ETHICAL LEADERSHIP, ORGANIZATIONAL CITIZENSHIP BEHAVIOUR AND WORK LIFE BALANCE AMONG GOVERNMENT SECONDARY SCHOOL TEACHERS IN MALAYSIA

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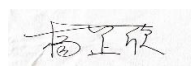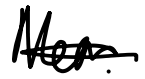Department of Business and Public Administration

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DECLARATION

We hereby declare that:

(1) This undergraduate FYP is the end result of our own work, and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.

(2) No portion of this FYP has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3) Equal contribution has been made by each group member in completing the FYP.

(4) The word count of this research report is   **18926**   words.

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DEDICATION

This dissertation is dedicated to

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For guiding us throughout the completion of this research project. Without his guidance and fully cooperate, we would not be able to complete our research project.

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
DV	Dependent Variable
EL	Ethical Leadership
H	Hypothesis
H_0	Null Hypothesis
H_1	Alternative Hypothesis 1
H_2	Alternative Hypothesis 2
IV	Independent Variable
ICSS	Integrated Curriculum for Secondary School
KMT	Krejcie and Morgan Table
MCO	The Movement Control Order
MOE	Ministry of Education
N	Number of Respondents
OCB	Organizational Citizenship Behavior
OCBI	Organizational Citizenship Behavior Individual
OCBO	Organizational Citizenship Behavior Organization
R	Correlation Coefficient
Sig.	Significant
SPM	Sijil Pelajaran Malaysia
SPSS	Statistical Package for the Social Sciences
PT3	Pentaksiran Tingkatan Tiga
UTAR	Universiti Tunku Abdul Rahman
WLB	Work Life Balance
α	Coefficient Alpha

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PREFACE

In order to accomplish our study of Bachelor of Business Administration (HONS), it is an obligatory for us students to carry out the final year research project. The topic of our research is "Ethical Leadership, Organizational Citizenship Behaviour, and Work Life Balance among secondary school teachers in Malaysia." This study is conducted because educational industry plays a crucial role in developing a better policy, economic run, and international cooperation.

Secondary school teachers play a crucial role in education as they are the one who shape and guide the younger generation. Secondary school could be the final step before stepping into adulthood for individuals that chose to not pursue further education. They hold the duty of preparing the younger generation before they are officially let into society. Therefore, secondary school teachers' dedication to their work and well-being needs to be paid attention to. To ensure that the younger generation receive the proper education and guidance that they need.

This study serves to investigate the impact of ethical leadership and work life balance on the organizational citizenship behaviour among secondary school teachers in Malaysia. Ethical leadership and work life balance are independent variables that are used in this study test the dependent variable of organizational citizenship behaviour. The target sample of the study are secondary school teachers in Malaysia. In conclusion, this study will bring forth significant contribution to understanding the impact of work life balance and ethical leadership on organizational citizenship behaviour among secondary school teacher in Malaysia.

ABSTRACT

Nowadays, educational industry is crucial in facilitating an individuals' growth. Various industries have been affected during the COVID-19 Pandemic and also post COVID-19 pandemic, and of course, secondary schools are inevitable. Secondary school teachers working mode has been influence and these changes require teachers to adopt and cope with the new teaching or working mode quickly to deal with students and school management. Nonetheless, these changes will indirectly affect the teachers work life balance and extra-role behaviours. Hence, this research intends to test the impact of the independent variables on extra-role behaviours in the context of Covid-19 pandemic.

A total of 437 respondents' data is collected and used in this study. The data are collected from multiple secondary schools in Selangor, Malaysia. Multiple Linear Regression Analysis are used to examine the impact of independent variables on dependent variables (OCB). Statistical Package for the Social Sciences version 26 (SPSS v26) was used to run the reliability analysis and test of hypothesized relationships of this research.

The conclusion of the study has found that the two independent variables (ethical leadership, work life balance) have positive influencing with organizational citizenship behaviour (OCB). The managerial implication, limitation and recommendation are discussed at the end of the research.

Chapter 1

1.0 Introduction

This chapter will discuss the background, problem statement, research objectives, research question, hypothesis, significance, and layout of the chapters for a research project that aims to analyse ethical leadership, organizational citizenship behaviour and work life balance among government secondary school teachers in Malaysia.

1.1 Research Background

According to Hamid and Alam (2022) and the Ministry of Education (2022), the education system in Malaysia is a continuous endeavour with the objective of cultivating Malaysian citizens who have a wide range of knowledge, competence, high moral values, responsibility, and the ability to achieve personal well-being at a high level while also contributing to society. This effort aims to promote harmony and excellence in families, society, and the country (MoE, 2001). According to the findings of Hoque et al. (2020), education has emerged as the foremost asset individuals can possess due to its role in fostering critical thinking, productivity, and decision-making skills. The Malaysian government is addressing Malaysia's education system as a matter of great significance, given the contemporary value placed on education. The Malaysian National Education Blueprint (2013–2025) is committed to ensuring global competitiveness for all students, as stated by Al-Hudawi et al. (2014). The responsibility for delivering high-quality education for Malaysian citizens belongs with the government of Malaysia, which is governed by the Ministry of Education (MOE).

The MOE wants to establish Malaysia as a hub of excellence in education. Hence, all children in Malaysia will receive 11 years of basic education attributable to the country's educational system which is a total of six years of primary school, three years of lower secondary education, and a further two years of upper secondary education make up the 6-3-2 academic structure. According to Lee (1999), basic education was formerly only offered for a period of nine years, but an innovative reform in the early 1990s increased the duration of basic education to 11 years. According to a representative at the MOE, the public sector provides funding for over

ninety-five percent of education in primary and secondary schools, as well as 60% of postsecondary education (Ministry of Higher Education, 2009).

The state of education in Malaysia is divided into different stages. First is Preschool education which is under the age of seven. Although it is not compulsory for Malaysians to send their children to Preschool, the statistics in Table 1.1 shows that there are a lot of Malaysian children who have been sent to have their preschool education before entry into Primary school by their parents (Malaysia, 2015). Pre-school education in Malaysia can begin as early as 4 years old and generally for children under 6 years old, but it is not compulsory. In Malaysia, many public schools prioritise educating young children from low-income households, and term-time courses are overseen by a small number of organisations, including the state government and the MOE (MyGOV, n.d.). Pre-school play an important role for long-term outcomes because it focusses on early childhood education. Meanwhile, the pre-school educations aim to offers informal educational programs for children who is from age of four until six to foster the Malaysia kids to have a positive attitude towards attending class in order to get well prepare for the beginning formal education to enter into primary school level (Rahmatullah et al., 2021). This is also supported by researchers saying that preschool years are critical for the development of a person's personality, emotional, social, and cognitive abilities (Katz, 2008; Shaari & Ahmad, 2006).

Table 1.1

Preschool Enrolment in Malaysia

Preschool Enrolment in Malaysia	Percentage (%)
Year of 2015	97%
Year of 2016	97%
Year of 2017	100%
Year of 2018	99%
Year of 2019	98%
Year of 2020	97%

Source: Worldbank

As for Primary education, it is divided into National School and National-Type School (Vernacular schools), commonly referred to as Sekolah Rendah Jenis Kebangsaan (SRJK). National Schools employ Malay as the primary language of instruction, while National-Type Schools utilize either Chinese or Tamil as language of instruction (Wen & Chibundu, 2018). In order to cater to the educational needs of Malaysia's three primary ethnic groups, the country's educational system allows for the coexistence of three distinct types of primary schools: national primary schools, Chinese primary schools, and Tamil primary schools. Traditional public primary schools primarily enroll Malay students, while Chinese and Tamil-medium schools predominantly serve Chinese and Indian students, respectively. In Malay-medium public schools, there are just a few Chinese students (Sua et al., 2013). The official language of Malaysia is Bahasa Melayu, which is also used in public schools, commonly referred to as national schools. Chinese and Tamil are two examples of the vernacular languages that are taught in government-aided schools, also referred to as national-type schools. These are distinct from privately funded schools (like independent secondary schools in China), which are not public institutions (Ting et al., 2019). Although national schools are exclusively accessible to Malaysian children, this is undoubtedly the least expensive educational system in Malaysia. Also, public school teachers need to handle a large number of students in a class. Not only that, but public schools also lack a lot of amenities and resources. Other than national primary schools, there are also international primary schools. International schools have smaller class sizes, lower teacher-to-student ratios, and superior facilities compared to national schools (Studio, 2022).

According to the Ministry of Education Malaysia (2020), the most recent data shows there are 7,780 primary schools in Malaysia, with a total of 236,993 teachers working there. There are roughly 34,000 instructors working in Selangor's 662 public primary schools, yet this is still not enough to guarantee efficient teaching and learning. The socioeconomic position of a nation is positively impacted over the long run by an education system with the best possible deployment of skilled instructors. Adequate and high-quality instructors are crucial, especially at the elementary level since they help students develop the fundamental academic abilities that will serve as their foundation for the remainder of their school careers. Early departure of teachers from the system causes a teacher shortage that endangers our public education system.

In Malaysia, secondary education is a continuation of primary education, comprising lower secondary (Form 1 - 3) and upper secondary (Form 4 & 5). This system is similar to high school in English-speaking countries, where grades 9 to 12 are considered part of secondary education in the United States. In British schools, lower secondary typically caters to individuals aged 12 to 16, with upper secondary spanning from age 16 to 18, preparing students for university. Based on the data from Ministry of Education Malaysia (2020), they were around 2,440 government or government-aided secondary schools and 163 private secondary school in Malaysia. Furthermore, there are 51,986 male secondary school teachers and 128,192 female secondary school teachers in the Malaysia education industry in 2020. The Malaysian Kurikulum Standard Sekolah Menengah (KSSM) curriculum is offered in government-funded national schools and Chinese vernacular schools, where Mandarin serves as the medium of instruction. Prior to the abolition of the Form 3 examination in 2022, PT3 was used to test the readiness of students to proceed to the next stage of their studies. PT3 was also used to assess students to determine their preferred streams of study in Form 4, i.e., Arts and Science. At that time, all Form 3 students can be transferred to Form 4. Unlike the 1960-1970 period when only about 50% of Form 3 students sat for the public selection examination held at the end of the Form 3 stage. As a result, a once-elitist educational system has been transformed into one that caters to the general public (Lee, 1999). In addition, Form 5 students who finished their secondary education at the age of 17 were also included. For students in Malaysia who wish to continue their studies at a higher educational institution, the Sijil Pelajaran Malaysia (SPM), also known as the Malaysian Certificate of Study, now serves as the minimum requirement. Therefore, the percentage of secondary pupils qualified for higher education has greatly grown (Tham, 2011).

Also, the government made it compulsory for public secondary schools to use Bahasa Melayu as the language of instruction. This decision led to the conversion of all English-medium elementary and secondary schools into national Malay-medium schools between 1970 and 1982. While vernacular elementary schools continued to exist, all students were required to attend national secondary schools where Bahasa Melayu became the primary medium of instruction (Faek, 2023). In Musa et al.'s (2016) study, it was underscored that Malay students predominantly obtain their education in public schools, which are sponsored by the government.

Conversely, a significant proportion of Chinese students pursue their education in public schools through self-funding or loans.

Last but not least, upon completing the secondary education, students are offered to continue their studies to pre-graduate education which is foundation, matriculation or Form 6. After that, students may choose to go for Diploma programmes or Bachelor of Degree programme in either private or public universities. Community colleges and polytechnics are also part of the choices for students to go for after their SPM.

As such, education is crucial in shaping a person's life. It is the gateway to future accomplishments and offers up an array of possibilities in our life. Education moulds a person's personality, influences their thoughts, and shapes their interactions with others, while also preparing them for the rigours of life. Individuals with specialised education in a given sector are empowered to think, feel, and behave in ways that support their achievement, generating not only personal fulfilment but also community gain. It raises a person's status inside their own society as well as elsewhere they may live.

1.2 Problem Statement

According to Daher & Salameh (2022), as the world is dealing with the effects of COVID-19 on education, there has been a noticeable increase in research on distant learning. Academy staff and students have to work and study from home due to the Movement Control Order (MCO) practice by the Malaysia government (Azar et al., 2022). The pandemic also exposed weaknesses in education systems that existed prior to the outbreak and introduced new challenges. Education ministries worldwide were required to take immediate action.

In response to the MCO, schools and universities were forced to shut down, prompting students to continue their studies from home through online learning to keep up with the syllabus. As a result, teachers were compelled to adapt to a new teaching method that they had not implemented before. This challenge necessitated teachers to allocate more time and effort towards online learning to ensure that all students could keep up with the course material and not fall behind in their studies. In this case, teachers play a crucial role as drivers of change and key figures in the success of any educational reform. The quality of their teaching has a substantial impact on both student performance and their level of contentment and achievement (Kim et al., 2022; Yusoff et al., 2020).

The role of teachers in the educational system of Malaysia is fundamental and cannot be overemphasized. They are committed to serving their schools and students and play an essential role in shaping the futures of young Malaysians, enabling them to realize their full potential. In Malaysia, teachers are adequately prepared and trained to support their classrooms and students (Mohamad Nasri et al., 2020). They are responsible for developing and implementing lesson plans, tracking student progress, and providing feedback to both parents and students. Additionally, teachers are expected to create a conducive learning environment that promotes ethical values to their students (Kim, 2020).

As transition from online to physical learning, teachers may have to adjust their teaching methods and classroom management strategies to accommodate the new rules and guidelines.

This shift necessitated teachers to redesign their lessons, provide support for students experiencing difficulties in accessing online learning platforms, and create new teaching materials, such as PowerPoint slides and quizzes. In this case, teachers' commitment in exercising extra-role behaviour will also be affected. Researcher Castroverde (2021) stated that educators had a unique responsibility to ensure that students could transition to online learning and address their stress and anxiety caused by the pandemic. Consequently, teachers may experience an increased workload and stress due to the additional time and energy required to prepare and deliver their lessons (Beames et al., 2021). After the MCO lifted, in terms of the current school reopening strategy, government secondary school teachers are likely to continue to experience high workloads as the massive responsibility falls on teachers and other educational staff, who are leading the charge to reopen lessons (Reimers,2022). This is owing to after two years of home-based instruction, teachers have to assist students in adjusting to physical classes in addition to making physical and safety preparations (Jackaria, 2022). Therefore, teachers may have to adjust their teaching methods again to accommodate the new rules and guidelines.

Due to a surge in demand for superior education during the pandemic, educators are currently burdened with more educational responsibilities (Ingvarson & Rowley, 2017; Jan, 2017; Lassoued et al., 2020). Moreover, the adoption of novel teaching techniques has resulted in an increase in teachers' job responsibilities (Susanto & Kumar, 2022). Consequently, the frequency and duration of in-person meetings with teachers may increase significantly compared to the pandemic period. Furthermore, certain academics may act as counsellors to struggling students during their personal breaks or after-school hours (Jones et al., 2022). Some teachers may also receive messages from parents of students via social media platforms after class, inquiring about their child's academic performance and related matters (Hamilton & Gross, 2021). In response, the teacher would provide the parents feedback in line with their inquiries. Furthermore, many of these teachers do not realize that this is an additional work beyond their working hours and gradually compromise their own personal time to address this extra work. This has the potential to detrimentally affect their work-life balance.

Deputy Education Minister Malaysia, Lim Hui Ying has mentioned that Malaysia is experiencing a shortage of teachers in different subjects. This will lead to many teachers being

forced into early retirement due to the overwhelming number of courses to teach and the avalanche of administrative responsibilities. Not only that, government secondary school teachers need to take more subjects than they can manage in order to fulfil a large number of students, which has led to a massive workload and a very demanding timetable (BusinessToday, 2023). By that, teachers tend to practice an extra-role behaviour which will significantly affect their work life balance. As stated in Abdullah et al. (2017)'s research, they also found out that Malaysian teachers had to adapt to the new norm both before and after the epidemic, which added further obligations to their already full plates. Not only that, many teachers decide to retire early because they are overburdened with work that has nothing to do with teaching, according to a number of recently resigned teachers who also intend to retire early.

It is undeniable that during the COVID-19, teachers were asked to work from home and were required to do more work. Shirmohammadi et al. (2022) argued that the pattern of shifting work during the pandemic period has influenced employees' work-family balance. Alongside their roles as educators, they were also expected to attend to the needs of their own families and children. Consequently, teachers were compelled to balance their personal and professional obligations, while facing the challenge of managing an increased workload (Rajput et al., 2020). In the meantime, the employees' satisfaction and adjustment to remote work also were influenced (Carillo et al., 2021). As Johari et al. (2018) stated, teachers need to be allowed more autonomy in their profession. In response to this choice, teachers feel a heightened sense of responsibility to complete their work as expeditiously as possible and make time for their families. This underscores the importance of work-life balance (WLB) and how it can impact an individual's decision to engage in organizational citizenship behaviour (OCB).

