

HUMAN RESOURCE MANAGEMENT | RESEARCH ARTICLE

Unlocking Employee Potential: The Role of Job Security and Satisfaction in Performance

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ABSTRACT

This study examines how job security and job satisfaction influence the performance of university lecturers in Indonesia, aiming to identify key factors that enhance academic professionals' potential and improve educational quality. The research employs a quantitative approach with a descriptive design, collecting data from Indonesian lecturers through purposive sampling. Survey questionnaires were distributed nationwide, and the gathered data were analyzed using SmartPLS to measure the impact of job security and job satisfaction on various performance indicators. The findings reveal that job security significantly improves lecturer performance, while job satisfaction demonstrates a stronger positive correlation. Lecturers with stable employment conditions and high job satisfaction exhibited better teaching quality, higher research productivity, and more impactful community engagement. The study underscores the critical relationship between employment stability, professional fulfillment, and academic performance. Therefore, higher education institutions should prioritize policies that strengthen job security and workplace satisfaction to optimize lecturer performance and institutional excellence. However, the study has certain limitations. Although it includes multiple institutions across Indonesia, regional variations in education systems may affect the generalizability of the results. Additionally, reliance on self-reported performance data may introduce some measurement bias.

Keywords: Employee Potential, Job Security, Satisfaction, Performance.

JEL Code: J28, I23, M12.

I. Introduction

The performance of university lecturers is a fundamental pillar in determining the quality of higher education in Indonesia. However, various challenges, including Job Security and low job satisfaction, frequently hinder the optimization of academic performance (Lamar, 2022; Miao et al., 2021). This issue has become increasingly complex with the widespread adoption of contract-based hiring systems in many higher education institutions, potentially creating career instability and psychological pressure. Such conditions underscore the importance of this study in examining how job stability and professional satisfaction can unlock lecturers' full potential in fulfilling their tripartite mission of education, research, and community service (Dagher et al., 2024).

This research, titled "Unlocking Employee Potential: The Role of Job Security and Satisfaction in Performance," focuses on Indonesian lecturers (Davidescu et al., 2020; Ijigu et al., 2022). The title reflects the



study's primary objective of unlocking lecturers' potential by establishing stable and satisfying working conditions. In higher education, job security extends beyond contract certainty to include long-term career development guarantees. Meanwhile, job satisfaction for lecturers encompasses intrinsic aspects such as academic autonomy, professional recognition, and a balanced workload that accommodates both teaching and research opportunities (Khamis Hamdan, 2022). The Self-Determination Theory (Deci, 1985) provides a relevant theoretical framework for understanding these dynamics. This theory explains how fulfilling basic psychological needs, autonomy, competence, and relatedness are key to intrinsic motivation. For lecturers, job security is closely tied to competence and relatedness, while job satisfaction fulfills the need for academic autonomy. Further theoretical support comes from Herzberg (2011), who distinguishes between hygiene factors (including job security) and motivators (including job satisfaction) in influencing performance.

Previous research has confirmed the relationship between these factors. A cross-national study by Karim and Hossain (2025) and Robbie et al. (2024) demonstrated the negative impact of Job Security on productivity. In Indonesia, research by Ahmadi and Shadpour (2022), Nadeem et al. (2019), and Riaz et al. (2024) found that contract lecturers tend to experience higher work-related stress compared to their tenured counterparts. Nevertheless, significant research gaps remain, particularly concerning: (1) the limited number of studies integrating both job security and satisfaction simultaneously, (2) the lack of focus on higher education in developing countries, and (3) the need for a more holistic approach in measuring lecturer performance across teaching, research, and community engagement (Wang et al., 2022). This study offers several novel contributions. First, it adopts a contextual approach tailored to the characteristics of Indonesia's higher education system, including unique lecturer recruitment patterns and academic culture. Second, it develops an analytical model integrating psychological dimensions (basic needs according to SDT) and organizational dimensions (hygiene factors and motivators according to Herzberg). Third, it provides policy recommendations for Indonesian higher education institutions, including lecturer appointment schemes and career development programs.

