The Psychological Contracts of Experienced College Instructors

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by

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ABSTRACT

The purpose of this study was to determine the contents and nature of the psychological contracts of experienced college instructors, taking into account the passage of time and context, in order to further understand the employment relationships that existed between instructors and the employing college system. The experienced college instructor, for the purposes of this study, was identified as one who was 45 years of age or older, with 15 or more years of teaching experience in the college system. The majority of these experienced instructors were members of the baby boom generation and, as such, demanded a certain amount of attention, particularly with respect to their sheer numbers and their consequential impending exit from the system.

The study utilized a five-part framework, including the identification of the employer, the contents, the passage of time, the context, and the nature of the psychological contract. Data collection consisted of the use of interviews, focus group sessions, and a survey, collecting both qualitative and quantitative data. The data were treated descriptively through frequency analysis and inferentially through principal component analysis, identifying various dimensions of the psychological contract with respect to contents, passage of time, context, and nature of obligations. Dimensions drawn from the principal component analysis did not differ significantly from those derived from the descriptive treatment of the data. The analysis of variance procedure used indicated that female instructors perceived the dimensions of the psychological contract significantly different, as did instructors with 20-24 years of experience or over 25 years of experience in the organization. Also, instructors between the ages of 50 and 54 years perceived the dimensions of the psychological contract different, as did instructors with a mix of technical/vocational and academic levels of education.

Conclusions drawn from the study included (1) there were at least two types of

psychological contracts at work, such as the organizational one and the agential one, (2) as the duration of the employment relationship increased, the psychological contract became more complex and sophisticated, (3) a dynamic was occurring in the organization that indicated instructors experienced a facelessness and depersonalizing of the organization, resulting in an employment relationship that was perceived to be impersonal, detached, self-centered, work-oriented, and less-than-reciprocal, and (4) the concepts of both organization identity theory and identity theory would be useful to use in the measurement and conceptualization of the psychological contract concept.

Implications drawn from the study indicated that it may be irrelevant to ask the identity of the employer. A more sophisticated measure, other than the use of typologies for example, is required in order to comprehend the psychological contracts of the long-term employee, working in a public service capacity, performing emotional labour, being in close proximity with clients for extended periods of time, as educators and role models. Implications exist for the employer and instructor alike, as identified in this study, in order to increase the organizational effectiveness of the college system. The apparent usefulness in considering context and the passage of time in the examination of the psychological contract in education, in particular, is this study's contribution to the research area. Further research, in collaboration with psychological contract research, involving the concepts of organizational learning, organizational memory, and institutional professionalism are compelling areas of interest, particularly in reference to not only the large and influential members of the baby boom generation but to other generational groups within the organization.

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CHAPTER ONE

THE PROBLEM

As a step toward a more complete understanding of the employment relationships that exist between college instructors (referred to as instructors in this study) and their employer, the examination of the psychological contracts of instructors can provide a more accurate comprehension of the idiosyncratic and inherently perceptual dimensions of the employment contract.

In this study, the psychological contracts of experienced instructors, who are employed by the college system and described as 45 years of age or over with 15 or more years of teaching experience, were examined. The majority of the instructors who participated in this study are members of the early baby boomer group, born between 1947 and 1956. This "front-end" baby boomer group, as the head of the "pig in the python," marks and continues to mark each decade through which it passes, moving across the last half of the century as a "big demographic bulge" (Smith, 2000, p. 55).

This baby boom group has consistently called attention to each life cycle stage through which it passes (Adams, 1997; Foot & Stoffman, 1996). As Greller and Nee (1989) pointed out in their book *From Baby Boom to Baby Bust*, workplaces need to deal with "the demographic one-two punch created by the baby boom followed by the baby bust" (p.1). In a recent article in the July 17, 2002 edition of *The Globe and Mail*, which reviewed the 2001 Statistics Canada Census data, the implications of the impending exit of the aging workforce, in the face of a looming scarcity of skilled labour, was discussed.

According to the article, the baby-boom generation "...was able to define Canada in part by its abundance" and will continue to do so "...as the baby boomers gradually vacate the work force over the next 20 years" (Lewington, 2002). In the meantime, as stated in the article,

> We have to be far more innovative in dealing with a gradually and slowly aging work force. Those now in their mid 50s may... want to retire early or work a four–day week...Conversely, the boomer generation may opt to remain working, especially as the current instability in the stock market affects the value of their pensions. (p. A1)

The importance of organizations to recognize and plan for the sheer numbers of baby boomers and the predictable stages the group will go through (Greller & Nee, 1989) is magnified by the distinct nature of the group (Adams, 1997; Dychtwald, 1999; Owram, 1996; Smith, 2000). A further understanding of the psychological contract can assist both instructors and administrators to realistically manage their employment relationships.

As the central party to the psychological contract, employees and their characteristics define and shape the nature of the employment relationship. Much has been written about the baby boomer group, of which the majority of experienced college instructors are members. This group has had and continues to have a profound and lasting influence on society's institutions, overshadowing the smaller generations that preceded and succeeded it. The responsibility which society's institutions have to prepare for and deal with this group's entrance to and exit from various life stages seems clear (Dychtwald, 1999; Greller & Nee, 1989; Smith, 2000). The expectation of these institutions (and educational institutions as an example) to deal intelligently with this group is a challenging task faced by employers, resulting in implications, specifically, for

the operation and management of colleges across Canada.

The purpose of this study, as an initial step toward a fuller understanding of the employment relationships of experienced college instructors, is to examine and describe the dimensions of the psychological contracts of these instructors, taking into account the passage of time and the contextual organization-specific and person-specific events. This study was not an attempt to gauge or measure the psychological health of instructors or the organization that employs them. The identification of the contents of the psychological contracts of experienced instructors will lead to further research into its practical use, after having acknowledged the value of the psychological contract as a tool to refine the understanding of the employment relationship.

Rousseau (1995) comprehensively defined the psychological contract, acknowledging the subjective and inherently perceptual nature of the employment relationship, by including the following:

1. An individual's belief(s) in reciprocal obligations between that individual and another party.
2. Where one party has paid for, or offered consideration in exchange for a promise that the other party will reciprocate (i.e. fulfil the promise).
3. Where both the promise and the consideration are highly subjective (i.e. exist 'in the eye of the beholder'). Parties to a contract, whether written or unwritten, can hold different perceptions regarding its terms (e.g. different people might focus on different elements of the contract in creating their understanding of it, depending on cognitive limits and frames of reference).
4. The individual holding the belief in a psychological contract attaches that belief to assumptions of good faith, fair dealing and trust, which results in the contract becoming part of the mainstay of the relationship between the parties. (pp. 9-10)

The role and significance of the psychological contract with respect to the employment relationship can be revealing through the examination of the psychological

contracts of instructors who are chronologically and professionally maturing and who are relatively long-term employees of the college system.

Background to the Problem

There is no doubt that a healthy employee-employer relationship increases organizational effectiveness (Millward & Brewerton, 2000; Pearcy, 1997; Rousseau, 1998; Sparrow, 1997) and a step in this direction is a refined understanding of the psychological contract (Guest, 1998a; Rousseau, 1989; Thomas & Anderson, 1998). Schein (1965) recognized that, "though it remains unwritten, the psychological contract is a powerful determiner of behavior in organizations" (p. 3).

Certainly psychological contract research has come of age (Schalk & Rousseau, 1999), although it has perhaps raised more questions than it has provided answers (Sparrow, 1997). This research is in its infancy, but it is "a construct with theoretical substance, empirical validity and practical significance (Millward & Brewerton, 2000, p. 3). Psychological contract research is focusing on not only the character and conceptualization of the psychological contract but also on the measurement and management of the concept (Herriot, Hirsch & Reilly, 1998; Rousseau, 1995; Sparrow, 1998). The special issues appearing in such publications as the *Journal of Organizational Behavior* (1998, Volume 19) and the *Human Resources Management* journal (1994, Fall) are evidence of the interest in the topic.

The psychological contract, recognized as a scientific construct (Anderson & Schalk, 1998; Guest, 1998a; Millward & Brewerton, 2000), "provides a potentially fruitful construct with which to make sense of...the employment relationship" (Guest, 1998a, p. 659). Psychological contract research has focused on employment relationship

outcomes such as turnover, absenteeism, and workplace violence and has been used as an umbrella concept to integrate organizational dynamics such as commitment, loyalty, morale, and citizenship behaviors (Capelli, 1999; Coyle-Shapiro & Kessler, 2000; Keeney, 1999; Robinson & Morrison, 1995; Rousseau, 1998).

There is renewed interest in the "ecology" of the employment relationship (Millward & Brewerton, 2000) partly as the result of the increasing complexity of employment relationships brought about by the breaking down of the "traditional" working relationship, the increased participation of women and other visible minorities into the workplace, and the diversity that must be dealt with by co-workers, management, and human resource professionals alike (P. Prasad, Mills, Elmes & A. Prasad, 1997; Rousseau, 1996, 1997; Thomas & Anderson, 1998).

Certainly, "the ultimate value of the study of the psychological contract is its potential to be conceptualized and applied in a genuinely two-way fashion, taking into consideration the wants and offers of both individual and organization" (Coyle-Shapiro & Kessler, 2000; Herriot, et al., 1998). This view encompasses reciprocity and mutuality in the contractual relationship and, in this way, the psychological contract defines the employment relationship and manages the expectations of the employee: "Employers want to know in advance the kind of outputs they will get from employees...and employees want to know what kind of reward they will get from investing their time and effort in an organization" (Hiltrop, 1995, p. 287).

The first step of an examination of the employment relationship and indeed of the psychological contract is to be clear as to the identification of the parties to the contract. Several writers in psychological contract research (Guest, 1998a, 1998b; see also

Rousseau, 1998) have wrestled with this notion with little resulting consensus. Often referred to as the "agency problem" (Rousseau, 1998), the identification of the parties to the psychological contract is an especially sensitive topic, since this identification is the initial step in making explicit a contract that is basically unspoken, subjective, and inherently perceptual (Coyle-Shapiro & Kessler, 2000). It is equally as important in establishing who is regarded as the parties to the contract as it is in determining the number of the parties (D. M. Rousseau, personal communication, October 19, 2000). A distinctiveness may exist in the employee view to the organization as a "bureaucratic system" and/or as a "professional group" (Bunderson, 2001).

Magnifying the importance of identifying the parties to the contract is encouragement from researchers to examine the psychological contract from a reciprocal perspective. What this means is recognizing that the psychological contract is a two-way agreement and that the traditional definitions of the psychological contract proposed by Argyris (1980) and Schein (1978) may be contemporarily revised to include defining the psychological contract from the organization point of view (Baccili, 2001; Coyle-Shapiro & Kessler, 2000; Griffin, Mathieu, & Jacobs, 2001; Guest, 1998a).

Guest (1998a) examined the explicit and implicit aspects of psychological contracts and strongly recommended that there is a need to establish "the boundaries of the psychological contract" (p. 659). The psychological contract gives structure and solves practical human problems, like any other type of contract (E. W. Morrison, 1994; Rousseau, 1990; Weick, 1995). Since this study was about the employment relationships that exist in the workplace between the employer and the employee, the acknowledgement that this relationship is established through contracting is essential and

especially relevant to the development of the psychological contracts in the workplace (Sparrow, 1998). Contracting has become a visible and necessary function of organization life (McLean Parks, Kidder & Gallagher, 1998; Millward & Brewerton, 2000; Noon & Blyton, 1997).

Although all contracts contain both explicit and implicit terms, "...contracts are fundamentally psychological. Agreement exists in the eye of the beholder" (Rousseau, 1995, p. 6). The view, taken by Rousseau (1989) in her early writings, that contracts are constructed and created by the interpretation of what a promise or obligation means to each individual, has led to a "more formal system of thinking about the psychology of the employment contract" (Millward & Brewerton, 2000, p. 2). Emphasis here is on the subjective and inherently perceptual nature of the contents of the psychological contract.

L. W. Porter, Pearce, Tripoli, and Lewis (1998) concluded in their research that psychological contract research can lead "to important insights into the differences in the kinds of contracts organizations have with their employees and how and why these psychological contracts change over time" (p. 769). Psychological contract research has become noteworthy, given the different work relationships and employment structures in the workplace today (McLean Parks et al., 1998; Millward & Brewerton, 2000; Noon & Blyton, 1997; Shore & Barksdale, 1998).

The contract of employment "can be viewed from many angles--psychological, political, economic, organizational, sociological and legal" (Millward & Brewerton, 2000, p. 1). After all, the contracting perspective to the employment relationship is concerned with the necessity of reconciling the needs of the individual and the organization (Argyris, 1980), which ultimately leads to policy making, human resource

management, and labor relations (Noon & Blyton, 1997; Sparrow, 1998; Vaccaro, 1990).

As Rousseau (1995) states:

> Contracts are inevitable, not something to avoid but fundamental to productive relationships. Contracts reflect multiple realities and interpretations, within individuals and between groups (no simple unilateral view will suffice). General principles will operate across contracts, but predictions about individual behavior and organizational results will need to account for specific situational factors (organizational, social, and personal dimensions are important to understanding any particular contract). Fuzziness and ambiguity are often built into contractual arrangements, creating both their valued flexibility and their inevitable conflicts. (p. 5)

To follow Rousseau's (1998) lead, a more thorough examination of the psychological contract takes place when both the passage of time and the specific context of the situation are considered. In their review of the academic treatment of the concept of the psychological contract, Millward and Brewerton (2000) recognized that "the organization provides the 'context' for the creation of psychological contracts" (p. 12). This organizational context includes such factors and events as the strategy the organization has adopted, the human resources management practices used by the organization, and events which get the attention of employees (Griffin, et al., 2001; Guzzo & Noonan, 1994; Rousseau, 1995)

In addition to the organization-specific events, there are also person-specific contextual factors and events that must be taken into consideration (Rousseau & Tijoriwala, 1998), such as the psychological importance and meaning of work (Dellow, 1998; Mowday, Porter & Steers, 1982; Noon & Blyton, 1997). Perceptually derived, employees' view of work may commonly regard work as a source of interest and enjoyment rather than as an exchange of security for compliance (Spindler, 1994). In fact, Noon and Blyton (1997) categorized the meaning of work into economic and moral

necessities: work as a way to make a living, work as a duty, work as a central life activity, work as conscientious endeavour, and work as disciplined compliance (pp. 38-47). Bunderson (2001) studied the work ideologies of professionals and concluded that professional employees categorized work as either administrative or professional in nature.

What is interesting is how the passage of time is so inextricably tied to contextual factors and events, particularly as to the influence on the psychological contract and, consequently, on the employment relationship. To illustrate this, the person-specific view to the nature of work that takes place within that organization and how that view changes as time goes by can be a crucial contextual factor that merits attention with respect to the psychological contract. In their book, *The Realities of Work*, Noon and Blyton (1997) encouraged a direct approach in dealing with the realities of work by first dispelling the "myth of work" that is propagated in the literature and to engage with the complexity that is found in the workplace (pp. 208-209). Complexity and diversity will continue to characterize the workplace and, as Noon and Blyton pointed out:

> It is a diversity borne partly out of the multitude of different contexts within which work takes place, together with the very many occupations and tasks that people perform at work, and the different work schedules and contractual arrangements that employees are engaged in. However, at the same time, the diversity also derives from the different ways that people construct meaning and identify in their roles as workers: the different values they attach to work, the ways they behave and interact at work, and the different strategies they employ to adjust to and ameliorate the pressures of work in contemporary industrial society. (p. 209)

It is this construction of meaning and the ongoing interpretation of workplace

obligations that underlie this study.

Significance of the Study

This study was concerned with the identification of the dimensions of the psychological contracts of experienced instructors, taking into account the passage of time and the organizational and personal context. This study was considered significant in that it contributed to a further understanding of the employment relationships that existed between instructors and their employing college system, while at the same time incorporating the examination of the passage of time and context into the study.

Theoretically speaking, continued efforts are needed to refine the conceptualization of the psychological contract construct in order to measure the nature of the concept and of what it is composed. Chapter 2 of this dissertation traced the path of psychological contract research. The aim of the study was to comprehend the intricacies of the perceived workplace obligations of instructors as identified by instructors within a unique context and attempted to generalize from data collected to ultimately contribute to the conceptualization and measurement of the psychological contract construct.

From a research methodology point of view, this study illustrated the value of using a variety of methods to examine the psychological contracts of instructors, collecting data that explicitly identified the details of the psychological contracts (Guest, 1998b; Millward & Brewerton, 2000; Rousseau & Tijoriwala, 1998). Personal interviews, focus group sessions, and a survey for the purposes of data collection were used.

These data were then examined descriptively (using frequency analysis) and analytically (using exploratory factor analysis and analysis of variance) to identify dimensions of the psychological contracts of experienced college instructors. This is the

"feature-focused" research encouraged by Rousseau and Tijoriwala (1998) that enables the "contextual uniqueness of the psychological contract to be captured and particular contracts to be accurately described" (p. 689). In this way, this study moved toward further measurement and clarification of the psychological contract concept in terms of its content and nature, adding to the broadening research methodology being employed in psychological contract research, particularly in the areas of context and passage of time. This was not a process-oriented study, since the status of the psychological contracts of experienced instructors with respect to contract fulfillment was not the focus of the study.

The study contributed to the understanding of the instructor-college system employment relationship (through the examination of the psychological contracts). The data in Table 1-1 was derived from the Business Plan of the college system. As indicated in Table 1-1, 59% of the 1,226 instructors employed in the college system were 45 years of age and over, with 74.8 % of those instructors between the ages of 45 and 54 years. The number of experienced instructors in the system (and perhaps in other comparable post-secondary educational systems in Canada), combined with the uniqueness of character that it possesses, has led to "expectations that this generation would have a special effect" (Owram, 1996, p. xiv).

The psychological nature of the employment relationship of instructors is prominent, since instructors work in a service capacity, have direct contact with their clientele (students) for extended periods of time, and are involved in work that is, for the majority of the time, emotional labor (Caron, 2000; Coyle-Shapiro & Kessler, 2000; Noon & Blyton, 1997). In the socialized education world of instructors in Saskatchewan, the identification of the employer is especially crucial, given that the organization is

"publicly-owned" and has a direct political link that serves as a catalyst for a variety of changes which the organization has faced (Caron).

Table 1-1

Age Demographics of the Population

	Population	
Variable	Number	Percentage
Age		
Under 30	80	6.5
30-34	80	6.5
35-39	153	12.5
40-44	190	15.5
45-49	282	23.0
50-54	259	21.1
55 and over	182	14.9
Total	1226	100.0

Note. From *SIAST Business Plan, 2001-2006*, Saskatchewan Institute of Applied Science and Technology, April, 2001.

The psychological contracts of experienced instructors are ideal avenues through which to study the contents and nature of long-term employment relationships. Although the scope of this study did not include the analysis of contract fulfillment, identifying dimensions of the psychological contracts of this group of instructors will contribute to the research of the evolving and dynamic nature of the psychological contract.

The perceptions of professionally maturing instructors have changed dramatically in the last two decades, particularly with respect to career planning, work, leisure, and after-retirement plans (Dellow, 1998). Through the self-reporting in the interviews and the exposure to other experienced instructors' perceptions which took place in the focus group sessions, this psychological contract research demonstrated the extent of self-awareness and organizational awareness experienced instructors possessed and what effect their long-term service had on their psychological contracts and employment

relationships.

Practically speaking, the concept of the psychological contract has been underutilized in education and this study may open the way for increased use of the psychological contract concept in educational research. The psychological contract concept has been examined in various settings, such as banks, hospitals, churches, and police organizations, and with different personnel, such as students, nurses, expatriates, and policepersons (Millward, 1995; Millward & Brewerton, 2000; Millward & Herriot, 1998; Parks & Van Dyne, 1995; Roehling, 1996). As yet, very little theoretical and practical use has been made of the psychological contract concept in the field of education (Atkinson, 1973; Bess, 1998; Dellow, 1998; Leiter, 1999; Russo & Gregory, 1999; Thompson, 1997).

Although there has been a great deal of psychological contract research carried out in the last decade (Millward & Brewerton, 2000), because much of this work has been conducted in business rather than in educational settings, there is little known about the psychological contracts of educators (Coyle-Shapiro & Kessler, 2000; Dellow, 1998; Thompson, 1997) and specifically about the psychological contracts of experienced college instructors. As publicly-funded institutions such as colleges face decreased funding and increased calls for accountability, the need is there to successfully manage the employment relationship (Dellow, 1998; Thompson, 1997; Vandenberghe & Huberman, 1999). Establishing what the contents and nature are of the psychological contracts of instructors was a first step in understanding what perceptions instructors hold of their workplace obligations.

Ultimately, of course, this study contributed to the management of the

psychological contracts in the workplace, with implications for the understanding of employment relationships of experienced and other instructors. College administrators need to be able to "...map the subjective terrain of the psychological contract to fully appreciate it" (Guzzo & Noonan, 1994, p. 459). Owram (1996) wrote of social institutions having to reverse the direction they have taken to deal with the numbers and unique character of the baby boomers and to adjust for the impending exit of these influential employees (p. x).

There is substantial research linking the psychological contract to psychological well-being (Bradburn, 1969), which, in turn, is tied to retention-relevant outcomes such as exit, voice, disengagement, withdrawal, and sabotage, together with behavioral indicators such as employees' intention to stay or to leave the organization or to retire from the organization (Millward & Brewerton, 2000). Although this study did not examine these aspects of the psychological contracts of experienced college instructors, it opened the way to such research pursuits.

Even though the experienced instructor label was an arbitrary one used for the purposes of this study (this label falls into the group of "core," "insider," and "internal labor market" employees which Rousseau, 1995, identifies), the perception experienced instructors have concerning their "place" in the organization and the psychological nature of the employment relationship they perceived they had within these relationships was examined in this study.

This study contributed to an appreciation of the role that experienced instructors played in the socialization of newcomers and in the mentoring/role modeling behaviors within the faculty and it is imperative that the psychological contracts of these influential

employees are understood. In addition to the socialization role of the experienced instructors and the relationship this has with the psychological contract, this study contributed to the recognition that "insider norms" (Thomas & Anderson, 1998) played a role in group functioning in an organization. Psychological contract research can take a social-constructivist approach and question whether "employees within an organization are likely to emphasize similar dimensions of the contract with the degree of similarity likely to increase over time" (p. 752). This study investigated if there was a "consensual psychological contract" in place by looking at the dimensions of the psychological contract that became apparent through frequency and factor analyses and whether there were implications for group and organizational functioning.

This study was unique in its attempt to identify the effects of the passage of time on workplace obligations and the influence contextual specifics had on the psychological contracts of experienced instructors. This study attempted to identify the diversity of the employment relationships of experienced instructors through the examination of their psychological contracts within its context. In the editorial in the *Journal of Organizational Behavior* (2000, Volume 21), Rousseau and Fried (2000) urged researchers to take context seriously in the examination and study of organizational phenomena and "to experiment with various ways of taking context into account" (p. 2). By asking participants to identify organization-specific and person-specific contextual factors or events that have influenced their workplace obligations (Rousseau & Tijoriwala, 1998), this study examined the psychological contracts within a specific post-secondary educational context and took this context into account in the interviews and focus group sessions and in the subsequent adaptation and enlargement of the survey instrument.

In this study, it was the employing college system and the instructors that provided the context. The role that context can play in the development of the psychological contract as identified by Rousseau (1995) was noteworthy to this study:

> The ecology of contracts means that all behavior is relative to the setting in which it occurs. Promise and commitment have no universal meaning but take on a character influenced to a great extent by the setting in which they occur. Features of contracts, such as long term, generous, flexible or open, have little meaning out of context. Context gives meaning, and when context changes, meaning can change with it. (p. 10)

At the organizational level of analysis, this study was a way to understand the nature of work in this college system setting and the diversity in the employment relationship that existed by ultimately identifying the "realities" of the psychological contracts that exist in the workplace.

This study examined the effects the passage of time has had on such items as orientations to work, leisure time, and the overall psychological importance of work to instructors but also attempted to identify the organization-specific and person-specific events that influenced the instructors' perceptions of workplace obligations. By examining the influence age, sex, and experience at the present institution had on instructor responses to survey items, this study may provide useful information for the management of other types of contracts organizations may have with other employees.

This study attempted to make literal the workplace obligations by asking instructors to explicitly voice the contents and nature of their psychological contracts, taking into account the context and the passage of time. The interviews and the focus group sessions gave participants the opportunity to vocalize and to share, in the sessions, their psychological contracts. The focus of this study was on the psychological nature of the employment contract (and, indeed, of the employment relationship) between the

college system (as the organization) and the instructor (as the employee) from the perspective of the instructor. In self-reporting the specifics of their psychological contracts, instructors exhibited the reconciliation that takes place between themselves and their employer and, in fact, identified the ongoing reinterpretation and renegotiation of their psychological contracts.

Statement of the Problem

The purpose of this research was to examine the contents of the psychological contracts of experienced instructors within a selected college system, keeping in mind the passage of time and the organization-specific and person-specific context.

The research questions which guided the study were:

1. Who do the experienced instructors regard as the employer?
2. What workplace obligations do experienced instructors perceive the employer has made to them?
3. What workplace obligations do experienced instructors perceive they have made to their employer?
4. How do experienced instructors perceive that the passage of time has influenced their workplace obligations?
5. How do experienced instructors perceive that organization-specific contextual factors or events have influenced their workplace obligations?
6. How do experienced instructors perceive that person-specific contextual factors or events have influenced their workplace obligations?
7. How do experienced instructors perceive the nature of their workplace obligations to be?

This study explored the contents of the psychological contracts of experienced instructors in a selected college system in the Province of Saskatchewan. Participants were selected based on years of teaching experience in the selected college system and on age. Data were collected using personal interviews and focus group sessions. These data were then used to adapt and expand an existing survey instrument that was administered to all experienced instructors in the selected college system. Frequency and factor analyses were then used to identify the dimensions of the psychological contracts of experienced instructors. The impact of several variables on instructor responses to the factors identified in the exploratory factor analysis was examined. It was anticipated that this research would provide information that college administrators could consider when managing the employment relationship with instructors, recognizing the unique opportunities and challenges of managing a fairly large, influential, aging, and professionally maturing faculty (Shore & Barksdale, 1998; Thomas & Anderson, 1998).

Conceptual Framework

The overall theme of the research was one of a further understanding of the employment relationship between the experienced instructor and the organization, through an examination of the psychological contract. In order to operate colleges efficiently and effectively in meeting the needs of students, particular attention needs to be paid to the exchange relationship that exists between instructors and college systems. The motivation for examining the psychological contract involved more than furthering the understanding of the employment relationship.

The framework which was used to explore the psychological contracts of experienced instructors is shown in Figure 1-2. This conceptual framework consisted of

five parts, each part corresponding to the aspects of the psychological contract focused on in this study, including:

1. Employer identification.
2. The contents of the psychological contract with respect to employer obligations and employee obligations.
3. The passage of time.
4. The contextual factors or events which are organization-specific and person-specific.
5. The nature of the workplace obligations.

Various relationships, indicated by arrows, were identified within the conceptual framework, illustrating the influence of the passage of time on the contextual events and also the influence of the passage of time and the contextual events on the identification of the employer (or "other party" to the contract) and on the contents and nature of the psychological contracts of experienced instructors.

As the first part of the conceptual framework, the identification of the employer, from the instructor's perspective, laid the foundation for the specific feedback provided by that employee concerning his or her psychological contract and the "other party" (Millward & Brewerton, 2000; Guest, 1998; Rousseau, 1995). Instructors were directly asked to identify the employer in the personal interviews, focus group sessions, and the survey, since the contracting perspective to the psychological contract was adopted in this study. It was assumed, therefore, that the identification of the other party to the contract needed to be known.

The second part of the conceptual framework dealt with the specific contents of

the obligations as perceived by the employee. Hutton (2000) and Rousseau (1998) provided an exhaustive list of obligations employees identified as obligations they had made to their employer and vice versa. Instructors were asked to identify the obligations they perceived they have made to their employer and the obligations the employer has made to them.

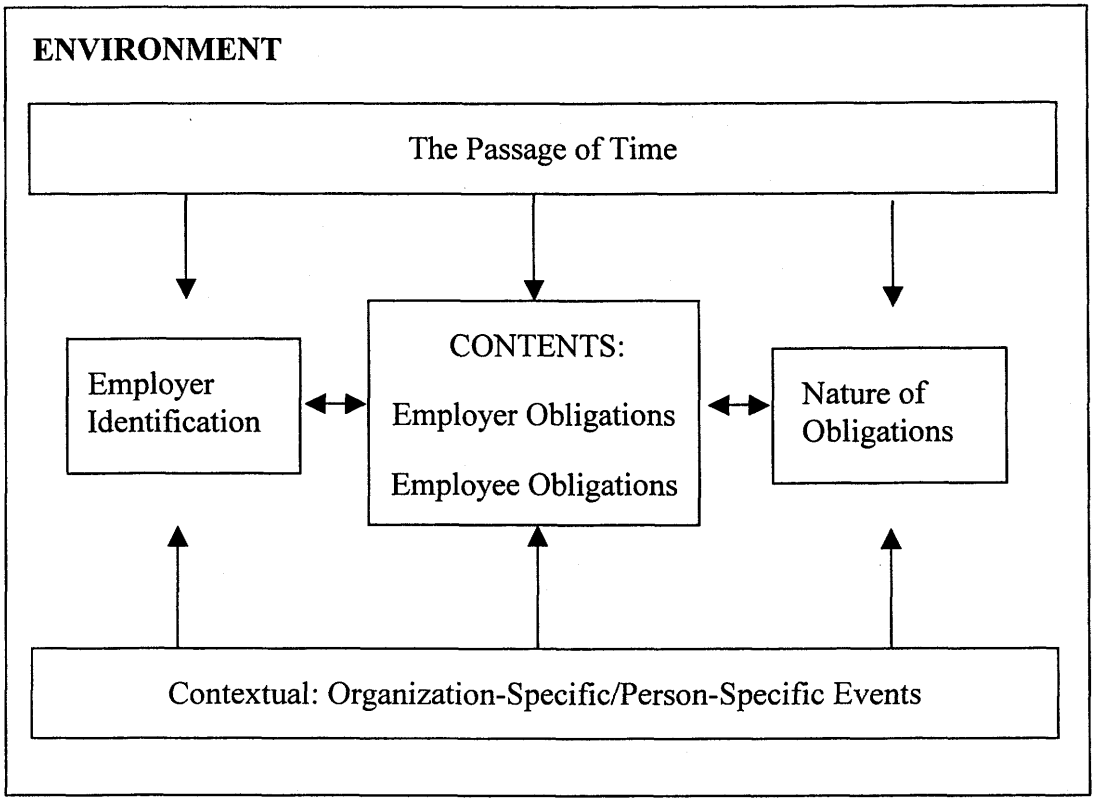

Figure 1-2 The Conceptual Framework

The third part of the conceptual framework explored the notion that the passage of time influenced the development of the psychological contract, specifically the identification of the employer and the dimensions of the contents, the context, and the nature. In fact, the passage of time was a strong motive for examining the psychological contracts of experienced instructors in an effort to determine if, in fact, the contract

changes as time went by and what changes had occurred. Instructors were asked to identify whether or not various statements reflected the influence that the passage of time had on workplace obligations.

The contextual factors or events were listed as the fourth part of the framework. It is believed that organization-specific and the person-specific contextual factors have an influential role in the development of the psychological contract (Millward & Brewerton, 2000; Rousseau & Fried, 2000), specifically the identification of the employer and the dimensions of the contents and nature. Instructors were asked to identify whether or not various organization-specific and person-specific contextual events or factors influenced their workplace obligations.

The nature of the workplace obligations was the fifth part of the framework and sought to determine the overall impression employees have of the nature of their workplace obligations, supposing that the nature of the psychological contract is influenced by the passage of time, contents, and contextual events. Instructors were asked to identify whether or not statements reflected the nature of their workplace obligations.

Delimitations

This study was delimited to the analysis and report of data collected from 12 personal interviews, three focus groups sessions, and 158 surveys, involving experienced instructors from four colleges in the selected college system who volunteered for the study. Interview and focus group data were collected from May to June, 2001 and survey data from October to November, 2001. The psychological contracts of the experienced instructors were recognized as those with the organization, not with the agents of the organization. This study was an examination of the contents and nature of

the psychological contracts of instructors and not an evaluative study or process-focused study in which contract fulfillment, in the form of violation and betrayal, is examined (Rousseau, 1998).

Limitations

1. Since this study was conducted within one urban college system in the Province of Saskatchewan and because there were many variables unique to each campus and the college system itself, the results of this study may not be generalizable within the system or outside the system.

2. Since the possibility existed that instructors in the focus group sessions "went with the group," participants may not have shared their perceptions either in part or in whole.

3. Because of the limitation of the focus group data collection methodology and because the data was recognizably idiosyncratic, inherently perceptual, and explicit and implicit in nature, the information gained from one particular focus group session may have differed from that collected in other sessions.

Assumptions

1. It was assumed that the participants in the study answered the questions posed by the researcher in an open and honest manner.

2. Instructors attended because of a desire to participate.

3. Because the study adopted a contacting perspective of the psychological contract concept, it was assumed that the "other party" to the psychological contract must be known.

Definition of Terms

The following definition of terms were used in this study:

1. Psychological contract. The perception of an exchange agreement between an employee and another party (Argyris, 1965; Levinson, 1962; Rousseau, 1989, 1995, 1998), involving more than expectations, where the "perception of mutuality, not necessarily mutuality in fact" (Rousseau, 1998, p. 666) was at the heart. The distinction was made among the various aspects of the psychological contract, including contents (employer and employee obligations), passage of time, context (organization-specific and person-specific) and nature.

2. Organization. The employing college system was the organization; employer was a synonym.

3. Experienced Instructor. An instructor who was 45 years or older, with at least 15 years of teaching experience in the college system; employee was a synonym.

4. Contract Drift. Rousseau's (1995) definition as "the process that occurs when changes that develop in the contract parties themselves modify their understanding of the contract" (p. 143).

5. Expectation. Something that was hoped for. In terms of the psychological contract, "only those expectations that emanate from perceived implicit or explicit promises by the employer are part of the psychological contract" (Robinson, 1996, p. 575).

6. Promise. An assurance that a certain action will be undertaken. In terms of the psychological contract, promises are based on intent that is conveyed by the organization or perceived by the employee to be conveyed (Rousseau, 1995).

7. Obligation. What one is required to do, either morally or legally. In terms of the psychological contract, employer and employee obligations are perceptually defined by the employee (Guzzo & Noonan, 1994). Workplace obligation is a synonym.

8. Nature. The essential quality, kind, type of a thing; character was a synonym.

9. Content. The substance of a thing; what is in it. In this study, content was the result of self-reporting of instructors regarding what obligations they perceive their employer has made to them and what obligations they have made to their employer.

10. Dimensions. The overall distinct, outstanding quality of a thing. In this study, these dimensions were the result of the frequency analysis and exploratory factor analysis of the data collected from the surveys and were classified under the aspects of the psychological contract, including content, passage of time, context, and nature.

11. Workplace obligation. Synonym for obligation.

12. No consensus. Survey responses of instructors are spread over the five responses alternatives provided.

13. College instructor. An educator who is employed by a college system and who delivers instruction in a variety of applied science and technology subject areas.

Organization of the Dissertation

This study was intended to provide insight into the makeup of the psychological contracts of experienced instructors in a selected college system in the Province of Saskatchewan, taking into account the passage of time and the context. This chapter has presented the problem, purpose and significance addressed by the study. The conceptual framework that guided the study was also described in the chapter. The research questions, definitions of terms, assumptions, delimitations, and limitations of the study

were stated.

Chapter 2 reviews the literature relevant to the study of the psychological contract, including areas of research concerning the concept itself, its content and nature, the changing of the contract, and the path the study of the construct has taken. The research methodology to be employed in the completion of the study is detailed in Chapter 3.

In Chapter 4, the research results from the interviews, focus group sessions and the survey administration is presented and discussed in relation to the research questions posed in Chapter 1. Results from the frequency analysis of the survey data provide a descriptive treatment of the findings. Chapter 5 further analyzes the data, using principal component analysis and analyses of variance of the identified factors to provide an analytical treatment of the findings. Chapter Six concludes with the summary, conclusions, and implications of the study.

CHAPTER TWO

REVIEW OF THE LITERATURE

In this chapter a review of the current literature and research relevant to the study of the psychological contract is presented, including the topics of the psychological contract concept itself, the changing psychological contract, and the study of the psychological contract. The premise of this study was that the contents and nature of the psychological contracts of experienced college instructors were influenced by the passage of time and the context within which they evolve. Because the scope of this study encompasses a wide perspective of the psychological contract, a fairly comprehensive review of the literature was required.

The framework that was used to organize the review of the literature is presented in Table 2-1. It was necessary to review what is known about the psychological contract regarding its definition, its possible contents and nature, including who is regarded as the employer. In addition, an understanding of what the literature reveals about the evolving and dynamic nature of the psychological contract is especially relevant to the passage of time and the context. Finally, the description of what path the study of the psychological contract has taken will shed light on what is known about the concept, how this study "fits" into what has been done, and what further work needs to be done. The questions posed under each heading in the framework dealt with specific areas of psychological contract research.

Table 2-1

The Framework for the Review of the Literature

The Psychological Contract Concept	The Changing Psychological Contract	The Study of The Psychological contract
* What is the psychological contract?	* Why does the psychological contract change?	* Why study the psychological contract?
* With whom is the psychological contract made?	* What changes occur in the psychological contract?	* What research directions has the study of the psychological contract taken?
* What are the contents of the psychological contract?	* Who experiences change in the psychological contract?	* How can the psychological contract be measured?
* What is the nature of the psychological contract?	* How, when, and where do the changes in the psychological contract occur?	

The Psychological Contract Concept

In this section a review is presented of the research and literature that discusses the psychological contract concept, its content and nature. In this section an examination is made of the research concerning the identification of the employer, an issue that comes to light when researchers, who have conducted psychological contract research, attempted to identify with whom the employee regarded as the other party or parties to the contract.

What is the Psychological Contract?

The classic definitions of the psychological contract put forward by Levinson (1962) 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"

(p. 21) and by Schein (1965) as "the unwritten set of expectations operating at all times between every member of an organization and the various managers and others in that organization" (p. 24) included both employer and employee perspectives. As late as 1985, writers included the employer and employee expectations in the definition of the psychological contract (Baker, 1985).

As the definition of the psychological contract continues to be refined, there is a contemporary view of the psychological contract that the organization's role is that of providing the context (Faul, 1999; Guzzo, Noonan, & Elron, 1994; E. W. Morrison & Robinson, 1997; Rousseau, 1990) and that individual and organizational expectations mutually influence one another (Hiltrop, 1995; Robinson & Rousseau, 1994; Scandura & Lankau, 1997). In this way, it is crucial to acknowledge, too, that "all promises and binding obligations have to be understood in terms of the social context in which they arise" (Rousseau, 1998, p. 666). Although an employee's beliefs about the obligations underlying the employment relationship are not necessarily shared by agents of the organization (E. W. Morrison & Robinson), it is understood that it is the employee's "perception of mutuality, not necessarily mutuality in fact" (Rousseau, 1998, p. 666) that shapes the psychological contract and which affects both productivity and job satisfaction (Baker, 1985). Attitudes and behaviors are shaped when individuals (as employees) "believe they are obligated to behave or perform in a certain way and also believe that the employer has certain obligations toward them" (Rousseau, 1990, p. 389).

Sims (1994) defined the psychological contract as "that set of expectations held by the individual employee that specify what the individual and the organization expect to

give to and receive from each other in the course of their work relationship" (p. 375). The individually-held beliefs are about the terms of the exchange between employer and employee (Guzzo & Noonan, 1994) and that these two parties to the psychological contract silently draft the agreement (Baker, 1985).

There are several definitions of the psychological contract, including that of E. W. Morrison and Robinson (1997) which recognized the finer distinctions and defined the psychological contract as "an employee's beliefs about the reciprocal obligations between that employee and his or her organization, where these obligations are based on perceived promises and are not necessarily recognized by agents of the organization" (p. 229). Spindler (1994) offered a lawyer's perspective (after having negotiated, written, interpreted, amended, defended, challenged, revoked, rescinded, and repaired legal contracts) by recognizing that the psychological contract runs the gamut from "the strictly legal to the purely psychological" (p. 325).

Rousseau (1995) offered the more complete and comprehensive definition of the psychological contract:

1. An individual's belief(s) in reciprocal obligations between that individual and another party.

2. Where one party has paid for, or offered consideration in exchange for, a promise that the other party will reciprocate (i.e. fulfil the promise).

3. Where both the promise and the consideration are highly subjective (i.e. exist 'in the eye of the beholder'). Parties to a contract, whether written or unwritten, can hold different perceptions regarding its terms (e.g. different people might focus on different elements of the contract in creating their understanding of it, depending on cognitive limits and frames of reference).

4. The individual holding the belief in a psychological contract attaches

> that belief to assumptions of good faith, fair dealing and trust, which results in the contract becoming part of the mainstay of the relationship between the parties. (pp. 9-10)

The refinement of the psychological contract concept continues today. As explained in this literature review, ongoing investigation of the psychological contract concept is establishing its theoretical and practical parameters. Some studies of the psychological contract included both the employee and manager-implied role expectations in the definition of the contract (Robinson, Kraatz, & Rousseau, 1994).

With Whom is the Psychological Contract Made?

With whom the psychological contract is made is a rather perplexing, unanswered, yet extremely serious question. This is referred to as the "agency problem" (Rousseau, 1998) in the literature and has received much attention in psychological contract research (A. Marks, 2001).

> In many cases, 'organization' is little more than an umbrella term to denote a bundle of activities all pursued in its name but with little substantive meaning beyond that comprised by the activities themselves. This is increasingly the case in today's economic climate of outsourcing and the devolution of project management and small-scale teams. Very little is actually known about who the employer is, in the eyes of employees, or at what level of analysis it is appropriate to talk about the kinds of contracts that are made. (Millward & Brewerton, 2000, p. 22)

To confuse the issue, there is considerable disagreement about whether the other party has to be known or not (Millward & Brewerton, 2000; Guest, 1998a, 1998b). The fact that the psychological contract is inherently perceptual and subjective may mean that it does not matter who the "other" party is. Taking the perspective that it is irrelevant who the employer is, and therefore that this is non-problematic, supports the notion that the psychological contract is entirely individual. However, most researchers (Rousseau &

Tijoriwala, 1998) recognized that the identification of the "other parties" to the contract is an area of research requiring attention, since

> in addition to the psychological contract between individual and organization, there are also psychological contracts of 'lesser proportion' between people within the organization, within work groups, and between groups and the organization—termed 'collateral agreements'—that have a bearing on the person-organization relationship'" (Rousseau & Tijoriwala, 1998, p. 693)

This is an issue that psychological contract research has not resolved, since analysis can occur at the organization, group, and individual levels (Baccili, 2001; Millward & Herriot, 1998). Employees may regard the "other" party as the team, the profession, the client, or the organization (Coyle-Shapiro & Kessler, 2000).

The psychological contract can become a normative contract if it becomes consensual. However, in examining the reciprocity and mutuality that develops in the psychological contract, it was the perspective of this study that the other party needs to be known.

What are the Contents of the Psychological Contract?

Determining what is included in the psychological contract remains a major research direction and there has been a flurry of research activity to arrive at the content of the psychological contract. The transactional/relational continuum is one approach used to identify the content of the psychological contract. The elements included in the transactional dimension are the more specific monetizable exchanges, while the relational dimension includes the less specific monetizable and non-monetizable exchanges (MacNeil, 1985) in the employment relationship (specific and unique to each employee) that include aspects of both work and non-work life (Guzzo & Noonan, 1994; Herriot,

Manning, & Kidd, 1997; Robinson, et al., 1994).

Some of the typical transactional contract terms include the following:

1. Specific economic conditions (e.g., wage rate) as primary incentive.
2. Limited personal involvement in the job (e.g., working relatively few hours, low emotional investment).
3. Closed-ended time frame (e.g., seasonal employment, 2 to 3 years on the job at most).
4. Commitments limited to well-specified conditions (e.g. union contract).
5. Little flexibility (change requires renegotiation of contract).
6. Use of existing skills (no development).
7. Unambiguous terms readily understood by outsiders.

Some of the typical relational contract terms include the following:

1. Emotional involvement as well as economic exchange (e.g. personal support, concern for family well-being).
2. Whole person relations (e.g., growth, development).
3. Open-ended time frames (e.g., indefinitely).
4. Both written and unwritten terms (e.g., some terms emerge over time).
5. Dynamic and subject to change during the life of the contract.
6. Pervasive conditions (e.g., affects personal and family life).
7. Subjective and implicitly understood (e.g., conditions difficult for third party to understand). (Rousseau, 1995, pp. 91-92)

Many researchers of the psychological contract supported the notion that all contracts have both transactional and relational elements (Millward & Brewerton, 2000). No one contract is entirely transactional or entirely relational, nor is a short-term contract necessarily transactional or a long-term, relational. Millward and Brewerton described a study of temporary workers who appeared to have a decidedly relational psychological contract because these workers had been assigned to an organization for a long period of time. However, overall there will most likely be a transactional or relational presence to the psychological contract, and that being the case, the following generalization can be made:

> ...the relational psychological contract can be regarded as being akin to the traditional working 'partnership' between employee and employer. A relational-type employee-employer relationship can engender feelings of affective involvement or attachment in the employee, and can commit the employer to providing more than purely remunerative support to the individual with investments such as training, personal and career development, and provision of job security. In contrast, the transactional contract denotes an attitude of 'money comes first': employees are more concerned with remuneration and personal benefit than with being good 'organizational citizens', or 'going the extra mile'. This type of contract may also include employees bending organizational rules to meet personal ends. (p. 14)

Arnold (1996) pointed out that it is not known which aspects of the workplace are related to the transactional and relational elements. There is much more research to be done in this area.

Items included in the content of the psychological contract vary in degrees of concreteness and abstractness. Shore and Barksdale (1998) listed employee obligations as including overtime, loyalty, extra-role, advance notice before quitting, willing to transfer, non-support of competition, propriety protection, and minimum stay. Employer obligations include advancement, high pay, merit pay, training, job security, development, and personal support (p. 740). Thomas and Anderson (1998) in their study of recruits in the British army, listed 15 dimensions of the psychological contract, including career prospects, job security, job satisfaction, social/leisure aspects, pay, effects on family, accommodation, training, relations with superiors, postings, allowances, working conditions, educational opportunities, communication, and morale (p. 752).

Several researchers have compiled and measured the contents of the psychological contract in many different settings. Hutton and Cummins (1997) and Hutton (2000)

developed a Psychological Contract Inventory (PsyCon) to measure the contents of the psychological contract. The PsyCon identified several workplace obligations for both employees and employers which were combed from the research on workplace obligations. These obligations are listed in Table 2-2. Appendix A contains a listing of the specific concepts with respect to employer and employee obligations which have been researched in the psychological contract literature (Hutton). Appendix B contains a sample of Hutton's "Obligations at Work Survey."

Rousseau (1998) developed the initial Psychological Contract Inventory (PCI) to assess the generalizable content of the psychological contract for use in organizational research. This measurement tool incorporated the typology developed by Rousseau to include the transactional, relational, and balanced psychological contracts. This measure was refined in the year 2000 and included 28 measures to employee obligations and 28 measures of employer obligations (Rousseau). Hutton (2000) incorporated these studies in her examination of the psychological contract.

In addition to the PCI developed and refined by Rousseau in 1998 and 2000 (see Appendix C), a different study conducted by Rousseau (1996) incorporated the use of 32 employee items to measure "to what extent you have promised implicitly or explicitly to provide each of the following to your employer" and 38 employer items to measure "to what extent has your organization implicitly or explicitly promised to provide each of the following." A rating scale was utilized, from "1" for "not at all" to "5" for "to a very great extent." A rating scale is another way to measure the "strength" of the obligation employees feel (Dhammanungune, 1990) and to measure the complexity of the psychological contract.

Table 2-2

Workplace Obligations Listed in the PsyCon

Employee Obligations	Employer Obligations
Work well with others	Allow me time off to meet personal or family needs
Put in a full day's work for a full day's pay	Give me support with personal problems
Contribute to my workplace using my own unique expertise	Help me develop my career
Become more skilled at work	Pay bonuses based on performance
Do my job well	Make sure I am given a job that I like
Be open with my boss	Be particularly considerate of long-serving employees
Do non-required tasks that make the place run smoothly	Act in a supportive way of me
Volunteer if I see a volunteer is needed	Treat me the same as everyone else with rules and discipline
Work more hours than I am contracted to work	Make sure my performance appraisal is fair
Stay with my present employer	Make sure I am paid equal to others doing similar work in this organization
Be willing to accept a transfer	Provide the resources needed to do the work
Spend a minimum of two years with my present employer	Give me adequate training for the job
Deal honestly with clients	Talk with me about matters which affect me
Refuse to support my employer's competitors	Ensure that employees are pleasant to each other
Refuse to give outsiders any organizational information	Pay me no less than I would get in other workplaces
Protect the reputation of my employing organization	Allow me to get on with my job without interference
Always be loyal to my employer	Pay me on my current level of performance
Put the interests of my employer first	Provide a safe workplace
Provide leadership to others	Recognize my special contributions
Be careful in the way I treat the property of my organization	Help me gain promotion
Make suggestions for improvements	
Dress and behave correctly while at work	
Be willing to go beyond my job description, especially in an emergency	
Give plenty of notice if I am taking a job elsewhere	

Note. From *Employee psychological contracts*," by D Hutton, 2000, Unpublished doctoral dissertation, p. 25 and "Development of the psychological inventory," by D. Hutton and R. Cummins, 1997, *Australian Journal of Career Development, 6*(3), p. 35.

What is the Nature of the Psychological Contract?

No review of psychological contract research would be complete without dealing with the perspective of the "old" versus the "new" psychological contract--the "old deal" being replaced by the "new deal" (Millward & Brewerton, 2000, p. 6). One research

direction concerning the nature of the psychological contract adopted the notion that the "old" psychological contract has been replaced (or is being replaced) by the "new" and that the psychological contract continues to evolve (Baker, 1985; Bonner, 1998; Hallier & James, 1997; Patterson, 2001; Rousseau, 1990, 1997; Unckless, 1998). There were several views as to how the psychological contract evolved, but Hiltrop (1995) and Kissler (1994) offered a clear and concise description of the differences (as summarized in Table 2-3).

Table 2-3

The "Old" Versus the "New" Psychological Contract

Old Psychological Contract	New Psychological Contract
1. The organization is "parent" to the employee "child."	1. The organization and employee enter into "adult" contracts focused on mutually beneficial work.
2. Employee's identity and worth are defined by the organization.	2. Employee's identity and worth are defined by the employee.
3. Those who stay are good and loyal; others are bad and disloyal.	3. The regular flow of people in and out is healthy and should be celebrated.
4. Employees who do what they are told will work until retirement.	4. Long-term employment is unlikely; expect and prepare for multiple relationships
5. The primary route for growth is through promotion.	5. The primary route for growth is a sense of personal accomplishment.

Note. From "The changing psychological contract: The human resource challenge of the 1990s," by J. M. Hiltrop, 1995, *European Management Journal, 13*, p. 292.

Several observations can be made concerning the "new" psychological contract. The move from the "old" to the "new" psychological contract is not necessarily cosmetic. There are changes that are seen by some employees as an unraveling of the old (Kissler,

1994), while others welcome the changes as positive, necessary, and inevitable. There are implications for leadership (Tornow & De Meuse, 1994), since the "new" psychological contract challenges traditional managerial assumptions (Kissler, 1994). Part of this "old" versus "new" mentality or mindset is the fact that the psychological contract involves "socio-emotional consideration of trust and identification" (Millward & Brewerton, 2000, p. 11) and "interjects a deeper emotional component to the experience of inequity" within a relationship (Rousseau, 1989, p. 127).

Interestingly enough, this "out with the old, in with the new" perspective to the psychological contract is not completely supported in the literature, in the sense that the "new" is simply the change that is constant in the world of work (Millward & Brewerton, 2000). There is no doubt that employment relationships are changing, just as the world of work is changing, but it is important to remember, too, that change is cyclical, where new deals become old deals, old become new, and so on. Noon and Blyton (1997) attempted, like many other theorists, to explain the changes in the context of work by describing the transformation that work will experience in the twenty-first century:

> Work will become increasingly information-intense, requiring high-level conceptual skills and a highly educated workforce. The physical workplace will be replaced with the virtual workplace, characterized by the way it links employees, based at home, via the Internet. These will not be employees in the traditional sense of the word, but rather subcontracted, self-employed workers on flexible hours. The working lifetime will be reconfigured to provide working opportunities for all; work centrality will diminish, and leisure hours will be extended in which to consume a wide variety of individually specified, enriching and entertaining pursuits on offer in the information society. (p. 209)

It is important to remember that the psychological contract is all about reciprocity, and the differences between what is an expectation and what is an obligation can mean

the difference between feelings of simple disappointment and outright feelings of violation and injustice (Millward & Brewerton, 2000, p. 11). This would mean that what occurs in the exchange relationship may not be regarded as a discarding of obligation or responsibility, but rather a disillusionment or discontent with an action.

The "I will take care of myself and take responsibility" orientation, more often described as characteristic of the "new deal" of the psychological contract, may be an existing part of the culture of an organization (Bonner, 1998). The status of the psychological contract mediates the practices of the employer regarding whether employees stay or not, referred to as "retention-relevant outcomes" (Guzzo, et al., 1994, p. 619). Even though Morishimo's (1996) study examined the Japanese employment relationship, the findings illustrated that the psychological contract is culturally bound.

Basically, the psychological contract is more often regarded as an agreement between adults (Spindler, 1994) rather than a paternalistic arrangement in which the employer as parent attends to the needs of the employee as child. Senge (1990) recognized that the contract that is formed between adults resembles more of a "covenant" than a contract since it rests "on a shared commitment to ideas, to issues, to values, to goals, and to management processes" (p. 341), much like Barnard's (1938) view of the organization as a cooperative system. This is about process rather than product and embraces the idea that mere compliance to agreed-upon terms of employment are replaced by full commitment to the goals of the organization (Senge; Spindler). In fact, the shift from compliance to commitment represents the move from the purely legal state of the contract to the psychological state (Spindler).

The psychological contract is about expectations, perception, reciprocity, mutuality, exchange, promises, and beliefs (Guest, 1998b; Rousseau, 1998). The psychological contract exists in the eye of the beholder and is therefore partly descriptive of the employment relationship (Rousseau, 1990, p. 391). The descriptors of the uniqueness and individuality of the psychological contract (Robinson, et al., 1994) that are contemporarily accepted include inherently perceptual and subjective (Robinson, 1996; Rousseau, 1990; Singh, 1998), idiosyncratically perceived (Rousseau & McLean Parks, 1992), confined to the subconscious, unarticulated (much less agreed to) and implicit (D. E. Morrison, 1994; Spindler, 1994). Shore and Tetrick (1994) wrote of the inherently subjective nature of the psychological contract, as a result of individual cognition and perceptual limits and the multiple sources of information that influence the continual modification of the psychological contract (p. 92). The encompassing and expansive characteristic of the psychological contract makes it difficult to identify (Guzzo & Noonan, 1994; Guzzo, et al., 1994).

The renegotiation that takes place, partly due to the interdependence of the two parties to the contract (Scandura & Lankau, 1997), makes it even more difficult to identify the chameleon and ever-changing character of the psychological contract. Robinson and Rousseau (1994) described the cyclical nature of the psychological contract, with repeated cycles of contributions and reciprocity occurring throughout the tenure of the contract (p. 246). Hall and Moss (1998) coined the term "protean" to describe the variable and versatile nature of the psychological contract (p. 22).

Determining the nature of the psychological contract is made more difficult by the

multi-sidedness of the concept (Rousseau, 1995). This perspective serves to stress the complexity of the psychological contract concept and draws attention to the "other party" to the contract.

The psychological contract clarifies the role of the organization and the individual employee concerning the proportion of responsibility each takes in the employment relationship with respect to specific aspects of the agreement. This psychological contract is a result of an evolution of meaning about membership, belonging, in-role and extra-role behavior that occurs over time, people, and situations (Guzzo, et al., 1994; Shore & Tetrick, 1994).

Expectations are the core of the psychological contract, but "only those expectations that emanate from perceived implicit or explicit promises by the employer are part of the psychological contract" (Robinson, 1996, p. 575). The implied contract involves expectations that are commonly understood or shared by both parties, while the psychological contract is formed from expectations of the individual that are not necessarily shared by others (E. W. Morrison & Robinson, 1997).

Perceived promises are based on intent that is conveyed by the organization or perceived by the employee in different ways such as written documents, oral discussions, and organizational practices and policies (Rousseau, 1995, p. 16). The psychological contract is a broad construct that may contain thousands of items (Sims, 1994) and that is established via explicit and implicit means (E. W. Morrison & Robinson, 1997; Roehling, 1996). It may be used as an explanatory framework for understanding employee-organization linkages (Mowday, et al., 1982; Shore & Tetrick, 1994). This psychological

agreement can begin formation even before recruitment, perhaps through the reputation the applicant believes the company has (Robinson & Rousseau, 1994). However established, "when an individual perceives that contributions he or she makes obligate the organization to reciprocity (or vice versa), a psychological contract emerges" (Rousseau, 1989, p. 124).

Contracts involve (1) promise, which is a commitment to a future course of action (2) payment, when something is offered in exchange for a promise for which an individual values, and (3) acceptance, reflecting voluntary agreement to engage in contract terms and implies that both parties are accountable for the terms (Shore & Tetrick, 1994, p. 92). As the "seeds" of the psychological contract, promises are important not because of the intention, but what the receiver believes was intended. Rousseau (1995) pointed out that there are different types of promises to which an employee decides to respond, including idle promises, credible promises, unattended-promises, and relied-upon promises (pp. 16-17). For example, employment itself may be perceived to be a promise, with continued future employment being the implied contract (Robinson & Rousseau, 1994). The employee's performance may be regarded as the consideration, which is one of the essential criteria for contractibility (Willes, 1994). As Robinson and Rousseau pointed out, the existence of promise, payment, and acceptance "does not mean that both parties share a common understanding of all contract terms--each party only believes they share the same interpretation of the contract" (p. 246).

