

Full Length Research Paper

The impact of work life policies, empowerment and training and development on employee performance with the mediating role of organizational citizenship behaviour (OCB)

Muhammad Tariq Sharif*, Zeeshan Ashraf and Muhammad Aslam Khan

IQRA University, Islamabad Campus, Pakistan.

Accepted 26 October 2011

This study was conducted to know the factors that enhance the performance of Pakistani universities teachers. The objective of this study is to provide a roadmap for policy makers and human resource management executive to adopt such practices, which increase the performance of employee. Therefore participants of this study are both from public and private sector universities. Questionnaire was distributed among the 200 faculty members of different Pakistani universities. We received 173 questionnaires from our respondent. The response ratio of return questionnaire is 86%. This is sufficient sample size for our study. Simple correlation and regression tools were used for analysis of data. Our findings show that empowerment, work life policies, training and development and organizational citizenship behaviour (OCB) are important factors to enhance the performance of university teachers. It is recommended that managers to adopt HR practices for enhancement of teacher performance.

Key words: Empowerment, work life policies, training and development, organizational citizenship behaviour, employee performance.

INTRODUCTION

In this era of globalization; education is most important for the development of nation. The developed nation has given more attention to education; therefore, they develop themselves to remain viable to meet futuristic challenges. Pakistan is a developing country, but no proper attention is being accorded to the education sector. The purpose of this study is to explore the factors that enhance the performance of university teachers. Teachers play a significant role in learning, innovation and producing excellent workforce for nations to develop. This study will help the policy makers and human resource management to develop such policies that increase the performance of university teachers. Previous researches show that human resource practices have positive impact on the performance of employee. In

human resource management behaviours of employee play a vital role in the performance of employee. Organizational citizenship behaviour (OCB) is one of them.

Organizational citizenship behaviours are not mentioned in formal job responsibilities or job description demanded by average employees (Zhong, 2004). Because these kinds of behaviours will not come under the head of any formal reward, but these are very helpful for an organization as suggested by Turnipseed (1996). These can help in innovation, adoptability and in resource transformation. Organ (1988) identified five facets of OCB. Altruism helps an individual co-worker on a task or this can be explained as a kind of discretionary behaviours which motivate employees to cooperate and

*Corresponding author. E-mail: muhammadtariqsharif@gmail.com.

also help them in resolving their job problems. Second element of OCB courtesy demands behaviours that a person display in organization which alert other employees about what is happening around them and what kind of changes are coming that may affect them and their work. Courtesy can be defined as that kind of behaviour that may not engaged work related issues and avoid problems at work. Conscientiousness is behaviours related to do something extra, meaning that behaviours that exceed the job or work requirements, ethical values for formal job duties (MacKenzie, 1993). It could encourage someone to carrying out its duties beyond the minimum requirements. Sportsmanship are behaviours that someone while working in an organization demonstrate doing work without annoyance and any kind of complain against unwanted criterion in an organization.

Civic virtue is kind of behaviour that takes part in organizational practices with the concern of the life of the company (Podsakoff et al., 1990). Today educational institutions are working in a competitive and complex environment than before (Miller, 2002). Training and development programmes provide a sense of direction to achieve the organizational objectives (Wilson, 2000). These activities are concern with individual and group performance with organizational effectiveness. To being competitive organizations are investing more than past (Jones, 2002). As the employee requirements at work place are changing rapidly, hence, the training and development play crucial role in this context.

The organizations provide the work life policies and work balance environment enjoy the organization learning (Dee et al., 2002) and if the decentralized decision making is also provided which cause the empowerment and organizations can improve its effectiveness. Teachers play a vital role in the improvement of development countries. Skilled and qualified teachers are the back bone of any educational system (Joolideh and Yeshodhara, 2009). In Pakistan teachers are facing the number of problem according to national professional standard for teachers 2009. In this study researchers have tried to analyze how work life policies, empowerment and training and development with the mediating role of OCB affect on the performance of faculty members of Pakistani universities. It will also provide us a path to know the importance of OCB to increase the employee performance. We analyze relations of training and development opportunities, work life Policies and empowerment with OCB in context of Pakistani universities faculty members.

