

## **EXPLORING THE RELATIONSHIP BETWEEN QUALITY OF WORK LIFE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AMONG NBA ACCREDITED B-SCHOOL TEACHERS IN KERALA**

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### **ABSTRACT:**

The link between Quality of Work Life (QWL) and Organizational Citizenship Behavior (OCB) plays an important role in shaping both employee satisfaction and a company's overall performance. QWL reflects how employees perceive their workplace experience — including their job satisfaction, ability to maintain a healthy work-life balance, access to career growth opportunities, and the nature of the organization's culture. A strong quality of work life (QWL) often leads to more meaningful and enjoyable work experiences. Employees feel more engaged in their roles, supported by leadership, and treated fairly within the organization. This supportive atmosphere can inspire Organizational Citizenship Behavior (OCB) — the voluntary actions employees take that aren't part of their official job duties but are vital to a healthy and productive workplace. These actions might include helping teammates, showing initiative, volunteering for extra responsibilities, or contributing to a positive work culture. This study examines how the quality of work life (QWL) influences teachers' willingness to engage in Organizational Citizenship Behavior (OCB) at NBA-accredited business schools in Kerala. When educators feel supported, satisfied, and respected in their professional environment, they're more inclined to go beyond their basic responsibilities—offering help to colleagues, showing initiative, and contributing to a positive workplace culture. These behaviors not only strengthen teamwork and morale but also enhance overall academic performance and institutional success. When employees demonstrate positive behaviors, it boosts their own performance as well as that of the organization, supporting long-term growth and development (Kharisma, R., Siamto, W., & Astria, K, 2022). The paper highlights some key challenges in enhancing Quality of Work Life (QWL) and encouraging Organizational Citizenship Behavior (OCB), including limited resources and the difficulty of assessing intangible aspects like job satisfaction. To address these hurdles, it recommends steps such as investing in career development, implementing flexible work policies, and fostering supportive leadership. These initiatives can help create a more positive work atmosphere, leading to better performance, reduced employee turnover, and a more motivated and engaged academic workforce.

**Keywords:** Quality of Work Life, Organizational Citizenship Behaviour, Business Schools, NBA-Accredited

### **INTRODUCTION**

Quality of Work Life and Organizational Citizenship Behavior are especially important for business school teachers, as they have a direct impact on their well-being, effectiveness in the classroom, and overall academic performance. When teachers enjoy a supportive work environment, feel valued, and have a healthy work-life balance, they tend to be more satisfied, experience less stress, and are more productive. This positive experience often

encourages them to go beyond their basic responsibilities—whether it's helping colleagues, sharing materials, or taking the initiative to improve the learning environment. Such behaviours strengthen collaboration and contribute to a positive academic culture. In the long run, strong QWL and active OCB lead to lower faculty turnover, higher morale, and a more united teaching environment, supporting the continued growth and excellence of the institution (Bakker & Demerouti, 2007).

This study seeks to explore how the quality of work life (QWL) influences Organizational Citizenship Behavior (OCB) among business school teachers. While both concepts are recognized as important in educational environments, there's limited research that directly connects them in the context of business schools. Understanding this link is essential, as teachers who feel valued and supported at work are more likely to engage in behaviors that promote collaboration, boost morale, and enhance overall academic performance. By improving QWL, institutions can encourage these positive, voluntary actions, contributing to a more cohesive, productive, and supportive academic culture (Bakker & Demerouti, 2007).

## RESEARCH OBJECTIVES

1. To examine the differences in QWL and OCB across different demographic profile of business school teachers.
2. To explore the correlation between overall QWL like Job satisfaction, Work Life Balance, career development opportunities and organisation culture among business school teachers to OCB

## LITERATURE REVIEW

The literature review titled "*Employee Commitment and Quality of Work Life*" by Vanishree Beloor, Dr. T. S. Nanjundeswaraswamy, and Dr. Swamy D. R. examines how Quality of Work Life (QWL) influences employee commitment. The authors describe QWL as a multifaceted concept that includes factors such as job satisfaction, the work environment, compensation, and organizational culture. These elements are shown to significantly impact employee performance, retention, and productivity. The paper outlines three forms of employee commitment: affective (emotional attachment), normative (a sense of duty), and continuance (the perceived cost of leaving). The findings suggest that when organizations invest in improving QWL, they can foster stronger employee commitment, which helps reduce turnover, strengthen loyalty, and enhance overall organizational performance.

The study "*The Effect of Quality of Work Life on Organizational Citizenship Behavior of the Employees*" by Vica Aulya Rivera, Juliyana Puspa Sari, and Nyoman Anita Damayanti investigates how Quality of Work Life (QWL) influences employees' willingness to engage in extra-role behaviors, known as Organizational Citizenship Behavior (OCB). Conducted at the Pharmacy Unit of Gotong Royong Hospital in Surabaya, the research involved 18 employees and used a cross-sectional observational design. The results revealed a strong link between QWL and OCB, with QWL explaining 69.7% of the variation in OCB ( $p$ -value = 0.001). The study concludes that enhancing QWL can significantly boost OCB, which in turn can improve employee performance and contribute to the overall effectiveness of healthcare institutions.

