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Issue No: 01

Article No:01

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Date: May 2025

Influence of Psychological Contract on Faculty Performance of Public, Deemed and Private Universities in Karnataka

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ABSTRACT

The psychological contract is one of the most important notions in the field of HR. The Psychological Contract is quite different to a physical contract or document - it represents the notion of 'relationship' or 'trust' or 'understanding' which can exist for one or a number of Faculty, instead of a tangible piece of paper or legal document which might be different from one Faculty to another.

The education sector in India is developing at a faster rate because of its dynamism and impact on improved life style, societal concern and shaping the career of younger generation of a country. Psychological contract is possessing challenges in front of education sector to acquire engage and retain the talented and capable academicians. Psychological contract have a role to play in productivity and performance of academicians. Psychological contract enhances job satisfaction, motivation, honesty, creativity, commitment and innovative teaching practices which will ultimately lead to increased Faculty performance. Hence the study considered University's exceptions, Faculty's expectations from the job and its fulfillment. The study considered the dimensions of psychological contract as independent variable and Faculty performance would be dependent variable.

This study is focused on determining the correlation between psychological contract factors, such as commitment, trust, empowerment, being creative, and faculty safety and security, and faculty performance.

Psychological contract has become main reason for motivation, commitment, trust, job satisfaction and empowerment among academicians and affecting their performance psychological contract in organization encourages Faculty members to be themselves and allow

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them to perform better. Psychological contract motivate Faculty for achieving organization objectives and develops positive attitude towards job.

Keywords: Psychological contract, productivity and performance of academicians, University's exceptions, Faculty's expectations.

INTRODUCTION

One of the most crucial concepts in the HR area is the psychological contract. The Psychological Contract is very different from a physical contract or document since it symbolizes the idea of "connection," "trust," or "understanding" that may exist for one or more faculties, as opposed to a physical object or legal document that may vary from one faculty to another.

Although psychological contracts have existed since the 1960s, the necessity and proactive need for them didn't become apparent until the late 1990s due to the economic collapse. A very fundamental phenomenon is being researched by researchers as the cause of its necessity. This article will define the psychological contract's purpose, characteristics, and significance as well as how it differs from a formal employment agreement. It will also discuss the reasons why contracts are broken and the consequences of doing so. Although Guest (1998) notes that psychological contract is entirely in the "eye of the beholder," it is mostly measured from a Faculty perspective. The way that each party is perceived depends on the individual's beliefs and values, and they are predisposed to choose a specific course of action according to their parameters of understanding and interpretation. Therefore, Universities must be aware of what Faculty wants from their work and vice versa; here is where reciprocity and mutuality between the parties come into play.

“Education is not Preparation for Life; Education is Life Itself” – JOHN DEWEY

Education's importance to human development cannot be overstated. Regardless of gender, physical characteristics, racial or economic backgrounds, geographic location, culture, or language, Education is essential for all members of society. The strength of a country is its Education. In a world without job security, the psychological contract—the unwritten understanding between a University and its faculty—is evolving. In light of the prevalence of contractual, temporary employment within organizations, faculty is currently working to establish a psychological contract that is more focused on self-actualization. Organizations that want to have a workforce that is dedicated to the organization's goals and is motivated by its mission may be affected by this change in the psychological contract.

Operational Definitions

Meaning and Definitions of Psychological Contract

There is still no accepted universal definition of the psychological contract, despite the subject's popularity and abundance of literature on the subject. Unwritten reciprocal expectations, implicit agreements, perceptions, and beliefs have all been used to define psychological contracts.

Rousseau (1995) first described the psychological contract as a person's personal beliefs about the benefits and obligations that are established in an exchange relationship.

The definition of PC by McLean Parks, Kidder, and Gallagher (1998) refers to the reciprocal expectations held between faculty and Universities regarding their duties and rights.

According to Kotter (1973), the psychological contract is an implicit agreement between the person and the Organisation about what each is expected to give and receive.

