



A Study on the Psychological Contract of Administrative Personnel in Vocational Education Institute

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Abstract: Previous studies consistently identified that psychological contract played a crucial role to facilitate people's loyalty and commitment, job dedication, and finally career achievement. Its influential factors and enhancement approaches consequently attracted broad attention of professorates in the business world and educational fields. This study was conducted to identify the traits and internal structure of psychological contract for administrative personnel in vocational education institutes at higher educational level. The questionnaire was employed to collect research data from a sample of 165 administrative personnel of the vocational institutes located in the central Taiwan. Undertaken were a series of data analyses including reliability and validity analyses, descriptive statistics, CFA factor analysis, and SEM statistics according to the research purpose. These data analyses led to the following conclusions: 1) These administrative personnel, who traditionally pursued academic achievement and professional autonomy, possessed a middle level of the psychological contract for overall; 2) Their psychological contract of this group was characterised with the significant and positive relationships among the three major domains; 3) this academic personnel were inclined to the transactional psychological contract rather than relational one; they are more practical and pragmatic to manage their professional careers; and 4) The domain factor of reciprocal commitment and obligations was approved to play the crucial role of the mediator between job recognition and relationships. Based on the conclusions, this study finally provided several practical suggestions to foster faculty members' career development and university efficacy.

Keywords: Vocational education, psychological contract, university administration

1. Introduction

In the workplace, there is a special kind of relationship called psychological contract (PC), existing between employers and their employees. This relationship built through psychological contract tidily remains the reciprocal cognitions of obligations and contribution more than a legal contract for both employers and employees. The impacts of PC on job performance have been widely discussed in the last two decades. The focal issues included organizational performance (Millward & Hopkins, 1998; Solinger, Hofmans, Bal & Jansen, 2016), job attitudes (Hartmann & Rutherford, 2015; van den Heuvel, Schalk, & van Assen, 2015), leadership (Wu & Chen, 2015), career development and job security (Ye, Cardon & Rivera, 2012), organizational commitment (Agarwal, 2011), employer-employee relationship (Patrick, 2008), and employees' behaviors in organizations (Lub, Blomme & Matthijs Bal, 2011). These issues are critical to maintaining organisations' administration, achievement, and relationships with all team members. Some things raise curiosity for researchers that these crucial issues, addressing the functions of PC to employees' loyalty, commitment, performance,

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and organizational cohesion (De Cuyper et al., 2008), could be transferred to the institution settings where are usually administrated by social elites with academic autonomy.

The purposes of this study were to explore the PC status of the administrative personnel in vocational education institutes and deeply investigated the internal relationships of the PC dimensions and these factors' interactive effects as illustrated by Figure1. Based on Figure 1, it can be seen that the psychological contract dimensions include commitment/obligations, transactional/relational, and relationship. Commitment/obligations is cognition and philosophy of the executive on business relationship contract, likewise with transactional/relational. Whereas relationship is interrelationship with cognitive of school and executives.

According to the studying purposes, the study explored and analysed the following issues: 1) the characteristics of the administrative staff on the psychological contract performance for their service duties of the vocational schools; 2) the relationships among the three dimensions of the psychological contract; and 3) the internal structure mechanism of the three psychological contract dimensions.

