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But wait, before you go... The effect of psychological contract breach on employee commitment targets and retention

Thèse

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Résumé

La rétention des employés semble être un problème chronique pour les organisations nord-américaines. La théorie du contrat psychologique a fréquemment été utilisée dans le contexte de la rétention des employés. La rupture du contrat psychologique est souvent utilisée comme initiateur d'attitudes ultérieures, telles que l'engagement affectif et les intentions de quitter. Des écrits récents sur l'engagement affectif ont raffiné ce concept clé de rétention pour l'orienter vers plusieurs cibles simultanées. La rétention est souvent mesurée par l'intention de quitter. Comme l'engagement affectif, les intentions de quitter peuvent être orienter vers des entités précises.

L'objectif principal de cette thèse était d'identifier les conditions qui influencent l'engagement affectif d'un employé et les intentions de quitter. Ceci a été réalisé en examinant comment la rupture peut influencer l'engagement affectif envers le superviseur, l'organisation et la profession. L'influence de la rupture du contrat psychologique sur ces trois cibles d'engagements affectifs et l'intention de quitter l'organisation et la profession a ensuite été examiné. Cette thèse semble être l'une des premières à examiner ce système de relations d'une manière aussi spécifique et bien définie.

Une méthodologie quantitative longitudinale a été adoptée pour tester le modèle de recherche. La collecte de données ciblait les travailleurs professionnels de la région de Québec provenant de divers domaines professionnels. Les données ont été recueillies en deux temps, séparés par trois mois. 205 participants valides des ordres professionnels et enseignants du Québec ont été retenus. Les données ont été traitées à l'aide du logiciel de modélisation d'équations structurelles AMOS et des macros SPSS PROCESS.

Les modèles ont testé les effets directs et indirectes entre les variables. Les résultats des tests d'hypothèses et des analyses *ad hoc* suggèrent trois tendances généralisées : l'organisation semble être l'entité la plus importante pour la rétention, la relation avec le superviseur peut favoriser ou nuire à la rétention, la rupture du contrat psychologique n'est

pas nécessairement directement responsable pour les intentions de quitter, mais c'est son effet érodant sur l'engagement affectif qui semble être responsable des intentions de quitter.

Les effets impliquant l'engagement affectif organisationnel suggèrent que l'organisation est l'entité la plus importante pour la rétention des employés professionnels. La rupture semble être liée plus fortement à l'engagement affectif organisationnel, suivi par l'engagement envers le superviseur, suivi de l'engagement professionnel. En outre, les résultats suggèrent que les nouveaux employés professionnels peuvent également considérer leurs organisations comme des proxys pour leurs professions. Bien que l'organisation et la profession aient tous deux eu des effets importants, l'influence de l'organisation semble être plus importante.

Cette thèse suggère également que la relation employé-superviseur est essentielle dans la rétention. Les résultats semblent indiquer que le superviseur n'est peut-être pas nécessairement tenu responsable pour des attentes non satisfaites, mais néanmoins semble tenu responsable pour ne pas avoir contribué à les prévenir ou à les atténuer. Les résultats semblent également indiquer que la qualité relative de la relation entre un employé et son superviseur peut favoriser ou nuire à la rétention.

La recherche ici suggère que la rupture n'a aucun effet direct sur les cibles de l'intention de quitter. Les résultats suggèrent plutôt que c'est l'influence négative de la rupture sur l'engagement affectif organisationnel et professionnel qui provoque l'effet sur les intentions de quitter.

Cette thèse contribue à la littérature sur la rétention. Cette recherche semble être la première à examiner les effets de la rupture sur trois engagements affectifs simultanés et deux cibles d'intention de quitter. Cette thèse contribue à la littérature du contrat psychologique et introduit la notion *d'instrumentalité du superviseur*. Cette thèse propose aussi que les organisations peuvent être considérées comme des proxys pour la profession d'un employé

professionnel. Empiriquement, cette thèse semble être la première à différencier et mesurer les effets de la rupture sur l'engagement envers son superviseur, l'organisation et la profession, et l'intention de quitter l'organisation et la profession, simultanément.

La recherche présentée ici peut également être utilisée pour aider les organisations qui emploient des professionnels à développer leurs stratégies de rétention, particulièrement les organisations du système de santé québécois qui sont actuellement en difficulté. En examinant l'importance de trois entités d'engagement affectif en milieu de travail et en échantillonnant un large éventail d'employés professionnels dans la province de Québec, la recherche présentée ici donne un aperçu de quels aspects de la réalité du travail des nouveaux employés professionnels peuvent contribuer à la rétention.

Abstract

Employee retention seems to be a chronic issue for organizations across North America. Psychological contract theory has often been used within the context of employee retention. Psychological contract breach is often used as an initiator to subsequent attitudes, such as affective commitment and quitting intentions. Recent research on affective commitment, a key retention construct, has refined it to be directed towards multiple simultaneous foci identified in the workplace. Employee retention is often measured by the psychological proxy of quitting intentions. Like affective commitment, quitting intentions can also be directed towards precise workplace entities.

The primary aim of this thesis was to identify the conditions that influence an employee's commitment disposition and subsequent quitting intentions. This was achieved by examining how psychological contract breach may influence affective commitment towards the supervisor, the organization and the profession. The impact of breach and these three foci of commitment on intention to quit the organization and profession was then examined. This thesis seems to be one of the first to examine this system of relationships in such a specific and well-defined fashion.

A longitudinal quantitative methodology was adopted to test the research model. Data collection targeted professional workers in the Quebec region from a variety of professional fields. Data was collected at two points, separated by three months. 205 valid participants from Quebec's professional orders and teachers were retained. Data was treated using AMOS structural equation modelling software and SPSS PROCESS macros.

The models tested direct effects, moderation, mediation, and moderated mediation between substantive variables. Results from hypotheses testing and *ad hoc* data analyses suggest three generalized tendencies: the organization is likely the most important overall entity for employee retention, the relationship with the supervisor may prevent or worsen employee retention, and that psychological contract breach may not necessarily be directly

responsible for quitting intentions, but its eroding effect on affective commitment may be responsible for quitting intentions.

Affective organizational commitment's relationship effects suggests that the organization is the most important entity for professional employee retention. Psychological contract breach seems to be more strongly related to affective organizational commitment, followed by affective commitment to the supervisor, and then affective professional commitment. Furthermore, the results infer that newer professional employees may also view their organizations as proxies for their professions. Although the organization and the profession both had demonstrably important effects, the organization's influence seems to be more important.

This thesis also suggests that the employee-supervisor relationship is essential in retaining employees. The results seem to indicate that the supervisor may not be necessarily held responsible for unmet expectations, but seems nonetheless held responsible for not being instrumental in preventing or mitigating it. The results also seem to indicate that the relative quality of the relationship between an employee and their supervisor may either foster or damage employee retention.

The research here suggests that psychological contract breach has no direct effect on either quitting intention targets. Instead, the research results from this thesis suggest that it may not be the direct response to psychological contract breach that influences the decision to quit the organization and the profession, but it is breach's negative influence on affective organizational and professional commitment that causes the effect on quitting intentions.

This thesis contributes to the literature on employee retention. This research is likely the first to examine psychological contract breach's effects on three simultaneous affective commitments, and two targets of intention to quit. This thesis extends the psychological contract literature and introduces *supervisor instrumentality* as an explicative mechanism.

This thesis proposes that organizations may be viewed as proxies, or the embodiment for a professional employee's own profession. Empirically, this thesis may the first to clearly differentiate and measure psychological contract breach's simultaneous extended effects on commitment towards one's supervisor, organization and profession, and intention to quit the organization and profession.

The research presented here can also be used by organizations who employ professionals to help develop their retention strategies, especially organizations in Quebec's currently struggling healthcare system. By examining the importance of three workplace affective commitments, and sampling a diverse range of professional employees in the province of Quebec, the research presented here provides insight on what aspects of newer professional employees' working realities may be contributing to employee retention.

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Abbreviations, acronyms, and symbols

Short Form	Full Form
AC	Affective commitment
AOC	Affective organizational commitment
APC	Affective professional commitment
ACS	Affective commitment to the supervisor
AVE	Average variance extracted
CC	Continuance commitment
CI	Confidence interval
CFA	Confirmatory factor analysis
CFI	Comparative fit index
CSR	Corporate social responsibility
CWB	Counterproductive workplace behaviours
CWX	Co-worker exchange
EFA	Exploratory factor analysis
GFI	Goodness of fit index
H	Hypothesis
HR	Human resources
HTMT	Heterotrait-Monotrait ratio of correlations
IE	Indirect effect
LMX	Leader-member exchange
ML	Maximum likelihood estimation
n	Sample size
NC	Normative commitment
OCBs	Organizational citizenship behaviours
PBC	Perceived behavioural control
PC	Psychological contract
PCI	Psychological contract inventory
POS	Perceived organizational support
PSS	Perceived supervisor support
PsyCap	Psychological capital
RMSEA	Root mean square error of approximation
SDS	Social desirability scale
SEM	Structural equation modelling
SET	Social exchange theory
SGIC	Self-generated identification codes
SRMR	Standardized root mean square residual
TPCQ	Tilburg Psychological Contract Questionnaire
UPB	Unethical Pro-organizational Behaviours

I do present you with a man of mine,
Cunning in music and the mathematics

-William Shakespeare
The Taming of the Shrew, *Act II, scene I*

The fool doth think he is wise, but the wise man
knows himself to be a fool.

-William Shakespeare
As You Like It, *Act V, scene I*

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Introduction

The research presented here addresses employee retention. As such, it is interested in the way that organizations shed or lose employees. It takes place in the province of Quebec at a time where historically low unemployment rates quickly increased, due to the unforeseen events caused by the novel COVID-19 health crises. Before the brunt of the impact of COVID-19, Quebec's unemployment rate ranged from 7.2% to 9.2%, between 2016 and 2020 (Statistics Canada, 2021b). The 2021 unemployment estimates were at 13.1%, due to massive layoffs and job loss caused by imposed restrictions in response to the COVID-19 health crisis (Statistics Canada, 2021a). According to predictions by the *Ministère du Travail de l'Emploi et de la Solidarité sociale*, in 2023, Quebec will have over 1.4 million vacant jobs (Ministère du Travail de l'Emploi et de la Solidarité Sociale, 2021). Roughly 80% of these positions will become vacant due to workers leaving their organizations for a myriad of reasons; only 20% will be due to job creation. These figures indicate that employee retention is a critical concern in Quebec's aggregate work reality.

The relationship between an employee and their employer can affect the employee's proclivity to remain within their current employment situation. Organizations require employees in order to function. Within the human resources (HR) framework, employees will come and go with time. "Voluntary turnover" refers to an employee leaving an organization despite the opportunity to remain (Griffeth & Hom, 2001; Kwon, 2017; Mossholder, Settoon, & Henagan, 2005). Alternatively, yet plainly defined, "voluntary turnover" can also refer to the employee's desire to cease their employment relationship (Paillé, 2011). Turnover can also be "involuntary," (Griffeth & Hom, 2001; Memon, Salleh, Baharom, & Harun, 2014) where the decision to leave is initiated, executed and controlled by the organization, and can manifest as termination via lay-offs or firing (Holtom, Mitchell, Lee, & Eberly, 2008). "Voluntary turnover" however, is at the behest of the individual. This concept of turnover can be expanded to different working groups and levels, such as organizations and occupations (Jackofsky & Peters, 1983). Retention refers to the efforts on the part of the organization to keep employees within the organization (Cardy & Lengnick-Hall, 2011; Griffeth & Hom, 2001). If these efforts are not successful, the organization will

suffer from high levels of turnover. Mitigating unwanted turnover and understanding factors that predict it could save organizations time and resources.

The employment relationship has interested both practitioners and researchers alike. For employers and industry, mitigating unwanted employee turnover has long been a managerial concern (Lee & Mitchell, 1994). Research has consistently shown that losing an employee is generally burdensome on the organization both financially and operationally (Huang, Wu, & Zhang, 2019; Zeng & Honig, 2016). Some recent research has placed the cost of replacing an employee between 20% and 200% of that employee's annual salary, often depending on the nature of the employment and industry (Allen, Bryant, & Vardaman, 2018; Spencer, Gevrek, Chambers, & Bowden, 2016; Thacker, Sullivan, & Self, 2019). These costs can generally be grouped into separation, replacement and training costs and expenses (Griffeth & Hom, 2001). Losing employees tends to have a negative effect on productivity in the workplace (Hausknecht, Trevor, & Howard, 2009; Huang et al., 2019; Shaw, Gupta, & Delery, 2005) and may also reduce general financial performance (Heavey, Holwerda, & Hausknecht, 2013; Park & Shaw, 2013). Furthermore, employee turnover may also lead to impaired customer service, losing business to other competitors, negatively impair leadership succession plans, and even increase turnover amongst remaining employees (Chen, 2006; Griffeth & Hom, 2001). Employee retention is a salient issue in current times. Combined with the pre-COVID-19 and predicted future shortage of employees in North American industries (Fabi, Lacoursière, & Raymond, 2014; Renaud, Parent, & Morin, 2014) and the current generational shift in incoming employees (i.e., Gambino, 2010; Gupta, 2019; Lub, Bal, Blomme, & Schalk, 2016; Moon, 2014; Ng, Schweitzer, & Lyons, 2010; Thompson & Gregory, 2012; Woods, 2016), employee retention is an issue for organizations all across Canada.

The Canadian province of Quebec regularly publishes estimates and projections concerning the provincial labour market. Estimates pre-dating the novel COVID-19 pandemic suggest that the province had a historically low unemployment rate, which may be attributed to a drop in the available labour pool (individuals between the ages of 15 and 64)

and an increase in job creation (Ministère du Travail de l'Emploi et de la Solidarité Sociale, 2019). Despite a strong employment rate, the province has projected a 2020-2023 labour deficit in 27 different fields (Ministère du Travail de l'Emploi et de la Solidarité Sociale, 2021). This is an increase of three fields from the 2018 to 2021 projections (Ministère du Travail de l'Emploi et de la Solidarité Sociale, 2019). One of the observed trends in these projections is a chronic deficit of labour in medical fields, particularly nursing. A chronic nursing retention problem has also been echoed in academic research (Chênevert, Jourdain, & Vandenberghe, 2016; Kovner et al., 2016; Kovner & Djukic, 2009; Wei, Roberts, Strickler, & Corbett, 2019).

The COVID-19 health crisis is a prime example representing the need for strong retention strategies. Even before serious government intervention to mitigate the spread of the disease, Quebec nurses were already in short supply (Ministère du Travail de l'Emploi et de la Solidarité Sociale, 2019, 2021). The lack of qualified and/or willing domestic healthcare workers in key centres prompted changes in some provincial foreign immigration policies to attract and retain new healthcare workers. The deficit in healthcare labour provoked emergency assistance from the Canadian Armed Forces, who sent military members to assist in some long-term care homes. Stronger retention policies and strategies may have been able to prevent the most harmful effects related to losing medical personnel to attrition and unwanted quitting.

This thesis contributes to the literature on employee retention. A great deal of research has been conducted on employee commitment; however, there have been some calls to examine the interactions across nested boundaries of commitment to identify the circumstances where local commitments exert the most influence on behaviour (Valéau, Mignonac, Vandenberghe, & Gatignon Turnau, 2013). Furthermore, there have been inconsistent results in the interactions between professional and organizational commitment (Meyer, Allen, & Topolnytsky, 1998; Paillé, Raineri, & Valeau, 2016; Yalabik, Swart, Kinnie, & van Rossenberg, 2017; Yousaf, Sanders, & Abbas, 2015) as well as a general preference to favour the organization at large as a focus of commitment. The current available

literature also leaves room to examine the interactions amongst other foci of commitment. Additionally, it seems that previous work involving psychological contract breach has left room for research to be conducted on breach's effect on multiple simultaneous foci of commitment. The need to examine breach's effect on various simultaneous entities has been echoed by Lapointe, Vandenberghe, and Boudrias (2013).

Relying on the psychological contract and multiple simultaneous employee commitment, the research here builds upon previous works and fills certain perceived gaps in the available literature. By examining breach's effect on various entities of workplace commitment and intention to quit, the research addresses certain under-researched concepts.

The research here contributes theoretically and empirically, and provides some practical use. In terms of theory, this thesis contributes in several ways. In broad terms, it contributes to the theoretical understanding of the effect of psychological contract breach in complex organizational circumstances by including the mediating effect that employee commitment may exert between breach and quitting intentions. Second, although previous commitment research has examined how multiple simultaneous commitments affect employee retention (i.e., Bagraim, 2010; Lapointe, Vandenberghe, & Boudrias, 2013; Vandenberghe, Bentein, & Panaccio, 2017; Vandenberghe, Bentein, & Stinglhamber, 2004) there has not been an analysis that involves more than two simultaneous foci of commitment within a complex organizational context. The research here examines the different conditions under which these commitments exert their strongest influence, especially on one's quitting intentions. As such, this study analyzes the causes and outcomes of psychological contract breach on three distinct foci of commitment and evaluates the subsequent impact upon quitting intentions. The focus on the organizational specificities of psychological contract breach elements is another contribution to the retention literature.

Empirically, this thesis contributes to the literature by measuring breach's effect on other constructs with a composite instrument instead of a global one. This thesis may also be

the first to measure the commitment towards the supervisor, organization and profession, simultaneously, but is certainly the first to do so using a longitudinal approach.

Finally, in terms of practical application, this thesis provides some insight into the pervasive employee retention issues plaguing Quebec's industries, including the healthcare sector. Using a composite measure to evaluate breach in lieu of a global one should allow practitioners to make better policy decisions surrounding employee retention. Furthermore, the research here supports Perreira and Berta's (2016) statement that managers ought to know where their employees' commitments are directed so that they can effectively capitalize on employee extra-role behaviours, allocate organizational resources and optimize productivity.

This thesis is broken down into the following sections: the first chapter is a literature review on the theories and concepts included in the research model. The second chapter narrows these concepts into a research question and further into a visually represented research model, including the research hypotheses. The third chapter of this thesis details the methodological processes used to test the hypotheses. The fourth chapter details the results derived from testing the hypotheses, as well as any *ad hoc* tests. The fifth chapter discusses these results in depth and elaborates the theoretical, empirical and methodological contributions, as well as the limitations of the study, and then concludes the thesis. The appendix at the end of the document contains the various data collection tools, correlation matrices, and miscellaneous figures, included in the study.

Chapter 1: Literature review

This chapter contains the literature review of the theories and concepts used in this thesis. It first sets the stage by distinguishing employee retention from employee turnover and employee loyalty. This section then continues with an elaboration on the relevant employee retention theories that will be used in this thesis, such as psychological contract theory. The constructs of commitment and quitting intention, as they relate to retention, are elaborated upon and discussed. Finally, the chapter concludes with a section on organizational structure theories, such as nested organizational theory and field theory, as they relate to employee retention.

1.1. Defining retention

This section will address concepts and theories pertaining to workers remaining employed. When considering the employment relationship, it is important to distinguish the differences between employee turnover, retention and employee loyalty development. These three concepts are all considered and described in the following section.

1.1.1. Turnover

Beyond the individually-oriented perspective on turnover, Fabi et al. (2014) argue that "turnover" is an organization-wide measure for employees who quit, and that quitting intentions or actual quitting is more appropriate when referring to the individual. Given the disparity between the individually oriented and the organization-wide perspectives on the definition of turnover, it may be safe to say that the definition is dependant on the context, such that if the research were examining the effects of people leaving the organization, turnover would refer to the measure of people leaving. On the other hand, individually oriented research may consider turnover as the act of the person leaving.

1.1.2. Retention

The concept of retention is similar to turnover and has not always been consistently defined in the available literature. For example Presbitero, Roxas, and Chadee (2016) refer to employee retention as simply the "turnover intention among employees." Some studies seem to omit using a clear definition of retention, relying on context to define it (Cesário & Chambel, 2017; Cunha, Arkes, Lester, & Shen, 2015; Rothausen, Henderson, Arnold, & Malshe, 2017; Thompson & Gregory, 2012). Other studies have considered retention to be the opposite of leaving, simply "staying" with their employer if their particular on and off-job circumstances make leaving disadvantageous (Lynn, Kwortnik, & Sturman, 2011; Robinson, Kralj, Solnet, Goh, & Callan, 2014; Steel & Landon, 2010). Some studies seem to have considered retention to be a blanket term for actual turnover and turnover intentions (Paillé, 2013) and others have considered one's intention to stay as a substitute concept for retention (Gellatly, Meyer, & Luchak, 2006).

It is important to note that, while they seem similar, turnover and retention are distinguishable constructs (Cardy & Lengnick-Hall, 2011). While employee turnover refers to the individual leaving on their own accord, employee retention refers to the efforts on the part of the organization to keep employees from terminating their ties with the organization (Cardy & Lengnick-Hall, 2011). Similarly, retention has also been described as management's initiatives to keep employees from leaving the organization (Cascio, 2003). On an operational level, retention and turnover are inversely related; a poor retention rate will mean a higher turnover rate (Cardy & Lengnick-Hall, 2011).

The conceptual differences between employee retention and employee loyalty development are best viewed through a social exchange theory perspective. Social exchange theory posits that relationships are a series of exchanges between two or more parties (Mitchell, Cropanzano, & Quisenberry, 2012) and that these exchanges can be either economic or social. Over time, social exchanges tend to create feelings of personal obligation, gratitude and trust, whereas economic exchanges do not (Blau, 1964, 2008). Following this social exchange perspective, retention occurs when the organization

undergoes a short term, reactive, economic exchange with the employee, whereas development of loyalty is an anticipatory long term process in which the organization is proactive (Paillé, 2011). The major difference between these concepts is that the development of loyalty makes the employee want to stay, while retention is delaying the employee's departure (Paillé, 2011). With this in mind, employee retention is an economic exchange, whereas the long-term retention (the development of employee loyalty) is developed from a social exchange process, over time. The time component of the social exchange relationship is not set in stone; there is no prescribed temporal limit where an employee is considered "loyal" to their organization. Retention is relatively short term, and "loyalty development" happens over time. It is worth noting, however, that "loyalty development" seems to have emerged from the French speaking line of research and that no real coined term has truly been adopted in the relevant English language research that encompasses the concept. Regardless, when described through social exchange theory, the concept of "loyalty development" itself is accessible.

In their theoretical piece on retention, Cardy and Lengnick-Hall (2011) suggest that retention is more a proactive process undertaken to keep employees in the organization, contrary to a reactive response to turnover. This conceptualization of retention is in conflict with that of Paillé (2011), where he considers retention as a reactive process to keep employees, and the development of employee loyalty as a proactive process (Figure 1).

Figure 1: Difference between retention and loyalty development

Human resource retention   **Human resource loyalty development**

The organization undergoes
    → Reactive
      ↓
      Short term

The organization anticipates
    ← Proactive
      ↓
      Long term

Economic exchange process   Social exchange process
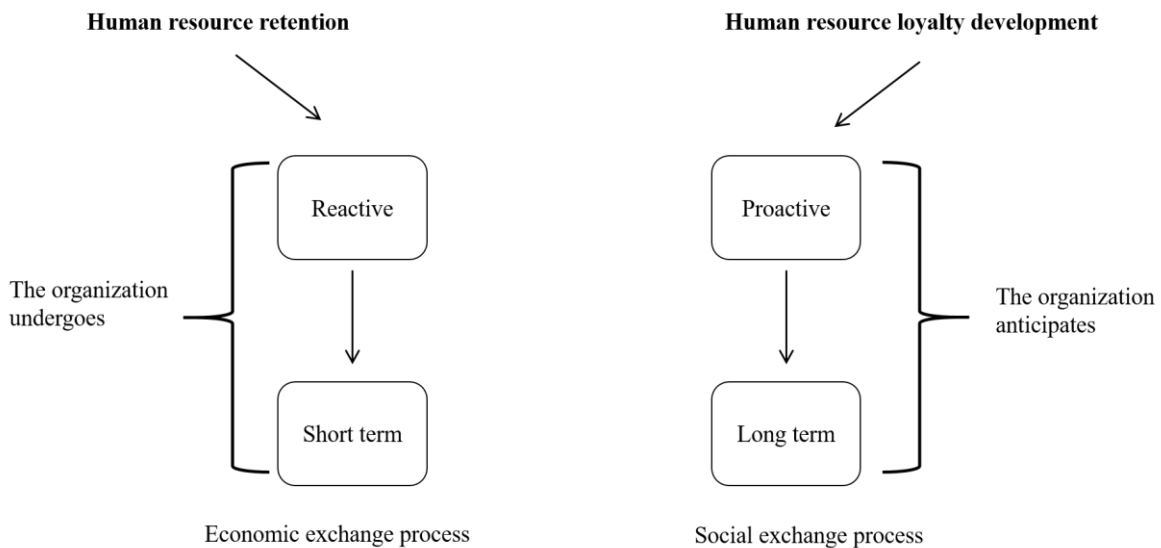
Adapted from Paillé (2011) p. 122.

When considering retention, both Paillé (2011) and Cardy and Lengnick-Hall (2011) consider one process to be a reaction to mitigate employee turnover while the other is a long term proactive process to keep employees. Both Paillé (2011) and Cardy and Lengnick-Hall (2011), acknowledge that there is a differing short and a long term process. Although the labels used to define retention differ, both Paillé's (2011) and Cardy and Lengnick-Hall's (2011) conceptualizations of retention are consistent with previous work done by Cascio (2003). In light of these conceptualizations of retention, considering that they share the same notions, but differ in name, the research here will consider retention as a short-term reactive process to keep employees within an organization.

In sum, employee turnover refers to the voluntary termination of employment by the employee and retention refers to the short-term reactive efforts on the part of the organization to keep those employees within the organization. Differing from retention, but remaining similar in goal, employee loyalty development is a long-term, proactive, process to keep employees in the organization. The research here adopts a social exchange perspective to employment and considers retention as an amalgam of short-term reactive efforts on the part of the organization to keep employees within the organization.

1.2. Key theoretical approaches and retention models

A number of theoretical approaches have been taken concerning employee turnover and retention. While several existing theoretical approaches to employee retention have been employed in the available literature (i.e., Ajzen, 1991; Hom, Caranikas-Walker, Prussia, & Griffeth, 1992; Lee & Mitchell, 1994; March & Simon, 1958; Mobley, 1977; Mobley, Griffeth, Hand, & Meglino, 1979; Price, 1977), this section identifies and favours only the ones that are relevant to the current thesis. The following subsections aim to explore and detail how these theories and models have approached employee retention.

1.2.1. Social exchange theory

Social exchange theory (SET) has set the stage for other theories, such as psychological contract theory, the main theoretical framework used by this thesis. Social exchange theory is included in this review as it serves as a fundamental explanatory theory for both the operating definition and concept of retention, and the psychological contract. Considering that the latter two concepts are key to this thesis, it is critical that social exchange theory is elaborated early in this document. The following section will explore the concept of social exchange theory and its influence in management research.

Social exchange theory is considered to be one of the most influential notions in organizational behaviour (Cropanzano & Mitchell, 2005). SET considers relationships as a series of transactions or exchanges between two or more people (Mitchell, Cropanzano, & Quisenberry, 2012). These exchanges are reciprocated in kind (Gouldner, 1960). In his seminal work, Blau (1964, 2008) focuses on the premise that the exchanging of resources, both social and material, is a central human interaction. This exchange can be classified as either a social exchange or an economic exchange. Social exchange is based on unspecified obligations, whereas an economic exchange involves precise obligations by both parties (Blau, 1964, 2008). Over time, social exchange tends to create feelings of personal obligation, gratitude and trust; an economic exchange does not (Blau, 1964, 2008).

One of the most fundamental concepts of social exchange theory is that relationships will develop, over time, into trusting, loyal and mutual commitments (Cropanzano & Mitchell, 2005). If the exchange process is positive, the receiving party will tend to respond positively, engaging in more positive reciprocal responses or fewer negative responses (Cropanzano, Anthony, Daniels, & Hall, 2016). The subsequent ensuing pattern of reciprocity generally transforms into a high-quality social exchange relationship.

Within social exchange theory, reciprocity (exchanging with others for a mutual benefit) is likely the best known exchange rule (Cropanzano & Mitchell, 2005). Reciprocity is a critical concept in social exchange theory. In his seminal work, Gouldner (1960) provides insight on the ambiguity and nature of reciprocity. Gouldner (1960) identifies three district types of reciprocities: as a pattern of mutually dependant exchanges, as a folk belief and as a moral norm. Reciprocity entails two minimal demands: one should help those who have helped them, and one should not injure those who have helped them (Gouldner, 1960). When one party exchanges with another, the recipient is indebted to the other, until the debt is repaid (Gouldner, 1960). It is by this debt mechanism that people and parties are suggested to remain in relationships.

Reciprocity can be either hedonically positive or negative. As stated by Cropanzano and Mitchell (2005): "A negative reciprocity orientation involves the tendency to return negative treatment for negative treatment; a positive reciprocity orientation involves the tendency to return positive treatment for positive treatment" (p.878). Research has supported the idea that a negative reciprocity orientation will beget further negative interactions (i.e., Rai & Agarwal, 2017, 2018b). For example, Mitchell and Ambrose (2007) showed that individuals with negative reciprocity orientations towards their supervisors were more likely to direct deviant behaviour towards their perceived source of harm and that this negative reciprocity was exacerbated by abusive supervisors. Greenberg (1990) revealed that employees who had a temporary reduction in pay tended to show increased levels of theft at the workplace, suggesting a form of negative reciprocity.

Despite its widespread use, social exchange theory is not without certain shortcomings. Cropanzano and Mitchell (2005) argue that the core ideas behind social exchange theory have not been well articulated and integrated, and therefore the social exchange theory models and tests are incomplete. Social exchange theory is also argued to have too many overlapping constructs, lacks an appreciation of the hedonic nature of certain constructs frequently employed in research, fails to articulate between action and inaction, and finally, due to these issues, the behavioural predictions put forth by social exchange theory are too general and imprecise (Cropanzano et al., 2016). In spite of some perceived shortcomings, social exchange theory is still widely employed.

Social exchange theory has been used as a conceptual bridge in various disciplines and areas of study (Cropanzano & Mitchell, 2005). This theory has been, and remains to be, widely used to analyze topics of research in management literature (i.e., Cabrera & Cabrera, 2005; Coyle-Shapiro, 2002; Lub et al., 2016; McGregor, Parker, LeBlanc, & King, 2010; Newman, Thanacoody, & Hui, 2011; Parzefall, 2008). Cropanzano and Mitchell (2005) highlight that the aspect of social exchange theory, within management research, that has had the most research attention, are workplace relationships. The social exchange relationship between the employer and the employee occurs when the employer "takes care" of the employee (Cropanzano & Mitchell, 2005). The idea of reciprocity has been extensively relied upon in the management literature. Mitchell and Ambrose, (2007) through the notion of reciprocity, evaluated the effect of abusive supervisors and employee workplace deviance. Relational constructs, including notions such as perceived organizational support and leader-member exchange, organizational commitment, social/team and supervisory support all fall under social exchange theory workplace applications (Cropanzano & Mitchell, 2005).

As such, social exchange theory is a solid theoretical framework to be used in management research. An abundance of scientific progress has been made with the use of social exchange theory (Cropanzano et al., 2016). Despite certain limited identified ambiguities, social exchange theory has proven itself a reliable framework for research. Within the management literature, social exchange theory is widespread and seems to be an

accepted fundamental organizational theory (i.e., Cabrera & Cabrera, 2005; Coyle-Shapiro, 2002; Lub et al., 2016; McGregor et al., 2010; Newman et al., 2011; Parzefall, 2008). Furthermore, many of the concepts used in turnover/retention models seem to have relied on relational constructs that are under the social exchange theory umbrella (Cropanzano & Mitchell, 2005). Given that social exchange theory is orthodox in the available management literature, it is justifiably reasonable for it to be used in this thesis. Social exchange theory is the fundamental theory relied upon by this thesis. The concepts of retention, the psychological contract and the relational constructs included in the research model all rely on social exchange theory.

1.2.2. Psychological contract theory

The psychological contract is an important concept in understanding employment relationships (Zhao, Wayne, Glibkowski, & Bravo, 2007). It serves as a theoretical premise for this thesis. Psychological contract theory is characterised by an individual's beliefs concerning the terms and conditions of a reciprocal exchange between themselves and another party (Rousseau, 1989, 1990). This exchange relationship may be with other individuals or facets of an organization. It is composed of beliefs and perceptions that are often unique to each individual towards their organization (Rousseau, 1989). The psychological contract may sometimes be confused with an implied contract. A psychological contract is perceptual and idiosyncratic in nature (Morrison & Robinson, 1997), meaning that psychological contracts may or may not be shared by other individuals. An implied contract, however, consists of commonly understood or shared expectations (Morrison & Robinson, 1997). Although psychological contract perceptions are unique to each individual, there has been evidence supporting the idea that groups or cohorts of people tend to have similar expectations and may have similar psychological contracts (Lub et al., 2016; Ng et al., 2010). A psychological contract is promise-based (Rousseau, 2001) and tends to be dynamic and changing over time (Bankins, 2015; Rousseau, 1995; Rousseau, Hansen, & Tomprou, 2018; Schalk & Roe, 2007). A key feature of a psychological contract is the individual's belief that the agreement that the psychological contract is founded upon, is mutual (Rousseau, 2001).

Psychological contracts are formed when a type of promise, whether explicit or implicit, has been created, and both parties are in agreement (Morrison & Robinson, 1997; Rousseau, 1990). There can be different factors that alter the formation of the psychological contract (see Morrison & Robinson, 1997; Rousseau, 1995). These factors are elaborated upon later in this thesis. A visual representation showing the development of an individual's psychological contract is available in Figure 2.

Figure 2: Development of an individual's psychological contract
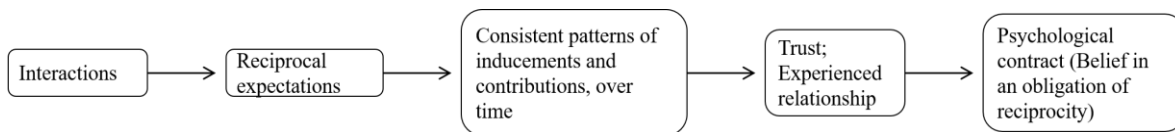
Adapted from Rousseau (1989) p. 125.

Fairly recently, Hansen and Griep (2016) have identified some challenges and shortcomings of psychological contract theory. The first of these perceived issues are the inconsistencies surrounding the conceptualizations of the psychological contract. They argue that obligations, promises and expectations have all been used to conceptualize or operationalize psychological contracts (Hansen & Griep, 2016). While this argument seems to be valid, they do also note that the latter conceptualizations of psychological contracts have changed with subsequent major iterations of psychological contract theory (i.e., Rousseau, 1989, 1995). Ostensibly, however, Hansen and Griep (2016) also seem to admit that there is only limited suggestion that obligations, promises and expectations are fully distinct constructs. They seem to base this claim by referencing but a single empirical article by Roehling (2008), who by his own admission, indicates that the three concepts produce the same mental framework and behave similarly, save for a few specific relationships. Although there may be some future branches of research in this area that may shed light on these specific relationships, considering that the three conceptualizations seem to behave very similarly, (Roehling, 2008) it appears to be safe to continue conducting research within the currently accepted iteration of the psychological contract; this thesis will follow the current psychological contract literature and consider obligations, promises, and expectations as one operationalized notion.

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Hansen and Griep (2016) further argue that some empirical work has utilized one belief source and yet tend to measure a different one; this phenomenon is problematic since obligations, promises and expectations all tend to be related to subsequent variables in different ways (Hansen & Griep, 2016). However, as previously stated, the conceptualizations all behave similarly and only Roehling's (2008) limited evidence appears to support this claim.

Hansen and Griep (2016) continue by arguing that psychological contract theory, as it has been used in the past, overvalues its promissory aspect, undervalues the role of affect in the employment relationship, and puts the assumed linear relation between psychological contracts and subsequent outcomes into question, highlighting the tendency for research to overlook the widely agreed upon dynamic nature of the psychological contract. This criticism is also echoed by Griep, Vantilborgh, Hansen, and Conway (2018). While this may be a fair assessment in how psychological contracts have been evaluated in the past, their argument does not devalue the theory's validity in research. In fact, Hansen and Griep (2016) mention that the relationships between commonly used antecedents (such as organizational promises) and outcomes (such as organizational commitment) of psychological contracts have rarely been examined in their roles as being a part of a broader system, where a predictor may, at a certain point in time, actually be a consequence at a different time. This dynamic and temporally oriented perception of the psychological contract may perhaps be addressed by rigorous longitudinal studies focusing on these antecedent and outcome variables in different points of time; however, such undertaking is beyond the scope of this thesis.

Despite these perceived shortcomings and inconsistencies, psychological contract theory has been widely and reliably used in research explaining retention mechanisms, (Cassar & Briner, 2011; Neil Conway & Briner, 2002; Kraak, Lakshman, & Griep, 2020; Rodwell & Ellershaw, 2015; Shahnawaz & Goswami, 2011; Suazo, 2009; Zhao et al., 2007) and shows promise in future retention research. Criticisms stressing the different conceptualizations of the psychological contract can be addressed by Roehling (2008) who mentions that there is little difference in their use and mental framework, except for very

specific circumstances and relationships. Psychological contract theory seems to hold up against valid critiques, and its use is justified in future research. As such, the psychological contract remains one of the most prolific theories used in retention research and it serves as a critical theory for this thesis.

1.2.2.1.   Theoretical foundations of psychological contract theory

Psychological contract theory has its foundations in other organizational behaviour theories, such as social exchange theory (Blau, 1964, 2008), expectancy theory (Vroom, 1964) and equity theory (Adams, 1965). The foundational link between social exchange theory and the psychological contract has already been established. This section elaborates upon expectancy theory and equity theory. These two fundamental theoretical antecedents of psychological contract theory are important to fully understanding the nuances of the psychological contract.

1.2.2.1.1.   *Expectancy theory*

Expectancy theory, as described by Vroom (1964) is primarily used to explain employee motivation in the workplace through the doctrine of hedonism (that people strive to attain pleasure and avoid pain). Expectancy theory (Vroom, 1964) proposes that there are two expectancies that motivate the actions and behaviours of individuals: the likelihood that a given performance will result in an expected and desired outcome, and the likelihood that exerted effort will lead to the desired performance. The interaction of these two expectancies is what is suggested to impact the overall level of motivation (Ren, Fang, & Yang, 2017). Expectancy theory (Vroom, 1964) holds several abstract constructs. These constructs are *valence*, *instrumentality*, *number of outcomes* and *expectancy*.

Valence refers to all the possible affective orientations towards outcomes (Vroom, 1964). It can be interpreted as the importance, attractiveness, desirability or anticipated satisfaction with the outcomes (Vroom, 1964). *Instrumentality* is an action-outcome association and also the probability to obtain an outcome (Vroom, 1964). *Number of outcomes*, according to Vroom, (1964) suggests that instrumentality of a number of outcomes

is weighted by valence and is summed. Finally, *expectancy* is the momentary belief that a particular act or effort will be followed by a particular outcome or performance (Vroom, 1964).

Expectancy theory has often been used, and is still used, in research beyond motivational constructs, such as pay-related variables on work outcomes (Lynn, Kwortnik, & Sturman, 2011; Ren et al., 2017) job satisfaction, and intention to remain with an organization (Porter, Steers, Mowday, & Boulian, 1974).

Expectancy theory is not without its criticisms. Recently, Lloyd and Mertens (2018) have proposed the addition of social context to expectancy theory. However, most importantly and most salient to this thesis, expectancy theory is included in this manuscript because psychological contract theory builds upon and addresses certain perceived limitations of expectancy theory. Rousseau (1989) notes that expectancy theory is a motivational model of behaviour. Like many motivational models of behaviour, it has a transactional quality where inputs and rewards are considered in a relatively short-term way (Rousseau, 1989). Longer-term consequences of employee inputs are not directly addressed by transactional oriented models, like expectancy theory (Rousseau, 1989). Furthermore, motivational models of behaviour like expectancy theory do not account for individual responses to organizational changes that involve expectations, whereas the psychological contract does.

1.2.2.1.2. *Equity theory*

Rousseau (1989) makes the claim that equity theory's (Adams, 1965) notions of exchange and fairness are important for understanding the nature of psychological contracts. In keeping with Rousseau's (1989) position, equity theory is therefore elaborated in this section.

Equity theory, as put forth by Adams (1965) proposes that the individual compares their inputs and outcomes with those of others, and then form a perception of equity. If there is a discrepancy in what they receive, compared to what others receive, this may cause a perceived inequity, and a drop in motivation may ensue. If there is a perception of equity, then the individual tends to be satisfied and continues their outputs (Adams, 1965). This theory deals with expectations in a broader sense than the psychological contract, but the psychological contract can be viewed as a special variant of equity theory (Rousseau, 1989). Where an employee may think that they should have more (or less) remuneration or responsibility than their colleagues, this belief is not necessarily a psychological contract (Rousseau, 1989). To illustrate an example, an individual may be dissatisfied with their remuneration and yet not believe that their employer must give them a raise (Rousseau, 1989). This similarity blurs the line between equity theory and the psychological contract (Rousseau, 1989).

Equity theory considers the following four features: the natures of *inputs and outcomes*, the nature of the social comparison process, the various conditions leading the perception of equity or inequity (and the possible effects of such inequity) and finally, the potential responses that one has to reduce equity.

Inputs refers to any factors perceived by the person to be relevant in getting some return for their investments such as time, effort, education etc… *Outcomes*, conversely, refers to any factors with utility or value that can be perceived as returns, by the individual (Pritchard, 1969). The inputs/outcomes game forms a ratio that determines a final net value (Pritchard, 1969). This final value is then compared to other individuals, unconsciously (Adams, 1965). *Equity* is suggested to occur when the person comparing their input/output ratio perceives that his/her peers' income/outcome ratio is the same, regardless of the absolute levels of input and output for either person (Pritchard, 1969). *Equity* can also exist in the situation where one's income/outcome ratios are not in balance, but are as equally unbalanced as their peers' (Pritchard, 1969). *Inequity*, however, arises from the perceived differences in their income/outcome ratio and those of their peers (Pritchard, 1969).

In order to rectify, reduce or avoid inequity, Adams (1965) suggests that the individual can do the following: cognitively distort the ratios (the individual's or their peers'), acting on their peer to get them to change their inputs or outcomes, change their own inputs and outcomes, and finally, the individual can change their referent person or leave the field.

Like many theories on the complex nature of human behaviour, equity theory has also been critiqued for some perceived shortfalls. For example, Cosier and Dalton (1983) remark that Adams' (1965) equity theory does not consider time in its input/output model. Individual sensitivities to perceptions in equity have been proposed as an additional improvement to equity theory models (Huseman, Hatfield, & Miles, 1987). Differences and variations between cultures may also affect the perception of equity/inequity (Bolino & Turnley, 2008; Fadil, Williams, Limpaphayom, & Smatt, 2005).

1.2.2.2. Psychological contracts at the workplace

The psychological contract can be understood as being either unilateral or bilateral (Freese & Schalk, 2008). A unilateral perspective of the psychological contract considers only the individual's beliefs surrounding the mutual expectations and obligations in the relationship (Freese & Schalk, 2008). Within a workplace context, this unilateral view refers to the employee's perspective on the employee-organization expectations and obligations (Freese & Schalk, 2008; Rousseau, 1990). A bilateral perspective of the psychological contract considers both the employee and the employer's views on exchanged obligations (Freese & Schalk, 2008).

Within the workplace, psychological contract typologies can be conceptualized along a relational-transactional continuum (Macneil, 1985; Rousseau, 2000). This conceptualization of the types of psychological contracts has been employed in some research (i.e., Kraak et al., 2020; Tufan & Wendt, 2020). On one end of the spectrum lies the transactional relationship. A transactional relationship, within a workplace context, is generalized as a short term or limited duration economic exchange (Rousseau, 2000). An emphasis is placed on the narrow and short-term nature of the relationship; it is narrow in the

sense that the employee is only obligated to only perform a fixed or limited set of duties and to do only what they are paid to do (Rousseau, 2000). It is short-term in the sense that the employee has no obligation to stay with the firm, and they are committed only to work for a limited time (Rousseau, 2000).

In the centre of the continuum is the balanced relationship. The balanced relationship is characterised as a dynamic and open-ended employment arrangement conditioned on the success of the firm and worker career development opportunities (Rousseau, 2000). An emphasis is placed on external employability, internal advancement, and dynamic performance (Rousseau, 2000). External employability refers career development on the external labour market. The employee must develop marketable skills and the employer has committed to enhancing the employee's long-term employability within and outside of the organization (Rousseau, 2000). Internal advancement refers to career advancement within an internal labour market, meaning that the employee must develop skills that are valued by the employer; at the same time, the employer is committed to creating career development opportunities within the firm (Rousseau, 2000). Dynamic performance refers to the obligation on the part of the employee to successfully complete new and more demanding tasks to help the firm remain competitive in the future; the employer is committed to promote continuous learning and helping the employee succeed in their increasingly difficult tasks (Rousseau, 2000).

A relational relationship is found at the end of the continuum. A relational employment arrangement is open-ended and based on mutual trust and loyalty (Rousseau, 2000). This type of employment relationship is anchored in stability and loyalty. Stability refers to the obligation on the part of the employee to remain within the firm; in return, the employer offers stable wages and long-term employment (Rousseau, 2000). Loyalty obliges the employee to support the organization and be committed to its needs and interests; the employer, on the other hand, supports the well-being of the employee (Rousseau, 2000). Rewards in this type of employment relationship are generally based on performance and derive from membership and participation in the organization (Rousseau, 2000).

Rousseau (2000) includes a fourth typology, transitional, outside of the relational-transactional continuum. The model proposes that a transitional cognitive state reflects the consequences of organizational change and the conflicting transitions with a previously defined employment arrangement (Rousseau, 2000). The complete visualisation of Rousseau's (2000) typologies is available in Figure 3.

Figure 3: Types of psychological contracts

Performance Terms

	Specified	Not Specified
Short-term	Transactional	Transitional
Long-term	Balance	Relational

Duration (vertical axis label)

Adapted from Rousseau (2000)

1.3. Psychological contract under-fulfillment perspectives

Psychological contract under-fulfillment is a broad term that refers to the employee's perception that whatever was promised by the organization has not been received (Rousseau, 1995). This is subject to two major perspectives: a conceptualization by Rousseau (1995) and one by Morrison and Robinson (1997). This section elaborates upon these two perspectives.

1.3.1. Rousseau (1995)

The first perspective on under-fulfillment is proposed by Rousseau (1995). This perspective of the psychological contract is visually represented in Figure 4. Under this perspective of the psychological contract, Rousseau (1995) proposes that, regardless of the form that it takes, any divergence from what is expected, is an under-fulfillment (or

discrepancy) of the psychological contract. Rousseau (1995) calls this divergence a "violation." It is proposed that a violation is experienced in three forms: *inadvertent*, *disruption* and *breach of contract* (Rousseau, 1995). An *inadvertent* violation occurs when both parties involved are willing and able to keep their deal, but due to a misunderstanding of the bargain, one of the parties acts in a manner that is at odds with the interest of the other (Rousseau, 1995). A *disruption* violation occurs when both parties are willing to uphold their end of the deal, but due to mitigating circumstances, one of the parties is unable to do so (Rousseau, 1995). The final type of violation, a *breach of contract*, occurs when one of the parties involved is able but unwilling to hold up their end of the bargain (Rousseau, 1995).

Figure 4: A model of psychological contract violation
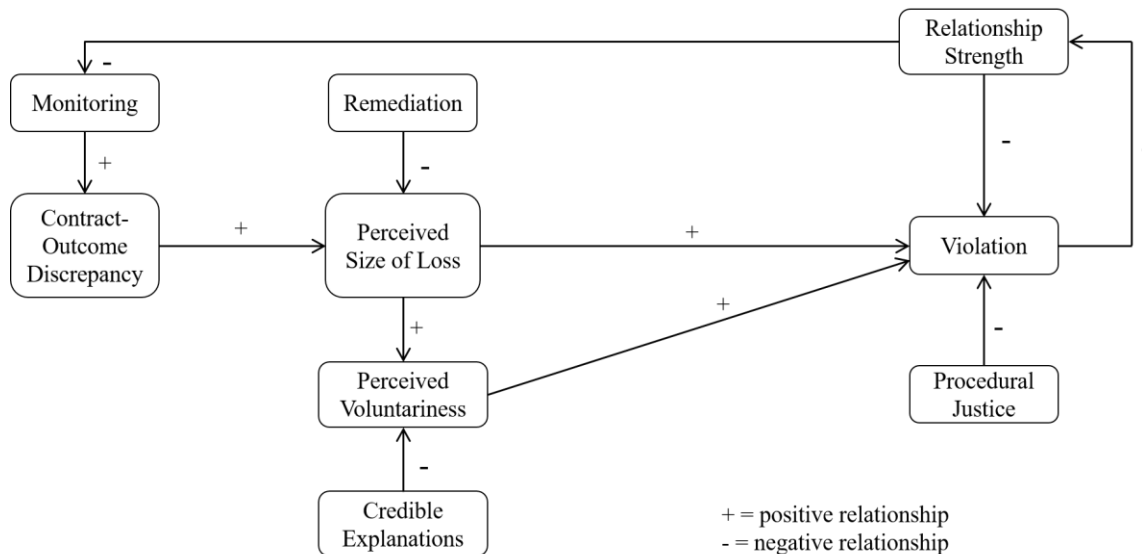
Adapted from Rousseau (1995) p. 118

These violations can be experienced in one of three proposed ways: via *opportunism*, *negligence* or by *failure to cooperate* (Rousseau, 1995). *Opportunism* is self-serving behaviour, at the expense of the other party. *Negligence* occurs when one party fails to perform certain responsibilities. Finally, a *failure to cooperate* refers to breaches in good faith (Rousseau, 1995).

The perception of a violation is influenced by the following elements: *monitoring*, *perceived size of loss* and *relationship strength*. *Monitoring* refers to the seeking of information by analysing the actions of others, actively comparing outcomes of contract discrepancies. *Perceived size of loss* refers to the degree of severity and intensity of the contract discrepancy. *Relationship strength* refers to the context of which the violation incurred. Stronger relationships tend to create higher tolerances towards discrepant behaviours; weaker relationships have less tolerance towards such discrepancies. Psychological contract violations are potentially damaging to relationships (Rousseau, 1995).

Once a discrepancy has been perceived, *remediation*, *voluntariness*, *credible explanation* and *procedural justice* can affect the outcome of the discrepancy. *Remediation* refers to the substitution of one outcome for another, once a loss has been perceived, attenuating the impact of the loss (Rousseau, 1995). This could be used to reduce turnover in short term relationships, but it still is suggested to do little to help fulfill the obligations of both parties. *Voluntariness* treats the circumstances surrounding the perpetrator of the discrepant behaviour; if the circumstances surrounding the inability to fulfill the psychological contract are perceived to be under the control of the perpetrating party, the victim is likely to perceive a violation (Rousseau, 1995). *Credible explanation* is the process of explaining the perceived loss in a way that the violator seems less responsible. Finally, *procedural justice* refers to the fairness of the procedures that underlie the allocations of the outcomes. These procedures have an impact on the outcomes of a perceived violation (Rousseau, 1995).

1.3.2. Morrison and Robinson (1997)

The second, more dominating view of psychological contract under-fulfillment, put forth by Morrison and Robinson (1997), expands upon Rousseau (1995) and conceptualizes under-fulfillment in two differing ways: as either a *breach* or a *violation*. Under this perspective, when the psychological contract is broken, or there is a perception of it being broken, it is called a breach. A psychological breach is the perceived failure of the employer to meet one or more of its obligations or promises towards the individual (Morrison &

Robinson, 1997). A breach indicates an incongruity between what was promised and what was delivered (Coyle-Shapiro, 2002). Breaches are subjective (Robinson & Morrison, 2000). These breaches can stem from very clear or vague statements, however it is impossible to determine which of these scenarios has occurred (Robinson & Morrison, 2000). Breaches in the psychological contract are associated with violations (Paillé et al., 2016; Robinson & Morrison, 2000). Where the breach is the perceived gap in obligations, a violation is the emotional and affective state that may form following the breach (Morrison & Robinson, 1997; Paillé & Dufour, 2013; Robinson & Morrison, 2000). Hence, a violation may likely originate from factors that have little to do with the "objective facts" of the employee's situation (Morrison & Robinson, 1997). This following section describes Morrison and Robinson's (1997) model, in four parts. The model description is broken up into four parts to enhance clarity, and is visually represented in Figure 5.

Figure 5: The development of psychological contract violation
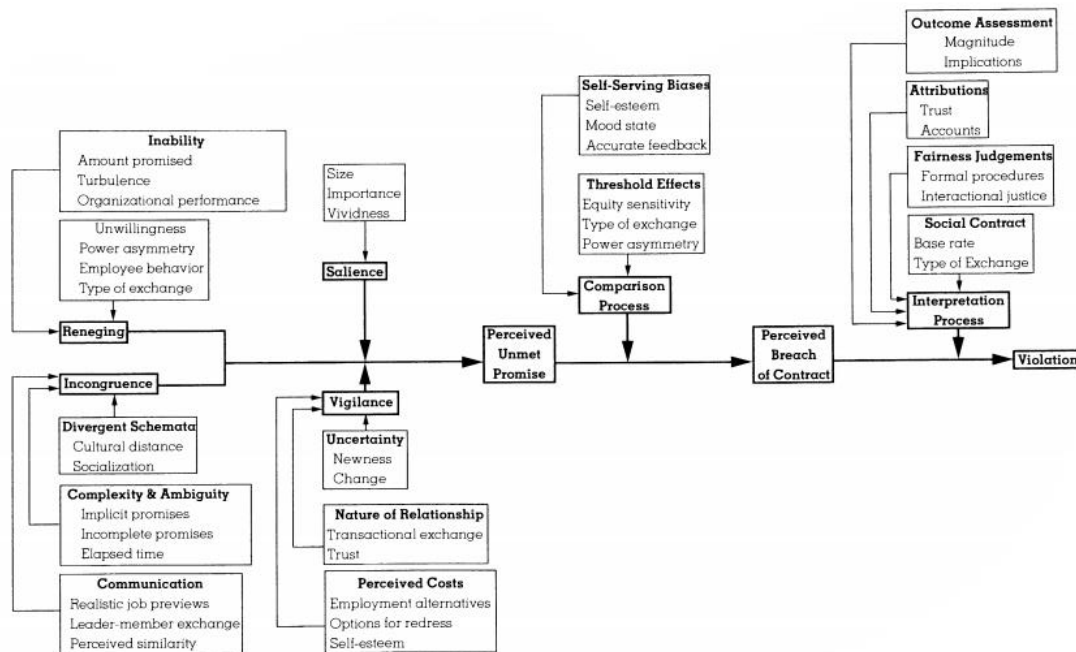
Adapted from Morrison and Robinson (1997) p. 232

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1.3.2.1. Reneging and Incongruence

The first section of the model relates to two fundamental conditions that may bring about a violation: *reneging* and *incongruence* (Morrison & Robinson, 1997). Both of these instances are suggested to create a discrepancy between what was promised and what was delivered, subsequently triggering a development towards potential breach and violation (Morrison & Robinson, 1997).

Reneging refers to an instance where an agent of the organization knowingly breaks a promise, or knowingly fails to follow through on an obligation, to an employee (Morrison & Robinson, 1997). *Reneging* may occur because the organization is unable to fulfill a promise. In this situation, the organization, or its agents, may not be able to deliver on a promise made at an earlier time, or is unable to deliver on a promise due to unexpected mitigating circumstances (Morrison & Robinson, 1997). *Reneging* may also occur when organizational agents do not want to fulfill specific terms of an agreement (Morrison & Robinson, 1997). This occurs when the organization or its agents make promises with no intention to keep them, or they purposefully break promises they had intended to keep (Morrison & Robinson, 1997). The decision to renege on a promise is likely a cost-benefit type decision for the organization (Morrison & Robinson, 1997).

Incongruence occurs when the employee and the organization have a different understanding about a promise (Morrison & Robinson, 1997). In these cases, organizational agents may honestly believe that they have delivered every promise; however, since a psychological contract is inherently perceptual, the employee may not necessarily share the same view and thus may perceive an un-kept promise (Morrison & Robinson, 1997). Three factors are suggested to influence *incongruence*: cognitive schemata, situational complexity or ambiguity, and communication (Morrison & Robinson, 1997).

Schemata are idiosyncratic cognitive frameworks that organise knowledge about a particular concept or stimulus (Taylor & Crocker, 1981). An employee will have an employment relationship schema (Morrison & Robinson, 1997). If an employee has a

differing schema to that of the organization, the likelihood of incongruence increases (Morrison & Robinson, 1997).

Employees and organizational agents may hold similar perceptions when a certain agreement is formed; however, over time, changes in the understanding of the agreement may affect the mental representation of the original agreement (Morrison & Robinson, 1997). The explicitness of the agreement is suggested to heavily influence the degree of change of the agreement (Morrison & Robinson, 1997). Finally, communication before, and after an employee is hired into an organization is suggested to influence the degree of incongruence (Morrison & Robinson, 1997).

1.3.2.2. Salience and Vigilance

The second section of the model concerns *salience* and *vigilance* (Morrison & Robinson, 1997). Whether an individual perceives a discrepancy between what was promised and what was delivered is suggested to depend on salience and vigilance (Morrison & Robinson, 1997). Salience refers to the how much an event stands out from its context. This is affected by several factors, including the degree of discrepancy, the importance of the promise, and the extent to which this promise is vivid in the employee's mind (Morrison & Robinson, 1997).

In conjunction with salience, one's vigilance may affect the degree to which one perceives unmet promises; vigilance refers to the extent to which the employee monitors how well their organization is fulfilling their promises, in terms of the psychological contract (Morrison & Robinson, 1997).

Morrison and Robinson (1997) suggest that there are three factors that affect an employee's vigilance: *uncertainty*, the *nature of the employee-organization relationship* and the *perceived costs of discovering an unmet promise*. Employees may be more vigilant in their psychological contract fulfillment if levels of *uncertainty* are high (Morrison &

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Robinson, 1997). Whether the *nature of the employee-organization relationship* is transactional or relational may also affect the employee's degree of vigilance (Morrison & Robinson, 1997). Finally, Morrison and Robinson (1997) suggest the costs of discovering an unmet promise in the psychological contract are weighed and will affect one's degree of vigilance.

1.3.2.3.   Comparison process

Moving along the Morrison and Robinson (1997) model, the next suggested sequence that can affect psychological contract breach or violation is the employee's comparison process. This comparison process can be represented by a simple equation involving the two parties' promises and contributions (Figure 6)

Figure 6: Psychological contract breach determination equation

$$\frac{\text{Benefits provided by organization}}{\text{Benefits promised by organization}} \quad \textbf{Compared to} \quad \frac{\text{Contributions provided by organization}}{\text{Contributions promised by organization}}$$

Adapted from Morrison and Robinson (1997) p. 240

This equation compares the employee's perception of what the organization promised and what was delivered to their own contributions promised and provided; alternatively, it compares how well the organization has fulfilled its obligations to how well the employee has (Morrison & Robinson, 1997). An imbalance of this equation, where the employee feels that they have better maintained their end of the psychological contract, results in a greater likelihood of experiencing a psychological contract breach (Morrison & Robinson, 1997). This equation process is suggested to be affected by self-serving biases and threshold effects (Morrison & Robinson, 1997). Self-serving bias suggests that the perception of an unmet promise may not necessarily be noticed if the employee does not perceive that their own obligations have not been fulfilled, or their perceptions of the employee-organization

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relationship may be distorted (Morrison & Robinson, 1997). Threshold effects refer to individual factors, such as sensitivity to equation imbalance, which can affect the perception of unmet obligations (Morrison & Robinson, 1997). For example, an employee who is high on equity sensitivity may perceive a small discrepancy as a psychological contract breach, whereas a person with low equity sensitivity may not perceive the same discrepancy as a breach (Morrison & Robinson, 1997).

In sum, the previous factors in this section are all proposed to act on the perception of psychological contract breach. Following a breach, an interpretation process may occur, where the employee may perceive a violation. This interpretation process involves four distinct processes: an *outcome assessment*, an *attribution* as to why the breach occurred and *judgements* on the *fairness* of the situation and the overarching *social contract* (Morrison & Robinson, 1997).

1.3.2.4. Interpretation Process

The first important process of interpretation is *outcome assessment*. While it is suggested that the intensity of the violation is related to the magnitude of the breach, secondary outcomes are also considered (Morrison & Robinson, 1997). The greater the negative outcomes of breach, the more intense the violation is suggested to be (Morrison & Robinson, 1997).

The second process is the *attribution* of the source of the breach. Morrison and Robinson (1997) suggest that people will experience more negative emotions if they attribute the breach to purposeful reneging. Feelings of violation may be felt more intensely if the employee perceives that the organization, or an agent of the organization was aware of the broken promises (Morrison & Robinson, 1997). Alternatively, if the employee attributes the breach to their own misperceptions, they may not blame the organization and may feel less violation (Morrison & Robinson, 1997).

The third process is a *judgement* on the *fairness* of the situation. This process refers to the influence of organizational procedural fairness surrounding the breach and whether or not the broken promise decision was made in an impartial manner (Morrison & Robinson, 1997). Judgements surrounding the outcomes and the processes leading to the broken promises will affect the development of a violation (Morrison & Robinson, 1997). Whether the employment relationship is relational or transactional will also have an effect on the sense of violation. In a transactional exchange, reciprocity is direct and immediate and employees are generally concerned with outcomes and distributions (Morrison & Robinson, 1997). However, in a relational exchange, reciprocity is indirect and long-term, which makes process issues more important (Morrison & Robinson, 1997). Judgements surrounding the preceding breach will be more important for the violation when the exchange relationship is relational (Morrison & Robinson, 1997).

The final process relates to the *social contract* in which all previous determinations take place (Morrison & Robinson, 1997). A social contract entails the beliefs surrounding the exchange, reciprocity, good faith and fair dealings of the employment relationship; it indicates how the reciprocal exchange has been conducted and how it should be conducted in the future (Morrison & Robinson, 1997). The social contract is a frame of reference for the magnitude and the implications of breach (Morrison & Robinson, 1997). Social contracts can be organizationally contextual (Morrison & Robinson, 1997). Recently, some research has also suggested that the latter processes may also be culturally contextual (Rao & Kunja, 2019).

1.3.3. Psychological contract under-fulfillment

This thesis adopts the Morrison and Robinson (1997) approach to under-fulfillment, due to its prominent use and wide employment in the available literature. Under this approach, psychological contract under-fulfillment is characterised as one of two ways: a breach or a violation; there remains a complex interpretation process between the two. This thesis approaches psychological contract under-fulfillment via breach, as conceptualized by Morrison and Robinson (1997). Furthermore, in accordance Freese and Schalk, (2008) this

thesis adopts a unilateral perspective of the psychological contract, and only considers the employee's perspective.

Employees have been suggested to hold different psychological contracts, and the perceived violation of one can depend on the violation of the other (Chambel & Fortuna, 2015). This may further lend evidence to the notion that employees are able to distinguish between sources of psychological contract violation at the workplace. Both occurrences of psychological contract breach and violation are positively associated with multiple harmful effects within the workplace (i.e., Arshad & Sparrow, 2010; Coyle-Shapiro, 2002; Lapointe et al., 2013; Paillé, 2015; Paillé & Dufour, 2013; Robinson & Morrison, 1995; Robinson & Rousseau, 1994; Turnley, Bolino, Lester, & Bloodgood, 2003; Zhao et al., 2007). While breach or violation of the psychological contract are fundamentally detrimental to the workplace, a resolution process may be initiated and the psychological contract may be repaired (Solinger, Hofmans, Bal, & Jansen, 2016).

Within the workplace, perceived psychological contract under-fulfillment (breaches and potential subsequent violations) can stem from a multitude of factors. Rousseau (1990) introduced seven perceived obligations that reflect an employee's psychological contract, and eight that reflect obligations expected from the employer (Table 1). These obligations can be both relational and transaction focused obligations (Rousseau, 1990). The use of these seven obligations has been supported in research involving workplace psychological contracts (Kickul & Lester, 2001; Robinson, 1996) and are generally consistent with previous research done by Dockel, Basson, and Coetzee (2006) who identified similar factors that could be considered for employee retention.

Table 1: Employee and employer obligations

Employee obligations	Employer Obligations
Advancement	Overtime
High Pay	Loyalty
Performance-based pay	Extra role behaviours
Training	Notice
Job security	Transfers
Development	No competition
Support	Proprietary
	Minimum stay

Adapted from Rousseau (1990) p. 395

In the available literature, it has been suggested that employees can perceive psychological contract under-fulfillment with several of these facets (Chambel & Fortuna, 2015; Lester, Turnley, Bloodgood, & Bolino, 2002; Reimann, 2017; Ren, Bolino, Shaffer, & Kraimer, 2013; Turnley & Feldman, 1998; Williamson, O'Donnell, & Shingles, 2015). This may suggest that psychological contract under-fulfillment may be attributed to discrepancies from a multitude of workplace aspects.

This thesis favours the use of psychological contract breach in its research model as this concept has consistently demonstrated valid use in retention research (i.e., Ahmed, D'Netto, Chelliah, & Fein, 2016; Chen & Wu, 2017; Heffernan & Rochford, 2017; Lapointe et al., 2013; Phuong, 2016; Zahra Malik & Khalid, 2016; Zhao et al., 2007).

