

IMPACT ASSOCIATION BETWEEN EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR OF TEACHERS- MEDIATING ROLE OF PERFORMANCE OF STUDENTS

Manisha

Research Scholar, Faculty of Management Studies, The ICFAI University, Himachal Pradesh, India. mishita.ratra@gmail.com

Dr Nisha Chanana

Assistant Professor, Faculty of Management Studies, The ICFAI University, Himachal Pradesh. nisha.c@iuhimachal.edu.in

Abstract

Emotional intelligence is crucial for teachers because it enables them to form close relationships with their students, recognize each one of their unique requirements, and provide the right kind of assistance organizational citizenship behavior supports teachers in creating a welcoming learning environment for their students. The emphasis of organizational citizenship behavior is on actions that promote an organization's health, in this example, the classroom. Due to the significant influence teachers have on the lives of their students, research into the impact of Emotional intelligence on teachers' organizational citizenship behavior is crucial. Further, the chief aim of a teacher is to improve the performance of its students which is bound to affect the teacher's own professional life and conduct. In order to determine how the impact relation of Emotional intelligence on organizational citizenship behavior is influenced by student achievement, it is imperative to assess the mediating impact of student performance. It was found that Emotional intelligence has a significant impact on organizational citizenship behavior both in absence and presence of student performance as a mediator. It was also found that it was found that student performance does acts as a mediator wherein it plays a partial mediating role. At the end, the research has discussed the limitations of the present research and future scope.

Keywords: Emotional intelligence, organizational citizenship behaviour, Student performance, mediating variable

Introduction

1.1 Importance of Emotional Intelligence and Organizational Citizenship Behaviour for Teacher

Any teacher would do well to embrace and nurture organizational citizenship behavior (OCB) and emotional intelligence. Teachers have a significant effect on lives of their students, affecting both their learning and growth as individuals. In light of this, it is crucial that educators work to promote OCB and emotional intelligence.

Emotional intelligence (EI) is crucial for teachers because it enables them to form close relationships with their students, recognize each one of their unique requirements, and provide the right kind of assistance (Mohyi, 2021). Teachers will be able to assist their pupils in succeeding in both the classroom and in life with the use of this information.

Additionally crucial, OCB supports teachers in creating a welcoming learning environment for their students. The emphasis of OCB is on actions that promote an organization's health, in this example, the classroom (Jihan et al., 2022). This involves doing things like going above and beyond what is required, lending a helping hand, showing commitment to the group, and participating in extracurricular activities. This fosters a respectful environment, promotes team loyalty, and may raise student accomplishment levels.

In the long run, teachers must focus on improving their OCB and EI. It creates healthy connections between teachers and students, establishes expectations for what should be anticipated in the classroom setting, and supports student achievement.

Significance of student performance for teachers

One of the most significant components of a teacher's work is monitoring student performance. Student performance is a measure of a teacher's effectiveness in engaging, educating, and evaluating pupils. It also provides insight into the teacher's planning, management, and use of instructional strategies in the classroom. High levels of student achievement show that a teacher is successful in presenting the subject matter to the pupils in the most effective manner.

A teacher's efficacy as a teacher may also be evaluated by looking at how well their students do (Kularbphetong, 2018). Teachers may enhance their instructional skills and analyze their overall teaching practices by evaluating student achievement. In order to provide their kids the greatest education possible, it also enables teachers to pinpoint any areas that need development.

The success of teacher and the student they educate depends on student achievement. Good student performance is a crucial indicator of the quality of instruction a teacher offers, and it also gives teachers a platform to continually expand and enhance their methods and pedagogy.

Need of the Research

Due to the significant influence teachers have on the lives of their students, research into the impact of EI on teachers' OCB is crucial. Although it is well established that OCB and EI are necessary traits for any teacher, some researches also show that EI of the teachers can lead to positive OCB. But little to researches has been done on how this impact relationship of EI on OCB is affected by students' academic success or failure.

By examining how teachers' EI impact on OCB is influenced by their students' academic success, the study seeks to close this knowledge gap. In order to determine how the impact relation of EI on OCB is influenced by student achievement, it looks at the mediating impact of student performance. Through this result of this study, efficient teaching methods and tactics may be created, enabling teachers to have the greatest positive effects on their students.

