

Emotional Intelligence as a Predictor of Organizational Citizenship Behavior: Empirical Evidence from the Education Sector

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Abstract

Emotional intelligence plays a crucial role in shaping positive organizational behaviors among educators. This study aims to examine the influence of emotional intelligence as a predictor of organizational citizenship behavior (OCB) within the education sector. The research was conducted in several public schools, involving 483 teachers as respondents. Emotional intelligence was positioned as an exogenous variable, while organizational citizenship behavior served as the endogenous variable. Data analysis was performed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. The findings reveal that emotional intelligence has a significant and positive effect on teachers' organizational citizenship behavior. Teachers with high emotional intelligence tend to exhibit greater empathy, self-regulation, and interpersonal sensitivity, which foster cooperative attitudes and voluntary contributions beyond formal job requirements. These results highlight the importance of developing emotional intelligence among educators to strengthen OCB and enhance overall school performance. This study provides practical implications for educational institutions in designing professional development programs that emphasize emotional awareness, social skills, and supportive workplace relationships.

Keywords: Emotional Intelligence, Organizational Citizenship Behavior, Teachers

1 INTRODUCTION

In the dynamic and complex world of education, the success of school organizations is not solely determined by teachers' academic competence but also by their ability to manage emotions and build healthy interpersonal relationships (Aldrup et al., 2024). Emotional intelligence serves as a key factor in creating a harmonious, productive, and collaborative work environment (Fuentes-vilugr et al., 2024). Teachers with a high level of emotional intelligence are able to understand their own feelings as well as those of others (Kouhsari et al., 2024), regulate emotions in high-pressure situations (Liao et al., 2025), and make wise decisions (Shubayr & Dailah, 2025). These abilities have a direct impact on the quality of interactions within the school environment—among teachers, students, and school leaders alike. Emotional intelligence does not only play a role in intrapersonal aspects but also contributes to the development of positive social behaviors within organizations. In the school context, teachers with high levels of empathy and social awareness are more capable of fostering mutual trust and cooperation among members of the educational community (Ribosa et al., 2024). This, in turn, encourages voluntary behaviors beyond formal duties—such as assisting colleagues, supporting school activities, and actively participating in instructional innovation. This type of behavior is known as Organizational Citizenship Behavior (OCB), which refers to extra-role actions that are not formally included in job descriptions but are essential for organizational effectiveness (Ribeiro et al., 2022).

In the educational setting, OCB serves as the foundation for cultivating a collaborative work culture focused on improving the quality of learning (Atatsi, 2022). When teachers voluntarily assist their colleagues without expecting rewards, maintain a conducive work environment, and actively participate in decision-making processes, organizational efficiency increases significantly (Shie & Chang, 2022). Such behaviors do not occur spontaneously; rather, they stem from mature emotional capabilities. Teachers with high emotional intelligence are better able to exercise self-control, manage conflicts wisely, and demonstrate sportsmanship and loyalty toward their institutions (Andhika Anggawira & Aditya Hedrian, 2023). In practice, the interrelation between emotional intelligence and OCB becomes increasingly crucial as schools face various challenges of change—such as curriculum transformation, educational digitalization, or socioeconomic crises. Emotionally intelligent teachers are more adaptable to these changes because they can manage stress effectively while maintaining their commitment to educational goals (M. Zhang et al., 2025). Meanwhile, OCB represents a tangible manifestation of organizational resilience, as teachers and staff demonstrate initiative, a sense of belonging, and solidarity to ensure the continuity of learning even under challenging circumstances (Ribeiro et al., 2022).

The integration between emotional intelligence and organizational citizenship behavior also significantly influences leadership and the overall school climate. A principal with high emotional intelligence is able to inspire others and build respectful, trusting relationships with teachers and staff (Fashafsheh et al., 2025). Such leadership nurtures mutual trust and motivates teachers to demonstrate stronger OCB. In this kind of environment, teachers tend to have a strong intrinsic motivation to contribute beyond their formal duties, as they feel valued, trusted, and emotionally supported. Thus, the importance of emotional intelligence and OCB in educational organizations cannot be separated. Both form a healthy work ecosystem where effective communication, empathy, and collaboration become social norms embedded in the school culture (Junita et al., 2022; van Lier et al., 2024). Schools that succeed in fostering emotional intelligence among educators will cultivate strong organizational citizenship behavior, which in turn enhances organizational effectiveness (Hui et al., 2025), job satisfaction (Majauskiene et al., 2025), and the quality of student learning outcomes (Amin et al., 2025). Therefore, research on the relationship between emotional intelligence and OCB is both relevant and strategic as a foundation for developing human resource management models in the field of education.

2 RESEARCH METHODS

The population in this study consists of teachers from public senior high schools (SMA), selected due to their demographic diversity, which allows for a more comprehensive representation of empirical conditions. This research employs a quantitative approach, with interpersonal communication and knowledge sharing as exogenous variables, and innovative work behavior as the endogenous variable. Data were collected through questionnaires distributed to 280 teachers using the simple random sampling technique, ensuring that each member of the population had an equal chance of being selected and minimizing potential bias. The research instrument was a structured questionnaire developed based on standardized indicator grids, under the assumption that respondents possess the most accurate understanding of their own conditions. Data analysis was conducted using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS-SEM) approach. This method was chosen for its flexibility in handling non-normally distributed data, its suitability for moderate sample sizes, and its effectiveness in testing complex models involving latent variables and multiple indicators.

3 RESULT AND DISCUSSION

Emotional intelligence is the main latent variable consisting of the following indicators: self-awareness, self-regulation, motivation, and empathy. Based on the results of

calculations using SMART PLS and the evaluation of the measurement model for the emotional intelligence variable, the detailed results are presented in the table below.

