

The pre-entry psychological contract: Exploring expectations and normative entitlements of student groups

Werner Grant Gresse, Masters M.Com.

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Supervisor: Prof. B.J. Linde

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WIE DIT MAG AANGAAN

Hiermee verklaar ek, Andries Stefanus du Toit Sonnekus van Kwartelsingel 30, Rooihuiskraal, 0154, dat ek die taalkundige versorging van die meestersgraad-verhandeling van Werner Grant Gresse waargeneem het.

Ek is al langer as 10 jaar op die paneel van vertalers/taalversorgers van die Noordwes Universiteit en praktiseer sedert 2000 as vryskutvertaler/redigeerder.

Dries Sonnekus

Vertaler/Translator

Text Editor/Tekstredakteur

Tel: 012 661 5907

e-pos/e-mail: sontaal@mweb.co.za

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COMMENTS

The reader should keep the following in mind:

- The editorial, as well as reference style, utilised in this dissertation follow the format prescribed by the Publication Manual (Sixth edition) of the American Psychological Association (APA) unless indicated otherwise for the purposes of revision and publication of parts of this dissertation. This is in line with the policy of the Programme in Labour Relations Management at the North-West University (Potchefstroom) to use APA style in all scientific documents as from January 1999.
- The dissertation is submitted in the form of two research articles.
- Chapter one comprises the proposal for this study as presented and accepted by the North-West University on the 15th of March 2011.

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Table of contents

List of tables.....	vii
List of figures.....	vii
Chapter 1: Research proposal.....	1
1.1 Introduction.....	2
1.2 Problem overview.....	7
1.3 Research objectives.....	8
1.3.1 General objectives.....	8
1.3.2 Specific objectives.....	8
1.4 Research methodology.....	8
1.4.1 Research design.....	8
1.4.2 Phase 1: Qualitative research method (exploratory).....	9
1.4.3 Phase 2: Quantitative research method (descriptive).....	10
1.5 Ethical consideration.....	12
1.6 Division of chapters.....	12
1.7 Bibliography.....	13
Chapter 2: Sense of deservingness: What are the entitlement beliefs of students in their anticipatory psychological contract?	16
Abstract.....	17
Authors.....	18

Introduction.....	18
Literature review.....	20
a) Origins of the psychological contract.....	20
b) Perceived entitlement and expectations.....	22
Research design.....	24
a) Research approach.....	24
b) Research strategy.....	24
c) Research method.....	25
Findings and interpretation.....	26
a) Research question 1: Which expectations (individual expectations) do students have due to their entitlement beliefs?	27
b) Research question 2: Which general expectations (normative expectations) do students have regarding future employment?	30
c) Research question 3: Which factors influence the entitlement beliefs of students?	32
Model of the individual anticipatory psychological contract.....	35
Discussion and conclusion.....	37
Bibliography.....	40
Appendix 1 - Interview guide.....	45
Chapter 3: From entitlement to expectations: Understanding the anticipatory psychological contract of graduates.....	48
Abstract.....	49
Authors.....	49

Introduction.....	50
Problem overview.....	56
Research purpose.....	58
Research design.....	59
a) Research approach.....	59
b) Research method.....	59
Results.....	62
Discussion.....	66
Conclusion, managerial implications and limitations.....	68
Bibliography.....	70
Chapter 4: Discussion, conclusion, limitations and suggestion for future research.....	74
4.1 Introduction.....	75
4.2 Discussion.....	76
4.2.1 Expectations and normative entitlements.....	76
4.2.2 Expectations and normative entitlements of the anticipated psychological contract...78	
4.3 Conclusion.....	80
4.4 Managerial implication.....	81
4.5 Recommendations for future research.....	82
4.6 Bibliography.....	83

List of tables

Description of tables in each chapter by caption

Chapter 1

Table 1: Contracts influencing the psychological contract.....	3
--	---

Chapter 2

Table 1: Different types of contracts.....	21
--	----

Chapter 3

Table 1: Characteristics of the participants (n=179).....	59
Table 2: Frequencies of positive/negative entitlement beliefs.....	62
Table 3: Expectation extraction method.....	63
Table 4: Entitlement beliefs extraction method.....	64
Table 5: Descriptive statistics and Cronbach's alpha.....	65
Table 6: Correlations between entitlement factors and expectations.....	65

List of Figures

Description of figures in each chapter by caption

Chapter 2

Figure 1: Model of the individual's anticipatory psychological contract.....	36
--	----

Chapter 3

Figure 1: Contracts influencing the psychological contract.....	57
---	----

Chapter 4

Figure 1: Model of the individual's anticipatory psychological contract.....	77
--	----

Chapter 1: Research Proposal

Chapter one comprises the proposal for this study as presented and accepted by the North-West University on the 15th of March 2011.

1.1 Introduction

The concept of the psychological contract has vastly grown since the 1990s although it was first introduced by Argyris in 1960 (Linde, 2007). Levinson, Price, Munden, Mandl and Solley (1962) then elaborated on the psychological contract by explaining it as an exchange relationship between employer and employee in which each party has expectations about mutual obligations. Rousseau (1989) defined the psychological contract as an individual's belief regarding the terms and conditions of a reciprocal exchange agreement between that central person and another party. As such, the psychological contract can be seen as a set of beliefs about what the employee and employer expect to receive and are compelled to award in exchange for the other party's contribution (Levinson et al., 1962). In other words, from an employee's viewpoint a psychological contract indicates what is assumed of what the organisation has promised or offered, such as an above average salary or more benefits, in exchange for the employee's commitment and contributions to the organisation (Turnley, Bolino, Lester & Bloodgood, 2003).

Experience of the psychological contract

Rousseau (2001) claims that the factors that form the psychological contract are formed in the recruiting process, as well as socialisation with the other employees when first starting in the job. Before a person starts to work for a certain organisation, the person has certain ideas about the organisation and therefore there are different responses. According to Rousseau (1995), the individual psychological contract consists of the four influences of other contracts, namely the social contract (this includes the labour legislation and other societal norms), the legal contract (this is the formal employment contract), the normative contract (this usually is the norms of the groups the individual associate with), and the implicit contract (this includes the background as well as personal characteristics of the individual). These concepts are illustrated in Table 1.

Each individual has a unique psychological contract based on his/her own understanding of obligations towards the organisation (Turnley & Feldman, 1999). Employees with balanced psychological contracts are less likely to want to leave a relationship, such as an employment relationship (Scott, Eau, & Jill, 2001).

Table 1: *Contracts Influencing the Psychological Contract*

	Collective	Individual
Formal	Social Contract • ILO conventions • Societal norms • Constitution • Labour Legislation • Collective agreement	Legal Contract • Written/Verbal employment contract • Idiosyncratic deals
Informal	Normative Contract • Professional Status • Generally accepted job behaviour • Designated groups • Group norms • Subculture norms	Implicit Contract • Personality type behaviour • Cultural background • Physical characteristics • Literacy levels

Source: Adapted from Rousseau (1995, p. 9)

Psychological contract breach occurs when an employee experiences that the organisation did not live up to its requirements and commitments (Restubog, Bordia, & Tang, 2006; Turnley et al., 2003). According to Paul, Niehoff, and Turnley (2000), and Morrison and Robinson (1997), a failure to meet the employee's expectations may result in a breach of the psychological contract between the employee and employer. If this breach is significant, it constitutes an experience of violation. According to Hellgren (2003) and Linde (2007) a breach can be seen as the cognitive perception an employee experiences when the organisation has failed to uphold one or more aspects of the psychological contract. On the other hand, a violation of the psychological contract refers to the emotional and affective reactions, such as those that can arise when an employee feels that the organisation failed to properly maintain its end of the psychological contract (Morrison & Robinson, 1997; Linde, 2007).

Pre-entry expectation and entitlement

Since 1960, when research began on the psychological contract, expectations were considered interrelated to the psychological contract (Freese & Schalk, 2008; van den Heuvel & Schalk, 2009; Paul, Niehoff & Turnley, 2000). According to the Oxford Dictionary (2010) an expectation is a strong belief about the way something should happen or how somebody should behave. When entering an employment relationship, people tend to develop certain expectations about that relationship. Employees learn what the other party (employer) expects them to contribute and, in return, these employees develop ideas about what they should receive for services rendered to the employer (Heath, Knez & Camerer, 1993). Sutton and Griffin (2004) used the term ‘pre-entry expectations’ to refer to newcomer expectations that were formed prior to actual employment. These implicit or explicit expectations constitute the perceived contract – the psychological contract – in a relationship.

However, according to the VandenBos (2006) the word entitlement refers to the right or benefits legally bestowed on a person or group, for instance through legislation or a contract, or unreasonable claims to special consideration (the latter referring to psychological entitlement). Snyders (2002, p.21) describes entitlement as “a sense of deservingness”. It may become a sort of identity which presupposes the individual's own rights and needs, such as the rights to

- status and power;
- others’ mind and bodies;
- space and place;
- not to pay attention to other peoples’ reactions;
- be empathic;
- view of life as a constant battle;
- winning and losing, with losing resulting in shame and humiliation for the individual;
- blame outwards and blame others without considering one's own role in problems and processes; and
- viewing oneself as superior (Snyders, 2002).

Snyders (2002) also described the word as an attitude, or away of viewing life. According to Harvey and Harris (2010) a person or group may also feel a sense of entitlement due to factors

within that person or group. Harvey and Harris (2010) refer to this perception of entitlement as psychological entitlement. Psychological entitlement can be seen as a fairly stable and universal characteristic that occurs when an individual expect a high level of reward or preferential treatment regardless of his/her ability and performance level (Campbell, Bonacci, Shelton, Exline & Bushman, 2004; Harvey & Harris, 2010). According to Snyders (2002) persons with this approach of entitlement believe that they are owed many things in life where they do not have to earn what they get, but they are just entitled to it, because of who they are.

When considering the model of Rousseau in Table 1 there is a collective and individual component to the psychological contract theory. Psychological entitlement is a perception of an individual and although it can be generalised to the group the individual is associated with, it doesn't form part of the group's entitlement beliefs as such. When a sense of deservingness arises as part of a normative contract, the reference to the term "normative entitlement" can be further explored.

From the above paragraphs the main difference between expectation and entitlement can be seen as the "sense of deservingness" where expectation is the individual's *anticipation* to receive something and entitlement is the perceived *right* of the individual to receive something, even without a formal contract being agreed upon. Considering this there tend to be a fundamental difference between expectation and entitlement. Although expectations and entitlement has been mentioned in previous psychological contract studies (Rousseau, 1998; Paul, Niehoff & Turnley, 2000) the authors have never made a clear distinction between these to two concepts. This study will attempt to prove expectations and normative entitlement as two distinct levels of mindsets in the anticipated psychological contract at pre-entry level.

South Africa provides the ideal setting for the research of expectations and psychological entitlement of potential employees due to the history of discrimination and legislation that differentiated the status and education of certain groups within the country. To explore the expectations and the psychological entitlement, and how it develops in a South African individual or group, it is necessary to take the history of South Africa into account.

South African history influencing expectations and entitlement at pre-entry level

After the end of the Apartheid era (1994), when the African National Congress (ANC) won the first democratic elections and Nelson Mandela was elected President of South Africa, the whole social and political structure of the country changed (Giliomee & Mbenga, 2007). Following this transformation process, the South African constitution guaranteed that all citizens were equal before the law (Stacey, 2003). According to Thomas and Robertshaw (1999) this created the passageway for the implementation of affirmative action and employment equity interventions in helping to restore past inequalities. These included legislation and policies that would benefit Historically Disadvantaged South Africans (HDSA). According to the EEA previously disadvantaged groups, or 'designated groups', refer to black people, women, and people with disabilities. 'Black people' is a broad term that includes Africans, Coloureds, and Indians. Some of the biggest legislation changes that occurred after 1994, which also affected the whole field of labour relations, were the Employment Equity Act, Act No. 55 of 1998 (EEA), and the Broad-Based Black Economical Empowerment Act (B-BBEEA), Act No. 53 of 2003.

It is also important to take in account the legislation that promoted education among all South Africans. According to section 29 of the Constitution of South Africa, 1996, everyone has the right to a basic education, including adult basic education, and to further education which the state, through reasonable measures, must make progressively available and accessible (Currie & de Waal, 2005). To ensure the effective access to, and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account: equity, practicability and the need to redress the results of past racially discriminatory laws and practices (Currie & de Waal, 2005).

This background creates a current South African workforce where specific expectations and normative entitlements can be associated with certain groups. This may include different expectations and entitlement beliefs of non-designated and designated groups in terms of pay, treatment by managers, job security, promotion opportunities and overall company benefits.

1.2 Problem Overview

According to Harvey and Harris (2010) unrealistic entitlement perceptions can cause problems for both employees and employers. Snyders (2002) confirms that there should be a warning to individuals who are in the process of attaining something special – like a degree or diploma – and then fall subject to the danger of psychological entitlement. Although legislation and societal norms play the biggest role in this study, qualifications cannot be ignored due to the study population consisting of candidates with a specific qualification. This qualification level may also influence the entitlement belief of the candidates due to the fact that higher qualifications may lead to higher expectations and entitlement perceptions. Ochse (2005) reports on a study that was conducted by the University of South Africa – determining the academic expectation and perceptions of university students – and found that all groups within South Africa have fairly high expectations for future success and that these students believed that they were intellectually above average. This study also concluded that black students were prone to overestimate their future performance to a greater degree than that of their white counterparts. Furthermore Ochse (2005) found that students – from all racial and gender groups – overestimated their future success, where they had lower actual achievement. In truth, the achievement of a degree does not entitle any person to anything but merely marks the beginning of a process of earning respect, success, status and capital (Snyders, 2002). According to Snyders (2002) this development of perceived entitlement develops into a menacing disease which has the potential to lead to heavy complacency, low self-esteem and low productivity. In other words, the person becomes lazy, self-satisfied and comfortable.

