Factors Influencing Lecturers' Organizational Commitment in Higher Education: A Systematic Literature Review

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Abstract

This paper analyzes 30 research articles published between 2018 and 2024 through a systematic literature review methodology to explore the multidimensional factors that influence organizational commitment among higher education lecturers. The research focused on individual subjective factors such as gender, age, emotional intelligence, personal values and beliefs, self-efficacy, career satisfaction, mental health status, and external environmental factors, including leadership style, managerial effectiveness, organizational support, and work environment. In addition, the article provides an in-depth examination of socio-cultural factors, such as societal values towards education, family support, and social support, and how these factors combine to contribute to lecturers' organizational commitment. The article reveals the complex interactions between these factors and highlights the joint importance of personal and external factors in shaping lecturers' organizational commitment. The findings of this study not only provide practical strategies for educational administrators to enhance lecturers' organizational commitment and point to the need for future research to consider wider cultural and geographical differences to contribute to the overall improvement of educational quality and teaching effectiveness.

Keywords: higher education, lecturers, organizational commitment, education, systematic literature review

1. Introduction

1.1 Background

In contemporary society, higher education plays an indispensable role, which is not only a vital part of the whole education system but also has a profound impact on the development of individual students (Chang & Fang, 2020). The higher education stage is a critical period for developing students' knowledge and skills, and the quality of education at this stage is directly related to students' career prospects and personal growth (Matraeva et al., 2020). However, with the acceleration of globalization and technological advances, higher education faces problems such as increased student diversity and students' demand for continuous improvement in the quality of education (Yurkofsky et al., 2020). These challenges not only call for adaptation and improvement of the education system itself but also emphasize the central role of lecturers in this process (Chan, 2023).

In this context, the role of lecturers becomes more critical throughout the educational chain (Hecht & Crowley, 2020). They are not only transmitters of knowledge but also critical players in guiding students to think critically and innovate (Abendan et al., 2023). Lecturers' quality of teaching, research competence, and commitment to the institution directly affect the educational institution's reputation and students' learning outcomes (Rosenholtz, 1989; Hassani & Wilkins, 2022). High-quality teaching and innovative research can enhance students' learning experience, improving their understanding and application of knowledge (Hernandez-de-Menendez et al., 2020).

However, to improve the quality of lecturers' teaching and learning in higher education, lecturers' organizational commitment is considered a crucial aspect of higher education (San-Martín et al., 2020). Organizational commitment of lecturers in higher education is defined as the degree of identification, loyalty, and commitment of lecturers to the educational institution to which they belong (Kiral, 2020). It includes the lecturer's emotional attachment to the school, identification with the organization's goals and values, and willingness to serve in the teaching institution for an extended period (Wang, 2023). Lecturers' organizational commitment directly affects the core functions of an

educational institution: the quality of teaching and the overall development of students (Duraku & Hoxha, 2020). When lecturers are deeply committed to their institution, they are more inclined to invest more effort and passion in teaching and student development (Vallerand et al., 2020). This commitment is reflected not only in their day-to-day teaching activities but also in their focus on educational innovation, continuous professional development, and personal growth of students (Parker et al., 2022).

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For students, lecturers with high levels of commitment can provide higher-quality teaching and pay more attention to student's needs and development (Darling-Hammond, 2021; Istanti et al., 2020; Imron et al., 2020). This attention is reflected in classroom instruction and guidance for students' personal and professional development (Sancar et al., 2021; Farrell et al., 2020; Svendsen, 2020). Lecturers' enthusiasm and commitment can stimulate students' interest in learning and promote the development of their critical thinking, creativity, and social responsibility (Mallillin, 2021; 2022).

In addition, lecturers' organizational commitment significantly impacts a school's external reputation (Bogler & Somech, 2004; Koc & Bastas, 2019; Kuh, 2003). A school with a highly committed and loyal team of lecturers tends to attract more students and funding, build stronger partnerships, and increase its status and influence in the educational community (Sujarwo et al., 2021). Lecturer loyalty is essential in a competitive and challenging educational environment as it is one of the critical determinants of achievement and success of any educational institution (Brown & Mazzarol, 2009; Latip et al., 2020; Hanaysha, 2016).

Even though lecturers' organizational commitment is critical to the quality of education and the success of educational institutions, current research lacks comprehensiveness in both depth and breadth, particularly in higher education (Maki, 2023). Many studies fail to provide a thorough summary and analysis of the diverse factors that influence the organizational commitment of university lecturers (Kim et al., 2017). Most of the existing research relies heavily on linear regression analyses to explore the impact of various internal and external factors on organizational commitment. However, there is a scarcity of studies that systematically summarize these influencing factors. This study, therefore, aims to systematically review and summarize these influencing factors, addressing both internal elements such as personal development, career growth, and professional opportunities, and external elements like institutional support, external environment, and cross-cultural differences (Nguni et al., 2006; Liu & Watson, 2023). By doing so, this study seeks to fill the existing research gaps and offer a comprehensive understanding of how these factors operate in different educational, cultural, and social contexts.

In addition, the outbreak of the COVID-19 had a profound impact on the field of education, particularly on the organizational commitment of lecturers (Zhao, 2022; Chen, 2022). In the middle of the outbreak, many lecturers' organizational commitment to their schools declined (Trinidad, 2021; Shofiyuddin et al., 2021). The decrease in organizational commitment gave rise to a number of important problems. First of all, a decrease in commitment from lecturers frequently resulted in a decrease in motivation and engagement, which had a negative impact on the caliber of instruction. Students experienced a worsening of their educational experience as lecturers become less willing to try new things in their lectures or devote more time to helping students. Second, the reduction in dedication affected the productivity of lecturers' research since the pandemic's worry and uncertainty took their attention and energy away from academic pursuits. This hampered not just the progress of knowledge but also the standing and competitiveness of academic establishments. Higher turnover rates were also a result of the diminished organizational commitment, as many professors left the field totally or looked for work elsewhere.