Psychological contract breach and violation have been demonstrated to be different, yet related constructs (Paillé & Dufour, 2013; Paillé, Raineri, & Valeau, 2016). However, given the similarities between the two perspectives of the psychological contract, a breach must not be confused with psychological contract violations, despite being sometimes used synonymously, and incorrectly, in the past (Zhao et al., 2007). The following sub sections go into detail on both breach and violation in order to highlight the differences between them

and to avoid ambiguities surrounding their similarities. The ensuing subsections also describe the consequences that both breach and violation may have in the workplace.

1.3.3.1.　　Psychological contract breach

This subsection overviews the effects of psychological contract breach on the workplace. The effects of psychological contract breach, or the incongruity between what was promised and what was delivered (Coyle-Shapiro, 2002) has been researched in the workplace context. Although, seemingly, most research has focused on what determinants positively contribute to breaches, some studies have identified certain factors that may reduce the levels of perceived breaches. For example, Reimann (2017) suggests that participation in high level training and supportive relationships with one's colleagues and direct supervisor each tended to predict lower levels of psychological contract breach. The factors that may reduce psychological contract breach, while interesting, are beyond the scope of this thesis. Nevertheless, this section examines the antecedents of psychological contract breach and its effects on different workplace constructs and employee retention.

1.3.3.1.1.　　Antecedents

The word "antecedents" may be a bit of a misnomer. This subsection details the factors or various workplace sources that may cause breach or that may be associated to causing breach.

Determinants such as overtime, physical strain, and perceptions of job insecurity are all suggested to increase perceptions of psychological contract breaches (Reimann, 2017). Some studies suggest that organizational tenure affects the amount of perceived psychological contract breaches, where those with more tenure perceived more breaches than those with less tenure (Trybou & Gemmel, 2016).

Roehl (2019) argues that the HR systems and communications may influence the formation of psychological contracts in the workplace. Similarly, employee involvement in

budgeting may also establish conditions pertaining to psychological contract formation (Gallani, Krishnan, Marinich, & Shields, 2019). An increase in job demands (Bal, Hofmans, & Polat, 2017) and organizational variables, such as organizational performance, previous employee performance, performance evaluation and appraisal systems and leader power are suggested to be some antecedents of psychological contract breach (Tran Huy & Takahashi, 2018). That is to say, these organizational variables seem to be some of the sources that employees can perceived unfulfilled promises (Kraak et al., 2020; Tran Huy & Takahashi, 2018). While organizational factors have been suggested to influence psychological contract breach (Tran Huy & Takahashi, 2018), some authors suggest that there is little empirical evidence to support that organizational factors (such as human resource practices and organizational structure) contribute solely to psychological contract breach, whereas individual factors seem to be far more important influences (Reimann, 2017). Some more recent research involving employee workplace diversity has demonstrated that workplace diversity and its management may have incremental effects on perceived psychological contract breaches (Tufan, De Witte, & Wendt, 2019; Yeung & Shen, 2020). Other research has found that procedural justice is negatively related to instances of psychological contract breach (Cohen & Ehrlich, 2019).

Understanding that psychological contracts are uniquely formed by the individual, (Rousseau, 1989) empirical data from Lester et al. (2002) suggests that the reasons causing the perceived psychological contract breach are attributed differently by the supervisor and the employee. The employee may tend to attribute the root of the perceived breach to intentional disregard of promises made by the organization, whereas the supervisor may tend to attribute the root of the breach to circumstances beyond the organization's control (Lester et al., 2002). The relationship between an employee and their supervisor may also play a role in perceiving psychological contract breaches. For example, employees being laid off from their work perceived more breaches when the laying off was delegated to an outside consultant instead of the immediate supervisor (Richter et al., 2018) potentially suggesting that the layoff would be more "fair" had it been justified by the supervisor. Within the same context, a furlough (an organizational practice where an employee is forced to go on leave without remuneration of any kind, usually in times of slow economic growth or restricted

budgets) is suggested to be associated with increases in psychological contract breaches (Mandeville, Whitman, & Halbesleben, 2019). Recent qualitative research on the psychological contracts of some European military pilots suggest that childhood dreams of becoming a pilot (pre-organizational entry expectations) may strengthen reactions to breach (Kraak et al., 2020), suggesting that some elements of psychological contracts and the expectations contained within them may begin being formed prior to organizational entry.

Technology use at the workplace can potentially contribute to psychological contract breach. Mobile phones, for example, have been suggested to remove social and emotional cues in communication, which is suggested to render the supervisor-employee relationship more ambiguous and impersonal (Obushenkova, Plester, & Haworth, 2018). This ambiguity can potentially lead to increased instances of psychological contract breach (Morrison & Robinson, 1997).

There is some literature that explores the "elements" of the psychological contract towards which employees may hold expectations. Moving away from the global consideration of psychological contract breach, a relatively recent approach towards breach is to consider it as being multidimensional (i.e., Cassar, Briner, & Buttigieg, 2016; De Vos & Meganck, 2009; Freese & Schalk, 2008; Freese, Schalk, & Croon, 2008; Kraak, Lunardo, Herrbach, & Durrieu, 2017; Moquin, Riemenschneider, & Wakefield, 2019). By considering it as such, research has been able to identify specific areas of the workplace that can uniquely contribute to a breach, and how these specific areas may affect subsequent workplace outcomes (Kraak et al., 2017). There seems to be at least two ways that research has identified these specific work areas: relying on internal company documentation (Cassar et al., 2016) and derived through scientific methodology (Kraak et al., 2017; Moquin et al., 2019).

While the specific work areas that an employee can feel underfulfilled with may be limitless, research has tended to focus on six particular areas that are commonly used: job content, career development, social atmosphere, organizational policies, work-life balance and rewards (Kraak et al., 2017). Considering a multidimensional conceptualization of

breach may not only contribute to the understanding of psychological contracts at work, but may also prove to be more useful to practitioners, as they may be better positioned to identify the aspects of the workplace that are underwhelming employees.

1.3.3.1.2.   Consequences

Psychological contract breach is suggested to be related to workplace attitudes and behaviours. Breach has often been demonstrated to be negatively linked to reported levels of job satisfaction, (Jiang, Probst, & Benson, 2017; Robinson & Rousseau, 1994; Trybou & Gemmel, 2016; Zhao et al., 2007) job security satisfaction, (Jiang et al., 2017) and career satisfaction (Doden, Grote, & Rigotti, 2018).

One of the key constructs affected by psychological contract under-fulfillment is trust (Robinson & Rousseau, 1994); employee reported levels of trust are negatively related to instances of psychological contract breach (Eckerd, Boyer, Qi, Eckerd, & Hill, 2016; Zhao et al., 2007). Customers may also experience psychological contract breach, and subsequent loss of trust, if an organization entrusted with their personal data suffers a data breach (Carre, Curtis, & Jones, 2018).

A breach in the psychological contract can be positively related to levels of organizational disidentification (the psychological disconnection from the organization, by the employee) (Rani, Arain, Kumar, & Shaikh, 2018) and organizational identification (the perceived experience of the organization's successes and failures as the employee's own) (Li, Wong, & Kim, 2016). Furthermore, the relationship between breach and organizational disidentification is suggested to be fully mediated by levels of distrust (Rani et al., 2018).

Recent research has established an intuitive link between psychological contract breach and an employee's happiness at work (Qaiser, Abid, Arya, & Farooqi, 2020). Some studies suggest that psychological contract breach is negatively related to in-role (Jahanzeb et al., 2020; Phuong, 2016; Suazo et al., 2005; Zhao et al., 2007) and extra-role performance

(Suazo et al., 2005). Kim, Karatepe, and Lee's (2018) research findings suggest that psychological contract breach erodes employees' psychological capital, and may even reduce an employee's capacity to generate innovative work behaviour. Relatedly, some research has found that instances of breach diminishes employees' engagements in creative activities (De Clercq & Belausteguigoitia, 2019).

Occurrences of breach has been suggested to reduce levels of commitment (Li et al., 2016; Suazo et al., 2005; Zhao et al., 2007). Psychological contract breach has been negatively linked to reported levels of various types and entities of commitments (Cassar & Briner, 2011; Chaudhry & Tekleab, 2013; Rodwell & Ellershaw, 2015; Trybou & Gemmel, 2016). Breaches of a transactional type psychological contract were demonstrated to have a more significantly pronounced effect on organizational commitment than breaches of a relational type psychological contract (Zhao et al., 2007). Within the context of retention, where employment relationships tend to be short term and economically driven (Rousseau, 2000), a more pronounced effect of breach on commitment may be expected in those who have engaged in a transactional type employment relationship.

Within a psychological contract perspective, some qualitative research suggests that occurrences of psychological contract breach may disrupt newcomer organizational socialization processes (Woodrow & Guest, 2020). Robinson and Morrison (2000) suggest that psychological contract breach is more likely when there are more employment alternatives at the time of hire. Furthermore, psychological contract breach has been positively linked to increased levels of perceived job alternatives (Paillé & Dufour, 2013).

Psychological contract breach is suggested to have a negative relationship with levels of work engagement (Rayton & Yalabik, 2014; Zahra Malik & Khalid, 2016). Psychological contract breach is linked to low supervisor-rated job performance (Lester et al., 2002). There seems to be some contention on the relationship between psychological contract breach and counterproductive or deviant workplace behaviours. While a large body of research has found a link between breach and counterproductive behaviours, (i.e., Doden et al., 2018; Griep &

Vantilborgh, 2018a; Ma et al., 2019; Peng et al., 2016; Shaheen, Bashir, & Khan, 2017; Sharma et al., 2019), some research has found either no link or a negative relationship between breach and organizational and interpersonal counterproductive behaviours, respectively (Cohen & Diamant, 2019). This slight inconsistency may benefit from more research attention, but is beyond the scope of this thesis. Breach has been positively linked to knowledge hiding, a particular form of deviant workplace behaviour (Jahanzeb et al., 2020). Some research has demonstrated breach to be positively associated with levels of behavioural cynicism (Pfrombeck et al., 2020). The relationship between breach and counterproductive workplace behaviours is suggested to be recursive, meaning that these counterproductive behaviours happen when a breach is perceived, which leads to more cynicism, which likely positively influences future perceptions of breaches (Griep & Vantilborgh, 2018a).

While the negative workplace effects of psychological contract breach are well documented, breach is also suggested to have harmful effects outside of the workplace. Breach can negatively affect the mental and physical health and wellbeing of an employee (Reimann & Guzy, 2017). For example Garcia, Bordia, Restubog, and Caines's (2018) results suggest that breach is linked to increased levels of psychological distress, which may negatively affect the sleep patterns of those affected, and their spouses as well. Breach has also been linked to general levels of workplace stress (Arunachalam, 2020). Burnout may also be positively linked to instances of psychological contract breach (Jiang et al., 2017). Workplace psychological contract breach is suggested to be predictive of increased levels of work-family conflict, (Hill, Morganson, Matthews, & Atkinson, 2016; Jiang et al., 2017; Reimann, Pausch, & Diewald, 2017) especially when the source of the breach has to do with employee availability and flexibility (Reimann et al., 2017).

A recent trend in the available literature on psychological contracts examines the degree to which employees can recover or "bounce back" from a perceived breach (DiFonzo, Alongi, & Wiele, 2020). Some evidence supports the notion that any erosion caused by a breach can be recovered (Henderson, Welsh, & O'Leary-Kelly, 2019; Solinger et al., 2016;

van Gilst, Schalk, Kluijtmans, & Poell, 2020). However, there is also growing evidence that the negative effects of breach can persist, even after instances of breach no longer occur (Gallani et al., 2019; Solinger et al., 2016).

While psychological contract breach has consistently shown to have negative effects on the workplace, some research suggests that this may not always be the result. For example, Lapointe et al. (2013) suggest that psychological contract breach may not necessarily erode the bond between an employee and their supervisor. It is suggested that the primary entities involved in the formation of the psychological contract are the organization and the employee, while the supervisor acts as an embodiment, or a face, for the organization (Coyle-Shapiro & Shore, 2007; Lester et al., 2002; Morrison & Robinson, 1997; Robinson & Morrison, 2000). With this in mind, the employee may attribute their perceived breach to the supervisor, if they associate the supervisor's identity to that of the organization's (Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017). Otherwise, the psychological contract breach may be attributed to the part of the organization and the relationship with the supervisor should remain intact (Robinson & Morrison, 2000). Lapointe et al. (2013) suggest that future research should investigate this phenomenon.

1.3.3.1.3.   *Intervening Factors*

This section explores some of the factors that have been identified as intervening variables (moderators and/or mediators) that may have an influence on the outcomes of perceived psychological contract breach.

An increase in job demands (Bal et al., 2017) is directly related to instances of perceived psychological contract breach; one's level of perceived autonomy, or the degree to which the employee can decide on how things are done, is suggested to moderate the relationship between job demands and psychological contract breach (Bal et al., 2017). Employee development, or learning opportunities are also suggested to moderate the relationship between job demands and psychological contract breach (Bal et al., 2017). General levels of affectivity have been suggested to mediate the relationship between

psychological contract breach and knowledge hiding behaviours (Jahanzeb, De Clercq, & Fatima, 2020). Zacher and Rudolph's (2021) study found that one's focus on opportunities and focus on limitations both mediated the relationship between breach and emotional engagement and exhaustion, respectively.

A branch of research has examined the effects that the employee-supervisor relationship has in post-breach outcomes. This growing body of research generally suggests that, on one hand, positive relationships with one's supervisor diminish breach's harmful effects; on the other hand, poor or negative relationships will amplify breach's negative effects in the workplace. For example, both leader-member exchange (LMX) and co-worker exchange (CWX) were shown to mitigate some of breach's effects on workplace cynicism (Pfrombeck, Doden, Grote, & Feierabend, 2020). Quiescent silence, or "a form of silence where individuals deliberately withhold useful information to protect themselves, as speaking up would result in a negative experience" (Morsch, Van Dijk, & Kodden, 2020, p. 39) was demonstrated to mediate the relationship between breach and employee well-being; abusive supervision positively moderated the relationship between quiescent silence and breach (Morsch et al., 2020).

A noteworthy amount of research has shown psychological contract breach to be negatively linked to levels of employee organizational citizenship behaviours (OCBs) within the workplace (Ahmed, Abdullah, & Murad, 2020; Aranda, Hurtado, & Topa, 2018; Coyle-Shapiro, 2002; Lester et al., 2002; Sharma, Pandey, & Sinha, 2019; Zhao et al., 2007). This relationship can also be moderated by age and affect, where breach's effect on OCBs is suggested to be greater in younger employees and weaker in older employees (Aranda et al., 2018); it may also be moderated by one's blame attribution (Ahmed et al., 2020). Some research has also demonstrated that organizational identification mediates the relationship between breach and OCBs (Tufan & Wendt, 2020). The relationship between psychological contract breach and counterproductive workplace behaviours (CWBs) is suggested to be mediated by one's locus of causality attribution (Peng, Jien, & Lin, 2016).

Within an international expatriate context, psychological contract breach is suggested to arise from both the parent company and the receiving host company (Kumarika Perera, Yin Teng Chew, & Nielsen, 2017). One's social status within the organization is also suggested to influence the amount of perceived psychological contract breach (Heffernan & Rochford, 2017). Finally, trust in the organization has been suggested to mediate the relationship between psychological contract breach and affective organizational commitment (Guerrero, Bentein, & Lapalme, 2014).

In some studies, breach itself has also been evaluated as a moderator between certain workplace constructs. Psychological contract breach as moderator has demonstrated to be a damaging factor in the workplace (Erkutlu & Chafra, 2016). For example, breach is suggested to moderate the relationship between client embeddedness and reported levels of employee job satisfaction (Treuren & Halvorsen, 2016). Santhanam, Dyaram, and Ziegler (2017) found that psychological contract breach acted as a moderator in the relationship between human resource management practices and employee quitting intentions. Breach has been demonstrated to moderate the relationship between abusive supervision and employee cyberloafing (a form of deviant behaviour) and psychological capital (PsyCap) so that their effects are stronger when perceptions of breach are increased (Agarwal & Avey, 2020). Psychological contract breach was found to mediate the relationship between distributive justice and interpersonal counterproductive workplace behaviours (Cohen & Diamant, 2019).

Psychological contract breach is also suggested to mediate the relationships between various leadership or supervisor-oriented constructs. For example, breach is suggested to mediate the relationship between certain leadership archetypes, such as servant leadership, and deviant workplace behaviours (Peng et al., 2016). Breach has been demonstrated to mediate the relationship between supervisor interpersonal justice and citizenship behaviours directed towards the supervisor (Meyer, Ohana, & Stinglhamber, 2018). Furthermore, on the subject of justice, breach demonstrated a mediating effect between procedural justice climate in the workplace, and deviant workplace behaviour (Peng et al., 2016). In a newer axe of

research, psychological contract breach was found to mediate the relationship between moral identity and constructive deviance behaviours (Cohen & Ehrlich, 2019). Breach was found to mediate the relationship between supervisor feedback and employee innovative behaviour (Eva, Meacham, Newman, Schwarz, & Tham, 2019), and between perceived job security and counterproductive workplace behaviours (Ma, Liu, Lassleben, & Ma, 2019). In a study on the effect of abusive supervision in the workplace, Pradhan, Srivastava, and Jena, (2019) found that psychological contract breach partially mediated the relationship between abusive supervision and intention to quit.

Psychological contract violation in and of itself has demonstrated to be an intervening variable (moderator and mediator) between breach and several workplace variables. Violation is suggested to mediate the relationship between breach and multiple variables. Such examples include: quitting intention (Kraak et al., 2017; Suazo, 2009; Suazo, Turnley, & Mai, 2005; Zhao et al., 2007), job satisfaction (Paillé, 2015; Suazo, 2009), service delivery, service-related and service-oriented OCBs, participation service-oriented OCBs, (Suazo, 2009) trust in the organization (Paillé, 2015) and perceived organizational support (Paillé, 2015; Suazo, 2009). Violation is also suggested to mediate the relationship between breach and organizational commitment (Paillé, 2015; Suazo, 2009) and breach and professional commitment (Suazo et al., 2005).

1.3.3.1.4. *Relation to retention*

As already noted, a hefty amount of research has established links between psychological contract breach and negative outcomes on workplace attitudes and behaviours (i.e., Chaudhry & Tekleab, 2013; Lapointe et al., 2013; Lub et al., 2016; Zhao et al., 2007). Many of these attitudes and behaviours are related to employee retention, suggesting that breach may be a key factor in an employee's proclivity to stay. With that being said, however, this subsection focuses on breach's direct effects on quitting intention, as it is a primary proxy for evaluating retention.

With regards to retention, a breadth of studies have suggested that psychological contract breach is positively related to intention to quit, an important employee retention construct (i.e., Ahmed et al., 2016; Chen & Wu, 2017; Heffernan & Rochford, 2017; Lapointe et al., 2013; Phuong, 2016; Zahra Malik & Khalid, 2016; Zhao et al., 2007). However, a major meta-analysis performed by Zhao et al., (2007) suggests that breach may not be associated with actual quitting behaviours.

Many variables have been observed to moderate the relationship between psychological contract breach and quitting intentions. Some research suggests that certain constructs, such as age and one's locus of control, may moderate the relationship between breach and intention to quit (Phuong, 2016). Social connections, or one's workplace social network or social support, is also suggested to moderate the relationship between psychological contract breach and quitting intentions (Heffernan & Rochford, 2017). Not all social connections within the workplace seem to diminish one's intentions to quit. In their study on Irish Defence Force officer retention, Heffernan and Rochford's (2017) results suggest that within junior officers, connection to their senior officers actually tended to increase quitting intentions when there were high levels of psychological contract breach, while connection to other junior officers had no significant effect on the relationship between breach and quitting intentions.

Some studies have identified certain mediating constructs in the relationship between psychological contract breach and intention to quit. Some of these constructs include: work engagement (Zahra Malik & Khalid, 2016) affective organizational commitment (Lapointe et al., 2013) and psychological contract violation (Suazo et al., 2005).

1.3.3.2. Psychological contract violation

This subsection overviews the effects of psychological contract violation in the workplace. Psychological contract violation is wholly distinct from breach, but the two are intertwined (Morrison & Robinson, 1997). A psychological contract violation is the emotional and affective state that may form following the breach (Morrison & Robinson,

1997; Paillé & Dufour, 2013; Robinson & Morrison, 2000). The effects of psychological contract violation have also been researched in the workplace.

Both Rousseau (1995) and Morrison and Robinson (1997) propose different definitions of psychological contract violation. Rousseau (1995) proposes that any divergence from what is expected is an under-fulfillment (or discrepancy) and a "violation" of the psychological contract. "Violation" was used in this regard until Morrison and Robinson (1997) separated it into perceived discrepancy (breach) and emotional reaction (violation) (Zhao et al., 2007). In their meta-analysis, Zhao et al. (2007) note that previous research has confounded the concepts of breach and violation, but more and more scholars are adopting the conceptual differences between the two. This trend seems to have caught on in the available literature, as a significant amount of research involving psychological contracts (i.e., Griep & Vantilborgh, 2018a; Kim et al., 2018; Kraak et al., 2017; Rai & Agarwal, 2017; Zagenczyk, Smallfield, Scott, Galloway, & Purvis, 2017) tends to favour the conceptual and empirical differences of breach and violation, as put forth by Morrison and Robinson (1997). Care was taken by this thesis to ensure that Morrison and Robinson's (1997) definition of a violation was favoured. Each cited article was vetted to make sure that Rousseau's (1995) and Morrison and Robinson's (1997) definitions of violation were not confounded.

1.3.3.2.1. *Antecedents*

The available scientific literature has identified several antecedents, or drivers to psychological contract violation. This subsection details the various antecedents or factors that may cause perceived instances of psychological contract violation.

The main predecessor to occurrences of violation are breaches; psychological contract violations are positively influenced by breaches (Griep & Vantilborgh, 2018b; Griep, Vantilborgh, & Jones, 2020; Paillé & Dufour, 2013; Trybou & Gemmel, 2016), but violations are not an automatic response to breach (Conway & Briner, 2002; Morrison & Robinson, 1997). Some research has demonstrated psychological contract fulfillment to have a negative

relationship with violation (Estreder, Tomás, Chambel, & Ramos, 2019). Within family-owned businesses, employees who are not slated to become important stakeholders in the organization's succession (e.g. non-family employees) demonstrated that workplace favouritism (special treatment given to "beneficiaries" by management) directly influenced instances of psychological contract violation (Arasli, Arici, & Çakmakoğlu Arici, 2019; Arici, Arasli, & Çakmakoğlu Arici, 2020). Some research has identified certain demographical features, such as age and organizational tenure, being positively related to instances of psychological contract violation, and one's education level being negatively related to psychological contract violation (Arici et al., 2020). Factors that may affect the individual emotionally may directly contribute to instances of perceived violations, such as workplace bullying. Workplace bullying is directly linked with instances of psychological contract violations (Rai & Agarwal, 2017, 2018b; Salin & Notelaers, 2017).

It seems that the majority of the available literature on psychological contract violations tends to focus on the drivers that appear to increase the likelihood of psychological contract violation (i.e., Paillé & Dufour, 2013; Paillé et al., 2016; Trybou & Gemmel, 2016; Zhao et al., 2007). However, some literature has identified variables that seem to lower, or mitigate, the instances of psychological contract violation. For example, supporting workplace actions may help reduce the negative affectivity that may stem from a breach, turning into a violation (Paillé, 2015). Job satisfaction, job involvement and hope are all also suggested to reduce the negative effects of psychological contract violation's effects in the workplace (Bao, Olson, Parayitam, & Zhao, 2011).

The current literature has also identified many factors that tend to positively contribute to perceived occurrences of psychological contract violations. Increased job demands are suggested to be positively linked with instances of psychological contract violation (Bao et al., 2011). High levels of social support are suggested to positively moderate the relationship between increased job demands and violation, indicating support for a "betrayal effect" (Bal et al., 2017). Some studies, however, found no significant relationship between job demands and psychological contract violation (Bal et al., 2017). Organizational

justice perceptions are suggested to mediate the relationship between violation and individual level job satisfaction (Estreder et al., 2019). Furthermore, (Estreder et al., 2019) found that organizational justice mediated the relationship between violation and affective organizational commitment. As violation is an affective or emotional construct, some research has suggested that one's personality and disposition towards negative affectivity may significantly positively influence instances of psychological contract violation (Arshad & Sparrow, 2010). Benevolent behaviour, or the degree of one's willingness to help and give time to others, has also been identified as a behavioural construct that moderates the relationship between workplace bullying and psychological contract violation (Salin & Notelaers, 2017).

An employee's perception of procedural justice is suggested to be significantly negatively related to instances of perceived psychological contract violation (Arshad & Sparrow, 2010), supporting Morrison and Robinson's (1997) model of the psychological contract. Other workplace facets, such as remuneration may also contribute to perceived instances of psychological contract violation; for example, incongruity with wage reduction is suggested to be positively associated with violation (Chambel & Fortuna, 2015). An employee's sense of personal entitlement may also be a moderating factor in perceiving psychological contract violations (Priesemuth & Taylor, 2016). Members from different cultures may also tend to perceive psychological contract violations differently, as one's cultural orientation has been suggested to moderate the relationship between violation and turnover intention (Arshad, 2016). Arici et al.'s (2020) results suggest that violation mediates the relationship between workplace nepotism and employee tolerance to workplace incivility.

1.3.3.2.2.   Consequences

Previous research has elaborated on some of the effects that psychological contract violation has on the workplace. This section details the various effects that psychological contract violation has on other workplace-oriented variables, including retention variables.

Psychological contract violation has been demonstrated to be negatively related with job satisfaction (De Clercq, Haq, & Azeem, 2019; Trybou & Gemmel, 2016) and organizational justice (Estreder, Rigotti, Tomás, & Ramos, 2020). Violation has been demonstrated to be negatively linked with levels of reported affective organizational commitment (Arshad & Sparrow, 2010; Paillé et al., 2016; Trybou & Gemmel, 2016) anprofessional commitment (Paillé et al., 2016) and general global levels of commitment (Bao et al., 2011). It has also been suggested to be negatively related to levels of OCBs (Arshad & Sparrow, 2010), and positively linked to CWBs (Griep et al., 2020). Similarly, recent research has found psychological contract violation to be positively related to organizationally oriented behaviour (Zacher & Rudolph, 2021). Some studies have demonstrated that violations tend to increase the number of perceived job alternatives, and the subsequent engagement in job search behaviours (Paillé & Dufour, 2013). Some research has also suggested that perceived psychological contract violations are positively related to depressive mood states in employees (Priesemuth & Taylor, 2016). This is consistent with previous research suggesting that negative affect begets negative affect (a negative affective reciprocal loop) (Cropanzano & Mitchell, 2005; Greenberg, 1990; Mitchell & Ambrose, 2007). Instances of psychological contract violation have been positively associated with perceived ethnic discrimination and negatively associated with levels of reported organizational trustworthiness, in minority employees (Kong & Jolly, 2018).

Finally, pertinently to employee retention, there is substantial evidence suggesting that occurrences of psychological contract violation are positively linked with quitting intentions (Arshad, 2016; Arshad & Sparrow, 2010; Kraak et al., 2017; Paillé & Dufour, 2013; Rai & Agarwal, 2018a; Trybou & Gemmel, 2016).

1.3.3.2.3. *Intervening factors*

Some research has examined psychological contract violation as an intervening variable in research models. Violation may mediate and moderate certain relationships between constructs. Psychological contract violation and workplace bullying has received some recent research effort dedication, in the past few years. Violation may both moderate

and mediate the relationship between workplace bullying behaviours and employee silence (Rai & Agarwal, 2018b). Relatedly, violation has been demonstrated to mediate the relationship between workplace bullying and levels of employee work engagement (Rai & Agarwal, 2017) as well as mediate the relationship between bullying and quitting intention (Rai & Agarwal, 2018a, 2019; Salin & Notelaers, 2017). Zagenczyk et al. (2017) identified psychological contract violation as a moderator between an employee's level of narcissism and quitting intentions. Psychological contract violation was demonstrated to act as a mediator in the relationship between perceived favouritism and quitting intentions, in non-beneficiaries working in family-owned businesses (Arasli et al., 2019). Psychological contract violation has also been shown to mediate the relationship between psychological contract fulfillment (another method of assessing breach) and job satisfaction and organizational commitment (Estreder et al., 2019).

1.3.3.3.   Conclusion

There is a significant body of research examining the workplace under the lens of the psychological contract. This research seems to exhibit a tendency to focus on the evaluation of the extent that psychological contract under-fulfillment can explain certain organizational behaviours and attitudes (i.e., Cassar, Briner, & Buttigieg, 2016; Lapointe et al., 2013; Paillé & Dufour, 2013; Peng et al., 2016; Robinson & Morrison, 1995; Suazo et al., 2005). The current widely accepted conceptualization of psychological contract under-fulfillment is often done in one of two ways: as a breach or a violation (Morrison & Robinson, 1997). A breach refers to the incongruity between what was promised and what was delivered (Coyle-Shapiro, 2002), while a violation is the emotional and affective state that may form following the breach (Morrison & Robinson, 1997; Paillé & Dufour, 2013; Robinson & Morrison, 2000). The differences between a psychological contract breach and violation have been observed empirically (Conway & Briner, 2002; Paillé & Dufour, 2013; Robinson & Morrison, 2000; Suazo, 2009). Both violations and breaches of the psychological contract have demonstrated detrimental effects within and outside the workplace environment (Heffernan & Rochford, 2017; Hill et al., 2016; Jiang et al., 2017; Lapointe et al., 2013; Reimann et al., 2017; Trybou & Gemmel, 2016). Within a retention study context, both psychological contract breach and violation are positively related to quitting intentions (i.e.,

Ahmed et al., 2016; Arshad & Sparrow, 2010; Heffernan & Rochford, 2017; Kraak et al., 2017; Paillé & Dufour, 2013; Robinson & Rousseau, 1994; Trybou & Gemmel, 2016; Zahra Malik & Khalid, 2016; Zhao et al., 2007). This thesis employs Morrison and Robinson's (1997) conceptualization of psychological contract underfulfillment, and includes breach in its research model.

While there may be a significant existing body of research investigating psychological contract breach's effects in organizations, there seems to be aspects that have not received as much research attention. For example, there seems to be an inconsistency in the way breach affects affective commitment towards the supervisor (Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017). Within the same vein, breach's effect on multiple commitments also seems to be relatively under-investigated (Lapointe et al., 2013). These examples of inconsistencies and under-explored aspects of psychological contract breach suggest that future research involving breach may be well merited and justified.

1.4. Commitment

Commitment is a workplace attitude. There is some causal evidence to suggest that attitudes precede behaviour (Riketta, 2008). This approach seems to be conventional in the available literature. Commitment is a core attitudinal construct and concept in retention research, as it has held a constant focus within said research (Steel & Lounsbury, 2009). As such, some research considers organizational quitting as the focal behavioural outcome to commitment (Gellatly et al., 2006; Meyer & Herscovitch, 2001).

Commitment has been linked to and has been repeatedly used in research involving psychological contracts (i.e., Arshad & Sparrow, 2010; Chambel & Fortuna, 2015; Lester et al., 2002; Trybou & Gemmel, 2016). Within retention research, quitting intention is the most clearly established consequence of organizational commitment (Allen, Shore, & Griffeth, 2003; Allen, 2003; Cotton & Tuttle, 1986; Griffeth, Hom, & Gaertner, 2000; Lytell & Drasgow, 2009)

This section elaborates on commitment as a retention concept. It begins with an overview of a variety of conceptualizations and definitions of commitment. It then continues with Porter et al. (1974) and Allen and Meyer (1990) who have proposed two major conceptualizations and definitions of commitment. A particular focus is then placed on Allen and Meyer's (1990) three-component model of commitment, as it is the current dominant model of commitment in the relevant research (Jaros, 2017; Mitchell et al., 2001).

1.4.1. Definitions

Commitment has been defined in numerous ways, but there is no universally accepted definition of it in the available literature (Nishat Faisal & A. Al-Esmael, 2014). A brief summary of the various definitions of commitment can be found in Table 2.

Table 2: Definitions of commitment

Source	Definition
Becker (1960 : 32)	"Commitment comes into being when a person, by making a side bet, links extraneous interests with a consistent line of activity."
Salancik (1977 : 62)	Commitment is "a state of being in which an individual becomes bound by his actions and through these actions to beliefs that sustain the activities of his own involvement."
Scholl (1981 : 593)	Commitment is defined as "a stabilizing force that acts to maintain behavioural direction when expectancy/equity conditions are not met and do not function."
Brickman (1987 : 2)	Commitment is "a force that stabilizes individual behaviour under circumstances where the individual would otherwise be tempted to change that behaviour."
Oliver (1990 : 30)	Commitment is described as "one's inclination to act in a given way towards a particular commitment target."
Brown (1996 : 241)	"The essence of a commitment is an obliging force which requires that a person honour the commitment, even in the face of fluctuating attitudes and whims."
Meyer and Herscovitch (2001 : 299)	"[…] commitment (a) is a force that binds an individual to a course of action of relevance to a target and (b) can b accompanied by different mind-sets that play a role in shaping behaviour."
Klein, Molloy, and Brinsfield (2012 : 137)	"[…] dedication to and responsibility for a particular target."

Adapted from Meyer and Herscovitch (2001) p. 302

Commitment has an object, or a focus to which it is made or directed (Brown, 1996). Much research has considered the organization to be the primary focus of commitment (i.e., Rathi & Lee, 2017; Rofcanin, Berber, Koch, & Sevinc, 2016; Tillman, Gonzalez, Crawford, & Lawrence, 2018; Vandenberghe et al., 2017). Organizational commitment has also seen a few different definitions and conceptualizations (Table 3).

Table 3: Definitions of organizational commitment

Source	Definition
Porter et al. (1974 : 604)	"the strength of an individual's identification with and involvement in a particular organization"
Mowday, Steers, and Porter (1979 : 226)	"the relative strength of an individual's identification with and involvement in a particular organization"
Wiener (1982 : 421)	"Organizational commitment is viewed as the totality of internalized normative pressures to act in a way that meets organizational goals and interests."
O'Reilly and Chatman (1986 : 493)	"[…] organizational commitment is conceived of as the psychological attachment felt by the person for the organization; it will reflect the degree to which the individual internalizes or adopts characteristics or perspectives of the organization."
Allen and Meyer (1990 : 14)	"[…] a psychological state that binds the individual to the organization (i.e., makes turnover less likely)."
Mathieu and Zajac (1990 : 171)	"[… organizational commitment] is considered to be a bond or linking of the individual to the organization."

Adapted from Meyer and Herscovitch (2001) p. 302

Despite the many available definitions, a widely adopted functional conceptualization of organizational commitment was that of Porter and colleagues (1974). Porter et al.'s (1974) seminal work conceptualized organizational commitment as "the strength of an individual's identification with and involvement in a particular organization" (p. 604). The conceptualization of organizational commitment had stemmed from a perceived need to integrate other attitudinal factors that could explain unique turnover variation other than job satisfaction (Hom, Lee, Shaw, & Hausknecht, 2017; Porter et al., 1974). This definition of organizational commitment notes that the employee has at least a strong belief in the organization's goals and values, a willingness to exert a great deal of effort on behalf of the organization, and a desire to maintain membership to that organization (Porter et al., 1974). According to Mowday, Steers, and Porter (1979), the interest in enhancing an employee's attachment towards an organization, stems from studies in "loyalty," seen as a form of socially acceptable behaviour by employees. Employee commitment should be a predicting factor in turnover, because committed people should be more likely to remain in their organization and work towards its goals (Mowday et al., 1979).

Porter et al.'s (1974) conceptualization of commitment is quite unidimensional with little emphasis on different components of commitment. Other models of commitment such as the three-component model (Allen & Meyer, 1990; Meyer et al., 1993) build upon Porter et al.'s (1974) work to include a deeper conceptualization of commitment in the workplace. Building upon previous characterisations of organizational commitment (Porter et al., 1974), Allen and Meyer (1990) propose that organizational commitment can separated into three components: affective commitment, continuance commitment and normative commitment. This model is referred to as the "three component" model of commitment. Affective commitment refers to the emotional attachment to an organization, identification with the organization, involvement in the organization, and enjoying membership in the organization (Allen & Meyer, 1990). Continuance commitment is commitment based on the employee's perceived costs associated with leaving their organization (Allen & Meyer, 1990; Meyer & Allen, 1991). Finally, normative commitment refers to the sense of obligation, that the member perceives, to remain in the organization (Allen & Meyer, 1990; Meyer & Parafyonova, 2010). Although the three-component model is more developed than previous models, some relatively recent studies have favoured the Porter et al. (1974) definition and conceptualization of organizational commitment (Hidalgo-Fernández, Moreira Mero, Loor Alcivar, & González Santa Cruz, 2020).

As mentioned previously, organizational commitment has many different definitions and there seems to be no universally accepted definition of it in the available literature (Nishat Faisal & A. Al-Esmael, 2014). Nevertheless, in an attempt to merge commitment under one banner, Klein et al. (2012) have argued for a unified, general definition of commitment ("dedication to and responsibility for a particular target" (p. 137)). However, this definition is still limited in scope. With this in mind, following Jaros (2017) and Mitchell et al. (2001) in acknowledging that the "three-component" model of organizational commitment is (and has been) dominant in the available literature, this thesis adopts this model, and the following sections will elaborate upon it.

1.4.2. The "Three-Component" model (Allen & Meyer, 1990)

Allen and Meyer (1990) propose that commitment is actually composed of three distinct components: affective, normative and continuance commitment. All three components of commitment are indicators for employee retention (Allen & Meyer, 1990; Meyer & Allen, 1991; Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). These are best considered as components of commitment, rather than types of commitment, because employees are able to experience varying degrees of these states simultaneously (Allen & Meyer, 1990). There are endless combinations and permutations of these three components of commitment that make up the "net sum" of an individual's commitment towards an organization (Allen & Meyer, 1990). These combinations can also be called one's "commitment profile" (Allen, 2003). A visual representation of the "three-component model" of commitment is available in Figure 7.

The literature shows that these three components have separate antecedents and that they develop independently beyond the scope of remaining with or leaving an organization (Allen, 2003; Allen & Meyer, 1990; Meyer & Allen, 1991). The following sections elaborate on each component of commitment.

Figure 7: A three-component model of organizational commitment
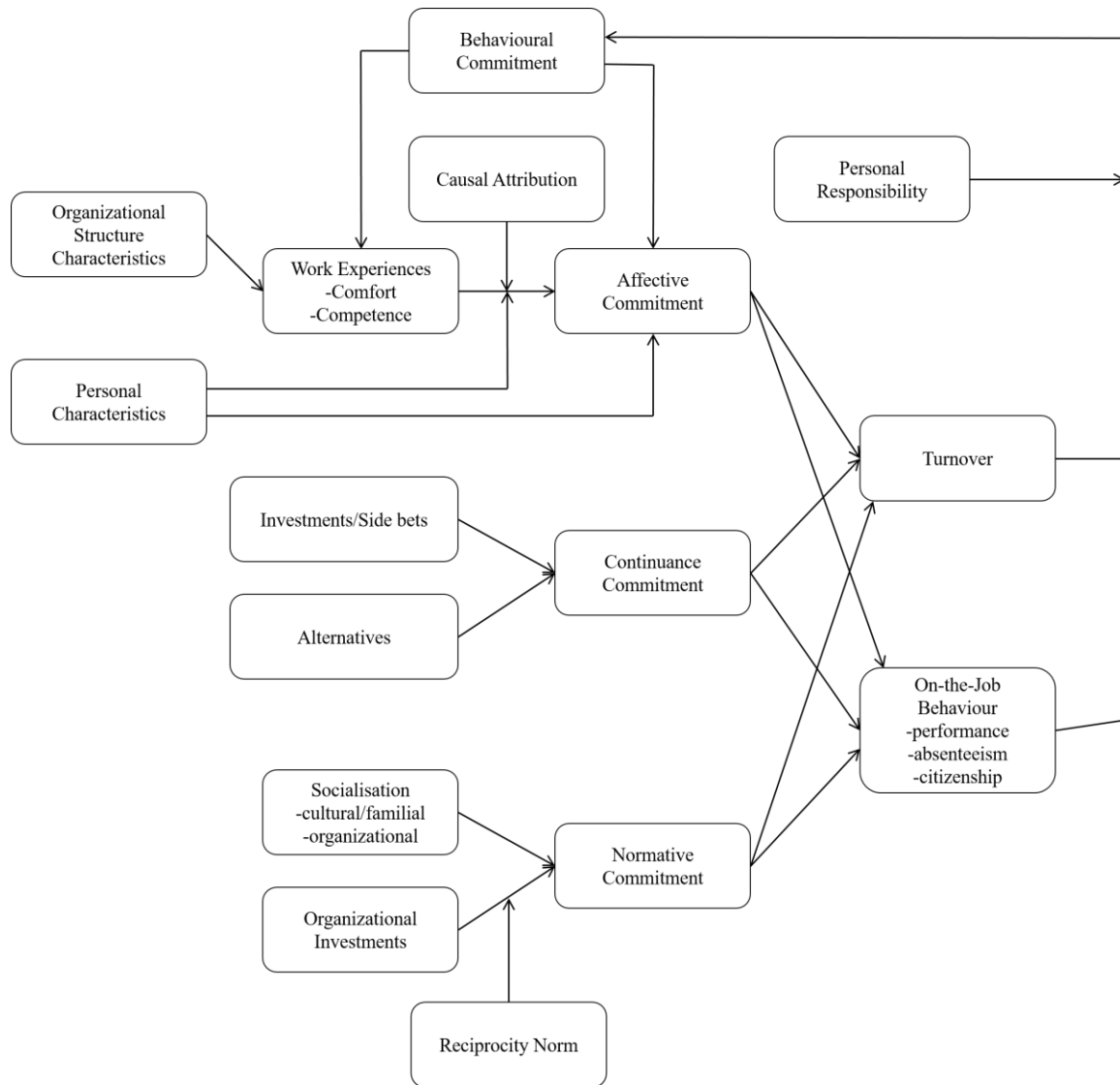
Adapted from Meyer and Allen (1991) p. 68

1.4.3. Continuance commitment

Allen (2003) pays close particular attention to the continuance commitment construct, as there are particular difficulties and challenges associated with this component of commitment, especially in operationalizing items that will successfully capture it. She defines continuance commitment as "the degree to which the employee recognizes, or is aware, that [the employee] is staying because of the costs associated with leaving – not the existence of the costs themselves" (Allen, 2003, p.242). Those employees with strong

continuance commitment stay with their organization because they *need* to (Allen & Meyer, 1990). Similarly, Garland, Lambert, Hogan, Kim, and Kelley (2014) define continuance commitment as "a conscious decision to remain with an organization resulting from physical, cognitive, and emotional investments that make separation from the organization an unattractive option" (p. 1162).

Jaros and Culpepper (2014) highlight and summarize 20 years of literature on a long-standing criticism on whether continuance commitment is multidimensional or unidimensional, where in a multidimensional construct, the two composing factors of continuance commitment are "low-alternatives" or "high sacrifice." The unidimensional construct researchers posit that continuance commitment is only composed of "high-sacrifice" because measures of "low alternatives" actually measures perceived employment alternatives (Jaros & Culpepper, 2014). Jaros and Culpepper (2014) also highlight that a third position on continuance commitment has developed from this ambiguity: Lee, Mitchell, Sablynski, Burton, and Holtom's (2004) "job embeddedness" construct. The results from Jaros and Culpepper (2014) suggest that in fact, continuance commitment is unidimensional, and that only "high sacrifices" contribute to continuance commitment. Furthermore, "low alternatives" were found to contribute to neither continuance commitment nor perceived employment alternatives (Jaros & Culpepper, 2014).

1.4.3.1.   Antecedents

Continuance commitment may develop on the perception of low job alternatives (Allen, 2003; Meyer et al., 2002), although this has been argued against by Jaros (2017). The notion that an employee may *need* to stay in an organization may in part be due to external factors such as a high unemployment rate. Cotton and Tuttle's (1986) meta-analysis reveal that the unemployment rate is negatively related to turnover. This makes intuitive sense – if employees feel that they will not find another job (since none are available) if they leave their employer, they may end up staying in their current organization.

Meyer and Allen (1991) argue that anything that increases the perceived cost of leaving an organization can be considered an antecedent to continuance commitment. The most studied antecedent of continuance commitment is the number and magnitude of an individual's "side bets" and one's perceived job alternatives (Allen & Meyer, 1990; Meyer & Allen, 1991). Side bets refer to the investments of time and energy one puts towards learning a certain skill; in essence, the individual is "betting" that their time and energy invested will "pay off" for them (Allen & Meyer, 1990). The fewer the available job alternatives, the stronger the individual's continuance commitment will be towards their current employer (Allen & Meyer, 1990). This link has been supported in studies where perceived organizational support in participants working for a major regional employer was not significantly linked to levels of continuance commitment (Aubé, Rousseau, & Morin, 2007), suggesting that the employees likely had very few alternative employment options available to them and consequently had already relatively high levels of continuance commitment. Continuance commitment, in part, is developed out of the perceived job alternatives available to the individual (Meyer, Stanley, Jackson, et al., 2012). Other organizational factors such as a company's work/life balance policies have been suggested to positively related to continuance commitment (Dockel et al., 2006). Some research has demonstrated that workplace mentorship is positively related to continuance commitment (Payne & Huffman, 2005; Stallworth, 2003). From the five-factor personality model, Extraversion, Neuroticism, Conscientiousness and Openness to Experience were all significantly related to continuance commitment (Erdheim, Wang, & Zickar, 2006).

1.4.3.2.   Consequences

Continuance commitment has been suggested to be positively linked to on-the-job behaviours (attendance, OCBs and job performance) as well as employee health and well being (Meyer, Stanley, Jackson, et al., 2012). Continuance commitment has also been demonstrated to be positively related to burnout (Garland et al., 2014). This positive relationship may be due to the notion that those workers who are high on continuance commitment derive their occupational drive from the perceived benefits related to their investments into their organization, rather than their actual work itself (Garland et al., 2014).

Managers' continuance commitment was shown to be positively related to overall firm performance (Gong, Law, Chang, & Xin, 2009).

To the extent that employee retention is concerned, continuance commitment has been negatively related to quitting intentions (Labatmedienė, Endriulaitienė, & Gustainienė, 2007; Meyer, Stanley, Jackson, et al., 2012; Olusegun, 2013; Panaccio, Vandenberghe, & Ben Ayed, 2014; Turner & Chelladurai, 2005).

1.4.4. Normative commitment

Normative commitment refers to the sense of obligation that the member perceives to remain in the organization (Allen & Meyer, 1990; Meyer & Parafyonova, 2010). Normative commitment, in the past few years, has been debated on whether or not it should be a double or unidimensional facet. Meyer and Parafyonova (2010) argue that normative commitment has a dual nature (moral duty and a sense of indebtedness) and that it manifests depending on the levels of affective and continuance commitment. Multiple studies have empirically and theoretically supported the idea that normative commitment is indeed two-dimensional (moral duty and indebted obligation) (Corstjens, 2011; Kam, Morin, Meyer, & Topolnytsky, 2016; Meyer, Stanley, & Parfyonova, 2012; Stanley, Vandenberghe, Vandenberg, & Bentein, 2013).

On the other hand, Jaros (2017) contends that the same empirical research on normative commitment is inconsistent with Meyer and Parafyonova's (2010) propositions, and states that normative commitment is a unidimensional construct based solely upon moral content. Jaros (2017) cites the same studies (Corstjens, 2011; Kam et al., 2016; Meyer, Stanley, & Parfyonova, 2012; Stanley et al., 2013) and argues that, through various population samples and the use of different methodological processes, these studies do not actually support the dual-facet nature of normative commitment. Specifically, when latent modeling (in lieu of median splits and cluster analysis) is used to analyse the statistical results of the study, "indebted obligation" profiles of normative commitment tend not to be experienced (Jaros, 2017).

Compared to the other components of commitment in the three-component model, normative commitment has received relatively less attention, and is sometimes considered or dismissed as a redundant concept (Meyer & Parafyonova, 2010). In his critical review of normative commitment, Jaros (2017) argues for the discontinued use of normative commitment in substantive empirical research, unless it is to specifically validate its use. Both Jaros (2017) and Meyer and Parafyonova (2010) present their standpoints on normative commitment's dimensionality, in theoretical pieces. Regardless of the current debate on its use and relative importance, normative commitment, as a two-dimensional construct housing both moral duty and a sense of indebtedness, as conceived by Meyer and Parafyonova, (2010) has been reliably used and validated in commitment research, (Allen & Meyer, 1990; Chambel & Fortuna, 2015; Meyer & Allen, 1991; Meyer, Allen, & Smith, 1993; Rodwell & Ellershaw, 2015) and seems to be the dominant conceptualization in the currently available literature. Future research may expand upon Jaros (2017) and new theoretical and empirical results may eventually suggest that normative commitment is unidimensional. However, it seems that most research is now using a two-faced normative commitment construct.

1.4.4.1.   Antecedents

Normative commitment is suggested to stem primarily from two influences: experiences prior to joining the organization (e.g.: familial/cultural socialization, personality, personal beliefs etc…), and experiences following entry into the organization (e.g.: organizational socialization processes that show the organization's mission, goals, policies and style of operations that are seem to be congruent with the employee's internalised beliefs) (Wiener, 1982). More precisely, these pre-entry socialization processes emphasize the appropriateness of continuing working for the organization, and the post-entry receiving benefits from the organization that tend to create a sense of obligation to reciprocate (Meyer et al., 1998) contribute to normative commitment. Meyer and Allen (1991) adopt a slightly different approach to antecedents to normative commitment. Like Wiener, (1982) they suggest that socialization processes (both pre and post entry) can contribute to normative commitment in employees. However, Meyer and Allen (1991) add organizational investments as a potential contributor. The organizational investments factor suggests that normative commitment may develop when an organization provides the employee with a

"reward in advance" (such as paid tuition) or incurs significant costs by providing employment (training costs); these "organizational investments" tend to increase levels of normative commitment through a process of reciprocity (Meyer, Stanley, Jackson, et al., 2012; Meyer & Allen, 1991). Self-reported normative commitment scores tend to reflect how the individual feels that the organization expects their loyalty (Allen & Meyer, 1990). Allen and Meyer (1990) suggest that an individual would have strong normative commitment to an organization if important people, such as their parents, are, or have been, long term employees of said organization; such a suggestion is consistent with Wiener's (1982) pre-entry family/cultural socialization process as a normative commitment antecedent.

Some other factors have been identified as antecedents to normative commitment. For example, Vandenberghe and Tremblay (2008) found that pay satisfaction was directly related to levels of normative commitment. Furthermore, consistent with the supposition that one's personality may affect levels of normative commitment pre-entry (Meyer & Allen, 1991; Wiener, 1982) Extraversion and Agreeableness (from the five-factor model of personality) were both found to be significantly related to normative commitment (Erdheim et al., 2006). In line with the supposition that post-entry experiences may shape an employee's normative commitment, compensation, training, development and career opportunities, and supervisor support were all found to be positively related to reported levels of normative commitment (Dockel et al., 2006). Similarly, organizational social exchange showed a positive relationship with levels of normative commitment (Liu, Loi, & Ngo, 2020). Transformational leadership, when adopted by a manager, tends to positively impact levels of normative commitment (Ennis, Gong, & Okpozo, 2018; Jean Lee, 2005). Perceived organizational support (Aubé et al., 2007) and workplace mentorship (Stallworth, 2003) have also been positively associated with levels of normative commitment.

1.4.4.2. Consequences

Like affective and continuance commitment, normative commitment has been suggested to be positively linked to on-the-job behaviours, such as OCBs (Gellatly et al.,

2006; Meyer, Stanley, Jackson, et al., 2012), attendance, job performance and employee health and well being (Meyer, Stanley, Jackson, et al., 2012).

1.4.4.3. Relation to retention

There has been previous research investigating normative commitment within a retention context. Those employees with strong normative commitment stay with their organization because they *ought* to (Allen & Meyer, 1990). Normative commitment has been found to be negatively related to turnover (Gambino, 2010; Gellatly et al., 2006; Holtom, Smith, Lindsay, & Burton, 2014; Liu et al., 2020; Turner & Chelladurai, 2005).

1.4.5. Affective commitment

Affective commitment refers to the emotional attachment to an organization, identification with the organization, involvement in the organization, and enjoying membership in the organization (Allen & Meyer, 1990). Those employees with strong affective commitment tend to stay with their organization because they *want* to (Allen & Meyer, 1990). Affective commitment is considered to be the most common approach to commitment in the available literature (Allen & Meyer, 1990; Jaros, 2017). This has also been demonstrated in the available literature, as it is the most used component of commitment (i.e., Armstrong, Brooks, & Riemenschneider, 2015; Arshad & Sparrow, 2010; Jaros & Culpepper, 2014; Labatmedienė, Endriulaitienė, & Gustainienė, 2007).

Affective commitment is suggested to have the most significant relationship with quitting intentions, when compared against the other two forms of commitment (normative and continuance) (Solinger, van Olffen, & Roe, 2008). For this reason, this section on affective commitment is further developed to go deeper into affective commitment. Multiple antecedents of affective commitment are elaborated upon, as research has demonstrated that affective commitment can stem from multiple sources. Furthermore, affective commitment can be expressed towards a variety of workplace entities. The following sections elaborate on the diverse antecedents and consequences of affective commitment as well as the relationship affective commitment has with employee retention.

1.4.5.1.   Antecedents of affective commitment

Affective commitment can arise from different workplace sources. The following section groups the antecedents of affective commitment into the following major categories: supervisor, colleagues, workplace factors and individual factors.

1.4.5.1.1.   The supervisor and organization's effects on affective commitment

Supervisors and leaders can have an effect upon reported levels of affective commitment. Leadership can be defined "as the social process of reducing contextual ambiguity through interaction to achieve goals" (Baran & Scott, 2010). Research has examined the effects of different leadership styles and leadership oriented concepts on employee's affective commitment.

Leader-member exchange, a two-way reciprocal respect support and trust between a leader and subordinate, is positively related to affective commitment (Robson & Robson, 2016). Leader-member exchange is not a "style" of leadership per se; instead, it refers to the process in which a leader and subordinate form a mutually influential and beneficial relationship (Graen, 1976).

Leadership can be viewed as either supportive or destructive (McGurk et al., 2014). Supportive leadership refers to the degree to which leaders provide help to followers (informational, emotional or instrumental) as well as give useful performance feedback (McGurk et al., 2014). These types of helpful leadership exchanges tend to have positive outcomes on affective commitment. One of the leadership styles that has been researched in relation to affective commitment is transformational leadership. Transformational leadership happens when leaders "broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purpose and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group" (Bass, 1990, p. 21). Transformational leaders may be charismatic, inspiring, intellectually stimulating to their followers and often give individual consideration to their followers (Bass, 1990). A multitude of studies have shown that transformational leadership styles tend to lead

to higher levels of affective commitment in employees (Arthi & Sumathi, 2020; Chaturvedi, Rizvi, & Pasipanodya, 2019; Ennis et al., 2018; Fernet et al., 2020; Gyensare, Anku-Tsede, Sanda, & Okpoti, 2016; Lee, 2005). Some research has found that the relationship between transformational leadership and affective commitment is mediated by one's perceived work impact (Shuyang Peng, Liao, & Sun, 2020). Finally, there is some evidence to suggest that the relationship between transformational leadership and affective commitment may be culturally dependant, as this link was found to be stronger in U.S. employees, when compared to Korean employees (Cho, Shin, Billing, & Bhagat, 2019).

Another style of leadership that has been suggested to influence affective commitment is authentic leadership. Authentic leadership can be defined as "a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development" (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008, p. 94). Authentic leadership has been demonstrated to have a positive relationship with affective commitment (Oh & Oh, 2017). This relationship is stronger when the organization's size is small to moderate, and is non-significant when the organization was larger (Oh & Oh, 2017).

Initiating structure leadership, a task oriented style of leadership that refers to the degree to which the leader is objective oriented, defines and orients their role and those of their subordinates to reach those objectives, and how they establish clear communication lines (Judge, Piccolo, & Ilies, 2004), has also been researched. This type of leadership is positively linked to affective commitment, mediated by perceived organizational support (Gaudet & Tremblay, 2017).

Research has been consistent in showing that positive interactions with the supervisor tend to result in positive outcomes. Respectful engagements with the organization and its managers has been shown to increase levels of reported affective commitment (Basit, 2019).

Mentorship interactions, another beneficial and helpful interaction with one's supervisor, are also positively linked to affective organizational commitment (Askew, Taing, & Johnson, 2013; Payne & Huffman, 2005; Tillou, Ayed, El Akremi, & Vandenberghe, 2015). One's trust in their supervisor was positively linked to affective organizational commitment (Snyder & Cistulli, 2020). In the same theme, perceived supervisor support (PSS) is suggested to be positively related to levels of affective commitment (Neves, 2012; Salminen & Miettinen, 2019). Within the crisis management literature, leaders' strong crisis communication skills have been linked to increased reported levels of affective commitment in frontline employees (Adamu & Mohamad, 2019). Finally, ethical leadership is positively related to affective organizational commitment (Charoensap, Virakul, Senasu, & Ayman, 2018).

Not all leadership or supervisor interactions are positive. Destructive leadership is more than just the absence of supportive leadership; it is behaviour from a leader that is contrary to the interests of the organization by undermining the organization's goals, tasks, resources, effectiveness, and/or harming a subordinates' satisfaction, motivation or their well-being (McGurk et al., 2014). These leaders can have a negative effect on employee affective commitment. Research has consistently demonstrated that abusive supervision tends to result in negative attitudinal and behavioural outcomes on the part of the victims (Agarwal & Avey, 2020). Similarily, abusive supervisors tend to have lower levels of affective commitment in their subordinates (Tillman et al., 2018).

With the understanding that commitment is multi dimensional and can be directed towards different foci, a relatively limited stream of research has identified some aspects of affective commitment to the supervisor. Certain antecedents to affective commitment to the supervisor include are parallel (supervisory) level; perceived supervisor self-interest behaviours are negatively related to affective commitment to the supervisor (Mao, Zhang, Chen, & Liu, 2019). This relationship is moderated by the employee's power-distance orientation (Mao et al., 2019). Ethical leadership is also suggested to be positively related to affective commitment to the supervisor (Charoensap et al., 2018). This relationship is

partially mediated by perceived informational justice (Charoensap et al., 2018). There are certain non-parallel antecedents to affective commitment to the supervisor. Promotion fit, or the extent to which there is congruence between a promotion of a person and their environment, has been found to be positively related to affective commitment to the supervisor (Johnson et al., 2017). Person-Organization fit is positively related to affective commitment to the supervisor (Tsai, Chen, & Chen, 2012).

Some outcomes to affective commitment to the supervisor include work engagement; affective commitment to the supervisor was found to be positively correlated with work engagement (Chughtai, 2013). Affective commitment to the supervisor has been found to have non-parallel outcomes. Affective commitment to the supervisor was found to have a negative relationship with quitting intentions (Cheng, Jiang, & Riley, 2003). Affective commitment to the supervisor is positively related to OCBs, supervisor-rating job performance and self-rating job performance and job satisfaction (Cheng et al., 2003).

1.4.5.1.2. Co-workers and colleagues' effects on affective commitment

Within the workplace, employees often have to interact with one another. The relationship one has with co-workers and colleagues is suggested to influence affective commitment.

Positive interactions amongst co-workers can positively contribute to levels of affective commitment. Interactive relationships such as mentorship are suggested to positively contribute to trust between individuals at the workplace (Moon, 2014) and be positively related to affective commitment (Stallworth, 2003). However, not all workplace relationships are positive. Similar to the relationship with one's supervisor, the relationship with other team members can also have a negative effect on affective commitment. For example, ostracism by one's colleagues is negatively associated with affective commitment (Lyu & Zhu, 2017).

1.4.5.1.3. *Workplace factors' effects on affective commitment*

Facets of the workplace, beyond other people, have demonstrated effects on affective commitment. Much of these workplace factors can be attributed to different human resource designs or configurations. For example, certain workplace motivators, like performance incentive schemes have been linked to increased levels of affective organizational commitment (Ren et al., 2017) on the part of both managers (Gong et al., 2009) and employees (Kloutsiniotis & Mihail, 2017).

HR management practices can be seen as a method of organizational communication (Bowen & Ostroff, 2004). If an organization communicates that the employee is important, the employee may reciprocate with attitudes and behaviours that are important for the organization (Katou, Budhwar, & Patel, 2014). The relationship between the employee and their organization begins during the recruitment phase; some research has suggested that recruitment practices or procedures are linked to employee retention (Morin, Paillé, & Reymond, 2011) and may have an effect on affective commitment. Effective on-boarding practices tend to result in higher levels of affective organizational commitment (Cesário & Chambel, 2019). Employee development and training, another HRM function, are positively related to affective commitment (Cesário & Chambel, 2017). Along the same lines as recruitment, training, and development, pre-trained employees (employees who are already trained to perform a set of tasks when hired) and employees who are trained upon hiring, have shown no significant differences in affective commitment (Cesário & Chambel, 2017). This may suggest that affective commitment does not develop in the same fashion as normative commitment, consistent with Meyer and Allen's (1991) model of commitment. Collie, Granziera, and Martin, (2020) found that a strong collegial and participatory climate positively influenced school principals' affective occupational commitments. Some research suggests that being either a full time or a part time worker has no influence on an employee's affective organizational commitment (Jacobsen & Fjeldbraaten, 2020).

Another organizational factor that may have an impact on employee affective commitment is corporate social responsibility (CSR). CSR can be conceptualized as the

discretionary activities (economic, legal, and ethical) of a business entity, adapted to the values and expectations of society (Joyner & Payne, 2002). An employee's perceptions of CSR is suggested to positively influence their affective organizational commitment, suggesting that workers who perceive that their organizations care about CSR tend to be more emotionally attached to the organization (Gaudencio, Coelho, & Ribeiro, 2017). Furthermore, the perception that an organization's CSR fits with the overall strategy of the firm is suggested to be positively related to affective organizational commitment (Rodrigo, Aqueveque, & Duran, 2019). Affective commitment is also suggested to develop from perceptions of internally focused CSR initiatives (McNamara, Carapinha, Pitt-Catsouphes, Valcour, & Lobel, 2017). This was demonstrated across multiple countries, suggesting that internally focused CSR may be a general foundation setter for employee affective commitment (McNamara et al., 2017).

The way an employee perceives their workplace's disposition towards its employees can ultimately have an effect on reported levels of affective commitment. The perception of the organization's disposition can be called perceived organizational support (POS). Perceived organizational support is "an experience-based attribution concerning the benevolent or malevolent intent of the organization's policies, norms, procedures, and action as the affect employees" (Eisenberg, Armeli, Rexwinkel, Lynch, & Rhoades, 2001 p. 42). Perceived organizational support has been shown to be positively associated with affective employee commitment (Aubé et al., 2007; Vishal Gupta, Agarwal, & Khatri, 2016; Islam, Ahmed, & Ahmad, 2015; Robson & Robson, 2016; Sungu, Weng, & Kitule, 2019). Similarly, some research has found that having their internet usage monitored (feeling constantly watched) was linked to a decline in employee affective organizational commitment (Hemin Jiang, Tsohou, Siponen, & Li, 2020). Some limited research has also suggested that the office's general layout and configuration, if perceived as "dehumanizing", may also lead to lower levels of affective organizational commitment (Taskin, Parmentier, & Stinglhamber, 2019).

Some extrinsic rewards, such as pay and developmental opportunities, may be related to increased affective commitment (Chai, Jeong, & Joo, 2020). Furthermore, extrinsic rewards have been suggested to influence affective commitment in tandem with higher order rewards. One's internally driven motivations have also been suggested to be associated with reported levels of affective organizational commitment (Imran, Allil, & Mahmoud, 2017). Some research has demonstrated that extrinsic rewards' effects on an employee's affective commitment is dependant on the type of firm that it is applied to (Martin-Perez & Martin-Cruz, 2015). For example, for employees in a social firm, extrinsic rewards were not significantly related to affective commitment, and only intrinsic rewards were (Martin-Perez & Martin-Cruz, 2015). Interestingly, there has been evidence showing that unpaid volunteers exhibit commitment patterns similar to paid employees (Valéau et al., 2013). When taken as a whole, it may suggest that pay and compensation are not necessarily the most important driving force that influences employee affective commitment.

1.4.5.1.4. *Individual factors' effects on affective commitment*

An employee's affective commitment may develop out of factors that are individual to them, whether it be innate characteristics, or personal perceptions. This is consistent with Meyer and Allen's (1991) model of commitment which postulates that factors stemming from the individual can also influence levels of affective commitment at work. These are dynamics that are intrinsic to the employee that are not brought on by the current organization, but that can affect affective commitment towards workplace entities.

Affective commitment is proposed to be developed from the employee's personal characteristics and previous work experiences (Meyer & Allen, 1991). This has also been demonstrated in a meta-analysis conducted by Meyer et al. (2002). Consistent with social exchange theory, both an employee's age and organizational tenure were positively associated with their levels of affective commitment (Salminen & Miettinen, 2019). An employee's personality may set some predisposition to developing affective commitment, as Extraversion (from the five-factor personality model) has been linked to levels of affective commitment (Erdheim et al., 2006). Individual employee engagement is related to affective

commitment (Gyensare, Kumedzro, Sanda, & Boso, 2017). Discretionary power, or autonomy in decision making, has been associated with increased levels of affective commitment (Brunetto, Teo, Farr-Wharton, Shacklock, & Shriberg, 2017). Job crafting is indicative of this discretionary power. Job crafting refers to an employee's efforts to redesign their workplace tasks on their own initiative, without necessarily seeking the approval from their supervisor (Rofcanin et al., 2016; Wrzesniewski & Dutton, 2001). Job crafting is suggested to be positively associated with levels of affective commitment (Rofcanin et al., 2016). Along the same lines as discretionary power, psychological satisfaction with feelings of autonomy and relatedness were positively related to affective commitment, but feelings of competence were not (Rathi & Lee, 2017). Similar results were reported by García-Juan, Escrig-Tena, and Roca-Puig (2020) who found that psychological empowerment (a feeling of awareness of the work context, being accountable for one's own work output and a positive state of mind) had a positive relationship with affective organizational commitment. In an interesting axe of research, Lambert, Bingham, and Zabinski (2020) suggest that an employee's affective commitment may not only be influenced by the inducements (e.g., compensation, career advancement, supervisory support etc…) they receive from work, but also from the value they obtain from their own work (their own exertions), implying that there may be a causal pathway occurring simultaneously along classic social exchange processes. An employee's unfavourable perception of their profession, relative to other professions, may also negatively influence their affective professional commitment; on the other hand, positive social influences may increase their affective professional commitment (Budjanovcanin, Rodrigues, & Guest, 2019). An employee's positive perceptions of fair organizational practices (distributive and procedural justice) was positively associated with levels of affective organizational commitment (Hur & Ha, 2019).

