The relationship Between Emotional Intelligence and Organizational Citizenship Behavior
(Testing the Mediating Effect of Job Satisfaction)

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Abstract

Purpose *- The study tested the extent to which the emotional intelligence (EI), job satisfaction (JS) and organizational citizenship behavior (OCB) and their dimensions are related. Also it was tested that whether job satisfaction mediates personality effects (Emotional Intelligence) on organizational citizenship behavior.* ***method*** *- A questionnaire survey was carried out to explore these relations at the Islamic Azad University of Tehran, South Branch. Participants were 18vemployees who completed the Wong Law Emotional Intelligence Scale, Blazer Job Satisfaction Scale and Podsakoff Organizational citizenship behavior Scale. Some basic socio-demographic questions were included too.* ***Finding*** *- Results indicated that emotional intelligence affects both job satisfaction and organizational citizenship behavior; and job satisfaction affects organizational citizenship behavior significantly. Using structural equation modeling (SEM), it was cleared that job satisfaction mediates the effects of emotional intelligence on organizational citizenship behavior partially. Among the four EI dimensions, "self-emotional aPPraisal", "other's emotional aPPraisal" and "use of emotion" were significant independent predictors of job satisfaction and all the four EI dimensions were significant independent predictors of OCB.* ***Originality/value -*** *The relations among emotional intelligence, job satisfaction and organizational citizenship behavior have been analyzed simultaneously. Job satisfaction was found to be a mediator between emotional intelligence and organizational citizenship behavior. Emotional intelligence dimensions have significant relation with some aspects of job satisfaction and some dimensions of organizational citizenship behavior.*

Keywords *- Emotional Intelligence; Job Satisfaction; Organizational Citizenship Behavior and Structural Equation Modeling.*

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1.Introduction

Since the publication of Goleman's (1995) book, emotional intelligence (EI) has been a hotly debated topic that has attracted its share of champions and oPPonents. Some proponents of EI claim it can predict various work-related outcomes, including job performance (e.g., Bachman, Stein, Campbell, & Sitarenios, 2000) and turnover (e.g., Goleman, 1998). Critics of EI, however, are quick to point to the paucity of published studies or
scientific evidence to suPPort these assertions (Barrett, Miguel, Tan, & Hurd, 2001). There is accumulating evidence that EI abilities and traits

influence job satisfaction (e.g., Carmeli, 2003; Sy, Tram, & O'Hara, 2006) and organizational citizenship behavior (Daus & Ashkanasy, 2005; Van Rooy & Viswesvaran, 2004). But to our knowledge, there is no study testing emotional intelligence, job satisfaction and organizational citizenship behavior simultaneously. In this study, it has been tested that how EI, JS and OCB are related to each other significantly, and how job satisfaction affects and mediates the relationship between emotional intelligence and organizational citizenship behavior.

1.1 Emotional intelligence

Salovey and Mayer (1990) first introduced the concept of emotional intelligence as a type of social intelligence, separable from general
intelligence. According to them, emotional intelligence is the ability to monitor one's own and others' emotions, to discriminate among them, and use the information to guide one's thinking and actions. In a later attempt, they (Salovey & Mayer, 1990) expanded their model and defined emotional intelligence as the ability of an individual to perceive accurately, aPPraise, and express emotion; the ability to access and generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. Emotional intelligence helps create a positive sense of well-being and thereby enhanced performance outcomes (Druskat, Sala & Mount, 2006). Zeidner, Matthews and Roberts (2004) stated that emotional intelligence "designates the potential to become skilled at learning certain emotional responses that can determine a person's potential for learning

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practical job-related emotional and social skills" (p. 377). Goleman (1996) claimed that emotional intelligence, not intelligence quotient (IQ) is the true measure of human intelligence. He argued that qualities such as understanding one's emotions, recognizing and empathizing with other's emotions and regulating one's emotions are much more important than IQ. Goleman has published best-sellers on emotional intelligence (1995, 1998).

He suggested that emotional intelligence is composed of self-awareness, self-management, social awareness and social management (1998).

