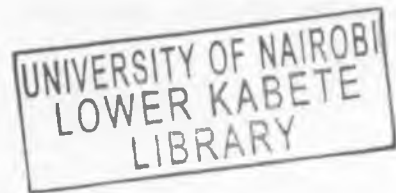


**THE ROLE OF PSYCHOLOGICAL CONTRACT ON SECONDARY  
SCHOOL TEACHERS COMMITMENT IN KITUI CENTRAL DISTRICT**

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DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA),  
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**OCTOBER, 2012**

## DECLARATION

This research project is my original work and has not been presented for the award of degree in any other university or institution for any other purpose.

Signature .....  .....

Date ..... 12/11/2012 .....

Wilson M. Makau

D61/ 63126 /2010

This research project has been submitted for examination with my approval as University supervisor.

Signature .....  .....

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## **DEDICATION**

I dedicate this project to my dear wife Polyne Mwongeli, sons Boniface and Martin and my daughter Alice Mumbua for their support during the whole duration of this course.

## **ACKNOWLEDGEMENT**

The process of this masters project writing has been a wonderful learning experience in my academic life. It was filled with both challenges and rewards. The completion of my present study lead to a new beginning and a step forward in my endeavours.

I am grateful to God almighty who has always been there in my endeavours in life including this study.

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## ABSTRACT

In an environment of rapid organizational change, where the ideas of satisfaction and motivation are potentially meaningless, the psychological contract appears to provide a useful integrative concept around which to converge the concerns of the contemporary workplace. Organizational effectiveness can be achieved by developing a working environment where employees identify with their organization's goals, values and objectives, develop a positive attitude towards their jobs, identify with superiors and identify with their occupation or professional group.

The objective of the study was to establish the role of psychological contract on secondary school teachers' commitment in Kitui Central District. The study adopted descriptive research design. The population of the study consisted of all twenty six public secondary schools in Kitui Central District. The study used primary data which were collected through self-administered structured questionnaires. The data was analyzed and presented using mean and percentages.

The findings of the study was that teachers mostly derive their psychological contract from the treatment of employees by the school, from co-workers and supervisors in the organization, during recruitment in the organization, from formal compensation and benefits in the school and from behaviour of co-workers and supervisors. Psychological contract plays a critical role in the teachers' commitment at the school as it influences the pay and job security in the employment contract, strong family ties, societal impact, employment history, extended family relationship, legal systems in the employment contract, practices that foster employee commitment, internal career development mechanisms, consistent and complementary set of human resource practices, long-term employment, changes on role and tasks of employees and introduction of new obligations.



# CHAPTER ONE: INTRODUCTION

## 1.1 Background to the Study

In an environment of rapid organizational change, where the ideas of satisfaction and motivation are potentially meaningless, the psychological contract appears to provide a useful integrative concept around which to converge the concerns of the contemporary workplace (Marks, 2010). She observes that in a changing business world where there is need for lean production and efficient and effective services are required, the traditional drivers of employee motivation: job security, cost of living increases and career progression are becoming less critical. Instead emphasis is now shifting to current performance and not long term careers. Focusing on the psychological contract emphasizes the importance of balancing both individual and organizational concerns about careers. This is especially important for those organizations which are still seeking loyalty and commitment from their employees, even though they are unable or unwilling to provide job security in return (Newell and Dopson, 2006).

A key issue in psychological contracts is the belief that some kind of promise is made and a consideration is offered in exchange for it, binding the parties to some set of reciprocal obligations (Rousseau, 2011). A number of researchers commonly agree that the concept of psychological contract has the potential to advance understanding of how increasingly individualized employment relationships function in contemporary work life (Guest, 2004). It is believed that organizational effectiveness can be achieved by developing a working environment where employees identify with their organization's goals, values and objectives, develop a positive attitude towards their jobs, identify with superiors and

identify with their occupation or professional group (Boshoff and Mels, 2000). According to Marks and Scholaris (2001), over the past two decades in particular, there have been a number of studies which have suggested that it is the psychological contract that mediates this relationship between organizational factors and work outcomes such as commitment and job satisfaction. The various internal and external changes are fundamentally transforming the nature of organizations and institutions, with consequent impacts on employee relations. The educational sector all over has indeed seen a shift from traditional bureaucratic structures to more flexible, fluid structures and there has been an attendant shift in employee relations from a collective to an individual focus which highlights the role of the individual within the employment relationship (Beardwell, 2006). Several reforms initiated in the sector aimed at increasing flexibility and competitiveness have coincided with the emergence of human resource management and led to an emphasis on strengthening the direct links between management and workers (Beardwell, 2006).

### **1.1.1 Psychological Contract**

After Rousseau's (1989) seminal work, most researchers have conceptualized psychological contract as an employee's subjective perception of his or her obligations towards the employer and of the obligations of the employer towards the employee. This position has drawn on social exchange theory and the norm of reciprocity, which captures employment relationship as a set of perceived obligations that, when fulfilled, represent acts of reciprocation and influence the subsequent behaviour (i.e. reciprocation) of the exchange partner. There have been two divergent definitions of the psychological

contract. The first, which is described by Herriot and Pemberton (1995) as the “classic” refers to the perceptions of mutual obligations to each other, held by the two parties in the employment relationship, the organization and the employee. The second definition which is based on the work of Rousseau, asserts that the psychological contract is formulated only in the mind of the employee and is therefore about “individual beliefs, shaped by the organization, regarding terms of an exchange between individuals and their organization” (Rousseau, 1995).

According to Rousseau (2011, p. 193) “psychological contract theory represents the employment relationship in terms of the subjective beliefs of employees and their employers”. By its very nature, a psychological contract implies a subjective nature and thus indicating that in every mind there is a different world. A key issue in psychological contracts is the belief that some kind of promise is made and a consideration is offered in exchange for it, binding the parties to some set of reciprocal obligations. However, empirical work has shown that when newcomers enter an organization, they already have expectations about the job itself, the organization and their working relationship, which may function as the basis on which psychological contracts are being formulated (Thomas and Anderson, 2008). Further, the findings have reported that employees change their perceived obligations to the organization as a function of their evaluations of the inducements and obligations offered by the organization adjusting thus their psychological contract with the employing organization (Tsai and Yang, 2010).

The promises exchanged between the newcomer and the employer about the employment relationship establish the main fundamentals of the focal person's psychological contract,

as these comprise the main components of the unwritten agreement between the two parties. Promises are the inherent property of psychological contracting, as these messages encoded by individuals as promissory signify psychological contract creation (Rousseau, 2011). She further argues that promises express intentions to provide the recipient with some benefit. Thus, through promising not only obligations are created but also trust by providing information that people would otherwise possess about each others' intention. As such, upon entry, promises are considered the main ingredient of psychological contract creation as these imply two primary functions: first, they initiate the negotiation between the two parties and, second, they engage both parties in achieving a perceived mutual agreement about their obligations.

