

EQUITY SENSITIVITY AS A SHIELD: UNDERSTANDING JOB PERFORMANCE IN THE FACE OF PSYCHOLOGICAL CONTRACT BREACHES AMONG INDONESIAN LECTURERS

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ABSTRACT

Aim. This study examines how equity sensitivity moderates the relationship between psychological contract breach and job performance among Indonesian lecturers, with particular attention to demographic and institutional factors. It also investigates the impact of psychological contract dynamics on job performance in higher education.

Methods. A cross-sectional survey of 155 Indonesian lecturers was analyzed using SmartPLS 4.0 for structural equation modelling. The model incorporated five control variables: age, tenure, gender, institution type, and education. Psychological contract breach, job performance, and equity sensitivity were measured using validated scales.

Results. The results reveal equity sensitivity has a strong positive effect on job performance ($\beta = 0.448$, $p < 0.001$). Psychological contract breach shows an insignificant impact ($\beta = 0.114$, $p = 0.160$). Age positively influences job performance ($\beta = 0.206$, $p = 0.048$), and lecturers at public universities perform better than those at private institutions ($\beta = -0.299$, $p = 0.025$). Gender, education, and tenure do not significantly affect job performance. These results emphasise the equity sensitivity's role and institutional factors in shaping job performance.

Conclusion. The study suggests that psychological contract breach does not always hinder job performance, especially in Indonesia's collectivist culture. Equity sensitivity plays a key role in sustaining performance despite unmet expectations. Universities should focus on fairness, resource allocation, and support systems to enhance lecturer performance.

Research restrictions. The cross-sectional design restricts causal interpretation, warranting future longitudinal studies.

Cognitive value. This is the first study to examine equity sensitivity's moderating role in Indonesian higher education, providing new insights into psychological contracts and individual differences in non-Western academic settings.

Keywords: higher education, human resources, education policy, organisational behaviour, equity sensitivity

INTRODUCTION

The psychological contract, delineated as the shared beliefs, perceptions, and unwritten obligations between an employer and an employee, encapsulates implicit and unarticulated comprehensions within the employment relationship (Rousseau, 1989). A psychological contract refers to an implicit agreement between employees and their organisations. This concept encapsulates the employees' perceptions regarding the organisation's capability to satisfy their essential psychological needs. It goes beyond formal agreements and encompasses the expectations and beliefs that employees hold about the support, recognition, and fulfilment they anticipate from their workplace (Coyle-Shapiro, 2002). The examination of the psychological contract offers insights into shifts within the employment dynamic and their impact on the relationship between organisations and employees (Lee & Chen, 2023). Peter M. Blau (1964) posits that the psychological contract, rooted in the Social Exchange Theory (SET), evolves into intricate frameworks of human interactions, shaped by principles of exchange, reciprocity, imbalance, and power dynamics. The theory underscores the significance of individuals and groups striving to uphold equilibrium between benefits and costs in their social engagements. This equilibrium is attained through reciprocal transactions, wherein individuals or groups offer advantages to one another within a mutually agreed upon framework. Psychological contracts may include formally recorded employment agreements, as well as verbal assurances or commitments, such as competitive salaries, opportunities for career advancement, appropriate benefits, chances for skill enhancement, and additional rewards for dedicated time and effort (Dechawatanapaisal, 2022).

Higher education institutions face a difficult task in the modern global environment, one that is exacerbated by intense rivalry and rapid advances in knowledge and technology. Future higher education facilities in Indonesia will unavoidably have to address the urgent need to raise the calibre of education they provide. This project is essential to developing elite human capital capable of thriving in a variety of domains (Kadarisman, 2017). The scholarly output and academic standing of higher education institutions in Indonesia is experiencing a decline. According to statistics provided by the World Economic Forum, Indonesia is represented by only two universities on the global rankings list, indicating a concerning trend in the country's

international academic recognition (AB et al., 2023). However, Indonesian universities provide a unique learning environment that is marked by issues including a subpar educational system, a lack of funding, a restricted capacity, a personnel shortage, and insufficient government assistance (Lambey et al., 2019). Indonesian lecturers' shoulder significant responsibilities as mandated by the Tri Dharma Perguruan Tinggi, as stipulated in law decree "UU No.12 Tahun 2012 Tentang Pendidikan Tinggi Pasal 1 Ayat 9" (Law Number 12 of 2012 on Higher Education, Article 1, Paragraph 9). This entails fulfilling three fundamental pillars: teaching, research, and community service. Furthermore, lecturers are expected to engage in numerous extra-role performances within their primary duties. The considerable pressure exerted by The Ministry of Education, Culture, Research, and Technology, coupled with the substantial administrative and paperwork obligations, diminishes opportunities for Indonesian lecturers to engage in research activities. Consequently, amidst the formidable demands of meeting the three core pillars of higher education in Indonesia, there arises a growing apprehension regarding the impact of the psychological contract on the job performance of highly skilled workers, including Indonesian lecturers (Allen & Halkias, 2020; Maqbool et al., 2024).

