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The Study of Relationship between Emotional Intelligence and Organizational Citizenship Behavior of High School Teachers in Iran

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ABSTRACT

This study has been applied with the objective of considering the relationship between emotional intelligence and organizational citizenship behavior of high school teachers in Iran (Babol). This paper with respect to the objective is an applied study and data was collected by descriptive-correlative method. The variables include emotional intelligence and organizational citizenship behavior. The data was collected by emotional intelligence questionnaire of Siberia Shrink with Cronbach's alpha coefficient of 0.84 and organizational citizenship behavior (OCB) questionnaire of Farih *et al* (1997) with reliability of 0.94. The population of this survey consists of all high school teachers of Babol equal to 1070 persons, and the extracted sample size according to Morgan table is equal to 250 persons, but finally 202 persons out of this sample were examined. To analyze the statistical data, descriptive statistics indices including mean value, standard deviation and frequency, and to analyze the hypotheses, Spearman's correlation coefficient was used. The summary of data analysis indicated a positive and significant correlation between emotional intelligence and seven factors of organizational citizenship behavior (civic virtues, altruism, conscientiousness, personalmutual coordination, protection of organization resources, sportsmanship and courtesy).

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INTRODUCTION

Human **resources** form the major capital of education organization and cooperation and empathy of this valuable resource is the most important key factor of education organization's success. In this relation, emotional intelligence is one of the elements that affect the interorganizational relations and interactions extensively and as Goleman (2005) the certain condition is organization's success. Today, the science has understood the power and influence of human's mental emotions and is discovering and explaining the position of emotions and sensations in the activities, behaviors, movements and human personality. In 1980, two American psychologists Peter Salovey from Yale University and John Mayer from New Hampshire University have studied on the humans' qualitative characteristics such as empathy, self awareness, control of emotion and sensations. Later, these concepts were raised as emotional intelligence by Dr. Daniel Goleman. Emotional intelligence and its capabilities cause the promotion of organizations and employees' performance and effectiveness (Aghayar, SharifiDaramadi, 2006, p 12-15). The emotion is the essential part of human experience that is available in any type of human interaction (Barsade& Gibson, 2007), particularly the emotional intelligence helps us greatly for understanding the work-related relations (Mayer *et al*, 2000). The other element effective on the organization success is "organizational citizenship behavior". Concept of organizational citizenship behavior is a newfound concept which has been presented to the world of science for the first time by Organ & Bateman at the beginning of 1980s. Organizational citizenship behavior are behaviors beyond the role that are expressed by the employees for helping the others and organization. These behaviors are optional, voluntary and willingly and organizational rewards and punishment system doesn't affect them significantly (Organ, Podsakoff& Machesney, 2006). The structure of organizational citizenship behavior is seeking for identification, administration and evaluation of extra-role behaviors of employees who work in the organization and causes the effectiveness of organization (Bienstock, Demoranville& Smith, 2003).

