

Psychological contract fulfillment and employee engagement in Nueva Vizcaya State University

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Received: 26 April 2023

Available Online: 31 May 2023

Revised: 15 May 2023

DOI: 10.5861/ijrse.2023.38

Accepted: 31 May 2023

ISSN: 2243-7703

Online ISSN: 2243-7711

OPEN ACCESS



Abstract

The study was conducted to examine the psychological contract fulfillment of faculty and administration of the Nueva Vizcaya State University experience. A phenomenological qualitative approach was used to gain insight on how psychological contract was fulfilled by administrators as employer (NVSU) to their employees (faculty). The research design focused on what the faculty experienced in the workplace and how they experience job satisfaction through employee engagement. The interpretive paradigm was used to view the perceptions and experiences of the participants and was vital to this line of inquiry to obtain the desired results. Results revealed on the long term engagement that the faculty preferred to teach in the academic institutions (SUC's) where they can practice their life long profession. On the other hand, the administration preferred a faculty that is ambitious, enthusiastic and willing to innovate to the university into global competitiveness. The faculty imparted the necessary skills, knowledge and expertise that contributed to the highly competitive graduates of the university. The realization of the contribution of the faculty and administration can be validated that the graduates are now gainfully employed in the different global market. The university provided the faculty with appropriate salary and benefits. Opportunities for career/ professional advancement, tenure of service, and recognition of exemplary achievements which tantamount the psychological fulfillment the faculty engagement in the university. The faculty pledges their commitment to serve the university due to the provision of scholarship program, training and attendance to seminars, conventions, etc., giving salary increases and promotion in academic rank, incentives and rewards for exemplary services done. The university also recognizes the local and international achievements of the faculty. A certificate of recognition and minimal honorarium from the assigned projects were given as well as promotion in the academic rank. In their quest for professional excellence, the faculty were involved in research and extension activities of the university. Some attended international for a with outstanding accomplishments and recognition. The factors long term engagement, highly competitive graduates, significance of contribution, expected outcomes, display of commitment, recognition, research and extension contributed to the fulfillment of the psychological contract to NVSU employee engagement.

Keywords: profession, employee engagement, psychological contract, job satisfaction

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1. Introduction

Psychological contracts are practically viewed as referring to the perceptions about employee-employer obligations which are often unwritten and even unspoken. As given likewise by the principles of social exchange and self-regulation, these contracts are most often seen through the eyes of the employee but exert a great deal of influence in motivating employees action, shaping the employment relationship and primarily bears a significant implication in employee's behaviors especially along affective experiences at work (Bingham et al. 2015). The psychological contracts therefore, comprise an employee's perception of the contributions he or she provides and the corresponding inducements the employer provides.

Background of the Study - Psychological contract fulfillment represents the degree to which an organization meets its obligation to an employee, form the employee's vantage and it serves to build upon the social exchange element, resulting in positive employee behaviors (Karagoular, 2016). Employees measure fulfillment in five categories: a) organization policies; b) career development; c) job specifications d) workplace environment and e) rewards and they differ on how the response to fulfillment according to Lub et al. (2016). Employees understand that the nature of the exchange relationship was driven by their participation and that results accrued in equivalent benefits (Wis & Chan, 2015). Rodwell et al. (2015) contend that psychological contract fulfillment builds trust among stakeholders and has tied to reduce stress, lower levels of emotional fatigue and to greater job satisfaction well-being and organizational commitment. An inverse relationship according to Collins (2010) exists between psychological contract fulfillment and turnover intentions which is now identified as the psychological contract breach.

Practical Implications - This study aims to contribute to this growing area of research by exploring psychological contract fulfillment of employees at the Nueva Vizcaya State University. The results of the study provide important contribution to 1) the three programs of the university and the findings can be utilized as bases for enhancing the other programs of the university. It can also be used to find out the practices and policies of the university regarding what the institution expects from the employees and what they can expect in return; 2) the university, because of the data generated can be laid as base line information about a comprehensive employment engagement program through faculty and personnel development programs etc.; 3) the faculty and other employees because of the career opportunities and benefits may guide them to perform well in their respective jobs and tasks; 4) the stakeholders because of the linkage the university can provide in education, research and outreach programs.

Statement of the Problem - This study determines and understand the psychological contract fulfillment on employee engagement of the Nueva Vizcaya State University. Specifically, this seeks to answer the following questions: What psychological contract fulfillment of the faculty and administration is significantly evident in Nueva Vizcaya State University? What are the faculty respondent's reasons in seeking employment in the university? What are the administrator respondent's reasons in hiring the faculty applicants to be part of the university? What are the expectations of the faculty respondents in relation to remuneration/compensation/incentives, tenure of service, academic professional development, and career development? How does the administrators address the above expectations of the faculty in terms of remuneration/compensation/incentives, tenure of service, academic professional development, and career development? What are the plans of the faculty as employee of the university? What are the plans of the administrators regarding the employee engagement of the faculty?

