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Belief in a Just World and Organizational Commitment in higher education teachers in Portugal: The indirect effect of the Psychological Contract

Beatriz Gonçalves Andrade

Master's in Social and Organizational Psychology,

Supervisor:
Isabel Alexandra de Figueiredo Falcão Correia, Associate Professor
with Aggregation

September, 2025

Department of Social and Organizational Psychology

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Abstract

Higher education professors in Portugal have become stagnant in their careers, have lost almost 30% of their purchasing power over the last two decades, and are an aging population, as almost half of this population is over the age of 50 years old. Poor working conditions in the higher education system are becoming the norm, with professors complaining about high workloads, lacking independence, feeling the absence of a community-led workplace, social and institutional recognition (and therefore, rewards), as well as feeling that the institution is unjust towards them. The main objective of this investigation is to understand the possible relationship of Belief in a Just World and Organizational Commitment in higher education professors in Portugal, resorting to the Psychological Contract as a mediator. Self-reported data was collected from Higher Education Professors in Portugal (N = 63). The present investigation can be characterized as a quantitative, cross-sectional and correlational study. Although higher levels of Belief in a Just World were not associated with higher levels of Organizational Commitment in higher education professors in Portugal, higher levels of Belief in a Just World were associated with higher levels of Psychological Contract, which in turn, were associated with higher levels of Organizational Commitment. This suggests that Belief in a Just World affects Organizational Commitment through the Psychological Contract. These findings contribute to the existing literature on the fields of Social Psychology of Justice, Organizational Commitment and Education.

Keywords: Belief in a Just World; Psychological Contract; Organizational Commitment; Higher Education Professors.

APA PsycINFO Classification:

3000 (Social Psychology)

3650 (Personnel Attitudes & Job Satisfaction)

Resumo

As carreiras dos professores universitários em Portugal estagnaram, tendo estes perdido quase 30% do seu poder de compra durante as últimas duas décadas. Estes são ainda uma população envelhecida, tendo, quase metade desta, mais de 50 anos. As condições de trabalho precárias no sistema de ensino superior têm-se estabelecido como a norma, sendo que os professores se queixam da quantidade de trabalho, da falta de independência, da ausência de um ambiente de trabalho orientado para a comunidade, e de reconhecimento social e institucional (e consequentes recompensas), tal como sentem que a instituição não os trata de forma justa. O principal objetivo desta investigação é compreender a possível relação entre a Crença no Mundo Justo e o Compromisso Organizacional nos professores universitários em Portugal, recorrendo ao Contrato Psicológico como mediador. Os dados foram recolhidos através de medidas de auto-relato (N=63). A presente investigação é caracterizada como um estudo quantitativo, transversal e correlacional. Apesar de níveis mais elevados de Crença no Mundo Justo não se associarem a níveis mais elevados de Compromisso Organizacional em professores universitários em Portugal, níveis mais elevados de Crença no Mundo Justo associaram-se a níveis mais elevados de Contrato Psicológico, que por sua vez, se associaram a níveis mais elevados de Compromisso Organizacional. Assim, a Crença no Mundo Justo parece ter impacto no Compromisso Organizacional, através do Contrato Psicológico. Estas descobertas contribuem para a literatura existente nos campos da Psicologia Social da Justiça, Compromisso Organizacional e Educação.

Palavras-chave: Crença num Mundo Justo; Contrato Psicológico; Compromisso Organizacional; Professores Universitários.

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Introduction

Higher education professors in Portugal have become stagnant in their careers, have lost almost 30% of their purchasing power over the last two decades, and are an aging population, as almost half of this population is over the age of 50 years old (Lusa, 2024; 2025). Although it might be shocking, this landscape is not new, nor unspoken about on the Portuguese media, so much so, that it is recognized that higher education professors who teach in Portuguese institutions claim to be victims of injustice when compared to other professional classes, even when teaching in state institutions (Lusa, 2024; Masó & Verdecia, 2023).

Studies across the globe have proven that poor working conditions in the higher education system are becoming the norm, with professors complaining about being overloaded with work, lacking independence, feeling the absence of a community-led workplace, social and institutional recognition (and therefore, rewards), as well as feeling that the institution is unjust towards them (Ferreira-Oliveira & Carlotto, 2020; Gil-Monte et al., 2011; Kokkinos, 2007; Luk et al., 2010; Mota et al., 2021). When it comes to the latter, it is known that even though being treated in a way that is fair is fundamental for individuals in organizations, that is not the reality at every moment in time. As employees are aware that they might be treated unjustly in their work environment, it becomes crucial to understand how they perceive and react to situations of injustice (Folger & Cropanzano, 1998; Gago & Correia, 2010).

Individuals who report having a higher Belief in a Just World (BJW), that is, believing that each individual gets what they deserve (Lerner, 1980), appear to assess unjust events as if they were fairer (Hagedoorn et al., 2002), paying more attention to the information that is lenient with the fairness of an event, rather than the one that is complacent with the injustice of that same event (Hafer & Correy, 1999). As a result, BJW manifests itself as functional and adaptive, enabling people to absorb and manage unjust situations (Dalbert, 2002).

Deemed as a multi-dimensional and complex construct (Colquitt et al., 2001), justice, more specifically its perception, affects individuals' behaviors towards the organization they work for, namely Organizational Commitment (OC), up until the point of making employees feel more satisfied and engaged within the organization, as well as enhancing trust in supervisors (Colquitt et al., 2001; Folger & Knovsky, 1989). Organizations, namely Portuguese higher education institutions, are coming to grip with new challenges (Caeiro, 2025; Herrera & Heras-Rosas, 2021), hence being pivotal to partner up with employees that are committed to the institution's values and objectives (Herrera & Heras-Rosas, 2021).

While there is a widespread agreement that complying with the established formal contracts higher education professors have with the institutions in which they teach is fundamental to foster sense of justice, to the extent that most professors' complaints fall onto lack of resources, stability and rewards, it is crucial that we recognize that social and organizational factors (Ferreira-Oliveira & Carlotto, 2020), such as the fragility of the bonds established within the institution, are also relevant. This idea is therefore defended by the Psychological Contract (PC) theory (Rousseau, 1989), where it is emphasized that individuals establish an unwritten contract with the institutions they work for, focusing on mutual expectations and obligations (Bulawit et al., 2023). Furthermore, this theory suggests that the PC assumes a leading role when it comes to the employee-employer relationship, as it falls back on beliefs such as job security, career development and fairness (Bulawit et al., 2023).

All things considered, justice plays a crucial role within institutions, to the degree that it is no longer an option to maintain the status quo. Moreover, it is time for organizations to recognize that human resources are their most important asset. Although there is a great base of literature that studies the relationship between Organizational Justice (OJ) and organizational outcomes, these focus on distributive, procedural and interactive justice, viz, individuals' perception of justice over rules and processes of the organization (Han et al., 2022). Nevertheless, beliefs affect individuals in a different way than perceptions. As an illustration, we might have an employee with higher BJW, who believes that their endeavour will be rewarded, regardless of the rules and regulations the organization implements; on the other hand, we are faced with an individual with a lower level of BJW, that is guided by the same rules and regulations as the former example, however, due to their beliefs, they feel as their future is decadent and they show no intention to help the institution prosper (Han et al., 2022).

Similarly, there is a lot of literature on the relationship of OJ and the PC (mostly under the Social Exchange Theory paradigm), but not on the relation between BJW and PC. As mentioned before, BJW impacts individuals differently than their perceptions of justice, which is explained by the fact that while BJW can be understood as a belief of how the world works, based on the idea that people get what they deserve (Lerner, 1980), OJ perceptions refer to the cognitive evaluation about concrete events, structures, policies or even relations established (Schuster et al., 2014). Finally, it is known that as the level of PC increases, so does OC (Nawaz et al., 2019), which is justified by the understanding and fulfilment of obligations and expectations innate to the PC, and resultant rise of trust and loyalty levels of employees (Al-Abrow et al., 2019).

To my knowledge, the literature relating BJW and organizational outcomes, namely OC, is scarce. Furthermore, it is even rarer to find literature that begins to explain why there is a relationship between the concepts. That is where I find the theoretical contribution of my investigation: even further that delving on the possible relationship of BJW and OC in higher education professors in Portugal, the present work resources to the PC as a mediator between the former variables, hoping at least, to some extent, justify this relation.

