

Past psychological contract breach and intention to quit

The effect of past psychological contract breach on intention to quit: the mediating effect of the expectation of fulfilment of the anticipatory psychological contract and the moderating effect of age

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Preface

In front of you lies my master thesis ‘The effect of past psychological contract breach on intention to quit: the mediating effect of the expectation of fulfilment of the anticipatory psychological contract and the moderating effect of age’. This thesis was written in order to complete my master’s degree in Strategic Human Resources Leadership at the Radboud University in Nijmegen. From February 2019 up to October 2019 I have been conducting this research and writing my master thesis. This thesis has improved my skills in using SPSS and conducting a research. In addition, this thesis has given me a better understanding of psychological contracts and their importance in the employment relationship. These are all valuable experiences for the future.

I want to thank my supervisor Dr. J. de Jong and my second examiner Prof. Dr. A. de Beuckelaer for their guidance and support during conducting and writing my master thesis. Moreover, I want to thank all participants for their cooperation. I could not have done this research without them. Finally, I would also like to thank my family and friends for their support and their wise advice.

I hope that you will enjoy reading this thesis.

Milou Janssen

Nijmegen, October 28, 2019

Abstract

This research examined the relationship between past psychological contract breach and intention to quit, the mediating effect of the expectation of fulfilment of the anticipatory psychological contract and the moderating effect of age. The concept of psychological contracts is examined in a relatively new way in this research, namely by taking a future looking perspective. Based on existing theory, the following three hypotheses were formulated and tested in this research: (H1) past psychological contract breach is positively related to intention to quit, (H2) the relationship between past psychological contract breach and intention to quit is mediated by the expectation of fulfilment of the anticipatory psychological contract and (H3) the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract is moderated by age, in a way that the relationship is stronger for younger employees. To test these hypotheses, two types of quantitative studies were conducted: a field study and a vignette study. The data obtained by both studies were analysed by using multiple regression analysis and PROCESS. Both studies showed that past psychological contract breach is positively related to intention to quit (H1). In addition, the first study showed that the expectation of fulfilment of the anticipatory psychological contract partially mediates this relationship (H2) and the second study showed that the expectation of fulfilment of the anticipatory psychological contract fully mediates this relationship (H2). Based on the first study, no evidence was found for the moderating effect of age on the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract (H3). The second study did find evidence for the moderating effect of age on the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract (H3). However, the moderating effect that was found was opposite from the hypothesized effect which means that the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract is moderated by age, in a way that the relationship is stronger for older employees. In this research a tool for measuring the anticipatory psychological contract is created which should be further developed in future research. This research also showed that psychological contract research should take a future looking perspective by looking at forward-looking exchanges and the effect of these forward-looking exchanges on employee outcomes such as intention to quit.

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Chapter 1: Introduction

Due to global competition, reorganization and downsizing, there is an increased amount of interest in the concept of psychological contracts (Coyle-Shapiro & Kessler, 2000; Robinson, 1996). The psychological contract has become a very important topic in Human Resource Management (HRM) (Cullinane & Dundon, 2006). It is a well-known topic which is used for explaining the employment relationship (Conway, Guest, & Trenberth, 2011). Psychological contracts can be defined as: *“an individual's beliefs regarding the terms and conditions of a reciprocal exchange agreement between that focal person and another party”* (Rousseau, 1989, p. 123). The key point of a psychological contract is that the parties involved are convinced that a promise has been made and that a consideration should be received in return in the future. A promise can be defined as: *“any communication of future intent”* (Morrison & Robinson, 1997, p. 228). According to Anderson and Thomas (1996), employees already make promises and think about expecting considerations in return prior to their future employment. Based on this information and the definition of a promise, it can be stated that a psychological contract focuses on the future in the form of forward-looking exchanges. Other characteristics of a psychological contract are that the parties involved in the exchange relationship are bound by a number of mutual obligations (Rousseau & Tijoriwala, 1998), the underlying nature of a psychological contract is a social exchange and the psychological contract is subjective and relative to the individual (Rousseau, 1989). The parties involved in the exchange relationship do not always have the same ideas about the terms of the psychological contract (Robinson & Rousseau, 1994). The more similar psychological contracts of the different parties are, the higher the stability of the relationship between the different parties and the higher the chance of continuation of the relationship (Rousseau, 1989).

Until now, research regarding psychological contracts has only focused on evaluating the past. Research only examined the fulfilment of the psychological contract in the past and the effect of past breaches on employee outcomes such as job satisfaction, turnover intentions and performance (Kickul & Lester, 2001; Tekleab, Takeuchi, & Taylor, 2005; Turnley, Bolino, Lester, & Bloodgood, 2003). A fulfilment of a psychological contract means that the obligations are fulfilled (Rousseau & Tijoriwala, 1998). A psychological contract breach can be defined as: *“when one party in a relationship perceives another to have failed to fulfil promised obligation(s)”* (Robinson & Rousseau, 1994, p. 247). If promises are not fulfilled by one party, the other party has the perception that the psychological contract is breached,

and this can lead to a decrease of trust and feeling betrayed (Robinson & Rousseau, 1994). According to Robinson and Rousseau (1994), a psychological contract breach can increase the intention to quit of the breached party, since the bond between the parties will be weakened due to the loss of trust in the benefits of continuing the relationship. Hence, it is already known that past psychological contract breach has a positive effect on the intention to quit. However, there is still little insight in how past psychological contract breach actually influences the intention to quit and what other factors play a role in this process. It is important to get more insight into this process, since turnover can have negative effects on, for instance, the organizational performance (McElroy, Morrow, & Rude, 2001), productivity and the intellectual capital of the organization (Ghosh, Satyawadi, Prasad Joshi, & Shadman, 2013).

As mentioned earlier, previous research only examined breaches of the psychological contract and the effect of past breach on employee outcomes. But it is also interesting to examine what the effect of the breach of the psychological contract in the past on the future anticipation regarding the fulfilment of the psychological contract is. Does the individual still make the same promises and still expects the same contributions in return in the future or did the past breach for instance, lower the expectations of fulfilment of the psychological contract. According to Robinson (1996), trust plays a very important role in past psychological contract breach and the effect of the breach on future expectations. Trust has an effect on how the psychological contract breach is interpreted and how the individual reacts on the breach. As mentioned earlier, the employee loses trust in the organization and the fulfilment of obligations in the future due to the psychological contract breach in the past. This leads to a weakened relationship which in turn can lead to a higher intention to quit. Therefore, expectation of fulfilment of the psychological contract in the future is expected to play a role in the relationship between past psychological contract breach and intention to quit in the form of a mediator and this will be examined in this research.

According to Bal, De Lange, Jansen, and Van der Velde (2008), the reaction on psychological fulfilment or breach differs per age. The psychological contracts of older employees are more stable and are better developed (Rousseau, 2001). Besides that, the anticipation of older employees regarding what they expect to receive from their employer are more realistic than the anticipation of younger employees (Thomas & Anderson, 1998). Due to the more stable and better developed psychological contracts and more realistic anticipation of older employees, it could be that a psychological contract breach is stronger related to younger employees than to older employees. Based on this information and expectation, it is

interesting to examine whether age has an effect on the relationship between past psychological contract breach and the expectation of fulfilment of the psychological contract in the future and what the effect looks like. Therefore, the moderating effect of age on the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract will be examined in this research.

In this research, the relationship between past psychological contract breach and the intention to quit will be examined. Besides that, in this research will also be examined to what extent this relationship is mediated by the expectation of fulfilment of the anticipatory psychological contract and to what extent the relationship between past psychological contract breach and the expectation of fulfilment of the psychological contract is moderated by age. The goal of this research is to contribute knowledge to the already existing knowledge regarding the relationship between past psychological contract breach and intention to quit and what factors play a role in this relationship. In order to achieve this goal, the following research question has been formulated:

“What is the relationship between past psychological contract breach and intention to quit, to what extent is this relationship mediated by the expectation of fulfilment of the anticipatory psychological contract, and to what extent is the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract moderated by age?”

This research has a scientific and societal relevance. As mentioned earlier, previous research only focused on psychological contracts in the form of backward-looking exchanges, but psychological contracts can also be examined in a future looking perspective. This research will focus on forward-looking exchanges and therefore approaches research regarding psychological contracts in a new way. Besides that, there is still a lack of knowledge about what the role of age is in the psychological contract (Farr & Ringseis, 2002). This research gives more insight into if age plays a role in the psychological contract and if so, how age plays a role in the psychological contract. New knowledge will be gained regarding the differences per age in relation to the relationship between past psychological contract breach in the past and the expectation of fulfilment of the psychological contract in the future. Furthermore, there are already all kinds of ideas regarding the relationship between past psychological contract breach and intention to quit. However, these ideas are all based on the backward-looking idea of psychological contracts instead of the forward-looking idea

which is taken in this research. Therefore, this research will give more insight into the effect of a past psychological contract breach on the expectation of fulfilment of the psychological contract in the future and the intention to quit. Besides that, this research is also relevant to the society. As stated before, turnover can have negative effects on, for instance, the organizational performance, productivity and the intellectual capital of the organization. It is important to get more insight into what the effect of past psychological contract breach on intention to quit is and what factors play a role in this process, since a high turnover can have negative effects for organizations. By doing this research, more knowledge will be gained about how this process works. This is relevant for organizations, since this knowledge gives organizations a better understanding of what the effect of past psychological contract breach on intention to quit is and how they can reduce the intention to quit of their employees or to keep the intention to quit of their employees low. In addition, this research gives more insight into the role of age in the psychological contract which is relevant to the society as well. When this research shows that age plays a role in the effect of past psychological contract breach on the anticipation of fulfilment of the psychological contract in the future, organizations get a better understanding of what the effect of past psychological contract breach is on their employees and how this differs per age. When organizations have a better understanding of this, organizations can create expectations of their employees which are adjusted to that specific employee and depend on the age of the employee. The alignment between the expectations of the organization and the employee can be better when there is a better understanding in what the role of age is in the effect of past psychological contract breach on the anticipation of fulfilment of the psychological contract in the future.

In order to answer the research question, first a theoretical framework will be given in Chapter 2. In this chapter, the theoretical concepts of this research will be provided and explained and subsequently, the hypotheses will be formulated and the conceptual framework will be showed. In Chapter 3, the methodology of this research will be discussed such as the research approach, data analysis and ethics. After that, the data will be analysed and discussed. In Chapter 4, the data of the first study, the field study, will be analysed and discussed and in Chapter 5, the data of the second study, the vignette study, will be analysed and discussed. Finally, in Chapter 6 the discussion and conclusion of this research will be showed. In this chapter, a reflection on the results, the theoretical implications, practical implications, limitations and areas for future research and the conclusion will be discussed.

Chapter 2: Theoretical framework

2.1 Introduction

In Chapter 1, the subject of this research, relevance of this research and the research question have been described. In addition, the structure of the research has been explained. To gain a better understanding of the concepts that are central to this research, this chapter will focus on the further elaboration of these concepts. First, in section 2.2 the general concept of the psychological contract will be discussed. In section 2.3 past psychological contract breach will be discussed, followed by an explanation of intention to quit in section 2.4. Subsequently, in section 2.5 the previous sections will be linked to each other in order to formulate the first hypothesis. In section 2.6, the anticipatory psychological contract will be discussed and in section 2.7, the mediating effect of the expectation of fulfilment of the anticipatory psychological contract will be discussed. In section 2.7, also a corresponding hypothesis will be formulated. After that, in section 2.8 the moderating effect of age on the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract will be discussed and a corresponding hypothesis will be formulated. Finally, in section 2.9 the conceptual model of this study will be presented.

2.2 The psychological contract

In 1960 the concept of the psychological contract has been developed (Morrison & Robinson, 1997). The aim of this concept is to explain the employment relationship (Conway et al., 2011). According to Rousseau (1989, p. 123), a psychological contract can be defined as: *“an individual's beliefs regarding the terms and conditions of a reciprocal exchange agreement between that focal person and another party”*. Thus, a psychological contract is held by an individual, subjective in nature (Rousseau, 1989) and the key point is that the parties have the belief that a promise has been made and that there is a consideration in return. The parties are hereby bound by a number of mutual obligations (Rousseau & Tijoriwala, 1998). According to Robinson and Rousseau (1994), both parties have the belief that they have made promises and agreed on the same terms of the psychological contract, but it does not have to be that both parties understand the psychological contract terms in the same way. The perception about the terms of the psychological contract can differ between the parties (Robinson &

Rousseau, 1994). A psychological contract emerges when one party has the perception that his or her contributions mandate the other party to reciprocate or vice versa. The belief of reciprocity is at the heart of a psychological contract (Rousseau, 1989). A psychological contract is based on promises and influenced by factors such as experiences of previous employment and recruitment practices (Rousseau, 2001). A promise is in the nature of a psychological contract, which means that a person has the perception that a promise has been made, and that creates an obligation (Rousseau, Hansen, & Tomprou, 2018). Thus, first a promise is made and this promise gives rise to an obligation. According to Morrison and Robinson (1997, p. 228), a promise can be defined as: *“any communication of future intent”*. Rousseau (1995) indicates that a promise is about an obligation concerning a future action. Since a promise is in the nature of a psychological contract and a promise is about a future action, a psychological contract focuses on the future. Therefore, this research takes a future looking perspective with regard to psychological contracts.

In an employment relationship, a psychological contract is held by an employer and an employee. Both persons have their own psychological contract. In this research, the focus is on the psychological contract of the employee, since this perspective is taken in most scientific research (Coyle-Shapiro & Kessler, 2002).

2.3 Past psychological contract breach

According to Rousseau (1989), a psychological contract can be breached which means that the terms of the psychological contract are not met. A psychological contract breach can be defined as: *“the 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 & Robinson, 1997, p. 230). According to Robinson and Rousseau (1994), a psychological contract is breached when one party has the perception that the other party did not fulfil the obligations that were promised. With a psychological contract breach, it is about a perceived breach and not necessarily about an actual breach. It is the belief of a party that the psychological contract has been breached regardless of whether the psychological contract has actually been breached or not (Robinson, 1996).

According to Morrison and Robinson (1997), a psychological contract breach can be perceived due to two types of causes: renegeing and incongruence. Renegeing means that a party consciously breaks a promise. The party acknowledges that there is a promise, but deliberately breaks the promise because the party is incapable or does not want to fulfil the promise. For example, a party can make a promise without having the intention to actually

keeping it. Incongruence means that both parties understand a promise in a different way. It may be that one party has the belief to have fulfilled all promises, but the other party has the belief that the party has not fulfilled all promises. As mentioned earlier, both parties can have a different perception regarding the contract terms and this can lead to incongruence (Morrison & Robinson, 1997). Both types of causes lead to a discrepancy between the idea of a party regarding what was promised and the real experience of the party which means that the party perceives a psychological contract breach (Robinson & Morrison, 2000).

2.4 Intention to quit

A high employee turnover is not desired by organizations, since a high employee turnover leads to the absence of workforce continuity, high costs of training new employees and problems with organizational productivity (Firth, Mellor, Moore, & Loquet, 2004). According to Firth, Mellor, Moore, and Loquet (2004), intention to quit is an important antecedent of employee turnover and is therefore a very important topic to examine. Intention to quit can be defined as: *“an attitudinal orientation or a cognitive manifestation of the behavioural decision to quit”* (Elangovan, 2001, p. 159). Hence, intention to quit is not the actual quitting behavior, but the idea to quit. There is still no clarity regarding which factors influence intention to quit (Elangovan, 2001).

2.5 Past psychological contract breach and intention to quit

Psychological contracts are often examined in the literature with the help of Social Exchange Theory (SET). As mentioned in Chapter 1, the underlying nature of the psychological contract is a social exchange (Rousseau, 1989). According to Blau (1964, p. 91), a social exchange can be defined as: *“voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others”*. A social exchange is characterized by the fact that it involves obligations that are not specified. This means that a person does a favour to another person and expects a contribution in return in the future, but the nature of the contribution is not previously stipulated. Hence, with a social exchange a favour is done and the contribution that is expected to receive in return in the future cannot be negotiated about (Blau, 1964). The underlying nature of social exchanges is the norm of reciprocity. The norm of reciprocity can be defined as: *“if others have been fulfilling their status duties to you, you in turn have an additional or second-order obligation (repayment) to fulfill your status duties to them”* (Gouldner, 1960, p. 176). This means that if people are

related to each other and have adopted the norm of reciprocity, it obligates the person who received a favour first, to declare a favour back (Gouldner, 1960).

Due to the fact that there cannot be negotiated about the nature of the expected return in order to ensure a suitable return, trust is a very important factor in social exchanges. Trust is also an important factor in social exchanges, since a person that did a favour to another person has to trust the other person to reciprocate (Blau, 1964). According to Atkinson (2007), trust exists in all psychological contracts. One party has the belief that the contributions he or she makes will be reciprocated by the other party and that there is a relationship between both parties which means that the actions of both parties are bound to each other (Rousseau, 1989). When the psychological contract is breached, the trust of the party who perceives the breach is breached, he or she can lose trust in the other party and have the feeling of being betrayed (Atkinson, 2007; Robinson, 1996).

A psychological contract breach can lead to a decrease of trust in the other person. When a person has the perception that the psychological contract is breached, the person has the feeling that there is a discrepancy between what the other party says and actually does (Robinson, 1996). Due to this perceived discrepancy, the person may have less faith in the other person and the relationship can be weakened. The bond between the persons will be weakened due to the loss of trust in the benefits of continuing the relationship. When the relationship between the two persons is weakened, the intention to quit of the person who perceives the psychological contract breach can be increased (Robinson & Rousseau, 1994). Therefore, it is expected that a past psychological contract breach is positively related to intention to quit. Robinson and Rousseau (1994) and Zhao, Wayne, Glibkowski, and Bravo (2007) also found scientific evidence for this relationship. Based on this information, the following hypothesis is being formulated:

H1 Past psychological contract breach is positively related to intention to quit.

2.6 The anticipatory psychological contract

In psychological contract research, the focus is mainly on the fulfilment of expectations in the past. However, it is argued that a psychological contract also focuses on the future. According to De Vos, De Stobbeleir, and Meganck (2009), a psychological contract consists of a dynamic process from pre-employment to different phases of employment. A psychological contract is first developed during recruitment and is adapted and changed throughout employment (De Vos & Freese, 2011). Thus, a person already has expectations regarding the

employment relationship prior to the actual employment. This means that a psychological contract is already formed during the pre-entry phase and therefore also focuses on the future. Besides that, as mentioned earlier, a psychological contract is based on promises and promises are about a future intent which means that a promise focuses on the future. Thus, a psychological contract is by definition anticipatory and therefore, the concept of the anticipatory psychological contract has been developed (De Vos, De Stobbeleir, & Meganck, 2009).