Scope and Delimitation of the Study - This study was conducted at the Nueva Vizcaya state University

particularly employees of the teaching group under the Office of the Academic Affairs. The respondents were purposively selected because they are the people who are directly involved in the different activities of the university.

2. Review of Related Literature and Studies

2.1 *The Context of Phenomenological Study*

Europe lay in ruins at the end of World War One (1914 – 1918). Eagleton (2013) captures the situation vividly: The social order of European capitalism had been shaken to its roots by the carnage of the war and its turbulent aftermath. The ideologies on which that order had customarily depended, the cultural values by which it ruled, were also in deep turmoil. Science seemed to have dwindled to a sterile positivism, a myopic obsession with the categorizing of facts; philosophy appeared torn between such a positivism on the one hand, and an indefensible subjectivism on the other; forms of relativism and irrationalism were rampant, and art reflected this bewildering loss of bearings.

Concepts of Phenomenological Study - The phenomenological study is a qualitative method. The basic purpose of phenomenology is to grasp the very nature of a phenomenon as people have lived and experienced it (van Manen, 2000). The goal of phenomenological study is to understand what they experienced and how they experienced it (Moustakas, 2014). Phenomenology started with Edmund Husserl (1939), who believed that understanding came from the ideal essential structures of consciousness. Husserl introduced the method of phenomenological reduction to eliminate the influence of any external factors. Husserl also believed scientific knowledge starts with unbiased description of the phenomenon.

2.2 *Herzberg's Theory*

Herzberg's theory (Herzberg, et al. 1959; Herzberg, 1968) introduced a two-factor model of job satisfaction and motivation. Herzberg's two factor theory of motivation (hygiene and motivation factors) was based on the concept that two separate sets of factors "play a role in both the presence of employee job satisfaction and employee motivation elements and the absence of an employee's hygiene factors" (Pullen, 2014). Achievement, responsibility, and professional growth, deemed intrinsic to the job and to motivation, enhance job satisfaction. Elements such as salary, job security, and supervision are hygiene factors that may at best prevent motivational problems, and when lacking lead to dissatisfaction (Bakker & Leiter, 2010).

Concept of Psychological Contract - Levinson et al. (1962) first introduced the theory of PCT, which has continued to evolve. Rousseau (1989) initially described the psychological contract (PC) as "an individual's belief regarding the terms and conditions of a reciprocal exchange agreement between that focal person and another party". Individuals develop psychological contracts that comprise beliefs about that to which they are entitled and given the perceived promises from employers (Robinson, 2016). These contracts are subjective, largely because of differences in cognitive ability among individuals, the many data points that comprise the agreement, and the passage of time since conversation and observations have occurred (Shore & Tetrick, 2014). Psychological contracts evolve over time (Collins, 2010).

Psychological Contract Fulfillment - Manzoni (2016) pointed out that employee turnover is one of the most considered topics in organizational psychology. He further stressed that a psychological contract is on the whole what the employee expects from the organization and what the organization expects from the employee. It is the relationship between employees and employers. Psychological contract gives the organization or institutions the chance to handle day-to-day employee and employer proactively. When organization or management fulfilled the promise of employee and are rewarded, it is his/her psychological contract fulfillment and employee is satisfied.

Types of Psychological Contract - The study of Savarimuthu and Rachael (2017) found out the types of

psychological contract to be transactional and relational that the former is linked to economic exchanges and the latter are linked to social exchange. Moreover, Guillano (2017) said that transactional contracts involve primarily economic incentives with a limited amount of personal involvement in the job, short duration of relationship, little flexibility in mutual obligations; while relational psychological contracts involvement are economic, emotional and holistic and lasts for long periods of time.

2.3 Influences of Psychological Contract

The employees both faculty and staff of state universities expects that their career should also be developed. As such they expect that a comprehensive development plan for faculty and other employees will improve their competences.

Faculty Development Program - Faculty members are the number one beneficiary of the professional development program of the university or institutions through taking advanced studies in the graduate school and sending them to seminars, training, and research conferences. They use their abilities to do research and allow them to present its findings in the local, national and international research forums. Carmelo, (2014) said that the advance studies of the faculty in their line of specialization will allow them to compare, analyze and evaluate the methods being used in order to motivate students and to make the learning as effective as possible.

Training and Development - Nuyda (2017) acknowledged that training varies from one organization to another, and is a planned effort by the institutions to facilitate employees learning of work related competencies. These competencies include knowledge, skills or behaviors that are critical for successful job performance.

Remuneration/ Compensation - In this changing scenario compensating the employee/ faculty according to the performance and which motivates them is the priority and right of employees/ teachers. Milkovich et al. as cited by Poonam and Kaur, (2015) disclosed that compensation refers to all forms of financial returns and tangible services and benefits employees receive as part of employment relationships. Compensation comprises all the benefits provided to employees in return of the services given by employees. Compensation is all about the financial and non-financial benefits which directly or indirectly affects the performance of the employees. The different components of compensation make employees feel that they are secured and working under a better organization that is fulfilling their needs. When the employee's feels secured and satisfied they perform better.

