



Revisiting The Relationship Between Psychological Contract And Job Satisfaction: The Moderating Role Of Organisational Commitment Behaviour And Team Building

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Citation: Ananya Das, Dr. Debi Prasad Das (2024) Revisiting The Relationship Between Psychological Contract And Job Satisfaction: The Moderating Role Of Organisational Commitment Behaviour And Team Building, *Educational Administration: Theory and Practice*, 30(4), 3031-3040

Doi: 10.53555/kuey.v30i4.1989

ARTICLE INFO

ABSTRACT

This paper examines the relationship between psychological contract (PSC) and job satisfaction (JST) with the moderating effect of organisational commitment (OCB) and team building (TBD) on this relationship. A structured survey questionnaire technique was applied for data collection and 377 responses were received from faculties working in privately owned HEIs located in Noida and Gurugram. The results revealed that PSC has a positive impact on JST. However, the effects of organisational commitment and team building were found significant. Accordingly, this paper contributes to PSC literature by demonstrating the relationship between PSC and JST in a developing world context. From a practical viewpoint, firms need to consider PSC from a holistic perspective by embracing and incorporating key sustainability aspects into various privately owned higher education institutes. Organisational commitments were found to have a significant positive correlation with job satisfaction. From the regression model it was found that the fulfillment of academic staffs' psychological contract contributed to the development of increased organizational commitment which in turn contributed to increased academic staffs' job satisfaction level. This research investigated further the application of psychological contract in Indian higher education context and bridges the literature gap on analyzing the effects of Indian psychological contract on job satisfaction through organizational commitment and team building.

Keywords: Psychological Contract, Organizational Commitment, Job Satisfaction, team building, Higher education Institution

1. Introduction

Any country's education system plays a critical role in society, particularly in the generation of new information. Higher educational institutions (HEIs) are the most common places where knowledge is transferred. The success, vision, and mission of a higher education institution are largely determined by the work of the academic staff. A great education system is built on a solid foundation of highly qualified academic professionals. Staff in academic institutions reflect the country's values and the nation's builders (Slavic et al., 2018) [1]. Academics are a valuable resource in the higher education sector, and they play an important role in helping institutions of higher learning achieve their goals. Teaching and administrative staff make up a large part of the quality of higher education, as do processes and functions. Teaching staff must now, more than ever, be able to perceive and apply the demands that need to be altered and applied in

their job in order to keep up with changing educational trends (Wisniewska, Grodowski, 2016) [2]. The quality of education provided, and the achievement of corporate goals rely heavily on the happiness of employees in their jobs. Employee performance and organizational commitment are closely linked, making job satisfaction an important research topic (Junaid et al., 2021) [3]. This depends on how "engaged" and "committed" educators are in their work, which in turn determines the competitiveness of the education sector. Strategic human resource management's most important goal is to figure out how to attract and keep top academic talent while also monitoring their performance (Khan et al., 2021) [4]. With the fast changes in market demands, organizations have to adjust to meet and adapt to these changes, which increases employees' job-related stress. On the other hand, the present rapidly changing lifestyles have consequently changed individual values. More and more individuals prefer the transition contractual relationship and freedom to several other options. This has triggered the decrease of employee commitment to organizations and job satisfaction which disturbs leaders and higher authorities of organizations. Thus, it becomes necessary to build the appropriate organization-member relationship. Consequently, the psychological contract has become a major concern for scholars. Integrating psychological contract and organisational commitment is a new direction in academic staff management. Presently, the Indian society is in a transition period. The social economic change and the consequent organizational change have deeply changed the employment relationship between organizations and employees. This largely affects the psychological contract between organizations and employees. The decreasing trust and commitment between organizations and employees, the reduction of job satisfaction level and high turnover rate of core academic employees have seriously affected the performance of HEIs. Due to the significant cultural and organizational differences between India and the developed countries in the west, the psychological contract theory proposed in the western world may be not suitable in India specifically in higher education institutions (HEIs). Recent studies of psychological contract have considered research employees in their entirety but lack concrete discussions of employees with different characteristics. A few empirical studies have been concerned with the relationship between psychological contract, organizational commitment and job satisfaction of academic staffs. By taking academic employees as samples, this study intends to analyze the relationship between psychological contract and job satisfaction with moderating effect of organizational commitment and team building.