This situation makes it an important topic to explore how to strengthen lecturers' organizational commitment to their schools in the post- epidemic era. How the mindset and commitment of university lecturers can be moderated is crucial in developing effective strategies to support lecturers, maintain teaching quality, and adapt to the new educational

environment.

Therefore, the main research objective of this study lies in the need for a systematic and comprehensive study of the influencing factors that affect the organizational commitment of university lecturers in a higher education setting in order to gain a more comprehensive understanding of how these factors play a role in different educational, cultural and social contexts. Through such a study, the core drivers of lecturers' commitment can be revealed to provide a theoretical basis for developing effective strategies and interventions.

1.2 Research Proposal

The main objective of this study is to summarize and analyze the factors affecting the organizational commitment of university lecturers in higher education through a systematic literature review approach. These include the work environment, career development opportunities, university culture and policies, and lecturers' interactions with students and colleagues. Through this comprehensive study, it aims to reveal which factors have the greatest impact on the commitment of college lecturers and to explore how organizational commitment of lecturers can be enhanced by improving these factors. The study will examine how lecturers' organizational commitment can be maintained and enhanced in a rapidly changing educational environment to ensure that the quality of education and student learning experience is optimized.

Through this study, we expect to provide strategic recommendations to higher education institutions to help them better understand and support their lecturer workforce, thereby enhancing the efficacy and effectiveness of the education system as a whole. This is important for addressing current and future educational challenges and maintaining the competitiveness and sustainability of higher education institutions.

2. Research Methodology

The databases used for the literature search were Scopus and Web of Science, with indexing terms set to "organizational commitment" and "university" "lecturer". Indexing was limited to the last six years and conformed to the PRISMA 2020 statement. The search was guided by the following principles.

Table 1. The Search Strings

Scopus	(TITLE-ABS-KEY (Education)) AND (Organizational commitments) AND (University) OR (College) AND (Lecture) AND (LIMIT-TO (PUBYEAR, 2023) OR LIMIT-TO (PUBYEAR, 2022) OR LIMIT-TO PUBYEAR, 2021) OR LIMIT-TO (PUBYEAR, 2020) OR LIMIT-TO (PUBYEAR, 2019) OR LIMIT-TO (PUBYEAR, 2018) AND (LIMIT-TO PUBSTAGE,"final")) AND (LIMIT-TO (DOCTYPE,"ar")) AND (LIMIT-TO (Subjarea,"soci")) AND (LIMIT-TO (LANGUAGE,"English"))
WOS	Results for ((TS= (Education) AND (Organizational commitments)) AND TS= (University) OR TS= (College) AND (Lecture)and Article or Review Article (Document Types) and English (Languages)

First, the article must be original and contain the most original data. In addition, the article must be peer-reviewed. This ensures that the article contains information that is helpful to our study and ensures its quality. The most crucial point is that since the time control of this study was from 2018 to 2023, it first excluded studies outside its scope. From 935 articles (from Scopus, Web of Science), 432 were retained for further screening.

Second, to ensure the unity of the themes of this study, the themes of these articles had to include organizational commitment, college faculty, or university or college. If the articles did not include both themes, they were excluded to ensure that the screened literature was consistent with the theme of this paper. These two sets of keywords involved two screenings, which excluded 352 articles and retained 80 articles.

In the final step, the study screened for specific key terms in the category of educational institutions such as lecturers, universities, colleges, etc., and since this study, as a review article, emphasizes the higher education setting, articles that do not contain or whose research focus is not on the influencing factors are excluded. Therefore, 50 articles were excluded from the 80, leaving 28 articles available for the study.
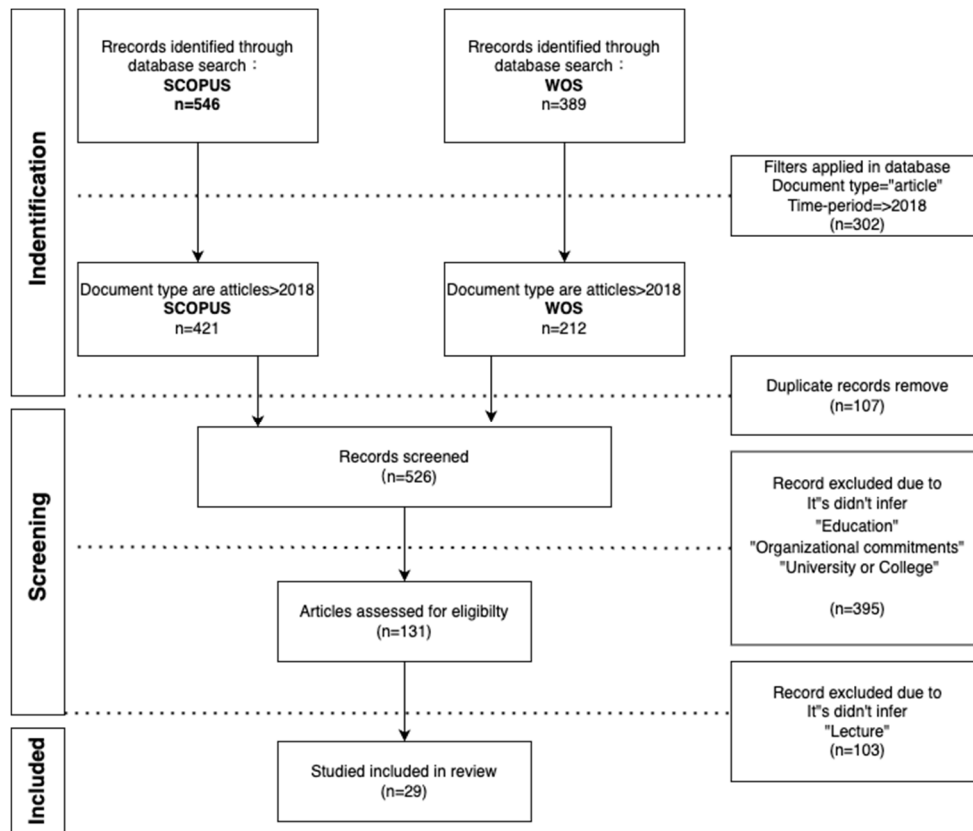
Figure 1. Prisma Flow Diagram
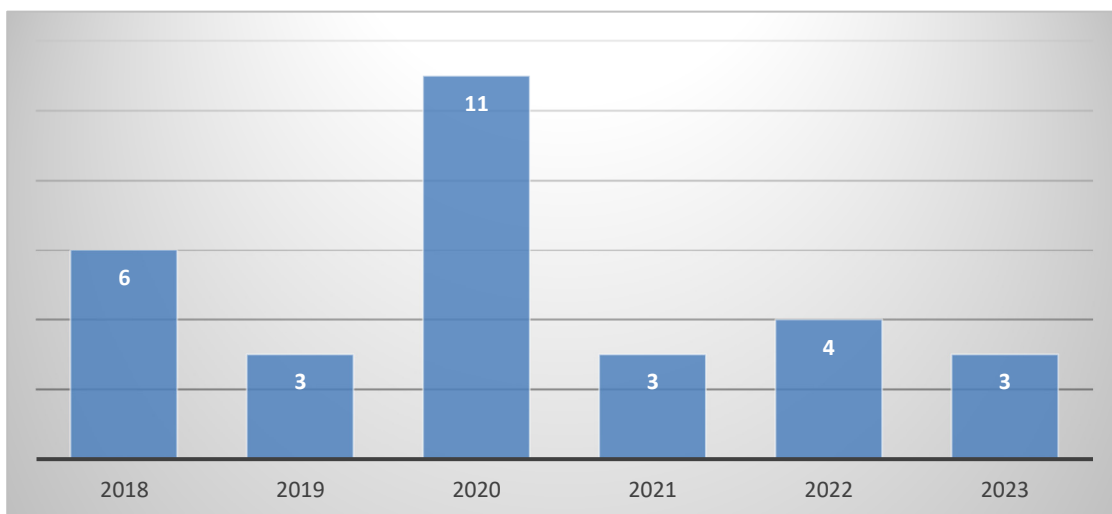
3. Results

