The Relationship between Quality of work life and Organizational Citizenship Behaviors of Teachers

1Mozafar Ghasemi, 2Naser Javaherizade, 3Hassan Dinarvand

1M.Sc of Educational Management, Islamic Azad University Boroujerd Branch, Boroujerd, Iran
2Assistant Professor of Educational Management, Islamic Azad University Boroujerd Branch, Boroujerd, Iran
3Assistant Professor of Educational Management, Islamic Azad University Malayer Branch, Malayer, Iran

ABSTRACT

Organizational citizenship behavior plays an important role in improving the performance and effectiveness of organizations. This issue in educational organizations is more important. Considering this issue, the study was aimed to determine the relationship between quality of work life and organizational citizenship behaviors of teacher. The research method was descriptive correlation. Statistical population was all high school teachers in 1392-1393 academic year in the department of education in Kermanshah city. That by multi-stage cluster sampling method; sample size of 348 was selected. For data collection quality of work life questionnaire Walton(1975) Organizational citizenship behavior Podsakoff & etal(1990) and job satisfaction questionnaires Field& Ruth(1951)were used. For data analysis, person correlation coefficient and regression analysis were used. The results showed that between the components of quality of working life(except providing growth opportunities and continuous security and social dependence components) and the total score with organizational citizenship behavior is a positive relationship. The results of the regression analysis shows the components of rule-oriented in organization and general space of life can predict organizational citizenship behaviors. According to the results, it is recommended to increase organizational citizenship behavior in schools, quality of work life of teachers be considered.

INTRODUCTION

Employee behavior has considerable importance to the success of the organization. One behavior that has been noted in recent years is the organizational citizenship behavior [1]. The importance of organizational citizenship behavior is undeniable in various organizations and agencies. But when we talk of schools, looking at it more closely and more rigorous [2]. Teachers' understanding of the organizational citizenship behavior provide the clear and positive implications for improving the behaviors and subsequent effectively perform of duties and responsibilities of school [3]. The organizational citizenship behavior is kind of spontaneous and deliberate behavior that directly through the official remuneration is not reinforced, but overall increases organizational effectiveness and efficiency. The order of spontaneous and the conscious of this behavior is that no need for mandatory the role of-based on job descriptions but is based on the selection of individual behavior that otherwise, it would not seek punitive. Teachers organizational citizenship behavior is called to their voluntarily behavior in school that is more than their formal requirements [4]. The success of schools depends on teachers who are committed and interested in the values and goals of the schools. Over the specified duties act and this means company in the organizational citizenship behavior. Organizational citizenship behavior or extra-role behaviors is called to all complementary behavior towards colleagues, administrators and students. For example, a teacher who in addition to performing his duties helps to his or her Colleague who has a heavy work- load or speaks with interest about his or her organization in out of it or a teacher that provides specific assignments for strong or weak students and provides recommendations for improving education, participate in organizational citizenship behavior [5]. Meta-analytic review of the relationship between organizational citizenship behaviors and factors affecting it reflects the fact that the set of conditions must be provided within the organization (organizational characteristics) and also within the employees (individual characteristics) so...
that the possibility of this type of behavior is provided by the staff [6]. One factor that plays a role in the development of organizational citizenship behavior is quality of work life. Quality of work life is a process by which all members of the organization through open and appropriate channels of communication that created to this end contribute to decisions that affect their jobs specifically and affect their work environment generally [7]. Consequently, participation and job satisfaction increased and work-related stress on them declines (8). If an organization is able to provide the conditions in which case, his or she needs be satisfied, level of employee satisfaction from their jobs increases, for this reason, the assessment of the needs of individuals in organization and attention to these needs will enhance the quality of life of employees and quality of life of employees can be a factor to improve performance and increase productivity in the organization(9). Researches results shows that enhance the quality of life for employees will increase their organizational citizenship behavior [1, 10, 11, 12], considering the importance of organizational citizenship behavior due to having important consequences such as job satisfaction, enhance one's positive self-concept, promote positive relationships among staff, reduce staff turnover and absenteeism, improve productivity and organizational effectiveness and... That it's more important in educational organizations from other organizations, it is necessary to identified the organizations that create or strengthen such behaviors in employees. With regard to this issue the study was aimed to determine the relationship between quality of work life and organizational citizenship behaviors of high school teachers in 1392-1393 academic year in the department of education in Kermanshah city.

