

# Factors Affecting Lecturer Involvement in Academic Culture Development and How Academic Culture Implements Higher Education

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## ABSTRACT

Lecturer involvement in the development of academic culture in higher education is an important element that affects the quality of education and academic atmosphere. This study aims to identify the factors that are affecting lecturer involvement and the impact of the lack of involvement. Affecting factors include higher education policies, lecturer workload, facility support, organizational culture, and rewards received by lecturers. Lack of lecturer involvement can result in reduced teaching quality, hindered academic collaboration, reduced research innovation, and stagnation of curriculum development. Other impacts include a decline in higher education reputation and limited student character development. This study shows the importance of good management of lecturer workload management, provision of adequate facilities, and the creation of policies that can increase lecturer motivation to be actively involved in academic activities. Higher education needs to optimize the role of lecturers in developing academic culture to improve the quality of education and institutional reputation.

## INTRODUCTION

Higher education is one of the sectors that plays an important role in shaping the quality of human resources in a country. As an institution that produces science and technology, higher education institutions have a great responsibility in development of an academic culture that supports the creation of an environment conducive to the development of knowledge and student character. In this case, the involvement of lecturers in the development of academic culture is a crucial aspect that cannot be separated from the educational process. Lecturers, as teachers and researchers, have a significant affecting in determining the direction of the development of academic culture built in the campus environment (Cox, 2016).

In some higher education, lecturer involvement in the development of academic culture is often limited to teaching activities alone, without maximum support for research activities, community service, and strengthening academic values outside the classroom. This phenomenon is also exacerbated by administrative burdens that often prevent lecturers from contributing more to the development of a broader academic culture.

This causes academic culture in some higher education institutions to not develop optimally, sometimes even poorly organized, leading to the neglect of substantial scientific development (Chakraborty & Biswas, 2020). The academic culture that should grow from intellectual interaction and scientific collaboration has become stagnant.

One of the main problems related to lecturer involvement in the development of academic culture is the lack of incentives and rewards for lecturers who actively develop academic culture, in addition to teaching duties. Involvement in academic culture development activities is often not appreciated or not well enough supported by higher education management. According to Ngoc et al. (2020), academic culture that should develop through the collaboration of lecturers, students, and institutions is often constrained by internal policies that prioritize the achievement of academic numbers alone, such as research publications or teaching quantity, rather than the development of a better academic culture. As a result, although lecturers have the passion and initiative to contribute more broadly, the lack of institutional recognition makes their efforts seem underappreciated.

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Another problem is the limited space for discussion and collaboration between lecturers in the development of academic culture. Many higher education institutions have not provided a forum or platform that supports the exchange of ideas between lecturers on a regular and structured basis. In fact, open and reflective scientific discussions are very important in building collective awareness of academic values, as well as strengthening the collaborative spirit between academicians. When this dialog space is not available, the intellectual potential of lecturers to inspire each other and enrich perspectives is hampered. As a result, lecturers often feel isolated in their academic activities, which further impacts the overall low quality of academic culture development (Heng et al., 2020). This is exacerbated by busy schedules and high administrative loads, which make informal interactions between lecturers increasingly rare.

The study of lecturer involvement in the development of academic culture is very important because a strong academic culture contributes to the achievement of better educational quality. Without the active involvement of lecturers in academic culture, students will not get the maximum learning experience that can shape them into individuals who are ready to face global challenges. Understanding how lecturer involvement in academic culture development can improve the quality of education is crucial for the sustainability of higher education.

This study aims to identify the factors that affecting lecturer involvement in the development of academic culture in higher education and analyze the impact of the lack of lecturer involvement on the development of academic culture in higher education. This is expected to provide a deeper insight into the importance of the role of lecturer in creating a conducive academic culture and have a positive impact on the quality of education.

## RESEARCH METHOD

The research method used in this study is a literature study approach. The literature study approach allows researchers to explore and analyze various written sources relevant to the topic of lecturer involvement in academic culture development. In this approach, researchers will review journal articles, books, research reports, and other documents that discuss the role of lecturers in the formation of academic culture, both from a theoretical and practical perspective. This approach allows us to identify trends, challenges, and factors that affecting lecturer involvement in the development of academic culture in higher education.

The literature study was also useful to identify existing research gaps in this topic. By examining the existing literature, the researcher can gain a more comprehensive understanding of the problems faced in the development of academic culture as well as the impacts arising from the lack of lecturer involvement. This review will refer to various relevant sources to provide a clear picture of the existing conditions, as well as explore various perspectives from experts in the field of higher education.

