Understanding What Factors Influence a Perceived Psychological Contract Breach and Retaliation Among Irish Secondary School Teachers

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Abstract

The economic downturn and recession affects every industry and sector of Ireland. The educational sector is long thought of as being instrumental in developing the minds of the future. This sector has been used in recent years, as a tool for getting Ireland out of this economic depression.

The psychological contract (PC) is a valuable construct which attempts to explain a mutually reciprocal union of promises that exist in the employment relationship (Robinson, Kraatz, & Rousseau 1994; Guest 1998). Research on this topic has increased since the inception of the term in the 1960s, as it is regarded as having a huge bearing on the employment contract.

In recent years the educational sector has undergone significant change and pressure has been placed on teachers to work longer hours, and deal with increased class sizes. They are expected to continue to carry out extra-curricular activities, at no extra benefit to them. The ASTI (Association of Secondary Teachers Ireland), the representative body for secondary teachers in Ireland, has argued that the Croke Park Agreement (CPA) along with other austerity measures taken by the government in an attempt at cost saving and stream lining the sector, has broken promises made to teachers, and consequently breached their PC.

In an attempt to investigate this evidence further, research was carried out in the form of in-depth interviews, to understand the factors that influence a perceived breach of a PC, and what retaliation measures, if any, teachers take against such measures.

Responses gained from the interviews and the literature is used to understand breach and what action is taken against it. Change, support issues, and actions taken by the principal, were the main factors contributing to a perception of breach; while reaction and trust influenced what retaliation the teachers took against this perception of breach.

The author uses this information to then promote recommendations of how to approach addressing the contentious issues that the sector faces.

Declarations

I certify that the following material containing within, which I submit now for the MA in Human Resource Management, except in cases where work has been referenced and citied throughout (a full list of which is contained in the bibliography), is entirely my own work.

The word count of this thesis is 15,208 words. This excludes the declaration, acknowledgment, contents, bibliography, and appendix sections (which contains copies of the interview transcripts). All of this adheres to the dissertation guidelines.

The school, of which this dissertation is based upon, requested anonymity and so it is referred to as School X.

Signed: ....

Kieran Ryan

Dated: 19/8/2011

Student Number: 10202714

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Glossary

ASTI = Association of Secondary Teachers Ireland

PC = Psychological Contract

PCB = Psychological Contract Breach

CPA = Croke Park Agreement

T1 = Teacher 1

T2 = Teacher 2

T3 = Teacher 3

T4 = Teacher 4

T5 = Teacher 5

T6 = Teacher 6

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1.0 Introduction

1.1 Topic Overview

The psychological contract (PC) is a valuable construct, which aims to understand the employment relationship (Guest & Conway 2002). The PC consists of obligations and promises understood to exist in the employment relationship, affecting how employees behave (CIPD 2010); yet it is regulated by a 'perception of mutuality' (Rousseau 1998; p 666). Guest (1998) argues the PC helps us to understand the dynamic nature of the relationship, and the impact that significant change has on it (p 654).

PCB is a perception that the employer has failed to fulfil some obligations (Conway & Briner 2005). The authors report the significance of understanding this area because of 'the simple idea that breach has a straightforward negative relationship with outcomes' (Conway & Briner 2009, p 101).

Understanding PC breach is becoming increasingly important as the majority of employees say they experience some form of contract breach (Coyle-Shapiro & Kessler, 2000; Lester & Kickul, 2001). The ASTI general secretary, Pat King, lashed out at, what he described as the Department of Education's 'reneging...on promises'. The Department has promised to allocate additional teachers for the new year but due to budget cuts had in fact actually reduced the current number of teachers employed (Irish Digest 2010). Reneging occurs, where an organization is believed to have purposefully broken a promise, the consequence of which is a PC breach. This spells a 'recipe for disaster'; causing negative work place attitudes and behaviours (Del Campo 2007, p 45), such as commitment issues, mistrust, and increased

intention to quit feelings (Suazo and Stone-Romero 2011, p 377). Consequently, according to the ASTI, promises were broken to the teachers; therefore an inference can be made that their PC is now broken.

1.2 Context

Research into the area of PCB is fast becoming one of the most emergent areas in organization literature (Del Campo 2007, p 43), not least because changes in the PC are due to 'downsizing and restructuring, and other social and labour market changes' (Pappas & Flaherty 2006, p21).

Such social and market changes began on September 25, 2008, when Ireland officially entered into a recessionary period. Ireland's 'gross domestic product had declined for two consecutive quarters'. This meets the criteria for the definition of the word recession. This occurred mainly due to the collapse of the construction industry, which in recent years had been the main contributor to the Irish economy, dubbed the 'Celtic Tiger' (Atkins & Brown 2008, p 10). The precursor of this event began with the great recession, which originated in late 2007 (Claessens & Kose 2009, p 52) and became exacerbated with the collapse, and eventual bankruptcy of the Lehman Brothers Bank in 2008 (Blackden 2010). The PC has long being seen as an important concept for any organization to understand yet it is a concept much neglected by human resources (Rousseau & Greller 1994, p 383).

The Irish Education System is comprised of three levels, primary, secondary and third level. Education in Ireland is compulsory under law for children aged between 6 and 16. Primary school children attend from the ages of 4-12 years of age. Secondary school children typically are aged between 12-18 years, and sit two state exams, the junior and leaving certificate. Finally third level education students attend

universities, institutes of technology and colleges of further education. They offer undergraduate and post graduate degrees, with doctorate levels being the highest attainable degree in the country. These students can age from 18 years and up (Department of Education and Science 2004, pgs. 5-6).

1.3 Company Background

This dissertation will use an Irish secondary school. The school shall be referred to as school X, in order to protect their name and grant them anonymity. School X is an all-boys school located in a disadvantaged area in the north of Dublin with approximately 550-600 students. There are 30 full-time teachers in the school. The school was founded in the 1950s and follows both the junior and leaving certificate syllabus. This school, like many others in Ireland has experienced many challenges because of the reported loss of teaching posts, and the implications of the CPA, where class sizes have been increased (ASTI 2011).

1.4 Purpose of Research & Hypothesis

Since the ASTI has argued that promises made have been reneged upon, thus creating a breach of their PC, then the purpose of this dissertation is to attempt to determine individual perceptions of PC breach and their retaliation, if any, against it. This dissertation is building on prior research of PC breach, but is attempted to enhance it by exploring secondary school teacher's perception of breach, and what retaliation, if any, do they take. Research on teacher's psychological contract appears to be sparse and confined to a few select international studies (Zhang and Qui 2005; Cantisano, Dominguez, and Garcia 2007).

The researcher has an interest in the area due to the researcher's background in psychology and because of the apparent lack of research into teacher's PC.

The hypotheses of this dissertation are:

1 – A breach of the PC of teachers has occurred due to a significant change in the education sector.

2 – Teachers will direct their anger of a breach towards the principal.

3 – Teachers will take strong retaliation efforts against a PC breach.

The research questions are:

- Do teachers feel a breach of their PC has occurred?

- What effect does a perceived PCB have on the teachers?

- Do teachers withdraw extra-circular or discretionary behaviours after a perceived PCB has occurred?

1.5 Structure of Dissertation

Chapter one (1) introduced the topic and the importance of it to the educational sector. It also stated the purpose, hypotheses, and research questions that this dissertation aims to resolve.

Chapter two (2) outlines the current up-to-date literature on the topic. It begins with a general overview of the importance of the PC, and some definitions of the PC. The origins and emergence of the PC are then discussed, followed by the different types of PC that exist. An overview of PCB and individuals perceptions to it will be discussed to set up the main body of discussion of the dissertation, followed by the consequences and potential retaliation taken by the teachers.

Chapter three (3) will provide an overview of the various types of methodological research that exist. This will follow with a discussion on the types of research methods available. A brief discussion will then take place outlining the chosen method of research, and rationalization outlined. A section will then describe how the data was collected..

Chapter four (4) will state the findings and outline the analysis & discussion of the evidence gathered. This section will draw out thematic views of all the teachers, link the evidence gathered back to the literature researched, and attempt to enhance or propose new findings in relation to the data. It will also attempt to outline the relationship that may exist with the research questions and hypothesis proposed.

Chapter five (5) draws conclusions from the data gathered, outline any limitations of the dissertation, propose some recommendations, and highlight areas for future research.

Chapter six (6) will list the bibliography of data used to inform the literature section

Chapter seven (7) will form the appendix section, and will have a copy of each interview attached.

2.0 Literature Review

2.1 Importance of the Psychological Contract

The PC was initially used to describe the mutual expectations within the employment relationship (Argyris 1960; Levinson, Price, Munden, Mandl, & Solley 1962). However current theory has evolved such that it is now used to describe the dynamic nature of the employment relationship (Hui, Lee, & Rousseau 2004, p 311).

The PC is used as a tool for expressing the employment relationship that exists in the workplace (Clutterbuck 2005, p 359). A report in the rising interest in the PC is explained by the dynamic, versatile nature of the employment relationship where 'informal arrangements are becoming far more significant' (Cullinane & Dundon 2006, p 114), thus demanding an increased interest into the area.

The PC's key contribution to organizational psychology is that it draws together the complexity of the employment relationship since 'it's poorly understood'; it focuses on the power distribution between employer and employee; and it also attempts to integrate numerous organizational concepts into an understandable phenomenon (Guest 1998).

2.2 Definitions

The term psychological contract is in danger of becoming a clichéd term, overused and undervalued (Guest 1998, p 649). Initial definitions of the term range from, but not limited to, 'a set of unwritten, reciprocal expectations, between an individual employee and the organization' (Schein 1978); 'an implicit contract between an individual and his organization which specifies what each expect to give and receive

from each other in their relationship' (Kotter, 1973); and finally Robinson et al. (1994) proposes that a PC is 'an individual's belief regarding the terms and conditions of a reciprocal exchange agreement between that focal person and another party. A PC emerges when one party believes that a promise of future return has been made (e.g. pay for performance), a contribution has been given (e.g. some form of exchange) and thus, an obligation has been created to provide future benefits' (p 246).

The PC is arguably understood to mean interactions between one party and another, which can be complex due to each party's own agenda of what they want (Guest 1998, p 650). Ambiguity over definitions aside, Guest proposes the contract encompasses expectations, promises, obligations that humans expect of one another (p 651). However it is argued these obligations and promises implied, rest in the 'eye of the beholder' (Robinson et al. 1994, p 246).

2.3 Origins and Emergence of the PC

The term psychological contract has its origins with Argyris, who popularised it to understand employees' perceptions of a particular leadership style (Roehling 1997, p 206), and Levinson, who proposed that the concept was based around reciprocal expectations that exist in the employment relationship (p 207).

Comparisons between the PC and the legal contract have been drawn. However, problems may arise with the PC in how it is to be defined by either party, since neither one grants consent. A signed legal contract provides written consent, and any alterations made must be done with mutual consent. However gaining consensual changes is as difficult as 'two strangers passing blindfold in the dark' (Guest 1998, p 652). The PC can help fill the gap that the legal contract leaves by allowing a

framework of mutuality of purpose and a way to minimise conflict (Middlemiss 2011, p 46). The PC can help people to understand the 'cognitive processes' between employer and employee (Cullinane & Dundon 2006, p 125), and help to understand underpinnings of the employment relationship (p 126). Ho and Levesque (2005) argue the PC may arise from employee handbooks and from information gained from top management levels, but increasingly it's the work based relationships that affect employee's PC realization levels (p 286). Rousseau (1989) argues the PC emerges when an employee believes their own contributions oblige the organization to reciprocate; this belief alone can compel the employee to believing a PC has being formed (p 124).

The PC is promise based (Rousseau 2001, p 512), whereby individuals perceive it to be reciprocal (Levinson et al. 1962), and one of the main influences on the contract formation are schemas. Rousseau (2001) argues schemas develop the basis of the contract. Schemas are mental organizations relating to particular elements (p 513). These schemas help us understand why differences exist in employees' views of their psychological contracts. Schemas are also important as they guide new recruits as to what behaviour is expected of them in new situations, thus helping them develop their psychological contract (p 538).

Higher Level
Elements

Lower Level
Elements

Vertical
Levels
of
Abstraction

Horizontal: Elements at a
Particular Level of Abstraction
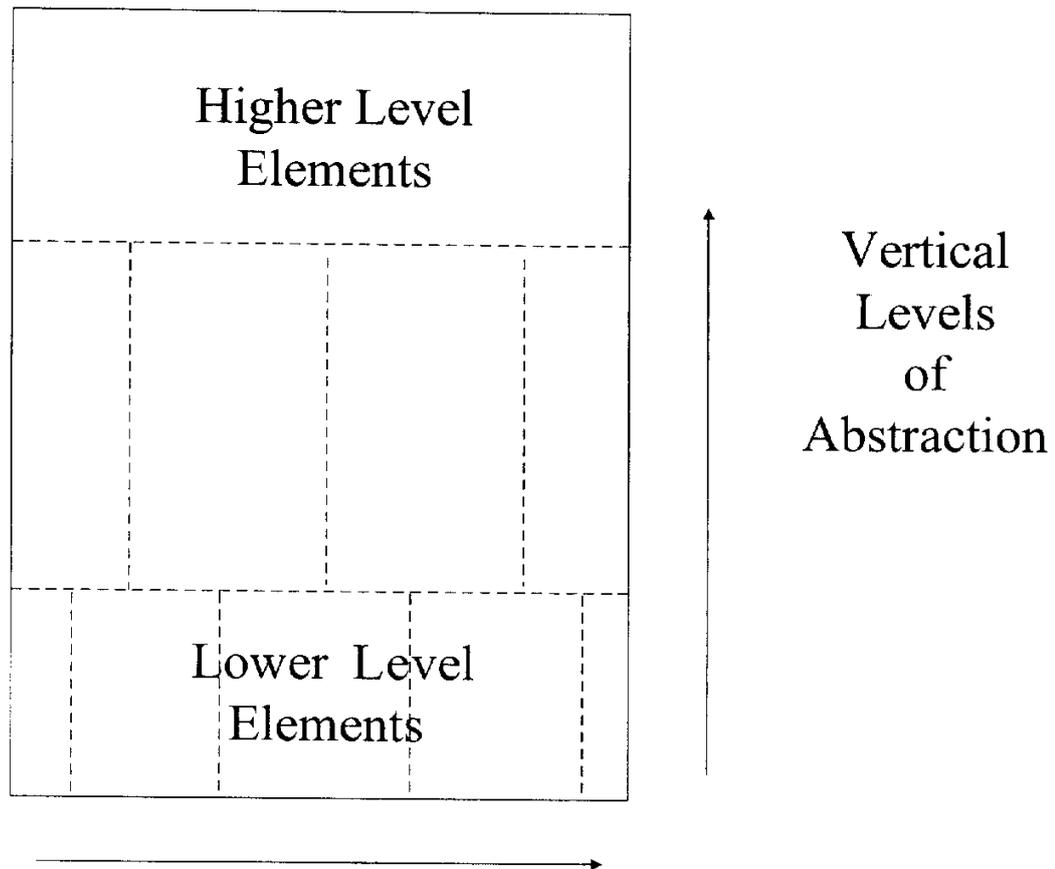
Figure 1, Structure of Schemas (Rousseau 2001)

Expectations are inherently built into the recruitment stage of development for the employee, but agreement over these expectations may not be bilaterally enforced, rather one side can agree to them without consent being sought from the other party (Arnold 1996, p 512). These expectations are influenced by schemas, and they help to better understand prospective employees have about the organization (Rousseau 2001, p 512).

Research conducted for students joining-up process for jobs, argued that the PC stems from 'the match' and 'mismatch' of expectations. Employees who had more

'matches' with the organization experienced enhanced levels of job satisfaction and remained longer with their respective organizations, then those who didn't. Employees with dissimilar expectations will begin to see mismatches building and consequently experience a PCB (Kotter 1973). Pate and Scullion (2010) suggested an emphasis was needed by organizations to discuss expectations with employees to clear up any misunderstandings or 'mismatches' (p 69).

2.4 Types of PC

The core features of the employment relationship, 'force and co-operation', has made the relationship a dynamic and changeable entity (D'Art and Turner 2006, p 523). Given this nature, the PC varies along two main dimensions such as transactional and relational contracts. Transactional contracts are weighted heavily in favour of monetary gains and are short-term in nature, while relational contracts focuses on long-term, mutually beneficial, without specific performance criteria (Hui et al. 2004, p 312).

Employees' expectations grow higher with the relational side of the contract (Guzzo and Noonan 1994, p 448). This may have been pre-empted by the growing demand now placed on the relational contract (Cavanaugh and Noe 1999, p 324); just what difference the PC is between employees depends on the specific terms on the contracts, the proportion of transactional versus relational, and finally the size of the contract relative to the employee's experiences. Both the transactional and relational elements on the contract influence and complement one another (Robinson et al. 1994). The authors conclude by agreeing with Rousseau's research that the contract remains in a state of fluctuation and can readily be altered (p 452). Rousseau's assertions that the relational and transactional elements of the contract are

complimentary and influential to one another are countered by Arnold (1996). He argues that while some may be mutually exclusive others may not be, such as when high pay for high performance can be seen as both 'long term and developmental' by both parties (p 513).

A balanced contract can be struck to incorporate elements that are both transactional and relational in nature, but specifying performance criteria. The current economic situation purports the use of the transitional contract, where changes occur frequently (Rousseau 1995). Rousseau's 'bipolar' framework helps examine how and why individuals respond to perceived alterations in their employment relationship (Holland, O'Donoghue, Hecker, and Sheehan 2007, p 75). Tallman and Bruning (2008) argued understanding employees' personality helps uncover the basis of their PC (p 689). The employee's personality will be the basis of how the view the breach. These researchers explored personality traits such as openness, conscientiousness, extraversion, agreeableness and neuroticism (Goldberg 1990). Their research investigation found out that the five components of personality were positively related to employee's choice of transactional or relational contract, and found personality variations indicate which types of contract the employees will choose (p 704).

2.5 PC Violation and Breach

(Authors interchangeably use violation and breach to mean the same thing)
Violation is where 'one party in a relationship perceives another to have failed to fulfil promised obligations'. This is different from unmet expectations, as promises have not been made (Robinson et al. 1994, p 247).

Perceived breach is referred to as 'cognition that one's organization has failed to meet one or more obligations within one's psychological contract in a manner commensurate with one's contributions' (Morrison and Robinson 1997, p 230).

Guest (1998) argues it can occur when one party more than fulfils its expectations (p 518), while Kotter (1978) argues the employee themselves are the reason for perceived violation occurring due to 'mismatches' of expectations, and therefore these employees have 'missed the boat' (p 94).

Perceived violation of the PC may not always be seen as 'breach' of contract but can increase intentions to leave so much so it may result in 'intention to quit' feelings. This study found the type of career the employee had was a contributing factor in perception to breach (Granrose and Baccili 2006, p 179).

PC violation can be divided into two forms, reneging (purposefully breaking the contract) and incongruence (individual perceptions of violation). Violations of the PC can result in a deterioration of employee behaviour, causing negative attitudes and employee exiting the organization (Del Campo 2007, p 45). Reneging on promises was found to be greatly reduced where high levels of social exchange relationships existed within the organization (Dulac, Coyle-Shapiro, Henderson, & Wayne 2008, p 1084).

A breach of contract can occur when one party fails to fulfil its terms of agreement despite having the resources to do so; while a violation occurs when one party perceives that the terms of the contract are 'at odds' with the other party (Rousseau 1995, p 126). In their study, Suzao et al. argued that employees feeling that their contract was violated would feel emotions such as resentfulness and scorn for their

organization, while employees feeling a breach had occurred seek to take reactive action against their employers in an attempt to seek retribution (p 28).

2.6 Individuals Perception of Psychological Contract Breach

The consequences of the new employment relationship, which allow for informal working arrangements, can lead employees to have different understandings of the employment relationship, and therefore this will form different perceptions of contract violation (Cullinane et al. 2006, p 116). Such violation can be mediated by what level of social relationship exists between employees and employer (Suazo, Turnley, and Mai-Dalton 2008; Bal, Chiaburu, and Jansen 2010). The modern employment relationship, where multi-employers exist, make it difficult to find the source of one's own PC (Cullinane et al. 2006, p 118).
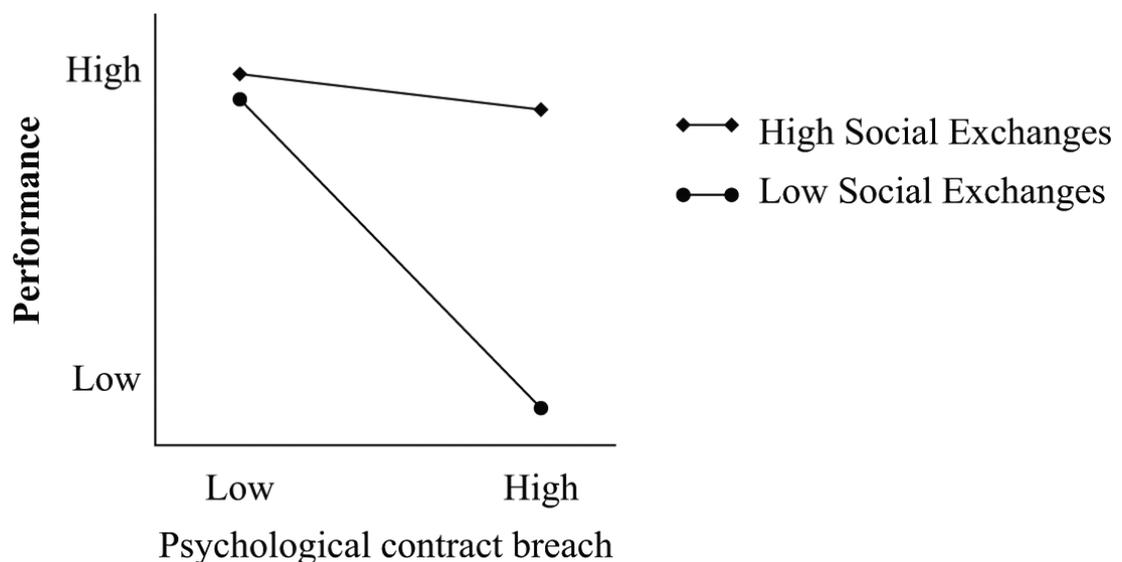
Figure 2, Interaction of PC and social exchanges (Bal, Chiaburu, & Jansen, 2011)

Research on PC breach tends to focus upon workplace behaviours, including individual differences and perceived PC breach (Suazo & Turnley 2010, p 637). This

results in perceived PC breach and individual retribution towards the organization (Deery, Iverson, and Walsh 2006; p 166). Typically, increases in reported numbers of violations occurring increases proportionally with organizational change (Freese, Schalk, and Croon 2011; p 418). In this climate employees feel violation is even more unacceptable, increasing the likelihood of the employees existing the organization (p 419).
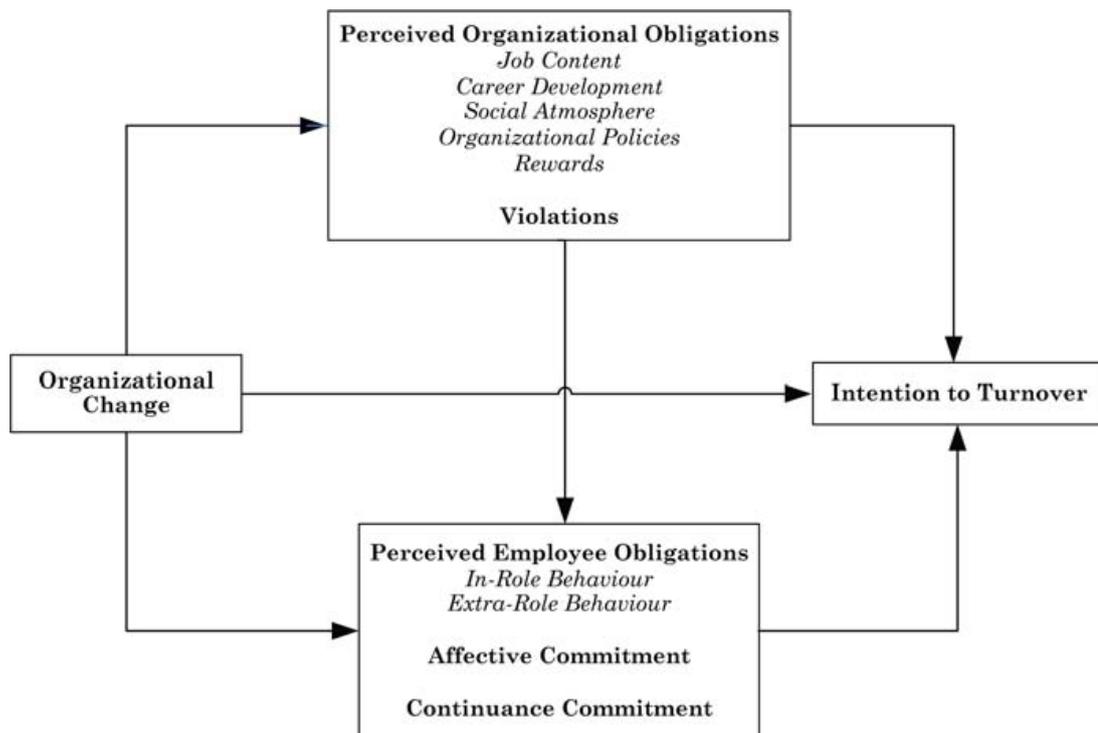
Figure 3, Impact of organizational changes on the PC (Freese, Schalk, & Croon, 2011)

Individual differences affect the perception of how the PC is breached. The research found that perceived organizational support generated the differences in perceptions of PCB (Suazo & Turnley 2010, p 637), where individuals who show higher positive affectivity feel greater organizational support. However, individuals who feel lower positive affectivity feel less organizational support (p 638). The impact of social exchanges relating to PCB and work performance was researched by Bal, Chiaburu

& Jansen (2009). They found supporting evidence that a fundamental breach would have a negative impact upon their work performance. Those employees who were deemed to have a higher level of social exchange (degree of social interaction between employee and organization, Cropanzano & Mitchell 2005) feel more embittered that their PC has being breached than those with low social exchanges (p 266).

