

## **A Study on the Relationships between Ethical Leadership, Work-life Balance, Organizational Socialization, and Organizational Citizenship Behavior of Teachers in Northern Thailand**

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The aims of this research were 1) to study the relationships between ethical leadership, work-life balance, organizational socialization, and organizational citizenship behavior among teachers, and 2) to determine if these variables were the predictors of the organization citizenship behavior among teachers. The sample consisted of 140 teachers working in schools in the north of Thailand, and were selected by the purposive sampling technique. The instruments used in this study were four questionnaires about ethical leadership, work-life balance, organizational socialization, and organizational citizenship behavior. Data were analyzed using the correlation and the Multiple Regression Analysis (MRA). The results showed that work-life balance and organizational socialization had significant positive correlations with the organizational citizenship behavior ( $r=.187, p<.05$  and  $r=.353, p<.001$ , respectively). Moreover, ethical leadership, work-life balance, and organizational socialization together, could account for 14.3%, predict the organizational citizenship behavior teachers. Only organizational socialization had a significant and positive effect on the organizational citizenship behavior ( $\beta=.378, t=3.81, p<.001$ ). Thus, the management of ethical leadership could help strengthen the organizational socialization and morality. Consequently, processing of organizational socialization in ethical way will promote being a good citizenship and work effectiveness in the organizations. In other words, if the employees can be happy and successful at work, their work-life balance can be positively and effectively managed as well.

**Keywords:** organizational citizenship behavior, organizational socialization, work-life balance, ethical leadership

Education is an important tool in developing cognitive and thinking processes including wisdom enhancement of human beings. Since the beginning of human civilization history, knowledge, truth, goodness and beauty have been the outcomes of education (Noddings, 2003). Without education, human may not have either outstanding abilities or difference from other living things. Therefore, education can help people become better humans. The vital roles in driving our education to grow are focused on teachers, who are not only passing on knowledge to the next generation and developing useful wisdom for our society, but also supporting schools and educational institutions. These affect the sustainability and strength of education. Consequently, the roles of teachers include teaching and showing organizational citizenship, including having conscientiousness, and responsibility in their duties.

Organizational Citizenship Behavior (OCB) describes the actions of employees who willingly do their roles. This leads to the organizational effectiveness and efficiency (Dubin, 2000). Since 1983, the previous researches showed that OCB has been directly beneficial to the individuals, groups, and organizational levels. For the individual level, OCB can help employees be proficient in their works. Moreover, OCB is the long-lasting behavior which is

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significant for developing organization and individual's abilities (Diane, 2007). Even though teachers do not have business profits, their characteristics, as the teachers, in developing their students to be a good citizen are very strong. Zarea (2012) mentioned that OCB is a form of ethics as it became an important moral tenet found in some codes of ethical principles.

OCB is related to several leadership factors and employees require having ethical leadership in their organizations. This refers to a leader who has characteristics of responsibility and trustworthiness (Shukurat, 2012), equitability, morality, respect paid others and awareness of human rights and equality. With these characteristics, the employees will trust their leaders and feel safety. They will voluntarily work for and support their organizations (Silke, 2012) and promote the responsible and strong working environment (Michael, 2005). Thus, ethical leadership affects OCB directly (Cyril & Girindra, 2009; Michael & Linda, 2006; Silke, 2012). Polat (2009) found that high school teachers' perception of ethical leadership in their leaders affected their OCB. At the group level, supervisory ethical leadership is positively related to OCB (Mayer, Kuenzi, Greenbaum, Bardes, & Salvador 2009; Walumbwa & Schaubroeck, 2009). Similarly, Jofreh, Mohammadi, and Yasini (2012) studied teachers' leadership and OCB in schools. They found that there were significant positive correlations between distribution of leadership and organizational citizenship behavior dimensions. The results of regression analysis also showed that the dimensions of distributed leadership could significantly predict all of the organizational citizenship behavior dimensions.

