

Moderators of Psychological Contract Breach and Organizational Citizenship Behaviors in Private Educational Institutions

Maja E. Francisco

Aquinas University of Legazpi

The study investigated how faculty employees' perceptions of a psychological contract breach affect their organizational citizenship behaviors, and examined the role of leader-member exchange and locus of control as effective moderators. A mixed-methods sequential explanatory design was employed in which 220 respondents from private educational institutions participated. It was found that psychological contract breach has a negative effect on organizational citizenship behaviors. Leader-member exchange and locus of control interact to influence the effect of psychological contract breach on faculty employees' tendency to decrease or increase organizational citizenship behaviors. Implications on human resource management practices are discussed.

Keywords: psychological contract breach, organizational citizenship behaviors

The number of private schools and educational institutions in the Philippines has been increasing, thereby providing parents and students more options in terms of course preferences and standards of education (Commission on Higher Education [CHED], 2015;

Correspondence concerning this article can be addressed to Maja Francisco, Aquinas University of Legazpi, Tel No. +63 916 4240134. Email: majablanca@gmail.com

Galvez, 2009; Olea, 2004). In a market economy, private schools and educational institutions are service-for-profit organizations. They provide services to students looking for quality education, and are teaching subjects and courses to students looking for quality education, competency and skills formation, and useful learning experiences. Schools are redesigning their curriculum such as offering 2-year courses, 6-month term courses, and certificate programs to pave the way for students who are in need of an educational qualification.

The changing market and work trends have impacted on the service delivery of education and they have changed the employment relationship into something that is more flexible. As such, employee roles and behaviors can go beyond those stated in the legal contract. According to Rousseau (1989), a psychological contract is an implicit, mutual agreement between employer and employee. The promises made in a psychological contract are based on mutual obligations and expectations about the relationship between the employer and employee. In some organizations, people are expected to do more work than what is actually required while maintaining their level of productivity and customer service (Chartered Institute of Personnel and Development [CIPD], 2014). Most teachers and professors engage in a variety of work tasks, work load, and job roles, but the work outcomes result in psychological strain and burnout influencing their perceptions of inequity, subsequently affecting their tendency to withdraw their job commitment (Peirce et al., 2012; Taris, Van Horn, Schaufeli, & Schreurs, 2004; Zhang & Huang, 2009). When many teachers are unable to deliver quality teaching services to their students, student achievement, school performance, and the delivery of quality education suffers.

To avoid this, private school owners and school administrators have to ensure a good psychological contract that promises the faculty employee the “best deals.” Employees mainly believe that companies and organizations must fulfill the promises made in the psychological contracts, and in return, employees engage in employee behaviors that benefit the company or organization (Coyle-Shapiro, 2002; Hughes & Palmer, 2007; Turnley, Bolino, Lester, & Bloodgood; 2003). Because of the subjective experience of psychological contracts (Rousseau, 1989), dispositional and contextual factors such as locus of control and

leader-member exchange may influence their effects on employees' likelihood to engage in organizational citizenship behavior.

This research study investigated the relationship between psychological contract breach (PCB) and organizational citizenship behavior (OCB). Specifically, it examined the role of leader-member exchange (LMX) and locus of control (LOC) as effective moderators of the impact of psychological contract breach on OCBs. Lastly, it asked the question, "How can private educational institutions maintain psychological contracts and motivate teachers to engage in organizational citizenship behaviors?"

Psychological Contract Breach and OCB

When an employee believes that his employer has failed to meet the obligations agreed upon in the psychological contract, a psychological contract breach occurs (Robinson & Wolfe Morrison, 2000). In a time when financial crisis looms, when organizations change and re-structure, when global and market competition is stiff and when technological innovation displace employees, it is inevitable that some organizations may fail to fulfill the psychological contract leading to employees' perceptions of a psychological contract breach (CIPD, 2014). When managers or employers fail to uphold their commitment to certain aspects of the psychological contract, a breach of the psychological contract will often be perceived by the employees leading to undesirable work behaviors (Cantisano, Dominguez, & Depolo, 2008; Starnes, 2007; Suazo, Turnley, & Mai-Dalton, 2005; Tang, Restubog, & Cayayan, 2007). Specifically, psychological contract breach has a negative effect on organizational citizenship behaviors. Coyle-Shapiro (2002) revealed that the extent to which employees engage in organizational citizenship behaviors depends on their perceptions on the psychological contract—whether or not the organization has fulfilled their obligations and whether or not the employee inducements has been or will be made in the future.