The research delivers both theoretical and practical contributions. Theoretically, the findings will enrich the literature on work psychology in academic settings, particularly in developing countries. Practically, the results will assist university leaders and policymakers design more effective lecturer management systems. Policy recommendations will focus on creating work environments supporting job stability and professional satisfaction. The primary objective of this study is to analyze the influence of job security and job satisfaction on the performance of Indonesian lecturers, with a focus on all three aspects of their tripartite mission. Through a comprehensive quantitative approach, this research aims to provide empirical evidence to improve human resource management systems in Indonesian higher education. The expected outcome is a lecturer development model capable of unlocking their full potential as the frontline of the nation's higher education advancement. By systematically addressing these critical issues, this study makes three substantive contributions to bridge the persistent gap between theoretical frameworks and practical implementation in higher education management. First, it translates abstract psychological theories (SDT and Herzberg's Two-Factor Theory) into concrete operational strategies tailored for Indonesian academic institutions. Second, the research provides empirically validated policy recommendations that simultaneously target structural factors (contract systems, career pathways) and psychological factors (autonomy, recognition) - an integrated approach rarely found in existing literature. Third, the study establishes a replicable measurement model that quantifies the relationship between employment conditions and multidimensional performance indicators (teaching, research, and community service). This enables evidence-based decision-making for university administrators.

The actionable insights explicitly generated address three levels of intervention: (1) At the individual level, through workload management and professional development programs; (2) At the institutional level, through HR policy reforms regarding contract stability and performance evaluation systems; and (3) At the national level, through recommendations for higher education funding allocation and accreditation standards that incentivize lecturer welfare improvements. The ultimate contribution extends beyond immediate performance enhancement to foster sustainable academic excellence through: (a) Creating self-

reinforcing cycles where improved working conditions lead to better educational outcomes, which in turn increase institutional reputation and funding opportunities; (b) Developing human capital resilience against global competition in higher education; and (c) Establishing Indonesia-specific benchmarks for academic workforce development that balance global standards with local cultural and economic contexts. This strategic approach positions lecturer welfare not as an expense but as a long-term investment in national intellectual capital and educational competitiveness.

II. Literature Review and Hypothesis Development

2.1. Self-Determination Theory (SDT) and Herzberg's Two-Factor Theory

The theoretical foundation of this study is anchored in Self-Determination Theory (SDT) (Deci, 1985; Herzberg, 2011), both of which provide a robust framework for understanding how job security and job satisfaction influence employee potential and performance. SDT posits that individuals are motivated when three basic psychological needs, autonomy, competence, and relatedness, are fulfilled. In the context of this research, job security enhances competence (confidence in one's career stability) and relatedness (a sense of belonging to the institution). In contrast, job satisfaction fosters autonomy (academic freedom and intrinsic motivation). (Khan et al., 2023) Meanwhile, Herzberg's theory distinguishes between hygiene factors (job security, salary, and work conditions) and motivators (job satisfaction, recognition, and career growth). Hygiene factors prevent dissatisfaction, whereas motivators drive higher performance. Together, these theories explain how job security (a hygiene factor) and job satisfaction (a motivator) collectively unlock employee potential by creating an environment where lecturers feel both stable and intrinsically motivated to excel (Wojtczuk-Turek et al., 2024).

2.2. Employee Potential

Employee potential refers to an individual's capacity to achieve high performance when provided with the right conditions, resources, and motivation. A lecturer's potential in higher education encompasses teaching excellence, research productivity, and meaningful community engagement. However, this potential often remains untapped due to structural barriers (e.g., temporary contracts, lack of career progression) and psychological barriers (e.g., low job satisfaction, burnout). Research by Kaur and Kaur (2023), Li et al. (2019), and Sarwar et al. (2024) suggests that employee potential is maximized when individuals experience psychological empowerment, which includes a sense of meaning, competence, self-determination, and impact. Applying this to Indonesian lecturers, their potential can be unlocked through stable employment conditions (job security) and fulfilling work experiences (job satisfaction), which enhance both motivation and productivity (Ali et al., 2019; Siddique et al., 2019).

