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STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

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ENGLISH TEACHERS' EMOTIONAL INTELLIGENCE AND ITS IMPACT ON THEIR ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN SRI LANKAN SCHOOLS

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ABSTRACT

The purpose of this study was to investigate the impact of English teachers' Emotional Intelligence on their Organizational Citizenship Behaviour in Sri Lankan schools. The data were collected from a sample of 470 English teachers who work in North Central, Western and southern provinces in Sri Lanka using convenience sampling method. A standard questionnaire with two instruments was administered among the teachers. The collected data were analysed using regression analysis and correlation coefficient. The results of the study indicated that Emotional Intelligence of English teachers had a significant positive relationship with their Organizational Citizenship Behaviour and Emotional Intelligence had significantly correlated with altruism, conscientiousness and civic virtue.

KEYWORDS

emotional intelligence, organizational citizenship behavior.

INTRODUCTION

The job performance of the teachers is a key success factor in achieving the goals and objectives of schools. The quality of the teachers has the greatest impact on the performance levels of students (Santibanez, 2006). In the past the teachers' job performance has primarily defined in terms of how well a teacher completes his/her assigned duties. However, recent theoretical and empirical evidence suggest that the need of teachers' willingness to go above and beyond the call of duty to achieve the mission of the schools. Success of schools fundamentally depends on teachers who are willing to go beyond role expectations voluntarily (DiPaola & Tschannen-Moran, 2001). They have to illustrate more discretionary behaviours that are not explicitly recognized by the formal organizational reward system. This concept is called Organizational Citizenship Behaviour (OCB) and referred to as a set of discretionary workplace behaviours that exceed one's basic job requirements. When teachers invest more time in creating stimulating activities and staying after school to ensure students learn the concepts, student achievement increases (Rosenholz, 1989).

OCB has received considerable attention among the researchers during the past decade as its importance to an organization. According to Organ (1988), OCB is vital to the survival of an organization and it maximizes the efficiency & productivity of both the employees and the organization which ultimately contributes to the effective functioning of an organization. Some researchers argued that OCB has positively correlated with performance of an organization (Borman & Motowidlo, 1993; Organ, 1988; Organ & Near, 1983). OCB has contributed favorably to efficiency & effectiveness of work teams (Podsakoff, Mackenzie, Paine, & Bachrach, 2000), service quality (Betten Court & Brown, 1997), Leader-member exchange (Bhal, 2006), Job involvement (Dimitriades, 2007), Organizational Commitment (Podsakoff, Mckenzie & Bommer, 1996).

In the school setting, the concept of OCB acts as a crucial factor because all the cooperative behaviours extended by the teachers help to build the relationship with colleagues, bosses and students. Such teachers can extend their hand to the colleagues with heavy workload and prepare special programme for different level of students in their needs. They always give their suggestions for the improvement of the schools and take initiatives to enhance the image of the school to the outsiders (Van Dyne, Cummings, & McLean Parks, 1995). Empirical evidences show that OCB helps to free up the resources in more effective way and coordinates activities within the school and enables teachers to adapt to the environmental changes more effectively. (Podsakoff et al., 2000).

According to the empirical evidence OCB of the employees is one of the key factors in deciding the success or failure of any organization. Therefore, many researchers and practitioners have focused their research to find out the antecedents of OCB. Among them personality characteristics (George, 1991; Moorman & Blakely, 1995), leadership behaviours (Farh, Podsakoff, & Organ, 1990; Niehoff & Moorman, 1993), perceptions of organizational/supervisor support (Randall, Cropanzano, Borman, & Birjulin, 1999), conscientiousness (Organ & Ryan, 1995), affectivity (George, 1990), agreeableness (Konovsky & Organ, 1993), job satisfaction and organizational commitment (O'Reilly & Chatman, 1986, Williams & Anderson, 1991, Organ & Konovsky, 1989, Organ & Ryan, 1995, Shapiro et al. 2004, Bateman & Organ, 1983; Lee & Allen, 2002, Smith, Organ, & Near, 1983, VanYperen, Van den Berg, & Willering, 1999), job involvement (Shapiro et al. 2004) are the most investigated antecedents of OCB. Jain & Sinha (2003) and Sitter (2005) found that Emotional Intelligence (EI) as an antecedent of OCB. EI becomes a stronger predictor of task performance and OCB (James, Velayudhan, Gayatri, 2010).