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Types of Psychological Contract

- Transactional contracts have clear performance terms and a short term of duration. It is present when the employment arrangement is temporary, primarily centered on the exchange of labour for payment, with a clear and concise description of duties and responsibilities and minimal participation in organization. This is especially valid for faculty members with temporary employment and off-site employees.
- Relational contracts are open-ended memberships with ambiguous or insufficient performance standards that are attached to membership renewal. They are the result of lengthy employment agreements built on trust and loyalty. Seniority plays a major role in career advancement and pay increases, while other benefits and rewards have only a shaky connection to job performance. Long-term participation and membership in the Organisation are the sources of the contract. 'Trusted and Loyal' Faculty manage the majority of the senior managerial/supervisory work in family-run Organisations in India under this type of contract.
- Transitional contracts are essentially a breakdown in agreements, indicating that there are no promises regarding potential employment in the future and that there are either few or no explicit performance requirements or contingent incentives. In contrast to a previously established arrangement or psychological contract, it is more accurately a cognitive state that reflects changes in Organisational context and socioeconomic changes and transitions. When a company merges or is acquired, when there is a downsizing, or when there is a similar state of uncertainty in the workplace, this type of cognitive state is evident.
- Balanced contracts are relationships-focused, open-ended employment with clearly defined performance terms that are subject to change over time. They are dynamic, open-ended employment contracts that depend on the University organization's ability to conduct business, the growth of the faculty member, and opportunities for career

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advancement based on competence and performance. The Faculty and his or her Organisation support one another's growth. Employee rewards are based on performance, as well as contributions to the organization's profitability or competitive advantages, especially in light of the dynamic nature of the business environment. A balanced type of psychological contract is present in the majority of Publicly owned and professionally managed organizations.

Transactional Psychological Contract	Relational Psychological Contract
<ul style="list-style-type: none">• Swift Job for better opportunity• prefer strict work environment• work purely to get the job done.• Important not to get too involved in my job• Expect to gain promotion with length of service.• Expect to grow in this University.• expect to receive fair remuneration for my service.• chance of promotion if work hard.• career path is clearly mapped out.	<ul style="list-style-type: none">• Proud about working in University.• support from Colleagues• Team Inclusion• Friendly Work environment• University reciprocates the effort put in.• motivated to contribute 100% to this University• want to make my career in this University.• heavily involved in my place of work• excellent support from my Superior.

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Balanced Psychological Contract

- **Balanced External Advancement**
- University help me to develop externally marketable skills.
- University provides job assignments that enhance my external marketability
- University Contacts create employment opportunities elsewhere.
- **Balanced internal Advancement**
- opportunity for career development within this University
- Opportunities for Personal growth within the University
- Opportunities for promotions to higher Positions within the University.
- **Balanced Dynamic Performance**
- University supports me to attain the highest possible levels of performance.
- University help me to respond to ever greater industry standards.

Transitional Psychological Contract

- **University Withholds information**
- University Introduces changes without involving me
- difficult to predict future direction of University
- Future looks uncertain about Career.
- uncertainty regarding University commitment
- University demands more less pay
- Decrease benefits over the next few years.
- Stagnant or reduced wages for longer service
- No trust in this University

Factors affecting Performance

- Task Performance can be defined as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services.
- Contextual Performance is defined as activities that contribute to the social and psychological core of the organization, is beginning to be viewed as equally important to task performance. These are the behaviors that contribute to overall effectiveness through supporting the social and psychological climate where work is done

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- Conscientiousness is about how a person controls, regulates, and directs their impulses. It is a personality trait, reflects the degree to which a person is dependable, responsible, perseverant, and achievement driven. Person scoring high in conscientiousness usually has a high level of self-discipline.

Task Performance	Contextual Performance	Conscientiousness Performance
<ul style="list-style-type: none"> Achieve the objectives of the job Meet Criteria for performance Demonstrate Expertise in all job related tasks Fulfill all the requirements of the job Manage more responsibility than typically aligned feeling of suitable for a higher level role. Competent in all areas of the job, handles tasks with proficiency perform well in the overall job by carrying out task as Expected Plan and organize to achieve objective of the job and meet deadlines. 	<ul style="list-style-type: none"> Help other Faculty members with their work when they have been absent Volunteers to do things not formally required by the job Take initiatives to orient new employees help others when they have workload increases make innovative suggestions to improve the overall quality of the department Willingly attend functions not required by the Department but helps in its overall image. 	<ul style="list-style-type: none"> Exhibit punctuality exhibit attendance at work beyond the norms Coast toward the end of the day Give advance notice if unable to come to work. Spend a great deal of time in person telephone conversation do not take unnecessary breaks. do not Spend the great deal of time in idle conversation

STATEMENT OF PROBLEM

The Education sector in India is developing at a faster rate because of its dynamism and impact on improved life style, societal concern and shaping the career of younger generation of a country. Psychological contract is possessing challenges in front of Education sector to acquire engage and retain the talented and capable academicians. Psychological contract have a role to play in productivity and performance of academicians. A recent study of several companies that

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encourages psychological contract concluded that there is a high level of co-relation between psychological contract and performance of the Faculty. Psychological contract enhances job satisfaction, motivation, honesty, creativity, commitment and innovative teaching practices which will ultimately lead to increased Faculty performance. Hence the study considered Faculty expectations, Faculty's expectations from the job and its fulfillment. The study considered the dimensions of psychological contract as independent variable and Faculty performance would be dependent variable.

