

Is there a relationship between self-management of emotional intelligence with organizational citizenship behavior?

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ABSTRACT

Objective: The purpose of this study is to examine the relationship between self-management dimension of emotional intelligence and organizational citizenship behavior among employees and faculty members of Islamic Azad University of Shirvan Branch. **Methodology:** In terms of objectives, this study is an applied one and regarding the method of implementation it is a descriptive survey, and with respect to statistics is co-relational. Since the population was small, we utilized the total number method to be more precise in sampling. Out of 116 subjects only 100 ones answered the questionnaires. Descriptive and inferential statistics were used to interpret collected data. To describe the data mean, standard deviation, minimum and maximum, tables of frequency distribution and finally bar graphs were used. In inferential statistics Pearson co-relational test, K-S test, t- test and multiple regressions were applied. **Results:** he finding of inferential statistics has shown that the respondents showed high level of emotional intelligence. In addition, mean score of organizational citizenship behavior is fairly acceptable. The results of inferential statistics have shown that with 99 percent confidence there is a significant relationship between self- management dimension of emotional intelligence and organizational citizenship behavior among employees and faculty members of Azad University of Shirvan. **Conclusion:** Regarding the findings dimension of self-management of emotional intelligence is the most effective factor in organizational citizenship behavior of the community.

1. Introduction

One of the reasons behind a successful organization is that the employees there try to do their best and beyond their obligations without promise of reward for their behavior. Such conducts which are not directly stipulated in their job responsibility chart and reward system and enhanced organization performance are known as organizational citizenship behavior (Organ and Konovsky, 1989). Main organizational citizenship behavior includes: sportsmanship, altruism, conscientiousness, innovation, courtesy, self- development and organizational loyalty (Sobhaninejad et al., 2010). One of the variables which has an impact on such behaviors directly or indirectly is employees' emotional intelligence. Personnel with high level of emotional intelligence are more skillful to regulate and manage their own emotions and others' emotions to interact positively. So better organizational citizenship behavior results in better job performance (Wong and Law, 2002).

Emotional intelligence has personal advantages including success in job, solidifying interpersonal relationship, raising optimism, self-confidence and health (Aqayar and Sharifdaramadi 2007). Emotional intelligence consists of a series of competences which are teachable and learnable (Goleman, 2004). Review of literature implies that regardless of some studies in this area, most studies focused more on cognition aspect of employees' performance and less on examining the relationship between dimension of self-management of emotional intelligence and organizational citizenship behavior which is a novel emerging variable in companies.

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This study attempts to answer this fundamental question if there is relationship between self-management dimension of emotional intelligence and organizational citizenship behavior among employees and faculty members of Islamic Azad University of Shirvan. Unfortunately there has not been a thorough study on self-management dimension of emotional intelligence and its effects on employees and their organizational citizenship behavior. Since there is little experimental evidence with respect to emotional intelligence and its effects on employees and their organizational citizenship behavior, to bridge this gap, the present study in higher education is an innovative and rare work. The study attempts to examine self-management dimension of emotional intelligence to create organizational citizenship behavior in Islamic Azad University of Shirvan and utilize the results to enhance organizational output and effectiveness.

Stiltner (2003) in study titled “the relationship between emotional intelligence and organizational citizenship behavior” suggested that there is significant relationship between managers’ emotional intelligence and dimensions of dutifulness, civil behavior, altruism and organizational citizenship behavior of employees. Also managers’ emotional intelligence can predict dimensions of employees’ dutifulness and altruism.

Solan (2008) in investigating “the relationship between emotional intelligence, visionary leadership and organizational citizenship behavior” concluded that there is little relationship between emotional intelligence and visionary leadership but there is an acceptable relationship between visionary leadership and organizational citizenship behavior. There is a relationship between emotional intelligence and organizational citizenship behavior and emotional intelligence predicts 19 percent of variation of organizational citizenship behavior. Sitter (2004) in examining “effects of emotional intelligence of a leader on employees’ confidence in the leader and organizational citizenship behavior” showed that leader’s emotional intelligence can forecast employees’ confidence and among components of emotional intelligence, only applying emotions can forecast employees’ organizational citizenship behavior. The goal of this study is to examine the relationship between dimension of self-management of emotional intelligence and organizational citizenship behavior in employees and faculty members of Islamic Azad University of Shirvan.

