Teachers' Emotional Intelligence and its Effect on Organizational Citizenship Behavior at Secondary level

¹Muhammad Akram Fani -Email- akramfanim@gmail.com
²Zahid Muhammad Sharif -Email- zahidmsharif@gmail.com
³Muhammad Tahir -Email- Tahirmahar1980@gmail.com
⁴Rizwan Ali -Email- rizwan.ali0408@gmail.com
⁵Mudassar Hussain Zahid -Email- mhzeehashmi@gmail.com
¹Ph.D Scholar at Lahore Leads University, Lahore
²Ph.D Scholar at University of Management and Technology, Lahore
³Ph.D Scholar at Lahore Leads University, Lahore
⁴Ph.D Scholar at Lahore Leads University, Lahore
⁵Ph.D Scholar at Lahore Leads University, Lahore

Abstract

This study aimed to investigate the relationship between emotional intelligence and organizational citizenship behavior among secondary school teachers in Punjab, Pakistan. Adopting a descriptive-correlational design within a quantitative framework, and guided by the positivist paradigm, the research employed a multi-stage random sampling technique to select participants. The final sample consisted of 306 male and female secondary school teachers. Data were gathered using two structured, closed-ended questionnaires, and a pilot study was conducted beforehand to ensure the validity and reliability of the instruments. The collected data were analyzed through Pearson correlation, independent samples t-test and linear regression. The results revealed a significant positive association between emotional intelligence and organizational citizenship behavior among teachers. Moreover, findings indicated that male and female teachers differed in their average emotional intelligence scores. Regression analysis further confirmed that emotional intelligence was a strong predictor of teachers' organizational citizenship behavior at the secondary school level. The study concludes that the enhancement of teachers' emotional intelligence is crucial, as it substantially contributes to improving their organizational citizenship behavior, thereby strengthening the overall school climate and professional effectiveness.

Key Words: Emotional Intelligence, Organizational Citizenship Behavior, Secondary School Teachers

Introduction

It is not sufficient for teachers to rely solely on academic knowledge; developing emotional intelligence is equally vital. Emotional intelligence reflects an educator's ability to perceive, understand, and manage emotions both their own and those of others thereby fostering deeper interpersonal understanding. Research has consistently demonstrated that emotional intelligence forms the foundation for positive relationships and effective functioning within the school environment (Hargraves, 2017; Maamari & Majdalani, 2019). Specifically, it has been shown to contribute to a wide range of benefits, including enhanced professional performance (Cejudo & López-Delgado, 2017), improvement in teaching quality and the overall learning experience (Allen et al., 2014), better academic achievement among students (Becker et al., 2014), greater job satisfaction for teachers (Cejudo & López-Delgado, 2017), and significant reduction of occupational stress and prevention of burnout (Subalakshmi et al., 2019). Moreover, emotional intelligence plays a critical role in establishing and maintaining healthy interpersonal relationships within the educational context, which are essential for a supportive and collaborative school climate (Yin et al., 2013).

According to Karasneh and Al-Momani (2020), emotional intelligence is a personal attribute that equips individuals with the capacity to process complex and multifaceted information about themselves and others. This ability enables them to navigate social interactions more effectively by fostering a deeper understanding of how people think, feel, and behave (Perkasa et al., 2020). Individuals with higher levels of emotional intelligence are better positioned to regulate their own emotions, engage in constructive and productive activities, and cultivate strong and meaningful interpersonal relationships (Shakoor et al., 2021). Moreover, a person with a high emotional intelligence quotient is capable of accurately interpreting subtle emotional cues and underlying feelings that emerge in different interactions. Such individuals can also exercise significant control over both their own emotional responses and the emotions of others, thereby facilitating healthier communication and more effective social exchanges (Blaik-Hourani et al., 2020).

Within any organization, employees are engaged in continuous interaction with one another, and emotions inevitably play a central role in shaping these interactions. Since emotion underlies all forms of human behavior, effective communication requires more than just basic exchanges of information; it demands the ability to recognize and regulate one's own emotions, as well as understand and respond to the emotions of others. This competency, commonly referred to as emotional intelligence, is considered essential for meaningful and productive human communication (Radosavljević et al., 2020). For example, a manager who is mindful of his own emotional state is better positioned to manage relationships with subordinates in a constructive and supportive manner. Similarly, individuals who demonstrate greater awareness of their emotional experiences are generally more capable of expressing their feelings clearly, which allows colleagues to better interpret, understand, and respond to them, thereby fostering stronger collaboration and workplace harmony (Poornima et al., 2020).

Organizational citizenship behavior refers to the voluntary actions of individuals that are carried out without expecting rewards or external incentives. Such behavior is considered appropriate, flexible, and ultimately contributes to the smooth and efficient functioning of the organization. Key aspects of this behavior include the willingness to work for the collective success of the organization and the readiness to help others, such as

through altruism (Perkasa et al., 2020). Employees who demonstrate organizational citizenship behavior bring advantages to the organization, often without creating extra indirect costs (Abbas, 2020). Research has shown that organizational citizenship behavior (OCB) plays a vital role in enhancing innovation and raising the overall quality of organizational performance (Harry-Gnanarajan & Kengatharan, 2022). It fosters higher levels of job satisfaction, promotes both psychological and physical well-being, and contributes to employee retention. In addition, OCB encourages service-oriented behaviors by facilitating the exchange of knowledge and information within the workplace (De-Geus et al., 2020). Another important aspect of OCB is its ability to reduce costs related to supervision, training, and crisis management. By lessening the need for excessive oversight, employees' voluntary and constructive contributions allow managers to focus on critical organizational priorities. At the same time, OCB motivates employees to provide meaningful feedback that can support long-term growth and sustainability (Meniado, 2021). Overall, organizational citizenship behaviors are fundamental to achieving greater levels of organizational efficiency, effectiveness, and quality, making them essential to the long-term success and adaptability of organizations (Safdar et al., 2020).