The extra work behaviour of these educators as mentioned can be explained according to Organ's theory. As described by Organ (1988, p. 4), organizational citizenship behaviour (OCB) is defined as "individuals who conduct discretionary behaviour that is not directly recognized by the formal reward system and that promotes the efficiency of the functions in the organization." In the past few years, OCB has been extensively examined by scholars, especially the concept of organizations applied most, and OCB particularly focuses on an uncertain environment (Choong et al., 2022; Marinova et al., 2019; Morales-Sánchez & Pasamar, 2020; Sendjaya et al., 2019). For the education sector, where headmasters, teachers'

colleagues, students, and parents are stakeholders, the OCB will manifest itself in the form of higher student achievement, improved teacher satisfaction, a better learning environment and an improved overall school reputation (Choong et al., 2022; Oplatka, 2009).

The OCB shown by teachers in secondary schools can be influenced by organizational structure and the level of support. Government secondary schools could experience difficulties like lack of funds, little prospects for professional growth, and insufficient administrative support. In this case, teachers' willingness, and capacity to engage in OCB may thus be affected. They could find it challenging to go above and beyond their primary duties as teachers and contribute to the school society without the proper assistance. Nevertheless, a more favourable OCB culture may be experienced by teachers who receive full assistance from the private sector and non-governmental organizations. They are more equipped to assist beyond their regular teaching duties if they have access to sufficient resources, professional growth opportunities, and mentoring. As a result, they are more likely to take part in OCB because of the assistance they receive, which raises their spirits, satisfaction with their work, and feeling of belonging. Teachers in this category are more likely to engage in behaviours like organizing events at school and supporting other teachers.

According to Tan et al. (2019), ethical leaders who exhibit altruistic behaviour are perceived by their followers as caring and responsible, and this perception increases the likelihood of followers engaging in OCB and imitating the leader. Teachers who imitate such signals will likely have more personal autonomy, enabling them to better manage their work and personal lives. Ethical standards in education also encourage teachers to strive for better performance and goals, leading them to engage in voluntary behaviour outside of work (Pertiwi et al., 2018), such as helping students achieve better results. In other words, the manifestation of OCB is instrumental in elevating job satisfaction among employees by making them feel that their contributions are appreciated and that they are positively impacting the organization (Mohamad Nasri et al., 2020). Most organizations want to leverage the positive behaviour of individual employees to achieve higher performance (Salas-Vallina et al., 2017). Additionally, OCB fosters enhanced productivity as it spurs employees to become more motivated and engaged in their duties (Vizcaíno et al., 2021).

However, the research on OCB with a specific focus on teachers in government secondary schools is limited, which underlines the significance of directing our attention to this area. According to Bogler and Somech's (2004) study, teachers tend to engage in OCB activities based on their perceived status within the school environment. For instance, experienced teachers or superiors within the management or departments might willingly take on leadership roles for the teachers under their supervision for trainee teachers. Furthermore, a strong indication of teachers' OCB lies in their willingness to share their own experiences and assist their colleagues. These aspects demonstrate the crucial role of teachers in the proper functioning of organizations, particularly schools (Christ et al., 2003). Previous research has focused on studying EL or WLB separately as variables that affect OCB, but there is a gap in the literature on the relationship between these two factors and OCB. We believe that if there is an ethical leader, teachers will want to engage in organisational citizenship behaviours to pursue their desired goals while ensuring their work-life balance. However, the shift towards this teaching paradigm has resulted in an increased workload for teachers, negatively impacting their work-life balance. This imbalance can cause difficulty balancing work and personal life (Johari et al., 2018; Rajput et al., 2020), potentially hindering their ability to perform OCB. And despite the fact that this does not happen during their classroom time, teachers still need to carry out all of these duties every day. They are forced to act in this way because they have no other option. However, OCB does point out that if everyone shares the belief that helping one another will actually lighten the load on the entire team. According to Ehrhart and Naumann (2004), when OCB is accumulated gradually, group members tend to see it as normative behaviour in the group. If they recognize the benefits of OCB for the group, they may establish standards to control it.

1.3 Research Objective

1.3.1 General Research Objective

The main objective of this research is to examine the effect on the organizational citizenship behaviour among teachers in government schools.

1.3.2 Specific Research Objective

(i) To examine the positive relationship between work life balance and organizational citizenship behaviour among teachers in government schools.

(ii) To examine the positive relationship between ethical leadership and organizational citizenship behaviour among teachers in government schools.

1.4 Research Questions

1.4.1 General Research Questions

Will work life balance and ethical leadership significantly influence on organizational citizenship behaviour among teachers in government schools?

1.4.2 Specific Research Questions

(i) Is there a positive relationship between work life balance and organizational citizenship behaviour among teachers in government schools?

(ii) Is there a positive relationship between ethical leadership and organizational citizenship behaviour among teachers in government schools?

1.5 Hypothesis of the study

Hypothesis 1:

H_0: Work life balance is not positively influencing on organizational citizenship behaviour among teachers in government schools.

H_1: Work life balance is positively influencing on organizational citizenship behaviour among teachers in government schools.

Hypothesis 2:

H_0: Ethical leadership is not positively influencing on organizational citizenship behaviour among teachers in government schools.

H_2: Ethical leadership is positively influencing on organizational citizenship behaviour among teachers in government schools.

1.6 Significance of the study

OCB can make a significant impact on society by enhancing organizational stability, fostering supportive work environments, encouraging community involvement, promoting ethical behaviour, and supporting social responsibility (Harvey et al., 2018). In fact, the impact of OCB on society can be observed in several ways. Firstly, by strengthening organizational stability through improving organizational performance, OCB can contribute to the stability of organizations, which in turn has a positive impact on society as a whole. It also fosters a supportive workplace by encouraging employees to engage in behaviours that benefit the organization that lead to a positive and supportive work environment, which has a positive impact on the well-being of society. By encouraging community involvement through promoting active participation in community involvement programs, OCB can contribute to the community and support social responsibility. In the educational setting, educators displaying voluntary positive actions can enhance their ability to address student requirements, foster creative learning, and enhance classroom effectiveness. OCB holds the promise of being advantageous for various parties involved in academics, such as students, educators, and

schools, as it can boost student accomplishments and enhance teachers' job satisfaction, as stated by Choong et al. (2019).Researchers Cheasakul & Varma (2016) mentioned that the education industry has given significant attention to OCB due to the belief that teachers play a crucial role in achieving educational success and enhancing overall efficiency. Teachers who demonstrate higher levels of OCB are willing to dedicate additional time to their department or students and voluntarily participate in departmental or school activities.

OCB is a type of voluntary behaviour that exceeds the requirements of a job description and aims to enhance organizational effectiveness. Mohd Tahir et al., (2021) mention that OCB will change the teachers' behaviour and at the same time develop the school. Teachers are an important key to achieving successful school change and transformation. Therefore, when teachers have work-life balance and ethical leadership from their top management such as principals, teachers will tend to work extra for the school in order to complete the school syllabus as voluntary. This is said so because teachers will practice OCB as a motive of willing to work extra for their students in order to help them achieve good performance and without expecting any benefit in return.

By improving the overall teachers' OCB in government school, it may lead to several positive consequences. For instance, teachers with higher levels of OCB are more likely to take part in extracurricular activities like school programs, clubs, and sports teams. This can result in a more positive academic culture as well as better connections among teachers, students, and parents. Overall, improving OCB between many teachers in government schools can benefit school culture, teacher collaboration, and academic achievement. According to the research of Shamsuddin et al. (2020), it proves that empowering employees, offering assistance to them and being responsible for a positive impact are all important factors in affecting OCB teachers. Schools can promote OCB by recognising and rewarding teachers who exhibit these behaviours, facilitating information sharing and collaboration, but also fostering a positive learning environment.

Also, teachers with OCB are more likely to collaborate and share information with their colleagues, resulting in a more positive and productive teaching environment (Hong & Zainal,

2022). Teachers who are supported and motivated by their colleagues are more likely to be engaged in their work and committed to improving student performance (Wulandari et al., 2021). Moreover, teachers with OCB are more willing to perform above and beyond in their work responsibilities, such as deciding to stay late to assist struggling students or accepting additional roles and responsibility. This can result in higher student achievement and overall school performance. According to Bogler et al. (2019), team members who exhibit favourable traits like optimism, self-confidence, hope, and resilience are more inclined to engage in OCB and tend to hold a more positive view of their colleagues. This can lead to actions that benefit the team and contribute to organizational goals, which are attributed to individuals with high psychological capital who experience positive emotions and utilize broader thinking and behaviour patterns to solve problems.

The key to EL at the team level is setting and upholding high standards for moral conduct. By emphasizing responsible behaviour, this fosters a healthy team culture that may inspire team members to go above and beyond the call of duty (Wang et al., 2021). At the team level, WLB entails fostering a supportive atmosphere for team members by providing flexible work arrangements, chances for professional growth, and open communication regarding stressful situations at work. Team members may be more inclined to assist one another and take on extra responsibilities that benefit the group when they feel appreciated and cared for.

Furthermore, the study of ethical leadership behaviour is important for OCB since employees who have faith in and respect their leaders are more likely to participate in voluntary acts on an individual basis. According to Al Halbusi et al. (2022), when leaders emphasise ethical behaviour, employees tend to have higher levels of job satisfaction and ethical positivity. Leaders who demonstrate ethical behaviour and a strong commitment to ethical ideals establish a culture of trust and integrity that drives staff to go above and beyond their assigned obligations. Furthermore, WLB research is critical for understanding OCB because educators who maintain a healthy balance between their professional and personal lives are more likely to have favourable feelings about their work and feel inspired to engage in discretionary acts. A healthy WLB helps to reduce stress, boosts well-being, and keeps people energized and focused, all of which improves performance and productivity (Raju, 2022). According to Shouman et al. (2022), the implementation of WLB measures can assist employees in reducing

workplace stress, improving their overall life quality, and increasing their dedication and effectiveness within the firm. As a result, existing research indicates that implementing WLB practises can result in improved individual performance, including increased productivity, increased job satisfaction among instructors, and a greater proclivity to engage in OCB.

As such, teachers who continuously exhibit ethical behaviour and hold themselves accountable to high standards of conduct are seen to be exercising EL on an individual level. Such instructors may promote an ethical culture inside their school or organization and act as good role models for their pupils and other employees. By willingly engaging in actions that benefit their coworkers, students, and the school community as a whole, teachers may be encouraged to demonstrate OCB. WLB and EL may both contribute to fostering a supportive climate for OCB among teachers. Beyond their official job duties, teachers may be more inclined to act in ways that assist their school community if they are led by moral ideals and put their personal wellbeing first. This might result in a more uplifting and encouraging school climate, which would improve both teacher job satisfaction and student results.

1.7 Chapter Layout

Chapter 1

In chapter one, some introductory and description of this research is presented. Moreover, Chapter 1 displays the research objectives, research questions and also hypothesis and the significance of the study will be explained.

Chapter 2

The literature review is an in-depth analysis of past research in a certain topic area. It studies scholarly publications, written works, and other relevant resources related to a given academic topic.

Chapter 3

This chapter gives an overview of the research technique. This section presents the research process, including study design, data collecting techniques, sampling procedure, research framework of variables, and data analysis methods.

Chapter 4

This chapter provides an analysis of the outcomes and findings based on the data acquired and generated in this research.

Chapter 5

Chapter 5 examined and justified the research's findings. There was a summary of the major findings, implications, limitations of the study, and recommendations for future investigations.

1.8 Chapter Summary

In summary, this chapter focused on the background of the study as well as briefing about all the information regarding education, WLB, EL and OCB. Besides, this chapter also noted down all the problems statements and the main purpose of conducting this research. Additionally, to establish whether there is a significant relationship between the independent variable (IV) and the dependent variable (DV) of the study, this chapter develops the study's hypotheses. On the contrary, the next chapter will discuss more details on independent variables and dependent variables.

Chapter 2

2.0 Introduction

In the present study, the literature review constitutes a crucial element in enabling researchers to identify the factors (ethical leadership and work life balance) influencing OCB among government teachers in Malaysia. Furthermore, synthesizing the vast body of literature on the subject will provide readers with a more comprehensive understanding of the phenomenon.

2.1 Underlying Theory

2.1.1 Social Exchange Theory

Past researchers have investigated OCB by using social exchange theory (Cardona et al., 2004; Cohen et al., 2012; Gong et al., 2010). According to Cook et al. (2013); Cropanzano & Mitchell (2005); and Emerson (1987), the interaction between the persons participating in the company might be explained by the social exchange theory. With regard to the underlying theory of this concept, if one party gains advantage over the other party, the other party must compensate by giving the first party benefits (Blau, 1964). Applied to the relationship between ethical leadership and OCB, this indicates that when engaged teachers and leaders exhibit positive behaviours towards colleagues or towards the group as a whole, those actions are likely to be recognised and displayed positively in return. This may lead to teachers becoming even more involved (Runhaar et al., 2013). Staff receive advantages from the company both in the form of financial compensation and non-financial benefits. Supervisory assistance is one type of non-financial benefit. Individuals' work-related pressure will be reduced or even removed with the encouragement and support of leaders. Supervisory support measures how much an individual views their manager as competent, compassionate, and able to offer both mental and physical assistance when required (Wang et al., 2020).

Due to the institution's kindness in the form of supervisory assistance, teachers are satisfied since they have enough time to manage their work and private lives. Teachers understand the need of balancing work and personal duties. They feel more at comfortable when the school provides them with the resources and opportunities to properly carry out their professional

tasks without abandoning their social life, which include their families, hobbies, and other personal pastimes. Teacher' comfort at work is highly dependent on work-life balance. When they feel happy in their work environment which is the benefit as described in social exchange theory, they will reciprocate with positive behaviours, namely OCB (Fiernaningsih, 2019). Based on the studies of Raharjo et al. (2019), the researchers also stated that work comfort is one of the gains obtained by a person because people need not just financially rewards but also emotional value. They will feel comfortable in their positions when companies treat them well by letting them balance their individual lives with professional requirements. Past studies have examined this type of relationship between an organization and its staff which used a social exchange theory (Cropanzano et al., 2003; Konovsky & Pugh, 1994; Organs, 1990; Yadav & Rangnekar, 2014).

Furthermore, some authors have also agreed on the existence of exchange concepts in schools and that only social exchange concepts can induce OCB (Kuvaas & Dysvik, 2009). Social exchange indicates that teachers are received positively by the principal and are motivated to reciprocate by acting favourably in their classrooms (Elstad et al., 2011). Based on the concept of social exchange theory, we assume that if principals demonstrate ethical leadership, it will have an effect on teachers and encourage them to exhibit positive behaviours at work in their schools, such as OCB.

Somech and Ron (2007) studies at how schools can be significant norm-providers for teachers, with school rules and principles influencing how they interact with each other and perform their profession. The level of teachers conduct the OCB may be in part determined by the social exchange relationships that form within a school. Teachers are more likely to act in ways that are beneficial to the school overall if they get collaborate and communicate well with other people and collaborate. Teachers are more likely to participate in OCBs, such exchanging opinions and conveying new concepts, while an administrator has trust in them and agrees with them. This type of social exchange method is considered to operate more quickly when both parties to the exchange process evaluate and value their relationships favourably (Fan et al., 2019).

Besides, researchers have studied the motives behind these extra-helpful behaviours. They have discovered that OCB acts something as a form of exchange for benefits or goodwill (Organ & Ryan, 1995; Schnake, 1991). This is basically an endless loop of goodwill. Teachers are likely to care more about the achievement of the school and want to do their best in assisting it if they feel that their principle is truly supportive, and that the administration treats them fairly. therefore, they will be more inclined to do more further than what needed to help the school in ways that can enhance the learning environment or advance its objectives. This makes the school succeed.

2.2 Review of the Literature

2.2.1 Organizational Citizen Behaviors (OCB)

Bateman and Organ (1983) and Smith et al., (1983) were the first to propose the term of OCB. The concept of OCB was proposed by Organ (1988) as "personal behaviour that is discretionary, not recognized directly or specifically by official incentive schemes, but that contributes to the effective operation of the corporation." In simple terms, the concept of OCB refers to any voluntary activities carried out by employees which exceed the requirements of their jobs. These activities also support the business's development even if they may not immediately connect to the compensation system (Podsakoff et al., 2000). Furthermore, OCB is not officially rewarded because it is not a part of the worker's formal job requirements and fully relies on his or her personal choice (Somech & Oplatka, 2009). Previous studies have claimed that OCB is viewed differently by various people and at different times (McKenzie, 2011; Organ, 1997). Conscientiousness, a personality trait characterized by thoroughness, dependability, and goal orientation, has been found to be strongly associated with OCB.

