

### **Quality of Work Life, Organizational Commitment, and Organizational Citizenship Behaviour of Teaching Staff in Higher Education Institutions**

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## Quality of Work Life, Organizational Commitment, and Organizational Citizenship Behaviour of Teaching Staff in Higher Education Institutions

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### Abstract

This study sets out to investigate the levels of quality of work life, organizational commitment, and organizational citizenship behaviour of teaching staff working in higher education institutions. Moreover, the secondary objective of the study was to determine the correlation among the variables mentioned above. In compliance with the study's objectives, data was collected using questionnaires related to teaching staff's perceptions. The sample consisted of 320 academics working in five foundation and seventeen state universities in Turkey. The data were gathered via an online survey, on a voluntary basis, using convenience sampling method. Descriptive statistics and correlation analysis were carried out using SPSS. Results showed that both quality of work life and organizational citizenship behaviour of teaching staff were high while their level of organizational commitment was moderate. Moreover, correlation analysis revealed that there was a strong positive correlation between the quality of work life and organizational commitment, a moderate positive correlation between the quality of work life and organizational citizenship behaviour, and a moderate positive correlation between organizational commitment and organizational citizenship behaviour. It could be inferred from these results that a high level of quality of work life could create a teaching environment where teaching staff is highly committed to their organizations resulting in advanced quality of education.

**Keywords:** Quality of work life, organizational commitment, organizational citizenship behaviour, teaching staff, higher education institutions

### Introduction

Education has a significant role in the advancement of a nation and its prosperity level in the form of economy and functions as a source for other fields (Singh & Singh, 2015). Higher education has been perceived as an indispensable unit that contributes to different sectors of progress and growth by means of intellectual contribution. In this case, the teaching staff is considered to provide an increase in the span of knowledge that lays the foundation for improving society and the progress of the state (Atta & Khan, 2016). The qualified and skilled teaching staff is an essential factor in the development of a successful educational system. In other words, the quality and competence of teaching staff determine how successful any educational system can be (Joolideh & Yeshodhara, 2008). To achieve competence in teaching staff, specific organizational and individual issues should be addressed to promote the behaviour and attitudes of teaching staff (Atta & Khan, 2016).

To attain a higher standard of education, first, enhanced and flexible working conditions should be provided to teaching staff. In other words, it should be aimed to improve the quality of work life in the institutions to facilitate job performance and maintain reduced level of stress in the working environment (Subbarayalu & Al Kuwaiti, A. (2019). Second, the importance of organizational commitment to boost performance of teaching staff is emphasized in the literature (Park et al., 2005; Allen & Meyer, 1990).

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Teaching staff's level of organizational commitment represents the degree of their satisfaction with the institution, which is crucial to increase job performance levels (Malik et al., 2010). Third, organizational commitment helps teaching staff exhibit positive behaviours that are not scripted by the job entitlement, be more helpful and respectful to their colleagues. This kind of behaviour is not reinforced by the existing reward system of the organization but is related to the intrinsic motivation of the individual, which is often described as organizational citizenship behaviour (Biestock et al., 2003).

All in all, to achieve success in higher educational institutes, teaching staff should be motivated to maintain a high level of performance. On this point, three factors essential to enhance the performance of teaching staff are quality of work life, organizational commitment, and organizational citizenship behaviour. The following section presents the definition and discussion of the aforementioned terms within the scope of existing literature.

To conclude, universities could benefit from employees when they have high levels of quality of work life, organizational commitment, and organizational citizenship behaviour. On the other hand, the teaching staff in higher educational institutions deal with many problems, including having to educate a higher number of students. (Subbarayalu, A. V., & Al Kuwaiti, A. (2019) The quick increase in the number of students who seek to study higher education is at an undeniable level. According to Higher Education Information Management System's statistics, while the total number of students registered at a university was 5,472,521 in 2014, with the growing demand for higher education, it has become 8,240,997 in 2021 (Council of Higher Education, 2021). In this regard, it is essential to focus on these factors to enhance the educational quality of a university.

