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EMPLOYER PROMISES OF A PSYCHOLOGICAL CONTRACT AND EMPLOYEE PERFORMANCE: A CASE OF THE TEACHER SERVICE COMMISSION

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Abstract

Purpose: The main purpose of this study was to examine the effects of employer promises of a psychological contract on employee performance at the Teachers Service Commission

Materials and Methods: A case study research design was used in the study. The sample size was 341 respondents at the TSC who were arrived at using the Krejcie and Morgan Table of sample size determination. They were selected using a simple random sampling technique. Questionnaires were used for collecting the data. Quantitative and qualitative approaches were used in carrying out the analysis. The quantitative data comprised of descriptive and inferential analysis which were done with the help of the SPSS. The qualitative data was analyzed thematically and integrated within the quantitative data.

Results: The following key findings were made: The coefficient of determination indicates that 82.0% variations on employee performance was explained by the four independent variables; promotion, training and career development, job equity, and job security. holding other factors constant, promotion (Beta=.175), training and career development (Beta=.372), job equity (Beta=.338) and job security (Beta=.208) are positively related to employee performance at the Teacher Service Commission. Additionally, the study concluded that there is a significant relationship between constructs of organizational promises of psychological contract (promotion, training and career development, job equity, job security) and employee performance ($p=.00<0.05$).

Unique contribution to theory, practice and policy: It is recommended that the organization should take time to create opportunities for training and career development among its staff members. The organizational policies may also be reviewed to keenly address the issue of job equity. It should ensure that the aspects of fairness in terms of promotion, rewards/salaries and other practices are provided fairly and equally to all the staff members. With streamlined policies, the implementers should also be evaluated and examined to ensure that they followed the policies in ensuring that the organization operates in a fair environment.

Key words: *Organizational Promises, Psychological Contract, Employee Performance, Teacher Service Commission*

1.0 INTRODUCTION

The increase in competition from a global point of view is causing some increased levels of uncertainty among employers and employees (Rousseau, 2011). This is due to the change in the organizational dynamics which makes it a challenge to maintain a profitable workforce. For the organizations to be able to respond to the changing dynamics, the management needs to be able to promote a positive relationship with their employees (Curwen, 2013). Moreover, Waiganjo and Ng'ethe (2012) explained that organizations are expected to come up with a psychological contract with an aim of improving the performance of the organization as well as retaining employees so as to enhance productivity.

It needs to be noted that having a solid working relationship can help to address various issues in the organization. These issues include reducing turnover costs, retaining employees and encouraging efficient and productive employees that will be committed to the business goals and objectives (Curwen, 2013). As such, having an understanding of the employee-employer relationships within an organization is very important when it comes to measuring performance both from an employee perspective and an organizational perspective. The psychological contract underpins the employment relationship. It was back in the 1960s when the concept of the psychological contract was brought to life by Argyris. However, it was in the mid-1980s and 90s that the concept was deeply explored in explaining the impact that it had on the behavior of employees in their respective places of work (Cyril, 2013). It was propelled by the issues that were of great concern at that time which included corporate downsizing, mergers, and takeovers. According to Mueller (2009), the psychological contract is a basically unspoken agreement between the employee and employer on the ways of operation in the workplace. This touches on the employee-employer expectations based on the culture, language or behavior used in the workplace. It is as a result of these expectations that the behavior is guided and events interpreted. Freese and Schalk (2008) explained that employee expectations arise from the perception of promises made by the employer to the employee.

In explaining the concept of psychological contract, Armstrong (2006) argued out that employees may expect to be treated fairly as human beings, to be provided with work that uses their abilities, to be rewarded equitably in accordance with their contribution, to be able to display competence, to have opportunities for further growth, to know what is required of them and to be given feedback (preferably positive) on how they are doing. On the other hand, employers may expect employees to do their best on behalf of the organization. This includes putting themselves out for the company and being fully committed to its values, being compliant and loyal, and enhancing the image of the organization with its customers and suppliers.

John (2013) sees the psychological contracts as the expectations between employee and employer and of what their mutual obligations are to each other. He contends that many of these obligations will be informal and imprecise: they may be inferred from actions or from what has happened in the past, as well as from statements made by the employer during the recruitment process or in performance appraisals. John (2013) further explained that some of these obligations may be seen as promises and expectations. As such, both the promises and expectations are considered by the employee to be part of the relationship with the employer.

Turnely and Fieldman (2000) pointed out that psychological contract becomes a reality when the employees believe that they have been promised certain rewards by their employers in exchange for the contributions to the organization. Shields (2007) explains that psychological contracts basically help in filling out the gaps which have not been addressed in the legal contract of employment. Moreover, Conway and Briner (2005) argue that psychological contract explains the behavior of employees in believing that the promises made by the employers have been fulfilled. As such, if the promises are fulfilled, satisfaction will be achieved. However, if not, the relationship may be broken and hence influencing negatively the performance as well as promoting the urge to withdraw from the relationship.

Within the European countries such as Germany, Greece, Italy, the Netherlands, Norway, Poland, and the UK, a psychological contract has been integrated within the operations of various businesses. Scholarios et al. (2008) indicated that through the psychological contract, managers in the business sectors have noticed the benefits and necessity of high commitment to career management. Moreover, the more developed Northern European markets have experienced the positive influence of psychological contracts which is achieved through career and employability management practices (Scholarios et al., 2008). It has also been noted that within some of the European countries psychological contracts tend to have an influence on the employment contracts of the employees. This is in line with Isaksson et al. (2003) noted that within the European organizations, promises had more influence on decisions made. Moreover, the transactional and career-related promises characterized the employers in the organizations.

Within the Asian countries, psychological contracts cut across almost all of the business operations. This is because the work and personal life of the Asians overlap a lot. It also needs to be noted that psychological contract in the Asian countries is reflected in the importance that is attached to the mutual trust and personal relationships in employment relations. In most of the Asian countries, hiring relatives or acquaintances is very common, and participation and open communication about work procedures are part of the organizational culture (Schalk & Soeters, 2008).

Within the African continent, Schalk and Soeters (2008) indicated that little has been done pertaining to the psychological contract and employment promises. They observe that the African promise differs from the use of promise in western countries. For an African person, a promise may imply an intention to perform an act, which does not necessarily imply commitment, however; there might even be no ability to carry out the promise. For promises by which someone puts himself under an obligation, there are specific lexical expressions in many African languages (Egner, 2002).

In Kenya, psychological contract in businesses is a new concept that has been receiving attention. Various sectors, that are both public and private, have implemented some aspects of the psychological contract. In the public sector such as Kenya Bureau of Standards, Wanjira (2010) indicated that the transactional aspect of psychological contract is used than the relational aspect whereas Makau (2010) noted that in the private sector perceived employee and employer obligations influenced the performance.