NEED FOR THE STUDY

The psychological contract has emerged as the primary driver of academicians' commitment, motivation, trust, job satisfaction, and empowerment, all of which have an impact on how well they perform. The psychological contract in an Organisation encourages Faculty to be themselves and enables them to perform better. Faculty are motivated by psychological contracts to meet Organisational goals and adopt a positive attitude toward their work. One of the major issues this industry is dealing with is a mismatch between the expectations of the University for faculty (flexibility, reliability, willingness to learn, proactive commitment, loyal, self-motivated, positive representation, and team player) and those of the faculty from the Organisation (timely and accurate payment of wages, career development, adequate training, good working environment, job satisfaction, safety and security, good work ambience, and coworker relations). Therefore, the focus of this study is on understanding psychological contract, how it is applied in the Educational setting, and how psychological contract may affect faculty performance.

RESEARCH OBJECTIVES

- To identify different dimensions of psychological contract.
- To evaluate various University and Faculty expectations from the job.
- To identify the effect of each factor of psychological Contract on Faculty performance.



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RESEARCH HYPHOTHESIS

Objectives	Nullhypothesis	Hypothesis set
	AlternativeHypothesis	
Objective 2	H0	There is no significant match between faculty expectations and University expectations
	H1	There is a significant match between faculty expectations and faculty expectations
Objective 3	H0	There is no significant effect of factors of psychological contract on faculty performance
	H1	There is a significant effect of factors of psychological contract on faculty performance

SCOPE OF THE STUDY

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Only a few Public, Deemed, and Private Universities in Karnataka are participating in this study. From Karnataka's four regional divisions—Bangalore, Mysore, Gulbarga, and Belgaum—Universities have been chosen.

SOURCES OF DATA COLLECTION

The information for the study was gathered by the researcher using both primary and secondary data sources.

Primary Data: Information needed for the study was gathered through conversations with University faculty members and the distribution of a structured questionnaire. 428 respondents made up the actual survey sample.

The secondary data needed for the study was gathered from a variety of sources, including magazine articles, newspaper articles, government-related gazettes, periodicals, research papers from different journals, research data bases like EBESCO, Emerald insight, and reports from various consultancies and Universities.

Sampling Techniques

Convenient sample method has been applied to select the respondents. Convenient sampling is non-probability sampling method, where in data is collected from the respondents who are easily and conveniently available to participate in the study.

Sample Size The sample size for the three different sets of respondents (faculty members working in Public, Deemed and Private Universities) has been fixed by using the Cochran formula with 95 percent of confidence and a 5 percent margin of error.

VARIABLES

The following variables was selected for the study

Depended variables

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- Faculty performance

Independent variables

- Psychological contract
- University expectations
- Faculty expectations.

LIMITATIONS OF THE STUDY

- Only a few Karnataka Universities that are Public, Deemed, or Private are included in this study.
- Since the study was conducted in the current environment, the respondent's opinions, perceptions, and expectations may change over time.
- Only a few psychological contract factors are taken into account in the study. There may be additional factors that act as psychological contracts.

LITERATURE REVIEW

MimozaManxhari, MD (2015) in psychological contract violations and the connections between the phenomenon of violation and Organisational commitment, job satisfaction, and departure intention. Work satisfaction and "intention to leave" are inversely correlated with Organisational commitment. A lower intention to leave is correlated with increases in satisfaction. A very high level of resignation propensity is reflected in a breach of the transactional contract. Finally, the findings demonstrated that compared to transactional contracts, relational contracts offer an Organisational commitment that is almost 4 times higher. 2015 (Manxharia)

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KhushaliPathak and DevendraLodha (2017) Employee engagement is seen to be a key factor in determining an organization's productivity as well as the effectiveness of its workforce. Trustworthiness inside the Organisation, assistance with problem solving and question resolution, in addition to information exchange, idea sharing, and employee feedback, all of which have an impact on employee engagement (2017) DevendraLodha.

Employees who are by nature conscientious and agreeable are less likely to detect a breach in their psychological contract, according to **Hassan Jafri (2014)**. Employers should consider a candidate's personality while hiring them. Employees may prioritise their performance and Organisational development if they are hired based on particular personality qualities (Jafri, 2014).