The anticipatory psychological contract can be defined as: *“individuals’ preemployment beliefs about their future employment, including promises they want to make to their future employers and inducements they expect to receive in return”* (De Hauw & De Vos, 2010, p. 294). Thus, the anticipatory psychological contract consists of a person’s promises to the future employer and the contributions the person expects to receive in return. The focus is on the beliefs of the person regarding the new job (De Hauw & De Vos, 2010). However, the current definition of the anticipatory psychological contract only focuses on the pre-employment expectations of a person instead of focusing on expectations of a person throughout all employment phases. As mentioned earlier, a psychological contract is changed and adapted throughout the employment phases which means that a person does not only have expectations during pre-employment, but that a person has expectations during all employment phases and that they change. Therefore, a different definition of the anticipatory psychological contract will be used in this research. The following definition of the anticipatory psychological contract will be used, based on the definition of De Hauw and De Vos (2010): individuals’ beliefs about their (future) employment, including promises they want to make in the future and inducements they expect to receive in return.

2.7 The mediating effect of the expectation of fulfilment of the anticipatory psychological contract

The fulfilment of the psychological contract is very important in the relationship between an employer and an employee. When an employee has the perception that his or her employer fulfils his or her expectations, the relationship between the employer and employee is being strengthened (Birtch, Chiang, & Van Esch, 2016). According to Coyle-Shapiro and Kessler (2002), employees adapt their behaviour, in terms of reciprocating future contributions, to how they are being treated by their employer. In an exchange relationship, obligations can be seen as contributions that should be made in the future and the behaviour of a person in an exchange relationship. How the person views the relationship is influenced by the anticipation

of fulfilment of these obligations (Coyle-Shapiro & Kessler, 2002). According to Social Exchange Theory, a person wants to engage in an exchange relationship when he or she has the expectation to get incentives in return (Blau, 1964). Due to the norm of reciprocity which exists in a social exchange relationship, the contribution a person makes is related to the expectation of fulfilment of the contribution of the other party. According to Robinson and Morrison (2000), employees could have problems with trusting their employer to fulfil obligations in the future when they perceive that their psychological contract is breached. Based on this, it is expected that when an employee perceived a psychological contract breach in the past, the expectation of fulfilment of the psychological contract in the future of that employee is negatively influenced. When the employee has the perception that the employer did not fulfil the obligations that were promised in the past, the employee has less trust in fulfilment of future obligations by the employer. Due to this reduced trust, the employee has lower expectations of fulfilment of the psychological contract in the future. This could in turn lead to a higher intention to quit, since a decrease in trust leads to a weakened relationship between the employer and the employee. When the relationship is weakened, the employee may be more likely to quit his or her job. Based on this, it is expected that the expectation of fulfilment of the anticipatory psychological contract mediates the relationship between past psychological contract breach and intention to quit, in a way that the relationship is stronger for employees who have lower expectations of fulfilment of the anticipatory psychological contract. Therefore, the following hypothesis is being formulated:

H2 The relationship between past psychological contract breach and intention to quit is mediated by the expectation of fulfilment of the anticipatory psychological contract.

2.8 The moderating effect of age

The reaction on past psychological contract breach differs per age (Bal, De Lange, Jansen, & Van der Velde, 2008). Age can be viewed in different ways such as chronological age, subjective age and social age (Cleveland & Shore, 1992). In this research, age will be viewed as chronological age, since it is mostly used in scientific research (Barak & Schiffman, 1981). Age can be defined as: “*distance from birth*” (Jarvik, 1975, p. 577).

Emotions of people and the intensity of emotions change over the life span. Older people have a better understanding of their emotions and can control them better (Ng & Feldman, 2009). According to socio-emotional selectivity theory, older people view their

future as more limited than younger people and older people knowing that their future is limited is related to their emotional experience. Since older people recognize that their ending is nearer, they try to experience things in a more positive way (Carstensen, Isaacowitz, & Charles, 1999). Socio-emotional selectivity theory also argues that due to the perception of older people of having limited time, they select goals that are meaningful emotionally. This means that older people select goals that, for instance, focus on avoiding negative emotions. Younger people view their time as more open-ended and this results in selecting goals that focus on improving the future and optimizing gains on the longer term. This means that younger people select goals that focus on, for instance, personal development and acquiring information (Lang & Carstensen, 2002; Löckenhoff & Carstensen, 2004). Moreover, older people have a more stable and better developed psychological contract than younger people which results in older people managing emotions after a negative happening in a better way than younger people (Löckenhoff & Carstensen, 2004; Rousseau, 2001). Based on this information, it is expected that age plays a role in the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract, in a way that it moderates the relationship. Moreover, it is expected that the relationship is stronger for younger employees, since younger people have a less stable and less developed psychological contract which results in younger people managing their emotions after a negative happening less well. Therefore, the following hypothesis is being formulated:

H3 The relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract is moderated by age, in a way that the relationship is stronger for younger employees.

2.9 Conceptual model

In this research, the relationship between past psychological contract breach and intention to quit are being examined. Besides that, the mediating effect of the expectation of fulfilment of the anticipatory psychological contract and the moderating effect of are being examined. As mentioned before, the perspective of the employee and of the employer can be taken but this research only focuses on the perspective of the employee. The conceptual model of this research is showed in Figure 1.

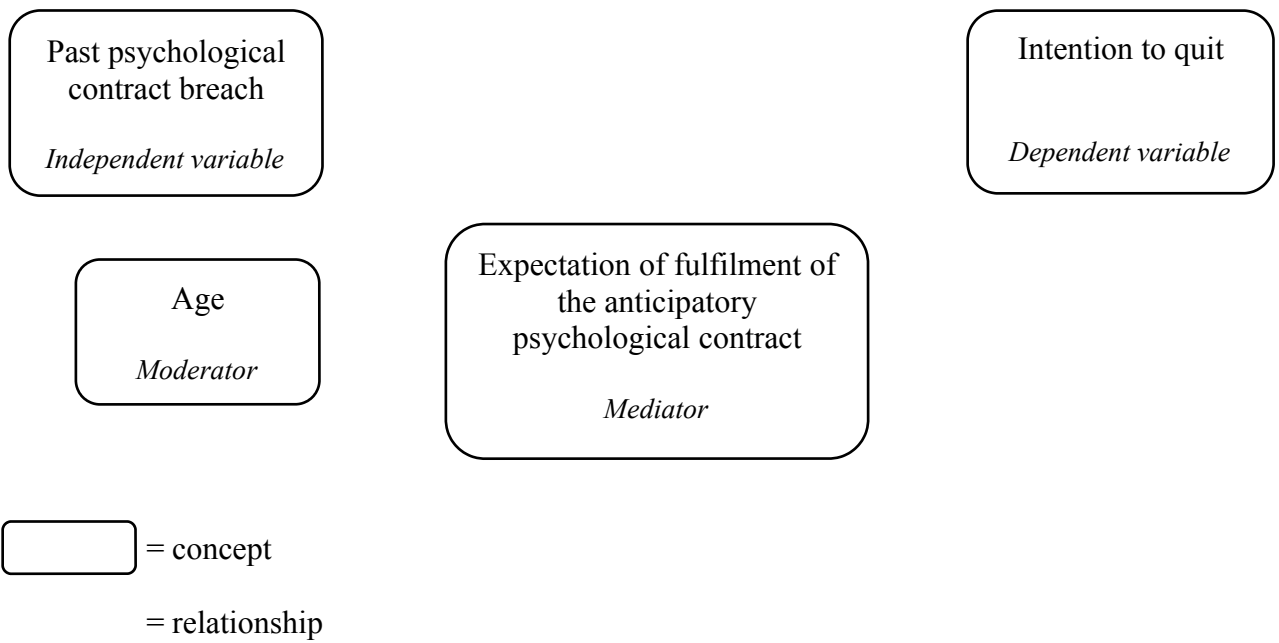


Figure 1. Conceptual model

Chapter 3: Methodology

In this chapter, the methodology of this research will be discussed. First, in section 3.1 the research approach will be explained. Second, in section 3.2 the data analysis will be discussed and in section 3.3 the ethics of this research will be discussed.

3.1 Research approach

With this research a deductive method was used, since the hypotheses of this research were based on theory. In addition, the hypotheses were being tested on the basis of observations of the real world. Since there is already some existing literature regarding psychological contracts and intention to quit, a deductive research was a suitable research approach.

In order to answer the research question, a quantitative research was conducted. A quantitative research was suited for this research, since the aim of this research was to find generalized relationships between the variables. In addition, a quantitative research was also suited for this research, since the variables which are central to this research are measurable and empirically testable and causal relations between the variables could be found.

In this research, two types of quantitative studies were used: a field study and an experimental study by conducting a vignette study. Generally, a strength of conducting a field study is its relatively high external validity in comparison to for instance conducting an experiment, since a field study is conducted in a natural setting and an experiment is conducted in a non-natural setting. In general, a weakness of conducting a field study is that there is some ambiguity regarding determining the direction and nature of causal relationships (Aguinis & Bradley, 2014). According to Atzmüller and Steiner (2010), this ambiguity can be overcome by measuring actively by controlling the intervention. A way to control the intervention is to use vignettes. A vignette is *“a short, carefully constructed description of a person, object, or situation, representing a systematic combination of characteristics”* (Atzmüller & Steiner, 2010, p. 128). A vignette can be changed by adding or removing certain sentences which are designed to manipulate factors that according to prior research can influence the choice of individuals (Lysonski & Gaidis, 1991). By presenting vignettes to the participants the intervention can be controlled, since the researcher can systematically construct realistic scenarios in which the independent variables can be manipulated and controlled (Aguinis & Bradley, 2014). Thus, by manipulating and controlling the independent variables, a better insight can be gained into the causality of relationships. In general, a

strength of a vignette study is that it has a higher internal validity than, for instance, conducting a field study, since the stimulus can be kept constant over the participant population which increases the control of the researcher over the stimulus situation. Another reason why the internal validity is generally higher in comparison with, for instance, conducting a field study, is that the stimulus can be standardized over the participant populations making the decision-making situation more realistic (Alexander & Becker, 1978). As mentioned before, a weakness of a vignette study is generally the relatively low external validity compared to conducting a field study, since a vignette study is conducted in a non-natural setting and a field study is conducted in a natural setting (Aguinis & Bradley, 2014).

According to Schwenk (1982), field studies and experimental studies should be conducted simultaneously on the same issues. Both types of research are needed in order to ascertain representativeness and generalizability (Schwenk, 1982). Thus, the design of both types of quantitative studies complement each other, since the weakness of one study is a strength of the other study and vice versa. However, a comment must be made regarding the determination of causal relationships based on the vignette study. Since the scenarios were presented to the participants only a few minutes in succession, the time lag in the vignette study was relatively short and therefore the determination of causal relationships was limited.

3.2 Data analysis

After conducting the first and second study, the obtained data were analyzed. At first, the correlations, means and standard deviations of the variables of both studies were calculated in order to gain more insight into the obtained data. By calculating the correlations between the variables, the coherence between the variables was measured. Subsequently, the reliability of the measurement scales was being tested. To test reliability, Cronbach's Alpha was calculated in order to check the internal consistency of the measurement scales. After this, the assumptions of multiple regression analysis were being checked and subsequently, the data were analyzed by using multiple regression analysis. A regression analysis tests whether an independent variable is significantly related to a dependent variable and whether this relationship is positive or negative (Allen, 1997). Since the aim of both studies was to test whether the independent variables, past psychological contract breach and age, are related to the dependent variables, expectation of fulfilment of the anticipatory psychological contract and intention to quit, and whether this relationship is positive or negative, a regression analysis was suitable for both studies. As the studies contained more than one independent

variable, a multiple regression analysis was being used. Based on the multiple regression analysis, it could be determined whether the hypotheses were confirmed or rejected.

In the multiple regression analysis of both studies, several models were created by using the enter method. The first and second hypothesis could be tested together with a regression analysis, since both hypotheses concerned relationships with the same dependent variable, intention to quit. The third hypothesis was tested with a different regression analysis, since the dependent variable was expectation of fulfilment of the anticipatory psychological contract.

To test the first and second hypothesis, the relationship between the control variables and the dependent variable, intention to quit, was tested in the first regression model. This was tested first in order to check whether the control variables were not significantly related to the dependent variable. The control variables were also added to the first regression model so that in all subsequent regression models it could be checked whether the examined relationships still maintained, taking into account the control variables. In the second regression model, the relationship between past psychological contract breach and intention to quit was tested by adding past psychological contract breach to the regression model. In order to test the mediating effect of expectation of fulfilment of the anticipatory psychological contract on the relationship between past psychological contract breach and intention to quit, expectation of fulfilment of the anticipatory psychological contract was added to the third regression model. To test the mediating effect, the relationship between past psychological contract breach and expectation of fulfilment of the anticipatory psychological contract also had to be tested. A different regression analysis was conducted for testing this relationship, since the relationship concerned a different dependent variable. The control variables were also added to the regression model in order to test whether the relationship still maintained taking into account the control variables.

After the multiple regression analysis, an additional analysis was conducted in order to get a better insight into the significance and effect size of the mediating effect. The additional analysis was conducted by using PROCESS and the same steps were taken in this analysis as in the regression analysis. If the multiple regression analysis did not show a significant mediating effect, the additional analysis was not conducted, because it would have no added value.

To test the third hypothesis, the relationship between the control variables and the dependent variable, expectation of fulfilment of the anticipatory psychological contract, was tested in the first regression model. This relationship was tested first with the same reasoning

as for the regression analysis that tested the first and second hypothesis. The second regression model tested the relationship between the independent variable, past psychological contract breach, and the dependent variable, expectation of fulfilment of the anticipatory psychological contract. Therefore, past psychological contract breach was added to the second regression model. After this, age was added to the third regression model in order to test whether age is related to the dependent variable. Finally, in the fourth regression model, the interaction effect was added to the regression model in order to test whether age moderated the relationship between past psychological contract breach and expectation of fulfilment of the anticipatory psychological contract. In order to overcome multicollinearity, the scales of past psychological contract breach and age and their interaction effect were centered on the mean prior to the multiple regression analysis. The centered variables were used in the fourth regression model.

The same as for testing the first and second hypothesis, after testing the third hypothesis with the multiple regression analysis, an additional analysis was conducted in order to get a better insight into the direction and significance of the moderating effect. The additional analysis was conducted by using PROCESS and the same steps were taken in this analysis as in the regression analysis. If the multiple regression analysis did not show a significant moderating effect, the additional analysis was not conducted, because it would have no added value.

3.3 Ethics

It is important to obey ethical norms while doing research (Resnik, 2011). Ethics can be defined as: “*norms for conduct that distinguish between acceptable and unacceptable behavior*” (Resnik, 2011, p. 1) Examples of ethical norms for conduct are: honesty, confidentiality and openness. Honesty as a norm of conduct has been met in this research, since the data of this research are not falsified or misrepresented (Resnik, 2011). The responses of the participants are processed anonymously in order to keep the privacy of the participants. Thus, objectivity as a norm of conduct has also been met. Openness has also been met, since the researcher has been open about the intentions of the research and how the data will be used. Therefore, it can be concluded that the researcher lived up to the ethical norms while doing research.

Chapter 4: Study 1

In this chapter, the focus will be on the first study: the field study. First, in section 4.1 the methodology of the field study will be discussed. This section consists of an explanation of the research design in section 4.1.1, the sample and procedure in section 4.1.2, and the measurement tools in section 4.1.3. Subsequently, in section 4.2 the results of the field study will be discussed. This section consists of a discussion of the results of the reliability test in section 4.2.1 and the hypotheses testing in section 4.2.2. Finally, in section 4.3 a summary of the results of the field study will be presented.

4.1 Methodology

4.1.1 Research design

The first study, the field study, was conducted by gathering data through an online survey. An advantage of an online survey is that in general a large response can be obtained in a relatively short period of time. By obtaining this large response, the chance of having a representative sample is greater. Generally, a disadvantage of an online survey is that there is no possibility to go more in depth and ask further questions. In addition, another disadvantage of an online survey is that generally a limited number of questions can be asked to the participants, since the response rate decreases the longer the survey.

4.1.2 Sample and procedure

The data collection took place via an online survey tool called Qualtrics. The data for the field study were gathered with the help of a group of bachelor students. This group of bachelor students was doing research on the same subject and they distributed the online survey. The survey was distributed to employees who work in different organizations in order to gather data among the Dutch working population. There were some restrictions regarding which people could participate in the research. Since the focus of this research was not only on the psychological contract in the past, but also on the expectations regarding the psychological contract in the future and it focused on the employee perspective, the participants had to be in

an employment relationship at the moment of filling in the survey and they had to be an employee. The sample of this study only consisted of the Dutch working population, since the language used in the survey was Dutch.

The survey contained items regarding the research of the bachelor students who distributed the survey. The survey also contained items regarding this research and the research of five other master students. The subjects of all these researches were quite similar and therefore all items for these researches could be processed in the survey without the survey becoming too lengthy.

The online survey has been sent to the participants via several mediums such as e-mail and Whatsapp. The students sent the online survey to acquaintances and people that belong to their personal network and therefore, the sampling technique that was used with the field study is the non-probability sampling technique snowball sampling. By sending the survey to employees who work in different organizations, it is intended to conduct a representative sample of the Dutch working population.

The sample consisted of 173 participants of which 60.1 % (104) were female and 39.9% (69) were male. The age of the participants was ranging from 18 to 66 and the average age of the participants was 34.82 years old. In addition, tenure of the participants was ranging from less than six months to 37 years and the average tenure of the participants was 7.12 years. Moreover, 28.9% (50) of the participants finished primary school or secondary school (VMBO, HAVO, VWO), 24.9 % of the participants finished MBO (43), 21.4% (37) of the participants finished HBO and 24.9% (43) of the participants finished university.

4.1.3 Measurement tools

In this section, the measurement tools of the key variables used in the field study are being discussed. First, in section 4.1.4.1 the operationalization of the independent variables will be explained. Subsequently, in section 4.1.4.2 the operationalization of the dependent variables and in section 4.1.4.3 the operationalization of the control variables will be discussed.

4.1.3.1 Independent variables

The first independent variable that will be used in the multiple regression analysis is past psychological contract breach. Based on the theoretical framework, an operational definition of past psychological contract breach can be drawn up. The operational definition is the same as the theoretical definition given in the theoretical framework and is as follows: the 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. In order to measure past psychological contract breach, the scale of Robinson and Morrison (2000) was being used. This scale is a validated measure and could therefore be used in this research. Past psychological contract breach was measured by five items which are shown in Appendix A. According to Robinson and Morrison (2000), a five-point Likert scale can be used varying from 'strongly disagree' (value 1) to 'strongly agree' (value 5). In order to transform the values of the five items into one value, the value of the variable past psychological contract breach, the mean of the five items has been calculated.