Over the last decade, EI has become a topical issue within the management literature (Jordan and Ashkanasy, 2002). Goleman who brought the concept to the world's attention and said that EI explains a higher proportion of variance in individual performance and effectiveness than intellectual intelligence. EI can affect an individual's success in an organization (Goleman, 2001). According to Carmeli & Josman (2006) employees who are high in EI are expected to attain higher achievements in both the work place and their personal life and to contribute significantly to the performance of their organization.

In the Sri Lankan educational settings especially in schools, there were no researches between EI and OCB even though these two concepts are fundamentally more important for the success of the schools. Therefore, it is important to study the EI – OCB relationship. The empirical evidence suggest that the OCB teachers are more committed to their respective institutions and are also likely to exert more effort on behalf of the organization. The teachers with discretionary behaviour are needed to the Sri Lankan schools because they are limited in numbers in Sri Lanka. There are 21132 English teachers in Sri Lanka. In turn the performance of the students in English is poor comparing with other subjects. Thus it is important to find out the new ways to improve OCB of the teachers.

IMPORTANCE OF THE STUDY

Although the concepts of EI and OCB have given more attention in research studies in other countries, these concepts were not considered more in Sri Lankan literature. This study was the first research study on EI and OCB of English teachers in Sri Lankan education sector. This study fills the gaps currently existing in the literature in Sri Lanka. The results of this study will help those researchers who are interested in similar topics. In turn, this information can help administrators to develop their teacher training programmes and teacher evaluation in Sri Lankan schools.

PROBLEM STATEMENT

In reviewing the literature, lots of researchers have identified the importance of OCB of employees in improving the overall performance of organizations. In order to improve the OCB of the teachers, the administrators have to identify the antecedents of OCB. Among them, the research literature found that the importance of EI as one of the influential factors which can shape the OCB. Anyway there was no empirical evidence on the relationship between EI and OCB of

English teachers in Sri Lanka. This issue may serve as a good research gap for investigation. Therefore, the research problem of this research is to examine how and in what ways does EI of English teachers affect on their OCB.

OBJECTIVES OF THE STUDY

The main objective of this research is to investigate the impact of EI of English teachers on their OCB in Sri Lankan schools. The specific objectives are;

1. To investigate the impact of EI on OCB of English teachers who work in Sri Lankan schools
2. To investigate the effect of each dimension of EI on OCB of English teachers who work in Sri Lankan schools
3. To identify the effect of EI on different dimensions of OCB of English teachers who work in Sri Lankan schools

LITERATURE REVIEW

EMOTIONAL INTELLIGENCE

Two psychologists Peter Salovey and John Mayer first introduced EI in 1990. They developed the ability model of EI and defined it as "the ability to perceive, appraise and express emotions accurately and adaptively; the ability to understand emotions and emotional knowledge; the ability to access and generate feeling where they facilitate cognitive activities and adaptive actions; and the ability to regulate emotions in oneself and others" (Mayer et al., 2004).

Goleman (1995) opened the eyes of the world about the concept of EI and defined EI under the trait perspectives or mixed model as "one's ability to motivate oneself and persist in the face of frustration; to control impulses and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope". In 1997 Goleman redefined EI as "the capacity for recognizing our own feelings and those of others for motivating ourselves and for successfully managing emotions in ourselves and in our relationship with others" (Dulewicz and Higgs, 2000).