Emotional intelligence is currently measured in two different ways: as performance and as self-report. The former aPProach was the initial thrust when the concept was launched in the beginning of the 1990's (Mayer,

DiPaolo, & Salovey, 1990; Salovey & Mayer, 1990), but was soon to be overtaken in aPPlications by self-report scales, such as the one devised by Bar-On (Bar-On, 1997, 2000) or by Wong and Low (Wong & Low, 2002).

1.2 Job Satisfaction

Job satisfaction is a multidimensional concept. Job characteristics, organization and management, salary, working conditions, co-workers, promotion oPPortunities and inspection, which are regarded as external factors are included in the job satisfaction concept as well as internal factors such as the expectations that individuals have of their jobs (Minibaş, 1990;

Karaca, 1994; Aydınay, 1996; Köktürk, 1997; Çermik, 2001). All emotional,

logical and behavioral tendencies of the individual in relation to their work result in the person taking a negative or positive stance towards that job (Gilmer, 1971), so job satisfaction can affect many aspects of organization.

1.3 Organizational Citizenship Behavior

Organizational citizenship behavior (OCB) was first introduced in the work of Bateman and Organ (1983). OCB refers to the individual contributions in the workplace that go beyond role requirements as stipulated

in the job agreement (Organ & Ryan, 1995). organizational citizenship behavior

(OCB) has become a major construct in the fields of psychology
and management and received a great deal of attention in the literature (Bateman and Organ, 1983; Bergeron, 2007; Bolino et al., 2002; LePine et al.,

2002; Niehoff and Moorman, 1993; Organ, 1988; Organ and Ryan, 1995;

Smith et al., 1983; Podsakoff et al., 2000; Tang et al., 2008).

This study adopts the repertoire of Organ's initial definition of OCB with five dimensions and each dimension is discussed more in details in the following sections:

Civic virtue:
Civic virtue is defined as subordinate participation in organization political life and suPPorting the administrative function of the organization (Deluga, 1998).

Conscientiousness:
Organ (1988) defined it as dedication to the job which exceed formal

requirements such as working long hours, and volunteer to perform jobs besides duties.

Altruism:
Smith, Organ, and near (1983) defined altruism as voluntary behaviors where an employee provides assistance to an individual with a particular problem to complete his or her task under unusual circumstances. .

Courtesy:
Courtesy means a member encourages other workers when they are demoralized and feel discouraged about their professional development.

Sportsmanship:
Organ (1988) defined sportsmanship as the behavior of warmly tolerating

the irritations that are an unavoidable part of nearly every organizational setting..

1.4 EI, Job Satisfaction and OCB

Research suggested that recent studies tend to focus more on personal

disposition with relation to job satisfaction in the work place (Staw, 2004). For example, several studies have reported that there were significant relationships between self-esteem, employee motivation and job satisfaction; however, these studies have neglected to examine two potentially important predictors of job satisfaction-emotional intelligence and trust (Dormann & Zapf, 2001; Dent, 2001). Mayer and Salovey (1997) defined emotional intelligence as an individual's ability to perceive, express, understand and regulate emotional responses both internally and in others. An employee with high emotional intelligence is able to respond aPPropriately to workplace stress and to the emotional behavior of his or her coworkers. These abilities are anticipated to greatly enhance job satisfaction. Moreover, research has already shown that emotional intelligence leads to high job performance (Bar-On, Handley & Fund, 2006; Druskat, Sala & Mount, 2006), long-term mental health (Ciarrochi & Godsell, 2006), better outcomes in work groups and leadership qualities (Lopes, Cote & Salovey, 2006), and organizational success (Mount, 2006).

In the context of the emerging 'affective revolution' in social and organizational psychology (Barsade & Gibson, 2007) Emotional intelligence (EI) is proposed as an important predictor of key organizational outcomes including job satisfaction (Daus & Ashkanasy, 2005; Van Rooy & Viswesvaran, 2004).

