

Teacher Views on Organizational Support and Psychological Contract Violation

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Abstract

This study aimed to determine the relationship between secondary school teachers' view regarding Organizational Support and Psychological Contract Violation. The study conducted with relational screening model included 230 secondary school teachers employed in Bolu central district in 2014-2015 academic year. Perceived Organizational Support Scale and Psychological Contract Violation Scale were used in the study as data collection tools. Means and standard deviation were analyzed and Mann Whitney U test, Kruskal Wallis and correlation analyses were used. According to research results, teachers "strongly agreed" to the views on organizational support and they had psychological contract violation perceptions. A medium level, negative and significant relationship was found between teacher views on organizational support and psychological contract violation.

Keywords: Organizational support, Psychological contract violation, Teacher

1. Introduction

1.1 Introduce the Problem

Relationships between the organization and the employees have diversified the traditional concept of work by time and that has caused a change in perceptions and responses in work relationships (Zhao, Wayne, Glibkowski and Bravo, 2007). These changes immensely affect the educational organizations which are in intense contact with the environment compared to the past. As a matter of fact, educational staff does not only undertake the tasks and responsibilities expected of them by educational organizations but also expect to be treated in the same manner. Teachers as the basic employees of educational organizations can be the determinant to ensure that these bidirectional task and responsibilities are realized.

1.2 Organizational Support

Today, the issue of organizational support has come to fore and emphasized in organizations since the significance of human resources is better comprehended. Perceived Organizational support, which includes taking employees' well-being into consideration, caring for their happiness and valuing their contributions (Eisenberger, Huntington, Hutchison and Sowa, 1986), is the degree of personnel perceptions about support (Yoshimura, 2003). Since intense feelings created by these perceptions and pressure on the personnel necessitates reciprocal actions to be taken in order to realize organizational goals (Wayne, Shore and Liden, 1997), therefore, personnel may take risks (Neves and Eisenberger, 2014) and display high level of commitment and performance (Rhoades and Eisenberger, 2002). Hence, acceptance and prestige generate high level performance and volunteer behaviors in the personnel (Eisenberger, Curnmings, Armeli and Lynch, 1997) and based on the principle of reciprocity the personnel strives to contribute to the organization at high levels by increasing their performances to help the organization to realize its goals (Aselage and Eisenberger, 2003). In this context, organizational support creates identification with the organization and psychological well-being; generates willingness to help more to ensure organizational success and meets social and affective needs (recognition, respect, closeness, emotional support etc.) (Kurtessis, Eisenberger, Ford, Buffardi, Stewart and Adis, 2015). Support provided to teachers in educational organizations by their schools and administrators creates awareness in teachers about their responsibilities and has important outcomes beneficial for the organization and its goals such as development of positive feelings towards the organization and exerting more efforts and displaying better performance.

Based on the principle of reciprocity, organizational support which guides employees' psychological process may generate beneficial actions for the organization and feelings of obligation to help the organization to reach its goals along with strengthening the beliefs that social-affective individual needs such as recognition, attention and prestige will be met and that their performances will be noticed and rewarded (Rhoades and Eisenberger, 2002). These situations are based on employees' positive or negative experiences related to policies, norms, procedures and actions that affect the personnel (Eisenberger, Armeli, Rexwinkel, Lynch and Rhoades, 2001). In this context, it can be argued that the quality and stimulation of the conditions provided by the organization especially to teachers are crucial in the success of educational organizations. These conditions may include the learning and teaching environments at schools, sensitive and interested behaviors displayed by administrators and processes that make teachers feel valued in addition to overcoming teacher anxieties in case

of problems. Because the employees with high organizational support perceptions believe that they can take risks without fear of exploitation (Rousseau, Sitkin, Burt and Camerer, 1998); and trust their organizations more (Kurtessis et. al., 2015).

Organizational Support, shaped by the experiences of the organization as a result of voluntary work as opposed to external pressures (union agreements, health and safety legislations of the government, etc.) (Kalağan, 2009), is based on general judgments created towards the organization according to the degree of valuing employee efforts and caring for their happiness (Eisenberger et. al., 1986). Organizational support foresees that employees react and respond according to the degree of perceived organizational support (Coyle-Shapiro and Conway, 2005). In this concept, reciprocity is not taken in the sense it used in social change theory, but emphasizes personal development processes (Kurtessis et. al., 2015). Therefore, it emphasizes teachers' conscious and willing efforts in self-development rather than efforts caused by organizational pressures based on obligation on a reciprocal basis.

