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EMOTIONAL INTELLIGENCE AND EXTRA-ROLE BEHAVIOR: THE MEDIATING EFFECT OF ROLE STRESSORS AND ORGANIZATIONAL JUSTICE IN A CONSTRUCTION COMPANY IN CHINA

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Abstract

In recent years, with the development of China's foreign infrastructure construction, especially the African countries, as well as the strategy of One Belt And One Road arising, Chinese expatriate as a specific group is becoming bigger. Compared with domestic employees, the work environment of expatriate is quite different.

This study is designed to explore whether and how does Chinese expatriate's emotional intelligence influence their extra-behavior, both organizational citizenship behavior and counterproductive behavior. To test that, 208 Chinese expatriates one construction stated-owned company accepted fulfill the questionnaire and contributed to this study.

The results show that emotional intelligence has positive effect on organizational citizenship behavior of Chinese expatriates: Organizational justice, but not role stressor, mediates the relationship between emotional intelligence and organizational citizenship behavior. Emotional intelligence has negative effect on counterproductive behavior of Chinese expatriates. Organizational justice, but not role stressor, can mediate the relationships between emotional intelligence and counterproductive behavior.

Resumo

Nos últimos anos, com o desenvolvimento da construção de infraestruturas no estrangeiro por parte da China, especialmente nos países africanos, bem como a estratégia de One Belt And One Road decorrentes, o número de expatriados chineses está a crescer. Em comparação com os empregados domésticos, o ambiente de trabalho do expatriado é bastante diferente.

Este estudo visa explorar se e como a inteligência emocional dos expatriados chineses influencia os seus comportamentos extra-papel: comportamento de cidadania organizacional e comportamento contraproducente. Para testar isso, 208 expatriados chineses numa empresa pública de construção aceitaram participar neste estudo.

Os resultados mostram que a inteligência emocional tem um efeito positivo sobre o comportamento de cidadania organizacional dos expatriados chineses. A justiça organizacional, mas não o stress do papel, medeia a relação entre a inteligência emocional e o comportamento de cidadania organizacional. A inteligência emocional tem um efeito negativo sobre o comportamento contraproducente dos expatriados chineses. A justiça organizacional, mas não o stress do papel, medeia a relação entre a inteligência emocional e o comportamento contraproducente.

Palavras-chave: inteligência emocional, justiça organizacional, stress de papel, comportamento de cidadania organizacional e comportamento contraproducente.

Sistemas de Classificação JEL: Gestão do Trabalho (M54); Dissertações (Y40)

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Chapter 1. Introduction

With global mobility ever increasing, more and more companies are exploring the overseas markets, to maintain a long and stable business relationship and also for the convenient connections between domestic and overseas, many companies set up overseas offices, accordingly，they need the employees who can work overseas temporarily or in long-term. Based on the previous researches, in late 1990s, nearly 80% of midsized and large companies have had employees working abroad, and 45% of these companies planned to increase the number of employees that they had on international assignments (Gregersen and Black, 1998).

Nowadays, the rapidly expansion of emerging markets and continuing globalization transform more employees as expatriates, meanwhile, the management of expatriates and their competence improvement is becoming a challenging topic (Caligiuri and Tarique 2009; Chen *et al*, 2011). A recent report shows the typical structure of expatriate has changed. Asian companies are more likely to send employees overseas than western companies. This trend is tightly connected with global expansion of Asian organizations. China as the largest developing country and the second largest economy, is inevitably getting involved in this globalization trend, the number of its expatriate is still keep rising during these years. Chinese expatriates who are originally from mainland of China have shown a growing presence in the global market all over the world (Wood and El Mansour, 2010).

In modern society, emotional intelligence plays a very significant role in personal interconnection, it is also a relatively new and developing theory in both psychological and managerial field (Gardner, 1983; Sternberg, 1985). As well as in modern organizational management, amount of researches prove that emotional intelligence

affect widely of work behavior, such as motivation, commitment, loyalty, team work and so on (Goleman *et al.,* 1995). People have an increasing interesting in theory of emotion, the importance of emotional intelligence is emphasized because there are amount of researches proved that human relations in organizations are affected by emotional factors more than by rational factors (Jung and Yoon, 2011). An increasing number of results shows, people with high emotional intelligence are more likely tend to success in their career (Cooper, 1997; Goleman, 1998). Oppositely, employees with low emotional intelligence tend to have susceptible reacting from workplace and more likely behave defensively and negatively (Jordan *et al*., 2002).

Compared with domestic employees in home country, expatriates are both limited by local laws and organizational rules. They are living in foreign environments and working on international assignments, generally, they earned more than domestic and local employees (Briscoe, 1995). Confronted with those different work conditions, there might be anything different or new about Chinese expatriates concerned about emotional intelligence. Thus, this study aims to search emotional intelligence and extra-role behaviors and the impact of some mediates in this relationship on Chinese expatriates.

This study was designed to explore those questions:

1. Does emotional intelligence effect on extra-role behaviors of Chinese expatriate working in a construction company?

2. In this group of Chinese expatriate, how could organizational justice mediates the relationship between emotional intelligence and extra-role behavior?

3. In this group of Chinese expatriate, how could role stressor mediates the relationship between emotional intelligence and extra-role behavior?

In order to answer those questions, the first step that I am going to do is reviewing relevant literatures about emotional intelligence, stressor, organizational justice, counterproductive behavior and citizenship behavior and the interconnections among them. Second, I will build the theoretical model for those factors and explain the method used to test the model and hypothesis. Third, I will also describe the participants, procedure and analysis strategy are inclusive. Forth, I will present the main findings, and compare with the previous research in this domain, as well as interpreting the results. Finally, I will summarize the limitations of the present study, discuss the feasibilities and implications to promote the positive behavior of Chinese expatriate combining with emotional intelligence.

Chapter 2. Literature Review

2.1 Emotional Intelligence Concept

Salovey and Mayer (1990) first formally proposed the concept of emotional intelligence. It was in their research about whether emotions are adaptive or maladaptive in the research of psychology. In the earlier time, many researchers had the view on emotions could disrupt an individual's clear thought. While Salovey and Mayer hold the opinion that emotion is an organized response, generally origins from internal or connect with an external event. Their debates were on as the early definition, and they suggested the name emotional intelligence referring to the ability of a person to deal with his or her emotions. They defined EI as the branch of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, through discriminating and using this information to guide one's thinking and actions (1990).

However, other scholars define EI as the ability to perceive and understand self and other's emotions, and through this recognition to solve problems and adjust behaviors. On this alternative approach, Mayer *et al*. (2000a: 268) commented, "These alternative conceptions of emotional intelligence include not only emotion and intelligence per se, but also motivation, non-ability dispositions and traits, and global personal and social functioning". Hence, while "the EI trend of thought" spread worldwide in next two years, there were also various criticisms and comments around EI had been thriving on the conceptual definitions, theoretical models and quantitative researches. All those made it an emerging construct and popular in academic circle.

Since 1997 to the present, psychologists have being studying on regulating, standardizing and developing EI theory. Generally summing up, there are two cognitive meaning of EI,

one belongs to pop psychology definition that is broad, extensive and easily acceptable by the public, the other one belongs to a rigorous and precise research community. While throughout all the definitions of EI, we can find though they often varied from different researchers due to the different field, they nevertheless tend to be complementary rather than contradictory (Ciarrochi, Chan, and Caputi 2000).

In a very long period, the topic of emotional intelligence is attracting considerable controversy, both in management (Becker *et al*., 2003) and in industrial and organizational psychology domains (Daus and Ashkanasy, 2003). As following of development of EI construct, there were numerous researches that used different definitions of EI, and in the EI arena, some researches believed that in the social situation people who with appropriate emotional intelligence can be benefit with their life and work (Vanessa *et al*., 2006). While those assertions were based on speculations or empirical anecdotes rather than scientific research.

During the period on researches of EI, there were numerous related perspectives come and go. Generally speaking, through the efforts of several generations of researches and scholars, EI study become theoretically and systematically, moreover, it lays closely in contact with public people. After several years of evolution, concept of EI gradually becomes ubiquitous and effective in people's life, especially in business world. Since EI as a nonintellectual factor which could influence the organizational performance in workplace, some researchers hold the view that EI is even more important than IQ in predicting career success (Cooper and Sawaf, 1997; Goleman, 1995).

2.1.1 Emotional Intelligence Theoretical Model and Measurement

Currently there are several major frequently-used theoretical models and measurements: Mayer and Salovey (1997) defined this construct as the ability to perceive, understand,

manage and use emotions to facilitate thinking, founded on an ability-based measurement. This ability measurement was named Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which defined emotional intelligence as a cognitive ability (Mayer *et al*., 2002). It contains four parts of skills and abilities: perceiving emotions, using emotions, understanding emotions, managing emotions, and it is widely utilized in emotional quotient test.

Secondly, Goleman (1998) regarded this construct as set of competencies and skills that drive managerial performance, measured by multi-rater assessment (Boyatzis *et al*., 2001), perceived EI as a intelligence mixed with cognitive ability and personality factor，include self-control, zeal, persistence and the ability to motivate oneself.

Thirdly, Bar-On (1997b, 2000) developed from emotional quotient inventory (EQ-i) with interrelated emotional and social competencies, skills and facilitators that impact intelligent behavior, measured by self-report within a potentially expandable multi-modal approach including interview and multi-rater assessment (Bar-On and Handley, 2003a, 2003b). His definition of EI is "an array of personal, emotional, and social abilities, and skills that influence an individual's ability to cope effectively with his or her given environmental demands and pressures" (Baron, 1997, 2000). It included 15 competence items in five composite scales, covered intrapersonal, interpersonal, adaptability, pressure management and general mood. And it is necessary to mention briefly about EQ-i here, which concept was first created by Bar-On (1985) and it was used to measure "emotional and social intelligence", it had been translated in 30 languages and worldwide utilized, and the demographic factors like age, gender are included. Later on, the Bar-On EQ 360 was developed (2003), besides the self-report, peer-reviewed was added in this measurement. Compared with other two EI theoretical model, Bar-On's definition has a

much more extensive scope of EI.

Wong and Law (2002) developed a new EI scale (labeled as the Wong and Law EI Scale, or WLEIS for easy reference). WLEIS is a self-report EI measure developed for Chinese respondent (Wong *et al*., 2007). It is a scale based on the four ability dimensions described in the domain of EI:

(1) Appraisal and expression of emotion in the self

(2) Appraisal and recognition of emotion in others

(3) Regulation of emotion in the self

(4) Use of emotion to facilitate performance

Besides all of the above, there are still another specific measurements of EI, such as Emotional and Social Competence Inventory (Boyatzis and Goleman，1998), Genos Emotional Intelligence Inventory (Gignac, 2008a), Schutte Self-Report EI Test (Schutte, 1998), Trait Emotional Intelligence Questionnaire (TEIQue) (Petrides, 2009), Work Group Emotional Intelligence Profile (Jordan, *et al*., 2002). Based on different type and purpose of research, it can choose the most matched measurement.

2.2 Chinese Expatriate's Extra-role Behavior

The constructs of behavior include in-role behavior and extra-role behavior. The in-role behavior refers to those compulsive, normative behaviors regulated by organization, which is directly correlated with job performance. The extra-role behavior is literally refers to those behaviors exclude from organizational norms but also indirectly affect the final task or the degree that a specific task could be accomplished(C. Heath and S.B. Sitkin, 2001). In-role behavior is emphasized on mandatory behavior while extra-role

behavior is emphasized on spontaneous behavior.

This study focuses on extra-role behavior. This concept origins from Barnard (1938), who put forward cooperative willingness to describe organizations as associations of cooperative efforts. It believes that the formal structure cannot achieve all the factors required by the expected objectives of the organizations, thus, the "cooperative willingness" of every individual is very vital. The content of this "cooperative willingness" refers to those spontaneous contributions beyond the scope of contract, the obedience of authority and the conditions of compensation (Organ *et al.*, 2006). In the early time, the researchers found that the employees at organizations will have various behaviors or behavioral tendencies when they accomplish task, which will cause different results (Katz and Kahn, 1964; Borman and Motowidlo, 1993, cited in Pamela, 2015).

The early research focused on the more glorious side of human behavior, which is positive extra-role behavior, while the negative effects of the dark side of human behavior had been ignored. With the development of society and improvement of researches, more and more scholars find that negative extra-role behaviors have great negative effects on individuals and organizations. Based on two aspects of extra-role behavior, it contains positive behavior and negative behavior. In this research will focus on organizational citizenship behavior and counterproductive behavior.

2.2.1 Organizational Citizenship Behavior

Organizational citizenship behavior (OCB) is an individual spontaneous behavior, which is beyond the requirements by compensation system that directly regulate employees' behaviors (Organ and Ryan, 1995). It was firstly put forward named as extra-role

behavior by Kahn and Katz in 1978. This kind of behavior generally come from a willingness of organizational individual, unrelated with formal reward system, it belongs to extra-role behavior. Normally, OCB is able to improve organizational performance after a long period of accumulation. The contents of OCB are also sufficient, in the earlier time, good citizenship behavior has been regarded as obedience, loyalty, or voice tendencies in the layer of general social context (Marshall, 1950; Hirschman, 1970, cited in Eran, 2009), and it is also related with some key words: "helping behavior", "volunteering", "altruism." A successful organization always gathers employees with OCB, who can make more contributions to organizations than their job content, there was the evidence showed that, organizations owning organizational citizenship behavioral employees have a better organizational performance.