Organizational citizenship behavior (OCB) is defined as discretionary behaviors and work contributions that are not contractually rewarded and are not enforceable requirements of the job description (Konovsky & Organ, 1996). OCBs include both in-

role and extra-role job behaviors that contribute to the organization performance and effectiveness. In the school setting, employees' organizational citizenship behaviors have been shown to correlate with and predict student achievement (DiPaola & Hoy, 2005; Khalid, Jusoff, Othman, Ismail, & Rahman, 2010; Oplatka, 2009; Somech & Drach-Zahavy, 2000).

Therefore, it can be surmised that a breach in the psychological contract shall detrimentally affect the degree to which faculty employees engage in organizational citizenship behaviors—a relationship which the current study hopes to demonstrate. It is thus posited that there would be a significant negative relationship between psychological contract breach (PCB) and organizational citizenship behaviors (OCB).

Hypothesis 1: Faculty employees who do not perceive that there is a breach in the psychological contract are more likely to engage in organizational citizenship behaviors.

Moderating Effect of LMX

The tendency of faculty employees to engage in organizational citizenship behaviors (OCB) rests on the assumption of social exchange theory (Cropanzano & Mitchell, 2005) and leader-member exchange [LMX] (Miller, 2013). From a situational standpoint, the foundations behind social exchange theory and leader-member exchange rests on the norm of reciprocity. Cultures or individuals that adhere to the norm of reciprocity willingly perform tasks and favors for the other party with the expectation that such favors will be returned in the future. According to Blau (as cited in Cropanzano & Mitchell, 2005), these obligations are often unspecified and may be in any form. He added that the quality of the relationship also influences the kind of exchange that takes place. Studies suggest that there is a possible relationship between the degree of LMX and the extent to which employees engage in OCBs (Brower, Lester, Korsgaard, & Dineen, 2009; Ilies, Nahrgang, & Morgeson, 2007; Somech & Ron, 2007; Wang, Chu, & Ni, 2010). In a workplace context, when employers or organizations take care of their employees, employees will engage in behaviors that seek to balance this exchange. In a study by Tang et al. (2007), it was revealed that LMX moderates the relationship between psychological contract

breach & civic virtue behavior. It showed that the negative impact of contract breach on civic virtue behavior is stronger when LMX is low. On a parallel note, Suazo, Turnley, and Mai-Dalton (2008) found that the greater the cognitive congruence or similarity in thinking styles between supervisors and subordinates, the less likely for employees to perceive that a psychological contract breach has occurred. These studies and theoretical considerations suggest that leader-member exchange (LMX) seemed to play a significant role as to how perceptions of a psychological contract breach (PCB) can affect organizational citizenship behaviors (OCB). It is thus posited that the quality of LMX will moderate the relationship between PCB and OCB.

Hypothesis 2: Under conditions of low LMX, faculty employees who have perceived a psychological contract breach are less likely to engage in organizational citizenship behaviors. Under conditions of high LMX, faculty employees who have perceived a psychological contract breach are more likely to engage in organizational citizenship behaviors.

Moderating Effect of LOC

Perceptions of psychological contract breach are due to individual characteristics (Jafri, 2014; Raja, Johns, & Ntalianis, 2004). Individuals process reality in various ways because they have different personalities and subjective experiences. One personality variable that affects how individual process their experiences is locus of control. Locus of control (LOC) refers to individuals' beliefs over what affects the outcomes of his or her life (Rotter, 1990). It is an individual characteristic that describes how attributions that individuals make affect how they respond to particular situations (Rotter, 1966).

Studies have shown that individuals with an external locus of control are more likely to have perceptions of psychological contract breach (Chen, 2008; Raja et al., 2004). In contrast, individuals with an internal locus of control are more likely to engage in organizational citizenship behaviors (Srivastava & Moorman, 2005; Turnipseed & Bacon, 2009).

