Demands–Resources (JD-R) paradigm states that well-being increases job engagement, resilience, organizational commitment, and long-term performance sustainability. According to Khamaj & Ali, (2024), empirical research show that employee well-being improves work effectiveness. Higher education evidence is inconsistent. Some studies reveal that lecturer well-being directly affects productivity, while others suggest that competence and motivation may drive academic accomplishment.

The higher education literature has focused on competence, motivation, and well-being, but certain fundamental restrictions remain. *First*, these elements have been studied separately, resulting in piecemeal lecturer productivity theories. Motivation has been studied through work engagement and organizational commitment, and well-being through job satisfaction and psychological health. Competence has often been linked to teaching effectiveness and research performance (Lisbet et al., 2025; Nguyen et al., 2023). Since the determinants are rarely considered together in a unified explanatory model, the literature on lecturer productivity is scarce. This fragmentation makes it harder for higher

education officials to understand how different factors affect instructors' academic achievement.

Second, earlier studies have examined whether competence, motivation, or well-being affect lecturer productivity, but not their explanatory power. Thus, there is no actual data on which determinant should be given the highest strategic priority in universities with limited financial resources, professional development opportunities, research funding, and institutional capabilities. For private universities, institutional administrators must efficiently deploy limited resources while improving lecturers' teaching, research productivity, scientific publications, and community service. Thus, understanding the relative importance of these elements is both an intellectual and practical issue for evidence-based policymaking and institutional decision making.

Third, despite Eastern Indonesia's institutional qualities, private universities' empirical evidence is scarce. Most lecturer productivity studies have been done at large public universities or in economically developed regions, where private universities lack organizational capacity, research infrastructure, funding, and academic collaboration opportunities. Therefore, it is unclear how previous findings apply to resource-constrained higher education institutions. The study of lecturer productivity in private universities in West Nusa Tenggara offers a chance to expand knowledge by investigating whether the widely accepted determinants of academic productivity are explained similarly across institutions. Given these constraints, this work seeks to advance several critical areas of knowledge. This study examines competence, motivation, and well-being in a single structural model, not merely if they boost lecturer productivity. This comparative approach shows which variable most affects professor productivity and warrants institutional attention. Second, the study uses Human Capital Theory, Self-Determination Theory, and the Job Demands-Resources framework to explain lecturer productivity more thoroughly than single-theory investigations. Third, despite institutional and resource constraints, this study contributes empirical evidence from private institutions in Eastern Indonesia, an underrepresented higher education environment in the global literature.

The study increases lecturer productivity knowledge by comparing explanatory strength within an integrated analytical framework rather than discovering individual qualities. The study explains lecturer productivity and the relative roles of competence, motivation, and well-being in academic accomplishment by combining them. This perspective expands higher education management literature by stating that lecturer productivity is a multidimensional phenomenon affected by complementary but uneven human attributes. Additionally, university leaders and higher education policymakers can

apply the study. Lecturer development may comprise substantial professional training, research capacity-building, performance incentives, and employee welfare programs. Private universities sometimes have limited resources. By showing the proportionate importance of each aspect, the findings can assist university officials prioritize lecturer development initiatives and manage institutional resources more efficiently. Higher education institutions might focus on the factors that most affect professor productivity instead of broad, generalized endeavours.

This study examines the effects of competence, motivation, and well-being on lecturer productivity in private universities in West Nusa Tenggara Province, Indonesia, with the primary objective of determining the relative contribution of each factor to academic productivity. By focusing on a resource-constrained higher education context that has received limited scholarly attention, the study seeks to address an important gap in the existing literature while providing empirical evidence from an underrepresented educational setting. Integrating competence, motivation, and well-being into a single analytical framework is expected to provide a more comprehensive understanding of the factors influencing lecturer productivity and to generate evidence-based recommendations for institutional policies aimed at enhancing academic performance in private universities. Guided by the underlying theoretical framework and the research objectives, this study proposes three hypotheses: H1, competence has a significant positive effect on lecturer productivity; H2, motivation has a significant positive effect on lecturer productivity; and H3, well-being has a significant positive effect on lecturer productivity.

