

Psychological Contract Formation and the Impact of Demographic Factors: A study of the Teaching Staff in Indian Private Universities

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ABSTRACT

A better understanding of psychological contract can help reduce organizational stress, increase performance and job satisfaction, and develop a pool of highly dedicated employees. The study was conducted in the Indian private sector universities (N=393) to determine the impact of demographic factors (gender, age, designation, and experience) and other personal attributes of the academics on their perceived psychological contract. This study will contribute to psychological contract literature, especially in the Indian context by thoroughly examining the impact of demographics on the psychological contract types (transactional, relational, and balanced contract). Results revealed that there was no significant impact of the demographic variable on psychological contract. However, gender and age were found to have a small positive impact on transactional and relational psychological contract. The results of this study can be referred by the future researchers to further examine the impact of other important demographic factors or personal characteristics of the academic staff in the Indian education sector or for further study on the formation of psychological contract in general.

Keywords: Psychological Contract, Psychological Contract Formation, Demographic Variables (Gender, Age, Designation, Experience).

INTRODUCTION

In recent years Indian private universities have shown great concern about the psychological attachment of the teaching staff to the institution as the performance and dedication of these educators mostly depend on their interest in the institution. Along with other challenges, the fast-growing Indian education sector is facing the challenge of retaining quality teachers. Therefore, Indian private universities are also showing their interest to understand the antecedents and impact of employee engagement and psychological attachment. In recent times, the psychological contract (PC) has become one of the most important instrument to deal with the expectation gaps between employees and the employer and to motivate the employees to enhance their performance (Irving, Coleman, & Bobocel, 2005; Straia, 2011)..

Psychological Contract (PC) analysis has been the central paradigm in investigating and understanding the social exchange relationships in modern-day organizations (Sherman & Morley, 2015). It has been a popular method for understanding the relationships between employee perceptions and their demonstrated behaviour in the changing dynamics of employment (Freese &

Schalk, 2008). Along with the fast changes in regulations and the higher benchmarking in quality of output, organizations also need to change their attitude and work culture to meet and adapt to the latest changes, to keep a balance with employees' work-related stress, job performance, and job satisfaction to achieve the organizational objectives (Cherian, Gaikar, Paul, & Pech, 2021).

At the same time, the new age complexities, transactional lifestyles, and professional approaches are consequently changing individual values and compelling them to look for short-term individual goals. This influences people to prefer value exchange relationships, whereas, for sustainable development of individuals and organizations, strong and balanced employee-employer relation is expected (Rao, 2021). However, this tussle creates workplace stress which triggers a decrease in employee commitment towards the organizations and job satisfaction and disturbs the management of the organizations. It is therefore critical for employers to put in their efforts to understand employees' attitude and behaviour, and their expectations, for improving individual as well as organizational performance (Aggarwal & Bhargava, 2009). Hence, it is necessary to build a reciprocal culture that fosters positive psychological engagement in the organization.

Previously researchers have observed that psychological contract have a positive relationship with organizational commitment (Zhou, Plaisent, Zheng, & Bernard, 2014; Sharma, Wadhwa, & Saxena, 2019). They also have observed that the degree of employee's psychological engagement within the same organization may differ from person to person due to the difference in employee's personal characteristics and other organizational reasons such as differentiating culture, diversity issues, etc. Other researchers have observed that the development and maintenance of Organizational Commitment differs with age and career stages. In the early stages commitment level may remain low due to higher opportunities outside and it may increase with the increase of opportunities and exposures within the organization (Cohen, 1993; Kooij, Jansen, E., & de Lange, 2009; Adamchik & Sedlak, 2024).

Gender also has been studied as an influencer of commitment and performance. It was also observed that people of different genders due to different perception inducements may have different expectations at workplace. This also may influence the formation of the employees' psychological attachment (Hill & Montes, 2008). Therefore, it is important to further investigate the impact of demographic factors on formation of employee's psychological attachment.