The second independent variable is age. The operational definition of age is the same as the theoretical definition and is as follows: distance from birth. This means that age can be seen as chronological age. How age was questioned in the survey and what the answer options were, is shown in Appendix A.

4.1.3.2 Dependent variables

The first dependent variable that will be used in the multiple regression analysis is expectation of fulfilment of the anticipatory psychological contract. Based on the theoretical framework, an operational definition of the variable can be drawn up that closely resembles the definition of the anticipatory psychological contract. The operational definition of the expectation of fulfilment of the anticipatory psychological contract is as follows: the individuals' expectation regarding his or her beliefs about his or her future employment, including inducements he or she expects to receive from the employer in the future. In order to measure this variable, a new measurement scale was being developed by Dr. De Jong. There were no existing scales to measure the expectation of fulfilment of the anticipatory psychological contract, since this variable and how this variable was approached in this research was relatively new. The measure scale that has been developed is based on the PSYCONES-scale of Guest, Isaksson and De Witte (2010). The variable was measured by using 12 items, which are shown in Appendix A. Earlier in the survey, the participants had to indicate whether their organization had made promises to them and to what extent they have been fulfilled. For measuring the expectation of fulfilment of the anticipatory psychological contract, the list of promises the participants had indicated their organizations has made to them were presented to them again. The participants had to indicate to what extent they expected that these promises would (continue to) be fulfilled in the future. The answer options were ranging from 'this promise/commitment will not be fulfilled' (value 1) to 'this promise/commitment will be fully met' (value 5). The mean of the 12 items is calculated in order to transform the values of the

12 items into the value of the variable expectation of fulfilment of the anticipatory psychological contract.

Intention to quit is the second dependent variable that will be used in the multiple regression analysis. The operational definition of intention to quit is the same as the theoretical definition given in the theoretical framework. The operational definition of the variable is as follows: an attitudinal orientation or a cognitive manifestation of the behavioural decision to quit. In order to measure intention to quit, the scale of Guest et al. (2010) was being used. This scale was used in this research, since the scale is a validated measure. Intention to quit was measured by three items which are shown in Appendix A. A five-point Likert scale was being used varying from 'strongly disagree' (value 1) to 'strongly agree' (value 5). In order to transform the values of the three items into one value, the value of the variable intention to quit, the mean of the three items has been calculated.

4.1.3.3 Control variables

In the multiple regression analysis, a number of control variables will also be taken into account. At the beginning of the survey, some questions regarding demographics were asked to the participants. The following demographics are included as control variables in this research: gender, education and tenure. These control variables are included in the multiple regression analysis in order to control for these variables in the analysis. Tenure is used as a control variable, because it may be that the longer a person works for an organization, the greater the chance that the person has perceived a past psychological contract breach, since there would be more opportunity for it (Robinson & Morrison, 2000). Besides that, all three control variables are used in this research, since these variables have an effect on attitudes and perceptions of people, according to Agarwal and Bhargava (2013). A past psychological contract breach is perceived by a person and therefore, these control variables are included in the multiple regression analysis. How gender, education and tenure were questioned in the survey and what the answer options were, are shown in Appendix A.

4.2 Results

In Table 1 a correlation matrix, the means and standard deviations of the variables of this study are presented. The correlations between the variables are calculated in order to measure the coherence between the variables. The values of the correlation coefficient can be between -1 and +1. A correlation coefficient of -1 means that the variables are negatively correlated

and a correlation coefficient of +1 means that the variables are positively correlated. If two variables are positively correlated, it means that a high score on one variable results in a high score on the other variable. A negative correlation means that a high score on one variable results in a low score on the other variable or vice versa. An example of a significant positive correlation, showed in Table 1, is the relationship between age and tenure. This means that a high score on age results in a high score on tenure and vice versa. This can be explained by the fact that people who are older work for a longer period of time, so there is greater chance that this will be for one organization.

Table 1 shows that several variables correlate with each other. The control variables tenure and education correlate negatively significant with each other. Intention to quit significantly negatively correlates with expectation of fulfilment of the anticipatory psychological contract and correlates positively significant with past psychological contract breach. Moreover, expectation of fulfilment of the anticipatory psychological contract also correlates negatively significant with past psychological contract breach and age and tenure are positively significantly correlated with each other. This means that almost all main variables correlate with each other, two control variables correlate with each other and a control variable and an independent variable are correlated. The correlations between the variables are all $<.60$, with the exception of the correlation between age and tenure, which means that the correlations are not problematically high. This shows that the variables are related, but that they differ from each other. The correlation between age and tenure is $>.60$, but this can be explained by the fact that, as mentioned before, people who are older work for a longer period of time, so there is greater chance that this will be for one organization.

Table 1
Means, standard deviations and correlations of the variables of study 1

	μ	σ	Correlations					
			1.	2.	3.	4.	5.	6.
1.	1.40	.49						
2.	4.34	1.29	.008					
3.	7.12	8.92	-.016	-.105*				
4.	2.23	.89	.104	-.018	.113			
5.	34.82	14.32	.000	-.051	.644**	.113		
6.	3.69	.77	.030	-.033	-.097	-.571**	-.114	
7.	1.86	1.09	.122	.028	.137	.555**	.033	-.556**

Note. ** = $p < .01$, * = $p < .05$.

1. Gender. 1 = female, 2 = male.

2. Education. 1 = primary school, 2 = VMBO, 3 = HAVO, VWO, 4 = MBO, 5 = HBO, 6 = University (Bachelor), 7 = University (Master), 8 = PhD.

3. Tenure. Measured in years.

4. Past psychological contract breach. Measured on a 5-point scale.

5. Age. Measured in years.

6. Expectation of fulfilment of the anticipatory psychological contract. Measured on a 5-point scale.

7. Intention to quit. Measured on a 5-point scale.

μ = mean.

σ = standard deviation.

4.2.1 Reliability test

In order to check the internal consistency of the scales of the main variables, the Cronbach's Alphas have been calculated. The Cronbach's Alphas of the scales of the main variables are shown in Table 2. The value of the Cronbach's Alpha must be at least $>.70$ (Hair, Black, Babin, & Anderson, 2014). As shown in Table 2, the Cronbach's Alpha of all scales exceeds the minimum value. In Table B1 to B6 in Appendix B, it is shown whether the Cronbach's Alpha of the scales would increase if one of the items were to be deleted. For past psychological contract breach, the Cronbach's Alpha would increase if the fourth item (PCB4) were to be deleted. However, the Cronbach's Alpha of the scale more than exceeds

the minimum value and the increase of the Cronbach's Alpha of the scale would be relatively little if the item were to be deleted. Since information is lost if the item is deleted and the Cronbach's Alpha would not be substantially increased by deleting the item, the item PCB4 is not deleted. The same applies to the second (EFAPC2) and fifth item (EFAPC5) of expectation of fulfilment of the anticipatory psychological contract and therefore, these items EFAPC2 and EFAPC5 were also not deleted. The Cronbach's Alpha of intention to quit would not be increased if one of the items were to be deleted and therefore, none of the items of this scale were deleted.

Table 2
Cronbach's Alpha of the main variables of study 1

Scale	Cronbach's Alpha
Past psychological contract breach	.892
Expectation of fulfilment of the anticipatory psychological contract	.886
Intention to quit	.908

4.2.2 Hypotheses testing

In order to test the hypotheses of this research, a regression analysis was conducted. Since several items together form a scale, the scores of the scales of the main variables were calculated prior to the multiple regression analysis. The scores of the scales of the main variables were calculated by taking the mean of the items of the scale. Hereafter, the assumptions of regression analysis have been checked and the results are shown in Appendix C.

4.2.2.1 Testing the first and second hypothesis

To test the first and second hypothesis, a multiple regression analysis was conducted. The results of the regression analysis are shown in Table 3.1. Model 1 shows that the control variables are not significantly related to intention to quit. Model 2 shows that past psychological contract breach is positively significantly related to intention to quit ($\beta = .545$, $p = .000$). The addition of past psychological contract breach to the second regression model increased the explanatory power of the model by 28.9%. Model 2 also shows that 33% of the variance of intention to quit is explained by past psychological contract breach and the control variables. Therefore, the first hypothesis is confirmed. The third regression model shows that after adding the mediator, expectation of fulfilment of the anticipatory psychological contract,

to the model, past psychological contract breach is still positively significantly related to intention to quit ($\beta = .341, p = .000$). The mediator expectation of fulfilment of the anticipatory psychological contract is negatively significantly related to intention to quit ($\beta = -.359, p = .000$). The third regression model also shows that the addition of the mediator, the expectation of fulfilment of the anticipatory psychological contract, to the model increased the explanatory power of the model by 8.7%. Model 4 shows that past psychological contract breach is negatively significantly related to the expectation of fulfilment of the anticipatory psychological contract ($\beta = -.567, p = .000$). All VIF and Tolerance values were below the critical values, suggesting that multicollinearity was not a problem in the analysis. These values are shown in Table C1a in Appendix C.

To get a better insight into the mediating effect of expectation of fulfilment of the anticipatory psychological contract on the relationship between past psychological contract breach and intention to quit, an additional analysis was conducted by using PROCESS. The results of this additional analysis are shown in Appendix D. The analysis shows that 32.3% of the variance of intention to quit is explained by the model ($F(4, 153) = 18.275, p = .000$). The analysis also shows that the direct effect of past psychological contract breach on intention to quit is significant ($b = .420, p = .000$). The effect size of the indirect effect is .251 with a 95% confidence interval (95%CI = .134, .384). The confidence interval does not include zero and therefore, the estimates of the indirect effect are statistically significant. Since the direct effect and the indirect effect are significant, the expectation of fulfilment of the anticipatory psychological contract partially mediates the relationship between past psychological contract breach and intention to quit. Therefore, the second hypothesis is rejected.

Table 3.1

Regression analysis: effect of PCB on IQ and the mediating effect of EFAPC

Model		b	SE	β	Sig.	R ²	R ² change	Adjusted R ²
1 DV: IQ	(Constant)	1.199	.412		.004	.041		.022
	Gender	.326	.176	.146	.066			
	Education	.014	.068	.016	.840			
	Tenure	.017	.010	.144	.072			
2 DV: IQ	(Constant)	-.196	.385		.613	.330	.289	.313
	Gender	.204	.148	.092	.170			
	Education	.042	.057	.050	.460			
	Tenure	.010	.008	.085	.210			
3 DV: IQ	PCB	.671	.083	.545	.000	.418	.087	.398
	(Constant)	2.283	.632		.000			
	Gender	.254	.139	.114	.070			
	Education	.024	.053	.028	.656			
	Tenure	.009	.008	.071	.263			
4 DV: EFAPC	PCB	.420	.093	.341	.000	.323		.306
	EFAPC	-.513	.107	-.359	.000			
	(Constant)	4.831	.271		.000			
	Gender	.096	.104	.061	.359			
	Education	-.036	.040	-.060	.375			
	Tenure	-.003	.006	-.039	.567			
	PCB	-.489	.058	-.567	.000			

Note. DV = dependent variable, b = unstandardized regression coefficient, SE = standard error, β = standardized regression coefficient.

4.2.2.2 Testing the third hypothesis

The results of the multiple regression analysis for testing the third hypothesis are shown in Table 3.2. The first regression model shows that the control variables are not significantly

related to expectation of fulfilment of the anticipatory psychological contract. Model 2 shows that past psychological contract breach is negatively significantly related to the expectation of fulfilment of the anticipatory psychological contract ($\beta = -.567, p = .000$). The addition of psychological contract breach to Model 2 increased the explanatory power of the model by 31.3%. In the third regression model age is added which is not significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = -.062, p = .475$). Past psychological contract breach is still negatively significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = -.565, p = .000$). The fourth regression model shows that after adding the interaction effect between past psychological contract breach and age to the model, past psychological contract breach is still negatively significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = -.564, p = .000$). Age is still not significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = -.062, p = .478$) and the interaction effect is also not significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = -.006, p = .934$). All Tolerance and VIF values were below the critical values which means that multicollinearity was not a problem in the analysis. The Tolerance and VIF values are shown in Table C1b in Appendix C. Since the interaction effect is not significant, the third hypothesis is rejected.

Table 3.2
Regression analysis: effect of PCB on EFAPC and the moderating effect of age

Model		b	SE	β	Sig.	R ²	R ² Change	Adjusted R ²
1	(Constant)	3.814	.293		.000	.010		-.009
	Gender	.007	.125	.005	.953			
	Education	-.015	.048	-.025	.757			
	Tenure	-.009	.007	-.100	.216			
2	(Constant)	4.831	.271		.000	.323	.313	.306
	Gender	.096	.104	.061	.359			
	Education	-.036	.040	-.060	.375			
	Tenure	-.003	.006	-.039	.567			
	PCB	-.489	.058	-.567	.000			
3	(Constant)	4.920	.299		.000	.326	.002	.303
	Gender	.095	.105	.061	.364			
	Education	-.036	.040	-.060	.377			
	Tenure	6.261	.007	.001	.993			
		E-5						
	PCB	-.487	.058	-.565	.000			
	Age	-.003	.005	-.062	.475			
4	(Constant)	3.720	.246		.000	.326	.000	.299

Gender	.096	.105	.061	.364
Education	-.036	.040	-.060	.377
Tenure	6.235	.007	.001	.993
	E-5			
PCB	-.486	.060	-.564	.000
Age	-.003	.005	-.062	.478
PCB x Age	.000	.004	-.006	.934

Note. b = unstandardized regression coefficient, SE = standard error, β = standardized regression coefficient. Dependent variable: EFAPC.

4.3 Summary study 1

Based on the multiple regression analysis of the first study, the first hypothesis is confirmed. This means that the higher the past psychological contract breach, the higher the intention to quit. The second hypothesis is rejected, but with a side note: the negative mediating effect was partial. This means that the higher the past psychological contract breach, the lower the expectation of fulfilment of the anticipatory psychological contract and the lower the expectation of fulfilment of the anticipatory psychological contract, the higher the intention to quit. However, in addition to the mediating effect, the negative direct effect between past psychological contract breach and intention to quit still exists and therefore, the mediating effect is only partial. Based on the multiple regression analysis of the first study, the third hypothesis is also rejected. This means that age does not moderate the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract.

However, a limitation of this study is that, as mentioned in section 3.1, there is generally some ambiguity regarding determining the direction and nature of causal relationships based on a field study (Aguinis & Bradley, 2014). The stimulus is not manipulated and controlled and therefore, it is difficult to determine causality. The relationships can also be predicted by, for example, another unknown variable. In order to gain a better understanding of the direction and nature of the causal relationship of this research, a vignette study was conducted. The results of this study are shown in Chapter 5.

Chapter 5: Study 2

In this chapter, the second study will be discussed which is a vignette study. First, in section 5.1 the methodology of the vignette study will be explained. This section consists of an explanation of the research design in section 5.1.1, the sample and procedure in section 5.1.2, the measurement tools in section 5.1.3 and the scenarios in section 5.1.4. Subsequently, in section 5.2 the results of the vignette study will be shown which consists of a discussion of the results of the reliability test in section 5.2.1 and the hypotheses testing in section 5.2.2. Finally, in section 5.3 a summary of the results of the vignette study will be presented.

5.1 Methodology

5.1.1 Research design

The second study, the vignette study, was conducted by collecting data through an online survey. The vignette study has an experimental research design. The survey consisted of several items and a manipulation check. As mentioned in section 4.1.1, an advantage of an online survey is that in general a large response can be obtained in a relatively short period of time. By obtaining this large response, the chance of having a representative sample is greater. Generally, a disadvantage of an online survey is that there is no possibility to go more in depth and ask further questions. In addition, another disadvantage of an online survey is that in general a limited number of questions can be asked to the participants, since the response rate decreases the longer the survey.

5.1.2 Sample and procedure

The data was collected by using Qualtrics. Similar as with the first study, the online survey was distributed in cooperation with five other master students to employees who employees who work for different organizations. By distributing the survey to employees who work for different organizations to participate in the research, it is intended to collect data that are representative for the Dutch working population. The same restrictions applied to this study as to the first study regarding which people could participate in the research. Thus, only people

who were in an employment relationship at the moment of filling in the survey and who were an employee could participate. The sample of this study also only consisted of the Dutch working population, since the language used in the survey was Dutch.

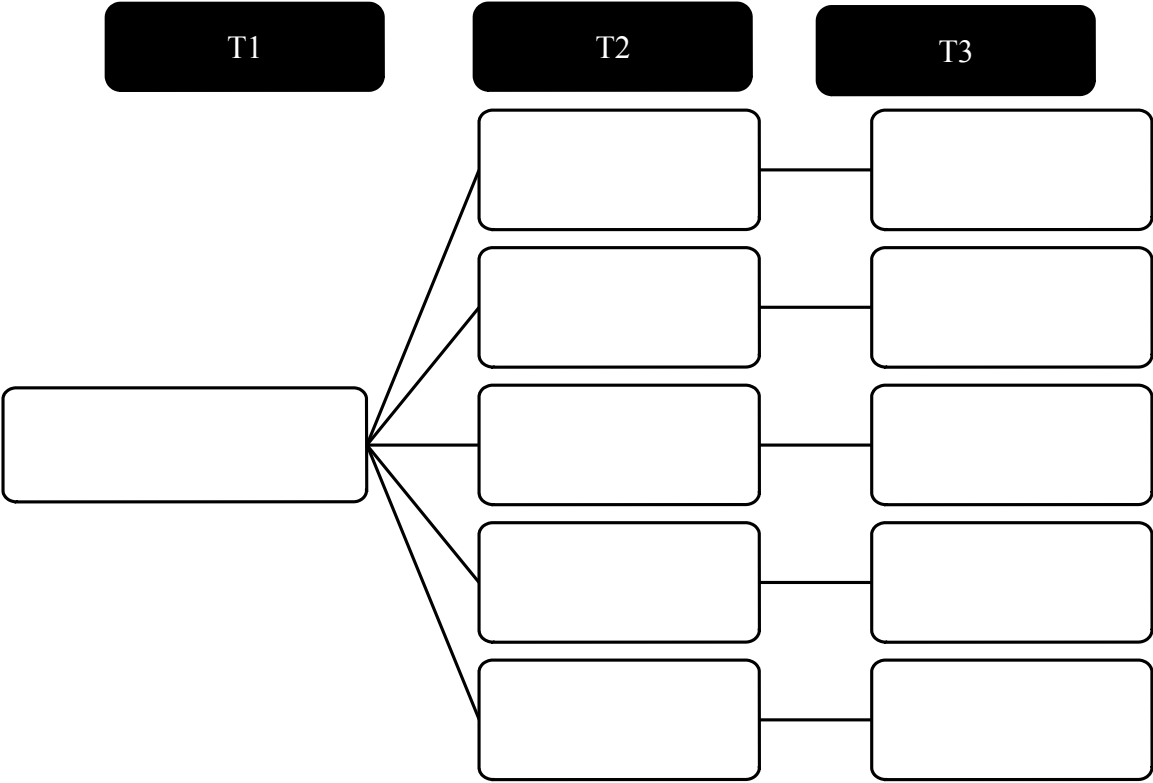
The survey consisted of items regarding this research and the studies of the other five master students. The subjects of all researches had some overlap and therefore, all items for these researches could be processed in the survey without becoming too lengthy.