METHOD

This study employed a quantitative approach with an explanatory research design to examine the relative contributions of competence, motivation, and well-being to lecturer productivity in private universities. The study was conducted at private higher education institutions in West Nusa Tenggara Province, Indonesia, representing resource-constrained universities in Eastern Indonesia. The target population consisted of lecturers employed at private universities in West Nusa Tenggara. Respondents were selected using purposive sampling based on three criteria; 1) actively serving as lecturers at private universities, 2) holding at least a master's degree, and 3) having a minimum of two years of teaching experience. Based on these criteria, 39 lecturers participated in the study.

Data were collected using a structured questionnaire consisting of four latent constructs: competence, motivation, well-being, and lecturer productivity. All questionnaire items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5

(strongly agree). Prior to data collection, the questionnaire was reviewed by experts in educational management to ensure content validity and clarity of the measurement items.

The data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS software. PLS-SEM was selected because the study aimed to examine predictive relationships among multiple latent constructs while accommodating a relatively small sample size and non-normal data distribution (Hair et al., 2021; Sarstedt et al., 2020). This analytical approach is appropriate for exploratory and prediction-oriented research in higher education.

The analysis was conducted in two sequential stages. The first stage evaluated the measurement model (outer model) to assess the quality of the measurement instruments. Indicator reliability was examined using outer loading values, internal consistency reliability was assessed through Cronbach's Alpha and Composite Reliability (CR), while convergent validity was evaluated using the Average Variance Extracted (AVE). Discriminant validity was assessed using both the Heterotrait-Monotrait Ratio (HTMT) and the Fornell-Larcker criterion, ensuring that each construct measured a distinct concept within the research model.

The second stage evaluated the structural model (inner model) to test the proposed hypotheses. Multicollinearity among predictor constructs was examined using the Variance Inflation Factor (VIF). The explanatory power of the model was evaluated using the coefficient of determination (R^2), while the hypothesized relationships were examined through path coefficients (β) obtained from the bootstrapping procedure with 5,000 resamples. The statistical significance of each hypothesis was determined using t-values and p-values, where $p < 0.05$ indicated statistical significance.

The structural relationships examined in this study are represented by the following structural equation: $LP = \beta_0 + \beta_1 C + \beta_2 M + \beta_3 WB + \varepsilon$, where LP denotes lecturer productivity as the endogenous (dependent) variable, while C (competence), M (motivation), and WB (well-being) represent the exogenous (independent) variables hypothesized to influence lecturer productivity. In this equation, β_0 is the intercept, β_1 - β_3 are the structural path coefficients indicating the magnitude and direction of the contribution of competence, motivation, and well-being to lecturer productivity, respectively, and ε represents the error term that captures the unexplained variance in lecturer productivity attributable to factors not included in the model. Collectively, this structural model was used to estimate the relative contributions of the three predictor variables and to determine their significance in explaining variations in lecturer productivity.

The equation illustrates that lecturer productivity is predicted simultaneously by competence, motivation, and well-being. The estimated path coefficients indicate the magnitude and direction of the influence of each independent variable on lecturer productivity and provide the basis for testing the proposed hypotheses. Participation in this study was voluntary. All respondents were informed of the research objectives prior to completing the questionnaire, and confidentiality of the collected data was maintained throughout the research process.

RESULT AND DISCUSSION

1. Results

The organization of the mosque tourism program was primarily carried out through two interconnected managerial processes: stakeholder coordination and program socialization. These organizational activities were designed to ensure that all parties involved shared a common understanding of program objectives, implementation procedures, and expected educational outcomes. The data demonstrate that effective organization was considered essential for supporting the successful implementation of character education through mosque-based experiential learning. Prior to structural model evaluation, data normality was assessed using skewness, excess kurtosis, and the Cramér-von Mises test.

Table 1: Normality Assessment

Variable	Excess Kurtosis	Skewness	Cramér-von Mises p-value
Well-being	1.758	-1.382	0.001
Competence	4.498	-1.790	0.006
Motivation	3.335	-1.799	0.000
Productivity	3.993	-1.669	0.009

The results indicate negative skewness and positive excess kurtosis for all variables. In addition, all Cramér-von Mises significance values are below 0.05, indicating that the data do not satisfy multivariate normality assumptions. Therefore, the use of PLS-SEM was considered appropriate for subsequent analysis.