Teacher awareness about their roles, tasks and responsibilities is a desired and expected condition but it is not rational to believe that it will develop on its own and without any support. As it is the case everywhere that the human element is present, giving the teachers insufficient value and importance at schools may reflect negatively on their actions that are important for the goals of the organization. Teachers may have different needs and thoughts like all human beings and it may not always be possible to meet all these needs fully due to the limitations of the school resources. Hence, it is necessary to meet teacher expectations reasonably so as not to cause unease and reluctance. It should be known that offering quality educational services is based on composed and tranquil teachers and the quality of the conditions that ensure individual satisfaction. In short, there is a significant relationship between behavior types related to positive orientation, psychological well-being and high performance of employees -who are important and beneficial to the organization- and perceived organizational support (Kurtessis et. al., 2015). Perceived organizational support will facilitate the display of goal oriented and effective behaviors by teachers who know that they are important and valued at their schools.

1.3 Psychological Contract Violation

Even when there is no written contract between the employee and the management, there is a psychologically meritable contract, formed by some obligations and social norms, which is the psychological contract that expresses reciprocal commitment of the parties (İşçi, 2010). This contract is generated in relation to individual perceptions on organization-employee relationships. Just like organizations expect employees to undertake their responsibilities, they are also expected to present their responsibilities when the employees show responsibility (Doğan and Demiral, 2009). This reciprocal situation helps generate individual beliefs based on the relationships between the employee and the organization (Rousseau, 1989). This process that develops and experienced between the employee and the organization is defined as the psychological contract. In general terms, psychological contract is an indirect contract that is based on the foundation of reciprocity, is not mentioned but formed by expectation and assumes that the norms will be followed by both parties (İyigün and Çetin, 2012). However, this does not mean that both parties have the same comprehension; instead it is believed that they may have similar interpretations (Robinson and Rousseau, 1994). Hence, a gap is perceived in the contract after comparing whether both parties undertake their share of responsibilities (Morrison and Robinson, 1997). This gap or distinction which can be determinant in contract violations may be caused by unclear expectations of the parties or by insufficient information received by them or it may be generated by beliefs that it would not be right to talk about some expectations as a result of the cultural structure (İyigün, 2011).

Psychological contract violation is a process between the employee and the organization resulting from perceptions related to defaults in undertaking directly or indirectly assumed responsibilities by one of the parties (Robinson and Rousseau, 1994). This situation refers to conditions in which one of the parties does not fulfill their obligations or meets the expectations insufficiently (Morrison and Robinson, 1997) and the affective reaction process that follows (Shore and Tetrick 1994; Zhao et. al., 2007). Hence, violation is explained as the situation born out of unmet expectations or perceptions of inequality (Robinson and Rousseau, 1994). Psychological Contract Violation, regarded as one of the basic tools to understand how psychological contracts affect employees' emotions, attitudes and behaviors (Lo and Aryee, 2003; Conway and Briner, 2005; Morrison and Robinson, 1997), occurs when one of the parties perceives the other party as unsuccessful in fulfilling the promised obligations (Robinson and Rousseau, 1994) and reflects employees' feelings of anger and betrayal when the obligations are not met (Şahin, 2010). In other words, psychological contract violation is the cognition on the part of the employee regarding the lack of fulfillment by the organization in return for the employee contributions in the framework of the psychological contract between the employee and the organization (Morrison and Robinson, 1997). It refers to subjective perceptions and interpretations regarding the lack of organizational fulfillment resulting from this cognitive interpretation (Rousseau 1989). However, by definition, violation also includes affective experiences although it occurs as a result of cognitive interpretation (Morrison and Robinson, 1997). Employees that affiliate with the organization choose to do so with many expectations but

unfortunately it is not possible to meet all their expectations (Rousseau, 1990). Psychological contract violation that develops as a result of feelings of unfulfilled expectations by one of the parties or feelings of receiving less than what has been promised (İyigün, 2011) refer to situations in which promises made to the employees are not kept (Conway and Briner, 2002) and reflects strong affective experiences as well (Morrison and Robinson, 1997). When psychological contract violation is considered in terms of the teaching profession, it is seen that although there are preset conditions (pay, work hours, retirement conditions etc.) in the profession, there are still individual expectations and requests by the executors of the profession towards educational organizations. Even though these expectations and requests are realistic and justified demands, they may not always be met due to the limited resources of educational organizations. However, this should not be posed as a fully valid rationale when considering psychological contract violation. Therefore, under any circumstances, organizations should take the individual nature of psychological contract violation into consideration and should fulfill their responsibilities with good will and decisiveness in order to decrease the feelings of being wronged experienced by the employees (Paillé, 2015). At this point, what is important for educational organizations and especially for schools is the necessity to meet the expectations and needs of the teachers that will affect their performances. In this context, it will be possible for teachers to have critical roles in educating the society to fulfill their responsibilities without the anxiety whether they will be supported in times of need and whether their organizations will stand by them in the whole process from their candidacy until retirement and it won't be left to chance.