The points discussed under the umbrella term of organizations can easily be applied to higher education institutions where the mind of the youth and skilled is shaped, the knowledge necessary for the prosperity of nation blossom, and integration of information and industry meet each other. Therefore, this study aims to determine teaching staff's levels of quality of work life, organizational commitment, and organizational citizenship behaviour and correlation among them. For this purpose, the following research questions are addressed:

1. What are the levels of quality of work life, organizational commitment, and organizational citizenship behaviour of teaching staff working in higher education institutions?
2. Is there a correlation between the quality of work life, organizational commitment, and organizational citizenship behaviour of teaching staff working in higher education institutions?

### **Quality of Work Life**

Quality of work life (QoWL) is a broad and multidimensional term makes it difficult for researchers to reach a long-term agreement on the definition of the construct. Generally, it is defined as the well-being of employees (Danna & Griffin, 1999). It can also be described as enhancing the working conditions of employees and creating a work environment that supports not only physical but also employees' psychological and social needs (Demir, 2011). Nadler and Lawler (1983) defined quality of work life as a system of philosophy consisting of employees, work, and organization. Moreover, it has also been explained as a stress-free working environment (Warr, 1987) and increasing employees' job satisfaction by involving them in management (Sirgy et al., 2001). Lau et al. Similarly, according to Lau et al. (2001), quality of work life improves job satisfaction by providing rewards, a safe working environment, and career development opportunities to employees. Huzzard (2003) identified QoWL as humanizing work by improving working circumstances, conserving employees, and constructing a democratic work environment.

The foundation of QoWL was based on Maslow's hierarchy of needs theory. Maslow put forward that there are five essential needs that exist in each individual (Maslow, 1954). Several other theories following Maslow's have considered QoWL due to employee satisfaction grounded by lower and higher-order needs (Alderfer, 1972; Herzberg, 1987). The former consists of security, health, and economic needs, while the latter comprises social, esteem, knowledge, and self-actualization needs. Sirgy et al. (2008) demonstrated that the main reason for employee satisfaction originates from the fulfillment of the lower order needs. However, World Health Organization built a more inclusive

framework that promotes implementations that secure, support, and positively improve not only physical but also mental and social well-being of employees (Burton, 2010).

Quality of work life's effects are related to many factors that can be applied to staff, and some of these factors are work satisfaction, career development, enhanced work performance, workload, autonomy, and productivity. Most of these factors could be related to the academic field of employees (Ngcamu, 2017). The American Society of Training and Development claims that improving QoWL is basically a core idea consisting of creating values. It aims to achieve both advanced effectiveness of institutions and a high level of QoWL for employees (Skrovan, 1980). Based on research, it can be said that QoWL leads to increased work performance, job satisfaction, formation of organizational identity, reduced absenteeism, and intention to quit with less likelihood of experiencing burnout (Donalson, 2000; Pedler et al., 2001; Waitayangkook, 2003; Pfeffer, 2004, Kheirandish, 2009). All in all, these effects help to create an efficient and effective organization.

Researchers in Turkey carried out studies to see how different factors influence QoWL in educational organizations. Kösterelioğlu (2011) found out a negative significant relationship between QoWL and work alienation. Yalçın and Akan (2016) revealed not only leadership styles of the administration affected teaching staff's QoWL but also indicated that many of the managerial staff in the study adopted transformational leadership. Demir (2016) also established a positive significant relationship between QoWL and organizational commitment. However, these studies were generally conducted in primary or secondary level education institutions, which leads to a need for research in higher education context. In conclusion, quality of work life can be described as the humanization of work by providing employees a stress-free work environment that they can cherish, fulfill not only their physical but also mental and social needs. Research has proved that increasing job satisfaction and job performance of teaching staff are entitled to the enhancement of quality of work life. In other words, it is aimed to have high standards of education through achieving high quality of work life.