Likewise, multicollinearity among indicators and predictor constructs was evaluated using the Variance Inflation Factor (VIF).

Table 2: VIF Values for Outer Model

Indicator	VIF
Well_1	4.555
Well_2	2.366

Well_3	2.333
Com_1	2.038
Com_2	1.294
Com_3	1.425
Motiv_1	4.150
Motiv_2	1.973
Motiv_3	2.836
Prod_1	2.180
Prod_2	1.430
Prod_3	1.331

Before assessing the structural relationships among the constructs, collinearity was examined using the Variance Inflation Factor (VIF) to ensure that the predictor constructs did not exhibit problematic linear relationships that could bias the estimation of the structural paths. As presented in Table 3, the inner-model VIF values for well-being, competence, and motivation were 1.826, 2.448, and 3.011, respectively. All values were below the recommended threshold of 5.0, indicating that multicollinearity was not a critical concern in the structural model. Therefore, competence, motivation, and well-being could be retained as independent predictors of lecturer productivity, allowing the structural path coefficients to be estimated reliably.

Table 3: VIF Values for Inner Model

Variable	VIF
Well-being	1.826
Competence	2.448
Motivation	3.011
Productivity	-

The outer-model VIF values ranged from 1.294 to 4.555, while the inner-model VIF values ranged from 1.826 to 3.011. Since all VIF values were below the recommended threshold of 5.0, multicollinearity was not considered a concern. This indicates that the predictor variables provide independent explanatory information within the structural model.

The proposed structural model was evaluated using Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine the direct relationships among competence, motivation, well-being, and lecturer productivity. The evaluation involved several stages, including the assessment of data normality, multicollinearity, structural model estimation, hypothesis testing through bootstrapping, and the coefficient of determination (R^2). These analyses were conducted to verify the adequacy of the measurement and structural models, determine the significance and magnitude of the

relationships among variables, and assess the model's predictive capability in explaining lecturer productivity at private universities in West Nusa Tenggara.

The proposed research model was analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine the relationships among competence, motivation, well-being, and lecturer productivity. The analysis consisted of evaluating the structural model and testing the proposed hypotheses. Figure 1 presents the overall SEM model, while Figure 2 illustrates the estimated structural path coefficients.

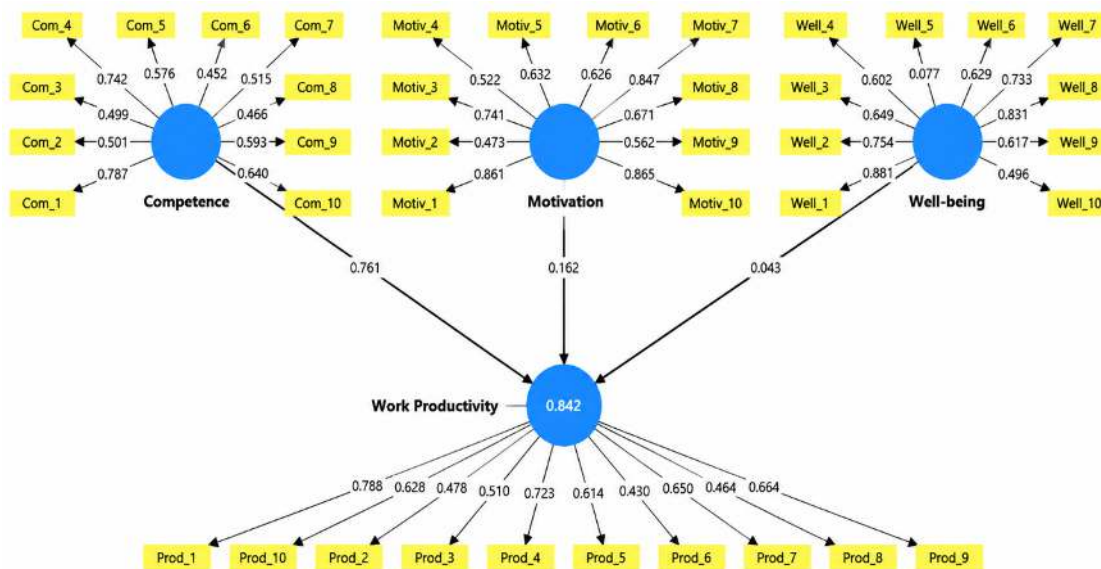


Figure 1: SEM Analysis Result

Figure 1 presents the structural relationships among the four latent constructs. Competence, motivation, and well-being function as exogenous variables predicting lecturer productivity as the endogenous variable. The model provides the basis for evaluating the relative contribution of each predictor to lecturer productivity.