It is thus posited that locus of control (LOC) will factor in on how employees perceived a psychological contract breach (PCB) and

how this will affect their engagement in organizational citizenship behaviors (OCB).

Hypothesis 3: Faculty employees who are internals are less likely to perceive that there is a breach in the psychological contract and are more likely to engage in organizational citizenship behaviors. On the other hand, faculty employees who are externals are more likely to perceive that there is a breach in the psychological contract, and are less likely to engage in organizational citizenship behaviors.

LMX and LOC

Psychological contract breach has been shown to contribute to stress in the workplace (Ahmad-Ur-Rehman, Ul Haq, Farooq, Ali, & Hijazi, 2010; Noblet, Rodwell, & Allsey, 2009). When an employee has experienced a breach in the psychological contract and has lost trust in the social exchange relationship, this becomes a highly stressful event. Stress results from a transaction between the person and his environment—the interaction that takes place between how the person perceives the stressful situation and the environment that alleviates or exacerbates his stress response (Cordon, 1997). In this light, appraisal theory examines the process by which coping responses are elicited as a result of an individual's subjective interpretation or evaluation of important events or situations; hence, it is the evaluation of events to determine one's safety in relation to his or her place in the environment” (Matthieu & Ivanoff, 2006). For instance, the stress-buffering hypothesis, a variant of the appraisal theory, states that perceptions about availability of support services (e.g., support from the supervisor or organization) can help employees cope by redefining the changes and stress-related events that occurred (Cohen & Pressman, 2004). This allows them to have a different perspective and provides them with more options on how they can gain control over the outcomes (Baum, Singer, & Baum, 1981, as cited in Ashford, 1988). This particular cognitive style helps employees cope with occupational stress especially when it allows them to regain personal control and their sense of self-efficacy (Furnham, Brewin, & O'Kelly, 1994). For example, in one study by Daniels and Guppy (1994), having

an internal locus of control, the availability of social support, and job autonomy buffers the effects of occupational stress on psychological well-being.

Leader-member exchange and locus of control represent two variables which can moderate the relationship between PCB and OCB. From a situational perspective, LMX illustrates that social relationships play a role in influencing perceptions of psychological contract breach and how this factors in when an employee engages in organizational citizenship behavior. From a dispositional perspective, LOC illustrates how individual characteristics play a role in the perceptions of psychological contract breach and how this factors in when an employee continues to increase or decrease organizational citizenship behaviors. Thus, it is posited in the study that LMX and LOC will interact with perceptions of a psychological contract breach to predict employee engagement in organizational citizenship behaviors.

Hypothesis 4: Under conditions of low LMX, faculty employees who are externals (i.e., high LOC) are more likely to perceive a psychological contract breach and are less likely to engage in organizational citizenship behaviors. Under conditions of high LMX, faculty employees who are internals (i.e., low LOC) are less likely to perceive a psychological contract breach and are more likely to engage in organizational citizenship behaviors.

Conceptual Framework

The research study investigated the moderating roles of locus of control and leader-member exchange on psychological contract breach and organizational citizenship behavior. Psychological contract breach contributes to job stress, which stems from real or imagined perceptions that a breach in the psychological contract has occurred. Such breach is perceived as a failure on the part of the employer or organization to fulfill the obligations and promises of the psychological contract. Because of this, social exchange theory predicts that employees will seek to “balance” the work relationship by decreasing contributions to the organization in the form of lessening organizational citizenship behavior. Moreover, the appraisal theory predicts that perceptions about the quality of leader-member exchange and the degree of locus

of control will moderate the impact of psychological contract breach on organizational citizenship behaviors. Figure 1 shows a visual model of the interrelationships of the relevant variables in the study.

