

## Developing the Jordanian schools' administrations within the concept of the mutual psychological contract between school principals and teachers

**Salah Ahmad Amin Ababneh** <sup>a1</sup>, University of Jordan, Faculty of Educational Sciences, Educational Leadership and Foundations Department, Amman, Jordan. <https://orcid.org/0000-0002-4371-9491>

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### Abstract:

This study explored the development of the Jordanian schools' administrations within the concept of the mutual psychological contract between school principals and teachers. The study employed the descriptive developmental approach. Two scales were developed, the scale of the school's commitment to the psychological contract with teachers, which consisted of (30) items, and the scale of teachers' commitment to the psychological contract with the school, which consisted of (22) items. The sample of the study consisted of (431) teachers and (117) principals at the end of the academic year 2020/2021. The results revealed that the degree of commitment among school principals to the psychological contract with teachers was average. The differences were statistically significant in favor of the teachers with long experience, and the differences were not significant for the rest of the variables. The results of the study also indicated that the degree of teachers' commitment to the psychological contract with school principals was average. The differences were statistically significant in favor of school principals with short experiences. Mechanisms for developing school administration in Jordan were suggested, and several recommendations were made.

**Keywords:** psychological contract, school administration development, school principals, school teachers, education in Jordan.

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\* ADDRESS FOR CORRESPONDENCE: Salah Ahmad Amin Ababneh, University of Jordan, Faculty of Educational Sciences, Educational Leadership and Foundations Department, Amman, Jordan  
E-mail address: [s\\_ababneh@ju.edu.jo](mailto:s_ababneh@ju.edu.jo)

## Introduction

Educational organizations are experiencing important changes and fundamental transformations in light of political, economic, technological, and cognitive transformations since the beginning of the twenty-first century. The Covid-19 pandemic has come, since 2019, to deepen these transformations, and create a new reality for education and learning, which has created unprecedented challenges for educational administrations. It became necessary for the educational authorities to restore the balance of the educational system with different mechanisms and methods that suit the new circumstances.

One of these methods is to achieve a rapprochement between what the workers expect from their organizations, and what the organizations expect from their workers. This expectation is called the concept of the psychological contract, which includes the informal conditions of the professional relationship between the two parties (Affaki, 2008). Several researchers emphasized the importance of achieving the psychological contracts between the individual and the organization because it increases organizational commitment and job satisfaction (Karani et al., 2021), achieves organizational citizenship (Nguyen et al., 2016), and organizational mutual trust (Flood et al., 2001). During the COVID-19 pandemic, organizations' commitment to their psychological contracts has led to enhanced employee safety behavior (Du & Liu, 2020). On the other hand, breaching the psychological contract negatively affects the innovative behavior of workers and their well-being (happiness, work integration, and mental well-being) (Karani et al., 2021). In the context of COVID-19 and the resulting decisions to prevent all forms of physical interactions and work from home, violation of the psychological contract led to conflict among workers between work and family, lack of work requirements, lack of organizational justice, and lack of organizational support (Lopez & Fuiks, 2021), not to mention feelings of deception and moral humiliation that lead to a decrease in the efficiency and effectiveness required for quality of the work.

The concept of the psychological contract dates back to the sixties of the twentieth century when Argyris (1960) formulated it to describe the unspoken tacit understanding between workers and their organizations, as influenced by the Social Exchange Theory. The concept of the psychological contract later developed to mean the mutual beliefs between workers and their organizations, each towards the other, and the organizational behavior based on these beliefs. These beliefs are automatically adopted according to what work conditions and psychological consequences dictate to the worker, the employer, or the institution, and contribute to social development, national culture, and organizational culture in the formation of these mutual beliefs (Matatlah, 2015).

The interest in the psychological contract is due to several reasons. First, the psychological contract is a complement to the official contract, an explanation for it, and places it in the cultural and social context of the individual and the organization. Second, the psychological contract helps to understand minor and major changes in the work environment and define new duties and rights. Third, the psychological contract helps to clarify the practices of equality and justice among workers. Fourth, the psychological contract helps to clarify the relationships between cause and effect. Finally, the psychological contract helps to form the attitudes of workers during daily experiences at work (Conway & Briner, 2009).

Psychological contracts can be divided into three types. The first is the Relational Contract, which is a form of the psychological contract associated with the social exchange, including expected roles and mutual emotions. The second type is known as the Transactional Contract, which is a contract related to economic exchange with its specific contents and expected material incentives. The third type is the Balanced Contract, which is a contract that includes dynamic employment arrangements that are open and conditional on the economic success of the organization and opportunities for employees for professional development (Rousseau, 1989).

