

**PERCEIVED PSYCHOLOGICAL CONTRACT AND JOB SATISFACTION
OF SECONDARY SCHOOL TEACHERS IN GEM DISTRICT, KENYA**

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DECLARATION

This management research project is my original work and has not been submitted for a degree in any other university.

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This management research project has been submitted for examination with my approval as the university supervisor.

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My supervisor Prof. K'Obonyo for his patience and guidance, his vast knowledge and experience has been valuable to me. Lastly, my MBA classmates and particularly members of my discussion group: Juddy, Esther, Peter and Ouma. God bless you all.

DEDICATION

To my Lord Jesus Christ for his grace and mercy upon my life. To my beloved wife Damaris and my sons Wilson and Nick.

ABSTRACT

This research project reports findings on the perceived psychological contract and job satisfaction of secondary school teachers in Gem district, Siaya County, Kenya. The objective of the study was to determine the relationship between psychological contract and job satisfaction of secondary school teachers in Gem district. A descriptive survey design was used to collect primary data by means of questionnaires. 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, the study shows 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 is 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. They should also endeavor to fulfill their promises and obligations (psychological contract). 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. Future researchers should also replicate the same study in private institutions because the findings of this study were based on institutions in the public sector.

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CHAPTER ONE INTRODUCTION

1.1 Background of the study

During their employment with a particular organisation, employees will seek 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 organisation. Psychological contracts first emerge during pre-employment negotiation and are refined during the initial period of employment. Potential employees and organisational 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 behaviour 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 organisational goals and environmental conditions and the goal orientation of the individual, influence the development of the psychological contract (Conway and Briner, 2005).

The concept of psychological contract has captured the attention of researchers as a framework for understanding the employment relationship. There has been an exponential growth in publications on the topic in the recent years (following the publication of Rousseau's 1989 article) giving the impression of a relatively new concept. Its introduction can however be traced to the 1960s. The concept developed in two main phases: its origins and early development covering the period 1958 to 1988, and from 1989 onwards.

1.1.1 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.

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

1.1.2 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 organisation has failed to fulfil 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 fulfilment, violation of the contract and their causes is important in light of their different consequences for employee behaviour (Robinson and Rousseau, 1994).

1.1.3 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 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.

1.1.4 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. Among the 160 managers examined in a cross sectional study, results reveals higher levels of job satisfaction on perceived psychological contract fulfillment.

1.1.5 Secondary Schools in Gem District

There are two categories of secondary schools in Kenya, namely public and private schools. The public secondary schools are funded by the Government or communities and are managed through a Board of Governors and Parent Teacher Associations. The private schools, on the other hand, are established and managed by private individuals or organizations. Public secondary schools in Kenya are categorized as National schools, County schools and District schools.

Gem district is one of the districts in Siaya County. The district has 35 registered secondary schools, categorized as county schools and district schools. The county schools comprise of single gender, all of them purely boarding secondary schools. Most district schools are mixed, that is boys and girls, majority being day schools with a few having the boarding wings. The district has no private secondary school, in other words all the schools are public. It has approximately 400 secondary school teachers, majority of them employed by the teachers' service commission with a few employed by the board of governors of the respective schools (Gem District Education office, 2012).

1.2 Research Problem

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 behaviour, 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, counselling, 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 behaviour 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 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 on 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?

1.3 Objective of the Study

To determine the relationship between perceived psychological contract and job satisfaction of secondary school teachers in Gem District.

1.4 Value of the study

The study will be important to management and teachers in secondary schools in understanding of the relationship between perceived psychological contract and job satisfaction which will be significant in helping to achieve the general objectives of the

schools. It will also be of great help to the policy makers in the ministry of education; County directors of education and quality assurance offices in formulating and implementing employment policies congruent to psychological contracts in schools. It will also be of value to researchers and scholars as the study increase the body of knowledge in this area.

CHAPTER TWO

LITERATURE REVIEW

2.1 The Concept of Perception

Like most concepts within the social science disciplines, perception has been defined in a variety of ways since its first usage. From the lay man's perspective, perception is defined as an act of being aware of one's environment through physical sensation, which denotes an individual's ability to understand (Chalmers, 1997). However, many social psychologists have tended to develop the concept around one of its most essential characteristics that the world around us is not psychologically uniform to all individuals. This is the fact, in all probability, that accounts for the difference in the opinions and actions of individuals/groups that are exposed to the same social phenomenon. According to Nelson and Quick (1997: 83-84), "social perception is the process of interpreting information about another person." The definition clearly highlights that the opinions you form about another person 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 the capacity to interpret the information that you all have.

