

EXCEEDING WORKPLACE-RELATED ISSUES: PSYCHOLOGICAL CONTRACT BREACH AND ITS EFFECTS AS EXPERIENCED BY INDONESIAN ACADEMICS

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ABSTRACT

The main objective of this research is to examine how Indonesian academics experienced breaches in their psychological contract, and how the breaches affected them. Previous studies on academics psychological contract breaches have mainly focused on how the stressful event is experienced and have mostly ignored the effects of the breaches. Through a phenomenological approach, this study interviewed eleven Indonesian academics, leading to two main discoveries. The first finding concerns the types of PCB experienced by these academics, which encompassed transactional and relational breaches. The second discovery is about the impacts of such breaches, which included negative emotional experiences and their daily work activities. Furthermore, these stressful events not only impacted their emotions and work but also their social lives.

Kata kunci: psychological contract breach, academics, effects of psychological contract breach, phenomenological study

BACKGROUND OF THE STUDY

A psychological contract (PC) refers to an employee's perception of the promises made to them that creates an obligation to reciprocate (Davies, White, Samuel, & Martin, 2021; Rousseau, Hansen, & Tomprou, 2018). This is distinct from written and legal contracts, which focus on the formal aspects of employment (Agarwal, 2017; Rousseau et al., 2018; Soares & Mosquera, 2019). The PC is more subjective, making it more fluid and uncertain. This subjectivity means that it can be challenging to observe and may differ from the organization's perspective (Deas, 2021; Pate & Scullion, 2018; Salin & Notelaers, 2017). Furthermore, the fulfillment or breach of the PC also depends on this subjectivity (Bal, Hofmans, & Polat, 2017; Coyle-Shapiro, Costa, Doden, & Chang, 2019).

Psychological contract breach (PCB) is a major area of study in the research on psychological contracts. It refers to situations where an organization fails to meet its obligations, and has been extensively researched in the literature (Coyle-Shapiro et al., 2019; Gong & Sims, 2023; Wiechers, Coyle-Shapiro, Lub, & ten Have, 2022). PCB is a subjective experience for employees, as they perceive it when the organization fails to fulfill promises it made either intentionally or unintentionally (Bal et al., 2017; Ma, Liu, Lassleben, & Ma, 2019).

Particularly in the context of academics, previous research has indicated that psychological contract breach is indeed perceived by academics. These breaches encompass both economic factors, such as remuneration, and non-economic aspects, including promotion opportunities, work flexibility, professional autonomy, and personal development. These areas have been identified as common domains where breaches in the psychological contract occur among academics (Carlos-María Alcover, Rico, Turnley, & Bolino, 2017; Peirce et al., 2012; Senior, Fearon, McLaughlin, & Manaluren, 2017; Shen, 2010).

Given this fact, the issue of psychological contract breach (PCB) experienced by Indonesian academics and its impact on them has received limited attention in the literature. Despite being the fourth largest education system globally (Korotkov & Yarrow, 2022) with 3,115 higher education institutions and 296,040 academic staff (Ministry of Education, Culture Research, and Technology, 2022), there is a dearth of research in this area. Indonesian academic staff are obligated to fulfill the Tri Dharma, which includes teaching, research, and community service, as mandated by Indonesia Act No 14 Year 2005. Additionally, they are also responsible for academic advising, student supervision, and other institutional tasks (Arquisola, Zutshi, Rentschler, & Billsberry, 2020; Lubis & Huda, 2019). As a result, there is growing pressure on them to improve their performance and enhance their quality (Halim, Kusuma, & Syam, 2018).

Despite their significant responsibilities, Indonesian academic staff often feel a lack of support, both financial and non-financial, from their institutions and the government in fulfilling their tasks (Gaus & Hall, 2016; Harun, Wardhaningtyas, Khan, An, & Masdar, 2019; Rosser, 2019). They also report being burdened with numerous administrative and managerial duties, which can lead to neglecting their primary responsibilities (Harun et al., 2019; Rosser, 2019). These challenges have resulted in decreased work motivation, work-life balance issues, and a decline in work performance (Gao, 2015; Rosser, 2019; Sandy & Shen, 2019). Considering these circumstances, it is highly likely that psychological contract breach exists and is perceived by Indonesian academic staff.