Work Life - Kappel (2018) stated that the quality of employee performance, attitudes and conduct of workers in the working environment constitute an important part of the productivity of an establishment. Moreover, employee engagement management should emphasize acknowledging employees for their hard work.

Quality of Work Life - Quality of Work Life (QWL) was defined by Swamy et al. (2015), as an extent to which an employee is satisfied with personal and working needs through participating in the workplace while achieving the goals of the organization. They said that focusing on improving quality work life will increase the contentment and satisfaction of employees resulting in various advantages for both employees and organization.

Role of Psychological Contract Fulfillment on Employee Commitment - Anggraeni, et al. (2017) study on millennial generations, had characterized them as employees with informative and expressive in creative ideas and personal values that align the expectation between the employer and employees. Flexibility and responsiveness to the employees are other unique characteristics of the generation. The millennial generation also seek to motivate their employees to become more involved and contributing in the formulation of strategy and decision making. This generation is more positive and optimistic in looking at the aspects of the recruitment and development of employees as one of the main components in business planning.

2.4 Concept of Employee Engagement

Wellins, as cited by Kappel (2018) stated that promoting engagement among the employees is done by

leveraging the three sources of influence for chance; that is leaders, employees as well as organizational strategies and systems. Organizations must be willing to tap into the workers' commitment, passion and their identification with the company. This can also be done through building trust between the employees and open communications.

Employee Engagement of the Workplace in the 21st Century - Employee engagement is the extent to which employees feel passionate about their jobs, are committed to the organization and put discretionary effort to their work ([https://www.com/employee engagement](https://www.com/employee%20engagement), 2018).

2.5 Determinants of Employment Engagement

To improve employment engagement, one need to understand what it actually is. An engaged employee is one who is fully absorbed by and enthusiastic about their work and so takes positive action to further the organizations reputation and interests. According to Wikipedia, as cited by Sumitani (2018), employee engagement is a property of the relationship between an organization and its employee.

COMMITMENT. Employee engagement illustrates the commitment and energy that employees bring to work. It is a pledge of loyalty to support the desired goals set by the agency and reflects employee's attachment to one's profession.

DEDICATED SERVICE. It is the exemplary job rendered by the employees reflective of their qualitative performance in the conduct of their duties and responsibilities as faculty members in the university.

LONG TERM ENGAGEMENT. The assurance of a continuous service in the university with dedication and commitment up to retirement age.

EFFICIENT AND EFFECTIVE SERVICE. The delivery of satisfaction services to stakeholders using low input utilization of resources to attain maximum benefits of the services rendered to the community or university.

INTERPERSONAL RELATIONSHIP. It refers to the positive relationship between employees and employers and the ability to work in teams in the performance of their jobs. As Johanson (2011) said that one must strive to achieve a positive working relationship with co-workers based on the perception of work interaction. Aside from team building, it should include observance of work ethics that is inherent to the practice of their profession.

REMUNERATION, COMPENSATION AND INCENTIVES. The university/ institution as employer should provide equitable salary and incentives to the faculty and employee. Providing them with appropriate salary, benefits and other privileges tantamount to fulfilling their expectations of the university's obligation to them.

REWARDING JOB AND EXPERIENCES. Merit and promotion should be updated to jibe with a changing economic demand. Length of satisfactory service rendered by the faculty and employees would be one of the basic of giving a higher salary and other incentives to instill long term engagement and strengthen their commitment to the university. It is important to carefully examine the effectiveness of salary, benefits and other personnel the idea that the university is trying its best effort to provide them the appropriate compensation in return for their services.

SOUND POLICIES ON PROFESSIONAL GROWTH. The university need to strengthen the faculty and staff development program as a mechanism to promote the employees professional career path. Policies should be anchored on the basis of identifying needs of the university and the leadership potential of the faculty members and other personnel. Suba (2001) as mentioned by Nuyda (2017) stressed that every personnel of an institution needs to be developed and should begin with a survey of their needs and preferences. Nuyda (2017)

also confirms that a comprehensive faculty development program is consequently one which provides training for faculty in improved classroom performance, which assists the faculty members in developing a supportive environment within his academic organization and allows him to examine and reflect on his own personal values and attitudes as they influence his professional life. Instructional development, organizational development and personal development thus become the essential components of any effective program of faculty development.

SECURITY OF TENURE. The university should provide a bigger budget allocation for faculty and employees occupying permanent items or plantilla. The employees perceived that security of tenure in the government is better than in the private sector. Moreover, as a government institution it operates on the principle provided by REPUBLIC ACT NO. 6656 which covers for the provision on the **SECURITY OF TENURE OF CIVIL SERVICE OFFICERS AND EMPLOYEES IN THE GOVERNMENT ORGANIZATION.**

OPPORTUNITY FOR GROWTH ADVANCEMENT. One of the function of the university is to provide access to faculty and employees to avail for continuous professional development. NVSU should strengthen their linkage to both national and international agencies that provides scholarship grants, research funding and other related programs for the faculty. Through these programs the faculty can avail them and be able to compete with global trends in education.

