

# Impact Of Lecturers' Quality Of Life On Academic Welfare And Productivity In Private Higher Education Institutions

Muhammad Syaifulloh<sup>1</sup>, Dedi Romli Triputra<sup>2</sup>, Slamet Bambang Riono<sup>3</sup>, Muhammad Eurico Graziano<sup>4</sup>, and Yuniarti Manawiyah<sup>5</sup>, Hendri Sucipto<sup>6</sup>, Akbar Nuur Purnama Darma Wahana<sup>7</sup>

<sup>1</sup> Management, Universitas Muhadi Setiabudi, Brebes, 52252, Indonesia, [msyaifulloh2310@gmail.com](mailto:msyaifulloh2310@gmail.com)

<sup>2</sup> elementary school education, Universitas Muhadi Setiabudi, Brebes, 52252, Indonesia, [msyaifulloh2310@gmail.com](mailto:msyaifulloh2310@gmail.com)

<sup>3,4,5,6,7</sup> Management, Universitas Muhadi Setiabudi, Brebes, 52252, Indonesia

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## ABSTRACT

Private universities play an important role in supporting the national higher education system, as they help expand access to higher education in Indonesia, especially in areas that may not have enough public universities. This study aims to analyze the impact of lecturers' quality of life on the welfare and academic productivity of private universities. This study identifies factors that affect the quality of life of lecturers, such as work-life balance, financial well-being, work environment, and administrative burden. This study uses a quantitative method with statistical analysis using SEM AMOS. where data was collected from 228 lecturers working at 11 private universities in Central Java. The sampling technique used is *stratified random sampling* to ensure representation of various groups of lecturers. Data was obtained through a structured questionnaire that measured the quality of life, welfare, and academic productivity of lecturers. Based on the findings of the research, the quality of life of lecturers and welfare are factors that determine the academic productivity of lecturers in private universities. Lecturers who feel well socially supported tend to have better well-being, which ultimately increases their productivity. These findings have important implications for higher education institutions to develop policies that support the welfare of lecturers to increase their academic productivity

**Keywords:** Quality of life, welfare, academic productivity, Private University Lecturer.

## INTRODUCTION

Private higher education institutions have a vital role in supporting the higher education system in Indonesia. Higher education is essential to generate a framework that drives change in institutional practices and beliefs to create an inclusive university environment for all students. (Mendoza-González et al., 2024), and is a key factor in preparing children and young people to face current and future threats. (Krsmanovic et al., 2024). A strong higher education system is recognized to be able to shape professionals to fill important public services, to drive innovation and develop locally generated solutions to development challenges (McCowan, 2018). Therefore, the important role of higher education institutions in providing meaningful social impact through reconnecting education and democracy, knowledge and public service, and democratic learning and social change among underrepresented groups is challenged (Mason & Hardwicke, 2024). One of the biggest challenges faced by Private Higher Education Institutions is maintaining the quality of education that is comparable to that of state higher education institutions. Therefore, the factors that influence innovation in higher education institutions have always been an important area of concern in the field of organizational studies (Elrehail et al., 2018). In the educational context, competencies can be seen as the talents, skills, and abilities that graduates will have, and which will contribute to increased productivity (Hernández-López et al., 2016). The quality of education must adapt to the times, because the widespread adoption of mobile technology has created a conducive global environment in various sectors, which facilitates the simplification of tasks and activities (Hameed & Sumari, 2024). As well as Further exploration of the potential of social media for higher education is relevant (López-Carril, González-Serrano, et al., 2024). Thus, the higher

education system has become highly dichotomous, with most public, elite business schools providing excellence and quality on the one hand, and most private, non-elite business schools absorbing demand, providing access and inclusivity on the other (Gill et al., 2022)

The condition of lecturers in Private Universities in Indonesia currently faces various challenges that affect their welfare and professionalism. One of the main issues faced by private lecturers is financial well-being. The salaries of private lecturers are often lower than those of lecturers in state universities, which causes them to seek additional work off-campus to meet economic needs. Further data analysis was conducted to show that there are barriers for academics to reach senior positions as long as their academic development is not good (Rinaldi, 2024). This is because in general, social workers are underpaid. (Zhang et al., 2024)

