

**RELATIONSHIP BETWEEN PSYCHOLOGICAL CONTRACT AND  
COUNTERPRODUCTIVE WORK BEHAVIOUR AMONG SELF-  
FINANCING AND AIDED TEACHING STAFFS**

Dissertation submitted in partial fulfilment of the requirements for the award of  
Master of Science in Psychology

By

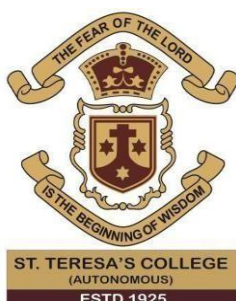
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**CERTIFICATE**

This is to certify that the dissertation entitled, “The relationship between psychological contract and counterproductive work behaviour among self-financing and aided teaching staffs”, is a bonafide record submitted by Ms. Archana T.D, Reg.no. SM20PSY002, of St. Teresa’s College, Ernakulam under my supervision and guidance and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

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## DECLARATION

I, Archana T.D, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Jisha Shekar, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

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## **ABSTRACT**

The present study focuses on assessing the counterproductive work behaviour and psychological contract among self-financing and aided teaching staffs. For the present study, 200 samples were collected from various districts of Kerala. In this study non probability sampling is used. The study has drawn the following conclusion. There is a relationship between counterproductive work behaviour and psychological contract. There is no significant relationship between counterproductive work behaviour and psychological contract among self-financing and aided teaching staffs.

Keywords: Psychological contract, Counter productive work behaviour



## **CHAPTER 01: INTRODUCTION**

## INTRODUCTION

Counterproductive work behavior (CWB) refers to voluntary behaviors that harm organizations (CWB-O) or people working in the organizations employee (CWB-P). Example behaviors of CWB include destroying company property, calling in sick when not ill, insulting another employee, and stealing something from the employer. CWB is very prevalent in the workplace and costs organizations billions of dollars annually. Given the detrimental effects of CWB in the workplace, a great deal of research has been conducted to examine its dimensions, measurement, predictors, and relationships with other employee voluntary behaviors (e.g., organizational citizenship behavior). The levels of examination of CWB also extended from between-person relationships to within-person designs and meta-analyses. This phenomenon has received research attention from researchers across the world. (Zhou, 2020).

Psychological contract refers to mutual unwritten expectations that exist between an employee and his/her employer regarding policies and practices in their organization. Psychological contract influences job attitudes and performances of the employees. Psychological contract is an individual's belief in mutual obligations between that person and another party, such as an employer (Rousseau, 1989). This belief is predicated on the perception that an exchange of promises has been made (e.g., of employment or career opportunities) to which the parties are bound. Most research on psychological contracts focuses on obligations in the context of the employment relationship. Non-fulfilment of obligations occurs when employees perceive that their organization did not live up to their promises, whereas they themselves fulfil their part of the deal. Morrison and Robinson (1997) make a distinction between the cognitive perception of a discrepancy (breach) and the

emotional reaction to the discrepancy (violation). They refer to violation as the emotional reaction to a perceived failure to comply with the terms of a psychological contract.

### **1.1 NEED AND SIGNIFICANCE OF THE STUDY**

This study is to understand the psychological contract and counterproductive behaviour among the teachers of both self-financing and aided colleges and schools. This study help us to understand the expectations that a teacher would have while working in their firm and also about the counterproductive behaviors that they may exhibit during their work time, it can be anything which is voluntary and harmful to the organization they work. This study would be helpful to know them and make a change in the firm and also a change to the expectations of teachers about the organization. It would help us to understand their part and can bring a change that is healthy for both the teachers and their organization. With the help of this study we can bring a change to this sector by taking care of teacher's concerns about their works.

**CHAPTER 2: REVIEW OF LITERATURE**

Alcover, C. M., Rico, R., Turnley, W. H., & Bolino, M. C. (2017). Understanding the changing nature of psychological contracts in 21st century organizations “A multiple-foci exchange relationships approach and proposed framework” and the result was they advocate a multiple-foci exchange relationships approach that will ultimately enable us to develop a more comprehensive understanding of the complex nature of PCs in 21st century organizations.