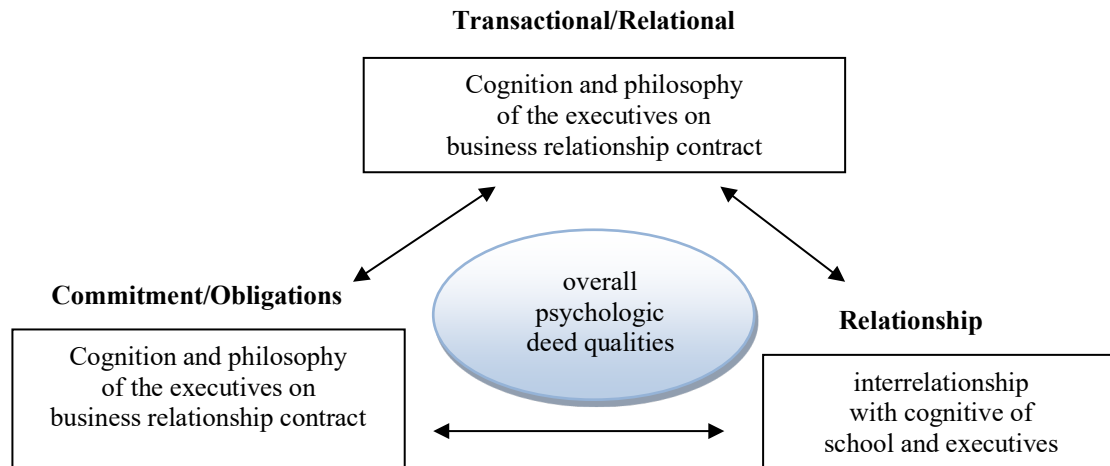


Fig. 1 - The relationship of the dimensions of the psychological contract.

1.1. Analysis of Recent Research

The technical and vocational institutes at the higher educational level have been keeping cultivating youngsters for their employee abilities for their careers as well as for social prosperity in the last decades (Dougherty & Lombardi, 2016). The educational quality heavily relies on the administrative effectiveness and personnels' endeavors. Therefore, series studies indicated that it is necessary to enhance proficiency and professional ethics for quality improvement in this competitive era. As the changing of the viability of the organisation and the treatment of employees were under the trend of the times (Coyle-Shapfro, 2002), it is more essential to work more efficiently and build faithful relationships between the organisation and the employees. Table 1 shows the relation between job required and time (Bal, Kooij and Rousseau, 2015; D. Rousseau, 2014).

Table 1 - Job required and time.

Time Job Required	Long Term	Short Term
Clear Work Requirements	Balanced Contract: A balanced type Deed Meaning: interaction between the organisation and staff achievements with each other, the employees' remuneration according to their performance and contribution to the organisations' success. Two characteristics: open, dynamic possessed a clear work requirements-oriented contract.	Transactional a. Transaction type contract b. Meaning: to clear the work norms, responsibility areas and limited work invested in exchange for a salary. c. Features: ▪ short-term, specific job requirements of the contract. ▪ b. particularly notable in the short-term contract staff.

Table 1 - (Continue)

Time Job Required	Long Term	Short Term
Fuzzy Job Requirement	<p>Relational Contract</p> <p>1. Meaning: open partnership, organisations and employees based on mutual trust and loyalty.</p> <p>2. Features:</p> <p>(1) the job requirements compared with incomplete or unclear long-term contract</p> <p>(2) promotion and salary more years, based on the welfare and performance associated.</p>	<p>Transactional contract</p> <p>1. Meaning: cognitive state of the contradictions and conflicts in the changing organisational environment.</p> <p>2. features:</p> <p>often appear when filled with a sense of uncertainty work in enterprises or organisations, mergers, acquisitions and layoffs.</p>

1.2 Level Model of the Psychological Contract

Affective commitment is the most worthy and advantage of an organisational commitment (Agarwal, 2011; Singh and Gupta, 2015), and the most predictive indicators were also for staff turnover (Bulut & Culha, 2010). Meanwhile, (Maguire, 2002) stated that there are three levels of the psychological contract, including transaction exchange of interest, career level, and relationship level. At the level of relationship, loyalty and trust have been built on the part of employees. This is due to an effective management system and sense of belonging decentralisation created by the employer.

