

PSYCHOLOGICAL CONTRACT AND LEVEL OF MOTIVATION OF COLLEGE EDUCATORS IN GENERAL MARIANO ALVAREZ (GMA) AND CARMONA, CAVITE

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ABSTRACT

The study was conducted to determine the relationship between the psychological contract in terms of relational contract, transactional contract, perceived employer's commitment to the employees, and employee's commitment to the employer and the levels of motivation of college educators in General Mariano Alvarez (GMA) and Carmona, Cavite. Ninety-nine full-time college educators were randomly chosen as respondents from four colleges/universities. Findings revealed there is strong psychological contract in terms of relational contract and employees' commitment to the employer. This means a long term relationship creates trust and loyalty to the institution, which in turn commit itself to its employers that eventually affect the level of motivation of the educators. On the other hand, there is a moderate psychological contract in terms of transactional contract and the perceived employers' commitment to the employees that there is no significant relationship between these two and the level of motivation. Most educators are motivated because of intrinsic factors, such as recognition from their students, sense of accountability and responsibility, and feeling of professional growth. Extrinsic factors, on the other hand, include having camaraderie with their co-educators, associating with their students, and seeing their improvement.

Keywords: *Motivation, Employee Commitment, Employer Commitment, Human Resources*

INTRODUCTION

One of the vital organizational resources of an educational institution is its human resources, the faculty members. The management personnel of these institutions must be able to continuously ensure that their hired personnel or faculty will receive all things needed to keep them aligned with their organizational goals.

Typically, when employees join a company, they make an unwritten psychological contract with the organization, though they may be unaware of it (Newstrom, 2012). Psychological contract is, as cited by Ryan (2011), consists of obligations and promises understood to exist in the employee-employer relationship. This is an automatic understanding from the employees' side that once they enter an organization, the employers have certain responsibilities to them. Employees understand that as they enter the organization, the propositions they have seen in the employment contract will be realized, aside from the ones they expect the employers will automatically give them. The employees expect that they owe their employers commitment and loyalty and that the employers owe them the same in return (Ng and Feldman, 2009).

Employee motivation, then, is contingent with

psychological contract. Motivation is a complex inner drive or force that may also be influenced by external factors. In a school setting, any needs of the faculty members should be taken into consideration to take note of these indicators. Nohria, Groysberg and Lee (2008) stated that defining employee motivation would focus on four commonly measured workplace indicators: engagement, satisfaction, commitment and intention to quit. Any needs of the employees should be taken into consideration to take note of these indicators.

With the currently felt effects of this K-12 Program to the college and university instructors, their psychological contract may be at risk which may also affect their level of motivation and performance, and that which will further affect educational institutions. Patrick (2008) measured psychological contract in terms of relational contract, transactional contract, employer's commitment to the employee and employee's commitment to the employer. Thus, the researcher used the same variables for this study.

With the K to 12 program being utilized for the past years, college educators now have mixed feelings about the program. Their level of motivation may be affected with the way their institution heads handle this new endeavor in the higher educational

institutions. This study was conducted to determine the relationship between the psychological contract and level of motivation of college instructors or educators in G.M.A. and Carmona, Cavite.

Specifically, the study sought to answer the following questions:

1. What is the strength of psychological contract of the respondents as measured by the validated Psychological Contract Survey in terms of:
 - 1.1 relational contract,
 - 1.2 transactional contract,
 - 1.3 perceived employer's commitment to the employees, and
 - 1.4 employee's commitment to the employers?
2. What is the level of motivation of the respondents as measured by the validated Teacher Motivation Survey?
3. Is there a significant relationship between the strength of psychological contract in terms of:
 - 3.1 relational contract and the level of motivation,
 - 3.2 transactional contract and the level of motivation,
 - 3.3 perceived employer's commitment to the employees and the level of motivation, and
 - 3.4 employee's commitment to the employers and the level of motivation?

