

The Role of Career Path and Talent Management in Improving Lecturer Performance: A Systematic Literature Review (SLR)

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ABSTRACT

Lecturer performance is one of the strategic factors in supporting the achievement of quality and competitiveness of universities. In the context of university human resource management, career paths and talent management are important aspects that can support the development of capacity, motivation, and achievement of lecturer performance. However, studies on these two aspects are still largely carried out separately and show variations in the context, indicators, and mechanisms of their influence on lecturer performance. This study aims to analyze and synthesize the results of previous research on the role of career paths and talent management on lecturer performance as well as identify research gaps and opportunities for further research development. The research uses the Systematic Literature Review (SLR) method by following the PRISMA 2020 guidelines. The literature was obtained through searching several academic databases with inclusion criteria in the form of scientific articles published in the 2021–2026 period, discussing career paths or career development, talent management, and the performance of lecturers or academic personnel in the context of higher education. The results of the synthesis show that career paths and talent management in general have a positive role in supporting lecturer performance, although the strength and consistency of these relationships are influenced by the organizational context as well as individual and organizational factors. Career paths play a role through career planning, competency development, advancement opportunities, and organizational support, while talent management contributes through the process of identifying, developing, placing, optimizing, and retaining talent. The research gap was found in the limited studies that integrate the two variables in explaining lecturer performance specifically, especially in the context of private universities. Further research is suggested to develop a more integrative model by considering mediation and moderation factors as well as the characteristics of higher education institutions.

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1. INTRODUCTION

Universities have a strategic role in producing quality human resources through the implementation of education, research, and community service. In the implementation of this function, lecturers are one of the main human resources because they not only play a role in the learning process, but are also required to produce research, carry out community service, develop academic competencies, and contribute to institutional development. Therefore, lecturer performance is one of the important aspects in supporting the achievement of higher education goals and sustainability. Research on lecturer performance shows that academic performance is influenced by various factors, including career development, motivation, leadership, organizational culture, and competence [1].

Lecturer performance is basically not only related to the individual's ability to carry out tasks, but also to how universities provide an environment that supports professional and career development. One of the increasingly important aspects of university human resource management is the career path. The career path provides direction for lecturers to develop competencies, reach academic levels, obtain professional development opportunities, and increase contributions to the institution. Research by Zamora et al. [2] on lecturers at the University of Riau, Batam Islands, shows that career development has a positive and significant effect on lecturer performance. These findings show that career development can be an important part of universities' efforts to improve the performance of their academic staff.

Findings regarding the relationship between career development and lecturer performance are also seen in other studies. Palupiningtyas et al. [3] show that career development plays a role in the relationship between participatory decision-making and lecturer performance at universities in the LLDIKTI 6 Central Java area. Meanwhile, Widodo and Suwitho [4] found that career

development affects lecturer performance at the University of Technology Surabaya. Research by Bahri et al. [5] also shows a direct influence of career development on lecturer performance. However, the results of the study do not always show a uniform relationship. Several studies have found that the influence of career development on performance can be influenced by other factors, such as motivation to achieve. This condition shows that the relationship between career path and lecturer performance still needs to be understood more comprehensively.

In addition to career paths, talent management is a strategic approach in human resource management that is relevant to universities. Talent management includes a series of practices to identify, acquire, develop, place, and retain individuals who have strategic contributions to the organization. In the context of higher education, the implementation of talent management is becoming increasingly important because institutions not only need lecturers who have academic competence, but also need to ensure the availability of talents who are able to contribute to education, research, community service, academic leadership, and institutional development. Studies on talent management in higher education show that this issue still receives relatively less attention than the context of business organizations, even though talent management is related to academic performance and human resource management of universities [6].

Empirically, the relationship between talent management and performance has also been found in research in the higher education sector. Abdullahi et al. [7] found that talent management practices, which include succession planning, promotion, and performance appraisal, have a significant effect on employee performance in the academic staff of private universities in Malaysia. The study also shows that employee engagement plays a role in the relationship between talent management practices and performance. Similar findings were reported by Abdullahi et al. [7] in

another study at higher education institutions in Malaysia, which showed that talent management practices are related to employee performance and involve employee engagement as a mechanism that explains the relationship. These results indicate that talent management is not only related to the existence of highly capable individuals, but also how institutions develop and maintain their engagement and contribution.

Based on the previous research, it can be seen that career paths and talent management are both related to the performance of human resources in higher education. However, research that discusses the two concepts in an integrated manner still shows room for development. Some studies focus on career development and lecturer performance, while other studies test talent management more on employee performance or academic staff performance. In addition, there are differences in context, indicators, research methods, and variables used to explain the relationship. The difference in findings and approaches shows the need for systematic literature mapping in order to identify consistent patterns of findings, factors that play a role in the relationship between variables, and research areas that are still not widely studied.

Based on these conditions, Systematic Literature Review (SLR) is needed to identify, evaluate, and synthesize the results of previous research on career paths, talent management, and lecturer performance in a systematic manner. The SLR approach allows the research not only to present a summary of previous research, but also to identify trends in findings, differences in research results, development of research themes, and research gaps that can be the basis for future research. Therefore, this study is titled "The Role of Career Path and Talent Management on Lecturer Performance: A Systematic Literature Review" to provide a more comprehensive mapping of the development of career path and talent management studies in relation to lecturer performance and formulate future research opportunities.

Research Gap

Based on previous research, studies on the relationship between career development and lecturer performance have been conducted in various university contexts. Zamora et al. [2], for example, found that career development has a positive and significant effect on lecturer performance at the University of Riau Batam Islands. Similar results were also found by Palupiningtyas et al. [3], which showed that career development plays a role in the relationship between participatory decision-making and lecturer performance in the LLDIKTI 6 area of Central Java. Furthermore, Bahri et al. [5] found that there is an influence of career development on lecturer performance, while Muhammad et al. [1] included career development as one of the factors in the multifactorial model of lecturer performance. These findings show that career development has received attention in research on lecturer performance, but the approaches, supporting variables, respondent characteristics, and institutional context are still diverse.

However, there is a conceptual gap in the use of the terms career path and career development. Some research on lecturer career paths uses the term career development, while the concept of career path includes career development directions and stages which can include career planning, competency development, level improvement opportunities, and organizational support. Hartono and Pravesti [8] show that lecturer careers in higher education have distinctive characteristics because lecturers can develop through functional and structural pathways. This shows that discussions about lecturer careers are not only related to direct performance improvement, but also to the availability of clear career development paths and opportunities. Thus, literature mapping is needed to find out how previous research operationalized the concepts of career path and career development and how the two concepts are associated with lecturer performance.