Considering the importance of the dynamics of psychological contract and its consequences for organizations, studies on the formation process and the impact of personal characteristics and demographic factors on psychological contract are very less (Conway & Briner, 2005). Therefore, a closer examination of the fundamental developmental process of PC is highly required for effective management of the psychological contract in organizations. Studying the impact of the antecedents of PC along with the other allied variables associated with the employees' characteristics and personal attributes will be helpful in getting an in-depth understanding.

The main objective of this study is to investigate and understand whether the employees' demographic factors have any influence on the formation of employees' psychological contract in Indian private universities.

LITERATURE REVIEW

Psychological Contract (PC)

In any employment relationship, the employee and the employer both develop some implied psychological expectations from each other. Although such expectations are unwritten, they are never less important than the written clauses. These expectations are the implicit contracts between the employer and the employees (Conway & Briner, 2005) and do not apply across the organization in the same or equal manner at all times. Such expectations from each other comprise the pre-joining notions about an employee or the organization, socio-cultural beliefs, and reputation as well as post-joining expectations like, fairness, trust, performance, rewards, opportunity, etc. These expectations altogether form the Psychological Contract and are controlled by human emotions and aspirations, which may change with time and situation (Rousseau & Parks, 1993; Rousseau D. M., 1995).

A Psychological Contract is the developed 'mutual and informal' expectations between an employee and the organization. It is also described as an individual's belief in 'reciprocal obligations' in the employment relationship (Rousseau D. M., 1989). According to Kotter, "psychological contract is the 'implicit relationship' between an employee and the employer that outlines the reciprocal expectations" (Kotter, 1973). The psychological contract is also the outline of perception of the mutual obligations and the promises made by one to the other (Anderson & Schalk, 1998; Antonaki & Trivellas, 2014). The psychological contract, in general, has characteristics such as voluntary choice, belief in mutual agreement, incompleteness, contingencies, multiple contract makers, stakeholders, economic aspects, employment relationships, etc.

Psychological Contract primarily depends upon the work conditions and the nature of employment. Employers always expect employee performances to be higher than the benchmark, whereas employees expect a better working environment, better compensation, and fair treatment (Conway & Briner, 2005). Temporary employees may have other expectations than permanent employees because of their limited interest in the organization (Parker, Griffin, Sprigg, & Wall, 2002). Employers also may not expect high performance from temporary employees. Thus, different nature of employment may lead to a different types of psychological contract formation.

Types of Psychological Contract

The form of employment arrangements between the employer and the employee at the extent of durations like short-term or long-term (open-ended), and the performance-based reward systems, reflect observed variants of PC across employees and organizations (Rousseau D. M., 2000). Many researchers have categorized psychological contracts into three general categories namely Transactional, Relational, and Transitional Psychological Contracts (Macneil, 1985; Rousseau & Parks, The Contracts of Individuals and Organizations, 1993; Shore & Tetrick, 1994). However, in the later studies, Rousseau and some of the other researchers have discussed about an additional form of balanced psychological contract (Sims, 1994; Rousseau D. M., 2000; Hui, Lee, & Rousseau, 2004).

Transactional PC is developed basis the perceived promises and maintenance of the contract depends on the fulfillment of obligations. Such contracts are restrictively constrained and focus on short-term goals, and both sides reconfigure the contract based on the outcomes to maintain flexibility in the relationship. Attributes like organization-specific skills, emotional investment, and loyalty have limited scopes in Transactional Contracts (Rousseau & Parks, 1993). Relational PC is an open-ended contract without any clear timeline or performance requirements and is developed basis the emotional inputs between the parties. Emotional factors such as commitment, stability, and trust are the results of Relational Contracts (Rousseau D. M., 1995; Macneil, 1985).

In some stressful situations both the employee and the employer may develop another form of cognitive state where they no longer expect any specific output or reward from each other and the 'mutual reciprocation' gets a halt. While in such a form they are either not sure or no more interested in continuation of the employment relationship and move to a transition mode. Researchers have described this form as the Transitional Contract (Rousseau D. M., 2000). Rousseau (2000), observed another form of contract that develops between the parties basis the relationship-oriented approach with some specified performance and rewards terms. She named it a balanced psychological contract. In such a condition, the employees and the organization, both put in their high contributions towards each other's learning and development. A balanced contract can be described as a hybrid form of relational and transactional contracts (Yin & Xu, 2008).