### **1.1.2 Employee Commitment**

The concept of organizational commitment has been treated as a variable of interest in its own right and as a result a variety of definitions and measures have been proposed (Coyle-Shapiro et al., 2006). The concept has attracted more attention recently from organizational scientists, perhaps due to changes taking place in employment practices that have arisen from the international employment marketplace and increased alternatives for skilled employees in a global economy. Skilled workers therefore have the opportunity to move organizations in an effort to develop their careers without feeling the need to remain with the same organization for any given period of time. However, notwithstanding these developments in employment practices, there are aspects of the employment relationship that have evolved due to sustained membership in a given environment over an extended period (Sels et al., 2004). In an effort to retain employees

who demonstrate high levels of performance, organizations are willing to foster positive organizational attitudes like job satisfaction and organizational commitment in general.

Greenberg and Baron (2000) define organizational commitment as an “extent to which an individual identifies and is involved with his or her organization or is unwilling to leave it”. It is determined by a number of individual (age, tenure in the organization, etc.), organizational (job design, leadership style) and non-organizational factors (availability of alternatives) (Luthans, 1998). Another factor that leads to enhancing organizational commitment is employee empowerment (Janssen, 2004), which is both individual and organizational factor. Meyer and Allen (1991) distinguish three types of organizational commitment: affective commitment – employees' emotional attachment and involvement in the organization; continuance commitment – continuation of employment inspired by the costs associated with leaving the organization, and normative commitment – obligation to continue employment resulting from externally exerted pressure. Of the above three forms of commitment, affective commitment may be considered most desirable for an organization, as employees with high affective commitment are more likely to willingly contribute to the organizational performance and even do more than it is expected from them. In addition to the reduction of employee turnover, employee organizational commitment is also thought to be essential for quality improvement, which implies a necessity to develop employee commitment in an organization that seeks competitive advantage through the quality enhancement strategy.

### 1.1.3 Secondary Schools teachers performance in Kitui Central District

Kitui Central District is an administrative District in Kenya which is located in Kitui County. It has twenty six public secondary schools, with a student enrolment of Six thousand, eight hundred and twenty five. (6825). There are Two hundred and eight (208) secondary school teachers in Kitui Central District. The District is one of those designated as hardship areas for the purposes of payment of hardship allowance by the Teachers Service Commission. Historically, most teachers in Kenya have been hired centrally through the Ministry of Education (MOE) and the Teachers Service Commission (TSC). Teachers hired through the TSC have TSC protection and receive wages and benefits that are relatively above levels that would clear the market, and there is considerable queuing for these positions. For teachers in these positions, promotions, transfers, and disciplinary actions are decided through the Teachers Service Commission. Some school committees hire teachers locally using parent contributions to supplement the teachers hired by the Teachers Service Commission. The teachers hired through the PTA (Parent-Teacher Association) teachers, receives compensation in the range of 8,000 Kenyan shillings per month. In comparison, the average Teachers Service Commission teacher receives around 18,000 shillings retirement, and medical coverage (Glewwe et al., 2003). New graduates of teacher training colleges and Universities often work for several years as PTA teachers for Primary Schools and board of governors teachers for Secondary Schools and then obtain positions as Teachers service Commission teachers. Insufficient funding has however hampered the hiring of teachers by the Parents Teachers Association and board of Governors due to the introduction of free Primary Education and subsidized Secondary School Learning and thus raising the pupil-teacher ratio both

by increasing the number of students and by reducing the number of teachers. As the most significant resource in schools, teachers are critical to raise education standards. Improving the efficiency and equity of schooling depends, in large measure, on ensuring that teachers are highly skilled, well resourced, and motivated to perform at their best. Raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning. In turn, the effective monitoring and evaluation of teaching is central to the continuous improvement of the effectiveness of teaching in a school. It is essential to know the strengths of teachers and those aspects of their practice which could be further developed.

## **1.2 Research Problem**

Employees' work experiences in terms of job loss, organizational change, and of violation of perceived obligations, has been found to result from a change in their perception of relational aspects of the psychological contract i.e. taking responsibility for career development, commitment to the work itself and expectations of job insecurity (Guest, 2009). These components of the psychological contract in turn have been found to mediate the relationship between work experiences and work outcomes such as job satisfaction and commitment. Indeed Guest and Conway (2010) have showed a relationship between the existence of progressive HR practices, such as career development, and more positive employee perceptions of relations with management, job satisfaction, and commitment.

The changing nature of the Kenyan economy over the period from the mid-1990s to date has been documented and reflects the changing forces of politics, technology, product markets and increased competitive pressures linked to the increasingly global nature of markets (Osoro, 2005). The Kenyan educational sector has not been immune to these forces and has undergone significant changes in recent years, triggered by both trends in the world economy and internal forces within the sector such as changes in the market demand, increased number of learners in both primary and secondary schools as well as the continuous embracing of information technology in the sector. With the introduction of Free Primary education in Kenya in 2003, the number of school going children has increased especially in the government funded institutions. Government secondary schools have not been spared the increase in the number of students and coupled with the need of the Kenyan society to demand accountability and value for their investment and resources in the educational sector, there has been need for teachers to show value for their remuneration. However, according to Kitui Central MOE (2011) report there has been a decline in the level of performance in secondary school results over the last 3 years. The question that will therefore come to mind is whether there lacks a commitment from the teachers or working conditions is not conducive enough for delivery of results. It is therefore important to re-evaluate the working relationship between secondary school teachers in the district and their employer – TSC and establish whether existence of psychological contracting between the teachers and TSC will have an effect in their commitment to work.

Recent local studies done on the role of psychological contract include Longurasia (2008) who researched on employees' perception of psychological contract at Kenya Meat



Commission and found out that employee agency manifests itself as self-actualization, action, influence and creativity, all of which have implications for employees' psychological contracts. Employees emerge as active parties to the psychological contract, consciously modifying and constructing it instead of simply reacting to employer behaviour. Makau (2010) undertook a research on psychological contract and organizational commitment among customer care representatives at Safaricom Ltd Nairobi and found out that perceived fulfillment of the psychological contracts of customer care representatives significantly influences their organizational commitment; psychological barriers to adjustment have a negative influence on both socio-cultural adjustment and psychological adjustment; and customer care representatives psychological adjustment has both a direct and an indirect influence on organizational commitment. Wanjira (2010) researched on new employees' perceptions of psychological contract at Kenya Bureau of Standards, head office, Nairobi and found out that that depending on the HR system an organization adopts, the perception of breach of psychological contract gets affected. The performance of the teachers is pegged on its relationship with its employer who should meet its part of the obligation to ensure that the teachers are motivated since as long as employees perceive that they have adequately met their obligations to their employer, they are likely to feel shortchanged by the organization's failure to live up to its obligations and will be inclined to take actions to rebalance the employment relationship. One way that employees can do this is by reducing their effort towards good performance. As observed above, the studies conducted on psychological contract have not considered the role of psychological contract on secondary school teachers' commitment to work. In addition, the effect of

psychological contract on educational sector commitment is not necessarily the same as in a profit making organization and as a result there is need to establish what role such a contract has on employees commitment. This study will therefore be guided by the question; what is the role of psychological contract on secondary school teachers' commitment?