In the period of researches on OCB as well as its influence on various factors, it is necessary to mention Deluga (1994), Eric (2008) and Nielsen (2009) (cited in Parivash, 2012), which were the pioneers in this field, and fruits of research are also widely used as references. To date, all the results from researches indicate OCB brings remarkable achievement for organizations.

2.2.2 Counterproductive Behavior

It has begun from the middle of last century, a set of scholars gradually noticed about some negative behaviors in organizations, such as stealing, negative slacking at work, concealing information, and so on. In the previous studies，due to the reason of different perspectives and targets，there were few interconnects between those scholars. Hence, in the domain of organizational negative behavior, it had been lacking of systematical united researching results in that period.

Later on, Robinson and Bennett (1995) integrated researches from predecessors, then defined those voluntary behaviors which threaten the benefits of organization, its members or violate significant norms as workplace deviance, moreover, they developed a measure with 6-items to classify this kind of behavior (Robinson and Bennett, 2000). As the continuous studies in the filed of negative behavior, different scholars have named these behaviors based on their own priorities, such as aggressive behavior, retaliated behavior, or counterproductive behavior.

In year 2003, Price Waterhouse Coopers (PWC) made the investigate 4,000 companies and found that nearly 50% of them had suffered economics crimes, moreover, the numbers of victim companies had a increasing trend at 8% per year. Counterproductive behaviors cannot only bring damages on organizational benefits, but can also have bad effects on organizational long-term development. Due to some reasons of cultural background, there were not many reports of organizational counterproductive behavior in China, while it also generally exists in Chinese organizations.

Although those scholars put forward the concept in different point of view, the core meaning inside those concepts and the measurement basis are complementary rather than contrary (Spector, 2005). Among the various concepts, Fox (2001) came up with "counterproductive behavior", which summarized all kinds of negative behaviors like personal attacks, slacks in work, as well as other behavior that the organization and its members. Later, there are some researches who supplements for the contents of counterproductive behavior.

Spector and Fox put forward some complementary in their research (2005). They mentioned that counterproductive behavior would not only damage organization and its members, but also infringe the stakeholders, including investor and clients or so. Bordia (2008) conclude their opinions that counterproductive behaviors must contain three

characters: Firstly, those behaviors must be spontaneous and intentional. Secondly, they are violating organizational norms. Thirdly, they do harm organizations and its members.

2.3 Role Stressor

Stress has been defined as the strain that accompanies a demand perceived to be either challenging (positive) or threatening (negative) and, depending on the appraisal, either adaptive or debilitating" (Sanders and Lushington, 2002). Work stress refers to work or other work-related factors, which can cause the stress reaction, and can directly affect the employee's attitude and behavior, while the work stressor is the premise of work stress. (Lepine *et al*., 2004) Actually, the work staff could face different types of stress, such as the fresh graduates could feel the stress of role transitions from students to employees; For the people who have been worked for several years, they may feel the stress of promotion. Besides those, there are also some source of workload and the pressure of competition among colleagues (Sabine and Michael, 2012).

In general, people always perceived the negative influence when talking about pressure. Previous studies also pointed out that the work pressure could not only cause employees emotional stress, job burnout and other negative reactions, but also lead to negative personal behavior.

However, some researches proposes that the influences of work stress are not all negative, sometimes it can also bring the positive effects to promote organizational performance. In order to find the root of this phenomenon，researchers put the studies on the character of stressor. Some scholars divide stressor into several different types based on its impact varying on individuals.

Cavanaugh *et al*. (2000) developed two-dimensional framework for work stressors based on the research of 1800 American organizational managerial staffs. The dimensions are named challenge stressor and hindrance stressor. This point of view was recognized and concerned in academia, amount of researches based on two-dimensions of stressor were following. The research on classification of stressor and the relationship among each factors brings a significant practical value and theoretical meaning, not only can help people better understand origins of work stress, but also can explain the reason of previous different results. Challenge stressors include demands such as high workload, time pressure, job scope, high responsibility, and is viewed as obstacles to be overcome in order to learn and achieve. Hindrance stressors include demands such as organizational politics, red tape, role ambiguity, concerns about job security, and is viewed by managers as unnecessarily thwarting personal growth and goal attainment.

Work stressor can be an important predisposing factor of counterproductive behavior. There were studies show that, there were 33% to 75% of employees have intentional lateness, absenteeism, or theft happened in workplace (Pamela, 1990).

2.4 Organizational Justice

Researched on widely previous definition of organizational justice was proposed by (Greenberg, 1990b), which defined organizational justice as the perceptions of fairness within an organizational setting. Based on social exchange theory (Homans, 1961), employees will compare the rewards they received and their contributions with others. Only when the ratios are relatively equal, the individual can perceive the sense of fairness. He holds the view that distributive justice is the level of fairness when allocating organizational resources, and the perceptions of employees about the distributive results. Later on, there was an upsurge of empirical research, and those results provided the

support for the previous justice theory (Garland, 1973). Thibaut and Walker (1975) put forward the concept about procedural justice, which refers to the perceived procedural fairness associated with outcome distributions.

The studies conducted by Greenberg (1986), Sheppard and Lewicki (1987) and Fryxell and Gordon (1989) have shown that there is a clear difference between distributive justice and procedural justice, which have different effects on organizations. Interactional justice is the third dimension of justice, which was put forward by Bies and Moag in1986, referring to the perceived fairness of interpersonal treatment from those administering the procedures used to arrive at certain outcomes. Interactional justice emerged as an important component of organizational justice due to its creatively emphasis on the "human" element in the organizational context.

Bies and Moag (1986) as well as Greenberg (1993c) divided interactional justice in two parts: interpersonal justice and informational justice. After continuous researched by scholars, the contents and dimensions of justice has been developed and enriched from initial one-dimension to four-dimensions so far, it provides a very sufficient researching material for the further study.

Chapter 3. Description of Model- Mediating Effects

In this chapter, it will be illustrated the direct and mediate effects and each variable will be further explained, and the hypothesis will be presented, and a specific model will be present in the end.

3.1 Emotional Intelligence VS. Extra-role Behavior

Various authors suggest that the higher emotional intelligence those individuals have, the better behaviors they will have which can conduct to better performance for their organizations (Law,Wong, and Song, 2004; Van Rooy and Viswesvaran, 2004). EI contains such as motivation and determination and these skills play an important role in achieving goals. A review found that high EI is positively correlated with better social relationships in children and adults, higher academic achievement, as well as the better relationships during work performance and enhanced psychological health (Mayer *et al.*, 2000).

Goleman (1995) proposed that different environment (education, life and work condition) of individual, will lead to the different work behavior and in turn the different levels of performance. Goleman (1998) put his contribution on numerous investigations and studied about 180 employees who worked on different jobs in 121 companies. His studies showed that emotional quotient contributes to success as twice as intelligence quotient. In addition, when compared with the factors of education level, age and tenure, emotional intelligence has stronger predictions than other factors. Especially in the level of organizational supervisors, emotional intelligence can directly influence their final job

performance. It demonstrates that EI indeed influence the work behavior of employees in some degrees.

3.1.1 Emotional Intelligence VS. Organizational Citizenship Behavior

Based on the research of Podsakoff *et al.* (1990) mentioned that OCB has five elements: conscientiousness, sportsmanship, civic virtue, courtesy and altruism. Later on, Abraham (1999) put forward that emotional intelligence enhances the altruistic behavior of an individual. It enables employees to comprehend their colleagues and to respond better than those with a lower level of emotional intelligence.

Researches have being showed that people with a positive emotion is good in reinforcing and displaying altruism, which can facilitate employees to maintain this kind of behavior (Staw, Sutton, and Pelled, 1994). They also found that executives with a high level of emotional intelligence would be more willing to cooperate with their fellow colleagues, especially those that are behind in their work schedule. I also reflect "civic virtue, courtesy and altruism", which belong to the five element of OCB as previous mentioned.

Pasanen (2000) also found that emotionally intelligent individuals are more likely to engage in pro-social behavior. Douglas, Frink and Ferris (2004) in their researches noted that in two groups of people both with high conscientious, the other one group with higher levels of emotional intelligence had higher levels of performance than the other with lower level of emotional intelligence. In a study conducted by Busso (2003), individuals with higher levels of emotional intelligence showed a higher level of contextual performance. People with high EI tend to be better corporate citizens and tend to have better ethical attitudes towards their organizations and work (Deshpande *et al.*, 2005).

Though the most of researches indicate that there lies an obvious and convictive positive correlation between emotional intelligence and OCB, there was also research with a slight discrepancy in some ways. For example, in a study conducted by Sitter (2004), emotion has a positive but low significant factor in OCB. The study was conducted in a manufacturing area with a sample size of 376. When it was investigated the reason that caused this positive but low significant result, it could be that in manufacturing area, the role of EI is not as important as it is in areas which require dealing with people.

Therefore, based on the previous researching results, it can be assumed the first hypothesis:

H1a: Employee's EI is positively related with organizational citizenship behavior.

3.1.2 Emotional Intelligence VS. Counterproductive Behavior

Studies in the past have shown that the majority of employees has the experience of negative behaviors, like withholding effort, reporting late to work, absenteeism, abusing medical certificates, working slowly and hiding needed resources (Giacalone and Greenberg, 1997; Skarlicki and Folger, 1997). When scholars research on these negative behaviors, they found it could have some relations with EI. However, studies in the areas of emotional intelligence and counterproductive work behaviors are in a limited number (Azib, 2006).

When employees fail to control their emotions, they fail in social interactions (Lopes *et al.*, 2005). This frustrating experience may cause negative emotions may result in counterproductive work behavior (Anderson *et al.*, 1995; Fox *et al.*, 2001). It is not hard to figure out that a positive emotion is source of good behavior and prevention of

negative behavior (Martin *et al*. 1998). Spector and Fox (2002) in their research also gave support to this conclusion. They suggested that counterproductive behavior resulted from an emotional response and aims either to attack the cause of the situation or to passively cope with the emotion. Negative emotions are related to counterproductive behavior, employees with negative emotions will create problem in others' work rather than helping (Khan, Afzal and Zia, 2010).

On the other hand, the existence of counterproductive behavior does not only damage the current interests of organization, but also lying threats regarding the future development. There was an investigation showed that organizations counterproductive behavior has caused the loss of organizations about billions of dollars each year. Therefore, it is an urgent concern of the organizations (Bennett and Robinson, 2000). An increase of in counterproductive behavior has been linked to a decrease on productivity. Petrides, Frederickson and Furnham (2004) proposed that people with high levels of EI engage less deviant behaviors than those with low EI. Similarly, Eisenberg (2000) stated that low trait of EI may be a main reason for deviant behavior. Emotional intelligence may improve the quality of people relations at work such as communicative and social functions, help conveying information about thoughts and intentions and helping to coordinate social encounters (Keltner and Haidt, 2001).

Harvey and Dasborough (2006) also provided support for this rationale as they stated that emotionally intelligent employees are better able to control negative emotion "to ensure that it does not negatively impact work performance". When employee emotional intelligence is improved, deviant behavior related to organizational tasks would reduce accordingly (Mayer *et al.*, 2000).

This study therefore suggests that the high level of emotional intelligence of employees could reduce counterproductive behavior (CWB). On the contrary, employees who lack emotional intelligence have a high level of CWB. Hence, the following hypothesis is proposed:

H1b: Employee's EI is negatively related with counterproductive behavior.

3.2 Emotional Intelligence VS. Role Stressor

Stress can act as a creative force that increases drive and energy, but once it reaches a certain degree, the results can be negative. In stressful situation, EI-related capabilities play a remarkable role in personal resources (Jordan, *et al.,* 2002). Moreover, I will lead to an active rather than negative reaction that can help to improve the skills when facing stress, and reduce work and life strain (Jordan *et al.,* 2002).

In the research of dental undergraduates (Pau and Croucher, 2003), it found that those with high emotional intelligence are less likely to report perceived stress. It is therefore expected that people with high EI would cope better with the stressors in workplace and report less perceived stress (Epstein and Hundert, 2002). In the research on Chinese adults, the result showed: Perceived stress was negatively associated with four dimensions and total scores of EI (Bao *et al*., 2015).

As previous mentioned, perception of emotion, managing own emotion, managing others' emotion, and the ability to utilize emotion is the EI model created by Salovey and Mayer (1990). It proposes that the ability to understand and manage others' emotion would give an advantage to build a more harmonious relationship and avoid strain caused by poor

interaction with another individual (Nurhamiza Mumina, *et al*., 2016). It means people with high EI can avoid the stress in interpersonal communication.

As early defined, stress is part of emotion, and also another broad and richer aspect of life (Lazarus, 1990). Lazarus (1990) also stated, emotional reactions reflect how individuals cope with threats, challenges, benefits, and how they view their life and the world in general. With this conclusion it can be proved in other words, emotions can reflect stress. Therefore, the ability of use and control emotions (EI) is able to conduct the stress effect on individual. Although stress is unavoidable, high EI will help decrease perceived stress, or transform strain into challenge stress. Furthermore, the association of EI with perceived stress is consistent with previous research on the negative relation between EI and perceived stress.

Hence, it is suggested that EI affects employees' role stressor. To test this, H2 was developed:

H2: Employees' EI in workplace is negatively related to role stressor.