Academic productivity, measured through scientific publications, research engagement, and community service, is key to the success of PTS. However, achieving high levels of productivity is greatly influenced by the quality of life of lecturers. Specifically, these findings encourage higher education institutions to (1) allocate research funds and design mentoring programs efficiently, (2) offer efficient research incentive schemes, (3) develop initiatives that will support promising research proposals that are beneficial to the institution, and (4) collaborate with external organizations to provide funding for research proposals. (Ocampo et al., 2022). when the COVID-19 pandemic has had a significant impact on academic publishing, including the writing of scientific papers and grant proposals (Ali & Ullah, 2021). The reliance on the integration of teaching and research at the individual lecturer level in this complex endeavor implies that lecturers have a role in fulfilling the public research mission (Baumann, 2022). A good indication of this is where developed countries in the world have high literacy rates and productive human resources (Nadarajah et al., 2012)

The quality of life of lecturers, which includes physical, mental, financial, and social aspects, plays an important role in determining their effectiveness and productivity in the academic field. The quality of work life has consequences (and, in turn, influences) other aspects of a person's life (Young & Roos, 2024). Positive emotions in particular are assumed to expand attention, thinking, and action, as well as increase physical, intellectual, and social resources (Thies & Kordts-Freudinger, 2019). In this era, universities and their academic staff are required to be able to fulfill their responsibilities in terms of teaching, research, and service without having to bear the risk of mental or physical problems (Thies & Kordts-Freudinger, 2019). through individual and institutional development processes aimed at increasing the level of skills and abilities to conduct useful research (Baumann, 2022). increasing understanding of disciplines in higher education can help faculty to collaborate on strategic planning (Penconek et al., 2024). The important role of emotions in the interaction process, as well as in decision-making, triggers leaders to be aware of their emotional labor strategies (Noreen et al., 2021). However, many private universities have closed or closed their study programs because they are unable to compete with other state and private universities. This is due to the lack of interest from prospective students who want to enroll, as well as the absence of effective differentiation in balancing the demands for good quality. However, there is also strong evidence of a mismatch between student expectations and what universities can realistically provide and how this can lead to disengagement, underachievement, and discontinuation of studies (Hibbs et al., 2024). because digital higher education lags far behind most other industries (Jameson et al., 2022). Furthermore, understanding these interrelationships is critical in gaining meaningful insights into the design of initiatives that will better comprehensively address RP. (Ocampo et al., 2022). The inclusion of educational attainment allows us to understand whether economic policy uncertainty has a temporary or permanent impact on the education sector (Koirala et al., 2024). The results are also an important contribution to the empirical study of university motivation and can form the basis for the development and improvement of pro-effectiveness incentive systems in higher education (Jonek-Kowalska et al., 2021).

Academic quality in private universities is often uneven, with many institutions struggling to provide adequate facilities and resources to support the teaching and learning process. Higher education institutions recognize the importance of entrepreneurship education in reflecting real-life scenarios and enhancing students' professional opportunities (López-Carril, Rodríguez-García, et al., 2024). The generation gap is significant, especially when employees disagree about some of the provisions that affect the completion of their tasks. This issue is debated within organizations, leading to a mismatch between human resource management and development structures (Ibrahim et al., 2024). Reducing tuition fees, providing flexible payment terms, providing scholarships, and implementing technology and infrastructure systems to support virtual teaching and academic activities are some of the strategies that private universities have implemented to manage their enrollment (Dei et al., 2023). Therefore, university staff and management must respond to the changing roles recognized in a knowledge-based society (Vyas, 2024). Another result of this expansion is that resources allocated to higher education institutions are reallocated to personnel expenses (salaries, insurance payments, etc.), construction costs and infrastructure of newly established universities, rather than to research and development activities (Karadag & Ciftci, 2023)

