

Job Insecurities and Turnover Intentions of Adjunct Tertiary Educators in State Universities in Region IV-A

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Abstract: The number of adjunct and part-time faculty in higher education has risen both in the Philippines and internationally. While they make valuable contributions, adjunct educators often face challenges, such as job insecurity creating a sense of instability. Despite their impact on student's academic experiences, their work conditions are frequently overlooked. This study focused on determining the job insecurities in terms of job loss, job changes, marginalization, and organizational survival and turnover intention of the participants. The study utilized a descriptive-correlation research design involving 249 adjunct tertiary educators rendering full time service in major SUCs in Region IV-A. Data were gathered using modified survey instruments, and statistical tests such as Kruskal-Wallis, Mann-Whitney U, and Spearman's Rank-Order Correlation were employed to analyze relationships between job insecurities and turnover intention. The study found that adjunct educators have high job insecurity, and strong intentions to leave their positions. Their job insecurities are highly influenced by their educational level and academic rank. Moreover, their turnover intention is influenced by specialization, hourly rate, and length of service. Overall, adjunct educators with higher turnover intentions are more likely to experience job loss, role changes, marginalization, and organizational survival concerns.

Keywords: Adjunct educators, job insecurities, turnover intention, SDG 8.

1. Introduction

A few decades ago, a college professor who only taught part-time was fairly uncommon. Today, non-tenure track and part-time faculty are not only commonplace, they're the majority (Wallis, 2018). The number of part-time faculty members, who are often hired on a contractual or part-time basis, has increased in academic settings in the Philippines and other countries. These part-time instructors are considered adjunct faculty members within universities. They are termed "adjunct" because they supplement the full-time staff, holding contingent, non-tenured positions. They are typically at the beginning of the academic hierarchy, serving in temporary roles and often regarded as "outsiders" (Kimmel & Fairchild, 2017). Alsunaydi (2020) described adjunct as a part-time instructor paid per course or on an hourly basis, and their hiring has significant implications for students, faculty, and institutions' missions. By

hiring part-time instructors, higher education institutions (HEIs) avoid the additional costs associated with fringe benefits, government-mandated benefits, full monthly compensation, and professional development opportunities and activities typically provided to full-time faculty members (Rattner, 2020).

As stipulated in the Philippines' Civil Service Commission (CSC) Memorandum Circular (MC) no. 19, s. 2005, Service under a temporary part-time employment arrangement is not recognized as government service. Consequently, part-time employees hired under a contract of service do not establish an employer-employee relationship with the government. As a result, some regular faculty members perceive part-time instructors as merely temporary. Part-time instructors at Higher Education Institutions (HEIs) provide important insights and knowledge to ensure that all college students have meaningful learning experiences. Yet, adjunct educators and permanent instructors perform the same responsibilities in the classroom. They both prepare lessons, create engaging activities, and utilize various assessment tools to evaluate students' academic performance (Xu, 2019).

Since adjunct tertiary educators are not considered full-time employee of a college or university, do they get the benefits of being a full-time hire (Limestone University, n.d). Because of this, adjunct tertiary educators sometimes face job insecurity. Many part-time instructors feel marginalized in their work, according to a study conducted by Zitko & Schultz (2020) as cited by Cabello (2022). They desire innovative policy changes regarding their status as part-timers. A few of the reasonable requests of part-time educator includes respect and recognition, job stability and equity, inclusiveness, and, most importantly, the chance to earn a good living in their chosen fields. In Higher Educational Institutions in the Philippines, adjunct tertiary educators also have the same predicament. In the study of Cabello et al. (2020), they described the part time tertiary educators as "less, limited, left-over, and survivors".

Adjunct educators make significant contributions, but they frequently face particular difficulties, such as increased task expectations and employment insecurity. Their employment's nature, which is marked by erratic work schedules and short-

term contracts, creates an atmosphere that could encourage emotions of instability. Unfortunately, Higher education institutions (HEIs) often ignore the dilemma and difficulties faced by part-time instructors. These committed workers have a significant influence on how students perceive their academic experiences, yet their working circumstances and obstacles at work are sometimes overlooked. According to Asfahani (2022), it is the responsibility of human resources management to provide a better work environment for faculty members, including by maintaining and ensuring their well-being, managing their role and workplace relational conflicts, creating balanced job designs and job descriptions for them, and retaining the best faculty members. With this, this study aimed to ascertain the level of job insecurities, and turnover intention of adjunct tertiary educators in Region IV-A. Specifically, the study aims to: (1) determine demographic characteristics of the participants in terms of age, sex, educational attainment, field of specialization, academic rank, rate per hour; and length of service; (2) determine the level of job insecurities of the participants in terms of job loss, job changes, marginalization, and organizational survival; (3) determine the level of turnover intention of the participants; (4) determine the significant differences of their job insecurities and turnover intention when grouped according to their demographic characteristics; (5) determine the significant relationship between the level of job insecurities and turnover intentions. This study aimed to recognize the variables influencing turnover in this important area of the academic workforce. The study's results may serve as bases for a comprehensive human resource program to address the workload issues, job insecurities and turnover intentions of adjunct faculty members in the academe and to create a more supportive and stable environment for adjunct faculty.