2. Theoretical Framework

2.1. Psychological Contract and Job satisfaction

The generalized meaning of psychological contract emphasizes the organization and the individual employee recognition of their mutually fulfilling responsibilities and obligations. This cognition may come from the formal employment contract or hide in multiple expectations. But in a narrow perspective, psychological contract reflects the collection of employee beliefs about the responsibilities and obligations of both sides based on perception, commitment and trust in the employment relationship [5]. The study of Cassar and Briner [6] discussed that this belief is employees' understanding and perception of the exchange relationship between what employee gives to the organization (competence, effort and loyalty) and what the organization gives in return (reward, promotion and satisfactory job environment). This perception is built based on the subjective understanding of organizational commitment, but the organization may not fulfill its part. Rousseau [7] classifies psychological contract into two aspects: transactional contract and relational contract. The former is based on the material benefits' satisfaction for both sides. Employees do not become the organizational members really, but they are only concerned about the short-term reward and personal benefits. In contrast, relational contract is based on the satisfaction of social affection of both sides, such as organizational support and organizational loyalty. Relational contract reflects employees' affective involvement and belief in organizations because organizations not only provide necessary material reward in return to employees, but also provide guarantees for employees' job safety, skill training and career development. Many empirical studies have supported these two dimensions of psychological contract. Usually, job satisfaction is classified into two aspects: overall satisfaction and specific satisfaction. Overall satisfaction reflects employees' overall love for job or overall attitude towards job, while specific satisfaction reflects employee's feelings in concrete aspects of job [7]. This study defines job satisfaction from an overall perspective as the major goal of this research is to check the effects of psychological contract and organizational commitment on overall job satisfaction of faculties working in HEIs. Hence, job satisfaction is an emotional response and attitude towards the job. This definition is advanced to understand teachers' affective response and attitude from an overall perspective.

Based on the above discussion we propose the following hypothesis:

H1: Psychological contract has a significant effect on Job satisfaction of academic staff.

2.2. The moderating role of Organisational Commitment.

Teachers' job happiness and performance are determined by their motivation and the amount of influence they have. For HEIs, administrations and executives must focus on these two factors to ensure employees'

job satisfaction. There are several things' leaders can do to make sure that the job in HEIs is in a positive state, such as striving to provide suitable rewards, giving teachers the space they need to carry out their responsibilities, and treating them fairly. It is therefore possible to apply the above theory to guide universities in exercising their authority to ensure the well-being of teaching staff. Organizational commitment reflects the employee's emotion of voluntary participation in organizational activities with the increasing unilateral investment in organizations. Psychological contract reflects the belief system of employees to mutual responsibility and obligation between individuals and organizations. But the difference between them is that: the content of organizational commitment is unidirectional which only reflects employee emotion to organization, but psychological contract involves the bidirectional relationship which reflects employees' belief to taking responsibilities and the organization taking responsibilities also. In this process, employees compare and modify the extent of both sides fulfilling the contract, in order to reach the balanced state ultimately [8].

Rousseau [7] has emphasized that organizational commitment is actually the result of psychological contract. Individual cognition, comparison and belief of responsibilities of both sides then make individuals have different commitment ways and levels in organizations. With the right expectation, the material guarantee is to provide a high level of reward, pay for performance, promotion and development. These material guarantees have a large effect on academic staffs' decision about whether they will stay in the organization and affect their emotional dependence and high commitment for the organizations. The study of Luo and Yu [8] analyzed the effect of psychological contract on organizational commitment of academic staff. They found that transactional contracts have a significant negative effect on organizational commitment, but relational contracts have a positive influence. In aspect of the link between organizational commitment and job satisfaction, researchers do not have a consistent view. Some scholars [9] viewed organizational commitment as the antecedent of job satisfaction and argued that there is a positive correlation between them when the individual commitment for the organization is high. The academic staff who have a higher level of job satisfaction transfer the active job attitude into increased organizational commitment. Compared with organizational commitment, job satisfaction changes more readily and is largely unstable. Hence, job satisfaction can be viewed as the antecedent of organizational commitment. This view supposes that individuals actively adjust their job satisfaction level in order to adapt to the current situation of organizational commitment. There by the overall performance of HEIs' academic staff depends upon their level of organizational commitment. The importance of commitment for work performance and the contextual emphasis in status of employees' commitment in higher education institutions (HEI).