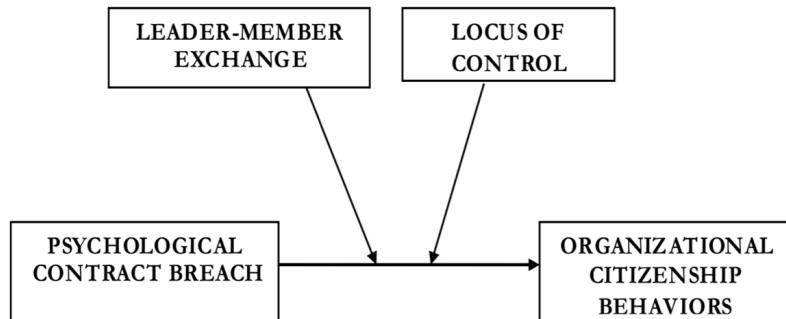


Figure 1. Conceptual Framework

METHOD

Research Design

The study employed a mixed-methods sequential explanatory design. Quantitative data was used to measure and test the relationships among the variables, and qualitative data was collected and analyzed to assist in explaining the quantitative results.

Participants

The respondents of the study were faculty employees from six different private educational institutions in Legazpi City. Individual respondents (i.e., faculty employees) were randomly identified using systematic sampling. Four hundred nineteen survey forms were distributed to the faculty employees. Of this, a total of 220 were returned and deemed usable for analysis, yielding a total retrieval rate of 52.5% from all six participating schools. This retrieval rate incurred a marginal error of .067.

Instruments

The study employed reliable and valid research instruments for measuring the relevant variables in the study. The psychological contract breach was measured using the five-item instrument developed by Robinson and Wolfe Morrison (2000). The instrument has a reliability coefficient of .91. All items were measured using a 6-point Likert scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). Reverse scoring was employed for items 1 (“Almost all the promises made by my employer during recruitment have been kept so far”), 3 (“I feel that my employer has come through in fulfilling the promises made to me when I was hired”), and 5 (“So far my employer has done an excellent job of fulfilling its promises to me”). Responses to each item were summed to generate an overall score. Higher scores indicate more perception of a psychological contract breach.

The OCB-scale for schools used by DiPaola and Hoy (2005) was used to assess organizational citizenship behaviors. The reliability of the scale is consistently high, ranging from .86 to .93. The OCB-scale for schools contain 12 items, all measured using a 6-point Likert scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). Sample items are “We volunteer to sponsor extra-curricular activities” and “We help students on their own time.” Reverse scoring was employed for items 2 (“We waste a lot of class time”) and 10 (“We give an excessive amount of busy work”). Responses to each item were summed to generate an overall score. The higher the score, the greater the extent of organizational citizenship behavior.

Locus of control was measured using Spector’s (1988) Work Locus of Control Scale (WLCS). The WLCS is reported to have an internal reliability coefficient ranging from .75 to .85. It contains 16 items measured on a 6-point Likert scale ranging from 1 (*disagree very much*) to 6 (*agree very much*). A sample item illustrating an external locus of control is “Promotions are usually a matter of good fortune.” A sample item illustrating an internal locus of control is “A job is what you make of it.” Reverse scoring was employed for items with an internal locus of control. Responses to each item were summed to generate an overall score. Higher scores indicate higher levels of external locus of control while lower scores indicate higher levels of

internal locus of control.

The quality of supervisor-subordinate relationship was measured using Graen and Uhl-Bien's (1995) Leader-Member Exchange (LMX-7) scale. The LMX-7 is reported to have reliability coefficients ranging from .86 to .84. The 7-item instrument utilized a 5-point Likert scale ranging from 1 (*rarely*) to 5 (*very often*). Sample items include "How well does your leader recognize your potential?" and "How well does your leader understand your job problems and needs?" Responses to each item were summed to generate an overall score. Higher scores indicate higher LMX (i.e., the employee perceives a more positive relationship with the leader/supervisor).

To gather data for the research question of how private educational institutions can maintain psychological contracts and motivate teachers to engage in organizational citizenship behaviors, open-ended questions were posed at the end of the survey instrument.

Data Analysis

The study employed descriptive statistics to provide a summary of the variables for the study. The Pearson coefficient of correlation was used to determine the inter-correlations between the relevant variables in the study. The Pearson coefficient is a statistical formula used to determine the relationship among variables. Hierarchical regression analysis was utilized to test the conceptual model and to demonstrate the moderating effects of locus of control and leader-member exchange on the relationship between psychological contract breach and organizational citizenship behavior. Main effects and interaction effects among the variables were analyzed and interpreted.

In analyzing the qualitative data, responses for each open-ended question underwent content analysis. Similar responses were coded and assigned in particular categories. The resulting categories were named based on the core ideas of the responses.