Thus the research will work on the following conceptual model (Figure 1)-

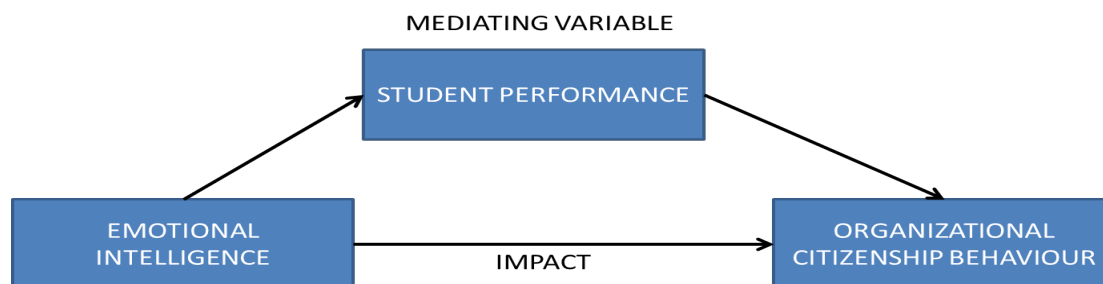


Fig 1: Conceptual Framework of the Research

Review of Literature

3.1 Relation between student performance on EI of Teachers

The importance of EI (EI) in teachers and how they affect students' performance is becoming more widely acknowledged. Researchers contend that EI affects teachers' capacity to successfully control their own emotions and transmit good emotions to their students, enhancing both learning and achievement. Numerous research that focused on the potential mediating function between them have shown a significant relationship between EI and student performance.

For instance, (Chamizo-Nieto et al., 2021) evaluated the impact of EI (EI) on academic performance while also investigating the potential mediating roles of thriving and the moderating effects of the teacher-student relationship. 283 teenagers between the ages of 12 and 18 participated in the research. The teacher-student connection was a key moderator, according to the results, and thriving totally moderated the association between EI and academic success. Teenagers with worse teacher-student connections showed a greater correlation between EI and thriving. This outcome demonstrates how crucial it is to foster improved teacher-student interactions in order to raise academic achievement levels.

In a similar manner, (Corcoran & Tormey, 2013) investigated how EI affected preservice teachers' performance. They could not discover any connection between EI and effective instruction, however. This prompts critical questions concerning the precise nature of the EI skill set required for teachers to succeed in the classroom.

In (Valente et al., 2020) looked at the connection between teacher effectiveness and EI skills. The research, which comprised 634 school teachers in Portugal, indicated that teacher effectiveness was higher in those who had better abilities to perceive, interpret, express, categorize, manage, and regulate emotions. As a result, teachers' EI skills have a beneficial impact on their effectiveness, which means that developing the requisite emotional skills is essential for teachers to succeed in the challenging and complicated educational environment.

The relationship between perceived social support, EI, and academic achievement was examined by (Fernández-Lasarte & Axpe Sáez, 2019). The research included 419 University of the Basque Country students in total. The findings show that although family support was more likely to affect emotional clarity and healing, teacher support was more likely to predict academic achievement.

Finally, a correlational predictive research on teacher well-being and professional achievement among student teachers of foreign languages was carried out by Cardoso-Pulido et al., (2022). Results show that the only factors that can accurately predict a teacher's success in training and subsequent professional performance are EI and intrinsic drive.

These studies show the influence of other elements such teacher-student connections, social support, intrinsic motivation, and teacher effectiveness while demonstrating the significance of EI in teachers and their impact on student achievement. The method in which EI is treated in teacher preparation will be significantly affected by these results; it should give more weight to psychosocial and emotional components than to cognitive ones. In order to fully comprehend this link, further study into the part played by EI in teachers' and students' performance is required.

Impact of student performance on Organizational Citizenship Behaviour of teachers

Recent years have seen a significant amount of study on the issue of organizational citizenship behavior (OCB) and how it affects students' academic achievement. According to Oplatka, 2009, OCB is defined as behavior that goes "beyond the call of duty" and is not officially recognized or organized within a person's job position but yet helps an organization work well overall. The OCB of teachers is particularly significant since it may have a significant impact on student achievement. This review examines four publications that seek to explain how OCB affects student performance.

Oplatka, (2009) investigates how instructor OCB affects teachers, students, and the whole school. The research employed open-ended questions to gather information on the conceptualizations of OCB and its results for the teacher and the school from a sample of fifty Israeli primary and secondary school teachers. The results point to a beneficial relationship between teacher OCB and student accomplishment, with teachers reporting greater levels of work satisfaction, higher student achievement, and improved school behavior and reputation.