The anonymous link to the online survey has been sent to the participants via several mediums such as LinkedIn, Facebook, e-mail and Whatsapp. Similar as with the first study, the students sent the online survey to acquaintances and people that belong to their personal network and therefore, the sampling technique that was used with the vignette study is the non-probability sampling technique snowball sampling.

The sample consisted of 206 participants of which 62.7 % (131) were female and 37.3% (78) were male. The age of the participants was ranging from 16 to 63 and the average age of the participants was 28 years old. In addition, tenure of the participants was ranging from less than six months to 40 years. Moreover, 19.6% (41) of the participants finished primary school or secondary school (VMBO, HAVO, VWO), 23.4% (49) of the participants finished MBO, 29.2% (61) of the participants finished HBO, 26.7% (56) of the participants finished university and 1% (2) of the participants finished their PhD.

At the beginning of the survey, a number of questions regarding the demographics of the participants were asked. Subsequently, several questions regarding past psychological contract breach and intention to quit were asked. After that, the first scenario was shown to all participants and after the introduction of the first scenario, the participants were asked to their expectation of fulfilment of the anticipatory psychological contract and intention to quit. The participants were asked to apply the scenario to their own situation with their own employer. Hereafter, the participants were assigned to the second scenario in which there were five different types of scenarios. After the introduction of the scenario, the participants were asked to their expectation of fulfilment of the anticipatory psychological contract and intention to quit again. Qualtrics has assigned the participants to one of the five scenarios based on an algorithm without looking at the specific characteristics of the participant. Finally, the participants were presented to a third scenario. After the introduction of that scenario, the participants had to answer several questions regarding their expectation of fulfilment of the anticipatory psychological contract and intention to quit again. In the scenarios, different promises were made and the participants had to answer the questions with the scenario in mind. In the second and third scenario, the fulfilment of the promises were manipulated (T2

and T3). The promises of the employer and employee were deliberately fulfilled or breached. In Figure 2, an overview of the design of the vignette study is shown.



WN = employee promises
 WG = employer’s promises
 F = fulfilled
 B = breached
 T1 = first measurement moment (no manipulation)
 T2 = second measurement moment (first manipulation)
 T3 = third measurement moment (second manipulation)
Figure 2. Design vignette study

5.1.3 Measurement tools

In the vignette study, the same variables were used as in the first study, the field study. The variables were measured by the same measurement scales. However, some adjustments and additions have been made. First, an additional control variable has been included. This control variable concerned the scenarios which were presented to the participants. As mentioned in section 5.1.2, several scenarios were presented to the participants in which the promises of the

employers and employees were purposefully fulfilled or breached. In this research, the focus was on the difference between breach and fulfilment of the employer's promises and the perception of the employee after the breach or fulfilment. Therefore, the scenario has been included as a control variable in order to control the effect of the scenario on the main variables of this research. The control variable scenario has been created by recoding the original scenario variable. This means that scenarios 1 and 3 have been given value 1 (fulfilment of promises), scenarios 2 and 4 have been given value 0 (breach of promises) and scenario 5 has not been included, since only fulfilment has taken place in this scenario which was not relevant for this research. Thus, a dichotomous variable has been created.

Second, the measurement scale of the expectation of fulfilment of the anticipatory psychological contract has been adjusted. Only four items were used to measure the expectation of fulfilment of the anticipatory psychological contract, since the vignette study would be too long if all 12 items were included which could have a negative impact on the response rate. The four items were chosen based on the distinction that is often made in psychological contract research with regard to transactional promises and relational promises. Transactional promises focus on the economic and are tangible. Relational promises focus on, for instance, employment security, not only economic but also socio-emotional investment and employee's well-being (Chambel, Lorente, Carvalho, & Martinez, 2016). Two relational promises and two transactional promises were used in the vignette study in order to ensure that the measurement scale reflects the psychological contract as accurately as possible. An example of a relational promise that was used in the vignette study is: 'My organization has promised me to guarantee flexibility in reconciling private and professional life'. An example of a transactional promise that was used in the vignette study is 'My organization has promised me to offer me the same reward for the work I do'.

The same as in the first study, the mean of the items of a measurement scale has been calculated in order to transform the values of the items into one value, the value of the corresponding variable. In Appendix E, the measurement scales of the vignette study are shown.

5.1.4 Scenarios

According to Weber (1992), a scenario must be relevant to the participant and the participant must be familiar with the situation described in the scenario. It is important that the participant understands the ethical issue of the scenario and that a scenario is developed that is realistic in order to increase the generalizability (Weber, 1992). The scenarios that have been

used in this study were about a reorganization. A reorganization causes change in an organization that often has consequences for employees. Promises that are made can be breached or fulfilled with these consequences and therefore scenarios related to a reorganization have been used in this study. Moreover, a reorganization was suitable as a situation for the scenarios, since it occurs more often in professional life and many employees are familiar with what a reorganization entails. The exact scenarios that have been used are showed in Appendix E.

To test whether the manipulation with regard to fulfilling/breaching the psychological contract had worked, a manipulation check was performed. After the introduction of each scenario, the participants were asked whether both parties fulfilled their promises. The manipulation check consisted of two items. The first item was 'My employer fulfills her promises to me' and the second item was 'I fulfill the promises I made to my employer'. Both items were measured on a 5-point Likert scale ranging from 'strongly disagree' (value 1) to 'strongly agree' (value 5). The manipulation has been checked by conducting an Independent-Samples T Test. The test showed a significant effect for both items ($p < .001$) which means that the manipulation had worked.

5.2 Results

In this study, several variables were measured at multiple measurement moments, namely before the first manipulation, after the first manipulation and after the second manipulation. Past psychological contract breach was only measured at the first measurement moment and therefore, the value of past psychological contract breach at this measurement moment was included in the data analysis (PCBt1). For expectation of fulfilment of the anticipatory psychological contract only the value of the second measurement moment was taken into account (EFAPCt2), since it was only measured at the second and third measurement moment and it appeared that only including the first and second measurement moment in this study was enough to be able to answer the research question. Intention to quit was measured at the first, second and third measurement moment, but only the value of the second measurement moment was included in the data analysis (IQt2), since the focus was on examining the effect of the manipulation on intention to quit.

Table 4 shows a correlation matrix, the means and standard deviations of the variables of this study. In order to measure the coherence between the variables, the correlations between the variables are calculated. As shown in Table 4, several variables correlate with each other. Education correlates negatively significantly with tenure and age. Tenure

correlates negatively significantly with scenario and positively significantly with age. Scenario is positively significantly correlated with expectation of fulfilment of the anticipatory psychological contract and negatively significantly correlated with intention to quit. Past psychological contract breach correlates negatively significantly with expectation of fulfilment of the anticipatory psychological contract and positively significantly with intention to quit. Expectation of fulfilment of the anticipatory psychological contract is negatively significantly correlated with intention to quit. The correlations between the variables are all $<.60$, except for the correlation between age and tenure, which means that the correlations are not problematically high. The correlation between age and tenure is $>.60$, but as stated in section 4.2, this is a logical connection. Looking at the correlations between the variables shows that the variables are related, but that they differ from each other.

Table 4
Means, standard deviations and correlations of the variables of study 1

	μ	σ	Correlations						
			1.	2.	3.	4.	5.	6.	7.
1.	1.37	.49							
2.	4.72	1.56	-.013						
3.	7.40	9.72	.083	-.344**					
4.	.49	.50	-.010	.107	-.164*				
5.	2.29	.86	-.136	.010	.086	.098			
6.	33.79	13.19	.127	-.304**	.737**	-.113	.048		
7.	3.26	.94	.120	-.116	.040	.282**	-.289**	.053	
8.	2.45	1.10	-.088	.073	-.100	-.368**	.183**	-.135	-.484**

Note. ** = $p < .01$, * = $p < .05$.

1. Gender. 1 = female, 2 = male.

2. Education. 1 = primary school, 2 = VMBO, 3 = HAVO, VWO, 4 = MBO, 5 = HBO, 6 = University (Bachelor), 7 = University (Master), 8 = PhD.

3. Tenure. Measured in years.

4. Scenario. 0 = breach, 1 = fulfilment.

5. Past psychological contract breach (T1). Measured on a 5-point scale.

6. Age. Measured in years.

7. Expectation of fulfilment of the anticipatory psychological contract (T2). Measured on a 5-point scale.

8. Intention to quit (T2). Measured on a 5-point scale.

μ = mean.

σ = standard deviation.

5.2.1 Reliability test

The Cronbach's Alphas of the measurement scales of the main variables have been calculated in order to check the internal consistency of the scales. Table 5 shows the Cronbach's Alphas of the measurement scales of the main variables. The value of the Cronbach's Alpha must be

at least $>.70$ (Hair et al., 2014). As shown in Table 5, the Cronbach's Alphas of all measurement scales are $>.70$. In Table F1 to F6 in Appendix F, it is shown whether the Cronbach's Alpha of the scales would increase if one of the items were to be deleted. As with the reliability test of PCB of the first study, the Cronbach's Alpha of past psychological contract breach would increase if the fourth item (PCB4) were to be deleted. However, the Cronbach's Alpha of the scale more than exceeds the minimum value and the increase of the Cronbach's Alpha of the scale would be relatively little if the item were to be deleted. For the same reasons as in the reliability test of past psychological contract breach of the first study, it has been decided not to delete the item PCB4. The Cronbach's Alpha of expectation of fulfilment of the anticipatory psychological contract would be increased if the third item (EFAPC3) were to be deleted. It has been decided to not delete this item with the same reasoning as for the fourth item of past psychological contract breach. The Cronbach's Alpha of intention to quit would not be increased if one of the items were to be deleted and therefore, none of the items of this measurement scale were deleted.

Table 5
Cronbach's Alpha of the main variables of study 1

Scale	Cronbach's Alpha
Past psychological contract breach	.884
Expectation of fulfilment of the anticipatory psychological contract	.901
Intention to quit	.918

5.2.2 Hypotheses testing

5.2.2.1 The first and second hypothesis

The first and second hypothesis were tested by conducting a multiple regression analysis. The results of the regression analysis are shown in Table 6.1. The first model shows that scenario is negatively significantly related to intention to quit ($\beta = -.393$, $p = .000$). Model 2 shows that after adding psychological contract breach to the model, scenario is still negatively significantly related to intention to quit ($\beta = -.421$, $p = .000$). This model also shows that past psychological contract breach is positively significantly related to intention to quit ($\beta = .238$, $p = .001$). The addition of psychological contract breach to Model 2 increased the explanatory power of the model by 5.4%. Therefore, the first hypothesis is confirmed. Model 2 also shows that 22.6% of the variance of intention to quit is explained by past psychological contract breach and the control variables. The third regression model shows that after adding the

mediator expectation of fulfilment of the anticipatory psychological contract to the model, scenario is still significantly negatively related to intention to quit ($\beta = -.296, p = .000$). Past psychological contract breach is not significantly related to intention to quit anymore, after the mediator has been added to the model. The mediator expectation of fulfilment of the anticipatory psychological contract is negatively significantly related to intention to quit ($\beta = -.384, p = .000$). The third regression model also shows that the addition of the mediator, the expectation of fulfilment of the anticipatory psychological contract, to the model increased the explanatory power of the model by 11.7%. The fourth regression model shows that scenario is positively significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = .326, p = .000$) and past psychological contract breach is negatively significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = -.326, p = .000$). All VIF and Tolerance values were below the critical values, suggesting that multicollinearity was not a problem in the analysis. These values are shown in Table G1a in Appendix G. Since past psychological contract breach is significantly related to expectation of fulfilment of the anticipatory psychological contract, expectation of fulfilment of the anticipatory psychological contract is significantly related to intention to quit and the direct effect was not significant anymore when adding the mediator to the model, it can be concluded that expectation of fulfilment of the anticipatory psychological contract mediates the relationship between past psychological contract breach and intention to quit.

To get a better insight into the mediating effect of expectation of fulfilment of the anticipatory psychological contract on the relationship between past psychological contract breach and intention to quit, an additional analysis was conducted by using PROCESS. The results of this additional analysis are shown in Appendix H. The analysis shows that 34.2% of the variance of intention to quit is explained by the model ($F(5,158) = 8.352, p = .000$). The analysis also shows that the effect size of the indirect effect was .147 with a 95% confidence interval ($95\%CI = .063, .252$). The confidence interval does not include zero and therefore, the estimates of the indirect effect are statistically significant. The direct effect is not significant ($b = .132, p = .112$). Therefore, the second hypothesis is confirmed.

Table 6.1

Regression analysis: effect of PCB on IQ and the mediating effect of EFAPC

Model		b	SE	β	Sig.	R ²	R ² change	Adjusted R ²
1 DV: IQt2	(Constant)	2.650	.355		.000	.172		.151
	Gender	-.150	.155	-.070	.334			
	Education	.080	.050	.123	.116			
	Tenure	-.010	.008	-.099	.210			
	Scenario	-.819	.153	-.393	.000			
2 DV: IQt2	(Constant)	2.042	.390		.000	.226	.054	.201
	Gender	-.086	.151	-.040	.570			
	Education	.067	.049	.103	.176			
	Tenure	-.014	.008	-.139	.074			
	Scenario	-.877	.149	-.421	.000			
3 DV: IQt2	(Constant)	3.642	.471		.000	.342	.117	.317
	Gender	-.011	.141	-.005	.937			
	Education	.044	.046	.068	.337			
	Tenure	-.013	.007	-.128	.075			
	Scenario	-.617	.146	-.296	.000			
4 DV: EFAP Ct2	(Constant)	3.769	.357		.000	.209		.184
	Gender	.177	.138	.092	.204			
	Education	-.054	.045	-.091	.234			
	Tenure	.003	.007	.029	.710			
	Scenario	.614	.136	.326	.000			
	PCBt1	-.347	.077	-.326	.000			

Note. b = unstandardized regression coefficient, SE = standard error, β = standardized regression coefficient.

5.2.2.2 *The third hypothesis*

The results of the multiple regression analysis for testing the third hypothesis are shown in Table 6.2. The first regression model shows that the control variable scenario is positively significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = .287$, $p = .000$). Model 2 shows that after adding past psychological contract breach to the model, scenario is still positively significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = .326$, $p = .000$). Past psychological contract breach is negatively significantly related to the expectation of fulfilment of the anticipatory psychological contract ($\beta = -.326$, $p = .000$). The addition of psychological contract breach to Model 2 increased the explanatory power of the model by 10.1%. In the third regression model age is added which is not significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = .016$, $p = .882$). Scenario is still positively significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = .326$, $p = .000$) and past psychological contract breach is also still negatively significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = -.326$, $p = .000$). Model 4 shows that after adding the interaction effect between past psychological contract breach and age, scenario is still positively significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = .343$, $p = .000$) and past psychological contract breach is still negatively significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = -.353$, $p = .000$). Model 4 also shows that the interaction effect between past psychological contract breach and age is negatively significantly related to expectation of fulfilment of the anticipatory psychological contract ($\beta = -.186$, $p = .011$). The addition of the interaction effect to Model 4 increased the explanatory power of the model by 3.3%. All Tolerance and VIF values were below the critical values which means that multicollinearity was not a problem in the analysis. The Tolerance and VIF values are shown in Table G1b in Appendix G.

Since the moderating effect is significant, an additional analysis has been conducted by using PROCESS. This additional analysis gives a better insight into the moderating effect that has been found. The results of this analysis are shown in Appendix H. The analysis shows that 24.2% of the variance of the expectation of fulfilment of the anticipatory psychological contract is explained by the model ($F(7,156) = 7.105$, $p = .000$). The analysis also shows the significance of the effects between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract for high and low values of the moderator age. If the value for age is -11.0671 , past psychological contract breach has a significant

negative effect on the expectation of fulfilment of the anticipatory psychological contract of -.1992. If the value for age is -6.0671, past psychological contract breach has a significant negative effect on the expectation of fulfilment of the anticipatory psychological contract of -.2809 and if the value for age is 19.5329, past psychological contract breach has a significant negative effect on the expectation of fulfilment of the anticipatory psychological contract of -.6993. A visualization of these results is showed in Figure 3. The results and Figure 3 show that the higher the age, the greater the negative effect of past psychological contract breach on the expectation of fulfilment of the anticipatory psychological contract. Therefore, the third hypothesis is rejected.

Table 6.2
Regression analysis: effect of PCB on EFAPC and the moderating effect of age

Model		b	SE	β	Sig.	R ²	R ² Change	Adjusted R ²
1	(Constant)	3.015	.333		.000	.108		.085
	Gender	.256	.145	.133	.080			
	Education	-.070	.047	-.119	.142			
	Tenure	-.002	.008	-.026	.753			
	Scenario	.541	.143	.287	.000			
2	(Constant)	3.769	.357		.000	.209	.101	.184
	Gender	.177	.138	.092	.204			
	Education	-.054	.045	-.091	.234			
	Tenure	.003	.007	.029	.710			
	Scenario	.614	.136	.326	.000			
	PCBt1	-.347	.077	-.326	.000			
3	(Constant)	3.736	.424		.000	.209	.000	.179
	Gender	.176	.139	.091	.206			
	Education	-.053	.045	-.090	.246			
	Tenure	.002	.010	.018	.868			
	Scenario	.614	.137	.326	.000			
	PCBt1	-.347	.077	-.326	.000			
4	(Constant)	3.013	.312		.000	.242	.033	.208
	Gender	.123	.138	.064	.373			
	Education	-.050	.045	-.085	.262			
	Tenure	.005	.010	.053	.624			
	Scenario	.647	.135	.343	.000			
	PCBt1	-.376	.077	-.353	.000			
	Age	.001	.008	.008	.942			
PCBt1 x Age	-.016	.006	-.186	.011				

Note. b = unstandardized regression coefficient, SE = standard error, β = standardized regression coefficient.