Many private university lecturers receive salaries that are far below the standard of living. This is due to the fact that humans are always faced with choices and opportunities to fulfill their needs and desires (Narmaditya et al., 2024). differences in wages that are received and continue to exist in the face of human capital and other control variables

(Takahashi et al., 2018). factors that enhance healthy learning practices and environments where all members of the academic team can develop, succeed and feel respected, valued and supported in their work (Bence et al., 2024). Many private universities are unable to provide adequate support for the professional development of lecturers. This includes limitations in providing the training and research facilities needed to improve the quality of teaching and research. Despite the challenges, these academic institutions provide valuable services to society, and their researchers actively collaborate on research projects at regional, continental, and global scales (Mushagalusa et al., 2024). In a very short time, teaching and administrative staff, management, and students had to accommodate remote teaching, learning, and administration, and in many cases without previous experience (Afrianty et al., 2022). Thus, despite critical assessments of evaluation rules, the fate of universities depends on the results of the parameters of research, scientific, and educational activities (Jonek-Kowalska et al., 2021). Lecturers at PTS often have to work hours that exceed normal limits, with demands to teach, conduct research, and serve the community (Tri Dharma Perguruan Tinggi). Many of them feel that the compensation received is not commensurate with the workload they have to shoulder, which affects their academic productivity. The balance between work and personal life can be separated, but it is difficult even when everything is going well. (Suhariadi et al., 2023). Because Work is mainly associated with hard work and focus, and so there is no time to rest just to express ideas casually because it conflicts with goals (Fahreza & Harjanah, 2024). The most influential personality-related challenges include difficulty balancing professional responsibilities with family obligations, stress and tension arising from reconciling subordinates' needs with organizational goals and the complexity of the work journey (Almalki et al., 2024). The importance of this study is because Private Universities (PTS) in Indonesia play an important role in the higher education system, especially in absorbing high school graduates. Currently, almost 70% of Indonesian students are enrolled in PTS, which contributes significantly to increasing access to higher education amidst the limited capacity of state universities (PTN). In recent years, higher education and its policies have undergone tremendous changes globally (Gill et al., 2022). Education and resilience Resilient organizations play an important role in developing resilient communities (Krsmanovic et al., 2024). Campuses must also prepare good instruments so that students feel at home, because the transition to higher education is a challenging time for students who are faced with various academic and social challenges (Laura et al., 2024) and higher education plays a major role in the current digital revolution gen (Li et al., 2024). Lecturers are a profession that many people aspire to today. As decision makers, lecturers can anticipate the consequences of their behavioral choices, including their affective reactions to those consequences (Simamora, 2021). In addition, teaching staff can be introduced to open innovation practices in teaching. Thanks to the use of technology, universities can also facilitate the testing and assessment of students' skills and competencies (Gallego Sánchez et al., 2021).

In private higher education environments, work pressure and administrative demands are often higher. This can interfere with the psychological well-being of lecturers. This phenomenon is found to be very prominent in the education sector, implying that teaching professionals are more affected than those working in other industries (Bourlakis et al., 2023). On the other hand, the faster pace of innovation makes individuals more reluctant to innovate (Asad et al., 2023). Therefore, employee job satisfaction is essential for better job performance, reduced turnover intentions, increased organizational commitment, and reduced job burnout (Mgaiwa, 2021).

Good quality of life allows lecturers to contribute more optimally in teaching, research, and scientific publications. Their satisfaction with their work increases motivation and morale to contribute to the system and their involvement results in better decisions (Amazt & Idris, 2011). Improving quality of life is one of the most important things for universities, as well as for organizations; while lecturers play a central role in universities; universities need to pay more attention to their quality of life and strive to improve their working conditions (Farid et al., 2015). Poor quality of life can lead to low job satisfaction, which leads to turnover or turnover of lecturers.

