Relationship between University Students' Emotional Intelligence and their Organizational Citizenship Behavior in Punjab

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Abstract: *Youth enters universities to engage in reasonable occupations in the future. Different organizations demand employees who have high emotional intelligence (EI) as well as good organizational citizenship behavior (OCB). Universities struggle to nurture these skills among the students. The present study explored the association between students' EI and their OCB. The study was descriptive and 650 students from two universities of Punjab were selected as a sample through simple random sampling. A questionnaire-based on two self-reporting scales was developed as a survey instrument to measure students' EI and OCB. The collected data were examined employing descriptive statistics and Pearson correlation. Results demonstrated that university students possessed a high level of EI and OCB. Moreover, students' EI was directly correlated with their OCB. The study exhibits that expressions of emotions intelligently together with the expressions of OCB eventually enhance students' academic performance that is subsequently improving the performance of the universities.*

Key Words: Emotional Intelligence, Industrial Psychology, Organizational Citizenship Behavior, University Students

Introduction

To accelerate in the viable modern world, the business community requires manpower that is rationally rigorous as well as emotionally intellectual. Several investigators have found a stronger relationship between emotional intelligence (EI) and occupational performance as EI is a powerful device for improving workers' interpersonal and intrapersonal skills in an organizational setup (O'Boyle et al., 2011; Salovey & Grewal, 2005). But organizational and industrial psychology has neglected research in the field of emotions which are an important part of regular managerial practices. The reason for not giving due attention to the emotions is mainly due to the conception of people that individuals who are governed by their emotions are unreasonable and irritating. But in fact, emotions are considered an essential segment of human experience and an important source of understanding job-related relationships (Barsade & Gibson, 2007). Moreover, emotions configure and structure human thoughts, behaviors, and social contacts as well (Johnson, 2016).

Emotional intelligence has been an excellent addition to the international community of psychology since the last decade of the 20th century. Since that the notion of EI has been used as a production of consultation, publication, and education (Matthews et al., 2002; Salovey & Grewal, 2005). EI is the capability of individuals to practice the emotions that enhance their thinking more effectively than others. EI includes knowledge of an individual's personal as well as other people's emotions, which are used by the individual for his/her thinking and behaving (Mayer et al., 2008). It includes two main areas: empirical (capability to observe, react, and handle emotion-related facts without inevitably comprehending it) and intentional (capability to recognize and control emotions without inevitably feeling or wholly practicing them) (Zeidner et al., 2009). An emotionally intelligent individual can understand others' state of emotions, set or meet their goals, and can develop communicable relationships with others (Haider & Nadeem, 2014). Emotional intelligence is a

set of learned skills that can give success in the different social domains, such as the educational organization or in the workplace (Fagan, 2000). It is also defined as an ability to become skilled at understanding particular emotional reactions, which can decide an individual's ability to learn hands-on job-related social and emotional competencies (Zeidner et al., 2009). It assists in creating a positive sense of comfort and happiness and thus improves performance outcomes (Druskat et al., 2005). Emotional intelligence is the real estimate of an individual's intelligence. Different abilities such as comprehending an individual's own emotions, knowing and responding to other people's feelings, and adapting one's own emotions are much more imperative than intelligence quotient (IQ) (Goleman, 1998). Goleman (1998) proposed that emotional intelligence comprises of self and social understanding and self and social management.

The idea of organizational citizenship behavior (OCB) was initiated by Organ (1988). The concept is both a psychological and sociological construct (May 2008). OCB is a concept of an employee's behavior that is neither obligatory nor openly accepted for formal incentive. It enhances the efficient working of the institution (Geçkil & Tikici, 2015). Non-obligatory means the behavior is not an essential prerequisite of the employment description. Organizational citizenship behavior requires employees to have a flexible attitude and behavior which is beyond the requirements of the job (Podsakoff et al., 2014). The organizations and institutions which focus on enhancing the wisdom of citizenship among workers become more resourceful and effective than their opponents (Ali & Waqar, 2013; Geçkil & Tikici, 2015). Students' citizenship behavior refers to discretionary contributive behavior by students to their university. Students' citizenship behavior is, in fact, students' performance and contributions in their educational organizations and accomplishments of different tasks and duties which are demanded by the educational institutions (Hemmati et al., 2013). Citizenship behavior cannot be applied without strong social interaction with other members/students of the institute. OCB enhances the competence and efficiency of the organization and makes it capable of adjusting itself with the variations in the environment (Saxena & Saxena, 2015).