Individual interpretations of PC violation in organizations where downsizing has occurred was researched by Turnley & Feldman (1998). Individuals perceived violation to have occurred if promises, deemed mutually agreed, were reneged upon by the organization. Interestingly they reported that no violation was deemed to have occurred if there were extenuating forces beyond the organization's control (p 75). Del Campo (2007) argues there are five variables that will determine individual perception to PC violation. Three personality variables reduce the likelihood of individuals perceiving a breach of contract: agreeableness, openness and conscientious, while two variables increase the likelihood of reporting a breach: extraversion and neuroticism (p 48). The implications of this study indicate the precursors of perceived violation (p 49).

Social exchange relationships account for the varying degree of reaction to perceived PC breach (Dulac et al. 2008). They argued that the quality of the relationship will predict the degree of violation the individuals perceive, while investment into the relationship will reduce the level of violation perceived to have occurred (p 1083). Reneging on promises is greatly reduced where high levels of social exchange relationships exist. Breach is still assumed to have occurred even if the violation of the PC is only minor (p 1084), as these 'perceptions of breach...elicit feelings of violation' (p 1093). These feelings of violation are a type of distributive injustice,

which creates PC breach (Kickul 2001, p 289); if this injustice occurs, employees engage in 'counterfactual thinking', where they replay the sequence of events that are interpreted as breach but recall them differently. Employees will determine their reactions based on how procedurally fair they judge the organization to have been (p 293). Individuals who feel a breach of contract has occurred will project negative feelings toward their organization (p 297).
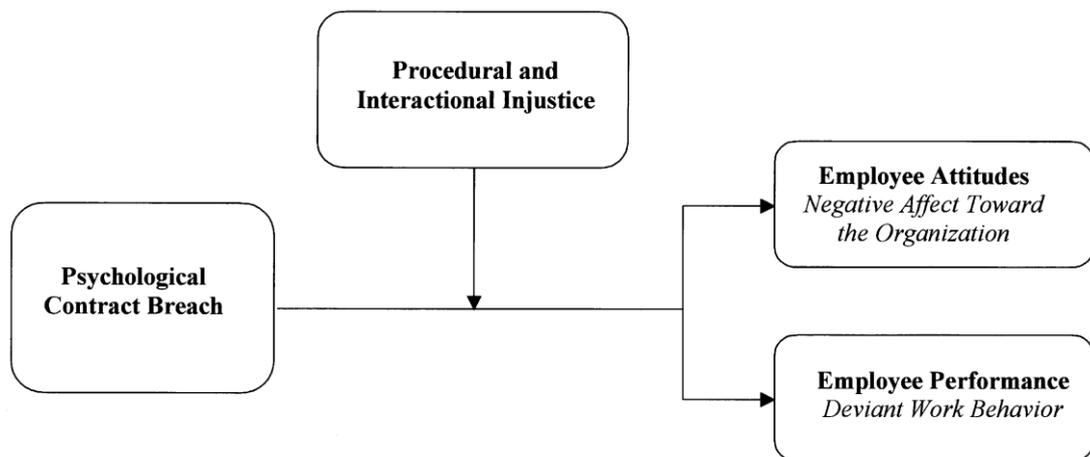
Figure 4, Influences and determinants of PC breach (Kickul 2011)

An investigation of procedural and interactional justice in relation to PCB was conducted by Kickul, Neuman, Parker & Finkl (2001). If an organization was deemed by its employees not to have fulfilled its implicit promises, and thus cause distributive injustice, then the employees would engage in anticitizenship behaviour (p 87). This behaviour can result in employees reducing or eradicating extra discretionary behaviour once beneficial to the organization. Employees engaging in anticitizenship behaviour can distract co-workers, avoid or delay work, take prolonged lunches, disrespect and argue unnecessarily with superiors (Kickul et al 2001, p 78).

Research on how personality affects perception of breach was conducted by Raja, Johns & Ntalianis (2004, p 351). Their study found that neurotic personalities by nature, lack trust, and were more prone to believing a breach had occurred. Contract dynamics was found to dictate perception of breach between various personalities. Newer employees were more likely to have specific detailed contracts than seasoned employees. The concept of violation and breach was found to mediate between different personalities. Organizations were found less likely to violate a contract of employees who they felt were satisfied and productive (p 362).

Research by Guest (2004) explores how employees with temporary, or fixed term contracts, perceive different obligations and promises in their employment relationship than those with full time contracts (p 7). He reports that temporary or part-time workers are more susceptible to alterations in their PC than full-time employees, particularly relating to job insecurity (p 10), organizational commitment (p 12), and life satisfaction (p 15). However, the evidence suggests only limited differences exist in perceptions between full-time and part-time employees' PC. The majority of the evidence suggests employees' contracts of choice are crucial in determining a positive PC (p 16).

Organizational support is a crucial determining breach Suzao & Turnley (2009). Guerrero and Herrbach (2007) argue that perceived organizational support is a crucial factor determining how individuals perceive PC fulfilment. Their argument is underpinned by the social exchange theory of reciprocity (Aselage and Eisenberger 2003), whereby making promises and receiving rewards provides an air of trust and 'fair treatment' (p 6). Organizational support therefore is a determinant used by employees in assessing how well the employer has done in fulfilling its promises outlined in the PC. Contract fulfilment levels however, only reach fruition if it

achieves 'perceived organizational support' in employees (p 14). Strong organizational support means that employees identify strongly with the goals and objectives of the organization and also commit to the organization based on both financial and social reasons (Meyer & Allen 1991)

2.7 Consequences of PC Breach

Reactions taken by employees to a perceived PCB take shape in essentially two dimensions: active-passive and constructive-destructive (Farrell 1983). Constructive situations will promote either voice (active) or loyalty (passive), while destructive situations will promote neglect (active) or employee exit (passive). Turnley et al. (1998) argue employees may also emotionally withdraw from the organization and feel less committed to the organization (p 80).
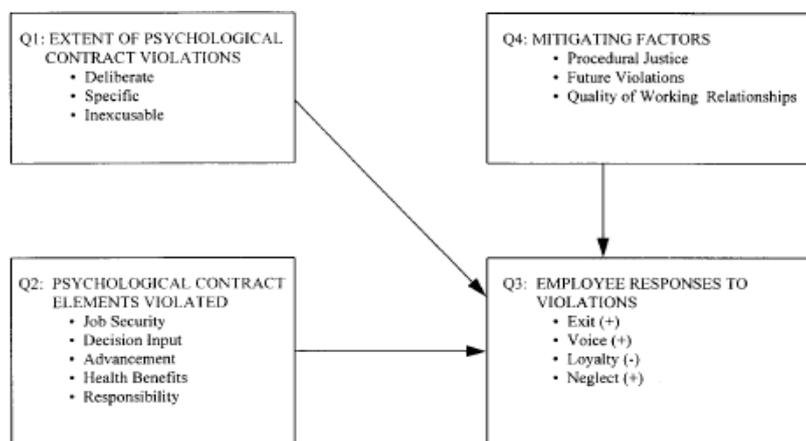
Figure 5, PC violations (Turnley & Feldman, 1998)

Perceptions of PCB have also been associated with high levels of absenteeism and a low degree of trust (p 171), increasing job dissatisfaction, causing affective organizational commitment, increasing turnover rates, thoughts of quitting, and

increasing the likelihood of reduced job performance (Bunderson 2001, p 736). Typically breach occurs when employees find a high degree of inconsistencies between what the organization says it does and what it actually follows through on (Deery et al. 2006, p 172).

Determining the variation of breach is important as it determines the chosen reactions. Varieties of breach include specific events, chain of breaches (connected), secondary breaches, and everyday breaches. Employees then create a response, either emotionally (where employees felt further anger when the breach was denied or the event went unaddressed), or alter reciprocity level (employees are unable to return to pre-breach trust level), or employees reframe the event, where they may distort, rationalise or misconstrue what actually occurred (Parzefall & Coyle-Shapiro 2010).
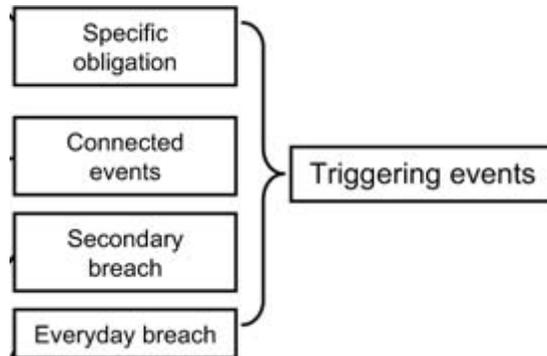
Figure 6, Events that Triggered Sense Making (Parzefall & Coyle-Shapiro, 2011)

Most violation can be seen as just reneging, where the organization is seen as having purposefully broken one of the original promises. This can occur if the organization assumes the employee hasn't fulfilled their side of the agreement (Morrison and Robinson 1997, p 233). Breaches have been termed 'delayed promises', where employees may reduce their levels of trust and withdraw efforts and contributions.

The severer the breach, the more likely an employee is to match the breach and retaliate in similar style (Ng & Feldman 2009).

A model that proposes breach is judged on various levels ranging from macro, micro, or meso level was created by Pate (2006). Triggers in the environment give rise to the perception of breach. Mediating factors also play a role, which vary from employee to employee due to their interpersonal relationships. Finally the retaliation chosen by employees can be seen as contract restoration, rupture, or recalibration. Pate argues (p 35) that if a violation is perceived to have occurred, this will result in lower job satisfaction, effort, organization citizenship & commitment outcomes, producing employee cynicism (negative feelings of trust and a general feeling of disillusionment with an establishment or a person; (Andersson and Bateman 1997, p 450). However, other authors argue employees may withdraw their support for the job, and will feel less secure about their job prospects (Wilkinson & Keim 2010; and Nermerich & Wilkens 2011).

The employee's choice of action will be determined by the culture of the organization, which will shape the type of violation perceived to have occurred and what action, if any, to take. An employee who chooses 'voice' or 'loyalty' values the relationship and believes it can be saved; employees choosing destruction feel the relationship cannot be saved, while employees who voluntarily leave/exit typically do so when they perceive that the employer has failed to deliver upon its promises (Rousseau 1995, p 135). Perceived violations were dependent upon whether future violations were possible, strength of relationship with colleagues, and perceived fairness within the organization (Turnley et al 1998, p 80).

A study found that employees with a positive relational PC toward their employers displayed both tangible and intangible breaches; where tangible breach was recognized as contract termination and intangible breach was seen to be an unrequited promise. Two outcomes were experienced: emotional reactions where employees responded with retaliation against what they deemed to be a perceived violation, rather than outright breach; attitudinal reaction by employees resulted in increased mistrust and reduced loyalty towards the organization. Pate & Malone (2000) argue that in these instances relational contracts take a backseat to transactional (p 164).

Implications of a breach of contract may result in exacerbating negative moods, while broken promises resulted in individuals perceiving a violation of contract, rather than it being broken irreparably. These then led onto individuals to experience emotional reactions such as hurt and betrayal. However, the interesting findings of this study is that when an organization went above and beyond its duty in meeting the implied promises, individuals only reported some increase in 'depression-enthusiasm' dimension of mood, and no matter how much effort was made to meet its promises, individuals would still report a degree of violation to have occurred (Conway & Briner 2002, p 297).

Where a high level of breach has occurred, and employees judge the organization to have conducted itself in an improper and malicious manner, then employees are likely to react in kind, and engage in severe abnormal behaviour. Examples of this include talking excessively, openly criticizing the organization, and taking prolonged and unauthorized time off (Kickul 2001, p 299). Employees believe this will correct the imbalance of justice caused by the organization (p 300). Bordia, Restubog, and Tang's (2008) model suggested that employees who felt they were the victim of

breach will gain revenge (p 1105). These employees believe that this will redress the imbalance of the relationship but also punish the organization for their transgressions (p 1106). If employees perceive that their PC contract has been broken they may search for ways to restore the benefits they perceive they have lost and protect against future breach (Turnley, Bolino, Lester, & Bloodgood 2004; p 422).

A study argued that revenge style retaliation is not considered organization deviance, as they found no correlation between the two (Harding & Fox 2005, p 1111). Organizational deviance is defined as 'an unintended consequence of the normal activities of actors within an organization' (p 70). This may be partially explained by two reasons; firstly, some employees were found to have directed their source of deviance towards co-workers and not the organization itself, as some employees did not know where the source of breach originated (p 1112). Secondly, Cullinane et al. (2006) argue that if employees believe there has been a breach in their PC, it may be due to 'false expectations...rather than reneging', where employees have falsely identified the source of their breach (p 119). Interestingly, Harding et al. (2005) report other employees chose not to partake in organizational deviance, instead engaging in self-control of behaviour (p 1114).

The importance for employers in understanding when a breach has occurred, and the impact it has on the employee(s) in question, is crucial in helping to prevent further workplace grievances (Middlemiss 2011). However, his study indicates that employees will be more forgiving when explanations are offered for breach. As a result of this some employees may decide to renegotiate their contract (CIPD 2010). If either side has broken the implied terms of contract it may result in withdrawal of co-operation, absenteeism and can lead to the employee resigning (p 46). Clutterbuck argues that a breached PC is 'an unhealthy' one, where there is a

perceived 'value imbalance' between the two parties. This results in a weakened PC, reduced feelings of worth, respect and value for the employee (p 360). Inherent employee assumptions can strengthen or damage the psychological contract, when they are opposed to the organizations'. The model suggests communication is vital for creating and maintaining an equitable contract (p 364). Creating this type of contract is essential to foster a healthy employment relationship; therefore attempts must be made to ensure the contract remains intact. If an inharmonious relationship presides, then this may result in a perceived breach of contract (Del Campo & Blancero 2008, p 301), as outlined by Rousseau.

2.8 Benefits of a Positive PC

Maintaining a good PC is critical as it can enhance organizational commitment by employees (Coyle-Shapiro et al. 2000, p 923). Perceived benefits of a good PC include employer branding, increasing job satisfaction levels, increasing organizational commitment, which can increase the levels of employee engagement (CIPD 2010).

A positive PC contributes to cost savings measures by reducing turnover rates in organizations when they emphasise job previews to prospect employees; promote better inter-departmental communication levels; and reduce misunderstandings of reciprocal promises inherent in the PC, by aligning goals and objectives into performance management meetings (Lester & Kickul 2001, pgs. 17-19). This research highlighted areas where employees deemed PCB to occur most often such as poor communication (p 15) and incompetent management (p 16). The authors advise that employers should place a greater emphasis upon promoting intrinsic

outcomes of PC since employees place a greater emphasis these, such as non-monetary benefits the organization can offer (p 15).

Social influences determine whether or not an individual perceives their PC to have being fulfilled. Individuals tend to compare an event in relation to how their colleagues see it. In work settings, co-workers perception that promises were fulfilled was found to be dissimilar to that of colleagues (Ho et al. 2005, p 275). Contributions of knowing how such referents influences employees, will allow the organization to situate itself in a better position to forecast future turnover rates, positive citizenship, and employee satisfaction levels.

Three main determinants exist which influence a perceive PCB (Rousseau 1995). Firstly, *monitoring* occurs where an individual compares their PC against that of a colleague. The extent to which the individual believes a difference exists between themselves and their colleague 'affects the experience of violation' (p 118). Secondly, *perceived size of loss* views an incident provoking violation as mild or severe, depending on the 'defensive attributions (Fiske and Taylor 1984, p 81)'. In other words, the severer the loss, the more personal responsibility we attribute to the violating party. Finally, the *relationship strength* of the violation will determine if a breach is perceived or not. However, where a history of offenses has occurred, then the breach is viewed more severely than if the organization was a first time offender (p 119). This is viewed as an 'escalating cycle' of events (p 120).

3.0 Research Methodology

3.1 Research Philosophy

The research philosophy adopted in this dissertation is guided by a set of assumptions that will 'underpin the research strategy' (Saunders, Lewis, & Thornhill 2009, p 108). Therefore the choice of methodology undertaken will be a direct result of the researcher's philosophical stance (Lynch & Holden 2004 p 397). To understand the decision on philosophical choice undertaken, Saunders et al. (2009) outline four strands of philosophical approaches:

- Pragmatism argues that the most important determinant in a research is the research question itself (p 109).

- Interpretivism understands differences between humans, and understands humans to be 'social actors', where we subjectively interrupt a role, and provide meaning to it (p 116).

- Realism views reality differently to the mind and is related to epistemology assuming 'a scientific approach to knowledge development'. Two types exist: direct realism says what you see is what you get. Critical realism distorts reality through the use of our senses (p 115).

- Positivism allows for generalizabilities driven by directly observing phenomena which will power a research strategy, the basis of which will be existing theory (p 113).

This dissertation will aim to take a positivism approach as it allows generalizability to the greater population and thus promoting reliability.
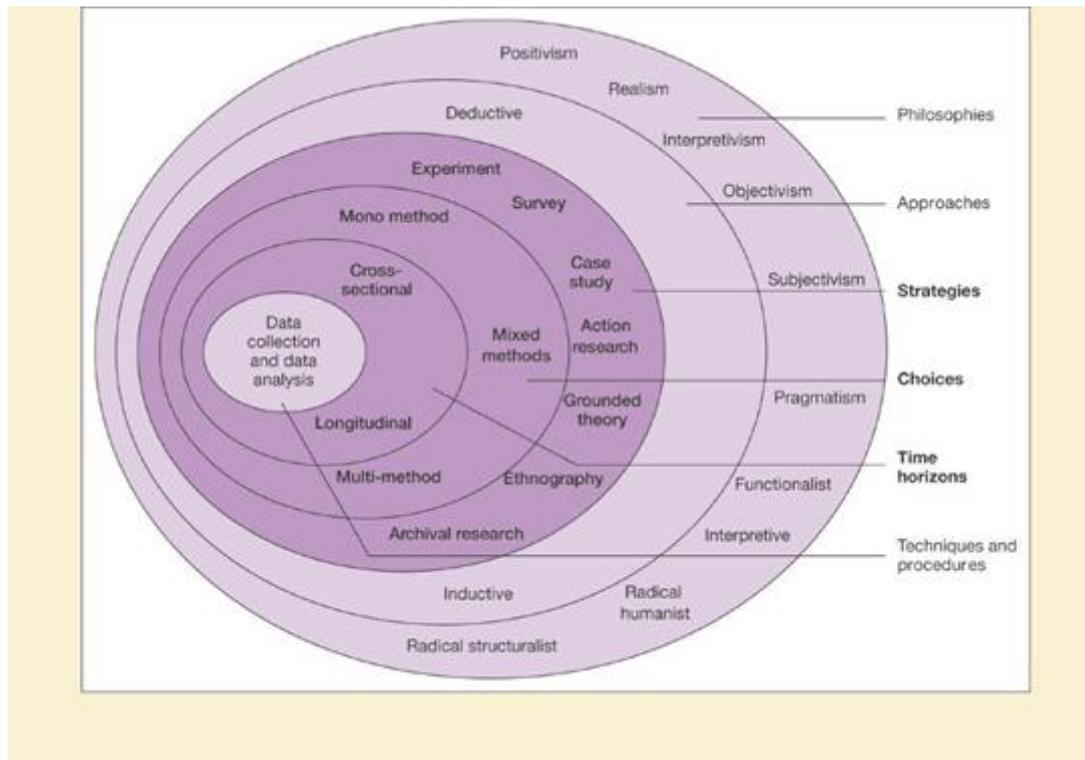
Figure 7, The research onion (Saunders, Lewis, & Thornhill 2009)

3.2 Paradigm Assumptions

Paradigms are 'a way of examining social phenomena from which particular understandings of these phenomena can be gained and explanations attempted' (Saunders et al. 2009, p 118). According to Fisher (2007), there are number of assumptions that a researcher is allowed to make. These form pre-conceptions about a chosen topic, but they should not 'second guess what they might find on the basis of these preconceptions' (p 153). Saunders et al. (2009) outline the main paradigm assumptions to include:

- Ontology – this assumption is based on the nature of reality. This concerns how the researcher views the way the world operates. Ontology breaks into two strands: objectivism understands that there exists some entities that are

external to the 'social actors', and typically these entities operate within a similar manner (p 110). However, in contrast subjectivism views social phenomenon as being a consequence of the 'social actors' perception of the world. This perception is constantly being reviewed and altered (p 111).

- Epistemology – what is acceptable knowledge within a given field of study (p 112). Cameron & Price (2009) however, argue the nature of knowing about something may be influenced by both the meaning of knowing about it, and thus it will consequently influence 'how you know about it' (p 54).

- Axiology – this strand of research is concerned with judgemental inquiries about values. Saunders et al. (2009) argue axiology is crucial to understand since your own values play such a huge role in all stages of research (p 116).

This dissertation will use a subjective approach as results drawn from the analysis will be viewed and understood by the teachers' (social actors) perspectives.