## RESULT AND DISCUSSION

### Factors Affecting Lecturer Involvement in Academic Culture Development at Higher Education

Lecturer involvement in the development of academic culture in higher education is strongly affecting by various internal and external factors. These factors play a role in determining how much contribution lecturers can make in creating a conducive and productive academic environment. In this case, the teaching responsibilities of lecturers, and their involvement in research, community service, and strengthening academic values outside the classroom. This activity should be an integral part of the lecturer's role as an agent of knowledge development and social transformation.

Policies implemented by higher education play an important role in affecting lecturer involvement. Internal policies governing incentives, performance evaluation, and rewards for lecturer contributions to the development of academic culture can either encourage or discourage their involvement. Some higher education implements policies that emphasize quantitative achievements, such as the number of publications or teaching hours, rather than encouraging collaboration and innovation in the development of academic culture. It is important for higher education to have policies that prioritize the numbers, and support the qualitative aspects of academic culture.

Lecturer's excessive workload can be one of the main obstacles in their involvement in the development of academic culture. Many lecturers are caught up in the routine of teaching, research, and administrative tasks that take up their time and energy, making it difficult for them to participate in other academic activities such as seminars, discussions, or the development of academic culture programs. High workloads without adequate support can lead to lecturers feeling burnt out and less motivated to develop a broader academic culture. Persistent physical and mental fatigue can lead to a loss of motivation to contribute further to aspects of campus development that are not mandatory or directly measurable.

Facilities provided by higher education also influence lecturer involvement in the development of academic culture. Adequate support, such as space for research, access to journals and databases, and facilities for community service activities, allow lecturers to develop their academic ideas to the fullest. The lack of these facilities will limit lecturers' space to conduct research or participate in other academic activities that can enrich the academic culture in higher education (Chakraborty & Biswas, 2020). It is important for university administrators to prioritize the provision of appropriate academic facilities. That way, lecturers will be more encouraged to be active in various academic activities that can strengthen the overall academic culture of the institution.

The organizational culture of higher education also greatly influences lecturer involvement in the development of academic culture. In an environment that has a collaborative culture and supports innovation, lecturers will be more encouraged to participate in various activities that contribute to academic culture. Conversely, in higher education with a culture that tends to be individualistic and competitive, lecturers' involvement in the development of academic culture may be hindered. An organizational culture that supports collaboration between lecturers and students will strengthen the process of developing academic culture in higher education (Farr-Wharton et al., 2018).

Awards and incentives provided by higher education can motivate lecturers to be more active in the development of academic culture. When lecturers feel that their efforts are valued, both materially and symbolically, they tend to be more enthusiastic in carrying out tasks outside of formal teaching. Incentives are provided in the form of financial rewards, and recognition of lecturers' contributions in the areas of teaching, research, or community service. Without adequate rewards, lecturers may feel that their contributions are not valued, which may reduce their motivation to involve more deeply in the development of academic culture.

The competence and quality of lecturers in terms of knowledge, skills, and ability to adapt to the development of science greatly affect their involvement in the development of academic culture. Lecturers who have high competence and a good understanding of the importance of academic culture will be more easily involved in the development process. Capacity building of lecturers through continuous training and professional development is essential to improve the quality of their involvement.

Lecturer's intrinsic motivation to involve in academic culture development is also a key factor. Lecturers who have high motivation to share knowledge, innovate, and collaborate with fellow academics tend to be more active in strengthening academic culture in higher education. They not only fulfill their teaching obligation as a formal duty, but also see it as an intellectual and social mission. This motivation can be influenced by lecturers' personal values, their experience in the academic world, and their sense of responsibility for the development of education and science. Strengthening the intrinsic motivation of lecturers should be a strategic concern for higher education institutions, through professional coaching, self-development training, and the creation of systems that support long-term academic aspirations.

Productive collaboration between lecturers and students are essential in shaping a healthy academic culture. Lecturers who are actively involved in activities outside the classroom, such as scientific discussions, seminars, or mentoring, will encourage students to appreciate and develop academic culture. Conversely, if collaboration is limited to formal activities, the academic culture that develops on campus will be less dynamic. In this condition, the campus is only a place for educational administration, not as a center of intellectual life that forms character and academic integrity.