Furthermore, I hope that by studying OC in higher university teachers in Portugal, this investigation fosters a more comprehensive understanding of the higher education system, providing means to uplift that same system, motivating professors and, consequently, students (Jing & Zhang, 2014).

Chapter I- Literature Review

The State of Education and the Teaching Profession in Portugal

Universities, as organizations, are valuable when they transfer knowledge, responsibilities and the right structure to their employees, fostering their sense of belonging and motivational processes (Fleury, 2002). However, higher education professors are faced with a double demand, that is, to transfer knowledge, but also to produce it, as well as they are expected to be motivated and institutionally committed (Smeby, 1998). In addition, schools attain their goals while managing constant change, therefore being highly rowdy environments (Arranca, 2014), hence being extremely complex social organizations (Machado et al., 2012).

Recently, Portuguese universities have been targets of profound change, considering their integration on the European Space of Higher Education established by the Bologna Process, and subsequent curriculum redefinition; the appearance of a ‘new student profile’ due to globalization; and the digitalization derived from the Covid-19 Pandemic (Matos, 2023).

Nevertheless, these transformations have not been followed by a reorganization of the faculty, which are still an aging population (Matos, 2023). This is alarming when considering that the teaching staff is a key resource in universities, due to their role in sculpting the institutional culture (Machado-Taylor et al., 2010, as cited in Machado et al., 2012).

High workloads, micro-management, lack of community sense, poor compensation and lack of justice, are some of the problems forwarded by Portuguese higher education professors (Ferreira-Oliveira & Carlotto, 2020). In addition, they reveal to be unhappy with the precariousness of employment relations with their institutions, and meaningful career difficulties in the investigation context (Ferreira-Oliveira & Carlotto, 2020). Unfortunately, challenges that reflect deterioration in compensation and benefits provided to professors are not recent (Altbach & Chait, 2001, as cited in Ssesanga & Garret, 2005; Matos, 2023). Furthermore, reacting to the rapid transformations impacting higher education professors’ careers and managing them has become crucial (Nóvoa, 2000). As mentioned, poor working conditions, high standards and the demand for diverse competencies are part of today’s society demands for professors, ultimately impacting their health and subsequent performance (Brum et al., 2012; Jardim et al., 2007; Rogerson & Dodd, 2005). Furthermore, expectations also play an important role when it comes to job satisfaction, and the more educated professors are, higher their expectations will be (Clark et al., 1996).

Social Exchange Theory

Social Exchange Theory (SET) is based on guidelines derived from utilitarianism and behaviorism, focusing on individuals' behavior when interacting with others, suggesting that everything that emerges within social groups can be explained by individual characteristics combined with the fact that both parties are interacting (Homans, 1961, as cited in Cook et al., 2013). Hence, Homans (1961, as cited in Cook et al., 2013) defines SET as the exchange of activities between, at least, two parties, explaining exchange relations based on Skinner's behaviorism, comprehending social behavior as the product of mutual processes of reinforcement, or their absence. Blau (1964, as cited in Cook et al., 2013), while still framing the theory in relation to compensation and cost, adopted a utilitarian perspective of behavior. Hence, a crucial distinction between the two perspectives is whether the choice of how to act is based on past or future events (Heath, 1976, as cited in Cook et al., 2013). Usually, the utilitarian perspective indicates that the social actor acts based on the expectation they believe will benefit them (Molm et al., 2000, as cited in Cook et al., 2013), while behaviorism defends that people value the compensations given to them at a certain time in the past in exchange for a behavior (Cook et al., 2013).

While underdeveloped, Blau's theory understands the social exchange process as a crucial part of social life, emphasizing the mutual exchange of benefits (Blau 1964, as cited in Cook et al., 2013). The author suggests that it is likely that obligations involved in the exchange remain unknown, since SET involves voluntary actions of the individual under the expectation of reciprocity (Blau, 1986, as cited in Cook et al., 2013).

Belief in a Just World

The BJW theory, as defined by Lerner and Simmons (1966) defends that individuals need to believe the world is just, and normally, everyone gets what they deserve. Individuals organize their beliefs accordingly to their perception of the world (Lerner, 1980), therefore, when faced with injustices, directly or indirectly, they feel as if their belief in the world as a just place, is being threatened (Otto et al., 2009). In this situation, individuals with higher levels of BJW tend to re-interpretate the event as fair and correct, hence, the literature associates BJW with three adaptive functions: trust, assimilation of injustices and mental health protection (Dalbert, 2001, as cited in Dalbert & Filke, 2007; Otto et al., 2009).

Lerner (1980) suggests that there are two mechanisms that contribute to the BJW of an individual: experience and cognitive balance. Our BJW develops in infancy, and maintains itself during adulthood, however, its intensity differs from individual to individual (Lerner, 1980). Two mechanisms were found to explain how we maintain our BJW during our life: rational strategies, such as helping the victim and punishing the perpetrator, hence, mitigating our sense of injustice; and irrational strategies, by secondary victimization, that is, to devalue and deny the victims' suffering or even to de-humanize the victim (Lerner, 1980). One explanation might be that BJW provides a sense of stability and organization to the individual, where what happens to them corresponds to their behavior and attitudes, hence, enabling individuals to trust others and to commit long-term (Lerner, 1978, as cited in Johnston et al., 2016; Lerner & Montada, 1998, as cited in Johnston et al., 2016). Furthermore, people who have higher levels of BJW tend to have higher levels of trust, since they believe they will be treated justly (Hafer & Sutton, 2016), which can be translated into two major consequences: individuals are more likely to invest in their future, since they believe they will be rewarded, and they feel less threatened (Tomaka & Blascovich, 1994).

In this line of thinking, it is possible to conclude that BJW has an adaptive character, both personally and professionally (Folger & Cropanzano, 1998), since it improves well-being and the individuals' mental health (Bartholomaeus & Strelan, 2019). This is explained by the fact that individuals who have higher levels of BJW, tend to interpret unjust events in their life as if they were fairer (Hagedoorn et al., 2002), focusing more on the information that is congruent with a just situation and feeling more positive emotions (Hafer & Correy, 1999).

Dalbert (1999) defends the emerging relevance to differentiate Personal- BJW (P-BJW), that is, the belief that the events in our life, individually, are just, and General-BJW (G-BJW), which is the belief that the world is just. This distinction is important because P-BJW and G-BJW have different impacts (Strelan & Sutton, 2011; Sutton & Douglas, 2005). P-BJW has been studied as a coping mechanism in several work-related situations, being endorsed as a resource in some studies, namely being associated with optimism, trust and OC, although this research it's still very preliminary, not explaining why or how this relationship is established (Otto & Schmidt, 2007, as cited in Johnston et al., 2016). Therefore, people tend to rely on P-BJW more than on G-BJW (Dalbert, 1999), being that P-BJW is associated with psychological benefits to the individual (Correia & Gago, 2010). In the present study, only P- BJW was evaluated.

As mentioned, to maintain the coherency of the system, information is perceived accordingly to the belief systems of each one of us (Cirelli, 2018). System Justification Theory

defends that the individuals that are more harmed in certain situation, are the less prone to question, reject, or change it (Jost et al., 2003). Therefore, the literature on BJW has delved into this illusory perception of events. BJW enables us to face the external environment, since it influences our processing, codification and interpretation of daily events (Rubin & Peplau, 1975). This way, even when faced with injustices, the event will be re-interpreted according to the belief, diminishing feelings of threat and lost (Dalbert, 2002; Fetchenhauer et al., 2005).

Perception of justice in the workplace has been associated with higher organizational efficacy (Correia & Gago, 2010), since employees with higher perceptions of justice show higher levels of satisfaction, engagement and trust in their leadership (Folger & Knovsky, 1989), as well as more organizational citizenship behaviors (Moorman, 1991; Platow et al., 2006). In this line of thinking, BJW is positively related to trust in organizations (Correia & Vala, 2004), meanwhile, perceptions of injustice reflect themselves as resistance to decisions being made (Van Yperen et al., 1996; Van Yperen et al., 2000), such as the manifestations the media has transmitted, absenteeism and even abandonment of the organization (Van Yperen et al., 1996; Van Yperen et al., 2000). However, it is important to recall that these behaviors might be mitigated when individuals present high levels of BJW (Dalbert, 2002).