3.3 Research Approaches

According to Saunders at al. (2009) there are two main research approaches to understand when designing a research project, deductive and inductive approaches (p 124).

- Deductive approach tests theory. This involves hypothesis formation and testing the research gathered. The researcher can 'deduce testable hypothesis from the theory and design conditions to test it'. This type of approach is the most common in the world (Cameron & Price 2009, p 75). Advantages of this approach include tight definitions, easy to plan the research, a reduction in observable bias, and it may be easier to 'sell' this type of approach to prospective stakeholders (p 76).

- Induction is in opposition to deductive approaches. This approach uses the research findings, and feeds it back into the literature (Bryman & Bell 2011, p11). Conclusions using inductive methods help explain the facts or evidence by drawing conclusions. These conclusions can be based on expectations of the results (Cooper & Schindler 2006, p 34). However confirmations on assumption should be based on facts, before they are given merit (p 35).

- A combination of deductive & inductive approaches can be used to gain a better understanding of the phenomenon, and appears to be more advantageous (Saunders et al 2009, p 127). Typically inductive approaches are used when researching new phenomenon while deductive methods are quicker as they are based on 'one take'. Deductive methods are typically low risk strategies whereas inductive is high risk, as the data gathered and analysed may prove useless or unusable (p 127). Therefore, combining these two approaches may generate more specific data and focus the research further.

This dissertation will use a combination of both methods. Deduction will drive the literature while induction will make conclusions based on the hypothesis and dissertation questions offered.

Finally Cameron et al. (2009) suggest an alternative approach called abductive:

- Abduction, they argue, is based upon the 'absence of priori hypothesis', with no prior assumptions, or existing theory used. This process is typically used when something is not directly observable, of which, the hypothesis seeks to

fill the space (p 79). They argue the concept is based on a hypothesis, and needs to be tested further to enlighten the research strategy (p 80).

3.4 Purpose and Types of Research

The purpose of research is that it allows students to identify a research 'problem area', and investigate it independently. It allows the study of a real problem in conjunction with literature reviewed. It allows for testing, contributes to understanding of problems, and it can generate solutions. It prescribes an outcome, usually in the form of a dissertation (Hussey & Hussey 1997, p 2).

The researcher's reasons for conducting this research is to determine if there are different perceptions of PCB, why these occur, and to what extent the teachers take retaliation against their immediate supervisor.

Different types of research exist (Hussey et al. 1997, p 9):

- Purpose of research, and why the research is been conducting

- The process of research is concerned with how the information will be analysed

- The logic of research is concerned with generalities or specific case research.

- The outcome of the research will identify the solution to the problem or how the knowledge gained will contribute to the field of research.

3.5 Qualitative, Quantitative, & Mixed-Methods

There are two main methods of researching. Qualitative research is concerned with words and not numbers. It focuses on the use of inductive research, using an epistemological position. This is the understanding of the social world through the eyes of the participant (Bryman et al. 2011, p 386). Qualitative research seeks to

'describe, decode, translate, and otherwise come to terms with the frequency…of natural occurring phenomenon in the social world'. The purpose of this research is that it aims to get an in-depth or thorough understanding of a phenomenon being studied. Qualitative research draws on numerous sources including people, organizations, events currently happening, and texts (Cooper at al. 2006, p 196). This data can be useful if it's analysed correctly, certain meanings and themes accurately drawn out, and conclusions made (Saunders et al 2009, p 480). This should not be seen as an 'easy option' (p 484).

Quantitative data is raw data. It can be the product of all research strategies (p 414). This information can be useful to the researcher as it can be analysed and quantified easier than qualitative, and this, in turn, can be translated into useful information pertaining to the research strategy (p 414). Quantitative data has significant advantages. The data gained allows conclusions to be drawn relating to the general population. However, an argument prevails that says it is hard to draw a line down between the two methods since interviews, a type of qualitative research method, can produce both quantitative and qualitative data (Cameron et al. 2009, p 213). Qualitative data must become 'condensed, grouped and restructured', in order to produce any meaningful data. Quantitative data can be expressed through the use of diagrams and statistics (Saunders et al. 2009, p 482).

Mixed-method research uses both qualitative and quantitative data. This type of research does not combine both methods, but analysis procedures can be conducted concurrently or sequentially (Saunders et al. 2009, p 152). The mixed-methods approach is advocated as an alternative method, and is becoming a prominent source of research for present and future research (Bryman et al. 2011, p 628; Creswell & Garrett 2008). The growing emphasis has been driven by reliability and

generalizability issues with choosing one method over the other. However, there are disadvantages of the mixed-methods approach:

- the research question must be appropriate to choice of mixed methods, and mixed methods may even 'dilute' the research altogether, as emphasis on any every area would be time consuming and may spread the research too thin (Bryman et al. p 44).

Advantages of choosing qualitative methods over quantitative methods are (Cooper at al. 2006):

- Literature that's carefully used can ask more probing questions.
- Quantitative methods do not provide enough detailed insight to provide a fuller, clearer answer.
- Data collection is faster than quantitative methods (pgs 198-199).

Conducting this type of research has its advantages (Saunders et al. 2009):

- Flexibility of research permits the researcher to recognise important themes and patterns (p 488).
- Qualitative analysis can still allow for 'quantification of data', where frequencies of themes or events can be displayed (p 497).
  The researcher has decided to use qualitative analysis, since to date; the majority of psychological research has used qualitative research (Pate 2006; Robinson et al. 1994). Since PCB can be interrupted differently, varying according to individual, in-depth interviews should be used to explore the antecedents of PCB, and retaliation taken (Pate 2006, pgs 37/38).

3.6 Research Strategies

Seven research strategies exist that may be employed when conducting research. None of the following are mutually exclusive, nor is one better than the other (Saunders et al. 2009, p 141):

- Experiment studies links one variable and another. Groups are typically divided into experimental and control groups, where one group experiences an intervention and the other does not. The benefit of this method is a 'before and after' snapshot (p 142).

- Survey research involves conducting research by questionnaires or structured interviews, at one interval, in order to collect a body of information that can be examined in detail (Bryman et al. 2011, p 54). It allows for generalizability to the whole population, and allows more control over the research process (Saunders et al. 2009, p 144).

- A case study 'is a descriptive, non-experimental research, using predominantly qualitative data that is conducted with a single person, group, or organization'. Case studies are utilized to understand and explain why certain behaviour occurs, in certain situations. Findings should be significant enough for the reader to draw their own conclusions based on the research gathered (Cassidy & Medsker 2004, p 3). Triangulation may be used here, where different data collection methods are used to justify that the information received, is accurately received (Saunders et al. 2009, p 146)

- Lewin (1946) developed the term, action research, and described the process to include plan, act, observe, and reflect (Hampshire 2000, p 338). There are four purposes of the research that have been modified to incorporate Lewin's

original meaning of the term. Firstly, the research should be research in action. Secondly, there should be collaboration between researcher and practitioner. The third purpose is the repetitive nature of diagnosing, planning and taking action. Finally, the research should go beyond its current form, and inform future projects (Saunders et al. 2009, p 147).

- Grounded theory is a deductive approach to research, where data should drive theory. It relies on qualitative research, forming theory, and attempts to explain participants view of a given situation (Cameron et al., p 409). The subjective understanding of experiences should inform the theory. Themes may be drawn out from their discussions in interviews (Fisher 2007, p 52).

- Ethnography places the researched individuals in their world, and understands the views they put forward from their perspective. This strategy is time consuming and the researcher must place themselves in the participant's world to understand their perspectives (Saunders et al. 2009, p 149).

- Archival research looks at records and documents to form the basis of the primary source of data used in research (Saunders et al. 2009, p 150).

3.7 Interviews

The reason this researcher is choosing to use interviews is that they are viewed as the primary data collection for gathering the necessary data when using qualitative methods of research. Interviews can involve groups or can be on a one-to-one basis (Cooper et al. 2006, p 204). Interviews should be conducted in quiet environments, devoid of distractions, in a place that enables the participants to be relaxed, and enable them to be as free from distraction as possible. Participants should feel in

control. They should be allowed to determine the venue, the time, and the length of interview, to ensure they feel comfortable with the process. The right to anonymity must be granted when the participants ask for it. The researcher may hold the right to stop or abandon an interview if they feel the participants' well-being and privacy may be at stake (McCann & Clarke 2005, p 11).

3.8 Types of Interviews

The type of interview undertaken depends on the research question at hand.

- Structured interviews use a pre-determined list of questions which must be followed rigidly; the tone of voice that the researcher projects must not hint at any bias when they are asking a question (Saunders et al. 2009, p 320).

- Semi-structured interviews allow each person being interviewed to be asked the same question, but allowing for 'a flexible framework', through the use of loose, open-ended questions, with no pre-defined order of questions. It encourages depth of answer, and permits new concepts to emerge (Dearnley 2005, p 22).

- Unstructured interviews allow the researcher to follow the participant's flow of conversation, and ask questions based on their 'story telling'. However, it is permissible to use an aide-memoire. This is a very broad guide to the topics that may be asked. It should remain flexible and open ended (McCann et al, p 11). The interviewer should however ask probing questions, in order to gain the necessary information required for research (Cooper et al., p 204).

The researcher is choosing semi-structured interviews because:

- It allows some flexibility and generalizability of findings.

- It allows the interviewer to analysis the teacher's PC in light of recent events that may have undermined it.

- It will allow the researcher to ask probing questions in order to gain information from the teachers of any actions taken to a perceived PCB

This research will mainly take the form of a deductive approach, which will test a hypothesis, examine the specific outcome and come to conclusions based on the findings. This also allows some generalizability to the greater population (Saunders et al. 2009, p 125).

The setting of the interview will take place in the respondent's own homes, giving them the 'home advantage' and attempting to put them at ease.

3.9 Advantages & Disadvantages of Interviews

There are some advantages when conducting interviews (Cameron et al. 2009, pgs. 367 & 368):

- Face validity: the transparency and on the spot responses provide good support for your findings.

- Flexibility of interviews can allow for deeper analysis of answers, by asking more probing questions.

- Interactivity allows the interviewer to check respondent's understandings of questions and explore any contradictory answers they may give.

- Interviews allow both quantitative and qualitative data analysis.

- Interviews allow the potential for exploring perceptions and different meanings assigned to concepts

- Taking specific quotes from respondents increases the researcher's supporting arguments.

Cameron et al. also outline potential disadvantages (p 369 & 370):

- Illusion of simplicity: interviews can be appear to be the 'easy' option but require a refined skill to ask the correct questions, some questions may lead respondents, and if probing questions are not asked, the interviewer won't gain a detailed understanding of the phenomena being studied.

- Interviews are extremely time-consuming to partake in and administer.

- The time consuming process of interviews may reduce the likelihood of gaining a significant sample size.

- The interviewer can influence respondent's answers with body language and non-verbal cues.

- The more flexible the interview is, the less likely the information gathered will be comparable, since the order of questions, and which questions are asked may vary from respondent to respondent.

- Selective bias may creep in, where the interviewer may mishear or misinterpret the respondents' answers.

3.11 Reliability & Validity

Reliability are 'functions of the method by which the data' was collected. Validity is the source of this data (Saunders et al. 2009, p 274). Reliability is concerned with consistency of measurement (Bryman et al. 2011, p 15). This process involves stability of measurement, whereby the chances of getting the same information should be consistent overtime (p 158). This method should allow replication.

Validity of measurement is concerned with whether or not the concept being measured, actually measures what it suggests it will measure. This can involve face, concurrent, predictive, construct and convergent validity (p 160). The claims that the researcher comes to, should be based logically on, and inferred from, the research findings (Fisher 2007, p 291).

3.12 Sampling & Population

Ideally, sampling should occur on a random basis (Bryman et al. 2011, p 277). It is important to choose a representative sample, of which data obtained from, comes from the wider population (Cameron et al. 2009, p 224). In deciding upon an appropriate sample size, the researcher should bear in mind the aim of the dissertation, and from there the relevant population size can be determined. The researcher should also be aware of the variety of population, the analysis that will be needed to undertake, and the strength of conclusions the researcher is aiming to consolidate (Cameron et al. 2009, p 226).

A good sample depends on accuracy and precision. Types of sampling methods include:

- Systematic sampling: every element of the population is sampled.

- Stratified sampling: elements from each segment of a population is sampled.

- Cluster sampling: population is divided by groups, and elements of each group sampled from.

- Convenience sampling: this involves complete freedom to choose whatever participants the researcher wants to.

- Snowball: individuals are selected through referrals or network links (Cooper et al. 2009, pgs. 414-425).

- Simple random sample: involves selecting the sample purely at random (Saunders et al. 2009, p 222).

The researcher has chosen simple random sample, and has taken 6 teachers from a population of 30. The teachers chosen comprise a mix of male and female, both new teachers and teachers approaching retirement age. The researcher feels that this selection will strengthen the analysis of results since it forms a representative sample.

The population is the total collection of elements about which inferences are to be made from (Cooper et al. 2006, p 402). The target population is all the teachers who are on staff in School X during the present year (p 409).

3.13 Pilot Study

A pilot study was undertaken to ensure every question that is asked, not only makes sense, but is easily understood, and flows in a logical manner. This pilot study was conducted on a teacher of School X. The advantages of conducting a pilot study are to assess any issues with the recording data and help to obtain some assessment of validity of the data (Saunders et al. 2009, p 394).

3.14 Ethical Responsibilities

The question of ethics and considerations to make is important when conducting research. Ethics in research is concerned with how 'fair it is of you to put people in a position whereby they feel vulnerable' (Cameron et al. 2009, p 117). Ethics in research is important to consider for legal, professional, cultural, and personal reasons (p 118). Avoidance of harm is an essential milestone to reach when conducting research. Assuring and safeguarding the privacy of respondents is second

to none to ensuring respondents that their confidentiality and anonymity in this research will be granted.

This researcher will attempt to establish credibility by outlining the purpose of research, relaying how their help in the interviews will help this dissertation, and confirm their anonymity and privacy (Saunders et al. 2009, p 182).

3.15 Administration of Interviews

The interview questions can be found attached, in the appendix section. The questions generated will be based upon the literature gathered, and will attempt to understand perceived PCB from secondary school teacher's perspective.

This researcher will attempt to gain trust of the respondents by reassuring them that they will have anonymity and that the interviews being recorded will be safeguarded. The process of administering the results will take place after the pilot study has been conducted. The pilot study, as described, will then outline any alterations that need to be made to the proposed interview questions.

Having decided on the interview questions, the interviews will be administered to the six chosen respondents. The respondents were chosen as a simple random sample from the school, and comprise a mix of young and older teachers, male and female, and are all full-time teachers at School X. The researcher will travel to each respondent's house to carry out the interviews.

The interviews will be held in the respondent's own homes, to give them the home advantage. The researcher will first explain the process of the interview, a general outline of what the research is about and what it hopes to gain, and will thank the respondents for agreeing to partake in the study. The researcher will use a dictaphone

to record the interviews. The interviews will be saved in different segments, and notes taken in case the recording fails in any way. The researcher will ask the set of questions, but in keeping with a semi-structured interview, will ask a variety of questions to the candidates. Based on their responses, certain questions will be applicable to some and not to others. The researcher will then transcribe each interview, assign them to separate files and label them anonymously, and will then begin to draw themes from each interview about the PC.

4.0 Research Discussion, Findings, & Analysis

4.1 Establishing a PC Breach

It is prudent to begin this section by establishing first if the teachers interviewed have experienced a breach of their PC.

Each teacher was asked if their employer has ever failed to meet obligations promised to them. Robinson et al. (1994) definition of the PC implied that if this was the case, then a breach of contract can be inferred.

Two teachers indicated specifically that they felt obligations promised to them had not been met; *'yes on a few occasions he did fail. Such as I could teach in a safe environment and have proper discipline structure. And there isn't'* (T1). *'No I would think not'* (T2). However, the other four teachers interviewed indicated in some ways, they had their assumed obligations met. However, it must be noted that while initially these teachers said they felt obligations were fulfilled, throughout the course of the interviews, they inferred there was breach at some stage.

4.2 Individuals Perception of a PCB

Perceived PCB, according to the literature outlined, is determined by 7 main causes:

- Social relationships

- Comparing PC

- Organizational Change

- Organizational Support

- Reneged Promises

- Explanations of Breach

- Personality Differences

These researched topics formed the basis of the other interview questions asked, and are grouped together in thematic fashion. The three themes are:

- Change (organizational change)

- Support (organizational support and comparing PC)

- Action (social relationships, reneged promises, explanation of breach, and personality differences)

4.2.1 Theme 1 – Change

An increase in the reported numbers of PCB proportionally increases with the amount of organizational change that occurs (Freese et al. 2011). The interviewed teachers all reported that the increasing school size impacted negatively on their job: *'the quality of students coming in began to decline'*. T6 based this on the poor management of the principal. Other teachers suggested that work load increases meant *'more corrections...more hours....making it more difficult to run a class'*. T4 felt the job became more *'impersonal',* due to the class size increases. T4 and T5 emphasised they expected change *'class sizes go up and down. You accepted it'...'we were aware'*. The teachers were also asked directly how the CPA had impacted upon their job. Teachers, in general, reported annoyance at working longer hours, and having to *'take on extra duties',* and that it may lead to the withdrawal of *'goodwill among teachers'* when they do extra-circular activities for free.

Interestingly, T4 argued that she would still get home at the same time, but have less free periods, and the impact is minimal. From this research it appears that general change produces more annoyance then the CPA does, with one teacher summing it up: *'I do extra hours...they're now just putting names on it!'*. This research appears to enhance Freese et al. (2011) research, by arguing that expected regular changes are treated more favourably then the breach of the CPA. However none of the employees would leave the school because of the aforementioned changes. Therefore change is a factor influencing a perceived PCB.

4.2.2. Theme 2 – Support

Perceived organizational support determines whether or not the PC is fulfilled (Guerrero et al. 2007). Organizational support is determined by employees identifying with the organization's goals and objectives and also remaining committed to the organization for both financial and social reason (Meyer & Allen 1991). The teachers indicated that they identified strongly with the organisational goals and objectives, however, most did not know explicitly what they were. They all felt they were committed to realising the goals and objectives despite the fact that *'there was no mention of these on a day-to-day basis'.* The teachers indicated that they remained part of the school not for just financial reasons, but more so for social reasons. These results appear to indicate positive organizational support for the school; however most of the teachers have experienced a PCB. This may be explained by the fact that they are all permanent civil servants with little follow up of performance. One teacher reported that *'no inspector has crossed by door in 15 years',* as this may promote a blame culture.

Organizational support is dependent upon whether there is high or low support for the goals, objectives, and reasons for remaining with the organization (Suazo & Turnley 2010). Perceived PCB is more likely to occur with individuals with low organizational support; while the teachers all argued they identified with the school's goals and objectives, only one teacher knew it was for the student to *'gain their maximum potential',* while the other teachers assumed it was associated with religious or educational reasons solely. All the teachers stressed they remained with the school not because it's a financially rewarding profession, but rather because of the social side of it, where there's an element of enjoyment about the job; *'it's a great place to work...I work with friends'.* These results appear to agree with the literature. Therefore, the level of organizational support teachers have will influence their perception of a PCB.

4.2.2.1 Comparing PC

The modern employment relationship makes it difficult to locate the source of one's own PC (Cullinane et al. 2006). This appears to be the case as the teachers have multiple employers. The government employs them indirectly and pays them directly, but this is moderated by the principal in the school, who acts as the direct employer. Therefore having these competing sources of PC places pressure and strain on the support that can be offered to teachers. One teacher acknowledged he (the principal) was *'in an impossible position'.* The increase in competing PC will affect the perception of PCB.

4.2.3 Theme 3 – Action

Perception of a PCB also occurs by monitoring the breach in relation to what happened with colleagues, the loss incurred, and finally the escalating cycle that

violation becomes more and more foreseeable (Rousseau 1995). The loss incurred by the teachers who felt a perceived PCB, indicated that further actions would become more and more predictable. T6 spoke of disciplinary issues getting out of hand because the students realised *'the buck didn't stop with me'*. This matter was replicated across most of the interviews, as students were *'allowed run riot'*. Teachers felt that the lack of consistency in proposed actions, and being undermined by the principal in disciplinary actions, became a constant reoccurring theme. T3 felt *'a pattern emerged'* with issues with exam timetables and general exam procedures. These events appear to confirm Rousseau's research and highlight the fact that action is a key theme determining the perception of PCB.

4.2.3.1 Social Relationships

Violation is determined by the social relationship between employer and employee (Suazo et al. 2008; Bal et al. 2010). The teachers unanimously reported they had little socialising with the principal outside of school orientated events. One teacher reported that the low level of socialising was directly related to an event where *'I wasn't supported...especially at a time I needed support'.* Another argued that their personalities were too different to get along; while another said *'I wouldn't be going to dinner with him if that's what you mean'.* The teachers generally reported that it's better off to make a distinction between work and friendship as summed up by T6, *'I would never let my personal relationship interfere with my work relationship'.* Suazo et al. (2008) research appears to be confirmed. Here, the majority of teachers responded that they had a negative relationship with the principal. One teacher reported over the years that he was *'less trusting and I'm more demanding now',* with another teacher reporting he didn't trust his principal due to prior incidents

between them. Incidents like these have reduced the ability of teachers to trust their principal. This has increased the perception of PCB and confirmed the literature.

The degree of social interaction between employee and employer also determines perceived PCB (Bal et al. 2009). Each teacher reported little or no social interaction with the principal, with some even stressing it wouldn't be wise to socialise with the principal outside of the school. According to the other literature (Dulac et al. 2008), investment into the relationship reduces perceived violation. All teachers reported low social exchange relationships and consequently, inferring from the literature, perceived violation is high among the teachers. This appears to be true.

4.2.3.2 Reneged Promises

Implicit promises which are reneged upon by the organization, increases the perception that violation has occurred. According to the teachers interviewed, 5 out the 6 perceived violations had occurred based on specific reaction taken by the principal, where reneging on promises had occurred. Two of the teachers reported little was done about disciplinary matters, where one teacher was given the answer *'the punishment doesn't fit the crime'*.

4.2.3.3 Explanation of Breach

Where explanations are offered for a breach, this may reduce the perception that breach has occurred at all (Turnley and Feldman 1998). Research found that where explanations of events were offered, it did little to reassure the teachers. Interestingly, two teachers reported that where an accommodation action was made, it reduced the impact of the breach. One teacher reported that if an impression of accommodation was made, this would be enough to satisfy her request. This finding

adds to the literature by arguing accommodation efforts may reduce the perception of PCB.

4.2.3.4 Personality Differences

Personality traits increase the likelihood of perceived PCB (Raja et al. 2004 & Del Campo 2007). Only one teacher answered that their personality matched this description in general, although it must be noted, this issue was not expanded upon during interviews.

4.3 Retaliation against PC Breach

The retaliation against PCB, according to the literature, derives from 8 sources:

- Inconsistency of Action

- Specific Incidents

- Future Violation

- Emotional Reaction

- Expectations

- Organizational Deviance

- Communication

These research topics can be linked together to draw out the main reoccurring themes that were addressed and discussed in the interviews:

- Reaction (Inconsistency of action and specific incidents)

- Betrayal (Future violation, emotional reaction, expectations, organizational deviance, and communication)

4.3.1 Theme 4 - Reaction

A PCB will result in either active-passive (voice opinions and/or remain loyal) or constructive-destructive (neglect and/or employee exit) reaction (Farrell 1983). It was found that every teacher but one argued their actions were passive. Throughout the course of the interviews each teachers' action was passive, as they voiced their opinion or got the union to try and argue their case. No teacher had exited the school. This appears to confirm the literature that the teachers took a passive reaction to events.

