

**INSTITUTIONAL FACTORS INFLUENCING BREACH OF  
PSYCHOLOGICAL CONTRACT AMONG LECTURERS IN PUBLIC  
UNIVERSITIES: A CASE OF UNIVERSITY OF NAIROBI, KENYA.**

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the award of the Degree of Masters of Education in Corporate  
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## **DECLARATION**

This research project is my original work and has not been presented for award of a degree in any other university

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## **DEDICATION**

I dedicate this project to my parents Donaty and Teresina Musungu.

## **ACKNOWLEDGEMENTS**

I am first and foremost grateful to the Almighty God for his amazing grace that has seen me through my studies.

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## **ABBREVIATIONS AND ACRONYMS**

CAE	College of Architecture and Engineering
CAVS	College of Agriculture and Veterinary sciences
CBPS	College of Biological and Physical Sciences
CEES	College of Education and External Studies
CHS	College of Health Sciences
CHSS	College of Humanities and Social Sciences
CIPD	Chartered Institute of Personnel and Development
GDP	Gross Domestic Product
HR	Human Resource
OCB	Organization Citizenship Behaviour
SWOT	Strengths, Weaknesses, Opportunities and Threats
TAHEST	Taskforce on alignment of higher education, science and Technology to the constitution.
UK	United Kingdom

## **ABSTRACT**

The purpose of this study was to investigate the institutional factors that influence breach of psychological contract among lecturers in public universities: A case of University of Nairobi. The target population was the 1403 lecturers at the University of Nairobi out of which 210 were sampled. Using case study research design, the study found out that despite lecturers having fulfilled their commitments to the university, the university had not fulfilled its side of the psychological contract. Only 30 percent of lecturers had a positive psychological contract. The study revealed that the areas where psychological contract breaches were perceived included teaching load, inadequate teaching and research resources and facilities and inadequate fringe benefits. Others included managements' inability to explain to lecturers decisions made, lack of acknowledgement of the long hours lecturers devoted to work, lack of enough focus on students' success and inadequate support for professional development. This led to lecturers' demotivation, dissatisfaction and reduced commitment that made some engage in moonlighting as others did nothing while others continued working hard waiting for greener pastures. The study also found out that 52.2 percent of female as compared to only 21.2 percent of male lecturers had a positive psychological contract. Similarly, only one (1) part time lecturer had a positive psychological contract while 84.2 percent of lecturers with low psychological contract were at the level of senior lecturer and lecturer and that, 79.4 percent of lecturers with a low psychological contract had worked at the University for Six years and more.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.2 Background to the study**

Countries all over the world have seen profound changes in the number, funding and focus of universities due to globalization, the knowledge economy and the rising inflation. Consequently, university education has become central to governments' economic and knowledge policies based on the universities ability to produce high level skills besides the production, application and dissemination of knowledge.

According to Krivokapic-Skonko and O'Neill (2008), in this era of diminished funding, greater competition and heightened hierarchy and accountability, the content and effects of psychological contracts are critically important for academics and universities as understanding and effectively managing psychological contracts that develop can help universities succeed and prosper. Thomson and Bunderson (2003), concede that obligations within the psychological contract are often more important to job related attitudes and behavior, than are the formal and explicit elements of contractual agreements.

The psychological contract provides a solid and broad framework for understanding employees' attitudes and behaviours (Coyle-Shapiro and Kessler, 2003). It refers to beliefs that individuals hold regarding promises made, accepted and relied upon between the employment parties. It is an open ended agreement about what the individual and the organization expect to give



and receive in return from the employment relationship (Rousseau & Wade-Benzoni, 1994, Sparrow, 1996).

The perception that promises are being fulfilled enhances employees' commitment, intention to remain with the organization and organizational citizenship behavior that go beyond the formal job description (Conway & Briner, 2002; Coyle-Shapiro, 2002; Robinson & Morrison, 1995; Turnley, Bolino, Lester & Bloodgood, 2003).

Failure to fulfill such employee promises and expectations, leads to perception of psychological contract breach. According to Morrison and Robinson (1997), breach is "the cognition that one's organisation has failed to meet one or more obligations within one's psychological contract." Research has shown that perceived psychological contract breach reduces employees' trust, commitment to the organization, willingness to engage in organizational citizenship behavior (OCB), productivity, job satisfaction, sense of obligation, job performance (in- role and extra role), increases cynicism and enhance the intention to leave the organization and actual turnover (Bunderson, 2001; Conway & Briner, 2002; Coyle-Shapiro, 2002; Robinson & Rousseau, 1994; Robinson & Morrison, 1995; Robinson, 1996; Herriot & Pemberton, 1997; Sturges and Guest, 2004).

Breach of the psychological contract hence has the potential of destroying the employment relationship whose parties share the intention of making the organization prosperous. Because of these negative effects, it is important to

understand the institutional factors that influence lecturers' psychological contract.

Lecturers are knowledge workers whose input in this knowledge driven economy can never be overlooked. Thorp (1998) defines a knowledge economy as one in which information and knowledge are the predominant economic resource- the primary ingredient of what is made, done, bought and sold; which is more important than raw materials and often more important than money. As such, Universities which are the pinnacles and suppliers of expertise that drive national economies face a daunting task of ensuring that the populace has required knowledge to compete in the highly competitive global market.

Robertson and Swan, 2003 posit that knowledge workers are highly educated individuals who may have been trained in one or more of the professions and combine significant levels of skill in problem identification and problem solving. Knowledge workers manipulate and orchestrate symbols and concepts and are more critical to the long term success of an organization (Despres and Hiltrop, 1996). Consequently, lecturers are critical to universities' ability to solve societal problems through knowledge generation and innovations and thus all efforts should be made to ensure their positive psychological contract and comfort to absolutely concentrate on their work.

In an academic environment, a psychological contract involves a set of expectations by faculty members about the promises made by the university administration and their agents but not formally written in the official letter of

employment (American journal of pharmaceutical education, 2012). These might include a collegial environment, informal mentorship, teaching load, staff support, office and laboratory space, laboratory equipment, and time to develop.

Despite the increased research on psychological contract over the years, studies on the psychological contract in an academic environment have been inadequate and limited. These studies are: the studies of Dabos and Rousseau (2004), Newton (2002), and the work at a New Zealand university initiated in the middle 1990s (Tipples & Krivokapic-Skoko, 1997). Others are research on the psychological contracts established by scientists/knowledge workers (O'Donohue, Sheehan, Hecker & Holland, 2007), University academics' psychological contracts in Australia: a Mixed method research approach (Krivokapic-Skoko & O'Neill 2008), "*I really still care about my teaching*": The impact of breaches of the psychological contract upon academic staff within an Australian university (Krivokapic-Skonko, O'Neill & Dowell, 2010) and University academics' psychological contract and their fulfillment (Shen, 2010).

Notwithstanding the limited research in this area, the findings have been disturbing. Academics' psychological contracts have been found to be very low (Tipples & Krivocapic-Skonko, 1997; Shen, 2010) which lowered their morale and satisfaction. Shen (2010) identified ensuring a safe workplace, provision of adequate resources to do work, provision of equal and competitive pay, fair promotion, consultation and recognition of skill and talents as items to be prioritized. Similarly, academics expect fairness and

equity, staff development and support, good management and leadership, academic life, appropriate remuneration, rewarding performance, good workplace relations, empowerment, benefits, good work environment, consultation, communication, job security, provision of safe and friendly environment and respect from the university administration (Krivokapic-Skonko & O'Neill, 2008; Tipples & Jones, 1998). Academics' obligation to the university include working hours contracted, doing the job in terms of quality and quantity, putting the interests of the university first and loyalty to the university (Tipples & Jones, 1998).

According to Krivokapic-Skoko, O'Neill & Dowell (2010), academics' psychological contract breach is caused by lack of fairness in promotion, poor management, lack of professional autonomy, unreasonably high workload demands, lack of job security and changing the goalposts' in the context of promotion. However, they found out that academics are motivated by higher goals of helping students and making the society a better place which ameliorated the negative effects of psychological contract breach. This differentiates academics' psychological contract from that of employees in other sectors, a view that is shared by Shen (2010) and O'Donohue, Sheehan, Hecker & Holland (2007).

Despite the fact that there has been limited research on psychological contract in a university environment, most researches have been done in Australia, UK, USA and South Africa, with very little on psychological contract having been done in East Africa and Kenya. This study seeks to analyse the institutional

factors that influence breach of psychological contract among lecturers in public university: A case of University of Nairobi, Kenya.

The Kenyan university sector has undergone transformation and continues to undergo changes. These have been occasioned by the changing government policy (double intake, university bill, 2012, Constitution of Kenya, 2010) and the globalization of the higher education sector leading to increased competition between universities amidst the rising stakeholders' expectations. The economic downturn has led to tighter funding for universities as financial prudence continues to be on the managements' lips. Despite these difficulties, there is increased pressure for lecturers due to increased academic workload and stakeholders' demand for higher quality research, teaching and learning outcomes. These changes affect the context in which academics' psychological contracts are formed and enacted (Turnley & Feldman, 1998) which in turn increases the probability of psychological contract breaches.

The public universities inspection board report (2006) pointed out to the deplorable working environment that lecturers have to contend with, an environment that lacks basic facilities and equipment that the university administration is expected to provide. This includes lack of office space for lecturers, lack of office equipment, outdated laboratory and research equipment, heavy workloads and poor remuneration. Similarly, the board pointed out that the public decried of staff laxity, lecturers not acting as role models, substandard learning leading to production of unemployable graduates, brain drain, moonlighting and lecturers not adhering to semester dates.

Recently, there has been increased industrial action by lecturers due to the University administration and the government reneging on the promises made (Sunday Nation newspaper, 25<sup>th</sup> November, 2012). Consequences of strikes include lost academic hours, strained employment relationship (between lecturers and university management) and brain drain. A situational SWOT analysis of Kenyatta University (Kenyatta University, 2005) pointed out that strikes lead to brain drain, weakens the capacity to attract and retain qualified staff, lead to disruption of academic programmes and the university calendar.

The above state of affairs should not continue if Kenya is to attain a newly industrialized country status by 2030. Indeed, Kenya's aspirations of achieving a middle income country status in 2030 as embodied in vision 2030 will remain an illusion without the participation of universities. Vision 2030 aspires to increase Kenya's annual GDP growth rate to over 10 percent, create a just and cohesive society with equitable social development in a clean and secure environment and a democratic political system that nurtures issue based politics, respects rule of law and protects all the rights and freedoms of every individual in the society (Republic of Kenya, 2007). This requires highly skilled, innovative and creative human resources, who are products of the university system.

Lecturers therefore, are the focal point of us achieving vision 2030 and this study seeks to determine the institutional factors influencing breach of psychological contract among lecturers in public universities: A case of University of Nairobi, Kenya.

University of Nairobi was chosen due to the diversity of programmes it offers which are spread in its six campuses. Besides this, University of Nairobi is the oldest university in Kenya and due to staff mobility and the fact that all public universities receive financial funding from the government; the other public universities have largely remained a mimesis of University of Nairobi despite concerted efforts aimed at enhancing diversity.

## **1.2 Statement of the problem**

Universities produce human resources at professional level that contribute heavily to the development of the country (TAHEST, 2012). As a result, the Kenyan university system has continued to grow amid the growing demand for higher education that is far beyond the supply. Currently there are 22 public universities, 9 Public University Constituent Colleges, 17 chartered private universities, 5 Chartered Private University Colleges, 12 Universities with Letter of Interim Authority (LIA) and 2 Registered Private Universities (CUE Website as at 3<sup>rd</sup> July, 2013).

In spite of the increasing number of universities, the core business of universities such teaching and research have remained wanting. Universities have remained on spot over weak graduates as employers continue to niggle about universities producing inferior graduates (Daily Nation, Monday 13<sup>th</sup> May, 2013 p.g 8). This is also exemplified by some professional bodies declining to register graduates from various universities (University World news, 8<sup>th</sup> July, 2011). Furthermore, according to report of the Taskforce on the alignment of Higher Education, Science and Technology sector with the

constitution, 2012 (TAHEST pg 83), there is reduced research activity in public universities to an extent that research publications had fallen to just about 0.11 per full-time faculty member at University of Nairobi by the year 2007. This does not augur well the aspirations of vision 2030, leave alone being an indication that our universities are failing in the delivery of one of their core mandate; research.

All this is happening at the backdrop of university administration and the government which ought to be models of good human resource practices failing to provide mundane facilities, equipment and services that have the potential to enhance staff morale, staff welfare and commitment and ensure a stimulating work environment.

The Public University Inspection Board report show that most lectures operate in an environment where, there is limited office space with up to three lectures sharing a small office while some do not have offices, the offices do not only lack facilities such as computers, printers, power outlets, telephone but are also uncomfortable as most offices were not initially designed as offices. Furthermore, laboratory and research equipment are outdated and obsolete which hinders their ability to conduct quality research. The report further points out that, besides public universities lacking staff schemes of services, the lecturers are encumbered by heavy workload, bloated classrooms and are also poorly remunerated.



### **1.3 Purpose of the study**

The purpose of this study was to investigate the institutional factors that influence breach of psychological contract among lecturers in public universities; A case of University of Nairobi, Kenya.

