

An Analytical Study of Relationship between Office Politics and Violation of Psychological Contract among Selected College Teachers in Haryana

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Abstract

Perceived organizational politics (POP) is one of those most important workplace phenomena that directly or indirectly affects the behavior and attitudes of a university teaching and non-teaching employee. Organizational researchers have been interested in exploring its individual as well as interactive effects on employees in various settings. The current study is an endeavor to explore the individual impact of the organizational politics embedded on work outcomes including organizational citizenship behavior (OCB). A Psychological Contract contains of any employee's anticipation about their constraint to their employers which consist of hard work, loyalty, and commitment) in interchange of what their companies are obligated to them (including opportunities for skill enrichment, career development, reasonable compensation, healthcare assistances and the umbrella of welfare measures. It indicates all the possibilities which play a pivotal role of obligations in-between the employer and the employ) (Golparvar, 2012). The main objective of this paper is to study the relationship between Office Politics and Violation of Psychological Contract among the College Teachers in Sirsa.

Keywords: *Perceived Organizational Politics (POP), Psychological Contract, Behaviour, Workplace, Haryana*

Introduction

In contemporary years it is increasingly become a challenge to induce employees to be morally and ethically responsible and excerpt positive organizational behaviors. Organizations are ostensibly inclined to retain the employees who will go beyond the call of regular duty Chang et al (2011). In this quest, in spite of the high reparation packages a torrent of benefits are stacked on the employees of the organizations. In an attempt to

cater to the anticipations of all employees, the employers have resorted to offering diverse perks thereby tailoring it to suit the individual interests, values and the culture of their employees.

The close of the 20th century has observed the advent of the ostensible new employment association. The stormy, much-discussed and unremitting vagaries of the 1990s and 2000s with their ensuing new modes of organizing are bound to have extra disguised and complicated employment associations. The new-fangled work relationship, that is argued, has unintentionally and certainly generated feelings of not as much of job security, declined organizational attachment, diminished commitment, lowering satisfaction and less reliability in-between the employees of an organization. Increased curiosity of corporates in their vision and mission proclamations and ideals may expose a desire to capture the minds and hearts of the workforce or to generate more inclusive organizations. At the observation of a psychological contract breach, employees would be less willing to exert extra work on behalf of the business and have a lower aspiration to remain employees of their business

Psychological contracts are largely formed through pre-employment experiences, recruitment practices and early on-the-job experiences. How these experiences and practices shape psychological contracts has been explained on the basis of schemas. "A contract is promise-based and over time takes the form of a mental model or schema which like most other schemas is relatively stable and durable". Context in which the promise is made is an important factor that would determine whether it would be interpreted as a promise. Recruitment, socialization, performance reviews are occasions where promise-making is expected. Hence verbal expressions made during these occasions would be treated as commissure promises. A schema as explained earlier, represents a prototypical abstraction of a complex concept. It gradually develops from past experience and subsequently guides the way new information is organized. Every individual develops schemas to simplify and understand the world around them. Likewise, they form schemas regarding employment relationship. Individuals possess pre-employment schemas, based on one's professional norms or ideologies and based on prior socialization that could be societal, occupational or related to previous employment. While these pre-employment schemas have widely shared features, there would be individual differences as well. Based on one's professional ideology his/her schema would vary.

Newcomers have limited information regarding their employment relationship. Schemas help to deal with this incomplete information, as they are interpretative and inferential. Information from co-workers and immediate supervisor are the most common source of information that can help employees understand their employment better. Hence in this information-seeking phase, based on (a) the quality of the sources of information and (b) consistency of the information provided across sources, individual schemas would differ. One who has a supportive supervisor would get useful information that would help in building a better schema than the one with a non-supportive manager. New hires when they join the organization for the first time, their schemas regarding employment relationship is largely simple. As they gain experience and encounter real life experiences on the job, their schemas develop. They fine tune their schemas based on the feedback received