Akhtar, M.N., Bal, M. and Long, L. (2016), "Exit, voice, loyalty, and neglect reactions to frequency of change, and impact of change: A sense making perspective through the lens of psychological contract" and the results largely supported the hypotheses. The tools used for FC was measured with two items adopted from Rafferty and Griffin (2006), IC was adopted from Lau and Woodman (1995) Successfulness of changes in the past. Successfulness of past changes was measured by using a single item developed by Metselaar (1997), EVLN. A total of 22 items (6 for exit, 5 for voice, 5 for loyalty and 6 for neglect) developed by Rusbult

*et al.* (1988) were used, Perceived PCF. The Tilburg Psychological Contract Questionnaire, developed by Freese *et al.* (2008). Findings showed that FC is negatively related to loyalty but positively related to exit, voice, and neglect behaviors via contract fulfillment. IC is also found to have negatively related to loyalty but positively related to exit, voice, and neglect via PCF. SPC was found to moderate the relation between FC, IC, and contract fulfillment, as well as the indirect relationship with exit, voice, and neglect through contract fulfillment and negatively between FC, IC, and loyalty through contract fulfillment. The authors found direct interaction effects of FC via SPC in relation to

exit and loyalty and also found direct interaction effects of IC via SPC to exit, voice, and loyalty.

Freese, C., Schalk, R. and Croon, M. (2011), "The impact of organizational changes on psychological contracts: A longitudinal study", The Tilburg Psychological Contract Questionnaire measures perceived obligations with respect to Job Content, Career Development, Social Atmosphere, Organizational Policies and Rewards (perceived organizational obligations) and In-role and Extra-role Obligations (perceived employee obligations). Linear structural equation modeling was used to test the changes in psychological contracts and outcome variables over time, and also to investigate the changes in the relationships between the dependent and independent variables over time the finding suggest that organizational changes negatively affect the fulfilment and violation of perceived organizational obligations. However, perceived employee obligations are not affected. The perceived fulfilment of Organizational Policies and violations of the psychological contract in general are most strongly affected.

Witte, H., Cuypar, N. (2006), "The impact of job insecurity and contract type on attitudes, well-being and behavioral reports: A psychological contract perspective" , they selected two organizations from the industrial sector, the service industries and the government sector, respectively. Considering our special research interest, two organizations did not participate because they employed few temporary employees. The choice of organizations as well as sectors was made based on their possibilities of generalizing findings, and on the expected variation of employment contracts Results validate the assumptions made in psychological contract

theory. Furthermore, job insecurity proved problematic for permanents but not for temporaries when job satisfaction and organizational commitment are concerned. No such differential effects are observed for life satisfaction and self-rated performance. Implications for future research are discussed.

Heuval, S., V.,D., Schalk, R. (2009) “The relationship between fulfilment of the psychological contract and resistance to change during organizational transformations” , the tool used is fulfillment of psychological contract and the types of change and resistance and control variable like demographic factors are considered. The results showed a significant negative relationship between fulfilment of the organization side of the psychological contract and affective resistance to change. The more the organization had fulfilled its promises in the employee’s perception, the less the employee resisted the organizational change. In addition the type of organizational change significantly moderated the relationship between fulfilment of the psychological contract and resistance to change

Schaupp, G.L. (2012). An Experimental Study of Psychological Contract Breach: The Effects of Exchange Congruence in the Employer-Employee Relationship. An experimental design was used and data was collected from 421 subjects in six treatment groups and two control groups. The treatment groups examined the effects of withdrawal breach (without resource substitutions) and both congruent and incongruent resource substitutions in transactional and relational work contexts. Also, two control groups in which no psychological breach was induced were examined The results of the experiment differ for the transactional and relational treatments. No significant differences in perceptions of breach or violation were found with regard to the type of breach induced among the transactional treatment

Kraak, J.M., Lunardo, R. Herrbach., O. et.al (2007). “Promises to employees matter, self-identity too: Effects of psychological contract breach and older worker identity on violation and turnover intentions” the tools used were Psychological contract violation was measured with a separate fouritem scale, from Robinson and Morrison (2000), The multidimensional conceptualization of breach was measured through a measure by Freese et al. (2008a). This research contributes to the literature by identifying specific areas of the psychological contract that exert a direct effect on violation and an indirect effect on turnover intentions. A second contribution lies in the finding that older worker identity moderates the relationship between breach and violation for those areas.

