

Emotional Intelligence as a Predictor of Teachers' Citizenship Behavior in Pakistani Context



Dr. Ahsaan Siddique	Ph. D Education, Institute of Education and Research, University of the Punjab, Lahore, Punjab, Pakistan. ahsaansiddique1@yahoo.com
Muhammad Siddique	Ph. D Scholar, University of Education, Lahore, Pakistan siddiqueamar@gmail.com
Dr. Gul Muhammad	Assistant Professor, Shahida Islam Medical and Dental college, Lodhran, Pakistan shaikhgul@gmail.com

Abstract: *This study examined the relationship between emotional intelligence and organizational citizenship behavior among secondary school teachers in Punjab, Pakistan. The study was descriptive-correlational and quantitative, with a positivistic paradigm. The teachers were chosen as sample using a multi-stage random sampling process. The sample comprised of 306 male and female secondary school teachers. Two closed-ended questionnaires were used to collect data. A pilot study was carried out to ensure the validity and reliability of the research tools. Pearson r, independent sample t-test, linear regression, and one-way ANOVA were used to evaluate the data. According to the findings of the study, teachers' emotional intelligence was strongly associated with organizational citizenship behavior. The mean emotional intelligence ratings of male and female teachers differed. According to the study's findings, teachers' mean scores on organizational citizenship behavior and emotional intelligence were unaffected by teaching experience. The findings also demonstrated that teachers' emotional intelligence substantially influenced their organizational citizenship behavior at the secondary level. According to the study's findings, teachers should be emotionally intelligent in order to improve their organizational citizenship behavior.*

Keywords: Emotional Intelligence, Organizational Citizenship Behavior, Secondary School Teachers

Introduction

It is not sufficient for teachers to possess only academic knowledge; emotional knowledge is also essential. Concentrates on educator's capacity to understand people on a deeper level (EI) have already given proof that EI is the establishment for up-sides connections, and for decent working in a school climate (Hargraves, 2017; Maamari & Majdalani, 2019), to be specific concerning the advantages with respect to proficient execution, (Cejudo & López-Delgado, 2017), educating and educational experience (Allen et al., 2014), understudies' school accomplishment (Becker et al., 2014),

job fulfillment (Cejudo & López-Delgado, 2017), stress reduction and burnout prevention (Subalakshmi et al., 2019), and how important interpersonal relationships are in an educational setting (Yin et al., 2013).

Emotional intelligence (EI), as defined by Karasneh and Al-Momani (2020), is a personal trait that enables individuals to process extensive and intricate data about themselves and others. This sets them up to explore correspondence that assists them with understanding how others think and act (Perkasa et al., 2020). People with emotional intelligence (EI) are better able to control their emotions,

engage in highly productive activities, and build meaningful relationships (Shakoor et al., 2021). A person with a high EI quotient is also able to effectively decipher the subtleties that lie beneath the various emotions and the potential emotional exchanges, as well as exercise control over both their own emotions and those of others (Blaik-Hourani et al., 2020).

An organization's hired employees are constantly interacting with one another. Emotion is a fundamental component of all kinds of behavior in every human interaction. For human communications to be named a compelling one, it is fundamental that an individual does not just have the foggiest idea and control his own feelings yet in addition of others, which is named as the capacity to understand people on a deeper level (Radosavljević et al., 2020). For instance, a manager must closely monitor his emotional state to manage his relationship with his staff effectively. Individuals who are more mindful of their feelings can communicate their close-to-home state all the more completely, making it simpler for their colleagues to figure them out (Poornima et al., 2020).

Organizational citizenship behavior, or OCB, is the type of behavior that an individual voluntarily demonstrates without regard for perks or positive incentives. It can be regarded as suitable and adaptable. However, as a whole, it ensures that the organization operates effectively and efficiently. The incentive to perform well for the benefit of the business as a whole and the spirit of assisting others, such as altruism, are two components of OCB (Perkasa et al., 2020). When someone is known to engage in OCB, the organization typically reaps the benefits without incurring additional indirect costs (Abbas, 2020).

It has been demonstrated that OCB improves innovation and organizational quality (Harry-Gnanarajan & Kengatharan, 2022). It improves satisfaction with work, psychological and physical wellness, retention, and focus on service behaviors by increasing information interchange (De-Geus et al., 2020). By reducing expenditures for monitoring, training, and crisis management, displaying OCBs can boost

organizational efficiency by allowing managers to concentrate on more pressing tasks and enticing employees to provide constructive feedback that can aid in business growth (Meniado, 2021). OCBs are crucial in creating further developed degrees of authoritative efficiency, quality, and adequacy overall (Safdar et al., 2020).