There is accumulating evidence that EI abilities and traits influence job satisfaction (e.g., Carmeli, 2003; Sy, Tram, & O'Hara, 2006). A number of studies have observed weak to modest relationships between trait EI measures (i.e., EQi, Carmeli, 2003; Kafetsios & Loumakou, 2007; a Greek trait EI scale, Vacola, Tsaousis, & Nikolaou, 2003) and job satisfaction. A recent study of food service workers and their managers (Sy et al., 2006) observed a positive association between an ability based EI scale (Wong Law Emotional Intelligence Scale, WLEIS; Wong & Law, 2002) and job satisfaction in employees and their managers. Finally, a study of a group of managers Lopes, Grewal, Kadis, Gall, and Salovey (2006) found links between EI abilities and affective proxies of

ground that individuals with high trait EI would have the ability to aPPraise the situation, their resources, process the emotional information arising from organisational injustice or unfair treatment and select adaptive coping strategies rather than use maladaptive coping strategies to deal with the negative events.

Mayer et al. (2000b) suggested that individuals who are high in EI are

expert at identifying, and responding aPPropriately to, the emotions of coworkers, customers, and superiors. For example, high EI employees may not complain about undesirable circumstances if they perceive that a superior is feeling tense, or they may offer assistance or encouragement if they sense that a coworker is frustrated. High EI employees are also likely to be empathetic (e.g., Ciarocchi et al., 2000) and, therefore, may be able to adopt the organization's perspective and act in a manner that will benefit the organization (Abraham, 1999). Mayer et al. (2000b) proposed that employees who are high in EI may have smoother interactions with members of their work teams, and may be better able to monitor how one's work group members are feeling and take the aPPropriate action. Job satisfaction has drawn great attention from organizational behavior researchers (Dormann & Zapf, 2001; Gerhart, 2005; Heller, Judge & Watson, 2002; Staw & Cohen-

Charash, 2005; Robbins, 2005).

1.5 Overview of the study's aims and hypotheses

The study aimed firstly to determine whether, and the extent to which, EI is associated with job satisfaction and OCB. Based on recent findings (e.g., Carmeli, 2003; Sy, Tram, & O'Hara, 2006; Daus & Ashkanasy, 2005; Van

Rooy & Viswesvaran, 2004) we expected that self-reported EI abilities will

be associated with job satisfaction and OCB. Moreover, we examined which EI dimensions may be related to job satisfaction and OCB dimensions. Secondly, we aimed to test whether, and the extent to which, job satisfaction affects and mediates EI effects on OCB. We expected that EI and its dimensions have significant effect on job satisfaction and OCB. At last we expected that job satisfaction mediates the effect of EI on OCB.

2. Method

2.1 Participants

The statistical population in this study consists of all employee members

of three different schools in Islamic Azad University of Tehran, South Branch, which they were 360 employees in 2012. The sample volume using

Morgan's formula was estimated as 160 people. In order to choose the members

of sample, the stratified sampling method has been aPPlied. About

200 questionnaires were received that 187 questionnaires were full and

correct. The sample included 33.8٪ males and 66.2٪ females . 81.2 % of the

Participants involved were married and 18.8٪ of them were single.

2.2 **Measures**

All scales were translated into Persian (by an English graduated student) and then back translated into English to ensure meaning equivalence across the two cultures; and the data were collected through 3 questionnaires. Using

SPSS 16.0, it was indicated that each of questionnaires were highly reliable.

(EI Cronbach's α = 0.86, JS Cronbach's α = 0.85, OCB Cronbach's α = 0.82).

Then participants were asked to describe the extent to which they agree with

items on a LIKERT scale ranging from 1 (strongly disagree) to 5 (strongly

agree).

- **Emotional intelligence:**
  Emotional intelligence was assessed by "Emotional Intelligence Questionnaire" (WLEIS, Wong and Law, 2002). (Cronbach's α =0.86).
  The

16-item "Emotional Intelligence Questionnaire" was grouped into 4 of 4

questions that are consistent with Mayer and Salovey's (1997) to measure the

different dimensions of Emotional intelligence.