This study was guided by the psychological contract concept as further developed by Rousseau. Rousseau stated that psychological contract is an individual's beliefs concerning the mutual obligations that exist between him or herself and the employer. These obligations rise out of the belief that a promise was explicitly or implicitly made upon the gratification of obligations by the other party (Coyle-Shapiro, 2008). This notion highlights the employee's perception of the existence of mutual obligations placed with the employer and believing that psychological contract is dynamic and is continuously changing through experience (Patrick, 2008). Rousseau's idea emphasized that this psychological contract exists from the "eye of the beholder" and is based on the schema of an individual which is developed through the years.

There are four types of psychological contract as defined by Rousseau (1995) and which are based on specified or non-specified performance requirements and the time frame, either short or long-term as cited by Patrick (2008). The first type of psychological contract is the Transactional Contract which is what employees know from the very start. This is a written contract of employment usually agreed upon entering the organization. As Rousseau (2001) stated, transactional contract refers to short-term arrangement that is highly

monetary or economic in focus such as spot market sales. Conway and Brinner (as cited in Schaupp 2012, p.155), further explained that this is "specific, explicit and likely to involve tangible resources". Relational contract, on the other hand, refers to open-ended arrangement that comprises socio-emotional as well as economic terms such as marriage and friendship. This contract results from long-term employment arrangements based upon mutual trust and loyalty. This has something to do with the maintenance and the quality of emotional and interpersonal relationships between the employer and employee, employee and peers.

In this study, the type of psychological contract namely relational contract and transactional contract and the employer's commitment to employees and employees' commitment to employers as perceived by the employee, were chosen and were measured adapting the questionnaire of Patrick (2008) who studied psychological contract and employer-employee relationship.

The study was also anchored on the motivation theories of Frederick Herzberg. Frederick Herzberg's Two-Factor Theory, also known as Motivation-Hygiene Theory, is regarded as one of the best known job satisfaction and motivational theories. Herzberg found out that the factors that cause job satisfaction (and presumably leads to motivation) are different from those causing dissatisfaction. The factors, or intrinsic motivators, which give satisfaction are achievement, recognition, the work-itself, responsibility, advancement and growth. On the other hand, hygiene factors are considered the maintenance factors (extrinsic in nature) that are necessary to be given to employees to avoid dissatisfaction for people but that by themselves do not provide satisfaction. The absence of these hygiene factors may lead to dissatisfaction. These hygiene factors include the company policy, supervision, relation with the heads, work conditions, salary, relationship with peers and security. Management (Net.MBA.com, 2010), must not only provide hygiene factors to avoid dissatisfaction but must also provide intrinsic factors to the work itself for the employees to be satisfied and motivated in their jobs.

With these in mind, the researcher was led into the concept that psychological contract is related to the level of motivation of the academic educators. Since motivation is a great factor to keep the educators going, the department heads should focus on this and on the degree of strength of the psychological contract of the academe for their optimum performance and productivity.

Figure 1 shows the psychological contracts of the respondents in terms of relational contract which is based on trust, loyalty and perception of the relationship they built in the organization;

transactional contract as based on the economic exchange namely salary and any other reward or agreement based on their signed contract; perceived employer's commitment to the employees and the employee's commitment to their employers, and their relationship to their levels of motivation.

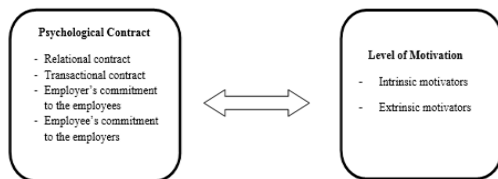


Figure 1. *Conceptual Framework*

METHODOLOGY

This study is descriptive-correlational in nature. It is descriptive since it aimed to describe and identify the current strength of psychological contract and the level of motivation of the college educators or instructors in General Mariano Alvarez (G.M.A.) and Carmona, Cavite. It is also correlational in nature since it is designed to determine the extent to which two variables are related to each other and measures of correlation was utilized to identify the magnitude and direction of relationship. For this study, the relationship between the strength of psychological contract and the level of motivation was measured.