Rao and Narayan (1998: 329-330) obviously share the main characteristics of the above definition. However, they emphasize that perception ranks among the "important cognitive factors of human behavior" or psychological mechanism that enable people to understand their environment. They argue that, "perception is the process whereby people

select, organize, and interpret sensory stimulations into meaningful information about their work environment.” They argue that perception is the single most important determinant of human behavior, stating further that there can be no behavior without perception. Though focusing on managers in work settings, Rao and Narayan draw attention to the fact that since there are no specific strategies for understanding the perception of others, everyone appears to be “left with his own inventiveness, innovative ability, sensitiveness and introspective skills to deal with perception.”

2.2 Psychological Contract

The origins of the psychological contract go back thousands of years to the major world religions. One of the most important prayers in the Jewish faith for example, “the Amidah”, refers to the mutual expectations or psychological contract between God and the Jewish people. More recently social and political philosophers such as Hobbes and Locke talked about a ‘social contract’ as an understanding between citizens and the state regarding reciprocal expectations, obligations and duties (Spindler, 1994). At its core the social contract is about mutual expectations; things that the individual can expect from the state and things the state expects from the individual. Some of these expectations may be written down and enshrined in law, such as respect for others’ property, while others, such as expectations about the state’s provision of recreation facilities, are mostly implied rather than laid down in statute. The implicit and typically unspoken nature of the social contract is a fundamental feature of the psychological contract (Rousseau, 1989).

One of the first writers to use the term psychological contract was Argyris, who defined it as the implicit understanding between groups of employees (Argyris, 1960). This early

view of the psychological contract, like the social contract before it, clearly refers to mutual expectations and obligations. It differs from the social contract as it specifically relates to the workplace and what the foreman expects of their team and what team members, in turn, expect from the foreman. Psychological contract was refined by Schein in his seminal work on organizational psychology in the form it is used today by many human resource practitioners. He describes it as the unwritten expectations operating at all times between a member of the organization and the various managers and others in organization. It looks at each employee expectations about things such as salary or pay rate, working hours, benefits and privileges that go with the job, (Schein, 1965).

While Argyris (1960) refers to a specific understanding between the workgroup and the individual foreman or team leader, Schein's definition focuses on the high-level collective relationship, between the individual employee on the one hand, and management of the company on the other hand – in other words the organization. The definition of the psychological contract provided earlier by Schein (1965), implies that the psychological contract is what management as a group expects from all individual employees. This approach raises many complex questions, including the definition of who is a manager, and how to take best account of the different views of different managers. Very importantly if the psychological contract is made up of all managers' views then how can a decision be made that the psychological contract has been fulfilled or broken? These and similar questions create a significant challenge about how we can measure and define the psychological contract that is prevalent in an organization. To address these and similar issues Denise Rousseau redefined the psychological contract

definition as something which essentially exists in each individual's head, as a perception shaped by the organization, regarding terms of an exchange agreement between individuals and their organization(Rousseau, 1995).

A more straightforward way of saying the above is, “the actions employees perceive are expected of them and what response they expect in return from the employer”. The importance of these revised definitions is that they refer to individual ‘employees’ expectations of the organization and also what they perceive the organization’s expectations are of them. In practice of course an individual’s perceptions about what the organization expects of them may or may not have much bearing on what their managers actually expect from them. An employee might, for example perceive, that their manager really values quality – in practice the manager might put far more emphasis on volume, and not care much about quality. Rousseau’s definition focuses on what each individual perceives and believes in their head about their own and the organization’s expectations.

