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PSYCHOLOGICAL CONTRACT BREACH AND ITS IMPACT ON EMPLOYEE TURNOVER INTENTION IN HIGHER EDUCATION INSTITUTIONS

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Abstract

Academic staff are considered the most valuable asset in any educational institution, especially universities, due to their central role in shaping and nurturing future generations capable of driving societal and national development. Despite their immense and irreplaceable contributions, it is alarming that academic staff in public universities continue to face numerous challenges. One of the most pressing issues is the violation of the psychological contract by the government, which has been linked to rising voluntary turnover. This study investigated the effect of psychological contract on turnover intention among academic staff at the Bauchi State University. Using a survey research design, questionnaires were distributed to a sample of 372 staff members, and the responses were analyzed through multiple regression to test the hypotheses. The results revealed a significant positive relationship between distributive, procedural, and interactional components of Psychological contract and turnover intention. Notably, procedural component emerged as the strongest predictor of turnover intention. The study concludes that workplace unfairness significantly fuels employees' intention to leave, especially within the Nigerian context where university managements strive to maximize employee contributions to remain competitive in the educational sector. It recommends that academic administrators should clearly communicate the fair procedures applied in decision-making, provide transparent and respectful explanations, and ensure that information is unbiased and accurate, thereby fostering trust and reducing turnover intentions.

Introduction

Academic staff are universally regarded as the most valuable asset of any educational institution, particularly universities, where lives are shaped and transformed to contribute meaningfully to society. Their influence extends across

diverse groups, including students with varying intellectual abilities, learning needs, and cultural or linguistic backgrounds (Kea, Sirgany, & Young, 2025). Entrusted with the responsibility of educating and nurturing students, academic staff play a vital role in helping learners identify their talents, refine their abilities, and develop the skills necessary for personal and professional growth. According to Stroh and Karzai (2025), the impact of academic staff endures well beyond the classroom, as students benefit from the knowledge, mentorship, and values imparted to them. Effective academic staff not only demonstrate mastery of subject matter but also exhibit strong classroom management, foster positive student behavior, and cultivate productive study and work habits (Sáenz et al., 2024).

Beyond teaching, academic staff in universities engage in a broad range of responsibilities, including supervision, community service, curriculum design and development, institutional planning, marketing, information technology, workplace health and safety, resource management, student welfare, and even sports regulation (Kyambade et al., 2025). They are expected to prepare wellstructured lessons, make learning engaging and interactive, and provide accurate responses to student inquiries (Otori, 2020). Teachers are widely recognized as one of the most critical determinants of educational quality (Asor & Agidi, 2022), representing the single most important element in the educational system that is vital than the quality of infrastructure, learning materials, or financial investment (Yusuf, 2016).

Despite their indispensable contributions, academic staff in Nigeria's public universities face numerous challenges, one of the most critical being the violation of the psychological contract by the government (Azeem, Bajwa, Shahzad, & Aslam, 2020). The psychological contract refers to the mutual expectations and perceived obligations between employer and employee, encompassing reciprocal commitments, anticipated benefits, duties, and the associated incentives or sanctions (Herrera & Las Heras-Rosas, 2021). Unfortunately, this implicit agreement is frequently neglected or breached by organizations and government authorities (Shi & Gordon, 2020).

In Nigeria, academic staff have been subjected to repeated failed negotiations, broken agreements, and unfulfilled resolutions from their employer (Dokpesi & Yesufu, 2024). Akinbode (2025) observed that such breaches erode trust and commitment, undermining the potential to maintain a vibrant, competitive, and loyal workforce, and prompting the loss of critical talent within public universities. Talent attrition has become a major concern for higher education institutions. High turnover rates not only inflate recruitment and training costs but also weaken institutional morale and diminish intellectual capital, hindering sustainable growth and academic excellence (Wang et al., 2018). As noted by Alshmemri (2025), excessive turnover results in substantial financial burdens, including recruitment expenses, induction programs, and salary restructuring, while also disrupting institutional operations.