LITERATURE REVIEW

Psychological Contract

The concept of the psychological contract was originally developed by seminal works such as Argyris (1960), Kotter (1973), Levinson, Price, Munden, Mandl, & Solley (1962), Schein (1965, 1970, 1980). However, it was Rousseau (1989) who reconceptualized the construct, leading to significant conceptual and

empirical research in the field. Rousseau's theorization has had a lasting impact, and many contemporary studies on the psychological contract continue to adopt and build upon her work. In her influential work, Rousseau (1989) redefined the psychological

contract as follows:

“an individual’s beliefs regarding the terms and conditions of a reciprocal exchange agreement between that focal person and another party. Key issues here include the belief that a promise has been made and a consideration offered in exchange for it, binding the parties to some set of reciprocal obligations.”(p. 123)

Rousseau's (1989) concept of the psychological contract revolves around the obligations that arise from perceived promises made between the parties involved. According to Rousseau (1989), these beliefs about obligations differ from the traditional notion of expectations. However, in her later work, Rousseau acknowledges that obligations can indeed stem from expectations, but not all expectations can be considered as promissory in nature. As a result, not all types of expectations are regarded as part of the psychological contract (Rousseau et al., 2018; Rousseau & Tijoriwala, 1998).

Rousseau's (1989) concept of the psychological contract has been widely influential and is considered a new era in PC research (Conway & Briner, 2009; Coyle-Shapiro, Costa, Doden, & Chang, 2019; Sherman & Morley, 2015). Many contemporary studies have been shaped by Rousseau’s notion, particularly her emphasis on individual perception in the formation of the psychological contract, even in the presence of reciprocity and mutuality. Consequently, much of the research focuses on exploring the individual's perspective, often considering that only employees have a psychological contract while organizations do not. However, there is an agreement among scholars that organizational agents play a crucial role in providing contract-relevant cues (Carlos-María Alcover et al., 2017; Metz, Kulik, Cregan, & Brown, 2017).

It is true that Rousseau's early works (Rousseau, 1989, 1995, 2001) have had a significant impact and continue to shape contemporary research. Many researchers have adopted her conceptualization of a promise-based psychological contract (Conway, Guest, & Trenberth, 2011; Kraak, Russo, & Jiménez, 2018; Perera, Chew, & Nielsen, 2018). However, it appears that Rousseau has shifted her perspective from a promise-based contract to an obligation-based contract in her more recent works (see Rousseau, 2011; Rousseau et al., 2018).

Psychological Contract Breach

Rousseau (1989) expressed her concern about the organization's level of compliance with its obligations. In her earlier work, she defined the organization's failure to fulfill its obligations as psychological contract violation (PCV). Subsequently, this conceptualization of PCV has been adopted by researchers in their studies. For instance, Jiang, Chen, Sun, and Yang (2017) examined how PCV moderates the relationship between authoritarian leadership and deviant workplace behaviors.

In more recent works, such as those by Rousseau et al. (2018) and

Tomprou, Rousseau, and Hansen (2015), the concept has undergone a shift following the perspective of Morrison and Robinson (1997). These authors argued that the appropriate term for such an event should be psychological contract breach (PCB), rather than violation. They noted that the term "violation" is associated with intense emotional reactions triggered by a breach. On the other hand, "breach" refers to the cognitive assessment of an organization's failure to fulfill its obligations. Morrison and Robinson emphasized the need for this distinction to clarify the concepts of violation and breach (1997).

Numerous empirical and conceptual studies have been conducted to explore the relationship between psychological contract breach (PCB) and psychological contract violation (PCV). The research has revealed that a PCB does not necessarily result in PCV (Conway & Briner, 2002; Krause & Moore, 2018; Morrison & Robinson, 1997; Rigotti, 2009). However, it has been argued that PCV often follows a PCB when employees perceive the breach as unfair and intentional (Henderson & Leary-kelly, 2021; Schuster, Bader, Bader, & Rousseau, 2022b). The occurrence of PCV depends on factors such as the perceived significance of the breach, the magnitude of the discrepancy between promised and delivered outcomes, and the employee's attempts to cope with the breach (Raja, Johns, & Ntalianis, 2004; Tomprou et al., 2015). Overall, both PCB and PCV are recognized as stressors that impact employees' attitudes and behaviors (Bankins, 2015; Schuster, Bader, Bader, & Rousseau, 2022a; Tomprou et al., 2015).