In higher education institutions, students' EI and OCB have caught the attention of many researchers during the last few decades. The motive of these studies was to study the role of students' EI and their OCB, which are helpful for the student's academic performance as well as the success of the educational organizations. Low and Nelson (2006) revealed that EI is essential for students' academic performance and well-being. Through EI, students are capable of handling challenging and tough educational experiences and concentrating on learning and becoming successful academically.

The current study investigates the prevalence of students' EI and OCB and also traces out the connection between students' EI and OCB in two public universities of Punjab province.

Literature Review

University life is an important phase of a student's personality development. It is a turning point for the students from their school to university life. As an autonomous institution, a university keeps a favorable atmosphere in which learners spend a distinctive lifestyle (Musleh & Banat, 2006). Higher education institutions contribute a lot to the growth of the workforce in emerging civilizations that are a pillar in the development of a country (Firjani, 1998). In the development of manpower, human intelligence alone is not sufficient for the success of the individual, rather EI as a fundamental constituent of the scientific and real-life of an individual contributes significantly to her life achievements (Abu Rayyash et al., 2006; Khawaldeh, 2004; Vincent, 2003).

Emotional intelligence is a modern concept and a fundamental area of psychology and has a great influence on human life (Jan & Anwar, 2019). It manages aberrant behavior through self-awareness and self-motivation, controls the emotion and social skills, and transforms emotive energy into productive energy (Mattingly & Kraiger, 2019). It has an impact on human feelings, emotions, thoughts, and relations. There is a harmony between heart and mind and between thoughts and emotions, and this interaction with each other provides a chance for man to have solid thoughts and make accurate judgments. If a person is emotionally upset or confused, she may not control her feelings and reactions irrespective of possessing a high level of mental intellect (Abu Rayyash et al., 2006).

Research has constantly focused on cognitive aspects of intelligence and ignored the emotional aspects (Samadony, 2007). Now psychology has brought a recent concept, 'emotional intelligence' for

better human performance (Salovey & Mayer, 1990). This concept is gradually recognized as an assessment tool of an individual's overall performance across different areas (Joshi et al., 2012). Emotional intelligence is a person's capability to observe his/her personal as well as other individuals' reactions and feelings, to differentiate between various sentiments and reactions, and to practice emotion-related information to lead thinking and actions (Coleman, 2015).

Contemporary studies reveal the substantial role of EI and its influence on different dimensions such as educational achievement, professional performance, management and leadership, cooperation, passionate workforce, anxiety, and family-work balance (Ashkanasy & Daus, 2002; Fulmer & Barry, 2004; Humphrey, 2006; Humphrey et al., 2008). EI is a significant contributor, which may also inspire the level of OCB. It is an excellent tool to enhance the Relationship among the employees of an organization and expands employees' longer stay in the organization (Siddiqui & Hassan, 2013). The employees whose stay in the organization has been extended may exhibit OCB as they desire to perform additional duties voluntarily for the success of the organization (Carmeli & Josman, 2006).

Emotional intelligence is a key element in the educational life of the students (Jan & Anwar, 2019) and has a direct association with learners' educational attainments and success (Walsh-Portillo, 2011). Various studies have shown that students' high emotional intelligence affects their educational success (Feldman, 2004; Holt, 2007; Ramos-Sanchez & Nichols, 2007; Vela, 2003; Walker, 2006; Westphal, 2007). Many investigators have studied the relationship between EI and different abilities of the students, such as problem-solving capabilities (Alumran & Punamäki, 2008), aberrant actions (Petrides et al., 2004), and managing nervousness (Montes-Berges & Augusto, 2007). These investigations have demonstrated that emotionally intelligent learners deal with their nervousness, aberrant actions, and complex situations successfully and can be more self-assured in managing life and academic challenges. Emotional intelligence can assist in students' learning and resultantly promote the educational achievements of the learners. EI is a sole predictor of learners' educational achievement and success. It is a significant contributor to students' shift from school to higher education institutions. Emotionally intelligent students are generally found