Although Nigerian public universities are home to highly skilled and committed academics, an increasing number are emigrating in search of better working conditions (Adebisi & Amos, 2020). Don and Letam (2020) report that a

significant portion of the estimated 23,000 lecturers who leave Africa annually are from Nigeria. This brain drain is largely fueled by perceptions of breach of psychological contract within Nigerian universities. Specifically, Academic staff turnover in Bauchi State, particularly at Bauchi State University Gadau, is a significant concern. A recent report indicates that over 30 PhD holders resigned from the university due to breach of psychological contract by government (Sani, 2024). In the context of this study, a psychological contract refers to the unwritten set of mutual expectations, promises, and obligations that academic staff believe exist between themselves and the government as the primary employer and regulator of public universities. It is built on trust, fairness, and perceived commitments such as the government ensuring adequate salaries, timely payment of wages, provision of conducive working conditions, job security, research support, and career development opportunities (Soomro, Ramendran, & Mohamed, 2024). In return, academic staff are expected to demonstrate loyalty, maintain high teaching and research standards, mentor students, and contribute to the intellectual and social development of the nation (Johnson, & Griffin, 2024).

When the government fails to fulfill these perceived obligations, for instance, through delayed salary payments, inadequate funding, poor infrastructure, or lack of transparency in policy decisions, academic staff may feel that the psychological contract has been violated (Jahanzeb et al, 2024). Such breaches often lead to dissatisfaction, reduced morale, and an increased intention to leave (Moon, et al., 2024). When linked to Adams' (1965) equity theory, the psychological contract is influenced by how academic staff perceive the balance between their inputs (e.g., advanced degrees, research productivity, teaching load, administrative roles, and professional commitment) and outcomes (e.g., salaries, promotions, research grants, recognition, and other benefits) relative to colleagues or peers in similar roles. If this balance is perceived as inequitable, the psychological contract can be perceived as violated which weaken commitment, and increase turnover intentions (Mehmood, Rao & Gul, 2024).

A considerable body of research has examined the relationship between psychological contracts and turnover intention (Han et al., 2025; Mehmood, et al., 2024; Yu & Hamid, 2024; Tavoletti et al., 2024; Walk, Stewart & Kuenzi, 2024; Qais et al., 2022; Aluko, Aluko & Ogunjimi, 2022; Azeem et al., 2020; Adebisi & Amos, 2020; Boudrias, 2020; Andani & Rivalani, 2020; Pekel, 2021; Rehman, Arsalan, & Usman, 2021). These studies consistently demonstrate that the fulfillment or breach of psychological contracts significantly influences employees' intentions to leave their organizations.

However, the majority of these investigations have been conducted within industrial and corporate environments, focusing predominantly on private-sector organizations. As noted by Andani and Rivalani (2020) and Rehman et al. (2021), there has been limited scholarly attention given to the higher education sector, particularly universities. In the Nigerian context, the paucity of literature exploring the effects of psychological contract fulfillment or breach on academic staff turnover intention is especially evident.

It is against this backdrop that the present study examines the influence of psychological contracts on turnover intention at Bauchi State University. Although extant studies on this relationship are insightful, their applicability to different national contexts, institutional types, and employee categories remains uncertain. Drisko, (2025) emphasize that cultural factors can significantly shape research outcomes, thereby limiting the generalizability of existing results. Given this contextual gap, the current research seeks to contribute to the literature by assessing whether the patterns observed in corporate and industrial settings hold true within the Nigerian university environment. Specifically, it focuses on understanding how psychological contract dynamics influence turnover intentions among academic staff.

Based on the background and statement of problem, the following hypothesis is formulated:

$H0^1$ There is no significant relationship between distributive injustice and turnover intention among academic staff of Bauchi State University.
$H0^2$ There is no significant relationship between procedural injustice and turnover intention among academic staff of Bauchi State University.
$H0^3$ There is no significant relationship between interactional injustice and turnover intention among academic staff of Bauchi State University.

Literature Review and Theoretical Framework

This section looked at the conceptualization of variables and related empirical studies. As a result, hypothesis based on previous research are developed and tested.