3.1 Time

Figure 2. TIME

This paper provides an in-depth analysis of relevant literature published between 2018 and 2023, ensuring that the research material covered is not only up-to-date, but also complete and of high research value. The literature within this timeframe has been carefully selected and thoroughly scrutinized with the aim of providing a solid and exhaustive theoretical foundation for our research topic. This section will analyze the relevant literature up to 2018-2024 to explore the research themes of different years from the time dimension and to sort out the lineage of research on the

factors influencing the organizational commitment of university lecturers (as shown in Figure 2).

Six articles were published in 2018 on the topics of organizational citizenship behaviors of faculty and researchers in public higher education, the relationship between organizational fit and organizational commitment (Park,2018), how communication and organizational culture significantly and positively affects the organizational commitment of lecturers in higher education (Claudia, 2018), the academic position of higher education workers in nursing, the type of appointment and organizational commitment (Timalsina et al., 2018), the relationship between organizational commitment levels and demographic differences among lecturers in Libyan universities (Elkhdr & Kanbur, 2018), this study explored the relationship between public service motivation and individual performance by testing the serial mediation model of person-organization fit and organizational commitment (Park, 2018); to explore the effect of perceived organizational support, job satisfaction and organizational commitment on organizational citizenship behavior of permanent lecturers at Mankulat University, Matschenlambang (Claudia, 2018).

Three articles were published in 2019 covering topics such as the impact of different leadership styles (e.g., transformational, transactional, laissez-faire) on the engagement of cadres, lecturers, and employees in public universities in Vietnam (Suong et al., 2019) and exploring the key factors affecting the commitment, satisfaction, and job performance of lecturers in the University of Batam, Indonesia. With a population of 179 lecturers from three universities (Hazriyanto & Ibrahim, 2019), this study focused on the relationship between leadership styles (transformational, transactional, and laissez-faire) and employees' organizational commitment in the Civil Service Commission of Lagos State, Nigeria. Specifically, it explored the effect of demographic variables (e.g., gender, age, marital status, educational background, and occupational status) on this relationship (Abasilim et al., 2019).

Eleven articles were published in 2020 on the topics of analyzing the impact of organizational culture on organizational commitment, job satisfaction, and lecturers' trust at Silang Banten University, Indonesia (Yusuf, 2020); assessing the impact of transformational leadership dimensions (idealization effect, inspirational motivation, intellectual stimulation, and individualized consideration) on lecturers' organizational commitment at a private higher education institution in Tanggelang, while considering the mediating role of job satisfaction (Romi et al., 2020); Exploring how Islamic work ethic, organizational satisfaction, and commitment affect organizational citizenship behaviors of lecturers at a private university (Romi et al., 2020); Exploring the effects of organizational culture and Islamic work ethic on job satisfaction, organizational commitment, and job performance of permanent lecturers at a private Islamic university in Medan (Romi et al., 2020); to explore the direct and indirect effects of demographic factors on pay, job satisfaction and organizational commitment of employees in private higher education institutions in Bangladesh, with a particular focus on how pay structure and job satisfaction mediate the relationship between demographic factors and organizational commitment (Ashraf, 2020); to explore organizational Citizenship Behavior (OCB), affective organizational commitment, and organizational justice in a key university in Shandong Province, China (Donglong et al., 2020); The study was conducted at the University of Muhammadiyah North Sumatra (UMSU) and the University of Muslim Nusantara (UMN) Al Washliyah in Medan, Indonesia, with the aim of analyzing the effect of job satisfaction on lecturers' organizational commitment and performance, as well as the role of organizational commitment in job satisfaction and performance. Moreover, the mediating role of organizational commitment in the relationship between job satisfaction and lecturers' performance (Adhan et al., 2020); Harini explored the factors influencing lecturers' intention to leave their jobs in Indonesia, including work-life balance, job satisfaction, job commitment, and organizational commitment (Harini et al., 2020); Sari and his colleagues explored work-life balance effects on organizational commitment of 110 long-term lecturers at five universities in Padang, Indonesia. (Sari & Seniati, 2020); Bashir and Gani explored the effect of job satisfaction on organizational commitment among lecturers in Indian universities, highlighting the importance of higher education institutions in improving lecturers' satisfaction (Bashir & Gani, 2020); Khalid's study, conducted among faculty members at universities in the Kingdom of Saudi Arabia, explored the effect of management support on the moderating role of employee pay satisfaction about task performance and the mediating role of continuity and affective commitment on this relationship (Khalid, 2020).