According to Organ, two categories can be made out of OCB, the first of which is OCB Individual (OCBI), which refers to actions taken for the advantage of other organization members. For instance, assist colleagues with busy work schedules. Additionally, OCB organizations (OCBO) are thought of as actions that are advantageous to the organization as a whole. For instance, calling the company when they are unable to get it to work and following unwritten guidelines. Another example for OCBO is above-average individual punctuality at

work and creative ideas that boost the team's standards. The OCBI includes acts of kindness, politeness, maintaining harmony, and encouraging others, whereas the OCBO promotes the organization's objectives, caution, diligence, ethical behaviour, and collaboration. These various OCBs are regarded as morally acceptable actions in the working environment (Hermanto & Srimulyani, 2022).

The COVID-19 pandemic has a profound impact on several sectors, whereas education industry, and teachers were one of the categories that were affected by the pandemic, and this has also affected OCB. According to Podsakoff et al. (2009), OCB is crucial for boosting employees' organisation performance. For attaining OCB, there is no additional reward, but the results are greater. In the context of the pandemic, OCB may refer to actions taken by academic staff to support their colleagues, organization, and wider community during these challenging times. While in the context of education, OCB is described as teachers participating in tasks with the school, the school staff, and the students that go further than their regular work duties in order to advance the organisation and further its goals. OCB has implications in the sector of education, contributing to the overall operational effectiveness within an organization. Workers in the field of education such as mentors, teachers, lecturers, and supervisors have a strong connection with OCB.

As Khalid et al. (2021) stated, where if educators exhibit a willingness to assist students in achieving improved academic performances beyond their official work hours, these voluntary acts are classified as OCB, and that these are not required by their job descriptions. Hanson et al. (2022) argued that OCB in the school affects multiple facets such as the relationship between supervisors and members, the school climate, and the level of trust among members of the organization. This stems from the fact that OCB not only improves teacher effectiveness but also enhances organizational efficiency. This phenomenon is explained by teachers aiding students in enhancing their grades and engaging in collaborative lesson preparation with colleagues, thereby increasing overall school performance.

Furthermore, teachers frequently use a variety of teaching styles to effectively cater to students' learning needs and quickly adjust to changing educational contexts. According to Neves et al. (2014), this behaviour, known as Organisational Citizenship Behaviour (OCB), can have a positive impact on student accomplishment. Several past studies have also looked into OCB in the context of schooling. Popescu and Deaconu (2013)'s research found a correlation between OCB and activities within high school, highlighting the significant influence of OCB on educational establishments. Moreover, a series of studies found that public school teachers had higher levels of OCB when compared to private school (De Geus et al., 2020; Garg & Rastogi, 2006). Not only that, when teachers perceive that they are treated fairly and supported by a balance of work and personal needs, the level of OCB of such teachers will increase, thus improving organisational performance (Gnanarajan et al., 2020).

Indeed, the OCB exhibited by teachers elevates the quality of education within the school, as it enables the principal to focus more on educational matters rather than administrative ones. (DiPaola & Tschannen-Moran, 2001). During the movement order control period, teachers may participate in OCB due to a sense of obligation or duty. As mentioned above, OCBs directly improve educational effectiveness by facilitating and working collaboratively. By offering crucial socio-emotional assistance to students, OCB may significantly improve the efficacy of the school. This kind of assistance may increase drive and morale, encouraging positive perceptions and strengthening the emotional climate of the workplace (Bergeron, 2007; Bolino & Turnley, 2005). Hence, OCB are said to be related to teachers for several reason. This is said so because teachers play a major role in education sector, and the positive behaviour and attitudes are important to fostering a positive learning environment. The entire performance of the school will be influenced by teachers who exhibit OCB behaviour by supporting one another between colleagues, supporting the mission and vision of the school, and taking part in extracurricular activities. Therefore, OCB improves several numbers of school outcomes like increase organizational commitment, job performance, and job satisfaction. Teachers who willing to practicing OCB are more likely to have greater level of organisational commitment and job satisfaction and in the end will result in better performance in a whole in school (Phetsombat & Na-Nan, 2023).

In order to run the school, the management has to encourage teachers to go above and the beyond the call of duty while simultaneously encouraging them to execute their statutory duties. OCB is particularly crucial in an era of unpredictable change when teachers desire to participate, regardless of formal job responsibilities, free up limited resources, aids in the coordination of activities, and foster group cohesion. By engaging in these pro-social activities, school may become more crisis-resilient and responsive and speed up their recovery (Bogler & Somech, 2023). Dipaola and Hoy (2005) created the sole definition that particularly addressed the setting school context defined teacher OCB, teachers OCBs is teachers who voluntarily to do more than their original job scope by helping their students, colleagues, and others as they engage in the work of teaching and learning. For instance, OCB refer to all helpful behaviours that extended to help colleague with a workload or creating special assignments for students at different levels. It also refers to helping behaviours that are extended to the school as a whole such as suggesting changes to pedagogical issues or praising the institution to outsiders. OCB is essential because school cannot foresee all the behaviours required for accomplishing goals through explicitly defined in-role job description (Somech & Ron, 2007).

Nevertheless, all definition has much in common. Firstly, the behaviour must be voluntary, which means it cannot be required as part of official work tasks, should not be legally rewarded, and cannot be formally penalized. Secondly, citizenship behaviour should not just take place within the school but also be recognise as contributing to the organization's performance and efficiency (Bogler & Somech, 2023; Jackson, 2009).

2.2.2 Work life balance

Work-life balance (WLB), as defined by Lockwood (2003), means achieving a harmonic state in which an individual's professional and personal commitments are equally important. It also indicates an individual's ability to organise and delineate their daily routine in order to achieve the proper balance between work and personal life. Indeed, WLB has acquired popularity in the field of human resource management, owing principally to the increasing labour market demands, notably in the service industry. Employees in service industry struggle to manage their personal and professional commitments. Basically, the growing amount of whining between work and personal time has become uneven, it will be resulting in personal tension

and disputes (Margaretha, 2020; Pradhan et al., 2016). Nowadays, people place importance on their ability for managing their time between wage employment and other responsibilities. Meanwhile, people see work-life balance as a choice between handling work and personal obligations or responsibilities to family (Bardoel et al., 1999; Chepkemoi, 2021; Russell & Bowman, 2000). The concept of WLB states that "it is important to maintain the balance between a person's career and his personal life as well, and this equilibrium should be beneficial and healthy," as stated by Kodz et al. (2002).

Work-life balance is seen as a challenge by the corporation in terms of creating a supportive environment where workers can concentrate on their task while at work. When an organisation fails to properly adopt WLB, it has an effect on outcome, career satisfaction, fulfillment, production efficiency, wellbeing, and organisational commitment (Eby et al., 2005). Besides, workers who have more work-life balance benefit from a more enjoyable workplace and higher organisational citizenship behaviour (Eriyanti & Noekent, 2021). Researchers claimed that the importance of work-life balance in the organisation has increased due to its positive effects, which include decreased plans to quit the organisation, decreased absenteeism, increased employee team spirit, increased sense of competence among workers, decreased employee pressure, and increased employee loyalty (Galinsky et al., 2004; Konrad & Mangel, 2000; Lambert, 2000; McNall et al., 2009; Richman, 2006; Wang & Walumbwa, 2007). Therefore, work life balance increases job fulfillment for workers which enhances employee organisational citizenship behaviours. When institutions ignore work life balance issues, productivity suffers, and it becomes challenging to enhance job performance (Thevanes & Harikaran, 2020). Due to the pandemic, employees are needed to contribute additional time and even work extra hours in order to complete the tasks that were recruited to undertake (Irawanto et al., 2021). One of the largest problems that exists right now is work life balance in teachers.

For secondary school teachers and organisations, the term "work-life balance" has different implications. Secondary school teachers frequently adhere to a rigid timetable that includes both normal class time and extracurricular activities. Due to their workload, teachers must spend time both at home and at school getting ready for the following day's task. Teachers'

duties extend beyond the hours they spend in classrooms and conducting teaching duties is not the end of teaching. In order to compete in a tough career like teaching, teachers need additional time to monitor the students they teach. Additionally, continuous study is essential for teachers. Teachers must continuously advance in their ability to teach, emphasizing soft skills and life skills to produce qualified professionals and good citizens (Ademola et al., 2021). In addition to having multiple responsibilities, they receive little help and resources from senior management. Conversely, according to the requirements of the job, organisations often offer alternative working conditions, such remote work or flexible hours. Due to issues like these, teaching is now viewed as a very stressful profession. Scientific research is even being done on teachers' WLB. Teachers' work-life balance suffers as a result of all these demands in daily existence (Helvaci & Eker, 2019). Work life balance is intended to assist teachers maintain a healthy balance between work and life without neglecting their personal lives or families (Selim & Kee, 2023).

2.2.3 Ethical leadership

Ethical leadership involves acting appropriately both inside and outside the workplace, while also protecting the rights and ethical standards of others. EL allows both leaders and followers to achieve success, recognition, approbation, and trust. In such a situation, a leader must have faith in and listen to others, respect their rights and abilities, and foster a feeling of responsibility in them. EL can influence people's behaviours through interpersonal interactions and personal practise such as promoting ethical behaviour through dialogue, knowledge exchange, reinforcement and decision making (Phetsombat & Na-Nan, 2023). When inspiring followers, effective and powerful leaders are frequently assumed to rely on idealistic ambitions and persuasive communication styles (Bass, 1985). Principals and top management, acting as leaders for teachers, have a crucial role in fostering a supportive, cooperative, and positive school culture among the teaching staff. Principals who exhibit ethical leadership should possess the capability to distribute and delegate their leadership responsibilities across all segments of the school community.

In fact, ethical behaviour is very important to a leader's trustworthiness and capacity to have significant influence. EL can be described as the exhibition of normatively appropriate

behaviour in personal and interpersonal contexts, as well as the proactive encouragement of socially responsible conduct through the use of reinforcement and decision-making mechanisms at various levels (Brown et al., 2005; Tourigny et al., 2019). Den Hartog (2015) defines ethical leadership as a type of leadership that involves the leader's ethical behaviour, which is focused on benefiting employees. Ethical leadership is characterized by personal traits such as responsibility, consideration for others, honesty, trustworthiness, and fairness (Brown et al., 2005; Tourigny et al., 2019; Yang & Wei, 2018). EL also exhibit ethical behaviour in their personal and professional lives (Brown & Mithell, 2010; Brown & Treviño, 2005; Mitonga-Monga & Cilliers, 2016), which further reinforces EL within the workplace.

When EL is consistently practiced, it becomes unique in an organization. EL use their position to promote ethics and reinforce higher ethical standards in their work environment (Brown & Mithell, 2010; Mitonga-Monga & Cilliers, 2016). Basically, EL motivate good behaviour and promote a high level of pride and commitment to the organization. This leads to subordinates recognizing their moral leaders and using them as a standard to emulate their behaviour (Liu et al., 2013). To be more precise, ELs exert their influence on the extra-role behaviour of their followers through their actions. They clearly and purposefully model ethical behaviour and also utilize incentive systems to keep their followers responsible for their performance. For example, rewards and discipline (Brown and Treviño, 2006).

2.3 Proposed Conceptual Framework
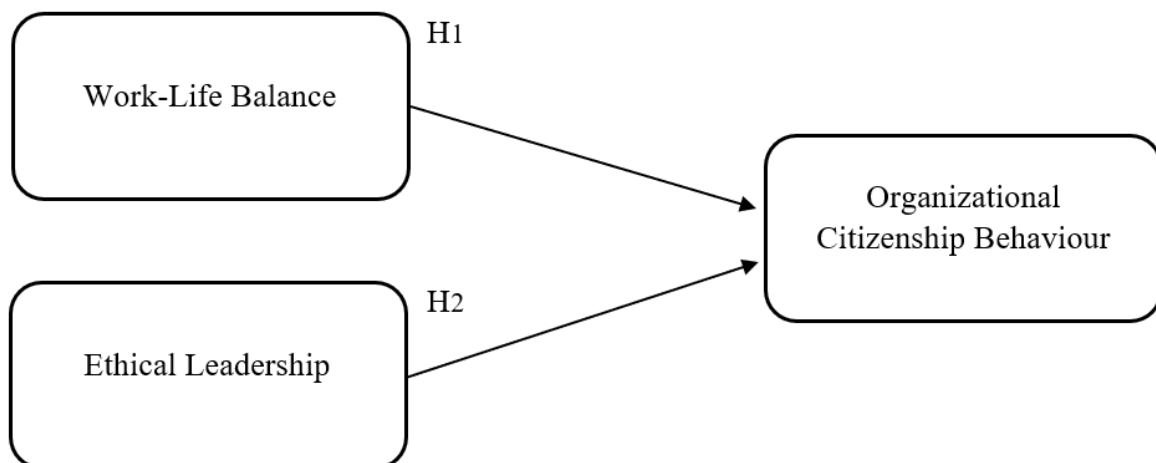
Figure 2.1 Conceptual Framework

Figure 2.1 illustrates the relationship between EL, WLB, and OCB among government secondary school teachers in Malaysia. Based on the literature review, the proposed research framework hypothesizes that work-life balance and ethical leadership will serve as independent variables (IVs), while organizational citizenship behaviour will be the dependent variable (DV). The objective of this research is to investigate how these two IVs influence or encourage government secondary school teachers to engage in OCB in government schools in Malaysia.

2.4 Hypothesis Development

2.4.1 Work-Life Balance and Organizational Citizenship Behaviour

Based on the previous study, many researchers also found that WLB has a significant and positive relationship with OCB (Eriyanti & Noekent, 2021; Harikaran & Thevanes, 2018; Wilkanandya & Sudarma, 2020; Thevanes & Harikaran, 2020). According to Helvaci and Eker (2019); Organ et al., (2006), employees who have attained work-family balance could be more inclined to demonstrate OCB.

As it can encourage employees' participation in OCB which will be advantageous to the company through increased effectiveness. For the organization to succeed in retaining its talented employees, a high standard of WLB is essential (Deery & Jago, 2015). In addition, it has become an important concern in the workplace. WLB tends to increase satisfaction with job duties, which improves employee OCB as it is considered to be an important metric of an organization's commitment. Wang (2015) stated that boosting work-life balance approaches within the organisation leads to making the workplace environment for corrections employees more enjoyable, which in turn helps to promote OCB among the staff. According to the findings of the study by Heriyadi et al. (2020), it shows that employee satisfaction and organizational effectiveness are greatly influenced by the balance of work and personal life. Also, improving WLB approaches within the institution helps to encourage OCB among colleagues by contributing to the creation of a positive working atmosphere in the day-to-day for adjustments in the workplace for staff. Individuals might anticipate individual attention and support from

the workplace in resolving this occurrence if they are exposed to work-life imbalances. As the first hypothesis of this study, it may be able to demonstrate that work-life balance has a positive and significant relationship with employees' organizational citizenship behaviours according to the existing research mentioned previously.

H1: There is a positive relationship between work-life balance and organizational citizenship behaviour among teachers in government schools.

2.4.2 Ethical Leadership and Organizational Citizenship Behaviour

Shin et al. (2015) found that employees in organizations with EL are more likely to engage in OCB. Many scholarly studies (Mitonga-Monga & Cilliers, 2016; Nemr & Liu, 2021; Shareef & Atan, 2019; Tan et al., 2019) support the significant and positive relationship between EL and OCB. Khan et al. (2016) reported that their study demonstrated a positive relationship between EL and OCB and that demonstrating ethical leadership behaviours can lead to the development of OCB among academic staff. Therefore, when employees perceive a high level of EL, it is likely to generate OCB.

According to earlier research, once the leader has a significant level of EL, team members feel more connected to the organization and create more OCB. (Liu et al., 2013; Philipp & Lopez, 2013; Weng, 2014). Bandura and Walters (1977) demonstrate how employees exhibit more OCB when they become increasingly mindful of the importance of EL. Also, employees consider ethical leaders as sincere and respectable role models who support ethical principles in how they act and their thought processes as well as those who have the power to direct and change ethical behaviour. OCB are therefore seen by them as an ethical preference for behaviour. Furthermore, from an ethical perspective, when ethical leaders exhibit altruistic behaviour, their followers perceive it as a sign of caring and responsibility and are more likely to follow, imitate, and engage in OCB (Liu et al., 2013; Tan et al., 2019). When followers believe their leader truly cares about them and their welfare, they feel compelled to loyalty him or her in return (Brown et al., 2005). On the other hand, if employees perceive that their leaders are engaging in unethical behaviour or using unethical rewards and punishments to evaluate their work, this can lead to a decrease in mutual expectations between leaders and employees.

As a result, employees may experience negative emotions such as anger, worry, and distress (Brown & Treviño, 2006). Thus, we propose that EL is significantly related to employees' OCB.

H2: There is a positive relationship between ethical leadership and organizational citizenship behaviour among teachers in government schools.