Concept of Psychological Contract

According to Muharram-Zadeh (2012), psychological contract and its fulfillment can be considered one of the basic and instinctive essentials of human relations, as its presence forms the foundation for the growth and advancement of social systems, including the relationship between the Nigerian government and its universities. In the context of a university as a social system, the sustainability and effectiveness of this system depend on a strong and trusting link among its constituent elements. This link is shaped by the extent to which the expectations, promises, and obligations between the government and the universities are mutually respected and honored.

The evaluation of individuals' responses such as academic staff regarding what they receive from the government and the university (e.g., salaries, research funding, career development) in exchange for what they contribute (e.g., teaching, research, community service) has been the focus of many studies on the psychological contract. Two scholars define the psychological contract as individuals' perception of the implicit and explicit obligations owed to them by their organization and the extent to which those obligations are fulfilled (Rousseau, 1995). When individuals perceive that the government or university has failed to honor its commitments, it can lead to decreased morale, reduced

engagement, increased turnover intentions, and in some cases, open resistance or disputes (Muharram-Zadeh, 2012).

According to Conway and Briner (2005), the psychological contract refers to employees' beliefs about the mutual obligations between themselves and their employer. For Nigerian universities to achieve their objectives, there must be a clear understanding of these mutual expectations, supported by a well-defined mission, effective strategies, strong institutional structures, efficient job designs, and committed, competent personnel. A well-maintained psychological contract can yield significant benefits for both the government and universities, including greater trust, stronger commitment, and improved performance. Ultimately, the psychological contract captures the way individuals perceive and respond to the fulfillment or breach of mutual obligations, and how these perceptions influence outcomes such as job satisfaction, loyalty, and organizational effectiveness (Mehrabi, Javadi, Charmian, Zadeh, &Tanhaei, 2012).

Components of Psychological contract

Organizational behavior scholars have identified some components such as distributive, procedural, and interactional (Colquitt, 2001; Coloquitt, Greenberg, & Zapata-Phelan, 2005).

Distributive Component

Distributive justice indicates fair apportionment of benefits excavated from various activities in order for each organizational member to acquire fair portion based on the amount of inputs, cooperation and capabilities (Pourezat & Ghoulipour, 2008). Outcomes in a work context might take the form of wages, social approval, job security, promotion and career opportunities, while inputs would include education, training, experience and effort, as it thus it could be hard to appropriate reward level to a particular degree of input, people make this judgment in a relative term, looking for a contribution-outcome ratio that is similar to that of their peers (Baldwin, 2006).

Procedural Component

Procedural justice includes employee's perception of organization's intent, mechanism and procedures used to determine his/her outcomes (Folger & Cropanzano, 1998). The assertion of Nabatchiet al., (2007) procedural justice is defined as participants' perceptions about the fairness of the rules and procedures that regulate a process in an organization. Whereas distributive justice suggests that satisfaction is a function of outcome, procedural justice reveals that satisfaction is a function of process. In other words, it refers to perceptions by individuals on fairness of present decision-making processes in order to reimburse their services instead of real distribution of incomes. Decision-making is interwoven to Procedural justice. It refers to fairness in distribution of wages, participation during decision making as well information distribution within organization (Colquitt & Chertkoff, 2002).

Interactional Component

It is the extent that the employee feels with the fairness of the transaction obtained when they apply some formalities, the transactional justice is dealing through sensitivity and personal interpretations or social accounting, (Diab, 2015) indicated that interactive justice is an extension of justice procedural, which refers to the methods of disposal of the administration towards individuals and linked in a way managers deal with subordinates. Interactional justice refers to quality of interindividual behaviours to which a person is exposed before and after decision-making (Poole, 2007). Interactional justice, regards fairness on how subordinates are treated (Robbins & Judge, 2009).