A modified and validated Psychological Contract Survey adapted from the works of Patrick (2008) and Teacher Motivation Survey from the works of Mertler (2002) were used for the data collection. Ninety-One (91) participants were taken from the four colleges/universities in General Mariano Alvarez (G.M.A.) and Carmona, Cavite. The researcher administered the validated instruments to the respondents to gather the data. Full time faculty or academic educators from the colleges and universities in General Mariano Alvarez (G.M.A.) and Carmona, Cavite were chosen as the participants. Random sampling was utilized after identifying the sample population through the Slovin's formula using 5% margin of error (e). Table 1 shows the number of respondents per institution. For confidentiality purposes, the names of the universities and colleges as participants were named College A, College B, College C and College D.

Table 1. *Distribution of the Participants from the College/Universities in G.M.A. and Carmona, Cavite.*

College /University	Total Number of Population	Number of Sample/ Participants	Percentage based on the Total number of Sample (%)
College A	27	19	20.65
College B	37	28	31.00
College C	38	32	34.07
College D	16	12	14.28
Total	118	91	100.00

Data were collected by administering the survey questionnaires and were analyzed through the use of statistical tools. Frequency count was used to identify the participants' demographic profile in terms of name, age, gender, civil status, educational background and length of service in the current school. Weighted average or mean was used to determine the psychological contract in terms of the respondent's relational contract, transactional contract, the perceived employers' commitment to the employees and employee's commitment to the employers. The same was used for the level of motivation. Pearson *r* was used to determine the relationship between the respondents' psychological contract and their level of motivation.

Table 2. *Descriptive Interpretation for the Relationship of the Respondent's Psychological Contract and Level of Motivation.*

Range	Descriptive Interpretation
Exactly 1	Perfect/ Determinate relationship
0.70 to 0.99	Very strong relationship
0.50 to 0.70	Strong relationship
0.30 to 0.50	Medium relationship
0.20 to 0.30	Weak relationship
0.10 to -0.20	Very Weak relationship
< 0.1	Extremely Weak relationship

By D. White and A. Koroyatev, *Statistical Analysis of Cross-Tab, January 2004*

RESULTS AND DISCUSSION

This chapter presents the results of the study done with the corresponding analysis and interpretation of the data gathered. All the data gathered were carefully tabulated, analyzed, and interpreted to answer the objectives of the study.

Strength of Psychological Contract of the Respondents

Strength of Psychological Contract in Terms of Relational Contract

Table 3 presents the strength of psychological contract of the college educators in terms of relational contract. College A has a mean score of 3.42, College B has 3.57, College C has 3.79 and College D has 3.79. This resulted to a grand mean score of 3.58 with a standard deviation of 0.48. The result shows a strong psychological contract of the participants in terms of their relational contract.

Table 3. *Strength of Relational Contract of the Respondents.*

Colleges/University	SD	Mean	Interpretation
A	0.46	3.42	Moderate Psychological Contract
B	0.40	3.57	Strong Psychological Contract
C	0.56	3.61	Strong Psychological Contract
D	0.46	3.79	Strong Psychological Contract
Grand Mean	0.48	3.58	Strong Psychological Contract

This explains that the belief about what the participants owe their employers and what their employers owe them in return based on mutual trust, loyalty, and the relationship they were able to build, is strong. The result says that these college educators have a strong relational contract with their employer, thus, they trust their employer and are loyal to them as well.

The result is supported by the fact that most of the respondents have been teaching in their current school for quite a time already. Thirty-six (36.26%) or 33 out of the 91 college educators in the college/ universities within Carmona and G.M.A., Cavite has been teaching between 1 to 5 years. As recognized, College A got a moderate psychological contract since their mean length of service is the lowest which showed a result of a mean of 1.74 indicating that most of the college instructors there stayed merely between 1 to 5 years. Thus, these faculty members may have already built a long-term relationship with their employers as approved by what Rousseau (2001) said that relational contract is a long-term agreement which develops through the years.