Most of the existing research conducted on psychological entitlement focussed on the social context, in other words outside the workplace context (Exline, Baumeister, Bushman, Campbell & Finkel, 2004; Schwartz & Tylka, 2008). Research that focussed on psychological entitlement in the work context found that psychologically entitled employees displayed a tendency toward unethical behaviour and conflict with their supervisors, high pay expectations, low levels of job satisfaction, and high levels of turnover intention (Harvey & Harris, 2010; Harvey & Martinko, 2009; Kets de Vries, 2006; Levine, 2005). Although entitlement was mentioned in previous psychological contract studies (Rousseau, 1998; Paul, Niehoff & Turnley, 2000) it has never been investigated as a distinctive construct of the psychological contract

The problem statement that arises from the above background is that, due to societal norms, qualification and legislation, the various designated and non-designated groups might tend to develop different expectations and normative entitlement perceptions of employment before entering formal employment.

1.3 Research objectives

1.3.1 General objective

The general objective of this research was to determine the expectations and normative entitlements in the pre-entry psychological contract of potential employees of the different designated and non-designated groups.

1.3.2 Specific objectives

The specific objectives of this research were:

- To explore the themes associated with expectations and normative entitlements of the anticipated psychological contract.
- To review the themes associated with expectations and normative entitlements of the anticipated psychological contract through a literature study.
- To determine the various expectations and normative entitlements of the anticipated psychological contract.
- To determine the differences between the expectations and normative entitlements of the different designated and non-designated groups of South Africa.

1.4 Research Methodology

1.4.1 Research Design

The main focus of this proposed study was to explore and determine the anticipated psychological contract of potential employees. The proposed study was exploratory and descriptive in nature. The research was divided into two phases that would ultimately answer all the research objectives. The phases were as follows:

1.4.2 Phase 1: Qualitative research method (exploratory)

Research method

The first phase of the study used a qualitative approach to data gathering. For the purpose of this study interviews were conducted that assisted in identifying the themes associated with the psychological contract, expectations and normative entitlement. This phase was exploratory in nature due to the fact that there has not been much focus on normative entitlement and expectations in psychological contract studies.

A semi-structured interview was used to gather information about the expectations and normative entitlement of the participants. The interviews focussed on the contents and state of students' expected psychological contract. From these interviews themes were identified and confirmed by a literature review. For more information regarding the procedure and content of the interviews, refer to the interview guideline.

After the interviews have been transcribed and themes have been identified, a literature review was conducted. The literature review was based on the research of the relevant literature regarding the expectations, psychological entitlement and the psychological contract. This provided an understanding of the dynamics of each construct and how they can be linked together to form a new aspect of psychological contract research, as well as establishing the validity of the themes identified in the interview. Primary and secondary research sources included various publications such as textbooks, journals and previous studies related to this research topic. The databases used were EBSCO host, Google Scholar and Sabinet-online. The general keywords that were used for literature search included – but are not limited to – “expectation”, “entitlement”, “psychological entitlement”, “psychological contract” and “employment”.

Participants

The research was conducted at a South African university campus. For the qualitative data gathering procedure the stratified random sampling method was used to determine the study population. The criteria for the theoretical population were that the candidates must be from designated and non-designated groups within South Africa, and they must be prospective

employees that have not yet entered formal employment. The study population was derived from the theoretical population. Therefore the sample consisted out of third year economic and management sciences students at a South African university selected on the basis of equal representation of race and gender. A minimum of 20 interviews were conducted ($N > 20$) until saturation point for information has been achieved.

Data analysis

In the qualitative analysis the interviews were transcribed by the researcher. A content analysis was done with the transcribed data that assisted in determining the reliability and validity of the interviews. The responses from the qualitative data were analysed by identifying the relevant efficacy items, as well as counting the number of occasions that the item emerges, in order to determine its importance. This was achieved by a coding process of the transcribed data. The interview guide will provide additional information regarding the qualitative analysis.

The first phase of the research study focused on achieving the first and second specific objectives of the proposed study.

1.4.3 Phase 2: Quantitative research method (descriptive)

A qualitative approach to data gathering was used as part of the second phase of this research. A questionnaire, based on the structure of the Psycones Questionnaire, was developed, based on the themes identified in the qualitative research phase. This newly developed questionnaire was used to gather data from the participants.

Traditionally the questionnaire comprises of three sections. The first section of the questionnaire, using Guttman scaling, focuses on the employer obligations. The second section of the questionnaire, using Likert scaling, focuses on emotions. The third section of the questionnaire, also using Likert scaling, focuses on the employee's expectations. Scaling can be defined as the area of measurement that includes the formation of a measure based on a connotation of qualitative judgments regarding a construct with qualitative metric units (Trochim & Donnelly, 2008). According to Trochim and Donnelly (2008) Likert scaling can be defined as "the process of developing a scale in which the rating of the items is summed to get the final scale score. Ratings are usually done using a one to five Disagree-to-Agree response format". (p. 136). A

Likert-type scale is usually linked to a number of statements to measure attitudes or perceptions and five-point or seven-point scales are often used (Struwig & Stead, 2004).

The questionnaire consisted of items that determined the biographical information, entitlement perceptions and various expectation levels of the respondents.

Participants/Data Source

The research was conducted at a South African university. For the quantitative data gathering procedure the stratified random sampling method was used to determine the study population. The criteria for the theoretical populations were that the candidates must be from designated and non-designated groups in South Africa and they must be prospective employees that have not yet entered formal employment. The study population was derived from the theoretical population. Therefore the sample consisted out of third year economic and management sciences students at a South African university.

Phase two of the research mainly focused on achieving the third and fourth specific objectives, as well as assisting in achieving the first and second specific objective of the proposed study.

Statistical analysis

In the quantitative analysis the statistical analysis was carried out with the SPSS-program. Firstly, factor analysis was used to determine the validity in the questionnaire by analysing the internal consistency between the themes identified in the qualitative analysis. This was achieved through a data reduction process. Secondly, descriptive statistics were used to determine the experiences of the candidates. Descriptive statistics provided the mean, standard deviation, skewness, kurtosis and the Cronbach's alpha coefficient. According to Trochim and Donnelly (2008) the Cronbach's alpha coefficient (α) will determine the reliability of the questionnaire. According to Trochim and Donnelly (2008) a questionnaire is considered reliable when the Cronbach's alpha coefficient is higher than 0.7 ($\alpha > 0.7$). Further, the correlation coefficient was used to determine the relationship between different variables of the study.

1.5 Ethical consideration

A letter and research proposal was sent to the ethical committee of the North-West University requesting the approval of the research study. Once consent was received from the ethical committee of the North-West University to proceed with the research study, the research was conducted.

1.6 Division of Chapters

The chapters of the proposed study will be arranged as follows:

Chapter 1: Research proposal and problem statement

Chapter 2: Research article 1

1. Introduction
2. Qualitative empirical study that will include the identification of research themes
3. Literature review
4. Discussion of findings
5. Conclusion
6. Bibliography

Chapter 3: Research article 2

1. Introduction
2. Literature review
3. Quantitative empirical study that will include an overview of the qualitative component of redesigning the research instrument and the administration and completion of the questionnaire
4. Discussion of findings
5. Conclusion
6. Bibliography

Chapter 4: Conclusions and recommendations

1.7 Bibliography

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Chapter 2: Sense of deservingness: What are the entitlement beliefs of students in their anticipatory psychological contract?

Chapter 2 (Article 1) will be submitted for revision and publication in the SA Journal of Human Resource Management, and the editorial and reference style was adapted in accordance with the editorial policy and guidelines for the submission of papers to this journal.

Sense of deservingness: What are the entitlement beliefs of students in their anticipatory psychological contract?

Abstract

Orientation: Psychological contract theory is expanded by making a distinction between entitlements beliefs and obligations and expectations of prospective employees.

Research purpose: To explore and substantiate themes associated with perceived entitlements and utilise this information to develop a structural model of the anticipatory psychological contract.

Motivation for the study: Without taking the entitlement beliefs and reasons therefore into account when examining the psychological contract of an individual, a full view on the psychological contract and its expected consequences cannot be achieved.

Research design, approach and method: A qualitative approach to research was adopted consisting of interviews with final year graduate and post-graduate students to derive themes associated with expectations and entitlement beliefs of prospective employees. These themes were utilised to develop a structural model portraying the anticipatory psychosocial contract.

Main Findings: A structural model was developed that illustrates the anticipatory psychological contract of prospective employees. The model suggests that there are certain factors that determine an individual's entitlement beliefs, and in turn that individual's entitlement beliefs will influence the level of expectation of that individual regarding future employment.

Practical/managerial implications: By fully comprehending the effects of the entitlement beliefs on the anticipatory psychological contract of prospective employees the organisation may minimise the occurrence of psychological breach or violation, which may decrease new employee turnover.

Contribution/value-add: Although entitlement was mentioned in previous psychological contract research it has never been investigated as a separate component of the psychological contract.

Authors

Werner Gresse* and Bennie Linde

Both authors are associated with the School for Human Resource Sciences at the North-West University, Potchefstroom Campus

*Contact | werner.gresse@gmail.com | 073 159 3642

Introduction

Rousseau (2001) claims that the beliefs included in the psychological contract are formed in the recruiting process, as well as during the socialisation process when first starting employment. However, according to De Vos, Stobbeleir, and Meganck (2009), the majority of adolescent graduates have no frame of reference based on earlier professional experience that can shape their psychological contract. Nevertheless, before graduates commence formal employment they already develop a mental schema that determines not only their choice of employment, but also the evaluation framework they will use to determine the extent to which their expectations match the reality after organisational entry. De Vos et al. (2009) confirm that the obligations that are prominent in graduate pre-employment beliefs are likely to affect the psychological contract. From an employee's viewpoint, the psychological contract includes what is assumed of the organisation's promises or claims, such as an above average salary or more benefits, in exchange for the employee's commitment and contributions to the organisation (Turnley, Bolino, Lester, & Bloodgood, 2003).

Fisk (2010) and Twenga and Campbell (2009) have suggested that we were currently living in the "Age of Entitlement". It is the abovementioned authors' perception that there is a tendency that individuals are increasingly subscribing to the belief that they should get what they want, when they want it, even if that means they will have to affect the well-being of others negatively. This occurrence in which individuals consistently believe that they deserve preferential rewards and treatment, often with little consideration of actual qualities or performance levels, is regarded as perceived or psychological entitlement (Fisk, 2010; Harvey & Harris, 2010; Harvey & Martinko, 2009; Snyders, 2002). According to Snyders (2002) entitlement can be seen as a "sense of deservingness" (p. 21).

The occurrence of perceived entitlement has grown vastly in the last decade and is now influencing life in many of the social institutions, including entitlement in education (Greenberger, Lessard, Chen, & Farruggia, 2008) and family inheritance (Allers, 2005; Tyre, Scelfo, & Kantrowitz, 2004). Most of the existing research conducted on perceived entitlement did focus on the social context (Exline, Baumeister, Bushman, Campbell, & Finkel, 2004; Schwartz & Tylka, 2008). Entitlement in the workplace context has only recently been subject of study (Fisk, 2010; Harvey & Harris, 2010; Harvey & Martinko, 2009; Kets de Vries, 2006; Levine, 2005). Naumann, Minsky, and Sturman (2002) state that perceived entitlement is an important concept in organisational sciences since understanding an employee's perception of entitlement is essential to understanding the expectations of that employee and, in particular, the nature of exchange between employees and the organisation. The comprehension of an individual's entitlement perceptions is important because this will affect the shape of the psychological contract, which in turn affects attitudes and behaviours of employees in the workplace (Robinson & Rousseau, 1994).

According to Harvey and Harris (2010) unrealistic entitlement perceptions can cause problems for both employees and employers. Snyders (2002) says there should be a warning to individuals who are in the process of attaining "something special" (p. 22), like a degree or diploma, and then fall subject to the danger of unrealistic entitlement beliefs. Ochse (2005) reports on a study conducted by the University of South Africa that determined the academic expectation and perceptions of university students, and found that all the participants from the study had fairly high expectations for future success and that these students believed that they were intellectually above average. Furthermore, Ochse (2005) found that students from all racial and gender groups overestimated their future success, where it was confirmed that they had lower actual achievement. This finding confirms that it is important to create the link between entitlement perceptions and expectations to fully comprehend the psychological contract of a prospective employee.

Research that focussed on perceived entitlement in the work context found that employees with unrealistic entitlement beliefs displayed a tendency toward unethical behaviour and conflict with their supervisors, high pay expectations, low levels of job satisfaction, high levels of turnover intention, perceived inequity, job dissatisfaction and even corruption (Harvey & Harris, 2010;

Harvey & Martinko, 2009; Kets de Vries, 2006; Levine, 2005). It has also been suggested that perceived entitlement can negatively affect the judgment of individuals in leadership positions (Levine, 2005).

The theoretical problem addressed in this study is that we expand psychological contract theory by making a distinction between perceived entitlements and obligations and expectations. Without taking the entitlement beliefs and reasons therefore into account when examining the psychological contract of an individual, a full view on the psychological contract and its expected consequences cannot be achieved.

The aim of this study is to explore and substantiate themes associated with perceived entitlement and use this information to propose a structural model of the anticipatory psychological contract that will broaden the scope of perceived entitlement literature in the work context by using a qualitative method of research.

To achieve the purpose of this study a literature review was conducted regarding the origins of the psychological contract and perceived entitlement, which laid the foundation for the exploration of perceived entitlement and expectations of the participants. After the literature review three research propositions were formulated, which provided the foundation for the reporting of the results.

Literature review

Origins of the psychological contract

It is necessary to understand the origins of the psychological contract before perceived entitlement can be explored. This is due to the fact that entitlement perceptions affect an individual's expectations (Naumann et al., 2002), and expectations form part of the individual psychological contract (Freese & Schalk, 2008; Van den Heuvel & Schalk, 2009; Paul, Niehoff, & Turnley, 2000).

According to Linde (2007) the concept of the psychological contract has vastly grown since the 1990s although it was first used in the work context by Argyris in the 1960s. Levinson, Price, Munden, Mandl, and Solley (1962) elaborated the psychological contract by explaining it as an exchange relationship between employer and employee in which each party has expectations

about mutual obligations. Rousseau (1989) defined the psychological contract as an individual's belief regarding the terms and conditions of a reciprocal exchange agreement between that central person and another party. As such the psychological contract can be seen as a set of beliefs about what the employee and employer expect to receive, and are compelled to award, in exchange for the other party's contribution (Levinson et al., 1962).