Literature review

In the past organization considered that financial and physical asset are cause to get their competitive advantage and their people are just their cost (Millmore, 2007). Now the current scenario has been changed due

to change in technological innovation and global economy competitive advantage. Organization depends more on human resource. In this scenario the survival of the organization is dependent on the human resource business strategy, as the people are the main drivers for the survival of the organization (Noe 2006). This is why universities have developing strategies to enhance the competencies of the faculty (McNaught and Kenedy, 2000). The skills, knowledge, ability and aptitude of teachers enhance the student learning and also increase the effectiveness of the institution (Webb, 1996). In the last decade, trends have changed significantly.

Work life policies are the most important to achieve the effectiveness of the organization. Work family conflict occurs when the employee feels uncomfortable during his work time when his or her expectations are not met (Beutell, 1985). Work life conflict occurs in two ways when the family life is disturbed due to job and when the job is disturbed due to family life. Both are the critical situations which create conflict (Guttek, 1991). According to the role theory there is inverse relation between the work life conflicts and employee performance. If the density of work life conflict is high the performance would be decreased and if the density is low the performance of employee will be high (Frone, 1992; Kopelman, 1983). Different studies show that there is an average correlation between the employee performance and work life conflict. In 2003, Boles says that in most of the studies, that assumption is considered with individual difference and expectation. Some studies show that the relationship is stronger in women than in men (Bruck, 2002). Studies also show that extra work burden, nightshift, unavailability of leave in emergency and some other factor cause the conflict (Pleck et al., 1980). Flexible hours, training, leaves, balance work load reduce the conflict (Maxwell, 2005; Schwartz, 1996). When the work life conflict is exit it effect the different way on the life of individual and organization. Employee is unable to take the proper decision about his job or family when the work life conflict exists. Organizations are now giving proper attention to make strategies to overcome the problem but there is more attention to be needed (Deery, 2008). Most of the companies are introducing the work life policies to enhance the performance of employee.

Dealing with the global business situations employee empowerment has got more important (Barry, 1993; Johnson, 1993; Foy, 1994). Empowerment of employees is giving the authority or power to take part in decision making, which belong to their job procedure and action. Management gives limited authority but also ask the employees to take risk and show great responsibility (Nesan and Holt, 1999). Different form of empowerment is used in practical practice to solve the business problem. Conger and Kanungo (1988) describes empowerment as related to emotional level which could be relational or motivational. Relational empowerment is related to management style and participation in decision

making while the motivational empowerment relates with individual and personal. Barbee and Bott (1991) describe that empowerment helps to gain the responsibility.

Studies show that organizations are focusing on empowerment to run the training programme for the development of self leadership. Empowerment and self management leader have positive effect on performance (Cohen, 2004; Manz and Sims, 1987). Dunford (1992) describes that job satisfaction influence on empowerment and empowerment increase motivation and satisfaction which also leads to enhance the performance of the employee. Most of the studies indicates that when empowerment of the employee increase, it also increase the organization commitment, job satisfaction and performance of employee (Liu, 2007; Brewer, 1996 Pastor, 1996).

Training and development is the heart of organization and continues to improve the employee competency and organizational effectiveness. Training activities are designed to provide the knowledge and skill to learners which are needed for their current job and the development of the employee that goes beyond the today's job and has more long- term focus. Trainings are very systematic valuable approach to increase the skill (Garavan, 1993). Development of human resource is the only key to get the competitiveness/effectiveness with trained workforce (Khayat, 1998). Training enhances the employee and managers relationship (Kallenberg and Moody, 1994). So the organizations are investing more than before on training to get the excellence at work place (Antonacopoulou, 2000). Universities have organized the development programme for their faculty as they play a vital role in the learning of student. Continuous learning programme improve the teacher professionalism. To achieve the competitive advantage new knowledge and skill are compulsory (Brown et al., 2001). Training and development provide the skills, knowledge and ability to perform well (Davis and Smith, 2002). Training and development provide synergy to organization to enhance the performance of their employee. The concept of OCB was introduced by professor Organ of Indiana University (1983). OCB can be defined as the special type of behaviour that are beneficial for the organization which are discretionary, not directly or explicitly measure by the formal reward system. Organ in (1983) describes the two dimensions of OCB. Altruism is a helping behaviour. Generalized compliance which is related to the rule, norms and expectations. After five years Organ also identified the five dimensions of OCB Altruism, Conscientiousness, Civic virtue, Courtesy and Sportsmanship. Organ and Ryan (1995) describes that OCB is the behaviour of employee at their job which is not contracted and beyond the role requirement. Examples of OCB are extra work, always ready for help to others; strictly follow the rule of the organization (Organ and Ryan, 1995). OCB is communal work which is performed without monetary