### **1.3 Research Objective**

To establish the role of psychological contract on secondary school teachers commitment in Kitui Central district

### **1.4 Value of the study**

This study will be useful to many players in the educational sector in the country. The public school administrators and teachers would find this study important because they get to learn how relationship between the teachers and the employers will help them in attainment of the same objectives. Also, they will get to understand to what extent teachers need to go to develop a psychological contract with their employer to enhance commitment and performance.

In addition to philosophical issues of the psychological contracts, the literature on psychological contracts could help Teachers Service Commission in dealing with the fundamental challenges facing teachers in today's dynamic and competitive environment in order to maintain high levels of effectiveness, productivity, innovativeness, and worker motivation.

The government as a major player in the sector will find this study an invaluable source of material in developing appropriate policies that will guide and govern the teaching fraternity in dealing with different groups of stakeholders.

Educators too in the education field would find the information obtained from this study beneficial to their curriculum in imparting knowledge to students and researchers who would be researching on the sector and how it could greatly benefit the country.

For academicians, this study will form the foundation upon which other related and replicated studies can be based on.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Theoretical Framework of the psychological contract

The psychological contract can be understood as the perceptual complement of the formal (written) employment contract. In general, employment contracts serve to bind together individuals and organizations and regulate their behavior, making possible the achievement of organizational goals (Robinson et al., 1994). Legal and psychological contracts are both important aspects of the employment relationship. The difference between legal and psychological contracts is that legal contracts are specified, explicitly defined, in contrast to psychological contracts, which are unwritten, are held individually and which are perceptual in nature. According to Rousseau (2005, p. 43), psychological contract be defined as: “an individual's belief, shaped by the organization, regarding reciprocal obligations.” He further notes that psychological contract theory represents the employment relationship in terms of the subjective beliefs of employees and their employers”.

According to Rousseau (2005), employees derive the terms of their psychological contracts in three main ways: The first one is that Individuals can receive persuasive communications about mutual obligations from others. For example, during the recruitment process, prospective employees receive implicit or explicit promises from recruiters or interviewers. Once hired, employees are likely to learn the opinions of co-workers and supervisors about the obligations that exist between employees and the employer. Secondly, employees observe how their co-workers and supervisors behave

and are treated by the organization, and these observations provide social cues that inform employees of their contractual obligations. Finally, the organization provides structural signals, such as formal compensation systems and benefits, performance reviews, and organizational literature (including handbooks and mission statements), that all play a role in creating the terms of the employees' psychological contract (Aselage and Eisenberger, 2003).

Thomas and Anderson (1998) note that evidence show that when newcomers enter an organization, they already have expectations about the job itself, the organization and their working relationship, which may function as the basis on which psychological contracts are being formulated. Indeed, findings have consistently reported that employees change their perceived obligations to the organization as a function of their evaluations of the inducements and obligations offered by the organization adjusting thus their psychological contract with the employing organization (Tsai and Yang, 2010).

Expectations seem to be revised contingent on the messages conveyed by the contract makers; pre-entry expectations can be either met, unmet or indeed, even over met. Met and over met expectations are incorporated into a newcomer's psychological contract. In particular, expectations that are actualized through implicit or explicit promising within the new employing relationship become part of the new psychological contract.

Violation however, is an “emotional and affective state that may follow from the belief that one's organization has failed to adequately maintain the psychological contract” (Robinson and Morrison, 1997, p.230). Contract violation is more than the failure of the organization to meet expectations; responses are more intense because respect and codes

of conduct are called into question since essentially a “promise” has been broken and it is more personalized. According to Pate and Malone (2000), psychological contract violation has been described as multi-faceted because it incorporates a wide range of responses. At one level, violation invokes responses of disappointment, frustration and distress. More extreme emotional responses include anger, resentment, bitterness and indignation. Violation has also been associated with behavioral outcomes such as lower organizational citizenship, reduced commitment, satisfaction and trust while cynicism increases.

Triggers of psychological breach may be rooted in an organization’s inability to meet obligations regarding distributive, procedural and interactional aspects of justice (Andersson, 2006). Distributive violation occurs when outcomes are perceived to be unfairly distributed for example, financial rewards. Procedural violation refers to the perception of the unfair application of procedures, such as promotion. Finally, interactional violation is linked to employees’ perception of trust of superiors and the organization as a whole and occurs if employees feel they have been treated badly. Such notions of fairness trigger assessment of the psychological contract.

## **2.2 Factors affecting Organizational Psychological Contracts**

With the speed and complexity accompanying organizational transformations in the form of mergers/acquisitions, exponential growth, downsizing, delayering and technological changes, the factors that influence employee – employer relationship has changed. Various authors (Hall, 2002; Sparrow, 2006) have argued that the traditional psychological/career contracts have undergone a change. They have argued that the old

contract which was forged in a period of full employment, stability, growth and predictability, rewards and career advancement was based on hard work and loyalty, whereas the new contract is based on motivational factors of job enrichment and competency development.

### **2.2.1 Cultural setting and psychological contract**

With the increasing trend of globalization, both practitioners and academicians are interested in finding the patterns of employment relation systems in different parts of the world. According to Sahay and Wlatham (1997) for example, the Indian management system is an outcome of a combination of social, economic, religious and political factors that has prevailed for a long time. They claim that Indians are socialized through strong family ties and extended family relationships and as a result they are more likely to develop stronger affinitive tendencies. In the work context, this means that job-related decisions are more influenced by interpersonal considerations than by task demands which translates into strong adoption of “word of mouth” approach to recruit employees (mainly blue collared) and an emphasis on internal advertisements for white collared (Budhwar, 2003). Culture has been looked at as an important factor to understand how the contracts are formed and interpreted in various literatures.

Rousseau and Tijoriwala (1998) indicate that psychological contracts get formed differently across different cultures with varied importance given to the facets of the contract themselves, especially with respect to explicitness and stability. The widely different workplace experiences in different countries can be in part attributed to the societal impact on psychological work contracts. Employment history and prevailing

social and legal climate influence employer-employee relations. In general, private sector white-collared professionals and manager's employment relationship tend to be open ended, flexible and least restricted by socio-political and legal systems while socio-political environment exerts greater influence on the employment relationships of public sector and blue-collared employees (Shah,2000).

Mankidy and Mankidy (2002) observe, for example, that there exist some indications that there is a change in work goal expectations amongst Indian white-collared employees. They note that while the study of bank employees two decades back indicated that pay and job security were the priorities for Indian employees during those times, a recent large cross-cultural study of 2,466 Asian managers including those from India suggest that opportunity to learn new things, a good match between the job requirements and incumbent competencies and interesting work were top priorities of employees at present (Pearson and Chatterjee, 2006). Significantly there was overwhelming managerial perception of “opportunity to learn new things” as the most important work goal across the ten Asian countries used in the study.

