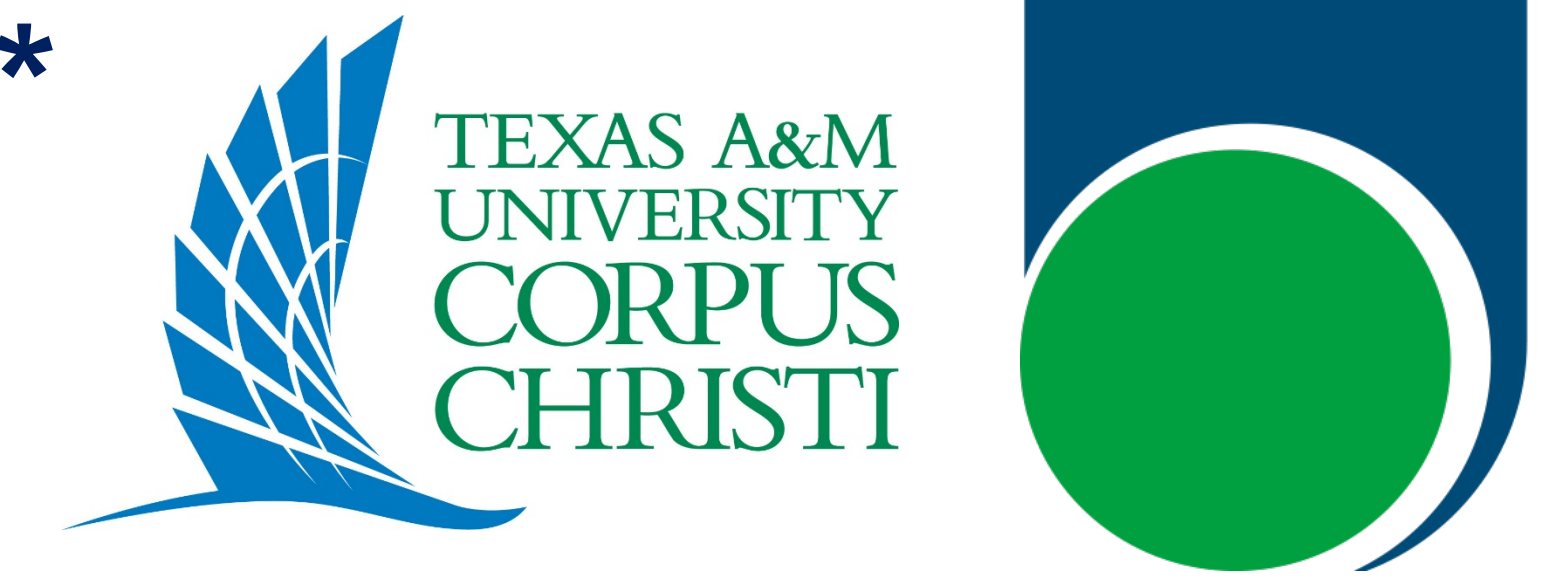




# Psychological Contract Fulfillment, Satisfaction, Commitment, and Turnover Intention Exploring the Moderating Role of Psychological Contract Breach in NCAA Coaches\*