Possible outcomes of PCB would result in high absenteeism levels, low trust, high turnover, and reduced job performance (Bunderson 2001, p 736). The teachers as discussed, all remained in the organization, but this is likely due to the high amount of job security they enjoy in the job.

Mistrust, job dissatisfaction and job cynicism would increase as a method of reaction/retaliation against a PCB (Pate 2006). Low trust levels were found in 5/6 teachers, with one teacher arguing trust was never an issue. Interestingly, two of the teachers reported that trust increased with their seniority but with that came power to command decisions, and thus could take an active reaction. Job satisfaction decreased, but this was only in accordance with the specific event, rather than the reported satisfaction with the job itself. Cynicism also increased in most teachers, but again only insofar as the particular incident that had occurred. Only one teacher entertained thoughts of quitting, but confirmed he did not take this up as he would lose his position of seniority. Job performance did not wane despite these incidents, as the teachers did not reduce or cease any voluntary discretionary behaviour that they had provided, based on actions taken against the principal. One teacher

however, withdrew these voluntary behaviours due to the inaction of the principal against misbehaving students. This research appears to enhance Pate's research, as satisfaction levels and cynicism levels were only affected in relation to the specific incident only, and not related to the job of teaching in general. Pate and Malone (2000) also argued trust would be eroded post breach. This finding was verified in this research.

4.3.1.1 Inconsistency of Actions

An inconsistency of actions can cause an increase in perception of breach (Deery et al 2006); therefore it increases the reaction taken by teachers. The majority of teachers (5/6) argued that there were inconsistencies of proposed actions. *'He would speak a lot but do little'.* Most of the incidents, where no action was taken, involved inconsistencies in disciplining students which would lead to teachers being undermined in their position, as they would have wanted more action taken. Interestingly, one teacher argued that as long as there was *'an attempt to accommodate'* this would be enough to satisfy her, whether or not something resulted from this. The results of these inconsistencies led to *'dissatisfaction',* as reported by one teacher, and an acceptance of the principal's reasoning behind his action. This finding agrees with the literature.

4.3.1.2 Specific Incidents

Breaches which occur would do so as specific events, chain of events, or as everyday occurrences (Parzefall & Coyle-Shapiro 2010). The majority of teachers reported these incidents of breach were specific, recurring events. The teacher's responses were in line with the literature, as they took an emotional response as they felt aggrieved by the events but their anger resulted in a high degree of tension which

became reoccurring. However, no further action was taken after the initial complaint by every teacher bar one, which resulted in strike actions. The teachers did report a lowering of trust levels over the years, which appears to show agreement with the literature, as teachers were unable to return to the trust levels they had pre-breach. No employees commented on reframing or adjusted the event, which goes against the literature findings; and no employees reacted in kind against the principal as suggested by Ng & Feldman (2009).

When these events occur, employees will either respond by restoring, rupturing, or recalibrating the contract (Pate 2006). All but 2 teachers expected these incidents to occur again. It must be noted, T4 did not think she had experienced a contract breach, while T5 argued that it wasn't expected again, because he could wait a few years, and knew a new principal would come along. It is argued that with the four other teachers, there was a contract recalibration, as the likelihood of a breach would occur again. However, contrary to what Wilkinson & Keim (2010) and Nermerich & Wilkens (2011) reported, these teachers didn't feel any less secure about their job prospects post breach.

4.3.2 Theme 5- Trust

Breach of contract can be seen as tangible (contract termination) or intangible breaches (unrequited promises) leading to emotional reactions resulting in increased mistrust (Pate & Malone, 2000).

As already outlined, there was no reported contract termination by any of the teachers; therefore the breach of contract reported by the teachers is seen as tangible. The reactions of the teachers unanimously indicated a decreased level of trust. One teacher reported that the *'level of trust is broken'* after an antisocial event occurred.

Interestingly, 4 other teachers reported that trust had decreased, but that their seniority levels grew with every year so much so that they could demand more with it. This appears to enhance the literature such that that seniority of position reduces trust and increases the perception of power of position. None of the teachers terminated their contract, or left the school. It is inferred that they are loyal to the school despite a betrayal of their trust.

4.3.2.1 Betrayal

Betrayal was felt as teachers argued promises were deliberately reneged upon; intentionally broken promises, increases the perception of a PCB (Morrison & Robinson 1997). The teacher's perception of this produced mixed results. T1 argued that disciplinary procedures *'looked good on paper',* but felt trust was broken when his decision was overwritten by the principal. Another teacher felt betrayed when the principal specifically went against him with exam procedures as it would *'erode my authority'* and would restore the principal's position after a challenge to authority. Other teachers however, argued specific decisions that may cause feelings of mistrust were not conducted on purpose. Of the teachers who felt betrayed, it appears it did increase the perception of breach as they felt hard done by. This finding argues betrayal is a reaction taken by teachers when the experience decrease trust levels.

Employees who remain in the organisation will do so because they believe the relationship can be saved and believe they are loyal (Rousseau 1995). Therefore, it can be inferred that those who believe it can't be saved would exit the organization, and feel the organization has betrayed them. This research found this argument to be true as all these teachers have remained within the organization despite some form of betrayal leading to a PCB. It must be noted that one teacher has considered thoughts

of quitting. This finding adds to Rousseau's research, and suggests that the more permanent the job is, the less likely a perceived PCB will affect their intentions to quit levels.

4.3.2.2 Future Violation

The perception that future violation is possible determines the strength of the PC violation (Turnley et al. 1998). Of the teachers that experienced a PCB, only one reported that future breach would affect the PC, but this was because he could expect new principals every few years. The teachers who felt future violation was foreseeable argued that you began to *'see a pattern emerge'.* Therefore foreseeable violation acts as a barrier against trust. This finding agrees with literature.

4.3.2.3 Expectations

The source of breach may also be due to 'false expectations' on the employee side rather than anything the employer has done (Cullinane et al. 2006). The interviews fully supported the literature on this matter. One incident reported was that one teacher felt more time should be spent on the running of exams, but the principal disagreed with this. This became a source of contention, leading to the expectation that additional time should be spent on exams, especially because it became an area of contention. A teacher that felt she had no PCB reported no false expectations about the job or in any incidents. This evidence appears to back up the literature.

Employee's expectations can contribute to their perceived PCB and retaliation taken. However, where organizations appear to meet and exceed employee expectations, only a mild increase in their moods, and a violation of their PC is still perceived (Conway & Briner 2002). The research found that negative moods had increased

with all teachers who experienced a breach of their PC. The teachers reported mixed emotions after a breach of contract such as hurt, disappointment and frustration. This led to a reduction in trust levels. Kotter (1973) argued where employees' expectations mismatch with the organizations, then there is a higher likelihood of perceived PCB. The majority of teachers reported there were indeed mismatches of expectations; it was found change was the most influential catalyst of expectations. One teacher reported that an expectation existed that you'd *'crack the job...after a few years'* but that she never did. Another teacher argued that they didn't think discipline would get harder to master, while another teacher felt the prestige of the school had fallen so much that it went beyond repair, and this led to a withdrawal of his discretionary behaviour. This finding appears to accept Kotter's research, and confirms employee's expectations will influence their perception of PCB.

4.3.2.4 Organizational Deviance

Some employees will direct their anger towards colleagues in the job and engage in organizational deviance, some would not know the source of breach, and other employees will not engage in organisational deviance, but would simply engage in self-control of behaviour (Harding & Fox 2005). Self-control was found to be the choice of action taken by teachers. T1 reported some incidents *'were laughed off my colleagues hoping you'd forget about it'*, while another teacher reported how the timetables were conducted by *'the maths teachers'* and provided more favourable timetables to those teachers than the rest of the school. T6 reported some tension with fellow teachers as he, in his position as year head, could not act alone in making disciplinary decisions, which caused friction with fellow teachers. However, another teacher reported that her concerns over the fire safety measures by other teachers caused no issues as no teacher approached her on the matter. There was no

ambiguity detected by the teachers of the source of breach but interestingly one teacher reported they would not try to *'control the principal rather control myself'*. This finding appears to agree with literature, by arguing self-control is the preferred method of action taken by thesis teachers against a PCB.

Where a breach of contract exists, an employee is likely to engage in abnormal behaviour as they believe this will redress the imbalance caused by the violation to their PC (Kickul 2001; Bordia et al. 2008). Most teachers reported that they attempted to address the issues they had in an attempt to gain something back, but this behaviour could not be described as abnormal. The teachers voiced their displeasure at the various situations they were aggrieved with but in the end *'management is in the driving seat'*. The teachers felt the situation hadn't changed post breach and for one teacher, they *'remained at odds'* with the principal. This research confirms the literature and adds to it by proposing that the breach wasn't strong enough to elicit this abnormal behaviour that was proposed.

It has been suggested that employees who feel a breach of contract has occurred will attempt to restore the benefits they feel they have lost out and protect against future breach (Turnley et al. 2004). Most teachers who were unhappy at the situation, asked to union to intervene, in an attempt to restore the benefits they have lost. The union were called in numerous times for the teachers, but this appears to be an attempt to deal with the situation when or if it arose, rather than protect against future breaches. This appears to add to the research, by arguing protection methods are only sought when another breach occurs. Interestingly, one teacher argued that while the union got them an increase in wages, *'the substance of teaching seemed no interest to them'*. Trust therefore is circumvented post-breach.

Employees who are offered an explanation can be more forgiving when the reason for a perceived PC breach is explained (Middlemiss 2011). The teachers appeared split on this issue. T2 argued, *'he's too far removed from the frontline'*, yet still accepted the explanation offered. T5 argued that where favouritism was shown, he didn't accept the reason given, but *'it didn't make a difference anyway'*. The remaining teachers were also unhappy at the reasons given, but it appeared not to directly impact their PC too much. It can be argued that their position as teachers was tenable enough not to have it impact significantly

4.3.2.5 Communication

Communication is vital to create an equitable contract, as suggested by Clutterbuck (2005). From the research carried out, the teachers all believed communication is vital in any organisation. However, the majority of teachers agreed that there were problems with communication in the school. One teacher summed it up by saying *'staff meetings degenerated into open warfare!'*. Interestingly, the only teacher who felt communication was adequate in the school, laughed that while *'the principal's door was always open....it didn't mean you'd want go in though!'* This appears to suggest some trust issues exist between the teachers and the principal, with communication proving to be a contributing factor to this. Huge concerns with staff meetings on Wednesday existed, *'there was often no agenda...what was decided was immaterial. Communication in that context was meaningless'*. This teacher's PC was broken and strengthens Clutterbucks' assertions that communication is a vital factor influencing a perceived PCB.

5.0 Conclusions

5.1 Overview

This chapter outlines the main conclusions of this dissertation. The hypotheses of the dissertation were as follows:

i) A breach of the PC of teachers has occurred due to a significant change in the educational sector.

ii) Teachers will direct their anger of a breach towards the principal.

iii) Teachers will take strong retaliation efforts against a PC breach.

The main research questions to be addressed were:

iv) Do teachers feel a breach of their PC has occurred?

v) What effect does a perceived PCB have on the teachers?

vi) Do teachers withdraw extra-circular or discretionary behaviours after a perceived PCB has occurred?

The results of these formed themes, and were analysed from the findings of the six interviews conducted.

5.2 Main Findings

The main findings were as follows:

i) It was found that general specific change within the school was more expected, therefore was more predictable and tolerated better. General disciplinary issues, annoyance at preferential treatment, and teachers being undermined took more

prominence than issues with the CPA did. The teachers tended to focus on specific issues they felt aggrieved them more so than a nationwide issue such as this agreement. The CPA impacted the school as now teachers had to accept longer working hours, bigger class sizes, and many felt this was going to impact upon the 'good will' of the teachers involved. It appears the labelling of these extra hours annoyed more teachers as now this became expected work they must do as opposed to discretionary behaviour they didn't have to do.

This finding appears to enhance the hypothesis by suggesting that a breach of the PC of teachers has occurred due to the CPA, whereas specific events only cause a minor breach in the PC of teachers.

ii) Only one teacher directed her anger towards the government rather than at the principal. The other teachers argued the principal was to blame for a breach in their PC. The teachers indicated a lack of support had increased the anger they felt towards the principal. Teachers indicated they had high organizational support for the school, but due to the inactions of the principal, and poor social relations they had with him outside of school, their PC had been breached. The anger felt was due to specific incidents, which they believed he had caused. These incidents became more and more predictable that events would become a foregone conclusion.

This finding appears to indicate an acceptance for the second hypothesis.

iii) Decreased trust levels, decreased job satisfaction, and an increase in cynicism for the job, all appeared to grow with the dissatisfaction felt from a breach in their PC. However, the interesting finding is that the teachers are full-time civil servants, and they enjoy a relative guaranteed permanency of

their jobs and this consequently appears to decrease the retaliation efforts used against the principal. The main frustration against the principal appeared to be his inability to follow through with policies, and this would countermand teacher's wishes, and reduce the level of trust they have in his position. Retaliation efforts rarely took destructive paths. The teachers simply approached him with their concerns and anger, and one some occasions would call the union in, in an attempt to resolve the issues.

This finding appears to acknowledge some support for the hypothesis but shows that teachers will take appropriate steps to redress the imbalance in their PC, before calling on the union, which is seen as strong retaliation.

iv) Four out of six teachers felt a breach in their PC had occurred. Interestingly, two teachers said they didn't feel this had occurred but throughout the course of the interviews revealed incidents were it is argued, a breach has occurred.

v) A perceived PCB caused mistrust, a perception that communication in the school has reduced, has damaged the reputation of the school, and left the teachers with the distinct feeling that further breach was forthcoming.

vi) Only one teacher indicated that he withdrew discretionary behaviour because of actions taken by the principal. Interestingly, all other teachers that felt they had a breach of their PC argued that they wouldn't initially withdraw these behaviours, but there was a threat that may do so in the future.

Therefore, conclusions from this dissertation finds the factors influencing a perceived PCB among teachers are change, support levels, and action taken by the principal. Factors influencing retaliation efforts are the reaction taken by the principal to these incidents, and the trust levels teachers have.

5.3 Findings in Relation to Literature

Significant change in the educational sector has caused a breach in the teachers PC, as outlined by Freese et al. (2011). However, this alone has not caused the breach. Breach in this school has also developed as: a consequence of poor social relations with the principal - as argued by Bal et al. (2009); promises which were reneged upon by the principal, and despite explanations offered, a breach of the PC would still occur, contrary to the argument of Turnley & Feldman (1998); the multiple employer situation that teachers find themselves in – as argued by Cullinane et al. (2006); how actions are viewed post-breach – as argued by Rousseau (1995); reduced trust levels – as argued by Raja et al. (2004); inconsistencies of actions – as argued by Deery et al. (2006); and because of negative social comparison undertaken by the teachers with the co-workers – as suggested by Hoe et al. (2005).

However, it was found that this perception of a PCB can be reduced by strong organizational support being instilled within the school – as argued by Aslage & Eisenberger (2003) and Meyer & Allen (1991); reducing mismatches of expectations about the job – as argued by Kotter (1973), offering some explanations as to why a breach occurred – as argued by Middlemiss (2011), promoting and outlining the beneficial use of good communication channels within the school – as argued by Clutterbuck (2005); all of these may reduce perception of breach and employees may then engage in self-control – as argued by Harding & Fox (2005).

5.4 Generalizability of Findings

This dissertation used only one school and used a selection of teachers from that school. However, even given the fact that the teachers interviewed were at different ages, different genders, and at different stages of their careers, the findings discussed here may not apply to the whole educational sector. The following however may be generalized:

- Teachers may perceive less of a PCB than other professions due to their permanent positions as civil servants.
- Seniority may increase the likelihood of teachers retaliating in some form against their employer.
- Teacher's PC breaches tend to focus on specific issues rather than sector wise changes.

5.5 Implications of Research

The implication of this research is that future breaches of teacher's PC could increase the likelihood of future retaliation efforts taken by the teachers, including the withdrawal of discretionary behaviours, which can be taken for granted. Attempting to challenge the status-quo may infuriate teachers further as the government cutbacks are attempting to do so.

Failure of the government to monitor and inspect management activity at secondary schools may cause future strikes, which will affect school students and the impression they have of the government..

5.6 Recommendations

Recommendations for both the school and the government include:

- Open up the communication channels and legitimise staff meetings where discussions and suggestions are taken on-board and followed up on.

- Involve the teachers in decisions that need to be made in light of the economic downturn.

- Monitor, regulate and actively check up on the management and running of Ireland's secondary schools to ensure adherence to procedures.

- Implement nationwide, standard reference procedures for disciplining students, to reduce any ambiguity associated with which appropriate actions to take.

- Arrange social events for the teachers and principal of the school to attend, in an attempt to forge stronger organizational support and foster positive social interactions.

5.7 Validity of Research

The researcher hopes that this dissertation is validated as the questions used to conduct the interviews were taken directly from the literature. The teacher's in-depth responses, along with the chosen methodology, should justify the use of interviews as a way of understanding teacher's chosen actions.

5.8 Reliability of Research

These research findings appear to enhance previous research of this topic and do suggest alternative factors to take into account when reviewing this topic in the

future. The past research reviewed, along with the general agreement of this research with the literature findings, appear to indicate medium to high levels of reliability.

5.9 Limitations of Research

This research was conducted only with 6 teachers from a possible 30 within the school. However, it must be noted that a mix of female, male, young, and older teachers were used in an attempt to generalize the findings. Limits include only researching teachers and not principal's perspectives, not interviewing every teacher in the school, only interviewing one secondary school, and interviewing in the summer period where information may not be as easily remembered as it would be during term time.

5.10 Future Research

This research appears to highlight the need for future research in regards:

- The relationship between civil servants and their perception of a PC breach.

- Employee seniority and the PC.

- The effect of employee PC breach on an employer.

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7.0 Appendix

7.1 List of interview questions

1. Has your employer ever failed to meet the obligations that were promised to you?

2. Do you believe obligations between you and your employer are viewed so differently it causes problems in your working relationship?

3. Do you believe the organization broke these promises on purpose?

4. Did you ever evaluate any incident like this in comparison with what happened to colleagues?

5. Do you predict future incidents, like this one, may occur again?

6. Was there anyone else in the organization that may have contributed to this incident?

7. Would you describe these failures as everyday occurrences? Related occurrences? OR Specific events?

8. What actions did you take against the employer?

9. Do you believe this action matched your employer's action?

10. Do you believe it redressed the balance?

11. How has this incident changed the relationship you have with your employer?

12. How would you describe the level of trust you first had with your employer, versus the level of trust you now have?

13. Would you describe this action as passive or destructive?

14. Have you found any inconsistencies between what your employer says he/she will do, versus what he/she actually followed through on?

15. Do you believe your employer has failed to fulfil his/her obligations to you, even though he/she had the resources to do so?

16. Has there been any explanation why it has been done?

17. Have you accepted this explanation?

18. What have you learned about your employer after this incident?

19. Has this failure to meet obligations 'produced intention to quit' feelings? Increased job satisfaction? Decreased job satisfaction levels? Or has it produced cynicism about the job?

20. Overall, how well have you fulfilled your promises to organisation?

21. Do you regard your career and organization in high esteem?

22. How much social interaction do you have with your employer?

23. Do you feel that your employer has come through in fulfilling the promises made to you when you were hired?

24. Which of the following would you use to describe your personality? Agreeable, open, conscientious, extraverted or neurotic

25. Do you believe when you were hired, that mismatches of expectations existed between you and your employer?

26. How would you describe the relationship you have with your employer?

27. Has there been any major organizational changes impacting upon your job?

28. Do you identify with the organizational goals and objectives?

29. Do you feel you have to remain part of the organization because of financial and social reasons?

30. Do you believe your organisation values your contributions and cares about your well-being?

31. Do you believe there are good communication channels within the organization?

32. Do you believe the management is competent at their job?

33. Has the Croke Park Agreement impacted your job?

34. How has management implemented the agreement?

35. How has this affected your job on a day-to-day basis?

7.2 Interview 1

Kieran: Hi, this is interview number 1 with a male teacher in his 20s. He has worked at this school for his whole career. Hi

Teacher 1: Hi.

K: To start off, I would like to thank you for doing this, and would like to start by saying a few things. This thesis is about the psychological contract, and these questions will focus on determining certain things within your employment relationship. I will stop recording from time to time to save it in parts. Your anonymity is been fully granted and please don't mention any names or places. Is that okay?

T1: No problem.

K: Has your employer ever failed to meet the obligations that were promised to you?

T1: Yes on a few occasions, yes my employer has failed to obligations promised me, yes. Such as that I could work and teach in a safe environment and that we would have proper discipline structure in place. And there isn't.

K: Do you believe obligations between you and your employer are viewed so differently that they caused problems in your working relations

T1:Ah yes, ah some of the discipline problems such as uniform etc. would have caused problems because the students are supposed to have proper uniform and if you report the matter sometimes the boss would just forget about it and leave it go, wouldn't do anything about it would be one. Eh, sometimes too, say discipline would go inside in a classroom unchecked by the boss.

K: What did you lose out on by them eh failing to act on this?

T1: Well it would look very bad, it did look bad on a few occasions where I, as a teacher wanted to do, to make sure, to implement the school rules and these were, it was overridden by the, by the employer by failing to do his job adequately by disciplining the students.

K: Do you believe that maybe your organisation broke these promises on purpose?

T1: Ah, sometimes the management they have rules and regulations down on paper but they don't follow through on them. It looks good as part of the rules and regulations sent home to parents, ah but certainly there not always implemented by the management.

K: And ah, you were saying something about timetables earlier

T1: Yeah. Sometimes you would be given the timetable and the timetable could be changed to facilitate somebody else. I also live too close to the school in so far as I would never get a Friday afternoon off if there were other people who lived further away from the school and they would always seem to get a half-day on a Friday.

And that would mean they would have a tighter time in school whereas I would spend longer in school than they would.

K: Did you ever evaluate any incident like this in comparison to what happened to your colleagues.

T1: I certainly do because you'll always say this will come up in general conversation at tea breaks. It would be laughed off etc. by your colleagues, hoping that you wouldn't make any fuss about it.

K: And how would your colleagues justify that?

T1: They would justify it by saying that they lived so far away and that they would avoid traffic in the evening time.

K: So because of incidents like this?

T1: Oh yes, because if these incidents were not treated fairly by management now, then further down the line it certainly wouldn't be treated fairly.

K: Did you feel that management were more likely, then, to break promises to you in the future?

T1: They might do. If it was expedient for them to do, it certainly would, yeah.

K: Is this why you feel they failed to provide you with better timetables, personally, because of expediency.

T1: Oh it certainly was, yes.

K: Okay, was there anyone else in the organisation you fell may have contributed to them, em, being unfair to you providing you with timetables.

T1: Yes, because some members of the staff drew up the timetables themselves. And if they drew up the timetable they gave themselves more favourable conditions

K: And would you describe these favourable conditions em, or the breaking of promises, as everyday occurrences related or specific to the events?

T1: Ah, specific events rather than everyday occurrences.

K: What actions did you take against your employer if any because of failing to provide these promises to you?

T1: Well I brought it to the notice of the school's steward and he went in on my behalf and eh, tried to argue my case for me, because I wasn't getting anywhere with them.

K: So you took no actions say personally?

T1: No I didn't no. I confronted the boss myself on one occasion when I was, when there was for instance, eggs thrown at my house, after school time. I went up and I confronted the boss to have something done about it.