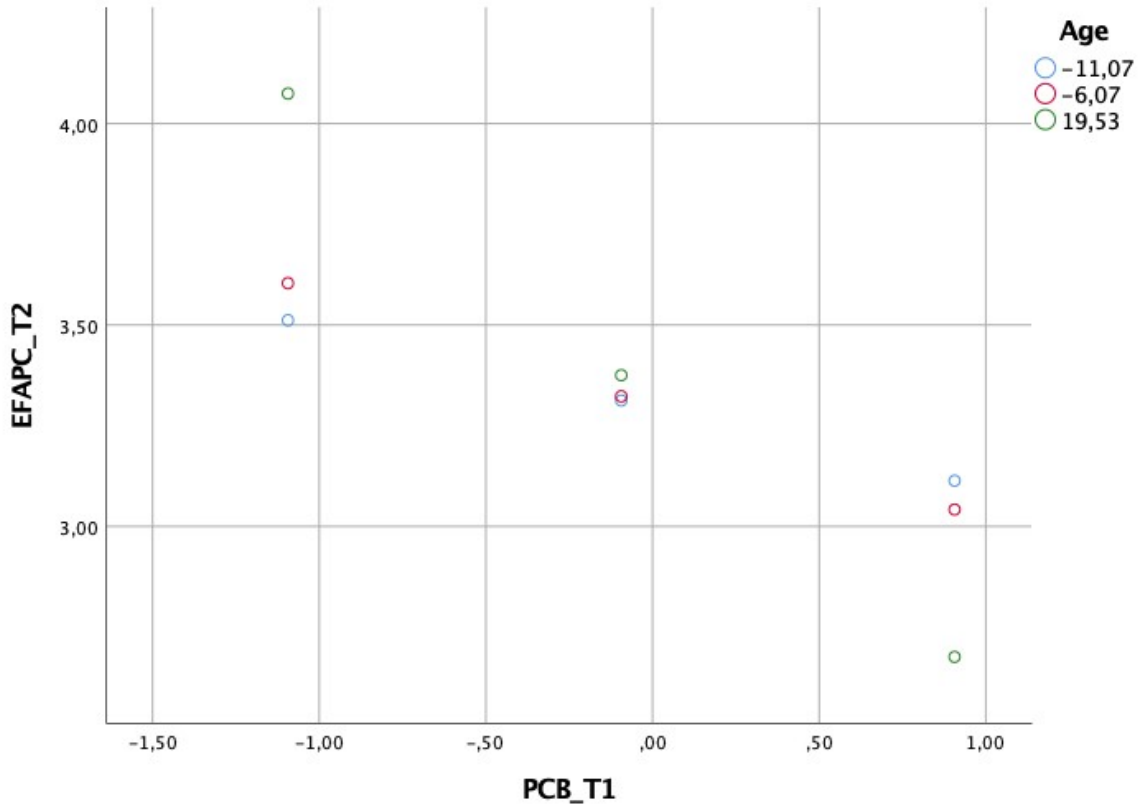


Figure 3. A visualization of the moderating effect of age on the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract

5.3 Summary study 2

Based on analysis of the second study, the first hypothesis is confirmed. This means that the higher the past psychological contract breach, the higher the intention to quit. The second hypothesis is also confirmed. The expectation of fulfilment of the anticipatory psychological contract mediates the relationship between past psychological contract breach and intention to quit. The mediating effect is negative which means that the higher the past psychological contract breach, the lower the expectation of fulfilment of the anticipatory psychological contract and the lower the expectation of fulfilment of the anticipatory psychological contract, the higher the intention to quit. The third hypothesis is rejected based on the analysis. The relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract is moderated by age, but in a way that the relationship is stronger for older employees. This means that the older the employee, the stronger the negative effect of past psychological contract breach on expectation of fulfilment of the anticipatory psychological contract.

Chapter 6: Discussion and conclusion

6.1 Reflection on the results

This research examined the relationship between past psychological contract breach and intention to quit and to what extent this relationship is mediated by the expectation of fulfilment of the anticipatory psychological contract. This research also examined to what extent the relationship between past psychological contract breach and the expectation of fulfilment of the psychological contract is moderated by age. Social exchange theory, psychological contract theory, literature regarding trust, life span theory and socio-emotional selectivity theory have been used as a theoretical framework. Based on this theoretical framework, three hypotheses were formulated which were tested by conducting two studies: a field study and a vignette study.

The results of both studies showed some similarities and differences. The first hypothesis was: ‘Past psychological contract breach is positively related to intention to quit’. The results of both studies showed that the first hypothesis is confirmed. This means that the higher the past psychological contract breach, the higher the intention to quit.

The second hypothesis was: ‘The relationship between past psychological contract breach and intention to quit is mediated by the expectation of fulfilment of the anticipatory psychological contract’. Based on the results of study 1 the hypothesis is rejected, since the expectation of fulfilment of the anticipatory psychological contract partially mediates the relationship between past psychological contract breach and intention to quit. Based on the results of study 2 the hypothesis is confirmed, since the expectation of fulfilment of the anticipatory psychological contract fully mediates the relationship between past psychological contract breach and intention to quit. Both analyses showed that the (partial) mediating effect is as follows: the higher the past psychological contract breach, the lower the expectation of fulfilment of the anticipatory psychological contract and the lower the expectation of fulfilment of the anticipatory psychological contract, the higher the intention to quit. A reason for finding a partial mediating effect in the first study and a full mediating effect in the second study may be that the information provided in the first study was more limited and abstract than in the second study which makes it more difficult for the participants to make a judgment. In the second study the decision-making situation was more realistic (Alexander & Becker, 1978).

The third hypothesis was: ‘The relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract is

moderated by age, in a way that the relationship is stronger for younger employees'. The results of the first study showed a significant effect for past psychological contract breach on the expectation of fulfilment of the anticipatory psychological contract. However, the first study did not find a significant moderating effect of age on this relationship. The results of the second study also showed a significant effect for past psychological contract breach on the expectation of fulfilment of the anticipatory psychological contract. In contradiction to the first study, the second study did find a significant moderating effect of age on the relationship between past psychological contract breach on the expectation of fulfilment of the anticipatory psychological contract. However, this moderating effect was negative which means that the older the employee, the stronger the negative effect of past psychological contract breach on the expectation of fulfilment of the anticipatory psychological contract. Thus, the third hypothesis is rejected on the basis of the results of both studies. Finding a stronger negative effect of past psychological contract breach on the expectation of fulfilment of the anticipatory psychological contract for older employees is surprising, since the opposite effect was hypothesized. An alternative explanation for this effect may be found in trust literature. As mentioned in Chapter 1, trust plays a very important role in past psychological contract breach and the effect of the breach on future expectations. When a psychological contract has been breached, the employee loses trust in the organization and the fulfilment of obligations in the future. The decrease in trust of employees with a low initial trust is greater after a psychological contract breach than for employees with a high initial trust (Robinson, 1996) and according to Chang, O'Neill, and Travaglione (2016), the trust of employees in their managers decreases when growing older. Based on this information, the alternative explanation for the effect found is that older employees have a lower trust in their managers than younger employees and a psychological contract breach has a greater negative effect on the trust in fulfilment of obligations in the future of an older employee than of a younger employee.

6.2 Theoretical implications

The concept of psychological contracts has been developed in order to explain and understand the employment relationship (Conway et al., 2011; Coyle-Shapiro & Kessler, 2000). Psychological contracts are examined in previous research in a backward looking perspective by looking at backward-looking exchanges. This means that previous research regarding examining psychological contracts and the associated measurement tools focused on the breach and/or fulfilment of obligations that were made in the past (Freese & Schalk, 2008).

However, this backward looking perspective is only one perspective of Social Exchange Theory. This research showed that the concept of psychological contracts can, and maybe should be, assessed in research in a new way, namely by taking a future looking perspective. As mentioned in Chapter 1, the concept of a psychological contract is forward-looking in nature and this research showed that when an employee perceived a psychological contract breach in the past, the employee has lower expectations of fulfilment of the psychological contract in the future which in turn leads to a higher intention to quit of the employee. Psychological contracts are exchange relationships (Freese & Schalk, 2008) and trust and expectations play a very important role in these exchange relationships. According to Social Exchange Theory, a person wants to engage in an exchange relationship when he or she has the expectation to get incentives in return (Blau, 1964). In an exchange relationship, the norm of reciprocity exists and because of the existence of this norm, the contribution a person makes is related to the expectation of fulfilment of the contribution of the other party. When a person perceived a psychological contract breach in the past, the person will have less trust in the other person to fulfil obligations in the future (Robinson & Morrison, 2000). Due to this decreased trust, the relationship between the two persons is weakened which increases the intention to quit of the person who perceived the psychological contract breach in the past. Thus, this research has shown that psychological contract research should take a future looking perspective by looking at forward-looking exchanges and the effect of these forward-looking exchanges on employee outcomes such as intention to quit.

As mentioned before, until now, measurement tools for assessing psychological contracts only focus on evaluating the breach or fulfilment of obligations in the past. In this research, a scale for measuring the psychological contract in a future looking perspective was created by creating a scale that measures the expectation of fulfilment of the psychological contract in the future. However, this was the first time measuring the expectation of fulfilment of the psychological contract in the future which means that future research should look deeper into the concept and the measurement scale of the expectations of fulfilment of the psychological contract in the future in order to optimize it. But this is a good starting point for future psychological contract research.

In addition, a theoretical implication of this research is that this research reaffirmed the theory regarding the positive relationship between past psychological contract breach and intention to quit. Robinson and Rousseau (1994) and Zhao et al. (2007) already found scientific evidence for the positive effect of past psychological contract breach on the intention to quit and this research has confirmed this relationship. The theory regarding the

positive relationship between past psychological contract breach and intention to quit explains that when a person perceived a psychological contract breach in the past, the trust of the person in the other person is decreased. The person that perceived a psychological contract breach in the past has the perception that what the other person says and actually does are not consistent with each other (Robinson, 1996). For that reason, the person has less faith in the other person and the relationship between both persons is weakened. This weakened relationship leads to an increase of the intention to quit of the person who perceived a psychological contract breach in the past (Robinson & Rousseau, 1994).

According to Bal et al. (2008), it is already known that the reaction on psychological fulfilment or breach differs per age, but Farr and Ringseis (2002) stated that there is still a lack of knowledge about what the role of age is in the psychological contract. This research showed that the reaction on psychological breach may indeed differ per age. However, the differences in reaction per age found in this research are the opposite of what was hypothesized. Therefore, the theoretical implication of this research is that age may indeed play a role in psychological contracts and that the theory regarding the differences per age and the alternative explanation regarding the effect found should be further investigated.

6.3 Practical implications

This research does not only have theoretical contributions, but also has implications for practice. First, this research showed that past psychological contract breach has a negative effect on intention to quit and that the expectation of fulfilment of the anticipatory psychological contract negatively mediates this relationship. It is important to know for employers and (HR-)managers that when an employee perceived a psychological contract breach in the past, the employee has lower expectations of fulfilment of the psychological contract in the future and this in turn leads to a higher intention to quit of the employee. Employers and (HR-)managers should be aware of this, since a high turnover is not desired for organizations. Therefore, employers and (HR-)managers should try to fulfil the promises they made to the employee in order to lower the employee's intention to quit.

Second, this research showed that the negative relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract is possibly moderated by age, in a way the relationship is stronger for older employees. It is important for employers and (HR-)managers to be aware of this (possible) relationship, since employers and (HR-)managers can enhance the alignment between the expectations of the employers or (HR-)manager and the employee. Employers and (HR-)managers should mainly

try to fulfil their promises to an older employee, as this has a greater negative effect on the expectation of fulfilment of the psychological contract in the future of an older employee than for a younger employee.

6.4 Limitations and future research

In this research, two studies were conducted which complemented each other. In general, a strength of a field study is its relatively high external validity and a strength of a vignette study is that in general internal validity is relatively high. In addition, the sample size of both studies was relatively large which increased the reliability of the research. By taking a large sample size, the chance of errors occurring by chance is reduced. Furthermore, the reliability of the measurement scales and the coherence between the items was high which ensures a reasonably high reliability. The reliability of the measurement scales was enhanced by using already existing and validated measurement scales for all variables, except for the expectation of fulfilment of the anticipatory psychological contract.

However, this research also had some limitations. A first limitation of this research regarding the validity is that both studies were conducted by using snowball sampling. This means that the survey was distributed within the personal network of the students and acquaintances of the participants. This is a non-probability sampling technique which could have had an impact on the representativeness of the sample. The age and tenure of the sample were relatively low and the educational background was relatively high. Because of this, the generalizability of the results is limited. Future research could use a probability sampling technique in order to increase the representativeness of the sample and increase the generalizability of the results.

Another limitation of this research regarding the validity is that in the second study, only four items were used for measuring the expectation of fulfilment of the anticipatory psychological contract. The vignette study would be too long if all 12 items were included which could have had a negative impact on the response rate. Therefore, only four items were used, but it may be that the expectation of fulfilment of the anticipatory psychological contract could not fully be measured by only those four items. Future research could use more than only those four items in order to measure the expectation of fulfilment of the anticipatory psychological contract.

In addition, the measurement scale of the expectation of fulfilment of the anticipatory psychological contract contained several relational promises and several transactional promises. However, there may be differences in for instance the effect of past psychological contract breach on the expectation of fulfilment of relational promises or transactional

promises. Therefore, future research could look deeper into the concept of the anticipatory psychological contract, how it can be measured best and the differences between different types of promises.

Furthermore, a limitation of this research is that it only took into account the employee perspective. This means that this research only focused on the fulfilment or breach of the employer's promises. However, it is also interesting to look at the effect of the fulfilment or breach of the employee's promises. In an employment relationship, a psychological contract is held by an employer and an employee and both persons have their own psychological contract. This research only focused on the psychological contract of the employee, since this perspective is taken in most scientific research (Coyle-Shapiro & Kessler, 2002). However, future research could also look at the effect of fulfilment or breach of both employer's promises and employee's promises on the expectation of fulfilment of the anticipatory psychological contract and the intention to quit.

6.5 Conclusion

This research was aimed at getting a better understanding of the relationship between past psychological contract breach and intention to quit and which factors play a role in this relationship. This research looked at the concept of psychological contracts in a relatively new way, namely by taking a future looking perspective. The research question that was central to this study was:

“What is the relationship between past psychological contract breach and intention to quit, to what extent is this relationship mediated by the expectation of fulfilment of the anticipatory psychological contract, and to what extent is the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract moderated by age?”

This research was conducted by using two types of quantitative studies, a field study and a vignette study, in order to answer the research question. This research showed that past psychological contract breach is positively related to intention to quit. It also showed that the expectation of fulfilment of the anticipatory psychological contract negatively mediates the relationship between past psychological contract breach and intention to quit. However, it is not clear whether the mediating effect is partial or full, since the first study showed a partial mediating effect and the second study showed a full mediating effect. In addition, this

research also showed that age possibly negatively moderates the relationship between past psychological contract breach and the expectation of fulfilment of the anticipatory psychological contract, since the first study showed a not significant moderating effect and the second study showed a negative significant moderating effect. However, these results should be carefully interpreted, since the samples of both studies were not fully representative for the Dutch working population. Furthermore, this research showed that the concept of psychological contracts can, and maybe should be, assessed in research in a new way, namely by taking a future looking perspective.

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Appendix A: Questionnaire study 1

Introduction

Beste heer/mevrouw,

We willen u vragen deze vragenlijst in te vullen. Het beantwoorden van de vragen neemt niet meer dan 10 tot 15 minuten in beslag. Met deelname aan de vragenlijst helpt u studenten van de Radboud Universiteit met het voltooien van hun studie. Het doel van deze vragenlijst is om meer inzicht te krijgen in de werkbeleving van medewerkers, met speciale aandacht voor hoe het verleden, het heden, en de toekomst van uw baan met elkaar samenhangen. U bent onze belangrijkste informatiebron en alleen u kunt van dit onderzoek een gefundeerde studie maken.

Er zijn geen 'goede' of 'foute' antwoorden: het is uw mening die telt. Wanneer we het hebben over uw organisatie of werkgever dan doelen we op de organisatie waarvoor u uw werk verricht. We willen benadrukken dat deelname aan dit onderzoek anoniem is: alle gegevens worden vertrouwelijk behandeld en informatie over individuele antwoorden wordt niet verspreid. Indien u vragen of opmerkingen heeft bij deze vragenlijst of indien u meer informatie wenst over de studie, aarzel niet om contact op te nemen met:

Dr. Jeroen de Jong (j.dejong@fm.ru.nl)
Faculteit Managementwetenschappen
Radboud Universiteit Nijmegen

Alvast enorm bedankt voor uw deelname!!

Toestemming en goedkeuring deelname onderzoek. U kunt uw goedkeuring geven voor het gebruik van uw antwoorden voor het (afstudeer-)onderzoek van de studenten van de Radboud Universiteit door **alle vragen** hieronder aan te vinken.

- Ik geef toestemming om de gegevens die verzameld zijn tijdens dit onderzoek te gebruiken voor wetenschappelijk onderzoek. (1)
- Ik weet dat al de informatie die ik ten behoeve van dit onderzoek geef anoniem worden verzameld en niet tot mij terug te leiden zijn. (2)
- Ik weet dat ik op elk moment kan stoppen met het onderzoek, ik hoef hiervoor geen reden op te geven. (3)

Age

In welk jaar bent u geboren?

Gender

Wat is uw geslacht?

- Vrouw (1)
- Man (2)

Education

Wat is de hoogste opleiding die u heeft afgerond? We doelen daarmee op de opleiding waarvoor u een diploma heeft ontvangen.

- Lagere school (1)
- VMBO (VBO, MAVO) (2)
- HAVO, VWO (incl. Gymnasium) (3)
- MBO (4)
- HBO (5)
- Universiteit (6)

Tenure

Hoeveel jaar werkt u voor deze werkgever?

Wanneer u bijvoorbeeld een half jaar werkzaam bent bij deze werkgever kunt u 0,5 invullen.

Past psychological contract breach

De volgende uitspraken hebben betrekking op de beloften en toezeggingen die uw werkgever gedaan heeft naar u, en de mate waarin deze beloften en toezeggingen nagekomen zijn. Geef aan in welke mate u het eens bent met de volgende uitspraken.

	Helemaal niet mee eens (1)	Eerder niet mee eens (2)	Deels eens, deels oneens (3)	Eerder mee eens (4)	Helemaal mee eens (5)
Mijn werkgever is bijna alle beloften die gemaakt zijn tijdens mijn selectieperiode voor deze baan nagekomen. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb het gevoel dat mijn werkgever haar beloften is nagekomen, zoals overeengekomen toen ik werd aangenomen. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn werkgever is haar beloften volledig nagekomen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb niet alles gekregen wat me is beloofd in ruil voor mijn inspanningen. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn werkgever heeft veel van haar beloften verbroken, terwijl ik de mijne wel ben nagekomen. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intention to quit

Geef aan in welke mate u het eens bent met de volgende uitspraken. Er zijn geen goede of foute antwoorden, het is uw mening die telt. U kunt antwoorden door op het antwoord van uw keuze te klikken.