A significant factor in ensuring school improvement and effectiveness is the development of dedicated and emotionally resilient teachers. To foster a culture of eagerness and responsibility in an instructive association, it is vital to distinguish and advance the qualities and activities that lead to Hierarchical Citizenship Ways of behaving (OCBs). OCBs are optional extra-job ways of behaving valuable to workers and associations all in all (Hazzi, 2018; Organ, 2018; Somech & Oplatka, 2015). Organizing extracurricular activities without additional compensation and providing additional assistance to slow learners outside of class are two examples of teacher organizational citizenship behaviors. Similarly, teachers' emotional intelligence (EI) should be examined to foster emotional resilience in the face of adversity in the classroom. According to Salovey and Mayer (1990), EI is the capacity to screen one's and others' sentiments, separate among them, and use this data to direct one's reasoning and activity. It positively correlates with effective interpersonal behaviors, productive working relationships, good social relations, and general social competence (Bracket et al., 2006). According to Somech and Oplatka (2015), educators cultivate congruence, efficiency, and viability when demonstrating elevated levels of OCBs and EI at work.

Literature Review

As indicated by Fernandez-Abascal and Martin-Diaz (2015), the capacity to see, appreciate, control, and assess one's feelings is alluded to as the ability to understand people on a deeper level (EI) (Vesely & other, 2013). More specifically, it is the ability to remember one's and others' emotions, distinguish between them, and use this information to direct one's thinking and actions (Gong et al., 2019; Serrat, 2017). Pekaar et al. (2017) conceptualize it as the capacity or

tendency to use emotional process knowledge to regulate social and emotional behavior. EI and OCB have the potential to elicit a variety of behavioral patterns that are crucial to an organization's success. According to Udayar et al. (2020), EI directly influences performance. Hence it is critical to provide emotionally intelligent employees with a competitive edge in the workplace. Pioneers and subordinates should practice proficient procedures in dealing with feelings in a working environment.

Organizational Citizenship Behaviors (OCBs) are optional, outside-of-role actions valued for fostering organizational success but not explicitly rewarded by the formal incentive system (Organ, 2018; Somech & Oplatka, 2015). When observed and acknowledged within their surroundings, these actions sustain and strengthen the social and psychological conditions that encourage organizational success (Pickford & Joy, 2016). They support the development of social capital and improve productivity, efficiency, and overall organizational performance (Mallick et al., 2014; Wei, 2014).

For OCB, there are various dimensions and categories. This incorporates civility, which involves making signals to stay away from issues for collaborators at work; summed up consistency, which involves more unoriginal honest ways of behaving; and charitableness, which involves helping associates. Pickford and Joy (2016) say that by reducing the need for supervision, training, and crisis management, these OCB categories can help an organization become more efficient. Another type of OCB is sportsmanship, which is the willingness to ignore minor irritations without appealing or protesting. By concentrating on tasks that are more crucial to the job, businesses are able to maintain their efficiency and effectiveness. At last, the last sort of OCBs is urban righteousness which remembers valuable association for issues of administration. Making helpful suggestions helps businesses cut costs.

EI could affect execution more than an individual's level of intelligence (Burcea & Sabie, 2020), and it is an impressively more critical determinant to separate and rate

individual exhibitions as stars instead of surveying through scholarly exhibitions (Uraz & Arhan, 2020). Duong and others 2020) further discussed that ability and level of intelligence are only two of the many variables added to individual exhibitions. They concluded that higher EI levels and these two factors are equally important for boosting employee performance in an organizational setting. Individuals that perform well on EI exams are regarded as doing more effectively at their job and contribute significantly to the firm they work for, owing to their OCB.

Task performance is positively correlated with an individual's capacity to perceive, control, and utilize their emotions (Hwang et al., 2022; Khan and Abbas, 2022) alongside a reduction in counterproductive formative professional adventures. According to Dirican and Erdil (2020), OCB is motivated by identical causes that motivate managing one's emotions and is directly linked to interpersonal interaction. Employees who are able to manage their emotions also employ better coping mechanisms effectively, are happier, and have a greater variety of social relationships. Emotionally stable employees are more likely to be empathetic (Coll et al., 2020) and are more averse to taking part in contentions or fights with their associates since they can undoubtedly control their way of behaving (Xie et al., 2022).