The fulfillment of the psychological contract or obligation of both parties towards the other requires a mutual belief. Leaders and managers can play an important role in shaping the perceptions of workers towards their organizations and providing information related to the contract or a supportive work environment through continuous dialogue sessions. The lack of commitment by each party to the expectations of the other is called the breach of psychological contract or the violation. There is a difference between breaching the psychological contract and violating it, as breaching the psychological contract is the individual's realization that the organization has failed to fulfill one or more obligations in the psychological contract while violating the psychological contract is the emotional state resulting from the belief that the organization has failed to maintain the contract (Guerrero & Herrbach, 2008; Suazo, 2009).

From mutual expectations between teachers and school administrators, teachers expect schools to care about their happiness, to be more just and understanding of their education and development requirements, to recognize and reward their efforts, and to involve them in decision-making processes. While schools' principals expect teachers to demonstrate loyalty and respect for the school, participate in institutional development efforts, view school problems as their own, and advocate for the interests of the schools (Koçak & Burgaz, 2017). The expectations of new teachers from their schools are very high, and if these expectations are fulfilled, both new teachers and their schools will experience increased growth and prosperity. It will also fulfill the new teachers' personal and professional needs and the needs of self-identity, and ensure that the educational system has highly-professional teachers (Dollansky, 2014).

Several studies have been conducted in the industrial and business sectors showing the degree of commitment to psychological contracts, their importance, types, and their relationship with a large number of organizational variables. However, few studies in the educational field - according to the researcher's knowledge - were conducted to investigate such a relationship. (Demirkasımoğlu (2014) investigated the perceptions of primary school teachers about schools meeting the psychological contract with them. The results revealed that the degree of school commitment to the psychological contract was high with teachers.

In Turkey also, Demircioglu and Özdemir (2015) explored the relationship between psychological contracts and unproductive work behaviors from the point of view of teachers in Turkish public secondary schools. The participants were asked to respond to the "Psychological Contract Scale" and "Unproductive Work Behavior Scale." The results showed that Turkish public school teachers' perceptions of the degree to which schools adhere to the psychological contract with teachers and unproductive work practices were medium, and also found that there is a low positive correlation between them.

Nguyen et al., (2016) determined the relationship between organizational citizenship and each of the psychological contract and leadership styles of primary school teachers in Taiwan. Three scales were distributed electronically to (547) individuals. The results indicated a medium degree of commitment schools have in the psychological contract with teachers. There was a positive, statistically significant relationship between organizational citizenship behavior and both the school's commitment to the psychological contract and leadership styles.

Koçak and Burgaz (2017) identified the role of empowering teachers on the schools' commitment to the psychological contract in secondary schools in the Turkish Usak region. The results revealed a medium degree of commitment by schools to the psychological contract with teachers. There was a statistically significant relationship between teachers' empowerment and the school's commitment to the psychological contract with them.

Gökyer (2020) investigated the role of strengthening the leadership behavior of school principals on the mutual psychological contract between teachers and school principals. The results showed that the degree of school principals' commitment to the psychological contract with teachers was medium, while the teachers' commitment to the psychological contract with their schools was high, and the impact of leadership behavior on the psychological contract was important.

Sahin (2021) analyzed the determinants and results of fulfilling the psychological contract of teachers in public and private schools in the state of Arkansas, USA. The results of the study showed that the degree of commitment of school principals in the psychological contract was low, while the teachers' commitment degree was medium. The study provided a proposal to predict several school variables from the degree of commitment to the psychological contract.

Previous studies were conducted in several countries and used the quantitative descriptive methodology and standards to determine the degree of commitment to psychological contracts in the school context. Their results were varied. However, the current study focuses on the Jordanian context and investigates the relationship between the commitment to psychological contract and teachers' satisfaction as well as job performance.

#### *The purpose and problem of the study*

The psychological contract is one of the modern concepts in organizational behavior and human resource management despite its prevalence in the industrial and business sector (Karani et al., 2021). It has not received sufficient attention and research from educators, and administrators rarely use it to understand the relationship between them and among workers (Lee & Taylor, 2014). The results of a Jordanian study (Ababneh et al., 2018) indicated that there is a positive relationship between school performance and many psychological factors such as organizational confidence and work integration, and a negative relationship with psychological burnout.