Psychological Contract

At the time of this dissertation, professors' manifestations facing the devaluation of their career, including higher education professors, are not surprising. They believe their careers are being neglected (ESQUERDA, 2019; FENPROF, 2021; Observador, 2019; Romeira, 2020), hence, questioning their formal contracts, in which appear the rights and duties of both employers and employees (Castanheira & Caetano, 1999). However, the relation between them is also regulated by an informal contract, known as PC (Castanheira & Caetano, 1999). Therefore, members of an organization establish explicit and implicit contracts with it (Strebel, 1993, as cited in Castanheira & Caetano, 1999). Establishing a PC implies the existence of inherent expectations, always present from both parties, accentuating reciprocity (Schein, 1982, as cited in Castanheira & Caetano, 1999). Apart from this mutuality strand, PC demands constant negotiation of its' conditions, due to individual or contextual factors (Castanheira & Caetano, 1999).

To Rousseau (1995, as cited in Castanheira & Caetano, 1999), it is not only about expectations, but about the ideals molded by the organizations, hence, revealing a promising feature, both explicitly and implicitly (Castanheira & Caetano, 1999). In this line of thinking,

only the promise in which an individual trusted and on which the contract is developed, is perceived as mandatory, being that breach of PC results in a lack of trust between the parties involved (Castanheira & Caetano, 1999). On that account, the literature concludes that trust is a basal condition for establishing a PC, as well as recognizing the individual and subjective nature of PC (Morrison & Robinson, 1997). In this line of thinking, the PC thrives on three main functions: 1) mitigates unsafety, 2) guides the behavior of the employee and 3) fosters a sense of influence, from the employee to the employer (Shore & Tetrick, 1994).

PC framework, as suggested by Rousseau (1995, as cited in Castanheira & Caetano, 1999) delves onto three main premisses: promises, reciprocity and violation. Promise differs from expectations in relation to violation of PC, that is: if the expectation is not fulfilled, disappointment emerges but there is no violation of the contract (Castanheira & Caetano, 1999); on the other hand, a promise is a commitment made by one party, implicitly or explicitly (Rousseau & Parks, 1993), and if not fulfilled, results in the violation of the PC. In turn, violation of the PC differs from PC's breach (Morrison e Robinson, 1997). While the first refers to the feeling of non-compliance to the contract, aggregate to the emotional reactions this violation induces, breach of PC refers to recognition that the contract was not fulfilled, not amounting to impactful negative reactions (Castanheira & Caetano, 1999). However, there is a chance that cognitive biases, beliefs and even the nature of the relation might distort this perception of breach or violation (Castanheira & Caetano, 1999), as it is expected to happen when individuals present higher levels of BJW. The approach Morrison and Robinson (1997) suggest differs from equity theory. At an organizational level, Adams' Equity theory suggests that individuals are constantly comparing themselves with their peers, namely when it comes to the relationship between contributions and compensation (Pérez-Ramos, 1990) However, the PC's breach theory, defends that the referent is not a co-worker, but the organization in itself, since it is a direct exchange between the employee and the organization (Castanheira & Caetano, 1999; Morrison & Robinson, 1997).

PC is believed to foster a sense of safety and comfort in employees, which is why, associated to an ever-changing society, this becomes a fundamental concept for organizations to comprehend, in order to retain their talents (Costa & Oliveira, 2023). Therefore, the PC established between two parties affects different areas of both professional and personal life of individuals, namely productivity (Böhrt et al., 2014; Dwiyantri et al., 2019; Scheepers & Shuping, 2011), well-being (Böhrt et al., 2014), talent retention (Hui et al., 2004) and organizational commitment (Böhrt et al., 2014; Demirkasimoğlu, 2014; Fontinha et al., 2013; Maia & Bastos, 2019).

It is possible to conclude that the PC is fundamental for the understanding of the labor relation, and how this is perceived and lived by individuals (Shores & Barksdale, 1998). When employees acknowledge their obligations towards the organization, as well as organizations' obligations towards them, they have established a PC (Rosseau, 1990). Accordingly, the PC is the belief in a reciprocity of obligations between two parties, when referring to organizations, between the employee and the employer.

Based on what is written above, it is possible to understand that the PC is based on justice and trust (Anderson & Schalk, 1998), so much so, that when one of the parties perceive that the contract is not being fulfilled, a sense of injustice takes place, which may lead to a decline in productivity and to lower levels of organizational commitment (Herrera & Heras-Rosas, 2021).

Organizational Commitment

The success of schools is related to employees' qualifications, retaining qualified employees and with the OC employees establish with the institutions (Karatas, 2010), hence being mandatory to develop stronger levels of OC.

Across literature, it is possible to find several definitions of OC (Greenberg & Baron, 2008, as cited in Herrera & Heras-Rosas, 2021; Herrera & Heras-Rosas, 2021; Porter & Lawer, 1965, as cited in Herrera & Heras-Rosas, 2021). However, there seems to be an agreement on some of them. OC can be understood as the willingness of the employee to sacrifice personal assets for the greater good of the institutions hoping to remain in it, as well as their disposition to comply with their objectives and values (Porter and Lawer, 1965, as cited in Herrera & Heras-Rosas, 2021). Likewise, OC refers to the degree employees seem to identify and commit themselves to the institution, as well as their desire to continue their career there (Greenberg & Baron, 2008, as cited in Herrera & Heras-Rosas, 2021).

Across literature, three different perspectives can be distinguished. The first one, later developed by Meyer and Allen (1991, as cited in Herrera & Heras-Rosas, 2021; 1997), was called Commitment to Continuity (CC). This perspective emerges from the perspective of social exchange, suggesting that the commitment the individual has established to the organization is due to the investment they have made over time, which in turn, prevents the employee from detaching themselves from the organization (Becker, 1960). The second one, called Affective Commitment (AC), focuses on the psychological rewards expected, such as support or recognition, by the employee (Mowday et al., 1979). This model is characterized by the individuals' longing to stay in the organization, complying with their values and objectives

(Mowday et al., 1979). Finally, Normative Commitment (NC) thrives onto the assumption that it is the work ethic and the responsibilities the individual acquires that drive them to perform their job, no matter the circumstances (Meyer & Allen, 1991, as cited in Herrera & Heras-Rosas, 2021).

Therefore, the concept of OC alludes to the degree to which individuals perceive the costs of leaving the organization, identify themselves with, are emotionally attached to the organization, and are loyal to the organizations where they are integrated (Bulawit et al., 2023). In order to have employees that are committed to the institutions' purpose and morals, it is fundamental that one provides them with positive labor experiences (Meyer & Allen, 1997), so much so, that it is a common agreement that employees with higher OC levels are more of a valuable asset than individuals with lower levels of OC (Bartlett, 2001), being more likely to produce better outcomes, such as higher effectiveness, performance and, in higher education professors, student's success (Chan et al., 2008; Jing & Zhang, 2014).

Belief in a Just World and the Psychological Contract

BJW nothing has to do with the generosity of the world, instead, it refers to the idea that what we get reflects our actions and behaviors. Believing in a just world allows us to perceive unjust events as if they were more just, and, in agreement to the literature, the greater perception of justice an individual has of their organization, higher are the chances of establishing and maintaining a PC (Anderson & Schalk, 1998). Accordingly, as has been said before in this investigation, individuals with higher levels of BJW tend to evaluate events as if they were more just, ultimately, enduring their trust (Dalbert, 2002). Therefore, BJW suggests a personal contract, where individuals must behave in a just manner (Dalbert, 2001, as cited in Otto & Dalbert, 2005). This idea is supported by studies that found that BJW is positively correlated to social responsibility (Yaseen et al., 2023), commitment to just causes (Hafer, 2000) and negatively correlated to rule breaking (Correia & Dalbert, 2007).

The basic assumption of PC is that it translates to a subjective perception of employers' obligations towards the employees (Schalk & Freese, 1997). One of the first authors to delve on antecedents of the PC was Rousseau (1995, as cited in Leiria et al., 2006) suggesting that PC forms itself over two main factors: individual and organizational factors. Individual factors focus on codification and de-codification of organizational messages and individual pre-dispositions (Rousseau, 1995, as cited in Leiria et al., 2006), such as beliefs, meanwhile organizational factors relate to information passed on by co-workers or other work groups

(Rousseau, 1995, as cited in Leiria et al., 2006). Supporting this line of thinking, is the idea that PC is idiosyncratic, hence, existing as many contracts as individuals (Herriot & Pemberton, 1996).