While some scholars may use the terms "breach" and "violation" interchangeably (Dawson, Karahanna, & Buchholtz, 2014), most contemporary studies have adopted Morrison and Robinson's conceptualization of psychological contract breach (PCB) (Carlos-Maria Alcover, Rico, Turnley, & Bolino, 2017; Henderson & Leary-kelly, 2021; Kraak et al., 2018; Schuster et al., 2022a). According to Morrison and Robinson (1997), PCB encompasses two aspects: the actual breach, which is the failure of the organization to meet its obligations or fulfill the employee's expectations, and the perceived breach, which is the employee's perception that the promises made by the organization have not been fulfilled.

In the literature on psychological contract breach (PCB), the focus has predominantly been on the aspect highlighted by Conway and Briner (2005), which is the perception of breach when an employee believes that their organization has failed to deliver the promised and expected returns in relation to their contributions (Bal et al., 2017; Ma et al., 2019). Robinson (1996) and Cohen (2015) have also emphasized that PCB is a subjective experience that depends on an individual's perception of another party's failure to fulfill the obligations that were established, ultimately influencing their attitudes and behavior.

RESEARCH METHODS

The present study employed a phenomenological approach as its research method. Phenomenology is recognized as a method that focuses on understanding the essence of

an individual's experience. It seeks to depict the existence of a phenomenon by utilizing participants' own words. Phenomenological research provides a rich description of individuals' experiences and allows for a deep understanding of the phenomenon under investigation. It explores the "lived world" of individuals and aims to comprehend the meaning and essence of their experiences. Given the suitability of phenomenology in exploring subjective experiences and the objective of this study to examine psychological contract breach as experienced by academics, a phenomenological approach was deemed the most appropriate method for this research (Creswell, 2007; Moustakas, 1994; van Manen, 1997).

The participants in this study were chosen among academics from a particular higher education institution in Indonesia. The selection process involved snowball sampling methods. Data saturation was achieved after interviewing the 11th participant, indicating that further interviews did not yield new or significant information.

The present study employed the modified van Kaam method, as proposed by Moustakas (1994), to analyze the participants' experiences related to psychological contract breach. This method consists of seven steps for data analysis, namely horizontalisation, reduction and elimination, clustering and thematizing the invariant constituents, validation of the themes, constructing individual textual description, constructing individual structural description, and constructing textural-structural description.

RESULTS AND DISCUSSION

RESULTS

PCB Experiences

Overloaded work

Upon assuming the role of a lecturer, participants realized that in addition to teaching and research, they were also required to engage in community service as mandated by Indonesian regulations. However, many academics expressed feeling overwhelmed by their existing workload. This unexpected work overload was a common experience reported by participants. For example, P1 shared her personal experience of being burdened with additional tasks on top of her already demanding responsibilities. She stated:

“We have our own website, but now they want us to manage and write articles for it. We're already swamped with work as lecturers. Why do they keep piling on more tasks? We know it's for the department's benefit, but we already have so much on our plate.”

Another participant, P8, shared that having dual roles has led to an overwhelming amount of tasks. As a result, she finds herself working late into the night

at home to meet deadlines. She mentioned:

“When there are deadlines in both offices, oh my, I often have to bring my work home and do it at night. As a regular human being, I sometimes complain. Especially with the language center, we have a program for proofreading students' theses. It's not enough to do the work just at the office. There are deadlines, so I often have to bring the work home.”

Participants in the study also expressed experiencing work overload due to being assigned tasks that go beyond their primary responsibilities as academics. They mentioned having to take on administrative duties that they believed should be handled by administrative staff rather than lecturers. This perceived misallocation of responsibilities has increased their workload. Additionally, all participants reported being assigned multiple administrative positions, further exacerbating their workload. P8, for example, highlighted the challenge of balancing academic responsibilities with administrative duties. She stated:

“We're supposed to fulfill the tri dharma of teaching, research, and community service. However, our workload is already complicated enough. On top of that, I'm assigned to multiple positions. As a result, fulfilling the tri dharma becomes tangled up with administrative tasks.”

Some participants in the study have mentioned that there are differences in workload among academic staff, leading to a sense of envy. P1, for example, expressed her envy towards colleagues who can leave the office earlier because they have a lighter workload. She said:

“At times, I would see some people leaving as early as 2 pm. They would go out for lunch and then return to the office in the evening just to make an appearance before leaving again. It made me wonder, "Why do I have so much work? My workload is so different from theirs.””