Three articles were published in 2021 on the topic of exploring the relationship between organizational commitment and organizational citizenship behaviors among university lecturers, with a particular focus on how gender moderates the relationship between the two (Alsughayir, 2021); the present study explored how lecturers' personalities affect their commitment to the organization, especially in the context of public high schools in East Jakarta (Utami et al., 2021); to understand the impact of job stress and workload on employees' intention to leave the organization, while exploring the mediating role of job satisfaction in this process (Anees et al., 2021)

During 2020, total of four articles were published on topics such as assessing the job performance of 244 university lecturers in Indonesia, with a particular focus on how organizational commitment, job satisfaction, and lecturers'

competencies affect their performance (Amin, 2022), exploring the relationship between lecturer burnout and their organizational commitment (Akdemir, 2019); and the study of higher education institutions in North Arkand State in which the level of organizational commitment of lecturers was assessed (Kanojia et al., 2022). Akla and his colleagues explored the impact of variables such as job satisfaction, motivation, and organizational commitment on employee performance (Akla & Indradewa, 2022).

A total of three articles in 2023 examined how work motivation, job satisfaction, and work-family balance work organizational commitment among university library staff in North Central Nigeria (Popoola & Fagbola, 2023); explored the effect of work and quality of life on organizational commitment of academic staff in Ethiopian Universities (Abebe & Assemie, 2023); and analyzed the effect of spiritual leadership on organizational commitment and its correlates among lecturers at a private university in Mindanao (Abbas, 2023).

3.2 Country

Of the 30 articles, all were clearly labeled geographically, and the vast majority of studies focused on Asia. Of these, fifteen were in Indonesia (Yusuf, 2020; Romi et al., 2020; Romi et al., 2020; Romi et al.,2020; Jufrizen, 2018; Claudia, 2018; Amin, 2022; Adhan et al., 2020; Harini et al., 2020; Sari & Seniati, 2020; Hazriyanto & Ibrahim, 2019; Utami et al., 2021; Akla & Indradewa, 2022; Abbas, 2023; Claudia, 2018); and one theme is located in Nepal (Timalsina et al., 2018;). One theme is in Bangladesh (Ashraf, 2020). One theme is located in China (Donglong et al., 2020). One theme is in Vietnam (Suong et al., 2019). One theme is in Saudi Arabia (Khalid, 2020). A theme in Libya (Elkhdr & Kanbur, 2018). A theme in Turkey (Akdemir, 2019). One theme in Pakistan (Alsughayir, 2021), two themes in Nigeria (Abasilim et al,2019; Popoola & Fagbola, 2023); two themes in India (Kanojia et al., 2022; Bashir & Gani, 2020). One theme in Ethiopia (Abebe & Assemie, 2023); one theme in Malaysia (Anees et al., 2021). One theme is in the United States (Park, 2018).

Figure 3. Country Maps

The concentration of the above studies in Asia, particularly in developing countries, suggests that these countries are undergoing critical changes in their education systems, a distinctive feature of their economic development process (Hanushek & Wößmann, 2007; Franzke, 2022). Economic growth and social progress in developing countries are often accompanied by a focus on the quality of higher education and lecturer effectiveness (Goczek, 2021; Chankseliani, 2021). In developing countries, higher education is seen as a driver of economic growth and social development (Сисоєва; 2021). Therefore, studying lecturers' organizational commitment and stability is essential to assessing and improving the educational system (Pietsch et al., 2019). The role of lecturers is crucial in improving the quality of education as they directly influence student learning outcomes and research outputs, which are vital indicators of university performance (Duque, 2014; Gopal et al., 2021). However, due to relatively limited economic resources, educational institutions in these countries may face problems such as underfunding, outdated facilities, and limited remuneration and career development opportunities for lecturers, all of which may affect lecturers' job satisfaction and commitment to their jobs (Darling-Hammond & Sykes, 2003; Jacob, 2007).

In contrast, developed countries like the United Kingdom and the United States have relatively mature and stable

educational policies and practices. However, they are also constantly evaluating and improving their educational systems. Higher education institutions in these countries usually have more resources, and lecturers enjoy better remuneration and career development opportunities, so the issue of organizational commitment to lecturers may not be as pressing as in developing countries. In addition, educational research in developed countries is likely to be more diverse and broader, not necessarily focusing on lecturers' organizational commitment but covering a more comprehensive range of topics and issues.

3.3 Research Themes

Of the articles screened for 2018-2023, articles focused on organizational commitment of staff in the field of education in studies that explored the relationship between organizational commitment and other factors. From the 30 literature studies screened, eight articles examined organizational citizenship behaviors of faculty and researchers including those in public higher education (Romi et al., 2020; Claudia, 2018; Donglong et al., 2020; Alsughayir, 2021; Alsughayir, 2021; Bashir & Gani, 2020; Park, 2018; Claudia, 2018), the relationship between organizational fit and organizational commitment (Park, 2018), and how communication and organizational culture affect higher education lecturers' organizational commitment (Claudia, 2018). In addition, three studies focused on the relationship between higher education workers' academic position, type of appointment and organizational commitment (Timalsina et al., 2018), and the relationship between university lecturers' level of organizational commitment and demographic differences (Romi et al., 2020; Ashraf, 2020).

Eight articles focused on the impact of leadership on organizational commitment, with studies analyzing the effect of different leadership styles (e.g., transformational, transactional, and laissez-faire) on the level of commitment of cadres, lecturers, and employees in public universities (Romi et al., 2020; Claudia, 2018; Donglong et al., 2020; Suong et al., 2019; Abbas, 2023). Also, some studies specifically explored the relationship between leadership style and employee organizational commitment and examined the moderating effect of demographic variables on this relationship (Suong et al., 2019; Abasilim et al., 2019; Claudia, 2018; Adhan et al., 2020).