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Concept of Turnover Intention

Turnover intention (TI) is defined by Lee (2008) as the subjective perception of an organizational member to quit the current job for other opportunities. Employees who leave on the organization‟s request as well as those who leave on their own initiative can cause disruptions in operations, work team dynamics and unit performance. Turnover results from a discontinued working (employment) relationship between employer and employee and is categorized as either voluntary or involuntary turnover (Ahmad, Shahid, Huma & Haider, 2012). Intention to leave refers to individuals‟ perceived possibilities that they will be staying or leaving the organization (Bigliardi, Petroni & Ivo Dormio, 2005). Mowday, Porter and Steers (1982) noted that employees with high withdrawal intentions from the organisation subjectively assess that they will be leaving the organisation in the near future.

The resignation of experienced worker has a negative impact on the success of a company (Sheraz, Wajid, Sajid, Wajahat Hussain & Rizwan, 2014). The organizations bear the costs of hiring and training of the new employees for the replacement of the employees who leave the job. Thus, for the purpose of this study, turnover intention is an employee‟s decision to leave the organization voluntarily

Psychological Contract and Turnover Intention

Yu and Hamid (2024) investigated the effect of psychological contract fulfillment on turnover intention among gig workers, focusing on the mediating roles of organizational identification and job satisfaction. Through mediated path analysis and structural equation modeling (SEM), they conducted two studies in China: one within the ride-hailing industry (N = 374) and another within the food delivery sector (N = 426) using time-lagged data. Across both contexts, findings consistently revealed that transactional and relational contract fulfillment significantly reduced turnover intention, and this relationship operated indirectly through enhanced organizational identification and job satisfaction. However, the study remains specific to the gig economy in China, raising questions about whether similar dynamics would apply in traditional, non-gig employment settings, particularly in public universities where employment relationships may be influenced by government policies and public-sector structures.

Similarly, Mehmood, Rao, and Gul (2024) examined the relationship between psychological contract violation and turnover intention within IT software development companies in Rawalpindi and Islamabad, Pakistan. They further explored burnout as a mediator and self-efficacy as a moderator. Employing a quantitative methodology with Hayes Process Macros Model 7, they analyzed responses from 270 IT employees. The results indicated a significant positive association between psychological contract violation and turnover intention, with burnout serving as a mediator in this relationship. Contrary to expectations, self-efficacy did not moderate the effect of contract violation on burnout. While this study sheds light on the role of emotional exhaustion in the contract breach–turnover link, its context in the private IT sector limits its applicability to academic staff in public universities, where factors such as governance structures, funding policies, and cultural expectations may differently shape turnover drivers.

In addition, Han et al. (2025) explored the indirect impact of responsible leadership (RL) on employees' turnover intentions via psychological contract violation (PCV) and the moderating effect of organizational identification. Using a sample of 389 employees from Chinese companies, they conducted confirmatory factor analysis, correlation analysis, and hypothesis testing. The findings revealed that RL directly reduced turnover intention and indirectly lowered it by mitigating PCV. Furthermore, organizational identification moderated the relationship, weakening the mediating role of PCV. While the study effectively integrates leadership style into the psychological contract framework, it is rooted in the corporate sector in China. Consequently, it does not sufficiently address how leadership in public universities—often constrained by bureaucratic and policy limitations—can similarly influence turnover through psychological contract management.

In another study, Walk, Stewart, and Kuenzi (2024) investigated the link between negative appraisals during the COVID-19 pandemic and turnover intentions approximately one year after its onset, during a period described as the ―new normal.‖ Their findings indicated that harm appraisals, but not threat appraisals, predicted psychological contract violation, which in turn was associated with resistance to change and turnover intention. Unexpectedly, neither threat appraisal nor resistance to change directly predicted turnover intention. While the study offers insight into crisis-induced breaches and their implications, it focuses on short-term, situational contract violations tied to a global emergency. This leaves unexamined the more persistent, structural breaches common in academic institutions, such as those stemming from policy shifts, salary stagnation, or inadequate funding, which may have long-lasting effects on turnover in higher education contexts.

Additionally, Abdalla, Hamad, Laiba, Faizan and Xianglan (2021) examine the influence of COVID-19 on unpaid leave, the direct impacts of psychological contract breach on organizational distrust and turnover intention, and their indirect impact through emotional exhaustion. The study used partial least squares to analyze the data set of 238 questionnaires from hospitality establishments.

