



Research Paper

Modeling the Relationships Between Social Responsibility and Organizational Socialization: The Mediating Role of Psychological Well-Being



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Abstract

The present study was conducted with the aim of modeling the relationships between social responsibility and organizational socialization, with the mediating role of psychological well-being. The research method was descriptive-correlational in nature, employing structural equation modeling (SEM). The statistical population included all employees of Mohaghegh Ardabili University. Using a stratified random sampling method proportional to the size of each stratum, 150 participants (70 faculty members and 80 administrative staff) were selected as the study sample. For data collection, three standardized questionnaires were employed: the Social Responsibility Questionnaire based on Carroll's model (1991), Ryff's Psychological Well-Being Questionnaire (1980), and the Organizational Socialization Questionnaire based on Taormina's model (1997). To examine the relationships among the main variables, Pearson correlation analysis was conducted. The results indicated that there were significant and positive correlations among social responsibility, psychological well-being, and organizational socialization. Subsequently, structural equation modeling was used to test the main hypothesis as well as the subsidiary hypotheses of the study. To assess the generalizability of the structural model, the significance model (t-model) was presented in Figure 3. The results showed that the t-value for the effect of social responsibility on organizational socialization was 11.3, for the effect of social responsibility on psychological well-being was 6.23, and for the effect of psychological well-being on organizational socialization was 5.04. Since all t-values, as well as the other significance indices in the model, exceeded the threshold of 1.96, it can be concluded that the final research model is generalizable to the statistical population.

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Introduction

In the contemporary era, change has become an inseparable part of human life, and numerous organizations are either evolving or collapsing. What can lead an organization toward excellence while maintaining its stability is its human capital particularly the role of its leadership.

Scholars have explored the concept of corporate social responsibility (CSR) from various perspectives. Turner (2004) emphasized ethical, legal, and philanthropic behavior in the workplace, marketplace, and community. Memery, Megicks, and Williams (2005) referred to CSR as protecting and enhancing quality of life. McWilliams and Siegel (2001) defined it as actions taken to support certain social goods within specific regulatory frameworks. The concepts of social capital and social responsibility in universities can play a vital role in the organizational socialization of university employees.

Research has shown that individuals who fail to adapt to organizational processes or, in other words, whose organizational socialization is incomplete tend to exhibit low organizational loyalty (Walker & Parent, 2010), experience low personal responsibility (Pitts, 2010), dislike their work (Mitus, 2006), and lack belief in the goals and values of the organization (Walker & Parent, 2010). Consequently, negative outcomes such as performance disruption, job withdrawal, absenteeism, decreased productivity, and ultimately a lack of organizational entrepreneurship may occur.

Organizational socialization is a process whose effectiveness has been verified by experts. It refers to the mechanism through which individuals learn the values, norms, and behaviors necessary to participate as effective members of the organization (Pitts, 2010).

Organizational socialization holds special significance for both individuals and organizations for several reasons. First, if it is neglected, newcomers are more likely to exhibit behaviors outside the organization's norms, leading to negative attitudes, conflicts, turnover, and job dissatisfaction (Van Maanen & Schein, 1977). Second, the high costs associated with recruitment and selection and the pivotal role of socialization in the success of these processes (Anderson & Ostroff, 1997) highlight its importance. Third, newcomers' need to understand organizational operations, values, norms, resource networks, and policies underscores the necessity of effective socialization.

The fourth reason relates to the rapid and lasting impact of organizational factors on individuals. New employees typically adapt to organizational conditions within the first few months (Chan & Schmitt, 2000; Chen & Klimoski, 2003; Thomas & Anderson, 1998), and these early experiences have enduring effects on behavior and performance. The fifth reason involves the increasing frequency of organizational change (Steers, Mowday, & Shapiro, 2004). Such instability often leads employees to abandon planned career paths in favor of personal goals, creating a recurring

need for re-socialization after each change (Van Maanen & Schein, 1977).

In recent decades, positive psychology has emerged as a movement focused on studying human strengths and capabilities, providing substantial research on well-being and happiness across educational, healthcare, therapeutic, and academic settings (Linley & Joseph, 2004). Positive psychology seeks to promote human growth and flourishing rather than replace existing therapeutic approaches (Seligman, 2006). Over recent decades, the scientific community has shown increasing interest in understanding and conceptualizing various dimensions of well-being within positive psychology.

