Experience and Reactions to Psychological Contract Breach among Nigerian University Academics

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Abstract: The objective of this study was to find out university academics experiences and reactions to psychological contract breach. In other to achieve this goal 297 academics from two (2) universities located within Benin City, Edo State were selected for inclusion in the study. A total of 554 questionnaires were administered to academic staff from both universities and 297 questionnaires were returned and found useable. The data obtained, due to its nature was analyzed using content analysis and from that analysis we found that academics experienced psychological contract breach in two main areas: the working environment and training & development. The study also found that academics resorted most frequently to "self-help" strategies in order to address breaches of their psychological contracts. We recommended that, among other things, academic institutions take the necessary steps to improve the working conditions of academics.

Keywords: academics, psychological contract, psychological contract breach, Nigerian universities.

1. Introduction

Since first being introduced by Argyris (1960), and after more than fifty years of development, the concept of the psychological contract has come to be accepted by academics and professionals as an important tool for understanding the employment relationship. This acceptance of the concept is largely due to both qualitative and quantitative studies detailing such aspects of the psychological contract as its: *Formation and Operation* (Rousseau, 1995; Robinson, Kratz & Rousseau, 1994; Knights & Kennedy, 2005 and Schalk & Roe, 2007), *Content* (Conway & Briner, 2009; Coyle-Shapiro & Kessler, 2002; Shen, 2010 and Kirovokapic-Skoko, O'Neil & Dowell, 2010) and *Types* (Rousseau &

Parks, 1993 and Uen & Chien, 2010). Another important area that has emerged from the research into psychological contracts is what happens when an employee perceives that his / her employer has failed to live up to its obligations. This is referred to as Psychological Contract Breach (PCB) and some authors (Rousseau & Robinson, 1994; Morrison & Robinson, 1997; Chen, Tsui & Zhong, 2008; Sutton & Griffin, 2004; Knights & Kenedy, 2005; Oluwafemi & Balogun, 2008; Pierce, Desselle, Draugalis, Spies, Davis & Bolino, 2012 and Reimann & Guzzy, 2016) have studied this aspect of psychological contracts, focusing on how these breaches occur, what areas of work life breaches occur, how employees react to these breaches when they occur and also the effect of breaches on both employees and their organizations. While utilizing different methods, samples & locations and thus arriving at diverse findings, one similar conclusion from these and most likely other studies is that the experience of PCB can have negative consequences for both organizations and employees.

Despite the importance of psychological contracts, there have been few discussions of the concept within the context of the Nigerian university system. The importance of such discussions becomes apparent in the light of the current state of and dissatisfaction with the quality of education provided by higher institutions in Nigeria (Ajayi & Ekundayo, 2010; Ige, 2013; Olayemi, 2011 and International Organization for Migration, 2014). This study attempts to generate the much needed literature on the subject by studying the experiences of and reactions to psychological

contract breach among academics from two (2) Nigerian universities.

2. Literature Review
2.1 The Psychological Contract
Seen as an application of the philosophical concepts of social contract theory to organizations (Schein, 1980 and Roehling, 1997), the psychological contract is a representation of workplace expectations that exist between employers and employees as perceived by the employee. Freese (2007) defines the psychological contract as "an employee's beliefs regarding mutual expectations and obligations, in the context of his relationship with the organization, which shape this relationship and govern the employees behaviour". These expectations between employers and employees represent those which cannot be stated in contracts or job publications and sometimes are even difficult to express but nevertheless are very influential on employee and employer behaviour (Anderson & Schalk, 1998). Krivokapic-Skoko, O'Neil & Dowell (2010) further assert that psychological contracts have the potential to enhance organizational performance, facilitate engagement of employees, help employee alignment with organizational decisions and planned organizational changes. Psychological contracts have also been identified as useful tool for understanding the employment relationship and its impact on key work attitudes and employee performance (Robinson, Kraatz, & Rousseau, 1994; Shore & Tetrick, 1994). As stated earlier, psychological contracts are concerned about perceived mutual obligations and expectations within the context of the employment relationship. These expectations and obligations constitute the contents of psychological

contracts and according to Makin, Cooper & Cox (1996) will generally include the employee obligations of hard work, loyalty & commitment and the employer obligations of high pay, advancement, training & development and job security. Psychological contracts can also to be considered to have both transactional and relational elements. Transactional elements are associated with pay, working hours, the employment time-frame, short-term relationships and mutual self-interest. Relational elements on the other hand associated with career prospects, responsibilities, work place opportunities, trust and loyalty (Shen, 2010 & Dainty, Raiden & Neale, 2004).