Dongping Yu et al. (2022), Emmanuel Abord de Chatillon et al. (2023) and Riann Singh (2023) state that according to social exchange theory, there exists a reciprocal alliance between employees and organisations. In other words, employees trade their expertise, abilities, and physical prowess in exchange for compensation from the company, so establishing psychological agreements and fostering ongoing mutual exchange between them and the institution. Richard C. Huseman et al. (1985) introduce the notion of equity sensitivity, which posits that individuals exhibit a unique sensitivity to events perceived as fair or unjust. Woodley et al. (2015) emphasise that within the workplace, the concept of equity plays a pivotal role in our comprehension of how individuals perceive and respond to injustice. Within this framework, equity theory posits that individuals seek to maintain a balance between their inputs and outcomes in comparison to others who are considered relevant. The core of equity theory lies in the notion of social exchange, which suggests that individuals construct perceptions of fairness in their treatment by evaluating their outcomes and inputs in comparison to those of pertinent others (Furnham & Horne, 2022). This sensitivity, according to Woodley et al. (2015), can subsequently influence their attitudes and responses, either positively or negatively.

As confirmed by Anusuiya Subramaniam and Sha Li (2019), when individuals view the pay-return ratio as inequitable, it leads to a breach of their psychological contract, prompting employees to adjust their level of work engagement based on their assessment of the fairness of the relationship between compensation and job satisfaction. The objective of the present study is to explore the fundamental personality traits linked with equity sensitivity, acknowledging its often perceived trait-like characteristics (Woodley et al., 2015). Within the context of developing nations, an ample

body of literature exists concerning the psychological contract (Gulzar et al., 2024). However, there remain aspects yet to be explored, particularly within the higher education environment. With limited non-Western literature available on the topic, the investigation of equity sensitivity as moderating factors influencing job performance offers a significant contribution, representing the first empirical study among Indonesian lecturers.

LITERATURE REVIEW

Psychological Contract Breach and Job Performance

The anticipation that employers will meet their commitments to employees can also impact how employees behave within social exchange relationships. For instance, when employees feel that they receive more than what was initially promised, they tend to be more willing to share their knowledge. Additionally, the attention and concern shown by employers indirectly obligates employees to reciprocate with actions that can enhance the well-being of the employer (Arshad et al., 2017). When these agreements are not upheld, it leads to a breach, indicating an employee's perception and conviction that the organisation has fallen short of fulfilling its perceived obligations within the contract (Campbell & Yen, 2014; Mensah et al., 2024). Subramaniam and Li (2019) identify three primary mechanisms through which psychological contract breaches can occur: (a) non-compliance with obligations, where employers fail to meet promised commitments; (b) intentional contravention, where breaches occur due to deliberate actions; and (c) ambiguity in understanding, where misunderstandings regarding contractual terms lead to perceived breaches. These mechanisms are particularly relevant in the context of Indonesian higher education, where ambiguous employment expectations and limited resources may exacerbate the occurrence of psychological contract breaches. Lecturers in Indonesia, both in public and private institutions, are subject to immense pressure to fulfil their *Tri Dharma Perguruan Tinggi* obligations, including teaching, research, and community service (UU No.12 Tahun 2012 Tentang Pendidikan Tinggi). The heavy workload, administrative responsibilities, and limited research opportunities contribute to the perception that universities may not be meeting their implicit obligations to lecturers.

When employees have the perception that their psychological contracts are being fully honoured by their employer, they tend to demonstrate significantly more positive attitudes towards their work. This positive shift in attitude often translates into enhanced job performance and the achievement of more desirable outcomes in the workplace (Bankins, 2015). Conversely, a violation of the unspoken or implicit understandings between employers and employees can be attributed to either extrinsic consequences, such as compensation and benefits, or intrinsic attributes that underscore the impor-

tance and value of a specific occupation (Maqbool et al., 2024; Subramaniam & Li, 2019). Failure to fulfil contractual provisions related to compensation and benefits may lead individuals entitled to these advantages to exhibit a more unfavourable disposition (Woodley et al., 2015). Similarly, when the employee perceives that the employer fails to fulfil their commitments, this can result in adverse reactions such as reduced effort, diminished dedication, or a shift in their work orientation (Dechawatanapaisal, 2022). A. Thushel Jayaweera et al. (2021) highlight a connection between work-related outcomes, including job performance and turnover, and breaches of the psychological contract. Additionally, Mehak Maqbool et al. (2024) find that psychological contract breaches notably affect employees' job performance, especially among those with advanced qualifications.

Education possesses the capability to nurture five distinct types of intelligence: intellectual, emotional, practical, social, and spiritual and moral intelligence. These facets of intelligence should be cultivated concurrently. When executed effectively, this approach yields students and graduates who demonstrate intelligence across multiple dimensions, not solely intellectual acumen (Kadarisman, 2017). Meanwhile, with the limitations of facility from the government, public and private universities should persistently engage in self-organisation and enhancement efforts to foster greater synergy and optimal execution of the Tri Dharma Perguruan Tinggi activities endeavours (AB et al., 2023).

Job performance is a critical factor in evaluating employee contributions, especially in the academic sector, where performance is measured through specific criteria such as quality, quantity, and timeliness of work. This approach to evaluating job performance aligns with the framework developed by Khahan Na-Nan et al. (2018). According to their research, a comprehensive assessment of job performance should encompass three key dimensions: the quality of work produced, the quantity of tasks completed, and the timeliness with which these tasks are accomplished. By incorporating these three distinct areas, the evaluation process becomes more robust and reflective of overall employee performance.