Ryff (1989) conceptualized psychological well-being based on the ideal life and human potential realization, arguing that it encompasses criteria parallel to those of positive psychological health (Myers & Diener, 1995). Ryff's theoretical model of psychological well-being includes six dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. This model has gained global attention (Cheng & Chan, 2005). Historically, the notion of health has focused primarily on physical aspects, with limited attention to psychological dimensions. According to the World Health Organization, mental health refers to the ability to form balanced and harmonious relationships with others, adapt to one's personal and social environment, and resolve internal conflicts logically and fairly. Mental health plays a crucial role in ensuring

the effectiveness and vitality of any society (Solgi, Saeedipoor, & Abdolmaleki, 2009).

Psychological well-being, a major construct in health psychology, involves understanding life's existential challenges and emphasizes human development through pursuing meaningful goals, personal growth, and positive relationships (Keyes, Shmotkin, & Ryff, 2002).

Pitts (2010), in a study titled *Organizational Socialization of Physicians in Large Medical Practice Groups*, investigated socialization among physicians using university databases and digital libraries. The findings indicated that newcomers must learn and internalize the organizational culture, acquire the skills necessary for success and retention, and identify their roles as part of a collaborative work environment (Pitts, 2010).

Mitus (2006), in research titled *Organizational Socialization from a Semantic Perspective and Its Impact on Real Responsibility and Rehabilitation Counseling Recruitment*, studied 168 U.S. rehabilitation counselors. Findings indicated that the meaning of socialization positively defined the scope of counselors' work and that awareness of organizational goals and values significantly influenced their commitment. Moreover, incomplete socialization was associated with lower responsibility levels, while complete socialization enhanced counselors' sense of accountability (Mitus, 2006).

Based on the aforementioned findings, the objectives of the present study are as follows:

1. To examine whether the mean scores of social responsibility, psychological well-being, and organizational socialization differ significantly from the population mean.

2. To determine the relationships among social responsibility, psychological well-being, and organizational socialization.

3. To assess whether social responsibility has a significant effect on organizational socialization.
4. To investigate whether social responsibility significantly influences employees' psychological well-being.

5. To determine whether psychological well-being significantly affects organizational socialization.

6. To examine whether psychological well-being mediates the relationship between social responsibility and organizational socialization.
- Accordingly, based on these research objectives, the conceptual model of the study (Figure 1) was developed by the researcher.

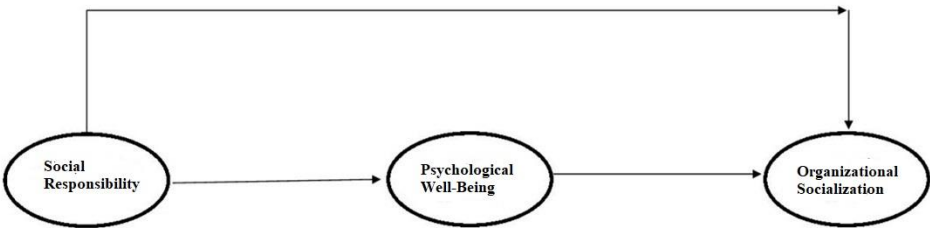


Figure 1. Conceptual Model of the Research

Research methodology

The research method employed in the present study was descriptive-correlational, using structural equation modeling (SEM). The statistical population consisted of all employees of Mohaghegh Ardabili University, including both administrative staff and faculty members. Using a stratified random sampling method proportional to the size of each stratum, a total of 150 participants were selected as the study sample. Data analysis was conducted using a one-sample t-test, Pearson correlation coefficient, and structural equation modeling. The analyses were performed using SPSS version 22 and LISREL version 8.8. The

primary data collection tools consisted of three standardized questionnaires, described as follows:

Organizational Socialization

Questionnaire: This standardized questionnaire, based on Taormina’s (1997) model, included 20 items rated on a 5-point Likert scale. The questionnaire comprised four dimensions: training (items 1–5), understanding (items 6–10), coworker support (items 11–15), and future prospects (items 16–20). The reliability of this questionnaire was reported as 0.93 in previous studies (Nadi, Golparvar, & SIADAT, 2010). In the present study, the Cronbach’s alpha coefficient was calculated

at 0.79, indicating acceptable internal consistency.