2.2.1 Formation and Development of Psychological Contract

Rousseau (2001) proposed that psychological contracts are grounded in an individual’s schema of the employment relationship. This schema develops early in life when individuals develop generalized values about reciprocity, hard work which are influenced by family, school, peer group and interactions with working individuals (Morrison and Robinson, 1997). Before individuals first employment experience, they have developed assumptions about what they should give and receive in an employment relationship and it is this schema that influences how an individual interprets the cues and signals from the

organization. The socialization period seems to be particularly important in terms of organizational influences in shaping an individual's psychological contract. Once an individual's schema is fully formed, it becomes highly resistant to change; also during the early socialization period, newcomers are more inclined to search for additional information to "complete" their psychological contract thereby reducing uncertainty. Anderson and Schalk (1998) found that higher levels 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 behaviour. 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.

2.2.2 Content of Psychological Contract

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. Transactional and relational contracts can be differentiated based upon their focus, timeframe, stability, scope and tangibility. Transactional contracts contain highly tangible exchanges that are economic in focus; the terms and conditions remain static over the finite period of the relationship and the scope of the contract is narrow. In contrast, relational contracts contain tangible and intangible exchanges; are open ended and the terms of the contract are dynamic; the scope may be broad in that there is spill over between an individual's work and their personal life (Guest, 2004).

The conceptual distinction between transactional and relational contracts is clear. 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). They operationalized relational and transactional contracts in terms of four dimensions: focus, time frame, inclusion and

stability using a 15 item measure. Then later on extended the number of dimensions to six to include tangibility (the degree to which the terms of the psychological contract are explicitly specified), scope (the extent to which the boundary between work and personal life is permeable), stability (the extent to which the psychological contract is subject to change without negotiation), time frame (the perceived duration of the relationship), exchange symmetry (the extent to which the relationship is unequal) and contract level (the extent to which the contract is regulated at the individual or collective level).

So, in light of the empirical evidence, the question needs to be raised as to whether the transactional-relational distinction matters? Rousseau (2004) found that relational employer obligations were associated with employee relational obligations (e.g., job security in return for loyalty) and transactional employer obligations were associated with transactional employee obligations (e.g., high pay for high performance). The emerging conclusion is that the type of psychological contract matters in terms of defining the potential resources to be exchanged and the nature of those resources.

2.3 Psychological Contract Fulfillment, Breach and Violation

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.

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 organisation has failed to fulfil 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 fulfilment, violation of the contract and their causes is important in light of their different consequences for employee behaviour. Research indicates a relationship between psychological contract violation and neglect, intention to quit, job satisfaction, organizational citizenship behaviour, turnover, intention to remain, loyalty and voice (Robinson and Rousseau, 1994).

2.4 Job Satisfaction

Job satisfaction is an emotion, a feeling, an attitude and a matter of perception that result from an employee appraisal at work (Robbins, 1998). It is also defined as an emotional situation related to the positive or negative judgment of job experiences (Mowday et al, 1982). They argued that job satisfaction is personal assessment of individual for his/her job and work context. Teacher job satisfaction is determined by the degree to which the individual perceives job-related needs are being met (Karpin, 1995). Single as well as several factors measures can be used to measure job satisfaction, such as anonymous employee satisfaction surveys administered periodically in areas such as empowerment, teamwork, communication and co-workers interaction.

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 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. Studies also show that if workforce is satisfied with their job as well as the organizational environment including its colleagues, compensation and leadership, they will be more committed with their organization as compared to when they are not satisfied (Opkara, 2004).

2.5 Psychological Contract and Job Satisfaction

Job satisfaction reflects immediate affective reactions to the job and job facets and forms soon after organizational entry. It develops more slowly after the individual possesses a firm understanding of not only the job and job facets, but also the organizational goals and values, performance expectations and their consequences and the implications of maintaining organization's membership. The type of understanding, underpinning job satisfaction is not immediate; it requires exposure to a variety of organizational components outside of the job itself. 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).

According to Rousseau (1989), Psychological contracts are best understood when they are violated. This provides one of the reasons that might be more interesting to study breach and violation. A reason for this is that Psychological contract breach and violation

are relatively common, but can significantly affect employee behavior, attitude, job satisfaction and commitment to the organization.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study used descriptive survey design since it involved 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 was appropriate method for this study because it makes it possible to compare and verify information across several schools (Bryman, 2004).

3.2 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.

3.3 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.