According to Rousseau (1995) the individual psychological contract is different from other types of contracts, such as the social contract (this includes the labour legislation and other societal norms), the legal contract (this is the formal employment contract), and the normative contract (this usually are the norms of the groups the individual associate with). These concepts are illustrated in Table 1. Each individual has a unique psychological contract based on his/her own understanding of obligations towards the organisation (Turnley & Feldman, 1999). Employees with balanced psychological contracts are less likely to want to leave a relationship, such as an employment relationship (Scott, Eau, & Jill, 2001). Psychological contract breach occurs when an employee experiences that the organisation did not live up to its requirements and commitments (Restubog, Bordia, & Tang, 2006; Turnley et al., 2003).

Table 1: *Different types of contracts*

	Individual	Group
Within	Psychological contract Individual beliefs regarding promises made, accepted, and relied between themselves and others.	Normative contract Shared psychological contract that emerges when members of a social group, organisation or work unit hold common beliefs.
Outside	Implied contract Interpretations that third parties make regarding contractual terms.	Social contract Broad beliefs in obligations associated with a society's culture.

Source: Rousseau (1995, p. 9)

According to Morrison and Robinson (1997) and Paul et al. (2000) a failure to meet the employee's expectations on obligations may result in a breach of the psychological contract between the employee and employer. Previous research regarding entitlement perceptions found that the failure of organisations to meet entitlement beliefs of individuals leads to higher levels of turnover intention, perceived inequity and job dissatisfaction, which also constitutes breach of the psychological contract (Harvey & Harris, 2010). If a breach is significant, it constitutes an experience of violation (Morrison & Robinson, 1997). Hellgren (2003) and Linde (2007) defined a breach as the cognitive perception an employee experiences when the organisation has failed to uphold one or more aspects of the psychological contract. On the other hand, a violation of the psychological contract refers to the emotional and affective reactions, such as those that could arise when an employee felt that the organisation had failed to properly maintain its end of the psychological contract (Linde, 2007; Morrison, & Robinson, 1997).

Since 1960, when research began on the psychological contract, expectations were considered interrelated to the psychological contract (Freese & Schalk, 2008; Van den Heuvel & Schalk, 2009; Paul et al., 2000). The Oxford Dictionary (2010) defines expectation as a strong belief about the way something should happen or how somebody should behave. When entering an employment relationship, people tend to develop certain expectations about that relationship. Employees learn what the other party (employer) expects them to contribute and in return these employees develop ideas about what they should receive for services rendered to the employer (Heath, Knez, & Camerer, 1993). Sutton and Griffin (2004) used the term "pre-entry expectations" to refer to newcomer expectations that were formed prior to actual employment. These implicit or explicit expectations constitute the basis for the perceived obligations of the contract – the psychological contract – in a relationship.

Perceived entitlement and expectations

According to VandenBos (2006) the word entitlement refers to the right or benefits legally bestowed on a person or group, for instance through legislation or a contract, or unreasonable claims to special consideration (the latter referring to psychological entitlement). When considering the definition of psychological entitlement, as mentioned above, it is also relevant to take into account the definition of entitlement perceptions in the workplace according to Naumann et al. (2002). These authors defined entitlement perceptions in the workplace as "the

compensation expected as a result of an individual participating in an employment relationship” (p. 150).

Snyders (2002) suggested that perceived entitlement or sense of deservingness may become a sort of identity which presupposes the individual’s own rights and needs. According to Snyders (2002) these needs include rights such as the right to status and power, others’ mind and bodies, space and place, not to pay attention to other peoples’ reactions, be empathic, view of life as a constant battle, winning and losing (with losing resulting in shame and humiliation for the individual), blame outwards and blame others without considering one’s own role in problems and processes, and to view oneself as superior.

Even though it has been argued that nearly every person displays at least some degree of perceived entitlement (Boyd & Helms, 2005), each individual appears to differ in the level of entitlement (Campbell, Bonacci, Shelton, Exline, & Bushman, 2004). Campbell et al. (2004) found evidence suggesting that perceived entitlement levels are stable over time and argued that it is stable across situations as well.

Snyders (2002) described the word “sense of deservingness” as an attitude or way of viewing life. According to Harvey and Harris (2010) a person or group may also feel a sense of entitlement due to factors within that person or group. Harvey and Harris (2010) refer to this specific perception of entitlement as psychological entitlement; thus, psychological entitlement can be defined as a fairly stable and universal characteristic that occurs when an individual expects a high level of reward or preferential treatment regardless of his/her ability and performance level (Campbell et al., 2004; Harvey & Harris, 2010). According to Snyders (2002) individuals with high perceived entitlement levels believe that they are owed many things in life where they do not have to earn what they get; that they are just entitled to it because of who they are or whom they are associated with.

The difference between expectations on obligations and entitlements has to do with the “sense of deservingness”. Where expectations on obligations refer to the individual’s *anticipation* to receive something, entitlements refer to the perceived *right* of the individual to receive something, even in absence of a formal or informal agreement. The level of an individual’s expectations is of course influenced by the entitlement beliefs of that individual (Naumann et al.,

2002). Although entitlement was mentioned in previous psychological contract studies (Rousseau, 1998; Paul et al., 2000) it has never been investigated as a separate component of the psychological contract.

The following research questions were derived from the above literature review:

Research question 1: Which expectations (individual expectations) do students have due to their entitlement beliefs?

Research question 2: Which general expectations (normative expectations) do students have regarding future employment?

Research question 3: Which factor influences the entitlement beliefs of students?

Research design

Research approach

This paper is exploratory in nature. Due to the lack of research on this subject a qualitative approach to data gathering is applied to derive themes associated with expectations and entitlement beliefs. Trochim and Donnelly (2008) stated that the central reason why a researcher may consider doing a qualitative study is when the state of knowledge in an area is inadequate.

Research strategy

Interviews were conducted and the data gathered was transcribed to identify the various themes associated with expectations and perceived entitlement of the anticipatory psychological contract of prospective employees. This article is exploratory in nature due to the fact that there hasn't been much focus on perceived entitlement in psychological contract studies. For this reason, this article focuses on deriving themes associated with perceived entitlement of students through the use of semi-structured qualitative interviews. Using the themes as points of reference a model was introduced to illustrate the anticipatory psychological contract of prospective employees.

Research method

Research setting

The research population examined was made up of final year graduate and post-graduate students in economic and management programmes at a South African university who will enter the workplace within the next few years. All the participants were final year or post graduate labour relations or industrial psychology students.

Sampling

Convenience sampling was used to engage participants with whom to conduct the interviews. The interviewees numbered a total of 20 participants and had equal representation of both genders. All participants were between the age range of 21 and 24. The sample consisted out of 13 final year under graduate students and 7 post graduate students who have not yet entered formal employment. The nature of the interviews was voluntary and completely anonymous in an attempt to limit bias and to increase the overall honesty of the participants.

Data collection method

A semi-structured interview was conducted to obtain data from the participants. The interview scheme consisted of six qualitative questions that determined

- 1) the desirable work-related expectations of participants;
- 2) the normative work-related expectations of participants; and
- 3) the factors that determine the entitlement beliefs of the participants.

The desirable work-related expectations of participants were identified by asking the participants what they believed they were going to receive, in other words, what they regarded as an attractive salary, employment conditions and benefits when they commenced work after having completed their studies. The normative work-related expectations of the participants were obtained by asking the participants to clarify what they believed they should receive; what the absolute minimum was they would consider before entering the employment of the future employer.

To determine the factors that influenced the entitlement beliefs of prospective employees it was necessary to differentiate between what these prospective employees *wanted* and what they felt they *should* receive when they started formal employment. This was achieved by asking the participants how they would differentiate between what they as employee should receive in the workplace and what they wanted to receive in that workplace; in other words, why did they as prospective employees feel the organisation should provide for certain aspects before they would consider working there.

Recording and data analysis

The answers on each of the interview questions were transcribed and analysed separately to obtain themes associated with the purpose of the question. After this process the responses were documented using a coding system approach where each response was grouped in terms of similarity. After analysing 17 of the 20 transcribed interviews a saturation point was reached as no new data or themes came to light. An encompassing construct was then assigned to each grouped response. The responses from the participants were clustered on the basis of similarity, and correlating subcategories were then grouped together. The clustered groups were assigned an explanatory heading representing the construct associated with entitlement beliefs and expectations of prospective employees.

Reporting

The findings will be reported separately for each research question. Derived constructs and themes associated with perceived entitlement and expectations of prospective employees are documented in the following section. Answers given by participants were categorised, and the predominant categories were identified.

After the presentation of the results a model is proposed that illustrates the anticipatory psychological contract of prospective employees, thus achieving the main purpose of this paper.

Findings and interpretation

From the participants responses there were two encompassing constructs identified: firstly themes associated with expectations of prospective employees, and secondly aspects that influence expectations of prospective employees.

Research question 1: Which expectations (individual expectations) do students have due to their entitlement beliefs?

Results

The following individual expectations were identified from the participants' responses:

➤ Attractive remuneration and benefits

The first theme associated with what the participants wanted from their first formal employer was in monetary terms. When asked what the participants wanted from future employment, nearly all of them (95%) stated that they would like an attractive salary.

From the interviews 16% of the participants stated that they expected to receive a salary of between R9 000 and R11 000 per month; 28% of the participants stated that they expected a salary of between R12 000 and R15 000 per month; 22% of the participants stated that they expected a salary of between R16 000 and R18 000 per month; 16% of the participants stated that they expected a salary of between R19 000 and R22 000 per month; and 16% of the participants stated that they expected a salary higher than R25 000 per month.

➤ Employee assistance programs

This theme refers to the desire of prospective employees to work for a company that cares for its employee as a specific individual and not as just another employee. A few of the responses from the participants that came out during the interview that pertain to this theme was:

“Well, company benefits would be great, but I think it is more important to step into a workplace where you know you as an employee is appreciated.”

“I would like it if the company is focussed on keeping their personnel happy because a happy worker is a good worker.”

“I would prefer it if the organisation is people and work orientated.”

“It would be nice for me to be in an environment where I can explore and be able to deliver my best.”

The majority of participants stated that they would prefer certain company benefits, the predominant benefits mentioned in interviews being a car allowance, relaxation facilities, cell-phone allowance, housing allowance and insurance benefits.

➤ *Personal skills development opportunity, status in the workplace and career mobility*

When attempting to determine the preferred positions of prospective employees, 65% of the participants stated that they would most probably start in a lower level position to familiarise themselves with their job and the circumstances that surrounds it, and then advance up the corporate ladder as their job-related skills, knowledge and experience increased. When asked what the participants would like to receive in future employment, some of them (10%) stated that they wanted the opportunity to grow as an employee in the workplace with opportunity for future promotion. In other words, they wanted to know that they were not in a dead-end job and that their circumstances regarding salary, job title and status in their community could only improve over time. One of the participants actually confirmed the above statement when he/she said:

“I think the average starting salary is between thirteen and fifteen thousand rand, but that should go up in time because I am not going to work for that amount the rest of my life.”

Organisational assistance regarding skills development was also an aspect that some of the participants identified, for instance, one of the participants stated that:

“I would like a programme or something that can help me to develop as an employee, for instance, if the company came and said they would help finance study for my masters’ degree.”

Interpretation of results

The individual expectations of prospective employees refer to a higher than average expectation level of these individuals or this group that has not entered formal employment yet. According to Kreitner and Kinicki (2008) the top five needs and desires of a person younger than 35 are: compensation, other benefits, health care, job security and flexibility to balance work-life issues.

Attractive salary was the first individual expectation that was identified from the participants’ responses. This comes as no surprise as money is one of the top motivational reasons why

individuals have to work. This finding is in line with existing literature, for example a 2006 job satisfaction survey report identified that compensation was one of the top five needs and desires for an individual in the age group thirty-five and younger (Kreitner & Kinicki, 2008). This makes sense because higher levels of income are associated with a higher level of living standards. According to Mohr and Fourie (2006), as an individual's supply of income increases, that individual's demand for products will also increase.

A survey conducted by the South African Graduate Recruiter Association (SAGRA, 2011) regarding starting salaries of graduates in South Africa found that the median graduate starting salary for 2011 was about R130 000 per annum, which is approximately R10 000 per month (SAGRA, 2011). The highest starting salaries for 2011 were for positions at investment banks or fund managers, consulting firms, law firms and engineering or industrial companies, which each had a median starting salary in excess of R230 000; approximately R19 000 per month (SAGRA, 2011). Considering this, 84% of the participants expected a higher salary than the actual salary median for starting salaries of this related group.

The second individual expectation was employee assistance programs. This theme refers more to an external appreciation of an individual that is not necessarily job-related, but more a motivational approach that would make the employees feel part of the organisation by providing something more than just monetary reward. Actually, when considering this response, this is a very similar finding to the hygiene factors of Herzberg's two factor theory of motivation. According to Grobler, Wärnich, Carrell, Elbert and Hatfield (2006) the hygiene factors include: more money, better supervision, good working conditions, job security, consistent management and policies and rules. According to Grobler et al. (2006) most new employees were very enthusiastic to learn more about their job and the organisation after accepting a job offer. This process is known as socialisation. Socialisation is regarded as a process by which employees are transformed from complete outsiders to participating and effective members of an organisation (Kreitner & Kinicki, 2008).

The final individual expectations included personal skills development opportunity, status in the workplace, and career mobility opportunities.

Research question 2: Which general expectations (normative expectations) do students have regarding future employment?

Results

The following normative expectations were identified from the participants' responses:

➤ *Reasonable remuneration and necessity benefits*

When asked what the participants should receive from their future employer all the participants stated that they should receive a salary based on their individual perception of what they were entitled to. The minimum amount that the participants would settle for before considering a job was different for each participant.

➤ *Reasonable conditions of employment and environment*

This theme pertains to the contract of employment as well as the physical work environment. Of the participants 20% stated that they should have a legitimate contract of employment that sets out exactly what is expected of them as employees.

