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Linking quality of work-life to turnover intention: The role of organizational citizenship behavior

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ABSTRACT

Turnover is an enemy of the organization that needs to be avoided by every organization, including private school organizations. Hence, this study aims to examine the effect of quality of work-life (QWL) on teachers' turnover intention, mediated by organizational citizenship behavior (OCB), to overcome turnover intention among private school teachers. This research uses a quantitative approach. A questionnaire was collected the data through the survey methods for 224 teachers of an honorary private school in Indonesia. Data analysis uses path analysis supported by descriptive statistics and correlational. The results indicated that QWL affects teachers' turnover intention through QWL. Therefore, the teachers' turnover intention can reduce by improving QWL and OCB. This finding can be discussed as a reference among researchers and practitioners to develop better models of teachers' turnover intention in various contexts in the future.



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Introduction

Turnover is claimed to be very detrimental to organizations, both business organizations and public organizations. Turnover is suspected to be able to disrupt the financial stability of the organization because it requires no small amount of money for the recruitment process and training of new employees. Moreover, turnover can also hamper various organizational activities, especially in work units left by employees. As a result, turnover reduces employee performance (Lin & Huang, 2020). Study Gupta (2019) also indicated that turnover impacts the teams' quality and flow of performance. Further, it has a negative effect on organizations' performance (Wynen et al., 2019). Under such conditions, this study explores the effect of QWL on teachers' turnover intention, mediated by OCB, as an effort to overcome turnover intention among private school teachers. Conceptually, the turnover intention is the possibility of an employee imminently leaving an organization (Ghadi, 2017) or the tendency to leave the current job to find a new one (Chen et al., 2021). Turnover intention is reflected in the emergence of thoughts to leave the organization, the possibility of quitting a current job, motivation to find other jobs, obtaining the external possibility of work, and intention to leave the organization (Chen et al., 2021; Suyono et al., 2021).

The phenomenon of turnover intentions also occurs in Indonesia, especially among honorary teachers who generally work part-time and are paid based on teaching hours. Their income is far below the regional (provincial) minimum wage standards, so it is not enough to live a decent life. This condition creates a feeling of discomfort, thus encouraging them to look for work in other schools, even jobs outside the education field. If it continues to occur massively, this condition can harm schools and students. For schools, turnover can reduce school financial resources for other productive purposes. However, teacher turnover forces schools to recruit and develop new teachers, which requires a large budget. For students, teacher turnover can reduce the quality of academic services, which can impact their academic quality.

Based on this urgency, it is crucial to investigate the problem of teacher turnover intention from the perspective of QWL and OCB, including finding the mediation role of OCB in the context of the relationship between QWL and turnover intention.

QWL is very important for employees at work. Adequate QWL can encourage the emergence of a comfortable feeling to satisfy employees at work (Ruhana et al., 2019). Contrary, inadequate QWL can encourage employees to turnover. Several previous studies indicated that QWL significantly affects turnover intention (e.g., Jafari et al., 2017; Rostiana, 2017; Faraji et al., 2017; Jabeen et al., 2018; Alzamel et al., 2020; Lilisantosa et al., 2021; Setyawati, 2021). QWL refers to the ability of employees to satisfy their personal needs through experiences they learn in the organization (Jahani et al., 2017), or the degree to which members of a work organization can satisfy important personal needs through their organizations' experience (Daniel, 2019). Furthermore, QWL is concerned with the overall work climate and the impact on work and people as well as on organization effectiveness (Chaturvedi&Saxena, 2017). Hence, the value system of the quality of work-life considers investing in individuals (Jahanbani et al., 2018) so that employees make a significant contribution to the organization. In practice, QWL reflects a set of real working conditions in an organization, such as fair and adequate pay, safe and hygienic working environments, equal opportunities for continued growth and security, organizational legality, social affiliation in working life, overall living space, social unity, and development of human capabilities (Hashempour et al., 2018). This condition, if a good condition in school organization can reduce teachers' turnover intention manifests in thoughts to leave the organization, the possibility of quitting a current job, motivation to find other jobs, obtaining the external possibility of work, and intention to leave the organization (Chen et al., 2021; Suyono et al., 2021). Therefore, the following hypothesis can be formulated (H):

H₁: QWL has a direct effect on teachers' turnover intention.