Perceived obligations compose the fabric of the psychological contract and are embedded in the context of the social exchange that occurs in the relationship (Robinson,

et al., 1994). Many of these abstract and elusive elements of the psychological contract, such as trust, interpersonal attachment, commitment, fairness, justice, and meaningfulness (Graham, 1995; Shore & Tetrick, 1994; Spindler, 1994) are perceptually defined by the employee through valuation of the human resource practices of the employer (Guzzo & Noonan, 1994). Employees play an active monitoring role in appraising and revising the psychological contract through examination of job duties and supervisory practices (Tornow & De Meuse, 1994) and deciding whether what is happening falls within the "zone of acceptance" (Rousseau & McLean Parks, 1992).

Examining the psychological contract from a "contract perspective" involves identifying and analyzing different types of contracts, including psychological, implied, normative, and social (Rousseau, 1995). As Rousseau pointed out, "contracts are fundamentally psychological" since "agreement exists in the eye of the beholder" (p. 6).

Therefore, one way of categorizing contracts would be by degree of psychological content. The formal contract would rate lower in psychological content, with the psychological contract (and its various types, including transactional and relational) rating higher. In fact, it is the "perceptual, individual nature" of the psychological contract that distinguishes it from other forms of contracts (Robinson, et al., 1994; Robinson & E. W. Morrison, 1995). As illustrated in Table 2-4, the types of contracts can be set up in a typology (Rousseau, 1995).

Table 2-4

Typology of the Types of Contracts

		Level	
		Individual	Group
Perspective	Within contract	Psychological Beliefs that individuals hold regarding promises made, accepted, and relied on between themselves and another.	Normative The shared psychological contract that emerges when members of a social group, organization, or work unit hold common beliefs.
	Outside Contract	Implied Interpretations that third parties make regarding contractual terms.	Social Broad beliefs in obligations associated with a society's culture.

Note. From *Psychological contracts in organizations: Understanding written and unwritten agreements,* by D. M. Rousseau, 1995, p. 9.

The social contract "refers to the assumptions, beliefs and norms about appropriate behavior within a particular social unit" and "entails beliefs about exchange, reciprocity, good faith and fair dealing" (E. W. Morrison & Robinson, 1997, p. 246). It is in relation to the social contract that employees perceive employment relationships and, in this sense, "the social contract refers to the terms and conditions governing the execution of the psychological contract" (p. 246).

The normative contract exists "where the organization has many members who identify themselves in similar ways with it and each other and these members believe themselves party to the same contract" (Rousseau, 1995, p. 10). This "group mentality" results in each member reinforcing each other's perceptions, sharing a belief in a set of obligations resulting in social pressure to adhere, and thereby creating norms (Nicholson

& Johns, 1985; Rousseau).

The implied contract, created by individuals who are not party to the contract, consists of impressions and opinions regarding the meaning of the contract's terms and is part of the organization's reputation and public image. (Rousseau, 1995)

Organizations can employ strategies, particularly in the human resource area, to manage the psychological contract. According to Millward and Brewerton (2000), organizations "tend to underestimate the diversity of their employees' needs, assuming homogeneity of cultural values and thus personal values therein" (p. 26). Identifying the strategy that an organization adopts to function in its particular and unique sector of the economy can help understand the nature of the psychological contract. R. E. Miles and Snow (1984) developed a typology to describe the various types of strategies businesses employ, related to the type of environment in which they function and to the goals of the organization. Rousseau (1995) employed the framework developed by R. E. Miles and Snow to relate business strategy to human resource practices to explain the development of the psychological contract. Rousseau contended that the human resource practices that are adopted by the different organizations result in the emergence of specific psychological contracts. "In effect, HR practices tell us what strategy is currently implemented and how contracts are being created to support that strategy" (p. 180) and that the nature of the psychological contract is a direct result of this.

The psychological contract cannot be managed unless its nature can be identified. Many different approaches have been taken to understand and identify the specific character of the psychological contract, including looking at the psychological contract

from a metaphorical, contractual and continuum point of view and examining the psychological contract using the "life space" and strategy perspectives.

The metaphorical approach is another way to examine the psychological contract from the perspective that the organization is a living thing and that the resulting anthropomorphic nature of the psychological contract (E. W. Morrison & Robinson, 1997) makes it possible to use metaphors to explain the development of the psychological contract. The "growing up" and "marriage" metaphors, together with the personification of the psychological contract, incorporate the notion of relationships, needs, and wants. Organizations surely do take on a life of their own (or are given life), but there is no organizational psychological contract. Agents of the organization have their own understanding of the psychological contract, but they are not parties to that psychological contract.

> The organization, as the other party in the exchange relationship, provides the context for the creation of a psychological contract, but cannot in turn have a psychological contract with its members. Organizations cannot "perceive," though their individual managers can themselves personally perceive a psychological contract with employees and respond accordingly. (p. 229)

According to E. W. Morrison and Robinson, the personification of organizations is likely facilitated "by the fact that organizations have legal, moral, and financial responsibilities for the actions of their agents" (p. 256).

The "growing up" metaphor, as another approach to identifying the nature of the psychological contract, and introduced by Kissler (1994), described the progression of the psychological contract from infant to adult: "...the childhood of employees has been

brutally thrust into adulthood by the myriad of forces" (p. 337). This metaphor captured the maturation of the psychological contract, from the paternalistic days of being taken care of to the taking of responsibility for one's own actions. Infancy is the first stage of growing up; childhood follows, in which social behavior begins. Adolescence, whether pre-, early, or late, is characterized by the need for relationships, followed by adulthood where the taking of responsibility for one's actions occurs (Ewen, 1998). Perhaps viewing the employer as the "aging parent" who is willing to relinquish some of the control and to encourage the offspring to take on new responsibilities is appropriate here. The "new" psychological contract depicts a "mutually beneficial" work relationship (Kissler, 1994) that is likely to develop between two adults. Perhaps the "new" psychological contract is somewhere in between adolescence and adulthood.

A marriage metaphor can be used and is based on the exchange aspect of the psychological contract. Viewing the psychological contract from a marriage perspective incorporates the concepts of promises, expectations, and obligations involving the union of two parties. The marriage metaphor is a particularly intriguing one, since marriage arrangements do reflect the ever-changing nature of the contract dimensions that are exhibited in psychological contract research.

Another approach to examine the nature of the psychological contract is the one which utilizes the contractual continuum introduced by MacNeil (1985) and expanded upon by Rousseau (1995) and Rousseau and Wade-Benzoni (1994). The transactional and relational elements, mentioned earlier, are placed on opposite ends of the continuum, as illustrated in Figure 2-1 (Rousseau, p. 92).

Each contract has a transactional and relational element (Guzzo, et al., 1994; E. W. Morrison & Robinson, 1997). These elements are dependent, rather than independent, of one another, since "experiences in the relational realm of the psychological contract can affect how the individual interprets fulfillment of transactional elements" (Guzzo & Noonan, 1994, p. 452). These contractual terms are likely long-standing and deeply embedded in culture (Morishima, 1996) and are most likely "related to the type of relationship the employee seeks with the employer" (Millward & Brewerton, 2000, p. 13).

Transactional Terms	↔	Relational Terms
Economic	↔	Economic, Emotional
Partial	↔	Whole Person
Closed-ended, Specific	↔	Open-ended, Indefinite
Written	↔	Written, Unwritten
Static	↔	Dynamic
Narrow	↔	Pervasive
Public. Observable	↔	Subjective, Understood

Figure 2-1 *Continuum of Contract Terms*

Note. From "Relational contracts: What we do and do not know," by I. R. MacNeil, 1985, *Wisconsin Law Review*, p. 524.

Rousseau (1995) and Rousseau and Wade-Benzoni (1994) expanded the continuum approach and created a 2 x 2 grid (see Table 2-5) which illustrated four types

of psychological contracts, instead of two, by comparing the specificity of performance requirements and the duration of the contract (Rousseau, 1995, p. 98).

Table 2-5

Types of Psychological Contracts

		Performance Terms	
		Specified	Not Specified
Duration	Short Term	Transactional • Low ambiguity • Easy exit/High turnover • Low member commitment • Freedom to enter new contracts • Little learning • Weak integration/Identification	Transitional • Ambiguity/Uncertainty • High turnover/termination • Instability
	Long Term	Balanced • High member commitment • High integration/Identification • Ongoing development • Mutual support • Dynamic	Relational • High member commitment • High affective commitment • High integration/Identification • Stability

Note. From *Psychological contracts in organizations: Understanding written and unwritten agreements*, by D. M. Rousseau, 1995, p. 98.

The transactional contract is of limited duration with well-specified performance terms. The transitional contract reflects the absence of commitments regarding future employment as well as little or no explicit performance demands. The relational contract has open-ended membership with ambiguous performance requirements attached to continued membership. The balanced contract is open-ended and is a relationship-oriented employment with well-specified performance terms subject to change over time

(Rousseau, 1995, p. 98). The key to understanding the types of psychological contracts employees perceive may lie in the identification of the other party to the contract. The issue of "with whom" the employee is contracting is an ongoing topic of research.

Even though the 2 x 2 grid created by Rousseau and Wade-Benzoni (1994) uses the particular criteria of time frame and performance requirements, there are other criteria that can be used in describing the psychological contract, as illustrated in MacNeil's (1985) contract continuum. These include focus (economic, relational), inclusion (extent of individual integration in an organization), formalization (specificity of performance, requirements), stability (static/dynamic), scope (job-specific versus whole person implications), time frame (short-term/long-term) and tangibility (implicit, explicit). In addition, variation in attachment can also be used, which incorporates (1) the strength and degree of involvement of the parties to the psychological contract (2) the investment made in each other, and (3) the amount of mutual impact that characterizes the relationship (Rousseau & Wade-Benzoni, p. 490).

This leads to an examination of the expansiveness or broadness of the psychological contract, relative to life space (Guzzo & Noonan, 1994; Guzzo, et al., 1994). This is another approach that can be taken to further examine the character of the psychological contract concept. The overall size of the psychological contract relative to an employee's "life space," defined as the work and non-work aspects of a person's life, depends on the transactional-relational dimension of that psychological contract:

> A purely transactional contract includes specific, monetizable terms that touch on limited aspects of the employee's work life and few-to-no areas of the person's personal life. As a psychological contract becomes more relational, it retains many of its monetizable terms but grows in scope to include other, non-monetizable terms that encompass many more domains

of the employee's work and non-work life. (Guzzo & Noonan, p. 449)

Different slices of the "contract pie" can be visualized in such as way that "the greater the proportion of life space occupied by the psychological contract with the employer, the more pervasive is the contract, and the greater the importance or centrality of the employer to that employee." (Guzzo & Noonan, 1994, p. 449) Relevant here, too, is the orientation to work that an employee has, particularly with respect to why people work and what is their "work ethic" (Noon & Blyton, 1997, p. 34) and the balance of work and home (Heery & Salmon, 2000).

Generally speaking, regardless of the approach taken to analyze the psychological contract, what appears to differentiate the nature of one psychological contract from another psychological contract is (1) the relational/transactional dimension, (2) the size of the psychological contract relative to the life space, and (3) the specific content and terms (Guzzo & Noonan, 1994).

The Changing Psychological Contract

In this section the research and literature concerning the versatile and dynamic nature of the psychological contract is discussed. The versatility of the psychological contract about which Rousseau (1989, 1995, 1998) continually and consistently wrote is the rationale for this study. Although this study did not examine the process of psychological contract change for experienced instructors, it is helpful to understand the logistics of psychological contract versatility in order to examine its contents and nature. Topics discussed include why the psychological contract changes, what changes can occur in the psychological contract, who experiences change in the psychological

contract, when and where these changes occur, and how the psychological contract changes. In the course of the treatment of the literature written on these subjects, the passage of time and the role of context in the development and change of the psychological contract were dealt with.

Why does the Psychological Contract Change?

The psychological contract changes because an employee's perception changes. After all, the psychological contract is an inherently perceptual matter, reflecting what the employee believes he or she is expected to provide the employer (with respect to the employment relationship) and what the employer owes the employee in return (Rousseau, 1989; Sims, 1994).

One of the most salient characteristics of the psychological contract is its dynamic and evolving nature. The psychological contract of experienced instructors changes as any other psychological contract does (Dellow, 1998; Thompson, 1997). It is generally accepted that the psychological contract is "protean," that it never stands still, and that it is a complex process in the way that this change occurs (Anderson & Schalk, 1998; Baker, 1985; Guest, 1998a, 1998b; Rousseau, 1998). These qualities make it, by its very nature, vulnerable to change. Because environments, organizations, and people change, employment relationships evolve (and, along with it, the psychological contract) as a result (Bonner, 1998; De Meuse, Bergmann & Lester, 2001).

According to Millward and Brewerton (2000), organization- and person-specific factors influence the idiosyncratic and generic aspects of the psychological contract (p. 37). When examining the role of the organization and the employee, it is imperative

to reiterate that both parties develop, mature, and age over the duration of the employment contract, and that these all influence the evolving and dynamic nature of the psychological contract.

Whatever the nature of the psychological contract change that the employee experiences, it will be due to organizational and individual events which are a result of maturation, aging, and the passage of time. As Rousseau (1995) explained, the various interventions (either internally or externally) that can occur result in change in the psychological contract:

> Changes that develop in the contract parties themselves modify their understanding of the contract, a process referred to here as 'contract drift.' External developments affecting the work people do, the setting in which they work, or the larger environment can also intervene in the contract, leading to changes ranging from minor additions, modifications, and adjustments in contract terms or to radical reformulation of the entire contract. These external changes take two forms: evolutionary accommodation or revolutionary transformation. (p. 142)

There is a broad landscape within which the psychological contract is situated. This landscape includes the political, economic, and social characteristics of our world, within which are the unique and varied experiences of the individual worker.

Organization-specific events. Organizations deal with technological, economic, socio-demographic, political, legal and competitive environmental forces (Kotler & Turner, 1995). Major trends can influence the way organizations operate, typically through the attitudes of the people they employ. These trends offer a view of society which, in turn, cyclically mirrors the behavior and values of its employees. BrainReserve, a marketing consulting firm, identified ten major trends of society:

1. Cashing out (changing to a slower, rewarding pace)
2. Cocooning (impulse to stay inside)

3. Down-Aging (tendency to act and feel younger)
4. Egonomics (developing an individuality)
5. Fantasy Adventure (need for emotional escape)
6. 99 Lives (desperate state of juggling many roles)
7. S.O.S.--Save Our Society (becoming more socially responsible)
8. Small Indulgences (need for occasional emotional fixes)
9. Staying Alive (drive to live longer and better lives)
10. Vigilante Consumer (not tolerate shoddy product or inept service). (pp. 149-150)

The psychological flavour of these trends are obvious and have implications for the employment relationship. Because of the continual and fast-paced modification of workforce values, skills, and expectations (Rousseau & Wade-Benzoni, 1994), the psychological contract is continually being renegotiated. The interrelated and pervasive relationship among societal, group, and individual stakeholders has been illustrated in Table 2-4 which described the social, implied, normative, and psychological contracts.

These environmental pressures, in turn exerting force on the organization, are translated into organizational actions such as restructuring, downsizing, increased reliance on temporary workers, reducing costs, streamlining, customer-driven orientations, and emphasis on product/service quality (Ehrlich, 1994; Hiltrop, 1995; M. L. Marks, 1988; E. W. Morrison & Robinson, 1997). In the field of education, these actions have taken the form of outright calls for accountability, increased student/instructor ratios, standardized curriculum and evaluation (Caron, 2000; Dellow, 1998; Thompson, 1997). These organization actions, normally expressed through human resource practices, alter the psychological contract. Certainly what faces an organization must eventually be experienced, in some way, by the employee (Hiltrop) and this "experience" is the exchange relationship between employer and employee within the context and the culture

at the organizational level (Faul, 1999; Reiners, 1999; Rousseau, 2001).

Organization-specific events play a major role in the renegotiation of the psychological contract. It is important to remember that what actions an organization takes is partly governed by the "industry" in which it functions (M. Porter, 1990) and that the human resource practices which arise out of the adopted strategy (see Figure 2-2) have direct implications for the development of the psychological contract (Rousseau, 1995, p. 181).

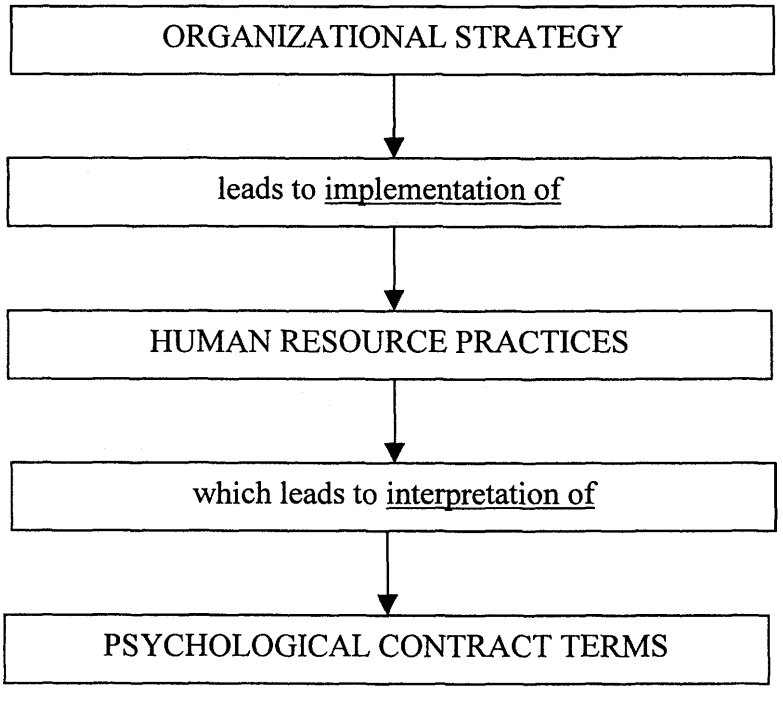

Figure 2-2 Strategy-Psychological Contract Link

Note. From *Psychological Contracts in organizations: Understanding written and unwritten agreements*, by D. M. Rousseau, 1995, p. 183.

The strategy-psychological contract link discussed earlier is an example of the interaction of environment, organization, and employee (Rousseau & Wade-Benzoni, 1994). Organizations adopt their strategies as either that of the analyzer, defender,

prospector, or responsive perspective (R. W. Miles & Snow, 1984), based primarily on the industry of which they are a member. The typology of strategies proposed by R. W. Miles and Snow was based on the view that an organization can face either a stable or an unstable environment and that the manner in which the organization responds to its environment will dictate its human resource practices. As illustrated in Figure 2-2, these practices translate into psychological contract terms (Rousseau, 1995, p. 183).

The field of education does not fit neatly into any of the four strategy types listed, primarily because education is a public service (not-for-profit) and is unique in many other respects. The "defender" strategy fits most closely to the human resource practices:

1. Most people hired are recruited at entry.
2. Promotion practices create internal labor markets and long-term careers with the firm.
3. Extensive socialization to a distinctive organizational culture exists where lack of cultural fit is a major reason for early termination.
4. Turnover tends to be low as the organization reaps the benefit of extensive training over time and the employee pursues a relatively predictable career path.
5. Top managers work their way up from the lower levels of the organization.
6. Performance appraisal processes are often behavioral with subjective ratings of such items as 'dependability,' 'teamwork,' 'communicates effectively,' and 'develops subordinates.' This behavioral focus fosters further adaptation of the individual to the organization's culture. (Rousseau, 1995, p. 187)

If the strategy is not aligned with the messages sent to the employees and if the performance terms are not specified, the interaction is stymied (Herriot, et al., 1998; Rousseau & Wade-Benzoni, 1994). According to Rousseau (1995, p. 183), "in effect, HR

practices tell us what strategy is currently being implemented and how contracts are being created to support that strategy." If the message is not sent clearly through the human resource practices and policies regarding recruitment, placement, performance review, retention, learning, and career development (and ultimately the psychological contract), then the employment relationship, and consequently the organization, is stressed (Guzzo & Noonan, 1994; Rousseau & Wade-Benzoni). According to Rousseau (1995):

1. Organizations that result in transactional contracts have employees who experience the following: little or no organizational loyalty, develop marketable skills, unstable employment, flexibility/easy exit, low intent to stay with the organization long term, less willing to take additional responsibilities, and reward system focuses on short term.

2. Organizations that result in relational contracts have employees who experience the following: high organizational loyalty, very dependent on organization, training to develop company-specific skills that are less marketable, stable employment, willing to commit to one company, and high intent to stay with the organization.

3. Organizations that result in balanced contracts have employees who experience the following: career development opportunities in training and lateral moves, dependent on coworkers for support, mutual trust and respect among coworkers, high commitment to the organization, and participation expected.

4. Organizations that result in transitional contracts have employees who experience the following: absence of commitment from organization regarding future employment, demoralizing environment, terms of employment relationship are uninterpretable, reluctant to trust organizations and coworkers and relatively lower intent to stay with the organization. (pp. 197-199)

Guzzo and Noonan (1994) wrote extensively about organizational events that trigger reevaluation and renegotiation of the psychological contract. Employees typically attend to the psychological contract when faced with a triggering event (p. 625) and what gets the employee's attention will result in that employee attending to it. Rousseau and

Greller (1994) and Rousseau and McLean Parks (1992) referred to the events that ignite change as "junctures," such as recruitment, job change, organizational change and development, all of which involve personnel actions (Rousseau & McLean Parks, p. 19).

Many aspects of the workplace provide input into the nature of the interface between the organization and the individual, including personnel handbooks and manuals, compensation practices, and performance reviews (Rousseau, 1995). Not only do organizational actions affect this interface, but so too do the different types of information which employees seek, including technical, which is how work is performed; referent, which refers to the demands of the role; and normative, which refers to culture and acceptable forms of behaviour (p. 83).

Shore and Tetrick (1994) wrote of the dynamic nature of the interaction of the organization's goals and the individual's goal orientation. Organizational practices such as recruiting, performance requirements, training, compensation, and career management (Cavanaugh & Noe, 1999) can influence and, in part, determine the person-job fit, for example (Baker, 1985). The interpretive employee will decide whether or not incongruence has occurred--this is when an employee and an agent of the organization have a different understanding of what was promised, and whether a perceived breach or reneging has occurred or not. This is typically the result of a perceived unmet promise or a partial and not-at-all reciprocation (E. W. Morrison & Robinson, 1997; Robinson & Rousseau, 1994).

Perceived unfairness or injustice become issues and can undermine the psychological contract (Spindler, 1994) with respect to organizational practices. The

procedural and distributive justice issues which arise from the psychological contract research emphasize the role that trust plays in the employment relationship (Robinson & E. W. Morrison, 1995). When employees perceive that they are prevented from doing their best "by the subconscious workings of their unfulfilled expectations" (Spindler, p. 331), the psychological contract changes. Employer action, if interpreted in a negative light, can strongly and negatively affect the psychological contract. If trust in the employer is high, breach may be minimized. (Herriot, et al., 1998; Robinson, 1996). The quality of the working relationship is important and the extent of the psychological contract violation and the specific elements violated determine how an employee will react (Turnley & Feldman, 1998). Employees "evaluate" the psychological contract in ways that reflect a concern with the employment relationship (Guzzo, et al., 1994).

Distinction between mere expectations and obligations is of practical significance in psychological contract research. As Millward and Brewerton (2000) and Rousseau and Robinson (1995) pointed out, the degrees of intensity concerning violation and betrayal will be based on whether terms are perceived as contract-based expectations or non-contract-based expectations. When an employee's interactions with the organization change, the psychological contract changes (Rousseau & Greller, 1994). Organizational commitment can change as a result of this reevaluation (Guzzo, et al., 1994), since "much of the information employees rely on to assess the extent to which their psychological contracts are fulfilled comes from the human resource practices of the employer" (Guzzo & Noonan, 1994, p. 452).

The way organizations initiate and manage change has profound implications for

the psychological contract and can create new or reinforce old expectations (D. E. Morrison, 1996). Rousseau (1995, p. 153) cited "a global economy, growing competitiveness, escalating rates of technological innovation, shorter product life cycles, and fluctuating economic growth" as causes for changing demands on organizations and employees. This results in change and organizational development resulting in "adjustments within the framework of the existing contract" or "a fundamental shift in the nature of the relationship between the parties, redefining it and the contract on which it is based" (p. 153).

Person-specific events. Individual events can play a major role in the changing of the psychological contract. The employee can and does experience triggering events or "junctures" (Rousseau & Greller, 1994; Rousseau & McLean Parks, 1992) that may drastically alter the psychological contract and result in what has been termed "transformation" (Rousseau, 1995, p. 160) where a radical change is experienced. The employee may, also, experience more subtle changes over time, resulting in either "contract drift" (Rousseau, p. 142) or simply an accommodation over time (Rousseau). As in the case of organizations, the passage of time, aging, and professional maturation all play a part. So, too, can these events be obvious, subtle, gradual, or immediate, and can "result in subtle shifts in time allocation at work or major adjustments in activities as a result of the psychological contract changing (Rousseau, p. 148).

Changes in specific areas, typically in the human resource practices of the organization, may have been driven by economic realities, business strategies, and employee needs (Rousseau & Wade-Benzoni, 1994) resulting in changes in benefits,

retirement funding, tenure, personal and career development, and job security. This can result in a more self-aware and self-directed employee (Ehrlich, 1994; Kissler, 1994; Lucero & Allen, 1994), whereby personal rather than organizational calibration of worth occurs (Kissler).

As individuals age and mature, they experience changes in their psychological contract, primarily because their needs and wants change (Anderson & Schalk, 1998). Personal circumstances can play a major role in the changing of the psychological contract, since "for many people, changes in their personal lives modify the way they view their work role." These personal circumstances can include health, work and family, and leisure issues (Rousseau, 1997).

The role of work and working is tied very closely to the evolution of the psychological contract, particularly as the psychological importance of work changes (Noon & Blyton, 1997; Spindler, 1994). Employees look for "meaningful" work. Attitudes toward what role work plays in one's life may change. The willingness to trade family time for work may no longer be there, partly as a result of women entering the workforce (Millward & Brewerton, 2000; Scandura & Lankau, 1997), but also because of the diversity in the workforce. This is a demographic influence regarding time allocation (Rousseau, 1997) and reflects the orientations of contract parties regarding the proportion of "life space" the psychological contract is likely to take and indicates the demands that organizations can make on employees' lives (Guzzo & Noonan, 1994).

Certainly what type of person the individual is will reflect the uniqueness and dynamics of that individual's psychological contract (Bocchino, 2001; Bunderson, 2001;

Griffin, et al., 2001; A. Marks, 2001; Tallman, 2001). This relates to the diversity of the workplace discussed earlier. Millward and Brewerton (2000) identified the diverseness in the workplace that is relevant to psychological contract change:

1. An increasing number of females are entering the employment world with different value priorities and many varied orientations to work.
2. An increasing number of 'older' workers are represented in the workforce, meaning that there are intergenerational differences in value priority and orientation to work.
3. An increasingly multicultured employment world is appearing as more and more organizations are operating on a global scale.
4. The practice of equal opportunity is becoming more prevalent with more minority group members entering the employment world.
5. The proliferation of different types of employment contracts (e.g. part-time, flex-time, job-share, annual hours, temporary, fixed-term) is increasing within a flexible, core/peripheral employment structure. (pp. 6-7)

It becomes obvious from Adams' (1997) analysis that the perspective an individual has on the world, with respect to social values and cultural norms, will have implications for that individual's orientation to work and expectations and obligations concerning the employment relationship. Adams employed demographics and socio-cultural dimensions to identify the various "tribes" of Canadian society, with each "tribe" reflecting either a traditional or modern perspective of the world and either a social orientation to life or a more individualistic stance (p. 46). Baby boomers, for example, are categorized into four groups of individuals who embrace one of the following: (1) traditional communities, institutions, and social status (2) financial independence, stability, and security (3) experience-seeking and new communities (4) personal autonomy and self-fulfilment (p. 48).

Foot and Stoffman (1996), concentrated solely on the baby boom generation and took a completely demographic approach to understanding the perspectives the individuals in that generation had toward employment (pp. 57-59). The use of demographics to explain the behavior of a certain group of individuals in the workplace hinges on the number of people in that age group and the observation that employees within this group will behave in a certain way (Lewington, 2002). Foot and Stoffman illustrated how this demographic perspective could explain the workplace behavior of employees (p. 7) in the way that they plan their careers, plan their retirement or keep on working, and what attitudes they have toward leisure and healthy living.

Depth of perception, as a person-specific event, is important in the case of organizational sensemaking, especially with respect to accepting information at face value or inferring value from information given (Guzzo, et al., 1994). Whether an employee attends to an event on a surface or systematic level determines what impact that event will have on the psychological contract. Employees typically deal with many events on a surface level and incorporate them into the existing psychological contract. These can accumulate, however, and eventually become unacceptable in the sense that the "zone of acceptance" has been crossed (Rousseau, 1995, p. 144).

The passage of time. This plays a major role in the changing of the psychological contract, since this passing of time "provides opportunity for developmental and cognitive changes in contract parties as well as changes in the organizational context itself" (Rousseau & McLean Parks, 1992, p. 31). These changes can be internally or externally motivated and can result in change that can be anywhere from gradual change,

such as contract drift and accommodation to sudden change, such as transformation (Rousseau, 1995, p. 142). Of course, the longer the duration of the relationship, the more complex and varied will be the contract terms (Adkins, 2001; De Meuse, et al., 2001; Ellis, 2001; Rousseau & McLean Parks, 1992).

It is difficult to separate the passing of time and the events that occur in the contextual organizational and personal dimensions of the psychological contract. For example, aging and maturation, both professionally and chronologically, result in the occurrence of contract drift, accommodation, or transformation (Rousseau, 1995) and are a mix of the passing of time and the events that occur along the way.

What Changes Occur in the Psychological Contract?

One way to analyze what changes have occurred in the psychological contract is to revisit the notions of the "old" and the "new" psychological contract and the transactional and relational dimensions. Changes that occur in the psychological contract are an interplay of environment, organization, and employee (Arnold, 1996; Kissler, 1994; Millward & Brewerton, 2000).

As explained in the previous section of this chapter, the changes that occur in the psychological contract are dictated by organizational and individual factors. These changes may translate into an employee's perception of contract fulfilment or contract violation, and as a result, will reflect their intentions as to either remain in the organization or to leave the organization. These changes are about the "status" of the psychological contract (Rousseau, 1998) and can result in employee action to:

> get ahead by pursuing power and influence and engineering openings and advantage for themselves, get secure by finding what they hope is an unobtrusive role in the organization, get balanced by rebalancing work,

> life commitments and relationships so that loss of employment is not as damaging, get free by creating autonomy and marginal organizational membership, get even by ensuring that the organization pay a price for what they see as the injustices done to them, get high by moving to the center of events and becoming totally absorbed in work, and get out, deciding that this is no longer the life or organizational culture for them. (Sparrow, 1998, p. 219)

An employee may choose, either in a passive or active manner, to remain in an organization and commit (in varying degrees and to various elements of the organization), sabotage (in workplace violence or destruction), withdraw (by only doing the basics of work), or disengage (by refusing to do any extra-role or citizenship behaviors). The intention to leave may be chosen, leading to a sense of violation and betrayal and consequential decisions to sabotage, withdraw, or disengage (in the form of continual talk of leaving, job hunting). The decision to leave may occur, resulting from a sense of violation and betrayal and the consequential decision to exit (in the form of turnover, retirement, or transfer) with a victim mindset and bad feelings. For instructors, this violation and betrayal can take the form of "burnout" which results in a type of de-professionalization and renegotiation of the psychological contract (Caron, 2000; Vandenberghe & Huberman, 1999). Dellow (1998) studied instructor resilience in the face of change and concluded that instructors rely on autonomy and moral purpose to deal with psychological contract change.

Changes in the psychological contract can occur at any stage of organizational attachment, as early as the recruitment stage and on toward retirement. The strength of the psychological contract has been measured and can be used as a way to gauge the status of the employment relationship (Dhammanungune, 1990). Every employee experiences ups

and downs of encouragement and disappointment in their employment relationship. One employee may have a fairly strong psychological contract, whereas another employee may have experienced more ups and downs in the employment relationship so that their psychological contract strength may be much lower than that of other employees in that organization (Dhammanungune).

Generally, employees go on with their work and there may appear to be no changes in the employment relationship. However, as discussed earlier, changes are imminent, and may be gradual and unnoticeable, resulting in a shift outside the zone of tolerance (Rousseau, 1995). Employees may not realize such changes in the psychological contract have occurred.

Who Experiences Changes in the Psychological Contract?

What makes the psychological contract and the employment relationship generally difficult to study is that everyone experiences change in their psychological contract, constantly, regardless of where the employee is situated in the organization. Researchers have studied many types of work groups in their examination of the psychological contract (Daniels, Lamond & Standen, 2000). Certainly, all employees experience change in their psychological contract, but in varying degrees, depending on many factors such as the duration of the employment relationship, the experience within that relationship, and the nature of the expectations of the employee.

Of course, it is the individual employee who owns the psychological contract and experiences change in it. Since promises are made and commitments are conveyed by persons other than the employees (Rousseau, 1995), there are a number of parties to the

contract. The list is surprisingly lengthy, including owners (termed principals in the literature), all levels of management, agents of the organization including recruiters and trainers, coworkers and union representatives (p. 62). To this list, Rousseau added "administrative contract makers" that may include structural signals (organizational processes and procedures) that conveyed future intent in the name of the organization. These signals may also include compensation, benefits, career path, performance review, training and personnel manuals (pp. 63-69). Rousseau and Tijoriwala (1998) identified the many "collateral agreements" (p. 693) that exist in the contemporary workplace that complicates the identification of the various parties to the contract, including those of "lesser proportions" (p. 693).

The cyclical nature of the interactive relationship that occurs among the environment, the organization, and the employee means that there are several parties to the making of the psychological contract. Each of these parties is influenced by what changes occur in the psychological contract and in return cause changes in the psychological contract. Although the psychological contract is in the "eye of the beholder," there appear to be multiple vantage points, such as the individual employee, the informal group in the work setting, formal groups within the organization and outside observers (Rousseau, 1995, p. 8).

The careerist, who is the individual who sees membership as a step in a career, is likely to have a different set of commitments than the individual who is desiring long-term employment (Rousseau, 1990). The employee who expects a more transitional relationship has a less averse reaction to violations than does the employee who expects a

more relational bond (Robinson & Rousseau, 1994).

Larwood, Wright, Desrochers and Dahir (1998) examined "locals" (defined as individuals who are primarily identified with and committed to the institution in which they work) and "cosmopolitans" (defined as individuals who are committed to maintaining the skills and values of the profession to which they belong) in relation to the psychological contract (p. 101). It would appear that locals follow the rules while cosmopolitans may feel less bound by the rules. Cosmopolitans become locals when they are unable to leave the organization and locals behave like cosmopolitans when they are unable to carry out change in the organization (p. 119). Both experience changes in their psychological contracts because of their varying expectations and degree and type of loyalty.

Women and professional couples experience changes in their psychological contracts as a result of juggling family and work (Adams, 1997; Hiltrop, 1995). Women in particular embrace family-friendly human resources practices of the organization because of their concern for family, because these practices give more control in their lives and result in positive feelings that encourage commitment and loyalty to the organization (Hiltrop, 1995; Rousseau, 1997; Scandura & Lankau, 1997). Millward and Brewerton (2000) discussed the supposed "de-gendering" of the psychological contract research and concluded that more research was required for a definitive conclusion to be drawn.

Victims of downsizing experience changes in their psychological contracts. These victims include not only the personnel sent home, but also the individuals (or survivors)

left behind in the organization (Noer, 1993; Singh, 1998). Because of their experience, victims of downsizing and restructuring have different attitudes and expectations. These individuals typically become more concerned about their own personal welfare than the organization's (Noer). Employees, too, who feel they have been "singled out" are even less concerned with the organization than they are about their feelings of betrayal and violation (Turnley & Feldman, 1998). In times of financial crisis, everything else in the psychological contract is academic (Millward & Brewerton, 2000). The opposite may be true, such that when job security and adequate compensation is there or out of the employee's control, the content of the psychological contract may be more implicit and sophisticated.

According to Hiltrop (1995), employees regarded as the "new breed of worker" have revised their expectations and changed their attitudes and behaviors:

1. Employees exhibit values relating to career management, leadership styles, rewards and motivation and working hours, suggesting that work has become less important in their lives.

2. Employees want more opportunities for development, autonomy, flexibility, and meaningful work experiences.

3. Employees want to participate fully in the work environment, react adversely to rigid hierarchies and denounce a lack of involvement in decisions affecting them.

4. Employees are more concerned with their quality of life, are more critical of employers and authority, and seek jobs which are challenging as well as useful for society.

5. Employees value independence, imagination, tolerance, and responsibility. (p. 288)

Who one is and what experiences one has had in the organization will determine what actions will be taken concerning the psychological contract. Whether one (1) remains and voices displeasure to correct or salvage the relationship, (2) remains and

withdraws emotionally and becomes less loyal and willing to take part in extra-role behaviors, (3) remains and neglects day-to-day job duties and becomes less motivated, (4) remains and sabotages the efforts of the employer and coworkers, (5) leaves the organization, angry or not, looking for employment elsewhere (Turnley & Feldman, 1998), the psychological contract has had a great deal to do with the decision. What may be perceived to be a violation by a long-term employee may not appear so to a newcomer to the organization.

Sims (1994) identified the demographic group of baby boomers who have new expectations of less frantic careers and who put more emphasis on community, family, security. Adams (1997) went much further than this, identifying twelve tribes within the dimensions of the individual-social and the traditional-modern. The socio-cultural map which he produced described the social values of the tribes. Relating this socio-cultural map to the psychological contract is most easily accomplished by identifying the individual-social dimension and the traditional-modern dimension. The individual aspect includes the valuing of one's own point of view, not others'. The social feature defines one's point of view in relation to the opinions of others. The traditional dimension resembles a more status quo point of view, while the modern component questions and most often rejects traditional values (p. 46). The individual who embraces the more traditional-social and traditional-individual values would likely value the "old" psychological contract, while the individual who identifies with the modern-social and modern-individual values would easily manage the "new" psychological contract. These are generalizations, of course, but what seems clear is that there is a place for demography

and sociology in the analysis of the psychological contract.

Where the employee is in the organization can determine the changes that individuals experience in the psychological contract. This refers generally to the varying employment structures in the workplace, including full-time, part-time, and temporary as examples, and to the varying durations of employment relationships, including newcomers to pre-retirement personnel. What is also relevant regarding position in the organization is the role of technology in one's work and the degree of customer contact. So, too, do employees need to be realistically aware of their position in the organization and of the transactional and relational dimensions of their employment relationship.

How, When and Where do Changes in the Psychological Contract Occur?

As mentioned previously, how the psychological contract changes is a topic that merits discussion. The development of an individual's psychological contract occurs as a result of the macro forces at work (society and culture) and the micro forces (including what is occurring in the organization and in the individual). Rousseau (1995, p. 33) incorporated all these elements to illustrate the development of the psychological contract, schematically illustrating the interplay of society, social cues, organization factors, and individual processes (see Figure 2-3).

Exactly how does the subjective and inherently perceptual psychological contract change? The explanation for this complex process partly lies in the sensemaking process (Weick, 1995) that is used during the formation and ongoing development of the psychological contract. Sensemaking is an internal process, occurring in the mind of the employee, that partially explains the psychological process that takes place in the

evolution of the psychological contract (E. W. Morrison & Robinson, 1997; Rousseau & Greller, 1994). According to Shore and Tetrick (1994),

> the development of the psychological contract involves not only the use of direct inquiry and monitoring, but also active attempts on the part of the individual to negotiate an agreement consistent with their employment goals. Negotiation is most likely to affect the formal employment contract in a direct way, but aspects of the formal contract are likely to influence the psychological contract. (p. 98)

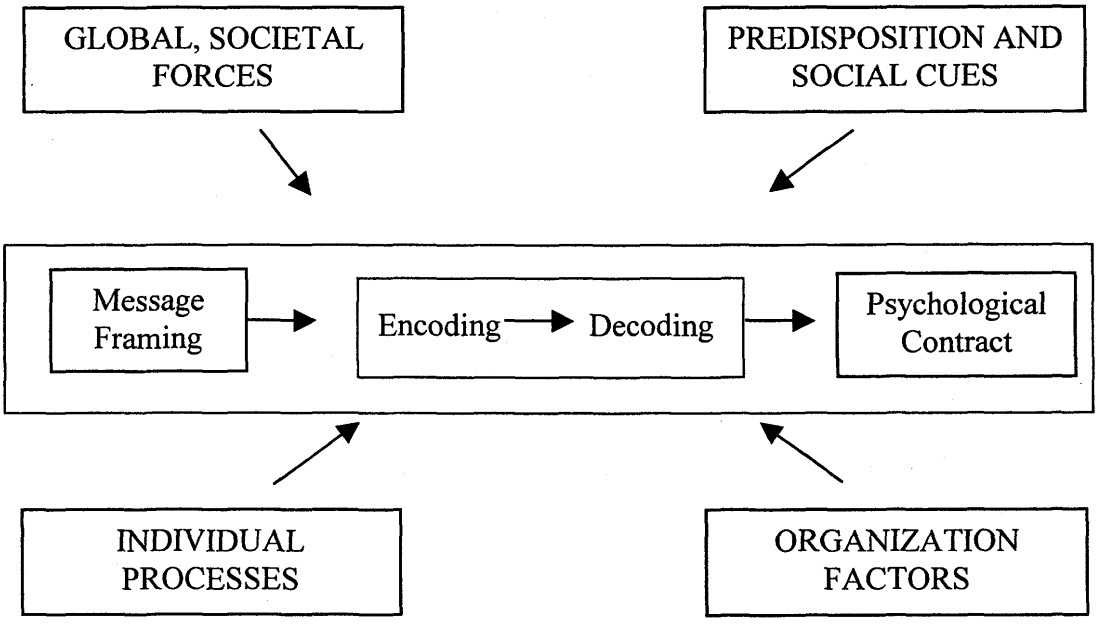

Figure 2-3 Development of an Individual's Psychological Contract

Note. Adapted from *Psychological contracts in organizations: Understanding written and unwritten agreements*, by D. M. Rousseau, 1995, p. 33.

The psychological contract is a type of schema that helps individuals to define what a typical employment relationship should be and enables them to interpret their employment relationship.

> People form schemas and scripts that are highly structured, pre-existing knowledge systems to interpret their organizational world and generate appropriate behaviors. These schemas and scripts can be thought of as individuals' belief structure of what is expected to occur in the organization and what is expected of them. Schemas develop out of repeated experiences and

> become more abstract, complex, organized, and more resistant to change. Psychological contracts represent schemas having to do with mutual obligations between the individual and their employer, which may be fairly simple at the time of organizational entry, but become increasingly complex with experience. (Shore & Tetrick, 1994, p. 95).

Sensemaking is the process of developing and changing attitudes and beliefs about the employment relationship. These changes in attitude are studied through examination of violation, reneging, and incongruence of the psychological contract (Robinson & Rousseau, 1994; Rousseau, 1990).

> Behaviors that result from the development of attitudes reflect the degree of commitment and loyalty that employees feel toward the organization. Individual employees make decisions about their personal actions: whether to join, how to expend effort, what to learn, how long to stay, intention to stay, how to treat other personnel in the organization. (Rousseau & Greller, 1994, p. 385)

Rousseau and McLean Parks (1992) examined the in-role behaviors of employees and categorized these behaviors into three levels: compliance, supra-contracting, and violations (pp. 34-37). Even though contract fulfillment is a matter of degree and subject to an employee's interpretation, the level of compliance, as a range on the continuum of contract fulfillment, means an adherence to contract terms (p. 34). Supra-contracting, commonly called extra-role behavior or citizenship behaviors in the literature (Robinson, et al., 1994; Rousseau, 1990), means going beyond the contract when circumstances dictate. This involves "actions going beyond the contract--doing things which will not be regarded as breach if they are not done" (Rousseau & McLean Parks, p. 35).

The Study of the Psychological Contract

Research and literature concerning the study of the psychological contract concept is discussed in this section. The burgeoning amount of research signals not only the

interest in the topic but also the many justifications for the investigation into the phenomenon. The direction which psychological contract research has taken is a continuation of the ongoing identification of what the psychological contract is and what uses it may have. The logistics of the measurement of the psychological contract is fast becoming a dominant topic of research.

Why Study the Psychological Contract?

Taking the view that "the relationship between management and [the] workforce is not simply one of control (management) versus resistance (worker), but a more problematic mix of dissent and accommodation, conflict and cooperation" (Noon & Blyton, 1997, p. 7), one can accept the notion that:

> the employment relationship is characterized by a distinct asymmetry of power, encapsulated in the employer's key ability to hire and fire labor. What does result from the distinctiveness of the two sets of interests, however, is a co-existence of management rationalities and workers' counter-rationalities...It is the combination of these factors--the partial coincidence/partial difference of interests, management's need for active workforce consent as well as control, and the resulting tension and accommodation between management and workforce rationalities--that help to shape many of the aspects of how work is experienced. (p. 7)

As discussed earlier in this proposal, the psychological contract has descriptive, predictive, and diagnostic value with respect to the study of its versatility and to the study of the employment relationship (Guest, 1998a, 1998b; Millward & Brewerton, 2000; Noon & Blyton, 1997; Rousseau, 1998; Sparrow, 1998). It is the interface and the reconciliation of the organization's and the individual's needs (Argyris, 1965, 1980) within a given context that is the motive for the study of the psychological contract. As Millward and Brewerton (2000) pointed out, "until we know more about what the

psychological contract is and how it can be most appropriately investigated" (p. 29), it is difficult to decide what status the psychological contract (and ultimately the employment relationship) has for particular employees.

Organizations, as cooperative systems (Barnard, 1938), need "highly individualized strategies of psychological contract management" (Guest, 1998b; Herriot, et al., 1998; Sparrow, 1998). Psychological contract research draws attention to "the new centrality of psychological boundaries" (Sparrow, p. 218) in the workplace. In this vein, the uniqueness and dynamism of the psychological contract construct, as a function of what an employee feels obliged to provide and expects to receive in return, has profound implications for performance of employees. It is an integrating concept that enables theorists to connect commitment (Millward & Hopkins, 1998), motivation, perception, learning, careering (Bonner, 1998; Schein, 1978), and culture (Millward & Brewerton, 2000). Placing the psychological contract in the framework of the study of organizational behavior gives it its legitimate place.

Certainly there are researchers who question whether the psychological contract concept is needed at all in the study of organizational behavior (Arnold, 1996; Guest, 1998b) and see the concept as "old wine in new bottles" (Millward & Brewerton, 2000, p. 38). Other researchers are not so sure that the concept is at all manageable because of its phenomenological, idiosyncratic nature (Sparrow, 1998, p. 214). Guest (1998a, 1998b) and Rousseau (1998) academically dueled in a special edition of the *Journal of Organizational Behavior* (1998, Volume 19) as to whether or not one could or should take the psychological contract seriously. Connors (1998) contended in her critical

approach to the subject that the psychological contract term does not reflect the true nature of the work relationship and that the original theory has been revised to accommodate the needs of business in a post-industrial society.

What Research Directions has the Study of the Psychological Contract Taken?

Early psychological contract research concentrated on the psychological contract as a jointly-owned concept between the employer and the employee (Argyris, 1980; Levinson, 1962), viewing the organization as a cooperative system (Barnard, 1938). By the 1980's, the psychological contract was regarded as being solely owned by the individual employee and the concept's status as a scientific construct was established. The 1990's have seen some robust debate surrounding all the questions posed in this proposal: What is the psychological contract? What are the contents and nature of the psychological contract? What is the versatility of the psychological contract?

It is at this point that psychological research branched into the content-focused, process-focused, and feature-focused directions. The late 1990's have seen worldwide and culturally-based interest in the psychological contract, with distinct American and European research priorities and perspectives taken (Millward & Brewerton, 2000; Rousseau, 1998; Rousseau & Schalk, 2000). In addition, psychological contract research, focusing on the exchange characteristics of the employment relationship, is now examining the role of the employer in the determination of the contents, nature, and features of the psychological contract. As the post-industrial world moves forward, the psychological boundaries of the workplace are front and center, with attention being specifically paid to the implicit, sophisticated, and dynamic characteristics of the

employment relationship. Included in these considerations are those of labor relations and diversity in the workplace.

The role of context is regarded as a crucial ingredient in the study of the psychological contract, since "taking context seriously means a variety of things" including the need to examine the richness, the variety, the restrictions, and the timeliness of settings in which psychological contracts exist (Rousseau & Fried, 2000, pp. 1-2).

As a result of the interest in the status of the psychological contract, such as violation and breach, there is considerable research energy being directed at the measurement of the construct. Although early methods revolved mainly around interviewing, many other methods and tools are being utilized.

How Can the Psychological Contract be Measured?

This is a robust area of research concerning the psychological contract. An overall view of the research completed to date and of future research directions indicates that psychological contract research falls into three measurement categories: content-focused, process-focused, and feature-focused (Millward & Brewerton, 2000; Rousseau & Tijoriwala, 1998).

Table 2-6 outlines the research methodology frameworks employed in psychological contract research. Content-focused measures concentrate on defining specific terms, composites, and nominal classifications of the psychological contract. Idiosyncratic information (consisting of items and composites) is collected using a variety of measurement techniques.

Psychodynamic measures such as unstructured interviews (clinical and

Table 2-6

Research Methodology Framework

A.	Content-Focused Measures: these consist of specific terms, composites and nominal classifications of what makes up the psychological contract. 1. Idiosyncratic Information: psychodynamic measurements including use of structured and unstructured qualitative measurements such as structured and unstructured interviews, critical incidents, focus groups, typologies, item and scale analysis, and simple classification tasks. Context can be examined in detail here. Researchers include Herriot, et al., 1998; Herriot & Pemberton, 1995; Rousseau &Tijoriwala, 1998. 2. Psychometric Standardization: use of composite measurements in order to generalize, including the use of questionnaires and scales. The concern here is "whether composite measures of contracts generalize across organizational settings or work groups" (Rousseau, 1998, p. 687). Researchers include Freese & Schalk, 1996; Herriot, et al., 1998; Hutton & Cummins, 1997.
B.	Process-Focused Measures: these consist of the measurement of contract fulfillment or contract violation. This is what Rousseau (1998) refers to as evaluation research, since this research concentrates on the functioning of the psychological contract. The measurement here can be direct research (involving the measurement of perceived contract fulfillment or violation) or indirect (involving the measurement of POS—perceived organizational support). This area of research is not a measurement of the psychological contract per se, but of its status. Researchers include Robinson, Kraatz, & Rousseau, 1994; Robinson & Wolfe-Morrison, 2000; Robinson & Rousseau, 1994.
C.	Feature-Focused Measures: this is Rousseau's (1998) belief that content measures should not be confused with features, since the contextual uniqueness of the psychological contract is captured and particular contracts can be accurately described (p. 689). Researchers include MacNeil, 1985; Parks & Van Dyne, 1995.

Note. Summarized from "Assessing psychological contracts: Issues, alternatives and types of measures," by D. M. Rousseau and K. A. Tijoriwala, 1998, *Journal of Organizational Psychology, 19*.

ethnographic in nature) and observation of the work setting have been used. Structured qualitative measures (for example, research which asks participants to write down how they perceive their contract now, three years ago, and three years from now, for example) have been utilized.

Psychometric standardization is also utilized, involving the use of questionnaires and scales. Process-focused measures regarding the fulfillment or violation of the psychological contract are geared toward determining the status of the contract. This process-focused area of research is in its infancy, although there has been considerable work in the area (Millward & Brewerton, 2000, p. 36). Feature-focused measures are a result of Rousseau's (1998) view that content items of the contract should be separate and distinct from the features descriptions. This is primarily the result of Rousseau's belief that the versatility of the psychological contract is the motive for its study and that context and situational factors are paramount to the accuracy of its description.

In their review of the psychological contract research, Millward and Brewerton (2000) identified the areas of agreement that have resulted from the work in the field. Some of the points of agreement listed by the authors include:

1. The psychological contract comprises promises made and held by individuals and organizations. These promises are not necessarily mutual but can be understood to be reciprocal in nature.

2. Understanding of the same contract may differ between individuals and between parties.

3. Psychological contracts can, and do, change over time.

4. Contracts are shifting wholesale from traditional to dynamic and, in some cases, from relational to transactional in nature and content.

5. Shifts such as these are resulting in mixed signals being transmitted from organizations to employees, with a consequent need for the negotiation of 'new' contracts.

6. Contracts can be managed by both employees and employers.

7. Multiple methods of measurement (generic, idiosyncratic, qualitative, quantitative) are required to investigate the psychological contracts and in particular the dynamics of contracting. (pp. 47-48)

Similarly, Millward and Brewerton (2000) identified the areas of contention and debate, including:

1. Debate as to the precise content of the psychological contract and the level of commonality of this content across organizations.

2. Whether the construct exists from an organization's perspective, or should be regarded at individual-level only—that is whether it exists only 'in the head' of the employee or whether it is more appropriately located within the employer-employee relationship.

3. Whether transactional or relational contracts lie at opposite ends of a single continuum or whether they form discrete constructs which are conceptually and empirically distinct, and which can produce 'hybrid' forms.

4. Whether the psychological contract is a valid analytic or scientific construct or simply a metaphor for describing contemporary organizational life.

5. With whom the deal is made. Is this the organization, the division, the team, or the profession?

6. The extent to which psychological contracts form normative contracts, and the ways in which these might be conceptualized and measured. What might be the conditions under which individuals share common elements in their psychological contract? (p. 48)

The conceptual framework embraces several of these identified areas of contention and attends to (1) examining the contents and nature of the psychological contracts of a specific group of employees in a specific work setting, (2) assuming that the experienced college instructor's psychological contract is largely in the head of that

instructor, (3) recognizing that there are transactional and relational aspects of the instructor's psychological contract simultaneously, (4) assuming that the psychological contract construct has merit and legitimacy as a scientific construct and as a way of understanding employment relationships, (5) identifying with whom the contract is made, and (6) investigating whether there are common elements within a group of employees across a specific work setting.

D. M. Rousseau (personal communication, October 19, 2000) indicated that the starting point, the initial crucial step, is to establish who the other party or parties are to the contract. Hutton's (2000) work, that built on earlier research by many other researchers, including Rousseau (1998), moved toward identifying the employer and employee obligations that form the contents of the psychological contract. This was the essential second step, namely making literate the workplace obligations of the employee. Once this "fabric" of the psychological contract is known, then the nature of the workplace obligations was identified, including the elements of mutuality and reciprocity that are translated on a contractual basis (Guest, 1998a; Millward & Brewerton, 2000).

The passage of time, in relation to the study of the psychological contract, is really about change. The examination of the duration of the employment relationship, keeping in mind the maturation of the instructors, both chronologically and professionally, sheds light on the contextual events that employees identify as influencing their workplace obligations. The call to look at context (Millward & Brewerton, 2000; Rousseau, 2001) provided the link to the passage of time and to events that have occurred within the organization and the individual, including organizational strategy and resultant actions

and individual events and factors such as aging, role of working, goal orientation, skills, values, and the orientation to work.

As mentioned previously in this chapter, it is difficult to separate the passage of time and contextual events, since both translate into changes in the psychological contracts. The role the organization and the individual play in the development of the psychological contract is reflected in the conceptual framework that was outlined in Chapter One. It is this framework that focuses the study and allows for a peek into the employment relationship of the experienced college instructors in the selected college system. This is accomplished by making literate the otherwise unspoken, perceptual, idiosyncratic, and subjective dimensions of the psychological contracts of these instructors, including the contents, nature, passage of time, and context. This is an exploratory study and is one of the few studies looking at the educator's psychological contract, particularly at the post-secondary level.

This chapter has provided the foundation for the conceptual framework used in this study, including the topics of the identification of the parties to the contract, the contents and nature of the psychological contract, and the influence of the passage of time and the contextual events. The next chapter describes the methodology used in the study.

CHAPTER THREE
RESEARCH METHODOLOGY

In this chapter the research methodology is described, including the nature of the study, data collection, presentation, and analysis, and research ethics.

Nature of the Study

The purpose of this study was to examine and describe the contents and nature of the psychological contracts of experienced instructors, taking into account the passage of time and organization- and person-specific contextual factors. Patton (1990) noted that "purpose is the controlling force in research. Decisions about design, measurement, analysis, and reporting all flow from purpose" (p. 150).

The decision here, therefore, was to engage in educational inquiry and choose an appropriate method of research that involved the collection of both qualitative and quantitative data. The purpose of the study was to examine the perceptions experienced instructors have of the obligations their employer made to them and the obligations they made to their employer, given the passage of time and contextual factors (both organization-specific and person-specific). To this end, interviews and focus group sessions allowed individual instructors to explain their perceptions in a one-to-one setting and in a discussion/group setting, recognizing that each participant's interpretation was unique. This data was then used to adapt a survey so that quantitative and qualitative data could be collected to determine other experienced instructors' perceptions of workplace obligations (Brewerton & Millward, 2001; M. B. Miles & Huberman, 1994;

Oppenheim, 1992).

This research design was utilized in this study in order to gain insight into not only the idiosyncratic nature of the psychological contracts of experienced instructors but also to examine the psychological contracts of a distinct group of employees. In this study, the design hinges on the examination of what instructors can individually describe concerning their psychological contract but also hinges on what the group normatively reports. The design of the study, as an attempt to investigate both the individual and normative dimensions of the psychological contracts of these instructors, gathers both qualitative and quantitative data in order to do this.