Likewise, P3 also voiced her concerns about the uneven distribution of work, pointing out that she consistently receives a larger number of tasks compared to her colleagues. She found it puzzling why her workload differs significantly from that of her peers. She said:

“It seems like they always assign tasks to me repeatedly, as if it's my sole responsibility. Personally, it doesn't bother me much, but sometimes I wonder, "What about others? Why aren't they given these tasks? What is their role?" We often discuss this among ourselves in the dormitory, questioning why we are the ones always doing these tasks while others seem exempt from them.”

Working overtime

Participants also shared that they faced work-related stress because of extended working hours, which they associated with an excessive workload. Although

the regular office hours at the institution were scheduled from 7:30 am to 3 pm, many participants revealed that they frequently worked beyond these hours. P2, in particular, mentioned experiencing this situation right from the beginning of his time at the university. He expressed:

“Have a meeting at night. I was at home. All of sudden they called me, ‘We have a meeting now.’”

Living on campus adds an additional layer of responsibility for some participants in this study. Being easily accessible to students at any time can result in extended working hours and potentially contribute to their experience of psychological contract breach (PCB). P4, who holds a departmental leadership role, shared her perspective on this matter:

“I sometimes think to myself, “This feels like a 25-hour workday!” You see, students come to me for consultations about their studies and official matters even at 11 pm, way beyond regular office hours. It's like there's no break from work!”

Participants in this study mentioned how they are expected to work even on their designated day off, which adds to their stress. The institution follows a working week from Saturday to Thursday, with Friday as the designated day off. However, having only one day off per week is a major challenge, especially when it's stated in their contracts. Additionally, participants expressed that their day off is often consumed by work-related tasks, making the situation even more difficult. P5 explained:

“Friday is supposed to be a day off for me. I had looked forward to spending quality time with my family during the weekend. However, it didn't go as planned. Whenever I didn't have classes on Fridays, I would end up being involved in organizing seminars and other events. As a result, I became even busier on the day that was meant for relaxation and family time, and unfortunately, I couldn't fulfill my initial plans.”

On top of working on their scheduled day off, participants in this study mentioned another difficulty they faced—having to work on public holidays. This came as an unexpected requirement for many of them. With only one day off per week, public holidays were seen as precious moments for rest and relaxation. However, having to work on these holidays added to their stress and led to feelings of disappointment. As P9 expressed, “We are also expected to work on public holidays.”

Less appropriate compensation

Some participants in this study have voiced discontentment regarding their compensation, perceiving that their work is not adequately acknowledged. Despite shouldering additional responsibilities or working beyond regular hours, they receive the same compensation as their colleagues. The institution does not differentiate compensation based on job responsibilities or provide additional pay for overtime. Consequently, participants feel that their hard work and commitment are not appropriately recognized in terms of their compensation. As P1 stated:

“I feel like I'm being underpaid for the amount of work I have to do. It's frustrating to think about student matters even when I'm at home and constantly being called to discuss work. On top of that, I have multiple roles as a department secretary, journal manager, and laboratory head.”

On one hand, some participants in the study believe that the basic salary they receive is sufficient to meet their financial needs and consider it an acceptable form of compensation. However, they express dissatisfaction with the lack of employee benefits provided by the institution. These individuals emphasize the importance of employee benefits in supporting their job performance but lament the absence of such benefits in their workplace. P9, for example, specifically highlights the absence of health insurance, which they consider essential for ensuring employees' well-being in case of health-related issues. He said:

“Another thing that bothers me is the lack of health insurance here. It's like, seriously? Other universities have it, and it would be so helpful. I mean, you never know when you might need it, right? It's just one of those things that make me wonder why they don't offer it.”

P7 also pointed out the lack of religious holiday allowances, which she believes is a standard provision in other workplaces. According to her, this benefit is important because it provides additional financial support when she visits her hometown for religious celebrations.

“When I first arrived here, I inquired about the religious holiday allowance. Coming all the way from Bengkulu, having that allowance equivalent to one month's salary would have been helpful for me. It would have assisted me in traveling back to my hometown, even though the amount may not be sufficient. Nonetheless, it would have been a valuable support.”

Decreased organizational support

Participants in this study have noted a decline in organizational support when it comes to their job responsibilities. They have observed that the institution's policies and implementations reflect a reduced level of support for them. For example, P2, who holds a department head position, shared their experience of the institution

revoking the honorarium for research activities. In the past, lecturers were able to allocate an honorarium for research funding, but this policy has now been taken away. P2 stated:

“To be honest, when it comes to external research grants provided by the government, I'm not interested in being the research leader. The reason is simple, there's no honorarium involved. The same goes for internal research grants; there's no honorarium offered for those either.”