3.4 Data Collection

Primary data was collected on the key variables of the study. Thus, data collection process involved gathering of both qualitative and quantitative information related to the perceptions of psychological contract and job satisfaction of secondary school teachers in Gem district. Primary data was collected using structured survey questionnaires developed from items in the literature review. The questionnaire was divided into three parts: part one was on teacher's bio-data; second part focused on measurement of psychological contract and the third part targeted measurement of job satisfaction (see Appendix II). The questionnaire was administered to respondents through "drop and pick later" method by the researcher.

3.5 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.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents detailed data analysis of the research. The study targeted a total of 200 teachers from a sample of 18 secondary schools but managed to obtain 180 questionnaires duly filled-in which is response rate of 90%.

4.2 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.

4.2.1 Age Distribution

The study investigated the age distribution of respondents and presented the results as shown in table 4.1.

Table 4.1 Age Distribution

| Age | Frequency | Percentage |
|------------------|------------------|-------------------|
| 30 yrs and below | 83 | 46 |
| 31- 40 yrs | 67 | 37 |
| 41-50 yrs | 23 | 13 |
| 51-60 yrs | 7 | 4 |
| Total | 180 | 100 |

Source: Research Data

From the results in table 4.1, the age distribution of the respondents shows 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 shows that majority of teachers in Gem district are below 40 years.

4.2.2 Gender Distribution

The respondents were asked to state their gender, and the results are as in figure 4.2 below.

Table 4.2 Gender Distribution

| Gender | Frequency | Percentage |
|---------------|------------------|-------------------|
| Male | 110 | 61 |
| Female | 70 | 39 |
| Total | 180 | 100 |

Source: Research Data

From the results in table 4.2 above, 61% of the respondents were male teachers while 39% were female teachers. An indication that majority of teachers in the district are male.

4.2.3 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 results are as in table 4.3.

Table 4.3 Level of Education

| Level of Education | Frequency | Percentage |
|---------------------------|------------------|-------------------|
| Diploma | 25 | 14 |
| Degree | 149 | 83 |
| Masters | 6 | 3 |
| Total | 180 | 100 |

Source: Research Data

From the results in table 4.3 above, 25% of the respondents are Diploma holders, 83% have bachelors degree and 6% are holders of masters degree. This indicates that majority of the teachers (83%) in Gem district are degree holders.

4.2.4 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 the results are as in table 4.4.

Table 4.4 Number of Years in the school

| Number of Years | Frequency | Percentage |
|------------------------|------------------|-------------------|
| 0 – 5 months | 14 | 8 |
| 6 – 12 months | 27 | 15 |
| 1 yr and above | 139 | 77 |
| Total | 180 | 100 |

Source: Research Data

From the results in table 4.4 above, it was found 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 reveals that majority of teachers (77%) have been in their respective schools for more than one year.

4.2.5 Employer

Teachers in public secondary school are employed by the government through Teachers' Service Commission or the board of governors of the respective schools. The respondents were asked to indicate their employer and the results are as in table 4.5.

Table 4.5 Employer

| Employer | Frequency | Percentage |
|-----------------|------------------|-------------------|
| TSC | 108 | 60 |
| BOG | 72 | 40 |
| TOTAL | 180 | 100 |

Source: Research Data

From the results in table 4.5 above, 60% of teachers are employed by the teachers service commission and 40 % employed by the board of governors of the respective schools. This implies that majority (60%) of the teachers are employed by the Teachers Service Commission.

4.3 Measure of Perceived Psychological Contract

Various measures that can be used to check the level of Perceived Psychological Contract in secondary schools. The key ones are discussed as below.

4.3.1 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 are as shown in table 4.6.

Table 4.6 Perceived teacher’s Obligations to the school.

| Perceived Teacher’s obligations to school | | Mean | Standard Deviation | Rank |
|--------------------------------------------------|-----------------------------------|-------------|---------------------------|-------------|
| Ethical Behavior | Protect confidential information | 4.26 | 0.72 | 2 |
| | Use school properties honestly | 4.30 | 0.55 | 1 |
| | Follow school policies and norms | 4.15 | 0.71 | 3 |
| Extra Role Behavior | Cooperate well with others | 4.01 | 0.63 | 4 |
| | Work fast and efficiently | 4.21 | 0.76 | 1 |
| | Assist colleagues in their work | 3.62 | 0.90 | 6 |
| | Share information with colleagues | 3.97 | 0.79 | 5 |
| | Deliver qualitative work | 4.18 | 0.66 | 2 |
| | Get along with others | 4.04 | 0.63 | 3 |
| Flexibility | Work extra hour | 3.68 | 0.97 | 2 |
| | Volunteer to carry out extra duty | 3.22 | 1.21 | 3 |
| | Work during weekend | 3.71 | 3.74 | 1 |
| Loyalty | Not immediately look for a job | 3.28 | 1.23 | 1 |
| | Remain in teaching for some years | 3.26 | 1.24 | 2 |