2.6 The Nueva Vizcaya State University observes the following Policies in Professional Growth

A. Legal Basis: Civil Service Commission (CSC) Memorandum Circular No. 10, s. 1989 and the implementing rules of E.O. 292 series of 1987 which states under Rule VIII Sec. 14 that “A Personnel Development Committee shall be established in each department or agency, which shall provide support functions to the management pertaining to selection of nominees to training development and scholarship programs in accordance with existing civil service policies and standards.”

B. Scholarship Assistance

The university provides education assistance, thru Faculty and Staff Development Program. It aims to make available financial assistance for regular faculty and staff members who wish to advance themselves academically and occupationally for studies and L&D activities which will directly benefit the organization through enhanced competencies and improved productivity. Applicants to scholarship programs must be permanent employees who have completed at least two years of service with the university.

C. Staff Training, Seminars, and Workshops

Where NVSU requires of an employee to attend short courses, seminars or workshops, such attendance will be for the cost of the university. the supervisors shall motivate the need for employees to attend any short courses, seminars or workshops paid for by university on the basis of the L&D Plan of the university or college/division/unit. Where at all possible. Short courses or programs must be aligned with qualifications of the nominees.

2.7 Synthesis

The review of literature and related studies provided valuable insights in determining the direction of this study. The studies introduced concepts relating to psychological contract fulfillment of employment engagement and norms of reciprocity which dictates that employees value feeling of appreciation to their employer and harbor positive attitudes toward their work. A number of recent developments on compensation, incentives, reward and the like are encouraging and the government to continually address the needs of employees.

3. Research Design

To grasp the very nature of a phenomenon as people have lived and experience it and understand how

individuals make meaning of their experiences, circumstances, and other objects (Bibes & Lanvy, 2011 as cited by Gutierrez 2019). The researcher employed phenomenology as the research design focusing on what people experienced and how they experience it. As Pate (2015) stated phenomenology is used to discover the underlying events and activities and how participants live in their environment. Taking this approach was to gain insight on how psychological contract was fulfilled by the employer (NVSU) to their employees (teaching group).

Data Gathering Procedure - In this study, the interview was the main method used to the target participants, in order to supplement and extend our knowledge about individual's thoughts, feelings, behaviors, meanings, interpretations, etc. Ten (10) faculty and ten (10) administrators were interviewed individually as the subject. Doing in-depth semi structured, individual interview's provided insight into each individual's perception of his or her own experience as faculty (employee) and administrator of the university. This process shed light into how the faculty and administrators understand their psychological contract fulfillment.

Research Instrument Used - The research study made use of a semi-structured instrument where questions were formulated in order to get the full grasps of the lived experiences of the respondents and this were use as guide questions during the interviews. An open-ended interview questionnaire was used to gather all the individual experiences that will develop a pattern whereby themes emerged. Insights were drawn from the responses of the interview that are related to the problem statement.

Mode of Analysis - Based on Gutierrez (2019) study, results of the interview were treated and guided by Husserlian Phenomenology of Bracketing (Gearing, 2004). This phenomenology as explained by Lopez & Willis (2004), Wajnar & Swanson (2007) and Fashtmar (2008) flourished during the 20th century under the influenced of the German philosopher Edmund Husserl who established an unbiased approach arriving at an essential understanding of human consciousness and experience. There were three forms of bracketing used and were as follows: the descriptive bracketing which was used to translate concepts from phenomenological philosophy to the phenomenological research: the existential bracketing which sought the essence of the story that can be referred to the coding of data into themes, analyzed in order to uncover the control meaning of the essence of the phenomenon and the pragmatic bracketing which was practiced across qualitative transitions and settings but required clear forethought and construction from the researcher or the suspension of all judgments of what was real (Creswell, 1998).

4. Presentation, interpretation and analysis of data

This study describes the individual and collective experiences of selected faculty and administrators of Nueva Vizcaya State University relative to the main question: ***What psychological contract fulfillment of the faculty and administration is significantly evident in the university?*** Qualitative in nature, this chapter presents and discusses the data in a different flow of which each sub question is treated entirely following the sequence of theme, findings and discussion of the faculty and administrators which will be followed all throughout in the formulated six questions.

4.1 THEME 1: Long - Term Engagement

The changing landscape of competition brought about by globalization and rapid changes in technology has made employment opportunities difficult, this phenomenological study reveals the long term engagement which will lead to answer the question: ***What are the faculty respondent's reasons in seeking employment in the university?*** It collected two evident responses: family ties and proximity of workplace and field of specialization.