3.3 Role Stressor VS. OCB/CWB

When individual stuck in job stressor circumstance such as facing the high job demands, if self-ability is not able to get rid of this kind of situation then negative emotions would be produced, which in turn cause dissatisfaction to the organization. Once the relationship between employees and the organization is not harmonious enough, it will be not easy for individual to integrate into the organization, which can easily lead to deviant behavior (Hollinger and Clark, 1982).

Therefore, job stress plays an important effect on employee deviation behavior. Spector and Fox (1999) in their study found that the individual's perceptions of job stress can

further affect employee's emotion, such that the negative emotions can lead to personal attacks, sabotage, withdrawal and other behaviors in the workplace. Spector and Miles also found that negative emotions (like anxiety), are moderated by workplace stressors (environmental constraints, interpersonal conflict and organizational fairness) and employee negative behaviors (abuse of power, avoidance of work, sabotage and overt hostility). According to those conclusions, the individual is affected by various job role stress trough the perception and cognition, and it will lead to psychological responses such as depression and anxiety. Moreover, job role stressor not only causes physical and psychological harm to employees, but also has a negative impact on the organization, which is reflected in the counterproductive behaviors, such as early leave, absence from work, without a reason resignation.

Cavanaugh *et al.* (2000) pointed out that when individuals are confronted with stressors, on the one hand, job stressor will cause negative emotions such as individual tension and anxiety, which will lead to CWB. On the other hand, when individuals are aware of more participation and potential rewards, it can help to enhance the individual's sense of fairness and job satisfaction. Anyway, the study about job stressor and behavior is attractive and also remain some discrepancies.

Based on the results we can assume the following hypotheses.

H3a: Employees' role stressor in workplace is negatively related to OCB

H3b: Employees' role stressor in workplace is positively related to CWB.

3.4 Emotional Intelligence VS. Organizational Justice

There are several theorists that authors propose that EI involves the abilities of perceive, appraise, and express emotion, moreover, individual with high EI can be more sensitive to perceive the emotions effect on the experience at workplace (Day and Carroll, 2004; Mayer and Salovey, 1997). So it means the employees who are emotional intelligent are easier to perceived and act with justice than those who are less emotional intelligent (Dwayne Devonish and Dion Greenidge，2010). This idea rationale sounds similar with several previous theorists and authors mentioned before. EI consists of several components (one is self-control) that would influence the way of an individual interprets and reacts to injustice at work (Fox *et al.,* 2001; Skarlicki and Folger, 1997).

When the scholars Mayer and Salovey (1997) explored individual factor that influence justice, they found besides personality, self-esteem, and trait anger, there is another one should not be ignored which is EI. So, this research suggests that EI is positively related with organizational justice. To test this, H4 is presented.

H4: EI is positively related with organizational justice.

3.5 Organizational Justice VS. OCB/CWB

The concept of perceived justice could be related to OCB originated from Blau's definition of a difference between economic and social exchange (Blau, 1964). These studies suggest that employees will show extra-role behavior if they believe that actions and practices in the organization are honest and fair. A study on blue-collar works found a significant relationship between the perception of organizational justice of workers and the organizational citizenship behavior they exhibit, and determined that distributive and interpersonal justice dimensions are influential in this significant relationship (Moorman *et al.,* 1998). A similar result was found by Dittrich and Carroll (1979), Scholl *et al.*(1987). They found that perceptions of job equity and pay equity were significantly

correlated with extra-role behavior.

Spector and Fox (2002), in their model of job performance, contended that organizational justice is a predictor of OCB and CWB, which indicated the organizational justice promotes OCB and reduce the CWB happened in the work place. Substantial empirical support was also found for its direct effects on OCB (Colquitt *et al.,* 2001; Dalal, 2005; Moorman, 1991) and CWB (Dalal, 2005). Another is a study showed that when it is evaluated the relationship between the dimensions of justice (procedural justice, distributive justice and interactional justice) and organizational citizenship behavior all dimensions of justice are correlated with organizational citizenship behavior (Chegini, 2009).

In terms of social exchange relationship, the study of Whitman *et al*. (2012) found that perceived organizational justice could significantly affect the degree of organizational citizenship behavior of employees, such that supporting organizational justice can positively affect organizational citizenship behavior. Colquitt *et al.* (2012) noticed that when the employee is treated fairly on the distribution of the reward, which means the employee is treated fairly, in this condition, the employee may have a behavior which benefits the organization, so the perceived distributive justice of distribution may affect the extra-role behavior. Here it will be tested of hypothesis about organizational justice with OCB and CWB:

H5a: The employee's perception of organizational justice is positively related to OCB.

H5b: The employee's perception of organizational justice is negatively related to CWB.

3.6 Mediating Effects

Organizational justice is an individual perception. An individual with lower levels of fairness perception is more likely to generate work fatigue, leading to the avoidance behavior (Podsakoff *et al.,* 2007). Hence, a lower perceptions can cause such inner anxiety situation can lead to a significant decline of job satisfaction and reduced job involvement. When it happens, the individual is more likely to engage in counterproductive behavior. So, it can be derived that high level of EI can help the employee to better perceive fairness, which can stimulate behaviors.

Counterproductive behavior is a reaction of overcoming stress but in a negative unhealthy way. Counterproductive or aggressive behavior is often caused by a trigger event and stress. For example, injustice performance evaluation may lead to aggressive or counterproductive behaviors, including absenteeism, job-hopping, and decreased work performance, and more serious, personal injury, even murder, suicide. However, according to the research of Goleman (1998) and Mayer *et al.* (2002), they all believe that differences level of individuals in emotional intelligence affect the individual's perception of stress, which consequently affect the individual's emotional response and behavioral trend. EI regulates the relationship between an individual's antecedents of stress and its outcomes.

According to the research about role stressor, it has been proven by scholars that typical job role stressors, such as role conflict and role ambiguity, can trigger negative emotions, such as depression, frustration or anger, which cause deviant behaviors, such as interpersonal malice, rude behaviors, obstructions and stealing behaviors (Zhang, 2008). Based on Zhang's (2008) research on investigated 20 Chinese local enterprises found the counterproductive behaviors such as embezzling office suppliers and dismissing inappropriate speeches were ubiquitous. Therefore, the researches on the possible

connections between work stressor and counterproductive behavior as well as the factors which can influence this relationship, can help organizational managers better recognize the stressor of their employees so that they can find the measure to reduce the counterproductive behaviors.

Based on the above analysis, the following hypotheses are proposed:

H6a: Organizational justice mediates the positive relation between EI and OCB.

H6b: Organizational justice mediates the negative relation between EI and CWB.

H7a: Role stressor mediates the positive relation between EI and OCB.

H7b: Role stressor mediates the negative relation between EI and CWB.

To better understand the relations between the variables, the hypothesis suggested and the model under study in this research, two figures of the model were created.

Figure 1. The mediating effect of role stressor in the relation between EI and OCB.
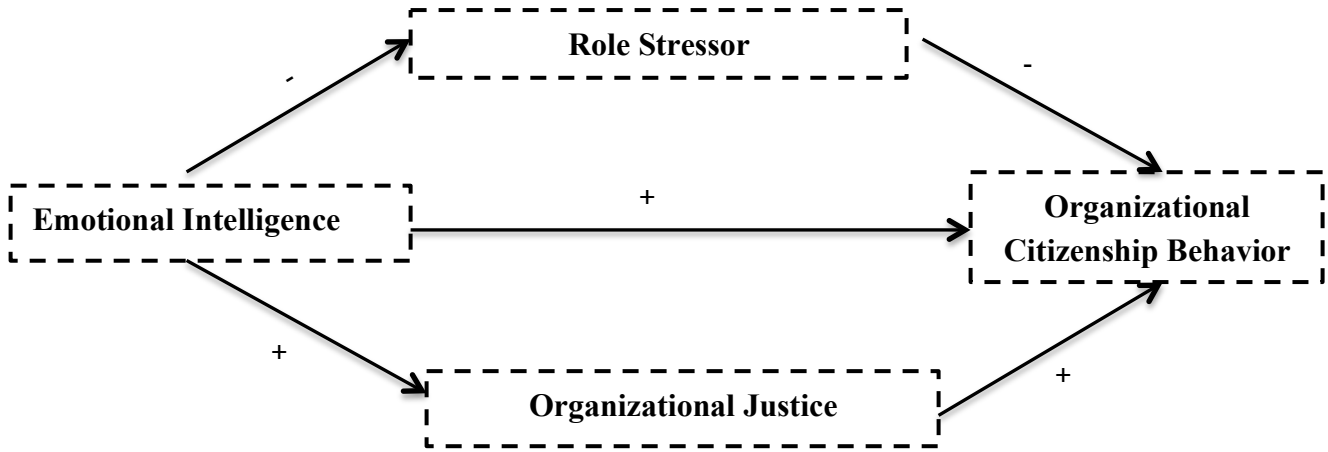
Figure 2.The mediating effect of organizational justice in the relation between EI and CB
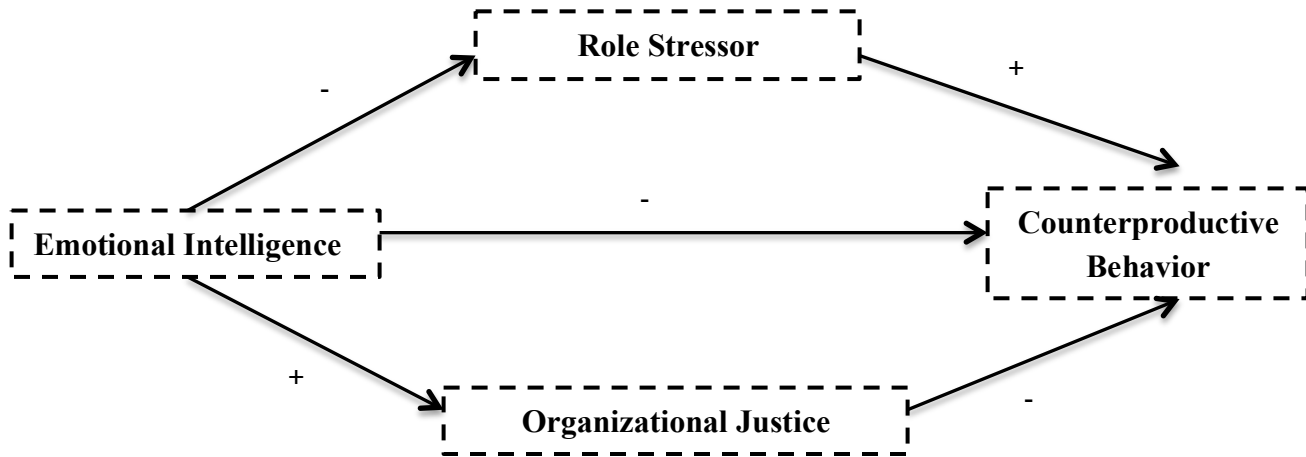
Chapter 4. Methodology

4.1 Survey with questionnaire

Survey research is a research method that systematically and directly collects relevant data by means of questionnaire or structural interview. It is conducted by selecting the representative samples of respondents from a population, and uses statistical analysis to investigate a social science phenomena or its rules. Since questionnaire and statistical analysis are the essential characteristics of survey research methods, people also refer to survey research as "questionnaire survey" or "statistical survey" (Kerlinger 1973).

In this study, I used a structured questionnaire to collect data. Compared with other survey methods (observational survey, interview, etc.), the answer to the questionnaire is collected in a standard way, which is relatively more objective. In general, the process will be comparatively fast (John Milne, 1999), it is an efficient way to collecting data among a large group of people in a short period time and with low cost. However, questionnaire survey results are more easily quantified, for its structured investigation form in questions and answers, and the results can be analyzed by software instrument. Also, survey with questionnaire can be used in a wide scale when the target sample is large. In the social media era, the questionnaire can connect researchers and respondents without space-time limitation. Online and email surveys protect privacy and allow respondents to maintain their anonymity, which can reduce their pressure and improve reliability of the answer.

While there are also some disadvantages and limits by using questionnaire (Gillham, 2000; Brown, 2001). Lacking direct contact between researchers and respondents may

cause misunderstood and different interpretation on questions. Meanwhile, real emotions and feelings of respondents cannot be conveyed through questionnaire. Although questionnaires provide data, some questions are not suitable for quantifying.

In this study, the questionnaire integrates 6 parts, including 5 scales: emotional intelligence, role stressor, organizational justice, counterproductive behavior and organizational citizenship behavior. The demographic information is only used to describe the respondents of this certain group.

4.2 Setting

In order to collecting data from a group, I used a convenience sample that consisted of Chinese employees working as expatriates in one construction company, this company is a large scale state-owned enterprise with 5 wholly-owned subordinate companies and 31 overseas offices distributed in Africa, south America, Asia and Europe countries and totally owned more than 3000 employees. And its business is about road, airport, bridge and port constructing. The self-assessment method was adopted in this questionnaire.

4.3 Questionnaire

The questionnaire used to collect data, which is composed with 6 parts, including 5 scales (WLEIS, role stressor, organizational justice, organizational citizenship behavior and counterproductive behavior) and demographic part. Only Emotional intelligence scale (WLEIS) has an official Chinese version, so I translated Measure of Organizational justice, Measure of Role Stressor, Measure of Counterproductive behavior and Measure

of Organizational Citizenship Behavior into Chinese. Then I did pre-test with several Chinese expatriates to make sure its clarity and also asked them for feedbacks. Some expressions of items were adjusted into the way which most adapt with Chinese language habit. In the cover letter, it is indicated that answers will be anonymous and confidential. The answers will be used only in this study for the master thesis. In writing these words, it can reduce the biases caused by fear personal information leakage.