Source: Research Data

From the results in table 4.6 above, 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 reveals 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.

4.3.2 Perceived School's Obligations to the teacher

The second concept in Psychological Contract is 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 are as follows in table 4.7.

Table 4.7 Perceived School's Obligations to the teacher

| Perceived School's Obligations to the teacher | | Mean | Standard Deviation | Rank |
|------------------------------------------------------|--------------------------------------------|-------------|---------------------------|-------------|
| Social Atmosphere | A conducive atmosphere at work | 3.85 | 1.03 | 1 |
| | Positive relationships with colleagues | 3.84 | 0.96 | 3 |
| | Positive relationships with superiors | 3.72 | 0.81 | 4 |
| | A good communication among colleagues | 3.85 | 0.83 | 1 |
| Job Content | Ability to make decision by yourself | 3.34 | 1.09 | 4 |
| | Opportunities to show that you can do | 3.78 | 0.94 | 1 |
| | A job with responsibilities | 3.72 | 0.92 | 2 |
| | Opportunities to use your skills fully | 3.71 | 0.90 | 3 |
| Financial Rewards | Motivation based on performance | 3.67 | 1.39 | 1 |
| | Attractive pay and benefits | 3.21 | 1.43 | 3 |
| | Regular benefits and extras | 3.36 | 1.43 | 2 |
| Career Development | Opportunities for promotion | 3.42 | 1.10 | 1 |
| | Career development opportunities | 3.31 | 1.12 | 2 |
| Work-Life Balance | Respect for your personal situation | 3.34 | 0.98 | 1 |
| | Opportunities for flexible working hours | 3.32 | 1.22 | 2 |
| | Opportunities to decide when to take leave | 3.08 | 1.45 | 3 |

Source: Research Data

From the results in table 4.7, 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.

4.3.3 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 are as follows in table 4.8.

Table 4.8 Overall assessment of fulfillment of obligations by both teacher and the school.

| Overall assessment of fulfillment | Mean | Standard deviation | Rank |
|------------------------------------------|-------------|---------------------------|-------------|
| Teacher | 4.08 | 0.62 | 1 |
| School | 2.72 | 0.93 | 2 |

Source: Research Data

From the results in table 4.8 above, 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.

4.4 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 responses are as in table 4.9 below.

Table 4.9 Measure of Job Satisfaction

| Measure of Job Satisfaction | Mean | Standard Deviation | Rank |
|------------------------------------------------------------|-------------|---------------------------|-------------|
| Steady employment that my work provides | 3.27 | 0.97 | 1 |
| Ability to do things that don't go against your conscience | 3.22 | 1.01 | 2 |
| Able to keep busy all the time | 3.19 | 1.08 | 3 |
| My supervisor displays competence in decision making | 3.17 | 0.94 | 4 |
| The chance to work alone on the job | 3.11 | 0.97 | 5 |
| The chance to be somebody in the community | 3.08 | 1.03 | 6 |
| Respectful and dignified treatment by my boss | 2.94 | 0.94 | 7 |
| My job gives me freedom to use my own judgment | 2.91 | 0.84 | 8 |
| The praise I get for doing a good job | 2.80 | 0.84 | 9 |
| Chance to advance on this job | 2.75 | 0.92 | 10 |
| My co-workers get along with each other | 2.74 | 0.83 | 11 |
| Feelings of accomplishment I get from my job | 2.74 | 0.91 | 11 |
| The way policies are being practiced | 2.73 | 0.90 | 13 |
| My working conditions are excellent | 2.72 | 0.86 | 14 |
| A strong link between my pay and the work I do. | 2.64 | 0.94 | 15 |

Source: Research Data

From the results in table 4.9 above, teachers to a moderate extent (average mean 3) 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) 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.