Formation of Psychological Contract

Psychological Contract formation process starts with the proposal of a new employment relationship and continues to develop throughout the relationship period. In this process, both the employer and the employee refine their mental maps about the other party based on perception, their existing experience, and knowledge of the other party. (Herriot, 1989). In employment relationships, the norms of reciprocity play a significant role in influencing the Psychological Contract. People learn reciprocity from the social exchange norms. Therefore, it is understandable that social contract plays a significant role in developing the Psychological Contract at the workplace and the allied expectations (Morrison & Robinson, 1997; Rousseau D. M., 1989).

The initial formation of a psychological contract also depends upon the various antecedents and factors of PC. The process of PC formation and its growth at the employees' end depends upon several factors including personal characteristics, attitude, cultural beliefs, socioeconomic conditions, type of profession, and employee's career stage, etc. (Schalk & Rousseau, 2009; Aggarwal & Bhargava, 2009) Simultaneously, the growth of PC at the employer's end depend upon organizational culture, leadership style, employee engagement initiatives, rewards system, career development opportunities, fairness in the organizational system, participation, employee empowerment, etc. (George, 2015; Dwiyanti, Suwanti, & Naimah, 2018; Naidoo, Abarantyne, & Rugimbana, 2019)

The psychological contract grows along with the growth of the employment relationship and based upon the condition of the relationship either is reinforced or revised over time. Such contracts can be formed by anyone who conveys any future commitment in any form toward another (Rousseau

D. M., 1995). Psychological Contract holds the potential to take on N number of cognitive-perceptual forms (Rousseau D. M., 1995). Contractual terms like lucrative pay package, performance-oriented pay, job security, career development opportunities, training, learning scopes, fair treatment, open communication, collaborative work environment, etc. are expected to collectively frame the various dimensions of psychological contract like identification, focus, inclusion, internalization, formalization, and tangibility (implicit and explicit) (Robertson & Cooper, 2001).

HYPOTHESIS DEVELOPMENT

Psychological contract form and grow based on an individual's perception. Therefore, it differs from person to person (Conway, et al., 2014) and changes over time with the change in an individual's experiences, beliefs, and emotional attachments (Gorman, Meriac, Roch, & Ray, 2017). Researchers also have observed that the employee's personal characteristics including the demographic factors (age, gender, education, work experience etc.) can influence their perceptions about their workplace and the employer (Shen & Leggett, 2014).

Some researchers found a significant and positive relationship between age and employees' commitment (Mathieu & Zajac, 1990; Abdulla & Shaw, 1999). Marden et al., (1993) found that men and women may have different level of organizational commitment due their differences in attitudes. Wenyi Gao (2020) observed that men are inclined to demonstrate more organizational citizenship behaviour than women in all dimensions. Earlier researchers have found that organizational commitment is highly affected by the degree and type of the employee's psychological contract (Zhou, Plaisent, Zheng, & Bernard, 2014; Sharma, Wadhwa, & Saxena, 2019).

Therefore, there is a need to test whether there is any effect of demographic factors like age, gender, and work experience on the formation of psychological contract. However, not many studies are available, especially in the Indian context, describing and analyzing PC in terms of employees' demographic characteristics. This study focuses on closing this research gap.

Hence, this study hypothesizes that age, gender, and work experience of respondents are factors that may influence the degree of psychological contract of the teaching staff of Indian private universities.

Based on the literature review the following hypotheses are considered to be tested:

Hypothesis-1: The demographic variables together (age, gender, designation, and experience) can significantly predict the formation of Psychological Contract among the teaching staff in the Indian private universities.

Hypothesis-2: Gender can predict the formation of total Psychological Contract of the teaching staffs in the Indian private universities.

Hypothesis-2A: Male academics demonstrate higher Transactional PC than the female academics.

Hypothesis-2B: Women academics influence the formation of Relational PC more than men.

Hypothesis-3: Age of academics have significant impact on formation of psychological contract.