1.4 The Relationship between Organizational Support and Psychological Contract Violation

Perceived organizational support is a type of psychological contract that the employee makes with the organization (Aselage and Eisenberger, 2003) and ensures that the employees feel safe and supported by their organizations (Özdevecioğlu, 2003). Organizations that provide support feel proud with their employees, value them sufficiently and exert efforts to meet their needs (Özbek and Kosa, 2009). Employees who receive extensive support from their organizations are more inclined to display behaviors that will benefit their organizations (Eisenberger et al., 1986). Since organizational support generates individual perceptions towards organizational actions regardless of whether promises made directly or indirectly are kept or not, it provides insights about reciprocal action from the employees based on their perceived organizational support levels (Coyle-Shapiro and Conway, 2005). When the organization cares for its employees and values their contribution, the employees think that organizational support is high (Suazo and Turnley, 2010) and tend to commit to their organizations affectively (Neves and Eisenberger, 2014). In this sense, organizational support has a central role in the relationships between the employee and the organization and it significantly influences the increase of positive orientation and well-being of the employees (Kurtessis et al., 2015).

Psychological Contract Violation brings negative states in organizations out in the open such as feelings of deception, significant psychological problems and feelings of anger, injustice and unfairness (Morrison and Robinson, 1997). Skeptical approaches by the employees towards the organization and their beliefs that promises are not kept may cause outcomes such as loss of energy, insensitivity towards their service fields and feelings of inadequacy which are dangerous to individual and organizational actions (Üçok and Torun, 2014). In addition, psychological contract violation is negatively associated with job satisfaction and positively related with intentions to leave employment and turnover (Robinson and Rousseau, 1994). In this context, limited organizational resources and inability to meet employee needs due to limitations may result in psychological contract violation. However, psychological contract violation perceptions will be minimized with the support provided for employees.

While fulfilling the responsibilities in the framework of psychological contract will ensure that employees are satisfied, will work harder and more willingly and show more commitment to their organizations (Büyükyılmaz and Çakmak, 2015), violation of the psychological contract by the organization will negatively affect organizational elements such as job satisfaction, organizational commitment, organizational trust, job performance, intentions to leave employment and organizational citizenship (Suazo, 2009; Zhao et al., 2007). In short, when psychological contract and organizational support are ensured, the employees positively assess the work relationships with the organization (Coyle-Shapiro and Conway, 2005), it will be possible to commit more emotionally when they feel organizational support is high (Suazo and Turnley, 2010). In this direction, low levels of organizational support provided to teachers at schools will result in increases in their loneliness levels (Karakurt, 2012).

Schools are among the organizations where social interactions and affective aspects are abundant and experienced extensively. Existence of social interactions and affective aspects should not be thought separately from the existence of teachers. Teachers in this process unavoidably undergo many experiences and when these experiences born out of extensive efforts and willingness to achieve success at schools are not positively or negatively evaluated in any sense, teacher performances may decrease. In other words, it should be kept in mind that teachers who exert continuous and unrequited efforts for success may be absorbed in perceptions of having

wasted all these efforts for nothing after a certain period of time. Teachers who have apprehension in this regard may experience undesired outcomes such as experiencing negative emotions like loss of motivation and loss of meaning associated with their place of employment. Supporting teachers is crucial not to have such negative experiences.

Ensuring teacher development and school achievement, solving problems and meeting requirements is only possible through ongoing support. Random practices about the developments and changes that are experienced may harm teachers' trust towards their schools. As a matter of fact, Kara, Güneş and Aydoğan (2015) reported that organizational support may affect trust. It is also known that fairness has a unique contribution to organizational support and that there is a strong relationship between organizational support and organizational policies (Kurtessis et. al., 2015).

In this context, resolutions related to Psychological Contract Violation will be possible via both individual coping skills and perceived organizational responsiveness (Tomprou, Rousseau and Hansen, 2015). Therefore, awareness of teacher expectations for cooperative, pertinent and solidarist work environments as natural demands and presenting responsive approaches to meet those needs will be realistic approaches for schools. One beneficial arrangement for both parties or for the employees to develop the responsibilities in the psychological contract will strengthen the relationship between the violated employee and the organization (Tomprou, Rousseau and Hansen, 2015). Similarly, when the basic personal needs are not sufficiently met, the schools will not be effective or productive.