2. Methodology

The study utilized a quantitative research approach in analyzing the data that were gathered from the participants. Descriptive and correlational research design were utilized since it determined the demographic characteristics of the participants in terms of age, sex, educational attainment, field of specialization, academic rank, rate per hour, and length of service; the level of job insecurity of the participants in terms of job loss, job changes, marginalization, and organizational survival; and level of turn over intention. Moreover, it was also used to describe the significant difference in the job insecurities, and turnover intention when grouped according to their demographic characteristics. The correlational design was utilized to analyze the relationship between the level of job insecurities and turnover intentions.

The participants of the study were the adjunct tertiary educators in state universities in Region IV-A (CALABARZON) rendering full time service to their respective universities for at least one (1) year. Adjunct faculty members with other work affiliations were not considered in

this study. From the list of contracts of service faculty members per university, the researcher took part in it as a sample size. Initial data for the number of participants are initially taken from the Commission on Higher Education Region IV. Using the Raosoft calculator, out of the 2,469 contract of service faculty members, only 249 were considered as part of the. To collect data from the participants, the study employed a purposive sampling technique since this study has set certain criteria for specific characteristics of the participants to be considered.

With an approved reliability and validity results, the validated and modified research instrument were distributed to the participants. Some participants answered the survey online or through a Google form, while majority of them preferred to answer a printed copy of the questionnaire. The survey questionnaire is divided into four sections; the first part of the questionnaire determines the participants' profile; the second part of the questionnaire measured the job insecurities of the adjunct educators in terms of job loss, job changes, marginalization, and organizational survival and the last part of the questionnaire contains statement about the turnover intention of the participants.

The data gathered were tabulated and analyzed using the following statistical tools: Frequency count and percentage were used to describe the demographic characteristics of the participants. Median was used to determine the level of job insecurities in terms of job loss, job changes, marginalization, and organizational survival and the level of turnover intention of the participants. Mann-Whitney U-Test and Kruskal-Wallis One-Way Anova were used to determine the significant difference of the level of job insecurities and the level of turnover intention of the participants when grouped according to their demographic characteristics. Spearman Rank Correlation was used to determine the significant relationship of participants' turnover intentions to and job insecurities.

3. Results and Discussions

A. Demographic Characteristics of the Participants

As shown in the table 1, most of the participants were female, between the ages of 27 and 33, had earned master's units, employed as Instructor I under contract of service employment status, and were presently specializing in teacher education. Moreover, they are earning between Php175.00-199.00 per hour and have rendered. The sex distribution of the adjunct tertiary educators in Region IV-A is nearly even, with 47 percent for male and 53 percent for female. De Angelis & Gruning (2018) also found that women have a higher average number of academic contracts than men as adjunct faculty. The gender distribution is fairly balanced, indicating that there is gender parity in adjunct teaching roles in the area, which is consistent with larger trends in education toward gender equality. The age range of the adjunct faculty members is 27–33 years old. This outcome is consistent with the findings of the Manuel et al. (2023) study, which found that the majority of

part-time teachers in the Philippines were between the ages of 26 and 30 and in their late 20s. On the other hand, Starcher & Mandernach (2019) also looked at the age distribution of adjunct faculty in the United States, observing that roughly 25% of them were in the 35–44 age range, 25% were in the 45–54 age range, and 30% were in the 55–64 age range. Regarding educational attainment, the majority of participants have master's units, and some hold a bachelor's degree, while a small percentage have completed postgraduate studies. The minimum educational requirement for prospective college instructors is a Master's degree program that is vertically aligned to their field of specialization, according to Cariño (2021), who investigated the lived experiences of college instructors in State Universities and Colleges (SUCs). The applicant will still be hired if they fail to achieve this academic criterion, but they will be hired as a temporary, contractual, part-time, or replacement teacher based on the position's opening and the hiring and selection policies and procedures of the institution. According to these results, adjunct faculty members at state universities in Region IV-A were becoming ready for a more senior position in academia. They can gain a permanent position in the educational institution by earning a master's degree, as it is a minimal prerequisite to receive the regular item. The fields of specialization among the participants are diverse, with the largest group specializing in teacher education, followed by business and accountancy, social sciences, computer and information technology, engineering, and tourism and hospitality. This result is aligned to the report of Lopez (2022) that teacher education, business courses, humanities and social science, computer courses, and hospitality courses were among the top college courses in the Philippines as of 2022. Education and teaching majors are the second most common career paths for students in the country. As of 2017, the Philippines had a total of 740,713 enrollees for the said programs. The results indicate that the number of adjunct faculty members in state universities in Region IV-A, specializing in teacher education are continuously growing because of the overwhelming number of enrollees for the said program. In addition, teacher education is one of the priority courses of the Commission on Higher Education. The majority of the participants are Instructor I in terms of academic level. This is consistent with the age distribution, showing that a large number of students are just starting their academic careers. The lack of prospects for development in adjunct posts is reflected in the modest number of higher-ranked positions (Instructor II, III, and Assistant Professor). The results suggest that majority of the adjunct faculty members in Region IV-A are still at the Instructor I level, considered an entry level and non-tenure track. Meanwhile, the participants who holds assistant professor ranks are likely earned master's degree in their respective field of specialization and already rendered longer years in teaching service in their respective university. In reinforcement of this result, Barnes & Fredericks (2021) highlights the cost-effectiveness factor for universities, leading them to favor hiring a larger pool of instructors at the entry-level (Instructor

