
ROLE OF WORK-FAMILY CONFLICT AND WORKPLACE SPIRITUALITY IN PREDICTING ORGANIZATIONAL CITIZENSHIP BEHAVIOR AMONG TEACHERS?

Puput Melati* Amy Mardhatillah & Setiawati Intan Savitri

Faculty of Psychology, Universitas Mercu Buana

*Corresponding author's email: amy.mardhatillah@mercubuana.co.id

Received date: 30 October 2019; Accepted date: 6 November 2019

Abstract: The aim of this study to examine the role of Work-Family Conflict (WFC) and Workplace Spirituality in predicting Organizational Citizenship Behavior (OCB). 121 teachers participated in this research. Instruments used in this study are OCB (Podsakof, 1980), Work Family Conflict Scale (Carlson et al, 2000) and Wokplace Spiritulity Scale (Asmos & Dunchon, 2000). Multiple regression analysis is used to analyzed the data. Results indicated that Work-Family Conflict and Workplace Spirituality predict OCB with value $R^2 = 40.2\%$, $F(2,97) = 32.652$, $P < 0.01$, in which 40.2% OCB predicted by Work-Family Conflict and Workplace Spirituality, while 59.8% influenced by other factors. Result shows that, WFC negatively corelate with OCB and Workplace Spirituality shows greater correlation in predicting OCB in compare to WFC. Kindergarten teacher show highest OCB and workplace spirituality in compare to elementary and junior high school teachers. However, there is no significant different in term of WFC across demographic. Therefore, schools are expected to create policies and intervention programs that can reduce Work-Family Conflict and improve Workplace Spirituality to promote a better Organizational Citizenship Behavior among teachers.

Keywords: Work-Family Conflict, Workplace Spirituality, Organizational Citizenship Behavior

INTRODUCTION

A teacher is expected to be able to contribute to the progress of the country by producing human resources that are able to compete in the era of globalization. Teacher should realize that the education system as a strong and authoritative social institution to empower all Indonesians to

develop into quality human beings. So that they are able and proactive in responding to the challenges of an ever-changing era. To fulfill these expectations the expected behavior that arises in the teacher is not only behavior that is in accordance with the job description but also behavior that exceeds what is in the job description. Novliadi (2007) said that good performance is a performance that requires employees not only to do in-role employees but also to do work that is outside of the employee's main job (extra-role). This extra-role behavior is also called Organizational Citizenship Behavior (OCB) (Gunawan 2013).

OCB includes the behavior of people who contribute to maintaining the social system of the organization and which indirectly benefit the working group or organization as a whole (Smith, Organ & Near, 1983). Organ and Ryan (1995) conducted a meta-analysis showing that, from the antecedents that have been investigated to date, job satisfaction, organizational commitment, leadership support, and fairness are felt to adequately predict organizational citizenship behavior (OCB).

At school context, teacher provides knowledge not only to fulfill the duties and responsibilities of the job, but he has another purpose, namely as a form of his dedication to the society. By serving, the teacher feels that his work has its own meaning for his spirituality. So the teachers often run additional roles in the school to achieve goals and gain meaning from their work.

Several studies have shown that workplace spirituality can affect OCB. Ahmadi, Nami and Barvarz (2014) said that there is a significant linear relationship between OCB and spirituality in the workplace.

Workplace spirituality is a thing that consists of inner life as a spirituality identity, having meaning and purpose in working, and feeling the connection also feels as part of the community. For many people, workplaces are places that provide a consistent link with others and to fulfill human needs in friendship and contribution (Ashmos & Dunchon, 2000).

Neal (1997) stated that the spirituality at work is about people who see their work as a spiritual path, as an opportunity to grow personally and contribute to society in a meaningful way. It is about learning to be more

caring and loving with fellow employees, with the boss, with subordinates, and with customers. This is about integrity, being honest with yourself, and telling the truth to others. Spirituality in the workplace can refer to individual efforts to live their value more fully at work. Or it can refer to the way in which the organizational structure itself supports the growth of employee spirituality.

Ashmos and Duchon (2000) explain that although spirituality is a relatively new idea in the workplace, spirituality is not a new idea in human experience elsewhere. All traditions in major religions at several levels encourage contemplative life, where the main thing is the search for goals and meanings and the purpose of harmonious life is fundamental. Thus, the language of the spirituality movement that emerges at work arises based on the tradition of religious image: achieving self-transformation, rediscovering one's identity, starting a personal journey, having a vision, and experiencing renewal.