Psychological Well-Being Scale: Originally developed by Ryff (1989), the full version of this scale contains 120 items, with shorter versions of 84, 54, and 18 items developed in later studies. Based on the recommendations of the scale's developer and previous researchers, the 54-item version was used in this study. The scale measures six subdimensions: self-acceptance, positive relations with others, autonomy, purpose in life, personal growth, and environmental mastery, with each dimension consisting of nine items. Respondents were asked to rate each statement on a six-point Likert scale ranging from strongly disagree to strongly agree.

The validity and reliability of Ryff's scales have been well-documented in previous research. The validity of the Persian version was confirmed in a study by Bayani, Goudarzi, and Kouchaki (2008).

Social Responsibility Questionnaire: This questionnaire was developed based on Carroll (1991) model and adapted slightly for university employees. It consisted of 20 items rated on a 5-point Likert scale and assessed four dimensions: economic responsibility, legal responsibility, ethical responsibility, and philanthropic responsibility. The reliability of this questionnaire in the present study, measured by Cronbach's alpha, was 0.72, demonstrating satisfactory internal consistency.

Research Finding

Hypothesis 1: The mean scores of social responsibility, psychological well-being, and organizational socialization differ significantly from the expected population mean. To examine the first hypothesis, a one-sample t-test was conducted (Table 1). The results indicated that the mean score for social responsibility was 3.25, compared to the expected mean of 3. The t-value was 7.95, with a significance level of $p < 0.001$. Since the t-value was significant at the 0.01 level, it can be concluded that the observed mean differed significantly from the theoretical mean. Furthermore, because the observed mean exceeded the expected mean, it can be inferred that the level of social responsibility among employees at Mohaghegh Ardabili University was significantly high. Regarding psychological well-being, the observed t-value was 1.83, with a significance level of $p = 0.342$. Since this t-value was not significant at the 0.01 level, it can be concluded that the level of psychological well-being did not differ significantly from the expected mean and was at a moderate level. Finally, the analysis of organizational socialization indicated that the observed mean (1.96) was lower than the expected mean, and the t-value was significant at the 0.01 level. Therefore, it can be concluded that the organizational socialization of employees was at a low level. These results are summarized in Table 1.

Table 1. Results of the One-Sample *t*-Test on the Status of Social Responsibility, Psychological Well-Being, and Organizational Socialization

Variable	N	Mean	Standard Deviation	t-value	Significance (p)
Social Responsibility	150	3.25	0.631	7.95	<0.001
Psychological Well-Being	150	1.83	0.714	-0.14	0.342
Organizational Socialization	150	1.96	0.813	-2.28	0.010

Hypothesis 2: There is a significant relationship among social responsibility, psychological well-being, and organizational socialization.

To examine the relationships among the main research variables, Pearson correlation coefficients were calculated (Table 2). The results indicated that all relationships were positive and significant at the 0.01 level. The strongest correlation was observed between social responsibility and organizational socialization ($r = 0.672$). Following this, the correlation between psychological well-being and organizational socialization was $r = 0.512$, and the correlation between social responsibility and psychological well-being was $r = 0.406$. These findings demonstrate that there are significant positive relationships among all three variables: social responsibility, psychological well-being, and organizational socialization. To further test the main hypothesis and address other research hypotheses, structural equation modeling (SEM) was employed. Figure 2 presents the structural (standard) model

resulting from the statistical analysis. According to this figure, all factor loadings of the observed variables exceed 0.4, indicating that the observed variables adequately load onto the latent constructs. In other words, the research questionnaires appropriately represent the three main variables. Furthermore, standardized beta coefficients are provided in Figure 2, representing the causal relationships among the research variables. It should be noted that the beta values in SEM do not necessarily equal the squared correlation coefficients, as SEM is based on the covariance matrix rather than the correlation matrix. To assess the generalizability of the structural model, the *t*-value model was also examined (Figure 3). The results showed that the *t*-value for the effect of social responsibility on organizational socialization was 3.11, for social responsibility on psychological well-being was 6.23, and for psychological well-being on organizational socialization was 5.04. Since all *t*-values and other significance indicators in the model exceed 1.96, it can be

concluded that the final research model is generalizable to the population.

