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Meaning-Making of Job Insecurity and Its Implications for Employee Performance: A Schutzian Phenomenological Study at Universitas Antakusuma

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ABSTRACT

Job insecurity is a subjective experience related to employment continuity and certainty regarding valued job features. This study aimed to analyze the meaning-making of job insecurity through prior experiences associated with the formation of a project of action, or the because motive, the projected state that constitutes the purpose of action, or the in-order-to motive, and its implications for employee performance at Universitas Antakusuma. The study used a qualitative method with Alfred Schutz's social phenomenological approach. The informants comprised three educational staff members and two lecturers. Primary data were collected through interviews, supported by observation and documentation. The data were analyzed through data reduction, data display, conclusion drawing and verification, and phenomenological interpretation. The findings showed that the experiences of educational staff were related to employment continuity, employment status, relationships with supervisors, and family responsibilities. The lecturers' experiences were related to assignment certainty, incentives, teaching workload, and institutional recognition. Prior experiences were associated with the formation of projects of action, while action orientations included employment continuity, capacity development, alternative employment, recognition, and assignment certainty. The implications for work included increased effort, caution, adjustment, skill development, reduced work effectiveness, increased burden on primary job duties, disruption to teaching activities, and work impediments. Some informants also experienced stress, anger, psychological pressure, and psychological states that they perceived as unstable. The findings demonstrate the relationship among subjective meaning-making, the structure of action motives, and experiences in carrying out work among the informants.

Keywords: *Because Motive; Employee Performance; In-Order-to Motive; Job Insecurity; Schutzian Phenomenology.*

INTRODUCTION

Higher education institutions perform their educational functions through the contributions of lecturers and educational staff in academic, administrative, and institutional services. The continuity of these functions is related to working conditions that provide certainty regarding employment, roles, and responsibilities. One relevant issue is job insecurity, which refers to a subjective perception of threats to desired employment continuity and limited control over maintaining that employment (Greenhalgh & Rosenblatt, 1984, 2010). Its subjective dimension makes employees' perceptions particularly important because working conditions are interpreted according to how individuals understand the future of their employment (Witte, 1999, 2005). Job insecurity is also multidimensional because the threat encompasses either the job as a whole or valued job features, together with employees' perceptions of their ability to address those conditions (Ashford et al., 1989).

The higher education context includes diverse employment statuses, occupational functions, assignment patterns, career development trajectories, and organizational conditions. Contract status forms part of the employment context, while experiences of insecurity develop through individual perceptions of employment and the job features considered important (Colak & Altinkurt, 2022; Tanimoto et al., 2025a). University employees show heterogeneous trajectories of perceived job insecurity that are associated with variations in experience and occupational well-

being (Kinnunen et al., 2014). Qualitative job insecurity is also relevant to academic and administrative staff when changes in working conditions concern job features they value (Urbanaviciute et al., 2021). Among academics in precarious employment conditions, institutional recognition, agency, workload, and career development are also associated with employees' experiences (Menard, 2025).

Universitas Antakusuma has an employment structure that includes permanent and nonpermanent lecturers and educational staff. In 2025, the university employed 104 people, consisting of 60 permanent lecturers, 24 nonpermanent lecturers, 14 permanent educational staff members, and 6 nonpermanent educational staff members. This composition indicates variation in employment relationships within a single higher education institution and provides the structural context for individual experiences of working conditions. Meaning-making regarding working conditions is associated with experience, occupational position, resources, and the interests that are relevant to each employee. Variations in meaning-making and responses to employment threats have also been identified in qualitative research on Indonesian workers (Simamora & Kadiyono, 2021).