This study is important to find strategies to maintain lecturer satisfaction and retention, which are important for academic stability and sustainability in private universities. Lecturers' quality of life is often influenced by various factors, such as excessive workload, imbalance between work and personal life, and limited access to academic resources. Therefore, lecturers' quality of life is an important variable that needs to be considered to improve academic productivity in Private Universities. This study aims to answer the main question: how can the quality of life of lecturers in Private Universities affect academic productivity? By answering this question, it is hoped that university management can design more effective policies to improve lecturer welfare and ultimately increase academic productivity

## LITERATURE REVIEW

Specifically, teachers with higher QWL exhibit greater psychological empowerment and embrace a stronger growth mindset about their teaching abilities, which allows them to be more innovative in their teaching approaches (Rahimi et al., 2024). Overall quality of life about their mental and physical well-being in an organization plays a vital role in achieving organizational goals because a high level of quality of life can increase employee productivity and job satisfaction. Therefore, this key psychological factor is very important because it not only improves the working conditions for employees but also increases the efficiency of the organization (Souto-Manning & Melvin, 2022)

Well-being is not just the absence of disease or infirmity, but also involves aspects of balance between physical, mental, and social well-being. Although not specific to Employee Welfare, a study using a national sample to explore employee turnover intentions specifically for social workers reported that social workers planned to leave their workplaces (Zhang et al., 2024). Labor productivity is a representation of labor efficiency, which refers to the ratio of output to input per unit of labor (Qi et al., 2024). As modernization in innovation, productive access and use of data assets depend on the capacity to utilize Information Technology gadgets effectively (Asad et al., 2023)

Higher education shapes the ability of current and future managers to understand, analyze, and use management theories and techniques when making decisions by equipping students with skills and information on ethics, social responsibility, and cultural diversity (Mousa et al., 2020), and is a significant factor that motivates people to learn and is a motivational factor that ensures Goals (Ogunniran et al., 2024)

A good quality of life, which includes physical, mental, social, and emotional dimensions, is assumed to improve the well-being of lecturers. Lecturers with a good quality of life are expected to be more productive academically. This can be seen from the number of scientific publications, involvement in research, teaching, and other contributions in the academic field. Lecturers who are physically and mentally healthy will be better able to maintain consistency in their performance in the academic field, a good quality of life will improve the welfare of lecturers, which in turn will increase academic productivity. Well-being is an important mediating factor in this relationship

Based on this reasoning, the hypothesis can be formulated as follows:

H1: The quality of life of lecturers has a positive influence on the welfare of lecturers in private universities.

H2: A good quality of life will increase the academic productivity of lecturers in private universities.

H3: Lecturer welfare plays a mediator in the relationship between quality of life and academic productivity

## **METHODS**

This study uses a quantitative descriptive approach, the research time is six months in the field with research locations in a number of 11 private universities consisting of universities, colleges, and polytechnics in Central Java. From the total population of private lecturers in Central Java which amounted to 14,733 lecturers, we took samples from several lecturers in Tegal City, Tegal Regency and Brebes Regency involving respondents who filled out a questionnaire of 228 lecturers. The sampling technique is carried out by *the stratified random sampling method*, where samples are selected based on certain strata such as the type of study program, length of work, and academic position. The use of this stratification aims to ensure that all groups of lecturers are represented in the sample so that the results can be better generalized. Data collection is carried out through surveys, observations, interviews, documentation and structured questionnaires. The questionnaire was distributed online to make it easier for respondents to provide answers, using the Google Forms digital platform. Each variable is measured using a questionnaire that includes indicators of each variable This scale uses a Likert of 5 points, where the higher score shows from high to low, The data collected is processed using SEM AMOS

The measurement of quality of life is adapted from (Souto-Manning & Melvin, 2022) with several indicator developments with a total of 24 items with 10 main dimensions such as finance, work environment, professional development, psychological elements, work and personal life satisfaction, appreciation and recognition, health services, occupational safety, policies, ethical commitments. To measure well-being in adaptation from (Zhang et al., 2024) with a total of 20 Items with 10 main dimensions such as compensation, Career, management support, work environment, ease of access, appreciation and satisfaction. To measure academic productivity in the adaptation of (Karadag & Ciftci, 2023) with a total of 20 items with 4 main dimensions such as quality and quality of work, discipline, development and commitment. Meanwhile, the Steps in analyzing data start from data collection and preparation, development of Theoretical Models and Model Specifications, Model Estimation, Model Conformity Test (Goodness-of-Fit Test), Interpretation of Results