4.5 Regression Analysis

Table 4.10: Relationship between Job Satisfaction and Perceived Teacher's Obligations to the School

| Step I | R | ΔR^2 | β | ρ |
|----------------------------------------------|----------|--------------------------------|---------------------------|--------------------------|
| | .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 | ρ |
| Perceived Teacher's Obligation to the School | .111 | .003 | .111 | .366 |

Source: Research Data

The results in table 4.10 above, shows that when the components of perceived teacher's obligation to the school were each entered in the model. Social satisfaction ($\beta=.356$, $\rho=.044$) (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 4.11: Relationship between Job Satisfaction and Perceived School's Obligation to the Teacher

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

Source: Research Data

The results in table 4.11 above, 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 4.12: Relationship between Job Satisfaction and overall assessment of fulfillment of obligations by both teacher and school

| | R | ΔR² | 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 4.12 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.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings and makes conclusions on this study which is perceived psychological contract and job satisfaction of secondary school teachers in Gem district. It also includes the study recommendations for improvement and for further research.

5.2 Summary

Age is an important facet in an employee's perception of psychological contract and job satisfaction. The study found that majority of teachers in Gem district are below 40 years, an indication of a youthful work force which is ambitious. It also reveals that majority of the teachers in the district are men and therefore the equal employment opportunity policies should be enhanced. The level of education is important in a person's ability to perceive aspects of psychological contract and job satisfaction on dimensions of fulfillment or breach. The study shows that majority (83%) of teachers in the district are degree holders and therefore understood the issue being researched on. It further indicates that 60% of the teachers are employed by the Teachers Service Commission which confirms that the respondents had a comprehensive employment contract and therefore conversant with the key aspects of the study. In addition, 77% of teachers in the district have worked in their schools for more than one year therefore have experience on aspects of psychological contract relating to teachers and school's promises and obligations.

Perceived Psychological Contract in a school can be measured on a number of variables related to work such as, flexibility, loyalty, ethics and extra role behavior. The study reveals that most teachers in the district to a great extent (average mean = 4.3) perceived 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 are also to a great extent (average mean 4.1) obligated to provide the school with items in extra role behavior which entails; cooperation with colleagues, working fast and efficient, sharing information and delivering qualitative work. Nevertheless, teachers perceived to be obligated to some extent (average mean 3.5) on the aspect of flexibility and (average mean 3.2) on loyalty which includes; working extra hours, volunteering to work for someone and even working during the weekends, not immediately look for a job offer elsewhere and remain in teaching for at least some years. The study therefore established that teachers are to a great extent obligated to their schools.

The second concept in Psychological Contract is 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. The study found out that teachers to some extent (average mean 3.4) 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, and 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 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.

However in overall fulfillment of obligations and promises by both teacher and the school, study shows that teachers in the district to a great extent (mean 4) perceived they have fulfilled their psychological contract by keeping their promises and obligations to the school. On the other hand they perceived the school to a little extent (mean 2.7) has fulfilled its part of psychological contract on the promises and obligations made to teachers.

Fulfillment of psychological contract or its breach 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. The study established that teachers in the district to a moderate extent (Mean 3) 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 (mean 2) 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 they do.

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. They should also endeavor to fulfill their promises and obligations (psychological contract). 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. Future researchers should also do the same study in private institutions because the findings of this study were based on institutions in the public sector.

5.5 Limitations of study

The study had several limitations that may have affected the findings of the study. For instance, data was collected from only public institutions therefore the findings of the study may not be used to generalize for all the institutions in the country.

Data was collected just after the nationwide teacher's strike and some respondents may have given biased information as influenced by their own judgment and not according to the real situation.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Dear Sir/Madam,

RE: REQUEST FOR RESEARCH PROPOSAL DATA

I am a student undertaking a degree in Master of Business Administration at the University of Nairobi. Currently, I am carrying out a research project in partial fulfillment of the degree requirements.

THE RESEARCH TOPIC IS: PERCEIVED PSYCHOLOGICAL CONTRACT ANDJOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN GEM DISTRICT.