Self-Emotional APPraisal (SEA) dimension assesses an individual's self-perceived ability to understand their emotions. The Other's Emotional APPraisal (OEA) dimension assesses a person's tendency to be able to perceive other peoples' emotions. The Use of Emotion (UOE) dimension concerns the self-perceived tendency to motivate oneself to enhance performance. The Regulation

- **Job Satisfaction:**

    Job satisfaction was measured by a scale developed by Blazer et al (2000). This scale includes a five subscale (job characteristic, superior, coworkers, oPPortunities for promotion and salary) and 27 items. (Cronbach's α =0.85).

- **Organizational Citizenship Behavior:**

    Organizational citizenship behavior was measured by a scale developed by podsakoff (2000). This scale includes a five subscale (civic virtue,

sportsmanship, courtesy, conscientiousness, altruism) and 24 items.

(Cronbach's α =0.82).

3. Results

3.1 Correlation analysis:

The correlation coefficient for the study variables are given in table 1. A

look on the dimensions of emotional intelligence shows that, not all the dimensions have significant correlation with work-family conflict and organizational citizenship behavior and not all the aspects of work-family conflict have significant correlation with organizational citizenship behavior. Emotional Intelligence was significantly related to Job Satisfaction (0.26).

Table 1 also revealed that Job Satisfaction was positively related to Organizational Citizenship Behavior (OCB) (0.36). On the other hand the positive relationship between Emotional Intelligence and OCB was significant (0.52).

As reported in Figure 1, the most positive correlation is related to the Job

satisfaction and promotion (one of JS's dimensions) (0.833); and the least

positive correlation is related to Co-worker/ SEA (0.003). The results did not

suPPort the positive relationship between Superior/ROE, Co-worker/ROE, CON/SEA, CON/promotion, CON/ salary and CIV/ promotion. (The correlation coefficients were negative)

** Correlation the significant at the 0.01 level

	SEA	OEA	ROE	UOE	Emotional Intelligence	Job characteristic	Superior	Co-workers	Promotion	Salary	Job Satisfaction	CON	SPO	CIV	COU	ALT	OCB
SEA	1																
OEA	.344**	1															
ROE	.546**	.346**	1														
UOE	.282*	.276*	.320**	1													
Emotional Intelligence	.721**	.655**	.736**	.737**	1												
Job characteristic	.142	.246*	.099	.320**	.300**	1											
Superior	.063	.127	-.137	.214	.201	.171	1										
Co-workers	.003	.405**	-.033	.305**	.258*	.336**	.069	1									
Promotion	-.025	.249*	.088	.049	.066	.224*	.326**	.498**	1								
Salary	-.037	.161	-.033	.190	.117	.065	.316**	.394**	.464**	1							
Job Satisfaction	.037	.344**	.007	.297**	.265*	.528**	.541**	.710**	.833**	.639**	1						
CON	-.281*	.210	.218	.361**	.389**	.263*	.101	.062	-.017	-.172	.071	1					
SPO	.053	.225*	.223*	.304**	.297**	.239*	.165	.220*	.041	.007	.107	.324**	1				
CIV	.179	.390**	.350**	.480**	.509**	.397**	.066	.280*	-.066	.007	.181	.447**	.387**	1			
COU	.211	.307**	.360	.338**	.368**	.413**	.169	.419**	.248*	.052	.401**	.325**	.361**	.515**	1		
ALT	.194	.231*	.185	.246*	.304**	.493**	.378	.267*	.269*	.215	.477**	.279*	.266*	.351**	.560**	1	
OCB	.264*	.381**	.311**	.481**	.521**	.512**	.169	.357**	.148	.033	.361**	.666**	.632**	.744**	.802**	.705**	1

* Correlation the significant at the 0.05 level

Table 1: correlation matrix for study variables. EI=emotional intelligence; JS=job satisfaction;