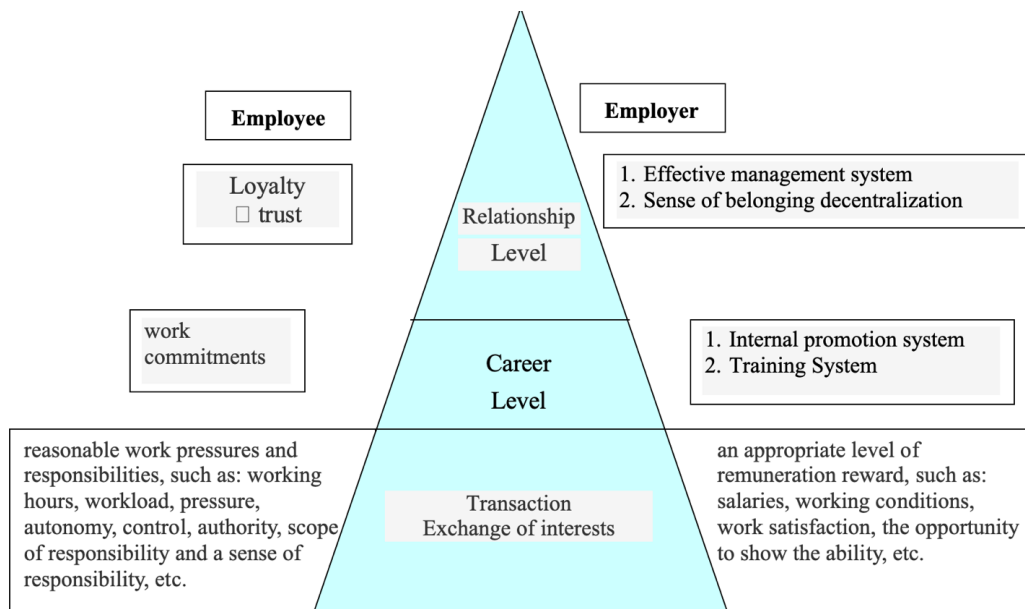


Fig. 2 - Three-level model of the psychological contract (Maguire, 2002).

Figure 2 showed that Transactional Contract is focused on the short-term interests in exchange for a clear relationship, but if the employees of this relationship have full awareness and acceptance, and organisations to reach a consensus, the extent of the employees' job satisfaction and performance but with increased (Mcdermott, Conway, Rousseau and Flood, 2013; D. M. Rousseau, 1990). On the other hand, the tendency Relational Contract staff believed that the organisation's management system and agreed to the organisations given their own duties, will adjust their expectations and accept the challenges of organisations in order to develop the organisational loyalty trust and further opportunities for self-realisation. From Figure 2, the psychological contract is a continuous dynamic process, transactional and relational contract in both ends of the employment relationship, while the core factors of staff duties cognitive. In other words, regardless of the employment relationship tend to either end, when employees recognise and accept the duties satisfied with their performance, job satisfaction and self-growth will have a positive impact (Paillé & Raineri, 2016; Platis, Reklitis & Zimeras, 2015; Sturges & Guest, 2004).

2. Methodology

2.1. Research Design and Implication Analysis

The highly professional and academic autonomy of the university environment, teachers, administrators and staff elements of the school, their professional knowledge, values and career needs of internal factors. Not only did it promote strong performance conditions of the school administration, but also should the school be aware of the important part. However, schools and non-profit business organisation is not the pipeline of promotion performance standards or other assessment indicators. Therefore, the individuals are gradual in accordance with the self-motivation and values to plan their own career development, pay more attention to the fairness of the psychological contract and were not led by the organisation in the traditional contractual relationship (Alexandri, 2019; Alexandri, Kostini & Maulina, 2019; Li, Zhou & Zhang, 2011). The purpose of this study is to explore the characteristics of psychological contract vocational schools' executives of their duties and to analyse the internal structure of the relationship between these dimensions of the psychological contract (Figure 3). Therefore, this study, took a research design as a statistic test approach to infer sample's inner psychological traits by means of testing their external responses to specific issues and then statistically analysing data on the bases of research questions. This study's main population is the administrative personnel in Technological and Vocational institutes at higher education level, including supervisors and staff. Considering the convenience and controllability of data collection, this study selected 250 administrative personnel as research samples and emailed the instruments for data collection. After three times of follow-ups, the researchers received 190 respondents used as research data.