➤ *Employee development, well-being and respect*

All of the participants did believe that they were entitled to certain company benefits that would promote their well-being as an employee; for instance, medical aid and pension were considered as necessities by the participants, especially if the nature of work made it obvious. Some of the participants even stated that they should get a car allowance if the company expected them to undertake work-related travel. Of the participants 45% identified employee well-being as an entitlement belief that they should receive in the formal work environment when they commenced employment. Skills development and training opportunities for individuals were also regarded by the participants as a normative expectation.

Interpretation of results

According to De Vos et al. (2009) graduates already had a mental model that affected their expectations before they entered the workplace as a working individual. The average of these pre-entry expectations is regarded as the normative expectations.

The first normative expectation that was identified was reasonable remuneration and necessity benefits. It came as no surprise that money was the first entitlement belief that prospective employees identified because, according to Newell (2002), individuals work in order to gain the monetary reward which they then use to pay for the things they need in order to live (which constitutes necessities), and to pay for luxuries (which constitutes desire). In other words, without money employees can't cover their expenditure. This indicates that their entitlement belief is set on survival of the individual, with some minor reference to money invested on qualification levels. When asked what the minimum amount was that the participants would work for (settle for), each gave a different amount, which reinforces the notion that an individual's entitlement beliefs determine that individual's expectation level.

The second normative expectation was reasonable conditions of employment and environment, and referred to the contract of employment. This expectation was in a way more a legitimate entitlement, as it is governed by law or legislation. An interesting finding from the interviews was the following response:

"I have previous work experience, so I believe should get a bigger salary and better conditions of employment because I am more qualified than my fellow graduates."

This statement confirms that perceived entitlement is part of the psychological contract due to the fact that this individual feels a legitimate right (entitlement) to receive a better salary and work conditions than other fellow graduates that have no previous work experience, and it is the obligation of the organisation to meet these entitlement demands.

The third normative expectation that was identified was employee development and well-being and respect in the workplace. This normative expectation is very similar to the theme mentioned earlier, regarding employee assistance programs. But in this theme employer development and well-being pertain more to the well-being of an employee of the organisation. The participants believed that the organisation should cater for their needs as employees of that company. According to Grobler et al. (2006) it is known that motivated employee behaviour is best achieved by integrating personal goals with the goals of the organisation. In other words, the difference between the first theme (employee assistance programs) and this one is the fact that

the company that cares for its employees gives more external (individual) care, and this theme has more to do with internal (employee) care.

Skills development and training opportunities for individuals were also regarded by the participants as a normative expectation due to the fact that it would create the opportunity for them to further their skills, and to make progress in their work environment. This is stipulated in the Skills Development Act, 97 of 1998 (South Africa, 1998) and the Skills Development Levies Act, 9 of 1999 (South Africa, 1999).

Research question 3: Which factors influence the entitlement beliefs of students?

Results

The individual or normative expectation level of prospective employees can be justified by one or more of the following factors that shape the entitlement belief of that individual. The following reasons were identified by the participants:

➤ *Qualification level*

65% of the participants stressed that, due to their level of qualification, the organisation had to comply with certain requirements before they would consider working there.

➤ *Contribution to the company*

30% of the participants stated that their expectation beliefs were due to the potential they had to make a meaningful contribution to the company.

➤ *Self-efficacy*

15% of the participants stated that they were hard workers and academic achievers, and that was why they should receive certain advantages from their future employer, e.g. a high salary.

➤ *Labour market tendencies*

5% of the participants stated that their expectations were quite low due to the current labour market tendencies related to their field of expertise.

➤ *Job experience levels*

5% of the participants stated that they already had previous work experience, so they believed that they were entitled to higher expectations than other students without experience

➤ *Cost of living (at workplace location)*

30% of the participants stated that the main reason why they had a certain expectation belief was due to a survival need. They had to survive when they commenced work, so their income should be higher than their expenditure.

Interpretation of results

From the interviews it was evident that the participants already had a clear idea of what they would prefer in future employment, but when asked what they should receive in future employment their first response was that they had not thought about that all that much. This actually confirms that a person's entitlement perceptions is a subliminal belief and that something affects the expectation levels of prospective employees, even though they had no prior experience in employment. This is where the factors that influence entitlement beliefs of prospective employees fit in because these factors determine an individual's entitlement perception, which in turn determines the level of expectation which that individual will display.

The first factor identified was the participants' *level of qualification*. The majority of the participants stated that they felt they should receive a certain salary, benefits and special considerations due to the fact that they had a tertiary qualification level. All of the participants would at least have a degree when they commenced work, and some of them would even have a post-graduate degree. Most of the responses from the participants stated that they and their parents or legal guardians had invested a lot of money and time in their qualification, and that was why they would not accept anything below a certain expectation margin that they had in mind. The participants even believed that they should get a better job than a person that had no degree at all. According to Branson, Leibbrandt and Zuze (2009) there is a positive link between tertiary education and access to the labour market. This study concluded that tertiary graduates were up to three times more likely to be formally employed than a person with only a matric certificate.

The second factor was the individuals potential to *contribute to the company*. Each individual is different in terms of skills, personality, ability and experience. Therefore some of the participants stated that they had a relative higher work expectation due to the fact that they would provide something unique to the company with their wide array of skills, abilities and knowledge. The

participants stated that, during their degree study, they gained knowledge of the subject matter, communication skills, learning skills, creativity and they could, and would, influence the company with these skills. Some of the responses actually mentioned the phrase “bringing something new and unique to the company” as this implied that they wanted to apply their academic mind to the working environment.

The third factor identified was the *self-efficacy* levels of the participants. According to Coetzee and Schreuder (2010) self-efficacy refers to an individual’s belief in his/her own capacity to perform a specific task or reach a specific goal, and also the belief that they could overcome obstacles and accomplish difficult tasks. The achieving of challenging goals in personal and academic situations in an individual’s life has an effect on that person’s self-efficacy and self-esteem levels. According to Coetzee and Schreuder (2010) an employee who has the confidence to take on and put in the required effort to complete a challenging task successfully, and who is optimistic about succeeding in the present situation and also in future, can persevere in goal-directed activities and even redirect activities to ensure goal achievement. In other words, if self-esteem and self-efficacy levels in an individual are high, that person would have higher expectations regarding future productivity and outcomes. In the interviews some of participants mentioned that they had an average of above 75%, or they were very productive while obtaining their degree, and thus felt they could have higher organisational expectations than a person who had just obtained his/her degree.

The fourth factor was the current *labour market tendency*. According to Barker (2007) the labour market is an imaginary market place where labour is bought and sold. The labour market walks hand in hand with the current economy of a country; if the economy is excellent, there will be a higher employment rate, but if the economy is in a recession, there will be a lower employment rate. Organisational downsizing is always a possibility when the economy is in an unfavourable state (for an organisation), and rumours of retrenchments are also frequent in these times (Barker, 2007; Venter, 2006). This creates a problem for prospective employees due to the fact that they are dependent on the economy and labour market tendencies of the country they wish to work in. Another problem is that tertiary education is not necessarily appropriate for the needs of the economy. According to Barker (2007) some qualifications in humanities (for instance languages, social sciences, arts, communication) still form a major part of all qualifications

awarded, although the proportion has declined since 1992. There is still a sharp increase in the number of qualifications awarded in business, commerce and management. This leads to an oversupply of labour in certain qualification areas, for instance business management, which has the potential to shape an individual's (who has that qualification) expectation level.

The second last factor was the participant's previous *job experience levels*. Only one of the participants had previous working experience. Even though no one else had any job-related experience it did not stop the participants from stating that job experience was worth much more in the workplace than a degree. According to Pop and Barkhuizen (2010) firms are generally not able to use new graduates to fill their skills requirements due to the fact that graduates have the qualifications but not the necessary practical skills and experience. In other words, a person who has job-related experience may feel more entitled to be considered for a position than a person without job experience.

The last factor is the general *cost of living* at the workplace location. Cost of living is one of the most important reasons the participants identified for their entitlement beliefs. Most of the interviewees were still dependant on their parents or legal guardians, and on the day that they commenced work, they would have to survive on their own. The emphasis in this theme is on the survival of the individual. They would need the basic necessities in order for them to survive, for instance accommodation, petrol and food. These few expenditures were just a few examples of the total expenditure. 30% of the participants stated they believed they should receive a minimum salary that would at least cover their basic expenditure and necessities and would enable them to survive.

The previous section of the paper explored and documented all the themes regarding expectations and entitlement beliefs of prospective employees by utilising a research proposition approach. In the following section a structural model will be presented on the anticipatory psychological contract of an individual.

Model of the individual's anticipatory psychological contract

Utilising the results and interpretations of the data a structural model was developed that represents the anticipatory psychological contract of a prospective employee.

This was achieved by grouping all the expectations together, and then grouping all the perceived entitlement factors together; then linking them in such a way that the individual's entitlement perceptions are influenced by certain factors. In turn this entitlement perception determines the expectation level of that individual. The model of the anticipatory individual psychological contract can be seen in Figure 1.

In theory, if a person has a high level of perceived entitlement based on one or more factors that influence the entitlement beliefs, they would have higher job expectations, for instance better pay and more benefits than what the average individual has (individual expectation). On the other hand, if a person has an average entitlement belief, that person will have a normative level of expectation (normative expectations) for instance, a salary that covers the basic cost of living with certain necessity company benefits, for example a pension fund.

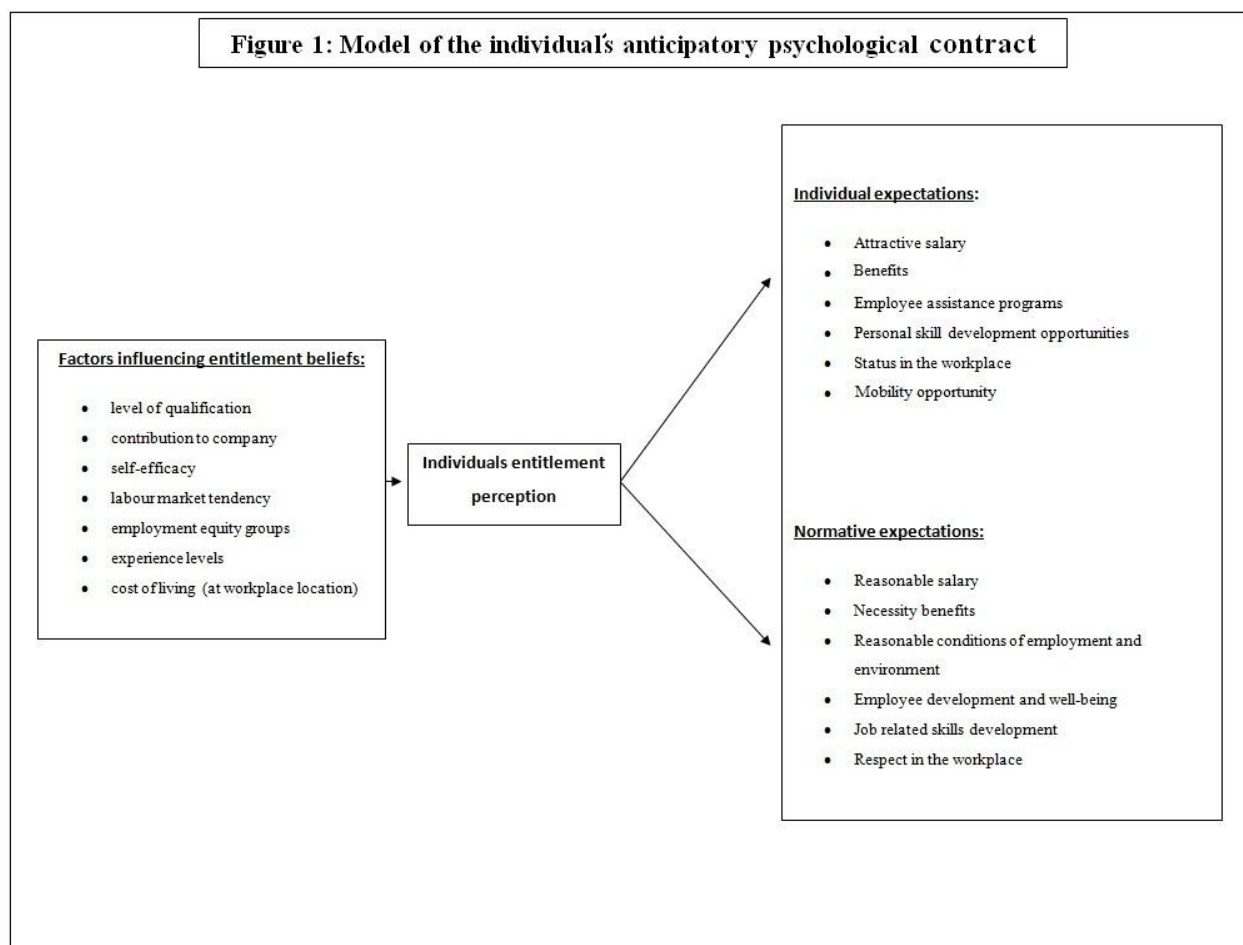


Figure 1: Model of the individual's anticipatory psychological contract

Discussion and conclusion

The main objective of this paper was to explore and substantiate themes associated with perceived entitlement and utilise this information to develop a structural model of the anticipatory psychological contract that would broaden the scope of perceived entitlement and psychological contract literature in the employment context.

To achieve this objective a literature study was conducted to better understand the psychological contract and perceived entitlement, and how these two constructs are interrelated. The next step was that themes regarding the expectations and entitlement beliefs of prospective employees were obtained and explored, ultimately to broaden the theory of perceived entitlement in the workplace. This was achieved by conducting interviews with participants and asking questions to identify the entitlement beliefs and expectations of prospective employees.

This paper identified two main constructs, namely expectations of prospective employees and factors that influence the expectations (entitlement beliefs) of prospective employees. The construct of expectations of prospective employees was further divided into two sub-constructs – individual expectations and normative expectations. These constructs and themes can aid in better understanding the underlying perceived entitlement beliefs of prospective employees and how they shape the individual's expectation level.