Personal health and health related factors might also contribute to levels of individual affective commitment. For example, Thanacoody et al. (2014) demonstrated that emotional exhaustion was negatively related to individual affective commitment. Along the same lines, one's level of stress is associated with lower levels of affective commitment (Brunetto et al., 2017). On the positive side, feelings of self-esteem have been positively linked with levels of affective commitment (Tillou et al., 2015) and the practice of mindfulness at work is

suggested to positively affect affective commitment (Zivnuska, Kacmar, Ferguson, & Carlson, 2016). Additionally, some research has found that physical health and emotion were associated with levels of affective commitment: positive emotion and good physical health were associated with higher levels of affective commitment, and negative emotion and poor physical health were linked with lower levels of affective commitment (Kolakowski, Valdosta, Walker, & Pittman, 2020).

Research has identified several individually oriented constructs that have demonstrated an effect on employee affective commitment. One of these constructs is job embeddedness. Job embeddedness is a retention (or "antiwithdrawal") construct that reflects the "employees' decisions to participate broadly and directly" in the workplace (Lee et al., 2004, p. 713). Embeddedness, whether it be job (Lyu & Zhu, 2017) or client (Treuren & Halvorsen, 2016) is positively associated with affective organizational commitment. An employee's level of satisfaction and trust in the organization may also affect their affective commitment. Satisfaction with payment, promotions, fringe benefits, co-workers, communication, operating procedures and the nature of the work, are all positively associated with affective commitment (Valaei & Rezaei, 2016). Trust in the organization was found to be related to affective commitment (Wong & Wong, 2017). Other constructs, such as job security perceptions, and their relationship with affective commitment, have also been examined. One's perceptions of their job security has been suggested to be positively linked with affective commitment (Wong, 2017; Wong & Wong, 2017). Similar results were found for one's perceptions of career insecurities, where career insecurity perceptions were associated with lower levels of affective commitment (van Eetveldt, van de Ven, van den Tooren, & Versteeg, 2013). Some research has shown that felt levels of stress in the workplace may decrease teachers' affective professional commitment (Amin, Hossain, & Masud, 2021). Moving away from stress, an increase in an employee's perceived role conflict and role overload has also been linked with decreased levels of affective commitment (Vandenberghe, Panaccio, Bentein, Mignonac, & Roussel, 2011).

Another axis in commitment research revolves around organizational cynicism. Organizational cynicism refers to a negative attitude towards one's organization, generally leading to a belief that the organization lacks integrity, and includes feelings of frustration, hopelessness, disillusionment, contempt towards the organization, and belief that the organization's decisions are insincere, eventually resulting in behaviour that is consistent with these beliefs (Andersson, 1996; Davis & Gardner, 2004; Dean, Brandes, & Dharwadkar, 1998; Neves, 2012). Some research has demonstrated that organizational cynicism tends to have a negative relationship with reported levels of affective commitment (Neves, 2012). In a blend between cynicism, and personal experiences, some research has found that regret in entering an occupation is negatively associated with affective occupational commitment (Budjanovcanin et al., 2019).

Psychological contracts have also been examined in their capacity to help explain employee affective commitment. Considering that psychological contracts are perceptual and idiosyncratic in nature (Morrison & Robinson, 1997; Rousseau, 1989) the inclusion of psychological contracts in this subsection is owing to their individually perceived features. Both psychological contract breaches (Lester et al., 2002; Trybou & Gemmel, 2016) and violations (Arshad & Sparrow, 2010; Chambel & Fortuna, 2015) have been demonstrated to be negatively linked with affective organizational commitment. Expectation fulfillment, the opposite of a breach, is also suggested to be a predictor of one's affective commitment (Chaudhry & Tekleab, 2013; Lambert et al., 2020).

1.4.5.2. Consequences of affective commitment

Affective commitment can affect different entities within the workplace. Research has described different consequences that results from employee affective commitment. This section focuses on how affective commitment interacts with various constructs in relation with employee retention.

1.4.5.2.1.   Affective commitment's direct effects

Affective commitment has been demonstrated to affect a number of workplace constructs. This sub-section emphasizes affective commitment's direct effects on workplace constructs besides quitting intentions, as that is further elaborated upon in a following section. All commitments have a focus (Brown, 1996) and although affective commitment can be directed to various workplace entities (i.e., Fazio, Gong, Sims, & Yurova, 2017; Morin et al., 2011; Stinglhamber, Bentein, & Vandenberghe, 2002; Valéau et al., 2013; Yalabik et al., 2017) the most common focus used in commitment research is the organization (Arshad & Sparrow, 2010). Subsequently, research involving affective organizational commitment has suggested that it tends to result in positive organizational outcomes, such as increased employee performance and reduced absenteeism (Li et al., 2016; Meyer & Allen, 1991).

A breadth of studies have examined affective organizational commitment's influence on different types of organizationally oriented behaviours, such as organizational citizenship behaviours, counterproductive workplace behaviours, and unethical pro-organizational behaviours (UPBs). UPBs are similar to OCBs, but they are defined as "[the] engaging in unethical behaviour at work for the purpose of benefitting the organization and/or the organization's members" (Grabowski, Chudzicka-Czupała, Chrupała-Pniak, Mello, & Paruzel-Czachura, 2019, pp. 193, 194). Furthermore, affective organizational commitment has been suggested to be positively be related to levels of employee OCBs (Arshad & Sparrow, 2010; Gupta et al., 2016; Meyer & Allen, 1991; Wong, 2017) and individual employee work engagement (Gupta et al., 2016). Interestingly, however, some research has demonstrated that there is no relationship between affective organizational commitment and counterproductive workplace behaviour (Cohen & Diamant, 2019).

Affective organizational commitment is also indicated to be positively related to a firm's overall performance (Gong et al., 2009) and positive environmental practices (Paillé, Raineri, & Boiral, 2017). Some research has indicated that affective commitment to the supervisor is positively related to extra-role performance but not necessarily to in-role performance (Neves, 2012). Affective professional commitment has been linked with

increased team effectiveness (Mitchell, Boyle, & Von Stieglitz, 2019). Beyond the organization, some research has also demonstrated that affective commitment is also positively related to employee health and wellbeing (Meyer, Stanley, Jackson, et al., 2012).

1.4.5.2.2.   *Affective commitment as a mediator*

Affective commitment has been suggested to mediate the relationship between several constructs and quitting intentions. In terms of organizational constructs, affective commitment mediates the relationship between organizational learning culture and quitting intentions (Islam et al., 2015; Islam, Khan, & Bukhari, 2016; Joo, 2010). Affective commitment has been demonstrated to mediate the relationship between CSR and quitting intentions (Low, Ong, & Tan, 2017). It is suggested to fully mediate the relationship between a vertically aligned performance management system and quitting intentions (Van Waeyenberg, Decramer, Desmidt, & Audenaert, 2017). Recently, some research has shown that affective commitment fully mediates the relationship between "organizational support for employee health" and quitting intentions (Xiu, Dauner, & McIntosh, 2019).

Affective commitment's mediation effects have also been examined in psychological contract research. Within the psychological contract framework, employee affective organizational commitment has been suggested to mediate the relationship between psychological contract breach and quitting intentions (Lapointe et al., 2013). Furthermore, Lapointe et al. (2013) also demonstrated that affective organizational commitment mediates the relationship between psychological contract breach and reported levels of emotional exhaustion. Arshad and Sparrow's (2010) results suggest that affective organizational commitment mediates the relationship between psychological contract violation and quitting intentions, and psychological contract violation and OCBs.

An employee's affective commitment may influence supervisor or manager related attitudes and workplace outcomes. For example, affective organizational commitment was found to partially mediate the effects of servant leadership on OCBs (Shah, Batool, & Hassan, 2019). Affective commitment may mediate the relationship between leadership practices,

such as transformational leadership, and quitting intentions (Ennis et al., 2018; Gyensare et al., 2016, 2017). Affective commitment has been demonstrated to partially mediate the relationship between abusive supervisor practices and quitting intentions (Tillman et al., 2018). Furthermore, research has demonstrated that affective organizational commitment mediates the relationship between mentorship practices and employee quitting intentions (Tillou et al., 2015). Payne and Huffman (2005) found that affective commitment partially mediated the relationship between mentoring and actual turnover, 10 years later. Affective commitment is suggested to partially mediate the relationship between leader-member exchange and quitting intentions (Robson & Robson, 2016). It has been suggested to fully and partially mediate the relationship between perceived organizational support and quitting intentions (Fazio et al., 2017; Gaudet & Tremblay, 2017; Islam et al., 2015; Newman et al., 2011; Robson & Robson, 2016) as well as perceived organizational support and work engagement and OCBs (Vishal Gupta et al., 2016). It is also suggested to mediate the relationship between perceived supervisor support and quitting intentions (Fazio et al., 2017). Affective commitment's mediation effect is suggested to be culturally contextual, but has demonstrated consistency across multiple cultural samples with regards to mediating the relationship between perceived supervisor support and quitting intentions (Guchait & Back, 2016).

Affective commitment has shown itself to be a mediator between individually driven constructs and quitting intention. For instance, affective commitment is suggested to mediate the relationship employee engagement and intentions to quit (Gyensare et al., 2017) and also mediate the relationship between pay satisfaction and quitting intentions (Vandenberghe & Tremblay, 2008). Recent research has found that affective organizational commitment mediated the relationship between feedback seeking behaviours and quitting intentions (Vandenberghe et al., 2021). Additionally it is also suggested to be a mediator between the relationship between perceived job security and quitting intentions (Wong & Wong, 2017). Affective commitment was also found to fully mediate the relationship between self-determined motivation and intention to stay (Toussaint, Laberge, & Lauzier, 2013).

1.4.5.2.3.　　Affective commitment as a moderator

　　Affective commitment has also demonstrated itself to moderate the relationship between retention constructs and quitting intentions. Some research has demonstrated that affective organizational commitment positively moderates the relationship between "job based psychological ownership" (feelings of ownership over one's job) and job crafting (Naeem, Channa, Hameed, Ali Arain, & Islam, 2020). Research has also demonstrated that affective commitment moderates the relationship between leadership and supervisory constructs and quitting intentions. For instance, affective commitment moderates the relationship between authentic leadership and quitting (Oh & Oh, 2017). Although there has been some evidence that affective commitment moderates the relationship between perceived supervisor support and quitting intentions (Fazio et al., 2017) no support for affective commitment moderating the relationship between perceived organizational support and quitting intentions was found (Fazio et al., 2017). These results suggest that support from the supervisor can be more influential on a highly committed employee than a less committed one (Fazio et al., 2017).

1.4.5.3.　　Relation to retention

　　While there is some inconsistency in the literature surrounding what component of commitment holds a stronger relationship with quitting intentions, depending on the population sample (private sector or public servants/workers) (Ennis et al., 2018), the majority of commitment studies have favoured using affective commitment. In their meta-analysis, Meyer et al. (2002) demonstrate that, between the three components of commitment, affective commitment had the strongest link with withdrawal cognitions and quitting intentions. Justifiably, an emphasis is placed on affective commitment, as it has demonstrated to have the most influential effects on retention (Solinger et al., 2008).

　　It is strongly suggested, as much research has demonstrated, that affective commitment is negatively related to quitting intentions and actual quitting behaviour (i.e., Acikgoz et al., 2016; Arshad & Sparrow, 2010; Brunetto et al., 2017; Gyensare et al., 2017; Holtom et al., 2014; Imran et al., 2017; Islam et al., 2015; Kirk-Brown & Van Dijk, 2016;

Oh & Oh, 2017; Robson & Robson, 2016; Van Waeyenberg et al., 2017; Voigt & Hirst, 2015; Wong, 2017; Wong & Wong, 2017). Higher levels of reported employee affective commitment are suggested to reduce quitting intentions (Ennis et al., 2018) whereas lower levels of affective commitment are suggested to be linked to increased quitting intentions (Tillman et al., 2018).

1.5. Multiple simultaneous commitments

The dominant model of commitment, the three-component model (Allen & Meyer, 1990; Meyer et al., 1993) has been adapted to incorporate multiple commitments, and components of commitment, beyond the "standard" organization.

Most commitment research has focused on the organization as the only sole focus of commitment (i.e., Gyensare et al., 2017; Low et al., 2017; Lyu & Zhu, 2017; Oh & Oh, 2017; Rathi & Lee, 2017; Rofcanin et al., 2016; Tillman et al., 2018; Vandenberghe et al., 2017). However, Reichers' (1985) work on multiple commitments suggests that an individuals' attitudes and behaviours cannot be adequately explained by commitment to the organization alone; therefore, commitment to other entities in the workplace may help further explain variance in variables such as intention to quit (Becker, 1992). This has led to an understanding that commitment is multifaceted, where individuals can demonstrate distinguishable commitments towards different entities within and outside the workplace (i.e., Kraak et al., 2020; Redman, Dietz, Snape, & van der Borg, 2011; Redman & Snape, 2005; Valéau et al., 2013; Yalabik et al., 2017).

Commitment seems to be a non-zero sum game, in the sense that commitment to one entity does not necessarily have to come at the expense of commitment towards another (Becker, 1992; Chan, Snape, & Redman, 2011; Snape et al., 2006). Note that the concept of simultaneous commitment is not the same as a commitment profile. A commitment profile is the collective influences of affective, continuance, and normative commitment together (Allen, 2003; Somers, 2009, 2010). A simultaneous commitment is commitment (regardless of component) towards more than one focus, at the same time.

While organizational commitment refers to one's commitment to their organization, individuals can demonstrate commitment to different workplace targets or entities, beyond or within their organization, such as, the profession/occupation (Tsoumbris & Xenikou, 2010; Yalabik et al., 2017; Yousaf et al., 2015) the supervisor, (Askew et al., 2013; Becker, Billings, Eveleth, & Gilbert, 1996; Lapointe et al., 2013; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017, 2004) and co-workers (Chan et al., 2011; Redman et al., 2011; Vandenberghe et al., 2004; Yalabik et al., 2017). Outside the workplace, commitment to external stakeholders such as customers, clients, and beneficiaries has been researched (Valéau et al., 2013; Yalabik et al., 2017). These are generic groupings of commitment targets; however, targets of commitment available to individuals at their workplace may be situationally dependent and specific, in the sense that the idiosyncrasies of employment may dictate the entities available to the individual. For example, Kraak et al.'s (2020) results suggest that air force pilots can be committed to their flying careers, their squadrons, and the Air Force at large.

A particular attention should be brought to the terms professional and occupational commitment. Blau (1999) mentions that professional and occupational commitment are conceptualized similarly insofar as they refer to groups of people across various organizations who have mastery over specific occupational tasks. Professional commitment refers to an employees attachment to their profession or occupation (Becker, Kernan, Clark, & Klein, 2015; Meyer et al., 1993; Morrow & Wirth, 1989).

Adding to the confusion, the term "occupation" can be ambiguous, and has often been used interchangeably between "career" and "profession" (Meyer et al., 1993, 1998; Meyer & Herscovitch, 2001). Professional and occupational commitment can refer to the same focus, as there is a significant amount of research that has employed the two terms interchangeably i.e., Becker et al., 2015; Brunetto et al., 2017; Li et al., 2016; Meyer et al., 1993; Meyer & Herscovitch, 2001; Snape et al., 2006; Vandenberghe et al., 2004). Given the functional and applied ambiguities surrounding the definitions and usage between "profession" and

"occupation," this thesis will consider that both profession and occupation refer to the same distal workplace foci (more distant than the supervisor and the organization).

Much commitment research has often addressed employee commitment towards various workplace foci, considering only one sole focus of commitment at a time, often selecting the organization, (i.e., Holtom et al., 2014; Huang et al., 2007; Kalbers & Cenker, 2007; Labatmedienė et al., 2007; Voigt & Hirst, 2015). The latest trend in commitment research seems to incorporate simultaneous commitments in the workplace, with a tendency to favour affective commitment. Examples of this research includes simultaneous affective organizational commitment, to the immediate supervisor and co-workers (Bagraim, 2010), and affective organizational and occupational commitment (Yousaf et al., 2015).

In other words, simultaneous commitment research involves the examination of the attitudinal and behavioural outcomes of commitment to different simultaneous workplace entities. Commitment to multiple entities may either strengthen or reduce the relationships between commitment and outcomes (Askew et al., 2013). Some entities may be interdependent, as suggested by nested organizational theory (Mueller & Lawler, 1999). A prime example of these interdependent entities is commitment towards one's supervisor or working group; because these entities are nested within the organization, the employee is forced to remain within the organization in order to continue their relationship with their supervisor or working group (Meyer & Allen, 1997). The effects of competing or complementary commitments on workplace outcomes remains underdeveloped. While some research shows that commitment to different workplace entities may lead to beneficial outcomes, (Mitchell, Boyle, & Von Stieglitz, 2019) others seem to suggest otherwise (Yalabik et al., 2017) .

Commitment towards a given entity tends to be predictive of parallel-entity level behaviours and attitudes (Bagraim, 2010; Chan et al., 2011; Morin et al., 2011; Paillé et al., 2016; Redman et al., 2011; Redman & Snape, 2005; Snape et al., 2006; Wasti & Can, 2008). For example, commitment towards the organization tends to result in organization-level

outcomes and commitment towards one's supervisor tends to result in outcomes surrounding the supervisor. Some research has demonstrated that professional commitment is negatively related to intention to quit the profession (Paillé & Valéau, 2019). This parallel-entity level effect is similar to effects demonstrated by research involving single focus commitments.

However, simultaneous affective commitment towards different workplace foci may also directly affect non-parallel constructs. Affective commitment towards the supervisor, colleagues and the organization, for example, were all negatively related to intentions to quit the organization (Paillé et al., 2011). Affective occupational/professional commitment has been demonstrated to be negatively related to both intention to quit the occupation/profession (Yousaf et al., 2015) and intention to quit the organization (Meyer et al., 1993; Paillé et al., 2016; Yousaf et al., 2015). Affective commitment to a proximal entity can contribute affective commitment to a distal entity, "spilling over" commitment (Heffner & Rentsch, 2001). Qualitative research suggests that some air force pilots may be more committed to their profession and squadrons and less committed to the Air Force at large, but remain within Air Force to continue membership in their organizations and flying (Kraak et al., 2020).

Tsoumbris and Xenikou's (2010) results suggest that simultaneous affective commitment to the occupation and organization each, in an interrelated fashion, explained a significant portion of quitting intentions or intending to change occupation. Stinglhamber et al. (2002) found that affective commitment directed towards other entities, besides the organization, each add incremental variance in quitting intentions over what is explained by organizational commitment, suggesting that each workplace entity forms its own relationship with the employee, with regards to intentions to quit. Other studies, such as (Valéau et al., 2013) did not find evidence for this incremental variance. This difference in results may be explained by different workplace contexts, dynamics and differences in multiple commitment patterns across different professional groups (Askew et al., 2013; Redman & Snape, 2005; Stinglhamber et al., 2002). These differing results highlight the perceived need to further examine multiple simultaneous affective commitments in different organizational and professional contexts.

1.5.1. Interactions between multiple simultaneous commitment foci

Simultaneous affective commitment towards different workplace foci can interact with one another and have an influence over other foci of commitment. For example, there is a positive relationship between organizational and occupational/professional commitment (Meyer, Stanley, Jackson, et al., 2012; Wang & Armstrong, 2004; Yousaf et al., 2015), and some studies have examined the interaction effects between commitment targets (i.e., Paillé et al., 2011; Sungu, Weng, & Xu, 2019; Vandenberghe et al., 2004; Wang, Weng, & Jiang, 2020; Yalabik et al., 2017; Yousaf et al., 2015). Some attempts have been made to address some of the inconsistencies in the relationships between multiple foci of commitment, but more research with different outcomes variables and contexts are required (Sungu, Weng, & Xu, 2019). The current literature on the effects of simultaneous multi-foci commitment and quitting intentions seems to lack consensus on how a focus of commitment interacts with another, and requires further research. This section identifies how each focus of commitment interacts with another, within the quitting intention relationship.

1.5.1.1. Affective organizational commitment and quitting intentions

Within a simultaneous multiple affective commitment framework, affective organizational commitment is generally negatively linked to intention to quit the organization (Bagraim, 2010; Cohen & Freund, 2005; Paillé et al., 2011, 2016; Vandenberghe & Bentein, 2009; Yousaf et al., 2015) and the occupation (Yousaf et al., 2015). Other simultaneous foci of commitment are suggested to either moderate or mediate the relationship between affective organizational commitment and quitting intentions. Affective occupational/professional commitment moderates the relationship between affective organizational commitment and intention to quit the organization (Yalabik et al., 2017; Yousaf et al., 2015). Specifically, when commitment to the profession is high, the negative relationship between organizational commitment and quitting intentions is stronger.

Affective commitment to the supervisor interacts with the relationship between affective organizational commitment and intention to quit the organization (Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017). Specifically, affective commitment towards

the supervisor decreases the likelihood of quitting in those with lower affective organizational commitment, but not in those with high organizational commitment (Vandenberghe & Bentein, 2009). The mediation effect of affective commitment to the supervisor in the relationship between affective organizational commitment and quitting intentions was found to be stronger when the supervisor was perceived to have values that are congruent with those of the organization (Vandenberghe et al., 2017). However, when the supervisor's values were perceived to be distinct from those of the organization, affective commitment to the supervisor and organization each independently predicted actual turnover (Vandenberghe et al., 2017).

Affective organizational commitment has also been shown to be a moderator between some constructs and quitting intentions. For instance, Lapointe et al. (2013) demonstrated that affective commitment to the supervisor moderates the relationship between affective organizational commitment and quitting intentions, in the fashion that the relationship was weakened at higher levels of affective commitment to the supervisor. Affective commitment to the supervisor also demonstrated the same moderating effect in the relationship between affective organizational commitment and emotional exhaustion (Lapointe et al., 2013).

1.5.1.2. Affective commitment to the supervisor and quitting intentions

Within a simultaneous multiple affective commitment framework, affective commitment to the supervisor has been linked to quitting intentions (Askew et al., 2013; Bagraim, 2010; Paillé et al., 2011; Vandenberghe & Bentein, 2009). Other simultaneous foci of commitment are suggested to mediate the relationship between affective commitment to the supervisor and quitting intentions. Affective organizational commitment has been shown to mediate the relationship between affective commitment to the supervisor and intentions to quit the organization (Paillé et al., 2011; Vandenberghe et al., 2004).

Affective commitment to the supervisor has been demonstrated to moderate an indirect relationship between psychological contract breach and quitting intention, through affective organizational commitment, in the sense that this relationship is weaker when

affective commitment to the supervisor is high (Lapointe et al., 2013). This moderation effect is also seen in the relationship between psychological contract breach and emotional exhaustion, through affective organizational commitment (Lapointe et al., 2013).

Askew et al. (2013) argue that the influence of the supervisor is important, if not central, to the behaviour and attitudinal outcomes of employees. This is also reflected in previous research involving Lewin's (1943) field theory (i.e., Bagraim, 2010; Bentein, Stinglhamber, & Vandenberghe, 2002; Vandenberghe et al., 2004; Yalabik et al., 2017) where the supervisor acts as the first, most salient, line of organizational contact for the employee. This relationship between the employee and the supervisor has been demonstrated to alter higher/distal level (such as organizational) outcomes (Lapointe et al., 2013; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017).

1.5.1.3. Affective commitment to colleagues, co-workers and/or the working team and quitting intentions

Within a simultaneous multiple affective commitment framework, affective commitment to colleagues, co-workers and/or the working group has been linked to quitting intentions (Cohen & Freund, 2005; Paillé et al., 2011; Yalabik et al., 2017). Other simultaneous foci of commitment are suggested to mediate the relationship between affective commitment to colleagues, co-workers and/or the working group and quitting intentions. Affective commitment to the supervisor mediates the relationship between affective commitment to the work group and intentions to quit the organization (Vandenberghe et al., 2004).

Affective professional commitment may moderate the relationship between affective commitment to the team and intention to quit the organization (Yalabik et al., 2017). Specifically, when affective professional commitment is low, affective commitment to the team significantly decreases intention to quit (Yalabik et al., 2017). Some studies failed to demonstrate a significant relationship between affective commitment to co-workers and

intentions to quit the organization (Bagraim, 2010). Interestingly, Askew et al. (2013) found that affective commitment towards co-workers was positively linked to quitting intentions.

1.5.1.4. Affective professional commitment and quitting intentions

Affective professional commitment has demonstrated mixed and interesting results in retention research. Some studies suggest that professional commitment is negatively related to intention to quit the organization (Paillé et al., 2016). Still, interestingly and contrary to other parallel-level outcomes of commitment foci, professional commitment has also been demonstrated to be positively related to intention to quit the organization (Yalabik et al., 2017). These results are consistent with Meyer et al. (1998) who posited that those with strong professional commitment may end up clashing with their organization on issues concerning professional ethics, suggesting that organizational commitment may have an intervening effect on professional commitment's workplace outcomes. However there has been some empirical evidence that may not necessarily support Meyer et al.'s (1998) proposition. For instance, Yousaf et al.'s (2015) results suggest that employee affective commitment did not moderate the relationship between affective occupational commitment and intention to quit the occupation. This inconsistency within the available literature merits further exploration and research.

1.5.2. Conclusion

Most commitment research has focused on the organization as the only sole focus of commitment (i.e., Gyensare et al., 2017; Low et al., 2017; Lyu & Zhu, 2017; Oh & Oh, 2017; Rathi & Lee, 2017; Rofcanin et al., 2016; Tillman et al., 2018; Vandenberghe et al., 2017). However, there is an understanding that workplace commitment is multifaceted, and individuals can demonstrate distinguishable commitments towards different entities within and outside the workplace (i.e., Fazio et al., 2017; Heffner & Rentsch, 2001; Paillé et al., 2011; Redman et al., 2011; Redman & Snape, 2005; Snape et al., 2006; Stinglhamber et al., 2002; Valéau et al., 2013; Vandenberghe et al., 2004; Yalabik et al., 2017). Commitment research has both theoretically and empirically demonstrated that commitments have

multiple components and can be directed towards multiple foci, even simultaneously (Meyer, Stanley, & Vandenberg, 2013).

Within the workplace, individuals have been demonstrated to show commitment to their organization, profession/occupation, their supervisor and coworkers. The interplay between these various workplace foci of commitment suggests that commitment to one entity can modify, via moderation or mediation, the behavioural outcomes towards a different entity. In accordance with field theory (Lewin, 1943) proximal entities tend to influence the effect of distal entities (Becker, 1992; Becker et al., 1996; Lapointe et al., 2013; McGurk et al., 2014; Mitchell & Ambrose, 2007; Mueller & Lawler, 1999; Payne & Huffman, 2005; Tillou et al., 2015; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017). Furthermore, there is supporting evidence for interrelated effects between foci of commitment (Askew et al., 2013; Redman & Snape, 2005; Tsoumbris & Xenikou, 2010; Valéau et al., 2013).

This leads to several gaps in the literature that can be explored. Valéau et al. (2013) advocate for future research on the interactions across nested foci of commitment to aid in identifying conditions under which local commitments exert their strongest influence on behaviour. This is certainly pertinent given the inconsistent results examining the interactions between professional and organizational commitments (i.e., Meyer et al., 1998; Paillé et al., 2016; Yalabik et al., 2017; Yousaf et al., 2015). Meyer et al. (2013) also indicate that little attention has been given to interactions between commitments to multiple foci. There are also opportunities to explore how combinations of commitments towards multiple foci (Meyer et al., 2013) as influence each other and various outcomes, as there seems to be a tendency to favour only affective commitment in such instances (Stinglhamber et al., 2002; Tsoumbris & Xenikou, 2010 and Wasti & Can, 2008 have been identified as exceptions).

With regards to the psychological contract, Marks (2001) suggests that an individual can hold different psychological contracts with the various entities in the workplace, the most proximal entities having the strongest psychological contracts. Yet, it seems that relatively very little research has been conducted on the effect of psychological contract breach on

multiple simultaneous affective commitments. In line with Marks (2001) and recommendations from Lapointe et al. (2013), breach related to specific organizational targets is included to determine what simultaneous commitment entity they may affect.

Some research has also suggested the inclusion of certain foci of commitment over others. For instance, Redman and Snape (2005) advise against prioritizing focusing on organizational commitment over other entities. Lapointe et al. (2013) recommend that future research include salient foci of commitment to identify possible combinations that may display compensatory and synergistic effects of outcomes among new employees. The notion of salience is fairly relative, as the employee can demonstrate commitment to any unit or sub unit entity or even a single individual at the workplace (i.e., Askew et al., 2013; Brown, 1996; Lapointe et al., 2013; Meyer et al., 1998; Vandenberghe et al., 2017).

Therefore, in light of the perceived need to explore the effects of psychological contract breach on various simultaneous commitment foci, examine the inconsistencies in the outcomes of organizational and occupational/professional commitment, and the apparent need to identify commitment combinations that may display varying interactive results, affective commitment to the supervisor, the organization and the profession are selected for inclusion.

1.6. Structural theories

With the premise that commitment can be directed towards multiple and different workplace entities, some theories have been adopted to help explain how an organization's structure may affect the way in which an employee's attitudes and behaviours are directed and their relative intensity. As previously elaborated, research has come to acknowledge that attitudes, such as commitment, can be multifaceted and directed towards different distinguishable entities in and out of an organization (i.e., Fazio et al., 2017; Heffner & Rentsch, 2001; Paillé, Fournier, & Lamontagne, 2011; Redman et al., 2011; Redman & Snape, 2005; Snape, Chan, & Redman, 2006; Stinglhamber et al., 2002; Valéau et al., 2013; Vandenberghe et al., 2004; Yalabik et al., 2017). With this in mind, nested organizational

commitment theory and field theory, in tandem, may explain organizational attitude intensity and orientation in situations where there are multiple commitments. This following section elaborates on how these latter two theories have be used in contexts involving commitment towards multiple workplace entities.

1.6.1. Nested organizational commitment theory

Nested organizational commitment theory offers a framework for multiple entities of commitment. Nested organizational entities refers to units that are encompassed within a larger one (Heffner & Gade, 2003; Mueller & Lawler, 1999). This form of administrative structure is similar to that of a decentralised unitary system, where each layer is hierarchical to the one above it (Verbeeten & Speklé, 2015). It is primarily a commitment-oriented theory that helps explain multiple commitments (Mueller & Lawler, 1999). A visual representation of nested units is provided in Figure 8.

Considering that all commitments have an object, or a focus to which commitment is made (Brown, 1996), nested organizational theory helps describe the relationships that an employee may have with various facets of their workplace by showing how an employee is able to identify different actors in the workplace and then hone on the relationship with each of these actors. Within the available literature, research involving commitment and mergers and acquisitions, multinational corporations and research involving the delegation of decision making power to lower-level units tends to refer to nested organizations (Meyer et al., 1998).

Within this framework (see Figure 8), commitment can be honed in on a specific entity, within another workplace entity (Heffner & Gade, 2003; Mueller & Lawler, 1999). The targets of commitment can be divided into "proximal" and "distal" entities. "Proximal" targets are those that are immediate, or most salient, to the individual, such as their job (i.e., Acikgoz, Sumer, & Sumer, 2016; Huang et al., 2007; Imran et al., 2017) or current organization (i.e., Holtom et al., 2014; Kalbers & Cenker, 2007; Voigt & Hirst, 2015). "Distal" entities of commitment are those entities that are beyond the immediate

organization. "Distal," or broader levels of commitment, can include targets such as an individual's career (Rodwell & Ellershaw, 2015), profession (Blau, 2007; Blau & Lunz, 1998; Paillé et al., 2016) or conceptualizations around one's occupation (Meyer et al., 1993; Yousaf et al., 2015). These "distal" targets of commitment share similar, if not identical, definitions to that of organizational commitment, but in reference to their own entity (Aranya, Pollock, & Amernic, 1981; Morrow & Wirth, 1989). Individuals can show simultaneous commitment towards different foci of commitment, such as towards their organization and to their profession (Bamber & Iyer, 2002). Nested organizational commitments may help explain why an employee that is marginally committed to their organization may nevertheless be a high performer because of commitments to their immediate working group, profession or clients (Meyer et al., 1998).

Figure 8: Visual representation of nested organizational units
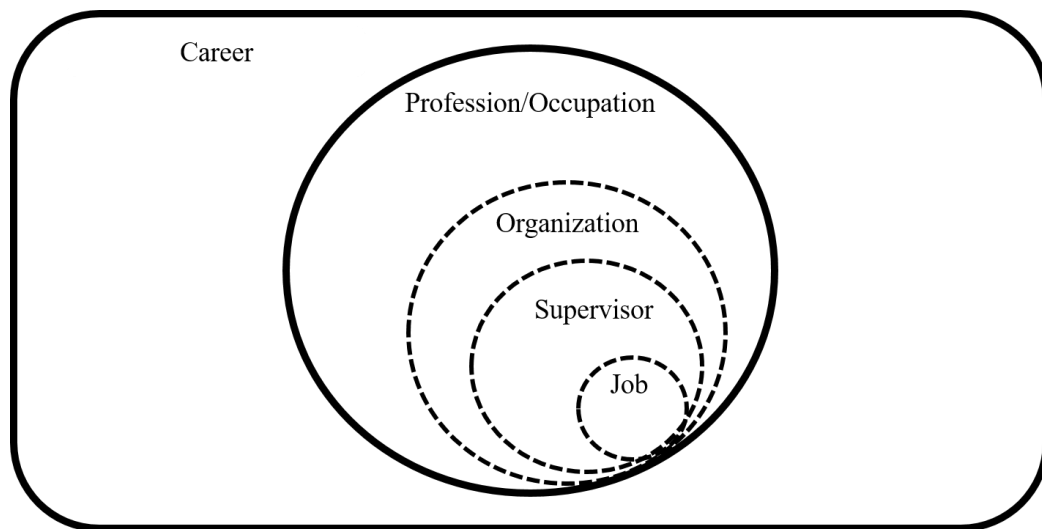
Adapted from Mueller and Lawler (1999).

One's quitting intentions have been consistent with nested organization structures, in the sense that intending to leave a given entity is primarily affected by the commitment towards that entity (Mueller & Lawler, 1999). Such examples could include one's intention to quit their organization, but remain in the profession (i.e., Paillé & Dufour, 2013; Steel & Landon, 2010). However, nested organization theory suggests that commitment towards one entity has been suggested to "spill-over" and positively affect commitment in another level

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(Parks, Kidder, & Gallagher, 1998). This is also suggested by the positive relationship between professional and organizational commitment (Meyer, Stanley, Jackson, et al., 2012). An operationalized example of nested organizational theory, if it were to be applied to a nursing context, can be found in Figure 9.

1.6.2. Field theory (Lewin, 1943)

Field theory (Lewin, 1943), when applied to psychological phenomena, posits that an individual's reaction to environmental stimuli are primarily based on their perceptions of proximal elements of their environment (Mathieu, 1991). In the context of commitment, Field theory suggests that outcomes related to the affective dispositions of individuals are closely tied with the entities that are most salient to them (Paillé et al., 2011). In other words, "[an] individuals' behaviour is primarily influenced by those elements from the environment which are perceived as being proximal and salient" (Vandenberghe et al., 2004, p. 55). Field theory has been successfully applied to explain affective reactions and behaviours when faced with multiple workplace entities (i.e., Bagraim, 2010; Bentein et al., 2002; Paillé et al., 2011; Vandenberghe et al., 2004; Yalabik et al., 2017).

There seem to be two approaches to field theory in the management research literature. The first approach is a "levels-of-analysis" approach. This is the standpoint that was adopted by authors such as Vandenberghe et al. (2004). Under this approach, attitudes are said to have the strongest relationships with their most salient behaviours. As an example to illustrate this standpoint, consider the relationships between affective organizational commitment and intention to quit the organization and intention to quit the profession. This standpoint on field theory suggests that the level of salience between affective organizational commitment and intention to quit the organization is more matched and proximal than the relationship between affective organizational commitment and intention to quit the profession (as the profession is considered farther away than the organization). The organization is more salient to organizational commitment, and thus should have a stronger link.

The second approach to field theory adopts a psychological distance perspective. This is the standpoint adopted by authors such as Yalabik et al. (2017). Under this approach to field theory, the entity of work that have the most interaction with the employee tend to shape the employee's perspective of other entities. As an example, consider a nurse in a working unit in a hospital. The nurse will likely have far more interactions with their direct supervisor than a representative of the hospital, and far more interactions than a representative of their professional order. Under this approach to field theory, the relationship between the nurse and their supervisor will influence the relationship between the nurse and their organization and their profession, because the supervisor is more psychologically salient. According to this standpoint on field theory, one's most relative "proximal" entity (such as their supervisor) should have a stronger impact on subsequent behaviours than their "distal" counterparts.

Field theory's usage in the available literature adopts both of these perspectives. Field theory can be used to explain the attitudes and relationship orientations of employees in the workplace. On one hand, this theory has been used to explain that proximal entities shape the perceptions of distal targets (Yalabik et al., 2017). On the other, it has been used to explain how distal elements may demonstrate an indirect influence on individuals by shaping the perceptions of proximal entities (Mathieu, 1991).

In sum, in organizations where there are multiple identifiable entities, nested organizational commitment theory can show the relative breakdown in workplace entity salience, and field theory suggests how this salience can affect workplace behaviours. Within the context of this thesis, the supervisor is the most proximal entity, followed by the relative organization. The most distal entity is the profession.
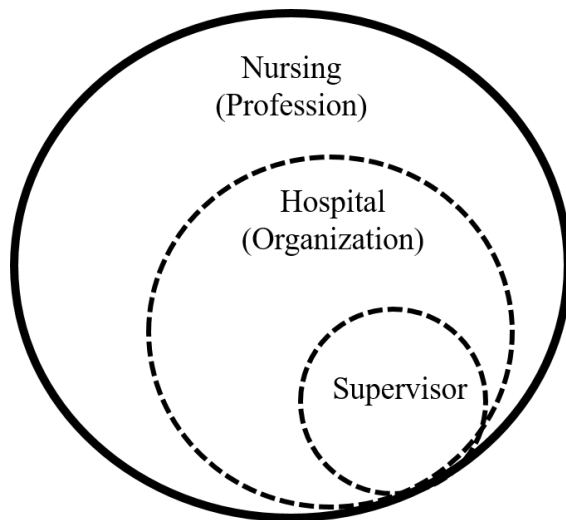
1.7. Quitting Intentions

Quitting intentions are conceptualized as the conscious and deliberate willfulness to leave an organization, often measured referencing a specific time scale (Tett & Meyer, 1993). Quitting intentions can serve as an indicator to an employee's psychological attachment to their organization (Zhao et al., 2007). Also conceptualized as leave intent, intentions to leave, and/or quitting intentions, intention to quit commonly refers to the individual measure of turnover. This is compared to the general term "turnover" which is an organizational-wide measure (Fabi et al., 2014). Intentions to quit are considered a behavioural intention (Fabi et al., 2014).

Quitting intentions have frequently been used in studies as a way to measure retention (i.e., Ballinger, Cross, & Holtom, 2016; Cennamo & Gardner, 2008; Chen et al., 2011; Fabi et al., 2014; Griffeth et al., 2000). Hom et al. (2017) suggest that it was Kraut (1975) who first demonstrated that quitting intentions precede actual leaving behaviour, but Mobley (1977) was the first to fully include it in a theoretical model of retention. Intention to quit is the most prevalent cause of leaving behaviour and often considered the last step before actual turnover (Hom et al., 1992). These quitting, or exit behaviours, can include movements within an organization, or across organizational boundaries (Hirschman, 1970). Movements

within an organization can be called intra-organizational movement or internal turnover. Essentially, an employee may either completely quit their employment situation, or move around within their existing employment situation, whatever that may be.

Quitting intentions tend to be focused on a particular entity. Within the retention literature, the most common focus of quitting intentions seems to be the organization (i.e., Ahmed et al., 2016; Chen & Wu, 2017; Fazio et al., 2017; Oh & Oh, 2017; Paillé et al., 2016). However, quitting intentions focused towards other workplace entities have also been evaluated, such as the intention to quit the job (Acikgoz et al., 2016; Chapman, Blau, Pred, & Lopez, 2009), profession (Armstrong et al., 2015; Blau & Lunz, 1998; Chapman et al., 2009) and career (Huffman, Adler, Dolan, & Castro, 2005). Research has demonstrated considerable evidence on factors relating to intentions to quit, but the specific targets of such intentions have sometimes been unclear with little differentiation between job and organization (i.e., Arshad & Sparrow, 2010; Kalbers & Cenker, 2007; Labatmedienė et al., 2007; Olusegun, 2013; Voigt & Hirst, 2015); however, some research seems to be moving towards specifying and closely examining the factors that precede intentions to quit to very specific entities of the workplace (Huang et al., 2007; Lapointe et al., 2013; Meyer et al., 1993; Paillé & Dufour, 2013; Parks et al., 1998)

Given its popularity and reliable use in the available literature, quitting intentions are a staple concept in retention literature. The following sections elaborate on intra-organizational quitting intentions (the movement within organizational boundaries), the concept of intention to stay, and then the antecedents of quitting intentions. The section concludes with a brief description of the consequences of quitting intentions.

1.7.1. Intra-organizational quitting intentions

An employee may want to leave their current job but remain within their organization, or even their desired profession. Such intentions to quit can be referred to as intra-organizational mobility, also sometimes called internal turnover (Ruby, 2002). This concept can refer to movement within set organizational boundaries (changing jobs but remaining in the same organization). When turnover is internal to an organization, a job change occurs, but the organization as a whole does not lose the employee (Steel & Landon, 2010). An employee may have the intention to quit a certain entity within the workplace, but not wish to quit another (Paillé & Dufour, 2013). For example, an employee may wish and intend to quit their organization, but stay within their profession. In these scenarios, nested organizational models may help with the explanation of how an employee may move within organizational boundaries but still remain a part of their organization at large. With this in mind, intra-organizational mobility seems to be a relative term, in the sense that what may be considered external to one entity, may still be internal to another. For example, Ruby (2002) adopted a school-level perspective on teachers' intra-organizational transfers where internal turnover referred to a teacher remaining at the school but changing the subject that they teach. The perspective of intra-organizational movement is important when examining the subject matter. If a schoolteacher leaves their school, but remains in the same district, there is a certain level of turnover for the school, but not necessarily for the district, the board and the number of professional teachers. A seemingly overwhelming amount of research on internal turnover comes from medical fields, where turnover, both internal and external are prevalent as some research has suggested that nearly 30% of new hire nurses tend to leave their immediate working unit within a year (Kovner et al., 2016).

The reasons for internal turnover may not necessarily be the same reasons as external turnover (Ruby, 2002) in the sense that the constructs that affect the quitting intentions of one entity may not necessarily affect an adjacent one in the same manner. An example of this was demonstrated by Birdseye and Hill (1995) who showed that dissatisfaction with workload was more strongly correlated with intention to quit the job than intention to quit the organization. In these types of instances, the constructs are the same, but they may affect

quitting intentions foci differently. The antecedents of internal and external organizational movement are elaborated upon in the following sections.

1.7.2. Intention to stay

Where intention to quit is one's propensity to quit an organization, intention to stay is the conceptual opposite. Price and Mueller (1981) describe intent to stay as "the estimated likelihood of continued membership in an organization" (p. 549). Intention to quit can be used to suggest employee retention whereas intention to stay may suggest a more long-term loyalty development orientation. Compared to turnover intention, intention to stay is less used and less developed in organizational behavioural studies, however the concept seems to appears more often in medical-related studies (Kim, Price, Mueller, & Watson, 1996; Tourangeau & Cranley, 2006). Kim et al. (1996) favoured using intention to stay instead of intention to quit. Their reasoning was to base themselves off research done by Mobley et al. (1979) to support the idea that an employee who indicates their intention to remain commonly does so. This very same rationale can and has been applied to quitting intentions, including Mobley et al. (1979). Intention to stay has further demonstrated similar effects on workplace variables to that of quitting intentions. Tett and Meyer (1993) found that intention to remain relates strongly to and mediates commitment on actual leaving behaviour, like quitting intentions does. Many of the variables that are discussed in this review, in relation to turnover, have also been used in studies that involve intention to stay. For example, occupational commitment as conceptualized by Meyer et al. (1993), was employed as an antecedent to intention to remain (Gambino, 2010) in very much the same way it has been employed in studies examining it with quitting intentions. Intention to stay has also been used in with psychological contracts as a predecessor to actual leaving (Robinson & Rousseau, 1994) in a similar manner that quitting intentions have (i.e., Ahmed et al., 2016; Heffernan & Rochford, 2017; Zhao et al., 2007). Toussaint et al. (2013) evaluated a number of factors affecting a military member's proclivity to stay with their organization using constructs such as affective commitment. Their justification for using intention to stay was that their study had intended to evaluate intention to stay rather than intention to quit; however, an abundance of research has been conducted using affective commitment as a predecessor to measure the

same effect, via quitting intentions (i.e., Ennis et al., 2018; Tillman et al., 2018; Wong & Wong, 2017).

Methodologically, intention to remain has shown a great deal of similarity to quitting intentions. To illustrate, Gellatly et al. (2006) used staying intentions when studying organizational commitment and OCBs' effects on employee retention. Their data collection instrument was very similar, if not simply the negative phrasing of the quitting intention indexes used by Lichtenstein, Alexander, McCarthy, and Wells, (2004) and Paillé and Dufour (2013).

Intention to quit and intention to stay have been employed as semantically opposite concepts but have been used interchangeably in some studies, (see Perry et al., 2016) which could lead to some confusion; it suggests that the two concepts are mere reverse conceptualizations of one another and that they actually measure the same thing. Many studies have chosen to use intention to remain in lieu of intention to quit, but both intend to measure employee retention (i.e, Price & Mueller, 1981; Tourangeau & Cranley, 2006; Toussaint et al., 2013; Xiu et al., 2019). In spite of its inclusion in some retention research, intentions to remain has seen relatively less use than quitting intentions. In order to remain clear and consistent with the majority of the available retention literature, we will consider the conceptualization and semantically employ it as intention to quit instead of intention to stay.

1.7.3. Antecedents

The theoretical antecedents of intentions to quit have been widely elaborated in this thesis; every concept that was elaborated upon has a section on how it is related to retention via intention to quit. This portion will briefly summarize those sections.

Previous sections have identified several antecedents to quitting intentions. Multiple studies have demonstrated that psychological contract breach is positively related to intention

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to quit (i.e., Ahmed et al., 2016; Chen & Wu, 2017; Heffernan & Rochford, 2017; Lapointe et al., 2013; Phuong, 2016; Robinson & Rousseau, 1994; Zahra Malik & Khalid, 2016; Zhao et al., 2007). Psychological contract violations are also positively linked with quitting intentions (Arshad & Sparrow, 2010; Kraak et al., 2017; Paillé & Dufour, 2013; Trybou & Gemmel, 2016).

Commitment has also been demonstrated to be clearly linked to intention to quit (i.e., Allen, Shore, & Griffeth, 2003; Allen, 2003; Cotton & Tuttle, 1986; Griffeth et al., 2000; Lytell & Drasgow, 2009). All three forms of commitment (affective, normative and continuance) have been shown to be directly linked to intention to quit (i.e., Cotton & Tuttle, 1986; Ennis et al., 2018; Holtom et al., 2014; Labatmedienė et al., 2007; Lytell & Drasgow, 2009; Tillman et al., 2018) however, affective commitment is suggested to have the most significant relationship with intention to quit (Solinger et al., 2008).

Employees can hold simultaneous commitments to multiple organizational entities. There has been substantial research examining the effects of multiple simultaneous commitments on workplace behaviours and attitudes. While quitting intentions have been examined through multiple simultaneous commitments (i.e., Meyer et al., 1993; Paillé et al., 2016; Yousaf et al., 2015), multiple simultaneous quitting intentions have not received relatively much attention.

Beyond the previously discussed workplace related constructs, the available literature has also identified other predictors of quitting intentions. In terms of organizational or environmental factors, workplace bullying is related to levels of quitting intentions (Rai & Agarwal, 2018a, 2019; Salin & Notelaers, 2017). Furthermore, Rai and Agarwal (2018a, 2019) suggest that one's workplace friendships moderate this relationship. Similarly to workplace bullying, abusive supervision has also been positively related to quitting intentions (Pradhan et al., 2019). In their study on family owned businesses, (Arasli et al., 2019) found that non-beneficiaries' quitting intentions tended to be higher where they perceive favouritism to be high. Other workplace factors, such as internal and external networking

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(Porter, Woo, & Campion, 2016) and HRM such as recruitment, induction and training (but not necessarily performance appraisal) (Cesário & Chambel, 2017), have each been linked to levels of quitting intentions. Perceptions of feeling excluded from a select organizational talent pool may also contribute to an employee's quitting intentions (Kichuk, Brown, & Ladkin, 2019). Some research has also suggested a negative relationship between the existence of adequate work-family policies and employee quitting intentions (Medina-Garrido, Biedma-Ferrer, & Rodríguez-Cornejo, 2021).

When considering expatriate working locations, Birdseye and Hill (1995) found that dissatisfaction with one's job and work location tended to positively influence an employee's intention to quit either of those entities. On the other hand, an employee's time spent working as an expatriate in another country tended to be linked with lower intention to quit the organization, location and job (Birdseye & Hill, 1995). An expatriate employee's family capability to adjust to the foreign location negatively related to intention to quit location (Birdseye & Hill, 1995). Environmental factors are more likely to cause internal, rather than external turnover (Birdseye & Hill, 1995). People are more likely to leave their jobs than their organizations due to environmental factors. However, "dehumanizing" office layouts may also lead to increased levels of quitting intentions (Taskin et al., 2019).

Several personal factors have also been linked with quitting intentions. For instance, some research has shown that one's organizational tenure (Salin & Notelaers, 2017; Salminen & Miettinen, 2019) and age (Birdseye & Hill, 1995; Salminen & Miettinen, 2019) are negatively related to quitting intentions. Perceptions of "organizational support for employee health" were positively related to employee quitting intentions (Xiu et al., 2019). An employee's own opinion on their professional competence may affect quitting intentions. In a study of nurses' quitting intentions, Derycke et al. (2012) found that initial low perceived work ability (the subjective evaluation of how well an employee is performing at their current job) was predictive of nurses' intention to quit their current ward and their organization. When measured a year later, a deterioration of perceived work ability demonstrated a positive relationship with intention to quit the ward, the organization and the profession (Derycke et

al., 2012). On the subject of nurses, Zhang, Punnett, and Gore (2019) found that long working hours, and continuous evening shift work both were linked with increased nursing home healthcare staff quitting intentions and actual quitting behaviour. Furthermore, one's regret from entering their profession may also be linked with quitting intentions (Budjanovcanin et al., 2019). Some research has suggested that an employee's level of education is negatively linked with their intentions to quit (Birdseye & Hill, 1995; Kovner et al., 2016). An employee's perceptions on their own job variety was suggested to be negatively related to their quitting intentions (Kovner et al., 2016). Having a second remunerated job, on the other had, were positively linked to the probability of them leaving their current roles (Kovner et al., 2016). When studying the internal turnover of school teachers, Ruby (2002) found that the primary cause of movement within a school (internal turnover) was an incongruence between the teacher's assigned subject material and their own subject interests.

Frustration from adequate internal mobility opportunities may translate into intention to quit the organization. For instance, in multinational firms composed of multiple different brands, employees can often move from working from one brand to another (Slavich, Cappetta, & Giangreco, 2014). These brands often have a certain amount of status or prestige associated with them. Employees who are unsatisfied with their ability to move from lower to higher status brands (intra-organizational movement) may end up quitting the firm entirely (Slavich et al., 2014).

1.7.4. Consequences

The next logical forward from quitting intentions is actual quitting behaviour. A large body of research suggests that the main consequence of quitting intention is following through with that intention and actually initiating quitting behaviours (i.e., Chen, Hui, & Sego, 1998; Cohen, Blake, & Goodman, 2016; Jiang, Liu, McKay, Lee, & Mitchell, 2012).

Some research has identified secondary effects of actual internal movements in employees. For example, nurses who changed positions internally to their organizations

tended to report overall higher scores on work attitudes than those who did not change (Kovner et al., 2016).

Unwanted turnover is costly (Li & Jones, 2013; North et al., 2013). Some estimates have placed the cost of replacing a nurse as up to half of their average salary (North et al., 2013). The cost of replacing a nurse is also seen in a drop of productivity (North et al., 2013). Patient care tends to diminish as a result of unwanted quitting (North et al., 2013). Although the cost of replacing an employee may be elevated, taking on a returning employee or an employee internal transfer seems to be the least costly (North et al., 2013).

Although it seems that the majority of turnover research tends the focus on the adverse effects of employees quitting, there are some positive outcomes from employee turnover. Some research has suggested that internal employee turnover, in a rotating work position style, may be beneficial to the organization (Järvi & Uusitalo, 2004). When nurses move around within their hospital, they tend to accumulate more expertise and experience in different departments, thus providing a wide skillset to the hospital (Järvi & Uusitalo, 2004).

1.7.5. Conclusion

Intention to quit is the deliberate willfulness to quit an organization, often measured referencing a specific time scale (Tett & Meyer, 1993). Intention to quit remains an essential concept in turnover and retention literature. One can have the intention to quit different foci of a workplace, such as a job, organization, career and profession. Steel and Lounsbury (2009) consider intentions to quit a core mechanism involved in the turnover process. While some studies have used "intention to stay" in lieu of intentions to quit, intentions to quit are far more common in retention literature. Psychological contract breach (i.e., Ahmed et al., 2016; Chen & Wu, 2017; Heffernan & Rochford, 2017; Lapointe et al., 2013; Phuong, 2016; Robinson & Rousseau, 1994; Zahra Malik & Khalid, 2016; Zhao et al., 2007) and affective commitment (i.e., Acikgoz et al., 2016; Brunetto et al., 2017; Gyensare et al., 2017; Imran et al., 2017; Islam et al., 2016; Kirk-Brown & Van Dijk, 2016; Oh & Oh, 2017; Van

Waeyenberg et al., 2017; Wong, 2017) have often demonstrated strong links with quitting intentions.

Most retention studies have only considered intentions to quit the organization (i.e., Fazio et al., 2017; Fu, 2007; Oh & Oh, 2017; Schaufeli & Bakker, 2004). The inclusion of other foci of quitting intentions, beyond the organization, may expand the current state of the available literature. Considering leaving the profession can be a valuable addition, especially when considered simultaneously with quitting the organization in order to account for the possibility of intra-organizational transfers.

Chapter 2: Analytical framework and research problem statement

The aim of this chapter is to present a research problem, on which this thesis is based. This chapter first begins by justifying the theories and concepts used in the thesis, moving from broad concepts to narrowed relationships, to a final research question. It then elaborates on the research model and the associated hypotheses that were tested.

2.1. Research problem statement

The focus of this study is on employee retention. Retention is a short term, reactive, economic exchange with the employee (Paillé, 2011). Retention refers to the organizational efforts to keep employees within the organization (Cardy & Lengnick-Hall, 2011). Although they may seem similar, retention and turnover are different concepts (Cardy & Lengnick-Hall, 2011). Poor retention will result in a higher turnover rate (Cardy & Lengnick-Hall, 2011).

Employee retention has long been a managerial concern. It remains as such across North America at large (Fabi et al., 2014; Renaud et al., 2014). This is still certainly true in Canada, and in Quebec. On a provincial scale, the Province of Quebec had an unemployment rate fluctuating between 7.2% and 9.2%, between 2016 and 2020 (Statistics Canada, 2021b); recent estimates place the 2021 unemployment rate at 13.1%, due to massive layoffs and job loss caused by imposed restrictions in response to the COVID-19 health crisis (Statistics Canada, 2021a). Examining how this unforeseen jump in unemployment is manifested in the professional sectors of Quebec shows startling figures: skilled professionals[1] experienced a 12% drop in employment (Ministère du Travail de l'Emploi et de la Solidarité Sociale, 2021). Although the same report suggests that the highly skilled professional[2] group saw a slight

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[1] According to the *Ministère du Travail de l'Emploi et de la Solidarité sociale* a "skilled professional" is someone who holds a position that requires a professional education and certification or trade school certification (free translation).

[2] According to the *Ministère du Travail de l'Emploi et de la Solidarité sociale* a "highly skilled professional" is someone is someone who holds a position that requires a university or collegial education (free translation).

increase in employment (1.5%), there are still widespread deficits of labour. The generalized estimates suggest that 36% of all recognized professions in the Province of Quebec are experiencing some or severe labour deficits (Ministère du Travail de l'Emploi et de la Solidarité Sociale, 2021).

Not being capable to retain employees can be burdensome on the organization in different ways, including financially (Griffeth & Hom, 2001; Heavey et al., 2013; Park & Shaw, 2013) in terms of productivity (Hausknecht et al., 2009; Shaw et al., 2005) and organizational efficiency (Chen, 2006; Griffeth & Hom, 2001). Some research has demonstrated that an unstable workforce (a workforce with a high level of turnover) particularly in healthcare, tends to negatively affect team-based healthcare effectiveness (Hassmiller & Cozine, 2006) and staff morale (Jones, Havens, & Thompson, 2009). One of the most affected sectors affected by retention issues is the healthcare sector (Chênevert et al., 2016; Wei et al., 2019). Some estimates have suggested that a growing number of new nurses intend to quit within their first few years of employment. (Kovner et al., 2016; Lavoie-Tremblay, O'Brien-Pallas, Gélinas, Desforges, & Marchionni, 2008). Losing new nurses, certainly during a health crisis, may have long-term unforeseeable consequences on many economic and societal levels. The healthcare sector in Quebec has been particularly affected by a chronic deficit in employed nurses (Ministère du Travail de l'Emploi et de la Solidarité Sociale, 2019, 2021). Even before the onset of COVID-19, there was a shortage of nurses. The inability to retain a sufficient number of nurses has placed a massive strain on the province's healthcare system. The conditions that persisted throughout 2020 highlight the importance of employee retention – especially in the province's healthcare system.

There has been much research attention given to examining employee retention (Hom et al., 2017). This thesis will investigate retention through psychological contract breach, affective commitment to multiple simultaneous workplace entities, intention to quit the organization and the profession, and through field and nested organizational theory. Although the latter theories and concepts have been used in the past, there exist opportunities to bolster the available literature and address certain under-explored areas. The following

subsections highlight these theories and concepts and underscore those under-explored areas of research.

2.1.1. Psychological contract breach

There exists some inconsistencies in the relationship between psychological contract breach and affective commitment towards the supervisor. Previous psychological contract breach research has established a link between breach and commitment (i.e., Cassar & Briner, 2011; Chaudhry & Tekleab, 2013; Lapointe et al., 2013; Lub et al., 2016; McInnis, Meyer, & Feldman, 2009; Ng & Feldman, 2008; Zhao et al., 2007) where breach almost always results in eroding affective commitment. However, under certain circumstances, this may not always be the case with affective commitment directed towards the supervisor (Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017). Lapointe et al. (2013) also suggest that future research should investigate breach's effect on affective commitment towards the supervisor. In order to better understand this relationship, this thesis aims to examine the link between breach and affective commitment towards the supervisor, as per Lapointe et al.'s (2013) suggestion, in order to investigate the breach – affective commitment to the supervisor relationship.

Another research gap exists in the evaluation of psychological contract breach towards multiple simultaneous commitments, as relatively very little research has been conducted to investigate the effect of psychological contract breach on multiple simultaneous affective commitments. To our knowledge, only Lapointe et al. (2013) have examined the effects of psychological contract breach on multiple simultaneous affective commitments. Furthermore, their selection of commitment foci was limited to affective commitment to the supervisor and affective organizational commitment. The perceived research gap here is the unexplored interactions between more commitment foci. This can be addressed by including more than just two foci of commitment; by doing so, research may be able to assess the effect of psychological contract breach in more complex research models and organizational situations.

Finally, a potential gap in the available literature exists in the measurement of the psychological contract. To illustrate this gap, one could examine Lapointe et al. (2013) who favoured using global measures of breach in their research model; while a global measure of breach tends to correlated more strongly with levels of commitment (Zhao et al., 2007), it does not address the multifaceted nature of psychological contract breach (Cassar et al., 2016; Kraak et al., 2017). A gap exists where by evaluating breach using a composite measurement tool, research may be able to associate specific aspects of psychological contract breach to various workplace entities, which does not seem to be very common.

In sum, certain aspects and outcomes of psychological contract breach seem to have been underexplored. To examine these underexplored areas, affective commitment towards the supervisor is included in the research model. Extending this, the inclusion of multiple simultaneous commitments foci (the supervisor, organization and profession) should also bridge certain perceived gaps in the available literature. Finally, evaluating the psychological contract as being multifaceted seems to be uncommon; by using a composite measurement tool to evaluate psychological contract breach, the research contained in this thesis should be a welcome contribution to the available literature.

2.1.2. Multiple simultaneous commitments

There exists an inconsistency in the relationship between professional commitment and intention to quit the organization. Most retention commitment research has tended to include only one focus of commitment at a time (i.e., Gyensare et al., 2017; Low et al., 2017; Lyu & Zhu, 2017; Oh & Oh, 2017; Rathi & Lee, 2017; Rofcanin et al., 2016; Tillman et al., 2018; Vandenberghe et al., 2017). The current or upcoming trend in commitment research is to evaluate commitment towards multiple foci, simultaneously (i.e., Fazio et al., 2017; Heffner & Rentsch, 2001; Paillé et al., 2011; Redman et al., 2011; Redman & Snape, 2005; Snape et al., 2006; Stinglhamber et al., 2002; Valéau et al., 2013; Vandenberghe et al., 2004; Yalabik et al., 2017). Generally, commitment tends to influence parallel entities of commitment, (i.e., Bagraim, 2010; Chan et al., 2011; Morin et al., 2011; Paillé et al., 2016; Redman et al., 2011; Redman & Snape, 2005; Snape et al., 2006; Wasti & Can, 2008).

However professional commitment has demonstrated to be both negatively (Paillé et al., 2016) and positively (Yalabik et al., 2017) linked to intentions to quit the organization; in order to add clarification to the relationship between professional commitment and intention to quit the organization, this thesis investigates this inconsistency.

Another perceived gap exists in the empirical assessment of the interactions amongst commitment to multiple commitment foci. Research has suggested that the multiple workplace foci of commitment can interact with one another and subsequently affect quitting intentions (i.e., Lapointe et al., 2013; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017, 2004; Yalabik et al., 2017). However, little attention has been given to assess the potential interactions among commitment to multiple foci of commitment (Meyer et al., 2013). This thesis may be able to add needed knowledge to the body of work involving multiple simultaneous commitments.

An underexplored area of commitment research seems to be the investigation of commitment towards workplace entities other than the organization. Relatively less attention has been given to commitment directed to targets other than the organization. To this end, Redman and Snape (2005) advise against the prioritising of focusing on organizational commitment over other entities. Some relatively recent research (Lapointe et al., 2013) has also acknowledged this under exploration and suggest to include other foci of commitment in future research models. Recently, Houle, Morin, Fernet, Vandenberghe, and Tóth-Király, (2020) have advocated for more serious research involving occupational commitment, and Paillé and Valéau (2019) had expressed interest in examining the retention related outcomes of younger professional employees. Therefore, in accordance with recommendations from Lapointe et al. (2013), other foci of commitment (affective commitment to the supervisor and affective professional commitment) are included in order to identify combinations that may display compensatory and synergistic effects of outcomes among new employees. The inclusion of the supervisor and profession as targets of affective commitment should address this underexplored area of research.

In sum, certain areas of commitment research seem to have been underexplored and may benefit from being addressed. One of these underexplored areas, or gaps, exists surrounding inconsistencies in the relationship between professional commitment and intention to quit the organization. Additionally, there has been relatively little attention given to the interactions among multiple foci of commitment. The inclusion of affective commitment towards the supervisor, the organization and the profession allows for an inquiry on the interaction amongst them, and their subsequent effects on quitting intentions, adding seemingly valuable knowledge to a relatively sparse area of research.

2.1.3. Quitting intentions

An underexplored area of research surrounding quitting intentions seems to be the inclusion of multiple simultaneous targets of quitting intentions. Similar to holding simultaneous commitments to multiple organizational entities, employees can also intend to leave these various entities. Most studies have only considered one focus of quitting intention at a time (i.e., Fazio et al., 2017; Fu, 2007; Oh & Oh, 2017; Paillé & Valéau, 2019). While quitting intentions have been examined through multiple simultaneous commitments (i.e., Meyer et al., 1993; Paillé et al., 2016; Yousaf et al., 2015), multiple quitting intentions have not received relatively as much attention. This perceived gap in the available literature can be addressed by including both the organization and the profession as targets of quitting intentions.