Internationally, the education sector has been improving in terms of quality teaching service provision. There are various agencies and commissions which have been put into place to ensure that quality education is provided and teaching standards among teachers are met. For instance,

in the UK, the Association of Teachers and Lecturers (ATL) represents over 160,000 members and the National Education Union covers the whole education system in the UK. In the US, teachers in the education sector are under the American Federation of Teachers and National Education Association. These organizations have a critical role in influencing the performance and standards of teachers in learning institutions (Hawley and Jones, 2019). Across the African countries various commissions have been established and provide employment to many teachers in the public education sector. As such, the poor performance of employees in the commissions may pose and adverse effect on the overall performance of other employees under the commission.

Employee performance is considered important for the success and growth of any given organization or institution. Due to the increased competition which has been brought about by globalization and external environmental factors, each and every organization has the responsibility to enhance the performance of their employees. This is because of its importance in achieving optimum goals (Nassazi, 2013). It can be noted that effective management of employees' performance should contribute to business success by ensuring that individual efforts are linked to business objectives; improve the motivation and performance of staff by giving them positive feedback and by providing them with opportunities for training and development; provide a basis for linking rewards to performance; give the company more information about individuals and their needs (Cushway, 2015).

According to Stoner and Gallagher (2010), the quality of employee performance, attitudes, and conduct of workers is considered to be a key part of the productivity of an institution. In addition, Waiganjo (2012) explained that the fulfillment of psychological contracts determined to a larger extent whether employees would be committed to an organization by providing additional working hours, volunteerism and patriotism at the place of work.

In examining the performance of employees, there are a number of factors that may be taken into consideration. For instance, M'Mbui (2011) explained that employee performance may be influenced by a number of factors which include; individual personality, the values instilled in them, attitudes and competence of an individual which is a mixture of how they perceive things and their motivation. However, it was also indicated that biographical characteristics like their age, gender, the status of marriage and seniority level could not really give exact and reproductive facts of links to improve employee accomplishments and their job satisfaction.

The size and operational capacity of the TSC have been increasing over the past years. This is whereby the commission has been able to grow from 37,000 registered teachers in 1967 to more than 758,914 in 2019. It may be observed that out of this number, there are about 300,000 who have been employed by the TSC whereas others are engaged in private schools, non-governmental organizations and different government agencies (TSC, 2019). Within the commission, there is a secretariat employed to manage the affairs of teachers. The operations of the secretariat are enhanced through the development of specialized departments and divisions. The number of secretariats has also increased from 100 in 1967 to 3000 officers in 2019 (TSC, 2019). This study was interested in examining how the psychological contract affects the performance of the secretariat officers in fulfilling their duties and responsibilities at the commission.

Statement of the Problem

The relationship between employer and the employee is widening due to some factors like poor pay, poor working conditions, poor work-life balance, lack of promotion and training among other factors. However, for an organization to achieve its objectives there should be a harmonious working relationship between employers and employees. This relationship in context is the one referred to as a psychological contract. That is the assumptions, the unwritten contract and the expectations between the two parties.

In other countries, the teacher governing bodies have been at the forefront in improving the quality of teachers. For instance, in the US, The Council for the Accreditation of Educator Preparation (CAEP) plays a role in preparing the standards of educators to be effective in classrooms. Other states such as Columbia have also joined the council in improving the performance of teachers (CAEP, 2015). However, in the neighboring country Tanzania, Songela (2015) pointed out that the teacher service department was not effective. This was due to a lack of proper training, poor payments, and a lack of professionalism. Other bodies such as the South African Council of Educators (SACE) have been making efforts towards the improvement of performance with little success being experienced. In Zambia, the underperformance has also been experienced among the employees in the teacher service department. That has been due to weak leadership, uneven arrangements of appraisal, and poor staff development among others (Global partnership for Education, 2018).

From a literal point of view, a number of studies have been done in relation to psychological contract and employee performance. However, these studies have that in various industries and little or none has been done in relation to the Teacher Service Commission Kenya. For instance, the study by Nwokocha examined the linkage between psychological contract and employee retention, performance, and productivity among organizations in Nigeria. Arthur and Kolson (2017) carried out their study on the Asanko Gold Mine in Ghana. The study by Anyika (2012) concentrated on the psychological contract and employee turnover at the Barclays Bank of Kenya. There was, therefore, a need for this study to be carried out to examine the effect of organizational promises and psychological contract on employee performance at the Teacher Service Commission in Kenya.

2.0 LITERATURE REVIEW

2.1 Theoretical Review

Social Exchange Theory

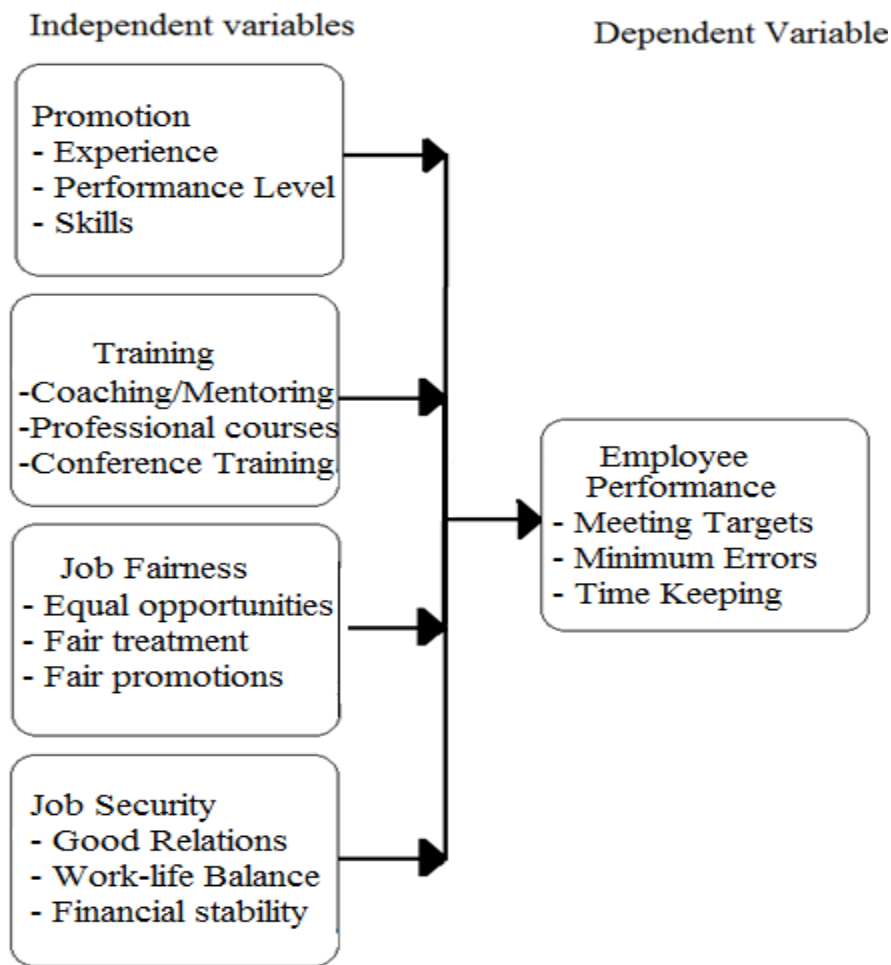
The key theory which grounded this study is the social exchange theory. This theory was first introduced in 1958 by an American sociologist known as George Homans in his publication entitled "Social Behavior as Exchange". In the publication, Homans (1958) came up with a framework that combined both behavior and basic economics. The theory is based on various assumptions that rely on the human nature and nature of relationships. Some of the assumptions include humans seek rewards and avoid punishments, interactions are initiated with an aim of gaining maximum profit with minimal cost, profits and costs are calculated before engagement and finally, the theory assumes that people know that this "payoff" will vary from person to person, as well as with the same person over time (Tulane University, 2018).