Then, I consulted two professional English translators: one people check and make some grammar corrections, another one translated these Chinese questions back into English without seeing original version. The Chinese back translation was compared with the original items, and some items were modified based on comments and suggestions from the original developer of these scales.

Emotional Intelligence

In this study, I used The Wong Law Emotional Intelligence Scale (Wong and Law, 2002) to measure EI. It consists of 16 brief statements. The scale consists of four dimensions: Self Emotion Appraisals (SEA), Others' Emotion Appraisals (OEA), Regulation of Emotion (ROE), and Use of Emotion (UOE). SEA relates to the individual's ability to understand their deep emotions and be able to express these emotions naturally. OEA relates to peoples' ability to perceive and understand the emotions of those people around them. ROE relates to the ability of people to regulate their emotions, which will enable a more rapid recovery from psychological distress. UOE (or Emotional Facilitation of Thought) relates to the ability of individuals to make use of their emotions by directing them towards constructive activities and personal performance. The WLELS includes items such as, ''I have good understanding of my own emotions'' (SEA), ''I have good

understanding of the emotions of people around me'' (OEA), ''I am quite capable of controlling my own emotions'' (ROE) and ''I would always encourage myself to try my best'' (UOE).

Items are rated on a 7-point Likert scale from 1 (totally agree) to 7(totally disagree). Higher scores reflect lower levels of EI. The WLEIS has good reliability and validity (Wong and Law, 2002). Based on Law's study, the Cronbach's coefficients for the four subscales were: SEA: 0.75; OEA: 0.85; ROE: 0.83; UOE: 0.73 (Wong and Law, 2002). The Cronbach's coefficient for all 16 items was 0.86. This scale was created by Chinese scholar so it has the original Chinese version(Law, 2002)，and its Chinese version is directly used in this study.

Role Stressors

This scale contains 12 items and distributed into three dimensions, they are role overload (RO), role conflict (RC) and role ambiguity (RA). Role overload was measured using a four-item scale. The scale was based on items developed by Fisher (2014) and Bolino and Turnley (2005). Role conflict was measured using a four-item scale. The scale was assessed with a shortened version of the Rizzo, House, and Lirtzman (1970) scale. Role ambiguity was measured with a four-item scale. The scale was assessed with a shortened version of the Rizzo, House, and Lirtzman (1970) scale.

The scale includes items such as, "When decisions are made about my job or the job of my colleagues, our supervisor treats us with respect and dignity"(RO), "Procedures are designed to allow for requests for clarification or additional information about the decision"(RC) and "Overall, the work load of my colleagues and I is quite fair". The

items are measured on a Likert scale with 7 points, where each response ranges from "totally agree" to "totally disagree". Based on Bolino and Turnley' (2005) study, the reliability (Cronbach's alpha) of this measure for all items was at 0.75, it means the good reliability of this scale.

Organizational Justice

The scale of organizational justice is to measure the conditions of individual judges according to the statement of each item. In this part, it will test about the perception of justice in organization. The scale including 3 dimensions: Distributive justice, which contains 3 items and developed by Price and Mueller (1986). The specific item includes, "Overall, the work load of my colleagues and I is quite fair". Formal procedures (4 items) were chosen to reflect the importance of fair procedures in organizations and also the fair use of those procedures by an employee's supervisor (Moorman R.H, 1991). The specific item includes, "Procedures are designed to provide useful feedback regarding the decision and its implementation". Interactional justice, tests the degree of interactional justice in a subordinate and supervisor relationship (Greenberg, 1990a). The specific item includes such as, "When decisions are made about my job or the job of my colleagues, our supervisor treats us with respect and dignity." Based on Moorman (1991), organizational justice scale with all the items has the reliability Cronbacha's coefficient at 0.93, which is very high and quite acceptable. The items are measured on a Likert scale with 7 points, where each response ranges from "totally agree" to "totally disagree".

Counterproductive behavior

Based on the scale created by Bennett and Robinson (2000), this study includes 10 items in two sub-dimensions: Interpersonal deviance (4 items) and organizational deviance (6

items). This scale is about some attitudes and behaviours of respondents in work organizations. For each statement, individual recalling the attitude or behaviour happened during the last 12 months based on the displayed described, and judges on how frequently it happened at the company. And each response oscillates from 1 "never" to 7 "daily".

In the measurement of counterproductive behavior, which has to be noted that the directionality of the items in this scale is the opposite of the OCB measure and our hypotheses. That is, higher scores on counterproductive behaviour indicate lower job performance and vice versa. The reliability of this scale is very high with a Cronbacha's alpha of 0.83 (Bennett and Robinson, 2000).

Organizational Citizenship Behavior

It measured helping behavior with 7-items adapted from Organ and Konovsky (1989) and Smith and her colleagues (1983), and developed by Van Dyne and LePine (1998). This scale was two parts, one is helping behaviour, and another one is voice behaviour. The dimension of helping behaviour includes item expression such as, "Speak up in the work group with ideas for new projects and changes in procedures".

And voice behaviour includes item expression such as "Volunteer to do things for the work group". Voice behaviour was measured with 6-item scale. This scale with all the items was reported a reliability coefficient (Cronbach's alpha) more than 0.90 (Van Dyne and LePine, 1998).

4.4 Sampling

In this study, all questionnaires were sent through online survey link (www.wjx.cn, the most widely used online survey website in China). I sent the questionnaires to 280 Chinese expatriates, and questionnaires were completed and returned by 226 responses，the response rate is 80%, which is quite acceptable in questionnaire investigation. According to the information of immediate feedback sent by website, the questionnaires were filled in very short time. Finally I got 208 valid responses.

The participants are 154 male (74%) and 54(26%) female. Due to the particularity of the overseas infrastructure construction industry, the number of male is far more greater than female.

The average age of participants is concentrating distributed in 18-29 years (50.5%) and 30-39 years old (39.4%), and the maximum age is beyond 50 years old.

Concerned about tenure, those participants have job tenure from less than 2 years (25.5%) to more than 10 years (10.6%), with people with 2-5years (39.9%) and 6-10 years (24%). It also needs to be mentioned that considering the distinctiveness of this group, I especially collected their years being expatriated, people who have 1 or less than 1 year occupied 18.8%, the 55.8% people have 2 to 5 years expatriated experience, 22.1% participants have 6 to 10 years being expatriated, and 7 participants (3.4%) have more than 10 years as expatriate, this part of information present the respondents in this study have different experience in expatriate.

The job position covered all rank from team member (59%) to manager (10%), team leader and project manager respectively occupied 25% and 5%. In this study, it is not intended to research on the diversity or connection between subordinates and supervisors,

so they are integrated as an indiscriminate group of general Chinese constructive expatriates.

When assessing the educational level, it ranks from high school or equivalent（7.7%） to master or doctoral degree(9.6%), most participants with bachelor degree(64.9%), some college also occupied 17.8%.

4.5 Statistical Technique

In the process of data analyze, all the statistical method I used includes Principal Component Analysis (PCA), Correlation and Path Analysis through *SPSS version 23.*

Principal components analysis is a method to analyze and simplify the data set. It is often used to reduce the dimension of data sets while maintaining the most significant features of the data set by retaining the lower order principal component and ignoring the higher-order principal component. The potential similarity of variables could lead to measure of similar aspects of the same dimension (Field, 2013). PCA is the simplest method to analyze the multivariate statistical distribution by the characteristic quantity.

In this study, Principal Component Analysis was used to explore the group of measurement variables (EI, organizational justice, role stressor, counterproductive behavior and organizational citizenship behavior). PCA was done through the Keizer-Meyer-Olkin test (KMO) to assess the suitability of the sample, and Baetlett's test to assess the hypothesis that the correlation matrix is an identify matrix.

Correlation analysis is the analysis of the all the independent and dependent variables in one table to assess if there exists any correlation between each other.

The last step I used Process Version3 to test mediation effect，which is the extension procedure from regression analysis written by Andrew Hayes(2008). Compared with previous method (3 steps) of doing mediation analysis, Process can get a result simply. In my research, it needs to be testified how independent variable (emotional intelligence) can effect dependent variable (organizational citizenship behavior) and (counterproductive behavior) through mediating variables (role stressor) and (organizational justice).

Chapter 5. Data Analysis and Results

5.1 Principal component analysis

After collecting the original data，the first step is doing PCA to better understand the component of each variable and ensure the items can describe the variables. The purpose of using method of PCA is extracting few factors from many factors or indicators to explain the relations between them. The procedure of this method is explained in the previous content. All the sequence of data analysis are presented as same as the questionnaire.

5.1.1 Emotional Intelligence

In the original scale，EI (WLEIS) contains 16 items divided into 4 dimensions：regulation of emotions, self-emotion appraisal, use of emotions and others-emotions appraisal. After doing PCA, it shows a very pretty high KMO at 0.93, as well as the Bartlett's test that presented a null significance value, which means those variables are correlated. E05, E12 and E01were dispelled because of their low extraction values (<0.5). As table 3 shows, the rotated component matrix. The presented 4 components explain 74.4% of the total variance in collected data.

Table 3. Emotional intelligence variable composition

Items	Component			
	1	2	3	4
E04	0.829			
E06	0.802			
E10	0.755			

E13	0.623			
E14		0.843		
E08		0.597		
E09			0.838	
E07			0.728	
E03			0.675	
E02				0.801
E11				0.618
E16				0.612
E15				0.605
% Total Variance Explained	22.4	19.3	16.7	16
Cronbach Coefficient	0.9	0.79	0.85	0.87

Note: E01:I have a good sense of why I have certain feelings most of the time. E02:I am a good observer of others' emotions. E03:I always set goals for myself and then try my best to achieve them. E04:I have good control of my own emotions. E05:I have good understanding of my own emotions. E06:I can always calm down quickly when I am very angry. E07:I am a self-motivating person. E08:I really understand what I feel. E09:I always tell myself I am a competent person. E10:I am able to control my temper so that I can handle difficulties rationally. E11:I always know my friends' emotions from their behavior. E12:I would always encourage myself to try my best. E13:I am quite capable of controlling my own emotions. E14:I always know whether or not I am happy. E15: I am sensitive to the feelings and emotions of others. E16:I have good understanding of the emotions of people around me.

According to the research of Law and Wong (2002), these four components were stated as regulation of emotions, which contains (item E04, E06, E10, E13), self-emotion appraisal (item E01, E04, E08, E14), use of emotions (item E03, E07, E09, E012), other-emotions appraisal (item E02, E11, E15, E16). Compare with the dimensions divided in WLEIS, only 3 items were excluded because of the low extractions，the regrouped new components in this study are described as following:

Component 1 was labeled as regulation of emotions, which describes the ability of controlling one's own emotions and it is consisting of those items: E04_I have good control of my own emotions. E06_ I can always calm down quickly when I am very

angry. E10_ I am able to control my temper so that I can handle difficulties rationally. E13_ I am quite capable of controlling my own emotions.

Component 2 was labeled as self-emotions appraisal, which is associated with the perceptions of own emotion and contains those items: E08_I really understand what I feel. E14_I always know whether or not I am happy.

Component 3 was labeled as use of emotions, which is associated with the perceptions of own emotion and composed by: E03_I always set goals for myself and then try my best to achieve them. E07_I am a self-motivating person. E09_I always tell myself I am a competent person.

On the other hand, component 4 includes 4 items described understanding of other's emotions, which stated as E02_I am a good observer of others' emotions. E11_I always know my friends' emotions from their behavior. E15_I am sensitive to the feelings and emotions of others. E16_I have good understanding of the emotions of people around me.

In this study, I aggregated the all the components as a new variable named Emotional Intelligence (Alfa=0.93).

5.1.2 Role Stressor

According to original author's opinion, this scale should be divided in 3 dimensions with 12 items (Bolino and Turnley, 2005), there are 3 items were expelled because of their low extraction values (a<0.5). While in this study, result shows a quite acceptable KMO at 0.806, which is very suitable for factor analyze. Bartlett's test presented a null significance value (sig<0.00), which means those variables are correlated. After doing PCA, there were only 7 items retained, 2 items were dropped due to the scores of rotated

component matrix is negative or less than 0.6, or with high score but were in a wrong dimension which is different with original distribution based on author's proposal. For example, item RS12 described as "I am able to keep up with my work responsibilities", which should in the dimension of "role overload", while it with a high score (0.864) exist in the dimension of "role ambiguity".

It is described in table 5. The existing 3 components explain 74.4% of the total variance in those data. Based on Bolino and Turnley (2005), there are still kept three sub-dimension of role stressor, which labeled as: role ambiguity (item RS03, RS10), role conflict (RS04, RS7, RS11) and role overload (RS01, RS05). While only component 1 has a Cronbach's alpha at 0.754, It contains RS010_I know what my responsibilities are and RS03_I know exactly what is expected of me, which named role ambiguity based on author's proposal.

I continue to work with the other 2 components, which have Cronbach's alpha are both greater than 0.6, it is also acceptable. Component 2 contains 3 items: RS04_I receive incompatible requests from two or more people. RS07_I have to work under vague directives or orders. RS11_I work under incompatible policies and guidelines. Component 3 is consisted of 2 items, which are stated as: RS01_The amount of work I am expected to do is fair and reasonable. RS05_I do not feel excessive work related stress.