Spector, P.E., and Fox, S., (2009) “Counterproductive Work Behavior and Organisational Citizenship Behavior: Are They opposite Forms of Active Behavior?” And finally, they provide suggestions for studying these behaviors episodically as opposed to aggregating frequencies of behavior over extended periods of time.



Spector, P.E., Fox, S., Penney, L.M., et.al (2005) “The dimensionality of counter productivity: Are all counterproductive behaviors created equal?” A finer-grained analysis of the relationship between counterproductive work behavior and antecedents was conducted with the five-subcales (abuse toward others, production deviance, sabotage, theft, and withdrawal) taken from the 45-item Counterproductive Work Behavior Checklist, a measure that has been used in a number of prior studies. Described is the rationale for each of the five dimensions, which have been discussed individually in the literature. Data from three combined studies provide evidence for differential relationships with potential antecedents that suggest the use of more specific subscales to assess CWB. Most notably, abuse and sabotage were most strongly related to anger and stress, theft was unrelated to emotion, and withdrawal was associated with boredom and being upset and finally they conclude that the distinct forms of CWB may suggest distinct underlying dynamics that vary in their balance of hostile and instrumental motivational systems.

Bayram, N., Gursakal, N., and Bilgel, N., (2009) “Counterproductive Work Behavior among White-Collar Employees: A study from Turkey” A total of 766 employees voluntarily participated in our study. We focused especially on employees' perceptions of their work environment and on their affective responses to those perceptions used five instruments for this study: (1) the Minnesota Job Satisfaction Scale (JS); (2) the Interpersonal Conflict Scale (ICAW); (3) the Organizational Constraints Scale (OC); (4) the Quantitative Workload Scale (QWL); and (5) the CWB Scale. And concluded that by abolishing pre-existing organizational constraints there may be a reduction in CWBs.

Spector, P. E., Penney, L.M., (2003) "Narcissism and Counterproductive Work Behavior: Do Bigger Egos Mean Bigger Problems?" they used tools including The Narcissistic Personality Inventory (NPI, Raskin and Hall 1979) was developed using the DSM-III behavioral criteria as a conceptual template to measure 'individual differences in narcissism in non-clinical populations', The ten-item Spielberger Trait Anger Scale (TAS) from the State-Anger Expression Inventory (STAXI-2; Spielberger 1998) measures individual differences in the frequency that angry feelings are experienced, the Job Reactions Survey (JRS) by Fox et al. (in press) was developed to measure a wide range of CWB by collapsing other available scales measuring these types of behavior and eliminating overlapping items. it was found out that the narcissism was found to moderate the relationship between job constraints and CWB, such that individuals high in narcissism reported more CWB when constraints were high, than individuals low in narcissism.

Peng, H., (2012) "Counterproductive Work Behavior among Chinese Knowledge Workers". The purpose of this study was to investigate the frequency and antecedents of Chinese knowledge workers' counterproductive work behavior (CWB) by using a self-developed indigenous scale. The paper consisted of two studies. Study 1 developed an indigenous measure of knowledge workers' CWB. Study 2 investigated the frequencies and antecedents of Chinese knowledge workers' CWB using the indigenous measure with a sample of 366 participants. T results showed that personality variables (i.e., agreeableness, conscientiousness, neuroticism, and locus of control) were more important than other variables (e.g., demographic and job characteristics) in predicting CWB.