The next gap is found in the study of talent management. Research on talent management in the higher education environment has shown a relationship with

human resource performance. Abdullahi et al. [7] found that talent management practices in the form of succession planning, promotion, and performance appraisal have an effect on employee performance in the academic staff of private universities in Malaysia, with employee engagement as a mediator variable. Research by Abdullahi et al. [7] also shows that talent management practices that include talent recruitment, training and development, and compensation have an effect on employee performance in the academic staff of private universities in Malaysia. Meanwhile, research on academic staff of universities in Uganda shows that talent management has a positive influence on employee performance and that this relationship is also influenced by transformational leadership.

However, talent management research in universities still shows a gap in focus and research context. Some studies use the term *employee performance* as an outcome, even though the respondents are academic staff. This condition causes the performance concept used to not always describe the specific characteristics of lecturer performance, such as education and teaching, research, community service, and academic and institutional contributions. In addition, talent management research in higher education also does not always test the direct relationship with performance because some studies include employee engagement, leadership, or other organizational factors as variables that explain the relationship. Therefore, synthesis is still needed to determine the pattern of the relationship between talent management and lecturer performance and the factors that consistently appear in this relationship.

The next gap is related to the integration of career path and talent management. Previous research tends to examine career development and talent management separately. Career development studies focus more on the influence of career development on lecturer performance or test career development with variables such as leadership, competence, motivation, and job satisfaction. On the other hand, talent management studies test talent management

practices more on employee performance by including variables such as employee engagement or transformational leadership. Research by Muhammad et al. [1], for example, shows that lecturer performance is a multifactorial phenomenon involving motivation, leadership, organizational culture, digital information, career development, and competence. This condition shows that lecturer performance cannot be separated from a combination of individual and organizational factors, but it does not provide a systematic picture of the position of career path and talent management simultaneously in the literature.

In addition to conceptual gaps, there are also methodological gaps. Previous research has used various approaches, such as regression, SEM, PLS-SEM, as well as quantitative and qualitative approaches. Zamora et al. [2] used path analysis on 117 lecturers, Palupiningtyas et al. [3] used career development as a mediating variable, while Muhammad et al. [1] used a multifactorial approach with SEM and involved 307 lecturers who had not yet been certified. Differences in research design, sample characteristics, variable indicators, and university context can produce findings that are not completely uniform. Therefore, an SLR approach is needed to compare and synthesize the empirical evidence systematically, rather than relying only on the results of one or several studies.

Based on this description, several research gaps can be identified. First, career path/career development research on lecturer performance has developed, but still uses various concepts, indicators, and relationship models. Second, talent management research on performance in higher education has been conducted, but most of it uses the concept of employee performance in general and has not specifically mapped the characteristics of lecturer performance. Third, career paths and talent management tend to be studied separately so that the relationship between the two in explaining lecturer performance has not been comprehensively mapped. Fourth, there is a variety of mediator factors, moderators, respondent characteristics, and

institutional context used in previous research. Fifth, there is no systematic mapping that specifically synthesizes the development of research on the role of career path and talent management on lecturer performance in the specified research period.

Therefore, this study uses the Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize empirical evidence regarding the role of career path and talent management on lecturer performance. SLR in this study is directed to determine the development of research, patterns of relationships between variables, factors that play a role in the relationship, differences in research results, and areas that still have limited empirical evidence. Thus, this research is expected to produce a more structured literature mapping and become the basis for determining the next research agenda regarding career management, talent development, and lecturer performance improvement.

Purpose

This study aims to conduct a Systematic Literature Review (SLR) on previous studies on the role of *career paths* and *talent management* on lecturer performance. The SLR approach is used to obtain a more systematic understanding of research developments, patterns of relationships between variables, and research gaps that still exist in the literature. The use of the systematic review approach also allows previous research to be identified and synthesized based on structured search and selection criteria [9].

Specifically, this study aims to:

- 1) Identify research developments regarding *career paths*, *talent management*, and lecturer performance based on scientific publications in the stipulated research period.
- 2) Analyzing the relationship between *career path* and lecturer performance based on the empirical findings of previous research, including how career development, career advancement opportunities, and career development support are associated with lecturer performance. Previous research has shown that *career development* has been studied as one of the factors related to *lecturer performance* [5]; [3].
- 3) Analyze the relationship between *talent management* and the performance of lecturers or academic staff based on available empirical evidence. Previous research shows that various *talent management practices*, such as *succession planning*, *promotion*, *performance appraisal*, *talent recruitment*, and *training and development*, have a relationship with *employee performance* in university academic staff [7].
- 4) Identify the factors that play a role in the relationship between *career path* and *talent management* to lecturer performance, including variables that have the potential to be mediators, moderators, and supporting factors in the relationship. For example, research on *talent management* in academic staff shows that *employee engagement* can play a mediator between *talent management* practices and performance [7].
- 5) Identify research *gaps* regarding *career paths*, *talent management*, and lecturer performance, both from conceptual, methodological, and research context aspects, so that it can be the basis for further research development.
- 6) Formulating the next research agenda based on the results of literature synthesis, especially related to the development of research models on *career paths* and *talent management* in improving lecturer performance

in the context of higher education.

Research Questions

Based on the background, research gap, and research objectives that have been described, this study uses the *Systematic Literature Review* (SLR) approach to gain a systematic understanding of the development of *career path research*, *talent management*, and lecturer performance. The preparation of *research questions* is an important stage in SLR because research questions are used as a basis for determining literature search strategies, article selection processes, data extraction, and synthesis of research findings [9]. SLR research on academic career development also shows that research questions can be used to map career systems, career development patterns, and factors that affect lecturers' careers [10].

Based on the focus of the research, the research questions asked are as follows:

RQ1: How has the research progressed on *career paths*, *talent management*, and lecturer performance in the scientific literature during the research period?

RQ2: What is the relationship between *career path* and lecturer performance based on the results of previous research?

RQ3: What is the relationship between *talent management* and lecturer performance based on the results of previous research?

RQ4: What factors are found in the literature as mediators, moderators, or supporting factors in the relationship between *career path* and *talent management* to lecturer performance?

RQ5: What are the similarities, differences, and variations of research findings regarding the role of *career path* and *talent management* on lecturer performance based on the context, methods, characteristics of the sample, and indicators used?

RQ6: What are the *research gaps* and the next research agenda that can be developed based on the results of the literature synthesis on *career paths*, *talent management*, and lecturer performance?

The six questions are designed to cover aspects of literature development, relationships between variables, factors influencing these relationships, methodological and contextual variations, and research gaps. The structure is in line with the characteristics of SLR in the field of higher education which not only identifies the results of previous research, but also maps themes, challenges, contexts, and opportunities for further research [9]. In the context of academic career development, Kurniawati et al. [10] also show that literature mapping can be directed to career systems, career patterns, and factors that affect lecturers' career development. Thus, the RQ used in this study is expected to provide a systematic basis for identifying research positions regarding *career paths* and *talent management* in explaining lecturer performance.