The result can also be affirmed in the table of the mean scores of the respondents' Relational Contract Statements. It is shown that the statements with the highest mean are: 'I expect to grow in this organization', 'I feel part of a team in this organization', 'I am heavily involved in my place of work', and 'I expect to gain promotion in this company with length of service and effort to achieve goals'. These statements show that the respondents have already built trust in their institutions thus feeling that they are part of the team, involved in their work, are trusted with the work given to them, and with enough effort they give are expected to gain promotion in their college or university.

Palmer, Dunford and Akin (2009) mentioned that with the psychological dimensions of the belief, there should be reciprocity which involves expectations in terms of trust, loyalty and recognition. It is more of how employees feel about their institutions. This trust leads to loyalty, as affirmed by Rousseau (1989), which is noticeable in the length of service the college instructors in this study stayed in their institution.

Strength of Psychological Contract in Terms of Transactional Contract

Table 4 illustrates the strength of

psychological contract of the respondents in terms of transactional contract. Both College A and B got a mean score of 3.06 with a standard deviation of 0.33 and 0.49 respectively. College C got a mean score 3.08 with a standard deviation of 0.45, while College D's mean score is 2.97 with a standard deviation of 0.46. The grand mean shows a score of 3.05 with a standard deviation of 0.43.

Table 4. *Strength of Transactional Contract of the Respondents.*

Colleges/University	SD	Mean	Interpretation
A	0.33	3.06	Moderate Psychological Contract
B	0.49	3.06	Moderate Psychological Contract
C	0.45	3.08	Moderate Psychological Contract
D	0.46	2.97	Moderate Psychological Contract
Grand Mean	0.43	3.05	Moderate Psychological Contract

As observed, College C has the highest mean score for transactional contract because as shown in the statistics, this college has the college/university instructors with one of the lowest length of service and one of the youngest as well. This is reinforced by Bal and Kooji (as cited by Bal and Jansen, 2015) who aforementioned that younger workers may be motivated by economic rewards and are more disappointed with negative incidents in the agreements in their institution (Ng and Feldman, 2009). Averagely, the table presents a moderate psychological contract of the respondents in all the colleges/ universities in Gen. Mariano Alvarez and Carmona, Cavite in terms of their transactional contract. This means that the belief of the respondents in terms of economic exchange is just moderate.

The result is further demonstrated by the top transactional statements agreed upon by the respondents. These college educators mostly believe that their immediate head and head of institutions look after their best interest as what should be done since they are their employers. Still these educators believe that they come to work purely to get the job done and they expect payment for every extra hours they contribute to their colleges/ institutions.

Cable (2008) also cited that since transactional contract is economic in focus, it is more of a job-focused employee relationship. In addition, Palmer, Dunford, and Akin (2009) affirmed that the formal dimension of psychological contract refers to the specific task a person is hired to do, how this was carried out, how performance is evaluated and the remuneration to compensate it. Taking note of this formal dimension, this shows that most of the college educators perform based on how they see their institutions realize what is written in their contract as to how they should be compensated

and all other rewards they should be receiving.

Strength of Psychological Contract in Terms of the Perceived Employer's Commitment to the Employees

The strength of psychological contract of the respondents in terms of the perceived employer's commitment to the employees has a grand mean score of 3.20 with a standard deviation of 0.823 (Table 5). College A and C show a moderate psychological contract with a mean score of 3.00 and 3.29 respectively. On the other hand, College B and D show a strong psychological contract in terms of their perceived employer's commitment to the employees. This shows a moderate psychological contract of the respondents in terms of their perception of their employer's commitment to them as employees, which means that the college educators' perception that their employers commensurate the effort they give to the institution is moderately perceived.