2.1.4. Nested organizational commitment structures and field theory

The research here incorporates nested organizational commitment and field theory elements. First, within institutions as large and complex as the medical or nursing fields (for example), the various entities that comprise it must be clearly distinguished. All workplace commitments have a focus (Brown, 1996). Within nested organizational commitment theory, commitment is said to be honed in on a specific entity, within another workplace entity (Heffner & Gade, 2003; Mueller & Lawler, 1999). Then, according to field theory, the most salient entity tends to have the most weight in determining subsequent attitudes and behaviours.

As discussed in the preceding section, there seem to be certain underexplored areas of commitment research. Under the umbrella of nested organizational commitment theory, research may be able to identify conditions under which local commitments exert their strongest influence on behaviour (Valéau et al., 2013). Valéau et al. (2013) advocate for future research on the interactions across nested foci of commitment to aid in identifying such conditions. A research gap seems to exist where nested organizational commitment theory could be used in tandem with field theory in order to explain the conditions where a specific focus of commitment is relatively more important in determining subsequent attitudes and behaviours than others; in the case of this thesis, these subsequent behaviours include the intention to quit the organization and the profession. In order to address this perceived gap, this thesis proposes the inclusion of affective commitment towards the supervisor, the organization and the profession, all of which can be considered as nested entities, in order to explore their interactions amongst themselves, and how they affect the individual's proclivity to leave their organization and profession.

When applying nested organizational commitment and field theory, it is important to distinguish between the layers of workplace entities. In the case of this thesis, the entities are the profession, the organization and the supervisor. A profession is a group that has specialised knowledge, autonomy over the labour process, self-regulation, legally restricting those who may practice the profession and the enjoyment of high status within society (Freidson, 1986, 2001). Individuals are able to demonstrate affective commitment to their profession/occupation (Tsoumbris & Xenikou, 2010; Yalabik et al., 2017; Yousaf et al., 2015). Employees have also been shown to express intention to quit the profession (Armstrong et al., 2015; Blau & Lunz, 1998; Chapman et al., 2009). It is important to note that the terms "profession" and "occupation" are often used interchangeably (i.e., Brunetto et al., 2017; Li et al., 2016; Snape et al., 2006; Vandenberghe et al., 2004) as previously explained. This thesis will continue to favour "profession" over "occupation" even though they refer to the same entity.

An "organization" refers to a purposeful arrangement of activities with control of human relations ordered for a common particular end (Hunt, 2007) like a company or a working group within a company. Contextually to the nursing or teaching fields, these organizations could be hospitals, or schools, respectively. These organizations are where employees work. Individuals are able to express affective commitment to their organizations and intention to quit their organization (i.e., Ahmed et al., 2016; Chen & Wu, 2017; Lapointe et al., 2013; Paillé et al., 2016; Zhao et al., 2007).

Finally, at the closest point to the employee, there is the supervisor. Employees have been shown to express affective commitment to their supervisor (Askew et al., 2013; Becker et al., 1996; Lapointe et al., 2013; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017, 2004) and this affective commitment has been linked to intention to quit (Askew et al., 2013; Bagraim, 2010; Paillé et al., 2011; Vandenberghe & Bentein, 2009).

In sum, the various entities identified by this thesis are all clearly distinguished. Employees have demonstrated affective commitment to these entities and intention to quit the organization and profession. A perceived gap exists where nested organizational commitment and field theory could be used to help investigate and explain the conditions where certain foci of commitment are more important in determining subsequent attitudes and behaviours. In order to address this gap, affective commitment to the supervisor, the organization and the profession, as well as intention to quit the organization and profession are included in the research model. A nested organization structure should help explain how an employee may intend to leave one entity and yet intend to remain within another. It should also help in explaining the potential interactions between these simultaneous commitments and how they may subsequently affect the employee's quitting intentions.

2.2. Research question

This thesis aims to contribute to the scientific literature of employee retention. The research here proposes to do this by way of evaluating commitment to various workplace entities. In order to distinguish each workplace entity, it is important to define them. The

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entities included in this thesis have already been defined, but the following brief summary will be a reminder. Recall that the three workplace entities selected are the supervisor, the organization and the profession. The "supervisor" is considered as the employee's direct supervisor. An "organization" refers to a purposeful arrangement of activities with control of human relations ordered for a common particular end (Hunt, 2007). In this case, an "organization" refers to the working unit, (school, hospital etc...) to which the person belongs. The term "occupation" can be ambiguous, often being used interchangeably between "career" and "profession" (Meyer et al., 1993). As previously elaborated, the terms "occupation" and "profession" will refer to the same distal element. Freidson (1986, 2001) suggests that the features of a profession include having specialised knowledge, autonomy over the labour process, self-regulation, legally restricting those who may practice the profession and the enjoyment of high status within society. There are many "newer" forms of professional bodies that emulate these professional characteristics (Freidson, 2001). Fields such as nursing or teaching share many of these features. The contextualisation of these definitions are found in Table 1.

The research here examines commitment in institutions where an individual may have many simultaneous commitments. Beyond commitment to their manager, (supervisor) in the organization (the hospital), or to the profession (nursing). With that being said, the research also expands upon the relationship between psychological contract under-fulfillment and specific targets of organizational (proximal) and broader (distal) levels of commitment. Having commitment to different units within an organization has been explored through nested organizational commitment theory and field theory. Nested organizational entities refers to units that are encompassed within a larger one (Heffner & Gade, 2003; Mueller & Lawler, 1999). Field theory (Lewin, 1943), posits that an individual's reaction to environmental stimuli are primarily based on their perceptions of proximal elements of their environment (Mathieu, 1991). Simultaneous commitments to nested organizational units may help explain the results stemming from this research.

In summary, a field such as nursing or teaching can be seen as a nested organization where the employee can distinguish between, and demonstrate commitment towards, their supervisor, their organization and the profession. According to field theory, the relationship with the supervisor may affect the relationship with the other foci. Furthermore, the organization and profession have been identified as potential foci of the member's quitting intentions. There has been relatively less research on the interaction among nested foci of commitment and inconsistencies concerning the relationship between professional commitment and quitting intentions. Psychological contract breach has shown inconsistent results on its effects on affective commitment towards the supervisor. There has also been less research examining breach on multiple simultaneous workplace commitments. Taken together, examining the effect of psychological contract breach on affective commitment towards the supervisor, the organization and the profession, as well as examining the mediating and interactive effects these foci of commitment may have on the employee's intention to quit the organization and the profession might address the perceived gaps in the available literature.

The research question is as follows:

What is the role of multiple simultaneous affective commitments in relation to psychological contract breach and intention to quit the current organization and profession?

2.3. Research model

The model is put forth in order to develop a better understanding of psychological contract breach's effect on quitting intentions with affective commitment as a mediator. The model's elements and variables are elaborated upon in this section. A visual representation of the thesis research model is available in Figure 10.

Figure 10: Aggregate research model
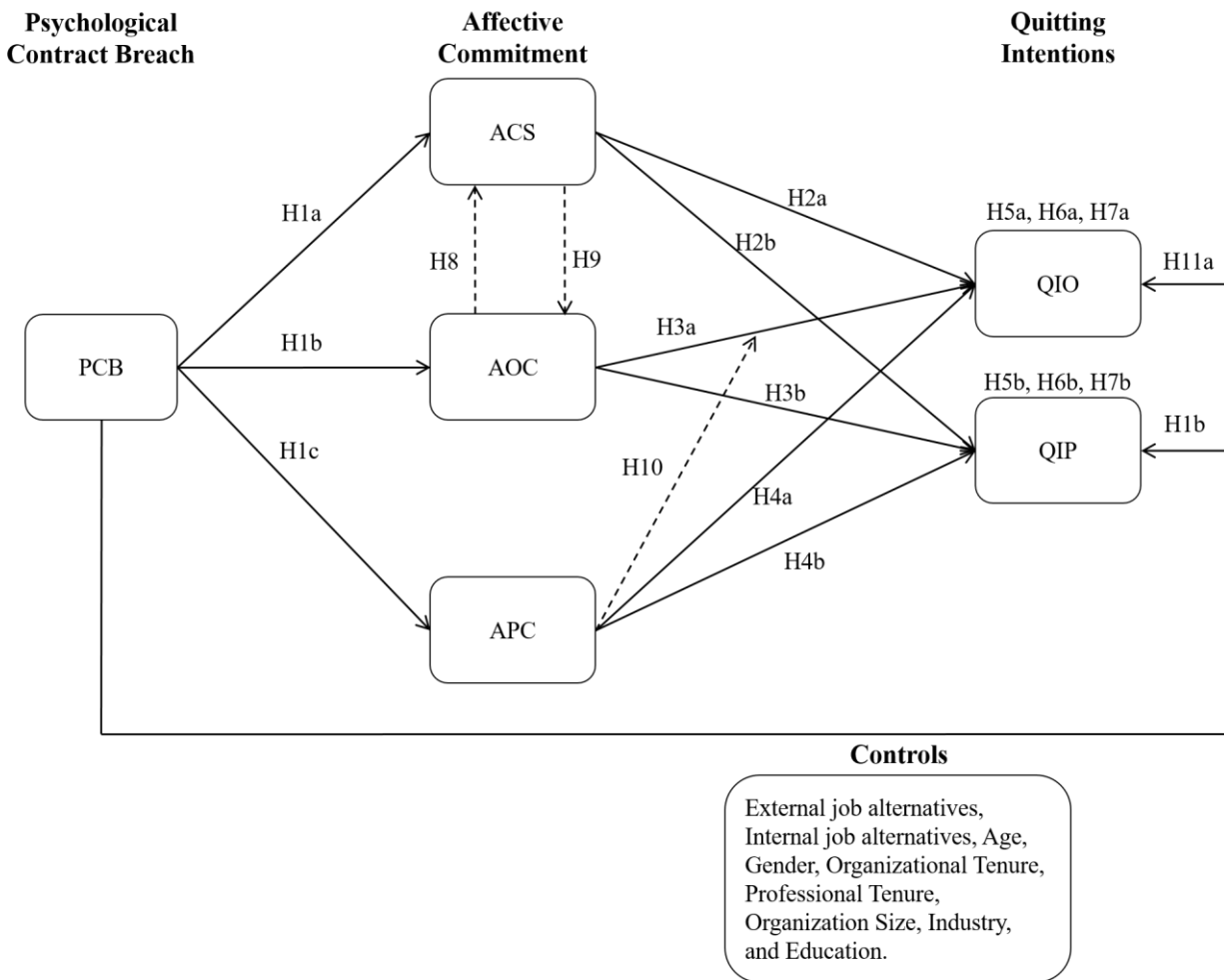
In this research model, the independent variable is *psychological contract breach*. The dependant variables are *intention to quit the organization* and *intention to quit the profession*. *Affective commitment to the supervisor*, *affective organizational commitment* and *affective professional commitment* are suggested to interact in the relationships between *psychological contract breach* and the two *intention to quit* foci, as well as between themselves and the *intention to quit* foci. In order to test for mediation, a link must be established between *psychological contract breach* and *intention to quit the organization* and *intention to quit the profession*, as per Cole and Maxwell (2003).

Affective commitment has been shown to mediate the relationship between psychological contract breach and individual effectiveness (leaving intentions) (Zhao et al., 2007). Re-examining this particular interaction is not necessarily the goal of this model. Instead, the goal is to examine the variety of possible interaction effects that affective commitment may have in the relationship between breach and quitting intentions. By examining the various interactions (moderation and mediation) between potentially competing commitments, the model should shed light on the relative importance of the proximal and distal entities of affective commitment.

The control variables in this model include the following: age, gender, organizational and professional tenure, organization size, education, industry, and perceived internal and external job alternatives. Age, gender, tenure and education have all been used as control variables in the various studies involving psychological contract and commitment. (i.e., Arshad & Sparrow, 2010; Bao et al., 2011; Chaudhry & Tekleab, 2013; Coyle-Shapiro, 2002; Lub et al., 2016; Robinson & Morrison, 2000; Voigt & Hirst, 2015). Perceived internal and external job alternatives are also considered as control variables. Perceived internal job alternatives or opportunities have been suggested to moderate the relationship between psychological contract violations and work behaviours (Fu, 2007), directly effect levels of commitment (Thatcher, Stepina, & Boyle, 2002) and intention to quit (Griffeth et al., 2000; Thatcher et al., 2002). The size of the organization may also have an effect on employee intentions to quit (Oh & Oh, 2017). Finally, idiosyncrasies between industries of employment should also be controlled for, as those effects are not of substantive interest to this thesis.

Note that a similarity between this research model and that of the one used by Heffernan and Rochford (2017) may be perceived. The models differ in in least three significant ways: first, the concept of psychological contract breach in this proposed research model is far more in depth and multidimensional than that of Heffernan and Rochford, (2017) identifying aspects of work that may specifically contribute to breach. Second, the research model here uses affective commitment towards three distinct entities as a mediator between breach and quitting intentions; the Heffernan and Rochford (2017) model used social

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connections, a completely different concept, and only used two distinct entities. Third, Heffernan and Rochford (2017) only consider the profession in terms of quitting whereas this thesis' research model incorporates both the organization and the profession, simultaneously.

2.3.1. Dividing the research model

The aggregate model is large and complex; the scale and complexity of the model in its full form will likely make any testing difficult, if not unfeasible. Because of this, the research model will be broken into two parts, models A and B. Model A will examine the relationships between breach, the foci of affective commitment and intention to quit the organization. Model B will examine the relationships between breach, the foci of affective commitment and intention to quit the profession. Model A is available in Figure 11 and model B is available in Figure 12.

Figure 11: Research model A
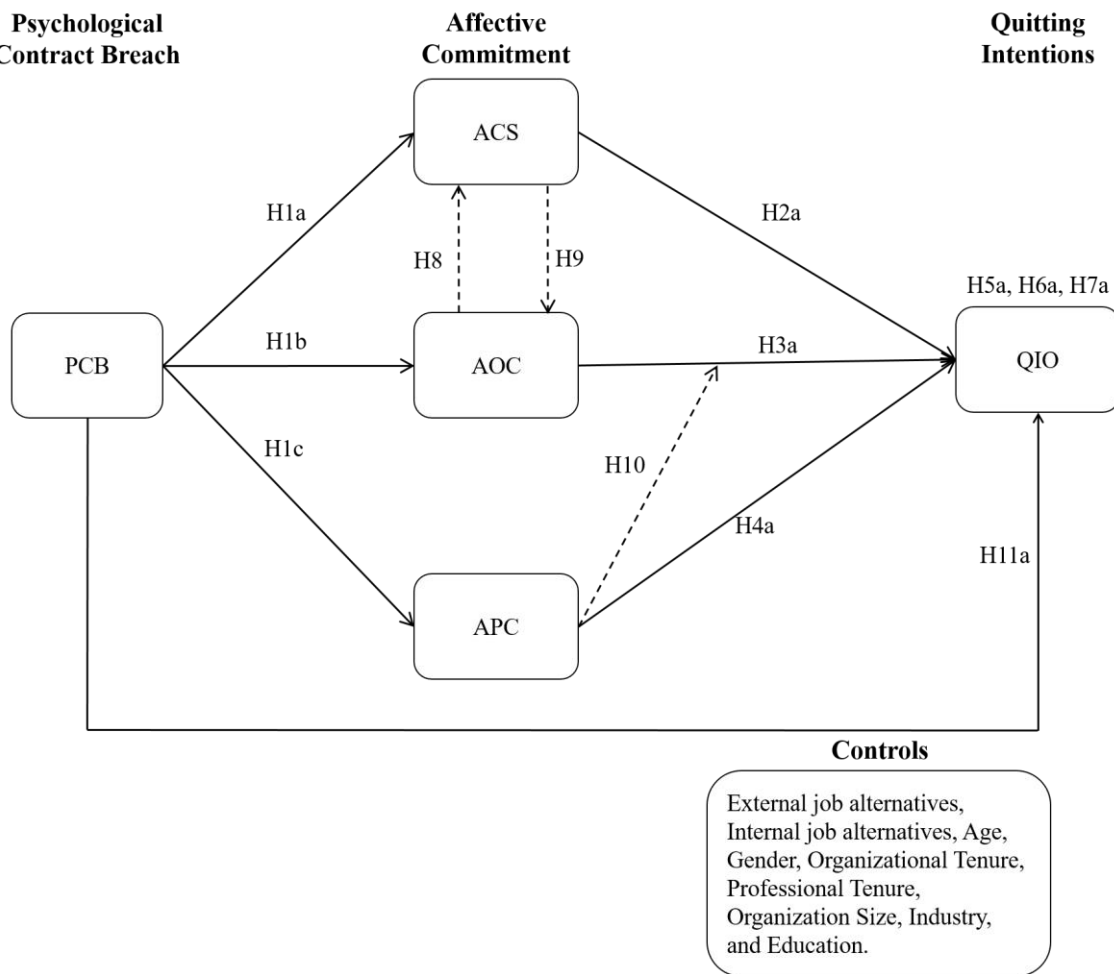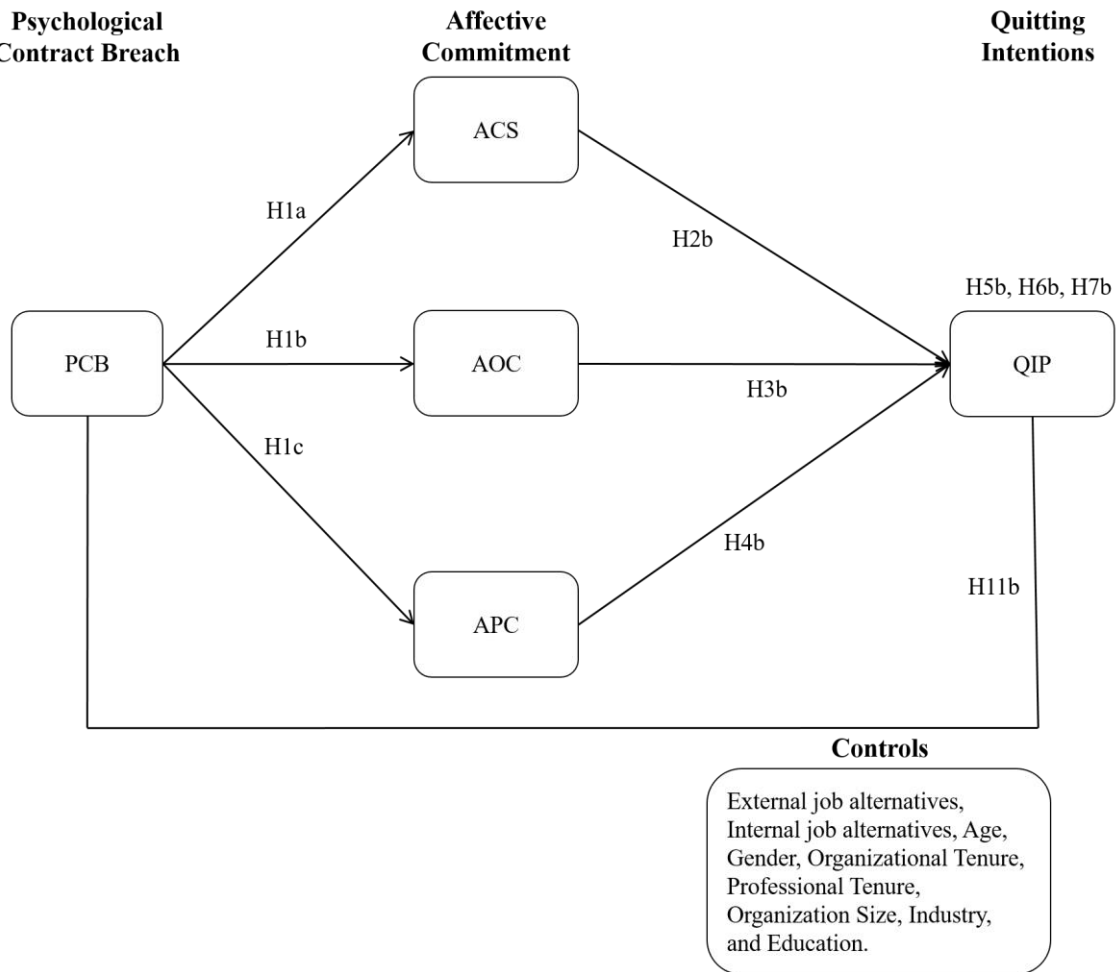
2.4. Hypotheses

Previous research has established the relationship between psychological breach and commitment (Cassar & Briner, 2011; Chaudhry & Tekleab, 2013; Lub et al., 2016; McInnis et al., 2009; Ng & Feldman, 2009; Zhao et al., 2007). However, the relationship between breach and affective commitment towards the supervisor is inconsistent (Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017). Additionally, despite breach's relationship with individual foci of commitment (i.e., Paillé et al., 2016; Suazo et al., 2005), relatively little research has been completed involving psychological contract breach and multiple simultaneous affective commitments. Finally, in line with previous research done on nested organizational commitment (Heffner & Gade, 2003) and field theory (Lewin, 1943) it is

expected that one's commitment scores be lower the further away they move from their immediate working unit, following a breach. Due to its more substantial effects upon intention to quit, compared to the other components of commitment, only affective is selected for examination (Solinger et al., 2008). Commensurate with previous research, and in order to develop our understanding of how psychological contract breach affects multiple simultaneous commitments, the following hypothesis is posited for model A:

H1: Psychological contract breach is negatively related to:
    a) Affective commitment to the supervisor
    b) Affective organizational commitment
    c) Affective professional commitment

A fair body of research has established the relationship between affective commitment to the supervisor and quitting intentions. The same can be said about this relationship within a simultaneous multiple affective commitment framework (Askew et al., 2013; Bagraim, 2010; Paillé et al., 2011; Vandenberghe & Bentein, 2009). One of the intents of this research is to examine the possible interactions among different foci of commitment, and how these interactions may affect subsequent behaviours such as quitting intentions. In order to examine these potential interactions amongst multiple simultaneous commitment, within a nested organization, a link must be established between the variables involved. Despite it being linked to intention to quit the organization, seemingly, however, no previous research has established a link between affective commitment to the supervisor and intention to quit the profession. Such relationship is plausible, as the psychological distance approach to field theory suggests that salient entities have the strongest effects on distal one (Yalabik et al., 2017).

Askew et al. (2013) argue that the influence of the supervisor is important, if not central, to the behaviour and attitudinal outcomes of employees. This further supports the application of Lewin's (1943) Field theory. In order to build on field theory, and to expand

the research on the relative importance of workplace supervisors vis-à-vis retention, following hypothesis is posited in model A and B, respectively:

H2: Affective commitment to the supervisor is negatively related to:
   a) **Intention to quit the organization**
   b) **Intention to quit the profession**

Within a simultaneous multiple affective commitment framework, affective commitment to the organization has tended to be negatively linked to intention to quit the organization (Bagraim, 2010; Cohen & Freund, 2005; Paillé et al., 2011; Vandenberghe & Bentein, 2009; Yousaf et al., 2015) and the occupation/profession (Yousaf et al., 2015). Moreover, some research has linked a decline in affective organizational commitment to increased quitting intentions (Vandenberghe et al., 2011).

Tsoumbris and Xenikou's (2010) results suggest that simultaneous affective commitment to the profession and organization each, in an interrelated fashion, explained a significant portion of quitting intentions or intending to change profession. Stinglhamber et al. (2002) found that affective commitment directed towards other entities, besides the organization, each adds incremental variance in quitting intentions over what is explained by organizational commitment, suggesting that each workplace entity forms its own relationship with the employee, concerning intentions to quit. Fernet et al. (2020) found that higher levels of self-determination positively influenced affective organizational commitment and negatively influenced both intention to quit the organization and the profession. Other studies, such as Valéau et al. (2013) did not find evidence for this incremental variance. This difference in results may be explained by different workplace contexts, dynamics and differences in multiple commitment patterns across different professional groups (Askew et al., 2013; Redman & Snape, 2005; Stinglhamber et al., 2002). These differing results highlight the perceived need for further examination of multiple simultaneous affective commitment profiles in different organizational and professional contexts. In order to shed light on the various interrelated outcomes between multiple simultaneous affective

commitment foci, hypothesis 3A is posited for model A and hypothesis 3B is posited for model B:

H3: Affective organizational commitment is negatively related to:
   a) **Intention to quit the organization**
   b) **Intention to quit the profession**

Affective professional commitment has demonstrated mixed and interesting results. As mentioned earlier, the terms "occupation" and "profession" can be considered interchangeable (Becker et al., 2015; Meyer et al., 1993). Affective professional commitment is suggested to be negatively related to intention to quit the profession (Paillé & Valéau, 2019; Yousaf et al., 2015). Fernet et al. (2020) found that higher levels of self-determination were positively related to affective professional commitment and negatively related to both intention to quit the organization and the profession. Most foci of commitment have a negative relationship with their corresponding level of quitting intention (Cohen & Freund, 2005; Lapointe et al., 2013; Paillé et al., 2011; Paillé & Valéau, 2019). However, it seems that professional commitment's influence extends beyond parallel-level outcomes, and has been demonstrated to be positively related to intention to quit the organization (Yalabik et al., 2017). The explanation suggested is that this may be the result of professional skills development and that adherence to the norms of the profession, being at the core of the profession, the chances of moving across organizations is higher (Yalabik et al., 2017). Affective professional commitment is also suggested to be negatively related to intention to quit the organization, explaining incremental variance in quitting intentions (Stinglhamber et al., 2002; Tsoumbris & Xenikou, 2010; Yalabik et al., 2017). However Valéau et al. (2013) did not find any evidence of this incremental variance. Research involving professional or occupational level commitment has been inconclusive and more research is required.

Moreover, in order to examine the potential interactions amongst multiple simultaneous commitments and how these interactions might affect quitting intentions, links between these foci of commitment and quitting intentions must first be established. Exploring

the inconsistencies in the literature and examining the potential interactions between the foci of commitment can be done at the same time. Therefore, hypothesis 4A is posited for model A and hypothesis 4B is posited for model B:

H4: Affective professional commitment is negatively related to:
   a) **Intention to quit the organization**
   b) **Intention to quit the profession**

Research has identified interactions that lend some support to the idea that affective commitment to the supervisor can intervene in the relationships between certain attitudes and behaviours. Affective commitment to the supervisor intervened in the relationship between perceived supervisor self-interest behaviours and counterproductive workplace behaviours (Mao et al., 2019). Affective commitment to the supervisor does not intervene in the relationship between the interaction of perceived supervisor support and organizational cynicism and its relationship with in-role performance (Neves, 2012). However, affective commitment to the supervisor was found to mediate the relationship between the interaction of perceived supervisor support and organizational cynicism and its relationship with extra-role performance (Neves, 2012). Affective commitment to the supervisor mediates the relationship between perceived interpersonal justice and quitting intentions (Flint, Haley, & McNally, 2013). Recently, Imam, Naqvi, Naqvi, and Chambel, (2020) have found that affective commitment to the supervisor positively mediated the relationship between authentic leadership and creative behaviours. Despite the evidence that affective commitment to the supervisor can have an intervening role in certain relationships, there is limited evidence in the role that it plays in the relationship between psychological contract breach and intention to quit; therefore, the following hypothesis is put forth:

H5: Affective commitment to the supervisor mediates the relationship between psychological contract breach and:
   a) **Intention to quit the organization**
   b) **Intention to quit the profession**

Affective commitment has been suggested to mediate the relationship between several constructs and quitting intentions, but there are opportunities to develop these relationships. Within the psychological contract framework, employee affective organizational commitment has been suggested to mediate the relationship between psychological contract breach and quitting intentions (Lapointe et al., 2013). Arshad and Sparrow's (2010) results suggest that affective organizational commitment mediates the relationship between psychological contract violation and quitting intentions and psychological contract violation and OCBs. Very recently, Vandenberghe et al.'s (2021) results show that affective organizational commitment mediated the relationship between feedback seeking behaviours, and quitting intentions. There is some evidence that affective organizational commitment intervenes in the relationships between breach and intention to quit. Commensurate with previous research, it is expected that:

H6: Affective organizational commitment mediates the relationship between psychological contract breach and:

    a) **Intention to quit the organization**
    b) **Intention to quit the profession**

The lion's share of affective commitment research has involved the organization as the primary target of commitment. Relatively less work has been done that considers the profession as an entity of affective commitment. In accordance with levels-of-analysis approach to field theory (Vandenberghe et al., 2004), the attitude that is most salient to a given behaviour becomes the most important influence on that behaviour. For example, if the behaviour is related to the profession, attitudes directed towards the profession should have the greatest influence on it. In such context, as previously hypothesized, it can be expected that affective professional commitment be negatively related to intention to quit the profession; it can also be reasonably assumed then that affective professional commitment should mitigate any negative influence that a breach may have on intention to quit the profession. Furthermore, some previous research has suggested that employees with high levels of professional commitment tend to have fewer negative workplace attitudes and

behaviours (Arthi & Sumathi, 2020; Butt, 2020). Therefore, the following hypothesis is posited:

H7: Affective professional commitment mediates the relationship between psychological contract breach and:

    a) **Intention to quit the organization**
    b) **Intention to quit the profession**

Affective commitment to the supervisor has shown to influence the relationship between affective organizational commitment and intention to quit the organization (Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017). Specifically, affective commitment towards the supervisor decreases the likelihood of quitting in those with lower affective organizational commitment, but not in those with high organizational commitment (Vandenberghe & Bentein, 2009). Affective commitment to the supervisor was found to mediate the relationship between affective organizational commitment and quitting intentions (Vandenberghe et al., 2017). This mediation effect was stronger when the supervisor was perceived to have values that are congruent with those of the organization (Vandenberghe et al., 2017). However, when the supervisor's values were perceived to be distinct from those of the organization, affective commitment to the supervisor and organization each independently predicted actual turnover (Vandenberghe et al., 2017). A fair body of research has suggested that the relationship with one's supervisor should influence subsequent employee outcomes (Arthi & Sumathi, 2020; Fernet et al., 2020; Pfrombeck et al., 2020; Sungu, Weng, & Xu, 2019). Furthermore, the psychological distance approach to field theory (Yalabik et al., 2017) assumes that the entity most salient/proximal to the individual (due to repeated interactions with that entity) should influence outcomes related to distal entities/entities with fewer, interactions. In this situation, affective commitment to the supervisor should exhibit an effect on causal links leading to intention to quit the organization. The potential interactions between commitment foci, and how they may affect subsequent behaviours and attitudes, seem to be underexplored. It is thus that the following hypothesis is posited for model A:

H8: Affective commitment to the supervisor mediates the causal chain between psychological contract breach, affective organizational commitment and intention to quit the organization

Other simultaneous foci of commitment are suggested to mediate the relationship between affective commitment to the supervisor and quitting intentions. Affective commitment to the organization has been found to mediate the relationship between affective commitment to the supervisor and intentions to quit the organization (Paillé et al., 2011; Vandenberghe et al., 2004). The levels-of-analysis approach to field theory (Vandenberghe et al., 2004) assumes that the attitude most salient to the action should have the greatest influence; in this case, affective organizational commitment should exhibit an effect on causal links leading to intention to quit the organization. Therefore, the following is posited for model A:

H9: Affective organizational commitment mediates the causal chain between psychological contract breach, affective commitment to the supervisor and intention to quit the organization

Affective occupational/professional commitment moderates the relationship between affective organizational commitment and intention to quit the organization (Yalabik et al., 2017; Yousaf et al., 2015). Specifically, when commitment to the profession is high, the negative relationship between organizational commitment and quitting intentions tends to become stronger. Other research has shown that occupational commitment moderates the relationship between affective organizational commitment and outcomes, such as job performance (Sungu, Weng, & Xu, 2019). In order to evaluate affective commitment to the profession's effect on other multiple simultaneous affective commitment foci, model A posits that:

H10: Affective professional commitment moderates the mediation effect that affective organizational commitment has in the relationship between psychological contract breach and to intention to quit the organization

Much previous research has established the link between psychological contract breach and quitting intentions (i.e., Heffernan & Rochford, 2017; Lapointe et al., 2013; Phuong, 2016; Zahra Malik & Khalid, 2016; Zhao et al., 2007). As this relationship is strongly established in the relevant literature, hypotheses 11a and 11b posited in models A and B respectively, predict that:

H11a: Psychological contract breach is positively related to intention to quit the organization
H11b: Psychological contract breach is positively related to intention to quit the profession

Chapter 3: Methodology

This chapter concerns the methodology that is proposed to test the research model. It begins by presenting, detailing and justifying the adopted research methodology and approach. It then overviews the proposed dependant, independent, mediating and control variables. The proposed instruments of measurement are all included in each sub section. The population sample and subsequent analytical techniques are elaborated upon as well.

3.1. Research design

This section elaborates on the research design adopted by this thesis. It begins with an explanation of the selected research methodology. It then follows with a justification on the subsequent methodological approach to answer the research question.

3.1.1. Choosing the appropriate research methodology

A cursory review on prominent modern scientific method theories was undertaken to select the most appropriate methodology. There are three major approaches to methodology: hypothetico-deductive, inductive and inferential methods (Haig, 2018). The hypothetico-deductive method is selected. The justification of this selection is in the following section.

The hypothetico-deductive approach seems to be the most popular scientific method in behavioural sciences (Haig, 2018). The use of statistical significance tests in fields such as psychology is heavily reliant on this form of scientific inquiry (Haig, 2018). This approach refers to a set pattern of information processing and reasoning (Lawson, 2003). Haig (2018) argues that there are generally two ways to describe the hypothetico-deductive method. The first account is where the researcher considers a theory, which contains a set of statements, or fundamental assumptions/hypotheses or postulates that are amenable to direct empirical testing (Haig, 2018). These postulates reflect concepts and assumptions about things or events (Lewis, 1988). When adopting a theory, researchers provide evidence in support of each postulate that does not prove it, but makes it seem reasonable (Lewis, 1988). Second, the researcher explains the logical consequences of their postulates by showing how they can

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reasonably be used to explain and predict possible new facts (Lewis, 1988). The researcher describes observations and experiments that are designed to test their predictions and carries out the appropriate tests (Lewis, 1988). If their predictions fall into the tolerated parameters of the data, the result is considered a confirming instance of the theory in question; if the predictions do no fit with the data, then this is taken as disconfirming this instance of the theory (Haig, 2018). The second account is similar to the first except hypotheses are considered as conjectures that the researcher submits to extreme criticism with the aim of refuting them (Haig, 2018). The hypotheses that are able to withstand such strong critical assaults are considered corroborated and supported (Haig, 2018).

A hypothetico-deductive approach is taken to answer the research question. This approach is favoured because a substantial amount of information on the identified theories, concepts and variables exists for a clear conceptualized problem. A theory-driven process can therefore allow for the verification/falsification of hypotheses through a quantitative process (Holden & Lynch, 2004). A large body of previous research cited in this thesis has also favoured this approach.

3.1.2. Methodological approach

A quantitative approach is taken because the research question seeks to explain the relationship between variables with an inferential purpose (Lussier, 2011). Furthermore, the vast majority of research involving commitment has been quantitative (i.e., Huang et al., 2007; Kalbers & Cenker, 2007; Meyer & Allen, 1991; Meyer et al., 2002; Newman et al., 2011; Thanacoody et al., 2014). Multiple simultaneous commitments have been examined using longitudinal research designs (Cohen & Freund, 2005). Some longitudinal research suggests that only organizational-directed commitment was relevant for actual turnover prediction (Stinglhamber et al., 2002). However, longitudinal research designs involving multiple simultaneous commitments are more common in cross-sectional studies. Multiple studies for over forty years have acknowledged the need for more longitudinal research involving commitments (Mobley et al., 1979; Paillé et al., 2011; Snape et al., 2006; Yalabik et al., 2017). There have been calls for future research for longitudinal designs to assess the

relationship between retention constructs and establish causality (Brunetto et al., 2017; Cesário & Chambel, 2017; Chan et al., 2011; Fabi, Lacoursière, & Raymond, 2015; Fazio et al., 2017; Gaudencio et al., 2017; Gaudet & Tremblay, 2017; Gyensare et al., 2017; Islam et al., 2015, 2016; Kirk-Brown & Van Dijk, 2016; Oh & Oh, 2017; Wong & Wong, 2017).

This thesis adopted a longitudinal study to answer the research question. A longitudinal research design is highly recommended to test for construct mediation (Bono & McNamara, 2011; Cole & Maxwell, 2003; Maxwell & Cole, 2007; Podsakoff, MacKenzie, & Podsakoff, 2012). There were two data collection points, separated by three month intervals. The time intervals are generally consistent with previous longitudinal commitment research (Lapointe et al., 2013; Lapointe, Vandenberghe, & Boudrias, 2014). At T1, the independent variable, the mediating variables, and control variable data pertaining to personal information was collected. At T2, the dependant variable data, a marker variable and well as control variable data pertaining to internal and external perceived job alternatives will be collected. Note that at both T1 and T2, social desirability data will be collected, in accordance to suggestions by Haberecht, Schnuerer, Gaertner, John, and Freyer-Adam (2015). The use of a longitudinal design to study the similar models as the one proposed by this thesis is also suggested by Lapointe et al. (2013). Very few studies that included mediating effects between constructs performed longitudinal data collection (Lyu & Zhu, 2017; Tillou et al., 2015).

Behaviour science research often requires the collection of anonymous data from participants when studying taboo or delicate subjects. Using anonymous data tends to reduce participant and researcher bias and complies with the legal and/or ethical requirements set out by numerous research boards (Audette, Hammond, & Rochester, 2020). Matching participant responses across waves of data collection requires the identification of the participant; however, using conventional methods (name, email addresses, phone numbers, social insurance numbers, student/employee ID numbers etc…) tends to violate the principles of anonymity, as these can traced back to the individual respondent.

Methodological research has come up with several methods to identify participants in longitudinal studies while protecting their anonymity. Audette et al. (2020) have identified four primary methods used to code participants' answers:

1) Collecting nonanonymous data that is later de-identified
2) Using pre-existing unique identification codes
3) Using an electronic anonymizing system
4) Self-generated identification codes (SGIC) (also called respondent-generated personal codes).

Each of the latter methods have their advantages and disadvantages (Audette et al., 2020). Currently, there seems to be no real consensus on the most effective method to identify respondents over multiple data waves (Audette et al., 2020). However, Audette et al. (2020) note that the SGIC method seems to have the fewest challenges associated with it, and such challenges are easily addressed.

The SGIC is generally created using answers to questions that are personally relevant to the participant (Audette et al., 2020; Ripper, Ciaravino, Jones, Jaime, & Miller, 2017). The answers are then subsequently combined in a predetermined order, creating a unique, anonymous identifier (Audette et al., 2020; Ripper et al., 2017). Ideally, SGIC question must be (a) salient, (b) constant, (c) nonsensitive, (d) easy to consistently format the same, and (e) difficult to decode (Audette et al., 2020).

SGIC research has proposed several styles of questions to create unique codes for participant identification. Audette et al. (2020) provide an in-depth review of the relevant SGIC literature, and suggest the following five questions to be used:

1) Birth month (01 – 12)
2) Sex at birth (M or F)
3) Initial of your first middle name (If not applicable, select X)

4) Initial of your mother's first name (If not applicable, select X)

5) Number of older siblings, alive or deceased (00-20)

To illustrate an example of this coding process, if the respondent's name was Jean-Patrick Alain Marc Badeau, a man, born in June as the youngest of two children, whose mother's name was Nancy, the corresponding code would be 06MAN01.

According to Audette et al. (2020), the latter questions have been included in the majority of their surveyed longitudinal SGIC research, and comply with the five previously established criteria. Most researchers using the SGIC method allow for some level of fault tolerance (Audette et al., 2020). To account for unmatched codes between intervals, Ripper et al. (2017) suggest systematically identifying discrepant codes and comparing them to similar previous ones; if the changing of one code variable would eliminate the discrepancy, the change may be made and then documented. Such process may increase successful matching rates by nearly 5% (Ripper et al., 2017). In order to mitigate the rate of unmatched codes, Ripper et al. (2017) suggest using drop down boxes as data input fields to minimize input errors. In sum, despite no consensus on the subject, (Audette et al., 2020) the SGIC method of participant identification seems to be a method of choice for identifying respondents over data collection waves. Accordingly, the SGIC method of participant identification was selected for use in this thesis.

Quantitative studies are prone to certain method biases and variances. In order to mitigate and control those biases, control measures and techniques were put into place. These measures and techniques will be elaborated upon in section 3.2.5.

3.2. Measures

This sub-section will detail the measurement items and scales that were used in this thesis. The data was collected via survey questionnaire. Questionnaires can be built using existing scales or with newly developed ones. This thesis' questionnaire used existing scales.

Researchers using Likert-type scale questionnaires are recommended to use five to seven response points (Robinson, 2018). Some methodology researchers have suggested that the scaling instruments on five or seven response points yields no significant impact on data quality (Dawes, 2008). This thesis' data collection instruments favoured a 5-point Likert-type scale because the majority of studies in the relevant literature also favoured 5-point scales.

Existing scale selection was done according to psychometric data concerning reliability, validity, and conceptual fit, as recommended by Robinson (2018). Conceptual fit refers to the extent to which a scale matches the intended measurable variable (Robinson, 2018). The survey was administered in both French and English in order to cover the vast majority of the working language base, in the province of Quebec. Many of the survey items were translated from English to French. Both subject matter experts and a professional translation service were used to translate and verify the translation. The referent English and French items are included in the body of this thesis and in the appendix. When administered, all items were randomized within each scale. A pretest for the survey instrument was administered to the target population sample in order to identify any issues that may arise from the survey instrument (Collins, 2003; Drennan, 2003; Lussier, 2011). Pretest results can be found in section 3.3.1.

Given that many institutions may be viewed as nested organizations, it is important to contextualise each entity within the workplace. As per the definitions given to each workplace entity previously mentioned in this document, Table 4 contextualises and describes the various workplace entities used in this study.

Table 4: Workplace entities involved in this thesis

Foci	*Description*
Supervisor	The participant's direct workplace supervisor
Organization	The working establishment to which the participant belongs
Profession	Refers to the participant's profession

3.2.1. Dependent variables

3.2.1.1. Intention to quit the organization

Intention to quit the organization was measured with adapted versions of the five-item scale developed by Crossley, Bennett, Jex and Burnfield (2007). The study reported good psychometric properties, such as Cronbach's alpha (α = 0.88). This scale has already been adapted to measure intention to quit the organization by Burke, Astakhova, and Hang (2015) with good psychometric properties for two separate population samples (α = 0.91, 0.89). It has also been successfully used in other studies, (i.e., Huyghebaert, Gillet, Fernet, Lahiani, & Fouquereau, 2018; Palanski, Avey, & Jiraporn, 2014) reporting α = 0.94 and α = 0.85, respectively. This scale was measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree" to "Strongly Agree". The English and French items, as well as the item names used in the data treatment programs for this scale are found in Table 5.

Table 5: Intention to quit the organization scale

Item name	English wording	French wording
QIO_01	I intend to leave this organization soon	J'ai l'intention de quitter mon organisation bientôt
QIO_02	I plan to leave this organization in the next little while	Je prévois quitter mon organisation dans un proche avenir
QIO_03	I will quit this organization as soon as possible	Je quitterai mon organisation dès que possible
QIO_04	I do not plan on leaving this organization as soon as possible. (reverse coded)	Je ne planifie pas de quitter mon organisation dans un proche avenir. (codé inversée)
QIO_05	I may leave this organization before long	Je dois quitter cette organisation avant longtemps

Note: Scale measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree", "Disagree", "Neither Agree nor Disagree", "Agree", and "Strongly Agree"

"Totalement en désaccord", "Plutôt en désaccord", "Ni en désaccord, ni en accord", "Plutôt en accord", "Totalement en accord".

3.2.1.2. Intention to quit the profession

There does not seem to be an existing scale designed solely to measure intention to quit the profession in the available literature that has more than three items. Therefore intention to quit the profession was based on three items originally developed by Hackett, Lapierre, and Hausdorf (2001) and one added fourth item. The three item scale by Hackett, Lapierre, and Hausdorf (2001) has demonstrated good psychometric properties on their own ($\alpha = 0.82$). Other studies (Klassen & Chiu, 2011 $\alpha = 0.89$, 0.87) (Arnup & Bowles, 2016 $\alpha = 0.91$) have successfully adapted this three-item scale for their work. Furthermore, it has been used in different professional contexts commonly examined in multiple foci research, such as nursing (Hackett et al., 2001) and teaching (Arnup & Bowles, 2016; Klassen & Chiu, 2011).

The addition of a fourth item, "I am actively searching for work outside my current profession" was included in order to provide a buffer to avoid using a scale with fewer than three items if certain items must be deleted in case of low reliability. Its inclusion is justified theoretically, as searching behaviours have been included in several retention models as

precursors to quitting intentions (Lee & Mitchell, 1994; March & Simon, 1958; Mobley, 1977; Mobley et al., 1979). This particular item has been used in other studies as a part of other similar intention to quit the profession scales (i.e., Giebels & Janssen, 2005; Leung & Lee, 2006; Rudman, Gustavsson, & Hultell, 2014). This scale will be measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree" to "Strongly Agree". The English and French items, as well as the item names used in the data treatment programs for this scale are found in Table 6.

Table 6: Intention to quit the profession scale

Item name	*English wording*	*French wording*
QIP_01	I think about quitting my profession	Je pense à quitter ma profession
QIP_02	I intend to quit my profession	J'ai l'intention de quitter ma profession
QIP_03	I am actively searching for work outside my current profession	Je cherche activement du travail à l'extérieur de ma profession
QIP_04	I intend to move into another profession outside of my current one	J'ai l'intention de changer de profession

Note: Scale measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree", "Disagree", "Neither Agree nor Disagree", "Agree", and "Strongly Agree"

"Totalement en désaccord", "Plutôt en désaccord", "Ni en désaccord, ni en accord", "Plutôt en accord", "Totalement en accord".

3.2.2. Independent variables

3.2.2.1.   Psychological contract breach

This thesis favours the use of breach over violation, in its model. This is done in order to incrementally build upon previous similar contextual research which has favoured the use psychological contract breach in its research models (i.e., Lapointe et al., 2013; Morin et al., 2011; Paillé & Dufour, 2013; Vandenberghe, 2008; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017).

When measuring the psychological contract, according to Freese and Schalk (2008), a unilateral view of the psychological contract is preferable. They argue that, considering the individually perceived nature of the psychological contract (Rousseau, 1989, 1990) that it is logical to only consider the individual's perspective of the employment (Freese & Schalk, 2008). Furthermore, given that organizations are complex and multi-layered in nature (Becker, 1992; Reichers, 1985) a bilateral view of the psychological contract is methodologically problematic (Freese & Schalk, 2008). The psychological contract also influences behaviour; however, it is difficult to conceptualize how the whole of the employee's and organization's perceptions of each other's obligations can affect behaviour when one is not necessarily aware of the other's perceptions (Freese & Schalk, 2008). Finally, considering that the employee may hold multiple psychological contracts with parts of their workplace, (Marks, 2001) it may be near impossible to include factors from each workplace actor in the psychological contract (Freese & Schalk, 2008).

In their review on psychological contract measurement techniques, Freese and Schalk (2008) note that there is no clear, conclusive and cross-validated results stemming from the different evaluations of the psychological contract. Because of this, they propose the following criteria for measuring psychological contracts (Freese & Schalk, 2008):

1) *A psychological contract measurement has to be theory-based or inductively developed* (content as well as evaluation measures).

2) *A psychological contract measurement should assess mutual obligations/promises* (construct validity of content and evaluation measures).

3) *The psychometric properties of the psychological contract measurement and the appropriateness for the sample have to be assessed* (content validity of content and evaluation measures)

4) *The evaluation of the psychological contract has to be assessed for separate items. Global measures of fulfilment or violation have to consist of multiple items to ensure the reliability of the measure* (content validity of evaluation measurements)

5) *In the evaluation of the psychological contract, it should be assessed whether a certain item is important. In addition, the evaluation should be direct* (construct validity of evaluation measures)

6) *Violation of the psychological contract has to be distinguished from fulfilment, and from contract breach* (construct validity of evaluation measures)

Zhao et al's. (2007) meta-analysis compared global and composite measures of breach, and their subsequent effects on workplace outcomes. A global measure of breach does not include specific content items of the psychological contract and instead assesses the participants overall perceptions on how much the organization has failed or fulfilled its promises to them (Conway & Briner, 2006; Zhao et al., 2007). It does not identify what items are being fulfilled and what are not. Alternatively, a composite measure of breach takes into account specific workplace psychological contract items (pay, training, security, benefits etc…) and asks the participant how much their organization has failed or fulfilled their promises to them, on each item (Conway & Briner, 2006; Zhao et al., 2007). While much available research tends to use global measures of psychological contract breach, (i.e., Paillé et al., 2016; Robinson & Morrison, 2000; Robinson & Rousseau, 1994), many studies have used composite measures of psychological contract breach to assess how specific items can affect subsequent workplace variables and outcomes (Freese & Schalk, 2008; Freese et al., 2008; Kraak et al., 2017; Rousseau, 2000).

Global measures when compared with composite measures, demonstrated higher correlations with measures such as organizational commitment, suggesting that global measures have larger effect sizes for some outcomes (Freese & Schalk, 2008; Zhao et al., 2007). Furthermore, using a global measure may reduce the length of the questionnaire (Freese & Schalk, 2008). However, given the specific practical applicability of composite measures of breach, as they tend to identify what part of the organization employees perceive as failing them (Conway & Briner, 2006), a composite measure of breach was used in this thesis. This choice in breach measurement type is also reflective of a new trend in psychological contract breach research, where research seems to be conceptualizing breach as being multifaceted (Cassar et al., 2016; Kraak et al., 2017).

With Freese and Schalk's (2008) criteria in mind, and when considering only unilateral and composite measures of the psychological contract, the most appropriate

measurement tool identified was the Tilburg Psychological Contract Questionnaire (TPCQ), originally developed by Freese, Schalk, and Croon (2008). This thesis favoured the use of Freese et al.'s (2008) TPCQ measures to assess psychological contract breach.

The Psychological Contract Inventory (PCI) (Rousseau, 2000) was also considered as the measurement tool to assess breach. The PCI is a measurement tool that has been developed to measure transactional, relational, balanced and transitional contracts (Freese & Schalk, 2008). While it does provide an extended list of items, it was not selected as per Freese and Schalk's (2008) suggestions, since it does not specifically distinguish between psychological contract breach, violation and fulfillment.

The TPCQ distinguishes between five organizational obligations, using five scales. Each scale has been evaluated and reliably used in previous research (Freese, Schalk, & Croon, 2011; Lub et al., 2016; Ophelders, 2010).

1) Job Content ($\alpha = 0.83$, Ophelders, 2010), ($\alpha = 0.87$, Freese et al., 2011)
2) Career Development ($\alpha = 0.87$, Ophelders, 2010), ($\alpha = 0.87$, Freese et al., 2011)
3) Social Atmosphere ($\alpha = 0.82$, Ophelders, 2010), ($\alpha = 0.90$, Freese et al., 2011)
4) Organizational Policies ($\alpha = 0.83$, Ophelders, 2010), ($\alpha = 0.91$, Freese et al., 2011)
5) Rewards ($\alpha = 0.77$, Ophelders, 2010), ($\alpha = 0.73$, Freese et al., 2011)

Lub et al. (2016) reported having appropriate Cronbach's alphas scoring from $\alpha = 0.79$ to $\alpha = 0.87$, although they did not specify which scales. Kraak et al. (2017) used a slightly modified version of the TPCQ where they included work-life balance as a concept. Their research also reported adequate psychometric properties:

1) Job Content ($\alpha = 0.82$)
2) Career Development ($\alpha = 0.83$)
3) Social Atmosphere ($\alpha = 0.86$)
4) Organizational Policies ($\alpha = 0.86$)

5) Work-life balance ($\alpha = 0.75$)

6) Rewards ($\alpha = 0.77$)

Previous work seems to indicate supporting the use of the five aforementioned perceived obligations in future research. The TPCQ scales do not require adaptation for this thesis. The following tables illustrate the English and French items and item names used in the data treatment programs used to measure Job Content (Table 7), Career Development (Table 8), Social Atmosphere (Table 9), Organizational Policies (Table 10), and Rewards (Table 11). The scale's preamble read, "Please, indicate to what extent your employer meets your expectations concerning the following / *Veuillez indiquer dans quelle mesure votre employeur rencontre vos attentes concernant les éléments suivants*." These scales were measured on a 5-point Likert-type scale with rating points ranging from "Much less than expected" to "Much more than expected".

Table 7: TPCQ Job Content subscale

Item name	English wording	French wording
JC_01	Variation in your work	Des tâches variées
JC_02	Challenging work	Des défis
JC_03	A balanced workload	Une charge de travail équilibrée
JC_04	Interesting work	Un travail intéressant
JC_05	Autonomy	De l'autonomie dans mon travail
JC_06	The possibility to deliver quality work	La possibilité de fournir un travail de qualité

Note: Scale measured on a 5-point Likert-type scale with rating points ranging from "Much less than expected", "Less than expected", "As expected", "More than expected", and "Much more than expected"

"Beaucoup moins qu'attendu", "Moins qu'attendu", "Tel qu'attendu", "Plus qu'attendu", "Beaucoup plus qu'attendu".

Adapted from Lub et al. (2016) p. 663

Table 8: TPCQ Career Development subscale

Item name	English wording	French wording
CD_01	Career opportunities	Des opportunités de carrière
CD_02	Training and education	Des occasions de formation
CD_03	Coaching on the job	Du coaching en emploi
CD_04	Professional development opportunities	Des opportunités de perfectionnement professionnel
CD_05	Learning on the job	Des opportunités d'apprentissage en emploi
CD_06	Opportunities to fully utilize your knowledge and skills	Des occasions d'utiliser pleinement mes connaissances mes compétences

Note: Scale measured on a 5-point Likert-type scale with rating points ranging from "Much less than expected", "Less than expected", "As expected", "More than expected", and "Much more than expected"

"Beaucoup moins qu'attendu", "Moins qu'attendu", "Tel qu'attendu", "Plus qu'attendu", "Beaucoup plus qu'attendu".

Adapted from Lub et al. (2016) p. 663

Table 9: TPCQ Social Atmosphere subscale

Item name	English wording	French wording
SA_01	Good working atmosphere	Une bonne atmosphère de travail
SA_02	Opportunity to pleasantly cooperate with colleagues	Des occasions de travailler en équipe dans la bonne humeur
SA_03	Support from colleagues	Du soutien de la part des collègues
SA_04	Appreciation and recognition	Des marques d'appréciation et de reconnaissance
SA_05	Support from supervisor	Du soutien de la part de mon superviseur

Note: Scale measured on a 5-point Likert-type scale with rating points ranging from "Much less than expected", "Less than expected", "As expected", "More than expected", and "Much more than expected"

"Beaucoup moins qu'attendu", "Moins qu'attendu", "Tel qu'attendu", "Plus qu'attendu", "Beaucoup plus qu'attendu".

Adapted from Lub et al. (2016) p. 663

Table 10: TPCQ Organizational Policies subscale

Item name	English wording	French wording
OP_01	Participation in important decisions	Ma participation aux décisions importantes
OP_02	A fair supervisor	Une supervision juste
OP_03	Feedback on performance	Des commentaires sur la qualité de mon travail
OP_04	Clear and fair rules	Des règles claires et justes
OP_05	Keeping you informed of developments	Le souci de me tenir informé des développements
OP_06	Open communications	Une communication ouverte
OP_07	Ethical policies towards society and the environment	Le respect de sa responsabilité sociale et environnementale d'entreprise
OP_08	Being able to have confidence in the organization	La capacité pour moi de faire confiance à l'organisation

Note: Scale measured on a 5-point Likert-type scale with rating points ranging from "Much less than expected", "Less than expected", "As expected", "More than expected", and "Much more than expected"

"Beaucoup moins qu'attendu", "Moins qu'attendu", "Tel qu'attendu", "Plus qu'attendu", "Beaucoup plus qu'attendu".

Adapted from Lub et al. (2016) p. 663

Table 11: TPCQ Rewards subscale

Item name	English wording	French wording
R_01	Job security	Une sécurité d'emploi
R_02	Appropriate salary	Un salaire convenable
R_03	Rewards for exceptional performance	Des récompenses en cas de travail exceptionnel
R_04	Reimbursement of training costs	Le remboursement des coûts de formation
R_05	Good benefits package	Le respect de sa responsabilité De bons avantages sociaux
R_06	Pay for performance	Une rémunération basée sur la performance

Note: Scale measured on a 5-point Likert-type scale with rating points ranging from "Much less than expected", "Less than expected", "As expected", "More than expected", and "Much more than expected"

"Beaucoup moins qu'attendu", "Moins qu'attendu", "Tel qu'attendu", "Plus qu'attendu", "Beaucoup plus qu'attendu".

Adapted from Lub et al. (2016) p. 663

3.2.3. Mediating variables

3.2.3.1. Affective commitment to the supervisor

Affective commitment to the supervisor was measured with Vandenberghe and Bentein's (2009) affective commitment to the *supervisor* scale. There are already multiple scales that exist to measure affective commitment to the supervisor (i.e., Bentein et al., 2002; Stinglhamber et al., 2002; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2004). However, this this six-item set was chosen because of its already validated use in measuring affective commitment to the supervisor, with high reliability ($\alpha = 0.87$, $\alpha = 0.86$, $\alpha = 0.87$ for Vandenberghe and Bentein, (2009) and $\alpha = 0.91$, $\alpha = 0.92$, $\alpha = 0.92$ for Vandenberghe et al. (2017). These reliability scores were generally higher than similar studies that used other scales to measure affective commitment to the supervisor (i.e., Bentein et al., 2002; Stinglhamber et al., 2002; Vandenberghe et al., 2004). This scale will be measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree" to "Strongly Agree." The English and French items, as well as the item names used in the data treatment programs for this scale are found in Table 12.

Table 12: Affective commitment to the supervisor scale

Item name	English wording	French wording
ACS_01	I am not really attached to my supervisor. (reverse coded)	Je ne suis pas réellement attaché à mon superviseur (codé inversée)
ACS_02	I feel proud to work with my supervisor.	Je suis fier de travailler avec mon superviseur.
ACS_03	I feel a sense of respect for my supervisor.	Je respecte mon superviseur.
ACS_04	My supervisor means a lot for me.	Mon superviseur est important pour moi.
ACS_05	I appreciate my supervisor.	J'apprécie mon superviseur
ACS_06	I feel little admiration for my supervisor (reverse coded)	J'ai peu d'admiration pour mon superviseur (codé inversée)

Note: Scale measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree", "Disagree", "Neither Agree nor Disagree", "Agree", and "Strongly Agree"

"Totalement en désaccord", "Plutôt en désaccord", "Ni en désaccord, ni en accord", "Plutôt en accord", "Totalement en accord".

Adapted from Vandenberghe and Bentein (2009) p. 348

3.2.3.2. Affective organizational commitment

Affective organizational commitment was measured with Meyer, Allen, and Smith's (1993) *organizational* commitment scale. This six-item set was chosen because of its already prolific use in measuring organizational level commitment (Chambel & Fortuna, 2015; Lapointe et al., 2013; Rodwell & Ellershaw, 2015). The reliability for this scale was $\alpha = 0.81$, $\alpha = 0.91$ and $\alpha = 0.93$, respectively. Furthermore, when used in tandem with the *occupation* commitment scale (Meyer et al., 1993) the *organizational* commitment scale should capture a broad array of commitment attitudes towards different workplace targets. This scale will be measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree" to "Strongly Agree". The English and French items, as well as the item names used in the data treatment programs for this scale are found in Table 13.

Table 13: Affective organizational commitment scale

Item name	English wording	French wording
AOC_01	I would be very happy to spend the rest of my career in this organization.	Je serais très heureux de passer le reste de ma carrière dans mon organisation.
AOC_02	I really feel as if this organization's problems are my own.	Les problèmes de mon organisation sont les miens.
AOC_03	I do not feel a strong sense of "belonging" to my organization. (reverse coded)	Je n'ai pas de grand sentiment d'appartenance envers mon organisation. (codé inversée)
AOC_04	I do not feel "emotionally attached" to this organization. (reverse coded)	Je n'ai pas d'attachement émotionnel envers mon organisation. (codé inversée)
AOC_05	I do not feel like "part of the family" at my organization (reverse coded).	Je n'ai pas l'impression de « faire partie de la famille » dans mon organisation. (codé inversée)
AOC_06	This organization has a great deal of personal meaning for me.	Mon organisation compte beaucoup pour moi.

Note: Scale measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree", "Disagree", "Neither Agree nor Disagree", "Agree", and "Strongly Agree"

"Totalement en désaccord", "Plutôt en désaccord", "Ni en désaccord, ni en accord", "Plutôt en accord", "Totalement en accord".

Adapted from Meyer et al. (1993) p. 544

3.2.3.3. Affective professional commitment

Affective professional commitment was measured with an adapted form of Meyer, Allen, and Smith's, (1993) affective *occupation* commitment scale. Note that for the purposes of this study, for reasons mentioned previously, profession and occupation refer to the same entity. This six-item set was chosen to be adapted because it was designed to be easily adaptable to different situations (Meyer et al., 1993) and it has been successfully adapted to measure occupational commitment targets with an $\alpha = 0.86$ (Rodwell & Ellershaw, 2015) and $\alpha = 0.77$ (Turner & Chelladurai, 2005). Furthermore, the items included in the occupation commitment scale measure commitment to a target that is "bigger" than an organization. The *occupation* commitment scale measures a different aspect of commitment that the *organizational* commitment scale does not (Meyer et al., 1993); using both scales together should be able to capture a broad array of commitment attitudes towards different workplace

targets. This scale was measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree" to "Strongly Agree" The English and French items, as well as the item names used in the data treatment programs for this scale are found in Table 14.

The survey asked respondents to report their level of commitment towards three different entities in their workplace. Using two adapted scales, the *organizational* and *occupation* affective commitment scales (Meyer et al., 1993), may lead to some confusion form the respondent. This potential problem has been previously addressed by Heffner and Gade (2003). Heffner and Gade (2003) note that some critics have questioned the ability of respondents to accurately distinguish between modified commitment scales, when used to measure commitment to different entities in the same research program. Their analysis demonstrates that respondents do make the distinction between different constructs (Heffner & Gade, 2003). This supports the safe usage of modified commitment scales to assess commitment towards multiple entities within the same workplace.

Table 14: Affective professional commitment scale

Item name	English wording	French wording
APC_01	My profession is important to my self-image.	Ma profession est importante pour mon image.
APC_02	I regret having entered my profession. (reverse coded)	Je regrette d'avoir choisi cette profession. (codé inversée)
APC_03	I am proud to be a member of my profession.	Je suis fier d'être membre de ma profession.
APC_04	I dislike being a member of my profession. (reverse coded)	Je n'aime pas être membre de ma profession. (codé inversée)
APC_05	I do not identify with my profession. (reverse coded)	Je ne m'identifie pas à ma profession. (codé inversé)
APC_06	I am enthusiastic about my profession.	Je suis enthousiaste envers ma profession.

Note: Scale measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree", "Disagree", "Neither Agree nor Disagree", "Agree", and "Strongly Agree"

"Totalement en désaccord", "Plutôt en désaccord", "Ni en désaccord, ni en accord", "Plutôt en accord", "Totalement en accord".

Adapted from Meyer et al. (1993) p. 544

3.2.4. Control variables

3.2.4.1.   Age

The control variable "age" was measured with a single question where the participant could enter their age. The question was lead with the preamble "How old are you? (years) / *Quel âge avez-vous*?"

3.2.4.2.   Gender

Gender was measured with a categorised tiered question where the participant could choose from one category (male, female, and other). The question was lead with the preamble "What is your gender? / *Quel est votre genre?*"

3.2.4.3.   Education

The control variable for education (Table 15) was measured with a categorised tiered question where the participant could choose from one category. The question was lead with the preamble "Please select your highest completed education level. / *Quel est le diplôme le plus élevé que vous avez obtenu*?"

Table 15: "Education" response choices

English wording	*French wording*
High school or vocational school diploma	Cours secondaire/DEP
College or "classical education" diploma	Cours collégiale (DEC) ou classique
Undergraduate certificate	Certificat de 1er cycle universitaire
Bachelor's degree	Baccalauréat
Postgraduate diploma or Master's degree	Diplôme de 2e cycle universitaire
Doctorate	Doctorat

3.2.4.4. Organization size

The control variable for the size of the respondent's organization (Table 16) was measured with a categorised tiered question where the participant could choose from one category. The question was lead with the preamble "How many people are employed in your organization. / *Quel est la taille de votre organisation*?"

Table 16: *"Organization size" response choices*

English wording	*French wording*
Fewer than 5 employees	Moins de 5 employées
5 to 99 employees	5 à 99 employées
100 to 499 employees	100 à 499 employées
Over 500 employees	500 employées et plus

3.2.4.5. Organizational and professional tenure

The control variables for organizational and professional tenure were measured with a question where the participant could enter a numerical response. Separate response boxes for organizational and professional tenure in terms of years and months were made available. The question was lead with the preamble "How long have you been employed in your current organization? (Please indicate the number of years and months) / *Depuis combien de temps travaillez-vous pour votre employeur actuel? (Veuillez indiquer le nombre d'années ainsi que le nombre de mois)*" and "How long have you been a member of your current profession? (Please indicate the number of years and months) / *Depuis combien de temps œuvrez-vous dans votre profession? (Veuillez indiquer le nombre d'années ainsi que le nombre de mois)"*

3.2.4.6. Industry

The control variable for industry of work was measured with a categorised tiered question where the participant could choose from one category. The question was led with the preamble "In what industry do you work? / *Dans quel secteur se trouve l'organisation pour laquelle vous travaillez*?"