By using the various constructs and themes associated with a prospective employee's entitlement beliefs and expectations, a structured model was suggested to understand the anticipatory psychological contract of a prospective employee better.

From the findings it is evident that there is a difference between the expectations and perceived entitlements that prospective employees have. The main difference is that, if an individual has a certain expectation regarding the workplace and that expectation is not met by the employer, the individual will still settle for less. According to Hellgren (2003) this will constitute a breach of the psychological contract. But if that person has an entitlement belief regarding the workplace, that person will not settle for anything less than what they feel they are entitled to; in other words, this will have a negative impact on the relationship between the employee and the employer. Harvey and Martinko (2009) observed a positive relationship between perceived

entitlement and turnover intent. This actually confirms that perceived entitlement is a component of the psychological contract due to the fact that, if a person had an entitlement belief in the workplace and the employer did not meet the entitlement demands, that person would definitely feel a greater breach or violation of the psychological contract and would ultimately resign or start looking for other work. According to Pop and Barkhuizen (2010) turnover is very high among newly working graduates in South-Africa. This failure of organisations to meet the entitlement beliefs of prospective employees may be one of the reasons why turnover is so high among new working graduates.

By fully comprehending the effect entitlement beliefs have on the anticipatory psychological contract of prospective employees, the employer may minimise the occurrence of psychological contract breach or violation, which may decrease turnover intention of new working graduates.

The themes derived from the study also have theoretical relevance to the literature for perceived entitlement in the workplace. From the qualitative research gathered in this study, the three basic entitlement beliefs of prospective employees are necessity remuneration, reasonable conditions of employment and environment, and employee well-being and development. The factors identified that influence the level of an individual's entitlement beliefs are the level of qualification of an individual, the individual's belief that he/she will contribute to the company, the individual's self-efficacy levels, current labour market tendencies, the individual's association with an employment equity group, the individual's work experience level, and the general cost of living (survival). From the interviews it became clear that the main sources for prospective employees to generate ideas regarding future employment were interaction with friends and family, information on employment opportunities, and societal norms.

Entitlement beliefs are determined by factors pertaining to the individual, and factors due to association with groups. It is important to note that homogenous groups may experience similar entitlement beliefs due to legislation, demographic area or societal norms. For instance, a group of people may have a higher entitlement belief regarding future employment in the city – due to cost of living being higher than in urban areas – than a group that wants to work in an urban area. This may also apply between members of certain race groups, gender groups and sectors in South Africa.

Another interesting finding of the study is that none of the participants actually stated that they were entitled to a better situation (or conditions) than what they were in currently. All of the participants are still students and none of them is in any sort of formal employment, thus a legitimate entitlement belief should have been that they should at least have a higher living standard than what they were currently experiencing. This actually reinforces that the main entitlement belief of prospective employees is monetary reward, as one of the participants stated:

“All that we as students are basically looking for is a good salary.”

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Appendix 1 – Interview guide

Interview guide for researcher

Process of the interview

1. During the study or any publication action the names of the company or respondents will not be disclosed.
2. The study population will consist of third year economic and management sciences students of a South African university.
3. Participation in the study will only be on a voluntary basis.
4. No students will be victimised, nor be discriminated against (directly or indirectly).
5. Findings and recommendations will not be used to victimise or discriminate against any participant.
6. Findings of the study will be disclosed to any relevant party.
7. A semi-structured questionnaire will be used during the study.
8. Open-ended interviews will be held face to face.
9. Interviews will be recorded for any future reference.
10. Interviews will be transcribed.
11. In view of the reliability issue of the study all the interview questions will be asked in English.

Recording and record-keeping

1. Interviews will be audio-recorded with the permission of the participants.
2. Transcripts will be made of every interview recorded.
3. Copies will be made of every interview transcript and such copies, as well as the audio recordings, will be securely held in safekeeping for any future reference.

Interview environment

1. Interviews will take place in one location to ensure optimal reliability.
2. The interview location will be selected to ensure minimal external influences, for instance ambient noise.
3. An attempt will be made to ensure that the conditions of the location are similar for all the interviewees, e.g. lighting and ventilation.
4. Interviews will take place in a face-to-face mode.
5. Each interview will take approximately 30 minutes.
6. The interviewer will be semi-formally dressed and should act in a professional manner.

Interview guide for interviewee

Interviewee no: _____

Gender: _____

Race: _____

Date: _____

Venue: _____

Introduction

1. Introduction:
 - a. Welcome interviewee; and
 - b. Introduce interviewer.
2. Overview of the study:

“The purpose of this study is to explore the expectations and entitlement beliefs of students of various designated and non-designated groups. This information will assist the researcher in developing a new questionnaire that may determine the difference between expectation and entitlement in the psychological contract.”
3. Anonymity:

“Your name and identity will be anonymous and will not be published or disclosed in any manner; there will also be no discrimination against any person or group.”
4. Referral to designated and non-designated groups: “In the interview reference will be made to designated and non-designated groups. Designated groups refer to blacks, coloureds, Indians, women and people with disabilities, where non-designated groups refer to white males. These groupings are named since they are referred to in the Employment Equity Act.”
5. Recording and recordkeeping: “As interviewer I will use an audio recorder to assist me later in analysing the interview. Do you have any problem with the use of an audio recorder?”

Questions

1. When do you plan to enter the workplace after your current studies?
2. Can you tell me what you think you will receive, in general, from your first employer?
3. What of these do you think the employer **must** give you when you are employed?
4. What do you think you **may** receive when employed?
5. Do you think other groups of future employees with similar qualifications and skills should receive less than you in their future employment? [Follow-up: Can you elaborate?]
6. Do you think you should receive more than other groups with similar qualifications and skills in your future employment? [Follow-up: Can you elaborate?]
7. Do you think it will be more difficult for your group to get work than other groups? [Follow-up: Can you elaborate?]
8. Any general comments?

Chapter 3: From entitlement to expectations: Understanding the anticipatory psychological contract of graduates

Chapter 3 (Article 2) has not yet been submitted for revision and publication. For this reason, APA style referencing will continue.

Abstract

Psychological entitlement must be treated as a scientific construct in organisational sciences since understanding an employee's perception of entitlement is essential to understanding the expectations of that employee and, in particular, the nature of exchange between employees and the organisation. The purpose of this research is to determine the relationship between entitlement beliefs and expectations of students' future employment. A sample of 179 final year economic and management sciences students was used for this study. A questionnaire was used that measured entitlement perceptions and perceived expectations in future employment of the students. This study concluded that all graduates had a relatively high level of perceived entitlement and expectations regarding future employment. A strong correlation was measured between entitlement beliefs and expectations of the anticipatory psychological contract. This study is unique in the sense that it includes entitlement beliefs in the research of the psychological contract as a separate construct to expectations.

Authors

Werner Gresse* and Bennie Linde

Both authors are associated with the School for Human Resource Sciences at the North-West University, Potchefstroom Campus

*Contact | werner.gresse@gmail.com | 073 159 3642

Introduction

Expectations were always regarded as an interconnected part of psychological contract research since its inception in the 1960's (Freese & Schalk, 2008; Van den Heuvel & Schalk, 2009; Paul, Niehoff & Turnley, 2000). Hurst and Good (2009) published a paper regarding graduate career expectations in the United States retailing industry. These authors suggested that, if retail organisations had a better understanding of what graduates expected in their retail-related careers, they might be able to decrease the gap between met and un-met expectations and restrict the negative perceptions often associated with a career in a service industry such as retailing (Hurst & Good, 2009). Although these authors only refer to graduates that considered a career in the retail industry in the US, this suggestion could also be applied to different situations and is not just unique to the retail industry in the US. In order to understand an individual's organisational expectation level, it is necessary to analyse that person's psychological contract.

The psychological contract can be described as the perceptions and expectations of the exchange relationship between employee and employer and what their reciprocal obligations are towards each other (Morrison & Robinson 1997). Heath, Knez and Camerer (1993) stated that, when individuals started working for the first time, these employees would develop certain ideas about the mutual employment relationship. These ideas constituted the employee's expectations and obligations (Heath et al., 1993), thus their psychological contract.

In contradiction to this De Vos, Stobbeleir and Meganck (2009) mentioned that prospective employees already developed a mental model regarding expectations, even though they might have no former professional experience when entering the workplace for the first time. This mental model would affect a prospective employee's choice of job, as well as the evaluation method they would make use of to determine the degree to which their expectations matched the reality after organisational entry (De Vos et al., 2009). De Vos et al. (2009) confirm that the graduate's pre-employment beliefs are likely to affect the psychological contract of an employee. When one considers that graduates already have a mental model regarding their expectations before entering the workplace for the first time, the question arises as to how it is possible that expectations can develop with no prior professional experience.

The above question can be answered by considering the perceived entitlement beliefs of prospective employees. Snyders (2002, p. 22) describes the term “perceived entitlement” as a “sense of deservingness”. This sense of deservingness or privilege is also regarded as psychological entitlement (Harvey & Harris, 2010). According to Harvey and Harris (2010) a person or group might feel a sense of entitlement due to factors in that individual or group. Naumann, Minsky and Sturman (2002) suggested that understanding and exploring an employee’s perception of entitlement (psychological entitlement) was crucial to understanding the expectations of that employee or prospective employee. The term “anticipatory psychological contract” will be used to refer to the pre-entry (before entering formal employment) psychological contract of prospective employees.

Before one can fully explore expectations and normative entitlement, as well as how it develops in an individual or group, it is necessary to take the history of South Africa into account.

South African perspective

After the end of the apartheid era (1994), when the ANC (African National Congress) won the first democratic elections and Mr Nelson Mandela was elected President of South Africa, the whole social and political structure of the country changed (Giliomee & Mbenga, 2007). Following this transformation process, the South African Constitution guaranteed that all citizens were equal before the law (Stacey, 2003). According to Thomas and Robertshaw (1999) this created the way for the implementation of affirmative action and employment equity interventions in helping to restore past inequalities. Managing these changes was a huge challenge for organisations; likewise globalisation, restructuring and downsizing is at present also playing a major role in current employment relationships (Thomas & Robertshaw, 1999). According to Sims (1994) organisations were under tremendous pressure to manage these changes effectively to ensure that they survived and that their workforce was satisfied. To cope with all these changes, organisations had to alter the employment relationship, and thus psychological contracts that underlie this relationship were influenced.

Changes that occurred after 1994 and which influenced the employment relationship included legislation and policies that would benefit Historically Disadvantaged South Africans (HDSA). According to Venter (2007) designated groups refer to black people, women, and people with

disabilities. “Black people” is a broad term that includes Africans, Coloureds and Indians. Some of the biggest legislation changes that occurred after 1994, which also affected the whole field of labour relations, were the Employment Equity Act (EEA) (Act No. 55 of 1998), and the Broad-Based Black Economic Empowerment Act (B-BBEEA), (Act No. 53 of 2003). According to Basson et al. (2005) the main purpose of the EEA is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination and by implementing affirmative action measures. The EEA refers to affirmative action measures as measures designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employer. According to Nel, Kirsten, Swanepoel, Erasmus and Poisat (2008) the B-BBEEA’s main purpose was to address inequalities resulting from systematic exclusion of the majority of South Africans from meaningful contribution in the economy, in other words, it aims to restore the imbalances caused by the apartheid policies that economically excluded black South Africans from actively participating and owning big businesses and frustrated attempts by black entrepreneurs to do so.

According to Sebola (2009) affirmative action policies should concentrate on balancing the representation of employees in accordance with South Africa’s demographics. However, only balancing the demographics can lead to the appointment of inadequately qualified and incompetent employees in particular positions. This problem can arise from two perspectives namely political favouritism and insufficient suitable candidates from designated groups (Sebola, 2009). Sebola (2009) argues that the implementation of the affirmative action policy in most state departments was based on the principle of promoting representation in the public administration environment more than on the ability of individuals in the public sector. One of the main purposes of the EEA is the appointment of suitable and qualified employees from designated groups, but in practice this is not always the case. An example of such an instance is the case of Mr. Jacky Selebi, who received much criticism for being unqualified for the post of National Commissioner of the South African Police Services (SAPS) and soon after was found guilty on charges of corruption and low moral standards (Silver, 2010). To be the National Commissioner of the SAPS requires a person that has high moral standards; if a candidate doesn’t comply with these requirements it constitutes incompetence. The appointment of

unqualified and unsuitable candidates may also contribute to higher levels of psychological entitlement in HDSA.

On this topic it is also important to take into account the legislation that promotes education among all South Africans. According to section 29 of the 1996 Constitution of South Africa everyone has the right to a basic education, including adult basic education and further education and training which the state, through reasonable measures, must make progressively available, and accessible (Currie & de Waal, 2005). To ensure effective access to and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account equity, practicability and the need to redress the results of the past racially discriminatory laws and practices (Currie & de Waal, 2005).

An education census conducted in 1996 (Statistics South Africa, 2001) found that apartheid policies had left its legacy in terms of the educational achievement of adult South Africans. The census showed that African women aged 26 and above fared the worst with close to a third of the population having received no schooling. The percentage of African men in this age group with no schooling was slightly lower at 26%. White people fared best with only 2% of those aged 26 years and above not having received any formal schooling. Further of the 3,8 million people with no schooling 3,5 million (93%) were African. In the age category 15 to 25 only 1% of white and Indian people had no formal schooling compared with 7% of African people. More than six out of ten white people (62%) had a matric or a higher qualification compared with 18% of African people and 24% of coloureds (Statistics South Africa, 2001). According to the Department of Education (2009) statistics showed that from 2002 to 2007 the percentage of learners in ordinary independent schools nationally increased from 2,3% to 2,8%. It also shows that inequalities of outcome continue to exist in the higher education system. In 2007 the average success rate of Black African students in contact undergraduate programmes was only 73,6%, compared with an average of 84,9% for White students.