### **Organizational Commitment**

The teacher is a fundamental part of an educational system with several essential liabilities. The teachers and, ultimately, their level of commitment and job satisfaction are the factors that determine the overall performance of the universities. Therefore, organizations should pay more attention to comprehend teachers' attitudes and behaviours (Tsui & Cheng, 1999). Commitment refers to an attachment to the goals and merits of an organization (Buchanan, 1974). Accordingly, organizational commitment is described as firmly believing in the aims and values of an organization and being ready to make an effort for the sake of it (Porter et al., 1974). Allen and Meyer (1990) categorized organizational commitment into three dimensions as affective, continuance, and normative commitment. Affective commitment can be described as being emotionally attached to the organization with the result of employees' identification of themselves with the organization and enjoyment of being a part of it. Continuance commitment is about the cost if the employee decides to leave the organization, while normative commitment is related to how the employees hold themselves responsible for staying in the organization (Allen & Meyer, 1990).

In the light of previous research conducted on organizational commitment, it could be emphasized that organizational performance is influenced positively by the high levels of commitment of the employee (Freund & Carmeli, 2003). It could also be inferred from this genre of research that when the members of educational organizations are highly committed, they keep working at their organizations to maintain their involvement. Furthermore, employees spend most of their efforts to display high-performance levels in their organizations (Chughtai & Zafar, 2006). In parallel, organizational commitment was found to be highly important for the organization since high levels of organizational commitment result in a decrease in the absenteeism rate and turnover ratio while facilitating productivity in the institution (Jernigan et al., 2002). Therefore, within the scope of research proving that organizational commitment is linked to the success of an institution, the employee should be supported in terms of enhanced organizational commitment (Aube et al., 2007).

Organizational commitment (OC) has been a research subject with its relationship to many factors. These factors include leadership styles of the administrative staff, organizational justice, problem solving skills, teaching staff's justice and ethics perceptions, organizational trust and teacher leadership (Tan, 2012; Babaoğlu & Ertürk, 2013; Bozdemir & Yolcu, 2014; Demirhan & Karaman, 2015). Tan (2012) found out that team leadership behaviours significantly predict OC. Moreover, Babaoğlu and Ertürk (2013) concluded that there is a moderate positive relationship between teachers' organizational justice perceptions and their OC. According to Bozdemir and Yolcu's study, there is a significant negative relationship between OC and problem-solving skills. Furthermore, Demirhan and Karaman (2015) revealed that a significant relationship exists between teaching staff's OC and their distributive justice perceptions. However, QoWL is not one of the subjects that has been widely researched with its relationship to OC, so the present study tries to contribute to the gap in the literature.

In brief, organizational commitment refers to the employees' attachment to an institution, which leads the employee to show efforts for high-level performance. Research upon the benefits of a high organizational commitment level stated that it is linked to the productivity of an organization. Moreover, high levels of organizational commitment result in low rates of the absence of employees who prioritize their work over personal interests (Meyer & Allen, 1991). Organizational commitment facilitates the growth of individual behaviour, which indicates completion of the formal requirements of the institution, cooperation, respect, and assistance.

### **Organizational Citizenship Behaviour**

Organizational citizenship behaviour is defined as an extra-role behaviour that leads the employees to take extra responsibility for teamwork even though they are not officially mandated for such activities. This kind of behaviour occurs as the result of voluntary action and the employee's wish to contribute to the organization (Jacqueline et al., 2004). Organizational Citizenship Behaviour is displayed with intentions to enhance the productivity and the effectiveness of the organization as well as goals individually set by each employee (Castro et al., 2004). In addition, Organ, Podsakoff, and MacKenzie (2006) claimed that organizational citizenship behaviour could be defined as a type of behaviour of employees willing to complete the tasks that are not officially requested. Moreover, it could be explained as individual behaviour based on volunteerism which results from working voluntarily even without no rewarding system to promote success and productivity of an institution. (Organ, 1997, p. 85).

