

Studying Relationship of Emotional Intelligence and Organizational Citizenship Behaviour of Boys' Secondary School Teachers of District.5 of Tehran

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Abstract

The main purpose of this research is Studying Relationship of Emotional Intelligence and Organizational Citizenship Behavior of Boys' Secondary School Teachers of District.5 of Tehran. With respect to purpose this research is regarded as applied and with respect to execution method it is regarded as description research. The statistical society of this research is all teachers of boys' secondary school of District.5 of Tehran that are assessed with respect to their emotional intelligence and organizational citizenship behavior. The total number of 111 secondary schools, pre-university center with 1332 staff and 31080 students were available. In order to determine volume sample it was benefit from Morgan table by requiring minimum 302 teachers. In order to select sample and increase exactness, it is benefit from simple random sampling method and 3 persons were selected for each school and finally 333 persons were selected as volume sample. In this research it is benefit from 2 questionnaires of organizational citizenship behavior and emotional intelligence for measuring variables. Whereas questionnaire is standard, the validity of questionnaire was calculated through face validity; nevertheless, in order to assess reliability of questionnaire upon distributing it in the statistical society and determining alpha cronbach the value of 0.817 for organizational citizenship questionnaire and value of 0.874 for emotional intelligence questionnaire was calculated. Results of Pearson correlation test show that there is positive significant relationship between variables of emotional intelligence and organizational citizenship behavior of boys' secondary school teachers of District.5 of Tehran. In addition, results of executing T test at 99% certainty show that the variable of emotional intelligence and organizational citizenship behavior of boys' secondary school teachers of District.5 of Tehran is at appropriate level. Finally results of regression test show that nearly 68% variance of organizational citizenship behavior is described by emotional intelligence. In addition results of aforesaid test show that Beta related to variable of emotional intelligence is positive. Level of calculated Beta is 0.825 and finally regression equation of this research is: Organizational citizenship behavior: $17.505 + (0.825 \times \text{emotional intelligence})$.

Keywords

Intelligence, Emotional Intelligence, Organizational Citizenship, Organizational Citizenship Behavior, Secondary School

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1. Introduction

Human is basics for the entire elements of management and has been received great attention by management scientists since many years ago. Excellent organizational performance is not achieved by attempts of ordinary employees and

organizations and companies are successful that have employees attempting more than their official duties. The difference of volunteer cooperation and mandatory cooperation is very important. Organizational researchers refer to the attempts more than job description of employees as "Organizational Citizenship Behavior (OCB)". Padsakof

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(1997) believes that good citizenship is an idea that consists of diversity behavior of employees including: Fulfilling additional duties, volunteer assistance to other employees, professional development of projects related to work, following up organizational rules even by absence of supervision, attempt in the way of improving organizational goals, maintaining positive attitude and tolerating problems in workspace (narrated by Zarei, 2006). Golman in his book called "work with emotional intelligence 1998" referred to the requirement of emotional intelligence in workspace i.e. space that is mainly focused on wisdom rather than emotion. He believes that not only managers and head of organizations but also the entire persons working in organization require emotional intelligence (Nouri, 2006). Whereas importance of emotional intelligence of organizational citizenship behavior topic; this research examines the relationship between these 2 variables and their status among teachers of District.5 of Tehran.

2. Statement of Problem

Individual behavior at workspace has received attention of many researchers during recent decades. The common purpose of these studies was offering definition of individual behavior which assists to long term success of organization (Moghimi, 2005). Such behaviors are including: Pro Social Behavior, Extra Role Behavior and Organizational Citizenship Behavior (OCB). Organizations without volunteer preference of persons are not able to effectively fulfill their goals and the difference of volunteer and mandatory cooperation is very important. Under mandatory mode persons shall fulfill their duties in compliance with framework of rules, regulations and standards of organization; meanwhile, under volunteer mode employees fulfill some extra activities beyond their ordinary role that is defined by organization. Organizational Citizenship Behavior (OCB) is a structure of behavior that is described as useful, innovative, volunteer and exact behavior which promotes positive morale within organization. Nowadays within modern management literature, it is referred to spontaneous behavior of persons in organization under title of Organizational Citizenship Behavior (OCB). Organizations believe that Organizational Citizenship Behavior (OCB) is spontaneous that is not directly anticipated by official organization bonus system; nevertheless, such behavior improves effective performance of organization. The term spontaneous means such behavior is not mandatory for roles of job description and is mainly elective by person and in case of negligence there is no punishment (Abili and et al, 2008). Organizational Citizenship Behavior (OCB) is among behaviors that are very useful for organization; nevertheless, it is not regarded as part of main job element of employees.