Moreover, participants highlighted that policy changes affected not only research funding but also the publication of academic work. P4, the head of a study center, described how the institution used to support study centers in publishing journals and books. However, this policy has been reversed.

“There was this policy change that really threw us off. We were all excited and working hard on some great projects, and then bam! The policy came out of nowhere and didn't support what we were doing. Take the study center, for example. We had it going strong with journals, books, and study forums. We kept it up for a whole year. But then, out of the blue, they dropped the bombshell that study centers couldn't publish books or organize study forums anymore. It was a real bummer.”

The Effects of PCB

Emotional experiences

All participants in the PCB events expressed experiencing a range of emotional responses. Many of them shared feelings of annoyance and frustration stemming from the challenges and limitations they encounter within the institution. P8, for instance, expressed annoyance at the difficulty of providing critiques to senior staff members due to the prevailing culture of seniority in the organization.

“I feel annoyed too. Hehehe... Yeah, just annoyed. As a regular lecturer, I don't have access to the management and I lack power or influence.”

On top of feeling annoyed, many participants expressed their disappointment, frustration, or even hurt due to the institution's failure to meet its obligations. P6, for instance, shared his disappointment with the institution's sluggish handling of his transfer from his previous workplace. He expressed his feelings as follows:

“I'm deeply disappointed, to be honest. This whole situation has really taken a toll on my career. I made the decision to leave my previous position as a civil servant and join this university, but what I've experienced here has been truly hurtful to me.”

Participants not only experienced disappointment but also expressed anger as a

result of the restrictions imposed on study centers' programs. P4, for instance, shared his frustration and anger regarding these limitations. He stated:

“It was a huge letdown, you know? Like, if we can only hold study forums in front of students, it's just as basic as the ones organized by the student union. I was really let down, man. I mean, why would they come up with such a policy out of the blue? It seriously got me fuming. And guess what? When I talked to other study centers, they felt the same way. Turns out, I wasn't the only one ticked off about it.”

Difficult to carry out jobs well

In addition to triggering emotional reactions, the participants in the study also mentioned experiencing negative effects on their work as a result of PCB. Many of them highlighted that the PCB had a detrimental impact on their ability to carry out their primary academic duties effectively. P3, for example, described the challenges she faced in fulfilling the tri dharma, which encompasses teaching, research, and community service. The excessive workload resulting from multiple roles and administrative responsibilities made it difficult for her to effectively manage her academic responsibilities. She explained:

“That's why it becomes challenging for us to prioritize the tri dharma. It's constantly on my mind, questioning why I have an overwhelming amount of work. It doesn't seem normal at all.”

Similarly, P8, who is juggling two different positions, expressed the struggle of staying focused and managing conflicting priorities. The lack of clarity and confusion in determining which tasks to prioritize have had a negative impact on her overall work effectiveness. She mentioned:

“I feel like having to handle two positions divides our focus. And that's what frustrates me. It's quite common in XYZ for lecturers to be assigned multiple roles. However, I don't think it's effective. It would be better if we were assigned to positions based on our expertise, allowing us to fully focus and excel in our tasks. It's not that I'm not giving my all in both positions. I always strive to do my best. But ever since my department was established and I took on additional responsibilities, I've been feeling confused about which tasks to prioritize.”

Besides affecting participants' ability to concentrate, the excessive workload arising from PCB also negatively impacts their time management skills, both at work and in their personal lives. P11 shared an example of staying up late at night to complete the numerous tasks assigned to him.

“Managing my time with all these tasks is a real struggle, you know? The

workload is crazy, and I've got so many things on my plate. Sometimes, I have to pull all-nighters just to get everything done. It's like working overtime on top of my regular hours."

The impact of PCB exposure on participants' work performance went beyond just focus and time management problems. It also affected the quality and timely completion of their work. Some participants reported being unable to finish their tasks within the given timeframe. As P7 put it, "It caused delays in our work."

Facing problems in social life

Besides affecting their work performance, the participants' experience of PCB also had negative implications for their social lives. They mentioned that having only one day off per week, without any days off during public holidays, severely limited their opportunities to engage in social activities outside of work. Furthermore, they pointed out that even their designated day off was often consumed by academic obligations, adding to the problem. This lack of social interaction and leisure time had a detrimental impact on their overall quality of life. As P8 expressed, "It really affected my life. I felt like I had no time for myself or to enjoy with friends and family."