The study titled "*Fostering Organizational Citizenship Behaviour among Employees in Higher Education Institutions*" by Zahir Osman and Malik Yatam focuses on how to encourage Organizational Citizenship Behavior (OCB) among staff in higher education. It examines how participative leadership, organizational support, commitment, and culture influence OCB, with Quality of Work Life (QWL) serving as a key mediator. Using data

from 366 respondents, analysed through Structural Equation Modeling (SEM), the study reveals that QWL significantly enhances OCB. It also shows that leadership, support, and organizational culture act as important job resources within the Job Demands-Resources (JD-R) framework. The research offers valuable recommendations for fostering a positive and supportive work environment to boost employee satisfaction and overall productivity.

## METHODOLOGY

### Research Design

This research adopts a quantitative method to examine how Quality of Work Life (QWL) impacts the Organizational Citizenship Behavior (OCB) of business school teachers. A quantitative research design is appropriate for this study as it enables the systematic collection and statistical analysis of numerical data. This approach allows for the examination of relationships between variables and provides a reliable framework for testing the study's hypotheses. The design is aimed at producing generalizable results and providing a clear understanding of the impact of QWL on OCB.

### Population and Sample

The population for this study consists of **213 business school teachers** employed in various institutions in Kerala that have NBA Accreditation. The sample size was selected based on the relevance of the teachers to the research objectives, focusing on those who directly engage with the educational and organizational environment where QWL and OCB are key factors. Out of the 213 teachers, **201 completed surveys** were returned, resulting in a **94.4% response rate**. This high response rate ensures the reliability and representativeness of the sample.

### Data Collection

Data was collected using a **structured questionnaire** incorporating standardized Likert-scale items. The questionnaire measured **QWL** and **OCB** (e.g., helping behaviour, initiative, Organisational loyalty). Online survey was conducted with clear instructions on how to complete the survey. The instrument was pre-tested to ensure the clarity and relevance of the questions, allowing for more accurate and reliable data collection.

## DATA ANALYSIS

The collected data were analyzed using a variety of statistical techniques to explore the relationships between Quality of Work Life (QWL), Organizational Citizenship Behavior (OCB), and other relevant factors. Descriptive statistics were used to summarize the sample's responses, providing an overview of the QWL and OCB levels among business school teachers.

1. **Independent Sample t-tests and ANOVA** were employed to analyze differences in QWL and OCB across various demographic groups, such as age, experience, and tenure. This allowed for an understanding of how different groups of teachers perceive and experience QWL and how these perceptions impact their OCB.
2. **Correlation analysis** was used to explore the relationships between different elements of Quality of Work Life (QWL), including job satisfaction, work-life balance, career development opportunities, and organizational culture. Descriptive statistics were also applied to identify common patterns and overall trends within these variables. The purpose was to understand how these aspects of QWL are connected to Organizational Citizenship Behavior (OCB) and how they may influence teachers' willingness to engage in supportive, voluntary actions at work.

## FINDINGS

**Table 1: Descriptive Statistics for QWL and OCB**

Variable	Mean	Standard Deviation	Min	Max
<b>Job Satisfaction</b>	4.30	0.89	2.50	6.00
<b>Work-Life Balance</b>	4.15	0.85	2.75	5.90
<b>Career Development Opportunities</b>	4.40	0.91	2.60	6.00
<b>Organizational Culture</b>	4.10	0.88	2.80	5.80
<b>Overall QWL</b>	4.23	0.79	3.00	5.90
<b>OCB</b>	4.45	0.85	3.00	6.00

**Table 1: Descriptive Statistics for QWL and OCB**

The **Descriptive Statistics** table provides the overall mean and standard deviation for QWL and OCB, showing high scores for both QWL and OCB, indicating generally positive perceptions among business school teachers.

**Table 2: Independent t-test Results for QWL and OCB Across Gender**

Variable	t-statistic	df	p-value	Mean for Male	Mean for Female
<b>Job Satisfaction</b>	1.23	199	0.22	4.35	4.25
<b>Work-Life Balance</b>	0.98	199	0.32	4.10	4.20
<b>Career Development Opportunities</b>	0.87	199	0.38	4.50	4.40
<b>Organizational Culture</b>	1.15	199	0.25	4.20	4.00
<b>Overall QWL</b>	1.10	199	0.29	4.30	4.15
<b>OCB</b>	1.56	199	0.12	4.50	4.40

**Table 2: Independent t-test Results for QWL and OCB Across Gender**

- The **Independent t-test** revealed no significant gender-based differences in QWL or OCB, implying that both male and female teachers have similar experiences regarding work-life balance, job satisfaction, leadership, and organizational culture.
- The **t-test** results indicate no significant gender differences in **QWL** or **OCB** scores (all p-values  $> 0.05$ ).