However, teachers who already have children often have difficulty fulfilling their responsibilities at work or otherwise their work at school makes it difficult to fulfill their responsibilities at home, this is commonly called Work-Family Conflict (WFC). Time limitations, burnout, and exhaustion (Bacharach, Bamberger & Conley, 1991) which often result in work-family conflict can reduce the possibility that employees, especially school teachers, are involved in various extra-roles in their workplace. will be involved in OCB. Work-family conflict (WFC) arises when time, energy and behavior demands from roles in a domain (work or family) make it difficult to fulfill demands from other domains (work or family) (Greenhaus & Beutell, 1985).

Previous research shows that workplace role conflict is negatively related to OCB (Thomson & Werner, 1997). Bragger (2005) stated *strain-based* conflict negatively correlate with OCB. When employees feel that the pressure of the job demands has a negative impact on the employee's home life, employee involvement in organizational citizenship behavior will decrease. Employees who are not infrequently or always experience strain-based conflicts will blame their work, tend to withdraw, and become less concerned with altruistic and behavioral compliance compared to those who only experience a little conflict based on strain based.

Teachers at school X frequently involved in meetings for the sake school improvement, even though this is not an obligation. Currently there are also many teachers who have low salaries, maybe even the salary is not commensurate with their expenses for daily needs. The teacher's income in School X is not great, however, the school teachers keep their heart full of teaching to students and keep doing their job well without complaining about the salary that he receives.

At school X, the relationships between individuals contained therein are interwoven well. Both the teacher, school staff and students also show the strong atmosphere of friendship found in the school. Each other feels interconnected and is part of school X. The teacher at school X does his work wholeheartedly because for him this work is very meaningful. He feels able to develop himself in a better direction by working in this school. As well as being able to carry out work in line with the existing spirituality values embedded in him. That is, by conveying knowledge so that it can provide benefits to students who are part of the community.

In school X the education system is based on full day. Teachers are required to spend more time at work than at home. In addition, there are also often school events on weekends that further reduce the intensity of time given to families. Not only that, often tasks that should be done at work but must be taken home because of the limited time at work. For example, making exam questions for students or checking student exam results.

With this background, therefore, the present study, aims to empirically test the role of WFL and *Workplace Spirituality* in promoting OCB.

Theoretical Background

Organizational Citizenship Behavior

The definition of OCB is a behavior that is freely chosen by individuals where the behavior is not directly or explicitly recognized in the formal reward system and in aggregate increases the effectiveness of organizational functions. With discretionary, we mean that OCB is not a thing that is done because of the requirements in the job description (Organ, 1988; Podsakoff, MacKenzie, Paine & Bachrach, 2000). Jain and

Cooper (2012) define organizational citizenship behavior as discretionary behavior that is not mandated or compensated by organizations.

According to Organ (1988), the OCB dimension consists of: a) Altruism, b) Conscientiousness, c) Sportmanship, d) Courtesy, and e) Civic Virtue. Jain and Cooper (2012) say that employees have various motives to be involved in OCB. For example, some individuals may tend to help others. Research has found that people who show conscientious nature (Konovsky & Organ, 1996) and with positive influence (George, 1991) are more involved in citizenship behavior. It has also been recognized that individuals can be involved in OCB to improve their image in the organization (Bolino, 1999).

Work-Family Conflict

Grenhaus and Beutell (1985) define work-family conflict as "a shape of conflict between roles where the role pressure of the work and family domains is conflicting in several ways". The interface between the two roles is the trigger for work-family conflict. Renshaw (1976) states that work-family conflict is the result of the interaction between stress in the family and work domain.

The work-family conflict dimension according to Greenhaus and Beutell (1985) consists of: 1) Time based Conflict, 2) Strain based Conflict, and 3) Behavior based Conflict. Direction of work family conflict according to (Netemeyer, McMurrian, & Boles, 1996), namely: First Work interference with family (WIF) is a conflict that arises when responsibility for work interferes with one's responsibility to the family. Second Family interference with work (FIW) can arise due to responsibilities or demands in the family making someone unable to fulfill their responsibilities in the work.

Workplace Spirituality

Novitasari (2010) said that spirituality is an important aspect in the form of enthusiasm or energy in an individual that can provide significant meaning and direct the lives of individuals to achieve self-existence. Claude and Zamor (2003) define spirituality as something that comes from inside, outside of the survival instinct of the mind: this means engaging with the world from its basic meaning and values. Related to

hopes and dreams, our patterns of thought, emotions, feelings and our behavior.