Hypothesis-3A: Age of academics can predict Transactional PC.

Hypothesis-3B: Age academics can predict Relational PC.

Hypothesis-4: Age and work experience have significant positive influence on Balanced PC.

RESEARCH METHODOLOGY

Population and Sample

Data was collected from the Indian Private Universities and the usable sample size was 393. In this research, the quantitative method was used.

Survey Instrument

The data was collected using the 'Psychological Contract Inventory (PCI)' scale developed Denise M. Rousseau (2008). The Psychological Contract Scale used consists of four forms of PC namely, Transactional, Relational, Balanced, and Transitional. For this study, only 3 forms of PC were considered, namely, Transactional, Relational, and Balanced PC. There were in total 58 items that have been considered for the study (Transactional PC – 16, Relational PC – 16, and Balanced PC – 24 items). The questionnaire implemented had items based on a 5-point Likert Scale (1 = strongly disagree to 5 = strongly agree). The questionnaire included questions on demographic variables like age, gender, experience, and designation. For the accomplishment of the objectives of the study, primary data was used.

Data Analysis Method

The data was analyzed using the Cronbach's Alpha Reliability Test, T-test, Spearman's rho, and ANOVA.

RESULTS AND DISCUSSIONS

Descriptive Data

As per the demographic data collected the following are the demographic characteristics of the 393 respondents from different private higher educational institutions.

The demographic characteristics presented in **Table-1** indicate that the sample was dominated by respondents belonging to the age group of 30 – 39 years with 51.4% of the total respondents belonging to this group. Further, it was followed by respondents belonging to the age group of 40 – 49 years with 25.2% of the total respondents. It is observed that more than 60.1% of the respondents were male. When considering the designation of the respondents, it is evident that the sample is representative of individuals belonging to the designation of Assistant Professor with over 60% of the respondents in this category. The maximum number of respondents, 36.1% belong

to the category having 6 years to 10 years of experience as academics, followed by academics with 3 years to 5 years of experience i.e., 25.7%.

Demographics	Categories	Count	Percentage
Age	Below 30	47	11.96
	30 to 39	202	51.4
	40 to 49	99	25.19
	50 to 59	40	10.18
	60 and above	5	1.27
Gender	Male	236	60.05
	Female	157	39.95
Designation	Other Teaching Staff	13	3.07
	Assistant Professor	246	62.6
	Associate Professor	84	21.37
	Professor	50	12.72
Experience	Up to 2years	36	9.16
	3yrs to 5yrs	101	25.7
	6yrs to 10yrs	142	36.13
	11yrs to 15yrs	76	19.34
	16yrs to 20yrs	28	7.12
	21yrs to 30yrs	6	1.53
	30yrs and above	4	1.02

Reliability Test

Table-2 shows the Cronbach's alpha reliability test results for the 56-item Psychological Contract Scale used for this study along with the Reliability (α -value) of different subscales. The table indicates that α -value of a Psychological Contract with the 56-item scale is 0.845. Similarly, the α -values for Transactional PC was 0.79, for Relational PC it was 0.882, and for Balance PC the α -value was 0.878. The Cronbach's alpha of 0.7 or above is considered good and reliable to accept the items and the data. Therefore, the current scale and the data obtained are accepted for this study without any modification.

Variables	Reliability (α - value)
Psychological Contract	0.845
Transaction PC	0.79
Relational PC	0.882

Balanced PC	0.878
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Correlation Analysis: Impact of Demographic Variables on PC

Spearman's rank order correlation analysis was done to understand the impact of Demographic Variables on dependent variable Psychological Contract and its types. **Table-3** indicates the results.