The consequences of job insecurity vary according to employee conditions and the work environment. In educational settings, job insecurity is associated with organizational commitment, perceived organizational support, and perceived performance (Rosenblatt & Ruvio, 1996). Among academic workers, experiences of insecurity are associated with work engagement and emotional exhaustion (Bacci et al., 2024). A meta-analysis of the consequences of job insecurity shows variation in its relationships with work attitudes, well-being, and performance according to context and the type of outcome analyzed (Sverke et al., 2002). Qualitative research on precarious academic work identifies experiences of vulnerability, anxiety, exhaustion, and coping strategies (Solomon & Plessis, 2023). Academic staff experiences during periods of change also show relationships among job demands, anxiety about employment security, job resources, coping strategies, and work engagement (Whitsed et al., 2025).

Alfred Schutz's social phenomenology is used to analyze the relationship between experience and action. The social world is understood as the everyday lifeworld that has meaning based on actors' experiences. Scientific interpretation is grounded in the subjective meanings available within those experiences (Schutz, 1962). The structure of action has a temporal dimension because actors' actions are related to established experiences and the states they seek to realize. The because motive refers to prior experiences associated with the formation of a project of action, whereas the in-order-to motive refers to the projected state that constitutes the purpose of action (Schutz, 1967). The structure of relevance explains the experiences and interests to which actors direct their attention within their biographical situations (Schutz, 1970).

Studies of job insecurity in the education sector have examined perceptions of insecurity based on teachers' contract status, heterogeneous experiences among university employees, quantitative and qualitative job insecurity among academic staff, precarious academic employment, and the experiences of academic and administrative staff in responding to changes in employment conditions (Kinnunen et al., 2014; Urbanaviciute et al., 2021; Colak & Altinkurt, 2022; Bacci et al., 2024; Menard, 2025; Tanimoto et al., 2025a). Qualitative studies have also examined variations in employee responses, vulnerability, psychological pressure, strategies for addressing working conditions, and employee orientations toward the past, present, and future (Simamora & Kadiyono, 2021; Solomon & Plessis, 2023; Tanimoto et al., 2025b; Whitsed et al., 2025). These developments indicate the need for an analysis that connects subjective meaning-making, prior experience, the purposes of action, and their implications for the work execution of lecturers and educational staff.

The novelty of this study lies in its analytical integration of job insecurity meaning-making, the temporal structure of action, and implications for work execution within a single higher education institutional context. The Schutzian phenomenological analysis encompasses subjective experiences associated with the meaning of job insecurity, prior experiences within the because motive, projected states within the in-order-to motive, and the relationship between action orientations and experiences of carrying out work. This analysis integrates meaning-making, prior experiences, the purposes of action, and work execution. Recent research on temporal orientation and the relationship between insecurity and psychological well-being among academic staff further demonstrates the relevance of this analytical focus (Tanimoto et al., 2025b).

Based on this framework, the study aimed to analyze the meaning-making of job insecurity among employees at Universitas Antakusuma through prior experiences within the because motive and projected states within the in-order-to motive from the perspective of Schutzian phenomenology. The study also aimed to analyze the implications of these meanings and actions for employee performance in carrying out work responsibilities. The academic contribution of the study consists of explaining the relationship among subjective experience, the structure of action motives, and work execution in a higher education setting. Its practical contribution consists of providing an understanding of lecturers' and educational staff members' experiences related to employment continuity, certainty regarding valued job features, action orientation, and the execution of work responsibilities.

METHOD

The study used a qualitative method with Alfred Schutz's social phenomenological approach to understand the meaning-making of job insecurity based on the subjective experiences of employees at Universitas Antakusuma, West Kotawaringin Regency. The

analytical focus included experiences of interpreting job insecurity, prior experiences related to projects of action, projected states that constituted the purposes of action, and their implications for work execution. The unit of analysis consisted of employees' subjective experiences and actions in everyday working life. The Schutzian perspective positioned actors' meanings as the basis for interpreting experience and social action (Schutz, 1962, 1967).