Table 5. Strength of Perceived Employer's Commitment to the Employees of the Respondents.

Colleges/University	SD	Mean	Interpretation
A	0.81	3.00	Moderate Psychological Contract
B	0.77	3.86	Strong Psychological Contract
C	0.84	3.29	Moderate Psychological Contract
D	0.88	3.58	Strong Psychological Contract
Grand Mean	0.83	3.20	Moderate Psychological Contract

Taking note of the highest rated statements in the survey, it displays that these college instructors believe that their employers provide them with jobs that would develop themselves in their field and give them opportunities to prove their worth. They also believe they are given reasonable salary, provided with variable work schedules and are given timely appraisals. This is still in line with Rousseau's theory stating that a balanced psychological contract is shown when the employer and employee contribute to each other's advancement.

The result connects with Bal et.al's study (2008) wherein employees evaluate what they receive from their employer in relation to what they think they should receive. In consonance with Newstrom's (2012), employees do give extra effort but they expect that their higher needs, more than monetary, will be provided. Tallman and Bruning (2008) also mentioned that women hold stronger beliefs than men that organizations have an obligation to treat them well across all aspects of their work. Since most of the respondents are female, and that their employer provides what they expect, this resulted in a moderate (just enough) Psychological Contract.

1.4 Strength of Psychological Contract in Terms of the Employee's Commitment to Employers.

The strength of psychological contract of the

respondents in terms of the employee's commitment to the employees has a grand mean score of 3.66 with a standard deviation of 0.55 (Table 6). The table shows that College A and B have the same mean score of 3.67 with a standard deviation of 0.53 and 0.59 respectively. College C has a mean score of 3.55 with a standard deviation of 0.55, while College D has a 3.88 mean score and a standard deviation of 0.52. All college educators from these colleges/universities show a strong psychological contract in terms of their commitment to their employers. This means these faculty members are committed to their institutions.

Table 6. Strength of the Respondents' Employee's Commitment to the Employers

Colleges/University	SD	Mean	Interpretation
A	0.53	3.67	Strong Psychological Contract
B	0.59	3.67	Strong Psychological Contract
C	0.55	3.55	Strong Psychological Contract
D	0.52	3.88	Strong Psychological Contract
Grand Mean	0.83	3.66	Strong Psychological Contract

Most of the respondents are proud that they are part of their current employers and are loyal to them. They also believe that they do give personal sacrifices to their schools. This commitment is shown through seeking job assignments that would continuously enhance them as an educator and would like to increase their participation with any decision making for their institution.

The outcome still agrees with one of the features of psychological contract as per Rousseau (2004), that this is a voluntary choice and is like a personal compact (Palmer, Dunford and Akin, 2009). Since their perception about their employer's commitment to them is moderate enough, their exerted voluntary effort and contribution to the employer commensurate this belief. In accordance with what Haden (2012) mentioned in his article, employees will care about their organization if they feel that the organization cares about them first. This is elaborated by stating that the behavior of the college instructors is dependent on what they receive in return from their employers. Since the college instructors' relational contract is strong, which means the trust and loyalty is within them, and mostly are women, these result to the respondents' strong employees' commitment to their employer.

Level of Motivation of the Students

Table 7 shows that most of the respondents, 52 of them (57.14%) are motivated while 21 (23.07%) are highly motivated. Still out of this 91 college educators, 14 (15.38%) are undecided if they are motivated or unmotivated. Four (4) or 4.39% appeared to be unmotivated.

Table 7. *Level of Motivation of the Respondents.*

Level of Motivation	Frequency (n=91)	Percentage (%)
Highly Motivated	21	23.07
Motivated	52	57.14
Neither Motivated nor Unmotivated	14	15.38
Unmotivated	4	4.39
Highly Unmotivated	0	0.00
Total	91	100.00

As further categorized, Table 8 shows that educators from College A, B and C are all motivated with a mean score from 3.71 to 3.93. College D shows a mean score of 4.27 which means most of the educators there are highly motivated. This is possibly because among the colleges/ universities involved in this study, this is the only one with a high school department. Thus, the stability of the school is seen and somehow motivates the college educators in the said institution.