Most of these behaviors are performed on behalf of employees to support from resources of organization, although it may not have direct personal privileges (Abili and et al, 2008). Padsakef and Macenzi through their different researchers found out that Organizational Citizenship Behavior (OCB) has significant influence on performance of employees of organization, increase level of production and reduce level of wastes. According to the importance of aforesaid issues the researcher through studying Organizational Citizenship Behavior (OCB) and its approaches to emotional intelligence and whereas research of Pasanen (2000) shows that emotional intelligence of managers has direct relationship with citizenship behavior of employees, intends to examine the relationship between Organizational Citizenship Behavior (OCB) and emotional intelligence. Emotional intelligence influences on human behavior and status at workspace; therefore, studying advancement process and status of job is possible through assessment of important variables on emotional intelligence. According to the definition of Golman the emotional intelligence is a skill for controlling self-knowledge and morale, improve management through sympathy and through management of relations to behave in order to increase morale of himself and others (Dostar, 2003). John Maiyer and Pete Salouei defined emotional intelligence as ability of evaluating, stating and adjusting emotion of himself and others and effective application (Dostar, 2003). Citizenship behavior is among most important topics of organizational behavior management that seems necessary for employees and school managers who are directly in contact with citizens. Generally citizens evaluate the performance of schools and if this evaluation is positive the validity of education system is increased. The programs that are executed on behalf of Education Department should be compatible with society requirements; since, they are executed out of true expectations of citizens which make people hopeless and passive for coping with Education Department. Thus, improving skills of citizenship behavior of school employees leads to increasing level of education department, more communication of citizens with schools and finally increasing life quality of people. According to the aforesaid issues, this research examines the relationship between Organizational Citizenship Behavior (OCB) with emotional intelligence and intends to answer this question that whether employees with higher Organizational Citizenship Behavior (OCB) have higher level of emotional intelligence or not? In addition this research is performed at school of district.5 of Tehran and according to the type of activity of such schools and in order to change organizational behavior of employees, the relationship between organizational citizenship, emotional intelligence is examined to offer solutions for improving level of citizenship behavior.

3. Importance and Necessity of Research

Whereas importance of Organizational Citizenship Behavior (OCB) on improving performance of organization, this research intends to study related factor i.e. emotional intelligence at schools of district.5 of Tehran. Nowadays, there are endless conceptual and empirical factors for the relationship between performances of Organizational Citizenship Behavior (OCB) and organizational effectiveness and on the other hand according to recent evidences and result of researches the topic of emotional intelligence is regarded as mental ability that influences all daily life affairs (Abili and et al, 2008). As it was mentioned Organizational Citizenship Behavior (OCB) is regarded as effective factor on customer satisfaction, quality of service and customer loyalty (Yunsu narrated by Fatahi, 2007). According to studies, organizational citizenship has direct positive relationship on customer and employees and improves customer satisfaction and perceive. In fact employees showing organizational citizenship behavior are able to improve quality of service; since, they attempt to assist customer on best means. In addition, citizenship behavior has direct influence on customer loyalty and customer satisfaction (Castro and et al narrated by Fatahi, 2007). Organizational Citizenship Behavior (OCB) has many advantages. From personal point of view Organizational Citizenship Behavior (OCB) has trivial importance; nevertheless, generally OCB has positive influence on organization and employees as well. The ratio for advantages of organization of citizenship behavior leads to having a group of employees that are obligated to organization, work effectively and offer high quality services and products and also assists organization based on numerous attitudes. Logically we may assume that Organizational Citizenship Behavior (OCB) may improve workspace (Eshnider, 2011). Low emotional intelligence with wrong behavior is faces toward high emotional intelligence with positive results that are accepted by society and is correlated with role of parents and quality of relationship with coworkers, peers and family (Netmir, 2008). Therefore, application of high emotional intelligence leads to selecting qualified persons for being good citizen. In the present age, offering service to customer and clientage is strongly focused. This role on education due to diversity of activities and direct contact with citizens is more important. Finally, according to the importance of Organizational Citizenship Behavior (OCB) on improving organizational performance this research intends to find out one of the related effective factors i.e. emotional intelligence among schools in Tehran district.5.

