

Examining the Relation between Affective Intelligence and Organizational Citizenship Behavior (OCB)

Zahra Eshaghi¹, Khadije Rahmati Nia^{*2}, Nemat Allah Fayaz³, Leila Rahmati Nia⁴,
Ali Mohammad Sheikh Abadi⁴

¹ Educational Management, Teacher in Torbatjam city, Iran

^{*2} Educational Management, Torbatjam Branch, Islamic Azad University & Young
Researchers Club, Elite, Torbatjam, Iran.

Email: Ms_rahmatynia@yahoo.com

³ Educational Management, Educational Assistant, Torbatjam city, Iran

⁴ Teacher in Torbatjam city, Khorasan, Torbatjam city, Iran

Abstract

This study is to examine the relation between affective intelligence and organizational citizenship behavior of Torbat Jam primary school teachers. The study is descriptive-correlative and its goal is applicable. The sample includes all primary schools teachers in Torbat Jam; they are 280 ones according to Morgan Table and sampling was stratified. Two questionnaires were used: standard emotional intelligence questionnaire of Bar-On and Organ's OCB questionnaire was used to measure organizational citizenship behavior in Torbat Jam. Regression test, regression uni-variance analysis and Pearson correlation test were used to test the study hypotheses including one main hypothesis and four other secondary ones. The findings indicate there is significant and positive relation between affective intelligence with four variables including self-awareness, self-direction, social awareness and communications management and Torbat Jam primary school teachers' organizational citizenship behavior.

Keywords: Intelligence, affective intelligence, emotional intelligence, citizenship behavior, teachers

Introduction

Actual world is becoming rapidly industrialized led to more necessity of innovation, flexibility, utility and responsiveness of the organizations in order to survive and become successful; hence, it is necessary to define new standards for organizations to deal with world challenges and create the field appropriate to the personnel having the best skills so the psychologists emphasize that the organizations' personnel should work beyond their duties (George, 2006). By virtue of the studies done by scientists such as Goleman, Bouiatsis et al. , etc. indicate that one of the important factors in successful execution of duties is 'Emotional Intelligence' (Goleman, 1998: 85). Emotional intelligence is awareness of the feeling and using it to decide properly in life and is the potential to resist against the mental shocks and control the mental disorders and increase self- confidence (Ayoozi, 2006: 8). Affective intelligence indicates one's potential to solve daily problems and challenges and helps his (her) view to become successful in life (Including personal and professional life) (Bar-On, 2000).

The concept of OCB was presented for the first time by Batman and Organ in early 1980s (Bisentook et al., 2003: 360). OCB is not a series of personal and voluntary behaviours of official duties, but he (she) executes them and improves effectively the organizational duties and roles (Epelbam et al., 2004). Organ believes that OCB is a personal and voluntary behavior not designed in the organization directly by official reward system but promotes the organizational effectiveness and efficiency (Kuhlen and Kole, 2004: 386).

By virtue of above definitions as an organizational citizen human, is expected to work in line with organizational goals beyond his (her) official duties and roles; in other words, OCB structure is to identify, direct and assess the behaviours beyond personnel's roles in order to improve the organization effectiveness (Binstok et al., 2003: 361). Human life is full of positive and negative events and each decision may change total fate; such decisions depend on special conditions of the environment and personal and emotional conditions. Emotional intelligence indicates the newest form of competitive advantage. Studies indicate emotional intelligence plays role 70 percent more than IQ in successes (Aghayar & Sharifi, 2006:229). However, we may claim that emotional intelligence plays important role in improving OCB and promotes organizational effectiveness and efficiency (Kuhlen and Kole, 2004: 387). This article is to present a clear image of affective intelligence and OCB to promote educational organizations' goals.

Emotional intelligence is used frequently in educational organizations. Essentially, schools are favorable places to develop and educate social skills and prevent behavioral disorders. Also, the studies have indicated that weak educational development is the most important factor creating the background for behavioral problems, crimes and aggression (Hawkins & Catalano, 1985, 2). So, if schools follow the preventive programs, they may protect students against harmful factors; the focus of the programs is on the self-control correction, resistance against stress and increasing affective self-awareness by developing substitutive thoughts as the basis for training the causes of emotions and their outcomes to emphasize on distinction ability and emotions self-regulation for students (Ledox, 2003). Emotional intelligence defines how we direct our behavior, how to deal with our problems and take the decisions leading to positive results (Golemen, 2004: 72).

