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Psychological Contract, Organizational Commitment and Relational Performance of College Teachers in Guangxi, China

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Abstract: This study aims to provide an in-depth study of the complex dynamics of psychological contracts among teachers at several different types of universities in the Guangxi region of China and their impact on improving relationship performance. Data were collected from teachers in comprehensive universities and vocational colleges through questionnaires. The study found that teachers' evaluation of psychological contract is closely related to their organizational commitment and relationship performance, among which organizational commitment plays a mediating role between psychological contract and relationship performance. There are certain differences in psychological contract, organizational commitment and relationship performance among different types of university teachers, but overall, they show a consistent trend. Based on the research results, a series of suggestions are put forward to promote the improvement of teacher relationship performance, with a view to providing reference for educational management and practice.

Keywords: Teachers' Psychological Contract; Organizational Commitment; Relationship Performance.

1. Introduction

College teachers have an important position and function in society. They undertake important tasks such as training talents, spreading knowledge, and carrying out scientific research. They are the backbone of the academic and educational circles, and are of great significance to the development and progress of society. They occupy the most important part in the management of colleges and universities. The purpose of university teacher management is to improve the performance of teachers, whose performance level reflects the level of the school. However, for the knowledge-intensive profession of university teachers, there are particularities in working style, working environment and working objects. Therefore, compared with the focus on the task performance of employees in enterprise research, this study focuses on the relational performance of teachers. It aims to deeply understand the interactive relationship between teachers and students, colleagues and school management, promote the improvement of education quality, support the professional development of individual teachers, and provide school administrators with suggestions and measures to improve interpersonal relations, promote team cooperation and enhance teacher satisfaction.

2. Statement of the Problem

This research aims to delve into the intricate dynamics of the psychological contract of college teachers in China and its implications for enhancing relational performance.

Specifically, it seeks to ascertain the mediating role of organizational commitment within this relationship. The study poses the following research questions:

1. What is the teacher respondents' profile in terms of?
   1.1 Sex
   1.2 Educational Attainment
   1.3 Teaching Experience
2. What is the assessment of teachers on psychological contract in terms of?
   2.1 Transactional Responsibility
   2.2 Development Responsibility
   2.3 Relationship Responsibility
3. Is there a significant difference in the assessment of psychological contract of teachers when they are grouped according to profile?
4. What is the assessment of teachers on organizational commitment in terms of?
   4.1 Emotional Commitment
   4.2 Continue Commitment
   4.3 Normative Commitment
5. Is there a significant difference in the assessment of organizational commitment of teachers when they are grouped according to profile?
6. What is the assessment of teachers on relational performance in terms of?
   6.1 Interpersonal Facilitation
   6.2 Work Contribution
7. Is there a significant difference in the assessment of the respondents on relational performance of teachers when they are grouped according to profile?
8. Is there significant relationship between psychological contract, organizational commitment and relational performance?
9. Based on the results of the study, what can be proposed to enhance the teachers' relational performance.

3. Scope and Delimitation of the Study

Several different types of universities in Guangxi will be selected as research objects in this study, including comprehensive universities, vocational colleges, etc., to ensure the representativeness and universality of the research results. By means of questionnaire survey , we have a deep understanding of teachers' psychological contract, organizational commitment and relationship performance, as

well as the factors affecting these variables.

4. METHODOLOGY

4.1. Research Design

Through the previous analysis, it can be seen that the relationship performance of university teachers is positively affected by teacher psychological contract and organizational commitment respectively. Psychological contract can not only directly positively affect relationship performance, but also indirectly affect relationship performance through the intermediary variable of organizational commitment, and there are obvious differences in the degree of influence of the subdivision dimensions of the three variables. This paper will analyze the various influences of teachers' psychological contract and organizational commitment on relationship performance, and study the different influences of teachers' gender, education level and working years. The research framework is shown in Figure 1.

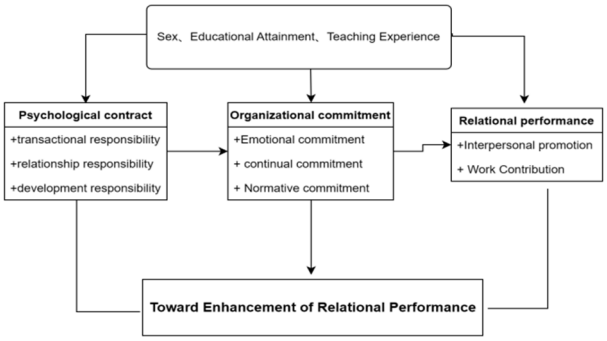

Figure 1. Research model

Psychological contract: The core of this study is the psychological contract of college teachers, which describes the different psychological perceptions of teachers according to the different rewards provided by the organization. This study sets psychological contract as the main independent variable. Combined with the specific situation of Chinese employees, this paper divides psychological contract into three dimensions: transaction responsibility, development responsibility and relationship responsibility.

Organizational commitment: Organizational commitment reflects an emotional connection between employees and the organization, reflects the employee's sense of identity with the organization, and is the result of psychological contract (Sha Yunyu 2021). This study identifies it as a mediating variable and clarifies the relationship between psychological contract and relationship performance. This paper divides the organizational commitment of college teachers into three dimensions: emotional commitment, continuous commitment and normative commitment.

Relational performance: The key dependent variable in our framework is the relational performance of university teachers, which reflects teachers' extra-role performance or organizational citizenship behavior. For the knowledge-intensive profession of university teachers, teacher relationship performance has been paid more attention than task performance in our research. This paper divides the relationship performance of university teachers into two sub-dimensions: interpersonal promotion and job dedication.

This conceptual framework is of great help to further understand the psychological contract, organizational commitment and relationship performance in Guangxi universities. It clearly describes the formation process of teachers' psychological contract and the performance of organizational commitment in teachers' behavior, and finally shows the formation and influence mechanism of relationship performance. Through such a framework, we can better understand the psychological contract relationship between teachers and schools, and how teachers' commitment to schools affects their work performance and relationship performance, which is helpful to guide university administrators to better manage and motivate teachers and improve the quality of education and teaching.