from the environment. Once their experiences are in tune with the beliefs their schemas hold, they tend to reach completeness. Once fully developed, schemas are stable. These schemas provide order, structure and predictability for the employee. Shore & Tetrick (1994) came up with a conceptual model of how psychological contract develops at the pre and initial employment. There are two parties that are involved in the development of contracts, the individual and the organization. Discussing the role of the individual in development of psychological contracts, they place the argument that every individual behaves in a way consistent with his/her goals. Therefore an employee actively seeks information regarding issues that are consistent with his/her goals. Hence development of psychological contracts can be seen as a deliberate goal-oriented process. The extent to which they seek information regarding pay, benefits or promotion (transactional aspects) or long term employment opportunities (relational aspects such as training, career development, job security) will depend on their goals. Employees may use variety of techniques to seek information regarding psychological contracts namely inquiry, monitoring and negotiation. When the employee seeks information regarding transactional aspects, they might use inquiry or negotiation but when they seek information regarding relational aspects, such as extent of support for personal problems, they may use monitoring techniques, due to the fact that these are information that cannot be asked explicitly. Individuals monitor environment for information that fulfills their goals. For example, if the manager is discussing about training to an employee who is more interested in pay, this information is bound to be ignored. Individuals also try to actively negotiate an agreement consistent with their goals. All these three information seeking strategies contribute to development of psychological contracts. Information so gathered may not be complete or individuals incorporate only a part of available information from the external environment and then derive meaning from that information in their own unique way. This is one of the reasons that psychological contracts are subjective in nature.

Review of Literature

Atta & Khan (2016) carried out to examine the impact of perceived organizational politics (POP) on organizational citizenship behavior (OCB), affective commitment (AC), and job involvement (JI). A convenient sample of teachers (N = 494) of different public sector universities of Punjab and Khyber Pakhtunkhwa provinces of Pakistan was included in this study. Correlational survey research design was undertaken in order to accomplish the current study. Organizational Citizenship Behavior Scale (Lee & Allen, 2002), Organizational Commitment Scale (Allen & Meyer, 1990), Organizational Politics Scale (Kacmar & Carlson, 1997), and Job Involvement Scale (Kanungo, 1982) were used for assessment. Appropriate analyses were carried out to analyze data through SPSS-21 version. Multiple regression analysis revealed that POP and its constructs that included general political behavior (GPB), go-along-to-get-ahead (GATGA), and pay-and- promotions- policies (PPP) not only predicted OCB negatively but also found to be the significant negative predictors of AC and JI. Implications of this study and suggestions for future empirical exploration of the constructs are discussed. Wan (2013) examine how the relationships among employees' perceptions of psychological contract breach, cynicism and individual employee behavior. Data from a survey of 377 matched data from airline gourd staffs and their supervisors of flag-carrier in Taiwan, this study conducting regression to test the associations

hypothesized in the research model. The results showed that employees' cynicism partially mediated between psychological contract breach and organizational citizenship behavior, exit intention. To point out the airline staffs' cynicism toward organization as an important mechanism, this plays a mediator role in the psychological contract breach and employee work behaviors. Implications for theory and practice are discussed, and future research directions also offered.

Zagenczyk et al (2017) use trait activation and psychological contracts theories to build the argument that narcissism is a personality trait that will manifest itself in the form of exit and neglect when employees experience psychological contract violation. To test our hypotheses, we surveyed 262 employees from a wide array of industries working in different organizations at two points in time. Our results indicate that violation moderated the relationship between narcissism and exit such that narcissistic employees who experienced high levels of violation had higher levels of exit. However, we did not find support for our prediction regarding neglect. The findings suggest that the importance of narcissism at work may be contingent on the situation. Our study contributes to research on narcissism in the workplace, trait activation theory, and the role that individual differences play in shaping employee responses to psychological contract violation. Faruk, Daud and Ismail (2019) present a proposed model and examine the literature review of trust on the relationship between perceived organizational support and psychological employment contract breach. Most of the previous studies on psychological contract were conducted in the Asian and western world and very scanty in African countries. Hence, psychological employment contract breach, particularly in Nigeria which is a developing country, has been discussed. Mixed results were found regarding the relationship between perceived organizational support, trust and psychological employment contract breach. Conclusively, suggestion was made for future research.

Objective of the Study

The main objective of the study is to study the relationship between Office Politics and Violation of Psychological Contract among the College Teachers in Sirsa (Haryana).

Research Methodology

The present study is descriptive in nature. The population for the present study is the respondents of selected college of Sirsa district in Haryana. For this study, a sample of 120 college teacher is selected from Sirsa District but only 101 teachers response received. The study is based on primary as well as secondary data. Primary data is collected with the help of questionnaire from college teachers' of Sirsa district on five point Likert scale. The secondary data is collected from the websites and journals, etc. Factor analysis technique has been used.