In line with these arguments, the following hypothesis is proposed:

H2: Organizational commitment positively moderates the relationship between psychological contract and job satisfaction, such that the relationship will be stronger when organisational commitment is high.

2.5 The moderating role of Team Building

It is crucial for employees to understand the value of being a good team player, whether they are working in formal teams or in more informal settings. A more systematic approach can be used to increase their readiness to work in teams [10]. Job satisfaction has been identified as a result of team effectiveness in nearly all studies examining the relationship between teamwork and job satisfaction [11,12,13]. A team is "a group of people working together toward a common objective by fostering relationships among its members in order to complete shared objectives and responsibilities" [14]. People must work together efficiently if the group is to achieve its goals. There are several possible advantages to working with peers in the classroom, such as higher grades, better problem-solving skills, higher self-esteem, more positive attitudes toward learning, and overall pleasure [15,16,17,18]. Employers place a premium on candidates' abilities to work together as a team when hiring recent college graduates [18] and teamwork is considered essential in today's workforce [19]. Employees' engagement and their own judgments of their own learning are associated with higher levels of satisfaction [20,21]. Chen (2004) [22] looked at how academic staff felt about their group projects in connection to their skill-development techniques. According to Scotter.V (2000) [23], when groups work on conflict management and establishing group roles and procedures, members are happier with the knowledge they gain. The success or failure of a team and the organization is directly proportional to the happiness and engagement of its members. Finding out how teamwork affects workers' happiness on the job is the driving force for the present study.

In line with these arguments, the following hypothesis is proposed:

H3: Team building positively moderates the relationship between psychological contract and job satisfaction such that the relationship will be stronger when team building is high.

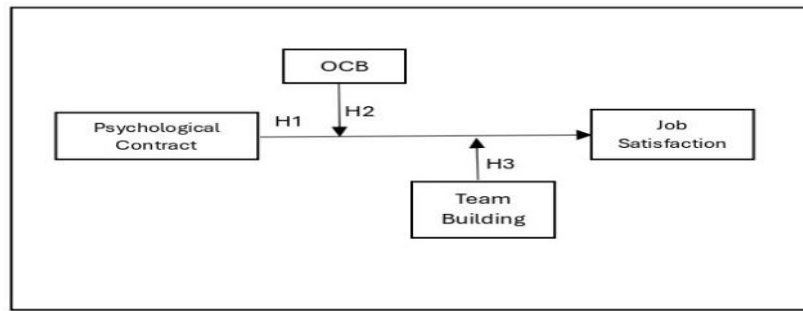


Figure 1. Conceptual Model and hypothesis

Methodology

This paper investigates the relationship between psychological contract and job satisfaction with specific reference to organisational commitment and job satisfaction as moderating variables augmenting the proposed relationship. For empirical validation, a quantitative survey-based research design was used. The structural equation modelling (SEM) technique was applied to validate the research model and to test the research hypotheses proposed in the previous section.

2.3. Data Collection

Data were collected from three private higher education institutions. The selection of multiple sectors is aligned with previous research [24,25,26,27]. The unit of analysis in this research was three HEIs located in Noida and Gurugram. The HEIs as units of analysis can give more accurate and in-depth results [28]. We selected the HEIs for the following reasons. First, the higher education institutions are a rapidly growing in India. In recent years, several private universities have begun to meet the current and future development requirements of the country. In addition, the private universities sector plays a vital role in economic development and contributes a substantial proportion of the gross domestic product of the country. Second, the Ministry of human resource development (MHRD) is actively supporting HEIs. The purpose is to develop a knowledge-based economy by stimulating quality education and research initiatives in private HEIs. We selected a sample of 500 academic staff from three different HEIs located in Noida and Gurugram region. The demographic profiles of the respondents are shown in Table 1. A total of 415 responses were received from the HEIs considered for study. After scrutiny, 38 questionnaires were removed due to missing entries and readability issues. Complete responses from 377 respondents (a response rate of 75.4%) were considered for further analysis.