4.2. Data Collection Procedures

This study adopts online survey, and the data collection procedure is designed according to the following steps:

(1) Determine the survey objects: First, determine different types of college teachers in Guangxi, including universities, vocational colleges, etc., to ensure the diversity and representativeness of samples.

(2) Questionnaire design and preparation: Designed online questionnaires involving psychological contract, organizational commitment and relationship performance, converted the questionnaires into electronic format, and generated clear questionnaire links and two-dimensional code for teachers to fill in.

(3) Notice and permission of investigation: Explain the purpose of investigation to the relevant person in charge of universities in Guangxi, and obtain their support and permission. At the same time, explain the purpose of the survey to the teachers and get their consent to participate.

(4) Questionnaire distribution and filling: Send questionnaire links to teachers via email, school teaching platform or other online channels, regularly remind teachers to complete the questionnaire, and provide contact information to solve problems they encounter in the filling process.

(5) Data collection and arrangement: After the collection is completed, the data collected online shall be arranged and summarized in a timely manner to ensure the integrity and accuracy of the data.

(6) Data analysis: Statistical analysis software was finally used to conduct statistical analysis on the database to verify the relationship between psychological contract, organizational commitment and relationship performance.

5. Results and Discussion

This section seeks to provide readers with a sophisticated understanding of the phenomena under investigation. Its goal is to convert raw data into meaningful interpretations by utilizing statistical measurements, visual aids, and in-depth theme discussions. This allows for the creation of a full narrative that transcends simple numerical representation. The well-structured presentation enhances readers' comprehension of research findings, empowering them to make educated decisions and see ramifications.

1.Profile of the Respondents

Table 1. Profile of the Respondents as to Sex

SEX	FREQUENCY	PERCENTAGE
Male	226	45.2
Female	274	54.8
Total	500	100.0

Table 1 shows the profile of the respondents as to sex. It is noted that majority of the respondents are female with a frequency of 274 with 54.8% while male has a frequency of 226 with 45.2%.

This implies that most of the college teachers in China are female. Teaching is often considered a profession that requires empathy, patience, and communication skills, traits that are stereotypically associated with femininity. As affirmed by Lasky (2021), women may be more likely to pursue careers in teaching due to the perceived alignment between their skills and the requirements of the profession. Given the gender disparity in the teaching profession, it's essential to ensure equal opportunities and representation for all genders.

Table 2. Profile of the Respondents as to Educational Attainment

EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE
Bachelor's Degree	212	42.4
Master's Degree	226	45.2
Doctoral Degree	62	12.4
Total	500	100.0

Table 2 discusses the profile of the respondents as to educational attainment. It is observed that bachelor's degree has a frequency of 212 with 42.4, master's degree has a frequency of 226 with 45.2% while doctorate degree has a frequency of 62 with 12.4%.

This implies that majority of the college teachers in China are equipped with master's degree. College teachers need master's degree in their educational attainment as their requirement to enter universities. College teachers are expected to possess a high level of expertise and knowledge in their respective fields, enabling them to effectively teach and impart advanced concepts to students. (Guerriero, (2022)

Table 3. Profile of the Respondents as to Teaching Experience

TEACHING EXPERIENCE	FREQUENCY	PERCENTAGE
0-3 Years	124	24.8
4-5 Years	139	27.8
5-10 Years	122	24.4
10 Years Above	115	23.0
Total	500	100.0

Table 3 indicates the profile of the respondents as to teaching experience. Data affirms that there are 124 respondents with 24.8% who has teaching experience of 0-3 years, 139 respondents with 27.8% who have taught for 4-5 years, 122 respondents with 24.4% who has 5-10 years of teaching experience and 115 respondents with 23% that has been teaching for 10 years and above.

This implies that majority of the respondents have already gained significant experience in their teaching careers, having taught for 4-5 years. As teachers progress in their careers, they typically begin to establish themselves within their respective educational contexts, developing their teaching styles, building relationships with students and colleagues, and contributing to the academic community. According to Kraft & Gilmour (2020), years of teaching experience indicates that teachers have likely overcome initial challenges and are now more confident and proficient in their roles.

2.Assessment of Teachers on Psychological Contracts

This section presents the tables for the assessment of teachers on psychological contracts.

Table 4. Assessment of Teachers on Psychological Contracts as to Transactional Responsibility

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. The school provides a fair and reasonable salary and benefits package.	3.29	0.67	Agree	7.5
2. The school provides a good working environment and facilities.	3.40	0.63	Agree	2
3. The school provides me with clear and specific work goals and requirements.	3.33	0.67	Agree	3.5
4. The school provides ample opportunities for training and development.	3.26	0.75	Agree	2
5. The school provides a reasonable workload and time arrangement	3.23	0.74	Agree	10
6. The school respects my intellectual property rights and achievements.	3.43	0.62	Agree	1
7. The school values my personal development and career planning.	3.30	0.69	Agree	6
8. The school provides a fair and equitable performance appraisal system.	3.32	0.71	Agree	5
9. The school pays attention to and values my work input.	3.29	0.69	Agree	7.5
10. The school gives me full welfare and treatment.	3.33	0.68	Agree	3.5
Composite Mean	3.32	0.55	Agree	

LEGEND: STRONGLY AGREE (4) =3.51-4.0); AGREE (3) =2.51-3.50); DISAGREE (2) =1.51-2.50); STRONGLY DISAGREE (1) =1.0-1.50)

Table 4 affirms the assessment of teachers on psychological contracts as to transactional responsibility. It is observed that all indicators are interpreted as to "Agree" with a composite mean of 3.32 and a standard deviation of 0.55. It is noted that indicator 1, "The school provides a fair and reasonable salary and benefits package," has a mean of 3.29 and a standard

deviation of 0.67, while indicator 2, "The school provides a good working environment and facilities," has a mean of 3.40 and a standard deviation of 0.63. Furthermore, indicator 3, "The school provides me with clear and specific work goals and requirements," has a mean of 3.33 and a standard deviation of 0.67, while indicator 4, "The school provides ample opportunities for training and development," has a mean of 3.26 and a standard deviation of 0.75.