Hafidz, S. W. M., Hoesni, S. M. & Fatimah, O.,(2012) “The Relationship between Organizational Citizenship Behavior and Counterproductive Work Behavior”. The tool used for Organizational Citizenship Behavior (OCB) is 24-item scale was developed by Podsakoff et al. (1990). There are five dimensions in the scale: altruism, conscientiousness, sportsmanship, courtesy and civic virtue and for Counterproductive Work Behavior (CWB) an 84-item questionnaire was used in this study to measure counterproductive work behavior. The items in this section are mostly based on the questionnaire used by Gruys and Sackett (2003), but some items were also added. The findings showed that individuals can engage in OCB and CWB at the same time, which necessitates organizations to find a way to encourage their employees to engage in OCB and not in CWB.

Klotz, A.C. and Buckley, M.R. (2013), "A historical perspective of counterproductive work behavior targeting the organization" they concluded that over the past few centuries, employees have engaged in behaviors that harm their organizations; as organizations have become more complex, however, employees have found many more ways to engage in CWB-O. Further, recent advances in technology have made employee CWB-O much more ambiguous.

Meier, L. L., & Spector, P. E. (2013). “Reciprocal effects of work stressors and counterproductive work behavior: A five-wave longitudinal study”. The collected data using a web-based longitudinal survey that included five assessments at 2-month interval and the tools were Organizational constraints were assessed with a scale developed by Spector and Jex (1998), Experienced incivility. Experienced incivility was assessed with an adapted seven-item scale developed by Cortina et al. (2001), Interpersonal and organizational CWB. Interpersonal and organizational CWB were assessed with the two subscales of Bennett and

Robinson's (2000) deviance scale. The results supported the possibility of a reciprocal relationship. Organizational constraints (but not experienced incivility) predicted subsequent CWB, and CWB predicted subsequent organizational constraints and experienced incivility. Because reciprocal effects point to a vicious cycle with detrimental effects of CWB to both actors and targets, the findings are not only of theoretical but also of practical importance.

Braun, S., Aydin, N., Frey, D. *et al.* "Leader Narcissism Predicts Malicious Envy and Supervisor-Targeted Counterproductive Work Behavior: Evidence from Field and Experimental Research". They measured leader narcissism with a 15-item ( $\alpha = .80$ ) German version (Schütz et al. 2004) of the Narcissistic Personality Inventory (NPI) with a dichotomous forced-choice format (1 "narcissistic," 0 "non-narcissistic") measured malicious envy ( $\alpha = .98$ ) and benign envy ( $\alpha = .78$ ) with eight items each. The items were adapted from Lange and Crusius (2015), Leaders rated the frequency with which followers showed supervisor-targeted CWB (8 items;  $\alpha = .95$ ) and assessed the following control variables, which have been shown to affect feelings of envy (Smith et al. 1999), with three items each: followers' trait envy ( $\alpha = .88$ ), self-esteem ( $\alpha = .79$ ) (Collani and Herzberg 2003), neuroticism ( $\alpha = .84$ ) (Rammstedt and John 2005), and hostility ( $\alpha = .87$ ) (Herzberg 2003). Participants indicated their ratings on 7-point Likert scales from 1 "strongly disagree" to 7 "strongly agree". Results across five studies (i.e., one pilot study ( $N = 50$ ), two experimental studies ( $N = 74$  and  $50$ ), and two field surveys ( $N = 365$  and  $100$ ) indicate that leader narcissism relates positively to followers' negative emotions (i.e., malicious envy), which in turn mediates the positive relation between leader narcissism and supervisor-targeted CWB. Proposed negative relations between leader narcissism and positive emotions (i.e., benign

envy) were only partly supported. Their findings advance the understanding of envy and the detrimental impact of leader narcissism on organizational functioning.