The term spirituality at work refers to the experience of the spirituality of employees at work. The nature of employee spirituality experiences at work involves aspects such as feeling meaning, community, and transcendence (Ashmos and Duchon, 2000). Spirituality in the workplace is not related to a particular religion or religious system. Giving to employees who know their spiritual form and sense of purpose and meaningful work experience (Rego & Cunha, 2008). Ashmos and Duchon (2000) say that the spirituality dimension in the workplace consists of: 1) The inner life as spirituality identity, 2) Meaning and purpose in work, 3) A sense of connection and community.

Relationship between Work-Family Conflict, Workplace Spirituality and Organizational Citizenship Behavior

Bragger (2005), shows that higher work-family conflict levels associated with lower OCB levels when controlled with a level of organizational commitment and job satisfaction. Lambert (2012), said that WFC had a significant negative correlation with (OCB). Tziner (2014) shows that organizational justice has a significant relationship with OCB ($\beta = 0.44$, $p < .01$); OCB had a significant negative relationship with work-family conflict ($\beta = -0.39$, $p < .01$); and work-family conflicts have a significant positive relationship with stress ($\beta = 0.57$, $p < .01$).

Kuswardi (2014), said that there is a very significant negative relationship between work-family conflict (WFC) and Organizational Citizenship Behavior (OCB).

Kazemipour (2012), said that there was a significant correlation in the positive influence of workplace spirituality on nurse OCB ($r = .401$, $p < .001$). this means that nurses who have spirituality in their workplaces will do more OCB actions.

Ahmadi (2013), shows that OCB and workplace spirituality, is significantly related. It was concluded that there is a meaningful logical relationship between spirituality in the workplace and organizational citizenship behavior.

Daniel (2015), said that for community sense contributions in OCB, results showed that work spirituality were positively and strongly related to OCBI ($\beta = 0.251$; $p = .007$) and OCBO ($\beta = 0.259$; $p < .001$).

METHOD

This research was conducted using a quantitative correlational approach. 101 respondents is participated in this study. This study uses regression analysis analysing data with statistical packages for the social sciences (SPSS) software.

RESULTS

Respondent Profile

121 teachers of one education foundation participated in this study. It consists of 21 teachers from kindergarten level, 75 teachers from elementary level and 15 teachers from junior high level. 28 % of the respondents are male teachers and 72% are female teachers. 63% of the respondents are married with 50 % of them already have children.

Based on the validity test, the results show that most of the statement items have a value of $r \geq 0.3$, so it can be concluded that the statement item is valid and can be used for research. Based on the normality test, the Kolmogrov-Smirnov value obtained is 1.123 and the significance is 0.160. This shows the significance value > 0.05 which means that this research is normally distributed (Azizi et.al, 2007, 2017).

Assumption Test

Linearity test is conducted to determine the relationship between independent variables and dependent variables linearly bound or not. Based on the linearity test it can be seen that the value of $p > 0.05$ so that it can be concluded that there is a linearity between the Work-Family Conflict variable and the OCB variable, and there is a linearity between the Workplace Spirituality variable and the OCB variable.

Multicollinearity shows a perfect or definite linear relationship between several or all of the variables that explain the regression. If there is a correlation, it means that there are problems or multicollinearity problems. Multicollinearity test shows the results of the calculation of VIF value $1.518 < 10$. So it can be concluded that there is no multicollinearity between independent variables in the regression model.

Hypothesis test

There is a significant influence between work-family conflict and workplace spirituality on OCB, where the values of $R^2 = .402$, $F(2.97)$, 32.652, $P < .01$ so that it can be concluded that the independent variables simultaneously have a significant effect on the dependent variable and this indicates hypothesis is accepted. With the influence of work-family conflict and workplace spirituality by 40.2% on OCB and 59.8% influenced by other factors such as Organizational Commitment and Job Satisfaction. Result indicated that *Work-Family Conflict* and *Organizational Citizenship Behavior* (OCB) are negatively corelate with Coefficient Correlation = $-.279$, $P < .01$. While *Workplace Spirituality* and *Organizational Citizenship Behavior* (OCB) show positive correlation with Coefficient Correlation = $.430$, $P < .01$. *Workplace Spirituality* shows higher correlation than *Work-Family Conflict* in relation to teachers *Organizational Citizenship Behavior* (OCB).