Furthermore, OCB in employees will be achieved only when the organizations provide the processes of new work preparation and organizational socialization. Organizational socialization refers to the process of transition from outside to inside organization (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007). Through this process, employees acquire knowledge and adjust to new jobs, roles, work groups, and the culture of the organization in order to participate better as an organizational member (Haueter, Maca, & Winter, 2003; Saks, Uggerslev, & Fassina, 2007). Moreover, the socialization of new hires is considered crucial, because it is the beginning point of entry into the organization where learning and adjustment are most important and problematic (Gregersen, 1993). These involve giving employees information through structured experiences, which can help them overcome their anxiety, confusion and concern about their roles which in turn can increase their attachment to the organization (Allen & Meyer, 1990; Jones, 1988). The effectiveness of socialization may have positive effects in enhancing person-organization fitness and person-job fitness, which in turn affects the organizational citizenship behaviors. Çavuş (2012) found the relationship between the level of organizational socialization and the organizational citizenship behavior in educational settings. This study suggested that the high level of organizational socialization supported the organizational citizenship behavior among primary and secondary school teachers. Furthermore, Ge, Su, and Zhou (2012) conducting theoretical analysis and empirical study on the relationship between the organizational socialization and the organizational citizenship behavior (OCB) revealed that organizational history, language, values and goals of socialization were positively related to OCB.

Constant changes in population, economy, and society that influence the individual's work-life balance have been currently an interesting issue (Pongatichad, 2006) as the employees anticipate this to be happened in their organization more and more (Jim, 2006). Work-life balance is the individual's ability in managing and determining their daily life in

order to gain a proper ratio of working time, family time, friend’s time, and time for oneself (Wongthongdee, 2009). Having a work-life balance, the employees will obtain the feeling of safety and satisfaction, including OCB and work power (Friedman & Greenhaus, 2000; State Services Commission, 2005). A previous study showed that the balance in working and personal life of teachers was positively related to OCB in their educational institute. In other words, when the educational institute has the policy in flexible management to support teachers’ mental health and work relaxation, its teachers have higher motivation and work effectiveness (Ayesha, 2009).

Although all of these factors are important and related to the organizational citizenship behaviors, only a few researches have studied the factors in this research. Therefore, this study attempted to fill this gap. The researchers were also interested in predicting OCB with the factors of ethical leadership, work-life balance, and organizational socialization among teachers working in the north of Thailand.

This research had the objectives 1) to study the relationship between ethical leadership, work-life balance, organizational socialization, and organizational citizenship behavior among teachers, and 2) to determine the ethical leadership, work-life balance, and organizational socialization as the predictors of organization citizenship behavior among teachers as shown in Figure 1.

This research was conducted to explore the ethical leadership, work-life balance, and organizational socialization which might affect organizational citizenship behavior. The results of this study can enhance OCB among teachers. Hence, the school directors, administrators, or any stakeholders should develop OCB in their organization to gain organizational effectiveness and efficiency. In addition, OCB will improve teachers’ teaching strategies and students’ learning outcomes (Seritanondh, 2013) when they participate in developing education and work effectiveness.