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## INTRODUCTION

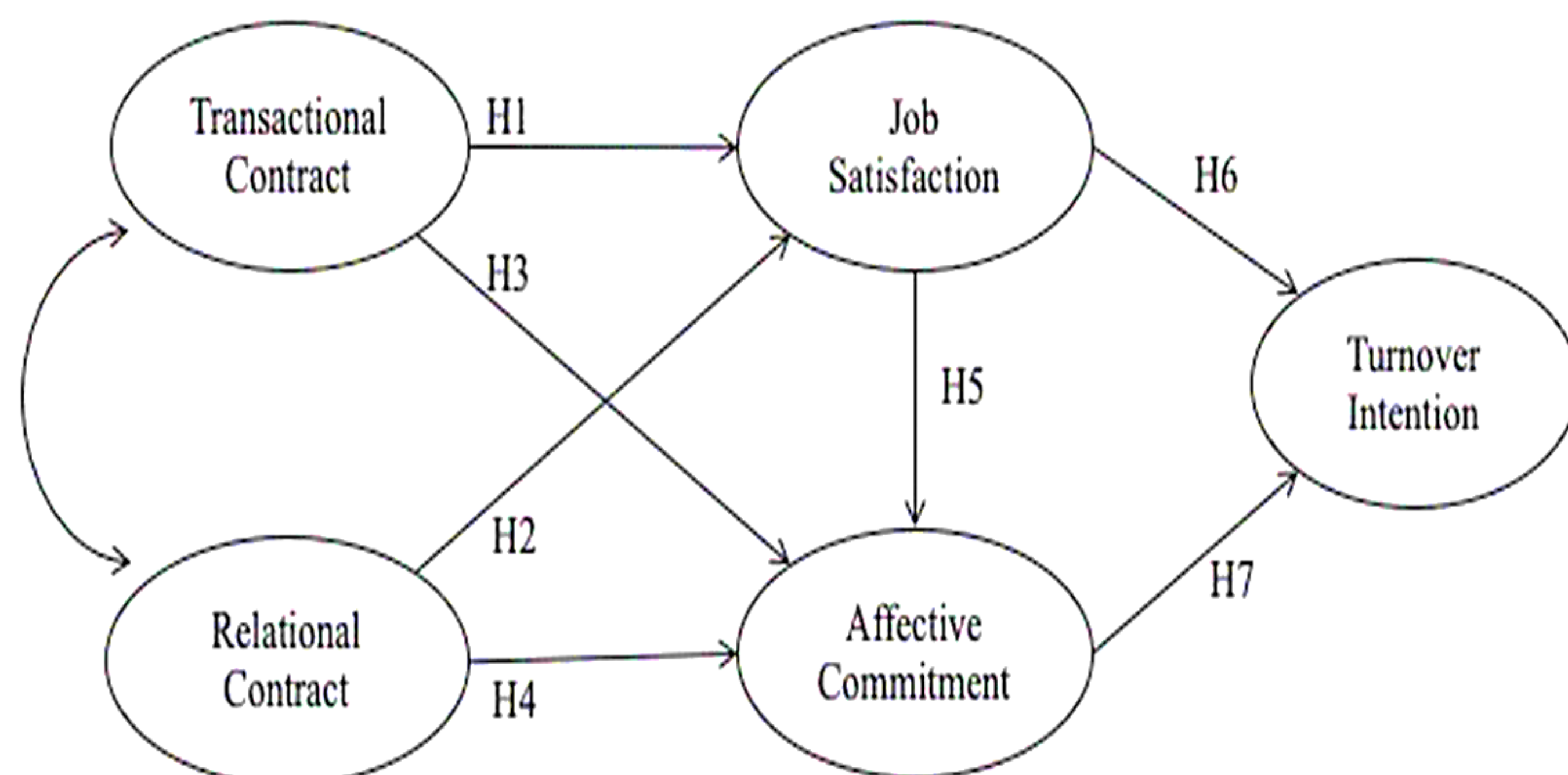
### Background:

- Coaching is a unique profession in terms of job tenure and permanence. Coaches' continuity on the job has been addressed as a critical step to provide stability to athletic programs (Raedeke et al., 2002).
- Failing to meet program expectations along with poor person-organization-fit can have a significant impact on the turnover of coaches (Oja et al., 2015). Similarly, highly successful athletic programs open opportunities for their coaches to migrate to other more successful programs in more competitive leagues (Byington, 2018; Fee et al., 2006; Mielke, 2007).
- However, coaches' intention to stay at their job not always depends on coaches' winning record and meeting the organizational goals, but also to the extent that coaches fulfill a number of their own non-contractual expectations with the organization (Lester et al., 2002). These non-contractual expectations are known as the "psychological contract" (Rousseau, 1995).
- The psychological contract occur on a continuum from transactional to relational (MacNeil, 1974) where transactional contracts put attention on short-term inducements such as economic or monetary exchanges. Relational contracts focus on long-term personal and socio-emotional exchanges such as trust, commitment and fairness (Rousseau, 1995).

### Research Purpose:

- The purpose of the current study was to investigate the relationship between psychological contract fulfillment, job satisfaction, affective organizational commitment and turnover intention among coaches in the intercollegiate athletics.
- The current study also explored the moderating role of the psychological contract breach in the relationships between study variables (Bravo et al., 2012; Liang, 2017).

## RESEARCH MODEL



## METHOD

### Sample

- NCAA coaches ( $N = 383$ ) participated using self-administered online questionnaires.
- Most respondents were males (70.8%,  $n = 271$ ) and head coaches ( $n = 288$ ; 75.2%) with a mean age of 41.4 years old ( $SD = 10.2$ ).
- 147 from D-I BCS, 73 from FCS, 69 from D-II, and 94 from D-III institutions.