The theory finds its application in the current study. The researcher was able to have a better understanding of the cost benefits which are tied to the employee and employer’s expectations when it comes to seeking opportunities in the place of work and boosting performance.

2.2 Conceptual Framework

This study conceptualized that employee performance is affected by the organizational promises of a psychological contract which forms the independent variable. The key organizational promises of the psychological contract considered in the study include promotion, training and career development, job equity, and job security.

Figure 1: Conceptual Framework



Independent Variables

Dependent Variable

Figure 1: Conceptual Framework

3.0 METHODOLOGY

A case study research design was used in the study. The sample size was 341 respondents at the TSC who were arrived at using the Krejcie and Morgan Table of sample size determination.

They were selected using a simple random sampling technique. Questionnaires were used for collecting the data. Quantitative and qualitative approaches were used in carrying out the analysis. The quantitative data comprised of descriptive and inferential analysis which were done with the help of the SPSS. The qualitative data was analyzed thematically and integrated within the quantitative data. The data was presented through tables and figures

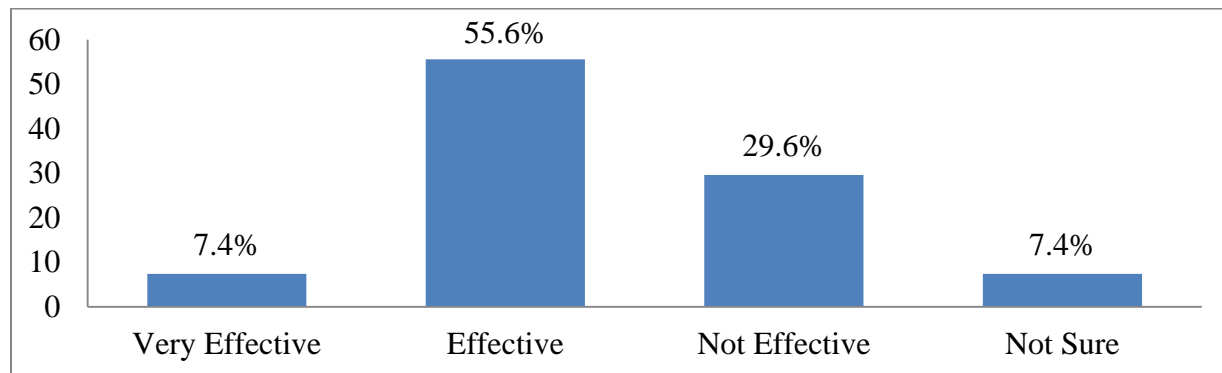
4.0 RESULTS

Descriptive Statistics

4.1 Promotion Opportunities

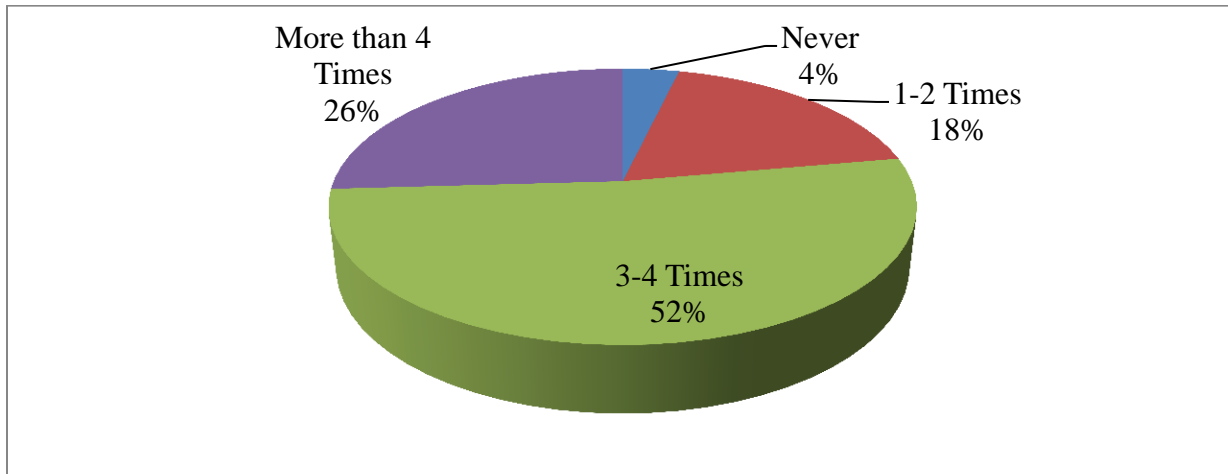
This study sought to establish the effect of promotion on employee performance at the Teacher Service Commission in Kenya. There are several questions that the respondents were provided with. First, they were asked to indicate whether there is a promotion plan in the organization and its effectiveness in enhancing employee performance.

Figure 2: Effectiveness of Promotion Plan in Enhancing Employee Performance



As shown in Figure 2, slightly more than half (55.6%) of the respondents indicated that there was a promotion plan in the organization and it was effective in enhancing employee performance. This was further supported by 7.4% who indicated that it was very effective. On the other hand, 29.6% of the respondents indicated that it was not effective whereas the remaining 7.4% were not sure. This implies that promotion plan is considered effective by most of the employees at TSC in enhancing employee performance.

The respondents were further asked to indicate the number of times they have been promoted since they joined the organization. The response given is as shown in Figure 3.

Figure 3: Number of Times Promoted Since Joining the Organization

In terms of the number of times promoted, slightly more than half (52%) indicated that they had been promoted 3-4 times since joining the organization. Slightly more than a quarter (26%) indicated that they had been promoted more than 4 times. Whereas 4% indicated that they had not been promoted, 18% indicated they had been promoted 1-2 times. This shows that at least a good number of the employees engaged in the study had received promotion more than two times with majority having being promoted three to four times.