Results indicate a significant direct positive impact of psychological contract breach on organizational distrust and favorable indirect effects through emotional exhaustion. However, psychological contract breach had no direct effects on turnover intention. The study has equally found the positive effect of organizational distrust on turnover intention. The research provides both theoretical and practical implications and suggests areas for further studies.

Yeni, Asri, and Nur (2022) examine the effect of career development, job content, social atmosphere, financial reward, life and work balance on turnover intention and the effect of mediation by employee engagement in the relationship between career development, job content, social atmosphere, financial reward, life and work balance on turnover intention. The study took place at a Public Hospital Nurse in the City of Surakarta, taken with purposive sampling technique. The criterion for respondents participation in this study were the nurses who working in hospitals with a minimum of one-year work period in their field. This study *was* obtained through questionnaires with a total of 167 data processed. This study uses a structural equation model.The results of the study can be concluded that career development, job content and social atmosphere have a negative influence on turnover intention and are mediated by employee involvement, while financial rewards and work and life balance are not affect turnover intention and are not mediated by employee engagement.

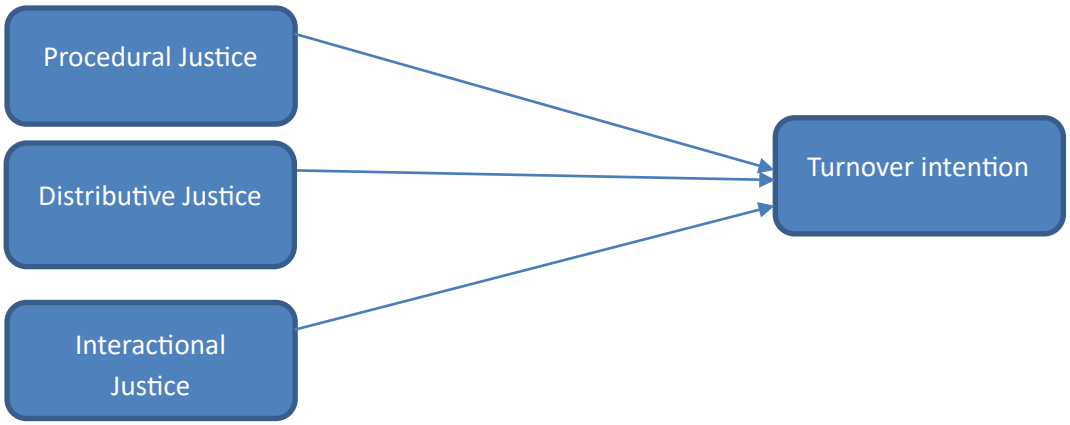
Theoretical Framework

According to Brondizio, Leemans and Solecki (2014), theoretical framework is defined as the specific theory or theories about aspects of human endeavor that can be useful to the study of events. It is in this regard that this study will be reviewing Equity theory (Adam's theory of justice) as a major theory to support this study.

Equity Theory (Adam's Theory of Justice)

Adam‘s equity theory highlights four core elements: input, outcome, comparison person, and equity–inequity. In this framework, an employee‘s decision to remain with or leave an organization is influenced by how they compare their own input–outcome ratio to that of others, alongside the extent to which the employer fulfills the psychological contract. If the employee perceives the comparison as fair, they are more likely to remain committed. However, perceived inequity can manifest in two ways: situations that favour the individual over others, and situations that favor others over the individual. Both forms of inequity can create a sense of injustice. This theory serves as a valuable lens for strengthening the argument that the fulfillment or violation of psychological contracts plays a critical role in shaping employee turnover intentions.

Conceptual Framework



3.0 Research methodology

Research Design

The present study adopted a survey research design with a quantitative approach. Data were collected from participants using a structured questionnaire. From a total population of 482 academic staff, a sample size of 214 was determined using Krejcie and Morgan's (1970) formula. A simple random sampling technique was employed because it enhances the generalizability of findings, saves time, and is cost-effective. Using this method, 214 academic staff were initially selected from Sa'adu Zungur University, Bauchi. However, following the recommendation of Hair et al. (2020) to increase the sample size by 50% for more robust analysis, the final target sample size was adjusted to 321.