successful in educational institutions as these students retain learning motivation, organizing and problem-solving skills, better achievement scores, and optimistic outlooks towards education and academic institutions (Nasir & Masrur, 2010). Mishra (2012) revealed that EI has a significant direct association with students' educational attainments. However, Chakraborty (2009) asserted that in India, colleges and universities focus on nurturing 'educated illiterates,' which means students were excellent graduates, but they are still jobless. In fact, in universities, students do not acquire a practical and collaborative approach to learning. However, students learned course contents but failed to apply the learned knowledge due to deficiency in emotional intelligence skills, which are considered essential in the field of work.

An organization can be successful in its task if its employees understand its responsibilities, duties and can give their energy and time to fulfill the task. Tschannen-Moran (2003) stated that organizational citizenship behavior is extended beyond the least expected contribution. Dipaola and Tschannen-Moran (2001) identified that OCB, which is going beyond the usual predetermined responsibilities, has been realized as an important constituent of real organizational performance. Several studies have shown that OCB directly affects institutional performance (Dipaola & Hoy, 2005; Organ, 1988; Tschannen-Moran, 2003; Tschannen-Moran et al., 2006).

The interest in organizational citizenship behavior has increased significantly in the field of education. Researchers' inclination toward organizational citizenship behavior stems from the idea that OCB may enhance the functioning of educational institutions in the form of students' accomplishments and success (Dipaola & Hoy, 2005). Educational organizations expect their students to interact with others members of the organization. Student citizenship behavior refers to discretionary contributive conduct by the learners to their academic institutions. If the learners have an interest in lectures and they are sure that these lectures have benefits for the success of their lives, they start to develop their interest in OCB. Organizational citizenship behavior can affect students' motivation in their studies (Ueda & Yoshimura, 2010). Students are the customers of their university; they can contribute a lot to the welfare of their university. The students feel a responsibility to obey their university rules and also their professors and seniors. University develops citizenship skills as well as enables the students to play a leadership role in civil society. In an educational

setup, the effectiveness of educational institutions is usually assessed in terms of learners' attainments on achievement tests. If students have organizational citizenship behavior, their achievement scores are high. Several studies revealed that organizational citizenship behavior correlated with students' academic achievement. Dipaola and Hoy (2005) found a robust relationship between students' OCB and their academic accomplishments in middle and high schools.

Now the growing research into emotional intelligence and students' citizenship behavior suggests that individuals can perform their role in the best way when they have the connection with their organization (Jabari & Soleimannezhad, 2014). Research constantly demonstrates that a student's EI has a strong connection with citizenship behavior (Chin et al., 2011; James et al., 2010; Korkmaz & Arpacı, 2009). Antony (2013) found significant associations between EI and OCB. Moghadami et al. (2010) revealed that different dimensions of EI have a significant association with OCB, and these dimensions of EI may predict OCB. Chaudhry and Usman (2011) also identified that EI has a direct connection with OCB. Moreover, emotional intelligence is linked with the successful functioning of daily routines and directly contributes to the responsibilities of a workplace. Emotional intelligence is essential to accomplish additional role behaviors. Numerous investigations have revealed that EI has a strong relationship with university students' educational achievement and further their employment success (Cook et al., 2011; Jones, 2008). Zins and Elias (2007) stated that the ultimate goal of educational institutions is to prepare students for mastery of academic subjects, to make them recognize and manage their emotions, and to make them capable of making precise and accurate decisions for their life. In addition, students become efficient in dealing with contradictions, make appropriate choices, and may play a constructive role in society as efficient citizens. Thus, the academicians proposed for higher education institutions to present some specific training programs on the development of emotional intelligence proficiencies and incorporate these competencies into the curriculum as an essential component (Vandervoort, 2006).