The respondents were further asked to indicate the extent to which they agreed or disagreed with various statements regarding promotion and employee performance. The responses given are as shown in Table 1.

Table 1: Promotion and Employee Performance

Statement	SA	A	UD	D	SD
When joining the organization, employees work hard with the mindset of getting promotion.	29.6	48.1	11.1	11.1	-
Having clear promotion procedures improves the performance of employees in the organization.	34.6	42.3	15.4	3.8	3.8
Due to increased remunerations from promotions, employees are motivated to improve on their performance.	19.2	65.4	15.4	-	-
Continued promotion opportunities in the organization and especially on performance level have encouraged improved performance among the employees.	3.7	48.1	18.5	18.5	11.1
The management ensures that employees get their promotion according to the performance level.	3.7	14.8	29.6	33.3	18.6
Biasness in the promotion of employees affects their performance.	37	44.4	7.4	3.7	7.4

Key: SA- Strongly Agree, A-Agree, UD-Uncecided, D-Disagree, SD- Strongly Disagree

As shown in Table 1, 48.1% of the respondents agreed that when joining the organization, employees work hard with the mindset of getting promotion. This was further supported by 29.6% who strongly agreed with the statement. The remaining 22.2% were either undecided or disagreed with the statement. This implies that majority of the employees work hard with an aim of being promoted.

When asked to indicate whether having clear promotion procedures improves the performance of employees in the organization, 34.6% strongly agreed and 42.3% agreed with the statement. On the other hand, 15.4% were undecided. The remaining 7.6% were negative by disagreeing and strongly disagreeing respectively.

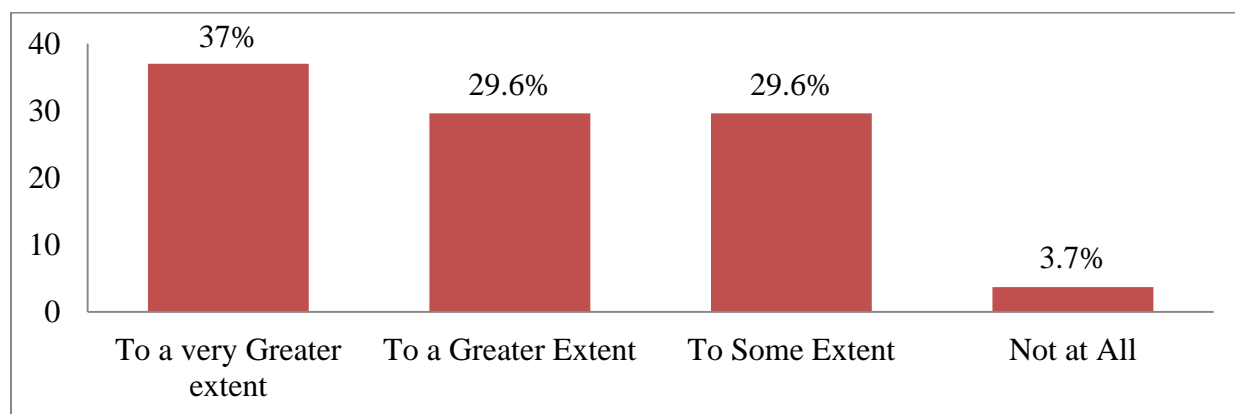
A majority (65.4%) of the respondents agreed that due to increased remunerations from promotions, employees are motivated to improve on their performance. This was further supported by 19.2% who strongly agreed. The remaining 15.4% were undecided.

Whereas 48.1% of the respondents agreed that continued promotion opportunities in the organization and especially on performance level have encouraged improved performance among the employees, 29.6% disagreed and strongly disagreed with the statement. A few (3.7%) strongly agreed whereas the remaining 18.5% were undecided.

A third (33.3%) disagreed and 18.6% strongly disagreed that the management ensures that employees get their promotion according to the performance level. Slightly more than a quarter (29.6%) was undecided whereas the remaining 18.5% were positive by agreeing and strongly agreeing respectively.

When asked to indicate whether biasness in the promotion of employees affects their performance, 44.4% agreed and 3.7% strongly agreed. On the other hand, 11.1% disagreed and strongly disagreed with the statement whereas 7.4% remained undecided. Lastly, the respondents were asked to indicate the extent to which promotion affected the employee performance at the TSC. The responses are summarized in Figure 4.

Figure 4: Extent to which Promotion Affect Employee Performance at the TSC



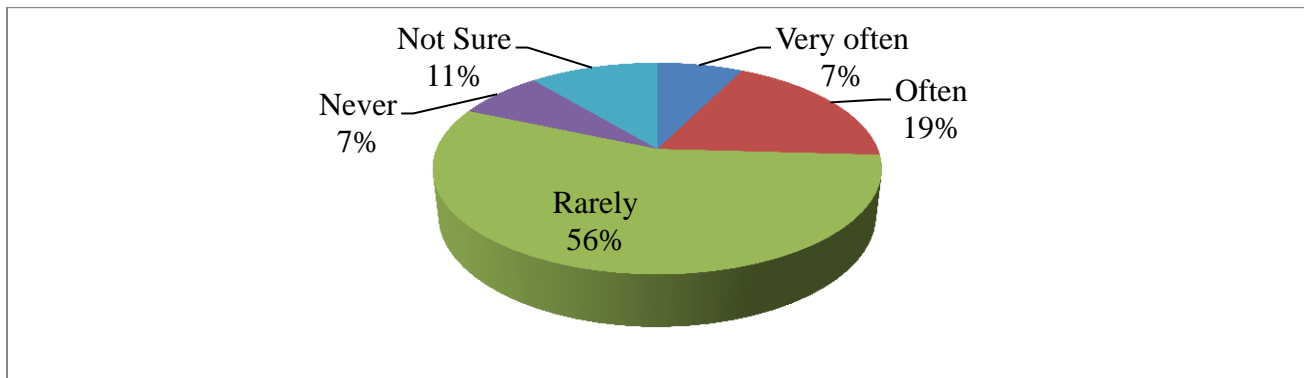
As shown in Figure 4, 37% of the respondents indicated that promotion affected employee performance at TSC to a very greater extent. This was further supported by 29.6% who indicated either to a greater extent or to some extent respectively. The remaining 3.7% indicated that it had no effect. This finding concurs with some previous studies. For instance, a study by Razak,

Sarpan, and Ramlan (2018) indicated that promotion had a higher influence on the performance of employees in their organization. Another study by Peter (2014) noted that promotion positively impacted employee performance as it contributed to motivation and desire for good performance. Salim (2020) added that promotional policy and procedure had an effect on employees' performance.