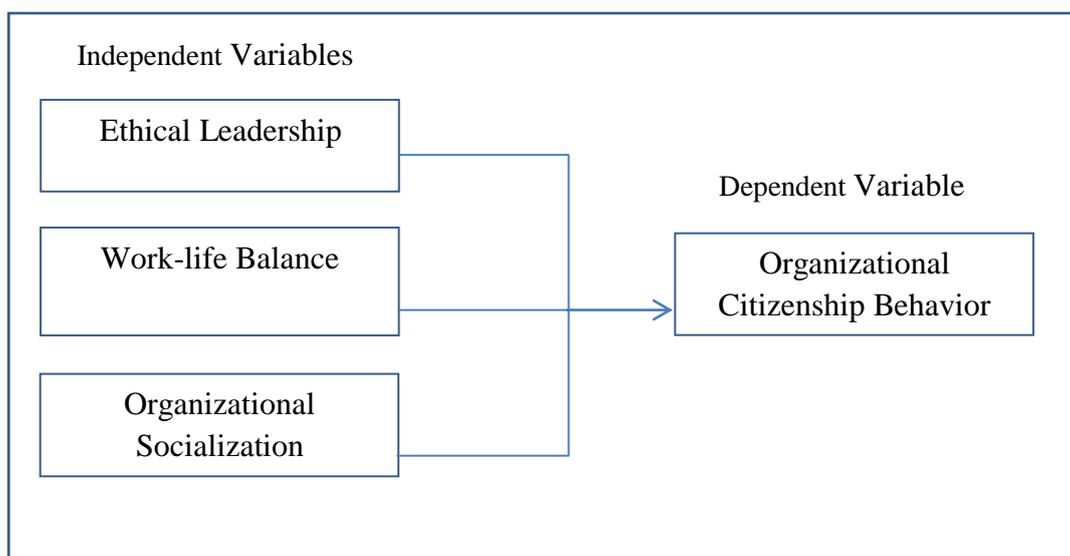


Figure 1. Conceptual framework.

The hypothesis of this study was that the ethical leadership, work-life balance, and organizational socialization can predict organizational citizenship behavior among teachers.

## Method

This study was designed as a quantitative research where in four questionnaires were used to investigate the relationships between ethical leadership, work balance, organizational socialization, and organizational citizenship behavior among teachers.

### Participants

The participants of this study were 152 teachers working in the schools located in the northern region of Thailand. The data were collected from the teachers, who were currently studying in the master of education program at the Faculty of Education, Naresuan University, Phitsanulok, Thailand, in the three major fields of educational technology and communications, administration and education development, and education and research evaluation. The random sampling was used in this study. After checking for the completion of returned questionnaires on January, 30 2013, there were 140 valid samples. Most of the samples were female ( $N = 110$ , 78.6%), and single ( $N = 101$ , 72.1%). They had the work experiences of 1-5 years ( $N = 78$ , 55.7%) and their job position were involved with teaching ( $N = 102$ , 72.8 %).

### Data Collection

Upon receiving a permission to collect the data from the Faculty of Education, Naresuan University, the questionnaires were distributed directly to the participants. The participants were also given the researchers' introduction and research objectives. They were also asked whether they were willing to respond to the questionnaires. The returned questionnaires were checked and only the completed ones (92.1%) were used in the data analysis.

### Instruments

Four questionnaires were used to measure the independent and dependent variables.

The Organizational Citizenship Behavior (OCB) questionnaire was constructed by Organ (Organ, 1991, as cited in Waingkao, 2010). This questionnaire measured 5 dimensions of OCB, namely altruism, courtesy, sportsmanship, civic virtue, and conscientiousness. Waingkao (2010) applied the Thai version of Organ's questionnaire consisting of 10 items using the five-point-Likert scale (5 = strongly agree, 4 = agree, 3 = unsure or not applicable, 2 = disagree, and 1 = strongly disagree). In the present study, Cronbach alpha reliability coefficient of this questionnaire was .870. The example of the questionnaire item is "*You always help your colleges who have a problem with their working*" (Waingkao, 2010).

Ethical Leadership Scale (ELS) was developed by Tumjadee (2007). This scale was constructed from ethical theories. There were 3 dimensions: 1) the role of ethical leaders, 2) the ethical management, and 3) the ethical development and behaviors. By this study, the Thai-version ELS of 18 items using the five-point Likert was applied. The reliability was .914. The example of the questionnaire item is "*Your leader always supports and performs his work with the ethical and moral way*".

The Organizational Socialization (OS) Questionnaire was developed by Kittikeamakorn (2009) to measure the perception of employees in work processing, performing, regulation, organizational culture, formal and informal training, responsibility in working, feeling of belonging, and having a role model. The Thai-version questionnaire of 9

items using the five-score Likert scale with the reliability of .913 was applied. The example of the questionnaire item is “*Your organization always supports employees to take courses for training*”.

The Work-life Balance questionnaire was developed by Termwitkhajorn (2010) to measure the work-life balance among the officers working in the private organizations in Thailand. Termwitkhajorn (2010) developed and adapted the items from Woodward (2007) and Pongatichat (2006) using the contexts of the organization. The questionnaire consisted of 23 items which were 15 positive items and 8 negative items in Thai version. In this study, the reliability was .894. The example for the positive item is “*You can manage your spare time properly after your work*” and the negative one is “*You do not have time to do activities with your family, because you have a lot of work to do*”.