## **RESULT AND DISCUSSION**

The characteristics of the respondents in this study were 228 lecturers who were differentiated based on gender, functional position, highest level of education, and length of service. In terms of gender, 64% of respondents were female or around 145 people and 36% were male or around 83 people, which shows that lecturers are dominated by women. For functional positions around 104 teaching staff, 88 expert assistants, and 36 lecturers, while the head lecturer and professor do not fill, lecturers with master's education as many as 219 people and doctoral education as many as 9 people, for work experience from 1-10 years totaling 125 people, 11-20 years experience totaling 84 people and experience above 20 years totaling 19 people, which shows that lecturers are dominated by lecturers with a short working period.

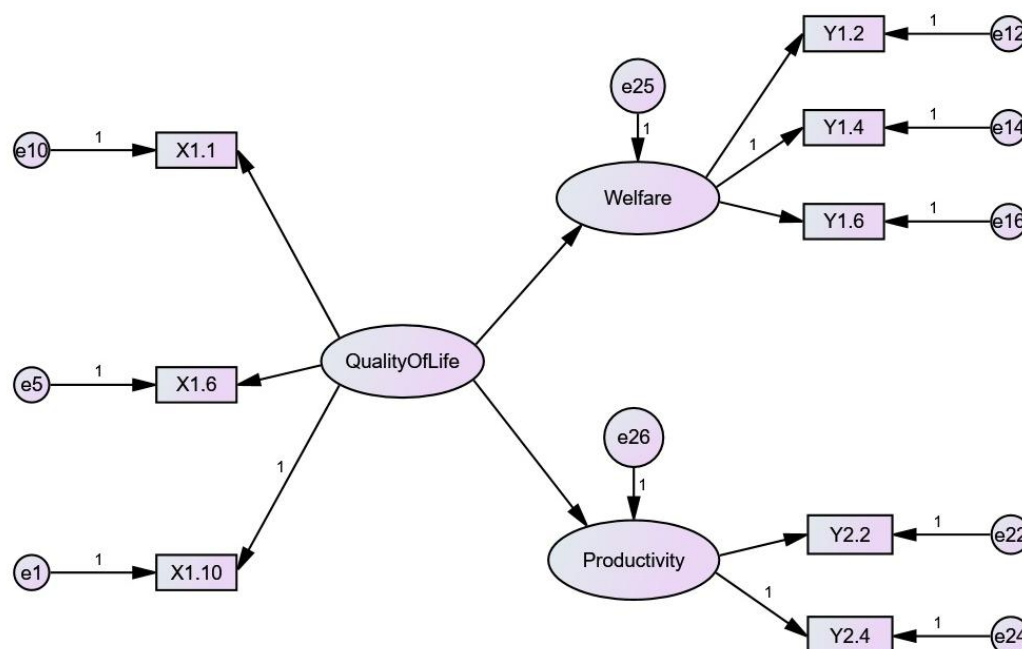


Variables	Categories	N	%
Gender	Female	145	64
	Male	83	36
Funcional Position	Instructor	104	46
	expert assistant	88	38
	Lectors	36	16
	Head Lectors		
Education	Professor		
	Masters	219	96
Work Experience	Doctors	9	4
	1–10 years	125	55
	11–20 years	84	37
	> 20 years	19	8

Validity and reliability tests were carried out to ensure that the instruments used in this study could measure variables accurately and consistently. The validity test was carried out using item-total correlation, where each item was correlated with the total score to determine the validity of each item. The results of the analysis showed that all items had a significant correlation with the total score, with the calculated  $r$  value of Quality of Life being 0.639, happiness 0.627, and academic productivity 0.911 for  $N=228$  at a significance of 5%, it was found that the table  $r$  value was 0.1294

The reliability test was conducted using Cronbach's Alpha to measure the internal consistency of the items in the questionnaire. The test results showed that the value of Cronbach's Alpha for the lecturer's quality of life scale was 0.844 for 10 items, the welfare scale was 0.822 for 10 items, and for the lecturer's academic productivity scale was 0.922 for 4 items, which showed that all scales had good reliability.