4.2 Training and Career Development

The researcher sought to examine the influence of training and career development on employee performance at the Teacher Service Commission in Kenya. In order to answer this research objective, the respondents were provided with several questions. First, they were asked to indicate how often the employees were provided with training and career development opportunities in the organization (See Figure 4.7).

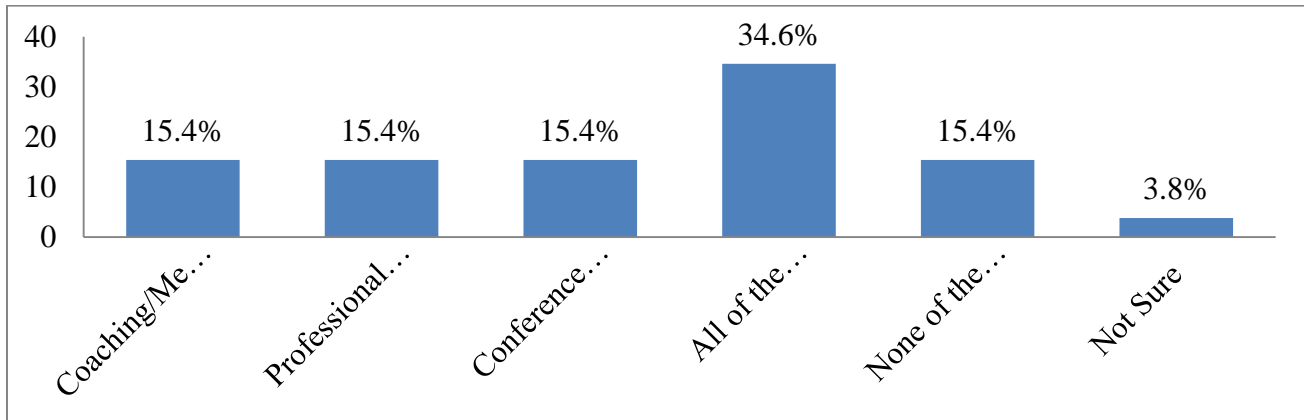
Figure 5: How Often Employees are provided With Training and Career Development Opportunities in the Organization



Slightly more than half (56%) of the respondents that training and career development opportunities was rarely provided in the organization. A few (19%) indicated that training was often provided whereas 7% indicated that it was either very often or never. The remaining 11% were not sure.

Secondly, the respondents were further asked to indicate how the training and career development is facilitated in the organization. Some of the ways suggested included coaching/mentoring, professional courses, and conference training. Responses are as shown in Figure 6.

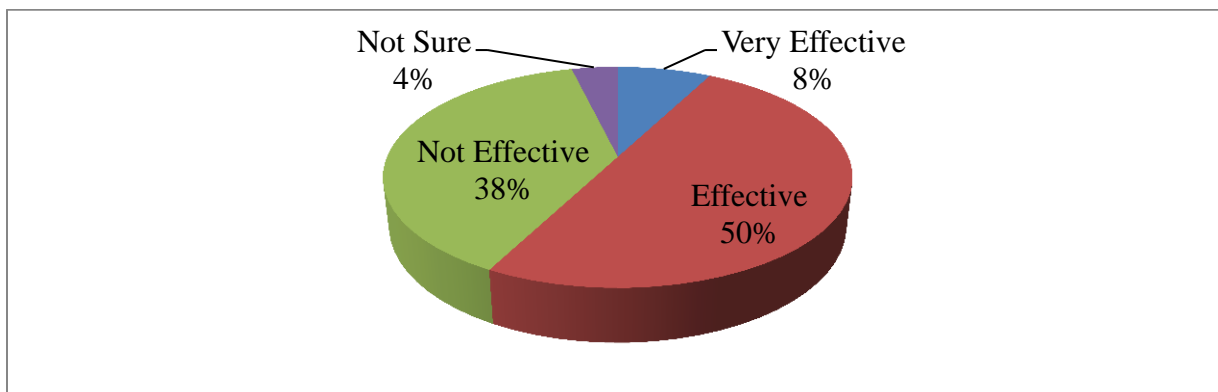
Figure 6: How Training and Career Development is Facilitated in the Organization



As shown in Figure 6, 34.6% of the respondents indicated that coaching/mentoring, professional courses, and conference training was used in facilitating training and career development in the organization. However, a few (15.4%) indicated otherwise whereas the remaining 3.8% were not sure. This may imply that clarity lacks in the organization in terms of the appropriate techniques used or supported by the management in providing training and career development opportunities to the employees.

Additionally, the respondents were asked to rate the effectiveness of the training and career development sessions in enhancing employee performance. The responses that were given are as shown in Figure 7.

Figure 7: Effectiveness of the Sessions in Enhancing Employee Performance



As shown in figure 7, half (50%) of the respondents indicated that the training and development sessions were effective in enhancing employee performance. This was further supported by 8% who rated the sessions as very effective. However, slightly more than a third (38%) of the respondents rated the sessions as not effective whereas the remaining 4% were not sure. The respondents were further given various statements and asked to indicate their extent of agreement regarding training and career development and employee performance. Table 2 presents a summary of the responses.

Table 2: Training and Career Development and Employee Performance

Statement	SA	A	UD	D	SD
Training and career development opportunities help employees to gain the right set of skills and abilities.	37	51.9	-	11.1	-
Essentially, employees are given career development opportunities so as to rise above the ranks in their careers.	11.1	40.7	22.2	11.1	14.8
Employees are always interested to increase their knowledge and skills within the workplace so as to be more effective and improve performance.	22.2	51.9	11.1	3.7	11.1
Training provided through coaching/mentoring is relevant to the work done and hence improves performance.	40.7	44.4	11.1	3.7	-
Training and career development are structured to help employees meet future challenges in the organization.	33.3	44.4	3.7	18.5	-

Key: SA- Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD- Strongly Disagree

When asked to indicate whether training and career development opportunities help employees to gain the right set of skills and abilities, slightly more than half (51.9%) agreed and 37% strongly agreed. The remaining 11.1% disagreed with the statement.