Table 5. Role Stressor variable composition

	Component		
	1	2	3
RS10	0.884		
RS03	0.762		
RS11		0.82	
RS07		0.733	
RS04		0.606	
RS05			0.833
RS01			0.758
% Total Variance Explained	25.89	20.21	16.56
Cronbach Coefficient	0.75	0.67	0.643

Note：RS01:The amount of work I am expected to do is fair and reasonable. RS02: I have to do things that should be done differently. RS03:I know exactly what is expected of me. RS04:I receive incompatible requests from two or more people. RS05:I do not feel excessive work related stress. RS06: I know that I have divided my time properly. RS07:I have to work under vague directives or orders. RS08:I feel certain about how much authority I have. RS09:I never seem to have enough time to get everything done at work. RS10: I know what my responsibilities are. RS11: I work under incompatible policies and guidelines. RS12: I am able to keep up with my work responsibilities.

5.1.3 Organizational Justice

Organizational justice scale is used to study the perception of fairness and consists of 3 dimensions with 12 items (Moorman R.H, 1991). As it described as Moorman (1991), there are three sub-dimensions in organizational justice, after PCA, the items OJ07 and OJ11 were dropped because of their low extraction (Alfa<0.5). They are described as OJ07: "Procedures are designed to generate standards so that decisions could be made with consistency". OJ11: "Procedures are designed to hear the concerns of all those affected by the decision". The result shows KMO is 0.908 and the Bartlett's test has a zero probability value, which is quite suitable. These three dimensions totally explained

77.4% variance. After reliability statistic, Cronbach's alpha is 0.931.

Thus, for each dimension the items were labeled as interactional justice: OJ01_When decisions are made about my job or the job of my colleagues, our supervisor treats us with respect and dignity. OJ05_When decisions are made about my job or the job of my colleagues, our supervisor is sensitive to our personal needs. OJ06 When making decisions about my job or the job of my colleagues, our supervisor offers explanations that make sense to us. OJ08_When decisions are made about my job or the job of my colleagues, our supervisor deals with us in a truthful manner. OJ10_ Our supervisor explains very clearly any decision made about my job or the job of my colleagues. This component has a pretty high Cronbach's alpha 0.918.

Component 2 is described as distributive justice, which is composed by three items: OJ03_Overall, the work load of my colleagues and I is quite fair. OJ09_I think that the level of pay of my colleagues and I is fair. 0J12_Overall, the rewards my colleagues and I receive here are quite fair. This component has 0.872 Cronbach's alpha. It means the items in each dimension are highly consistent.

Component 3 has 2 items and the Cronbach's alpha is 0.847. It is labeled as formal procedures: OJ02_Procedures are designed to allow for requests for clarification or additional information about the decision. OJ04_ Procedures are designed to provide useful feedback regarding the decision and its implementation.

Table 6. Organizational Justice variable composition

	Component		
	1	2	3
OJ06	0.806		
OJ08	0.798		
OJ05	0.679		
OJ10	0.659		
OJ01	0.642		
OJ09		0.849	
OJ12		0.787	
OJ03		0.766	
OJ04			0.827
OJ02			0.814
% Total Variance Explained	33.01	22.81	21.58
Cronbach Coefficient	0.918	0.872	0.847

Note: OJ01: When decisions are made about my job or the job of my colleagues, our supervisor treats us with respect and dignity. OJ02: Procedures are designed to allow for requests for clarification or additional information about the decision. OJ03: Overall, the work load of my colleagues and I is quite fair. OJ04: Procedures are designed to provide useful feedback regarding the decision and its implementation. OJ05: When decisions are made about my job or the job of my colleagues, our supervisor is sensitive to our personal needs. OJ06: When making decisions about my job or the job of my colleagues, our supervisor offers explanations that make sense to us. OJ07: Procedures are designed to generate standards so that decisions could be made with consistency. OJ08: When decisions are made about my job or the job of my colleagues, our supervisor deals with us in a truthful manner. OJ09: I think that the level of pay of my colleagues and I is fair. OJ10: Our supervisor explains very clearly any decision made about my job or the job of my colleagues. OJ11: Procedures are designed to hear the concerns of all those affected by the decision. OJ12: Overall, the rewards my colleagues and I receive here are quite fair.

5.1.4 Counterproductive Behavior

Based on author's opinion, counterproductive behavior has three dimensions with 10 items, and the KMO coefficient is 0.894, it means the items are correlated in the samples. Also Bartlett's test presented a null significance value, rejecting the null hypothesis as desired to proceed with the study. The varimax rotation was assessed and demonstrated the components of this variable that explains 67.12% of the total variance of the data

collected. Lastly, Cronbach's coefficient 0.83 resulted in a good internal consistency indicator of the instrument.

Table 7. Counterproductive Behavior variable composition

	Component	
	1	2
CWB09	0.902	
CWB08	0.859	
CWB05	0.756	
CWB02	0.687	
CWB03		0.821
CWB04		0.676
CWB01		0.664
% Total Variance Explained	41.29	25.83
Cronbach Coefficient	0.872	0.676

Note: CWB01: Spent too much time fantasizing or daydreaming instead of working. CWB02: Made fun of someone at work. CWB03: Taken an additional or a longer break than is acceptable at the workplace. CWB04: Come in late to work without permission. CWB05: Cursed at someone at work. CB06: Neglected to follow the boss's instructions. CWB07: Intentionally worked slower than they could have worked. CWB08: Played a mean prank on someone at work. CWB09: Acted rudely toward someone at work. CWB10: Put little effort into their work.

According to Bennett and Robinson (2000), this scale were distributed in two sub-dimensions, 3 items were dispelled due to the low extraction. Through table 7 we can observe that it presents 2 components, which labeled interpersonal deviance: CWB02_Made fun of someone at work; CWB05_Cursed at someone at work; CWB08_Played a mean prank on someone at work; CWB09_Acted rudely toward someone at work.

Component 2 is labeled as organizational deviance CWB01_Spent too much time fantasizing or daydreaming instead of working; CWB03_Taken an additional or a longer break than is acceptable at the workplace; CWB04_Come in late to work without

permission.

5.1.5 Organizational Citizenship Behavior

The measure of OCB contains 2 dimensions according to author's original proposal (Van Dyne and LePine, 1998), which contains helping behavior and voice behavior. While in the procedure of analysis, the varimax rotation was assessed and demonstrated a sole component of this variable that explains 73% of the total variance of the data collected. Based on the original scale, there are two dimensions as mentioned previously. The complete information is in the table 8:

Table 8. Organizational Citizenship Behavior variable composition

	Component
	1
OCB05	0.869
OCB01	0.807
OCB03	0.772
OCB09	0.73
OCB07	0.671
OCB11	0.632
% Total Variance Explained	73
Cronbach Coefficient	0.94

Note: OCB01: Volunteer to do things for the work group. OCB02: Speak up in the work group with ideas for new projects and changes in procedures. OCB03: Help orient new employees in the work group. OCB04: Get involved in issues that affect the quality of work life in the work group. OCB05: Assist others in the work group with their work for the benefit of the group. OCB06: Keep well informed about issues where personal opinions might be useful to the work group. OCB07: Get involved to benefit the work group. OCB08: Speak up and encourage others in the work group to get involved in issues that affect the work group. OCB09: Help others in the work group learn about the work. OCB10: Develop and make recommendations concerning issues that affect the work group. OCB11: Attend functions that help the work group. OCB12: Help others in the work group with their work responsibilities. OCB13: Communicate personal opinions about work issues to others in the work group even if these opinions are different and others in the group disagree with them.

Based on Van Dyne and LePine (1998), this scale was distributed in two sub-dimensions,

which were labelled as helping behaviour and voice behaviour. However, the participants cannot understand the dimensions of the scale in the same way as author's proposal. After PCA, there is just one dimension kept according to the author's original classification. Most of the items in dimension of voice behavior were in a low extraction. And those items cannot be regrouped in the dimension of helping behavior because all of them are connect with the proactive suggestion or behavior. Thus, those items were discarded, and the left items were labeled as the new variable: organizational citizenship behavior, which includes item OCB01_Volunteer to do things for the work group. OCB03_Help orient new employees in the work group. OCB05_Assist others in the work group with their work for the benefit of the group; OCB07_Get involved to benefit the work group. OCB09_Help others in the work group learn about the work., OCB11_Attend functions that help the work group. The result of PCA shows KMO is 0.946 and the Bartlett's test has a zero probability value, which is quite acceptable. The value of Cronbach coefficient is pretty high (Alfa=0.94), which resulted in a very good internal consistency indicator of the instrument.

5.2. Descriptive and Correlation Analysis

In order to run the path analysis, I aggregate the dimensions of each construct to get one variable for construct. Thus, in the study, it will research on those variables with the same construct. This part will testify the correlations between variables EI, OJ, RS, OCB and CWB.

As table 9 indicated, emotional intelligence correlates positively with organizational citizenship behavior (r=0.415, p<0.01), and negatively with counterproductive behavior (r=-0.279, p<0.01), which correspond with previous researches. Organizational justice

has the direct positive correlation with EI (r=0.355, p<0.01), as well as a positive correlation with OCB (r=0.428, p<0.01), and a significant negative correlation with CWB(r=-0.301, p<0.01). When observed role stressor, it is found that role stressor has positive correlation with EI (r=0.461, p<0.01) and OCB(r=0.189, p<0.01), a negative correlation with CWB(r=-0.205, p<0.01). These values do not correspondent with the signals of the previous hypotheses.

Table 9. Descriptive statistics and bivariate correlation matrix

Variable	Mean	S.D	EI	RS	OJ	CWB	OCB
Emotional intelligence	5.3	0.91	.90				
Role stressor	4.64	0.84	.461**	.75			
Organizational justice	4.75	1.2	.355**	.320**	.918		
Counterproductive behavior	2.65	1.29	-.279**	-.205**	-.301**	.872	
Organizational citizenship behavior	5.8	0.93	.415**	.189**	.428**	-.411**	.94

* p < .05,   ** p < .01(two-tailed)

5.3.Direct and Meditation Analysis

In a model with intervening variable, it is assumed that variable X affects outcome variable Y through one or more intervention variables (sometimes referred to be mediators). The output through SPSS shows the mediating effects in path model, which is also called a single-step multiple mediator model. Figure 3 is the model templates for PROCESS (Hayes, 2013) of SPSS to illustrate the mediating effects.

Figure 3: A single-step multiple mediation model with mediators operating in parallel (Hayes, 2013)

M_1

a_1 b_1

X c_1 Y

a_2 b_2

M_2
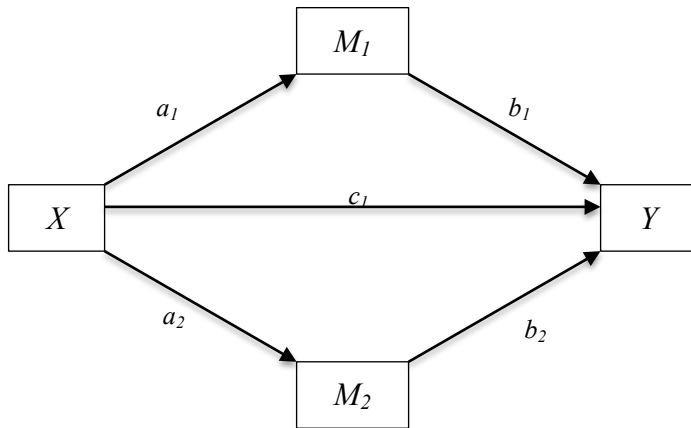
As the Figure 3 shows, X represents the independent variable, Y represents the dependent variable, M_i represents the mediator in this model. It illustrates the basic pathways through which X might directly and indirectly influence Y. In the language of path analysis, a_i and b_i is the predicting coefficient to denotes the effects from X to M_i and M to Y, c' qualifies the direct effect of X on Y, and the product of a_i and b_i qualifies the indirect effect from X to Y through M_i, which can be denoted as $M_i = a_i b_i$ (Hayes, 2013). The total effect of the independent variable on the dependent variable (X on Y) is expressed as $c = c' + a_i b_i$.

Because there are two dependent variables in this study, it will conduct two models as it presented previously (OCB and CWB), I put EI as independent variable (X), OCB and CWB as dependent variables (Y). The procedure and results included 2 parts and will be explained respectively. In order to better understand directly, 2 path models are presented below each table to make it clear. Accordingly, the casual relation will be illustrated as: Emotional intelligence (X) → Role stressor (M) and organizational justice (M) → Organizational citizenship behavior (Y); Emotional intelligence (X)→Role stressor and organizational justice (M)→Counterproductive behavior (Y).

5.4 Results

It is explained in the previous chapter, this research will explore two different meditators effect on two dependent variables respectively, so that there will lead to two different models. These results are from the Preacher and Hayes (2008) about mediate analysis and will be used as the guidance to test whether the hypothesis supported or not in this study.

The first model is concerned about the direct and indirect effects on the relationship between emotional intelligence and organizational citizenship behavior on the conditions of role stressor and organizational justice as mediators. On the other hand, the second model illustrates the effects of role stressor and organizational justice as mediators on the relations between emotional intelligence on counterproductive behavior. The results show that there are direct and indirect effects between variables.