Five informants participated in the study, comprising three educational staff members and two lecturers. Each informant was assigned the code Educational Staff 1, Educational Staff 2, Educational Staff 3, Lecturer 1, or Lecturer 2 to maintain consistent identification of individual experiences. Primary data were collected through interviews concerning experiences of job insecurity, working conditions that held meaning for the informants, actions undertaken, purposes of action, and experiences in carrying out work. Observation was used as a supporting technique. Supporting materials were obtained through documentation. Secondary data on the composition of lecturers and educational staff by faculty and employment status in 2025 were used to provide the structural context for the informants' experiences.

Data analysis employs an interactive model comprising data reduction, data display, and conclusion drawing and verification (Miles et al., 2014). During data reduction, information was organized according to experiences of job insecurity, meaning-making, action, and work execution. The data were then presented narratively to explain the relationships among individual experiences, work contexts, and actions. Phenomenological interpretation addressed experiences relevant to the actors, their relationship to biographical situations and the stock of experience, and the temporal structure of action. The because motive was used to analyze prior experiences associated with the formation of projects of action. The in-order-to motive was used to identify projected states that constituted the purposes of action (Schutz, 1962, 1967, 1970).

Cross-informant analysis compared similarities and differences in individual experiences. For educational staff, the analytical focus included employment continuity, employment status, additional duties, family responsibilities, relationships with supervisors, and capacity development. For lecturers, the analysis addressed additional duties, formal certainty through an official assignment decree, the appropriateness of incentives, institutional recognition, teaching workload, and orientations toward subsequent assignments. The implications for performance were analyzed through responses in the work process, including increased effort, caution, adjustment, and skill development. Changes in work execution included changes in work effectiveness, burdens on primary job duties, disruptions to teaching activities, and work impediments. Psychological experiences accompanying work execution also formed part of the analysis.

The trustworthiness of the data was assessed with reference to credibility, transferability, dependability, and confirmability in qualitative research (Sugiyono, 2025). Informant codes were used to maintain the traceability of each informant's experiences. Data presentation connected interview experiences, work contexts, phenomenological interpretation, and the formulation of findings. Descriptions of the institutional context and individual experiences-maintained consistency among the data sources, the interpretation process, and the findings.

RESULTS AND DISCUSSION

A. Experiences and Meaning-Making of Job Insecurity among Employees at Universitas Antakusuma

The employment composition of Universitas Antakusuma provides the structural context for the meaning-making of job insecurity. In 2025, the university employed 104 people, consisting of 60 permanent lecturers, 24 nonpermanent lecturers, 14 permanent educational staff members, and 6 nonpermanent educational staff members. The Faculty of Law had 9 permanent lecturers, 2 nonpermanent lecturers, 3 permanent educational staff members, and 2 nonpermanent educational staff members. The Faculty of Economics and Business had 19 permanent lecturers, 9 nonpermanent lecturers, 4 permanent educational staff members, and 1 nonpermanent educational staff member. The Faculty of Engineering had 12 permanent lecturers, 6 nonpermanent lecturers, 3 permanent educational staff members, and 2 nonpermanent educational staff members. The Faculty of Agriculture, Animal Husbandry, and Fisheries Ecology had 20 permanent lecturers, 7 nonpermanent lecturers, 4 permanent educational staff members, and 1 nonpermanent educational staff member. This structural variation indicates differences in employment relationships within the university. Individual perceptions of these conditions were associated with the meaning assigned to employment continuity and valued job features (Kinnunen et al., 2014; Colak & Altinkurt, 2022; Deviona et al., 2024; Tanimoto et al., 2025a).

