

## Impact of Quality of Work Life on Organizational Citizenship Behaviour in Educational Sector

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### Abstract

The Quality of Work Life and Organizational Citizenship Behaviour among school teachers are strongly influenced by the school streams and the type of schools. The purpose of this study is to explore the relationship between the QWL and the OCB of school teachers, to examine the impact of demographic factors on the QWL, and to compare the OCB of different types of school teachers. The study was conducted using multi-stage random sampling techniques on 200 school teachers in 40 schools in the Ernakulum district of Kerala. The findings of the study show that QWL has a positive impact on OCB among the school teachers. According to the Pearson correlation, the dimension of QWL is strongly related to the dimension of OCB. Using one-way anova showed that demographic variables like age and experience have a significant impact on QWL as well as OCB. The high OCB value of school teachers is welcome as it shows that the teachers are going beyond their initial duties for the future generations.

**Keywords:** Quality of work life, Organizational citizenship behaviour, School teachers

### Introduction

Education is seen as a powerful force that can bring about the desired transformation in the social & cultural life of the nation. Education has now become a momentous factor in the current era of rapid change, exploding knowledge and technological transformation, as it is closely related to the productivity of the nation. In fact, education is a means of human resource development, which is why efforts are made to deliver quality education by improving the performance & functioning of schools. A well-developed educational system is the backbone of any developing country, and teachers are at the centre of it. The ability and quality of teachers determine the success of an educational system. Previous studies have shown that teachers who are very dedicated continue their involvement in their current institutions, and also put in high effort and perform well for their institutions. According to Kershaw's (1994), a study on teacher's perception of school life, including the academic sector, QWL encompasses all aspects of an employee's life, particularly his work environment.

The main conclusion is that the Quality of Work Life (QWL) of teachers in the academic sector is not satisfactory and needs to be addressed and affective measures implemented to improve it. The avenue for growth and development is not satisfactory, and the teacher's involvement in decision making is not satisfactory. There is job security but there is no job satisfaction and job involvement are lacking. The teacher is the most important person in the educational process. Therefore, there is a great need for teachers to be effective in their role. Educationists and researchers are very interested in this area of teacher behaviour. School work life is a crucial factor

in the success or failure of the school, and it also reflects on the performance of the teachers. Therefore, this study will help to identify the prevailing conditions of school work life and their impact on teacher's behaviour in the various categories of schools in Ernakulum, Kerala. Quality of work life is a very important part of their life, and if only such facilities are provided to them, then they will be more committed to their organization.

Globally, a number of studies have assessed the QWL and OCB of workers in businesses, academic institutions, government agencies, and non-governmental organizations. The research study emphasizes school teachers' QWL across a range of factors. Employee engagement and commitment to accomplishing company goals present new challenges. In order for educational administrators to improve QWL and OCB if there are any shortcomings, this study aids in understanding how teachers view these programs.

### **Review of Literature**

Nair (2019), studied to explore the relationship between QWL and OCB with a survey among college teachers in and around Trissur district. The study found that there is a discrepancy between teachers' perceptions of QWL and how it affects OCB. There is a significant difference in the socially acceptable behavior classes and the observable behavior of teachers in terms of QWL perception. Compared to male teachers, female teachers have higher QWL. Based on conscientiousness and altruism, QWL and OCB have a substantial relationship. Issues that have been found to have an impact on QWL include interpersonal trust and intergenerational communication. Several recommendations were made by the researchers to improve their performance, including the teaching.

Sabarirajan (2020) examined the connection between OCB and QWL among workers in the Dindignal district's spinning mills. OCB is tested using a construct that considers civic virtue, sportsmanship, conscientiousness, and altruism. The results show that civic virtue, conscientiousness, sportsmanship, and altruism are positively correlated. Being mindful is more significant than OCB. QWL and OCB have a perfect, positive relationship. The study concludes that when human resources are satisfied with higher OCB and QWL, spinning mill performance can be enhanced. Additionally, it boosts their output.

Kasraie and Parsa (2014) looked into the connections between the staff at Oshnaviyeh Hospital's quality of work life, job stress, job satisfaction, and citizenship behavior. The study of organization management includes the Organizational Citizenship Behavior (OCB) as a significant variable. Building performance and relationships within the organization is not without its challenges. The findings demonstrate a strong positive correlation between citizenship behavior, job stress, job satisfaction, and quality of work life. Since OCB is entirely voluntary, interactions and organizational policies have a greater impact on behavior. Therefore, it makes sense for organizations to be aware of how to handle employees' organizational citizenship behavior.