2.5 Chapter Summary

This chapter has presented the definition and basic theory of EL and WLB which is social exchange theory. The conceptual framework shows the relationship between EL, WLB, and OCB among government secondary school teachers in Malaysia. Then, it also highlights the development of hypotheses and previous studies in relevant areas. The following chapter will introduce the methodology used for evaluating this research.

Chapter 3

3.0 Introduction

The research methodology section of a dissertation or formal research holds great significance as it outlines the research process and provides tangible proof to support the study objectives. This section will cover various aspects, including research design, data collection techniques, sampling design, selection of appropriate research instruments, structural measurement of the study, data processing methods, and final data analysis.

3.1 Research Design

In this study, we chose quantitative research that collected structured data using experiments, surveys, and statistical studies in order to acquire numerical data that can be analysed statistically based on our research topic (Aspers & Corte, 2019). The quantitative research process was different from qualitative research because qualitative research used non-numerical data to understand social phenomena. According to Krejcie and Morgan Table, the sample size we chose for our study was 382. Therefore, we formulated a hypothesis and then collected data to test it by using a quantitative research approach.

The cross-sectional study was used to select a sample of teachers from various schools in Selangor Malaysia then administer a survey questionnaire to collect data on these variables. In this kind of study, data on the study variables was gathered at a single time point rather than following the group of participants through time. To ascertain the prevalence and distribution of specific traits or behaviours in a community, cross-sectional studies was frequently performed (Setia, 2016). For instance, a cross-sectional study was performed to ascertain the prevalence of practicing EL and WLB affected the secondary school teachers practice OCB in a particular area.

After collecting the data, we analysed the results using descriptive statistics such as mean, standard deviation, and frequency distribution. Descriptive research study was research method that involves collecting data to describe a situation, phenomenon, or population. It was used to

gather information about the prevalence and distribution of specific variables in a population. Descriptive research study used to answer the question like what, where, when and how through scientific observation. Since the goal of descriptive studies were to describe characteristics of phenomenon and survey methods are typically employed to gather descriptive data. Therefore, it was the best research method to analyse the effect of EL and WLB towards OCB among schoolteachers in Malaysia (Nassaji, 2015).

Causal research aimed to establish cause-and-effect relationships between variables, which was important in identifying the impact of EL, OCB, and WLB on each other. By manipulating one or more independent variables (such as EL and WLB) and observing the effect on the dependent variables (such as OCB), causal research provided evidence of a causal relationship between these variables (Miller & Ross, 2020).

3.2 Data Collection Methods

The data collection methods that we used in this research are primary data collection methods. We chose primary data collection methods because secondary data that was collected by somebody else might be old data and the results might not be so appropriate. Therefore, we gathered the newest data to ensure that we received the most appropriate data, especially collecting the mindset of teachers after going through the period of MCO. We provided survey forms and questionnaires which were distributed by using online and sent them through a link so that respondents completed the survey using the link that we provided. Using primary data collection methods involved gathering new and original data directly from the source. Before that, in order to gather the valid data from the school, we got permission from the school before we distributed the survey to the teachers. Therefore, we got the ethical clearance from our university to avoid any unwanted cause. Furthermore, to get the data in a proper way to ensure the data is valid, an approval from the ethics committee we obtained before our research begins. After going through the procedures, it was easier to gather those responses from secondary school teachers because secondary school teachers able to forward the link to their colleague. Therefore, by using this method, we were able to get all the valid results due to collecting the data from the right respondent group.

3.3 Sampling Design

<u>3.3.1 Target population</u>

We focused on secondary school teachers as our sample. Based on the data from MOE Malaysia (2020), there are 51,986 male secondary school teachers and 128,192 female secondary school teachers in the Malaysia education industry in 2020. The reason why we chose secondary school teachers instead of primary school teachers is due to the fact that secondary school teachers may face stress related to managing large classes, dealing with more complex subject matter, and addressing the needs of a diverse range of students with different learning styles and abilities (Kongcharoen et al., 2019). According to Kavita and Hassan (2018), the research results showed that the average stress level score for secondary school teachers was higher than that of primary school teachers, and there was a significant difference in the mean stress levels between these two groups of teachers. The secondary school teachers were chosen based on they are full time teachers and will exclude those part-time and training teachers who work in the secondary school industry.

<u>3.3.2 Sampling Frame and Sampling Location</u>

In our study, we did not have a sampling frame due to Malaysian education information being protected and not being exposed to the public, which made it impossible to get the details of the teacher's information to make a sampling frame. The sampling location for this study was the state of Selangor, Malaysia. Selangor was chosen because, according to statistics from the Department of Statistics Malaysia Official Portal (2021), Selangor has the highest number of secondary school teachers among other states, which recorded 4,647 male teachers and 21,375 female teachers who works for government schools. Such a high number of teachers in Selangor suggests that it is an important location to study the impact of WLB and EL on the OCB of teachers in government schools. Furthermore, if the government controlled the quality and systems of teaching in all states, the quality and systems of teaching in all states would be standardized and coordinated because they would be regulated and managed in the same way. For instance, government school were monitored by ministry, Selangor was chosen because every state in Malaysia was practicing the same education systems. This would lead to a more consistent process of collecting data, which would ensure that the study's results are accurate and representative.

3.3.3 Sampling Elements

The focus of this research was to examine the associations between EL, OCB, and WLB in government secondary school teachers. To achieve this objective, careful consideration towards the selection of sampling units, which were the elements being measured are important (Hitzig, 2004). Secondary school teachers selected to participate in our study and answer the questionnaire. And they all have at least 2 years of teaching experience and current full-time employment. The reason we chose at least 2 years of teaching experience and above is because teachers with 2 years teaching experience and above could be attempting the way of teaching and have already developed their teaching style and procedures. Others than that, teachers with 0-3 years of teaching experience doesn't mean they has less competence than the teachers with 4-5 years of teaching experience. Therefore, it's reasonable to take as a respondent to participate in the survey to get appropriate results (Graham et al., 2020).

3.3.4 Sampling Size

According to the data from Ministry of Education (MOE) Malaysia (2020) stated that there are 180,178 male and female secondary school teachers in total. Therefore, we used the Krejcie and Morgan table (KMT) to determine the sample size (Krejcie & Morgan, 1970). From the KMT table, 382 is sufficient for a population that is more than 75,000 and below 1,000,000. The minimum sample size is 382 sets of questionnaires according to the population. However, we received 437 set of questionnaires from respondent.

3.3.5 Sampling Technique

According to researcher Taherdoost (2016), sampling techniques can be broadly categorized into two types: probability or random sampling, which involves selecting samples at random, and non-probability or non-random sampling, which does not use random selection methods. Due to the demographic, it is too broad, with more than 180,000 secondary school teachers in Malaysia and it is impossible to reach everyone. We used non-probability sampling methods, specifically the quota method, to collect that data. In quota sampling, we identified the specific characteristics that we want to ensure was represented in the sample and set quota for each

characteristic. Then, we selected participants who meet the criteria for each quota until the desired sample size is reached. In fact, we are unable to use probability sampling due to the lack of sampling frame, because we did not have more detailed information from the respondent (Showkat & Parveen, 2017).

By using the non-probability sampling methods, it helped ensure that the sample accurately reflects the overall population of certain characteristics. This guaranteed that the sample clearly represents the distribution of these variables across the population, thereby increasing the generalizability of the results. For example, the questionnaire we collected are based on 3:7 ratio between male and female teachers because the statistic from MOE shows that the number of male and female teacher in Malaysia are 28.8% and 71.2% respectively which based on the Table 1 depicted, the percentage of sample from male teacher and female teacher are important to ensure the results are fair and accurate (Schmidt & Graversen, 2020). As our sampling location was selected in Selangor, the questionnaire that we collected had to be 3:7 ratio to ensure the respondent from male teacher and female teacher in Selangor able to represent the Malaysia teacher's population. Data from both male teacher and female teacher may be gathered to assist ensure that the data collected are 3:7 ratio regardless of their gender. Thus, the sample can be representative of the population. The reason that we chose gender instead of ethnic and other criteria because there are research study shows that gender will affect the teachers perform organizational citizenship behaviour (Aftab et al., 2020). Besides, we were not using probability sampling method because it is randomly picked from the list, everyone has the equal chance to get picked and it needs more detailed information which we did not have.

Table 3.1

Result of Number of Secondary Teachers in Selangor

The number of	Gender	Number	The Ratio
secondary teachers	Male	51,986	29%
in Malaysia	Female	128,192	71%
The number of	Male	4,647	18%
secondary teachers			
in Selangor	Female	21,375	82%

Source: Reprinted from 2020 Ministry of Education (MOE)

Malaysia statistics

3.4 Research Instruments

3.4.1 Questionnaire design

The questionnaire consisted of several sections. In Section A, there are 6 questions on demographic profile including age, gender, higher education qualifications, tenure, and marital status. Within the demographic characteristics, closed-ended questions were used to collect respondents' basic information. All questions are straightforward. On the other hand, Section B to E utilized the Likert scale, a popular kind of rating scale used in research to examine attitudes, opinions, and perceptions, which can be referred to as a scale from 1 (Strongly Disagree) to 7 (Strongly Agree). Respondents were asked to select an option that best describes how much they agree or disagree with a given statement. In Sections B to E, EL and WLB were independent variables, while OCBI and OCBO were dependent variables. The questions were designed to test the effect of EL and WLB on OCB among schoolteachers in government schools. The particular meaning of each number depends on the context and language of the items, but the scale may also be used for other sorts of answers, such as frequency of conduct, significance, or satisfaction.

3.4.2 Pilot study

A pilot study is a preliminary investigation conducted on a smaller scale to test the feasibility and effectiveness of the research methods planned for a larger and more comprehensive study.

The main objective of a pilot study is not to answer specific research questions, but rather to identify potential issues or limitations with the proposed methods. For instance, conducting pilot study gives advances warning to researcher where the main research project could fail and the research protocols should avoid and not to followed methods and instrument that proposed are inappropriate or too complicated. By conducting a pilot study, researchers can avoid costly errors and ensure that the larger study is well-designed and well-executed (Lowe, 2019). Browne (1995) mentions that the use of 30 sample size is enough to represent the pilot study at the time. Therefore, the target population consists of secondary school teachers, and a sample size of 30 respondents is considered sufficient to achieve accurate results. Therefore, 30 sets of questionnaires were distributed to the teachers as part of a pilot test for the research. The results were shown in the Table 3.2 below.

Table 3.2

Result of Reliability Test for Pilot Study

Construct Measurement	Cronbach's Alpha	Strength of Reliability
Work-Life Balance	0.886	Very Good
Ethical Leadership	0.977	Very Good
Organisational Citizenship Behaviour	0.814	Very Good

Source: Generated from SPSS software

3.5 Constructs Measurement

3.5.1 Original of Construct

The questionnaire was created by adapting previous research questionnaires. The questionnaire's original source and the questions that were modified and used in this study shown in the Table 3.3 below.

Table 3.3

The Origin of Construct

Construct	Questions	Adapted From
Work Life Balance	1. I currently have a good balance between the time I spend at work and the time I have available for non-work activities. 2. I have difficulty balancing my work and non-work activities. 3. I feel that the balance between my work demands, and non-work activities is currently about right. 4. Overall, I believe that my work and non-work life are balanced.	(Brough et al., 2014)
Ethical Leadership	My immediate supervisor … 1. shows a strong concern for ethical and moral values. 2. communicates clear ethical standards for members. 3. sets an example of ethical behaviour in his/her decisions and actions. 4. is honest and can be trusted to tell the truth. 5. keeps actions consistent with stated values ("walks the talk"). 6. is fair and unbiased when assigning tasks to members. 7. can be trusted to carry out promises and commitments.	(Yukl, 2010; Yukl et al., 2013)

8. insists on doing what is fair and ethical even when it is not easy.

9. acknowledges mistakes and takes responsibility for them.

10. regards honesty and integrity as important personal values.

11. sets an example of dedication and self-sacrifice for the organization.

12. oppose the use of unethical practices to increase performance.

13. is fair and objective when evaluating member performance and giving rewards.

14. puts the needs of others above his/her own self- interest.

15. holds members accountable for using ethical practices in their work.

Organisational Citizenship Behaviour - Individual Perspective	1. I will help others who have been absent. 2. I will help others who have heavy workloads. 3. I will assist supervisor with his/her work when not asked. 4. I will take times to listen to co-workers' problems and worries. 5. I will go out of way to help new employees. 6. I will take a personal interest in other employees. 7. I will pass along information to co-workers.	(Williams & Anderson, 1991)
Organisational Citizenship Behaviour -	1. Attendance at work is above the norm.	(Williams & Anderson, 1991)

Organisational Perspective	2. I will give advance notice when unable to come to work.
	3. I will take underserved work breaks.
	4. great deal of time spent with personal phone conversation.
	5. I will complain about insignificant things at work.
	6. I will conserve and protect organisational property.
	7. I will adhere to internal rules devised to maintain or order.

3.5.2 Scale of Measurement

The scale of measurement was defined by a value to be assigned to an object or event according to the relevant regulations (Stevens, 1946). The categories of the scale of measurement were divided into metric and non-metric, which comprise four dimensions, nominal scale, ordinal scale, interval scale, and ratio scale. The nominal scale and ordinal scale were non- metric while the interval scale and ratio scale were under the metric system. In this study, there utilised three kinds of scales of measurement, each of which will be explained in more detail below.

3.5.2.1 Nominal Scale

The most fundamental level of measurement is the nominal scale. To identify or categorize an object, the nominal scale granted it a value that might be a number, a word or a letter (Stevens, 1946). Moreover, this category had no quantitative distinctions, rankings, or hierarchies. For example, gender. This question had no numerical value, as it was simply an item that allows respondents to select categories.

Example of Nominal scale:

▪ Male

▪ Female

3.5.2.2 Ordinal Scale

The ordinal scale, which was used for variables that cannot be directly quantified, and the categories were a ranking scale, ordered by ranking (Sekaran & Bougie, 2016). Besides that, there were no interval gaps between the ranking values on an ordinal scale. Range of age and level of education were the examples that are categorized under the ordinal scale. In both cases, respondents chose their responses based on a defined ordinal ranking interval. However, because it was just nominal, the specified range had no effect on the difference in results.

Example of Ordinal scale:

Higher Educational Qualification:

▪ Bachelor's degree

▪ Master's degree

▪ Doctorate's degree

3.5.2.3 Interval Scale

In the interval scale, a distance scale with equal numerical quotients, which has both nominal and ordinal features, identifies the relative quantities being measured in the interval scale (Sekaran & Bougie, 2016). One of the often-utilized intervals measuring measures was the Likert scale. It was quantified using a variety of scales, including one to five and one to seven. In this study, we used 7-point Likert scale for the questions of Section B. This was due to systematic errors being introduced when there were not enough response options available for participants to select from. Participants compelled to choose an option that is either greater or lesser than they desired.

Example of Interval Scale in Research Questionnaire

Section B: Work-Life Balance

Based on your opinion, please select the most appropriate option that best indicates your agreement level about the following statement shown in the Table 3.4.

Table 3.4

The Example of Questionnaire

No.	Questions	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	I currently have a good balance between the time I spend at work and the time I have available for non-work activities.	1	2	3	4	5	6	7
2	I have difficulty balancing my work and non-work activities.	1	2	3	4	5	6	7
3	I feel that the balance between my work demands, and non-work activities is currently about right.	1	2	3	4	5	6	7
4	Overall, I believe that my work and non-work life are balanced.	1	2	3	4	5	6	7

Source: Developed from questionnaire.

Level of agreement

    1- Strongly Disagree

    2 - Disagree

    3 - Somewhat Disagree

    4 - Neutral

    5 - Somewhat Agree

    6 - Agree

    7 - Strongly Agree

3.6 Fieldwork

To make sure that our research did not contravene any ethical norms, we first requested ethical clearance from the University. After the authorization was given, we started by getting in touch and permission from the school district where we aim to gather the data. The procedure of gathering data started after getting permission from the teacher. We sent our questionnaire to the secondary school teachers via email. Besides, we offered them adequate time to complete the questionnaire and choose a method of collecting it. To obtain reliable findings, it was crucial to ensure that the data gathering procedure is carried out effectively.

3.7 Data Processing

Data processing referred to the process of testing the data collected by the researcher from the given questionnaire after data processing such as data checking, data editing, data coding and data transcribing.

3.7.1 Data checking

An efficient way to check and verify that there are no missing responses in the research under investigation was to do data checking as the first stage in the data processing process. The researcher ensured that the respondent completes all the questions, since false results and missing data will result in research unreliable.

3.7.2 Data editing

The second stage was data editing. The data was modified after the check so that additional checks and adjustments can be made after verification. By making editing researchers can ensure that the data and the information provided is accurate and complete.