### **1.4 Objectives of the study**

To realise the purpose of the study, the following objectives were analysed:

- i. To determine the influence of overall teaching load on breach of psychological contract among lecturers at the University of Nairobi.
- ii. To determine the extent to which adequacy of teaching and research resources and facilities influence breach of psychological contract among lecturers at the University of Nairobi.
- iii. To determine the influence of the university leadership on breach of psychological contract at the University of Nairobi.
- iv. To determine the extent to which fringe benefits influence breach of psychological contract among lecturers at the University of Nairobi.
- v. To establish how lack of support for professional development influence breach of psychological contract among lecturers at the University of Nairobi.

### **1.5 Research questions**

- i. How does the overall teaching load influence breach of psychological contract among lecturers at the University of Nairobi?

- ii. To what extent does adequacy of teaching and research resources and facilities influence breach of psychological contract among lecturers at the University of Nairobi?
- iii. How does the university leadership influence breach of psychological contract among lecturers at the University of Nairobi?
- iv. To what extent do fringe benefits influence breach of psychological contract among lecturers at the University of Nairobi?
- v. How does lack of support for professional development influence breach of psychological contract among lecturers at the University of Nairobi?

### **1.6 Significance of the study**

The study findings may provide the university administration with information on the priority areas that need to be addressed to provide an enabling work environment, staff motivation and confidence that are highly needed to enable universities meet the high public expectations besides achieving their missions. The study can also provide insights that can form the basis for government decision making and policy on funding of universities.

### **1.7 Limitations of the study**

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on conducting the study and its application to other situations. In this study, the limitations included lack cooperation and unwillingness of the respondents to respond to the research questions. Some respondents thought the researcher was an

administration's 'project'. The researcher explained to the respondents that their identity was to be kept confidential and that the research was part of academic work.

### **1.8 Delimitations of the study**

These are boundaries of the study (Best & Kahn, 1998). This study was carried out among lecturers at the University of Nairobi using Questionnaires and interview to find out the institutional factors that influence breach of lecturers' psychological contract.

### **1.9 Assumptions of the study**

The study was based on the following assumptions:

- i. There had been breach of lecturer's psychological contract.
- ii. The information given by the respondents was correct and unbiased.

### **1.10 Definition of significant terms**

**Academic core** refers to teaching via academic degree programmes and to research activities.

**Breach of Psychological Contract** is the cognition that one's university has failed to meet one or more obligations within a lecturer's psychological contract.

**Competitive remuneration** refers to remuneration that compares favourably across the market with what others of the same qualification as lecturers earn.

**Lecturer** refers to a qualified university or college faculty member who professionally teaches at the university or college.

**Moonlighting** refers to excessive part time teaching in other universities other than the university one holds permanent employment.

**Psychological Contract** refers to beliefs that lecturers hold regarding promises made, accepted and relied upon between them and the university. It is an open ended agreement about what the lecturers and the university expect to give and receive in return from the employment relationship.

**Public University** means a university established and maintained out of public funds.

**Safe work environment** refers to good policies and qualified colleagues.

**University leadership** refers to university administration and their agents such as deans of schools and chairs of departments.

### **1.11 Organization of the study**

The study is organized in five chapters: Chapter one consists of background to the study and the introductory components. Chapter two comprises of literature review and concludes with the theoretical framework and conceptual framework while Chapter three is concerned with research methodology. Chapter four deals with data analysis and interpretation while summary of the study, research findings, conclusion, recommendations and suggestions for further research comprise chapter five.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section focuses on the literature review under the following subheadings: Employee psychological contract, Teaching load and psychological contract breach, teaching and research resources and facilities and psychological contract breach, Leadership and psychological contract breach, fringe benefits and psychological contract breach and support for professional development and psychological contract breach.

#### **2.2 Employee psychological contract**

The term psychological contract as it is today known was first used in the context of work organization by Argyris in 1960. He used it as a footnote in understanding Organizational Behaviour (Argyris, 1960)

Psychological Contract refers to beliefs that individuals hold regarding promises made, accepted and relied upon between the employment parties. It is an open ended agreement about what the individual and the organization expect to give and receive in return from the employment relationship (Rousseau & Wade-Benzoni, 1994, Sparrow, 1996). A psychological contract is unwritten, informal and implicit and differs from the formal/ legal contract of employment which in most cases offers only a limited and uncertain representation of the reality of the employee- employer relationship in the real working environment (CIPD, 2010).

The psychological contract looks at the reality of employment relationship as perceived by the parties and may be more influential than the formal contract in affecting employees' day-day behaviour. In fact, according to Thomson & Bunderson (2003), perceived obligations within the psychological contract are often more important to job related attitudes and behaviour, than are the formal and explicit elements of contractual agreements. It tells employees what they are required to do in order to meet their side of the bargain, and what to expect from their job. Psychological contracts motivate employees to fulfill the commitments made to their employers when they (employees) are confident that their employers will reciprocate and fulfill their side of the employment deal (Rousseau, 2004).

*Guest, Conway, Briner, Dickman (1996)* conceive that a positive psychological contract is worth taking seriously because it is strongly linked to higher commitment to the organization, higher employee satisfaction and better employment relations. They emphasize the importance of a high involvement climate and suggest that support for professional development through training and development, provision of job security, promotion and career maximizing differentials, fair reward systems and comprehensive communication and involvement process contribute to a positive psychological contract.

According to Morrison and Robinson (1997), psychological contract breach arises when the organization *renege*s on its promises due to its unwillingness or inability to fulfill them or as a result of the organization and the employee

having different understanding about whether a given obligation exists (Incongruence). This reduces employee trust, job satisfaction, intention to remain with the organization, sense of obligation and in-role and extra role performance [Robinson (1996); Robinson and Morrison (1995)]

### **2.3 Teaching load and psychological contract breach**

Teaching load refers to the amount of hours assigned to a lecturer for teaching in a week. The current University of Nairobi strategic plan (2008-2013) and the previous one (2005-2010) recognize teaching and learning as the core business of the university. However, lecturers need manageable teaching loads to enable them engage in research, student supervision and consultancy which are key for the university's ability to enhance knowledge generation, preservation and utilization.

A lot of workload is a stressor and reduces the productivity and ingenuity of lecturers besides demotivating them. Daly and Dee (2006) in their work entitled; Greener pastures: Faculty turnover intent in urban public universities posit that heavy workloads, including assignments to teach large classes, may generate hostility toward the organization and diminish levels of faculty commitment to the institution.

Increased teaching load is caused by expansion of higher education, large classes and shortage of lecturers [Metcalf, Rolfe & Weale (2005), Waswa & Katana (2008), Gudo, Olel & Oanda (2011), Waituru (1999) and Mutisya

(2010)]. According to Metcalf (2005), heavy workload increases stress level while Mohamedbhai (2011) posit that large classes do not only result in inefficiency in handling high student/staff ratios but also lead to heavy teaching and administrative responsibilities that are affecting the quality of education, while crowding out research and other non-teaching academic activities.

Olel (2006) found that reduction in the number and quality of research carried out by the teaching staff at universities was due to overloading of staff with mainly teaching and marking duties. This might explain the finding of the report of the Taskforce on the alignment of Higher Education, Science and Technology sector with the constitution, 2012 (TAHEST), which found out that there is reduced research activity in public universities to an extent that research publications had fallen to just about 0.11 per full-time faculty member at University of Nairobi by the year 2007.

Krivokapic-Skoko, O'Neill & Dowell (2010) in their work entitled "*I really still care about my teaching*": The impact of breaches of the psychological contract upon academic staff within an Australian university found out that unreasonably high workload demands was one of the factors that led to breach of academics' psychological contract.

Lecturers therefore need reasonable teaching load which should allow them time to do research, supervision of students and consultancy. Failure to provide reasonable teaching load shows failure by the administration to deliver its side of the deal, which consequently leads to a breach of the psychological



contract of lecturers. Therefore, the researcher held that increased workload leads to breach of lecturer's psychological contract.

#### **2.4 Teaching and research resources and facilities and psychological contract breach**

Teaching and learning is the business of educational institutions whose work environment should constitute proper teaching and learning facilities and equipment such as text books, journals, lecture rooms, computers, laboratory and workshop equipment, desks, comfortable chairs, office space, white boards, research equipment etc. In a public university set up, these have to be provided by the government and the university administration to facilitate effective teaching, learning and research.

The university of Nairobi strategic plan (2008-2013) endeavours to provide and maintain adequate state of the art infrastructure that supports the core functions of the university. It also aims at enhancing teaching and learning, service delivery and quality of research through ICT. Furthermore, besides acknowledging teaching and learning as the core business of the university, the strategic plan acknowledges that research is a key strategic issue that the university must address to remain relevant in its quest to extend the frontiers of knowledge.

The Public Universities Inspection Board report (Republic of Kenya, 2006) acknowledged that the quality and quantity of teaching and learning materials highly impact on the quality of teaching and research.

Okwakol (2008) research on challenges and prospects for quality assurance in science and technology education in African countries observed that most African universities do not have adequate physical facilities such as lecture rooms, office, and library and laboratory spaces to provide a suitable learning and teaching environment. She found out that Print journals were not adequate in public universities. These negatively affected lecturers' ability to provide quality education.

The Public Universities Inspection Board observed that existing infrastructure in public university was inadequate, obsolete, outdated, dilapidated and in bad state of despair. Staffs lack adequate office space while the available offices lack basic facilities such power outlets, computers, telephone, printers and photocopiers. These hamper lecturers' work such as lesson preparation, teaching and research. Obwogi (2011) in his PhD thesis; *Factors that Affect Quality of Teaching Staff In Universities In Kenya*, corroborates the above finding as he notes that some lecturers in Kenyan public universities do not have access to some of the basic teaching facilities like offices and desks.

According to Gudo et al (2011), effective teaching and learning in public universities was hindered by lack of enough lecture rooms forcing some students to miss lectures or attend lectures while sitting outside lecture rooms. This he says encouraged rote learning as students heavily relied on lecture notes. Eshiwani (2009) observed that universities are forced to work under adverse conditions with inadequate textbooks, journals, teaching and research equipment and maintenance of such equipment. He notes that this has led to

the production of graduates that are deficient in written communication and technical proficiency which make them unfit for the market.

Shen (2010) in his work; University academics' psychological contract and their fulfillment, discovered that academics psychological contract had been fulfilled at a very low level and listed items such as ensuring a safe workplace, provision of adequate resources to do work, provision of equal and competitive pay, fair promotion, consultation and recognition of skill and talents as priorities to enhance the academics psychological contract.

The inadequacy of teaching and learning resources show failure by the university administration and the government to provide lecturers with tools of trade to enhance their work as expected which ultimately leads to dissatisfaction hence psychological contract breach. Hence, the position of the researcher was that lack of enough teaching and learning facilities and equipment influence breach of lecturers' psychological contract breach.

## **2.5 Leadership and psychological contract breach**

The universities' top management and Chairs of Departments (lecturers' immediate supervisors) are expected present the university as a brand employer. This is achievable by showing interest and concern for lecturers, communicating to them beforehand what is expected of them, ensuring that they are given the job that fits their qualifications and by the administration themselves delivering what lecturers expect of them.

Krivokapic-Skoko and O'Neill (2008) observed that academics expected employers to provide good leadership and sound management skills, fairness (equitable pay, impartiality, consistency in applying rules and acceptance of union involvement) and transparency in promotion and recognition. Leadership issues included trust, clear and honest communication, transparency, advocacy, individual consideration and respect. Academics wanted autonomy, job discretion and participation in decision making. . Research conducted on the state of South African Training industry indicated that management style was the most prominent retention factor in South Africa (Netswera, 2005).

*Krivokapic-Skoko et al* (2010) found out that poor management (lack of communication/ openness/ transparency), lack of professional autonomy and lack of fairness in promotion lead to perceived psychological contract breaches.

University administration and their agents are required to manage employees' expectations to minimize on psychological contract breaches that arise due to misinformed expectation. This has to be done continuously right from recruitment and induction stages.

The researcher therefore held that poor leadership characterized by lack of clear and honest communication, fairness, transparency and lack of autonomy contribute to psychological contract breach.

## **2.6 Fringe Benefits and psychological contract breach**

Fringe benefits refer to non-wage compensation provided to employees in addition to their normal wages/ salaries (Wikipedia.org.) They may include housing, paid leave, paid vacation, group insurance (health, dental, life etc), tuition reimbursement and funding for education. Fringe benefits are given to employees in order to increase their economic security, enhance their satisfaction, corporate loyalty and retention.

Shoaib, Noor, Tirmizi, & Bashir (2009) while studying the determinants of employee retention in telecom sector of Pakistan posit that attractive remuneration packages fulfill financial and material desires and thus enhance staff retention. Rosser (2004) found out that less than half of the faculty members in a national study indicated that they were satisfied with their salary and fringe benefits. In addition, Comm and Mathaisel (2003) cited in Kipkebut (2010) study on faculty workload and compensation of Australian academics, revealed that 51 percent of the faculty did not believe that they were compensated fairly, relative to other comparable institutions. As a result, 50 percent of the respondents felt the need to work outside their institutions to earn extra income, a practice that is also prevalent in Kenya where many lecturers resort to salary supplementation schemes such as moonlighting in other universities or engaging in consultancies behind the scenes at the expense of conducting research (Kabiru report, 2006).