This level of motivation of the college educators led to a weighted mean of 3.86 with a standard deviation of 0.62. This means, generally, most of the college educators in General Mariano Alvarez and Carmona, Cavite are motivated enough, intrinsically and extrinsically, to perform their jobs.

Table 8. *Level of Motivation of the Respondents per College/ University*

Colleges/University	SD	Mean	Interpretation
A	0.60	3.71	Motivated
B	0.51	3.93	Motivated
C	0.72	3.73	Motivated
D	0.46	4.27	Highly Motivated
Grand Mean	0.62	3.86	Motivated

This was validated in the mean score of the respondents' levels of motivation where it shows that the college educators believe that they get a sense of achievement or experience success in their job. Having students thank them for aiding in the understanding of a difficult concept, being recognized by the students and having a sense of accountability like being held directly responsible for student learning also motivates them. Experiencing a good interpersonal relationship with students and good interpersonal relationship with colleagues or with their co-teachers motivate the educators as well. Furthermore, the college educators indeed love their work because they perceive potential for their professional growth and get recognition from either employers, students, or the parents. When students thank the college educators, these educators feel they are being recognized by the students, thus, they are motivated.

Furthermore, Freese and Schalk (as cited by Hill and Montes, 2008) found out that women are more likely to be disappointed with how their organizations provided personnel development. Genghesh (2013) even revealed that female teachers prefer to have

opportunities for training and recognition from their supervisor. Bal and Kooji (as cited by Bal and Jansen, 2015) believed that younger workers are motivated by economic rewards, developmental opportunities and possibilities to build career. All these, based on the results, are provided by the employers and that which emanated to these motivated college educators.

Among the extrinsic factors, the top factors include the interpersonal relationship with their co-educators, interpersonal relationship with students and witnessing their improvement, receiving additional equipment and observing the working conditions. This shows that these college educators are motivated taking into consideration the relationship they are able to build and their working conditions as well.

This agrees with Herzberg's Two Factor Theory (Newstrom, 2012) which states that one of the intrinsic motivators is having a sense of achievement and recognition. If the college educators recognize that these are provided in their institutions, then, this leads to job satisfaction and job motivation. Since there is a strong psychological contract result of the relational contract, the good relationships that employees form in their organizations bring them into satisfaction, thus, generally they are motivated.

Significant Relationship between the Strength of Psychological Contract and Level of Motivation

The relationship between psychological contract types and the levels of motivation of the respondents is shown in Table 9.

Relationship between the Respondents' Relational Contract and their Levels of Motivation

The person r value between relational contract and level of motivation is +0.31 (Table 9) which is interpreted as a weak relationship (refer to Table 2 for the descriptive interpretation). The relationship between these two variables, although weak, is a positive one. Thus, these variables are interrelated. This means that the trust and loyalty the college educators give to their institution is positively related to their level of motivation. The more they give trust and loyalty or any intangible response to what their institutions give, the more motivated they are.

Table 9. Relationship between Psychological Contract Types and Level of Motivation.

Variables	r value	Descriptive Interpretation	p value alpha = .05	Significance	Null Hypothesis
Relational Contract and Level of Motivation	+0.31	Weak positive Relationship	0.0025	Significant	Reject
Transactional Contract and Level of Motivation	-0.04	Extremely Weak Relationship	0.6988	Not Significant	No sufficient evidence to reject
Perceived Employers' Commitment to the Employees and Level of Motivation	+0.51	Strong Positive Relationship	3.2868	Not Significant	No sufficient evidence to reject
Employees' Commitment to the Employer and Level of Motivation	+0.28	Weak Positive Relationship	0.0069	Significant	Reject