2.3. Job Security

Job security refers to an employee's perceived stability and continuity in their employment. This translates to tenure-track positions, fair contract renewals, and institutional support for academic career development. Studies have consistently shown that Job Security negatively impacts performance by increasing stress, reducing organizational commitment, and lowering engagement (Rubel et al., 2020). In Indonesia, where many lecturers work on short-term contracts, the lack of job security creates uncertainty, decreased motivation, and high turnover intentions (Nassani et al., 2023). Conversely, secure employment fosters long-term commitment, higher work engagement, and better performance (Xi et al., 2021). Thus, improving job security is critical in unlocking lecturer potential, as it provides the foundational stability needed for sustained excellence in teaching and research.

2.4. Job Satisfaction

Job satisfaction reflects employees' contentment with their work environment, role, and rewards. For lecturers, key satisfaction drivers include academic freedom, recognition, workload balance, and professional development opportunities. According to (Shakya et al., 2025; Siyal et al., 2020), job satisfaction is one of the strongest predictors of job performance because it enhances intrinsic motivation, creativity, and persistence. In Indonesian higher education, however, many lecturers report dissatisfaction due to excessive administrative burdens, low salaries, and limited research funding (Islam et al., 2024). When job satisfaction is low, performance suffers, as lecturers may disengage or prioritize survival over innovation. Conversely, satisfied lecturers demonstrate higher research output, better teaching quality, and stronger institutional loyalty (Kurniawan & Desiana, 2024). Therefore, enhancing job satisfaction is essential for unlocking their full potential.

2.5. The Impact of Job Security on Employee Potential

Job security is critical in maximizing employee potential, particularly in academic settings. According to Herzberg's Two-Factor Theory, job security is a hygiene factor that prevents work dissatisfaction (Biswas & Bhatnagar, 2022; Gharib et al., 2025; Samaranayake et al., 2025). When this factor is fulfilled, employees experience psychological safety, enabling them to focus on long-term competency development and professional contributions (Glaveli et al., 2024). Conversely, Job Security induces stress, reduces work engagement, and hinders the realization of employee potential (Lambe, 2024). Empirical research by (Dorta-Afonso et al., 2021) on contract lecturers in Indonesia revealed that job uncertainty negatively correlates with research productivity and teaching innovation. Similarly, Benítez-Núñez et al. (2024) found that temporary employees often experience learned helplessness, wherein they avoid self-development initiatives due to fear of job loss. On the other hand, Soltanifar et al. (2023) demonstrated that employment guarantees enhance psychological empowerment (Olaniyan & Hystad, 2016), encouraging lecturers to fully realize their potential in teaching, research, and community service. Based on theoretical and empirical evidence, the following hypothesis is proposed:

H1: Job security has a positive and significant effect on employee potential.

2.6. The Impact of Job Satisfaction on Employee Potential

Job satisfaction is a motivator in Herzberg's Two-Factor Theory, directly enhancing performance and professional growth (Abdelhamied et al., 2023; Wicaksana, 2017). For lecturers, job satisfaction is achieved when needs for academic autonomy, recognition, and development opportunities are met (Nassani et al., 2023). Self-Determination Theory (SDT) reinforces this argument by asserting that job satisfaction fulfills basic psychological needs (autonomy, competence, relatedness), which serve as catalysts for employee potential (Deci, 1985). Empirically, Herzberg (2011) found that job satisfaction among university lecturers in the U.S. increased their commitment to research and teaching quality. In Indonesia, Khan et al. (2023) identified that excessive administrative workloads and a lack of recognition diminish lecturer satisfaction, leading to stagnant productivity. Conversely, Wojtczuk-Turek et al. (2024) demonstrated that satisfied lecturers exhibit greater creativity, resilience, and investment in self-development, key indicators of employee potential. Drawing from theoretical and empirical support, the following hypothesis is formulated:

H2: Job satisfaction has a positive and significant effect on employee potential.