English wording	French wording
Management	Gestion
Business, finance, administration	Affaires, finances, administration
Applied science and research and associated sectors	Sciences naturelles et appliquées et domaines apparentés
Healthcare	Secteur de la santé
Teaching, law and social service, community services and government	Enseignement, droit et services sociaux, communautaires et gouvernementaux
Arts, culture, sports and recreation	Art, culture, sports et loisirs
Sales and support	Vente et services
Trades, transport, machining and associated sectors	Métiers, transport, machinerie et domaine apparentés
Natural resources, agriculture and other associated production	Ressources naturelles, agriculture et production connexe
Construction and public utilities	Fabrication et services d'utilité publique

3.2.4.7.   Perceived job alternatives

Internal and external perceived job alternatives were measured with adapted scales by Peters, Jackofsky and Salter (1981). These scales have also been adapted and used by Paillé and Dufour (2013) ($\alpha = 72$). These scales were selected due to their previous use in measuring perceived job alternatives in similar research contexts. The scales were measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree" to "Strongly Agree". The question was led with the preamble "Please indicate the extent to which you agree or disagree with each of the following statements / *Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants*". The English and French items, as well as the item names used in the data treatment programs for these scales are found in Table 18 and Table 19, respectively.

Table 18: Internal perceived job alternatives scale

Item name	English wording	French wording
AltJobsInt_01	It is possible for me to find a better job than the one I have now <u>within</u> my profession.	Il m'est possible de trouver <u>au sein de ma profession</u> un meilleur emploi que celui que j'occupe actuellement.
AltJobsInt_02	Acceptable jobs can always be found <u>within</u> my profession.	Il y a toujours des emplois acceptables offerts <u>au sein de ma profession.</u>
AltJobsInt_03	No doubt in my mind that I can find a job <u>within</u> my profession that is at least as good as the one I now have.	Je n'ai aucun doute que je pourrais trouver <u>dans ma profession</u> un emploi au moins aussi bon que celui que j'occupe maintenant.

Note: Scale will be measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree", "Disagree", "Neither Agree nor Disagree", "Agree", and "Strongly Agree"

"Totalement en désaccord", "Plutôt en désaccord", "Ni en désaccord, ni en accord", "Plutôt en accord", "Totalement en accord".

Adapted from Peters et al. (1981) p. 94

Table 19: External perceived job alternatives scale

Item name	English wording	French wording
AltJobsExt_01	It is possible for me to find a better job than the one I have now, <u>outside</u> my profession.	Il m'est possible de trouver <u>en dehors</u> de ma profession un meilleur emploi que celui que j'occupe actuellement.
AltJobsExt_02	Acceptable jobs can always be found <u>outside</u> my profession.	Il y a toujours des emplois acceptables offerts <u>en dehors</u> de ma profession.
AltJobsExt_03	No doubt in my mind that I can find a job <u>outside</u> my profession that is at least as good as the one I now have.	Je n'ai aucun doute que je pourrais trouver <u>en dehors</u> de ma profession un emploi au moins aussi bon que celui que j'occupe actuellement..

Note: Scale will be measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree", "Disagree", "Neither Agree nor Disagree", "Agree", and "Strongly Agree"

"Totalement en désaccord", "Plutôt en désaccord", "Ni en désaccord, ni en accord", "Plutôt en accord", "Totalement en accord".

Adapted from Peters et al. (1981) p. 94

3.2.5. Bias and variance control measures

This section will overview the array of techniques and procedures that were used to mitigate and control the potential inherent variances and biases that may have arisen in the study. Methods used to address common method bias and social desirability are discussed.

3.2.5.1.   Common method bias control

Common method bias (also referred to as common method variance, or simply, method bias) is variance that is attributable to the measurement method rather than the constructs themselves (Malhotra, Schaller, & Patil, 2017; Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Auto-administered surveys, like one in this study, may be prone to certain method biases. Techniques to detect common method bias have been developed but there seems to be some disagreement in the selection and implementation of these techniques (Simmering, Fuller, Richardson, Ocal, & Atinc, 2015). Despite some divergence of thought on the matter, the use of a marker variable to detect common method bias seems to be the most accepted method (Simmering et al., 2015). Note that a marker variable does not directly measure method bias, but serves as a proxy for it (Simmering et al., 2015). Using a marker variable is the currently preferred method to account for common method bias in structural equation modelling analyses (Collier, 2020).

Simmering and colleagues (2015) state that there are two general determinants of a marker variable's quality: "the degree to which it (a) is influenced by the same causes of [common method bias] (e.g., affectivity, acquiescence) as a set of substantive variables, but (b) is not theoretically related to those substantive variables" (p.474). Essentially, the "ideal" marker variable is affected by the same causes of method bias as the variables used in the study, but has very little relation to the actual variables. Furthermore, the marker should be prone to the same method bias causes; this is generally achieved by having the marker variable elicit similar cognitive processes and response tendencies as the substantial variables (Simmering et al., 2015).

Building upon previous marker variable research (i.e., Lindell & Whitney, 2001; Richardson, Simmering, & Sturman, 2009; Williams, Hartman, & Cavazotte, 2010) Simmering et al. (2015) suggest the following six practices for reporting and justifying marker variable use:

1. The researcher should explicitly name and describe the marker variable, including the measurement properties that make it similar to the substantive variables.
2. The marker variable should be reported in the correlation matrix.
3. The researcher should identify the marker technique (correlational or CFA) that they use.
4. The researcher should, using *a priori* arguments or citations from previous work, describe why the marker does not share a theoretical relationship with the substantive variables.
5. The researcher should detail why the marker was chosen, and its susceptibility to method bias, relative to the other variables.
6. The researcher should also indicate whether the marker was selected before or after data collection.

Correspondingly, the selection of a marker variable and its reporting will follow Simmering et al.'s (2015) suggestions. The marker variable used for this thesis was creative self-efficacy. Conceptually, creative self-efficacy "captures one's feelings about whether or not [the individual] can be creative" (Jaussi, Randel, & Dionne, 2007, p. 249). A creative self-efficacy scale has been successfully used as a marker variable in previous research involving similar substantive workplace affect and behaviour variables (Yang, Mossholder, & Peng, 2009), satisfying both psychometric necessities ($\alpha = 0.86$) and theoretical relatedness (Simmering et al., 2015). The marker variable was selected before data collection. The question was led with the preamble "Please indicate the extent to which you agree or disagree with each of the following statements / *Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants*". The English and French items, as well as the item names used in the data treatment programs for these scales are found in Table 20.

Table 20: Creative self-efficacy (marker variable) scale

Item name	English wording	French wording
CREA_01	I feel that I am good at generating novel ideas.	Je crois être bon pour générer de nouvelles idées.
CREA_02	I have confidence in my ability to solve problems creatively.	J'ai confiance en ma capacité de résoudre des problèmes en faisant preuve de créativité.
CREA_03	I have a knack for further developing the ideas of others.	J'ai un don pour développer les idées des autres.

Note: Scale measured on a 5-point Likert-type scale with rating points ranging from "Strongly Disagree", "Disagree", "Neither Agree nor Disagree", "Agree", and "Strongly Agree"

"Totalement en désaccord", "Plutôt en désaccord", "Ni en désaccord, ni en accord", "Plutôt en accord", and "Totalement en accord".

Adapted from Tierney and Farmer (2002)

In accordance with Podsakoff et al. (2003) and Malhotra et al. (2017), the separation of the predictor and criterion variables can also reduce method bias. The longitudinal design of the study separated the independent variable and dependent variables between T1 and T2, aiding in reducing potential method bias stemming from predictor and criterion variables proximity (Podsakoff et al., 2003).

Similarity of scales may also cause method bias. The study accounted for this possibility. Some research has suggested that this method bias may be mitigated by varying the scales (Podsakoff et al., 2003, 2012). This can be achieved by adapting the scales by varying the semantics (from levels of agreement to frequencies etc…) and the response scales. The Likert-type scales used in this thesis were semantically varied to have different anchor points in order to help reduce method bias.

The Likert-type scale semantic varying was based on the time of collection and per Podsakoff et al.'s (2012) suggestion that predictor and criterion variables have varied scales. Recall that at T1, data for breach, commitment, personal control variables as well as social desirability were collected. In keeping with Podsakoff et al.'s (2012) suggestion that predictor and criterion variables have varied scales, breach scales will be anchored with response labels

ranging from "much less than expected" to "much more than expected" and commitment scales will be anchored with response labels ranging from "strongly disagree" to "strongly agree."

At T2, quitting intentions, the marker variable, and the control variables for social desirability and perceived job alternatives data were gathered. Once again, with Podsakoff et al.'s (2012) suggestion in mind, quitting intention scales and the marker variable scales were anchored with response labels ranging from "strongly disagree" to "strongly agree" and the perceived job alternative labels will anchored on the same type of response scale, but inversed ("strongly agree" to "strongly disagree.") This inverting was done in order to vary the anchor labels and still maintain the conceptual appropriateness of the perceived job alternative construct, as changing the labels on the scale to something different may potentially affect content validity and conceptual meaning (Podsakoff et al., 2012). Finally, steps to protect respondent anonymity were taken, which should have decreased potential method bias.

3.2.5.2. Social desirability control

Social desirability is a known phenomenon that may also affect data (Holtgraves, 2017). Social desirability refers to the skewing of self-reported answers by minimizing potentially negative behaviours and attitudes, and over-exaggerating positive ones (Holtgraves, 2017). In other words, people tend to underreport engaging in socially undesirable behaviours and over report engaging in socially desirable ones (Holtgraves, 2017). Participants involved in studies using self-reported items may be asked to report negative information about themselves. This notion has demonstrated negative effects on the quality of self-reported measures on behaviours, attitudes and traits (Holtgraves, 2017). Considering that the present thesis collected data via self-reported items on a questionnaire, social desirability had to be accounted for.

To control for this phenomenon, research has developed multiple scales that assess social desirability (Crowne & Marlowe, 1960; Fischer & Fick, 1993; Stöber, 2001). One of the earlier developed scales was created by Crowne and Marlowe (1960), which included 33

items. Researchers have since then refined this scale to make it shorter and more concise. Based on the original Crowne and Marlowe (1960) scale, some researchers have opted for 6 item scales (Raineri & Paillé, 2016) others, 17 (Haberecht et al., 2015; Roth, 2003; Stöber, 2001).

The Social Desirability Scale-17 (SDS-17) originally created by Stöber (2001), was selected for use, in this thesis. The SDS-17 is composed of 17 true/false questions that are relatively less culturally bound than the original Crowne and Marlowe (1960) scale (Haberecht et al., 2015). The true/false iteration of the social desirability scale has been successfully validated and used in some cross cultural studies, including in the United States, Canada and Germany (Blake, Valdiserri, Neuendorf, & Nemeth, 2006; Blanc, Byers, & Rojas, 2018; Stöber, 2001). Despite having shown mixed psychometric results ranging from $\alpha = 0.66$ (Haberecht et al., 2015) and $\alpha = 0.67$ (Blanc et al., 2018) to $\alpha = 0.75$ (Roth, 2003; Stöber, 2001) it has relatively superior psychometric properties when compared to some other social desirability scales (Raineri & Paillé, 2016, $\alpha = 0.60$).

To remain consistent with the rest of the survey, and to facilitate smooth integration into structural equation modelling, the original SDS-17 true/false rating scale was converted to a 5-point Likert-type scale, with answers ranging from "very frequently" to "very rarely" and a sixth "not applicable" option. The items were reworded to remove references to frequency in order to for the items to match the scales. The complete modified scale with all 17 English and French items, as well as the name used in the programs to treat the data, can be found in Table 21. Finally, in a further attempt to minimise the contamination effect of social desirability on the data, a statement emphasizing and reassuring participant anonymity and the protection of their was included with the questionnaire.

Table 21: Social Desirability scale

Item name	English wording	French wording
SD_01	I litter (reverse coded)	Je ne dispose pas correctement de mes déchets lorsque je suis à l'extérieur (codé inversée)
SD_02	I admit my mistakes openly and face the potential negative consequences	J'admets ouvertement mes erreurs et j'en assume les conséquences potentiellement négatives
SD_03	In traffic I am polite and considerate of others	Dans la circulation, je suis poli et respectueux des autres
SD_04	I use illegal drugs (reverse coded)	Je prends des drogues illégales (codé inversée)
SD_05	I accept others' opinions, even when they don't agree with my own	J'accepte l'opinion des autres, même lorsqu'ils sont en désaccord avec moi
SD_06	I take out my bad moods on others (reverse coded)	Je passe ma mauvaise humeur sur les autres (codé inversée)
SD_07	I take advantage of others (reverse coded)	Je profite des autres (codé inversée)
SD_08	In conversations I listen attentively and let others finish their sentences	Dans une conversation, j'écoute attentivement les autres et je les laisse terminer leurs phrases
SD_09	I never hesitate to help someone in case of emergency	Je n'hésite pas à aider quelqu'un en cas d'urgence
SD_10	I keep my promises	Je tiens mes promesses
SD_11	I speak badly of others behind their backs (reverse coded)	Je parle des autres en mal dans leur dos (codé inversée)
SD_12	I avoid living off other people	Je ne vis pas aux dépens des autres
SD_13	I stay friendly and courteous with other people, even when I am stressed out	Je reste amical et courtois avec les autres, même quand je suis stressé
SD_14	During arguments I stay objective and matter-of-fact	Pendant les disputes, je reste objectif et factuel
SD_15	I don't return items that I have borrowed (reverse coded)	Je ne retourne pas les articles que j'avais emprunté (codé inversée)
SD_16	I eat a healthy diet	Je mange sainement

| SD_17 | I only help because I expect something in return (reverse coded) | Il m'arrive d'aider seulement parce que j'attends quelque chose en retour (codé inversée) |

3.3. Population sample and data collection procedure

The population sample chosen for this thesis were members of professional Orders in the Quebec region. There is a certain degree of ambiguity in the terms "Profession" and "Occupation" as there is a significant amount of research that has employed the two terms interchangeably (i.e., Becker et al., 2015; Brunetto et al., 2017; Li et al., 2016; Meyer et al., 1993; Meyer & Herscovitch, 2001; Snape et al., 2006; Vandenberghe et al., 2004). Although the Ministère du Travail de l'Emploi et de la Solidarité sociale (2019, 2021) considers all labour groups as "professions", this may not accurately reflect the nomenclature favoured by conventional organizational behaviour research. This thesis adopts Freidson's (1986, 2001) conceptualization of a profession and considers a person as being a "professional" when they are a part of a recognized licensed and self regulated professional body; both members of the recognized professional orders, and teachers, in the province of Quebec, adhere to this definition. There are 47 recognized professional Orders, and 72 provincial school boards (at the time of writing) in the Province of Quebec.

Longitudinal studies are prone to respondent attrition, with some studies showing a 30% drop in respondent participation, at each data collection point (Lapointe et al., 2013; Young, Powers, & Bell, 2006). In order to account for respondent attrition, and to ensure the enough data is collected, every professional Order (47 different Orders) operating in the province of Quebec, and teachers belonging to all 72 provincial school board were solicited for participation.

The participants sought out were professional employees with fewer than three years of professional tenure because retention is a relatively short term exercise, otherwise it refers to the development of loyalty (Paillé, 2011). Furthermore, the tenure cut-off should allow for the socialization processes and for psychological contract breach to occur (Ashforth, Sluss, & Harrison, 2007; Fisher, 1986; Lapointe et al., 2013).

The survey was electronically auto-administered, delivered via Survey Monkey, an online survey platform. Online distribution of questionnaires has both advantages and disadvantages when compared to "traditional" pencil-and-paper questionnaires. Distributing questionnaires via internet is generally more expedient and cost effective than paper-and-pencil methods (Rice, Winter, Doherty, & Milner, 2017; Van Selm & Jankowski, 2006; Wright, 2006). This is also true in terms of data processing, as the collected data may be pre-categorised (Rice et al., 2017; Van Selm & Jankowski, 2006). Online questionnaires may also provide a greater sense of anonymity (Rice et al., 2017; Van Selm & Jankowski, 2006). Online administered surveys may provide access to groups and populations that are difficult to reach (Cantrell & Lupinacci, 2007; Wright, 2006). Finally, online survey methods have been suggested to recruit a larger number of participants compared to paper-and-pencil questionnaires (Rice et al., 2017; Van Selm & Jankowski, 2006). In terms of technique, advising potential respondents of the upcoming survey is easier done electronically. Some research has suggested that sending a pre-notification to potential respondents tends to increase response rates (Van Selm & Jankowski, 2006).

There are some potential pitfalls associated with online questionnaires. Although online administered surveys tend to save time overall, some research has suggested that participants take longer to fill out online surveys than paper-based ones (Hardré, Crowson, & Xie, 2010). While online questionnaires should be built the same way as paper-and-pencil surveys, they should be limited in length (Van Selm & Jankowski, 2006) as questionnaires may seem excessively long when viewed on a screen. These perceived limitations may result in a stunted questionnaire, in terms of length (Rice et al., 2017). Some research has argued that online questionnaires may cater to an unrepresentative population sample (Rice et al.,

2017). For example, those potential participants who do not have reliable access to the internet or those who are generally uncomfortable with digital surveys may be less inclined to participate (Van Selm & Jankowski, 2006). Along the same lines, if a questionnaire is distributed on an internal network, potential respondents who have limited access to the internal network may be underrepresented in the sampling (Wright, 2006). Some research has suggested that electronic surveys may yield lower response rates than paper-and-pencil administered surveys due to exclusion attributed to missing data (Cantrell & Lupinacci, 2007; Hardré et al., 2010; Nulty, 2008; Rice et al., 2017). Finally, online populations may not necessarily provide the researcher the data to provide follow-up data (Rice et al., 2017).

In terms of data, some research has demonstrated that online surveys yield almost the same results as paper-and-pencil ones (Van De Looij-Jansen & De Wilde, 2008; Van Selm & Jankowski, 2006). Nevertheless, there is some research that suggests that online data gathering tends to result in more reliable data (Rice et al., 2017) as there seems to be no significant differences in internal consistency of subscales, response bias and interscale correlations (Hardré et al., 2010). Some research has argued that the more a population is familiar with the internet, the survey should yield more complete data when compared to a population that is less familiar with the internet (Kongsved, Basnov, Holm-Christensen, & Hjollund, 2007). This has been supported by research claiming that as people become more "internet literate" the reported disadvantages of using online surveys are no longer valid (Hunter, 2012). Ultimately, it seems that online distribution's advantages outweigh its risks and an online questionnaire was selected for the purposes of this thesis.

Consistent with previous research, (Lapointe et al., 2013) email invitations (at T1 and T2) to agreeing organizations and bodies were sent and distributed among their members; depending on the degree of direct support from the organization the email was sent through both internal and external email networks. The email explained the context of the study and reassured respondents that their answers will be kept confidential. An English or French explanation and survey option and appropriate language based questionnaire links were provided.

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Sample size for the thesis was conditional on the required observations for structural equation modelling analyses. Sample size determination seems to be a persistent debate in the existing structural equation modelling literature with virtually no consensus on the appropriate sample size for structural equation models. Resulting from this lack of consensus, many methodological studies claim 200 observations are the minimum required size for any trustworthy structural equation modelling estimate (Garver & Mentzer, 1999; Wang & Wang, 2012; Weston & Gore, 2006). Three broad factors tend to account for minimum sample size in structural equation model research approaches: the desired power of statistics, whether the researcher is testing if the model approximates or replicates the data, and the complexity of the research model itself (MacCallum, Browne, & Sugawara, 1996; Weston & Gore, 2006). Commensurate with recommendations and rules of thumb, this thesis aimed to collect (combating participant attrition) a minimum of 200 complete and usable observations between both collection points.

3.3.1. Survey Pretest

Despite not being reported in detail in most published research, pre-testing is seen as an important step in the research process (Faux, 2010; Lussier, 2011). Pretesting may increase the study's success for many different reasons (Faux, 2010). For example, the aesthetic design of the survey itself (length, layout, cover letters etc…) may hamper response rates if done poorly (Faux, 2010). By pretesting the questionnaire, issues resulting from the design (as well as the content itself) can be identified and managed. There does not seem to be clear consensus on the required samples size to pretest a survey (Beaton, Bombardier, Guillemin, & Ferraz, 2000; Perneger, Courvoisier, Hudelson, & Gayet-Ageron, 2015; Sprangers et al., 1998). Perneger et al. (2015) suggest that between 20 and 30 participants should provide enough statistical power to identify potential problems inherent in the survey instrument.

In line with suggestions by Perneger et al. (2015), the survey instrument was pretested with 24 (T1) and 28 (T2) valid participants from the population sample, in accordance with

the process set out by Faux (2010). The number of valid responses should be sufficient to identify any issues that may permeate the questionnaire (Perneger et al., 2015).

The pretest revealed that the two questionnaires were generally perceived as easy to complete and most respondents did not report confusion. The average completion time for the T1 survey was 9m: 39s and the average completion time for the T2 survey was 5m: 30s. Incomplete responses and participants indicating they had over 3 years of professional tenure were not accepted in the pre-test analysis. T1 received 55 responses with 24 being valid, indicating a valid completion rate of 43.6%. T2 received 30 responses with 28 being valid, indicating a valid completion rate of 93.3%.

Despite the general positive results, the pretest identified a few areas of concern in the wording of certain items and technical aspects of the survey. It also offered a qualitative window into some of the issues that employees consider important to their own retention. Regarding item wording, pretesting revealed that there might have been an issue in the English to French translation of a few items. There seemed to have been a problem with the French questionnaire social desirability item *"je me disperse"* ("I litter"). Nine of the first 24 pretest respondents (38%) remarked that, *"je me disperse,"* was unclear or confusing. When confronted with the intent of the item, which is to measure how often the respondent littered, it was determined that the English to French item translation was poorly done. The confusion was due to the French translation suggesting one being messy, spreading or scattered. It did not convey the act of littering, which is to discard waste products incorrectly in an unsuitable or inappropriate location. One of the respondents who brought this lack of clarity to light suggested replacing the French wording "*Je me disperse*" with *"Je ne dispose pas correctement de mes déchets lorsque je suis à l'extérieur"* (I do not dispose of my waste correctly, when I am outdoors.) The item was reviewed and the aforementioned suggestion was adopted. Note that the item is reverse coded. No further issues with the item were reported, post adoption. One pretest participant mentioned that the French version of the quitting intention item "I may leave this organization before too long," *"Je dois quitter cette organisation avant longtemps"* was confusing. No changes to the item were implemented.

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There were limited problems concerning the survey instructions. One pretest respondent reported having difficulty with the instructions on filling out the organization and profession tenure blocks; the instructions were modified to include a reminder that the number of years and months must be entered. Some pretest respondents filled out the questionnaire, despite the joining instruction indicating that only those with fewer than three years of professional experience were sought for participation. Care was taken to ensure that only participants with three or fewer years of experience were included in the data analyses.

Initial analyses suggested that the majority of incomplete T1 survey pretest participants ceased their participation after filling out the sociodemographic question of the survey, which were included at the start of the survey. Under recommendations from experts in the field, sociodemographic questions were moved to the end of the survey. When prompted for comments regarding the survey, four participants wrote comments on what aspects of their current employment situation contribute to employee retention. A common trend in these comments were the effects of a perceived hostile working environment stemming from colleagues and managers. Future qualitative research may investigate these factors, as they are currently beyond the scope of this thesis.

In sum, 24 and 28 participants successfully completed the T1 and T2 survey pretest, respectively. Pretest perceptions of the survey instrument were generally positive. Based on participant comments, only two modifications were brought to the survey: the rewording of the translation of one item to be a more accurate reflection the original intent of the item, and a modification to the instructions on organizational and professional tenure. These modifications are reflected in all their respective sections, tables, and references, in this thesis.

3.4. Statistical analysis

This section will overview the proposed statistical techniques and procedures to answer the research question. It begins with a brief section on the way the research model's hypotheses were be tested. It concludes with a section on ethical considerations for the study.

3.4.1. Correlation matrices

Correlation matrices were produced using SPSS v.21. Correlation matrices were used to verify multicollinearity with individual items and composite variables. The full and complete process used to verify multicollinearity is found in section 4.1.6.2.

3.4.2. Hypotheses testing

The hypotheses presented in this thesis were tested using structural equation modelling procedures. Structural equation modelling (SEM) is the general latent-variable modeling perspective on analyzing data; it measures multiple indicators to represent underlying constructs (Little, 2013). This technique is well suited for research questions that specify systems of relationships. SEM allows for the examination of relationships of multiple simultaneous variables (Collier, 2020).

SEM can be conceptualized as a family of related statistical techniques; it is often regarded as a combination of regression and factor analysis (Collier, 2020). Researchers who use SEM will often adopt a confirmatory approach, where they propose a model of relationships between constructs, and then examine whether the data is model is reflective of the model (Collier, 2020). The analyses provide evidence of strength and directionality of the indicated model of relationships, and as such, is well suited to complex research models (Collier, 2020).

SEM has several advantages over other similar techniques, such as multiple regression and hierarchical regression. Although similar to multiple regression, SEM is more robust and offers greater flexibility in the way that analyses can be conducted (Collier, 2020). Unlike multiple and hierarchical regression analyses, SEM allows for multiple independent and dependant variables to be modelled together; moreover, SEM permits the multiple modelled variables to influence one another in less direct ways than simple regressions or hierarchical regressions (Collier, 2020). Furthermore, SEM accounts for measurement error, unlike hierarchical regression, which assumes a perfect relationship (Collier, 2020). On the other hand, structural equation modelling requires specialized software, as the complexities

of the analyses can often be too much to be carried out by hand; furthermore, the researcher often requires additional training to competently understand the processes and output interpretations of SEM (Collier, 2020). SEM is not causal modelling (Collier, 2020). The covariance matrix is used as the input, and it cannot determine causality. SEM will not determine causality, but it can help in understanding causation between constructs (Collier, 2020).

Collier (2020) lists eight fundamental assumptions of SEM:

1. The data is normally distributed (Multivariate Normal Distribution of the Indicators)
2. The dependant variables are continuous
3. There is a linear relationship between variables
4. Unless specified, Maximum Likelihood Estimation is the default
5. There is a complete data set
6. There is no multicollinearity
7. The sample size is adequate
8. Constructs are unidimensional

Fundamentally, SEM is well suited for research models with multiple dependant variables. It allows the research to test an entire model instead of single relationships (Collier, 2020). This thesis employed SEM to test the relationships of the variables included in the research model, under the processes set out by Collier (2020).

3.4.2.1.   Direct effects

Hypotheses H1, H2, H3, H4, and H11 predict direct effects from one variable on another. In order to test these hypotheses, AMOS v21 software was used. Pathways between variables were drawn in the software; these pathways represent regressions between variables. The regression relationships between specified variables were used to determine directionality and significance. Interpretation of the outputs and significance was done in accordance with processes set out by Collier (2020).

3.4.2.2.   Intervening effects

The research model involved testing both moderation and mediation effects between variables. Hypotheses H5, H6, H7, H8 and H9 involve tests of mediation. AMOS v21 software was use to carry out both simple and chain mediation analyses. Syntax based estimands (user generated processes and evaluations) involving the direct and indirect regression effects were used to assess mediation between variables. Interpretation of the outputs and significance was done in accordance with processes set out by Collier (2020).

H10 involves a test of moderation. To test moderation effects, SPSS PROCESS macro was used (Hayes, 2018). Interpretation of the macro output was done in accordance with processes set out by Hayes (2018).

3.4.3. Ethical considerations

This research project was approved by the *Comité d'éthique de la recherche de l'Université Laval* (No. 2020-063 / 22-10-2020) and incurred three amendments. The ethics number is reflective of the approval date for the last approved amendment. No risk was incurred and no reward was offered to the participants. A letter reaffirming the completely anonymous nature of the study and indicating the research objectives was provided to each participant. Furthermore, participant consent was sought out at both data collection points. Participating organizations were informed that a detailed summary and presentation of the results would be made available to them, at their request.

Chapter 4: Results

This chapter contains the results of the statistical analyses conducted for this research project. The first section details the descriptive statistics for each of the variables used, and gives a general characteristic overview of the population sample. The second section elaborates on the hypothesized relationships tested in the research models, as well as *ad hoc* tests that were carried out.

4.1. Descriptive statistics

This section reports the descriptive statistics for the variables and measurement models used in this study. Recall that two models (model A and model B) were used to test the hypotheses. Ostensibly, model A used *intention to quit the organization* as the dependent variable, and model B used *intention to quit the profession* as the dependent variable. Data was treated using SPSS and AMOS versions 21. Construct validity, reliability and model fit were assessed for each construct and models A and B. The follow section details the methods, values and processes used to establish validity, reliability and model fit.

Data was collected between August 2020 and February 2021. Recall that the methodological design consisted of two separate data collection points, separated by 3 months. Participating organizations either provided a distribution list or distributed the survey internally themselves. All 47 professional orders operating in the province of Quebec, as well as all 72 provincial school boards were solicited for participation. Five professional orders and one school board responded to requests for participation. All but five orders either declined or did not respond to repeated requests for participation. The survey was made available in both French and English. Data collection at T1 generated 808 completed questionnaires. Data collection at T2 generated 1133 completed questionnaires. 122 participants who met the initial inclusion criteria (i.e.: fewer than 3 years of professional tenure) responded to both questionnaires. In order to be able to conduct meaningful statistical analyses, participant professional requirements were expanded to those with under 5 years of professional experience. This expansion is both theoretically and practically justifiable (Paillé, 2011). After broadening inclusion requirements, 205 valid participants were retained.

A reliable response rate was difficult to determine because some participating organizations distributed the survey through internal message boards and e-newsletters, and could not track the complete distribution of the surveys. With that being said, and despite the somewhat intractable response rate, after expanding the inclusion criteria, the final N in T1 and T2 was sufficient to allow for meaningful statistical analysis. This is further discussed in the limitations, in the discussion section.

4.1.1. Measures of validity, reliability and model fit

Convergent validity indicates the degree to which indicators of a construct "converge" and measure the same thing (Collier, 2020). Convergent validity for all constructs was assessed using the Average Variance Extracted (AVE) method (Collier, 2020). AVE method for convergent validity is examined by taking the R^2s of each indicator in a construct, adding them together, then dividing by the total number of indicators (Collier, 2020). AVE values should exceed 0.5 to support convergent validity (Collier, 2020).

Discriminant validity assesses whether a construct is distinct from other constructs being measured (Collier, 2020). Discriminant validity was assessed using two methods: shared variances and the Heterotrait-Monotrait Ratio of Correlations (HTMT). Assessing discriminant validity via shared variance was done according to suggestions by Fornell and Larcker (1981) and processes set out by Collier (2020). The shared variance procedure involves squaring the correlations between two constructs, and comparing the result to the AVE of each construct; if the squared shared variance between constructs is lower than the AVE, there is evidence for discriminant validity (Collier, 2020).

The HTMT method of assessing discriminant validity is considered a superior approach to assessing discriminant validity, compared to the shared variance method (Collier, 2020). Built on by Henseler, Ringle, and Sarstedt (2015), the HTMT is a measure of similarity between latent variables. When calculated, the resulting value is indicative of the ratio of between-trait correlations to within-trait correlations of two constructs (Collier,

2020). Kline (2011) suggests that the calculated value should be below 0.85 to establish discriminant validity between constructs.

Reliability refers to the consistency and the precision of a measurement instrument (Lussier, 2011). Reliability was assessed using the internal consistency coefficients of Cronbach's alpha (Cronbach, 1951) and Jöreskog's rho (Jöreskog, 1971) (hereafter referred to as alpha and rho, respectively). Rho seems to be referred to under a different name, depending on the reference material, as it has also been called composite reliability by Collier (2020). Internal consistency reliability "measures variability within the measurement instrument among items" (Lussier, 2011, p. 215). In other words, it refers to just how well items reflecting the same construct yield similar results.

Both alpha and rho measure the correlation amongst multiple items with one measure at one time in order to determine if they are measuring the same thing (Lussier, 2011). The relationship between each item and their intended measurement is called factor loading. Alpha considers all factor loadings as equal (Cho, 2016). Rho, on the other hand is internal consistency based on the factor loadings rather than the correlations between the items (Demo, Neiva, Nunes, & Rozzett, 2012). Research methodology that favours SEM is more likely to use rho over alpha, when possible (Cho, 2016; Demo et al., 2012). Although researchers generally strive for the highest scores possible (with some exceptions for rho), a conventionally agreed-upon minimal score for reliability is 0.70 (Henseler, Hubona, & Ray, 2017; Lussier, 2011).

Model fit is a critical component of SEM. "Model fit" indicates the degree to which a specified model (the estimated covariance matrix) represents the data (the observed covariance matrix) (Collier, 2020). A "good fit" is indicative of data that is overall consistent with the specified model, and a "bad fit" indicates that the data is overall contrary to the model (Collier, 2020). SEM modelling programs report several different fit statistics. This thesis reports those most commonly used statistics, and their cut-offs, listed below:

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1. **Relative chi-square test**

While the chi-square fitness test (where the chi-square value should <u>not</u> be significant) remains popular for SEM model analysis, it is a problematic measure. This test penalizes complex models and is very sensitive to sample size (Collier, 2020). A superior alternative is the relative chi-square test, which is the chi-square value divided by the degrees of freedom (Collier, 2020). A value under 3 is considered indicative of acceptable fit (Collier, 2020; Kline, 2011). Reporting the chi-square value, the degrees of freedom, and relative chi-square value is standard practice when reporting model fit.

2. **Comparative statistics**

These statistics compare the results of the specified model against a "null" model, where the correlations of the observed variables are constrained to 0, implying no correlations between latent variables (Collier, 2020). The most reported comparative statistics are the Comparative Fit Index (CFI), the Incremental Fit Index (IFI), the Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR) values (Collier, 2020). CFI and IFI values over 0.90 indicate acceptable levels of model fit (Collier, 2020). RMSEA and SRMR values below 0.08 are acceptable, but values below 0.05 are preferred; values below 0.05 suggest good model fit (Collier, 2020). Other model fit indicators can also be used, but may be overly responsive to sample size or model complexity; as a result, these indicators are often omitted or avoided (Collier, 2020).

4.1.2. Demographics and Control variable descriptive statistics

This section examines the descriptive statistics for demographic and control variables. Recall that the following variables were used as controls in both model A and model B: gender, age, education, organizational and professional tenure, organization size industry of work, internal and external perceived job alternatives, social desirability, and a marker variable for creativity.

4.1.2.1.　　Gender distribution

Gender distribution is found in Table 22. Of the 205 participants, 173 were female (84.4%) and 32 (15.6%) were male. The greater proportion of female respondents was expected, as the majority of the respondents were from healthcare fields, which are female-dominated.

Table 22: Respondent gender distribution

Gender	Frequency	Percentage
Female	173	84.4
Male	32	15.6
Total	**205**	**100**

4.1.2.2.　　Age distribution

Age distribution and statistics are found in Table 23. To facilitate interpretation, respondents' age is grouped into five categories; however, age was treated as a continuous variable for analysis. The mean age for the sample is 30 years old, and the standard deviation is 7.4 years. The age of respondents varies between 21 and 61 years. Of the 205 participants, 128 (62.4%) were between the ages of 20 to 29, 47 (22.9%) were between the ages of 30 and 39, 27 (13.2%) were between the ages of 40 and 49, 2 (1%) were between the ages of 50 and 59, and one (0.5%) participant was over the age of 60. This distribution shows that the majority of participants were below the age of 29. This distribution is expected, as the study sought to recruit less experienced professionals, who tend to be younger.

Table 23: Respondent age distribution

Age	Frequency	Percentage
20 to 29	128	62.4
30 to 39	47	22.9
40 to 49	27	13.2
50 to 59	2	1.0
61+	1	0.5
Total	**205**	**100**

$\bar{x} = 30$, $\sigma = 7.4$

4.1.2.3. Education distribution

Respondent education statistics can be found in Table 24. All respondents had some level of post-secondary education. 110 (53.7%) participants' highest completed education was a bachelor's degree, 52 (25.4%) respondents indicated that their highest completed education was a college diploma, 31 (15.1%) had postgraduate education, 11 (5.4%) had some university level education, and one participant held a doctorate degree (no difference was made between a professional doctorate and a Ph.D.). The participant cohort is well educated, as is expected from those belonging to regulated professional orders.

Table 24: Respondent education distribution

Education level	Frequency	Percentage
College, or "classical education" diploma	52	25.4
Undergraduate certificate	11	5.4
Bachelor's degree	111	53.7
Postgraduate diploma or Master's degree	31	15.1
Doctorate	1	0.5
Total	**205**	**100**

4.1.2.4. Organizational and professional tenure distribution

Respondent tenure statistics can be found in Table 25. Organizational and professional tenure was measured in years and months. Results show that the average organizational tenure is 2.97 years and the average professional tenure is 3.30 years. The

standard deviations of organizational and professional tenure are 2.32 and 1.59 years, respectively.

Table 25: Respondent tenure statistics

Tenure	$\bar{x}$	σ
Organizational tenure	2.97	3.30
Professional tenure	3.30	1.59

4.1.2.5.   Organization size distribution

The size of respondents' organizations can be found in Table 26. The table is broken down into the response categories available to the respondents. 157 (79.6%) of respondents reported being part of organizations with more than 500 employees, 24 (11.7%) of respondents reported being part of organizations with 100 to 499 employees, 21 (10.2%) of respondents reported being part of organizations with 5 to 99 employees, and 3 (1.5%) of respondents reported being part of organizations with fewer than 5 employees. The results for organization size are skewed towards the larger response sizes. This may be caused, in part, by the majority of respondents working in larger organizations, as healthcare professionals.

Table 26: Organization size statistics

Organization Size	Frequency	Percentage
Over 500 employees	157	79.6
100 to 499 employees	24	11.7
5 to 99 employees	21	10.2
Fewer than 5 employees	3	1.5
Total	**205**	**100**

4.1.2.6. Industry distribution

Participants' industries of work can be found in Table 27. Respondents were asked to indicate what sector of work they are currently engaged in. 180 (87.8%) participants indicated they were working in healthcare. 12 (5.9%) participants indicated they were working in natural resources, agriculture and other associated production. 5 (2.4%) participants indicated they were working in teaching, law and social service, community services and government. 4 (2.0%) participants indicated they were working in an applied science and research and associated sector. 2 (1.0%) participants indicated they were working in sales and support. One (0.5%) participant indicated that he/she was working in business, finance or administration. Finally, one (0.5%) participant indicated that she/she was working in a managerial sector. The results indicate that the overwhelming majority of respondents were engaged in healthcare work.

Table 27: Industry of work

Industry	Frequency	Percentage
Healthcare	180	87.8
Natural resources, agriculture and other associated production	12	5.9
Teaching, law and social service, community services and government	5	2.4
Applied science and research and associated sectors	4	2.0
Sales and support	2	1.0
Business, finance, administration	1	0.5
Management	1	0.5
Total	**205**	**100**

4.1.2.7. Internal and external job alternatives

Internal and external perceived job alternatives were measured with an adapted version of Peters, Jackofsky and Salter's (1981) scale. The scales were measured on a 5-point Likert-type scale. The internal perceived job alternatives scale demonstrated acceptable levels of internal consistency ($\alpha = 0.757$, $\rho = 0.781$), and the external perceived job alternatives scale demonstrated acceptable levels of internal consistency ($\alpha = 0.786$, $\rho = $

0.800) (Table 28). The variable suggests that participants perceive a relatively higher amount of both internal job alternatives ($\overline{x}$ = 3.875) and external job alternatives ($\overline{x}$ = 3.631) (Table 28).

Table 28: Perceived job alternatives internal consistency descriptive statistics

Scale	α	ρ	$\overline{x}$	σ
Internal perceived job alternatives	0.757	0.781	3.875	0.874
External perceived job alternatives	0.786	0.800	3.631	0.934

Internal and external perceived job alternatives' AVEs were greater than 0.5, demonstrating convergent validity (AVE = 0.560, AVE = 0.578) (Table 29).

Table 29: Perceived job alternatives item R2 values

Internal perceived job alternatives R^2	External perceived job alternatives R^2
AltJobsInt_01 = .372	AltJobsExt_01 = .846
AltJobsInt_02 = .334	AltJobsExt_02 = .389
AltJobsInt_03 = .972	AltJobsExt_03 = .498
AVE = .560	**AVE = .578**

Discriminant validity was assessed using the shared variance method and HTMT test. The results of the shared variance test at HTMT method are available in Table 30 and Table 31, respectively. The shared variance test results are below the AVEs of their constructs, supporting discriminant validity. The HTMT values are below 0.85, indicating that there is discriminant validity between constructs. Results from the two tests support the discriminant validity of the perceived job alternatives constructs. Composite variables for perceived internal and external job alternatives were formed for inclusion in the model.

Table 30: Perceived job alternatives shared variance discriminant validity results

Construct	AltJobInt	AltJobExt
Internal Perceived Job Alternatives		
External Perceived Job Alternatives	0.028	

Table 31: Perceived job alternatives HTMT discriminant validity results

Construct	AltJobInt	AltJobExt
Internal Perceived Job Alternatives		
External Perceived Job Alternatives	0.342	

4.1.2.8.   Social Desirability

Recall that the social desirability effect refers to the skewing of self-reported answers by underreporting socially undesirable behaviours and over reporting socially desirable ones (Holtgraves, 2017). This tends to demonstrate negative effects on the quality of self-reported measures on behaviours, attitudes and traits (Holtgraves, 2017). To account for this potential negative effect, the social desirability effect was controlled for. Social desirability was measured using 17 items from Stöber's (2001) SDS-17. The original dichotomous variable items were reworded to be adapted to be used on a Likert-type scale. Data for social desirability was collected at both T1 and T2.

Descriptive statistics show that participants reported lower degrees of social desirability behaviour at T1 ($\overline{x}$ = 1.691) and T2 ($\overline{x}$ = 1.786) (Table 32). The internal consistency scores for retained social desirability items at T1 and T2 were acceptable (α = 0.739, ρ = 0.752; α = 0.701, ρ = 0.712) (Table 32).

Table 32: Social Desirability descriptive statistics

Scale	α	ρ	$\overline{x}$	σ
Social Desirability T1	0.739	0.752	1.691	0.341
Social Desirability T2	0.701	0.712	1.786	0.303

Composite variables were formed from their respective collection times. As there is some contention as to whether or not social desirability is stable through time on educated populations (Haberecht et al., 2015), a paired-samples t-test was run to determine if there was a significant difference between social desirability measures between T1 and T2. Bootstrap analysis (1000 samples) was performed to accommodate number of cases. The results of the paired-samples t-tests is available in Table 33.

Table 33: Social Desirability paired-sample t-test results

Paired Relationship	Mean	Bias	95% Confidence Interval		Sig. (2-tailed)	Std. Error
			Lower	Upper		
SD1-SD2	-.04160	.0014	-.07938	.00004	.051	.01984

Note: Bootstrap sample = 1000

Paired-samples t-tests reveal that there is no significant difference between social desirability composite variables from T1 and T2. These results justified the use of either measure in subsequent SEM models. The T1 composite social desirability variable was used because of its relatively superior internal consistency scores.

4.1.2.9.   Marker variable, Creative Self-Efficacy

Recall that common method bias is variance that is attributable to the measurement method rather than the constructs themselves (Malhotra, Schaller, & Patil, 2017; Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). A marker variable, *creative self-efficacy*, was used as a proxy to measure, account, and control for this variance. *Creative self-efficacy* measured one's own levels of creativity. It was measured with Tierney and Farmer's (2002) creative self-efficacy scale, a three-item scale over a 5-point Likert-type rating. All three items were retained. The scale was selected based on its *a priori* discriminant validity, and demonstrated acceptable levels of internal consistency ($\alpha = 0.762, \rho = 0.772$) and convergent validity (AVE = 0.531). The scale's average ($\bar{x} = 3.763$) indicates that participants tended to report a relatively higher degree of *creative self-efficacy*. The values for the *creative self-efficacy* scale can be found in Table 34.

Table 34: Creative self-efficacy descriptive statistics

Scale	α	ρ	AVE	$\bar{x}$	σ
Creative self-efficacy	0.762	0.772	0.531	3.763	0.658

4.1.3. Independent variable descriptive statistics

Recall that the independent variable, psychological contract breach, was measured with Freese et al.'s (2008) TPCQ. The TPCQ measures perceived fulfillment of five organizational obligations, using five separate sub-scales: *Rewards*, *Organizational Policies*, *Career Development Opportunities*, *Social Atmosphere*, and *Job Content*. Each sub-scale used a 5-point Likert-type rating.

CFA was conducted on all substantive psychological contract breach items, with items loading onto a single latent variable. Poorly R^2 loaded items (i.e., items with standardized regression weights far below 0.6, in accordance with suggestions by Collier (2020)) were removed one by one, until an acceptable model fit was identified. An acceptable model fit was considered with a CMIN/DF value below 3.0, CFI and IFI values above 0.9, RMSEA and SRMR values below 0.8, with indicator regression weights generally above 0.6 (Collier, 2020). Before the removal of items, covariances were placed on error terms with chi-square values over 20 points between them. 16 items were removed because their R^2 values were too low, making the construct invalid. The retained items' R^2 values are reported in Table 35. Note that all these items are loaded onto one single latent variable. The psychological contract breach construct showed an AVE exceeding .50, supporting convergent validity.

Table 35: Psychological contract breach model item R^2 values (loading on a single latent variable)

Career Development R^2	Organizational Policies R^2	Social Atmosphere R^2
CD_03 = .476	OP_01 = .417	SA_01 = .554
CD_04 = .456	OP_02 = .481	SA_02 = .512
CD_05 = .427	OP_03 = .535	SA_04 = .573
	OP_04 = .415	SA_05 = .523
	OP_05 = .443	
	OP_06 = .716	
	OP_08 = .611	
AVE = .510		

Internal consistency was evaluated using Cronbach's alpha and rho/composite reliability. Both alpha ($\alpha = 0.937$) and rho ($\rho = 0.821$) values were acceptable. The average score for the scale ($\bar{x} = 3.352$, $\sigma = 0.771$) was higher than the mid-point of the scale. These values can be found in Table 36.

Table 36: Psychological contract breach model internal consistency values

Scale	α	ρ	$\bar{x}$	σ
Psychological Contract Breach	0.937	0.821	3.352	0.771

The resulting measurement model showed acceptable fit. Commonly reported comparative statistics CFI (0.981) and IFI (0.981) showed acceptable values over 0.9. The value for RMSEA (0.045 and SRMR (0.0361) were acceptable, as they were below 0.8. All composite reliability/rho values were also acceptable. The actual wording of the indicators (as presented in the survey), factor loadings, t-values/critical ratios, model fit statistics, rho/composite reliabilities and the AVEs can be found in Table 37.

Table 37: Psychological contract breach construct CFA results

Constructs	Standardized Factor Loading	t-value
Tilburg Psychological Contract Questionnaire (TPCQ) (Freese et al., 2008) Please indicate the extent to which your employer meets your expectations concerning the following elements. *Veuillez indiquer dans quelle mesure votre employeur rencontre vos attentes concernant les éléments suivants.*	(ρ = 0.821) (AVE = 0.510)	
Career Development		
- Coaching on the job *Du coaching en emploi*	0.690	***
- Professional development opportunities *Des opportunités de perfectionnement professionnel*	0.675	9.056
- Learning on the job *Des opportunités d'apprentissage en emploi*	0.654	8.785
Organizational Policies		
- Participation in important decision *Ma participation aux décisions importantes*	0.646	8.685
- A fair supervisor *Une supervision juste*	0.694	9.288
- Feedback on performance *Des commentaires sur la qualité de mon travail*	0.732	9.772
- Clear and fair rules *Des règles claires et justes*	0.644	8.663
- Keeping you informed of developments *Le souci de me tenir informé des développements*	0.666	8.941
- Open communication *Une communication ouverte*	0.846	11.173
- Being able to have confidence in the organization *La capacité pour moi de faire confiance à l'organization*	0.781	10.391
Social Atmosphere		
- Good working atmosphere *Une bonne atmosphère de travail*	0.744	9.927
- Opportunity to pleasantly cooperate with colleagues *Des occasions de travailler en équipe dans la bonne humeur*	0.715	9.560
- Appreciation and recognition *Des marques d'appréciation et de reconnaissance*	0.757	10.092
- Support from supervisor *Du soutien de la part de mon superviseur*	0.723	9.659

Model Fit Statistics
(χ^2 = 105.055, df = 75 CMIN/DF = 1.420; CFI = 0.981, TLI = 0.977, IFI = 0.981, RFI = 0.926, NFI = 0.940, RMSEA = 0.045 SRMR = 0.0361)
*** = Items constrained for identification purposes
ρ = rho/composite reliability

The average scores and standard deviations of each of the TPCQ subscales are reported in Table 38. These descriptive results suggest that respondents are generally perceiving higher levels of psychological contract breach with *Rewards* ($\bar{x}$ = 3.488), *Organizational Policies* ($\bar{x}$ = 3.452), *Career Development Opportunities*, ($\bar{x}$ = 3.206), and *Social Atmosphere* ($\bar{x}$ = 3.137). Respondents seem to be experiencing slightly lower levels of breach related to *Job Content* ($\bar{x}$ = 2.923). The average score for the scale ($\bar{x}$ = 3.352, σ = 0.771) was higher indicates a general unfulfillment of workplace expectations (Table 36). This shows that respondents seem to be feeling generally unfulfilled with their expectations of their work.

Table 38: TPCQ subscale descriptive results

Scale	$\bar{x}$	σ
Job Content	2.923	0.645
Career Development	3.206	0.800
Social Atmosphere	3.137	0.867
Organizational Policies	3.452	0.752
Rewards	3.488	0.587

Note: All TPCQ items were measured on a 1-5 Likert-type scale

4.1.4. Mediating variable descriptive statistics

Recall that the mediating variables, *affective commitment to the supervisor*, (Vandenberghe & Bentein, 2009), *affective organizational commitment*, and *affective professional commitment* (Meyer et al., 1993), were measured on a 5-point Likert-type scale. Each of these scales measured one's emotional attachment to the scale's particular target.

Confirmatory Factor Analysis (CFA) was subsequently conducted on all substantive affective commitment items, with items loading onto their respective latent variables. Three items were eliminated from the measurement model due to poor R^2 loadings (ACS_01, AOC_02, and APC_01). The retained items' R^2 values are reported in Table 39. All affective commitment constructs showed AVEs exceeding .50, supporting convergent validity.

Table 39: Retained affective commitment R^2 values

Affective Commitment to the Supervisor R^2	Affective Organizational Commitment R^2	Affective Professional Commitment R^2
ACS_02 = .765	AOC_01 = .482	APC_02 = .544
ACS_03 = .479	AOC_03 = .672	APC_03 = .506
ACS_04 = .540	AOC_04 = .583	APC_04 = .652
ACS_05 = .846	AOC_05 = .597	APC_05 = .408
ACS_06 = .463	AOC_06 = .625	APC_06 = .634
AVE = .619	**AVE = .592**	**AVE = .549**

Discriminant validity was assessed using shared variance between constructs and the HTMT method (Table 40 and Table 41). The shared variance test results are below the AVEs of their constructs, supporting discriminant validity. The HTMT values are below 0.85, indicating that there is discriminant validity between constructs. Results from the two tests support the discriminant validity of affective commitment constructs.

Table 40: Affective commitment shared variance discriminant validity results

Construct	ACS	AOC	APC
Affective Commitment to the Supervisor			
Affective Organizational Commitment	0.169		
Affective Professional Commitment	0.077	0.221	

Table 41: Affective commitment HTMT discriminant validity results

Construct	ACS	AOC	APC
Affective Commitment to the Supervisor			
Affective Organizational Commitment	0.458		
Affective Professional Commitment	0.314	0.539	

Internal consistency was evaluated using Cronbach's alpha and rho/composite reliability. Both alpha and rho values were acceptable (Table 42).

Table 42: Affective commitment internal consistencies, means, and standard deviations

Scale	α	ρ	$\bar{x}$	σ
Affective Commitment to the Supervisor	0.884	0.889	3.739	0.849
Affective Organizational Commitment	0.876	0.878	3.153	0.991
Affective Professional Commitment	0.845	0.858	4.061	0.767

The resulting measurement model showed acceptable fit (Table 43). Commonly reported comparative statistics CFI (0.943) and IFI (0.943) showed acceptable values over 0.9. The value for RMSEA (0.073) and SRMR (0.0548) were acceptable, as they were below 0.8. All composite reliability/rho values were acceptable.

Table 43: Affective commitment construct CFA results

Constructs	Standardized Factor Loading	t-value
Affective Commitment to the Supervisor	(ρ = 0.889)	
(Vandenberghe & Bentein, 2009)	(AVE = 0.619)	
Please indicate the extent to which you agree or disagree with each of the following statements related to your supervisor		
Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants par rapport à votre superviseur		
- I feel proud to work with my supervisor	0.876	11.193
Je suis fier de travailler avec mon superviseur		
- I feel a sense of respect for my supervisor	0.692	9.092
Je respecte mon superviseur		
- My supervisor means a lot for me	0.735	9.609
Mon superviseur est important pour moi		
- I appreciate my supervisor	0.920	11.657
J'apprécie mon superviseur		
- I feel little admiration for my supervisor (reverse coded)	0.681	***
J'ai peu d'admiration pour mon superviseur (codé inversé)		
Affective Organizational Commitment	(ρ = 0.878)	
(Meyer et al., 1993)	(AVE = 0.592)	
Please indicate the extent to which you agree or disagree with each of the following statements related to your organization		
Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants par rapport à votre organization		
-I would be very happy to spend the rest of my career in this organization	0.694	10.157

Je serais très heureux de passer le reste de ma carrière dans mon organization		
-I do not feel a strong sense of "belonging" to my organization (reverse coded)	0.820	12.334
Je n'ai pas de grand sentiment d'appartenance envers mon organization (codé inversée)		
-I do not feel "emotionally attached" to this organization	0.763	11.355
Je n'ai pas d'attachement émotionnel envers mon organization		
-I do not feel like "part of the family" at my organization	0.773	11.522
Je n'ai pas l'impression de « faire partie de la famille » dans mon organization (codé inversée)		
-This organization has a great deal of personal meaning for me	0.790	***
Mon organization compte beaucoup pour moi		
Affective Professional Commitment	($\rho = 0.858$	
(Meyer et al., 1993)	(AVE = 0.549)	
Please indicate the extent to which you agree or disagree with each of the following statements related to your profession		
Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants par rapport à votre profession		
-I regret having entered my profession (reverse coded)	0.737	10.715
Je regrette d'avoir choisi cette profession (codé inversée)		
-I am proud to be a member of my profession	0.711	10.187
Je suis fier d'être membre de ma profession		
-I dislike being a member of my profession (reverse coded)	0.808	11.836
Je n'aime pas être membre de ma profession (codé inversée)		
-I do not identify with my profession (reverse coded)	0.639	9.107
Je ne m'identifie pas à ma profession (codé inversée)		
-I am enthusiastic about my profession	0.796	***
Je suis enthousiaste envers ma profession		

Model Fit Statistics
($\chi^2 = 181.282$, df = 87 CMIN/DF = 2.084; CFI = 0.943, TLI = 0.931, IFI = 0.943, RFI = 0.875, NFI = 0.897, RMSEA = 0.073 SRMR = 0.0548)
*** = Items constrained for identification purposes
ρ = rho/composite reliability
AVE = Average Variance Extracted

The average scores and standard deviations of each of the affective commitment scales are reported in Table 42. The descriptive results demonstrate that respondents have higher levels of *affective commitment to the supervisor* ($\bar{x} = 3.739$), *affective organizational commitment* ($\bar{x} = 3.153$), and *affective professional commitment* ($\bar{x} = 4.061$). This shows that respondents seem to be feeling generally emotionally attached to all three targets of commitment.

4.1.5. Dependant variable descriptive statistics

The dependent variables for the research model were *intention to quit the organization* and *intention to quit the profession*. Recall that *intention to quit the organization* was measured with an adapted version of Crossley et al.'s (2007) *intention to quit the organization* scale, and that *intention to quit the profession* was measured with a scale by Hackett et al. (2001) and the addition of one item commonly found in other *intention to quit the profession* scales. Both intention to quit scales measured the participant's intention to willingly leave their current organization or profession, over a five point Likert-type scale. Model A had *intention to quit the organization* as the dependent variable, and model B had *intention to quit the profession* as the dependent variable.

CFA was conducted on all intention to quit items. Two items were eliminated from the measurement model due to poor R^2 loadings (QIO_05, QIP_03). The retained items' R^2 values are reported in Table 44. The resulting AVE exceeded .50, supporting convergent validity.

Table 44: Intention to quit R2 values

Intention to quit the organization R^2	Intention to quit the profession R^2
QIO_01 = .870	QIP _02 = .898
QIO_02 = .846	QIP _03 = .909
QIO_03 = .688	QIP _04 = .826
QIO_04 = .451	
AVE = .713	**AVE = .878**

Discriminant validity was assessed using shared variance between constructs and the HTMT method (Table 45). The shared variance test results are below the AVEs of their constructs, supporting discriminant validity. The HTMT values are below 0.85, indicating that there is discriminant validity between constructs. Results from the two tests support the discriminant validity of intention to quit constructs.

Table 45: Intention to quit shared variance and HTMT discriminant validity results

Construct	QIO	QIP
Intention to quit the organization		
Intention to quit the profession	0.429	
	(0.707)	

Note: non-parenthesized values are shared variance discriminant validity results
values in parentheses are HTMT discriminant validity results

Internal consistency was evaluated using Cronbach's alpha and rho/composite reliability. Both alpha and rho values were acceptable (Table 46).

Table 46: Intention to quit scales internal consistencies, means, and standard deviations

Scale	α	ρ	$\bar{x}$	σ
Intention to quit the organization	0.900	0.907	2.461	1.165
Intention to quit the profession	0.895	0.955	2.247	1.191

The resulting measurement model showed acceptable fit Table 47. Commonly reported comparative statistics CFI (0.996) and IFI (0.996) showed acceptable values over 0.9. The value for RMSEA (0.043) and SRMR (0.0258) were acceptable, as they were below 0.8. All composite reliability/rho values were acceptable.

Table 47: Intention to quit construct CFA results

Constructs	Standardized Factor Loading	t-value
Intention to quit the organization	($\rho = 0.907$)	
(Crossley et al., 2007)	(AVE = 0.713)	
Please indicate the extent to which you agree or disagree with each of the following statements		
Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants		
- I intend to leave this organization soon	0.933	***
J'ai l'intention de quitter mon organization bientôt		
- I plan to leave this organization in the next little while	0.929	22.829
Je prévois quitter mon organization dans un proche avenir		
- I will quit this organization as soon as possible	0.817	16.826
Je quitterai mon organization dès que possible		
- I do not plan on leaving this organization as soon as possible (reverse coded)	0.671	11.729
Je ne planifie pas de quitter mon organization dans un proche avenir (codé inversée)		
Intention to quit the profession	($\rho = 0.955$)	
(Hackett et al., 2001)	(AVE = 0.878)	
Please indicate the extent to which you agree or disagree with each of the following statements		
Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants		
- I think about quitting my profession	0.909	***
Je pense à quitter ma profession		
- I intend to quit my profession	0.953	24.380
J'ai l'intention de quitter ma profession		
- I intend to move into another profession outside of my current one	0.947	23.986
J'ai l'intention de changer de profession		

Model Fit Statistics
($\chi^2 = 17.821$, df = 13 CMIN/DF = 1.371; CFI = 0.996, TLI = 0.994, IFI = 0.996, RFI = 0.979, NFI = 0.987, RMSEA = 0.043 SRMR = 0.0258)
*** = Items constrained for identification purposes
ρ = rho/composite reliability
AVE = Average Variance Extracted

The average scores and standard deviations of each of the two quitting intention scales are reported in Table 46. The descriptive results demonstrate that respondents have lower levels of *intention to quit the organization* ($\bar{x} = 2.461$) and *intention to quit the profession* ($\bar{x} = 2.247$). This shows that respondents generally seem to not want to leave their organizations and their professions.

4.1.6. Verification of normality and multicollinearity

SEM assumes that data is normally distributed. A verification of the normality of data and multicollinearity was had. This section is divided into two parts: the first part contains the tests for normality and the second part contains the test for multicollinearity.

4.1.6.1.   Verification of normality

The test for data normality using frequencies output from SPSS was done using all retained categorical and interval based substantive and composite variables. Skewness and Kurtosis levels were examined. Data can be considered normal if skewness values range between -2 and 2, and if kurtosis values range between -10 and 10 (Collier, 2020). No categorical or interval based substantive or composite variables demonstrated abnormal skewness or kurtosis.

4.1.6.2.   Verification of multicollinearity

To verify multicollinearity, two processes were performed: a correlation matrix analysis and a variance inflation factor (VIF) with tolerance test. Two separate methods for verifying multicollinearity using correlation matrices were performed: the first was using only independent variable items, as per suggestions set out by Lussier (2011), and the second was performed using every variable in the model, with composites for each latent variable.

4.1.6.2.1.   Correlation Matrices

A correlation matrix were created and Pearson correlations between variables were examined. The Pearson correlation (or Pearson's *R* correlation) is a normalised measure of linear covariance between two variables; it measures the strength and direction between two interval variables (Lussier, 2011). A Pearson *R*-value above 0.9 for an independent variable, or several Pearson *R*-values over .7 are indicative of multicollinearity (Lussier, 2011).

The correlation matrix verification for multicollinearity involved every variable in the research model, with composite variables formed for the latent variables (Figure 31). This

matrix shows a range of correlations from -0.560 (*Affective commitment to the supervisor – Psychological contract breach*) to 0.655 (*Intention to quit the organization – Intention to quit the profession*). No Pearson *R*-values above .7 are present in the full composite variable correlation matrix; therefore, multicollinearity can be assumed as not significantly present.

4.1.6.2.2.   VIF and tolerance tests

VIF and tolerance calculation was done using an iterative process in SPSS, where variables are regressed onto one another, one at a time, to create a VIF and tolerance output. Similar to the correlation matrix analysis, this was done in two sequences: the first sequence was performed only with the independent variable items, and the second was done using every predictor variable in the model, with composites for each latent variable. A VIF value higher than 4, and a tolerance value below 0.2 is indicative of multicollinearity (Lussier, 2011), but some authors have advocated for VIF values of 10 for multicollinearity indication (Myers, 1990). Using the linear regression function in SPSS, independent variable items were regressed onto one another one at a time, until each item had performed as the dependent variable. The lowest VIF value (1.639) was detected between *Professional development opportunities* and *Keeping you informed of developments*. The highest VIF value (2.802) was detected between *Coaching on the job*, *Professional development opportunities* and *Open communications*. The lowest tolerance value (0.357) was detected between *Coaching on the job*, *Professional development opportunities* and *Open communications*. The highest tolerance value (0.610) was detected between *Professional development opportunities* and *Keeping you informed of developments*. No VIF values over 4.0 nor tolerance values below 0.2 were detected (Table 48).

Table 48: Independent variable item VIF and tolerance boundary values

	DV	IV	Value
Lowest VIF	Professional development opportunities	Keeping you informed of developments	1.639
Highest VIF	Coaching on the job, Professional development opportunities	Open communications	2.802
Lowest tolerance	Coaching on the job, Professional development opportunities	Open communications	0.357
Highest tolerance	Professional development opportunities	Keeping you informed of developments	0.610

The second sequence involved every variable in the research model, with composite variables formed for the latent variables. Using the linear regression function in SPSS, composite variables were regressed onto one another one at a time, until each had performed as the dependent variable. The lowest VIF value (1.180) was detected between *External perceived job alternatives* and *Creative self-efficacy*. The highest VIF value (2.891) was detected between *Psychological contract breach* and *Intention to quit the profession*. The lowest tolerance value (0.346) was detected between *Psychological contract breach* and *Intention to quit the profession*. The highest tolerance value (0.847) was detected between *External perceived job alternatives* and *Creative self-efficacy*. No VIF values over 4.0 nor tolerance values below 0.2 were detected (Table 49).

Table 49: All variables item VIF and tolerance boundary values

	DV	IV	Value
Lowest VIF	External perceived job alternatives	Creative self-efficacy	1.180
Highest VIF	Psychological contract breach	Intention to quit the profession	2.891
Lowest tolerance	Psychological contract breach	Intention to quit the profession	0.346
Highest tolerance	External perceived job alternatives	Creative self-efficacy	0.847

Both correlation matrices and VIF and tolerance values results are below the

parameters that suggest the significant presence of multicollinearity, indicating that there are no significant multicollinearity issues present in the model.

4.2. Full Structural Model

This section contains the full structural model used to test the research model, and subsequent hypotheses testing. This section is divided into the following five subsections. First, full structural models A and B, and the various effects of their variables, are elaborated. The second subsection contains the hypotheses concerning the independent variable's (psychological contract breach) direct effects on the intervening variables (affect commitment targets). The third subsection elaborates on the direct effects that the mediating variables (affect commitment targets) have on the dependent variables (intention to quit). The fourth subsection examines the hypotheses concerning the mediating effects that the various affective commitment targets have in the model. The fifth and final subsection elaborates on the hypothesis concerning the independent variable's (psychological contract breach) direct effects on the dependent variables (intention to quit). A complete summary of the hypothesis results can be found in Table 71.

4.2.1. Full structural model statistics

This section contains the structural models for research models A and B, as well as the detailed processes that were used to elaborate them.

4.2.1.1.   Model A: Intention to quit the organization

The measurement models for the independent variable (*psychological contract breach*), the mediating variables (*affective commitment* targets) and dependent variable (*intention to quit the organization*) were modelled together (Figure 11). A common method bias test was performed to identify the presence of common method bias. In accordance with processes and metrics set out by Podsakoff et al. (2003), Collier (2020), Richardson et al. (2009), and Archimi, Reynaud, Yasin, and Bhatti (2018) a common latent factor approach with a marker variable (*creative self-efficacy*) was used to test for common method bias.

