

Perceived Psychological Contract and Job Satisfaction of Secondary School Teachers in Gem District, Kenya

Mande Wycliffe Odhiambo

PhD Candidate, Department of Entrepreneurship and Technology, Leadership and Management,

School of Entrepreneurship, Leadership and Procurement

Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kenya

Email: cliffmande@yahoo.com

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Abstract

The objective of the study was to determine the relationship between psychological contract and job satisfaction of secondary school teachers in Gem district, Kenya. A descriptive survey design was used with the target population of 400 teachers in public secondary schools. Stratified random sampling technique was used to come up with a total sample size of 200. Questionnaires with open ended and closed ended questions were developed by the researcher and used in primary data collection. The responses of 180 teachers out of a sample of 200 teachers revealed that there is a relationship between perceived psychological contract and job satisfaction. Using linear regression analysis, the study showed that an increase in the overall fulfillment of obligations and promises (psychological contract) by both the teacher and school would directly cause an increase in job satisfaction. Another key finding of the study was that, in general teachers feel they fulfill their promises and obligations to a great extent to the school, while the school fulfills their promises and obligations to teachers to a little extent, which means there is violation of psychological contract and therefore job dissatisfaction. This study then recommends the government and the school management to revise their recruitment policy and emphasize on equal employment opportunities and endeavor to fulfill their promises and obligations (psychological contract).

Key words: *Psychological Contract, Job Satisfaction, Perception, Employment Contract, Employment Relationships*

1. Introduction

During their employment with a particular organization, employees will process, integrate, interpret and derive meaning from information gained from a number of sources, such as co-workers, supervisors and recruiters, as well as the implied and formal employment contract. From this process employees will make their individual interpretations of their obligations and entitlements — that is, their psychological contract with the organization (Rousseau, 1995). Psychological contracts first emerge

during pre-employment negotiation and are refined during the initial period of employment. Potential employees and organizational agents enter the employment relationship with a set of expectations about the potential relationship. These expectations may be transactional (monetary) and/or relational (non-monetary), and will influence the development of the psychological contract (Robinson and Rousseau, 1994).

Psychological contract therefore refers to the mutual expectations people have of one another in a relationship, and how these expectations change and impact our behavior over time. The term is used mainly to describe the expectations an employee has of the organization and the expectations the organization has of the employee (Argyris, 1960). The dynamic nature of the interaction between the parties to the contract, together with organizational goals and environmental conditions and the goal orientation of the individual, influence the development of the psychological contract (Conway and Briner, 2005).

2. The Concept of Perception

Social perception is the process of interpreting information or understanding of sensory information (Nelson and Quick, 1997). They argue that the opinions you form about something depends on the amount of information available to you and the extent to which you are able to correctly interpret the information you have acquired. In other words, you may be in possession of the same set of information that other people have on a particular situation, person or group but still arrive at different conclusions due to individual differences in their capacity to interpret the information that you all have. Chalmers (1997) says that the process of perception routinely alters what a human being see. When people view something with a preconceived concept about it, they tend to take those concepts and see them whether or not they are there. He adds that this problem stems from the fact that humans are unable to understand new information without the inherent bias of their previous knowledge. A person's knowledge creates his or her reality as much as the truth because the human mind can only contemplate that to which it has been exposed.

Rao and Narayan (1998) define perception as the process whereby people select, organize, and interpret sensory stimulations into meaningful information about their work environment. They propose that perception ranks among the important cognitive factors of human behavior or psychological mechanism that enable people to understand their environment, adding that it is the single most important determinant of human behavior and stating further that there can be no behavior without perception (Rao and Narayan, 1998).