I kindly request you to fill the attached questionnaire. The information you will provide will be treated with utmost confidentiality and will be used purely for academic purposes. I will pick the questionnaire from your office after you have filled it.

Thank you for your cooperation.

Yours faithfully,

MANDE ODHIAMBO WYCLIFFE

APPENDIX II: QUESTIONNAIRE

THIS QUESTIONNAIRE SEEKS TO COLLECT INFORMATION ON: **PERCEIVED PSYCHOLOGICAL CONTRACT AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN GEM DISTRICT.**

INSTRUCTIONS: Kindly answer all the questions. The accuracy of your answer depends on your being straight forward in answering this questionnaire. You will not be identified by your answer.

Part 1: Respondents Profile

1. Name (optional):
2. Gender: Male [] Female []
3. Age Group
 - 30 years and Below []
 - 31 years – 40 years []
 - 41 years – 50 years []
 - 51 years – 60 years []
4. Education Level
 - Diploma []
 - Bachelors Degree []
 - Masters degree []
 - Any other, please specify.....
5. Employer: TSC or BOG.....
6. How long have you worked in this school?
 - 0-5 months []
 - 6- 12 months []
 - 1year and above []

Part 2: Measure of psychological contract contents

1. Perceived teacher’s obligations to the school

To what extent do you believe you are obligated to provide the school with the following?

Scale: 1=not at all 2= to a little extent 3= to some extent 4=to a great extent
5= to a very great extent

| | | 1 | 2 | 3 | 4 | 5 |
|---------------------|---------------------------------------------------|---|---|---|---|---|
| Extra role behavior | Cooperate well with others | | | | | |
| | Work fast and efficiently | | | | | |
| | Assist colleagues in their work | | | | | |
| | Share information with colleagues | | | | | |
| | Deliver qualitative work | | | | | |
| | Get along with others | | | | | |
| Flexibility | Work extra hours to get your job done | | | | | |
| | Volunteer to carry out duties that are not yours. | | | | | |
| | Work during the weekend if necessary | | | | | |
| Ethical Behavior | Protect confidential information | | | | | |
| | Use the school’s properties honestly | | | | | |
| | Follow the school policies, norms & procedures | | | | | |
| Loyalty | Not immediately look for job offers elsewhere | | | | | |
| | Remain in teaching for at least some years | | | | | |

2. Perceived School’s obligation to the teacher

To what extent is the school obligated to provide each of the following to you? Scale: 1=Not at all 2= a little extent 3= some extent 4= a great extent 5= a very great extent

| | | 1 | 2 | 3 | 4 | 5 |
|--------------------|--------------------------------------------------|---|---|---|---|---|
| Career Development | Opportunities for promotion | | | | | |
| | Career development Opportunities in the school | | | | | |
| Job content | A job in which you can make decision by yourself | | | | | |
| | Opportunities to show what you can do | | | | | |

| | | | | | | | |
|--------------------|---------------------------------------------------------------------------|--|--|--|--|--|--|
| | A job with responsibilities | | | | | | |
| | Opportunities to use your skills and capabilities fully | | | | | | |
| Social Atmosphere | A conducive atmosphere at work | | | | | | |
| | Positive relationships with colleagues | | | | | | |
| | Positive relationships with superiors | | | | | | |
| | A good communication among colleagues | | | | | | |
| Financial rewards | Motivation based on performance | | | | | | |
| | An attractive pay and benefits package | | | | | | |
| | Regular benefits and extras | | | | | | |
| Work –Life balance | Respect for your personal situation | | | | | | |
| | Opportunities for flexible working hours depending on your personal needs | | | | | | |
| | Opportunities to decide when to take your vacation (leave) | | | | | | |

3. Overall assessment of fulfillment of obligations by both teacher and the school.

Please answer the following questions using this scale: 1= not at all 2= to a little extent 3= to some extent 4= to a great extent 5= to a very great extent

| | 1 | 2 | 3 | 4 | 5 |
|---------------------------------------------------------------------|---|---|---|---|---|
| Overall, how well does your school fulfill its obligations to you? | | | | | |
| Overall, how well do you fulfill your obligations to your school? | | | | | |
| In general, how well does your school live up to its promises? | | | | | |
| In general how well do you live up to your promises to your school? | | | | | |