Data were gathered from academic staff of Bauchi State University, with a total of 321 questionnaires distributed. Out of these, 309 were returned and deemed valid for subsequent analysis. The study adapted measurement instruments from prior research to assess the constructs. Turnover intention was measured using a three-item scale developed by Cammann et al. (1979), rated on a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

The three dimensions of organizational justice were measured using the scale developed by Colquitt et al. (2001), also assessed on a five-point Likert scale ranging from 1 = to a very small extent to 5 = to a very large extent. The procedural justice subscale contained seven items capturing respondents' perceptions of fairness in organizational procedures and decision-making processes, particularly in relation to the fulfillment of the psychological contract. The interpersonal justice subscale included four items addressing perceived fairness in the interpersonal treatment received from the organization in fulfilling the psychological contract. The distributive justice subscale comprised five items assessing perceptions of fairness in remuneration and other tangible rewards linked to the fulfillment of the psychological contract.

Data Analysis

Reliability of the instrument was verified through commonly used technique of Cronbach's Alpha value. Cronbach's Alpha is considered as a better

technique to measure reliability of the scale (Green et al., 1988; Hair, Sarstedt, Hopkins, & Kuppelwieser, 2014). Descriptive analysis was carried out to determine the central tendencies of all the variables used in this study. Pearson correlation coefficient was applied to carry out bivariate analysis which provided the strength of relationship between two variables. Furthermore, multiple regression analysis provided the amount of variance in dependent variable caused by a particular set of independent variables and it is denoted by R2 known as coefficient of determination. The regression coefficient value (b) of each independent variable determined its effect on dependent variable.

RESULTS

Descriptive, Correlation, and Regression Analysis

Descriptive analyses usually indicate the central tendencies in calculated responses against variables. Mean values for interpersonal justice (3.0964) and distributive justice (3.5184) exhibited that the average responses lied between ―to a small extent‖ and ―to a large extent‖ except interpersonal justice (3.1327) which ranged from ―to some extent‖ to ―to a large extent‖. Descriptive values for employee turnover intention (2.9893) were measured on 5-point Likert scale and ranged between disagree and somewhat agree with a considerable deviation. Descriptive statistics revealed that academic staff in Sa'adu Zungur State University, Bauchi are moderately concerned about the procedures and decisions made concerning their outcomes, rewards, and interpersonal treatment.

Correlation statistics as shown in table-4.1 below determined the association between two variables. The correlation values for procedural injustice (r=0.61), interpersonal injustice (0.60), and distributive injustice (r=0.63) are positively correlated with employees' turnover intention which show that all three components of psychological contract are significantly associated with employees' turnover intention.

Table 1

Variables	Mean	Std.	Procedural	Interpersonal	Distributive
Procedural Injustice	3.1327	.25584	(0.72)		
Interpersonal Injustice	3.0964	.41703	.70**	(0.74)	
Distributive Injustice	3.5184	.58026	.72**	.77**	(0.77)
Turnover intention	2.9893	.59564	.61**	.60**	.63**

Mean, Standard Deviation, Pearson Correlation and ReliabilityStatistics

Theregressionvalues

The regression results presented in Table 4.2 indicate a moderately strong relationship between the components of the psychological contract and employee

turnover intention. The R^2 value of 0.463 suggests that 46% of the variation in turnover intention can be explained by the explanatory variables; procedural, distributive, and interpersonal injustice. This implies that these three components of psychological contract collectively serve as significant, though moderate, predictors of turnover intention. The model was deemed appropriate for the study, as reflected by the F-statistic value of 87.704 and its statistical significance, evidenced by a p-value of 0.000.