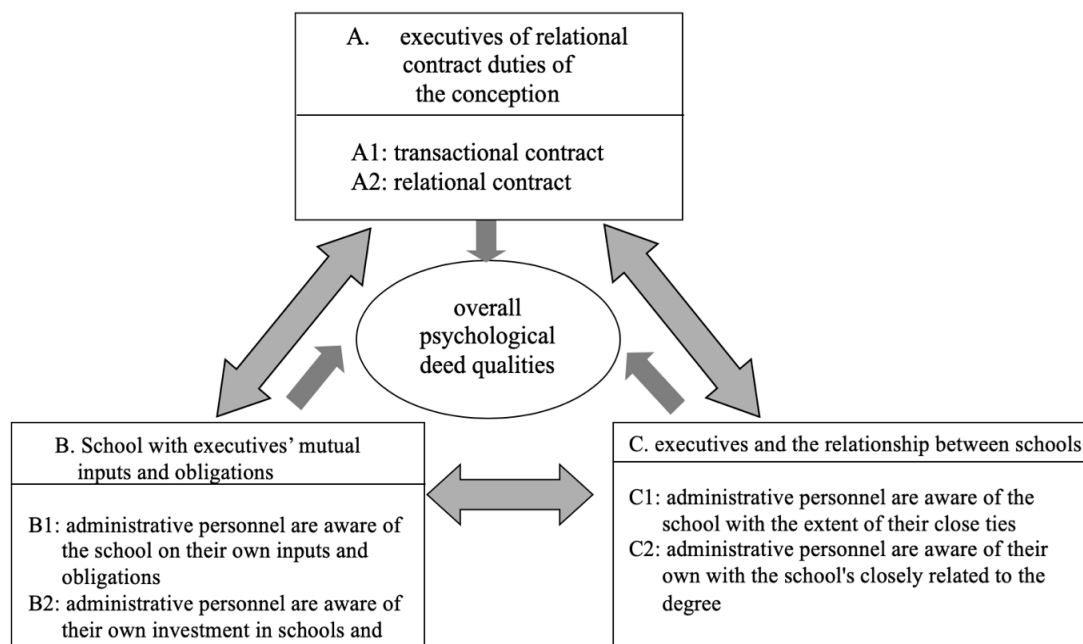


Fig. 3 - Psychological contract dimensions diagram

2.2. Research Instruments

The scale used a Likert five-point scoring method: strongly agree, agree, neutralise, disagree, strongly disagree, respectively, 5, 4, 3, 2, and 1 point). (Patrick, 2008) has the reliability testing for its Cronbach α value of 0.73 to 0.89, and the scale reliability was greater than 0.7, which was on behalf of the scale with good reliability (Kerlinger, 1986) ("Research Methods for the Behavioral Sciences," 2016). The reliability of the pre-test analysis, expert validity and CFA (Confirmatory Factor Analysis) view of the scale reliability, convergent validity and discriminated validity after deleted and affect the overall scale reliability 3 items to retain 48 titles of sufficient reliability as the study of the measurement tools.

The analysis results showed that the reliability of the scale roles with a high degree of overall reliability, Cronbach's α value of 0.96; each dimension also has good reliability, including administrative staff positions relational contract cognitive dimensions school executives mutual inputs and obligations of dimensions, and school executives relationship configuration reliability of the surface of 0.84, 0.94 and 0.89, respectively. In the study, it showed that the scale has a high degree of internal consistency and credibility and could be stable and consistent for measure of the psychological contract status.

In this study, the factor loadings of 0.19 to 0.91, and then consider the estimated parameters t value is greater than 1.96 to 0.05 of the statistical significance levels. It showed that measurement modes remain acceptable convergent

validity (Bagozzi, Yi & Phillips, 1991). Composed of representatives of the reliability of the constructs of internal consistency, acceptable composite reliability of latent variables were above 0.6 (Fornell & Larcker, 1981). The composition of the potential variables in this study ranged from 0.66 to 0.93, were more than up to acceptable level variables in this study with a high degree of internal consistency.