Due to the subjective nature of psychological contracts, the content and elements of contracts will vary from person to person and Rousseau (1995) states that contracts and hence their contents are shaped by messages that communicate intentions about the future and as such represent commitments to future actions. These messages can come in a variety of forms, such as: Overt statements (statement by a HOD about training and development); Observations (observing how promotion exercises are carried out); Expressions of organizational policies (brochures, rule books, prospectuses or hand books) and Social constructions (reminding a colleague that certain positions have always been filled from within the organization).

2.2 Psychological Contract Breach (PCB)

According to Morrison and Robinson (1997) PCB is the cognitive comparison of what the employee perceives was offered by the organization and what was actually offered. It occurs when workers perceive that their organisation

has not lived up to their expectations and failed to meet one or some of its promised obligations to them (Robinson, et al, 1994; Zhao, Wayne, Glibkowski & Bravo, 2007). Consistent with the nature of psychological contracts, PCB is subjective, resulting from an individual employee's interpretation of how well his/her organization has fulfilled its obligations. Thus different employees are likely to have different reactions to similar situations involving an organizations inability to meet its obligations. Rousseau (1995) identified 3 factors that stimulate the occurrence of PCB: divergent interpretations of obligations in the employment relationship, mitigating circumstances preventing one or both parties from fulfilling its obligations and the reneging or refusal of one party to honour its obligations despite being capable.

Studies (Robinson & Rousseau, 1994; George, 2009) have sought to identify specific areas within organizations that employees experience PCB. Their studies identified job security, promotion, compensation, training and development, intrinsic motivation, nature of the job and intrinsic recognition as the major areas in which employees experience PCB. Studies within academia reveal slightly different results. Krivokapic-Skoko, O'Neil & Dowell (2010) studied PCB among academics in an Australian University and identified promotion, job security, profession autonomy, workload and poor management as areas in which academics reported experiencing PCB. Another study (Pierce et al, 2012) found teaching load, freedom to select taught courses, adequacy of support staff, support for personal development, office space, annual salary adjustments and

moving expenses as the areas in which academics reported experiencing PCB. These studies suggest that employees are likely to experience irrespective of their location or line of work.

2.3 Reactions to Psychological Contract Breach (PCB)

In analyzing responses to the breaches psychological contracts, the framework of Hirschman (1970) is often employed by authors. Building on this framework several authors (Farrell, 1983; Whitey & Cooper, 1989; Shore & Tetrick, 1994; Robinson, Kraatz & Rousseau, 1994; Herriot & Pemberton, 1996 Van de Ven, 2004 and Schalk & Roe, 2007) have focused on the issue and while different terminologies have been used by these authors to describe employees actions following PCB, all such actions may be summarized into 4 responses: Exit, Voice, Silence & Revision. *Exit* involves a complete withdrawal from the organization by the employee due to experiencing PCB; *Voice* involves actions involves actions on the part of the employee to reinstate the psychological contract back to its original or better terms. With *Silence*, the employee appears to do nothing and accept the breach. *Revision*, involves the employee altering either perceived employer or employee obligations or both.

Numerous studies have identified factors moderating the experience of PCB and the resulting reactions by employees. These, factors can generally be grouped into two categories: *Situational* & *Content Factors*. The *Situational* factors suggests that situational variables such as age, sex, nature of the labour market, ability & willingness of the employer to fulfil obligation, possibility of punishment, prior experiences of PCB & marital

status play a crucial role in determining employee responses by modifying the relationships between PCB and employee reactions. The *Content* factors on the other hand posits that the area of work life in which the breach occurs (wages & benefits, fairness of procedures, interpersonal treatment, promotion, training & development) will determine how employees will respond.

Studies on employee reaction to PCB, show some support for these theories on employee reaction to PCB. Increased turnover and turnover intentions, which fall within the *Exit* categorization, were shown to have a positive relationship with PCB (Freese, 2007; Umar & Ringim, 2015; Malik & Khalid, 2016). Similarly, *Revision,* in the form of reduced Organizational Citizenship Behaviour (OCB), productivity and organizational commitment were also found to be positively linked to PCB (Knights & Kenedy, 2005; Sutton & Griffin, 2004; Oluwafemi & Balogun, 2008; Chen et al, 2004; Coyle-Shapiro & Kessler, 2002; Lester et al, 2002; Gulem, 2007). Several factors have also been shown to moderate PCB and employee reactions. Adebayo, Akanmode and Udegeb (2007) found spirituality affected how police officers reacted to PCB and Milward (2006) found experiencing motherhood affected how female employees, evaluated the terms of their psychological contracts.