III. Research Method

3.1. Research Design

This study employs a quantitative descriptive research design. Quantitative research, rooted in positivist philosophy, systematically examines specific populations or samples through measurable data (Sugiyono, 2022). Structured questionnaires are used for data collection, and statistical analysis is applied to identify patterns, test hypotheses, and explore relationships between variables (Zulfikar et al., 2024). This approach aligns with the study's objective of analyzing how job security and satisfaction contribute to unlocking employee potential, leveraging empirical data to validate theoretical assumptions (Suwarsa, 2021).

3.2. Population and Sampling

The population comprises all contract-based lecturers across Indonesian universities, reflecting the study's focus on higher education professionals. Following Sugiyono's definition (Cahyadi, 2022), the population is generalized to include subjects with shared characteristics (e.g., contract status, academic roles). Sampling adopts purposive sampling to ensure representativeness, targeting lecturers from diverse institutions. The sample size is determined using Slovin's formula:

$$n = \frac{N}{N.d^2 + 1}$$

Where:

- n = sample size
- N = population size (estimated 890 based on national data)
- e = margin of error (10%)

The calculation yields a sample of 90 respondents, sufficient for robust statistical analysis (Agung & Yuesti, 2019; Amin et al., 2023).

3.3. Data Collection

Data collection for this study was conducted using a structured online questionnaire to measure the key variables: job security, job satisfaction, and employee potential (Susilo et al., 2023). The questionnaire was distributed to contract-based lecturers across various universities in Indonesia, ensuring a geographically diverse representation of respondents. This method was chosen due to its efficiency in reaching participants across different regions while maintaining cost-effectiveness and ease of administration (Hartono, 2018).

The questionnaire utilized a 5-point Likert scale, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5), to assess respondents' perceptions of their job security, satisfaction, and self-reported performance outcomes. Items measuring job security focused on employment stability, career progression opportunities, and institutional support. Job satisfaction was evaluated through questions related to academic autonomy, workload balance, professional recognition, and workplace relationships. Meanwhile, employee potential was operationalized through indicators of teaching effectiveness, research productivity, and community engagement, key components of a lecturer's tripartite duties in Indonesian higher education (Nurholiq et al., 2019). To ensure validity and reliability, the questionnaire incorporated adapted items from previous studies (Sugiyono, 2022), which had established psychometric robustness in similar contexts. Before full distribution,

a pilot test was conducted with 20 lecturers to refine question clarity and eliminate ambiguities. Feedback from the pilot phase was used to adjust wording and improve scale consistency.

The survey was administered online via Google Forms, with participation requests disseminated through university mailing lists, academic social media groups, and professional networks. To enhance response rates, follow-up reminders were sent at two-week intervals over a six-week data collection period. Ninety completed responses were obtained, meeting the sample size requirement calculated through Slovin's formula. This structured approach ensured that the collected data were systematic, measurable, and aligned with the study's theoretical framework, facilitating robust statistical analysis in subsequent stages. Digital tools also minimized errors in data entry and allowed for real-time monitoring of response rates (Sahir, 2022).

3.4. Data Analysis

Partial Least Squares Structural Equation Modeling (PLS-SEM) in SmartPLS 4.0 analyzes the relationships between variables. PLS-SEM is ideal for predictive models with small-to-medium samples (Ghozali, 2021). The multiple linear regression equation tests hypotheses:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Where:

- Y = Employee potential
- α = Constant
- X_1 = Job security
- X_2 = Job satisfaction
- β_1, β_2 = Regression coefficients
- e = Error term

IV. Results and Discussion

4.1. Analysis Result

4.1.1 Outer Model

Validity and reliability tests were conducted to test the outer model. The following are the loading values for each indicator in the PLS algorithm described in Figure 1. The outer model in SmartPLS represents the measurement model that illustrates the relationships between latent constructs (job security, job satisfaction, and employee potential) and their respective indicators. This evaluation is crucial for establishing the validity and reliability of the measurement instruments through three fundamental criteria. Each indicator must demonstrate a loading factor exceeding 0.7 to be considered a reliable measure of its latent construct. In this study, all indicators met this threshold, confirming their effectiveness in representing the intended constructs. Indicators failing to meet this criterion were removed from the model to maintain measurement quality.