Analysis and Interpretation of Data

Table 1 – Sample Demographics: Frequency and Percentage of Responses by Category of Gender, Age, Educational Qualification, Marital Status, Total Experience, Years with this Organization and Designation.

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Description	Range	No. of respondents	Percent
Gender	Male	24	23.8
	Female	77	76.2
	Total	101	100
Age	Less than 35 years	74	73.3
	35-45 years	24	23.8
	More than 45 years	3	3
	Total	101	100
Educational Qualification	Post Graduate	83	82.2
	M.Phil	9	8.9
	Doctorate or Post Doctorate	9	8.9
	Total	101	100
Marital Status	Single	41	40.6
	Married	60	59.4
	Total	101	100
Total Experience	< 1 year	31	30.7
	1-5 years	39	38.6
	6-10 years	21	20.8
	> 10 years	10	9.9
	Total	101	100
Years with this organization	< 1 year	42	41.6
	1-5 years	47	46.5
	6-10 years	7	6.9
	> 10 years	5	5
	Total	101	100
Designation	Assistant Professor	92	91.1
	Associate Professor	9	8.9
	Total	101	100
Respondent Organization	CMK National P.G Girls College	41	40.6
	Jan Nayak Chaudhary Devi Lal Vidyapeeth	51	50.5
	Government National PG College	9	8.9
	Total	101	100

Source: Survey. N= No. of respondent, P= Percent.

As observed from Table 1, out of the total 101 respondents, 24 (23.8percent) were males and 77 (76.2percent) were females which representing a greater percentage compared to males. Also the output shows that majority of respondents fall within the ages of less than 35 years 74 (73.3percent) followed by those within the ages of 35

to 45 years 24 (23.8percent) and only 3 (3percent) were above 45years. This shows that in all the three colleges have a younger Staff. 83 (82.2percent) staff were Post Graduate, 9 (8.9percent) are M.Phil and 9 (8.9percent) are Doctorate or Post Doctorate. Major part of respondents was Post Graduate. 41 (40.6percent) Single staff and 60 (59.4percent) was Married teachers. The ratio of married teachers is greater than single staff members. Teachers having total experience of less than 1 year is 31 (30.7percent), 39 (38.6) teachers having 1-5 years experience, 21 (20.8percent) staff have 6-10 years experience and only 10 (9.9percent) employees have more than 10 years experience. About 42 (41.6percent) of the respondents in this study have worked from less than one year with the current organization, 47 (46.5percent) from 1-5 years, 7 (6.9percent) from 6-10 years and only 5 (5percent) teachers worked from more than 10 years with that particular college. This is evident in the fact that most respondents are young as reflected in their age. From the respondents, 92 (91.1percent) teachers work as an Assistant Professor and 9 (8.9percent) staff working as an Associate Professor. Respondent organizations include 41(40.6percent) teachers of CMK National P.G Girls College, 51(50.5percent) Jan Nayak Chaudhary Devi Lal Vidyapeeth and 9 (8.9percent) Government National PG College.

Table 2: Frequency Distribution of college teacher’s viewpoint towards Office Politics

Statements	N/P	SD	D	N	A	SA	Total
People in this organization attempt to build themselves up by tearing others down	N	38	39	12	11	1	101
	P	37.6	38.6	11.9	10.9	1.0	100.0
There are always been an influential group in this department that no one ever crosses	N	28	30	27	14	2	101
	P	27.7	29.7	26.7	13.9	2.0	100.0
I am certainly understanding about my job duties and responsibilities	N	1	1	5	38	56	101
	P	1.0	1.0	5.0	37.6	55.4	100.0
I have no intention of quitting my job	N	3	8	22	41	27	101
	P	3.0	7.9	21.8	40.6	26.7	100.0
Work objectives by the organization are clearly communicated to employees	N	0	6	18	56	21	101
	P	0	5.9	17.8	55.4	20.8	100.0
I never plan to look for another job	N	11	17	45	20	8	101
	P	10.9	16.8	44.6	19.8	7.9	100.0
There is steady in my workplace	N	2	11	51	29	8	101
	P	2.0	10.9	50.5	28.7	7.9	100.0
Rewards come only to those who work hard in this organization	N	6	13	19	50	13	101
	P	5.9	12.9	18.8	49.5	12.9	100.0
Promotions go to the top performers	N	8	18	31	34	10	101
	P	7.9	17.8	30.7	33.7	9.9	100.0

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Organization's expectations are clear to employees for rewards and high performance	N	3	11	42	32	13	101
	P	3.0	10.9	41.6	31.7	12.9	100.0
I am fairly awarded for the work that I have done well	N	1	18	33	34	15	101
	P	1.0	17.8	32.7	33.7	14.9	100.0

Source: Survey. N= No. of respondent, P= Percent.