Tetty (2006) in his work on staff retention in African universities observed that dissatisfaction with salaries undermines the commitment of academics to their institutions and careers and consequently their decision or intent to leave.

Lecturers in Kenyan public universities have expressed their dissatisfaction with their current remuneration levels as seen in their increased industrial actions citing pay increase issues (Sunday Nation newspaper, 25<sup>th</sup> November, 2012). This has been captured in the report of the public universities inspection board that revealed how lecturers have left teaching for better paying jobs in the government and private sector. For example, the University of Nairobi had lost 299 Lecturers due to brain drain between 2001 and 2005. Waswa and Katana (2008) corroborates this finding by noting that qualified academic staff have resigned from Kenyan public universities and secured better paying jobs abroad.

The researcher held that availability of fringe benefits to lecturers increases their satisfaction, loyalty and commitment to their job and university and thus reduced the likelihood of psychological contract breach. Therefore, inadequate fringe benefits influence breach of lecturers' psychological contract.

## **2.7 Professional development support and breach of psychological contract**

Employees desire to advance in their careers. This is possible through collaborative efforts with their employers who should endeavor to support them in their professional development. Dockel (2003) while working on the effects of retentional factors on organizational commitment argued that, people need opportunities to grow within the organization beyond the financial rewards.

In a University set up, support for professional development includes offer of scholarship to lecturers, grant for writing support, giving them time for consultation, providing training and development opportunities, recognition of achievement and staff promotion.

Tettey (2006) in his work on staff retention in African universities argue that professional development is the engine that keeps the universities true to their mandate as centers of ideas and innovation. Lack of professional development inhibits growth of intellectual capital and may diminish the relevance of universities to society. Professional development avenues provide intellectual and collegial stimulation for lecturers through national and international research meetings, conferences, workshops and presentations. According to Cloete, Bailey, Pillay, Bunting and Maassen (2011), as a core knowledge institution, the university can only participate in the global knowledge economy and make sustainable contribution to development if its academic core is both quantitatively and qualitatively strong. Professional development opportunities enhance the qualitative aspect.

Tettey (2006) further notes that promotional procedures in African Universities were long, stressful and cumbersome, while the requirements were unreasonable, for example possession of a doctorate as a prerequisite for promotion beyond the position of a lecturer.

Kipkebut (2010) in her doctoral thesis, listed financial difficulties, non-prioritization of research by government and inadequate publishing facilities as factors hindering the promotion of academic staff which is dependent on teaching, research and publications. These factors have made publishing of

refereed articles a big challenge for lecturers in Kenya and other African counties.

Guest et al (1996) argue that support for professional development through training and development, provision of job security, promotion and career maximizing differentials contribute to a positive psychological contract.

According to Krivokapic-Skoko and O'Neill (2008), academics expect staff development, support and empowerment from management. These when provided positively enhance their psychological contract which is associated with increased motivation and job satisfaction.

Government of Kenya (2006) report indicated that Kenyan public universities do not have systematic approaches to recognizing the contributions of staff within the university which contributes to turnover and discourage innovation. Therefore, support for professional development through promotion, training and development and recognition boost employees morale and reduce perceptions of psychological contract breach. Consequently, the researcher held that lack of support for professional development influence breach of lecturers' psychological contract.

## **2.8 Summary of Literature review**

The literature review shows that breach of psychological contract reduces employee commitment, job satisfaction, loyalty and performance. Despite these negative effects, the literature also reveals that there has been limited research on the psychological contract between academics and the university



with dearth of literature in East Africa and Kenya. This study will contribute to the literature on psychological contract by analyzing the institutional factors that influence breach of psychological contract between among lecturers in public universities: a case of University of Nairobi, Kenya.

## **2.9 Theoretical framework**

This study was based on Equity theory. This theory was postulated by John Stacy Adams in 1963 (Draft, Kendrick & Vershinina, 2010). Equity theory proposes that employees become de-motivated, both in relation to their job and their employer, if they feel that their inputs are greater than the outputs. Consequently, employees respond to this in different ways, including de-motivation, reduced effort, becoming disgruntled, complaining to managers, filing grievances, disrupting work, withdrawing emotionally or physically such as absenting themselves or quitting work.

The theory therefore calls for a fair balance to be struck between an employee's inputs (hard work, skill level, loyalty, trust, tolerance, enthusiasm etc) and an employee's outputs (salary, benefits, intangibles such as recognition, responsibility, achievement, reputation etc). According to the theory, finding this fair balance serves to ensure a strong and productive relationship is achieved with the employee, with the overall result being contented, motivated employees.

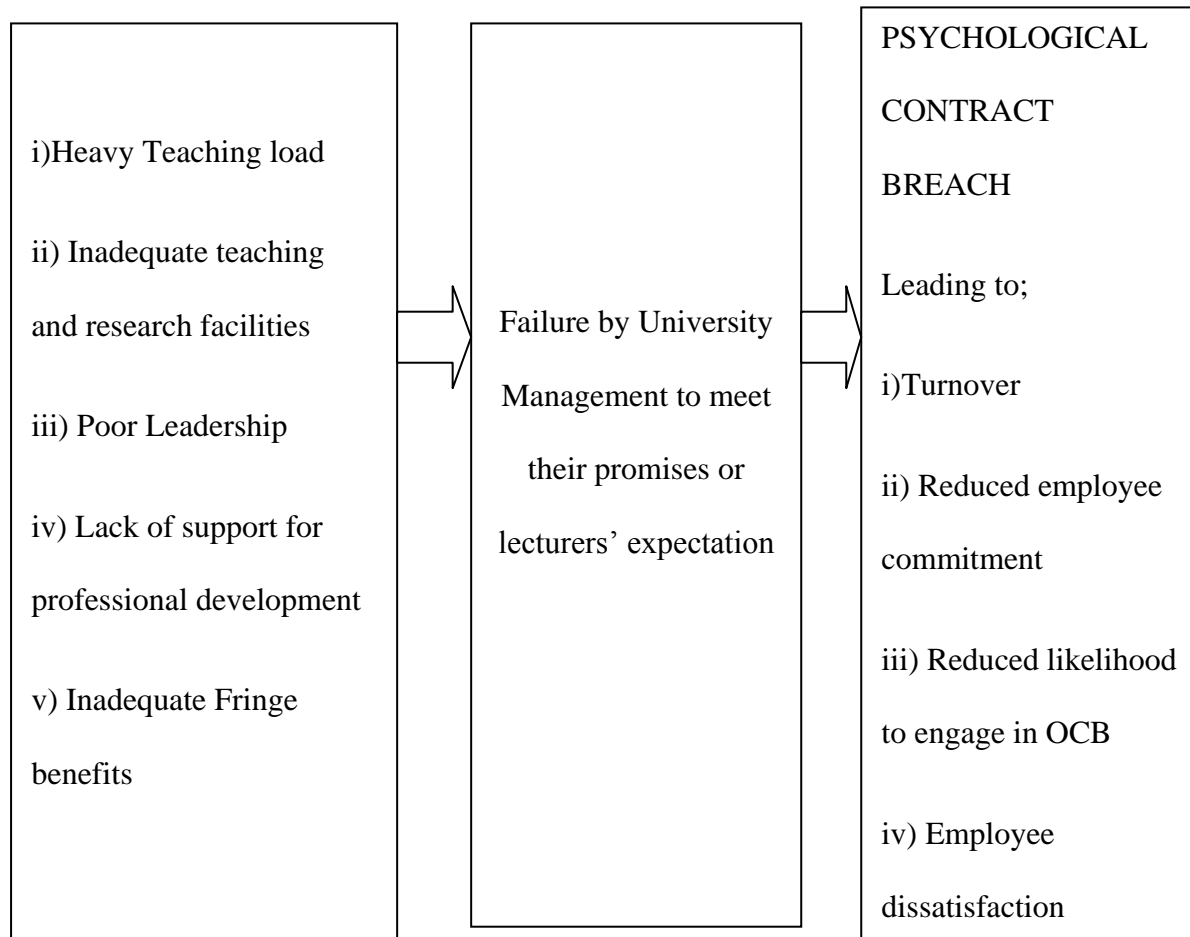
Despite the fact that in equity theory, workers' assessment of their inputs and outputs is based on their perceptions thus the assessment is subjective, the

theory is simple and endeavours to equalize employees' inputs to outputs and thus remove unnecessary differentials that demotivate employees.

Equity theory is relevant to my topic as it covers the relationship between my independent and dependent variables. The psychological contract breach arises when employees perceive unfairness in the employment relationship as a result of them upholding and observing their part of the deal through hard work, loyalty, contributing knowledge etc while the employer does not: does not recognize employees, fails to offer good leadership, doesn't support employees in their professional development and fails to provide a rewarding work environment.

## 2.10 Conceptual framework

### Institutional Factors and their influence on lecturers' psychological contract breach



Heavy teaching load, inadequate teaching and research facilities, poor leadership, lack of support for professional development and inadequate fringe benefits reflect failure by the university management to fulfill their promises and meet lecturers' expectations that leads to psychological contract breach which in turn leads to staff turnover, reduced loyalty, reduced lecturers' commitment, reduced lecturers' willingness to engage in OCB and job dissatisfaction.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research methodology under the following subheadings: research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques.

#### **3.2 Research design**

This study adopted case study research design. Case study is an approach to studying social phenomena through a thorough analysis of an individual case (Kumar, 2005). According to Cohen and Manion, (1989), case study is based on observation whose purpose is to probe deeply and to analyse intensively the phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs. This study used a case of University of Nairobi to deeply analyse the institutional factors influencing breach of psychological contract among lecturers in public universities.

Yin (1984) in his book; Case study research: Design and methods, conceive that the case selected should be representative of the larger population, that is; bearing information that cuts across the whole population. University of Nairobi was chosen because of its diverse programmes offered in its six campuses and the fact that it is the oldest university in the country and as a

result, the other public universities have remained its copy due to staff mobility.

### **3.3 Target population**

The study targeted lecturers in the University of Nairobi. The university has 1,403 lecturers in its six (6) campuses as shown below:

**Table 3.1 Lecturers at the University of Nairobi**

<b>Respondents</b>	<b>Population</b>
CBPS	208
CEES	82
CHS	339
CHSS	423
CAE	174
CAVS	177
<b>TOTAL</b>	<b>1403</b>

### **3.4 Sample size and sampling procedures**

A sample is a subset or part of the target population while sampling is a process of selecting subjects or cases to be included in the study which should be representative of the target population (Mugenda and Mugenda, 2003).

The study used Mugenda and Mugenda (2003) percentage formula to determine the sample size. According to Mugenda and Mugenda (2003), a representative sample should be between 10-30 percent of the target population. The study used 15 percent of 1403 lecturers equaling to 210 lecturers.

The sampling of lecturers in the different colleges was done using simple random sampling which gives all participants equal chance of being chosen.

### **3.5 Research instruments**

The data of this study was collected using questionnaires for lecturers which were beefed by interviews for the lecturers who were in their offices and did not have a class then. Questionnaires allow information to be collected over a large sample besides helping to uphold confidentiality as it allows anonymity. According to Keiss and Bloomquist (1985), questionnaire presents a stimulus to large number of people simultaneously and provides the investigation with easy way of accumulation of data. Gay (1992) conceives that questionnaires give respondents freedom to express their views or opinions and also to make suggestions while Orodho (2004) points out that a questionnaire is the most used method when respondents can be reached and are willing to cooperate.

### **3.6 Instrument validity**

Mugenda and Mugenda, (2003) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. Therefore validity is concerned with questions as to if the research instrument

is exactly measuring what it is intended to measure. Content validity was checked through the expertise of my project supervisors who went through the items of the questionnaire to ensure that they answered my research questions.

### **3.7 Instrument reliability**

Frankfort-Nachmias (1996) define reliability as the extent to which a measuring instrument contains variable errors; that is, errors that appear inconsistently from observation during any one measurement attempt or that vary each time a given unit is measured by the same instrument. She further points out that reliability is central to social scientists because measuring instruments are rarely completely valid.

To enhance reliability, the study employed the use of test-retest method which Mugenda and Mugenda (2003) refer to as administering the same instrument twice to the same group of subjects. The instrument was administered to lecturers in selected campuses twice and the results of the test correlated and calculated using the Pearson's Product Moment Correlation. The researcher found out a correlation coefficient of 0.62 percent which meant that the questionnaire was reliable.

The Pearson's Product Moment Correlation Coefficient formula used is as given below:

$$R = \frac{\sum[(X-\bar{X})(Y-\bar{Y})]}{N \sqrt{OXOY}}$$

Where  $\sum$  is the summation of the scores

$X$  is the scores of the first test

$Y$  is the scores of the second test

$\bar{X}$  is the mean of  $X$

$\bar{Y}$  is the mean of  $Y$

$N$  is the number of pairs of  $X$  and  $Y$

$\sigma_X$  is the standard deviation of  $X$

$\sigma_Y$  is the standard deviation of  $Y$

### **3.8 Data collection procedures**

The researcher obtained an introductory letter from the University of Nairobi, department of Educational Administration and Planning, which he took to the National Council of Science and Technology to be awarded with a research permit. This permit was presented to the office of the Vice Chancellor (VC), University of Nairobi, to seek permission to carry out research in the University. The VC forwarded it the Deputy Vice-Chancellor (Research, production & Extension) who gave the researcher a letter of authorization to conduct research. This authorization was then presented to the chairmen of departments in all the six campuses of the University of Nairobi for their permission, support and clearance and a copy attached to each questionnaire.

