


RESEARCH ARTICLE

“It’s more than teaching”: A qualitative exploration of factors shaping lecturers’ psychological well-being

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ABSTRACT

The worldwide shift in higher education, including stricter performance standards, greater bureaucracy, and the rise of managerial governance models, has a significant impact on academic work. This research investigates the lived experiences and psychological well-being of lecturers in the context of Indonesia's ongoing evolution. Using a qualitative phenomenological approach, in-depth semi-structured interviews were conducted with six lecturers from universities overseen by the Ministry of Education, Culture, Research, and Technology and the Ministry of Religious Affairs. Thematic analysis was used to look at the data. The findings indicate that lecturers perceive psychological well-being as a synergistic condition characterized by inner peace, meaningful engagement with their work, and positive connectivity to their academic environment. Their well-being is shaped by a dynamic interplay among personal, relational, and structural-institutional factors. Participants articulated a clear desire for improved working conditions, institutional support aligned with academic values, and policies that consciously foster well-being. This study contributes to the literature by extending eudaimonic well-being frameworks and the Conservation of Resources Theory into the specific socio-cultural and structural context of Indonesian higher education, highlighting the critical interaction between personal and institutional resources. Practically, the findings underscore the necessity of human-centered academic management, including workload rationalization, the development of supportive leadership, and the formal integration of well-being policies to sustain both lecturer welfare and institutional performance.

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INTRODUCTION

The landscape of higher education has experienced significant changes over recent decades. These shifts have been largely driven by massification, the growing number of students and institutions, which has, in turn, led to more complex scientific specialization (Meyer et al., 2006; Smith & Hughey, 2006; Snyder et al., 2016). At the same time, advances in information technology have played a key role in transforming higher education itself, radically altering university operations and fostering

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greater flexibility and new approaches in learning and academic management (Brennan et al., 2018; Freitas & Paredes, 2018; Ramsden, 1998a). These developments are evident not only in the increasing student population and their diverse needs back.

The increasing differentiation of knowledge and the demand for greater applicability of academic outcomes to real-world problems have placed increasing pressure on universities to strengthen their research and consultancy functions (Avvisati et al., 2013; Ramsden, 1998b). Universities are expected to serve not only as centers of knowledge production but also as drivers of social and economic development (Kruss et al., 2015; Valero & Van Reenen, 2019). This situation encourages increased competitiveness among higher education institutions, both nationally and globally, and strengthens entrepreneurial orientation and innovation in higher education governance (Gibb, 2002; Rust & Kim, 2012).

The context of higher education in Indonesia exhibits dynamics in line with these global developments. The Indonesian government has consistently positioned the competitiveness of higher education as a national strategic issue, as reflected in the 2015–2019 and 2020–2024 National Medium-Term Development Plans (RPJMN), with an emphasis on strengthening the role of universities as centers for the development of science, technology, and innovation (Ministry of National Development Planning/Bappenas, 2019). Universities are also expected to contribute to the economic transformation towards an innovation-driven and knowledge-based economy. However, the dominance of a low-educated workforce in Indonesia underscores the strategic role of universities in preparing superior human resources, a role that is becoming increasingly crucial (Sakernas, 2017; Fachriansyah & Sulastri, 2019).

These demands have driven significant changes in higher education management practices. Over the past two decades, higher education institutions in various countries, including Indonesia, have adopted modern management practices that include increased managerial control, market-based competition, strengthened audit and accountability mechanisms, and a trend toward organizational corporatization (Jones et al., 2012; Szekeres, 2004). While aimed at improving institutional efficiency and performance, these changes have also had consequences for academic culture, particularly weakening collegiality, diminishing academic autonomy, and increasing administrative control over faculty members' work (Deem, 1998; Deem & Brehony, 2005; Ramsden, 1998b).

In this context, faculty face increased administrative workloads, reduced time for research, and heightened performance demands, often perceived as distractions from their core academic roles (Bryson, 2004; Jones et al., 2012). Several studies show that this condition contributes to increased work stress, decreased collegiality, and reduced work meaning, ultimately negatively impacting the psychological well-being of lecturers (Franco-Santos et al., 2017; Shin & Jung, 2014).