3. Methodology
3.1 Subjects & Methods

To achieve the objective of this study, 554 academics, made up of 316 from the state owned university and 138 from the private university were selected and questionnaires administered on them. Respondents were randomly chosen and

inclusion was based on availability and willingness of respondent to participate in the study, however we made attempts to ensure that all ranks within the academic cadre were represented. Out of the 554 questionnaires administered, 297 questionnaires, were returned and found useable. 213 (72%) of these were from the federal university, while 84 (28%) were from the private university. Analyzing the 297 questionnaires revealed that 187 (63%) of the respondents were male, while 110 (37%) were female. Assistant lecturers 80 (27%) represented the largest block of respondents.

The questionnaire utilized for the study consisted of closed-open-ended of questions, asking lecturers to identify instances in which they believed, their institutions failed to live up to its obligations and the actions, they took to rectify the situation. A conventional approach to qualitative content analysis, in which coding categories are derived directly and inductively from the raw data was utilized to analyze responses simple percentages were used to quantify these different categories.

4. The Data

4.1 Perception of who the Employer is
The first objective of this study was to identify who academics perceived their employer to be. The results relating to this inquiry are shown below in Table 1

Table 1 – Perception of who the Employer is

S/N	Employer	Frequency	%
1	The Federal Government of Nigeria	98	33
2	The Vice Chancellor	65	22
3	The University Council	59	20
4	President of the University	33	11
5	Head of Department	27	9
6	Dean of the Faculty	15	5
	TOTAL	297	100

Source: Authors Fieldwork, 2017

4.2 Experience of Psychological Contract Breach
Respondents were asked to describe an incident in which the employer failed to live up to its obligations. The various responses to this question are shown below in Table 2.

Table 2 – Experience of Psychological Contract Breach

S/N	Nature of Experience	Frequency	%
1	Working Conditions	146	49
2	Wages and Benefits	53	18
3	Training and Development	50	17
4	Promotion	33	11
5	Work / Life Balance	15	5
	TOTAL	297	100

Source: Authors Fieldwork, 2017

Table 2 shows that the majority of lecturers (49%), reported experiencing PCB in the work area we classified as "**Working Conditions**". Responses grouped under this category, included instances in which lecturers detailed instances in which they felt their institutions had failed to provide an

adequate working environment or provide the necessary tools for them to perform their jobs. In analyzing the responses, several themes emerged from this area, including: poor or lack of proper work tools, lack of office furniture, poorly furnished offices, overcrowded offices, lack of office space, poor departmental support in achieving results, poor internet facilities and insufficiently lit classrooms, Below are some of the responses provided by the respondents.

In describing attempts at furnishing his office, one lecturer wrote:

> *"I was allocated to a new office but all attempts to get the office furnished failed, because we were told the application was still being treated and despite a lot of time passing we were still being told the same thing. I had to make do with chairs and tables from other places".*

Another staff had this to say about office accommodation and the number of occupants in an office:

> *"When I started work, initially I had no office allocated to me, so I had to stay with friends or in the Departmental office. When I was eventually allocated an office, it was with 4 other staff and in an office that seemed too small for all of us. It often led to the office being overcrowded with different students or no space to move around".*

Still related to the issue of office accommodation, was this:

> *"Due to heavy rain fall, a part of my office now leaks when rain falls, I have been told to write letters which I have done but the problem has not been fixed, so I try to avoid the office during the raining season".*

For instance with, regard to preparing results, one lecturer stated:

> *"Results needed to be typed and printed out for a board of studies meeting and the printer in the department was out of ink. I was told by the HOD that I would be held responsible for failure to produce the results and that I could not do it in a business centre because of security reasons. I had to get a colleague to bring his printer to my office so I could print the result".*

Another response we classified under this category was provided by a lecturer describing conditions under which invigilation of examinations occurred:

> *"Invigilating exams in some classrooms beyond 5pm is impossible, because the classrooms are not properly lit and sometimes lights don't even work. When NEPA takes light, there is no backup generator".*

Yet another response we grouped here, was this by a lecturer describing, lack of internet facilities:

> *"I was put on a team, charged with clearing new students who had gained admission into the university. To do this, we needed internet connection but that provided by the university was unavailable most times or slow in connecting. I had to use my own modem in order to clear the students".*