Data coding was the third stage of the process. It was coded according to each answer on the questionnaire with the specific data associated with it. In section A of the questionnaire, the answer for each demographic question in those section is coded as Table 3.5 below:

Table 3.5

Data Coding for Demographic Profile

No.	Questions	Data Coding
Q1	Gender	- "Male" is coded as 1
		- "Female" is coded as 2
		- "Missing value" is coded as 99
Q2	Age	- "Less than 25 years old" is coded as 1
		- "25 – 34 years old" is coded as 2
		- "35 – 44 years old" is coded as 3
		- "45 – 54 years old" is coded as 4
		- "More than 55 years old" is coded as 5
		- "Missing value" is coded as 99
Q3	Higher Educational Qualification	- "Bachelor's degree" is coded as 1
		- "Master's degree" is coded as 2
		- "Doctorate's degree" is coded as 3
		- "Missing value" is coded as 99

Q4	Tenure	-	"Less than 2 years" is coded as 1
		-	"2 – less than 4 years" is coded as 2
		-	"4 – less than 6 years" is coded as 3
		-	"6 – less than 8 years" is coded as 4
		-	"8 – less than 10 years" is coded as 5
		-	"Missing value" is coded as 99
Q5	Marital Status	-	"Single" is coded as 1
		-	"Married" is coded as 2
		-	"Missing value" is coded as 99

Source: Developed for research.

For the Section B to E, the answer for each question in those section of the questionnaire is coded as below:

- "Strongly Disagree" is coded as 1 - "Disagree" is coded as 2 - "Somewhat disagree" is coded as 3
- "Neutral" is coded as 4 - "Somewhat agree" is coded as 5 -"Agree" is coded as 6 - "Strongly agree" is coded as 7

3.7.4 Data transcribing

The last stage of data processing was data transcription. Through the computer system used for the study, all of the data that the researcher acquired was turned into computer programme data in this stage. The Statistical Package for Social Sciences (SPSS) was what we utilized in this stage.

3.8 Data Analysis

Once all the data had been collected, the Statistical Package for Social Sciences (SPSS) software was used to analyse the summary data for review. The statistical analysis in this study included descriptive analysis, reliability analysis, Pearson correlation coefficient, and multiple linear regression.

3.8.1 Descriptive Analysis

A summary of the raw data from a sample was referred to as a descriptive analysis (Fisher & Marshall, 2009; Spriestersbach et al., 2009). Since descriptive statistical analysis was a crucial component of the first data analysis, this analysis served as a solid foundation for further inferential statistics (Fisher & Marshall, 2009). By utilizing descriptive statistics to obtain more data for analysis, variable modification, and reporting about the distribution of observations in a variable. In this study, the demographic information of the respondents was applied to the descriptive analysis. This information includes age, gender, higher education qualifications, tenure, position, marital status, and communication times. The SPSS software assessed the data that were gathered. In order to make the data obvious and intelligible in a straightforward manner, the data was displayed in a graphical style, such as a bar chart, histogram, or pie chart.

3.8.2 Scale Measurement

3.8.2.1 Reliability Analysis

Before starting an analysis, it's crucial to make sure that these questions have no errors. Reliability refers to the consistency and stability of the scores measured in the study concept (Stephanie, 2016). The most used technique for evaluating reliability testing is Cronbach's Alpha. The level of measurement on the reliability standard was displayed in the Table 3.6 below:

Table 3.6

The Level of Measurement on the Reliability Standard

Level of Reliability	Coefficient Alpha Rages, α
Poor Reliability	Less than 0.60
Fair Reliability	0.60 to 0.70
Good Reliability	0.70 to 0.80
Very Good Reliability	0.80 to 0.95

Source: Sekaran, U., & Bougie, R. (2016). Research methods for business: A skillbuilding approach. *John Wiley & Sons.*

3.8.3 Inferential Analysis

Inferential statistics was a technique for estimating the total from a sample and using the associated statistical model to compare the data (Kalish & Thevenow-Harrison, 2014). The technique entails using a sample to obtain the appropriate data, which was then used to draw conclusions about a wider population or group. In this research, Pearson Correlation Coefficient and Multiple Regression Analysis were helping to analyse our study.

3.8.3.1 Pearson Correlation Coefficient

According to Schober et al. (2018), the Pearson correlation coefficient (r) is the most commonly used metric for determining a linear relationship between two variables (e.g., an independent variable and a dependent variable). A greater (positive correlation) or lesser (negative correlation) value of one variable frequently follows greater (one variable) or lesser (another variable) values of the other variable. The value of a number is between -1 and 1. When r = 0, it clearly shows that the variables do not have a linear correlation. As the absolute value of r rises, the relationship becomes stronger and eventually reaches a straight line as the coefficient approaches -1 or +1. In other words, in our study, we utilise the technique to determine whether

there was a correlation between the variables. The following Table 3.7 shows the conventional approach to interpreting a correlation coefficient between two variables.

Table 3.7

The Interpretation of the Strength of Correlation Result

Coefficient Range	Strength of Association
0.90 to 1.00	Very high
±0.70 to ± 0.89	High
±0.40 to ± 0.69	Moderate
±0.10 to ± 0.39	Low
±0.00 to ± 0.10	Very Low

Source: Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: appropriate use and interpretation. *Anesthesia & analgesia*, *126*(5), 1763-17

3.8.3.2 Multiple Linear Regression

Considering the presence of multiple independent variables (IVs) aimed at comprehending the variability of the dependent variable (DV) in this study, the implementation of multiple regression analysis emerged as the most suitable inferential statistical technique for computation (Uyanik & Güler, 2013). By encompassing various factors and accounting for the impact of multiple IVs on the DV, this analytical approach enabled researchers to conduct a more comprehensive and accurate examination of the DV's variability. Within the scope of this research endeavour, the multiple regression model incorporated a singular DV, namely OCB alongside two IVs, namely Ethical Leadership and Work Life Balance. Furthermore, in scenarios where a linear relationship between the variables was not evident, researchers resorted to mathematical methods to elucidate the linear association between OCB and the aforementioned factors—ethical leadership and work life balance. The multiple regression equation as below:

Multiple Linear Regression Model = $y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \varepsilon$

were,

y = Organizational Citizenship Behaviour

β_0 = y-intercept at time zero

β_1, β_2 = Slope of regression line

x_1 = Work Life Balance

x_2 = Ethical Leadership

ε = Error

3.9 Chapter Summary

In summary, this chapter briefly covers the research methodology, including the research design, data collection methods, sampling design, and research instruments. The quantitative data was gathered using the questionnaires utilized in our study technique. We derived the questionnaires from study publications published in journals by other scientists. Our study was significantly influenced by the data we gathered, and in Chapter 4 we further investigate and evaluate the data from our sample.

Chapter 4

4.0 Introduction

The Statistical Package for Social Sciences (SPSS) software served as an analytical instrument for examining and substantiating the correlation between the independent variables, namely ethical leadership and work-life balance, and the dependent variable, organizational citizenship behaviour. The outcomes of this study analysed and presented through graphical representations and tabulated data. This chapter covered descriptive analysis, reliability assessment, and multiple linear regression analysis.

4.1 Descriptive Analysis

4.1.1 Respondent Demographic Profile

The research collected the demographic data obtained from respondents which include gender, age, higher educational qualification, tenure, and marital status in government secondary schools.

4.1.1.1 Gender

Referring to Table 4.1 and Figure 4.1, the overall sample size comprises 437 respondents. Among them, 152 respondents are identified as male, accounting for 34.8% of the total participants. On the other hand, the female respondents amount to 285, constituting 65.2% of the entire respondents.

Table 4.1

Gender

Gender	Frequency	Percentage (%)
Male	152	34.8%
Female	285	65.2%

Source: Generated from SPSS results. Developed for research.

Figure 4.1

Gender
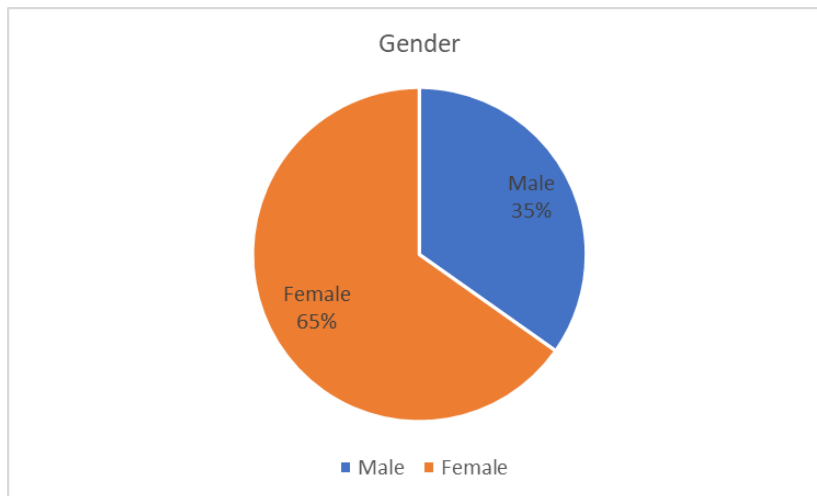
Source: Generated from SPSS results. Developed for research.

4.1.1.2 Age

According to Table 4.2 and Figure 4.2, the age variable has been categorized into five distinct groups. Among the respondents, the age group representing respondents less than 25 years old accounted for 6.9% of the total (n=437). The majority of respondents fell within the age range of 25 to 34 years, comprising 44.9% (n=196). Subsequently, the age group ranging from 35 to 44 years constituted 37.8% (n=165) of the respondents. The age group of 45 to 54 years represented 8.5% (n=37) of the total respondents, while the smallest age group of respondents more than 55 years old accounted for 2.1% (n=9) of the respondents.

Table 4.2

Age

Age	Frequency	Percentage (%)
Less than 25 years old	30	6.9%
25 to 34 years old	196	44.9%
35 to 44 years old	165	37.8%
45 to 54 years old	37	8.5%
More than 55 years old	9	2.1%

Source: Generated from SPSS results. Developed for research.

Figure 4.2

Age

Chart titled "Age" showing percentage distribution across age groups:
- Less than 25 years old: 6.9%
- 25 to 34 years old: 44.9%
- 35 to 44 years old: 37.8%
- 45 to 54 years old: 8.5%
- More than 55 years old: 2.1%
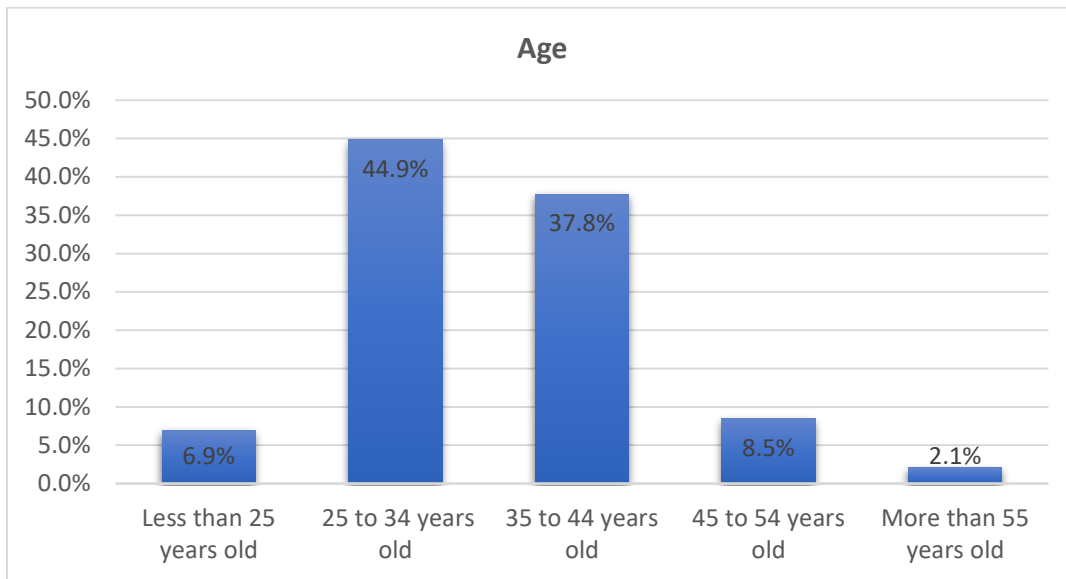
Source: Generated from SPSS results. Developed for research.

4.1.1.3 Higher Educational Qualification

According to the Table 4.3, the survey indicated that 52.4% of the respondents hold a bachelor's degree qualification. Additionally, 32.7% of the respondents possess a master's degree, while 14.9% of the respondents have obtained a doctorate degree.

Table 4.3

Higher Educational Qualification

Higher Educational Qualification	Frequency	Percentage (%)
Bachelor's degree	229	52.4%
Master's degree	143	32.7%
Doctorate degree	65	14.9%

Source: Generated from SPSS results. Developed for research.

Figure 4.3

Higher Educational Qualification
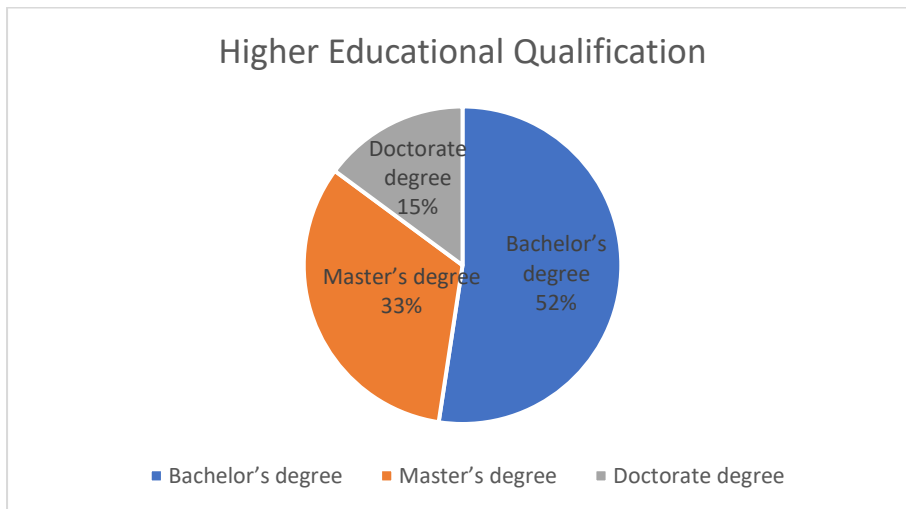
Source: Generated from SPSS results. Developed for research.

4.1.1.4 Tenure

Based on Figure 4.4, the tenure distribution among the 437 respondents reveals that the group with less than 2 years of experience comprises 18.8% (82 respondents). Subsequently, the group with 2 to less than 4 years accounts for 8.2% (36 respondents). The majority proportion, representing 27.5% (120 respondents), falls within the 4 to less than 6 years tenure group. Moreover, the tenure group of 6 to less than 8 years comprises 16.2% (71 respondents). Additionally, the group with 8 to less than 10 years of experience constitutes 14% (61 respondents). Finally, the tenure group of 10 years and above consists of 15.3% (67 respondents) of the total 437 respondents.

Table 4.4

Tenure

Tenure	Frequency	Percentage (%)
Less than 2 years	82	18.8%
2 to less than 4 years	36	8.2%
4 to less than 6 years	120	27.5%
6 to less than 8 years	71	16.2%
8 to less than 10 years	61	14.0%
10 years and above	67	15.3%

Source: Generated from SPSS results. Developed for research.

Figure 4.4

Tenure

Tenure

Less than 2 years	18.8%
2 to less than 4 years	8.2%
4 to less than 6 years	27.5%
6 to less than 8 years	16.2%
8 to less than 10 years	14.0%
10 years and above	15.3%
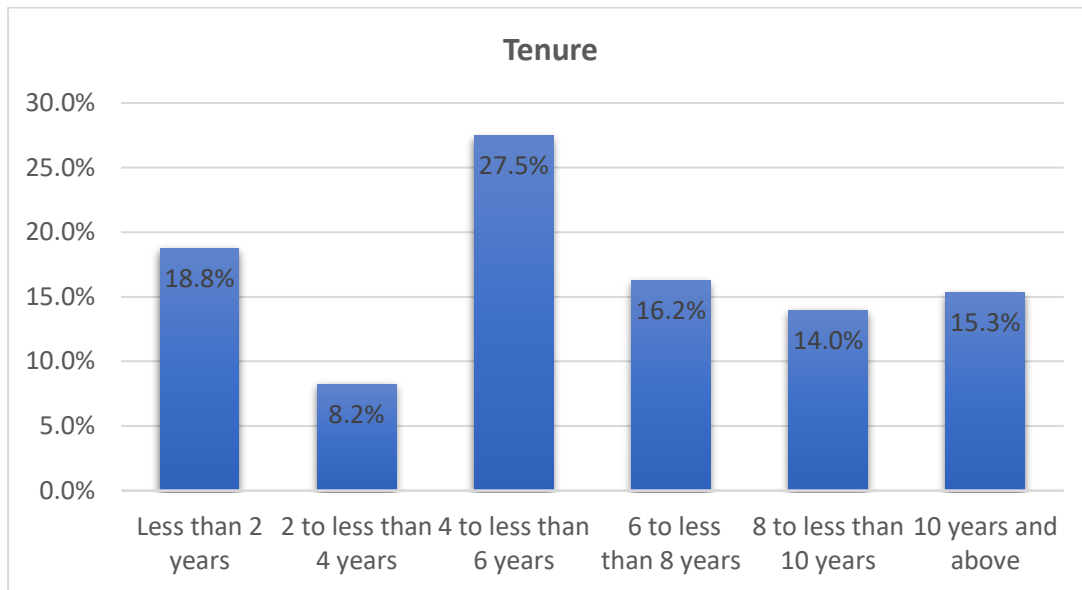
Source: Generated from SPSS results. Developed for research.