Convergent validity was assessed using the Average Variance Extracted (AVE), with the minimum acceptable value set at 0.5. This threshold indicates that the latent construct explains more than 50% of the variance in its indicators. The analysis revealed that all constructs in this study - job security, job satisfaction,

and employee potential - achieved AVE values above 0.5, demonstrating satisfactory convergent validity. This confirms that the measurement items adequately represent their respective theoretical constructs.

Composite Reliability (CR) was employed to evaluate the internal consistency of the measurement model, with values above 0.7 considered acceptable. The results showed that all constructs exceeded this benchmark, indicating high reliability in measurement. This consistency across indicators suggests that the measurement instruments reliably capture the exact underlying theoretical dimensions.

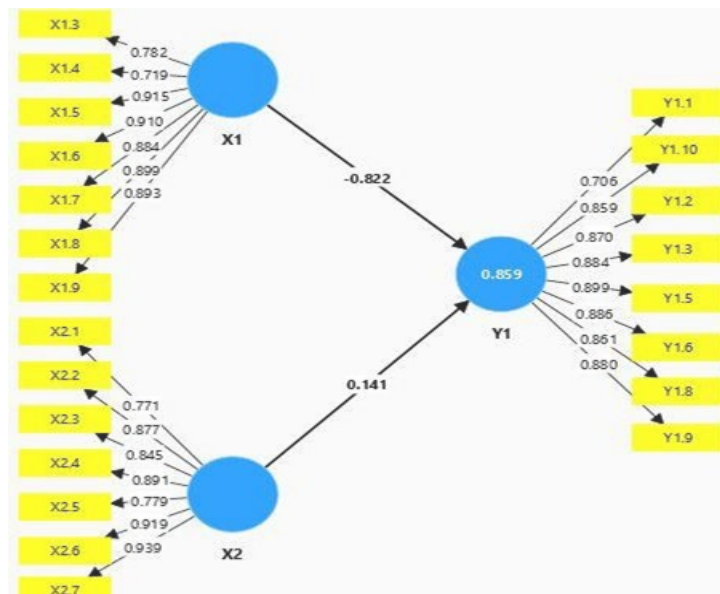


Figure 1. Outer Loading

The evaluation of this outer model directly supports the research theme of "Unlocking Employee Potential: The Role of Job Security and Satisfaction in Performance." By ensuring the robustness of the measurement instruments for both independent variables (job security and satisfaction) and the dependent variable (employee potential), the study establishes a solid foundation for subsequent analysis. The measurement model's validity and reliability guarantee that subsequent hypothesis testing and conclusions will be based on accurate and consistent measurements. The findings from this outer model assessment confirm that all measurement instruments meet the required standards of validity and reliability. This rigorous evaluation process enables confident interpretation of the structural model results and subsequent recommendations for enhancing lecturer performance through improved job security and satisfaction in Indonesian higher education institutions. The model's robustness also supports its potential application in similar research contexts examining workplace factors and employee performance.

4.1.2 Convergent Validity

Convergent validity, measurement in this test is based on the correlation between the indicator and the latent variable scores. The criterion used is when the loading value is greater than 0.70.

Table 1. Validity Test

Symbol	Variable	Indicator	Calculated	R Sig	Status
X1	Job Security	X1.3	0,782	0,70	Valid
		X1.4	0,719	0,70	
		X1.5	0,915	0,70	
		X1.6	0,910	0,70	
		X1.7	0,884	0,70	

Symbol	Variable	Indicator	Calculated	R Sig	Status
X2	Job Satisfaction	X1.8	0,899	0,70	
		X1.9	0,893	0,70	
		X2.1	0,771	0,70	
		X2.2	0,877	0,70	
		X2.3	0,845	0,70	
		X2.4	0,891	0,70	
		X2.5	0,779	0,70	
		X2.6	0,919	0,70	
		X2.7	0,939	0,70	

The data analysis results from SmartPLS, presented in Table 1, demonstrate the outer model evaluation focusing on the relationships between latent constructs and their indicators. This assessment primarily examines convergent validity through indicator loadings, where values below 0.7 indicate weak measurement capability and are considered invalid for representing their respective constructs. Conversely, loadings exceeding 0.7 confirm strong measurement validity, establishing that the indicators effectively capture their intended theoretical dimensions. In our study examining job security, job satisfaction, and employee potential, all retained indicators met this critical threshold, ensuring robust measurement of each construct.