OCB employees are needed by organizations, especially non-profit organizations, such as schools. OCB makes a significant contribution to the lives of employees and organizations. For example, OCB proves a significant effect on employees' innovative behavior (Widodo&Gustari, 2020), performance (Hermawan et al., 2020; Widodo& Yusuf, 2021), and productivity (Barsulai et al., 2019). It then implicates organizational performance (Notanubun, 2020). Moreover, OCB can also reduce turnover intention (e.g., Khalid & AbdulRahman, 2019; Saoula et al., 2019; Susanti et al., 2020; Al Shbail& Al Shbail, 2020; Lilisantosa et al., 2021). OCB is employee behavior beyond the call of duty that exceeds formal job duties, such as cooperation and helpfulness to others that support the organizations' social and psychological context, but is often necessary for organizational survival (McShane& Von Glinow, 2020). According to Organ et al. (2006), OCB can measure through five indicators: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Altruism is related to helping others who have difficulty related to tasks in the organization or personally. Conscientiousness refers to an effort to exceed the organization's expectations. Sportsmanship is providing tolerance for conditions that are less than ideal in the organization. Courtesy is maintaining good relations with others to avoid interpersonal problems. Finally, civic virtue refers to responsible to organizational life. The five indicators, if in high condition, can reduce teachers' turnover intention, reflected in thoughts to leave the organization, the possibility of quitting a current job, motivation to find other jobs, obtaining the external possibility of work, and intention to leave the organization (Chen et al., 2021; Suyono et al., 2021). Therefore, the following hypothesis can be formulated:

H₂: OCB has a direct effect on teachers' turnover intention.

Besides affecting turnover intention, OCB is also influenced by QWL. Research results by El-Sayed et al. (2018), Traiyotee et al. (2019), and Lilisantosa et al. (2021) demonstrated that QWL is related to OCB. It shows that QWL manifested in fair and adequate pay, safe and hygienic working environments, equal opportunities for continued growth and security, organizational legality, social affiliation in working life, overall living space, social unity, and development of human capabilities (Hashempour et al., 2018) can improve teachers' OCB reflected in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ et al., 2006). For instance, the school that guaranteed equal opportunities for continued growth and security, social affiliation in working life, overall living space, and social unity tend to drive teachers to help others who have difficulty related to tasks in the organization or personally. Therefore, the following hypothesis can be formulated:

H₃: QWL has a direct effect on teachers' OCB.

OCB also mediates the effect of QWL on turnover intention. Investigating by Lilisantosa et al. (2021) claimed that QWL is related to turnover intention through OCB. It means that when QWL in schools is adequate, it can stimulate an increase in teacher OCB and then reduce the potential for teacher turnover

intention. This condition is also in line with the research results of Chaturvedi and Saxena (2017) and Zurahmi et al. (2018), which proves that QWL has an effect on OCB as well as the study of Wombacher and Felfe (2017), Memon et al. (2017) and Saraih et al. (2017) which shows that OCB affects turnover intention. Therefore, the following hypothesis can be formulated:

H₄: QWL has an indirect effect on teachers' turnover intention mediated by OCB.