K: Did this resolve this?

T1: Not entirely to my satisfaction, no it wasn't.

K: Did you take any actions against your employers?

T1: No. No I didn't I just let it be noted at the staff meeting that I was totally unhappy with his response.

K: How would you, or how has this incident, changed the relationship you have with your employer?

T1: Yeah, well it did because I certainly wouldn't go out of my way to help him in any other way when this happened.

K: How would you describe the level of trust you first had with your employer and the level you now have with your employer?

T1: Well, certainly the level of trust has broken down insofar as I was adequately protected by my employer. And he didn't actually respond ah, to the incident as such. I had to do all the donkey work myself. I had to find out who did it myself, certainly, and I rang the parents of the individuals etc. but I didn't get any help from the boss. No I didn't.

K: Do you believe that the actions that you took to try and resolve this matter, do you believe it redressed the balance?

T1: No it didn't it left a sour note rather than redress the balance.

K: Okay. Would you describe any actions that you took as being passive or destructive?

T1: No. I would never do anything like that. I would never lower myself to that way.

K: Being passive would be just having an active voice

T1: Yes.

K: That's what you describe it as?

T1: Yes.

K: Have you found any inconsistencies between what your employer says it will do versus what it will actually follow through upon?

T1: Oh certainly yes, my employer would, yes, he would he'd speak a lot but do very little.

K: Do you have any example of…

T1: With regards to disciplining students. He'd certainly look after that, they certainly weren't disciplined, in a proper manner.

K: Do you feel as though your employer has failed to fulfil his obligations to you even though it had the resources to do so?

T1: I certainly do, yeah, because those incidents were I did have ah, because I live so near the school… and where I did have problems after school hours, yes. I was told that it didn't come under the orbit of the school as such.

K: Why do you believe that this occurred?

T1: Ah but students being students might pick an easy target when you're not in the house or if you were, they might do these things, yeah.

K: Sorry just them em the question is that the employer has failed to provide the obligations to you even though it had the resources to do so, why do you think the employer failed to provide this to you?

T1: Didn't want to get involved in eh, disciplining students for something that happened outside of school.

K: So they felt it was outside of its boundaries…

T1: It certainly –he felt it was outside of the boundaries, yeah, whereas the other students ah, who were from a different school, their boss took immediate action and actually suspended those students. Whereas my boss didn't do the same.

K: And did your boss give you any explanation why?

T1: No he didn't give me any explanation why, no. Was there any action he took after this? No, there was no action. I tried to pretend that everything was okay again.

K: And what have you learned about your employer after this incident.

T1: Ah, I suppose he's so much on his plate that he didn't feel that he should be taking on any more, ah basically that's it.

K: Em, so speaking of the incident you just told me there, has this failure to meet your obligations of protecting you, produce any 'intentions to quit' feelings?

T1: No, it hasn't no. Because I like my job and I like teaching. And I feel I'm good at it et cetera. And I've got positive response from past pupils.

K: Okay. No in general, so any events that occurred over your time at the school, if your boss ever failed to fulfil obligations that you felt were promised to you… Did this increase or decrease any job satisfaction?

T1: Well certainly it didn't increase the job satisfaction it decreased it ah the job satisfaction but overall I've had a good vibes and I've had good experience in the classroom.

K1: And do you feel incidents like these cause you to feel more cynical about the job?

T1: Ah, not necessarily because I liked the job, generally they're isolated… conducted by a few miscreants.

K1: Overall how well have you fulfilled your obligations to the organisation?

T1: I think I've fulfilled it very, very well because I went out of my way and I did work without being paid for or without being thanked for it, because it contributed to the wellbeing of the school and the eh students.

K1: Okay. When they failed to fulfil the promises that were made to you did you ever withdraw these discretionary behaviours?

T1: No I didn't because they, the pupils were uppermost in my mind, and their wellbeing was always stood to the forefront.

K1: What do you feel are your obligations to the organisation?

T1: Ah to be on time, to give a 100% in the classroom etc.

K: Okay. Do you regard your career in the organisation with high esteem?

T1: I certainly do, yeah, because the, the overall welfare of pupils, their educational standards are very, very important and this affects the entire nation.

K1: Em, how much social interaction do you have with your employer.

T1: None.

K1: So it's low.

T1: Low yeah.

K: Do you feel as though your employer has come through on fulfilling the promises made to you when you were hired?

T1: Well, that has changed overall because the nature of the, over the last few years, the nature of education has changed. More is expected of us and now it is more

difficult et cetera ah to communicate knowledge to students and to get them on board is far more difficult than when I started out.

K: And has any of the changes made, between the time you started and now, been communicated to you, how did you pick up on how those changes have occurred.

T1: Well we get memoranda from the department of education. That's basically it, and that would be put on the notice board to us. And it would be drawn to our attention in staff meetings

K: Ah, how would you or which of the following would you describe as your personality: agreeable, open, conscientious, extroverted or neurotic?

T1: Open and conscientious.

K: Do you believe that when you were hired that, that any mismatches existed of your expectations between you and your employer?

T1: No. I was hired for a specific purpose and that purpose has still maintained the same to this day.

K: So you're clear about the expectations about the job–

T1: Oh absolutely I was.

K: Did you think that any mismatches occurred over the years?

T1: Oh yes because sometimes the nature of the job involves change. So it's inevitable that change occurs and change did occur.

K: How would you describe the relationship you've had with your boss?

T1: Ah, frankly not good.

K: And why would you say that?

T1: Because I wasn't supported especially at a time I needed support.

K: Has there been any major organisational changes that have impacted upon your job.

T1: Yes, insofar as the Croke Park agreement has led to longer working conditions etc., a longer working time, eh more, more work because posts are not being filled so you have to take on extra duties et cetera, yes.

K: Do you identify with your organisational goals and objectives?

T1: Oh I certainly do to educate pupils I certainly…

K: Do you feel that you have to remain part of the organisation because of financial and social reasons?

T1: I certainly do. Because if I didn't have a job I would get paid in these economic, stringent times that we're in.

K: Do you feel that any one of these conditions is more important than the other?

T1: No. I think they're all of equal importance.

K: Do you believe your organisation values your contributions and cares about your wellbeing?

T1: I suppose maybe in the long run they might value my contributions, yeah. About my overall wellbeing, that's never discussed I suppose, really.

K: Do you think implicitly they care about it?

T1: I suppose they do, yeah.

K: Do you believe there are good communication channels within the organisation?

T1: Ah, no. Because a lot, a lot of deals they're not posted to us, insofar as they're not put up on the notice board et cetera. And they can just be on an ad hoc situation.

K: I see you've already answered how the Croke Park Agreement impacted your job. How has management implemented the agreement?

T1: Yeah they have because the class sizes, they've gotten bigger and we're working longer hours, yeah.

K: Has this been communicated to you directly?

T1: Not directly. It was communicated through ah, staff meetings

K: Okay. That's all the questions I have, thank you for your time.

T1: Thank you.

<p style="text-align:center">END OF INTERVIEW</p>

<p style="text-align:center">***</p>

7.2 Interview 2

Kieran: Hi, this is interview number 2 with a female teacher in her 30s. She has worked at this school for hers whole career.

K: Hi

Teacher 2: Hi.

K: To start off, I would like to thank you for doing this, and would like to start by saying a few things. This thesis is about the psychological contract, and these

questions will focus on determining certain things within your employment relationship. I will stop recording from time to time to save it in parts. Your anonymity is been fully granted and please don't mention any names or places. Is that okay?

T2: That's fine with me

K: Do you think your employers ever failed to meet the obligations that were promised to you?

T2: Eh no. I would think not.

K: So they have always met every obligation that was promised to you?

T2: I would think, there's a, there's a certain contract that we were obliged to fulfil and em you know, yeah I would think that generally speaking we get on with the work and in terms of the contract…

K: Is there may be anything he told you he would do… like make smaller class sizes, provide extra resources?

T2: Anytime I ever asked for something, there was an attempt to accommodate.

K: Okay, great.

T2: You know specifically what you've referred to there I would have preferred mixed ability classes, when the principal of the time came to me and said that 'look on the wider staff at the time they wanted a bit of streaming at this particular time' and I said 'look if you're going to do that can you make the class small and can you give some resources into it'. And you know that's what happened. In terms of the

resources that go into this I know I'd like there to be more resources but I know there's limits to these so I'm realistic about that too.

K: So you're understanding about his position…

T2: Well yeah, you know there's limits to the resources and I know the fact that there was a cap put on…fifteen students, they were very difficult, but there was a cap put of fifteen on it and em, the other thing that happened was… the group of teachers that worked with that group of students you know, it was so, out of a small group of people worked with them, so, were possible the idea was that one teacher would have more than one subject. So there was an attempt to kind of make them connect a bit better. There were still a particularly difficult group. That's going back a good few years now.

K: Have you ever found the resources have depleted in the last few years?

T2: Oh of course yeah, of course yeah. The class sizes got bigger… But I mean those issues are more a national. I mean we're in a strange situation in the school because our employer is the department of education but you know the person we see is the principal. So em, you know, you can't complain to a principal about a national issue. Class sizes are set nationally. So I complain to the politicians about that one.

K: You would never take a complaint directly to him?

T2: Not in relation to a class size. I mean, what can you do? In my case I've never had to teach a class, say, of you know over thirty students. Which, that is, a union negotiated issue. Eh, although I think, from time to time that rule is broken in schools, eh I've never been asked to do that.

K: Is there anything, you believe, he would have direct control over?

T2: He would?

K: Yeah, that you'd be able to go to him on that issue.

T2: Eh, well timetable issues and say things like posts and responsibility em, they would be issues that I would have gone… the other thing might be a particular student I would consider to be a very vulnerable or in a very vulnerable situation. I might have said I might have suggested that that student goes to em, there's a centre up there in Glasnevin that they can go to for about six or seven weeks and they, it's to help them with their behaviour. But I've always found that any of those requests were taken seriously.

K: Okay, how would you describe the level of trust you first had with your employer compared to the level of trust you have now? Since you've started, maybe, in your career?

T2: Well there'd be different people, over the years, so em, it has changed since I have, you know, been, got more senior in the school. The, you know, initially, I would have been, what would you say, just easy going about things whereas now I would probably be more demanding, and trusting less. And I'd say like this is what I'd like to happen. Eh, I wouldn't have been like that before.

K: Would this have caused any issues?

T2: I suppose… the em, not really, because like I would just, I would generally just try and adapt, try and find a way around a thing em, I suppose avoiding any conflict rather than because like there's always plenty of different ways of doing things. Em, probably the most contentious one over the years has been the fire alarm which, which, which like with each consecutive principal. Maybe not with the very first one,

but with sub- subsequent to say the Stardust, whatever year that was, but em after that, I became very, very conscious of fire drills and if a fire alarm went off I felt we should leave the school and that did lead to conflict with the principals…

K: As is the principal didn't want to let you leave?

T2: The principal didn't want the school to, to be, leaving. So that led to conflict, definitely. And em, that was resolved by – I said to the principal, you know, 'if nobody else wants to leave, that's fine. I'll be outside with my class; I'll be outside with my students. And if you just come out and tell me that the school is all clear' I said 'I understand that these things are, em, probably pranks, probably false alarms, eh, but you'll find me outside. And if you just let somebody either notify me I'll come back into class.'

K: Why do you think he wasn't, he didn't allow anyone to actually leave the school?

T2: The idea of the disorder, I presume. I don't know why. I – I, that didn't concern me. I suppose my general way of operating is, not to really try to control him – it's always been a man that's, that's been the principal there – so not to try to control the principal but, rather just try to control myself. So I would say, my, you know, that would be a fairly typical way that I would try to deal with, if there was a conflict or any issue I would say, 'look', you know 'this is how I'm going to do it'. And, so in that case, so what, the agreed procedure going back to a number of principals now, was that if the fire alarm went off, eh, I would allow – I'm not sure if it was a minute or two minutes, I think it was probably two minutes –and if there was no announcement in the two minutes I would be gone. I would be out the door with my students. So, the reason I allowed the two minutes was, it was a short enough period of time, within that period of time I would be telling the students to close the doors,

close the windows and to get ready to stand, get ready we're about to leave. So in that two minutes then, if there was an announcement I would say, 'there you are guys, there it's just a false alarm. Sit back down'.

K: Would you describe this event as everyday occurrences? Related occurrences? Specific events?

T2: Oh related to the fire drills only, so specific.

K: Okay. So the next question is, em, just thinking about the fire alarm situation, do you think that might have caused any conflict in your relationship–

T2: Oh absolutely, absolutely, oh yeah sure there was huge contention over that. And with each, and as the management would have changed like with the new management, they probably would have been told 'your man is, you know, fussy about fire alarms, em, and they would have probably known that you get on the speaker pretty soon.' Em, so–

K: That's helped you then, if they've taken that into account–

T2: Yeah. They probably would have passed that information from one to another. That, you know, in terms – I don't know how they work – but I presume there's a hand over and in the handover they'd be saying 'with that member of staff don't be doing that one, with this member of staff do this'. Em, because–

K: You find that happened, with subsequent fire alarms–

T2: Yeah, there'd be an announcement–

K: There'd be a response quicker?

T2: Yeah, there'd be an announcement yeah, but it would still be contentious.

K: Was there a change of procedure in the school in terms of–

T2: Eh–

K: Of everyone went out.

T2: Em, not particularly. Not particularly…em, some would. Some would. But I wasn't trying to raise, I wasn't trying to fly any flags here. I was just trying to, I mean, what the issue if you like read in the sense that the students would come to be on subsequent days and say to me that they were up in a, I won't name a subject, but they were up in a certain class and the teacher told them, they, when the alarm went off they immediately stood to get ready to go, they were closing the windows the way I had em, because I had told all my classes, the procedure. And they were doing what I had discussed with them. And they, eh, the teacher told them to sit down, they're not going anywhere. And they said 'what should they do in future' and I said 'walk out the door' *laughs*.

K: And would this have caused any issues with yourself?

T2: With staff, with staff?

K: Yeah.

T2: Nobody ever approached me on it. And if, if it ever came up I'd say 'well I was outside, where were you?'

K: Okay. Would you describe this action as passive or destructive?

T2: By…

K: By yourself. So taking this kind of…

T2: No passive. Passive. It was, I was just, I was just controlling myself.

K: To cover yourself basically?

T2: Well I was. You're in an environment, a teaching environment and everything we do is teaching and so if we don't teach a proper response to an alarm, my god, you know I mean that's a health and safety issue. So em… oh know it, that issues would have raised huge… would have been a big conflict with management eh, because, and strangely enough, on three of the occasions there was a period were alarms seemed to be going off a lot, em, going back in 2005 when I came back after the career break, and em, there seemed to be a lot of alarms, when I questioned what had happened on each of those occasions there actually was, it wasn't a false alarm. On one occasion a bin had, you know something, smoke – there were legitimate reasons for vacating the school it wasn't you know… some…

K: Has this event ever 'produced intention to quit' feelings?

T2: No, I would never quit over things like this. It was just an issue.

K: Has this increased or decreased job satisfaction?

T2: It wouldn't have increased it. It was more a hindrance than anything else.

K: Has it produced cynicism about the job?

T2: I wouldn't say so; I'm not a very cynical person.

K: Did you ever predict future incidents that may occur again?

T2: It became obvious how the principal would react, so I simply went about doing what I thought was best, and to hell with him.

K: Have you found any inconsistencies between what your employers says they'll do versus what they actually follow through on?

T2: Not, nothing comes to mind, em. They… I mean generally speaking within the school you're given a timetable and you just work to that so… on other issues where, I might have made a request or something, em, those things take time. And generally speaking there was an attempt to accommodate those, and eh I wouldn't think that… And I can't think of anything off hand where they would have said something and then…

K: Like in relation to timetables, days off, time off that was promised to you?

T2: No.

K: There were no issues with the career break that you wanted to take at all?

T2: No. Not at all.

K: So would you ever believe that your employer maybe didn't come through on something even though it had the resources to do so? Was there anything you asked that was maybe too much, and they went 'we can't do it' And then you found out that maybe they could have…

T2: Eh, (*short pause*) I think, there was always an attempt to accommodate. At one stage, down at the school we had student-based rooms, and then I wanted to have my own classroom so that's essentially a teacher-based room. So when I approached the principal about that he said 'yeah, I thought that would be a good idea' I mean there are advantages for a principal to have that anyway. When it went to a vote the staff didn't want it. So subsequent to that I had to let it go. You can't really, that was something that was voted more

K: So your co-workers affected this decision?

T2: Yes, certainly. They wanted one thing, to keep it free for general uses. I wanted it for me. So they voted me down.

K: You said a teacher room. Is that like another classroom?

T2: No, no a classroom.

K: Oh, your own specific one, they would all move at the time–

T2: Yeah. Yeah. Prior to that, the students would have their own room and the teachers would move.

K: Okay.

T2: So, em, I wanted to have my own room for my own resources and the students would come to me. The same as an, say a science class or say an arts class, I wanted to have my own room. So, eh, so when I went to the principal, he thought that was fine no problem with that. But, it was voted against by the staff really. So, so, like that's not really a conflict with the principal. I just went back and said to the principal, you know, 'can't do much about that'.

K: Why do you think the staff…

T2: Well that's just, change is slow I suppose. So subsequent to that then, I noticed then, that em, that there was a particular room not being used, it was just being used as storage. There were tables and chairs; I noticed it was like that for a good few weeks. So I went to the principal coming up to the Christmas holidays and I went 'is there any change I could have that room in January' and he said 'no problem' he'd clear it out. So in January I had my own room. And in, from January to May the

other staff could see I had my own room. And they could see there were certain advantages to that and I never went looking for another vote but another vote came up in May and they all wanted their own rooms.

K: And why do you think they only suddenly wanted it once they saw you had the room?

T2: No, they could just see, they could just see that–

K: There were advantages…

T2: Yeah. Yeah.

K: You spoke of attempts to em, attempts to help you or attempts to accommodate you earlier. So did you ever feel that these attempts were enough, if he actually just made an attempt?

T2: Oh yeah, I think em, I think, what I've found is that my requests initially they might be considered to be 'why would he, might he need that'. So just be patient about it and then, and then, they – it would be seen, things would be seen that there's value in this. So what, what I now find is that requests are taken quite seriously because I tend to ask for things because there's a good reason. I'm not trying to be awkward. And I'm not trying to be manipulate or anything, I mean there's usually good educational reasons or you know, just people reasons, just to make the things work smoother.

K: Is there anything you've learned about your employer, in the fact that he's accommodated you more and more and more?

T2: Em, I think, perhaps, it depends and maybe it goes with the job when you're a principal, when you're in that position you're removed from, from the frontline. And I think maybe sometimes they don't have ideas. So, you know like, they don't always see the problem and they don't always have ideas when a problem is identified because they're not there at the front lines so, I think part of my, method or approach is to, I don't, there's no point in me having a conflict eh, I mean bar the fire drill which I'd be very passionate about because it's a health and safety think but other than that, most other things, they're not life or death. Like if I don't have my own classroom I can still get on with my job. Like if I, like if I don't have a particular post or responsibility I can still do, but the fire drills is a life or death thing

K: You've never been afraid to approach your boss on any particular issues?

T2: No, ah, I'd – I'd think what I'd be more cautious about would be em, you know it's more the general staff that one just has to be watching. They don't all see the benefit of fire drills or evacuating the school they don't all see the… the benefit of having their own rooms…

K: Did you ever explain these issues and say 'look I think we should leave the building…'

T2: Yeah, but what I've also learned is that flying flags is something that you know, it's not always, it's not always necessary anyway, you know. Because I was still able to get what I wanted. So I mean, if they don't want to, if they want to stay in a room and teach the wrong thing about fire drill that's fine if they want to walk around the school from class to class that so like so–

K: You mentioned earlier, that the issue that you had student in a different class and they were told to leave in a fire drill–

T2: Well I said that, they said 'what should they do?' And I said 'well if I was in that room I'd just walk out'.

K: And did that ever come back to you at all?

T2: No. No. But I did ask a number of teachers why they didn't leave the classes.

K: What did they say?

T2: They just shrugged and said 'it was a false alarm'. And when I said 'it wasn't actually, no there was, there was, there was an issue in a storage room that triggered the fire alarm…'

K: They assumed–

T2: They assumed it was a false alarm, yes. Yeah, they assumed it was.

K: Overall how well do you feel you fulfilled your promises to the organisation whether these promises are written in the contract or things that would just come up as part of the job?

T2: Yeah, no, I think that – I think I have boundaries, you know but it's, my attitude is that I'm in there to do work to do my job and you just get on with it. And you try and enjoy it and you try and eh, you know, try and make it as pleasant as possible for the students which tends to be, tends to be my, that's at the heart of what I'm doing, trying to make sure that they're able to enjoy stuff and learn stuff and feel relaxed about it you know?

K: So question ten is, do you regard your career in the organisation in high esteem?

T2: Eh, I do, yeah. I think it's a frightfully important, em, job. I think it's terribly undervalued in the wider community. Em, and I think em, it's I mean I just love it, I walk down every day. And I walk up and down four times and I'm rarely on my own, I'll be talking to the boys, as you'd call them.

K: The students?

T2: Yeah, just talking to them all the time as I go along. They – they, you get to hear all about what's going on in their lives which eh, you know is very tricky, it's very tricky – we, we have them at an age group, form twelve to eighteen, where some –a lot of big changes are happening in their lives. It's very important the work that's being done. Em, I would like – I mean, its, financially it's not rewarding as other jobs. Eh, but there are a huge, other things, you get to meet great people.

K: Why do think you – you say yourself, you walk down the street you tell us, why you think you have that relationship with your students–

T2: You just make it

K: Whereas maybe other teachers don't have…

T2: Well they probably don't live around anyway and they get in their cars and they drive places. I walk down which eh, and it's not just my classes, I'll talk to anybody. Any of them and that's very deliberate, that's not an accident – I saw hello to them all, I smile to them all, that's corridors, street – I just keep smiling, yard, and I say hello to them all. And it's very very deliberate, to try and keep the thing up there. Rather than, you know, letting it – like, they're supposed to be the best days of your

life, you know. *laughs* Why should it be that you think ten years from now this is the best year for your life, it's better you think now 'hey this is good' you know? So.

K: Okay. How much social interaction do you have with your immediate – your boss.

T2: Em, none. None whatsoever.

K: Do you think that impacts your relationship at work?

T2: I think… I think, you know, as a principal, there's a distance anyway. I think, I have never tried to cultivate a social relationship. I did with, em… There was one principal who I would have known outside of the school, alright. I would have known him; I would have met him… I probably met him more after he retired rather than when he was a principal. I think while he was a principal, I keep a certain relationship and I don't, I don't like eh…

K: You don't fraternise with them outside of school?

T2: No. No. And I don't know that that is, is such a good… I don't think that that's probably a good idea. Eh, I – having said that, I would, when I come in the morning, if I'm passing the office area I'll go in and say hello to everybody. And then in the evening, before I leave, I'll go in and I'll say goodbye to everybody.

K: Would that be with him as well?

T2: If he's there. If he's there I'll say hello–

K: You wouldn't go out of your way?

T2: Well I might just say to the secretaries, or you know, or I might just pop in the door and say see you tomorrow or you know, yeah, I would often do that, and it's

just an attempt to, it's polite, it's being friendly but it's not, there's no, it's not friendship really. But it is friendly, what I'm really trying to say is, in the morning I'm trying to say 'look I don't know really what's going to happen today, but you know, we're all here together'. But then at the end of the day I might be saying, more or less, 'look, you know, that was a tough thing that was happening there today, but, you know we still have to, we're still humans here.'