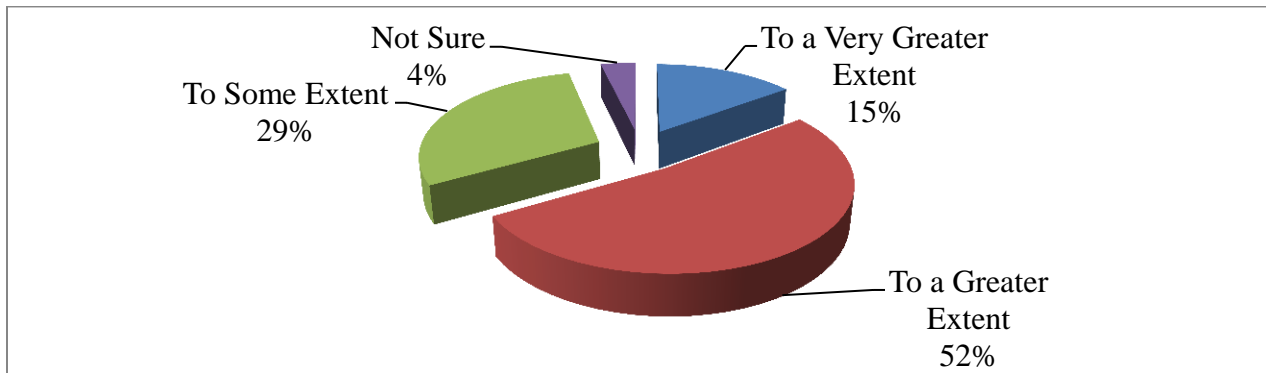
With regard to whether employees are given career development opportunities so as to rise above the ranks in their careers, 40.7% agreed and 11.1% strongly agreed. On the other hand, 22.2% were undecided whereas 11.1% disagreed and 14.8% strongly disagreed with the statement respectively.

Slightly more than half (51.9%) of the respondents agreed that employees are always interested to increase their knowledge and skills within the workplace so as to be more effective and improve performance. This was further supported by 22.2% of the respondents who strongly agreed. On the other hand, 11.1% were undecided, 3.7% disagreed and 11.1% strongly disagreed with the statement.

Whereas 44.4% of the respondents agreed that training provided through coaching/mentoring is relevant to the work done and hence improves performance, 40.7% strongly agreed with the statement. A few (11.1%) were undecided whereas the remaining 3.7% disagreed.

A third (33.3%) of the respondents strongly agreed that training and career development are structured to help employees meet future challenges in the organization. This was further supported by 44.4% who agreed. A few (3.7%) remained undecided whereas 18.5% disagreed with the statement. Lastly, the respondents were asked to indicate the extent to which training and career development affect performance at the TSC. The responses are as shown in Figure 9.

Figure 9: Extent to which Training and Career Development Affect Employee Performance at the TSC



Slightly more than half (52%) of the respondents indicated that training and career development affected employee performance at TSC to a greater extent. This was further supported by 29% who indicated to some extent and 15% to a very greater extent. The remaining 4% were not sure. This shows that most of the employees consider training and career development as to affect the performance to a greater extent. This is in line with previous authors such as Akhter, et al. (2011) and Vo and Hannif (2012) who pointed out that training and career development was very important in organizations for it enhance employee performance. Moreover, this made organizations to invest more on the training of the employees. This was further echoed by Hameed and Waheed (2011) who indicated that training and development enhanced employee learning, skill growth, self-direction, and employee attitude and all these contributed to increased performance.

4.3 Job Equity

The study sought to assess effect of job equity on employee performance at the Teacher Service Commission in Kenya. As such, the respondents were given some statements on job equity and employee performance. They were asked to indicate their extent of agreement or disagreement

Table 3: Job Equity and Employee Performance

Statement	SA	A	UD	D	SD
The organizations treat all the employees equally and this improves our performance.	-	33.3	11.1	37	18.5
Promotion and career development opportunities are provided equally and fairly to all the employees in the organization.	3.7	37	18.5	18.5	22.2
There are proper procedures implemented in the organization to ensure that equity and fairness is strongly practiced.	3.7	25.9	33.3	14.8	22.2
The equality and fairness aspect of the organization has improved my performance.	3.7	37	33.3	18.5	7.4
Due to the equality and fairness aspect of the organization, employees are willing to remain and serve the organization.	3.7	25.9	40.7	14.8	14.8

Key: SA- Strongly Agree, A-Agree, UD-Uncecided, D-Disagree, SD- Strongly Disagree

A third (33.3%) of the respondents agreed that the organizations treat all the employees equally and this improves our performance. A few (11.1%) were undecided. The remaining 37% and

18.5% were negative by disagreeing and strongly disagreeing with the statement. This shows that employees are not treated equally and this may have an effect on their performance.

Whereas 40.7% of the respondents positively agreed and strongly agreed that promotion and career development opportunities are provided equally and fairly to all the employees in the organization, 40.7% were negative by strongly disagreed and disagreeing respectively. A few (18.5%) were undecided. This shows that promotion and career development opportunities may not be fairly provided in the organization thus the divided results.

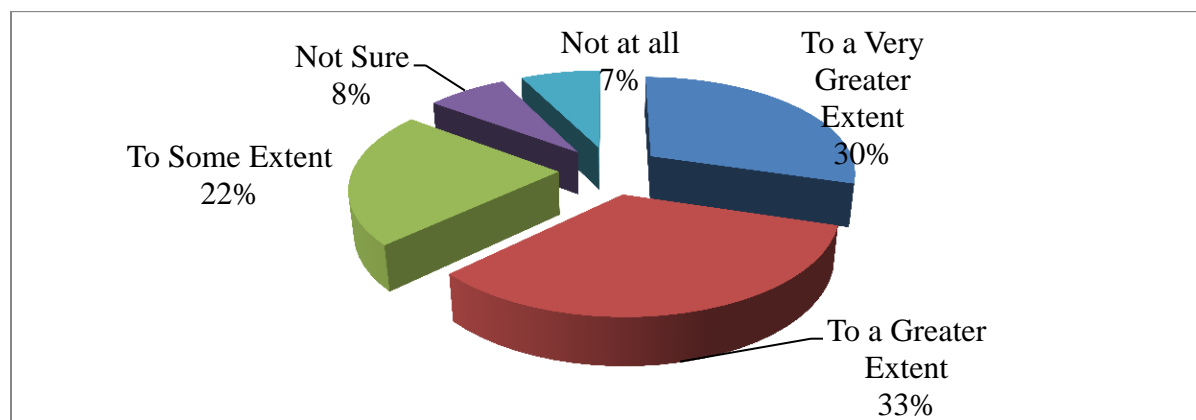
Slightly more than a quarter (25.9%) of the respondents agreed that there are proper procedures implemented in the organization to ensure that equity and fairness is strongly practiced. A third (33.3%) was undecided whereas 14.8% and 22.2% disagreed and strongly disagreed with the statement respectively. This shows that there is still an issue with equity and fairness in the organization.

When asked to indicate whether the equality and fairness aspect of the organization has improved my performance, 37% agreed, 3.7% strongly agreed, 33.3% were undecided, 18.5% disagreed and 7.4% strongly disagreed. When asked to indicate whether due to the equality and fairness aspect of the organization, employees are willing to remaining and serve the organization. 25.9% agreed, and 3.7% strongly agreed. However, 40.7% were undecided and 29.6% remained negative by strongly disagreeing and disagreeing with the statement.