2. LITERATURE REVIEW

2.1 Career Path

Career path is the direction and stages of career development that allow individuals to gain the opportunity to improve their competencies, responsibilities, positions, and professional achievements while working in an organization. In the context of higher education, the concept of *a career path* has different characteristics than organizations in general because lecturers' careers can develop through functional and structural paths. The functional path is related to the development of academic positions, while the structural path is related to increasing responsibility in institutional management. Hartono and Pravesti [8] explained that lecturer careers in higher education have two main paths, namely structural and functional paths, with performance being

one of the important aspects in lecturer professional development.

In the management of university human resources, *the career path* is not only related to promotion, but also includes the process of planning and developing competencies that allow lecturers to achieve their career goals. Opportunities to participate in education and training, competency development, institutional support, opportunities to obtain academic positions, and access to professional development are all parts that can shape the career journey of lecturers. Hartono and Pravesti [8] show that *human capital* and *psychological empowerment* have an influence on the career development of private university lecturers. These findings show that the career development of lecturers is influenced by individual abilities as well as conditions that support individuals to develop their professional potential.

Research on *career development* in lecturers also shows its relationship with performance. Bahri et al. [5] found that there is a direct influence of *career development* on *lecturer performance*. The study used 152 lecturers as a sample and showed that career development is one of the factors related to lecturer performance. The research of Muhammad et al. [1] also places *career development* as one of the factors studied in the lecturer performance model at private universities.

Based on this description, *the career path* in this study is understood as a path and process

of lecturer career development that provides direction for improving competencies, academic levels, responsibilities, and professional development opportunities with organizational support. In the context of SLR, the term *career path* also needs to be associated with adjacent terms such as *career development*, *career advancement*, and *academic career development*, because previous research used various terminologies in discussing lecturer career development.

2.2 Talent Management

Talent management is a strategic approach in human resource management that focuses on how organizations identify, attract, develop, place, and retain individuals who have the ability and potential to contribute to the achievement of organizational goals. In the context of higher education, *talent management* becomes relevant because higher education institutions are highly dependent on the quality of their academic human resources. Smagina and Stich [9] through a *systematic literature review* of 57 articles on *talent development* in higher education institutions show that talent development is an important part of the *talent management approach* in higher education.

In the university environment, *talent management* can be realized through the process of identifying academic talents, recruitment and selection, developing competencies, providing career opportunities, placement according to ability, and efforts to retain lecturers who have strategic contributions. Smagina

and Stich [9] show that research on *talent development* in higher education develops on various themes, including how institutions develop individuals and face challenges in talent management. This shows that *talent management* is not only oriented towards acquiring quality individuals, but also ensuring that individual potential can be developed and utilized in a sustainable manner.

The relationship between *talent management* and human resource performance has also been empirically proven in the higher education environment. Abdullahi et al. [7] examined the academic staff of private universities in Malaysia and found that *talent management* practices that include *talent recruitment, training and development, and compensation* have a significant effect on *employee performance*. The study involved 314 academic staff and used the Partial Least Squares-Structural Equation Modeling (PLS-SEM) approach.

In addition to direct relationships, *talent management* can also be related to performance through certain organizational and psychological mechanisms. Abdullahi et al. [7] show that *employee engagement* plays a role in the relationship between *talent management practices* and *employee performance*. Thus, talent management can have an impact on performance not only through improving individual abilities, but also through individual involvement in work and organization.

Based on this description, *talent management* in this study is understood as a series of

strategic organizational practices to identify, acquire, develop, place, optimize, and retain academic talent to support the achievement of organizational goals and improve lecturer performance. For the sake of SLR, *talent management* practices can be grouped into several main activities, namely *talent identification and acquisition, talent development, talent deployment and optimization, and talent retention*.

2.3 Lecturer Performance

Lecturer performance is the achievement of lecturers in carrying out academic and institutional duties and responsibilities in accordance with the demands of their profession. Lecturer performance has more complex characteristics than employee performance in general organizations because lecturers' activities are not only related to the implementation of daily work, but also include various dimensions of the tridharma of higher education. Wahjudi et al. [11], through a literature analysis on *lecturer performance*, showed that lecturer performance is a complex field and is related to various aspects of *job performance, employee performance, task performance, work engagement, and organizational citizenship behavior*.

In the context of higher education, lecturers' performance can be seen through the implementation of educational and teaching activities, research, community service, and academic and institutional contributions. Performance in education and teaching is reflected in the ability of lecturers to carry out learning and fulfill academic

responsibilities. In the field of research, performance can be seen from productivity and scientific contributions. Meanwhile, community service shows the contribution of lecturers in the application of knowledge to society. In addition, lecturers can also contribute through additional tasks, institutional development, and other academic activities.

Empirical research shows that lecturer performance is influenced by various factors. Bahri et al. [5] found that *career development* and *job satisfaction* have a direct influence on *lecturer performance*. Meanwhile, Muhammad et al. [1] show that lecturer performance is a multifactorial phenomenon related to motivation, leadership, organizational culture, digital information, *career development*, and competence. Other research also shows that competence can be an important mechanism in explaining lecturer performance.

Thus, lecturer performance in this study is understood as the level of achievement of lecturers in carrying out educational and teaching tasks, research, community service, as well as academic and institutional responsibilities and contributions. This understanding is used as a basis to identify how previous research measures *lecturer performance*, *faculty performance*, and *academic staff performance* in the SLR process.

2.4 Intervariable Relationships

2.4.1 Career Path and Lecturer Performance

Conceptually, *career paths* can be related to lecturers' performance because clear career

paths provide direction for lecturers in developing competencies and achieving professional goals. When lecturers obtain information about career development opportunities, opportunities to improve competencies, and support to reach a certain academic level, lecturers have a clearer orientation towards their professional development. In the context of higher education, career development is also related to improving individual abilities and psychological empowerment of lecturers [8].

Empirically, this relationship is supported by research by Bahri et al. [5] which found a direct influence of *career development* on *lecturer performance*. Zamora et al. [2] also found the influence of *career development* on lecturer performance at the University of Riau, Batam Islands. Research by Palupiningtyas et al. [3] shows that *career development* plays a role in the relationship between participatory decision-making and lecturer performance. Thus, the empirical literature provides an indication that career development is one of the factors that can be associated with lecturer performance.

However, this relationship does not always stand alone because lecturer performance is a construct that is influenced by many factors. Muhammad et al. [1], for example, show that lecturer performance is related to a combination of motivational factors, leadership, organizational culture, competence, digital information, and *career development*. Therefore, SLR is needed to map whether the relationship

between *career path* and lecturer performance is direct or involves other factors that function as mediators, moderators, and supporting factors.