Collaboration between higher education in the development of academic culture can open opportunities for lecturers to exchange knowledge and experiences. In this kind of collaboration, lecturers not only learn from best practices implemented on other campuses, but can also broaden their academic horizons through interaction with various diverse scientific perspectives. Collaborative programs, such as joint seminars, cross-campus research, or academic exchanges, can enrich lecturers' experiences and assist them in the development of a broader academic culture (Fauzi et al., 2018). It also provides opportunities for lecturers to build wider networks within the global academic community (Ademe & Singh, 2015).

Global challenges in higher education, such as the industrial revolution 4.0 and the development of information technology, are affecting the way lecturers interact with academic culture. Lecturers who are able to adapt to technological developments will find it easier to develop and disseminate academic culture through digital media. For lecturers who are less skilled in using technology, their involvement in the development of academic culture may be limited, posing challenges that need to be overcome (Gan & Balakrishnan, 2016).

Lecturers' involvement in the development of academic culture in higher education is a major factor in creating a dynamic and quality academic environment. A strong academic culture is created through good teaching, and through research, community service, and the formation of scientific values that develop outside the classroom. The active involvement of lecturers in these various academic activities helps shape solid scientific values and strengthen healthy academic traditions, which ultimately improve the reputation and quality of the university as a whole. It is important to understand that lecturers' involvement requires support from various factors, both internal and external, which will determine how far they contribute to academic development in higher education.

Challenges faced by lecturers, such as excessive workload, lack of facilities, and an organizational culture that does not support collaboration, often hinder their participation in the development of academic culture. Policies that focus more on quantitative results and do not properly recognize lecturers' non-academic contributions can also be a barrier. This highlights the important role of higher education in creating policies that pay attention to the balance between quantitative and qualitative aspects, and create an environment that supports collaboration and innovation.

For this reason, there needs to be a change in the policies and organizational culture of higher education that can support lecturers' involvement in the development of academic culture. Higher education should provide adequate facilities, give appropriate rewards for lecturers' contributions, and create opportunities for collaboration between lecturers and students. Through these efforts, a healthy and productive academic culture can be realized, which will ultimately improve the quality of education and knowledge development in higher education.

### **The Impact of Lack of Lecturer Involvement on the Development of Academic Culture in Higher Education**

The lack of lecturers' involvement in the development of academic culture in higher education can have a significant impact on the quality of education, the collaboration between lecturers and students, and the development of science as a whole. A poorly developed academic culture will result in a non-conducive learning environment, lack of innovation, and low collaboration between various parties within the higher education. This also has the potential to reduce the quality of educational outputs produced by higher education (Ademe & Singh, 2015).

One of the main impacts of the lack of lecturer involvement is the decline in the quality of teaching in higher education. Lecturers who are not actively involved in the development of academic culture tend to focus on administrative aspects and routine teaching only, without paying more attention to innovation or the development of more effective teaching methods. Lack of creativity in teaching can limit students' understanding and reduce their learning experience. Stagnant teaching, without updating or enriching the material, will result in students' inability to face challenges in the world of work (Kahu, 2013).

Lecturers' weak involvement in academic culture also hinders collaboration between lecturers and between lecturers and students. One important aspect of academic culture is productive interaction between members of the academic community, be it through discussions, seminars, or other collaborative activities. If lecturers are not involved in these activities, then the opportunity for students to learn directly from lecturers' academic experiences will be limited. This can create a gap between the theory taught in the classroom and the real practice in the professional world (Farr-Wharton et al., 2018).

Research is one of the main elements in the development of academic culture. Lecturers who are not involved in the development of academic culture are often less encouraged to conduct research or share research results with other academic communities. In fact, active research activities contribute to the development of science, and enrich the academic atmosphere in higher education. The lack of research conducted by lecturers will reduce the higher education contribution to the development of science, thus affecting the academic reputation of the institution (Clarke et al., 2012).

A well-developed academic culture can help shape student character, in terms of academics and in aspects of personality, ethics, and professional attitudes. These values become an important foundation in building the character of students who are resilient and adaptive to various challenges in the future. Lecturers who actively participate in academic culture activities will become role models for students, who will transmit positive values related to discipline, work ethics, and integrity. Through a strong academic culture, students can learn about the importance of critical thinking, scientific objectivity, and the spirit of continuous learning. Conversely, if lecturers are not involved in the development of academic culture, students may not get enough direction in their development of character and competence beyond the academic aspect.