### Data Analysis

The questionnaires were given to 152 teachers in the north of Thailand. After checking the completion of the returned questionnaires, there were 140 valid samples. The SPSS for Windows, version 16.0, was used for all statistical analyses. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to report information about personal characteristics of the samples. For the hypothesis testing, Pearson’s product moment correlations were used to test Hypothesis, namely, the correlations between the independent variables (ethical leadership, work-life balance, and organizational socialization) and the dependent variable (organizational citizenship behavior). The Multiple Regression Analysis (MRA) was used to predict the effects of the factors (ethical leadership, work-life balance, and organizational socialization) on OCB.

### Results

The results are presented in 2 parts.

Part 1: Demographic data of the samples and average scores for each variable

Most of the samples were female (78.6%). They were single (72.1%) and had the work experiences of 1-5 years (55.7%) while their job position was involved with teaching (72.8 %).

Table 1

*Summary of Descriptive Statistics (N = 140)*

Variables	<i>M</i>	<i>SD</i>
Ethical leadership	3.70	.784
Work-life balance	3.15	.534
Organizational socialization	3.64	.718
Organizational citizenship behavior	4.04	.510

From Table 1, the average score of ethical leadership was quite high ( $M = 3.70$ ,  $SD = .784$ ). The mean score of work-life balance was moderate ( $M = 3.15$ ,  $SD = .534$ ). The average scores of organizational socialization were quite high ( $M = 3.64$ ,  $SD = .718$ ) whereas the mean scores of organizational citizenship behavior among teachers were high ( $M = 4.04$ ,  $SD = .510$ ), respectively. The range of all scale scores was 1-5.

## Part 2: Hypothesis testing

The Pearson's product moment correlation was used to analyze the correlations between independent variables (ethical leadership, work-life balance, and organizational socialization) and the dependent variable (organizational citizenship behavior). The Multiple Regression Analysis was also used to analyze the predicting power of independent variables (ethical leadership, work-life balance, and organizational socialization) on the dependent variable (organizational citizenship behavior). The results were shown in Table 2 and 3.

From Table 2, it is interesting to note that the correlation coefficients of organizational socialization were positive with the significant correlations between the ethical leadership, organizational citizenship behavior, and work-life balance ( $r=.565$ ,  $p<.001$ ,  $r=.353$ ,  $p<.001$ , and  $r=.205$ ,  $p<.05$ , respectively). Moreover, the work-life balance was significantly and positively related to the organizational citizenship behavior ( $r=.187$ ,  $p<.05$ ). Furthermore, the results revealed that the highest of correlation coefficients among the variables was the relationship between the organizational socialization and ethical leadership ( $r=.565$ ,  $p<.001$ ). However, the ethical leadership was not significantly correlated to the organizational citizenship behavior. Therefore, it should not be used in the regression model as the predictor although the ethical leadership was significantly and positively related to the organizational socialization.

Table 2

*Summary of Correlations among Variables*

Variables	Organizational Citizenship Behavior	Ethical Leadership	Work-life Balance	Organizational Socialization
Organizational citizenship behavior		.130	.187*	.353***
Ethical leadership			.012	.565***
Work-life balance				.205***
Organizational socialization				

\* $p < .05$ . \*\*\* $p < .001$ .

Table 3 showed the results of the multiple regression analysis. In this table, the organizational citizenship behavior was introduced as a criterion variable while the ethical leadership, work-life balance, and organizational socialization were the predictor variables. The result showed that the multiple regression model with the factors of ethical leadership, work-life balance, and organizational socialization could account for 14.3% of the variance in the organizational citizenship behavior. Only organizational socialization had a significant and positive effect on the organizational citizenship behavior,  $\beta=.378$ ,  $t=3.81$ ,  $p<.001$ . Therefore, our hypothesis stating that the ethical leadership, organizational socialization, and work-life balance can predict the organizational citizenship behavior among teachers was confirmed. These relationships were also shown in Figure 2.