### **2.2.2 Human resource management system and psychological contract**

Companies have two broad options for structuring employment – either to develop employees or “build” from within which entails long-term employment, or to “buy” employees from the market (Baron and Kreps, 2009). They point out that both long-term employment and externalization of employment have their pros and cons. Long-term employment with its focus on internal promotion reduces transaction costs, promotes trust worthiness, ensures greater stability and predictability of firm's stock of skills and



capabilities and ensures better coordination and control. Externalization, on the other hand, enables firms to decrease overhead and administrative costs, balance workforce requirements, enhance organizational flexibility (Lepak and Snell, 2009).

At the same time, there has been a trend towards employment based on criteria associated with markets outside the organization, and away from arrangements typically reflecting internal interests of the organization (Cappelli, 1995). Without doubt there is a continuum between a “pure” internal arrangement and complete market determination along which employers are moving. Notwithstanding this movement, it is argued that based on the notion of consistent and complementary HR practices organizations which adopt a particular employment mode such as “build” or “buy” would have a set of HR practices which are interrelated and complementary to each other (Baron and Kreps, 2009). There is logic in arguing for a consistent and complementary set of HR practices from both the employee's, as well as the organization's point of view. For the employees, consistency or thematic approach in human resource practices aids in the learning process by helping them understand what is expected of them and what they can expect in return.

### **2.2.3 Organizational change and the psychological contract**

Organizational changes are presumed to have an impact on the psychological contract, because the changes are likely to affect what the organization will offer to the employees involved and/or what the organization expects to receive from its employees. Psychological contracts are assumed to be influenced by organizational changes in a number of ways. In the first place, the change itself may have consequences for the work situation of employees, for example when their role and tasks are affected, and they have

to adapt to new circumstances and changed demands. This might lead to the introduction of new obligations (Sims, 1994).

In the second place, when the atmosphere in the organization changes as an inadvertent effect of the change process, this might in itself be a cause of a violation of the psychological contract. If a relaxed working atmosphere is one of the selling points of the organization, this might no longer be the case during the organizational change implementation phase. In addition, employees may become insecure about the future and wonder if more expectations will be violated (Morrison, 1994). As providing security is a perceived organizational obligation, this might be a violation of the psychological contract.

Finally, according to Schalk et al., (2008), the implementation process (communication, participation and support) will have consequences for the psychological contract. The way the organization deals with the change process concerns opinions on who should be involved in the change process, which information needs to be provided and which support needs to be given. All these factors include potential violations of psychological contracts. Organizational changes may be categorized by taking a look at the level of change by assessing whether the complete organization or only part of it is affected, whether the change was planned or unintended, whether an urgent problem needs to be solved or gradual developments are implemented (McNamara, 2006).

## **2.3 Theoretical Approaches to Employee Commitment**

Despite numerous articles that have been produced on the subject of employee commitment, there has been lack of consensus on its definition (Meyer and Allen, 1991). The dimensionality of organizational commitment has also added to the confusion surrounding the definition and conceptualization of employee commitment.

### **2.3.1 Social exchange theory**

The exchange perspective views the employment relationship as consisting of social or economic exchanges (Cropanzano, Rupp and Bryne, 2003). Economic exchange relationships involve the exchange of economic benefits in return for employees' effort and are often dependent on formal contracts which are legally enforceable. On the other hand, social exchanges are 'voluntary actions' which may be initiated by an organization's treatment of its employees, with the expectation that the employees will be obligated to reciprocate the good deeds of the organization (Aryee *et al.*, 2002).

The exchange approach view of organizational commitment posits that individuals attach themselves to their organizations in return for certain rewards from the organizations (Farrell and Rusbult, 1981).

According to this view, employees enter organizations with specific skills, desires and goals, and expect to find an environment where they can use their skills, satisfy their desires and achieve their goals. Perceptions of favourable exchange/rewards from the employees' viewpoint are expected to result in increased commitment to the organization. Similarly, the more abundant the perceived rewards in relation to costs, the greater the organizational commitment. On the other hand, failure by the organization to provide

sufficient rewards in exchange for the employees' efforts is likely to result in decreased organizational commitment. This perspective is consistent with Becker's (1960) idea of calculative commitment where individuals' commitment to the organization is in part, a function of accumulated investments.

### **2.3.2 Attitudinal Commitment**

This approach perceives commitment as an individual's psychological attachment to the organization. Consistent with the unitarist values and philosophy of human resource management, attitudinal commitment posits that employees' values and goals are congruent with those of the organization (Armstrong, 2003). This approach, now commonly referred to as affective commitment, has dominated most of organizational commitment research for more than three decades. Meyer and Allen (1991, p.67) defined it as an employee's emotional attachment to, identification with, and involvement in the organization. These definitions view employee commitment as involving some form of psychological bond between the employees and the organization.

Another dimension in explaining attitudinal commitment has been proposed by Wiener (1982). Wiener argues that an employee's commitment could be as a result of internalized normative pressures such as personal moral standards, and not rewards or punishments. Employees with strong normative commitment may feel a deep seated obligation to act in a way which meets organizational goals and interests. Marsh and Mannari (1977, p. 59) describe an employee with lifetime commitment as one who "considers it morally right to stay in the company, regardless of how much status

enhancement or satisfaction the firm gives him over the years". Employees with strong normative commitment remain in the organization because they feel they ought to do so.

### 2.3.3 Behavioural Approach

The behavioural approach views commitment as being purely instrumental and not psychological (Becker, 1960). The assumption of this approach is that employees retain their membership with an organization because the perceived cost of doing otherwise is likely to be high. Mowday *et al.* (1982, p. 26) has defined behavioral commitment as the "process by which individuals become locked into an organization and how they deal with this problem". This approach is now referred to as continuance commitment.

Becker (1960) argues that over a period of time, certain costs accrue which make it more difficult for the person to disengage from a course of activity such as working for a particular organization or pursuing a certain occupational career. The greater the costs and investments which accrue, the more difficult disengagement becomes. He termed these costs as "side-bets". These "side bets" or investments may relate to one's education, marital status, promotion, pension fund, organizational specific skills and other factors which may be perceived as rewards or sunk costs in the particular organization, hence rendering other job opportunities unacceptable.

According to this approach, individuals may be unwilling to quit their organizations lest they be perceived as "job hoppers" (Reichers, 1985). Employees therefore make side bets by staking their reputation for stability on the decision to remain in the organization. Organizations have also been found to make side bets for employees using practices that

lock them into continued membership in the organization through rapid promotion, non-investment pension plans, organization-specific training among others. However, Meyer et al., (1989) caution that such tactics by the organization may not instill in employees the desire to contribute to organizational effectiveness. Instead, some employees may find that they have little desire to remain with the organization but cannot afford to do otherwise.