Methods

The research participant is 224 teachers of an honorary private school in Indonesia spread across four provinces (Jakarta, Banten, West Java, and Central Java) determined by accidental sampling based on participant willingness to fill in the questionnaire at the time the research was conducted (Widodo, 2019). As shown in Table 1, the majority of gender is female (62.50%), ages 26 - 35 years (41.96%), bachelor education (83.04%), marital status (69.64%), and length of teaching ≤ 5 years (47.32%)

Table 1. Profile of The Research Participant

Profile	Amount	Percentage
Gender		
1. Male	84	37.50
2. Female	140	62.50
Age		
1. ≤ 25 years	48	21.43
2. 26 – 35 years	94	41.96
3. 36 – 45 years	50	22.32
4. 46 – 55 years	24	10.71
5. ≥ 56 years	8	3.57
Education		
1. Diploma (D3)	4	1.79
2. Bachelor (S1)	186	83.04
3. Postgraduate (S2)	34	15.18
4. Doctoral (S3)	0	0
Status		
1. Married	156	69.64
2. Unmarried	68	30.36
Length of Teaching		
1. ≤ 5 years	106	47.32
2. 6 – 10 years	86	38.39
3. 11 – 15 years	24	10.71
4. ≥ 16 years	26	11.61

This research was conducted using a quantitative approach to the survey method through a questionnaire in a Likert scale model with five alternative answers: strongly disagree (score = 1, disagree score = 2, neutral score = 3, agree score = 4, and strongly agree score = 5). The questionnaire made by the researcher themselves is based on the theoretical indicators of the experts. The indicators of QWL: fair and adequate pay, safe and hygienic working environments, equal opportunities for continued growth and security, organizational legality, social affiliation in working life, overall living space, social unity, and development of human capabilities (Hashempour et al., 2018). OCB: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ et al., 2006). Turnover intention: thoughts to leave the organization, the possibility of quitting a current job, motivation to find other jobs, obtaining the external possibility of work, and intention to leave the organization (Chen et al., 2021; Suyono et al., 2021). QWL questionnaire consists of 16 items with an alpha coefficient = .939, OCB consists of 10 items with an alpha coefficient = .860, and turnover intention consists of 10 items with alpha coefficients = .843. All variables have an alpha coefficient > .7, so it is reliable as a research instrument (Van Griethuijsen et al., 2015; Hair et al., 2018).

Data analysis by path analysis and test the significance of the path coefficient uses a t-test supported by correlational and descriptive statistics. Descriptive and correlational analyses were performed by SPSS version 22, while the path analysis was by LISREL 8.80.

Result and Discussion

The descriptive statistical analysis results for the three research variables are present in Table 2. The mean values of the three variables from the lowest to the highest in succession are turnover intention (17.38), OCB (39.81), and QWL (68.27). The standard deviation values of PsyCap indicators from the lowest to the highest in succession: OCB = 6.354, turnover intention = 6.511, and QWL = 8.958. In general, the standard deviation value is smaller than the mean values to reflect a good representation of the overall data.

The correlation analysis results in all variables have significant relationships with the other variables at level $p < .01$. This condition indicates that all the variables have a mutual relationship with each other. The correlation coefficient from the lowest to the highest in succession are QWL and turnover intention (-.429), OCB and turnover intention (-.534), and QWL and OCB (.537).

Table 2. Descriptive Statistics and Correlation Matrix

Variables	Mean	Std. Deviation	1	2	3
1. QWL	68.27	8.948	1.00		
2. OCB	39.81	6.354	.537**	1.00	
3. Turnover intention	17.38	6.511	-.429**	-.534**	1.00

** $p < .01$

The results of hypothesis testing with path analysis of the effects of QWL on turnover intention mediated by OCB are summarized in Table 3 and visualized in Figure 1 and Figure 2. All hypotheses were supported (t value > t table at $\alpha = .01$). Therefore, this study revealed that QWL had a significant direct effect on turnover intention, OCB had a significant direct effect on turnover intention, QWL had a significant direct effect on OCB, and QWL had a significant indirect effect on turnover intention mediated by OCB.