Goleman's model of EI introduced in 1998 outlined five main EI constructs and twenty-five competencies. Later, Goleman and Boyatzis (2000) introduced four dimensions of EI which are self-awareness, self-management, social awareness and relationship management. According to Goleman & Boyatzis (2000) self-awareness refers to the competencies that enable manager to recognize their own feelings and thoughts as well as personal strengths and weaknesses. Self-management is the ability to regulate distressing affects and to inhibit emotional impulsivity. Social awareness includes the ability to sense, understand and react to others' emotions while comprehending social networks. Relationship management refers to the ability to inspire, influence, and develop others while managing conflicts.

ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

Organ (1988) defined OCBs as an individual behaviour that is discretionary not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization. The word discretionary means that the behaviour that goes beyond the call of duty and it is not a requirement of formal job description. Allen, Barnard, Rush, and Russell (2000) defined OCB as behaviour which embodies the cooperative and constructive gestures that are neither mandated by formal job role prescriptions nor directly or contractually compensated for the formal organizational reward system. Bolino and Turnley (2003) identified it as an organization's ability to elicit employee behaviour that goes beyond the call of duty. They found that citizenship behaviours generally have two common features: they are not directly enforceable and they are representative of the special or extra efforts that organizations need from their workforce in order to be successful.

Several measures and OCB domains have been developed such as altruism, conscientiousness, loyalty, civic virtue, voice, functional participation, sportsmanship, courtesy and advocacy participation (Bateman & Organ, 1983). Organ (1988) has identified five dimensional model which are altruism, conscientiousness, sportsmanship, courtesy and civic virtue. These dimensions are frequently recognized in research (LePine, Erez & Johnson, 2002). According to Organ (1988) Altruism refers to employee behaviours directed toward helping or cooperating with other employees in face to face interactions on organizationally relevant issues. Conscientiousness is defined as dedication to the job which exceeds formal requirements such as working long hours and volunteers to perform jobs besides duties. Organ (1988) has identified sportsmanship as a willingness to tolerate the inevitable inconveniences and impositions of work without complaining. Courtesy includes behaviours which focus on the prevention of problems and taking the necessary step so as to lessen the effects of the problem in the future. Civic virtue is referring to the responsibility of the subordinates to participate in the life of the firm such as attending meetings which are not required by the firm and keeping up with the changes in the organization.

EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

Research on the relationship between EI and OCBs has received a little attention to date. Some empirical evidence found that mixed results between these two constructs (Schmidt, 2006; Sitter, 2005). However the limited research that does exist offers some support for this relationship (Carmeli and Josman, 2006). Sitter (2005) found that EI of leaders had significant relationship with subordinates' OCB. Abraham (2004) said that EI had significant relationship with several OCB of the followers. EI is positively significant with both altruism and compliance (Carmeli and Josman, 2006). Charbonneau and Nicol (2002) found same results in their research. According to Korkmaz and Arpacı (2009), Modassir and Singh (2008), James, Velayadhan & Gayatri (2010), Ilgin et al. (2009), Jain & Sinha (2003), Sitter (2003), Cote & Miners (2006), Kappagoda (2011), Dulewicz & Higgs, (2003) found that there is a positive relationship between EI and OCB. Hence the following hypothesis is suggested:

H1: There is a positive and significant relationship between Emotional Intelligence and Organizational Citizenship Behaviour of English teachers who work in Sri Lankan schools.

RESEARCH METHODOLOGY

POPULATION AND SAMPLE

The sample of this study was drawn from a population comprised of 21132 English teachers in Sri Lanka. The study was conducted using 470 English teachers. 58 teachers of English from North Central province, 250 teachers of English from Western province and 162 English teachers from Southern province were randomly selected for this study. Although 500 questionnaires were administered the researcher could obtain only 470 usable questionnaires. 276 of the respondent English teachers were women; 150 were married. Their average age and tenure in the organization were 36.20 years ($SD = 8.97$) and 12.2 ($SD = 9.03$), respectively.

MEASURE

Two variables in the research: EI and OCB were measured through standard questionnaires with five -point Likert scales, ranging from 1 (strongly disagree) to 5 (strongly agree). The level of EI and OCB of the English teachers was evaluated by themselves.