For Educational Staff 1, job insecurity was interpreted through the relationship among work demands, supervisor evaluations, employment continuity, and family responsibilities. Additional duties that interfered with primary job responsibilities were associated with tension in completing tasks and concern about supervisor evaluations. Employment continuity was important because the informant was responsible for supporting a family. The experience was also associated with reduced trust in the institution and the decision to remain employed while gaining work experience. For this informant, the experience of insecurity was associated with employment continuity, the meaning of the perceived threat, and the ability to maintain valued job features (Greenhalgh & Rosenblatt, 1984; Witte, 1999, 2005; Greenhalgh & Rosenblatt, 2010). From a Schutzian perspective, work demands,

family responsibilities, and employment continuity constituted experiences and interests that were relevant within the actor's biographical situation (Schutz, 1962, 1970). As an educational staff member at Universitas Antakusuma, Educational Staff 1 described the experience as follows:

"I hope to be able to work without fear when my duties are consistent with my job responsibilities. When I am unable to complete a task, I feel tense and anxious. I have even tried to look for another job. However, I have remained here so far to gain work experience."

For Educational Staff 2, nonpermanent employment status was interpreted in relation to the continuity of family income. Concern arose from experiences of receiving other work that the informant perceived as being beyond his capabilities. Attention to management decisions was also associated with contract continuity. Responsibilities toward his wife and child made employment an important source of livelihood. This experience shows the relationship among threats to employment, limited control over job features, and the meaning of job loss for an employee's personal life (Ashford et al., 1989). Variations in meaning-making based on individual circumstances have also been found among Indonesian workers facing employment threats (Simamora & Kadiyono, 2021). As an educational staff member with nonpermanent employment status, Educational Staff 2 described experiences related to job demands, contract continuity, and family responsibilities as follows:

"I am very worried when I receive other work that is beyond my abilities. I am a nonpermanent employee, and I try to avoid causing dissatisfaction among my supervisors. I have a wife and a child. This job supports my family and me. I need to communicate with management so that my employment contract can continue."

Educational Staff 3 focused on employment continuity and relationships with individuals who held organizational authority. Nonpermanent employment status was associated with concern about contract continuity and the possible termination of the employment relationship. The experience was also associated with reduced confidence in the continuity of the relationship with the institution and greater caution in carrying out work. Similar heterogeneity has been identified among university employees. Developments in perceived job insecurity among this group are associated with well-being and working conditions (Kinnunen et al., 2014). Among workers in education, job insecurity is also associated with organizational commitment and perceived organizational support (Rosenblatt & Ruvio, 1996).

For Lecturer 1 and Lecturer 2, insecurity was associated with valued job features, including assignment certainty, official assignment decrees, the appropriateness of incentives, teaching workload, and institutional recognition. Lecturer 1 experienced additional responsibilities in managing the Academic Information System, which were associated with the need for formal certainty

through an official assignment decree, agreement regarding incentives, recognition for the contribution, and the execution of teaching responsibilities. Lecturer 2 also assigned importance to formal certainty through an official assignment decree and the appropriateness of incentives in relation to additional duties and teaching activities. Their experiences demonstrate qualitative job insecurity through uncertainty regarding role clarity, compensation, recognition, and assignment certainty as valued job features (Ashford et al., 1989; Urbanaviciute et al., 2021). In higher education settings, recognition, agency, working conditions, and employment vulnerability are also associated with the experiences of academic staff (Solomon & Plessis, 2023; Menard, 2025; Tanimoto et al., 2025b).

Comparison across the five informants indicates different sources of relevance. Educational Staff 1 regarded task alignment, supervisor evaluations, family responsibilities, employment continuity, and trust in the institution as important. Educational Staff 2 focused on employment status, job demands, family responsibilities, and contract continuity. Educational Staff 3 focused on employment continuity and relationships with individuals who held organizational authority. For Lecturer 1 and Lecturer 2, assignment certainty, incentives, teaching workload, and institutional recognition were particularly important. These variations indicate differences in the psychological, social, and organizational aspects involved in the meaning-making of job insecurity in educational settings (Urbanaviciute et al., 2021; Colak & Altinkurt, 2022; Tanimoto et al., 2025a).