4. Research Objective

Studying the relationship between emotional intelligence and Organizational Citizenship Behavior (OCB) among teachers of secondary schools of district.5 of Tehran

Studying status of emotional intelligence on teachers of secondary schools of district.5 of Tehran

Studying status of Organizational Citizenship Behavior (OCB) on teachers of secondary schools of district.5 of Tehran

Offer model for anticipating organizational citizenship behavior among sample teachers of this research

5. Research Methodology

Obtaining scientific objectives is impossible; unless by using appropriate methodology i.e. research is regarded as valid with respect to its methodology rather than its title. Therefore, according to objective this research is regarded as applied and with respect to method of execution it is regarded as correlation. In descriptive studies on the contrary of studies with aim of finding out cause and effect, the purpose is regular description especially on real and objective basis i.e. the real thing that exists. Therefore, this is descriptive research; since, researcher intends to study the relationship between organizational learning and organizational obligation and is correlation; since, it examines the aforesaid variables.

5.1. Statistical Society & Sampling Method

The statistical society of this research is all teachers of boys schools of district.5 of Tehran that are assessed with respect to evaluating emotional intelligence and citizenship behavior. This area is located at west of Tehran that is limited to Alborz mountain from north and to Shahid Lashgari Blvd from south and to district.2 (the beginning of north of Azadi sq) from east and to new district.22 of Tehran (Azadi stadium) from west. District.5 consists of Kan, Shahreziba, Mehran, Ariashar, Janatabad, Farahzad, Bagh Feiz, Pounak, Farahzad, Sardar Jangel, Apadana Industrial Park, Ekbatan Industrial Park, Ashrafi Isfahani and Solghan neighborhood. In sum 111 secondary schools and pre-university centers with 1332 educational staff and 31080 students are available in this district. In order to determine volume sample it is benefit from Morgan Table and minimum it is required for 302 teachers. In order to select sample group and increase exactness of measurement by using simple random sampling method, 3 persons were selected for each school and finally the volume sample was increased to 333 persons.

5.2. Data Collection Tool

In this research it is benefit from 2 questionnaires of organizational citizenship behavior and emotional intelligence for measuring variables

5.3. Organizational Citizenship Behavior Questionnaire

Teaching organizational citizenship behavior test is among tools that are applied in research of Organ and et al for the first time in the year 1998. Padsakof and et al in the year 1990 performed this test based on studies of Morgan in the year 1998 and then Mac Alister by using Organ studies and Paksakof prepared questionnaire of organizational citizenship behavior in the year 1995 by having Likert 5 choice scale. This test has 24 questions and its scales are including (always, often, sometimes, rarely and never) and its grades are from 1 to 5. The number related to each questions of organizational citizenship behavior is offered in this table

Table 1. Aspects of citizenship behavior and related forms.

Aspects of Organizational Citizenship Behavior	Forms					
Type of Friendship	1	5	10	13	15	23
Conscience	3	18	21	22	24	
Magnanimity	4	6	7	16		
Respect	2	8	14	17	20	
Civil Qualification	9	11	12	19		

5.4. Questionnaire of Emotional Intelligence

Emotional intelligence test of Siber Yashirink (1995) is the second research tool that is prepared with Likert scale and this test consists of 33 questions. The questions of this test are related to emotional intelligence that its grades are calculated separately including: self-knowledge, self-adjustment, motivation, sympathy, social skill, aspects of emotional intelligence and related forms that are shown in this table

Table 2. Aspects of Emotional Intelligence and questions.