Job performance of Indonesian lecturers is evaluated every one period of semester, and conducted twice every year. The evaluation consists of the quality of the job conducted by the lecturers in both private and public universities, the specific quantity of job to be done named Lecturer's Workload Report (BKD) total 16 credits, and the time frame of the job should be performed in one semester. This approach to evaluating job performance aligns with the framework developed by Na-Nan et al. (2018). Indonesian universities, facing the dual challenges of inadequate resources and bureaucratic inefficiencies, struggle to maintain consistent standards for evaluating lecturer performance (AB et al., 2023). In such a context, the fulfilment of psychological contracts becomes a key factor influencing whether lecturers are able to meet their performance targets, particularly in private institutions where resources are often scarcer compared to public universities.

The impact of psychological contract breach on job performance is widely documented. Studies consistently show that when employees perceive a breach in their psychological contract, they are more likely to reduce their work effort, exhibit negative attitudes, and disengage from their roles (Dechawatanapaisa, 2022; Maqbool et al., 2024). In academic settings, where lecturers are expected to balance multiple roles, breaches may lead to lower job performance, particularly when institutional support, resources, and recognition fall short of expectations (Jayaweera et al., 2021). Maqbool et al. (2024) find that psychological contract breaches have a particularly pronounced effect on job performance among highly qualified employees, such as lecturers with advanced degrees, further underscoring the relevance of this construct in the academic context. Therefore, the proposed hypothesis is that psychological contract breach negatively impacts job performance (H1).

Equity Sensitivity as Moderating Role

Huseman (1985) proposes the equity theory, which is based on the principle that individuals exhibit comparable levels of sensitivity to equity, desiring input/outcome ratios that mirror those of their reference groups. Individuals exhibit varied responses to inequity due to their personality and dispositional trait known as equity sensitivity. This trait underscores individuals' preferences regarding the ratio of their inputs to outcomes and thus significantly influences workplace behaviour, including reactions to perceptions of inequity within the workplace setting (Mensah et al., 2024). Wesley C. King JR et al. (1993) strengthens that equity sensitivity initially developed to predict and explain human behaviour within interpersonal and organisational contexts, the equity theory has seen a resurgence as a contextual explanatory framework, with conceptual connections established to diverse domains including organisational justice and compensation systems.

Building upon this framework, the concept of equity sensitivity classifies individuals into three distinct categories: equity-sensitive, benevolent, and entitled. This theoretical model significantly advances our comprehension of motivational principles in the workplace and employees' attitudes toward rewards (Rai et al., 2021). The equity theory delineates workplace motivation predicated on the perceived fairness of the relationship between individuals' exerted effort in a role and the outcomes they receive, particularly concerning comparisons with others in similar circumstances. It asserts that the perception of inequity engenders internal tension within individuals, compelling them to rectify the perceived unfairness. Additionally, the theory posits that the intensity of effort is directly correlated with the degree of perceived inequity (Furnham & Horne, 2022). Individuals' sensitivity to equity can impact the intensity of emotional and behavioural responses following a breach of contract (Woodley et al., 2015).

In academic settings, equity sensitivity can be particularly salient, as lecturers often compare their workload, compensation, and recognition to their peers both within and across institutions. Lecturers in public universities, for instance, may perceive greater equity in their work environment due to better funding, job security, and institutional support. Conversely, lecturers in private universities, where resources are more limited, may feel that their efforts are not adequately rewarded, leading to feelings of inequity and frustration (AB et al., 2023; Rai et al., 2021). Research indicates that equity sensitivity influences the connection between psychological contract breach and job performance. Hayden J. R. Woodley et al. (2015) emphasise that individuals with high equity sensitivity are more likely to exhibit negative responses, such as reduced job performance, when they perceive inequity. Conversely, employees with lower sensitivity to equity may tolerate breaches more readily, mitigating the negative impact on their performance (Furnham & Horne, 2022). Given the complexity of the academic environment and the influence of cultural norms in Indonesia, equity sensitivity provides a critical lens through which to understand how breaches in psychological contracts influence lecturer performance. Thus, the hypothesis is that equity sensitivity positively buffers the link between psychological contract breach and an employee's job performance (H2).

The relationship between various demographic and institutional factors—such as age, education, gender, institution type, and tenure—and job performance (JP) has been a central theme in organisational research, particularly in academia. Lecturers in higher education are subject to unique demands, including teaching, research, and community service, all of which are influenced by these factors. In the context of Indonesian universities, where the educational landscape is shaped by both public and private institutions with varying access to resources, these relationships take on additional layers of complexity. A comprehensive examination of the literature on these factors is essential for understanding their impact on job performance, particularly among lecturers working in dynamic and evolving educational settings.

Age is often cited as a key factor affecting job performance. The human capital theory posits that as individuals age, they accumulate valuable experience, which enhances their performance, particularly in knowledge-based tasks (Chhajer & Dutta, 2021; Tran et al., 2018) like teaching and research. Conversely, the cognitive decline perspective argues that certain cognitive functions may diminish with age, potentially affecting performance, especially in fast-paced, technology-driven environments (Liu et al., 2022). This duality is especially relevant in the Indonesian context, where technological adaptation can vary widely between institutions, and older lecturers might face challenges in keeping up with digital innovations in teaching and research (Zhou et al., 2023). Thus, the hypothesis is age positively affects Indonesian lecturers' job performance, as accumulated experience enhances their effectiveness in knowledge-based tasks such as teaching and research (H3).