Table 2. shows that 1respondents (1 percent) strongly agree and 11 respondents (10.9 percent) agree with the statement "People in this organization attempt to build themselves up by tearing others down". Whereas 21 respondents (20.8 percent) strongly agree and 56 respondents (55.4 percent) agree with the statement "Work objectives by the organization are clearly communicated to employees". Likewise, 8respondents (7.9 percent) strongly agree and 29 respondents (28.7 percent) agree with the statement "There is steady in my workplace". Similarly, 13 respondents (12.9 percent) strongly agree and 32 respondents (31.7 percent) agree that the Organization's expectations are clear to employees for rewards and high performance.

Table 3: Frequency Distribution of college teacher's viewpoint towards Violation of Psychological Bond

Statements	N/P	SD	D	N	A	SA	Total
The overall benefits package provided	N	7	21	38	27	8	101
	P	6.9	20.8	37.6	26.7	7.9	100.0
The health care benefits provided	N	11	27	33	23	7	101
	P	10.9	26.7	32.7	22.8	6.9	100.0
A competitive salary	N	7	24	38	24	8	101
	P	6.9	23.8	37.6	23.8	7.9	100.0
A fair salary	N	8	25	27	36	5	101
	P	7.9	24.8	26.7	35.6	5.0	100.0
Pay tied to the employee's level of performance	N	10	20	43	26	2	101
	P	9.9	19.8	42.6	25.7	2.0	100.0
Opportunities to grow	N	2	8	17	62	12	101
	P	2.0	7.9	16.8	61.4	11.9	100.0
Opportunities for career development	N	3	4	24	58	12	101
	P	3.0	4.0	23.8	57.4	11.9	100.0
Opportunities to receive promotions	N	5	10	31	43	12	101
	P	5.0	9.9	30.7	42.6	11.9	100.0
A job that is challenging	N	1	8	15	57	20	101
	P	1.0	7.9	14.9	56.4	19.8	100.0

A job that has high responsibility	N	0	2	10	58	31	101
	P	0	2.0	9.9	57.4	30.7	100.0
A job that is interesting	N	0	2	8	69	22	101
	P	0	2.0	7.9	68.3	21.8	100.0
A job that provides high autonomy	N	0	5	32	49	15	101
	P	0	5.0	31.7	48.5	14.9	100.0
The materials and equipment needed to perform the job	N	3	4	16	56	22	101
	P	3.0	4.0	15.8	55.4	21.8	100.0
The resources needed to perform the job	N	0	5	15	59	22	101
	P	0	5.0	14.9	58.4	21.8	100.0
The amount of job security	N	7	13	24	48	9	101
	P	6.9	12.9	23.8	47.5	8.9	100.0
Being treated with respect	N	0	4	11	58	28	101
	P	0	4.0	10.9	57.4	27.7	100.0
The quality of working conditions	N	1	3	18	62	17	101
	P	1.0	3.0	17.8	61.4	16.8	100.0
Being treated fairly	N	2	2	20	63	14	101
	P	2.0	2.0	19.8	62.4	13.9	100.0

Source: Survey. N= No. of respondent, P= Percent.

Table 3. shows the viewpoint of the college teachers towards the violation of their psychological bond. 8 respondents (7.9 percent) strongly agree and 27 respondents (26.7 percent) agree with the overall benefits package provided by the college. Whereas, 8 respondents (7.9 percent) strongly agree and 24 respondents (23.8 percent) agree with the statement “A competitive salary” provided to them. Likewise, 12 respondents (11.9 percent) strongly agree and 62 respondents (61.4 percent) agree with the opportunities to grow. Similarly, 22 respondents (21.8 percent) strongly agree and 59 respondents (58.4 percent) agree that the resource needed to perform the job.

Conclusion

The study on psychological contract has grown significantly in last few decades and is being used extensively now in Human Resource Management discipline. The psychological contract is utilized as one of the important tool to resolve many Human Resource (HR) related issues. In the present dynamic environmental condition, where the employees’ mobility has grown significantly and thought towards employee’s satisfaction as well as motivation are becoming insignificant, psychological contract has transpired as useful integrative concept with most of existing and emerging work place concern converge around it.

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