Table 3. Summary of Path Coefficients and T values

Hypothesis	Path Coefficients	T Value	Hypothesis Testing
H ₁ : QWL (X) on turnover intention (Y ₂)	-.20**	-3.04	Supported
H ₂ : OCB(Y ₁) on turnover intention (Y ₂)	-.43**	-6.48	Supported
H ₃ : QWL (X) on OCB (Y ₁)	.54**	9.51	Supported
H ₄ : QWL (X) on turnover intention (Y ₂) mediated by OCB (Y ₁)	-.23**	-5.36	Supported

** $p < .01$

In Figure 1 and Figure 2, the test results of the model with the goodness of fit statistics show the significant with Chi-Square = 0.000, df = 0, p-value = 1.00000 > .05 and RMSEA = .000 < .08. That means the model tested is fit. It indicates that the theoretical model being tested is supported by empirical data from teachers of an honorary private school in Indonesia spread across four provinces (Jakarta, Banten, West Java, and Central Java).

This research found that QWL significantly affects teachers' turnover intention, either directly or indirectly mediated by OCB. The research also created a fit model that the theoretical model was in accordance (fit) with empirical data from the honorary private school in Indonesia in Indonesia, especially from Jakarta, Banten, West Java, and Central Java. This finding confirms that QWL and OCB are essential determinants for the teacher's turnover intention. Moreover, OCB plays a significant role as a mediator of the effect of QWL on teachers' turnover intention. In detail, QWL is negative significantly affects teachers' turnover intention. It indicates that QWL, which is manifested in cHashempour et al., 2018), is an essential determinant of turnover intention, such as thoughts to leave the organization, the possibility of quitting a current job, motivation to find other jobs, obtaining the external possibility of work, and intention to leave the organization (Chen et al., 2021; Suyono et al., 2021). Therefore, QWL enrichment has the potential to reduce turnover intention among honorary private school. For example, the school that guarantees fair and adequate pay, equal opportunities for continued growth and security, and development of human capabilities will tend to reduce the potential for leave intention from the school. These findings were consistent and

confirmed several previous studies that QWL influences turnover intention (e.g., Jabeen et al., 2018; Alzamel et al., 2020; Lilisantosa et al., 2021; Setyawati, 2021).