2.4.2 Talent Management and Lecturer Performance

Talent management has a potential relationship with lecturer performance because talent management practices can ensure that individuals who have competence and potential get the opportunity to be developed and placed in appropriate roles. In higher education, talent development can help institutions improve the academic and professional capacity of their human resources. Smagina and Stich [9] place *talent development* as an important part of the *talent management* approach in higher education institutions.

Empirical evidence regarding this relationship is shown by Abdullahi et al. [7]. Research on 314 academic staff of private universities in Malaysia shows that *talent management practices* in the form of *talent recruitment*, *training and development*, and *compensation* have a significant effect on *employee performance*. These results show that talent management can be part of an organization's strategy to improve the performance of academic staff.

This relationship can also take place through employee involvement. Abdullahi et al. [7] show that *employee engagement* plays a mediator in the relationship between *talent management practice* and performance. The findings provide the basis that the relationship between *talent management* and lecturer

performance needs to be studied not only based on direct relationships, but also by paying attention to mechanisms that explain how talent management practices can produce better performance.

2.4.3 Integration of Career Path and Talent Management to Lecturer Performance

Career path and *talent management* are two approaches that are related in human resource management. *Career path* provides direction regarding individual professional development, while *talent management* provides an organizational mechanism to identify, develop, place, and retain individuals who have strategic potential. In the context of higher education, the two concepts can complement each other in creating an academic human resource development system.

The literature shows that career development and talent management are both related to human resource capacity development. Hartono and Pravesti [8] show the importance of *human capital* and *psychological empowerment* in lecturer career development. Meanwhile, Smagina and Stich [9] show that *talent development* is one of the important components of the *talent management* approach in higher education institutions. Thus, both concepts can be placed as part of the lecturer management and development system.

However, previous research tends to test *career development* and *talent management* through separate models. Therefore, the relationship between the two concepts in explaining lecturer

performance still requires systematic literature mapping. SLR in this study is used to identify the extent to which the two variables have been studied

together, how each variable relates to lecturer performance, and what factors can explain the relationship.

2.5 Conceptual Framework

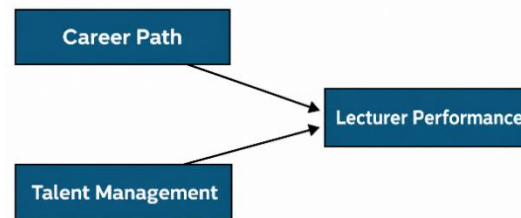


Figure 1. Conceptual Framework

The conceptual framework of this research is built based on the results of a literature review on *career paths*, *talent management*, and lecturer performance. *Career path* is placed as one of the factors that has the potential to affect lecturer performance because it provides direction for professional development, competency improvement, and career path achievement. Meanwhile, *talent management* is placed as an organizational factor that includes the process of identifying, developing, placing, and retaining academic talent. These two variables are then associated with lecturer performance as the main outcome.

This relationship is supported by previous research that shows a relationship between *career development* and *lecturer performance* [5]; [2], as well as the relationship between *talent management practices* and *employee performance* in university academic staff [7]. However, the literature also shows that these relationships can be influenced by various other factors, such as competence, motivation,

leadership, *employee engagement*, and organizational characteristics.

Thus, the conceptual framework in SLR research is not intended to empirically test causal relationships, but is used as a literature mapping framework to identify how previous research explains the relationship between *career path* and *talent management* and lecturer performance. The results of the literature synthesis are then used to identify relationship patterns, factors that play a role, differences in research results, and *research gaps* that can be the basis for further research development.

3. METHODS

3.1 Research Design

This study uses the Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize the results of previous research on the role of *career paths* and *talent management* on lecturer performance. SLR was chosen because it allows researchers to conduct a systematic literature search and selection process so that the results of the study are not only in the form of research summaries, but can also show patterns of relationships between variables, consistency of findings, and

research gaps that are still open to study. In research in higher education, systematic review can also be used to map the development of knowledge and formulate the next direction of research [12].

The research process is carried out through several stages, namely the formulation of research questions, the preparation of search strategies, the identification of literature, the screening and selection of articles based on inclusion and exclusion criteria, data extraction, and the analysis and synthesis of research results. The reporting of the SLR process refers to the 2020 Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) which provides guidelines for reporting the process of identification, selection, evaluation, and synthesis of literature in a transparent and traceable manner [13].

In this study, SLR is specifically directed to answer how *career paths* and *talent management* are related to lecturer performance, what are the characteristics of the research that has been conducted, and what aspects still need further research.

3.2 Database & Search Strategy

Literature searches are carried out systematically through several scientific databases that have publication coverage in the fields of management, human resources, and higher education. The databases used are Scopus, Web of Science, and Google Scholar. The selection of multiple databases is intended to increase the coverage of the literature and reduce the possibility of missing relevant research. The use of more than one database is also commonly applied in SLR to obtain more comprehensive literature coverage [14].

The search strategy is prepared based on three main research concepts, namely career path, talent management, and lecturer performance. Because each concept can have different terms in previous research, the search uses keywords and synonyms combined with Boolean AND and OR

operators. The preparation of a search strategy with the use of synonyms is important so that articles that use different terms but have the same substance can still be identified [15]. Search strategies also need to be made transparent and can be replicated by other researchers.

The main keywords used in this study are:

("career path" OR "career development" OR "career advancement" OR "academic career") AND ("talent management" OR "talent development" OR "talent management practices") AND ("lecturer performance" OR "faculty performance" OR "academic staff performance" OR "employee performance")

The search is limited to articles published in the period 2021–2026, using Indonesian or English, and is available in the form of scientific articles that can be accessed and downloaded. Period restrictions are used to make the research synthesis more representative of research developments in the last five years.

The search strategy is carried out by recording the databases used, the date of the search, the keywords, the filters applied, and the number of articles obtained in each database. This recording is important to maintain transparency and allow the search process to be replicated by other researchers. MacFarlane et al. [15] emphasize that an SLR search strategy needs to be designed with transparency, reproducibility, and replication in mind.

3.3 Inclusion–Exclusion Criteria

Inclusion and exclusion criteria are established before the article screening process is carried out. The determination of these criteria aims to ensure that the articles analyzed have direct relevance to the research objectives and meet quality and source traceability standards. PRISMA 2020 emphasizes the importance of transparent reporting of eligibility criteria and selection processes in systematic review [13].