benefits (Noon and Blyton, 1997). Organizations should have to put attention on OCB because it has positive relation with effectiveness and competitiveness. OCB in teacher has positive concern for learning of student, organizational effectiveness and performance of employee (Yilmaz, 2008). Manager should improve the OCB as it plays a vital role to increase the employee and organization performance (Gonza and Garazo, 2005). The behaviours that increase the teaching quality and beneficial for the higher educational institutions are the satisfaction of teacher's services which influence beyond non task behaviours (Lara, 2008). OCB describes the cooperation of the employee for the production, quality of goods, satisfaction of the employee and customer. Effectiveness causes the successful change and implementation of the strategy (Jung and Hong, 2008). Organizations have realized that without they cannot survive in the competitive scenario of the globalization of business (Garg and Rastogi, 2006).

After reviewing the large number of research paper we have developed following research model. Work life policies, empowerment and training and development are independent variable, OCB is mediating and employee performance is dependent variable.

From the literature review we develop following hypothesis:

H₁: work life policies impact positively on the performance of Pakistani university teachers.

H₂: Empowerment is positively related with the performance of Pakistani university teachers.

H₃: Training and development is positively related with the performance of Pakistani university teachers.

H₄: OCB is positively related with the performance of Pakistani university teachers.

METHODOLOGY

Questionnaire was use to collect the information from respondent. Reliability and validity checked questionnaire are used in this study. Pare (2001) construct a questionnaire measuring the work life policies. It is reliable and validity checked questionnaire and mostly used in research. It consists of four questions to measure the work life policies in an organization. A questionnaire was developed by Rogg et al. (2001) to measure the training and development practices in organization. It is also used worldwide by the researcher, scholars and organizations. It consists of six questions to measure the training and development. The questionnaire used in this study to measure the empowerment was developed by Rondeav and Lamelin (1997). It consists of nine questionnaires to the check the empowerment at work place. OCB is mediating variable in this study. To measure moderating variable organizational citizenship behaviour, we use a questionnaire which was developed by Podscoff (1990). It also consists of six items. Employee performance is dependent variable in our study. Teseema and Soeters (2006) developed a questionnaire to measure the employee performance used in this study. It consists of four items