OCB indicates the behaviours due to people's insight which increase the organization effectiveness and efficiency but are not encouraged directly by official reward system (Organ, 1988: 12). OCB is a series of optional and voluntary behaviours which are not official duties but are done to improve effectively the organizational duties and roles (Epelbam et al., 2004:19). OCB is the realization of moral behavior in work environments; so, it is expected that the people with higher moral behavior show more OCBs; so, personal moral behavior has positive relation with OCBs (Foote and Togen, 2008, 45). Personality dimensions are of the most important factors indicating one's behavior in organization, but when one considers organization as the source to his (her) spiritual and material needs and his (her) behaviours as the factors effective in organizational profits he (she) is more disciplined at work (Askarian et al, 2012).

Nowadays, affective intelligence is an important part of publications in field of new discussions about management; also this concept is an important and effective factor in discussions as occupation, occupational creativity, professional undertaking and other defined discussions; that is why different studies have been done about assessing and improving the level of personnel's emotional intelligence (Shafieiroodposhti et al., 2008: 27-28).

Moghimi (2006) examined the relation between OCB and organizational culture creating entrepreneurship in governmental organizations; the findings indicate creativity and innovation have close relation with OCB.

Alizadeh (2008) stated that the evidence and documents indicate that OCB is the prerequisite to enhance and educate OCB. The employees work beyond their occupational responsibilities, if they are happy with their job and consider their heads kind and sympathetic towards them.

Podsakoof (2000) indicated that there is relation between OCB and organizational culture dimensions.

Diginz (2004) stated that affective intelligence is the key for effective operation and success during organizational changes; on this basis the programs to train affective intelligence in the

organizations help the personnel be better in harmony with each other and have more motives for favorable operation influencing the organization utility and profitability (Diginz, 2004: 56).

This study is to answer this essential question: Is there any relation between primary schools teachers' affective intelligence and OCB in Torbat Jam city?

Research hypotheses

The purpose of this study is to identify the relation between primary schools teachers 'affective intelligence and OCB in Torbat Jam city. Based on this objective, the following hypotheses were raised.

Main hypothesis: There is a relation between primary schools teachers' affective intelligence and OCB in Torbat Jam city.

Secondary hypotheses:

- There is a relation between primary schools teachers' self-awareness and OCB in Torbat Jam city.
- There is a relation between primary schools teachers' self-direction and OCB in Torbat Jam city.
- There is a relation between primary schools teachers' social awareness and OCB in Torbat Jam city.
- There is a relation between primary schools teachers' communications management and OCB in Torbat Jam city.

Design and sample of the study

The present study is descriptive - correlative and applied. The sample was defined by Morgan sample selection. The population included all the primary schools teachers (Male and female) in Torbat Jam and our sample included 285 according to the table; the sampling was stratified.

Measurement tools

The data were collected by two questionnaires; affective intelligence was measured by standard emotional intelligence questionnaire of Bar-On (Defined by Raheleh Samouei et al.) and Organ's OCB questionnaire was used to measure organizational citizenship behavior. The survey method was used to define and analyze the variables and the questionnaires' reliability was defined by Cronbach alpha coefficient which was .94 . The total reliability of the test was reported .93 by virtue of Cronbach alpha coefficient.

Results

Main hypothesis: There is relation between primary schools teachers' affective intelligence and OCB .

Table 1: Descriptive statistics for affective intelligence and citizenship behavior

| The standard deviation | mean | Number | Index Variable |
|------------------------|--------|--------|--------------------------|
| 13.31 | 103.58 | 280 | Emotionally Intelligence |
| 14.02 | 69.36 | 280 | Citizenship behaviors |

Table 2: Affective intelligence, citizenship behavior and Pearson correlation coefficient:

| | |
|--------------------------|-----------------------|
| Emotionally Intelligence | Variable |
| .345** | Citizenship behaviors |

As you see in above table, there is a significant relation between the teachers' affective intelligence and citizenship behavior ($r = 0.34$, $p < 0.01$). So, the zero hypothesis is refused and we conclude with 99% confidence, there is a significant relation between the two variables.

Secondary hypotheses: H1. There is a relation between the teachers' self-awareness and OCB.

Table 3: Descriptive statistics self-awareness and OCB

| The standard deviation | mean | Number | Index Variable |
|------------------------|-------|--------|-----------------------|
| 7.14 | 52.06 | 280 | Aware of their |
| 14.02 | 69.36 | 280 | Citizenship behaviors |

Table 4: Pearson correlation coefficient for self-awareness and OCB

| | |
|----------------|-----------------------|
| Aware of their | Variable |
| .328** | Citizenship behaviors |

As it is clear from the above table, there is a significant relation between the teachers' self-awareness and citizenship behavior ($r = 0.32$, $p < 0.01$). Therefore, the zero hypothesis is refused and we conclude with 99% confidence, there is a significant relation between the two variables.