On the other hand, the official authorities in Jordan have made great efforts to develop education in the twenty-first century, including the Educational Reform for Economy Knowledge Project (ERfKE) in the period (2003-2013), the School Development Program (2009-2019), a program designed to further decentralize the development of school plans, and the strategic plan of the Ministry of Education (2018-2022). The Covid-19 pandemic had a severe impact on the Jordanian educational system like other educational systems in the world, as schools closed and stopped teaching since mid-March 2020, with the start of the outbreak of the Covid-19 virus, as a precautionary measure. Since the beginning of the 2021/2022 school year, teaching has returned, but with a hybrid methodology (physical and remote).

The state of the country report issued by the Jordan Economic and Social Council (ESC, 2020) indicated that the societal culture in Jordan in the context of the COVID-19 pandemic bears negative trends towards education in general and specifically towards distance education and that the components of the human resources mentioned in the priorities have not been implemented. The researcher believes that the use of modern concepts such as the psychological contract will contribute to providing a positive organizational culture among school human resources, and thus may help to develop school administration in Jordan. Therefore, the purpose of this study was to present proposals and mechanisms for developing school administration in Jordan in light of the concept of the psychological contract, specifically the degree of mutual commitment to the psychological contract between teachers and school principals.

To this end, the study answered the following research questions:

1. What is the degree of school principals' commitment to the psychological contract with teachers?

2. Are there statistically significant differences in the degree of school principals' commitment to the psychological contract with teachers due to the variables of the teacher's gender, qualifications, experience, the school level, and the supervising authority?
3. What is the degree of teachers' commitment to the psychological contract with school principals?
4. Are there statistically significant differences in the degree of teachers' commitment to the psychological contract with school principals due to the variables of the principal's gender, qualification, experience, school level, and supervisory authority?
5. What are the proposals and mechanisms for developing the administration of Jordanian schools in light of the concept of the mutual psychological contract between school principals and teachers?

### *Significance of the study*

This study is one of the proposals for the development of school administration in Jordan in the light of a new concept that has not been used in Jordan so far, the psychological contract, which depends on the psychological aspect of the relationship between the important human resource personnel in the school system, teachers and school principals. This study provided to those interested in the theoretical literature on the concept of the psychological contract and will open the way for other studies on the concept of the psychological contract in educational systems and its relationship to many school variables.

The results of the study may help practitioners and policymakers in providing a positive school atmosphere that enhances the behavior of the expected role of school principals and teachers towards each other, which helps to develop school performance. School principals and teachers can identify a new mechanism to increase additional role behaviors for them.

### **Methodology**

To achieve the objectives of this study, the descriptive developmental approach was used, which includes the use of two scales to determine the degree of commitment of each of the school principals and teachers to the mutual psychological contract between them, and then submitting proposals to develop the administration of Jordanian schools.

### Sampling

The study sample included (431) teachers and (117) school principals working in public schools for the academic year 2020/2021, selected by stratified random method. Tables 1 and 2 show the distribution of the study sample of teachers and school principals according to the study's variables.

Table 1. The distribution of the study sample of teachers according to the teacher's gender, qualifications, experience, school level, and the supervisory authority

Variable	Category	NO.	Percentage
Gender	Male	72	17%
	Female	359	83%
	Total	431	100%
Academic qualification	Diploma or BA	344	80%
	Master's and above	87	20%
	Total	431	100%
Experience	Less than 5 years	69	16%
	From 6-10 years	109	25%

	More than 10 years	253	59%
	Total	341	100%
School level	Kindergarten	10	2%
	Elementary	193	45%
	Secondary	228	53%
	Total	431	100%
Supervising authority	Ministry of Education	334	78%
	Private education sector	97	22%
	Total	431	100%

Table 2. Distribution of the study sample of school principals according to gender, qualifications, experience, school level, and the supervisory authority

Variable	Category	NO.	Percentage
Gender	Male	34	30%
	Female	83	70%
	Total	117	100%
Academic qualification	Diploma or BA	80	68%
	Master's and above	37	32%
	Total	117	100%
Experience	Less than 5 years	27	23%
	From 6-10 years	28	24%
	More than 10 years	62	53%
	Total	117	100%
School level	Kindergarten	18	15%
	Elementary	56	48%
	Secondary	43	37%
	Total	117	100%
Supervising authority	Ministry of Education	81	69%
	Private education sector	36	31%
	Total	117	100%

#### Instrument of the study

The researcher used two instruments in this study. The first was the scale of the school's commitment to the psychological contract with teachers, which was developed by Coyle-Shapiro and Kessler (2000), and it consisted of (30) statements. The second instrument was the scale of teachers' commitment to the psychological contract with the school, which was developed by the researcher and consisted in its final form of (22) statements. The psychometric properties of the two study scales were confirmed as follows.