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For long years, the intelligence whatsoever was deemed as the most important success index in the life, thus scientific talent in education was ever emphasized. The recent researches indicate that the intelligence quotient only explains a low rate of success in working or living environment. When the scores of intelligence quotient test were analyzed by the good performance of employees in the different professions, the analyses indicated that the rate determined by intelligence quotient in the appropriate performance may not exceed 10%. Emotional intelligence is an important factor in selection of individuals for their job and job promotion provided that this part of process and approach is comprehensive (Sobhaninejad, Youzbashi, 2008, p 79). Having the skill of emotional intelligence in teachers may be effective on stress management, conflict management, effective communication, maintaining the positive educational environment and success in working environment. The teachers in addition to teaching and interacting with the students experience an extensive range of positive and negative emotions. The nature of their job requires that they deal with their emotions and emotions of students, parents, colleagues and managers. Furthermore, the teachers are assumed as the groups that express the highest mental stress at work. In a survey, more than 30% of teachers have assumed their job as a mentally stressful job, and this comment was along with reports of increasing pressure. In fact, mental stress and weak management of emotion was ever one of major reasons for teachers' dissatisfaction with their job and ultimately leaving the job (Siarouchi; Mayer, 2007, translated by Iraj Pad, 2009). Also, there are increasing warnings about teacher's disability rate and dire consequences thereof for schools' educational environment and realization of educational goals. Moreover, the teachers for controlling their emotions (and control of their class) face problems, tend to have students who experience more negative emotions in the class. Lack of emotional intelligence skills seem to be one of the origins of these problems and having emotional intelligence skills for the teachers may establish a more stable, encouraging and productive educational environment; an environment which persuades the positive social interaction, active involvement and educational advancement among the students. One of the variables that have considerable role in better fulfillment of teachers' educational duties is organizational citizenship behavior. The recent studies assume the importance of organizational citizenship behavior necessary for the contemporary organizations. This concept within 20 recent years has been the subject of plenty of researches and its importance is increasing yet. In general, organizational citizenship behavior aids the organizations' efficiency and effectiveness through resources development, innovations and adaptation (Koopman, 2001, p 7). A lot of teachers' behaviors are performed out of the official scope and their duties and beyond it, because professional teaching has no limits and official job description of teachers may not predict all behaviors required for effectiveness and fulfillment of schools goals; effectively dealing with the conditions and requirements applicable on the schools requires the behaviors and efforts beyond what mentioned in the occupational contract. In addition, the heavy and multiple technical-economical, human-social, political, cultural and educational role and duty assigned to the schools transforms them to very important service organization. Public pressures and sensitivities thereto are increased continuously and it has highlighted the necessity of their responding and responsibility. Adopting the variable and transformable educational standards elaborates the high social demands and sensitivities and role and duties of school members particularly the teachers. Meeting the public expectations and appropriate responding the social sensitivities is not possible without expressing the organizational citizenship behavior by the teachers. Considering the applied studies within the recent years in the world and increasing attention to emotional intelligence and its application in the different contexts as well as examination of organizational citizenship behavior as one of the important factors of current organizations effectiveness, no study has been applied so far to consider the status of these variables about the schools teachers, thus the main question of this study is that if any relationship exists between teachers' emotional intelligence and their organizational citizenship behavior in the studied population?

The first reason for its importance is theoretically as well as its effect on the knowledge improvement and advancement in relation to the effect of emotional intelligence on the organizational citizenship behavior, because in the transformed and distressed organizational environment, only those organizations will be optimistic to their durability that benefit from employees with the capability of stimulating and controlling their own and the others' emotions and sensations and use thereof in the relationships with the others. On the other side, the human as the organizational citizen is expected as the employee to behave so that more than role requirements and beyond the official duties serve to the organization and towards its goals. Due to the significance of emotional intelligence in the individuals' mental health and their performance as the citizen in organizations, extensive researches applied within the recent decades on recognition of emotional intelligence topic and organizational citizenship behavior and perception of its aspects which have had useful effects on the employees' mental health and deep understanding of the employees' behavior causes. The third reason is applicability of subject. Whereas this subject is implemented in the education dept, the results of this study provide the important inferences to the competent authorities for applying the maximum capabilities of human resources. Ultimately, considering the significance of this subject in the developed countries due to its impact on such behaviors of employees on the organizational performance, organization effectiveness, customer satisfaction and quality of services etc., it is required to identify the organizational actions which result in expression of such behaviors in employees.