Family Ties and Proximity of Workplace - The Filipino culture shows strong family ties that confirms the statements articulated by the four respondents:

"I applied in the university because it is near my residence, where I can save time, effort and money. I

can have more time in rendering service to the university.” (R1)

“My husband came to the university ahead, so I have to follow him for the sake of my children. I can work efficiently when my family are together” (R7)

“I am from Bayombong where my family resides and a product of NVSU, so I want to serve my hometown and alma mater at the same time.” (R10)

“My father is a retired employee of the university so together with my mother decided that I will stay to be employed in the university”. (R4)

Field of Specialization - One critical measure of success to be employed is the individual’s field of specialization. The ability to use competently the knowledge skills and values learned should match the need of the job applied for as stated by the following respondents:

“In the array of courses offered in the university, I saw that my field of specialization fits in... so I immediately applied for the position”. (R2)

“After graduating from college I wanted to get a job so I applied in this university to practice my field of specialization”. (R3)

“Among other universities, NVSU offers agricultural careers where I know I belong to this endeavor by teaching agricultural subjects”. (R5)

Discussion

From the verbalization, musings and sharing of selected faculty members, findings in this phenomenological study revealed manifestations of long term engagement. Each manifestation is composed of statements recalling the events and reasons for seeking employment at the Nueva Vizcaya State University.

Family Ties and Proximity of Workplace - Traditionally, Filipinos have closed family ties having each family living together and working near their place of abode. The extent to which our residence is physically accessible to our place of work, market and other government offices by public transportation are motivations for husband and wife to be with their children. As Reyes (2014) mentioned that the facilities available must contribute to the comfort and convenience of the family and sense of security. Furthermore, when one is employed in their hometown and located near their place of abode may foster commitment and dedication and may stay long in the university.

Field of Specialization - The academic preparation of the faculty most specially their field of specialization were allied to the array of courses offered in the university were reasons they seek employment, aside from the need to fill up vacant position in the university. As Needleman (2014) said that employability is the capability of getting and keeping fulfilling work. More comprehensively, employability is the competence to move self-sufficiently within the labor market to realize potential through sustainable employment.

Present education/university administrators have indicated that educational changes causes pressure to them because of a perceived need to do more and be more accountable in unstable environment. A better utilization of resources, especially human talent for the right teacher to be recruited is required. Administrators typically works in an environment characterized by limited resources, time, available staff etc. Under these conditions, the competitive pressures have encouraged administrators to look for effective management of human resources through effective recruitment and selection process. Hiring the most qualified applicants is what recruitment is designed for. Confirmatory statements are articulated by administrators on the next sub question: **What are the administrator’s reasons in hiring the faculty applicants to be part of the university?”**

“The applicant was hired due to their incomparable knowledge, skills and experience.” (R1)

“There is an increase in enrolment in every college plus the permanent faculty members are on study

leave, so we need to hire new teachers and staff.” (R4)

“The applicants possess the required qualification to teach in college for having a master’s degree and experience.” (R2)

“The applicant showed leadership potential and good public relations.” (R3)

“An applicant was hired based on the qualification standard set by the university.” (R8)

Discussion

Hiring the most qualified applicants is what recruitment is designed for. To attract these applicants, it is normal for an organization to portray the best possible image. Hence, the possibility of having an unfavorable situation is high due to the tendency of the recruiting agency to present only the positive aspects of employment which may result to unrealistic expectations (Cable et al. 2000) as mentioned by Ilagan (2010). An effective way to avoid this scenario is to use a realistic preview of the job and all the things accompanying the possible employment at the very start of recruitment. The aim of this is to promote accurate expectations on the part of the faculty newcomer and the correct anticipation about the job and the university (Ilagan, 2010).

Psychological contract refers to the relationship between employee and employer in terms of the unwritten expectations that exists between an employee and his/her employer regarding policies and practices in the organization (Patrick, 2008). It includes expectations, perception promises and obligation which will lead to answer the third sub question on: ***“What are the expectations of the faculty respondents in relation to: a. Remuneration/ Compensation and Incentives; b. Tenure of Service, c. Academic Professional Development and d. Career Development.”***

a.) Remuneration/ Compensation/ Incentives

One of the most critical influence on the quality and effectiveness of human capital is compensation. It influences the quality of people who apply and be hired, the motivation and performance level of the workplace and the quality of who stays with the organization (Grepta & Shaw, 2014). From the psychological stand point compensation also affects employee attitudes and behaviors and the newly hired employee of NVSU expectations had the following confirmatory statements:

“Since NVSU is a state university, our salary and incentive are sufficiently given.” (R4)

“My salary commensurate with the degree I finished and all benefits are being given.” (R1)

“I expect my salary to increase as years go by anyway it is given on time.” (R5 & R7)

“I am happy to receive my salary and other surprise benefits and incentives.” (R9)

b.) Tenure of Service

The state university is perceived to provide security of tenure to their employees and staff who are qualified under the civil service rules. The faculty respondents have stated their expectation on tenure of service as follows:

“Since I was newly recruited, I was in the temporary item so I expect with more years in good standing to have a plantilla item to become permanent.” (R4)