Thus, the five informants interpreted job insecurity according to the relationship between their work situations and aspects of working life that were relevant to each actor. Employment continuity held meaning in relation to employment status, family responsibilities, and management decisions. Certainty regarding valued job features held meaning in relation to official assignment decrees, incentives, additional duties, teaching activities, and institutional recognition. This pattern is consistent with the conceptualization of job insecurity as a subjective experience concerning employment continuity and uncertainty regarding valued job features (Greenhalgh & Rosenblatt, 1984; Ashford et al., 1989; Witte, 1999, 2005; Greenhalgh & Rosenblatt, 2010). These variations in meaning-making provide the basis for analyzing the prior experiences and purposes of action of each actor (Schutz, 1962, 1967, 1970).

B. The Structure of Because Motives and In-Order-to Motives in Actions Addressing Job Insecurity

The meaning-making of job insecurity has a temporal dimension because past experiences are related to projects of action. The because motive refers to prior experiences associated with the formation of a project of action, whereas the in-order-to motive refers to the projected state that constitutes the purpose of action (Schutz, 1967). The biographical situation determines the experiences and

interests that are relevant to the actor. Through the structure of relevance, actors direct attention to past experiences associated with the conditions they currently face (Schutz, 1970). The relationship among experience, relevant interests, and purposes of action is used to interpret action from the actor's perspective (Schutz, 1962).

For Educational Staff 1, experiences of receiving additional duties, experiencing tension in completing work, and facing supervisor evaluations were associated with the formation of a project of action oriented toward employment continuity. Family responsibilities made employment continuity particularly important within the informant's biographical situation. The action orientation included gaining work experience, developing skills, increasing effort and productivity, and maintaining professionalism. Prior experiences of insecurity were associated with the interest in maintaining employment and developing individual capacity. Predictability and control are important elements in employee responses to insecurity (Greenhalgh & Rosenblatt, 1984; Witte, 2005; Greenhalgh & Rosenblatt, 2010). Ashford et al. (1989) discuss increased effort as one employee response to job insecurity. Bacci et al. (2024) identify variations in work engagement and emotional exhaustion across experiences of insecurity. As an educational staff member, Educational Staff 1 described the action orientation toward work experience, skills, productivity, and professionalism as follows:

"I try to improve my skills so that I can perform better. I also try to be more productive at work so that thoughts about possible job termination in the future do not continue to interfere with me. Every problem at work has consequences. For me, what matters is being able to work, earn a salary, and remain professional."

For Educational Staff 2, experiences of contract uncertainty and job demands were associated with the project of maintaining employment. Nonpermanent employment status and responsibilities toward his wife and child made continuity of income a primary interest within his biographical situation. The action orientation involved two purposes: maintaining the current job and preparing alternative employment for the future. These purposes were associated with interests that were relevant to the informant. Variations in worker responses to uncertainty have also been identified among Indonesian workers and workers in educational settings (Simamora & Kadiyono, 2021; Colak & Altinkurt, 2022). As an educational staff member with nonpermanent employment status, Educational Staff 2 described the orientation toward employment continuity and alternative employment as follows:

"I am still worried because I am not a permanent employee. This situation makes me think about the steps I need to take and about finding another job in the future."

For Educational Staff 3, experiences of employment vulnerability and possible termination were associated with caution, hard work, task completion, and skill development. Nonpermanent employment status made employment continuity a primary interest within the informant's current situation. Better performance constituted the purpose of action through increased effort, improved task execution, and skill development. Educational Staff 3 focused on aspects of work that remained within individual control, particularly task completion, increased effort, and skill development. Perceptions of control and resources are associated with variations in responses to job insecurity (Ashford et al., 1989). Bacci et al. (2024) also identify heterogeneous patterns of work engagement and exhaustion in experiences of insecurity.

The three educational staff members showed different relationships among prior experiences, biographical situations, and purposes of action. Experiences of additional duties, contract uncertainty, supervisor evaluations, and employment vulnerability were associated with the formation of different projects of action. Family responsibilities and employment status determined the interests that were relevant within each informant's current situation. Their action orientations included employment continuity, broader work experience, alternative employment, skill development, and improved task execution (Schutz, 1967, 1970). These relationships demonstrate the temporal structure of action based on the experiences and interests of each actor.