Research Questions

To examine the association between students' EI and OCB, the present study focused on answering the following research questions:

RQ 1: To what extent the university students possess EI?

RQ 2: What is the level OCB among the students enrolled in universities?

RQ 3: What is the association between students' EI and OCB at the university level?

Research Methodology

The main purpose of the present research was to examine the association between students' EI and their OCB in two public sector universities of Punjab province. A questionnaire-based on two self-reporting scales (EI and OCB) was developed for the study. The scale based on EI has four dimensions (Self-emotions appraisal, Others' emotions' appraisal, Use of emotions, and Regulation of emotion), and every dimension has four items and a total of 16 items in it. The scale based on students' OCB has nine dimensions (Mutual participation, Assertion, Personal etiquettes, Academic cooperation, Sense of responsibility, Self-courage, Openness, Self-tolerance, and Acceptability), and every dimension has three items and has a total of 27 items in it. The students' responses were accumulated through using a five-point Likert scale. Both scales emotional intelligence (EI) and organizational citizenship behavior (OCB) with their different dimensions demonstrated a high score of Cronbach alpha ranging from 0.70 to 0.86 exhibited in Tables 1 and 2.

Data Collection

All moral concerns were taken into consideration while conducting the research. A sample consisting of 650 students of BS (honor) programs was selected from three disciplines (Social Sciences, Natural Sciences, and Arts and Humanities) of two public sector universities of Punjab province, i.e., Islamia University of Bahawalpur and Government College University Faisalabad. The researchers personally visited different departments of the selected disciplines to collect the data. The researchers initially distributed 700 questionnaires among the students and asked them to fill these questionnaires. The total response rate from the students was 678. However, incomplete and wrongly filled questionnaires were excluded from the study. Total 650 questionnaires were considered appropriate for data analysis. Of the 650 students, 254 (39.8%) were male, and 396 (60.92%) were female. Out of the total sample, 195 (30%) students were enrolled in courses of Social

Sciences, 245 (37.69%) in Natural Sciences, and 210 (32.31%) in Arts and Humanities. Four ninety-six (76.31%) of the sampled students were between the age of 15-22 years.

Data Analysis

The collected data were analyzed through labeling learners' answers from 1 for 'strongly disagree' to 5 for 'strongly agree.' The data were recorded in SPSS (version-16) datasheet for its analysis. Percentage, Mean, Standard deviation, and Pearson correlation coefficient were applied to find university students' EI, their OCB, and the correlation between EI and their OCB. After statistical examination of the data, outcomes were demonstrated in a tabular layout.

Results

Table 1. Mean Score representing Prevalence of different Indicators of Emotional Intelligence among Students

S. No	Subscales	Number of Items	Mean score	SD	Cronbach Alpha
1	Self-emotions appraisal	4	3.62	0.478	0.70
2	Others' emotions' appraisal	4	3.74	0.474	0.73
3	Use of emotions	4	3.52	0.525	0.72
4	Regulation of emotion	4	3.61	0.446	0.78
	Overall Emotional Intelligence	16	3.62	0.481	

Table 1 showed mean scores demonstrating university students' responses on the different indicators of emotional intelligence. Mean scores indicated that university students possess a high level of overall EI (M = 3.62). Data revealed that students possessed the highest level of others' emotions' appraisal (M = 3.74) over the other dimensions of emotional intelligence and the lowest level of use of emotions.

Table 2. Mean Score representing Prevalence of different Indicators of Organizational Citizenship Behavior among Students

S. No	Subscale	Number of Items	Mean score	SD	Cronbach Alpha
1	Mutual participation	3	3.36	0.628	0.86
2	Assertion	3	3.16	0.649	0.76
3	Personal etiquettes	3	3.38	0.692	0.79
4	Academic cooperation	3	3.01	0.567	0.72
5	Sense of responsibility	3	2.72	0.531	0.71
6	Self-courage	3	3.48	0.585	0.78
7	Openness	3	3.38	0.546	0.74
8	Self-tolerance	3	2.72	0.564	0.70
9	Acceptability	3	2.89	0.560	0.77
	Overall Organizational Citizenship behavior	27	3.12	0.591	

Table 2 demonstrated mean values expressing university students' responses on the different indicators of organizational citizenship behavior. Mean scores revealed that university students possess a high level of overall citizenship behavior (M = 3.12). Data also illustrated that students possessed the highest level of self-courage (M = 3.48) over the other indicators of OCB and the lowest level of sense of responsibility and self-tolerance (M = 2.72).