1.1. What is emotional intelligence?

Goleman (1995) believes that in real, we have two active minds; one thinks and the other feels. These two essentially different ways make our mental life by a different action. The rational mind is the same understanding that we are aware thereof, but beside it there is another system for knowing that is an impulsive system or emotional mind. These two rational and emotional minds act coordinately in the most cases. Rational and emotional mind are independent and yet interwoven powers that each one is the result of its particular distinctive activity in the mind. In most cases, these minds have extraordinary coordination with each other; the sensation is necessity of thought and thought is necessity of sensation. When the emotions are excited, this balance is disordered. In such cases, emotional mind is superior and dominated over rational mind (Sobhaninejad, Youzbashi, 2008, p 19). Caruso believes that "it is important to know that emotional intelligence is not against the intelligence", in other word it doesn't show the superiority of emotion (heart) to the intellect (head), but emotional intelligence is the intersection of emotion and intellect (Aghayar&SharifiDaramadi, 2006, p 21). The people who are intelligent emotionally, understand and evaluate their emotional states correctly, and know how and when express their emotions, and consequently may adjust their mood states more effectively. These capabilities by means of specified currents provide the successful confronting. These currents include the precise emotional insight and clarification and often result in more use of social protection (Akbarzadeh, 2004, p 113). The emotion is required for rational thinking. In the relationship between emotions and thought, emotional aspect leads our moment by moment decisions, works with rational mind closely and enables or disables the thought. So, the rational mind has a significant effect on the creation of emotions excluding the moments therein emotions are out of control and emotional mind begins its attack. It means two persons have two different thoughts and intelligence; rational intelligence and emotional intelligence. The both determine what we do in the life, in addition to quotient intelligent, emotional intelligence is significant. In fact, the intelligence may not do its best without emotional intelligence. However, limbic system, new cortex, amygdale and prefrontal cortex complement each other meaning each one of them has full cooperation in life of our thought (SharifiDaramadi, 2007, p 29).

The initial definition of emotional intelligence has been raised for the first time upon cooperation of Peter Salovey, in 1990; emotional intelligence is the emotion information processing that includes correct evaluation of emotions of self and others and proper explanation of emotions and adaptive regulation of emotions that leads to the improvement of live stream (SharifiDaramadi, 2007, p 14). Bar Anne defined the emotional intelligence as a collection of non-cognitive capabilities including the competences and skills demonstrating the individual's capability for success in confronting the environmental pressure (Noly, 2011, p 10). Goleman (1995) states that who know their sensations and are able to recognize the others' sensations may be more effective in their job. He explained five factors for emotional intelligence; self awareness (being aware of self sensations), self control (capability of administrating self sensations and desires), self motivation (sustainability in case of facing the failures), empathy (capability of understanding the others' sensations) and social skills (capability of administrating the others' sensations) (Robbins, Judg, 2008, translated by Arabi&Taghizadeh, 2010, p 208).

1.2. What is organizational citizenship behavior?

Although, organizational citizenship behavior has been used for the first time by Organ *et al* (1983), but before him persons such as "Cats" and "Kahn" differentiating between the role performance and "innovative and spontaneous behaviors" within 1970s and 1980s and before them "Chester Bernard" explaining the concept of "tending to cooperation" in 1938 considered this subject (Podsakoff, Machesney, Pin, Pachrach, 2000, p 513-514). One of the other concepts propounded in organizational citizenship behavior is "employee citizenship behavior" which has been defined as the positive actions of a part of employees for improvement, productivity and integration in working environment beyond the occupational duties (Hudson, 2002, p 70). Organizational citizenship behavior has been defined by Organ in 1998 as follows: a behavior out of individual tendency and will and is not appreciated directly or explicitly through organizational official reward system but causes the promotion of organization's effectiveness performance (Markosy, Exin, 2004, p 1). According to the definition of Organ, the key elements of organizational citizenship behavior include a behavior beyond which described for the organization employees, a type of behavior that is optional and based on the individual will, a behavior that is not followed by a reward directly or is not appreciated by official organizational structure; a behavior that is crucial for the success of organization operation (Castro *et al*, 2004, p 29). Bolino and Turnley believe that organizational citizenship behavior in general include two general states: they may not be strengthened directly and also they are arising out of special and extraordinary efforts that organizations expect from their employees for achieving the success (Bolino&Turnley, 2003, p 60). Organizational citizenship behavior is a tendency and motivation of employees in going beyond the official job requirements for the purpose of helping the others, adapting the individual interests to the organizational interests and having the real interesting in general activities and missions of organization (Korkamz, Arpaki, 2009, p 2432). Despite of increasing attention to