John F. Kennedy and Barbara Jean Knights (2005) Long-term employees showed more Organisational commitment. The organization's misrepresentation of the nature of the employment and performance feedback are the three most prominent areas of actual and prospective violation that have been found. These violations may have directly contributed to employee sentiments of job unhappiness through the non-delivery of knowledge and skills that may have enabled the employee to feel less strain and stress in their job, given the empirical association between violation and job dissatisfaction (Kennedy, 2005).

Mighty Jose (2008) Permanent employees have a different psychological contract than temporary workers do. Between Permanent and Temporary Employees, Organizational Commitment does not significantly differ. Between permanent and temporary employees, there are notable differences in the Employer and Employee Obligations of the Psychological Contract. (Jose, 2008).

In **Guest (2004)**, the psychological contract is used as a framework for reviewing the evidence regarding the effects of flexible employment contracts on employees' attitudes and behaviour. The study casts doubt on the notion that people with flexible work arrangements are always at a disadvantage. People who have contracts of their own choosing, especially

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knowledge workers who may be pursuing careers without boundaries, are especially likely to report positive results. The evidence also suggests that the psychological contract framework adds to our understanding of how different outcomes are explained.

RESEARCH GAP

A number of conceptual study have been made in various parts of the world in connection with the topic's like breach of psychological contract, motivation, commitments, violations of psychological contract, training and developing, Faculty engagement, turn over and absenteeism in manufacturing sector in KPO, Call Centers, School teacher and various models has been designed. Through the review of the literature it was found, there exist a gap that most literature source has not address, the topics like psychological contract impact on performance and productivity especially in public sector, Deemed and private sector University academicians. In recent times demand for psychological contract has risen due to various University and Faculty expectations such as good benefits, empowerment, mutual respect, trust, career development, commitment honesty, Integrity and organizational development as a whole the Education institution which attracts knowledgeable people, acquires, engages, develops, motivate and retain talent wood succeed. This study would help in understanding prospects and perception of academicians relating to Faculty commitment, psychological contract, Faculty engagement and its effect on Faculty performance through the review of the literature it was found none of the studies have been conducted on the topic psychological contract in Karnataka. A comparison between Indian manufacturing and KPO, Public and Private Banks has been conducted, but no research has been conducted in Higher Education Sector. Hence the study titled "Influence of Psychological Contract on Faculty performance of public deemed and private Universities in Karnataka" makes an attempt to bridge the above gap.

TESTING OF 1st HYPOTHESIS

H₀₁ : There is no significant match between University expectations and Faculty expectations.

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H_{a1} : There is a significant match between University expectations and Faculty expectations.

The above mentioned hypothesis has been explored with inferential statistical data analysis and results are discussed as follows;

Table4.31: Independent Sample's t test

Particular	Mean	SD	t-value	p-value
University Expectations	4.38	0.86	2.657	0.008*
Faculty Expectations	4.52	0.67		

The table reveals the mean value and SD scores with respect to the significant match between University expectations and Faculty expectations. The mean scores and SD for University expectations are 4.38 and 0.86, respectively, whereas for Faculty expectations the mean and the standard deviation are 4.52 and 0.67, respectively. This indicates that Faculty expectations are relatively more consistent than University expectations with a lower standard deviation as well as greater optimism with a higher mean value.

The t-test value is 2.657, with an observed p-value of 0.008, which is considered for understanding the results. On the basis of a statistically significant result at 5% level, since the observed p-value is less than the standard p-value of 0.05, it can be inferred that there is a significant match between University expectations and Faculty expectations.

RESULT

“Null hypothesis is rejected and alternate hypothesis is accepted then it can be concluded that there is a significant match between University expectations and Faculty expectations”

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TESTING OF 2nd HYPOTHESIS

H₀₂ : There is no significant effect of factors of psychological contract on Faculty performance

H_{a2} : There is a significant effect of factors of psychological contract on Faculty performance

The above mentioned hypothesis has been explored with inferential statistical data analysis and results are discussed as follows;

Table 4.52:Model Summary

Model	R	R Square	Adjusted R Square	Durbin Watson
1	0.622	0.387	0.381	1.80

From the above table, the R value represents the simple correlation and is 0.622, which indicates a close to strong degree of correlation. R² = 0.387, which means that the independent variables, explains 38.7% of the variability of the dependent variable, in this research work.