Table-3: Spearman's Correlation between Independent and Dependent Variables (N= 393)				
Independent Variable	Dependent Variable	Spearman's rank correlation coefficient (rs)	p-value (significant at p<0.05)	Significance
Gender: Psychological Contract				
Gender	Transactional PC	-0.091	0.071	Not Significant
	Relational PC	-0.001	0.985	Not Significant
	Balanced PC	0.018	0.721	Not Significant
	PC Total	-0.030	0.559	Not Significant
Age : Psychological Contract				
AGE	Transactional PC	0.105	0.038	Small positive significance
	Relational PC	-0.015	0.774	Not Significant
	Balanced PC	-0.012	0.807	Not Significant
	PC Total	0.038	0.449	Not Significant
Designation : Psychological Contract				
Designation (Rank)	Transactional PC	0.051	0.315	Not Significant
	Relational PC	0.010	0.844	Not Significant
	Balanced PC	0.015	0.764	Not Significant
	PC Total	0.046	0.366	Not Significant
Experience: Psychological Contract				
Experience	Transactional PC	0.069	0.173	Not Significant
	Relational PC	-0.001	0.988	Not Significant
	Balanced PC	-0.004	0.930	Not Significant
	PC Total	0.025	0.615	Not Significant

Results of the Spearman's correlation indicated that there is a non-significant small negative relationship between Gender and Transactional PC [$r(391) = -.091, p = .071$]. For this study, Men were designated with numeric value 1 and women with numeric value 2. From the above data, it can be interpreted that Men have shown more translational behaviour than Women.

Results also have indicated that Gender does not have any significant impact on Relational PC [r(391) = -.001, p = .984], Balanced PC [r(391) = .018, p = .721], and Psychological Contract in gross [r(391) = -.030, p = .559].

Age was seen to have a small positive impact on Transactional PC [r(391) = .105, p = .038]. Results indicated that Age and Relational PC [r(391) = -.015, p = .774], Age and Balanced PC [r(391) = -.012, p = .807], and Age and Psychological Contract [r(391) = .0383, p = .449] have negligible influential relationship.

Similarly, results indicated that there is a non-significant very small positive relationship between Designation (Rank) and Psychological Contract in gross [r(391) = .046, p = .366]. Results also have shown that designation does not have any significant influence on Transactional PC [r(391) = .051, p = .315], Relational PC [r(391) = .01, p = .843], and Balanced PC [r(391) = .015, p = .764].

Correlation test results indicated that there is a non-significant very small positive relationship between Work Experience and Psychological Contract in gross [r(391) = 0.025, p = 0.615]. Results also have shown that designation does not have any significant influence on Transactional PC [r(391) = .069, p = .315], Relational PC [r(391) = -.01, p = .843], and Balanced PC [r(391) = -.025, p = .764].

The overall Spearman's correlation analysis results indicated that none of the Demographic Variables could predict PC or its types. **Therefore, hypothesis-1 is rejected.**

T-Test Results: Impact of Gender on PC

An independent sample T-test was run to understand whether there is any difference between Men and Women related to formation of psychological contract and behaviour at the workplace.

Table-4: Results of T-Test determining the impact of Gender on Psychological Contract (PC)						
Independent Variable	Dependent Variables	Gender Type	N	Mean Value	Standard Deviation	p-value (*Significant at p<0.05)
Gender	Psychological Contract	Male	236	101.67	12.05	0.05*
		Female	157	99.01	13.83	
	Transactional PC	Male	236	43.75	10.337	0.065
		Female	157	41.91	9.099	
	Relational PC	Male	236	50.83	11.766	0.591
		Female	157	50.19	11.412	
	Balanced PC	Male	236	88.63	13.209	0.965
		Female	157	88.57	14.806	

Study of gender-wise mean and standard deviation displayed in **Table-4** indicates that Gender has very small significant impact on total PC. Further, there was no significant difference seen between the male and female academics in terms of formation of Relational and Balanced PC at the workplace. However, Table-3 and Table-4 indicates that the Male academics have developed higher Transactional Contracts compared to their female counterparts. Therefore, the **hypothesis-2 and hypothesis-2A are cautiously accepted, but hypothesis-2B is rejected.**

ANOVA Test Results: Impact of Demographic Variables on PC

ANOVA test was done to understand how the different characteristic group-sets of each Demographic Variable impact the different type of PC.