RESULTS

Table 1 shows the descriptive statistics and inter-correlations among the variables. All the correlations were in the predicted direction. Results supported Hypothesis 1 that there is a significant negative relationship between PCB and OCB, $r = -.37, p < .01$. This means that the higher the perceptions of breach in the psychological contract the less employees engage in organizational citizenship behaviors.

Leader-Member Exchange (LMX) as Moderator

Table 2 illustrates the hierarchical regression analysis for PCB and OCB, with LMX as the moderator. Main effects revealed that PCB ($\beta = -.269, p = .002$) and LMX ($\beta = .309, p = .000$) significantly added to the prediction of OCB ($\Delta F = 15.817, p < .05$), with LMX having a much stronger influence on OCB. Two-way interactions for PCB and LMX were non-significant ($\Delta F = 15.817, p = .771$).

Results of the study did not support Hypothesis 2; leader-member exchange did not significantly moderate the relationship between PCB and OCB. This means that the quality of the relationship between supervisor and subordinate did not influence the effects of psychological contract breach among faculty employees' tendency to lessen organizational citizenship behaviors.

Locus of Control (LOC) as Moderator

Table 3 illustrates the hierarchical regression analysis for PCB and OCB, with LOC as the moderator. Main effects revealed that only PCB ($\beta = -.311$) significantly predicted OCB ($\Delta F = 8.999, p = .001$). Two-way interactions for PCB and LOC were non-significant ($\Delta F = .506, p = .478$). Results of the study did not support Hypothesis 3; locus of control does not significantly moderate the relationship between PCB and OCB. This means that locus of control does not influence the effects of psychological contract breach on faculty employees' tendency to engage in organizational citizenship behaviors.

Table 1. Descriptive Statistics and Inter-correlations Among Variables

	<i>M</i>	<i>SD</i>	1	2	3	4
1. Psychological contract breach (PCB)	13.18	4.72	--			
2. Organizational citizenship behaviors (OCB)	53.34	8.34	-.365**	--		
3. Leader-member Exchange (LMX)	24.67	4.34	-.298**	.335**	--	
4. Locus of control (LOC)	41.99	9.01	.289**	-.208**	-.177**	--

** $p < .01$

Table 2. Moderated Regression Analysis for LMX

Independent Variables	Organizational citizenship behavior			
	β	ΔR^2	ΔF	<i>p</i>
<i>Main effects</i>				
Psychological contract breach	-.269**			.002**
Leader-member exchange	.309**	.190	15.817	.000**
<i>Two-way Interaction</i>				
PCB x LMX	.024	.001	.085	.771

***p* < .05, listwise deletion

Table 3. Moderated Regression Analysis for LOC

Independent Variables	Organizational citizenship behavior			
	β	ΔR^2	ΔF	<i>p</i>
Main effects				
Psychological contract breach	-.311**			.001**
Locus of Control	-.111	.003	8.999	.194
Two-way Interaction				
PCB x LOC	-.061	.003	.506	.478

***p* < .05, listwise deletion

Factors Predicting OCB

Table 4 shows the results of hierarchical regression analysis conducted for PCB, LMX and LOC, with OCB as the dependent variable. Main effects for PCB, LMX, and LOC were entered in the analysis. Beta weights revealed that PCB ($\beta = .256$) and LMX ($\beta = .298$) significantly added to the prediction of OCB ($\Delta F = 10.66, p = .000$), with LMX having a much stronger influence. Three two-way interactions for PCB x LMX, PCB x LOC, and LMX x LOC were entered as a block. All three pairs did not obtain significant two-way interaction effects ($\Delta F = .094, p = .963$). A three-way interaction among PCB, LMX and LOC was entered in the analysis, obtaining significant the three-way interaction effects ($\Delta F = 4.978, p = .027$) and accounted for 24.6% of the variance on OCB.

Significant three-way interaction between PCB x LMX x LOC in predicting organizational citizenship behaviors of faculty employees supported Hypothesis 4. Figure 2 illustrates this interaction.