citizenship behaviors, reviewing the literature of this subject, lack of consensus on the dimensions of this concept is cleared. Summary of reviewing the literature shows that almost 30 different types of citizenship behaviors are available and various definitions thereof were presented, but there are a lot of overlaps between them. Net Mir (1997) divided the organizational citizenship behavior into 4 categories: sportsmanship, civic virtues, conscientiousness and altruism. Fareh *et al* (1997) have considered the elements of organizational citizenship behavior in terms of cultural status of China as following items: civic virtues, altruism, conscientiousness, personal mutual interaction, protection of organization resources. In consideration of the foregoing, the most valid categorization for organizational citizenship behavior elements has been presented by Organ which is used in the different researches. These elements include civic virtues, altruism, conscientiousness, sportsmanship and courtesy (Moghimi, 2006, p 175-177).

Moghadami *et al* (2010) in a study have considered the effect of emotional intelligence elements on the prediction of employees' organizational citizenship behavior. The results extracted from data analysis indicate a significant association between managers' emotional intelligence and employees' organizational citizenship behavior. Furthermore, all emotional intelligence elements have significant relationship with organizational citizenship behavior. Noli (2011) in a study titled "Dependence of emotional intelligence and organizational citizenship behavior" concluded that these two concepts have direct relationship with each other. This study specifies the nature of relationship between emotional intelligence and organizational citizenship behavior. Abraham, Yousmann (2009) in a research studied on the relationship between emotional intelligence, duty performance and organizational citizenship behavior. The results indicated a positive and significant association between emotional intelligence and working consequences of employees. Also there is a significant relationship between emotional intelligence and two dimensions of organizational citizenship behavior (altruism, participation). Saathoff (2009) in his study with the subject of "how emotional intelligence affects the employees' organizational citizenship behavior" concluded that the cranky manager will impose harmful impacts on the employees' job satisfaction which result in distancing from goals of organizational citizenship behavior. Korkamz, Arpaki (2009) in their study studied on the relationship between organizational citizenship behavior and emotional intelligence. Summary of this study indicated that emotional intelligence has a significant association with consciousness, righteousness, and friendly behaviors. Moreover, there is a positive and significant relationship between emotional intelligence and organizational citizenship behavior. Solan (2008) in a research with the subject of association between emotional intelligence, realistic leadership and organizational citizenship behavior indicated an insignificant association between emotional intelligence and organizational citizenship behavior and estimation of managerial sensations (Mayer-Salovey-Caruso Emotional Intelligence Test) MSCEIT for 19% of variance of total organizational citizenship behavior. Mod Esir, Singh (2008) studied on the relationship between emotional intelligence and transformational leadership and organizational citizenship behavior. The results indicated two factors of organizational citizenship behavior including participation and altruism are affected by leaders' emotional intelligence. Harmer (2007) in a study on association between emotional intelligence and intellectuality with organizational citizenship behavior between 60 Australian workers (38 women and 20 men and two participators didn't declare their gender) concluded that a positive and significant association exists between emotional intelligence and organizational citizenship behavior. Ultimately, Refler (2004) in his study investigated the effect of managers' emotional intelligence on the trust and citizenship behavior of subordinates. Summary of this study indicated that the managers with high emotional intelligence had employees who expressed a high organizational citizenship behavior. Considering the explained contents about emotional intelligence and its relationship with organizational citizenship behavior and significance of relationship between them in promotion of teachers' behavior level, the following hypotheses may be raised:

2. Hypotheses:

2.1. Main hypotheses:

A significant relationship exists between emotional intelligence and organizational citizenship behavior of high school teachers in Babol.

2.2. Secondary hypotheses:

- 1- A significant relationship exists between emotional intelligence and civic virtue factor of organizational citizenship behavior.
- 2- A significant relationship exists between emotional intelligence and altruism factor of organizational citizenship behavior.
- 3- A significant relationship exists between emotional intelligence and conscientiousness factor of organizational citizenship behavior.
- 4- A significant relationship exists between emotional intelligence and personal mutual coordination factor of organizational citizenship behavior.