Table 3. Correlation Coefficient revealing Relationship between different Indicators of Students Emotional Intelligence and their Organizational Citizenship Behavior

	Self-emotions Appraisal	Others' Emotions' Appraisal	Use of Emotions	Regulation of Emotions	Over Emotional Intelligence
Mutual participation	-.016	-.070	-.049	-.025	-.078
Assertion	-.019	.100*	-.010	.029	.046

	Self-emotions Appraisal	Others' Emotions' Appraisal	Use of Emotions	Regulation of Emotions	Over Emotional Intelligence
Personal etiquettes	-.001	-.015	.118**	.071	.086*
Academic cooperation	-.106**	.021	.033	-.45	-.043
Sense of responsibility	-.059	-.052	.030	-.009	-.041
Self-courage	-.039	.047	.065	.059	.064
Openness	-.047	.021	.092*	.001	.036
Self-tolerance	-.047	-.050	-.005	-.055	-.073
Acceptability	-.014	.038	-.012	.011	.010
Overall Citizenship Behavior	-.111**	.015	.089*	.018	.009

* Correlation is significant at the level of 0.05,   ** Correlation is significant at the level of 0.01

Table 3 presented relationships between different indicators of students' EI and their OCB. Data demonstrated that an indicator 'others emotions' appraisal' of EI has a significant direct relationship with 'assertion' (r = .100), a dimension of OCB. The indicator 'use of emotions' has also a significant positive association with the indicators personal etiquettes (r = 0.118) and openness (r = 0.092) of OCB. However, a dimension 'self-emotions appraisal' showed a significantly negative correlation with a dimension 'academic cooperation' ((r = -0.106). Overall, EI has a significant and direct relationship with the indicator 'personal etiquettes' (r = 0.086) of OCB. Similarly, overall, OCB has a statistically significant and direct relationship with the indicator 'use of emotions' (r = 0.089) and negative association with the indicator 'self-emotions appraisal' (r = -0.111) of emotional intelligence. However, all the other indicators of EI show insignificant associations with the indicators of OCB.

Discussion

This study was an attempt to find the association between students' EI and their OCB. The main focus of the current investigation was to examine the role of students' EI in the improvement of their organizational citizenship behavior (OCB). Students are considered customers of the universities, and through developing organizational citizenship behavior, students may feel their responsibility to obey university rules and also their professors and seniors. They can work hard and get interested in their lectures and academic achievements. The results of the present investigation

showed that university students possessed a high level of EI. However, students possessed the highest 'others emotions' appraisal' over the other indicators of EI. The outcomes of the present research supported the results of the previous studies. Han and Johnson (2012) stated that emotions, behavior, and cognition are interrelated. In the field of education, students' emotional intelligence affects not only their cognitive learning but also instructors' teaching behavior. EI is one of the most significant intelligence of the learners that support in promoting learner's academic life. Successful linkage of EI with OCB may bring greater achievements in students' lives, including real knowledge, excellent collaboration, and high educational achievements (Brackett & Katulak, 2006). With emotional intelligence, the individual can understand others' state of emotions and can set or meet her goals and can also develop the communicable Relationship that is imperative. In education, the emotionally intelligent student knows how to work in the institute, and through this, he/she can work to improve the organizational climate. (Haider & Nadeem, 2014). Similar results were also found by Sabahi and Dashti (2016), who stated that EI is considered an important indicator that contributes to the success of the organization. Radford (2012) also revealed that EI is imperative as it may assist workers in assessing and controlling others as well as their feelings and emotions. If workers may regulate their feelings and emotions, their workability would be enhanced.