Examination of the related literature presents ample number of studies on the positive factors related to organizational support; however, the number of studies that focus on the causes of psychological contract violation is limited (Kiewitz, Restubog, Zagenczyk and Hochwarter, 2009). In this context, expecting that psychological contract violation negatively affects employees' support perceptions; this study aimed to display the relationship between organizational support and psychological contract violation. The impact of the results of the process on educational organizations and teachers is thought to be especially significant. This study aimed to present and discuss teachers' views on organizational support and psychological contract violation.

1.5 Purpose of the Study

Current study intended to determine the relationship between Bolu central district secondary school teachers' views on Organizational Support and Psychological Contract Violation. Accordingly, answers were sought to the questions below:

1. What are Bolu central district secondary school teachers' views on Organizational Support and Psychological Contract Violation?
2. Do Bolu central district secondary school teachers' views on Organizational Support and Psychological Contract Violation present significant differences based on demographic characteristics (gender, age, professional seniority and union membership)?
3. Is there a meaningful relationship between Bolu central district secondary school teachers' views on Organizational Support and Psychological Contract Violation?

2. Method

2.1 Research Model

The study employed the use of relational screening model. Relational screening model is a research model that aims to the presence and/or degree of change between two or more variables (Karasar, 2011).

2.2 Universe

The universe of the study was composed of 230 teachers employed in Bolu central district secondary schools. A total of 539 teachers were employed in Bolu central district secondary schools at the time of the study. All teachers were contacted and voluntary teachers were given the scales to be filled. 230 forms were returned and evaluated. According to Krejcie and Morgan (1970), 226 teachers sufficiently represent 539 teachers.

Personal information for the participating teachers are as follows: 19,6% of the teachers were 20-30 years old, 66,5% were 31-40 years old and 13,9% were 41 or older; 50,9% had 1-10 years, 41,3% had 11 - 20 years and 7,8% had 21 years or more professional seniority; 88,7% had undergraduate and 11,3% had graduate degrees; 62,2% were female, 37,8% were male; 83% were members of a union while 17% had no union membership.

2.3 Data Collection Tool

Perceived Organizational Support and Psychological Contract Violation Scales were used in the study as data collection tools. Perceived Organizational Support Scale was developed by Eisenberger, Huntington, Hutchison and Sowa (1986) and adapted to Turkish by Akın (2008) in order to identify teachers' organizational support perceptions. Researchers undertook the reliability and validity studies for the scale and internal consistency

coefficient Cronbach Alpha value was found to be .97. Cronbach Alpha value was found to be .93 in the current study for scale reliability. The scale has a single dimension and 36 items with a 16-item short version which was used in the current study. There are 7 items in the scale that are scored in reverse. The scale is a 7-point Likert type ranging from “completely disagree” to “completely agree”.

Psychological Contract Violation Scale is a scale whose English version was used by Özkeçeli (2005) and translated to Turkish by İşçi (2010). The scale was used on teachers by Yiğit (2015). The scale includes 32 items and three subscales (nature of work, strong and fair management and payments and opportunities). Cronbach Alpha internal consistency coefficient was identified to be .98 by Yiğit (2015). Current study also identified the reliability of the scale as .98. Scoring ranges from 1 to 6 (1 points to the worst case whereas 6 points to the best case). Differences between scores are calculated to determine the case and degree of psychological contract violation.

2.4 Data Analysis

SPSS for Windows 20.0 program was used to analyze research data. Prior to analyses and assessments, Kolmogorov-Smirnov test was conducted and it was found that data did not present normal distribution ($p > .05$). Therefore non-parametric tests were used in the study. Means and standard deviation were used to identify teacher views whereas Mann Whitney U test and Kruskal Wallis H were utilized for personal variables and Spearman’s Rho correlation analysis was used to determine the relationship between Psychological Contract Violation and Organizational Support. Level of statistical significance was accepted as ,05.

3. Results

3.1 Teacher Views on Psychological Contract Violation and Organizational Support

Table 1. Descriptive statistics for psychological contract violation and perceived organizational support scales

Scales and Sub Scales		N	\bar{X}	SS
Psychological Contract Violation	Nature of work	230	1,22	1,30
	Strong and fair management	230	1,05	1,22
	Payments and opportunities	230	1,34	1,47
	Total	230	1,18	1,24
Perceived Organizational Support Scale		230	5,21	1,20

According to Table 1, teachers’ psychological contract violation sub scales and general mean scores presented the existence of psychological contract violation in secondary schools with the following values: nature of work $\bar{X} = 1,22$; strong and fair management $\bar{X} = 1,05$; payments and opportunities $\bar{X} = 1,34$ and total $\bar{X} = 1,18$. Increases in the scores obtained from teacher views pointed to increases in the level of violation based on the scale that was used (İşçi, 2012). In this context, the highest level of violation was experienced in payments and opportunities followed by nature of work while the lowest level of violation was experienced in strong and fair management.