A final example of one of the responses we put in this category was from a lecturer, who detailed his experience with toilet facilities:

> *"In my faculty we have few toilet facilities that work. I end up having to go to other floors, off campus or even holding it till I get home. This is very disappointing for an institution like this. Working toilets should be basic provisions".*

The second highest area in which academics reported experiencing PCB

was in connection with their "**Wages and Benefits**" (18%). Responses included in this category, revealed instances in which academic's believed that their institutions, failed to meet its financial obligations to them. Some of the themes covered include: failure to pay promotion arrears, non-payment of certain benefits, failure to pay salary and lack of reimbursement for expenses. Some of the actual responses included the following:

In describing non-payment for courses taught, one lecturer wrote:

"I taught certain courses and was promised that I would be paid for doing it, but nothing has happened so I have stopped teaching on the programme".

Another lecturer, in describing issues related to promotion arrears stated the following:

"Despite being promoted to a new rank, my salary has not yet reflected this promotion. I have written to the bursary, but all I hear is that the matter is being treated. It is quite disappointing".

Another response, we included in this category, was this from a lecturer describing failure on the part of his institution, to reimburse him for expenses, he incurred carrying out official assignments:

"I had to take students out of the jurisdiction of the University for a Competition. However my employer, made the release of the necessary funds for the trip pretty difficult. I had to spend my own money to promote the image of the school".

The final response placed in this category, was one explaining non-payment of salaries:

"At the end of a particular month, I was not paid my salary.

They claimed it was because I had not submitted a particular letter, which I actually had. I had to personally trace the whereabouts of the letter and ensure that it got to the right office before I was finally paid after about 2 months. Salary is very important and institutions should always ensure that everybody gets paid".

The third area academics reported PCB was related to "**Training and Development**" (17%). Within this area academics reported instances which their institutions failed to provide proper training, induction and development opportunities. 4 major themes emerged from our analysis: failure to support self-development efforts & failure to deliver financial assistance for self-development, lack of induction programmes and denial of admission.

One response we picked which represented the failure to support self-development include the following:

"I was issued a query by my HOD because I missed an exam invigilation. I missed the exam because I was preparing for a professional exam but the department does not even encourage this so I had to do it secretly which is sad because we are in a university where learning is supposed to be encouraged".

Another example of the lack self-development theme was this:

"There was a time I applied for financial assistance to attend a conference to present a paper outside the state that my organization is in. the process of processing the money took ages, though I went for the conference expecting to be reimbursed later by presenting the conference receipt. However this did not

happen, despite my submission of the necessary documents".

Another response which we included in this category, was this by a lecturer, suggesting failure of the universities to provide induction programmes:

"When I started this job, there was no formal training or induction whatsoever. I had to ask around about teaching techniques and rules and regulations of the university. No form of training is provided, you are just expected to know how to lecture and you are put straight into teaching of classes".

A final example of one of the responses that repressed admission denial theme was this:

"I started the job with the belief that I would be given admission into the M.Sc programme and I applied. But I was denied admission, because I was told that I needed to wait a full year before applying. This is contrary to what goes on in other faculties".

The fourth area in which lecturers reported experiencing PCB was in the area of "**Promotions**" (11%). Themes that emerged from our analysis of the responses from the academics include: changes in promotion criteria and failure to get promoted as at when due.

Examples of responses that fit into the change of promotion criteria theme include:

"I was up for promotion and I assumed I had the right spread of articles but I was informed my application was not successful because I did not meet the new criteria for the rank I applied for. I was not aware that any changes had been made because there was no prior information".

Another stated:

"I had a really unpleasant experience during one promotion exercise. I was not going to be around during the period but I had prepared my documentation and handed it to a colleague to submit when the time came. I was informed by him that I would not be successful because of some changes to which journals were now acceptable. I had to make a lot of changes to my CV and submitted journals. If such changes had been known to me before, I would not have had to go through all the stress".

Responses we put that lead to the emergence of the failure to get promoted theme, included:

"I was due for promotion and therefore filled all the necessary forms and made the photocopies that were required of me. However I did not scale through and when I made enquiries about why, I was told it was because I was "troublesome".

The final example of one for the responses was this:

"Due to delays in the system, it took a longer than expected time for me to complete my M.Sc and I couldn't apply to be converted from a GA to an AL. At some point my salary was stopped and nobody seemed to care about it. Eventually, I got the result, was converted and my salary resumed".

