

Psychological Contract Breach and Performance of Faculty Members of BatStateU: Input to Faculty Development Program

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Abstract

In the Philippines, heavy use of contractual faculty continues. Campus administrators need a more comprehensive understanding of how to best manage this type of employment relationship (Marlier, 2014). This study aimed to determine how full-time contractual faculty members perceived Psychological Contract Breach (PCB) and its relationship to the assessment of their performance to provide appropriate input to the Institutionalized Faculty Development Program. Psychological Contract Breach and Performance were the major variables in the study. PCB was measured using the thirteen factors from Knoppe (2012). Performance was measured using three factors from faculty members' IPCR. The respondents of the study included 229 full-time contractual faculty members of Batangas State University. The statistical tools used were frequency, percentage, weighted mean, Pearson r , ANOVA, and t -test. Results suggested that statistically, PCB had a significant relationship to Performance of full-time contractual faculty members in some of its factors. Moreover, significant differences are found in most of the profile variables when compared to PCB. On the contrary, most of the profile variables when compared to performance are not significantly different. Analysis also showed that despite the contractual appointment, the respondents perceived that the University provides enough rewards that satisfy them.

Keywords: *psychological contract breach, performance, psychological contract, faculty development program*