Examination of teachers’ scores related to organizational support showed that teachers “generally agreed” to the items in the scale ($\bar{X} = 5,21$). Results indicate that teachers believed that they were provided with high level of organizational support.

3.2 Teacher Views on Psychological Contract Violation and Organizational Support Based on Personal Characteristics

3.2.1 Gender Variable

Table 2. Mann Whitney U Test results for psychological contract violation scale and perceived organizational support scale scores based on gender

		Sub dimension	Gender	N	Mean Rank	Rank Sum	U	p
Psychological Contract Violation Scale	Nature of work	Female	143	123,22	17621	5116	0,024*	
		Male	87	102,8	8944			
	Strong and fair management	Female	143	119,11	17033	5704	0,289	
		Male	87	109,56	9532			
	Payments and opportunities	Female	143	119,82	17134	5603	0,205	
		Male	87	108,4	9431			
	Total	Female	143	122,85	17567	5170	0,032*	
		Male	87	103,43	8998			
Perceived Organizational Support Scale	Female	143	112,03	16020	5724	0,31		
	Male	87	121,21	10545				

* $p < .05$

Teacher views reported in Table 2 demonstrated no significant differences based on gender for strong

and fair management and payments and opportunities subscales of Psychological Contract Violation ($U=5704$; 5603 , $p<.05$), while a significant difference was observed in nature of work subscale ($U=5116$, $p>.05$). Mean ranks showed that female teachers experienced more psychological contract violation in terms of nature of work subscale. In general total, Psychological Contract Violation pointed to a significant difference in terms of gender variable ($U=5170$, $p>.05$); and the significance was observed to be related to higher level of Psychological Contract Violation experienced by female teachers.

When Perceived Organizational Support Scale was examined in terms of gender variable, no significant differences were found in teacher scores ($U=5724$, $p<.05$) and that female and male teachers had similar organizational support perceptions.

3.2.2 Union Membership Variable

Table 3. Mann Whitney U Test results for psychological contract violation scale and perceived organizational support scale scores based on union membership

	Sub dimension	Union Membership	N	Mean Rank	Rank Sum	U	p
Psychological Contract Violation Scale	Nature of work	Yes	191	115	22003	3628,5	0,799
		No	39	116,97	4562		
	Strong and fair management	Yes	191	113,68	21712,5	3376,5	0,355
		No	39	124,42	4852,5		
	Payments and opportunities	Yes	191	115,65	22089,5	3695,5	0,939
		No	39	114,76	4475,5		
	Total	Yes	191	115,2	22003	3667	0,879
		No	39	116,97	4562		
Perceived Organizational Support Scale	Yes	191	114,07	21788	3452	0,472	
	No	39	122,49	4777			

* $p<.05$

Table 3 showed no significant differences in teacher views related to Psychological Contract Violation in general and its subscales and to Perceived Organizational Support scale based on union membership ($p<.05$). This finding demonstrated that teachers with or without union membership had similar views on Psychological Contract Violation and Organizational Support.

3.2.3 Level of Education Variable

Table 4. Mann Whitney U Test results for psychological contract violation scale and perceived organizational support scale scores based on level of education

	Sub dimension	Level of Education	N	Mean Rank	Rank Sum	U	p
Psychological Contract Violation Scale	Nature of work	Undergraduate	204	110,98	22640	1730	,004*
		Graduate	26	150,96	3925		
	Strong and fair management	Undergraduate	204	113,16	23084	2174	0,133
		Graduate	26	133,88	3481		
	Payments and opportunities	Undergraduate	204	112,27	22904	1994	0,039*
		Graduate	26	140,81	3661		
	Total	Undergraduate	204	111,45	22735	1825	0,010*
		Graduate	26	147,31	3830		
Perceived Organizational Support Scale	Undergraduate	204	115,62	23585,5	2628,5	0,941	
	Graduate	26	114,6	2979,5			

* $p<.05$

Table 4 presented no significant differences in strong and fair management subscale of Psychological Contract Violation based on level of education ($U=2174$, $p<.05$); significant differences were observed in the scale in general and its other subscales (nature of work and payments and opportunities) based on the level of education variable ($U=1825$; 1730 ; 1994 , $p>.05$). Mean ranks demonstrated that teachers with graduate education experienced more psychological contract violation compared to teachers with undergraduate degrees in the scale in general and in the subscales which reported significant differences.