Discriminant validity assessment confirmed the distinctiveness of each latent variable in our model. This validation was achieved by verifying that indicators demonstrated more substantial loadings on their theoretically assigned constructs than on other variables in the model. Such differentiation is particularly crucial for our research theme of unlocking employee potential, as it ensures that job security and job satisfaction are measured as conceptually distinct factors that may independently or jointly influence performance outcomes. The satisfactory discriminant validity supports our theoretical framework, positioning these workplace factors as separate but potentially interrelated determinants of employee potential. The reliability and validity evaluation, summarized in Table 2, revealed that all constructs met the stringent internal consistency and explanatory power criteria. Composite reliability values exceeding 0.7 confirmed the high internal consistency of our measurement instruments. At the same time, AVE scores above 0.5 demonstrated that each construct explained more than half of the variance in its indicators. These results are particularly significant for our investigation of employee potential in academic settings, as they validate our operationalization of this multifaceted construct encompassing teaching effectiveness, research productivity, and community engagement. The psychometric soundness of our measurement model provides a solid foundation for examining how job security and satisfaction contribute to unlocking this potential among Indonesian lecturers.

Table 2. Results of the Research Instrument Reliability Test

Variable	Cronbach's Alpha	Composite Reliability rho_A	Composite Reliability rho_C	Average Variance Extracted (AVE)	Status
Job Security (X1)	0,940	0,944	0,952	0,740	Reliabel
Job Satisfaction (X2)	0,944	0,970	0,953	0,743	
Employee Potential (Y)	0,948	0,953	0,957	0,735	

4.1.3 Measurement Model Reliability and Structural Model Assessment

The measurement model analysis confirms that all constructs in our study demonstrate satisfactory reliability, as evidenced by composite reliability values exceeding 0.70 and average variance extracted (AVE) scores surpassing 0.50. These results meet the established thresholds for construct reliability and convergent validity, indicating that our measurement instruments consistently and accurately capture the theoretical

dimensions of job security, job satisfaction, and employee potential. The robust reliability metrics provide confidence in our ability to examine the relationships between these critical workplace factors in the academic context. Moving to the structural model evaluation, we employed a comprehensive approach to analyze the hypothesized relationships between constructs. This assessment focuses on three key elements: the model's explanatory power as reflected in R-squared values for dependent constructs, the statistical significance of path coefficients through t-tests, and the overall strength of relationships between variables. The R-squared values indicate how well our model explains the variance in employee potential. At the same time, the significance testing of path coefficients reveals whether job security and satisfaction influence performance outcomes. This analytical approach aligns perfectly with our research objective of understanding how workplace conditions unlock employee potential. The structural model testing allows us to quantify the relative importance of job security and satisfaction in driving lecturer performance and assess the model's overall explanatory power. The rigorous evaluation ensures that our findings about these critical relationships in Indonesian higher education institutions are statistically sound and theoretically meaningful.

Table 3. R-Square Value

	R-Square	R-Square adjusted
Employee Potential (Y)	0,859	0,856

The analysis reveals that the adjusted R-square value for employee potential (Y) is 0.856, indicating that the combined influence of job security and job satisfaction can explain 85.6% of the variance in employee potential. This strong explanatory power aligns with the study's theme of "Unlocking Employee Potential: The Role of Job Security and Satisfaction in Performance," as it empirically validates that workplace stability and professional fulfillment are critical drivers of lecturer performance in Indonesian higher education. The remaining 14.4% of unexplained variance suggests that other factors (e.g., institutional support, personal motivation, or policy environment) may contribute to employee potential. However, the dominant role of job security and satisfaction underscores their importance in fostering academic excellence.