Anticipatory psychological contract and normative entitlement

Every individual has a unique psychological contract based on his/her own understanding of obligations towards the organisation (Turnley & Feldman, 1999). Rousseau (1989) defines the psychological contract as an individual's belief regarding the terms and conditions of a

reciprocal exchange agreement between that central person and another party. The psychological contract emerges when one party believes that a promise of future return has been made, a contribution has been given, and thus an obligation has been created to provide future benefits. From an employee's viewpoint the psychological contract indicates what is assumed of what the employer has promised or offered, for instance an attractive salary and benefits, in exchange for the employee's loyalty and contributions to the organisation (Turnley, Bolino, Lester & Bloodgood, 2003).

Before an individual starts working for an organisation, that person will already have certain ideas about the employment relationship; therefore that person will display different responses whether or not the employer meets these expectation demands (Rousseau, 2001). Individuals who perceive a balanced psychological contract are less likely to want to leave a relationship, such as an employment relationship (Scott, Eau, & Jill, 2001). However, if the employee perceives the organisation as not holding its requirements and commitments, breach and violation of the psychological contract may occur (Restubog, Bordia, & Tang, 2006; Turnley et al., 2003). Hellgren (2003), and Linde (2007), explained a breach as the cognitive perception an employee experiences when the organisation has failed to uphold one or more aspects of the psychological contract. On the other hand a violation of the psychological contract refers to the emotional and affective reactions, such as those that may arise when an employee feels that the organisation failed to properly maintain its end of the psychological contract (Morrison & Robinson, 1997; Linde, 2007).

According to Rousseau (1995) there are four influences of other contracts that contribute to the psychological contract of an individual, namely the social contract (this includes the labour legislation and other societal norms), the legal contract (this is the formal employment contract), the normative contract (this usually are the norms of the groups the individual associates with), and the implicit contract (this includes the background as well as personal characteristics of the individual).

Analysing the psychological contract of employees and newcomers of the organisation is important, but it is just as important to have insights into the psychological contract beliefs that pre-date the employment relationship; in other words, the anticipatory psychological contract

(De Vos et al., 2009; Rousseau, 2001). This paper will concentrate specifically on the anticipatory psychological contract of prospective employees who have not yet entered formal employment.

Expectations have always been regarded as an interrelated part of the psychological contract (Freese & Schalk, 2008; Van den Heuvel & Schalk, 2009; Paul et al., 2000) due to the employee's perception of the obligations of an organisation becoming the employee's expectation of that organisation. According to the Oxford Dictionary (2010) an expectation is a strong belief about the way something should happen or how somebody should behave. This means that it is regarded as one's "anticipation to receive" something.

Sutton and Griffin (2004) used the term "pre-entry expectations" to refer to newcomer expectations formed prior to the actual employment. These authors suggested that pre-entry expectations have no boundaries in content; they are formed prior to organisational entry, they are based on pre-job experience, and there is only one party to the understanding (Sutton & Griffin, 2004) which is the prospective employee. Considering this suggestion, these authors indirectly state that the potential employer has no direct influence on pre-entry expectations of prospective employees. In other words, something else is shaping prospective employees pre-entry expectations and this is where psychological entitlement fits in.

Harvey and Harris (2010) and Campbell, Bonacci, Shelton, Exline and Bushman (2004) defined psychological entitlement as the fairly stable and universal characteristic that occurs when an individual expects a high level of reward or preferential treatment regardless of his/her ability and performance level. This suggests that psychological entitlement constitutes an individual's sense of deservingness (Snyders, 2002), and if an individual feels as if he/she deserves certain rewards from the employer, it will most definitely shape the expectation level of that individual. Naumann et al. (2002) regards entitlement beliefs in the workplace as the rewards expected as a result of an employee participating in employment, which means that compensation expectations stem from the individual's participation in the social contract and not according to his/her performance levels.

Problem overview

After the 1994 apartheid regime there have been some legislative and policy changes that promoted the status of HDSA, as well as education among all South Africans (Giliomee & Mbenga, 2007). Most South Africans already have a mental model regarding expectations about the workplace prior to organisational entry (De Vos et al., 2009), for example, fair pay, mobility in the workplace and reasonable company benefits. But the possibility also exists that, due to South Africa's history of discrimination as well as legislation changes that attempted to rectify the past inequity of HDSA, those individuals or groups to whom this applies, have the potential to develop unrealistic employment expectations. In other words, from a certain individual's or group's background, regardless of what it is, these individuals enter the workplace with an entitlement mind-set that they deserve a higher managerial position, better pay and more company benefits than other individuals and groups, which doesn't necessarily constitute what legislation stipulates. If these expectations a person perceives in the employment relationship cannot be fulfilled, it may lead to an experience of violation of the psychological contract by the individual (Restubog et al., 2006; Turnley et al., 2003), which may have the result that this employee will display unethical behaviour and conflict, low levels of job satisfaction and high levels of turnover intent (Harvey & Harris, 2010; Harvey & Martinko, 2009; Kets de Vries, 2006; Levine, 2005).

Naumann et al. (2002) suggest that psychological entitlement must be treated as a scientific construct in organisational sciences since understanding an employee's perception of entitlement is essential to understanding the expectations of that employee and, in particular, the nature of exchange between employees and the organisation. The comprehension of an individual's entitlement perception is important because an employee's entitlement perception is thought to affect the development of psychological contracts, which in turn affects attitudes and behaviour of employees in the workplace (Robinson & Rousseau, 1994).

In a previous study, conducted by the authors of this paper, perceived entitlement of prospective employees was described as an antecedent for their expectations level. If a prospective employee had a high level of perceived entitlement based on one or more factors that influence his/her entitlement beliefs, he/she would most likely have higher job expectations, for instance better

pay and more benefits than what the average individual or group has (individual expectation). On the other hand, if a person has an average entitlement belief, that person will have an average level of expectation (normative expectations); for instance, a salary that covers the basic cost of living and certain necessity company benefits such as pension benefits and medical aid.

Harvey and Harris (2010) suggested that a sense of entitlement (psychological entitlement) occurs due to factors in a person or group. But if the word “psychological entitlement” focuses on the individual’s deservingness beliefs, the term cannot be used to refer to the group’s collective entitlement beliefs. Psychological entitlement is a perception of an individual and, although it can be generalised to the group the individual is associated with, it does not form part of the group’s entitlement beliefs as such. When considering the four contract influences on the psychological contract as purposed by Rousseau (1995), it consists out of an individual component and a collective component. This is illustrated in Figure 1.

Figure 1: *Contracts Influencing the Psychological Contract*

	Individual	Group
Within	Psychological contract	Normative contract
Outside	Implied contract	Social contract

Source: Adapted from Rousseau (1995, p. 9).

The social contract and the normative contract fall under the collective component of the psychological contract (Rousseau, 1995). According to Rousseau (1995), the normative contract refers to “shared psychological contracts that emerge when members of a social group, organisation or work unit hold common beliefs” (p. 9). When a sense of deservingness arises as part of a normative contract, in other words the collective common beliefs of a group, the reference to the term “normative entitlement” can be further explored.

Each person is unique in his/her individual entitlement perceptions. However, there may be certain normative entitlements that could be generalised to designated and non-designated groups. This assumption is made by considering the suggestion by Harvey and Harris (2010) that a sense of entitlement may occur due to factors in a person or a group, in other words, groups may have similar normative entitlement beliefs.

South Africa provides the ideal setting for the researching of the expectations and normative entitlement of prospective employees due to the history of discrimination and legislation that differentiated on the grounds of status and education of certain groups in the country.

The problem statement that arises is that, due to the different factors that influence entitlement beliefs, the various designated and non-designated groups might tend to develop different expectations and normative entitlement perceptions of employment before entering formal employment. And if organisations don't manage these developed expectations it may lead to the individual displaying unethical behaviour, conflict with supervisors, high pay expectations, low levels of job satisfaction, high levels of turnover intention, perceived inequity, job dissatisfaction and even corruption.

Research purpose

The purpose of this paper is to determine the entitlement beliefs and expectations of designated and non-designated students and to determine the relationship between entitlement factors and expectations of these students.

The objectives of this paper are to

- determine the entitlement beliefs of students;
- determine the employment expectations of students;
- identify if there is a difference between remuneration expectations between designated and various non-designated student groups; and
- calculate the relationship between the factors that influence entitlement perceptions and expectation levels of student groups.

Research design

Research approach

To achieve the research purpose of this study a quantitative approach to data gathering was used. Convenience sampling was used to select a sample from the study population composed of final year university or college students. Structured questionnaires were administered to students during a third year class at a tertiary academic institution. The questionnaire was completely anonymous and none of the information obtained made the respondents by any means identifiable. This was an attempt by the researchers to enhance the overall honesty of the respondents and to limit researcher bias.

Research method

Research participants

The criteria for the theoretical populations was that the candidates should be from designated and non-designated groups in South Africa and be prospective employees that had not yet entered formal employment. The study population would be derived from the theoretical population. The sample consisted of 179 (n=179) third year economic and management sciences students. The characteristics of the participants can be seen of the following page Table 1.

Table 1: Characteristics of the Participants (n=179)

Item	Category	Frequency	Percentage (%)
Gender	Male	65	36.3
	Female	113	63.1
	Missing value	1	0.6
EEA group	African	24	13.4
	Indian	9	5.0
	Coloured	26	14.5
	White Female	74	41.3
	White Male	46	25.8

Age	19	2	1.1
	20	64	35.7
	21	70	39.1
	22	29	16.2
	23	6	3.4
	24	3	1.7
	25	3	1.7
	26+	2	1.1

According to Table 1 63,1% of the respondents were female and 36,3% male. 74,2% of the respondents were from the designated group as defined in the EEA and 25,8% of respondents were from the non-designated group. The majority (91%) of the respondents were between the ages of 20 and 22.

The main qualifications that the respondents were studying for were in labour relations, human resource management, industrial psychology, business management and tourism.

Measuring instrument

To accomplish the objectives of this paper a questionnaire was developed. The questionnaire consisted of three sections. In the first section the biographical information of the respondents was obtained. This included their gender, employment equity group association, age and qualification. This information had to be filled out by the respondent.

The second section consisted of items that determined the entitlement perception of respondents. There were a total of eight items in the second section of the questionnaire. A combination of a one to seven Likert scale and a dichotomous response scale was used for each item to determine the entitlement perception of that specific item. According to Trochim and Donnelly (2008) Likert scaling can be defined as “the process of developing a scale in which the rating of the items is summed to get the final scale score”; rating is usually done using a one-to-five disagree-

to-agree response format” (p. 136). A dichotomous response scale is defined as a question that has only two possible responses (Trochim & Donnelly, 2008); in this case the option for response was either positive or negative.

The final section of the questionnaire determined the various expectations levels of the participants. This section consisted of two parts. Firstly, the respondent had to provide his/her salary expectation (ZAR per month). Secondly, a one to seven Likert scale was used on a total of 15 items to determine the expectations level of the respondent.

Statistical analysis

The statistical analysis was carried out with the IBM SPSS program (IBM, 2011). Firstly, cross-tabulation was used to display the positive/negative frequency of entitlement beliefs. Factor analysis was used to determine the validity of the items in the questionnaire by analysing the internal consistency between the items of entitlement factors and expectations. This was achieved through a data reduction process. Descriptive statistics will display the entitlement factors and expectations of the respondents. The descriptive statistics will provide the mean, standard deviation, skewness, kurtosis and the Cronbach’s alpha coefficient of each factor. According to Trochim and Donnelly (2008) the Cronbach’s alpha coefficient (α) will determine the reliability of the questionnaire. According to Trochim and Donnelly (2008) a questionnaire is considered reliable when the Cronbach’s alpha coefficient is higher than 0.7 ($\alpha > 0.7$). Further, the correlation coefficient was used to determine the relationship between the factors that influence entitlement beliefs and the expectation of the respondents. Analysis of variance (ANOVA) has been used to determine the differences between designated and non-designated groups’ salary expectations and a t-test was administered to determine the difference between the male and female salary expectations. Pearson’s product moment correlation coefficients were used to determine the strength of the relationship between various expectation and entitlement variables.

Results

The frequency of positive/negative entitlements beliefs are displayed in Table 2. This frequency table displays the total respondent's belief regarding the effect of the identified entitlement factors on their employment expectations, as well as the difference between different EEA groups.

Table 2: Frequencies of positive/negative entitlement beliefs

Item	EEA group	Positive frequency	%	Negative frequency	%	Total Responses	%
Qualification	African	24	100	0	0	24	100
	Indian	8	88.8	1	11.2	9	100
	Coloured	24	96	1	4	25	100
	White Female	70	94.6	4	5.4	74	100
	White Male	46	100	0	0	46	100
	Total	172	96.6	6	3.3	178	100
Personality	African	22	91.6	2	8.4	24	100
	Indian	9	100	0	0	9	100
	Coloured	26	100	0	0	26	100
	White Female	71	97.3	2	2.7	73	100
	White Male	46	100	0	0	46	100
	Total	174	97.8	4	2.2	178	100
Professionalism	African	20	83.3	4	16.7	24	100
	Indian	9	100	0	0	9	100
	Coloured	26	100	0	0	26	100
	White Female	72	97.3	2	2.7	74	100
	White Male	43	95.6	2	4.4	45	100
	Total	170	95.5	8	4.5	178	100
Self-efficacy	African	23	95.8	1	4.2	24	100
	Indian	9	100	0	0	9	100
	Coloured	26	100	0	0	26	100
	White Female	73	98.6	1	1.4	74	100
	White Male	46	100	0	0	46	100
	Total	177	98.9	2	1.1	179	100
Affirmative action	African	19	79.2	5	20.8	24	100
	Indian	6	66.7	3	33.3	9	100
	Coloured	20	76.9	6	23.1	26	100
	White Female	44	59.5	30	40.5	74	100
	White Male	13	28.3	33	71.7	46	100
	Total	102	57	77	43	179	100
Labour market tendencies	African	13	54.2	11	45.8	24	100
	Indian	6	66.7	3	33.3	9	100
	Coloured	15	57.7	11	42.3	26	100
	White Female	28	37.8	46	62.2	74	100
	White Male	23	50	23	50	46	100
	Total	85	47.5	94	52.5	179	100

Previous job experience	African	13	54.2	11	45.8	24	100
	Indian	6	66.7	3	33.3	9	100
	Coloured	23	88.5	3	11.5	26	100
	White Female	60	81.1	14	18.9	74	100
	White Male	36	78.3	10	21.7	46	100
	Total	138	77.1	41	22.9	179	100

As indicated in Table 2 the majority of the respondents regarded their qualification, personality, professionalism, self-efficacy level, affirmative action policies and previous job experience as having a positive influence on their future employment, whereas the majority of respondents (52,5%) considered the current labour market tendency as having a negative influence on future employment.