For Lecturer 1, the experience of assisting with problems involving the Academic Information System was associated with formal certainty through an official assignment decree, incentives, management attention, and recognition of the contribution. The experience was associated with greater caution in accepting subsequent additional duties. Lecturer 1's background in information technology was relevant to the assignment to manage the Academic Information System and to the lecturer's academic responsibilities. Assignment clarity, recognition for contributions, and optimal task execution constituted the purposes of action. In academic settings, agency, recognition, working conditions, and strategies for addressing vulnerability are associated with employees' orientations toward their work (Solomon & Plessis, 2023; Menard, 2025; Tanimoto et al., 2025b). Proactive strategies are also associated with managing demands and strengthening control over working conditions (Urbanaviciute et al., 2021; Whitsed et al., 2025).

For Lecturer 2, experiences of inappropriate incentives and unclear official assignment decrees were associated with learning how to approach subsequent additional duties. Formal certainty through an official assignment decree became a purpose to be achieved before carrying out additional duties. The action orientation was associated with clarity of responsibilities and recognition of the additional assignment. Transparency in working conditions is associated with

employee certainty and control (Abdi et al., 2025). The management of valued job features is also associated with proactive strategies for addressing qualitative job insecurity (Urbanaviciute et al., 2021). As a lecturer in the Faculty of Engineering at Universitas Antakusuma, Lecturer 2 described the orientation toward formal certainty regarding additional assignments as follows:

“For me, the official assignment decree for additional work needs to be received before the assignment is carried out. This experience has been a learning process for me.”

Comparison across the five informants shows different relationships among prior experiences, biographical situations, and goal orientations. Educational Staff 1 oriented actions toward capacity development and employment continuity. Educational Staff 2 oriented actions toward contract continuity and alternative employment. Educational Staff 3 oriented actions toward caution, increased effort, and work quality. Lecturer 1 oriented actions toward assignment clarity and recognition, whereas Lecturer 2 oriented actions toward formal certainty regarding additional assignments. Previous studies have also examined coping strategies, proactive responses, temporal orientation, and agency in higher education settings (Solomon & Plessis, 2023; Menard, 2025; Tanimoto et al., 2025b; Whitsed et al., 2025). From a phenomenological perspective, prior experiences are associated with the formation of projects of action, whereas projected states establish the purposes of those actions. The structure of these motives is subsequently associated with implications for work processes and work execution (Schutz, 1962, 1967, 1970).

C. Implications of Meaning-Making and Action Motives for Employee Performance

The implications of meaning-making and action motives for performance were analyzed based on informants' experiences in carrying out work responsibilities. The analysis addressed three interrelated aspects. Responses in the work process included increased effort, caution, adjustment, and skill development. Changes in work execution included changes in work effectiveness, burdens on primary job duties, disruption to teaching activities, and work impediments. Psychological experiences accompanying these processes included stress, anger, psychological pressure, and psychological states perceived as unstable. Performance in this study concerns the process of carrying out responsibilities and individual work outcomes (Fitri et al., 2025). These implications were analyzed according to the relationship between projects of action and the concrete situations of each actor (Schutz, 1962, 1967).

For Educational Staff 1, responses in the work process included increased effort and capacity development. The informant sought to improve skills, increase productivity, gain experience, and maintain professionalism. Better performance

constituted a purpose of action pursued through increased effort and capacity development. [Ashford et al. \(1989\)](#) discuss increased effort as one response to job insecurity. [Bacci et al. \(2024\)](#) identify variations in work engagement and emotional exhaustion among academic workers with different experiences of insecurity. In the context of managing working conditions, certainty and control are also associated with employee productivity ([Abdi et al., 2025](#)).