3. Psychological Contract

Based on Social Exchange Theory (Homans, 1961) research in psychological contract between employer and employees has produced a number of important messages for managers and students of management. Despite the academic origins of the term, many managers believe that the idea of the psychological contract offers a valid and helpful framework for thinking about the employment relationship against the background of changing working relationships. The literature on the psychological contract has expanded considerably over the past 10 years, primarily under the influence of Rousseau (1989; 1995; 2001). However, the concept has a much longer and deeper pedigree, with its antecedents evident in earlier work on social exchange theory. Central to this theory is that social relationships have always been comprised of unspecified obligations and the distribution of unequal power resources (Guest, 2004). In terms of organizational analysis, social exchange constructs are clearly evident in the work of Argyris (1960), and Levinson (1962). Argyris (1960) used the term psychological work contract to describe an embeddedness of the power of perception and the values held by both parties (organization and individual) to the employment relationship. Significantly, this earlier literature illustrates the point that employment relationships are shaped as much by a social as well as an economic exchange. Developing this further, Levinson (1962) saw the psychological contract as a series of mutual expectations of which the parties to the relationship may not themselves be dimly aware but which nonetheless govern their relationship to each other. According to Schein (1978), these expectations between the organization and individual employee do not only cover how much work is to be performed for how much pay, but also a whole set of obligations, privileges and rights. Schein's insightful contribution alerts us to the idea that labour unrest, employee dissatisfaction and worker alienation comes from violations of the psychological contract that are dressed up as explicit issues such as pay, working hours and conditions of employment which form the basis of a negotiable rather than a psychological agenda. Psychological contracts differ from legal contracts with respect to procedures followed in the event of violation of contract. When a legal contract is violated, the aggrieved party can seek redress in court of law. Violation of a psychological contract, however, offers no such recourse and the aggrieved party may choose only to withhold contributions or to withdraw from the relationship (Spindler, 1994). Employees regard violation of psychological contract when there is a perception "... that one's organization has failed to fulfill one or more obligations composing one's psychological contract" (Morrison and Robinson, 1997; 226-231). In such cases, individuals feel that the other party is unfair to them or has not kept its part of commitment. The violation of psychological contract takes employees' perception as the base and is impacted by individual experiences and values. Insight into the degree of fulfillment, violation of the contract and their causes is important in light of their different consequences for employee behavior (Robinson and Rousseau, 1994).

4. Job Satisfaction

Job satisfaction is an attitude or variable that reflects how people feel about their jobs. It emphasizes the specific task environment where an employee performs his or her duties and reflects the more immediate reasons to specific tangible aspects of the work environment (Mowday, Porter and Steers, 1982). There are many facets of job satisfaction, with common classifications being pay, promotion, benefits, supervision, co workers, job conditions, and the nature of the work itself, communication and job security. When an employee experiences discrepancy between what was expected and what was received in one or more of these facets, the employee may experience a decrease in job satisfaction especially if these facets were viewed as important by the employee (Robinson and Rousseau, 1994).

Armstrong (2001) states that the level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with work groups and the degree to which individuals succeed or fail in their work. People are motivated to achieve certain goals and will be satisfied if they achieve these goals. They may be even more satisfied if they are then rewarded by extrinsic recognition. He argues that work-life balance policies define how the organization intends to allow employees greater flexibility in their working patterns so that they can balance what they do at work with the responsibilities and interests they have outside work. The policy indicates how flexible work practices can be developed and implemented. It emphasizes that the number of hours worked must not be treated as a criterion for assessing performance. It also sets out guidelines on specific arrangements that can be made such as flexible hours, compressed working week, term-time working contracts, working at home, special leave, career breaks, and various kinds of child care.

5. Psychological Contract and Job Satisfaction

Theoretical model of psychological contract violation (Morrison and Robinson, 1997) proposes that when an employee perceives a discrepancy in the reciprocal promises made between the employee and the organization, their response may manifest as job dissatisfaction, with resultant increase in absenteeism and turnover (Griffeth, Hom, and Gaerther, 2000). If dissatisfied employees remain in the organization, they may engage in counterproductive behaviors such as poor service, destructive rumors, theft and sabotage of equipment, absenteeism and turnover. These counterproductive behaviors result in financial costs to the organization in terms of lost productivity and replacement costs. Dissatisfied employees have also been found to report such symptoms as tension, anxiety, disturbed sleep patterns, tiredness, depression and stiffness in muscles and joints (Spector, 1997). These represents a very significant cost to the psychological and physical well being of the employee, indirect financial cost to the organization and sub optimal performance. Psychological Contract theory (Rousseau, 1995) suggests that

employees with family responsibilities may negotiate new psychological contracts that include family- responsive benefits such as flexible work hours.

6. Problem of the statement

Managers whether consciously or not, are turning to the psychological contract as a way to retain and motivate key staff. Raising motivation levels, ensuring commitment, trust, organizational citizenship behavior, job satisfaction, work-life balance etc. are key success factors when managing people at work (Conway and Briner, 2005). Guest (2004) articulates the view that work places have become increasingly fragmented because of newer and more flexible forms of employment. At the same time, managers have become increasingly intolerant of time-consuming and sluggish processes of negotiation under conventional employment relations systems.