Based on research upon the benefits of organizational citizenship behaviour, it could be revealed that the presence of organizational citizenship behaviour was found to be beneficial for increasing organizational function as a consequence of the emphasis on individual freedom to make decisions (Bienstock et al., 2003). Furthermore, the findings of a study indicated that organizational citizenship behaviour is linked to extra-role behaviour, including being willing to attend a class meeting or a lecture on behalf of a colleague who has health issues. Moreover, it consists of readiness to complete extra tasks and loyalty to the organization (Ertürk, 2005; Ngadiman et al., 2013). Organizational citizenship behaviour also affects the employees' feelings towards cooperation with the organization to promote productivity, quality, and customer satisfaction (Noor, 2009). In this regard, extra-role behaviour leads to an increase in the teaching satisfaction services, which contributes to universities' teaching quality (Lara, 2008).

Moreover, a study conducted by Karacaoğlu and Güney (2010) demonstrated a weak positive relationship between the teachers' organizational commitment and organizational citizenship behaviours (OCBs). Atakan-Duman et al. (2013) claimed that there was a significant positive relationship among OC, OCB, and organizational identity perception. Yorulmaz and Çelik (2016) demonstrated that a positive relationship exists between OC and OCB while the relationship between OC and organizational cynicism was negative. OCB and organizational cynicism also displayed a significant negative relationship. Sökmen et al. (2017) concluded that the effect of organizational culture on OCB and OC was weak and positive while the effect of OC on OCB was moderate and positive. Despite the frequent instances of research focusing OC and OCB with regards to different factors, QoWL has not been one of the factors, which necessitates the present study focusing on the relationship among QoWL, OC and OCB.

All in all, organizational citizenship behaviour is defined as the non-task behaviour of employees who volunteer to take the initiative on behalf of others, manage extra tasks, and seek opportunities to contribute to the increase in productivity of the organization. This kind of behaviour was found to be effective in terms of improving teaching quality at a university. In other words, it could be concluded that the quality of education will increase when employees perform organizational citizenship behaviour in an organization.

### Methodology

This research was designed as correlational research. Correlational research is a nonexperimental research type which promotes prediction and interpretation of a relationship between variables (Seeram, 2019). The study group of the research consisted of 320 academics working in state and foundation universities in Turkey. Due to pandemic conditions, the data were collected through an online survey, on a voluntary basis, with a random, convenience sampling method. Demographic characteristics of the study group are presented in Table 1.

**Table 1.** Demographic distribution of data

Variables		f	%
<b>Gender</b>	Female	164	51.3
	Male	156	48.8
<b>University Type</b>	Foundation	64	20.0
	State	235	73.4
	Not specified	21	6.6
<b>Marital Status</b>	Married	219	68.4
	Single	101	31.6
<b>Title</b>	Research assistant	52	16.3
	Instructor	161	50.3
	Assistant Professor	56	17.5
	Associate Professor	27	8.4
	Professor Doctor	24	7.5
<b>Educational Status</b>	Bachelor	54	16.9
	Master	108	33.8
	PhD	158	49.4
<b>Field</b>	Social Sciences	261	81.6
	Physical Sciences	59	18.4

The data of the study were collected using the "Quality of Work Life Scale," which was adapted into Turkish to be used in educational institutions by Akar and Üstüner (2017) based on the work life quality scale developed by Van Laar, Edwards, and Easton (2007). QoWL Scale consisted of 23 items and 6 factors with sub-dimension factor loads varying between .33 and .97. Cronbach's alpha value was calculated as .93 by Akar and Üstüner (2017). The second scale utilized in the study was "Organizational Citizenship Behaviour Scale" (Belenkuyu & Yücel, 2017), which was developed as a result of repeated research by Yücel and his students (Atalay, 2005; Dönder, 2006; Kayan, 2008; Kaynak, 2007; Keskin, 2005; Mercan, 2006; Samancı, 2007; Ünal, 2003). OCB Scale consisted of 17 items and 4 factors with sub-dimension factor loads varying between .54 and .86 (Atalay, 2005). Cronbach's alpha value was calculated as .84. Last scale utilized in the study was "Organizational Commitment Scale" developed by Üstüner (2009). OC Scale consisted of 17 items and 1 factor with item factor loads varying between .43 and .75. Cronbach's alpha value was calculated as .96 by Üstüner (2009). The structural properties of the scales were preserved by adhering to the results of the construct validity analysis presented in related studies, and the data collected in this study were examined for reliability (see Table 2). The obtained Cronbach alpha coefficients show that the measurement is quite reliable.