#### Validity of the instruments

First: The scale of the school's commitment to the psychological contract with teachers. The researcher translated the scale, then presented it in the original and translated versions to (10) bilingual professors in educational administration. They were asked to review the localization of the scale and make any

adjustments they deem appropriate to the Jordanian environment. Based on their observations, the linguistic wording of paragraphs (1, 3, 4, 7, 10, 20, and 28) was modified.

Second: The scale of teachers' commitment to the psychological contract. The researcher presented the initial version of the scale consisting of (21) paragraphs to (10) faculty members specialized in educational administration in several Jordanian universities. They were asked to ensure that the paragraphs are suitable for their purpose, which is to measure the commitment of teachers to the psychological contract with their schools. They were asked to suggest any modifications, deletions, or additions they deem appropriate. Based on the judges' observations, paragraphs 1 and 11 have been reformulated, and one paragraph is added, which is paragraph 22 (He cooperates with other teachers without hesitation).

#### Reliability of the instruments

The stability of the two scales was confirmed using the internal consistency stability coefficient through Cronbach's alpha coefficient, which was (0.93) for the first scale and (0.97) for the second.

The stability of both scales was calculated using the Pearson Correlation (2-tailed). The correlation of paragraphs on the first scale ranged between (0.320) for paragraph 20 and (0.765) for paragraph 4, while the correlation of paragraphs on the second scale ranged between (0.649) for paragraph 2 and (0.898) for paragraph 21. The correlation of all paragraphs with each scale was significant at the level (0.01).

#### Data collection and analysis

The two scales were distributed electronically using Microsoft Forms at the end of the second semester of the academic year 2020/2021. The study sample members were asked to determine the degree of commitment of the other party to the psychological contract by choosing the cell that represents the numbers 1, 2, 3, 4, 5 (where 1 is the least, and 5 is the largest) that follows each paragraph in the scale. A triple scale was adopted to judge the degree of commitment of each party to the psychological contract with the other party, using the equation  $(5-1/3 = 1.33)$ , so the degree of commitment is low for the score (1.00-2.33), medium (2.34-3.67), and large (3.68-5.00). After obtaining the necessary data, the appropriate descriptive and analytical statistical analysis was used and the results were obtained.

## Results and Discussion

### Results of the first question

To answer this question, the mean scores, standard deviations, ranks, and degree of commitment were calculated for the items of the first scale as perceived by the teachers, as shown in Table.

Table 3. Mean scores and standard deviations of the responses of the teachers on the statements of the first scale arranged in descending order

NO.	Statement	Mean score	St. Deviation	Rank	Level
15	I feel happy when I help my school.	4.31	0.80	1	High
13	I put myself at the service of the school.	4.21	0.82	2	High
11	I feel like I'm making an effort for my school and not just for myself.	4.18	0.92	3	High
12	I feel part of the school family.	4.04	1.02	4	High
10	I feel part of the school.	4.00	1.08	4	High

9	I have a strong sense of belonging to the school.	3.97	1.07	6	High
14	I am proud when I tell others that I work in this school.	3.97	1.08	6	High
27	I stay updated with all the developments in my school.	3.91	0.96	8	High
25	Thinking of new ways to improve work is part of my job.	3.85	0.88	9	High
26	I participate in activities that are not required of me, but that improve my school's image.	3.85	1.03	9	High
16	I recommend close friends to join my school.	3.81	1.16	11	High
30	I feel self-worth.	3.76	1.12	12	High
24	I am constantly making suggestions to improve the work at my school.	3.69	0.91	13	High
7	The principal is ready to help me when I need help.	3.65	1.15	14	Medium
3	The principal appreciates my contribution to the service of the school.	3.63	1.15	15	Medium
4	The manager strongly values my goals and values.	3.44	1.07	16	Medium
2	The principal cares about my opinions.	3.41	1.06	17	Medium
28	I feel job security.	3.35	1.18	18	Medium
1	The manager cares about my happiness at work.	3.25	1.19	19	Medium
5	The principal cares about my satisfaction with the work.	3.22	1.18	20	Medium
17	I feel that my salary is fair compared to the salaries of colleagues in other schools.	3.03	1.16	21	Medium
23	I find support when I ask to learn new skills.	3.01	1.17	22	Medium
21	The school provides the training necessary to do my job well.	2.93	1.16	23	Medium
18	I feel fulfilled with my responsibilities at school.	2.92	1.15	24	Medium
19	My salary increases to maintain my desired standard of living.	2.90	1.15	25	Medium
22	The school provides me with the best training and development.	2.86	1.15	26	Medium
29	My job provides opportunities for career promotion.	2.78	1.17	27	Medium
6	The principal takes care of me.	2.72	1.12	28	Medium