Fox, S., Spector, P.E., & Miles, D., (2002) "Counterproductive Work Behavior (CWB) in Response to Job Stressors and Organizational Justice: Some Mediator and Moderator Tests for Autonomy and Emotions" the tools used were, Work constraints were measured by the Organizational Constraints Scale an 11-item scale based on constraint areas identified by Peters and O'Connor (1980), Conflict was assessed with Spector and Jex's (1998) four-item Interpersonal Conflict at Work Scale (ICAWS), which measures how often the employee experienced arguments, yelling, and rudeness in interactions with co-workers Work autonomy was measured with the Factual Autonomy Scale Perceptions of organizational justice were assessed with distributive and procedural justice scales reported in Moorman (1991) A wide range of emotions experienced in response to the job was measured with the Job-Related Affective Well-Being Scale (JAWS), developed by Van Katwyk, Fox, Spector, and Kelloway (2000) Spielberger's (1979) State-Trait Personality Inventory was used to measure affective disposition. The 10-item Trait Anxiety scale measures a generalized tendency to experience anxiety across time and situations. The 10-item Trait Anger scale assesses the likelihood of perceiving a wide range of situations as anger provoking Counterproductive work behaviors were assessed with a behavioral checklist based on a master list compiled from a number of existing measures. They found out that only very weak support was found for the moderating role of affective disposition (trait anger and trait anxiety), and no support was found for the expected moderating role of autonomy in the stressor-CWB relationship.

Holtz, B.C., Harold, C. M., (2012) "Effects of leadership consideration and structure on employee perceptions of justice and counterproductive work behavior". They examine these effects across two studies using multisource data (employees and supervisors in Study 1; employees and coworkers in Study 2). In case of tools they used the Leader Behavior Description Questionnaire—Form XII to assess leadership consideration and structure, assessed distributive, procedural, informational, and interpersonal justice perceptions using scales developed and validated by Colquitt (2001) CWB was measured with eight items from Dalal, Lam, Weiss, Welch, and Hulin, In addition to the substantive variables of interest in this study, they controlled for participants' age, gender, and job tenure as these variables may have modest relationships with the outcomes of interest in this study. They find the highest levels of CWB among employees of supervisors who exhibit high structure and low consideration. Interestingly, results also suggest that the effects of structure on CWB may be curvilinear (u-shaped) such that moderate levels of structure are associated with the lowest levels of CWB. We discuss implications for future consideration and structure research as well as managerial practice.

Parzefall, M. and Hakanen, J. (2010), "Psychological contract and its motivational and health-enhancing properties" The hypotheses were supported. The tools used were Perceived employer psychological contract fulfilment, the respondents indicated on a five-point scale ranging from 1 (Not fulfilled) to 5 (Fully fulfilled) the extent to which they believed their employer had fulfilled its obligations to the employee, Work engagement, six items tapping into vigour and five items capturing dedication from the Utrecht Work Engagement Scale (UWES). Affective commitment, three items from Allen and Meyer (1990) were used to measure affective commitment Turnover intentions. Four items were

used to measure respondents' turnover intentions, Mental health, six items assessed the frequency in which various positive (satisfied with life and feeling generally happiness) and negative mental states (overstretched, and depressive) were experienced Perceived psychological contract fulfilment had both motivational (psychological contract → work engagement → affective commitment → reduced turnover intentions) and health-enhancing (psychological contract → work engagement → mental health) effects.

Bao, Y., Olson, B., Parayitam, S., & Zhao, S., (2011) "The effects of psychological contract violation on Chinese executives" it was found that a violation of psychological contracts for Chinese executives has a strong negative relationship with organizational commitment. Our results also show the interactional effects of both job and person related variables and psychological contract violations on organizational commitment. More specifically, job involvement, job satisfaction, and hope decrease the negative effects of psychological contract violations, while job demand and locus of control heighten the negative effects of psychological contract violations. Thus, psychological contract research is applicable not only for the Western employee but is also relevant within the Asian context.

**CHAPTER 3: RESEARCH AND METHODOLOGY**



### **3.1 AIM**

To identify the significance between counterproductive work behaviour and psychological contract

### **3.2 PROBLEM STATEMENT**

This study is to identify the psychological contract and the counterproductive work behaviour among teaching staffs this study helps to understand the group characteristics of this two population.