Part 3: Measure of Job Satisfaction

Please indicate the extent to which your job allows you to experience the following: Use the following scale: - 1= not at all 2= to a less extent 3= to a moderate extent 4= to a great extent

5 = to a very great extent

| | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------------------------------------------|---|---|---|---|---|
| Being able to keep busy all the time | | | | | |
| The chance to work alone on the job | | | | | |
| The chance to be somebody in the community | | | | | |
| Respectful and dignified treatment by my boss | | | | | |
| My supervisor displays competence in decision making | | | | | |
| Being able to do things that don't go against my conscience | | | | | |
| Steady employment that my job provides | | | | | |
| The way the school policies are being practiced | | | | | |
| A strong link between my pay and the amount of work I do | | | | | |
| My organization provides me with great chance to advancement on this job | | | | | |
| My job gives me freedom to use my own judgment | | | | | |
| My working conditions are excellent | | | | | |
| My co-workers get along with each other | | | | | |
| The praise I get for doing a good job | | | | | |
| The feeling of accomplishment I get from my job | | | | | |

APPENDIX III

List of Public Secondary Schools in Gem District

| No. | School | Category |
|-----|------------------------------------------|----------|
| 1 | ST. MARY'S YALA | COUNTY |
| 2 | SAWAGONGO HIGH SCHOOL | COUNTY |
| 3 | NYAWARA GIRLS SECONDARY SCHOOL | COUNTY |
| 4 | ST. CECELIA ALUOR GIRLS SECONDARY SCHOOL | COUNTY |
| 5 | SINAGA GIRLS SECONDARY SCHOOL | COUNTY |
| 6 | MALIERA SECONDARY SCHOOL | COUNTY |
| 7 | MUTUMBU GIRLS SECONDARY SCHOOL | DISTRICT |
| 8 | ALUOR MIXED SECONDARY SCHOOL | DISTRICT |
| 9 | YALA TOWNSHIP SECONDARY SCHOOL | DISTRICT |
| 10 | NYABEDA SECONDARY SCHOOL | DISTRICT |
| 11 | KAUDHA SECONDARY SCHOOL | DISTRICT |
| 12 | MALUNGA SECONDARY SCHOOL | DISTRICT |
| 13 | JINA SECONDARY SCHOOL | DISTRICT |
| 14 | MALELE MIXED SECONDARY SCHOOL | DISTRICT |
| 15 | KAMBARE SECONDARY SCHOOL | DISTRICT |
| 16 | SIREMBE MIXED SECONDARY SCHOOL | DISTRICT |
| 17 | DIENYA MIXED SECONDARY SCHOOL | DISTRICT |
| 18 | NDORI MIXED SECONDARY SCHOOL | DISTRICT |
| 19 | WAGWER SECONDARY SCHOOL | DISTRICT |
| 20 | HORACE ONGILI SECONDARY SCHOOL | DISTRICT |
| 21 | NYAGONDO MIXED SECONDARY SCHOOL | DISTRICT |
| 22 | GONGO WAROM SECONDARY SCHOOL | DISTRICT |
| 23 | NDHENE MIXED SECONDARY SCHOOL | DISTRICT |
| 24 | APUOYO MIXED SECONDARY SCHOOL | DISTRICT |
| 25 | NYAMNINIA SECONDARY SCHOOL | DISTRICT |
| 26 | ST. MARKS KAGILO SECONDARY SCHOOL | DISTRICT |
| 27 | B.A. OHANGA MEMORIAL SECONDARY SCHOOL | DISTRICT |
| 28 | LUNDHA SECONDARY SCHOOL | DISTRICT |
| 29 | URANGA SECONDARY SCHOOL | DISTRICT |
| 30 | SAGAM MIXED SECONDARY SCHOOL | DISTRICT |
| 31 | ULUMBI SECONDARY SCHOOL | DISTRICT |
| 32 | ST. BARNABAS ANYIKO SECONDARY SCHOOL | DISTRICT |
| 33 | NYANGULU SECONDARY SCHOOL | DISTRICT |
| 34 | LIHANDA SECONDARY SCHOOL | DISTRICT |
| 35 | ARGWINGS KODHEK SECONDARY SCHOOL | DISTRICT |

Source: (Gem District Education Office, 2012)