Additionally, indicator 5, "The school provides a reasonable workload and time arrangement," has a mean of 3.23 and a standard deviation of 0.74, while indicator 6, "The school respects my intellectual property rights and achievements," has a mean of 3.43 and a standard deviation of 0.62. Moreover, indicator 7, "The school values my personal development and career planning," has a mean of 3.30 and a standard deviation of 0.69, while indicator 8, "The school provides a fair and equitable performance appraisal system," has a mean of 3.32 and a standard deviation of 0.71. In addition, indicator 9, "The school pays attention to and values my work input," has a mean of 3.29 and a standard deviation of 0.69, while indicator 10, "The school gives me full welfare and treatment," has a mean of 3.33 and a standard deviation of 0.68.

It is noted that indicator number 6, "The school respects my intellectual property rights and achievements," gained the highest mean value of 3.43 with a standard deviation of 0.62 and indicator number 2, "The school provides a good working environment and facilities," with a mean value of 3.40 and a standard deviation of 0.63, both are interpreted as to “agree”. This implies that teachers value acknowledgment of their intellectual property and the quality of their working environment. As affirmed by Wright et al., (2020), recognition of intellectual contributions and conducive working environments are essential factors in fostering employee satisfaction and commitment.

However, indicator number 5, "The school provides a reasonable workload and time arrangement," gained the lowest mean value of 3.23 with a standard deviation of 0.74 and indicator number 10, "The school gives me full welfare and treatment," with a mean value of 3.33 and a standard deviation of 0.68, both are interpreted as to “agree”. Although these are also good sign of a positive results, this may also call for a potential area for improvement in workload management and welfare provisions within the school. According to Shanafelt et al., (2021), dissatisfaction with workload and welfare provisions can lead to decreased job satisfaction and increased turnover intentions.

Data reveals a generally positive perception of the school's efforts in providing a fair and supportive work environment for teachers, with acknowledgment of strengths in respecting intellectual property and providing a good working environment. However, it is important for the school to address the identified weaknesses, particularly in workload management and welfare provisions. Initiating more measures to improve workload distribution, enhance welfare benefits, and ensure a balanced work-life arrangement could contribute to enhancing teacher satisfaction, commitment, and overall organizational effectiveness. Therefore, the school must prioritize addressing these areas to strengthen its organizational climate and support the well-being of its teaching staff.

Table 5. Assessment of Teachers on Psychological Contracts as to Development Responsibility

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. The school encourages me to realize my self-worth and ambition.	3.35	0.65	Agree	3
2. The school provides me with channels and opportunities for career development.	3.33	0.71	Agree	4
3. The school focuses on cultivating my innovative thinking and ability.	3.30	0.71	Agree	5.5
4. The school supports my participation in important decisions.	3.16	0.81	Agree	9
5. The school encourages me to take initiative in learning and self-improvement.	3.41	0.62	Agree	2
6. The school values teamwork and knowledge sharing.	3.42	0.61	Agree	1
7. The school tolerates mistakes and failures in my work.	3.15	0.74	Agree	10
8. The school values my career development plan.	3.28	0.71	Agree	7.5
9. The school cares about my career development needs.	3.28	0.71	Agree	7.5
10. The school provides guidance and help for career development.	3.30	0.67	Agree	5.5
Composite Mean	3.30	0.57	Agree	

LEGEND: STRONGLY AGREE (4) =3.51-4.0); AGREE (3) =2.51-3.50); DISAGREE (2) =1.51-2.50); STRONGLY DISAGREE (1) =1.0-1.50)

Table 5 depicts the assessment of teachers on psychological contracts as to development responsibility. It is observed that all indicators are interpreted as "Agree" with a composite mean of 3.30 and a standard deviation of 0.57. Moreover, Indicator 1, "The school encourages me to realize my self-worth and ambition," has a mean of 3.35 and a standard deviation of 0.65 while indicator 2, "The school provides me with channels and opportunities for career development," has a mean of 3.33 and a standard deviation of 0.71. Furthermore, Indicator 3, "The school focuses on cultivating my innovative thinking and ability," has a mean of 3.30 and a standard

deviation of 0.71 while indicator 4, "The school supports my participation in important decisions," has a mean of 3.16 and a standard deviation of 0.81. In addition, indicator 5, "The school encourages me to take initiative in learning and self-improvement," has a mean of 3.41 and a standard deviation of 0.62 while indicator 6, "The school values teamwork and knowledge sharing," has a mean of 3.42 and a standard deviation of 0.61. Furthermore, Indicator 7, "The school tolerates mistakes and failures in my work," has a mean of 3.15 and a standard deviation of 0.74 while indicator 8, "The school values my career development plan," has a mean of 3.28 and a standard deviation of 0.71. Additionally, indicator 9, "The school cares about my career development needs," has a mean of 3.28 and a standard deviation of 0.71 while indicator 10, "The school provides guidance and help for career development," has a mean of 3.30 and a standard deviation of 0.67.

It is noted that indicator number 6, "The school values teamwork and knowledge sharing," gained the highest mean value of 3.42 with a standard deviation of 0.61 and indicator number 5, "The school encourages me to take initiative in learning and self-improvement," with a mean value of 3.41 and a standard deviation of 0.62, both interpreted as to "agree". This implies that teachers value a collaborative and supportive environment that fosters continuous learning and professional growth. As affirmed by Moran et al., (2020), a culture of teamwork and encouragement of initiative can contribute to enhanced job satisfaction and organizational performance.