Consequentially, promises and deals which are made in good faith one day are quickly broken due to a range of market imperatives. With the decline in collective bargaining and the rise in so-called individualist values amongst the workforce, informal arrangements are becoming far more significant in the workplace. As a result, the 'traditional' employment relations literature is argued to be out of touch with the changing context of the world of work. Given the increasingly idiosyncratic and diverse nature of employment, a framework like the psychological contract, reflecting the needs of the individual with implicit and unvoiced expectations about employment, is an appealing, 'alternative' paradigm for studying people at work.

There is a wide range of views about teacher performance in Africa, most of which are country specific. Standards of professional conduct, job satisfaction and performance are low and falling in many public secondary schools, because of increased hours of work, larger class sizes, more subjects, and constantly changing curriculum. Teachers do not perceive what is expected from them (psychological contract) as realistic given material rewards, workloads, and work and living environments. They are even being asked to take on more responsibilities, including HIV/AIDS education, life skills, physical education, counseling, and community development (Adeyemo, 2001).

The teacher's age has also been found in some studies to be linked to job satisfaction. The aspect of age in relation to commitment varies with relation to work without supervision, recognition and opportunity to use own approaches (Immonje, 1990). This has been characterized with an increased number of these teachers taking additional courses in colleges and universities; diplomas, degrees and masters which are not recognized by their employer (Teachers Service Commission) all in the hope of quitting teaching profession and join other sectors which they perceive as satisfying. In light of these changes, psychological contracts are now playing an increasing role in helping to define and understand the cotemporary employment relations (Heugens, 2006). For

schools to ensure that performance goals are realized through committed and satisfied employees, an understanding of psychological contract and how it affects employee behavior and attitudes becomes crucial. Psychological contract therefore offers a framework for monitoring teachers' perceptions and attitudes on those dimensions that can be shown to influence job satisfaction.

Research done on Psychological Contract in Kenya include: The employees' perceptions of psychological contract (Longurasia, 2008), which tested the extent of employees' perception of psychological contract at the Kenya Meat Commission. The study found that employees at Kenya Meat Commission are satisfied with their employer's fulfillment of psychological contract and therefore have a sense of belonging and loyalty and are obligated to the organization. Njeru (2003) studied the effects of psychological contract on employee performance at the Telecom Kenya, which looked at the state and content of psychological contract and found that employees believed that their psychological contracts were violated. They felt that this affected their performance in this organization. These studies focused on business organizations and recommended further research in other disciplines. No such a study has been done in the education sector and the current study therefore fills the gap by examining the perceived psychological contract and job satisfaction among secondary school teachers. This research problem leads to the following research question: What is the perceived psychological contract and job satisfaction among secondary school teachers in Gem District, Kenya?

7. Objective of the Study

To establish the relationship between perceived psychological contract and job satisfaction, among secondary school teachers in Gem District, Kenya.

8. Review of Literature

Rousseau (2001) proposed that psychological contracts are grounded in an individual's schema of the employment relationship. Morrison and Robinson, (1997) added that this schema develops early in life when individuals develop generalized values about reciprocity, hard work and that the values are influenced by family, school, peer group and interactions with working individuals. Anderson and Schalk (1998) found out that higher level of socialization reduced employee perceptions of employer obligations during the first three months of employment. In their study the new army recruits adjusted their psychological contract over an eight-week period and this change was influenced by social information processing that —moved their psychological contract closer to that of experienced soldiers. They also realized that newcomers changed their perception of employer obligations based on the inducements they had received and also, newcomers changed their perceptions of what they had promised based on what they had contributed. Shapiro and Kessler (2000) showed that newcomer proactivity

and socialization tactics were important in influencing newcomer evaluation of their psychological contract during the first year of employment.

Additional organizational influences include human and structural contract makers (Rousseau, 1995). Human contract makers (recruiters, managers and mentors) play an important role in communicating reciprocal obligations to employees and in particular, the line manager (Guest and Conway, 2002). Structural contract makers (human resource management practices) have been positively linked to the number of promises made to employees as perceived by managers. Notwithstanding organizational influences, individual factors still shape how individuals construe their psychological contract and how they enact contractual behavior. Robinson, Kraatz and Rousseau (1994) argue that self-serving biases cause individuals to over-estimate their contributions and under estimate the costs of the inducements to organizations.

