

Improving Teachers' Organizational Citizenship Behavior Based on Emotional Intelligence and Psychological Capital

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Abstract: Improving Teachers' Organizational Citizenship Behavior Based on Emotional Intelligence and Psychological Capital. Objectives: This study investigates the effect of emotional intelligence on teachers' psychological capital (PsyCap) and organizational citizenship behavior (OCB) and how PsyCap mediates emotional intelligence in affecting OCB. **Methods:** A questionnaire on the Likert rating scale collected data through the survey methods from 250 junior high school teachers in Indonesia. Data analysis uses path analysis supported by descriptive and correlational analysis. Path analysis was performed by Lisrel 8.80, meanwhile descriptive and correlational analysis by SPSS 22. **Finding:** Emotional intelligence had a significant effect on teachers' OCB, directly and indirectly, mediated by PsyCap. Besides mediating the effect of emotional intelligence on teachers' OCB, PsyCap also has a direct effect strongly than emotional intelligence. Hence, it shows the cruciality PsyCap for teachers' OCB. **Conclusion:** A model regarding the effect of emotional intelligence on teachers' OCB, mediated by PsyCap, was confirmed.

Keywords: emotional intelligence, psychological capital, organizational citizenship behavior.

Abstrak: Meningkatkan Perilaku Keanggotaorganisasian Guru Berbasis Kecerdasan Emosional dan Modal Psikologis. Tujuan: Penelitian ini menyelidiki pengaruh kecerdasan emosional terhadap modal psikologis dan perilaku keanggotaorganisasian dan bagaimana modal psikologis memediasi kecerdasan emosional dalam mempengaruhi perilaku keanggotaorganisasian. **Metode:** Pengumpulan data melalui metode survei dengan menggunakan kuesioner dalam bentuk skala Likert melibatkan 250 guru SMP di Indonesia yang tersebar di tiga provinsi: Jakarta, Banten, dan Jawa Barat. Analisis data menggunakan analisis jalur yang dilengkapi dengan analisis deskriptif dan korelasional. Analisis jalur dilakukan dengan Lisrel 8.80, sedangkan analisis deskriptif dan korelasional dengan SPSS 22. **Temuan:** Kecerdasan emosional berpengaruh signifikan terhadap perilaku keanggotaorganisasian guru secara langsung dan tidak langsung dimediasi oleh modal psikologis. Selain memediasi pengaruh kecerdasan emosional terhadap perilaku keanggotaorganisasian guru, modal psikologis juga memiliki pengaruh langsung yang lebih kuat daripada kecerdasan emosional. Oleh karena itu, ini menunjukkan pentingnya modal psikologi bagi perilaku keanggotaorganisasian guru. **Kesimpulan:** Model mengenai pengaruh kecerdasan emosional pada perilaku keanggotaorganisasian guru, yang dimediasi oleh modal psikologi telah terkonfirmasi.

Kata kunci: kecerdasan emosional, modal psikologis, perilaku keanggotaorganisasian.

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■ INTRODUCTION

During the Covid-19 pandemic and endemic, teachers are faced with two difficult realities. During the pandemic, in a short time and without preparation, teachers must do online learning. Meanwhile, during the endemic period, teachers must adapt to face-to-face learning, both limited and full. Both conditions require extra effort, which is commonly known as OCB. Previous studies indicated the cruciality of OCB for individual and organizational life. For example, Widodo and Gustari (2020) demonstrated that OCB significantly affect teacher's innovative behavior. Other studies also indicate that OCB influences contextual performance (Widodo & Yusuf, 2021) and task performance (Yang & Chae, 2022). Barsulail et al. (2019) is also claimed that OCB related to productivity. Fufther, Notanubun (2021) revealed that OCB is essential an antecedence of organizational performance. It indicated that OCB is essential for an individual and organizations.

Scholars claimed that OCB is affected by emotional intelligence (Miao et al., 2020; D'Souza et al., 2021) and PsyCap (Ansori & Wulansari, 2021; Da et al., 2021), then PsyCap is affected by emotional intelligence (Da Costa et al., 2021). However, other studies show inconsistent results. For example, Meniado (2020) indicated that OCB is related to emotional intelligence. Then, Adillah et al. (2019) show that PsyCap has no significant effect on OCB among male nurses; meanwhile, Yee et al. (2021) claimed that hope and resilience as PsyCaps' indicators are not significant in predicting OCB. Besides, Yaghoubi et al. (2012) demonstrated that emotional intelligence did not predict conscientiousness and altruism as OCBs' indicators. Simsek and Aktas (2016) and Sarwar et al. (2017) is also claimed that Psycap influenced emotional intelligence. Therefore, it shows a research gap that requires scientific clarification. This condition can occur due to

various reasons, such as differences in the characteristics of respondents and the absence of control over other variables that are potentially disturbing. Accordingly, this study focuses to investigates teachers' OCB based on emotional intelligence mediated by PsyCap.