Further responses were solicited from the respondents on how job equity affected their performance at the organization. There are various comments that were given. From the observations, it was noted that lack of job equity contributed to dissatisfaction and demotivation among the staff. Others reported that lack of equity and fairness contributed to unsafe environment and low self-esteem among the employees. It was also commented that favourism and nepotism existed in the organization and it also contributed to demoralized employees, which in turn affected their performance.

Lastly, the respondents were asked to indicate the extent to which job equity affect employee performance at the TSC. Figure 10 shows a summary of the responses provided.

Figure 10: Extent to which Job Equity Affect Employee Performance at the TSC

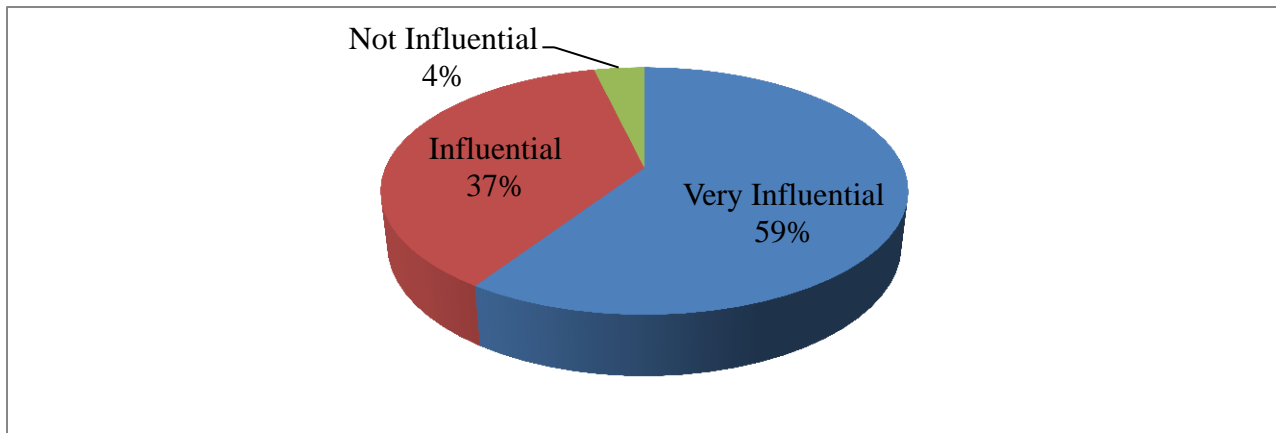


As shown in Figure 10, a third (33%) of the respondents indicated that job equity affected employee performance at the TSC to a greater extent and 22% to some extent. This was further supported by 30% who indicated to a very greater extent. On the other hand, 8% were not sure whereas 7% indicated that it had no effect at all. In supporting the findings of this study, Banks, et al. (2012) indicated that employees that perceive equity in the workplace tend to increase the level of performance and vice versa. This was further echoed by Kim et al. (2014) who reported that having an impression of fair treatment among employees in the place of work had a great impact on their performance level.

4.4 Job Security

The study sought to determine the effect of job security on the performance of employees at the Teacher Service Commission in Kenya. The respondents were asked to rate the influence of job security on psychological preparedness to working in an organization.

Figure 11: Ratings on the Influence of Job Security on Psychological Preparedness to Working in an Organization



Fifty nine per cent of the respondents rated that job security had a very influential role on the psychological preparedness of employees working in the organization. This was further supported by 37% who rated it as influential. The remaining 4% indicated that it was not influential.

The respondents were further asked to indicate their extent of agreement on the various statements regarding job security and employee performance. The responses given are as shown in Table 4.

Table 4: Effect of Job Security on Employee Performance

Statement	SA	A	UD	D	SD
Job security is given number one priority by employees when seeking for employment opportunities.	59.3	33.3	3.7	3.7	-
Good in relations enhance job security and hence good performance.	11.1	48.1	14.8	3.7	22.2
Job security encourages a work-life balance and this improves performance.	25.9	37	18.5	3.7	14.8
Having a job security promises stable finances and this improves on performance of employees.	22.2	48.1	11.1	3.7	14.8
Being assured of work stability enhances the performance of employees.	25.9	55.6	7.4	-	11.1
When stability of job is threatened, the performance of employees reduces.	38.5	38.5	7.7	-	15.4
Lack of job security increase stress and negative emotions which affect strongly performance.	51.9	33.3	-	-	14.8

Key: SA- Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD- Strongly Disagree

Whereas 59.3% strongly agreed that job security is given number one priority by employees when seeking for employment opportunities, 33.3% agreed. The remaining 7.4% were either undecided or disagreed with the statement.

Whereas 48.1% of the respondents agreed that good in relations enhance job security and hence good performance, 22.2% and 3.7% strongly disagreed and disagreed with the statement respectively. A few (11.1%) strongly agreed to the statement and the remaining 14.8% were undecided.

Slightly more than a quarter (25.9%) strongly agreed that job security encourages a work-life balance and this improves performance. This was further supported by 37% who agreed to the statement. A few (18.5%) were undecided whereas the remaining 18.5% disagreed and strongly disagreed with the statement. This implies that job security encourages work-life balance to over half of the employees.

When asked to indicate whether having a job security promises stable finances and this improves on performance of employees, 22.2% strongly agreed and 48.1% agreed with the statement. On the other hand, 11.1% were undecided whereas 3.7% disagreed and 14.8% strongly disagreed. This shows that having a job security promises stable finances and improved performance among a good percentage of the respondents.

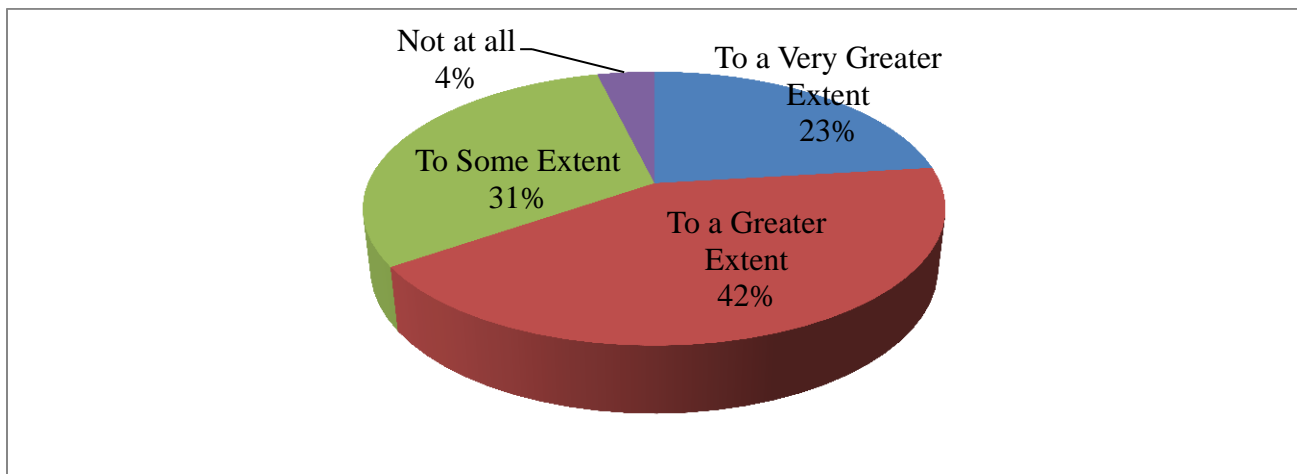
Whereas 55.6% of the respondents agreed that being assured of work stability enhances the performance of employees, 25.9% strongly agreed. On the other hand, 11.1% strongly disagreed. The remaining 7.4% were undecided.