“I expected that with the continuous service I rendered in the university, I will not only be permanent but should be given a chance to grow professionally.” (R8)

c.) Professional Development

The faculty members feel that the university will allow them to grow professionally through the Faculty Development Program. The following statements were expressed by the faculty in their professional development:

"I was allowed educational advancement through relevant trainings and seminars and to pursue a higher degree (graduate studies)." (R1 & R2)

"We were thankful to be granted an FSDP slot for our masteral and doctoral degrees relevant to our field of specialization." (R3, R9, R10)

d.) Career Development

Faculty members see training and development as one avenue to improve their career. Their career development focused on instruction, research and extension. The efficiency and the likelihood of success of the career development becomes greater if the content of the faculty development program addresses the specific needs of the faculty. The faculty respondents shared the following expectations and experiences:

"I expected that my career would flourish that would make me an asset to the university." (R7)

"I thought of becoming the best teacher in the classroom and I was given a designation that came unexpectedly." (R2)

"The university provides avenues for professional/ career growth through attendance and participation in conferences, fora and conventions." (R3)

"I finished my doctoral degree, allowed to attend seminars, conducted researches, presented and published research and prepared IMS for possible promotion next rank in the NBC 461." (R10)

Discussion

It is widely acknowledging that human resource practices have a major impact on the formation of the psychological contract and influence its interpretation by employees. These practices send messages to employees regarding what the university expects of them and what they can expect in return (Trerong & Quang, 2007) as cited by (Ilagan, 2010). Within this context, the fascinating verbalization, articulations and musings of the faculty have declared their expectations regarding remuneration/ compensation and incentives, tenure of service, academic professional development and career development. This phenomenological study reveals the expectations of the faculty towards the above mentioned variables.

Remuneration/Compensation/Incentives - In today's era of fourth Industrial Revolution, compensating the faculty according to the performance is priority and right of the teachers. As Poonam and Kaur (2015) stated that compensation refers to all forms of financial return and tangible services and benefits received is part of employment engagement. In the local setting, Ilagan's (2010) study on the psychological contract fulfillment in the academe, she revealed that state universities are doing quite well in meeting the expectations of faculty regarding remuneration and other benefits.

Tenure of Service - The faculty's perception is that when they serve the university for longer period with good standing, they will be given preferences for promotions, incentives and rewards based on existing policies and rules of the civil service. As Ilagan (2010) stated that job content must provide a creative meaningful, interesting and challenging task. Moreover, the administration must communicate relevant information pertaining to the job duties, assignments and other terms and condition of employment.

Academic Professional Development - The faculty members should be the number one beneficiary of the professional development program on the university. Bay et al. (2014) supports the idea that appropriate learning and development programs for the faculty will ensure more effective and efficient teachers. Bergquiat and Philips (2010) as cited by Nuyda (2017) confirms that a comprehensive faculty development program is one which provides improved classroom performances and assists the teacher in developing a supportive environment within his academic organization. Instructional development, organizational development and personnel development becomes the key to an effective program for faculty development. An effective faculty development program often causes a faculty member to reexamine his own life goals and values. In addition, he

may also try to improve his interpersonal skills and his ability to be creative and risk-taking in his design and execution of course programs.

Career Development - Faculty needs change as they grow in their profession. The faculty development programs should be designed to respond to these changing educational landscape. Several studies reveal that as learning increases educational level also increases. With this increased learning, we could expect also a better teaching performance. Since education is a continuous process, achieving higher form of learning in terms of knowledge, skill and emotional stability, the faculty is expected to also develop his career. Normally, a faculty member's initial view of career development is equaled to getting into a higher academic rank after the necessary documents and requirements have been satisfactorily satisfied and evaluated by the NBC 461 committee.

4.2 THEME 3.a: Display of Commitment

It is the concern of educational institution to deliver the product and services needed to attain the outcomes it intends to make wherein the development of human resources is vital to maintain qualified teaching personnel that will provide quality workforce of the university. As Guest (2016) said that the psychological contract fulfillment relates to issues of perceptions of expectations in the employee-employer relationships. The expectations of the faculty on how the administration shows reciprocal promises and obligations will answer the next sub question: ***“How does the administrators addresses the expectations on salary/incentives, tenure of service, professional development and career development of the faculty?”***

a.) Remuneration/Compensation/Incentives

These factors have a major influence on the administrator's employment relationship with the faculty. Remuneration, compensation and incentives consists of financial elements (pay and benefits) that may also include non-financial elements or perks. Chaudhary (2016) stated that total compensation returns are more transactional. They include pay received directly as cash and indirectly as benefits. Programme to pay people can be designed in a variety of ways, and some employer typically uses more than one. Administrators shared the following practices in addressing the expectation of the faculty and are as follows:

“NVSU offers just compensation and incentives are given according to their job description.” (R8)

“A high paying scale is given based on their academic rank specially the accredited full professor rank.” (R5)

“Additional pay as incentives to those undergoing research and funded by local and international agencies are given.” (R10)