In light of the subjective nature of the psychological contract, researchers have attempted to categorize psychological contract items (e.g., job security, interesting work, career prospects, pay, training and developmental opportunities, autonomy in job) in terms of two underlying dimensions: transactional and relational (Guest, 2004). Rousseau (2004) argues that they represent anchors on a continuum such that a psychological contract can become more relational and less transactional and vice versa. The key issue is the crossover of items for example; training may be a transactional or relational item (Shapiro and Kessler, 2000).

Nevertheless, researchers used psychological contract breach and violation interchangeably until Morrison and Robinson (1997) distinguished between the two in terms of cognition and emotion. Contract breach captures a cognitive awareness that one or more obligations have not been fulfilled and contract violation captures the emotional experience that arises from the recognition that a breach has occurred (Morrison and Robinson, 1997). Contract violation would include emotional distress, feelings of betrayal, anger and wrongful harm that result from the individual's perception that although they have kept their promises to another party, the other party has broken their promises to the individual. Therefore, one can recognize a breach has occurred yet at the same time not experience feelings of violation. Violation of the transactional obligation of the psychological contract (Pay, benefits and promotion) result in a decrease in job satisfaction while violation of relational obligations (Loyalty and support) results in lowering of organizational commitment (Anderson and Schalk, 1998). Because of the similarity of the consequences of job dissatisfaction, and psychological contract violations, studies also suggest that satisfaction partially mediates the relationship between violation and commitment (Turnley and Feldman, 2000).

9.0 RESEARCH METHODOLOGY

9.1 Research Design

This study used descriptive survey design since it involves a collection of data from several secondary schools. This method presents facts concerning variables investigated as they exist at the time of study as well as trends that are emerging. It is appropriate method for this study because it makes it possible to compare and verify information across several schools (Bryman, 2004).

9.2 Population

The population of the study was 400 teachers in 35 public secondary schools in Gem district, according to Gem District Quality Assurance and Standards offices 2012. These schools are classified as, county and district schools.

9.3 Sample Design

Stratified random sampling technique was used. Stratified random sampling was used because the population was heterogeneous; consisting of boarding schools and day schools which formed the two strata. The total sample size was 18 schools which gave 50% of the total population (400) for adequate representation. With 25 day schools and 10 boarding schools, sample size for each stratum was obtained using proportional allocation technique. Then simple random sampling was used for selection of the schools in each stratum.

9.4 Pre-testing

A pilot study was done to enable the researcher to access the clarity of the instrument and its ease of use. Five (5) questionnaires were used for pre-testing; ideally, this test was done on the respondents who were included in the main study. The results were used to locate possible ambiguities in instrumentation requiring further attention and clarity.

9.5 Data Collection and Instrumentation

The study collected primary data through an interviewer administered questionnaires which contained both closed and open ended questions. Secondary data were collected using reviews from both empirical and theoretical literatures existing. The literatures were sourced from various sources such as library, journals, internets and any other relevant databases.

9.6 Data Analysis

The process of data analysis involved several stages. Completed questionnaires were edited for completeness and consistency. The data was then coded and checked for any errors and omissions. The data was then analyzed using procedures within Statistical Package for Social Sciences (SPSS). Descriptive

statistics such as mean, standard deviations, percentages and frequency distributions was used to generate meaning from the data in relation to the research objective and data was then presented in form of proportions, tables and graphs. Linear regression analysis was used to test the relationship between perceived psychological contract and job satisfaction.

10.0 FINDINGS AND DISCUSSIONS

The study targeted a total of 200 teachers from a sample of 18 secondary schools but managed to obtain 170 questionnaires duly filled-in which was a response rate of 85%. This response rate is agreeable with Fincham (2008) who asserted that a response rate of 50%-60% or greater is optimal.

10.1 Demographic characteristics of the respondents

The study captured demographic characteristics of the respondents, including the age, level of education, number of years in service, gender and the employer.

10.1.1 Age Distribution

The study investigated the age distribution of respondents and the result showed that 46% are below 30 years, 37% between 31 to 40 years, 13% between 41 to 50 years and 17 % are between 50 to 60 years. This showed that majority of teachers in Gem district were below 40 years.

10.1.2 Gender Distribution

The respondents were asked to state their gender, and the result indicated that 61% of the respondents were male teachers while 39% were female teachers. An indication that majority of teachers in the district were of a male gender.

10.1.3 Level of Education

The level of education is important in a person's ability to perceive the job as satisfying or not on dimensions of self and the employer's promises and obligations based on knowledge and skills. The study investigated the level of education and result showed that 25% of the respondents are Diploma holders, 83% have bachelors degree and 6% are holders of masters degree. This indicated that majority of the teachers (83%) in Gem district had a bachelors degree.