The questions central to the study included:

1. Who do experienced instructors regard as the employer?
2. What workplace obligations do experienced instructors perceive the employer has made to them?
3. What workplace obligations do experienced instructors perceive they have made to their employer?
4. How do experienced instructors perceive that the passage of time has influenced their workplace obligations?
5. How do experienced instructors perceive that contextual organization-specific events have influenced their workplace obligations?
6. How do experienced instructors perceive that contextual person-specific events have influenced their workplace obligations?
7. How do experienced instructors perceive the nature of their workplace obligations to be?

The use of interviews allowed the researcher to interact one-on-one with the interviewees, gathering information as to the subjective and idiosyncratic nature of the psychological contracts of instructors. The focus group sessions allowed discussion to take place among instructors. Participants who were relatively homogenous with respect to age and years of experience at SIAST were asked to reflect on questions asked by the interviewer. These participants were able to hear other responses and make additional comments as they heard what other instructors had to say in response to the questions. Participants were given an opportunity to consider their views in the context of others' comments (Brewerton & Millward, 2001; Patton, 1990, p. 335).

There are, of course, strengths and weaknesses in the use of the focus group technique. Focus groups can be comparatively easy and inexpensive to conduct, are effective mechanisms to explore topics and generate discussion, and provide group interaction that can be informative. On the other hand, focus groups operate in a contrived setting and may take away from the originality of the ideas presented. Also, as a drawback to the focus group technique, the researcher has less control over the data than if the interview had been one-on-one. In addition, there is always the reality that individual behavior is subject to group influence. (Morgan, 1988, pp. 20-21)

There is general agreement, however, that focus group sessions are "a highly efficient qualitative data-collection technique" (Patton, 1990, p. 335) and do "provide some quality controls on data collection in that participants tend to provide checks and balances on each other" (p. 336). Focus group research findings stand on their own, although traditionally they have been used to supplement original research methods (Stewart & Shamdasani, 1990).

For the researcher, what can be particularly gathered during focus groups sessions besides the conversation is what participants find interesting and what they find important, how questions get asked and answered during the interview, how participants agree and disagree in the group setting, and how interviewees go about explaining their various experiences with the topic (Morgan, 1988, p. 29).

In the research design of this study, focus group data, together with the interview data, were used to adapt an existing survey to the purposes of the study. Focus groups assisted in survey construction in the following ways (Morgan, 1988, pp. 34-35):

1. Provide evidence of how the respondents typically talk about the topic in question.
2. Ensure that the researcher has as complete a picture of participants' thinking as possible.
3. Familiarize the researcher with a given topic and issues of language, and, in this way, prevent the troublesome wording of survey questions. This would involve locating such problems, but suggesting ways to correct them as well.
4. Provide feedback from a pretesting of a drafted survey.

The combination of interview, focus group, and survey techniques contributed to the comprehensiveness and quality of the data collected.

Data Collection

The procedures followed with respect to the selection of the site, the selection of participants, and the methods used to collect data are described in this section.

Selection of the Site

The specific college system was chosen since it is the only major post-secondary

college system in Saskatchewan. The college system has four campuses geographically dispersed in the province, with each campus in an urban setting. Meetings and correspondence with the Vice-President, Programs, resulted in approval to collect data in the system.

Selection of the Sample

In this study, the experienced college instructor was defined as 45 years of age or over, with 15 or more years of teaching experience in the selected college system. The sample of experienced instructors was taken from the seniority list of the college system's faculty. Instructors with 3,000 or more days of seniority were chosen, since 200 days is considered one teaching year (15 years x 200 days = 3,000 days). Since only instructors were identified as participants in the study, extension consultants and counselors who were not in a classroom on a regular basis were excluded.

Data Collection Methods

An invitation was sent to experienced instructors, inviting them to participate in interviews and focus group sessions. A total of eleven instructors volunteered for interviews and twelve instructors volunteered for focus group sessions. Eleven instructors were interviewed and three focus groups were conducted. Each participant was given a letter explaining the purpose of the study, the involvement and time required, the use of the data, and the ethical procedures (including the consent form).

All interviews and focus groups were taped. Once the interviews and focus group sessions were completed, the data were transcribed and compiled and sent to participants for verification and release. The verified and released data were used to adapt Hutton's (2000) "Obligations at Work Survey" in order to develop, in part, a survey for use in this

study. A sample of the Hutton's "Obligations at Work Survey" is contained in Appendix B, together with a listing of the research sources Hutton used to devise the survey (see Appendix A).

Four instructors from within the college system were asked to fill out the survey and provide feedback as to wording and format. The survey was then sent to the remainder of the experienced instructors in the college system previously identified from the seniority list.

In order to collect the data necessary for the study, the following instrumentation was used:

1. Interview guide: The questions included in the guide requested participants to respond using the 5-point Likert scale. Probing questions were also used and are included in the Guide (see Appendix D).
2. Focus group session guide: The questions used in the focus group sessions were the same as those used in the interview guide, including the probing questions (see Appendix E).
3. Psychological Contract Survey (PSCS): This instrument was the result of adapting the Employer and Employee Workplace Obligations sections from Hutton's (2000) "Obligations at Work Survey" and expanding the survey (see Appendix F) to include four additional sections (The Passage of Time, Organization-Specific Events, Person-Specific Events, and The Nature of Obligations).

Validity

With respect to face, content, and construct validity, it was necessary to examine

two parts of the survey used in this study, keeping in mind that this is an exploratory study. The two sections dealing with contents of the psychological contract (both Employer Obligations and Employee Obligations) are well-founded in psychological contract research. The other sections of the survey, namely the Passage of Time, Contextual, and Nature of Obligations sections, are fairly new directions of research, although there has been recent work in these areas of research (Baccili, 2001; see also Bocchino, 2001; Bunderson, 2001; Griffin, et al., 2001; Rousseau, 2001).

Keeping this in mind, the claims this study has for face validity are the literature review (particularly the recent work of Hutton, 2000) and the link of the qualitative data to the content of the survey (Vogt, 1999). The face validity of the Employer Obligations and Employee Obligations is very strong, since much research efforts have been put toward the defining of contract terms; the other sections of the study are a "work in progress," although as a result of what the existing research says and what the participants report in the study, these sections respond to the need identified in the review of literature to examine the context and the passage of time as related to the development of the psychological contract (Rousseau, 2001; Rousseau & Tijoriwala, 1998).

With respect to content validity, again the research base for the Employer Obligations and Employee Obligations is well-founded (see Hutton, 2000). In addition, and in relation to the other sections of the survey, the feedback from the participants add to the content validity. The verification and release of the transcripts by the participants, together with the piloting of the survey, further strengthens the claim to content validity.

The construct validity of the study is apparent with fairly sound employer and employee obligations (Hutton, 2000). The statistical methodologies employed in the

analysis of the data, including the use of (1) frequency analysis and (2) principal component analysis with a varimax rotation (which resulted in factorial validity, with some modifications), resulted in dimensions of the psychological contracts of instructors being identified in the form of majority agreement among instructors and factors retained from the principal component analysis (Bryman & Cramer, 2001; Corston & Colman, 2000; Field, 2000; Vogt, 1999).

Data Presentation and Analysis

The data gathered from the interviews, focus group sessions, and the survey were organized under the research questions posed in the study. The qualitative data gained from the interviews and focus group sessions was presented first under each question, followed by the quantitative and qualitative data gained from the survey.

Frequency analysis was conducted after the presentation and discussion of the data. When the majority of instructors (50% or more) indicated a particular rating, then that scoring was considered to be a majority. A majority of 50% to 60% was considered a weak majority, 60% to 80% was considered moderate, and any majority over 80% was considered a strong majority. Means were consulted, with any mean over 3.00 considered noteworthy, although this study was concerned with the frequency of response in deciding whether instructors agreed or not. When instructor ratings were spread over the five response alternatives, then it was considered that there was no consensus. Means were also consulted in this case. This descriptive part of the study, using the frequency distribution and the means, is presented in Chapter Four of the study.

Principal component analysis was then used to initiate the analytical portion of the study, as presented in Chapter Five, by reducing the data and identifying factors in the

survey data. Appendix H contains a description of each of the factors identified. Six data sets (employer obligations, employee obligations, passage of time statements, contextual organization-specific events, person-specific events, and nature of obligations statements) were analyzed separately. Principal component analysis with a varimax rotation was used (Bryman & Cramer, 2001; Corston & Colman, 2000). The decision criteria used to decide on the retainment of the factors included the following:

1. The Bartlett Test of Sphericity was used to determine whether the sample was adequate or not (this should be less than 0.001);
2. The Kaiser-Meyer-Olkin Measure of Sampling Accuracy (KMO), which should be greater than 0.50, was used to determine whether or not there were relationships in the data;
3. Asking for all factors with an eigenvalue greater than 1;
4. The scree plot was examined to estimate the appropriate number of factors;
5. Cronbach's Reliability Measure was used to verify internal consistency and any coefficient under .70 resulted in that factor being excluded;
6. Only those factors having four items or more were retained so that the internal consistency of factors was not jeopardized;
7. Item factor loadings of 3.00 or more;
8. Meaningfulness was essential: did it make sense?
9. Items with communalities below 3.00 were removed. (Field, 2000)

Once the factors to be retained were identified through principal component analysis, the analytical treatment of the data was continued. A chi-square test of association was conducted to determine whether the demographic variables were

independent of each other. The test was considered invalid for those variables with cells with frequencies fewer than 5. If possible, cells were collapsed in order to conduct the analyses of variance. For the independent variables, a one-way analysis was conducted to determine whether or not there were any significant differences in the survey scores when classified on the basis of the demographic information collected from survey respondents, including age, sex, experience at SIAST, experience at other institutions, level of education, and years of post-secondary education. For the variables that were not independent, a two-way analysis was conducted to examine any interaction effects which may be present. For statistical decision-making, the .05 level of significance was adopted.

Research Ethics

There were no known risks resulting from participation in this study. All participants were informed as to the purpose and the nature of the study and as to how the findings would be documented. All information gleaned from the interviews, focus group sessions, and the surveys were presented anonymously and used in the final document with the written consent from the participants. Confidentiality and anonymity were ensured, as far as possible, through the use of pseudonyms in reference to the participants and the campuses involved in the study. Information was reported in aggregate form.

Throughout the investigation, an effort was made to respect the rights and professional careers of all those who participated in the study. General ethics procedures outlined by the University of Saskatchewan Advisory Committee on Ethics in Behavioral Sciences Research were followed with respect to guidelines concerning consent forms,

confidentiality, freedom of participation, and opportunity for feedback (see Appendix G for the Research Protocol).

Summary

In this chapter the methodology used in the study was described, including the nature of the study, data collection, presentation, and analysis, and the research ethics. The sources of data collection were interviews, focus group sessions, and a survey administered to experienced college instructors identified from the seniority list of the college system's faculty. Details of the selection of the site, selection of the participants and the data collection methods were presented.

In the next chapter the data collected from the interviews and focus group session was presented, together with the frequency analysis of the survey data. This provides the descriptive portion of the study.

CHAPTER FOUR

DESCRIPTIVE ANALYSES

In this chapter, the results of the data collection procedures outlined in Chapter Three are recorded and the presentation of findings are organized around the research questions. The first section is concerned with a description of the sample. The second section reports on the information collected regarding each of the research questions, outlining the responses of instructors from the interviews and focus group sessions, followed by the survey responses. Dimensions of the psychological contracts of experienced instructors are then identified using frequency analyses and illustrated in Figure 4-1. Further analysis of the data is conducted in Chapter Five, using principal component analysis and analysis of variance.

Description of the Context

The organization is a publicly-funded four-campus post-secondary technical institution, delivering education and training to over 11,000 full-time, 1,500 part-time, and nearly 29,000 extension students and employing over 1,800 academic and administrative support personnel. It is a geographically-dispersed college system, with traveling times by car between campuses ranging from 45 minutes to 4 hours. The organization delivers a wide variety of programs through several divisions, including Associated Studies, Basic Education, Business and Agriculture, Community Services, Industrial Training, Nursing, Science and Health, and Technology, with academic qualifications of faculty ranging from certificate to journeyperson to degree.

The workplace is unionized, with both an administrative support and an academic union group in place, with several benefits negotiated in the collective agreement, including an Employee and Family Assistance Program, health benefits, and a pension plan. Human resource management practices include a training program, succession planning, and a centralized management information system, with no faculty performance appraisal system in place. The union operates on a seniority basis, with pay tied to educational qualifications and years of service. Professional development funds are a negotiated item in the collective agreement.

The history of the organization is characterized by recurrent change. The organization began with the creation of the first institution in 1958, followed by three more institutes being created during the years between 1958 and 1986. Considerable upheaval has occurred within this organization, with four major reorganizations occurring under five leaders since 1987. The four institutes were amalgamated in 1987, removed from direct control of the provincial government, and placed under the control of a Board of Directors and a central administration. During this time, a layoff of government employees occurred, including institute academic and administrative support personnel. At this time, too, a decertification of the existing union occurred and a recertification process was initiated. In 1998, the organization experienced another major reorganization of its structure, with a focus on provincial programming.

The centralization of the college system and the adoption of a "business model" resulted in changes in strategy, management, and operations, including:

1. SIAST entered the "marketplace" of education and training, adopting a strategy and position that regarded students and taxpayers as clients, delivering education

and training from a provincial position rather than from a local one, including traditional, competency-based, distance, work-based, co-operative, and online education.

2. Local autonomy was replaced by a centralization of services, including human resource management, registration, accounting, and library. Campus principals were replaced by campus directors, with no visible academic leadership assigned to individual campuses.

3. Labour-management relations were strained, partly a result of the change in the structure of the organization and partly a result of the apparent workplace issues such as equal-pay-for-equal-work, pay grids, and hours of work.

The employment relationships in this college system have been in flux since the initial structural changes that occurred in 1987. There appears to be, among managers and faculty alike, a fundamental difference in philosophy between those who embrace the contemporary "business" approach to education and those who are more traditional-minded who embrace a more socialistic and lifelong view of education.

It is important to recognize that faculty within the organization, especially those who are identified as "experienced" in this study and who have been members of the organization for a number of years, have worked in an organization that was local, campus-specific, and encased in history. With the advent of the centralization and subsequent increase in bureaucracy, the change in "position" that has resulted in the college system has continually and constantly created a climate of change and transition. This is the setting of this study.

Description of the Sample

As shown in Table 4-1, according to the college system statistics (SIAST

Business Plan, 2001), there are 1,226 academic personnel in the college system. Of that number, as specified in the seniority list, there are 685 full-time instructors. Three hundred and fifty of these instructors were identified as "experienced" since they have 3,000 days or more of seniority (again, using the seniority list of the college system's faculty). As illustrated in Table 4-1, twenty-three of the 350 instructors took part in the interviews and focus group sessions. One interviewee asked to have his interview data withdrawn, leaving a total of twenty-two participants in the interviews and focus groups. Three hundred and twenty-seven surveys were mailed out. A total of 182 surveys were returned--a return rate of 55.7%.

Because the seniority list specified years of seniority and not age, it became clear when the surveys were returned that 20 of the 350 instructors identified as experienced had at least 15 years of teaching experience but were under 45 years of age. These 20 surveys were set aside. Four of the returned surveys were incomplete. Therefore, of the total number of surveys sent out, 158 or 48.3% of the surveys returned were usable in this study.

Reporting the Findings

The following section presents the findings relating to the research questions. In reporting the findings, steps have been taken to ensure anonymity and to maintain consistency. To organize the information received from the participants, the research question is given, followed by a summary of the participants' responses from the interviews and focus group sessions, organized under general themes, followed by the survey responses presented in the form of frequency analysis.

Table 4-1

Demographics of the Sample

Variable	Interview/Focus Groups		Survey	
	Number	Percentage	Number	Percentage
Age				
45-49	4	18.2	46	29.1
50-54	7	31.8	63	39.9
55+	11	50.0	49	31.0
Total	22	100.0	158	100.0
Sex				
Male	10	45.4	86	54.4
Female	12	54.6	72	45.6
Total	22	100.0	158	100.0
Years of Teaching Experience at SIAST				
Under 15	1	4.5		
15-19	8	36.4	57	36.1
20-24	5	22.7	46	29.1
25-29	4	18.2	38	24.1
Over 30	4	18.2	17	10.8
Total	22	100.0	158	100.0
Years of Teaching Experience at Other				
None	12	54.6	107	67.7
Under 5	5	22.7	25	15.8
5-10	2	9.1	19	12.0
Over 10	3	13.6	7	4.4
Total	22	100.0	158	100.0
Employment Status				
Other	--	--	1	.6
Part-time	--	--	--	--
Full-time	22	100.0	157	99.4
Total	22	100.0	158	100.0
Level of Education/Training				
Certificate/Vocational	--	--	35	22.2
Mixed	6	27.3	31	19.6
Academic	16	72.7	92	58.2
Total	22	100.0	158	100.0
Years of Post-Secondary Education				
2	--	--	15	9.5
3	--	--	10	6.3
4	5	22.7	22	13.9
5	2	9.1	27	17.1
Over 5	15	68.2	84	53.2
Total	22	100.0	158	100.0

With respect to the presentation of the findings, the data has been reported under the research questions:

1. Who do experienced instructors regard as the employer?

2. What workplace obligations do experienced instructors perceive the employer has made to them?
3. What workplace obligations do experienced instructors perceive they have made to their employer?
4. How do experienced instructors perceive that the passage of time has influenced their workplace obligations?
5. How do experienced instructors perceive that contextual organization-specific factors or events have influenced their workplace obligations?
6. How do experienced instructors perceive that contextual person-specific factors or events have influenced their workplace obligations?
7. How do experienced instructors perceive the nature of their workplace obligations to be?

This is the descriptive portion of the study and in that way the frequencies are presented under each research question to show whether or not (1) obligations were perceived to be made or not, in examining the contents of the psychological contract, (2) items were perceived to reflect the influence of the passage of time on obligations or not, in examining the influence of the passage of time, (3) items were perceived to influence workplace obligations or not, in examining the contextual events or factors, and (4) items reflected the nature of workplace obligations or not, in examining the nature of obligations. The agreed-to items are discussed in a normative sense with respect to the psychological contract, whereas the items for which no consensus was recorded are discussed from an idiosyncratic perspective of the psychological contract. Means are consulted, but the focus of the study is on the number and percent of instructors

responding to the items in the survey.

Who do Experienced Instructors Regard as the Employer?

Several respondents indicated that this was a tough question to answer. As indicated in Table 4-2, answers varied, but generally the corporate name was identified by 132 out of 158 respondents or 83.5 % of the respondents as the employer, with another 5.7% identifying SIAST and others as the employer. During the interviews and focus groups, instructors gave a variety of answers to the question, "Who do you regard as your employer?"

Table 4-2

Identification of the Employer

Employer	Interviews/Focus Groups		Surveys	
	Number	Percentage	Number	Percentage
SIAST	12	54.6	132	83.5
SIAST and Others	6	27.3	9	5.7
Others	4	18.1	17	10.8
Total	22	100.0	158	100.0

"Others" were identified as the government of the province (or the government department), the taxpayers of the province (the people of the province, but generally this response was tied with the government of the province), the corporate officer in charge of the programs, students, and patients, immediate supervisors, the Board of Directors, the instructor her/himself, and the country (from the "big picture" perspective).

Overall, the perspective regarding the identity of the employer revealed a multi-tiered, interrelated, and complex description, one that instructors had not necessarily thought much about before and one about which they seemed fairly confused—"an odd dichotomy" as one instructor put it. However, it does seem clear that the consensus is that the corporate identity is the employer. Interestingly enough, even if instructors identified

the employer as other than the corporate, they proceeded to answer the rest of the questions as if the corporate identity were the employer.

What Workplace Obligations do Experienced Instructors Perceive the Employer has Made to Them?

This question was posed to the participants in the interviews and the focus group sessions. Probes, based on general areas relevant to employer obligations as identified in the research (see Appendix A), were used throughout the interviews and focus group sessions in order to maintain and facilitate discussion. It is these general areas under which the interview and focus group data were organized:

1. career development and promotion,
2. consultation,
3. discretion and autonomy,
4. fairness, equity, and justice,
5. pay,
6. recognition,
7. seniority,
8. support, and
9. work environment.

The employer obligations from Hutton's (2000) "Obligations at Work Survey" were then used to further categorize the data under each general area so that employer obligations could be identified for inclusion in the survey. Survey respondents were asked to indicate a number from 1 to 5 (a Likert scale was provided—1 for *not at all*; 2 for *slightly*; 3 for *moderately*; 4 for *very*; 5 for *completely*) to indicate the extent to which they perceived that the employer had made the obligations to the employee.

In this section the findings of the interviews and focus group sessions are presented under the general areas and identifies and lists the employer obligations that were either used or adapted from Hutton's (2000) "Obligations at Work Survey" or drawn from the data. The results of the survey are then given for each employer

obligation that was included in the survey.

The general area of "career development and promotion" generated a great deal of discussion in the interviews and focus group sessions. There was no agreement as to the extent that the employer made the obligation of career development. Instructors welcomed the negotiated item of professional development funds in the collective agreement and felt that the "door had opened" with respect to professional development, although the degree of professional development supplied by the employer was perceived to be limited. Many instructors indicated that professional development, for the most part, was self-initiated. Some instructors indicated that professional development needed to be regarded as a way to become a better instructor, rather than simply as a way to prepare for promotional opportunities within the organization.

Most instructors did not see much opportunity for advancement and promotion and felt that being an internal candidate was almost a disadvantage. Internal promotion was not perceived to be an obligation made by the employer. Although there were instructors who felt that, if they wanted to "move up" in the organization, the opportunities were there if they chose to do so, most participants indicated that promotion really meant having to go outside the organization.

As a result of the participant feedback, the following employer obligations from Hutton's (2000) "Obligations at Work Survey" were included in the survey for this study:

* help me develop my career
* help me gain promotion.

As presented in Table 4-3, "Survey Results: Employer Obligations Regarding Career Development and Promotion," with respect to "help me develop my career," there is no real consensus as to the extent of the employer's obligation made, with 46.8%

perceiving that the employer's obligation was made *not at all* or *slightly*, while the other 53.2% of the respondents indicated the extent of the employer's obligation was made *moderately*, *very*, or *completely*. The employer obligation, "help me gain promotion," prompted a great deal of discussion in the interviews and focus group sessions, with the majority of the participants indicating the lack of internal promotion and advancement and very little career tracking occurring in the organization. The survey results supported this notion, with 66.5% of the respondents indicating that the employer made this obligation *not at all* or *slightly*.

Table 4-3

Survey Results: Employer Obligations Regarding Career Development and Promotion (N=158)

Employer Obligations	Not at All	Slightly	Moderately	Very	Completely
Help me develop my career	15.2	31.6	28.5	19.0	5.7
Helps me gain promotion	41.8	24.7	24.7	7.0	1.9

(all figures are in percent)

The area of "consultation" revealed that participants in the interviews and focus group sessions varied greatly in their perception as to whether or not this employer obligation was made and the extent to which it was made, from no consultation whatsoever to most of the time consulted. Interview and focus group participants provided many examples of varying degrees of consultation they experienced. Overall, the majority of instructors in the interviews and focus group sessions indicated that this obligation was not made or, if it was, instructors were the "last" consulted and the consultation was insincere.

As a result of the participant feedback, the following employer obligation from Hutton's (2000) "Obligations at Work Survey" was included in the survey for this study:

* talk with me about matters which affect me.

As indicated in Table 4-4, "Survey Results: Employer Obligations Regarding Consultation," instructors surveyed showed little consensus with respect to this employer obligations, with 45.6% of the respondents indicating that the employer either made the obligation *not at all* or *slightly*. The other 54.5% of the respondents indicated that they perceived the employer *moderately, very,* or *completely* made the obligation of consultation with them.

Table 4-4

Survey Results: Employer Obligations Regarding Consultation (N=158)

Employer Obligations	Not at All	Slightly	Moderately	Very	Completely
Talk with me about matters which affect me	15.2	30.4	32.9	12.7	8.9

(all figures are in percent)

The general area of discretion and autonomy included any comments participants in the interviews and focus group sessions made regarding the independence they perceived their employer afforded them. Nearly all instructors in the interviews and the focus group sessions indicated that the employer made the obligation consistently and strongly, allowing them discretion, autonomy, and independence at their work. Instructors recognized the existence of academic freedom, although some instructors perceived that this autonomy was being eroded.

As a result of the feedback from instructors in the interviews and focus groups sessions, the following employer obligation from Hutton's (2000) "Obligations at Work Survey" was included in the survey for this study:

* allow me to get on with my work without interference.

The survey results for this employer obligation are presented in Table 4-5, "Survey Results: Employer Obligations Regarding Discretion and Autonomy." Survey

respondents supported this perception also, with 82.8% indicating that the employer *moderately*, *very*, or *completely* made the obligation. Noticeably, 51.2% of the respondents indicated that they perceived the employer made this obligation of discretion and autonomy *very* or *completely*.

Table 4-5

Survey Results: Employer Obligations Regarding Discretion and Autonomy (N=158)

Employer Obligations	Not at All	Slightly	Moderately	Very	Completely
Allow me to get on with my work without interference	6.3	10.8	31.6	41.1	10.1

(all figures are in percent)

The general area of "fairness, equity, and justice" surfaced in the interviews and focus group sessions quite frequently. With respect to justice, participants cited specific examples to illustrate that they believed that the employer did not make the obligation of equitable, fair, and just treatment in the workplace. The feedback included comments regarding the "in crowd" and the "out crowd," the inequitable workloads, the bureaucratic rules and procedures that prevented that "face-to-face" reconciliation of problems and issues. Instructors generally agreed that there was no formal promise of justice and fairness. The discussion centered around hours of work, advancement and promotion, policies and procedures, and human resource management practices. Participants in the interviews and focus group sessions cited examples of how termination procedures were carried out that exhibited a lack of fairness and justice on the part of the employer.

As a result of the feedback concerning fairness, equity, and justice, the following employer obligation from Hutton's (2000) "Obligations at Work Survey" was included in the survey for this study:

* treat me the same as everyone else with rules and discipline.

The following employer obligation was added as a result of the feedback in the interviews and focus group sessions:

* treat me in a fair and just way.

The survey results for these two employer obligations are presented in Table 4-6, "Survey Results: Employer Obligations Regarding Fairness, Equity, and Justice." With respect to "treat me the same as everyone else with rules and discipline," the survey data illustrated (as shown in Table 4-6) that 54.4% of the respondents perceived that the employer made the obligation of equitable treatment either *very* or *completely*. In regard to the employer obligation of "treat me in a fair and just way," participants in the interviews and focus groups sessions perceived that the employer made the obligation of "treat me in a fair and just way," with 37.4% of instructors recording a *very* or *completely* rating, and 41.8% of survey respondents indicating that the employer made the obligation *moderately*.

With respect to the general area of "pay," the responses in the interviews and focus groups indicated that instructors viewed this general area in many different ways. With respect to adequacy of pay, both within and outside the organization, most instructors did not perceive that this obligation was made, although instructors felt that the employer had made a strong obligation with respect to other aspects of compensation besides pay, including benefits. Other instructors saw pay as only one of the factors of working conditions and that one does not teach "for the money," but for the enjoyment of teaching and the discretion, autonomy, and independence in their work. Some of the instructors interviewed did not see that pay was equitable in the sense of equal pay for equal work, whereas other instructors felt that the employer had made an obligation to

pay instructors on the basis of qualifications, and, in that way, the obligation of equitable pay was made.

Table 4-6

Survey Results: Employer Obligations Regarding Fairness, Equity and Justice

Employer Obligations	Not at All	Slightly	Moderately	Very	Completely	N
Treat me the same as everyone else with rules and discipline	7.0	12.7	25.9	37.3	17.1	158
Treat me in a fair and just way	3.2	17.1	41.8	26.6	10.8	157

(all figures are in percent except N)

As a result of the feedback from the interview and focus group participants, the following three employer obligations from Hutton's (2000) "Obligations at Work Survey" were included in the survey for this study:

* pay me no less than I would get in a similar job in other workplaces
* make sure that I am paid equal to others doing similar work in this organization
* base pay on performance (adapted from Hutton's "pay bonuses on performance").

The survey results for these three employer obligations are listed in Table 4-7, "Survey Results: Employer Obligations Regarding Pay." As the results indicate, instructors surveyed revealed little consensus on the strength of the "pay me no less than I would get in a similar job in other workplaces," with nearly half (48.1%) indicating a *not at all* or *slightly* rating and the other 51.3% indicating *moderately*, *very*, and *completely* rating. With respect to the item, "Make sure that I am paid equal to others doing similar work in this organization," the opposite is clearly indicated in Table 4-7, with 79.1% of respondents perceiving that the employer made this obligation *moderately*, *very*, or *completely*, with over half of instructors (57.6%) reflecting a rating of *very* or *completely*.

Instructors in the interviews and focus group sessions generally agreed that the

employer did not make the employer obligation to "base pay on performance." As indicated in Table 4-7, the survey results supported this perception, with 69.6% of the respondents indicating that the employer made this obligation *not at all* and another 13.3% of instructors indicating the employer made the obligation *slightly* (a total of 82.9%).

Table 4-7

Survey Results: Employer Obligations Regarding Pay

Employer Obligations	Not at All	Slightly	Moderately	Very	Completely	N
Pay me no less than I would get in a similar job in other workplaces	27.2	20.9	28.5	13.3	9.5	157
Make sure that I am paid equal to others doing similar work in this organization	11.4	9.5	21.5	33.5	24.1	158
Base pay on performance	69.6	13.3	7.6	3.8	3.8	155

(all figures are in percent except N)

The general area of "recognition" included feedback concerning the recognition at work that employees received from the employer. This topic generated a fair amount of discussion, mainly around long-service recognition. Most instructors who took part in the interviews and focus group sessions felt that generally there was very little recognition in the workplace. Praise and rewards were non-existent, except those received from coworkers. Participants believed that the employer was making an effort, through the long-service ceromonies, to recognize the contributions of employees, but this effort lacked the individualized recognition.

As a result of the feedback provided by participants in the interviews and focus group sessions, the following employer obligation was used from Hutton's (2000) "Obligations at Work Survey:"

* recognize my special contributions.

From the interview and focus group feedback, two additional employer

obligations was added to the survey used for this study:

* recognize my talents and skills
* recognize my work and contributions that are above and beyond my job description.

As illustrated in Table 4-8, "Survey Results: Employer Obligations Regarding Recognition," 66.5% of instructors surveyed perceived that the employer either made the obligation of "recognize my special contributions" *not at all* or *slightly*. In addition, 61.4% of instructors surveyed perceived that the employer either *not at all* made or *slightly* made the obligation of "recognize my talents and skills."

Table 4-8

Survey Results: Employer Obligations Regarding Recognition

Employer Obligations	Not at All	Slightly	Moderately	Very	Completely	N
Recognize my special contributions.	34.2	32.3	21.5	8.2	3.8	158
Recognize my talents and skills.	27.2	34.2	22.8	12.0	3.8	158
Recognize my work and contributions that are above and beyond my job description.	44.3	24.1	23.4	3.2	4.4	157

(all figures are in percent except N)

"Seniority" and all feedback that was given in the general area of the unionized nature of the workplace revealed a consistent theme. Most participants in the interviews and focus group sessions perceived that it was the collective agreement that "spelled out" employer obligations. One instructor perceived that it was the collective agreement that stipulated the obligations made by the employer and that unless the obligation appeared in the collective agreement, it did not exist. Several instructors perceived that the employer had no other recourse than to recognize the unionized nature of the workplace, make that obligation, and manage accordingly. This meant that seniority was recognized

in some instances in hiring decisions, but not always.

One employer obligation (regarding long-term employment and the unionized workplace) from Hutton's (2000) "Obligations at Work Survey" was included in the survey for this study. The term "long-term" was changed to read "high seniority."

* be particularly considerate of high seniority employees

The following employer obligation was added as a result of the feedback from the interviews and focus group sessions:

* recognize the unionized nature of the workplace.

As indicated in Table 4-9, "Survey Results: Employer Obligations Regarding Seniority," 55% of instructors surveyed perceived that the employer either *not at* all or *slightly* made the obligation of "be particularly considerate of higher seniority employees." With respect to the second obligation, "recognize the unionized nature of the workplace," the survey results showed that 62.1% of respondents indicated that they perceived the employer made this obligation either *very* or *completely*.

Table 4-9

Survey Results: Employer Obligations Regarding Seniority (N=158)

Employer Obligations	Not at All	Slightly	Moderately	Very	Completely
Be particularly considerate of high seniority employees	31.6	23.4	23.4	17.7	3.8
Recognize the unionized nature of the workplace.	1.3	9.5	27.2	45.6	16.5

(all figures are in percent)

The general area of "support" resulted in feedback from participants regarding employer obligations made to provide assistance with personal and family issues or a general view to the supportive climate of the organization. Instructors felt that the collective agreement dictated what the employer would do "in support" of employees and

that this support, particularly with personal problems, was not provided consistently. The interview and focus group participants perceived that the structures are in place for the employer to make this obligation, and several indicated that this support was given.

As a result of the feedback from the interviews and focus group sessions, the following employer obligations from Hutton's (2000) "Obligations at Work Survey" were included in the survey for this study:

* give me support with personal problems.
* allow me time off to meet personal or family needs.
* act in a supportive way toward me.

As indicated by the survey results, presented in Table 4-10, "Survey Results: Employer Obligations Regarding Support," with respect to the employer obligation "give me support with personal problems," 54.4% perceived that the employer *not at all* or *slightly* made this obligation. When asked to respond to "allow me time off to meet personal of family needs," 50% of instructors surveyed indicated that the employer made this obligation either *very* or *completely*. As illustrated in Table 4-10, there appeared to be no real consensus as to the extent the employer made toward the employer obligation "act in a supportive way toward me."

Table 4-10

Survey Results: Employer Obligations Regarding Support

Employer Obligations	Not at All	Slightly	Moderately	Very	Completely	N
Give me support with personal problems	21.5	32.9	21.5	17.7	4.4	155
Allow me time off to meet personal or family needs	7.0	15.8	27.2	38.0	12.0	158
Act in a supportive way toward me	13.9	24.7	36.1	17.7	7.0	157

(all figures are in percent except N)

The general area of the working environment generated a great deal of discussion

in the interviews and focus group sessions, with the feedback centering around the facilities, equipment, and technology, and the training provided to instructors. Although many instructors expressed concerns about air quality and adequacy of facilities, participants in the interviews and focus groups perceived that the employer had made the obligation to provide the resources necessary to do the job. Participants in the interviews and focus group sessions perceived that training was not a strong obligation made by the employer, with little sabbatical or return-to-industry leaves offered. Other instructors perceived that the employer's obligation to training was getting stronger. Safety, however, was an obligation most instructors did not perceive that the employer had made, particularly with respect to air quality, temperature, and security. The perception was there that safety is not a strong obligation made by the employer.

There seemed to be little agreement as to the extent the employer made the obligation of maintaining a congenial workplace. Some instructors felt that the employer tried to force this congeniality, while others felt that employees spent very little time with one another, that cocooning was taking place on the campuses, and that the employer did not make the obligation of providing a congenial workplace in an effective manner.

When the topic of curriculum came up in the interviews and focus group sessions, some of the instructors indicated that the employer did not make the obligation of keeping the curriculum in the organization. When several instructors shared instances when curriculum that had been developed within the organization and sold or shared with outside agencies, other participants were not aware that that had occurred.

The topic of job security came up frequently in the interviews and focus group sessions. Generally, seniority was perceived to be the key to job security, but several

participants indicated that job security was not a reality, that this obligation was not one made by the employer. There did not appear to be a consensus concerning this employer obligation. However, most instructors who participated in the interviews and focus group sessions agreed that there was a fair amount of uncertainty in the area of employment in the organization.

As a result of the feedback received from participants in the interviews and focus group sessions, the following employer obligations from Hutton's (2000) "Obligations at Work Survey" were added to the survey to be used in this study:

* provide the resources required to do my work
* give me adequate training for the job
* provide a safe workplace
* ensure that employees are pleasant to each other.

Two additional employer obligations reflected in the interview and focus group data and related to the work environment were added to the survey:

* make sure that curricula stays within the organization
* provide job security.

The survey results, presented in Table 4-11, "Survey Results: Employer Obligations Regarding Work Environment," indicated that nearly half (46.2%) of the instructors surveyed believed that the employer made the obligation "provide the resources required to do my work" *very* or *completely*. Only 19.6% of those surveyed felt that the employer made the obligation *not at* all or *slightly*.

As further illustrated in Table 4-11, 53.2% of instructors perceived that the employer either made the obligation "give me adequate training for the job" *not at* all or slightly, with only 15.8% indicating the employer either *very* or *completely* made the obligation. Over half (55.1%) of the survey respondents indicated, as shown in Table 4-11, that, with respect to the employer obligation of "provide a safe workplace,"

the employer made this obligation either *very* or *completely*.

With respect to the obligation of "ensure that employees are pleasant to each other," the survey results, as presented in Table 4-11, illustrated that 45% of respondents believed that the employer made the obligation *not at all* or *slightly*. This may seem significant, but one must consider that only 14.6% of instructors surveyed believed the employer made this obligation either *very* or *completely*. Over 40% of respondents perceived the employer made the obligation *moderately*.

Table 4-11

Survey Results: Employer Obligations Regarding Work Environment

Employer Obligations	Not at All	Slightly	Moderately	Very	Completely	N
Provide the resources required to do my work	2.5	17.1	34.2	34.8	11.4	158
Give me adequate training for the job	20.9	32.3	30.4	10.1	5.7	157
Provide a safe workplace	1.9	8.2	34.8	36.7	18.4	158
Ensure that employees are pleasant to each other	20.3	24.7	40.5	12.7	1.9	158
Make sure that curricula stays within the organization	20.3	13.3	32.3	22.8	1.3	142
Provide job security	20.3	17.7	34.2	22.8	4.4	158

(all figures are in percent except N)

The survey results, as indicated in Table 4-11, with respect to the employer obligation "make sure that curricula stays within the organization," showed that 10.1% of instructors surveyed did not respond to the item at all, while the remainder of the respondents evenly rated the obligation over the other response alternatives, with 33.6 indicating *not at all* or *slightly*, 32.3%, *moderately*, and 24.1% *very* or *completely*. There was no clear consensus as to the extent the instructors perceived that employer had made the obligation to "provide job security," with responses spread over the five response alternatives.

From the above presentation of findings, it was clear that the instructors surveyed had identified some of the obligations made by the employer, some that had not been made by the employer, and some obligations about which there was no real consensus. The following stipulations were made:

1. When the majority of instructors (50% or more, reflecting a weak, moderate, or strong majority) indicated a "very" or "completely" rating for a specific employer obligation, then that obligation was considered to be made by the employer.
2. When the majority of instructors (50% or more, reflecting a weak, moderate, or strong majority) indicated a "not at all" or "slightly" rating for a specific employer obligation, then that obligation was considered not to be made by the employer.
3. When the ratings for a specific employer obligation were spread over the five scales, then that obligation was considered to have no real consensus as to whether the employer made the obligation to the employee or not.

The responses of instructors to the employer obligations included in the survey, as presented in Table 4-12, showed that the majority of instructors perceived that the employer had made employer obligations to give them independence and discretion in their classrooms, treat them equitably with respect to rules, discipline, and pay, to recognize that the workplace is unionized, to allow time off to deal with personal or family needs, and to provide a safe workplace. Instructors identified six employer obligations that they perceived the employer had made to them, in the areas of discretion and autonomy, fairness, equitable pay, seniority, support, and safety. From a simple

statistical point of view, the frequencies under each response alternative reflected weak majorities (ranging from 50.0% to 62.1%).

Table 4-12

Employer Obligations Made

Employer Obligations	M	SD	N[a]	%[a]
Discretion and Autonomy				
* Allow me to get on with my work without interference	3.38	1.02	81	51.2
Fairness, Equity, and Justice				
* Treat me the same as everyone else with rules and discipline	3.45	1.13	86	54.4
Pay				
* Make sure that I am paid equal to others doing similar work in this organization	3.49	1.27	91	57.6
Seniority				
* Recognize the unionized nature of the workplace	3.67	.91	98	62.1
Support				
* Allow me time off to meet personal or family needs	3.32	1.10	79	50.0
Work Environment				
* Provide a safe workplace	3.61	.94	87	55.1

[a] "very" or "completely" responses.

The means were in the moderate range (from 3.32 to 3.67). Obviously, instructors agreed on these employer obligations, but did not agree overwhelmingly that the employer had made the listed obligations. The findings presented in Table 4-12 revealed the normative nature of the psychological contracts of experienced instructors.

The responses of instructors to the employee obligations included in the survey, as presented in Table 4-13, showed that the majority of instructors perceived that their employer did not make the employer obligations to help gain promotion, to use performance-based pay, to recognize special contribution, talents, skills and work and contributions made beyond the job description, to give support with personal problems, or to provide adequate training for the job. Instructors identified eight employer obligations that they perceived the employer had not made, in the areas of career

development and promotion, recognition, seniority, support and work environment.

Table 4-13

Employer Obligations Not Made

Employer Obligations	M	SD	N[a]	%[a]
Career Development and Promotion				
* Help me gain promotion	2.03	1.03	105	66.5
Pay				
* Base pay on performance	1.53	1.06	131	82.9
Recognition				
* Recognize my special contributions	2.15	1.10	105	66.5
* Recognize my talents and skills	2.31	1.11	97	61.4
* Recognize my work and contributions that are above and beyond my job description	1.98	1.11	108	68.4
Seniority				
* Be particularly considerate of high seniority employees	2.39	1.21	87	55.0
Support				
* Give me support with personal problems	2.45	1.19	86	54.4
Work Environment				
* Give me adequate training for the job	2.46	1.12	84	53.2

[a]"slightly" or "not at all" responses

It is obvious from the information in Table 4-13 that instructors identified eight employer obligations they perceived the employer had not made, in the areas of promotion and recognition. Except for the employer obligation of "Base pay on performance" for which a strong majority of 82.9% was recorded, the frequencies under each response alternative indicated weak to moderate majorities (ranging from 53.2% to 68.4%), with means ranging from 1.53 to 2.46.

As presented in Table 4-13, several obligations are listed which the majority of instructors did not perceive the employer had made. Even though these obligations did not make up the contents of those psychological contracts, it was interesting to see which obligations instructors believed were not included in the psychological contracts.

The responses of instructors to the employer obligations included in the survey, as presented in Table 4-14, showed that there was no consensus with respect to nine of the

employer obligations listed in the survey. These obligations included to help them develop their careers, to talk with them about matters which affect them, to treat them in a fair and just way, to pay them no less that they would get in a similar job in other workplaces, to act in a supportive way toward them, to ensure that employees are pleasant to one another, to make sure that the curricula stays within the organization, and to provide job security. As indicated in Table 4-14, although all means fell within the moderate range (from 2.51 to 3.35), all frequencies under each response alternative were under 50%.

Table 4-14

Employer Obligations Reflecting No Consensus

			Not made		Moderately Made		Made	
Employer Obligations	M	SD	N	%	N	%	N	%
Career Development and Promotion								
* Help me develop my career	2.68	1.12	74	46.8	45	28.5	39	24.7
Consultation								
* Talk with me about matters which affect me	2.70	1.14	72	45.6	52	32.9	34	21.6
Fairness, Equity, and Justice								
* Treat me in a fair and just way	3.22	1.00	32	20.3	66	41.8	59	37.4
Pay								
* Pay me no less than I would get in a similar job in other workplaces	2.55	1.30	76	48.1	45	28.5	36	22.8
Support								
* Act in a supportive way toward me	2.77	1.13	61	38.6	57	36.1	39	24.7
Work Environment								
* Provide the resources required to do my work	3.35	.98	31	19.6	54	34.2	73	46.2
* Ensure that employees are pleasant to each other	2.51	1.01	71	45.0	64	40.5	23	14.6
* Make sure that curricula stays within the organization	2.51	1.01	53	33.6	51	40.5	38	24.1
* Provide job security	2.75	1.17	60	36.0	54	34.2	43	27.2

As the findings presented in Table 4-14 indicated, the items for which there was no consensus reflected the idiosyncratic nature of the psychological contracts of

experienced instructors, since there was no majority agreement concerning each item.

Summary. From the above presentation of findings, it is clear that of the twenty-three employer obligations listed in the survey, the majority of instructors agreed that six were made by the employer, eight were not, and nine of the obligations reflected no consensus. Based on the findings presented in this section, the answer to the question, "What workplace obligations do experienced instructors perceive their employer has made to them?" was that these instructors have identified six obligations, falling under various general areas, including:

Discretion and Autonomy:
1. Allow me to get on with my work without interference.

Fairness, Equity, and Justice:
2. Treat me the same as everyone else with rules and discipline.

Pay:
3. Make sure that I am paid equal to others doing similar working in this organization.

Seniority:
4. Recognize the unionized nature of the workplace.

Support:
5. Allow me time off to meet personal or family needs.

Work Environment:
6. Provide a safe workplace.

It is important to note that the interest of this study included the examination of the idiosyncratic nature of the psychological contracts of these instructors and also an examination of the possible distinct and normative nature of the psychological contracts of this group of employees. Although the majority of instructors indicated agreement or non-agreement on items in the survey, these majorities varied in strength, from low to

moderate to high. This draws attention to the value of looking at feedback from the individual sources (interviews and focus groups) and from the group (surveys).

What Workplace Obligations do Experienced Instructors Perceive They Have Made to Their Employer?

This question was posed to the participants in the interviews and the focus group sessions. Probes, based on general areas relevant to employee obligations as identified in the research, were used throughout the interviews and focus group sessions in order to maintain and facilitate discussion. The following are general areas under which the interview and focus group data were organized:

1. effort at work,
2. intention to remain,
3. loyalty,
4. extra-role/citizenship behaviors, and
5. communication.

The employee obligations from Hutton's (2000) "Obligations at Work Survey" were then used to further categorize the data so that employee obligations could be identified to include in the survey for this study. Survey respondents were asked to indicate a number from 1 to 5 (a Likert scale was provided—1 for *not at all*; 2 for *slightly*; 3 for *moderately*; 4 for *very*; 5 for *completely*) to indicate the extent to which they perceived that they had made the obligations to the employer.

This section presents the findings of the interviews and focus group sessions under the general areas, identifies the employee obligations included in the survey that were either included or adapted from Hutton's (2000) "Obligations at Work Survey" (see Appendix A) or derived from the data. The results of the survey administration are then given for each employee obligation.

The general area of "effort at work" revealed that participants in the interviews

and focus group sessions perceived that the obligations they made regarding work and effort were to students and to the profession to which they belonged rather than to the employer. This view was reflected in the varied responses of the participants when asked earlier in the study, "who do you regard as your employer?" Most instructors identified the corporate identity as the employer, but stipulated that this was a complex question. It is, therefore, no surprise that participants reflected this complexity when they spoke of their workplace obligations.

The feedback provided by participants in the interviews and focus group sessions included being at work, presenting a positive image, and providing a valid learning opportunity to students, while being respectful of learning styles and lifestyles. Participants provided feedback regarding working longer hours and on the increased commitment required to carry out their work, regardless of what it took. Professionalism and ethical behavior at work were discussed, together with the belief that following the employer's direction at work was important, even if they did not necessarily agree with the direction given. Participants also spoke of specific obligations they perceived they had with respect to their role as educators, such as curriculum, training, and industry matters.

As a result of the interview and focus group data, the following employee obligations taken from Hutton's (2000) "Obligations at Work Survey" were included in the survey for this study:

* do my job to the best of my ability
* work more hours than I am contracted to work
* put in a full day's work for a full day's pay
* contribute to my workplace using my own unique expertise
* provide leadership to other employees
* deal honestly with students ("client" was replaced with "student")

* become more skilled at work.

The following employee obligations were added as a result of the feedback from the interviews and focus group data:

* deliver the curriculum as assigned
* follow the mandate of the organization
* follow the policies of the organization
* respond to the changes demanded of me in my position
* deliver skills as demanded by the industry.

As presented in Table 4-15, "Survey Results: Employee Obligations Regarding Effort at Work," with respect to "do my job to the best of my ability," 96.8% of instructors surveyed perceive they made this obligation *very* or *completely*. Survey results indicated that, not only do instructors perceived they made the obligation to do the best they can do, but 65.2% of respondents indicated that they perceived they made the employee obligation "work more hours than I am contracted to work" either *very* or *completely*. In addition to this, as illustrated in Table 4-15, 92.4% of instructors surveyed felt they made the obligation of "put in a full day's work for a full day's pay" either *very* or *completely*. A similar perception was shared by these instructors with respect to the employee obligation of "contribute to my workplace using my own unique expertise," with 87.3% indicating they made the obligation of either *very* or *completely*.

The survey results for the employee obligation of "provide leadership to other employees" indicated that 66.4% of instructors surveyed perceived they made the obligation of leadership to the employer *very* or *completely*. As indicated in Table 4-15, instructors perceived that the employee obligation of "deal honestly with students" was made *very* or *completely*. Survey results reflected that 85.4% of instructors surveyed felt they made the obligation of "become more skilled at work" either *very* or *completely*.

As presented in Table 4-15, 92.4% of instructors surveyed indicated they made

the employee obligation "deliver the curriculum as assigned" either *very* or *completely*. With respect to the two employee obligations of "follow the mandate of the organization" and "follow the policies of the organization," 72.8% and 74.7% of instructors surveyed, respectively, indicated they made these obligations *very* or *completely*. In regard to the employee obligation of "respond to the changes demanded of me in my position," 86.7% of survey respondents indicated they made the obligation either *very* or *completely*. Similarly, 88.6% of instructors surveyed felt they made the obligation of "deliver skills as demanded by the industry" either *very* or *completely*.

Table 4-15

Survey Results: Employee Obligations Regarding Effort at Work

Employee Obligations	Not at All	Slightly	Moderately	Very	Completely	N
Do my job to the best of my ability	--	.6	2.5	51.9	44.9	158
Work more hours than I am contracted to work	5.7	8.2	20.3	28.5	36.7	157
Put in a full day's work for a full day's pay	.6	--	7.0	36.7	55.7	158
Contribute to my workplace using my own unique expertise	--	.6	12.0	50.0	37.3	158
Provide leadership to other employees	1.9	5.7	25.9	41.1	25.3	158
Deal honestly with students	--	--	--	25.9	74.1	158
Become more skilled at work	--	--	13.9	54.4	31.0	158
Deliver the curriculum as assigned	--	.6	3.8	45.6	46.8	153
Follow the mandate of the organization	.6	2.5	22.2	49.4	23.4	155
Follow the policies of the organization	--	3.8	21.5	46.2	28.5	158
Respond to the changes demanded of me in my position	--	1.9	11.4	53.2	33.5	158
Deliver skills as demanded by the industry	--	--	10.8	48.7	39.9	157

(all figures are in percent except N)

The general area of "intention to remain" captured the responses of interview and

focus group session participants as to whether or not they intended to stay with the employer. There were varied responses from instructors as to whether they planned on staying where they were. Many of these instructors expressed a desire to remain for many different reasons. They indicated they had fulfilling careers, that their work kept them here, that there really was nowhere else to teach in the province. Other instructors indicated they had no intention to remain, that they were job hunting, and would be willing to relocate. Others remained to continue to deal with students and to carry on professional duties.

As a result of the feedback from interview and focus group data, the following employee obligation taken from Hutton's (2000) "Obligations at Work Survey" was included in the survey for this study:

* stay with my present employer.

As illustrated in Table 4-16, "Survey Results: Employee Obligations Regarding Intention to Remain," 77.2% of instructors surveyed perceived that they made the employee obligation of "stay with my present employer" *very* or *completely*.

The general area of "loyalty" prompted much feedback and discussion from the interview and focus group participants, since this area is related to the answer given to the question "who do you regard as your employer?" Participants were asked what they would do if they were faced with outside criticism of their employer. Several instructors felt that THEY were the employer and that they were prepared to protect that. Other instructors pointed out that loyalty to the employer was also a result of there being only one college system in the province and that very little competition exists. Most instructors believed that they made the obligation to their employer and would defend their

employer, but in a qualified manner, stating that the defence would be there but would not be a blind loyalty. Instructors indicated that loyalties were also made to industry, students, programs, colleagues, and campuses. Again, there was general agreement that the interests of the employer were seen to be the interests of the students and, in that way, the interest of the student always came first.

As a result of the feedback from the interviews and focus group sessions, the following employee obligations were taken from Hutton's (2000) "Obligations at Work Survey" were included in the survey for this study:

* protect the reputation of my employer
* always be loyal to my employer
* refuse to give outsiders any organizational information
* put the interests of my employer first at work
* refuse to support my employer's competitors.

Table 4-16

Survey Results: Employee Obligations Regarding Intention to Remain

Employee Obligations	Not at All	Slightly	Moderately	Very	Completely	N
Stay with my present employer	10.1	3.8	8.2	43.7	33.5	157

(all figures are in percent except N)

As presented in Table 4-17, "Survey Results: Employee Obligations Regarding Loyalty," 62.7% of the instructors surveyed felt that they made the employee obligation of "protect the reputation of my employer" either *very* or *completely*. The majority of the survey respondents (52.5%) felt that they made the obligation "always be loyal to my employer" either *very* or *completely*. Less than half of the instructors surveyed (43%) indicated that they made the obligation of "refuse to give outsiders any organizational information" either very or *completely*. With respect to the employee obligation of "put the interests of my employer first at work," 41.7% of survey respondents felt they made this

obligation either *very* or *completely*, while 47.5% of those surveyed indicated they made the obligation of "refuse to support my employer's competitors" either *very* or *completely*.

The area of "extra-role/citizenship behaviors" included data gathered on topics such as completing tasks that were outside the job description or volunteering for activities, commonly referred to as "organizational citizenship behaviors." Many instructors perceived that they made a strong obligation to the employer to go beyond what was expected of them at work. Typically, this was something required outside their job. With respect to volunteering, many instructors indicated in the interviews and focus group sessions that they volunteered less than they used to. Several instructors indicated that they performed many extra-role behaviors, including professional activities, but also workplace tasks such as serving on the Occupational Health and Safety Committee.

Table 4-17

Survey Results: Employee Obligations Regarding Loyalty

Employee Obligations	Not at All	Slightly	Moderately	Very	Completely	N
Protect the reputation of my employer	1.3	3.8	32.3	41.8	20.9	158
Always be loyal to my employer	3.8	11.4	32.3	37.3	15.2	158
Refuse to give outsiders any organizational information	10.8	14.6	29.7	27.8	15.2	155
Put the interests of my employer first at work	7.0	16.5	34.2	31.6	10.1	157
Refuse to support my employer's competitors	12.7	12.7	19.0	31.0	16.5	145

(all figures are in percent except N)

As a result of the feedback from the interviews and focus groups, the following employee obligations taken from Hutton's (2000) "Obligations at Work Survey" were included in the survey for this study:

* be willing to go beyond my job description

* volunteer if I see that a volunteer is needed
* do non-required tasks that make the place run more smoothly.

As presented in Table 4-18, "Survey Results: Employee Obligations Regarding Extra-Role/Citizenship Behaviors," with respect to the employee obligation of "be willing to go beyond my job description," 72.1% of instructors surveyed perceived they made this obligation either *very* or *completely* to the employer. Only 36.1% of survey respondents perceived that they made the obligation, "volunteer if I see that a volunteer is needed," either *very* or *completely* to the employer. However, when asked to what extent they made the obligation of "do non-required tasks that make the place run more smoothly," 64.5% felt they made this obligation either *very* or *completely* to their employer.

Table 4-18

Survey Results: Employee Obligations Regarding Extra-Role/Citizenship Behaviors (N=158)

Employee Obligations	Not at All	Slightly	Moderately	Very	Completely
Be willing to go beyond my job description	1.3	3.8	22.8	34.8	37.3
Volunteer if I see a volunteer is needed	3.8	23.4	38.6	25.9	8.2
Do non required tasks that make the place run more smoothly	--	6.3	29.1	46.8	17.7

(all figures are in percent)

The feedback received from participants in the interviews and focus group sessions on the general area of "openness/communication" included comments from instructors who believed that making suggestions at work, in order to improve how things were done, was part of their job and injected creativity into their work, and that this was an obligation they made to their employer and to their students. Several instructors indicated that they were communicative about work-related concerns with their managers; other indicated they were not.

As a result of the feedback from the interviews and focus group sessions, the following employee obligations taken from Hutton's (2000) "Obligations at Work Survey" were included in the survey for this study:

* be open with my supervisor about things affecting work
* make suggestions for improvement.

From the information presented in Table 4-19, "Survey Results: Employee Obligations Regarding Openness/Communication," it is obvious that the majority of instructors surveyed (72.8% and 69.6% respectively) perceived that they made the employee obligations of "be open with my supervisor about things affecting work" and "make suggestions for improvement" either *very* or *completely* to the employer.

Table 4-19

Survey Results: Employee Obligations Regarding Openness/Communication (N=158)

Employee Obligations	Not at All	Slightly	Moderately	Very	Completely
Be open with my supervisor about things affecting work	1.9	5.1	20.3	44.3	28.5
Make suggestions for improvement	.6	4.4	25.3	41.1	28.5

(all figures are in percent)

From the above presentation of findings, it is clear that instructors surveyed have identified some of the obligations made by them to their employer, some that have not been made by them, and some obligations about which there is no real consensus.

The responses of instructors to the employee obligations included in the survey, as presented in Table 4-20, showed that these instructors perceived that they made employee obligations to do their job to the best of their ability, to work more hours than they were contracted to work, to put in a full day's work for a full day's pay, to use their own unique expertise to contribute to their workplace, to provide leadership to other employees, to deal honestly with students, to become more skilled at work, to deliver the

curriculum as assigned, to follow the mandate and policies of the organization, to respond to changes demanded of them in their position, and to deliver skills as demanded by industry. Also, instructors surveyed perceived that they have made the obligations to stay with their present employer, protect the reputation of their employer and always be loyal to their employer, to go beyond their job description and do non-required tasks that make the place run more smoothly, to be open with their supervisor about things affecting work, and to make suggestions for improvement.