OCB is an employee's discretionary behavior outside of his formal role that supports the achievement of organizational goals (Cascio, 2016). Therefore, OCB reflects employee efforts that exceed job requirements or organizational standards, such as taking on additional assignments, volunteering to help colleagues, complying with organizational rules, maintaining organizational reputation, and being tolerant of uncomfortable conditions (McShane & von Glinow, 2020; Schultz & Schultz, 2020). Organs et al. (2006) mention five OCB measurement indicators; the first, altruism refers to the behavior of helping colleagues who experience obstacles or difficulties in completing tasks or solving personal problems. Second, conscientiousness is related to the determination to complete the work exceeding the targets or standards set by the organization. Third, sportsmanship is related to a tolerant attitude or behavior towards various unfavorable working conditions. Fourth, courtesy is the activity of establishing good relations to reduce the potential for conflict and avoid interpersonal problems. Fifth, civic virtue refers to personal responsibility to maintain the continuity and success of the organization.

Emotional Intelligence and OCB

Teachers' OCB, among others, can be affected by emotional intelligence. Miao et al. (2020) and D'Souza et al. (2021) prove that emotional intelligence significantly affects OCB. It addresses that emotional intelligence is an antecedent of OCB. Moreover, in the educational context, emotional intelligence is also related to teaching effectiveness (Shahid, 2015) and performance (Grobelyny et al., 2021; Li & Lin,

2021; Schlaegel et al., 2022), including academic performance (Sanchez-Alvarez, 2020). It addresses that emotional intelligence is vital for individuals and organizational life, so necessary to enhance OCB. Conceptually, emotional intelligence is the capacity or ability to integrate intelligence, empathy, and emotion to build a better understanding and understanding of interpersonal dynamics (Mayer et al., 2008). It also includes the ability to reason accurately and validly by engaging emotions to develop cognitive or thinking capacities (Mayer et al., 2016), reflecting capabilities, talents, careful judgment, and managing feelings towards others (Bradberry & Greaves, 2009).

Besides, it is also related to the capacity to master specific emotional reactions that determine individuals can learn social and emotional competencies in dealing with other people, including in the context of work (Zeidner et al., 2009). People with higher emotional intelligence tend to be more efficient and quick to understand and regulate their emotions well in themselves and others (Wijekoon et al., 2017). They also tend to understand the causes of their behavior and that of others, including the reasons why people behave in specific ways and how to regulate their behavior so that it is possible to grow and succeed (Mahanta & Goswami, 2020).

Goleman (2000) mentions five indicators of emotional intelligence. First is self-awareness. It is related to knowing what others feel and using it as a preference. Second is self-regulation, which is managing emotions that are oriented towards self-facilitation so that they have a high awareness of delaying gratification in pursuing goals and quickly recovering from any pressure that can invite stress. The third is motivation, concerned with using deepest preferences to encourage and guide towards desired goals. Fourth, empathy refers to the feeling of sharing what other

people feel from their point of view. Fifth, relationship management includes dealing with emotions in dealing with other people by considering actual situations and social networks. If solid, these indicators potentially stimulate teachers' OCB. For example, teachers with solid empathy tend to have strong altruism towards students. Accordingly, it can promote hypothesis (H):

H₁: Emotional intelligence has a direct effect on teachers' OCB.

PsyCap and OCB

Scholars also claim that PsyCap has an effect on OCB (Nawaz & Abid, 2019; Yildiz, 2019; Chamisa et al., 2020; Rodriguez-Cifuentes et al., 2020; Ansori & Wulansari, 2021; Da et al., 2021). In addition, PsyCap is also proven to significantly contribute to individuals' lives and careers. For example, Baluku et al. (2021) show that PsyCap has a significant relationship with career outcomes. Carmona-Halty et al. (2019) also reported that PsyCap was proven to help improve academic performance. Imran and Shahnawas (2020) also reveal empirical facts that PsyCap positively impacts performance. Recent studies have also found that PsyCap is associated with innovative behavior (Wang et al., 2021). These previous studies address that PsyCap is vital for individuals and organizations, including for teachers in the context of school organizations. Conceptually, PsyCap offers an operational framework for understanding human psychological assets in actualizing their psychological potential (Goertzen & Whitaker, 2015). It is the basic potential that plays a vital role in building awareness, effort, and efficiency of various activities, tasks, or jobs (Cavus & Gokcen, 2015) that promote growth and improvement of individual performance (Bi & Jin, 2021). PsyCap refers to a dynamic condition that describes a positive state and individual development in a natural and normal way.