However, indicator number 7, "The school tolerates mistakes and failures in my work," gained the lowest mean value of 3.15 with a standard deviation of 0.74 and indicator number 4, "The school supports my participation in important decisions," with a mean value of 3.16 and a standard deviation of 0.81, both are interpreted as to "agree". This means that although it is the lowest mean value, a good indicator is also evident in these results. This may call for potential area for improvement in fostering a culture of psychological safety and participatory decision-making within the school. According to Edmondson (2019), a culture that tolerates mistakes and involves employees in decision-making processes can enhance employee engagement and organizational resilience.

Data reveals a generally positive perception of the school's efforts in fostering teamwork, encouraging personal development, and providing support for career advancement. However, it is important for the school to address the identified weaknesses, particularly in promoting tolerance for mistakes and involving teachers in important decisions. Initiating more measures to enhance psychological safety, encourage participatory decision-making, and provide constructive feedback and support for learning from mistakes could contribute to fostering a more resilient and innovative organizational culture.

Table 6 displays the assessment of teachers on psychological contracts as to relationship responsibility. It is observed that all indicators are interpreted as "Agree" with a composite mean of 3.37 and a standard deviation of 0.55. Additionally, indicator 1, "I am willing to make contributions to the development of the school," has a mean of 3.44 and a standard deviation of 0.62 while indicator 2, "I feel that our school is like a big family," has a mean of 3.33 and a standard deviation of 0.70. Furthermore, indicator 3, "I am willing to work for this school for a long time," has a mean of 3.34 and a standard deviation of 0.71 while indicator 4, "I am willing to play a positive role in the reputation of the school," has a mean of 3.49 and a standard deviation of 0.59.

Table 6. Assessment of Teachers on Psychological Contracts as to Relationship Responsibility

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. I am willing to make contributions to the development of the school.	3.44	0.62	Agree	2
2. I feel that our school is like a big family.	3.33	0.70	Agree	8
3. I am willing to work for this school for a long time.	3.34	0.71	Agree	6.5
4. I am willing to play a positive role in the reputation of the school.	3.49	0.59	Agree	1
5. I am willing to help the school through difficult times.	3.43	0.59	Agree	3
6. The school values the health and safety of its staff.	3.38	0.66	Agree	4
7. The school cares about the families and lives of its employees.	3.34	0.67	Agree	6.5
8. The school values mutual trust among employees.	3.36	0.69	Agree	5
9. The school values the emotional and mental health of its employees.	3.30	0.74	Agree	9.5
10. The school cares for the personal development and needs of its employees.	3.30	0.70	Agree	9.5
Composite Mean	3.37	0.55	Agree	

LEGEND: STRONGLY AGREE (4) =3.51-4.0); AGREE (3) =2.51-3.50); DISAGREE (2) =1.51-2.50); STRONGLY DISAGREE (1) =1.0-1.50)

Moreover, indicator 5, "I am willing to help the school through difficult times," has a mean of 3.43 and a standard deviation of 0.59 while indicator 6, "The school values the health and safety of its staff," has a mean of 3.38 and a standard deviation of 0.66. In addition, indicator 7, "The school cares about the families and lives of its employees," has a mean of 3.34 and a standard deviation of 0.67 while indicator 8, "The school values mutual trust among employees," has a mean of 3.36 and a standard deviation of 0.69. Moreover, indicator 9, "The school values the emotional and mental health of its employees," has a mean of 3.30 and a standard deviation of 0.74 while indicator 10, "The school

cares for the personal development and needs of its employees," has a mean of 3.30 and a standard deviation of 0.70.

It is noted that indicator number 4, "I am willing to play a positive role in the reputation of the school," gained the highest mean value of 3.49 with a standard deviation of 0.59 and indicator number 1, "I am willing to make contributions to the development of the school," with a mean value of 3.44 and a standard deviation of 0.62, both are interpreted as to "agree". This implies that employees prioritize the reputation and development of the school, reflecting a sense of loyalty and dedication to its success. As affirmed by Kim et al., (2020), employees who feel a strong connection to their organization's reputation are more likely to demonstrate proactive behaviors that enhance organizational success.

On the other hand, indicator number 9, "The school values the emotional and mental health of its employees," gained the lowest mean value of 3.30 with a standard deviation of 0.74 and indicator number 10, "The school cares for the personal development and needs of its employees," with a mean value of 3.30 and a standard deviation of 0.70, both interpreted as to "agree". Although both are the lowest mean, it still has positive results. The result is also good but it will require improvement in prioritizing employee well-being and fostering a supportive environment that addresses both professional and personal needs. According to Shanock and Wright (2020), prioritizing employee well-being leads to higher job satisfaction, engagement, and retention rates.

Data reveals a generally positive perception of the school's efforts in fostering a sense of belonging, commitment, and willingness to contribute to its success. However, it is important for the school to address the identified weaknesses, particularly in prioritizing employee emotional and mental health, and supporting personal development needs. Initiating additional measures to enhance support for employee well-being, providing resources for personal development, and fostering a culture of care and empathy could contribute to creating a more supportive and resilient organizational environment.

Table 7 denotes the summary on the assessment of teachers on psychological contracts. It is observed that all indicators are interpreted as to "Agree" with an overall mean of 3.33 and standard deviation of 0.54. Furthermore, indicator 1," relationship responsibility" has a mean of 3.37 and standard deviation of 0.55, "development responsibility" has a mean of 3.32 and standard deviation of 0.55 and "transactional responsibility" has a mean of 3.30 and standard deviation of 0.57.