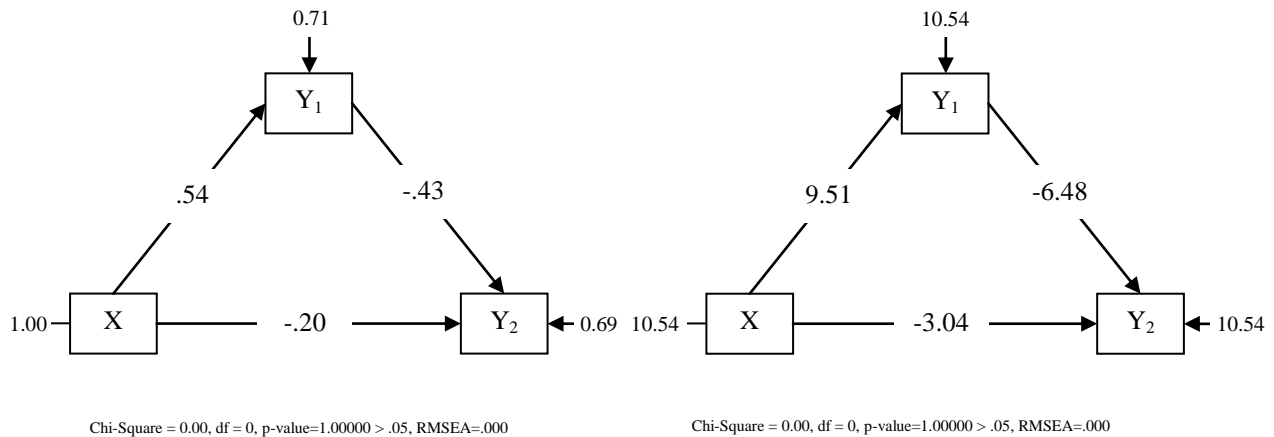


Figure 1. Path Coefficients

Figure 2. T Values

This study also indicated that OCB a negative significantly affects techers' turnover intention. It is indicated that OCB manifested in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ et al., 2006) is antecedence teachers' turnover intention such as thoughts to leave the organization, the possibility of quitting a current job, motivation to find other jobs, obtaining the external possibility of work, and intention to leave the organization (Chen et al., 2021; Suyono et al., 2021). Therefore, OCBs' improvement can mitigate teachers' turnover intention. For example, teachers with high efforts to exceed organizational expectations will not think and have the intention to leave the organization. This finding is consistent with scholars' studies that OCB affects turnover intention (e.g., Susanti et al., 2020; Al Shbail& Al Shbail, 2020; Lilisantosa et al., 2021).

In addition, this study also reveals that QWL positively significantly affects teachers' OCB. It confirms that QWL manifested in fair and adequate pay, safe and hygienic working environments, equal opportunities for continued growth and security, organizational legality, social affiliation in working life, overall living space, social unity, and development of human capabilities (Hashempour et al., 2018) is vital for teachers' OCB reflects in altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ et al., 2006). In other words, QWL enrichment has the potential to improve teachers' OCB. As an illustration, the school with social affiliation in working life, overall living space, and social unity solidly tend to encourage the teachers to maintain good relations with others to avoid interpersonal problems in the school. This finding is consistent with previous studies by El-Sayed et al. (2018), Traiyotee et al. (2019), and Lilisantosa et al. (2021) that QWL influences OCB.

Finally, this study also found that OCB plays a vital role as a mediator of the effect of QWL on teachers' turnover intention. The evidence is in line with a previous study conducted by Lilisantosa et al. (2021) that QWL is related to turnover intention through OCB. It addresses that when QWL in the schools is in good condition, it can enhance teachers' OCB and then reduce teachers' turnover intention. This condition is also supported study by Zurahmi et al. (2018) that QWL affects OCB and investigation by Memon et al. (2017) and Saraih et al. (2017) that OCB influences turnover intention. Furthermore, it produces empirical models regarding the indirect effect of QWL on turnover intention mediated by OCB. Therefore, any efforts to reduce teachers' turnover intention will be better if done by improving QWL supported by OCB. Consequently, school principals urgently need to improve QWL in the school and facilitate to increase teachers' OCB. For example, principals make specific strategic policies that can be relied upon to improve various aspects of QWL, such as fair and adequate pay, safe and hygienic working environments, equal opportunities for continued growth and security, organizational legality, social affiliation in working life, overall living space, social unity, and development of human capabilities in the school. In addition, to improve teacher OCB, principals also need to organize training or workshops to develop teacher OCB. At the same time, teachers need to carry out independent literacy activities relevant to the enrichment of their OCB. Further, the teacher is also actively involved in training and workshops on OCB, both upheld in and outside of school.

Conclusion

Turnover is very detrimental to the organization, so it must be reduced. This research suggests that QWL affects teachers' turnover intention, either directly or indirectly mediated by OCB. Therefore, this study confirms a research model regarding QWL affects teachers' turnover intention, mediated by OCB with the research field of the honorary teachers' private school in Indonesia, particularly in Jakarta, Banten, West Java, and Central Java province. It model can discuss among researchers and practitioners as references/discourse or a strategy for reducing turnover intention in various contexts and research fields in the future. For the researcher, the model can be further expanded into new research with more participants, another locus, adding other data resources such as principals or students, adding new variables and indicators. Besides, further research can also use another statistical approach, for instance, structural equation modeling (SEM), or another statistical tool, such as SmartPLS. Further, for practitioners, the model can use to reduce teachers' turnover intention by improving QWL and OCB. It is necessary because turnover intention negatively contributes to an employee, team, and organizational performance.

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