Education, particularly the level of academic attainment, is another critical factor influencing job performance in academia. Advanced levels of education tend to correlate with greater expertise, improved teaching outcomes, and higher research productivity. Nur Fadhlina Zainal Abedin et al. (2023) observe a significant link between lecturers' educational qualifications and their performance, especially in terms of research output. In academia, holding a PhD is often a marker of research competence and subject mastery, which translates into higher job performance, especially in research-intensive universities (Cao et al., 2023). Moreover, the role of ongoing professional development cannot be overlooked. Continuous learning through attending conferences, publishing research, and engaging in academic networks can significantly boost a lecturer's job performance (Nygaard et al., 2022; Wang & Yu, 2023). In Indonesia, the government mandates professional development for lecturers, which can serve as a mechanism for ensuring that lecturers maintain high job performance. However, disparities in access to these opportunities, particularly between lecturers in rural and urban universities, can lead to performance gaps (Abedin et al., 2023). Thus, the developed hypothesis is higher levels of educational attainment positively affect Indonesian lecturers' job performance, particularly by enhancing expertise, teaching outcomes, and research productivity (H4).

The role of gender in job performance, particularly in academia, has generated considerable debate. Gender disparities exist in academic performance, with men often producing more research than their female counterparts. This is often attributed to structural barriers such as the unequal distribution of caregiving responsibilities, limited access to mentorship (Beaulieu et al., 2021; Ladeira et al., 2024), and gender bias within academia. On the other hand, Leihong Wang and Zhonggen Yu (2023) argue that female lecturers may outperform men in teaching due to their higher levels of emotional intelligence and student-centred teaching styles. In the Indonesian context, traditional gender roles may exacerbate these disparities, particularly for female lecturers in rural or conservative regions, where they may face additional familial and societal expectations. Despite these challenges, it is crucial to examine how gender intersects with other factors, such as tenure and institutional support, to fully understand its impact on job performance. The hypothesis that can be developed is that gender influences Indonesian lecturers' job performance, with male lecturers likely to exhibit higher research productivity, while female lecturers may excel in teaching due to their emotional intelligence and student-centred approaches (H5).

The type of institution, whether public or private, also significantly influences job performance. Public universities, often better funded and more research-oriented, tend to have lecturers with higher research output compared to their counterparts in private universities (Abedin et al., 2023; Cao et al., 2023). Public universities in Indonesia are generally seen as more prestigious and offer greater access to research funding and facilities, which may enhance job performance, particularly in research. Private universities, on the other hand, may place a stronger emphasis on teaching

and student satisfaction, possibly leading to higher performance in teaching-related tasks. However, the lighter teaching loads and higher salaries often associated with private universities may offer their lecturers more time for research, thereby balancing the overall performance equation. These institutional differences are crucial to understanding how lecturers perform across different university settings (Cao et al., 2023). Therefore, the hypothesis is the type of institution (public vs. private) influences Indonesian lecturers' job performance, with public university lecturers performing better due to greater access to resources (H6).

Finally, tenure plays a significant role in shaping job performance in academia. Lynn P. Nygaard et al. (2022) indicate that longer tenure is often associated with higher organisational commitment, which in turn enhances job performance. Tenured lecturers typically have a better understanding of their institution's needs, processes, and culture, enabling them to perform more effectively. However, Wang and Yu (2023) argue that job performance may plateau after tenure is achieved, as the reduced threat of job loss diminishes the incentive to excel. In the Indonesian context, tenure provides job security and access to resources, which can positively affect job performance. However, the criteria for tenure and promotion may vary significantly between public and private universities, influencing how tenure impacts job performance across these institutions. Thus, the hypothesis is tenure positively influences Indonesian lecturers' job performance, though performance may plateau after tenure due to reduced external pressures to excel (H7).

METHODOLOGY

This study employs a cross-sectional research design to investigate the relationship between psychological contract breach, equity sensitivity, and job performance among Indonesian lecturers. This approach was chosen due to its efficiency in collecting and analysing data at a single point in time, allowing for the identification of patterns and variable relationships. While it cannot establish causality, this approach provides valuable insights into these constructs within the Indonesian higher education context. Future studies are recommended to employ longitudinal designs for more robust causal inferences.

A quantitative method was utilised, using a structured questionnaire to gather objective and measurable data, enabling generalisation across Indonesia's diverse higher education institutions. Stratified random sampling ensured representation of lecturers from public and private universities, accounting for differences in resources, working conditions, and performance expectations. Respondents were selected from the national lecturer database under the Ministry of Education, Culture, Research, and Technology, and the questionnaire was distributed via email. To address challenges

in respondent access, particularly in remote areas, snowball sampling was employed as a supplementary technique.

This study utilises a cross-sectional survey methodology with Google Forms as the primary data collection tool. Ethical considerations are addressed by ensuring voluntary participation, complete anonymity, and informed consent obtained electronically before accessing the questionnaire. Respondents are informed of their right to withdraw without consequences, and data is securely stored in a password-protected database accessible only to the research team. A power analysis using G*Power software determined the minimum sample size required as 146, based on a medium effect size (0.30), statistical power (0.80), and significance level (0.05). The final sample of 155 respondents exceeded this requirement, ensuring the study's reliability in detecting statistically significant relationships among variables.