I) compared to tenured or tenure-track faculty. According to the Civil Service Commission MC No. 22, s. 2016, the educational requirements for Instructor I-III and Assistant I-IV for state universities are primarily master's degree in the area of specializations or its allied related fields to which the item of faculty position/rank belongs. Hence, in the case of adjunct faculty members, they need to meet the qualifications to be promoted in the higher rank and secure a permanent position in the institution subject to the availability of plantilla positions in the University. When it comes to hourly rate, the majority of participants are earning between Php175 -199 per hour while the other earns between Php151 -174 per hour, 150 and below, and 200 and above per hour. In the study of Bagapuro & Delos Santos (2021), it was stated that the promotion and salary increase of faculty members greatly depends on finishing a post-graduate degree. Teachers need to graduate and be Master's degree holders to obtain higher positions or ranks in their chosen profession. Furthermore, in the Philippines, the national average salary of a Part-time Instructor is Php 138.00 per hour. The Php 125/hour is considered below average and Php 150/hour is above average. In Asian countries, part-time faculty receive a low wage, inequality in bonuses, overtime rate, other privileges like allowances and medical assistance. Even abroad, according to the United States Department of Education, part-time instructors are far less expensive than those who work full time. They receive no health or retirement benefits, but their rate of pay is not in equal proportion to that of full-time faculty members. In 2020, the American Federation of Teachers conducted research about the compensation and benefits received by adjunct tertiary educators. The union surveyed about 1,900 adjuncts, also known as contingent faculty. These part-time professors often lack the advantages of being full-time faculty such as competitive wages, health benefits, retirement plans and job security. Many contingent faculties do not have their own offices and work at multiple colleges to ensure they teach a full load of classes each term. Although 90% of these educators have at least a master's degree, 60% make less than \$50,000 per year, according to the federation report. Almost a quarter bring home less than \$25,000 annually, below the federal poverty line for a family of four. Adjuncts also often go uncompensated for the routine tasks that come with the job – prepping for classes, holding office hours, writing recommendation letters and serving on committees, the union's study found (Nittle, 2022). Hiring part-time instructors allow educational institutions to save on costs related to salaries, benefits, and other full-time employment expenses. Thus, this result implies that adjunct faculty members in state universities in Region IV-A receive a meager salary due to some factors related to the nature of employment in the educational institution. Lastly, the year of service indicates that a significant portion of participants have 1 to 3 years of teaching service while small portion have 4 to 7 years of service in their respective universities. This finding is contrast to the result of the study of Pearch & Marutz (2020), who found that part-time faculty at community colleges averaged five to six years of

Table 1
Demographic characteristics of the participants

Demographic Characteristics	Frequency	Percentage (%)
Age		
20 - 26	78	31
27 - 33	116	47
34 - 40	37	15
41 and above	18	7
Sex		
Male	117	47
Female	132	53
Educational Attainment		
Bachelors' Degree	70	28
Masters' Units	157	63
Postgraduate	22	9
Fields of Specialization		
Computer and Information Technology	41	16
Engineering	23	9
Business and Accountancy	53	21
Teacher Education	65	26
Tourism and Hospitality Management	15	6
Academic Rank		
Instructor I	230	92
Instructor II and III	10	4
Asst. Professor	9	4
Rate per Hour		
150 and below	28	11
151 to 174	63	25
175 to 199	141	57
200 and above	17	7
Length of Service		
1 to 3	172	69
4 to 6	69	28
7 and above	8	3

teaching experience at their current institution. The distribution of years of service suggests that a large number of the participants are relatively early in their academic careers. This may imply that the teaching workforce in the state universities is relatively young or recently hired.

B. Level of Job Insecurities of the Participants

There are widespread and significant levels of job insecurities among adjunct tertiary educators in state universities in Region IV-A, according to the analysis of the level of job insecurities among these educators. The analysis focused on factors like marginalization, job changes, job loss, and organizational survival.

Job Loss. The data on job loss insecurity among adjunct tertiary educators in state universities in Region IV-A emphasizes significant concerns regarding job stability and the potential for job loss. The median response for each item related

to job loss insecurity is 4.00, which falls under the category of "High" according to the verbal interpretation scale. This means that adjunct tertiary educators have high insecurity on the continuance of their career in the University and they perceive a strong instability in their employment situation. This indicates that adjunct tertiary educators feel significant uncertainty in their employment status and have high levels of insecurity over the continuation of their careers at the university. This finding is aligned to the results of the qualitative research study of Cabello et al. in 2021, that this job loss issue among adjunct faculty members got worsened when the pandemic hit the world. Part-time instructors were the first ones on the list not to be renewed. The main reason is that there's no employee employer relationship. During pandemic, part-time instructors are the ones who are the most affected. Similar to the study's findings, Shoss et. al, (2022) also revealed that when workers are worried about losing their jobs, their performance doesn't

improve, they break more rules, and they focus on selling themselves, often to the detriment of their teams and their organizations. Even worse, a lot of these actions lead to recurrent patterns that worsen organizational results and individual well-being by further lowering job security. This suggests that many adjunct faculty members experience a noticeable sense of instability in their work environment and worry that their jobs may be in risk. The significant level of insecurity among adjunct faculty members highlights the uncertain future of their work and reflects a general fear of losing their jobs.