When LMX and LOC were combined to interact with PCB, both significantly factored in the relationship between psychological contract breach and organizational citizenship behaviors. Under conditions of low LMX, externals tend to greatly decrease OCBs when PCB is high, while internals engage in more OCBs when PCB is low. This indicates that having external LOC and low quality of relationship between themselves and their supervisors have an exacerbating effect on psychological contract breach, leading to decreased engagement in organizational citizenship behaviors.

On the other hand, under conditions of high LMX, internals continue to engage in OCBs, regardless whether PCB is low or high, while externals tend to decrease OCBs when PCB is high. This indicates that having internal LOC and high quality of relationship between themselves and their supervisors have a buffering effect on perceived psychological contract breach, leading to continued engagement in organizational citizenship behaviors.

Motivators of Organizational Citizenship Behaviors

Results of the content analysis showed that many faculty employees

Table 4. Moderated Regression Analysis for PCB, LMX, and LOC

Independent Variables	Organizational citizenship behavior				
	β	R ²	ΔR^2	ΔF	p
Main effects					
Psychological contract breach	-.256**				.003**
Leader – member Exchange	.298**				.001**
Locus of Control	-.057	.215	.193	10.661	.492
Two-way Interaction					
PCB x LMX	0.12				.886
PCB x LOC	-0.13				.885
LOC x LMX	0.37	.216	.002	.094	.662
Three-way Interaction					
PCB x LMX x LOC	-.217**	.246	.030	4.978	.027**

**p < .05, listwise deletion

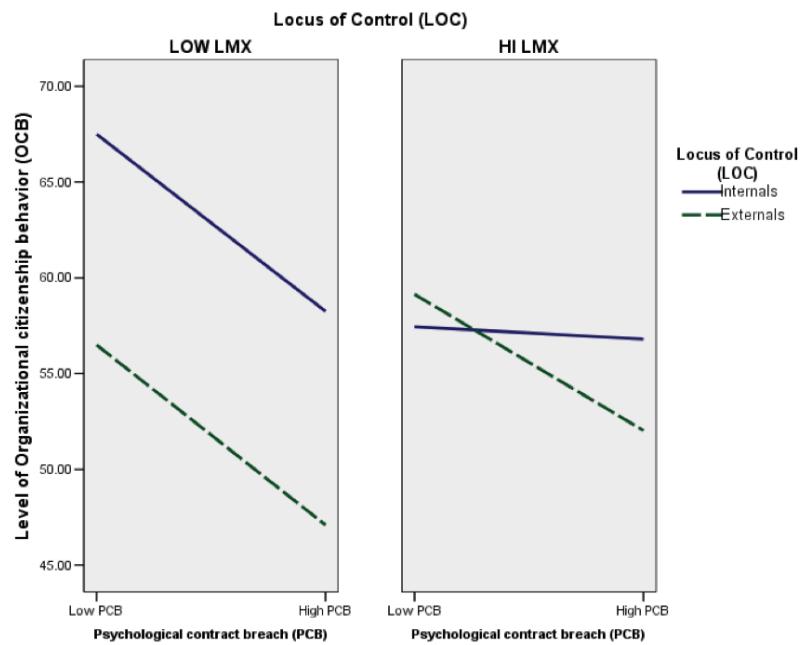


Figure 2. The interaction effect of psychological contract breach and locus of control on organizational citizenship behaviors, under conditions of low LMX (leader-member exchange) and high LMX (leader-member exchange).

will engage in organizational citizenship behaviors when they can hone their skills, work experience, and professional growth (23.43%). They will also engage in OCBs if they will be receiving monetary exchange or free incentives such as snacks and transportation (19.53%). Interestingly, others will engage in OCBs in the service of God, school, or community (16.41%). However, very few of the respondents mentioned having good relations with the supervisors or colleagues (6.25%) as a reason for them to engage in OCBs.

Results revealed that many faculty employees perceive that their supervisor or employer failed to meet promises in the psychological contract when they were given too much or too difficult work load (26.92%). Some of the faculty employees felt that their employers or supervisors either did not support or recognize their work (21.25%).

A few respondents mentioned lack of compensation, incentives, and employment security (17.30%) and incompetent management of administrators (15.38%) as a breach in the psychological contract.