The part of the questionnaire that measured the expectations level of participants had a total of 15 items. An extraction method was used to reduce these 15 items into four encompassing components. The results of the extraction method for expectations are displayed in Table 3. The components identified were assigned an encompassing heading that would display the characteristics of the items therein.

Table 3: Expectation extraction method

Variable	Component			Communalities
	F1	F2	F3	
Car	.096	.157	.640	.444
Medical	.472	.359	.264	.421
Pension	.589	.279	.240	.482
Relaxation	-.101	.248	.737	.615
Cellphone	.076	.109	.746	.575
Insurance	.383	.250	.648	.629
Employee assistance programs	.597	.340	.153	.496
Flexible hours	.400	.460	.370	.508
Additional annual leave	.153	.809	.216	.725
Additional sick leave	.075	.824	.300	.775
Additional overtime pay	.135	.848	.119	.752
Skills development	.819	.103	-.119	.695
Career development	.739	.240	.189	.640
High work status	.646	-.044	.114	.432
Respect in the workplace	.722	-.040	.242	.582
Squared multiple correlation	3.460	2.819	2.490	
Percentage of variance	23.07	18.79	16.6	
Cumulative percentage of variance	23.07	41.86	58.46	
F1 - Employee wellness F2 - Conditions of employment F3 – Benefits F4 - Career aspiration				

From the results of the extraction method the items for expectations could be grouped into three components, but considering the items in “employee wellness”, it was evident that these items’

characteristics did not correlate logically with each other, which led to the creation of an additional factor: “career aspiration”. Therefore the items medical, pension and employee assistance program formed part of the component “employee wellness” and skills development; career development, high work status, and respect in the workplace formed the additional component “career aspirations”.

The same process of extraction method was also used to reduce the amount of entitlement factor items. By conducting a principal component analysis some entitlement belief items could be grouped together to form a singular component (entitlement factors). The items that formed part of the entitlement factor component were qualification, personality, professionalism, self-efficacy, labour market tendency and previous job experience.

From the above extraction method the results of the respondents’ expectations will be provided in terms of expectations regarding employee wellness, conditions of employment, job benefits and occupation aspiration. The results of the entitlement beliefs of respondents will be provided in terms of entitlement factors, personality, affirmative action and workplace location. The results of the extraction method for expectations are displayed in Table 4.

Table 4: Entitlement beliefs extraction method

Variable	Component F1	Communalities
Qualification	.696	.484
Personality	.536	.287
Professionalism	.739	.546
Self-efficacy	.729	.531
Affirmative action	.441	.195
Labour market	.697	.486
Job experience	.587	.344
Workplace location	.464	.215
<i>Squared multiple correlation</i>	2.615	
<i>Percentage of variance</i>	52.3	
<i>Cumulative percentage of variance</i>	52.3	

F1 – Entitlement factors

The descriptive statistics and Cronbach’s alpha of the measurement components, expectations and entitlement factors, are reported in Table 5.

Table 5: Descriptive statistics and Cronbach's alpha

Components	Min	Max	M	SD	Skewness	Kurtosis	α
Employee wellness	2.64	7.00	6.02	0.95	-1.151	0.978	0.77
Occupation aspirations	4.00	7.00	6.32	0.69	-1.058	0.595	0.84
Conditions of employment	1.25	7.00	5.48	1.15	-0.575	-0.003	0.74
Benefits	1.00	7.00	4.56	1.25	-0.421	-0.333	0.71
Entitlement factors	3.00	7.00	5.73	0.87	-0.595	0.033	-
Personality	2.00	7.00	5.89	0.93	-0.835	0.902	-
Affirmative action	1.00	7.00	4.99	1.46	-0.382	-0.261	-
Workplace location	1.00	7.00	5.37	1.35	-0.879	1.014	-
Salary	2000	35000	13838	5835.67	0.987	1.544	0.74

As indicated in Table 4, all the measurements of the questionnaire had a relative normal distribution, with skewness and kurtosis falling within the acceptable range (>1 , <-1). Considering the mean of the expectations components, the respondents' expectations regarding employee wellness, occupation aspirations, conditions of employment and benefits were all relatively high considering that the average mean would be 3,50 ($M=3,50$). The overall Cronbach's alpha coefficients are acceptable when following the ≥ 0.07 guideline (Pallant, 2007).

Pearson product moment correlation coefficients were used to determine the strength of the relationship between expectation and entitlement variables. The correlation coefficients can be seen in Table 6.

Table 6: Correlations between entitlement factors and expectations

Components	1	2	3	4	5	6	7	8	9
1. Employee wellness	1	-	-	-	-	-	-	-	-
2. Occupation aspirations	.536 ^{**++}	1	-	-	-	-	-	-	-
3. Conditions of employment	.516 ^{**++}	.323 ^{**+}	1	-	-	-	-	-	-
4. Benefits	.413 ^{**+}	.186 [*]	.520 ^{**++}	1	-	-	-	-	-
5. Entitlement factors	.267 [*]	.434 ^{**++}	.057	.562 ⁺⁺	1	-	-	-	-
6. Personality	.368 ^{**+}	.302 ^{**+}	.164 [*]	.010	.394 ^{**++}	1	-	-	-
7. Affirmative action	.295 ^{**}	.380 ^{**+}	.107	-.140	.291 ^{**}	.185 [*]	1	-	-
8. Workplace location	.264 ^{**}	.193 [*]	.129	.156 [*]	.293 ^{**}	.256 [*]	.142	1	-
9. Salary	.101	.067	.154 [*]	.240 ^{**}	-.069	-.022	-.034	-.054	1

^{**}. Correlation is significant at the 0.01 level (2-tailed).

^{*}. Correlation is significant at the 0.05 level (2-tailed).

⁺⁺. Practical significant large effect

⁺. Practical significant medium effect

From the results of the correlation coefficient there is some degree of correlation between the different variables. The most significant findings are the correlation between the following factors: entitlement factors and occupation aspiration, which has statistical and practical

significance; entitlement factors and benefits, which is practically significant with a large effect; personality and employee wellness, which has statistical and practical significance; personality and occupational aspirations, which has statistical and practical significance; affirmative action and employee wellness, which is statistically significant; affirmative action and occupational aspirations, which has statistical and practical significance; and workplace location and employee wellness, which is statistically significant. Salary had no practical or statistical significance with any factors that influence an employee's entitlement perception.

Comparative means were used to determine the difference between salary expectations of different EEA groups. The average salary expectations, according to EEA groups, were: Africans with a mean of R15 695,65 pm, Indians with a mean of R10 222,22 pm, Coloureds with a mean of R13 846,15 pm and Whites with a mean of R13 838.07 pm.

Analysis of variance (ANOVA) with EEA group as independent variable and salary as depended variable was used to determine if there was a significant difference between salary expectations of EEA groups. The results displayed that the significance level is 0,120, which indicate that there is no significant difference between salary expectations of EEA groups.

An independent-sample t-test was conducted to compare the salary expectations scores for males and females. There was a significant difference in scores for males ($M = R15\ 301,59$ pm, $SD = R6\ 215,58$) and females ($M = R13\ 004,46$, $SD = R5\ 493,85$) with $sig.(2-tailed) = ,012$.

Discussion

According to the results all the respondents, irrespective of EEA group association, had relative high normative entitlement perceptions and organisational expectations. This correlates with the findings of Ocshe (2005) who reports that all the groups in South Africa have fairly high expectations for future organisational success. The only difference between designated and non-designated groups is in terms of their perception of how certain factors will influence their future organisational expectations. The only factor that showed a difference between designated and non-designated group expectations was in terms of the potential affirmative action policy of their future employer, where the majority of the non-designated group regarded affirmative action as having a negative effect on future employment expectations. It should, however, still be noted

that these individuals still had relative high expectations regarding their total expectations irrespective of affirmative action playing a major role in South Africa. According to Naumann et al. (2002) total perceptions of entitlement in the social sciences are assumed to vary along a continuum, which has the effect that more than one factor may lead to the total entitlement perception of an individual and that some factors may have a greater impact on the total entitlement belief of prospective employees, for instance the respondents' result for qualification where more than 95% of the respondents regarded their qualification level as having a positive effect on future employment expectations. This may explain the reason why the respondents displayed high normative entitlement levels, also accompanied with high expectations levels.

An interesting finding from the results is that approximately 20% of the designated group respondents regarded affirmative action as having a negative influence on their future expectations, although theoretically affirmative action enhances their future employment possibilities and career mobility. This notion is reinforced from the findings which displayed a practical and statistical significant link between the respondents' believe regarding the influence of affirmative action and their occupational aspiration expectation. This response, where some designated group respondents view affirmative action as a negative influence on their employment expectations, may be as a result of the negative stigma associated with affirmative action appointees, where unqualified or incompetent employees are appointed on the basis of affirmative action (Sebola, 2009).

When considering the link between entitlement factors and expectations there was no statistical link between entitlement factors and salary expectations. In other words, salary expectations are influenced by other aspects than what is identified in this paper. A survey conducted by the South African Graduate Recruiter Association (SAGRA, 2011) regarding the starting salaries of graduates in South Africa, found that the median graduate starting salary for 2011 was about R130 000 per annum, which was approximately R10 000 per month (SAGRA, 2011). The highest starting salaries for 2011 were for positions at investment banks or fund managers, consulting firms, law firms and engineering or industrial companies, which each have a median starting salary in excess of R230 000, which is approximately R19 000 per month (SAGRA, 2011). When considering the normative expectations of the respondents, all the designated and non-designated groups had higher salary expectations than what is regarded as average, with no

significant difference between groups. There was a significant difference between male and female salary expectations, where females had a lower salary expectation than males. This may be due to the traditional perspective that women are stereotyped as a homemaker (Penchiliah, 2005) and men as the primary breadwinner.

Conclusion, managerial implications and limitations

The purpose of this paper is to determine the entitlement beliefs and expectations of designated and non-designated groups and to determine the relationship between the factors that influence entitlement perception and expectations of prospective employees.

The main entitlement factors that influenced the normative entitlement perception of designated and non-designated groups was characterised in terms of entitlement factors, personality, affirmative action policies and workplace location. The main expectations that employees had were characterised in terms of expectations regarding employee wellness, conditions of employment, benefits and career aspirations. From the results it was evident that the normative entitlement of both designated and non-designated groups was high, and this high entitlement belief level was also associated with high expectation levels.

From the findings there was a correlation between entitlement factors and expectation levels of prospective employees. At least one of each factor that influences the entitlement perception of prospective employees had a statistically and/or practically significant correlation with the future expectations of those individuals. This concludes that entitlement perceptions of prospective employees can be seen as an antecedent of expectations. Hurst and Good (2009) stated that the “pre-entry expectations are based on prior experiences. Therefore, college graduates take preconceived expectations to their first post-graduation job. And, because these pre-entry expectations contribute to their entitlement perceptions, we conceptualize pre-entry expectations to be an antecedent of entitlement perceptions” (p. 576). Although this is in contradiction with the abovementioned conclusion, it is important to note that Hurst and Good (2009) researched college graduates that already had experience, although not necessarily formal work experience, in the retail industry; thus it makes sense that these individuals alter their entitlement perception according to past experiences.

The managerial implication of this paper is that, if organisations and tertiary institutions are aware of the influence of entitlement perceptions on expectations, they may be able to better understand and shape graduate entitlement beliefs to prepare them for more realistic organisational expectations. By managing the normative entitlements and expectations of graduates it is possible to minimise breach or violation of the psychological contract between these prospective employees and their potential employers.

The limitations of this study are that these results are only applicable to prospective employees who have not yet entered formal employment. If an individual starts working for an employer after graduation, that employee will alter his/her entitlement perception based on his/her current working situation and in turn their expectations will become more realistic as their experience in their field of expertise grows. Another aspect is that an individual's entitlement beliefs are not only limited to the factors identified in this study; there may be an infinite list of other factors that may influence a person's entitlement perception.

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Chapter 4: Conclusions and recommendation

4.1 Introduction

Since research began on the psychological contract, expectations have always been regarded as a core piece thereof (Freese & Schalk, 2008; Van den Heuvel & Schalk, 2009; Paul, Niehoff & Turnley, 2000). According to Turnley and Feldman (1999) every employee has a unique psychological contract according to his/her own understanding of his/her obligations toward the employer. The notion is accepted among researchers that employees with balanced psychological contracts are less likely to leave the employment relationship (Scott, Eau, & Jill, 2001).

De Vos, Stobbeleir and Meganck (2009) suggested that prospective employees already have a developed mental model regarding expectations prior to organisational entry, even though they may have no professional experience. Furthermore, De Vos et al. (2009) state that this mental model will affect prospective employees' choice of job, as well as the evaluation method they will make use of to determine the degree to which their expectations match the reality, after they enter the organisation. To fully comprehend the development of this mental model, and the factors that influence an individual's expectation level, it is important to understand the underlying entitlement beliefs (normative entitlement) of these prospective employees (Naumann, Minsky & Sturman, 2002). Snyders (2002, p. 21) describes entitlement as "a sense of deservingness". Although entitlement was mentioned in previous psychological contract studies (Rousseau, 1998; Paul et al., 2000) it has never been investigated as a distinctive construct of the psychological contract.

South Africa provided the ideal setting for researching the expectations and normative entitlement of prospective employees due to its history of discrimination and rectifying legislation that differentiates on the grounds of status and education of certain groups within the country.

The study commenced by drawing a sample from the research population in order to identify themes associated with expectations and entitlement beliefs of student groups through qualitative means, and was continued until the identification of original items were exhausted. These themes were then utilised to compile a questionnaire specifically designed to measure the expectations and entitlement beliefs of non-designated and various designated students.