The findings of this study, which explores the impact of quality of life on the well-being and academic productivity of private university lecturers in Indonesia, reveal significant relationships between key variables. Using Structural Equation Modeling (SEM) through AMOS, this study identified the following results



**Figure 1 Seventeenth Development Model**

A summary of the feasibility test of the seventeenth development model with the Quality of Life variable on Welfare and Productivity is as follows:

Table 1 Seventeenth Model Goodness of Fit Test Results

NO	Goodness of fit Indeks	Cut-off Value	Result	model evaluation
1	Chi-Square (df=45)	$\leq 29.114$		Supported
2	Probability	$\geq 0.05$	0,991	Supported
3	RMSEA	$\leq 0.08$	0,000	Supported
4	GFI	$\geq 0.90$	0,980	Supported
5	AGFI	$\geq 0.90$	0,980	Supported
6	CMIN/DF	$\leq 2,00$	0,529	Supported
7	TLI	$\geq 0.95$	1,029	Supported
8	CFI	$\geq 0.95$	1,000	Supported

Source: Primary Data Processing, 2024

### Hypothesis Testing

The results of the SEM analysis show that the hypothesis testing is as follows:

Table 2 Hypothesis Testing  
Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
Welfare	<---	Quality of Life	,282	,116	2,706	,048	par_5
Productivity	<---	Quality of Life	,429	,093	2,395	,016	par_6
X1.6	<---	Quality of Life	,678	,366	2,944	,003	par_1
Y1.2	<---	Welfare	,420	,343	1,984	,021	par_2
Y1.4	<---	Welfare	1,000				
Y1.6	<---	Welfare	,076	,080	1,997	,042	par_3
Y2.2	<---	Productivity	,924	,526	2,757	,039	par_4
Y2.4	<---	Productivity	1,000				
X1.1	<---	Quality of Life	,159	,094	2,695	,040	par_7
X1.10	<---	Quality of Life	1,000				

Source: Research Results with SEM Amos

### First Hypothesis Testing

Based on the analysis of primary data, it can be concluded that there is a positive relationship between the Quality of Life variable and the Welfare variable, with an estimated value of 0.282. In addition, it was found that the CR (Critical Ratio) value was 2.706, which exceeded the critical limit of 1.96. This indicates that the relationship significantly affects the welfare variable. Then the probability value of 0.048 ( $p < 0.5$ ), meaning that the first hypothesis, which states that there is a relationship between the Quality of Life variable and the Welfare variable, can be accepted in the context of this study. In other words, the Quality of Life variable has a significant influence on the Welfare variable.

### Second Hypothesis Testing

Based on the analysis of primary data, it can be concluded that there is a positive relationship between the Quality of Life variable and the Productivity variable, with an estimated value of 0.429. In addition, it was found that the CR (Critical Ratio) value was 2.395, which exceeded the critical limit of 1.96. This shows that the relationship significantly influences the purchase decision. Then the probability value of 0.016 ( $p < 0.5$ ), meaning that the second hypothesis, which states that there is a relationship between the Quality of Life variable and the Productivity variable, can be accepted in the context of this study. In other words, the Quality of Life variable has a significant influence on the Productivity variable.

This study shows the importance of lecturer well-being in influencing academic performance and provides several important findings related to work stress, work-life balance, and institutional support.