Table 4.53:ANOVA

Model		Sum of Squares	df	Mean Square	F	p-value
1	Regression	38.659	4	9.665	66.732	0.001*
	Residual	61.263	423	.145		
	Total	99.923	427			

The regression model is statistically significant; F = 66.732 and the p-value value is less than 0.05. This indicates that, overall, the model is able to statistically significantly predict the effects of the dependent variable. The value for Durbin-Watson is more than one, which

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indicates that the residuals are uncorrelated as it is near the value of "two," which suggests that residuals are uncorrelated and the model is a good fit for the data.

Table 4.54:Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	p-value
		B	Std. Error	Beta		
1	(Constant)	3.223	0.228		14.131	0.001*
	IV1	0.087	0.057	0.115	1.546	0.123
	IV2	0.274	0.043	0.393	6.353	0.001*
	IV3	-0.003	0.043	-0.004	-0.060	0.952
	IV4	-0.085	0.025	-0.186	-3.373	0.001*

From the above table **Error! Reference source not found.**, the coefficients table offers the necessary information to predict effect of factors of psychological contract on Faculty Performance [EP]. Relational Psychological Contract[IV1] &Balanced Psychological Contract[IV3] independent variables are statistically not significantly to the model (all the p values are > 0.05). Transactional Psychological Contract [IV2] &Transitional Psychological Contract [IV4] independent variables are statistically significantly to the model (all the p values are < 0.05).

Furthermore, using the values in the "B" column under the "Unstandardized Coefficients" column to present the regression equation with the error term (e) as follows;

Regression equation derived by calculation

$$EP = 3.223 + 0.087 (IV1) + 0.274 (IV2) - 0.003 (IV3) - 0.085 (IV4) + e$$

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The implication of the above equation is, as there is one unit increase/decrease in the independent variables, leads to increase/decrease in the dependent variable.

RESULT

“Null hypothesis is rejected and alternate hypothesis is accepted then it can be concluded that there is a significant effect of factors of psychological contract on Faculty performance”

FINDINGS

- The mean scores and SD for University expectations are 4.38 and 0.86, respectively, whereas for Faculty expectations the mean and the standard deviation are 4.52 and 0.67, respectively. This indicates that Faculty expectations are relatively more consistent than University expectations with a lower standard deviation as well as greater optimism with a higher mean value. It can be inferred that there is a significant match between University expectations and Faculty expectations.
- Faculty -University transactional Psychological Contract statements indicated consistency with respondent's opinions as standard deviation being less than one and mean value more than four which is on the positive affinity of the survey scale.
- Balanced internal advancement scheme of University facilitate Faculty for career development and Personal growth within the University
- Transitional Psychological Contract practices of University helps to predict future direction of University relationship with the Faculty members
- Task Performance reveals that Faculty members always plan and organize to achieve the objective of the job and meet their deadlines

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- Contextual Performance facilitates Faculty members to make innovative suggestions to improve the overall quality of the University
- Faculty members are conscientiousness as they exhibit punctuality arriving at work on time in the morning and after lunch breaks as well as do not take unnecessary breaks or leaves
- University's Commitments/Obligations to Faculty members to provide job assignments that would help them in enhancing career.
- Faculty 's Commitments/Obligations to Universities indicates that they are loyal and proud to be associated with the present University.
- There is a significant effect of factors of psychological contract on Faculty performance as regression analysis found to be significant.

CONCLUSION

Demands of the modern economic environment have resulted in both the University and the Faculty having a changed psychological contact. Today the contract formed is more transactional and about self-actualization.

In spite of the lack of a combined approach to reconcile the concept of the PC and small Firms, the abundance of research on the former provide a substantial qualitative basis for investigating these two themes. Essentially, there is significant room to try and test the hypotheses of the various schools of thought on the psychological contract on some small firms' setting. Of course there certain constraints that must be taken into account before engaging in such an examination.

If all the Universities give equal emphasis and assistance to the progress of their faculty members, this will reduce discrepancies between departments and improve the overall performance of Universities and the Education System as a whole.

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SUGGESTIONS

- The research indicates that Faculty expectations are more constant than University expectations. It can be recommended that Universities should focus more on meeting faculty expectations by conducting frequent surveys of faculty members' expectations to better understand their consistent expectations.
- It is suggested that if we wish to improve the quality of Education, it is suggested that all Universities' expectations of academics should be identical. Policymakers in the Education field should look into this issue and make the necessary changes.
- The job opportunities that Universities provide for their faculty members should be oriented at helping them advance in their careers.
- Intrinsic values held by members of the faculty at public Universities should be acknowledged in order to facilitate the incorporation of relational and transitional psychological considerations. Private Universities should also give priority to the task performance along with contextual and conscientiousness performance.

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