2.3 Research Population and Sample

The main population of this study is the administrative personnel in Technological and Vocational institutes at higher education level, including supervisors and staff. Considering the convenience and controllability of data collection, this study selected 250 administrative personnel as research sample and emailed the instruments for data collection. After 3 times of follow-ups, the researchers received 190 respondents (.76 respondent rate). Among these sample, only 165 respondents (.66 effective respondent rate), providing complete survey answers, were used as research data (Table 2).

Table 2 - Sample size

Group	Number of respondents	Percentage(%)
School Style		
Public	38	23%
Private	127	77%
Experiences		
Under 5 years	88	53.3%
6-10 years	28	17%
11-15 years	21	12.7%
above 16 years	28	17%
Title		
Professor of administrative	49	30%
Administrative staff	116	70%
Sum	165	100%

2.4 Data Analysis

The data of the research object were calculated by SPSS 18.0 for scale reliability and validity. The study also used Pearson correlation analysis to investigate the correlation between the three dimensions of the psychological contract to find the correlation between two variables and to understand whether a common variation of the degree of association. Furthermore, empirical analysis, confirmatory factor analysis and structural equation modeling using LISREL 8.70 were assessed the causal relationship between the variables in this study mode maximum likelihood estimation method. In addition, this study took the Structural Equation Modelling (SEM) to analyse the relations, typically the interaction ones, of the three variables while simultaneously existing. The SEM analysis could systematically reveal the interaction relations in terms of structure and hierarchical relations of the three variables.

3. Result and Discussion

In order to understand the school group, the psychological contract performance characteristics were descriptive statistical analysis. Three dimensions as administrative staff positions relational contract cognition ($M = 3.58$, $SD = .56$) the school executives mutual relationship ($M = 3.43$, $SD = .67$) and school administrative staff inputs mutual obligations ($M = 3.41$, $SD = .51$). Meanwhile, the average of six sub-dimensions range between 3 and 4, the overall psychological contract performance characteristics moderate slightly higher. It is worth noting that these executives tend to transactional contract ($M = 3.65$, $SD = .74$) rather than a relational contract ($M = 3.52$, $SD = .47$), reflects executives tend to exchange-traded contracts, more emphasis on the limited economic benefits and the scope of work, less emotional link with the school.

3.1. The Psychological Contract Correlation Analysis between the Three Dimensions

The psychological contract has three main dimensions and the correlation between the results of the analysis in three dimensions. Administrative staff positions relational contracts the cognitive (A dimension) with school executives' mutual inputs and obligations of (B) between the dimensions with a high degree of correlation ($r = .82$; $p < .01$).

This phenomenon reflects the administrative staff positions that are more clearly cognitive and relatively more able to feel and mutual investment between the school and obligations. Executives with school administrative staff positions relational contracts the cognitive (A dimension) relationship (C dimensions) there is also a significant positive correlation ($r = .60$; $p < .01$). This phenomenon reflects positively correlated when administrative personnel is aware of their duties related to feel the emotion and put into the relationship between the individual and the school. In addition, school

executives' mutual inputs and obligations of (B dimension) relationship with school executives (C dimensions) also has a significant positive correlation ($r = .74$; $p < .01$). The correlation analysis showed that the three dimensions of the psychological contract between executives will affect the level of knowledge of their duties with the personal school of mutual commitment and a sense of duty, will also affect the close relationship between the degrees.