It is easy to understand why we believe the world is going to be just to us, if we behave accordingly. After all, that's been told to us all our lives. Therefore, some studies find a positive relation between BJW and trust in interpersonal relations (Fink & Wilkins, 1976) and between BJW and trust in social institutions (Correia & Vala, 2004). Although, to my knowledge, there are no studies confirming the relationship between BJW and PC, there are some basal constituents of PC, that are represented and found in individuals with higher BJW, such as individual pre-dispositions (Rousseau, 1995, as cited in Leiria et al., 2006), as beliefs' systems, and trust (Anderson & Schalk, 1998). Individuals with higher levels of BJW are expected to trust that organizations will comply with the obligations implicitly established by the PC, since they believe they will be rewarded according to their actions, which, in this specific case, means that higher education professors in Portugal will fulfil their obligations as employees, expecting this compliance to be reciprocated.

Psychological Contract and Organizational Commitment

Establishing a PC that is beneficial to both employers and employees is fundamental for fostering a stronger OC (Nawaz et al., 2020). This is explained by the fact that when individuals perceive that organizations comply with their obligations, the ones inherent to the PC, they are more likely to develop stronger OC levels (Nawaz et al., 2020).

The literature approaches this topic from several perspectives, namely considering the breach of PC, which involves the rupture in compliance of perceived obligations. Herrera and Heras-Rosas (2021), found that the breach of PC is negatively associated with OC, suggesting detrimental effects of PC's breach on OC, contrary to perceived PC compliance (Fantinelli et al., 2023). It is, however, important to recall that the PC established between two parties, isn't interpreted the same way (Handy, 1978, as cited in Almeida, 2016), therefore, perception of fulfillment depends on the perception each individual has of what is covered by the contract (Almeida, 2016).

SET suggests that bonds established between individuals, in this specific case, between higher education professors in Portugal and the institutions in which they teach, are affected by both groups' behavior (Guay et al., 2016). When individuals feel as if there is an infraction to their PC, it can lead to negative organizational behaviors, such as intention to leave (Chaudhary

et al., 2022). Therefore, the literature has established that, during the social exchange process, mutual trust is a basal condition for developing commitment over time (Gilbert & Tang, 1998). It is expected that professors who perceived that their organizations fulfil their obligations how they should, that is, having established a stronger PC, will also be more committed to their institution. Therefore, as the level of PC increases, so does the OC degree (Nawaz et al., 2020).

Belief in a Just World and Organizational Commitment

Justice, as a complex phenomenon, is crucial in organizations. Our own perceptions of justice influence our perception of the organization, impacting the way we behave, since they underpin individual's commitment to their responsibilities within the organizations (Jang et al., 2021). This is explained by the belief employees have that they will be rewarded and treated fairly by others, due to their good actions, hence, that the future is somewhat predictable (Correia & Dalbert, 2007). This leads them to invest more in their future and in long-term goals (Lerner, 1978, as cited in Johnston et al., 2016), as well as to understand injustices as if they were fairer (Lerner, 1980). One phenomenon that may explain the latter is that perceptions of injustice lead to resentment (Dalbert, 2002), which, in turn, may lead to refusal to comply, mitigation of effort in the workplace, and even abandonment of the latter (Van Yperen et al., 1996; Van Yperen et al., 2000). Therefore, BJW emerges as a protective and adaptive function, mitigating these feelings (Dalbert, 2002).

P-BJW has been positively associated with psychological well-being, and greater perception of justice in organizations, meanwhile, it has also been negatively associated with workplace stress (Dalbert, 1999; Johnston et al., 2016). In the same line of thinking, P-BJW has been positively associated with OC (Otto et al. 2009; Otto & Schmidt, 2007, as cited in Johnston et al., 2016). However, this initial evidence is still underdeveloped, not identifying the mechanism that establishes the relation between P-BJW and work outcomes (Chaudhary et al., 2022). It is expected that higher levels of BJW act as a cognitive lens, through which the professor understands the institution as fair, and that their engagement and commitment will be rewarded, hence, presenting higher levels of OC.

The relationship between Belief in a Just World and Organizational Commitment: mediated by the Psychological Contract

Decreased levels of OC have been associated with higher absenteeism, turnover, reduced productivity and other deviant behaviors (Cotton & Tuttle, 1986; Gerhart & Judge, 1991). Therefore, it is imperative that we study the factors that may precede OC, in order to foster it among higher education professors in Portugal.

SET suggests that employees search for a relationship they perceive as just when it comes to the organizations they work in (Homan, 1961, as cited in Rahman et al., 2016). Therefore, BJW will encourage employees to reconceptualize their relationship with organizations as a social exchange, and OC as an exchangeable resource (Han et al., 2022), since employees reciprocate the treatment they perceive as fair from the organisation by being loyal (Deressa et al., 2022). Furthermore, the belief system of individuals has a great impact on their organizational behavior, as well as it is indicated that those who believe the world is just to them, have higher chances of being just to the world (Rehman et al., 2021). This idea is reflected by the fact that employees whose expectations are met, show higher effort for the greater good of the organization (Aydin, 1993, as cited in Hidiroğlu & Tanrıöğen, 2022), which is in line with one of the functions of PC, that is, to guide employees' behavior (Shore & Tetrick, 1994). Therefore, it is expected that individuals with higher levels of BJW, perceive their PC as being fulfilled, which in turn, leads to higher levels of OC.

The main objective of my dissertation is to study the possible relation between BJW and OC within higher education professors in Portugal, mediated by the PC. As for specific objectives, the present work looks forward to comprehending the relationship between BJW and the PC, and grasp the relationship between the PC and OC.

After an extensive literature review, the investigation hypotheses of the present dissertation will be as follows (Figure 1):

H1: Higher levels of BJW are associated with higher levels of OC in higher education professors in Portugal;

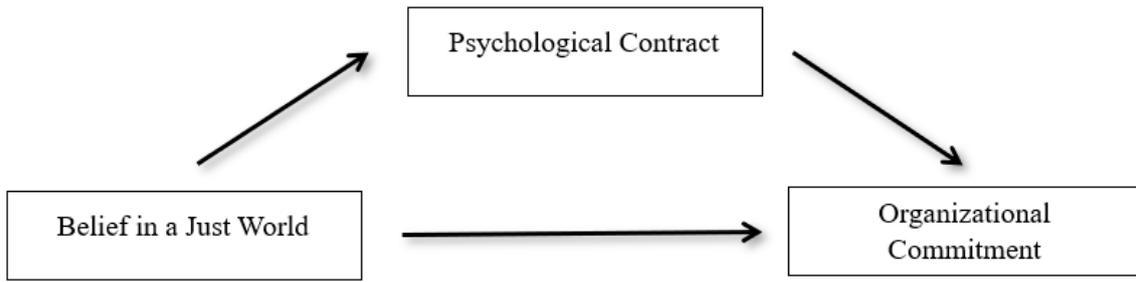
H2: Higher levels of BJW are associated with higher levels of PC in higher education professors in Portugal;

H3: Higher levels of PC are associated with higher levels of OC in higher education professors in Portugal;

H4: The PC positively mediates the relationship between BJW and OC in higher education professors in Portugal.

Figure 1

Theoretical Model



Chapter II- Method

Participants and Procedures

Sampling was non-probabilistic and selected by convenience, as well as it recurred to the Snowball method. The desired sample was of 381 participants, being this value extracted with a Confidence Interval of 95% from a population of 41 361 higher university teachers lecturing in Portugal at the time of this investigation. However, only a 76 participants sample was collected, and after cleaning the database, only 63 responses were considered. As inclusion criteria, respondents had, mandatorily, to be higher education professors in Portugal, understand the Portuguese language and have access to the Internet. Individuals who didn't comply to the prior criteria, were excluded.

From this sample, 38 were women (60.3%) and 25 were men (39.7%), with age ranging from 24 to 66 years old ($M= 48.10$; $SD=10.73$). When referring to the marital status of the participants, 12 were single (19%), 34 were married (54%), 6 were divorced (9.5%), 3 were widowed (4.8%) and 8 responded to be living together with their partner (12.7%). The majority of the sample was Portuguese ($n=62$, 98.45), with only one participant being from a different nationality, that is, Brazilian (1.6%).