5.4.1 Results of Direct and Mediating Effects of Model 1- Organizational Citizenship Behavior

Table 10. Results of the regression analysis of Model 1 –Organizational Citizenship Behavior

Independent Variable	EI→RS a1		EI→OJ a2		RS→OCB b1		OJ→OCB b2		Direct Effect (c')	
	Point Estimate	(SE)	Point Estimate	(SE)	Point Estimate	(SE)	Point Estimate	(SE)	Point Estimate	(SE)
Emotional Intelligence	0.57	0.05	0.6	0.08	0.15	0.07	0.17	0.05	0.45	0.07

Dependent Variable=Organizational Citizenship Behavior, Mediator=Role Stressor, Organizational Justice

Independent Variable	Indirect Effect						Total Effect (c)		F	R2
	EI→RS→OCB a1*b1	95%CI	(SE)	EI→OJ→OCB a2*b2	95%CI	(SE)	Point Estimate	(SE)		
Emotional Intelligence	0.09	-0.005;0.2	0.05	0.1	0.05;0.17	0.03	0.64	0.14	54.85***	0.445

Note:

N=208. +p<0,10 *p<0,05 **p<0,01 ***p<0,001

Numbers in the model are unstandardized regression coefficients. a Column entries are the bias correlated and accelerated (BCa) 95% confidence intervals (95% CI) based on 5000 bootstrap resamples (and were estimated using an SPSS script written by Preacher and Hayes, 2008).

Table 11. Results of the regression analysis of Model 2 –Counterproductive Behavior

Independent Variable	EI→RS a1		EI→OJ a2		RS→CWB b1		OJ→CWB b2		Direct Effect (c')	
	Point Estimate	(SE)	Point Estimate	(SE)	Point Estimate	(SE)	Point Estimate	(SE)	Point Estimate	(SE)
Emotional Intelligence	0.57	0.05	0.6	0.08	-0.27	0.12	-0.18	0.08	-0.32	0.16

Dependent Variable=Counterproductive Behavior, Mediator=Role Stressor, Organizational Justice

Independent Variable	Indirect Effect						Total Effect (c)		F	R2
	EI→RS→CWB a1*b1	95%CI	(SE)	EI→OJ→CWB a2*b2	95%CI	(SE)	Point Estimate	(SE)		
Emotional Intelligence	-0.15	-0.33; -0.02	0.08	-0.11	-0.2;-0.03	0.04	-0.58	0.25	19.22***	0.22

Note:

N=208. +p<0,10 *p<0,05 **p<0,01 ***p<0,001

Numbers in the model are unstandardized regression coefficients. a Column entries are the bias correlated and accelerated (BCa) 95% confidence intervals (95% CI) based on 5000 bootstrap resamples (and were estimated using an SPSS script written by Preacher and Hayes, 2008).

Figure 3. Path model shows about role stressor and organizational justice mediating the relationship between emotional intelligence and organizational citizenship behavior.
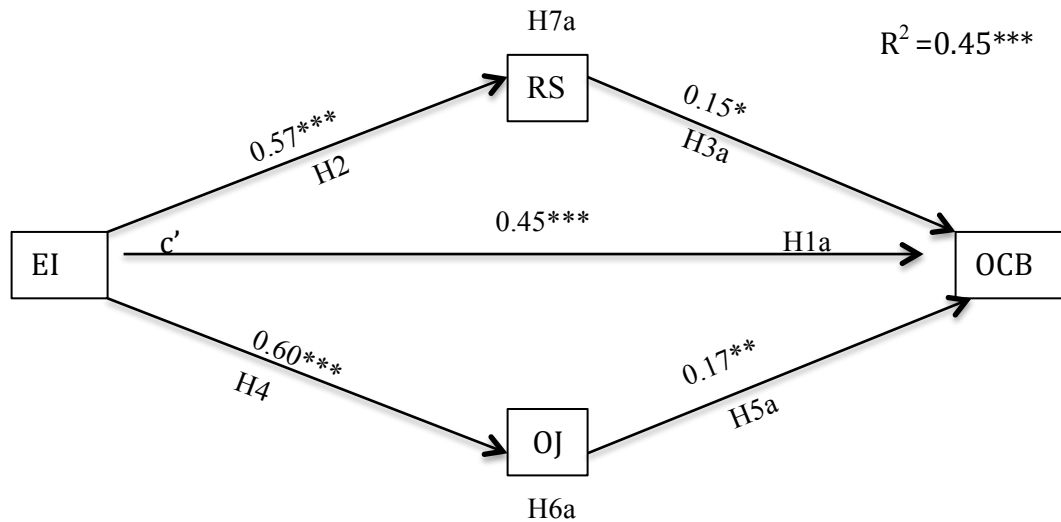
*p < 0.05,　**p < 0.01,　***p < 0.001(two-tailed)

As Figure 3 shows, the relations between the variable are presented in path model. Figure 3 presented 45% of organizational citizenship behavior is explained by this model. It can also be visually seen that emotional intelligence has a positive direct effect on organizational citizenship behavior (B=0.45, p<0.001), the more EI employee has, the more OCB the employee will be involved. So H1a is supported.

In this model, we can easily distinguish that emotional intelligence has positive relation with role stressor (B=0.57, p<0.001) and organizational justice (B=0.6, p<0.001), which means emotional intelligence will facilitate the perception of role stressor and organizational justice. Accordingly, H2 will be rejected which claim that the more emotional intelligence employees have the less role stressor they will perceive. Meanwhile, this result indicates that H4 is supported, which is，the more emotional

intelligence employees have the more organizational justice they will perceive.

When concentrate on the relations between role stressor/organizational justice and dependent variable, the result indicate both role stressor and organizational justice positively influence organizational citizenship behavior. It means in this study, the more role stressor employees perceive, the more organizational citizenship behavior they will perform. Likewise, the more organizational justice employees perceive, the more organizational citizenship behavior they will perform. Therefore, H3a is rejected and H5a is supported.

When testing the effects of role stressor and organizational justice as mediator, the result shows that the indirect effect of EI on organizational citizenship behavior through role stressor is at 0.09, the indirect effect of EI on OCB through organizational justice is at 0.1. For role stressor, the 95% confidence interval does include the zero (-0.005; 0.2). It means that role stressor does not mediate the relationship between EI and OCB. The 95% confidence interval of organizational justice is (0.05; 0.17), which means is significant. OJ presents the positive influences in this model. According to the previous noted, H7a is not supported, which means in this study, role stressor is negatively mediating the relationship of EI and OCB is not supported. However, organizational justice positively mediates the relationship of EI and OCB is supported in this study, H6a is supported. Also, Table 10 shows the total effects of all independent variables and mediators on OCB is positive (B=0.64).

Thus, in Model 1, results show that H1a, H4, H5a and H6a are confirmed, while H2, H3a and H7a are all not supported. Therefore, there is a direct positive effect of EI on OCB, when organizational justice is a mediator an indirect effect still exists. In the previous

researches, role stressor is supposed to have a negative effect. But, the negative mediating effect of role stressor is not founded in this study.

5.4.2 Results of Direct and Mediating Effects of Model 2 – Counterproductive behavior

In order to visually illustrate the path analysis about the direct and indirect effect about each variable on CWB, Figure 4 is drawn to present the relationship of the complete process.

Figure 4. Path model shows about role stressor mediating the relationship between emotional intelligence and counterproductive behavior.

$R^2=0.22**$

H7b

RS

0.57*** H2

-0.27** H3b

EI

c' -0.32*** H1b CWB

0.6*** H4

-0.18** H5b

OJ

H6b

p <0 .05,   ** p < 0.01   *** p<0.001 (two-tailed)
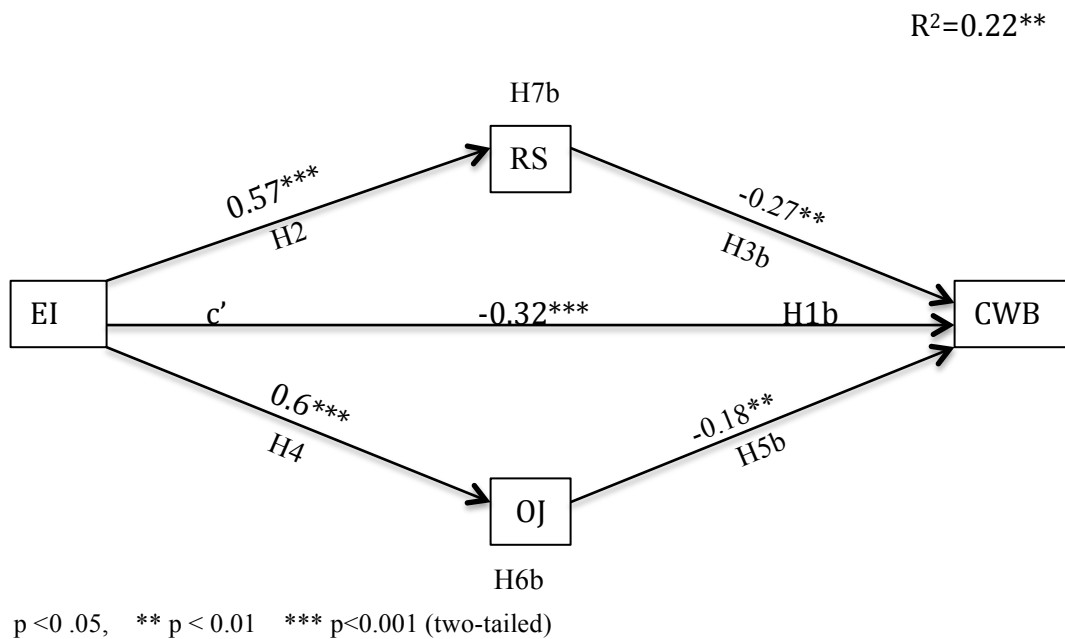
As Figure 4 shows, the relations between each variable are presented in path. It indicates that 22% of counterproductive behavior is explained by this model. We can visually

observe that emotional intelligence has a negative direct effect on counterproductive behavior (B=-0.32, p<0.001), the more EI employee has, the less CWB the employee will be involved. So H1b is supported.

In this model, emotional intelligence has positive relation with role stressor (B=0.57, p<0.001) and organizational justice (B=0.6, p<0.001), which means emotional intelligence will facilitate the perception of role stressor and organizational justice. Accordingly, H2 will be rejected which claim that the more emotional intelligence employees have the less role stressor they will perceive. Meanwhile, this result indicates that H4 is supported, which is，the more emotional intelligence employees have the more organizational justice they will perceive.

When concentrate on relations between those two mediators and dependent variable, the result indicates both role stressor (B=-0.27, P<0.01) and organizational justice (B=-0.18, P<0.01) negatively affect counterproductive behavior. It means that the more role stressor employees perceive, the less counterproductive behavior they will perform. Likewise, the more organizational justice employees perceive, the less counterproductive behavior they will perform. Therefore, H3b is rejected and H5b is supported.

When emotional intelligence through role stressor effects counterproductive, there is significant negative indirect effect (B=-0.15, p<0.001). It means that role stressor plays a negative role in mediating the relationship between emotional intelligence and counterproductive behavior, the 95% confidence interval does not include the zero (-0.33; -0.02). Therefore, H3b is not supported. This result will be discussed in the next chapter. When emotional intelligence through organizational justice effects counterproductive, there is significant negative indirect effect (B=-0.11, p<0.001). It means in this study,

organizational justice plays a negative role in mediating the relationship between emotional intelligence and counterproductive behavior. In addition, the 95% confidence interval does not include the zero (-0.2; -0.03). Therefore, H5b is supported.

Therefore, in Model 2, the results show that H1b, H4, H5b and H6b are confirmed, while H2, H3b and H7b are all not supported. Therefore, there is a direct negative effect of EI on CWB. When organizational justice and role stressor are mediators, indirect effects still exist. But in the previous researches, role stressor is supposed to have a positive effect. Hence, the positive mediating effect of role stressor on CWB is not founded in this study.

Chapter 6. Discussion and Further Research

6.1 Discussion

According to result of path analysis, it can be concluded that effects about direct and indirect relations. All hypothesis related to the role stressor mediator were not supported and all hypothesis associated with organizational justice were supported by the model, which all of them will be particularly explained in this chapter, and the questions proposed in Chapter 1 will be answered. The results of the research study can be seen in Table 12.

Table 12: Main conclusions about the hypotheses

No.	Hypothesis	Result
H1a	Employee's EI is positively related with organizational citizenship behavior.	Support
H1b	Employee's EI is negatively related with counterproductive behavior.	Support
H2	Employees' EI in workplace is negatively related to role stressor.	Not support
H3a	Employees' role stressor in workplace is negatively related to OCB.	Not support
H3b	Employees' role stressor in workplace is positively related to CWB.	Not support
H4	EI is positively related with organizational justice.	Support
H5a	The employee's perception of organizational justice is positively related to OCB.	Support
H5b	The employee's perception of organizational justice is negatively related to CWB.	Support
H6a	Organizational justice mediates the positive relation between EI and OCB.	Support

H6b	Organizational justice mediates the negative relation between EI and CWB.	Support
H7a	Role stressor mediates the positive relation between EI and OCB**.**	Not support
H7b	Role stressor mediates the negative relation between EI and CWB	Not support

The result shows all the direct relations about emotional intelligence and behaviors are supported, which means emotional intelligence has a significant positive relationship with organizational citizenship behavior and significant negative relationship with counterproductive behavior. Thus, the level of emotional intelligence of Chinese expatriated employee directly affects their organizational citizenship behavior and counterproductive behavior. These finding are corresponding with the results from Pasanen (2000) and Busso (2003) and Sitter (2004) and Susan Tee (2011).