OCB=organizational citizenship behavior; SEA=self-emotional aPPraisal; OEA=others' emotional aPPraisal; UOE=use of emotion; ROE=regulation of emotion; ALT=altruism; CON=conscientiousness;
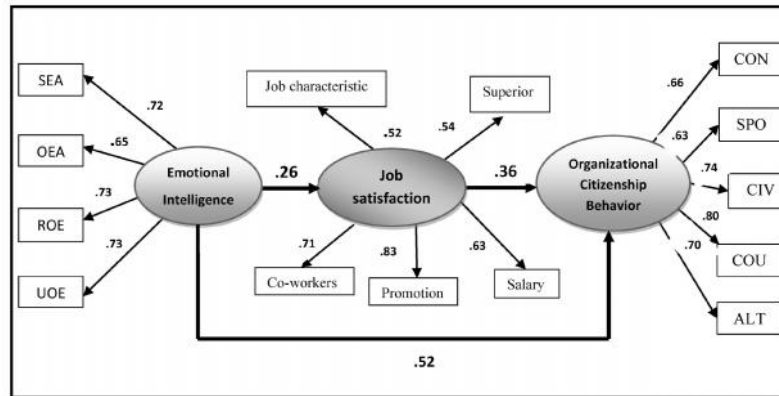
Figure 1. EI=emotional intelligence; JS=job satisfaction; OCB=organizational citizenship behavior; SEA=self-emotional aPPraisal; OEA=others' emotional aPPraisal; UOE=use of emotion; ROE=regulation of emotion; ALT=altruism; CON=conscientiousness; COUR=courtesy; CIV=civic virtue; SPO=sportsmanship.

3.2 **Job satisfaction as a mediator:**

There are several methods to assess the mediating effect of variables using SEM techniques and regression (Holmbeck, 1997). The mediating effect in this study was measured according to the SEM suggestions of Holmbeck. Model was constructed from the view that emotional intelligence predict higher job satisfaction (e.g. Carmeli, 2003; Sy, Tram, & O'Hara, 2006) and job satisfaction cause high organizational citizenship behavior (e.g. Dormann & Zapf, 2001; Dent, 2001). In this study, standardized direct path coefficients tested for the model are given in fig. 1. In the figure 2 error terms are presented with circles, indicator variables are presented with rectangle and latent variables are presented with ellipse.

The direct path between emotional intelligence and job satisfaction; emotional intelligence and organizational citizenship behavior; job satisfaction and organizational citizenship behavior were tested (for example to test the direct path from emotional intelligence to organizational citizenship behavior the coefficient of path from work-family conflict to organizational citizenship behavior was constrained to zero). The direct path

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coefficients were all significant in the predicted directions (fig. 1). Next the result of the following was compared: (a) fit of the model in fig. 2 when the direct path from emotional intelligence to organizational citizenship

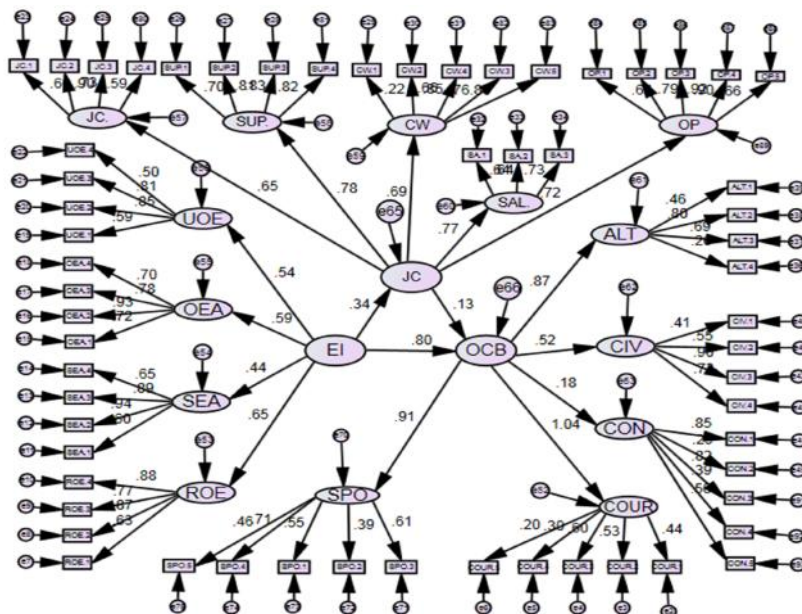behavior is constrained to zero (full mediated model); (b) fit of the model in

Figure 2. Structural Model. Note: $\chi^2 = 1760.547$, p = 0; χ^2/d.f. = 1.425; RMSEA = 0.053; PClose = 0.602; CFI = 0.909; IFI = 0.922. EI=emotional intelligence; JS=job satisfaction; OCB=organizational citizenship behavior; SEA=self-emotional aPPraisal; OEA=others' emotional aPPraisal; UOE=use of emotion; ROE=regulation of emotion; SAL=salary; CW=co-worker; OP= oPPortunity for promotion; SUP=superior; JC= job characteristic; ALT=altruism; CON=conscientiousness; COUR=courtesy; CIV=civic virtue; SPO=sportsmanship.