Table 1. Inclusion and Exclusion Criteria

Aspects	Criteria Inclusion	Exclusion Criteria
Year of publication	2021–2026	Before 2021
Types of publications	Peer-reviewed <i>scientific journal articles</i>	Books, theses, dissertations, editorials, <i>book chapters</i> , and non-scientific articles
Language	Indonesian and English	Languages other than Indonesian and English
Topics	Discuss <i>career path/career development, talent management</i> , and/or the performance of lecturers/academic staff	Not related to research variables
Subject	Lecturers, <i>lecturers, faculty</i> , or <i>academic staff</i>	General employees with no relevance to the academic context
Access	<i>Full-text</i> is available and accessible/downloadable	Only abstract or <i>full-text</i> is not available
Relevance	Contains relationships or discussions about CP/TM and performance	Does not provide information that can be used in synthesis
Quality	Articles have a clear bibliographic identity and publisher source	Source cannot be verified

Based on these criteria, articles that meet all inclusion criteria will be moved to the *full-text screening stage*. Articles that do not meet any of the main criteria will be excluded from the analysis and the reason for exclusion will be recorded.

3.4 Literature Selection Process Based on PRISMA

The article selection process was carried out using the PRISMA 2020 framework. PRISMA 2020 is an update of the systematic review reporting guidelines that covers 27 items and provides a flowchart to describe the process of identifying, filtering, eligibility, and inclusion of articles [13].

The selection stages in this study consist of four main stages.

First, identification, which is identifying articles through searches on Scopus, Web of Science, and Google Scholar databases using predetermined keywords. All search results are then collected in one database for further examination. Second, screening, which is checking the title and abstract of the article. Articles that are not related to *career path, talent management*, or lecturer performance are excluded from the selection process. Duplicate articles found from several databases are also deleted. Third, eligibility, which is conducting a *full-text*

check of articles that pass the *screening stage*. At this stage, articles are assessed based on the inclusion and exclusion criteria that have been set, especially related to the suitability of variables, research subjects, year of publication, and data availability. Fourth, included, which is to determine articles that meet all criteria as the final article used in the data extraction and synthesis process.

In simple terms, the flow of research can be described as follows:

Identification → Screening → Eligibility → Included

The number of articles at each stage will be filled in based on the actual search results at the time the research was conducted. This is important because the numbers in the PRISMA diagram must come from the actual search process, not the numbers that are predetermined. PRISMA 2020 provides a diagram template that can be used to report the number of articles at each stage.

3.5 Data Extraction

Once the articles that meet the criteria are defined, a data extraction process is carried out to obtain relevant information from each article. Data extraction is carried out systematically using predefined extraction sheets. This approach helps ensure

that the information retrieved from each article has a consistent structure and can be compared at the analysis stage.

The extracted data includes:

Tabel 2. Data Extraction

Components	Recorded Information
Article identity	Author and year of publication
Title	Article title
Country/context	Country and institution/type of organization
Method	Quantitative, qualitative, or other methods
Sample	Number and characteristics of respondents
Variabel	Career path, talent management, performance, and other variables
Indicator	Indicators used for each variable
Variable relationships	CP to performance; TM to performance
Key findings	Main research results
Mediator/moderator	Intervening/moderating variables if present
Limitations	Limitations conveyed by the researcher
Research gap	Advanced research opportunities

The extraction process is carried out by reading the article thoroughly, especially the method, results, discussion, and conclusion sections. The data is then grouped based on the focus of the research so that it allows researchers to compare similarities and differences in findings between articles. In SLR, the extraction and synthesis process needs to be done transparently so that readers can understand how research evidence is collected and used to produce conclusions [13].

3.6 Data Analysis

The data analysis in this study uses a descriptive and thematic synthesis approach. The approach was chosen because the purpose of the research is not to conduct statistical meta-analysis, but to map and synthesize research results regarding the relationship *between career path, talent management, and lecturer performance*.

The analysis was carried out in several stages. First, a descriptive analysis was carried out on the characteristics of the selected articles, including the year of publication, the country of the research, the research method, the number of samples, the institutional context, and the variables used. This analysis was used to see the development of research on the topic being studied.

Second, thematic analysis was carried out by grouping research results based on variable relationships. Articles were grouped into research that discussed career path/career development on lecturer performance, research on talent management on lecturer performance, and research that discussed both variables simultaneously. Furthermore, the research results were compared to identify consistent patterns of findings and differences in results between studies.

Third, synthesis of evidence is carried out, which is integrating findings from selected articles to answer the research questions that have been formulated. The synthesis is directed to find relationship patterns, supporting factors, mediators or moderators used in previous research, as well as the research context that is still limited.

Fourth, based on the results of the synthesis, research gap was identified. *Research gaps* are determined based on differences in research context, methods, respondent characteristics, variable indicators, and relationships between variables that have not been widely studied. The final results are used to prepare the next research agenda related to *career paths, talent management, and lecturer performance*.

Such a systematic approach is in line with the goal of SLR to not only identify previous research, but also to generate

knowledge synthesis and identify future research opportunities [12]; [13].

4. RESULTS AND DISCUSSION

4.1 Article Selection

The selection of articles in this study was carried out through the *Systematic Literature Review* stage with reference to the principles of PRISMA 2020. The selection process includes the *identification, screening, eligibility, and included* stages. The literature search is focused on publications in 2022–2026 that discuss *career path/career development, talent management/talent development*, and the performance of lecturers or academic staff.

Based on the literature search process relevant to the research focus, a number of articles were obtained that discussed the relationship between career development, *talent management*, and performance in the context of higher education. After a review of the suitability of the topic, characteristics of respondents, research variables, research

methods, and the availability of *full-text*, 10 main articles were obtained that were used in the synthesis of the findings of this research.

Articles that are defended in the synthesis are research that directly or indirectly provides empirical evidence regarding the relationship between *career development/career path* or *talent management* and the performance of lecturers/academic staff. Articles that only discuss career development in general without any relation to performance, or discuss *talent management* outside the context of higher education, are not used as the main evidence in the synthesis.

Substantively, the selected literature consists of research on *career development* and lecturer performance, *research on talent management* and academic staff performance, and research that integrates *talent management* with other organizational factors. The findings provide a basis for comparing the relationship patterns of the two independent variables with lecturer performance.