Table 7. Summary on the Assessment of Teachers on Psychological Contracts

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. Relationship Responsibility	3.37	0.55	Agree	1
2. Development Responsibility	3.32	0.55	Agree	2
3. Transactional Responsibility	3.30	0.57	Agree	3
Overall Mean	3.33	0.54	Agree	

LEGEND: STRONGLY AGREE (4) =3.51-4.0); AGREE (3) =2.51-3.50); DISAGREE (2) =1.51-2.50); STRONGLY DISAGREE (1) =1.0-1.50)

It is noted that indicator number 1, "Relationship Responsibility," gained the highest mean value of 3.37 with a standard deviation of 0.55 and indicator number 2, "Development Responsibility," with a mean value of 3.32 and a standard deviation of 0.55, which are both interpreted as to "agree". This means that employees perceive the organization as effectively fulfilling its obligations in fostering positive relationships and supporting professional development, reflecting a conducive organizational culture. As affirmed by Xu and Chen (2020), organizations that prioritize relationship-building and employee development tend to have higher levels of employee engagement and satisfaction.

However, indicator number 3, "Transactional Responsibility," gained the lowest mean value of 3.30 with a standard deviation of 0.57, also interpreted as to "agree". The result also indicates a positive outcome but this will also call the attention of the school to have more initiatives and improvements in fulfilling transactional obligations such as providing fair compensation and benefits, ensuring clear communication, and maintaining ethical standards. According to Kong et al., (2023), fulfilling transactional responsibilities is essential for establishing trust and maintaining positive employee relations.

3.Significant Difference in the Assessment of Psychological Contract of Teachers

Table 8. Significant Difference in the Assessment of Psychological Contract of Teachers as to Sex

INDICATORS	SEX	MEAN	SD	T-VALUE	SIG VALUE	DECISION ON HO	INTERPRETATION
1. Transactional Responsibility	Male	3.32	0.51	2.87	0.09	Accept	Not Significant
	Female	3.31	0.58				
2. Development Responsibility	Male	3.32	0.51	4.59	0.03	Reject	Significant
	Female	3.28	0.62				
3. Relationship Responsibility	Male	3.42	0.47	7.78	0.01	Reject	Significant
	Female	3.33	0.60				
OVERALL	Male	3.36	0.48	5.77	0.02	Reject	Significant
	Female	3.31	0.58				

@.05 Level of significance

Table 8 reveals the test of significant difference in the assessment of psychological contract of teachers as to sex. Data affirms that the indicators assessed across different sex groups indicate significant variations in the assessment of the respondents in terms of development responsibility and relationship responsibility and the overall assessment within the context of psychological contracts of teachers with an overall t value of 5.77 and sig value of 0.02 that leads to the

rejection of the null hypothesis.

Hence, it is affirming that there is no significant difference between male and female as to transactional responsibility with the t value of 2.85 and sig value of .09, whereas the hypothesis is accepted.

Generally, this implies that there are significant differences on how male and female teachers assess their roles and responsibilities within their professional context, as evidenced by variations in their assessments on psychological contracts. According to Sainz et al., (2021), the higher levels of perceived responsibility among male teachers compared to their female counterparts means potential disparities influenced by societal norms and gender expectations. These differences could impact organizational dynamics within educational institutions and may warrant further investigation into the underlying causes to promote gender equality and foster a more inclusive and supportive work environment for all teachers.

Table 9 reveals the test on significant difference in the assessment of psychological contract of teachers as to educational attainment. Data affirms that the indicators assessed across different educational attainment groups indicate significant variations in the assessment of the respondents in terms of development responsibility and relationship responsibility and the overall assessment within the context of psychological contracts of teachers with an overall f value of 6.75 and sig value of 0.00 that leads to the rejection of the null hypothesis.

Table 9. Significant Difference in the Assessment of Psychological Contract of Teachers as to Educational Attainment

INDICATORS	EDUCATIONAL ATTAINMENT	MEAN	SD	F-VALUE	SIG VALUE	DECISION ON HO	INTERPRETATION
1. Transactional Responsibility	Bachelor's Degree	3.25	0.58	6.33	0.00	Reject	Significant
	Master's Degree	3.32	0.52				
	Doctors Degree	3.53	0.52				
	Total	3.32	0.55				
2. Development Responsibility	Bachelor's Degree	3.25	0.59	6.74	0.00	Reject	Significant
	Master's Degree	3.28	0.56				
	Doctors Degree	3.54	0.52				
	Total	3.30	0.57				
3. Relationship Responsibility	Bachelor's Degree	3.30	0.58	5.89	0.00	Reject	Significant
	Master's Degree	3.38	0.52				
	Doctors Degree	3.57	0.51				
	Total	3.37	0.55				
OVERALL	Bachelor's Degree	3.27	0.56	6.75	0.00	Reject	Significant
	Master's Degree	3.33	0.51				
	Doctors Degree	3.55	0.50				
	Total	3.33	0.54				

@.05 Level of significance

Generally, this implies that there are significant differences in the assessment of psychological contracts among teachers based on their educational attainment levels. The data implies variations in perceptions regarding transactional responsibility, development responsibility, relationship responsibility, and overall assessment of psychological contracts across different levels of educational attainment. It is evident that teachers with varying educational backgrounds hold distinct perceptions of their professional roles and obligations. According to Farrugia & Slotte (2020)., individuals with different educational backgrounds often possess unique perspectives on their professional roles and obligations. This finding underscores the importance of considering educational attainment as a factor influencing teachers' perspectives within educational settings. Understanding and addressing these differences could contribute to creating more tailored and effective strategies for teacher development, organizational management, and fostering a conducive work environment within educational institutions.

Table 10. Post Hoc Test on Significant Difference in the Assessment of Psychological Contract of Teachers as to Educational Attainment Using Least Significant Difference (LSD)

Educational Attainment	Bachelor's Degree	Master's Degree	Doctors Degree
Bachelor's Degree			
Master's Degree	*-.29561		
Doctors Degree	*-32012		

Table 10 shows the post hoc test on significant difference in the assessment of psychological contracts of teachers as to educational attainment using least significant difference. The test reveals that significant difference is evident between Bachelor's degree and Master's degree and Bachelor's degree and Doctoral degree.