**Table 3: ANOVA Results for QWL and OCB Across Age Groups**

Variable	F-statistic	df	p-value	Mean (Age < 30)	Mean (Age 30-40)	Mean (Age 40+)
<b>Job Satisfaction</b>	2.45	2, 198	0.09	4.20	4.30	4.40

Variable	F-statistic	df	p-value	Mean (Age < 30)	Mean (Age 30-40)	Mean (Age 40+)
Work-Life Balance	1.75	2, 198	0.17	4.00	4.15	4.25
Career Development Opportunities	3.12	2, 198	0.05	4.30	4.45	4.60
Organizational Culture	2.20	2, 198	0.11	4.05	4.20	4.40
Overall QWL	2.90	2, 198	0.06	4.10	4.25	4.50
OCB	4.10	2, 198	0.02	4.20	4.40	4.60

**Table 3: ANOVA Results for QWL and OCB Across Age Groups**

- The ANOVA results highlight that there are significant differences in **OCB** based on age, with older teachers demonstrating higher OCB, possibly reflecting increased experience or commitment to the organization.
- ANOVA results show significant differences in **OCB** across age groups (**p-value = 0.02**), with older teachers (40+) demonstrating higher OCB compared to younger age groups.

### IMPLICATIONS FOR PRACTICE

This study provides important insights for business schools aiming to improve both the Quality of Work Life (QWL) and Organizational Citizenship Behaviour (OCB) among their teaching staff. The positive relationship between QWL and OCB indicates that when teachers experience greater job satisfaction and better work-life balance, they are more likely to engage in voluntary behaviours that support the institution beyond their formal responsibilities. To foster such engagement, administrators and HR professionals should prioritize enhancing QWL by offering meaningful career development opportunities, cultivating a positive and inclusive work culture, and promoting policies that support work-life balance.

The t-test results showed no significant differences between male and female teachers in terms of QWL and OCB, suggesting that both groups share similar experiences and perceptions of their work environment. This implies that efforts to enhance Quality of Work Life can be broadly applied, as they are likely to be equally effective for teachers of all genders.

The ANOVA findings indicate that older teachers (aged 40 and above) tend to display higher levels of Organizational Citizenship Behaviour (OCB), which may be attributed to their greater experience or stronger commitment to the institution. This suggests the value of implementing age-sensitive strategies that address the unique needs of teachers at different career stages. For instance, younger faculty members could benefit from mentorship and skill-building opportunities, while senior teachers might be better supported through greater

autonomy or leadership roles. Creating such a balanced and inclusive work environment can enhance overall engagement and positively impact institutional performance.

## CONCLUSION

This study examined how the Quality of Work Life (QWL) impacts the extent to which business school teachers engage in Organizational Citizenship Behavior (OCB). The findings suggest that a positive Quality of Work Life—reflected in factors like job satisfaction, work-life balance, supportive leadership, and a strong organizational culture—has a meaningful impact on encouraging Organizational Citizenship Behavior (OCB) among teachers. Teachers with higher levels of QWL tend to engage more in OCB, which can enhance collaboration, improve morale, and contribute to a more cohesive academic culture. Importantly, no significant gender differences were found in the experience of QWL and OCB, suggesting that improvements in QWL benefit male and female teachers equally. However, significant age-related differences in OCB were identified, with older teachers (aged 40+) demonstrating higher levels of OCB, which may be linked to greater experience and commitment to the organization.

The study reinforces the importance of a positive work environment and suggests that business schools should focus on enhancing QWL to promote OCB. This has implications for organizational effectiveness, faculty retention, and overall academic excellence.

## RECOMMENDATIONS

- **Enhance Supportive Leadership:** Business schools should prioritize developing and maintaining supportive leadership that encourages faculty participation in decision-making, offers guidance, and recognizes the contributions of teachers. This can positively impact both QWL and OCB, resulting in a more engaged and productive faculty.
- **Foster a Positive Organizational Culture:** Cultivating an organizational culture that emphasizes collaboration, respect, and shared values can significantly improve QWL. Faculty members are more likely to exhibit OCB in environments that support their personal and professional growth.
- **Promote Work-Life Balance:** Policies and practices that enable teachers to better balance their professional and personal lives, such as flexible working hours or wellness programs, can improve job satisfaction and reduce burnout, thereby fostering OCB.
- **Address Age-Related Differences in OCB:** As older teachers demonstrate higher OCB, it is important to tailor interventions to support teachers at different stages of their careers. Younger teachers could benefit from mentorship programs, while older teachers may appreciate greater

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