Psychological well-being is a crucial aspect of individual functioning, particularly in academic work. Ryff (1989) views psychological well-being as an optimal state encompassing self-acceptance, positive social relationships, autonomy, environmental mastery, purpose in life, and personal growth. This perspective emphasizes that psychological well-being is not merely about happiness or life satisfaction but also reflects the process of self-actualization and the pursuit of meaning in life. Similarly, Self-Determination Theory (Deci & Ryan, 1985) asserts that the fulfillment of basic needs for autonomy, competence, and social connectedness strongly influences psychological well-being.

Various studies show that lecturers' psychological well-being is influenced by academic demands, dual roles, and work environment dynamics, such as collegial relations, leadership, and organizational support (Cadena-Povea et al., 2025; Li et al., 2025; Miren et al., 2025). However, these findings do not

fully capture the complexity of lecturers' experiences in the Indonesian context, where lecturers are institutionally mandated to fulfill the Tridharma Perguruan Tinggi (teaching, research, and community service) simultaneously, alongside extensive administrative responsibilities. Distinct bureaucratic characteristics, heavy administrative workloads, and continuously changing regulations, from lecturer performance load and credit point assessment to international publication requirements and complex accreditation systems, create compounded pressures that may substantially affect lecturers' psychological well-being. Furthermore, collectivist values, hierarchical relations, and the moral and social expectations attached to the lecturer role in Indonesian society add layers of experience that are not fully addressed in Western-focused studies.

Although research on the psychological well-being of lecturers has been growing (e.g., Li et al., 2025; Miret et al., 2025; Zaimoğlu & Dağtaş, 2025), studies in Indonesia still show several important gaps. Most previous research has focused on negative aspects such as work stress and burnout, while studies on factors shaping positive psychological well-being, such as work meaning, thriving, sense of community, and institutional support, remain relatively limited. Furthermore, the dominant research approach remains quantitative and descriptive, using general instruments, thereby failing to fully capture the contextual psychological dynamics of lecturers, including relationships with superiors, collegial culture, the moral burden in values-based education, and lecturers' dual roles as educators, researchers, and community service providers.

Furthermore, higher education institutional policies in Indonesia tend to focus on performance targets such as publications, accreditation, and administrative targets. In contrast, attention to lecturers' psychological well-being as a prerequisite for sustainable academic performance remains relatively limited. This condition creates a gap between institutional demands and the support lecturers receive to maintain their psychological well-being. However, good psychological well-being contributes to academic productivity, teaching quality, research innovation, and academic staff retention (Zaimoğlu & Dağtaş, 2025).

Based on the above description, there is an urgent need for research that not only maps lecturers' experiences of psychological well-being, but also identifies the factors that influence it, taking into account the cultural, structural, and policy contexts of higher education in Indonesia. Therefore, this study proposed the following three main research questions: (1) How are lecturers' experiences of psychological well-being in carrying out their roles and obligations as part of the tridharma of higher education? (2) What factors do lecturers perceive as related to their psychological well-being in the context of higher education? (3) What implications can be drawn from the findings of this research for higher education management and policies in supporting lecturers' psychological well-being?

METHOD

This study employed a qualitative phenomenological design. The aim of this approach is to explore and understand the essence or underlying structures of a shared experience from the participants' own perspectives (Creswell & Poth, 2018). A phenomenological design was deemed most appropriate because the research questions focus on understanding lecturers' subjective, lived experiences (Lebenswelt) regarding their psychological well-being, a complex phenomenon deeply embedded in personal meaning and institutional context. This approach allows for a rich, nuanced exploration that quantitative measures alone cannot provide (Neubauer et al., 2019).

Participants comprised six lecturers from Indonesian public higher education institutions. To capture a range of perspectives within the national system, purposive sampling was used to ensure diversity across two key institutional types: universities under the Ministry of Education, Culture,

Research, and Technology and those under the Ministry of Religious Affairs. This stratification accounts for potential differences in administrative culture and policy environment.

The inclusion criteria were: (a) being a full-time lecturer; (b) having a minimum of five years of continuous teaching and research experience; and (c) being actively involved in all three pillars of the Tridharma Perguruan Tinggi (the threefold mission of Indonesian higher education: education, research, and community service). This criterion ensured participants had substantial and direct engagement with the full spectrum of academic roles and institutional policies under investigation. All participants provided informed consent prior to the interviews. Pseudonyms are used throughout to protect confidentiality.