Job Changes. In terms of job changes insecurities, the median score of 4.00 indicates a consistent and significant level of concern among participants regarding potential changes to their job roles and conditions. All responses were categorized as "high" in terms of perceived job insecurity, highlighting a widespread apprehension about the potential loss of valued job features. The reveals that adjunct educators have high insecurity on the anticipated loss of valued job features in general and they perceive high chances that the salient aspects of their job will change. Because of the risky nature of their work and the difficulties in adjusting to new teaching assignments or institutions, part-time teachers are particularly concerned about job change insecurity (Branson, 2021). Since they regularly switch between courses or institutions, the absence of long-term career stability adds to their experience of job change insecurity. Teachers may frequently change jobs due to the short-term nature of part-time teaching contracts. Financial planning, professional advancement, and general job happiness may all be impacted by this volatility. As a result, part-time teachers could see fluctuations in their workload from semester to semester, which could leave them unsure of how many courses they will be offered. Fears of losing important employment characteristics, declining resources and benefits, unpleasant job changes, worsening working circumstances, and the effects of technology improvements are the main causes of the high levels of job insecurity among adjunct tertiary educators regarding job changes. This common feeling of instability highlights the necessity of structural adjustments to give adjunct educators greater stability, transparency, and support so that their contributions are valued and their working conditions are safe.

Marginalization. The median score of 4.00 reflects a significant level of concern among the participants regarding feelings of exclusion and undervaluation within their work environment. All responses were categorized as high, indicating a widespread perception of being ignored by management and excluded from organizational activities. This finding reveals that the adjunct educators have high insecurities related to being excluded from the broader social activities, resources, and career development programs of the organization. The results are in line with Zitco & Schultz's (2020) study, which found that a large number of part-time teachers experience marginalization at work. Regarding being part-timers, they wanted creative policy changes. Many participants in their

study made reasonable requests for things like respect and recognition, equity and stability in their jobs, inclusivity, and, most importantly, the opportunity to make a good living in their chosen fields. Nolan (2019) also disclosed stories of part-time teachers who have experienced total mental breakdowns as a result of the stress of not making a living after working so hard to earn their Ph.D. and who unintentionally sleep in cars or classrooms at night. From school to campus, these stories are told by adjuncts who are well aware that they are on the verge of financial, professional, and personal disaster. This type of circumstance illustrates the depressing reality of part-time teachers' lives. The results of the study also supported Flaherly's (2020) assertions that, despite being some of the most seasoned instructors on their campuses, adjuncts frequently lack institutional support and training. The high levels of insecurity among adjunct educators in Region IV-A regarding their exclusion from the organization's larger social activities, resources, and career development programs can cause them to feel alone and unwelcome, which can have a detrimental effect on their professional development and job satisfaction.

Organizational Survival. As outlined in Table 2, the majority of responses were categorized as "High" with a median score of 4.00. These results indicate that the adjunct educators have relative insecurities in terms of the perceived long-term viability of the institution. They are slightly not confident about the overall health and longevity of the institution and foresee moderate risk to the long-term viability of the organization. Witt & Gearin's (2020) study, which found that financial instability is the main source of insecurity for higher education institutions, supports the high prevalence of organization survival insecurities among adjunct tertiary educators in Region IV-A. Financial strains are exacerbated by declining public funding, shifting enrollment rates, and rising operating expenses. The unstable nature of part-time work not only has an impact on teachers' personal job satisfaction and financial security, but it also calls into question the general stability and standing of universities that mainly depend on part-time faculty. A collaborative effort that includes fair employment policies, supportive institutional practices, and a dedication to the professional development and stability of educators in this employment category is also necessary to address organizational survival insecurity for part-time teachers, according to Maxey & Kezar (2015). This implies that participants were quite concerned about the employing organizations' long-term sustainability and flexibility.

Table 2
Level of Job Insecurities

Job Insecurity Dimension	Median	Verbal Interpretation
Job Loss	4.0	High
Job Changes	4.0	High
Marginalization	4.0	High
Organizational Survival	4.0	High

C. Level of Turnover Intention of the Participants

The data in table 3 highlights the level of turnover intention among adjunct tertiary educators in Region IV-A. The results of the study indicate that the majority of responses reflect a high level of turnover intention. Furthermore, adjunct educators report high intentions to leave their current adjunct positions, actively seeking new job opportunities both within and outside their current organizations. The alignment between personal values and organizational values is only moderately high, which contributes to the desire to leave. Many educators are willing to accept similar positions elsewhere or even at the same compensation level, indicating a preference for organizational change over financial incentives alone.