Meanwhile, the result shows emotional intelligence plays positive role with organizational justice, this conclusion is supported by previous result that if individuals possess some level of emotional control, it will be more easily to perceive the effects of organizational justice (Dwayne Devonish, 2010). Therefore, in this study, emotional intelligence is positively related to organizational justice, the higher level of EI individual has, the more organizational justice the employee will perceive.

On the other hand, the result shows all the hypotheses about role stressor are not supported. As it supposed to be, role stressor should play negative effect in this study as it presented in most of researches. However, as it mentioned previously, stressor has two opposite sides: challenge stressor and hindrance stressor (Sanders and Lushington, 2002), challenge stressor has a positive effect while hindrance has a negative effect on

organizational outcomes. Thus, it is bold speculated that role stressor probably works as challenge stressor in this study.

Podsakoff *et.al* (2007) pointed out that challenge stressor has a positive relation with job satisfaction and organizational commitment, while hindrance stressor has not only cause negative emotions, can further produce counterproductive behavior or the intention of voluntary turnover. In addition, studies on work stress and behavior indicate that employees in hindrance stressor tend to be more aggressive. The role stressor also affects the level of job satisfaction of the individual, while job satisfaction is closely related to the individual's job burnout and organizational citizenship behavior (Lee and Ashford, 1993).

In order to further investigate the reason and considered about the geo-culture factors, I look up to the researches especially study on China written in Chinese or English. It is mainly concerned about two aspects: One of them is the root of Chinese traditional culture: Confucian culture. As the dominated culture in China for thousands of years, Confucian culture plays an important role, which contains abundant thoughts about the source of the stress, the resources of coping and the concrete method for coping. It is hold the view that stress mainly comes from the lack of personal morality, such as lack of personal character accomplishment, ethics shake and personal responsibility. It believes that the ideal personality is the basis of dealing with stress. Hence, when facing the stress, Confucianism advocates that take it in stride and try to recognize the positive side of stress (Wang and Shi, 2013). This view is considered about Chinese native circumstance, compared with the western objective researches about stressor, it is quite suitable to explain why stressor just presents it positive side in this study.

In addition, the researched respondents from the constructive company, which is a state-owned enterprise. In the study of employees in state-owned enterprise proposed that compared with that of western employees, the work stress of employees in Chinese state-owned enterprises is very low. And the work stress of Chinese state-owned employees is still in a positive condition (Shu, 2005). Due to some history reasons, Chinese state-owned enterprises are advocated with the obedient and commitment regulation and culture. Thus, the employees from this kind of enterprises would not show much more negative stress compared with other private enterprises.

Emotional intelligence helps less perceive hindrance stress and transfer it to challenge stress. In this study, the result only reflect challenge stress and our discuss will based on this precondition. As it mentioned before, emotions play a core role in the job stress process in the researches of Lazarus, (1991), Lovallo (1997) and Payne (1999), cited in Jeanne (2012), because emotions is the immediately response when under the stress condition. Combined the former researches and the result in this study, I suggest that emotional intelligence can predict perception of stressor, high level of EI helps perceive more challenge stressor, which can energize and motivate citizenship behavior (Cartwright and Cooper, 1997).

When organizational justice mediates the relationship between EI and OCB, it is positive and quite significant as model 1 presented. As it concluded before, emotional intelligence can improve the perceptions of justice. Meanwhile, organizational justice helps employees to be involved into more citizenship behaviors. Moorman (1991) in his research revealed that there is a casual relation between organizational justice and OCB. Moreover, Eric's *et al.* (2008) their research on subordinates and found that the more organizational justice they perceived, the more OCB they are willing to employ. In this

study, the path analysis of model 1 also shows the positive signal of the effect of organizational justice as mediator. It means EI affects positively OCB through organizational justice.

On the contrary, the increases on perception of organizational justice will help decrease of counterproductive behavior. When organizational justice mediates the effect of EI on CWB the indirect effect is significant as well. The result indicates that emotional intelligence is a positive predict of organizational justice, then organizational justice can negatively affect counterproductive behavior. It means that in the group of Chinese expatriates, the higher EI they possess, the more organizational justice they will perceive, accordingly, the less counterproductive behavior they will have. This conclusion is also supported by the former research of Skarlicki and Folger (1997), which reported that when employee perceived unfair treatment with negative emotions, they will be probably behave negatively response, such as theft (Greenberg, 1990), vandalism, sabotage and reduction of citizenship behavior correspondently (Jermier *et al.,* 1994). Although authors here discussed about unfair and citizenship behavior, we can logically deducted that in the opposite way organizational justice is a negative predictor of counterproductive behavior.

It is also proved in the study of Eric *et al.* (2008) that when the subordinates perceive more organizational justice, they are more likely to avoid the anti-social behaviors. As well as in this study, the path analysis in model 2 indicates the negative signal of the effect of organizational justice as mediator. It means EI affects negatively CWB through organizational justice. In other words, when there is some improvement of level of justice in organizations, employees will be involved more OCB and less CWB.

Considered about all the hypotheses about whether EI can predict extra-role behaviors of employees through role stressor are not supported, and the results about role stressor all present positive prediction, it is means that in this study, role stressor only effects its positive side as challenge stressor. In the path analysis both in model 1 and model 2, when EI through role stressor effect on OCB and CWB, role stressor as mediator works as the positive character, it is against the previous hypotheses, which is proposed that the more role stressor employees have, the less OCB they will involve, correspondingly, the more CWB they might perform. As it explained before, the challenge side of stressor will produce positive results (Podsakoff *et.al*, 2007), and EI can help perceiving more the positive side of stressor. Hence, it could be indicated that when challenge stressor increases in organizations, there is also an increase of OCB and a decrease of CWB.

Counterproductive behavior has its origin on strain. When people are under negative emotions, it is more likely that they experience, and, in turn, could induce to counterproductive behavior (Ganster and Schoebroeck, 1991). In this study, result shows that in China, the level of emotional intelligence is a positive predictor of stress, the higher of EI, the more challenge stress the expatriates will perceive, and it negatively mediates counterproductive behavior. As the previous study mentioned, Quick and Nelson (1997, cited in Ye, 2016) noted that the level of perceived stress on those expatriate is not too high, so it is understood as challenge.

This is also a new finding that the result told, in the future studies we can focus on the details of stress in this specific group and explore the reason why they are always under a challenge stressor. In the process of literature review, there are amount of studies around EI, fairness, stressor, organizational citizenship behavior and counterproductive behavior, while concerned about the correlations between these factors are not sufficient.

Meanwhile, there are not many studies about expatriates especially Chinese expatriates in the former researches. So this dissertation will be very specific which could fill the blank of this area.

In China, with the rapidly economy development, more and more people realize the importance of emotional intelligence both in work and daily life. Especially the managerial at organizational, they aware that employees who has extremely high IQ and skills will probably not equal to the people who contribute the high profits for organization. In the modern organizations, employees only who can manage self-emotions and with benign mindset and motivation to confront strains will make a great performance. Both this study and other previous empirical confirm this.

However, when overall view the current situation of workload in China, the performance of Chinese employees' are generally at a low level. In this condition, organizations want to produce more profits have to hire more employees, which cause the waste of human resources. While compared with most western countries, the modern companies pay much more attention on training about emotional intelligence and adversity intelligence, and in the process of recruitment, it has taken more considerations of those soft skills besides hard skills such as grades, work experience, and so on. There are also some important findings shows that EI can be increased with deliberate practice and training, unlike IQ (Intelligence Quotient), which will not be changed significantly over a persons' lifetime. (Cherry, 2012; Scott, 2013)

6.2 Limitations and Future Research

There are also several limitation exist in this study and should be listed in this part, which

would be regarded as deficiencies based on current condition and also could be challenges that supposed to be improved in the future related studies.

During the period of searching literatures both domestic and overseas, there is not much research directly about the relationship between EI and OCB/CWB, most of researchers concentrated on the relationship between EI and job performance. Especially in Chinese relevant research filed，when I search the key words on the website (www.cnki.net, the largest and most authoritative bibliographic retrieval website in China) "EI and Organizational citizenship behavior" and "EI and counterproductive behavior", it shows there is no related article about it. Although amount studies indicated there is positive correlation between EI and job performance, there still exist few empirical researches didn't found this correlation, in particular, didn't found the increase in predictive validity of emotional intelligence on job performance. (Weinberger, 2004; Harms and Credé, 2010a)

The empirical research about the relationship between emotional intelligence and job performance, such as how much extent can EI effect on job performance, based on existing theoretical conclusion, there are amount of prediction rather than empirical study. Although the concept of EI is based on extensive research evidence, the application of EI on organization still tend to on quoting evidence, meanwhile, some of them were described by anecdotes．

Also, the method of measurement may influence their relationship. There is a research shows, when assessments taken by a same method (such as all of them are self-assessment), the correlation between them will present the significant (Harms and Credé, 2010a). In this research, except the EI scale I adopted the WLEIS (Wong and Law,

2002), which provides official Chinese version especially for the Chinese researching, the other scales are from the western scholar in English. Though I consulted translator in English translating major, it still cannot avoid some deviations in professional. In the filed of work behavior, organizational justice and stressor research, it is lacking of scales especially for Chinese employee.

Due to the reason of relatively diversities with other foreign countries cultural background, there can be different interpretations in a same condition, as well as the recognition of people on the same question and condition may influence their judges when answer the questionnaire. Therefore, it is in needed that the professional and specific scales for people with different languages and culture backgrounds, which can help the researches about Humanities and Social Sciences to be more accurate and less deviant.

It is expecting that there could be more formal and official measurement scales specialized researching on Chinese employees. And I hope this research would be a bold trial on the domain of extra-role behavior in the group of Chinese expatriates. The research based on the relationship between EI and extra-role behavior cannot leave without the specific cultural background. There are many differences in historical evolution, cultural tradition, social structure, mainstream value and people's living habit in different countries. Due to the result indicated all the hypotheses were rejected about correlation between hindrance stressor and other factors, the further study should especially focus on this issue and emphasize the effect of it.

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Annexes

Annex A-Questionnaire

1. Questionnaire English version

<div align="center">ISCTE Business School, emotional intelligence and extra-role behavior survey</div>

This questionnaire is a part of an international academic research project. It focuses on the relations between emotional intelligence and extra-role behavior on Chinese expatriates. It will take approximately 10 minutes of your time. Please answer all questions, and all the information will be anonymous and strictly confidential. Thanks a lot for your help!

In this questionnaire I am interested in your opinion about the way you perceive yourself and the work environment in your company.

I. Listed below are the descriptive statements about you. For each statement, I would like you to indicate the degree of agreement with the behaviour described.

	Totally disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Totally agree
I have a good sense of why I have certain feelings most of the time.	☐	☐	☐	☐	☐	☐	☐
I am a good observer of others' emotions.	☐	☐	☐	☐	☐	☐	☐
I always set goals for myself and then try my best to achieve them.	☐	☐	☐	☐	☐	☐	☐
I have good control of my own emotions.	☐	☐	☐	☐	☐	☐	☐
I have good understanding of my own emotions.	☐	☐	☐	☐	☐	☐	☐
I can always calm down quickly when I am very angry.	☐	☐	☐	☐	☐	☐	☐
I am a self-motivating person.	☐	☐	☐	☐	☐	☐	☐
I really understand what I feel.	☐	☐	☐	☐	☐	☐	☐
I always tell myself I am a competent person.	☐	☐	☐	☐	☐	☐	☐
I am able to control my temper so that I can handle difficulties rationally.	☐	☐	☐	☐	☐	☐	☐
I always know my friends' emotions from their behaviour.	☐	☐	☐	☐	☐	☐	☐
I would always encourage myself to try my best.	☐	☐	☐	☐	☐	☐	☐
I am quite capable of controlling my own emotions.	☐	☐	☐	☐	☐	☐	☐
I always know whether or not I am happy.	☐	☐	☐	☐	☐	☐	☐
I am sensitive to the feelings and emotions of others.	☐	☐	☐	☐	☐	☐	☐
I have good understanding of the emotions of people around me.	☐	☐	☐	☐	☐	☐	☐

II. In this section, please indicate by checking the appropriate box the extent to which you face each of the following statements at the workplace.

	Totally disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Totally agree
The amount of work I am expected to do is fair and reasonable.	☐	☐	☐	☐	☐	☐	☐
I have to do things that should be done differently.	☐	☐	☐	☐	☐	☐	☐
I know exactly what is expected of me.	☐	☐	☐	☐	☐	☐	☐
I receive incompatible requests from two or more people.	☐	☐	☐	☐	☐	☐	☐
I do not feel excessive work related stress.	☐	☐	☐	☐	☐	☐	☐
I know that I have divided my time properly.	☐	☐	☐	☐	☐	☐	☐
I have to work under vague directives or orders.	☐	☐	☐	☐	☐	☐	☐
I feel certain about how much authority I have.	☐	☐	☐	☐	☐	☐	☐
I never seem to have enough time to get everything done at work.	☐	☐	☐	☐	☐	☐	☐
I know what my responsibilities are.	☐	☐	☐	☐	☐	☐	☐
I work under incompatible policies and guidelines.	☐	☐	☐	☐	☐	☐	☐
I am able to keep up with my work responsibilities.	☐	☐	☐	☐	☐	☐	☐

III.	In this section, please indicate by checking the appropriate box the extent to which your company adopts each of the following statements regarding employees, in general, and you, in particular.