### **3.3 OBJECTIVES OF THE STUDY**

- To understand the relationship between counter productive work behaviour and psychological contract among teachers.
- To understand the psychological contract in self-financing teaching staffs and aided teaching staffs
- To understand counter-productive work behaviour among aided teaching staffs and self-financing

### **3.4 HYPOTHESIS**

- There is significant relation between psychological contract and counter productive work behaviour among teachers.
- There is significant relationship in psychological contract among self-financing teaching staffs and aided teaching staffs

- There is significant relationship in counter productive work behaviour among aided teaching staffs and self-financing teaching staffs

### **3.5 OPERATIONAL DEFINITION**

#### **COUNTER PRODUCTIVE WORK BEHAVIOUR**

A counterproductive work behavior, or CWB, is any employee behavior that undermines the goals and interests of a business. Counterproductive work behaviors come in many different forms, but can include tardiness, theft, fraud, sexual harassment, workplace bullying, absenteeism, substance abuse, workplace aggression, or sabotage. These types of behavior not only impact the quality of work produced by the employee engaging in CWBs but also can negatively affect the productivity of other employees in the company and create undesirable risks for the employer.

#### **PSYCHOLOGICAL CONTRACT**

Psychological contracts are a set of 'promises' or 'expectations' that are exchanged between the parties in an employment relationship. These parties include employers, managers, individual employees and their work colleagues. Unlike formal contracts of employment, they are often tacit or implicit. They tend to be invisible, assumed, unspoken, informal or at best only partially vocalized. Because of this, you have to make a determined effort to find out what they are.

## **RESEARCH DESIGN**

The experimental research design used in this study is descriptive method. In this the survey method is used. Descriptive research is a type of research that is used to describe the characteristics of a population.

### **3.6 SAMPLE**

Teaching staffs

#### **3.6.1 POPULATION**

Here the population is teaching staffs in Kerala.

#### **3.6.2 SAMPLE DESIGN**

Non-probability sampling design, where snow ball sapling is used

- **INCLUSION CRITREA**  
Including, self-financing and aided teaching staffs in Kerala.
- **EXCLUSION CRITERA**  
Excluding non-teaching staffs and other kinds of employees in Kerala

### **3.7 TOOLS USED FOR DATA COLLECTION**

The study was carried out relying on online self-reports under snowball sampling technique (add 1line). Two e-questionnaires are given to the participants which are psychological contract fulfillment and CWB-checklist.

The questionnaire used to measure the psychological contract is psychological contract fulfillment which is an adopted version, reliability of Psychological Contract questionnaire is 0.841. With options including **SA**- Strongly Agree, **A**- Agree, **N**- Neutral, **D**- Disagree, **SD**- Strongly Disagree.

The questionnaire for counterproductive work behaviour is the counterproductive checklist including 32 questions with an option of 5 that is **SA**- Strongly Agree, **A**- Agree, **N**- Neutral, **D**- Disagree, and **SD**- Strongly Disagree. And the reliability of the checklist is Internal Consistency Reliability.

### **3.8 PROCEDURE**

The study was carried out relying on online form under a snowball sampling technique. Two e-questionnaires are given to the participants which are psychological contract fulfillment and CWB-checklist. The participation is voluntary and the confidentiality of the data is maintained.

### **3.9 DATA ANALYSIS TECHNIQUE**

SPSS were used to analyse the data. The spearman rank order correlations test is used to assess the relationship between counterproductive work behaviour and psychological contract. And to compare the CWB and psychological contract among aided and self-financing staffs we used Mann Whitney U test.

## **CHAPTER 04: RESULT AND DISCUSSION**

## RESULT AND DISCUSSION

Table 4.1: variables, rho value, and p value of counterproductive work behaviour and psychological contract

<b>Variables</b>	<b>P</b>	<b>p</b>
<b>Counterproductive work behaviour</b>	<b>-.273**</b>	<b>.000</b>
<b>Psychological contract</b>		

**\*\* $p < 0.01$**

The result of spearman rank order correlation as seen in table 1 says there is a negative relationship between counterproductive work behaviour and psychological contract.