## Discussion and Conclusion

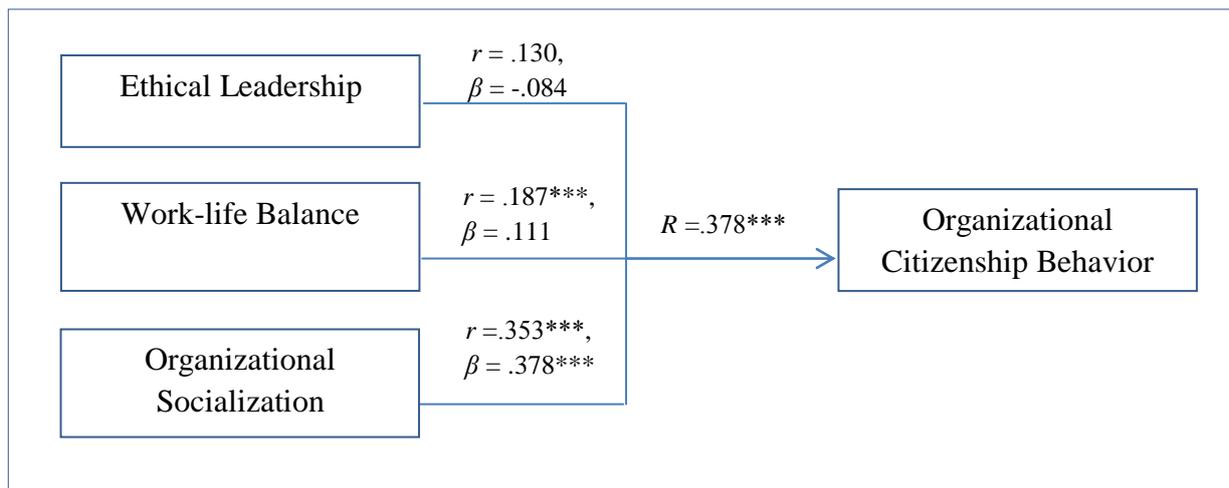
The present study examined the relationship between the ethical leadership, work-life balance, organizational socialization, and organizational citizenship behavior among teachers, and also predicted the effect of ethical leadership, organizational socialization, and work-life balance on organizational citizenship behavior among teachers.

Table 3

*Summary of Multiple Regression Analysis Results (N=140)*

Variables	Organizational Citizenship Behavior		
	<i>B</i>	<i>SE B</i>	$\beta$
Ethical leadership	-.055	.06	-.084
Work-life balance	.106	.11	.111
Organizational socialization	.268	.27	.378***
$R^2$		.14	
$F$		7.56***	

\*\*\* $p < .001$ .



*Figure 2. Result of Multiple Regression Analysis*

Ethical leadership was the only variable which was not related to the organizational citizenship behavior. It was considered that the ethical leadership became more strongly related to the organizational socialization. A few studies have also examined the mechanisms that link ethical leadership behavior to various outcomes (Piccolo, Greenbaum, & Den Hartog, 2010; Walumbwa & Schaubroeck, 2009). Less attention has been, however, given to identifying the conditions under which ethical leadership behavior is more or less effective. The previous researches in other leadership areas have demonstrated an exclusive focus on the direct leadership effects without considering any leadership behavior contexts. This may

lead to the incomplete or inaccurate conclusions. Therefore, it is very important to identify the factors that enhance or mitigate the influence of the ethical leadership behavior in organizations. For example, Piccolo et al. (2010) found that the ethical leadership positively impacted the OCB followers through task significance and follower effort. Moreover, Van

Dyne, Vande Walle, Kostova, Latham, and Cummings (2000) argued that self-esteem would be related to the citizenship behaviors based on cognitive consistency theory which suggests that individuals are motivated to maintain attitudes and perform behaviors that are consistent with their self-concept. They also found the relationship between the self-esteem and citizenship behavior. Thus, those higher in self-esteem would be more likely to engage in such behaviors that are congruent with positive self-worth. Similarly, Avey, Palanski and Walumbwa (2011) found the relationship between ethical leadership and OCB with a moderator of self-esteem; however the relationship between the ethical leadership and OCB was not significant under the conditions of higher self-esteem.