4.1.1.5 Marital Status

According to Table 4.5 and Figure 4.5, it found that among the 437 respondents, a total of 252 individuals (57.7%) were identified as married. The remaining respondents accounted for 42.3% and were classified as single.

Table 4.5

Marital Status

Marital Status	Frequency	Percentage (%)
Single	185	42.3%
Married	252	57.7%

Source: Generated from SPSS results. Developed for research.

Figure 4.5

Marital Status
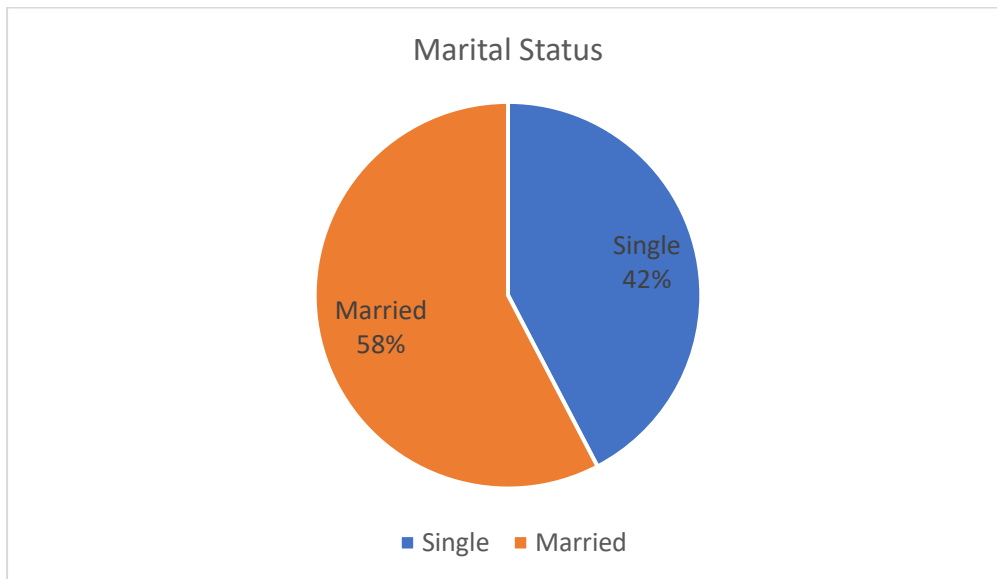
Source: Generated from SPSS results. Developed for research.

4.1.2 Central Tendencies Measurement of Constructs

In this section we used SPSS to analyse the data of the 437 respondents and generate the mean and standard deviations regarding the independent variables (WLB and EL) and dependent variable (OCB). Furthermore, we assessed the mean and standard deviations for each question related to the independent and dependent variables. The results are presented below:

Table 4.6

Central Tendencies Measurement

Variables	N	Min Statistic	Max Statistic	Mean	Standard Deviation
Work Life Balance	437	8.00	28.00	20.3181	5.00477
Ethical Leadership	437	15.00	105.00	78.1396	17.41944
Organizational Citizenship Behaviour	437	37.00	98.00	73.6751	11.27918

Source: Generated from SPSS results.

Note: N= the sample size, Min Statistic=Minimum Statistic, Max Statistic= Maximum Statistic

4.1.2.1 Work Life Balance

Based on the Table 4.7, there have shown the number of responses, mean, standard deviation for every statement of work life balance. The statement of "I currently have a good balance between the time I spend at work and the time I have available for non-work activities" has raked the highest mean of 5.2723. While the statement of "I have difficultly balanced my work and non-work activities" has lowest mean of 4.7460.

Table 4.7

Work Life Balance Measurement

No.	Questions	N	Mean	Std. Deviation
1	I currently have a good balance between the time I spend at work and the time I have available for non-work activities.	437	5.2723	1.27124
2	I have difficulty balancing my work and non-work activities.	437	4.7460	1.58751
3	I feel that the balance between my work demands, and non-work activities is currently about right.	437	5.1442	1.18275
4	Overall, I believe that my work and non-work life are balanced.	437	5.1556	1.27198

Source: Generated from SPSS results.

Note: N= the sample size, Std. Deviation= Standard Deviation

4.1.2.2 Ethical Leadership

Based on the Table 4.8, there have shown the number of responses, mean, standard deviation for every statement of ethical leadership. Almost the mean of statement is up to 5.1 to 5.3, while the statement of "puts the needs of others above his/her own self-interest" has lowest mean of 4.8947.

Table 4.8

Ethical Leadership Measurement

No.	Questions	N	Mean	Std. Deviation
1	My immediate supervisor … shows a strong concern for ethical and moral values.	437	5.3318	1.31058
2	communicates clear ethical standards for members.	437	5.3364	1.24292
3	sets an example of ethical behavior in his/her decisions and actions.	437	5.2380	1.32136
4	is honest and can be trusted to tell the truth.	437	5.2540	1.31923
5	keeps actions consistent with stated values ("walks the talk").	437	5.2471	1.27368
6	is fair and unbiased when assigning tasks to members.	437	5.1121	1.35076
7	can be trusted to carry out promises and commitments.	437	5.2288	1.30024
8	insists on doing what is fair and ethical even when it is not easy.	437	5.1739	1.37038
9	acknowledges mistakes and takes responsibility for them.	437	5.1716	1.37485
10	regards honesty and integrity as important personal values.	437	5.2838	1.32098
11	sets an example of dedication and self-sacrifice for the organization.	437	5.1739	1.36703
12	oppose the use of unethical practices to increase performance.	437	5.2037	1.41654
13	is fair and objective when evaluating member performance and giving rewards.	437	5.2471	1.30394
14	puts the needs of others above his/her own self- interest.	437	4.8947	1.46297
15	holds members accountable for using ethical practices in their work.	437	5.2426	1.32745

Source: Generated from SPSS results.

Note: N= the sample size, Std. Deviation= Standard Deviation

4.1.2.3 Organizational Citizenship Behaviour

Based on the Table 4.9, there have shown the number of responses, mean, standard deviation for every statement of organization citizenship behaviour. The table shown the statement "I will conserve and protect organisational property" ranked the highest mean of 5.897. The lowest mean ranking statement is "I will take underserved work breaks." with mean of 4.1487.

Table 4.9

Organizational Citizenship Behaviour Measurement

No.	Questions	N	Mean	Std. Deviation
1	I will help others who have been absent.	437	5.4027	1.31058
2	I will help others who have heavy workloads.	437	5.3799	1.24292
3	I will assist supervisor with his/her work when not asked.	437	5.0137	1.32136
4	I will take times to listen to co-workers' problems and worries.	437	5.4760	1.31923
5	I will go out of way to help new employees.	437	5.4828	1.27368
6	I will take a personal interest in other employees.	437	5.1922	1.35076
7	I will pass along information to co-workers.	437	5.6545	1.30024
8	Attendance at work is above the norm.	437	5.7277	1.37038
9	I will give advance notice when unable to come to work.	437	5.8604	1.37485
10	I will take underserved work breaks.	437	4.1487	1.32098
11	Great deal of time spent with personal phone conversation.	437	4.1533	1.36703
12	I will complain about insignificant things at work.	437	4.4645	1.88712
13	I will conserve and protect organizational property.	437	5.8970	1.13571

14	I will adhere to internal rules devised to maintain or order.	437	5.8215	1.07950

Source: Generated from SPSS results.

Note: N= the sample size, Std. Deviation= Standard Deviation

4.2 Scale Measurement

This part will conduct the reliability test for the sample size of 437 respondents. By using Cronbach's Alpha, a reliability test is employed to assess the collection of items' consistency as well as their interrelationship. The table below summarizes the results of the reliability test for the dependent variable (OCB) and independent factors (Ethical Leadership, Work Life Balance).

4.2.1 The Reliability Analysis Interpretation

Reliability tests are performed to assess the elements' consistency and stability, as was discussed in chapter 3. The widely used technique to evaluate degree of dependability is Cronbach's Alpha. The table below displays the reliability test result.

Based on Table 4.10, it is shown that both independent variables, work life balance (0.953) and ethical leadership (0.977), fall under Cronbach's Alpha range of very good reliability. Meanwhile, the dependent variable, OCB (0.841), is considered to have very good reliability also.

Table 4.10

Cronbach's Alpha Reliability Test

	Variable	Number of Items	Cronbach's Alpha value
IV	Work Life Balance	4	0.953
	Ethical Leadership	15	0.977
DV	Organizational Citizenship Behaviour	14	0.841

Source: Generated from SPSS results.

Note: IV= Independent Variable, DV= Dependent Variable

4.3 Inferential Analysis

Inferential analysis is a statistical model that compares and tests data to produce population generalizations based on sample data. Some important inferential statistics, such as the chi-square test, Pearson Correlation, and Multiple Regression Analysis, are based on models. For this study, the link between independent factors and dependent variables will be determined using the multiple regression analysis model.

4.3.1 Pearson Correlation Coefficient

The correlation coefficient, commonly known as Pearson's correlation coefficient, is a statistic that expresses how strongly two variables are related (Stewart, 2023). The coefficient range, relationship direction, and strength were provided by the Rule of Thumb in the table.

Table 4.11 shows that work life balance and organizational citizenship behaviour have a positive correlation of p-value (<0.001), indicating a positive association between these two variables. The correlation coefficient's value is 0.572, which ranges from ±0.40 to ±0.69. Hence, the link between work life balance and organizational citizenship behaviour is moderately positive. The p-value (<0.001) is less than the alpha value (0.05), which shows it is significant.

Table 4.11

The Result of Pearson Correlation Coefficient Analysis Between Work Life Balance and Organizational Citizenship Behaviour

Independent Variable		Organizational Citizenship Behaviour
Work Life Balance	Pearson Correlation	0.572
	Significant (2-tailed)	<0.001
	N	437

Source: Generated from SPSS results.

Note: N= the sample size.

Based on Table 4.12, there is a positive correlation of p-value (<0.001) between ethical leadership and organizational citizenship behaviour, proving a positive relationship between the two variables. The correlation coefficient's value is 0.552, which ranges from ± 0.40 to ± 0.69. The link between ethical leadership and organizational citizenship behaviour is moderate positive, and because the p-value (<0.001) is lesser than alpha value (0.05), which shows it is significant.

Table 4.12

The Result of Pearson Correlation Coefficient Analysis Between Ethical Leadership and Organizational Citizenship Behaviour

Independent Variable		Organizational Citizenship Behaviour
Ethical Leadership	Pearson Correlation	0.552
	Significant (2-tailed)	<0.001
	N	437

Source: Generated from SPSS results.

Note: N= the sample size.

4.3.2 Multiple Regression Analysis

According to Chapter 3, Multiple Regression Analysis uses R-square (R^2) to show the relationship between two or more independent variables and one dependent variable.

H_0: The independent variables (work life balance and ethical leadership) are not positively influencing on organizational citizenship behaviour among teachers in government schools.

H_1: Work life balance is positively influencing on organizational citizenship behaviour among teachers in government schools.

H_2: Ethical leadership is positively influencing on organizational citizenship behaviour among teachers in government schools.

Table 4.13 shows that the F-statistic is significant, this is understandable given that the p-value (<0.001) is smaller than the alpha value (0.05). It is possible to prove that the independent factors are relevant in explaining the variation in profession choice based on the study's model outlining the link between the dependent and independent variables. The results support the alternative theory.

Table 4.13

Statistics of ANOVA

Model	Sum of Squares	df	Mean Square	F	P
Regression	23316.023	2	11658.011	157.365	<.001
Residual	32151.835	435	74.083	-	-
Total	55467.858	437	-	-	-

Source: Generated from SPSS results.

Note: df= the degree of freedom in the source. F= the F-statistic. P= the P-value.

R value

Referring to Table 4.14, the model summary, the R value represents the correlation coefficient between the dependent variable and the combined independent variables. In this study, the correlation coefficient (R value) is 0.648, with a positive direction. Moreover, based on the coefficient range, the R value falls within the range of ±0.40 to ±0.69, signifying a moderate level of association between the dependent variable (organizational citizenship behaviour) and the independent variables (ethical leadership and work-life balance).

R square

The degree or level to which the independent variables account for variation in the dependent variable is shown by the R-square. In this research, independent variables can explain 42.0% of the variations for the dependent variable (organizational citizenship behaviour). According to the below table, it shows that the findings (42.0% = 0.420) are moderate, but 58.0% are still left unexplained in our study. Hence, some factors and variables that can explain organizational citizenship behaviour have been left out of this study.

Table 4.14

Statistics of Model Summary a and b

	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Model Summary a	1	0.648	0.42	0.418	8.60712

	R Square Change	F Change	df1	df2	Sig. F Change
Model Summary b	0.42	157.365	2	434	<.001

Source: Generated from SPSS results.

Note: R= The correlation coefficient, R Square= The square of the correlation coefficient, Adjusted R Square= Adjusted the square of the correlation coefficient, Std. Error of the Estimate= The standard error of estimate, R Square Change= The square of the correlation coefficient change, F Change= The F-statistic change, df1= Column headings indicate the numerator degrees of freedom, df2= Row headings define the denominator degrees of freedom, Sig. F Change= A significant F-change.

Model Summary a. Independent Variables: (Constant), Ethical Leadership, Work Life Balance
Model Summary b. Dependent Variable: Organisational Citizenship Behaviour

Regression Equation:

y=a+b1 (x1) +b2 (x2)

X1 = Work Life Balance

X2 = Ethical Leadership

Organizational Citizenship Behaviour = 37.756 + 0.888 (Work Life Balance) + 0.229 (Ethical Leadership)

H1: Work life balance is positively influencing on organizational citizenship behaviour among teachers in government schools.

According to Table 4.15, work life balance is positively influencing on dependent variable (OCB) for this study. This is because the p-value for work life balance is <0.001 which is less than the alpha value 0.05. Thus, H1 is supported.

H2: Ethical leadership is positively influencing on organizational citizenship behaviour among teachers in government schools.

According to Table 4.15, ethical leadership is positively influencing on dependent variable (OCB) for this study. This is because the p-value for ethical leadership is <0.001 which is less than the alpha value 0.05. Thus, H2 is supported.

Contribution of each independent variable to the dependent variable.

Highest Contribution

Work Life Balance's beta value (Standardized coefficients) is the highest (0.394), which makes it the biggest independent variable impacting the variance of the dependent variable (OCB).

Lowest Contribution

Ethical Leadership's beta value (Standardized coefficients) is the lowest (0.353), which makes it the smallest independent variable impacting the variance of the dependent variable (OCB).

Table 4.15

The Coefficient Results of Work Life Balance and Ethical Leadership

Model	Unstandardized Coefficients Beta	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	37.756	2.08	-	18.152	<.001
Work Life Balance	0.888	0.095	0.394	9.316	<.001
Ethical Leadership	0.229	0.027	0.353	8.35	<.001

Source: Generated from SPSS results.

Note: Std. Error= The standard error, t= the value of the test statistic, Sig.= the significance.

4.4 Conclusion

To put it briefly, this chapter provides and compiles all the data produced by the SPSS programmed for the descriptive analysis, scale measurement, and inferential analysis. The data is comprised of 437 respondents in total. The dependent variable has a significant correlation with the independent variable, according to the SPSS programmed results, indicating that they are connected. In Chapter 5, these findings will be covered in further depth.

Chapter 5

5.0 Introduction

In this chapter, we will discuss significant results and reach a conclusion. In the following section, we will begin by summarizing the statistical analysis and examine the important findings on how the independent factors (WLB, EL) influence the dependent variable (OCB). Beyond that, we will explore the research's implications and limitations. Finally, we will make some suggestions for future studies as well as make a conclusion to our study.