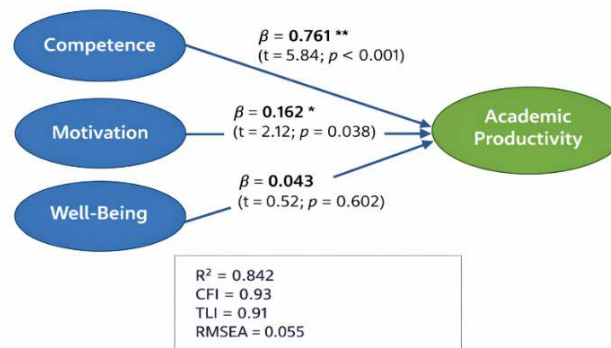


Figure 2: Path Coefficient

Figure 2 shows the estimated path coefficients among the constructs. The magnitude of the coefficients indicates that competence contributes the largest effect to lecturer productivity, followed by motivation and well-being. These coefficients were subsequently evaluated through bootstrapping to determine their statistical significance.

The proposed hypotheses were evaluated using the bootstrapping procedure in PLS-SEM to determine the significance, direction, and relative magnitude of the structural relationships between the predictor constructs and lecturer productivity. Table 4 reports the standardized path coefficients (β), t-values, p-values, and corresponding hypothesis decisions. The results reveal substantial differences in the magnitude and statistical significance of the three hypothesized relationships.

Table 4: Structural Path Coefficients and Hypothesis Testing

Hypothesis	Relationship	β	t-value	p-value	Decision
H1	Competence → Productivity	0.761	5.84	<0.001	Supported
H2	Motivation → Productivity	0.162	2.12	0.038	Supported
H3	Well-being → Productivity	0.043	0.52	0.602	Not Supported

The results indicate that competence has the strongest positive effect on lecturer productivity ($\beta = 0.761$, $p < 0.001$), supporting H1. Motivation also demonstrates a positive and statistically significant relationship with lecturer productivity ($\beta = 0.162$, $p = 0.038$), supporting H2. In contrast, the relationship between well-being and lecturer productivity is positive but statistically insignificant ($\beta = 0.043$, $p = 0.602$); therefore, H3 is not supported.

Thus, the findings indicate that competence emerged as the most prominent predictor of lecturer productivity, followed by motivation, whereas well-being did not demonstrate a significant direct contribution. The pattern of path coefficients—competence ($\beta = 0.761$), motivation ($\beta = 0.162$), and well-being ($\beta = 0.043$)—provides empirical evidence of substantial variation in the relative contributions of the three predictors within the proposed structural model. The findings indicate that competence and motivation significantly contribute to lecturer productivity, whereas well-being does not demonstrate a statistically significant direct effect within the proposed model.

The explanatory power of the structural model was assessed using the coefficient of determination (R^2), which indicates the proportion of variance in the endogenous construct explained collectively by the predictor variables. As reported in Table 5, the model yielded an R^2 value of 0.842 for lecturer productivity. This indicates that

competence, motivation, and well-being collectively explain 84.2% of the variance in lecturer productivity, while the remaining 15.8% is attributable to other factors not included in the proposed model. The relatively high R^2 value as table 5, indicates that the structural model provides substantial explanatory power in accounting for variations in lecturer productivity among lecturers in private universities in West Nusa Tenggara.

Table 5: Coefficient of Determination

Variable	R^2
Productivity	0.842

The model produced an R^2 value of 0.842, indicating that competence, motivation, and well-being collectively explain 84.2% of the variance in lecturer productivity. This result demonstrates that the proposed model possesses substantial explanatory power for predicting lecturer productivity among lecturers at private universities in West Nusa Tenggara.