8	The principal notices the special effort I put in.	2.70	1.22	29	Medium
20	There are other incentives besides salary.	1.75	1.01	30	low
<b>Total</b>		<b>3.44</b>	<b>0.62</b>		Medium

It is noticed from Table 3 that the degree of commitment of the Jordanian school principals to the psychological contract with the teachers as perceived by the teachers themselves was medium, with a mean score of (3.44) and a standard deviation of (0.62). This means, according to the theory of social exchange, that one party to the relationship feels that the other party does not put value. The result of such a relationship means exposing this relationship to doubt and igniting it with reactions such as reducing positive organizational behavior. This may be attributed to the high expectations of teachers from school principals. In social exchange theory, individuals will reach a level, where they find their efforts worthwhile and appreciated. According to this, teachers expect school principals to have an administrative approach that responds to their material and moral needs in line with their efforts in the educational process. Within the context of COVID-19 and distance education, the role of the teachers became limited in the educational process, which gave them a feeling of lack of appreciation and respect.

From the responses of the teachers, 13 paragraphs came with a degree of great commitment, which may be attributed to teachers' adherence to their jobs at a time of the pandemic where many lost their livelihoods. This also reinforces teachers' conviction in the theory of social exchange, where the benefit is mutual between teachers and their schools.

Several private schools have released many of their administrative and educational staff due to the closure of schools, in addition to reducing salaries and delaying their delivery. Private schools were afraid that they will close due to their poor ability to withstand non-payment of tuition fees by parents. All of the above may have reduced the teachers' view of their schools' commitment to their psychological contract. This result is consistent with the results of other studies (Özdemir & Demircioglu, 2015; Nguyen, et al., 2016; Koçak, & Burgaz, 2017; Gökyer, 2020), which indicated that there is an average degree of commitment by schools to the psychological contract with teachers. The results differed from the results of Demirkasımoğlu (2014), which indicated that the degree of schools' commitment to the psychological contract with teachers was high. The results also disagree with the result of Sahin (2021), which showed that the degree of school principals' commitment to the psychological contract was low.

The results revealed that 16 paragraphs came with a medium degree of commitment, which may be attributed to the school principals' preoccupation with running the school's affairs, and they rarely devote time to distinguishing the teachers' efforts. Teachers felt the need for more care by school principals through providing appropriate professional development that reduces the difficulties and challenges they face. Gillespie (2013) stated that care is attention to the interests of others mixed with love, and it is a human response that enables others to succeed, helps them grow, and develop to the best of their abilities. During the COVID-19 pandemic, teachers have become more in need of care in mastering the skills and mechanisms of using information and communication technology (ICT), which has suddenly become the only method of teaching and learning.

There is a consensus among teachers that school principals, representatives of the educational system, use incentives of various types, material and moral, and this indicates that the relational contract that includes economic benefits is at the fore in the types of psychological contracts for teachers. The theory of social exchange confirms such attitude, which includes that all human relationships are formed through the use of personal cost analysis return and comparison of alternatives (Nguyen, et al., 2016).

Rong (2010) demanded that educational organizations provide economic and social reinforcement for workers to raise their general performance. The principals of public schools in Jordan do not have the authority to give material incentives, and on the other hand, the economic impact of the Covid-19 pandemic has caused the government to suspend all the bonuses that were scheduled before the pandemic. Private schools also, in light of the Corona pandemic, suffered greatly from the lack of students and the failure of parents to pay tuition fees for their children, which reduced the incentives granted to teachers.

### Results of the second question

To answer this question, MANOVA analysis was used, and Table 4 illustrates the results.

Table 4. The MANCOVA analysis of the teachers' estimates of the degree of school principals' commitment to the psychological contract according to the variables (gender, educational qualification, experience, school level, and supervisory authority)

Source	Sum of squares	Freedom value	Mean square	F value	Sig.
Gender	0.160	1	0.160	0.426	0.514
educational qualification	0.195	1	0.195	0.520	0.471
experience	2.666	2	1.333	3.556	0.029*
school level	0.507	2	0.254	0.677	0.509
supervisory authority	0.790	1	0.790	2.107	0.147
Error	157.067	419	0.375		
Total	162.469	426			

\*Statistically significant at the level ( $\alpha = 0.05$ )

Table 4 reveals the presence of significant differences at the level ( $\alpha = 0.05$ ) for the variable of experience, and the differences were not significant for the rest of the variables. This means that the commitment of school principals to the psychological contract with teachers is agreed upon by the teachers regardless of their gender, qualifications, the level of the school in which they work, and the supervising authority. This may be due to the similarity of the instructions, regulations, and powers granted to school principals in light of which they act with teachers. These results are consistent with Sahin (2021), which indicated that there were no statistically significant differences according to the supervising authority. The results differed from Demirkasimoğlu (2014), in which the differences were significant according to the supervising authority in favor of private school teachers, and according to the qualification in favor of bachelor's holders.