The present study found that university students possessed a high level of OCB. However, students

possessed the highest level of self-courage and the lowest sense of responsibility and self-tolerance of OCB. Universities develop citizenship skills as well as enable the students to play a leadership role in civil society. The outcomes of the current research were supported by the results of Jabari and Soleimannezhad (2014), who stated that the students in their universities should perform their role when they have a connection with their institutions. Due to OCB, organizational and individual performance can be developed (Khalid et al., 2010).

The results of the present research reported that there was a statistically substantial association between students' EI and OCB. It means that emotionally intelligent students have good OCB. The present investigation also traced that an indicator 'others' emotions' appraisal' of EI has a significant direct relationship with 'assertion' a dimension of OCB. The indicator 'use of emotions' also has a significant direct association with the indicators 'personal etiquettes' and 'openness' of citizenship behavior. Similarly, overall citizenship behavior has a statistically significant direct relationship with the indicator 'use of emotions'. The findings of the present research were in favor of the findings of the previous studies. Ng et al. (2014) highlighted that the indicator 'use of emotions' has the highest level of association with OCB when compared to other indicators of EI. These researchers also explained that the individuals who are competent to use their feelings and emotions tend to show more OCB. The capability to use emotions may assist an individual to familiarize and adjust with institutional trials and environmental variations. Pradhan et al. (2016) identified similar results that EI has a statistically significant and positive association with organizational citizenship behavior (OCB). The workers possess the capability to utilize their emotions to resolve the problems, have a greater propensity to exhibit organizational citizenship behavior (OCB), such as supporting co-workers to resolve organizational complications. However, the outcomes of the current investigation opposed the findings of Turnipseed and Vandewaa (2012), who also traced that the factor 'use of emotions' has a statistically insignificant association with organizational citizenship behavior (OCB). The present study also found that the indicator 'others emotions' appraisal' of EI has a significantly direct connection with organizational citizenship behavior (OCB). Ng et al. (2014) also highlighted similar outcomes stating that the indicator

'others' emotions' appraisal' has a statistically significant relation with organizational citizenship behavior (OCB). The participants who are capable of handling others' emotions have more stimulation to involve in optimistic behaviors such as demonstrating organizational citizenship behavior (OCB). Turnipseed and Vandewaa (2012) also found similar results that others' emotions' appraisal influences the organizational citizenship behavior (OCB). Jung and Yoon (2012), Yunus (2012), and Ramachandran et al. (2011) also found that others' emotions' appraisal affects the inclination of the individuals to demonstrate organizational citizenship behavior (OCB). The present study also revealed that there was a significant but indirect association between self-emotions appraisal and academic cooperation, and overall citizenship behavior. The results of the present research supported the results of Ng et al. (2014), who identified that a substantial but low relationship exists between self-emotion appraisal and organizational citizenship behavior (OCB). However, some studies showed significant and positive associations between self-emotion appraisal and organizational citizenship behavior (OCB). Jung and Yoon (2012), Pradhan et al. (2016), and Turnipseed and Vandewaa (2012) found similar results that self-emotion appraisal has a significant and positive association with organizational citizenship behavior (OCB). When some individuals are capable of controlling their emotions, they tend to express OCB.

Conclusion and Future Research

The main focus of the current study is to trace university students' emotional intelligence and their OCB and further investigate the association between students' EI and OCB. The study concludes that university students possess a high level of EI. However, students possess the highest 'others emotions' appraisal' over the other indicators of EI. It is also concluded that university students possess a high level of OCB. However, students possess the highest self-courage of OCB and the lowest sense of responsibility and self-tolerance. Universities develop citizenship skills as well as enable the students to play a leadership role in civil society.

The study also concludes that EI has a statistically substantial connection with OCB. It means that emotionally intelligent students have good OCB. The research also concludes that an indicator 'others emotions' appraisal' of EI has a significant positive

relationship with 'assertion' a dimension of OCB. The indicator 'use of emotions' also has a significant direct association with the indicators 'personal etiquettes' and 'openness' of OCB. Similarly, the overall OCB has a statistically significant and direct relationship with the indicator 'use of emotions'—however, all the other indicators of emotional intelligence show insignificant associations with the indicators of OCB.

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