The data also reveals that educators often contemplate starting their own businesses, reflecting a desire for greater autonomy and control over their careers. The need for a more competitive compensation package and the belief that their skills and talents can be better utilized elsewhere further drive turnover intentions. This sentiment is worsened by feelings of demotivation and inadequate support within their current roles, impacting on their overall job performance and satisfaction. Furthermore, a significant number of educators perceive insufficient opportunities for career advancement within their current positions, leading to higher turnover intentions. They express a desire to work in organizations that offer better skill development, training, and recognition of their contributions. The uncertainty of securing work assignments and the convenience of remote work also contribute to the inclination to leave.

Tett & Meyer (2020), who claim that job satisfaction, organizational commitment, and perceived support all affect adjunct faculty turnover intention, corroborated these findings. It was discovered that all of these elements work together to influence a person's decision to quit their current job. In higher education, adjunct faculty often face unique challenges that increase turnover intention. Furthermore, there is a direct correlation between reduced turnover intentions and financial incentives, promotion speed, and compensation growth (Nawaz et al., 2019). Significant dissatisfaction with current working conditions is redirected by the high level of turnover intention among adjunct tertiary educators in Region IV-A. This general desire to look for better job opportunities is influenced by a number of factors, including low pay, lack of recognition, and few opportunities for career advancement.

Table 3.

Level of turnover intention of adjunct tertiary educators in Region IV-A

Statements	Median	Verbal Interpretation
1. I am currently considering leaving my current adjunct position.	4.00	High
2. I actively scan the internet for new job opportunities outside of the organization	4.00	High

3. I don't feel the sense of alignment between my personal values and the values of the organization which makes me feel leaving this job.	3.00	Moderately High
4. I intend to search for the same position in different organization.	4.00	High
5. I will accept another job at the same compensation level.	4.00	High
6. I tend to ask other people about new job opportunities.	4.00	High
7. I often think about starting my own business.	4.00	High
8. I want a compensation package that is more competitive than my current organization I'm working for.	4.00	High
9. I think that my skills and talents can be utilized to the fullest potential in other organization.	4.00	High
10. I feel demotivated to perform my tasks in the organization for the past 6 months.	4.00	High
11. I would like to work for another organization that could provide opportunities for skill development and training.	4.00	High
12. I think that the other organization can better recognize and reward my contribution and performance.	4.00	High
13. I perceive there are insufficient opportunities for career advancement within my current position.	4.00	High
14. I feel inadequately supported in managing my tasks which impacts my turnover intention.	4.00	High
15. Leaving my adjunct position would improve my overall job prospects and career trajectory.	4.00	High
16. My commitment to staying in my adjunct position diminishes due to the uncertainty of securing work assignments.	4.00	High
17. I have plans leaving my job position due to the convenience of working off site.	4.00	High

18. I feel like I have already fulfilled my time in this job and it is time to embark a new career.	4.00	High
19. I lost my passion in this job so I have to look for another job that offers long-term contracts.	4.00	High
20. I considered leaving this job because it is not what I always want to do.	3.00	Moderately High
OVERALL MEDIAN	4.00	HIGH

D. Comparison among Participants' Job Insecurities Based on their Demographic Characteristics and Turnover Intention

In terms of the significant differences in job insecurities when grouped by demographic characteristics, the overall results showed that participants' job insecurities did not significantly differ based on their age, sex, specialization, hourly rate, or length of service, but they did differ based on their academic rank and level of education. However, the turnover intention parameter varies significantly depending on the adjunct tertiary educators' field of specialization, hourly rate, and length of service in Region IV-A, but not significantly depending on age, sex, educational attainment, or academic rank.

1) Job Insecurities and Demographic Characteristics

The overall results of the comparison of the participants' job insecurities based on demographic parameters showed that, while there are differences in job insecurities according to academic rank and educational attainment, there are no significant differences in job insecurities according to age, sex, specialization, rate per hour, or length of service.

Job insecurities and age. According to the findings, adjunct tertiary educators in every age group have comparable levels of job insecurity with regard to marginalization, job loss, job changes, and organizational survival. This consistency points to a widespread worry among instructors at these universities, indicating that job insecurity problems are widespread and not limited to particular age groups. On the other hand, older workers may experience job insecurity as a result of concerns about retirement plans or organizational changes. However, the findings of the study that adjunct faculty members' job insecurity is consistent across age groups raise the possibility that other elements, like institutional policies and the nature of adjunct work, may be more important. Ashford et al. support this finding and argue that because adjunct faculty are generally impacted by the underlying problems of temporary contracts and lack of tenure, job insecurity can be experienced by people of all ages. This shows that adjunct faculty members of all ages experience the same perceived job insecurities. Furthermore, younger workers frequently have higher levels of job insecurity because of their comparatively shorter tenure and experience, according to De Witte et al. (2016). It also suggests that in order to address these issues globally, institutions must implement

comprehensive strategies. Initiatives to lessen job insecurities can be inclusive and successful for all educators, regardless of age, thanks to this consistent approach.