### **Research Methodology**

For this study, 200 teachers from 40 schools in Ernakulum, Kerala, served as samples. Since the researcher is interested in examining the qualities of the teachers, the study will use a descriptive research design. Here, multistage random sampling is the sample technique employed. A pretested structured questionnaire consisting of 41 questions in QWL and 35 questions in OCB was used to help collect the data. Descriptive statistics such as mean, standard deviation, frequencies, and percentages were analysed along with tools like chi-square, independent t test, linear regression, Pearson correlation, and one way analysis of variance using SPSS 16. To determine the reliability,

validity of questionnaire and the factors included, KMO, Bartlett's test and Cronbach's Alpha is used.

## Data Analysis and Discussion

### Factor Analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.911	
Approx. Chi-Square	998.325	883.108
Bartlett's Test of Sphericity		28
	Df	28
	Sig.	.000

### Interpretation

KMO for QWL and OCB factors is  $.911 > 0.5$  thus, it indicates that factor analysis is appropriate for the data. Bartlett's Test of Sphericity tests the null hypothesis; here the null hypothesis is rejected. Significant value of Bartlett's for both QWL and OCB is less than  $.005$ . Bartlett's test seems to be appropriate.

### Reliability Statistics

**TABLE 2 Cronbach's Alpha result of overall QWL and OCB**

Cronbach's Alpha (QWL and OCB)	Cronbach's Alpha Based on Standardized Items	N of Items
.948 and .942	.950 and .945	41 and 35 (combined)

Source (primary data)

### Interpretation

Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is closer to 1.0, the greater the internal consistency of the items in the scale. Here alpha for both is greater than  $.9$  so it is considered to be highly reliable.

## Hypothesis 1

### Descriptive statistics

#### A. Table 3 Details of QWL level among school teachers

Range	Level	No of cases	Mean	SD
2.27-3.18	Low	15	2.83	0.26
3.19-4.09	Medium	148	3.74	0.23
4.10-5	High	37	4.48	0.31
Total		200	3.81	1.90

Source (primary data)

**Interpretation**

Analysing the levels of QWL and OCB, it was found that 74 percent of the school teachers have a medium level of QWL. These teachers have a mean score of 3.74 out of 5. Another 18.5 percent of the sample have reported a high level of QWL with a mean score of 4.48. Only 7.5 percent reported lower level of QWL. However, the average score of the whole sample works out to be medium with a value of 3.81.

**B. Table 4 Details of OCB level among school teachers**

Range	Level	No of cases	Mean	SD
2.55-3.2	Low	7	2.93	0.26
3.21-3.97	Medium	106	3.70	0.17
3.98 -4.68	High	87	4.23	0.15
Total		200	3.91	0.54

(Primary data)

**Interpretation**

It was found that only 3.5 percent of this sample reported low level of OCB. 53 percent of them reported medium level of OCB with a mean score of 3.70. High level of OCB was found among 43.5 percent of the teachers. The average score of this group studied found to be 3.91 out of 5 which is commendable

**Hypothesis 2****Linear regression****Table 5 Result showing the linear Regression for QWL and OCB**

Model		Unstandardized Coefficients		Standardized Coefficients	T
			Std. Error	Beta	
1	(Constant)	2.474475	0.187041		13.2296
	QWL	0.377026	0.048698	0.482062	7.742189
				sig	.000*

\*sig at 5 percent level

\*\*Pearson correlation for QWL and OCB .482

$$OCB = 2.474475 + 0.377026 \text{ QWL}$$

**Interpretation**

The study finds that 0.377 percent of the presence of OCB can be explained by QWL. And this is significant at 0.05 levels as p value .000 < .05. Thus, there is a significant impact of QWL on OCB. There is a positive correlation of .482 between QWL and OCB. This correlation is not very high but it was found to be significant at 0.05 levels.

### Hypothesis 3

#### Anova test and independent t test

Anova and independent t test was done to examine the influence of age, gender, experience and income on QWL and OCB.

**Table 6 . Implication of demographic variables on QWL and OCB using anova**

Independent variable	Dependent variable	P value	Sig value	Results(H1)
Age	QWL	.418	.05	rejected
	OCB	.005	.05	accepted
Gender (t test)	QWL	.272	.05	Rejected
	OCB	.523	.05	Rejected
Income	QWL	.186	.05	Rejected
	OCB	.163	.05	Rejected
Experience	QWL	.002	.05	accepted
	OCB	.004	.05	accepted

(Primary data)

#### Interpretation

From the result of one-way anova it was found that  $P=.005 < .05$  for age shows a statistically significant difference with OCB and p values for both QWL and OCB for experience are also significant at 0.05 levels. Gender and income do not show any difference with QWL and OCB.