The effect of OCB on employee performance in firms is the subject of Savitha & Sathyapriya, (2013) study. The effect of OCB on teachers was investigated using data from 120 teachers employed in various school types in the districts of Erode and Tirupur. The results demonstrated that OCB enhanced employee performance in all kinds of schools and that the dimensions of OCB were crucial to this outcome.

In order to investigate the connection between EI and OCB, VandeWaa & Turnipseed, (2012) studied a sample of university professors. According to the study's findings, there is a significant link between EI and organizational discretionary behavior. It also became clear how crucial it is to distinguish between the four various types of EI.

Last but not least, Ariani, (2017) investigates the connection between OCB, student motivation, and academic achievement in Indonesia. The research, which included a sample of 490 college students, discovered a high positive correlation between lecturers' OCB and students' performance, which is moderated by students' motivation.

Overall, the four studies show that instructor OCB improves students' academic achievement. The findings of Oplatka, (2009), which demonstrated that teacher OCB results in greater levels of work satisfaction, higher student accomplishments, fewer student noncompliance, and enhanced school discipline and school image, confirm this. It is also backed up by research by Savitha & Sathyapriya, (2013), which shown that OCB enhanced staff performance in all kinds of schools. Additionally, Ariani, (2017) shown that there is a large positive association between lecturers' OCB and students' performance, which is mediated by students' motivation, while VandeWaa & Turnipseed, (2012) demonstrated that EI is associated to discretionary organizational behaviour.

Research Methodology

The population of the research is the teaching faculty (between the ages of 20 till retirement) of the higher educational private institutions in the state of Himachal Pradesh, India. A total sample of 402 respondents was used which were collected using survey strategy. A structured quantitative questionnaire has been used for data collection. The questionnaire was circulated in the private universities in Himachal Pradesh which are as below (Table 1)-

TABLE 1: PRIVATE UNIVERSITIES IN HIMACHAL PRADESH CONSIDERED IN THE RESEARCH

Maharaja Agrasen University	IEC University
Baddi University	Jaypee University
Bahra University	Abhilashi University
Chitkara University	Sri Sai University
Shoolini University	Career Point University
APG Shimla University	Arni Universit
Eternal University	Indus International University
Manav Bharti University	The ICFAI University
Maharishi Markandeshwar University	

For analysing the mediating role of student performance on impact of EI on OCB of teachers associated with higher educational institutions in Himachal Pradesh, PROCESS Procedure for SPSS Version 4.1 given by Andrew F. Hayes has been used.

Data Analysis and Interpretation

The hypothesis to be tested is as follows-

H₀1: There is no significant impact of EI on OCB of teachers associated with higher educational institutions where student performance plays a mediating role

H_A1: There is a significant impact of EI on OCB of teachers associated with higher educational institutions where student performance plays a mediating role

In order to prove this hypothesis, the first step involves assessment of impact of EI (independent variable) on student performance (mediating variable). It has been presented in figure 2 below-

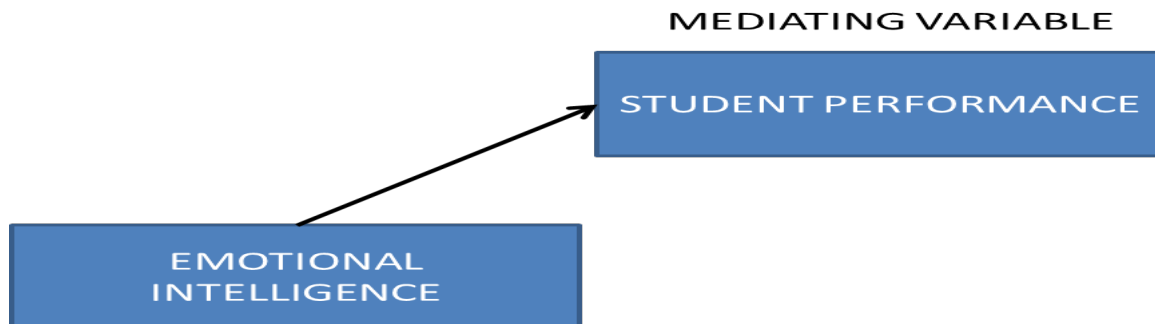


Fig 2: Impact of EI (independent variable) on student performance (mediating variable)

Run MATRIX procedure:

Model:

Y: OCB

X: EI

M: SP

Sample

Size: 402

OUTCOME VARIABLE:						
SP						
Model Summary						
R	R-sq	MSE	F	df1	df2	p
.3935	.1548	.5113	73.2630	1.0000	400.0000	.0000
Model						
	coeff	se	t	p	LLCI	ULCI
constant	1.2689	.3216	3.9453	.0001	.6366	1.9012
EI	.7051	.0824	8.5594	.0000	.5432	.8671
Standardized coefficients						
	coeff					
EI	.3935					

It can be inferred from above output results that the R- squared value of the model is .1538 which states that 15.38% deviation taking place in the student performance (mediating variable) is caused by EI (independent variable).

Both LLCI and ULCI values $\neq 0$. Also p-value = 0.00 (<0.05) indicates significant effects between the student performance and EI.

Further, the significance level is less than 0.05 (p-value = 0.00). This concludes in rejection of null hypothesis. Hence it can be stated that there is significant impact of EI of teachers associated with higher educational institutions on student performance.

The next step is assessing the impact of both independent variable (EI) and mediating variable (student population) on dependent variable (OCB). It has been presented in figure 3 below-

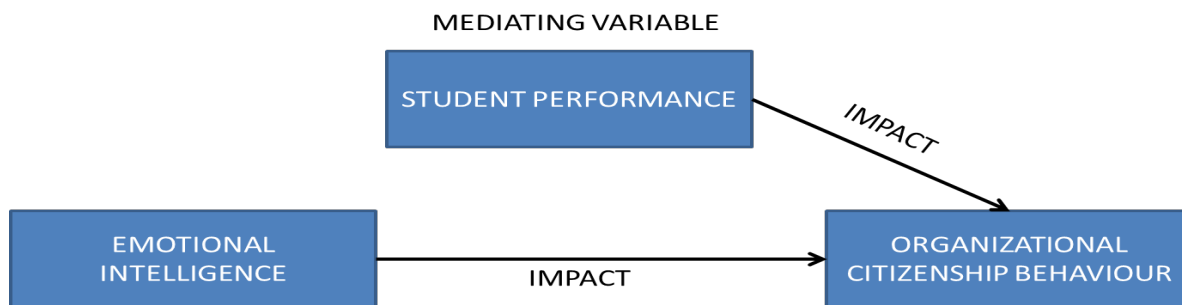


Fig 3: Impact of both independent variable (EI) and mediating variable (student population)

OUTCOME VARIABLE:
OCB

Model Summary

R	R-sq	MSE	F	df1	df2	p
.7300	.5329	.0886	227.6000	2.0000	399.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	.9595	.1365	7.0307	.0000	.6912	1.2278
EI	.6531	.0373	17.5106	.0000	.5798	.7265
SP	.0898	.0208	4.3166	.0000	.0489	.1308

Standardized coefficients

	coeff
EI	.6517
SP	.1606

It can be inferred from above output results that the R- squared value of the model is .5329. This means that 53.29% deviation taking place in OCB (dependent variable) is due to Student Performance and EI (independent variables).

Both LLCI and ULCI values $\neq 0$. The p-value of 0.00 indicates significant effects between the OCB and independent variables (EI) and between OCB and student performance (mediating variable).

Further, the significance level is less than 0.05 (p-value = 0.00) owing to which null hypothesis can be rejected and it can be stated that there is significant impact of EI and student performance on OCB.

The total effect model shows the impact of EI on OCB without the mediating variables that is student performance. It has been presented in figure 4 below-



Fig 4: Impact of Emotional Intelligence on Organizational Citizenship Behaviour without the mediating variables student performance

***** TOTAL EFFECT MODEL

OUTCOME VARIABLE:
OCB

Model Summary

R	R-sq	MSE	F	df1	df2	p
.7149	.5111	.0925	418.1354	1.0000	400.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	1.0735	.1368	7.8466	.0000	.8045	1.3424
EI	.7165	.0350	20.4484	.0000	.6476	.7854

Standardized coefficients

	coeff
EI	.7149

The R- squared value of the model can be observed to be .5111. This means that 51.1% variance or changes taking place in OCB can be attributed to EI. Both LLCI and ULCI values $\neq 0$. Also, the p-value = 0.00 which states that there are significant effects between the EI and OCB.

Further, the significance level is less that 0.05 (p-value = 0.00) owing to which null hypothesis can be rejected and it can be stated that there is significant impact of EI on OCB when there is no mediating variable in form of student performance.