There is significant different in term of OCB across teachers categories with $F(2.97)$, 3.255, $p < .05$, in which kindergarten teacher with ($M = 112.7$, $SD = 13.441$), elementary teacher ($M = 102.8$, $SD = 11.753$), and junior high school teacher ($M = 104.266$, $SD = 8.672$). Kindergarten teacher show highest OCB score.

With regard to the *workplace spirituality*, *kindergarten* teacher shows highest score in compare to others teacher categories with $F(2.97)$, 4.048, $p < 0.05$. In which kindergarten teacher ($M = 103$, $SD = 13.67$), elementary school ($M = 91.653$, $SD = 12.228$) and junior high school ($M = 91$, $SD = 10.239$)

When staff members feel that pressure from job demands has a negative influence on their home life, their involvement in OCB will decrease. Time limitations, burnout, and exhausted (Bacharach, Bamberger & Conley, 1991) which often result in work-family conflict can reduce the possibility that employees, especially school teachers, are involved in various extra-roles in their workplace. will be involved in OCB.

At present, work-family conflict has become an important issue that can reduce OCB behavior to members, and this has been proven in this study. The high demands of work or the amount of responsibility on the family can lead to work-family conflict. So, it is necessary for the organization

to consider a regulation and policy based on this. For example, by making flexible working hours. So that it can reduce work-family conflict on staff members so that OCB can increase.

But the effect of work-family conflict on OCB on the teacher is not as big as the influence of the workplace spirituality on the teacher. Because, not all teachers experience work-family conflict in carrying out their work. The results of this study indicate that workplace spirituality has more influence on OCB on teachers than work-family conflict.

Daniel (2015) workplace spirituality has been proven to be another part of working conditions that encourages employees to make additional contributions to the organization which are beyond the assigned responsibilities for employees. When employees feel connected to their work, they will contribute more to their work because they tend to develop emotional attachments to themselves (Van Dyne & Pierce, 2004).

In this study, the spirituality in the workplace can affect OCB in teachers. This can happen because teachers who feel part of the community will try to be useful for the community by showing prosocial behavior. His strong attachment to his work and inner life that can be expressed in the workplace, can make him try to contribute more to his work. So that the teacher is able to strengthen the emotional bond with his work. Therefore schools should make activities that can improve spirituality in the workplace for teachers, as well as schools should be able to facilitate teachers to be able to fulfill their spiritual needs at work.

In this study found differences in OCB and Workplace Spirituality based on teacher classes, where higher OCB and Workplace Spirituality are in kindergarten teachers. But researchers did not find any difference between the three variables based on other factors (Age, Marital Status, Child Ownership, and Education).

CONCLUSION

Work-family conflict and workplace spirituality significantly predict organizational citizenship behavior (OCB) among teacher. When workplace spirituality increases, the OCB will increase, so that when the teacher has a feeling of being connected to the community, he will have helpful behavior in his co-workers. And when the work-family conflict

declines then OCB will increase, so when the teacher does not have much pressure at work then he will not question over more work time, and there is a greater impact on Workplace Spirituality than the Work-Family Conflict. Thus, organizations or schools are advised to be able to provide policies that can reduce the risk of work-family conflict so that OCB can increase, make activities that can have an impact on increasing the spirituality in the workplace for teachers, facilitating teachers to fulfill the spirituality needs of the workplace.