The questionnaires were individually administered to lecturers served to ensure confidentiality, improved returns and minimal time wastage.



### **3.9 Data analysis techniques.**

Kerlinger (1973) defines data analysis as categorizing, ordering, manipulating and summarizing raw data to obtain answers to research questions. The study generated both qualitative and quantitative data. Data analysis began by inspecting the data pieces for wrongly responded to questions and unanswered ones. This was followed by coding the data for ease of processing. Descriptive statistics was used to summarise the data in the form of bar graphs, pie charts and frequency distribution tables. Statistical Package for Social Sciences (SPSS) was used to aid in processing and analysis of data collected. Content analysis in terms of themes based on the objectives was done for qualitative data and presented in prose form.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents data analysis and presentation in relation to the purpose and objectives of the study. It starts with a discussion on the questionnaires return rate followed by, respondents' general information; that is their demographic information. This is followed by discussions of:

- i. The influence of overall teaching load on breach of psychological contract among lecturers at the University of Nairobi.
- ii. The extent to which adequacy of teaching and research resources and facilities influence breach of psychological contract among lecturers at the University of Nairobi.
- iii. The influence of university leadership on the breach of psychological contract among lecturers at the University of Nairobi.
- iv. The extent to which fringe benefits influence breach of psychological contract among lecturers at the University of Nairobi.
- v. How lack of professional development influence breach of psychological contract among lecturers at the University of Nairobi.

#### **4.2 Questionnaire return rate**

As per the sample design, a total of 210 questionnaires were administered to lecturers at the University of Nairobi, out of which 146 returned. This translated to a return rate of 69.5 percent which was considered adequate in

providing valid and reliable representation of the target population. The low return rate was attributed to the fact that lecturers had a strict deadline for marking examinations done in May while others were supervising students who were out on attachment.

#### **4.3 Demographic information of the respondents.**

The study sought the demographic information of the respondents in terms of their gender, title, terms of engagement and length of service.

To determine the gender of the respondents, lecturers were asked to indicate their gender. The question asked was: What is your gender?

Their responses were as shown in table 4.1.

**Table 4.1 Gender distribution of lecturers**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	104	71.2
Female	42	28.8
<b>Total</b>	<b>146</b>	<b>100</b>

As shown in table 4.1, the majority of respondents were males who accounted for 71.2 percent while the females were only 28.8 percent. This in essence reflected the gender ratio of the teaching staff at the University which was 74.8: 25.2 [Male: female] and thus calling to question the university's quest of strengthening and sustaining implementation of gender policies in its current strategic plan.

On the title of lecturers, the respondents were asked to indicate their title and the responses were as below.

**Table 4.2 Title of Lecturers**

<b>Title</b>	<b>Frequency</b>	<b>Percent</b>
Professor	11	7.5
Associate Professor	8	5.5
Senior Lecturer	52	35.6
Lecturer	48	32.9
Assistant Lecturer	8	5.5
Graduate Assistant	4	2.7
Tutorial Fellow	15	10.3
<b>Total</b>	<b>146</b>	<b>100</b>

From the table above, the study covered all the respondents to find out their perceived psychological contract breach with Graduate Assistants only making 2.7 percent of the respondents.

**Table 4.3 Terms of engagement**

<b>Terms of Engagement</b>	<b>Frequency</b>	<b>Percent</b>
Full Time	113	77.4
Part time	8	5.5
Contract	25	17.1
<b>Total</b>	<b>146</b>	<b>100</b>

From the findings, the majority (77.4 percent) were employed on full time (permanent) basis. This implied that they understood their work environment and relationship as their employment relationship required them to be around the university the whole day.

**Table 4.4 Length of service**

<b>Length of Service</b>	<b>Frequency</b>	<b>Percent</b>
0-2 yrs	8	5.5
3-5 yrs	24	16.4
6-10 yrs	33	22.6
11 yrs and above	81	55.5
<b>Total</b>	<b>146</b>	<b>100</b>

Table 4.4 shows that, more than half of the respondents (55.5 percent) had been lecturers at the university for 11 years and above. This enabled them to have a clear assessment of whether their expectations were being met by the university and whether university's promises had been fulfilled; which comprised their psychological contract.

#### **4.4 Psychological Contract elements**

Using Turnley and Feldman (1999) response scale for measuring psychological contract breach, the researcher asked the respondents to rank the importance of psychological contract items to their work on a scale of 1-5. The results are as below:

**Table 4.5 Psychological contract items**

	<b>Psychological contract item</b>	<b>Importance</b>				
		<b>Extremely important</b>	<b>Very important</b>	<b>Important</b>	<b>Less important</b>	<b>Not important</b>
1.	Reasonable workload	88	58	0	0	0
2.	Enough resources and equipment to do work	134	12	0	0	0
3.	Equal opportunities for all employees and fair treatment	124	22	0	0	0
4.	Open and honest communication	117	22	2	5	0
5.	Safe working environment	121	25	0	0	0
6.	Participation in decision making	81	49	11	4	1
7.	Frequent feedback on performance	99	27	12	8	0
8.	Competitive salary	111	31	4	0	0
9.	Health benefits	136	10	0	0	0
10.	Continual professional development	114	23	8	1	0
11.	Challenging and interesting work	107	32	7	0	0
12.	Collegial environment	84	45	17	0	0

From the above table, it can be seen that an overwhelming majority of lecturers valued these items with only 19 out of 146 (13 percent) rating open

and honest communication, participation in decision making, frequent feedback on performance and continual professional development as either less important or not important.

5 respondents (3.4 percent), 4 respondents (2.7 percent), 8 respondents (5.5 percent) and 1 respondent (0.7 percent) ranked open and honest communication, participation in decision making, frequent feedback on performance and Continual professional development respectively as less important with only 1 respondent (0.7 percent) ranking participation in decision making as not important to his/ her work. This was construed to mean that all participants appreciated the importance of these elements to their work which as a result formed the basis of their psychological contract.

In the next section, the researcher discusses the study variables and their influence on the breach of psychological contract among lecturers at the University of Nairobi. Using a likert scale and frequency counts, the study investigated lecturers' satisfaction with how the management had provided reasonable teaching load, adequate teaching and research resources and facilities, good leadership, adequate fringe benefits and support for professional development and compared this with their psychological contract state. This was done through cross tabulation where very satisfied, satisfied and fairly satisfied responses were jointly categorized as *satisfied* while dissatisfied and very dissatisfied responses were categorized as *dissatisfied*.

#### **4.5 Teaching load and Psychological contract breach**

To determine how teaching load influenced breach of psychological contract among lecturers at the University of Nairobi, the study investigated lecturers' satisfaction with how the university management provided reasonable teaching load and how it had ensured that the lecturer-student ratio was at recommended standard and compared this to their overall psychological contract state.

##### **4.5.1 Lecturers' satisfaction with managements' responsibility to provide reasonable teaching load and psychological contract breach**

Lecturers need manageable workload to enable them do research, publishing, student supervision and consultancy. These are important both for individual lecturers by enhancing their career growth prospects and to the university as it enhances the very basis of university education; knowledge generation, preservation and utilization.

Item (i) asked lecturers to rate their satisfaction with the extent to which management provided reasonable teaching load. The results are as imported in table 4.6:



**Table 4.6 Lecturers' satisfaction with managements' responsibility to provide reasonable teaching load and psychological contract breach**

Lecturers'		
satisfaction with		
teaching load	Frequency	Psychological contract breach
Satisfied	7	Almost all promises kept
	28	University has done an excellent job
	35	I have not received everything promised
	39	University has broken many of its promises
Dissatisfied	3	Almost all promises kept
	6	University has done an excellent job
	10	I have not received everything promised
	18	University has broken many of its promises
Total	146	

The study findings revealed that out of 109 lecturers who were satisfied, 74 of them (67.9 percent) still felt that they had either not received everything promised or that the university had broken many of its promises to them even though they had kept their side of the deal. This meant that despite the fact that 74.7 percent (the majority) of the lecturers were satisfied with managements' duty to provide them with reasonable teaching load, the majority still had a low psychological contract. Therefore, teaching load did not lead to breach of psychological contract as lecturers felt management had sufficiently provided reasonable teaching load.

However, the majority (28 out of 37) of those who were dissatisfied equaled to 75.7 percent had a very low psychological contract. This showed the potentially negative effects of high teaching load on psychological contract and agrees with the study of Krivokapic-Skonko, O'Neill & Dowell who listed unreasonably high workload demands as one of the factors that led to breach of academics' psychological contract in an Australian university.

Consequently, when further asked about the effect of heavy teaching load on their motivation, satisfaction and commitment, the dissatisfied lecturers responded that heavy teaching load compromised research and consultancy and affected their career growth as research and publishing were critical to their promotion. This they said was because heavy teaching load led to fatigue and burn out and in the process stalling innovation and research. This agreed with the findings of Mohamedbhai (2011) and Olel (2006) who found out that heavy teaching load reduced time available for research.

#### **4.5.2 Lecturers' satisfaction with managements' responsibility of ensuring lecturer-student ratio was at recommended standard and psychological contract breach.**

For effective teaching and learning to take place, there is a minimum number of learners that one lecturer should handle. This enables him/ her to comfortably manage the class and address the different learners based on their talents and abilities. Mohamedbhai (2011) posit that large classes lead to inefficiencies in handling high student/ staff ratio as individualised attention to students is abandoned.

According to Commission of University Education (CHE, 2010), the following is the recommended lecturer/ student ratio:

**Table 4.7 Recommended ratio per department of staff to students**

Programme	Lecturer/Student Ratio
Applied Sciences	1:10
Arts and Humanities	1:15
Medical and Allied Sciences	1:7
Pure and Natural Sciences	1:10
Social Sciences	1:18

**Source: CHE (2010)**

Based on this, the study compared lecturers' perceptions of satisfaction with managements' responsibility of ensuring that lecturer-student ratio was at recommended standard and their psychological contract state.

**Table 4.8 Lecturers' satisfaction with managements' responsibility of ensuring lecturer-student ratio was at recommended standard and psychological contract breach.**

Lecturers' satisfaction		
with lecturer- student		
ratio	Frequency	Psychological contract breach
Satisfied	6	Almost all promises kept
	4	University has done an excellent job
	3	I have not received everything promised
	1	University has broken many of its promises
Dissatisfied	4	Almost all promises kept
	30	University has done an excellent job
	42	I have not received everything promised
	56	University has broken many of its promises
Total	146	

The study findings revealed that an overwhelming 90.4 percent of lecturers were dissatisfied with the extent to which management had ensured that lecturer-student ratio was at recommended standard. The majority of these lecturers (42.4 percent) had a very low psychological contract and felt that the university had broken many of its promises to them even though they had upheld their side of the deal. On the other hand, out of 14 lecturers who were satisfied, only one (1) had a very low psychological contract. This means that

there was a positive relationship between lecturer-student ratio and lecturers' psychological contract.

Lecturers' dissatisfaction with the lecturer-student ratio meant that the ratio was too high with some quoting ratios as high as 1:100 especially in social sciences. This can be attributed to double intake policy, increased demand for higher education and majorly because of the University managements' desire to enroll more Module II students to supplement inadequate government funding.

Contrary to earlier studies such as Waswa & Katana (2008), Rolfe & Weale (2005) and Mohamedbhai (2011) who found that heavy teaching load was caused by large classes, the study found out that despite 74.6 percent of lecturers being either very satisfied, satisfied or fairly satisfied with their current teaching load, a whopping 90.4 percent were dissatisfied with how management had ensured that the student-lecturer ratio was maintained to standard. This implied that they felt that the student-lecturer ratio was too high and was not at recommended standard. The researcher therefore inferred that regardless of the increase in student numbers, lecturers did not change their teaching methods and as a result the quality of lecture delivery was compromised which in the end made it difficult to meet students' expectations. Lecturers were thus forced to adopt the lecture method where student interaction was maintained at bare minimum as students remained passive participants in lessons.

Therefore, as it can be seen from the study, though heavy teaching load did not to a large extent lead to breach of lecturers' psychological contract at the university, heavy teaching load had the potential of influencing breach by compromising time for research and consultancy and thus inhibiting lecturers career growth.

#### **4.6 Teaching and research resources and facilities and psychological contract breach**

The study further sought to find out the extent to which adequacy of teaching and research facilities influenced breach of psychological contract among lecturers at the University of Nairobi.

##### **4.6.1 Lecturers' satisfaction with managements' responsibility to provide adequate teaching resources and facilities and psychological contract breach**

According to the University of Nairobi strategic plan (2005-2010), teaching and learning is the core business of the university. It equips not only lecturers but also learners with the relevant knowledge, skills and value systems that are key for individual and national development. Similarly, in an era where results are yearned for and the emergence of performance contracting, employees desire tools of trade to enable them attain the set targets. Consequently, Shen (2010) after finding out that academics' psychological contract was low, recommended prioritization of the provision of adequate resources to do work.