K: Em, so number thirteen is, which of the following would describe your personality type would you say its agreeable, open, conscientious, extraverted or neurotic.

T2: Em… do I have to pick… those? Give them to be again…

K: Agreeable, open, conscientious, extraverted or neurotic?

T2: Well I'm not extraverted, I'm not neurotic. So what are the other three?

K: Agreeable, open and conscientious.

T2: Well I'd say I'm very conscientious.

K: So you're very aware of everybody else?

T2: Well em, yeah I think I have good empathy, em and I think I try to be agreeable. I think I have, like teaching is quite, quite eh, an individual, alone or sort of lonely sort of thing. So, you can still, you don't always have to be agreeable, you can still do things your own way. Em, but I think of those, I'm probably conscientious in that I, I take it seriously. But the serious part of it is also to try and have a bit of fun about it. So, em, there'd be the sort of things…

K: Okay, em, do you believe that when you were hired, when you started in your first year teaching, whenever it was and to this very point, do you think there was ever any mismatches of expectations of what the job would be like?

T2: Eh…

K: Like you thought even after a while you'd gone 'oh my god I thought I'd never have to do that'…

T2: No the only time was, I have a great interest in music and I mean there was one time the principal said to me 'I'm going to give you a choir class'. And I thought 'aw that's terrific' but of course sure they didn't have a note in their head. It was just a class given… it wasn't a choir, it was just thirty guys, japers they had no more interest in singing…

K: Why do you think that happened?

T2: It was just filling a timetable. It's management by ticking boxes. Hmm…

K: Em, has there been any major organisational changes that have impacted your job over the years?

T2: There… there, there, you know, these are agendas that are probably set nationally, so eh, like, things like a change of a syllabus… On the one hand like on the Business Studies level when it changed from Commerce to Business Studies, that presented an opportunity for me, which was grand I was able to deal with that. At the senior end when the accounting syllabus changed, that, that was, threw me into turmoil because I had a great programme in place.

K: Do you think you were qualified on those…

T2: Ah not really, no, because they were bringing in topics that were, I wouldn't have learned in college, so yeah, that was very awkward.

K: Did you go for training or anything like that?

T2: Yeah but it's never sufficient, it's never sufficient. But that, that's a national issue and em, you just try to muddle on through until it begins to fit in. Em…

K: Anything with you directly with your principal of your school?

T2: Eh, the, the em, the organisational – I suppose the big one that's coming through now would be the posts and responsibilities, em, is probably going to go. And that's going to cause a bit of a problem for schools cause you do need to have a team of people that are able to take a pastoral role, are eh, you know a sort of middle management role, and there, there doesn't just seem to be the money, you know, the department are saying there's no money for this, so I don't know how that's going to shape up for the future. Em, and em, other things that you know, you'd love to see changing organisationally are basic things like furniture in the place, you like it's a disgrace, but you just say 'there's no money' but what do I want? When I'm talking to the students I say – they might complain about the state of the desks and I say 'right, well there's only a certain amount of money, you can all have nice tables and chairs and I could be using back to the old blackboard'. Like I'll say 'we have a wonderful old whiteboard here, that's where the money has gone'.

K: Have you ever thought over the years that money went in the wrong places?

T2: Em, sometimes I've certainly wondered where the money has gone to, alright, but em I'm not in a position to, I don't have that information–

K: Did you ever question it directly or?

T2: Well, em, years ago alright, we would have been told that there was a huge deficit of twenty or thirty thousand – it was a lot of money at the time. Ah, we're not told that anymore and I can only presume it's not there so now I have asked alright, 'so what is the budget for this' or 'what is the budget for that' and I've always been told, 'oh, you can see it's fudging, you can see its fudging'. But I don't give up at that I just find another way around the thing, so you know em.

K: Okay, just into the last part then… Do you identify with the organisational goals and objectives? Do you know what they are?

T2: Ah, well, educationally it's to provide students with a good quality education. That's certainly, I think, the organisational goals we're really talking about the Vincentian Ethos it's a Vincentian school. And I would be, I would identify very strongly with that. I think the spiritual aspect of education is important. There isn't enough of it in their lives and when, you know, when we're able to have opportunities for that in the school I think it's very important. Em, other, in terms of other, like the philosophy of the school is to held the students have good deeds and show good action. And I would try and promote them to do that, you know, to take that responsibility for what they do as they mature, you know?

K: Okay, are there any reasons that would keep you a part of this organisation, say financial, social – a mix of two or just another job basically…

T2: Yeah. It's not particularly social. The job for me doesn't have much of a social element. I do socialise with some of the staff but I have other friends too. And financially I could be doing better, like in other, like when I was on career break I was on better money. But the, the, attraction of the job, part of it is security, like with the present crisis I'm not too sure about that. The main reason I do the job, I just love

the job. I love teaching. It doesn't always work out. The problem I have on a day to day would be more with individual students than with management. If I have an issue with a particular student and I go to management they tend to help, to sort this particular student out.

K: Are there any times they haven't or?

T2: Not particularly. Em, I mean, there have been times when I have questioned how things would have developed. At the time they seemed to have worked out okay. But at the time there would have been more forgiveness there, which would have been more than would have been in my heart there. So I do have to look at not holding a grudge a little bit too long. But the eh, yeah you know, it's just a great job, it's hard work–

K: Is that why you came back from career break?

T2: Ah yeah, well, it's a career break I was always conscious, I always took it on a year by year basis em, I wasn't sure if I would be able to survive financially or if I would enjoy what I was doing now, both of those scores I did, while I was on career break. I mean, that's fairly typical of me anyway. Put me in much and I'll just wallow. Like you know, I tend to try to be positive about things and not to be moaning. If there is something that's not right there I would tend to look more at myself to see what can I change that is just going to help get through all this you know? Teaching, teaching is a cracking job. When it works its brilliant. It doesn't always work. And that's when you say to yourself 'either they have to change or I have to change'. And the problem is, there are thirty of them. It's hard to get thirty to change. It's easier to get one. Me. One to change. And that's what I tend to focus on rather than trying to force them to change.

K: And would you change yourself for a particular class, for a particular year? Like if in one year you have six or eight classes, do you become slightly different in one class?

T2: You have to modify how you deliver a particular program. You say 'this works fine with that group but it doesn't work with this group'. Right, so what are you going to do, keep flogging that particular approach eh, I mean, so… naturally you will try to use, because it's convenient, the same thing. But if it doesn't work it's stupid. If I end up having rows with boys because they don't what to do something in particular… I would tend to find a different way about it, you know? Try and find it.

K: Do you think your particular organisation values your contributions and cares about your wellbeing?

T2: I think that probably, you know?

K: Like the approach you spoke of there, do you find every teacher would do that, or they'd look at you and go 'God…'

T2: It's not for me to say. But I think some teachers probably just say 'this is the way I do it and they have to come along with the way I want to do it.' I don't tend to work that way. I mean, some of the boys might complain about a teacher, you know, and. And I say 'you know it would be very boring if everyone was the same'. So they as students have to learn how to be different in that class and that class, and that's good life skills for them. If we were all the same we'd just be clones so that wouldn't be good either. So em…

K: Has your boss ever gone to you and said 'great job there–

T2: It happens occasionally but em, you know, it eh, well it has happened in relation to the Year Head work – I'm a Year Head, eh, certainly I had to go, I was invited along to the board, the board of management to meet them because they wanted to discuss the year, there were really good reports about it. The reality of it is, there were as many difficult students in that year as in any year. But it's the way we deal with them. So that was very… so that was good.

K: Do you believe there's like good communication channels within your organisation?

T2: I think, communication is always very tricky. And can always be better. My attitude is, if I feel I'm not getting the information, I could get annoyed with the principal. Or I could just go in and say 'do you have any information in relation to this'. So, you know, so I – I think, em, you know that I'm not I don't winge and moat and gripe. I just try and get on with the job in a nice and cheerful fashion.

K: How are things communicated any changes that go on?

T2: Yeah, you know I mean like… Eh, communication can be a tricky one, just notices or at staff meetings things would be communicated.

K: Is this efficient or is there better ways of doing it?

T2: I think you could never have enough communication and I think there could be plenty of variety. So it needs to be all of those things so you know, it needs to be in the corridor. I mean there's been times when I would be going along, to say a committee meeting. I'd be on a few committees in the school. You'd be going along to a committee meeting and there would be a few people in there including the principal and the principal might say 'we're waiting for such and such a person' or

you know, and I'd say 'I wonder does he know about it'. And he'd say 'well the notice is on the notice board'. So there's an assumption then – that doesn't actually answer my question so is 'I wonder does he know about it'. So like, my point is that, you can't you can never really over-communicate things really, like a notice goes on the notice board or a nod in the corridor 'I'll see you at that meeting' or, and then I also think and I know from previous work I've done, you often ask somebody 'do you want to be told about this by phone, do you want me to communicate by phone or by email or do you want be to drop down and say it to you' you know, so, we forget things. Even if I read the notice at half eight in the morning by eleven o clock I could be so stressed out of my head, you know, that it will be gone.

K: Do you believe em, management is competent in their job?

T2: You know, that's a tricky one, you know 'cause I think that em, I think that you know… [*Pause*] I think people do the best they can with the information they have at the time. So, I think I have a certain responsibility too, to step up to the mark and say 'hey listen'.

K: Have you ever done that?

T2: Well I have with the fire alarms. Yeah so, I do with other things, like if a student was very vulnerable I'd say 'I think your man should go up to Glasnevin for seven weeks'. So… Yeah, so I would do that. To say that, you know for instance, they mightn't suspend students or they mightn't expel students… Like they're very tricky ones anyway and a lot of the time we don't want a school where students are going to be expelled. We want a school were students are going to feel they're part of it so they're in here. So em, so like, I don't like to use the word 'incompetence' in relation to management and I wouldn't use it because, part of the reason is, I'd never like that

word to be used in relation to myself, you know? So that wouldn't enter my head, to turn around and say 'oh, they're incompetent really'. I mightn't always

K: You've never gotten to that level of the relationship where you go 'how have they gotten this job, I can't believe he's doing this again'.

T2: Well, I might, I might think that. But then I'd say to myself 'I probably don't fully understand you know, what's involved in this job. I'm not in that job'. And there's probably an awful lot more to it, it might look to me like there's something not being done, I don't also see, you know that's only the tip of the iceberg I presume there's a whole rake of other things going to that I don't get to see. And I don't get to hear about. Now, I could be wrong about that so, em… So all, so all I try to do. I try to ensure. And just again to make the point, I can only try to control a certain area so I try to ensure that management, say the principal or the deputy principal, that they support what I do to the best of their ability. If I feel, to use your word, that they are 'incompetent' in what, in the support they are showing, well then I feel my job is to point out to them 'come along here' or 'come down to this'. We had, there was one initiative, there was a report that bullying was going on in the school you know, I suppose it's a boy's school and it's stupid if you thing there isn't, you know terrible things, so we don't like to have that. So this is going back a few years ago where, where an initiative, I don't know who came up with the initiative I presume it was the principal, brought in this outside speaker and we had what we call a staff study day and so in the morning all the staff were there so, including the principal, I no– I heard the speaker telling us that any initiatives following from this would need the support of principal or deputy principal or otherwise it just wouldn't work. So when it came to lunchtime we had our lunch and when we came back from lunchtime the principal wasn't there. And the lady was about to start and I put up my

hand and I stood up and I said 'excuse me I think we should wait for the principal. You said that we needed the principal to ensure that any initiatives…' and I take bullying very seriously. So em, the whole thing stopped. And the deputy principal went down and said 'you better come back up here'. And he came back up there.

K: Em, the next one was, obviously the Coke Park Agreement would have had a big impact on a teacher's job in terms of the extra hours they would have to do, em, how do you think has this been implemented in your organisation or has it changed your job?

T2: I think that, you know, in any… there's a saying that you have to make the best out of a crisis. So this is what, it would annoy be really that, that there is an attempt now, to take advantage of this crisis of this monetary crisis and put in initiatives that have absolutely no monetary gain. There's no monetary saving. And what it's going to do is, it's going to deteriorate good will among staff. Staff you know, I think one of your earlier questions was in relation to maybe, you know, maybe you know boundaries on work and that. Within teaching we don't tend to sit down and say 'you know, this is in my contract'. Now there are some people who do that. But the vast majority of teachers, they sign a contract and it just goes in the press –they never think about it again. And if they're asked to teach double-Dutch they might go 'yeah, I might need a class or two in that, you know first'. There's huge goodwill among teachers in terms of sport, trips and so I'd be worried that the Croke Park Agreement is going to damage that.

K: Like they might withdraw this discretionary service–

T2: Yeah. Yeah, I think that there are, I think that younger members of staff know no better, they know no better. And like I often, if I'm in the staffroom and I hear a

discussion among a group of teachers they might be saying say some of the people my own age, say my peer group 'oh sure, how could we ever do something like this' or 'how could we ever implement or put up with that'. Or 'the students are really bold and' and they don't know any different. They're new, they're young, it's always been like that. That's their benchmark. And they just see it as being normal. And I try to see, I try to see things more if I can, with the younger eye with the younger viewpoint rather than getting Old Fogey em, so eh…

K: What effect do you think the extra hours that you'll have to work…

T2: But, you know like, extra hours like–

K: Do you just put up and shut up and just get on with it.

T2: Yeah, it's, it's extraordinary I'm quite annoyed about this alright. It's not I have to do extra hours as you say. I do extra hours. They're now just putting names on it. I do all this. They're now putting names and they're trying to formalise it. And they're trying to, trying to own what I already do. I already to a lot of this stuff. And they're tyring to put their little labels on it because then they can measure and benchmark. No, I'd be very annoyed about it. I went into town into a meeting a few years ago in relation to this where they were crying out, there was a huge, there was supposed to be a big hullabaloo about it. And when I got off the train in Pearse Street and when I turned onto eh, Nassau Street. I thought I'd see a crowd of people, you know? And an overspill from Dáil Eireann, and I thought the place would be crowded. And then I said 'ah well, maybe they're all congregating in Kildare Street, right outside Dáil Eireann' And I turned and looked up Kildare Street – not a sinner. And I got up to Molesworthe street, which is the street opposite Dáil Eireann and I turned around and there was about a hundred and fifty people with a big articulated truck and I said

to myself 'I feel so stupid' because they must be in there, in Dáil Eireann and looking out their windows and roaring laughing. And this is supposed to be protest. So I don't know what it is about Irish people, we know what the Greeks are up to, but I don't know what it is about Irish people, it must be the colonial background, we don't protest.

K: And do you think you would withdraw any of your extra things that you would do–

T2: Naw, no, where is the fun in that? No. Where's the fun in that? No. I don't want to work in a job where I have to work like that, you know? So. If there was an advantage – I'd be annoyed at the trade union, you know because, they have I feel they've maybe, over the years I don't always feel the trade union has supported in a way they could have… but em, I don't blame the principal, the principal is only, is only this sort of a middle person anyway. And you know, even in terms of the government, what are they going to do? I don't know. The place is a mess.

K: You're not going to stop doing what you do.

T2: No. You know, like, like I am aware of the phrase, 'cut the cloth to suit the customer' or whatever it is or suit the money. So I am very aware of that. And and, there would be, there would be I would probably be, I'd be aware of my own boundaries, my capabilities. You get tired but you have to be inventive. So the boys all have workbooks. So if I need to have a quieter day I need to plan it and I would say 'right lads, such and such a page in the workbooks' and I would plan it differently eh, and it's not that I'm short-changing anybody, it's just that I'm aware that, that I'm getting a bit tired here and you can't work at that high level all the time. It's not good it's not healthy. And you know, you said earlier, do you feel em

you know the principal do they recognise… but like what can they do, you know, they're – their hands are tied in many ways as well. So they, I often feel what they're trying to do, what the principal is trying to do is put together a timetable and once that timetable, you sometimes feel, they feel their job is done. I wouldn't necessarily agree with that. But but, I would feel that it's my job where I would feel I would need more help from them it's my job to you know to go asking for it, to go looking for it.

K: Okay, great.

<div align="center">END OF INTERVIEW</div>

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7.3 Interview 3

Kieran: Hi, this is interview number 3 with a male teacher in his 40s. He has worked at this school for his whole career. Hi

Teacher 3: Hi.

K: To start off, I would like to thank you for doing this, and would like to start by saying a few things. This thesis is about the psychological contract, and these questions will focus on determining certain things within your employment relationship. I will stop recording from time to time to save it in parts. Your anonymity is been fully granted and please don't mention any names or places. Is that okay?

T3: That's fine with me

K: The first question is: have you ever thought your employer might have failed to meet obligations promised to you?

T3: Over the years I've been teaching, I think if the school principal, or deputy principal, or whoever I was dealing with, said that if something was going to happen, in general terms it did. And em, I would have felt that probably my personality was strong enough that if anything untoward was happening, that I would steer it in a correct direction anyway.

K: Did you always think you could steer it in a direction?

T3: It would have happened once or twice. Em, where as part of my teaching duties, em. Well, I was involved in running exams as an extra. I might have had confrontation maybe with the principal where the principal felt I was taking it in a direction he didn't favour. But usually after consultation I was able to work things out satisfactorily.

K: Do you believe obligations between you and your employer are viewed so differently it might have caused problems in your working relationship?

T3: Well, over the years, in terms of dealing with principals, on one occasion, the principal would have certain ideas that he thought were beneficial in running the school. But He tried to implement them without consultation. I felt you must have consultation first. After a consultation process things usually settle down. Any of the problems resulted from principals having ideas of his own and trying to implement them without consultation with staff.

K: Okay, and what did you lose out on by them failing to fulfil these promises?

T3: Well I suppose, once or twice I would have felt my authority in looking after the exams, running the school exams, would have been called in questions. After, talking

it out, sometimes over a period of time, it usually resulted in things ending satisfactorily from both sides.

K: Do you believe the organization broke these promises on purpose?

T3: Em,* pause*. On a number of occasions it was quite deliberate policy on the principal's part to try and erode my authority in a particular area and I felt I had to stand my ground in terms of taking a stand in dealing with the principal in that respect.

K: Did you predict future incidents like these would happen again?

T3: Yes, you would begin to see a pattern emerge.

K: Why do you believe they targeted your authority?

T3: They would have felt that their own, was em, at stake I guess. I was a credible threat to him.

K: Was there anyone else in the organisation that may have contributed to this?

T3: No, I felt he acted alone in what he did. He was out to protect himself.

K: Would you describe these failures as everyday occurrences? Related occurrences? Specific events?

T3: No no, it wouldn't have been every day. As far as the confrontation where it arose it would have been once a term. Usually coming up to the running of exams *laughs* as it would be the main area of confrontation where it arose.

K: Do you think you might have taken any actions against this?

T3: *pause*

K: Like did you go to the principal? Make a complaint?

T3: I would have approached the principal and expressed my views. On occasions the union would have been drawn in where I felt the principal was pushing things in fashion I felt untoward. Maybe there was some confrontation on that respect. But as I said it would have been something that happened on a fairly irregular basis.

K: How did this incident change the relationship you have with your employer?

T3: *pause*

K: Or did you accept it as part of the job?

T3: Yeah...I would have felt that em, the, principal would have implemented his own policy in terms of running the school. I might have been seen in the circumstances as someone impeding his, taking a particular line. And em, the relationship between us there after was eroded irreparably.

K: Did this action redress the balance do you think?

T3: No, we sorta, remained at odds. It was an on-going process for him to attack me in this manner.

K: Do you think this would have affected your level of trust?

T3: Of course! If you're continually fighting over a particular issue, it didn't make life that easy. The main area of contention was my post of running the exams, and I em, would have seen it best in one way and he would like to take it a different direction. Em, in terms of how it would have been seen in terms of the staff. Most of the staff would have seen it from my point of view as being the best way of running

this best. I guess the principal in terms of dealing with the issue, if he could best me, he could take it through, em, in terms of the rest of the staff. :

K: Would this have produced any job dissatisfaction or cynicism about the job?

T3: Not so much dissatisfied about the job, but more so the handling of the incident. I did become more cynical when dealing with him.

K: Would you describe this action as passive or destructive?

T3: On my part? Oh, I would say passive. I would take appropriate action, what was deemed necessary and in my most cases it would be resolved, as much as it could be for that time period.

K: Okay, I'll just save this part.

K: Have you found any inconsistencies between what your employer says it will do, versus what it actually follows through on?

T3: Em, well. He would have em, said in terms of trying to implement in particular policies on exams that em, he didn't want to spend the amount of time I felt was appropriate to run them. And that was an area of contention

K: Do you believe your employer has done this even though it had the resources to do so?

T3: *Laughs*. In terms of the exams for numerous years, it would, would have simply be an issue of contention between us. He wanted the exams in a particular way and we simply didn't see eye to eye on it.

K: Why do you believe he did this?

T3: His nature I guess – in the role.

K: Has there been any explanation as to why?

T3: No, he was not answerable to me.

K: What have you learned from your employer after this incident?

T3: *laughs* he appears to enjoy a repetitive fight! Especially over issues which are important more so to me, then eh, I guess him.

K: Has this fight, ever produced 'intentions to quit' feelings?

T3: No, I know I'm stable enough in this job that I am secure. He wouldn't push me out. I love teaching.

K: Overall, how well have you fulfilled your promises to organisation?

T3: *rushes in with answer* 100%!!

K: Do you regard your career and organization in high esteem?

T3: Em, I would have felt the way that I taught in school and the way I did my extra duties as eh, a1.

K: Would you have ever withdrawn these extra duties because of incidents between you and the principal?

T3: No, if a job was to be done I would have done it.

K: How much social interaction do you have with your employer?

T3: Em, in terms of em, the relationship with the principal. I'm going back to the principal who caused me the exam problems now, *pause* sorry, could you run that question by me again?

K: How much social interaction do you have with your employer?

T3: now there was very little really. We were different personalities we didn't get along that well with one another. So not a lot.

K: Do you feel that your employer has come through in fulfilling the promises made to you from when you were hired to work to present day?

T3: Once again he would have seen it from his perspective. And in fairness to the man, he was very committed to the school. And I would have always acknowledged that, whilst we had out differences. I felt I gave 100% from my perspective, he would have done the same.

K: Which of the following would you use to describe your o? Agreeable, open, conscientious, extraverted or neurotic?

T3: Well, *laughs* I guess extraverted bordering neurotic, at certain times, depending on the issues at hand.

K: Do you believe when you were hired, that mismatches of expectations existed between you and your employer?

T3: *pauses* Em, well I would have seen the running of exams from a particular perspective and the principal may have felt too much time was spent on exams and he wanted more time on teaching then running exams that was always an area of contention.

K: Has there been any major organizational changes impacting upon your job over the years?

T3: Well....obviously if you're asked to work more hours, are you going to have to work harder? You also have the issue of teaching more students. If you're teaching more students you've more corrections to do and it's more difficult to run a class. That makes like more difficult!

K: Do you believe your organisation values your contributions and cares about your well-being?

T3: I would feel that within the school structure most people would see my role as important and eh, would appreciate the amount of work that I would put into it.

K: Do you identify with the organizational goals and objectives?

T3: *pause*

K: Where you aware of what they were?

T3: Em, there was very little talk in terms of goals or where we should be going or an ethic that under-tied everything we were working towards. Teaching tends to be like this. You're in your own class and you're fighting your own battle in your class and you're left to it.

K: Do you believe there are good communication channels within the school?

T3: No I wouldn't feel so. In terms of communication within the school, staff meetings weren't great and not held as regularly as they should to bring everyone together. A lot of occasions staff meetings simply degenerated into open warfare!