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_cs
.7165	.0350	20.4484	.0000	.6476	.7854	.7149

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_cs
.6531	.0373	17.5106	.0000	.5798	.7265	.6517

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
SP	.0633	.0210	.0252	.1070

Completely standardized indirect effect(s) of X on Y:

Effect	BootSE	BootLLCI	BootULCI
SP	.0632	.0213	.1069

----- END MATRIX -----

Total effect model is impact of EI on OCB without the student performance as mediating variables wherein significant impact was found to exist.

Direct effect model is when all the variables are treated as independent variable (EI and student performance). Herein as well significant impact of EI and student variable can be observed to exist on OCB (dependent variable).

The indirect effect model states the effect of the student performance as mediating variable. The true b-value for the indirect effect falls between .0252 and .1079 for Student performance. This range does not include zero. This means that confidence interval does not contain zero. Hence the indirect effect can be stated to be genuine owing to which student performance plays a role of mediator in the relationship between EI and OCB.

Since, both total and direct effects are significant, the mediation can be stated to be partial.

Based on the above discussion, the null hypothesis can be rejected. It can be stated that there is a significant impact of EI on OCB of teachers associated with higher educational institutions where student performance plays a mediating role and this mediating role was found to be partial.

There are multiple researches available in the existing literature on relation between EI and OCB (Chughtai et al., 2020; Meniado, 2020; Miao et al., 2018). All these researches found a positive relation to exist between EI and OCB. Thus, these researches partially support the findings of the present research further. Further, there are many researches have also researched the mediating role of different variables between EI and OCB like mediating role of political skills (Butt et al., 2017; Riaz et al., 2018), burnout (Cohen & Abedallah, 2015), social networks (Park & Rhee, 2020). But no research was found on assessing the mediating role of student performance. Thus, the present research is one of its kinds and will thus enrich the existing literature.

Results and Discussion

The present research has been focused to assess the impact of EI on OCB under the mediating role of student performance. It was found that firstly EI has a significant impact on OCB both in absence and presence of student performance as a mediator. Secondly it was found that student performance does acts as a mediator wherein it plays a partial mediating role. This means that student performance impact the OCB of teachers and it strengthens the impact of EI on OCB. As a matter of fact, the chief aim of a teacher is to improve the performance of its students which is bound to affect the teacher's own professional life and conduct. The hard work of the teacher is directly associated with the performance of the students. Further, since student performance is playing a mediating role for impact of EI on OCB, EI of teacher also impacts student performance. This impact was found to be positive in the present research. Thus, it can be stated that if a teacher is emotionally intelligent then he/she will improve the performance of the students.

It is obvious that teacher's OCB has a favourable effect on student performance. Additional study is required to investigate this further and to look at other possible elements that might influence student performance, such as the impact of teaching strategies, the environment in the classroom, and teacher's morale.

Additionally, this study will contribute to a deeper understanding of the connections between EI and OCB and how it is affected student performance. Teachers need to know this information in order to be able to help and understand their students in the best possible ways as teachers are the most important stake holders here.