Table 1. Sample Matrix

Characteristics	(N)	(%)
Gender	Male	58.62
	Female	41.38
Total	377	100
Age	25 – 35	23.61
	36– 45	29.98
	46 – 55	25.46
	56 – 65	20.95
Total	377	100
Education	Postgraduate	25.99
	Doctorate	72.41
	Post Doctorate	1.60
	Total	377
Work Experience (Years)	Up to 10	55.97
	11- 20	24.40
	21 - 30	14.85
	More than 30	4.78
	Total	377
Job Profile	Assistant Professor	44.03
	Associate Professor	34.22
	Professor	21.75
	Total	377

4. Measurement and analysis

This study used a survey method for data collection to test the research hypotheses. The questionnaire was distributed personally to the teachers working in the selected higher education institution. The questions mainly asked for responses on five-point Likert scales with options ranging from “strongly disagree” to “strongly agree.” The items were designed in line with the objective-based approach and closed-question method [29,30]. Furthermore, the questionnaire comprised two sections. The first section focused on basic information about the respondents and job profile. The second section consisted of questions directly concerned with the main constructs: Psychological contract, Organisational commitment, Team building and Job satisfaction.

The variables' measuring items were derived from psychological contract research domain peer-reviewed journals. As previously mentioned, [31,32,33], the variables were assessed using permanent subjective measures. Furthermore, many articles in the field of psychological contract still make use of subjective performance metrics, which have recently gained popularity [34,35]. The things were slightly adjusted to fit the study environment, but still maintaining their original meaning. There were fourteen components that made up the two components of psychological contract i.e. Transactional contract and Relational contract which was adapted from [36,37]. These items were chosen because they are reflective of literature that establishes a connection between psychological contract and job satisfaction, were adapted from [38,39] and comprised 18 and 14 items respectively. The psychological contract items mainly relate to respondents' perceptions on job satisfaction perspectives. The OCB and teambuilding constructs were adapted from [40] and [41] with a total of 15 and 17 items.

SEM technique is applied using Smart PLS-3. First, the instrument was tested for validity and reliability to ensure high quality using the Smart-PLS3 software. Second, SEM analyses were performed to test the proposed hypotheses. PLS path modelling represents a well-substantiated method for estimating complex cause-effect relationship models in management research [42]. CB-SEM often eliminates relevant indicator variables, thereby reducing the validity of constructs.

4.1 Data Reliability and Validity

In a rating scale, reliability reflects the consistency or stability of the resulting measurements. This study applied Cronbach Alpha coefficient as an indicator of reliability. The data can be seen in Table 2. The Cronbach Alpha coefficients of the four scales are 0.807, 0.885, .958 and 0.554, which are all higher than 0.8. Hence, the items in the three scales have a high level of reliability, and they can be used for the subsequent statistical processing. To assess the measurement model, the study assessed the reliability and validity of the constructs. Factor loadings ranged from 0.634 to 0.852. One item—team building (TBD6) had a loading of 0.426, hence this item was removed before bootstrapping. The results show that the composite reliability of each latent variable is greater than 0.8.

Table 2 Reliability and Validity

Items	Loadings λ	CR	Cronbach's alpha	AVE
Psychological contract (PSC)		0.807	.885	0.554
PSC 1	0.733			
PSC 2	0.716			
PSC 3	0.721			
PSC 4	0.764			
PSC 5	0.707			
PSC 6	0.679			
PSC 7	0.754			
PSC 8	0.718			
PSC 9	0.634			
PSC 10	0.765			
PSC 11	0.792			
PSC 12	0.775			
PSC 13	0.803			
PSC 14	0.736			
PSC 15	0.697			
PSC 16	0.712			
PSC 17	0.887			
PSC 18	0.774			
Job Satisfaction (JST)		0.879	.916	0.524
JST 1	0.861			
JST 2	0.611			
JST 3	0.743			
JST 4	0.614			
JST 5	0.831			