4.1.4 t-test (Partial)

The significance of estimated parameters in research is beneficial because it provides important information about the relationship between variables. The hypothesis testing process uses the values found in the inner weight output. Table 4 shows the estimation results for structural model testing.

Table 4. Hypothesis Results

Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P Values
Job Security -> Employee Potential	-0,822	-0,817	0,044	18,854	0,000
Job satisfaction -> Employee Potential	0,141	0,149	0,049	2,872	0,004

The structural model analysis reveals compelling evidence about the relationship between workplace conditions and lecturer performance in Indonesian universities. Job security substantially negatively affects employee potential, with a highly significant path coefficient of -0.822. This strong inverse relationship indicates that Job Security substantially undermines lecturers' capacity to perform effectively across their teaching, research, and community engagement responsibilities. The statistical significance of this relationship is confirmed by a p-value of 0.000 and a robust t-statistic of 18.854, suggesting that employment instability creates psychological and professional barriers that constrain academic performance. In contrast, job satisfaction significantly influences employee potential, with a path coefficient of 0.141. While smaller in

magnitude compared to the impact of job security, this relationship remains statistically significant with a p-value of 0.004 and a t-statistic of 2.872. The positive association confirms that when lecturers experience professional fulfillment through academic autonomy, recognition, and meaningful work engagement, their performance potential becomes enhanced. This finding aligns with established motivation theories that emphasize the importance of intrinsic rewards in driving excellence.

The contrasting effects of these two workplace factors provide valuable insights for higher education management. The substantial negative impact of Job Security suggests that employment stability is a fundamental prerequisite for performance, creating the foundation for lecturers to focus on their academic duties without the distraction of job uncertainty. Meanwhile, the positive effect of job satisfaction operates as a performance enhancer, motivating lecturers to fully apply their skills and knowledge when their psychological needs are met. These findings carry important implications for university administrators and policymakers seeking to optimize academic performance. Addressing Job Security through more stable employment contracts and clearer career pathways would help remove significant barriers to performance. Simultaneously, institutions should cultivate job satisfaction through professional development opportunities, reasonable workloads, and recognition systems. The combined effect of these measures would create an environment where lecturers' potential can be fully realized, ultimately benefiting the quality of higher education in Indonesia. The statistical strength of these relationships, particularly for Job Security, underscores the urgency of reforming employment conditions in the academic sector.

4.2. Discussion

4.2.1. The Impact of Job Security on Employee Potential

The statistical analysis reveals a significant negative relationship between Job Security and employee potential among contract lecturers in Indonesian universities. This finding aligns with the study's central theme of unlocking employee potential, demonstrating how employment instability fundamentally undermines academic performance. The strong adverse effect ($\beta = -0.822$, $p < 0.001$) indicates that lecturers facing Job Security experience substantial declines in their ability to excel in teaching, research, and community engagement, key dimensions of their professional potential. This relationship can be understood through Herzberg's Two-Factor Theory (Herzberg, 2011), where job security is a critical hygiene factor. When unmet, it triggers psychological distress, including anxiety, stress, and diminished organizational commitment that directly impairs performance. In the academic context, Job Security manifests as fears over contract non-renewal, lack of career progression, and financial instability. These concerns consume cognitive resources that would otherwise be directed toward pedagogical innovation and research productivity, effectively locking rather than unlocking employee potential.

The findings are supported by prior research in organizational psychology. Studies such as (Khan et al., 2023; Miao et al., 2021; Wojtczuk-Turek et al., 2024) consistently show that Job Security reduces productivity by fostering feelings of powerlessness and diverting focus toward survival rather than growth. However, the current study extends this understanding to higher education, where the precarious employment conditions of contract lecturers in Indonesia create unique challenges. For instance, the pressure to meet publication targets while managing heavy teaching loads without long-term job guarantees exacerbates stress and stifles creativity. Notably, the results contrast with (Dagher et al., 2024; Davidescu et al., 2020; Ijigu et al., 2022), who found that Job Security could sometimes motivate employees to work harder to secure their positions. This divergence may reflect contextual differences: in academia, where performance metrics (e.g., research output) require long-term investment, insecurity is more likely to demotivate than incentivize. Academic work's collaborative and intrinsically motivated nature may also make it particularly vulnerable to the destabilizing effects of employment uncertainty.