Method:
The research is quantitative research and in purpose applicable and in method of implementation and data collection is a descriptive –correlational one. The study sample consisted of all high school teachers in the 1392to 1393 academic year in Kermanshah city department of education (3648 people) that employed in the public schools and had at least two years work experience. That according to population size, according to Morgan table, sample size of 348 individuals by using multistage cluster sampling was selected. After consent, participants responded to a questionnaire survey. The teachers were asked if they had trouble in the process of completing the questionnaires have requested more explanation. Selected teachers after expressing the consent to participate in research and receive the necessary assurance that their data will remain confidential, completed the questionnaires. After completing the questionnaire individually by teachers and with the presence of researcher, research questionnaires were collected. The following questionnaires were used to collect research data:

1-Quality of work Life questionnaire:
This questionnaire has developed by Walton (1975). Quality of work Life questionnaire is 27-item questionnaire in distance scale, have dimensions of fair payment and adequate wages, safe and healthy working environment, providing opportunities for growth and continuous security, Rule-oriented in organization, life social dependency, overall space of life, integration and Social consistency in organization and the development of human capabilities is measured. The validity of these questionnaires using formal validity and correlation was confirmed by experts. The reliability of the questionnaire by Khaghani Zadeh et al (2007) using the retest reliability coefficient was tested and was 0.90 [13]. The reliability of this questionnaire by Mirkamaly and narenji sani(2007) Using Cronbach's alpha was 0.92 [14] in this study using Cronbach's alpha reliability obtained 0.85.

2- Organizational Citizenship Behavior questionnaire:
This questionnaire made by Podsakoff, Mackenize, Moorman and Fener (1990) to assess organizational citizenship behavior. that in twenty-four items and with five dimensions that include: altruism, considerate, work conscientious, generosity and dignity of citizenship that This questionnaire measuring range is Likert scale(too much, much, to some extent, low and very low) and scoring method as follows are: very low, low, to some extent, much, too much) [15]. Cronbach's alpha coefficient of the questionnaire on organizational citizenship behavior in various studies, such as Shokrkon & etal (2005) 0.88 and Shokrkon& Naami (2000) 0.92 was reported that is unacceptable range (16, 17). In this study using Cronbach's alpha reliability obtained 0.79. Analysis of data collected was performed using the mean and standard deviation and pearson correlation coefficient by statistical software SPSS19.

Results:
In This study, 347 high school teachers with a mean age of 42.15 participated. Among these 215 persons were men (61.8%) and 133 persons were females (38.2%).
According to table 1 the mean of total score of quality of working life and organizational citizenship behavior respectively is (3.17) 24.38 and (2.19) 20.50

To investigate the relationship between quality of work life and components of organizational citizenship behavior, person's correlation coefficient was used. The results showed that the correlation between fair payment and adequate wages, safe and healthy working environment, providing opportunities for growth and continuous security, Rule-oriented in organization, life Social dependency, overall space of life, integration and Social consistency in organization, the development of human capabilities components and total score of quality of working life with organizational citizenship behavior is 0.11, 0.42, 0.20, 0.43, 0.19, 0.10, 0.13.

To Predicting the organizational citizenship behavior based on components of quality of working life simultaneous regression analysis was used. The results showed that the model with the F=12.66 is meaningful. Based on these, the components of quality of life can together predict the 0.25% of changes in organizational citizenship behavior variance. The Rule-oriented in organization, overall space of life predict components, respectively with 0.23, 0.14 β coefficient can predict the organizational citizenship behavior.

**Discussion and conclusions:**

Education organizations are the most important social institution in any society. That their success depends on desire and willingness of teachers to go beyond their official duties and by this way achieve to goals of their schools. With regard to this issue the study was done with aimed to determine the relationship between quality of work life and organizational citizenship behaviors of high school teachers in 2013-2014 academic year in the department of education in Kermanshah city. The results showed that between the components of quality of working life (except providing opportunities for growth and continuous security and social dependency) and the total score with organizational citizenship behavior is a positive relationship. This means that increasing the quality of working life of teachers increase their organizational citizenship behavior. In this field factors that play a role in quality of working life of employees and increase their quality of life, in incidence of such behavior are effective, this means if with teachers treated with respect and be given the opportunity to express their ideas and further involved in decision-making it is more likely to show desirable reactions this causes teachers do the more volunteer activities out of their job description. The results of the research are consistent with [1, 10, 11, 12, 13] Results of regression analysis showed that the components of
quality of work life, Rule-oriented in organization and overall space of life components can predict the organizational citizenship behavior, this means that whatever this believe exists in the organization that in managers decision-making law is the criterion and managers avoid to discriminate between employees and individual rights is supported in the organization and dignity and respect of individual is preserved, organizational citizenship behaviors directed at more organizations is visible. Also, if jobs provide a back ground of education continue for employees or the job does not interfere in individual's non-working life, in other words, a person can also efficiently deal with non-life issues; will have a significant impact on increasing their organizational citizenship behavior incidence. Mahdad et al (2011) research results showed that the Rule-oriented can predict organizational citizenship behavior [12]. According to the research results that showed a positive relationship between quality of work life and organizational citizenship behavior it is recommended that authorities and directors of education with enhance the quality of work life of teachers, causing them to incidence the organizational citizenship behavior. Since our sample is consists only of high school teachers in Kermanshah city thus, to generalize the findings to directors of other courses and other cities should be cautious.

REFERENCES