JST 6	0.789			
JST 7	0.719			
JST 8	0.851			
JST 9	0.611			
JST 10	0.707			
JST 11	0.604			
JST 12	0.744			
JST 13	0.723			
JST 14	0.652			
Organisational Commitment Behaviour (OCB)		0.917	.934	0.588
OCB 1	0.878			
OCB 2	0.851			
OCB 3	0.823			
OCB 4	0.729			
OCB 5	0.684			
OCB 6	0.721			
OCB 7	0.665			
OCB 8	0.786			
OCB 9	0.771			
OCB 10	0.874			
OCB 11	0.786			
OCB 12	0.797			
OCB 13	0.759			
OCB 14	0.714			
OCB 15	0.619			
Team building (TBD)		0.908	.897	0.602
TBD 1	0.709			
TBD 2	0.794			
TBD 3	0.867			
TBD 4	0.858			
TBD 5	0.712			
TBD 7	0.699			

This shows that a high level of dependability has been achieved [43]. When it comes to multiple-item scales, the gold standard for ensuring internal consistency is Cronbach's coefficient alpha [44]. One construct's Cronbach's alpha should not be less than 0.7 [45]. Results show that Cronbach's alpha values are higher than 0.8, indicating that the items of the variables are reliable and internally consistent. Table 2 displays the results of the reliability analysis together with the item loadings. Using convergent and discriminant validity analysis, we checked for validity. The constructs are considered to have achieved convergent validity if the average variance extracted (AVE) is 0.5 or above. The results (Table 3) revealed that the AVE values of all constructs were over the required.50 [46].

Table 3 Discriminant validity results

	PSC	JST	OCB	TBD
PSC	0.815	0.671	0.757	0.712
JST	0.751	0.756	0.670	0.698
OCB	0.742	0.648	0.732	0.652
TBD	0.668	0.629	0.629	0.783

Note: Diagonal and italicized elements are the square roots of the average variance extracted (AVE).

Below the diagonal elements are the correlations between the constructs' values. Above the diagonalelements are the HTMT values.

The Fornell-Larcker Criterion and the Heterotrait-Monotrait ratio are two ways to determine a test's discriminant validity [47]. Fornell-Larcker states that for a factor to be considered significant, its square root of the AVE must be bigger than the correlation coefficients of the other variables including that component. An effect's HTMT value shouldn't be higher than 0.90, according to [48]. Table 3 shows that discriminant validity was confirmed by the results, which reveal that HTMT values were less than 0.90. Goodness of Fit (GoF) was also used to evaluate the overall fit of the model. The goodness of fit value of 0.617 indicates that the model fit is satisfactory. Going above and above what [49] proposed as the criterion of $GoF > 0.36$. The results show that the research model fits the data well.

4.2 Hypotheses testing

Hypotheses 1

H1 seeks to assess whether psychological contract exerts a significant impact on job satisfaction. The result of the hypothesis test revealed that psychological contract has a significant impact on job satisfaction ($\beta = .311, z = 6.591, R^2 = 0.477, p < .001$). This shows that in the context of the present study, psychological contract (PSC)

would result 47.7% effect on job satisfaction (JST). Hence, hypothesis H1 was substantiated.

Table 4. Structural model results examine the association between psychological contract and job satisfaction with moderating effect of OCB and Team building.

Hypothesis	Structural Path	Path coefficient β	Standard deviation	R ²	Z- statistics	p values
H1	PSC -> JST	0.311	0.054	0.477	6.591	.000
H2	Int_PSC_OCB -> JST	0.565	0.061	0.503	7.199	.001
H3	Int_PSC_TBD -> JST	0.571	0.068	0.551	7.854	.001

Hypotheses 2

H2 proposed that the influence of PSC on job satisfaction would be further enhanced by increased organisational commitment behaviour (OCB). The moderating effect of organisational commitment behaviour (OCB) was significant ($\beta = .565$, $z = 7.199$, $R^2 = 0.503$, $p < .001$). This shows that OCB moderates the relationship between psychological contract and job satisfaction by 71.99%.

Hypotheses 3

H3 proposed that the influence of PSC on job satisfaction would be further enhanced by increased team building. The moderating effect of team building was insignificant ($\beta = .571$, $z = 7.854$, $R^2 = 0.551$, $p < .001$). This shows that team building enhanced the relationship between psychological contract and job satisfaction. This shows that team building enhanced the relationship between psychological contract and job satisfaction by 78.54%. The results of the hypotheses tests are summarized in Table 4.