This is true as Nohria, Groysberg and Lee (2008) said that in defining employees' motivation, engagement, commitment and intention to quit have to be taken into consideration. Flores Financial Services (2010) even confirmed in their study that one of the top 20 things that employees value most in their workplace is the camaraderie. Guest (2004) also said that trust can result to motivation. To reiterate, Bal and Kooji said (as cited by Bal and Jansen, 2015), younger workers may be motivated by economic rewards, developmental opportunities and possibilities to build their career. All these are factual to the respondents. Thus, the relational contract which pertains to the trust and loyalty of the college educators are positively related to their levels of motivation and is significant.

Relationship between the Respondents' Transactional Contract and their Levels of Motivation

The r value between transactional contract and level of motivation is -0.04, which implies an extremely weak relationship. This means that the belief of the college educators which is focused on economic exchange such as salary and other benefits or rewards has an extremely weak correlation with their level of motivation, thus not significant. Whatever is written on the contract of the respondents, it is not related to their level of motivation.

This was also established by Newstrom (2012) that employees are strongly motivated by what they are currently seeking than by receiving more of what they already have. This shows that the short term needs, which are considered part of the transactional contract, are related to the motivation of the employees (Genghesh, 2013).

This is in contrast with what Flores Financial Services' (2010) found out that one of the ways that can motivate employees is for them to be given a just pay, benefits and job security which

are all based in the contract they signed. This is also in contrast with Genghesh (2013) who found out that dissatisfaction of teachers about their pay or salary is the one that makes people tick.

It is seen in the result that the college instructors' motivation does not affect much their psychological contract based on transactional contract which includes factors such as pay and job security, hence, the relationship is not significant.

Relationship between the Respondents' Perceived Employer's Commitment to the Employees and their Levels of Motivation

The respondents' perceived employer's commitment to the employees has a strong positive relationship with their levels of motivation with an r value of +0.51. This means that the faculty members feel that their employers' commitments or obligations are somehow complied with and that support do come from them. There is a great possibility, then, that this leads to motivation. But with a p value of 3.2868, this relationship though does not show any significance at all.

This agrees with Palmer, Dunford and Akin (2009) who claimed that psychological contract is like a personal compact that a breach or violation of this contract happens when employees believe that their employer is no longer honoring them. This is supported by the result of their strength of psychological contract in terms of the perceived employers' commitment to the employees which resulted to only a moderate one.

Relationship between the Respondents' Employee's Commitment to the Employers and their Levels of Motivation

With an r value of +0.28, employees' commitment to their employer showed a weak positive relationship with the levels of motivation of the college educators. Normally, highly committed and satisfied employees have a relatively fulfilled psychological contract. This brings to a conclusion that educators are likely to be satisfied and motivated if a number of intrinsic and extrinsic motivational factors are present in their job and are provided by their employers.

According to Newstrom (2012), giving motivational factors such as recognition and additional training for employees for their own advancement results to a high positive feeling. Still, based on Flores Financial Services (2010) study results, one way of motivating employees is through achievement, through the employer and accomplishment. As affirmed by Wycliffe (2012), how employees feel that their employers fulfill their psychological contract, leads

to job satisfaction which further leads to motivation.

Synthesis of the Relationship between Psychological Contract and Level of Motivation

It is clearly seen that the weak positive relationship between the relational contract and the level of motivation is significant. There is no sufficient evidence to reject the null hypothesis (Ho1) stated as "there is no significant relationship between the respondents' strength of psychological contract in terms of relational contract and their level of motivation". Therefore, the strength of the belief that there is a mutual obligation between the employer and employee based on socio-emotional elements (like loyalty and job security) are significantly related with their levels of motivation.

The same result is shown with the employees' commitment and level of motivation. The result with a p value of .0069 shows that the weak positive relationship between the employees' commitment to their employer and their levels of motivation is significant. Thus, the null hypothesis (Ho4) is rejected. There is a significant relationship between the respondents' strength of psychological contract in terms of employee's commitment to the employers and their level of motivation.