The fifth and final area that emerged from our analysis of responses was "**Work / Life Balance (WLB)**" (5%). This category of responses revealed academics perceived their institutions had failed in its obligations of ensuring academics have enough flexibility within their work to be able to balance the demands of their personal lives & work lives and also to show concern for the personal lives of workers.

Some of the responses that fit in this category include:

> *"No provision is made for the personal lives of workers. I have had to keep my children waiting in school or ask a colleague to help me pick them because I was threatened with a query if I left the exam hall to go and pick them".*

Another stated:

> *"I had an incident of an ill relation which prompted my coming to work late for an invigilation of an examination and without contacting me to find out the probable cause of that, I was issued a query by the Dean".*

Similar to the above example another lecturer stated:

> *"There was a time my HOD needed me to do an assignment but I had an accident on my way to work, instead of having empathy he was really angry and he threatened me with quarries".*

Also related to issues of ill health, one lecturer added issues of financial difficulty, stating:

> *If one is sick, one is on his own. I was out sick for a period of time and the HOD did not even bother to check up on me. Also if you are having financial difficulty, you are on your own. There are no provisions for staff welfare, within the Department or Faculty".*

The final example of responses from this category, was this by a lecturer, describing accommodation issues:

> *"When I newly picked up my appointment, I was told I could request for temporary accommodation at the guest house, if I had nowhere to put up. But I got to find out that this offer was not genuine and that a lot of politicking was involved. I had to put up with relatives of mine, until I was able to sort things out".*

4.3 Reactions to PCB

Respondents were also asked to state what actions they took to rectify the instances, in which their institutions had failed up to live to its obligations. Table 3 below, shows how the various categories that emerged from our analysis of the responses that were provided.

Table 3 – Reactions Psychological Contract Breach

S/N	Reaction	Frequency	%
1	Self-Help	127	43
2	Silence	118	40
3	Voice	52	17
	TOTAL	297	100

Source: Authors Fieldwork, 2017

Table 3 shows that dominant reaction to PCB by academics was to engage in **"Self-help"** (43%). This was followed by **"Silence"** (40%) and **"Voice"** (17%).

"Self-help", represented actions undertaken by academics aimed at eliminating or at least mitigating the outcomes of PCB. For example, when their institutions failed to provide satisfactory working conditions, most academics resorted to providing these items like printers, tables, chairs, laptops, modems, and light-bulbs by themselves. Other forms of self-help actions included: applying to other schools, resubmitted letters, personally carried files/letters to the required offices, paying for conferences out of

their pockets, resubmitting or altering promotion applications, seeking interventions from senior colleagues, getting colleagues to pick up children and borrowing money from cooperatives.

"Silence", represented inaction on the part of academics to rectify outcomes related to PCB. From our analysis, "Silence" took two forms. First, academics simply did nothing and accepting the results of the PCB. Some academics who were denied admission for example, waited for the next admission periods and others accepted their offices the way they were and made the best of the situation. The second form in which "silence" manifested among academics, was by their expression of displeasure or anger regarding the experience of PCB, however these expressions were to colleagues and seemed more to serve as a venting of anger or frustration process, rather than genuine attempts to seek redress for PCB.

"**Voice"** was used to characterize the third and final groups of responses. "Voice" from our study involved academics attempting to seek redress for PCB and it was manifested in various forms. Some academics expressed displeasure directly to those in managerial positions, for example, their Head of Department, the Dean of their Faculty, the Bursar or the Registrar of the Institution. For some academics displeasure was expressed via an intermediary, usually a higher ranking or more influential colleague, who then took their complaints to the relevant authority figure. A final form of "Voice" identified among the academics, involved the utilization of the staff's union to express displeasure resulting from PCB.

5. Discussion

The purpose of this study was to study PCB among academics in Nigerian universities. Specifically, we sought to identify who respondents perceived as their employer, areas in which they experienced PCB and their reactions to PCB.

Our study found no consensus among the academics about who they considered their employer to be. This is in line with arguments made by several authors (Marks, 2001; Morrison & Robinson, 1997; Rousseau & Tijoriwala, 1998; Yan, Zhu, & Hall, 2002) about the difficulty and complexity of identifying who the organization / employer is in studies on psychological contracts, since the contracts exist essentially in the minds of the employees. One possible implication of this for PCB, is that aggrieved employees due to PCB, may voice their grievances, to different individuals, depending on whom they perceive as the employer. The differing perceptions on who the employer is, could also lead to mixed and conflicting messaging within the organization. Rousseau (1995) has argued that only messages from individuals, employees consider to powerful / influential in the organization are interpreted as reliable promises or commitments to future actions. Given the different sources of power found within organizations (French & Raven, 1959; Igbinomwanhia, 2011) it is very likely, that employees will have different views on the power and influence of individuals and certain messages will be interpreted differently as either constituting commitments/promises or not even when originating from the same source.