Table 11. Significant Difference in the Assessment of Psychological Contract of Teachers as to Teaching Experience

INDICATORS	TEACHING EXPERIENCE	MEAN	SD	F-VALUE	SIG VALUE	DECISION ON HO	INTERPRETATION
1. Transactional Responsibility	0-1 Years Below	3.35	0.55	3.19	0.02	Reject	Significant
	4-5 Years	3.42	0.45				
	5-10 Years	3.24	0.59				
	10 Years Above	3.25	0.60				
	Total	3.32	0.55				
2. Development Responsibility	0-1 Years Below	3.37	0.54	4.17	0.01	Reject	Significant
	4-5 Years	3.39	0.46				
	5-10 Years	3.20	0.64				
	10 Years Above	3.21	0.62				
	Total	3.30	0.57				
3. Relationship Responsibility	0-1 Years Below	3.38	0.59	2.61	0.05	Reject	Significant
	4-5 Years	3.47	0.43				
	5-10 Years	3.30	0.61				
	10 Years Above	3.31	0.56				
	Total	3.37	0.55				
OVERALL	0-1 Years Below	3.37	0.54	3.47	0.02	Reject	Significant
	4-5 Years	3.43	0.43				
	5-10 Years	3.25	0.59				
	10 Years Above	3.26	0.57				
	Total	3.33	0.54				

@.05 Level of significance

Table 11 depicts the significant difference in the assessment of psychological contract of teachers as to teaching experience. Data affirms that the indicators assessed across different teaching experience levels indicate significant variations in the assessment of the respondents in terms of transactional responsibility, development responsibility, relationship responsibility and the overall assessment within the context of psychological contracts of teachers with an overall f value of and 3.47 sig value of 0.02 that leads to the rejection of the null hypothesis.

Generally, this implies that there are significant differences in the assessment of psychological contracts among teachers based on their teaching experience levels. The data means variations in perceptions regarding transactional responsibility, development responsibility, relationship responsibility, and the overall assessment of psychological contracts across different levels of teaching experience. It is evident that teachers with varying levels of teaching experience hold distinct perceptions of their professional roles and obligations. In the similar study of Skaalvik (2020), teachers with diverse levels of teaching experience exhibit differing perceptions of their professional roles and obligations, indicating the influence of experiential factors on their perspectives within educational settings.

This finding highlights the importance of considering teaching experience as a factor influencing teachers' perspectives within educational settings. Understanding and addressing these differences could contribute to creating more tailored and effective strategies for teacher development, mentorship programs, and organizational management within educational institutions.

Table 12 reveals the post hoc test on significant difference in the assessment of psychological contract of teachers as to teaching experience using least significant difference (LSD). The results reveal that there are significant differences between group of teachers with 0-3 teaching experiences and those who have 10 years and above. Moreover, significant difference between 4-5 years and 0-3 years; and 5-10 years and 10 years and above also disclosed significant differences.

Table 12. Post Hoc Test on Significant Difference in the Assessment of Psychological Contract of Teachers as to Teaching Experience Using Least Significant Difference (LSD)

Teaching Experience	0-3 Years Below	4-5 Years	5-10 Years	10 Years Above
0-3 Years				* -.14063
4-5 Years	* -.19027			* -.33090
5-10 Years				* -.22021
10 Years Above				

Table 13 depicts the assessment of teachers on organization commitment as to emotional commitment. It is observed that the indicators are interpreted as "Agree" with a composite mean of 3.35 and a standard deviation of 0.53. Moreover, indicator 1, "I feel like I belong in this school emotionally," has a mean of 3.30 and a standard deviation of 0.67 while indicator 2, "This school means a lot to me," has a mean of 3.35 and a standard deviation of 0.66. In addition, indicator 3, "I am willing to make efforts for the development of this school," has a mean of 3.40 and a standard deviation of 0.59 while indicator 4, "I think the sense of honor of this school is my honor," has a mean of 3.41 and a standard deviation of 0.61. Furthermore, indicator 5, "I am willing to take this school as my lifelong service place," has a mean of 3.26 and a standard deviation of 0.72 while indicator 6, "I will not leave

this school even if my working conditions are reduced," has a mean of 3.20 and a standard deviation of 0.78. Moreover, indicator 7, "I will recommend people around me to work in this school," has a mean of 3.34 and a standard deviation of 0.67 while indicator 8, "This school gives me many memories," has a mean of 3.41 and a standard deviation of 0.63Additionally, indicator 9, "I am proud of the development of this school," has a mean of 3.42 and a standard deviation of 0.62 while indicator 10, "I think this school means a lot to my growth," has a mean of 3.43 and a standard deviation of 0.60.

Table 13. Assessment of Teachers on Organization Commitment as to Emotional Commitment

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. I feel like I belong in this school emotionally.	3.30	0.67	Agree	8
2. This school means a lot to me.	3.35	0.66	Agree	6
3. I am willing to make efforts for the development of this school.	3.40	0.59	Agree	5
4. I think the sense of honor of this school is my honor.	3.41	0.61	Agree	3.5
5. I am willing to take this school as my lifelong service place.	3.26	0.72	Agree	9
6. I will not leave this school even if my working conditions are reduced.	3.20	0.78	Agree	10
7. I will recommend people around me to work in this school.	3.34	0.67	Agree	7
8. This school gives me many memories.	3.41	0.63	Agree	3.5
9. I am proud of the development of this school.	3.42	0.62	Agree	2
10. I think this school means a lot to my growth.	3.43	0.60	Agree	1
Composite Mean	3.35	0.53	Agree	

LEGEND: STRONGLY AGREE (4) =3.51-4.0); AGREE (3) =2.51-3.50); DISAGREE (2) =1.51-2.50); STRONGLY DISAGREE (1) =1.0-1.50)

It is noted that indicator number 10, "I think this school means a lot to my growth," gained the highest mean value of 3.43 with a standard deviation of 0.60 and indicator number 9, "I am proud of the development of this school," with a mean value of 3.42 and a standard deviation of 0.62, both are interpreted as to “agree”. This implies that employees value the school's role in their personal and professional growth, as well as its overall success. As affirmed by Uenal & Karatepe (2020), a sense of pride and personal investment in the organization's development fosters greater employee engagement and loyalty.