In the analysis, descriptive statistics were used for the first research question. Since the skewness and kurtosis values were in the range of -1.5 and 1.5, the data has normality conditions; thus, Pearson correlation analysis was utilized for the second research question.

**Table 2.** Reliability analysis results

Factors	Cronbach's Alfa
Job-Career satisfaction	.776
General well-being	.885
Control over work	.859
Working conditions	.812
Stress-free working environment	.896
Family-work life balance	.779
Quality of Work Life (Total)	.950
Organizational Commitment (Total)	.977
Conscientiousness	.869
Civic Virtue	.890
Altruism	.884
Sportsmanship	.782
Organizational Citizenship Behaviour (Total)	.936

### Results

In this section, results of descriptive statistics and Pearson correlation analysis are presented. Table 3 depicts the levels of quality of work life, organizational commitment, and organizational citizenship behaviour of teaching staff working in higher education institutions.

**Table 3.** The Levels of Quality of Work Life, Organizational Commitment and Organizational Citizenship Behaviour of Teaching Staff Working in Higher Education Institutions

Factors	Mean ( $\bar{X}$ )*	SD
Job-Career Satisfaction	3.76	.76
General Well-Being	3.55	.89
Control over Work	2.86	1.14
Working Conditions	3.33	1.13
Stress-Free Working Environment	3.5	1.18
Family-Work Life Balance	3.66	1.01
Quality of Work Life (Total)	3.5	.81
Organizational Commitment (Total)	2.78	1.13
Conscientiousness	4.07	.75
Civic Virtue	3.46	1.00
Altruism	3.81	.90
Sportsmanship	3.64	.95
Organizational Citizenship Behaviour (Total)	3.75	.76

\* 1-1.80: very low; 1.81-2.60: low; 2.61-3.40: moderate; 3.41-4.20: high; 4.21-5.00: very high.

The result of data regarding the quality of work life reveals that teaching staff's level of quality of work life is at a "high" ( $\bar{x}$ =3.5) level. It can also be concluded that the mean for control over work, one of the sub-dimensions of quality of work life, is lower than other dimensions. According to the table, it can also be said that the organizational commitment level of teaching staff is "moderate" ( $\bar{x}$ =2.78). Additionally, the results show that the organizational citizenship levels of teaching staff are at a "high" ( $\bar{x}$ =3.75) level. Specifically, the conscientiousness dimension is higher than other dimensions.

**Table 4.** The matrix of Pearson Product Moment Analysis (n:320)

	Consc.	Civic Virtue	Altruism	Sportsmanship	OCB (Total)	Organizational Commitment (Total)
<b>Job-Career Satisfaction</b>	,343**	,367**	,406**	,461**	,458**	,828**
<b>General Well-Being</b>	,316**	,289**	,326**	,364**	,376**	,648**
<b>Control over Work</b>	,222**	,314**	,311**	,367**	,355**	,852**
<b>Working Conditions</b>	,212**	,284**	,282**	,385**	,336**	,851**
<b>Stress-Free Working Environment</b>	,024	,166**	,159**	,300**	,182**	,649**
<b>Family-Work Life Balance</b>	,161**	,219**	,265**	,356**	,285**	,635**
<b>Quality of Work Life (Total)</b>	,282**	,337**	,363**	,448**	,413**	,880**
<b>Organizational Commitment (Total)</b>	,278**	,404**	,394**	,452**	,448**	1

\*Significant at the 0.05 level.