## **2.4 Organizational Commitment and Psychological Contract**

Meyer and Allen (1991) postulates that there are obvious links between the nature of the psychological contract and the individual's commitment to the organisation. Those with contracts that are predominantly transactional in nature are unlikely to have high levels of commitment to the organisation. Those with relational contracts, on the other hand, may show much higher levels of commitment. There are, however, a number of different aspects to commitment, and the nature of the psychological contract may have differential effects on these different aspects. Commitment to the organization may change and fluctuate throughout an individual's career (Meyer and Allen, 1997) and as such it is important to understand how this construct relates to other important issues (psychological contracts). Although employers are able to increase different types of commitment, it may be difficult to change or adapt social networks or cultural values. Commitment can change throughout the career of an individual and through a more in depth understanding of how contract violation and fulfillment and commitment may influence employees' outcomes, employers can develop specific strategies aimed at increasing the type of commitment that will lead to the most positive outcomes.

Robinson *et al.*, (1994) noted that although it is argued that the psychological contract, like other contracts, is an important influence on the relationship between the employee and the organisation, that influence may not be overtly apparent. Just as with other types of contract, the psychological contract often only becomes an important influence on behaviour, when it becomes salient, for example when it is broken or undergoes substantial change. Both of these will have an impact on the psychological contract. The most important effects occur when the contract is perceived as having been violated or broken. In these circumstances research suggests that the nature of the contract will change. In particular there will be a move away from the relational end of the continuum towards the transactional. Robinson *et al.* (1994), for example, found that employees experiencing contract violation are more likely to report having a transactional psychological contract with their employing organisation. Robinson *et al.* (1994) also found evidence that psychological contract violation has a stronger impact on relational obligations. Employees who experienced psychological contract violations were likely to feel less obliged to fulfill relational type obligations to their employers. This may have considerable detrimental consequences for the organisation. Those with a predominantly transactional contract will only put in what they feel they will get out – “I’m only here for the money”. The “personal” commitment and trust that characterizes the relational contract is likely to be absent. Such things as loyalty, and the expending of extra unpaid effort on the organization’s behalf, will be lacking.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The study adopted a descriptive research design. This is because the study sought to establish the role of psychological contracts on secondary school teachers commitment in Kitui Central District and therefore the respondent gave information based on experiences, and tapping on their memories. This study was descriptive research, which, as Zikmund (2003) explained, provides answers the “who, what, when, where and how” questions. Descriptive studies according to McBurney (2007) involve the process of transforming a mass of raw data into tables, charts, frequency distribution and percentages which are vital part of making the data have sense to the researcher. The design is deemed appropriate because the main interest is to explore the viable relationship and describe the factors which will support matters under investigation. Descriptive design method provided qualitative data from cross section of the chosen population.

#### **3.2 Target Population**

This consisted of all the teachers in the twenty six public secondary schools in Kitui Central District. There are two hundred and eight teachers in the district.



### 3.3

#### **Sample Size**

The researcher obtained a list of all teachers in each school and randomly selected two teachers per school. This approach was appropriate since it ensured a representative sample. The sample size was based on the theory of "Theoretical Saturation" (Strauss and Corbin, 1998). This means that the quality of the data is more important than the number of those who will be questioned. Usually, saturation occurs somewhere between 10 and 30 interviews. The sample size is appropriate for the study as it ensures that all the schools in the district are represented thus reducing sampling bias and achieving a high level of representation

### 3.4

#### **Data Collection Methods**

The study used primary data which was collected through self-administered questionnaires. A questionnaire is a useful tool for collecting data from respondents because of the need to provide a means of expressing their views more openly and clearly. The structured questionnaire consisted of open and closed ended questions designed to elicit specific responses for qualitative and quantitative analysis respectively and consisted of three sections. Section A consisted of demographic information of the respondents while section B consisted of the psychological contract among the teachers and finally section C sought answers on the role of psychological contract on employee commitment among the teachers in Kitui Central district. The researcher used drop and pick later method thus enabling the respondents enough time to adequately respond.

An introductory letter explaining the purpose of the study was used as a proof that the study was done for academic purpose only. A proper record of all questionnaires distributed was kept for ease of follow up and also to ensure high response rate.

### **3.5 Data Analysis and Presentation**

Before final analysis was undertaken the data collected was checked for completeness and consistency. In order to ensure logical completeness and consistency of responses, data editing was carried out by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once editing was done with, data was analyzed qualitatively and quantitatively. The data collected were analyzed using descriptive statistics (measures of central tendency and measures of variations). Once the data was collected, the questionnaires were edited for accuracy, consistency and completeness. The responses were then coded into numerical form to facilitate statistical analysis. Data was analyzed using SPSS. In particular, the descriptive analysis employed tables, pie charts, percentages, mean and standard deviations to summarize the respondent answers.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

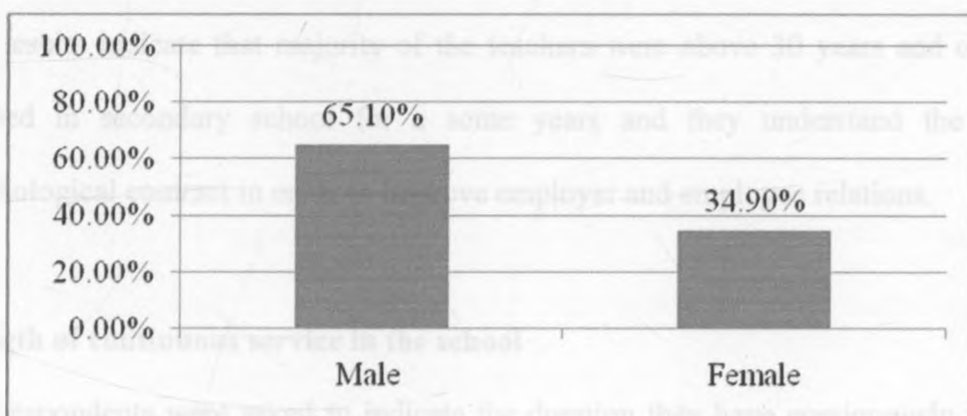
#### 4.1 Demographic Information

The demographic information considered in the study included respondents' gender, age bracket, length of continuous service in the school, duration of school existence and the number of staff members.

##### 4.1.1 Respondents Gender

The respondents were asked to indicate their gender and of the 43 respondents, 65.1% were male while 34.90% were female.

**Figure 4.1: Respondents Gender**



##### 4.1.2 Respondents age bracket

The respondents were asked to indicate their age bracket and the results are as shown in Table 4.1.

**Table 4.1: Respondents age bracket**

Years	Frequency	Percent
21-30	3	7.0
31-40	13	30.2
41-50	24	55.8
Over 50	3	7.0
Total	43	100.0

The findings indicate that 55.8% of the teachers were 41 to 50 years, 30.2% of the teachers were 31 to 40 years, 7% of the teachers indicated that they were over 50 years while another 7% of the teachers indicated that their age was between 21 and 30 years. The results indicate that majority of the teachers were above 30 years and could have worked in secondary school for a some years and they understand the need for psychological contract in order to improve employer and employee relations.