Aspects of Emotional Intelligence	Forms
Self Knowledge	6-10-12-14-24-27-32-33
Self Adjustment	2-5-11-16-18-23-30
Self Motivation	1-9-15-20-21-26-29
Sympathy	3-4-17-22-25-29
Social Skills	7-8-13-19-28

5.5. Validity and Reliability

Whereas questionnaire of this research is standard the validity of questionnaire is determined by face validity; nevertheless, for evaluating reliability of questionnaire it is benefit from alpha cronbach upon distributing

34questionnaires among tested.

Table 3. Aspects of questionnaire.

Questionnaire	No of Form	Alpha Cronbach
Organizational Citizenship Behavior	24	0.817
Emotional Intelligence	33	0.874

5.6. Statistical Test

Kolmogorov-Smirnov related to questionnaire of emotional intelligence and organizational citizenship behavior

Table 4. Normality distributing sample.

	Organizational Citizenship Behavior	Emotional Intelligence
N	333	333
Normal Parameters, Mean	83.1111	115.9069
Std Deviation	6.65838	9.34836
Most Extreme Differences, Absolute	.118	0.58
Positive	.118	0.58
Negative	-.105	-0.58
Kolmogorov-Smirnov Z	1.153	1.066
Asymp, Sig	.067	.206

According to table 4 in relation to distributing sample grades of research the different descriptive indices show that distributing grades of sample group is near to normal; since, there is possibility that 2 recognized variables may be greater than 0.05; therefore, the normal hypothesis of data is accepted. On the other hand, according to these indices and whereas measurement indices of variable is based on distance the collected data is quantitative and meanwhile based on central limit it is concluded that data distribution is normal; therefore, for hypothesis test it is benefit from parametric data

Table 5. Emotional intelligence and organizational citizenship behaviour relationship.

		Organizational citizenship behavior	Emotional Intelligence
Organizational citizenship behavior	Pearson Correlation	1	.770*
	Sig. (2-tailed)		.000
	N	333	333
Emotional Intelligence	Pearson Correlation	.770*	1
	Sig. (2-tailed)	.000	
	N	333	333

6. Main Research Question

What is the type of relationship between emotional intelligence and organizational citizenship behavior among teachers of secondary schools of district.5 of Tehran?

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

Results of Pearson correlation test at certainty level of 99% and sig level of (sig=0.000) show that there is positive significant relationship between variables of emotional intelligence and organizational citizenship behavior among teachers of secondary schools of district.5 of Tehran and level of this correlation is 0.77

6.1. Subsidiary Research Questions

6.1.1. First Subsidiary Question

What is status of emotional intelligence of teachers of secondary schools of district.5 of Tehran?

Table 6. Emotional intelligence T-Test.

	N	Mean	Std. Deviation	Std. Error Mean	
Emotional intelligence	333	115.9069	9.34836	.51229	
Test Value = 99					
	T	Df	Sig. (2-tailed)	Mean Difference	
				95% Confidence Interval of the Difference	
				Lower	Upper
Emotional intelligence	33.003	332	.000	16.90691	15.8992 17.9146

Table 7. Organizational citizenship behaviour T-test.

	N	Mean	Std. Deviation	Std. Error Mean	
Organizational citizenship behavior	333	83.1111	6.65838	.36488	
Test Value = 72					
	t	df	Sig. (2-tailed)	Mean Difference	
				95% Confidence Interval of the Difference	
				Lower	Upper
Organizational citizenship behavior	30.452	332	.000	11.11111	10.3933 11.8289

Results of T test at certainty level of 99% (t=33.003) and sig level of (sig=0.000) show that the status of emotional intelligence of teachers of secondary schools of district.5 of Tehran is at acceptable. In addition, comparing theoretical average (99) and obtained average (115.9069) confirms this issue and the average grade of this variable is higher than average.

6.1.2. Second Subsidiary Question

What is status of citizenship behavior of teachers of secondary schools of district.5 of Tehran?

Results of T test at certainty level of 99% (t=30.452) and sig level of (sig=0.000) show that the status of citizenship behavior of teachers of secondary schools of district.5 of Tehran is at acceptable. In addition, comparing theoretical average (72) and obtained average (83.1111) confirms this issue and the average grade of this variable is higher than average.

6.1.3. Third Subsidiary Question

By which model is possible to anticipate organizational citizenship behavior of secondary schools of district.5 of Tehran?