References

- Ariani, D. W. (2017). Relationship lecturers' organizational citizenship behavior, students' motivation and students' performance in Indonesia. *Journal of Global Research in Education and Social Science*, 9(2).
- Butt, S. S., Nisar, Q. A., Nadeem, S., & Baig, F. (2017). Longitudinal study to examine the influence of emotional intelligence on organizational citizenship behavior: Mediating role of political skills. *WALLA Journal*, 33(1), 54–63.
- Cardoso-Pulido, M. J., Guijarro-Ojeda, J. R., & Pérez-Valverde, C. (2022). A Correlational Predictive Study of Teacher Well-Being and Professional Success in Foreign Language Student Teachers. *Mathematics*, 10(10). <https://doi.org/10.3390/math10101720>
- Chamizo-Nieto, M. T., Arrivillaga, C., Rey, L., & Extremera, N. (2021). The Role of Emotional Intelligence, the Teacher-Student Relationship, and Flourishing on Academic Performance in Adolescents: A Moderated Mediation Study. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.695067>
- Chughtai, M. S., Shah, S. Z. A., Maenuddin, Hafeez, M., Ahmad, A., & Hussain, A. (2020). Emotional intelligence and organizational citizenship behavior: Psychopathic trait as mediator and mindfulness as moderator. *International Journal of Advanced Science and Technology*, 29(8 Special Issue).
- Cohen, A., & Abedallah, M. (2015). The mediating role of burnout on the relationship of emotional intelligence and self-efficacy with OCB and performance. *Management Research Review*, 38(1), 2–28. https://d1wqtxts1xzle7.cloudfront.net/43982295/Paper_74-with-cover-page-v2.pdf?Expires=1641793791&Signature=aPhmryvYtDMx0qrWCfOCmZQrtWCukb8orONZ3132jg6zhZRjaG2xLJSWxO0QfaD8OI7AHp05D7Ggfrp60FIHHw-s71oxxtXIcrI5dHNcLQsSoTg9wmlcVICNod4MQlZJfK2T7vvq6P3OioN0fZg
- Corcoran, R. P., & Tormey, R. (2013). Does emotional intelligence predict student teachers' performance? *Teaching and Teacher Education*, 35. <https://doi.org/10.1016/j.tate.2013.04.008>
- Fernández-Lasarte, O., & Axpe Sáez, E. R. D. E. I. (2019). Academic performance, perceived social support and emotional intelligence at the university. *European Journal of Investigation in Health, Psychology and Education*, 9(1). <https://doi.org/10.30552/ejihpe.v9i1.315>
- Jihan, F., Ritonga, I. M., & Setiamy, A. A. (2022). Effect of Emotional Intelligence on Organizational Citizenship Behavior with Spirituality Workplace as a Variable Intervening at Guardian in Medan City. *Jurnal Ekonomi LLDIKTI Wilayah 1 (JUKET)*,

- 2(1). <https://doi.org/10.54076/juket.v2i1.190>
- Kularbphetong, K. (2018). Analysis of Students' Behavior Based on Educational Data Mining. *Advances in Intelligent Systems and Computing*, 662. https://doi.org/10.1007/978-3-319-67621-0_15
- Meniado, J. C. (2020). Organizational Citizenship Behavior and Emotional Intelligence of EFL Teachers in Saudi Arabia: Implications to Teaching Performance and Institutional Effectiveness. *Arab World English Journal (AWEJ)*, 11(4), 3–14. <https://doi.org/10.24093/awej/vol11no4.1>
- Miao, C., Humphrey, R. H., & Qian, S. (2018). A Cross-Cultural Meta-Analysis of How Leader Emotional Intelligence Influences Subordinate Task Performance and Organizational Citizenship Behavior. *Journal of World Business*, 53(4).
- Mohyi, A. (2021). The Effect of Emotional Intelligence, Organizational Commitment and Organizational Citizenship Behavior on Employee Performance. *Journal of International Conference Proceedings*, 3(4). <https://doi.org/10.32535/jicp.v3i4.1013>
- Oplatka, I. (2009). Organizational citizenship behavior in teaching: The consequences for teachers, pupils, and the school. *International Journal of Educational Management*, 23(5). <https://doi.org/10.1108/09513540910970476>
- Park, H., & Rhee, S. Y. (2020). Emotional Intelligence and Organizational Citizenship Behaviour in Korea: The Mediating Effect of Social Networks. *Asian Journal of Business Research*, 10(3), 43. <https://doi.org/10.14707/ajbr.200090>
- Riaz, F., Naeem, S., Khanzada, B., & Butt, K. (2018). Impact of emotional intelligence on turnover intention, job performance and organizational citizenship behavior with mediating role of political skill. *Journal of Health Education Research and Development*, 6, 250. https://web.archive.org/web/20190218202615id_/http://pdfs.semanticscholar.org/12b5/cbc0300b105379b137620c4d256d2f65f004.pdf
- Savitha, S., & Sathyapriya, R. (2013). An Empirical Study on Organizational Citizenship Behavior and its Dimensions in Enhancing Performance. *Srusti Management Review*, 6(2).
- Valente, S., Veiga-Branco, A., Rebelo, H., Lourenço, A. A., & Cristóvão, A. M. (2020). The relationship between emotional intelligence ability and teacher efficacy. *Universal Journal of Educational Research*, 8(3). <https://doi.org/10.13189/ujer.2020.080324>
- VandeWaa, E., & Turnipseed, D. (2012). Emotional intelligence and organizational citizenship behavior of university professors. *International Journal of Interdisciplinary Social Sciences*, 6(7). <https://doi.org/10.18848/1833-1882/CGP/v06i07/52115>