K: Why do you think this occurred?

T3: Well, em, I think for the most part if you're looking at how a school is run: a school is run...derives from the drive of the principal and the vision of the principal and the ability of the principal to take people with him. If that isn't there or he feels intimidated by his staff, he won't have the ability to bring the staff with him and I think that happened on many occasions in the school.

K: Do you feel you have to remain part of the organization because of financial and social reasons?

T3: Yes. Thing about teaching is, as you get older, you lose that bit of drive you had as a younger person. One of the ironies of teaching, the gap between yourself and the students gets bigger as you get older. And that takes its toil in that respect.

K: And do you believe you lost your drive?

T3: I never lost my drive! I did feel disaffected I suppose by eh, loss of promotional opportunities in the school. But in terms of how I did my job, I never lost that.

K: Do you believe the management is competent at their job?

T3: Once again, it would have depended on...over the years people were promoted based purely on relationships with the principal rather than in terms of how best to run the school. That would have been a big negative in my view.

K: Has the Croke Park Agreement impacted your job?

T3: *laughs* of course! Asking us to do more hours in this, em, state of environment we find ourselves in is a lot, but you simply get on with the job.

K: How has management implemented the agreement?

T3: Well, again, I would have to say poorly. Em, meetings would have been held with the ASTI and staff meetings, but they simply transcend into chaos. Protests get you nowhere!

K: How has this affected your job on a day-to-day basis?

T3: You tend to stop caring as much I suppose, for the job, the work. You lose that drive, that fight that will to push on for me. You begin to settle!

K: Okay, thank you for your time today.

<center>END OF INTERVIEW</center>

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7.4 Interview 4

Kieran: Hi, this is interview number 4 with a female teacher in her 30s. She has worked at this school for his whole career. Hi

Teacher 4: Hi.

K: To start off, I would like to thank you for doing this, and would like to start by saying a few things. This thesis is about the psychological contract, and these questions will focus on determining certain things within your employment relationship. I will stop recording from time to time to save it in parts. Your anonymity is been fully granted and please don't mention any names or places. Is that okay?

Teacher 4: Yes, no problem.

K: Okay, let's begin. Do you think your employer has ever failed to meet the obligations that were promised to you?

T4: *pauses*

K: Anything they might have said?

T4: Yes.

T4: I suppose a change in the subjects that he asked you to do.

K: What impact did this have?

T4: In fact very little. It wasn't a problem. If you're asking if he ever changed your mind, ye would have. It made no difference.

K: Was this a problem itself?

T4: No just a nuisance. It was am month into the school term, or school year. And he may have asked you to change, for whatever reason, one class to another or subject to another for whatever reason.

K: Do you believe obligations between you and your employer are viewed so differently it causes problems in your working relationship?

T4: I must say no. No. Everything was fine.

K: And the change?

T4: Didn't impact it at all.

K: Do you think this was done on purpose?

T4: No, definitely not. Just to manipulate the timetable he would have done this. It was just something that came up with him.

K: Was there anyone else in the organization that may have contributed to this 'nuisances' in changing the timetable?

T4: Oh that sort of thing would go on regularly. Yeah, ye ye. It might have also been a h dip student would come in, and need hours, and might be a month into the school year. You'd have to be accommodating; it may mean you might be shifted out of your class. You might be asked would it be okay if they take a few one or two of your class periods a week.

K: Did this impact your job in anyway?

T4: No, but it would have impact the curriculum. Because you know, they were only in for a year, and they would take half your classes for the full year. If they weren't done properly, you would have to catch up next year.

K: What actions did you take against the employer because of this?

T4: No it's an on-going situation and every school has h-dip students. Oh yeah. Or it might have been a visiting teacher from the eh, continent or American. What you do is you give them a couple of your classes for a week so they get teaching practise.

K: Did you get anything in return for this?

T4: Oh no. You just get time off. That's all

K: Did you have to work in this time?

T4: Oh no no! God no! That went on all the time. Every year! There was always somebody. Someone might come in and want a few hours in English or geography. It would vary from year to year.

K: Did you believe this incident changed the relationship you have with your employer?

T4: No, no. It wouldn't, em, not at all.

K: How would you describe the level of trust you first had with your employer, and the level of trust you now have, post incidents?

T4: Well, it wasn't so much a level of trust. The more senior you become a longer you're at it the more I could confront him and argue. When you're starting off and he asked you to do something you did it. If you're looking for...you might be looking for promotion or references. But after about 10years you feel you're well established.

K: Do you believe it redressed the balance?

T4: I would say yes.

K: Would this be a passive or destructive approach in your opinion?

T4: Ah passive there was nothing aggressive towards it.

K: Would you describe these events as everyday occurrences? Related occurrences? Or specific events?

T4: Specific. Nothing major. No, no.

K: Have you found any inconsistencies between what your employer says it will do, versus what it actually follows through on?

T4: Ah yeh! Most of the time that would be in disciplinary matters. Y'know yourself, you'd send them down; pass them on from year head. They'd be sent to the principal. That's all you can do. Ultimately he's the boss and you have to go by his decision. You can't get too excited by this.

K: Do you believe he had any reason for doing this?

T4: oh I'd say so. Em, first of all he might not agree with what you wanted. If I wanted suspension we'll say, he said no. The punishment doesn't fit the crime he says. Or he may be political depending on who the kid is.

K: Where there kinda, outlined scenarios where a teacher would know that's suspension or expulsion?

T4: oh there were always that kinda things but that would eh, depend on who the kid was. The eh, principal would know if he had to confront certain parents. That would factor in his decision I think.

K: Would that happen a lot?

T4: That was the impression you got. He wasn't going to stand up to certain parents.

K: Was there hard and fast rules?

T4: I presume so, but nothing was set down. There were general rules for suspension but he would have the last word. And he's the boss so you go by him.

K: Okay the next question is, do you believe your employer has failed to fulfil its obligations to you, even though it had the resources to do so?

T4: The resources?

K: Yeah, like the ability to do something, maybe something he said he could do but didn't, even though he could have if he wanted to?

T4: Em...no not really.

K: Overall, how well have you fulfilled your promises to organisation?

T4: Okay yeah, pretty well I would say, but feedback was an issue.

K: Did you ever get feedback?

T4: No, I would say that'd the one fault in the system you don't get feedback really. You're never told you're good or bad or different.

K: Never in meetings?

T4: Certainly not, not in meetings or one-to-one, it would never come up. Y'know?

K: Why do you think that was?

T4: I think it was standard in the school. Em, y'know if your praise one teacher or opposed to another it might be an issue. General issues like disciplinary they would. Maybe, the results of exams weren't great. But they would never give specifics, like never say the results in French were pretty bad or anything, y'know? Why is that? That would never be public consumption. Because if you were doing that and saying results very bad you're pointing finger at teachers and that is just not on! Y'know?

K: Do you regard your career and organization in high esteem?

T4: *pause* Em, yeah, yeh I was happy enough with it. No issues.

K: Do you feel that your employer has come through in fulfilling the promises made to you when you were hired?

T4: Oh God yes. Yes absolutely. But now that I think of it, they don't make any promises when you start.

K: Anything that should have happened and no written down in the contact?

T4: No it's a very simply thing. They hire you and you have a curriculum to follow and certain number of hours a week and you have your subjects and he's bound by them. He can ask you to teach something you've no degree but that's voluntary. If he asks you to do maths and that's not your subject, and after a year or 2 needs a help in geography. You can say no.

K: Did this happen regularly?

T4: Oh yes! Often, happened to lots of teachers. In this job the principal never interfered or infringed he didn't really. However, I would say it's one of the few professions that there is no check. You get your H-Dip. You go to a school get your job and shown there's your classroom. You're on own. I've never had an inspector cross my door in over 15years! Nobody ever said good, bad or indifferent.

K: Aren't there supposed to be regular checks?

T4: Yeah but never happens. Nobody will come along and say why where your results not good? Because they're afraid they'll come back and say the class was bloody awful! Academically or discipline wise. Or never say good or well done. What they do up there is at beginning of year results are out thanks to everyone for their work and effort.

K: So a very generic statement?

T4: That's all! Oh yeh yeh. On a private basis they may say you were great but there is no monitoring or mentoring.

K: How would you describe the social relationship you had with your boss?

T4: Em.

K: Did you have one?

T4: Oh no no. Absolutely not.

K: was this kinda, put forward from the outset?

T4: It's the way I wanted it. Now he came to socials but I would never had gone socialising with the boss, only staff dos or Christmas parties that you'd see him on a social level. I wouldn't be going out to dinner with him or anything! *laughs*.

K: Do you feel your employer has come through in fulfilling the promises made to you when you were hired?

T4: Nothing's written on paper but I believe the job has lived up to expectations. I knew what would be required. My parents were teachers, I knew the job, I know the role.

K: Which of the following would you use to describe your personality? Agreeable, open, conscientious, extraverted or neurotic

T4: Open I would say.

K: Would you have stopped any discretionary activities that you may have done because of your employer?

T4: No. No. Although, there were extra things I did but I never dropped them because of him.

K: Do you believe when you were hired, that mismatches of expectations existed between you and your employer?

T4: The only thing that em, that applies to everyone I guess is after 3 or 4 years you think, I'll have cracked it – get into the swing of things relax and I'll be fine. But you don't you keep learning all the way.

K: Subject wise or students.

T4: students yeah, personality wise; different ways of dealing with them. Something that worked 4 or 5 years ago you may have to think of something else. It would keep you on your toes y'know.

K: How would you describe the relationship you have with your employer?

T4: I've had 2 or 3 different bosses. Some were excellent others were just *pause* boss and employee no problems. If he was the boss, keep out of his way.

K: Why was this do you think?

T4: I knew some of them very well. And eh, the two...one was a contemporary of mine in school and the other was hired internally and had worked with him. Only 3 bosses yeah! Other was boss not a friend

K: Okay, just save that part.

K: Has there been any major organizational changes impacting upon your job?

T4: Well there was lots of organizational changes. The school got bigger and became less personal. At the start I knew everyone's names, every kid in the school. There were only22 teachers now there's nearly 40. It went from 300 kids to 800 kids.

K: Did this impact the job?

T4: No other then you don't know the kids. What i said earlier, you got your classroom and class sizes that's it. They would go up and down every year – you accepted it.

K: Do you identify with the organizational goals and objectives? Did you know what they were?

T4: No not really. They had a mission statement, very catholic but that wasn't our concern. My concern was what I was employed to do teach particular subjects, particular class at certain times. If I got involved in anything else outside of this it was outside my concern and voluntarily to do. Anything else was religious and not to do with me. Their statement was catholic and religious kinda thing.

K: Do you feel you have to remain part of the organization because of financial and social reasons

T4: Well, social I guess. Like it is a great place to work, good proximity and y'know friends there. It is my place to work. Never at any time did I have a thought of leaving.

K: Do you believe your organisation values your contributions and cares about your well-being?

T4: I'd say they do but the system doesn't allow for them to acknowledge it. The system doesn't allow discrimination when they're doling out praise or blame. It's positive discrimination really

K: Would they do it off the cuff even?

T4: I'll give you one example. Years ago there was a parent teacher meeting at night. By their nature, some teachers might have 2 or 3 classes, some 1. The ones that had fewer classes were there fewer times. The boss made a mistake of those teachers there the longest got discriminated. Those there longer got paid more. It was a bad blunder. But in fairness to him all he was doing was saying so and so was there an hour and so and so wasn't. It caused some issues, it was an incident and an attempt at positive discrimination but it backfired. That's an indication that he couldn't walk into a meeting saying results in French terrific results in Irish were great. There'd be wart! Absolute war! Y'know.

K: War between you and the teachers?

T4: It would be directed towards him for discrimination. Because someone in history or economic department would say I worked as hard as anyone else. How dare you! I worked as hard as anyone here. And look at the bloody class I had.

K: Could you see everyone else's results?

T4: Oh God yes! Lots of teachers would. That information was always available. If you wanted to find out what your counterpart in the other 6th year history got you just looked it up. But I mean I imagine no one was interested in the kinda stuff. Some teachers never even looked at results of their own classes.

K: Do you believe there are good communication channels within the organization?

T4: I would have thought yes it was grand y'know? I thought the door of the principal's office was always open to walk in and have a chat. That doesn't mean you'd want to go in! *laughs*. I never heard of people of really complaining saying I never got time to see him or he cuts me short. Again I wasn't that interested to go in and chat. In general I found them to be very supportive.

K: Do you believe the management is competent at their job?

T4: Well that depends on where you're coming from and what you're looking for. I think they were competent. I think some of them may have been there too long. People get tired. The job is a 60 hour week job. He's there from 8am till 4 or 5 most days. If there's any meetings he has to prepare for board of management; if a teacher has a play on he has to put an appearance in. It's good for the school or imagine kinda thing but he has to go down and representative the place. There's lots of pulling and dragging in the job. Some of them do more than others.

K: And you find this a common theme?

T4: Well, if you have a 60 hour week and em...they don't get summer holidays, they get 6 weeks. They only get from the middle of June off until end of August. After that they get tired and the buzz and energy of that goes after this. It's okay for the priests they could get re-appointed they can shift around. But some of them even stayed 8 or 9 years or that sorta stuff. It's like a lot of businesses someone needs to come in and shake things up especially with staff. They could apply for principalship somewhere else but once you're a principal you won't go back to being a teacher.

K: Did you ever withdraw any discretionary behaviour that you would have provided on account of actions taken by the principals?

T4: Not because of that! No no, absolutely not. Like that we would do football teams, but after 15 or 16 years of afterschool activities I wanted to give it up. I gave it up i was tired i wanted more time at home. I didn't want to give up my Wednesday afternoons or Saturday mornings. Never 'cos something else happened in the school.

K: Has the Croke Park Agreement impacted your job?

T4: Not really in my opinion. I mean yeah okay you have to work more hours but there's hours in the day. I mean I still get home when I should do, I may just work more free periods but there's no way to say where these hours are to be put in, eh, y'know?

K: And how would you say management has implemented the agreement?

T4: There was a general kidna meeting to discuss issues we may have had with it, but to be honest this would transcend into kinda just arguments and so on. Nothing much in the way of outline has been given.

K: And how has this affected your job on a day-to-day basis?

T4: Hasn't changed much to be honest, as I said just the hours are squeezed in here and there but nothing major.

K: Okay great and that's the end of the interview.

T4: Is that it?

K: Yeah thanks a million for that!

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7.5 Interview 5

Kieran: Hi, this is interview 5 and it is with a male teacher in his 60s. He has worked at this school for his whole career.

K: Hi

Teacher 5: Hi.

K: To start off, I would like to thank you for doing this, and would like to start by saying a few things. This thesis is about the psychological contract, and these questions will focus on determining certain things within your employment relationship. I will stop recording from time to time to save it in parts. Your anonymity is been fully granted and please don't mention any names or places. Is that okay?

T5: Yes.

K: Has your employer ever failed to meet the obligations that were promised to you?

Teacher 5: *pause*

K: Nothing with timetables or subjects?

T5: I can't honestly say so. I must say, it was something I enjoyed very much.

K: So there were no issues with taking days off or anything, half days?

T5: Well, the staff was very united in that respect. They were very democratic at meetings and it was a question when to take our half days or extra days off, the majority rule. We argued our cases.

K: Did it always go your way?

T5: No, not always, but it wasn't a big issue at all.

K: Do you believe obligations between you and your employer are viewed so differently it causes problems in your working relationship?

T5: *pause* I didn't really worry about it that much. I was inclined to do my work, for fill my obligations and as far as possible if I thought differently I would try influence others.

K: What about discipline?

T5: Discipline would always be a case where you would be disappointed usually, if more action wasn't take in certain cases, but as time went on, I would then realise that there were different sides of the story. We were not informed very often of all the facts or what would arise to problems.

K: What did you lose out on by them not backing you up on discipline?

T5: Eh, I think probably we didn't lose anything because it was left to management to deepen it and we were more involved, well I was certainly, which was getting the best results for the classes that I had and I left the management part of it early on.

K: Was there anyone disciplined that came back into your class? Or the result you wanted wasn't achieved?

T5: Yes there was. I remember one particular case, in sport. Where one boy was allowed to go although it had been decided that he wasn't allowed to go because he had misbehaved and that he was given a detention but then the principal came and informed me he had over ruled me.

K: How did that make you feel?

T5: It made me feel, as if there wasn't much point in having rules at that stage.

K: Do you think he done this on purpose?

T5: No I don't think so. I just think that, eh, the other teacher that was training the team, was a lady who wept at his feet *laughs* as you like. He must of thought it was easier to confront me rather than her I think.

K: Did you ever evaluate any incident like this in comparison with what happened to colleagues?

T5: Yes, I did. There were always minor things that you felt that some of my colleagues should have been treated better, particularly out of school incidents, I think.

K: Can you give us an example?

T5: Sometimes, *pause*, em on the train or on buses remarks would be made to particular teachers from students. In one case I think somebody did a 'down trou' and no action was taken and I know the teacher felt very grieved but I supported them very much so on this.

K: Did they feel grieved because the school didn't deal with the matter?

T5: Eh, well, maybe they felt like that I don't know, but I certainly felt that once someone was recognised in a school uniform that they were always meant to be disciplined. I was lucky but some teachers may be over strict on disciplined, as it might if been like that in their home. I have ever only had one phone call to the house here and few lads in the pub at night asking would I join them *laughs*.

K: Was there anyone else in the organization that may have contributed to this

T5: No, no.

K: Would you describe these failures as everyday occurrences? Related occurrences? Specific events

T5: I would say specific alright. They tend to happen at certain intervals.

K: Do you predict future incidents, like this one, may occur again?

T5: Eh, *pauses* no because usually the principal, you knew you had to wait your time and the next principal that came along because of religious usually did about 6 years was the maximum they did.

K: Did you have certain incidents with the principals over the years?

T5: There were none of them that bad I must say. The relationship between the staff and the principal was always pretty good, although we knew they made the decision and that was it. We were rarely consulted as to what was going on but the decision was made with the religious at their dinner table rather than sort of the business. I don't think the principals who were appointed particularly wanted to be appointed anyway but in the early days there were certainly no the religious if you like were the cause of *pause* our lack of promotion which would have been a problem early on.

K: So even this lack of promotion that you mentioned was that something that always stayed with you?

T5: Ah no because that's where the union came in and I was involved with them. Early on when I started I thought unions were superfluous with teaching. I was one of the teachers who considered it a vocation and the union came in and their main idea was the get us good wages; which to be fair to them they did. They worked hard

on this and they also based a lot of conventions through them like subjects and which were more important. This slowly died out though and the unions became sorta, *pause*... the substance of teaching seemed no interest to them. They wanted to make sure our hours were cut back as much as possible.

K: Was this a sore spot for the principal do you think?

T5: Well yeah, you see because of the lack of promotion, that what really gave rise to it because the principals and vice-principals were always religious at these catholic schools, and there was no chance...salary you could teach for 25 years and you could go up the scale, but no additions to these.

K: Did you take any action against the principal?

T5: Well yes! We took action alright! It was with the government – it's a peculiar setup because you're employed by the school but paid mostly by the government. When I started we had a school salary as well as our government salary. Some schools varied, you got more in one then the other.

K: How has this incident changed the relationship you have with your employer?

T5: Not really because it was across the board rather than individual principals. There was anti-religious feelings with the teachers. When an agreement was reached that we could go on there was a strike of course. A couple of strikes happened. One of them, the postal responsibilities were introduced to finish the strike. Little or no work was attached to them.

K: And what was the basis of this strike?

T5: The basis was to get more money and to get promotions. I don't know if any strike really succeeds...it succeeded from that point of view but that strike itself left, like all do, an ill-feeling amongst staff. If you didn't turn out to your meetings and all that....

K: Was there a case of some staff going against other staff?

T5: A little bit. Em, and then schools varied after that. When we came back with these postal responsibilities, everything was done on seniority. Because it was felt that if we didn't have it tied down to seniority religious would appoint their own people were willing to do what they wanted only.

K: Do you believe it redressed the balance?

T5: No, not for me. I went against him once, but unless you're united it often fails I think.

K: Would you describe this action as passive or destructive?

T5: Very much passive. I knocked on his door one day, but I got rebuked, to say the least!

K: Has this failure to meet obligations 'produced intention to quit' feelings?

T5: I wouldn't say so, y'know, you have to remain to make money. And besides, I liked the job too much.

K: This event, did it increase or decrease job satisfaction?

T5: Decreased it, I mean, I found that I became more cynical about the nature of strikes and whether they worked or not.

K: How would you describe the level of trust you first had with your employer, and the level of trust you now have?

T5: Em *pause*. At the beginning I totally trusted them. But as I went along, my seniority comes with me so I was involved with a lot of decision making so this made a huge difference, so for last few years I wasn't in the class room I was deputy principal. In that respect I was the one staff complained to..or parents *laughs*. I mean you're in an impossible position when you're principal.

K: Have you found any inconsistencies between what your employer says it will do, versus what it actually follows through on?

T5: Oh yes! That happened by every principal. Now, early on I wasn't as aware of this as I am now. But eh, when I did I would find when I had discussed with the principal certain things and attending meetings and that, we'd go through these questionnaires about each other, as to what would you think are my strongest points and weakest points. With one of the principals, I found, his weakest point was when he made decisions, the staff objected, and so he changed his mind again. So one bit of advice I gave him was when you make a decision, stick to it.

K: Do you believe your employer has failed to fulfil its obligations to you, even though it had the resources to do so?

T5: I never thought about it usually it was a lack of funds that would be the answer we were given.

K: Do you ever think …………

T5: I don't honestly think so, *pause* the excuse was always fairly genuine.

K: What about things like time tables etc…

T5: Timetables in our particular case, we always had a couple of staff members who done them up. We tried different things as we tried to, if you like, please people. We had a number of free periods in a week and if somebody said if you can let me off the first class everyday if it was possible, that they would appreciate it or others would say let me off the last class of everyday. So therefore our timetables would be done by two members of the maths faculty. That worked out very well, we had the odd objection them from other members of staff because of these favours.

K: Did they explain why they were objecting?

T5: Very much what happens then is that we make out the timetable way before the years starts and during the summer they might not come back or that you would have to change it around and that always caused problems because you can't never just fit someone in to someone else's place.

K: What have you learned about your employer after this incident?

T5: We have learnt by doing it on computers didn't work because it just tells you want you have fed into it, if you like *laughs*

K: Would it have improved the timetables?

T5: Eh, not really, there were certain rules that the Government laid down and they had to have so many periods for each but eh, whether to drop a subject or that....we done that with parents to vote and people had made the choice and that they weren't doing all the subjects.

K: Throughout your career did you every have 'intentions to quit' feelings?

T5: No, I was always very content and if I was starting over again, I would do the same although I know now it's not as pleasant.

K: Why do you think you felt content or…?

T5: *pause* because it's a job I liked doing I was always at ease with the lads. I took them on trips the whole time, people thought I was mad.

K: Where you told to do this or was it something you done yourself?

T5: No, no. it was purely because I liked doing it and I would take a group away every year.

K: Were you involved in sports or anything?

T5: Always at the beginning.

K: Why only at the beginning?

T5: Well at the beginning it was purely voluntary absolutely. In my days all things were paid for, if you took up sport you got paid for doing it.

K: Did you give it up in the basis of that?

T5: No, no, no, *pause* it was purely a question of time after a while as I got married.

K: Was there any actions your employer might have ever taken against you?

T5: No, no no.

K: Overall, how well have you fulfilled your promises to organisation?