Table 1. Characteristics of participants

Participant	Age	Gender	Institutional Affiliation	Lecturer Status
P1	47	Male	Religious Affairs	Lecturer with additional duties
P2	48	Female	Religious Affairs	Lecturer with additional duties
P3	47	Female	Higher Education, Science, and Technology	Lecturer with additional duties
P4	42	Female	Religious Affairs	Regular lecturer
P5	42	Male	Higher Education, Science, and Technology	Regular lecturer
P6	33	Male	Religious Affairs	Lecturer with additional duties

Primary data were collected through in-depth, semi-structured interviews. An interview guide was developed based on the research objectives and theoretical framework, structured around three core domains: (a) lecturers' conceptualizations and personal experiences of psychological well-being, (b) the personal, relational, and institutional factors perceived to enhance or diminish their well-being, and (c) their expectations and concrete recommendations for institutional policies and support systems.

Interviews were conducted in Indonesian by the principal researcher, either in person or via a secure video-conferencing platform, at the participant's preference and convenience. Each interview lasted between 60 and 90 minutes, was audio-recorded with consent, and was subsequently transcribed verbatim to ensure accuracy. Data collection continued until theoretical saturation was achieved, indicated by the point at which subsequent interviews yielded no significant new themes or insights relevant to the research questions (Saunders et al., 2018).

The transcribed data were analyzed using reflexive thematic analysis following the six-phase approach detailed by Braun and Clarke (2006, 2019). This method was selected for its flexibility and utility in identifying, analyzing, and reporting patterns (themes) within qualitative data. The analysis was an iterative process, moving back and forth between the phases: (1) data familiarization, (2) initial coding, (3) theme discovery, (4) review and refinement of themes, (5) defining and naming themes, and (6) writing a narrative of the findings. Data validity was checked through triangulation, member checking, and an audit trail.

RESULT

The analysis of the research data produced three main themes, some of which comprised several sub-themes.

The meaning of psychological well-being from a lecturer's perspective

The findings indicate that lecturers define psychological well-being as a state of inner calm, emotional balance, and a sense of meaning in carrying out their academic roles. Well-being is not simply the absence of stress but a state in which lecturers feel empowered, productive, and positively connected to their work environment.

Lecturers most strongly feel moments of well-being when they receive appreciation from students, complete academic assignments, receive support from colleagues or superiors, and maintain a work-life balance. Conversely, well-being declines when lecturers face excessive workloads, interpersonal conflicts, stressful administrative demands, and unclear and sudden changes in campus policies.

Factors influencing lecturers' psychological well-being

Personal and internal factors

Internal factors serve as important psychological resources. Lecturers with proactive personalities, high resilience, and a commitment to professionalism and integrity tend to be better able to maintain their psychological well-being. Spirituality and religiosity also emerge as key pillars, particularly among lecturers at religious-based institutions.

Personal strategies employed include self-reflection, stress management, spiritual activities, mindfulness, and time management to prevent burnout. The meaning of work as a lecturer is perceived as a calling that provides intrinsic strength, despite the tension often faced between academic ideals and the realities of campus bureaucracy.

Relational and social factors in the workplace

Social relationships in the workplace are key determinants of psychological well-being. Collegial support, a sense of community, and academic collaboration enhance well-being, while unhealthy competition, interpersonal conflict, and feelings of isolation worsen psychological well-being.

The role of leadership is crucial. Supportive, communicative, and fair leadership fosters a sense of psychological safety, while authoritarian leadership and unrealistic demands lead to emotional exhaustion. Interactions with students also have a dual effect: they can be a source of meaning and positive energy, but they can also cause emotional distress.

Structural factors and institutional policies

Workload and administration emerged as dominant sources of stress. The imbalance between Tridharma and non-Tridharma duties, the report of the Lecturer Performance Load system, publication demands, and the accreditation process were deemed burdensome without adequate support.

The outdated, bureaucratic, and less transparent performance appraisal and promotion system undermined motivation and well-being. Conversely, a collaborative, fair organizational culture that provides psychological safety positively contributes to lecturer well-being.

Contextual factors unique to indonesia

The Indonesian context contributes to lecturers' psychological well-being. The burden of the Tridharma, combined with non-Tridharma duties, strict government regulations, and a culture of collectivism, creates unique dynamics of well-being. Collectivism fosters solidarity, but also fosters indirect conflicts that are difficult to express openly. Spirituality serves as a source of resilience across themes.