Higher EI personalities are better able to recognize and appreciate both the formal and informal behavior and expectations of the workplace. Individuals with high EI are suggestive of being sensitive toward the workplace. For the association's general government support, they are bound to be associated with consistent citizenship behavior (Kim & Park, 2020). Similar to what was found in this area of research, employees with a higher EI are known to perform better on the job, have higher levels of job satisfaction, and can help the company become more profitable overall. Additionally, the relationship between EI and other social relationships in the workplace was the subject of research. It was found that a higher EI earnestly lessens the number of battles among the delegates at work (Makkar & Basu, 2019).

According to their systematic literature review, Kotsou et al. (2019), EI significantly impacts health, relationships, and academic and work performance.

A high level of EI also indicates a significant amount of situational and environmental awareness for a particular organization. This includes a general comprehension of the organization's objectives and the actions required to achieve those objectives. Representatives with higher EI will generally hold onto sympathy for the establishment, which works with the far and wide reception of a hierarchical perspective that, in the end, converts into useful activities for the association (Deng et al., 2022). Amjad researched the connection between employee engagement and organizational commitment among municipality employees. The outcomes bolstered the positive correlation between organizational commitment and elements of EI. When analyzing turnover intentions, Zeidan (2020) debated whether it is essential to comprehend individual characteristics. Consequently, the specialist depended on a meta-analysis to all the more likely comprehend how corresponding character qualities and turnover expectations. His study looked at the following personality traits: appropriateness, extraversion, honesty, a receptive way of dealing with experience, and profound consistency in work. The study concluded that emotional stability and consistency primarily shape turnover intentions in addition to other personal characteristics.

It tends to have contended that workers with high EI are in a superior situation to grasp their sentiments and respond in a considerably more mindful manner than representatives with a low EI because of their capacity to change from a negative to a positive state of mind. In a similar vein, this enables them to maintain their upbeat outlook. They are bound to be taken part in optional ways of behaving even by going past their conventional work necessities that advance adequacy in authoritative working.

The benefits and effects of emotional intelligence have been studied for decades, with outcomes varying according to the context and variables involved. According to recent research

(Fernandez-Abascal & Martin-Diaz, 2015), teachers' mental, physical, and emotional health and well-being are improved through EI (Mitchell et al., 2014). It also makes it easier to develop skills that improve students' mental health, help teachers succeed, and improve student outcomes (Vesely et al., 2013). In addition, it was discovered that teachers' job satisfaction and outcomes can be positively impacted by school leaders' high EI (Wong et al., 2010), and that teachers' efficacy and success in the classroom may be influenced by their high EI (Ghanizadeh & Moafian, 2010; Kocoglu, 2011). EI can likewise advance understudies' scholarly accomplishment by improving the impacts of understudies' self-view of capacity and confidence (Curci et al., 2014). According to Gutierrez-Moret et al., EI affects work productivity, behavior, motivation, and job satisfaction in specific settings. In some cases, EI affects mental capacity and occupation performance (Mohammad & Jais, 2016; O'Boyle et al., 2010; Pekaar and others, 2017) in some cases, but not in others. Emotional intelligence, or EI, may assist leaders in providing effective leadership by assisting them in interacting with employees, establishing commitment, forging working relationships, and increasing employee satisfaction and retention, according to Issah (2018). As indicated by Fernandez-Abascal and Martin-Diaz (2019), EI cultivates compassion.

Organizational efficiency is not directly impacted by emotional intelligence (EI). Turnipseed & Vandewaa (2012) states that it travels through informal social mechanisms such as organizational citizenship behavior (OCB). According to Turnipseed and Vandewaa (2012), people with a high level of EI are more inclined to aid others at work (altruism) and comply with various organizational settings. They also claim that those who can recognize and grasp emotions effectively are less prone to violate organizational norms. Furthermore, they argue that workers with high EI are more likely to have and use better interactive abilities and be socially skilled. Likewise, they accept that workers with high EI will generally be more delicate and can figure out the numerous mind-

boggling social connections in associations, consequently bound to participate in OCBs. Last but not least, they assert that people who can evaluate and control their emotions typically achieve the desired organizational outcomes.

Similar studies from diverse settings found a favorable relationship between OCB and EI (Bighami et al., 2013; Chehrazai et al., 2014). Turnipseed (2017) discovered that the four EI aspects of noticing, comprehending, and controlling emotions had beneficial impacts on OCB towards people (OCB-I) and OCB towards organizations (OCB-O); however, utilizing emotions had no influence on OCB. Miao and colleagues (2017) investigated how EI impacted OCB and discovered that the effects are larger in service and healthcare industries than in industries with lower emotional labor demands. A recent Miao et al. (2020) study found that the EI-OCB relationship is more rooted in long-term situated and limited societies.