Level of education was not found to generate significant differences in teacher views in Perceived Organizational Support Scale ($U=2628,5$, $p<.05$) and it was observed that teachers with undergraduate and graduate degrees had similar perceptions.

3.2.4 Age Variable

Table 5. Kruskal Wallis H Test Results for psychological contract violation scale and perceived organizational support scale scores based on age

	Sub dimension	Age	N	Mean Rank	Sd	χ^2	p	
Psychological Contract Violation Scale	Contract	20-30 years	45	121,78				
		Nature of work	31-40 years	153	118,01	2	3,7627	0,152
			41 years and older	32	94,69			
	Strong and fair management	20-30 years	45	118,93				
			31-40 years	153	116,54	2	0,8604	0,65
			41 years and older	32	105,7			
	Payments and opportunities	20-30 years	45	123,79				
			31-40 years	153	116,06	2	2,2169	0,33
			41 years and older	32	101,16			
Total	20-30 years	45	121,92					
		31-40 years	153	117,74	2	3,4125	0,181	
		41 years and older	32	95,77				
Perceived Organizational Support Scale		20-30 years	45	100,52				
		31-40 years	153	117,75	2	3,225	0,199	
		41 years and older	32	125,81				

* p<.05

According to the teacher views presented in Table 5, no significant differences existed in Psychological Contract Violation general scale and its subscales based on age variable (respectively $\chi^2_{(2)}= 3,4125; 3,7627; 0,8604; 2,2169, p<.05$). Therefore, it was demonstrated that teachers in the age ranges of 20-30, 32-40 and 41 and older had similar views on Psychological Contract Violation.

Teacher views on Perceived Organizational Support Scale presented in Table 5 pointed to no significant differences based on age ($\chi^2_{(2)}= 3,225, p<.05$). It was observed that teachers in all age ranges had similar views on Bu Organizational Support.

3.2.5 Seniority Variable

Table 6. Kruskal Wallis H Test results for psychological contract violation scale and perceived organizational support scale scores based on seniority

	Sub dimension	Seniority	N	Mean Rank	Sd	X ²	p	
Psychological Contract Violation Scale	Contract	1-10 years	117	118,53				
		Nature of work	11-20 years	95	118	2	4,801	0,091
			21 years and higher	18	82,58			
	Strong and fair management	1-10 years	117	117,31				
			11-20 years	95	118,31	2	3,157	0,206
			21 years and higher	18	88,94			
	Payments and opportunities	1-10 years	117	119,51				
			11-20 years	95	115,43	2	3,139	0,208
			21 years and higher	18	89,81			
Total	1-10 years	117	118,79					
		11-20 years	95	117,89	2	5,133	0,77	
		21 years and higher	18	81,44				
Perceived Organizational Support Scale		1-10 years	117	112,71				
		11-20 years	95	115,73	2	1,379	0,502	
		21 years and higher	18	132,47				

* p<.05

Table 6 pointed to no significant differences in teacher views regarding Psychological Contract Violation in general and its subscales (respectively, $\chi^2_{(2)}= 5,133; 4,801; 3,157; 3,139, p<.05$) and Perceived Organizational Support Scale ($\chi^2_{(2)}= 1,379, p<.05$) based on seniority variable. This finding demonstrated that teachers with 1-10, 11-20 and 21 years and higher seniority had similar views on Psychological Contract Violation and Organizational Support.

3.3 The Relationship between Organizational Support and Psychological Contract Violation

Table 7. Correlation analysis (Spearman's Rho) for the relationship between teacher views on organizational support and psychological contract violation

	Psychological contract violation	Nature of work	Strong and fair management	Payments and opportunities
Perceived organizational support r	-,349*	-,322*	-,427*	-,294*

* $p < .01$

Table 7 reported several relationships between teacher views on psychological contract violation in general and its subscales and organizational support: There were significant moderate relationships between organizational support and psychological contract violation in general ($r = -.349$; $p < .01$) and with the subscales of alt nature of work ($r = -.322$; $p < .01$) and strong and fair management ($r = -.427$; $p < .01$) and a low level and negative significant relationship with payments and opportunities subscale ($r = -.294$; $p < .01$). As can be seen, low and moderate level relationships existed between organizational support and psychological contract violation in general and its subscales. Based on these relationships, it can be argued that when teachers' organizational support levels decreased, their psychological contract violation perceptions increased at moderate levels. In other words, increases in teachers' organizational support levels decreased their psychological contract violation perception levels. In terms of subscales, increases in organizational support levels decreased the violations towards strong and fair management and nature of work at moderate levels and violations towards payments and opportunities at low levels. In other words, decreases in organizational support levels increased the violations towards strong and fair management and nature of work at moderate levels and violations towards payments and opportunities at low levels.