The result revealed that, addition of the direct path between emotional intelligence and organizational citizenship behavior to the model improved the overall fit of the partial mediated model (table 2). According to finding, job satisfaction is a mediator between emotional intelligence and

organizational citizenship behavior, confirming this hypothesis of this study. The partial mediational model in fig. 2 indicated a good fit to the data with

Model	AIC	RMSEA	PCLOSE	CFI	IFI	RMR	χ^2	χ^2/DF
Partially mediated model	2022.527	.053	.602	.909	.922	.099	1760.547	1.425
Fully mediated Model	2048.546	.058	.412	.889	.882	.075	1783.722	1.485

Table 2. Comparing fit indices of the partially mediated and fully mediated

4. Discussion

The present study extends an emerging body of research on affectivity in the workplace by testing

for links between trait level emotionality (EI), job satisfaction and organizational citizenship behavior. The results underline the important role of job satisfaction at work in this relationship. In keeping with recent studies (e.g., Carmeli, 2003; Sy, Tram, & O'Hara, 2006; Daus & Ashkanasy, 2005;

Van Rooy & Viswesvaran, 2004) the results demonstrated convincingly that

EI is an important personality-level predictor of job satisfaction and organizational citizenship behavior. Subsequent analyses indicated that self-emotional aPPraisal (SEA), other's emotional aPPraisal (OEA) and use of emotion (UOE) are three EI dimensions that are significantly associated with job satisfaction. Notably, these findings are at odds with studies showing weak relationships between some trait EI measures (i.e., Kafetsios & Loumakou, 2007) and job satisfaction. Also it was resulted that all the four dimensions of EI are related and correlated to OCB; it means that EI affects OCB significantly. In the present study, we used a self-report measure of EI (WLEIS) that adheres to the ability model of EI and confirmed its psychometric properties and utility for a non- English speaking culture. Study cleared that

salary doesn't correlate OCB significantly. Persons high on EI seem to be best suited to extra- role duties in the work environment. The results from analyses between dimensions of variables indicated that job characteristic (job satisfaction dimension) and altruism (OCB dimension), use of emotion (EI dimension) and civic virtue (OCB dimension), self-emotional aPPraisal (EI dimension) and superior (job satisfaction dimension) are significantly correlated and conversely salary (job satisfaction dimension) with civic virtue and sportsmanship (OCB dimensions), self-emotional aPPraisal (EI dimension) with sportsmanship (OCB dimension), use of emotion (EI dimension) with promotion (job satisfaction dimension) have minimum correlations. Also it was cleared that job satisfaction affects and mediates the effect of EI on organizational citizenship behavior, so employees high in emotional intelligence that are satisfied in work environment are potential to do more than their duties(OCB)

4.1 **Limitations and further research**

One limitation of this study is that EI was measured by self-report questionnaire. As with all self-report measures, common method variance and social desirability biases are a concern (e.g., Bagozzi & Yi, 1990;

Williams & Brown, 1994). A second limitation of this study is that we used a

subjective measure of job satisfaction. (i.e., job satisfaction was assessed by employees themselves), instead of an objective performance measure. A third limitation of this study could be the demographics of our participants. The range of age of our participants was aPProximately 40 years.

Researchers have indicated that EI can be developed, and one's EI should correlate positively with one's age and work experience (for a review, see Bar-On & Parker, 2000). A final limitation was the relatively small number of samples. Thus, the obtained EI, JS and OCB relationships could have been influenced by sampling error. Future research could identify the work events that give rise to job satisfaction at work and for which job satisfaction acts as a mediator.

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