Table 2. Correlation Matrix of Social Responsibility, Psychological Well-Being, and Organizational Socialization

Row	Variable	1	2	3
1	Social Responsibility	1		
2	Psychological Well-Being	0.406	1	
3	Organizational Socialization	0.672	0.512	1

Note: $p < 0.01$.

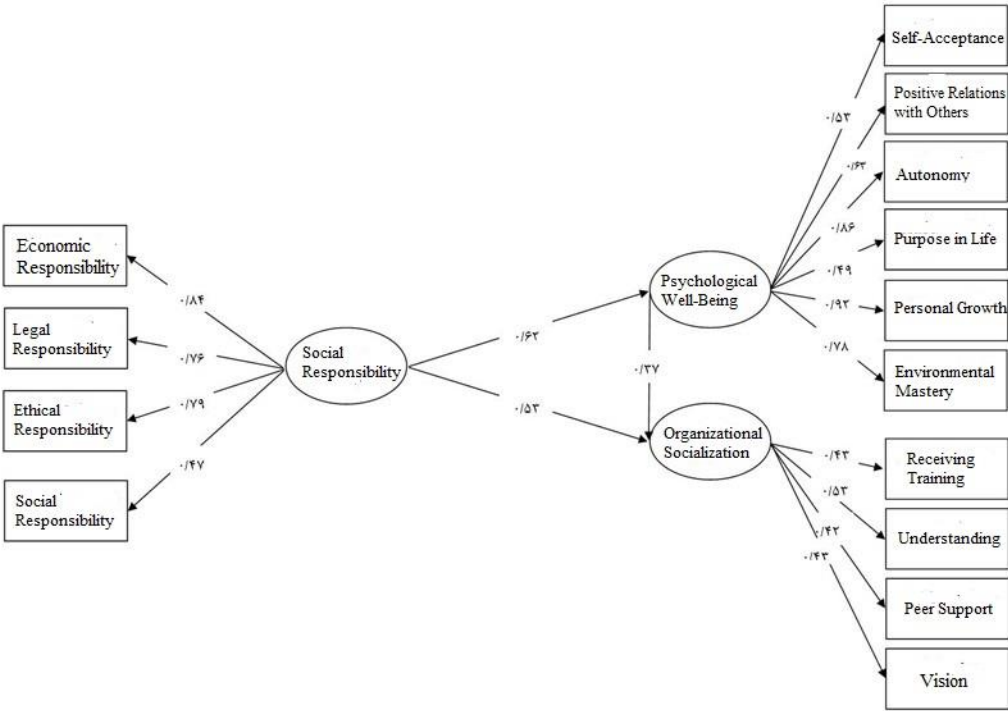


Figure 2. Structural Model of the Research

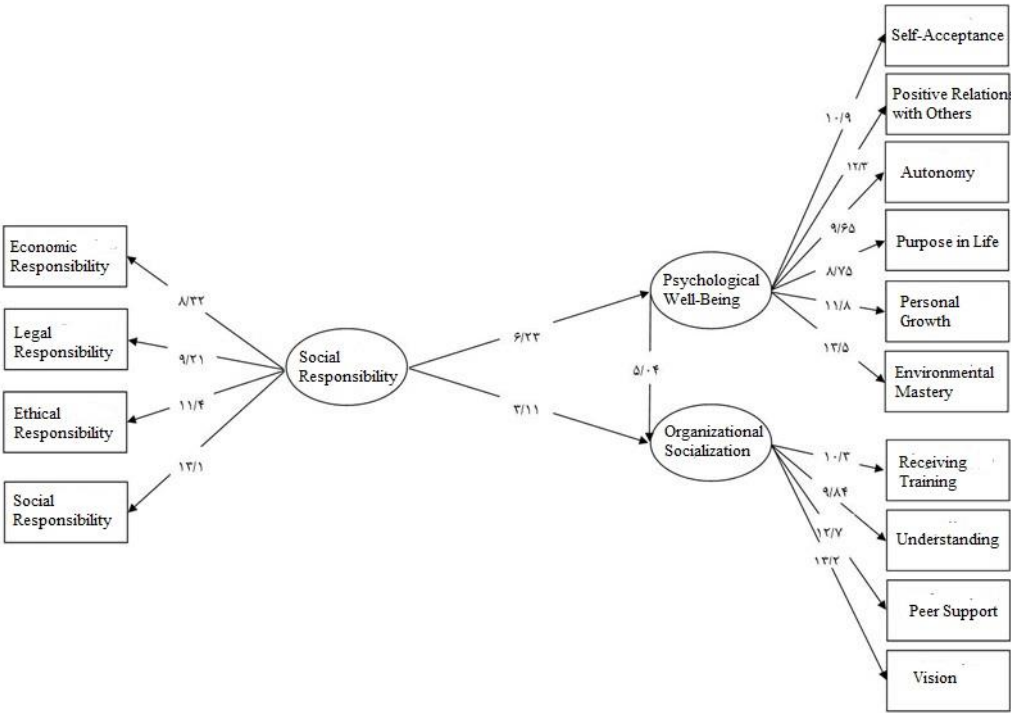


Figure 3. Significance Model of the Research

To further assess the model fit, goodness-of-fit indices were examined. A review of these indices (Table 3) indicates that the chi-square (χ^2) value was significant at $p < 0.01$,

suggesting an acceptable fit. Therefore, based on these indicators, the conceptual model demonstrates adequate fit.

Table 3. Goodness-of-Fit Indices for the Conceptual Model

χ^2 (p)	RMSEA	GFI	CFI	NFI	IFI	RMR
1164.20 (0.001)	0.170	0.48	0.86	0.79	0.80	0.14

In summary, based on the reported beta coefficients and their corresponding t-values, the results for Hypotheses 3 to 6 are presented as follows:

Hypothesis 3: Social responsibility has a significant effect on organizational socialization.

According to the structural equation model, the beta coefficient of social responsibility on

organizational socialization was 0.53, with a corresponding t-value of 3.11. Since the observed t-value exceeds the critical t (1.96), it can be concluded that the hypothesis regarding the effect of social responsibility on organizational socialization is supported at the 0.05 significance level.

Hypothesis 4: Social responsibility has a significant effect on employees'

psychological well-being. The beta coefficient of social responsibility on psychological well-being was 0.62, with a corresponding t-value of 6.23. As the observed t-value exceeds the critical value (1.96), the hypothesis that social responsibility significantly influences psychological well-being is supported at the 0.05 significance level.

Hypothesis 5: Psychological well-being has a significant effect on organizational socialization.

The beta coefficient of psychological well-being on organizational socialization was 0.37, with a corresponding t-value of 5.04. Since the observed t-value is greater than the critical value (1.96), the hypothesis that psychological well-being significantly affects organizational socialization is supported at the 0.05 significance level.