	Helemaal niet mee eens (1)	Eerder niet mee eens (2)	Deels eens, deels oneens (3)	Eerder mee eens (4)	Helemaal mee eens (5)
Tegenwoordig heb ik vaan zin mijn baan op te geven. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ondanks de verplichtingen die ik heb tegenover deze organisatie, wil ik mijn baan zo snel mogelijk opzeggen. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als ik kon, zou ik vandaag nog ontslag nemen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The expectation of fulfilment of the anticipatory psychological contract

Eerder in de vragenlijst heeft u aangegeven of uw organisatie impliciet of expliciet bepaalde beloften heeft gedaan naar u, en in welke mate deze zijn vervuld. Hieronder volgt de lijst met beloften waarvan u heeft aangegeven dat uw organisatie ze heeft gedaan naar u. Kunt u aangeven in welke mate u **verwacht dat deze belofte in de toekomst vervuld zal**

	Deze belofte/toezegging zal <i>niet</i> vervuld worden (1)	Deze belofte/toezegging zal slechts beperkt vervuld worden (2)	Deze belofte/toezegging zal half vervuld worden (3)	Deze belofte/toezegging zal grotendeels vervuld worden (4)	Deze belofte/toezegging zal helemaal vervuld worden (5)
mij interessant werk zal bieden. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij een redelijke werkzekerheid zal bieden. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij een goede beloning zal bieden voor het werk dat u doet. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

mij mogelijkheid en zal bieden om plezierig samen te werken. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij inspraak zal geven bij de besluitvormi ng. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij mogelijkheid en zal bieden om vooruit te komen en uzelf te ontwikkelen . (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij loopbaan- mogelijkheid en zal bieden. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij een goede werksfeer zal bieden. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij in aanmerking zal komen voor een promotie wanneer de mogelijkhei d zich voordoet. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij flexibiliteit zal garanderen bij het afstemmen van privéleven en werk. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij uitdagend werk zal bieden. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

mij hulp zal
bieden bij
problemen
die zich
buiten het
werk
voordoet.
(12)



Note: Prior to these questions, the participants were asked about whether the promises were made to them. The promises that were made to them were showed to them in these questions.

Appendix B: Reliability test study 1

Table B1
Reliability test of PCB

Cronbach's Alpha	N of items
.892	5

Table B2
Reliability test of PCB if item deleted

	Cronbach's Alpha if item deleted
PCB1 - reversed	.862
PCB2 - reversed	.847
PCB3 - reversed	.847

PCB4	.902
PCB5	.882

Table B3

Reliability test of EFAPC

Cronbach's Alpha	N of items
.886	12

Table B4

Reliability test of EFAPC if item deleted

	Cronbach's Alpha if item deleted
EFAPC1	.874
EFAPC2	.884
EFAPC3	.890
EFAPC4	.874
EFAPC5	.890
EFAPC6	.866
EFAPC7	.867
EFAPC8	.874
EFAPC9	.870
EFAPC10	.873
Cronbach's Alpha	N of items
.908	3
EFAPC11	.875
EFAPC12	.877

Table B5

Reliability test of IQ

Table B6

Reliability test of IQ if item deleted

	Cronbach's Alpha if item deleted
IQ1	.885
IQ2	.856
IQ3	.865

Appendix C: Checking assumptions multiple regression analysis study 1

Assumption 1: metric variables

The first assumption is that the variables need to be metric. The main variables are measured on a (Likert) scale which means that this assumption has been met.

Assumption 2: linearity

The second assumption is that the relationships between the independent variables and dependent variables should be linear. This assumption was tested by looking at the scatterplots of the residuals. In these scatterplots the standardized predicted values were plotted against the standardized residuals. When looking at the scatterplots in Figure C1a and C1b, no curvilinear relationship can be found which means that this assumption has been met.

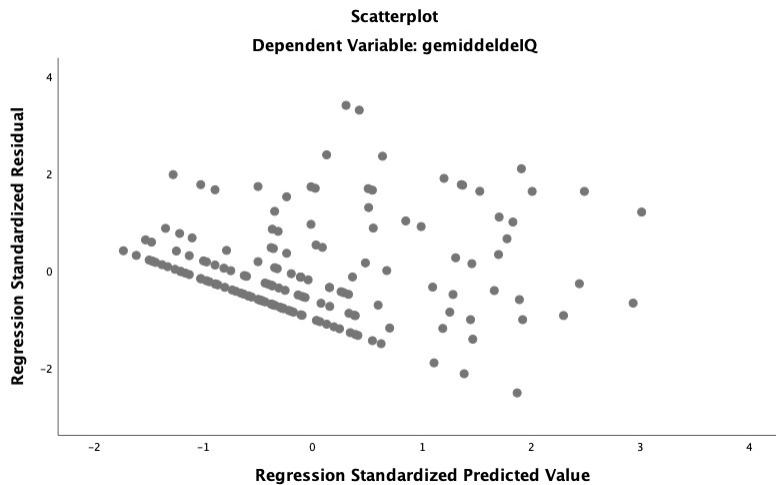


Figure C1a. Scatterplot of the residuals of study 1

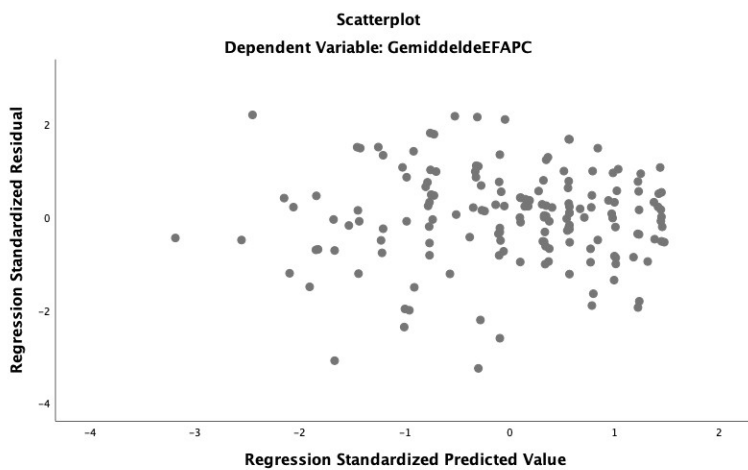


Figure C1b. Scatterplot of the residuals of study 1

Assumption 3: homoscedasticity

The third assumption is homoscedasticity which means that the variance of the error terms should be constant (Field, 2009). Homoscedasticity can be checked by looking at the scatterplots of the residuals in Figure C1a and C1b. The assumption has been met, since the scatterplots did not show a pattern.

Assumption 4: Multicollinearity

The fourth assumption of regression analysis is about multicollinearity. This means that it is assumed that the independent variables are not too highly correlated with each other. The Tolerance value should be $>.1$ and the VIF value should be <10 (Field, 2009). As mentioned in section 4.2.2.1 and 4.2.2.2, multicollinearity was not a problem since all Tolerance and VIF

values were below the critical values. The Tolerance and VIF values are shown in Table C1a and Table C1b.

Table C1a
Tolerance and VIF values of the first regression analysis of study 1

Model		Tolerance	VIF
1	(Constant)		
DV: IQ	Gender	1.000	1.000
	Education	.983	1.017
	Tenure	.983	1.017
2	(Constant)		
DV: IQ	Gender	.989	1.011
	Education	.980	1.021
	Tenure	.972	1.029
	PCB	.973	1.028
3	(Constant)		
DV: IQ	Gender	.984	1.016
	Education	.975	1.026
	Tenure	.969	1.032
	PCB	.665	1.504
	EFAPC	.677	1.478
4	(Constant)		
DV: EFAPC	Gender	.989	1.011
	Education	.980	1.021
	Tenure	.972	1.029
	PCB	.973	1.028

Model		Tolerance	VIF
1	(Constant)		
	Gender	1.000	1.000
	Education	.983	1.017
	Tenure	.983	1.017
2	(Constant)		
	Gender	.989	1.011
	Education	.980	1.021
	Tenure	.972	1.029
	PCB	.973	1.028
3	(Constant)		
	Gender	.989	1.011
	Education	.980	1.021
	Tenure	.584	1.712
	PCB	.970	1.031
	Age	.590	1.695
4	(Constant)		
	Gender	.986	1.014
	Education	.977	1.023
66	Tenure	.584	1.712
	PCB	.919	1.088
	Age	.590	1.696
	PCB x Age	.935	1.069

Table C1b
Tolerance and VIF values of the second regression analysis of study 1

Assumption 5: Normality

In order to check the fifth assumption, normality, the skewness values and kurtosis values and the histograms of the variables are looked into. The probability that the data are not distributed normally is greater when the skewness value and kurtosis value are further from zero (Field, 2009). Table C2 shows that intention to quit and tenure are skewed and that the kurtosis values of the expectation of fulfilment of the anticipatory psychological contract, age, gender and tenure are relatively far from zero. The histograms, which are shown in Figure C2a to C2g, also show that the expectation of fulfilment of the anticipatory psychological contract, age, intention to quit, gender and tenure are not normally distributed. A reason for this may be that the survey was mainly distributed within the own network of the students. Since the data are not normally distributed, the results of the study must be interpreted and conclusions have to be drawn with caution.

Table C2
Skewness and kurtosis values of the variables of study 1

	PCB	EFAPC	Age	IQ	Gender	Educatio n	Tenure
Skewness	.591	-.998	.619	1.346	.417	-.221	1.705
Std. error of skewness	.186	.185	.185	.186	.185	.185	.188
Kurtosis	0.221	1.978	-1.313	.891	-1.848	-.965	2.110
Std. error of kurtosis	.369	.367	.367	.369	.367	.367	.374

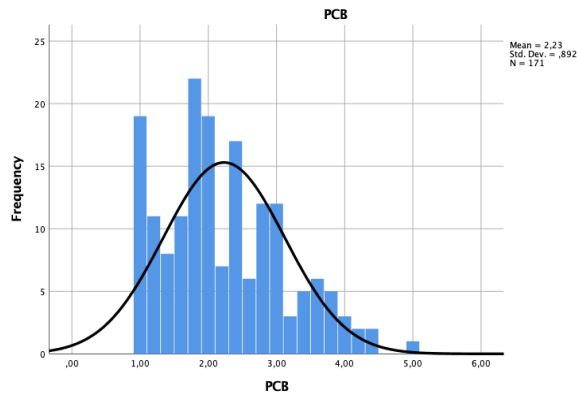


Figure C2a. Histogram of PCB of study 1

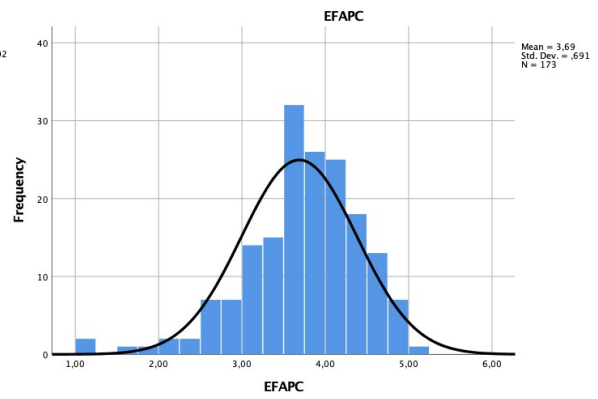


Figure C2b. Histogram of EFAPC of study 1

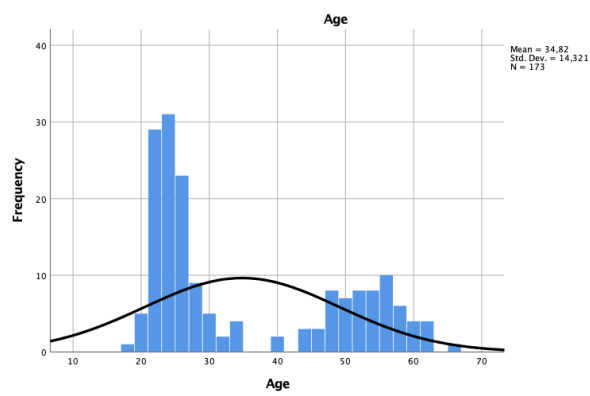


Figure C2c. Histogram of age of study 1

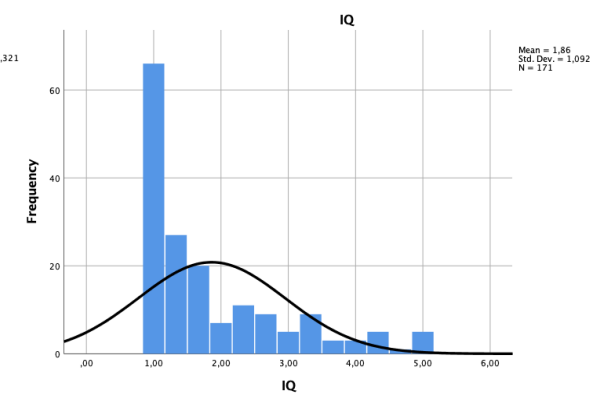


Figure C2d. Histogram of IQ of study 1

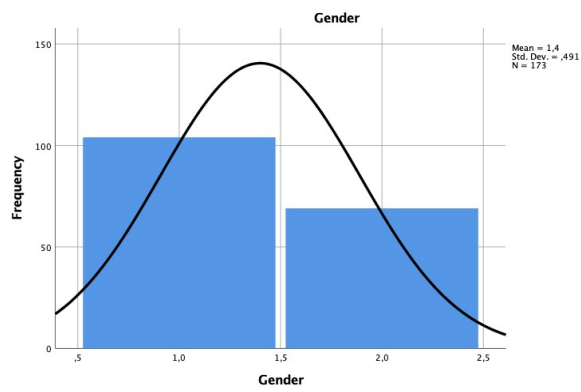


Figure C2e. Histogram of gender of study 1

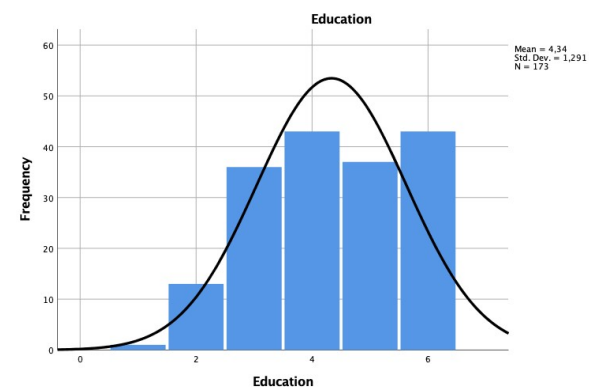


Figure C2f. Histogram of education of study 1

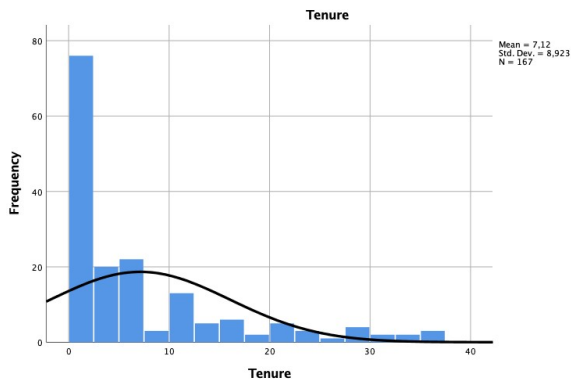


Figure C2g. Histogram of tenure of study 1

Appendix D: Additional analysis study 1 using PROCESS

```

*****
Model : 4
Y : IQ
X : PCB
M : EFAPC

```

```

Covariates:
Gender Educatio Tenure

```

```

Sample
Size: 158

```

```

*****
OUTCOME VARIABLE:
EFAPC

```

```

Model Summary
      R      R-sq      MSE      F      df1      df2      p
      ,5686      ,3233      ,4112      18,2754      4,0000      153,0000      ,0000

```

```

Model
      coeff      se      t      p      LLCI      ULCI
constant      4,8311      ,2713      17,8060      ,0000      4,2950      5,3671
PCB            -,4890      ,0581      -8,4151      ,0000      -,6038      -,3742
Gender         ,0960      ,1045      ,9193      ,3594      -,1103      ,3024
Educatio      -,0357      ,0401      -,8904      ,3747      -,1151      ,0436
Tenure         -,0033      ,0057      -,5731      ,5674      -,0146      ,0080

```

```

Standardized coefficients
      coeff
PCB            -,5674
Gender         ,0615
Educatio      -,0598
Tenure         -,0387

```

OUTCOME VARIABLE:

IQ

Model Summary

R	R-sq	MSE	F	df1	df2	p
,6462	,4176	,7260	21,7986	5,0000	152,0000	,0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	2,2829	,6319	3,6126	,0004	1,0344	3,5313
PCB	,4200	,0934	4,4977	,0000	,2355	,6045
EFAPC	-,5130	,1074	-4,7755	,0000	-,7253	-,3008
Gender	,2537	,1392	1,8227	,0703	-,0213	,5287
Educatio	,0239	,0535	,4466	,6558	-,0818	,1296
Tenure	,0085	,0076	1,1235	,2630	-,0065	,0236

Standardized coefficients

	coeff
PCB	,3414
EFAPC	-,3593
Gender	,1137
Educatio	,0280
Tenure	,0706

Test(s) of X by M interaction:

F	df1	df2	p
3,0407	1,0000	151,0000	,0832

***** TOTAL EFFECT MODEL *****

OUTCOME VARIABLE:

IQ

Model Summary

R	R-sq	MSE	F	df1	df2	p
,5747	,3302	,8294	18,8591	4,0000	153,0000	,0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	-,1956	,3854	-,5075	,6125	-,9569	,5658
PCB	,6709	,0825	8,1288	,0000	,5078	,8339
Gender	,2045	,1484	1,3779	,1703	-,0887	,4976
Educatio	,0422	,0570	,7405	,4601	-,0704	,1549
Tenure	,0102	,0081	1,2593	,2099	-,0058	,0263

Standardized coefficients

	coeff
PCB	,5453
Gender	,0917
Educatio	,0495
Tenure	,0845

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
,6709	,0825	8,1288	,0000	,5078	,8339	,6107	,5453

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
,4200	,0934	4,4977	,0000	,2355	,6045	,3824	,3414

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
EFAPC	,2509	,0625	,1363	,3806

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
EFAPC	,2284	,0558	,1257	,3465

Completely standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
EFAPC	,2039	,0489	,1133	,3044

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:

95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:

5000

Appendix E: Questionnaire study 2

Introduction

Beste heer/mevrouw,

We willen u vragen deel te nemen aan onze scenario-studie. Deelname neemt niet meer dan 10 tot 15 minuten in beslag. Met deelname aan deze scenario-studie helpt u studenten van de Radboud Universiteit met het voltooien van hun studie. Het doel van deze studie is om meer inzicht te krijgen in de werkbeleving van medewerkers, met speciale aandacht voor hoe het verleden, het heden, en de toekomst van uw baan met elkaar samenhangen. U bent onze belangrijkste informatiebron en alleen u kunt van dit onderzoek een gefundeerde studie maken.