Participants were also asked about their educational qualifications, being that 2 had a bachelor's degree (3.2%), 7 had a master's degree (11.1%) and 54 were doctorates (85.7%). The total career length of the sample ranged from 1 to 42 years ($M=22.02$, $SD=11.9$). The majority of the respondents had a background in Social Sciences and Humanities (26, 41.3%), 13 came from the Sciences and Technology area (20.6%), 8 from Mathematical Sciences (12.7%), 5 from Economic and Business Sciences (7.9%), 4 from Education Sciences (6.3%), 2 from Agricultural and Veterinary Sciences (3.2%), 1 from Health Sciences (1.6%) and 4 from another area (6.3%). From the respondents, 34 were working in an exclusivity regimen (50.8%), 16 part-time (25.4%) and 15 full-time (23.8%). When asked where they taught, 24 responded Lisbon (38.1%), 21 responded North of Portugal (33.3%), 16 responded to teach in the Center of Portugal (25.4%), 1 in the Autonomous Region of Madeira (1.6%), and 1 in the Autonomous Region of Azores (1.6%). Finally, when asked about the type of institution in which they taught, 41 participants chose Public Institution (65.1%), 19 selected Private Institution (30.2%) and 3 responded to teach in a Foundational Regimen (4.8%)

Firstly, a literature review was conducted recurring to platforms such as Scielo, B-on and Web of Science, and after approval from the Ethics Committee, the document that represented

the informed consent between the researcher and the participants, where it was guaranteed the confidentiality of the data, was shared with Higher Education Professors in Portugal. Dissemination of the survey was made through social networks such as Instagram, Facebook, Whatsapp, LinkedIn and e-mail. The informed consent, as well as the questionnaire, composed by the instruments next referred, were shared via Qualtrics.

It is important to remember that participants had no access to the questionnaire prior to agreeing to the informed consent, in a free and self-determined way, having the right to deny participating in the investigation, as well as to stop participating at any moment in time. Finally, the contacts of the researcher and the Thesis Supervisor were provided to elucidate the participants if any doubts arose. The questionnaire was designed to take 5 to 8 minutes to fully respond. Data analysis was realized through IBM SPSS 29, and posterior to that, interpreted.

The present investigation can be characterized as a quantitative, cross-sectional and correlational study.

Measures

In all measures, a 7-point Likert type Scale was used (1= “Totally Disagree” to 7= “Totally Agree”, and, for Questions Q23 and Q25, 1= “Never” to 7= “Always”). This is reported in Appendix B.

Personal Belief in a Just World

Personal Belief in a Just World Scale, developed by Dalbert (1999), translated to Portuguese by Correia and Dalbert (2007), which objective is to measure individual justice’s perception of their own life. This scale is composed by seven items (e.g., “In my life injustice happens rarely”), with responses being scored in a Likert scale of seven points (1- “Totally Disagree” to 7-” Totally Agree”). This scale has shown to have good internal consistency (e.g. $\alpha = .89$, Val, 2021).

Psychological Contract

Psychological Contract Scale, developed by Rousseau (1990), adapted to the Portuguese population by Castanheira and Caetano (1999), which objective is to measure the perception of employees over mutual commitments with their organizations. Castanheira and Caetano (1999)

identified five dimensions, composed of nine indicators of the obligations of the employee and ten indicators of the obligations of the organization. The dimensions are “individual recognition” (e.g., “Taking into consideration my opinion”), “organizational dedication” (e.g., “Respect organization’s patrimony.”), “extra-paper behaviour” (e.g., “Being available to change functions”), “formal contract” (e.g., “Pay me income at the agreed time”) and “monetary compensation” (e.g., “Pay me in concordance with the function performed.”). These scales are scored in a Likert scale of seven points, being that, when measuring the importance given to the perceived obligations, options of response range from 1- “Totally Disagree” to 7-”Totally Agree”, and when referring to compliance with the perceived obligations, option of response range from 1- “Never” to 7- “Always”. This scale has shown to have good internal consistency (e.g. $\alpha = .82$, Silva, 2009).

Organizational Commitment

Organizational Commitment Scale, developed by Meyer and Allen (1997), adapted to the Portuguese population by Nascimento et al., (2008), which objective is to measure organizational commitment of employees across three levels: Affective, Calculative and Normative. Affective commitment’s sub-scale consists of six items (e.g., “This company has great personal meaning to me”); calculative commitment’s sub-scale consists of seven items (e.g., “I believe that are very few alternatives for me to consider leaving this company”), and normative commitment’s sub-scale consists of six items (e.g., “I would feel guilty if I left this organization now”). The responses are scored in a Likert scale of seven points (1- “Totally Disagree” to 7-” Totally Agree”). This scale has shown to have an acceptable internal consistency (e.g. $\alpha > .7$, Sabino, 2011). The variable Organizational Commitment was created after the inversion of the following items: “I don’t feel emotionally connected to the institution in which I teach”; “I don’t feel as if I have any moral duty to stay in the institution in which I teach”; “I don’t feel as making part of the family in the institution in which I teach”, and “I don’t feel as being part of the institution in which I teach”.

Sociodemographic Questionnaire

Sociodemographic questionnaire, with the goal of characterizing the investigation’s sample (age, gender, marital status, nationality, educational level, area of education, total career length, work regimen, type of institution in which they teach and region of teaching).

Chapter III-Results

Firstly, as some respondents failed to fully answer the questionnaire, the database had to be cleaned, followed by a descriptive analysis of the studied variables, to characterize the sample.

Assumptions of normality via Bootstrap and homogeneity of variances were checked for the total effect and for the mediation. Afterwards, and posteriori to reversing the items mentioned above, internal consistency for all variables was calculated through the analysis of the reliability of the scales used, as well as the analysis of correlations between variables using Pearson's Correlation Coefficient. To test the model, the macro Process version 4.1 (Hayes, 2022) was used, applying Model 4 in IBM SPSS 29 for all the hypotheses tested.

Table 3.1

Descriptive Statistics, reliability and correlation between variables

Variable	n	Mean	SD	1	2	3
1. Belief in a Just World	63	4.88	1.24	(.94)		
2. Psychological Contract	63	5.36	.55	.55**	(.87)	
3. Organizational Commitment	63	4.21	.93	.15	.40**	(.84)

Measure of consistency is reported between parentheses.

**Correlation is significant at .01 (2-tailed).

In Table 3.1 it is possible to find descriptive statistics for the studied variables, that is, BJW, PC and OC. Table 3.1 indicates Mean values and Standard Deviation values for all variables, as well as reliability of the scales, and Pearson's Correlation Coefficient between variables.

Higher education professors who teach in Portugal showed, on average, BJW levels of 4.88 (SD= 1.24), PC levels of 5.36 (SD= .55) and OC levels of 4.21 (SD=.93). For all variables, the values presented were higher than the middle point of the scale (3.5). As shown in Table 3.1, BJW was positively associated with PC, and PC was positively associated with OC.

Table 3.2

Results of regression for the mediation model

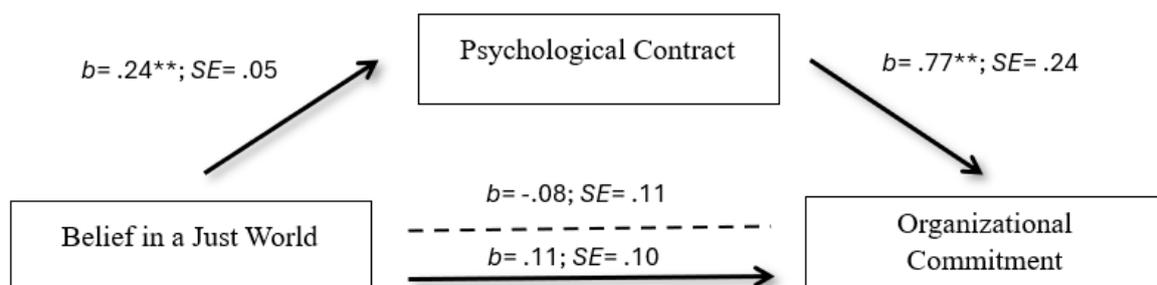
Variables	Psychological Contract	Organizational Commitment

	B	SD	B	SD
<i>Total Effect</i>				
Constant			3.67**	.55
Belief in a Just World			.11	.10
<i>Direct Effect</i>				
Constant	4.17**	.24	.47	1.08
Belief in a Just World	.24**	.05	-.08	.11
Psychological Contract			.77**	.24
<i>Indirect Effect</i>				
	Coef	SD	95% Booststrap CI	
	.19	.07	.06	.34

N = 63. The coefficients reported are not standardized. 5000 bootstrap samples. CI – confidence intervals. ** p < 0.001

Figure 2

Mediation Model



Dotted lines show coefficient weights for the direct relationship prior to mediation by self-regulation. ** p < .001. b = beta. SE = standard error.