Measuring Psychological Contract Breach: The use of Sandra L. Robinson and Elizabeth Wolfe Morrison (2000) psychological contract breach scale is methodologically robust and well-aligned with the theoretical framework. This five-item, reversed-scoring scale captures subtle breaches in psychological contracts and minimises response bias, especially in cultures where employees may hesitate to criticise employers. Participants rate their agreement on a 5-point Likert scale (1 = “strongly disagree” to 5 = “strongly agree”), with higher scores indicating a greater perception of contract breach. The scale's widespread use in organisational behaviour research and its demonstrated validity across cultural contexts make it suitable for this study. Its reliability is confirmed by a Cronbach's Alpha coefficient of 0.91, surpassing the recommended threshold of 0.70.

Job Performance Evaluation: Job performance is measured using the Na-Nan et al. (2018) framework, which evaluates timeliness, quality, and quantity of work—dimensions well-suited for the academic context in Indonesia. Lecturers are assessed on completing teaching, research, and community service tasks within specific timeframes (AB et al., 2023). Participants rate their performance using a 5-point Likert scale (1 = “strongly disagree” to 5 = “strongly agree”), enabling a comprehensive understanding of how psychological contract breach impacts performance. This scale, previously validated in educational contexts, captures the unique demands of lecturers in both public and private universities. The scale's reliability is confirmed by a Cronbach's Alpha of 0.89, indicating strong internal consistency.

Equity Sensitivity: Equity sensitivity is measured using the Simon Lloyd D. Restubog et al. (2007) scale, a five-item tool that evaluates employees' perceptions of workplace fairness. This scale is crucial for capturing individual differences in reactions to psychological contract breaches, particularly in Indonesian academia, where equity concerns are influenced by institutional inequalities (Woodley et al., 2015). Responses are recorded on a 5-point Likert scale (1 = “strongly disagree” to 5 = “strongly agree”), with higher scores indicating greater equity sensitivity. The scale

demonstrates acceptable reliability with a Cronbach's Alpha of 0.79. One item (ES5) is excluded due to poor factor loading, as identified in the preliminary analysis.

RESULTS

The demographic profile of participants is presented in Table 1, summarising university affiliation, gender, education, and tenure. Of the respondents, 27.1% are lecturers from private universities, and 72.9% are from public/state universities. Female lecturers constitute 60.9% of the sample, while males make up 39.1%. Regarding educational attainment, 63.2% hold Master's degrees, and 36.8% hold doctoral degrees. Tenure is distributed as follows: 32.9% have 6–10 years of experience, 20.6% have 11–15 years, 15.5% have 0–5 years, and smaller proportions fall into longer tenure categories, with 2.6% reporting 31–35 years of experience.

Table 1

Demographic Profile of the Respondents

Category	Subcategory	N=155, Frequency	Percentage (%)
<i>University Type</i>	Private University	42	27.10%
	Public/State University	113	72.90%
<i>Gender</i>	Female	94	60.90%
	Male	61	39.10%
<i>Educational Attainment</i>	Master's Degree	98	63.20%
	Doctoral Degree	57	36.80%
<i>Age</i>	29–36 year	39	25.20%
	37–44 year	56	36.10%
	45–52 year	29	18.70%
	53–60 year	17	11.0%
	61–68 year	14	9.00%
<i>Tenure (Years)</i>	0–5	24	15.50%
	6–10	51	32.90%
	11–15	32	20.60%
	16–20	16	10.30%
	20–25	10	6.50%
	25–30	7	4.50%
	31–35	4	2.60%

Source. Own research.

This study utilised SmartPLS version 4.0 for the purpose of data analysis. The analytical procedure comprises two primary phases. Firstly, a preliminary analysis is undertaken, which involves assessing reliability and validity. Following this, the second phase of data analysis involves testing the hypotheses.

Preliminary Analysis

The initial assessment includes validity and reliability testing. As per Hair et al. (2019), factor loadings between 0.4 and 0.7 are acceptable if the average variance extracted (AVE) is ≥ 0.5 , composite reliability (CR) is ≥ 0.7 , and Cronbach's Alpha is ≥ 0.7 . The results show that PCB4 (-0.010), PCB5 (0.160), and ES5 (0.210) do not meet these criteria, indicating poor Cronbach's Alpha, CR, and AVE. Removing these items enhances construct coherence, as shown in Table 2. Overall, most constructs exhibit satisfactory reliability and validity, with Cronbach's Alpha, CR, and AVE exceeding thresholds. The exclusion of PCB4, PCB5, and ES5 ensures robust measurement for subsequent analysis.

Table 2
Reliability and Validity Test

Variables	Outer loading	Cronbach's Alpha	CR_a	CR_c	AVE
<i>Gender</i>	1.000				
<i>Type of university</i>	1.000				
<i>Age</i>	1.000				
<i>Tenure</i>	1.000				
<i>Education</i>	1.000				
<i>Psychological contract breach</i>	0.918	1.369	0.936	0.831	
Nearly all the commitments made by my employer during the recruitment process have been honoured up to this point (Reversed).	0.849				
I believe my employer has successfully fulfilled the commitments made to me at the time of hiring (Reversed).	0.914				