\*\*Significant at the 0.01 level.

According to the Table 4, it could be said that there is a moderate positive correlation between job-career satisfaction and conscientiousness ( $r = .343$ ;  $p < .01$ ), civic virtue ( $r = .367$ ;  $p < .01$ ), altruism ( $r = .406$ ;  $p < .01$ ), sportsmanship ( $r = .461$ ;  $p < .01$ ). The correlation between job-career satisfaction factor and total organizational commitment ( $r = .458$ ;  $p < .01$ ) are moderate and positive while it is strong and positive with total organizational commitment ( $r = .828$ ;  $p < .01$ ).

Based on the results of Pearson Product Moment Analysis, there is a weak positive correlation between general well-being and civic virtue; a moderate positive correlation in regards to conscientiousness ( $r = .316$ ;  $p < .01$ ), altruism ( $r = .326$ ;  $p < .01$ ), sportsmanship ( $r = .364$ ;  $p < .01$ ), total organizational citizenship behaviour ( $r = .376$ ;  $p < .01$ ), and total organizational commitment ( $r = .648$ ;  $p < .01$ ).

Regarding the results of Pearson Product Moment Analysis, it can be concluded that there is a weak positive correlation between control over work and conscientiousness ( $r = .222$ ;  $p < .01$ ); moderate correlation between control over work and civic virtue ( $r = .314$ ;  $p < .01$ ), altruism ( $r = .311$ ;  $p < .01$ ), sportsmanship ( $r = .367$ ;  $p < .01$ ), total organizational citizenship behaviour ( $r = .355$ ;  $p < .01$ ); strong positive correlation between control over work and total organizational commitment ( $r = .852$ ;  $p < .01$ ).

According to the results of correlation analysis, a weak positive relationship exists between working conditions and conscientiousness ( $r = .212$ ;  $p < .01$ ), civic virtue ( $r = .284$ ;  $p < .01$ ) and altruism ( $r = .282$ ;  $p < .01$ ). Additionally, a moderate positive correlation was found between working conditions and sportsmanship ( $r = .385$ ;  $p < .01$ ) as well as total organizational citizenship behaviour ( $r = .336$ ;  $p < .01$ ). Lastly, there is a strong positive relationship between working conditions and total organizational commitment ( $r = .851$ ;  $p < .01$ ).

Regarding the next factor, there is no significant correlation between stress-free working environment and conscientiousness. However, a weak correlation exists between this factor and civic virtue ( $r = .166$ ;  $p < .01$ ), altruism ( $r = .159$ ;  $p < .01$ ) and total organizational citizenship behaviour ( $r = .182$ ;  $p < .01$ ). There is also a moderate positive correlation regarding sportsmanship ( $r = .300$ ;  $p < .01$ ) and total organizational commitment ( $r = .649$ ;  $p < .01$ ).

Family-work life balance factor's analysis yields similar results. The correlation between family-work balance and conscientiousness ( $r = .161$ ;  $p < .01$ ), civic virtue ( $r = .219$ ;  $p < .01$ ), altruism ( $r = .265$ ;  $p < .01$ ) and total organizational behaviour ( $r = .285$ ;  $p < .01$ ) is weak and positive. However, sportsmanship ( $r = .356$ ;  $p < .01$ ) and total organizational commitment ( $r = .635$ ;  $p < .01$ ) are in a moderate positive correlational relationship with family-work life balance.

According to the table, total quality of work life is in a weak positive correlational relationship with conscientiousness ( $r = .282$ ;  $p < .01$ ); a moderate positive one with civic virtue ( $r = .337$ ;  $p < .01$ ), altruism ( $r = .363$ ;  $p < .01$ ), sportsmanship ( $r = .448$ ;  $p < .01$ ) and total organizational citizenship behaviour ( $r = .413$ ;  $p < .01$ ). Moreover, there is a strong positive correlation between quality of work life and organizational commitment ( $r = .880$ ;  $p < .01$ ).