Job insecurities and sex. Differences in job insecurity by sex are less obvious. The results showed that none of the job insecurity indicators differed significantly. These findings support the null hypothesis, which states that there are no appreciable sex-based differences in adjunct tertiary educators' job insecurities. These results imply that job insecurity is comparable for male and female adjunct educators, suggesting that job security-enhancing tactics should be implemented generally rather than targeting particular genders. These findings are consistent with those of Johnson & Smith's (2018) study, which found few differences between male and female adjuncts, indicating that job insecurity is a widespread problem that affects both sexes. According to Sverke et al. (2019), job insecurity has a similar impact on male and female adjunct faculty because both sexes are exposed to the same risks and working conditions in contingent academic positions. Conversely, the sample comprised 1,005 workers (420 men and 585 women). The findings indicate that women experience higher levels of insecurity when working in hazardous environments (temporary, informal, salary-cutting, tenure), while factors pertaining to men's professional careers (job category, education) and household incomes were significant predictors. Both genders are impacted by job insecurity, but gender inequality has a major influence on the circumstances under which this perception develops (Menéndez-Espina, 2020). These findings highlight how crucial it is to provide adjunct tertiary educators with a welcoming, equitable, and inclusive environment. Recognizing and addressing the universal job insecurities faced by both male and female adjunct educators, state universities can enhance job satisfaction, reduce turnover, and improve the overall quality of education.

Job insecurities and educational attainment. According to the analysis, job insecurities about marginalization, job loss, and organizational survival do not significantly differ by educational level. Similar degrees of insecurity are felt by teachers who hold bachelor's degrees, master's degrees, and postgraduate degrees. But when it comes to changing jobs, there is a clear distinction: teachers with Master's Units are much more insecure than those with Bachelor's or Postgraduate degrees. Research by Davis & Brown (2020) supports this trend, finding that people with master's degrees or those pursuing them reported more job instability because of transitional career stages. These results point to a number of ramifications for institutions of higher learning. First, to address their increased job change insecurities, educators with Master's Units require focused interventions. Institutions could offer more opportunities for professional development that are specific to this group as well as more defined career progression pathways. Second, institutions should establish consistent policies and support measures to address the insecurities of all adjunct educators because insecurities pertaining to marginalization, job loss, and organizational survival do not

differ substantially across educational levels. Furthermore, creating thorough career development programs that address the various needs of teachers with varying degrees of education can greatly aid in reducing job insecurity.

Job insecurities and field of specialization. The results indicate that educators from various fields do not significantly differ in their job insecurities regarding job loss, job changes, and organizational survival. This implies that teachers in the fields of computer and information technology, engineering, business and accounting, teacher education, tourism and hospitality, and social sciences encounter comparable degrees of insecurity. Nonetheless, there is a notable disparity in the degree of marginalization insecurities between educators in business and accounting and those in tourism and hospitality. This suggests that job insecurity among adjunct tertiary educators in Region IV-A is greatly impacted by marginalization, with notable variations depending on their area of specialization. Fields with fewer full-time opportunities and less institutional support experience higher levels of marginalization, leading to increased job insecurity. Rich (2016) also underlined that people in professions like social work and the humanities frequently experience severe marginalization in connection with these findings. Higher job insecurity is a result of these educators' frequent feelings of exclusion from professional development opportunities and decision-making processes. Rhoades (2020) also pointed out that adjuncts in disciplines like education and the arts are disproportionately impacted by a lack of access to professional development and instructional resources, which increases their marginalization. These findings demonstrate how adjunct educators' job insecurities differ depending on the academic field. Although job-related uncertainties seem to be fairly similar across disciplines, marginalization experiences vary significantly, which has implications for comprehending the unique difficulties encountered.

Job insecurities and academic rank. The null hypothesis on these parameters was accepted because the data indicates that there are no significant variations in the adjunct tertiary educators' perceptions of job loss, marginalization, and organizational survival. This suggests that these elements of job insecurity are typically viewed similarly by instructors and assistant professors. The null hypothesis, however, was rejected for job changes, indicating a notable disparity in perceptions. Compared to assistant professors, instructors II and III are more uncertain about changing jobs. These results imply that through secure employment assignments or improved communication regarding job expectations and changes, policies and support programs should concentrate on reducing Instructors II and III's job change insecurities. In line with the findings, Garcia & Lee (2018) bolster these findings by emphasizing that adjuncts at lower academic ranks frequently experience more precarious employment circumstances. Differences in contract stability, opportunities for professional growth, and institutional support can all be blamed for the discrepancy in how secure people perceive their jobs. Furthermore, Umbach (2007) contends that

job insecurity can be considerably decreased by offering long-term contracts, chances for professional growth, and open communication about job expectations. Targeted interventions are necessary due to the notable job change insecurities experienced by Instructors II and III in comparison to Assistant Professors. For these mid-level instructors, institutions should create support programs that offer more consistent work assignments and open communication about expectations.