Research Objectives

The study's research goals were as follows to

1. Investigate the association between teachers' EI and OCB at the secondary level.
2. To compare gender and teaching experience differences in EI and OCB.
3. Investigate the impact of teachers' EI on OCB at the secondary level.

Research Methodology

Research Design

The researcher carried out the current study by employing the positivist paradigm. The study was a descriptive survey study, non-experimental and quantitative in nature. Procedures for data collection included a cross-sectional survey.

Population and Sampling Procedure

In Punjab, there are 36 districts. The study's population comprised 61762 (Male = 32986, Female = 28776) secondary school teachers

working in the 7084 (Boys = 3739, Girls = 3345) secondary schools of the Punjab (School Education Department, 2016). The sample used a multi-stage random sampling technique. Punjab province was divided into three zones in the first stage, and one district was randomly chosen from each zone. The selected districts included Gujranwala (from the north zone), Sahiwal (from the central zone), and Rahim Yar Khan (from the south zone). In the second stage, twenty public secondary schools (e.g., ten male and ten female) were taken randomly from each district. In the third stage, all school teachers working at the secondary level in these selected schools were included in the study's sample. Hence, 306 teachers from 60 secondary schools designed the study's sample size.

Research Instruments

For the purpose of collecting data from selected respondents, two self-report measures were utilized. Both Pakistani-specific research instruments were used in the study (Ali et al., 2021; Bibi et al., 2021; 2016 Siddique; 2020a, Siddique; 2020b, Siddique; 2021 Siddique; Taseer et al., 2020). First of all, the "Emotional Quotient Inventory Short Form" (Bar-On, 2002) was used to measure instructors' EI levels. It was a five-point Likert scale. There were six factors: interpersonal, intrapersonal, stress management, adaptability, self-motivation, and making a good first impression. Cronbach alpha was calculated to be .92. Second, Konovsky and Organ (1996) developed a 5-point Likert-type scale to assess the OCB of secondary school instructors. Altruism, politeness, sportsmanship, conscientiousness, and civic virtue are its five components (Konovsky & Organ, 1996, p. 254). The researcher gathered the data through personal visits to schools.

Data Analysis

The data were analyzed using inferential statistics (Pearson r, independent sample t-test, one-way ANOVA, and post-hoc Tukey).

Results

Table 1

Correlation between Teachers' EI and OCB

Variables	<i>N</i>	<i>r</i> -value	<i>Sig.</i>
Emotional Intelligence and Organizational Citizenship Behavior	306	.754**	.000

** $p < .001$ (2-tailed)

The relationship between teachers' EI and OCB was shown in Table 1. EI was found to have a significant relationship with teachers' OCB ($r = .754^{**}$, $n = 306$, $p = .001$).

Table 2

Gender Wise Comparison in Teachers' EI and OCB

Variables	Gender	<i>N</i>	Mean	<i>SD</i>	<i>t</i>	<i>df</i>	<i>P</i>
Emotional Intelligence	Male	167	137.8802	18.84234	3.913	274.356	.001
	Female	139	128.6547	21.84654			
Organizational Citizenship Behavior	Male	167	29.4192	5.67634	3.973	304	.084
	Female	139	26.8921	5.37127			

Table 2 demonstrated that an "independent sample t-test" was used to compare instructors' mean EI and OCB scores based on their gender. Teachers' EI was found to be significantly different at $p = .05$.

Table 3

One-way ANOVA on Teachers' EI and OCB in View of Teaching Experience

Variables	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>Sig.</i>
Emotional Intelligence Error	3662.954	5	732.591	1.722	.129
	127592.552	300	425.309		
	131255.507	305			
Organizational Citizenship Behavior Error	333.355	5	66.671	2.110	.064
	9481.132	300	31.604		
	9814.487	305			

Table 3 uncovered the results of a one-way analysis of variance concerning showing experience in years. The results indicated that

variables such as teachers' EI and OCB had no significant difference in teaching experience.

Table 4

Effect of Teachers' EI on OCB

Variables	<i>B</i>	<i>t</i> -value	<i>Sig.</i>	Model <i>R</i> Square
Emotional Intelligence & Organizational Citizenship Behavior	.754	20.013	.001	.568

Table 4 illustrated that linear regression results, the R^2 value (.568) explained the variance in the criterion due to the predictor. So, the variance in

teachers' OCB is (.568%) due to EI. With a p-value of .001, the beta value (.754) is significant. The results showed that EI significantly

influenced instructors' OCB, with a β value of .754 at $p = .001$.