Er zijn geen 'goede' of 'foute' antwoorden: het is uw mening die telt. Wanneer we het hebben over uw organisatie of werkgever dan doelen we op uw huidige werkgever. We willen benadrukken dat deelname aan dit onderzoek anoniem is: alle gegevens worden vertrouwelijk behandeld en informatie over individuele antwoorden wordt niet verspreid. Indien u vragen of opmerkingen heeft bij deze vragenlijst of indien u meer informatie wenst over de studie, aarzel niet om contact op te nemen met:

Dr. Jeroen de Jong (j.dejong@fm.ru.nl)
Faculteit Managementwetenschappen
Radboud Universiteit Nijmegen

Alvast enorm bedankt voor uw deelname!!

Bas, Dilyse, Joyce, Merel, Milou en Siem

Toestemming en goedkeuring deelname onderzoek. U kunt uw goedkeuring geven voor het gebruik van uw antwoorden voor het (afstudeer-)onderzoek van de studenten van de Radboud Universiteit door **alle vragen** hieronder aan te vinken.

- Ik geef toestemming om de gegevens die verzameld zijn tijdens dit onderzoek te gebruiken voor wetenschappelijk onderzoek. (1)
- Ik weet dat al de informatie die ik ten behoeve van dit onderzoek geef anoniem worden verzameld en niet tot mij terug te leiden zijn. (2)
- Ik weet dat ik op elk moment kan stoppen met het onderzoek, ik hoef hiervoor geen reden op te geven. (3)

Age

In welk jaar bent u geboren?

Gender

Wat is uw geslacht?

- Vrouw (1)
- Man (2)
- Zeg ik liever niet (3)

Education

Wat is de hoogste opleiding die u heeft afgerond? We doelen daarmee op de opleiding waarvoor u een diploma heeft ontvangen.

- Lagere school (1)
- VMBO (VBO, MAVO) (2)
- HAVO, VWO (incl. Gymnasium) (3)
- MBO (4)
- HBO (5)
- Universiteit (Bachelor) (6)
- Universiteit (Master) (7)
- PhD (8)

Tenure

Hoeveel jaar werkt u voor uw huidige werkgever?

Wanneer u bijvoorbeeld een half jaar werkzaam bent bij uw huidige werkgever kunt u 0,5 invullen.

Past psychological contract breach T1

De volgende uitspraken hebben betrekking op de beloften en toezeggingen die uw werkgever in het verleden gedaan heeft naar u, en de mate waarin deze beloften en toezeggingen nagekomen zijn. Geef aan in welke mate u het eens bent met de volgende uitspraken.

	Helemaal niet mee eens (1)	Eerder niet mee eens (2)	Deels eens, deels oneens (3)	Eerder mee eens (4)	Helemaal mee eens (5)
Mijn werkgever is bijna alle beloften die gemaakt zijn tijdens mijn selectieperiode voor deze baan nagekomen. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb het gevoel dat mijn werkgever haar beloften is nagekomen, zoals overeengekomen toen ik werd aangenomen. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn werkgever is haar beloften volledig nagekomen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb niet alles gekregen wat me is beloofd in ruil voor mijn inspanningen. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn werkgever heeft veel van haar beloften verbroken, terwijl ik de mijne wel ben nagekomen. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Introduction scenario for all participants T1

Q16 Op de volgende pagina vindt u een kort scenario. De bedoeling is dat u bij het lezen van het scenario uw huidige werkgever in gedachten neemt. Pas de situatie die we gaan schetsen toe op uw eigen werkgever, alsof u in dezelfde situatie zit bij uw eigen werkgever.

In totaal zijn er drie momenten waarop we u een aantal vragen gaan stellen. Wees ervan bewust dat er geen foute antwoorden gegeven kunnen worden, het gaat over uw mening.

Scenario for all participants T1

Stelt u zich voor...

Uw werkgever gaat de komende periode een grote reorganisatie tegemoet. Dit betekent dat er een turbulente tijd voor de deur staat. Er gaan veel veranderingen plaatsvinden waar u al dan niet mee te maken krijgt. Ondanks de turbulente tijd die de organisatie tegemoet gaat, heeft uw organisatie een aantal beloften aan u gedaan. Uw leidinggevende vertelt dat er in de voorlopige plannen voor de reorganisatie geschreven staat dat de salarissen onveranderd zullen blijven, en dat er géén gedwongen ontslagen zullen vallen. Daarnaast heeft uw leidinggevende u in een persoonlijk gesprek verteld dat er bij eventuele nieuwe taakverdelingen rekening gehouden zal worden met uw persoonlijke voorkeur en interesses. Ook zegt uw leidinggevende toe dat u de kans krijgt om uw leiderschapscapaciteiten verder te ontwikkelen door budget vrij te maken voor een training. Uw leidinggevende stelt voor om elke drie maanden even samen te zitten en bij te praten over de situatie rondom de reorganisatie.

Note: after the scenario several questions were asked, but these questions were not relevant for this research

Scenario T2 (group 1: no past psychological contract breach)

De afgelopen drie maanden heeft u een aantal keer langer doorgewerkt omdat u vond dat het nodig was. Daarnaast heeft u, op verzoek van uw leidinggevende, de afgelopen maanden een paar keer suggesties gedaan voor het verbeteren van het werk van u en uw collega's.

Na drie maanden worden de plannen voor de reorganisatie steeds concreter. Uw leidinggevende geeft aan dat uit de definitieve plannen blijkt dat de salarissen en het salarishuis inderdaad onaangetast blijven, dat betekent dat u in dezelfde salarisschaal zou blijven met dezelfde vooruitzichten op een jaarlijkse salarisverhoging. Ook is er geen sprake van gedwongen ontslagen; u kunt dus uw baan behouden.

U heeft, zoals afgesproken, een persoonlijk gesprek met uw leidinggevende. In dit gesprek vraagt uw leidinggevende u om eens een overzicht te maken van alle taken die u leuk en uitdagend vindt. Op die manier kan uw leidinggevende bekijken wat de nieuwe taakverdeling moet worden. Ook vraagt uw leidinggevende u om met een concreet voorstel te komen wat betreft de training voor uw leiderschapontwikkeling.

Dit scenario zal ook op de volgende pagina, voor elke vraag, weergegeven worden. Op deze manier kunt u het scenario eventueel nog doorlezen om de vragen optimaal te beantwoorden.

The expectation of fulfilment of the anticipatory psychological contract T2 (group 1)

Hieronder volgt een lijst met beloften die een organisatie aan u kan doen. Kunt u aangeven, met de bovenstaande ontwikkelingen in uw achterhoofd, in welke mate u na het lezen van het scenario **verwacht dat deze beloften in de toekomst vervuld zullen (blijven) worden?**
Mijn organisatie heeft beloofd of toegezegd dat ze...

	Deze belofte/toezeg- ging zal niet vervuld worden. (1)	Deze belofte/toezeg- ging zal slechts beperkt vervuld worden. (2)	Deze belofte/toezeg- ging zal half vervuld worden. (3)	Deze belofte/toezeg- ging zal grotendeels vervuld worden. (4)	Deze belofte/toezeg- ging zal helemaal vervuld worden. (5)
mij mogelijkhe- den zal bieden om vooruit te komen en mijzelf te ontwikke- len. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rekening zal houden met mijn interesses bij het vaststellen van de nieuwe taakverdeli- ng. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij dezelfde beloning zal bieden voor het werk dat ik doe. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij werkzekerh- eid zal bieden. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intention to quit T2 (group 1)

Geef met de bovenstaande ontwikkelingen in uw achterhoofd aan in welke mate u het nog steeds eens bent met de volgende uitspraken. Er zijn geen goede of foute antwoorden, het is uw mening die telt.

	Nu helemaal niet mee eens (1)	Nu eerder niet mee eens (2)	Nu deels eens, deels oneens (3)	Nu eerder mee eens (4)	Nu helemaal mee eens (5)
Tegenwoordig heb ik vaak zin mijn baan op te geven. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ondanks de verplichtingen die ik heb tegenover deze organisatie, wil ik mijn baan zo snel mogelijk opzeggen. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als ik kon, zou ik vandaag nog ontslag nemen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario T2 (group 2: past psychological contract breach)

De afgelopen maanden heeft u geen energie gestoken in het uitwerken van mogelijke kwaliteitsverbeteringen van het werk van u en uw collega's, ondanks herhaaldelijke verzoeken van uw leidinggevende. Daarnaast heeft u geen gehoor gegeven aan de vraag van uw leidinggevende om een aantal keer langer door te werken omdat het nodig was.

Na drie maanden worden de plannen voor de reorganisatie steeds concreter. Tijdens een overleg geeft uw leidinggevende aan dat uit de definitieve plannen blijkt dat de salarissen en het salarishuis inderdaad onaangetast blijven, dat betekent dat u in dezelfde salarisschaal zou blijven met dezelfde vooruitzichten op een jaarlijkse salarisverhoging. Er wordt nu echter wel gesproken over gedwongen ontslagen, uw afdeling wordt zelfs concreet genoemd bij de plekken waar fte's moeten verdwijnen.

Ondanks de afspraak om elke drie maanden even een gesprek te hebben over de reorganisatie geeft uw leidinggevende aan dat hij er in deze turbulente tijd even geen tijd voor heeft. Uw leidinggevende geeft nog snel aan dat het door de recente ontwikkelingen waarschijnlijk is dat u, wanneer u mag blijven, er taken bij krijgt in plaats van dat er minder leuke taken bij u worden weggehaald. Wel vraagt uw leidinggevende u om met een concreet voorstel te komen wat betreft de training voor uw leiderschapontwikkeling.

Dit scenario zal ook op de volgende pagina, voor elke vraag, weergegeven worden. Op deze manier kunt u het scenario eventueel nog doorlezen om de vragen optimaal te beantwoorden.

The expectation of fulfilment of the anticipatory psychological contract T2 (group 2)

Hieronder volgt een lijst met beloften die een organisatie aan u kan doen. Kunt u aangeven, met de bovenstaande ontwikkelingen in uw achterhoofd, in welke mate u na het lezen van het scenario **verwacht dat deze beloften in de toekomst vervuld zullen (blijven) worden?**

Mijn organisatie heeft beloofd of toegezegd dat ze...

	Deze belofte/toezeg ging zal niet vervuld worden. (1)	Deze belofte/toezeg ging zal slechts beperkt vervuld worden. (2)	Deze belofte/toezeg ging zal half vervuld worden. (3)	Deze belofte/toezeg ging zal grotendeels vervuld worden. (4)	Deze belofte/toezeg ging zal helemaal vervuld worden. (5)
mij mogelijkhe den zal bieden om vooruit te komen en mijzelf te ontwikkele n. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij flexibiliteit zal garanderen bij het afstemmen van privéleven en werk. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij een goede beloning zal bieden voor het werk dat ik doe. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij een redelijke werkzekerh eid zal bieden. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intention to quit T2 (group 2)

Geef met de bovenstaande ontwikkelingen in uw achterhoofd aan in welke mate u het nog steeds eens bent met de volgende uitspraken. Er zijn geen goede of foute antwoorden, het is uw mening die telt.

	Nu helemaal niet mee eens (1)	Nu eerder niet mee eens (2)	Nu deels eens, deels oneens (3)	Nu eerder mee eens (4)	Nu helemaal mee eens (5)
Tegenwoordig heb ik vaak zin mijn baan op te geven. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ondanks de verplichtingen die ik heb tegenover deze organisatie, wil ik mijn baan zo snel mogelijk opzeggen. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als ik kon, zou ik vandaag nog ontslag nemen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario T2 (group 3: no past psychological contract breach)

De afgelopen maanden heeft u geen energie gestoken in het uitwerken van mogelijke kwaliteitsverbeteringen van het werk van u en uw collega's, ondanks herhaaldelijke verzoeken van uw leidinggevende. Daarnaast heeft u geen gehoor gegeven aan de vraag van uw leidinggevende en een aantal collega's om een aantal keer langer door te werken omdat het nodig was.

Na drie maanden worden ook de plannen voor de reorganisatie steeds concreter. Uw leidinggevende geeft aan dat uit de definitieve plannen blijkt dat de salarissen en het salarishuis inderdaad onaangetast blijven, dat betekent dat u in dezelfde salarisschaal zou blijven met dezelfde vooruitzichten op een jaarlijkse salarisverhoging. Ook is er geen sprake van gedwongen ontslagen; u kunt dus uw baan behouden.

U heeft, zoals afgesproken, een persoonlijk gesprek met uw leidinggevende. In dit gesprek vraagt uw leidinggevende u om eens een overzicht te maken van alle taken die u leuk en uitdagend vindt. Op die manier kan uw leidinggevende bekijken wat de nieuwe taakverdeling moet worden. Ook vraagt uw leidinggevende u om met een concreet voorstel te komen wat betreft de training voor uw leiderschapsontwikkeling.

Dit scenario zal ook op de volgende pagina, voor elke vraag, weergegeven worden. Op deze manier kunt u het scenario eventueel nog doorlezen om de vragen optimaal te beantwoorden.

The expectation of fulfilment of the anticipatory psychological contract T2 (group 3)

Hieronder volgt een lijst met beloften die een organisatie aan u kan doen. Kunt u aangeven, met de bovenstaande ontwikkelingen in uw achterhoofd, in welke mate u na het lezen van het scenario **verwacht dat deze beloften in de toekomst vervuld zullen (blijven) worden?**

Mijn organisatie heeft beloofd of toegezegd dat ze...

	Deze belofte/toezeg ging zal niet vervuld worden. (1)	Deze belofte/toezeg ging zal slechts beperkt vervuld worden. (2)	Deze belofte/toezeg ging zal half vervuld worden. (3)	Deze belofte/toezeg ging zal grotendeels vervuld worden. (4)	Deze belofte/toezeg ging zal helemaal vervuld worden. (5)
mij mogelijkhe den zal bieden om vooruit te komen en mijzelf te ontwikkele n. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij flexibiliteit zal garanderen bij het afstemmen van privéleven en werk. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij een goede beloning zal bieden voor het werk dat ik doe. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij een redelijke werkzekerh eid zal bieden. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intention to quit T2 (group 3)

Geef met de bovenstaande ontwikkelingen in uw achterhoofd aan in welke mate u het nog steeds eens bent met de volgende uitspraken. Er zijn geen goede of foute antwoorden, het is uw mening die telt.

	Nu helemaal niet mee eens (1)	Nu eerder niet mee eens (2)	Nu deels eens, deels oneens (3)	Nu eerder mee eens (4)	Nu helemaal mee eens (5)
Tegenwoordig heb ik vaak zin mijn baan op te geven. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ondanks de verplichtingen die ik heb tegenover deze organisatie, wil ik mijn baan zo snel mogelijk opzeggen. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als ik kon, zou ik vandaag nog ontslag nemen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario T2 (group 4: past psychological contract breach)

De afgelopen drie maanden heeft u een aantal keer langer doorgewerkt omdat het nodig was. Daarnaast heeft u, op verzoek van uw leidinggevende, de afgelopen maanden een paar keer suggesties gedaan voor het verbeteren van het werk van u en uw collega's.

Na drie maanden worden de plannen voor de reorganisatie steeds concreter. Tijdens een overleg geeft uw leidinggevende aan dat uit de definitieve plannen blijkt dat de salarissen en het salarishuis inderdaad onaangetast blijven, dat betekent dat u in dezelfde salarisschaal zou blijven met dezelfde vooruitzichten op een jaarlijkse salarisverhoging. Er wordt nu echter wel gesproken over gedwongen ontslagen, uw afdeling wordt zelfs concreet genoemd bij de plekken waar fte's moeten verdwijnen.

Ondanks de afspraak om elke drie maanden even een gesprek te hebben over de reorganisatie geeft uw leidinggevende aan dat hij er in deze turbulente tijd even geen tijd voor heeft. Uw leidinggevende geeft nog snel aan dat het door de recente ontwikkelingen waarschijnlijk is dat u, wanneer u mag blijven, er taken bij krijgt in plaats van dat er minder leuke taken bij u worden weggehaald. Wel vraagt uw leidinggevende u om met een concreet voorstel te komen wat betreft de training voor uw leiderschapsontwikkeling.

Dit scenario zal ook op de volgende pagina, voor elke vraag, weergegeven worden. Op deze manier kunt u het scenario eventueel nog doorlezen om de vragen optimaal te beantwoorden.

The expectation of fulfilment of the anticipatory psychological contract T2 (group 4)

Hieronder volgt een lijst met beloften die een organisatie aan u kan doen. Kunt u aangeven, met de bovenstaande ontwikkelingen in uw achterhoofd, in welke mate u na het lezen van het scenario **verwacht dat deze beloften in de toekomst vervuld zullen (blijven) worden?**

Mijn organisatie heeft beloofd of toegezegd dat ze...

	Deze belofte/toezeg ging zal niet vervuld worden. (1)	Deze belofte/toezeg ging zal slechts beperkt vervuld worden. (2)	Deze belofte/toezeg ging zal half vervuld worden. (3)	Deze belofte/toezeg ging zal grotendeels vervuld worden. (4)	Deze belofte/toezeg ging zal helemaal vervuld worden. (5)
mij mogelijkhe den zal bieden om vooruit te komen en mijzelf te ontwikkele n. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij flexibiliteit zal garanderen bij het afstemmen van privéleven en werk. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij een goede beloning zal bieden voor het werk dat ik doe. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mij een redelijke werkzekerh eid zal bieden. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intention to quit T2 (group 4)

Geef met de bovenstaande ontwikkelingen in uw achterhoofd aan in welke mate u het nog steeds eens bent met de volgende uitspraken. Er zijn geen goede of foute antwoorden, het is uw mening die telt.