5.1 Summary of Statistical Analysis

5.1.1 Descriptive Analysis

5.1.1.1 Respondent Demographic Profile

Based on the data collected from 437 respondents, we observed that 65.2% of them were female (285 respondents), while 34.8% were male (152 respondents). Regarding age groups, the majority of respondents fell within the range of 25 to 34 years old, making up 44.9% of the total. The next age group, between 35 and 44 years, comprised 37.8% of respondents. The group aged less than 25 years old accounted for 6.9% of respondents, while those between 45 and 54 years old represented 8.5%. The smallest age group, aged over 55 years, constituted 2.1% of the respondents. In terms of educational qualifications, 52.4% of respondents held a bachelor's degree, 32.7% had a master's degree, and 14.9% had a doctorate degree. Regarding tenure, the largest group consisted of respondents with 4 to less than 6 years of experience, making up 27.5% of the total. The group with 10 years and above of experience represented 15.3%, followed by 6 to less than 8 years (16.2%), 2 to less than 4 years (8.2%), 8 to less than 10 years (14%), and less than 2 years (18.8%). Additionally, the data showed that 57.7% of the respondents were married, while 42.3% were single.

Table 5.1

Summary of Demographic Information

Demographic Factors	Categories	Frequency	Percentage (%)
Gender	Male	152	34.8%
	Female	285	65.2%
Age	Less than 25 years old	30	6.9%
	25 to 34 years old	196	44.9%
	35 to 44 years old	165	37.8%
	45 to 54 years old	37	8.5%
	More than 55 years old	9	2.1%
Higher Educational Qualification	Bachelor's degree	229	52.4%
	Master's degree	143	32.7%
	Doctorate degree	65	14.9%
Tenure	Less than 2 years	82	18.8%
	2 to less than 4 years	36	8.2%
	4 to less than 6 years	120	27.5%

	6 to less than 8 years	71	16.2%
	8 to less than 10 years	61	14.0%
	10 years and above	67	15.3%
Marital Status	Single	185	42.3%
	Married	252	57.7%

Source: Generated from SPSS result. Developed for research.

5.1.1.2 Central Tendencies Measurement of Constructs

Based on the result, EL ranked first with a mean of 78.1396 and the highest standard deviation of 17.41944. Next, OCB ranked second with a mean of 73.6751 with the standard deviation of 11.27918. While WLB ranked last with a mean of 20.3181 and the standard deviation of 5.00477.

Table 5.2

Summary of Central Tendencies Measurement of Constructs

Variables	Mean	Standard Deviation	Sample size, n
Organizational Citizenship Behaviour	73.6751	11.27918	437
Work-Life Balance	20.3181	5.00477	437
Ethical Leadership	78.1396	17.41944	437

Source: Generated from SPSS result. Developed for research.

Note: The symbol n represents the sample size

5.1.2 Summary of Inferential Analysis

5.1.2.1 Reliability Test

Cronbach's Alpha was used in this study to determine the degree of reliability of the dependent variable and independent variables. Based on the result that shown in table 4.10, it is shown that both independent variables, WLB (0.953) and EL (0.977); and dependent variable which is OCB (0.841) have a very good reliability.

5.1.3 Inferential Analyses

5.1.3.1 Pearson Correlation Coefficient Analysis

The Pearson Correlation Coefficient Analysis test which is conducted in Chapter 4 concludes that there is a positive relationship between dependent variables (OCB) and independent variables (WLB and EL) because the correlation coefficient has a positive value. From the test results, the Pearson correlation value of WLB and EL shows positive association with 0.572 and 0.552 respectively. Moreover, results show that significant correlation exists in between Dependent variable and independent variables since the p-value (0.001) which shows less than the alpha value (0.05).

Table 5.3

Summary of Pearson Correlation Result

Organizational Citizenship Behaviour			
Independent Variables	**Pearson Correlation**	**P-value**	**Strength of Association**
Work-Life Balance	0.572	<0.001	Moderate
Ethical Leadership	0.552	<0.001	Moderate

Source: Generated from SPSS result. Developed for research.

5.1.3.2 Multiple Linear Regression Analysis and Linear Regression Analysis

Multiple Regression Analysis uses R-square to determine the relationship between one dependent variable and two or more independent variables. From the results, we conclude that both independent variables (WLB and EL) are positively influencing the dependent variable (OCB). Therefore, the F-statistic is significant and shows that the p-value (<0.001) is smaller than the alpha value (0.05) which means that the relationship between independent variables towards dependent variables is significant.

Table 5.4

Summary of the Result of Multiple Regression Analysis

Hypothesis	Result	Accept/Reject
H$_1$: Work-Life balance is positively influencing organizational citizenship behaviour among teachers in government schools.	p-value = <0.001	Accepted
H$_2$: Ethical leadership is positively influencing organizational citizenship behaviour among teachers in government schools.	p-value = <0.001	Accepted

Source: Generated from SPSS result. Developed for research.

5.2 Discussion of Major Findings

5.2.1 Work-Life Balance and Organizational Citizenship Behaviour

H1: Work-Life balance is positively influencing organizational citizenship behaviour among teachers in government schools.

Previous research findings consistently show a favourable relationship between WLB and OCB (Eriyanti & Noekent, 2021; Harikaran & Thevanes, 2018; Thevanes & Harikaran, 2020; Wilkanandya & Sudarma, 2020). The balance between an individual's work and family responsibilities has a substantial impact on their success as employees. When teachers sense a harmonic balance between their professional and personal life, it promotes a more positive work environment inside their educational institution. This, in the meantime, increases teacher collaboration, which improves OCB. Furthermore, when educators feel appreciated and encouraged in their work, and when their personal interests and the school's aims are aligned, they are more likely to participate actively in the school community and exhibit behaviours that go beyond their fundamental job responsibilities. When schools make it difficult for teachers to combine work and non-work obligations, it can have a negative impact on their performance, job satisfaction, work efficiency, overall well-being, and dedication to the school (Thevanes & Harikaran, 2020). As a result, the study's findings highlight a strong and positive relationship between WLB and teachers' OCB.

5.2.2 Ethical Leadership and Organisational Citizenship Behaviour

H2: Ethical leadership is positively influencing OCB among teachers in government schools.

Our current findings showed a significant relationship between OCB and EL. These results are consistent with past studies. Many academic studies have found a positive correlation between EL and OCB, demonstrating that ethical leadership behaviours can contribute to the development of OCB in teachers (Mitonga-Monga & Cilliers, 2016; Nemr & Liu, 2021; Shareef & Atan, 2019; Shin et al., 2015; Tan et al., 2019). This finding points out that school administrators who behave ethically may effectively inspire teachers to voluntarily participate in OCB. This means that when the principal has a considerably high level of EL, the team feels

that the ethical leader is a sincere and respectable role model. These influences followers will follow and imitate this ethical behaviour. More than that, when the followers find that the principal and school management show caring behaviour towards them and care about their welfare, they feel like repaying back with loyalty (Brown et al., 2005). For example, they will assist their supervisors when not required to do so. Therefore, when school management and principal have high levels of Ethical leadership, teachers are more connected to the school, leading to organizational citizenship behaviour (Liu et al., 2013; Tan et al., 2019).

5.3 Implications of Study

5.3.1 Theoretical Implication

Based on the findings of this research, the proposed framework is suitable for the field of education. This study focuses on the organisational citizenship behaviours of government schoolteachers. The findings are significant because we demonstrate that the two independent variables used in this study (EL and WLB) have a significant relationship to OCB of government schoolteachers. As a result, the model is relevant in establishing the OCB of Malaysian government schoolteachers. The connection between factors impacting government schoolteachers' OCB in Malaysia has not been examined much, so our findings may be useful for the future by other researchers. Besides, the application of social exchange theory to the school context implies that teachers are more likely to reciprocate with OCB when they perceive that school administration and principals practice EL and promote WLB. Among this behaviour is that the teachers voluntarily go beyond their original scope of work. For example, supporting a teacher when he or she needs help. This theoretical perspective provides evidence and insights for our study, revealing how an OCB culture can be fostered and strengthened in schools through EL and WLB.

5.3.2 Practical Implication

Ethical Leadership

The study's findings have implications for teachers and schools. In order to foster the conduct of OCB, relevant organizations ought to motivate and support management who act ethically. Educational institution leaders should create policies which promote the management of ethical

leadership. Setting clear moral values and principles, providing ethical training and development programmes are all examples of policies that might be implemented (Elçi et al., 2013). Ethically led management contributes to increased organisational socialization and morale. As a result, dealing with organisational socialization ethically will promote positive citizenship and boost organisational effectiveness. Principals can create a culture that sets milestones and rewards staff for engaging teachers in OCB in the process. This can be accomplished by creating an enjoyable workplace culture that fosters collaboration and working together and giving teachers the opportunity to engage in voluntary behaviours that benefit the organization.

Work-Life Balance

Practical suggestions for the school administration and principal should conduct workshops or talks on how to enhance employees' capacity to balance duties at work and at home, teach teachers how to regulate their workloads while supervising them and looking out for their physical and mental health by properly allocating resources to assist with their job duties (Helvaci & Eker, 2019). Sharing sessions or discussions can also be organized in each department to hear about the challenges faced by faculty and staff. In other words, if employees feel satisfied and successful at work, they are able to handle their work-life balance significantly and properly. Besides, school management should implement a rule prohibiting the sending of work-related emails or messaging apps after working hours. In addition, school management should give teachers a sense of belonging at work, improve internal communication, and maintain transparency. This is what will take care of teachers' mental health and foster an inclusive company culture where everyone feels welcome. And this stronger sense of belonging will result in an enhanced sense of accountability and a greater commitment of teachers to their school.

5.4 Limitations of the Study

Firstly, the first limitation is that we used a quantitative research method to collect data as a way to confirm theories and conjectures. We send questionnaires to collect factual information, which is also known as a closed-ended or multiple-choice survey (Aspers & Corte, 2019). It is easy for respondents to choose random answers that do not reflect the real situation because

they can only choose from "strongly disagree" to "strongly agree", so we also cannot obtain information beyond the fixed answers. Therefore, understanding the context of a phenomenon can be challenging. It also restricts us from asking participants any more questions after they have completed the survey. As a result, there are fewer data points that can be researched because we do not have the opportunity to investigate the answers to the study.

Cross-sectional research methods enable us to examine many different kinds of variables at once (Mann, 2003). However, cross-sectional studies may not provide clear information on causality. This is because such studies do not consider what happened before and after. Thus, we cannot determine whether government schoolteachers had high levels of organizational citizenship behaviour before the effect of work-life balance.

5.5 Recommendations for future study

We propose that future research take an integrated strategy, incorporating both quantitative and qualitative methodologies, because we are now using quantitative research in our study. This method would combine comprehensive qualitative research with quantitative data collection. Interviews, for example, might be used to assess teachers' levels of satisfaction with EL and WLB, expanding the research by offering a more thorough picture. This technique would begin with the use of questionnaires to detect patterns or viewpoints, followed by interviews to search into the underlying causes of certain trends. It will make sure that comprehension is enhanced by combining various forms of knowledge. The majority of evaluations gather both qualitative (text, visuals) and quantitative (numbers) data (Creswell, 1999).

Next, a longitudinal approach may be advised for researchers to use in the future. A longitudinal study involves the researcher making several observations of the same study group across time (Yurek et al., 2008). It has the advantage of allowing the researcher to recognize changes in the features of the target population at both the group and individual levels. And this research method provides clear information about cause and effect. As a result, longitudinal studies have greater scope and are more likely than cross-sectional research to indicate cause and effect relationship.

5.6 Conclusion

In conclusion, this study aims to investigate the relationship between WLB, EL, and OCB. After reviewing the existing literature and relevant theoretical models, this study builds a conceptual framework to show the relationship between WLB and EL (independent variables) and OCB (dependent variable) of Malaysian government secondary school teachers. The results of the study showed that WLB and EL had a positive and significant relationship with OCB, which is consistent with our hypothesis. Furthermore, various implications of this study are presented, which are based on the research findings. Following the ending of the study, the strategies that follow are proposed to strengthen principals' EL due to their impact on teachers' organisational citizenship behaviour. Teachers should be allowed to take part in critical decision-making by their principals. By building ethical relationships, performing an ethical role for teachers, and by considering ethics seriously in the school. In addition, the findings from this study could help school administrators know what factors influence teachers' OCB. As a result, they may supervise principals' EL and pay attention to teachers' WLB in educational institutions in order to encourage teachers' OCB for enhancement. Lastly, future researchers should perform further research in private educational institutions to monitor teachers' OCB and enhance teachers' OCB in different schools, not just Malaysia government school.

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APPENDICES

Appendix A: Questionnaire

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Survey Questionnaire

Ethical Leadership, Organisational Citizenship Behaviour and Work Life Balance Among School Teachers in Malaysia

Dear respondents:

We are students of Bachelor of Business Administration (Hons) from Universiti Tunku Abdul Rahman (UTAR), Perak Campus, Malaysia. We are currently conducting a final year project regarding to "Ethical Leadership, Organisational Citizenship Behaviour and Work Life Balance Among School Teachers in Malaysia".

Please read the instructions carefully before answering the questions. Your participation will greatly contribute to the success of the survey. We deeply appreciate your help in participating in this survey, and your responses will remain private and confidential. The result of the survey will used in whole and not on individual basis.

It will take about 10 – 15 minutes to complete the attached questionnaire. Your participation is very much needed to complete our final year project. If you have any question or inquiry, kindly contact us at our email address as stated below:

Name	Student ID	Email
Ooi Mun Yee	19ABB05575	jaslynooi@1utar.my
Kay Ee Tong	18ABB04396	kaylee0929@1utar.my
Neow Choo Kean	20ABB06145	ckneow77@1utar.my
Yang, ZhiXin	20ABB04664	794942820@1utar.my

Guidelines for Completing this survey:

1. There are **FIVE** sections in this questionnaire. Section A is on demographics. Section B, C, D, and E cover all the variables in this study. Please answer **ALL** the questions in ALL sections.

2. Completion of this questionnaire will take you around 10 – 15 minutes.

3. The information gather will be treated as private and **CONFIDENTIAL**.

Personal Data Protection Statement

Please be informed that accordance with the Personal Data Protection Act 2010 (PDPA) which came into force on 15 November 2013, Universiti Tunku Abdul Rahman (UTAR) is hereby bound to make notice and require consult in relation to collection, recording, store, usage and retention of personal information.

Notice:

1. The purposes for which your personal data may be used are inclusive but not limited to:
   - For assessment of any application to UTAR
   - For processing any benefits and services
   - For communication purposes
   - For advertorial and news
   - For general administration and record purposes
   - For enhancing the value of education
   - For educational and related purposes consequential to UTAR
   - For the purpose of our corporate governance
   - For consideration as a guarantor for UTAR staff/ student applying for his/her scholarship/study loan \

2. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

3. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

4. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

1. By submitting this form you hereby authorize and consent to us processing (including disclosing) your personal data and any updates of your information, for the purposes and/or for any other purposes related to the purpose.

2. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

3. You may access and update your personal data by writing to us at jaslynooi@1utar.my.

Acknowledgement of Notice

[ ] I have been notified by you and I hereby understood, consented and agreed per UTAR notice.

[ ] I disagree, my personal data will not be processed.

Section A: Demographic Profile

Please select the most appropriate option for each of the following:

1. Gender:

☐ Male

☐ Female

2. Age:

☐ Less than 25 years old

☐ 25 to 34 years old

☐ 35 to 44 years old

☐ 45 to 54 years old

☐ More than 55 years old

3. Higher Educational Qualification

☐ Bachelor's degree

☐ Master's degree

☐ Doctorate degree

4. Tenure

☐ Less than 2 years

☐ 2 to less than 4 years

☐ 4 to less than 6 years

☐ 6 to less than 8 years

☐ 8 to less than 10 years

5. Marital Status

☐ Single

☐ Married

Section B: Work-Life Balance

Based on your opinion, please select the most appropriate option that best indicate your agreement level about the following statement.

Level of agreement

1. **Strongly Disagree**
2. **Disagree**
3. **Somewhat Disagree**
4. **Neutral**
5. **Somewhat Agree**
6. **Agree**
7. **Strongly Agree**

No.	Questions	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1.	I currently have a good balance between the time I spend at work and the time I have available for non-work activities.	1	2	3	4	5	6	7
2.	I have difficulty balancing my work and non-work activities.	1	2	3	4	5	6	7
3.	I feel that the balance between my work demands, and non-work activities is currently about right.	1	2	3	4	5	6	7
4.	Overall, I believe that my work and non-work life are balanced.	1	2	3	4	5	6	7

Section C: Ethical Leadership

Based on your opinion, please select the most appropriate option that best indicate your agreement level about the following statement.