#### **4.1.3 Length of continuous service in the school**

The respondents were asked to indicate the duration they have continuously worked in the school and the results are presented in Table 4.2.

**Table 4.2: Length of continuous service in the school**

Years	Frequency	Percent
Less than 2	5	11.6
2-5	10	23.3
6-10	11	25.6
Over 10	17	39.5
Total	43	100.0

The findings in Table 4.2 indicate that 39.5% of the teachers have worked in their current schools for over 10 years, 25.6% indicated that they have worked for a period of 6 to 10 years, 23.3% of the teachers have worked in their respective schools for 2 to 5 years while 11.6% of the teachers indicated that they have worked for a period of less than 2 years. Majority of the respondents have worked in the schools for over 5 years, thus there is high level of understanding of the importance of psychological contract in teachers commitment.

#### **4.1.4 Duration of school existence**

The respondents were requested to indicate the duration of school existence. The results are presented in Table 4.3.

**Table 4.3: Duration of school existence**

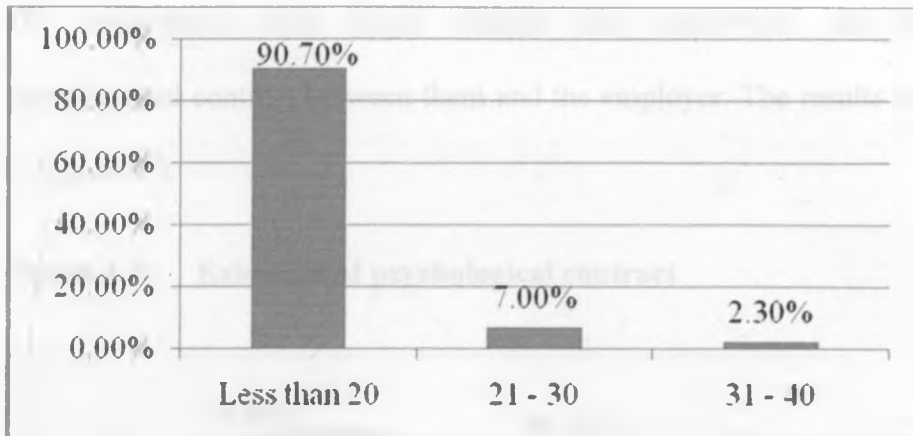
Years	Frequency	Percent
Less than 5	2	4.7
6-10	11	25.6
11-15	17	39.5
Over 16	13	30.2
Total	43	100.0

The findings in Table 4.3 indicate that 39.5% of the schools have been in existence for a period of 11 to 15 years, 30.2% of the schools have been in existence for over 16 years, 25.6% of the schools have been in existence for a period of 6 to 10 years while 4.7% of the schools have been in existence for a period of less than 5 years. The results indicate that majority of the schools have been in existence for more than 5 years.

#### **4.1.5 Number of staff members**

The respondents were asked to indicate the number of staff members in their school. The results are presented in Figure 4.2.

**Figure 4.2: Number of staff members**



The results in Figure 4.2 indicate that 90.7% of the schools have less than 20 members of staff, 7% of the schools have between 21 and 30 members of staff while 2.3% of the schools have between 31 and 40 staff members. The results indicate that most of the schools have less than 20 staff members and these indicate that the number of students in the schools is low.

## 4.2

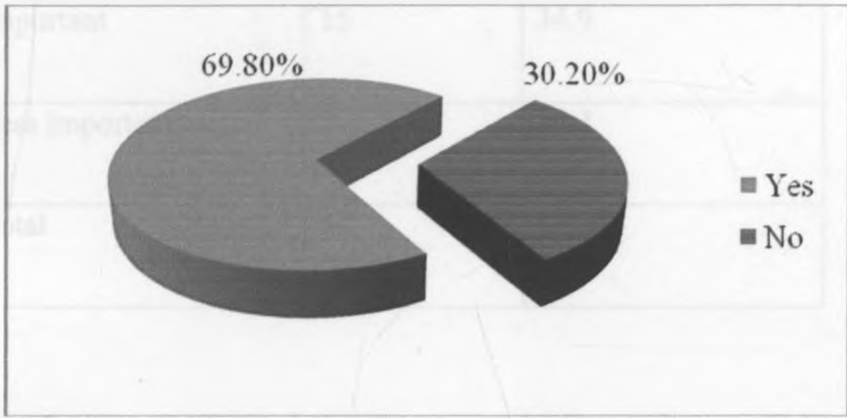
### **Psychological Contract**

Psychological contract is the perceptions of mutual obligations to each other, held by the two parties in the employment relationship, the organization and the employee. A key issue in psychological contracts is the belief that some kind of promise is made and a consideration is offered in exchange for it, binding the parties to some set of reciprocal obligations.

#### 4.2.1 Existence of psychological contract

The respondents were asked whether they understand the existence of psychological contract between them and the employer. The results are presented in Figure 4.3.

**Figure 4.3: Existence of psychological contract**



The findings in Figure 4.3 indicate that 69.8% of the respondents understand that there exist psychological contract between them and the employer while 30.2% of the respondents were not aware. The knowledge of existence of psychological contract would enable the teachers to have expectations about the job itself, the organization and their working relationship.

#### 4.2.2 Importance of psychological contract

The respondents were asked to indicate the importance of understanding and practice of tenets on psychological contract to teacher's commitment.



**Table 4.4: Importance of psychological contract**

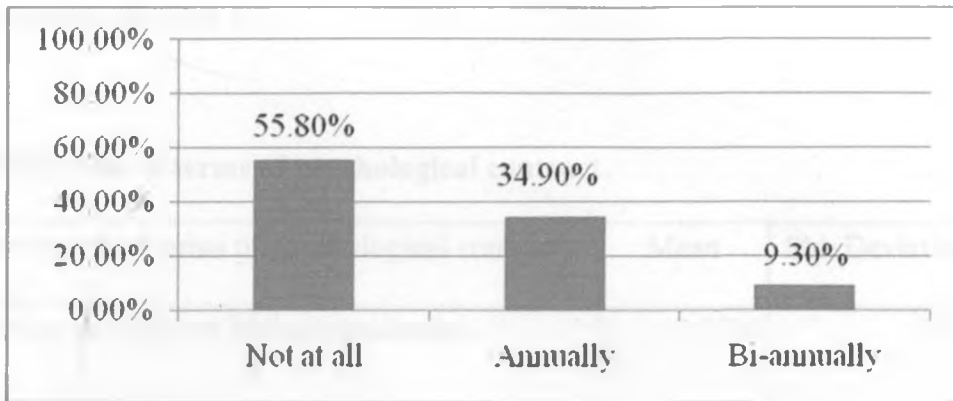
Importance of psychological contract	Frequency	Percent
Extremely important	4	9.3
Very important	17	39.5
Important	15	34.9
Less important	7	16.3
Total	43	100.0

The findings in Table 4.4 indicate that 39.5% of the respondents said that the practice and tenets of psychological contract was very important to the respondents' commitment, 34.9% said it was important, 16.3% of the respondents said it was less important while 9.3% of the respondents said that the practice and tenets of psychological contract was extremely important. The results indicate that psychological contract was important to the teacher's commitment.