For Educational Staff 2, responses in the work process included working harder, learning about the work environment, gaining experience, maintaining employment, and adjusting to working conditions. These actions were associated with the purposes of maintaining income continuity and improving the ability to address work situations. Proactive strategies and the management of job demands and resources are associated with stronger employee control over working conditions ([Urbanaviciute et al., 2021](#); [Whitsed et al., 2025](#)). Employment flexibility among fixed-term contract workers is also associated with employment certainty and worker protection ([Deviona et al., 2024](#)). The experience of Educational Staff 2 primarily demonstrated increased effort and adjustment in the work process.

Educational Staff 3 experienced adaptive responses, changes in work execution, and psychological experiences concurrently. Caution, hard work, task completion, and skill development demonstrated greater attention to the work process. Concern about employment continuity was accompanied by stress, anger, and experiences of reduced work effectiveness. Reduced effectiveness represented a perceived change in work execution. Stress and anger constituted psychological experiences accompanying that condition. Similar heterogeneity has been identified in the development of job insecurity among university employees and in patterns of engagement and exhaustion in academic work environments ([Kinnunen et al., 2014](#); [Bacci et al., 2024](#)). Psychosocial risks associated with insecurity and work pressure are also related to motivation, work capacity, retention, and productivity ([Almufarrida & Malie, 2025](#)).

Comparison across the three educational staff members shows variation in the implications of job insecurity. Educational Staff 1 directed effort toward skills, experience, productivity, and professionalism. Educational Staff 2 demonstrated increased effort and adjustment. Educational Staff 3 demonstrated greater attention to work processes accompanied by reduced effectiveness and psychological pressure. The literature also shows variation in the relationship between job insecurity and performance. [Ashford et al. \(1989\)](#) discuss increased effort as one response to job insecurity. [Bacci et al. \(2024\)](#) identify differences in work engagement and emotional exhaustion across different profiles of insecurity. [Sverke et al. \(2002\)](#) further demonstrate contextual variation in the relationship between job insecurity and performance.

For Lecturer 1, the implications for work were associated with additional duties, formal certainty through an official assignment decree, incentives, teaching workload, and psychological experiences. Contributions to resolving problems involving the Academic Information System were associated with the need for formal certainty and recognition for additional duties. The assignment was associated with an increased burden on teaching activities. The informant's experience also included stress and a psychological state perceived as unstable. The increased burden on teaching activities constituted a change in the execution of academic responsibilities, whereas stress and the perceived psychological state constituted accompanying psychological experiences. Studies of academics in precarious working conditions show relationships among workload, agency, mental health, and academic career development (Menard, 2025). Experiences among academic staff are also associated with work engagement, burnout, job satisfaction, exhaustion, well-being, depressive symptoms, and work-family conflict (Urbanaviciute et al., 2021; Bacci et al., 2024; Tanimoto et al., 2025a).

For Lecturer 2, assignment conditions were associated with disruption to teaching activities and psychological pressure. Inappropriate incentives and unclear official assignment decrees were associated with work impediments, psychological pressure, and stress. Disruption to teaching activities and work impediments constituted implications for the execution of academic responsibilities. Psychological pressure and stress constituted psychological experiences accompanying these conditions. Experiences of academics in precarious employment also show relationships among job demands, stress, anxiety, exhaustion, and strategies for managing pressure (Solomon & Plessis, 2023; Whitsed et al., 2025). Research on academic staff also shows relationships between various dimensions of job insecurity and indicators of health and psychological well-being (Tanimoto et al., 2025a). As a lecturer in the Faculty of Engineering at Universitas Antakusuma, Lecturer 2 described the work impediments and psychological pressure experienced as follows:

"I experienced several effects. My work was disrupted. My psychological condition was also affected because I felt that I was constantly under pressure and experienced stress."