- 5- A significant relationship exists between emotional intelligence and organization resources protection factor of organizational citizenship behavior.
- 6- A significant relationship exists between emotional intelligence and sportsmanship factor of organizational citizenship behavior.
- 7- A significant relationship exists between emotional intelligence and courtesy factor of organizational citizenship behavior.

MATERIALS AND METHODS

The population of this study consists of high school teachers equal to 1070 persons. Multistage cluster random sampling was used to divide Babol into four north, south, east and west regions. According to Morgan table, the suitable sample size for this population (1070) was 285. Considering the population capacity and teachers' cooperation, the researcher randomly selected 250 teachers employed in education dept as sample. The questionnaires were distributed among the sample out of which 216 ones were rejected and 202 one were usable, therefore the sample was consisted of 202 persons.

Emotional intelligence questionnaire of Siberia or Shrink: Siberia-Shrinkemotional intelligence test is one of used tools which have been drafted as 5-point Likert scale. 33 questions have been considered for this purpose and are related to emotional intelligence factors, the score of each one was calculated separately. These elements including self awareness, self control, self motivation, empathy and social skills. Organizational citizenship behavior questionnaire: this questionnaire has been offered according to the elements of organizational citizenship behavior by Organ which has been designed for assessment of organizational citizenship behavior in cultural status of USA, as well as organizational citizenship behavior elements presented by Fareh *et al* for Chinese culture and so created a combinational conceptual model that three common elements of two said models and four other elements form the elements of new conceptual model. These elements include civic virtues, altruism, conscientiousness, sportsmanship, courtesy, personal mutual coordination and organization resources protection. This questionnaire has been set based on 4-point Likert scale (Moghimi, Ramezan, 2011, p 115).

Reliability of emotional intelligence questionnaire: This questionnaire of Mansouri (2001) to determine the reliability has calculated the internal consistency of responses by means of Cronbach's alpha coefficient. Total reliability of test is 0.84. In this study, Cronbach's alpha has been calculated equal to 0.75. Reliability of organizational citizenship behavior questionnaire: combinational questionnaire was designed and executed by Moghimi (2005) considering the cultural conditions of state organizations and approved with Cronbach's alpha 0.94. In this study Cronbach's alpha coefficient has been calculated equal to 0.90.

Results:

Main hypothesis: A significant relationship exists between emotional intelligence and organizational citizenship behavior of high school teachers in Babol.

Table 1: Summary of Spearman test, relationship between emotional intelligence and organizational citizenship behavior.

Variable	Mean value	Standard deviation	Spearman <i>r</i> statistic	Significance level
Emotional intelligence	83.02	11.06	0.546	p<0.001
Organizational citizenship behavior	89.24	7.93		

As reported in the above table, significance level of *r* statistic Spearman correlation coefficient is lower than 0.001 and this value is lower than 0.05, therefore hypothesis 0 indicating no correlation is rejected with 95% certainty. Thus, significant correlation exists between emotional intelligence and organizational citizenship behavior and considering the sign of obtained coefficient, relationship between two variables in the studied sample group is positive.

First secondary hypothesis: A significant relationship exists between emotional intelligence and civic virtue factor of organizational citizenship behavior.

Table 2: Summary of Spearman test, relationship between emotional intelligence and civic virtue factor of organizational citizenship behavior.

Variable	Mean value	Standard deviation	Spearman <i>r</i> statistic	Significance level
Emotional intelligence	83.02	11.06	0.636	p<0.001
Civic virtues	13.2	1.16		

As reported in the above table, significance level of *r* statistic Spearman correlation coefficient is lower than 0.001 and this value is lower than 0.05, therefore hypothesis 0 indicating no correlation is rejected with 95% certainty. Thus, significant correlation exists between emotional intelligence and civic virtues factor of

organizational citizenship behavior and considering the sign of obtained coefficient, relationship between two variables in the studied sample group is positive.

Second secondary hypothesis: A significant relationship exists between emotional intelligence and altruism factor of organizational citizenship behavior.

Table 3: Summary of Spearman test, relationship between emotional intelligence and altruism factor of organizational citizenship behavior.