Higher education that fails to build a strong academic culture, partly due to a lack of lecturer involvement, will experience a decline in reputation. All these aspects are closely related to the role and active contribution of lecturers in creating a productive academic culture. A higher education reputation is highly influenced by the quality of education and research it produces. Without the active involvement of lecturers in the development of academic culture, higher education will find it difficult to maintain the quality of teaching and research, which results in a decline in the institution's ranking and image in the eyes of the community, prospective students, and other institutions. In the long-term, this not only reduces the competitiveness of universities, but also limits their ability to collaborate with other institutions and to obtain research funding or grants from various parties.

The limited involvement of lecturers in the development of academic culture can lead to stagnation in curriculum development. A curriculum that does not follow the development of science or the needs of the industry will make it difficult for students to adapt to the times. Lecturers have an important role in suggesting curriculum changes or updates that are in line with the latest trends and labor market needs. Without the active involvement of lecturers, the existing curriculum will remain the same without any innovation that can prepare students with relevant skills (Gan & Balakrishnan, 2016).

Lecturers who do not involve in a thriving academic culture will find it difficult to develop themselves. Activities such as seminars, workshops, and academic discussions provide opportunities for lecturers to broaden their horizons, improve their skills, and collaborate with peers. Without involvement in these activities, lecturers will feel isolated and will not have the opportunity to continue developing their competence, which ultimately impacts the quality of their teaching and research (Fauzi et al., 2018). The condition of academic alienation experienced by lecturers who are not involved in academic culture also has an impact on their work enthusiasm and motivation.

Lecturers who are not active in a development of academic culture tend to be less involved in coaching and mentoring students outside the classroom (Magd et al., 2022). This includes providing direction in research, developing scientific interests, and building better student character. Without adequate involvement of lecturers, students may not receive optimal guidance, making it difficult for them to develop their full potential. This leads to the quality of graduates who do not meet the standards expected by society and the world of work.

A healthy academic culture requires a culture of collaboration between lecturers, students, and other related parties. Lecturers who are not involved in the development of academic culture tend to work in silos, which hinders the development of collaboration in higher education. Without good collaboration, it is difficult to create an academic environment that supports innovation and scientific development (Nguyen et al., 2021).

Lecturers' lack of involvement in academic culture development can also impact on their emotional and professional well-being. Lecturers who feel unappreciated or are not given the opportunity to actively contribute to the development of academic culture may feel unmotivated and disenchanted with their work. This can reduce their enthusiasm for teaching and research, which in turn affects their mental and professional well-being.

Lecturers who are not involved in academic culture will also reduce their participation in community service activities. Community service is one of the important aspects in the tri dharma of higher education that contributes to community empowerment and social development. Without the active involvement of lecturers in community service activities, higher education will find it difficult to have a real positive impact on society, which in turn will also reduce the contribution of higher education to social progress.

Lecturers' involvement in the development of academic culture in higher education is a crucial element to achieve high quality education, innovation in research, and productive collaboration in the academic environment. Higher education needs to create policies that support lecturer involvement, recognize their contributions, and provide adequate facilities and time to involve lecturers in other academic activities. Without the active role of lecturers in the development of academic culture, higher education will find it difficult to develop and maintain the quality of education and their reputation at the national and international levels.

## **CONCLUSION**

Based on the results of the analysis, it can be concluded that lecturers' involvement in the development of academic culture in higher education is influenced by various factors, both internal and external. The main factors that influence lecturer involvement include higher education policies, workload, facility support, organizational culture, rewards, lecturers' competence, personal motivation,

and interaction between lecturers and students. When these factors work well, lecturer involvement in academic culture development will increase, creating a more productive and quality academic environment.

Lack of lecturer involvement can have a very disadvantaged impact on higher education. The impacts include a decline in the quality of teaching, hindrance of academic collaboration, reduced innovation in research, and stagnation in curriculum development. This can lead to a decline in the higher education reputation and limit the development of student character. It is imperative for higher education to create an environment that supports lecturers' involvement in the development of academic culture.

Suggestions are that higher education need to pay attention to the balance of lecturers' workload, provide facilities that support research and teaching, and create policies that motivate lecturers to be more actively involved in academic activities. Awards given to lecturers for their collaboration in the development of academic culture should also be considered. This will support the development of a more dynamic and productive academic atmosphere.

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