Discussion

Due to their capacity to transition from a negative to a happy mood, instructors with high EI may be better positioned to comprehend their sentiments and behave much more trustworthy manner than employees with low EI. Similarly, this allows them to retain their positive attitude. They are more likely to participate in good discretionary actions that support effective school functioning even when they go above and beyond their statutory work obligations.

Emotional intelligence and respondents' organizational citizenship behaviors were also found to have a positive and significant correlation in this study. It confirms earlier research by Amjad (2018), Bighami et al. (2013), Chehrazi et al. (2014), Turnipseed (2017), and Turnipseed and Vandewaa (2012), which found that OCB and EI have a positive relationship at various levels. According to Turnipseed and Vandewaa's (2012) research, employees with high EI are more likely to exhibit altruism, civic virtue, and compliance OCBs. Additionally, it was discovered that the healthcare and service industries have a stronger relationship with OCB. This study is being carried out in a brand-new and distinct setting with secondary school teachers as respondents to expand the body of OCB-EI relationship literature. Teachers are expected to be service-oriented individuals because the teaching profession is seen as service-oriented. Others could be a few common social convictions among respondents and good hierarchical elements.

Furthermore, the research found that teachers' EI is strongly related to the OCB. This study builds on the empirical data establishing EI as a predictor of OCB (Barreiro & Treglown, 2020). People who are emotionally intelligent and aware of their feelings are better able to control their feelings and come up with ways to deal with stress and negative feelings. As a result, they are less likely to burn out, maintain their motivation at work, and are more resilient. Emotionally intelligent people are also said to be

more empathetic toward others in relationships and to have a better understanding of the emotional needs of others. As a result, they help OCB by creating a healthy work environment.

Conclusion

This study examined the levels of EI and OCB among Pakistani secondary school teachers as well as their relationships. Using a descriptive-correlational research method, this study found that the respondents had a very high level of OCB. In conclusion, respondents reported a positive and significant relationship between EI and OCB. Furthermore, this study discovered that teachers' EI differed significantly depending on their gender. There were no significant differences in teaching experience among teachers. In Pakistan, this study discovered that EI substantially influenced OCB at the secondary level.

It is feasible to reach the determination that the respondents have adequate degrees of EI and OCB, which are believed to be useful in advancing exceptional showing performance and school viability. Based on the data gathered, this conclusion can be drawn. EI is a beneficial peculiarity in an instructive association that can assist with encouraging better quality learning results, showing productivity and viability, work fulfillment, versatility, and institutional execution. Additionally, this study's findings confirm a significant connection between EI and OCB. Despite the fact that the degree, number of respondents, and intricacy of the actions utilized in this study are very restricted, the outcomes can, in any case, add to the current writing on OCB and EI, particularly in the new field of Educator OCB, where the build has been approved in various settings. More sophisticated research that focuses on the antecedents of teacher OCB and EI, as well as their relationships to specific performance indicators or teaching outcomes, can be carried out to advance new knowledge in this area. This type of research can involve more diverse groups of secondary school teachers.

While the eventual outcomes of this study are positive at the time it was driven, it is vital to observe that it is not, by and large, the

circumstance in various settings. Therefore, in order to maintain or even raise the levels of OCB and EI that are currently in place as well as the strong positive correlation between the two, it is essential that pertinent OCB/EI-friendly policies and practices are always in place. The organization should implement programs and activities that assist teachers in maintaining job satisfaction, organizational commitment, job efficacy, and a sense of educational calling. Teachers' OCB practices should be monitored at all times. In addition, the organization ought to employ transformational and participative leadership, increase any kind of support for the organization, and maintain a favorable atmosphere for both the organization and the school. Additionally, it is essential for the organization to regularly carry out activities that support the teachers' emotional well-being. Stages of preparation or studios on expanding the ability to understand individuals can be directed for this reason profoundly. Any educational establishment gains from having teachers who are dedicated and effective. They are most effective for the entire organization when they are developed holistically.

Recommendations

Based on the findings, it is suggested that emotional intelligence might be useful in the Pakistani context, particularly in school settings, for teacher recruitment and selection. Emotionally intelligent teachers are self-motivated and have interpersonal and intrapersonal skills; To perform effectively in the classroom, they also possess adaptability skills. Teachers can acquire emotional intelligence; thusly, it might totally add to a favorable climate in educating organizations. In their research projects, future researchers might utilize various sampling approaches to pick participants, such as simple random, stratified sampling, and so on. This research study is undertaken at the secondary level and sets the trend for future researchers, who may also conduct research at the primary, elementary, and upper school levels. Self-structured surveys can also be utilized after determining their reliability and validity. Other quantitative (e.g., experimental research), qualitative, and mixed-

method studies involving the same variables may be used in future research.

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