Variable	Mean value	Standard deviation	Spearman <i>r</i> statistic	Significance level
Emotional intelligence	83.02	11.06	0.504	p<0.001
Altruism	11.88	1.88		

As reported in the above table, significance level of *r* statistic Spearman correlation coefficient is lower than 0.001 and this value is lower than 0.05, therefore hypothesis 0 indicating no correlation is rejected with 95% certainty. Thus, significant correlation exists between emotional intelligence and altruism factor of organizational citizenship behavior and considering the sign of obtained coefficient, relationship between two variables in the studied sample group is positive.

Third secondary hypothesis: A significant relationship exists between emotional intelligence and conscientiousness factor of organizational citizenship behavior.

Table 4: Summary of Spearman test, relationship between emotional intelligence and conscientiousness factor of organizational citizenship behavior.

Variable	Mean value	Standard deviation	Spearman <i>r</i> statistic	Significance level
Emotional intelligence	83.02	11.06	0.45	p<0.001
Conscientiousness	13.78	1.63		

As reported in the above table, significance level of *r* statistic Spearman correlation coefficient is lower than 0.001 and this value is lower than 0.05, therefore hypothesis 0 indicating no correlation is rejected with 95% certainty. Thus, significant correlation exists between emotional intelligence and conscientiousness factor of organizational citizenship behavior and considering the sign of obtained coefficient, relationship between two variables in the studied sample group is positive.

Fourth secondary hypothesis: A significant relationship exists between emotional intelligence and personal mutual coordination factor of organizational citizenship behavior.

Table 5: Summary of Spearman test, relationship between emotional intelligence and personal mutual coordination factor of organizational citizenship behavior.

Variable	Mean value	Standard deviation	Spearman <i>r</i> statistic	Significance level
Emotional intelligence	83.02	11.06	0.575	p<0.001
Personal mutual coordination	12.09	1.49		

As reported in the above table, significance level of *r* statistic Spearman correlation coefficient is lower than 0.001 and this value is lower than 0.05, therefore hypothesis 0 indicating no correlation is rejected with 95% certainty. Thus, significant correlation exists between emotional intelligence and personal mutual coordination factor of organizational citizenship behavior and considering the sign of obtained coefficient, relationship between two variables in the studied sample group is positive.

Fifth secondary hypothesis: A significant relationship exists between emotional intelligence and organization resources protection factor of organizational citizenship behavior.

Table 6: Summary of Spearman test, relationship between emotional intelligence and organization resources protection factor of organizational citizenship behavior.

Variable	Mean value	Standard deviation	Spearman <i>r</i> statistic	Significance level
Emotional intelligence	83.02	11.06	0.504	p<0.001
Organization resources protection	8.09	1.43		

As reported in the above table, significance level of *r* statistic Spearman correlation coefficient is lower than 0.001 and this value is lower than 0.05, therefore hypothesis 0 indicating no correlation is rejected with 95% certainty. Thus, significant correlation exists between emotional intelligence and organization resources protection factor of organizational citizenship behavior and considering the sign of obtained coefficient, relationship between two variables in the studied sample group is positive.

Sixth secondary hypothesis: A significant relationship exists between emotional intelligence and sportsmanship factor of organizational citizenship behavior.

As reported in the above table, significance level of r statistic Spearman correlation coefficient is lower than 0.001 and this value is lower than 0.05, therefore hypothesis 0 indicating no correlation is rejected with 95% certainty. Thus, significant correlation exists between emotional intelligence and sportsmanship factor of organizational citizenship behavior and considering the sign of obtained coefficient, relationship between two variables in the studied sample group is positive.

Table 7: Summary of Spearman test, relationship between emotional intelligence and sportsmanship factor of organizational citizenship behavior.

Variable	Mean value	Standard deviation	Spearman r statistic	Significance level
Emotional intelligence	83.02	11.06	0.534	p<0.001
Sportsmanship	8.05	1.41		

Seventh secondary hypothesis: A significant relationship exists between emotional intelligence and courtesy factor of organizational citizenship behavior.

Table 8: Summary of Spearman test, relationship between emotional intelligence and courtesy factor of organizational citizenship behavior.