Hence, indicator number 6, "I will not leave this school even if my working conditions are reduced," gained the lowest mean value of 3.20 with a standard deviation of 0.78 and indicator number 5, "I am willing to take this school as my lifelong service place," with a mean value of 3.26 and a standard deviation of 0.72, both interpreted as to “agree”. Although, it is the lowest mean, it also signifies positive results. This implies a potential area for improvement in fostering a supportive and conducive work environment that enhances employee retention and commitment. According to Talwar & Khan (2020), providing favorable working conditions and opportunities for professional development are crucial for retaining and motivating employees.

Data reveals a generally positive perception of the school's significance and employees' commitment to its development. However, there are areas for improvement in fostering a supportive work environment to enhance employee retention and long-term commitment. Therefore, it is important for the school to prioritize addressing these weaknesses by implementing additional measures to improve working conditions, provide opportunities for growth and development, and strengthen employee engagement initiatives. By addressing these areas, the school can enhance its organizational climate and support the well-being and loyalty of its employees.

Table 14 affirms the assessment of teachers on organization commitment as to continue commitment. It is observed that the indicators are interpreted as "Agree" with a composite mean of 3.29 and a standard deviation of 0.57. Moreover, indicator 1, "I have invested too much to leave this school easily," has a mean of 3.20 and a standard deviation of 0.72 while indicator 2, "The rewards this school gives me are worth working here for a long time," has a mean of 3.28 and a standard deviation of 0.71. In addition, indicator 3, "What I have accumulated in this school is very valuable," has a mean of 3.40 and a standard deviation of 0.63 while indicator 4, "I don't want to give up the fame I've gained in this school," has a mean of 3.28 and a standard deviation of 0.72.

Furthermore, indicator 5, "I don't want to lose the resources I have gained at this school," has a mean of 3.30 and a standard deviation of 0.66 while indicator 6, "The training provided by this school is very important for my development," has a mean of 3.34 and a standard deviation of 0.68. Additionally, indicator 7, "I may not find such good colleagues when I leave here," has a mean of 3.20 and a standard deviation of 0.76 while indicator 8, "This school provides me with an ideal working environment," has a mean of 3.30 and a standard deviation of 0.69. Moreover, indicator 9, "I will face great changes in my life after leaving here," has a mean of 3.26 and a standard deviation of 0.71 while indicator 10, "I think it is right and proper to stay in this school," has a mean of 3.34 and a standard deviation of 0.69.

It is noted that indicator number 3, "What I have accumulated in this school is very valuable," gained the highest mean value of 3.40 with a standard deviation of 0.63 and indicator number 6, "The training provided by this school is very important for my development," with a mean value of 3.34 and a standard deviation of 0.68, both are interpreted as to “agree”. This implies that employees value the knowledge and skills gained through their experiences and training at the school, reflecting a positive impact on their career growth and

development. As affirmed by Aydin et al., (2020), employees who perceive their experiences and training as valuable are more likely to demonstrate greater loyalty and commitment to the organization.

Table 14. Assessment of Teachers on Organization Commitment as to Continue Commitment

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. I have invested too much to leave this school easily.	3.20	0.72	Agree	9.5
2. The rewards this school gives me are worth working here for a long time.	3.28	0.71	Agree	6.5
3. What I have accumulated in this school is very valuable.	3.40	0.63	Agree	1
4. I don't want to give up the fame I've gained in this school.	3.28	0.72	Agree	6.5
5. I don't want to lose the resources I have gained at this school.	3.30	0.66	Agree	4.5
6. The training provided by this school is very important for my development.	3.34	0.68	Agree	2.5
7. I may not find such good colleagues when I leave here.	3.20	0.76	Agree	9.5
8. This school provides me with an ideal working environment.	3.30	0.69	Agree	4.5
9. I will face great changes in my life after leaving here.	3.26	0.71	Agree	8
10. I think it is right and proper to stay in this school.	3.34	0.69	Agree	2.5
Composite Mean	3.29	0.57	Agree	

LEGEND: STRONGLY AGREE (4) =3.51-4.0); AGREE (3) =2.51-3.50); DISAGREE (2) =1.51-2.50); STRONGLY DISAGREE (1) =1.0-1.50)

While, indicator number 7, "I may not find such good colleagues when I leave here," gained the lowest mean value of 3.20 with a standard deviation of 0.76 and indicator number 1, "I have invested too much to leave this school easily," with a mean value of 3.20 and a standard deviation of 0.72, both interpreted as to “agree”. Although, it is the lowest mean, it also signifies positive results but this will also require to have more concern for employees about the potential loss of supportive colleagues and the perceived investment made in their tenure at the school. According to Bagger et al., (2021), supportive relationships with colleagues and a sense of investment can contribute to greater employee retention and satisfaction.

Data reveals a generally positive perception of the school's value and the importance of experiences and training provided. However, there are concerns about potential losses upon leaving, including valuable relationships and perceived investments. Therefore, it is important for the school to prioritize fostering a supportive and collaborative work environment to retain employees and ensure continued satisfaction and commitment. Initiatives such as promoting teamwork, providing opportunities for professional networking, and recognizing employees' contributions could help address these concerns and strengthen organizational cohesion. Additionally, providing resources for career development and transition support could alleviate concerns about leaving the school.

6. Conclusion

Based on the summary of findings, the following conclusions are formulated:

Majority of the respondents are female, master’s degree graduate and has begun to established their respective careers. This demographic profile may imply certain trends or preferences within this group regarding their perceptions and attitudes towards the subject matter under study.