PsyCap, among others, is characterized by four psychological aspects, namely self-efficacy, optimism, hope, and resilience (Luthans & Youssef-Morgan, 2017). Self-efficacy is an individual's belief in his ability to complete specific tasks. Optimism reflects the orientation of views and positive attitudes towards certain actual situations, both now and in the future. Hope relates to the belief in finding the best solution to overcoming various difficulties or facing challenges. Finally, resilience refers to the ability to quickly rise from adversity and quickly adapt in the face of change (Tang et al., 2019). In practice, a more solid PsyCap can drive an increase in OCB. For example, teachers with high self-efficacy, which is reflected in a strong belief in their ability to complete various tasks at school, tend to have a high awareness to do their best to exceed the expectations of school stakeholders. Likewise, teachers with high expectations, who are characterized by a strong belief that they can achieve personal and school goals and find the best ways to overcome various problems that arise in schools, also tend to have civic virtue in the form of high responsibility for maintaining the survival and progress of the school organization. Therefore, the proposed hypothesis:

H₂: PsyCap has a direct effect on teachers' OCB.

Emotional intelligence and PsyCap

In addition to influencing OCB, PsyCap is also affected by emotional intelligence. Monico et al. (2016), Gong et al. (2019), and Da Costa et al. (2021) claimed that emotional intelligence influences PsyCap. It addresses that emotional intelligence is an essential predictor of PsyCap. As an illustration, teachers with high motivation, reflected in a strong drive to achieve their goals, will tend to have solid self-efficacy reflected in a strong belief in completing teaching tasks. Likewise, teachers with adequate self-regulation, such

as managing emotions well and recovering quickly from emotional stress, will tend to have strong resilience, such as quickly rising from adversity, being proactive in facing challenges, and quickly adapting to new environments. Hence, the proposed hypothesis:

H₃: Emotional intelligence has a direct effect on teachers' PsyCap.

Mediation Effect of PsyCap

PsyCap has a strategic position in the context of the effect of emotional intelligence on OCB. Liao et al. (2022) demonstrated that PsyCap significantly mediates affect emotional intelligence on OCB. It is indicated that PsyCap is crucial in mediating emotional intelligence on OCB. In reality, when the teachers' emotional intelligence is in a good condition, it can encourage the emergence of solid PsyCap, and then implicates in increasing teachers' OCB. Accordingly, can promote hypothesis:

H₄: Emotional intelligence has an indirect effect on teachers' OCB mediated by PsyCap.

METHODS

Participants

The participants of this study were 250 junior high school teachers in Indonesia who were selected and determined by accidental sampling based on their willingness to voluntarily fill out a complete questionnaire at the time of the study (Widodo, 2021). They come from three provinces, namely Banten, West Java, and Jakarta. The majority of them were female (68%), ages 26–5 years: 32%, 26–55 years: 29.6%, 36–45 years: 28.8%, with bachelor's education: 88% and postgraduate education: 11.2%. Most of them are married (78.4%) and have teaching experience ≥ 16 years (4%), 6–10 years (24%), ≤ 5 years (21.60%) and 11–15 years (14.40%)

Research Design and Procedures

This research uses a quantitative approach with a causal design. The research stages include: formulating research objectives, conducting a literature review, developing research models and hypotheses, making research instruments, conducting instrument trials for validity and reliability testing purposes, and conducting research by distributing questionnaires through the Google Form platform by WhatsApp and email. After the questionnaires were collected, the scoring process was continued and followed by data analysis. The last step is the writing of research reports in scientific articles format and preparation for publication.