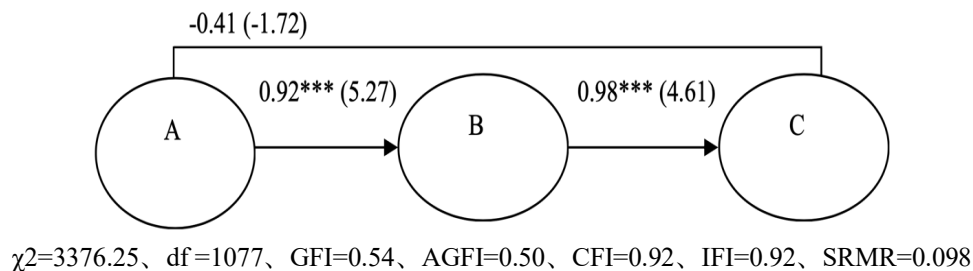
3.2. Sub-Dimensions of the Three Dimensions Of The Correlation Analysis Results

Explore by the literature showed that the duties cognitive involved in volunteer will affect the follow-up each other with each other closely related degree. Therefore, the study analysis found different cognitive styles with various sub-dimensions the A1 (transaction type contract), A2 (relational contract) are B1 (schools of inputs and obligations), B2 (own school inputs and obligations), C1 (schools with their own closely related to the degree), C2 (with schools is closely related to the degree of) significant positive correlation. Relational contract, the executives' cognitive functions tend to the long-term, secure duties has also been the school's relative feedback, so willing to active care and pay the hard work of the school; transactional contract identifies with their job content and the powers and responsibilities of executives, even if the transaction type contract staff are willing to pay and put into the school (Rosseau and Rousseau, 2004; D. M. Rousseau, 2011).

3.3. Inspection and Analysis of the Intervening Variables

Model 1: inputs and obligations between schools and administrative staff (B dimension) as positions the cognitive (A dimension) and employment is closely related to the degree of (C dimensions) the mediating variables. Viewing the school executives between inputs and obligations (B dimension) whether intervening variables analysis results (Figure 4), the duties of cognitive style for the staff and the school mutually between inputs and the sense of obligation has a direct influence, the path coefficient of 0.92 ($p < 0.001$); this mutual commitment and sense of obligation to the extent of each other's close ties also directly influence the path coefficient of 0.98 ($p < 0.001$).

However, cognitive, for itself and the school mutually closely related to the extent there is no significant influence (path coefficient -0.41, $p > .05$). This must be through mutual investment and the impact of the sense of obligation to the phenomenon, reflecting the school executives' mutual inputs and obligations of a completely mediating effect. In other words, the duties of the executives' cognitive first impact with schools between commitment and a sense of duty, their own school with each other is closely related to the degree of influence by the input and the sense of obligation.



Note 1: a path coefficient standard defuses (t) *: $p < 0.05$; **: $p < 0.01$; ***: < 0.001

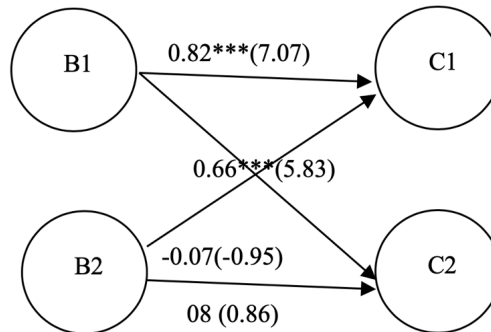
Note 2: a-executive's duties relational contract cognitive, B-school executive's mutual inputs and obligations, C-school and the administrative staff of the relationship between.

Fig. 4 - The influential and hierarchical relations among variables.

These numerical values of the structural model have a good fit for an acceptable structure model. That is, executives' school between commitment and sense of obligation (B dimension) plays its duties and closely related to the degree of each other (C dimensions) intermediary variables role function of cognitive (A dimension). For this intervening variable structure model, further indicators of the overall model fit checking results. The model fit chi-square test, the goodness-of-fit index GFI (0.52), adjusted goodness-of-fit index AGFI (0.48) and incremental fit indices NFI (0.87) did not reach, but very close to, an acceptable level, only CFI (0.92), IFI (0.92) two modes of evaluation indicators up to an acceptable level. In sum, the duties of the staff the cognitive will not directly affect the employment relationship. Only employees feel there are mutual commitment and obligation between themselves and the school, to be willing to enhance the emotional relationship with the school.