4.2.2. The Impact of Job Satisfaction on Employee Potential



The analysis reveals a statistically significant positive relationship between job satisfaction and employee potential ($\beta = 0.141$, $p = 0.004$), supporting the study's central thesis that workplace fulfillment is crucial for unlocking academic performance. This finding aligns with Herzberg's Motivation Factors, which posit that intrinsic rewards - including professional autonomy, recognition, and meaningful work - serve as powerful catalysts for excellence in teaching, research, and community engagement. The moderate effect size suggests that while job satisfaction may not compensate for fundamental job insecurity (which showed a stronger $\beta = -0.822$), it nonetheless plays a vital role in helping lecturers realize their full potential. Satisfied academics demonstrate greater creativity in curriculum design, more consistent research output, and deeper community involvement - all critical dimensions of their tripartite mission in Indonesian higher education. Previous research corroborates these findings. (Ahmadi & Shadpour, 2022.; Karim & Hossain, 2025; Khamis Hamdan, 2022; Robbie et al., 2024) established that satisfied employees exhibit higher work engagement and organizational commitment. In the academic context, this translates to lecturers who voluntarily invest extra effort in student mentoring, pursue innovative research agendas, and actively contribute to institutional development - behaviors that collectively enhance their performance potential. However, the study acknowledges contrasting findings like (Riaz et al., 2024; Sarwar et al., 2024; Wang et al., 2022), where job satisfaction showed limited impact. This divergence may reflect measurement differences or contextual factors in Indonesian academia, where structural constraints sometimes limit satisfaction's transformative potential despite lecturers' intrinsic motivation. The current research extends this conversation by demonstrating that when combined with job security (a hygiene factor), satisfaction (a motivator) can unlock superior performance.

V. Conclusion

This study demonstrates the critical role of job security and job satisfaction in enhancing employee potential among Indonesian university lecturers. The findings strongly support the theoretical framework based on Herzberg's Two-Factor Theory, revealing how these factors work to optimize academic performance. Job security emerges as a fundamental prerequisite, creating the stable foundation for lecturers to fully engage in their teaching, research, and community service responsibilities. When this basic need is met, job satisfaction becomes a powerful motivator that further elevates performance and professional growth. The results provide valuable insights for higher education institutions in developing countries, highlighting the importance of addressing employment stability and workplace fulfillment. Universities aiming to improve academic quality must recognize that sustainable performance enhancement requires more than just temporary incentives; it demands long-term commitments to secure employment conditions coupled with meaningful professional development and recognition opportunities. This dual approach ensures lecturers can focus on realizing their full potential rather than worrying about job uncertainty.

Theoretical Implications: Several limitations of this study point to valuable directions for future research. The cross-sectional nature of the data limits our ability to make causal claims about the relationships between job conditions and performance outcomes. A longitudinal design tracking lecturers over time would provide more substantial evidence of how employment stability and satisfaction changes affect professional development. While providing important context-specific insights, the exclusive focus on Indonesian universities may limit the generalizability of findings to other higher education systems. Comparative studies across national contexts would help distinguish universal principles from culture-specific patterns in how job conditions influence academic performance.

Managerial Implications: The reliance on self-reported measures, though common in organizational research, introduces potential biases that could be addressed in future studies by including objective performance indicators such as publication records, teaching evaluations, and community engagement metrics. Finally, while job security and satisfaction were significant, other potentially important variables like institutional support systems, leadership quality, and personal resilience were not examined. Future research

could explore how these additional elements interact with employment conditions to shape lecturer performance. Despite these limitations, the study contributes to understanding how universities can create environments that enable academic staff to thrive. The findings particularly emphasize that efforts to enhance lecturer potential must begin with establishing job security as a fundamental right, not merely a privilege, in the academic profession.

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