It is apparent from the information in Table 4-20 that the majority of instructors perceived they have made 19 obligations (from the 23 obligations listed in the survey) to their employer. Generally speaking, the agreement to the employee obligations was quite strong and included the areas of effort at work, intention to remain, loyalty, extra-role/citizenship behaviour, and openness/communication. From a simple statistical point of view (except for the employee obligation, "Always be loyal to my employer," for which a weak majority of 52.5% was recorded) the frequencies under the response alternatives reflected moderate to strong majorities (ranging from 62.7% to 100.0%). The means fell in the moderate to high range (from 3.60 to 4.74).

The responses of instructors to the employee obligations included in the survey, as presented in Table 4-21, show that there was no consensus with respect to four of the employee obligations, including to refuse to give outsiders any organizational information, put the interests of the employer first at work, refuse to support the employer's competitors, and volunteer if they see that a volunteer is needed.

Table 4-20

Employee Obligations Made

Employee Obligations	M	SD	N[a]	%[a]
Effort at Work				
* Do my job to the best of my ability	4.44	.58	153	96.8
* Work more hours than I am contracted to work	3.80	1.22	103	65.2
* Put in a full day's work for a full day's pay	4.47	.68	146	92.4
* Contribute to my workplace using my own unique expertise	4.24	.68	138	87.3
* Provide leadership to other employees	3.82	.94	105	66.4
* Deal honestly with students	4.74	.44	158	100.0
* Become more skilled at work	4.15	.73	135	85.4
* Deliver the curriculum as assigned	4.30	.98	146	92.4
* Follow the mandate of the organization	3.87	.95	115	72.8
* Follow the policies of the organization	3.99	.81	118	74.7
* Respond to the changes demanded of me in my position	4.18	.70	137	86.7
* Deliver skills as demanded by the industry	4.27	.74	140	88.6
Intention to Remain				
* Stay with my present employer	3.85	1.25	122	77.2
Loyalty				
* Protect the reputation of my employer	3.77	.87	99	62.7
* Always be loyal to my employer	3.49	1.00	83	52.5
Extra-Role/Citizenship Behaviours				
* Be willing to go beyond my job description	4.03	.93	114	72.1
* Do non-required tasks that make the place run more smoothly	3.60	.82	102	64.5
Openness/Communication				
* Be open with my supervisor about things affecting work	3.92	.93	115	72.8
* Make suggestions for improvement	3.92	.88	110	69.6

[a] *very* or *completely* responses

As indicated in Table 4-21, although the means fell within the moderate range (from 3.05 to 3.20), all frequencies under the response alternatives were under 50%.

With respect to employee obligations not made (rating received of "not at all" or "slightly), instructors perceived that there were no employee obligations listed that they did not make to their employer.

Table 4-21

Employee Obligations Reflecting No Consensus

Employee Obligations	M	SD	Not made		Moderately Made		Made	
			N	%	N	%	N	%
Loyalty								
* Refuse to give outsiders any organizational information	3.17	1.27	40	25.4	47	29.7	68	43.0
* Put the interests of my employer first at work	3.01	1.54	37	23.5	54	34.2	66	41.7
* Refuse to support my employer's competitors	3.20	3.20	40	25.4	30	19.0	75	47.5
Extra-Role/Citizenship Behaviours								
* Volunteer if I see that a volunteer is needed	3.11	.98	43	27.2	61	38.6	54	34.1

Summary. Of the twenty-three employee obligations listed in the survey, the majority of instructors agreed that nineteen have been made by them and four of the obligations reflected no consensus. Based on the findings presented in this section, the answer to the question, "What workplace obligations do experienced instructors perceive they have made to their employer?" was that these instructors identified employee obligations, under various general areas, to include:

Effort at Work:
1. Do my job to the best of my ability
2. Work more hours than I am contracted to work
3. Put in a full day's work for a full day's pay
4. Contribute to my workplace using my own unique expertise
5. Provide leadership to other employees
6. Deal honestly with students
7. Become more skilled at work
8. Deliver the curriculum as assigned
9. Follow the mandate of the organization
10 Follow the policies of the organization
11. Respond to the changes demanded of me
12. Deliver skills as demanded by the industry.

Intention to Remain:
13. Stay with my present employer.

Loyalty:
14. Protect the reputation of my employer
15. Always be loyal to my employer.

Extra-Role/Citizenship Behaviours:
16. Be willing to go beyond my job description
17. Do non-required tasks that make the place run more smoothly.

Openness/Communication:
18. Be open with my supervisor about things affecting work
19. Make suggestions for improvement.

It is important to note that the interest of this study included the examination of the idiosyncratic nature of the psychological contracts of these instructors and also an examination of the possible distinct and normative nature of the psychological contracts of this group of employees. Although the majority of instructors indicated agreement or non-agreement on items in the survey, these majorities varied in strength, from low to moderate to high. This draws attention to the value of looking at feedback from the individual sources (interviews and focus groups) and from the group (surveys).

How do Instructors Perceive That the Passage of Time has Influenced Their Workplace Obligations?

Participants in the interviews and focus group sessions were directly asked this question. The information collected from the interviews and focus group sessions was taped, transcribed, and common statements were identified (either verbatim or paraphrased) and placed as items in Part 4 of the survey, "The Passage of Time."

This section presents the statements as identified from the interview and focus group data, followed by the responses of the instructors surveyed to each statement, organized around general themes identified in the data. The general themes identified were:

1. change,
2. work,
3. work relations,
4. home and work,
5. professionalism, and
6. self.

Survey respondents were asked to record a number from 1 to 5 (a Likert scale was provided—1 for *strongly disagree*; 2 for *disagree*; 3 for *neutral*; 4 for *agree*; 5 for *strongly agree*) to indicate the extent to which they agreed the statements reflected the influence the passage of time had on their workplace obligations.

Participants in the interviews and focus group sessions consistently indicated that the passage of time meant change and that change had become a major influence in their work lives. Instructors expected themselves to become more adaptive and admitted this was the expectation of the employer, also. The message seemed clear that if you knew the history of the organization, then you could become more adaptive to the constant change or at least deal with it as best you can. As one instructor put it, "You just make it a part of your day and carry on." Several instructors felt that there was "passive" resistance to change because it was never-ending.

As a result of the feedback from the participants in the interviews and focus groups sessions, the following statements regarding change were included in the "Passage of Time" section of the survey:

* I have become more adaptive to change.
* I resist the amount and pace of change in my job.
* The sheer amount of change influences my employment relationship.
* I expect to face more change in the coming years.

As presented in Table 4-22, "Survey Results: The Passage of Time Regarding Change," 73.5% of instructors surveyed either agreed or strongly agreed with the statement, "I have become more adaptive to change," as time goes by. Of the instructors

surveyed, 54.4% *disagree* or *strongly disagree* that they resisted the amount of pace of change in their jobs, while 54.4% of survey respondents either *agree or strongly agree* with the statement "the sheer amount of change influences my employment relationship." In response to the statement, "I expect to face more change in the coming years," 95.6% of instructors surveyed either *agree* or *strongly* agree.

With respect to the general area of work itself, several participants in the interviews and focus group sessions explained that, as time marched on, they became more efficient in their work, that more work was expected of them within the 200-day academic year, and that working "smarter" is a necessity. Other instructors indicated that, as time went by, they did less "extras" and sometimes found ways to get things done that may not have followed official policy. As one instructor reported, "This means, for me, is that I sidestep it and find ways of doing things I want. I work around it." As the years went by, the aim continued to be to do the best job you could and meet student needs.

Table 4-22

Survey Results: The Passage of Time Regarding Change (N=158)

Passage of Time Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have become more adaptive to change.	3.2	4.4	19.0	53.2	20.3
I resist the amount and pace of change in my job.	9.5	44.9	31.6	10.8	3.2
The sheer amount of change influences my employment relationship.	1.9	13.9	29.7	43.0	11.4
I expect to face more change in the coming years.	--	1.9	2.5	53.2	42.4

(all figures are in percent)

Most instructors in the interviews and focus group sessions indicated that they volunteered less as time went by and did not give their time as readily as they used to, nor did they get as emotionally involved in their work as they did in the past. There was

general agreement that as time went by, they were careful which activities got their attention, that they "picked their battles," and personalized their goals. Some instructors felt that they "worked to rule" as time went by and that they were careful how much they took on at work, particularly with respect to doing extra things, that may not be especially rewarding to them in terms of praise and positive feedback.

As a result of the feedback from the interviews and focus group sessions, the following statements regarding work itself were included in "The Passage of Time" section of the survey:

* I work harder now.
* I spend less time at work because I have become more efficient in my work.
* I know what is important in this organization and work toward those goals.
* I sometimes work around official procedures to get things accomplished in my job.
* I will do the best I can do in my job.
* I feel I am contributing to quality education.
* I am engaged in fewer volunteer activities.
* I have reduced my investments in this organization.
* I have reduced my range of work obligations.

As presented in Table 4-23, "Survey Results: The Passage of Time Regarding Work," the responses of instructors surveyed with regard to the statements fall in the general area of "work." With respect to the statement "I work harder now," 60.1% of the instructors surveyed either *agree* or *strongly agree* that as time goes by they work harder. When asked to respond to the statement, "I spend less time at work because I have become more efficient in my work," more than half of the instructors surveyed (57%) *disagree* or *strongly disagree* that they spent less time at work because they were more efficient at doing the work.

Over half of the instructors surveyed (58.8%) indicated an *agree* or *strongly agree* to the statement, that as time goes by, "I sometimes work around official procedures to

get things accomplished in my job," while 58.9% of the instructors surveyed *agree* or *strongly agree* with "I know what is important in this organization and work toward those goals."

Nearly all instructors surveyed (98.8%) *agree* or *strongly agree* that, as time went by, they continued to do the best in their jobs and that they felt they were contributing to quality education (94.3% indicated this). Further to this, 56.3% of instructors surveyed *agree* or *strongly agree* that, as time went by, they were engaged in fewer volunteer activities. When responding to "I have reduced my investments in this organization," responses were spread across the response alternatives, with 31% recording *disagree* and *strongly disagree*, 31% recording *neutral*, and 29.8% indicating *agree* and *strongly agree*, indicating no consensus. With respect to the statement that, as time went by, "I have reduced my range of work obligations," 45.6% of the instructors surveyed indicated either *disagree* or *strongly disagree*; only 3.2% of the instructors surveyed indicated *strongly agree*.

When asked about the passage of time, participants in the interviews and focus group sessions constantly spoke of the relationships they had at work, both with their coworkers and with the employer. It became clear that there were some real campus-specific differences in perception concerning work relations. Instructors generally agreed that cocooning was increasingly taking place and that colleagues spent a great deal of the workday in their own areas. As an indication of this, social gatherings at work had been less well attended as time went by. Generally, instructors expressed the perception that they did not feel informed as time went by, that they perceived the organization was getting taller, and that there was less communication in such a structure.

Table 4-23

The Passage of Time Regarding Work

Passage of Time Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N
I work harder now.	.6	13.9	25.3	36.7	23.4	158
I spend less time at work because I have become more efficient in my work.	14.6	42.4	19.6	15.8	7.6	158
I know what is important in this organization and work toward those goals.	2.5	15.2	23.4	46.8	12.0	158
I sometimes work around official procedures to get things. accomplished in my job.	1.3	9.5	30.4	48.1	10.8	158
I will do the best I can do in my job.	--	--	1.3	49.4	49.4	158
I feel I am contributing to quality education.	.6	1.3	3.8	39.9	54.4	158
I am engaged in fewer volunteer activities.	7.0	15.8	20.9	41.1	15.2	158
I have reduced my investments in this organization.	6.3	29.7	31.0	24.1	5.7	153
I have reduced my range of work obligations.	10.8	34.8	23.4	27.8	3.2	156

(all figures are in percent except N)

The interview and focus group participants expressed distrust with their employer, expressing a feeling of resignation and "putting up" with what happens, particularly in dealing with the increased pressure from the demand for change. Instructors did not agree about tolerance and intolerance, as some instructors indicated in the sessions that, as time went by, there were things they would not tolerate about their employment relationship that they tolerated before.

Participants consistently expressed the view that the passage of time meant that the academic leadership was not there, particularly as the faculty matured and the organization (and its management) did not. The perception was that the system was now a financial model, not an education model, and that as time went on, institutional attitudes fell into place. As a result of this, instructors indicated that their enthusiasm was waning.

Participants attributed this perception to the "corporate identity" of the organization and the impersonal nature of the relationship with the employer. Most instructors expressed the perception that they felt they were unimportant in the organization, that the corporate image of the organization continued to contribute, as time went by, to a fearful and "unsteady" relationship.

Clearly, instructors expressed that, as time went by, they perceived little obligation to the organization, strong obligations to students and to industry, and increased obligation to self. Instructors indicated that they found themselves taking on a shorter-term perspective to their work relations. They did not perceive that that their work relationship was as reciprocal as it used to be. Participants felt that professionalism in the organization had lessened, that the collective agreement dictated what occured in terms of management, and that "if it isn't in the collective agreement, it isn't there" in the organization. The provincial model of the organization was supported by most instructors participating in the interviews and focus group sessions, but a certain amount of mourning for campus loyalties occurred. There was no doubt among instructors that the change in structure influenced work relations.

As a result of the feedback from the interview and focus group data, the following statements regarding work relations and the passage of time were included in "The Passage of Time" section of the survey:

* I socialize less with colleagues.
* I feel more informed about what is going on in this organization.
* I have resigned myself to whatever course of action is placed in front of me.
* I tolerate things about my employment relationship that I did not tolerate before.
* My employer manages by what is in the collective agreement.
* I am provided with academic leadership by my employer.
* I have become more patient.

* I perceive my employer more impersonally.
* I trust my employer.
* I have lost some of my passion for the organization.
* I feel indispensable in this organization.
* I do not feel as obligated to my employer as I used to feel.
* I receive less support from my employer.
* I feel this is not as reciprocal an employment relationship as it used to be.
* As an employee, I identify with the provincial model of the organization.

As indicated in Table 4-24, "Survey Results: The Passage of Time Regarding Work Relations," the responses of instructors surveyed with regard to the statements fell in the general area of "work relations." With respect to the statement "I socialize less with colleagues," 55.7% of instructors surveyed indicated either *agree* or *strongly agree*. In regard to whether instructors felt more informed about what went on in the organization, 59.5% of the respondents either *disagree* or *strongly disagree* that they were more informed.

The statement, "I have resigned myself to whatever course of action is placed in front of me," did not reflect any real consensus among the instructors, although 40.5% indicated *disagree* or *strongly disagree* with the statement. In the same manner, there was no clear consensus in the instructors' response to the statement, "I tolerate things about my employment relationship that I did not tolerate before," with 41.7% indicating either *agree* or *strongly agree*.

Survey respondents agreed with the statement, "my employer manages by what is in the collective agreement," with 56.3% of instructors recording *agree* or *strongly agree*. In response to the statement, "I am provided with academic leadership by my employer," 55.7% of respondents indicated either *disagree* or *strongly disagree* with the statement.

Table 4-24

Survey results: The Passage of Time Regarding Work Relations

Passage of Time Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N
I socialize less with colleagues.	2.5	19.0	22.8	38.0	17.7	158
I feel more informed about what is going on in this organization.	14.6	44.9	27.2	12.7	.6	158
I have resigned myself to whatever course of action is placed in front of me.	10.1	30.4	24.7	27.8	7.0	158
I tolerate things about my employment relationship that I did not tolerate before.	2.5	28.5	26.6	33.9	8.2	157
My employer manages by what is in the collective agreement.	3.8	12.7	27.2	52.5	3.8	158
I am provided with academic leadership by my employer.	20.9	34.8	29.1	13.9	1.3	158
I have become more patient.	1.9	17.1	24.7	43.0	13.3	158
I perceive my employer more impersonally.	2.5	10.1	20.9	44.3	22.2	158
I trust my employer.	20.3	29.1	34.8	13.9	1.9	158
I have lost some of my passion for the organization.	3.8	12.0	18.4	49.4	16.5	158
I feel indispensable in this organization.	29.7	52.5	14.6	2.5	.6	158
I do not feel as obligated to my employer as I used to feel.	5.1	24.7	20.9	31.0	18.4	158
I receive less support from my employer.	3.8	14.6	32.9	32.9	15.8	158
I feel this is not as reciprocal an employment relationship as it used to be.	.6	7.6	36.1	38.0	17.7	158
As an employee, I identify with the provincial model of the organization.	8.2	17.1	36.7	30.4	7.0	157

(all figures are in percent except N)

As indicated in Table 4-24, 56.3% of instructors surveyed *agree* or *strongly agree* that the statement, "I have become more patient," reflects the influence the passage of time has had on workplace obligations. Over two-thirds of instructors surveyed (66.5%) *agree* or *strongly agree* with "I perceive my employer more impersonally" as time goes

by. With respect to the statement, "I trust my employer," nearly half of the instructors surveyed (49.4%) *disagree* or *strongly disagree*.

In response to the statement, "I have lost some of my passion for the organization," 65.9% indicated agreement to the statement. With 82.2% of instructors surveyed *disagree* or *strongly disagree* with the statement, "I feel indispensable in this organization," it was clear that instructors perceived that this statement reflected the influence the passage of time had on workplace obligations. Nearly half of the instructors surveyed (49.4%) *agree* or *strongly agree* with the statement, "I do not feel as obligated to my employer as I used to." Similarly, 48.7% of the survey respondents *agree* or *strongly agree* with the statement, "I receive less support from my employer." Over half of these instructors (55.7%) *agree* or *strongly agree* that "I feel this is not as reciprocal an employment relationship as it used to be." The statement, "as an employee, I identify with the provincial model of the organization," was not responded to in any consensual way, with 25.3% responding with *disagree or strongly disagree*, 36.7% responding with *neutral*, and 37.4% indicating *agree* or *strongly agree* with that the statement was generally reflective of the influence of the passage of time on workplace obligations.

The topic of home and work and the balance of the two came up frequently in the interviews and focus group sessions, in reference to the passage of time. Priorities and how they change was a constant theme in the data from the interviews and focus group sessions. Feedback concerning aging and family demands reflected that participants agreed that priorities with respect to work change over time. Although one instructor indicated that work became a higher priority as time went by, most instructors agreed that work was not the priority that it used to be, for different reasons, depending on the

individual. It became clear that some instructors spent less time at work because of family influences, while others spent more at work since they were at a certain point in their lives and did not have the family pressures to deal with.

As a result of the feedback from the interview and focus group data, the following statements regarding the balance of home and work and the passage of time were included in "The Passage of Time" section of the survey:

* I have changed my priorities with respect to work and home.
* The activities of my family influence my employment relationship.
* I separate work from home more distinctly now.

As indicated in Table 4-25, "Survey Results: The Passage of Time Regarding Home and Work," the responses of instructors to the statement, "I have changed my priorities with respect to work and home," 70.9% of instructors surveyed *agree* or *strongly agree*. Only 8.9% of respondents *disagree* or *strongly disagree* that the statement reflected the influence the passage of time had on workplace obligations. Instructors' responses to the statement, "the activities of my family influence my employment relationship," were not as clear-cut as the previous response, with only 44.3% of instructors surveyed indicating *agree* or *strongly agree*. In response to the statement, "I separate work from home more distinctly now," 57% of respondents *agree* or *strongly agree*, indicating that the statement reflected the influence of the passage of time on workplace obligations.

Instructors consistently, and subtly, spoke of professionalism in the interviews and focus group sessions. Interestingly enough, the topic of professionalism was always discussed with concepts such as trust, compliance, and management from the top down. There seemed to be general agreement that professionalism was not as prevalent as it

used to be in the organization, with instructors feeling that they were professionally out of touch with their colleagues. These instructors attributed this to their perception of the more corporate-minded employer, the high workload of colleagues, and the lack of communication within the organization.

Table 4-25

Survey Results: The Passage of Time Regarding Home and Work (N=158)

Passage of Time Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have changed my priorities with respect to work and home.	1.9	7.0	20.3	46.8	24.1
The activities of my family influence my employment relationship.	7.6	17.7	30.4	31.6	12.7
I separate work from home more distinctly now.	3.2	19.6	20.3	43.7	13.3

(all figures are in percent)

As a result of the feedback from the interviews and focus group sessions, the following statements regarding professionalism and the passage of time were included in "The Passage of Time" section of the survey:

* I feel that professionalism has lessened in this organization.
* I feel more professionally out of touch with my colleagues at work.

As presented in Table 4-26, "Survey Results: The Passage of Time Regarding Professionalism," the responses of the instructors surveyed to the listed statements included in the survey are given. In response to the statement, "I feel that professionalism has lessened in this organization," nearly half of the instructors surveyed (46.9%) *agree* or *strongly agree* with this statement, indicating that they felt the statement reflected the influence the passage of time had on workplace obligations. With respect to the statement, "I feel more professionally out of touch with my colleagues at work," nearly half of the instructors (49.4%) *disagree* or *strongly disagree* with the

statement.

Table 4-26

Survey Results: The Passage of Time Regarding Professionalism (N=158)

Passage of Time Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel that professionalism has lessened in this organization.	4.4	21.5	27.2	30.4	16.5
I feel more professionally out of touch with my colleagues at work.	9.5	39.9	31.6	15.2	3.8

(all figures are in percent)

A recurring theme found in the data from the interviews and focus group sessions was the topic of self and "looking after oneself." Instructors spoke about personalizing their goals as time went by, that their interest in the long-term goals of the organization lessened with time, and that work was not their identity as it might have been in the past. Concerns about health and related issues received higher priority as time went by. This was a perception shared by all participants, particularly since participants in the interviews and focus group sessions indicated that the lack of substitutes or backfill instructors meant that being ill and still coming to work was a common occurrence. The belief that there were expectations of the employer taking responsibility for instructors and their families was obvious in feedback from participants. Instructors indicated, too, that they were more concerned about themselves than they had been earlier in their careers and in their years of employment in the organization. The participants in the interviews and focus group sessions talked about empowerment and how they were putting themselves at the center of work more often than before. As a result, instructors were looking externally for motivation, with many of them citing examples of outside interests that generally proved to be positive and rewarding. Several instructors described their intentions to either initiate, continue, and/or increase their pursuit of outside

interests, and that, generally, this was a result of the passage of time.

As a result of the feedback from the interviews and focus group sessions, the following statements regarding self and the passage of time were included in "The Passage of Time" section of the survey:

* I have become more concerned about me in this organization.
* Health issues have a higher priority in my employment relationship.
* I often come to work when I am not feeling well.
* My employer owes some responsibility toward me and my family as a result of my years of service.
* I am taking more responsibility for myself at work than before.
* I look to outside interests to keep myself motivated.

The responses of instructors to the statements listed above are presented in Table 4-27, "Survey Results: The Passage of Time Regarding Self." As indicated in the table, there was no consensus with respect to the statement, "I have become more concerned about me in this organization," with 31% of instructors surveyed indicating *disagree* or *strongly disagree,*, 29.1% *neutral*, and 39.9% indicating *agree* or *strongly agree* with the statement. With respect to the statement, "health issues have a higher priority in my employment relationship," 60.8% of respondents *agree* or *strongly agree* that this statement reflected the influence the passage of time had on workplace obligations. Similarly, with the statement, "I often come to work when I am not feeling well" that is also concerned with health, 84.1% of instructors surveyed *agree* or *strongly agree* with the statement. Nearly half of the instructors surveyed (48.7%) *agree* or *strongly agree* that "my employer owes some responsibility toward me and my family as a result of my years of service." In response to "I am taking more responsibility for myself at work than before," 55.7% of instructors surveyed *agree* or *strongly agree* that this statement reflected the influence the passage of time had on workplace obligations. Also, over half of respondents (55.7%) *agree* or *strongly agree* that "I look to outside

interests to keep myself motivated" reflected how the passage of time influenced work obligations.

Table 4-27

Survey Results: The Passage of Time Regarding Self

Passage of Time Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N
I have become more concerned about me in this organization.	3.8	27.2	29.1	32.9	7.0	158
Health issues have a higher priority in my employment relationship.	4.4	15.2	19.6	42.4	18.4	158
I often come to work when I am not feeling well.	1.9	6.3	7.6	58.2	25.9	158
My employer owes some responsibility toward me and my family as a result of my years of service.	5.1	13.3	32.3	39.2	9.5	157
I am taking more responsibility for myself at work than before.	.6	10.8	32.3	46.8	8.9	157
I look to outside interests to keep myself motivated.	3.8	12.7	27.8	37.3	18.4	158

(all figures are in percent except N)

From the above presentation of findings, it is clear that the instructors surveyed identified some of the statements that reflected the influence the passage of time had on workplace obligations, some that did not reflect the influence the passage of time had on workplace obligations, and some that were neutral or for which there was no real consensus. The stipulations made in the employer and employee obligations sections were made here also, with the modification that the majorities or non-consensus responses to the items referred to the degree of influence instructors perceived the passage of time on workplace obligations.

The responses of instructors to the passage of time statements included in the survey, as presented in Table 4-28, showed that the majority of instructors agreed that twenty-one statements reflected the influence the passage of time had on workplace

obligations. In the general area of "change," instructors perceived that the statements that indicated that they had become more adaptive to change, the sheer amount of change influenced their employment relationship, and they expected to face more change in the coming years reflected the influence of the passage of time on workplace obligations.

Table 4-28

Passage of Time Statements Reflecting Influence on Workplace Obligations

Passage of Time Statements	M	SD	N[a]	%[a]
Change				
* I have become more adaptive to change.	3.83	.91	116	73.5
* The sheer amount of change influences my employment relationship.	3.48	.94	86	54.4
* I expect to face more change in the coming years.	4.36	.63	151	95.6
Work				
* I work harder now.	3.68	1.00	95	60.1
* I sometimes work around official procedures to get things accomplished in my job.	3.51	.98	93	58.8
* I know what is important in this organization and work toward those goals.	3.58	.85	93	58.9
* I will do the best I can do in my job.	4.48	.53	156	98.8
* I feel I am contributing to quality education.	4.46	.69	149	94.3
* I am engaged in fewer volunteer activities.	3.42	1.14	89	56.3
Passage of Time Statements	M	SD	N[a]	%[a]
Work Relations				
* I socialize less with colleagues.	3.49	1.07	88	55.7
* My employer manages by what is in the collective agreement.	3.40	.90	89	56.3
* I have become more patient.	3.49	.99	89	56.3
* I perceive my employer more impersonally.	3.73	1.00	105	66.5
* I have lost some of my passion for the organization.	3.63	1.02	104	65.9
* I feel this is not as reciprocal an employment relationship as it used to be.	3.65	.88	88	55.7
Home and Work				
* I have changed my priorities with respect to work and home.	3.84	.93	112	70.9
* I separate work from home more distinctly now.	3.44	1.05	90	57.0
Self				
* Health issues have a higher priority in my employment relationship	3.55	1.09	96	60.8
* I often come to work when I am not feeling well.	4.00	.87	133	84.1
* I am taking more responsibility for myself at work than before.	3.51	.87	88	55.7
* I look to outside interests to keep myself motivated.	3.54	1.05	88	55.7

[a] "agree" and "strongly agree" responses

With respect to the general area of "work," the instructors perceived that the

statements that indicate they work harder now, that they sometimes work around official procedures to get things done, that they know what is important in the organization and work toward these goals, that they will do the best they can do in their jobs, that they are contributing to quality education, and that they are engaged in fewer volunteer activities reflected the influence the passage of time on workplace obligations.

In responses to the general area of "work relations," the instructors perceived that the statements that indicate that they socialize less with colleagues, that the employer manages by the collective agreement, that they have become more patient, that they perceive their employer more impersonally, that they have lost some of their passion for the organization, and that they feel this is not as reciprocal an employment relationship as it used to be reflected the influence of the passage of time on workplace obligations.

In the general area of "home and work," the instructors perceived that the statements that indicate that they have changed their priorities with respect to work and home and that they separate work from home more distinctly now reflected the influence the passage of time on workplace obligations.

With respect to the general area of "self," the instructors perceived that the statements that health issues have a higher priority in their employment relationship, that they often come to work when they are not feeling well, that they are taking more responsibility for themselves at work than before, and that they look to outside interests to keep themselves motivated reflected the influence of the passage of time on workplace obligations.

It is apparent from the information in Table 4-28 that the frequencies under each of the response alternatives reflected weak to moderate majorities (ranging from 55.7% to

73.5%), except for five statements which reflected strong majorities, including "I expect to face more change in the coming years," "I will do the best I can do in my job," "I feel I am contributing to a quality education," and "I often come to work when I am not feeling well." which range from 84.1% to 98.8%. The means were moderate to high, ranging from 3.40 to 3.84.

The responses of instructors to the passage of time statements included in the survey, as presented in Table 4-29, showed that instructors agreed that the following statements did not reflect the influence of the passage of time had on workplace obligations: that they resist the amount and pace of change in their jobs, that they spend less time at work because they have become more efficient in their work, that they feel more informed about what is going on in the organization, that they are provided with academic leadership by their employer, and that they feel indispensable in the organization do not reflect the influence that the passage of time has had on workplace obligations.

Table 4-29

Passage of Time Statements Not Reflecting Influence on Workplace Obligations

Passage of Time Statements	M	SD	N[a]	%[a]
Change				
* I resist the amount and pace of change in my job.	2.53	.92	86	54.4
Work				
* I spend less time at work because I have become more efficient in my work.	2.60	1.15	90	57.0
Work Relations				
* I feel more informed about what is going on in this organization.	2.40	.91	94	59.5
* I am provided with academic leadership by my employer.	2.40	1.01	88	55.7
* I feel indispensable in this organization.	1.92	.77	130	82.2

[a] "disagree" and "strongly disagree" responses

With the exception of "I feel indispensable in this organization," which reflected a high majority of 82.2% and a low mean of 1.92, frequencies under each response

alternative reflected weak majorities (ranging from 54.5% to 59.5%) and means ranging from 2.40 to 2.60.

The responses of instructors to the passage of time statements included in the survey, as presented in Table 4-30, showed that there was no consensus with respect to thirteen of the thirty-nine passage of time statements. These included the statements that they perceived that they have reduced their investments and range of work obligations in this organization, that, with respect to "work relations," they have resigned themselves to whatever course of action is placed in front of them, that they tolerate things about their employment relationship that they never tolerated before, that they trust their employer, that they do not feel as obligated to their employer as they used to, that they receive less support from their employer, and that, as an employee, they identify with the provincial model of the organization.

With respect to home and work, the instructors surveyed indicated no consensus whether or not the statement that the activities of their family influence their employment relationship reflected the influence of the passage of time on workplace obligations. No consensus was indicated in the instructors' response to the statements that they feel more professionally out of touch with colleagues and that they have become more concerned about themselves in this organization.

As indicated in Table 4-30, instructors reflected that, for one-third of the 39 passage of time statements listed, there was no consensus that these statements reflected the influence that the passage of time had on workplace obligations.

Table 4-30

Passage of Time Statements Reflecting No Consensus Regarding Influence On Workplace Obligations

Passage of Time Statements	M	SD	Strongly Disagree/ Disagree		Neutral		Strongly Agree/ Agree	
			N	%	N	%	N	%
Work								
* I have reduced my investments in this organization.	2.84	1.13	57	36.0	49	31.1	47	29.8
* I have reduced my range of work obligations.	2.78	1.07	72	45.6	37	23.4	49	31.0
Work Relations								
* I have resigned myself to whatever course of action is placed in front of me.	2.91	1.13	64	40.5	39	24.7	55	34.8
* I tolerate things about my employment relationship that I did not tolerate before.	3.13	1.05	49	31.0	42	26.6	66	41.7
* I trust my employer.	2.48	1.03	78	49.4	55	34.8	25	15.8
* I do not feel as obligated to my employer as I used to.	3.33	1.15	47	29.8	33	20.9	78	49.4
* I receive less support from my employer.	3.42	1.04	29	18.4	52	32.9	77	48.7
* As an employee, I identify with the provincial model of the organization.	3.09	1.07	40	25.3	58	36.7	59	37.4
Home and Work								
* The activities of my family influence my employment relationship.	3.24	1.12	40	25.3	48	30.4	70	44.3
Professionalism								
* I feel that professionalism has lessened in this organization.	2.64	.98	41	25.9	43	27.2	74	46.9
* I feel more professionally out of touch with my colleagues at work.	3.33	1.12	78	49.4	50	31.6	30	19.0
Self								
* I have become more concerned about me in this organization.	3.12	1.01	49	31.0	46	29.1	63	39.9
* My employer owes some responsibility toward me and my family as a result of my years of service.	3.33	1.03	29	18.4	51	32.3	77	48.7

Summary. Of the thirty-nine passage of time statements, the majority of instructors agreed that twenty-one statements reflected the influence of the passage of

time on workplace obligations, five did not, and no consensus was reached on thirteen of the statements. Based on the findings presented in this section, the answer to the question, "How do experienced instructors perceive that the passage of time has influenced their workplace obligations?" was that these instructors identified statements which reflected the influence that passage of time had on obligations, under various general areas, including:

Change:
1. I have become more adaptive to change.
2. The sheer amount of change influences my employment relationship.
3. I expect to face more change in the coming years.

Work:
4. I work harder now.
5. I sometimes work around official procedures to get things accomplished in my job.
6. I know what is important in this organization and work toward those goals.
7. I will do the best I can do in my job.
8. I feel I am contributing to quality education.
9. I am engaged in fewer volunteer activities.

Work Relations:
10. I socialize less with colleagues.
11. My employer manages by what is in the collective agreement.
12. I have become more patient.
13. I perceive my employer more impersonally.
14. I have lost some of my passion for the organization.
15. I feel this is not as reciprocal an employment relationship as it used to be.

Home and Work:
16. I have changed my priorities with respect to work and home.
17. I separate work from home more distinctly now.

Self:
18. Health issues have a higher priority in my employment relationship.
19. I often come to work when I am not feeling well.

20. I am taking more responsibility for myself at work than before.
21. I look to outside interests to keep myself motivated.

Again, it is important to note that the interest of this study included the

examination of the idiosyncratic nature of the psychological contracts of these instructors and also an examination of the possible distinct and normative nature of the psychological contracts of this group of employees. Although the majority of instructors indicated agreement or non-agreement on items in the survey, these majorities varied in strength, from low to moderate to high. This draws attention to the value of looking at feedback from the individual sources (interviews and focus groups) and from the group (surveys).

How do Experienced Instructors Perceive That Contextual Organization-Specific Events Have Influenced Their Workplace Obligations?

Participants in the interviews and focus group sessions were directly asked this question. The information collected from these forums was taped, transcribed, and common factors or events were identified (either verbatim or paraphrased) and placed as items in Part 5 of the survey, "Context: Organization-Specific Events." The contextual events as they were identified from the interview and focus group data are presented in this section, followed by the responses of the instructors surveyed to each event listed, organized around general themes identified in the data. The general themes identified were:

1. strategy,
2. change,
3. human resource management practices,
4. labor relations, and
5. curriculum.

Survey respondents were asked to record a number from 1 to 5 (a Likert scale was provided—1 for *not at all*; 2 for *slightly*; 3 for *neutral*; 4 for *moderately*; 5 for *strongly*)

to indicate the extent to which they perceived that the organization-specific factors influenced their workplace obligations.

Participants in the interviews and focus group sessions consistently spoke of the strategy of the employer and, in doing so, they regarded the business and provincial model as a large part of the current strategy. However, other instructors described how there had been many different strategies employed over the years in the organization and that the continual change of strategy had influenced workplace obligations. Instructors spoke of the "corporate identity" the organization had taken on, moving from a system that was campus- and geographically-based to a system that now was provincially-based. The consensus in the interviews and focus group sessions was that strategy as a contextual factor had a profound influence on workplace obligations. As one instructor said, "There is a difference in the obligations your employer makes to you in a decentralized and a centralized organization. There has to be." For some instructors, the move from a community college system to a campus identity to a provincial identity strongly influenced their workplace obligations.

As a result of the feedback from the interviews and focus group sessions, the following contextual organization-specific events with respect to strategy were included in the survey for this study:

* strategy of the employer
* corporate identity.

As shown in Table 4-31, "Survey Results: Contextual Organization-Specific Events Regarding Strategy," in responding to the event, "strategy of the employer," 56.4% of the instructors surveyed perceived that strategy influenced workplace obligations either *moderately* or *strongly*. There was no real consensus in the responses of

the instructors with respect to "corporate identity," with 31.7% recording *not at all* or *slightly*, 30.4% *neutral*, and 37.4% *moderately* or *strongly* influencing on workplace obligations.

Table 4-31

Survey Results: Contextual Organization-Specific Events Regarding Strategy

Contextual Organization-Specific Events	Not at All	Slightly	Neutral	Moderately	Strongly	N
Strategy of the employer	6.3	17.7	19.0	34.2	22.2	157
Corporate identity	16.5	15.2	30.4	20.9	16.5	157

(all figures are in percent except N)

Change, as a recurring theme throughout the data, was a common one in the contextual organization-specific events which participants in the interviews and focus group sessions spoke about. Participants were unanimous about perceiving that this factor was an influential one, with discussion centering around intervention activities, consultation, and changes in facilities. Primarily as a result of the change in the structure of the college system, instructors felt that, since principals were replaced with campus directors, the result was a lack of academic leadership in the system and on the campuses. As experienced instructors in the system, participants felt that the frequency of the change in managers and the cyclical nature of structural change were influential organizational events which influenced workplace obligations. The changes in the structure of the organization was perceived to be a powerful influence, with topics such as the provincial model, the virtual campus, and the divisional structure arising in the feedback.

Participants in the interviews and focus group sessions indicated that the "march of change" was unending, not only in the curriculum area, but that the demands that technology placed on instructors in the organization was perceived to be a strong

contextual factor by participants. The consequential changes in the administration and organization of the college system itself was an apparent and widespread influence on the workplace obligations.

As a result of the feedback from the interviews and focus group sessions, the following contextual organization-specific events with respect to change were included in the survey for this study:

* management of change (initiation, communication, etc.)
* technology demands
* frequency of change of managers (principals, deans, etc.)
* structural changes
* ongoing demand for change
* cyclical nature of organizational change.

The survey results are presented in Table 4-32, "Survey Results: Contextual Organization-Specific Events Regarding Change." In response to the event, "management of change," 65.1% of instructors surveyed indicated that this event either *moderately* or *strongly* influenced their workplace obligations. The survey data reflected the influence changing technology had on workplace obligations, with 68.3% of instructors surveyed responding to the event "technology demands" as either *moderately* or *strongly* influencing workplace obligations. As indicated in the data in Table 4-32, 62.7% of the instructors surveyed perceived that the "frequency of change of managers" *moderately* or *strongly* influenced workplace obligations. Likewise, over half of survey respondents (55.1%) indicated that "structural changes" influenced workplace obligations. Of the instructors surveyed, 68.3% felt that the contextual event, "ongoing demand for change," either *moderately* or *strongly* influenced the workplace obligations, while over half of the respondents (52.5%) perceived that the "cyclical nature of organizational change" *moderately* or *strongly* influenced workplace obligations.

Table 4-32

Survey Results: Contextual Organization-Specific Events Regarding Change

Contextual Organization-Specific Events	Not at All	Slightly	Neutral	Moderately	Strongly	N
Management of change (initiation, communication, etc.)	4.4	15.8	14.6	39.2	25.9	158
Technology demands	6.3	6.3	19.0	41.1	27.2	158
Frequency of change of managers (principals, deans, etc.)	7.0	13.9	16.5	34.2	28.5	158
Structural changes	7.0	18.4	19.0	38.0	17.1	157
Ongoing demand for change	4.4	10.1	17.1	44.9	23.4	158
Cyclical nature of organizational change	4.4	16.5	26.6	32.9	19.6	158

(all figures are in percent except N)

Participants in the interviews and focus group sessions identified several human resource management practices which influenced their workplace obligations, including hiring practices, termination and layoff procedures, hours of work, the influence of the centralization of the management structure, and the management information system used by the employer. Instructors spoke of the provincial model, the changes in structure that the system went through, and the flow of communication through the hierarchical levels. The participants in the interviews and focus group sessions unanimously agreed that the centralization of management influenced the employment relationship through the more bureaucratic decision-making that occurred and the more impersonal communication that took place with managers.

As a result of the feedback from the interviews and focus group sessions, the following contextual organizational-specific events with respect to human resource management practices were included in the survey for this study:

* hiring practices
* pay and benefit levels

* hours of work
* centralization of the management of the organization
* increased number of managers
* management information system.

As presented in Table 4-33, "Survey Results: Contextual Organization-Specific Events Regarding Human Resource Management Practices," the responses of the instructors surveyed with respect to "hiring practices," as an organization-specific event showed that there was no consensus among instructors surveyed, with 29.8% recording either *not at all* or *slightly*, 33.5% rating *neutral*, and 36.7% showing either *moderately* or *strongly* influencing on workplace obligations.

In responding to "pay and benefit levels," 43.7% of the instructors surveyed indicated this event *moderately* or *strongly* influenced workplace obligations. This illustrated some agreement that pay and benefits did have an influence on workplace obligations, but not in any definitive way. As shown in Table 4-33, 63.3% of the respondents perceived that "hours of work" either *moderately* or *strongly* influenced workplace obligations.

Table 4-33

Survey Results: Contextual Organization-Specific Events regarding Human Resource Management Practices

Contextual Organization-Specific Events	Not at All	Slightly	Neutral	Moderately	Strongly	N
Hiring practices	13.3	16.5	33.5	25.3	11.4	158
Pay and benefit levels	13.3	12.0	31.0	30.4	13.3	158
Hours of work	7.0	12.7	16.5	29.1	34.2	157
Centralization of the management of the organization	8.9	14.6	16.5	29.7	29.7	157
Increased number of managers	17.7	13.3	27.2	18.4	22.8	157
Management information system.	17.7	11.4	35.4	22.2	8.9	158

(all figures are in percent except N)

"Centralization of the management of the organization," was perceived by 59.4% of the instructors surveyed as either *moderately* or *strongly* influencing workplace obligations. When responding to "increased number of managers" as an organization-specific event, 42.2% perceived that it either *moderately* or *strongly* influenced workplace obligations. There was no clear consensus in the survey respondents ratings of "management information system," with 29.1% recording *not at all* or *slightly*, 35.4% indicating *neutral*, and 31.1% rating *moderately* or *slightly*.

Participants in the interviews and focus group sessions spoke frequently of the unionized nature of the workplace. The labor history of the college system, including strikes and layoffs, led all participants in the interviews and focus group sessions to identify this factor as an influential one. The collective agreement, in particular, was mentioned many times in the discussions, with some instructors perceiving that the workplace was more and more regulated as time went by. There seemed to be no doubt that labor relations was a strong influence on workplace obligations.

As a result of the feedback from the interviews and focus group sessions, the following contextual organization-specific events regarding labor relations were included in the survey for this study:

* labor unrest
* the collective agreement.

As shown in Table 4-34, "Survey Results: Contextual Organization-Specific Events Regarding Labor Relations," the survey data reflected no consensus on this factor as to its influence, with 36.7% of the instructors surveyed reporting *not at all* or *slightly* influential, 38.6% of respondents responded *neutral*, and 24.7% agreed that "labor unrest" was *moderately* or *strongly* influential. In response to "the collective agreement,"

53.2% of the instructors surveyed perceived that this factor either *moderately* or *strongly* an influence on workplace obligations.

Table 4-34

Survey Results: Contextual Organization-Specific Events Regarding Labour Relations (N=158)

Contextual Organization-Specific Events	Not at All	Slightly	Neutral	Moderately	Strongly
Labour unrest	20.9	15.8	38.6	18.4	6.3
The collective agreement	6.3	10.8	29.7	34.8	18.4

(all figures are in percent)

Curriculum was a recurring topic in the interviews and focus group sessions, particularly in two areas: the change in the delivery mode of curriculum and the sharing of curriculum to agencies outside the organization. The feedback from the participants included topics such as competency-based education, extension delivery, and the effect these had on their employment relationships. Although not all instructors seemed aware of this, some instructors were dismayed that curriculum would be allowed to be delivered by other agencies and felt that this had a strong influence on workplace obligations.

As a result of the feedback from the interviews and focus group sessions, the following contextual organization-specific events regarding curriculum were included in the survey for this study:

* change in the delivery mode of curriculum
* transfer of curriculum outside the organization.

As indicated in the data in Table 4-35, "Survey Results: Contextual Organization-Specific Events Regarding Curriculum," 41.8% of the instructors surveyed perceived that the event of "change in the delivery mode of curriculum either *moderately* or *strongly* influenced workplace obligations. With respect to "transfer of curriculum outside the organization," 41.1% of the instructors surveyed recorded *neutral* as to the influence this factor had on workplace obligations.

Table 4-35

Survey Results: Contextual Organization-Specific Events Regarding Curriculum

Contextual Organization-Specific Events	Not at All	Slightly	Neutral	Moderately	Strongly	N
Change in the delivery mode of curriculum	15.2	13.3	29.1	22.8	19.0	157
Transfer of curriculum outside the organization	22.2	13.3	41.1	12.7	7.6	153

(all figures are in percent except N)

From the above presentation of findings, it was clear that instructors surveyed identified some of the contextual organization-specific events and factors that influenced the workplace obligations, some that did not influence the workplace obligations, and some that were neutral or for which there was no real consensus. The following stipulations were made:

1. When 50% or more instructors (reflecting a weak, moderate, or strong majority) indicated a *moderately* or *strongly* response alternative for a specific event or factor, then that contextual organization-specific event or factor was considered to influence the workplace obligations.
2. When 50% or more instructors (reflecting a weak, moderate, or strong majority) indicated a *not at all* or *slightly* response alternative for a specific event or factor, then that contextual organization-specific event or factor was considered not to influence the workplace obligations.
3. When the ratings were spread over the five response alternatives, then there was considered to be no consensus as to whether or not specific contextual organization-specific events or factors influenced the workplace obligations.

The responses of instructors to the contextual organization-specific events or factors included in the survey, as presented in Table 4-36, showed that the majority of

instructors perceived that ten of the events listed in the survey influenced workplace obligations. These events or factors included the strategy of the employer, management of change, technology demands, the frequency of change of managers, structural changes, ongoing demand for change, the cyclical nature of organizational change, hours of work, centralization of management of the organization, and the collective agreement. In the areas of strategy, change, human resource management practices, and labour relations reflected the influence the passage of time had on workplace obligations.

The frequencies under each response alternative ranged from 52.5% to 68.3%, reflecting a weak to moderate majority. The means were in the moderate to high range, from 3.38 to 3.77.

Instructors rated none of the contextual organization-specific events with a *not at all* or *slightly* response alternative.

Table 4-36

Contextual Organization-Specific Events That Influence Workplace Obligations

Contextual Organization-Specific Events	M	SD	N[a]	%[a]
Strategy				
* Strategy of the employer	3.46	1.23	89	56.4
Change				
* Management of change (initiation, communication, etc.)	3.67	1.15	103	65.1
* Technology demands	3.77	1.11	108	68.3
* Frequency of change of managers	3.63	1.23	99	62.7
* Structural changes	3.38	1.20	87	55.1
* Ongoing demand for change	3.73	1.07	108	68.3
* Cyclical nature of organizational change	3.47	1.12	83	52.5
Human Resource Management Practices				
* Hours of work	3.69	1.29	100	63.3
* Centralization of management of the organization	3.55	1.32	94	59.4
Labor Relations				
* The collective agreement	3.48	1.10	84	53.2

[a] "moderately" and "strongly" responses

The responses of instructors, as presented in Table 4-37, showed that there was no consensus with respect to eight of the events listed.

Table 4-37

Contextual Organization-Specific Events Reflecting No Consensus Regarding Influence On Workplace Obligations

Contextual Organization-Specific Events	M	SD	Not at all/ Slightly		Neutral		Moderately/ Strongly	
			N	%	N	%	N	%
Strategy								
* Corporate Identity	3.04	1.32	50	31.7	48	30.4	59	37.4
Human Resource Management Practices								
* Hiring practices	3.05	1.19	57	29.8	53	33.5	58	36.7
* Pay and benefit levels	3.18	1.21	40	25.3	49	31.0	69	43.7
* Increased number of managers	3.13	1.41	49	31.0	43	27.2	65	46.0
* Management information system	2.80	1.33	56	29.1	49	35.4	49	31.1
Labour Relations								
* Labour unrest	2.73	1.17	58	36.7	61	38.6	39	24.7
Curriculum								
* Change in the delivery mode of curriculum	3.15	1.33	45	28.5	46	29.1	66	41.8
* Transfer of curriculum outside the organization	2.61	1.26	56	35.5	65	41.1	32	20.3

These events included the corporate identity, hiring practices, pay and benefit levels, increased number of managers, the management information system, labour unrest, change in the delivery mode of curriculum, and the transfer of curriculum outside the organization, in the areas of strategy, human resource management practices, labour relations, and curriculum. Although the means were in the moderate range (from 2.61 to 3.18), all frequencies under each response alternative were below 50%.

Summary. Of the eighteen organization-specific events listed in the survey, the majority of instructors agreed that ten influenced workplace obligations and eight reflected no consensus. Based on the findings presented in this section, the answer to the question, "How do experienced instructors perceive that contextual organization-specific factors or events have influenced their workplace obligations," was that these instructors

identified ten events, under various general areas, including:

Strategy:
1. Strategy of the employer.

Change:
2. Management of change
3. Technology demands
4. Frequency of change of managers
5. Structural changes
6. Ongoing demand for change
7. Cyclical nature of organizational change.

Human Resource Management Practices:
8. Hours of work
9. Centralization of management of the organization.

Labour Relations:
10. The collective agreement.

It is important, once again, to note that the interest of this study included the examination of the idiosyncratic nature of the psychological contracts of these instructors and also an examination of the possible distinct and normative nature of the psychological contracts of this group of employees. Although the majority of instructors indicated agreement or non-agreement on items in the survey, these majorities varied in strength. This draws attention to the value of looking at feedback from the individual sources (interviews and focus groups) and from the group (surveys).

How do Experienced Instructors Perceive That Contextual Person-Specific Events Have Influenced Their Workplace Obligations?

Participants in the interviews and focus group sessions were directly asked this question. The information collected from these forums was taped, transcribed, and common factors or events were identified (either verbatim or paraphrased) and placed as items in Part 6 of the survey, "Contextual Person-Specific Events."

This section presents the person-specific contextual events as they were identified from the interview and focus group data, followed by the responses of the instructors

surveyed to each event listed, organized around general themes identified in the data. The general themes identified were:

1. age, pay, gender issues,
2. family,
3. work interests,
4. other interests, and
5. priorities.

Survey respondents were asked to indicate a number from 1 to 5 (a Likert scale was provided—1 for *not at all*; 2 for *slightly*; 3 for *neutral*; 4 for *moderately*; 5 for *strongly*) to indicate the extent to which they perceived that the person-specific factors or events influenced their workplace obligations.

There were several contingencies or variables that arose from the feedback from the participants of the interviews and focus group sessions. The topics of age, pay, and gender were identified by participants. There was general agreement that age was an influence on workplace obligations, particularly how age influences priorities, how one's age influenced which issues would get attention and which would not. There was discussion as to how pay, as a person-specific event, influenced work obligations. Personal perspectives of compensation matters, such as adequacy of pay and benefits, and how these influenced obligations at work were shared. Participants in the interviews and focus group sessions agreed that pay was not as influential in the employment relationship as one ages. Pay was, however, an influence on workplace obligations for some instructors. Generally speaking, gender was not identified as a strong influence on workplace obligations. Some instructors, however, perceived that gender was an influence, providing feedback about "the old boys' club" and the glass ceiling.

As a result of the feedback from the interviews and focus group sessions, the

following contextual person-specific events regarding variables were included in the survey for this study:

* age
* pay
* gender issues.

As indicated in Table 4-38, "Survey Results: Contextual Person-Specific Events Regarding Age, Pay, Gender Issues," 42.4% of the respondents indicated that age *moderately* or *strongly* influenced workplace obligations. When asked to respond to "pay" as a contextual person-specific event, 41.2% of the instructors surveyed indicated that pay either *moderately* or *strongly* influenced workplace obligations. Over half of the instructors surveyed (57.0%) perceived that the influence gender had on obligations was *not at all* and *slightly*.

Table 4-38

Survey Results: Contextual Person-Specific Events Regarding Age, Pay, Gender Issues (N=158)

Contextual Person-Specific Events	Not at all	Slightly	Neutral	Moderately	Strongly
Age	19.0	13.9	24.7	31.6	10.8
Pay	16.5	13.3	29.1	28.5	12.7
Gender Issues	48.1	8.9	31.6	8.2	3.2

(all figures are in percent)

Participants in the interviews and focus group sessions identified family as a strong influence with respect to workplace obligations. Instructors provided feedback about aging parents, death in the family, children growing up, grandchildren visiting, and spouses retiring. Instructors discussed some of the responsibilities they had undertaken in dealing with aging parents and how that affected their employment relationship. Participants also spoke of family arrangements, changing marital arrangements such as extended families and new marriages. Instructors also discussed how spouse's activities

influenced their perceptions of workplace obligations, citing examples of retirements, illness, and the desire to travel. Examples were given in which instructors wished to retire since their spouse had or that they were anxious to work less because of travel plans in the family.

As a result of the feedback from the interviews and focus group sessions, the following contextual person-specific events regarding family were included in the survey for this study:

* family obligations
* aging parents
* changing marital arrangements
* your significant other's activities.

As indicated in Table 4-39, "Survey Results: Contextual Person-Specific Events Regarding Family," with respect to "family obligations," only 36.7% of the instructors surveyed perceived that family obligations *moderately* or *strongly* influenced workplace obligations. This means that 63.3% of the respondents perceived the influence as *neutral* or indicated a *not at all* or *slightly* influence.

Table 4-39

Survey Results: Contextual Person-Specific Events Regarding Family

Contextual Person-Specific Events	Not at all	Slightly	Neutral	Moderately	Strongly	N
Family obligations	17.1	24.7	21.5	24.7	12.0	158
Aging parents	44.3	13.3	17.1	20.9	4.4	158
Changing marital arrangements	63.9	4.4	18.4	8.9	3.2	156
Your significant other's activities	36.1	19.0	20.3	15.2	2.5	147

(all figures are in percent except N)

The survey results indicated that only 25.3% of the instructors surveyed regarded the event of aging parents *moderately* or *strongly* influencing workplace obligations, with

57.6% rating this event as *not at all* or *slightly* influencing work obligations. Over two-thirds of the instructors surveyed (68.3%) reported that changing marital arrangements either *not at all* or *slightly* influenced workplace obligations, while 55% of the instructors surveyed felt that the activities of the significant other either *not at all* or *slightly* influenced workplace obligations.

Looking at work from a personal perspective led participants in the interviews and focus group sessions to identify some of the events that centered around work and work interests. Some instructors identified the strong influence of being preoccupied with work, while other instructors spoke of that fondness for teaching that influenced their workplace obligations. All participants in the interviews and focus group sessions agreed that work itself had changed in the organization, partly because technology allowed work to more easily follow them home, but also because of the constant change that was faced on a daily basis.

Some of the instructors expressed a reduction in the enthusiasm they had for their job. Certainly all participants agreed that the energy they had for their job was a strong influence on workplace obligations and that, if one wanted to other things outside of their job, one changed the priority that work had in one's life. In this way, this "loss" of enthusiasm was seen more as a "change" in enthusiasm.

The topic of professionalism consistently arose in the interviews and focus group sessions. As was stated earlier in this chapter, many instructors perceived that their dedication to their profession had increased over time and this was again expressed by instructors. The unionized nature of the workplace affected some of the feedback that was provided by participants in this study, specifically with respect to job security. Many of

the participants felt that seniority provided job security and that anxiety was not an influence on workplace obligations, although several instructors in the interviews and focus group sessions expressed that anxiety about job security was very certainly an influence on workplace obligations.

From a person-specific perspective, several instructors indicated that increased teaching experience and getting good at one's job profoundly affected workplace obligations. As one instructor pointed out, "...there has been steady and progressive growth in my teaching..." and this made one able to deal with what happens at work.

As a result of the feedback from the interviews and focus group sessions, the following contextual person-specific events regarding work interests were included in the survey for this study:

* preoccupation with work
* fondness for teaching
* nature of work itself has changed
* loss of enthusiasm for work generally
* increase in devotion to profession
* anxiety about job security
* increased experience in your work.

As presented in Table 4-40, "Survey Results: Contextual Person-Specific Events Regarding Work" with respect to the event, "preoccupation with work," the survey data illustrated that, not only was there no real consensus that this was an influence on workplace obligations, but that almost a third of the instructors surveyed indicated *neutral* regarding the influence. In responding to the person-specific event, "fondness for teaching," 77.2% of instructors surveyed reported that this factor *moderately* or *strongly* influenced workplace obligations. The survey data indicated that 51.3% of the instructors surveyed believed that the "nature of work itself has changed," was a person-specific event that *moderately* or *strongly* influenced workplace obligations.

Table 4-40

Survey Results: Contextual Person-Specific Events Regarding Work

Contextual Person-Specific Events	Not at all	Slightly	Neutral	Moderately	Strongly	N
Preoccupation with work	18.4	19.6	32.3	22.2	7.6	158
Fondness for teaching	4.4	5.7	11.4	40.5	36.7	156
Nature of work itself has changed	8.9	20.3	19.0	34.2	17.1	157
Loss of enthusiasm for work generally	28.5	22.2	24.1	20.3	5.1	158
Increase in devotion to profession	27.2	14.6	34.2	17.7	6.3	158
Anxiety about job security	43.0	21.5	20.9	10.1	4.4	158
Increased experience in your work	7.0	14.6	13.9	52.5	12.0	158

(all figures are in percent except N)

With respect to "loss of enthusiasm for work generally," over half of the instructors surveyed (50.6%) perceived that the loss of enthusiasm for work generally either *not at all* or *slightly* influenced workplace obligations. Regarding the person-specific event, "increase in devotion to profession," the survey data indicated that only 24% of the instructors surveyed reported that this factor *moderately* or *strongly* influenced workplace obligations, while 41.8% recorded a *not at all* or *slightly* response alternative.