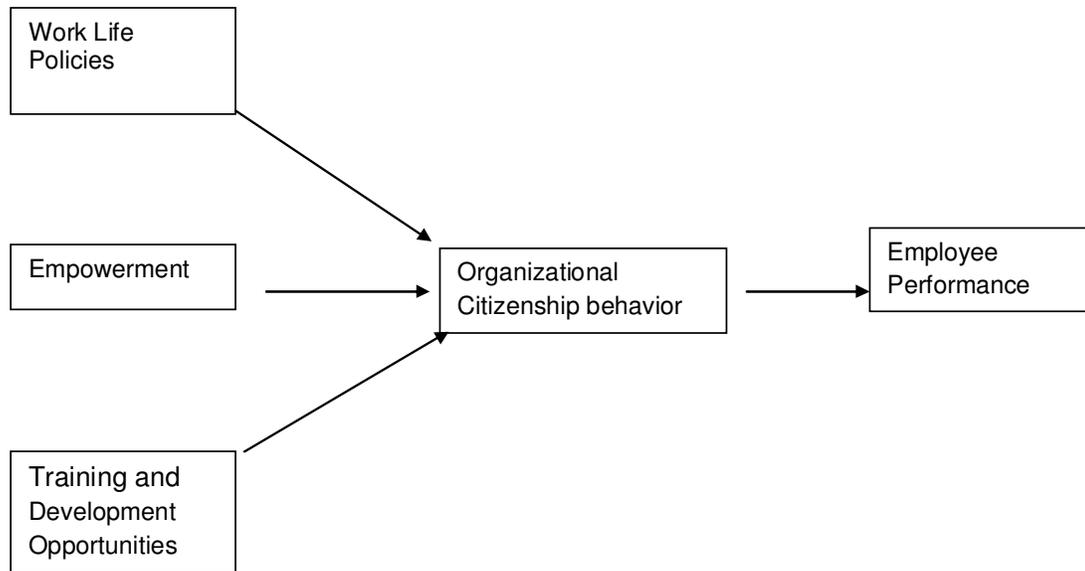


Figure 1. Employee Performance

to measure the employee performance (Figure 1). Five point likert scales is used, with 1-strongly disagree, 2-agree, 3-neutral, 4-agree and 5-strongly agree.

This study was conducted to know the performance of Pakistani universities teachers. Therefore participants of our study are both from public and private sector universities. Questionnaire was distributed among the 200 faculty members of different Pakistani university. We received the 173 questionnaire back from our respondent. The response ratio of return questionnaire is 86%. This is sufficient sample size for our study.

Procedure which we use to collect the data was personally administrated questionnaire. We went to different universities and meet the faculty. We distributed our questionnaires with covering letter providing instruction to fill out the questionnaire. As the university faculty members have strict schedule activities. Therefore first we confirm our appointment for saving our time and then we meet them at their offices. They received the questionnaire and give us time to come back. We went again to collect the questionnaire on their given time. A positive response received from the faculty.

Basic statistical tools are used to analyze the collected information. Simple regression and correlation method are used to interpret the data. For the relationship between our variables like work life policies, empowerment, training and development, OCB and employee performance used correlation matrix to know how much the variables are correlated with each other. Regression analysis is used in this study for measuring the validity of hypothesis.

DATA ANALYSIS AND RESULTS

Simple correlation is used for measuring the relationship between the two variables. If the values of both variables increase or decrease together, it show that the both variable are positively related each other. If one variable decrease and other increase then the relation is negative between two variables. Mean and standard deviation are

also used in this research for interpret the data. We use statistical regression analysis for confirming the hypothesis that our hypothesis are correlated each other or not.

Above mention Tables 1 and 2 shows the correlation and mean and standard deviation between the variables. Mean and standard deviation of employee performance are 3.15 and 0.63. Correlation between employee performance and OCB is 0.52. This correlation shows positive relation between these two variables. Mean and standard deviation of work life policies are 3.97 and 0.73. The correlation between work life policies and employee performance is 0.57 which has positive relation. Correlation of 0.63 found between the work life policies and OCB show positive relation. Mean and standard deviation of empowerment are 3.87 and 0.54, respectively. Positive correlation of 0.43 has found between empowerment and employee performance. Mean and standard deviation of training and development are 3.45 and 0.77. A positive correlation between training and development and employee performance is 0.64. Tables 1 and 2 show that values of our variables are positively correlated with each other.

Regression analyses are shown in Tables 3, 4, 5 and 6. Work life policies, empowerment and training and development are independent variables. OCB is moderating variable and our dependent variable is employee performance.

DISCUSSION

The main purpose of this study is to examine the elements that enhance the employee performance. The

Table 1. Correlation statistics.

Variables	EP	OCB	WLP	EMP	T and D
Employee performance (EP)	1				
OCB	0.52	1			
Work life policies (WLP)	0.57	0.63	1		
Empowerment (EMP)	0.43	0.61	0.63	1	
Training and development(T and D)	0.64	0.48	0.74	0.26	1

Employee performance (EP), organizational citizenship behaviour (OCB), work life policies (WLP), empowerment (EMP), training and development (T and D).

Table 2. Descriptive statistics.

	EP	OCB	WLP	EMP	T and D
Mean	3.15	3.96	3.97	3.87	3.45
Standard deviation	0.63	0.54	0.73	0.54	0.77

Employee performance (EP), organizational citizenship behaviour (OCB), work life policies (WLP), empowerment (EMP), training and development (T and D).

Table 3. Work life policies and employee performance.

Work Life Policies	Adjusted R2	Standardized beta	T-Value
	0.15	0.225	2.64

Table 4. Impact of empowerment on employee performance.

Empowerment	Adjusted R	Standardized beta	T-Value
	0.10	0.579	6.76

Table 5. Impact of training and development on employee performance.