Instrument

This study uses a survey technique whose implementation is carried out by distributing questionnaires to teachers as research participants. The questionnaire was made by the researcher and was designed in a Likert rating scale format with five alternative answers, from strongly disagree (score 1) to agree strongly (score 5). The questionnaire was made based on the theoretical indicators found in the literature. For emotional intelligence, the indicators include self-awareness, self-regulation, motivation, empathy, and relationship management (Goleman, 2000). PsyCap variable, indicators: self-efficacy, optimism, hope, and resiliency (Luthans & Youssef-Morgan, 2017). As for the OCB variable, there are five indicators: altruism, conscientiousness, sportsmanship, courtesy, and civil virtue (Organ et al., 2006). The emotional intelligence, PsyCap, and OCB questionnaires consist of ten, twelve, and ten items, respectively. The Pearson Product Moment and Cronbach Alpha formula were used to test the validity and reliability. The results of the validity and reliability tests with the SPSS

version 22 application have correlation coefficient values of .525 – .734 for emotional intelligence, .400 – .732 for PsyCap, and .368 – .709 for OCB, with alpha coefficients = .891, .858, and .806, respectively. All items have a correlation coefficient value of $> .361$, and all variables have an alpha coefficient value of $> .7$, indicating that the emotional intelligence, PsyCap, and OCB questionnaires are valid and reliable so that they are suitable to be used to collect research data (Van Griethuijsen et al., 2015; Hair et al., 2018).

Data Analysis

The questionnaire with the Likert scale format used in this study produces interval data. One of the statistical formulas used to analyze the data is path analysis as part of parametric statistics. The significance test was carried out by t-test. Path analysis and t-test were performed by LisRel 8.80. Path analysis was used to estimate the direct and indirect effect of exogenous variables (emotional intelligence) on endogenous variables (PsyCap and OCB). In addition, it is also supported by descriptive and correlational analysis processed with the SPSS version 22 application.

■ RESULTS AND DISCUSSION

The results of descriptive and correlational analysis for all research variables are presented in Table 1. The mean values from the lowest to the highest are OCB (41.81), emotional intelligence (44.18), and PsyCap (49.45), while the standard deviation value of lowest to highest: emotional intelligence = 3.606, OCB = 4.804, and PsyCap = 5.438. In general, the mean value is greater than the standard deviation value. This empirical fact shows a good representation of the data. The results of the correlation analysis showed a significant relationship between variables at the level of $p < 0.01$. Correlation coefficients from lowest to highest: emotional

Tabel 1. Descriptif and correlation analysis

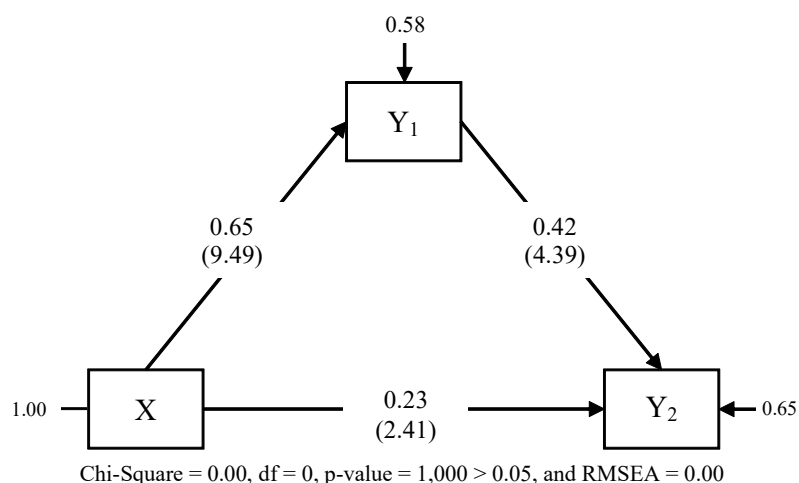
Variables	Mean	Standard Deviation	1	2	3
1. Emotional Intelligence	44.18	3.606	1.00		
2. PsyCap	49.45	5.438	0.649**	1.00	
3. OCB	41.81	4.804	0.502**	0.567**	1.00

** p < 0.01

intelligence with OCB (0.502), PsyCap with OCB (0.567), and emotional intelligence with PsyCap (0.649). It shows that all variables have a significant reciprocal relationship.

The goodness of fit statistical results for testing the theoretical research model is visualized in Figure 1. The results show Chi-

Square = 0.000, df = 0, p-value = 1,000 > 0.05, and RMSEA = 0.00 < 0.08. This indicates that the theoretical model is confirmed or in accordance with the empirical model based on data obtained from junior high schools in Indonesia, especially West Java, Banten, and Jakarta.

**Figure 1.** Path coefficient and T value

The results of hypothesis testing are summarized in Table 2 shows that all hypotheses are supported or significant (t value > t table at = 0.01). In detail, emotional intelligence has a direct effect on PsyCap (0.65, p = 0.01) and OCB

(0.23, p = 0.01), then PsyCap has a direct effect on OCB (0.42, p = 0.01). In addition, PsyCap also mediates the indirect effect of emotional intelligence on OCB (0.27, p=0.01).