In responding to the person-specific event, "anxiety about job security," 64.6% of the instructors surveyed reported that this event either *not at all* or *slightly* influenced workplace obligations. On the other hand, 64.5% of survey respondents indicated that "increased experience in your work" *moderately* or *strongly* influenced workplace obligations.

A constant and recurring theme throughout the study was the effect of priorities and particularly changing priorities as one aged and gained experience at work. The topic of changing priorities generated a great deal of feedback in all the interviews and focus

group sessions. Participants unanimously agreed that this exerted a strong influence on the employment relationship. Instructors indicated that priorities changed constantly, not just outside work, but also within work.

The person-specific contextual factor of health came up consistently in the interviews and focus group sessions. Some of the instructors felt that this was an influential factor, while others did not. Several instructors related an event that had occurred in their lives that marked and changed their workplace obligations permanently. These unique experiences were personal ones, either occurring at work or outside work, and included health experiences and interpersonal incidents.

Feedback concerning financial matters arose in the interviews and focus groups, centering mainly on the financial obligations participants had, particularly with respect to the associated costs of children going to university, and other life cycle changes. This led to identification of financial security as a major influence on workplace obligations. Feedback concerning the pension plan and benefits was provided, indicating that several instructors remain in the organization for the financial security.

A fair amount of feedback was provided regarding decisions about lifestyles, including topics such as family, leisure, outside interests, volunteering, and "work less, play more" attitudes. Participants in the interviews and focus group sessions reflected on attaining a more balanced view of work, concerning changing priorities, lifestyle, and family relationships. This balance of home and work was a constant topic in the interviews and focus group sessions and was identified as a major influence on workplace obligations by the participants.

As a result of the feedback from the interviews and focus group sessions, the

following contextual person-specific events regarding priorities were included in the survey in this study:

* changing priorities
* health issues
* a unique personal experience
* financial obligations
* financial security
* lifestyle decisions
* attaining a more balanced view of work.

As indicated in Table 4-41, "Survey Results: Contextual Person-Specific Events Regarding Priorities" with respect to "changing priorities" as a person-specific event, 54.4% of instructors surveyed indicated that changing priorities *moderately* or *strongly* influenced workplace obligations.

In response to "health issues," nearly half of the instructors surveyed (48.1%) indicated that this factor either *not at all* or *slightly* influenced workplace obligations. Similarly, a small percent of respondents (43.7%) recorded that "a unique personal experience" *not at all* or *slightly* influenced workplace obligations, although over one-quarter of the instructors surveyed indicated a response alternative of *moderately* or *strongly*.

Table 4-41

Survey Results: Contextual Person-Specific Events Regarding Priorities

Contextual Person-Specific Events	Not at all	Slightly	Neutral	Moderately	Strongly	N
Changing priorities	6.3	19.0	19.6	42.4	12.0	157
Health issues	29.7	78.4	16.5	24.1	11.4	158
A unique personal experience	34.8	8.9	29.7	15.8	10.1	157
Financial obligations	18.4	12.7	27.2	27.2	14.6	158
Lifestyle decisions	15.2	18.4	19.6	37.3	9.5	158
Financial security	10.8	11.4	20.9	41.8	15.2	158
Attaining a more balance view of work	5.7	11.4	30.4	43.0	9.5	158

(all figures are in percent except N)

With respect to financial events, the survey data indicated that only 41.8% of the

instructors surveyed perceived "financial obligations" to *moderately* or *strongly* influence on workplace obligations, with nearly one-third of respondents (31%) reporting no or slight influence. Over half of survey respondents (57%) recorded that "financial security" *moderately* or *strongly* influenced workplace obligations.

In responding to "lifestyle decisions," nearly half of instructors surveyed (46.8%) indicated a *moderately* or *strongly* response alternative. Over a third of respondents (33.5%) reported a *not at all* or *slightly* response alternative. The person-specific event, "attaining a more balanced view of work," was perceived to be an influential one, with 52.5% of instructors surveyed reporting a response alternative of *moderately* or *strongly*.

The topic of "other interests" seems an appropriate final section to deal with in this presentation of findings, since it identified an overall theme of instructors responses, particularly with respect to volunteering, professional activities outside the organization, hobbies, traveling, teaching elsewhere, and running a business, to list a few that were mentioned in the interviews and focus group sessions. An interest such as experiencing personal success outside the organization was, as one instructor put it, "...interesting, autonomous, exciting, independent, reciprocal..." Several instructors cited going back to school as an "other" interest that was regarded as an influence on workplace obligations.

As a result of the feedback from the interviews and focus group sessions, the following contextual person-specific events regarding other interests were included in the survey for this study:

* outside interests
* desire to travel
* personal success outside the organization
* going back to school.

As presented in Table 4-42, "Survey Results: Contextual Person-Specific Events

Regarding Other Interests" in response to the person-specific event, "outside interests," only 25.4% of instructors surveyed perceived that outside interests *moderately* or *strongly* influenced workplace obligations; 32.9% of the respondents indicated *neutral.*

Table 4-42

Survey Results: Contextual Person-Specific Events Regarding Other Interests

Contextual Person-Specific Events	Not at all	Slightly	Neutral	Moderately	Strongly	N
Outside interests	22.8	19.0	32.9	20.3	5.1	158
Desire to travel	40.5	12.7	30.4	10.8	5.7	158
Personal success outside the organization	29.1	12.7	34.8	19.0	4.4	158
Going back to school	56.3	12.0	15.8	8.9	6.6	157

(all figures are in percent except N)

With respect to "desire to travel," only 16.5% of the instructors surveyed regarded this as *moderately* or *strongly* influencing workplace obligations, while 53.2% of the respondents perceived this event either *not at all* or *slightly* influenced workplace obligations. In responding to "personal success outside the organization," the survey data illustrated that this was not an influential factor, with only 23.4% of the instructors surveyed indicating *moderately* or *strongly* and 41.8% indicating *not at all* or *slightly.* Similarly, only 15.2% of the instructors surveyed perceived that "going back to school" *moderately* or *strongly* influenced workplace obligations, while 68.4% of respondents recorded a *not at all* or *slightly* response alternative.

From the above presentation of findings, it is clear that the majority of instructors surveyed identified some of the contextual person-specific events and factors that influenced the workplace obligations, some that did not influence the workplace obligations, and some that were neutral or for which there was no real consensus. The following stipulations were made:

1. When the majority of instructors (50% or more, reflecting a weak, moderate, or strong majority) indicated a *moderately* or *strongly* response alternative for a specific event or factor, then that contextual person-specific event or factor was considered to influence the workplace obligations.
2. When the majority of instructors (50% or more, reflecting a weak, moderate, or strong majority) indicated a *not at all* or *slightly* response alternative for a specific event or factor, then that contextual person-specific event or factor was considered not to influence the workplace obligations.
3. When the ratings were spread over the five response alternatives, then there was considered to be no consensus as to whether or not specific contextual person-specific events or factors influenced the workplace obligations.

The responses of instructors to the contextual person-specific events or factors included in the survey, as presented in Table 4-43, showed that the majority of instructors perceived that six of these events or factors influenced workplace obligations. These person-specific events or factors, in the areas of work interests and priorities, included fondness for teaching, nature of work itself has changed, increased experience in their work, changing priorities, financial security, and attaining a more balanced view of work.

As indicated in Table 4-43, the majority of instructors agreed on six contextual person-specific events that influenced obligations, in the areas of work interests and priorities. From a simple statistical point of view, the frequencies under each of the response alternatives reflected weak to moderate majorities (ranging from 52.5% to 77.2%) and moderate to high means (ranging from 3.29 to 3.96).

Table 4-43

Contextual Person-Specific Events That Influence Workplace Obligations

Contextual Person-Specific Events	M	SD	N[a]	%[a]
Work Interests				
* Fondness for teaching	3.96	1.15	122	77.2
* Nature of work itself has changed	3.29	1.25	81	51.3
* Increased experience in your work	3.48	1.10	102	64.5
Priorities				
* Changing priorities	3.33	1.29	86	54.4
* Financial security	3.39	1.19	90	57.0
* Attaining a more balanced view of work	3.40	1.00	83	52.5

[a] "moderately" and "strongly" responses

The responses of instructors to the contextual person-specific events or factors included in the survey, as presented in Table 4-44, showed that the majority of instructors agreed that eight of these events or factors did not influence workplace obligations. These person-specific events or factors included gender, aging parents, changing marital arrangement, their significant other's activities, loss of enthusiasm for work generally, anxiety about job security, desire to travel, and going back to school, in the areas of gender, family, work interests, and other interests.

Table 4-44

Contextual Person-Specific Events That Do Not Influence Workplace Obligations

Contextual Person-Specific Events	M	SD	N[a]	%[a]
Gender				
* Gender Issues	2.10	1.19	90	57.0
Family				
* Aging parents	2.28	1.34	91	57.6
* Changing marital arrangements	1.79	1.22	108	68.3
* Your significant other's activities	2.08	1.30	87	55.0
Work Interests				
* Loss of enthusiasm for work generally	2.51	1.24	80	50.6
* Anxiety about job security	2.11	1.20	102	64.6
Other Interests				
* Desire to travel	2.29	1.26	84	53.2
* Going back to school	1.95	1.31		68.4

[a] "not at all" and "slightly" responses

The responses of instructors to the contextual person-specific events or factors included in the survey, as presented in Table 4-45, showed that there is no consensus with respect to eleven of the contextual organization-specific events or factors, including age, pay, family obligations, preoccupation with work, increase in devotion to profession, health issues, a unique personal experience, financial obligations, lifestyle decisions, outside interests, and personal success outside the organization, in the areas of age, pay, work interests, priorities, and other interests. As illustrated in Table 4-45, although the means fell within the moderate range (from 2.56 to 3.08), all frequencies with respect to each response alternative were under 50%.

Table 4-45

Contextual Person-Specific Events Reflecting No Consensus Regarding No Influence on Workplace Obligations

			Not at all/ Slightly		Neutral		Moderately/ Strongly	
Contextual Person-Specific Events	M	SD	N	%	N	%	N	%
Age	3.01	1.29	52	32.9	39	24.7	67	42.4
Pay	3.08	1.26	47	29.8	46	29.1	65	41.2
Family								
* Family obligations	2.90	1.29	66	41.8	34	21.5	58	36.7
Work Interests								
* Preoccupation with work	2.81	1.19	60	38.0	60	32.3	51	29.8
* Increase in devotion to profession	2.61	1.24	66	41.8	54	34.2	38	24.0
Priorities								
* Health issues	2.69	1.41	76	48.1	26	16.5	56	35.5
* A unique personal experience	2.56	1.39	69	43.7	47	29.7	41	25.9
* Financial obligations	3.07	1.31	49	31.1	43	27.2	66	41.8
* Lifestyle decisions	3.08	1.24	53	33.6	31	19.6	74	46.8
Other Interests								
* Outside interests	2.66	1.18	66	41.8	52	32.9	40	25.4
* Personal success outside the organization	2.57	2.57	66	41.8	55	34.8	37	25.4

Summary. Of the twenty-five contextual person-specific events listed in the survey, the majority of instructors agreed that six events influenced workplace obligations, eight

did not, and eleven of the events reflected no consensus. Based on the findings presented in this section, the answer to the question, "How do experienced instructors perceive that contextual person-specific factors or events have influenced their workplace obligations," was that these instructors identified six events, under two general areas, including:

Work Interests:
1. Fondness for teaching.
2. Nature of work itself has changed
3. Increased experience in your work.

Priorities:
4. Changing priorities
5. Financial security
6. Attaining a more balanced view of work.

It is important, once again, to note that the interest of this study included the examination of the idiosyncratic nature of the psychological contracts of these instructors and also an examination of the possible distinct and normative nature of the psychological contracts of this group of employees. Although the majority of instructors indicated agreement or non-agreement on items in the survey, these majorities varied in strength. This draws attention to the value of looking at feedback from the individual sources (interviews and focus groups) and from the group (surveys).

How do Experienced Instructors Perceive the Nature of their Workplace Obligations To Be?

Participants in the interviews and focus group sessions were not directly asked this question. After the information collected from the interviews and focus group sessions was taped, transcribed, and employer and employee obligations, passage of time statements, and contextual organization-specific and person-specific events and factors were identified (either verbatim or paraphrased) and placed as items in Parts 2, 3, 4, 5, and 6 of the survey, common themes were identified (either verbatim or paraphrased) and

placed as statements in Part 7 of the survey, "Nature of the Obligations."

Table 4-46

Survey Results: Nature of Obligations

Nature of Obligations	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N
This is a good place to work.	5.1	8.9	19.0	57.6	9.4	158
I enjoy my job.	.6	3.2	5.1	59.5	31.6	158
I would retire today if I could.	7.0	19.0	22.2	24.1	27.8	158
I would advise others to work here.	4.4	4.4	25.9	51.3	13.9	158
I perceive justice and fairness in my employment relationship.	7.0	25.3	34.8	29.7	1.9	156
I feel valued in my employment relationship.	10.1	29.1	31.6	25.9	3.2	158
I am clear about the nature of my employment relationship.	3.8	12.7	12.7	57.0	8.9	158
I feel in control in my employment relationship.	11.4	29.1	27.2	29.1	3.2	158
I am committed to my employment relationship.	2.5	4.4	25.3	57.0	8.9	158
I look forward to leaving the organization.	3.2	24.1	32.9	23.4	3.2	158
I am apathetic about the change this organization has faced.	8.9	42.4	25.3	17.7	10.8	158
I observe activities in this organization rather than participate in them.	6.3	41.8	25.9	19.0	16.5	158
I have confidence in the academic leadership in this organization.	25.3	26.6	27.2	18.4	5.7	157
Communication in this organization is clear and effective.	13.9	46.8	26.6	12.7	7.0	158
This organization provides an environment in which I can mature as a faculty member.	12.7	27.8	31.6	25.9	1.9	158
Overall, I feel supported in this organization.	13.3	30.4	31.6	24.1	.6	158
The business plan clearly identifies priorities that help me in my job.	18.4	30.4	37.3	13.3	--	157
The employment relationship in this organization is mutually beneficial.	10.1	22.8	38.6	27.2	1.3	158
This organization has a professionally-based climate.	13.9	26.6	34.2	24.7	.6	158
This organization has matured over time.	18.4	24.1	29.7	20.9	5.7	156

(all figures are in percent except N)

The statements that were included in the "Nature of Obligations" section of the survey and the survey responses to these statements are presented in Table 4-46. The responses of instructors to the nature of obligations statements included in the survey, as presented in Table 4-47, showed that the majority of instructors *agree* or *strongly agree* that six of the statements referred to the nature of the workplace obligations.

These statements referred to the nature of the workplace obligations, including that this is a good place to work, that they enjoy their jobs, that they would retire today if they could, that they would advise other to work here, that they are clear about the nature of their employment relationship, and that they are committed to my employment relationship. The majorities ranged from 51.9% to 91.1%, while the means were in the high range, from 3.54 to 4.18.

Table 4-47

Nature of Obligations That Refer to the Nature of Workplace Obligations

Nature of Obligations	M	SD	N[a]	%[a]
* This is a good place to work.	3.58	.96	106	67.1
* I enjoy my job.	4.18	.72	144	91.1
* I would retire today if I could.	3.47	1.27	82	51.9
* I would advise others to work here.	3.66	.93	103	65.2
* I am clear about the nature of my employment relationship.	3.54	.96	104	65.9
* I am committed to my employment relationship.	3.69	.82	107	67.8

[a] "strongly agree" and "agree" responses

The responses of instructors to the nature of obligations statements included in the survey, as presented in Table 4-48, showed that these instructors *disagree* or *strongly disagree* that three of the nature of obligations statements did not refer to the nature of obligations, including that they are apathetic about the change this organization has faced, that they have confidence in the academic leadership in this organization, and that communication in this organization is clear and effective.

The majorities were weak (ranging from 51.3% to 60.8%), indicating that instructors did not overwhelmingly disagree that the statements reflected the nature of obligations. The means were low to moderate, ranging from 2.38 to 2.69.

Table 4-48

Nature of Obligations That Did Not Refer to the Nature of Workplace Obligations

Nature of Obligations	M	SD	N[a]	%[a]
* I am apathetic about the change this organization has faced.	2.69	1.05	81	51.3
* I have confidence in the academic leadership in this organization.	2.43	1.13	82	52.0
* Communication in this organization is clear and effective.	2.38	.88	96	60.8

[a] "strongly disagree" and "disagree" responses

The responses of instructors to the nature of obligations statements included in the survey, as presented in Table 4-49, showed that there was no consensus with respect to the statements, including that they perceive justice and fairness, feel valued, and in control in their employment relationships, that they looked forward to leaving the organization, that they observe activities rather than participate in them, that the organization provides an environment in which they can mature as faculty members. Also, these statements included that they feel supported overall in the organization, that the business plan clearly identifies priorities that help them in their job, that the employment relationship is mutually beneficial, that the organization has a professionally-based climate, and that the organization has matured over time. As Table 4-49 illustrates, all frequencies under the response alternatives were below 50%, while the means were low to moderate.

Summary. Of the twenty nature of obligation statements, the majority of instructors agreed that six reflected workplace obligations, three did not, and eleven statements reflected no consensus. Based on the findings presented in this section, the answer to the question, "How do experienced instructors perceive the nature of their

workplace obligations to be," was that these instructors identified six statements, including:

1. This is a good place to work.
2. I enjoy my job.
3. I would retire today if I could.
4. I would advise others to work here.
5. I am clear about the nature of my employment relationship.
6. I am committed to my employment relationship.

Table 4-49

Nature of Obligations Reflecting No Consensus

			Strongly Disagree/ Disagree		Neutral		Agree/ Strongly Agree	
Nature of Obligations	M	SD	N	%	N	%	N	%
* I perceive justice and fairness in my employment relationship.	2.91	1.01	51	32.3	55	34.8	50	31.6
* I feel valued in my employment relationship.	2.83	1.03	62	39.2	50	31.6	46	29.1
* I feel in control in my employment relationship.	2.84	1.07	64	40.5	43	27.2	51	32.3
* I look forward to leaving the organization.	3.26	1.10	43	27.3	57	32.9	63	39.9
* I observe activities in this organization rather than participate in them.	2.79	1.05	76	48.1	41	25.9	41	26.0
* This organization provides an environment in which I can mature as a faculty member.	2.77	1.04	64	40.5	50	31.6	44	27.8
* Overall, I feel supported in this organization.	2.68	1.00	69	43.7	50	31.6	39	24.7
* The business plan clearly identifies priorities that help me in my job.	2.44	.96	77	48.8	59	37.3	21	13.3
* The employment relationship in this organization is mutually beneficial.	2.87	.97	52	32.9	61	38.6	45	28.5
* This organization has a professionally-based climate.	2.72	1.01	64	40.5	54	34.2	40	25.3
* This organization has matured over time.	2.08	1.20	67	42.5	47	29.7	42	26.6

It is important, once again, to note that the interest of this study included the examination of the idiosyncratic nature of the psychological contracts of these instructors and also an examination of the possible distinct and normative nature of the psychological contracts of this group of employees. Although the majority of instructors indicated agreement or non-agreement on items in the survey, these majorities varied in strength. This draws attention to the value of looking at feedback from the individual sources (interviews and focus groups) and from the group (surveys).

Summary of the Descriptive Analysis

This study began with the notion that this group of employees in this particular setting were a unique group. The purpose of the study was to identify the dimensions of the psychological contracts of the experienced instructors of whom the majority are baby boomers, through the identification of the contents and nature of the psychological contracts, taking into account the influence of the passage of time and the context. These particular experienced and aging employees were over 45 years of age and had 15 years or more of experience in the organization.

The conceptual framework presented in the initial chapter of this study illustrated the relationship believed to exist among the various dimensions of the psychological contract, beginning with the identification of the employer and including the dimensions of the passage of time, the contents, context, and nature. Following is an explanation of the findings presented in the structure of the framework, as illustrated in Figure 4-1.

Identification of the Employer

The first research question dealt with the important and initial step: the identification of the employer from the perspective of the experienced instructor. As a

result of the frequency analyses of the survey data, it became apparent that these instructors grappled with the question "Who do you regard as your employer?" as have other participants in other studies of the psychological contract (Coyle-Shapiro & Kessler, 2000). When instructors were asked this question, they responded in a pensive and deliberate manner, indicating that they had generally not thought about the distinction before. Instructors indicated they worked for SIAST, their students, their industry, the taxpayers, and even, in some instances, for themselves. Instructors expressed the belief that, as time went by, the focus of their employment relationship had became their work. Certainly this study did identify some of the "parties" to the contract. Rousseau and Tijoriwala (1998) wrote of the psychological contracts of "lesser proportions" (p. 693) that an employee may have with other parties to the contract, which, in this study, may include students, government, industry, and patients. This study has illustrated that there is a great deal of complexity in establishing the makers of the deal (Rousseau, 1995).

In addition to dealing with the identification of the employer, the frequency analysis conducted also dealt with the remaining research questions through the identification of the content, passage of time, context, and nature of obligations dimensions of the psychological contracts of experienced instructors.

The dimensions of the psychological contracts as perceived by the majorities of instructors are outlined in Figure 4-1. These dimensions were those general areas identified by the majorities of instructors as *very* or *completely* that an obligation had been made, *agree* or *strongly agree* that statements reflected the influence of the passage of time, *moderately* or *strongly agree* that contextual events influenced obligations made,

and *agree* or *strongly agree* that statements reflected the nature of obligations.

Admittedly, the purpose of this study was to identify the dimensions of the psychological contracts of experienced instructors and these are presented in Figure 4-1. However, in the course of examining and identifying the dimensions of the psychological contracts of experienced instructors, an additional perspective and a more complete picture of these contracts can be drawn from both a normative and idiosyncratic examination of the dimensions identified from the frequency analysis.

The normative nature of the psychological contracts of experienced instructors can be described by identifying what obligations were made and not made, what statements reflected and did not reflect the influence of the passage of time on obligations, what contextual events influenced and did not influence the obligations made, and which statements reflected or did not reflect the nature of obligations, while the idiosyncratic nature of these psychological contracts can be described by identifying items for which there was no consensus regarding what obligations were made and not made, no consensus regarding what statements reflected and did not reflect the influence of the passage of time on obligations, no consensus regarding what contextual events influenced and did not influence the obligations made, and no consensus which statements reflected or did not reflect the nature of obligations.

Content Dimensions

The content dimensions included the employer obligations and the employee obligations and were identified through the two research questions: "What workplace obligations do experienced instructors perceive the employer has made to them?" and "What workplace obligations do experienced instructors perceive they have

made to their employer?"

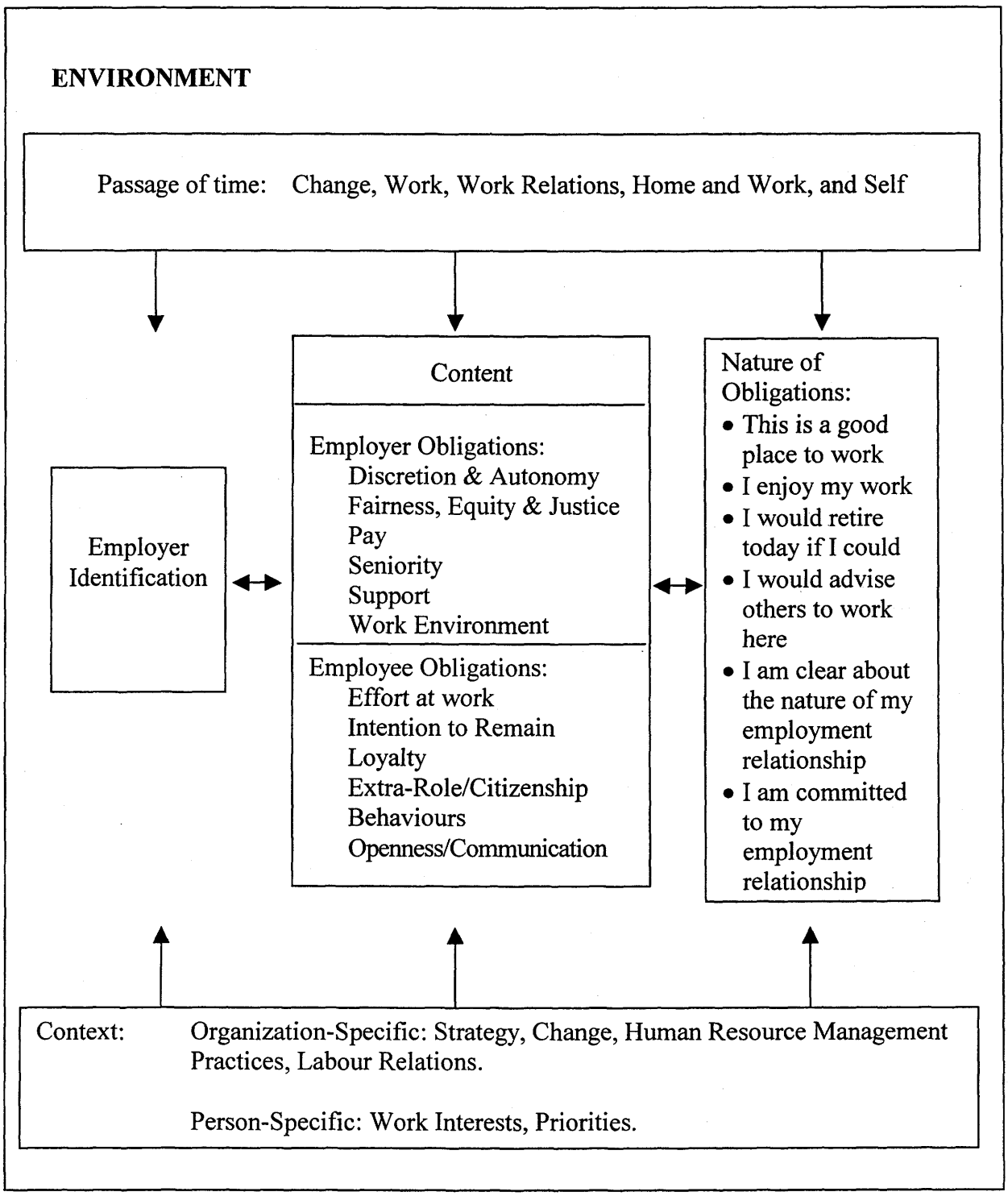

Figure 4-1 Dimensions of the Psychological Contracts of Experienced College Instructors Identified Using Descriptive Analysis

With respect to the employer obligations content of the psychological contracts, the dimensions identified by majorities of instructors, as presented in Figure 4-1, relayed part of the normative nature of the content dimensions of the psychological contracts. Instructors identified the following general areas and items as one part of the normative nature of their psychological contracts by indicating those obligations they perceived their employer had made to them either *very* or *completely*: Employer Obligations regarding Discretion and Autonomy: Allow me to get on with my work without interference; Fairness, Equity, and Justice: Treat me the same as everyone else with rules and discipline; Pay: Make sure that I am paid equal to others doing similar work in this organization; Seniority: Recognize the unionized nature of the workplace; Support: Allow me time off to meet personal or family needs; Safety: Provide a safe workplace.

To complete the normative perspective of the content dimensions, the general areas and items instructors identified by indicating those obligations they perceived their employer had not made to them either *not at all* or *slightly* include the following: Employer Obligations regarding Career Development and Promotion: Help me gain promotion; Pay: Base pay on performance; Recognition: Recognize my special contributions, Recognize my talents and skills, Recognize my work and contributions that are above and beyond my job description; Seniority: Be particularly considerate of high seniority employees; Support: Give me support withy personal problems; Work Environment: Give me adequate training for the job.

The dimensions for which no consensus was apparent in instructor responses made up the idiosyncratic nature of the psychological contracts and included the following general areas and employer obligations for which instructors identified no

consensus by spreading their responses over the five response alternatives: Employer Obligations regarding Career Development and Promotion: Help me develop my career; Consultation: Talk with me about matters which affect me; Fairness, Equity, and Justice: Treat me in a fair and just way; Pay: Pay me no less than I would get in a similar job in other workplaces; Support: Act in a supportive way toward me; Work Environment: Provide the resources required to do my work, Ensure that employees are pleasant to each other, Make sure that curricula stays within the organization, Provide job security.

With respect to the employee obligations content of the psychological contracts, instructors identified the following general areas and items as one part of the normative nature of their psychological contracts by indicating those obligations they perceived they made to their employer either *very* or *completely*: Employee Obligations regarding Effort at Work: Do my job to the best of my ability, Work more hours than I am contracted to work, Put in a full day's work for a full day's pay, Contribute to my workplace using my own unique expertise, Provide leadership to other employees, Deal honestly with students, Become more skilled at work, Deliver the curriculum as assigned, Follow the mandate of the organization, Follow the policies of the organization, Respond to the changes demanded of me, Deliver skills as demanded by the industry; Intention to Remain: Stay with my present employer; Loyalty: Protect the reputation of my employer; Always be loyal to my employer; Extra-Role/Citizenship Behaviours: Be willing to go beyond my job description, Do non-required tasks that make the place run more smoothly; Openness/Communication: Be open with my supervisor about things affecting work, Make suggestions for improvement.

To complete the normative "picture" of the content dimensions of the

psychological contracts, there were no general areas and items identified by instructors among the employee obligations that they perceived they made to their employer either *not at all* or *slightly*.

The dimensions for which no consensus was apparent in instructor responses made up the idiosyncratic aspect of the psychological contracts and included the general areas and items for which instructors identified no consensus regarding the employee obligations by spreading their responses over the five response alternatives provided: Employee Obligations regarding Loyalty: Refuse to give outsiders any organizational information, Put the interests of my employer first at work, Refuse to support my employer's competitors; Extra-Role/Citizenship Behaviours: Volunteer if I see that a volunteer is needed.

The identification of the content dimensions of the psychological contracts of experienced college instructors in this study has revealed in detail the obligations instructors perceived the employer had made to them and what obligations instructors have made to their employer. Certainly this study made a good effort in making literal the contents of the psychological contracts of instructors. An examination of the content dimensions of the psychological contracts of experienced instructors revealed that instructors perceived that the employer made six obligations toward them (and all according to low majorities), while, in contrast, instructors believed that they had made the majority of the employee obligations listed (all according to strong majorities except the items reflecting loyalty or extra-role obligations). Interestingly, instructors indicated no disagreement with any of the employee obligations, but indicated no consensus on items concerning loyalty or desire to carry out extra-role activities.

Two observations can be made concerning the content dimensions of the psychological contracts of experienced instructors: Instructors appeared to perceive that there was a one-sided nature to the contents of the psychological contracts and that there was an impersonal flavour to these contents.

Instructors apparently had a one-sided view of the employment relationship as indicated by the frequency of responses to the items included in the list of employer and employee obligations. The perspective of having made many of the obligations to the employer while at the same time believing that the employer has made few obligations in return was a common sentiment expressed in the interviews and focus group sessions. This view was consistent with the findings in the literature when the content of the psychological contracts of long-term employees was examined (Robinson et al., 1994), reflecting that as the duration of the employment relationship increased, employees typically felt that the relationship became a less reciprocal one on the part of the organization (Rousseau, 1998). This particular group of instructors consistently expressed the belief that they gave far more to their organization than their organization gave to them, remembering that obligations were those promises made, accepted, and relied upon (Rousseau, 1995). It seemed particularly evident in this specific group of employees that content dimensions reflected the degree of reciprocity, supporting Hutton's (2000) view that studying the terms of psychological contracts from a reciprocal point of view may be the most effective approach to identifying the contents of psychological contracts..

It is very likely that the more impersonal or transactional view to the content of the psychological contracts expressed by this particular group of employees was related

to the less-than-reciprocal perspective these instructors had of the relationship. The content dimensions that were identified through the frequency analysis included more impersonal items such as the employer obligations concerning equitable treatment, security, and safety and nearly all employee obligations, except the more reciprocal items including loyalty and extra-role behaviours. It appears that the more personal items were either disagreed with or no consensus was indicated, items that say, "Hey, what about me as an individual?" This impersonal view of the psychological contract had been dealt with in the literature from a "transactional" and "relational" approach (Millward & Brewerton, 2000; Rousseau, 1995).

Certainly, it is unlikely that the psychological contract (and the content dimensions in particular) would be purely transactional or relational (Arnold, 1996). However, the content dimensions of the psychological contracts of experienced instructors appeared to contain more transactional contract terms rather than relational terms, such as working without interference, being treated the same as everyone else, being paid the same as others, putting in a good effort at work, remaining with the organization, and being loyal to the employer, to name a few. The employer obligations instructors indicated that were not made, or those for which no consensus was indicated, appeared to be relational in kind, including recognition, support, consultation, and loyalty.

Content dimensions of the psychological contracts of experienced instructors were best examined from many lenses, such as Rousseau's (1995) expanded grid that identified four types of psychological contracts (transactional, relational, transitional, and balanced), pursuing Hutton's (2000) encouragement of the use of reciprocity, and allying

the psychological contract concept with other concepts such as job satisfaction, commitment, and organizational identity. The longer the duration of the employment relationship, the more complex and varied will be the contract terms (Adkins, 2001; De Meuse et al., 2001; Ellis, 2001; Rousseau & McLean Parks, 1992).

Passage of Time Dimensions

The passage of time dimensions included those areas and statements instructors perceived reflected the influence the passage of time had on workplace obligations and were identified through the research question, "How do experienced instructors perceive that the passage of time has influenced their workplace obligations?"

The dimensions identified by majorities of instructors, as presented in Figure 4-1, relayed part of the normative nature of the passage of time dimensions of the psychological contracts. Instructors identified the following general areas and items as one part of the normative nature of their psychological contracts by indicating the extent they agreed the statements reflected the influence the passage of time had on workplace obligations, with either *strongly agree* or *agree:* Passage of Time statements regarding Change: I have become more adaptive to change, The sheer amount of change influences my employment relationship, I expect to face more change in the coming years; Work: I work harder now, I sometimes work around official procedures to get things accomplished in my job, I know what is important in this organization and work toward those goals, I will do the best I can do in my job, I feel I am contributing to quality education, I am engaged in fewer volunteer activities; Work Relations: I socialize less with colleagues, My employer manages by what is in the collective agreement, I have become more patient, I perceive my employer more impersonally, I have lost some of my

passion for the organization, I feel this is not as reciprocal an employment relationship as it used to be; Home and Work: I have changed my priorities with respect to work and home, I separate work from home more distinctly now; Self: Health issues have a higher priority in my employment relationship, I often come to work when I am not feeling well, I am taking more responsibility for myself at work than before, I look to outside interests to keep myself motivated.

To complete the normative perspective of the passage of time dimensions, the general areas and statements identified by instructors as not reflecting the influence of the passage of time on workplace obligations, by indicating either *strongly disagree* or *disagree*, include: Passage of Time regarding Change: I resist the amount and pace of change in my job; Work: I spend less time at work because I have become more efficient in my work; Work Relations: I feel more informed about what is going on in this organization, I am provided with academic leadership by my employer, I feel indispensable in this organization.

The dimensions for which no consensus was apparent in instructor responses made up the idiosyncratic aspect of the psychological contracts and included the general areas and statements for which instructors identified no consensus by spreading their responses over the five response alternatives provided: Passage of Time regarding Work: I have reduced my investments in this organization, I have reduced my range of work obligations; Work Relations: I have resigned myself to whatever course of action is placed in front of me, I tolerate things about my employment relationship that I did not tolerate before, I trust my employer, I do not feel as obligated to my employer as I used to, I receive less support from my employer, As an employee, I identify with the

provincial model of the organization; Home and Work: The activities of my family influence my employment relationship; Professionalism: I feel that professionalism has lessened in this organization, I feel more professionally out of touch with my colleagues at work; Self: I have become more concerned about me in this organization, My employer owes some responsibility toward me and my family as a result of my years of service.

What was obvious in the examination of the dimensions of the Passage of Time statements was that the passage of time was perceived to have influenced the workplace obligations of this group of employees, reflected by the number of items in the Passage of Time section of the survey about which employees agreed. The influence of time had resulted in an "evolutionary accommodation" and "contract drift" (Rousseau, 1995), in which the workplace obligations of this group of instructors evolved as a result of changes in needs, wants, and, particularly, in priorities as time went by. As illustrated by Rousseau, the development of the individual's psychological contract had many influences, particularly the factors specific to the organization and the individual.

This group also reflected on a "personal calibration of worth" (Coyle-Shapiro & Kessler, 2000; Kissler, 1994) rather than an organizational calibration, indicating a withdrawal from the organization and a movement toward job and work. Instructors emphasized that they did not feel indispensable in the organization, that they did not perceive the relationship as a reciprocal one, and that they had lost some passion for the organization. From their perspectives, their contributions as educators to quality education through their work specifically, but also through their dealings with students, industry connections, and clientele, were the standards against which they measured their

"worth" to their employer rather than against an organizational standard.

So, too, the recognition of change as a "majeure force" in the shaping of workplace obligations was prevalent throughout the responses of participants of the interviews, focus group sessions, and surveys. The dimensions identified in the passage of time statements reflected the pervasiveness of having to deal with all kinds of change, involving dealing with organizational life and the variety of influences on the employment relationship. The "no consensus" responses of this group of employees, particularly with respect to such statements regarding trust, professionalism, self, and the identification with the provincial model of the organization, reflected the complexity and idiosyncratic perceptions these long-term employees have of their employment relationships.

Context Dimensions

The context dimensions included the organization-specific and person-specific events and were identified through the two research questions: "How do experienced instructors perceive that the organization-specific contextual factors or events have influenced their workplace obligations?" and "How do experienced instructors perceive that the person-specific contextual factors or events have influenced their workplace obligations?"

The dimensions identified by majority of instructors, as presented in Figure 4-1, relayed part of the normative nature of the context dimensions of the psychological contracts. Instructors identified the following general areas and items as one part of the normative nature of their psychological contracts by indicating those organization-specific events or factors they perceived influenced their workplace obligations either

strongly or *moderately*: Contextual Organization-Specific Events regarding Strategy: Strategy of the employer; Change: Management of change, Technology demands, Frequency of change of managers, Structural changes, Ongoing demand for change, Cyclical nature of organizational change; Human Resource Management Practices: Hours of work, Centralization of management of the organization; Labour Relations: The collective agreement.

To complete the normative perspective of the context dimensions, there were no general areas and items among the organization-specific events or factors that were perceived to influence workplace obligations either *not at all* or *slightly.*

The dimensions for which no consensus was apparent in instructor responses made up the idiosyncratic aspect of the psychological contracts and included the general areas and items for which instructors indicated no consensus regarding the organization-specific events that influenced workplace obligations, spreading responses over the five response alternatives provided: Contextual Organization-Specific Events regarding Strategy: Corporate identity; Human Resource Management Practices: Hiring practices, Pay and benefit levels, Increased number of managers, Management information system; Labour Relations: Labour unrest; Curriculum: Change in the delivery mode of curriculum, Transfer of curriculum outside the organization.

This study examined context from an organization-specific and person-specific perspective. These experienced instructors indicated that the strategy of the organization, translating into the initiation and management of change and the human resource management practices of the organization, including the collective agreement, was a factor specific to the organization context that influenced workplace obligations. This

was consistent with Rousseau's (1997) identification of the importance and influence of strategy on the development of the psychological contract.

With respect to the person-specific contextual events, instructors identified the following general areas and items by indicating those person-specific events or factors they perceived influenced their workplace obligations either *strongly* or *moderately*: Contextual Person-Specific Events regarding Work Interests: Fondness for teaching, Nature of work itself has changed, Increased experience in your work; Priorities: Changing priorities, Financial security, Attaining a more balanced view of work.

To complete the normative aspect of the person-specific context dimensions of the psychological contracts, instructors identified the general areas and items by indicating those person-specific events or factors they perceived influenced their workplace obligations either *not at all* or *slightly*: Contextual Person-Specific Events regarding Gender: Gender issues; Family: Aging parents, Changing marital arrangements, Your significant other's activities; Work Interests: Loss of enthusiasm for work generally, Anxiety about job security; Other Interests: Desire to travel, Going back to school.

The dimensions for which no consensus was apparent in instructor responses made up the idiosyncratic aspect of the psychological contracts and included the general areas and items for which instructors indicated no consensus regarding the organization-specific events that influenced workplace obligations, spreading responses over the five response alternatives provided: Contextual Person-Specific Events regarding Age; Pay; Family: Family obligations; Work Interests: Preoccupation with work, Increase in devotion to profession; Priorities: Health issues, A unique personal experience, Financial

obligations, Lifestyle decisions; Other Interests: Outside interests, Personal success outside the organization.

Again, as Rousseau (1997) pointed out, both the organization-specific and person-specific context dimensions relayed by employees is likely to illustrate the influence of strategy on workplace obligations. Within this particular group of employees, the person-specific context dimensions reflected that the majorities of instructors agreed that the less personal items, such as work interests and priorities, influenced their workplace obligations, while the more personal items (such as aging parents, marital arrangements, and significant other's activities) did not. Instructors apparently perceived the influence of context on a less personal, less reciprocal level by reflecting that it was the role of work and working that influenced their psychological contracts, such as increased experience in work or attaining a more balanced view of work, indicating that anxiety about job security and loss of enthusiasm for work generally did not influence work obligations. This view, compounded by the impression instructors had that the employer dealt with them as a group rather than as individuals, reinforced the perception that instructors have distanced themselves somewhat from their employer and that this impersonal view to their employment relationships reflected the influence contextual events had on their workplace obligations. This, too, was another indication of instructor awareness of the ongoing interpretation and renegotiation of workplace obligations. The identification of the contextual events that instructors believed influenced their workplace obligations hinted at the complexity and intricacies of the psychological contracts of these employees.

Nature of Obligations Dimensions

The nature of obligations statements included those areas and statements instructors perceived reflected the nature of their workplace obligations and were identified through the research question, "How do experienced instructors perceive the nature of their workplace obligations to be?"

Instructors identified the following general areas and items as one part of the normative nature of their psychological contracts by indicating those statements they perceived referred to the nature of their workplace obligations either *strongly agree* or *agree:* Nature of Obligations including: This is a good place to work; I enjoy my work; I would retire today if I could; I would advise others to work here; I am clear about the nature of my employment relationship; I am committed to my employment relationship.

To complete the normative perspective of the nature of obligations dimensions of the psychological contracts, instructors identified those statements they perceived referred to the nature of their workplace obligations either *not at all* or *slightly* including: I am apathetic about the change this organization has faced; I have confidence in the academic leadership in this organization; Communication in this organization is clear and effective.

The items for which no consensus was apparent in instructor responses made up the idiosyncratic aspect of the nature of obligations statements and included the statements for which instructors indicated no consensus, by spreading responses over the five response alternatives provided: Nature of Obligations including: I perceive justice and fairness in my employment relationship; I feel valued in my employment relationship; I feel in control in my employment relationship; I look forward to leaving

the organization; I observe activities rather than participate in them; This organization provides an environment in which I can mature as a faculty member; Overall, I feel supported in this organization; The business plan clearly identifies priorities that help me in my job; The employment relationship in this organization is mutually beneficial; This organization has a professionally-based climate; This organization has matured over time.

The examination of the dimensions of the Nature of Obligations statements depicted the nature of a long-term relationship that had an emphasis on the work and job component rather than on the organization component and one that portrayed a transactional arrangement or relationship. The Nature of Obligations section of the study supported the observation that instructors were clear about and committed to their employment relationship, that they enjoy their work, but that they would leave if they could. What seems evident from the findings was that instructors viewed the nature of their psychological contract from a more transactional, rather than a relational, perspective and that the portion of their "life space" (Guzzo & Noonan, 1994) dedicated to the relational nature of their psychological contracts was shrinking while the transactional portion was increasing.

The next chapter presents the inferential analysis of the survey data.

CHAPTER FIVE

INFERENTIAL ANALYSES OF THE DATA

Having completed a descriptive analysis of the data, the next step taken in the study was to analyse the data inferentially, using principal component analysis (factor analysis) and analysis of variance. In this study, six data sets (employer obligations, employee obligations, passage of time statements, contextual organization-specific events, contextual person-specific events, and nature of obligations statements) were analyzed separately. The principal component analysis was conducted to make sense of the survey responses by reducing the data to a limited number of factors. In this way, one could examine whether or not the factors identified in the principal component analyses yielded similar dimensions of the psychological contracts to the dimensions yielded by the frequency analysis of the survey data. In addition, an analysis of variance was conducted, using the factors identified and retained from the principal component analysis.

As stated in Chapter Three, principal component analysis with a varimax rotation was used in this study. Once the factors to be retained were identified through the principal component analysis, an analysis of variance was conducted to determine whether there was any significant differences in the survey scores when classified on the basis of the demographic information collected from survey respondents, including age, sex, experience at SIAST, experience at other institutions, employment status, level of education, and years of post-secondary education. Previous to conducting this analyses

of variance, these demographic variables were examined, using the Chi-Square Test of Association, to ascertain whether variables are independent of one another and whether a one-way or a two-way analysis of variance should be conducted.

Results of the Principal Component Analysis of Employer Obligations

A principal component analysis of the responses to the 23 obligations in the Employer Obligations section identified five factors with an eigenvalue greater than 1.00 and accounted for 59.5% of the total variance. One item communality was under .3 and that item was excluded. Items included in the analysis had communalities ranging from .370 to .783. The scree plot showed that four factors were appropriate and therefore a four-factor rotated solution was requested. The Barlett Test of Sphericity indicated an adequate level of correlations between items. The test of shared variance provided a KMO of .90. This solution explained 54.8% of the total variance. The means, standard deviations, and communalities for the principal component analysis of the employer obligations are shown in Table 5-1.

As illustrated in Table 5-1, Factor 1 contained eight items. The alpha coefficient for the eight items was .87, which indicated that there was sufficient internal consistency for the items to be considered multiple measures of the same factor. This group of employer obligations referred to recognition and development of employee talents, skills, and performance, including such topics as career development, consideration of seniority, and adequate training and support. Thus, Factor 1 was retained and was named "Recognition and Development."

Table 5-1

Factor Loadings for Employer Obligations (Rotated)

Items included in the Factor	M	SD	Comm.	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1: Recognition and Development							
Recognize my special contributions	2.15	1.10	.783	.704	.475	.147	.200
Recognize my talent and skills	2.31	1.11	.744	.702	.471	.101	.140
Help me gain promotion	2.03	1.03	.586	.673	.279	.167	.163
Base pay on performance	1.53	1.06	.446	.667	-.011	.010	.036
Recognize my work and contributions that are above and beyond my job description	1.98	1.11	.669	.637	.430	.247	.134
Help me develop my career	2.68	1.12	.660	.603	.137	.523	.065
Be particularly considerate of high seniority employees	2.39	1.21	.345	.559	.367	.039	.094
Give me support with personal problems	2.45	1.19	.368	.368	.248	.261	.319
Factor 2: Fairness, Equity, and Justice							
Treat me in a fair and just way	3.22	1.00	.744	.292	.762	.150	.237
Treat me the same as everyone else with rules and discipline	3.45	1.13	.532	-.055	.700	.041	.194
Act in a supportive way toward me	2.77	1.13	.711	.463	.631	.249	.191
Make sure I am paid equal to others doing similar work in this organization	3.49	1.27	.513	.071	.601	.187	-.334
Talk with me about matters which affect me	2.70	1.14	.486	.297	.550	.264	.161
Allow me to get on with my work without interference	3.38	1.02	.360	.255	.536	.077	.038
Give me adequate training for the job	2.46	1.12	.584	.483	.484	.336	.000
Factor 3: Support							
Pay me no less than I would get in a similar job in other workplaces	2.55	1.30	.549	.058	.074	.728	-.102
Provide the resources required to do my work	3.35	.98	.622	.116	.331	.703	.066
Allow me time off to meet personal and family needs	3.32	1.10	.414	.220	.009	.471	.380
Provide a safe workplace	3.61	.94	.399	.171	.243	.451	.327
Factor 4: Security							
Make sure that curricula stays within the organization	2.51	1.01	.547	.360	.437	.133	.457
Recognize the unionized nature of the workplace	3.67	.91	.652	-.267	.417	.219	.598
Provide job security	2.75	1.17	.407	.387	.176	.116	.461
Eigenvalue				4.324	4.018	2.319	1.939

Factor 2 contained seven items. The alpha coefficient for internal reliability for

this group of items was .83, which also indicated sufficient internal consistency. This group of employer obligations dealt with fair treatment, including such topics as communication, pay, and independence at work. Factor 2 was, therefore, retained and named "Fairness, Equity, and Justice."

Factor 3, named "Support," contained four items and referred to employer obligations which included safety, resources to do the job, and acceptable pay. Because the alpha coefficient for this group of items was .59, indicating a low level of internal consistency, this factor was excluded.

Factor 4 contained three items. This group of employer obligations included items concerned with job security, keeping curriculum within the organization, and the unionized workplace. Thus, Factor 4 was named "Security." Because the alpha coefficient for this factor was .60 (indicating a low level of internal consistency) and because there were only 3 items, this factor was excluded.

The communalities showed that from 35% to 78% of item variances were accounted for by the four common factors. The proportion of the total variance attributed to each of the factors ranged from 18.80% to 8.43%. The principal component analysis resulted in the identification of two retained factors regarding the employer obligations data, namely "Recognition and Development" and "Fairness, Equity, and Justice."

The decision to drop factors that did not meet the decision criteria used in this study was made, since the principal component analysis was conducted in an exploratory fashion and was regarded as indicative and worthwhile rather than confirmatory. The two factors that had been dropped, "Support" and "Security," were done so since these factors did not meet the decision criteria in one or more ways. However, the items that were

excluded were factors that were derived from the interview and focus group data and, therefore, most certainly had merit and meaningfulness with respect to the psychological contracts of experienced instructors. Very likely, more refinement is needed of the survey instrument used in this study.

The principal component analyses that were carried out in this study were exploratory, and, most usefully, indicated that further research development work is required. The factors that were retained in the employer obligations, namely "Recognition and Development" and "Fairness, Equity, and Justice" were the factors identified in the analysis of employer obligations.

Results of the Principal Component Analysis of Employee Obligations

A principal component analysis of the responses to the 23 obligations in the Employee Obligations section identified seven factors with an eigenvalue greater than 1.00 and accounted for 63.4% of the total variance. Since all item communalities were over .300 and ranged from .394 to .773, all items were included in the analysis. The test of shared variance provided a KMO of .80 and an adequate level of correlations between items was indicated, according to the Bartlett Test of Sphericity. The scree plot showed that four factors were appropriate and, therefore, a four-factor rotated solution was requested. This solution explained 49% of the variance. One item, "Be open with my supervisor about things affecting work," displayed a low communality and was removed before a second analysis of items was conducted. The means, standard deviations, and communalities for the principal component analysis of the employee obligations were shown in Table 5-2.

As illustrated in Table 5-2, Factor 1 contained seven items. The alpha coefficient

for the seven items was .75, which indicated a sufficient level of internal consistency, and was retained. This group of employee obligations referred to items concerning doing one's work as demanded by the employer, industry, students, and oneself. Thus, Factor 1 was named "Effort at Work."

Table 5-2

Factor Loadings of Employee Obligations (Rotated)

	M	SD	Comm.	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1: Effort at Work							
Do my job to the best of my ability	4.41	.58	.474	.579	-.077	.362	-.028
Contribute to my workplace using my own unique expertise	4.24	.68	.548	.649	.339	.103	.027
Make suggestions for improvement	3.92	.88	.465	.602	.251	.034	.194
Deal honestly with students	4.74	.44	.458	.649	.002	.067	.182
Respond to the changes demanded of me in my position	4.18	.70	.487	.665	.102	.184	-.034
Deliver skills as demanded by industry	4.27	.74	.504	.629	-.010	-.191	.251
Become more skilled at work	4.15	.73	.306	.506	.147	-.086	.145
Factor 2: Extra-Role/Citizenship Behaviours							
Stay with my present employer	3.85	1.25	.554	-.337	.620	.115	.207
Be willing to go beyond my job description	4.03	.93	.657	.289	.728	.158	-.135
Volunteer if I see that a volunteer is needed	3.11	.98	.330	.202	.437	.310	-.051
Do non-required tasks that make the place run more smoothly	3.76	.82	.647	.298	.730	.156	.002
Work more hours than I am contracted to work	3.80	1.22	.510	.002	.685	.045	.198
Provide leadership to other employees	3.82	.94	.559	.514	.516	.003	.170
Factor 3: Loyalty							
Protect the reputation of my employer	3.77	.87	.573	.144	.316	.637	.216
Always be loyal to my employer	3.49	1.00	.604	-.052	.297	.623	.352
Refuse to give outsiders any organizational information	3.17	1.27	.464	-.061	.091	.675	.059
Put the interests of my employer first at work	3.20	1.09	.452	.159	.084	.645	.053
Refuse to support my employer's competitors	3.01	1.54	.328	-.021	.077	.561	-.085

Table 5-2 (continued)

	M	SD	Comm.	Factor 1	Factor 2	Factor 3	Factor 4
Factor 4: Responsibility							
Deliver the curriculum as assigned	4.30	.98	.611	.106	.057	-.151	.757
Put in a full day's work for a full day's pay	4.47	.68	.465	.348	.178	.255	.497
Follow the policies of the organization	3.99	.81	.633	.202	.079	.426	.636
Follow the mandate of the organization	3.87	.95	.473	.299	-.001	.387	.483
Eigenvalue				3.656	2.912	2.905	1.803

Factor 2, named "Extra-Role/Citizenship Behaviours," contained six items and referred to employee obligations that included intention to remain, going above and beyond what is required in the job description, and working more hours than contracted for. Because the alpha coefficient for internal reliability for this group of items was .70, indicating a sufficient level of internal consistency, this factor was retained.

Factor 3 contained five items. The alpha coefficient for internal reliability for this group of items was .73, indicating a sufficient level of internal consistency, and was retained. This group of employee obligations dealt with items relating to dedication to the employer with respect to reputation and competitors. Factor 2 was named "Loyalty."

Factor 4 contained four items. This group of employee obligations included items concerned with areas of responsibility such as delivering assigned curriculum, working a full day, and following the policies of the organization. Thus, Factor 4 was named "Responsibility." Because the alpha coefficient for this group of items was .66, which was a low level of internal consistency, this factor was not retained.

The communalities showed that from 31% to 66% of item variances were accounted for by the four common factors. The proportion of the total variance attributed to each of the factors ranged from 16.08% to 8.78%. The principal component analysis

resulted in the identification of three retained factors regarding the employee obligations data, namely "Effort at Work," "Extra-Role/Citizenship Behaviours," and "Loyalty."

As explained in the previous section, dropping the factor of "Responsibility" meant that the decision criteria was not met. The items included in this excluded factor were derived from the interview and focus group data and, therefore, have merit and meaningfulness. It is important to remember that the principal component analysis was an exploratory step taken in this study, and that it is obvious that more work is required to refine the instrument.

The principal component analyses that were carried out in this study were exploratory, and, most usefully, indicated that further research development work is required. The factors that were retained in the employee obligations, namely "Effort at Work," "Extra-Role/Citizenship Behaviours," and "Loyalty" were the factors identified in the analysis of employee obligations.

Results of the Principal Component Analysis of The Passage of Time Statements

A principal component analysis of the responses to the 39 statements in the Passage of Time section identified eleven factors with an eigenvalue greater than 1.00 and accounted for 61.9% of the total variance. The scree plot showed that a five-factor solution was appropriate. Once the extraction of five factors was specified (a rotated solution was requested), seven items which exhibited communalities less than .3 were dropped, including "I socialize less with colleagues," "I am engaged in fewer volunteer activities," " I sometimes work around official procedures to get things accomplished in my job," "I feel more professionally out of touch with my colleagues at work," "I know what is important in this organization and work toward those goals," "I separate work

from home more distinctly now," and "As an employee, I identify with the provincial model of the organization."

The remaining 32 items (with communalities ranging from .332 to .646) were included in the analysis. The means, standard deviations, and communalities for the analysis of the passage of time responses are presented in Table 5-3. The test of shared variance provided a KMO of .76 and the Bartlett Test of Sphericity indicated an adequate level of correlations between items.

Table 5-3

Factor Loadings of the Passage of Time Statements (Rotated)

	M	SD	Comm.	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Factor 1: Relationship								
I trust my employer.	2.48	1.03	.562	.737	-.025	.007	.051	.126
I feel that professionalism has lessened in this organization.	3.33	1.12	.475	.625	.056	-.067	-.045	.273
I do not feel as obligated to my employer as I used to feel.	3.33	1.18	.646	.722	.313	.086	-.085	-.110
I have lost some of my passion for the organization.	3.63	1.02	.514	.617	.321	.120	-.087	-.094
I receive less support from my employer.	3.42	1.04	.596	.735	.126	.070	.005	.187
I feel more informed about what is going on in this organization.	2.40	.91	.432	.599	.767	-.047	-.229	.112
I feel this is not as reciprocal an employment relationship as it used to be.	3.65	.88	.523	.677	.140	.183	.103	.035
I am provided with academic leadership by my employer.	2.40	1.01	.559	.726	.083	.041	.096	-.116
I perceive my employment relationship more impersonally.	3.73	1.00	.466	.637	-.001	.229	.085	-.026

Table 5-3 (continued)

	M	SD	Comm.	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Factor 2: Priorities								
I have changed my priorities with respect to work and home.	3.84	.93	.440	.221	.459	.336	.176	.190
The activities of my family influence my employment relationship.	3.24	1.12	.336	-.190	.462	.249	-.156	.004
Health issues have a higher priority in my employment relationship.	3.55	1.09	.408	.020	.570	.117	.191	.180
I spend less time at work because I have become more efficient in my work.	2.60	1.15	.364	.064	.492	.037	-.069	-.335
I have reduced my investments in this organization.	2.84	1.13	.489	.399	.545	-.017	-.176	-.038
I have reduced my range of work obligations.	2.78	1.07	.388	.166	.596	-.031	-.058	-.021
I resist the amount and pace of change in my job.	2.53	.92	.420	-.019	.478	.015	-.426	.101
My employer owes some responsibility toward me and my family as a result of my years of service.	3.33	1.03	.416	-.112	.555	.145	.271	-.034
I look to outside interests to keep myself motivated.	3.54	1.05	.394	.301	.494	.221	.035	.098
Factor 3: Responsibility for Self								
I have become more concerned about me in this organization.	3.12	1.01	.439	.303	.328	.458	-.089	-.149
I have resigned myself to whatever course of action is placed in front of me.	2.91	1.13	.453	.087	.094	.651	-.065	-.087
I tolerate things about my employment relationship that I did not tolerate before.	3.13	1.05	.531	.118	.182	.662	.162	-.140
The sheer amount of change influences my employment relationship.	3.48	.94	.404	.255	.283	.474	-.050	.177
I am taking more responsibility for myself at work than before.	3.51	.87	.526	.007	.026	.700	-.039	.186
Factor 4: Response to Change								
I have become more adaptive to change.	3.83	.91	.496	-.177	.071	-.378	.502	.253
I have become more patient.	3.49	.99	.385	-.268	-.071	.366	.417	.023
I will do the best I can do in my job	4.48	.53	.580	.116	.020	-.220	.717	.063
I feel I am contributing to quality education.	4.46	.69	.590	-.207	.312	-.318	.585	-.078
I expect to face more change in the coming years.	4.36	.63	.332	.296	-.117	.170	.448	-.037

Table 5-3 (continued)

	M	SD	Comm.	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Factor 5: Effort at Work								
I work harder now.	3.68	1.00	.502	-.003	.009	.213	.368	.566
I feel indispensable in this organization.	1.92	.77	.541	-.293	.230	-.067	-.263	.573
I often come to work when I am not feeling well.	4.00	.87	.349	.076	-.011	.020	.059	.582
My employer manages by what is in the collective agreement.	3.40	.90	.372	-.398	.049	.108	.139	.451
Eigenvalue				5.417	3.456	2.777	2.624	1.837

As illustrated in Table 5-3, Factor 1 contained nine items. The alpha coefficient for these items was .86, indicating a sufficient level of internal consistency, and therefore was retained. This group of passage of time statements referred to items concerning the influence of the passage of time on the employment relationship. Thus, Factor 1 was named "Relationship."