After analysing Table 3.2, it is possible to verify that Hypothesis 1, that stated that BJW would be positively associated with OC, that is, *the total effect*, was not supported by the data analysis, since BJW did not relate positively and significantly with OC ($b=.11$, $t=1.18$, $p>.05$). Hypothesis 2, that stated that BJW would be positively associated with PC, was supported, since BJW related positively and significantly with PC ($b=.24$, $p<.001$). Hypothesis 3, that stated that PC would be positively related to OC, was supported, since PC related positively and significantly with OC ($b=.77$, $p<.001$). Finally, BJW had a positive and significant effect on OC, through PC (*indirect effect* with bootstrap of .19), and the 95% confidence interval for the indirect effect did not include 0 (.06, .34). These results support Hypothesis 4. However, since there is no direct effect of BJW on OC, we assume an indirect effect of the predicting variable on the outcome, through PC. These findings support the ideas of Zhao et al. (2010) and Kim et al. (2018), in contradiction to what others assumed (Baron & Kenny, 1986), meaning that an indirect effect of the independent variable on the dependent variable, through the mediator, may exist even if there is no significant relationship between the predictor and the outcome.

Chapter IV-Discussion

The present study investigated the possible relation between BJW and OC within higher education professors in Portugal, mediated by the PC. Based on the findings it is possible to understand that higher levels of BJW of higher education professors in Portugal is associated with higher levels of PC, which in turn are associated with higher levels of OC. Therefore, Hypothesis 2, 3 and 4 were supported by the findings, meanwhile Hypothesis 1, that is, that higher levels of BJW would be associated with higher levels of OC in higher education professors in Portugal, was not supported by this investigation.

Teachers have great responsibilities when it comes to developing and transferring knowledge, as well as strengthening the belief and value judgments of society (Hıdıroğlu & Tanrıöğen, 2022). However, poor working conditions, high standards and the demand for diverse competencies are part of today's society demands for professors, ultimately impacting their health and subsequent performance (Brum et al., 2012; Jardim et al., 2007; Rogerson & Dodd, 2005). Based on the findings, it is possible to understand that BJW doesn't associate in a significant manner with OC, contradicting the idea of Otto & Schimdt, 2007 (as cited in Johnston et al., 2016) and Otto et al., (2009). Apart from that, it is also important to mention that the motivation associated with individuals with higher levels of BJW may decline when they're met with injustices frequently (Hagedoorn et al., 2002; Lerner, 1980), as we know to be the case with higher education professors in Portugal at the moment. This might also be a reason for the poor participation of the target sample in this investigation.

The relationship established between employees and the organizations is crucial for organizational success (Bulawit et al., 2023). In the previous chapter, it was possible to understand that higher levels of BJW relate to higher levels of PC, following the rational of Anderson and Schalk (1998), which indicates that the PC is based on justice and trust. It is expected that individuals with higher BJW, will also be more optimistic and have greater trust in organizations, since they assume that the employers will comply with their promises and obligations. In this line of thinking, BJW explains not only how people react to injustices, but also why they might sometimes consider unjust events as just, legitimizing the social systems that govern us (Hafer & Sutton, 2016). One of the mechanisms that might explain this is the reduction of cognitive dissonance (Modesto et al., 2017), since, according to System Justification Theory, legitimating a system that is prejudicial to the individuals leads to psychological conflicts (Jost et al., 2003).

It is a common agreement that employees with higher OC are more of a valuable asset than individuals with lower levels of OC, being more likely to produce better outcomes, such as higher effectiveness (García-Cruz & Valle-Cabrera, 2024), and, for higher education professors, student's success (Chan et al., 2008; Jing & Zhang, 2014). When higher education professors in Portugal presented stronger levels of PC, they also presented stronger levels of OC, which supports the results of Herrera and Heras-Rosas, (2021), Nawaz et al., (2019), and Al-Abrow et al., (2019). We assume that this relationship is based on managing expectations and compliance of obligations associated to the PC, which, in turn, will promote trust and loyalty, therefore strengthening OC levels of employees (Al-Abrow et al., 2019). These findings accentuate the importance of establishing and maintaining healthy relationships between higher education professors in Portugal and the institutions in which they teach.

The analysis developed supports the idea that BJW affects OC, through PC. Individuals with higher levels of BJW tend to show higher levels of PC, since they expect organizations to comply with their obligations and treat them fairly. In turn, this perception, possibly through trust and satisfaction with the organization, reflects itself on higher OC levels (Al-Abrow et al., 2019). This is supported by the idea that the belief system of employees reflects on their performance and on the relationship they have with the organization (Rehman et al., 2021). In addition, mutual expectations of employers and employees should be balanced (Rousseau, 2001), to strengthen commitment (Al-Abrow et al., 2019). Therefore, since OC has been valued across different sectors and organizations (Rahman et al., 2016), it becomes imperative to manage employees' expectations, as well as to guarantee that promises and obligations are being fulfilled (Bulawit et al., 2023).

Theoretical and Practical Implications

The main objective of my dissertation was to study the possible relation between BJW and OC within higher education professors in Portugal, mediated by the PC. As referred, the literature relating BJW and organizational outcomes, namely OC, is scarce. Furthermore, it is even rarer to find literature that begins to explain why there is a relationship between the concepts. Although mediation was not observed, an indirect effect of BJW on OC was found, being this effect explained by PC. This finding represents, if nothing more, a starting point for other investigations.

Apart from the theoretical contribution mentioned, it is relevant to share some practical implications derived from the literature review and from the investigation itself. It is important to understand that comprehending how these variables relate to each other might benefit higher education professors and their institutions, mainly at reducing turnover, engaging the employee, increasing satisfaction and OC, and, in general, improve Human Resources' practices. Therefore, some practices are suggested:

- Clearly align professors' expectations, since aligned expectations can prevent frustrations (Masó & Verdecia, 2023);
- Foster healthy professional relationships, since employees who cultivate healthy relationships have higher levels of OC (Masó & Verdecia, 2023);
- Effective leadership, since when the perception of leadership is strong, OC tends to be higher (Masó & Verdecia, 2023);
- Employer branding, since a good reputation tends to lead to more committed employees (Masó & Verdecia, 2023).

Limitations

In the present work, generalization of results was not possible, since the target population was very specific and the sample observed was small. Furthermore, the study was cross-sectional, which might result in a limitation, since temporal factors and contextual factors might not be considered, incurring in negativity/ positivity bias and preventing causality induction. It is also important to refer that the data collected was self-reported, hence, it is possible to incur in some response bias, as the social desirability bias, since participants tend to respond in a way to be socially accepted (Podsakoff et al., 2003), and the incapacity to report correctly. A proper data collection is important for external validity of a study, hence, to minimize possible biases, data was collected anonymously.

Future Suggestions

With the objective to deepen knowledge in the area, there are some suggestions that can be considered in the future.

At a theoretical level, variables such as trust could be delved on, since it represents one of BJW adaptive functions and one of the foundational elements for establishing the PC, so much so, that it could be interesting to investigate its role as a moderator between BJW and the PC, and as a mediator between PC and OC. It could also be interesting to understand how perception of breach and violation of PC affect OC of employees with high levels of BJW, since BJW provides an illusion of a stable environment, in which everyone gets what they deserve (Lerner, 1978, as cited in Johnston et al., 2016; Lerner & Montada, 1998, as cited in Johnston et al., 2016). Finally, it could be relevant to study the types of reactions individuals with high BJW present when faced with a breach or violation of PC.

From a methodological point of view, it could be relevant to widen the target population of the study, as well as to control for variables such as antiquity on the organization and type of sector. It could also be interesting to design a longitudinal study, in order to measure these variables in several moments in time, as well as to recur to data triangulation, not only using self-reported data. Finally, in order to prevent social desirability bias, it is recommended the use of scales that measure this tendency, and that this is controlled in analysis.

Conclusion

Professors are fundamental assets when discussing next generation's training (Masó & Verdecia, 2023), however, several studies have shown that educational system's conditions are poor, contributing to a decline in higher education professors' mental health (Mota et al., 2021).