Finally, results of the analysis shows that there is a weak positive correlation between organizational commitment and conscientiousness ( $r = .278$ ;  $p < .01$ ); moderate positive correlation between organizational commitment and civic virtue ( $r = .404$ ;  $p < .01$ ), altruism ( $r = .394$ ;  $p < .01$ ), sportsmanship ( $r = .452$ ;  $p < .01$ ) and total organizational citizenship behaviour ( $r = .448$ ;  $p < .01$ ).

### **Discussion**

The relationship between quality of work life, organizational commitment, and organizational citizenship behaviour of teaching staff in higher education institutions were examined. This study indicates that the levels of quality of work life and organizational citizenship behaviour of teaching staff are high. Nevertheless, the organizational commitment level for academics was found out to be moderate.



First, the quality of work life for teaching staff working in higher education institutions is high. Teachers' multicultural knowledge and management's transformational leadership style are some factors that lead to this high level of quality of work life. However, some research results displayed moderate levels of quality of work life in an educational context (Sturman, 2004; Jofreh et al., 2013; Swathi & Reddy, 2016). Moreover, the present study revealed similar results with the literature regarding organizational commitment. The organizational commitment levels of the teaching staff were found to be moderate in this study in parallel with studies conducted by Demirhan and Karaman (2015) and Yorulmaz & Çelik (2016). Lack of organizational cynicism helped the personnel keep a healthy level of organizational commitment. Lastly, organizational citizenship behaviour levels of the teaching staff were determined to be high in higher education institutions, which supports the findings of similar research (Jafari & Bidarian, 2012; Nafei, 2014; Yorulmaz & Çelik, 2016). According to the research, the existence of organizational justice could be one of the key points to boost this type of findings.

The study also found out that there is a strong positive correlation between the quality of work life and organizational commitment, a moderate positive correlation between the quality of work life and organizational citizenship behaviour, and lastly, a moderate positive correlation between organizational commitment and organizational citizenship behaviour. Providing a democratic work environment for the staff, the existence of positive social interactions, a fair and just rewarding system as well as being responsible in terms of administrative topics can be some of the contributing factors of these results. This study depicts a moderate positive correlation in terms of the correlational relationship of quality of work life and organizational citizenship behaviour. According to Kasraie and colleagues' (2014) and Pio and Tampi's (2018) studies, creating an almost stress-free working environment and a high level of job satisfaction promotes QoWL and OCB. Lastly, organizational commitment and organizational citizenship behaviour were found to have a moderate positive correlation in this study. Having a culture within the organization can help to improve these points. Having employees who are committed to the organizations normatively and affectively would continue working in their already well-structured positions, help others to orient and perform in an efficient and highly productive way. With these factors, teaching staff with high organizational commitment would also show high organizational citizenship behaviour leading to a positive relationship between them.

In conclusion, this research revealed that quality of work life, organizational commitment, and organizational citizenship are interrelated concepts. Being the first one strongly correlated with the second, it would be wise to suggest that institutions that aim to reach an advanced level of education may start with quality of work life and organizational commitment. Teaching staff who enjoy being in the organization would like to stay in it as long as they have a democratic working environment with little or no formal procedures. Institutions should try and make their personnel feel as little stress as possible, have enough time to spend with their families together, with providing enough support for academic and personal development within the field. With these cautions taken, quality of work life, organizational commitment, and organizational citizenship behaviour levels of their staff would go up together with the organization's success and development.

Even though the present study was designed and organized with detailed procedures, it may possess some limitations. The study was conducted during quarantine time distance education, and it is an inferential one based on quantitative data. Further research may benefit from a stratified sampling method and qualitative inquiry to have more external validity; understand and explain more how quality of work life, organizational commitment and organizational citizenship behaviour affect the performance of academic staff.

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