A majority (77%) were positive by strongly agreeing and agreeing that when stability of job is threatened, the performance of employees reduces. However, 15.4% strongly disagreed and 7.7%

were undecided. This shows that most of the employees are in agreement that threatening job stability poses a threat to the performance of employees.

Slightly more than half (51.9%) of the respondents strongly agreed that lack of job security increase stress and negative emotions which affect strongly performance. This was further supported by a third (33.3%) of the respondents. The remaining 14.8% strongly disagreed. Lastly, the respondents gave their responses on the extent to which job security affected employee performance at TSC. The responses are as shown in Figure 12.

Figure 12: Extent to which Job Security Affect Employee Performance at the TSC



Whereas 42% indicated that job security affected employee performance at TSC to a greater extent, 31% indicated to some extent and 23% to a very greater extent. The remaining 4% indicated not at all. This shows that majority of the respondents are in agreement that job security affects employee performance. as noted in this section, the findings show that job security plays an important role in influencing the performance of employees. In concurring with these findings, Fayez (2015) considered that job security is part of social security and that it cannot be bypassed in terms of influencing the performance of employees. Further, Heibutzki (2013) also supports the findings of this study by indicating that job security touches on various aspects such as career stability, improved motivation, and considerations and they all influence performance. Additionally, Wang, Lu and Siu (2015) in their study established that increased feelings of job insecurity corresponded with low levels of job performance.

4.5 Inferential Analysis

Besides the descriptive analysis, inferential analysis was done to establish the relationship between the independent and dependent variables of the study. For the inferential analysis, a linear regression model was used and the results presented using the Model summary, ANOVA, and correlation coefficient tables respectively.

4.5.1 Model Summary

The findings of coefficient of correlation and coefficient of adjusted determination are indicated as shown in Table 5. The findings show that coefficient of correlation R was 0.905, an indication

of strong positive correlation between variables. R square was 0.820 which translates to 82.0%, this indicates that 82.0% variations on employee performance is explained by the four independent variables; promotion, training and career development, job equity, and job security. The residual of 18% can be explained by other factors beyond the scope of current study.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905 ^a	.820	.817	2.17886

- a. Predictors: (Constant), Promotion, Training and Career Development, Job Equity, and Job Security

4.5.2 ANOVA

An ANOVA was carried out at 95% significant level. The findings show that the model fit is significant at a p value of .000, F=322.437 with 280 degrees of freedom. This is an indication that the overall regression model was significant in establishing the effect of organizational promises of a psychological contract on employee performance at the Teacher Service Commission.

Table 6: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6123.011	4	1530.753	322.437	.000 ^b
Residual	1348.276	276	4.747		
Total	7471.287	280			

- a. Dependent Variable: firm performance
b. Predictors: (Constant), Promotion, Training and Career Development, Job Equity, and Job Security.

4.5.3 Coefficients of Regression

The following coefficients were generated while determining the individual factor influencing employee performance at TSC. The findings established holding all other factors constant, employee performance at TSC would be at 6.326. A unit increase in promotion holding other factors constant, employee performance would be at 0.175. A unit increase in training and career development opportunities while holding other factors constant, employee performance would be at 0.327. A unit increase in job equity while holding other factors constant, employee performance would be at 0.338. A unit increase in job security while holding other factors constant, employee performance would be at 0.208.

Table 7: Coefficients of Regression

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	6.326	1.174		5.389	.000
Promotion	.175	.050	.224	3.518	.001
Training & Career Development	.327	.064	.288	5.088	.000
Job Equity	.338	.042	.392	8.022	.000
Job Security	.208	.052	.190	4.009	.000

- a. Dependent Variable: Employee performance

As shown in the table 7, promotion, training and career development, fairness and equity and job security had a statistical significant relationship with employee performance at the TSC as indicated by the the p-value (sig) which is less than the assumed level of significance, that is, $\alpha=0.05$. this finding concurs with previous studies that have also established the same. A study by Ghaffari et al. (2017) indicated that promotion increased responsibility among employees and this in return contributed to their improved performance. Similarly, a study by Haryono, Supardi, and Udin (2020) also showed that training, promotion and work motivation had a positive and significant effect on job performance among employees. Additionally, other researchers such as Güllü (2016), McShane and Glinow (2017), and Neck et al. (2018) among others have also supported that training and development, promotion, job security and motivation had a positive and significant influence on the performance of employees in their respective organizations.

5.0 CONCLUSIONS AND RECOMMENDATIONS

Conclusions

There are several conclusions that are made in the study. The study concludes most of the employees at the TSC have received promotions more than two times since they started working there. However, there are still a few of them who have not been promoted and this weighs down on their performance. In overall, promotion of employees is concluded as to have a positive and significant relationship with performance of employees at TSC.

The study also concludes that training and career development has a positive relationship with employee performance at the TSC. However, from the look of things, the organization does not pay much attention in encouraging training and career development among its staff based on the responses given. This poses a challenge on the performance of employees in the organization.

With regards to job equity, this study concluded that job equity has a positive and significant relationship with employee performance at TSC. However, this has been a major issue in the findings whereby it was noted that most of the employees were not positive regarding job equity at the organization. Hence, there is problem that needs to be fixed within the organization in terms of equality in order to motivate the performance of employees.

Finally, the study concludes that job security has a positive and significant relationship with employee performance. When employees feel that their job positions are secured and they cannot be relieved off their duties with uncertainties, they are able to put in all their effort. On the other hand, not all of the employees consider job security as measure of employee performance. Hence, the management needs to be considerate on what fits who the best in the organization.

Recommendations

It is recommended that the organization should take time to create opportunities for training and career development among its staff members. This can be held at least three to four times in a year through seminars and workshops. Training is essential for it helps to improve the knowledge and skills of the staff to accomplish goals. The organizational policies may also be reviewed to keenly address the issue of job equity. It should ensure that the aspects of fairness in terms of promotion, rewards/salaries and other practices are provided fairly and equally to all the staff members. With streamlined policies, the implementers should also be evaluated and

examined to ensure that they followed the policies in ensuring that the organization operates in a fair environment.

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