Table 2. Summary of path coefficient and t values

Hypothesis	Path Coefficient	T Values	Hypothesis Testing
H ₁ : Emotional intelligence (X) on OCB (Y ₂)	0.23**	2.41	Supported
H ₂ : PsyCap (Y ₁) on OCB (Y ₂)	0.42**	4.39	Supported
H ₃ : Emotional intelligence (X) on PsyCap (Y ₁)	0.65**	9.49	Supported
H ₄ : Emotional intelligence (X) on OCB (Y ₂) mediated by PsyCap (Y ₁)	0.27**	3.98	Supported

** p < .01

The findings of this study generally confirm the results of previous studies that emotional intelligence has a direct and indirect effect on teachers' OCB with PsyCap mediation. Thus, the study resulted in a fit model regarding the effect of emotional intelligence on OCB with PsyCap mediation with the support of empirical data from junior high school teachers in Indonesia, especially West Java, Banten, and Jakarta. It confirms that emotional intelligence and PsyCap are crucial determinants of the teachers' OCB. PsyCap has a significant mediating effect of emotional intelligence on teachers' OCB. In detail, emotional intelligence is positively affected teachers' OCB. It indicates that emotional intelligence is an essential antecedence of OCB, so emotional intelligence potentially improves teachers' OCB. For example, highly motivated teachers will teach with enthusiasm and exert extra effort to exceed organizational expectations and standards. In addition, teachers with high empathy will also be easy to work with and collaborate with school stakeholders and tend to be proactive in helping colleagues who face obstacles in completing assignments or have difficulty solving problems. This finding is consistent with the study of Miao et al. (2020) and D'Souza et al. (2021), which proves that emotional intelligence is significantly related to OCB.

This study also demonstrates that PsyCap has a significant effect on teacher OCB. It shows that PsyCap is an essential predisposition for teacher OCB, so PsyCap has the potential to improve teacher OCB. In practice, teachers with high self-efficacy who strongly believe that their capabilities can be relied upon to complete various tasks at school tend to be higher awareness of carrying out tasks that exceed school targets, standards, and outcomes. This finding is in line with previous scholars' studies that PsyCap may affect OCB (Chamisa et al., 2020; Rodríguez-Cifuentes et al., 2020; Ansori & Wulansari, 2021; et al. 2021).

In addition, this study also found that emotional intelligence is related to teachers' PsyCap. It indicated that emotional intelligence is vital for teachers' PsyCap. In other words, emotional intelligence will make the teachers has a strong belief in completing teaching tasks or solid resilience. This finding aligns with prior studies by Mónico et al. (2016) and Gong et al. (2019) have proved that emotional intelligence influences PsyCap.

Finally, this research results also confirm the study of Liao et al. (2022) that PsyCap significantly mediates affect emotional intelligence on OCB. The mediating effect of the indirect influence of PsyCap is greater than the direct effect of emotional intelligence on OCB. It happened because PsyCap's direct effect on OCB is stronger than emotional intelligence. This evidence shows PsyCap's strategic position on the effect of emotional intelligence on OCB. Consequently, teachers' PsyCap needs to get more serious attention from teachers and principals, especially in order to improve teacher OCB.

■ CONCLUSIONS

OCB is essential for the survival of individuals and organizations, including teachers, in the context of school organizations. This study found that emotional intelligence directly or indirectly affects teachers' OCB with PsyCap mediation. This finding confirms a new research model with a database of teachers in Indonesia, particularly junior high school teachers in West Java, Banten, and Jakarta. This finding clarifies the various research gaps around the relationship between emotional intelligence, PsyCap, and OCB, with some differences as novelties. First, the model produced by this study was built based on data from teachers in Indonesia in the education area, in contrast to the model by Liao et al. (2022), whose data are sourced from the insurance industry in Taiwan and built by involving

job performance and perceived organizational support variables. Second, the empirical model of this research is an output of path analysis. Third, the mediating effect of the indirect influence of PsyCap is greater than the direct effect of emotional intelligence on OCB. This novelty can be used to explain the vitality of PsyCap in the context of the relationship between emotional intelligence and OCB. It means that improving teacher OCB through emotional intelligence will be better if it involves PsyCap. Of course, this is interesting to be discussed, adapted, or adopted by researchers and practitioners to improve teachers' OCB. For example, researchers can expand it into new research by structural equation modeling (SEM) analysis, adding other data resources (e.g., principals, colleagues, students) and more participants from different levels. Meanwhile, practitioners can use it to increase teachers' OCB by improving emotional intelligence and supported by PsyCap.

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