Research by (Suzita Md Shah, Shereen Noranee, Zarina Abdul Munir, Salina Noranee, Shafiq Shahrudin, 2024) explores how work stress affects lecturer well-being and its impact on productivity. Highlights how excessive

workload overwhelms teachers, reduces their productivity, and triggers the desire to quit the profession. The study shows that excessive workload and administrative stress negatively impact the mental well-being of lecturers. A harmonious balance between their personal and professional fields, which is essential for living a rewarding and well-rounded lifestyle, both physically and emotionally (et al., 2024). A study by (Sharma & Nayak, 2018) examines the impact of the balance between personal life and work on lecturer well-being and productivity. The study found that lecturers who had a good balance between personal and work life reported higher levels of productivity, both in terms of teaching and research. and the need for new forms of work organization as a way to strike a balance, achieve better individual and organizational productivity. In contrast, lecturers who face excessive pressure and long working hours show decreased productivity, especially in terms of scientific publications and professional development.

Research from (X. Li et al., 2022) examined the factors that affect burnout and psychological well-being among private university lecturers. Private universities, in particular, have reported an employee turnover rate of 12% per year in some provinces in China, largely through the reduction of high-quality teachers seeking better working conditions. The results showed that lecturers who had poor psychological well-being, especially due to workload pressure and lack of institutional support, tended to experience high burnout. This condition has a direct impact on the decline in academic productivity, such as lack of involvement in research, suboptimal teaching, and a decrease in the quality of interaction with students.

Research by (Smetackova, 2017) highlights the importance of financial well-being in increasing productivity. The study found that lecturers at private colleges who felt financially secure were more likely to focus on their academic tasks and were more productive in producing scientific work and improving teaching performance. Belief in one's own ability to plan, organize, and carry out a variety of educational activities that are essential to achieving pedagogical goals. Lecturers contribute significantly to the development of students' personalities and their psychological well-being is important from the perspective of the effectiveness of the teaching profession to achieve educational goals (Bentea, 2017). Stress levels in the workplace, and the absence of a healthy workplace have an impact on work-life balance and consequently on the well-being of Higher Education teachers (Franco et al., 2021). Conversely, economic uncertainty and low wages negatively impact lecturers' motivation and hinder their productivity. It is recommended that institutions need to provide competitive wages and provide additional financial support, such as stipends or awards for academic contributions, in order to improve the financial well-being of lecturers and encourage their productivity.

research by (Garratt & Hammersley-Fletcher, 2009) highlights the impact of lecturers' social well-being on their academic performance. The study found that good social relationships with fellow lecturers, administrative staff, and students played an important role in improving the emotional well-being and work motivation of lecturers. According to (Naidoo-Chetty & du Plessis, 2021), job demands are divided into three categories: quantitative (publication pressure, excessive workload, and competing time demands), qualitative (work/home balance, complexity of student support, organizational politics, and lack of mental health support) and organizational demands (using technology-mediated learning and lack of structural resources) This often creates tension culture between teaching and learning priorities on the one hand and the production of high-level research results on the other.

## **DISCUSSION**

This study has shown that quality of life significantly affects the well-being and academic productivity of lecturers in private universities in Indonesia. Through the use of Structural Equation Modeling (SEM) with AMOS, the results confirm that lecturers who experience higher levels of quality of work life, such as a balanced workload, sufficient resources, and a supportive institutional environment, are more likely to report better well-being. This well-being, in turn, mediates their academic productivity, leading to higher output in terms of research publications, conference participation, and teaching effectiveness.

These findings highlight the importance of focusing on well-being as a mediator in the relationship between working conditions and academic productivity. Institutions that prioritize improving the quality of life for their faculty members can expect improved performance and satisfaction, which in turn contributes to the institution's academic reputation and overall competitiveness. This conclusion is consistent with the global literature, which emphasizes the role of well-being in maintaining high levels of professional engagement and output.

To further improve the welfare and productivity of lecturers, private universities in Indonesia must implement policies that support a healthy work-life balance, offer professional development opportunities, and create an inclusive and supportive work environment. By addressing these areas, educational institutions can foster more engaged and productive faculty, ultimately benefiting both lecturers and the educational institution itself.

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