“Allocate budget for financial assistance to faculty taking graduate studies.” (R6)

b.) Tenure of Service

It is the policy of the State to protect the security of tenure of civil service officers and employees in various agencies of the national government which includes state universities and colleges in order to promote morale and efficiency in the civil service. The university always use the civil service rules as guide in the security of tenure of their employees. Some administrators mentioned tenure of service is practiced in the university and are as follows:

“Security of tenure in the government is better than in the private sector.” (R5)

“Permanent positions are given for those who qualified based on civil service rules and regulations.”
(R9)

“Loyalty awards with cash incentives are given for those faculty members of good standing and served the university for 10, 15, 20 and above years.” (R2)

c.) Academic Professional Development

Every personnel of the university need to be developed and strengthening the faculty and staff program is a mechanism to promote academic professional development. Policies is anchored on the basis of identifying needs of the university and the leadership potential of the faculty.

“The NVSU grants faculty to further studies in masteral and doctoral degree.” (R1)

“It priorities the need of the college/department to send faculty for scholarship in graduate studies.”

(R10)

“I was allowed to continue my graduate program abroad (Japan).” (R7)

It is not only graduate studies that the faculty can avail for the development programs, trainings, etc. are also allowed as some faculty said:

“I was able to attend seminars and trainings in my field of specialization abroad.” (R8)

“I was given financial support when I attended trainings.” (R6)

d.) Career Development

To be able to develop the career of the faculty the administration should support the ongoing professional development of their personnel. Normally, the faculty’s initial view of career development is equated to getting into a higher academic rank. The administrators attested and mentioned that the following were to address the faculty’s expectations:

“The faculty were subjected to NBC 461 criteria to improve their academic rank.” (R4)

“Some faculty who obtained the professorial level rank were encouraged to be accredited.” (R5)

“Trainings, seminars and workshops attendance were allowed to honed the faculty skills and competence.” (R2)

“NVSU encourage the faculty to take license professional exams in order to practice their profession.”

(R1)

Discussion

To ensure that university employee have the right knowledge, skills, attitudes and competencies to meet current and future needs a learning and development program of the university was made to address the expectations of the faculty from the administration. The Learning and Development Program of the university was established for more rationalized policies and guidelines and more efficient processes and procedures in developing the knowledge, skills and attitudes (KSA) of the faculty members.

Remuneration/Compensation/Incentives - Compensation management is concerned with the formulation and implementation of policies that aim to compensate people, equitably and consistently in accordance with their value to the organization (Armstrong, 2005).

Tenure of Service - Several researchers contend that employees attach value to job security and consider it as one of the most important obligations expected to be accomplished by the organization.

Academic Professional/Career Development - The university should have sound policies on professional and career development of the faculty and staff. The NVSU value the continuous development of all university employees in support of the program to institutionalize meritocracy and excellence in human resource management strategy. It aims to provide opportunities for longer term career development that shall address individual and institutional needs.

4.3 THEME 4: Learning and Development Plan

Assessing the level of psychological contract fulfillment of work engagement of employees would provide a better picture of the university to strengthen its people and create an atmosphere of fully engaged workplace. It is also related not only of the perceptions of expectations but also to obligations and plans of employee-employer relationships. The plans of the faculty as employee of the university and the plans of the university administrator for the good of its employees is heading to the last question: *“As faculty member of the university, what are your plans to help the university become a premier university?”*

Dedicated and committed faculty members shared their plans and are stated as follows:

a.) Dedication and Commitment

“I will remain productive, dedicated and passionate in the discharge of my functions in various capacities.” (R2)

“I will share my full support to attain the goals and objectives of the college and the project I am committed.” (R3)

“To render exemplary service to the university in order to have life- long engagement to the profession.”
(R8)

“To serve the university with dignity, integrity, loyalty and commitment.” (R9)

b.) Professional Upliftment

Education forms part of an individual’s total capital endowments and improves individual wisdom and evaluation process. Higher levels of study help the individual to attain jobs which provide him/her with promotion, prestige, good employment conditions and the possibility of developing their personal capacities. People with higher levels of education have been found to be more satisfied with their jobs (Agarval and Bhargova, 2013).

“I will continue to take my graduate studies to improve my academic rank.” (R5)

“To continue with the quest for academic excellence through conducting researches present and publish internationally.” (R10)

c.) Other Plans

Other plans of some faculty included one’s desire to transfer technology in agriculture to increase farmer’s productivity in the rural areas of the province. As extension teacher he will act as change agent and adopts participative approach aimed at enhancing the capabilities of people, thereby reducing poverty and preserve the natural resources in the countryside. One participant though would stick to teaching and do research work as narrated below:

“I want to transfer NVSU’s technology to the depressed area in the countryside.” (R7)

“I will strive to work hard in teaching and do research to attain NVSU goals.”