Training and development	Adjusted R	Standardized beta	T-Value
	0.43	0.136	2.57

Table 6. OCB and employee performance.

organizational citizenship behaviour	Adjusted R	Standardized beta	T-Value
	0.11	0.836	15.58

focus of this study was to find out the elements that enhance the performance of Pakistani university teachers. Results of this study show that independent variable work life policies, empowerment and training and development play a vital role in increasing the performance of university teachers. OCB as a moderating

variable has positive impact on the performance of employee. Our study analysis shows that correlation between work life policies and employee performance is 0.57 which is positive. Table 3 shows that individual regression of work life policy. This indicates that variability is 15% and beta value is 0.225. If the one unit

of work life policy will increase it will increase the employee performance 0.225. It indicates that if universities provides flexible working hour to their faculty it increase the performance of faculty member. There should be balance between the official life and personal life. Work life policies decrease the tension of teacher because they can maintain their family and duty in a good manner due to flexible hour, leave and other benefits. Results show that our hypothesis is correct that work life policies are positively related to employee performance. Employee can better perform when they provided work life policies (Deery, 2008). Empowerment is positive related with the employee performance. Correlation of 0.43 and beta value 0.579 shows that if the employee is empowered at work place he/she will perform better. Faculty should be empowered at work place because they know better how to delivered knowledge, skills and ability to student. Unnecessary orders by management create hindrance in the performance of university teacher teachers. Teachers should given empowerment to take decisions at universities, so that they can perform well to achieve the objectives.

Lee (2006) says that empowerment is key element for enhancing the performance of employee. A positive correlation 0.64 and 0.48 has found in this study between training and development, employee performance and organizational citizenship behaviour. Beta value of 0.136 indicating that training and development and employee performance are positively correlated each other. Employee performance can be increased by providing training and development opportunities at work place. Universities should provide comprehensive training to increase skills, knowledge and ability of their teachers. As the teacher would be competent they will be deliver the comprehensive knowledge to students. For the development of employee organizations are investing more and more on training and development to achieve the organizational goals (Antanacopoulous, 2000). To meet the new learning requirement of students, training and development of teachers is necessary. So that result show that hypothesis is correct that training and development is positively related with the performance of employee. Our moderating variable is organizational citizenship behaviour. Correlation between the OCB and employee performance is 0.52 which is significantly positive. Value of beta is 0.836 and coefficient value is 11% which shows that if we increase the OCB by one unit it also increase the performance by 0.836. Organization provide the culture where the employee enjoy work life policies, feel sense of ownership through empowerment, learn through training and development, these organization enjoy the competency of their employee to achieve the goals. Results show that OCB has positive correlation with work life policies, empowerment, training and development and employee performance. To get the competitive edge organization need such kind of employee who perform organizational

citizenship behaviour. Organizational citizenship behaviours are discretionary and extra role behaviours that are not mention in job description. These discretionary and extra role behaviours play a significant role in the performance of employee and organization.

The employees who perform more OCB is satisfied and committed to organization. OCB performing employees are always ready to achieve the organizational goal. If the levels of OCB increase in university teachers it also increases the level of learning among student. Teachers are ready to help the student while learning, in this environment student learning increase. From the result it is confirmed that our hypothesis is correct that OCB enhance the performance of employee.

Conclusion

This study was conducted to know the factors that play vital role in enhancing the performance of Pakistani universities teachers. Result show that work life policies, empowerment, training and development and OCB are those factors that enhance the performance of university teacher in Pakistan. Selected variable in this study have positive impact on the performance of employee. If there is a strict work life policy, employee are bound to do work without empowerment and there are no training and development opportunities in universities, there would be difficult to achieve the educational goals. It is necessary for management of universities to provide the work life policies, empowerment practices and training and development opportunities to enhance the performance of teachers.

Managerial implication

This study has also managerial implication. This study provides a comprehensive framework for the management on how to increase the performance of teachers. This can also help the research to know that factors that increase the performance of employee. Managers and HR executive can develop the policies that provide work life balance, empowered the employee, learning of employee through training and development which can increase the performance of university teachers.