2. Discussion

This study examined the effects of competence, motivation, and well-being on lecturer productivity among private universities in West Nusa Tenggara using Partial Least Squares Structural Equation Modeling (PLS-SEM). The structural model evaluation confirmed that the proposed model was statistically robust. Although the data did not satisfy multivariate normality assumptions, the use of PLS-SEM was appropriate because it is designed to handle non-normal data distributions. Furthermore, the absence of multicollinearity, indicated by all outer- and inner-model VIF values below the recommended threshold of 5.0, demonstrates that the predictor constructs provide independent explanatory information (Chuaphun & Samanchuen, 2024; Victoria et al., 2024). The model also exhibited substantial explanatory power ($R^2 = 0.842$), indicating that competence, motivation, and well-being collectively explain 84.2% of the variance in lecturer productivity. These findings suggest that the proposed model provides a strong empirical framework for understanding lecturer productivity in resource-constrained private higher education institutions.

Among the three predictors, competence emerged as the strongest determinant of lecturer productivity ($\beta = 0.761$, $p < 0.001$). This finding supports Human Capital Theory, which argues that knowledge, professional expertise, pedagogical capability, and accumulated skills constitute valuable forms of human capital that directly enhance individual performance and organizational outcomes (Chuaphun & Samanchuen, 2024; Victoria et al., 2024). Lecturers possessing stronger competencies are more capable of

designing effective learning experiences, conducting research, publishing scholarly work, supervising students, and engaging in community service, which together represent the core dimensions of academic productivity.

The present finding is consistent with previous studies reporting that lecturer competence positively influences academic performance and institutional effectiveness (Buerkle et al., 2023). However, this study extends the existing literature by examining competence simultaneously with motivation and well-being within a single structural model. The standardized path coefficient demonstrates that competence contributes substantially more to lecturer productivity than the other two predictors. This comparative evidence suggests that competence should be regarded not merely as one of several influential factors but as the primary strategic resource underlying lecturer productivity. Consequently, institutional investment in continuous professional development, research capacity building, pedagogical innovation, and academic mentoring is likely to produce greater improvements in lecturer productivity than interventions focusing exclusively on motivational or welfare initiatives.

Motivation also demonstrated a positive and statistically significant influence on lecturer productivity ($\beta = 0.162, p = 0.038$), although its contribution was considerably smaller than that of competence. This finding aligns with Self-Determination Theory, which posits that intrinsic and extrinsic motivation encourage individuals to sustain effort, persist in challenging tasks, and actively pursue professional achievement. Within higher education, motivated lecturers tend to participate more actively in teaching, research, publication, professional development, and community engagement.

These findings corroborate previous research indicating that lecturer motivation contributes positively to work performance and academic productivity (Almanwari et al., 2024). Nevertheless, the relatively modest path coefficient suggests that motivation primarily functions as a supporting mechanism rather than the principal driver of productivity. Motivation alone cannot fully translate into higher academic output without adequate professional competence. Even highly motivated lecturers may encounter difficulties in producing quality research, innovative teaching practices, or competitive publications if they lack sufficient disciplinary knowledge and pedagogical expertise. Therefore, competence and motivation appear to complement one another, with competence providing the capability to perform academic tasks and motivation encouraging lecturers to apply those capabilities consistently.

In contrast, well-being did not demonstrate a statistically significant direct effect on lecturer productivity ($\beta = 0.043, p = 0.602$). Although the estimated relationship was positive, its magnitude was very small and statistically insignificant, indicating that lecturers' perceived physical, psychological, and occupational well-being did not directly

predict academic productivity within the proposed model. This finding suggests that well-being alone may not be sufficient to explain variations in lecturer productivity among private universities operating under limited institutional resources.

This result differs from many previous studies that reported positive associations between employee well-being and organizational performance (Dwivedi et al., 2023). A plausible explanation lies in the institutional context examined in this study. Lecturers in private universities frequently face demanding workloads, accreditation requirements, publication targets, and career advancement expectations. Under these circumstances, academic responsibilities may continue to be fulfilled despite relatively modest levels of perceived well-being because professional competence and institutional obligations exert stronger influences on performance. Consequently, competence appears to function as the principal determinant of lecturer productivity, whereas the direct contribution of well-being becomes comparatively limited within this organizational setting. Nevertheless, the absence of a direct statistical effect should not be interpreted as evidence that well-being is unimportant. Well-being may instead influence lecturer productivity indirectly through variables such as job satisfaction, organizational commitment, work engagement, or burnout, which were not included in the present model and warrant further investigation.