Hopes for improvement

Ideal working conditions for psychological well-being

Lecturers expect a balanced workload, a realistic proportion of the Tridharma, and a fair distribution of tasks. A supportive work environment, adequate academic facilities, and opportunities for professional development are seen as prerequisites for well-being. Fair, responsive, and communicative leadership is key to creating a healthy work climate.

Expected forms of support and policies

Participants emphasized the importance of reducing administrative burdens through digitization and system simplification. Transparent career policies, holistic performance assessments, wellness programs (counseling, stress management), research support, and equitable reward and recognition systems were seen as urgent needs.

Suggestions for policymakers

Lecturers called for fairness, transparency, and empathy in policymaking. They emphasized that lecturer welfare must be positioned as a strategic priority, not simply a byproduct of achieving accreditation or publications. The key message that emerged was that lecturers are not production machines but rather academics who require psychological support to sustain the quality of higher education.

Table 2. Emergent themes, subthemes, and descriptions from thematic analysis

Major themes	Subthemes	Brief description
The Meaning of Psychological Well-being		A state of inner calm, emotional balance, and a sense of meaning in carrying out their academic roles.
		A state in which lecturers feel empowered, productive, and positively connected to their work environment.
Factors influencing lecturer's PWB	Personal and Internal factors	Supporting factors: proactive personalities, high resilience, spirituality, commitment to professionalism and integrity, and personal strategies (incl. self-reflection, stress management, spiritual activities, mindfulness, and time management).
	Relational and Social Factors in the Workplace	Supporting factors: collegial support, a sense of community, academic collaboration, supportive and fair leadership Threatening factors: unhealthy competition, interpersonal conflict, feelings of isolation, authoritarian leadership, and unrealistic demands.
	Structural Factors and Institutional Policies	Supporting factors: collaborative and fair organizational culture. Threatening factors: the excessive and imbalanced workload and administration and the bureaucratic and less transparent performance appraisal and promotion system.
	Contextual Factors	Supporting factors: Solidarity in a culture of collectivism and spirituality. Threatening factors: the burden of the Tridharma combined with non-Tridharma duties, strict government regulations, and indirect conflicts in the culture of collectivism.
Hopes for Improvement	Ideal Working Conditions for Psychological Well-Being	Balanced workload, realistic proportion of the <i>Tridharma Perguruan Tinggi</i> , and fair distribution of tasks. Supportive work environment, adequate academic facilities, and opportunities for professional development. Fair, responsive, and communicative leadership
	Expected Forms of Support and Policies	Reduced administrative burdens through digitization and system simplification, transparent career policies, holistic performance assessments, wellness programs (counseling, stress management), research support, and equitable reward and recognition systems.
	Suggestions for Policy Makers	Fairness, transparency, and empathy in policymaking. Lecturer welfare must be positioned as a strategic priority.

DISCUSSION

This study aims to understand lecturers' experiences of well-being, the factors influencing them, and their expectations regarding policies in higher education institutions in Indonesia. The findings indicate that a lecturer's psychological well-being is a multidimensional phenomenon influenced by the interaction of personal, relational, structural, and contextual factors. These results enrich the literature on lecturer occupational well-being by emphasizing the importance of cultural context and national policies in shaping lecturers' psychological experiences.

The findings indicate that lecturers define psychological well-being not simply as the absence of stress, but as a state of calm, empowerment, meaningfulness, and a positive connection to the academic environment. This interpretation aligns with Ryff's (1989) concept of psychological well-being, which emphasizes the dimensions of meaning in life, environmental mastery, positive relationships, and self-actualization. These results also support the eudaimonic approach, which views well-being as a process of optimal functioning rather than simply a feeling of pleasure.

Moments of well-being that arise when lecturers receive appreciation from students or superiors and when they complete academic tasks indicate that lecturer well-being is closely linked to social recognition and work meaning. This finding is consistent with Cadena-Povea et al. (2025), who found that strengthening professional identity and recognition for academic contributions play a crucial role in maintaining lecturer well-being. Conversely, increasing workloads, interpersonal conflict, and policy uncertainty reinforce the finding that lecturer well-being is vulnerable to excessive structural demands.

Personal factors such as proactive personality, resilience, professional values, and spirituality emerged as internal resources that help lecturers maintain psychological well-being. These findings align with Conservation of Resources (COR) Theory (Hobfoll, 1989), which explains that individuals strive to maintain and develop resources to protect themselves from stress. Lecturers with strong personal resources tend to interpret stress as a challenge for self-development, rather than a mere threat.