In this regard, knowing that there is little empirical evidence related to self-management dimension of emotional intelligence and examining its relationship with organizational citizenship behavior among employees and faculty member of universities, and with the advent of private institutions of higher education in Iran recently on the one hand, and the fall in number of university students on the other hand necessitates proper and beyond responsibility behavior on the job, reinforcing voluntary spirit, altruism, respect, satisfying students and also appropriate interaction with the colleagues to be beneficial and valuable for the to the organization. Thus, survival in this competitive world requires more attention to mentioned points.

2. Materials and methods

With respect to the objectives, this study is an applied one. The implementation method of this study was survey and in terms of statistics, it was correlational. To gather information two methods were applied:

1. Library research method
2. Survey method

According to statistics, there were 59 employees and 57 faculty members in December 2014. Therefore, the population for this study is 116. Due to the size of population, being small, the researcher considered it as a sample to enhance the precision of study and applied total number method. As a result, the population Organizational result and sample are the same. Citizenship behavior All employees and faculty members (116) of Islamic Azad Self-management ** 0.87 $r =$ Rejection of null University of Shirvan were given the questionnaires. Finally only 100 ones returned the questionnaires and 16 ones were not given back. Therefore, 100 emotional intelligence questionnaires and 100 organizational citizenship behavior ones were analyzed. To measure emotional intelligence Gladson Nwokah and Ahiauzu (2009) standard questionnaires according to Goleman et al. (2002) model was used and Livia Markóczy and Xin (2004) standard questionnaire was utilized. Reliability of standard questionnaire of emotional intelligence was measured by Chronbach’s alpha and quotient was 0.77. Also the reliability of Markóczy and Xin (2004) standard questionnaire of organizational citizenship behavior was measured by Cronbach’s alpha and the resulted quotient was 0.87. In this study descriptive and inferential statistics were used to interpret the data. To describe the data, mean, standard deviation, maximum and minimum were utilized. In inferential statistics, Pearson co-relation test, K-S test, t- test and multiple regression were applied. It is essential to assess the acceptability and normality of the functions prior to test. To do so, Kolmogorov- Smirnov test was used. In order to analyze the data and test hypothesis and perform other analyses in this research SPSS software was used.

3. Discussion and results

3.1 Description of statistical variables

Table 1. statistical variables

variable	mean	Standard deviation	minimum	maximum
Self-management	24.79	3.19	17	30
Organizational citizenship behavior	106.84	19.79	48	135

According to the Table 1, mean of self- management of respondents is 24.79. Thus, respondents have shown high level of self- management. Standard deviation is 3.19 and the least score for self-management is 17, which is higher than the average of self- management (15). Therefore, generally one can say respondents have high level of self-management.

Organizational citizenship behavior is a variable ranging between 27 and 135. Score 27 is the lowest score of the civil behavior in organizations and number 135 shows the highest level of civil behavior. In this study, mean score of organizational citizenship behavior of the respondents was 106.48 indicating the high level and acceptable score. Standard deviation or dispersion of scores was 19.79 and minimum score was 48.

According to the collected data, 57 and 43 of respondents were faculty members and employees respectively, including 73 men and 27 women. Most of respondents had less than 10 years of experience accounting for 36.8 percent. 46 percent of respondents had experience between 10 to 20 years of work. And 17.2 percent had over 20 years of experience of work.

Table 2. Pearson coefficient correlation

	Organizational citizenship behavior	result
Self-management	** 0.87 r= 0.000 sig =	Rejection of null hypothesis
0.01 > P** =	100 N =	

According to the results of inferential statistics (Table 2) with 99 percent of certainty level of significance of the Pearson co-relation test coefficient is $\text{sig}=0.000$. Since level of significance is smaller than the probability level that is 0.01, the null hypothesis is rejected regarding the present information. In other words, one can be 99 percent sure that there is a significant relationship between organizational citizenship behavior and self- management. Also correlation coefficient is $r=0.87$. In fact, the strength of the correlation is 87 percent, which is a high value. It is positive and directional meaning the more one is able to self-manage his/her, the better the organizational citizenship behavior would be and the reverse is true. Thus, those who pay more attention to the civil behavior in organizations possess high level of self-management. According to the taken information, with 95 percent certainty, level of significance of Kolmogorov-Smirnov for both variables is higher than 0.05 percent. That is why distribution of the given functions enjoys desirability and it is normal. Therefore, we compare the means by parametric test.