3.4 The Two Functions of Cognitive Types of Employees' Psychological Contract Trait Analysis

3.4.1 Structural relationship of transactional duties cognitive psychological contract (A1> A2, N = 101)



$\chi^2=1336.96$, $df=523$, $GFI=0.91$, $AGFI=0.90$, $CFI=0.90$, $IFI=0.89$, $NNFI=0.89$

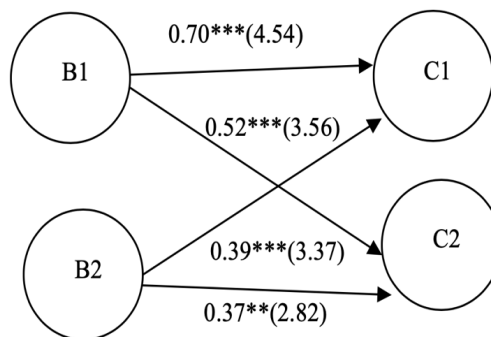
Note 1: a path coefficient standard defuses (t) *: $p < 0.05$; **: $p < 0.01$; ***: $p < 0.001$.
 Note 2: B1-school on their own inputs and obligations, B2-school inputs and obligations the C1-school with the extent of their close ties, C2-own with the schools is closely related to the degree

Fig. 5 - Transactions the type of duties cognitive personnel psychological contract mode analysis chart.

The results of the statistical analysis for office work hold transactional cognitive executives have the following characteristics:

- a) School of inputs and obligations with their own degree had close ties among the school present significant correlation ($p < 0.001$). The executives believed that school inputs and obligations affected to school with their own mutual closely related degree.
- b) School inputs and obligations with their own closely related to the degree of their close ties which was less than significant level ($p > 0.05$). It meant that transactional executives thought their own investment in schools were closely related to the degree of mutual obligations, but the school did not have any impact. Therefore, they preferred more interest-oriented transactional personnel, their responsibilities, initiatively minded less and less maintained the employment relationship cares.

3.4.2 Relational duties knower (A2> A1) psychological contract relationship



$\chi^2=1336.96$, $df=523$, $GFI=0.92$, $AGFI=0.91$, $CFI=0.86$, $IFI=0.86$, $NNFI=0.86$

Note 1: a path coefficient standard defuses (t) *: $p < 0.05$; **: $p < 0.01$; ***: $p < 0.001$.
 Note 2: B1-school on their own inputs and obligations, B2-school inputs and obligations C1-school with the extent of their close ties, C2-own with the schools is closely related to the degree

Fig. 6 - The relational duties cognitive psychological contract personnel mode analysis chart

This study demonstrated that the higher technical and vocational college executives of the psychological contract duties, including duties, cognitive, mutual commitment and obligation of schools and administrative personnel, school

executives relationship between the three dimensions, showed moderate slightly higher status, showed a certain degree of mutual investment with a sense of duty, as well as the relationship between administrative staff and the school had been established between the tightness. The psychological contract is a determinant factor in the behavior of organisational citizens in order to increase employee competitiveness, providing valuable insights for managers to understand employee psychology on various dimensions of psychological contracts and their influence in improving employee work patterns and included in the long-term dimension leads to higher work engagement (Chahar, 2019). Additionally, the psychological contract also included in the long-term dimension leads to higher work engagement and jobs satisfaction (Birtch, Chiang and Van Esch, 2016; Soares and Mosquera, 2019). When employees believe their organisations invest and pay can be relatively feedback given by the organisation, the psychological contract is the semblance of form (Baruch & Sullivan, 2007; Brewerton, 2007; Tipples, 2015; Walker, Smith, & Kemmis, 2012) thereby affecting employees better performance more organisational citizenship behavior with a high degree of emotional commitment (Albdour & Altarawneh, 2014), lower staff turnover (Coyle-Shapiro and Kessler, 2000; Dixon-Fowler et al., 2019; Johnson and O'Leary-Kelly, 2003).