Variables	Outer loading	Cronbach's Alpha	CR_a	CR_c	AVE
So far, my employer has effectively met its promises to me (Reversed).	0.969				
<i>Job performance</i>	0.895	0.897	0.919	0.655	
Tasks are executed with attention to detail and accuracy.	0.773				
Tasks are completed according to the established specifications and standards.	0.832				
The output meets the expectations of the organisation.	0.816				
The assigned quantity is consistently achieved.	0.790				
Tasks are generally completed on time.	0.838				
Tasks are performed within a reasonable timeframe.	0.803				
<i>Equity sensitivity</i>	0.748	0.789	0.841	0.575	
It is important for me to receive more outcomes than I give in inputs when engaging in exchange relationships with work organisations.	0.571				
Having my input/outcome ratio be equal is important to me when engaging in exchange relationships with work organisations.	0.839				

Variables	Outer loading	Cronbach's Alpha	CR_a	CR_c	AVE
It is important for me to receive a certain equity ratio relative to a referent other when engaging in exchange relationships with work organisations.	0.855				
Having my inputs and outcomes balanced is important to me.	0.736				

Source. Own research.

An analysis of discriminant validity is carried out using the Heterotrait-monotrait (HTMT) ratio. This criterion specifies that the square root of the average variance extracted (AVE) for each construct should be greater than the correlations with other latent variables. The results shown in Table 3 reveal that the AVE values for each construct exceed their respective correlations with other constructs, thereby fulfilling the necessary standards for establishing discriminant validity.

Table 3
Discriminant Validity

Variable	Aged	ES	Education	Gender	JP	PCB	Tenure	Type
<i>Aged</i>								
<i>ES</i>	0.078							
<i>Education</i>	0.286	0.111						
<i>Gender</i>	0.013	0.120	0.191					
<i>JP</i>	0.120	0.558	0.095	0.103				
<i>PCB</i>	0.258	0.115	0.070	0.019	0.092			
<i>Tenure</i>	0.857	0.055	0.255	0.062	0.100	0.202		
<i>Type</i>	0.141	0.097	0.044	0.008	0.180	0.113	0.146	
<i>ES x PCB</i>	0.036	0.135	0.011	0.021	0.146	0.222	0.067	0.119

Source. Own research.

The third stage focuses on evaluating the structural model. To assess the significance of both indicators and path coefficients, a bootstrap method with 10,000 iterations is utilised. Prior to testing the hypotheses, the quality of the model is assessed using two key metrics: the coefficient of determination (R^2) and the cross-validated predictive ability test (CVPAT) (Hair et al., 2019). The R-squared (R^2) values obtained, which indicate the amount

of variance explained by the model, are found to be 0.75, 0.50, and 0.25 for all endogenous constructs, reflecting substantial, moderate, and weak explanatory power, respectively. Additionally, for CVPAT, a negative difference in the average loss should be ≤ 0.000 , indicating that the average loss should be lower than the benchmarks' average loss. Table 4 illustrates that the R-square for job performance is 0.287, considered weak, while CVPAT displays a negative average loss difference, falling below the specified threshold requirement, thereby suggesting that the model's predictive ability meets the acceptable criterion.

Table 4*Discriminant Validity*

Variable	R ²	R ² adjusted	PLS loss	IA loss	Average loss difference	t value	p value
JP	0.287	0.248	0.371	0.413	-0.042	1.691	0.093
Overall			0.371	0.413	-0.042	1.691	0.093

Source. Own research.

Hypothesis Testing

The path coefficient is estimated using Partial Least Squares (PLS) with bootstrapping settings of 10,000 iterations, a significance level of 0.05000, percentile confidence interval method, and a one-tailed test type to assess the moderating effect of psychological contract breach on lecturers' job performance. Table 5 presents the relationships between each variable. Typically, T-statistic values ≥ 1.96 (for a two-tailed test) or 1.645 (for a one-tailed test) are considered significant at the 0.05 significance level. Furthermore, a p-value of ≤ 0.05 is interpreted as statistically significant.

Table 5*Path Coefficient*

Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Aged -> JP	0.206	0.205	0.124	1.667	0.048
ES -> JP	0.448	0.465	0.071	6.299	0.000
Education -> JP	-0.112	-0.105	0.070	1.589	0.056
Gender -> JP	-0.078	-0.077	0.139	0.559	0.288
PCB -> JP	0.114	0.109	0.114	0.995	0.160
Tenure -> JP	-0.117	-0.117	0.123	0.955	0.170
Type -> JP	-0.299	-0.283	0.153	1.959	0.025
ES x PCB -> JP	-0.114	-0.110	0.086	1.322	0.093

Source. Own research.

The results from the SmartPLS analysis provide important insights into the relationship between psychological contract breach, equity sensitivity, job performance, and several control variables, including age, education, gender, tenure, and institution type. The findings contribute to a growing understanding of how individual characteristics and institutional contexts influence job performance in higher education settings, particularly in the Indonesian context. Table 5 summarises the path coefficients, standard deviations, and p-values for the tested relationships.

Psychological contract breach → job performance: Psychological contract breach has a positive but statistically insignificant effect on job performance ($\beta = 0.114$, $p = 0.160$). This is contrary to much of the existing literature, which often finds a negative relationship between PCB and job performance, thus, H1 is rejected.

Equity sensitivity (ES) → job performance: Equity sensitivity shows a strong positive and highly significant effect on job performance ($\beta = 0.448$, $p < 0.001$), indicating that individuals who are more sensitive to fairness and equity issues are more likely to demonstrate higher job performance. This result accepts the H2 that equity sensitivity can be buffer to PCB.