Impact of Demographic Variables on Transactional PC

The ANOVA analysis displayed in **Table-5** shows that the academics below the age of 40 have formed the lowest degree of Transitional PC and the academics in the age group of 40 to 60 have formed the higher degree of Transactional PC. This indicates that academics in their early age prefer to focus on gathering experience and do not show much interest on fulfilment of their expectations.

Independent Variables	Particulars	N	Mean Value	Standard Deviation	p-value (Significant at p<0.05)
Age	Below 30	47	42.106	9.046	0.05*
	30 to 39	202	42.019	9.492	
	40 to 49	99	45.03	10.255	
	50 to 59	40	44.6	10.37	
	60 and above	5	39.000	16.912	
Designation (Rank)	Other Teaching Staff	13	41.462	12.407	0.621
	Assistant Professor	246	42.642	9.409	
	Associate Professor	84	43.571	10.719	
Experience	Professor	50	44.300	10.195	0.557
	Upto 2 years	36	40.444	9.632	
	3 yrs to 5 yrs	101	42.871	9.609	
	6 yrs to 10 yrs	142	43.247	9.992	
	11 yrs to 15 yrs	76	43.184	9.900	
	16yrs to 20 yrs	28	45.607	9.219	
	21yrs to 30 yrs	6	41.167	10.226	
30yrs and above	4	39.750	19.432		

The results of study on Designation (Rank) shows that the Professors have developed significantly higher transactional contract. It was surprising to find that employees with higher designation (rank) demonstrated greater transactional PC, as high-rank holders are generally expected to develop greater bonding with their organization and demonstrate either relational or balanced contract. Other Teaching Staffs which may include the contractual teachers, teaching assistants and so on have demonstrated the lowest transactional behaviour as expected.

It also highlights that the academics having 16 to 20 years of working experience have demonstrated higher Transitional PC. This indicates that people tend to focus on fulfilment of their expectations when they perceive they have achieved their expected level of experience and exposure.

The ANOVA results in table-5 reconfirm that demographic variables other than Gender and Age of teaching staff failed to predict Transactional PC. Referring to **Table-4** and **Table-5** it can be derived that though, age has failed to predict Relational and Balanced PC and total PC. However, Age has a small significant positive impact on Transactional PC. Therefore, **hypothesis-3 is rejected and hypothesis-3A is cautiously accepted.**

Impact of Demographic Variables on Relational PC

The ANOVA analysis displayed in **Table-6** decodes that the academics below the age of 30 and of the age group of 40 to 49 showed least Relational Contract. However, the employees of the age group of 30 to 39, and 50 above have developed higher Relational PC. This indicates that people in the initial stage of the career keep their career options open and do not get much involved with their organization. Similarly, middle-aged employees who already have gained some good experience and exposure in the industry want to explore their careers outside for better opportunities. The data also highlights that academics of late-middle age and higher age with the increase of their tenure want to settle and develop greater psychological relationships with their organization.

It was observed that in the Indian private universities, the academics holding higher positions show significantly higher Relational Contracts. This result read with the results of transactional relationship for the similar designations (ranks) indicate that the academics possibly start to form a balanced relationship with their growth in the organization.

The study of teaching experience also shows that with the increase of experience the sense of belongingness also increases. This may happen due to settling tendency of aging or due to continuance or normative commitment of the individual.

Variables	Particulars	N	Mean Value	Standard Deviation	p-value (Significant at p<0.05)
Age	Below 30	47	48.829	11.051	0.035*

	30 to 39	202	51.861	11.232	
	40 to 49	99	48.444	11.179	
	50 to 59	40	50.775	14.087	
	60 and above	5	59.800	11.122	
Designation (Rank)	Other Teaching Staff	13	49.769	9.593	0.987
	Assistant Professor	246	50.577	11.350	
	Associate Professor	84	50.441	11.814	
	Professor	50	51.000	13.259	
Experience	Up to 2 years	36	50.778	11.359	0.552
	3 yrs to 5 yrs	101	50.416	11.466	
	6 yrs to 10 yrs	142	50.697	11.284	
	11 yrs to 15 yrs	76	50.184	11.848	
	16yrs to 20 yrs	28	48.714	13.466	
	21yrs to 30 yrs	6	56.833	11.703	
	30yrs and above	4	59.500	12.819	

Therefore, it may be summarized that only Age has a small significant positive impact on the Relational PC of the academics working in private universities in India and the other demographic variables have failed to predict PC. Therefore, **hypothesis-3B is accepted.**

Impact of Demographic Variables on Balanced PC

Study of the ANOVA results displayed in **Table-7** shows that the academics in their early-mid age and after 50 years of age have demonstrated a higher form of Balanced Contract. This indicates that people in the early-middle age and after 50 yrs of age wants to build emotional attachments with their organization, but wants to keep their possibilities open for a better career outside.