4.2 Discussion

This study comprises two separate, but complimentary, articles attributing to the main focus of this study, which was to determine the expectations and normative entitlements in the anticipatory psychological contract of non-designated and various designated student groups. In order to do this, the specific objectives were reached as follows:

4.2.1 Expectations and normative entitlements

The first two objectives of this study – associated with Chapter 2 (Article 1) – were to investigate the themes associated with expectations and normative entitlements of the anticipated psychological contract and then to review these themes against relevant literature. This was accomplished through qualitative means in which interviews were conducted with participants. A total of twenty interviews (n=20) were conducted with final year university students. From the data gathered, researchable themes were identified and validated according to relevant literature. This paper identified two main constructs, namely expectations of prospective employees and factors that influence the expectations (entitlement beliefs) of prospective employees.

The construct expectations of prospective employees were further divided into two sub-constructs, namely individual expectations and normative expectations, with each of these having various themes within that construct.

Individual expectations refer to a higher than average level of expectation of prospective employees who had not yet entered formal employment. The individual expectations identified in this study were attractive salary and benefits, employee assistance programmes, personal skills development opportunities, status in the workplace and mobility opportunity. Normative expectations refer to the average level of expectations of prospective employees, who had not entered formal employment yet. The normative expectations identified in this study were reasonable salary, necessity benefits, reasonable conditions of employment, reasonable conditions of working environment, employment development, employee well-being, job related skills development and respect in the workplace.

The factors that influence the entitlement beliefs of prospective employees were identified as the individual's level of qualification, the individual's perception of his/her contribution to the

company, the self-efficacy level of the individual, the current labour market tendencies in the country, the individual's employment equity group association, the individual's previous job experience level and the general cost of living at the workplace location; in other words, the survival cost of the individual.

By using the various constructs and themes associated with a prospective employee's entitlement beliefs and expectations, a structured model was suggested to better understand the anticipatory psychological contract of a prospective employee. This was achieved by grouping all the expectations together, and then grouping all the perceived entitlement factors together and linking them in a certain manner, that would suggest that an individual's entitlement perception is influenced by certain factors. In turn this entitlement perception then determines the expectation level of that individual. The model of the individual psychological contract can be seen in Figure 1.

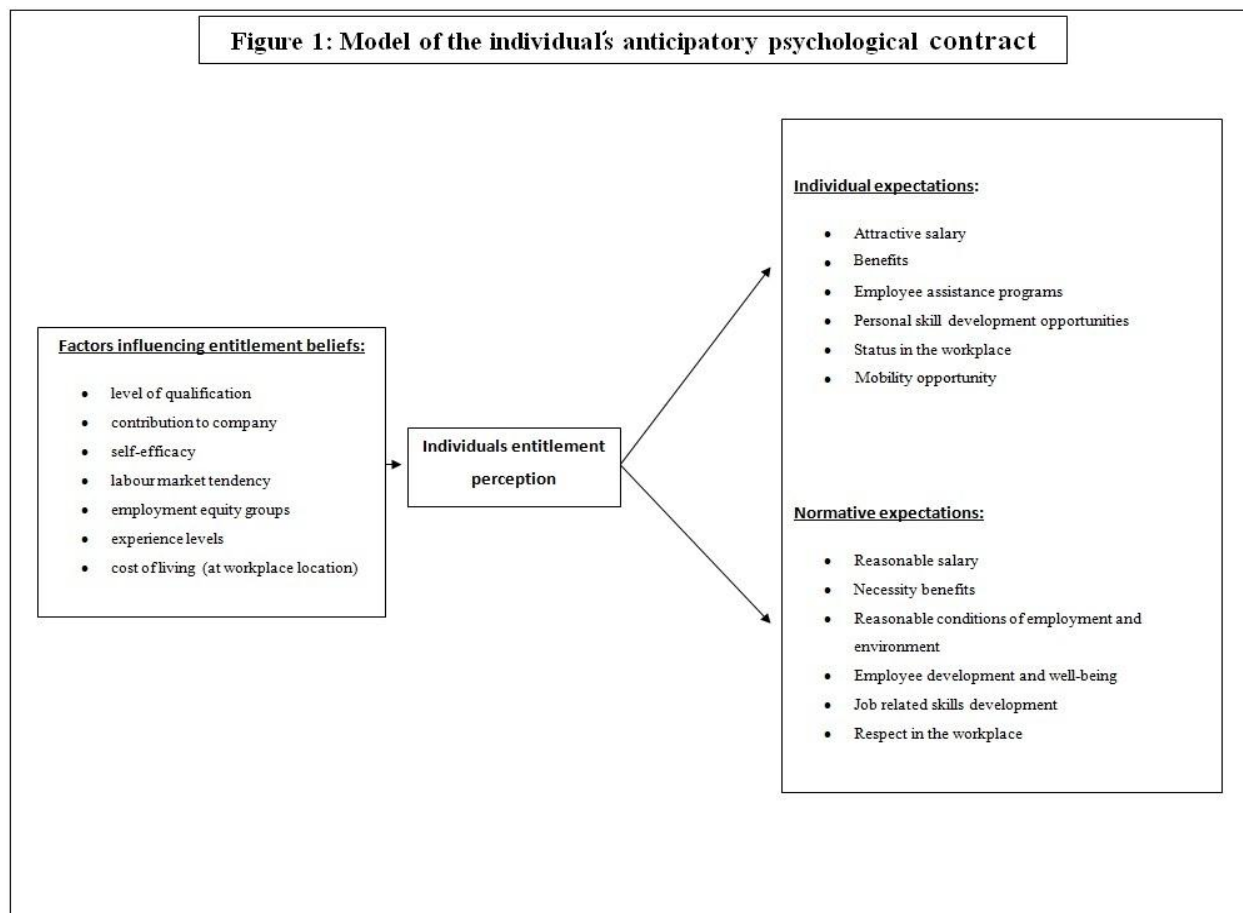


Figure 1: Model of the individual's anticipatory psychological contract

This model makes the assumption that, if a person has a high level of entitlement perception based on one or more factors that influence the entitlement beliefs, he/she would have higher job expectations, for instance better pay and more benefits than what the average individual has. In contradiction to this: if a person has an average entitlement belief, that person will have a normative level of expectation, for instance a salary that covers the basic cost of living with certain necessity company benefits.

4.2.2 Expectations and normative entitlements of the anticipated psychological contract

The third and fourth objectives of this study – associated with Chapter 3 (Article 2) – were to determine the various expectations and normative entitlements of the anticipated psychological contract and to determine the differences between the expectations and normative entitlements of non-designated and various designated student groups. This was accomplished by developing a questionnaire, based on the items identified in Chapter 2 (Article 1), to measure the expectations and entitlement beliefs of prospective employees. The questionnaire was administered to 179 (n=179) third year economic and management sciences students during academic contact sessions at a South African university.

The questionnaire consisted of three sections. In the first section the biographical information (gender, employment equity group association, age and qualification) of the respondents was obtained. This information had to be filled in by the respondent. The second section consisted of items that determined the entitlement perception of respondents. There were a total of eight items in the second section of the questionnaire. A combination of a one to seven Likert scale and a dichotomous response scale was used for each item to determine the entitlement perception of that specific item. The final section of the questionnaire determined the various expectations levels of the participants. This section consisted of two parts. Firstly, the respondent had to provide his/her salary expectation (ZAR per month). Secondly, a one to seven Likert scale was used on a total of 15 items to determine the expectations level of the respondent.

The majority of the respondents regarded their qualification level, personality, professionalism, self-efficacy level, affirmative action policies and previous job experience as having a positive impact on potential employability, whereas the majority of respondents considered the current labour market tendency in South Africa as having negative impact on future employment.

The part of the questionnaire that measured the expectations level of participants had a total of 15 items; therefore an extraction method was used to reduce these items into four encompassing components, namely employee wellness, conditions of employment, job benefits and occupation aspiration. The same extraction method was used to lessen the total of entitlement factors items. By conducting a principal component analysis some entitlement beliefs items could be grouped together to form a singular component, which is entitlement factors. The results of the entitlement beliefs of respondents will therefore be provided in terms of entitlement factors, personality, affirmative action and workplace location.

From the findings all the respondents, irrespective of EEA group association, had relative high normative entitlement perceptions and organisational expectations. The only difference between designated and non-designated groups was in terms of their perception of how certain factors will influence their future organisational expectations. The only factor that displayed a difference between designated and non-designated students' expectations was in terms of the potential affirmative action policy of their future employer, where the majority of the non-designated group regarded affirmative action as having a negative effect on future employment expectations. It should be noted that non-designated students still had relative high expectations regarding their total expectations, even though they do not benefit from affirmative action in South Africa.

From the findings there was a correlation between entitlement factors and expectation levels of prospective employees. At least one of each factor that influences the entitlement perception of prospective employees had a statistically or/and practically significant correlation with the future expectations of that individual. The most significant finding is the correlation between the following factors: entitlement factors and occupation aspiration (statistical and practical significance); entitlement factors and benefits (practical significant with a large effect); personality and employee wellness (statistical and practical significance); personality and occupational aspirations (statistical and practical significance); affirmative action and employee wellness (statistical significant); affirmative action and occupational aspirations (statistical and practical significance); and workplace location and employee wellness (statistical significant). Salary had no practical or statistical significance with any factors that influence an employee's entitlement perception.

Comparative means were used to determine the difference between salary expectations of different EEA groups. The average salary expectations, according to EEA groups, were: Africans with a mean of R15 695,65 p.m., Indians with a mean of R10 222,22 p.m., Coloureds with a mean of R13 846,15 p.m. and Whites with a mean of R13 838,07 p.m.

4.3 Conclusion

Sutton and Griffin (2004) made the assumption that pre-entry expectations have no boundaries in content; they are formed prior to organisational entry, they are based on pre-job experience, and there is only one party to the understanding, which is the employee. This means that the organisation has little to no influence on the expectations graduates have prior to employment, and that something else influences the development of pre-entry expectations. The culprit that this study identified and confirmed as the causal factor for the development of pre-entry expectations was normative entitlement.

Harvey and Harris (2010) suggested that entitlement beliefs occur due to factors within a person or group. Therefore the main purpose of this study was to determine the expectations and normative entitlement in the pre-entry psychological contract of potential employees of non-designated and various designated groups. This was achieved by conducting a qualitative study to determine the various themes associated with normative entitlement and expectations of student groups, and then utilising this information to develop a questionnaire that determined the normative entitlement and expectations of student groups.

This study broadens the scope of psychological contract theory by incorporating normative entitlement as an antecedent of expectation in the anticipatory psychological contract of student groups. Hurst and Good (2009) stated that:

“The pre-entry expectations are based on prior experiences. Therefore, college graduates take preconceived expectations to their first post-graduation job. And, because these pre-entry expectations contribute to their entitlement perceptions, we conceptualize pre-entry expectations to be an antecedent of entitlement perceptions.” (p. 576)

Although this is in contradiction to the findings of this paper, it is imperative to note that Hurst and Good (2009) conducted research on graduates with a career path in the retail industry which

already had exposure in or contact with the retail industry; thus it makes sense that these individuals alter their entitlement perception according to past occurrences. The term “pre-entry expectations” refer to newcomer expectations that were formed prior to actual employment (Sutton & Griffin, 2004).

4.4 Managerial implication

Harvey and Harris (2010) made the assumption that unrealistic entitlement beliefs have the potential to cause problems for both employees and employers. All of the participants in this study had certain expectations regarding future employment that were based on factors that influenced their entitlement beliefs. Although there were individuals who had realistic expectations about future employment, the majority of the sample had relative high expectations, which purposes a threat to the future psychological contract of that individual. Several authors, who already conducted research on psychological entitlement in the work context, came to the conclusion that psychologically entitled employees tended to display unethical behaviour, have conflict with their supervisors, have high reward expectations, have lower levels of job satisfaction and high levels of turnover intent (Harvey & Harris, 2010; Harvey & Martinko, 2009; Kets de Vries, 2006; Levine, 2005). Harvey and Harris (2010) also found that psychological entitlement is associated with relative high levels of job related frustration. Therefore the managerial implications that this study proposes is that, if organisations and tertiary institutions are aware of the influence of entitlement perceptions on expectations, they may be able to better understand and shape graduate entitlement beliefs, prior to organisational entry, to prepare them for more realistic organisational expectations. The main proposal will be at intervening while the potential employees are still students busy with their studies, rather than rectifying the problem during the course of employment; in other words, treating the source of the problem rather than treating the symptoms thereof. Organisations should take preventive measures that eliminate the causal factors which may threaten the future psychological contract of employees.

An employee will experience a breach of the psychological contract when that individual perceives that the organisation has failed to uphold one or more aspects of the psychological contract (including un-met expectations) (Hellgren, 2003; Linde, 2007). Therefore, by successfully managing the normative entitlements and expectations of graduates, it is possible to

minimise breach or violation of the psychological contract between these prospective employees and their potential employer, which have the potential to reduce high graduate turnover in their first few years of employment.

4.5 Recommendations for future research

If an individual starts working for an employer after graduation, that employee will alter their entitlement perception based on their current working situation; in turn their expectations will become more realistic as their experience in their field of expertise grows (Hurst & Good, 2009).

This study opens new research possibilities in psychological contract research in view thereof that it is the first research focussed on the normative entitlement's effect on the anticipatory psychological contract. It also places normative entitlement as a separate construct from expectations in psychological contract studies.

It is suggested that future research aim to reproduce the findings of this study and then compare it with the findings of this study to ensure the reliability and applicability of the findings. The results from this study may differ across different dimensions. All of the participants of this study were final year economics and business sciences students, but results may be different across other disciplines, education levels, cultures and countries. An individual's entitlement beliefs are not only limited to the factors identified in this study; there may be an infinite list of other factors that may influence a person's entitlement perception. It is therefore suggested to conduct future research in other disciplines, education levels, cultures and countries to truly determine the effect of normative entitlement on the anticipatory psychological contract.

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4.6 Bibliography

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