Interaction effect (moderation) of equity sensitivity and PCB on job performance: The interaction between equity sensitivity and PCB ($ES \times PCB$) shows a negative but marginally insignificant effect on job performance ($\beta = -0.114$, $p = 0.093$). This suggests a trend where equity-sensitive individuals may experience a stronger negative reaction to PCB, but the effect is not strong enough to be statistically significant.

Aged → job performance: Age has a positive and statistically significant effect on job performance ($\beta = 0.206$, $p = 0.048$). This finding suggests that older lecturers tend to perform better, potentially due to the accumulated experience, maturity, and adaptability that come with age, thus H3 is accepted.

Education → job performance: Education has a negative but marginally insignificant effect on job performance ($\beta = -0.112$, $p = 0.056$), suggesting that higher educational qualifications do not necessarily lead to better performance among Indonesian lecturers. As a result, H4 is rejected.

Gender → job performance: Gender does not significantly influence job performance ($\beta = -0.078$, $p = 0.288$), indicating no substantial performance differences between male and female lecturers and makes H5 is rejected.

Tenure → job performance: Tenure has a negative but insignificant effect on job performance ($\beta = -0.117$, $p = 0.170$), suggesting that the number of years spent working as a lecturer does not significantly impact performance in this context. Therefore, H6 is rejected.

Institution type (public vs. private) → job performance: institution type has a significant negative effect on job performance ($\beta = -0.299$, $p = 0.025$), indicating that lecturers in private universities tend to perform worse than those in public universities, thus, H7 is accepted.

The finding that psychological contract breach does not have a statistically significant effect on job performance challenges much of the existing literature, which often finds a negative impact of PCB on various work outcomes, including performance, commitment, and satisfaction (Bankins, 2015; Robinson & Wolfe Morrison, 2000). According

to SET, employees are expected to reduce their effort and commitment when their psychological contract is breached, as this violates the principle of reciprocity in their exchange relationship with the organisation (Blau, 1964). Studies conducted in Western contexts typically support this notion, showing that when employees perceive a breach in their psychological contract, they are likely to reduce their job performance as a form of retaliation or disengagement (Allen & Halkias, 2020; Bankins, 2015; Dechawatanapaisa, 2022; Jayaweera et al., 2020; Maqbool et al., 2024; Mensah et al., 2024).

However, in the present study, the insignificant relationship between PCB and job performance may be explained by cultural differences in how psychological contracts are perceived and managed. Indonesia, as a collectivist society, may have higher tolerance for unmet expectations due to cultural norms that emphasise loyalty, harmony, and respect for authority (Hofstede, 1984). In this context, lecturers might be less likely to reduce their performance in response to PCB because they may place greater value on maintaining organisational stability and their own professional responsibilities. Additionally, the job security associated with being a lecturer, particularly in public universities, may buffer the negative effects of PCB, as employees in stable, long-term positions may feel less compelled to alter their performance in response to short-term contract breaches. This result suggests that the traditional Western-centric view of PCB leading to lower job performance may not fully apply in non-Western contexts like Indonesia. Future research should explore whether similar patterns emerge in other collectivist cultures and whether specific organisational or cultural factors moderate the relationship between PCB and job performance.

The finding that equity sensitivity has a strong and positive effect on job performance is consistent with previous studies that highlight the importance of fairness perceptions in shaping employee behaviour. Equity Theory (Adams, 1965) suggests that employees are motivated to maintain a balance between their inputs (e.g., time, effort) and outputs (e.g., salary, recognition). Individuals who are highly sensitive to equity are particularly motivated to perform well in environments where they perceive fairness in the distribution of rewards and recognition (Woodley et al., 2015). The positive impact of equity sensitivity on job performance in this study suggests that lecturers who value fairness and equity are more likely to engage in extra-role behaviour and contribute positively to their institutions, even in challenging environments.

Interestingly, while equity sensitivity strongly predicts job performance, the interaction between equity sensitivity and PCB is not statistically significant. This finding suggests that, although equity-sensitive individuals perform better overall, they may not necessarily react more negatively to breaches in their psychological contract than less equity-sensitive individuals. This contrasts with some previous studies that suggest equity-sensitive employees are more likely to reduce their performance in response to perceived injustices (Furnham & Horne, 2022). However, the trend observed in the interaction effect ($p = 0.093$) indicates that equity-sensitive individuals may

indeed react to PCB differently, and future research with larger samples could further explore this relationship.

The positive and significant effect of age on job performance is consistent with research that suggests older employees tend to perform better due to their accumulated experience, knowledge, and emotional intelligence (Cao et al., 2023). In academic settings, where job performance often involves balancing teaching, research, and administrative responsibilities, older lecturers may be more adept at managing these tasks due to their familiarity with institutional processes and their ability to build strong professional networks over time. This finding contrasts with studies in more dynamic or rapidly changing industries, where age is sometimes negatively associated with performance due to a lack of adaptability or resistance to new technologies (Singh, 2023). In the context of higher education in Indonesia, age may be an asset, as older lecturers are likely to have more experience navigating the bureaucratic and administrative demands of their institutions. This highlights the importance of context in understanding how age influences job performance.

