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**“A STUDY ON THE IMPACT OF QUALITY OF WORK LIFE ON  
ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AMONG  
SCHOOL TEACHERS”**



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## **Abstract**

Work life is an essential aspect in one's life and hence, it is essential to have a balance between our extra-role behaviours and the work environment. The purpose of the current study is to survey the relationship between quality of work life and its impact on Organizational Citizenship Behaviour among school teachers, to study the relationship among different dimensions of QWL and OCB, to examine the influence of demographic factors on QWL and OCB and to compare across different categories of school teachers. The study is conducted with 200 school teachers from 40 schools in Ernakulum district, Kerala by using multistage random sampling techniques. Findings from the study indicate a positive impact for QWL on OCB among teachers. Pearson correlation proved that dimensions of QWL have a significant relationship with OCB dimensions. By using one way anova, demographic variables such as age and experience has a significant influence with QWL and OCB. School streams and type of schools have significant influence on QWL and OCB among school teachers. The high value of OCB among school teachers is a welcome feature as it points to the fact that the teachers go beyond their original duties for the development of the future generations. This shows that teachers are taking extra efforts for bringing a bright future for their students and for their organization. QWL among teachers can leads to improvement of OCB.

**Key Words: Quality of work life, Organizational citizenship behaviour**

## **1. Introduction**

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. Now education has become a fast assuming momentous dimension in the present era of great change exploding knowledge and technical transformation, since it is closely linked with the productivity of nation. Education is, in fact, a means for human resource development. Therefore, efforts are being made to provide quality education via improving the performance and functioning of the schools. A good educational system of a developing country is considered as the backbone and teachers are the central part of the educational system. The capability and quality of the teachers determines the success of any educational system. (Joolideh and Yeshodhara, 2009), previous studies reveal that the faculty members of educational institutes who are highly committed continue their involvement with their current institutions and they also put high level of efforts and show high performance for their institutions (Chughtai and Zafar, 2006).

Kershaw's (1994), study on teacher's perception about QWL of school life with reference to the academic sector concluded that QWL includes all aspects of employee's life especially his work and work environment. Every organization requires high QWL to attract, retain and improve human resource qualitatively. The major conclusion is that the QWL of teachers at academic sector is below satisfaction level and required attention and implementation of affective measures are required to improve it. Avenue for growth and development, promotional aspects are not satisfactory. Teacher's participation in decision making is below satisfaction. Job security is there, but job satisfaction is missing and job involvement is absent.

## 2. Research Methodology

Samples for this research were chosen from 200 teachers from 40 schools in Ernakulum, Kerala. The research design is descriptive study as the researcher is interested in studying the characteristics of the teachers. The sampling method used here is multistage random sampling. Data was collected with the help of pretested structured questionnaire which was designed in 2 parts 41 questions in QWL and 35 questions in OCB.

To analyses the data SPSS 16 were used and are analyses with descriptive statistics like mean, standard deviation, frequencies, percentages, and tools such as chi-square, independent t test, linear Regression, Pearson correlation, and one way analysis of variance. To determine the reliability, validity of questionnaire and the factors included, KMO, Bartlett's test and Cronbach's Alpha is used.

## 3. Data Analysis and Discussion

### Factor Analysis

**Table 1. Kmo And Bartlett's Test For QWL AND OCB**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.911
Approx. Chi-Square	.911	
Bartlett's Test of Sphericity	998.325	883.108
	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 Bartelsts for both QWL and OCB is less than  $.005$ . Bartelsts 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
.948and .942	.950and .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		Un-standardized Coefficients	Std. Error	Standardized Coefficients	T
				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

$$OCB = 2.474475 + 0.377026 QWL$$

### 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  $.000 < 0.05$ . 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
OU DH	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
ODHHC	.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.

### **4. Findings**

45 percent of the teachers are in the age group 37-47 years, 89.5 percent are females and 10.5 percent are males from the sample. 34.5 percent of the teachers belong to high school categories, 62.5 percent of them between 1 lakh and 3 lakh, and 60 percent of the teachers are from unaided schools and Kerala stream of syllabus. The average score of QWL and OCB works out to be 3.81 and 3.91 out of 5. Dimensions of QWL and OCB found to have significant relationship. Among age groups 48-58 years shows statistically significant difference in OCB from other age groups. Above 20 years of experience shows statistically difference from other experience groups among QWL and OCB. QWL and OCB vary across government, aided and unaided schools and under Kerala, CBSE and ICSE streams. These were the major findings from the study.

### **5. Conclusion**

However, due to one or other reasons that QWL levels and OCB Levels are most as much as is expected. Among unaided school teachers the salary and compensation is comparatively low this was one of the reason for the low level of these two variables. Among the government and aided school teachers the income levels are comparatively high their levels of QWL and OCB are yet to improve. The high value of OCB among school teachers is a welcome feature as it points to the fact that the teachers go beyond their original duties for the development of the future generations. Decision making, staff recognition and student participations are some methods to develop commitment among teachers for their students. Provide opportunities to develop their own creative ideas for students. Provide facilities to balance their life with work in terms of facilities such as crèche for their children below 5 years, refreshing programs such as outings and amusement programmes. This will help to reduce their work pressure and also to increase social integration at the school. These are the some suggestions bought by the researcher.

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