T5: I think I did very well, from meeting pass pupils and all that sort of thing. It's lovely that they still recognise you and they come up and talk to you and that which is nice.

K: What do you think your obligations are?

T5: To impart as much knowledge as I could and be courteous. Realise that, *pause* I was always a bit disappointed you get the odd teacher who would complain that some boy didn't hold the door for them and I was always conscious that the same applied the other way. There was just good manners.

K: Did you regard your career and organization with high esteem?

T5: Ah yes, I loved the job, I loved what I did.

K: How much social interaction do you have with your principal?

T5: The principal, no, no.

K: Was that on purpose or just something that happened?

T5: I don't particular think it was ever done on purpose, it was very difficult with authority, and the principal was the only person and still is to a large consent with any real authority. Even as deputy principal I had no right to talk to another teacher and say your time keeping isn't good or whatever. It could only be the principal who could really say this. Usually, the principal had to make hard decisions all the time and very often the staff wouldn't be too happy with some of the decisions he had made. First of all most of them were religious, early on when we had lay principals, then they became sorta isolated as they had a lot of work outside of school hours. So

at 11 o clock break or whatever, they rarely come down to the staff room to join us for tea or coffee.

K: Was that on purpose?

T5: I don't think so but that it depends on the individual. I think most bosses mix with the rest of the staff. It's not an easy thing to do and it might make it more difficult on them.

K: You spoke earlier of the strikes, was there any backlash on the teachers do you think?

T5: No, I don't think so *pause* one of them was in the 70's and the other was in the 80's. I would say with the religious probably back it almost. You know there would be no reason why they would be anti, expect from the point of view that the students were losing when the school was closed and one of them went on for 3 weeks. I think I found it at the time of the first one that financially a big loss because I was married at the time and had 2 children and eh, losing 3 weeks' salary was a lot. Don't think you ever regain *pause*.

K: Do you feel that your employer has come through in fulfilling the promises made to you when you were hired?

T5: It varied, sometimes they would, and other times they wouldn't.

K: Which of the following would you use to describe your personality? Agreeable, open, conscientious, extraverted or neurotic?

T5: Oh, open, eh very approachable person I think.

K: Do you believe when you were hired, that mismatches of expectations existed between you and your employer?

T5: That's difficult to answer now, eh *pause* I was never told if you like, during my career things weren't as good as they should have been. We dealt, see schools differ a lot and you can only speak for your own school and if the school is run properly there shouldn't be any great problems, if the discipline is good. One of the things if you go back to I just thought of it now is that I always thought one or two teachers and this is probably in every school, from talking to other teachers, who should never be teaching as they have no discipline in their classes.

K: Did the teachers let them run wild?

T5: They ran wild.

K: Why do you think they were in the job?

T5: Well a lot followed on, for instance if they were religious they probably or attended religious seminaries and discovered they didn't want to be a priest or a nun but did their degree and got out of there and because there was nothing else to do they went into teaching. Usually the order priests and that would look after them and give them jobs *pause*.

K: Has there been any major organizational changes impacting upon your job

T5: Maybe, class sizes and that would normally got smaller when I started and conditions of anything improved all the time until I left and in recent years there has been a complete change in the whole contracts and everything with teachers, i.e. pensions etc.... and they have all changed. So that did not impact on me at all but its discipline if you like, dis-improved a lot. At the time we were all a bit doubtful but

we were aware it was coming in and were able to put in place detentions and things like that.

K: Did you use it yourself?

T5: Well we worked with a system, which we recommended things but it was up to the year head.

K: So you never carried it out?

T5: Oh I did as a year head and so on, as a strict teacher we worked a system and even when corpus punishment was there, you always gave a note to the pupil to go to the dean at the time, and how the dean dealt with it, was his problem.

K: What happened when it changed over?

T5: When it changed over, it worked reasonable well for a while, but eh, I would say over all the years gradually discipline got worse.

K: Did you directly relate this to the corporal punishment not being used anymore?

T5: No, I wouldn't no, I *pause* I would be in favour of having no corporal punishment but discipline and sanctions eh...more and more of the parents got involved in it and I think of, from what I gather at the moment that discipline is extremely different in schools now and because parents have to big of a say in appealing whatever the case.

K: Do you identify with the organizational goals and objectives?

T5: My main ambition was the school should be a Christian school with Christian aims. I always looked particularly at the extra-curricular work that was done in the

school outside normal class time. I felt that schools that had a lot of extra-curricular studies or duties or whatever.

K: Do you feel you have to remain part of the organization because of financial and social reasons?

T5: Part of it??

K: Yeah.

T5: No, I loved it! That's not to say there some days you wish you were on holidays *laughs*, the holidays were always a big bonus.

T5: Oh, yes.

K: Do you believe your organisation values your contributions and cares about your well-being?

T5: I would think so yes. I did very much so and I was told so and a lot of the rest of the staff also were told they were appreciated.

K: Where you told you had done a good job?

T5: Yes indeed.

K: Do you believe there are good communication channels within the organization?

T5: I would always feel that communication was never as good as it should be, it a general point.

K: How were things communicating?

T5: At meetings, we had our own union meetings at school regularly but also we had the staff room notice board, in fact we had 2 notice boards. It was fairly good, if

something wasn't put up, if it didn't apply to you, you never became aware of it. You had the odd time where you felt you weren't informed.

K: What occurred at these union meetings? Did you have them all the time?

T5: Eh, more or less, once a month.

K: Do you think matters that rose at the meetings were followed up on?

T5: Those meetings were quite vicious, and if someone felt strongly about something or certain things we could if you like say skin and bones were flying. I remember a time when we wanted to get rid of a subject, and the teacher wasn't happy off course.

K: Would he have been without a job?

T5: Well he wouldn't be out a job but there was no subject so he had to take up something else to replace that subject. If he felt he wasn't getting the support from the staff and he would blame others for it. It was always questioned if you were involved in administration a little bit of trying to point out that there were other sides of the story. If none of the pupils want to do the subject, what can you do? Force them? *laughs* Introducing other subjects that would replace his subject. Sometimes with the exam supervision for exams at Christmas and Easter that favouritism was shown, these types of things, small in some ways.

K: Did they ever affect you personally?

T5: Yes I suppose they did.

K: Did you ever take any action?

T5: If they felt strongly about it, or if you felt certain members of staff had less supervision then the rest, you would ask why this was the case.

K: Have you accepted this explanation?

T5: No not always but didn't make a lot of difference usually anyway *laughs*

K: What action do you take after this?

T5: You would bring it up at the A.S.T.I. meeting and discuss it.

K: Finally, do you believe the management is competent at their job?

T5: Yes and no. I know it's a simple answer but I don't know it's something I would never had looked for myself, a principal ship because I feel they're in a possible situation that they have to please the staff, the parents and the pupils and very rarely can you please all three.

K: Did you feel the profile of the job forbade this?

T5: The other thing I still think applies is that not enough authority is given to anyone else. I think year heads shouldn't have to go through the principal, especially with suspensions. In my own experience some were good but usually in certain areas as I say were sufficient in areas and then not so efficient in other areas. If they communicated sufficiently with their senior members of staff they would manage to always get over that.

K: So it's viewed as difficult to you?

T5: The other thing that sometimes applies with *pause* eh, *pause* the principal if there's an internal appointment, somebody who was already a member of staff to be appointed. They would nearly always have other members of staff who were senior to them, which would have made the job very difficult I would imagine.

K: Has the Croke Park Agreement impacted your job?

T5: No it hasn't because I'm semi-retired already so my pension is secure enough, maybe, you could say it's dropped off a bit due to the cut backs, but nothing much more.

<div align="center">END OF INTERVIEW</div>

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7.6 Interview 6

Kieran: Hi, this is interview 6 and it is with a male teacher in his 40s. He has worked at this school for his whole career.

K: Hi

Teacher 6: Hi.

K: To start off, I would like to thank you for doing this, and would like to start by saying a few things. This thesis is about the psychological contract, and these questions will focus on determining certain things within your employment relationship. I will stop recording from time to time to save it in parts. Your anonymity is been fully granted and please don't mention any names or places. Is that okay?

T6: Yes.

Kieran: Has your employer ever failed to meet the obligations that were promised to you?

T6: Eh,*pause* In terms of the, can I have that question again there?

K: Yeah sure, has your employer ever failed to meet the obligations that were promised to you?

T6: Not that I can think of, I wouldn't be clear on the obligations that were initially promised to me when I started. In the college it wasn't clearly specified exactly what my duties would be in my life time of teaching there.

K: Where you ever given a contract?

T6: No, not that I'm aware off. Except that I had one, but as to specific details of a contract, I have never seen one.

K: Okay, and what did you think the obligations of the contract were?

T6: Well the obligations as far as I was concerned were that I would be assigned classes to teach, up to 22 hours. My initial subjects were history and maths. Over the years, then my timetable was filled in by various other subjects.

K: Where there occasions where you were asked to do more than 22 hours?

T6: Not specifically in regards to teaching, but as a year head yes I would have.

K: How has this incident changed the relationship you have with your employer?

T6: Eh, to the extent to that there was little or no communication with the principal from what he wanted from me as a year head, there was no communication; very few meetings or anything like that, about how I was fulfilling the role, or not fulfilling it.

K: So it was never properly outlined to you?

T6: Not specifically no. Very general, I was responsible for my year – lates, disciplinary issues etc. I tried to fulfil them as best as I could. There was no meetings to see how well I was performing in my duties. No, never!

K: How did this incident change the relationship with the principal?

T6: No, the way it changed me was in my year head role I found since I was little management, I had little authority to make decisions on specific incidents. I found I was undermined considerably. Action taken, where directives existed like punctuality, I had little or no authority to make any decisive decisions. Therefore I feel management failed me 'cos I could not make decisive sweeping decisions, one way or the other. Being a year head was a figure head role with no authority to make decisions. I lost complete confidence in management and their decisions.

K: Do you think it was an obligation they should have met?

T6: Very much so! In a supporting role, the manager is the most important role in the school. He should decide what was my duties and how well I performed. When he didn't show a great interest, it was an a la carte role!

K: Do you believe he broke these promises on purpose?

T6: It might not be specific to me, but failure of management to manage the school. It applied to everyone really. Vagueness existed on what procedures should have been followed. I felt I was completely undermined by management to be decisive.

K: Do you predict future incidents, like this one, may occur again?

T6: Very much so! Absolutely. The students realised that the buck didn't stop with management, but management was totally indecisiveness, and they took advantage.

K: Would you describe these failures as everyday occurrences? Related occurrences?

T6: Every day there was series incidents and would not have been acted upon by management. I even found where I had made suggestions, they were often ignored.

K: Was this the atypical response taken?

T6: My colleagues would have expected more response from me, but I was disempowered to make any decision consequently.

K: How would you describe the level of trust you first had with your employer, and the level of trust you now have?

T6: Trust is mutual. If you feel recommendations made and he doesn't take them serious and he calls for action, that I found there was little or no interest in anything I said as regards pupil's mitching or disciplinary issues. He didn't wanna call year head meetings – this frustrated me. I was independent as teacher, and students realised they could get away with it due to lack of management input.

K: You spoke of discipline going out the door, was there any sort of action you would of taken, or go to some else to complain about it?

T6: Well except for the rare occasion where we did have year head meetings at the end of the year you know and I was trying to get a consensus among year head teams that we would have a template by which we would say what the action should be for various types of offences.

K: Was this agreed upon with the principal?

T6: Nothing really was, eh *pause* the impression was that he had been listening but there was nothing followed through the following September. It was like we were on

a dogs ground as you say. No actions were taken we were just staggering along week to week and that's when I saw the school going into a free fall situation where a school that I came to where there was good management initially and then in the last five years there I seen very poor management, in terms of leadership and motivation and engagement with the staff on a serious basis. That was the most frustrating thing I found and with the consequence a lot of parents and students lost confidence. Former pupils that would have wish to send their children to the school had lost confidence also. I honestly can't defend what I saw going on in the school at all. I felt empathy with them.

K: Was there actions you would have taken against that could have been re-dressed? You talked about meetings?

T6: Not really, simply because the management is basically in the driving seat and if the management doesn't take on board what you say, then you are not going to get a decision. There was no genuine determination by management to really take on board the concerns of the year heads.

K: Why do you think this happened?

T6: I just think it was a failure of management, I just don't think he was up to management. I would of thought maybe he didn't take on board the situation of teachers working conditions and also year heads as well to complete their job. He moved from the frontline and he didn't seem to want to understand what students and their working environment was like. It was being seriously being impaired by lack of proper running of the school. He would have been a total failure in regards to management, no idea how to run a school and that was the reality and it was a recipe for disaster really, students could do their own things.

K: Do you believe that happened?

T6: I do believe, very seriously from what I saw from my first 10 years to my last few years. If was like they were two different schools, it was borne out of the students, it was borne out of the quality of results, it was the failure of the numbers dropping out and students being picked up from the school gates and being taking off to other voluntary secondary school.

K: Did you take any other action in relation to this?

T6: Yes I did. I wrote to the Board of Management two or three times, there would have been a response back to the principal he made the most contact with the Board of Management. The principal was the main conduit to the board. The Board of Management only meet every 5-6 weeks and the principal was the secretary of the Board of Management, so the principal would convey the decision of the Board of Management but it didn't make much of a difference.

K: Would you have described this action as passive or destructive?

T6: Boarding destructive with the anger I had at the total lack of management on their behalf.

K: Have you found any inconsistencies between what your employer says it will do, versus what it actually follows through on?

T6: Very much so absolutely. There was no determination to follow through on, as far as I could see. The situation would not change from one year to another. That was reality.

K: Do you believe your employer has failed to fulfil its obligations to you, even though it had the resources to do so?

T6: I just felt that there was no willingness to actually follow anything through.

K: But do you think he could have?

T6: Well it's very difficult to explain because he would have been aware that the reputation of the school was at stake it wasn't just my dissatisfaction of him as a manager. Equally, the whole reputation of the school, parents and students were starting to disintegrate as well. It's very difficult, because I felt that he wasn't up to becoming a manager/principal of a school, because they are *pause* the principal has a high responsibility role in running a school. Even President Clinton said then when he was governor of Kansas that he was worried about the schools there and their reputation of the schools there as it was graded as one of the lowest in United States. He had come to the conclusion, at the end of the day after seeing the system that a good principal, a good management structure in a school is absolutely essential of running a school. If you have failure of management in a school then really you're going to have a collapsed school.

K: What do you think is the role of management in the school?

T6: Very much so, first of all its leadership, its motivation, to have a vision for the school. They really would make people proud to work in that environment. They are the guiding lights, you know what I mean. They have a huge impact, it's almost like a captain of a team and not exercising his role as a captain, so he would be failing his team if he didn't. He is expected to lead, motivate and give vision for the future and be conscious of the reputation of the school, the working environment of the

student's as well. If the mission statement is to develop the full potential of a student like surely you cannot have that situation whereby you have a complete anarchy in class room situations. It's impossible, impossible to have that as every student when their given education should be given equal opportunity to develop to the maximum. If you have a situation where there's basically a breakdown of discipline. Discipline is number one, discipline and respect to staff which hasn't been kept, started disintegrate as well. A number of people that would have seen out to 65 to retire, who could have gone another at least 6-7 more years to go, didn't. We lost 15-20 teachers. Simply I'd say most of them gave up was because of working conditions. It would have been a factor, I'm not saying that was the only reason but it would have been a major factor in the stress and pressure. It wasn't a school they were proud to work in; too stressful to keep going it was too demanding.

K: Describe what you have learnt from your employer?

T6: Well what I can think was the mistake *pause* was seriously with lay principals is that they should have been given a term of office, like a contract of 5 years and then it would be reviewed you know, because what is happening is over religious principals they generally didn't serve any more then 5-6 years in a school but lay principals, if appointed at 35 years of ages, you were there for the next 30 years, irrespective of whether you were incompetent of your position. It was impossible to touch you. In the north, there isn't a cosy relationship, the principal is accountable, and if he's failing the board can ask him to step aside or change. Accept you have to change and do decisive action. An indefinite contract, for anyone in any role, it means they cannot be fired; unless a serious allegation was made. He would sit back and acknowledge that he was untouchable. Y'know? He took 40 days off once, for different reasons, like attending conferences.

K: Have these incidents ever 'produced intention to quit' feelings?

T6: Yes

K: Was there cynicism about the job?

T6: Yes, not just my year head work, but equally, in terms of teaching work, my conditions in work deteriorated substantially. Yes, managing class rooms became a problem, students couldn't behave properly. Several of my colleagues felt the same. It was due to a complete failure of management.

K: What about job satisfaction?

T6: Pure dissatisfaction about him being a manager, he could not adequately do his job correctly.

K: Overall, how well have you fulfilled your promises to organisation?

T6: I would say very much so. I was extremely conscientious. I was very committed. I could have taken days off, but I felt sense of loyalty to my students, that I hardly ever missed a day, unless there was exceptional family circumstances. One of things that aggrieved me most was a bus picking up kids, brought them to bring them to School X nearby. The area didn't send students to our school, and this irritated me, eh, most of the time!

K: Do you regard your career and organization in high esteem?

T6: Very much so, I was proud to be a teacher. I love the job, but it becomes more and more difficult to do the job because of the failure of management, without any doubt.

K: How much social interaction do you have with your employer?

T6: Not a lot to be honest. Just the meetings and even then the meetings were awful. There was no agenda and no notes taken. So the next meeting you'd attend, maybe 6 months later, there wasn't a lot of change. It was going through the motions of ticking the box. Other schools had regular meetings and assemblies. We never had a structure, and it becomes difficult to work in this environment, either as a teacher, or as a year head or to be middle management.

K: Do you feel that your employer has come through in fulfilling the promises made to you when you were hired?

T6: No, it's changed so much. It bore no comparison between when I started, as I did now. Thanks God I didn't have the same management from when I started to now. The reputation of the school has gone down, we could attract great students that would go to Trinity, but not anymore, it's all slid down. We're now barely in the top 500 of best schools in the country. The last survey shows, less than 55% go to third level education now. There's just a complete collapse in academic performance.

K: Which of the following would you use to describe your personality? (Agreeable, open, conscientious, extraverted or neurotic)

T6: I would say very extraverted. I got on very well with my colleagues and got on very well with my students.

K: Was there not disruptions in the class room as you said?

T6: By an element, a certain element within the classroom situation, very much so but the majority of students were good kids. I had the highest regard for them but there were some kids that did what they wanted to do and destroy the working environment and these students knew that they were going to get away with it too.

We were taking kids from other schools where they had been expelled from and when I was a year head and we weren't given any information about the pupils that were coming in. Teachers would find in a class room situation not knowing the previous history record of the pupil. The whole thing was being covered over.

K: Why was this?

T6: To get the numbers up. They had a poor track record of discipline so as soon as they came in they had the same behaviour and created more mayhem and chaos in the class room.

K: Do you believe when you were hired, that mismatches of expectations existed between you and your employer?

T6: I didn't know a lot about the school initially before I came to the school. *pause* in my early years I realised that there was a good atmosphere in the school, every good *pause*... not just academic motivation by students. You always had good students like, generally it was a good academic environment and then also there was so many more activities going on as well i.e. school tours, drama club. It was a good school it had good things going for it. It was a private school with a good reputation.

K: Were you attracted to the school for its reputation?

T6: Well I came to the school by accident in a sense because I was meant to go to a different school and then that fell through because the other staff member came back and I had seen the other job in the school in X and I didn't really know much about the school until I got there. I knew it was a Sister College of X. Every kid would have the opportunity to play sports in X. Rugby and GAA were very big in X. With Gaelic tradition in the olden days that they only catered for an elite team, where

rugby everyone could play it as the teacher would bring them out and would have them in categories under 13s etc. and so on. I found it very good in X as I was involved in GAA for 25 years.

K: Did you ever withdraw any of these discretionary behaviours?

T6: Yes I did. I stopped going to open nights because I felt it was just window dressing and the parents were being deceived in the quality of the school. I couldn't encourage parents to send their kids to the school until there was a total change in how management ran the school.

K: Were you forced to talk up the school at these events?

T6: Well of course, you know...what happened in the end was that a small group of teachers were let organise an over nighter on behalf of the Board of Management. I know from a colleague of mine, well not a colleague he thought in a different school and he came along to School X's open nights, he was a deputy principal and he would go to a few and he said our one was the worst he had ever seen. I don't undermine the staff members that go to them because I initially did go to them and put on other activities for them, but I lost complete confidence in the management in the school. I couldn't in good conscious proceed and do a false window dressing and P.R operation for a one night thing.

K: How would you describe the relationship you have with your employer?

T6: Well I would always good between me and my employer/principal and the way we went about things. He lives in my area here in X and I always have got on with him reasonably. I would never let my personal relationship interfere with my

working relationship with him. I did regularly speak to him at staff meetings and I think if more people spoke out we could have halted the decline

K: Has there been any major organizational changes impacting upon your job?

T6: No not from what I saw, well *pause* the more demand that were put on teachers simply because the quality of the students coming in, began to decline rapidly. The school was expanding in the 1990s. In 4th, 5th, 6th year alone was nearly 900 students. With a situation at that stage students could not even get into the school as there was such a high demand. After the first lay principal, we lost 500 students well nearly 500 students you know and even with our numbers today were not too bad it means the better students had to go elsewhere. One of the lowest secondary schools had 60 pupils and it now has 160 you know, but their actually increase was due to many reasons. They ran a good show and also we went into decline and so that meant that students were pushed out of X and into other schools that school. I know people that wouldn't send pupils to school because they lost faith.

K: Do you identify with the organizational goals and objectives?

T6: There was a mission statement – every student should develop their maximum potential, whatever that may be. Many past pupils would not talk negatively. But in the last few years, past students have said what's happened? I don't identify anymore, the schools like eh, a ship with no captain heading for the rocks!

K: Do you feel you have to remain part of the organization because of financial and social reasons?

T6: I have to make a living, but there are no opportunities available. They're limited. If you move school you lose your role and you drop to the bottom of the ladder. Years ago it was based on seniority, now it's more open to competition. I didn't go for it, because I feel I wouldn't get it, based on what actions I have taken.

K: Do you believe your organisation values your contributions and cares about your well-being?

T6: No, I don't think so. Maybe in the beginning it was, but in the last few years, not a chance.

K: Do you believe there are good communication channels within the organization?

T6: Communication is a two-way thing, it's only good when you feel you're been listened to and they've something to say. When you've lost credibility in that person, it doesn't exist. Staff meetings on Wednesday, half an hour of it was for staff meetings. Often, there was no meeting, no agenda...they were a total failure. Communication in that context was meaningless. Even if there was one, staff members felt nothing would happen, just going through the process. What was decided was immaterial.

K: Do you believe the management is competent at their job?

T6: No, not at all.

K: Has the Croke Park Agreement impacted your job?

T6: Yes more hours to do, more meetings with teachers. Supervision – the agreement is it wasn't compulsory but you get remuneration for it. Classes being increased, it's

not a major issue. If there are 30 motivated students, it doesn't matter. You could have 20, totally uninterested, and it's a problem.

K: did you ever withdrawn discretionary behaviours?

T6: I had a negative attitude doing extra work. Like sports and if I did after school detention it became a nightmare situation. If they misbehaved in detention, nothing would happen. So I stopped doing this. I think my disillusionment has made me even consider early retirement when I approach that age.

K: How has management implemented the agreement?

T6: Again, they've tried through meetings, but it's done on an ad-hoc nature to be honest. It's awful.

<center>END OF INTERVIEW</center>

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