Factor 2 contained nine items. The alpha coefficient for internal reliability for this group of items was .71 (which was sufficient) and was retained. This group of passage of time statements dealt with items relating to the influence of the passage of time on setting priorities. Factor 2 was named "Priorities."

Factor 3, named "Responsibility to Self," contained five items and referred to passage of time statements that related to the influence of the passage of time on responsibility to self issues. The alpha coefficient for internal reliability for this group of items was .69, indicating an unacceptable level of internal consistency, and therefore the factor was excluded.

Factor 4 contained five items. This group of passage of time statements related to items concerned with the influence of the passage of time on issues around change.

Thus, Factor 4 was named "Responses to Change." The alpha coefficient for internal reliability for this group of items was .49, indicating a low level of internal consistency, and therefore this factor was excluded.

Factor 5 contained four items. This group of passage of time statements included items concerned with the influence the passage of time has on effort at work. Thus, Factor 5 was named "Effort at Work." The alpha coefficient for this group of items was .10, indicating a low level of internal consistency, and was therefore excluded.

The communalities show that from 33% to 65% of item variances were accounted for by the five common factors. The proportion of the total variance attributed to each of the factors ranged from 16.12% and 5.50%. The principal component analysis has resulted in the identification of two retained factors regarding the passage of time data, namely "Relationship" and "Priorities." The excluded factors in this instance include "Responsibility for Self," "Response to Change," and "Effort at Work."

Again, these factors did not meet the decision criteria, but certainly there was merit and meaningfulness in the items making up the factors, since they were derived from the interview and focus group data. Again, the exploratory purpose of the principal component analysis indicates the worthiness and requirement of further development of the survey instrument.

The principal component analyses that were carried out in this study were exploratory, and, most usefully, indicated that further research development work is required. The factors that are retained in the passage of time statements, namely "Relationship" and "Priorities" were the factors identified in the analysis of passage of time statements.

Results of the Principal Component Analysis of Contextual Organization-Specific Events

A principal component analysis of the responses to the eighteen organization-specific events or factors in the Context: Organization-Specific Events section identified six factors with an eigenvalue greater than 1.00 and accounted for 66.6% of the total variance. Since all communalities were over .300 and ranged from .523 to .845, all items were included in the analysis. The test of shared variance provided a KMO of .79 and the Bartlett Test of Sphericity indicated an adequate level of correlations between items. The scree plot showed that a three-factor solution was appropriate (a rotated solution was requested) and explained 47.8% of the variance. The means, standard deviations, and communalities for the principal component analysis of the organization-specific events are presented in Table 5-4.

As illustrated in Table 5-4, Factor 1 contained seven items. The alpha coefficient for the seven items was .77, indicating a sufficient level of internal consistency, and was therefore retained. This group of organization-specific events referred to items concerning changes occurring in the work of the organization, specifically in the initiation and communication of change, changes in the delivery mode of curriculum, and labour relations changes. Thus, Factor 1 was named "Work Change."

Factor 2 contained seven items. The alpha coefficient for internal reliability for this group of items was .78, indicating a sufficient level of internal consistency, and was therefore retained. This group of organization-specific events dealt with items relating to change involving strategy and structure. Factor 2 was named "Organizational Change."

Table 5-4

Factor Loadings of Contextual Organization-Specific Events (Rotated)

Items included in the Factor	M	SD	Comm.	Factor 1	Factor 2	Factor 3
Factor 1: Work Change						
Management of change	3.67	1.15	.595	.602	.396	-.274
Hiring practices	3.05	1.19	.364	.569	.160	.123
Change in the delivery mode of curriculum	3.15	1.33	.551	.725	-.117	.106
Technology demands	3.77	1.11	.523	.648	-.164	.277
Labor unrest	2.73	1.17	.365	.553	.177	.168
The collective agreement	3.48	1.10	.373	.575	.084	.188
Ongoing demand for change	3.73	1.07	.518	.663	.282	.007
Factor 2: Organizational Change						
Strategy of the employer	3.46	1.23	.466	.391	.533	-.174
Frequency of change of managers	3.63	1.23	.463	-.163	.654	.096
Corporate identity	3.04	1.32	.595	.155	.670	.349
Structural changes	3.38	1.20	.589	.104	.750	.126
Pay and benefit levels	3.18	1.21	.382	.346	.417	.296
Cyclical change of organizational change	3.47	1.12	.488	.316	.623	-.010
Centralization of management of the organization	3.55	1.32	.468	.055	.598	.329
Factor 3: Outstanding Issues						
Transfer of curriculum outside the organization	2.61	1.26	.458	.103	-.074	.665
Hours of work	3.69	1.29	.316	.271	.272	.411
Increased number of managers	3.13	1.41	.565	.029	.409	.630
Management Information System	2.80	1.33	.521	.256	.236	.632
Eigenvalue				3.293	3.286	2.021

Factor 3, named "Outstanding Issues," contained four items and referred to organizational issues that seemed unresolved to instructors, including hours of work, transfer of curriculum outside the organization, and the increased number of management. The alpha coefficient for internal reliability for this group of items was .64, indicating a low level of internal consistency, and was therefore excluded.

The communalities showed that from 32% to 60% of item variances were accounted for by the three common factors. The proportion of the total variance attributed to each of the factors ranged from 18.30% to 11.23%. The principal component analysis resulted in the identification of two retained factors regarding the contextual

organization-specific data, namely "Work Change" and "Organizational Change." The decision not to retain the factor of "Outstanding Issues" was made since the factor did not meet the decision criteria. However, there is merit in the items making up this excluded factor, since they were derived from the interview and focus group data. More work is required with respect to the identification of the underlying themes in the contextual organization-specific events.

The principal component analyses that was carried out in this study is exploratory, and, most usefully, indicated that further research development work is required. The factors that were retained in the contextual organization-specific factors, namely "Work Change" and "Organizational Change" were the factors identified in the analysis of contextual organization-specific factors.

Results of the Principal Component Analysis of Contextual Person-Specific Events

A principal component analysis of the responses to the twenty-five events or factors in the Context: Person-Specific Events section identified seven factors with an eigenvalue greater than 1.00 and accounted for 63.2% of the total variance. One item, "Preoccupation with work," displayed a low communality and was removed before a second factor analysis was conducted. Items included in the analysis had communalities ranging from .489 to .781. The test of shared variance provided a KMO of .80 and the Bartlett Test of Sphericity indicated an adequate level of correlations among items. The scree plot showed that four factors were appropriate and therefore a four-factor rotated solution was requested, which explained 44.7% of the variance. The means, standard deviations, and communalities for the principal component analysis of the person-specific events are shown in Table 5-5.

Table 5-5

Factor Loadings of the Contextual Person-Specific Events (Rotated)

Items included in the Factor	M	SD	Comm.	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1: Non-Work Interests							
Pay	3.08	1.26	.402	.598	.154	-.047	.134
Family obligations	2.90	1.29	.340	.512	.171	.190	.114
Outside interests	2.66	1.18	.457	.572	.180	.200	.240
Desire to travel	2.29	1.26	.500	.670	.007	-.041	.209
Health issues	2.69	1.41	.417	.515	.231	.117	.290
A unique personal experience	2.56	1.39	.424	.528	-.080	.280	.246
Financial obligations	3.07	1.31	.498	.634	.216	.197	-.100
Personal success outside the organization	2.57	1.22	.490	.414	-.284	.392	.286
Lifestyle decisions	3.08	1.24	.500	.670	.205	.009	-.011
Financial security	3.39	1.19	.513	.702	.086	-.031	-.108
Factor 2: Time-Related Interests							
Age	3.01	1.29	.551	.464	.573	.038	.076
Changing priorities	3.33	1.29	.570	.371	.602	.263	.004
Aging parents	2.28	1.34	.359	.375	.387	.149	.216
Nature of work itself has changed	3.29	1.25	.464	.136	.610	.257	.081
Loss of enthusiasm for work generally	2.51	1.24	.481	.109	.667	-.135	.075
Factor 3: Priorities							
Fondness for teaching	3.96	1.15	.459	.267	-.101	.586	-.182
Your significant other's activities	2.08	1.30	.311	.022	.040	.433	.359
Increase in devotion to profession	2.61	1.24	.566	-.070	-.014	.697	.274
Attaining a more balanced view of work	3.40	1.00	.585	.044	.413	.639	-.058
Increased experience in your work	3.48	1.10	.329	.182	.187	.510	-.029
Factor 4: No influence							
Gender issues	2.10	1.19	.455	.428	.185	.061	.483
Changing marital arrangements	1.79	1.22	.402	.106	-.045	-.150	.605
Going back to school	1.95	1.31	.441	.032	.091	.197	.627
Anxiety about job security	2.11	1.20	.376	.115	.420	-.065	.427
Eigenvalue				4.325	2.506	2.358	1.990

As illustrated in Table 5-5, Factor 1 contained ten items. The alpha coefficient for the ten items was .83, indicating a sufficient level of internal consistency and therefore the factor was retained. This group of person-specific events referred to items concerning interests other than work such as health, family, and lifestyle decisions. Thus, Factor 1 was named "Non-Work Interests."

Factor 2 contained five items. The alpha coefficient for internal reliability for this group of items was .72, which was a sufficient level of internal consistency and therefore the factor was retained. This group of person-specific events or factors dealt with items relating to events that were time-related such as age, changing priorities, and loss of enthusiasm for work. Factor 2 was named "Time-Related Interests."

Factor 3, named "Priorities," contained five items and referred to person-specific events which included fondness for teaching, devotion to profession, and increased experience in work. The alpha coefficient for internal reliability for this group of items was .64, indicating a low level of internal consistency and therefore the factor was excluded.

Factor 4 contained four items. This group of person-specific events or factors included items concerned with what instructors consistently regarded as having no influence on the workplace obligations. Thus, Factor 4 was named "No Influence." The alpha coefficient for internal reliability for this factor was .52, indicating a low level of internal consistency, and therefore the factor was excluded.

The communalities showed that from 29% to 57% of item variances were accounted for by the four common factors. The proportion of the total variance attributed to each of the factors ranged from 17.30% to 7.96%. The principal component analysis resulted in the identification of two retained factors regarding the contextual person-specific data, namely "Non-Work Interests" and "Time-Related Interests."

The decision not to retain the factors of "Priorities" and "No Influence" was made since the factors did not meet the decision criteria. However, there is merit in the items making up these excluded factors, since they were derived from the interview and focus

group data. More work is required with respect to the identification of the underlying themes in the contextual person-specific events.

The principal component analysis that are carried out in this study was exploratory, and, most usefully, indicated that further research development work is required. The factors that were retained in the contextual person-specific factors, namely "Non-Work Interests" and "Time-Related Interests" were the factors identified in the analysis of contextual person-specific factors.

Results of the Principal Component Analysis of The Nature of Obligations Statements

A principal component analysis of the responses to the twenty statements in Nature of Obligations section identified four factors with an eigenvalue greater than 1.00 and accounted for 68.1% of the total variance. Four of the items had communalities less than .300 and were excluded. These included "I enjoy my job," "I am clear about the nature of my employment relationship," I am apathetic about the change this organization has faced," and "I observe activities in this organization rather than participate in them." A second analysis of the remaining sixteen items was conducted, with communalities ranging from .329 to 775. The test of shared variance provided a KMO of .90 and, according to the Bartlett Test of Sphericity, an adequate level of correlations between items was present.

The scree plot showed that two factors are appropriate. A two-factor rotated solution, therefore, was requested which explained 54.5% of the variance. The means, standard deviations, and communalities for the principal component analysis of the nature of obligations statements are presented in Table 5-6.

As illustrated in Table 5-6, Factor 1 contained fourteen items. The alpha

coefficient for these items was .92, which indicated that there was sufficient internal consistency for the items to be considered multiple measures of the same factor. This group of nature of obligations statements referred to items concerning the condition of the employment relationship, including being valued, having confidence, and feeling supported. Thus, Factor 1 was named "Relationship."

Factor 2, named "Intention to Remain," contained two items and referred to nature of obligations statements which included intending to retire or leaving the organization. The alpha coefficient for internal reliability for this group of items was .29, which indicated an insufficient level of internal consistency. In addition to this, because there were only two items in the factor, it was excluded.

The communalities showed that 36% to 78% of item variances were accounted for by the two common factors. The proportion of the total variance attributed to each of the factors ranged from 41.43% to 13.09%. The principal component analysis resulted in the identification of one retained factor regarding the nature of obligations data, namely "Relationship Condition." The factor "Intention to Remain" was excluded since it did not meet the decision criteria used; however, there is merit in the items making up the factor since they were derived from the interview and focus group data.

There is a need for further research and development in the nature of obligations of the experienced college instructor. The factor that was retained in the nature of obligations statements, namely "Relationship" was the factor identified in the analysis of the nature of obligations statements. An exploratory approach was taken in this study toward the identification of underlying themes, but it was apparent that the excluded factor of "Intention to Remain" has merit and is worthy of further investigation and work.

The principal component analysis that was carried out in this study was exploratory, and, most usefully, indicated that further research development work is required.

Table 5-6

Factor Loadings of Nature of Obligations Statements (Rotated)

Items included in the Factor	M	SD	Comm.	Factor1	Factor 2
Factor 1: Relationship Condition					
This is a good place to work.	3.58	.96	.595	.730	.248
I perceive justice and fairness in my employment relationship.	2.91	1.01	.456	.575	.355
I would advise others to work here.	3.66	.93	.543	.692	.253
I feel valued in my employment relationship.	2.83	1.03	.574	.722	.230
I have confidence in the academic leadership in this organization.	2.43	1.13	.490	.693	-.101
Communication in this organization is clear and effective.	2.38	.88	.553	.744	.020
This organization provides an environment in which I can mature as a faculty member.	2.77	1.04	.574	.742	.151
Overall, I feel supported in this organization.	2.68	1.00	.709	.779	.318
The employment relationship in this organization is mutually beneficial.	2.87	.97	.593	.736	.227
The organization has a professionally- based climate.	2.72	1.01	.594	.768	-.066
This organization has matured over time.	2.68	1.20	.506	.710	.048
I feel in control in my employment relationship.	2.84	1.07	.401	.569	.278
I am committed to my employment relationship.	3.69	.82	.358	.505	.321
The business plan clearly identifies priorities that help me in my job.	2.44	.96	.329	.535	.208
Factor 2: Intention to Remain					
I would retire today if I could.	2.53	1.27	.671	-.061	.817
I look forward to leaving the organization.	2.74	1.10	.775	.263	.840
Eigenvalue				6.629	2.094

Summary of the Principal Component Analyses

Once the factors to be retained were identified, these were placed as dimensions of the psychological contracts of experienced college instructors in the content, passage of time, context, and nature of obligations sections of the conceptual framework. In this way, the underlying themes identified in the survey data through the principal component analyses were presented. The findings from the principal component analyses are

summarized in Figure 5-1.

The frequency analysis of the data provided the descriptive part of this study, while the principal component analysis and analysis of variance provided the inferential part. The question to ask was whether the principal component analysis had contributed or yielded common and/or additional dimensions of the psychological contracts of experienced instructors that the frequency analysis yielded. It appeared that the dimensions identified from the descriptive portion of the study, from both the normative and idiosyncratic perspectives, were generally similar to those dimensions identified from the principal component analyses of the survey data.

These identified dimensions were then placed in the conceptual framework presented in the initial chapter in this study, as illustrated in Figure 5-1. Following is an explanation of these dimensions as presented in Figure 5-1.

Content dimensions. With respect to identifying the dimensions of the contents of the psychological contracts of experienced college instructors, it appeared that the principal component analysis yielded similar dimensions as did the frequency analysis. It is obvious that the dimensions of "Recognition and Development" and "Fairness, Equity, and Justice" were common to both the descriptive and the analytical aspects of Employer Obligations in one form or another. Likewise, the dimensions identified in the principal component analysis of the employee obligations were not unlike the dimensions identified in the frequency analysis, with both analyses identifying dimensions concerned with effort at work and extra-role behaviours. With respect to the content of the psychological contracts of experienced instructors, the factors of "Support" and "Security" were Employer Obligations not retained as a result of the analysis, as was the

Employee Obligations factor or "Responsibility" excluded. As indicated earlier, this pointed to the need for a refinement of the survey instrument, since these factors were derived from the research (see Appendix A and B, which illustrate Hutton's, 2000 and Rousseau's,1998 work) and from the interview and focus group data.

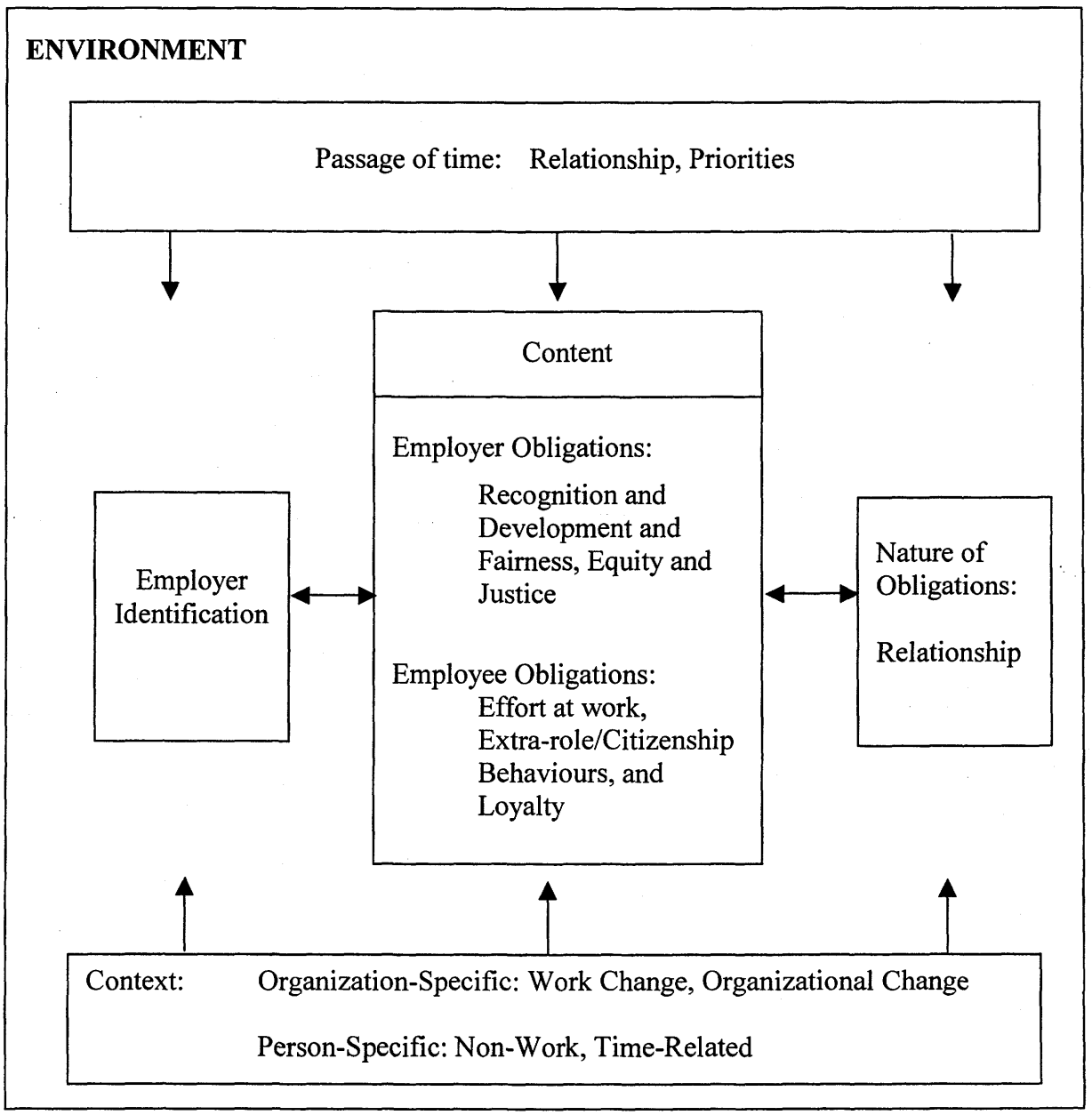

Figure 5-1 Dimensions of the Psychological Contracts of Experienced College Instructors as Identified through Principal Component Analyses

Passage of time dimensions. With respect to the passage of time statements, the principal component analysis yielded similar dimensions to those identified in the frequency analysis, generally concerning relationship, priorities, and change. The excluded factors of "Responsibility for Self," "Response to Change," and "Effort at Work" did not meet the decision criteria used in this study, but nonetheless "make sense" in the face of the interview and focus group data and in the research completed so far in the psychological contract field. Further development is required of the survey instrument.

Context dimensions. The dimensions identified in the principal component analysis of the contextual organization-specific data were similar to those identified in the frequency analysis, including work change and organization change and particularly strategy and change. With respect to contextual person-specific dimensions, although most of the dimensions identified through the frequency analysis were common to those found in the principal component analysis, an additional factor was identified as "Non-Work Interests."

Nature of obligations dimensions. With respect to the Nature of Obligations data, the relationship dimension was obvious in both the descriptive and analytical treatment of the data. Even though the "Intention to Remain" was excluded in the principal component analysis, it was an apparent theme in the research and in the interview and focus group data.

As mentioned previously, the dimensions found in the frequency analysis and the factor analysis are illustrated in Figure 4-1 and Figure 5-7 respectively. Having reduced the items of the survey to a more manageable set, it is now possible to further analyze

the data. Following is the analysis of variance procedure conducted using the retained factors identified through the principal component analysis.

Results of the Analyses of Variance

Before the analyses of variance was conducted to determine whether or not there were any significant differences in the survey scores when classified on the basis of age, sex, experience at SIAST, experience at other institutions, level of education, and years of post-secondary education, the Chi Square Test of Independence was used to ascertain the independence of these demographic variables. Since all but one respondent was full-time, employment status as a demographic variable was not included in the analysis of variance.

The initial Chi-Square Test of Independence that was run identified the independence status of the variables but also identified the occasions when the data was too scarce, when there were less than 5 values in a cell. The variables of experience at SIAST, experience at other institutions, and years of post-secondary education exhibited cells having less than 5 values. It was possible to collapse the cells with less than 5 values in the variables of experience at SIAST and experience at other institutions, but not the cells with values of less than 5 in the variable of years of post-secondary education. Only the variables that filled the assumption that 5 values or more were in each cell were used in the analysis.

The variables included in the Chi-Square Test of Independence after dealing with the scarcity of data are identified in Table 5-8, together with the status of these variables' independence. The variables of age, sex, experience at SIAST, experience at other institutions, and level of education are the variables that are independent of one another,

while the variables of age and experience at SIAST, sex and experience at SIAST, and sex and level of education are the variables that are not independent of one another.

Table 5-7

Probabilities of Chi-Square Test of Independence Values

Variable	Sex	Experience at SIAST	Experience at Other Institutions	Level of Education
Age	.085	.002*	.087	.344
Sex		.016*	.166	.006*
Experience at SIAST			.236	.202

*significant at the .05 level

One-way analysis of variance was used for those variables that were independent of one another, while two-way analysis was used for those variables that were associated with one another. Once the determination was made as to the independence of variables and whether a one-way or a two-way analysis of variance would be used, the analysis of variance was conducted for each retained factor identified in the six data sets. The results of the one-way ANOVA and two-way ANOVA are presented in Table 5-9 and Table 5-10 respectively.

The significant differences identified through the one-way analyses of variance are presented in Table 5-9, while the significant differences identified through the two-way analyses of variance are presented in Table 5-10. Discussion of the findings follow each research question. Due to space constraints, only the significant differences are reported and discussed for each of the research questions. Appendix I and J contain the one-way ANOVA and the two-way ANOVA statistics.

Content dimensions. With respect to the retained employer obligation factor of "Recognition and Development," the two-way ANOVA revealed that there were significant differences in how male and female instructors perceived how the employer

made the obligations concerning "Recognition and Development" when the effects and interaction of the variables of sex and experience at SIAST were examined. Female instructors, with a mean score of 18.50, perceived that the employer made the obligations involving the recognition of their special contributions and skills, the development of their careers, and the provision of support to a greater extent than did male instructors, with a mean score of 16.69. This two-way ANOVA also revealed that instructors who had over 25 years of experience in SIAST perceived that the employer made the obligations concerning "Recognition and Development" to a greater extent than did other instructors.

Table 5-8

Significant Differences Identified Through One-Way ANOVA

Factor	Variable	N	M	SD	F	Sig.	Difference(s) Between Groups
ErF2: Fairness, Equity, and Justice	Sex: M	86	20.61	5.32	4.831	.029	1 < 2
	F	72	22.51	5.57			
PofT1: Relationship	Age: 4	46	27.70	3.48	3.556	.031	5 6 4
	5	63	29.22	3.14			
	6	49	27.90	3.34			
CxperF1: Non-Work	Sex: M	86	26.67	8.08	7.925	.006	1 < 2
	F	72	30.18	7.44			
CxperF1: Non-Work	Expsiast: 1	57	27.77	7.28	4.178	.017	2 1 3
	2	46	30.96	8.21			
	3	55	26.55	8.00			
CxPerF2: Time-Related	Sex: M	86	13.38	4.02	3.182	.001	1 < 2
	F	72	15.65	4.38			

Regarding the employer obligation factor of "Fairness, Equity, and Justice," the significant differences identified from the one-way ANOVA of the instructor responses to items within this retained factor illustrated that there was a significant difference in how male and female instructors perceived how the employer made the obligations concerning fair, equitable, and just treatment. With a mean of 22.51, female instructors perceived that the employer made these obligations to a greater extent than did male instructors, with a mean score of 20.61.

Table 5-9

Significant Differences Identified Through Two-Way ANOVA

ErF1: Recognition and Development	df	F	Sig.	Difference(s) Between Groups
Sex	1	5.167	.024*	1 < 2
Expsiast	2	3.050	.050*	3 1 2
Sex*Expsiast	2	.465	.629	
ErF2: Fairness, Equity, and Justice				
Sex	1	.344	.007*	1 < 2
Expsiast	2	.087	.114	
Sex*Expsiast	2	.124	.357	
Pof TF1: Relationship				
Age	2	3.265	.041*	2 3 1
Expsiast	2	1.039	.356	
Age*Expsiast	4	1.960	.103	
CxorgF1: Work Change				
Sex	1	8.735	.004*	1 < 2
Leveduc	2	4.187	.017*	2 1 3
Sex*Leveduc	2	2.489	.086	
CxperF1: Non-Work				
Age	2	.311	.733	
Expsiast	2	3.578	.030*	2 1 3
Age*Expsiast	2	.973	.424	
Sex	1	5.617	.019*	1 < 2
Expsiast	2	2.619	.076	
Sex*Expsiast	2	.419	.659	
Sex	1	6.834	.010*	1 < 2
Leveduc	2	.141	.868	
Sex*Leveduc	2	.120	.887	
CxperF2: Time-Related				
Sex	1	8.962	.003*	1 < 2
Expsiast	2	1.083	.341	
Sex*Expsiast	2	.754	.472	
Sex	1	5.550	.020*	1 < 2
Leveduc	2	.819	.443	
Sex*Leveduc	2	.047	.954	
NofOF1: Relationship				
Sex	1	4.837	.029*	1 < 2
Expsiast	2	1.106	.334	
Sex*Expsiast	2	4.656	.016*	

*Significant at the .05 level

In addition, there were significant differences in how male and female instructors

perceived how the employer made the obligations concerning "Fairness, Equity, and Justice" when examining the effects and interaction of the variables of sex and experience at SIAST, with female instructors again perceiving that the employer made these obligations to a greater extent than did male instructors perceive.

Overall, with respect to the content dimensions of the psychological contracts of experienced instructors, the analysis of variance revealed that there were both sex and experience at SIAST differences in how instructors perceived the employer obligations factors. Female instructors believed that the employer made certain obligations to a greater extent than did male instructors, while instructors with 25 or more years of experience at SIAST perceived that the employer made certain employer obligations to a greater extent than did other instructors with less experience at SIAST. Since no significant differences were identified in how instructors responded to the items in the Employee Obligations section based on age, sex, experience at SIAST, experience at other institutions, level of education, and years of post-secondary education, experienced instructors appear to be a homogenous group with respect to their perception of the obligations they made to their employer.

Passage of time dimensions. With respect to the retained passage of time factor, "Relationship," the one-way ANOVA revealed that there were significant differences in how instructors who were 50-54 years of age perceived (with a mean score of 29.22) that the "Relationship" factor reflected the influence the passage of time had on workplace obligations more than instructors of other ages. These instructors, between the ages of 50-54, indicated that statements reflecting relationship items such as trust, reciprocity, and leadership reflected the influence of the passage of time on workplace obligations to

a greater extent than do instructors of other ages. The two-way ANOVA also revealed a significant age effect, when the effects and interaction of the variables of age and experience at SIAST were examined. There were significant differences in how instructors who were 50-54 years of age perceived the "Relationship" factor reflected the influence the passage of time had on workplace obligations, with these employees again reflecting that these obligations influenced these obligations to a greater extent than did instructors of other ages.

Overall, with respect to the passage of time dimensions of the psychological contracts of experienced instructors, the analysis of variance revealed that there were age differences in how instructors perceived the passage of time factors. Instructors between the ages of 50 and 54 years believed that the passage of time statements regarding relationship statements reflected the influence of the passage of time on workplace obligations to a greater extent than did employees of other ages.

Context dimensions. With respect to the retained contextual organization-specific factor of "Work Change," the two-way ANOVA indicated that, when the effects and interaction of the variables of sex and level of education were examined, female instructors perceived that such organizational events as management of change and technology demands influenced workplace obligations to a greater extent than male instructors. In addition, when the effects and interactions of the variables of sex and level of education were examined with respect to the same factor, instructors with a mixed level of education (vocational and academic) perceived that these organizational events influenced workplace obligations to a greater extent than instructors with academic or vocational education.

With respect to the retained contextual person-specific factor of "Non-Work Interests ," the one-way ANOVA indicated that female instructors (with a mean score of 30.18) perceived that this factor influenced workplace obligations to a greater extent than male instructors (with a mean score of 26.67). Instructors with 20-24 years of experience at SIAST perceived, with a mean score of 30.96, that the "Non-Work Interests" contextual person-specific events, including outside interests and the desire to travel, influenced workplace obligations to a greater extent than did other instructors.

The two-way ANOVA revealed that when examining the effects and interaction of age and years of experience at SIAST, instructors with 20-24 years of experience at SIAST perceived (with a mean score of 30.96) that the contextual person-specific factor of "Non-Work" influenced workplace obligations to a greater extent than did other instructors. When examining the effects and interaction of sex and years of experience at SIAST, female instructors perceived (with a mean score of 30.18) that the "Non-Work" contextual person-specific factor influenced workplace obligations to a greater extent than male instructors (with a mean score of 26.67). When examining the effects and interaction of sex and level of education with respect to the "Non-Work" contextual person-specific factor, female instructors perceived (with a mean score of 30.18) that this factor influenced workplace obligations to a greater extent than male instructors, with a score of 26.67.

With respect to the retained contextual person-specific factor of "Time-Related Interests," the one-way ANOVA revealed that female instructors perceived (with a mean score of 15.65), that the "Time-Related" contextual person-specific events influenced workplace obligations to a greater extent than did male instructors (with a mean score of

13.38). When examining the effects and interaction of the variables of sex and years of experience at SIAST, the two-way ANOVA revealed that, with respect to the "Time-Related" contextual person-specific factor, female instructors perceived, with a mean score of 15.65, that this factor influenced workplace obligations to a greater extent than male instructors perceived (with a mean score of 13.38). When the effects and interaction of the variables of sex and level of education were examined, the two-way analysis indicated that female instructors perceived, with a mean score of 15.65, that the "Time-Related" contextual person-specific factor influenced workplace obligations to a greater extent than did male instructors, with a mean score of 13.38.

Overall, with respect to the context dimensions of the psychological contracts of experienced instructors, the analysis of variance revealed that there were sex, experience at SIAST, and level of education differences in how instructors perceived the employer obligations factors. Female instructors scored higher in most instances, indicating that they perceived that the identified contextual events, both organization- and person-specific, influenced workplace obligations to a greater extent than male instructors. Instructors with 20-24 years and over 25 years of experience at SIAST identified contextual events that influenced workplace obligations differently than the more inexperienced instructors. Also, instructors who had a vocational/academic mix of education perceived the influence of contextual events differently than instructors with either academic or vocational education.

Nature of obligations dimensions. The two-way ANOVA revealed that when examining the effects and interaction of the variables of sex and years of experience at SIAST, female instructors perceived, with a mean score of 41.97, that the "Relationship"

factor reflected the nature of their workplace obligations to a greater extent than did male instructors. Also, the interaction of the variables of sex and years of experience at SIAST was significant, although there did not appear to be any significant differences among the groups and therefore no interaction of sex and experience at SIAST is reported.

Summary of the Inferential Analysis

Although the inferential treatment of the data is not the "guts" of this study and the principal component analyses and the analyses of variance were exploratory in purpose, this treatment of the data provided valuable insights into the contents and nature of the psychological contracts of experienced college instructors, taking into account the passage of time and the context, while at the same time contributing to the further conceptualization of the concept of the psychological contract.

It is apparent that there were dimensions of the psychological contracts of experienced college instructors that were common to those identified in the frequency analysis of the data and that the dimension of "Non-Work Interests" was added to the contextual organization-specific area as a result of the principal component analyses. Although factors were excluded as a result of the decision criteria employed in the principal component analyses, the excluded factors remain research-worthy of further investigation. The findings of the principal component analysis of the data were indicative, rather than predictive, of the complexity of the psychological contracts of experienced instructors and generally supported the findings of the descriptive part of the study.

Although the ANOVA treatment of the data was intended as exploratory and was not the "meat" of the study, the one-way and the two-way analysis of variance revealed

that the variables of age, sex, experience at SIAST, and level of education influenced instructors' perceptions of the dimensions of the psychological contracts identified in the study. Certainly more work is required and other variables certainly should be investigated with respect to instructor characteristics that may influence the perception of the various dimensions of the psychological contracts.

The next chapter presents the summary of the study and the conclusions and implications drawn.

CHAPTER SIX

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter begins with a brief summary of the study, including the purpose, background, significance, methodology, and analysis of data. A synopsis of the findings of the study is provided, followed by conclusions and implications identified from the study.

Summary of the Study

The intention of this study was to ascertain the dimensions of the psychological contracts of experienced college instructors in order to further understand the employment relationships that existed between instructors and the employing college system. The experienced college instructor, for the purposes of this study, was identified as one who was 45 years of age or older, with 15 or more years of teaching experience in the college system. The majority of these experienced instructors are members of the baby boomer generation and, as such, demand a certain amount of attention, particularly due to the existence of their sheer numbers and their consequential impending exit from the system.

The psychological contract, as a scientific construct, can play a role in examining the employment relationships of educators, and specifically of adult educators. The concept has been used in many other types of settings, but has been definitely underutilized in education. This study was unique in that it examined the contents (consisting of both employer and employee obligations) of the psychological

contracts of experienced instructors, but also contributed to the study of the dimensions of the psychological contracts by taking into account the passage of time and the context (both organization- and person-specific) within which it occurred.

The five-part conceptual framework employed in the study embraced several aspects of the study of the psychological contract concept. The first part of the framework concentrated on establishing the identification of the "other" party to the contract, specifically the employer. Part Two dealt with the identification of the content dimensions of the psychological contracts of experienced instructors, involving the identification of both employer and employee obligations. Part Three of the framework examined how the passage of time influenced workplace obligations and identified the passage of time dimensions of the psychological contracts. The context dimensions were the fourth part of the framework, identifying both the organization- and person-specific events that influenced workplace obligations. The fifth part of the framework sought to determine the perception instructors have of the nature of these workplace obligations by identifying the nature of obligations dimensions of the psychological contracts.

Data collection consisted of engaging twenty-two instructors in interviews and focus group sessions and using the qualitative data collected to redesign an existing survey that was administered to three hundred and twenty-seven instructors. In this way, both qualitative and quantitative data were collected. Of the one hundred and eighty-two surveys returned (a return rate of 55.7%), one hundred and fifty-eight were usable.

The qualitative data from the interviews and focus group sessions were used to design the survey. The data collected from the interviews, focus group sessions, and the survey were organized under the research questions posed in the study. Frequency analysis, as the descriptive part of the study, was conducted to determine the dimensions of the psychological contracts of instructors and resulted in the identification of twenty-three factors. Principal component analysis, as the inferential part of the study, was then used to identify twelve dimensions in the survey data. The dimensions identified in both the frequency analysis and the principal component analyses were examined to determine whether or not these two treatments yielded similar dimensions. As part of the further analysis of the dimensions, one-way and two-way analyses of variance were conducted using the retained factors identified in the principal component analysis to detect any significant differences in responses when classified on the bases of age, sex, experience at SIAST, experience at other institutions, level of education, and years of post-secondary education of the respondents.

The findings from the study were organized around the five parts of the conceptual framework outlined in Chapter One, both from a descriptive approach, in the form of the frequency analyses, and an inferential approach, in the form of principal component analyses and analyses of variance.

The identification of the employer, the other party to the psychological contract, was approached by posing the question "Who do you regard as your employer?" This proved to be a provoking question for participants in the interviews and in the focus group sessions. Instructors overwhelmingly indicated that the corporate identity was

the employer, although many other parties to the contract were identified, including taxpayers, industry, and students.

The content dimensions of the psychological contracts, involving both employer and employee obligations, were identified through the descriptive treatment of the survey data. Fourteen general areas of obligations were first identified from the interview and focus group data, including "Career Development and Promotion," "Consultation," "Discretion and Autonomy;" "Fairness, Equity, and Justice;" "Pay;" "Recognition," "Seniority;" "Support;" "Work Environment;" "Effort at Work;" "Intention to Remain;" "Loyalty;" "Extra-Role/Citizenship Behaviours;" and "Openness/Communication," and then these obligations were then used to form the contents section of the survey. As indicated in Figure 4-1, the majorities of instructors in responding to the survey items then identified eleven content dimensions of the psychological contracts including "Discretion and Autonomy," "Fairness, Equity, and Justice," "Pay," "Seniority," "Support," "Work Environment," "Effort at Work," "Intention to Remain," "Loyalty," Extra-Role/Citizenship Behaviours," and "Openness/Communication." As a result of the examination of the normative and idiosyncratic aspects of the content dimensions, it became apparent that instructors perceived their psychological contracts as one-sided, impersonal, and less-than-reciprocal.

The principal component analysis reduced the data to a more manageable set, identifying the several factors (see Appendix H for a description of these factors), including "Recognition and Development," "Fairness, Equity, and Justice," "Support," "Security," "Effort at Work," Extra-Role/Citizenship Behaviours," "Loyalty," and

"Responsibility." Through the use of decision criteria set up in the study, five factors were retained, including "Recognition and Development;" "Fairness, Equity, and Justice;" "Effort at Work;" "Extra-Role/Citizenship Behaviors;" and "Loyalty." The analyses of variance revealed that female instructors believed that the employer made obligations regarding "Recognition and Development" and "Fairness, Equity, and Justice" to a greater extent than did male instructors, and that instructors with 25 or more years of experience at SIAST believed that the employer made obligations regarding "Recognition and Development" to a greater extent than did instructors with fewer years of experience at SIAST.

The third part of the framework was concerned with the identification of the passage of time dimensions of the psychological contracts of experienced instructors. Six general areas of statements were first identified from the interview and focus group data, including "Change," "Work," "Work Relations," "Home and Work," "Professionalism," and "Self," and then these statements were used to form the passage-of-time section of the survey. As indicated in Figure 4-1, the majorities of instructors in responding to the survey items then identified five passage-of-time dimensions of the psychological contracts, including "Change," "Work," "Work Relations," "Home and Work," and "Self." As a result of the examination of the normative and idiosyncratic aspects of the passage of time dimensions, instructors indicated that as a result of the passing of time, the psychological contracts evolved and drifted, their personal measurement of their worth was the standard of calibration of their contributions to the organization, and change was identified as a strong underlying force in the employment relationship.

As part of the inferential treatment of the data, the principal component analysis, which reduced the data to a more manageable set of five factors (see Appendix H for a description of the factors), included "Relationship," "Priorities," "Responsibility for Self," "Response to Change," and "Effort at Work." Two factors, "Relationship" and "Priorities," were then retained using the decision criteria. The analysis of variance revealed that instructors between the ages of 50 and 54 perceived that the items included in the "Relationship" dimension reflected the influence of the passage of time on workplace obligations to a greater extent than did instructors of other ages.

The context dimensions or fourth part of the framework was concerned with the identification of the contextual events, both organization-specific and person-specific, that influenced workplace obligations. Twelve general areas of factors or events were first identified from the interview and focus group data, including "Strategy," "Change," "Human Resource Management Practices," "Labour Relations," "Curriculum," "Age," "Pay," "Gender," "Family," "Work Interests," "Other Interests," and "Priorities," and then these events or factors were used to form the context section of the survey. As indicated in Figure 4-1, the majorities of instructors in responding to the survey items then identified six context dimensions of the psychological contracts, including "Strategy," "Change," "Human Resource Management Practices," "Labor Relations," "Work Interests," and "Priorities." As a result of the examination of the normative and idiosyncratic aspects of the context dimensions, instructors indicated the influence of strategy of the organization on workplace obligations and the resulting organization-specific changes which follow. Instructors indicated that the more personal contextual events and factors did not influence workplace obligations, reflecting that they

distanced themselves from a perceived less-than-reciprocal employment relationship, while indicating at the same time that the less personal events, such as work interests and priorities, were influential.

The principal component analysis, as part of the inferential treatment of the data, identified seven factors (see Appendix H for a description of the factors), including "Work Change," "Organizational Change," and "Outstanding Issues," "Non-Work Interests," "Time-Related Interests," "Priorities," and "No Influence." Four factors, "Work Change," "Organizational Change," "Non-Work Interests," and "Time-Related Interests" were retained once the decision criteria established in the study were applied.

The analysis of variance showed that both the sex and years of experience at SIAST influenced instructor responses to the context items in the survey, with (1) female instructors scoring events higher relating to "Work Change," "Non-Work Interests," and "Time-Related Interests," (2) instructors with 20-24 years of experience at SIAST scoring higher the events relating to "Non-Work Interests, and (3) instructors with a mix of vocational and academic levels of education scoring higher the events relating to "Work Change."

The fifth and final part of the framework was concerned with the nature of the workplace obligations of instructors. Twenty statements regarding the nature of the workplace obligations of instructors were composed from the interview and focus group data and made up the nature of obligations section of the survey. As indicated in Figure 4-1, the majorities of instructors identified six nature of obligations statements that reflected the nature of the psychological contracts, including "This is a good place to work," "I enjoy my work," "I would retire today if I could," "I would advise others to

work here," "I am clear about the nature of my employment relationship," and "I am committed to my employment relationship."

As a result of the examination of the normative and idiosyncratic aspects of the nature of obligations statements, it became apparent that instructors described their psychological contracts from a work and job perspective rather than from an organizational one. It appears that instructors believed their psychological contract was transactional in nature, one in which the role of work and working was defined from a job-oriented rather than an organization-oriented view.

As part of the inferential treatment of the data, the principal component analyses identified two factors (see Appendix H for a description of the factors), including "Relationship" and "Intention to Remain," with "Relationship" being retained using the decision criteria. The analysis of variance established that female instructors scored the items under the retained factor of "Relationship" higher than male instructors scored.

Conclusions of the Study

This study was a first step in understanding the employment relationships of experienced college instructors through the examination of the contents and nature of the psychological contracts of experienced college instructors, taking into account the passage of time and the organization-specific and person-specific context. Several conclusions were drawn from the study, framed around the five-part conceptual framework used in the study and the research questions posed.

What characterizes the employment relationships of these instructors begins with the responses to the first research question, "Who do you regard as your employer?" This study illustrated that there was a great deal of complexity in

establishing the makers of the "deal" (Rousseau, 1998). For this group of employees, the duration of the employment relationship provided many opportunities and experiences that made the identification of the employer complex and ever-changing. So, too, was the identification of the parties to the contract compounded by the fact that these instructors are public servants, resulting in the existence of many stakeholders. Also, this particular group of employees faced a centralization of the organization, encouraging a moving away from specific campus or geographic loyalties, adding a certain degree of complexity to the identification of the organization, partly a result of the increased bureaucracy. What seemed apparent, particularly in this situation, was the need to identify the existence of an organizational psychological contract (with the employer or organization) and an agential psychological contract (with the agent or manager employed by the organization).

What seemed obvious in the feedback, particularly that given by interviewees and focus group participants regarding the identification of the employer, is that the employer was said to be "SIAST," but there appeared to be no personalizing of what that meant. The employer was "faceless" in the sense that there was an acknowledged employment relationship but that relationship was regarded as impersonal and distant.

With respect to the identification of the workplace obligations as perceived by these experienced instructors, this study made a good effort in making literal the contract terms of the psychological contracts of these instructors, since much of what comprises the psychological contract is unwritten and generally unspoken. The findings illustrated that the longer the duration of the employment relationship, the more sophisticated and complex these contract terms are likely to become. It became obvious,

too, that the existing typologies which incorporated transactional and relational terms did not go far enough in defining the contract terms of these psychological contracts.

As Hutton (2000) indicated, the concept of reciprocity should be considered as a more refined way to define content dimensions. Certainly the perceived lack of reciprocity as demonstrated by the one-sided and impersonal nature of the psychological contracts of these experienced instructors supported Hutton's (2000) findings. The interdependence of the employment relationship was recognized by the instructors, but this was generally chararacterized by a less personal and more self-centered relationship. As the centralization and bureaucracy in the organization increased, instructors perceived work obligations that were job-oriented and work-oriented rather than organization-oriented (Argyris, 1980).

The passage of time dimensions of the psychological contracts of experienced instructors reflected the extent of these instructors' awareness of self and organization with respect to their employment relationships. This was clearly evident in the qualitative data, especially. These instructors knew and had thought of the ongoing renegotiation and reinterpretation of the terms of their employment relationships, likely, in part, as a result of the history of change in the organization. The ongoing personal calibration of "worth" was evident and illustrated the "sensemaking" going on. The passage of time statements which instructors perceived to influence their workplace obligations demonstrated the evolutionary accommodation and contract drift that characterized the relationship.

Instructors believed that their long-term service had an influence on their psychological contracts and employment relationships, indicating how the ongoing

interpretations and renegotiation of workplace obligations occurred as time went by, particularly with respect to orientations to work, leisure time, and the psychological importance of work, and that this was compounded by the changes they faced as a result of reorganization and other organizational events.

What was interesting was the interrelationship of the passage of time and contextual events. Context was clearly influential to the workplace obligations. All of the organization-specific events were either perceived to be influential, either in a majority or non-consensus way. The context dimensions of the psychological contracts of experienced instructors reflected the influence of context on workplace obligations, both specific to the organization and to the person. It came as no surprise that the strategy of the organization was a predominant organization-specific influence, specifically to this organization and its adoption of the provincial model of organization and the training strategy driving the changes within the college system according to the business plan of the organization. What an organization faces in its environment is directly or indirectly faced by workers within that organization (R. E. Miles & Snow, 1984; Rousseau, 1995) and this was demonstrated in this study.

The person-specific context dimensions were no doubt influenced by the fact that these instructors were public servants. One wonders exactly how these instructors perceived the psychological contract on a personal level: as a professional? an employee of the organization? a union member? a public servant? Certainly the psychological contract was influenced by the changing organization but also by the changing individual. As the duration of the employment relationship increased, the changes that both the organization and the person experienced impacted on the

employee's perception of workplace obligations. The importance of taking context seriously, reflected in the instructors' responses to the contextual items in the survey, could be very crucial in recognizing the existence of the organizational and the agential psychological contracts.

In examining the nature of instructors' psychological contracts, it was necessary to recognize that instructors were reflecting their degree of organizational identity. This identity "occurs when one comes to integrate beliefs about one's organization into one's identity" (Pratt, 1998, p. 172). This organizational identity revolves around several dimensions, including:

a. Homogeneity: members of the organization share a common set of beliefs about the organization's identity.
b. Intensity (Conviction): strength of belief and degree of positive affect toward the identity.
c. Complexity: number of beliefs that comprise the identity and the number of identities.
d. Abstractness: extent to which the identity is couched in abstract language.
e. Content: what the identity is.
f. Context: the internal and external context, identity is path dependent. (Whetten & Godfrey, 1998, p. 105)

With this particular group of employees, it would seem that as the duration of the employment relationship increased, instructors moved away from a cohesive set of beliefs about the organization, thereby creating a number of identities. This was apparent in the lack of expression of professionalism on an organizational basis. Certainly there was a personal calibration of worth, leading to a more fractured and distanced view of the employment relationship. This may have been the result of the changes both the organization and the individual employees experienced, a product of the passage of time and contextual events. Although this study was not one of violation

and betrayal of the psychological contract, one wonders if "disidentification" or "deidentification" (Pratt, 1998, p. 173) had occurred.

Instructors revealed that the role of work and working in their organizational lives overshadowed the tie they appeared to have with the organization. The findings of this study illustrated that the psychological contract defined the relationship and managed the expectations of the employee. Instructors showed that they had a perception of their "place" in the organization and a distinct, but individual, view of the nature of their employment relationship. The psychological contract was a schema (Rousseau, 1995) that played a role in the organizational image the employee constructed, clearly an example of sensemaking.

In order to more fully understand the nature of workplace obligations, perhaps other concepts, such as job satisfaction, commitment, and organizational identity needed to be considered alongside the psychological contract concept. Allying the psychological contract concept with commitment, for example, may result in the suggestion that "continuous commitment" (Meyer, et al., 1993; Senge, 1990) is occurring in this workplace, in which employees believed it is in their own personal interest to remain with the organization, which may be a function of those "pensionable years" instructors spoke of in the interviews and focus group sessions or a result of professional maturation, including career development (Hutton, 2000). One wonders if the perception on the part of employees that there was "nowhere to go" may also be a result that there was no other major college system in the province and that this was the place to be in order to instruct at the college level. Rousseau and Schalk (2000) recognized that employees may not have "the right to ask for, consent to, or reject the

terms of employment" and the degree of "voluntariness" (p. 291) has a distinct effect on how both employers and employees may perceive the employment relationship.

Perhaps the "growing up" metaphor could be applied here, so that as a result of the duration of the employment relationship, these long-term employees may be mentally preparing to exit the organization. According to Millward and Brewerton (2000), taking on a transactional view to the psychological contract may increase the lifestyle options for individuals and may be a deliberate action on the part of employees to be detached and hands-off, regardless of what the organization does.

Certainly the dimension of self and responsibility for self were evident in the data. The "I will take care of myself" philosophy was a common theme expressed by instructors, perhaps indicating the "new" psychological contract is in place in this organization. This perception, too, may be a result of the role instructors perceived they play in the organization, specifically whether or not they believe they were "locals" who primarily identified with and were committed to the organization, or "cosmopolitans" who were committed to the skills and values of their profession, or "careerists" who saw organizational membership as a step in a career (Larwood, et al., 1998). It may be that instructors are not cosmopolitans, but are locals "behaving like cosmopolitans because they are unable to carry out change in the organization" (Rousseau, 1995, p. 157). Or, perhaps instructors did not see themselves as change agents and that the "protean" nature of the psychological contract (Hall & Moss, 1998, p. 23), reflective of the passage of time and its influence, meant that the nature of the psychological contract was ever-changing.

What is apparent in the findings of this study is that there is a dynamic characterizing the employment relationships of these experienced instructors. This motive force operating in this setting, evident from the moment the question of "Who do you regard as the employer?" was posed, may be the result of instructors adopting an administrative work ideology, resulting in the belief that the organization is a bureaucratic system rather than a professional body (Bunderson, 2001). There may be some support for this. However, in an educational system, it is likely to be more complex than this. Certainly the conceptual framework informed the study with respect to the contents, the influence of the passage of time and context, and the nature of the psychological contracts of these employees, followed by a further understanding of the employment relationships of these experienced instructors within the college system.

The passage of time statements which instructors perceived to influence their workplace obligations and the contextual events (both organization-specific and person-specific) demonstrated the evolutionary accommodation and contract drift that characterized the relationship. This recognition of the importance of the passing of time and the connection of this passage of time to the contextual events defined the employment relationship. Ultimately, this distinguishing characteristic of what was occurring in this setting was especially apparent in the perception instructors had of the nature of workplace obligations.

The identification instructors expressed with the work and not with the organization resulted in a splintered organization, one in which instructors spoke of professionalism concerning their area, but not of a professionalism at the organizational level. Certainly the organization is a very diverse one, both on a geographic and

program level, but appeared to be a fractured one as well. Individual instructors and program groups appeared to be "hunkering down" and cocooning, maintaining a distant relationship with not only the organization itself, but with other areas of the organization as well. As instructors indicated in the interviews, the focus group sessions, and in their survey responses, the perception of a "presence" of faculty as a whole lessened as the institutionalization of the organization, in the form of centralization and bureaucracy, increased. Instructors reported a professional orientation on the micro and occasionally on the meso level (with directors and deans, specifically) but not on the macro level.

The majority of the group of employees being studied here are baby boomers. An analysis of the data indicated there was homogeneity and heterogeneity in the perceptions of this specific group of instructors. This was demonstrated with these employees expressing the belief in their membership of society, the organization, the union, the campus, the division, the program, the industry, and the profession.

The demographic approach taken by Adams (1997) and Sims (1994), for example, described the baby boomer group as a unique one, with members putting more emphasis on community, family, and security (Sims) or exhibiting "tribal" characteristics such as being traditionally-minded or socially minded, embracing one's own point of view, others' points of view, or rejecting traditional values (Adams). This is a fascinating subject that requires investigation, but may have limited usefulness with respect to psychological contract research.

A postmodern perspective of the findings of this study could lead one to believe that employees wear many masks, that there is no one "self" that exists, that it is likely

that the experienced instructor has several "faces" to present, depending on the setting in which they find themselves. These "faces" are likely to involve the personal facets of home life and the balance of other competing countenances. Postmodern psychology entertains the idea that "...every person carries the potential of many selves, capable of being realized in different social settings" (Gergen, 1995, p. 136). There certainly are bound to be central tendencies in one's concept of self (p. 142) and this is likely what was captured in the data in this study. However, one must recognize the "remarkable flexibility in one's concept of self" (p. 142) that enables the employee to deal with the complexity of the workplace and the environment.

In dealing with this complexity, there is that need for "consensual validation" that is an essential ingredient for organizational learning and memory. Grouping employees demographically has its obvious limitations. Gee's (2001) use of identity as an "...analytic tool to understand schools and society" (p. 99) could be a useful approach to understanding the psychological contracts of this group of employees. Gee offered four types of identities as a way to explain that persons are perceived differently, given the time and place. This approach is not that different from the "wearing of masks" idea of Gergen's (1995, p. 142) in that there are perceptions that others have of a "person" that differ depending on the situation.

In Gee's (2001) terms, the fourth identity is particularly relevant in this study, since this identity is the "affinity-identity" (p. 100) that is based on experience, shared in the practice of being a member of a particular group. Therefore, rather than deal with the baby boomer group as a demographic one, it seems more useful to define this group by the characteristics that are recognized by the members themselves, by the other

members of the organization, and by the employer. These defining characteristics are the long-term employment relationship and the aging nature and professional maturation of the instructors.

With respect to the psychological contract, this particular "affinity group" expressed commonalities in their psychological contracts as identified through the frequency and principal component analyses and reflected, in some instances, a common set of beliefs about their workplace obligations. What this means is that the "consensual" psychological contract may be a result of this group not necessarily deliberately forming this affinity group, but nonetheless informally being a member as a result of their set of beliefs about the reciprocal obligations of the employee and the employer in this organization and, therefore, experiencing that "consensual validation." What these instructors had in common, in addition to membership in the same organization, was a long-term employment relationship, professional maturation, and aging compounded by life cycle changes.