Job insecurities and rate per hour. The results also show that, depending on the participants' hourly rate, job loss, job changes, and organizational survival differ significantly. On the other hand, marginalization data shows no discernible difference in terms of hourly rate. This implies that different pay levels of adjunct faculty members at state universities in Region IV-A have varied experiences with organizational changes and job stability. While lower hourly rates may suggest greater vulnerability to job loss or changes, higher rates may be associated with greater job security or resilience during organizational shifts. Understanding these differences can help direct efforts to provide employees with better support. For instance, compared to their higher-paid counterparts, employees with lower hourly rates may encounter distinct difficulties during organizational restructuring or job changes. Emphasizing disparities in results according to pay scales can draw attention to concerns about justice and equality in the workplace. Regardless of pay grade, it might spark conversations about fair treatment and opportunities for all workers. In support of this analysis, Alsunaydi (2020) examined how adjunct employment practices affect job security, emphasizing that hourly-paid adjuncts experience varying degrees of job insecurity. Better jobs were linked to higher hourly rates. The financial effects of equitable compensation for adjuncts were also criticized by Shulman (2019), who pointed out that higher hourly wages could greatly lessen job insecurities associated with organizational survival and job loss.

Job insecurities and length of service. The null hypothesis was rejected because only job changes showed a difference. This finding implies that the length of time adjunct educators have been in their adjunct roles influences the possibility or frequency of job changes (such as switching between different teaching assignments or roles). Additionally, adjuncts with varying lengths of service do not differ substantially in terms of factors like the likelihood of losing their adjunct position, feelings of marginalization within the institution, or the longevity of their position. Ott & Dippold (2018) looked into adjunct faculty employment preferences and discovered that those with more teaching experience frequently look for full-time jobs because they are unhappy with part-time ones. This suggests that higher-ranked adjuncts have a notable degree of job insecurity. Witt & Gearin (2020) additionally examined at adjuncts' experiences and discovered that those with longer teaching tenures experienced a great deal of job discontent and insecurity because of changes in their roles within the organizations. This also suggests that, in contrast to more recent

adjuncts who may be more mobile in their roles, longer-serving adjuncts may have greater stability or opportunities for advancement, resulting in fewer job changes. There may be fewer changes to the teaching assignments of seasoned adjunct educators because of their established roles or institutional relationships. Furthermore, adjunct teachers may experience comparable risks of losing their jobs, feeling excluded, or worrying about how long their positions will last at the organization, regardless of tenure.

Table 4
Heatmap Matrix (Color-coded Significance)

COMPARISON BASIS	JL	JC	MAR	OS
Age	■	■	■	■
Sex	■	■	■	■
Educational Attainment	■	■	■	■
Field of Specialization	■	■	■	■
Academic Rank	■	■	■	■
Rate per Hour	■	■	■	■
Length of Service	■	■	■	■

■ = Accept Ho (Not significant)

■ = Reject Ho (Significant)

E. Turnover Intention and Demographic Profile

Table 6 presents the comparison of participants' turnover intention based on their demographic characteristics, using the Kruskal-Wallis test. The finding that turnover intentions differ greatly among specializations suggests that adjunct faculty in particular fields might face particular demands or difficulties that affect their decision to remain or depart. This might have to do with the departmental culture, the resources that are available, or the degree of job satisfaction in those specializations. Furthermore, there may be a direct correlation between pay and job satisfaction given the substantial influence hourly rates have on intentions to leave. This highlights how crucial compensation is to adjunct faculty members' perceptions of their worth and dedication. Additionally, the relationship between length of service and turnover intentions suggests that an adjunct faculty member's likelihood of staying at an institution is influenced by the length of time they have worked there. The advantages and disadvantages of long-term adjunct work, including issues with job security, chances for professional advancement, and institutional loyalty, may be reflected in this. On the other hand, there were no discernible variations in turnover intentions according to academic rank, age, sex, or level of education. These results demonstrate that some demographic characteristics have a greater impact on workload variations than others. Academic rank, age, sex, and level of education have nothing to do on adjunct faculty members' intentions to leave. In light of these demographic factors, the null hypothesis is thus accepted. Similar results about increased turnover intentions in business, accounting, and

teacher education have been reported in a number of studies. According to research by Johnsrud & Rosser (2018), faculty members in the business and education sectors frequently have high levels of stress and job discontent, which increases their intentions to leave. On the other hand, studies on faculty in tourism and hospitality management show fewer plans to leave. Faculty in this field tend to prefer more engaging and practical teaching environments, which can result in lower turnover intentions and higher job satisfaction, according to Airey & Tribe (2020). Furthermore, Tuckman & Tuckman (2020) pointed out that because of perceived unfairness and financial instability, adjunct faculty with lower pay rates typically have higher turnover intentions. According to Gappa & Leslie (2019), adjunct faculty with moderate tenure—typically three to six years—tend to seek more permanent and stable positions, which increases their intentions to leave. This is consistent with the study findings, which indicate that employees with four to six years of service have higher intentions to leave.