Twenty-five articles in the study of the association between job satisfaction, work ethic and organizational commitment, for example, four articles analyzing the organizational culture of the university on the organizational commitment of lecturers (Yusuf, 2020; Romi et al., 2020; Jufrizen, 2018; Claudia, 2018), eighteen articles dealing with the impact of job satisfaction and trust (Yusuf, 2020; Romi et al., 2020; Romi et al., 2020; Jufrizen, 2018; Timalsina et al., 2018; Ashraf, 2020; Amin, 2022; Adhan et al., 2020; Suong et al., 2019; Harini et al., 2020; Sari & Seniati, 2020; Alsughayir, 2021 Hazriyanto & Ibrahim, 2019; Akla & Indradewa, 2022; Bashir & Gani, 2020; Popoola & Fagbola, 2023; Anees et al., 2021; Claudia, 2018), three on the impact of work ethics and organizational support on organizational citizenship behavior (Romi et al., 2020; Romi et al., 2020; Jufrizen, 2018).

Research on the impact of work-life balance on organizational commitment is also an important theme, with four articles on work-life balance (Harini et al., 2020; Sari & Seniati, 2020; Popoola & Fagbola, 2023; Abebe & Assemie, 2023), two articles on marriage (Elkhdr & Kanbur, 2018; Abasilim et al., 2019) and three articles on how gender affects organizational commitment of university lecturers (Elkhdr & Kanbur, 2018; Alsughayir, 2021; Kanojia et al., 2022).

3.4 Analyze the Influencing Factors

Organizational commitment of lecturers in the field of higher education is a complex phenomenon influenced by various factors. These factors can be categorized into two main groups for ease of understanding and research needs: personal factors (Romi et al., 2020; Donglong et al., 2020; Harini et al., 2020; Sari & Seniati, 2020; Utami et al., 2021; Akla & Indradewa, 2022; Bashir & Gani, 2020; Kanojia et al., 2022; Abbas, 2023; Romi et al., 2020; Jufrizen, 2018; Yusuf, 2020; Claudia, 2018; Timalsina et al., 2018) and external factors (Abasilim et al,2019; Popoola & Fagbola, 2023; Abebe & Assemie, 2023; Ashraf, 2020). Personal factors involve the intrinsic attributes of lecturers: motivation from within the individual, morality (Kanojia et al., 2022), age (Kanojia et al., 2022), and psychological influences that affect their loyalty and passion for the organization. These intrinsic factors directly manifest lecturers' self-perception and self-actualization, shaping lecturers' relationships with their jobs and organizations at the individual level. On the other hand, external factors come from the external structure and environment of the lecturer's organization, such as family structure (Popoola & Fagbola, 2023; Khalid, 2020), leader style, quality of life (Abebe & Assemie, 2023), compensation (Anees et al., 2021) stress (Anees et al., 2021) school organizational culture (Younger, 2021), and the organization's culture (Younger, 2021). 2021) school organizational culture (Yusuf, 2020), which influences lecturers' commitment level externally. By classifying the influences into these two broad categories, researchers and managers can more systematically understand and improve the internal and external conditions that promote or hinder lecturers' organizational commitment, thus developing more effective strategies in human resource management and

organizational development.

3.4.1 Individual factors in being divided into subjective and objective factors

3.4.1.1 Individual subjective factors

Organizational commitment of lecturers in the field of higher education is a complex phenomenon influenced by various factors. These factors can be categorized into two main groups for ease of understanding and research needs: personal factors (Romi et al., 2020; Donglong et al., 2020; Harini et al., 2020; Sari & Seniati, 2020; Utami et al., 2021; Akla & Indradewa, 2022; Bashir & Gani, 2020; Kanojia et al.,2022; Abbas,2023; Romi et al., 2020; Jufrizen, 2018; Yusuf, 2020; Claudia, 2018; Timalsina et al., 2018) and external factors (Abasilim et al., 2019; Popoola & Fagbola, 2023; Abebe & Assemie, 2023; Ashraf, 2020). Personal factors involve the intrinsic attributes of lecturers: motivation from within the individual, morality (Kanojia et al., 2022), age (Kanojia et al., 2022), and psychological influences that affect their loyalty and passion for the organization. These intrinsic factors directly manifest lecturers' self-perception and self-actualization, shaping lecturers' relationships with their jobs and organizations at the individual level. In academic research, exploring individual subjective factors of organizational commitment among higher education lecturers can provide insights into lecturers' behaviors and motivations. Gender, as part of social identity, not only influences the opportunities and challenges individuals face in their career development but also shapes their perceptions and expectations of their work (Elkhdr & Kanbur, 2018). In higher education settings, gender differences may manifest significant effects in terms of organizational commitment (Elkhdr & Kanbur, 2018; Alsughayir, 2021; Abasilim et al.,2019; Kanojia et al.,2022). The data show that male lecturers have more organizational commitment than women. Men are encouraged to pursue long-term career development and take on more organizational responsibility. This socialization may enhance their loyalty and commitment to the organization. Similarly, age is also an essential factor. Lecturers at different ages may have different work motivations and career plans, with older lecturers focusing more on job stability and organizational contributions, while younger lecturers may seek opportunities for development and growth (Elkhdr & Kanbur, 2018; Abasilim et al., 2019; Kanojia et al., 2022).
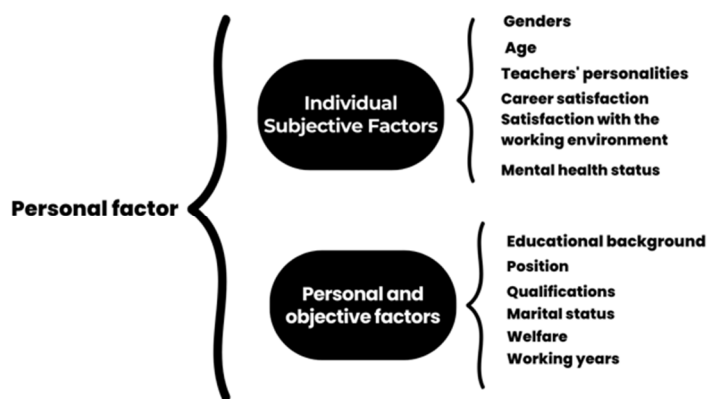