Standardized regression weights, chi-square scores, and degrees of freedom were compared between the common latent factor with marker variable model, and a model without. Two indicators of common method bias were surveyed: standardized regression weights with a difference of 0.2 or more, and whether a change in a degree of freedom led to a chi-square difference of 3.84 or more, between models (a chi-square difference of 3.84 at the $p = 0.05$ is significant at 1 degree of freedom (Collier, 2020)). Either of these suggests the presence of common method bias in the model (Archimi et al., 2018; Collier, 2020). When comparing the two models, no change in standardized regression weights beyond 0.077 was observed between the two models. Furthermore, a chi-square value change of 2.93 with one degree of freedom was observed. This is below the threshold of 3.84 in chi-square values with one degree of freedom difference. In sum, the common latent factor with marker variable approach for detecting common method bias revealed that common method bias was not a significant factor in model A (Table 50).

Table 50: Model A common method bias detection

Relationship	CMIN (χ^2)	df	CMIN/df	Conclusion
Without CLF and marker variable	800.474	482	1.661	-
With CLF and marker variable	797.544	481	1.658	-
Difference	2.93	1	0.003	**Not a significant factor**

Control variables were then entered into the model. Recall that the model controlled for gender, age, education, organizational and professional tenure, organization size, industry, perceived internal and external job alternatives, and social desirability. Paths were created between control variables and endogenous variables, and covariances between exogenous variables and other controls were added. Non-significant control relationships were eliminated from the model, and control variables with no significant relationship with any substantive variable were removed. The complete list of removed and retained control

variable relationships can be found in Table 51. A graphical representation of model A can be found in Figure 29, in the Appendix.

Table 51: Removed control variables in model A

Control variable	Removed non-significant relationships	Retained relationships
Gender	AOC, APC	ACS, QIO
Age	Removed All	-
Education	ACS, AOC, QIO	ACP
Organizational Tenure	Removed All	-
Professional Tenure	AOC, APC	ACS, QIO
Organization Size	Removed all	-
Industry	AOC, APC	ACS, QIP
Internal Perceived Job Alternatives	Removed all	-
External Perceived Job Alternatives	ACS, AOC	ACP, QIO
Social Desirability	ACS, AOC, QIO	ACP

Model A showed acceptable fit. Commonly reported comparative statistics CFI (0.911) and IFI (0.913) showed acceptable values over 0.9. The value for RMSEA (0.053) and SRMR (0.701) were acceptable, as they were below 0.8. Model A's standardized regression weights, t-values, R^2 values, fit statistics, and a summary of the hypothesized relationships tested by the model are presented in Table 52.

Table 52: Structural model A's test results

Hypothesized Relationships in model A	Standardized Estimates	t-value	Hypothesis support
H1a: PCB → ACS	-.629	-7.758	**Supported**
H1b: PCB → AOC	-.632	-7.014	**Supported**
H1c: PCB → APC	-.272	-3.555	**Supported**
H2a: ACS → QIO	-.114	-1.358	**Rejected**
H3a: AOC → QIO	-.348	-3.911	**Supported**
H4a: APC → QIO	-.142	-2.010	**Supported**
H11a: PCB → QIO	-.011	-0.103	**Rejected**
Squared Multiple Correlations			
Affective commitment to the supervisor	.421		
Affective organizational commitment	.399		
Affective professional commitment	.228		
Intention to quit the organization	.386		

Model Fit Statistics
(χ^2 = 1055.803, df = 667 CMIN/DF = 1.583; CFI = 0.911, IFI = 0.913, RMSEA = 0.053, SRMR = .0701)

Tests for mediation between variables was performed (Table 53). The hypothesized indirect effects between *psychological contract breach* and *intention to quit the organization*, mediated by *affective commitment to the supervisor*, *affective organizational commitment*, and *affective professional commitment* (H5a, H6a, and H7a, respectively) were tested with user-generated estimands (an estimated is a quantity determined via statistical analysis) in AMOS, and carried out with 5000 bootstrap samples. The estimand multiplied the unstandardized regression coefficient between the relevant pathways, to give the indirect effect. The estimand then produced the confidence intervals for the identified relationships. A full elaboration of the results can be found in section 4.2.4.

Table 53: Model A's Test for Mediation Using a Bootstrap Analysis with a 95% Confidence Interval

Relationship	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion	Hypothesis Support
			Low	High			
H5a PCB→ACS→QIO	-.018 (-.103)	.118	-.076	.399	.266	No Mediation	**Rejected**
H6a PCB→AOC→QIO	-.018 (-.103)	.360	.141	.645	.001	Full Mediation	**Supported**
H7a PCB→APC→QIO	-.018 (-.103)	.063	-.009	.146	.075	No Mediation	**Rejected**

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5000

4.2.1.2. Model B: Intention to quit the profession

The measurement models for the independent variable (*psychological contract breach*), the mediating variables (*affective commitment* targets) and dependent variable (*intention to quit the profession*) were modelled together (Figure 12). A common method bias test was performed to identify the presence of common method bias. In accordance with processes and metrics set out by Podsakoff et al. (2003), Collier (2020), Richardson et al. (2009), and Archimi, Reynaud, Yasin, and Bhatti (2018) a common latent factor approach with a marker variable (*creative self-efficacy*) was used to test for common method bias.

Standardized regression weights, chi-square scores, and degrees of freedom were compared between the common latent factor with marker variable model, and a model without. Once again, two indicators of common method bias were monitored: standardized regression weights with a difference of 0.2 or more, and whether a change in a degree of freedom lead to a chi-square difference of 3.84 or more between models (a chi-square difference of 3.84 at the $p = 0.05$ is significant at 1 degree of freedom (Collier, 2020)). Either of these suggests the presence of common method bias in the model (Archimi et al., 2018; Collier, 2020). When comparing the two models, no change in standardized regression weights above 0.054 was observed. Furthermore, a chi-square difference of 3.59 between the two models, with a one degree of freedom difference, was observed. A chi-square difference of 3.59 is not significant at the $p = 0.05$ level, with 1 degree of freedom. In sum, the common

latent factor with marker variable approach for detecting common method bias revealed that common method bias was not a significant factor in model B (Table 54).

Table 54: Model B common method bias detection

Relationship	CMIN (χ^2)	df	CMIN/df	Conclusion
Without CLF and marker variable	733.159	451	1.626	-
With CLF and marker variable	729.569	450	1.621	-
Difference	3.59	1	0.004	**Not a significant factor**

Control variables were then entered into the model. Recall that the model controlled for gender, age, education, organizational and professional tenure, organization size, industry, perceived internal and external job alternatives, and social desirability. Paths were created between control variables and endogenous variables, and covariances between exogenous variables and other controls were added. Non-significant control relationships were eliminated from the model, and control variables with no significant relationship with any substantive variable were removed. The complete list of retained and removed control variable relationships can be found in Table 55. A graphical representation of model B can be found in Figure 30, in the Appendix.

Table 55: Removed control variables in model B

Control Variable	Removed non-significant relationships	Retained relationships
Gender	Removed all	-
Age	Removed all	-
Education	ACS AOC QIP	APC
Organizational Tenure	Removed all	-
Professional Tenure	AOC APC	ACS, QIP
Organization Size	Removed all	-
Industry	Removed all	-
Internal Perceived Job Alternatives	ACS AOC APC	QIP
External Perceived Job Alternatives	ACS AOC	ACP, QIP
Social Desirability	ACS AOC QIP	APC

Model B showed acceptable fit. Commonly reported comparative statistics CFI (0.910) and IFI (0.912) showed acceptable values over 0.9. The value for RMSEA (0.054) and SRMR (0.0714) were acceptable, as they were below 0.8. Model B's standardized regression weights, t-values, R^2 values, fit statistics, and a summary of the hypothesized relationships tested by the model are presented in Table 56.

Table 56: Structural model B's test results

Hypothesized Relationships in model B	Standardized Estimates	t-value	Hypothesis support
H2b: ACS → QIP	-.049	-.636	**Rejected**
H3b: AOC → QIP	-.209	-2.554	**Supported**
H4b: APC → QIP	-.375	-5.365	**Supported**
H11b: PCB → QIP	-.026	-.266	**Rejected**
Squared Multiple Correlations			
Affective commitment to the supervisor	0.396		
Affective organizational commitment	0.400		
Affective professional commitment	0.228		
Intention to quit the profession	0.447		

Model Fit Statistics
(χ^2 = 953.981, df = 602 CMIN/DF = 1.585; CFI = 0.917, IFI = 0.918, RMSEA = 0.054, SRMR = .0714)

Tests for mediation between variables was then performed (Table 57). The postulated indirect effects between *psychological contract breach* and *intention to quit the profession*, mediated by *affective commitment to the supervisor*, *affective organizational commitment*, and *affective professional commitment* (H5b, H6b, and H7b, respectively) were tested with user-generated estimands (an estimated is a quantity determined via statistical analysis) in AMOS, and carried out with 5000 bootstrap samples. The estimand multiplied the unstandardized regression coefficient between the relevant pathways, to give the indirect effect. The estimand then produced the confidence intervals for the identified relationships. A full elaboration of the results can be found in section 4.2.4.

Table 57: Model B's Test for Mediation Using a Bootstrap Analysis with a 95% Confidence Interval

Relationship	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion	Hypothesis Support
			Low	High			
H5b PCB→ACS→QIP	-.041 (-.266)	.048	-.119	.270	.623	No Mediation	**Rejected**
H6b PCB→AOC→QIP	.-041 (-.266)	.208	.020	.461	.027	Full Mediation	**Supported**
H7b PCB→APC→QIP	-.041 (-.266)	.162	.073	.279	<.000	Full Mediation	**Supported**

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5000

4.2.2. Psychological contract breach's effects on affective commitment foci

This section will elaborate on the hypotheses on the relationships between psychological contract breach and the affective commitment targets. The wording of the psychological contract breach items measured psychological contract fulfillment. As fulfilment is often considered the conceptual opposite of a breach (i.e.: Chaudhry & Tekleab, 2013; Lambert et al., 2020), the data points were therefore inverted to reflect the hypothesized psychological contract breach standpoint.

H1a postulated that **psychological contract breach is negatively related to affective commitment to the supervisor.** This hypothesis is supported. The analyses

revealed a statistically significant relationship between *psychological contract breach* and *affective commitment to the supervisor* (model A, r = -.629, $p < 0.001$ // model B, r = -.622, $p < 0.001$). **H1a**'s results suggest that *psychological contract breach* is negatively related to *affective commitment to the supervisor*. The *psychological contract breach latent* variable and the retained control variables explain 42.1% of the variance in *affective commitment to the supervisor* ($R^2 = 0.421$) in model A (Table 52) and 39.6% of the variance *in affective commitment to the superviso*r ($R^2 = 0.396$) in model B (Table 56).

H1b postulated that **psychological contract breach is negatively related to affective organizational commitment**. This hypothesis is supported. The analyses revealed a statistically significant relationship between *psychological contract breach* and *affective commitment to the supervisor* (model A, r = -.632, $p < 0.001$ // model B, r = -.633, $p < 0.001$). **H1b**'s results suggest that *psychological contract breach* is negatively related to *affective organizational commitment*. The *psychological contract breach* latent variable explains 39.9% of the variance in *affective organizational commitment* ($R^2 = 0.399$) in model A (Table 52) and 40.0% of the variance in *affective organizational commitment* ($R^2 = 0.400$) in model B (Table 56).

H1c postulated that **psychological contract breach is negatively related to affective professional commitmen**t. This hypothesis is supported. The analyses revealed a statistically significant relationship between *psychological contract breach* and *affective commitment to the profession* (model A, r = -.272, $p < 0.001$ // model B, r = -.273, $p < 0.001$). **H1c**'s results suggest that *psychological contract breach* is negatively related to *affective professional commitment*. The *psychological contract breach* latent variable and the retained control variables explain 28.8% of the variance in *affective professional commitment* ($R^2 = 0.288$) in both models A and B (Table 52, Table 56).

In essence, the results from **H1a**, **b**, and **c** each show that *psychological contract breach* is negatively related to *affective commitment to the supervisor*, *affective*

organizational commitment, and *affective professional commitment*, respectively. In sum, the SEM analyses support **H1a**, **b**, and **c**.

4.2.3. Affective commitment on quitting intentions

This section will elaborate on the hypotheses on the direct relationships between the affective commitment targets and the intention to quit targets.

H2a postulated that **affective commitment to the supervisor is negatively related to intention to quit the organization.** This hypothesis is rejected. The analyses revealed no statistically significant relationship between *affective commitment to the supervisor* and *intention to quit the organization* (r = -.114, $p < 0.174$). **H2a**'s results suggest that *affective commitment to the supervisor* is not significantly related to *intention to quit the organization*. The *affective commitment to the supervisor* latent variable had a standardized direct path estimate of r = -.114, (R^2 = .0121) explaining 1.21% of the total 38.6% of the variance in *intention to quit the organization* (R^2 = 0.386) in model A.

H2b postulated that **affective commitment to the supervisor is negatively related to intention to quit the profession.** This hypothesis is rejected. The analyses revealed no statistically significant relationship between *affective commitment to the supervisor* and *intention to quit the profession* (r = -.94, $p < 0.525$). The results suggest that *affective commitment to the supervisor* is not significantly related to *intention to quit the profession*. The *affective commitment to the supervisor* latent variable had a standardized direct path estimate of r = -.094, (R^2 = .0008) explaining 0.88% of the total 44.7% of the variance in *intention to quit the profession* (R^2 = 0.447) in model B.

H3a postulated that **affective organizational commitment is negatively related to intention to quit the organization.** This hypothesis is supported. The analyses revealed a statistically significant relationship between *affective organizational commitment* and *intention to quit the organization* (r = -.348, $p < 0.001$). **H3a**'s results suggest that *affective*

organizational commitment is significantly negatively related to *intention to quit the organization*; as *affective organizational commitment* increases, *intention to quit the organization* decreases. The *affective organizational commitment* latent variable had a standardized direct path estimate of r = -.348, (R^2 = .121) explaining 12.11% of the total 38.6% of the variance in *intention to quit the organization* (R^2 = 0.386) in model A.

H3b postulated that **affective organizational commitment is negatively related to intention to quit the profession.** This hypothesis is supported. The analyses revealed a statistically significant relationship between *affective organizational commitment* and *intention to quit the profession* (r = -.206, $p < 0.011$). **H3b**'s results suggest that *affective organizational commitment* is significantly negatively related to *intention to quit the profession*; as *affective organizational commitment* increases, *intention to quit the profession* decreases. The *affective organizational commitment* latent variable had a standardized direct path estimate of r = -.206, (R^2 = .042) explaining 4.24% of the total 44.7% of the variance in *intention to quit the profession* (R^2 = 0.447) in model B.

H4a postulated that **affective professional commitment is negatively related to intention to quit the organization.** This hypothesis is supported. The analyses revealed a statistically significant relationship between *affective professional commitment* and *intention to quit the organization* (r = -.142, $p < 0.044$). **H4a**'s results suggest that *affective professional commitment* is significantly negatively related to *intention to quit the organization*; as *affective professional commitment* increases, *intention to quit the organization* decreases. The *affective organizational commitment* latent variable had a standardized direct path estimate of r = -.142, (R^2 = .020) explaining 2.01% of the total 38.6% of the variance in intention to quit the organization (R^2 = 0.386) in model A.

H4b postulated that **affective professional commitment is negatively related to intention to quit the profession.** This hypothesis is supported. The analyses revealed a statistically significant relationship between *affective professional commitment* and *intention to quit the profession* (r = -.375, $p < 0.001$). **H4b**'s results suggest that *affective professional*

commitment is significantly negatively related to *intention to quit the profession*; as *affective professional commitment* increases, *intention to quit the profession* decreases. The *affective professional commitment* latent variable had a standardized direct path estimate of r = -.375, (R^2 = .140) explaining 14.06% of the total 44.7% of the variance in intention to quit the profession (R^2 = 0.447) in model B.

4.2.4. Affective commitment intervening effects

This section will elaborate on the hypothesized intervening effects that the three affective commitment targets have in the research model.

H5a posited that **affective commitment to the supervisor mediates the relationship between psychological contract breach and intention to quit the organization** (PCB→ACS→QIO). This hypothesis is rejected. The model shows no significant direct relationship between *psychological contract breach* and *intention to quit the organization* (r = -.011, p = 0.918). Results also showed a significant negative relationship between *psychological contract breach* and *affective commitment to the supervisor* (r = -.629, p < 0.001), and no significant relationship between *affective commitment to the supervisor* and *intention to quit the organization* (r = -.114, p = 0.174). The effect between *psychological contract breach* and *intention to quit the organization* does not become significant when mediated through *affective commitment to the supervisor* (r = .118, CI= -.076 // .399, p = .266) (Table 53).

H5b posited that **affective commitment to the supervisor mediates the relationship between psychological contract breach and intention to quit the profession** (PCB→ACS→QIP). This hypothesis is rejected. The model shows no significant direct relationship between *psychological contract breach* and *intention to quit the profession* (r = -.026, p = 0.790). The results also show a significant and negative relationship between *psychological contract breach* and *affective commitment to the supervisor* (r = -.622, p < 0.001), and that no significant relationship between *affective commitment to the supervisor* and *intention to quit the profession* (r = 0.525, p = 0.790). The effect between *psychological*

contract breach and *intention to quit the profession* does not become significant when mediated through *affective professional commitment* (r = .048, CI= -.119 // .270, *p* = 0.266) (Table 57).

H6a posited that **affective organizational commitment mediates the relationship between psychological contract breach and intention to quit the organization** (PCB→AOC→QIO). This hypothesis is supported. The model shows no significant direct relationship between *psychological contract breach* and *intention to quit the organization* (r = -.018, *p* = 0.918). The results also show that *psychological contract breach* is negatively related to *affective organizational commitment* (r = -.632, *p* < 0.001) and that *affective organizational commitment* is negatively related to *intention to quit the organization* (r = -0.348, *p* < 0.001). The effect between *psychological contract breach and intention to quit the organization* becomes significant when mediated through *affective organizational commitment* (r = .360, CI= .141 // .645, *p* < 0.001) (Table 53).

H6b posited that **affective organizational commitment mediates the relationship between psychological contract breach and intention to quit the profession** (PCB→AOC→QIP). This hypothesis is supported. The model shows no significant direct relationship between *psychological contract breach* and *intention to quit the profession* (r = -.026, *p* = 0.790). The results show a negative relationship between *psychological contract breach* and *affective organizational commitment* (r = -.633, *p* < 0.001) and that *affective organizational commitment* is negatively related to *intention to quit the profession* (r = -0.209, *p* = 0.011). The effect between *psychological contract breach* and *intention to quit the profession* becomes significant when mediated through *affective organizational commitment* (r = .208, CI= .020 // .451, *p* = 0.027) (Table 57).

H7a posited that **affective professional commitment mediates the relationship between psychological contract breach and intention to quit the organization** (PCB→APC→QIO). The hypothesis is rejected. The model shows no significant direct relationship between *psychological contract breach* and *intention to quit the organization* (r

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= -.011, p = 0.918). The results also show that *psychological contract breach* is negatively related to *affective professional commitment* (r = -.272, p < 0.001), and there is a negative relationship between *affective professional commitment* and *intention to quit the organization* (r = -0.142, p = 0.044). The effect between *psychological contract breach* and *intention to quit the organization* does not become significant when mediated through *affective professional commitment* (r = .063, CI= -.009 // .146, p = 0.075) (Table 53).

H7b posited that **affective professional commitment mediates the relationship between psychological contract breach and Intention to quit the profession** (PCB→APC→QIP). This hypothesis is supported. The model shows no significant direct relationship between *psychological contract breach* and *intention to quit the profession* (r = -.026, p = 0.790). The model shows a negative relationship between *psychological contract breach* and *affective professional commitment* (r = -.273, p < 0.001), and that *affective professional commitment* is negatively related to *intention to quit the profession* (r = -0.375, p < 0.001). The effect between *psychological contract breach* and *intention to quit the profession* becomes significant when mediated through *affective professional commitment* (r = .162, CI= .073 // -.279, p < 0.001) (Table 57).

H8 postulated a serial mediation effect where **affective commitment to the supervisor mediates the causal chain between psychological contract breach, affective commitment to the organization and intention to quit the organization** (PCB→AOC→ACS→QIO). This hypothesis is rejected. To test the hypothesis, model A was used as a template, and additional paths were drawn between affective commitments, commensurate with the hypothesized mediation chain. Model fit was acceptable. The serial mediation chain does not show any mediating effect. The direct effect from *psychological contract breach* to *intention to quit the organization* is not significant (r = -.006, p = .952). *Psychological contract breach* is negatively related to *affective organizational commitment* (r = -.628, p < 0.001). *Affective organizational commitment* is not significantly related to *affective commitment to the supervisor* (r = .080, p = .343). Finally, *affective commitment to*

the supervisor is not related to *intention to quit the organization* (r = -.108, *p* = .196) (Table 58).

Table 58: H8 Serial Mediation results

Relationship	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion and Hypothesis Support
			Low	High		
H8	-.010	.009	-.012	.066	.222	No Mediation
PCB→ AOC→ ACS→QIO	(-.060)					**Rejected**

Model Fit Statistics
(χ^2 = 1054.934, df = 666 CMIN/DF = 1.584; CFI = 0.911 IFI = 0.913, RMSEA = 0.054, SRMR = .0699)
Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5000

H9 postulated a serial mediation effect where **affective organizational commitment mediates the causal chain between psychological contract breach, affective commitment to the supervisor and intention to quit the organization** (PCB→ACS→AOC→QIO). This hypothesis is rejected. To test the hypothesis, model A was used as a template, and paths were drawn between affective commitments, commensurate with the hypothesized mediation chain. Model fit was acceptable. The serial mediation chain does not show any mediating effect. The direct effect from *psychological contract breach* to *intention to quit the organization* is not significant (r = -.005, *p* = .964). *Psychological contract breach* is negatively related to *affective commitment to the supervisor* (r = -.625, *p* <.001). *Affective commitment to the supervisor* is not related to *affective organizational commitment* (r = .118, *p* = .157). Finally, *affective organizational commitment* is negatively related to *intention to quit the organization* (r = -.346, *p* < 0.001) (Table 59).

Table 59: H9 Serial Mediation results

Relationship	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion and Hypothesis Support
			Low	*High*		
H9	-.008	.042	-.023	.150	.150	No Mediation
PCB→ ACS→AOC→QIO	(-.045)					**Rejected**

Model Fit Statistics
(χ^2 = 1053.838, df = 666 CMIN/DF = 1.582; CFI = 0.912 IFI = 0.913, RMSEA = 0.053, SRMR = .0697)
Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5000

H10 postulated that **affective professional commitment moderates the mediation effect that affective organizational commitment has in the relationship between psychological contract breach and to intention to quit the organization**. This test involved a moderated mediation relationship. This hypothesis is partially supported. To test the hypothesis, PROCESS v3.5.3 (Hayes, 2018) in SPSS v21 was used. PROCESS Model 14 was used to test for moderated mediation (Figure 24).

H10's configuration had *affective professional commitment* moderate the relationship between *affective organizational commitment* and *intention to quit the organization* (Figure 13). The interaction term is statistically significant (r = .276, *p* = 0.001) suggesting that *affective professional commitment* moderates the effect between *affective organizational commitment* and *intention to quit the organization*, while *psychological contract breach* has a direct effect on *intention to quit the organization* (Table 60).

Figure 13: Visual representation of H10

X – Psychological contract breach

Y – Intention to quit the organization

W – Affective professional commitment

M – Affective organizational commitment
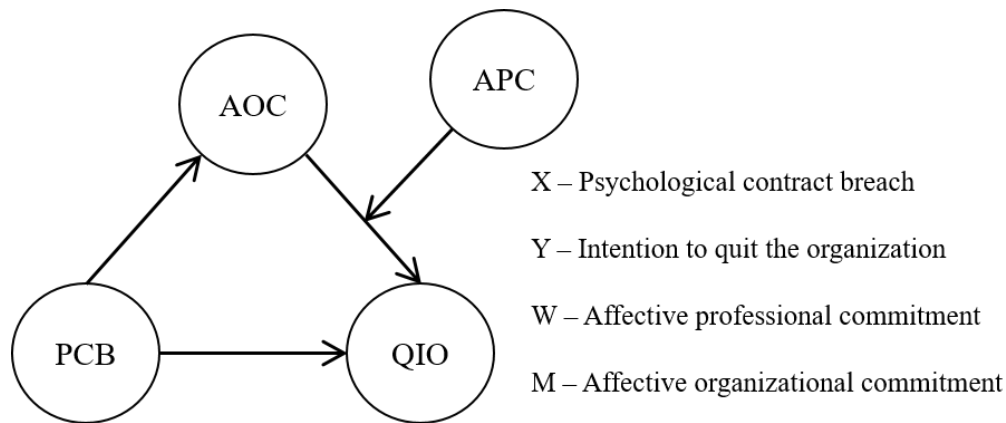
Examining the effects of this interaction reveals that at -1 standard deviation, and at the mean on *affective professional commitment*, the moderation effect was negative and significant (r = -.506, *p* < 0.001; r = -.294, p = 0.001, respectively). At +1 standard deviation on *affective professional commitment*, the effect was no longer significant (r = -.083, *p* = 0.468) (Table 60). The analysis reveals that *affective professional commitment* negatively moderates the relationship between *affective organizational commitment* and *intention to quit the organization*. When *affective professional commitment* is included in the relationship between *affective organizational commitment* and *intention to quit the organization*, the relationship weakens. As levels of *affective professional commitment* increase, the relationship between *affective organizational commitment* and *intention to quit the organization* weakens; at relatively high levels of *affective professional commitment*, the relationship becomes non-significant.

The index test of moderated mediation (omnibus test) suggests that *affective organizational commitment*'s mediation effect between *psychological contract breach* and *intention to quit the organization* is influenced by *affective organizational commitment* (Index = -.198 CI = -.331 //-.094). The mediation effect remains significant at the -1 standard deviation (IE = .363, CI= .216 // .547) and mean on *affective professional commitment* (IE = .211, CI= .089 // .362). The mediation effect becomes non-significant at the +1 standard deviation on *affective professional commitment* (IE = .059, CI= -.100 // .237) (Table 60).

Moderated mediation analysis reveals that the *affective organizational commitment* mediation effect in the relationship between *psychological contract breach* and *intention to quit the organization* is influenced by *affective professional commitment*. The indirect effect is negatively moderated at relatively lower levels of *affective professional commitment*, as the effect is weakened. However, at average levels of *affective professional commitment*, the indirect effect is weakened; at high levels, the indirect effect is non-significant.

Table 60: H10 moderated mediation results

Direct Relationships			Unstandardized Coefficient	t-values	p-value
PCB → AOC			-.717	-9.588	< .001
PCB → QIO			.321	2.939	.004
APC → QIO			-1.130	-4.324	< .001
AOC → QIO			-1.415	-4.002	< .001
APC **X** AOC → QIO			.276	3.239	.001
		Effect	Confidence Interval Low // High	t-values	p-value
Probing the interaction of APC					
Low levels of APC		-.506	-.721 // -.291	-4.647	< .001
Mean of APC		-.294	-.472 // -.117	-3.266	.001
High levels of APC		-.083	-.307 // .142	-.727	.468
Moderated Indirect Relationship	Direct Effect	Indirect Effect	Confidence Interval Low // High	t-values	p-value
PCB→AOC*→QIO	.321	-	.106 // .537	2.939	.004
Probing Moderated Indirect Relationships					
Low levels of APC		.363	.216 // .547		
Mean of APC		.211	.089 // .362		
High levels of APC		.056	-.100 // .237		
Index of Moderated Mediation		-.198	-.331 // -.094	-	-

Note: * The effect of AOC on QIO is moderated by APC
Unstandardized coefficients reported.
Bootstrap sample = 5000; 95% confidence interval

In sum, **H10** is partially supported as the results suggest that *affective professional commitment* moderates the mediation effect of *affective organizational commitment* in the

relationship between *psychological contract breach* and *intention to quit the organization* – only when *affective professional commitment* is low, or at the mean.

4.2.5. Psychological contract breach's effect on quitting intention foci

This section will elaborate on the hypotheses on the relationships between *psychological contract breach* and the *intention to quit* targets. Recall that **H11a** and **b**, predicted a negative relationship between *psychological contract breach and intention to quit the organization* and *intention to quit the profession*, respectively.

H11a postulated that **psychological contract breach is negatively related to intention to quit the organization.** This hypothesis is rejected. The analyses revealed no statistically significant relationship between *psychological contract breach* and *intention to quit the organization* (r = -.011, p = 0.918). **H11a**'s results suggest that *psychological contract breach* is not directly related to *intention to quit the organization*. The *psychological contract breach* latent variable explained less than 0.01% ($R^2 < 0.001$) of the total 38.6% variance explained in *intention to quit the organization* ($R^2 = 0.386$) in model A (Table 52).

H11b postulated that **psychological contract breach is negatively related to intention to quit the profession.** This hypothesis is rejected. The analyses revealed no statistically significant relationship between *psychological contract breach* and *intention to quit the profession* (r = -.266, p = 0.790). **H11b**'s results suggest that *psychological contract breach* is not directly related to *intention to quit the profession*. The *psychological contract breach* latent variable explained 0.06% ($R^2 < 0.001$) of the total 44.7% variance explained in *intention to quit the profession* ($R^2 = 0.447$) in model B (Table 56).

4.2.6. *Ad hoc* tests/tests of opportunity

This section contains the analyses of non-hypothesised relationships. These tests were carried out to help in developing a more full answer to the research question. These *ad hoc* tests expand the serial/chain mediation premises of **H8** and **H9** by rearranging the order in

which the variables are entered into the mediation chain. This was done to verify whether the order of variables in the mediation chain influence the outcome, as **H8** and **H9** did not fully specify this detail.

The *ad hoc* tests pertaining to moderation and moderated mediation expand on the premise of **H10** by rearranging the order and placement of the moderation effect, within the mediation relationships of psychological contract breach, the three affective commitment variables, and the two intention to quit targets. These tests were carried out to explore the extent to which moderation placement between the variables influences the outcome. In other words, moderated can be applied at many parts of the mediation relationship and the hypotheses did not specify where the moderation should be applied. While **H10** plays an important role in answering the research question, *ad hoc* testing allowed for a deeper understanding of the nuances involved in the relationships. Fundamentally, these models were all tested in order to develop a clearer understanding of the extent to which each target of commitment was important in the research model, relative to employee retention. It also allowed for further exploration of the research model as a "realistic" representation of modern working environments, using psychological contract breach, the three affective commitment entities, and the two intention to quit targets. The section is divided into two sections: serial/chain mediation effects and moderation effects.

4.2.6.1.   Serial/chain mediation tests

A series of *ad hoc* serial/chain mediation tests were conducted where the affective commitment targets were rearranged into several combinations and acted as mediators between psychological contract breach and the intention to quit targets. Tests were carried out using models A and B as templates, respectively considering intention to quit the organization and profession as the dependant variable. The following section is therefore divided into tests conducted using four pathways and three pathways; note that the chains for H8 and H9 are not present in this section, as they are found in section 4.2.4. The complete list of serial mediation tests that were carried out can be found in Figure 26, in the Appendix.

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4.2.6.1.1.   Four-pathway chain mediation

To test for serial mediation, new models with added paths between specified affective commitment targets had to be created. The originally conceived model did not account for paths between the three affective commitment constructs. These paths are theoretically justifiable, as previous research has established that affective commitment targets may have an influence over one another (i.e., Lapointe et al., 2013; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017, 2004; Yalabik et al., 2017). These tests were carried out with the goal of exploring the relative importance that each of the commitment entities had in the relationship between breach and quitting intentions. Models A and B were used as templates to assess four-pathway serial mediation.

None of the four-pathway chain mediation models with all three affective commitment targets demonstrated any significant mediation between *psychological contract breach* and *intention to quit the organization* or *intention to quit the profession*. However, the chain mediation models where mediation from the most distal commitment targets inwards (PCB→APC→AOC→ACS→QIO, PCB→APC→AOC→ACS→QIO) displayed the strongest model fit statistics, of the four-pathway chain mediations, in models A and B.

The four-pathway chain mediation models displayed some trends. None of the interactions involving *affective commitment to the supervisor* were significant in any of the four-pathway chain mediation models, and every relationship involving an affective commitment target and *intention to quit the organization* and *intention to quit the profession* were in line with what was predicted in **H2**, **H3**, and **H4**, except for **H4a**. **H4a** showed that *affective professional commitment* was negatively related to *intention to quit the organization*; however, interestingly, this relationship was not significant in the (PCB→ACS→ACO→APC→QIO) mediation chain.

4.2.6.1.2.   Three-pathway chain mediation

To test for serial mediation, new models with added paths between specified affective commitment targets had to be created. The originally conceived research model did not

account for paths between the three affective commitment constructs. These paths are theoretically justifiable, as previous research has established that affective commitment targets may have an influence over one another (i.e., Lapointe et al., 2013; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2004, 2017; Yalabik et al., 2017). Models A and B were used as templates to assess three-pathway serial mediation. Model fit statistics are provided at every analysis, and only models with significant mediation effects are listed.

4.2.6.1.2.1 *The relationship between psychological contract breach and intention to quit the organization is sequentially mediated by affective professional commitment and affective organizational commitment*

This model tested the following mediation chain: PCB→APC→AOC→QIO. The chain mediates the entire effect of *psychological contract breach* on *intention to quit the organization* sequentially through *affective professional commitment* and *affective commitment to the organization*. Model A was used as a template, and paths were drawn between affective commitments, commensurate with the tested mediation chain. Model fit was acceptable. The serial mediation chain shows a full mediation effect. The direct effect from *psychological contract breach* to *intention to quit the organization* is not significant (r = .007, *p* = .944). *Psychological contract breach* is negatively related to *affective professional commitment* (r = -.253, *p* < 0.001). *Affective professional commitment* is positively related to *affective organizational commitment* (r = .461, *p* < 0.001). Finally, *affective organizational commitment* is negatively related to *intention to quit the organization* (r = -.349, *p* < 0.001). In sum, the mediation chain, in its current order, shows a full mediation effect (Table 61).

Table 61: Mediation chain PCB→APC→AOC→QIO

Relationship	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
PCB→ APC→AOC→QIO	-.012 (-.071)	.053	.016	.130	<.001	**Full Mediation**

Model Fit Statistics
(χ^2 = 1028.334, df = 666 CMIN/DF = 1.544; CFI = 0.917 IFI = 0.919, RMSEA = 0.052, SRMR = .0602)
Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5000

4.2.6.1.2.2   The relationship between psychological contract breach and intention to quit the profession is sequentially mediated by affective organizational commitment and affective professional commitment

This model tested the following mediation chain: PCB→AOC→APC→QIP. The chain mediates the entire effect of *psychological contract breach* on *intention to quit the profession* sequentially through *affective organizational commitment* and *affective professional commitment*. Model B was used as a template, and paths were drawn between affective commitments, commensurate with the tested mediation chain. Model fit was acceptable. The serial mediation chain shows a full mediation effect. The direct effect from *psychological contract breach* to *intention to quit the profession* is not significant ($r = .011$, $p = .908$). *Psychological contract breach* is negatively related to *affective organizational commitment* ($r = .629$, $p <.001$). *Affective organizational commitment* is positively related to *affective professional commitment* ($r = .461$, $p < .001$). Finally, *affective professional commitment* is negatively related to *intention to quit the profession* ($r = -.363$, $p < .001$). In sum, the mediation chain, in its current order shows a full mediation effect (Table 62).

Table 62: Mediation chain PCB→AOC→APC→QIP

Relationship	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
PCB→AOC→APC→QIP	.036	-.168	-.332	.076	<.001	**Full**
	(0.242)					**Mediation**

Model Fit Statistics
(χ^2 = 932.056, df = 601 CMIN/DF = 1.551; CFI = 0.922 IFI = 0.923, RMSEA = 0.052, SRMR = .0620)
Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5000

4.2.6.1.2.3 The relationship between psychological contract breach and intention to quit the profession is sequentially mediated by affective professional commitment and affective organizational commitment

This model tested the following mediation chain: PCB→APC→AOC→QIP. The chain mediates the entire effect of psychological contract breach on intention to quit the profession sequentially through *affective professional commitment* and *affective organizational commitment*. Model B was used as a template, and paths were drawn between affective commitments, commensurate with the tested mediation chain. Model fit was acceptable. The serial mediation chain shows a full mediation effect. The direct effect from *psychological contract breach* to *intention to quit the profession* is not significant (r = .008, p = .929). *Psychological contract breach* is negatively related to *affective professional commitment* (r = -.225, p <.001). *Affective professional commitment* is positively related to *affective organizational commitment* (r = .355, p < .001). Finally, *affective organizational commitment* is negatively related to *intention to quit the profession* (r = -.181, p = .045). In sum, the mediation chain, in its current order shows a full mediation effect (Table 63).

Table 63: Mediation chain PCB→APC→AOC→QIP

Relationship	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
PCB→APC→AOC→QIP	-.013	.026	.001	.081	.040	**Full**
	(-.090)					**Mediation**

Model Fit Statistics
($\chi^2 = 926.741$, df = 601 CMIN/DF = 1.542; CFI = 0.923 IFI = 0.924, RMSEA = 0.052, SRMR = .0610)
Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5000

In sum, three three-pathway models demonstrated significant mediation effects. One of the three-pathway chain mediation models with two affective commitment targets demonstrated a significant mediation effect between *psychological contract breach* and *intention to quit the organization* (PCB→APC→AOC→QIO), and two models showed a significant mediation between *psychological contract breach* and *intention to quit the profession* (PCB→AOC→APC→QIP, PCB→APC→AOC→QIP).

The three-pathway chain mediation models displayed some trends. None of the chain relationships involving *affective commitment to the supervisor* displayed any significant mediation effects. Interestingly, the thee-path mediation chain (PCB→AOC→APC→QIO) demonstrated *affective professional commitment* having no significant relationship with *intention to quit the organization*. This was similar to the PCB→ACS→ACO→APC→QIO four-pathway mediation chain's results. Both mediation chains showed that, when *affective organizational commitment* precedes *affective professional commitment* in the mediation chain, the result on *intention to quit the organization* is non-significant.

4.2.6.2. Moderation and moderated mediation tests

A series of moderation and moderated mediation tests were carried out with the collected data. These models were all tested in order to develop a clearer understanding of the complexities of working environments. The interaction effects of the affective commitment variables, in different parts of mediation chains may influence outcomes. It is important to develop these interactions to draw out the intricacies and nuances found in the

employment relationship. The complete list of the tested models, and their configurations, can be found in Figure 27 and Figure 28, in the Appendix.

PROCESS v3.5.3 (Hayes, 2018) in SPSS v21 was used. Pre-established PROCESS models (1, 5, 7, and 14) were used to test every simple moderation and single-mediator effect and single-moderator non-parallel effects moderated mediation combinations (similar variants to H10) possible with the collected data. Each test had confidence intervals of 95% and 5000 Bootstrap samples. 47 non-hypothesized moderation and moderated mediation models were tested. This section contains the tests that produced significant effects; models with no significant interactions were omitted for brevity. These tests were carried out with the intention of exploring the possible relative importance and effects that potentially competing commitments may have in relation to employee quitting intentions. Some previous research has demonstrated that different commitments may interact with one another and influence subsequent attitudes and behaviours (i.e., Lapointe et al., 2013; Paillé et al., 2011; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2004, 2017; Yousaf et al., 2015). These *ad hoc* tests explore these potential effects.

4.2.6.2.1. *Process Model 1: Simple Moderation*

This subsection contains the PROCESS Model 1 simple moderation analyses that showed significant effects. The PROCESS Model 1 template, on which these analyses was based on, can be found in Figure 14. The tests here have the goal of specifically examining direct moderation effects between commitments.

Figure 14: PROCESS Model 1 template

X – Independent Variable

Y – Dependant Variable

W – Moderating Variable
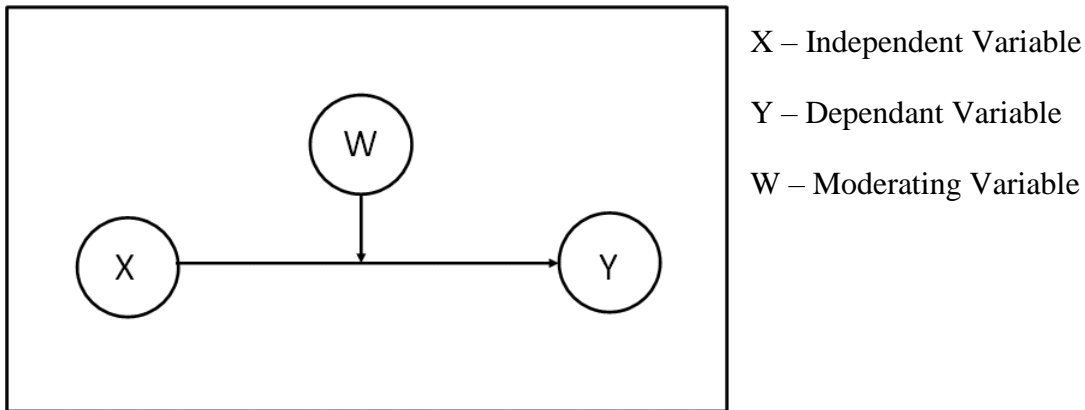
Model 1J's configuration had *affective professional commitment* moderate the relationship between *psychological contract breach* and *affective organizational commitment* (Figure 15).

Figure 15: Model 1J

X – Psychological contract breach

Y – Affective organizational commitment

M – Affective professional commitment
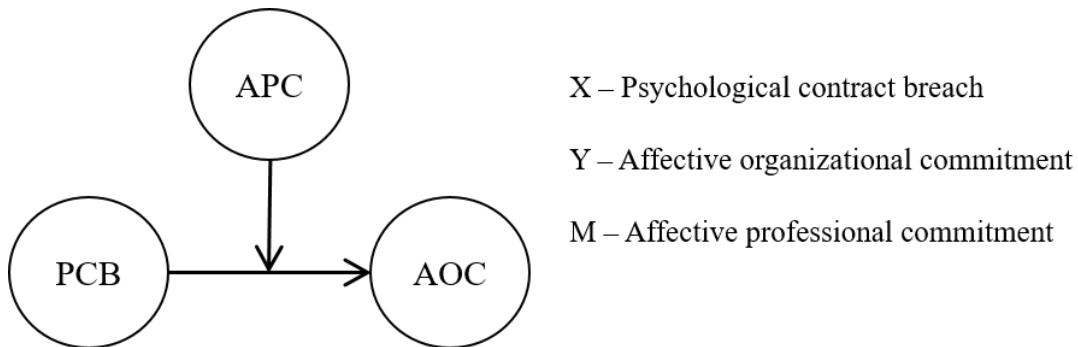
The interaction is statistically significant (r = -.254, *p* = 0.007) suggesting that *affective professional commitment* moderates the effect of *psychological contract breach* on *affective organizational commitment*. Without this interaction, the relationship between *breach* and *affective organizational commitment* does not seem to be statistically significant.

Examining the conditional effects of this interaction reveals that, at -1, the mean, and +1 standard deviation on affective professional commitment, the moderating effect of

affective professional commitment is significant and negative (r = -.374, *p* = 0.001; r = -.569, *p* < 0.001; r = -.764, *p* < 0.001 respectively) (Table 64). The simple slope of this interaction effect shows that there is a declining slope from low to high levels of *psychological contract breach*. Recall that the direct influence of *psychological contract breach* on *affective organizational commitment* is non-significant, but becomes negatively related when the interaction is factored in. The moderation is significant at low and high levels of *affective professional commitment*. The moderation effect shows that the effect of *psychological contract breach* on *affective organizational commitment* is amplified when more *affective professional commitment* is added to the model. The graph shows that at the same level of *psychological contract breach*, higher levels of *affective professional commitment* makes *psychological contract breach's* effect on *affective organizational commitment* more negative (Figure 16).

Table 64: Model 1J moderation results

Direct Relationships		Unstandardized Estimates	t-values	p-value
PCB → AOC		.462	1.176	.241
APC→AOC		1.304	3.954	< .001
PCB **X** APC → AOC		-.254	-2.716	.007
	Effect	Confidence Interval Low // High	t-values	p-value
Probing the interaction of APC				
Low levels of APC	-.374	-.165 // -.584	-3.524	.001
Mean levels of APC	-.569	-.428 // -.711	-7.922	< .001
High levels of APC	-.764	-.574 // -.955	-7.906	< .001

Bootstrap sample = 5000; 95% confidence interval

In sum, the results show that without the added effect of *affective professional commitment*, the effect of *psychological contract breach* on *affective organizational commitment* is non-significant. When *affective professional commitment* is added, it positively moderates the relationship between *psychological contract breach* and *affective organizational commitment*; as *affective professional commitment* increases, the negative effect of *psychological contract breach* on *affective organizational commitment* increases.
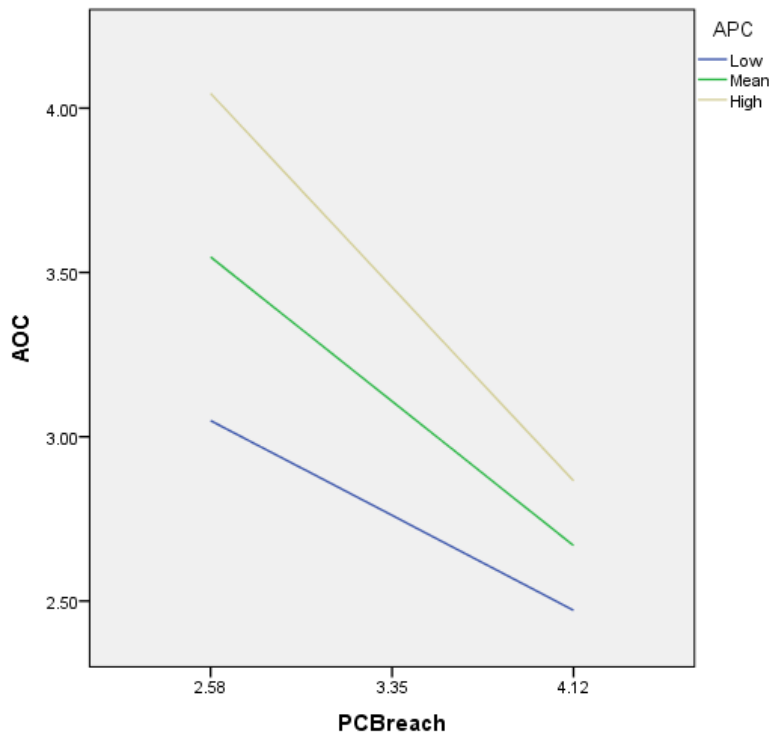
4.2.6.2.2.   *Process Model 5: Moderated Mediation*

This subsection contains PROCESS Model 5 moderated mediation analyses that showed significant effects. The PROCESS Model 5 template, on which these analyses was based on, can be found in Figure 17. The results from this thesis showed that *psychological contract breach's* direct effect on *intention to quit the organization* and *intention to quit the profession* were non-significant; the effects become significant when mediated through *affective organizational commitment* and *affective professional commitment* (*on intention to quit the profession*). It is important to understand the relative importance that the other commitments examined by this thesis have in this relationship, as the reality of professional work is not directly linear with one entity. Furthermore, tests of this nature respond to previous studies who advocate for more research addressing the interactive effects of commitments (Lapointe et al., 2013; Meyer et al., 2013).

X – Independent Variable

Y – Dependant Variable

W – Moderating Variable

M – Mediating Variable

Model 5C's configuration had *affective commitment to the supervisor* moderate *affective organizational commitment*'s mediation effect between *psychological contract breach* and *intention to quit the organization* (Figure 18). The interaction term is statistically significant (r = -0.236, *p* = 0.013) suggesting that *affective commitment to the supervisor* moderates the effect between *psychological contract breach* and *intention to quit the organization*, while *affective organizational commitment* acts as a mediator (Table 65).

Figure 18: Model 5C
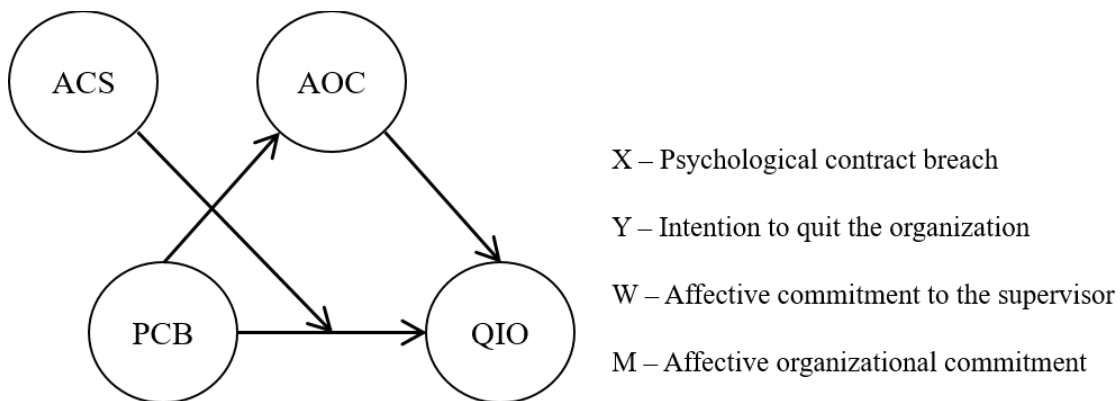
X – Psychological contract breach

Y – Intention to quit the organization

W – Affective commitment to the supervisor

M – Affective organizational commitment

Examining the conditional effects of this interaction reveals that, while *affective organizational commitment* mediates, at -1 standard deviation and the mean on *affective commitment to the supervisor*, the mediating effect was positive and significant (r = .452, *p*

= 0.003; r = .252, *p* = 0.043, respectively). At +1 standard deviation on *affective commitment to the supervisor*, the moderation effect is no longer significant (r = .052, *p* = 0.718). (Table 65).

The analysis shows when *affective commitment to the supervisor* is low, it positively moderates the *affective organizational commitment* mediated relationship between *psychological contract breach* and *intention to quit the organization*; lower levels of *affective commitment to the supervisor* strengthen the *affective organizational commitment* mediated relationship between *psychological contract breach* and *intention to quit the organization*. At the mean, however, the mediated indirect effect between *psychological contract breach* and *intention to quit the organization* is less strong than at lower levels of *affective commitment to the supervisor*. When *affective commitment to the supervisor* is high, there is no significant effect between *psychological contract breach* and *intention to quit the organization*'s moderation effect.

Table 65: Model 5C moderated mediation results

| Direct Relationships			Unstandardized Coefficient	t-values	p-value
PCB → AOC			-.717	-9.588	< 0.001
PCB → QIO			1.134	2.981	0.003
AOC → QIO			-.444	-5.060	< 0.001
ACS → QIO			.746	2.194	0.029
PCB **X** ACS → QIO			-.236	-2.504	0.013
Moderated Indirect Relationship	Direct Effect	Indirect Effect	Confidence Interval Low // High	t-values	p-value
PCB→AOC→QIO*	1.134	.318	.177 // .480	-	-
Probing Interaction Between PCB and QIO					
Low levels of ACS		.452	.154 // .750	2.990	0.003
Mean of ACS		.252	.008 // .495	2.040	0.043
High levels of ACS		.052	-.230 // .333	-.361	0.718

Note: * The effect of PCB on QIO is moderated by ACS
Unstandardized coefficients reported.
Bootstrap sample = 5000; 95% confidence interval

In sum, when *affective commitment to the supervisor* is relatively low, the *affective organizational commitment* mediated relationship between *psychological contract breach* and *intention to quit the organization* becomes stronger. At average levels, the indirect effect is weakened, and at high levels, the indirect effect is non-significant.

Model 5E's configuration had *affective commitment to the supervisor* moderate *affective professional commitment*'s mediation effect between *psychological contract breach* and *intention to quit the organization* (Figure 19). The interaction term was statistically significant (r = -.190, *p* = 0.044) suggesting that *affective commitment to the supervisor* moderates the effect between *psychological contract breach* and *intention to quit the organization* while *affective professional commitment* acts as a mediator (Table 66).

Figure 19: Model 5E

X – Psychological contract breach

Y – Intention to quit the organization

W – Affective commitment to the supervisor

M – Affective professional commitment
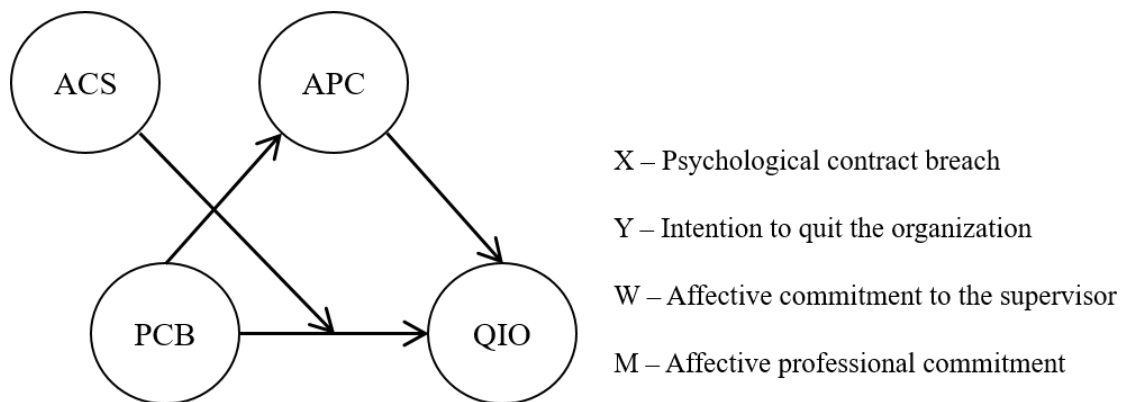
Examining the conditional effects of this interaction revealed that, *while affective professional commitment mediates*, at -1 standard deviation and the mean on *affective commitment to the supervisor*, the moderating effect was positive and significant (r = .578, *p* < 0.001; r = .416, *p* < 0.001, respectively). At +1 standard deviation on *affective commitment to the supervisor*, the moderating effect of was no longer significant (r = .255, *p* = 0.054) (Table 66).

The analysis reveals that *affective commitment to the supervisor* positively moderates *affective professional commitment*'s mediation effect in the relationship between *psychological contract breach* and *intention to quit the organization*. Specifically, lower and mean levels of *affective commitment to the supervisor* strengthen the *affective professional commitment* mediated relationship between *psychological contract breach* and *intention to quit the organization*. At high levels of *affective commitment to the supervisor*, the indirect relationship between *psychological contract breach* and *intention to quit the organization* becomes non-significant.

Table 66: Model 5E moderated mediation results

Direct Relationships			Unstandardized Coefficient	t-values	p-value
PCB → APC			-.301	-4.520	< 0.001
PCB → QIO			1.128	2.953	0.004
APC → QIO			-.477	-4.853	< 0.001
ACS → QIO			.587	1.729	0.085
PCB **X** ACS → QIO			-.190	-2.026	0.044
Moderated Indirect Relationship	*Direct Effect*	*Indirect Effect*	*Confidence Interval Low // High*	t-values	p-value
PCB→APC→QIO*	1.128	.144	.068 // .228	-	-
Probing Interaction Between PCB and QIO					
Low levels of ACS		.578	.867 // .289	3.937	< 0.001
Mean of ACS		.416	.642 // .191	3.645	< 0.001
High levels of ACS		.255	.054 // -.004	1.938	0.054

Note: * The effect of PCB on QIO is moderated by ACS
Unstandardized coefficients reported.
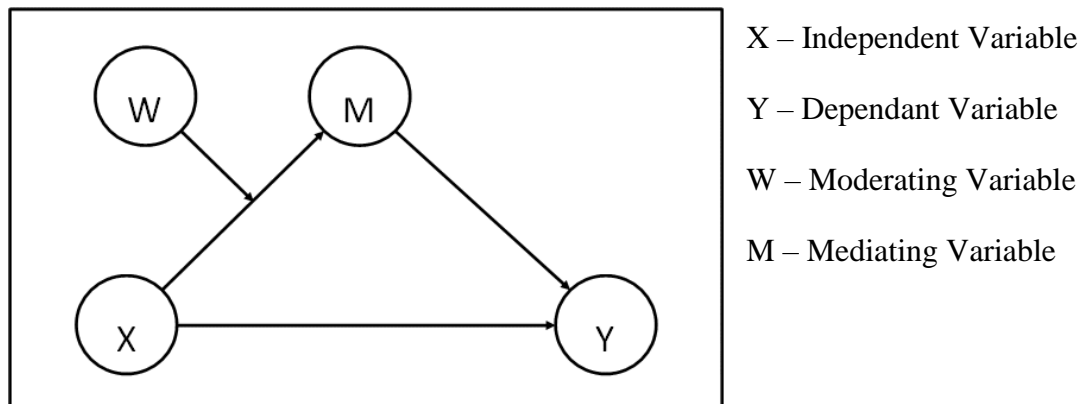Bootstrap sample = 5000; 95% confidence interval

In sum, when *affective commitment to the supervisor* is not high, it strengthens the *affective professional commitment* mediated relationship between *psychological contract breach* and *intention to quit the organization*; when *affective commitment to the supervisor* is high, there is no mediated relationship between *psychological contract breach* and *intention to quit the organization*.

Model 5I's configuration had *affective commitment to the supervisor* moderate *affective organizational commitment*'s mediation effect between *psychological contract breach* and *intention to quit the profession* (Figure 20). The interaction term is statistically significant (r = 0.833, *p* = 0.040) suggesting that *affective commitment to the supervisor* moderates the effect between *psychological contract breach* and *intention to quit the profession* while *affective organizational commitment* acts as a mediator (Table 67).

Figure 20: Model 5I
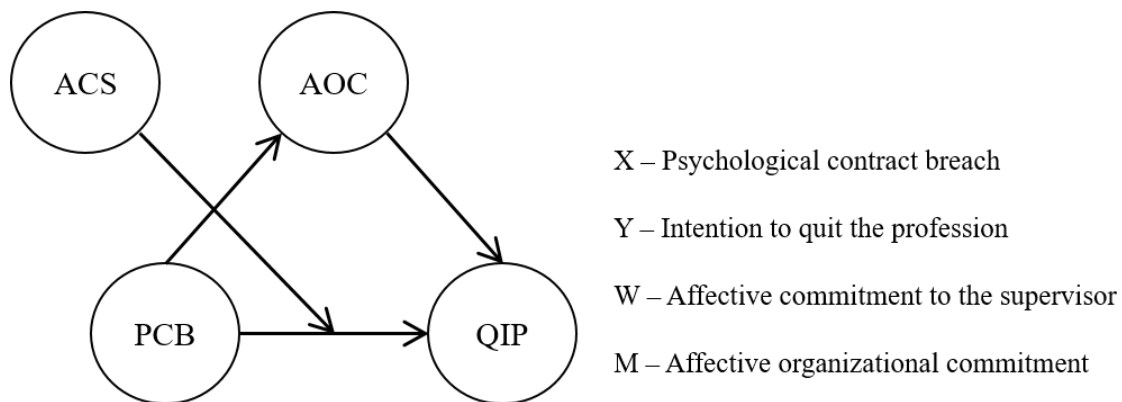
X – Psychological contract breach

Y – Intention to quit the profession

W – Affective commitment to the supervisor

M – Affective organizational commitment

Examining the conditional effects of this interaction reveals that, while *affective organizational commitment* mediates, at -1 standard deviation, the mean, and +1 standard deviation on *affective commitment to the supervisor*, the effect of *psychological contract breach* on *intention to quit the profession* was not significant (r = .235, *p* = 0.145; r = .059, *p* = 0.652; r = -.116, *p* = 0.444 respectively).

Because the interaction term was significant but standard deviation probing failed to demonstrate the point at which it was, a Johnson-Neyman floodlight analysis was conducted to determine the point at which affective commitment to the supervisor's moderation is significant (Collier, 2020). The Johnson-Neyman analysis revealed that affective commitment to the supervisor's moderation effect becomes significant at -2.75 standard deviations (r = -.543, *p* = 0.05) (Table 67).

The analysis reveals that *affective commitment to the supervisor* positively moderates *affective organizational commitment*'s mediation effect in the relationship between *psychological contract breach* and *intention to quit the profession* – only when *affective commitment to the supervisor* is extremely low. This moderated effect is not significant at levels above -2.75 standard deviations. Alternatively put, extremely low levels of *affective commitment to the supervisor* strengthen the *affective organizational commitment* mediated relationship between *psychological contract breach* and *intention to quit the profession*.

Table 67: Model 5I moderated mediation results

Direct Relationships			Unstandardized Coefficient	t-values	p-value
PCB → AOC			-.717	-9.588	< 0.001
PCB → QIP			.833	2.062	0.040
AOC → QIP			-.452	-4.851	< 0.001
ACS → QIP			.572	1.578	0.116
PCB **X** ACS → QIP			-.207	-2.068	0.040
Moderated Indirect Relationship	Direct Effect	Indirect Effect	Confidence Interval Low // High	t-values	p-value
PCB→AOC→QIP*	.833	.324	.176 // .491	-	-
Probing Interaction Between PCB and QIP					
Low levels of ACS		.235	-.551 // .082	-1.463	0.145
Mean of ACS		.059	-.318 // .199	-0.452	0.652
High levels of ACS		-.116	-.183 // .416	0.767	0.444
Johnson-Neyman Analysis					
Significant effect at -2.75 σ		.543	0.001 // 1.086	1.974	0.050

*Note:* * The effect of PCB on QIP is moderated by ACS
Unstandardized coefficients reported.
Bootstrap sample = 5000; 95% confidence interval

In sum, when *affective commitment to the supervisor* is very low, the *affective organizational commitment* mediated relationship between *psychological contract breach* and *intention to quit the profession* becomes stronger.

This subsection contains PROCESS Model 7 moderated mediation analyses that showed significant effects. The PROCESS Model 7 template, on which these analyses was based off, can be found in Figure 21. Previous research has shown that different commitments may have interactive effects between themselves that influence subsequent attitudes and behaviours (i.e., Lapointe et al., 2013; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017; Yalabik et al., 2017; Yousaf et al., 2015). These *ad hoc* tests were conducted to continue to examine the interactive effects that workplace commitments have in relation to quitting intentions, along the premises established by those authors.

These tests make use of Hayes' (2015) index of moderated mediation (the omnibus test) to detect indirect effects that are associated with a moderator. This index is determined via confidence interval; if the range of these intervals does not include zero, it is inferred that the relationship between the indirect effect and the moderator is not zero (Hayes, 2015). In other words, the indirect effect is contingent on the value of the moderator.

Figure 21: PROCESS Model 7 template

X – Independent Variable

Y – Dependant Variable

W – Moderating Variable

M – Mediating Variable

Model 7D's configuration had *affective professional commitment* moderate the *affective organizational commitment* mediated relationship between *psychological contract breach* and *intention to quit the organization* (Figure 22). The interaction term was statistically significant (r = -.254, *p* = 0.007), suggesting that *affective professional*

commitment moderates the relationship between *psychological contract breach* and *affective organizational commitment* (Table 68).

Figure 22: Model 7D

X – Psychological contract breach

Y – Intention to quit the organization

W – Affective professional commitment

M – Affective organizational commitment
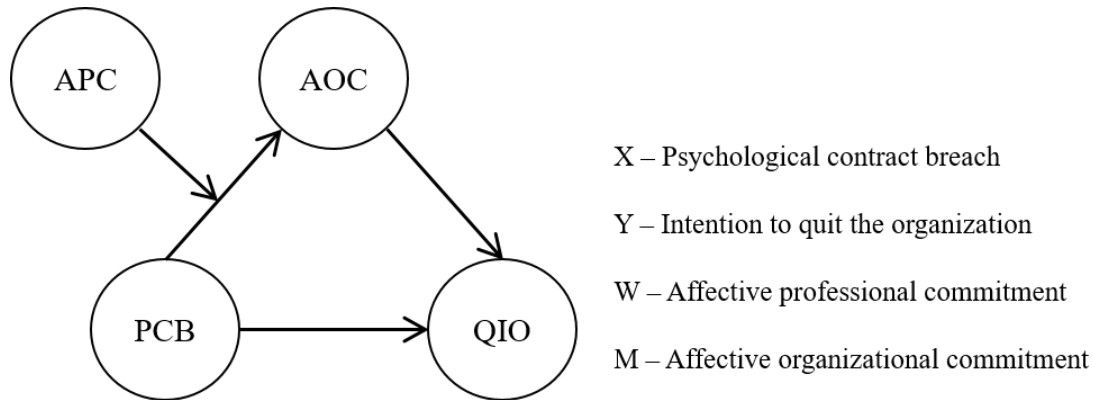
Examining the conditional effects of the moderation revealed that at -1 standard deviation, at the mean, and at +1 standard deviation on *affective professional commitment*, the moderation was significant and negative (r = -.374, *p* = 0.001; r = -.569, *p* < 0.001; r = -.764; *p* < 0.001, respectively) (Table 68). The analysis reveals that *affective professional commitment* negatively moderates the relationship between *psychological contract breach* and *affective organizational commitment*; the relationship between *psychological contract breach* and *affective organizational commitment* becomes weaker as *affective professional commitment* increases.

The index of moderated mediation (the omnibus test) suggests that *affective organizational commitment*'s mediation effect in the relationship between *psychological contract breach* and *intention to quit the organization* is influenced by *affective professional commitment* (Index = 0.108 CI = .031 // .184). The indirect effect remains significant at the -1 standard deviation, the mean, and at +1 standard deviation on *affective professional commitment* (IE = .160, CI = .063/.304; IE = .243, CI = -.131 // .381; IE = .326, CI = .182 // .489, respectively) (Table 68).

