

The background features a series of vertical lines in various colors (red, orange, green, blue, purple) that create a 3D perspective effect, receding into the distance. The lines are of varying thickness and are set against a dark background.

Psychological Contract in School

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Introduction

- This study explores how psychological contracts between teachers and students are negotiated in three high schools, aiming to improve the learning environment through enhanced mutual expectations.
- The current study investigates the following question:

What experiences do teachers have with the use of psychological contracts (as part of relationship building) between teachers and students in high school?

Background

- Psychological Contract:
Defined as mutual expectations and informal agreements in relationships.
- Importance in Education:
Helps bridge gaps between formal educational requirements and actual classroom dynamics.

Theoretical Basis

- Argyris (1960)
 - Rosseau (1995)
 - DelCampo (2007)
 - Schein (1980)
 - Schein and Schein (2018)
 - Heimly et al (2020)
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$G \frac{m_1 m_2}{d^2}$

$i\hbar \frac{\partial \psi}{\partial t} = \psi - \hat{H} \psi$

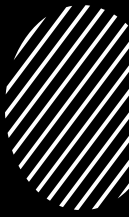

$E = mc^2$

$\frac{\partial^2 u}{\partial x^2}$

$\phi(x)$



Study Details



Methodology:
Qualitative interviews
with teachers.



Focus: Exploring how
teachers' and students'
expectations affect the
educational process.

Table 1: Students' expectations of the teacher - relational expectations:

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The teacher is clear
The teacher shows respect for the students
Arrives/meets on time
The teacher is fair
The teacher shows understanding for the students
The teacher sees each individual
The teacher is prepared for the lessons
The teacher rewards good effort
The teacher considers the amount of theory
The teacher provides adequate help

Table 2: Students' expectations of the teacher - transactional expectations:

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The subject is relevant
New and interesting content (modern)
A mix between theory and practice
Equipment for the subject
Challenges in the subject
Effective use of technology in teaching
The teacher provides feedback that is useful and constructive
Sets high, but realistic expectations for the students
Encourages independence and creative thinking
What needs to be learned is relevant
Open to suggestions from students

Table 3: Teachers' expectations of students

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Everyone is included
Do their best in various tasks
Show respect for each other and the teacher
Contribute to a good classroom environment
Try their best
Participate actively in their own way during classes
Contact and notify when needed
Avoid unnecessary comments

Central findings

- High Relational Expectations
- Positive Impact of Student Participation
- Dynamic Nature of Psychological Contracts
- Behavior Regulation and Learning Environment
- Enhanced Dialogue and Understanding

Dialogue Towards Clarified Goals

- The intention of using the psychological contract is to facilitate a dialogue that aims to clarify goals and expectations, define each student's role in the professional learning community, and create productive rules of play

Positive Learning Environment

- The teachers we interviewed explain that they encounter various expectations related to the quality of the learning environment.
- The study shows variations in how teachers work with the psychological contract, some contracts have clear traces of relational quality, while others have more transactional clarifications.

Implications for Practice

- A dynamic psychological contract regulates the behavior of the students, and thus the learning environment as well.
- The findings of the study show that students have both relational and transactional expectations of the teacher.
- The study indicates that the relational relationship is strengthened when students themselves participate and co-create in shaping the mutual expectations.
- The study also points out that the use of a written and dynamic psychological contract regulates the behavior of the students, and the learning environment as well

A hand is visible on the left side of the image, holding a pen over a document. In the foreground on the right, there is a large, three-dimensional '@' symbol made of cardboard. The background is blurred, showing a desk and some office equipment.

Thank you for your
attention!

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