Another important finding is the high explanatory power of the proposed model. The coefficient of determination ($R^2 = 0.842$) indicates that competence, motivation, and well-being collectively explain 84.2% of the variance in lecturer productivity. This substantial value demonstrates that the model possesses strong predictive capability and captures the major individual-level determinants of lecturer productivity within the studied context. At the same time, the remaining unexplained variance suggests that additional organizational and contextual factors may also contribute to lecturer productivity. Previous studies have identified leadership effectiveness, organizational culture, institutional support, workload management, research funding, digital infrastructure, and academic collaboration as important determinants of academic performance. Incorporating these institutional variables into future structural models would provide a more comprehensive understanding of lecturer productivity.

The primary contribution of this study lies in its comparative examination of competence, motivation, and well-being within a single PLS-SEM framework. Rather than merely confirming that each variable may influence lecturer productivity, the study identifies the relative magnitude of their effects and demonstrates that competence is the dominant predictor, motivation serves as a complementary factor, and well-being does

not exert a significant direct influence. This comparative perspective advances the literature by providing stronger empirical evidence for prioritizing institutional strategies aimed at enhancing lecturer productivity, particularly in private universities with limited resources.

From a practical perspective, the findings suggest that higher education policymakers and university administrators should prioritize strengthening lecturer competence through continuous professional development, pedagogical training, research capacity enhancement, publication mentoring, and academic collaboration. Programs designed to improve lecturer motivation, including performance recognition, promotion opportunities, and institutional incentives, should complement rather than replace competence development initiatives. Although well-being did not significantly predict productivity in the present study, universities should continue investing in lecturer well-being because it remains essential for sustaining long-term professional engagement, reducing burnout, and maintaining institutional resilience.

Overall, this study demonstrates that lecturer productivity is primarily driven by competence, supported by motivation, while well-being does not directly influence productivity within the examined structural model. The findings provide empirical evidence that institutional efforts to improve lecturer productivity should prioritize competence development while integrating motivational strategies to maximize academic performance. Such evidence is particularly relevant for private universities in resource-constrained regions, where strategic allocation of institutional resources is essential for achieving sustainable improvements in lecturer productivity.

CONCLUSION

This study examined the relative contributions of competence, motivation, and well-being to lecturer productivity among lecturers employed at private universities in West Nusa Tenggara, Indonesia. The findings indicate that these individual factors contribute differently to lecturer productivity, with competence demonstrating the greatest explanatory role within the proposed model, followed by motivation, whereas well-being showed a comparatively limited direct contribution. Collectively, the findings confirm that lecturer productivity is influenced by multiple individual factors whose relative importance should be considered when designing lecturer development strategies.

The study contributes to the higher education literature by moving beyond the conventional examination of isolated determinants of lecturer productivity. Rather than merely confirming whether competence, motivation, and well-being influence lecturer productivity, this study compares their relative contributions within a single analytical model. By doing so, the study provides a more comprehensive understanding of the relative

importance of these determinants and offers empirical evidence from private universities in Eastern Indonesia, a higher education context that remains underrepresented in previous research.

The findings suggest that lecturer development policies should prioritize strengthening lecturers' professional competencies through continuous professional development, pedagogical improvement, research capacity building, publication mentoring, and academic collaboration. Although motivation and well-being remain important dimensions of lecturer development, institutional interventions should be designed based on their relative contribution to lecturer productivity so that limited institutional resources can be allocated more strategically and effectively.

As a study, this article has several limitations such as: *First*, the study involved a relatively small sample drawn from private universities in a single province, which may limit the generalizability of the findings to other higher education contexts. *Second*, the model focused exclusively on individual-level determinants and did not incorporate organizational factors that may also influence lecturer productivity. Future research is therefore encouraged to include broader institutional contexts, larger and more diverse samples, and additional variables such as organizational culture, leadership, institutional support, research funding, workload, and academic collaboration to develop a more comprehensive understanding of lecturer productivity in higher education.

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