The positive relationship of the psychological contract in terms of relational contract and employees' commitment to the employers and the level of motivation may have resulted because most of the college educators in this study have already been teaching either for 1 to 5 years or 6 to 10 years. Since they have already built good relationship with their employer. They may have seen or felt some inadequacy between these relationships which is comparable to what Rousseau (2004) mentioned that one of the psychological contract's features is incompleteness. This means that psychological contract tends to be incomplete and fleshed out over time and is affected by how they interpret it through different information and multiple contract makers. This resulted to a strong belief as well that they, as college educators, have been doing their commitment to their employers.

The result of study shows that, generally, psychological contract has a relationship with the level of motivation of these college educators. Consistent with Lee and Liu's (2009) claim, psychological contract significantly influences work attitudes and achievement motivation. It is the same as what Patrick (2008) mentioned that psychological contract influences the job attitudes and performance of the employees through motivation. This mainly shows that the belief about what these college educators owe their employers and about what their employers owe them in return really have a great effect on the level of energy, commitment, and creativity they bring to their job.

Furthermore, Krivokapic-Skoko and O'Neill (2008) revealed that unrealized expectations may lead to demotivation, decreased commitment, more employee turnover, and loss of trust to the institution. Thus, the colleges/ universities where these educators work should persevere in maintaining the loyalty and trust these educators customarily contribute and the commitment they willingly give to their employers. Else, this may lead to demotivation and employee turnover. Yet, these institutions should be able to develop further other motivational factors that will supplementary enhance the motivation of the employees.

CONCLUSION

With the findings of the study concluded the following:

The college educators have a strong psychological contract in terms of relational contract which conveys that they are loyal to their institutions and they do trust their employers or the administrators. This is manifested in the expectation that they will grow in the institution, they feel they are part of the organization, they are heavily involved in their institutions, they feel their institution trust them of the work provided to them and expects to gain promotion. This psychological contract in terms of relational contract moderated any psychological strain of the employees.

As to transactional contract, there is a moderate strength of psychological contract in terms of transactional contract which exhibits that the college educators moderately believe that the institution gives back what they should receive in terms of economic exchange such as equitable pay and other incentives. Considering that most of the respondents are young, they consider more economic rewards.

Moreover, perceiving that their employer provides what they expect and commensurate the effort they give in their institution, this resulted in a moderate (just enough) strength of psychological contract in terms of perceived employer's commitment to the employees. This is manifested in the belief that their employers provide them with jobs that would develop themselves in their field, give them opportunities to prove their worth, give reasonable salary, provide them with variable work schedules and gives timely appraisals.

The college educators have a strong strength of psychological contract in terms of the employee's commitment to the employer. This shows that most of them are proud that they are part of the institution and that they are very much committed to the institution which is seen in their continuous involvement in their work. This is also manifested in their length of

service in the institution which, on the other hand, is because of the trust and loyalty they give to them.

The study also showed that most of the college educators are motivated due to the intrinsic factors which includes the recognition they get from their students, their sense of accountability and responsibility, the feeling that they gain professional growth. Extrinsic factors include having camaraderie with their co-educators, associating with their students and seeing their improvement.

There is a significant positive relationship between the strength of psychological contract in terms of relational contract and the level of motivation. This means that the trust and loyalty built between and among the college educators and their employers which develops for a period of time has an effect to the level of motivation or degree of energy or commitment the college educators have in their institution. A long term relationship leads to further trust and loyalty to the institution, with which also creates their commitment to their employers or administrators, and greatly have an effect to the level of motivation these educators have. Psychological contract in terms of transactional contract and in terms of the perceived employer's commitment to employee does not have a significant relationship to the level of motivation of the college educators, but still has to be taken into consideration to further enhance their level of motivation.

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