Variable	Mean value	Standard deviation	Spearman r statistic	Significance level
Emotional intelligence	83.02	11.06	0.561	p<0.001
Courtesy	11.84	1.74		

As reported in the above table, significance level of r statistic Spearman correlation coefficient is lower than 0.001 and this value is lower than 0.05, therefore hypothesis 0 indicating no correlation is rejected with 95% certainty. Thus, significant correlation exists between emotional intelligence and courtesy factor of organizational citizenship behavior and considering the sign of obtained coefficient, relationship between two variables in the studied sample group is positive.

Conclusion:

In consideration of the conditions applicable on the schools currently, certainly for appropriate facing the social sensitivities, various demands and challenges which involved the schools, applying different reforms is necessary, in the meanwhile, the teacher is the most important and major factor that guarantees its success. Teacher's effective function in such conditions is dependent to the teachers' effort; an effort that is not taken in the specified framework and bordering but gets beyond it. The current schools may not specify their goals completely and quickly only through the canal of teacher's official duties. Accordingly, we must accept teacher's organizational citizenship behavior is defined for the schools that continuous effectiveness is assumed as their permanent concerns. Emotional intelligence affects the performance of individuals, groups and ultimately the schools. The individuals with higher emotional intelligence acts more successful in the situations requiring social flexibility and effectiveness. They have lower vulnerability than the others and also transformational commitments and characteristics level in such teachers is higher. Organizational citizenship behavior as one of the new concepts of organizational behavior management that focuses on the extra-role behavior of teachers is determinant in organizational process and transformation of organizational environment to a dynamic and efficient environment. The summary of study in the studied population revealed the importance of considering the emotional intelligence topic and utilization thereof for increasing the organizational citizenship behavior expression by the teachers and ultimately accessing the effective performance of schools, because today the schools require teachers that show sacrifice and dedication for progress of its goals; in other word, who express higher organizational citizenship behavior. Teacher's recognition of his/her and the others' emotions and excitements and use of excitements for facilitating the thought and diagnosing the cause of such excitements and their appropriate control and management avoids plenty of problems in relations with the colleagues and students. In such event, teacher has higher energy for appropriate performance and focus on fulfillment of job duties. Emotional intelligence has a considerable effect in promotion of organizational citizenship behavior of individuals particularly on the specific behaviors such as conscientiousness and altruism. So, the schools must signify the emotional intelligence for achieving the positive results such as organizational citizenship behavior. Also, this study shows the considerable impact of teachers' emotional intelligence in working environment on employees citizenship behavior. Schools can benefit from this knowledge in their favor and by persuading the emotional intelligence, promote the purposeful behavior of their organization. Individuals with high emotional intelligence have the capability of recognizing their sensations and perception of their impact, identification of themselves' strengths and limitations, and also more appropriate understanding of individual values and capabilities. High emotional intelligence strengthens the accuracy in self-evaluation in them so that they cause the development of appropriate communications with the others, appropriate control of behavior, comfort with working conditions and consequently promotion of extra-role and citizenship behaviors in organization. In other word, who is aware of his spirits and emotions has more capability for use of internal and individual

characteristics in the positive behavioral interactions for training the job and achieving the organization goals. Emotional intelligence may increase the altruistic behavior, because whereas emotional intelligence helps the teachers to recognize and perceive their colleagues' emotions and subsequently express more suitable response than employees who have lower emotional intelligence. Altruism is referred to the profitable and useful behaviors such as intimacy, empathy and sympathy between the colleagues that helps the employees involved in problems directly and indirectly. Behaviors such as voluntary aid to new colleagues with working problems, voluntary help to employees with heavy workload and who were absent. There is a connection between empathy and altruism. Altogether, whatever the employee has more skill in recognition of his/her emotions, sensations and needs is more capable to recognize the emotions, sensations and needs of his/her counter party and it will help her/him in interpersonal relations. Ultimately, whatever the employees' emotional capabilities are increased in individual and social dimensions will be followed by promotion of extra-role behaviors in the organization.

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