**Table 4.9 Lecturers' satisfaction with managements' responsibility to provide adequate teaching resources and facilities and psychological contract breach**

Lecturers'		
satisfaction with		
teaching resources	Frequency	Psychological contract breach
Satisfied	7	Almost all promises kept
	15	University has done an excellent job
	19	I have not received everything promised
	13	University has broken many of its promises
Dissatisfied	3	Almost all promises kept
	19	University has done an excellent job
	26	I have not received everything promised
	44	University has broken many of its promises
Total	146	

From the table above, the study found out that 63 percent of lecturers were dissatisfied with the available teaching resources and facilities. This they opined hampered their content delivery thus preventing them from attaining the set academic standards and consequently failing on the delivery of the core business of the university. This agrees with Okwakol (2008), Obwogi (2011), Gudo, Oanda & Olel (2011) and Eshiwani (2009).

Similarly, from the study findings, 59.3 percent of the lecturers who were satisfied with how management had provided adequate teaching resources and facilities still had a low psychological contract and felt that they had not received everything promised to them from the university or that the university had broken many of its promises to them. This can be attributed to the fact that most lecturers felt that the university only recognised research and not how hard they taught.

#### **4.6.2 Lecturers' satisfaction with managements' responsibility to provide adequate research resources and facilities and psychological contract breach**

Research is core in today's knowledge era where universities' participation in the global knowledge community and their ability to contribute effectively to knowledge generation and innovation is hinged on academics' capacity to do research. This capacity is based not only on the post graduate student output but to a great extent on the available research resources and facilities. Table 4.10 shows lecturers' satisfaction with the available research resources and facilities and psychological contract.



**Table 4.10 Lecturers' satisfaction with managements' responsibility to provide adequate research resources and facilities and psychological contract breach**

Lecturers' satisfaction with research resources	Frequency	Psychological contract breach
Satisfied	8	Almost all promises kept
	17	University has done an excellent job
	11	I have not received everything promised
	6	University has broken many of its promises
Dissatisfied	2	Almost all promises kept
	17	University has done an excellent job
	34	I have not received everything promised
	51	University has broken many of its promises
Total	146	

From the table above, 71.2 percent of lecturers were dissatisfied with the available research resources and facilities which inhibited not only on the research output (post graduates and research publications) but also on the motivation, commitment and job satisfaction of lecturers. This according to lecturers was caused by lack of prioritization of research by the university. Others felt that it was a way devised by management to naturally control promotions which were to a large extent based on research. Similarly, with

inadequate research resources and facilities the university's research policy aimed at transforming it into the leading centre for research will only remain on paper (UON 2008).

On the research facilities and psychological contract, the findings revealed that 59.5 percent of lecturers who were satisfied felt that the university had kept and done an excellent job in fulfilling almost all the promises made to them during recruitment. This showed they had a positive psychological contract which is associated with increased commitment, intention to remain with the university, increased loyalty and OCB (Conway & Briner, 2002, Coyle-Shapiro, 2002, Robinson & Morrison 1995). This can be linked to the fact that the university hinged promotions on research performance and publications. On the other hand, 81.7 percent of those dissatisfied with how management had provided adequate research resources had a low psychological contract. Therefore, the researcher deduced that lack of adequate research resources and facilities led to psychological contract breach.

#### **4.6.3 Lecturers' satisfaction with managements' responsibility to provide decent and well equipped offices for staff and psychological contract breach**

Lecturers are knowledge workers whose offices should be well equipped to enable them contribute to knowledge generation and preservation. The table below shows lecturers' satisfaction with their offices and its influence on the psychological contract.

**Table 4.11 Lecturers' satisfaction with managements' responsibility to provide decent and well equipped offices for staff and psychological contract breach**

Lecturers' satisfaction with offices		
	Frequency	Psychological contract breach
Satisfied	8	Almost all promises kept
	18	University has done an excellent job
	7	I have not received everything promised
	8	University has broken many of its promises
Dissatisfied	2	Almost all promises kept
	16	University has done an excellent job
	38	I have not received everything promised
	49	University has broken many of its promises
Total	146	

The study found out that the majority (71.9 percent) of lecturers at the University of Nairobi were dissatisfied with the way in which management had provided decent and well equipped offices for staff, 87 of whom (dissatisfied lecturers) had a low psychological contract. Some complained of uncomfortable chairs, lack of sockets in the offices and sharing offices which inhibited on their privacy. A certain lecturer intimated that:

*'I had to do wiring for my office and those of my colleagues in the next offices. Besides, all the computers in my office are mine and yet the university expects me to digitize my content'*

When further asked about the effect of inadequate teaching and research facilities on their work, lecturers explained that it led to poor output which translated to low quality teaching and research and consequently lowering global competition in research and professional development.

Inadequacy of teaching and research resources and facilities thus was a bottleneck which meant that the university was not fully implementing its strategic plan. The University of Nairobi strategic plan (2008-2013) aimed at offering and nurturing innovative academic programmes to world class status, creating an enabling work and policy framework that promotes research, development and other value adding services and providing and maintaining state of the art infrastructure that support the core functions of the university.

However, lecturers were also forced to help the university in providing teaching and learning resources. A certain lecturer when asked how he/she responded to failure by the university to meet its promises wrote:

*'I improvise- if it is photocopying, I use my money. If it is books-I put some missing on the reserve etc. etc. because teaching has to go on.'*

#### **4.7 Leadership and psychological contract breach**

Universities are the highest institutions of learning in any country. As a result, they are supposed to be role models of good leadership and management.

Consequently, Lecturers expect good leadership from the university administration.

The study also endeavored to determine the influence of leadership of the university on breach of psychological contract. Alphabetical letters A, B, C, D were used to denote the state of psychological contract as follows:

- A. Almost all the promises made by the university during recruitment have been kept so far.
- B. So far the university has done an excellent job of fulfilling its promises to me.
- C. I have not received everything promised to me in exchange for my contributions
- D. The university has broken many of its promises to me even though I've upheld my side of the deal.

The findings were as below:

**Table 4.12: Leadership and psychological contract breach**

Lecturers' satisfaction with managements, responsibility	Psychological contract state							
	Satisfied				Dissatisfied			
	A	B	C	D	A	B	C	D
Treats all academics fairly and equitably	8	31	25	34	2	3	20	23
Allows you autonomy to act as a professional	10	33	43	51	0	1	2	6
Maintain academic freedom	10	31	45	55	0	3	0	2
Communicates important information to you	8	26	38	34	2	8	7	23
Is honest in its communication to you	6	28	32	31	5	4	14	26
Explains decisions that are made	9	31	21	11	1	3	24	46
Acknowledges the long hours you devote to work	7	13	4	7	3	21	41	50
Provides a safe and comfortable work environment	6	25	21	24	4	9	24	33
Ensures that the primary focus is on student success	6	12	18	20	4	22	26	39

From the findings, it can be deduced that the majority of lecturers were satisfied with how management had treated them fairly and equitably (98 lecturers), provided autonomy and academic freedom (137 and 141 lecturers respectively), communicated information to them (106 lecturers), was honest in its communication (97 lecturers) and had provided a safe work environment

(76 lecturers). However, majority of these lecturers still had a low psychological contract and felt that either they had not received everything promised or that the university had broken many of its promises to them. This can be explained using Maslow's' needs theory where a want once satisfied ceases to be a motivator as one proceeds to pursue higher needs. This is because in table 4.5, lecturers had considered these items to be very important to their work.

On the other hand, the findings revealed that the majority of lecturers were dissatisfied with how management acknowledged their long hours of devotion to work (115 lecturers), explained decisions made (74) and ensured the primary focus was on students (91 lecturers). But for the later, there was a clear relationship between explaining decisions and acknowledgement and psychological contract breach. The majority (40 out of 72 and 20 out of 31) of lecturers who were satisfied also had a positive psychological contract while those who were dissatisfied had a low psychological contract.

According to Morrison and Robinson (1997), one of the causes of psychological contract breach is lack of a common understanding (incongruence) between the employer and the employee. This might be due to lack of explanation and clarity about certain items within the psychological contract.

Definition of student success is the first step in institutional planning and as such, the finding that 62.3 percent of lecturers believed that managements'

primary focus was not on students' success is disturbing. The finding might be the source of the market dissatisfaction with the quality of graduate

#### **4.8 Fringe benefits and psychological contract breach**

To find out the extent to which fringe benefits influence breach of psychological contract, the researcher asked the lecturers to rate their satisfaction with how management had provided competitive remuneration and adequate fringe benefits

##### **4.8.1 Lecturers' satisfaction with managements' responsibility to provide competitive remuneration and psychological contract breach**

Lecturers not only compare their remuneration with others in the university but also with other lecturers in other universities and with other employees who have the same qualifications working in government, corporate world and Non- governmental organizations.

The study found out that 70.5 percent of lecturers were dissatisfied with their current remuneration, majority of whom had a low psychological contract as 84 out of 103 (81.6 percent) felt that the university had broken many of its promises and that they had not received everything promised to them. Likewise, the majority (58 percent) of lecturers who were satisfied had a positive psychological contract; a show that there was a relationship between competitive remuneration and psychological contract. See the summary in the table below.



**Table 4.13 Lecturers' satisfaction with managements' responsibility to provide competitive remuneration and psychological contract breach**

Lecturers' satisfaction with competitive remuneration	Frequency	Psychological contract breach
Satisfied	8	Almost all promises kept
	17	University has done an excellent job
	5	I have not received everything promised
	13	University has broken many of its promises
Dissatisfied	2	Almost all promises kept
	17	University has done an excellent job
	40	I have not received everything promised
	44	University has broken many of its promises
Total	146	

**4.8.2 Lecturers' satisfaction with managements' responsibility to provide adequate fringe benefits and psychological contract state**

On lecturers' satisfaction with management's duty to provide enough fringe benefits, the results were as shown below:

**Table 4.14 Lecturers' satisfaction with managements' responsibility to provide adequate fringe benefits and psychological contract breach**

Lecturers'		
satisfaction with		
fringe benefits	Frequency	Psychological contract breach
Satisfied	10	Almost all promises kept
	23	University has done an excellent job
	6	I have not received everything promised
	2	University has broken many of its promises
Dissatisfied	0	Almost all promises kept
	11	University has done an excellent job
	39	I have not received everything promised
	55	University has broken many of its promises
Total	146	

The above table shows that 71.9 percent of lecturers were dissatisfied with their fringe benefits, none of whom felt the university had kept all or almost all of its promises. Similarly, 94 out of 105 lecturers (89.5 percent) who were dissatisfied, had a low psychological contract while the majority; 33 out of 41 who were satisfied had a positive psychological contract.

The study therefore revealed that lecturers felt that their remuneration was uncompetitive and were dissatisfied with fringe benefits offered by the university such as medical allowance, house and commuter allowance. This

was happening in the wake of the rising admission of module II students whose fees is eleven (11) times higher than that paid by module I students (Cloete, Bailey, Pillay, Bunting & Maassen, 2011). The findings thus agree with those of Shoaib et al (2009), Rosser (2004) and Methaisel (2003) who found out that majority of academics were dissatisfied with their remuneration.

Lecturers further said that inadequate fringe benefits disenfranchised them, demoralized them and made them less committed to the university. They further explained that, that was the major reason why most were academic nomads moonlighting in various public and private universities which hampered on their ability to do research. One lecturer, in fact queried that:

*Why do you think we have many universities coming up around main campus? Universities know that lecturers are not well compensated and will always look for that extra shilling. Being next to main campus, requires that we only cross the road to teach.*

On medical allowance, they complained that it was inadequate and there was need to improve it especially to cover for long term illness. They similarly complained of difficulties in claiming medical refunds which some said took up to a year.

House allowance was found to be inadequate and is summarized by the following statements:

*House allowance is inadequate which forces me to live in an area below my status. An area which is unfavourable and risky to my life and property.*

*Lessens commitment and motivation if not improved to the level commensurate with the lecturer's status.*

Loss of commitment was exhibited by the spread loyalty of lecturers teaching in different universities to earn extra money which in the end increased their workload denying students enough time for interaction with their lecturers.

#### **4.9 Support for professional development and psychological contract**

Tettey (2006) posit that professional development is the engine that keeps universities true to their mandate as centres of ideas and innovation. Through professional development, employees reinvent and realign not only to their goals but also to the goals of the organization.

To establish how lack of support for professional development influenced breach of psychological contract among lecturers at the University of Nairobi, the researcher asked lecturers to rate their satisfaction with how management: rewarded excellence in teaching and research through promotion, provided opportunities for professional development, provided sponsorship to present papers locally/ internationally and provided opportunities for promotion.

**4.9.1 Lecturers' satisfaction with managements' responsibility to reward excellence in teaching and research through promotion and psychological breach**

The findings were as imported in table 4.15.

**Table: 4.15 Lecturers' satisfaction with managements' responsibility to reward excellence in teaching and research through promotion and psychological contract breach**

Lecturers' satisfaction with management rewarding excellence	Frequency	Psychological contract breach
Satisfied	7	Almost all promises kept
	20	University has done an excellent job
	25	I have not received everything promised
	33	University has broken many of its promises
Dissatisfied	3	Almost all promises kept
	14	University has done an excellent job
	20	I have not received everything promised
	24	University has broken many of its promises
Total	146	

From the findings, 58.2 percent of lecturers were satisfied with how management had rewarded excellence in teaching, management and research

through promotion. However, the majority of these (58 out of 85) still had a low psychological contract. Some pointed out to the fact that this was due to the fact the university only recognized research and not how hard and well they taught.