4. Discussion Result and Suggestions

Psychological Contract Violation is a process based on unwritten individual perceptions that occur in the relationships between the organization and the employee. The study shows that secondary school teachers have psychological contract violation perceptions. The highest degree of perceptions related to violation were found to be in payments and opportunities sub scale while lowest degree of perceptions on violation were found to be in strong and fair management sub scale. However, teachers' violation perceptions were close to one another and at low levels both in sub scales and in general. Findings demonstrate that although it is displayed at low levels, unfortunately psychological contract violation is not completely eradicated. Teachers generally agreed to organizational support statements. In this sense, it can be argued that teachers' perceptions related to violation are at low levels as a result of organizational support provided to them. The fact the highest degree of perceptions related to violation were in payments and opportunities sub scale may be related to their beliefs about receiving insufficient financial contributions for their efforts. Also inability to embrace the job or boredom due to lack of career development opportunities and multitude of daily routine tasks may have contributed to this result. Unfortunately, teaching is a profession that does not present many career opportunities and it does not offer sufficient regulations (reassignment, permits etc.) for teachers to start graduate studies. Teachers also do not have opportunities to advance in order to ensure development or progress. For instance there are no opportunities to apply for educational inspector posts since no exams have been available for the last six years. These reasons may have contributed to violation perceptions in teachers.

The fact that teachers "generally agreed" with the statements about organizational support demonstrates that they have positive organizational support perceptions. Overview of educational studies mostly present moderate level of organizational support perceptions in teachers (Gül, 2010; Derinbay, 2011; Nartgün and Kalay, 2014; Kartal, Yirci and Özdemir, 2015; Erkol, 2015). However, Eğriboyun's (2013) study result is similar to the current study. The fact that teachers in the current study perceived organizational support as high may have been related to the opportunities provided to teachers (e-resources, more additional courses etc.) due to MoNE centralized exam "Transition from Primary to Secondary Education".

Personal variables of gender, union membership, level of education, age and seniority did not generate significant differences in teacher views about organizational support. It was found that all teachers regardless of these variables had similar views on organizational support. Similar organizational support perceptions in both genders may be related to the fact that teachers do the same job at equal levels and they receive similar opportunities. Both male and female teachers aim to realize the same goals based on the national education system. The schools that participated in the study had the same resources as well as following the same laws and regulation in their practices. Other studies on education also support this finding (Kalağan, 2009; Derinbay, 2011; Eğriboyun, 2013; Nartgün and Kalay, 2014; Kartal, Yirci and Özdemir, 2015). The fact that teachers had similar views regardless of union membership may be related to the fact that membership is used for specific benefits and that non-members are not comfortable enough to openly express their ideas. Unfortunately, union activities are not used to protect and ensure the rights of employees in the education system but for benefits and

interests. The finding that teachers with undergraduate and graduate degrees had similar views may be related to low number of teachers with graduate degrees at schools. The need for organizational support is among the basic social-psychological needs and it is only natural that teachers with undergraduate and graduate degrees both think alike. Similarly, in their studies, Derinbay (2011), Eğriboyun (2013) and Nartgün and Kalay (2014) also didn't find significant differences among teachers in terms education. Teachers had similar views on organizational support regardless of age and seniority. While the findings in the current study related to age variable were found to be similar to the results of Eğriboyun's (2013) research, there were differences with Kalağan (2009), Gül (2010) and Derinbay's(2011) study. In terms of seniority, results of the current research were found to be similar to those of Eğriboyun (2013), Nartgün and Kalay (2014), Kartal, Yirci and Özdemir (2015) whereas these results were found to be different than the results of Kalağan (2009) and Derinbay's (2011) study. The finding that teachers had similar views regardless of seniority or age may be related to the fact that perceptions regarding support were independent of age or seniority and need for support were observed in all ages and seniority levels.