10.1.4 Number of Years in the school

The number of years one has worked in an institution influences his or her trust on the employer's promises and managerial policies. The respondents were asked to give the number of years they have worked in their stations and it was found out that 8% of the employees have worked in their stations for less than 5 months, 15 % have worked between 6 to 12 months and 77% have worked for more than a year. This revealed that majority of teachers (77%) have been in their respective schools for more than one year.

10.1.5 Employer

Teachers in public secondary school in Kenya are employed by the government through Teachers' Service Commission or the board of management of the respective schools. The respondents were asked to indicate their employer and the result showed that 60% of teachers are employed by the teachers' service commission and 40 % employed by the board of management of the respective schools. This implied that majority (60%) of the teachers were employed by the Teachers Service Commission.

10.2 Perceived teacher's Obligations to the school

Perceived Psychological Contract in a school set up can be measured on a number of variables related to work such as, flexibility, loyalty, ethics and extra role behavior. Respondents were asked to indicate the extent to which they are obligated to provide the school with the following: flexibility, loyalty, ethical behavior and extra role behavior. A five-Likert scale was developed of 1= not at all, 2= to a little extent, 3= to some extent, 4= to a great extent and 5= to a very great extent.

The results revealed that respondents to a great extent (average mean = 4.3) perceive to be obligated to the school on the aspect of Ethical Behavior which relates to; protecting confidential information, use of schools properties honestly and following school policies and procedures. They also perceive to a great extent (average mean 4.1) to be obligated to the schools on Extra role Behavior which entails, cooperation with colleagues, working fast and efficient, sharing information and delivering qualitative work. To some extent (average mean = 3.5), teachers perceive to be obligated to some extent on the aspect of Flexibility which includes; working extra hours, volunteering to work for someone and even working during the weekends and to some extent (average mean 3.2) on Loyalty that relates to; not immediately look for a job offer elsewhere and to remain in teaching for at least some years. This revealed that teachers are more obligated to their schools on aspects related to Ethical Behavior and Extra role Behavior as part of their psychological contract compared to aspects of Flexibility and Loyalty.

10.3 Perceived School's Obligations to the teacher

The second concept in Psychological Contract was to measure the perceived school's obligation to the teacher. This relates to aspects such as; work-life balance, career development, financial rewards, job content and social atmosphere. Respondents were asked to indicate the extent to which they perceive the school is obligated to provide them with the above aspects. This was a five-likert scale of 1=not at all, 2= to a little extent, 3= to some extent, 4=to a great extent and 5= to a very great extent.

The results showed that teachers to a some extent (average mean = 3.4) perceive that schools are obligated to provide opportunities for Career Development, involving issues such as opportunities for promotion in and out of school and career development opportunities. They also perceive to some extent (average mean 3.6) schools as obligated to provide the following on Job Content; opportunity for making decision by oneself, a job with responsibilities and opportunities to use self skills and capabilities fully. Moreover they also perceive to some extent (average mean 3.8) the school as obligated to provide the following items on Social Atmosphere; a conducive atmosphere of work, good communication and good relationship with both colleagues and superiors. Nevertheless, to some extent (average mean 3.4) they perceive schools to provide the following on Financial Rewards; motivation based on performance, attractive pay packages and regular benefits. Lastly, teachers to some extent (average mean 3.4) perceive schools to provide the following on Work- Life balance; opportunities for flexible working hours, respect for personal situation and opportunities to decide when to take leave. The above results indicates that teachers perceive (to some extent) schools as being obligated to them on aspects of career development, finance, social atmosphere, job content and work-life balance.

10.4 Overall assessment of fulfillment of obligations by both teacher and the school

After measuring the perceived obligations of a teacher to a school and the perceived obligations of the school to the teacher it is important to measure the overall fulfillment of obligations by both teacher and the school to give complete results of variables which might not have been captured. Respondents were asked to indicate in general how well the school fulfills its promises and obligations to them and how well they fulfill their promises and obligations to the schools. This was a five-likert scale of 1= not at all, 2 = to a little extent, 3= to some extent, 4=to a great extent and 5= to a very great extent. The results showed that teachers to a great extent (mean 4.08) feel they have fulfilled their psychological contract by keeping their promises and obligations to the school. On the other hand they perceive the school to a little extent (mean 2.72) has fulfilled its part of psychological contract on the promises and obligations made to teachers.