Moderated mediation analysis reveals that the mediation effect of *affective organizational commitment* in the relationship between *psychological contract breach* and *intention to quit the organization* is affected by *affective professional commitment*; the indirect effect of *psychological contract breach* on *intention to quit the organization* is weakened at lower and average levels of *affective professional commitment*, but becomes stronger at relatively higher levels of *affective professional commitment*.

Table 68: Model 7D moderated mediation results

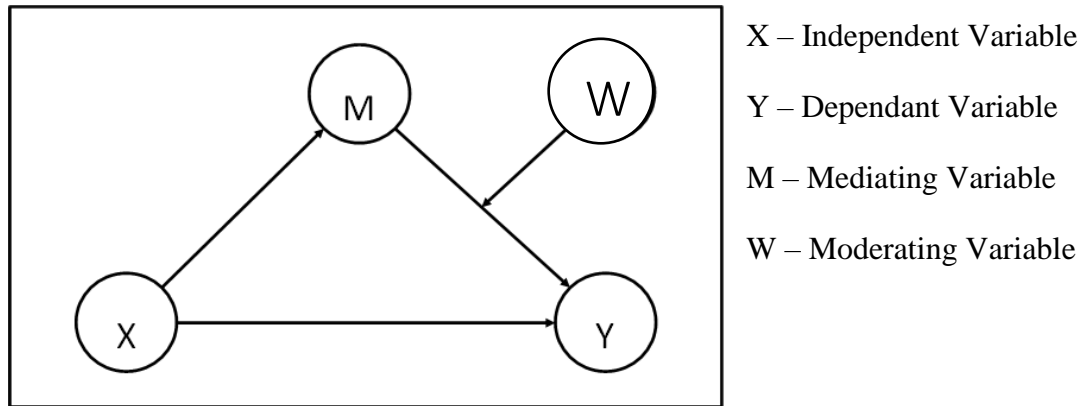| Direct Relationships			Unstandardized Coefficient	t-values	p-value
PCB → QIO			.268	2.392	0.018
AOC → QIO			-.427	-4.888	< 0.001
PCB → AOC			.462	1.176	0.241
APC → AOC			1.304	3.954	< 0.001
PCB **X** APC → AOC			-.254	-2.716	0.007
		Effect	Confidence Interval Low // High	t-values	p-value
Probing the interaction of APC					
Low levels of APC		-.374	-.584 // -.165	-3.524	0.001
Mean of APC		-.569	-.711 // -.428	-7.922	< 0.001
High levels of APC		-.764	-.955 // -.574	-7.906	< 0.001
Moderated Indirect Relationship	Direct Effect	Indirect Effect	Confidence Interval Low // High	t-values	p-value
PCB→*AOC→QIO	.268	-	.047 // .489	2.392	0.018
Probing Moderated Indirect Relationships					
Low levels of APC		.160	.063 // .304		
Mean of APC		.243	.131 // .381		
High levels of APC		.326	.182 // .489		
Index of Moderated Mediation		.108	.031 // .188	-	-

Note: * The effect of PCB on AOC is moderated by APC
Unstandardized coefficients reported.
Bootstrap sample = 5000; 95% confidence interval

In sum, *affective professional commitment* has two moderated mediation effects: at its average and relatively lower levels, it negatively moderates the indirect effect of

psychological contract breach on *intention to quit the organization*; at higher levels, it positively moderates this indirect effect.

Model 7J's configuration had *affective professional commitment* moderate the relationship between *psychological contract breach* and *affective organizational commitmen*t, while *affective organizational commitment* mediates the effect of *psychological contract breach* on *intention to quit the profession* (Figure 23). The interaction term was statistically significant (r = -.254, *p* = 0.007), suggesting that *affective professional commitment* moderates the relationship between *psychological contract breach* and *affective organizational commitment* (Table 69).

Figure 23: Model 7J

X – Psychological contract breach

Y – Intention to quit the profession

W – Affective professional commitment

M – Affective organizational commitment
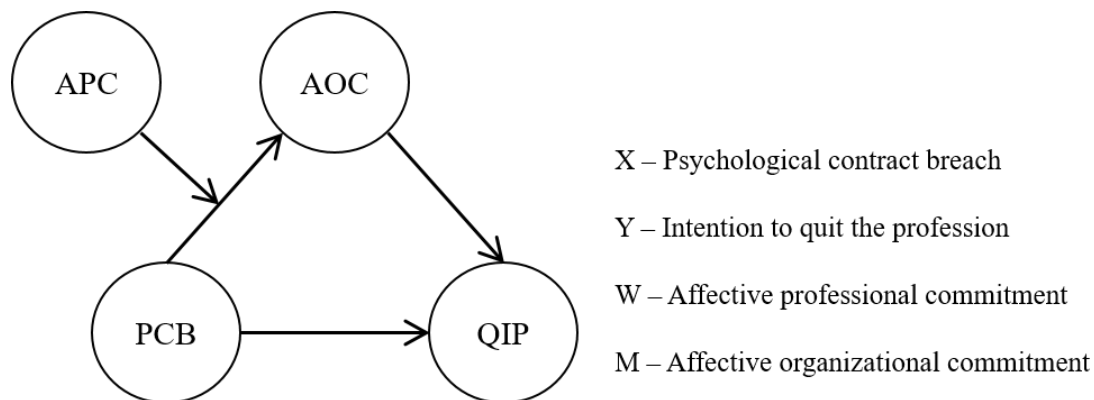
The conditional effects of model 7J are similar to model 7D, as they involve the same variable parameters. The conditional effects of this interaction reveals that at -1 standard deviation, the mean, and at +1 standard deviation on *affective professional commitment*, the moderation effect is significant and negative (r = -.374, *p* = 0.001; r = -.569, *p* < 0.001; r = -.764, *p* < 0.001 respectively) (Table 69). The analysis reveals that *affective professional commitment* positively moderates the relationship between *psychological contract breach* and *affective organizational commitment*; this negative relationship becomes stronger as *affective professional commitment* increases.

The index of moderated mediation (the omnibus test) suggests that *affective organizational commitment*'s mediation effect in the relationship between *psychological contract breach* and *intention to quit the profession* is influenced by *affective professional commitment* (Index = 0.114 CI = .032 // .194). The indirect effect remains significant at the -1 standard deviation (IE = .167, CI = .062 // .326), at the mean (IE = .255, CI = .132 // .405) and at the +1 standard deviation on *affective professional commitment* (IE = .342, CI = .186 // .511) (Table 69).

Moderated mediation analysis reveals that *affective organizational commitment*'s mediation effect in the relationship between *psychological contract breach* and *intention to quit the profession* is positively influenced by *affective professional commitment*; the mediation effect becomes stronger as *affective professional commitment* increases. The indirect mediated relationship without the effect of *affective professional commitment* is non-significant.

Table 69: Model 7J moderated mediation results

Direct Relationships			Unstandardized Coefficient	t-values	p-value
PCB → QIP			.119	0.998	0.319
AOC → QIP			-.447	-4.832	< 0.001
PCB → AOC			.462	1.176	0.241
APC → AOC			1.304	3.954	< 0.001
PCB **X** APC → AOC			-.254	-2.716	0.007
		Effect	Confidence Interval Low // High	t-values	p-value
Probing the interaction of APC					
Low levels of APC		-.374	-.584 // -.165	-3.524	0.001
Mean of APC		-.569	-.711 // -.428	-7.922	< 0.001
High levels of APC		-.764	-.955 // -.574	-7.906	< 0.001
Moderated Indirect Relationship	Direct Effect	Indirect Effect	Confidence Interval Low // High	t-values	p-value
PCB→*AOC→QIP	.119	-	-.116 // .353	0.998	0.319
Probing Moderated Indirect Relationships					
Low levels of APC		.167	.061 // .328		
Mean of APC		.255	.133 // .405		
High levels of APC		.324	.189 // .516		
Index of Moderated Mediation		.114	.029 // .196	-	-

Note: * The effect of PCB on AOC is moderated by APC
Unstandardized coefficients reported.
Bootstrap sample = 5000; 95% confidence interval

In sum, *affective professional commitment* positively moderates the mediation effect of *affective organizational commitment* in the relationship between *psychological contract breach* and *intention to quit the profession*.

4.2.6.2.4.   Process Model 14: Moderated Mediation

This subsection contains PROCESS Model 14 moderated mediation analyses that showed significant effects. The PROCESS Model 14 template, on which these analyses was based on, can be found in Figure 24.

X – Independent Variable

Y – Dependant Variable

M – Mediating Variable

W – Moderating Variable

Model 14F's configuration had *affective organizational commitment* moderate the relationship between *affective professional commitment* and *intention to quit the organization* (Figure 25). The interaction term is statistically significant (r = .254, *p* = 0.001) suggesting that *affective organizational commitment* moderates the effect between *affective professional commitment* and *intention to quit the organization*, while *psychological contract breach* has a direct effect on *intention to quit the organization* (Table 70).

Figure 25: Model 14F
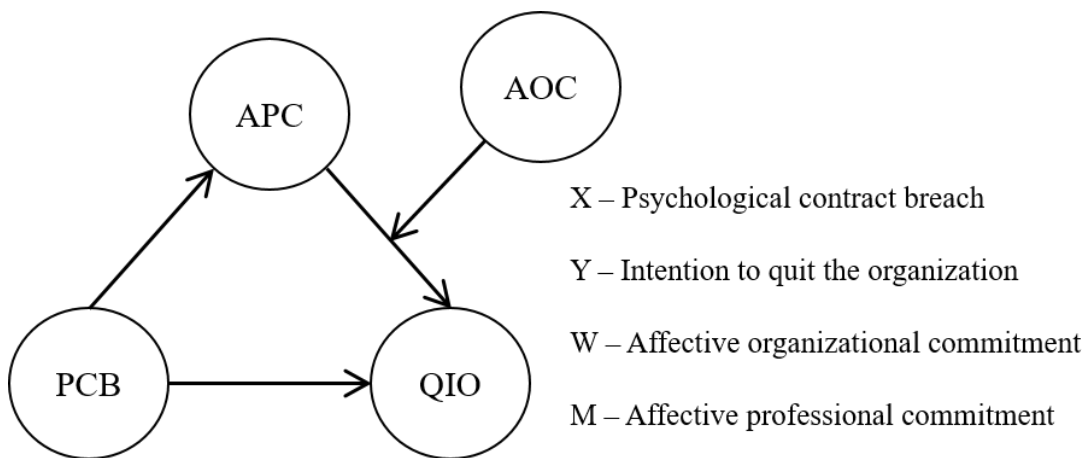
X – Psychological contract breach

Y – Intention to quit the organization

W – Affective organizational commitment

M – Affective professional commitment

Examining the effects of this interaction reveals that at -1 standard deviation on *affective organizational commitment*, the moderation effect was negative and significant (r = -.534, *p* < 0.001). At the mean of *affective organizational commitment*, the moderation effect

was negative and significant (r = -.260, *p* = 0.014). At +1 standard deviation *on affective organizational commitment,* the moderation effect was no longer significant (r = .013, *p* = 0.930) (Table 70). The analysis reveals that *affective organizational commitment* positively moderates the relationship between *affective professional commitment* and *intention to quit the organization*. When *affective organizational commitment* is introduced as a moderator to the indirect relationship, the effect of *affective professional commitment* on *intention to quit the organization* becomes weaker; this weakening effect increases as *affective organizational commitment increase*s and *affective professional commitment*'s effect becomes non-significant at high levels of *affective organizational commitment*.

The index of moderated mediation (omnibus test) suggests that the indirect effect of *psychological contract breach* on *intention to quit the organization*, through *affective professional commitment*, is influenced by *affective organizational commitment* (Index = -0.083 CI = -.149 // -.035). The indirect effect remains significant at the -1 standard deviation (IE = .160, CI = .083 // .255) and mean on *affective organizational commitment* (IE = .078, CI = .015 // .143). This effect becomes non-significant at the +1 standard deviation *on affective organizational commitment* (IE = -0.004, CI = -.100 // .074) (Table 70).

Moderated mediation analysis reveals that the *affective professional commitment* mediation effect in the relationship between *psychological contract breach* and *intention to quit the organization* is influenced by *affective organizational commitment*. When *affective organizational commitment* is added as a moderator, the indirect effect becomes weaker. As *affective organization commitment* increases, the indirect effect weakens. The indirect effect becomes non-significant at relatively higher levels of *affective organizational commitment*.

Table 70: Model 14F moderated mediation results

Direct Relationships			Unstandardized Coefficient	t-values	p-value
PCB → APC			-.301	-4.520	< 0.001
PCB → QIO			0.321	2.939	0.004
APC → QIO			-1.130	-4.324	< 0.001
AOC → QIO			-1.415	-4.002	< 0.001
APC **X** AOC → QIO			.254	3.239	0.001
		Effect	*Confidence Interval Low // High*	*t-values*	*p-value*
Probing the interaction of AOC					
Low levels of AOC		-.534	-.762 // -.305	-4.599	< 0.001
Mean of AOC		-.260	-.467 // -.053	-2.481	0.014
High levels of AOC		.013	-.285 // .311	0.087	0.930
Moderated Indirect Relationship	*Direct Effect*	*Indirect Effect*	*Confidence Interval Low // High*	*t-values*	*p-value*
PCB→APC*→QIO	.321	-	.106 // .537	2.939	0.004
Probing Moderated Indirect Relationships					
Low levels of AOC		.160	.083 // .255		
Mean of AOC		.078	.015 // .143		
High levels of AOC		-.004	-.100 // .074		
Index of Moderated Mediation		-.083	-.149 // -.035	-	-

Note: * The effect of APC on QIO is moderated by AOC
Unstandardized coefficients reported.
Bootstrap sample = 5000; 95% confidence interval

In sum, *affective organizational commitment* moderates the mediation effect of *affective professional commitment* in the relationship between *psychological contract breach* and *intention to quit the organization*.

4.2.7. Hypothesis results summary

A complete summary of the hypotheses results can be found below, in Table 71.

Table 71: Hypothesis results summary

Hypotheses	Description	Hypothesis Support
H1a	Psychological contract breach is negatively related to affective commitment to the supervisor	**Supported**
H1b	Psychological contract breach is negatively related to affective organizational commitment	**Supported**
H1c	Psychological contract breach is negatively related to affective professional commitment	**Supported**
H2a	Affective commitment to the supervisor is negatively related to intention to quit the organization	**Rejected**
H2b	Affective commitment to the supervisor is negatively related to intention to quit the profession	**Rejected**
H3a	Affective organizational commitment is negatively related to intention to quit the organization	**Supported**
H3b	Affective organizational commitment is negatively related to intention to quit the profession	**Supported**
H4a	Affective professional commitment is negatively related to intention to quit the organization	**Supported**
H4b	Affective professional commitment is negatively related to intention to quit the profession	**Supported**
H5a	Affective commitment to the supervisor mediates the relationship between psychological contract breach and intention to quit the organization	**Rejected**
H5b	Affective commitment to the supervisor mediates the relationship between psychological contract breach and intention to quit the profession	**Rejected**
H6a	Affective organizational commitment mediates the relationship between psychological contract breach and intention to quit the organization	**Supported**

H6b	Affective organizational commitment mediates the relationship between psychological contract breach and intention to quit the profession	**Supported**
H7a	Affective professional commitment mediates the relationship between psychological contract breach and intention to quit the organization	**Rejected**
H7b	Affective professional commitment mediates the relationship between psychological contract breach and intention to quit the profession	**Supported**
H8	Affective commitment to the supervisor mediates the causal chain between psychological contract breach, affective organizational commitment and intention to quit the organization	**Rejected**
H9	Affective organizational commitment mediates the causal chain between psychological contract breach, affective commitment to the supervisor and intention to quit the organization	**Rejected**
H10	Affective professional commitment moderates the mediation effect that affective organizational commitment has in the relationship between psychological contract breach and to intention to quit the organization	**Partially Supported**
H11a	Psychological contract breach is positively related to intention to quit the organization	**Rejected**
H11b	Psychological contract breach is positively related to intention to quit the profession	**Rejected**

Chapter 5: Discussion

This thesis aimed to answer the following research question: "What is the role of multiple simultaneous affective commitments in relation to psychological contract breach and intention to quit the current organization and profession?" To answer this question, the research here examined a variety of interactions and effects that affective commitment targets had amongst themselves and between breach and intention to quit the organization and the profession. By examining these interactions, the research presented in this thesis sheds light on the relative importance that a professional employee's supervisor, organization, and profession have in the retention process, and provides additional insight on the overall employment relationship.

The research here is focused on employee retention. Understanding how psychological contract breach, or unmet organizational expectations, influence an employee's commitment disposition is an important step in understanding employee retention. Recall that unmet workplace expectations tend to deteriorate the relationship with the various actors at work; the research here examined *affective commitment to the supervisor*, *affective organizational commitment*, and *affective professional commitment* as the indicators for the relationships with those specific workplace entities. Recall that, of the three components of commitment, (see Allen and Meyer, (1990)) affective commitment is suggested to have the strongest link with quitting intentions (Solinger et al., 2008). It is considered a key construct in retention research. Furthermore, the selection of affective commitment has empirical precedent as it seems to be the select component of commitment for research investigating multiple simultaneous commitments (i.e., Kraak et al., 2020; Redman, Dietz, Snape, & van der Borg, 2011; Redman & Snape, 2005; Valéau et al., 2013; Yalabik et al., 2017).

This thesis's results yield three broad conclusions: first, the research here reveals that the organization is most important target of commitment for professional employee retention. Second, the bond between the employee and their supervisor can "kill or cure" a professional employee's relationship with their organization and their profession. Third and finally, it may

not be unmet expectations that cause employees to leave their organizations and professions, but reduced affective organizational and professional.

The following sections elaborate on each of those conclusions and draws on previously discussed theories to explain them. The chapter continues with a section on how this thesis contributes to the literature theoretically and empirically, and offers suggestions on how organizations and managers may apply this research into practice. The chapter then concludes with sections on the research's limitations, and future directions.

5.1. The relative importance of each entity of commitment

The results indicate that affective organizational commitment is, relatively, the most important of the three targets of affective commitment (supervisor, organizational, and professional), suggesting that the relationship between the employee and their organization is key to employee retention. This is seen in the mediating variable descriptive statistics, which indicate that participants reported relatively less affective commitment towards their organizations than their supervisors and their professions. Despite this, as H1b, H3a, H3b, and several *ad hoc* tests demonstrate, *affective organizational commitment* shows relatively stronger direct relationships with other variables and interaction effects in the research model. As such, these results infer that the organization seems to be the most important entity for newer professional employee retention.

The results from H1a, H1b, and H1c show that *psychological contract breach* is negatively related to each of the aforementioned entities of commitment, indicating that unmet expectations erode the relationship between the employee and their supervisor, the organization, and their profession. However, as H1b indicates, *psychological contract breach* has the strongest relationship with *affective organizational commitment.* The results pertaining to the relationship between *psychological contract breach* and the three affective commitments addresses one of the core issues of this thesis' investigation – determining the relative importance of each of the commitments, at work.

Independent variable (*psychological contract breach*) descriptive results also seem point to the organization being the most important entity for employees. These descriptive results provide an indication as to what specific aspects of workplace expectations are not being fulfilled. *Psychological contract breach* was assessed using the TPCQ. The TPCQ measured five individual dimensions of workplace expectation fulfillment that may contribute to *psychological contract breach*. Recall that these measured dimensions are Job Content, Career Development, Social Atmosphere, Organizational Policies, and Rewards. The descriptive results show that the only category of employment that the population sample feels generally fulfilled with is Job Content. The other four categories (Career Development, Social Atmosphere, Organizational Policies, and Rewards) all indicate general unfulfillment. Professional employees will ostensibly carry out their professional duties in similar fashions regardless of what organization they are a part of – the actual job content would be the same regardless of the organization. On the other hand, career development opportunities, the social atmosphere, organizational policies, and rewards would all vary depending on the organization. This interpretation shows that newer professionals are feeling underfulfilled with what the organization is providing, and not with their actual jobs. This effect can be explained by the research context. Although the thesis only included professional employees, the population sample has an overrepresentation of healthcare workers. Considering the majority of participants were from the healthcare sector, and the research took place during the COVID-19 health crisis, the healthcare workers' deteriorating working conditions (remuneration, forced overtime, rapidly changing policies etc…) may be contributing to their general unfulfillment of organizational expectations, whereas their job-related expectations remained relatively unaffected.

H3a, H3b, H4a, and H4b show that the employee's relationship with both the organization and the profession appear to have an influence in organizational and professional level retention. However, upon closer investigation, those results seem to demonstrate two things: first, that, *affective organizational commitment* has a stronger influence on *intention to quit the profession*, than *affective professional commitment* has on *intention to quit the organization*, and second, each of these two affective commitment foci explained more of the variance with their parallel-level quitting intention focus than their

non-direct focus. This suggests that, relatively speaking, the relationship with the organization is comparatively more important for both organizational and professional retention. It continues to suggest that the relationship quality with a given entity is more indicative of the intention to quit that particular entity than another. Nonetheless, a spill-over effect between the variables is observed, which supports the idea that wanting to remain a member of the organization will reduce newer employees' desire to leave the profession, and that wanting to remain a member of the profession may reduce newer employees' desire to leave the organization. The results suggest that focusing on strengthening the relationship between the employee and their organization should lead to better organizational and professional retention. While an organizationally focused approach may be more effective, including methods that foster the relationship between the employee and their profession may also have beneficial effects – although possibly to a lesser extent. This series of results can be explained by field theory's (Lewin, 1943) levels-of-analysis perspective. Under this perspective, as demonstrated by these results, the most salient attitude to a behaviour should have the strongest influence on the behaviour.

This thesis extends the concept of organizational embodiment and suggests that newer professional employees may perceive their organizations to be the embodiment of their professions. This perspective responds directly to calls for more research to extend the concept of organizational embodiment to entities beyond the supervisor and the organization (Eisenberger et al., 2010). This standpoint is conceptually similar to the research that suggests that the supervisor is often perceived as the face for the organization (i.e., Coyle-Shapiro & Shore, 2007; Morrison & Robinson, 1997; Robinson & Morrison, 2000; Snyder & Cistulli, 2020; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017). Such a standpoint strengthens the argument that the organization is, relatively speaking, the most important entity for employee retention. This standpoint is supported by the moderation and moderated mediation effects observed in the PROCESS models, which suggest that professional employees who are highly committed to their professions tend to be more affected by unmet organizational expectations. These results may infer that the newer professional employee may have certain professionally driven expectations from organizations found within their professions. If these expectations are not met, they may hold the organization, and not the

profession, responsible, effectively making their organization a proxy for their professions. The effects observed in the PROCESS models also suggest that newer professional employees may feel that their unmet expectations are being caused by the organization, but that this lack of fulfillment is reflective of the rest of the profession. In other words, newer professional employees may have had expectations from the profession that are not being met from the organization, and so they leave the profession. The organization, in such case, may be perceived as the embodiment of the profession. The participants' demographical data supports this explicative standpoint. Considering that the average organizational tenure and professional tenure for this thesis' participants' are both roughly three (3) years, it seems plausible that the participants have about as much exposure to their professions as they do to their organizations. Although this thesis did not directly ask participants how many times they have changed organizations, it is inferable that the participants, on average, have not changed organizations at all during their professional careers. As such, they may not have been in their professions long enough to experience professional work in other relevant organizations; their professional experiences are relegated to a single organization's culture, colleagues, internal work process, pay echelons, administration, etc… Participants' entire professional socialization periods have taken place within the context of one organization; any "shocks" they have incurred with their professions have been lived through their organizations. While the results suggest that newer professional employees are able to distinguish between the organization and the profession, the lack of comparative professional work between organizations may be influencing the perceived source of psychological contract breaches. It is plausible that an employee who has consistently perceived similar psychological contract breaches from several organizations within their profession may view their relationship with their profession differently than someone who has only worked in a limited number of organizations, in their professional careers. For example, a schoolteacher who, in the span of their career, has taught in many different schools and has always had unmet salary expectations, may associate that pervasive issue to the profession, and not their organizations (or current organization). On the other hand, a schoolteacher who has not changed organizations very often (or at all), and has unmet salary expectations, may not necessarily associate that issue to the profession, as they do not have any comparative organizational references. Therefore, this thesis suggests that newer employees with

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professional experiences in relatively limited professional organizations tend to associate unmet expectations more to their organizations, rather than their professions.

The results here can be explained through social exchange theory's rules of exchange and reciprocity. First, the results can be explained by social exchange theory's rule of reciprocity (Gouldner, 1960). As the employee perceives a psychological contract breach, or unmet expectations, they reciprocate by reducing their affective commitment to the entity they perceive to be at fault for the breach. In this case, this negative reciprocation seems to be mostly directed towards the organization, then the supervisor, and then the profession, in that order of importance. As such, this thesis suggests that for newer employees, the organization is likely, to a certain extent, the main source of the perceived unmet workplace expectations. Second, as mentioned, the average reported professional tenure was around three (3) years; following a social exchange theory perspective, this amount of tenure may not be enough for the professional employee to cultivate a high quality social exchange relationship with their profession. Recall that social exchange theory posits that relationships are a series of exchanges between two or more parties (Mitchell, Cropanzano, & Quisenberry, 2012) and that these exchanges can be either economic or social. Over time, social exchanges tend to create feelings of personal obligation, gratitude and trust whereas an economic exchange does not (Blau, 1964, 2008). Based on the nature of these exchanges, the population sample here may not have had enough time to develop a relatively higher quality social exchange based relationship with their professions (Blau, 1964, 2008). The notion that the profession is less salient to the employee (compared to their organization and their supervisor), may also lead to fewer exchanges between the themselves and their profession.

As there are relatively more healthcare workers in the population sample, the relatively unique contexts of healthcare professions may have had an influence on the results. The majority of respondents are from healthcare fields. Healthcare professions are known for having strong professional cultures and deontologies. It may also be plausible that the respondents were more inclined to shift the blame for any unmet expectations to their organizations, rather than their professions, because they may have felt very strongly about

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their chosen professions. If those working in healthcare see their occupation as more of an existential "calling" rather than a profession, they may view their professions as being irreproachable or pristine, effectively deflecting any perceived shortcomings away from the profession towards other targets.

These results are consistent with research that shows that breach generally has a negative impact on the working environment (i.e., Cassar & Briner, 2011; Chaudhry & Tekleab, 2013; Lapointe et al., 2013; Lub et al., 2016; McInnis, Meyer, & Feldman, 2009; Ng & Feldman, 2008; Zhao et al., 2007). These results tend to support previous research indicating that *psychological contract breach* is negatively related to *affective commitment to the supervisor* (Lapointe et al., 2013). These results also tend to be consistent with the available organizational commitment literature, which overwhelmingly suggests that *psychological contract breach* is negatively associated with *affective organizational commitment* (Chaudhry & Tekleab, 2013; Lambert et al., 2020; Lester et al., 2002; Trybou & Gemmel, 2016). Finally, this thesis' results also seem to be consistent with the very few studies that have examined the relationship between *psychological contract breach* and *affective professional commitment* (Suazo et al., 2005). These results further support the idea that unmet workplace expectations erode the relationship between newer professional employees and their supervisors, their organizations, and their professions.

These results address some of the inconsistencies in the literature surrounding the incremental or additive effects that affective organizational and professional commitments have on quitting intentions. Although some research has found that both *affective organizational commitment* and *affective professional commitment* incrementally explained the variance in *intention to quit the organization* (Stinglhamber et al., 2002), others found no such effect (Valéau et al., 2013). In that regard, the results from this thesis are in line with Stinglhamber et al.'s (2002) results in showing that *affective organizational commitment* and *affective professional commitment* are both responsible for explaining significant amounts of variance in *intention to quit the organization*. In the same respect, the results are also in line

with Tsoumbris and Xenikou, (2010) who found that affective organizational and professional commitments both explained portions of intending to change the profession.

In sum, because *affective organizational commitment* consistently demonstrated stronger and broader direct effects and interaction effects, it suggests that the organization is the most important entity for newer professional employees. The organization is likely to be the most to blame, closely followed by the supervisor, and then the profession, for any unmet workplace expectations. Furthermore, the results infer that newer professional employees may also view their organizations as proxies for their professions. The results indicate that newer professional employees distinguish between their organizations and their professions, and that the separate relationships with these two entities seems to be important to employee retention, to varying degrees. Nevertheless, the organization seems to be the most important entity for employee retention. These results suggest that retention oriented strategies and efforts should be mainly focused on the organization. At the same time, efforts to improve the relationship with either the organization or the profession should lead to better organizational and professional level retention.

5.2. Supervisors and employee retention – kill or cure?

This thesis suggests that the relationship with the supervisor is critical in the employee retention process, but not necessarily in the same way as the organization or the profession. Descriptive results suggest that participants have relatively good relationships with their supervisors, as indicated by the relatively higher average of *affective commitment to the supervisor*. The results from the PROCESS models indicate that the quality of the employee-supervisor relationship can either "kill or cure" the employee's relationship with their organization, and even their profession.

This thesis stresses the importance of the professional employee-supervisor relationship, expressed through *affective commitment to the supervisor*, as it concerns employee retention. The results in the PROCESS models indicate that when the employee has a poor relationship with the supervisor, when *affective organizational commitment* or

affective professional commitment are explaining the effect of *psychological contract breach* on *intention to quit the organization*, the relationship between breach and quitting is stronger. The results further suggest that when the employee has an extremely poor relationship (almost a hatred or animosity) with the supervisor, when *affective organizational commitment* is explaining the effect of *psychological contract breach* on *intention to quit the profession*, the relationship between breach and quitting is stronger. This suggests that an exceptionally bad relationship between the supervisor and the professional employee may be enough to cause them to forsake their profession entirely. These results support the notion that a toxic relationship with a supervisor can be a career-ending phenomenon, effectively "killing" the relationship between the employee and their organization and profession. The negative interactions with a supervisor may be enough to push a relatively newer professional employee to not only leave the organization, but leave the profession as well.

On the other hand, when the relationship between the supervisor and the employee is strong, the link between *psychological contract breach* and *intention to quit the organization* is non-significant. These results suggest that a good relationship with the supervisor diminishes the negative effects of breach on *intention to quit the organization*, effectively "curing" the relationship between the organization and the employee.

The supervisor's influence in these relationships may be explained by the psychological distance perspective on field theory, where the more frequent interactions with the supervisor (the most salient entity) may influence subsequent attitudes (Yalabik et al., 2017). In this case, if the employee has many positive interactions with the supervisor, it may dampen the negative effects of breach on quitting intentions; conversely, negative interactions with the supervisor may enhance those negative effects. Supervisors should strive to maintain consistently healthy and positive relationships with their employees to increase employee retention.

The results also suggest that healthcare workers may not necessarily perceive their supervisors to be representatives of their organizations. Considering that *affective*

organizational commitment and *affective commitment to the supervisor* were found to be unrelated, it is possible that healthcare workers view their organizations and supervisors as distinct, and unmet expectations are blamed more on the organization than their supervisors. This seems to indicate that healthcare professionals do not perceive their supervisors to be at fault for perceived unmet expectations. The nature of the relationship between the employee and their supervisors may be influenced by the type of job they perform. In healthcare work, it is normal for the supervisor to be a more senior colleague who usually works alongside their subordinates, in the same immediate team. This is not always the case in organizations with a dedicated manager who may not be as involved in the day-to-day "tactical" operations of the average or regular professional employee. Considering that healthcare professionals generally work more closely alongside their supervisors in their everyday work, it is possible that they do not perceive their supervisors as faces or representatives of their organizations.

This thesis proposes the explicative mechanism of *supervisor instrumentality* to the employee retention literature. Consider the following: this thesis' results show that *psychological contract breach* is negatively related to *affective commitment to the supervisor* and *affective organizational commitment*, and that the latter two commitments are unrelated. The results further indicate that *affective organizational commitment* fully mediates the relationship between *psychological contract breach* and *intention to quit the organization*, whereas *affective commitment to the supervisor* shows no mediating effects at all. Taken together, *psychological contract breach* deteriorates *affective commitment to the supervisor*, but the relationship with the supervisor does not explain *psychological contract breach's* effect on quitting intentions. Therefore, it is entirely plausible that *psychological contract breach's* negative relationship with *affective commitment to the supervisor* may be attributed to the supervisor not standing up for the employee, when they are faced with workplace unfulfillment (i.e., breach). In other words, if the employee perceives the supervisor does little, or is unable, to mitigate the effects of breach stemming from the organization, they may reduce their commitment towards the supervisor. This notion is referred to as *instrumentality*. This *instrumentality* effect has been demonstrated in labour union studies (Aryee & Chay, 2001; Bamberger, Kluger, & Suchard, 1999; Fuller & Hester, 2001; Turnley, Bolino, Lester, & Bloodgood, 2004). *Instrumentality* is the "extent to which a[n] [entity] is perceived to be

able to put pressure on an employer to fulfil the psychological contract" (Turnley et al., 2004, p. 423). In the case of this thesis, under the perspective of the social exchange rule of reciprocity (Gouldner, 1960), the professional employee may reciprocate negative affectivity towards their supervisor if they perceive that the supervisor is not instrumental (i.e., effective) in providing organizational psychological contract fulfillment, or preventing breach.

Additionally, this thesis did not show any *affective commitment to the supervisor* mediation effects whatsoever, in any interactions, further supporting the explicative mechanism of *supervisor instrumentality*. This thesis incrementally extends the work by Vandenberghe et al. (2017) by including *psychological contract breach* in the examined relationship chains; the mediation and moderated mediation models in this thesis all included the effects of *psychological contract breach*. Since the inclusion of *affective commitment to the supervisor* rendered every chain mediation test non-significant, it suggests that the relationship with the supervisor is not responsible for explaining the effect of breach on either of the quitting intentions foci.

Overall, these results support the literature that suggests that the relationship between the employee and their supervisor is important for workplace outcomes, like employee retention. These results tend to support the previous literature that shows that the quality of the relationship between an employee and their supervisor can influence subsequent attitudes and behaviours (i.e., Basit, 2019; McGurk et al., 2014; Neves, 2012; Salminen & Miettinen, 2019). However, the results pertaining to *affective commitment to the supervisor's* interactions seem to be different to some prior research (i.e., Askew et al., 2013; Vandenberghe et al., 2017). Within the current debate on whether the organization's and the supervisor's identities are linked, this thesis runs against most research that suggests the supervisor is often perceived as the personification, or the face, of the organization (Coyle-Shapiro & Shore, 2007; Morrison & Robinson, 1997; Robinson & Morrison, 2000; Snyder & Cistulli, 2020; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017). When explaining their results, Vandenberghe et al. (2017) suggest that employees generally perceive their supervisors as agents of the organization, acting on its behalf. This thesis

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challenges this orthodox perspective and posits that the generally accepted approach of considering the supervisor to be the face of the organization requires more nuance, as the results here suggest that the supervisor may be viewed as wholly distinct from the organization and the profession. In consequence, this thesis is in line with Becker's (2009) propositions which posit that the relationship (i.e., *affective commitment to the supervisor*) between the employee and their supervisor is dyadic, interpersonal, and distinct from their relationship with the organization. As such, these results support previous research that suggests that employees are able to distinguish between their supervisors and other workplace entities (i.e., Paillé et al., 2011).

There seems to be relatively little and limited evidence in the role that *affective commitment to the supervisor* plays in the relationship between *psychological contract breach* and intention to quit, and the results from this thesis seem to be aligned with that limited body of research, notably Lapointe et al. (2013). These results further suggest that that the quality of the relationship between an employee and their supervisor is important for employee retention.

This thesis sets an empirical precedent concerning the relationship between *affective commitment to the supervisor* and *intention to the profession*, as no previous research seems to have been done on this relationship. These results address that perceived gap in the literature and seem to be the first to show that this direct relationship is non-significant, suggesting that the relationship with the supervisor is not directly linked with the relationship with the profession. In the same light, interestingly and against what was predicted, no significant relationship between *affective commitment to the supervisor* and *intention to quit the organization* was established, suggesting that the state of the relationship with the supervisor alone is not directly responsible for causing newer professional employees to intend to leave their organizations or their professions. This is in opposition with some previous commitment research (Askew et al., 2013; Bagraim, 2010; Lapointe et al., 2013; Paillé et al., 2011). As such, the difference in results might be explained by the research

context and the nature of the relationship that each study's population had with their organizations, supervisors, and professions.

In sum, the results suggest that the organization and supervisor are distinct. The supervisor may not be necessarily held responsible for breach, but seems nonetheless held responsible for not being instrumental in preventing or mitigating it. This thesis therefore proposes the explicative mechanism of *supervisor instrumentality*. Furthermore, the results infer that a poor relationship with a supervisor alone may not be enough to cause an employee to quit their organization and/or their profession. When accounting for the influence of *affective organizational commitment* and *affective professional commitment* in the relationship between *psychological contract breach* and *intention to quit the organization*, the "kill or cure" role of the supervisor is highlighted: a good relationship with the supervisor seems to be enough to keep the professional employee within the organization, but a bad relationship may push them to quit. Furthermore, an unusually bad relationship with the supervisor may be enough to push the professional employee to quit their profession entirely.

5.3. Employee retention and eroded relationships

Generally speaking, as the descriptive statistics for the intention to quit variables indicate, participants report having relatively lower intentions to quit both their organizations, and their professions. The results from H11a, H11b, H6a, H6b, H7b, and the PROCESS models suggest that it is not necessarily unmet organizational expectations that cause employees to quit their organizations or their professions; instead, the research here indicates that it is the erosion of the relationship between the employee and their organization and profession that causes them to quit either of those two entities.

The notion that it is deterioration of the relationship between the employee and the various workplace entities, and not perceived unmet expectations, is seen how H11a and H11b show no direct relationship between *psychological contract breach* and both intention to quit targets. Instead, H6a, H6b, H7b, and the PROCESS models, show that *psychological contract breach*'s effects on *intention to quit the organization* and *intention to quit the*

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profession is explained by *affective organizational commitment*, and *affective professional commitment*. These results fundamentally suggest that the quality of the relationship between the employee and their organization and profession is what causes newer professional employees to want to quit their organizations and their professions. The results may assume that it is not the evaluative response to psychological contract breach, or unmet expectations, that necessarily influences the decision to quit the organization and the profession, but it is its influence on *affective organizational* and *professional commitment* that causes the effect.

This thesis further shows that the employee's relationship with the organization and the profession, while perceived as independent entities, seem to be jointly responsible for retaining employees. However, between the organization and the profession, the organization seems to have more general influence on whether a newer professional employee will remain with either their organizations and profession. The results in H6a, H6b, H7b, and the PROCESS models, indicate that both *affective organizational commitment* and *affective professional commitment* seem to explain the effects of *psychological contract breach* on both *intention to quit the organization* and *intention to quit the profession*, to various extents. These results from these tests suggest that being attached to the organization and profession, and wanting to remain a part of them, is more important to employee retention than the perception of unmet workplace expectations. Furthermore, the iterative *ad hoc* process involving three-chain mediation tests reveal only one significant result when *affective professional commitment* was factored <u>before</u> *affective organizational commitment*. These results infer that the quality of the relationship between the employee and their organization and profession is strongly linked with their intention to leave both their organization and the profession. Furthermore, under certain conditions, newer professional employees are less likely to leave their organization if they are attached to it, despite their affective professional commitment. These results seem to suggest that newer professional employees want to remain in their current organizations to exercise their professions, and they want to exercise their professions in their current organizations. Considering that the majority of respondents were healthcare workers (professions with high levels of social responsibility and deontological moral values), it may suggest that the importance of the profession is waning. Despite being able to exercise their professional duties in other organizations, respondents

seem to choose their organizations over their professions. This effect may be a by-product of the research context (the COVID-19 health crisis), but it may also be indicating a potential shift in the nature of professional work.

Because no direct relationship between *psychological contract breach* and the two quitting intentions was observed, this particular series of relationships may seem contrary to most previous research (i.e., Ahmed et al., 2020, 2016; Heffernan & Rochford, 2017; Phuong, 2016; Zahra Malik & Khalid, 2016; Zhao et al., 2007). However, the difference in results can be explained by the inclusion of mediating variables in the current research model, and the research context. In terms of employee retention, the research here shows that the employee's relationship with their organization and their profession may be significantly more influential than unmet expectations. As such, the results in this thesis seem to be in contention with most previous established lines of thought that suggest that employees will leave their organizations if they do not receive what they have expected from their workplaces. Instead, the research presented here proposes that a far more nuanced approach should be adopted when raising the issue of employee retention in both theoretical and practical terms.

These results are consistent with research such as Lapointe et al. (2013), who also show that *affective organizational commitment* mediates the relationship between *psychological contract breach* and quitting intentions. The research here extends previous work by Lapointe et al. (2013) by finding that without the added effects of affective commitment, breach does not seem to influence quitting intentions. This seems to suggest that psychological contract breach precedes affective commitment. Furthermore, this thesis may be the first to have empirically demonstrated that *affective organizational commitment* mediates the relationship between *psychological contract breach* and *intention to quit the profession*. The interaction effects observed in these results tend to be aligned with previous available research which demonstrated that *affective organizational commitment* moderated the relationship between certain attitudes and quitting intentions (Fazio et al., 2017; Oh & Oh, 2017). As such, this thesis supports those previous works.

These results also support the large body of research that has found a negative link between *affective organizational commitment* with both *intention to quit the organization* and *intention to quit the profession* (Bagraim, 2010; Cohen & Freund, 2005; Paillé et al., 2011; Vandenberghe & Bentein, 2009; Yousaf et al., 2015). As a result, this thesis contributes further consistency to the literature that concentrates on affective organizational commitment and employee retention. Additionally, these results are in line with previous work that has demonstrated *affective professional commitment* to be negatively related to *intention to quit the organization* and *intention to quit the profession* (Paillé et al., 2016; Paillé & Valéau, 2019; Stinglhamber et al., 2002; Tett & Meyer, 1993; Tsoumbris & Xenikou, 2010; Yousaf et al., 2015).

In summary, this thesis proposes that it is not necessarily unmet expectations that drive newer professional employees to leave their organizations and professions. The research here suggests that it is the degradation of the relationship between the employee and their organization and profession that causes them to quit either or both of those two entities.

5.4. Contributions

This section discusses the ways that this thesis contributes to the literature, and how practitioners may be able to integrate this research into practice. This section is further divided into theoretical contributions, empirical contributions, and practical application.

5.4.1. Theoretical contributions

This thesis contributes several theoretical aspects to the scientific literature on employee retention. By investigating psychological contract breach, affective commitment, and quitting intentions in new contexts, this thesis offers interesting insight to the scientific body of research on employee retention.

First, this thesis contributes to the conceptualization and understanding of "employee retention". The concept of "employee retention" seems to have been used inconsistently in

the available literature, leading to an on-going debate surrounding the term. This thesis positions itself within this debate by following Paillé (2011) in considering retention as a short-term reactive process to keep employees within an organization. This standpoint of differentiating retention as its own construct, independent from turnover and employee loyalty, seems to be relatively uncommon in the available literature.

The research here drew on two conceptualizations of field theory (Lewin, 1943) to explain the effects, outcomes, and interactions between affective commitment foci. The explicative application of this theory is gaining traction in the management research field (i.e., Bagraim, 2010; Bentein et al., 2002; Paillé et al., 2011; Vandenberghe et al., 2004; Yalabik et al., 2017); as such, this thesis contributes to this trend and advocates for its future use.

This thesis' research model further contributes to the available psychological contract literature, in part, by being the first to integrate and measure the effect of psychological contract breach on multiple simultaneous affective commitments (the supervisor, the organization, and the profession). By including three simultaneous targets of commitment in their relation to breach, this thesis contributes to the understanding of how unmet expectations influence an employee's relationships with various workplace targets in a complex organizational situation. This research addresses the perceived gap in the literature where little research has examined the retention related outcomes of the interactions between multiple affective commitments, effectively responding to calls by authors such as Meyer et al., (2013) and Valéau et al. (2013). Finally, by suggesting that affective commitment explains breach's effects of quitting intentions, this thesis proposes that psychological contract breach precedes affective commitment.

Subsequently, this thesis model is the first to integrate three intervening affective commitment entities between psychological contract breach and two distinct quitting intentions (the organization and the profession). This study contributes to the literature by deliberately specifying and including multiple simultaneous targets of quitting intentions.

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Quitting intentions have been addressed in the available literature, (Meyer et al., 1993; Paillé et al., 2016; Yousaf et al., 2015) but multiple foci of quitting intentions has not. The inclusion of both intention to quit the organization and the profession in a research model seems to be rare. By doing so, this study demonstrates that psychological contract breach does not influence quitting intentions directly, but it is its negative effects on affective organizational and professional commitment that influences quitting. This effect extends our knowledge on the underlying psychological processes that influence employee retention.

The research here also diligently examines the link and outcomes between psychological contract breach and affective commitment towards the supervisor; this examination addresses certain inconsistencies in previous work. One of the main theoretical contributions in this sense is in the way that this thesis challenges the widely held perspective that maintains that employees consider the supervisor to be the face or representative of the organization. The results of this thesis demonstrate that this perspective requires more caution and nuance, as the results suggest that the supervisor may be viewed as wholly distinct from the organization and the profession. The relationship between newer professional employees and their supervisors may be more dyadic and partitioned that previous research has thought. As such, the research presented here contributes to theory by developing our understanding of the employee's relationship with their supervisor.

Furthermore, this study contributes to the literature related to the employee-supervisor workplace relationship by proposing *supervisor instrumentality* as an explicative mechanism. S*upervisor instrumentality* is defined here as the "extent to which an employee's supervisor is perceived to be able to put pressure on an employer to fulfil the psychological contract". The concept of instrumentality has been widely documented in union studies who operationalize it as *union instrumentality* (i.e., Aryee & Chay, 2001; Bamberger, Kluger, & Suchard, 1999; Fuller & Hester, 2001; Turnley, Bolino, Lester, & Bloodgood, 2004). This study extends that notion onto the supervisor and proposes that it may explain some of the nuances present in the relationship between an employee and their supervisor. This thesis may be the first to propose such a mechanism to explain the effects of the employee-

supervisor relationship on workplace attitudes and behaviours. To our knowledge, it seems that only one article by Casper, Fox, Sitzmann, and Landy, (2004) has previously used "supervisor instrumentality" as a concept in their research; however, its use was within the context of Vroom's (1964) Expectancy theory, or the "belief that exerting effort will result in a change in behavior" (Casper et al., 2004, p. 138). This thesis defines it differently, within a psychological contract context.

This thesis continues to contribute to our understanding of the importance of the supervisor for employee retention by showing that the employee's relationship with the supervisor is not related to their intention to quit the profession. This addresses a gap in the available literature, as no previous studies seem to have examined this relationship. This extends our understanding on the importance and effects of the relationship between the employee and their supervisor on subsequent retention related workplace outcomes.

This thesis makes modest, yet novel, contributions to the theory surrounding affective organizational commitment. This thesis extends current theoretical approaches to viewing the link between a professional employee's organization and profession by suggesting that newer professional employees may perceive their organization to be the embodiment of their professions. These results extend the body of work on organizational embodiment; they directly respond to calls to examine the extent to which organizational embodiment can extend to other entities beyond the supervisor and organization (Eisenberger et al., 2010; Shoss, Eisenberger, Restubog, & Zagenczyk, 2013). This thesis is likely the first to propose this perspective on the relationship between new professional employees and their organizations and professions. Furthermore, this thesis is founded on a long tradition of research that incrementally examines the additive effects of other targets of affective commitment on workplace variables. Nonetheless, most commitment research seems to focus on the effect that affective organizational commitment has on attitudinal and behavioural outcomes. The results from this thesis strongly indicate that the organization is likely the most influential and important target of commitment for newer professional employees, and continues to suggest that the relationship the employee has with their organization is a major

factor in employee retention. As such, this thesis agrees that continued focus on the organization as the primary factor of importance for organizational behavioural research is justified. Even so, the research here acknowledges that affective commitment directed to other workplace entities does provide added value, as these entities may offer a more nuanced approach to a research model.

This thesis also contributes some consistency to the literature on professional commitment. The research here adds to the limited body of literature that examines the relationship between psychological contract breach and professional commitment (i.e., Suazo et al. 2005). To that extent, the results support Suazo et al. (2005) and suggests that breach erodes affective professional commitment. Along the same lines, this thesis contributes further clarification to the relationship between professional commitment and intention to quit the organization, as this link has shown inconsistencies in the past. The research here suggests that affective professional commitment has a direct significant negative relationship with intention to quit the organization, and the profession.

5.4.2. Empirical contributions

This thesis offers several empirical contributions to the literature on employee retention. The first of which is the inclusion of a longitudinal research design to test the research model. Some studies examining affective commitment's mediating effect between constructs and quitting intentions did not perform a longitudinal data collection (Ennis et al., 2018; Fazio et al., 2017; Gaudencio et al., 2017; Gaudet & Tremblay, 2017; Gyensare et al., 2016, 2017; Islam et al., 2016; Oh & Oh, 2017; Tillman et al., 2018). There do not seem to be many studies that adopt longitudinal designs to test for mediation between constructs (Lyu & Zhu, 2017; Tillou et al., 2015). The study here therefore contributes some nuanced longitudinal research results to the available literature. This thesis also contributes empirically to the retention literature by collecting data on a more specific population than most previous research has done before. By specifically selecting and studying a wide sample of less tenured professional employees working in Quebec, this thesis infers the results to a

specific, yet diverse, working population sample. In doing so, it helps extend our knowledge of how newer Quebec professionals perceive their work.

On a similar topic, this thesis seems to be the first to measure breach's effect on commitment towards one's supervisor, organization and profession, simultaneously. To our knowledge, no previous research has measured the effects of breach on more than two entities of affective commitment. By measuring three affective commitments at the same time, it paves the way for future research to continue measuring breach's effects on multiple different commitments. Furthermore, this is the first study to measure the mediating effect of each of the three targets of affective commitment on two intention to quit entities. This was done in two different models. In retention research, intention to quit a given target is a fundamental and popular concept (i.e., Ballinger, Cross, & Holtom, 2016; Cennamo & Gardner, 2008; Chen et al., 2011; Fabi et al., 2014; Griffeth et al., 2000). However, most previous research does not seem to have clearly identified the quitting target, or contextually assumes it to be the organization (i.e., Fazio et al., 2017; Fu, 2007; Oh & Oh, 2017; Schaufeli & Bakker, 2004). The research in this thesis clearly differentiates the target of quitting as either the organization or the profession.

The methodological strategy of measuring multiple commitments and quitting intentions allowed this thesis to empirically demonstrate certain relationships that were not measured in previous research. This thesis is likely the first study to attempt to empirically evaluate the potential mediating effect that affective commitment to the supervisor has in the link between breach and intention to quit the organization and the profession. Furthermore, this thesis is the first to establish the mediating effect that affective organizational commitment has in the relationship between psychological contract breach and intention to quit the profession. As well, this thesis responds to consternations from some authors in the relatively lack of research focused on the effects of professional commitment (Houle et al., 2020; Mitchell et al., 2019). Indeed, this thesis is likely the first study, to our knowledge, to empirically evaluate the potential mediating effect that affective professional commitment has in the link between breach and intention to quit the organization and the profession.

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Finally, this thesis indicates how the choice and selection of statistical analysis can influence results. This thesis adopted a SEM standpoint (as opposed to linear, multiple, or hierarchical regressions) to test the research model, which resulted in different effects than what has been shown in previous research. This thesis contributes some empirical evidence that using SEM may lead to different interpretations of previously well-established empirical relationships.

5.4.3. Practical applications

Employee retention seems to be an important and salient topic for today's business leaders and managers. This thesis may provide a modest help to Quebec's industries efforts to retain their employees. Furthermore, insight into the specific aspects of what may cause a breach may assist organizational policy makers in making better and targeted retention-oriented decision. As such, the results from this document should be useful to organizations and managers inasmuch as it provides insight into what aspects of work are not fulfilling newer professional employees, and provides evidence and justification for workplace policies that support workplace relationship building to support employee retention.

Currently, despite feeling underfulfilled with their work professional employees seem to be committed to their supervisors, their organizations, and their professions. Furthermore, they do not seem intent on quitting either their organizations or their professions. It seems that despite their general levels of unfulfillment, professional employees are intent on staying in their current state of employment. Organizations may not be that in that much danger of losing newer professional employees, and professions do not seem to be in danger of having their members move onto other professional fields.

This thesis provides some insight into what aspects of professional work may be causing psychological contract breach. By evaluating psychological contract breach with a composite tool (the TPCQ), this thesis identifies what aspect of work newer professional employees are feeling underfulfilled with. The results suggest that respondents are generally not having their workplace expectations met (Table 38, Table 36). The results show that of

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the five aspects of workplace expectations that were assessed (Job Content, Career Development opportunities, Social Atmosphere, Organizational Policies, and Rewards) the only aspect of work that seems to be delivering on expectations is Job Content. In that sense, it seems that organizations are providing newer professional employees what they are expecting, in terms of actual job content. Organizations should continue being open and transparent about what their employees would be expected to do at work. Conversely, organizations should focus on delivering or managing expectations on policies, programs, and career opportunities for their employees. Of note was the relatively high level of unfulfillment of Rewards (i.e., pay and benefits). Considering that most of the population sample were healthcare workers, working without a collective agreement during the worst early parts of the COVID-19 health crisis, it can be expected that they feel that they are not being paid enough. Organizations should attempt to reconcile or manage expectations of their pay and benefits packages for their employees. Furthermore, within the context of Quebec's ongoing labour shortage during the COVID-19 health crisis, many healthcare workers expressed wide discontent with their working conditions, and may have sought to leave the public health sector for the private health sector. Implementing mechanisms to ameliorate healthcare organizations' working conditions may lead to increased employee affective commitment and by extension, increase their retention rates.

The results from this thesis show that the relationship between the newer professional employee and their organization is pivotal in retaining them. Cultivating affective organizational commitment seems to be a key component in employee retention. The results suggest that professional socialization periods are taking place within the contexts of a single organization; as such, the experiences lived in that organization are reflective of the profession, at large. To increase both organizational and professional-level employee retention, policies and initiatives should be designed for early intervention and implemented as soon as the employee becomes a member of their organization. These policies and early initiatives should be targeted at these employees with the aim of increasing their affective organizational commitment – making the employee *want* to stay with their respective organizations. These policies and initiatives should also be complemented with strategies that

increase the employees' affective professional commitment, as increasing the employees' desire to remain within their professions should also help in organizational retention.

This thesis shows that the relationship with the supervisor is critical in employee retention. A bad relationship can cause increased quitting, while a good one can reduce it. Organizations with poor employee retention may wish to consider examining whether their supervisor staff are creating negative or toxic environments. HR policies, strategies, and programs that are designed to foster the employee-supervisor relationship should increase employee retention by improving the relationships between employees and their supervisors. Conversely, strong retention may be indicative of good employee-supervisor relationships, and should be emulated as much as possible by others. The results also support the idea that professional employees may feel more mobile within their professions, and that if an organization is not meeting their expectations, they can find work in another one, within their profession; the results ostensibly indicate that the idiosyncratic quality of the organization matters to the professional employee, and that not all organizations within the profession are the same. Bad supervisors and poor organizational policies, but not the actual work itself, may be symptomatic of organizations with a high degree of professional employee turnover. As such, organizations may wish to consult with the profession order from where they hire employees and find solutions on how they can provide better working conditions for their members.

Finally, this thesis distinguishes itself from other retention studies in that it is more tailored to professional employees. Previous research seems to have placed relatively less focus on professional employees. It finds that the relationship between the employee and their organization influences professional level outcomes. The thesis suggests that in order to increase retention at the professional level (as in keeping professional order members employed in their fields), organizations that employ professionals should ensure that expectations are met. Professional orders should continue to foster feelings of attachment and belonging in their members, as this should also contribute to bother organizational and professional retention.

5.5. Limitations

Like all studies, there are limitations; this section identifies some of the limitations of the research contained in this thesis. First, the data collected by this study used self-reported answers. While this is an appropriate method to collect data on the perceptions of employees, and control measures were put in place to mitigate it, the data may have been influenced by self-reporting biases. These biases are likely minimal, since common method variance testing showed that common method bias was not significantly present.

This study cannot fully determine the response rates to the survey, as the study could not fully control the way the survey was distributed. While some professional orders were able to distribute the surveys to targeted internal mailing lists, others could not. Instead, they opted to distribute the surveys via generalized internal e-infoletters. This disparity and difference make it difficult to determine how many respondents saw the survey (at both times). Nonetheless, this thesis successfully recruited a large number of usable responses from a healthy variety of professional backgrounds.

The research here offers strong and rare insight on only the working perceptions of newer professional employees working in Quebec. As a result, the research here may not be as generalizable to other populations outside of Quebec. The present research took place in a Quebecois cultural context and favoured professional employees, which may limit its inferentiality on other non-professional working populations. Some previous research has suggested that different institutions or cultural contexts may affect commitment patterns (i.e., Conway & Monks, 2009; Gautam, Van Dick, Wagner, Upadhyay, & Davis, 2005; Labatmedienė et al., 2007; Shahnawaz & Goswami, 2011), limiting the generalisability of results to other populations.

The goal of this study was to test the research model using professional employees. As such, the participants in this research were all from recognized professions; however, there is an overrepresentation of healthcare workers. Due to some of the idiosyncrasies of healthcare work, the overrepresentation of this particular professional group may have some

influence over the results, and may limit subsequent generalizability towards other non-healthcare worker populations. Furthermore, healthcare workers in Quebec are heavily unionized. The research in this thesis was profession-oriented, and not union-oriented; as such, the research here did not control for any effects that unionization or union membership may have had.

This research took place during the COVID-19 health crisis, which had dramatic effects across the world. Accordingly, the study is likely influenced by that health crisis. The research project had already begun when the COVID-19 health crisis was declared. The early stages of the COVID-19 health crisis were in full swing when data collection took place at the height of the first two "waves" at both T1 and T2, respectively. The Quebec provincial government had imposed restrictions on the in-person work, forcing many professionals to remote work from home. Furthermore, healthcare workers bore the front of the health issues caused by COVID-19. Widespread reports of nurses' burnout and forced overtime dominated the public discourse for months. As a result, the population sample and the context in which this research took place were very likely influenced by the health crisis.

Furthermore, the COVID-19 health crisis may have influenced data collection to a certain extent. The rate of response and different forms of participant attrition may be due to inexorably countless factors, including the COVID-19 health crisis. It is an overstatement to say that the negative effects of COVID-19 on the professional situations of Quebec's working population have yet to be fully appreciated and the effects of the COVID-19 health crises will likely be examined and studied for years to come. The health crisis' influence on the context of this research should be considered an inevitable limitation that cannot have been controlled.

With those limitations being acknowledged, and despite them all, the research presented here remains compelling – although this research was carried out at a particularly unique and trying time for Quebec's institutions and organizations, on a specific type of employee, the research contained here supports a variety of theoretical and methodological

tendencies that have been seen in previous research from other cultural and organizational contexts, and provides consistency to a number of previous research results. This reinforces that the results from this research document are not necessarily relegated to a niche body of research, and could (and should) be used by researchers and practitioners in future endeavours.

5.6. Future directions

This thesis identifies avenues for future studies on employee retention. This section outlines some of the future research directions that this thesis believes will be interesting and that may contribute to the existing body of literature.

This research here shows that it is not the direct effect of psychological contract breach that causes employees to leave their organizations and professions, but it is breach's erosion effect on the commitments that causes employees to leave their organizations and professions. Additional work should be carried out to continue investigating the degree to which different workplace commitments influence breach's negative effects on employee retention. In addition, historically, most commitment research has tended to focus on the effect that affective organizational commitment has on individuals' attitudinal and behavioural outcomes. Within the body of commitment literature, there is an ongoing inquiry on whether other targets of commitment, beyond the organization, add meaningful value to commitment scholarship. Most commitment research has tended to show that the organization is the most important, or influential, target of commitment. This thesis follows suit and suggests that the organization is the most important commitment entity for employee retention. However the results clearly show that additional targets of commitment (i.e., the supervisor and the profession) are both influential in the retention process. Future research should not shy away from examining commitments directed to other entities beyond the organization.

This thesis was the first study to include three simultaneous affective commitments and their relationship with breach and quitting intentions. By doing so, the research here

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uncovered new variable effects and pushed retention research to new areas. It is this thesis' hope that it establishes a tradition of approaching workplace commitments in the same fashion. It is therefore strongly recommended that future research adopt a multifocal approach to affective workplace commitments.

Furthermore, the research here supports the idea that the organization is the most important entity in employee retention. Future retention research should continue to include affective organizational commitment in their research models, because it seems to have the most influence on quitting intentions. However, the research here has demonstrated that other targets of commitment have additive and distinct effects on employee retention. As such, future research should not focus exclusively and solely on affective organizational commitment, as it may overlook potentially interesting and valuable explicative information that other entities of commitment may offer. Accordingly, future retention research should consider examining different targets of commitment alongside each other to evaluate potential additive or unique effects that these other targets may have.

This thesis aligns itself with the majority of commitment research, as it only included affective commitment in its model. Although affective commitment is the most commonly used component of commitment, both continuance and normative commitment are valid in retention research and may reveal relationship patterns that have not been previously examined. Future research should consider adopting different commitment perspectives in subsequent retention research, as this avenue of research expands on the concept of commitment and would examine employee retention through another conceptual lens. Furthermore, this thesis contributes to setting an empirical precedent of including multiple targets of commitment in research models. Future studies may wish to consider investigating the feasibility of a multi-focal perspective of normative and continuance commitment.

The thesis' results surrounding the direct relationship between affective professional commitment and quitting intentions addressed certain inconsistencies. The thesis supports most previous work in founding that affective professional commitment was directly

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negatively related to intention to quit the profession (i.e., Meyer et al., 1993; Paillé et al., 2016; Paillé et al., 2019; Stinglhamber et al., 2002; Tsoumbris & Xenikou, 2010; Yousaf et al., 2015), but contradicts Yalabik et al., (2017) who found that affective professional commitment to be positively related to intention to quit the organization. Although the results from this thesis aid in generating some consensus, future research should continue exploring the effects of professional commitment on employee retention. Research that focuses on the organizational and professional contexts of professional workers may be able to shed light on these mixed results. A qualitative case-study style approach into the idiosyncrasies of professional work within select organizations may yield insight onto the interaction between affective organizational and professional commitment, vis-à-vis retention. This research also seems to be the first to attempt to empirically establish the relationship between affective commitment to the supervisor and intention to quit the profession. Although no direct relationship was established, affective commitment to the supervisor demonstrated important moderation properties in the mediated relationship leading to intention to quit the profession. More research is needed to uncover and clarify the influence that the supervisor has in the decision to leave the profession.

Furthermore, this thesis shows conflicting results regarding the moderated mediation effects of affective organizational commitment and affective professional commitment within the research model. On one hand, the results suggest that, faced with unmet expectations, those with strong affective organizational commitment are less inclined to leave their organizations; on the other hand, the results also suggest those with strong professional commitments, when faced with unmet expectations, may be more inclined to leave their organizations. These perplexing results depend on the placement of the moderated effect in the moderated mediation relationships. Future work should be more cautious when performing moderated mediation analyses. Although these results suggest that both affective organizational commitment and affective professional commitment are important in employee retention, the nuances behind these interactions are not fully clear. Future research should continue investigating these interactions in a variety of different contexts. Furthermore, as the difference in results depends on the placement of the moderated mediation interaction, this thesis recommends that future research adopt an explicit

theoretically driven justification when placing interaction terms in research models, and to perform iterative *ad hoc* testing to develop a deeper understanding of the nuances involved in the models' variables. Furthermore, this thesis showed that the additive effects of breach and quitting intentions each influenced the intention to quit targets differently. Theoretically, and as inferred by the results of this thesis, a professional employee may leave their organization, and yet remain a part of their profession. Future qualitative research may be able to continue to elaborate on these nuances.

This thesis challenges the conventionally accepted viewpoint that the supervisor is perceived as the representative and the face of the organization (Coyle-Shapiro & Shore, 2007; Morrison & Robinson, 1997; Robinson & Morrison, 2000; Snyder & Cistulli, 2020; Vandenberghe & Bentein, 2009; Vandenberghe et al., 2017). The results here are counter to much of the established research, and aligns with a less popular view suggesting that the employee-supervisor relationship is more dyadic in nature (Becker, 2009). Fundamentally, this thesis proposes this conventionally held perspective requires a certain degree of subtlety. Future research should continue to investigate the nature of this relationship. This may be accomplished by establishing more consistency in results with quantitative analyses, and by further exploring via experiential qualitative research.

This thesis expands on previous theoretical perspectives on employee retention. First, on the topic of the supervisor, this thesis believes that future research should develop the notion of *supervisor instrumentality*. The research here proposes that the extent to which the supervisor is perceived to be able mitigate psychological contract breach or to pressure the organization to fulfil the psychological contract, may explain the results from this thesis; such notion may help expand our understanding of the importance of workplace supervisors and perceived authorities. As such, subsequent research being conducted on the psychological contract and the supervisor should investigate the extent to which the explicative mechanism *supervisor instrumentality* is replicable or viable in other contexts. On the topic of the organization, this thesis proposes that the organization may be perceived as the proxy for the

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profession. Future research being carried out on involving the organization and the profession may wish to consider this notion in their research.

The participants who took part in this research were overwhelmingly from healthcare professions. Healthcare professions are known for having strong professional culture and deontology. Professionalism and professional commitment are important to retaining professional employees. Future research should continue to investigate and elaborate on the conditions that highlight the importance of professional commitment. Such research could attempt to investigate the extent to which organizational and professional culture influences employee retention via commitment and psychological contract breach. This type of inquiry may yield complementary results and generate more consistency in the available literature.