Individual differences in the belief systems of each of us, in this case, referring to the BJW, translate to how we behave and act in our working environment (Hagedoorn et al., 2002). SET postulates that reciprocity is a foundation of our relationships (Cropanzano & Mitchell, 2005), through which is possible that higher education teachers in Portugal that have higher BJW levels, expect compliance with the PC they establish with the organization. In turn, PC's perception affects the image the employees have of the organization, as well as the trust and perception of the justice they have in the work relation (Cantisano et al., 2008), hence, when their expectations are fulfilled, they demonstrate higher levels of OC (Bulawit et al., 2023). It is important to recall that OC has a strategic value for organizations, since it is related to behaviour, performance and employee retention in the organization, reducing operational costs (Masó & Verdecia, 2023).

Based on the findings related, we conclude that BJW does not directly affect OC, however, this serves as a cognitive lens for higher education professors in Portugal to evaluate PC. In turn, their perception of the PC established with the organization, acts as the mechanism by which BJW translates into OC.

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Appendices

Appendix A- Output

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 4.1

Written by Andrew F. Hayes, Ph.D.
www.afhayes.com
Documentation available in Hayes (2022).
www.guilford.com/p/hayes3

Model : 4
Y : OC
X : BJW
M : PS

Sample
Size: 63

OUTCOME VARIABLE:
PS

Model Summary

	R	R-sq	MSE	F	df1
df2	p				
	,546	,299	,217	25,968	1,000
61,000	,000				

Model

	coeff	se	t	p
LLCI	ULCI			
constant	4,174	,241	17,349	,000
3,693	4,655			
BJW	,243	,048	5,096	,000
,148	,339			

Standardized coefficients

	coeff
BJW	,546

OUTCOME VARIABLE:

OC

Model Summary

	R	R-sq	MSE	F	df1
df2	p				
60,000	,411	,169	,736	6,104	2,000
		,004			

Model

	coeff	se	t	p	
LLCI	ULCI				
constant	,469	1,080	,434	,666	-
1,691	2,628				
BJW	-,075	,105	-,716	,477	-
,285	,135				
PS	,768	,236	3,255	,002	
,296	1,240				

Standardized coefficients

	coeff
BJW	-,101
PS	,457

***** TOTAL EFFECT MODEL

OUTCOME VARIABLE:

OC

Model Summary

	R	R-sq	MSE	F	df1
df2	p				
61,000	,149	,022	,852	1,392	1,000
		,243			

Model

	coeff	se	t	p	
LLCI	ULCI				
constant	3,673	,477	7,705	,000	
2,720	4,627				
BJW	,112	,095	1,180	,243	-
,078	,301				

Standardized coefficients

	coeff
BJW	,149

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

Total effect of X on Y

	Effect	se	t	p	LLCI
ULCI	c_cs				
,301	,112	,095	1,180	,243	-,078
	,149				

Direct effect of X on Y

	Effect	se	t	p	LLCI
ULCI	c'_cs				
,135	-,075	,105	-,716	,477	-,285
	-,101				

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
PS	,187	,072	,059	,344

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

	Effect	BootSE	BootLLCI	BootULCI
PS	,250	,087	,082	,419

***** BOOTSTRAP RESULTS FOR REGRESSION MODEL PARAMETERS *****

OUTCOME VARIABLE:

PS

	Coeff	BootMean	BootSE	BootLLCI
BootULCI				
constant	4,174	4,153	,281	3,517
4,634				
BJW	,243	,247	,052	,155
,366				

OUTCOME VARIABLE:

OC

	Coeff	BootMean	BootSE	BootLLCI
BootULCI				
constant	,469	,483	1,184	-1,824
2,827				
BJW	-,075	-,072	,115	-,290
,165				
PS	,768	,763	,259	,257
1,256				

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

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

Number of bootstrap samples for percentile bootstrap
confidence intervals:

5000

----- END MATRIX -----

Appendix B- Questionnaire

Crença no Mundo Justo e Compromisso Organizacional em Professores Universitários em Portugal

Início do bloco: Bloco de questões por defeito

Q1 No âmbito da Unidade Curricular de Dissertação em Psicologia Social e das Organizações, lecionada no 2º ano do Mestrado de Psicologia Social e das Organizações, o presente estudo aborda as perceções de justiça dos Professores Universitários em Portugal. O preenchimento deste questionário tomar-lhe-á entre 5 e 8 minutos. Pedimos que não se identifique em nenhum momento do questionário de forma a manter o anonimato dos dados recolhidos. É importante salientar que a utilização da informação recolhida destina-se exclusivamente a fins de investigação científica. Mais se informa, que a presente investigação não apresenta eventuais riscos, desconfortos ou outros efeitos adversos associados à sua participação na mesma. Em nenhum momento será recolhida qualquer informação que possa comprometer a garantia de total anonimato dos respondentes. A sua participação é importante! A sua contribuição irá ajudar-nos a compreender a realidade vivida pelos professores universitários em Portugal, e por conseguinte, poderá contribuir para melhorar o sistema de educação superior a nível nacional. Solicitamos ainda que responda de forma voluntária, com honestidade, com a salvaguarda de que todos os procedimentos obedecem aos princípios ético-deontológicos, incluindo o anonimato dos dados já referido. Relembramos que a sua participação será voluntária e que poderá recusar-se a responder e desistir a qualquer momento, sem que daí resultem quaisquer prejuízos. Ao avançar com o preenchimento do questionário está a concordar com o Termo de Consentimento Livre e Informado, considerando que os dados das respostas serão apenas utilizados no estudo. Ressalva-se que a participação na investigação se destina, exclusivamente, a adultos, entre os 18 e os 70 anos, que lecionem no ensino superior em Portugal, em instituições públicas ou privadas e que compreendam a língua portuguesa. It should be noted that participation in the research is aimed exclusively at adults between the ages of 18 and 70 who teach in higher education in Portugal, in public or private institutions, and who understand the Portuguese language. Agradecemos a sua colaboração! Qualquer esclarecimento ou questão deverá ser encaminhada para os seguintes contactos: Estudante de Mestrado encarregue da Investigação: Beatriz Andrade, bgaes@iscte-iul.pt, Iscte Instituto Universitário de Lisboa; Orientadora da Investigação: Isabel Correia, isabel.correia@iscte-iul.pt, Iscte-Instituto Universitário de Lisboa.

Fim do bloco: Bloco de questões por defeito

Início do bloco: Questionário Sociodemográfico

Q4 Idade (em anos)

Q5 Género

- Feminino (1)
 - Masculino (2)
 - Prefiro não dizer (3)
-

Q8 Estado Civil

- Solteiro (a) (1)
 - Casado (a) (2)
 - Divorciado (a) (3)
 - Viúvo (a) (4)
 - União de Facto (5)
-

Q6 Nacionalidade

Q7 Nível de Formação

- Licenciatura (1)
 - Mestrado (2)
 - Doutoramento (3)
-

Q9 Área de Formação

- Ciências e Tecnologias (1)
 - Ciências Sociais e Humanas (2)
 - Saúde (3)
 - Arte e Design (4)
 - Ciências Agrárias e Veterinárias (5)
 - Ciências da Educação (6)
 - Ciências Económicas e Empresariais (7)
 - Ciências Matemáticas (8)
 - Outra (9)
-

Q10 Tempo de Carreira Total (em anos)

Q11 Regime de Trabalho

- Exclusividade (1)
 - Regime Parcial (2)
 - Regime Integral (3)
-

Q12 Região em que leciona

- Norte (1)
 - Centro (2)
 - Lisboa (3)
 - Alentejo (4)
 - Algarve (5)
 - Região Autónoma da Madeira (6)
 - Região Autónoma dos Açores (7)
 - Outra (8)
-

Q13 Se escolheu "Outra" na pergunta anterior, por favor indique em região leciona

Q14 Tipo de Instituição

- Pública (1)
- Privada (2)
- Regime Fundacional (3)

Fim do bloco: Questionário Sociodemográfico

Início do bloco: Crença no Mundo Justo

Q16 De seguida, irá encontrar algumas afirmações, sendo que provavelmente concordará completamente com algumas delas e discordará completamente de outras. Algumas vezes terá uma opinião mais neutra. Por favor

leia cada uma das frases cuidadosamente e decida em que medida concorda ou discorda com cada uma, assinalando o número que corresponde à sua resposta (1- *Discordo Completamente*; 7- *Concordo Completamente*).

Q17 Por favor responda a todas as perguntas.