To find out whether the differences were statistically significant for the variable of experience, post hoc comparisons were made using the LSD (Least Significant Difference) method, as shown in the following table.

Table 5. Post hoc comparisons using the LSD method for levels of the experience variable

Experience	1-5 years	6-10 years	More than 10 years
1-5 years		0.1473	0.0638
6-10 years			0.1112*

\*Statistically significant at the level ( $\alpha= 0.05$ )

It is noticed from Table 5 that the differences were significant between teachers with medium experience, (6-10) years, with those with long experience, (more than 10 years), in favor of those with long experience. This means that teachers with long experience see that the commitment of school principals with them is higher than those with medium experience. This can be explained by the fact that teachers with long experience have become accustomed to what schools offer them and no longer hope for much, and may have become more familiar with the limits of school principals' responsibility and powers, the laws and regulations followed, and the available capabilities.

Ng & Feldman (2009) have pointed out the relationship between gaining work experience and perceptions, where experience affects people's perceptions of work. When people gain work experience, their perceptions of the world of work become more realistic and change in two ways. First, greater work experience helps people develop more realistic standards of what "good" and "bad" work situations look like. Second, longer work experience prevents teachers from overreacting to expectations. On the other hand, more experienced teachers are more likely to take on new ranks and positions at the career level and reach the stage of job stability, which increases their appreciation of principals' commitment to them. This result is in agreement with the result of Demirkasimoğlu (2014), which indicated that there are significant differences in favor of teachers with long experience.

### Results of the third question

To answer this question, the mean scores, standard deviations, ranks, and degree of commitment were calculated for the paragraphs of the second scale as perceived by school principals, as shown in Table 6.

Table 6. The mean scores and standard deviations of the estimates of the school principals on the items of the second scale, arranged in descending order

NO.	Statement	Mean score	St. Deviation	Rank	Level
2	The teacher does the teaching effectively.	3.36	1.04	1	Medium
6	The teacher adheres to the school's instructions and rules.	3.34	1.04	2	Medium
17	He adheres to administrative directives from the principal.	3.28	1.08	3	Medium
5	He sets a good example for his students.	3.25	1.01	4	Medium
10	He seeks opportunities for promotion within the school.	3.22	1.06	4	Medium
22	He collaborates with other teachers without hesitation.	3.18	1.06	6	Medium

4	He considers himself as an educator before he becomes an employee.	3.16	1.04	7	Medium
9	He defends the school's image to other parties.	3.15	1.01	8	Medium
18	He seeks opportunities that increase the effectiveness of the school.	3.11	0.95	9	Medium
3	He considers himself as a partner with the school management in the workflow.	3.09	0.93	10	Medium
20	He initiates ideas to develop the school's performance.	3.07	1.06	11	Medium
7	He makes some sacrifices for the sake of the school.	3.02	0.91	12	Medium
1	He does more than his official duties.	3.02	1.03	12	Medium
12	He considers school success as a personal responsibility.	3.02	1.05	12	Medium
16	He adheres to the technical directions of the educational supervisor and principal.	3.00	1.12	15	Medium
21	He sees himself as a positive change agent in the school.	2.98	1.09	16	Medium
19	He helps the school to obtain material and moral support from the local community.	2.98	1.14	16	Medium
11	He is keen on developing himself professionally.	2.98	1.13	16	Medium
14	He helps his colleagues to improve their teaching performance.	2.97	1.02	19	Medium
15	He constantly strives to increase his achievements.	2.97	1.06	19	Medium
13	He develops external relations for the benefit of the school.	2.92	1.04	21	Medium
8	He considers the vision and mission of the school as a personal mission.	2.89	0.97	22	Medium
<b>Total</b>		<b>3.09</b>	<b>0.84</b>		Medium

It is noticed from Table 6 that the degree of teachers' commitment in Jordanian schools to the psychological contract with their schools as perceived by the school principals was with a medium degree, with a mean score of (3.09) and a standard deviation of (0.84). This means that school principals expect teachers to provide more performance than the current performance. This is due to the feeling of school principals that most teachers provide minimum efforts in the education process only, and do not participate as much as is expected of them in raising the school's reputation, building relationships with the community, or implementing its strategic and procedural plans. This result is in agreement with Sahin

(2021), in which the degree of teachers' commitment to the psychological contract with school principals was medium, and differed from Gökyer (2020), in which the degree of teachers' commitment to their schools was high.