Results showed that many faculty employees recommended that an attractive compensation and incentive package (25.52%) will ensure their loyalty and commitment to the school. Also, a few faculty employees equally mentioned that a good relationship with the supervisor and colleagues (20.69%) and recognizing their accomplishments (20%) will ensure loyalty and commitment to the organization.

DISCUSSION

Results confirmed the first hypothesis that predicted the relationship between PCB and OCB. These findings support the study of Coyle-Shapiro (2002) and previous studies on the outcomes of psychological contract breach on employee behaviors (Cantisano et al., 2008; Suazo et al., 2005; Tang et al., 2007). The relationship between PCB and OCB is a potential antecedent for faculty employees' organizational commitment. Based on the qualitative results, faculty employees' commonly perceived psychological contract breaches are those relating to workload, supervisor support, and compensation and incentives. This appears consistent with the study of Peirce et al. (2012) that revealed that such breaches result in high turnover rate and low retention among faculty employees. On the other hand, results showed that when these needs and motivators are met, faculty employees are more likely to remain committed to the school organization. In a similar study by Malik (2010), job dimensions relating to work itself, quality of supervision, and compensation contribute to job satisfaction and organizational commitment among teachers.

Results did not support the second and third hypothesis. Among faculty employees, neither LMX nor LOC separately buffer or exacerbate the relationship between PCB and OCB. Few participants reported in the qualitative results that having good relations with their supervisor increase their tendency to engage in OCBs. A reason for this is that much of the teachers' work schedules involve frequent interaction with students and colleagues for whom they provide their

services and share their time, knowledge and resources. In addition, having an internal or external locus of control does not matter in the relationship between PCB and OCB. Respondents reported service to God, community, and students as factors in their willingness to engage in OCBs. Because teaching is a service profession, faculty employees have a sense of duty that they should be performing OCBs and this gives them a sense of fulfillment in doing so. Results also suggest that the relationship between PCB and OCB is complex and dynamic particularly in the context of teaching, which is a service-oriented profession. For teachers, organizational citizenship behaviors refer to helping behaviors extended to colleagues, to students, and to the school as a whole (Belogolovsky & Somech, 2010). This ethical and humanistic dimension of the teaching profession serves as intrinsic motivators for teachers to continually engage in organizational citizenship behaviors. Teachers might also experience cognitive dissonance and re-define their job role behaviors based on social expectations and external pressures to compensate for the lack of extrinsic motivators such as supervisor support and monetary incentives (Belogolovsky & Somech, 2010).

Results confirmed the fourth hypothesis and supported the proposed conceptual framework; when LMX and LOC interact, both significantly factors in the relationship between PCB and OCB. Thus, when understanding whether or not teachers will engage in OCBs, dispositional and situational assumptions cannot be treated separately when there is a breach in the psychological contract. The attributions for psychological contract breach vary between internals and externals, and that the quality of leader-member exchange interact with these attributions to buffer or exacerbate its effects on organizational citizenship behaviors. It appears then that the role of trust is vital in the employer-employee relationship (Robinson, 1996), particularly in the Filipino culture which is collectivist and familial (Restubog & Bordia, 2006) and values smooth interpersonal relations (Church, 1987).

Furthermore, psychological contract breach is related to perceptions of fairness and justice in the workplace, and this influences the experience of job stress (Noblet et al., 2009). When externals have a low quality of relationship with their supervisors, they can perceive

this as a lack of available social support in the workplace. When they perceive that a psychological contract breach has occurred, this confirms their negative beliefs and strengthens negative attitudes towards their supervisor and about the organization, thereby causing them to decrease organizational citizenship behaviors. On the other hand, when internals have a high quality of relationship with their supervisors, they may perceive this as a source of support. When they perceive that a psychological contract breach has occurred, internals might turn to their supervisors for help, and they might attribute the cause of the breach to events other than the supervisor. Thus, internals are less likely to decrease OCBs because they still have an intact and positive social exchange relationship with their supervisors.