5. Discussion and research implications

5.1 Discussion

This study investigates the impact of psychological contract on job satisfaction with the moderating effects of organisational commitment behaviour and team building. The result confirms that PSC has a positive and significant impact on JST. Accordingly, drawing on conceptual framework it can be argued that PSC is one of the critical determinants of JST, indicating that PSC implementation capability could enable employee of HEIs to achieve competitive advantage through job satisfaction [50,51]. The findings of this paper also resonate with the prior research conducted by [52,53] who confirmed that sustainability has a positive influence on job satisfaction. Further, the findings address the findings of [54] who questioned whether PSC practices enable the employees to complete their assignments and the findings [55] showed a positive impact of PSC on JST. While it could be argued that there are contextual differences between India, other developing and developed countries, the objective of PSC remained the same in terms of improvements in social, environmental and economic concerns. As Khan., et al. [56] suggested: "higher education system recognizes that being sustainable can benefit the organization commitment and team building.

In other words, the improvement in the fulfillment of the psychological contract will contribute to a higher level of organizational commitment [8]. On one hand, the better fulfillment of psychological contract will make academic employees form a more intense affective identification with the organization. Then they will feel prouder of being organizational members. When academic employees perceive that the firm has fulfilled the psychological contract better, respondents will have a large positive effect on their commitment to the organization, which is felt when the organization provides for a more harmonious interpersonal atmosphere and shows a more intense care about its employees. On the other hand, according to Cassar and Briner [5], a psychological contract breach will weaken academic employee identification with the organization. When teachers think the psychological contract is not fulfilled, they will lose their trust on the organization, and they will no longer identify with the firm. The satisfaction of transactional contract involves providing sufficient material incentive and added stock option incentive to the employees.

Further, it was found that the effects of commitment for organization and team building remain significant. This paper reports on one of the few studies that have examined the relationship between PSC and JST in the developing world context. Hence, this paper contributes to an under researched stream of literature that explores the adoption of the sustainability concept in HEIs and opens a new avenue for researchers to explore further.

5.2 Research implications.

This paper has several theoretical and practical implications. First, the findings of this paper are in alignment with the conceptual framework that suggests the significance of incorporating psychological contract practices to achieve job satisfaction. Nonetheless, this stream of research has lacked with limited evidence, more private and public sector based HEIs could be taken, hence there is a need to incorporate sustainability into the higher education system with proper distribution of population related to both academic and nonacademic staffs working in HEIs.

Apart from integration of sustainability is important among the employees of HEIs, this paper opens a new avenue in the psychological contract and job satisfaction domain by highlighting the fact that all dimensions

of psychological contract have a positive and significant impact on job satisfaction. By studying and analyzing our research framework in a newer and less explored developing country, this study extends knowledge and practices to organizations' top management and leaders working in various higher education institutions in India.

6. Conclusions and Recommendations

This research reviewed literature about psychological contract, organizational commitment and job satisfaction initially. Then it proposed hypotheses showing the relationship among psychological contract, organizational commitment, and job satisfaction. This study employed a survey questionnaire to academic staff working in HEIs that are selected for the study. Data was processed by SPSS software. It finds that: firstly, the satisfaction of academic employees' psychological contract will increase the organizational commitment; secondly, the increased academic employee's commitment to organizations will cause the increased job satisfaction; lastly, the satisfaction of academic employees' psychological contract will increase their job satisfaction through increased organizational commitment.

Hence, Indian higher education system should be concerned about effective communication with academic employees concerning psychological contract. Especially, HEIs human resource departments and direct authority of academic employees should provide support to enhance the satisfactory implementation of the psychological contract and communicate the firm's expectations to academic employees. They should understand the real expectation of academic employees in order to reduce the noncompliance of the psychological contract, which is then advantageous towards increasing the organizational commitment of academic employees.

Due to the limitations of research time and funding, the sample size of this research may not be large enough. This study collected 377 copies of survey questionnaires from academic employees working in HEIs located in Noida and Gurgaon. However, the representativeness of the sample may not be adequate, which will limit the generalization of the research conclusions. Hence, the future research may consider collecting samples covering a wider range of Indian academic employees in different HEIs, in order to increase the sample representativeness and generalization of conclusion.

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