10.5 Measure of Job Satisfaction

Fulfillment of psychological contract or its violation has some relationship with job satisfaction. When both the teacher and the school fulfill or violate their part of the psychological contract on aspects of promises and obligations, it determines the teachers' level of job satisfaction. This then called for the informants to indicate how satisfied they are with some aspects of their work. This was a five-likert scale of 1= not at all, 2= to a less extent, 3= to moderate extent, 4=to a great extent and 5= to a very great extent. The results indicated teachers to a moderate extent (average mean 3.00) feel satisfied with their job on the facets of their job providing steady employment, doing things that do not go against their conscience, being able to keep busy all the time, their supervisor displaying competence in decision making, a chance to work alone on the job and a chance to be somebody in the community. They also feel to a less extent (average mean 2.00) satisfied with aspects such as respectful and dignified treatment from their boss, the freedom to make judgment on their job, the praise they get from doing a good job, the chance to advance in their job, the feeling of accomplishment they get from their job, getting along with each other, the way school policies are being practiced, excellent working conditions and a strong link between their pay and amount of work.

10.6 Regression Analysis

Table 10.1: Relationship between Job Satisfaction and Perceived Teacher's Obligations to the School

Step I	R	ΔR^2	β	P
	.400	.092		
Career Development			-.259	.091
Job Content			.310	.060
Social Atmosphere			.356	.044
Financial Reward			-.224	.196
Work Balance			.205	.225
Step II	R	ΔR^2	β	P
	.111	.003		
Perceived Teacher's Obligation to the School			.111	.366

Source: Research Data

The results in table 10.1, shows that when the components of perceived teacher's obligation to the school were each entered in the model. Social satisfaction ($\beta=.356$, $p= .044$) (of the perceived teacher's obligation to the school) was significant and predicted job satisfaction

which accounted for 9% of the variables in the model. The findings indicated that a good social atmosphere predicted more job satisfaction.

However, career development ($\beta = -.259$, $\rho = .091$), job content ($\beta = .310$, $\rho = .060$), financial reward ($\beta = -.224$, $\rho = .196$) and work balance ($\beta = .205$, $\rho = .225$) were not statistically significant in predicting job satisfaction.

Table 10.2: Relationship between Job Satisfaction and Perceived School’s Obligation to the Teacher

Step I	R	ΔR^2	β	P
	.286	.024		
Extra Role Behavior			-.065	.657
Flexibility			.354	.027
Ethical Behavior			-.085	.522
Loyalty			-.164	.253
Step II	R	ΔR^2	β	P
	.09	.015		
Perceived School’s Obligations			-.009	.942

Source: Research Data

The results in table 10.2, shows that Flexibility ($\beta = .356$, $\rho = .027$) (of the perceived school’s obligation to the teacher) was significant and predicted job satisfaction which accounted for 2.4% of the variables in the model.

The findings indicated that the more the teacher’s flexibility the more the teacher is satisfied by the job.

The findings further indicate that Extra Role Behavior ($\beta = -.065$, $\rho = .657$), Ethical Behavior ($\beta = -.085$, $\rho = .522$) and Loyalty ($\beta = -.164$, $\rho = .253$) were not statistically significant in the prediction.

Table 10.3: Relationship between Job Satisfaction and overall assessment of fulfillment of obligations by both teacher and school

	R	ΔR^2	Beta	Sig.
	.286	.068		
Overall Assessment of Fulfillment of Obligations by both Teacher and School			.286	.018

Source: Research Data

The study findings in table 10.3 shows that overall assessment of fulfillment of obligations by both teacher and school ($\beta = .286$, $\rho = .018$), significantly predicted job satisfaction and accounted for 6.8% of the variance in the prediction model. The findings indicated that an

increase in the overall fulfillment of obligations and promises by both the teacher and school would directly cause an increase in job satisfaction.

5.3 Conclusion

The study sought to determine the relationship between perceived psychological contract and job satisfaction of secondary school teachers in Gem district. The study found that perceived psychological contract has some relationship with job satisfaction. Most of the teachers in the district admit that violation of psychological contract items between the teachers and the schools leads to job dissatisfaction.

5.4 Recommendations

This study then recommends the government and the school management to revise their recruitment policy and emphasize on equal employment opportunities. The school management should also endeavor to fulfill their promises and obligations (psychological contract) to the teachers; this will go a long way in creating a motivated and satisfied staff. Further studies can be done on the influence of psychological contract violation on performance.

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