Work-life balance was significantly and positively related with the organizational citizenship behavior. This result was supported by Noor (2009) who found that the work-life balance among the lecturers in universities was positively related to OCB. Runhaar, Konermann, and Sanders (2013) found that the work-life balance among teachers was positively related to OCB but in a low level ( $r=.25, p<.01$ ).

Previous research found that OCB was the important factor that improves working of the individuals and the groups (Organ, Podsakoff, & MacKenzie, 2006). Moreover, an educational research showed that the organizational socialization had an effect on OCB. This result confirmed the research of Salavati, Ahmadi, Sheikhesmaeili, and Mirzaei (2011) who studied the effect of organizational socialization on OCB among the staffs in higher education institutes in Iran. They found that organizational socialization was significantly and positively related to OCB whereas its each dimension could significantly predict OCB. Mongkhondeeklakul (2011) also studied organizational socialization among nurses and found that nurses, who were socialized by organization in the high level, had higher scores on organizational socialization than the ones, who were not socialized.

In addition, the hypothesis of this study was confirmed that ethical leadership, organizational socialization, and work-life balance could predict the organizational citizenship behavior among teachers. It can be noted that the organizational socialization can predict OCB, especially the organizational socialization while ethical leadership was not significantly related to OCB. This result was supported by Philipp and Lopez (2013) who found that ethical leadership could predict OCB in terms of interaction effect with relational contracts but could not directly predict OCB. Furthermore, some studies also found ethical leadership did not directly impact OCB (Yates, 2014). However, although the leaders do not influence OCB, there are still other factors supporting OCB such as organizational cultures, work climate, and colleagues (Feldman, 1977; Korte, 2009).

The previous studies revealed how organizational socialization was very important to OCB, not only in the private organization, but also in the educational institutes such as schools, universities and health organizations such as the nurse (Salavati et al., 2011). However, work-life balance did not predict OCB among teachers in this study. It is possible that there is another variable that can be a mediator. When considering another mediator in

the educational context, the procedural justice also effected on OCB among the primary school's teachers while organizational commitment and job satisfaction were the mediators of the procedural justice and OCB (Zeinabadia & Salehib, 2011). Consequently, it should not be concluded that work-life balance was not related to OCB among teachers because work-life balance tends to affect OCB via mediator.

### **Limitations**

This study has a sample size of limitations that may influence the interpretation of the results. The external validity of findings may be questioned, as this study used a small sample ( $N=140$ ) from only one specific educational degree group.

### **Directions for Future Research**

The future research samples should be larger and more representative so that the results could be generalized. From Table 2, the R-Square value of .14 implied that the variables of ethical leadership, work-life balance, and organizational socialization altogether could predict 14% of the variance in the organizational citizenship behavior, which was quite low when compared with the criteria given by Hu and Bentler (1999). Hence, it was suggested for the future studies as follows: 1) Other variables influencing the organizational citizenship behavior should be added in the prediction equation; 2) The values should be adjusted more appropriately e.g. the analysis of the current variables should be proved that they are not correlated in the linear mode; and 3) The sample sizes should be enlarged. Besides, the future researches should examine the mediator and moderator relationships between the ethical leadership and organizational citizenship behavior, including the work-life balance and OCB. It is possible that self-esteem and member's attention, including the organizational context may be a significant variable that can predict OCB. Additionally, the other factors affecting OCB in educational institutes should be investigated to learn the difference between the private organizations and the government ones (Salavati et al., 2011).

### **Recommendations**

Establishing organizational citizenship behavior among teachers is relevant to building organizational socialization despite the low value of statistical results shown in this study. The OCB enhancement among teachers in the north of Thailand in both private and government educational institutes should be systematically conducted with the organizational socialization to improve the existent employees' skills, to support and prepare the newcomers, and to build a team work between the workers such as trainers, coaches, mentors, and counselors. The leaders in the educational institutions should make the policies for teachers. Thus, the management of ethical leadership could help strengthen the organizational socialization and morality. Consequently, processing of organizational socialization in ethical way will promote being a good citizenship and work effectiveness in the organizations. In other words, if the employees can be happy and successful at work, their work-life balance can be positively and effectively managed as well.

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