Hypothesis 6: Psychological well-being mediates the relationship between social responsibility and organizational socialization.

In the previous hypotheses, the direct effects of the predictor variables on the criterion variables were examined. In this final hypothesis, the indirect effect of social responsibility on organizational socialization through psychological well-being was assessed. In other words, Hypothesis 6 proposed that psychological well-being serves as a mediator in enhancing the effect of social responsibility on organizational socialization, which was confirmed.

Discussion & Conclusions

The present study aimed to model the relationships between social responsibility and organizational socialization, with psychological well-being as a mediating variable. The findings of this research are consistent with the results of previous studies by Solgi et al. (2009), Keyes et al. (2002), Pitts (2010) and Mitus (2006), as these studies reported similar outcomes. Moreover, the results align with the findings of Soltanzadeh, Kabiri, and Galavandi (2014), Beheshtirad and Ardalan (2015) and Eatebarian and Khalili (2008).

These findings suggest that when organizational leaders pay attention to the economic and ethical dimensions, they can foster a clear vision for the organization's future. All results indicate that the legal, ethical, and social dimensions of social responsibility can predict the support dimension of organizational socialization. Employees tend to support one another when they know each other and maintain positive relationships. Organizational interactions are structured according to hierarchies and formal rules, and naturally, individuals provide support to their colleagues in various matters.

The more responsible an individual is, the better they can perform their duties and actively contribute to achieving organizational goals. Since managers play a crucial role in promoting social responsibility within organizations, it is essential to familiarize them with its various aspects so they can effectively contribute to its development. Today, universities and higher education institutions play an indispensable role in educating and cultivating citizens who

are knowledgeable, responsible, and socially skilled. Accordingly, these institutions should focus on fostering social competencies,

including social responsibility, at both individual and societal levels among students.

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