The frequency analysis and the principal component analysis resulted in the identification of several common dimensions of the psychological contracts of experienced college instructors. These were the underlying dimensions with respect to content, passage of time, context, and nature. This study uncovered a fair degree of homogeneity in the instructor group under study. Whether or not this was an example of a "consensual psychological contract" is difficult to say, but there certainly were similarities in instructor responses as evidenced by the dimensions that were identified. This could be the result of employees emphasizing similar dimensions over time

(Thomas & Anderson, 1998). This could be hinting at a "consensual contract" being in place and would therefore have implications for group and organizational functioning.

While there would appear to be a certain amount of homogeneity reflected in the two treatments of the data, dimensions about which instructors indicated no consensus were many, particularly with respect to the passage of time and nature of obligations items. This heterogeneity may be indicative of the idiosyncratic, subjective, and inherently perceptual nature of the psychological contract and of the existence of an agential psychological contract. The analysis of variance of the retained factors resulted in identifying that several variables help explain instructors' responses to the survey items, including their age, sex, years of experience at SIAST, and level of education. The diversity in the responses to survey items was significant whether an instructor was male or female, or between the ages of 50 and 54, or had twenty-five or more years of experience at SIAST, or had a mix of vocational and academic level of education. This diversity in perceptions attests to the uniqueness and versatility of the psychological contract.

The idiosyncratic nature of the psychological contract was explained in part by the differences in perceptions which the analysis of variance revealed. There did not appear to be a de-gendering of the psychological contracts in this study, since females typically scored higher on items in the categories, indicating that they perceived that the employer made the obligations of "Recognition and Development" and "Fairness, Equity, and Justice" to a greater extent than did other instructors, and that the contextual events of "Work Change," Non-Work Interests," and "Time-Related Interests" influenced their workplace obligations to a greater extent than for male instructors. As

pointed out by some of the female participants in the study, they were "out the door" now, since children had grown and now they could concentrate on careers. Male participants seemed interested on "finishing" the years with the employer and moving toward home and leisure time. It is difficult to explain the differing perceptions of men and women in organizational life and part of this difficulty may be that "sex is not simply an individual difference (like an eye color), but is an essential part played in life with others" (Sandelands, 2002, p. 149). Sex differences must be explained in relation to others. This is, of course, beyond the scope of this study, but it is a tantalizing topic for further research.

Instructors with 25 years or more experience in the college system indicated that they perceived that the employer made the obligation of "Recognition and Development" to a greater extent than did other instructors with less years of experience. Instructors with 20-24 years of experience in the college system perceived that the contextual dimension of "Non-Work Interests" influenced their workplace obligations more than did other instructors. This supports the notion that the number of years that one works in a company could have an influence on the perception of the contract and may, in this study, mean that instructors attended to more personal concerns in their lives. Decidedly, it is clear that the employment contract becomes more layered and complex as the years of experience with that organization increase.

Instructors between the ages of 50 and 54 years indicated that the "Relationship" dimension reflected to a greater extent the influence of the passage of time on their employment relationship than did other instructors. This may indicate that these instructors believed they were aware of the state of the employment relationship and

what changes had been faced. This may be difficult to say, since so many factors may be at work here, but one might surmise that this may be the time in the life of an instructor to decide whether to stay in the organization or not. In this day and age when 50 years of age is considered to be middle age, this may be the time for instructors to gauge the connection to work and home and to make lifestyle or career changes.

Instructors with a mixed level of education (a combination of technical/vocational and academic education) perceived that the contextual dimension of "Work Change" influenced their psychological contracts to a greater extent than did instructors with other levels of education. This is difficult to explain, although it is likely that these instructors, with their variety in experience and training within the organization, may have faced more change than other instructors.

Implications for Theory, Practice, and Research

This study is, in part, an empirical one, with the qualitative data contributing much to the study. Certainly the combination of the qualitative and quantitative research, together with the use of interviews, focus group sessions, and a survey allowed for the collection of rich data. This research is considered appreciative inquiry and as such is concerned with how the findings and conclusions of this study can be transferred into positive action.

Theory

The implications this study had for the development of theory involved how this study spoke back to the literature regarding the contents and nature of the psychological contract, taking into account the passage of time and the context. Specifically, the examination of the employment relationships of this group of long-term instructors who

are members of the baby boom generation and the influence the passage of time and context had on their institutional employment relationships is a timely research topic.

The reactions to the first question posed in the study were especially revealing—the perceived existence of more than one "other party" to the contract with respect to the nature of the organization and the work conducted there—the work of education and public service and emotional labour, for example. The literature was very clear about the organization providing the context and research attempts are continually being made to tie the role of context in the formation of the psychological contract. Rousseau's (1998) recent work with respect to public servants and their employment relationships leads one to think that perhaps the personalizing of the organization in the socialized world of education will never occur and that the facelessness and the impersonality is the "nature of the beast."

Even though the personalizing of the organization did not take place, instructors were very clear who they perceived the employer to be, and, as a result, it became clear that these employees had organizational psychological contracts with this employer, but appeared, at the same time, to have unique agential psychological contracts with their managers. This has been and continues to be a research direction, since the question continually arises, "With whom is the psychological contract made?" Again, Millward and Brewerton's (2000) recognition that the identification of the parties with whom the contract is made is crucial to psychological contract research in organizations is equally important in the field of education.

Certainly it was the early literature, such as that written by Barnard (1938) and Levinson (1962) that dealt with the concept of the psychological contract itself, but the

clarification continues as to what is really involved in the concept. With respect to content terms and nature, this study made literal much of what these instructors have silently drafted as the psychological contract they held with their employer. What implications this has is that perhaps making explicit the implicit terms of the agreement that existed between the employer and the employee may not be "the way to go," so to speak. There may be some danger in making the terms of the agreement explicit, in that there may be the possibility of misunderstanding, or that taking away the usefulness of the implicitly understood terms may remove the "mystery" from the relationship. One wonders if there is any harm done by the explicitness, if this somehow interferes with the sensemaking process? It is difficult to say. It would seem that the more open communication that takes place, the more clear and concise the employment relationship would be. The interdependence of the psychological contract and the concept of reciprocity is part of the ongoing literature regarding the psychological contract, together with the idea of workers "bargaining" within the psychological contract and employment relationship (Rousseau, 2002).

Millward and Brewerton (2000) wondered if the psychological contract is in the head of the employee or is it more appropriately located within the employer-employee relationship. These authors recognized the debate around what the precise contents of the psychological contract are and the level of commonality of this content, both within an organization and across organizations. This study acknowledged the existence of the psychological contract in the minds of instructors, but attempted to place this in the sphere of the employment relationship. Herein lies the usefulness of the construct.

This study found some limited usefulness in the existing typologies found in the literature in defining and categorizing the contents and nature of the psychological contracts of experienced instructors, although it was the belief of this researcher that elaboration of the existing typologies is necessary. The use of allied concepts, particularly commitment, reciprocity, and organizational identity, combined with trust, interpersonal attachment, and meaningfulness will lead the researcher into the investigation of contract fulfillment and would enhance the transactional/relational dimensions currently found in the literature. Again, Millward and Brewerton (2000) wondered, too, if "...transactional or relational constructs lie at opposite ends of a single continuum or whether they form discrete constructs which are conceptually and empirically distinct, and which can produce 'hybrid' forms (p. 48)."

It was evident in this study that the nature of the psychological contracts took on an "old" versus "new" approach, whereby instructors portrayed an "I will take care of myself" approach, indicating that the research on mutuality and reciprocity is an important direction to move as a result of this study. The measuring of the input and outputs of the employment relationship by instructors seemed evident. Instructors expressed a notion that they were somehow forced to remain in the organization, as a result of the pensionable years they faced and the fact that this was the only major college system in the province. Given these contextual realities, the literature regarding locals, cosmopolitans, and careerists had limited utility in describing the nature of workplace obligations as perceived by instructors in this study.

The concept of continuous commitment seemed relevant in this study, with instructors indicating that they were clear about and committed to their employment

relationship, but would leave if they could. Clearly, the working world contemporarily described by Noon and Blyton (1997) does not apply in this study. The mix of professional, union, and public servant orientations pointed to the need for further research of these psychological contracts. This study directed a great deal of attention to the contextual dimensions of the psychological contracts, specifically the organization-specific and person-specific events, but the incorporation of an examination of union and student influences needs to be undertaken. This further investigation may shed light on "...the extent to which psychological contracts form normative contracts, and the ways in which these might be conceptualized and measured" (Millward & Brewerton, 2000, p. 48).

In the listing of areas in psychological contract research that are in debate or are in contention, Millward and Brewerton (2000) wondered what the conditions might be under which employees may share common elements in their psychological contract. This study identified several dimensions of the psychological contracts of experienced instructors (presented in Figure 4-1 and 5-1) given the influence of the passage of time and contextual events and illustrated, therefore, some of the conditions under which these instructors shared common elements of their psychological contracts. The recognition of the homogeneity and the heterogeneity of the psychological contracts of these instructors supported the existence of unique contracts.

Practice

The purpose of this study was to examine the psychological contracts of experienced instructors and ultimately to increase the understanding of the employment relationship. This was not a study to identify the uses of the psychological contract as a

tool for doing "things," although there is always the temptation to use psychological contract research as a tool to harmonize the workforce (Herriot, et al., 1998). This researcher takes the stance that there is a need for positive organizational behavior (POB) and that "a proactive, positive approach emphasizing strengths, rather than continuing the downward spiral of negativity trying to fix weaknesses" (Luthans, 2002, p. 695) is the approach taken in the appreciative inquiry that has been undertaken here. This study encourages "confidence, hope, and resiliency" (p. 695) to generate positive thinking.

In the vein of POB, the concept of the psychological contract is best used to understand how all parties to the contract (but specifically the organization and the employee) can apply what is made literal in the research. This means that more research must be completed, taking the initiative to study the organization perspective regarding the psychological contracts of instructors and, in that way, move toward the accommodation of both organizational and individual needs.

This study was a step to understanding the complexity and the diversity of the employment relationship. It is important for both the employer and the instructor to recognize and acknowledge the existence of at least two psychological contracts, including the psychological contract instructors had with their employer (the organizational psychological contract) and the one they had with their managers (the agential psychological contract). Participants in the study clearly indicated that there were other "collateral agreements" (Rousseau, 1995) in this workplace, including those unwritten and unspoken contracts with the union, students, patients, and taxpayers.

The employer, managers, and instructors themselves need to recognize that the long-term employees are the instructors who have remained in the organization for many years and have experienced the many changes that have occurred within the organization over time. These parties to the contract need to acknowledge that the nature of the psychological contracts of instructors is partly in response to the duration of the employment relationship, the likely existence of continuous commitment, the reality of emotional labour, and the varying degrees of organizational identity that are apparent within the organization.

There are unique characteristics of the organization that appear to impact on the contents and nature of the psychological contracts of instructors, including the geographic dispersion of managers that may result in looser communication and low visibility of managers within the agential contract, campus loyalties that may be a positive influence on both organizational and agential contracts, and both homogeneous and heterogeneous instructor groups that exist within the organization. The result should be the agential psychological contract operating smoothly alongside the organizational one.

With respect to implications for practical use, this study provided information that college administrators can consider when managing the employment relationships of instructors. The opportunities and challenges facing decision-makers in fostering and developing a strong employment relationship with this fairly large, influential, aging, and professionally maturing faculty have far-reaching and practical considerations for the management of this post-secondary educational institution.

What this means is that there must be a recognition that there will always be that "gap" between employer and employee, that there is a need for understanding the perceptions held by these parties of the psychological contract and, indeed, of the employment relationship. What organization and individual differences exist within the organizational setting and what insights this study may provide to understand the nature, width, and depth of this "gap" is really about organizational effectiveness and the conditions that must be present in order for this organizational effectiveness to occur.

As indicated earlier, the psychological contract is not a tool to fix all that occurs in the organization, but is really one step toward understanding what is going on in the organization. Schein (1978) wrote that attention paid to the organizational conditions which must be present in order for organizational success to occur include such things as (1) recruitment, selection, induction, and training of human resources that stimulate, (2) realistic psychological relationships based on realistic psychological contracts, (3) effective group action, and (4) leadership that embraces goal-setting and value definition (pp. 129).

Both the employer and employee take responsibility for organizational effectiveness. There are practices that can be adopted as a result of the increased understanding of the employment relationship that the examination of the psychological contract may have provided. It is crucial that the organization manage the professional body in the organization, basing this management on how the organization is "positioned" (Maister, 1997, p. 115) and on the composition and complexity of that professional group. The organization must be clear about the key benefit the client

wants, then decides on a standardized or customized delivery (involving the process of execution or diagnosis) and then determine whether there is a high or a low degree of client contact (p. 129). There must be understanding and adoption of the identification of who the "client" is and how that "client" can be reached.

Certainly the organization has outlined its "positioning" in its report, "A Conceptual Framework for Education and Training in SIAST" (2002), in which "instructor satisfaction" is cited as an indicator of program success (p. 3) As a way of delivering quality education to the province, the strategy of the organization encompasses the provincial training strategy and the provincial structure. The Business Plan of the college system recognizes and details some of the challenges and opportunities the organization faces. Certainly the initiation of a "Quality Learning Organization" is an important step the organization has taken, as a way of dispersing leadership within the system, and it can succeed, provided the psychological base exists for such participation to occur. This study's examination of the contents and nature of the psychological contracts of a large group of instructors within the system may assist in some way.

This study has practical implications for individuals within the organization. Employees, too, can play a role and can take on responsibility in participating in the attainment of organizational effectiveness. Recognizing that one's identity has much to do with how employment relationships develop over time is illustrated in Gergen's (1995) comments regarding the stages that occur in a marriage. These comments can be easily applied to the stages that occur in an employment relationship and illustrate the responsibility each party has toward making the relationship work:

> The new identities that emerge in the early stage of a relationship depend in part on the emotional intensity of this period. But it is seldom that we can sustain such grand passion, or tolerate the anger and depression that are its inevitable counterparts. We weary of the emotional roller coaster, and replace passion with peace. It is difficult to restore intense feelings once we have quelled them, though some events may ignite them again temporarily...But if we are aware of the process that limits identity, we can subvert it. We can broaden our experiences with others; the more unlike us they are, the more likely we are to be shaken from a rigid sense of identity...The mask may be not the symbol of superficiality that we had thought it was, but the means of realizing our potential. (p. 144)

As mentioned previously in the study, an organizational level of professionalism would be one way in which instructors could reduce the facelessness of the organization and personalize the employment relationship. As a professional body, the choices are clear. Instructors expressed the love of their job and their work—it is essential that these instructors seek the support of others who share the same purpose in order for that consensual validation to occur. Instructors need to actively move out from their isolation and display strong principles and support for one another (Gardner, Csikszentmihalyi, & Damon, 2001, p. 248). This "reflective practice" involves a learning and a doing—not being content with inaction, but benefiting from the use of professional skill. As Sullivan (1995) explained:

> Because individuals work out professional identities in relation to the organizational contexts they actually encounter, importantly including their formal educational situations, it will be the values operative in these settings which will determine to what degree reflection-in–action actually becomes established in practice. That is, the way organizations institutionalize their practices—and the climate of social interaction in which these organizations operate—is a highly important determinant of the level and quality of professional expertise in any field. (p. 177)

This has implications for mentoring and socialization of newcomers, organizational learning and memory, and ultimately consensual validation, with the recognition and

fostering of the duality of the employment relationship. From an institutional perspective, professionalism can be a powerful concept.

Research

It is important to remember that this is not a study of contract fulfillment or violation, but rather a first step in understanding the employment relationship of experienced college instructors, through examining the contents and nature of the psychological contracts of experienced college instructors, taking the passage of time and context into account in this specific organization. One future research direction may be to initiate the process-oriented measurement and examine how instructors perceive contract fulfilment. Another direction of research that is fairly new in the field is to examine the perceptions of the employer who is the other party to the psychological contract.

This study has shown the usefulness of the psychological contract construct in educational research, particularly with respect to the many layered employment relationship that educators seem to have. More work certainly is required, particularly in the area of education, concerning the identification of the parties to the psychological contract. Education is a field in which several stakeholders play a role and it is the impact this multi-party influence has on the psychological contracts of employees that requires further investigation. So, too, is further investigation required into the existence and nature of the organizational and the agential psychological contract.

This study has suggested that the use of other concepts with the psychological contract concept, such as organizational identity, would shed more light on the conceptualization and measurement of the concept. Conducting psychological contract

research from a post-modern perspective would be a fruitful direction of research, given the idiosyncratic and subjective nature of psychological contracts.

More investigative research may be carried out in this setting, this time involving other employees who have a variety of experiences and varying duration of employment and whose feedback on the influence of the passage of time and context on workplace obligations would be fascinating. What can follow from this examination of other psychological contracts of employees within this workplace is the pursuit of psychological contract research in other post-secondary colleges in Canada.

This study is an initial step, an attempt to precisely identify the contents of instructors' perceptions of workplace obligations, the influences of the passage of time and the contextual events on these workplace obligations, and to identify the nature of these workplace obligations. In this way, the dimensions of the psychological contracts of experienced college instructors are proposed. Further research is required to verify these dimensions. Also, research is just beginning in the area of context and the identification of its elements and importance in the development of the psychological contract. This study has made an effort to examine the influence of context on the contents and nature of the psychological contract, but much research remains to be done.

The reciprocal nature of psychological contracts is an especially compelling and contemporary area of research (Hutton, 2000), particularly given the concept of voluntariness that seems relevant to this setting. This study hints at the lack of reciprocity in the psychological contracts studied, but further investigation is required.

Investigation into the role of chronological and professional maturation with respect to the contents and nature of psychological contracts is a compelling area of research.

The identification of specific variables that influence the workplace obligations of instructors in this study is not particularly new research, but does increase the depth of the study regarding the individual "schemas" that employees use to interpret and frame their psychological contracts. More work is required to determine what other variables would influence the contents and nature of the psychological contract.

The role of unions in the development of the psychological contract is an intriguing and useful direction of research. More attention could have been paid to the role played by the union in this study, particularly since many of the conditions of work are negotiated items, including many of the human resource practices. In addition, the mix of public servant, professional, and union sister or brother is an interesting one and most likely has important implications for the development of the psychological contract. The role of industrial relations and the psychological contract is a relevant area of research.

It is that group functioning that Schein (1978) wrote about that leads one to think about the mentoring and socialization of newcomers that occurs within the organization and also the bargaining within the psychological contract that may occur (Rousseau, 2002). What is the experienced instructor's perception of the role he or she plays in the socialization of newcomers and in the mentoring/role modeling behaviours generally expected of professionals?

Geographic location was not asked for in the survey in order to protect anonymity. However, it was clear in the interview and focus group sessions that

employees perceived workplace obligations differently as a result of the history and the context. Campus differences in perception of workplace obligations, as a result of the passage of time and contextual events, should be examined.

The examination of the existence of junctures or defining events did not yield a great deal of information, but the examination of the passage of time certainly lead to the identification and discussion of contract drift and accommodation. More research is required in this area, with emphasis on the long-term employee, working in a public service capacity and performing work that is basically emotional labour, involving being in close proximity with clients for extended periods of time and being a role model during this time.

Sensemaking was the impetus for the study. The psychological contract is a type of schema, an individual belief structure that enables employees to make sense of their employment relationship and, as such, can assist in attempting to define the types of psychological contracts and the types of people who hold them. Clustering employees based on age and years of experience in the organization may not be necessarily defining. Other criteria need to be used, such as the some of the major personality characteristics, identified in the organizational behaviour literature, including locus of control, authoritarianism, work ethic, cognitive style, moral maturity, Machiavellianism, risk taking, and creativity. This would most likely assist in further identifying and explaining the idiosyncratic nature of the psychological contract.

Also, organizational learning and memory would be interesting areas of research, partnered with psychological contract research. What happens, for example, to the contents and nature of psychological contracts with respect to organizational

learning or memory as time goes by, particularly in regard to the long-term employee? What part does the psychological contract play in the learning organization and particularly in an organization that has experienced phenomenal change? In part, the reaction to the changes in strategy and structure on the part of these experienced instructors seemed to define the complexion of their employment relationships, reflecting a distal rather than a proximal one, characterized by impersonality, detachment, self-centeredness, work-orientedness, and ultimately a less-than-reciprocal relationship. What implications does this have for an organization that is intent on sustaining its memory? The thought-provoking results of this study attests to the potential utility of the psychological contract in the explanation of organizational behaviour.

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APPENDIX A

Concepts Behind the Employee and Employer Obligations Items (Hutton, 2000)

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Concepts Behind the Employee and Employer Obligation Items (Hutton, 2000)

Concepts of employer obligations	Items used in the expanded set of workplace obligations
Resources to do the job (Robinson & Morrison, 1995a) Items in this factor contained the words: tools, resources, materials and equipment. The word 'resources' was chosen as the most general.	Provide the resources needed to do the work
A good job (Robinson and Morrison, 1995a) The items in this factor describe good jobs as providing challenge, involving high responsibility, interest, allowing autonomy and giving the opportunity to learn new skills.	Make sure I am given a job I like
Job security (Herriot et al., 1997; Robinson & Morrison, 1995a; Rousseau, 1990) This category of obligations included provision of a relatively secure job, respect, good working conditions, and fair treatment (Robinson & Morrison). It also contained the concepts of reasonable staff reduction procedures under the description, 'Organisations trying hard to provide what job security they can' (Herriot et al.). These meanings lack the strength of the Rousseau item, 'Long term job security'. These concepts are similar to the category 'Humanity' (see below).	Provide long-term job security Note. This item is missing from this preliminary study, and is used in the follow-up study
Humanity (Herriot et al., 1997) This category of obligations is described as acting in a personally and socially responsible way towards employees. The examples are concerned with dignity, humiliation and support in crises (Herriot et al.). The concept loads with job security on the 'Good employment relationships' factor (Robinson & Morrison), hence the tone in the item.	Be particularly considerate of long-serving employees
Discretion (Herriot et al., 1997) This category of obligations relates to autonomy and delegated power. It is described by Herriot et al. as 'minimal interference with employees in terms of how they do their job'.	Allow me to get on with my job without interference
Justice (Herriot et al. 1997) This category of obligations reflects procedural justice and relates to rules and disciplinary procedures.	Treat me the same as everyone else with rules and discipline
Fairness (Herriot et al., 1997) This category of obligations covers fairness in selection, appraisal, promotion and dismissal procedures. In regard to dismissal procedures, it overlaps with their category of job security. This notion of fairness is apparent in other categories (e. g., performance appraisal and pay).	Make sure my performance appraisal is fair
Pay (Herriot et al., 1997; Robinson & Morrison, 1995a; Rousseau, 1990) Each researcher placed their emphasis on a different aspect of remuneration. Rousseau does not elaborate on her concepts, so that high pay and performance based pay must be taken at face value. The two factors found by Robinson and Morrison - competitive compensation and performance based rewards - emphasised benefits, fairness, and performance. Fairness was also the concern of Herriot et al. in their two remuneration categories, pay – 'equitable with respect to market value and consistently awarded across the organisation' – and benefits – 'fairness and consistency in administration of the benefits system'.	Pay bonuses based on performance Pay me on my current level of performance Make sure that I am paid equal to others doing similar work in the organisation Pay me no less than I would get in other workplaces Give me high pay Note. This item is missing from this preliminary study, and is used in the follow-up study

Concepts of employer obligations (continued)	Items (continued)
Advancement and development (Herriot et al.. 1997; Robinson & Morrison. 1995a; Rousseau, 1990) This obligation incorporated promotion and training. including the opportunity for them. Herriot et al. placed promotion under Fairness. Both concepts are retained here.	Help me gain promotion Give me adequate training for the job
Career development (Rousseau. 1990) Career development can variously mean opportunity. skill development. leadership or management training and promotion. However, Rousseau does not define her terms. so a general item was used here.	Help me develop my career
Support (Herriot et al.. 1997:Rousseau 1990) This concept was ambiguous. meaning either personal or professional support. Rousseau does not clarify her meaning. In contrast. Herriot et al. defined their category of obligations as 'Allow time off to meet personal or family needs'. such as time to visit relatives in hospital.	Give me support with personal problems Act in a supportive way of me Allow me time off to meet personal or family needs
Consult (Herriot et al.. 1997) This category of obligations was defined as 'Consulting and communicating with employees on matters which affect them' (e.g.. consulting about possible take-over bids or new work practices). It also included staff representation on committees.	Talk with me about matters which affect me
Recognition (Herriot et al.. 1997) This category of obligations was described as 'Recognition of a reward for a special contribution or long service'. The examples were of effort far beyond normal. such as getting to work through the snow and a huge effort in installing a new system.	Recognise my special contributions
Environment (Herriot et al.. 1997) This category of obligations was described as 'Provision of a safe and congenial work environment'. It included sensitive shift rostering. fair allocation of difficult work and placement of bans on smoking.	Provide a safe workplace Ensure that employees are pleasant to each other

Concepts of employee obligations	Items used in the expanded set of workplace obligations
Loyalty (Herriot et al., 1997; Robinson & Morrison, 1995a, Rousseau, 1990) All researchers use an obligation of loyalty category. Rousseau used loyalty itself, and refusal to support the employer's competitors. Both Herriot et al. and Robinson and Morrison included a sense of responsibility for protecting the image of the organisation and to perform reliably. Herriot described the concept as 'Staying with the organisation, guarding its reputation and putting its interests first'. Intention-to-remain, which was found to be distinct by Robinson and Morrison, is included under the heading Intention to remain (see later in this table).	Always be loyal to my employer Put the interest of my employer first Protect the reputation of my employing organisation Refuse to support my employers' competitors
Personal honesty and integrity (Herriot et al., 1997; Robinson & Morrison, 1995a; Rousseau, 1990) This category of obligations contains the idea of dealing honestly with clients and the organisation. As a factor (Robinson & Morrison) it had a low alpha coefficient (.61), probably because it covered honesty, giving adequate notice and assisting others – three ideas that do not seem to have a very close association. The negative side of the concept involves dishonest behaviours, such as manipulating figures to give a false impression and diverting company business to private interests. Since responses to honesty and integrity items are likely to be affected by social desirability, no attempt was made to cover the full gamut of this concept.	Deal honestly with clients Give plenty of notice if I am taking a job elsewhere Be open with my boss or supervisor about things affecting work
Self presentation (Herriot et al., 1997) This category of obligations is described as 'Dressing and behaving correctly with customers and colleagues'. Negative examples included smelling of beer after lunch and rude comments about colleagues' weight. A positive example is keeping the company car immaculate.	Dress and behave correctly while at work
Positive presence (Robinson & Morrison, 1995a) This factor concerned promoting positive attitudes, making positive suggestions for improvements and working well with others.	Make suggestions for improvements Work well with others
Time on the job (Herriot et al., 1997; Robinson & Morrison, 1995a; Rousseau, 1990) This category of obligations covers working the specified hours (Herriot et al.) and working extra hours voluntarily (Robinson & Morrison, Rousseau). Obligations for time on the job and the concept of volunteering were separated in the present study because volunteering was stronger in the flexibility category (see below).	Work more hours than I am contracted to work
Effort and work (Herriot et al., 1997; Robinson & Morrison, 1995a; Rousseau, 1990) This covered doing the expected amount of good quality work each day. It included negative effort, such as loafing on the job, and aspects of customer service, such as contributing through leadership, using one's own unique knowledge on the job and helping less able customers. It also included participating in training and learning new skills.	Put in a full day's work for a full day's pay Contribute to my workplace using my own unique expertise Provide leadership to others Become more skilled at work Do my job well

Concepts of employee obligations (continued)	Items (continued)
Extra-role behaviour (Herriot et al., 1997; Robinson & Morrison, 1995a; Rousseau, 1990) Several obligations were included under this heading. Rousseau's extra-role behaviour was operationalised as 'volunteering to do non-required tasks on the job' (p. 394). This was very similar to Herriot's 'Being willing to go beyond one's own job description, especially in an emergency', e.g., helping shift furniture if offices are relocated, or using personal knowledge of a second language to interpret and translate. The connection here with the previous concept, 'Effort and work', is apparent. In contrast, the concept also covered relocation and transfers (Robinson & Morrison); thus several items are required.	Volunteer if I see a volunteer is needed Be willing to go beyond my job description, especially in an emergency Do non-required tasks that make the place run more smoothly Be willing to accept a transfer
Intention to remain (Robinson & Morrison, 1995a; Rousseau, 1990) This obligation included staying for a minimum time and not looking for other work. Herriot placed this within the loyalty category, but this is placed here in line with Robinson and Morrison.	Stay with my present employer Spend a minimum of two years with my present employer
Property (Herriot et al., 1997) This category of obligations was described as 'Treating the organisation's property in a careful way', and it included protecting proprietary information under 'Loyalty' above. The examples included proper maintenance of machinery, making the workplace a more attractive place and taking positive action to enhance security.	Refuse to give outsiders any organisational information Be careful in the way I treat the property of my organisation

APPENDIX B

"Obligations at Work Survey" (Hutton, 2000)

APPENDIX B

"Obligations at Work Survey"
(Hutton, 2000)

OBLIGATIONS AT WORK SURVEY

HIH Winterthur
Deakin University

1997 OBLIGATIONS AT WORK SURVEY

Please read all instructions carefully before completing the survey

- DO NOT WRITE YOUR NAME ON THIS SURVEY
- All surveys should be sealed in the envelope provided and returned to the Human Resources Division in the Melbourne Office. They may also be handed to the training manager in the sealed envelope to be returned.
- Surveys will then be forwarded unopened to the external researcher conducting the analysis
- **No employee of the Company will have access to individual survey responses.**
- Any enquiries may be directed to Denis Bourke, General Manager, Human Resources, in the Melbourne office on (03) 9224 3265, or Dorothy Hutton, Deakin University - Burwood on (03) 9244 6959.
- If you complete and return this questionnaire it will be assumed that you freely consent to participate in this research, understanding that you are free at any time not to participate in the research.

This research is part of PhD research being conducted by Dot Hutton under the supervision of Dr Robert A Cummins of Deakin University.
You may contact Dot Hutton on 9244 6959 or Dr Cummins on 9244 6845

We appreciate your efforts on our behalf

EMPLOYER OBLIGATIONS

When people have a job, they have some expectations of their ~~organisations and supervisors~~. These questions ask how much you believe a supervisor, or your work organisation is obligated to act in the following ways.

Please circle the number which indicates your response according to this scale

1 = not at all obligated

2 = slightly obligated

3 = moderately obligated

4 = almost completely obligated

5 = completely obligated

Example 1..(2)..3...4...5

NOTE:
An obligation may be thought of as anything you believe your employer should provide even though there may be no written or clearly spoken agreement between you.

I believe that my boss or supervisor is obligated to

1 2 3 4 5	talk with me about matters which affect me
1 2 3 4 5	pay me no less than I would get in a similar job in other work places
1 2 3 4 5	allow me to get on with my work without interference
1 2 3 4 5	help me develop my career
1 2 3 4 5	be particularly considerate of long serving employees
1 2 3 4 5	give me support with personal problems
1 2 3 4 5	provide the resources required to do my work
1 2 3 4 5	make sure I am given a job that I like
1 2 3 4 5	ensure that my performance appraisal is fair
1 2 3 4 5	treat me the same as everyone else with rules and discipline
1 2 3 4 5	make sure that I am paid equal to others doing similar work in this organisation
1 2 3 4 5	help me gain promotion
1 2 3 4 5	give me adequate training for the job
1 2 3 4 5	allow me time off to meet personal or family needs
1 2 3 4 5	pay bonuses based on performance
1 2 3 4 5	provide a safe work place
1 2 3 4 5	act in a supportive way towards me
1 2 3 4 5	ensure that employees are pleasant to each other
1 2 3 4 5	give me high pay
1 2 3 4 5	provide long term job security
1 2 3 4 5	recognise my special contributions
1 2 3 4 5	pay me on my current level of performance

EMPLOYEE OBLIGATIONS

When people have a job they often feel they have obligations to their ~~supervisor or organisation~~. Please indicate the level to which you feel obligated to act in your present work situation by circling the numbers according to this scale.

Please circle the number which indicates your response according to this scale

1 = not at all obligated

2 = slightly obligated

3 = moderately obligated

4 = almost completely obligated

5 = completely obligated

Example 1..②..3...4...5

NOTE:
An obligation may be thought of as anything you believe you owe to your employer or workplace though there may be no written or clearly spoken agreement between you.

In my present work situation, I believe that I am obligated to:

1 2 3 4 5	do my job well to the best of my ability
1 2 3 4 5	stay with my present employer
1 2 3 4 5	protect the reputation of my employing organisation
1 2 3 4 5	put the interests of my employer first at work
1 2 3 4 5	dress and behave correctly while at work
1 2 3 4 5	be willing to go beyond my job description, especially in an emergency
1 2 3 4 5	be open with my boss or supervisor about things affecting work
1 2 3 4 5	always be loyal to my employer
1 2 3 4 5	volunteer if I see that a volunteer is needed
1 2 3 4 5	do non-required tasks that make the place run more smoothly
1 2 3 4 5	refuse to support my employer's competitors
1 2 3 4 5	spend a minimum of two years in my present employment
1 2 3 4 5	work more hours than I am contracted to work
1 2 3 4 5	be willing to accept a transfer
1 2 3 4 5	refuse to give outsiders any organisational information
1 2 3 4 5	become more skilled at work
1 2 3 4 5	work well with others
1 2 3 4 5	put in a full day's work for a full day's pay
1 2 3 4 5	contribute to my workplace using my own unique expertise
1 2 3 4 5	provide leadership to others
1 2 3 4 5	make suggestions for improvements
1 2 3 4 5	give plenty of notice if I am taking a job elsewhere
1 2 3 4 5	be careful in the way I treat the property of my organisation
1 2 3 4 5	deal honestly with clients

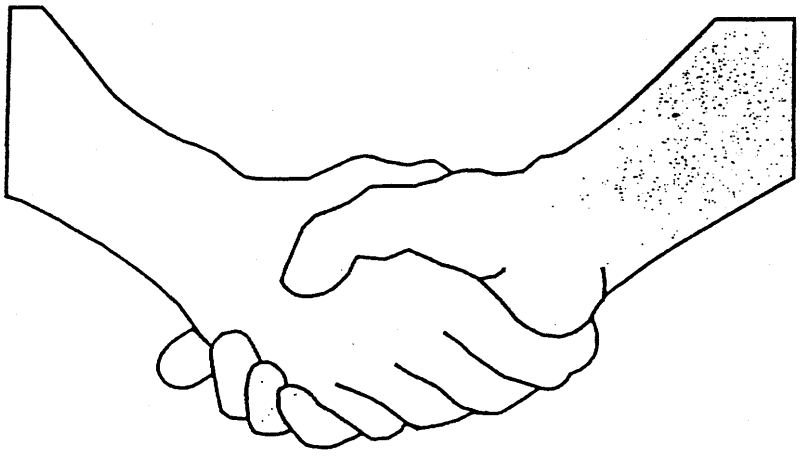
APPENDIX C

"Psychological Contract Inventory"
(Rousseau, 1998, 2000)

APPENDIX C

PCI
"Psychological Contract Inventory"
(Rousseau, 1998, 2000)

PSYCHOLOGICAL CONTRACT INVENTORY



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o what extent have you made the following commitment or obligation to your employer? Please answer each question using the following scale:

1 not at all	2 slightly	3 somewhat	4 moderately	5 to a great extent

1.

(1) Quit whenever I want	_____ (8) I have no future obligations to this employer	_____ (15) Leave at any time I choose	_____ (22) I am under no obligation to remain with this employer
_____ (2) Make personal sacrifices for this organization	_____ (9) Take this organization's concerns personally	_____ (16) Protect this organization's image	_____ (23) Commit myself personally to this organization
_____ (3) Perform only required tasks	_____ (10) Do only what I am paid to do	_____ (17) Fulfill limited number of responsibilities	_____ (24) Only perform specific duties I agreed to when hired
_____ (4) Accept increasingly challenging performance standards	_____ (11) Adjust to changing performance demands due to business necessity	_____ (18) Respond positively to dynamic performance requirements	_____ (25) Accept new and different performance demands
_____ (5) Seek out developmental opportunities that enhance my value to this employer	_____ (12) Build skills to increase my value to this organization	_____ (19) Make myself increasingly valuable to my employer	_____ (26) Actively seek internal opportunities for training and development
_____ (6) Build contacts outside this firm that enhance my career potential	_____ (13) Build skills to increase my future employment opportunities elsewhere	_____ (20) Increase my visibility to potential employers outside the firm	_____ (27) Seek out assignments that enhance my employability elsewhere
_____ (7) Remain with this organization indefinitely	_____ (14) Plan to stay here a long time	_____ (21) Continue to work here	_____ (28) Make no plans to work anywhere else

Please answer the following questions using this scale:

1 not at all	2 slightly	3 somewhat	4 moderately	5 to a great extent

1.

_____ A) Overall, how well does your employer fulfill its commitments to you

_____ B) Overall, how well have you fulfilled your commitments to your employer

_____ C) In general, how well does your employer live up to its promises

D) In general, how well do you live up to your promises to your employer

_____ E) Overall, how satisfied are you in your job? (circle best answer)

2. To what extent do you believe the commitments your employer has made to you are the responsibility of the following:

_____ A) Your coworkers/work group

_____ B) Your boss/manager

_____ C) Senior management

_____ D) The organization generally

_____ E) Other(s)? (Whom?) _____

nsider your relationship with your current employer. To what extent has your employer made the following commitment or obligation to you? Please answer each questic
g the following scale:

1 not at all | 2 slightly | 3 somewhat | 4 moderately | 5 to a great extent

_____ (1) A job only as long as the employer needs me

_____ (2) Concern for my personal welfare

_____ (3) Limited involvement in the organization

_____ (4) Support me to attain the highest possible levels of performance

_____ (5) Opportunity for career development within this firm

_____ (6) Help me develop externally marketable skills

_____ (7) Secure employment

_____ (8) Makes no commitments to retain me in the future

_____ (9) Be responsive to my personal concerns and well-being

_____ (10) Training me only for my current job

_____ (11) Help me to respond to ever greater industry standards

_____ (12) Developmental opportunities with this firm

_____ (13) Job assignments that enhance my external marketability

_____ (14) Wages and benefits I can count on

_____ (15) Short-term employment

_____ (16) Make decisions with my interests in mind

_____ (17) A job limited to specific, well-defined responsibilities

_____ (18) Support me in meeting increasingly higher goals

_____ (19) Advancement within the firm

_____ (20) Potential job opportunities outside the firm

_____ (21) Steady employment

_____ (22) A job for a short-time only

_____ (23) Concern for my long-term well-being

_____ (24) Require me to perform only a limited set of duties

_____ (25) Enable me to adjust to new, challenging performance requirements

_____ (26) Opportunities for promotion

_____ (27) Contacts that create employment opportunities elsewhere

_____ (28) Stable benefits for employees' families

To what extent do the items below describe your employer's relationship to you? Please answer each question using the following scale:

1 not at all | 2 slightly | 3 somewhat | 4 moderately | 5 to a great extent

C.

_____ (1) Withholds information from its employees

_____ (2) Difficult to predict future direction of its relations with me

_____ (3) Demands more from me while giving me less in return

_____ (4) Acts as if it doesn't trust its employees

_____ (5) An uncertain future regarding its relations with me

_____ (6) Decreased benefits in the next few years

_____ (7) Introduces changes without involving employees

_____ (8) Uncertainty regarding its commitments to employees

_____ (9) Stagnant or reduced wages the longer I work here

_____ (10) Doesn't share important information with its workers

_____ (11) Uncertainty regarding its commitments to me

_____ (12) More and more work for less pay

APPENDIX D

Interview Guide

APPENDIX D

Interview Guide

Interview Questions

1. Who do you perceive your employer to be?

2. What obligations have you made to your employer?

3. What obligations has your employer made to you?

4. How has the passage of time influenced the obligations your employer has made to you?

5. How has the passage of time influenced the obligations you have made to your employer?

6. What contextual factors do you perceive have influenced the obligations your employer has made to you?

7. What contextual factors do you perceive have influenced the obligations you have made to your employer?

APPENDIX E

Focus Group Session Guide

APPENDIX E

Focus Group Session Guide

Interview Questions

1. Who do you perceive your employer to be?

2. What obligations have you made to your employer?

3. What obligations has your employer made to you?

4. How has the passage of time influenced the obligations your employer has made to you?

5. How has the passage of time influenced the obligations you have made to your employer?

6. What contextual factors do you perceive have influenced the obligations your employer has made to you?

7. What contextual factors do you perceive have influenced the obligations you have made to your employer?

APPENDIX F

PSCS
"Psychological Contract Survey"

APPENDIX F

PSCS
"Psychological Contract Survey"
(Hrabok, 2001)

THE PSYCHOLOGICAL CONTRACT SURVEY (PSCS)

Introduction to the Study

This research is not a study of SIAST, but is a study of the nature, contents, and features of the psychological contracts of experienced college instructors.

The psychological contract is the perception an employee has of the obligations he/she has made to the employer and the obligations the employer has made toward him/her. The experienced college instructor is defined as the instructor who has taught for 15 years or more and who is 45 years or over in age. Please complete this survey even if you are under 45 years of age.

For your information, the University of Saskatchewan Ethics Committee protocol for survey respondents is enclosed. This document explains the parameters of the study.

I would very much appreciate it if you would take 20 minutes or so to complete this survey which is divided into eight sections including:

1. **Demographic Information**
2. **Employer Obligations**
3. **Employee Obligations**
4. **The Passage of Time**
5. **Context: Organization-Specific Events**
6. **Context: Person-Specific Events**
7. **Nature of Obligations**

Thank you.

INSTRUCTIONS

Please read all instructions before completing the survey.

1. **Do not write your name on this survey. In this way, anonymity and confidentiality will be assured.**

2. **When you have completed the survey, please**

   (a) place the completed survey in the interoffice envelope enclosed, (b) seal the envelope, (c) drop the sealed envelope in the interoffice mail.

   Please return the stamped envelope if you are not using post office return.

   If you prefer to mail the completed survey through the regular mail system, please

   (a) place the completed survey in the stamped, self-addressed envelope enclosed, (b) seal the envelope, (c) drop the sealed envelope into a post office box.

3. **Any inquiries may be directed to Ann Hrabok, Doctoral Student, Department of Educational Administration, University of Saskatchewan, Saskatoon, Saskatchewan, or to Dr. Murray Scharf, Research Advisor, Department of Educational Administration, University of Saskatchewan, Saskatoon, Saskatchewan, 966-7612, scharf@duke.usask.ca.**

4. **By completing and returning this survey, it is assumed that you freely consented to participate in this research. Please return the completed survey before Friday, November 9, 2001.**

I appreciate your assistance in my research.

1. DEMOGRAPHIC INFORMATION

1. Who do you regard as your employer?

- ☐ SIAST
- ☐ The Government of Saskatchewan
- ☐ Vice-President, Programs
- ☐ Students
- ☐ Other

2. Age

- ☐ 30 - 34 years
- ☐ 35 - 39 years
- ☐ 40 - 44 years
- ☐ 45 - 49 years
- ☐ 50 - 54 years
- ☐ 55 years and over

3. Sex

- ☐ Male
- ☐ Female

4. Years of Teaching Experience

a. At SIAST

- ☐ 15 - 19 years
- ☐ 20 - 24 years
- ☐ 25 - 29 years
- ☐ Over 30 years

b. Other than at SIAST

- ☐ Under 5 years
- ☐ 5 - 10 years
- ☐ Over 10 years

5. Employment status

- ☐ Full-time
- ☐ Part-time
- ☐ Other

6. Level of Education/Training

- ☐ Certificate/Diploma _____
- ☐ Undergraduate degree(s)_____
- ☐ Apprenticeship(s)_____
- ☐ Graduate degree(s)_____
- ☐ Doctorate degree(s)_____
- ☐ Other(s)_____

7. Years of Post-Secondary Education

- ☐ 2 years
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ Over 5 years

2. EMPLOYER OBLIGATIONS

When employees have a job, they have some expectations of their employer. These questions ask, from your perspective, the extent to which your employer has made the following obligations to you.

Please keep in mind that you are not asked what obligations you think your employer SHOULD PROVIDE, but what obligations you perceive your employer HAS MADE to you.

Indicate your response using the 1-5 obligation scale below.

1	2	3	4	5
Not at all	Slightly	Moderately	Very	Completely

I believe that my employer has made the obligation to:

1. _____ talk with me about matters which affect me.
2. _____ pay me no less than I would get in a similar job in other workplaces.
3. _____ allow me to get on with my work without interference
4. _____ help me develop my career
5. _____ be particularly considerate of high seniority employees
6. _____ give me support with personal problems
7. _____ provide the resources required to do my work
8. _____ treat me the same as everyone else with rules and discipline
9. _____ make sure that I am paid equal to others doing similar work in this organization
10. _____ help me gain promotion
11. _____ give me adequate training for the job
12. _____ allow me time off to meet personal or family needs
13. _____ base pay on performance
14. _____ provide a safe workplace
15. _____ act in a supportive way toward me
16. _____ ensure that employees are pleasant to each other
17. _____ provide job security
18. _____ recognize my special contributions
19. _____ recognize my talents and skills
20. _____ treat me in a fair and just way
21. _____ make sure that curricula stays within the organization
22. _____ recognize the unionized nature of the workplace
23. _____ recognize my work and contributions that are above and beyond my job description

Other

24. ____ _____

25. ____ _____

3. EMPLOYEE OBLIGATIONS

When employees have a job, they have obligations they perceive they owe to their employer. These questions ask the extent to which you have made the following obligations to your employer.

Please keep in mind that you are not asked what obligations you think you SHOULD PROVIDE to your employer, but what obligations you perceive you HAVE MADE to your employer.

Indicate your response using the 1-5 obligation scale below.

1	2	3	4	5
Not at all	Slightly	Moderately	Very	Completely

I believe that I have made the obligation to:

1. _____ do my job to the best of my ability
2. _____ stay with my present employer
3. _____ protect the reputation of my employer
4. _____ always be loyal to my employer
5. _____ refuse to give outsiders any organizational information
6. _____ put the interests of my employer first at work
7. _____ be willing to go beyond my job description
8. _____ be open with my supervisor about things affecting work
9. _____ volunteer if I see that a volunteer is needed
10. _____ do non-required tasks that make the place run more smoothly
11. _____ refuse to support my employer's competitors
12. _____ work more hours than I am contracted to work
13. _____ deliver the curriculum as assigned
14. _____ put in a full day's work for a full day's pay
15. _____ contribute to my workplace using my own unique expertise
16. _____ provide leadership to other employees
17. _____ make suggestions for improvement
18. _____ follow the mandate of the organization
19. _____ follow the policies of the organization
20. _____ deal honestly with students
21. _____ respond to the changes demanded of me in my position
22. _____ deliver skills as demanded by the industry
23. _____ become more skilled at work

Other

24. _____ _____
25. _____ _____

4. THE PASSAGE OF TIME

As time goes by, one's perception of workplace obligations can change. Indicate the extent to which you agree the following statements reflect the influence the passage of time has had on these workplace obligations. Indicate your response using the 1-5 agree/disagree scale below.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

As time goes by,

1. _____ I have become more adaptive to change.
2. _____ I work harder now.
3. _____ I have changed my priorities with respect to work and home.
4. _____ I socialize less with colleagues.
5. _____ The activities of my family influence my employment relationship.
6. _____ I am engaged in fewer volunteer activities.
7. _____ I trust my employer.
8. _____ I sometimes work around official procedures to get things accomplished in my job.
9. _____ I resist the amount and pace of change in my job.
10. _____ I feel that professionalism has lessened in this organization.
11. _____ I have become more concerned about me in this organization.
12. _____ I feel more professionally out of touch with my colleagues at work.
13. _____ Health issues have a higher priority in my employment relationship.
14. _____ I have resigned myself to whatever course of action is placed in front of me.
15. _____ I spend less time at work because I have become more efficient in my work.
16. _____ I know what is important in this organization and work toward those goals.
17. _____ I do not feel as obligated to my employer as I used to feel.
18. _____ I tolerate things about my employment relationship that I did not tolerate before.
19. _____ I have reduced my investments in this organization.
20. _____ I have become more patient.
21. _____ I separate work from home more distinctly now.
22. _____ I will do the best I can do in my job.
23. _____ I feel I am contributing to quality education.

PASSAGE OF TIME (continued)

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

As time goes by,

24. _____ I feel indispensable in this organization.

25. _____ I have lost some of my passion for the organization.

26. _____ The sheer amount of change influences my employment relationship.

27. _____ I have reduced my range of work obligations.

28. _____ I receive less support from my employer.

29. _____ I often come to work when I am not feeling well.

30. _____ I feel more informed about what is going on in this organization.

31. _____ My employer owes some responsibility toward me and my family as a result of my years of service.

32. _____ I am taking more responsibility for myself at work than before.

33. _____ As an employee, I identify with the provincial model of the organization.

34. _____ I feel this is not as reciprocal an employment relationship as it used to be.

35. _____ My employer manages by what is in the collective agreement.

36. _____ I am provided with academic leadership by my employer.

37. _____ I perceive my employer more impersonally.

38. _____ I expect to face more change in the coming years.

39. _____ I look to outside interests to keep myself motivated.

Other:

40. _____ _____

41. _____ _____

5. CONTEXT: ORGANIZATION-SPECIFIC EVENTS

In an organization, there are events and factors that may influence your workplace obligations. Please indicate the extent to which the following may have influenced the workplace obligations you perceive you have made to your employer and your employer has made to you. Indicate your response using the 1-5 influenced scale.

1	2	3	4	5
Not at all	Slightly	Neutral	Moderately	Strongly

1. _____ Strategy of the employer
2. _____ Management of change (initiation, communication, etc.)
3. _____ Hiring practices
4. _____ Change in the delivery mode of curriculum
5. _____ Technology demands
6. _____ Labour unrest.
7. _____ The collective agreement.
8. _____ Frequency of change of managers (principals, deans, etc.)
9. _____ Corporate identity
10. _____ Structural changes.
11. _____ Pay and benefit levels.
12. _____ Ongoing demand for change.
13. _____ Cyclical nature of organizational change.
14. _____ Transfer of curriculum outside the organization
15. _____ Hours of work model
16. _____ Centralization of the management of the organization
17. _____ Increased number of managers
18. _____ Management Information System

Other:

19. _____ _____

20. _____ _____

6. CONTEXT: PERSON-SPECIFIC EVENTS

In your personal life, there are events and factors that may influence your workplace obligations. Please indicate the extent to which the following may have influenced the workplace obligations you perceive you have made to your employer and your employer has made to you. Indicate your response using the 1-5 influenced scale.

1	2	3	4	5
Not at all	Slightly	Neutral	Moderately	Strongly

1. _____ Age
2. _____ Pay
3. _____ Gender Issues
4. _____ Family obligations
5. _____ Outside interests
6. _____ Preoccupation with work
7. _____ Changing priorities.
8. _____ Desire to travel.
9. _____ Health issues.
10. _____ Fondness for teaching.
11. _____ Aging parents
12. _____ A unique personal experience
13. _____ Financial obligations
14. _____ Personal success outside the organization
15. _____ Lifestyle decisions
16. _____ Financial security
17. _____ Changing marital arrangements
18. _____ Going back to school.
19. _____ Your significant other's activities (if applicable)
20. _____ Nature of work itself has changed
21. _____ Loss of enthusiasm for work generally
22. _____ Increase in devotion to profession
23. _____ Attaining a more balanced view of work
24. _____ Anxiety about job security
25. _____ Increased experience in your work

Other

26. ____ _____

27. ____ _____

7. NATURE OF THE OBLIGATIONS

The following statements refer to the nature of the workplace obligations you perceive you have made to your employer and your employer has made to you. Please indicate the degree to which you agree with each statement below. Indicate your response using the 1-5 agree/disagree scale.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

1. _____ This is a good place to work.
2. _____ I enjoy my job.
3. _____ I would retire today if I could.
4. _____ I would advise others to work here.
5. _____ I perceive justice and fairness in my employment relationship.
6. _____ I feel valued in my employment relationship.
7. _____ I am clear about the nature of my employment relationship.
8. _____ I feel in control in my employment relationship.
9. _____ I am committed to my employment relationship.
10. _____ I look forward to leaving the organization.
11. _____ I am apathetic about the change this organization has faced.
12. _____ I observe activities in this organization rather than participate in them.
13. _____ I have confidence in the academic leadership in this organization.
14. _____ Communication in this organization is clear and effective.
15. _____ This organization provides an environment in which I can mature as a faculty member.
16. _____ Overall, I feel supported in this organization.
17. _____ The business plan clearly identifies priorities that help me in my job.
18. _____ The employment relationship in this organization is mutually beneficial.
19. _____ This organization has a professionally-based climate.
20. _____ This organization has matured over time.

Other

22. _____ _____

23. _____ _____

8. COMMENTS

If there is additional information you would care to share concerning the obligations you perceive you have made toward your employer and the obligations you perceive your employer has made to you, please write this information below.

Your assistance in my research is appreciated. Thank you.

APPENDIX G

Research Protocol

APPENDIX G

1. **Ethics Approval to conduct the study.**

2. **Letter to Vice-President, Programs, requesting permission to conduct the study.**

3. **Letter to Program Heads, requesting assistance.**

4. **Letters to interviewees, focus group session participants, and survey respondents, requesting participation in the study.**

5. **Consent forms for participants in the interviews and focus group sessions.**

6. **Data/Transcript Release forms for interviewees, focus group participants, and survey respondents.**

UNIVERSITY ADVISORY COMMITTEE
ON ETHICS IN BEHAVIOURAL SCIENCE RESEARCH

NAME: Murray Scharf (Anne Hrabok) **BSC#:** 2001-04
Department of Educational Administration

DATE: November 19, 2002

The University Advisory Committee on Ethics in Behavioural Science Research has reviewed the modifications to the Application for Ethics Approval for your study "Psychological Contracts of Experienced College Instructors".

1. The modification(s) to your study has been APPROVED.

2. Any significant changes to your study should be reported to the Chair for Committee consideration in advance of its implementation.

3. The term of this approval remains five years from the original approval date.

4. In order to maintain ethics approval, a status report must be submitted to the Chair for Committee consideration within one month of the current expiry date each year the study remains open, and upon study completion. Please refer to the following website for further instructions: http://www.usask.ca/research/ethics.shtml.

I wish you a successful and informative study.

Valerie Thompson, Chair
Behavioural Research Ethics Board

VT/ck

Office of Research Services, University of Saskatchewan
Kirk Hall Room 208, 117 Science Place, Saskatoon SK S7N 5C8 CANADA
Telephone: (306) 966-8576 Facsimile: (306) 966-8597 http://www.usask.ca/research/

(Revised) ad

Research Protocol Application

Submitted to the

Advisory Committee of Ethics in Behavioural Science Research

University of Saskatchewan

Name of Researcher

Edna Mary Ann Hrabok
Doctor of Philosophy
Student Number

Name of Supervisor

Dr. Murray Scharf
Department of Educational Administration

Anticipated Start and Expected Completion Date of This Study

The time frame for the collection of information will be the Spring of 2001. The expected completion date is ~~August, 2001~~. Spring, 2003. ad.

Title of Study

~~The Nature, Contents, and Features of the~~ Psychological Contracts of Experienced College Instructors ad

Abstract: This research project will examine the psychological contract component of the employment relationships of experienced instructors. I plan to examine and describe the nature and contents of the psychological contracts of experienced instructors in the Saskatchewan Institute of Applied Science and Technology (SIAST) in the Province of Saskatchewan and to ascertain the features of the psychological contracts of these experienced instructors within this college. The psychological contract is defined as an employee's perception of what obligations he or she has made to his or her employer and what obligations the employer has made to him or her. Data will be collected and compiled on the obligations experienced instructors perceive they have toward their employer and the obligations their employer has toward them.

Funding: Costs associated with the completion of the research will be the responsibility of the student.

Participants: The institution chosen was purposefully selected. It is an urban post-secondary college in the Province of Saskatchewan. Data will be collected by means of (1) structured interviews with experienced instructors (2) focus groups sessions with experienced instructors, and (3) a survey of experienced instructors. Each of the participants will participate once, either in the interview, the focus groups or in the survey. The Vice-President, Programs, will be contacted for permission to conduct the

study. The researcher will contact experienced instructors within SIAST to solicit participation in the study.

Procedures: Once permission is granted to conduct this study in SIAST, experienced instructors will be contacted to participate in interviews, focus groups, and a survey. Attached are the interview and focus group questions to be asked and a copy of the survey which is to be adapted after interview and focus groups information is collected.

Storage and Securing of Data: All data, interview tapes, and written surveys will be sealed, double signed by Dr. Murray Scharf and Ann Hrabok, securely stored and retained for a minimum of five years at the University of Saskatchewan in accordance with the University of Saskatchewan guidelines, after which time the data will be destroyed.

Dissemination of Results: Information gathered may be used as data for publications related to this study.

Risk: There are no known risks resulting from participation in the study, although in the focus group setting, a consent form is required to be signed by focus group participants, in order to maintain confidentiality in the group setting. This form is attached. All participants will be informed as to the purpose and the nature of the study and as to how the findings will be documented.

Confidentiality: All information gleaned from the interview, focus group and survey process will be kept confidential and will only be available for use in the final document with written consent from the participants. Confidentiality and anonymity will be ensured, as far as is possible, through the use of pseudonyms in reference to the participants involved in this study.

Consent: Each participant will be given a letter outlining the purpose of the study, the time frame, his or her role in the study, and other relevant information. The focus group participants will be asked to sign a consent form to agree to keep disclosed information confidential. The focus group participants in this study volunteered for the study and originate from the schools within the selected school system. Participants will be informed that they are likely to be acquainted with other participants within the focus group.

Data/Transcript Release: Participants will be asked to view the recorded data from the interviews and invited to make corrections to the material. Results of the research will be shared with all participants.