The previously mentioned result seems to echo a study conducted by Munir and Sajid (2010) that revealed that university professors who have internal locus of control are more likely to be highly committed towards their universities. The authors of the study suggested that individuals' locus of control are indicative of the kind of relationships they develop with their managers, which in turn, affects work behaviors. It can also be surmised that because teaching is a service profession, internals would not want to engage in behaviors that will ruin their ties to an organization that allows them to engage in work experiences that brings fulfillment and satisfaction. This appears to echo the study of Restubog, Bordia, and Tang (2007), which revealed that benevolent-oriented employees are less likely to engage in deviant workplace behaviors that will damage their ties to their organization.

Based on the findings, it can be inferred that faculty employees tend to carry an ideology of employee worth, which is characteristic of a personalistic Filipino culture. Thus, such beliefs contribute to the formation of a psychological contract between faculty employees and their supervisor and/or school organization, making it an essential component in the internal service quality of a school organization. Maintaining the satisfaction of faculty employees and ensuring that they are performing their job roles is crucial for private schools' effectiveness in delivering their services. To lose the loyalty and commitment of high-performing faculty employees is to decrease student achievement and the organizational performance of a school. This is detrimental for private schools in the long run, especially when

market competition for student enrollees is high.

Limitations and Implications for Research

First, the research study was limited by the self-reported nature of its data and by the utilization of a cross-sectional survey design. Furthermore, the research study relied on aggregated data, so the various levels and dimensions of the four research variables were not considered. Future research may further explore and investigate these various levels and dimensions such as by looking into how psychological contracts changed over time. In addition, future research may clarify and explore how teachers engage in a variety of OCBs as delineated and directed towards students, towards co-workers and supervisors, or towards the school organization and community.

Second, the research study was limited by the common method bias in which all the research variables were measured in a single questionnaire. To avoid this, future research may obtain data from multiple sources such as interview, respondents' performance evaluation, and personality profile.

Last, the research study may not be generalizable because it was conducted in a small, Filipino hometown with private schools and educational institutions that have a relatively small student population. Future research may conduct data from other settings, such as private schools located in highly urbanized areas, with a large student population, and in which faculty employees have other employment alternatives. Furthermore, future research may include demographic data in its analysis, such as employment status, length of service, and type of teachers (i.e., high school or college).

Implications for Practice

Findings suggest that employers and supervisors must open lines of communication with their employees, especially when they are unable to meet their expectations (Turnley et al., 2003). This is especially true when the organization has to explain and provide reasons for the inconsistency. Thus, school administrators must ensure that there are open and clear lines of communication between faculty employees

and their supervisors. Information regarding organizational change, job roles and functions, or reallocation of resources must be conveyed with the utmost sincerity, honesty, and integrity. This will avoid inconsistencies and misunderstandings between faculty employees and supervisors or school administrators. Moreover, information must be provided in real time, lest faculty employees will rely on the grapevine and misattributions might occur.

Results of the study reveal that it is important to have employees with an internal locus of control as they might be the “high-performing” employees. High-performing employees constitute the core group that drives the company’s operations and processes (Rodriguez, Patel, Bright, Gregory, & Gowing, 2002). Likewise, results also showed that a good relationship between the department heads and school administrators and their employees is important. High involvement of HR practices in the core group means investing in training, development, and promotion on this particularly talented workforce. Such investment on human capital is part of strategic business development, which will yield net economic returns for the company (Rodriguez et al., 2002). Thus, a people-oriented management style among department heads and school administrators might facilitate in improving the quality of relationship between the organization, school administrators, department heads, and faculty employees.

The findings of the study underscore the importance of strategic human resource management and how it is aligned with the goals of a business firm, a company, or an organization. For example, realistic job previews during recruitment has shown to influence attrition, turnover rates, job satisfaction, and organizational commitment (Phillips, 1998). Strategic HR management must balance the needs of its employees, and the needs of the company or organization. In this case, the individual needs of faculty employees, thru their psychological contracts, have to be maintained so that they will continually engage in organizational citizenship behaviors. Using an HR strategy that translates organization and business goals into individual accountability creates long-term value for organizational performance and growth, and this also translates to increased revenues. Strategic human resource management that addresses employees’ needs adds value to the organization. Faculty employees who are actively engaged

in their jobs drive student performance and student achievement. This increases the standard and quality of education being delivered by a private school and this provides good feedback to the public, especially to parents and students looking for an educational investment.

AUTHOR'S NOTE

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