	Discordo Completamente (1)	Discordo (2)	Discordo Ligeiramente (3)	Não Concordo, Nem Discordo (4)	Concordo Ligeiramente (5)	Concordo (6)	Concordo Completamente (7)
Acho que a maior parte do que me acontece é justo. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geralmente os outros tratam-me de uma maneira justa. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acho que geralmente obtenho o que mereço. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Em geral eu mereço o que me acontece. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Na minha vida a injustiça acontece raramente. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De modo geral os acontecimentos da minha vida são justos. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As decisões que os outros tomam em relação a mim são justas. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fim do bloco: Crença no Mundo Justo

Início do bloco: Compromisso Organizacional

Q18 Considerando o que sente face à Instituição ou Instituições de Ensino em que leciona, indique o grau de concordância com cada uma das seguintes frases, assinalando a opção que melhor retrata o que sente (*1- Discordo Completamente; 7- Concordo Completamente*).

Q19 Por favor responda a todas as perguntas.

	Discordo Completamente (1)	Discordo (2)	Discordo Ligeiramente (3)	Não Concordo, Nem Discordo (4)	Concordo Ligeiramente (5)	Concordo (6)	Concordo Completamente (7)
Acredito que há muito poucas alternativas para poder pensar em sair da instituição em que leciono. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Não me sinto “emocionalmente ligado” à instituição em que leciono. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seria materialmente muito penalizador para mim, neste momento, sair da instituição em que leciono, mesmo que o pudesse fazer. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eu não iria deixar a instituição em que leciono neste momento porque sinto que tenho uma obrigação pessoal para com as pessoas que trabalham aqui. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sinto que não tenho qualquer dever moral em permanecer na instituição em que leciono. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A instituição em que leciono tem um grande significado pessoal para mim. (6)

Não me sinto como "fazendo parte da família" na instituição em que leciono. (7)

Mesmo que fosse uma vantagem para mim, sinto que não seria correto deixar a instituição em que leciono no presente momento. (8)

Na realidade, sinto os problemas da instituição em que leciono como se fossem meus. (9)

A instituição em que leciono merece a minha lealdade. (10)

Ficaria muito feliz em passar o resto da minha carreira na instituição em que leciono. (11)

Sentir-me-ia culpado se deixasse a instituição em que leciono agora. (12)

Uma das principais razões para eu continuar a trabalhar para a instituição em que leciono é que a saída iria requerer um considerável sacrifício pessoal, porque uma outra instituição poderá não cobrir a totalidade de benefícios que tenho aqui.

(13)

Neste momento, manter-me na instituição em que leciono é tanto uma questão de necessidade material, quanto de vontade pessoal. (14)

Não me sinto como fazendo parte da instituição em que leciono.

(15)

Uma das consequências negativas para mim se saísse da instituição em que leciono resulta da escassez de alternativas de emprego que teria disponíveis.

(16)

Muita da
minha vida
iria ser afetada
se decidisse
querer sair da
instituição em
que leciono.
(17)

Sinto que
tenho um
grande dever
para com a
instituição em
que leciono.
(18)

Como já dei
tanto à
instituição em
que leciono,
não considero
atualmente a
possibilidade
de trabalhar
numa outra.
(19)

Fim do bloco: Compromisso Organizacional

Início do bloco: Contrato Psicológico

Q20 Apresentam-se algumas frases que se referem às obrigações que poderá sentir relativamente à sua Instituição de Ensino. Pretende-se que indique em que medida essas obrigações são importantes para si e também o grau de cumprimento das mesmas.

Q21 Nesta questão pretende-se saber em que medida sente que deve cumprir as seguintes obrigações perante a sua Instituição de Ensino, assinalando a opção que melhor retrata o que sente (*1- Discordo Completamente; 7- Concordo Completamente*). Por favor responda a todas as perguntas.

	Discordo Completamente (1)	Discordo (2)	Discordo Ligeiramente (3)	Não Concordo, Nem Discordo (4)	Concordo Ligeiramente (5)	Concordo (6)	Concordo Completamente (7)
Falar com a minha chefia direta quando identifico aspetos a melhorar. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desempenhar as minhas funções de acordo com os objetivos da instituição em que leciono. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apresentar soluções que contribuam para um melhor desempenho da instituição em que leciono. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dar sempre boa imagem da instituição em que leciono. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respeitar o património da instituição em que leciono. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oferecer-me para fazer tarefas não exigidas pelas minhas funções. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ser
recetivo(a)
a pedidos
para
assegurar
tarefas não
exigidas
pelas
minhas
funções. (7)

Desempenh
ar tarefas
não restritas
às minhas
funções. (8)

Estar
disponível
para mudar
de funções.
(9)

Q23 Agora, procura-se saber em que medida essa obrigação é por si cumprida, assinalando a opção que melhor retrata o que sente (1- *Nunca*; 7- *Sempre*). Por favor responda a todas as perguntas.

	Nunca (1)	Raramente (2)	Ocasionalmente (3)	Às vezes (4)	Frequentemente (5)	Quase Sempre (6)	Sempre (7)
Falar com a minha chefia direta quando identifico aspetos a melhorar. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desempenhar as minhas funções de acordo com os objetivos da instituição em que leciono. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apresentar soluções que contribuam para um melhor desempenho da instituição em que leciono. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dar sempre boa imagem da instituição em que leciono. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respeitar o património da instituição em que leciono. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oferecer-me para fazer tarefas não exigidas pelas minhas funções. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser recetivo(a) a pedidos para assegurar tarefas não exigidas pelas minhas funções. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Desempenhar
tarefas não
restritas às
minhas
funções. (8)

Estar
disponível
para mudar
de funções.
(9)



Q24 Nesta questão, pretende-se saber em que medida sente que a sua Instituição de Ensino deve cumprir com as seguintes obrigações, assinalando a opção que melhor retrata o que sente (*1- Discordo Completamente; 7- Concordo Completamente*). Por favor responda a todas as perguntas.

	Discordo Completamente (1)	Discordo (2)	Discordo Ligeiramente (3)	Não Concordo, Nem Discordo (4)	Concordo Ligeiramente (5)	Concordo (6)	Concordo Completamente (7)
Atribuir-me prêmio(s) em função do desempenho. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conhecer os aspectos mais importantes do meu passado profissional. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ter em consideração a minha opinião. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apoiar-me no que respeita aos meus interesses pessoais específicos. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possibilitar-me a progressão na carreira. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assegurar-me assistência de boa qualidade na doença. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pagar-me o ordenado na data estipulada. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cumprir integralmente o acordo coletivo de trabalho. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remunerar-me de acordo com a função desempenhada. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compensar-
me
monetariame
nte em
função do
trabalho
desenvolvido.
(10)



Q25 Agora, procura-se saber em que medida essa obrigação é cumprida pela Instituição de Ensino, assinalando a opção que melhor retrata o que sente (1- Nunca; 7- Sempre). Por favor responda a todas as perguntas.

	Nunca (1)	Raramente (2)	Ocasionalmente (3)	Às vezes (4)	Frequentemente (5)	Quase Sempre (6)	Sempre (7)
Atribuir-me prêmio(s) em função do desempenho. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conhecer os aspetos profissionais mais importantes do meu passado profissional. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ter em consideração a minha opinião. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apoiar-me no que respeita aos meus interesses pessoais específicos. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possibilitar-me a progressão na carreira. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assegurar-me assistência de boa qualidade na doença. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pagar-me o ordenado na data estipulada. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cumprir integralmente o acordo coletivo de trabalho. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remunerar-me de acordo com a função desempenhada. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compensar-me monetariamente em função do trabalho desenvolvido. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fim do bloco: Contrato Psicológico

Início do bloco: Fim do Inquérito

Obrigada por participar nesta investigação!

A sua participação foi fundamental para o propósito do estudo. Este procura compreender de que forma as perceções de justiça dos docentes universitários que lecionam em Portugal está relacionada com o Compromisso Organizacional que os mesmos sentem face à sua instituição ou instituições de ensino, sendo esta relação mediada pelo Contrato Psicológico que estes estabelecem com a organização. Durante o preenchimento do questionário, foi-lhe pedido que respondesse a um questionário sociodemográfico e a outras escalas, cuja informação apenas será usada para fins de formação académica.

Se surgir alguma dúvida, ou caso esteja interessado em receber os resultados e conclusões do estudo, pode contactar a estudante de mestrado encarregue da investigação, Beatriz Andrade, através do seguinte contacto: bgaes@iscte-iul.pt, Iscte-Instituto Universitário de Lisboa; e ainda a orientadora da investigação, Isabel Correia, através do seguinte contacto: isabel.correia@iscte-iul.pt, Iscte-Instituto Universitário de Lisboa.

Fim do bloco: Fim do Inquérito