Table 6 also shows that all the paragraphs of the scale had a medium degree of commitment, which could be because performing the teaching process and commitment with the instructions are part of the basics of school work. However, the teachers' implementation of them was average, and in the context of the Covid-19 pandemic and the transformation of distance education, the communication between the two parties was not appropriate enough to show the teachers' efforts. These efforts were great in the private sector while teachers in the public sector were satisfied with following up on students' attendance and absence, as lessons were provided centrally by the Ministry.

Paragraph 13 (He develops external relations for the benefit of the school) came with a mean score of (2.92), and this may be attributed to the school principals' feeling of the lack of teachers' participation in the parent-teacher councils, and the development plan for the school, specifically the relationship with the local community in the hoped way. Teachers were busy with licensing and accreditation systems for teachers and linking the career path to performance and accountability that the Ministry of Education presented as starting points for developing its relationship with teachers. The shift to distance education because of the COVID-19 pandemic and the closure of other sectors for continuous periods that exceeded two months sometimes reduced the chances of teachers to seek more achievements. From the perspective of the theory of the learning organization, the transfer of workers' attention from the first level (personal dexterity) to the second level (mental models and teams work) and the third level (systemic thinking, educational system dynamics, and stakeholders) helps them build social relationships with colleagues and stakeholders, making it easier for them to share power with principals, and improves the organizational structure and overall productivity of the organization and increases its adaptability to society (Flood & Romm, 2018).

### Results of the fourth question

To answer this question, the MANCOVA analysis was used, and Table 7 illustrates the results.

Table 7. The MANCOVA analysis of the principals' estimates of the degree of teachers' commitment to the psychological contract according to the variables (gender, educational qualification, experience, school level, and supervisory authority)

Source	Sum of squares	Freedom value	Mean square	F value	Sig.
Gender	0.852	1	0.852	1.704	0.195
educational qualification	0.048	1	0.048	0.096	0.757
experience	6.501	2	3.250	6.499	0.002*
school level	1.251	2	0.625	1.251	0.290
supervisory authority	6.240	1	6.240	12.477	0.001*

Error	54.517	109	0.500
Total	81.696	116	

\*Statistically significant at the level ( $\alpha= 0.05$ )

It is noted from Table 7 that the differences between school principals' estimates of teachers' commitment to the psychological contract with them were not statistically significant for the principal's gender, qualifications, school-level, and supervisory authority. To find out if the differences were statistically significant for the variable of the school principal's experience, post hoc comparisons were made using the LSD method, and the results were shown in Table 8.

Table 8. Post hoc comparisons using the LSD for levels of the experience variable

Experience	1-5 years	6-10 years	More than 10 years
1-5 years		*1.0393	*0.4097
6-10 years			*0.6297

\*Statistically significant at the level ( $\alpha= 0.05$ )

It is noted from Table 8 that the differences were statistically significant between the mean scores of school principals with short experience (1-5 years) and those of school principals with medium (6-10 years) and long experience (more than 10 years). The differences were in favor of those with short experience. This may be because new school principals often suffer from mismanagement of their time (Maaitah, 2014), as they are busy learning about aspects of their work, and administrative correspondences and meetings with parents and students take their time. Middle-experienced school principals manage their time better, and become more administratively and professionally mature, which raises their expectations from teachers, and thus discovers the deficiencies or breaches of what they expect of them. School principals with long experiences appreciate teachers' commitment to them more than others. Perhaps the age factor plays an important role as they have a more understanding of teachers' performance and the challenges they face (Flood & Romm, 2018).

As for the supervisory authority variable, the mean score of public school principals was (3.36) and (2.48) for private school principals. The results showed that the differences were in favor of public school principals, which means that public school principals see that teachers are more committed to the psychological contract with them compared to their colleagues from private schools. This may be because public school principals work within the government apparatus and the roles of the parties are more clear, while private school principals want better performance from teachers and have higher expectations for student and parent satisfaction on the one hand, and profits for shareholders or school owners on the other hand. The context of the COVID-19 pandemic caused schools to stop paying teachers' salaries or part of them, and the principals of private schools were waiting for the teachers to understand the conditions of the school, which reduced the school principals' view of teachers' implementation of the psychological contract with them.

### Results of the fifth question

Based on the results of the previous questions and the relevant theoretical literature, school administration in Jordan can be developed in the light of the concept of the mutual psychological contract between school principals and teachers, through several mechanisms.