The perceived meaning of teaching as a calling strengthens intrinsic motivation and psychological resilience. However, this study also revealed an ambivalent meaning, between academic idealism and the realities of campus bureaucracy, that has the potential to erode well-being if not balanced with institutional support. These findings extend the literature on calling by demonstrating that high work meaning does not always protect individuals from prolonged structural stress.

The research findings confirm that relational factors are central to lecturers' psychological well-being. From a Conservation of Resources (COR) perspective, supportive collegial relationships and a collaborative work culture function as key social resources that foster a sense of belonging and psychological safety, thereby protecting lecturers from resource loss and helping them maintain well-being under sustained academic and organizational pressures.

The role of leadership emerges as a key factor that can strengthen or weaken lecturers' well-being. Supportive, fair, and communicative leadership is an important organizational resource, while authoritarian leadership and inconsistent policies increase the risk of psychological burnout. These findings are consistent with Miren et al.'s (2025) work on academic leadership, but provide a contextual contribution by demonstrating that in Indonesia's hierarchical culture, leadership style has a more substantial psychological impact.

This research confirms that administrative workloads, performance appraisal systems, and publication demands are dominant sources of stress for lecturers. The imbalance between Tridharma and non-Tridharma duties restricts lecturers' opportunities for meaningful academic development. This reinforces criticism of overly performance-oriented managerial approaches in higher education.

Bureaucratic and less transparent promotion policies create frustration and uncertainty, which, from a COR perspective, can be understood as threats to career resources and professional self-esteem. In contrast, a fair and supportive organizational culture serves as a resource caravan, protecting lecturers' well-being.

One of the main contributions of this research is the confirmation that the psychological well-being of lecturers in Indonesia cannot be separated from the national context. The burden of Tridharma, expanded by non-Tridharma duties, dynamic government regulations, and accreditation demands, creates systemic pressures that differ from those in developed countries.

The culture of collectivism plays a dual role: on the one hand, it strengthens solidarity and social support, while on the other, it gives rise to hidden conflicts that are difficult to manage openly. Furthermore, spirituality emerges as a source of resilience across themes, particularly in PTKI (Islamic values-based universities), enriching our understanding of the role of religious values in lecturers' occupational well-being. This aspect has received relatively little attention in Western literature.

The findings regarding lecturers' expectations for strategic policies confirm that psychological well-being should be positioned as an institutional policy agenda rather than merely an individual issue. Lecturers expect a balanced workload, reduced bureaucracy, a fair career system, and tangible well-being programs. A strong message emerges: an excessive focus on accreditation and publications risks neglecting the human dimension of lecturers, who are key actors in higher education.

Overall, this research confirms that lecturers' psychological well-being results from a complex interaction between individuals and systems. To improve well-being, efforts through individual interventions alone are not enough; they require structural changes, human-centered leadership, and sustainable higher education policies.

This research has several theoretical implications in the context of higher education. First, the findings broaden the understanding of lecturers' psychological well-being by emphasizing that well-being cannot be understood solely as an individual condition, but rather as the result of a dynamic interaction between personal resources and organizational structures. The findings underscore the relevance of Ryff's eudaimonic approach in academic work, particularly in the dimensions of work meaning, environmental mastery, and positive relationships.

Second, this research supports the Conservation of Resources (COR) Theory by demonstrating that, in the context of Indonesian lecturers, personal resources such as spirituality, calling, and professional values serve as psychological buffers against severe structural demands. However, the findings also demonstrate the limits of these personal resources when systemic pressures persist. Thus, this study emphasizes the importance of recognizing structural resource loss (e.g., due to bureaucracy and regulation) as a key factor in declining well-being.

Third, this study adds a contextual-spiritual dimension to the study of lecturer well-being, particularly at the PTKI (Islamic values-based universities). Spirituality emerges not merely as an individual coping mechanism but as a framework of collective meaning that shapes lecturers' psychological resilience. These findings open the way for the development of a more contextually and culturally sensitive model of lecturer well-being.

In addition to theoretical implications, this research also has several practical implications. In practice, the results of this study provide an empirical basis for higher education institutions to design policies and practices for better aligning academic human resources. First, institutions need to shift their paradigm from solely output-based management to a human-centered academic management approach. Lecturer well-being is closely related to teaching quality, research productivity, and the sustainability of academic careers.