Organizational Citizenship Behaviour: The dependent variable of the research, OCB of English teachers was measured using a standard questionnaire consisting 24 statements developed by Podsakoff et al. (1990). This variable was measured in terms of five dimensions as Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue. These dimensions have been conceptualized by Organ in 1988 and selected for this study because they have been most frequently examined by researchers (LePine, Erez & Johnson, 2002).

Emotional Intelligence: The EI of English teachers was the independent variable of the research. It was measured by an instrument consisting of 70 statements developed by Goleman, Boyatzis, and Rhee, (2000). Four dimensions and twenty sub-dimensions were used to measure the EI.

VALIDITY AND RELIABILITY

The content validity of these instruments was secured by including an adequate number of questions for each dimension of the variables. As shown in table 01, the instruments possess high test retest reliability as there is a significant high correlation between the responses of the two administrations. The results of Cronbach Coefficient Alpha (table 01) which suggested each item is correlated with other item across the entire sample and the internal consistency reliability is satisfactory.

TABLE 01 - RESULTS OF RELIABILITY

Variables	Test – retest coefficient	Cronbach Alpha Coefficient
Emotional Intelligence	0.94	0.87
Organizational Citizenship Behaviour	0.91	0.80

TECHNIQUES OF DATA ANALYSIS

The collected data were analysed using SPSS version 17. The data analysis included univariate and bivariate analyses. Regression analysis and correlation coefficient were used to assess the relationship between EI and OCB.

RESULTS AND DISCUSSION**RESULTS**

Table 02 shows Correlation Coefficient between the dimensions of EI and OCB used in the analysis. According to the results which is reported in the table, the correlation between EI and OCB was significant and strong positive ($r = .42, p < 0.01$). Furthermore the researcher examined the relationship between four dimensions of EI and dependent variable. The data indicated that the relationship management ($r = .51, p < .01$) and social awareness ($r = 0.45, p < 0.01$) positively and significantly correlated to OCB. The relationship between self-management and OCB was significant and positive ($r = .29, p < .01$). The weak, positive relationship was reported between self-awareness and OCB ($r = .15, p < .05$).

The researcher further investigated the relationship between EI and five dimensions of OCB. The data given in the table 03 indicates that EI was significantly and positively correlated to altruism ($r = .49, p < .01$). The findings also showed that EI is significantly and positively correlated to civic virtue ($r = .57, p < .01$). The relationship between EI and conscientiousness was significant and weak positive ($r = .34, p < .01$). The relationship between EI and courtesy showed similar result ($r = .29, p < .05$). According to the data no relationship was reported between EI and Sportsmanship.

Table 04 presents the results of the regression analysis. The data revealed that there is a positive and significant relationship between EI and OCB ($\beta = .37, p < .01$). Furthermore, R square value represents that EI has an ability to explain 28% variance of dependent variable (OCB). F value (24.13) suggests that there is a significant linear relationship between EI and OCB.

TABLE 02 - CORRELATION COEFFICIENT - DIMENSIONS OF EMOTIONAL INTELLIGENCE & ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

Variables	1	2	3	4	5	6
1. Self-Awareness						
2. Self-Management	0.67**					
3. Social Awareness	0.59**	0.61**				
4. Relationship Management	0.69**	0.76**	0.65**			
5. Emotional Intelligence	0.86**	0.92**	0.89**	0.92**		
6. Organizational Citizenship Behaviour	0.15*	0.29**	0.45**	0.51**	0.42**	
Mean	3.10	3.80	3.87	3.61	3.59	3.48
SD	0.51	0.69	0.61	0.59	0.51	0.45

* $p < .05$, ** $p < .01$

TABLE 03 - CORRELATION COEFFICIENT BETWEEN EMOTIONAL INTELLIGENCE AND DIFFERENT DIMENSIONS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