4. Conclusion and Suggestion

Some conclusions from the previous analysis can be drawn as follows. Firstly, this medium is a slightly higher degree of psychological contract performance characteristics, seem to reflect these executives has a certain degree of loyalty and enthusiasm for his duties with the school, but it is no longer the absolute blind passion; This phenomenon also reflects The modern professionals tend to value individual (including leisure and other private areas), professional inputs, and the relative balance feedback (Atkinson, 2002). Secondly, the vocational school administrative staff in the office of cognitive tended to attach importance to the actual interests (pragmatic considerations) of transactional psychological contract types. Compared to the emotion-oriented relational psychological contract types, the study confirmed the higher technical and vocational school yard executives tend to emphasis on the practical interests of transactional psychological contract traits. These executives pragmatically considerations schools their own pay, and then decide how many obligations and invest their own to pay for school. Correspondingly, these executive's affiliation (school) work for its willingness and less emotional relationship is based on the affective link between. When executives feel the school inputs and pay to be willing to establish the personal emotional relations for the school, and then will take the initiative to invest warmly and enhance the relationship with the school.

Thirdly, administrative duties of cognitive vocational schools, mutual investment and the relationship between emotional psychological contract between its inner dimensions has a high degree of interdependence and interaction of structural This highly positive correlation phenomenon reflects the three dimensions of the psychological contract may be the qualities of the same nature or a chain dimensions, seemingly three different dimensions, but a person in the workplace environment within personal career values and external community organisations holistic psychological contract status. Specifically, job involvement of people in the workplace, and the relationship between emotional affiliation should be derived from the individual's awareness of the meaning and value consciousness of his duties, which duties awareness level may be fastened between employers and employees mutual care and put into the relationship between a sense of fairness and harmony degree between close loop to construct a personal affiliation (school) the psychological contract traits. Last but not least, these phenomena may reflect the emphasis on professional autonomy and the pursuit of personal career development of the campus culture, and also reflects the universal values of modern society and labor consciousness trends vocational schools. School members are highly autonomous academic elite, with prudent speculative qualities of thought, so first consider the inputs and obligations of the school, and then decide they should pay the degree of emotional and caring, and also individuals and schools established affective relationship between the key factors.

The suggestions of the consequence of the study are to put forward the following proposals reference. Firstly, the executives of higher vocational schools in general tend to transactional psychological contract characteristics, schools consider these executives proposed modest emphasis on paying the psychological characteristics and relative return measures to promote innovative solutions and provide appropriate return on interests, than to be able to meet the executives of psychological traits conducive to innovative measures to promote effective. Secondly, administrative staff for their duties inputs relative obligation concept is an important factor affecting the emotional relationship between employment, therefore, this study suggests that school administrators should have good communication mechanisms and decision-making considerations, executives fully understand the personal ideas and information between the work put into the relative feedback, so in order to establish the true feelings of the schools and administrative staff.

Thirdly, between the three dimensions of the psychological contract, there is a high degree of correlation with the underlying structural showed job cognition, relative inputs and obligations of the relationship with each other emotion between the mimicking the integrity of the pluralistic structure of the body, and therefore recommended that individuals duties cognitive and investment remuneration should be appropriate and reasonable expectations in order to construct schools (corporate organisation) the relationship between the emotional, and then develop a harmonious employment relationship. Lastly, the research object, however, these academic elites generally have a high degree of complexity of thinking in the survey process may not be able to reflect its true cognition and values for the higher technical and vocational college executives; Therefore, it is recommended that the future can be qualitative observation and in-depth

interviews, careful analysis of the duties of such executives cognitive decision thinking, as well as the relationship between individuals and schools emotions more complete understanding of the real-oriented of the psychological contract.

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