	Nu helemaal niet mee eens (1)	Nu eerder niet mee eens (2)	Nu deels eens, deels oneens (3)	Nu eerder mee eens (4)	Nu helemaal mee eens (5)
Tegenwoordig heb ik vaak zin in mijn baan op te geven. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ondanks de verplichtingen die ik heb tegenover deze organisatie, wil ik mijn baan zo snel mogelijk opzeggen. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als ik kon, zou ik vandaag nog ontslag nemen. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix F: Reliability test study 2

Table F1

Reliability test of PCBt1

Cronbach's Alpha	N of items
.884	5

Table F2

Reliability test of PCBt1 if item deleted

	Cronbach's Alpha if item deleted
PCB1t1 - reversed	.845
PCB2t1 - reversed	.843
PCB3t1 - reversed	.840
PCB4t1	.891
PCB5t1	.875

Table F3

Reliability test of EFAPCt2

Cronbach's Alpha	N of items
.901	4

Table F4

Reliability test of EFAPCt2 if item deleted

	Cronbach's Alpha if item deleted
EFAPC1t2	.855
EFAPC2t2	.854
EFAPC3t2	.909
EFAPC4t2	.864

Table F5

Reliability test of IQt2

Cronbach's Alpha	N of items
.918	3

Table F6

Reliability test of IQt2 if item deleted

	Cronbach's Alpha if item deleted
IQ1t2	.914
IQ2t2	.850
IQ3t2	.879

Appendix G: Checking assumptions multiple regression analysis study 2

Assumption 1: metric variables

The variables need to be metric according to the first assumption. This assumption has been met, since the main variables are measured on a (Likert) scale.

Assumption 2: linearity

The second assumption is about the linearity of the relationships between the independent variables and the dependent variables. The scatterplots of the residuals are shown in Figure G1a and G1b. The standardized predicted values were plotted against the standardized residuals in these scatterplots. This assumption has been met, since the scatterplots do not show a curvilinear relationship.

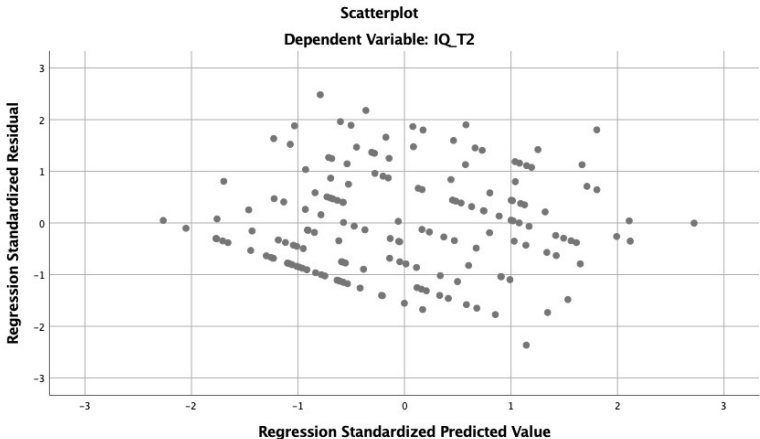


Figure G1a. Scatterplot of the residuals of study 2

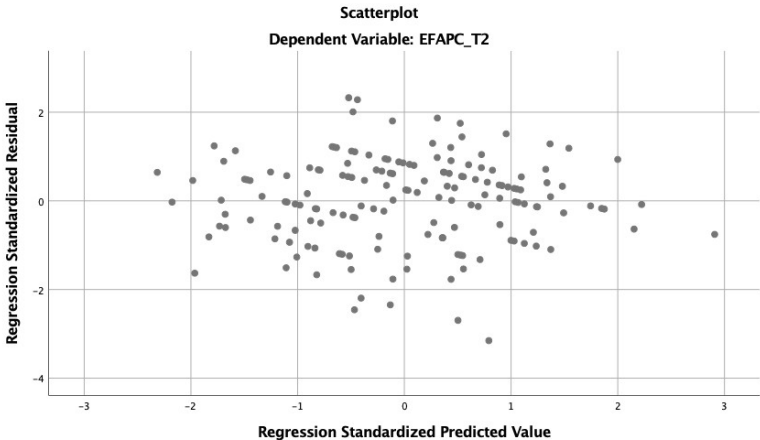


Figure G1b. Scatterplot of the residuals of study 2

Assumption 3: homoscedasticity

The third assumption is about homoscedasticity. The variance of the error terms should be constant (Field, 2009). The scatterplots in Figure G1a and G1b do not show a pattern which means that this assumption has been met.

Assumption 4: Multicollinearity

According to the fourth assumption, the independent variables should not be too highly correlated with each other. The Tolerance value should be $>.1$ and the VIF value should be <10 (Field, 2009). As mentioned in section 5.2.2.1 and 5.2.2.2, all Tolerance and VIF values were below the critical values which means that this assumption has been met. The Tolerance and VIF values are shown in Table G1a and G1b.

Table G1a

Tolerance and VIF values of the first regression analysis of study 2

Model		Tolerance	VIF
1	(Constant)		
DV: IQt2	Gender	.990	1.010
	Education	.860	1.163
	Tenure	.840	1.190
	Scenario	.970	1.031
2	(Constant)		
DV: IQt2	Gender	.974	1.027
	Education	.854	1.170
	Tenure	.820	1.220
	Scenario	.957	1.045
	PCBt1	.953	1.049
3	(Constant)		
DV: IQt2	Gender	.964	1.037
	Education	.847	1.181
	Tenure	.819	1.231
	Scenario	.848	1.179
Model 1	(Constant)		
DV: EFAPCt2	PCBt1	.945	1.184
	Gender	.990	1.010
	Education	.860	1.163
	Tenure	.840	1.190
4	(Constant)		
DV: EFAPCt2	Scenario	.970	1.031
	Gender	.974	1.027
	Education	.854	1.170
	Tenure	.820	1.220
	Scenario	.957	1.045
	PCBt1	.953	1.049
	PCBt1	.953	1.049
3	(Constant)		
DV: EFAPCt2	Gender	.974	1.027
	Education	.842	1.187
	Tenure	.429	2.330
	Scenario	.957	1.045
	PCBt1	.953	1.050
	Age	.447	2.238
4	(Constant)		
DV: EFAPCt2	Gender	.952	1.050
	Education	.842	1.188
	Tenure	.422	2.367
	Scenario	.948	1.054
	PCBt1	.933	1.071
86	Age	.446	2.240
	PCBt1 x	.947	1.056
	Age		

Table G1b

Tolerance and VIF values of the second regression analysis of study 2

Assumption 5: Normality

The fifth assumption is about normality. To check this assumption the skewness values and kurtosis values and the histograms of the variables are looked into. When the skewness value and kurtosis value are further from zero the probability that the data are not distributed normally is greater (Field, 2009). Table G2 shows that tenure is skewed and that the kurtosis values of intention to quit, gender and tenure are relatively far from zero. The histograms, which are shown in Figure G2a to G2g, also show that intention to quit, gender and tenure are not normally distributed. The histograms show that females and employees with a short tenure are overrepresented. This means that this assumption has not been met and therefore, the results of the study must be interpreted and conclusion have to be drawn with caution. It should be kept in mind that some variables are not normally distributed.

Table G2
Skewness and kurtosis values of the variables of study 2

	PCBt1	EFAPCt2	Age	IQt2	Gender	Educatio n	Tenure
Skewnes s	.184	-.283	.909	.219	.528	-.150	1.772
Std. error of skewness	.168	.168	.168	.168	.168	.168	.169
Kurtosis	-.851	-.559	-.664	-1.000	-1.738	-.516	2.315

Std. error of kurtosis	.335	.335	.335	.335	.335	.335	.336
-------------------------------	------	------	------	------	------	------	------

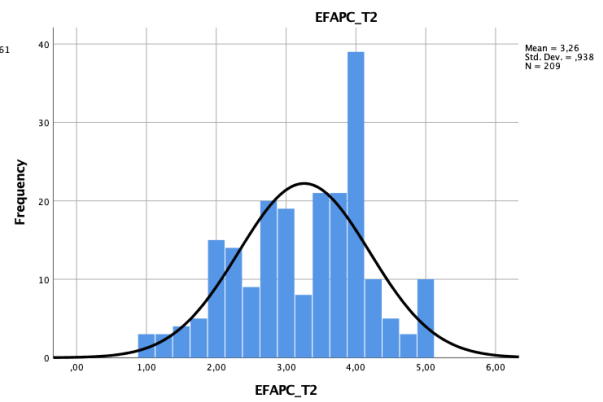
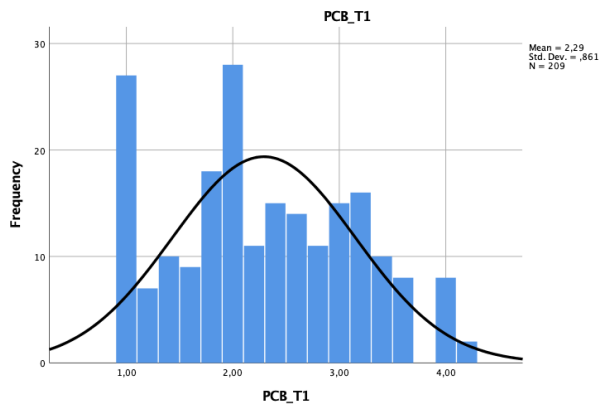


Figure G2a. Histogram of PCBt1 of study 2 Figure G2b. Histogram of EFAPCt2 of study 2

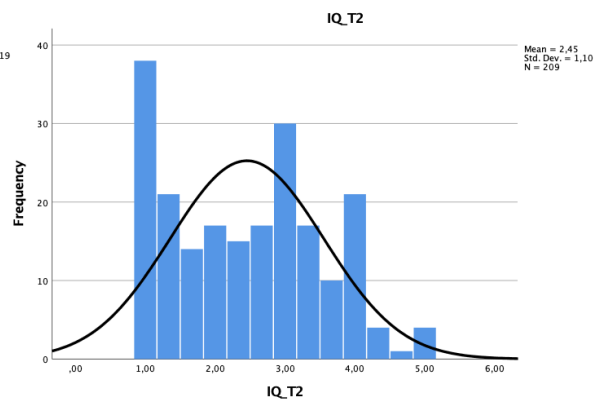
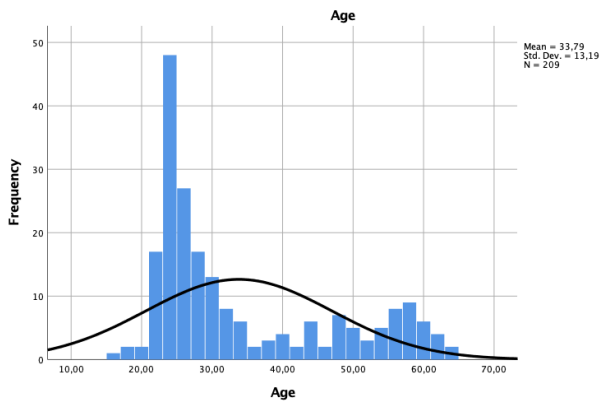


Figure G2c. Histogram of age of study 2

Figure G2d. Histogram of IQt2 of study 2

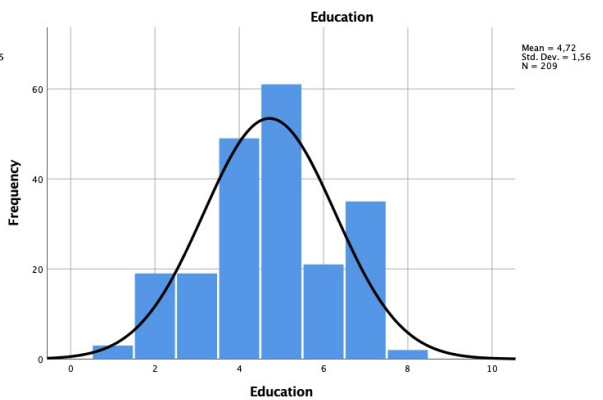
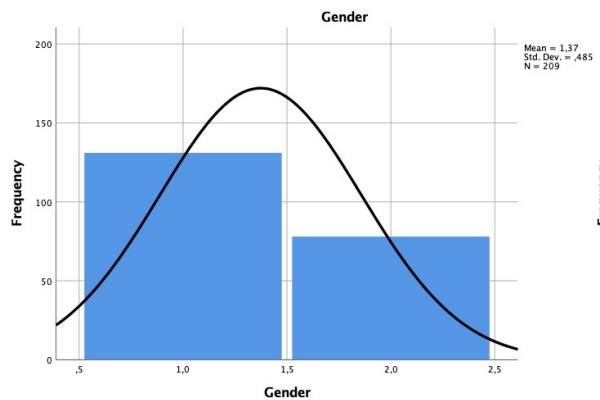


Figure G2e. Histogram of gender of study 2

Figure G2f. Histogram of education of study 2

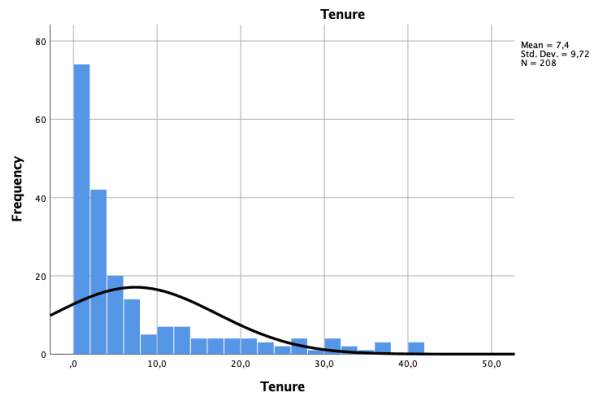


Figure G2g. Histogram of tenure of study 2

Appendix H: Additional analysis study 2 using PROCESS

Testing the first and second hypothesis

```

*****
Model : 4
Y : IQ_T2
X : PCB_T1
M : EFAPC_T2

```

```

Covariates:
gender educatio tenure Scenario

```

```

Sample
Size: 164

```

```

*****
OUTCOME VARIABLE:
EFAPC_T2

```

```

Model Summary
      R      R-sq      MSE      F      df1      df2      p
      ,4572      ,2091      ,7289      8,3524      5,0000      158,0000      ,0000

```

```

Model
      coeff      se      t      p      LLCI      ULCI
constant      3,7695      ,3566      10,5697      ,0000      3,0651      4,4739
PCB_T1      -,3471      ,0771      -4,5021      ,0000      -,4994      -,1948
gender      ,1768      ,1385      1,2765      ,2036      -,0967      ,4502
educatio      -,0536      ,0449      -1,1940      ,2343      -,1423      ,0351
tenure      ,0027      ,0072      ,3720      ,7104      -,0116      ,0170
Scenario      ,6140      ,1364      4,5027      ,0000      ,3447      ,8833

```

```

Standardized coefficients
      coeff
PCB_T1      -,3263
gender      ,0915
educatio      -,0914
tenure      ,0291
Scenario      ,3257

```

OUTCOME VARIABLE:

IQ_T2

Model Summary

R	R-sq	MSE	F	df1	df2	p
,5851	,3424	,7446	13,6228	6,0000	157,0000	,0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	3,6415	,4709	7,7323	,0000	2,7113	4,5717
PCB_T1	,1322	,0828	1,5974	,1122	-,0313	,2957
EFAPC_T2	-,4243	,0804	-5,2767	,0000	-,5831	-,2655
gender	-,0111	,1407	-,0790	,9371	-,2890	,2667
educatio	,0439	,0456	,9639	,3366	-,0461	,1340
tenure	-,0131	,0073	-1,7900	,0754	-,0276	,0014
Scenario	-,6168	,1464	-4,2136	,0000	-,9060	-,3277

Standardized coefficients

	coeff
PCB_T1	,1125
EFAPC_T2	-,3840
gender	-,0052
educatio	,0678
tenure	-,1280
Scenario	-,2961

Test(s) of X by M interaction:

F	df1	df2	p
5,2875	1,0000	156,0000	,0228

***** TOTAL EFFECT MODEL *****

OUTCOME VARIABLE:

IQ_T2

Model Summary

R	R-sq	MSE	F	df1	df2	p
,4751	,2257	,8711	9,2134	5,0000	158,0000	,0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	2,0422	,3899	5,2381	,0000	1,2721	2,8122
PCB_T1	,2795	,0843	3,3161	,0011	,1130	,4460
gender	-,0861	,1514	-,5689	,5703	-,3851	,2129
educatio	,0667	,0491	1,3586	,1762	-,0303	,1636
tenure	-,0142	,0079	-1,8001	,0738	-,0299	,0014
Scenario	-,8773	,1491	-5,8856	,0000	-1,1717	-,5829

Standardized coefficients

	coeff
PCB_T1	,2378
gender	-,0403
educatio	,1029
tenure	-,1392
Scenario	-,4212

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
,2795	,0843	3,3161	,0011	,1130	,4460	,2676	,2378

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
,1322	,0828	1,5974	,1122	-,0313	,2957	,1266	,1125

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
EFAPC_T2	,1473	,0483	,0633	,2517

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
EFAPC_T2	,1410	,0460	,0616	,2404

Completely standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
EFAPC_T2	,1253	,0409	,0546	,2117

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:

95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:

5000

Testing the third hypothesis

Model : 1
 Y : EFAPC_T2
 X : PCB_T1
 W : Age

Covariates:
 gender educatio tenure Scenario

Sample
 Size: 164

OUTCOME VARIABLE:
 EFAPC_T2

Model Summary

R	R-sq	MSE	F	df1	df2	p
,4917	,2418	,7078	7,1054	7,0000	156,0000	,0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	3,0127	,3122	9,6494	,0000	2,3960	3,6294
PCB_T1	-,3801	,0770	-4,9341	,0000	-,5322	-,2279
Age	,0005	,0075	,0684	,9456	-,0144	,0154
Int_1	-,0163	,0063	-2,5891	,0105	-,0288	-,0039
gender	,1233	,1380	,8935	,3729	-,1493	,3959
educatio	-,0501	,0446	-1,1247	,2625	-,1382	,0379
tenure	,0049	,0099	,4907	,6243	-,0148	,0245
Scenario	,6466	,1349	4,7916	,0000	,3801	,9132

Product terms key:

Int_1 : PCB_T1 x Age

Test(s) of highest order unconditional interaction(s):

	R2-chng	F	df1	df2	p
X*W	,0326	6,7037	1,0000	156,0000	,0105

Focal predict: PCB_T1 (X)
 Mod var: Age (W)

Conditional effects of the focal predictor at values of the moderator(s):

Age	Effect	se	t	p	LLCI	ULCI
-11,0671	-,1992	,0951	-2,0948	,0378	-,3870	-,0114
-6,0671	-,2809	,0802	-3,5034	,0006	-,4393	-,1225
19,5329	-,6993	,1558	-4,4897	,0000	-1,0070	-,3916

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
 95,0000

W values in conditional tables are the 16th, 50th, and 84th percentiles.

NOTE: The following variables were mean centered prior to analysis:
 Age PCB_T1