Variables	1	2	3	4	5	6	7
1. Altruism							
2. Conscientiousness	0.11*						
3. Sportsmanship	0.36*	0.40**					
4. Courtesy	0.57**	0.22	0.49**				
5. Civic Virtue	0.34*	0.11	0.24*	0.41**			
6. Organizational Citizenship Behaviour	0.79**	0.61*	0.57*	0.91**	0.86**		
7. Emotional Intelligence	0.49**	0.34**	0.19	0.29*	0.57**	0.42**	
Mean	3.77	3.57	2.49	3.34	3.61	3.48	3.59
SD	0.59	0.61	0.37	0.51	0.53	0.45	0.51

* $p < .05$, ** $p < .01$

TABLE 04 - THE RESULTS OF REGRESSION ANALYSIS: EMOTIONAL INTELLIGENCE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

	AL	CN	SP	CO	CV	OCB
Emotional Intelligence β	0.42**	0.24**	0.27	0.28	0.20**	0.37**
R^2	0.21	0.14	0.18	0.05	0.19	0.28
F value	26.23	14.15	2.32	1.54	12.25	24.23

AL = Altruism, CN = Conscientiousness, SP = Sportsmanship, CO = Courtesy, CV = Civic Virtue

** $p < .01$

DISCUSSION

The main objective of this study was to examine the impact of EI on OCB of the English teachers in Sri Lanka. According to the results of Pearson's Product Movement correlation analysis and regression analysis it was found that EI of the English teachers was positively and significantly correlated with their OCB. Hence, there are statistical evidences to support the research hypothesis which posited a positive relationship between EI and OCB. According to the results of the analysis, the R Square is 0.28 which is significant at 1% (Sig. $p = 0.01$) suggesting that the English teachers' EI has significantly explained 28% of the variance of their OCB. Furthermore F value (64.13) suggests that there is a significant linear relationship between EI and OCB.

The impact of each of the four branches of EI on OCB was assessed to provide more specific examination of EI on OCB. The data showed that the relationship management was the most influencing factor in improving the OCB. In this study, the relationship management was conceptualized as the ability to inspire, influences, and develops others while managing conflicts. The second most influencing factor of EI on OCB was social awareness. It is the ability to sense, understand and react to others' emotions while comprehending social networks. Goleman (2008) categorized these two factors under the social competence. This indicates that Emotionally Intelligent English teacher will be better facilitator of relationships. If the English teacher has social competence they can build up positive relationship with different stakeholders. Thus developing social competences among the English teachers are important to enhance the OCB among them. Self-awareness and self-management, the personal competence according to Goleman has not much influenced on OCB of English teachers comparing with the social competencies.

Furthermore, the researcher investigated the impact of EI on each branch of OCB. The EI of English teachers was found to have a positive correlation with their altruism. That means emotionally intelligent teacher always voluntarily helps to students, other teachers and administrators to accomplishment. This finding is

consistent with the findings of Abraham (1999). He has found that EI may enhance altruistic behaviour as it enables employees to recognize and understand their coworkers' feelings; they subsequently respond more appropriately than do employees with low EI due to their ability to shift easily from negative to positive moods (Abraham, 1999). The EI of teachers had a positive correlation with their conscientiousness. They dedicate to the job which exceed formal requirements such as working long hours and volunteer to perform jobs besides duties. They are highly committed to achieve the goals and objectives of the schools. In addition a positive significant relationship was reported between EI and civic virtue of English teachers. Emotionally intelligent teacher recognize them as a part of organization and participate in the life of the school such as attending meetings which are not required by the school and keeping up with the changes in the organization. The study found that EI of the teacher positively but not significantly related to both courtesy and sportsmanship behaviours.

CONCLUSION

The findings of this research emphasized that the importance of EI on the improvement of the OCB of English teachers. The Emotionally Intelligent teacher is able to monitor his or her own behaviour, understand those of others and make relationship with others thus, enhancing the extra - role behaviour of the members of the organization. It may help to enhance the performance of the students and overall performance of the schools.

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