#### **4.9.2 Lecturers' satisfaction with managements' responsibility to provide sponsorship to present papers locally/ internationally and psychological contract breach**

Presentation of papers in conferences and workshops is a key element in lecturers' performance appraisals and their promotion prospects. As such, they require sponsorship which would not only enhance their morale but also job satisfaction and commitment to the university.

As it can be seen in table 4.16 below, the study revealed that 84.2 percent of lecturers were dissatisfied with managements' provision of sponsorship to present papers locally/ internationally. This was a big hindrance to their professional development because as part of their career progression, they were supposed to attend conferences and workshops, publish in refereed journals and make presentations. This forced them to cater for these expenses from their uncompetitive salary (page 58). The following statement was common with this item for those lecturers that I interviewed:

*'I have had to pay for myself to attend conferences.'*

**Table 4.16 Lecturers' satisfaction with managements' responsibility to provide sponsorship to present papers and psychological contract state**

Lecturers' satisfaction with sponsorship to present papers	Frequency	Psychological contract breach
Satisfied	9	Almost all promises kept
	7	University has done an excellent job
	4	I have not received everything promised
	3	University has broken many of its promises
Dissatisfied	1	Almost all promises kept
	27	University has done an excellent job
	41	I have not received everything promised
	54	University has broken many of its promises
Total	146	

The effect of this is that it led to a low psychological contract (95 out 123 lecturers who were dissatisfied had a low psychological contract). On the other hand, 16 out of 23 (69.6 percent) of lecturers who were satisfied had a positive psychological contract.

The few management staff especially chairs of departments that I interviewed argued that this was due to inadequate funds available at the University. However, lecturers felt that management should at least sponsor them to present papers in globally acknowledged conferences. They argued that a lot

of money is wasted on workshops organised for staff and others for administration in places such as Naivasha and Mombasa whose end result was incomparable to what sponsorship to present papers could achieve.

#### **4.9.3 Lecturers' satisfaction with managements' responsibility to provide opportunities for promotion and psychological contract state**

Using frequency counts, the study investigated lecturers' satisfaction with how management had provided opportunities for professional development. The results are imported in table 4.17 below:

**Table 4.17 Lecturers' satisfaction with managements' responsibility to provide opportunities for promotion and psychological contract state**

Lecturers' satisfaction with opportunities for promotion		
	Frequency	Psychological contract breach
Satisfied	6	Almost all promises kept
	27	University has done an excellent job
	28	I have not received everything promised
	35	University has broken many of its promises
Dissatisfied	4	Almost all promises kept
	7	University has done an excellent job
	17	I have not received everything promised
	22	University has broken many of its promises
Total	146	



From the study findings, 65.8 percent of lecturers were satisfied with the available promotion opportunities. However, the majority of these lecturers (satisfied); 63 out of 96 still had a low psychological contract and felt that the university had either broken many of its promises or that they had not received everything promised. Some complained of unfair policies that enhanced pyramid-like departmental structures where a department had to have few professors and associate professors while the majority of lecturers were either senior lecturers or lecturers. This they said made it easy for some lecturers to rise up the ladder simply because of their department. Some indicated that they had been on the same title for more than ten (10) years despite meeting all the requirements for promotion. The statement below from a lecturer sums up this:

*I have been a senior lecturer at this university for over 10 years. Students I supervised at PhD are now professors simply because they are in different departments. I meet all requirements for promotion but for the fact that we have more professors in my department.*

Lecturers also complained of ineffective and inefficient promotion procedures. They said that the requirement for interview before promotion was being misused by management. They claimed that the time taken between advertising for a position, short listing, interviewing and promotion was unclear or too long. Indeed, some said that they were still waiting for a feedback from the promotion interview they had attended a year ago and yet they were sure the position had not been filled.

**4.9.4 Lecturers' satisfaction with managements' responsibility to provide opportunities for professional development and psychological contract breach**

This was the major variable and the findings of the study were that half of the lecturers (50.0 percent) were dissatisfied and satisfied with professional development opportunities. This is shown in the table below:

**Table 4.18 Lecturers' satisfaction with managements' responsibility to provide opportunities for professional development and psychological contract breach**

Lecturers' satisfaction with opportunities for professional development	Frequency	Psychological contract breach
Satisfied	8	Almost all promises kept
	23	University has done an excellent job
	20	I have not received everything promised
	22	University has broken many of its promises
Dissatisfied	2	Almost all promises kept
	11	University has done an excellent job
	25	I have not received everything promised
	35	University has broken many of its promises
Total	146	

The majority of those dissatisfied; 82 percent, had a low psychological contract. They complained of long promotional procedures and departmental-based promotion and failure by management to sponsor them while presenting papers locally/ internationally. This led to stagnation, hampered their career growth, advancement and limited their promotional abilities. This they said disenfranchised them making them want to leave. It contributed to their demoralization, reduced commitment and job dissatisfaction. This was in line with a study by Tettey (2006), which noted that the promotional procedures at the universities were inadequate and tiresome.

#### **4.10 Lecturers' commitment to teaching, research, consultancy and loyalty to the university**

The study also sought to find out lecturers' commitment to fulfilling their commitment to the university. The question asked was: to what extent have you fulfilled your commitment to the university on: teaching hours assigned, doing research, loyalty to the university and doing consultancy. Their responses were as shown in the table below:

**Table 4.19 Lecturers' commitment to teaching, research, Consultancy and loyalty to the university**

<b>To what extent have you fulfilled your commitment to the university on:</b>	<b>Not at all</b>	<b>To some extent</b>	<b>To a great extent</b>	<b>To a very great extent</b>
Teaching hours assigned	0	4	38	104
Doing research	0	68	48	30
Loyalty to the university	0	21	59	66
Doing consultancy	28	84	12	22

From the above table, the majority, 104 out of 146 (71.2 percent) lecturers had to a very great extent fulfilled their commitment to teaching with only 4 (2.7 percent) having to some extent fulfilled their teaching obligations. Furthermore, 66 out of 146 and 59 out of 146 lecturers (85.6 percent), had to a very great extent and to a great extent respectively fulfilled their duty of loyalty to the university. However, 68 out of 146 (46.6 percent) had only done research to some extent while only 30 (20.5 percent) had done research to a very great extent. This according to them was attributed to uncompetitive salary which led to moonlighting that limited their ability to do research, inadequate research facilities and increased responsibility of lecturers of teaching as well as supervision of students.

On consultancy, 84 out of 146 (57.5 percent) had done consultancy only to some extent while 28 (19 percent) had not done consultancy at all. This they

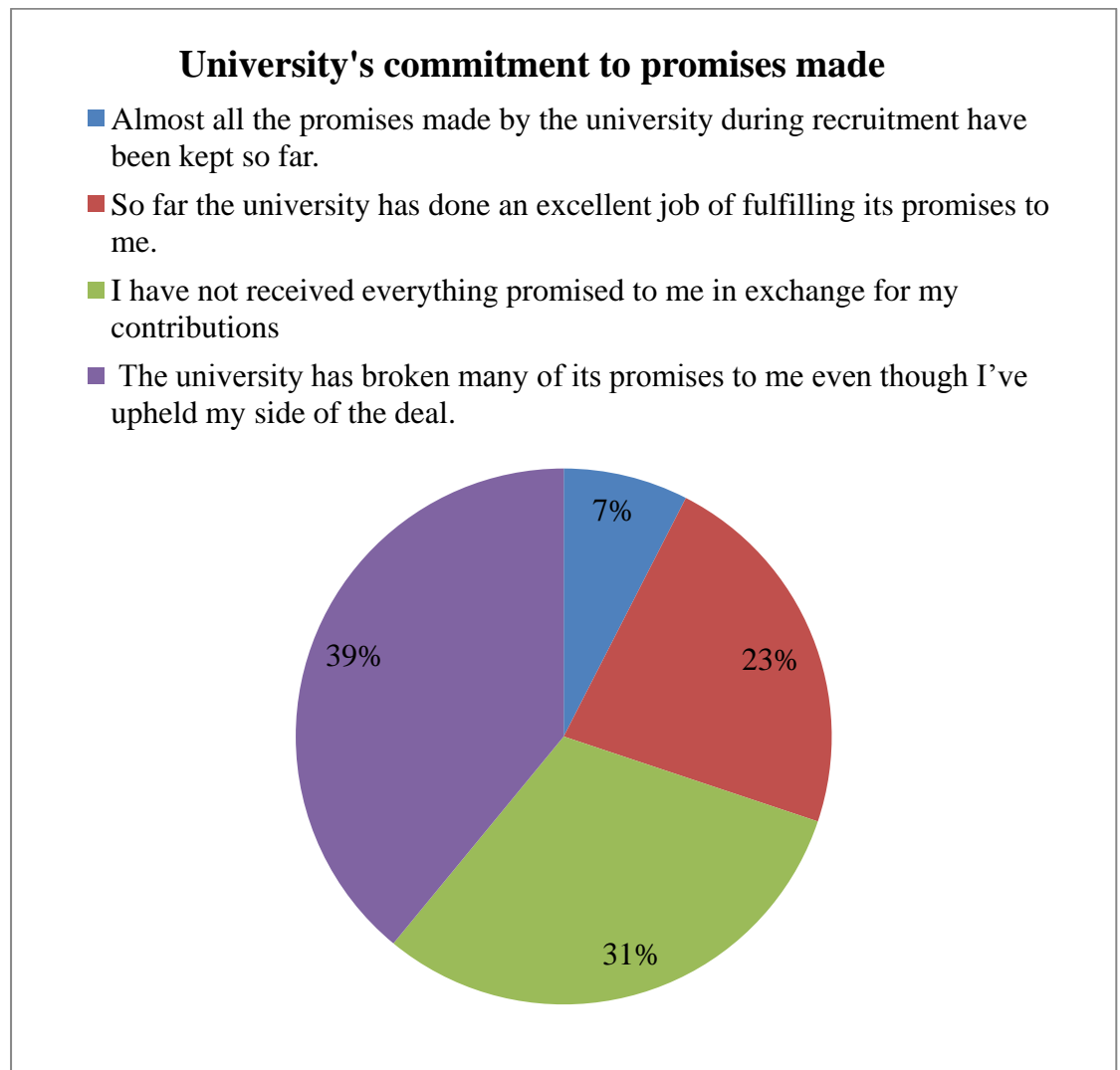
cited was due to lack of clear guidelines from the university on consultancy as majority of those who had done consultancy had done it for themselves and had their own consultancy firms. They said that consultancy had not been fully integrated into the reward system of the university as it was rarely if not in any way recognized for promotion.

The researcher therefore concluded that the lecturers had as a result satisfactorily satisfied their commitments to the university.

#### **4.11 Universities Commitment to its promises to lecturers**

The study also sought to establish lecturers' perceptions towards universities' commitment to its promises. Their responses were as summarized in chart 4.1 below:

**Chart 4.1 Universities Commitment to its promises to lecturers**



The study revealed that 39 percent of lecturers felt that the university had broken many of its promises to them even though they had upheld their side of the deal with 31 percent admitting that they had not received everything promised to them in exchange for their contributions. Only 7 percent of lecturers felt that the university had fulfilled almost all the promises made to them during recruitment. Therefore, 70 percent of lecturers had a low psychological contract as compared to 30 percent who had a positive psychological contract.

This was construed to mean that despite lecturers fulfilling their commitments, the university had not fulfilled many of its promises. This meant that lecturers' psychological contract was low, a finding that agrees with Shen (2010) and Tipples & Krivocapic-Skonko (1997). This triggered feelings of inequity and unfairness as there was no reciprocity which forced lecturers to look for ways of maintaining equity (Equity theory). This is answered in the section below:

#### **4.12 Lecturers' response to failure by the university to meet its promises and their expectations.**

The researcher sought to find out how lecturers responded to failure by the university to meet its promises and their expectations. The question asked was: How do you respond to failure by the university to meet its promises and your expectations?