The respondents “agree” on the psychological contracts in terms of relationship responsibility, development responsibility and transactional responsibility. It implies that there's a common recognition among respondents of the mutual expectations, obligations, and responsibilities between employees and their employing organizations, particularly in terms of relationships, personal development, and transactional aspects.

There is significant difference on the assessment of the respondents in psychological contract of teachers as to sex, educational attainment and years of teaching. This implies that these factors play a role in shaping individuals' perceptions and expectations regarding employment relationships.

The respondents “agree” on the assessment of teachers in organization commitment as to continue commitment, emotional commitment and normative commitment. This implies a workforce that is emotionally invested in and aligned with the goals and values of the organization, which can have positive implications for employee retention, satisfaction, and overall organizational performance.

There is significant difference on the assessment of the respondents in organizational commitment of teachers as to sex, educational attainment and years of teaching. This implies the influence of individual characteristics and experiences on the strength of employees' commitment to their organization.

The respondents “agree” on the assessment in relational performance in terms of work contribution and interpersonal facilitation. This implies that respondents recognize the significance of building and maintaining positive work relationships and teamwork. This can foster a supportive work environment conducive to collaboration, innovation, and overall organizational effectiveness.

There is significant difference in the assessment of the respondents in organizational performance of teachers as to sex and gender while there is no significant difference with regards to years of teaching. This indicates potential disparities in perceptions of organizational effectiveness and success among different groups.

There is a very strong positive correlation with the r value of 0.906, between psychological contract and organizational

commitment, implying that as psychological contract strengthens, so does organizational commitment. Similarly, a very strong positive correlation between psychological contract and relational performance, indicating that a stronger psychological contract is associated with higher relational performance. Additionally, organizational commitment demonstrates a very strong positive correlation with relational performance, suggesting that higher organizational commitment is linked to better relational performance.

The test reveals that psychological contract, organizational commitment and relational performance has a significant effect with one another as perceived by respondents.

Based on the results of the study an enhanced relational performance program is needed to enhance teacher's performance.

7. Recommendations:

Based on the conclusions, the following recommendations are formulated:

1. Conduct further qualitative research to explore the specific trends and preferences among the majority demographic group. Research should be conducted by the HR department or a dedicated research team within the university. Utilize surveys, interviews, or focus groups to delve deeper into the attitudes and perceptions of female, master's degree graduates who are establishing their careers. This can be done by developing a survey specifically tailored to capture the unique experiences and perspectives of female master's degree graduates in the early stages of their careers. Include questions that explore factors such as career aspirations, challenges faced, perceived barriers to advancement, satisfaction with career progression, and attitudes towards work-life balance and incorporate demographic questions to gather information on age, educational background, industry, and level of experience. Analyze the findings to identify specific insights and tailor educational strategies accordingly, such as targeted recruitment efforts or tailored employee development programs.

2. Develop clear and transparent communication channels to reinforce mutual expectations outlined in psychological contracts. The HR and university stakeholders should collaborate to create communication plans that effectively convey university values, expectations, and opportunities for personal development. This can include regular meetings, training sessions, or digital platforms where teachers can access information and provide feedback. Implement mechanisms for ongoing evaluation and adjustment to ensure alignment between perceptions and university goals.

3. Offer diversity and sensitivity training to address disparities in perception based on demographic factors. HR should organize workshops or training sessions focused on promoting inclusivity and understanding diversity in the workplace. These sessions can be facilitated by internal experts or external consultants and should encourage open dialogue and mutual respect among teachers. Monitor progress through feedback mechanisms and periodic assessments to measure the effectiveness of the training initiatives.

4. Establish mentorship programs and recognition initiatives to further enhance emotional commitment and alignment with university values. HR should create mentorship programs pairing experienced teacher with newer hires to provide guidance and support in navigating university culture and values. Additionally, implement recognition programs to acknowledge and celebrate teacher who demonstrate exceptional commitment and alignment with university goals. Regularly evaluate the impact of these initiatives on employee satisfaction and retention.

5. Implement personalized development plans to address individual factors influencing university commitment. HR and school heads should collaborate with teacher to create tailored development plans that address their unique needs, interests, and career aspirations. This can include opportunities for further education, professional development, or exposure to different roles within the university. Monitor progress through regular check-ins and performance evaluations to ensure alignment with university goals and objectives.

6. Foster a culture of collaboration and teamwork through team-building activities and cross-functional projects. HR should organize team-building events, workshops, or retreats to promote positive relationships and effective communication among teachers. Encourage cross-functional collaboration through project-based work or task forces aimed at addressing specific university challenges. Monitor team dynamics and performance to identify areas for improvement and further support.

7. Conduct regular university assessments to identify and address disparities in perceptions of university performance. HR should administer regular surveys or assessments to gauge perceptions of university performance and effectiveness. Analyze the results to identify any significant differences based on demographic factors such as sex and gender. Develop action plans to address any disparities or concerns raised, including targeted communication efforts, training initiatives, or policy changes.

8. Implement integrated approaches to strengthen psychological contracts, university commitment, and relational performance. HR should develop comprehensive strategies that address the interconnectedness of these constructs. This may include initiatives such as leadership development programs focused on fostering trust and transparency, performance university stakeholders systems that recognize and reward collaborative behaviors, and employee engagement surveys to solicit feedback and identify areas for improvement. Continuously monitor and evaluate the impact of these initiatives to ensure alignment with university objectives.

9. Establish mechanisms for ongoing evaluation and reinforcement of positive psychological contracts and relational performance. HR should implement regular assessments and feedback mechanisms to gauge employee perceptions of psychological contracts and relational performance. This can include employee surveys, performance reviews, or exit interviews to gather insights and identify areas for improvement. Utilize the findings to refine university policies and practices, recognizing and rewarding behaviors that contribute to positive workplace relationships and university commitment.

10. Create an enhanced teacher's relational performance program.

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