While teacher views were found to be similar in psychological contract violation in terms of union membership, age and seniority variables; they differed in the total and in some sub scales in terms of gender and level of education. In terms of gender, male and female teachers were found to think differently in the total scale and in nature of work sub scale. Compared to male teachers, female teachers were believed to perceive higher level of violations in nature of work sub scale and in total scale. This finding may be related to the fact that female teachers are more detail oriented and questioning and also administrative behaviors that emit the feelings of not being protected in the organization in terms of rights. This finding is similar to the results of Büyükyılmaz and Çakmak's (2015) study conducted on academicians, but, it is different from that of Yiğit (2015) and Selekler's (2007) study. On the other hand, male and female teachers were found to share the same beliefs about strong and fair management and payments and opportunities sub scales. This finding may have originated from the existence of gender neutral legislations in teaching profession and equal opportunities provided to both genders.

Level of education variable generated differences in the total psychological contract violation scale and nature of work and payments and opportunities sub scales. In other words, teachers with graduate and undergraduate degrees had different psychological contract violation perceptions regarding the total scale and nature of work and payments and opportunities sub scales. Teachers with graduate degrees were found to have higher levels of psychological contract violation perceptions in general and in all sub scales. This finding may be related to increased awareness and higher expectations due to their increased knowledge of ideal situations in education. On the other hand, this finding may be related to low numbers of teachers with graduate degrees in educational organizations. However, teachers with graduate and undergraduate degrees had similar psychological contract violation perceptions regarding strong and fair management. Independent of education levels, this finding may be related to social structure that cautions against opposing administrators even when they display negative behaviors.

It was observed that teacher had similar views in the total scale and in the sub scales in terms of union membership, age and seniority. These findings were found to be consistent with those of Yiğit (2015) and Selekler (2007) in terms of age variable and with those of Yiğit (2015) in terms of seniority. However, Büyükyılmaz and Çakmak (2015) reported that academicians had different psychological contract violation perceptions based on their seniority. Common aspects that are embedded in the nature of this profession such as being respected and valued may have contributed to similar beliefs regardless of their ages and political identities.

A negative relationship was identified between organizational support and psychological contract violation in general. It was observed that increases in organizational support decreases psychological contract violation perceptions at moderate levels in total, decreases psychological contract violation perceptions at moderate levels in nature of work and strong and fair management subscales and decreases psychological contract violation perceptions at low levels in payments and opportunities sub scale. Paillé (2015) also reported that when employees are provided with organizational support, they can overcome psychological contract violation perceptions more easily. Therefore, it should be remembered that psychological contract violation perceptions at schools are possible and organizational support may reduce these perceptions. More beneficial arrangements in the psychological contract for both parties or for the employee will help strengthen the relationship between employees and the organization (Tomprou, Rousseau and Hansen, 2015). Some arrangements can be undertaken by taking the regulatory role of organizational support into consideration. For instance, teachers should be provided with career advancement opportunities and opportunities for graduate education and advancement should be guaranteed by laws to help them overcome their anxiety in this regard. Professional achievements of teachers should be rewarded, vital significance of teachers for society should be taken into the agenda of print and visual media and teachers' esteem should be strengthened in the eyes of the public. Here, the most important responsibility is given to the school administrator who will act as a bridge

between the school and the teacher. Administrator behaviors are crucial to provide organizational support and minimize violation perceptions. Teachers' organizational support perceptions will increase and violation perceptions will decrease when administrators respect teachers' personalities, display equal, objective and impartial behaviors, avoid negative, interfering, criticizing and distributive behaviors, provide ongoing contributions to educational environments and are open and accountable. Selection of school administrators are not based on any educational criteria and existence of administrators with low levels of education that are closed to innovations will affect the violation perceptions of professional teachers who are open for developments. Level of support that will be provided by school administrators who are not trained well in their own fields is also open for discussion. Existence of administrators who are open to personal development and continuous learning and who can question the absolute accuracy of their own realities, their effective communication with teachers and provision of the foundations for strong empathy to build unity in goals and objectives will prevent the establishment of psychological contract violation perceptions and ensure building quality schools along with support perceptions.

Some suggestions developed in line with research results are presented:

- Current study reports the existence of psychological contract violation perceptions in secondary schools, albeit at low levels but does not present the causes. The causes for psychological contract violation perceptions in teachers should be demonstrated in different studies.
- Positive discrimination should be ensured in work life to reduce female teachers' psychological contract violation perceptions
- Reasons for the differences in psychological contract violation perceptions between undergraduate and graduate teachers in *nature of work* sub scale should be studied to and teachers should be presented with objective and concrete career advancement opportunities in order to elevate the status of the teaching profession.
- Salaries should be improved and resources allocated to teachers should be increased in order to eliminate the psychological contract violation perceptions between undergraduate and graduate teachers in terms of *payments and opportunities*.
- Level of organizational support provided at secondary schools should be increased in terms of both management practices and administrator behaviors to reduce psychological contract violation perceptions.

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