School principals should identify the psychological contract between them and teachers to contribute to achieving the general goal of school administration, which is to achieve the best professional performance by using the available resources as a lever to achieve the goals of the educational system. School principals

should work to provide a healthy organizational climate, involve teachers in the decision-making process, and provide work environments in which teachers can express their ideas openly, and reach an understanding of their expectations.

School principals should maintain positive relationships with teachers, support them professionally and socially, and provide opportunities to announce their schools' expectations of them, such as working to achieve the school's vision and demonstrating additional behaviors to achieve school goals in the most effective, efficient, and quality manner possible, to achieve national and global standards. School administrations should work to achieve a balance between the expectations of the two parties, work on commitment and fulfill the psychological contract between them, and avoid breaching it.

Moreover, the Ministry's Training Department should provide school principals with in-service training with skills of social exchange, anticipation, social bargaining, emotional empathy, support, and care to enhance teachers' performance based on the concept of the psychological contract. The human resources management in the ministry and private schools should be considered as the rationale in the psychological contract of the two parties during the processes of selecting and hiring teachers, to reduce the gap between the expectations of the two parties and the educational reality to reach the desired organizational citizenship. School principals should work on transmitting information related to the school and educational reality promptly to teachers, including organizational change, and the changing roles of employees with the utmost sincerity, honesty, and integrity.

## **Conclusion**

The results of the study indicated the similarity of perceptions of teachers and school principals regarding the degree of loyalty of the other party to the achievement of the psychological contract, which was a medium degree of loyalty. Teachers were proud of their schools and aware of all developments in their schools. They constantly think of new ways to improve work, and they participate in activities that are not required of them. These results were interpreted theoretically by referring to the theories of social exchange, expectation, and social bargaining, and from the practical side with the educational and social conditions experienced by both parties of psychological contracts, and the effects of the Covid-19 pandemic on the Jordanian educational system.

The school principals indicated that the most prominent aspects of teachers' commitment are contributing to the development of school work and building positive relationships for the school with the local community. Principals requested teachers to take the mission, vision, and objectives of the school personally. This was explained by the theory of the learning organization, especially systemic thinking, and the necessity of shifting the teachers' attention from the first circle (personal work) to the second circle (working with the work team) and the third circle (work at the school level), in addition to the reality of the school environment, especially in light of the Covid-19 pandemic.

The experience variable was very decisive in the level of the commitment to the psychological contract. The results of the study indicated that teachers with long experiences see that the commitment of school principals with them was higher than that of teachers with average experience. As teachers with long experience develop more realistic standards. The school principals' estimations fluctuated to the degree of teachers' commitment to the psychological contract with them according to their experiences. It was highest among school principals with short experience, then for those with long experiences, and the lowest for those with medium experience. This was explained by managing time that is better for those with medium experience, as those with long experiences, tend to sympathize with age with the efforts of teachers.

As for the supervisory authority variable, the results indicated that public school principals see that teachers are more committed to the psychological contract with them compared to their fellow private

school principals. This was explained by job stability and clarity of roles in public schools, while private school principals' estimates of teachers' commitment to them were lower because of their inclination to satisfy the parent at the expense of the teacher. The private sector reduced teachers' salaries or delayed their disbursement due to the circumstances of the total or partial suspension of teaching, especially in the context of the Covid-19 pandemic.

### Recommendations

The researcher recommends the responsible authorities in the Jordanian educational system, school principals, and teachers to adopt the suggestions and mechanisms presented by this study, to develop school administration. The Ministry of Education and school administrators should provide the incentives agreed upon with the Teachers' Syndicate, and expedite the issuance of the teachers' rank system. The school principals should provide time to pursue areas of teacher excellence and practice caring leadership with teachers.

The study recommends teachers meet the expectations of the school principals in making the school's vision and mission a personal mission for each of them. They should develop external relations for the benefit of the school, including obtaining material and moral support. They also should seek more achievements. by developing themselves professionally, and helping their colleagues to improve their teaching performance.

The educational policymakers should develop recommendations for school principals and teachers in their professional development programs. They also should explore the psychological contract of teachers as a task for school principals and work to fulfill it, as well as make the psychological contract one of the topics of professional development programs for teachers and school principals.

Future research can focus on exploring the relationship between teachers' psychological contract and school organizational variables, such as trust, citizenship, loyalty, productivity, job satisfaction, perceived self-efficacy, and leadership styles. They can also explore the impact of the psychological aspect of human resources in education on their professional performance using qualitative research methodologies.

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