The “ $\rho$ ” is

-.273. as  $\rho$  value is significant at 0.01 level of significance so the hypothesis which states that there is significant relation between psychological contract and counter productive work behaviour among teachers were is accepted, that is H1 is accepted.

Table 4.2: number of samples, mean value, Mann Whitney U value, and p value of counterproductive work behaviour among self-financing and aided teaching staffs

	<b>Types organization</b>	<b>N</b>	<b>Mean rank</b>	<b>U</b>	<b>P</b>
<b>Counter productive work behaviour</b>	Self-financing	107	101.01		
	Aided	93	99.91	4920.500	0.893

The table 4.2 shows the results of Mann Whitney U test here the mean rank of self-financing staffs are 101.01 and 99.91 for aided staffs and  $p=0.893$  ( $p>0.01$ ) which indicates that there is no significant difference in CWB between self-financing and aided teaching staffs and CWB is slightly more for self-financing staffs than aided staffs. As p value is greater than level of significance the hypothesis which states there will be no significant difference in CWB between self-financing and aided staffs is retained.

Table 4.3: types of organization, number of samples, mean rank Mann Whitney U value and  $p$  value of psychological contract among self-financing and aided teaching staffs

	<b>Types organization</b>	<b>N</b>	<b>Mean rank</b>	<b>U</b>	<b>P</b>
<b>Psychological Contract</b>	Self-financing	107	93.63	4240	0.068
	Aided	93	108.41		

As seen in the table 3 the result of Mann Whitney test shows that, the mean rank of self-financing staff is 93.63 and 108.41 for aided staffs and  $p=0.068$  ( $p>0.01$ ) which shows that there is no significant difference in psychological contract among self-financing and aided teaching staffs. As  $p$  value is greater than level of significance the hypothesis which states there will be no significant difference in psychological contract between self-financing and aided teaching staffs is retained.

Counterproductive work behaviors bring losses to the organization directly or indirectly and in case of psychological contract it is the expectations of the employees at work, it is a topic which gained research attention and still there is no studies with both of these variables together.

From the result it is evident that there is a negative relationship between CWB and psychological contract which means that when there is an increase in the CWB the psychological contract score will be showing a decline and if the psychological contract is high then the CWB will be a less shown behaviour. Taking evidence from the study conducted by Chen, Y.et.al on PCB, Organizational cynicism, work alienation and CWB. It



says that there is a positive relationship between CWB and PCB where Psychological contract breach is an employee's perception that his or her organization has failed to fulfill one or more obligations associated with perceived mutual promises. This when expectation is high CWB is low and when there is a failure in expectation CWB is high. Another study by Jones, S., et.al indicated that both paid employees and volunteers experiencing feelings of violation when perceiving psychological contract breach, and engages in CWB targeted to the organization (CWB-O) experience feeling of violation. However, these relationships were not significantly different when comparing paid employees and volunteers. This can be taken as supporting evidence for over study.

As seen in table 2 and 3 we had rejected our H2 and H3 respectively that says there is no relationship in psychological contract among self-financing teaching staffs and aided staffs also there is no relationship in counterproductive work behaviour among self-financing and aided teaching staff. This shows that there won't be any change in their behaviour even though they are working in different situations. This result would be because of the reason as we didn't consider other influencing factors like personality, work engagement, affective commitment, and reduced turn over, job stressors, organizational justice and organizational citizenship behaviour. The study of Fox, S., Spector, P.E., & Miles, D., (2002) and Parzefall, M. and Hakanen, J. (2010) shows above mentioned variables influence CWB and psychological contract. Also, the lesser sample size might also have influenced the results.

**CHAPTER05: CONCLUSION**

## **CONCLUSION**

Based on results of the current study, it can be concluded that CWB and psychological contract are negatively correlated. This means that individual who has a negative expectation towards their company or institution show a tendency of counterproductive work behaviour and vice versa. Organizations would need to find a way to encourage their employees to increase psychological contract and at the same time to find ways to stop their employees from engaging in CWB. Organizations could perhaps put in place a mentoring program where 'older' employees can help 'newer' employees. Organizations should also find ways to curb CWB, as it brings no benefit to the organization, but rather cripples the organization.