Table 3. Characteristics of Articles Used in Synthesis

Yes	Author & Year	Research Context	Sample	Focus	Method	Key Findings
1	[3]	LLDIKTI 6 Central Java	153 lecturers	Career development to performance	Quantitative	Career development plays a role in the relationship with lecturer performance
2	[7]	Malaysian private universities	314 academic staff	Talent management terhadap employee performance	Quantitative, PLS-SEM	TM has a significant effect on performance; engagement mediates
3	[16]	Indonesian private universities	382 lecturers	Talent management terhadap institutional performance	Quantitative, PLS-SEM	TM plays a role in improving the performance of universities
4	[5]	Al-Washliyah Nusantara Muslim University	Lecturer	Career development terhadap lecturer performance	Quantitative	Career development is related to improving lecturer performance
5	[17]	Muhammadiyah University of East Kalimantan	Lecturer	Career development & performance	Quantitative	Environmental factors and characteristics related to career development/performance

6	[1]	Private universities in Lampung	307 lecturers	Career development & lecturer performance	SEM	Lecturer performance is multifactorial and involves competence as a mediator
7	[18]	LLDIKTI VI Central Java	342 lecturers	Talent management terhadap lecturer performance	SEM	Talent management has a significant effect on lecturer performance
8	[19]	LLDIKTI VII East Java	278 lecturers	Career development terhadap lecturer performance	SEM-AMOS	Direct influence is not significant; achievement motivation moderates relationships
9	[20]	Universitas Sari Mutiara Indonesia	65 Lecturers	Career development terhadap lecturer performance	Regression	Career development is tested as one of the determinants
10	[4]	Technology University of Surabaya	50 permanent lecturers	Individual characteristics, career development, and lecturer performance	Quantitative, PLS	Individual characteristics affect career development and lecturer performance, while career development has a positive effect on lecturer performance.

These sources show that research related to *career development* and *talent management* has been conducted in various university contexts in Indonesia and outside Indonesia. Abdullahi et al. [7], for example, used 314 academic staff of Malaysian private universities and found a significant relationship between *talent management practices* and *employee performance*. Meanwhile, the research of Ramaditya et al. [16] used 382 lecturers at various private universities in Indonesia to examine the role of *talent management*, *knowledge management*, university transformation, and academic climate on university performance.

4.2 Character Literature

Based on the 10 articles synthesized, research on the relationship between career development and *talent management* and performance in the university context shows several key characteristics.

First, the research is dominated by a quantitative approach. Most studies use questionnaires as data collection and regression analysis instruments, SEM, or PLS-SEM as an analysis technique. This pattern can be seen in the research of [3], [7], [16], [1], [18], [19]. The quantitative approach is used mainly to examine the direct and indirect influences between the variables of career development, *talent management*, and performance.

Second, the research context is quite diverse. Career *development* research is widely conducted in Indonesia, such as Central Java, East Java, East Kalimantan, Lampung, and North Sumatra. Meanwhile, *talent management* research that explicitly uses academic staff as respondents is also found in Malaysian private universities. The diversity of contexts shows that the relationship between career and talent management and performance is

not only an issue in one particular higher education system.

Third, there is a difference in the use of terms. Research that is part of the *career path* group uses more career development terms, while research on *talent management* uses terms such as *talent management practices*, *talent development*, *talent recruitment*, *training and development*, *promotion*, *succession planning*, and *performance appraisal*. This is an important consideration in SLR because it is not enough to search for literature using only the keywords "career path" and "talent management".

Fourth, performance in these studies is not always operationalized in the same way. Some studies use *lecturer performance*, some use *employee performance*, *academic staff performance*, and others measure performance at the institutional level. This condition is one of the reasons why research results need to be synthesized carefully.

Wahjudi et al. [21] also showed that research on lecturer performance has a wide scope and is multidimensional. The results of their *systematic literature review* show the development of lecturer performance research involving various individual, organizational, and work behavior factors. Thus, lecturer performance cannot be explained through just one factor of human resource management.

4.3 Career Path to Lecturer Performance

4.3.1 Empirical Evidence of the Relationship between Career Path and Performance

The results of the synthesis show that research that uses the term *career path* directly is still relatively limited. Most articles use the term career development as the closest construct to *career path*. Therefore, in this SLR, the terms *career development*, *career advancement*, and *academic career development* are used as related terms in literature mapping.

Palupiningtyas et al. [3] examined lecturer performance in the LLDIKTI 6 area of Central Java by involving 153 lecturers. The study placed *career development* as a variable

that explains the relationship between *participatory decision-making* and lecturer performance. The results of the study show that career development has a role in improving lecturer performance. The findings show that when lecturers get opportunities to develop in their careers, the process can be related to increased academic contribution and performance.

Findings that are in line with Bahri et al. [5]. The study discusses the influence of *career development* and job satisfaction on lecturer performance at Al-Washliyah Muslim Nusantara University. The results of the study show that career development is one of the factors related to lecturer performance. The researcher also emphasized the importance of career opportunities that are in accordance with lecturer capacity and productivity.

The research of Anitra et al. [17] provides a more complex perspective. The research was conducted at Muhammadiyah universities in East Kalimantan and examined factors related to lecturer performance and career development. The results of the study showed a relationship between work environment factors and performance and career development. However, lecturers' performance was not found to have a significant influence on career development. Thus, the relationship between performance and career development is not always linear or one-way.

Muhammad et al. [1] also showed that lecturer performance is a multifactorial construct. The study of 307 lecturers who have not been certified at private universities in Lampung included *career development* along with motivation, leadership, organizational culture, and digital information. Competence is used as a mediator. The results of the study show that lecturer performance is influenced by a combination of various factors, so career development needs to be understood as part of a broader system rather than as the only determinant of performance.

Suyono's research [19] provides different findings. With a sample of 278 lecturers of DPK LLDIKTI Region VII East Java, the study found that *career development*

did not have a significant direct influence on lecturer performance. However, *achievement motivation* has been shown to moderate the relationship between *career development* and performance. This means that the effectiveness of career development on performance can differ depending on the level of motivation for lecturers' achievements.

The findings are important because they show that career development opportunities do not automatically result in improved performance. The effect can depend on how lecturers respond to the opportunity and the psychological and organizational factors that come with it.

Table 4. Synthesis of Career Path/Career Development Research on Performance

Research	Context	Findings
[3]	LLDIKTI Lecturer 6	Career development plays a role in the relationship with performance
[5]	Indonesian university lecturer	Career development is related to performance
[17]	Lecturer of Muhammadiyah university	The relationship between career development and performance is complex
[1]	307 lecturers in Lampung	Career development is one part of the multifactorial model
[19]	278 lecturers LLDIKTI VII	Direct influence is not significant; achievement motivation moderates
[20]	65 Lecturers	Career development tested as a determinant of performance

Based on this synthesis, the relationship between career path/career development and lecturer performance tends to be positive, but has not been consistent across all studies. Some studies show a positive relationship or influence, while other studies show that the direct influence is not significant and is only seen when other factors such as motivation for achievement are taken into account.

Thus, the results of the SLR indicate that the *career path* can be an important part of lecturer performance management, but the mechanism is likely not simple. Clarity of career paths, competency development opportunities, opportunities for promotion, and institutional support need to be seen alongside other individual and organizational factors.

4.4 Talent Management on Lecturer Performance

4.4.1 Empirical Evidence of the Relationship between Talent Management and Performance

The results of the synthesis show that empirical evidence regarding the relationship between *talent management* and performance in the university context tends to show a positive relationship.