The impact of PCB on participants extended beyond their work and social lives, affecting their familial relationships as well. Some participants mentioned facing criticism from their family members for dedicating too much time to work. The limited availability for social activities and leisure time created conflicts with their family members who were concerned about the lack of quality time spent together. P4 shared an example of being reprimanded by his wife for frequently coming home late due to work commitments. He expressed, "My wife often complains about my long working hours and how it affects our family time. It's a constant source of tension between us."

The impact of PCB on participants extended to the distribution of familial responsibilities, as their limited availability for family obligations resulted in their family members having to take on additional roles. For example, P7 shared that due to her and her husband's hectic work schedules, their children were being taken care of by her mother-in-law, who faced challenges in managing their meals. Consequently, P7 had to prepare meals in advance before leaving for work. She explained:

"Because of our busy schedules, my mother-in-law takes care of our kids, but she struggles with preparing their meals. So, I have to make sure the meals are ready before I leave for work."

DISCUSSION

Transactional Contract Breach

The breach of psychological contact is a significant aspect, and one of its key components is the transactional contract. According to Rousseau (1990), the relationship between employees and organizations can be based on an economic exchange, known as transactional psychological contact. This type of contact involves tangible promises and emphasizes the economic relationship between the employee and the employer, where the employee's contributions to the organization are contingent upon the payment received. When the organization fails to fulfill its monetary obligations, a breach in psychological contact occurs (Chan, 2021; O'Donohue, Hutchings, & Hansen, 2018; Tufan & Wendt, 2020). In the context of a breach in the transactional contract, the present study discovered that participants experienced inadequate compensation. They felt that the overall compensation they received was not proportional to their contributions, and they believed they deserved more from the organization. In other words, they perceived an imbalance (Cassar & Briner, 2005) between their contributions and what the institution provided. Clearly, employees in various organizations, including academics in higher education institutions, have reported experiencing breaches in transactional contracts (L. Jiang, Probst, & Benson, 2017; O'Meara, Bennett, & Niehaus, 2016).

Relational Contract Breach

Another crucial component of the psychological contract is the relational contract, which differs from the transactional contract. In the relational psychological contract, the organization is not only obligated to provide monetary aspects but also socio-emotional factors such as support and trust (Fu & Cheng, 2014; Rousseau, 2004). The failure to fulfill these obligations has been suggested to contribute to psychological contract breach (Robinson & Morrison, 2000). Previous studies (Griep, Vantilborgh, Baillien, & Pepermans, 2016; van Gilst, Schalk, Kluijtmans, & Poell, 2020; Woodrow & Guest, 2020) have empirically demonstrated the existence of breaches in relational contracts that are experienced by employees. Supporting these findings, the current study revealed experiences of breach in relational contracts, which included factors such as excessive workloads, overtime work, reduced organizational support, and unclear and complex systems. Overloaded work, as highlighted in previous studies, aligns with the concept of job demand. Bal, Hofmans, and Polat (2017) found that high job demands or overloaded work led individuals to develop negative attributions about their organization's actions. Drawing from the Conservation of Resource Theory (Hobfoll, 1989), Bal, Hofmans, and Polat (2017) discovered that prolonged exposure to high job demands depleted employees' resources, leading them to perceive this as a breach in their psychological contract. Similarly, Tim Vantilborgh, Bidee, Pepermans, Griep, and Hofmans (2016) demonstrated that working conditions characterized by a high workload increased employees' vigilance (Morrison & Robinson, 1997) and their perception of

psychological contract breach. Specifically, in the case of academics, overloaded work has been identified as one of the forms of psychological contract breach experienced by this group (Krivokapic-Skoko, O'Neill, & Dowell, 2010; Tipples, Krivokapic-skoko, & O'Neill, 2007).

Furthermore, the experience of overloaded work is closely linked to the perception of low compensation. Participants noticed that, despite receiving similar payment, the workload among academics was not distributed fairly. This observation supports Cassar and Briner's (2005) concept of inequity, which suggests that individuals not only evaluate how they are treated by their organization in relation to their contributions but also how fairly they are treated compared to others. Therefore, although the psychological contract involves a mutual agreement between the employee and the organization, the perception of contract breach can also be influenced by the comparison to referent others within the organization.