Figure 4. Individual Factors Framework Diagram

Lecturer personality equally impacts lecturers' organizational commitment to the university (Utami et al., 2021). Utami et al.'s study in 2021 explored the impact of lecturers' personalities on their organizational commitment. It confirmed that lecturers' personality traits significantly positively impact their loyalty, dedication, and ethical responsibility to the university. The study found that lecturers' emotional stability, extroversion, and openness influence personality. At the same time, employee dedication, moral responsibility, and loyalty were the main factors influencing their organizational commitment. This suggests that understanding and considering the personality traits of lecturers is essential in enhancing lecturers' organizational commitment to the university (Utami et al., 2021).

Career satisfaction and satisfaction with the work environment and career development opportunities are also critical factors as they are directly related to lecturers' daily experiences and their expectations for the future (Akla & Indradewa, 2022; Bashir & Gani, 2020; Popoola & Fagbola, 2023; Khalid, 2020; Anees et al., 2021; Claudia, 2018; Yusuf, 2020; Romi et al., 2020; Jufrizen, 2018; Timalsina et al., 2018).

Finally, mental health is critical in determining whether lecturers can remain active and productive in their work for a

long time (Timalsina et al., 2018). Lecturers who can deal with stress effectively and maintain good mental health will naturally have a more substantial commitment to their educational career and the educational institution in which they work (Popoola & Fagbola, 2023). In summary, individual subjective factors are multidimensional and play complementary and interactive roles in shaping and sustaining organizational commitment among higher education lecturers.

3.4.1.2 Individual Objective Factors

Organizational commitment of higher education lecturers is influenced by a variety of extrinsic factors, among which educational background (Donglong et al., 2020), title, (Romi et al., 2020; Jufrizen, 2018), seniority (Elkhdr & Kanbur, 2018), marital status (Elkhdr & Kanbur, 2018; Abasilim et al., 2019), and salary (Bashir & Gani, 2020; Harini et al., 2020; Elkhdr & Kanbur, 2018; Hazriyanto & Ibrahim, 2019; Abebe & Assemie, 2023; Khalid, 2020; Ashraf, 2020; Donglong et al., 2020) and welfare (Harini et al., 2020) are key factors.

First and foremost, salary (Bashir & Gani, 2020; Harini et al., 2020; Elkhdr & Kanbur, 2018; Hazriyanto & Ibrahim, 2019; Abebe & Assemie, 2023; Khalid, 2020; Ashraf, 2020; Donglong et al., 2020) and benefits (Harini et al., 2020) are vital externalities that influence lecturers' organizational commitment. Reasonable and competitive salaries increase lecturers' job satisfaction and quality of life, which in turn enhance their loyalty and commitment to the organization (Bashir & Gani, 2020; Harini et al., 2020; Elkhdr & Kanbur, 2018; Hazriyanto & Ibrahim, 2019). In addition, benefits (Akla & Indradewa, 2022), such as health insurance, retirement plans, and educational opportunities, are essential factors that enhance organizational commitment. Lecturers are more likely to stay at the university for an extended period if they feel their financial and welfare satisfied (Akla & Indradewa, 2022).

Years of work experience are also an essential factor (Abbas, 2023). Generally, as the number of years of employment at a particular educational institution increases, the lecturer's familiarity with the institution, relationships among colleagues, and adaptation to the organizational culture are enhanced (Abbas, 2023). This long-term commitment and familiarity may increase the lecturer's commitment to the organization. However, it may also come with the risk of burnout, especially without professional development and recognition.

Job title is also a critical extrinsic factor influencing organizational commitment (Romi et al., 2020; Jufrizen, 2018; Bashir & Gani, 2020). Job title is usually associated with a lecturer's professional status, scope of responsibility, and influence (Romi et al., 2020; Jufrizen, 2018; Bashir & Gani, 2020). Higher job titles may result in more professional autonomy, decision-making power, and a sense of respect, which may enhance lecturers' commitment to the organization (Romi et al., 2020). Conversely, lecturers who feel that their job title is disproportionate to their professional contributions may reduce their sense of commitment to the organization (Jufrizen, 2018).

Finally, lecturers' marital status may also affect their organizational commitment (Elkhdr & Kanbur, 2018; Abasilim et al., 2019). Married lecturers may seek more balance between family and work, and this balance may be influenced to some extent by the support and flexibility offered by their institutions (Abasilim et al., 2019). On the other hand, lecturers who are unmarried or have no family commitments may be more able to focus on professional development, which may affect their organizational commitment in different ways (Elkhdr & Kanbur, 2018).