This study further revealed that academics experienced PCB in the areas of working conditions, wages, training

& development, promotion and WLB. This is consistent with findings from other studies (Robinson & Rousseau, 1994; Turnley & Feldman, 1999 and George, 2009) which focused on the experience of PCB in organizations. However when compared with studies that focused on academics (Krivokapic-Skoto & O'Neil, 2010 & Pierce et al, 2012) some differences emerge. For example, while autonomy & job security were found in those studies, they were not found in our study. The finding of WLB related PCB, is not all that surprising because several authors (Adisa, Mordi & Mordi, 2014 and Iyayi & Igbinomwanhia, 2017) have highlighted the apparent disregard for WLB, issues in Nigerian organizations. The experiences of PCB related to working conditions, promotion and training & development seem to lend support various assessments of the education sector (Ajayi & Ekundayo, 2010; Ige, 2013; Olayemi, 2011 and International Organization for Migration, 2014), all of which indicate that it is in a sorry state. It is however still surprising, that despite the poor conditions present, academics still perceive obligations in these areas.

The final objective of this study, was to examine, actions academics took to restore balance to their psychological contracts, after experiencing PCB and 3 of such actions were identified: silence, voice and self-help. The findings of silence and voice, fit into the typologies identified by different authors (Hirschman, 1970; Robinson, Kraatz & Rousseau, 1994; Shore & Tetrick, 1994; and Schalk & Roe, 2007) and discussed earlier in the work. The findings from this study of silence, in addition to the utilization of intermediaries in voice, might also suggest the existence of

factors within academics institutions that encourage silence and discourage direct approaches to authority figures. In their studies of academics institutions (Umar & Hassan, 2013 & Fapohunda, 2016) identified these factors as to include: the fear of being labelled negatively, reluctance to damage esteemed relationships, expectations of absolute loyalty from superiors, respect for the superior and prevention from rising to top positions. The utilization of self-help strategies to address PCB within academics institutions, was found to be the most prevalent form of employee reactions to PCB. This might not be unconnected to the issues of silence in organizations discussed above, such that, in order to avoid some of those negative consequences, academics just make attempts to solve problems by themselves. Self-help strategies might also be a reflection of the poor state of education as identified earlier and will most likely also result in revision or destruction of psychological contracts, as obligations previously considered to be the responsibility to the employer, are undertaken by the employees.

Finally it is worth noting, that exit or the threat of exit was not found in our study as a response to PCB. Two reasons might account for this: the first being that no breach was considered severe enough to warrant exiting the institution and second, being external factors such as the economic situations present in the country (National Bureau of Statistics, 2017) prevent such academics from existing their institutions. While the lack of employee turnover due to PCB, might appear positive, it could also have long-term negative consequences for both academic institutions and their staff because research on PCB suggests that

the psychological contracts of employees who continue working after experiencing PCB become more transactional (Atkinson, 2007 & Pate, Martin & McGoldrick, 2003). This could also lead to several of the consequences, such as reduced OCB, productivity and organizational commitment discussed earlier in this work.

6. Conclusion

The primary objective of this study was to identify areas in which academics reported experiencing PCB and also their reactions to rectify such situations. Working conditions, wages, training & development, promotion and WLB were the areas that emerged from our study. This landed support to the numerous pronouncements about the poor state of education in Nigeria. Three (3) responses by academics to PCB were also identified: voice, silence and self-help. While voice and silence fit into already identified reactions to PCB, self-help strategies appear to be a new reaction to PCB and one that might me unique to countries will similar

economic conditions as Nigeria. In order to mitigate some of the negative consequences associated with PCB, Nigerian tertiary institutions need to not only improve the physical working conditions of staff but ensure the processes and procedures associated with promotions, training & development and wage administration are not only properly streamlined but are also fair and transparent.

Although this study has contributed to the literature on PCB in general and PCB within the context of Nigeria specifically, 2 limitations exist which might prevent the extent to which these findings can be generalized. The first, of which was the sample size utilized for this study and the second, was the moderate response rate recorded. Future studies on PCB within academia can expand the number of institutions utilized. Such studies can also cover the sources of perceived employees obligations, emotional reactions of academics and the actual work-related impact of PCB on tertiary institutions.

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