#### **4.2.3 Review of psychological contract provisions**

The respondents were asked to indicate the duration they take to review psychological contract provisions. The results are presented in Figure 4.4.

**Figure 4.4: Review of psychological contract provisions**



The findings presented in Figure 4.4 indicate that 55.8% of the respondents said that psychological contract provisions were not reviewed at all, 34.9% of the respondents said it was reviewed annually while 9.3% said it was reviewed bi-annually. The results indicate that the provisions of psychological contract were not reviewed in many schools and these would affect teachers' commitment.

#### **4.2.4 Derivation of terms of psychological contract**

The respondents were requested to indicate the ways in which their bank achieves competitive advantage in a five point Likert scale. The range was 'strongly agree (1)' to 'strongly disagree' (5). The scores of strongly agree have been taken to represent a variable which had mean score of 0 to 2.5 on the continuous Likert scale; ( $0 \leq S.E. < 2.4$ ). The scores of 'moderate extent' have been taken to represent a variable with a mean score of 2.5 to 3.4 on the continuous Likert scale: ( $2.5 \leq M.E. < 3.4$ ) and the score of both disagree and strongly disagree have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous likert scale; ( $3.5 \leq L.E. < 5.0$ ). A standard deviation of  $>0.7$  implies a significant

difference on the impact of the variable among respondents. The results are presented in Table 4.5.

**Table 4.5: Derivation of terms of psychological contract**

Derivation of terms of psychological contract	Mean	Std. Deviation
During recruitment in the organization	2.2791	.8542
From recruiters or interviewers in the organization	2.6977	.8319
From co-workers and supervisors in the organization	2.2186	.8569
Behaviour of co-workers and supervisors	2.3953	.6267
Treatment of employees by the school	2.0465	.7716
Formal compensation and benefits in the school	2.3419	.7653
Performance reviews	2.6047	.7294
Organizational literature	2.7674	.8471

The findings presented in Table 4.5 indicate that the respondents derived mostly the terms of psychological contract from treatment of employees by the school (mean 2.0465), from co-workers and supervisors in the organization (mean

2.2186), during recruitment in the organization (mean 2.2791), from formal compensation and benefits in the school (mean 2.3419) and from behaviour of co-workers and supervisors (mean 2.3953). The respondents on the other hand agreed to a moderate extent that they derive terms of psychological contract from performance reviews (mean 2.6047), from recruiters or interviewers in the organization (mean 2.6977) and from organizational literature (mean 2.7674). The results indicate that psychological contract was derived from different sources by the teachers. The low standard deviation variations indicate that the respondents were in agreement on the sources of psychological contract.

#### **4.2.5 Effect of perceived violation of psychological contract**

The respondents were requested to indicate the effect of perceived violation of psychological contract in a five point likert scale. The range was 'very great extent (1)' to 'Not at all' (5). The scores of both very great extent and great extent have been taken to represent a variable which had a mean score of 0 to 2.5 on the continuous likert scale; ( $0 \leq S.E. < 2.4$ ). The scores of 'moderate extent' have been taken to represent a variable with a mean score of 2.5 to 3.4 on the continuous likert scale: ( $2.5 \leq M.E. < 3.4$ ) and the score of both small extent and not at all have been taken to represent a variable which had a mean score of 3.5 to 5.0 on a continuous likert scale; ( $3.5 \leq L.E. < 5.0$ ). A standard deviation of  $>0.9$  implies a significant difference on the impact of the variable among respondents. The results are shown in Table 4.6.

**Table 4.6: Effect of perceived violation of psychological contract**

Effect of perceived violation of psychological contract	Mean	Std. Deviation
Disappointment	1.9070	.5696
Frustration	1.8372	.5314
Distress	2.3256	.8083
Lower level of citizenship	2.3953	.8490
Reduced commitment	1.7193	.5050
Reduced satisfaction	1.8093	.8035
Reduced trust	2.0953	.7910
Increased cynicism	2.2558	1.0256
High turnover rates	2.6744	1.2482

The findings presented in Table 4.6 indicate that perceived violation of psychological contract results in reduced commitment (1.7193), reduced satisfaction (mean 1.8093), frustration (mean 1.8372), disappointment (mean 1.9070), reduced trust (mean 2.0953), increased cynicism (mean 2.2558), distress (mean 2.3256), lower level of citizenship (mean 2.3953). The respondents moderately agreed that perceived violation of psychological contract leads to high turnover (mean 2.6744). The low standard deviation variations indicate that the respondents were unanimous on the effect of psychological violation.

### 4.3

## Role of Psychological Contract on Employee Commitment

Commitment to the organization may change and fluctuate throughout an individual's career (Meyer and Allen, 1997) and as such it is important to understand how this construct relates to other important issues (psychological contracts). Although employers are able to increase different types of commitment, it may be difficult to change or adapt social networks or cultural values.

### 4.3.1

#### Effect of listed factors on teachers commitment

The respondents were asked to indicate the effect of listed factors on teachers' commitment in school. The results are presented in Table 4.7.

**Table 4.7: Effect of listed factors on teachers' commitment**

Effect of listed factors on teachers commitment	Mean	Std. Deviation
<b>Cultural setting</b>		
Strong family ties	2.2814	1.1387
Extended family relationship	2.4419	1.0976
Societal impact	2.3372	1.1324
Employment history	2.3953	1.1980
Legal systems in the employment contract	2.4892	1.0235
Pay and job security in the employment contract	2.1628	1.0895
<b>Human resource system</b>		

Long-term employment	2.3953	.8766
Externalization of employment	2.5070	.8702
Internal career development mechanisms	2.2488	.9482
Practices that foster employee commitment	2.0193	.8035
Consistent and complementary set of HR practices	2.3721	.8458
<b>Organizational change</b>		
Changes on role and tasks of employees	2.2209	1.0762
Introduction of new obligations	2.3209	1.1613
Insecurity of employee jobs	2.6744	1.2290
Change implementation process	2.8605	1.1037

The findings in Table 4.7 on the effect of cultural setting indicate that pay and job security in the employment contract (mean 2.1628), strong family ties (mean 2.2814), societal impact (mean 2.3372), employment history (mean 2.3953), extended family relationship (mean 2.4419) and legal systems in the employment contract (mean 2.4892) contributed to the teachers commitment in the school. The high standard deviation variations indicate that the effect of the cultural setting factors on teachers' commitment varied with the respondents.

The findings indicate that practices that foster employee commitment (2.0193), internal career development mechanisms (mean 2.2488), consistent and

complementary set of HR practices (mean 2.3721) and long-term employment (mean 2.3953) influenced teachers commitment in the school to a great extent while externalization of employment influenced the teachers commitment to a moderate extent. The results indicate that the human resource system which is in place affect the teachers commitment. The low standard deviation variations indicate that the effect respondents were in agreement on the effect of human resource management system on teachers' commitment.