	Totally disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Totally agree
When decisions are made about my job or the job of my colleagues, our supervisor treats us with respect and dignity.	☐	☐	☐	☐	☐	☐	☐
Procedures are designed to allow for requests for clarification or additional information about the decision.	☐	☐	☐	☐	☐	☐	☐
Overall, the work load of my colleagues and I is quite fair.	☐	☐	☐	☐	☐	☐	☐
Procedures are designed to provide useful feedback regarding the decision and its implementation.	☐	☐	☐	☐	☐	☐	☐
When decisions are made about my job or the job of my colleagues, our supervisor is sensitive to our personal needs.	☐	☐	☐	☐	☐	☐	☐
When making decisions about my job or the job of my colleagues, our supervisor offers explanations that make sense to us.	☐	☐	☐	☐	☐	☐	☐
Procedures are designed to generate standards so that decisions could be made with consistency.	☐	☐	☐	☐	☐	☐	☐
When decisions are made about my job or the job of my colleagues, our supervisor deals with us in a truthful manner.	☐	☐	☐	☐	☐	☐	☐
I think that the level of pay of my colleagues and I is fair.	☐	☐	☐	☐	☐	☐	☐
Our supervisor explains very clearly any decision made about my job or the job of my colleagues.	☐	☐	☐	☐	☐	☐	☐
Procedures are designed to hear the concerns of all those affected by the decision.	☐	☐	☐	☐	☐	☐	☐
Overall, the rewards my colleagues and I receive here are quite fair.	☐	☐	☐	☐	☐	☐	☐

IV. Listed below are the descriptive statements about some attitudes and behaviours in work organizations. For each statement, I would like you to judge how frequently individuals at your company displayed the attitude or behaviour described, during the last 12 months.

	Never	Once a year	Twice a year	Several times a year	Monthly	Weekly	Daily
Spent too much time fantasizing or daydreaming instead of working.	☐	☐	☐	☐	☐	☐	☐
Made fun of someone at work.	☐	☐	☐	☐	☐	☐	☐
Taken an additional or a longer break than is acceptable at the workplace.	☐	☐	☐	☐	☐	☐	☐
Come in late to work without permission.	☐	☐	☐	☐	☐	☐	☐
Cursed at someone at work.	☐	☐	☐	☐	☐	☐	☐
Neglected to follow the boss's instructions.	☐	☐	☐	☐	☐	☐	☐
Intentionally worked slower than they could have worked.	☐	☐	☐	☐	☐	☐	☐
Played a mean prank on someone at work.	☐	☐	☐	☐	☐	☐	☐
Acted rudely toward someone at work.	☐	☐	☐	☐	☐	☐	☐
Put little effort into their work.	☐	☐	☐	☐	☐	☐	☐

V. Listed below are the descriptive statements about behaviours that are often not clearly recognized by management systems but benefit the work environment. In this section please indicate to what extent, in your work group, you observe the behaviour described in each item.

	Totally disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Totally agree
Volunteer to do things for the work group.	☐	☐	☐	☐	☐	☐	☐
Speak up in the work group with ideas for new projects and changes in procedures.	☐	☐	☐	☐	☐	☐	☐
Help orient new employees in the work group.	☐	☐	☐	☐	☐	☐	☐
Get involved in issues that affect the quality of work life in the work group.	☐	☐	☐	☐	☐	☐	☐
Assist others in the work group with their work for the benefit of the group.	☐	☐	☐	☐	☐	☐	☐
Keep well informed about issues where personal opinions might be useful to the work group.	☐	☐	☐	☐	☐	☐	☐
Get involved to benefit the work group.	☐	☐	☐	☐	☐	☐	☐
Speak up and encourage others in the work group to get involved in issues that affect the work group.	☐	☐	☐	☐	☐	☐	☐
Help others in the work group learn about the work.	☐	☐	☐	☐	☐	☐	☐
Develop and make recommendations concerning issues that affect the work group.	☐	☐	☐	☐	☐	☐	☐
Attend functions that help the work group.	☐	☐	☐	☐	☐	☐	☐
Help others in the work group with their work responsibilities.	☐	☐	☐	☐	☐	☐	☐
Communicate personal opinions about work issues to others in the work group even if these opinions are different and others in the group disagree with them.	☐	☐	☐	☐	☐	☐	☐

VI.   Demographic information:

What is your gender?
- o Male
- o Female

What is your age?
_____ years

What is the highest degree or level of school you have completed?
- o No schooling completed
- o High school or equivalent
- o Some college
- o Bachelor's, master's or doctoral degree
- o Other

Which of the following categories best describes your role in the company?
- o Team member
- o Team   leader
- o Manager
- o Other

How long have you been working in the actual company?
- o Less than 2 years
- o 2 to 5 years
- o 6 to 10 years
- o 10 years or more

1. Questionnaire Chinese version

外派员工情商和角色外行为调查表

此问卷是硕士毕业论文研究的一部分,主要关注外派员工的情商对角色外行为的影响。问卷可能会花费您大约十分钟的时间。为了保证调查结果的准确性, 请您如实回答所有问题,我们会对问卷内容进行保密,您的回答对于我们得出正确结论很重要,感谢您的支持和配合!

在这份问卷中，请谈谈你对自己以及公司的工作环境的看法。

1. 以下是关于你的描述性陈述。对于每一项描述，请选择你对所述行为的认同程度。

	强烈同意	同意	勉强同意	不同意也不反对	有点不同意	不同意	强烈不同意
大多数时间我能很好的感知自己产生某种特定情感的原因。	☐	☐	☐	☐	☐	☐	☐
我能很好的察觉到他人的情绪。	☐	☐	☐	☐	☐	☐	☐
我经常为自己设定目标并尽力实现。	☐	☐	☐	☐	☐	☐	☐
我能很好的控制自己的情绪。	☐	☐	☐	☐	☐	☐	☐
我能很好的理解自己的情绪。	☐	☐	☐	☐	☐	☐	☐
在我愤怒时我能很快的让自己冷静下来。	☐	☐	☐	☐	☐	☐	☐
我是一个善于自我激励的人。	☐	☐	☐	☐	☐	☐	☐
我很能了解自己的感受	☐	☐	☐	☐	☐	☐	☐
我常告诉自己我是个能干的人。	☐	☐	☐	☐	☐	☐	☐
我能控制自己的脾气所以面对困难时能理智对待。	☐	☐	☐	☐	☐	☐	☐
我总是能从朋友们的行为中了解到他们的情绪	☐	☐	☐	☐	☐	☐	☐
我总是鼓励自己凡事尽力而为。	☐	☐	☐	☐	☐	☐	☐
在控制情绪方面我很有能力。	☐	☐	☐	☐	☐	☐	☐
我总是能察觉到自己开心与否。	☐	☐	☐	☐	☐	☐	☐
我能敏锐的察觉他人的感觉和情绪。	☐	☐	☐	☐	☐	☐	☐
我能很好的感知周围人的情绪。	☐	☐	☐	☐	☐	☐	☐

2. 在本节中，请通过勾选适当的方框来描述您在工作场所中所面对的以下行为的认同程度。

	强烈同意	同意	勉强同意	不同意也不反对	有点不同意	不同意	强烈不同意
我的工作量公平且合理。	☐	☐	☐	☐	☐	☐	☐
我必须做一些不同的事情。	☐	☐	☐	☐	☐	☐	☐
我非常清楚自己的期望是什么。	☐	☐	☐	☐	☐	☐	☐
我收到两个人以上的互相冲突的请求。	☐	☐	☐	☐	☐	☐	☐
我不会感到过多的工作压力。	☐	☐	☐	☐	☐	☐	☐
我认为我把时间安排的很合理。	☐	☐	☐	☐	☐	☐	☐
我需要在模糊的指令或命令下工作。	☐	☐	☐	☐	☐	☐	☐
我确定我手上有多少权力。	☐	☐	☐	☐	☐	☐	☐
我似乎从来没有足够的时间来完成所有的工作。	☐	☐	☐	☐	☐	☐	☐
我知道我的职责所在。	☐	☐	☐	☐	☐	☐	☐
我常常在互相冲突的政策和指令下工作。	☐	☐	☐	☐	☐	☐	☐
我能担负起工作中的责任。	☐	☐	☐	☐	☐	☐	☐

3. 在本节中，请通过勾选适当的方框，来描述你的公司在多大程度上采纳了以下关于员工的、尤其是你自己的行为。

	强烈同意	同意	勉强同意	不同意也不反对	有点不同意	不同意	强烈不同意
在工作中，上级主管对我和同事很尊重。	☐	☐	☐	☐	☐	☐	☐
公司有既定程序可要求上级对即将执行的决策给予必要的澄清和解释。	☐	☐	☐	☐	☐	☐	☐
总的来说，和其他同事相比，我们的工作量是公平的。	☐	☐	☐	☐	☐	☐	☐
公司有既定程序可要求上级就决策和实施给予有效的反馈。	☐	☐	☐	☐	☐	☐	☐
在工作中，上级主管会察觉到我们员工的个人需求。	☐	☐	☐	☐	☐	☐	☐
在工作中，上级主管会给解释以让我们明白。	☐	☐	☐	☐	☐	☐	☐
公司有既定的程序来规范和确保决策制定的一致性。	☐	☐	☐	☐	☐	☐	☐
在工作上，对于我和同事所做的决定，上级领导会以真诚的态度对待。	☐	☐	☐	☐	☐	☐	☐
我觉得我和同事的工资分配是公平的。	☐	☐	☐	☐	☐	☐	☐
在工作上，关于对我和同事工作方面所做的决定，上级领导会解释的非常清楚。	☐	☐	☐	☐	☐	☐	☐
工作中的所有决策的制定都会听取相关人员的意见	☐	☐	☐	☐	☐	☐	☐
总体来说，我和同事所得到的奖金是比较公平的。	☐	☐	☐	☐	☐	☐	☐

4. 下面关于组织中一些态度和行为的描述。对于每一项描述，希望你能回顾在过去 12 个月里，贵公司的员工表现出以下态度或行为的频率。

	从不	一年一次	一年两次	一年几次	一月一次	一周一次	每天
花费太多时间沉浸在幻想和做白日梦而不是工作上。	☐	☐	☐	☐	☐	☐	☐
在工作中取笑过某人。	☐	☐	☐	☐	☐	☐	☐
在工作中占用的休息时间超过了规定的范围。	☐	☐	☐	☐	☐	☐	☐
在未经允许的情况下迟到。	☐	☐	☐	☐	☐	☐	☐
在工作中咒骂过别人。	☐	☐	☐	☐	☐	☐	☐
对于领导的指示曾疏忽大意。	☐	☐	☐	☐	☐	☐	☐
在工作中故意放慢速度。	☐	☐	☐	☐	☐	☐	☐
在工作中故意对某人搞恶作剧。	☐	☐	☐	☐	☐	☐	☐
在工作中粗鲁的对待过某人。	☐	☐	☐	☐	☐	☐	☐
在工作上不尽力。	☐	☐	☐	☐	☐	☐	☐

5. 下面列出的是关于工作行为的描述，这些行为通常不被管理系统规定，但是对工作环境有利。在本节中，请指出在您的工作中，以下每种行为出现的程度。

	强烈同意	同意	勉强同意	不同意也不反对	有点不同意	不同意	强烈不同意
我自愿的为团队做事。	☐	☐	☐	☐	☐	☐	☐
我能在团队中为新项目或程序提出自己的观点。	☐	☐	☐	☐	☐	☐	☐
我会帮助新同事适应团队。	☐	☐	☐	☐	☐	☐	☐
我可以参与到影响团队工作生活质量的事务中。	☐	☐	☐	☐	☐	☐	☐
我为了团队的利益去帮助同伴。	☐	☐	☐	☐	☐	☐	☐
我能在个人意见对团队有利时保持信息的通畅。	☐	☐	☐	☐	☐	☐	☐
我能参与到团队的获益当中。	☐	☐	☐	☐	☐	☐	☐
我能鼓励其他人参与到影响团队的事务中去。	☐	☐	☐	☐	☐	☐	☐
我能在工作中帮助团队中的其他人。	☐	☐	☐	☐	☐	☐	☐
我会在影响到团队的事情上提出建议。	☐	☐	☐	☐	☐	☐	☐
我积极参加有利于团队的活动。	☐	☐	☐	☐	☐	☐	☐
我能帮助带领团队中的人各司其职。	☐	☐	☐	☐	☐	☐	☐
在工作中，当和团队中的其他人的意见不同或是冲突时，我仍然会积极的和别人沟通。	☐	☐	☐	☐	☐	☐	☐

6. 统计信息：

你的性别是：
　　o 女　o 男

你的年龄是：
　　o 18-29 岁
　　o 30-39 岁
　　o 40-49 岁
　　o 大于 50 岁

你的最高学历是：
　　o高中及以下
　　o大专
　　o本科
　　o硕士及以上

你在公司的职务：
　　o 普通职员
　　o 部门主管
　　o 项目经理
　　o 公司经理

你的工作年限是：
　　o 少于两年
　　o 2 -5 年
　　o 6 -10 年
　　o 10 年以上