Future line of study

Only three independent variables are discussed here. There are other variables which can be studied in the context of Pakistani universities. These variables can be career planning, career development, job satisfaction. This study was about the Pakistani universities teacher, these variables can also be studies of both public and private organization to enhance the performance of

employees.

REFERENCES

- Antonacopoulou EP (2000). Reconnecting education, development and training through learning: a holographic perspective. *Educ. Train.* 42(4/5):255-263.
- Brewer AM (1996). Developing commitment between managers and employees. *J. Manag. Psychol.* 11(4):24-34.
- Brown M, Boyle B, Boyle T (2001). Professional development and management training needs for heads of departments in UK secondary schools. *J. Educ. Admin.* 40(1):31-43.
- Cohen A, Kol Y (2004). Professionalism and organizational citizenship behavior An empirical examination among Israeli nurses .*J. Manag. Psychol.* 19(4):386-405.
- Dee JR, Alan B. Henkin AB, Duemer L (2002). Structural antecedents and psychological correlates of teacher empowerment. *Teacher Empowerment*, 41(3):257-277.
- Deery M (2008). Talent management, work-life balance and retention strategies. *Int. J. Contemp. Hosp. Manag.* 20(7):792-806.
- Dunford RW (1992). *Organisational Behaviour: An Organisational Analysis Perspective*, Addison-Wesley Business Series, Sydney.
- Garavan TN, Barnicle B, Heraty N (1993). The Training and Development Function: Its Search for Power and Influence in Organizations. *J. Eur. Ind. Train.* 17(7):22-32.
- Garg P, Rastogi R (2006). Climate profile and OCBs of teachers in public and private schools of India. *Int. J. Educ. Manag.* 20(7):529-541.
- Gonza'lez JV, Gonza'lez TG (2005). Structural relationships between organizational service orientation, contact employee job satisfaction and citizenship behavior. *Int. J. Serv. Industry Manage.*, 17(1):23-50.
- Joolideh F, Yeshodhara K (2009). Organizational commitment among high school teachers of India and Iran. *J. Educ. Admin.* 47(1):127-136.
- Jung JY, Hong S (2008). OCB (OCB), TQM and performance at the maquiladora. *Int. J. Qual. Reliab. Manag.* 25(8):793-808.
- Kallenberg AL, Moody JW (1994). Human resource management and organizational performance. *Am. Behav. Scie.* 37:948.
- Khayat RA (1998). Training and development needs assessment: a practical model for partner institutes. *J. Eur. Ind. Train.* 22(1):18-27.
- Lara PZMD (2008). Fairness, teachers' non-task behavior and alumni satisfaction: The influence of group commitment. *J. Educ. Admin.* 46(4):514-538.
- Liu CM (2007). The early employment influences of sales representatives on the development of organizational commitment. *Employee Relat.* 29(1):5-15.
- Manz CC, Sims HP Jr (1987). Leading workers to lead themselves: The external leadership of self-managing work teams. *Admin. Sci. Q.* 32:106-128.
- Maxwell G (2005). Checks and Balances: The role of managers in work life balance policies and practices. *J. Retailing Consum. Serv.* 12:179-89.
- Pastor J (1996). Empowerment: what it is and what it is not. *Empower. Organ.* 4(2):5-7.
- Pleck JH, Graham S, Larry L (1980). Conflicts between work and family life, *Monthly Labors Review*, March, pp. 29-32.
- Podsakoff PM, MacKenzie SB, Moorman RH, Fetter R (1990). Transformational Leader Behaviors and their effects on followers' trust in leader, satisfaction, and Organizational Citizenship Behaviors. *Leadership Quarterly*, pp. 107-142.
- Rogg KL, Schmidt DB, Shull C, Schmitt N (2001). Human resources practices, organizational climate and customer satisfaction. *J. Manag.* 27:431-449.
- Schwartz DB (1996). The impact of work-family policies on women's career development: boon or bust?. *Women in Management Review*, 11(1): 5-19.
- Turnipseed D, Murkison G (1996). Organization citizenship behaviour: an examination of the influence of the workplace. *Leadersh. Organ. Dev. J.* 17(2):42-47.
- Wilson JP, Western S (2000). Performance appraisal: an obstacle to training and development ?. *J. Eur. Ind. Train.* 24(7):384-390.