Indicator	Loading	α	CR	AVE	VIF
Self-Awareness	0.941	0,866	0,909	0,714	
	0.779				1,589
	0.852				2,290
	0.861				2,338
Self-Regulation	0.885	0,848	0,897	0,686	2,722
	0.849				2,208
	0.810				3,415
	0.817				3,643
	0.870				2,312
Motivation	0.815	0,881	0,918	0,737	
	0.9444				2,290
	0.854				1,845
	0.809				2,921
	0.886				2,692
Empathy	0.883	0,885	0,921	0,744	
	0.927				2,557
	0.875				2,669
	0.883				1,749
	0.786				
	0.903				2,940

The results of the analysis in the table above show that all constructs—Self-Awareness, Self-Regulation, Motivation, and Empathy—have met the criteria for good validity and reliability. The loading factor values for each indicator are above 0.7, indicating that each item has a strong contribution to its respective latent variable. The Cronbach's Alpha (α) values range from 0.848 to 0.885, and the Composite Reliability (CR) values are above 0.7, signifying that all constructs possess high internal consistency and reliability. In addition, the Average Variance Extracted (AVE) values range from 0.686 to 0.744, demonstrating that each construct has good convergent validity, as they exceed the minimum threshold of 0.5. The Variance Inflation Factor (VIF) values for all indicators are also below 5, indicating no multicollinearity issues among the indicators. Based on these results, it can be concluded that all indicators of the variables Self-Awareness, Self-Regulation, Motivation, and Empathy are valid and reliable, and therefore suitable for further analysis.

Furthermore, Organizational Citizenship Behavior is a main latent variable consisting of four indicators: Altruism, Conscientiousness, Sportsmanship, and Courtesy. Based on the calculation results using SMART PLS and the evaluation of the measurement model for this variable, the detailed results can be seen in the following table.

Indicator	Loading	α	CR	AVE	VIF
Altruisme	0.869	0,738	0,831	0,556	
	0.571				1,322
	0.753				3,358

	0.745				3,080
	0.881				2,745
Conscientiousness	0.964	0,929	0,950	0,826	
	0.829				7,513
	0.937				2,925
	0.920				2,991
	0.946				6,411
Sportifitas	0.922	0,835	0,888	0,665	
	0.822				1,419
	0.781				2,026
	0.763				2,225
	0.890				2,222
Courtesy	0.980	0,934	0,953	0,835	
	0.950				4,655
	0.876				4,576
	0.895				5,960
	0.933				2,822

The results of the analysis in the table show that the constructs of Altruism, Conscientiousness, Sportsmanship, and Courtesy meet the criteria for adequate validity and reliability. The loading factor values for all indicators are mostly above 0.7, indicating that each indicator contributes significantly to its respective latent variable. The Cronbach's Alpha (α) values range from 0.738 to 0.934, and the Composite Reliability (CR) values range from 0.831 to 0.953, demonstrating a strong level of internal consistency within each construct. Meanwhile, the Average Variance Extracted (AVE) values range from 0.556 to 0.835, indicating good convergent validity since they exceed the minimum threshold of 0.5. In addition, the Variance Inflation Factor (VIF) values for all indicators are below the critical value of 10, suggesting that there are no significant multicollinearity issues among the indicators. Based on these overall results, it can be concluded that the four constructs—Altruism, Conscientiousness, Sportsmanship, and Courtesy—are valid and reliable, and are therefore suitable for further analysis to measure dimensions of organizational behavior or other related variables.

Emotional Intelligence plays an essential role in shaping positive Organizational Citizenship Behavior within educational settings. Teachers with high emotional intelligence tend to understand and manage both their own emotions and those of others, which ultimately influences how they interact, collaborate, and contribute to their organizations. In the school context, EI serves as a psychological factor that strengthens a collaborative work climate, fosters empathy among colleagues, and enhances commitment to the mission of education. Various studies have shown that EI has a significant relationship with multiple dimensions of OCB, such as altruism, conscientiousness, courtesy, sportsmanship, and civic virtue—all of which reflect teachers' dedication and participation beyond their formal responsibilities.

4 CONCLUSION

This study confirms that Emotional Intelligence (EI) plays a strategic role in shaping and strengthening Organizational Citizenship Behavior (OCB) within educational settings. Teachers with high levels of EI tend to exhibit prosocial behavior, discipline, empathy, courtesy, and active participation in school activities beyond their formal duties. The five

dimensions of OCB—altruism, conscientiousness, courtesy, sportsmanship, and civic virtue—are significantly influenced by EI components such as self-awareness, self-regulation, motivation, empathy, and social skills. The findings indicate that the dimensions of empathy and social skills play a dominant role in fostering teachers' altruistic and civic virtue behaviors, highlighting the importance of interpersonal emotional intelligence in building a collaborative school culture. Moreover, self-regulation and motivation also make a significant contribution to the development of conscientiousness, sportsmanship, and courtesy, reflecting discipline, emotional resilience, and the ability to maintain harmonious social interactions.

However, this study also reveals that self-awareness does not always serve as a strong predictor of all forms of OCB, particularly in organizational contexts that do not support open emotional expression. This finding suggests that the relationship between EI and OCB is dynamic and contextual, depending on environmental factors such as organizational culture, school leadership, and social support among colleagues. Conceptually, this research broadens the understanding that the development of OCB cannot rely solely on behavioral approaches, but must also involve strengthening emotional aspects and creating a supportive work environment. Practically, schools need to integrate emotional intelligence development into teacher training programs, foster empathetic culture, and promote a positive and collaborative organizational climate. Therefore, Emotional Intelligence can be regarded as a psychological foundation for the sustainable development of Organizational Citizenship Behavior, which ultimately enhances the effectiveness and quality of professional life within schools.

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