This question elicited various reactions with some lecturers dubbing it a 'red tape' while others opted not to answer it. Some admitted that it made them demoralized and forced them to engage in moonlighting as others said it reduced their commitment to teaching while others admitted to just hanging on waiting for a greener opportunity to arise. Nevertheless, quite a number responded that they did nothing as according to them, their only reaction could hurt students more and not the management while others engaged the union. Some common reactions included:

*I work hard, build my profile and wait for a better opportunity or greener pasture elsewhere*

*I always try to do my duties as much as I continue raising concerns over unfulfilled promises and expectations.*

*Reduce input: only avail myself in the university at my teaching hours and look for part time jobs.*

*My most fulfillment is seeing students graduate*

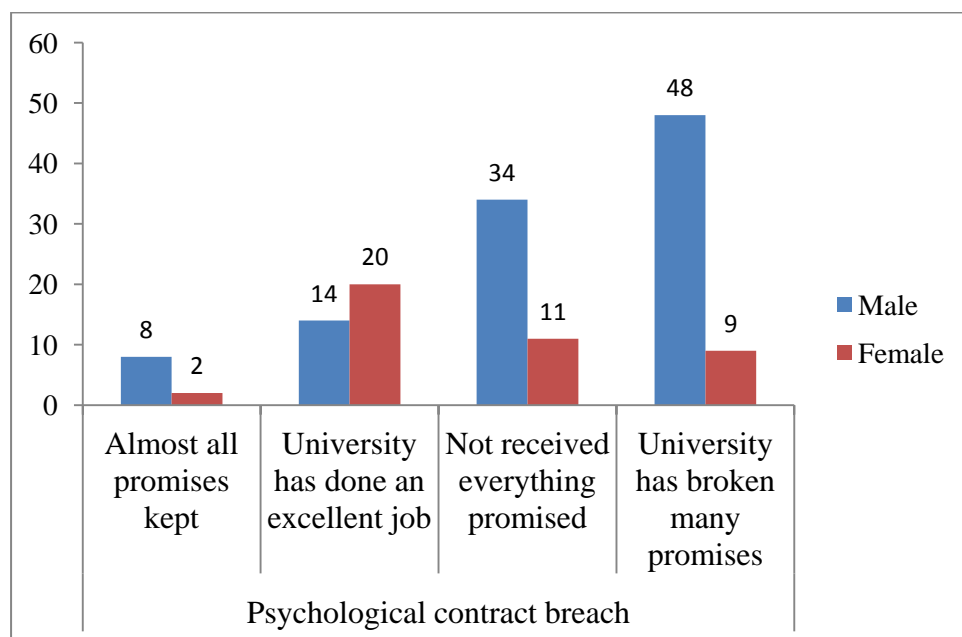
*Respond by working hard as it affects other people*

This represented mixed reactions to breaches which have the capability of hurting the core purpose and vision of the university if not well regulated. Nonetheless, it reflected the researchers' conceptual framework where breaches could cause turnover, reduced commitment, dissatisfaction and thus met objectives of the study.

#### **4.13 Gender and psychological contract breach**

The researcher also investigated the relationship between gender and psychological contract. The results are imported in chart 4.2

**Chart 4.2 Gender and psychological contract breach**



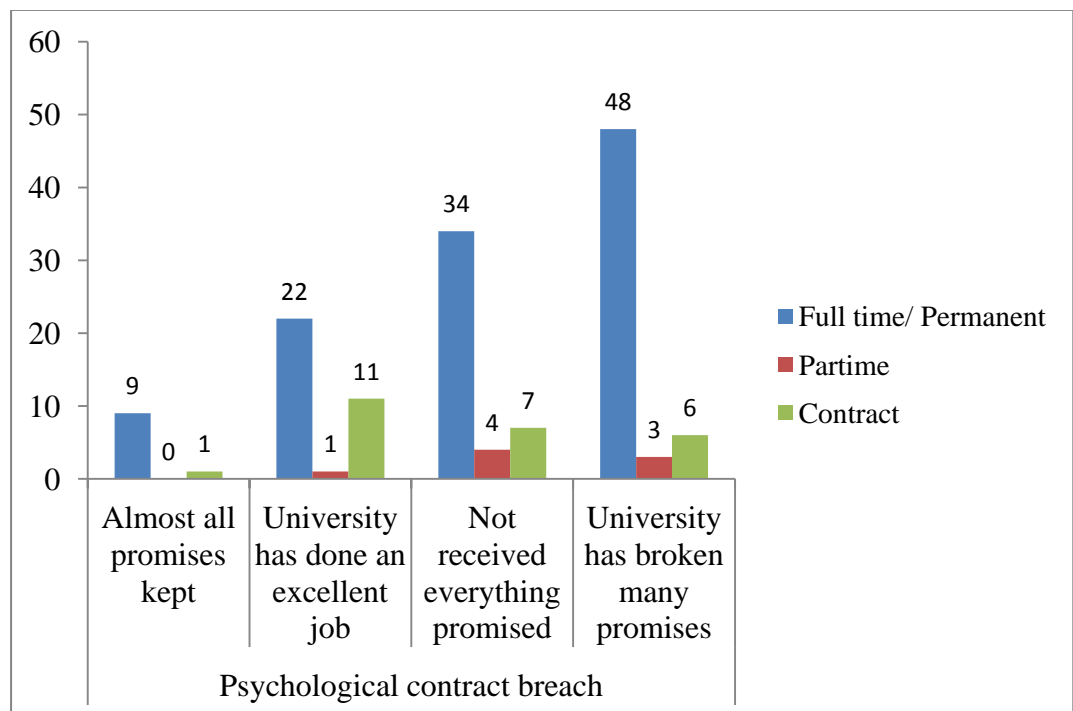


The findings were that 52.4 percent of female lecturers had a positive psychological contract as compared to 21.2 percent of male lecturers.

#### 4.14 Terms of engagement and psychological contract breach

On terms of engagement and psychological contract, the findings revealed that only one (1) part time lecturer had a positive psychological contract. This they said was because of the ‘delayed’ payments whereby the university demanded that they were to be paid only once a semester after marking and submitting students’ results. The responses were as shown below.

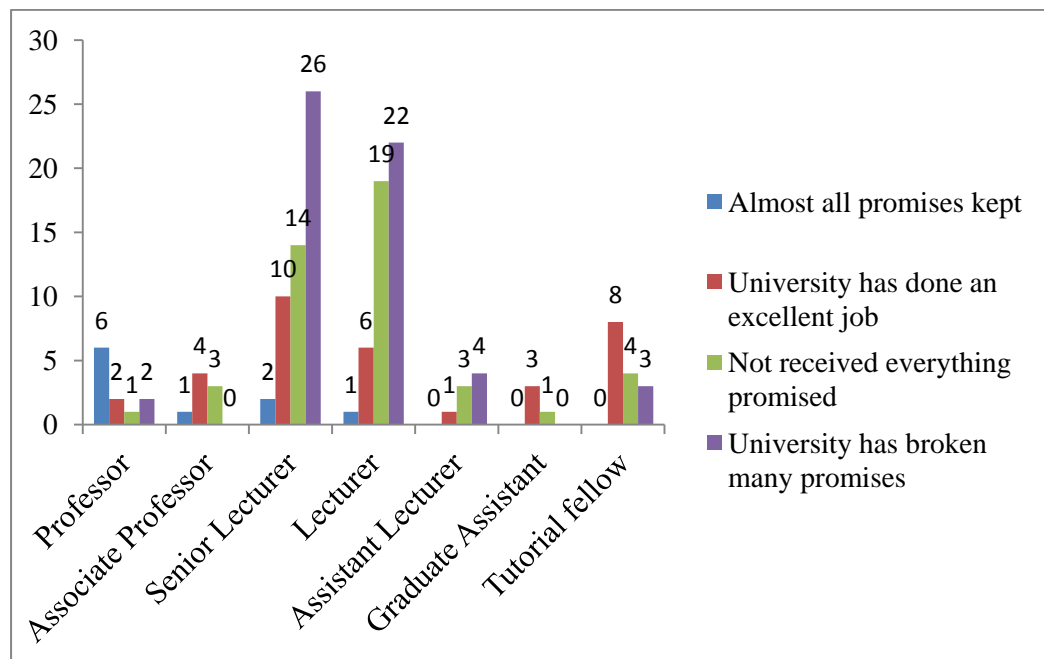
**Chart 4.3 Terms of engagement and psychological contract breach**



#### 4.15 Title of lecturers and psychological contract breach

The study also investigated the psychological contract of professors, Associate Professors, Senior Lecturers, Lecturers, Assistant Lecturers, Graduate Assistants and Tutorial Fellows. The results were as shown below:

**Chart 4.4 Title of lecturers and psychological contract breach**

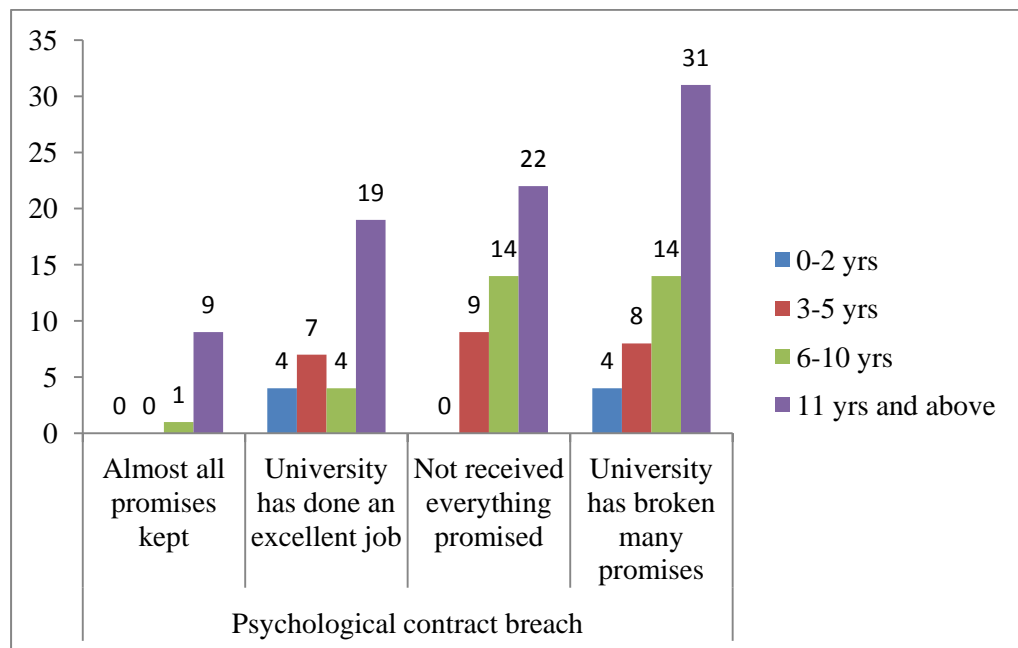


The findings revealed that 60 percent of lecturers who had a positive psychological contract were full professors. This was attributed to the many years they had been at the university and thus appreciated and understood the university besides them being at the level of self actualization at the university. Interestingly, 48 out of 57 lecturers (84.2 percent) who had a low psychological contract and felt that the university had broken many of its promises were either at the level of a senior lecturer or lecturer.

#### 4.16 Length of service and psychological contract breach

On the length of service, using frequency counts, the study compared the psychological contract of lecturers who had worked at the university for 0-2 years, 3-5 years, 6-10 years and 11 years and above. The results were imported in chart 4.5 below:

**Chart 4.5 Length of service and psychological breach**



From the findings, 79.4 percent of lecturers who had a low psychological contract had been at the university between 6-10 years and 11 years and above. They thus felt that they had not received everything to them and that the university had broken many of its promises to them even though they had upheld the side of the deal.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter aims at giving an overview of the whole study. It presents the summary of the study, conclusions and recommendations for further study.

#### **5.2 Summary of the study**

The purpose of the study was to investigate the institutional factors that influence breach of psychological contract among lecturers in public universities; A case of University of Nairobi, Kenya. To realise this purpose, the following research questions were formulated to guide the study in line with the objectives:

- i. How does the overall teaching load influence breach of psychological contract among lecturers at the University of Nairobi?
- ii. To what extent does adequacy of teaching facilities and equipment influence breach of psychological contract among lecturers at the University of Nairobi?
- iii. How does leadership of the University influence breach of psychological contract among lecturers at the University of Nairobi?
- iv. To what extent do fringe benefits influence breach of psychological contract among lecturers at the University of Nairobi?

- v. How does lack of support for professional development influence breach of psychological contract among lecturers at the University of Nairobi?

The research design adopted was case study due to its capacity to deeply probe the phenomenon under study. The target population was 1,403 lecturers at the University of Nairobi out of which 210 were sampled according to Mugenda & Mugenda (2003) formula. Questionnaires were used to collect data after their validation by project supervisors and pretesting to enhance their reliability.

### **5.3 Summary of findings.**

On the first objective which was to determine how teaching load influence breach of psychological contract among lecturers at the University of Nairobi, the study found out that while 74.6 percent of lecturers were satisfied with their current teaching load, an overwhelming 90.4 percent were dissatisfied with the current student-lecturer ratio. Furthermore, while comparing lecturers' satisfaction with managements' responsibility to provide reasonable teaching load and their psychological contract, the study found out that the majority of lecturers (67.9 percent) who were satisfied still had a low psychological contract. On the other hand, 75.7 percent of the lecturers who were dissatisfied had a low psychological contract which showed the potentially negative effects of high teaching load on the breach of the psychological contract. Thus, when asked about the effect of heavy teaching

load on their work, lecturers pointed out that heavy teaching load compromised research and consultancy and fettered their career growth.

In regard to the extent to which adequate teaching and research resources and facilities influenced breach of psychological contract among lecturers at the University of Nairobi, the study revealed that, the majority out of 146 (94, 104 and 105) were dissatisfied with the available teaching resources, research resources and staff offices respectively. This meant that the teaching and research resources were inadequate and were overstretched which made it difficult to meet academic targets. This was in agreement with studies such as Okwakol (2008), Obwogi (2011) and Shen (2010). The study findings also showed that there was a relationship between availability of research resources and facilities and psychological contract as 59.5 percent of those satisfied had a positive psychological contract while 81.7 percent of the lecturers who were dissatisfied had a low psychological contract.