### Hypothesis 4

#### Linear regression and Pearson correlation test

Linear regression and Pearson correlation test was done to examine the relationship of dimensions of QWL and OCB

**Table 7 a. Result of linear regression and correlation for dimensions of QWL with overall QWL**

Correlation(overall QWL with each dimensions)		Constant(intercept)	Beta(slope)
AIFC	0.70	2.52	0.385
OCG	0.829	1.3	0.653
SHW	0.825	1.24	0.67
SI	0.809	1.34	0.66
SRW	0.711	1.20	0.66
CWO	0.77	1.24	0.63
EWL	0.88	0.68	0.79
OUDH	0.820	1.28	0.71

Sig (2 tailed) 0.05

#### Interpretation

All dimensions of QWL are positively correlated with overall QWL and the p values are significant at 0.05 levels.

$$Y=0.385X+2.52$$

**Table 7 b Result of regression coefficient for OCB dimensions with overall OCB**

Correlation (overall OCB with dimensions of OCB)		Constant(intercept)	Beta(slope)
Civic virtue	0.68	1.80	0.52
Courtesy	0.88	1.2	0.46
Commitment	0.80	1.63	0.53
Loyalty	0.78	1.85	0.97
Constitutionalism	0.74	1.47	0.591
Extra role behaviour	0.80	1.75	0.63
Altruism	0.76	1.36	0.73
Sportsmanship	0.81	1.11	0.65

(primary data)

**Interpretation**

From the table, all dimensions of OCB are highly correlated with the overall OCB score. Sportsmanship and courtesy are significantly correlated with each other. Commitment and civic virtue is least correlated. Overall Relationship between the dimensions is moderately good.

**Y=0.52X +1.80**

**Table 7 c Result of correlation for QWL dimensions with OCB.**

QWL DIMENSIONS	OCB
AIFC	.248
OCG	.314
SHW	.426
SI	.380
SRW	.543
CWO	.420
EWL	.416
LOUDHC	.386

**Interpretation**

From the table adequate income and fair compensation (AIFC) and Opportunities for career growth (OCG) are least correlated with OCB, Social relevance at work (SRW) has a significant correlation with OCB. All other dimensions are only moderately correlated with OCB

## Hypothesis 5

### Anova test

Anova test was done to examine the influence of different categories of school teachers such as government, aided, unaided schools, among HS, HSS, LPS and UPS teachers and across Kerala, CBSE and ICSE school streams.

**Table 8 Implication of school categories on QWL and OCB using ANOVA**

Independent variable	Dependent variable	P value	Sig value	Results(H1)
Type of school	QWL	.010	.05	accepted
	OCB	.126	.05	rejected
School level category	QWL	.051	.05	Rejected
	OCB	.088	.05	Rejected
School stream	QWL	.401	.05	Rejected
	OCB	.016	.05	Accepted

### Interpretation

From the table QWL varies across type of school and school stream shows significant difference with OCB as p values for both less than .05. School level categories do not show statistically significant difference among QWL and OCB.

### Findings

Of the sample, 89.5 percent of the teachers are female and 10.5 percent are male, with 45 percent of the teachers being in the 37–47 age range. Thirty percent of the teachers are from Kerala stream syllabus and unaided schools, sixty percent are from between one lakh and three lakh categories, and thirty-five percent are from high school categories. QWL and OCB have average scores of 3.81 and 3.91 out of 5. A significant relationship was found between the dimensions of QWL and OCB. There is a statistically significant difference in OCB between the 48–58-year-old age group and other age groups. Experience longer than 20 years differs statistically from other experience groups in QWL and OCB. In government, aided, and unaided schools as well as under Kerala's CBSE, QWL and OCB differ.

### Conclusion

Nonetheless, QWL and OCB levels are largely as expected for a variety of reasons. One of the reasons for the low level of these two variables was the relatively low salary and compensation of unaided school teachers. Although the income levels of government and assisted school teachers are relatively high, their QWL and OCB levels have not improved. It is encouraging that school teachers place a high value on OCB since it indicates that they go above and beyond their regular responsibilities to support the education of future generations. Teachers can become more committed to their students through participation from them, staff recognition, and decision-making. Give them chances to grow into their own.

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