Level of agreement

1- **Strongly Disagree**
2- **Disagree**
3- **Somewhat Disagree**
4- **Neutral**
5- **Somewhat Agree**
6- **Agree**
7- **Strongly Agree**

No.	Questions *My immediate supervisor …*	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	shows a strong concern for ethical and moral values.	1	2	3	4	5	6	7
2	communicates clear ethical standards for members.	1	2	3	4	5	6	7
3	sets an example of ethical behavior in his/her decisions and actions.	1	2	3	4	5	6	7
4	is honest and can be trusted to tell the truth.	1	2	3	4	5	6	7
5	keeps actions consistent with stated values ("walks the talk").	1	2	3	4	5	6	7
6	is fair and unbiased when assigning tasks to members.	1	2	3	4	5	6	7

7	can be trusted to carry out promises and commitments.	1	2	3	4	5	6	7
8	insists on doing what is fair and ethical even when it is not easy.	1	2	3	4	5	6	7
9	acknowledges mistakes and takes responsibility for them.	1	2	3	4	5	6	7
10	regards honesty and integrity as important personal values.	1	2	3	4	5	6	7
11	sets an example of dedication and self-sacrifice for the organization.	1	2	3	4	5	6	7
12	opposes the use of unethical practices to increase performance.	1	2	3	4	5	6	7
13	is fair and objective when evaluating member performance and giving rewards.	1	2	3	4	5	6	7
14	puts the needs of others above his/her own self-interest.	1	2	3	4	5	6	7
15	holds members accountable for using ethical practices in their work.	1	2	3	4	5	6	7

Section D: Organisational Citizenship Behaviour - Individual Perspective

Based on your opinion, please select the most appropriate option that best indicate your agreement level about the following statement.

Level of agreement

1- **Strongly Disagree**
2- **Disagree**
3- **Somewhat Disagree**
4- **Neutral**
5- **Somewhat Agree**
6- **Agree**
7- **Strongly Agree**

No.	Questions	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	I will help others who have been absent.	1	2	3	4	5	6	7
2	I will help others who have heavy workloads.	1	2	3	4	5	6	7
3	I will assist supervisor with his/her work when not asked.	1	2	3	4	5	6	7
4	I will take times to listen to co-workers' problems and worries.	1	2	3	4	5	6	7
5	I will go out of way to help new employees.	1	2	3	4	5	6	7
6	I will take a personal interest in other employees.	1	2	3	4	5	6	7
7	I will pass along information to co-workers.	1	2	3	4	5	6	7

Section E: Organisational Citizenship Behaviour - Organisational Perspective

Based on your opinion, please select the most appropriate option that best indicate your agreement level about the following statement.

Level of agreement

1- **Strongly Disagree**

2- **Disagree**

3- **Somewhat Disagree**

4- **Neutral**

5- **Somewhat Agree**

6- **Agree**

7- **Strongly Agree**

No.	Questions	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	Attendance at work is above the norm.	1	2	3	4	5	6	7
2	I will give advance notice when unable to come to work.	1	2	3	4	5	6	7
3	I will take underserved work breaks.	1	2	3	4	5	6	7
4	Great deal of time spent with personal phone conversation.	1	2	3	4	5	6	7
5	I will complain about insignificant things at work.	1	2	3	4	5	6	7
6	I will conserve and protect organisational property.	1	2	3	4	5	6	7
7	I will adhere to internal rules devised to maintain order.	1	2	3	4	5	6	7

Appendix B: Descriptive Analysis

Demographic Profile: Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	152	34.8	34.8	34.8
	Female	285	65.2	65.2	100.0
	Total	437	100.0	100.0	

Gender
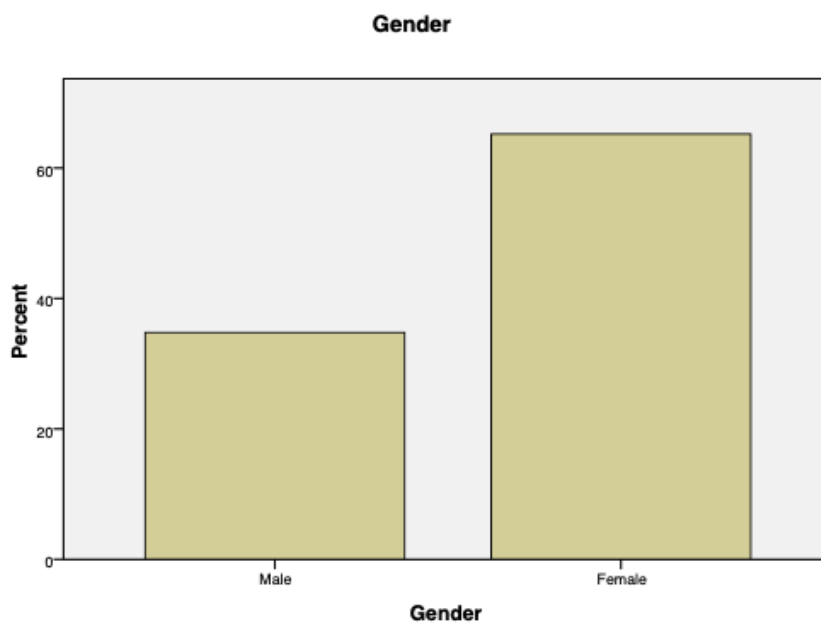
Demographic Profile: Age

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25 years old	30	6.9	6.9	6.9
	25 to 34 yaers old	196	44.9	44.9	51.7
	35 to 44 years old	165	37.8	37.8	89.5
	45 to 54 years old	37	8.5	8.5	97.9
	More than 55 years old	9	2.1	2.1	100.0
	Total	437	100.0	100.0	

Age
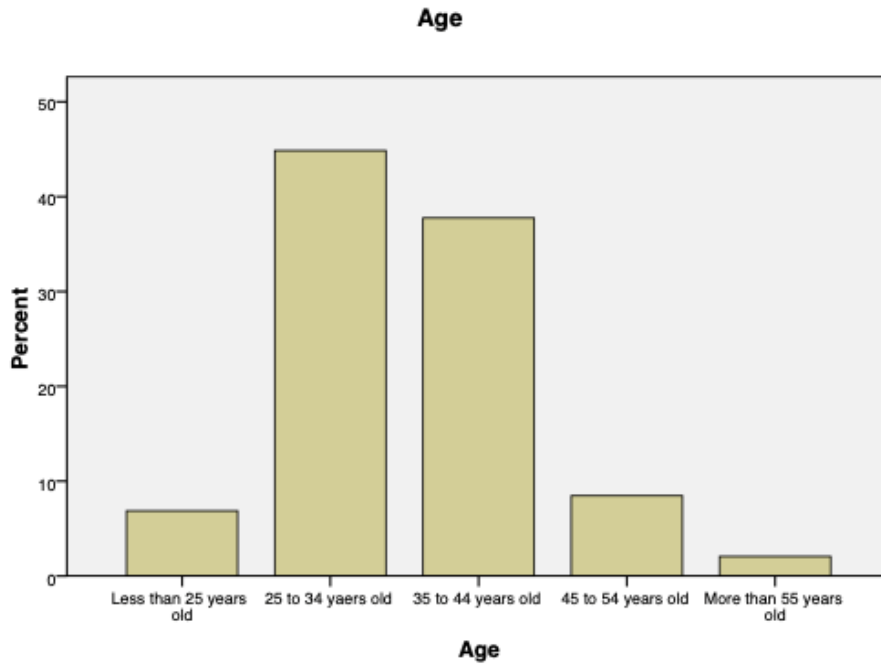
Demographic Profile: Higher Education Qualification

Higher Educational Qualification

		Frequency	Percent	Valid Percent
Valid	Bachelor's degree	229	52.4	52.4
	Master's degree	143	32.7	32.7
	Doctorate degree	65	14.9	14.9
	Total	437	100.0	100.0

Higher Educational Qualification
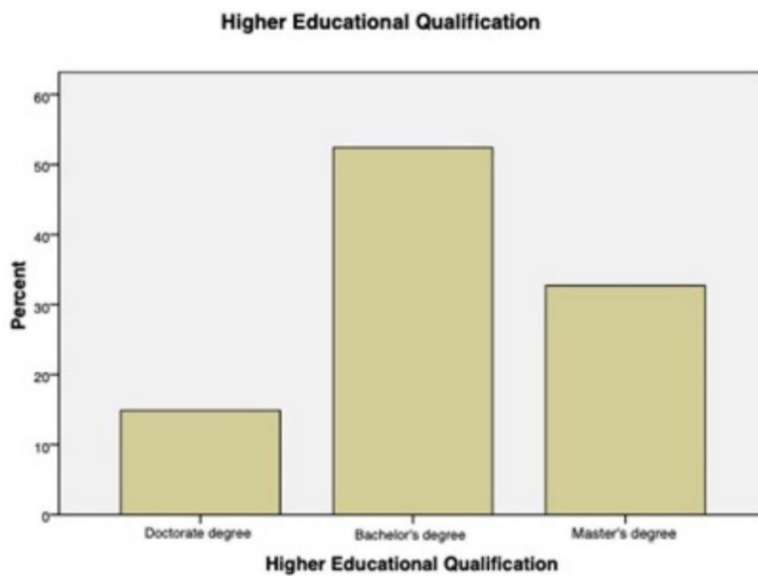
Demographic Profile: Tenure

Tenure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 2 years	82	18.8	18.8	18.8
	2 to less than 4 years	36	8.2	8.2	27.0
	4 to less thyan 6 years	120	27.5	27.5	54.5
	6 to less than 8 years	71	16.2	16.2	70.7
	8 to less than 10 years	61	14.0	14.0	84.7
	10 years and above	67	15.3	15.3	100.0
	Total	437	100.0	100.0	

Tenure
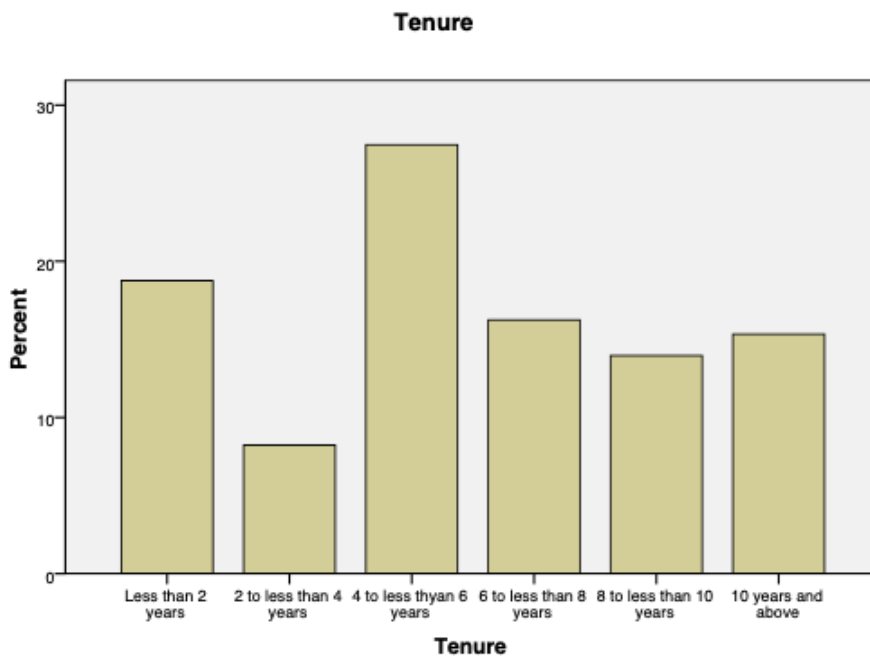
Demographic Profile: Marital Status

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	185	42.3	42.3	42.3
	Married	252	57.7	57.7	100.0
	Total	437	100.0	100.0	

Marital Status
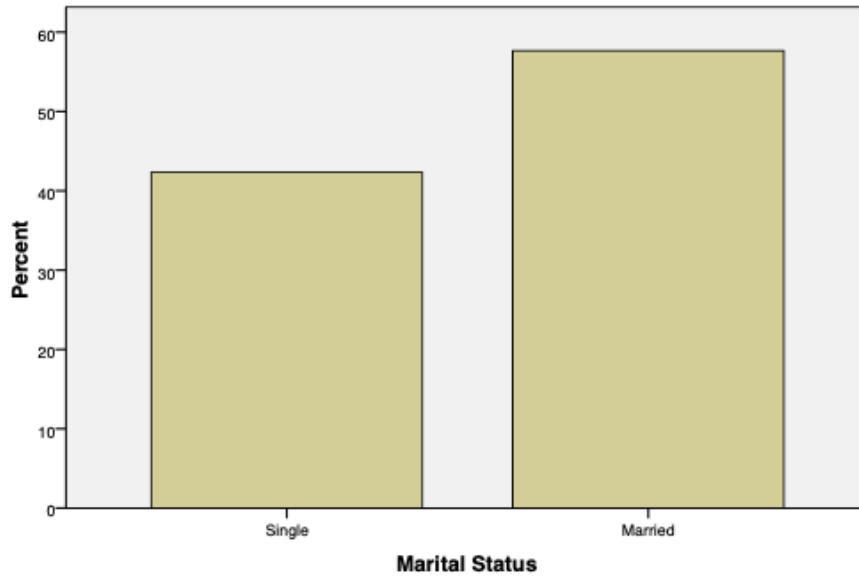
Appendix C: Reliability Test

Independent Variable: Work Life Balance

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.953	.956	4

Item Statistics

	Mean	Std. Deviation	N
Good Balance between the time	5.2723	1.27124	437
Difficulty balancing my work	4.7460	1.58751	437
Balance between my work demands	5.1442	1.18275	437
Work and non-work are balanced	5.1556	1.27198	437

\Independent Variable: Ethical Leadership

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.977	.977	15

Item Statistics

	Mean	Std. Deviation	N
Strong concern for ethical and moral values	5.3318	1.31058	437
Clear ethical standards for members	5.3364	1.24292	437
Ethical behavior in his/her decision	5.2380	1.32136	437
Honest can be trusted to tell the truth	5.2540	1.31923	437
Keeps actions consistent	5.2471	1.27368	437
Fair and unbiased	5.1121	1.35076	437
Carry out promises and commitments	5.2288	1.30024	437
Doing what is fair and ethical	5.1739	1.37038	437
Take responsibility for them	5.1716	1.37485	437
Honesty and intergrity	5.2838	1.32098	437
Self-sacrifice	5.1739	1.36703	437
Opposes use of unethical pratices	5.2037	1.41654	437
Fair when evaluating member performance	5.2471	1.30394	437
Put needs of others above own self-interest	4.8947	1.46297	437
Holds members accountable	5.2426	1.32745	437

\Dependent Variable: Organizational Citizenship Behavior

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.841	.876	14

Item Statistics

	Mean	Std. Deviation	N
Helps others who absent	5.4027	1.29671	437
Helps who heavy workloads	5.3799	1.14634	437
Assits supervisor work	5.0137	1.29565	437
Listen to co-workers	5.4760	1.12213	437
Help new employees	5.4828	1.22766	437
Take personal interest	5.1922	1.43662	437
Pass along information	5.6545	1.13010	437
Attendance at work	5.7277	1.21967	437
Give advance notice	5.8604	1.21013	437
Understand woek breaks	4.1487	1.93076	437
Great deal of time spent	4.1533	2.08683	437
Complain insignificant things	4.4645	1.88712	437
Protect organisational property	5.8970	1.13571	437
Adhere to internal rules	5.8215	1.07950	437

Appendix D: Pearson Correlation Coefficient Analysis

Work Life Balance and Ethical Leadership and Organizational Citizenship Behaviour

Correlations

		WLBAvg	ELAvg	OCBAvg
WLBAvg	Pearson Correlation	1.000	.504**	.572**
	Sig. (2-tailed)		.000	.000
	N	437.000	437	437
ELAvg	Pearson Correlation	.504**	1.000	.552**
	Sig. (2-tailed)	.000		.000
	N	437	437.000	437
OCBAvg	Pearson Correlation	.572**	.552**	1.000
	Sig. (2-tailed)	.000	.000	
	N	437	437	437.000

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix E: Multiple Linear Regression Analysis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change
1	.648[a]	.420	.418	8.60712	.420	157.365

Model Summary[b]

Model	Change Statistics df1	df2	Sig. F Change
1	2	434	<.001

a. Predictors: (Constant), ELAvg, WLBAvg
b. Dependent Variable: OCBAvg

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23316.023	2	11658.011	157.365	<.001[b]
	Residual	32151.835	435	74.083		
	Total	55467.858	437			

a. Dependent Variable: OCBAvg
b. Predictors: (Constant), ELAvg, WLBAvg

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	37.756	2.080		18.152	<.001
	WLBAvg	.888	.095	.394	9.316	<.001
	ELAvg	.229	.027	.353	8.350	<.001

Coefficients[a]

Model		Collinearity Statistics Tolerance	VIF
1	(Constant)		
	WLBAvg	.746	1.340
	ELAvg	.746	1.340

a. Dependent Variable: OCBAvg