However, the relationship between psychological contract and teaching and research facilities was a little blurred as the majority (59.3) of lecturers who were satisfied with their teaching resources and facilities still felt they had not received everything promised to them. This was attributed to the fact the university did not reward how well they taught.

On leadership and psychological contract, the study found out that 74 (50.7 percent), 91 (62.3 percent) and 115 (78 percent) lecturers were dissatisfied with managements' duty to explain decisions made, of ensuring that the primary focus of the university was on student success (36.3 percent) and to

acknowledge the long hours they devoted to their work respectively. This they said demoralized them, made them feel less committed besides dissatisfying them. Majority of those of those satisfied with how management explained decisions (55.6 percent) and acknowledged long hours they devoted to work (51.6 percent), had a positive psychological contract.

However, still on leadership, out of 146 lecturers, 141 (96.6 percent), 137 percent (93.8 percent), 98 (67.1 percent), 106 (72.6 percent) and 97 (66 percent) were satisfied with how management maintained academic freedom, allowed them autonomy to act as professionals, treated them fairly and equitably, communicated important information to them and was honesty in its communication to them respectively.

On the fourth objective which was to determine the extent to which fringe benefits influenced breach of psychological contract at the University of Nairobi, 103 out 146 lecturers felt that the university did not competitively remunerate them, 84 of whom (81.56 percent) had a low psychological contract. Similarly, 71.9 percent were dissatisfied with the fringe benefits offered to them such as medical, house and commuter allowance. Inadequate fringe benefits they said disenfranchised them, demoralized them and made them less committed to the university. They further explained that, that was the major reason why most were academic nomads moonlighting in various public and private universities which hampered their ability to do research. In addition, the study findings revealed that only 11 out of 105 lecturers who

were dissatisfied with their fringe benefits had a positive psychological contract (Table 4.14)

On how lack of support for professional development influenced breach of psychological contact, the study findings revealed that half of the lecturers were either dissatisfied or satisfied [82 percent (dissatisfied) and 57.5 percent (satisfied) of whom had a low psychological contract] with how management provided opportunities for professional development. They complained of long promotional procedures and departmental-based promotion, failure by management to sponsor them while presenting papers locally/ internationally. This led to stagnation, hampered their career growth, advancement and limited their promotional abilities. This they said disenfranchised them making them want to leave. It contributed to their demoralization, reduced commitment and job dissatisfaction. Similarly, only 13 out of 73 (17 percent) lecturers who were dissatisfied had a positive psychological contract.

Furthermore, the study sought to find out lecturers' commitment to fulfilling their duties of teaching, doing research, loyalty and doing consultancy. The study found out that the majority, 71.2 percent of lecturers had to a very great extent fulfilled their commitment to teaching while 85.6 percent (cumulative) had fulfilled their duty of loyalty to the university. However, 46.6 percent had only done research to some extent while only 20.5 percent had done research to a very great extent. This according to them was due to uncompetitive salary which led to moonlighting limiting their ability to do research, inadequate



research facilities and increased responsibility of lecturers of teaching as well as supervising both master's students and those on attachment.

On consultancy, 57.5 percent had done consultancy only to some extent while 19 percent had not done consultancy at all. This they said was because consultancy had not been fully integrated into the reward system of the university as it was rarely if not in any way recognized for promotion.

The researcher as a result concluded that the lecturers had satisfactorily satisfied their commitments to the university.

The study further revealed that 39 percent of lecturers felt that the university had broken many of its promises to them even though they had upheld their side of the deal with 31 percent admitting that they had not received everything promised to them in exchange for their contributions. Only 7 percent of lecturers felt that the university had fulfilled all the promises made to them during recruitment. This was construed to mean that despite lecturers fulfilling their commitments, the university had not fulfilled many of its promises. This triggered feelings of inequity and unfairness as there was no reciprocity which forced lecturers to look for ways of maintaining fairness (Equity theory). This included moonlighting, reducing input, engaging the union and doing nothing. Others continued working hard to build their profile waiting for a greener opportunity.

In addition, the study also revealed that 52.4 percent of female lectures had a positive psychological contract compared to 21.2 percent of male lecturers. Also, only one part time lecturer had a positive psychological contract, 84.2

percent of lecturers with low psychological contract were either at the level of senior lecturer or lecturer and that 79.4 percent of lecturers with low psychological contract had been at the university for more than 6 years.

#### **5.4 Conclusions**

Breach of psychological contract refers to the cognition by lecturers that the university has failed to meet one or more obligations within their psychological contract. From the study findings, majority of lecturers, 70 percent; felt that the university had either broken many of its promises even though they had upheld their side of the deal or that they had not received everything promised to them in exchange for their contributions (39 percent and 31 percent respectively). Only 7 percent of lecturers felt that the university had fulfilled all the promises made to them during recruitment. This proved right the assumption of the study that there had been a breach of lecturers' psychological contract.

The broken or unfulfilled promises included, the provision of adequate teaching and research resources and facilities, poor university leadership (failure to explain decisions made, failure to acknowledge long hours lecturers devoted to work and failure to ensure that the primary focus of the university was on student success), inadequate fringe benefits and lack of support for professional development especially lack of sponsorship to present papers and gaps in the promotion procedure.

From the study findings, lecturers in public universities were dissatisfied with how university management had ensured that the student-lecturer ratio was

maintained to standard. This they maintained despite majority of them feeling that management provided reasonable teaching load. This meant that despite the increase in student numbers over the years, lecturers had not changed their pedagogy and thus individualised treatment of learners was not exercised. Lecturers thus stuck to lecturer method leaving students passive participants in lessons.

Similarly, contrary to expectations, public universities lacked enough teaching and research resources and facilities. 63 percent, 71.2 percent and 71.9 percent of lecturers were dissatisfied with how management had provided teaching resources and facilities and research resources and facilities and provided decent and well equipped offices for staff respectively.

In addition, aspects of university leadership that irked lecturers in public universities included the inability of the university to explain decisions made. Lecturers were also dissatisfied with how the university failed to acknowledge the long hours they devoted to their work. They also felt that the university failed to focus on students' success. This they said made them less committed, demoralised and dissatisfied.

Furthermore, the fringe benefits offered to lecturers such as medical, house and commuter allowance in public universities were inadequate. 71.9 percent of lecturers were dissatisfied with the fringe benefits they received from the university. This had made them to moonlight and to live in uncomfortable areas which were below their status. Also, lecturers expected sponsorship to

present papers as this was key to their career advancement. They also expected universities to streamline their promotion policies.

### **5.5 Recommendations**

Based on the findings of the study, the following recommendations were made:

- The University management should provide adequate teaching and research facilities which should include decent staff offices.
- The fringe benefits offered to staff especially medical were inadequate and should be improved.
- Public universities should streamline promotion procedures especially on internal recruitment and selection. Clear timelines should be set.
- Universities should look for ways of sponsoring staff to present papers in approved conferences and workshops.
- University management should endeavour to explain to decisions that are made which have the potential to eliminate any perceptions of breach. Good governance demands transparency and accountability.

### **5.6 Suggestions for further research.**

Considering the limitations and delimitations of the study, the following areas were suggested for further study:

- a) A study needs to be done on the factors influencing breach of psychological contract between lecturers and university administration from the University managements' perspective.
- b) A study needs to be conducted in private universities on institutional factors that influence breach of psychological contract among lecturers.
- c) A study should be conducted to find out whether psychological contracts have any basis: whether employee perceptions are based on the reality or not.

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## **APPENDICES**

### **APPENDIX ONE: INTRODUCTORY LETTER**

DEPARTMENT OF EDUCATIONAL ADMINISTRATION & PLANNING,

UNIVERSITY OF NAIROBI,

P.O BOX 92,

KIKUYU

MAY 27, 2013

Dear Respondent,

**RE: INSTITUTIONAL FACTORS INFLUENCING BREACH OF  
PSYCHOLOGICAL CONTRACT AMONG LECTURERS IN PUBLIC  
UNIVERSITIES: A CASE OF UNIVERSITY OF NAIROBI.**

I am a post graduate student pursuing a Master's of Education in Corporate governance degree from the University of Nairobi. My research topic is as above and the study is designed for research purposes only. Your identity will be absolutely kept confidential and anonymous.

Your participation and honest responses will be highly appreciated.

Yours faithfully,

Eric Ochieno Musungu.

## APPENDIX TWO: LECTURER'S QUESTIONNAIRE

The questionnaire is designed to gather information on Institutional factors influencing breach of psychological contract among lecturers in public universities: A case of University of Nairobi. Kindly tick [  ] the appropriate response or provide information as is relevant. Your identity will be kept anonymous and confidential and your responses will only be used for the purposes of this research. As such, do not write your name on the questionnaire.

### SECTION ONE: Demographic information

1. What is your gender            Male [  ]            Female [  ]
  
2. What is your title  
Prof. [  ]      Associate Prof. [  ]      Research Prof. [  ]      Senior  
lecturer [  ] Lecturer [  ]      Research Fellow [  ]      Assist. Lecturer [  ]  
Graduate Assist [  ]  
Other [  ] specify.....
  
3. What are the terms of your engagement?  
Full time [  ]            Part time [  ]            Contract [  ]
  
4. What is your length of service as a lecturer at the University of Nairobi  
0-2 years [  ]    3-5 years [  ]    6-10 years [  ]            11    years    and  
above [  ]

## SECTION TWO: PSYCHOLOGICAL CONTRACT ITEMS

This section deals with psychological contract elements. Kindly rank the importance of these items i.e. How important are these items to your work? (5= Extremely important 4= Very important, 3= important, 2= Little important, 1= Not important.)

Psychological Contract Item	Importance				
	5	4	3	2	1
Reasonable workload					
Enough resources and equipment to do work					
Equal opportunities for all employees & Fair treatment					
Open and honest communication					
Safe working environment					
Participation in decision making					
Frequent feedback on performance					
Competitive salary					
Health benefits					
Continual professional development					
Challenging and interesting work					
Collegial environment					

**SECTION THREE: PERCIEVED PSYCHOLOGICAL CONTRACT FULFILMENT**

In this section, indicate your level of satisfaction with managements' behaviour in regard to the statements given on a scale of 5 to 1 (5= Very satisfied, 4= satisfied, 3= fairly satisfied, 2= dissatisfied, 1= very dissatisfied).

<b>Managements' responsibility</b>	<b>Satisfaction</b>				
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Provides reasonable workload					
Provides adequate teaching resources and equipment					
Provides adequate research resources and facilities					
Provides decent and well equipped offices for staff					
Treats all academics fairly and equitably e.g. in promotion					
Allows you autonomy to act as a professional					
Maintain academic freedom					
Communicates important information to you					
Is honest in its communication with you					
Explains decisions that are made					
Provides competitive remuneration					
Rewards excellence in teaching, management and research through promotion					
Provides opportunities for professional development					

Acknowledges the long hours you devote to work

Provides enough fringe benefits

Provides sponsorship to present papers locally/  
internationally

Provides opportunities for promotion

Provides a safe and comfortable work environment

Ensures that lecturer- student ratio is at recommended  
standard

Ensures that the primary focus is on student success

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### **SECTION THREE: EFFECTS OF PERCEIVED PSYCHOLOGICAL CONTRACT BREACH**

In this section, explain how each of the factors affects you ( your motivation, commitment and satisfaction) and your work of teaching, doing research and consultancy.

- a) Heavy workload
  
- b) Poor management
  
- c) Lack of support for professional development
  
- d) Inadequate fringe benefits such as



- i. House allowance
  - ii. Medical allowance
  - iii. Commuter allowance.
- e) Inadequate teaching, research and learning facilities
- f) Unfair and inequitable treatment
- g) Poor management

**SECTION FOUR**

Please answer the following questions:

<b>Statement:</b>	<b>Response</b>			
	<b>Not at all</b>	<b>To some extent</b>	<b>To a great extent</b>	<b>To a very great extent</b>
<b>To what extent have you fulfilled your commitment to the university on:</b>				
a. Teaching hours assigned				
b. Doing research				
c. Loyalty to the university				
d. Doing consultancy				

1. Please tick the statement that best describes the university's commitment to the promises made to you.
  - A. Almost all the promises made by the university during recruitment have been kept so far.
  - B. So far the university has done an excellent job of fulfilling its promises to me.
  - C. I have not received everything promised to me in exchange for my contributions
  - D. The university has broken many of its promises to me even though I've upheld my side of the deal.
2. How do you respond to failure by the university to meet its promises and your expectations.


**APPENDIX THREE: RESEARCH PERMIT**

**PAGE 2** **PAGE 3**


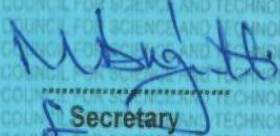
**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Eric Ochieno Musungu**  
**of (Address) University of Nairobi**  
**P.O Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**

**Location**  
**District**  
**Province**  
**Nairobi**

**Research Permit No. NCST/RCD/14/013/791**  
**Date of issue** 24<sup>th</sup> May, 2013  
**Fee received** KSH. 1000



**on the topic: Institutional factors influencing breach of psychological contract among lecturers in public Universities: A case of University of Nairobi.**

**Applicant's Signature**  **Secretary**   
**National Council for Science & Technology**

**for a period ending: 31<sup>st</sup> August, 2013.**