Moreover, the current study identified a strong connection between the experience of overloaded work and another form of breach, namely overtime work. The excessive workload imposed on academics resulted in them having to dedicate a significant amount of time to their work. This finding is consistent with the research conducted by Lam and Campos (2015), who found that employees perceived the requirement of long working hours to complete additional tasks as a breach of their psychological contract. Similarly, Taylor (2016) discovered that overloaded work led employees to require extra working hours to complete their tasks. As employees' time became consumed by work, Taylor (2016) revealed that this situation heightened their perception that the organization had failed to fulfill its obligations. More recently, Li, Yao, Zhao, Lai, and Fan (2022) included overloaded work and overtime work as stressful situations contributing to employees' experience of psychological contract breach. Furthermore, the study identified a loss of resources experienced by academics, such as the absence of honorariums for research and limited authority, which contributed to the perception of inadequate organizational support. The individuals felt that their contributions were not adequately rewarded with the necessary resources. Consequently, they experienced a sense of loss and perceived a decrease in organizational support. Ultimately, they viewed the treatment they received from the organization as unfair. This finding aligns with existing literature on psychological contract breach, particularly within the context of academics. For instance, Lambey, Karamoy, Lambey, and Kalangi (2019) conducted a study in Indonesia and found that the lack of support from institutions, such as the absence of payment for research activities, was one form of psychological contract breach experienced by Indonesian academics. Similarly, a quantitative study by Jiang, Probst, and Benson (2014) demonstrated that the loss of resources triggered individuals' perception that the institution had intentionally neglected its obligations.

The literature suggests that psychological contract breach (PCB) occurs when employees perceive a depletion of important resources following their contributions

to the organization (Achnak, Griep, & Vantilborgh, 2018; Bordia, Restubog, Bordia, & Tang, 2017; Garcia, Bordia, Restubog, & Caines, 2018). The gain or loss of a resource becomes noticeable to employees when it holds instrumental value (e.g., promotion, salary) or symbolic value (e.g., self-esteem, power). The actual loss of valued resources is seen as a breach of the psychological contract (Restubog, Zagenczyk, Bordia, & Tang, 2013). The findings of the current study are in line with this notion. For instance, in the past, academics received honorariums for conducting research. However, the revocation of such a policy has led to a perception of loss and breach of the psychological contract.

Moreover, participants in the study also emphasized that HR practices within the organization were not effectively implemented. They observed that certain rules and policies were unclear and inconsistently applied. This finding aligns with previous studies (Huy & Takahashi, 2018; Roehl, 2019; Santhanam, Kamalanabhan, Dyaram, & Ziegler, 2017) that suggest HR practices can significantly impact individuals' perceptions of the organization's fulfillment of their psychological contract. When HR practices are poorly implemented, as indicated in the current study, it leads to the perception that the organization has failed to meet its obligations.

Effects of Psychological Contract Breach Emotional experiences

Perceptions and emotions are closely intertwined, as they can mutually influence one another. Understanding this relationship is crucial, as an individual's interpretation of a situation can shape the emotions they experience, ultimately impacting their overall well-being. The participants in this study discussed how their emotional states changed as a result of the breaches they encountered. The most commonly reported emotional reactions were anger, disappointment, and displeasure. Consistent with previous research on the effects of psychological contract breach (PCB), these emotional responses encompassed a range of unpleasant emotions (Carlos-Maria Alcover et al., 2017; Parzefall & Coyle-Shapiro, 2011; Zagenczyk, Gibney, Kiewitz, & Restubog, 2009). Corresponding to the findings of these studies, the current study revealed a strong association between PCB and psychological contract violation (PCV), which encompasses emotional responses resulting from breach events (Robinson & Morrison, 2000). Specifically, among the PCB experiences that led to negative emotional experiences were overloaded work, decreased organizational support, unclear and complicated systems, slow progress, and cultural issues.

Absolutely, the experience of positive or negative events within an organization can strongly influence employees' emotions (Bal, de Lange, Jansen, & van Der Velde, 2008; Zhao, Wayne, Glibkowski, & Bravo, 2007). Perceived psychological contract breach can be seen as a significant work-related event that clearly triggers negative emotional reactions in employees, including feelings of fear, disappointment, anger, or

frustration (Morrison & Robinson, 1997; Zhao et al., 2007). The breach of the psychological contract disrupts the expected reciprocal relationship between the employee and the organization, leading to negative emotional responses.