Table-7: Results of ANOVA Test for Balanced Contract (N=393)					
Variables	Particulars	N	Mean Value	Standard Deviation	p-value (Significant at $p<0.05$)
Age	Below 30	47	85.681	15.503	0.16
	30 to 39	202	89.946	13.212	
	40 to 49	99	86.657	13.893	
	50 to 59	40	90.275	14.714	
	60 and above	5	87.200	10.426	
Designation (Rank)	Other Teaching Staff	13	79.846	14.787	0.119
	Assistant Professor	246	88.968	13.644	
	Associate Professor	84	88.167	13.570	
	Professor	50	89.840	14.679	
Experience	Upto 2 years	36	84.417	15.292	0.546
	3 yrs to 5 yrs	101	90.139	14.362	

6 yrs to 10 yrs	142	88.782	12.723
11 yrs to 15 yrs	76	87.816	14.404
16yrs to 20 yrs	28	89.071	14.547
21yrs to 30 yrs	6	90.667	14.487
30yrs and above	4	90.000	9.626

Results for independent variable designation show that individuals have formed a higher level of Balanced Contract with their career growth. Yet, the impact was insignificant for the difference between various ranks. IV Experience also has shown formation of a higher degree of Balanced Contract with its increase. However, the impact of Experience on Balanced PC was negligible. Therefore, the **Hypothesis-4 is rejected.**

DISCUSSION ON RESULTS

Previous researchers have observed that demographic variables do influence the formation of Psychological Contract. Blomme (2010) observed that the employees' perception of the psychological contract is significantly influenced by their demographic factors. Bellou (2009) observed that women are more likely than men to have high expectations regarding their relationship with their employers. P. Matthijs Bal (2017) found that the expectations of PC also differ for employees belonging to different age groups. Ellis (2007) observed that, the employee's perception of PC fulfillment is influenced by the position that they hold in the organization.

However, the results of the current study have revealed a different scenario of the psychological relationship between the academics and the Indian private universities. The results have indicated that the Demographic Variables (Gender, Age, Designation, and Experience) of the teaching staff in Indian private universities didn't have any significant relationship with their demonstrated perceived Psychological Contract. However, Gender was seen to have very a small negative impact on PC. It was observed that male academics have shown greater transactional contract than the female academics. Age was also found to have a small positive impact on the transactional and relational contract of academics. Further, the study also revealed that though the demographic variables didn't have significant impact on PC total, however, the academics were more prone to develop Relational and Balanced contract with the increase of their work tenure and rank.

CONCLUSIONS

This research study will enable us to understand the impact that the demographic variable may have on the formation of different types of PCs. With the competitive environment and the changing dynamics of the industry requirements for academics, the formation of transactional contracts is more evident in male academics and those who are middle-aged. With age and the number of years spent in the organization, the employees tend to develop a personal attachment to the organization. This leads to the building up of a relational contract with the organization, which in turn reduces their unwritten expectations from their employer. It was also observed that different

demographic variables play a role in the formation of different types of Psychological Contracts over some time.

Limited demographic variables were used for this study. Therefore, future studies may include other vital factors to better understand the impact of demographic characteristics on psychological contract. As the study was focused on academics across the private universities in India, this study also leaves a scope to conduct a comparative study of academics from Government and Private Universities. Further, researchers may use this study as a reference point to understand the balanced contract exhibited by the academics in different types of institutes. Future researchers also may focus on finding the measures that may be taken to develop a higher relational and balanced PC among the teaching staff.

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