3.4.2 External Factors

3.4.2.1 Organizational Environment Factors

In higher education settings, there are various external factors of organizational commitment of lecturers, among which the role of school leadership and management is crucial (Romi et al., 2020; Claudia, 2018; Donglong et al., 2020; Suong et al., 2019; Abasilim et al., 2019; Abbas, 2023; Romi et al., 2020). Leadership styles, such as transformational or participative, profoundly affect lecturers' daily work experience and motivation (Claudia, 2018; Donglong et al., 2020; Abasilim et al., 2019; Abbas, 2023; Romi et al., 2020). For example, transformational leadership, through motivational and inspirational approaches, can stimulate lecturers' creativity and engagement and enhance their loyalty to the organization (Romi et al., 2020; Donglong et al., 2020; Suong et al., 2019; Abasilim et al., 2019). At the same time, the effectiveness of management, especially transparency and fairness in the decision-making process, is significant. Lecturers are more likely to feel a strong sense of belonging to the organization when they feel that their opinions are valued and that they have a hand in decision-making (Claudia, 2018; Donglong et al., 2020; Abasilim et al., 2019). In addition, the relationship between leaders and lecturers, which includes mutual respect, trust, and support, is essential for building and maintaining organizational solid commitment (Romi et al., 2020).
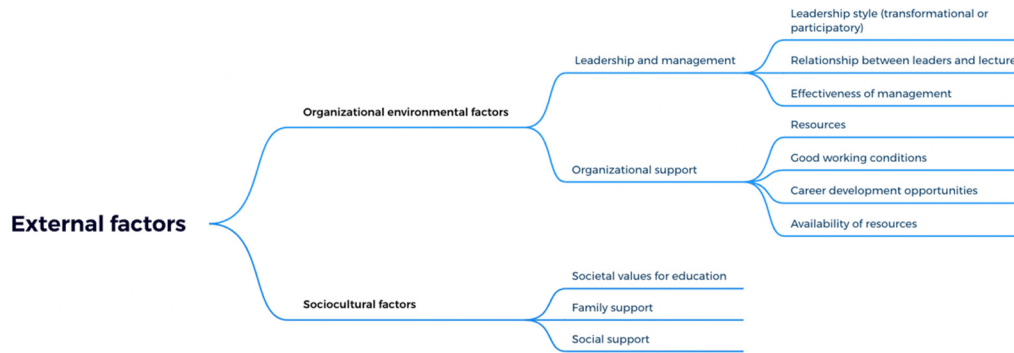
Figure 5. External Factors

Organizational support is likewise a critical factor influencing lecturers' organizational commitment (Claudia, 2018; Ashraf, 2020; Donglong et al., 2020; Amin, 2022; Harini et al., 2020; Timalsina et al., 2018; Bashir & Gani, 2020). This includes the availability of resources, good working conditions, and career development opportunities for lecturers at the university (Bashir & Gani, 2020). The availability of resources, such as teaching facilities, research funding, and technical support, directly impacts the ability and efficiency of lecturers to perform their duties. Quality working conditions such as reasonable workloads, flexible work schedules, and a healthy work environment can significantly increase lecturers' job satisfaction, enhancing their commitment to the organization (Claudia, 2018; Ashraf, 2020). The availability of career development opportunities, including promotion paths, continuing education, and professional growth opportunities, is equally critical to lecturers' career satisfaction and organizational commitment (Timalsina et al., 2018; Bashir & Gani, 2020).

The work environment also has a significant impact on lecturers' organizational commitment. Various factors, including work stress (Popoola & Fagbola, 2023), student behavior (Donglong et al., 2020)), relationships among colleagues (Donglong et al., 2020), and hardware facilities provided by the university all play an essential role in lecturers' daily work experience. Excessive job stress may lead to burnout and reduce job satisfaction, affecting organizational commitment (Donglong et al., 2020). Students' active participation and respect are essential to increase lecturers' career satisfaction (Donglong et al., 2020)). A good relationship and cooperative atmosphere among colleagues can create a supportive and encouraging work environment (Donglong et al., 2020)). In addition, the school's physical environment, such as the condition of classrooms, laboratories, libraries, and other hardware facilities, is essential in creating an environment conducive to teaching and research. When lecturers feel comfortable and supported in such a working environment, their commitment to the educational institution to which they belong tends to be more robust (Alsughayir, 2021; Abasilim et al., 2019; Popoola & Fagbola, 2023; Yusuf, 2020).

3.4.2.2 Socio-Cultural Factors

Socio-cultural factors play a crucial role when considering external factors of organizational commitment of higher education lecturers (Ashraf, 2020; Donglong et al., 2020; Harini et al., 2020). These factors include societal values towards education, family support, and societal support, which together form the broad context of a lecturer's work environment (Ashraf, 2020).

Societal values toward education profoundly impact lecturers' professional attitudes and organizational commitment (Harini et al., 2020). When society places a high value on education and sees it as crucial to social development and personal growth, lecturers' work is usually recognized with tremendous respect and value (Ashraf, 2020; Donglong et al., 2020; Harini et al., 2020). This recognition not only enhances the professional status of lecturers but also increases their pride and satisfaction in their work, increasing their commitment to the educational institution. On the contrary, if education is less valued by society, lecturers may feel devalued professionally, affecting their commitment to their job and the institution to which they belong (Ashraf, 2020; Donglong et al., 2020; Harini et al., 2020).

Family support is also essential in lecturers' work commitment (Harini et al., 2020; Alsughayir, 2021; Popoola & Fagbola, 2023). Understanding, support, and encouragement from family members can significantly alleviate the work stress lecturers face and help them find a balance between work and family life (Alsughayir, 2021; Popoola & Fagbola, 2023). Lack of family support may increase work-family conflict (Harini et al., 2020), affecting lecturers' job satisfaction and organizational commitment. Therefore, a supportive family environment is essential to maintain and

enhance lecturers' organizational commitment.

In addition, societal support, including policies, funding, and public attitudes toward education, similarly influences lecturers' organizational commitment (Popoola & Fagbola, 2023; Ashraf, 2020; Donglong et al., 2020). For example, government investment and educational policy support can provide better working conditions and career development opportunities, enhancing lecturers' commitment to their institutions (Popoola & Fagbola, 2023). Positive public attitudes and respect for education and lecturers' work can also enhance lecturers' professional pride and organizational commitment (Donglong et al., 2020).

4. Discussion

This study systematically analyzed 30 pieces of literature on faculty organizational commitment in higher education published between 2018 and 2024, revealing multiple influencing factors and their interactions. Using a literature review approach, this paper explores in detail the roles of individual subjective and external environmental factors in faculty organizational commitment and further examines the influence of socio-cultural context.

First, personal subjective factors are crucial to lecturers' organizational commitment. Studies have shown that gender, age, emotional intelligence, personal values and beliefs, self-efficacy, career satisfaction, and mental health status significantly affect lecturers' organizational commitment. For example, male lecturers usually show higher organizational commitment, which may be related to their expectations and socialization process in their professional development. Increases in age and years of experience are generally accompanied by a more substantial commitment to the organization. In contrast, increases in emotional intelligence and self-efficacy help lecturers to better cope with occupational stress, thus enhancing organizational commitment.