Difficult in carrying out jobs well

In addition to the emotional experiences, the current study revealed that psychological contract breach (PCB) also had detrimental effects on employees' job performance. Participants reported difficulties in effectively carrying out their work, including experiencing distractions, delays in task completion, and challenges in managing their time. They found it challenging to fully engage in their work. These findings align with previous research conducted by Rayton and Yalabik (2014), Akkermans, Bal, and De Jong (2019), and Perera, Chew, and Nielsen (2017), who found that perceived psychological contract breach is associated with reduced levels of dedication, enthusiasm, and absorption in one's work. Consequently, employees are more likely to become disengaged from their jobs.

The current study goes beyond previous research by examining the specific dimension of work engagement that is affected by psychological contract breach. While previous studies have generally focused on the overall impact on work engagement, they did not delve into the specific dimensions. Drawing on Kahn's (1990) work, which emphasizes physical, cognitive, and emotional engagement, Schaufeli, Salanova, González-Romá, and Bakker (2002) proposed three dimensions of engagement: vigor, dedication, and absorption. Vigor relates to high levels of energy and mental resilience, dedication involves a sense of significance, enthusiasm, inspiration, pride, and challenge, and absorption refers to being fully concentrated and deeply engrossed in one's work.

The current study provides a more detailed explanation by revealing that psychological contract breach affects the dimension of absorption. Academics experiencing PCB reported difficulties in managing time and being fully focused on their work, which hindered their ability to become deeply absorbed in their tasks. This finding aligns with the notion that PCB can disrupt employees' engagement at work, specifically in terms of absorption, where individuals struggle to detach themselves from work and experience challenges in maintaining concentration.

Facing problems in social life

The current study also uncovered that psychological contract breach (PCB) has implications for individuals' social lives, specifically in terms of work-family balance. Participants reported that as a result of PCB, they experienced difficulties in maintaining a healthy balance between their work and family responsibilities. The demands of overloaded and overtime work caused strain on their relationships with family members, leading to complaints and conflicts. Furthermore, the time and energy

devoted to work due to PCB left them with limited opportunities to socialize and engage with individuals in their social circles.

These findings highlight the negative impact of PCB on individuals' social lives, as the imbalance between work and family obligations caused by PCB can result in strained relationships, reduced quality time with family, and limited social interactions. The depletion of time and resources due to work-related demands caused by PCB can hinder individuals' ability to maintain a satisfactory work-family balance and engage in fulfilling social connections.

The situation described indicates that PCB has resulted in individuals experiencing conflicts between their professional and social roles. The individuals, whose time is predominantly consumed by work, face limitations in engaging with people in their social circles. This creates a time-based conflict between work and social life, where demands from both domains compete for the same time slot. According to Greenhaus and Beutell (1985), time-based conflict arises when the time pressures of one role make it challenging for individuals to fulfill the needs of another role, particularly when work-related duties consume their time.

Previous studies have demonstrated how perceived breaches in the psychological contract affect employees' relationships with their family members. For instance, research by Hoobler, (2006) and Liang (2019) revealed that individuals tend to express negative emotions resulting from PCB towards their family members, leading to conflicts within the family. Building upon these findings, the present study expands the understanding by showing that PCB not only contributes to work-family conflict but also has broader implications for individuals' overall life experiences.

CONCLUSION

The phenomenon of psychological contract breach (PCB) is multi-faceted and encompasses various dimensions that impact individuals in different ways. The present study aimed to delve deeper into the understanding of PCB and its effects as experienced by Indonesian academics. To achieve this objective, a phenomenological research approach was employed, which involved conducting eleven in-depth semi-structured interviews and reviewing relevant documents.

The findings of the study shed light on the diverse experiences of PCB among Indonesian academics and the subsequent effects they face. It was revealed that PCBs not only manifest as workplace-related issues but also have repercussions on academics' relationships with individuals in their social circles. The implications of these breaches extend beyond the boundaries of the workplace, permeating into the personal and social domains of academics' lives.

By adopting a qualitative research method and exploring the lived experiences of individuals, the study provides a nuanced understanding of the complexities surrounding PCB and its impacts. This in-depth exploration contributes to the existing body of knowledge by shedding light on the specific

experiences of Indonesian academics and the far-reaching effects of PCB on their social interactions and relationships.

In summary, the study highlights the multifaceted nature of PCB and its implications for academics, emphasizing the need for a comprehensive understanding of the effects of breaches in the psychological contract. The insights gained from this research contribute to the broader literature on PCB and have practical implications for organizations and policymakers in addressing and mitigating the negative consequences of such breaches on individuals' work and social lives.

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