Table 8. Variables Entered/Removed.

Model	Variables Entered	Variables Removed	Method
1	Emotional intelligence	.	Enter

a. All requested variables entered. b. Dependent Variable: organizational citizenship

Results of table 8 show that in order to analyze data it is benefit from OLS method and in addition in order to execute models the entire variables are input to equation together

Table 9. Model and variance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.825 ^a	.680	.679	3.75063

a. Predictors: (Constant), emotional intelligence

As it is shown in table 9 the level of (R²= 0.679) means that nearly 68% of variance of organizational citizenship behavior is described by emotional intelligence i.e. 68% dispersion is observed that organizational citizenship behavior of sample teachers of this research is described by using emotional intelligence

Table 10. ANOVAb.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8821.896	1	8821.896	627.125	.000 ^a
	Residual	4149.827	295	14.067		
	Total	12971.724	296			

a. Predictors: (Constant), Emotional intelligence

Level of (R²= 0.679) shows that regression model is appropriately anticipated and in order to determine whether there is linear relationship between anticipation variable (independent) and criterion (dependant), it is benefit from F test that is called general regression F test that is value is 627,125. Whereas sig level of 0.000 it is announced that

there is completely linear relationship between organizational citizenship behavior and variable of emotional intelligence of sample teachers of this study.

Table 11. Unstandardized and Standardized Coefficients.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.505	2.621		6.679	.000
	Emotional intelligence	.565	.023	.825	25.042	.000

a. Dependent Variable: organizational citizenship F in table 10 shows that there is linear relationship between dependant and independent variable. Results of table 11 show that Beta coefficient related to emotional intelligence is positive that level of Beta is 0.825 and finally regression equation of this research is

Organizational citizenship behavior = 17.505 + (0.825 * emotional intelligence)

7. Research Limitations

1) Whereas importance of research background that important variables are effective on research title and prevention of repeated works and eliminating variables that were already tested and considerable role of statement of problem and preparing theoretical framework, absence of domestic and foreign research in the field of relationship between emotional intelligence and citizenship behavior, this issue is regarded as main research limitation

2) Self-report emotional intelligence questionnaire may influence the results

3) Whereas this research is performed in secondary schools of district.5 of Tehran, it is required to extend the results to other areas of Tehran

4) Whereas this research is performed in secondary schools of district.5 of Tehran, it is impossible to extend he results to other areas

5) Date of this research is collected by using intelligent questionnaire and organizational citizenship behavior that executing this research by other tools and components may lead to different results

8. Applied Recommendations

* Increasing perceived organizational support of school teachers

* Regarding value for innovation of administration of schools and creating feeling of attachment among teachers of organization. If teachers convince that organization acknowledges innovation, they may have higher preference for developing their skills and motivation. Therefore, these properties increase feeling of being important part of organization among teachers

* Making decision for reducing organizational policies in

schools. Whereas recently instructions and by-law of education are quickly changing, such event may weaken organization citizenship behavior of teachers

* Holding educational conferences and workshops in relation to organizational citizenship behavior with the aim of improving such behavior among teachers

* Creating supervision policies for assessment of organization citizenship behavior of teachers and its components (magnanimity, type of friendship, conscience, respect and urban behavior) and recognizing top selected teachers of citizenship behavior and its acknowledgment on official organizational conferences

* In recruitment process of school teachers the level of emotional intelligence is regarded as selection criterion that is assessed through specialty interview of emotional intelligence specialists and written emotional intelligence test

* Within the process of improving emotional intelligence of teachers and with respect to importance of emotional intelligence and its relationship with organizational citizenship behavior, it is recommended to assess the level of emotional intelligence of teachers during a specific time by management of human resources of Education Department of Tehran and according to the grades the teachers may be classified. According to the research by Golman (1998) emotional intelligence is an acquired ability that may be learned; therefore, for improving emotional intelligence skills of teachers, it is recommended to hold educational workshop of emotional intelligence with organizational point of view

* By observing time limitation of schools and complicated executive responsibilities of schools it is possible to continuously improve emotional intelligence of secondary schools' teachers by using educational brochures or organizational slogans of education

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