External environmental factors, such as leadership style, management effectiveness, organizational support, and work environment, have also significantly affected lecturers' organizational commitment. Transformational leadership styles and effective management practices can enhance lecturers' job satisfaction and sense of belonging, increasing organizational commitment. Adequate organizational support, including resources, professional development opportunities, and good working conditions, can enhance lecturers' career satisfaction and commitment. In addition, collegiality, student behavior, and hardware and facility conditions in the work environment also significantly impact lecturers' daily work experience and organizational commitment.

Socio-cultural factors, such as societal values towards education, family support, and community support, also play an important role in lecturers' organizational commitment. Society's high value on education and family understanding and support can enhance lecturers' professional pride and commitment. In contrast, overall social support provides lecturers a better working environment and space for professional development.

This paper reveals a complex interaction between individual subjective and external environmental factors that influence lecturers' organizational commitment. For example, good organizational support and work environment can enhance lecturers' career satisfaction and psychological well-being, increasing their organizational commitment. Similarly, lecturers' values and beliefs influence their perceptions of and responses to organizational support and work environment.

Although this study provides a multidimensional understanding of lecturers' organizational commitment, some limitations exist. First, the study was primarily based on a literature review and lacked empirical data support. Future research could further validate and refine the theoretical assumptions of this paper through quantitative and qualitative methods. In addition, there may be differences in lecturers' organizational commitment across cultural and geographic contexts, and future research should pay more attention to these differences to provide more culturally sensitive insights.

In summary, this study revealed the multidimensional influences on higher education faculty organizational commitment through a systematic literature review, emphasizing the importance of understanding and enhancing faculty commitment. Integrating individual subjective factors, external environmental factors, and socio-cultural contexts allows educational administrators to develop more effective strategies to promote lecturers' career satisfaction and organizational commitment, thereby enhancing educational quality and teaching effectiveness.

5. Conclusion

Various factors influence higher education lecturers' organizational commitment, encompassing both individual subjective and external elements. Among these, external factors have a more significant impact. Key external factors include leadership style, organizational support, and work environment. A school's leadership style and the

effectiveness of its management directly affect lecturers' engagement and satisfaction. For example inclusive decision-making by leaders made lecturers feel more valued and committed, while autocratic leadership led to dissatisfaction and low commitment. Organizational support, which includes the availability of resources and career development opportunities, plays a crucial role in lecturers' professional growth and job satisfaction. For instance offers regular professional development programs and ample research funding, resulting in lecturers showing higher levels of commitment. Additionally, the work environment, comprising work stress levels, collegiality among staff, and the quality of hardware facilities, significantly influences lecturers' daily work experience and their organizational commitment. Universities that promote a collaborative culture and provide good facilities, such as modern classrooms and research labs, see higher commitment levels among lecturers. Conversely, institutions with high work stress and poor collegiality experience lower commitment levels among their staff.

However, personal subjective factors are also significant in shaping lecturers' organizational commitment. Elements such as personal values and beliefs, self-efficacy, and mental health status are central in shaping lecturers' perceptions and attitudes towards their profession and the institution they work for. For example, a lecturer with high self-efficacy is likely to feel more confident in their teaching abilities and more committed to their role, while those experiencing poor mental health may struggle to maintain high levels of commitment. The intersection and interaction between internal and external influences are crucial.

Organizational culture and leadership style (external factors) can significantly influence lecturers' career satisfaction and psychological well-being (internal factors). Conversely, lecturers' personal values and beliefs (internal factors) can shape their perceptions of organizational support and the work environment (external factors). For example, a lecturer who values professional development highly may view an institution's career support programs more favorably and feel more committed as a result.

Understanding and enhancing lecturers' organizational commitment thus requires a comprehensive approach that considers these diverse factors. These factors work in tandem to influence lecturers' organizational commitment and, consequently, their performance and engagement in education and teaching. Therefore, to effectively enhance lecturers' organizational commitment, it is essential to address and improve both internal and external factors, creating a supportive and fulfilling work environment. This holistic approach ensures that lecturers feel valued, supported, and motivated, ultimately leading to higher educational quality and institutional success.

6. Implications and Significance

First, administrators of educational institutions should emphasize the selection and application of leadership styles, especially transformational and participatory leadership styles. These leadership styles can motivate and support lecturers and enhance their organizational commitment. Leaders should enhance teachers' sense of engagement and belonging through transparent and fair decision-making processes.

Secondly, the university should provide adequate resources and support, including teaching facilities, research funding and technical support, to meet the work needs of lecturers. Reasonable working conditions and career development opportunities, such as promotion pathways, continuing education and professional growth opportunities, should also be emphasized to enhance lecturers' career satisfaction and organizational commitment.

This study highlights the need to further explore the differences in lecturers' organizational commitment across cultural and geographical contexts. This will help to understand the needs and challenges of higher education lecturers globally and provide more culturally sensitive management strategies.

In addition, future research should validate and refine the theoretical assumptions of this study through empirical methods such as quantitative analysis and qualitative research. This will provide educational administrators with more specific and operationalized guidance to help them develop and implement more effective policies and measures.

This study reveals the multidimensional influences on organizational commitment of higher education lecturers through a systematic literature review, emphasizing the importance of understanding and enhancing lecturers' commitment. This not only provides educational administrators with practical strategies in enhancing lecturer commitment, but also points to new directions for future research, especially in the context of broader studies that consider the impact of cultural and geographic differences on teachers' organizational commitment.

7. Limitations

The discussion in this study covers a wide range of factors, from individual psychological characteristics to external environmental factors. However, this broad coverage also means that exploring each factor may not have penetrated to

a more specific and micro level. Future research could select a few critical factors for more in-depth and focused analysis to better understand how these factors individually and collectively contribute to lecturers' organizational commitment.

In addition, these studies needed to adequately consider the impact of cultural and geographical differences on lecturers' organizational commitment. Different factors in different geographical and cultural contexts may affect lecturers' organizational commitment. Therefore, future research could explore lecturers' organizational commitment in specific cultural or regional contexts to provide more specific insights.

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The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.