Table 5
Heatmap Matrix (Color-coded Significance)

Comparison Basis	Turnover Intention
Age	■
Sex	■
Educational Attainment	■
Field of Specialization	■
Academic Rank	■
Rate per Hour	■

■ = Accept Ho (Not significant)

■ = Reject Ho (Significant)

F. Significant Relationship of Participants' Job Insecurities and Turnover Intentions

There is a statistically significant correlation between the desire of participants to quit their jobs and all aspects of job insecurity, as indicated by the p-values (all $p = 0.000$) falling below the 0.05 cutoff in Table 8. Job changes had the strongest positive correlation with turnover intention ($r = 0.563$), followed by job loss ($r = 0.483$) and marginalization ($r = 0.561$). Therefore, employees are more likely to consider leaving if they feel excluded or if they are afraid of changes to their job duties.

Even though there is a weaker correlation ($r = 0.271$) between organizational survival and turnover intentions, it is still significant, indicating that concerns about the organization's long-term viability may have some influence on turnover intentions. The overall correlation between job insecurity and turnover intention is moderately strong ($r = 0.589$), indicating that increased job insecurity is associated with a higher likelihood of employee turnover. These results highlight how important open communication, employee inclusion, and organizational stability are in lowering the risk of turnover.

According to a meta-analysis by Sverke et al. (2020), job

insecurity is a significant predictor of turnover intentions. Because they frequently have short-term contracts, adjunct faculty members are constantly uncertain about their job security, which increases their intention to leave. Additionally, Kezar & Sam (2013) discovered that adjuncts and other non-tenure-track faculty frequently feel inferior to their tenure-track counterparts, which fuels their desire to quit. The results from Region IV-A, where marginalization is a major factor influencing adjunct faculty members' intentions to leave, are corroborated by this. Furthermore, turnover intentions may be influenced by views of institutional survival or organizational instability. According to research by Probst (2020), workers are more likely to think about quitting if they believe their company is unstable or in danger of closing. Additionally, Ashford et al. (1989) conducted a study on the causes, effects, and content of job insecurity using a substantive test and theory-based measure. also discovered that employees' intentions to leave their jobs are significantly influenced by job insecurity. Particularly susceptible to these insecurities are adjunct faculty, who frequently lack long-term employment guarantees and job security. This supports the results from Region IV-A, which show that adjunct tertiary educators' intentions to leave are significantly influenced by their general job insecurities. Although the importance of job security has been highlighted by the significant correlations found between job insecurities and turnover intention among adjunct tertiary educators, it is important to acknowledge that job insecurities are not the sole factor driving these educators to leave educational institutions. Turnover intention can be influenced by a number of additional factors, which should be taken into account in order to fully comprehend the problem.

Table 6.
Significant relationship of job insecurities and turnover

Job Insecurities	Spearman Rank Correlation Coefficient	P-Value	Remarks
Job Loss	0.483	0.000	Reject Ho
Job Changes	0.563	0.000	Reject Ho
Marginalization	0.561	0.000	Reject Ho
Organization Survival	0.271	0.000	Reject Ho
Overall	0.589	0.000	Reject Ho

4. Conclusions

- A balanced gender distribution, high educational attainment, and a largely young and relatively inexperienced workforce were the demographic characteristics of adjunct tertiary educators working in state universities in Region IV-A. The majority hold entry-level academic positions, specialize in teacher education, and earn moderate hourly wages. Policies that

support career development, increase job satisfaction, and retain talented educators in the area can be informed by these insights.

- The study found that adjunct faculty at State Universities had a high prevalence of job insecurities, including worries about job loss, job changes, marginalization, and organizational survival. These results highlight the widespread perception that adjunct educators' working conditions are unstable. Improving job satisfaction and stability in this academic workforce requires addressing these insecurities.
- The results of the study show that a high percentage of adjunct tertiary educators have plans to leave their adjunct jobs. Due to negative perceptions about various aspects of their jobs, many educators indicated serious thoughts of leaving. This highlights how urgently institutions must address these issues in order to reduce attrition and raise adjunct faculty members' general job satisfaction in the area.
- Furthermore, the level of job insecurity among adjunct tertiary educators was consistent for both sexes and age groups. Nonetheless, significant differences were observed according to educational attainment and academic rank, especially with job changes. Hourly rates were linked to organizational survival insecurities, job loss, and job changes, whereas field of specialization affected marginalization insecurities. There were significant differences in length of service, mostly in the insecurity of job changes. The results also showed that adjunct tertiary educators' intentions to leave varied significantly, with specializations, hourly wages, and lengths of service having a significant impact. Age, sex, level of education, and academic standing were among the demographic variables that had no discernible effect on turnover intentions. By addressing differences in hourly pay, marginalization related to specialization, and lack of advancement associated with academic rank and education, institutions should concentrate on enhancing job security and retention among adjunct tertiary educators. Long-term faculty engagement requires targeted policy reforms and support systems because structural factors have a greater impact on turnover intentions than demographics.
- Lastly, positive associations with job loss, job changes, marginalization, and organizational survival were found when the relationship between job insecurities and turnover intentions was examined. These findings suggest that adjunct educators' willingness to consider leaving their current positions is significantly impacted by job insecurities. Reducing turnover and improving retention among adjunct educators in the area require addressing issues of job insecurity.

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