H2. There is a relation between the teachers' self-direction and OCB.

Table 5: Descriptive statistics for self-direction and OCB

| The standard deviation | mean | Number | Index Variable |
|------------------------|-------|--------|-----------------------|
| 3.46 | 20.94 | 280 | Self-management |
| 14.02 | 69.36 | 280 | Citizenship behaviors |

Table 6: Pearson correlation coefficient for self-direction and OCB

| | |
|-----------------|-----------------------|
| Self-management | Variable |
| .350** | Citizenship behaviors |

As you see in above table, there is a significant relation between the teachers' self-direction and citizenship behavior ($r = 0.35$, $p < 0.01$). Therefore, the zero hypothesis is refused and we conclude with 99% confidence that there is a significant relation between the two variables.

H3. There is a relation between the teachers' social awareness and OCB.

Table 7: Descriptive statistics for social awareness and OCB

| The standard deviation | mean | number | Index Variable |
|------------------------|-------|--------|-----------------------|
| 3.27 | 18.68 | 280 | Social Awareness |
| 14.02 | 69.36 | 280 | Citizenship behaviors |

Table 8: Pearson correlation coefficient for social awareness and OCB

| Social Awareness | Variable |
|------------------|-----------------------|
| .206** | Citizenship behaviors |

According to table 8, there is a significant relation between the teachers' social awareness and citizenship behavior ($r = 0.20$, $p < 0.01$). Therefore, the zero hypothesis is refused and we conclude with 99% confidence that there is a significant relation between the two variables.

H4. There is a relation between teachers' communications management and OCB.

Table 9: Descriptive statistics for communications management and OCB

| The standard deviation | mean | Number | Index Variable |
|------------------------|-------|--------|------------------------------|
| 2.74 | 11.88 | 280 | Communications management of |
| 14.02 | 69.36 | 280 | Citizenship behaviors |

Table 10: Pearson correlation coefficient for communications management and OCB

| Communications management | Variable |
|---------------------------|-----------------------|
| .131* | Citizenship behaviors |

As you see in above table, there is a significant relation between the teachers' communications management and citizenship behavior and the correlation coefficient ($r = 0.13$, $p < 0.01$). So, the zero hypothesis is refused and we conclude with 95 % confidence that there is a significant relation between the two variables.

Regression test

In order to answer this question “Which element of affective intelligence is better predictor for the primary schools teachers' organizational behavior in Torbat Jam city?”, data were analyzed according to table 11.

Table 11 shows standard Beta coefficients to assess the portion of each variable in the measurement model. The high numbers indicate the change of a unit in the predictor variables has more intense effect on the basic variable. So, when other variable are stable, each unit increases in self-direction leading to 0.95 change in citizenship behavior. The Beta rate for the predictor self-

direction variable is 0.23 and when other variables are stable, each unit increases in self-direction leading to 0.33 in citizenship behavior.

Table 11: Beta standard and nonstandard coefficients

| Sig | T | Coefficients standard error of | Non-standardized coefficients | | Variable | model |
|------|-------|-----------------------------------|----------------------------------|--------|---------------------|-------|
| | | Beta | Sd | B | | |
| .000 | 5.375 | | 5.889 | 31.657 | Constant value | 2 |
| .002 | 3.204 | .237 | .299 | .957 | Self- management | |
| .020 | 2.341 | .173 | .145 | .339 | Aware of their | |

The Beta rate for predictor self-awareness is 0.17 indicating the rate 't' and significance levels for the affective intelligence self-awareness, self-direction and communications management variables are as follows: self-direction= $t(2.20)$, $P<0.05$, self-awareness = $t(2.34)$, $P<0.05$ which are significant and other variables have less effect on the citizenship behavior which are not significant.

Conclusion

This study is to examine the relation between primary schools teachers' affective intelligence and OCB in Torbat Jam city so the universe included all the primary school teachers in Torbat Jam city and by virtue of Morgan Table our sample included 280 teachers by stratified random sampling method. The researcher used two questionnaires to collect related data and their reliability and validity were analyzed and certified by proper methods.

By virtue of new findings there is direct and positive relation between the primary schools teachers' emotional intelligence (Self-awareness, social awareness, self-direction and communications management) and OCB in Torbat Jam city in confidence level of 95%; the correlation coefficients of each variable of affective intelligence with citizenship behavior are as follows: 0.33, 0.20, 0.35 and 0.13, respectively. Therefore, we conclude that people with higher affective intelligence have better and more convenient citizenship behavior.

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