Dr. Murray Scharf, Faculty Advisor Date Nov. 5, 2002

Edna Mary Ann Hrabok, PhD Candidate Date Nov 12/02

Dr. Patrick Renihan, Department Head Date November 14/02

Ann Hrabok, Researcher
Department of Educational Administration
College of Education
University of Saskatchewan
Saskatoon SK S7N 0X1
April 30, 2001

_____ Vice-President
Programs
Saskatchewan Institute of Applied Science
And Technology
Administrative Offices
400 119 4th Avenue South
Saskatoon SK S7K 5X2

Dear _____

The psychological contract is an instructor's perception of the obligations they perceive they have toward their employer and the obligations they perceive their employer has toward them. In particular, the examination of the perceived obligations of the experienced instructor (defined as over 45 years of age with 20 or more years of teaching experience) toward and of their employer can lead to useful information for educators, human resource managers, and policy makers regarding employment relationships between instructors and their employing college.

This is a letter requesting permission (1) to pursue a study of the psychological contracts of experienced instructors within SIAST (2) to contact Program Heads at the Wascana Campus to initiate contact with experienced instructors in order to solicit the participation of these instructors in personal interviews and focus group sessions (3) to contact all other Program Heads within SIAST (in the other three Campuses) to initiate contact with experienced instructors in order to solicit the participation of these instructors in filling out a survey. The interviews and focus group sessions, which will be approximately two hours each in length, will occur outside of work hours. The survey will take approximately twenty minutes to complete.

In fulfillment of the requirements to complete the degree of Doctor of Philosophy in the Department of Educational Administration at the University of Saskatchewan, I am pursuing a research project entitled The Nature, Contents, and Features of the Psychological Contracts of Experienced Instructors, with the permission of the University of Saskatchewan Advisory Committee on Ethics in Behavioural Science Research. This research will include interviews, focus group sessions, and a survey concerning the nature and contents of the psychological contracts of experienced

instructors. For the purposes of data collection, I would like to conduct five interviews and four focus group sessions (involving approximately 50 instructors) with Wascana instructors and administer a survey to experienced instructors within SIAST who have not participated in the interviews and focus group sessions. The focus groups sessions will be recorded on tape and by a notetaker who has no connection with SIAST and who has the ethical obligation to protect the privacy and confidentiality of all participants. The interviews and focus group sessions would take place in May, 2001 and the survey would be administered in early June, 2001 at the latest.

For your information I have included copies of the interview, focus group session and survey protocols that I will be using. I have attached the interview and focus group questions and the survey that will be adapted.

After the interviews and the focus group sessions are completed, all other experienced instructors in SIAST will be contacted to participate in a survey. The purpose of the study, the involvement and time required, the use of the data, and the ethical procedures will be carefully explained. Each participant in the study will be given a letter outlining the purpose of the study, the time frame, his or her role in the study, and other relevant information. Included will be a preliminary questionnaire to elicit demographic information and a letter of formal consent for each to sign and return. Focus group participants will be asked to sign a consent form that contains a confidentiality clause.

For the purposes of this research study, SIAST was purposefully selected. Findings from the interviews and focus group sessions will be used to adapt an existing survey instrument. The data from the interviews, focus group sessions, and the survey will be organized and coded into broad categories guided by the information sought in the research questions. It is anticipated that common features will emerge from the interview, focus group session, and survey data.

There are no known risks resulting from participation in this study. All participants will be informed as to the purpose and the nature of the study, and how the findings will be documented. All information gleaned from the interview, focus group session, and survey administration will be kept confidential. Confidentiality in the focus group sessions will be procured by asking participants to sign a consent form, acknowledging that the other participants are instructors from within SIAST and that their responsibility and agreement to protect the integrity and confidentiality of what others say during the focus group session is essential. Confidentiality and anonymity will be ensured, as far as is possible, through the use of pseudonyms in reference to the participants involved in the study. Any reference to geographic sites and employees will be deleted from quotations.

Throughout the investigation, an effort will be made to respect the rights and professional careers of all those who participate. General ethics procedures outlined

by the University of Saskatchewan Advisory Committee on Ethics in Behavioral Sciences Research will be followed with respect to guidelines concerning consent forms, confidentiality, release of transcribed data, freedom of participation, and opportunity for feedback. All participants in the interviews and focus groups sessions will be asked to sign the Data/Transcript Release Form to indicate that they have had an opportunity to review the interview and focus group data, they acknowledge that the data reflects what they said, and they have authorized its release to the researcher.

This letter is to request formal permission to conduct this research in SIAST. In particular, permission is requested to contact experienced instructors within SIAST. During the process of the study, either myself (374-0342) or my supervisor, Dr. Murray Scharf (966-7612) at the Department of Educational Administration, University of Saskatchewan, can be contacted if you have any questions. Interviews, focus groups sessions and survey administration are planned for the spring of 2001, and my goal is to complete the study by August, 2001. At that time, a copy of my dissertation will be made available to you and a summary of research results will be made available to participants in the study. I am available for further discussion at any time. Please call me if you wish any further clarification. Thank you for giving this request your fullest consideration.

Sincerely,

Ann Hrabok

Attachments:

1. **Interview, focus group, survey protocols.**
2. **Interview and focus group questions.**
3. **Survey to be adapted.**

Ann Hrabok, Researcher
Business Studies Program
SIAST Kelsey Campus
May 7, 2001

To: Program Heads

The psychological contract is an instructor's perception of the obligations they perceive their employer has toward them and the obligations they have toward their employer. In particular, the examination of the perceived obligations of the experienced instructor (defined as over 45 years of age with 20 or more years of teaching experience) to and of their employer can lead to useful information for educators, human resource managers, and policy makers regarding employment relationships between instructors and their employing college.

This is a letter requesting your assistance in this study to solicit the participation of experienced instructors in your Program by collecting names of volunteering experienced instructors for personal interviews and focus group sessions (perhaps including yourself) and sending these names to me. The interviews and focus group sessions, which will be approximately two hours each in length, will occur outside of school hours (if possible). The survey will take approximately twenty minutes to complete.

In fulfillment of the requirements to complete the degree of Doctor of Philosophy in the Department of Educational Administration at the University of Saskatchewan, I am pursuing a research project entitled The Nature, Contents, and Features of the Psychological Contracts of Experienced Instructors, with the permission of the University of Saskatchewan Advisory Committee on Ethics in Behavioural Science Research. This research will include interviews, focus group sessions, and a survey concerning the nature and contents of the psychological contracts of experienced instructors. For the purposes of data collection, I would like to conduct five interviews and four focus group sessions (involving approximately 50 instructors) within your Campus and administer a survey to experienced instructors within SIAST who have not participated in the interviews and focus group sessions. The focus groups sessions will be recorded on tape and by a notetaker who has no connection with the school system and who has the ethical obligation to protect the privacy and confidentiality of all participants. The interviews and focus group sessions would take place in May, 2001 and the survey would be administered in early June, 2001, at the latest.

After the interviews and the focus group sessions are completed, all other experienced instructors in SIAST will be contacted to participate in a survey. The

purpose of the study, the involvement and time required, the use of the data, and the ethical procedures will be carefully explained. Each participant in the study will be given a letter outlining the purpose of the study, the time frame, his or her role in the study, and other relevant information. Included will be a preliminary questionnaire to elicit demographic information and a letter of formal consent for each to sign and return. Focus group participants will be asked to sign a consent form that contains a confidentiality clause.

For the purposes of this research study, this college was purposefully selected. Findings from the interviews and focus group sessions will be used to adapt an existing survey instrument. The data from the interviews, focus group sessions, and the survey will be organized and coded into broad categories guided by the information sought in the research questions. It is anticipated that common features will emerge from the interview, focus group session, and survey data.

There are no known risks resulting from participation in this study. All participants will be informed as to the purpose and the nature of the study, and how the findings will be documented. All information gleaned from the interviews, focus group sessions, and survey administration will be kept confidential. Confidentiality in the focus group sessions will be procured by asking participants to sign a consent form, acknowledging that the other participants are instructors within the same college and that their responsibility and agreement to protect the integrity and confidentiality of what others say during the focus group session is essential. Confidentiality and anonymity will be ensured, as far as is possible, through the use of pseudonyms in reference to the participants and the college involved in this study. Any reference to geographic sites and employees will be deleted from quotations.

Throughout the investigation, an effort will be made to respect the rights and professional careers of all those who participate. General ethics procedures outlined by the University of Saskatchewan Advisory Committee on Ethics in Behavioral Sciences Research will be followed with respect to guidelines concerning consent forms, confidentiality, release of transcribed data, freedom of participation, and opportunity for feedback. All participants in the interviews and focus group sessions will be asked to sign the Data/Transcript Release Form to indicate that they have had an opportunity to review the interview and focus group data, that they acknowledge that the data reflects what they said, and that they have authorized its release to the researcher.

This letter is to request your assistance in conducting this research. During the process of the study, either myself (374-0342 or 933-7737) or my supervisor, Dr. Murray Scharf (966-7612) at the Department of Educational Administration, University of Saskatchewan, can be contacted if you have any questions.

Interview, focus groups sessions and survey administration are planned for the May and June, 2001, and my goal is to complete the study by August, 2001. At that time,

a summary of research results will be made available to you and your staff. I am available for further discussion at any time. Please call me if you wish any further clarification. Thank you for giving this request your fullest consideration.

Sincerely,

Ann Hrabok

Ann Hrabok, Researcher
Business Studies Program
SIAST Kelsey Campus
May 7, 2001

To: Interviewee, Experienced Instructor

The psychological contract is an instructor's perception of the obligations they perceive their employer has toward them and the obligations they have toward their employer. In particular, the examination of the perceived obligations of the experienced instructor (defined as over 45 years of age with 20 or more years of teaching experience) to and of their employer can lead to useful information for educators, human resource managers, and policy makers regarding employment relationships between instructors and their employing college.

This is a letter requesting your participation in a personal interview to discuss the obligations you perceive you have made to your employer and the obligations you perceive your employer has made to you. I anticipate that the interview will last approximately two hours and (if possible) take place outside of work hours at your convenience.

In fulfillment of the requirements to complete the degree of Doctor of Philosophy in the Department of Educational Administration at the University of Saskatchewan, I am pursuing a research project entitled The Nature, Contents, and Features of the Psychological Contracts of Experienced Instructors, with the permission of the University of Saskatchewan Advisory Committee on Ethics in Behavioural Science Research. This research will include interviews, focus group sessions, and a survey concerning the nature and contents of the psychological contracts of experienced instructors. For the purposes of data collection, I would like to conduct five interviews and four focus group sessions (involving approximately 50 instructors) within your Campus and administer a survey to experienced instructors within SIAST who have not participated in the interviews and focus group sessions. The focus groups sessions will be recorded on tape and by a notetaker who has no connection with SIAST and who has the ethical obligation to protect the privacy and confidentiality of all participants. The interviews and focus group sessions would take place in May, 2001 and the survey would be administered in early June, 2001 at the latest.

After the interviews and the focus group sessions are completed, all other experienced instructors in SIAST will be contacted to participate in a survey. The purpose of the study, the involvement and time required, the use of the data, and the ethical procedures will be carefully explained. Each participant in the study will be given a letter outlining the purpose of the study, the time frame, his or her role in the study, and other relevant information. Included will be a preliminary questionnaire to elicit demographic information and a letter of formal consent for

each to sign and return. Focus group participants will be asked to sign a consent form that contains a confidentiality clause.

For the purposes of this research study, SIAST was purposefully selected. Findings from the interviews and focus group sessions will be used to adapt an existing survey instrument. The data from the interviews, focus group sessions, and the survey will be organized and coded into broad categories guided by the information sought in the research questions. It is anticipated that common features will emerge from the interview, focus group session, and survey data.

There are no known risks resulting from participation in this study. All participants will be informed as to the purpose and the nature of the study, and how the findings will be documented. All information gleaned from the interview, focus group session, and survey administration will be kept confidential. Confidentiality in the focus group sessions will be procured by asking participants to sign a consent form, acknowledging that the other participants are instructors from SIAST and that their responsibility and agreement to protect the integrity and confidentiality of what others say during the focus group session is essential. Confidentiality and anonymity will be ensured, as far as is possible, through the use of pseudonyms in reference to the participants involved in this study. Any reference to geographic sites and employees will be deleted from quotations.

Throughout the investigation, an effort will be made to respect the rights and professional careers of all those who participate. General ethics procedures outlined by the University of Saskatchewan Advisory Committee on Ethics in Behavioral Sciences Research will be followed with respect to guidelines concerning consent forms, confidentiality, release of transcribed data, freedom of participation, and opportunity for feedback.

This letter is to request your assistance in conducting this research. During the process of the study, either myself (374-0342 or 933-7737) or my supervisor, Dr. Murray Scharf (966-7612) at the Department of Educational Administration, University of Saskatchewan, can be contacted if you have any questions.

Interview, focus groups sessions and survey administration are planned for May and June, 2001, and my goal is to complete the study by August, 2001. At that time, a summary of research results will be made available to you. I am available for further discussion at any time. Please call me if you wish any further clarification. Thank you for giving this request your fullest consideration.

Sincerely,

Ann Hrabok

May 7, 2001

To: Focus Group Participant, Experienced Instructor

The psychological contract is an instructor's perception of the obligations they perceive their employer has toward them and the obligations they have toward their employer. In particular, the examination of the perceived obligations of the experienced instructor (defined as over 45 years of age with 20 or more years of teaching experience) to and of their employer can lead to useful information for educators, human resource managers, and policy makers regarding employment relationships between instructors and their employing college.

This is a letter requesting your participation in a focus group session to discuss the obligations you perceive you have made to your employer and the obligations you perceive your employer has made to you. I anticipate that the focus group session will last approximately two hours and take place outside of work hours at your convenience.

In fulfillment of the requirements to complete the degree of Doctor of Philosophy in the Department of Educational Administration at the University of Saskatchewan, I am pursuing a research project entitled The Nature, Contents, and Features of the Psychological Contracts of Experienced Instructors, with the permission of the University of Saskatchewan Advisory Committee on Ethics in Behavioural Science Research. This research will include interviews, focus group sessions, and a survey concerning the nature and contents of the psychological contracts of experienced instructors. For the purposes of data collection, I would like to conduct five interviews and four focus group sessions (involving approximately 50 instructors) within your Campus and administer a survey to experienced instructors within SIAST who have not participated in interviews or focus group sessions. The focus groups sessions will be recorded on tape and by a notetaker who has no connection with SIAST and who has the ethical obligation to protect the privacy and confidentiality of all participants. The interviews and focus group sessions would take place in May, 2001 and the survey would be administered in early June, 2001 at the latest.

After the interviews and the focus group sessions are completed, all other experienced instructors in SIAST will be contacted to participate in a survey. The purpose of the study, the involvement and time required, the use of the data, and the ethical procedures will be carefully explained. Each participant in the study will be given a letter outlining the purpose of the study, the time frame, his or her role in the study, and other relevant information. Included will be a preliminary questionnaire to elicit demographic information and a letter of formal consent for each to sign and return. Focus group participants will be asked to sign a consent form that contains a confidentiality clause.

For the purposes of this research study, SIAST was purposefully selected. Findings from the interviews and focus group sessions will be used to adapt an existing survey instrument. The data from the interviews, focus group sessions, and the survey will be organized and coded into broad categories guided by the information sought in the research questions. It is anticipated that common features will emerge from the interview, focus group session, and survey data.

There are no known risks resulting from participation in this study. All participants will be informed as to the purpose and the nature of the study, and how the findings will be documented. All information gleaned from the interviews, focus group sessions, and survey administration will be kept confidential. Confidentiality in the focus group sessions will be procured by asking participants to sign a consent form, acknowledging that the other participants are instructors within SIAST and that their responsibility and agreement to protect the integrity and confidentiality of what others say during the focus group session is essential. Confidentiality and anonymity will be ensured, as far as is possible, through the use of pseudonyms in reference to the participants involved in this study. Any reference to geographic sites and employees will be deleted from quotations.

Throughout the investigation, an effort will be made to respect the rights and professional careers of all those who participate. General ethics procedures outlined by the University of Saskatchewan Advisory Committee on Ethics in Behavioral Sciences Research will be followed with respect to guidelines concerning consent forms, confidentiality, release of transcribed data, freedom of participation, and opportunity for feedback.

This letter is to request your assistance in conducting this research. During the process of the study, either myself (374-0342 or 933-7737) or my supervisor, Dr. Murray Scharf (966-7612) at the Department of Educational Administration, University of Saskatchewan, can be contacted if you have any questions.

Interview, focus groups sessions and survey administration are planned for May and June, 2001, and my goal is to complete the study by August, 2001. At that time, a summary of research results will be made available to you. I am available for further discussion at any time. Please call me if you wish any further clarification. Thank you for giving this request your fullest consideration.

Sincerely,

Ann Hrabok

October 23, 2001

To: Survey Respondents—Please retain this for your records.

The psychological contract is an instructor's perception of the obligations they perceive their employer has toward them and the obligations they perceive they have toward their employer. In particular, the examination of the perceived workplace obligations of the experienced instructor (defined as over 45 years of age with 15 or more years of teaching experience) to and of their employer can lead to useful information for educators, human resource managers, and policy makers regarding employment relationships between instructors and their employing college.

This protocol explains the purpose of the study, the involvement and time required, the use of the data, and the ethical procedures which are followed. This letter is sent to inform you as a survey respondent of the purpose of the study, the time frame, your role in the study, and other relevant information. Your participation is requested in completing *The Psychological Contract Survey (PSCS)* which examines the nature and contents of the obligations you perceive you have made to your employer and the obligations you perceive your employer has made to you. I anticipate that the survey will take approximately twenty minutes to complete.

In fulfillment of the requirements to complete the degree of Doctor of Philosophy in the Department of Educational Administration at the University of Saskatchewan, I am pursuing a research project entitled *The Nature, Contents, and Features of the Psychological Contracts of Experienced Instructors*, with the permission of the University of Saskatchewan Advisory Committee on Ethics in Behavioural Science Research. This research will include interviews, focus group sessions, and a survey concerning the nature and contents of the psychological contracts of experienced instructors. To date, for the purposes of data collection, I have conducted twelve interviews and three focus group sessions within SIAST and am now administering this survey to all experienced instructors within SIAST.

For the purposes of this research study, SIAST was purposefully selected. Findings from the interviews and focus group sessions were used to adapt an existing survey instrument. The data from the interviews, focus group sessions, and the survey will be organized and coded into broad categories guided by the information sought in the research questions. It is anticipated that common features will emerge from the interview, focus group, and survey data.

The interview and focus group sessions were recorded on tape and transcribed. All participants were asked to sign a consent form that contained a confidentiality clause. The interviews and focus group sessions took place in May and June, 2001 and the survey is being administered in October, 2001.

There are no known risks resulting from participation in this study. All participants are informed as to the purpose and the nature of the study, and how the findings will be documented. Confidentiality in the focus group sessions was procured by asking participants to sign a consent form, acknowledging that the other participants are instructors from within SIAST and that their responsibility and agreement to protect the integrity and confidentiality of what others say during the focus group session is essential. Confidentiality and anonymity will be ensured, as far as is possible, through the use of pseudonyms in reference to the participants involved in this study. Any reference to geographic sites and employees will be deleted from quotations.

Throughout the investigation, an effort will be made to respect the rights and professional careers of all those who participate. General ethics procedures outlined by the University of Saskatchewan Advisory Committee on Ethics in Behavioral Sciences Research will be followed with respect to guidelines concerning consent forms, confidentiality, release of transcribed data, freedom of participation, and opportunity for feedback.

This letter is intended to inform you of the parameters of this research. During the process of the study, either myself (374-0342 or 933-7737) or my supervisor, Dr. Murray Scharf (966-7612) at the Department of Educational Administration, University of Saskatchewan, can be contacted if you have any questions.

When the study is completed by May, 2002, a summary of research results will be made available to you. I am available for further discussion at any time. Please call me if you wish any further clarification. Thank you for assisting in my research.

Sincerely,

Ann Hrabok

Letter of Consent for Personal Interview Participation

Name _____

School _____

Position _____

I hereby agree to participate in the research to be conducted by Ann Hrabok entitled *The Nature, Contents, and Features of the Psychological Contracts of Experienced Instructors* under the conditions set out in the letter of introduction. I understand that my participation involves a personal interview, and that information gathered may be used as data for publications related to this study. I understand that confidentiality will be maintained, as far as possible, and that I am free to withdraw from the study at any time. I understand that I will be given the opportunity to review the transcribed data and that I may revise, delete, or add information and then sign a data release form.

I, _____, have read this form and discussed this study with the researcher. By signing this form, I give my consent to participate in this study.

Participant signature _____

Researcher Signature _____

Date _____

Consent Form: Focus Group Participation

This is to certify that I have voluntarily agreed to participate in the *The Nature, Contents, and Features of the Psychological Contracts of Experienced Instructors* focus groups. I understand the primary purpose of the focus group is to gather information about the contents of the psychological contracts of experienced instructors, with respect to the experienced instructors' perceptions regarding the obligations they perceive their employer has toward them and the obligations experienced teachers have toward their employer.

I understand that the other participants in these sessions are instructors from SIAST and that I and other participants will be asked to keep confidential all information disclosed during the focus group. I acknowledge my responsibility and agreement to protect the integrity and confidentiality of what others say in the research sessions. I understand that these sessions will be recorded by tape and by a notetaker who has no connection with SIAST and who has the ethical obligations to maintain the privacy and confidentiality of all participants. I understand that, although there are limits to which the researcher can ensure the confidentiality of the information shared, names will not be associated with this data.

I understand that I will be given an opportunity to review the transcribed data and that I may revise, delete, or add information and then sign a data release form. I understand that I may end my participation in this focus group at any time with no questions asked, although it may not be possible to withdraw my input from the data. The study has been explained to me. I have read the above information and have had an opportunity to ask any questions.

I, _____, have read this form. I give my consent to participate in this study.

Participant Name _____

Participant Signature _____

Researcher Signature _____ Date _____

Ms Ann Hrabok, Researcher
Department of Educational Administration
College of Education
University of Saskatchewan

Data/Transcript Release Form

I, _____, have reviewed the transcribed data of my personal interview in this study and acknowledge that the transcribed data reflects what I said in my personal interview with Ann Hrabok, Researcher. I hereby authorize the release of this transcribed data to Ann Hrabok to be used in the manner described in the consent form. I have received a copy of this Data/Transcript Release Form for my own records.

Participant _____ Date _____

Researcher _____ Date _____

Data/Transcript Release Form

I, _____, have reviewed the transcribed data of the focus group session in which I participated and acknowledge that the transcribed data reflects what was said in the focus group session held with participants and Ann Hrabok, Researcher. I hereby authorize the release of this transcribed data to Ann Hrabok to be used in the manner described in the consent form. I have received a copy of the Data/Transcript Release Form for my own records.

Participant _____ Date _____

Researcher _____ Date _____

To Respondents of the Survey

Please note that by filling out the attached survey, you have agreed to participate in the research to be conducted by Ann Hrabok entitled *The Nature, Contents, and Features of the Psychological Contracts of Experienced Instructors* under the conditions set out in the letter of introduction. I understand that my participation involves filling out a survey form and that information gathered may be used as data for publications related to this study. I understand that confidentiality will be maintained, as far as possible, and that I am free to withdraw from the study at any time. I understand that a summary of research results will be sent to my school by the researcher when the study is completed.

Please fill out the attached survey and return by (date) to:

Ms Ann Hrabok, Researcher
Department of Educational Administration
College of Education
University of Saskatchewan
Saskatoon SK S7N 0X1

APPENDIX H

Description of Factors Identified Through Principal Component Analysis

APPENDIX H

Description of Factors Identified Through Principal Component Analysis

Employer Obligations

1. Recognition and Development: refers to recognition and development of employee talents, skills, and performance, including career development, consideration of seniority, and adequate training and support.

2. Fairness, Equity, and Justice: refers to obligations regarding fair treatment, communication, pay, and independence at work.

3. Support: refers to items of safety, resources to do the job, and acceptable pay.

4. Security: refers to items of job security, keeping curriculum within the organization, and the unionized nature of the workplace.

Employee Obligations

1. Effort at Work: refers to obligations regarding doing one's work as demanded by the employer, industry, students, and self.

2. Extra-Role/Citizenship Behaviours: refers to obligations of intention to remain, going above and beyond what is in the job description, and working more hours than contracted to work.

3. Loyalty: refers to items relating to dedication to the employer with respect to reputation and competition from others.

4. Responsibility: refers to areas of responsibility such as delivering assigned curriculum, working a full day, and following the policies of the organization.

Passage of Time

1. Relationship: refers to statements regarding the influence of the passing of time on the employment relationship.

2. Priorities: refers to statements regarding setting priorities.

3. Responsibility for Self: refers to statements regarding self and issues surrounding self.

4. Response to Change: refers to statements concerning change and the passage of time.

5. Effort at Work: refers to statements regarding the passage of time and the effort put into work.

Contextual Organization-Specific

1. Work Change: refers to events regarding changes that occur in the work of the organization, including the initiation and communication of change, change in the delivery mode of curriculum, and labour relations changes.

2. Organizational Change: refers to events in the organization concerning strategy and structure.

3. Outstanding Issues: refers to events in the organization that are outstanding issues such as hours of work and increased numbers of management personnel.

Contextual Person-Specific

1. Non-Work Interests: refers to person-specific events that are outside work such as family, health, and lifestyle decisions.

2. Time-Related Interests: refers to person-specific events that are related to time, such as age, changing priorities, and enthusiasm for work.

3. Priorities: refers to person-specific events that specify priorities regarding fondness for teaching, devotion to the profession, and increased experience at work.

4. No Influence: refers to events that seem to have little influence on workplace obligations.

Nature of Obligations

1. Relationship: refers to statements that reflect the nature of the employment relationship.

2. Intention to Remain: refers to statements that reflect intentions of instructors to stay or leave.

APPENDIX I

One-Way ANOVA Statistics

APPENDIX I
One-Way Anova
Employer Obligations

			Recognition and Development					Fairness, Equity and Justice				
Variable		N	M	SD	F	Sig.	Tukey	M	SD	F	Sig	Tukey
Age	1	46	17.67	5.80	.030	.971	123	21.22	5.56	.346	.708	213
	2	63	17.52	6.89				21.24	5.59			
	3	49	17.35	6.89				22.02	5.41			
	Total	158	17.51	6.49				21.48	5.50			
Sex	1	86	16.69	6.72	3.106	.080		20.61	5.32	4.831	.029	
	2	72	18.50	6.10				22.51	5.57			
	Total	158	17.51	6.49				21.48	5.50			
Expsiast	1	57	18.12	6.97	2.002	.139		21.53	5.09	1.141	.322	
	2	46	15.91	5.15				20.54	5.42			
	3	55	18.22	6.84				22.20	5.96			
	Total	158	17.51	6.49				21.48	5.50			
Expother	1	107	18.15	6.57	2.243	.110		21.44	5.73	.117	.890	
	2	25	17.20	6.78				21.92	5.34			
	3	26	15.19	5.42				21.19	4.86			
	Total	158	17.51	6.49				21.48	5.50			
Leveduc	1	35	17.09	7.39	.151	.860		19.94	5.69	2.267	.107	
	2	31	17.97	5.85				21.07	5.18			
	3	92	17.52	6.38				22.20	5.46			
	Total	158	17.51	6.49				21.48	5.50			

One-Way Anova
Employee Obligations

			Effort at Work					Extra-Role Behaviours				
Variable		N	M	SD	F	Sig	Tukey	M	SD	F	Sig	Tukey
Age	1	46	29.80	3.15	.424	.655	312	21.65	4.44	1.779	.172	123
	2	63	29.73	3.18				22.27	4.16			
	3	49	30.25	2.88				23.20	3.49			
	Total	158	29.91	3.07				22.38	4.07			
Sex	1	86	29.80	3.02	.237	.627		22.24	4.02	.208	.649	
	2	72	30.04	3.15				22.54	4.16			
	Total	158	29.91	3.07				22.38	4.07			
Expsiast	1	57	29.88	3.12	.022	.978		22.05	3.72	1.450	.238	
	2	46	29.87	3.09				21.89	4.36			
	3	55	29.98	3.06				23.13	4.15			
	Total	158	29.91	3.07				22.38	4.07			
Expother	1	107	29.92	2.87	.075	.975		22.29	4.08	.144	.866	
	2	25	30.00	2.75				22.36	3.73			
	3	26	29.81	4.12				22.77	4.46			
	Total	158	29.91	3.07				22.38	4.07			
Leveduc	1	35	29.17	2.72	1.454	.237		21.80	4.43	1.265	.285	
	2	31	29.87	3.19				21.74	3.96			
	3	92	30.21	3.14				22.82	3.96			
	Total	158	29.91	3.07				22.38	4.03			

			Loyalty				
Variable		N	M	S	F	Sig	Tukey
Age	1	46	21.65	4.44	2.984	.053	123
	2	63	22.27	4.16			
	3	49	23.20	3.49			
	Total	158	22.38	4.07			
Sex	1	86	17.72	3.71	1.855	.175	
	2	72	16.97	3.10			
	Total	158	17.38	3.45			
Expsiast	1	57	17.47	3.40	1.661	.193	
	2	46	16.65	3.52			
	3	55	17.89	3.40			
	Total	158	17.38	3.45			
Expother	1	107	17.34	3.39	.153	.859	
	2	25	17.72	3.47			
	3	26	17.23	3.78			
	Total	158	17.38	3.45			
Leveduc	1	35	17.80	3.28	.552	.577	
	2	31	16.90	3.97			
	3	92	17.38	3.34			
	Total	158	17.38	3.45			

One-Way Anova
Employee Obligations

			Effort at Work					Extra-Role Behaviours				
Variable		N	M	SD	F	Sig	Tukey	M	SD	F	Sig	Tukey
Age	1	46	29.80	3.15	.424	.655	312	21.65	4.44	1.779	.172	123
	2	63	29.73	3.18				22.27	4.16			
	3	49	30.25	2.88				23.20	3.49			
	Total	158	29.91	3.07				22.38	4.07			
Sex	1	86	29.80	3.02	.237	.627		22.24	4.02	.208	.649	
	2	72	30.04	3.15				22.54	4.16			
	Total	158	29.91	3.07				22.38	4.07			
Expsiast	1	57	29.88	3.12	.022	.978		22.05	3.72	1.450	.238	
	2	46	29.87	3.09				21.89	4.36			
	3	55	29.98	3.06				23.13	4.15			
	Total	158	29.91	3.07				22.38	4.07			
Expother	1	107	29.92	2.87	.075	.975		22.29	4.08	.144	.866	
	2	25	30.00	2.75				22.36	3.73			
	3	26	29.81	4.12				22.77	4.46			
	Total	158	29.91	3.07				22.38	4.07			
Leveduc	1	35	29.17	2.72	1.454	.237		21.80	4.43	1.265	.285	
	2	31	29.87	3.19				21.74	3.96			
	3	92	30.21	3.14				22.82	3.96			
	Total	158	29.91	3.07				22.38	4.03			

			Loyalty				
Variable		N	M	S	F	Sig	Tukey
Age	1	46	21.65	4.44	2.984	.053	123
	2	63	22.27	4.16			
	3	49	23.20	3.49			
	Total	158	22.38	4.07			
Sex	1	86	17.72	3.71	1.855	.175	
	2	72	16.97	3.10			
	Total	158	17.38	3.45			
Expsiast	1	57	17.47	3.40	1.661	.193	
	2	46	16.65	3.52			
	3	55	17.89	3.40			
	Total	158	17.38	3.45			
Expother	1	107	17.34	3.39	.153	.859	
	2	25	17.72	3.47			
	3	26	17.23	3.78			
	Total	158	17.38	3.45			
Leveduc	1	35	17.80	3.28	.552	.577	
	2	31	16.90	3.97			
	3	92	17.38	3.34			
	Total	158	17.38	3.45			

One-Way Anova
Passage of Time Factors Obligations

			Relationship					Priorities				
Variable		N	M	SD	F	Sig	Tukey	M	SD	F	Sig	Tukey
Age	1	46	27.70	3.48	3.556	.031	231	28.02	5.42	.099	.905	231
	2	63	24.22	3.19				28.16	4.77			
	3	49	27.90	3.34				28.16	5.74			
	Total	158	28.37	3.36				28.24	5.25			
Sex	1	86	28.34	3.29	.015	.903		27.87	5.63	.930	.336	
	2	72	28.40	3.46				28.68	4.75			
	Total	158	28.37	3.36				28.24	5.25			
Expsiast	1	57	28.05	3.41	1.028	.360		28.12	5.55	1.009	.367	
	2	46	28.96	3.50				29.11	4.68			
	3	55	28.20	3.17				27.64	5.37			
	Total	158	28.37	3.36				28.24	5.25			
Expother	1	107	28.52	3.18	.387	.680		28.14	5.11	.106	.899	
	2	25	27.92	3.48				28.68	4.96			
	3	26	28.15	4.00				28.23	6.20			
	Total	158	28.37	3.36				28.24	5.25			
Leveduc	1	35	28.63	3.18	.135	.874		27.09	4.42	1.101	.335	
	2	31	28.29	3.78				28.45	4.73			
	3	92	28.29	3.30				28.61	5.67			
	Total	158	28.37	3.36				28.24	5.25			

One-Way Anova
Contextual Organization-Specific Obligations

			Work Change					Organizational Change				
Variable		N	M	SD	F	Sig	Tukey	M	SD	F	Sig	Tukey
Age	1	46	24.78	5.18	1.881	.156	213	23.87	5.86	.670	.513	312
	2	63	22.84	5.67				23.11	5.42			
	3	49	23.39	4.64				24.35	5.92			
	Total	158	23.58	5.25				23.72	5.69			
Sex	1	86	22.88	5.44	3.324	.070		23.70	5.77	.002	.966	
	2	72	24.40	4.93				23.74	5.65			
	Total	158	23.58	5.25				23.72	5.69			
Expsiast	1	57	13.05	1.80	.639	.529		23.21	5.28	.867	.422	
	2	46	13.26	1.82				24.63	5.64			
	3	55	12.73	1.93				23.47	6.15			
	Total	158	13.00	1.85				23.72	5.69			
Expother	1	107	23.65	5.46	.767	.466		23.57	5.78	.157	.855	
	2	25	24.32	4.91				23.76	5.33			
	3	26	22.54	4.72				24.27	5.85			
	Total	158	23.58	5.25				23.72	5.69			
Leveduc	1	35	23.80	5.52	2.935	.056		23.14	5.01	2.918	.057	
	2	31	23.45	5.73				25.90	5.39			
	3	92	22.86	4.87				23.20	5.91			
	Total	158	23.58	5.24				23.72	5.69			

One-Way Anova
Contextual Person-Specific Obligations

			Non-Work					Time-Related				
Variable		N	M	SD	F	Sig	Tukey	M	SD	F	Sig	Tukey
Age	1	46	28.33	8.30	.168	.846	322	14.02	4.56	1.182	.310	132
	2	63	28.64	6.71				14.10	4.01			
	3	49	27.76	9.36				15.20	4.47			
	Total	158	28.27	7.97				14.42	4.32			
Sex	1	86	26.67	8.08	7.925	.006		13.38	4.02	1.519	.001	
	2	72	30.18	7.44				15.65	4.38			
	Total	158	28.77	7.97				14.42	4.32			
Expsiast	1	57	27.77	7.28	4.178	.017		14.33	4.21	1.979	.142	
	2	46	30.96	8.21				15.39	4.33			
	3	55	26.55	8.00				13.69	4.36			
	Total	158	28.27	7.97				14.42	4.32			
Expother	1	107	28.38	8.26	.032	.968		14.73	4.17	2.330	.101	
	2	25	28.08	6.41				12.72	3.66			
	3	26	28.00	8.37				14.77	5.23			
	Total	158	28.27	7.97				14.42	4.32			
Leveduc	1	35	27.77	9.40	.110	.896		13.06	3.86	2.292	.104	
	2	31	28.68	7.84				14.65	4.10			
	3	92	28.38	7.49				14.86	4.50			
	Total	158	28.27	7.97				14.42	4.32			

One-Way Anova
Nature of Obligations

			Relationship				
Variable		N	M	SD	F	Sig	Tukey
Age	1	46	29.46	6.86	.891	.412	132
	2	63	27.76	7.84			
	3	49	28.82	8.03			
	Total	158	28.58	7.61			
Sex	1	86	39.19	10.30	3.182	.076	
	2	72	41.97	9.06			
	Total	158	40.46	9.85			
Expsiast	1	57	41.00	8.37	.493	.612	
	2	46	39.24	10.34			
	3	55	40.91	10.98			
	Total	158	10.46	9.85			
Expother	1	107	40.38	9.60	.156	.855	
	2	25	39.84	10.87			
	3	26	41.35	10.17			
	Total	158	40.46	9.85			
Leveduc	1	35	40.17	8.52	.087	.917	
	2	31	39.97	9.09			
	3	92	40.73	10.62			
	Total	158	40.46	9.85			

APPENDIX J

Two-Way ANOVA Statistics

APPENDIX J

Two Way ANOVA Statistics for Employer Obligations Factors

	Recognition & Development			Fairness, Equity & Justice		
Age and Expsiast	df	F	Sig.	df	F	Sig.
Age	2	.309	.734	2	.319	.727
Expsiast	3	1.165	.325	3	.555	.645
Age*Expsiast	6	.340	.915	6	.866	.521
	df	F	Sig.	df	F	Sig.
Sex	1	8.691	.004	1	6.854	.010
Expsiast	3	3.632	.014	3	2.420	.068
Sex*Expsiast	3	1.546	.205	3	.811	.490
	df	F	Sig.	df	F	Sig.
Sex	1	3.119	.079	1	3.331	.070
Leveduc	2	.221	.802	2	1.549	.216
Sex*Leveduc	2	1.412	.247	2	1.408	.248

Descriptive Statistics for Employer Obligations Factors

			Recognition & Development		Equity, Fairness & Justice	
Age	Expsiast	N	M	SD	M	SD
1	1	19	18.32	6.91	20.42	5.89
	2	19	16.79	5.13	21.95	5.01
	3	7	18.57	5.03	21.86	6.82
	4	1	16.00	-----	18.00	-----
	Total	46	17.67	5.80	21.22	5.56
2	1	27	18.37	7.86	22.04	5.06
	2	16	15.19	5.38	19.75	6.34
	3	16	17.13	6.23	20.56	5.34
	4	4	22.75	5.85	24.50	6.86
	Total	63	17.52	6.89	21.24	5.59
3	1	11	17.18	4.96	22.18	3.52
	2	11	15.46	5.09	19.27	4.52
	3	15	17.87	6.74	22.40	4.32
	4	12	18.58	9.27	23.91	7.90
	Total	49	17.35	6.69	22.02	5.41
Total	1	57	18.12	6.97	21.53	5.09
	2	46	15.91	5.15	20.54	5.42
	3	38	17.68	6.11	21.53	5.19
	4	17	19.41	8.34	23.71	7.35
	Total	158	17.51	6.49	21.48	5.50
Sex	ExpSiast	N	M	SD	M	SD
1	1	29	17.55	7.54	20.90	5.09
	2	19	13.79	5.12	18.05	3.85
	3	24	17.33	5.94	20.92	4.59

			Recognition & Development		Equity, Fairness & Justice	
	4	14	17.71	7.60	22.93	7.48
	Total	86	16.69	6.72	20.61	5.32
2	1	28	18.71	6.41	22.18	5.09
	2	27	17.41	4.70	22.30	5.74
	3	14	18.29	6.57	22.57	6.12
	4	3	27.33	8.15	27.33	6.66
	Total	72	18.50	6.10	22.51	5.57
Total	1	57	18.12	6.97	21.53	5.09
	2	46	15.91	5.15	20.54	5.42
	3	38	17.68	6.11	21.53	5.19
	4	17	19.41	8.34	23.71	7.35
	Total	158	17.51	6.49	21.48	5.50
Sex	Leveduc	N	M	SD	M	SD
1	1	27	17.04	8.15	19.85	5.90
	2	17	15.59	4.96	19.06	3.49
	3	42	16.91	6.41	21.71	5.41
	Total	86	16.69	6.72	20.61	5.32
2	1	8	17.25	4.30	20.25	5.31
	2	14	20.86	5.68	23.50	5.93
	3	50	18.04	6.38	22.60	5.53
	Total	72	18.50	6.10	22.51	5.57
Total	1	35	17.09	7.39	19.94	5.69
	2	31	17.97	5.85	21.07	5.18
	3	92	17.52	6.38	22.20	5.46
	Total	158	17.51	6.49	21.48	5.50

Two Way ANOVA Statistics for Employee Obligations Factors

	Effort at Work			Extra-Role Behaviours			Loyalty		
age and expsiast	df	F	Sig.	df	F	Sig.	df	F	Sig.
age	2	.879	.417	2	2.865	.060	2	2.557	.081
expsiast	3	.111	.954	3	.202	.895	3	.408	.747
age*expsiast	6	1.740	.116	6	1.121	.353	6	1.158	.332
sex and expsiast	df	F	Sig.	df	F	Sig.	df	F	Sig.
sex	1	.351	.555	1	.044	.834	1	1.621	.205
expsiast	3	.412	.744	3	.720	.541	3	.989	.400
sex*expsiast	3	.211	.889	3	.325	.807	3	.999	.395
sex and leveduc	df	F	Sig.	df	F	Sig.	df	F	Sig.
sex	1	.735	.393	1	.997	.320	1	1.586	.210
leveduc	2	2.508	.085	2	2.061	.131	2	.290	.748
sex*leveduc	2	1.844	.162	2	2.411	.093	2	.130	.878

Descriptive Statistics for Employee Obligations Factor

			Effort at Work		Extra-Role Behaviours		Loyalty	
Age	Expsiast	N	M	SD	M	SD	M	SD
1	1	19	30.05	3.46	22.26	4.20	17.74	3.16
	2	19	29.79	3.08	21.79	4.70	16.84	3.10
	3	7	29.57	2.88	20.43	4.50	15.57	1.90
	4	1	27.00	-----	16.00	-----	14.00	-----
	Total	46	29.80	3.15	21.65	4.44	16.96	3.01
2	1	27	29.70	2.84	21.82	3.93	17.37	3.93
	2	16	30.31	2.85	21.19	4.17	15.50	3.95
	3	16	28.31	3.70	23.63	3.07	16.88	3.18
	4	4	33.25	1.26	24.25	8.18	19.75	3.86
	Total	63	29.73	3.18	22.27	4.16	16.92	3.82
3	1	57	29.88	3.12	22.27	2.24	17.27	2.53
	2	46	29.87	3.09	23.09	4.16	18.00	3.32
	3	38	29.58	3.19	23.53	3.25	18.53	2.92
	4	17	30.88	2.60	23.75	4.25	19.50	3.87
	Total	49	30.25	2.88	23.20	3.49	18.37	3.19
Total	1	57	29.88	3.12	22.05	3.72	17.47	3.40
	2	46	29.87	3.09	21.89	4.36	16.65	3.52
	3	38	29.58	3.19	23.00	3.56	17.29	3.03
	4	17	30.88	2.60	23.41	5.35	19.24	3.87
	Total	158	29.91	3.07	22.38	4.07	17.38	3.45
Sex	Expsiast	N	M	SD	M	SD	M	SD
1	1	29	29.90	2.66	21.59	3.72	17.86	3.22
	2	19	29.63	3.58	21.26	4.05	16.16	4.10
	3	24	29.21	3.08	23.00	3.60	17.63	3.42
	4	14	30.86	2.80	23.64	4.97	19.71	3.95
	Total	86	29.80	3.02	22.24	4.02	17.72	3.71
2	1	28	29.86	3.58	22.54	3.72	17.07	3.60
	2	27	30.04	2.75	22.33	4.58	17.00	3.09
	3	14	30.21	3.40	23.00	3.61	16.71	2.20
	4	3	31.00	1.73	22.33	8.14	17.00	3.00

			Effort at Work		Extra-Role Behaviours		Loyalty	
	Total	72	30.04	3.15	22.54	4.16	16.97	3.10
Total	1	57	29.88	3.12	22.05	3.72	17.47	3.40
	2	46	29.87	3.09	21.89	4.36	16.65	3.52
	3	38	29.58	3.19	23.00	3.56	17.29	3.03
	4	17	30.88	2.60	23.41	5.35	19.24	3.87
	Total	158	29.91	3.07	22.38	4.07	17.38	3.45
Sex	Leveduc	N	M	SD	M	SD	M	SD
1	1	27	29.63	2.72	22.41	4.05	18.11	3.57
	2	17	29.94	3.13	22.12	3.84	17.18	5.10
	3	42	29.86	3.21	22.19	4.16	17.69	3.17
	Total	86	29.80	3.02	22.24	4.02	17.72	3.71
2	1	8	27.63	2.20	19.75	5.29	16.75	1.83
	2	14	29.79	3.38	21.29	4.20	16.57	2.03
	3	50	30.50	3.07	23.34	3.74	17.12	3.50
	Total	72	30.04	3.15	20.54	4.16	16.97	3.10
Total	1	35	29.17	2.72	21.80	4.43	17.80	3.28
	2	31	29.87	3.19	21.74	3.96	16.90	3.97
	3	92	30.21	3.14	22.82	3.96	17.38	3.34
	Total	158	29.91	3.07	22.38	4.07	17.38	3.45

Two-Way ANOVA Statistics for Passage of Time Factors

	Relationship			Priorities		
Age and expsiast	df	F	Sig.	df	F	Sig.
Age	2	1.878	.157	2	.000	1.000
Expsiast	3	.971	.408	3	.289	.833
Age*Expsiast	6	1.337	.244	6	.749	.611
Sex and Expsiast	df	F	Sig.	df	F	Sig.
Sex	1	.173	.678	1	.006	.940
Expsiast	3	.700	.554	3	.837	.475
Sex*Expsiast	3	.227	.877	3	.483	.694
Sex and Leveduc	df	F	Sig.	df	F	Sig.
Sex	1	.179	.673	1	.291	.591
Leveduc	2	.188	.829	2	.349	.706
Sex*Leveduc	2	.079	.924	2	.446	.641

Descriptive Statistics for Passage of Time Factors

			Relationship		Priorities	
Age	Expsiast	N	M	SD	M	SD
1	1	19	26.84	2.97	26.42	6.45
	2	19	27.84	3.78	29.11	4.98
	3	7	29.14	3.85	29.43	2.70
	4	1	31.00	-----	28.00	-----
	Total	46	27.70	3.48	28.02	5.42
2	1	27	28.89	3.46	28.52	5.06
	2	16	31.06	2.29	29.75	3.79
	3	16	27.94	2.62	27.38	4.72
	4	4	29.25	3.40	27.25	6.95
	Total	63	29.22	3.14	28.46	4.77
3	1	11	28.09	3.70	30.09	4.53
	2	11	27.82	3.25	28.18	5.57
	3	15	27.53	3.70	27.60	5.85
	4	12	28.25	2.99	27.08	6.92
	Total	49	27.90	3.34	28.16	5.74
Total	1	57	28.05	3.41	28.12	5.55
	2	46	28.96	3.50	29.11	4.68
	3	38	28.00	3.27	27.84	4.87
	4	17	28.65	2.98	27.18	6.48
	Total	158	28.37	3.36	28.24	5.25
Sex	Expsiast	N	M	SD	M	SD
1	1	29	28.10	3.53	27.31	5.31
	2	19	28.84	2.81	29.11	5.44
	3	24	27.88	3.51	27.75	5.68
	4	14	28.93	3.13	27.57	6.75
	Total	86	28.34	3.29	27.87	5.63
2	1	28	28.00	3.36	28.96	5.75
	2	27	29.04	3.96	29.11	4.18
	3	14	28.21	2.94	28.00	3.23
	4	3	27.33	2.08	25.33	5.86

			Relationship		Priorities	
	Total	72	28.40	3.46	28.68	4.75
Total	1	57	28.05	3.41	28.13	5.55
	2	46	28.96	3.50	29.11	4.68
	3	38	28.00	3.27	27.84	4.87
	4	17	28.65	2.98	27.18	6.48
	Total	158	28.37	3.36	28.24	5.25
Sex	Leveduc	N	M	SD	M	SD
1	1	27	28.52	2.68	26.67	4.15
	2	17	28.12	3.77	28.82	5.11
	3	42	28.31	3.50	28.26	6.57
	Total	86	28.34	3.29	27.87	5.63
2	1	8	29.00	4.72	28.50	5.29
	2	14	28.50	3.92	28.00	4.37
	3	50	28.28	3.17	28.90	4.83
	Total	72	28.40	3.46	28.68	4.75
Total	1	35	28.63	3.18	27.09	4.42
	2	31	28.29	3.78	28.45	4.73
	3	92	28.29	3.30	28.61	5.67
	Total	158	28.37	3.36	28.24	5.25

Two-Way ANOVA Statistics for Contextual Organization-Specific Factors

	Work Change			Organizational Change		
Age and expsiast	df	F	Sig.	df	F	Sig.
Age	2	.432	.650	2	.593	.554
Expsiast	3	.265	.851	3	.531	.662
Age*Expsiast	6	.183	.981	6	1.367	.232
Sex and expsiast	df	F	Sig.	df	F	Sig.
Sex	1	4.636	.033	1	.000	.993
Expsiast	3	1.039	.377	3	.678	.567
Sex*Expsiast	3	1.423	.238	3	1.579	.197
Sex and leveduc	df	F	Sig.	df	F	Sig.
Sex	1	8.735	.004	1	.150	.699
Leveduc	2	4.187	.017	2	2.764	.066
Sex*Leveduc	2	2.489	.086	2	.247	.781

Descriptive Statistics for Contextual Organization-Specific Factors

			Work Change		Organizational Change	
Age	Expsiast	N	M	SD	M	SD
1	1	19	24.90	5.31	23.58	4.87
	2	19	24.68	5.28	24.11	5.93
	3	7	24.86	5.70	24.71	8.69
	4	1	24.00	-----	19.00	-----
	Total	46	24.78	5.18	23.87	5.86
2	1	27	23.37	5.21	21.63	5.35
	2	16	22.31	7.63	24.81	5.29
	3	16	22.13	4.73	23.50	5.34
	4	4	24.25	4.11	24.75	6.13
	Total	63	22.84	5.67	23.11	5.42
3	1	11	24.18	4.51	26.46	4.53
	2	11	24.27	4.38	25.27	6.07
	3	15	22.27	4.68	21.40	6.42
	4	12	23.25	5.19	25.25	5.48
	Total	49	23.39	4.64	24.35	5.92
Total	1	57	24.04	5.07	23.21	5.28
	2	46	23.76	6.00	24.63	5.64
	3	38	22.68	4.87	22.90	6.41
	4	17	23.53	4.68	24.77	5.47
	Total	158	23.58	5.25	23.72	5.69
Sex	Expsiast	N	M	SD	M	SD
1	1	29	23.48	5.78	23.93	4.77
	2	19	22.21	6.83	25.05	5.45
	3	24	22.96	4.55	21.58	7.00
	4	14	22.43	4.35	25.00	5.28
	Total	86	22.88	5.44	23.70	5.77
2	1	28	24.61	4.25	22.46	5.76
	2	27	24.85	5.20	24.33	5.85

			Work Change		Organizational Change	
	3	14	22.21	5.52	25.14	4.67
	4	3	28.67	2.08	23.67	7.51
	Total	72	24.40	4.93	23.74	5.65
Total	1	57	24.04	5.07	23.21	5.28
	2	46	23.76	6.00	24.63	5.64
	3	38	22.68	4.87	22.90	6.41
	4	17	23.53	4.68	24.77	5.47
	Total	158	23.58	5.25	23.72	5.69
Sex	Leveduc	N	M	SD	M	SD
1	1	27	22.96	5.92	22.96	5.01
	2	17	23.35	6.70	25.47	5.95
	3	42	22.64	4.64	23.45	6.12
	Total	86	22.88	5.44	23.70	5.77
2	1	8	26.63	2.45	23.75	5.29
	2	14	28.00	2.80	26.43	4.78
	3	50	23.04	5.09	22.98	5.79
	Total	72	24.40	4.93	23.74	5.65
Total	1	35	23.80	5.52	23.14	5.01
	2	31	25.45	5.73	25.90	5.39
	3	92	22.80	4.87	23.20	5.91
	Total	158	23.58	5.25	23.72	5.69

Two-Way ANOVA Statistics for Contextual Person-Specific Factors

	Non-Work			Time-Related		
Age and Expsiast	df	F	Sig.	df	F	Sig.
Age	2	.162	.851	2	2.585	.079
Expsiast	3	1.001	.116	3	1.765	.156
Age*Expsiast	6	.678	.668	6	.795	.576
Sex and Expsiast	df	F	Sig.	df	F	Sig.
Sex	1	3.569	.061	1	3.200	.076
Expsiast	3	1.696	.170	3	.781	.506
Sex*Expsiast	3	.330	.803	3	.571	.635
Sex and Leveduc	df	F	Sig.	df	F	Sig.
Sex	1	6.834	.010	1	5.550	.020
Leveduc	2	.141	.868	2	.819	.443
Sex*Leveduc	2	.120	.887	2	.047	.954

Descriptive Statistics for Contextual Person-Specific Factors

			Non-Work		Time-Related	
Age	Expsiast	N	M	SD	M	SD
1	1	19	26.32	7.28	12.84	4.27
	2	19	31.74	7.76	15.37	5.19
	3	7	24.71	9.34	14.00	2.95
	4	1	27.00	-----	11.00	-----
	Total	46	28.33	8.10	14.02	4.56
2	1	27	27.67	6.37	14.52	4.04
	2	16	30.44	8.40	14.56	3.35
	3	16	28.63	5.33	13.69	3.83
	4	4	28.00	7.57	11.00	6.68
	Total	63	28.64	6.71	14.10	4.01
3	1	11	30.55	9.13	16.46	3.80
	2	11	30.37	9.34	16.64	4.06
	3	15	27.07	10.00	13.60	5.26
	4	12	23.67	8.14	14.75	4.07
	Total	49	27.76	9.36	15.20	4.47
Total	1	57	27.77	7.28	14.33	4.21
	2	46	30.96	8.21	15.39	4.33
	3	38	27.29	8.10	13.71	4.22
	4	17	24.88	7.75	13.65	4.78
	Total	158	28.27	7.97	14.42	4.32
Sex	Expsiast	N	M	SD	M	SD
1	1	29	26.90	7.53	13.14	4.02
	2	19	28.26	9.57	13.68	3.35
	3	24	26.58	7.82	13.25	4.25
	4	14	24.21	7.73	13.71	4.78
	Total	86	26.67	8.08	13.38	4.02
2	1	28	28.68	7.02	15.57	4.11
	2	27	32.85	6.66	16.59	4.59
	3	14	28.50	8.72	14.50	4.22
	4	3	28.00	8.66	13.33	5.86

			Non-Work		Time-Related	
	Total	72	30.18	7.44	15.65	4.38
Total	1	57	27.77	7.28	14.33	4.21
	2	46	30.96	8.21	15.39	4.33
	3	38	27.29	8.10	13.71	4.22
	4	17	24.88	7.75	13.65	4.78
	Total	158	28.27	7.97	14.42	4.32
Sex	Leveduc	N	M	SD	M	SD
1	1	27	26.82	8.64	12.63	3.75
	2	17	26.59	8.11	13.88	4.15
	3	42	26.62	7.90	13.67	4.15
	Total	86	26.67	8.08	13.38	4.02
2	1	8	31.00	11.66	14.50	4.11
	2	14	31.21	6.94	15.57	3.98
	3	50	29.76	6.89	15.86	4.58
	Total	72	30.18	7.44	15.65	4.38
Total	1	35	27.77	9.40	13.06	3.86
	2	31	28.68	7.84	14.65	4.10
	3	92	28.33	7.49	14.86	4.50
	Total	158	28.27	7.97	14.42	4.32

Two-Way ANOVA Statistics for Nature of Obligations Factor

	Relationship		
Age and expsiast	df	F	Sig.
Age	2	.238	.789
Expsiast	3	.417	.741
Age*Expsiast	6	1.997	.070
Sex and expsiast	df	F	Sig.
Sex	1	1.176	.280
Expsiast	3	.926	.430
Sex*Expsiast	3	3.236	.024
Sex and expother	df	F	Sig.
Sex	1	1.627	.204
Expother	3	.308	.820
Sex*Expother	3	.460	.711
Sex and leveduc	df	F	Sig.
Sex	1	3.494	.064
Leveduc	2	.015	.985
Sex*Leveduc	2	.901	.408

Descriptive Statistics for Nature of Obligations Factor

			Relationship	
Age	Expsiast	N	M	SD
1	1	19	41.11	8.70
	2	19	43.74	8.21
	3	7	35.86	11.34
	4	1	42.00	--
	Total	46	41.41	9.03
2	1	27	40.93	9.01
	2	16	34.44	10.01
	3	16	40.19	11.85
	4	4	42.25	11.41
	Total	63	39.18	10.35
3	1	11	41.00	6.68
	2	11	38.46	11.02
	3	15	45.80	7.69
	4	12	38.17	12.57
	Total	49	41.20	9.94
Total	1	57	41.00	8.37
	2	46	39.24	10.21
	3	38	41.61	10.74
	4	17	39.35	11.69
	Total	158	40.46	9.85
Sex	Expsiast	N	M	SD
1	1	29	40.41	6.79
	2	19	33.16	9.88

			Relationship	
	3	24	42.25	11.56
	4	14	39.57	12.41
	Total	86	39.19	10.34
2	1	28	41.61	9.83
	2	27	43.52	8.16
	3	14	40.50	9.48
	4	3	38.33	9.45
	Total	72	41.97	9.06
Total	1	57	41.00	8.37
	2	46	39.24	10.21
	3	38	41.61	10.74
	4	17	39.35	11.69
	Total	158	40.46	9.85
Sex	Leveduc	N	M	SD
1	1	27	39.74	9.21
	2	17	36.77	9.05
	3	42	39.81	11.53
	Total	86	39.19	10.34
2	1	8	41.63	5.90
	2	14	43.86	7.76
	3	50	41.50	9.83
	Total	72	41.97	9.06
Total	1	35	40.17	8.52
	2	31	39.97	9.09
	3	92	40.73	10.62
	Total	158	40.46	9.85