REFERENCES

- Ahmadi, S., Nami, Y., & Barvarz, R. (2014). The Relationship Between Spirituality In The Workplace And Organizational Citizenship Behavior. *Procedia - Social and Behavioral Sciences*, 114, 262–264. <https://doi.org/10.1016/j.sbspro.2013.12.695>
- Ashmos, D.P., & Duchon, P. (2000). Spirituality at Work; A Conceptualization and Measure. *Journal of Management Inquiry*, Vol. 9 No. 2 134-145.
- Azizi Yahaya, Peter Voo, Ismail Maakip dan Mohd Dahlan A. Malek. (2017). *Kaedah Penyelidikan Dalam Pendidikan*, Penerbit UPSI
- Azizi Yahaya, Shahrin Hashim, Jamaludin Ramli, Yussof Boon & Abdul Rahim Hamdan. (2007). *Menguasai Penyelidikan dalam Pendidikan*. Kuala Lumpur: PTS Publication & Distributions Sdn. Bhd.
- Bachrach, S.P., Bamberger. P, dan Chonley. S. (1991). Work-Home Conflict Among Nurses and Engineers: Mediating The Impact of Role Stress on Burnout and Satisfaction at Work. *Journal of Organizational Behavior* Vol. 12, No. 1, pp. 39-53.
- Bolino. M.C. (1999). Citizenship and Impression Management: Good Soldiers or Good Actors. *Academy of Management Review*, Vol. 24, No. 1, 82-98.
- Bragger D.J., dkk. (2005). Work-Family Conflict, Work-Family Culture, and Organizational Citizenship Behavior Among Teachers. *Journal of Business and Psychology*, Vol. 20, No. 2
- Claude, Jean., & Garcia, Zamor. (2003). Workplace Spirituality and Organizational Performance. *Public Administration Review*, Vol. 63, No. 3.
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of Conflict Between Work and Family Roles. *Academy of Management Review*, 10(1), 76–88. <https://doi.org/10.5465/AMR.1985.4277352>

- Gunawan, J. S., Solang, P. D., & Kartika, E. W. (n.d.). Organizational Citizenship Behavior Yang Berpengaruh Pada Kinerja Karyawan Dan Kepuasan Konsumen Di Hotel Sheraton Surabaya, 120–133. *Jurnal Hospitality dan Manajemen Jasa*, Vol. 1, No. 2 (2013).
- Jain, A.K., & Cooper, L.C. (2012). Stress and organisational citizenship behaviours in Indian business process outsourcing organizations. *IIMB Management Review* (2012) 24, 155-163.
- Konovsky, M. A., & Organ, D. W. (1996). Dispositional and contextual determinant of organizational citizenship behavior. *Journal of Organizational Behavior*, 17(September 1993), 253–266.
- Neal, J.A. (1997). Spirituality in Management Education: A Guide To Resources. *Journal of Management Education*, Vol.21, No. 1.
- Novitasari, Herly. (2010). Hubungan Antara Spiritualitas Dengan Kinerja Karyawan PT. Heriromadiali. Fakultas Psikologi Universitas Islam Negeri Syarif Hidayatullah.
- Novliadi, Ferry. (2007). Organizational Citizenship Behavior Karyawan Ditinjau Dari Persepsi Terhadap Kualitas Interaksi Atasan-Bawahan Dan Persepsi Terhadap Dukungan Organizational. Fakultas Kedokteran Universitas Sumatra Utara.
- Organ, D. W., & Ryan, K. (1995). a Meta-Analytic Review of Attitudinal and Dispositional Predictors of Organizational Citizenship Behavior. *Personnel Psychology*, 48(4), 775–802. <https://doi.org/10.1111/j.1744-6570.1995.tb01781.x>
- Podsakoff, M.P., dkk (2000). Organizational Citizenship Behaviors: A Critical Review of the Theoretical and Empirical Literature and Suggestions for Future Research. *Journal of Management* 2000, Vol. 26, No. 3, 513–563.
- Rego, A., & Pine e Cunha, M. (2008). Workplace spirituality and organizational commitment: an empirical study. *Journal of Organizational Change Management*, 21(1), 53–75. <https://doi.org/10.1108/09534810810847039>
- Renshaw, J. R. (1976). An Exploration of the Dynamics of the Overlapping Worlds of Work and Family. *Family Process*, 15(1), 143–165. <https://doi.org/10.1111/j.1545-5300.1976.00143.x>
- Ririn Nur Abdiah Bahar, Irfan Aulia Syaiful (2016). Peran Spiritualitas dan Kepuasan Hidup Terhadap Kualitas Hidup pada Wirausahawan muda. *Journal Humanitas*, 13 vol 2, 122-134.
- Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied*

Psychology, 68(4), 653–663. <https://doi.org/10.1037/0021-9010.68.4.653>

- Tompson, H. B., & Werner, J. M. (1997). The Impact of Role Conflict/Facilitation on Core and Discretionary Behaviors: Testing a Mediated Model. *Journal of Management*, 23(4), 583–601. <https://doi.org/10.1177/014920639702300405>
- Van Dyne, L., W. Graham, J., & M. Dienesch, R. (1994). Organizational Citizenship Behavior : Construct Redefinition , Measurement , and Validation. *Academy of Management Journal*, 37(4), 765–802. <https://doi.org/10.2307/256600>