The findings in table 4.7 on the effect of organizational change indicate that changes on role and tasks of employees (mean 2.2209) and introduction of new obligations (mean 2.3209) were rated as affecting the teachers commitment to a great extent while insecurity of employee jobs (mean 2.6744) and change implementation process (mean 2.8605) affected the teachers commitment to a moderate extent. The results indicate that organizational change resulted in employee commitment. The high standard deviation variations indicate that the respondents view on the effect of employee commitment varied to a great extent.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

The study established that there exist psychological contract between the teachers and their employer which when fulfilled represent acts of reciprocation and influence the subsequent behaviour of the teachers. The study found out that the teachers mostly derive their psychological contract from the treatment of employees by the school, from co-workers and supervisors in the organization, during recruitment in the organization, from formal compensation and benefits in the school and from behaviour of co-workers and supervisors. The respondents noted that contract violation would result in reduced commitment, reduced satisfaction, frustration, disappointment, reduced trust, increased cynicism, distress and lower level of citizenship. Contract violation is more than the failure of the organization to meet expectations; responses are more intense because respect and codes of conduct are called into question since essentially a promise has been broken and it is more personalized.

The study found out that psychological contract plays a critical role in the teachers' commitment at the school as it influences the pay and job security in the employment contract, strong family ties, societal impact, employment history, extended family relationship, legal systems in the employment contract, practices that foster employee commitment, internal career development mechanisms, consistent and complementary set of human resource practices, long-term employment, changes on role and tasks of

employees and introduction of new obligations. The practices influences the teachers job related decisions thus employee commitment.

## **5.2 Conclusion**

As we get closer to the goal of universal primary education and as governments and countries shift their attention from increasing school participation to improving the quality of education, the need for evidence on what affects education quality becomes crucial. There exist a psychological contract between the public secondary school teachers and there employer and therefore each party have to maintain its part in order to ensure that there is mutual relationship between the two parties. The consequences of psychological contract breach have been found to be reduced commitment, reduced satisfaction, frustration, disappointment, reduced trust, increased cynicism, distress and lower level of citizenship. The effect of these would be strikes and reduced commitment which affects the public secondary schools performance. Psychological contract plays a major role in the teachers' commitment and these needs harnessing by the government and psychological contract fulfillments so that it makes the teachers to be committed to their work though job satisfaction, motivation, and performance.

## **5.3 Recommendation for policy implication**

The study found out that violation of psychological contract leads to reduced commitment, reduced satisfaction, frustration, disappointment, reduced trust, increased cynicism, distress and lower level of citizenship. It is recommended that the Teachers Service Commission should ensure that they fulfill the psychological contracts of the teachers so that at all times they are committed to their work and thus improved school performance.

The study established that psychological contract plays a critical role in the teachers' commitment. It is recommended that the government through the ministry of education and the Teachers Service Commission implement appropriate human resource management measures to meet the teachers' expectations for fulfillment of their psychological contracts on overseas assignments. The teachers' expectations include better pay for outstanding performance, greater likelihood of promotion, brighter career opportunities, and greater employment security.

#### **5.4 Recommendations for further research**

The study confined itself to the role of psychological contract on secondary school teachers' commitment in Kitui Central District and the findings may not be applicable in other sectors as a result of uniqueness of education sector. It is therefore recommended that the study is replicated in other service sectors to establish the role of psychological contract on employee commitment.

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## APPENDIX

### RESEARCH QUESTIONNAIRE

#### PART A: DEMOGRAPHIC AND RESPONDENTS PROFILE

1. Name of the Respondent (optional) .....
2. What is your designation in the school.....
3. Gender:            Male [ ]    Female [ ]
4. What is your age bracket? (Tick as applicable).
  - a) Under 20 years            [ ]    b) 21 – 30 years            [ ]    c) 31 – 40 years            [ ]
  - d) 41- 50 years            [ ]    e) Over 50 years            [ ]
5. Length of continuous service in the school?
  - a) Less than two years [ ]    b) 2-5 years            [ ]    c) 6- 10 years            [ ]
  - d) Over 10 years            [ ]
6. For how long has your school been in existence?
  - a) Under 5 years            [ ]    b) 6-10 years            [ ]    c) 11-15 years            [ ]
  - d) Over 16 years            [ ]
- e) How many staff members does your school currently have?
  - a) Less than 20            [ ]    b) 21- 30            [ ]    c) 31- 40            [ ]
  - d) Over 40 years            [ ]

**PART B: Psychological Contract**

1. Do you understand the existence of psychological contract between yourself and the employer?

Yes [ ] No [ ]

2. How important is your understanding and practice the tenets of the psychological contract to your commitment in the school?

Extremely important [ ] Very important [ ] Important [ ]

Less important [ ] Not important [ ]

3. How often as a school do you review the provisions of psychological contract with your colleagues?

Not at all [ ] Annually [ ] Bi-annually [ ]

4. Please tick appropriately the extent to which you derive mostly the terms of psychological contract? (Use the scale below to tick the most appropriate response).

**Key**

1) Strongly agree ; 2) Agree ; 3) Moderate extent; 4) Disagree ; 5) Strongly disagree

a.	<b>Persuasive communication:</b>	1	2	3	4	5
	During recruitment in the organization					
	From recruiters or interviewers in the organization					
	From co-workers and supervisors in the organization					
b.	<b>Organizational culture</b>					
	Behaviour of co-workers and supervisors					

Treatment of employees by the school					
Formal compensation and benefits in the school					
Performance reviews					
Organizational literature					

5. Indicate the extent to which perceived violation of psychological contract results to the following behaviours. (Tick in the appropriate space)

		Very great extent	Great extent	Moderate extent	Small extent	Not at all
a	Disappointment					
b	Frustration					
c	Distress					
d	Lower organizational citizenship					
e	Reduced commitment					
f	Reduced satisfaction					
g	Reduced trust					
h	Increased cynicism					
i	High turnover rates					

## PART C: Role of Psychological Contract on Employee Commitment

6. Indicate the extent to which the following factors have affected your commitment in the school. (Tick in the appropriate space)

		Very great extent	Great extent	Moderate extent	Small extent	Not at all
	<b>Cultural setting</b>					
a	Strong family ties					
b	Extended family relationship					
c	Societal impact					
d	Employment history					
e	Legal systems in the employment contract					
f	Pay and job security in the employment contract					
	<b>Human resource Management system</b>					
a	Long-term employment					
b	Externalization of employment					
c	Internal career development mechanisms					

d	Practices that foster employee commitment					
e	Consistent and complementary set of HR practices					
	<b>Organizational change</b>					
a	Changes on role and tasks of employees					
b	Introduction of new obligations					
c	Insecurity of employee jobs					
d	Change implementation process					