Table 2Model Summary

Model	R	R Square	Adjusted R	Std.Error	FValue	Sig.
1	.681	.463	.458	.35352	87.704	0.000

Predictors:(Constant),DistributiveInjustice,ProceduralInjustice,InterpersonalInjustice

Multiple Regression

The coefficient (beta) values presented in Table 4.3 reveal that procedural injustice accounts for 37% of the variation in employee turnover intention, making it a relatively stronger predictor compared to distributive injustice (29%) and interpersonal injustice (24%). This significance is further supported by the tstatistics and p-values. Based on these findings, it can be inferred that faculty members at Bauchi State University place greater importance on the fairness of managerial decision-making processes when resources and outcomes are allocated to them. Therefore, university managers and supervisors should take these concerns into account and actively involve faculty members in goal-setting processes related to their jobs and outcomes.

Table 4.3

Model	Unstandardized B	Std. Error	Standardized Beta	t	Sig.
(Constant)	.553	.184		3.003	.003
ProceduralInjustice	3.37	.084	.259	44.091	.000
Interpersonal Injustice	0.24	.093	.019	2.829	.005
DistributiveInjustice	2.29	.084	.259	34.092	.000

Discussions of findings

This study aimed to examine the relationship between the dimensions of the psychological contract; procedural justice, interpersonal justice, and distributive justice—and employee turnover intention among academic staff at Sa'adu Zungur University, Bauchi. The results revealed that all three dimensions of injustice were positively associated with turnover intention, supporting previous research (Azeem et al., 2022; Ahmad & Jameel, 2021).

Procedural injustice emerged as the most significant contributor to turnover intention among the academic staff. The findings affirm that fairness in the processes and procedures used to determine employee outcomes is a strong predictor of retention decisions (Cropanzano et al., 2001; Efanga et al., 2015; Mahmood et al., 2016; Cho, 2017). This aligns with Colquitt et al.'s (2001) metaanalysis, which identifies procedural justice as a stronger predictor of turnover intention than distributive or interpersonal justice. Overall, the results suggest that academics in the higher education sector place high importance on fairness in decision-making processes, including the involvement of supervisors and managers as organizational representatives.

Interpersonal injustice was also found to be positively related to turnover intention. Fair and respectful interpersonal treatment fosters healthy workplace relationships, trust, and mutual respect. Since interpersonal justice emphasizes fairness in communication and interactions, it directly influences relationship quality and workplace behavior. Consistent fairness from managers and supervisors strengthens leader–member exchanges and promotes retention (Cohan-Charash & Spector, 2001; Efanga et al., 2015; Mahmood et al., 2016; Rupp & Cropanzano, 2002; Cho, 2017). Conversely, unfair communication and treatment can negatively affect behavior and ultimately lead to increased turnover intention.

Distributive injustice, defined as perceived unfairness in resource allocation and reward distribution, was also positively linked to turnover intention, though it was a moderate predictor compared to procedural and interpersonal injustice. The study supports earlier findings that inequitable pay and rewards can lead to reduced effort and productivity (Efanga et al., 2015; Mahmood et al., 2016). Equity theory (Adams, 1965) further explains that employees compare their rewards with those of others, making satisfaction challenging to achieve. While distributive injustice influences turnover intentions, the findings indicate that in Bauchi State University, procedural fairness and the quality of interpersonal treatment play a larger role in shaping academics' decisions to stay or leave.

Conclusion and Recommendation

Based on the findings, the study concludes that all three components of psychological contract are significantly related to turnover intention. However, procedural component is found to be a stronger predictor of turnover intention. And therefore recommended that the university management should adopt transparent and inclusive decision-making processes, especially in matters affecting faculty workload, promotions, and resource allocation. Regular

consultations, open forums, and clear communication channels can ensure that staff perceive the processes as fair, thereby reducing dissatisfaction that leads to turnover intentions.

Department heads, deans, and other administrators should be trained in respectful communication, empathy, and conflict resolution. Maintaining a culture of mutual respect between academic staff and management can help repair and strengthen the psychological contract, which discourages intentions to leave.

The university should ensure that rewards are allocated fairly based on performance, contributions, and workload. Equity in distribution can boost morale and loyalty, mitigating turnover risks.

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