Conclusion

The research presented here focuses on employee retention. Specifically, this thesis examines the relationship between the newer professional employee and three workplace related commitments, and how these relationships influence their proclivity to remain in the organizations and their professions. This thesis asks and responds to the following research question: "What is the role of multiple simultaneous affective commitments in relation to psychological contract breach and intention to quit the current organization and profession?" To answer the this research question, two models testing a series of relationships between *psychological contract breach*, *affective commitment to the supervisor*, *affective organizational commitment*, *affective professional commitment*, *intention to quit the organization*, and *intention to quit the profession*, were put forth. A quantitative methodological approach using structural equation modelling was adopted to test the research models. While the answers to the research question stemming from these two models are nuanced, there are three major takeaways from this thesis. First, the research here reveals that the organization is most important target of commitment for professional employee retention. Second, the thesis suggests that the bond between the employee and their supervisor can "kill or cure" a professional employee's relationship with their organization and their profession. Third and finally, the thesis proposes that it may not necessarily be unmet expectations that cause employees to leave their organizations and professions, but the negative effect of unmet expectations on the employee's relationship with their organization and profession that causes them to want to quit.

First, the thesis shows that the organization is likely the most important entity for professional employee retention. The results show that psychological contract breach seems to be more strongly related to affective organizational commitment, followed by affective commitment to the supervisor, and then affective professional commitment. This order of influence suggests that newer professional employees tend to associate unmet organizational expectations mostly to their organizations. Additionally, the organization may be perceived as a proxy, or the embodiment of a profession. This interpretation is supported by the various interaction effects amongst the three affective commitment targets that further indicate that the organization seems to be the most important workplace entity for employee retention.

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Second, the research here shows that the employee-supervisor relationship is essential in retaining employees. The results suggest that the bond between the employee and their supervisor can "kill or cure" a professional employee's relationship with their organization and their profession. As such, the thesis highlights the importance that a good working relationship between an employee and their supervisor has in retaining employees. The adage goes "people don't leave bad organizations, they leave bad managers." The results of this thesis support this maxim. As demonstrated by this thesis, moderated mediation results suggest that a positive relationship with the supervisor may lead to better retention, and a negative relationship may lead to poor retention.

Finally, this thesis demonstrates that it may not necessarily be unmet expectations that cause employees to leave their organizations and professions, but its negative degrading effect on affective organizational and professional commitment. The results showed that psychological contract breach had no direct effect on either quitting intention targets; instead, affective organizational commitment and affective professional commitment seem to both be responsible for partly explaining the relationship between breach and the quitting intention targets. The research results from this thesis suggest that it may not be the evaluative response to psychological contract breach that influences the decision to quit the organization and the profession, but it is breach's influence on affective organizational and professional commitment that causes the effect on quitting intentions.

This thesis contributes to the literature on employee retention. The research here contributes conceptual clarity to the notion of employee retention, and addresses several perceived theoretical gaps in the available literature. This research was the first to examine psychological contract breach's effects on three simultaneous affective commitments, and two targets of intention to quit. Furthermore, this thesis proposes the explicative mechanism of *supervisor instrumentality*, which suggests that employees may be holding their supervisors responsible for any perceived inability to mitigate the effects of psychological contract breach. It also proposes that organizations may also be viewed as proxies, or the embodiment for a professional employee's own profession. Empirically, this thesis seems to

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be the first to clearly differentiate and measure breach's effect on commitment towards one's supervisor, organization and profession, and intention to quit the organization and profession, simultaneously. No previous research seems to have measured the effects of breach on more than two outcomes of affective commitment or one target of quitting intention.

The research presented here can also be used by organizations that employ professionals, to help develop their retention strategies. By adopting a composite measurement tool to measure psychological contract breach, and sampling a diverse range of professional employees in the province of Quebec, the research presented here provides insight on what aspects of employment that newer professional employees may be feeling underfulfilled with. The results from this research provides a modest help to Quebec's organizations in their efforts to retain their employees. The research here can be particularly useful to organizations in Quebec's struggling healthcare sector. Organizations may also use this research to implement programs that foster stronger employee-supervisor relationships, with the intention of increasing retention.

There were several inherent limitations to this study. Such limitations include the lack of complete control over the sampling procedure, self-reporting biases, sample generalizability, and the unavoidable contextual effects of the COVID-19 health crisis. Nonetheless, this thesis' results align with a variety of theoretical and methodological tendencies that have been seen in previous research. This congruence reinforces the notion that the results from this research document are sound and provide a significant contribution to the employee retention literature.

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Appendix

This section contains a summary of the *ad hoc* tests carried out in this thesis, the full structural model figures, the correlation matrices, and a copy of both the French and English questionnaires.

Ad hoc model list

This section is divided into two parts. The first part contains the list of serial chain mediation tests that were carried out. The section part contains a list of all the moderation and moderated mediation tests that were undertaken.

Serial chain mediation models

This subsection contains the list of all the serial chain mediation tests that were carried out with the thesis' data. Note that interactions highlighted red show a significant negative relationship between the two variables, and interactions highlighted green show a significant positive interaction. Non-coloured interactions showed no significant effect.

Figure 26: Serial chain mediation tests

Chain	Direct	1	2	3	4	Result
PCB→ACS		PCB→ACS				
PCB→ACS→QIO	PCB→QIO	PCB→ACS	ACS→QIO			
PCB→ACS→APC→QIO	PCB→QIO	PCB→ACS	ACS→APC	APC→QIO		No Mediation
PCB→ACS→AOC→QIO	PCB→QIO	PCB→ACS	ACS→AOC	AOC→QIP		No Mediation
PCB→ACS→AOC→APC→QIO	PCB→QIO	PCB→ACS	ACS→AOC	AOC→APC	APC→QIO	No Mediation
PCB→ACS→APC→AOC→QIO	PCB→QIO	PCB→ACS	ACS→APC	APC→AOC	AOC→QIO	No Mediation
PCB→ACS		PCB→ACS				
PCB→ACS→QIP	PCB→QIP	PCB→ACS	ACS→QIP			
PCB→ACS→APC→QIP	PCB→QIP	PCB→ACS	ACS→APC	APC→QIP		No Mediation
PCB→ACS→AOC→QIP	PCB→QIP	PCB→ACS	ACS→AOC	AOC→QIP		No Mediation
PCB→ACS→ACO→APC→QIP	PCB→QIP	PCB→ACS	ACS→AOC	AOC→APC	APC→QIP	No Mediation
PCB→ACS→APC→AOC→QIP	PCB→QIP	PCB→ACS	ACS→APC	APC→AOC	AOC→QIP	No Mediation
PCB→AOC		PCB→AOC				
PCB→AOC→QIO	PCB→QIO	PCB→AOC	AOC→QIO			Full Mediation
PCB→AOC→ACS→QIO	PCB→QIO	PCB→AOC	AOC→ACS	ACS→QIO		No Mediation
PCB→AOC→APC→QIO	PCB→QIO	PCB→AOC	AOC→APC	APC→QIO		No Mediation
PCB→AOC→ACS→APC→QIO	PCB→QIO	PCB→AOC	AOC→ACS	ACS→APC	APC→QIO	No Mediation
PCB→AOC→APC→ACS→QIO	PCB→QIO	PCB→AOC	AOC→APC	APC→ACS	ACS→QIO	No Mediation
PCB→AOC		PCB→AOC				
PCB→AOC→QIP	PCB→QIO	PCB→AOC	AOC→QIP			Full Mediation
PCB→AOC→APC→QIP	PCB→QIP	PCB→AOC	AOC→APC	APC→QIP		Full Mediation
PCB→AOC→ACS→QIP	PCB→QIP	PCB→AOC	AOC→ACS	ACS→QIP		No Mediation
PCB→AOC→APC→ACS→QIP	PCB→QIP	PCB→AOC	AOC→APC	APC→ACS	ACS→QIP	No Mediation
PCB→AOC→ACS→APC→QIP	PCB→QIP	PCB→AOC	AOC→ACS	ACS→APC	APC→QIP	No Mediation
PCB→APC		PCB→APC				
PCB→APC→QIO	PCB→QIP	PCB→APC	APC→QIO			No Mediation
PCB→APC→ACS→QIO	PCB→QIO	PCB→APC	APC→ACS	ACS→QIO		No Mediation
PCB→APC→AOC→QIO	PCB→QIO	PCB→APC	APC→AOC	AOC→QIO		Full Mediation
PCB→APC→AOC→ACS→QIO	PCB→QIO	PCB→APC	APC→AOC	AOC→ACS	ACS→QIO	No Mediation
PCB→APC→ACS→AOC→QIO	PCB→QIO	PCB→APC	APC→ACS	ACS→AOC	AOC→QIO	No Mediation
PCB→APC		PCB→APC				
PCB→APC→QIP	PCB→QIO	PCB→APC	APC→QIP			Full Mediation
PCB→APC→AOC→QIP	PCB→QIP	PCB→APC	APC→AOC	AOC→QIP		Full Mediation
PCB→APC→ACS→QIP	PCB→QIP	PCB→APC	APC→ACS	ACS→QIP		No Mediation
PCB→APC→AOC→ACS→QIP	PCB→QIP	PCB→APC	APC→AOC	AOC→ACS	ACS→QIP	No Mediation
PCB→APC→ACS→AOC→QIP	PCB→QIP	PCB→APC	APC→ACS	ACS→AOC	AOC→QIP	No Mediation

Moderation and moderated mediation models

This subsection contains a breakdown of all the *ad hoc* moderation and moderated mediation models that were tested, in this thesis. Note that the models with red highlighted cells are those with significant interaction effects; non-coloured models showed no significant interaction effects.

Figure 27: Ad hoc models 5 and 7

	Model 5						Model 7			
	X	**M**	**Y**	**W**			**X**	**M**	**Y**	**W**
A	PCB	ACS	QIO	AOC		A	PCB	ACS	QIO	AOC
B	PCB	ACS	QIO	APC		B	PCB	ACS	QIO	APC
C	PCB	AOC	QIO	ACS		C	PCB	AOC	QIO	ACS
D	PCB	AOC	QIO	APC		D	PCB	AOC	QIO	APC
E	PCB	APC	QIO	ACS		E	PCB	APC	QIO	ACS
F	PCB	APC	QIO	AOC		F	PCB	APC	QIO	AOC
G	PCB	ACS	QIP	AOC		G	PCB	ACS	QIP	AOC
H	PCB	ACS	QIP	APC		H	PCB	ACS	QIP	APC
I	PCB	AOC	QIP	ACS		I	PCB	AOC	QIP	ACS
J	PCB	AOC	QIP	APC		J	PCB	AOC	QIP	APC
K	PCB	APC	QIP	ACS		K	PCB	APC	QIP	ACS
L	PCB	APC	QIP	AOC		L	PCB	APC	QIP	AOC

Figure 28: Ad hoc models 14 and 1

	Model 14						Model 1		
	X	**M**	**Y**	**W**			**X**	**Y**	**W**
A	PCB	ACS	QIO	AOC		A	PCB	QIO	ACS
B	PCB	ACS	QIO	APC		B	PCB	QIO	AOC
C	PCB	AOC	QIO	ACS		C	PCB	QIO	APC
D	PCB	AOC	QIO	APC		D	PCB	QIP	ACS
E	PCB	APC	QIO	ACS		E	PCB	QIP	AOC
F	PCB	APC	QIO	AOC		F	PCB	QIP	APC
G	PCB	ACS	QIP	AOC		G	PCB	ACS	AOC
H	PCB	ACS	QIP	APC		H	PCB	ACS	APC
I	PCB	AOC	QIP	ACS		I	PCB	AOC	ACS
J	PCB	AOC	QIP	APC		J	PCB	AOC	APC
K	PCB	APC	QIP	ACS		K	PCB	APC	ACS
L	PCB	APC	QIP	AOC		L	PCB	APC	AOC
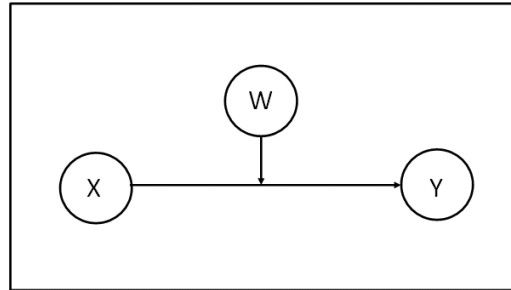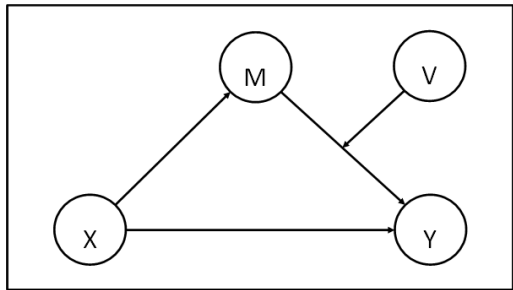
Full simplified structural models

Figure 29: Full simplified structural Model A
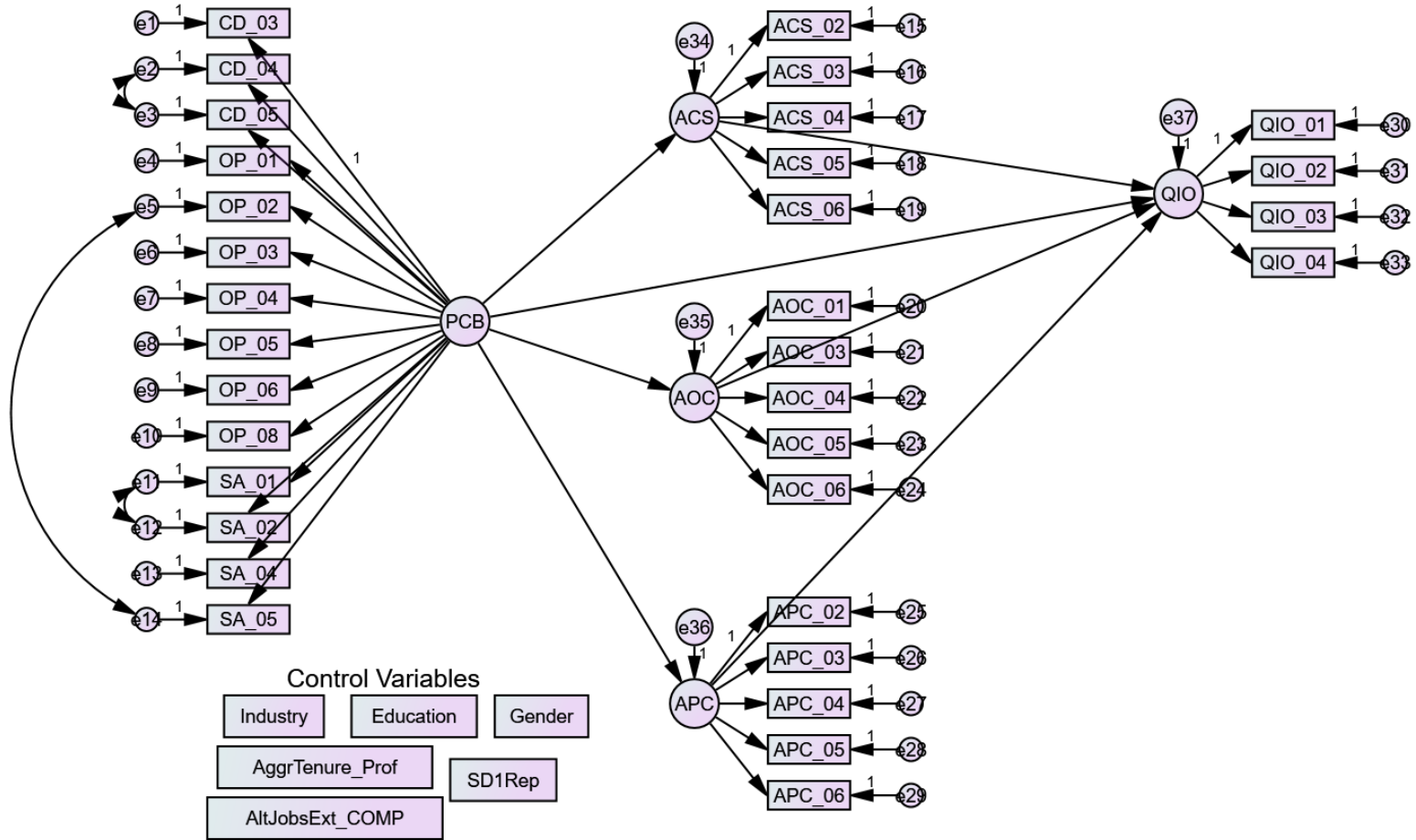
Note: Control variable covariances and direct paths have been removed for ease of viewing.

Figure 30: Full simplified structural Model B
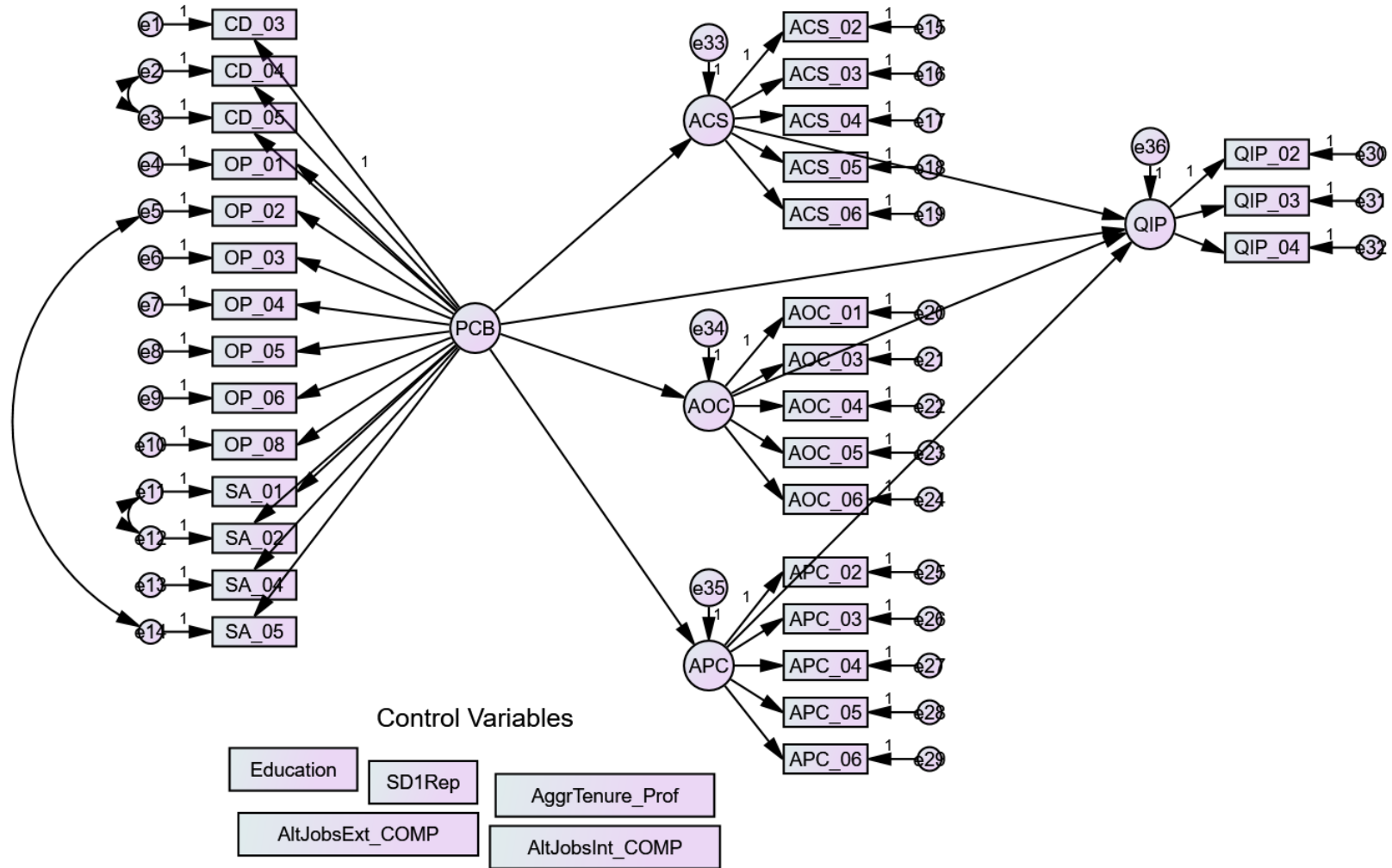
Note: Control variable covariances and direct paths have been removed for ease of viewing.

Correlation matrix

Figure 31: Full correlation matrix with composite variables

Correlations

		Age	Gender	Education	AggrTenure_Org	AggrTenure_Prof	Org_Size	Industry	PCB_COMP_R	ACS_COMP	AOC_COMP	APC_COMP	QIO_COMP	QIP_COMP	SD1	CREA_COMP	AltJobsExt_COMP	AltJobsInt_COMP
Age	Pearson Correlation	1	.126	.017	.215**	.206**	-.053	-.061	.055	.008	.094	.109	.002	-.050	-.013	.111	-.090	-.075
	Sig. (2-tailed)		.072	.807	.002	.003	.450	.386	.434	.912	.179	.119	.976	.480	.932	.112	.199	.284
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
Gender	Pearson Correlation	.126	1	-.119	.040	.104	-.080	.132	-.159*	.015	.067	-.055	-.150*	-.044	.161	.121	-.099	-.108
	Sig. (2-tailed)	.072		.089	.572	.138	.256	.059	.023	.827	.343	.433	.031	.529	.285	.083	.158	.123
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
Education	Pearson Correlation	.017	-.119	1	-.094	.100	-.071	.108	-.066	.162*	.096	.218**	-.150*	-.143*	.006	.037	-.119	.011
	Sig. (2-tailed)	.807	.089		.180	.154	.310	.123	.348	.021	.172	.002	.032	.041	.970	.596	.089	.874
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
AggrTenure_Org	Pearson Correlation	.215**	.040	-.094	1	.522**	.140*	-.073	.147*	.024	.011	-.137	.105	.088	-.104	.108	.058	-.031
	Sig. (2-tailed)	.002	.572	.180		.000	.045	.300	.036	.735	.880	.051	.134	.208	.490	.125	.410	.662
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
AggrTenure_Prof	Pearson Correlation	.206**	.104	.100	.522**	1	.038	-.157*	.093	.109	-.012	-.068	.142*	.193**	-.033	.153*	-.017	-.104
	Sig. (2-tailed)	.003	.138	.154	.000		.589	.024	.184	.121	.868	.333	.042	.006	.827	.029	.809	.138
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
Org_Size	Pearson Correlation	-.053	-.080	-.071	.140*	.038	1	-.287**	.253**	-.213**	-.234**	.003	.038	.056	-.204	-.005	.060	.100
	Sig. (2-tailed)	.450	.256	.310	.045	.589		.000	.000	.002	.001	.966	.588	.426	.175	.945	.392	.153
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
Industry	Pearson Correlation	-.061	.132	.108	-.073	-.157*	-.287**	1	-.144*	.164*	.157*	.038	-.007	-.013	.086	-.146*	.001	-.107
	Sig. (2-tailed)	.386	.059	.123	.300	.024	.000		.039	.019	.024	.589	.921	.852	.571	.036	.990	.126
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
PCB_COMP_R	Pearson Correlation	.055	-.159*	-.066	.147*	.093	.253**	-.144*	1	-.560**	-.558**	-.302**	.380**	.284**	.085	-.017	.183**	.100
	Sig. (2-tailed)	.434	.023	.348	.036	.184	.000	.039		.000	.000	.000	.000	.000	.573	.812	.009	.155
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
ACS_COMP	Pearson Correlation	.008	.015	.162*	.024	.109	-.213**	.164*	-.560**	1	.411**	.278**	-.281**	-.265**	-.296*	.033	-.205**	-.050
	Sig. (2-tailed)	.912	.827	.021	.735	.121	.002	.019	.000		.000	.000	.000	.000	.046	.640	.003	.478
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
AOC_COMP	Pearson Correlation	.094	.067	.096	.011	-.012	-.234**	.157*	-.558**	.411**	1	.471**	-.462**	-.415**	-.083	.178*	-.229**	-.098
	Sig. (2-tailed)	.179	.343	.172	.880	.868	.001	.024	.000	.000		.000	.000	.000	.585	.011	.001	.160
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
APC_COMP	Pearson Correlation	.109	-.055	.218**	-.137	-.068	.003	.038	-.302**	.278**	.471**	1	-.403**	-.531**	-.284	.073	-.283**	.042
	Sig. (2-tailed)	.119	.433	.002	.051	.333	.966	.589	.000	.000	.000		.000	.000	.056	.301	.000	.548
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
QIO_COMP	Pearson Correlation	.002	-.150*	-.150*	.105	.142*	.038	-.007	.380**	-.281**	-.462**	-.403**	1	.655**	.122	-.013	.388**	.039
	Sig. (2-tailed)	.976	.031	.032	.134	.042	.588	.921	.000	.000	.000	.000		.000	.418	.851	.000	.575
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
QIP_COMP	Pearson Correlation	-.050	-.044	-.143*	.088	.193**	.056	-.013	.284**	-.265**	-.415**	-.531**	.655**	1	.099	-.039	.439**	-.137
	Sig. (2-tailed)	.480	.529	.041	.208	.006	.426	.852	.000	.000	.000	.000	.000		.515	.574	.000	.050
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
SD1	Pearson Correlation	-.013	.161	.006	-.104	-.033	-.204	.086	.085	-.296*	-.083	-.284	.122	.099	1	.026	.033	-.086
	Sig. (2-tailed)	.932	.285	.970	.490	.827	.175	.571	.573	.046	.585	.056	.418	.515		.863	.829	.570
	N	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46
CREA_COMP	Pearson Correlation	.111	.121	.037	.108	.153*	-.005	-.146*	-.017	.033	.178*	.073	-.013	-.039	.026	1	-.056	.092
	Sig. (2-tailed)	.112	.083	.596	.125	.029	.945	.036	.812	.640	.011	.301	.851	.574	.863		.429	.188
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
AltJobsExt_COMP	Pearson Correlation	-.090	-.099	-.119	.058	-.017	.060	.001	.183**	-.205**	-.229**	-.283**	.388**	.439**	.033	-.056	1	.167*
	Sig. (2-tailed)	.199	.158	.089	.410	.809	.392	.990	.009	.003	.001	.000	.000	.000	.829	.429		.017
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205
AltJobsInt_COMP	Pearson Correlation	-.075	-.108	.011	-.031	-.104	.100	-.107	.100	-.050	-.098	.042	.039	-.137	-.086	.092	.167*	1
	Sig. (2-tailed)	.284	.123	.874	.662	.138	.153	.126	.155	.478	.160	.548	.575	.050	.570	.188	.017	
	N	205	205	205	205	205	205	205	205	205	205	205	205	205	46	205	205	205

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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Survey (French and English)

       The following section contains the survey, as it appeared to respondents. The French survey is displayed first, followed by the English one. The surveys are divided into T1 and T2.

Attendez avant de quitter… L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Marche à suivre

Chère répondante, cher répondant,

Ce questionnaire a été conçu dans le cadre d'une recherche universitaire qui vise à mieux comprendre l'engagement et la rétention des employés. Les résultats de cette recherche permettront d'outiller les organisations québécoises dans la fidélisation de leurs employés.

Ce sondage prendra environ 20 minutes de votre temps. Il porte principalement sur votre engagement envers diverses entités de travail (organisation, superviseur et profession), ainsi que vos attentes envers l'organisation pour laquelle vous travaillez. Il n'y a pas de bonnes ni de mauvaises réponses. Afin d'alléger le texte, la forme masculine est employée dans tous les énoncés. Chaque question s'adresse donc aux femmes et aux hommes. Votre participation est entièrement volontaire. Nous vous invitons à choisir une réponse par question et à répondre à toutes les questions afin de nous permettre de procéder à des analyses qui soient valides. Dans vos réponses, veuillez vous référer à l'organisation pour laquelle vous travaillez actuellement. La recherche se déroule en deux temps de mesure. Vous serez donc approché dans trois (3) mois par courriel pour répondre à un deuxième questionnaire. Cette participation sera aussi entièrement volontaire.

Avec nos sincères remerciements,

Attendez avant de quitter... L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Consentement

Avant de débuter, nous avons besoin d'obtenir votre consentement à participer à ce projet de recherche portant sur l'engagement et la rétention des employés.

Votre participation actuelle consistera à compléter le présent questionnaire. Bien que les réponses à chacune des questions soient importantes pour la recherche, vous demeurez libre de choisir de ne pas répondre à l'une ou l'autre d'entre elles ou encore de mettre fin à votre participation à tout moment. Dans l'éventualité où vous désireriez mettre fin à votre participation, les données obtenues pourront être détruites si vous fournissez le code permettant de lier les deux questionnaires. Les résultats de cette étude seront présentés à l'organisation et aux participants sous forme de document.

Vous serez sollicité dans trois (3) mois pour compléter un second questionnaire. Pour relier vos deux questionnaires complétés, étape nécessaire pour assurer la haute qualité et la cohérence des données, un code identificateur unique sera généré. Ce code sera généré à partir d'informations fournies à des questions portant sur le mois de naissance, le sexe à la naissance, la première lettre du deuxième prénom, la première lettre du nom de la mère et le nombre de frères et sœurs ainés. La procédure pour générer ce code est détaillée à la fin du questionnaire. Soyez assuré qu'il sera impossible de vous identifier à partir de ce code.

Les renseignements que vous nous donnerez ne seront utilisés qu'aux fins de cette recherche. Vos réponses seront conservées dans une base de données cryptée confidentielle. Aucun répondant ne sera identifié, ne verra son nom ou ses résultats apparaître dans un rapport ou autre publication. Durant la passation du questionnaire, les données collectées électroniquement seront conservées sur un serveur sécurisé par un processus de cryptage SSL (Secure Sockets Layers) de la plateforme Web SurveyMonkey. La déclaration de sécurité du fournisseur est disponible à l'adresse suivante : https://fr.surveymonkey.com/mp/policy/security/.

Avantages, risques ou inconvénients possibles liés à la participation

Certains thèmes abordés pourraient faire référence à des événements désagréables vécus en milieu de travail. Si vous en ressentez le besoin, nous vous suggérons certaines ressources à consulter :

- Le Programme d'aide aux employés (PAE) de votre organisation;
- L'Association paritaire pour la santé et la sécurité du travail : www.apssap.qc.ca;
- La Commission des normes, de l'équité, de la santé et de la sécurité du travail : www.cnt.gouv.qc.ca.

Si vous avez des questions sur la recherche ou sur les implications de votre participation, veuillez communiquer avec

Toute plainte ou critique sur ce projet de recherche pourra être adressée, en toute confidentialité, à l'Ombudsman de l'Université Laval :

Pavillon Alphonse-Desjardins, Université Laval
Tél. : (418) 656-3081 (ligne sans frais : 1-866-323-2271)
2325, rue de l'Université, local 3320
Québec (Québec), G1V 0A6
Télécopieur : (418) 656-3846
Courriel : info@ombudsman.ulaval.ca

1. Consentement

☐ J'ai pris connaissance des informations ci-dessus. J'accepte librement de prendre part à ce projet de recherche.

Attendez avant de quitter… L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

L'engagement affectif

Les prochaines sections portent sur l'engagement affectif envers votre organisation, votre superviseur et votre profession.

Le terme **superviseur** réfère à la personne qui entretient un lien hiérarchique direct avec vous, soit votre superviseur immédiat.

Le terme **organisation** réfère à l'organisation pour laquelle vous travaillez, votre employeur dans l'ensemble.

Le terme **profession** réfère à votre champ professionnel, tel qu'infirmer, enseignant, ingénieur par exemple

2. Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants par rapport à votre superviseur

	Totalement en désaccord	Plutôt en désaccord	Ni en désaccord, ni en accord	Plutôt en accord	Totalement en accord
Je ne suis pas réellement attaché à mon superviseur	○	○	○	○	○
Je suis fier de travailler avec mon superviseur.	○	○	○	○	○
Je respecte mon superviseur	○	○	○	○	○
Mon superviseur est important pour moi	○	○	○	○	○
J'apprécie mon superviseur	○	○	○	○	○
J'ai peu d'admiration pour mon superviseur	○	○	○	○	○

3. Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants par rapport à votre organisation

	Totalement en désaccord	Plutôt en désaccord	Ni en désaccord, ni en accord	Plutôt en accord	Totalement en accord
Je serais très heureux de passer le reste de ma carrière dans mon organisation	○	○	○	○	○
Les problèmes de mon organisation sont les miens	○	○	○	○	○
Je n'ai pas de grand sentiment d'appartenance envers mon organisation	○	○	○	○	○
Je n'ai pas d'attachement émotionnel envers mon organisation	○	○	○	○	○
Je n'ai pas l'impression de « faire partie de la famille » dans mon organisation	○	○	○	○	○
Mon organisation compte beaucoup pour moi	○	○	○	○	○

4. Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants par rapport à votre profession

	Totalement en désaccord	Plutôt en désaccord	Ni en désaccord, ni en accord	Plutôt en accord	Totalement en accord
Ma profession est importante pour mon image	○	○	○	○	○
Je regrette d'avoir choisi cette profession	○	○	○	○	○
Je suis fier d'être membre de ma profession	○	○	○	○	○
Je n'aime pas être membre de ma profession	○	○	○	○	○
Je ne m'identifie pas à ma profession	○	○	○	○	○
Je suis enthousiaste envers ma profession	○	○	○	○	○

Attendez avant de quitter... L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Attentes envers l'organisation

5. Veuillez indiquer dans quelle mesure votre employeur rencontre vos attentes concernant les éléments suivants.

	Beaucoup moins qu'attendu	Moins qu'attendu	Tel qu'attendu	Plus qu'attendu	Beaucoup plus qu'attendu
Des tâches variées	○	○	○	○	○
Des défis	○	○	○	○	○
Une charge de travail équilibrée	○	○	○	○	○
Un travail intéressant	○	○	○	○	○
De l'autonomie dans mon travail	○	○	○	○	○
La possibilité de fournir un travail de qualité	○	○	○	○	○
Des opportunités de carrière	○	○	○	○	○
Des occasions de formation	○	○	○	○	○
Du coaching en emploi	○	○	○	○	○
Des opportunités de perfectionnement professionnel	○	○	○	○	○

	Beaucoup moins qu'attendu	Moins qu'attendu	Tel qu'attendu	Plus qu'attendu	Beaucoup plus qu'attendu
Des opportunités d'apprentissage en emploi	○	○	○	○	○
Des occasions d'utiliser pleinement mes connaissances et mes compétences	○	○	○	○	○
Une bonne atmosphère de travail	○	○	○	○	○
Des occasions de travailler en équipe dans la bonne humeur	○	○	○	○	○
Du soutien de la part des collègues.	○	○	○	○	○
Des marques d'appréciation et de reconnaissance	○	○	○	○	○
Du soutien de la part de mon superviseur	○	○	○	○	○
Ma participation aux décisions importantes	○	○	○	○	○
Une supervision juste	○	○	○	○	○
Des commentaires sur la qualité de mon travail	○	○	○	○	○
Des règles claires et justes	○	○	○	○	○
Le souci de me tenir informé des développements	○	○	○	○	○

	Beaucoup moins qu'attendu	Moins qu'attendu	Tel qu'attendu	Plus qu'attendu	Beaucoup plus qu'attendu
Une communication ouverte	◯	◯	◯	◯	◯
Le respect de sa responsabilité sociale et environnementale d'entreprise	◯	◯	◯	◯	◯
La capacité pour moi de faire confiance à l'organisation	◯	◯	◯	◯	◯
Une sécurité d'emploi	◯	◯	◯	◯	◯
Un salaire convenable	◯	◯	◯	◯	◯
Des récompenses en cas de travail exceptionnel	◯	◯	◯	◯	◯
Le remboursement des coûts de formation	◯	◯	◯	◯	◯
De bons avantages sociaux	◯	◯	◯	◯	◯
Une rémunération basée sur la performance	◯	◯	◯	◯	◯

Attendez avant de quitter… L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Désirabilité Sociale

6. Voici un certain nombre d'énoncés relatifs à la désirabilité sociale. Veuillez indiqué la fréquence de ces énoncés.

	Très fréquemment	Fréquemment	Parfois	Rarement	Très rarement	Non applicable
Je ne dispose pas correctement de mes déchets lorsque je suis à l'extérieur	○	○	○	○	○	○
J'admets ouvertement mes erreurs et j'en assume les conséquences potentiellement négatives	○	○	○	○	○	○
Dans la circulation, je suis poli et respectueux des autres	○	○	○	○	○	○
Je prends des drogues illégales	○	○	○	○	○	○
J'accepte l'opinion des autres, même lorsqu'ils sont en désaccord avec moi	○	○	○	○	○	○
Je passe ma mauvaise humeur sur les autres	○	○	○	○	○	○
Je profite des autres	○	○	○	○	○	○
Dans une conversation, j'écoute attentivement les autres et je les laisse terminer leurs phrases	○	○	○	○	○	○
Je n'hésite pas à aider quelqu'un en cas d'urgence	○	○	○	○	○	○
Je tiens mes promesses	○	○	○	○	○	○

	Très fréquemment	Fréquemment	Parfois	Rarement	Très rarement	Non applicable
Je parle des autres en mal dans leur dos	○	○	○	○	○	○
Je ne vis pas aux dépens des autres	○	○	○	○	○	○
Je reste amical et courtois avec les autres, même quand je suis stressé	○	○	○	○	○	○
Pendant les disputes, je reste objectif et factuel	○	○	○	○	○	○
Je ne retourne pas les articles que j'avais emprunté	○	○	○	○	○	○
Je mange sainement	○	○	○	○	○	○
Il m'arrive d'aider seulement parce que j'attends quelque chose en retour	○	○	○	○	○	○

Attendez avant de quitter... L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Le profile du répondant

Les prochaines questions portent sur le profil des participants et de leur organisation. Pour chaque question, veuillez cocher le choix de réponse approprié.

7. Quel âge avez vous?

8. Quel est votre genre

☐ Féminin

☐ Masculin

☐ Autre

9. Quel est le diplôme le plus élevé que vous avez obtenu?

10. Depuis combien de temps travaillez-vous pour votre employeur actuel? (Veuillez indiquer le nombre d'années ainsi que le nombre de mois)

ans

mois

11. Depuis combien de temps œuvrez-vous dans votre profession? (Veuillez indiquer le nombre d'années ainsi que le nombre de mois)

ans

mois

12. Quel est la taille de votre organisation

○ Moins de 5 employés

○ 5 à 99 employés

○ 100 à 499 employés

○ 500 employés et plus

13. Dans quel secteur se trouve l'organisation pour laquelle vous travaillez?

Attendez avant de quitter... L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Code d'identification auto-généré

Le présent projet de recherche se déroule en deux temps de mesure. De façon volontaire, vous serez donc appelé à compléter un deuxième court questionnaire dans trois (3) mois. Pour nous permettre de lier les deux questionnaires, nous vous demandons de vous créer un code personnel qui respectera votre anonymat. Soyez assuré qu'en aucun cas cette information ne pourra permettre de vous identifier.

14. Quel est le mois de votre naissance?

[⬍]

15. Quel était votre genre à la naissance?

☐ Homme

☐ Femme

16. Initiale de votre deuxième prénom (si non applicable, indiquez X)

[⬍]

17. l'initiale du prénom de votre mère (si non applicable, indiquez X)

[⬍]

18. Nombre de frères et sœurs plus âgés (vivants ou décédés)

[⬍]

Attendez avant de quitter… L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Commentaires

19. Veuillez nous faire part de tout commentaire jugé pertinent

Attendez avant de quitter... L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Temps 2

Marche à suivre

Chère répondante, cher répondant,

Ce deuxième questionnaire a été conçu dans le cadre d'une recherche universitaire qui vise à mieux comprendre l'engagement et la rétention des employés et pour laquelle vous avez été invité à répondre à un premier questionnaire il y a trois (3) mois. Les résultats de cette recherche permettront d'outiller les organisations québécoises dans la fidélisation de leurs employés. Il n'est pas nécessaire d'avoir participé au premier temps de mesure pour remplir ce deuxième questionnaire.

Ce sondage prendra environ 20 minutes de votre temps. Il porte principalement sur les alternatives d'emploi, l'intention de quitter et la créativité. Il n'y a pas de bonnes ni de mauvaises réponses. Afin d'alléger le texte, la forme masculine est employée dans tous les énoncés. Chaque question s'adresse donc aux femmes et aux hommes. Votre participation est entièrement volontaire. Nous vous invitons à choisir une réponse par question et à répondre à toutes les questions afin de nous permettre de procéder à des analyses qui soient valides. Dans vos réponses, veuillez vous référer à l'organisation pour laquelle vous travaillez actuellement.

Attendez avant de quitter... L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Temps 2

Consentement

Avant de débuter, nous avons besoin d'obtenir votre consentement à participer à ce projet de recherche portant sur l'engagement et la rétention des employés.

Votre participation actuelle consistera à compléter le présent questionnaire. Bien que les réponses à chacune des questions soient importantes pour la recherche, vous demeurez libre de choisir de ne pas répondre à l'une ou l'autre d'entre elles ou encore de mettre fin à votre participation à tout moment. Dans l'éventualité où vous désireriez mettre fin à votre participation, les données obtenues pourront être détruites si vous fournissez le code permettant de lier les deux questionnaires. Les résultats de cette étude seront présentés à l'organisation et aux participants sous forme de document.

Pour relier vos deux questionnaires complétés, étape nécessaire pour assurer la haute qualité et la cohérence des données, un code identificateur unique sera généré. Ce code sera généré à partir d'informations fournies à des questions portant sur le mois de naissance, le sexe à la naissance, la première lettre du deuxième prénom, la première lettre du nom de la mère et le nombre de frères et sœurs ainés. La procédure pour générer ce code est détaillée à la fin du questionnaire. Soyez assuré qu'il sera impossible de vous identifier à partir de ce code.

Les renseignements que vous nous donnerez ne seront utilisés qu'aux fins de cette recherche. Vos réponses seront conservées dans une base de données cryptée confidentielle. Aucun répondant ne sera identifié, ne verra son nom ou ses résultats apparaître dans un rapport ou autre publication. Durant la passation du questionnaire, les données collectées électroniquement seront conservées sur un serveur sécurisé par un processus de cryptage SSL (Secure Sockets Layers) de la plateforme Web SurveyMonkey. La déclaration de sécurité du fournisseur est disponible à l'adresse suivante : https://fr.surveymonkey.com/mp/policy/security/.

Avantages, risques ou inconvénients possibles liés à la participation

Certains thèmes abordés pourraient faire référence à des événements désagréables vécus en milieu de travail. Si vous en ressentez le besoin, nous vous suggérons certaines ressources à consulter :

- Le Programme d'aide aux employés (PAE) de votre organisation;
- L'Association paritaire pour la santé et la sécurité du travail : www.apssap.qc.ca;
- La Commission des normes, de l'équité, de la santé et de la sécurité du travail : www.cnt.gouv.qc.ca.

Si vous avez des questions sur la recherche ou sur les implications de votre participation, veuillez communiquer avec

Toute plainte ou critique sur ce projet de recherche pourra être adressée, en toute confidentialité, à l'Ombudsman de l'Université Laval :

Pavillon Alphonse-Desjardins, Université Laval
Tél. : (418) 656-3081 (ligne sans frais : 1-866-323-2271)
2325, rue de l'Université, local 3320
Québec (Québec), G1V 0A6
Télécopieur : (418) 656-3846
Courriel : info@ombudsman.ulaval.ca

1. Consentement

☐ J'ai pris connaissance des informations ci-dessus. J'accepte librement de prendre part à ce projet de recherche.

Attendez avant de quitter… L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Temps 2

Perception des alternatives d'emploi

Cette section porte sur votre perception de vos alternatives d'emploi.

2. Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants

	Totalement en désaccord	Plutôt en désaccord	Ni en désaccord, ni en accord	Plutôt en accord	Totalement en accord
Il m'est possible de trouver en dehors de ma profession un meilleur emploi que celui que j'occupe actuellement.	○	○	○	○	○
Il y a toujours des emplois acceptables offerts en dehors de ma profession.	○	○	○	○	○
Je n'ai aucun doute que je pourrais trouver en dehors de ma profession un emploi au moins aussi bon que celui que j'occupe actuellement.	○	○	○	○	○

3. Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants

	Totalement en désaccord	Plutôt en désaccord	Ni en désaccord, ni en accord	Plutôt en accord	Totalement en accord
Il m'est possible de trouver <u>au sein de ma profession</u> un meilleur emploi que celui que j'occupe actuellement.	○	○	○	○	○
Il y a toujours des emplois acceptables offerts <u>au sein de ma profession</u>.	○	○	○	○	○
Je n'ai aucun doute que je pourrais trouver <u>dans ma profession</u> un emploi au moins aussi bon que celui que j'occupe maintenant.	○	○	○	○	○

Attendez avant de quitter... L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Temps 2

Intention de quitter

Cette section porte sur votre intention de quitter votre organisation et votre profession.

Le terme organisation réfère à l'organisation pour laquelle vous travaillez, votre employeur dans l'ensemble.

Le terme profession réfère à votre champ professionnel, tel qu'infirmer, enseignant, ingénieur par exemple

4. Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants

	Totalement en désaccord	Plutôt en désaccord	Ni en désaccord, ni en accord	Plutôt en accord	Totalement en accord
J'ai l'intention de quitter mon organisation bientôt	○	○	○	○	○
Je prévois quitter mon organisation dans un proche avenir	○	○	○	○	○
Je quitterai mon organisation dès que possible	○	○	○	○	○
Je ne planifie pas de quitter mon organisation dans un proche avenir	○	○	○	○	○
Je dois quitter cette organisation avant longtemps	○	○	○	○	○
Je pense à quitter ma profession	○	○	○	○	○
J'ai l'intention de quitter ma profession	○	○	○	○	○
Je cherche activement du travail à l'extérieur de ma profession	○	○	○	○	○
J'ai l'intention de changer de profession	○	○	○	○	○

Attendez avant de quitter... L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Temps 2

Créativité

5. Veuillez indiquer dans quelle mesure vous êtes en désaccord ou en accord avec chacun des énoncés suivants

	Totalement en désaccord	Plutôt en désaccord	Ni en désaccord, ni en accord	Plutôt en accord	Totalement en accord
Je crois être bon pour générer de nouvelles idées	◯	◯	◯	◯	◯
J'ai confiance en ma capacité de résoudre des problèmes en faisant preuve de créativité	◯	◯	◯	◯	◯
J'ai un don pour développer les idées des autres	◯	◯	◯	◯	◯

Attendez avant de quitter… L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Temps 2

Désirabilité Sociale

6. Voici un certain nombre d'énoncés relatifs à la désirabilité sociale. Veuillez indiqué la fréquence de ces énoncés.

	Très fréquemment	Fréquemment	Parfois	Rarement	Très rarement	Non applicable
Je ne dispose pas correctement de mes déchets lorsque je suis à l'extérieur	○	○	○	○	○	○
J'admets ouvertement mes erreurs et j'en assume les conséquences potentiellement négatives	○	○	○	○	○	○
Dans la circulation, je suis poli et respectueux des autres	○	○	○	○	○	○
Je prends des drogues illégales	○	○	○	○	○	○
J'accepte l'opinion des autres, même lorsqu'ils sont en désaccord avec moi	○	○	○	○	○	○
Je passe ma mauvaise humeur sur les autres	○	○	○	○	○	○
Je profite des autres	○	○	○	○	○	○
Dans une conversation, j'écoute attentivement les autres et je les laisse terminer leurs phrases	○	○	○	○	○	○
Je n'hésite pas à aider quelqu'un en cas d'urgence	○	○	○	○	○	○

	Très fréquemment	Fréquemment	Parfois	Rarement	Très rarement	Non applicable
Je tiens mes promesses	○	○	○	○	○	○
Je parle des autres en mal dans leur dos	○	○	○	○	○	○
Je ne vis pas aux dépens des autres	○	○	○	○	○	○
Je reste amical et courtois avec les autres, même quand je suis stressé	○	○	○	○	○	○
Pendant les disputes, je reste objectif et factuel	○	○	○	○	○	○
Je ne retourne pas les articles que j'avais emprunté	○	○	○	○	○	○
Je mange sainement	○	○	○	○	○	○
Il m'arrive d'aider seulement parce que j'attends quelque chose en retour	○	○	○	○	○	○

Attendez avant de quitter... L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Temps 2

Code d'identification auto-généré

Le présent projet de recherche se déroule en deux temps de mesure. De façon volontaire, vous avez été appelé à compléter un première court questionnaire il y a trois (3) mois. Pour nous permettre de lier les deux questionnaires, nous vous demandons de vous créer un code personnel qui respectera votre anonymat. Soyez assuré qu'en aucun cas cette information ne pourra permettre de vous identifier.

7. Quel est le mois de votre naissance?

> [▲▼]

8. Quel était votre genre à la naissance?

> [ ] Homme

> [ ] Femme

9. Initiale de votre deuxième prénom (si non applicable, indiquez X)

> [▲▼]

10. l'initiale du prénom de votre mère (si non applicable, indiquez X)

> [▲▼]

11. Nombre de frères et sœurs plus âgés (vivants ou décédés)

▲▼

Attendez avant de quitter... L'effet de la rupture du contrat psychologique sur les cibles d'engagement des employés et leur rétention.

Temps 2
Commentaires

12. Veuillez nous faire part de tout commentaire jugé pertinent

But wait, before you go...
The effect of psychological contract breach on employee commitment targets and retention. Time 1/2

Instructions

Dear Participant

This questionnaire has been designed in the context of a university research project which seeks to better understand employee commitment and retention. The results stemming from this research will help organizations in Quebec better retain their employees.

This questionnaire will take a total of 20 minutes of your time. It mainly focusses on your commitment towards different workplace entities (your organization, your supervisor and your profession) as well as the expectations you may have of your organization. There are no right or wrong answers. Your participation is entirely voluntary. Please select only one answer per question. Please answer every question so that we can conduct deep and valid statistical analyses. When responding, please refer to your current organization. The research here is conducted in two waves. You will be contacted once again in three (3) months time by email, to respond to a second questionnaire. Your participation will remain completely voluntary.

Our most sincere gratitude,

But wait, before you go...
The effect of psychological contract breach on employee commitment targets and retention. Time 1/2

Consent

Before we begin, we must obtain your consent to participate in this research project focused on employee commitment and retention.

Your participation will consist of completing this current questionnaire. Understanding that each and every question is important to our research, you are free to choose whether or not to respond to any of them, and to cease your participation at any given time. If you do decide to cease participating, your questions and question data may be destroyed, if you have completed the self-generated code to link your two wave's answers together. The results from this study may be presented to participating organizations and individuals, in the form of a written document.

You will be contacted again in three (3) months to complete a second questionnaire. In order to ensure the highest possible quality research data, a self-generated identification code will be used to link your answers together. This code will be generated with the information you provide pertaining to the month you were born, your gender at birth, the initial of your middle names, the initial of your mother's first name, and how many older siblings you have. The process to generate this code is detailed at the end of the questionnaire. Rest assured that it is absolutely impossible to identify who you are from this code.

The information you provide to us will only be used for this research project. Your responses will be kept in an encrypted secure database. At no time will a respondent be identified, nor will they see their names on any report or publication. While completing the questionnaire, electronically collected data will be saved on a SurveyMonkey hosted SSL (Secure Sockets Layers) encrypted server. The providers security policy is available here: https://www.surveymonkey.com/mp/legal/security/

Benefits, risks and inconveniences related to participation

Some subject matter may reference certain unpleasant events that you may have

experienced at work. Should you feel the need, we suggest consulting the following resources:

- Your organization's employee assistance program;
- The *Association paritaire pour la santé et la sécurité du travail* www.apssap.qc.ca;
- The *Commission des normes, de l'équité, de la santé et de la sécurité du travail* www.cnt.gouv.qc.ca.

Should you have nay further questions on this research project or on your participation, please contact ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

All complaints or issues pertaining to this research project can be anonymously directed to the Université Laval Ombudsman:

Pavillon Alphonse-Desjardins, Université Laval
Tél. : (418) 656-3081 (ligne sans frais : 1-866-323-2271)
2325, rue de l'Université, local 3320
Québec (Québec), G1V 0A6
Télécopieur : (418) 656-3846
Courriel : info@ombudsman.ulaval.ca

1. Consent

☐ I have read and understood the information above. I willingly accept to take part in this research project.

But wait, before you go...
The effect of psychological contract breach on employee commitment targets and retention. Time 1/2

Affective Commitment

The next few sections pertain to your affective commitment towards your organization, your supervisor and your profession.

Supervisor refers to the individual with a direct hierarchical link above you, usually your immediate supervisor.
Organisation refers to your current organization, your employer as a whole.
Profession refers to your professional corps, like a nurse or teacher or engineer for example.

2. Please indicate the extent to which you agree or disagree with each of the following statements related to your supervisor

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am not really attached to my supervisor	○	○	○	○	○
I feel proud to work with my supervisor	○	○	○	○	○
I feel a sense of respect for my supervisor	○	○	○	○	○
My supervisor means a lot for me	○	○	○	○	○
I appreciate my supervisor	○	○	○	○	○
I feel little admiration for my supervisor	○	○	○	○	○

3. Please indicate the extent to which you agree or disagree with each of the following statements related to your organization

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I would be very happy to spend the rest of my career in this organisation	○	○	○	○	○
I really feel as if this organisation's problems are my own	○	○	○	○	○
I do not feel a strong sense of "belonging" to my organisation	○	○	○	○	○
I do not feel "emotionally attached" to this organisation	○	○	○	○	○
I do not feel like "part of the family" at my organisation	○	○	○	○	○
This organisation has a great deal of personal meaning for me	○	○	○	○	○

4. Please indicate the extent to which you agree or disagree with each of the following statements related to your profession

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
My profession is important to my self-image	○	○	○	○	○
I regret having entered my profession	○	○	○	○	○
I am proud to be a member of my profession	○	○	○	○	○
I dislike being a member of my profession	○	○	○	○	○
I do not identify with my profession	○	○	○	○	○
I am enthusiastic about my profession	○	○	○	○	○

But wait, before you go...
The effect of psychological contract breach on employee commitment targets and retention. Time 1/2

Organizational expectations

5. Please indicate the extent to which your employer meets your expectations concerning the following elements.

	Much less than expected	Less than expected	As expected	More than expected	Much more than expected
Variation in your work	○	○	○	○	○
Challenging work	○	○	○	○	○
A balanced workload	○	○	○	○	○
Interesting work	○	○	○	○	○
Autonomy	○	○	○	○	○
The possibility to deliver quality work	○	○	○	○	○
Career opportunities	○	○	○	○	○
Training and education	○	○	○	○	○
Coaching on the job	○	○	○	○	○
Professional development opportunities	○	○	○	○	○
Learning on the job	○	○	○	○	○

	Much less than expected	Less than expected	As expected	More than expected	Much more than expected
Opportunities to fully utilise your knowledge and skills	○	○	○	○	○
Good working atmosphere	○	○	○	○	○
Opportunity to pleasantly cooperate with colleagues	○	○	○	○	○
Support from colleagues	○	○	○	○	○
Appreciation and recognition	○	○	○	○	○
Support from supervisor	○	○	○	○	○
Participation in important decisions	○	○	○	○	○
A fair supervisor	○	○	○	○	○
Feedback on performance	○	○	○	○	○
Clear and fair rules	○	○	○	○	○
Keeping you informed of developments	○	○	○	○	○
Open communications	○	○	○	○	○
Ethical policies towards society and the environment	○	○	○	○	○
Being able to have confidence in the organisation	○	○	○	○	○

	Much less than expected	Less than expected	As expected	More than expected	Much more than expected
Job security	○	○	○	○	○
Appropriate salary	○	○	○	○	○
Rewards for exceptional performance	○	○	○	○	○
Reimbursement of training costs	○	○	○	○	○
Good benefits package	○	○	○	○	○
Pay for performance	○	○	○	○	○

But wait, before you go...
The effect of psychological contract breach on employee commitment targets and retention. Time 1/2

Social Desirability

6. Please indicate the frequency of the following statements on social desirability.

	Very frequently	Frequently	Sometimes	Rarely	Very Rarely	Non applicable
I litter	○	○	○	○	○	○
I admit my mistakes openly and face the potential negative consequences	○	○	○	○	○	○
In traffic I am polite and considerate of others	○	○	○	○	○	○
I use illegal drugs	○	○	○	○	○	○
I accept others' opinions, even when they don't agree with my own	○	○	○	○	○	○
I take out my bad moods on others	○	○	○	○	○	○
I take advantage of others	○	○	○	○	○	○
In conversations I listen attentively and let others finish their sentences	○	○	○	○	○	○
I never hesitate to help someone in case of emergency	○	○	○	○	○	○
I keep my promises	○	○	○	○	○	○
I speak badly of others behind their back	○	○	○	○	○	○
I avoid living off other people.	○	○	○	○	○	○
I stay friendly and courteous with other people, even when I am stressed out.	○	○	○	○	○	○
During arguments I stay objective and matter-of-fact	○	○	○	○	○	○
I don't return items that I have borrowed	○	○	○	○	○	○
I eat a healthy diet	○	○	○	○	○	○
I only help because I expect something in return	○	○	○	○	○	○

But wait, before you go...
The effect of psychological contract breach on employee commitment targets and retention. Time 1/2

Respondent demographics

The next questions pertain to the respondent and their organization.

7. How old are you (years)?

8. What is your gender?

☐ Female

☐ Male

☐ Other

9. Please select your highest completed education level

10. How long have you been employed in your current organization? (Please indicate the number of years and months)

Years

Months

11. How long have you been a member of your current profession? Please indicate the number of years and months)

Years

Months

12. How many people are employed in your organization?

○ Fewer than 5 employees

○ 5 to 99 employees

○ 100 to 499 employees

○ Over 500 employees

13. In what industry do you work?

But wait, before you go...
The effect of psychological contract breach on employee commitment targets and retention. Time 1/2

Self-generated user identification code

This research project takes place over two data collection waves. In three (3) months time, you will be contacted to complete a second short questionnaire. Your participation will always be voluntary. In order for us to have the highest quality data, we must link your answers from the two questionnaires together. To do so, we ask you to create a code that will anonymously link your answers together. You do ont need to remember this code.
Rest assured that in no way can this information be used to identify you.

14. Please select your birth month

[▲▼]

15. What was your gender at birth?

☐ Male

☐ Female

16. Initial of your first middle name (if non applicable, select X)

[▲▼]

17. Initial of your mother's first name (if non applicable, select X)

[▲▼]

18. Number of older siblings, alive or deceased

[▲▼]

But wait, before you go...
The effect of psychological contract breach on employee commitment targets and retention. Time 1/2

Comments

19. Please write any comments that you deem important

But wait, before you go...
The effect of psychological contract breach on employee commitment targets and retention. Time 2/2

Instructions

Dear Participant

This second and final questionnaire has been designed in the context of a university research project which seeks to better understand employee commitment and retention. The results stemming from this research will help organizations in Quebec better retain their employees. It is not necessary to have completed the first survey to fill out this survey.

This questionnaire will take a total of 10 minutes of your time. It will focus on your perceived job alternatives, quitting intentions and creative ability. There are no right or wrong answers. Your participation is entirely voluntary. Please select only one answer per question. Please answer every question so that we can conduct deep and valid statistical analyses. When responding, please refer to your current organization. The research here is the final of two waves. Your participation remains completely voluntary.

Our most sincere gratitude,

But wait, before you go...
The effect of psychological contract breach on employee commitment targets and retention. Time 2/2

Consent

Before we begin, we must obtain your consent to participate in this research project focused on retention.

Your participation will consist of completing this current questionnaire. Understanding that each and every question is important to our research, you are free to choose whether or not to respond to any of them, and to cease your participation at any given time. If you do decide to cease participating, your questions and question data may be destroyed, if you have completed the self-generated code to link your two wave's answers together. The results from this study may be presented to participating organizations and individuals, in the form of a written document.

This is the second of two questionnaires. In order to ensure the highest possible quality research data, a self-generated identification code will be used to link your answers together. This code will be generated with the information you provide pertaining to the month you were born, your gender at birth, the initial of your middle names, the initial of your mother's first name, and how many older siblings you have. The process to generate this code is detailed at the end of the questionnaire. Rest assured that it is absolutely impossible to identify who you are from this code.

The information you provide to us will only be used for this research project. Your responses will be kept in an encrypted secure database. At no time will a respondent be identified, nor will they see their names on any report or publication. While completing the questionnaire, electronically collected data will be saved on a SurveyMonkey hosted SSL (Secure Sockets Layers) encrypted server. The providers security policy is available here: https://www.surveymonkey.com/mp/legal/security/

Benefits, risks and inconveniences related to participation

Some subject matter may reference certain unpleasant events that you may have

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experienced at work. Should you feel the need, we suggest consulting the following resources:

- Your organization's employee assistance program;
- The Association paritaire pour la santé et la sécurité du travail: www.apssap.qc.ca;
- The Commission des normes, de l'équité, de la santé et de la sécurité du travail: www.cnt.gouv.qc.ca.

Should you have nay further questions on this research project or on your participation, please contact

All complaints or issues pertaining to this research project can be anonymously directed to the Université Laval Ombudsman:

Pavillon Alphonse-Desjardins, Université Laval
Tél. : (418) 656-3081 (ligne sans frais : 1-866-323-2271)
2325, rue de l'Université, local 3320
Québec (Québec), G1V 0A6
Télécopieur : (418) 656-3846
Courriel : info@ombudsman.ulaval.ca

1. Consent

☐ I have read and understood the information above. I willingly accept to take part in this research project.

But wait, before you go...
The effect of psychological contract breach on employee commitment targets and retention. Time 2/2

Perceived job alternatives

This section pertains to your perceived job alternatives

2. Please indicate the extent to which you agree or disagree with each of the following statements

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
It is possible for me to find a better job than the one I have now, <u>outside</u> my profession.	○	○	○	○	○
Acceptable jobs can always be found <u>outside</u> my profession	○	○	○	○	○
No doubt in my mind that I can find a job <u>outside</u> my profession that is at least as good as the one I now have.	○	○	○	○	○

3. Please indicate the extent to which you agree or disagree with each of the following statements

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
It is possible for me to find a better job than the one I have now <u>within</u> my profession.	○	○	○	○	○
Acceptable jobs can always be found <u>within</u> my profession.	○	○	○	○	○
No doubt in my mind that I can find a job <u>within</u> my profession that is at least as good as the one I now have.	○	○	○	○	○

But wait, before you go...
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Intention to quit

This section pertains to your intention to quit your organization and your profession.

Organisation refers to your current organization, your employer as a whole.
Profession refers to your professional corps, like a nurse or teacher or engineer for example.

4. Please indicate the extent to which you agree or disagree with each of the following statements

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I intend to leave this organisation soon	○	○	○	○	○
I plan to leave this organisation in the next little while	○	○	○	○	○
I will quit this organisation as soon as possible	○	○	○	○	○
I do not plan on leaving this organisation as soon as possible	○	○	○	○	○
I may leave this organisation before too long	○	○	○	○	○
I think about quitting my profession	○	○	○	○	○
I intend to quit my profession	○	○	○	○	○
I am actively searching for work outside my current profession	○	○	○	○	○
I intend to move into another profession outside of my current one	○	○	○	○	○

But wait, before you go…
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Creativity

5. Please indicate the extent to which you agree or disagree with each of the following statements

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I feel that I am good at generating novel ideas	○	○	○	○	○
I have confidence in my ability to solve problems creatively	○	○	○	○	○
I have a knack for further developing the ideas of others	○	○	○	○	○

But wait, before you go...
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Désirabilité Sociale

6. Please indicate the frequency of the following statements on social desirability.

	Very frequently	Frequently	Sometimes	Rarely	Very Rarely	Non applicable
I litter	○	○	○	○	○	○
I admit my mistakes openly and face the potential negative consequences	○	○	○	○	○	○
In traffic I am polite and considerate of others	○	○	○	○	○	○
I use illegal drugs	○	○	○	○	○	○
I accept others' opinions, even when they don't agree with my own	○	○	○	○	○	○
I take out my bad moods on others	○	○	○	○	○	○
I take advantage of others	○	○	○	○	○	○
In conversations I listen attentively and let others finish their sentences	○	○	○	○	○	○
I never hesitate to help someone in case of emergency	○	○	○	○	○	○
I keep my promises	○	○	○	○	○	○
I speak badly of others behind their back	○	○	○	○	○	○
I avoid living off other people.	○	○	○	○	○	○
I stay friendly and courteous with other people, even when I am stressed out.	○	○	○	○	○	○
During arguments I stay objective and matter-of-fact	○	○	○	○	○	○
I don't return items that I have borrowed	○	○	○	○	○	○
I eat a healthy diet	○	○	○	○	○	○
I only help because I expect something in return	○	○	○	○	○	○

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Self-generated user identification code

This research project takes place over two data collection waves. In three (3) months time, you will be contacted to complete a second short questionnaire. Your participation will always be voluntary. In order for us to have the highest quality data, we must link your answers from the two questionnaires together. To do so, we ask you to create a code that will anonymously link your answers together. You do ont need to remember this code.
Rest assured that in no way can this information be used to identify you.

7. Please select your birth month

[▲▼]

8. What was your gender at birth?

☐ Male

☐ Female

9. Initial of your first middle name (if non applicable, select X)

[▲▼]

10. Initial of your mother's first name (if non applicable, select X)

[▲▼]

11. Number of older siblings, alive or deceased

[▲▼]

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Commentaires

12. Please leave any comments that you deem important