### Instrument

- The instrument was slightly modified and adopted from early studies (e.g., Meyer & Allen, 1991; Robinson & Morrison, 1995; Turnley et al., 2003)
- All items were assessed on a 5-point Likert scale, ranging from (1) strongly disagree to (5) strongly agree.

### Data Analysis

- Data analysis proceeded in two stages, as recommended by Anderson and Gerbing (1988).
- Structural equation modeling (SEM) analysis was employed to test the proposed hypotheses.
- Multi-group analysis was conducted to explore the moderating role of psychological contract breach on the paths of the hypothesized model.

## RESULTS (SEM)

Table 1. Correlations

Variable	1	2	3	4	5
1. PCF-Transactional contract	1.00				
2. PCF-Relational contract	.43***	1.00			
3. Job satisfaction	.42***	.65***	1.00		
4. Affective commitment	.18**	.48***	.57***	1.00	
5. Turnover intention	-.27***	-.51***	-.62***	-.45***	1.00
Mean	2.77	3.39	3.99	3.67	1.98
Standard deviation	0.88	0.89	0.86	1.02	1.10

Note: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 2. Hypothesis Test Results

Hypothesis	Path	( $\beta$ )	t-value
H 1	TC $\rightarrow$ SAT	.14	2.72*
H 2	RC $\rightarrow$ SAT	.71	12.08***
H 3	TC $\rightarrow$ COM	-.18	-3.24**
H 4	RC $\rightarrow$ COM	.14	2.46*
H 5	SAT $\rightarrow$ COM	.67	6.36***
H 6	SAT $\rightarrow$ TI	-.66	-7.95***
H 7	COM $\rightarrow$ TI	-.06	-0.81

Note: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

## RESULTS (Multi-Group Analysis)

Table 3. T-tests: Breach vs. Non-breach Group

Variables	Mean		t-value
	Breach group ( $n = 177$ )	Non-breach group ( $n = 206$ )	
PCF-Transactional	2.41	3.08	-8.14***
PCF-Relational	2.96	3.76	-9.47***
Job satisfaction	3.63	4.30	-8.02***
Affective commitment	3.41	3.89	-4.62***
Turnover intention	2.44	1.59	7.79***

Note: \*\*\* $p < .001$

Table 4. Results of multiple-group analysis

Path	Breach group ( $n = 177$ )		Non-breach group ( $n = 206$ )		Chi-square difference ( $\Delta df = 1$ )
	( $\beta$ )	p	( $\beta$ )	p	
TC $\rightarrow$ SAT	.07	.383	.20	.007	3.22†
RC $\rightarrow$ SAT	.72	.000	.59	.000	0.18
TC $\rightarrow$ COM	-.25	.002	-.08	.308	3.27†
RC $\rightarrow$ COM	.15	.035	.13	.049	0.06
SAT $\rightarrow$ COM	.61	.000	.56	.000	0.18
SAT $\rightarrow$ TI	-.69	.000	-.22	.002	26.64***
COM $\rightarrow$ TI	-.02	.867	-.15	.037	0.90

Note:  $\Delta\chi^2$  for all parameters set equal across subgroups:  $\Delta\chi^2 (\Delta df) = 35.02 (16)$ ,  $p = .004$   
† $p < .10$ ; \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

## CONCLUSIONS

- Overall, coaches were more likely to be influenced by relational fulfillment in regard to their job satisfaction and turnover intention, in comparison to transactional fulfillment (Thompson & Heron, 2005; Manxhari, 2015).
- Compared with affective commitment, job satisfaction was more influential on turnover intention (Raedeke et al., 2002).
  - For coaches, their actual job is the most important focal point, not the organization they work for.
- If coaches perceive an intentional breach in their PC, transactional fulfillment becomes irrelevant. Even worse, transactional fulfillment negatively influenced their commitment.
  - Employees' attributions for the reasons that psychological contract breach occurred impact employee outcomes (Turnley et al., 2003)
  - Those who perform well (i.e., higher level of transaction fulfillment) might look for a job elsewhere.
  - For transaction-oriented employees, an organization would simply be a place where individuals perform their work (Millward & Hopkins, 1998; Richard et al., 2009).
  - Transactional contracts have been reported to be much more significant in the early stages of an employee' career (Lee & Faller, 2005). In collegiate sport multiyear contracts for coaches is not the norm. Typically, these are reserved only for the most renowned coaches. Most assistant coaches sign a one-year contract (Greenberg & Smith, 2007).