Abdullahi et al. [7] examined 314 academic staff at private universities in Malaysia. The study examined *talent management practices* in the form of *succession planning*, *promotion*, and *performance appraisal* on *employee performance*. The results of the study showed that *talent management practices* had a significant effect on performance. In addition, *employee engagement* plays a mediator in this relationship.

The research of Abdullahi et al. [7] expands the discussion by examining *talent recruitment*, *training and development*, and *compensation*. With a sample of 314 academic staff of Malaysian private universities, the results show that these practices have a significant influence on *employee performance*. The findings show that *talent management* is not only related to the identification of talented individuals, but also includes the development and awarding processes that can support performance.

In the Indonesian context, Ramaditya et al. [16] examined 382 lecturers from various private universities. The study placed *talent management* alongside *knowledge management*, *university transformation*, and *academic climate* as factors related to improving university performance. The results of the study provide evidence that talent

management is part of a strategic mechanism in improving the performance of higher education organizations.

More specific findings regarding lecturer performance were found in Sunarso et al. (2024). The study involved 342 lecturers at private universities under LLDIKTI VI Central Java. The research model tested competence, perception of organizational support, *self-efficacy*, transformational leadership, *talent management*, and motivation for achievement on lecturer performance. The

results of the study showed that *talent management* had a significant influence on lecturer performance.

These findings strengthen the argument that *talent management* can be an organizational mechanism to optimize the potential of lecturers. Talent management allows universities to identify individuals who have potential, provide appropriate development, place individuals according to their competencies, and retain the talent needed by the organization.

Table 5. Synthesis of Talent Management Research on Performance

Research	Sample	TM Focus	Findings
[7]	314 academic staff	Succession, promotion, appraisal	TM affects performance
[16]	382 lecturers	Talent management & institutional factors	TM plays a role in improving higher education performance
[18]	342 lecturers	Talent management	TM has a significant effect on lecturer performance

Based on these results, there is a relatively more consistent pattern than the relationship between *career development* and performance. The practice of *talent management* which includes the process of obtaining, developing, placing, assessing, and retaining academic talent shows a relationship with performance.

However, it should be noted that two studies by Abdullahi et al. [7] use the term employee performance, while Sunarso et al. [18] specifically use lecturer performance. Therefore, the generalization of *talent management* results to lecturer performance needs to consider the differences in definitions and performance indicators used in each study.

4.5 Synthesis of Findings

Based on the overall article analyzed, there are several key patterns.

First, career path/career development has a positive relationship with lecturer performance, but the results are not completely consistent. [3], [5], and other studies provide evidence on the importance of career development to performance, while [19] shows that direct influences can be

insignificant when motivational factors are taken into account.

Second, talent management shows a pattern of relationships that are more consistent with the performance of academic staff and lecturers. Research by Abdullahi et al. [7] shows that *talent management* practices have an effect on *employee performance*, while Sunarso et al. [18] found a significant influence of *talent management* on specific lecturer performance.

Third, the relationship between the two variables and performance does not stand alone. Some studies include mediators or moderators such as *employee engagement*, competence, and motivation to achieve. Abdullahi et al. [7] show the role of *employee engagement* as a mediator of the relationship between *talent management* and performance, while Suyono [19] shows the role of *achievement motivation* as a moderator of the relationship between *career development* and lecturer performance.

Fourth, there is still less research on *talent management* and lecturer performance than research on *career development* and lecturer performance in general. This shows that there is room to develop research that tests both variables simultaneously.

Table 6. SLR Result Synthesis Matrix

Bacon	Career Path/Career Development	Talent Management
Main focus	Lecturer career path and development	Academic talent management
Dominant forms of research	Quantitative	Quantitative
Relationship with performance	Tend to be positive	Tend to be positive
Consistency of findings	Not completely consistent	Relatively more consistent
Mediator/moderator	Motivation, competence	Employee engagement
Research context	Many in Indonesian universities	Indonesia and Malaysia
Key gaps	The concept of career path is often equated with career development	Still using a lot of employee/academic staff performance
Research opportunities	Testing more specific career paths	Testing TM against specific lecturer performance indicators

4.6 Research Gap

Based on the results of the synthesis, there are several *research gaps* that can be the basis for further research development.

4.6.1 Conceptual Gap

The first gap is related to the use of the concept of *career path*. Most studies do not use the term *career path* explicitly, but use *career development*. This condition shows that the concept of a lecturer's career path still needs to be clarified.

Career development describes the process of developing competencies and careers, while *career paths* can be directed to the structure or career development path that lecturers must go through, for example improving academic positions, developing competencies, professional development opportunities, and institutional support.

Thus, further research needs to provide a clearer conceptual boundary between *career path* and *career development*.

4.6.2 Empirical Gap

The results of the research on *career development* and lecturer performance show inconsistencies.

Palupiningtyas et al. [3] showed a relationship that supports the role of *career development*, while Suyono [19] found that *career development* did not have a significant direct influence on lecturer performance. However, the relationship became significant

when *achievement motivation* was used as a moderator.

These differences show that the relationship between career paths/development and lecturer performance may be influenced by certain conditions, so further research needs to consider both mediation and moderation variables.

4.6.3 Integration Gap

The next gap is the limitations of research that tests career paths and talent management simultaneously.

Some of the research focuses on *career development on lecturer performance*, while other research focuses on *talent management on employee/lecturer performance*. The two research groups have not been widely integrated into one research framework.

In fact, *career path* and *talent management* have complementary characters. *Career path* provides the direction of individual career development, while *talent management* provides an organizational mechanism to identify, develop, place, and retain talent.

4.6.4 Contextual Gap

Research on *talent management* is mostly conducted at Malaysian private universities, while *career development* research is mostly conducted at universities in Indonesia.

In addition, there is still limited research that specifically examines private universities in the health sector. In fact,

lecturers at universities in the health sector have distinctive job characteristics because of the demands of education, research, community service, and the relationship with the practice of the health profession.

4.6.5 Measurement Gap

Performance in some studies still uses general terms such as *employee performance* or *academic staff performance*. Meanwhile, lecturer performance has special characteristics related to the implementation of the tridharma of higher education.

Therefore, further research needs to use lecturer performance indicators which specifically include:

- 1) education and teaching;
- 2) research;
- 3) community service; and
- 4) responsibilities and academic/institutional contributions.

4.6.6 Methodological Gap

Most of the studies found used a *cross-sectional* design with a quantitative approach. These conditions provide information about the relationship between variables in a period, but do not explain much about how career development and *talent management* affect lecturers' performance in the long term.

Further research can use longitudinal approaches, *mixed methods*, or comparative studies between universities to gain a more comprehensive understanding.

4.7 Future Research Agenda

Based on the *research gap* found, some of the research agendas that can be developed are as follows.