The significant negative effect of institution type on job performance suggests that lecturers in private universities tend to perform worse than their counterparts in public universities. This finding aligns with existing literature that highlights the resource disparities between public and private institutions, particularly in developing countries like Indonesia (AB et al., 2023; Kadarisman, 2017). Public universities often benefit from greater government funding, better infrastructure, and more stable administrative support, which can enhance lecturers' ability to perform their roles effectively. In contrast, private universities may face challenges such as limited funding, overburdened staff, and uncertain job security, all of which can negatively affect job performance. This result emphasises the need for policymakers to address the inequality in institutional support between public and private universities, ensuring that all lecturers have access to the resources and support they need to succeed.

The finding that education level and tenure do not significantly affect job performance is somewhat unexpected, especially in the context of higher education, where advanced degrees and longer tenure are typically associated with greater expertise and institutional knowledge. However, these results may reflect the unique pressures faced by lecturers in Indonesia, where bureaucratic burdens, limited research opportunities, and administrative tasks may overshadow the potential benefits of higher education and tenure (Lambey et al., 2019). Lecturers with advanced degrees may find themselves overwhelmed by non-academic responsibilities, limiting their ability to translate their qualifications into higher performance. This suggests that institutional reforms aimed at reducing administrative burdens and providing more opportunities for research and professional development could help lecturers, particularly those with advanced degrees and longer tenure, to better leverage their skills and knowledge for improved job performance.

MANAGERIAL IMPLICATION

The findings have significant implications for university administrators, particularly in enhancing lecturers' job performance. The lack of a significant impact of psychological contract breach suggests that factors beyond contractual expectations play a more critical role. University leaders should prioritise equity and fairness in their policies to foster a supportive work environment. A fair and equitable workplace can enhance job satisfaction and performance. Regular feedback and transparent decision-making are essential in fostering fairness. As equity sensitivity moderates the relationship between psychological contract breach and job performance, administrators should implement reward systems that recognise contributions and ensure equitable treatment across demographics, including tenure, age, and education levels. The unexpected findings on psychological contract breach highlight the need for managers to reevaluate how they communicate expectations. Open communication should be prioritised to clarify commitments and manage breaches proactively, setting realistic goals tailored to lecturers' characteristics such as age and tenure.

The divergence from existing literature regarding the negative impact of psychological contract breach suggests that cultural factors may play a crucial role in the Indonesian context. Managers should consider the cultural dynamics of their institutions when assessing psychological contracts. Implementing training programmes that educate both managers and lecturers about cultural differences in perceptions of contract breaches can foster better understanding and mitigate potential conflicts. Understanding how age and tenure influence lecturers' experiences with contract breaches can also guide tailored interventions. The significant impact of the type of university on job performance indicates that the resources and support systems available in public universities positively contribute to faculty performance. Administrators at private universities should consider adopting similar support structures to promote better performance among their lecturers. This may involve investing in professional development opportunities, providing adequate teaching resources, and ensuring that workload expectations are manageable and equitable across different types of institutions.

The significant moderating effect of equity sensitivity highlights the importance of recognising individual differences among lecturers. Managers should be aware that lecturers who are more sensitive to fairness and equity are likely to exhibit improved performance, especially in environments perceived as fair. Tailoring management practices to accommodate these differences can enhance lecturers' motivation and job performance. For example, providing targeted support to younger lecturers who may be less experienced in navigating workplace dynamics or offering mentorship programmes that consider tenure can help cultivate a sense of equity and belonging within the institution.

For lecturers, the findings underscore the importance of equity sensitivity in their professional lives. Those who are sensitive to equity issues tend to perform better, indicating that personal perceptions of fairness can significantly influence job satisfaction and productivity. Lecturers should cultivate self-awareness regarding their sensitivity to equity and fairness. Engaging in professional development programmes focused on emotional intelligence and conflict resolution can assist them in managing their perceptions of equity, ultimately leading to enhanced job performance. Additionally, maintaining open lines of communication with university administrators about expectations and perceived fairness can help address potential issues before they negatively impact job performance.

Policymakers in the education sector can draw valuable insights from this study when designing policies aimed at improving lecturer performance. Standardising support systems across public and private universities could ensure that all lecturers have access to the necessary resources for optimal performance. This could involve establishing minimum standards for resource allocation, professional development opportunities, and institutional support. Furthermore, developing equity-focused policies that promote fairness within academic institutions can lead to better job performance outcomes. Such policies might include guidelines for equitable workload distribution, transparent promotion criteria, and fair compensation practices. By implementing these strategies, stakeholders can foster an environment that enhances lecturer performance and job satisfaction, ultimately benefiting the academic institution as a whole.

CONCLUSION

The findings of this study raise questions about the relationship between psychological contract breach, equity sensitivity, and job performance. Managers should consider supporting further research initiatives that explore these dynamics in greater depth. Understanding the underlying factors that contribute to lecturers' performance can lead to more effective management practices. This study contributes to the understanding of how psychological contract breach, equity sensitivity, gender, and the type of university influence job performance among lecturers. While the anticipated negative impact of psychological contract breach on job performance was not supported, the significant role of equity sensitivity and the type of university in predicting job performance were highlighted. These findings offer valuable insights for university administrators, lecturers, and policymakers in their efforts to enhance faculty performance by addressing issues related to equity, organisational support, and fairness. Future research should further explore the contextual factors that may moderate the relationship between psychological contract breach and job performance, as well as examine these dynamics across different cultural settings.

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