## **5.1 FINDINGS**

From the current study the finding is there is a negative correlation with psychological contract and CWB and no significant relationship between psychological contract and counter productive work behaviour in self-financing teaching staffs. Conclude that there is no difference in CWB and psychological contract of aided and self-financing teaching staffs.

## **5.2 LIMITATIONS**

Here in this current study we haven't considered the factors like personality, OCB, turnover, affective behaviours their coping mechanisms etc. which could act as a controlling factor in this study.

### **5.3 SUGGESTIONS FOR FURTHER STUDY**

The inevitably has some limitations. The topic of the study is a sensitive one thus there is a chance of bias where they answer the questions in favourable for them to make themselves look good social desirability response bias. Thus, the real frequency of CWB was likely under-reported by participants to avoid being identified thus in future research researchers should be examining the same by using other reports. The generalizability of the present study may be a problem, as we only considered teachers from Kerala and we can't claim that this is common in everywhere. And also variables like personality and other can be considered in this study for attaining further broad information.

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**APPENDICES**

## DEMOGRAPHIC DETAILS

Name:

Age:

Gender:

Are you under: self-financing/ aided

## PSYCHOLOGICAL CONTRACT FULFILLMENT QUESTIONNAIRE

The following questions are related to the factors that impact Psychological Contract in managing employees' retention. In what extent do you agree with the statement?

SA- Strongly Agree, A- Agree, N- Neutral, D- Disagree, SD- Strongly Disagree

### A. Psychological Contract Fulfillment

S.No	Questions	SA	A	N	D	SD
1.	Management at my college is sincere in its attempt to understand the employee's point of view.					
2.	Management at my college creates an environment of openness and trust.					
3.	Management at my college really cares about my well being.					
4.	I feel valued as an employee of Organization.					
5.	Management at my college gives recognition to employees for superior performance.					
6.	Management at my college effectively demonstrate organization's core values.					
7.	I am kept informed about matters affecting me.					
8.	I feel satisfied with the recognition I get for the work I do.					
9.	Employees who want to build a career at organization can make it happen through dedication and work.					
10.	I get informed with the information I receive from management on what is going on in the organization.					
11.	I am satisfied with the involvement in decisions that affect my work.					

12.	I am encouraged to come up with new and better ways of doing things.					
13.	I am satisfied with the opportunity to get a better job in organization.					
14.	Management at my college does a good job of ensuring all employees create a legendary experience.					
15.	Management at my college does a good job of ensuring all employees strive to exceed students' expectations.					
16.	Organization employees have equal opportunities for advancement regardless of age, gender, religion or cultural background.					
17.	I am given a real opportunity to improve my skills at organization.					
18.	In general, the organization lives up to the promises it makes to me.					
19.	My recent performance review included a helpful discussion of my career opportunities.					
20.	At organization, the dignity of the individual is never compromised.					

### COUNTERPRODUCTIVE WORK BEHAVIOUR QUESTIONNAIRE

SL NO	How often have you done each of the following things on your present job?	Never	Once or Twice	Once or Twice in a month	Once or twice in a week	Every day
1	Purposely wasted/ damaged your employer's materials/supplies					
2	Purposely did your work incorrectly					
3	Came to work late without permission					
4	Stayed home from work and said you were sick when you weren't					
5	Purposely dirtied or littered your place of work					
6	Stolen something belonging to your employer					
7	Started or continued a damaging or harmful rumor at work					
8	Purposely worked slowly when things needed to get done					
9	Taken a longer break than you were allowed to take					
10	Purposely failed to follow instructions					
11	Left work earlier than you were allowed to					
12	Insulted someone about their job performance					
13	Ignored someone at work					
14	Blamed someone at work for error you made					
15	Started an argument/ verbally abuse with someone at work					
16	Verbally abused someone at work					
17	Threatened someone at work with violence					
18	Said something obscene to someone at work to make them feel bad					
19	Insulted or made fun of someone at work					