4.7.1 Career Path Construct Development

Subsequent research needs to develop *career path* as a more specific construct than *career development*. Dimensions that can be studied include:

- 1) *career planning*;
- 2) *competency development*;
- 3) *career progression*;
- 4) *development opportunities*; dan

- 5) *organizational support*.

With this construct, the study can see not only whether lecturers obtain career development, but also whether universities provide a clear career path that can be understood by lecturers.

4.7.2 Integrasi Career Path dan Talent Management

The next research agenda can test both variables simultaneously:

Career Path to Lecturer Performance
Talent Management on Lecturer Performance

Simultaneous testing can provide an understanding of how individual career development mechanisms and organizational talent management systems run simultaneously.

4.7.3 Testing Mediation Variables

The results of Abdullahi et al.'s [7] research show that *employee engagement* can be a mediator between *talent management* and performance.

Meanwhile, Suyono's research [19] shows the importance of *achievement motivation* in the relationship between *career development* and performance.

Therefore, further research can test psychological mechanisms such as:

Career Path → Work Motivation → Lecturer Performance or Talent Management → Employee Engagement/Motivation → Lecturer Performance

4.7.4 Organizational Support Testing

The literature also shows the importance of organizational context in career and talent development. Therefore, further research can include *organizational support* or *management support* as a factor that strengthens the relationship between *career path*, *talent management*, and performance.

4.7.5 Context of Private Universities in the Health Sector

Further research can be directed to private universities in the health sector

because the characteristics of lecturers are different from public universities. Lecturer performance is not only related to academic activities, but can also be related to professional competence and practical needs in the health sector.

4.7.6 Longitudinal Research

Longitudinal research is needed to find out whether career development and *talent management programs* actually result in performance improvements in the long term. This kind of research can observe changes in lecturers' performance before and after the implementation of a career development program or *talent management*.

4.8 Integrative Discussion

Based on the overall results of SLR, *career path* and *talent management* can be understood as two approaches that have different pressure points in university human resource management.

Career path emphasizes more on the direction of individual career development, while *talent management* emphasizes organizational mechanisms in managing individuals who have strategic competencies or potential. Thus, the two can be seen as complementary mechanisms.

Lecturers who have a clear career path can get direction regarding competencies and achievements that must be developed. On the other hand, universities need a *talent management* system to identify lecturers who have potential, provide development programs, place lecturers according to competencies, and retain lecturers who have strategic contributions.

The results of SLR showed that the two variables had a relationship with performance, but the evidence on *career path/career development* was more diverse than *talent management*. The variation in results was seen from studies that found a positive influence of *career development* and studies that found that the direct effect was not significant.

Meanwhile, research on *talent management* shows a more consistent pattern. Abdullahi et al. [7] found a significant relationship between *talent management*

practices and performance, while Sunarso et al. [18] found a significant influence of *talent management* on lecturer performance.

Thus, the results of this SLR provide the basis that research on lecturer performance needs to consider the individual career management system as well as the organizational talent management system. The integration of these two perspectives can provide a more comprehensive understanding of how universities develop and maintain lecturer performance.

4.9 Summary of SLR Results

Overall, the results of the systematic literature review can be summarized as follows.

- 1) Career path *research* in lecturers uses the term *career development* more, so there is a need to clarify the conceptual construction of *career paths*.
- 2) *Career development* in general shows a tendency to have a positive relationship with lecturer performance, but the results of the study are not completely consistent.
- 3) *Talent management* shows a relatively more consistent relationship with the performance of academic staff and lecturers.
- 4) The relationship between *career path* and performance can be influenced by other factors such as achievement motivation, competence, and organizational support.
- 5) *Talent management* can work through mechanisms such as *employee engagement*.
- 6) Some studies still use measures of *employee performance* or *academic staff performance*, so research that specifically measures *lecturer performance* is still needed.
- 7) Research that integrates *career paths* and *talent management*

simultaneously with lecturer performance is still limited.

- 8) The context of private universities in the health sector is still a research space that can be developed.
- 9) Further research can develop a model that tests *career paths* and *talent management* simultaneously by considering mediation and moderation variables.
- 10) Based on the overall findings, the next research agenda can be directed to the development of an integrative model of lecturer career and talent management to explain the variation in lecturer performance.

5. CONCLUSION

Based on the results of the Systematic Literature Review on research on career paths, talent management, and lecturer performance, it can be concluded that career and talent management is an important aspect in human resource development in higher education. The literature for the 2022–2026 period shows that research on these two variables has developed, although the use of concepts and indicators is still diverse. Research on career paths mostly uses the term career development, while talent management research uses various terms such as talent management practices, talent development, talent recruitment, training and development, promotion, and succession planning.

First, the synthesis results show that career path/career development tends to have a positive relationship with lecturer performance, especially through competency development opportunities, career improvement, and organizational support. However, these relationships have not shown a completely consistent pattern. Some studies have found a positive influence on lecturer performance, while others have shown that the direct influence of career development on performance is not significant. These

differences suggest that the relationship between career path and lecturer performance can be influenced by other factors, such as motivation, competence, work environment, and organizational support.

Second, talent management shows a relatively more consistent relationship with the performance of academic staff and lecturers. Practices such as talent identification and recruitment, competency development, placement, promotion, performance evaluation, and retention can help universities optimize the potential of lecturers. Some studies have also shown that the relationship between talent management and performance can take place through certain mechanisms, such as employee engagement. Thus, talent management is not only concerned with finding individuals who have potential, but also how universities develop and retain those talents.

Third, the results of the SLR show that lecturer performance is a multidimensional construct. Performance is not only related to the implementation of education and teaching, but also includes research, community service, as well as academic and institutional responsibilities and contributions. Therefore, the influence of career path and talent management on performance needs to be understood in the context of lecturers' work characteristics and the demands of the tridharma of higher education.

Fourth, there is a research gap in the literature, especially because career path and talent management research is still conducted separately. Research on career paths focuses more on career development, while talent management research often uses measures of employee performance or academic staff performance, not lecturer performance which is specifically measured based on the tridharma dimension. In addition, research in the context of private universities in the health sector is still relatively limited.

Fifth, based on the research gap, further research can develop a model that integrates career paths and talent management simultaneously to lecturer performance. Future research can also

consider mediation and moderation variables such as work motivation, employee engagement, competence, and management support. This approach is expected to provide a more comprehensive understanding of the mechanisms of how career and talent management contribute to improving lecturer performance.

Overall, the results of the SLR show that career paths and talent management have

a strategic position in the management of university human resources, but the relationship between the two and lecturer performance still requires a more integrated, contextual, and specific examination of lecturer characteristics. The findings provide the basis for the development of further empirical research, particularly in private universities and the health higher education sector.

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