Table 3. Independent t-test (comparison of the mean of relationship self-management dimension of emotional intelligence among faculty members and employees)

variable	Groups	number	mean	Mean difference	t	Degree of freedom	Level of significance
Self-management	Faculty members	57	24.68	0.27	-0.41	98	0.68
	Employees	43	24.95				

The results of Table 3 have shown that with 95 percent of certainty level of significance of independent t-test to compare value of self- management dimension of emotional intelligence among groups of faculty members and employees, is bigger than the level of probability. Thus, the null hypothesis is confirmed and there is no significant relationship between means of groups. In fact, there is no difference between the faculty members and employees in terms of self-management and emotional intelligence.

Table 4. Independent t –test (comparison of mean of self-management dimension of emotional intelligence among men and women)

variable	groups	number	mean	Mean difference	t	Degree of freedom	Level of significance
Self-management	men	73	24.89	0.73	0.48	98	0.63
	women	27	24.53				

The results of Table 4 have shown that with 99 percent of certainty level of significance of independent t-test to compare of value of self- management dimension of emotional intelligence between men and women is higher than level of probability. Thus, the null hypothesis is confirmed and there is no significant relationship between means of groups. In fact, there is no difference between self-management dimension of emotional intelligence in men and women and gender does not play a role in emotional intelligence and self-management.

4. Conclusion

The purpose of the present study is examining the relationship between dimension of self-management of emotional intelligence and organizational citizenship behavior among faculty members and employees of Islamic Azad University of Shirvan. According to the results of the study with 99 percent

of certainty level one can state that there is a significant relationship between self- management dimension of emotional intelligence and organizational citizenship behavior.

The results of the present study is in line with findings of Charbonneau and Nicol (2002), Carmeli and Nihal Colakoglu (2005), Carmeli and Josman (2006), Modassir and Singh (2008), and Korkmaz and Arpacı (2009). According to the results with 99 percent of certainty level of significance of Pearson correlation test is $\text{sig} = 0.000$. With 99 percent, certainty can say that there is a significant relationship between self- dimension and organizational citizenship behavior. In fact, the strength of the correlation is 87 percent, which indicates a high one. It is positive and directional. In other words, the higher the self-management the better the organizational citizenship behavior and the reverse is true. Thus, those who pay more attention to the civil behavior in organizations possess high level of self-management. They can use their management potentiality to deal with destructive emotions and excitement and envisage their faithfulness, honesty and solidification. They are also flexible when facing changes and are responsible for their own actions.

Such features contribute to better relationship with job and the organization by employees. They show organizational citizenship behavior besides their potentiality on the job. The right analysis of the results implies that the employees who had high level of self- management dimension of emotional intelligence apply this feature to envisage organizational citizenship behavior.

This study attempts to examine the dimension of self-management of emotional intelligence and organizational citizenship behavior. According to the descriptive statistics results of this study, the mean score of respondents' emotional intelligence is 82.95. Therefore, one can say that respondents possess a fairly acceptable level of emotional intelligence. In addition, mean of organizational citizenship behavior is 106.84, which indicates a high value. The results of inferential statistics show that there is a positive and significant relationship between self-management dimension of emotional intelligence and organizational citizenship behavior. According to the findings to promote organizational citizenship behavior in employees and faculty members, one should focus on self-management dimension of emotional intelligence.

Factor of self-management is of high importance due to competitive nature of the organization. Another reason is that in a changing environment only those who can adapt to changes and control their emotions can survive.

In addition, it is noteworthy to state that limitations of the study are the ones, which impede information gathering analysis and obtaining desired results. Limitations exist intrinsically in any research and the present study is no exception. And the limitations include:

1. With regard to location the present study has been conducted in Islamic Azad University of Shirvan. It is obvious that the behavior of the faculty members and employees in a small town represent the overall behavior of the personnel of higher education in Iran both in private and public education. Therefore, this limits generalizing the results of the study in terms of location. So it requires the study be carried out at a broader scale and by cluster or strata sampling at least all Islamic Azad universities in Iran (as a representative of private universities) can be considered as population in order to delimit the study.
2. Although variables of the study were examined independently or along other variables, the paucity of review of literature related to along other variables, the paucity of review of literature related to self-management dimension of emotional intelligence and organizational citizenship behavior and also insufficient Persian and English sources and dearth of similar research pertinent to theoretical framework in this study limit the theoretical basics of the discussion to some extent and impede the ability to compare the results of this study with other studies.
3. One of the most important limitations special to humanities research is the effect of variables and factors which are out of the researcher's control and they are likely to influence the study. For instance, in the present study there are some variables such as multi-ethnicity in town of Shirvan (Turk, Kurd, Tat, and Persian). As a result the dominant culture of each group, and also respondents' emotions, mood while responding the questionnaires might have influenced the existing relationship in the study.

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