Comparison across informants indicates variation in these implications. Educational Staff 1 showed an orientation toward skills, experience, productivity, and professionalism. Educational Staff 2 showed increased effort and adjustment. Educational Staff 3 showed caution and hard work accompanied by reduced effectiveness, stress, and anger. Lecturer 1 experienced an increased burden on teaching activities accompanied by stress and a psychological state perceived as unstable. Lecturer 2 experienced work disruptions accompanied by psychological pressure and stress. This variation is consistent with the heterogeneous experiences of job insecurity among university employees and its varying relationships with

commitment, perceived performance, organizational support, and psychological well-being (Rosenblatt & Ruvio, 1996; Kinnunen et al., 2014; Tanimoto et al., 2025b).

Overall, the implications of job insecurity for work were associated with subjective meaning-making, projects of action, work processes, changes in work execution, and accompanying psychological experiences. Meaning-making regarding employment continuity was associated with increased effort, caution, skill development, gaining experience, and adjustment. Uncertainty regarding valued job features among lecturers was associated with the need for assignment certainty and recognition. Work execution was associated with increased burdens, disruption to teaching activities, and work impediments. Psychological experiences among some informants included stress, anger, psychological pressure, and psychological states perceived as unstable. The consequences of job insecurity were associated with employees' experiences, sources of relevance, and action orientations (Greenhalgh & Rosenblatt, 1984; Witte, 1999; Sverke et al., 2002; Witte, 2005; Greenhalgh & Rosenblatt, 2010). Schutzian phenomenology explains the relationship among subjective meanings, prior experiences, projected states, and concrete experiences in carrying out work (Schutz, 1962, 1967, 1970).

CONCLUSIONS AND SUGGESTIONS

The five informants at Universitas Antakusuma interpreted job insecurity according to employment continuity and certainty regarding valued job features in their working lives. Among the three educational staff members, the relevant aspects included contract continuity, task alignment, relationships with supervisors, family responsibilities, trust in the institution, and employment status. Among the two lecturers, meaning-making was associated with certainty regarding additional assignments, official assignment decrees, the appropriateness of incentives, institutional recognition, teaching workload, and clarity of responsibilities. These variations indicate that working conditions were interpreted according to established experiences, biographical situations, and interests that were relevant to each actor.

The structure of action connects prior experiences, biographical situations, and future states that constitute the purposes of action. The because motive refers to prior experiences involving additional duties, tension in completing work, supervisor evaluations, contract uncertainty, employment vulnerability, and uncertainty regarding assignments and recognition. Family responsibilities and employment status determined the interests that were relevant within each informant's biographical situation. The in-order-to motive oriented actions toward employment continuity, gaining experience, alternative employment, skill development, improved task execution, recognition, and assignment certainty. These relationships demonstrate differences in projects of action between educational staff and lecturers according to their experiences and interests.

The implications for performance included responses in the work process, changes in work execution, and accompanying psychological experiences. Responses in the work process included increased effort, caution, adjustment, gaining experience, and skill development. Changes in work execution included reduced work effectiveness, increased burdens on primary job duties, disruption to teaching activities, and work impediments. Psychological experiences included stress, anger, psychological pressure, and psychological states perceived as unstable. These variations demonstrate the relationship among the subjective meaning-making of job insecurity, prior experiences, purposes of action, and experiences in carrying out work among individual actors.

Future studies should examine changes in meaning-making and projects of action over longer periods and compare employee experiences across higher education institutions with different institutional characteristics and employment relationships. At the institutional level, Universitas Antakusuma should strengthen human resource governance through greater clarity regarding employment continuity, appropriate task allocation, communication between management and employees, capacity development, formal certainty regarding additional assignments, appropriate recognition or incentives, and workload management. Follow-up measures include procedures for additional assignments that specify the basis of the assignment, responsibilities, and recognition; regular communication regarding employment continuity; evaluation of workload distribution; and institutional mechanisms for obtaining information about the work experiences and psychosocial conditions of lecturers and educational staff. Implementation of these recommendations should be aligned with the university's organizational structure, authority, resources, and employment policies.

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