(R6)

4.4 Theme 5: Faculty Plans

a.) Incentives/Rewards and Recognition

“The administration allocated budget for scholarship grants, incentives and rewards for outstanding achievements of faculty members.” (R9)

“Secure other scholarship grants outside the country to augment the FSDP of the university.” (R6)

“Other scholarship grants from other agencies like CHED, DOST, etc. are allowed to help the faculty pursue graduate studies.” (R2)

“To provide rewards and incentives for exemplary performance of the faculty.” (R2)

b.) Professional Development Opportunities

“To upgrade their knowledge and skills by sending them to seminars and training.” (R8)

“Develop faculty leadership competence to respond to the demands of the 4th industrial revolution.” (R4)

“Mentor the faculty to do research and prepare project proposal and send them to pursue relevant graduate studies.” (R5)

“Promotions for the faculty must be fair and equitable using legal guidelines like the NBC 461, etc.” (R10)

c.) Accreditation

“Encourage faculty members of each college to subject their curricular programs to accreditation for SUC leveling and ISO.” (R1)

4.5 Theme 6: Plans of the Administration

In contrast to the plans of the faculty members, the administration also offers plans and they are as follows: The NVSU administration seek to determine the reasonable balance between employee commitment and performance in the university. Their plans on the reward and recognition programs serve as the most contingent factor in keeping the employees self-esteem high. The performance evaluation and rewards are the factors that proved to be the bonding agents of the performance evaluation programs. The administrator’s plans are on incentives, rewards and recognitions, professional development opportunities and accreditation as stated below:

Discussion

Employee commitment and dedication seems to be a crucial factor in achieving university success. Employee with high commitment to an organization see themselves as an integral part of the organization. Such employees became creatively involved in the organization mission and values, and constantly think about ways to do their job better (Irefin and Mechanic, 2014). Employees who develop a high level of employee commitment tend to be highly satisfied and are fulfilled in their jobs.

5. Summary of findings, conclusions and recommendations

This chapter presents the summary of findings, conclusions and recommendations of the study.

Summary of Findings - The study focused on recruitment and hiring of the faculty; the expectations of the faculty and how the administrations address these expectations as to compensation and incentives, tenure of service, academic professional development and career development. It also includes the plans of both the faculty and administrators while serving in the university. **Long-Term Employee Engagement**

- Faculty’s reasons for seeking employment in the university were influenced on the strong family ties of being with their family, nearness to place of abode, accessibility, and the faculty’s field of specialization.
- The administration employed an effective recruitment and selection process in hiring the most qualified teacher applicant. Several criteria were used such as the qualification standards, availability of vacant positions and the expansion of curricular offerings.

Expectations of Faculty and How it is being address by Administrators - Today’s fast changing circumstances such as technology increased, competition, demographic diversity, etc. have the academicians and

practitioners acknowledged that the concept of psychological contract can be applied to understand and manage expectations and obligations they perceived. The expectations of the faculty on compensation provided them an insight that state universities give higher compensation through a salary scheme that commensurate with the degree finished plus other requirements embedded in NBC 461. This implies that the higher is your academic rank the higher is your salary. The tenure of service in the government like state universities are better than the private sector. The faculty expected that their academic professional and career development will be provided upon employment in the university. these expectations on compensation, tenure of service, academic professional and career development were addressed by the administration by providing remuneration comparable with other universities; by following the civil service law as to security of tenure; provided opportunities for professional and career development through graduate education scholarship grants and a fair and equitable promotion scheme following NBC 461 guidelines.

Plans of the Faculty/Administrators - Psychological contract enables the university the chance to handle day to day activities of their employees. Employee development can make the faculty more supportive because they are given the opportunity to develop their ability and skills and collaboratively involve in achieving the mission, vision and goals of the university.

5.1 Conclusions

Based from the result of qualitative data analysis, the following conclusions were drawn:

- Family ties and course specialization were the reasons for faculty seeking employment in the university for their long-life profession.
- The university made use on effective recruitment and selection processes in hiring the most qualified teacher applicant.
- In relation to the expectations of the faculty regarding their salary and incentives, tenure of service, academic professional development and career development, the respondents post a positive remark.
- The faculty who rendered exemplary service to the university were given rewards, incentives, promotion by designation and sent to graduate studies, present papers on research output in international level.
- The faculty and administrators in their quest for professional excellence and sustain quality services provided full support to the VMGO of the university and was evident in the university's attaining SUC level IV and passing the ISO.
- Therefore, the university showed significant evidence in their fulfillment of the psychological contract of the faculty.

5.2 Recommendations

Based on the foregoing findings the following recommendations are given to address the concerns:

- Revisit human resource management policies such as employee retention programs and employee welfare programs;
- Provision of more scholarship grants and benefits to prepare the faculty for higher level tasks and function more effectively in their position.
- Strengthen collaboration between the university and partner agencies, non-governmental organizations and other private sectors in relation to instructions, research and extension program of the university.

- Further study may be conducted in line with psychological contract fulfillment and its relationship to job performance and employee commitment among the non-teaching group.

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