Second, the findings confirm that reducing administrative burdens and simplifying systems is not merely an efficiency issue but a direct intervention for lecturers' psychological well-being. The digitalization and integration of academic systems must be adequately supported by administrative staff. Third, academic leadership needs to be developed not only in managerial aspects, but also in relational and empathetic competencies. Communicative, fair, and consistent leadership is the key protective factor for lecturer well-being. Fourth, institutions should develop systematic programs to support lecturers' well-being, such as counseling services, stress management training, and realistic work flexibility policies. These interventions should be positioned as part of the institutional strategy, not simply as add-on programs.

Overall, this research confirms that a lecturer's psychological well-being is not an individual issue but rather a matter of higher education policy and governance. Different types of universities face different challenges. However, both require more humane, equitable, and sustainable policies so that lecturers can optimally fulfill their roles as educators, researchers, and agents of social change.

Despite making significant conceptual and empirical contributions, this study has several limitations that warrant consideration. First, it used a qualitative approach with a limited number of participants, so the findings cannot be generalized to the entire population of lecturers in Indonesia. However, the depth of the data allows for rich contextual understanding. Future research could employ quantitative or mixed-methods approaches to examine the relationships between the identified variables more broadly.

Second, data were collected through interviews over a single time period. Therefore, this study does not capture the longitudinal dynamics of lecturers' psychological well-being. Future research should employ a longitudinal design to examine changes in lecturer well-being alongside changes in policy, career stage, and institutional conditions. Third, this study focused solely on lecturers' perspectives, thereby failing to incorporate the views of policymakers, including university leaders and regulators. Future studies could adopt a multi-perspective approach involving leaders, educational staff, and policymakers to obtain a more comprehensive systemic picture. Fourth, although this study involves lecturers from universities under the Ministry of Higher Education, Science and Technology and the Ministry of Religious Affairs, variations across disciplines and differences in institutional characteristics have not been explored in depth. Future research could conduct comparative studies across disciplines or across types of higher education institutions to deepen our understanding of lecturer well-being.

Finally, the findings on the role of spirituality open the door to developing a more culturally sensitive model of lecturer well-being. Future research could develop and test an integrative model of lecturer psychological well-being that incorporates personal, relational, structural, and spiritual factors in the context of Indonesian higher education

CONCLUSION

This study offers a comprehensive insight into the psychological well-being of lecturers in Indonesian higher education institutions as a complex, multidimensional, and highly contextual phenomenon. The

results demonstrate that lecturers' psychological well-being is not solely influenced by individual factors; rather, it is shaped by the dynamic interplay among personal resources, workplace social relationships, organizational structures, and national policy and cultural context. The psychological well-being of lecturers is characterized by feelings of calmness, significance, empowerment, and positive connectivity within the academic environment. Personal factors such as resilience, professional values, seeing work as a calling, and spirituality are important psychological resources. However, these resources are limited when teachers are constantly under structural pressure from excessive paperwork, too many publications, unclear policies, and bureaucratic systems for evaluating performance. This study substantiates the pivotal role of social relationships and academic leadership in preserving lecturer well-being. A key protective factor is a supportive, collaborative, and fair work environment, as well as leaders who are understanding and good communicators. On the other hand, an organizational culture that is competitive, political, and hierarchical increases the risk of mental burnout. The findings underscore the distinctiveness of the Indonesian context, characterized by the augmented responsibilities of the Tridharma (the three core tasks of lecturers in Indonesia: teaching, research, and community service), the complexities of government regulation, a culture of collectivism, and the influence of spirituality, as pivotal factors that set apart lecturers' experiences of well-being from those in other countries. Consequently, this study validates the need for initiatives aimed at enhancing lecturers' psychological well-being to adopt a systemic approach and human-centered institutional policies, rather than merely focusing on administrative performance.

DECLARATION

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Author contribution statement

Retno Pandan Arum Kusumawardhani was solely responsible for the conception and design of the study, data collection, data analysis and interpretation, and manuscript preparation.

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Data access statement

The qualitative data generated and analyzed in this study are not publicly available due to confidentiality concerns. Anonymized excerpts may be shared, and full access to the data may be considered upon reasonable request under special conditions.

Declaration of interest statement

The authors declare no conflict of interest.

Additional information

No additional information is available for this paper.

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