One of the key elements in driving school improvement and overall effectiveness is the presence of committed and emotionally resilient teachers. To build a culture of enthusiasm, accountability, and collective responsibility within an educational institution, it is essential to identify and encourage behaviors and values that give rise to Organizational Citizenship Behaviors (OCBs). OCBs are discretionary, extra-role actions that go beyond formal job requirements yet bring significant benefits to both the employees and the organization as a whole (Hazzi, 2018; Organ, 2018; Somech & Oplatka, 2015). Within the teaching profession, such behaviors may include organizing extracurricular programs without receiving extra financial rewards or offering personalized support to struggling students outside of regular classroom hours. Equally important is the role of teachers' emotional intelligence (EI), which strengthens their capacity to maintain emotional resilience when confronted with challenges in the classroom. Salovey and Mayer (1990) define EI as the ability to perceive, monitor, and differentiate one's own emotions as well as the emotions of others, and to apply this understanding in guiding thought processes and behaviors. High levels of EI are strongly associated with effective interpersonal communication, the development of positive professional relationships, healthy social interactions, and overall social competence (Bracket et al., 2006). In the educational context, teachers who consistently exhibit strong OCBs alongside high emotional intelligence contribute to creating harmonious, efficient, and effective school environments. As Somech and Oplatka (2015) argue, these qualities significantly enhance both the congruence and the productivity of educational institutions.

Literature Review

Fernandez-Abascal and Martin-Diaz (2015) describe emotional intelligence (EI) as the capacity to perceive value, regulate, and evaluate one's emotions, a view further supported by Vesely and colleagues (2013). In a more precise sense, EI involves the ability to recognize both one's own emotions and those of others, to differentiate among them, and to apply this emotional awareness in guiding thought processes and decision-making (Gong et al., 2019; Serrat, 2017). Pekaar et al. (2017) expand this definition by framing EI as the skill or inclination to utilize knowledge of emotional processes for the regulation of both social interactions and emotional behavior. The interconnection between EI and

organizational citizenship behavior (OCB) is particularly important, as together they can generate a wide range of positive behavioral outcomes essential for organizational growth and effectiveness. Udayar et al. (2020) emphasize that EI has a direct impact on individual and organizational performance, making it a key factor in providing employees with a distinct competitive advantage in the workplace. Consequently, it becomes imperative for both leaders and subordinates to develop and apply professional strategies for managing emotions effectively within organizational settings. By doing so, they not only enhance workplace harmony but also contribute to higher levels of efficiency, collaboration, and overall organizational success.

Organizational Citizenship Behaviors (OCBs) refer to voluntary actions performed by individuals that extend beyond their formal job responsibilities. While these behaviors are not directly tied to official reward systems or incentive structures, they play a vital role in promoting the long-term success of an organization (Organ, 2018; Somech & Oplatka, 2015). Such actions, when noticed and appreciated within the workplace, contribute to maintaining and enhancing the social and psychological environment necessary for organizational growth and effectiveness (Pickford & Joy, 2016). Moreover, OCBs are instrumental in building and sustaining social capital, as they strengthen trust, collaboration, and mutual support among members of the organization. These behaviors also foster a cooperative culture that leads to higher levels of efficiency and productivity. As a result, OCBs significantly elevate overall organizational performance, ensuring not only the achievement of immediate goals but also the long-term sustainability and competitiveness of the institution (Mallick et al., 2014; Wei, 2014).

Organizational Citizenship Behavior (OCB) can be understood through several distinct dimensions or categories, each reflecting different forms of voluntary, extra-role contributions. One such dimension is courtesy, which involves proactive efforts to prevent problems for colleagues for example, keeping others informed or taking steps to minimize potential conflicts in the workplace. Another category is generalized compliance, which refers to impersonal but principled behaviors, such as adhering to organizational rules and policies even when they are not being closely monitored. A third important dimension is altruism, which entails offering direct assistance to coworkers, such as providing support to those who are struggling with tasks or responsibilities. According to Pickford and Joy (2016), these categories collectively contribute to organizational efficiency by reducing the demand for constant supervision, extensive training, and reactive crisis management. Sportsmanship is another form of OCB, characterized by an employee's ability to tolerate minor inconveniences or frustrations without complaining, thus allowing both themselves and others to remain focused on more critical tasks. This, in turn, supports the organization in maintaining smooth operations and consistent effectiveness. Finally, civic virtue represents employees' constructive involvement in organizational governance and decision-making processes. By offering useful suggestions or engaging in discussions about organizational improvement, employees practicing civic virtue help reduce costs and promote more sustainable, well-informed management practices. Together, these dimensions of OCB form a comprehensive framework of voluntary behaviors that not only enhance interpersonal relationships but also strengthen organizational performance and long-term stability.

Research suggests that emotional intelligence (EI) can have a stronger impact on performance outcomes than an individual's cognitive intelligence or IQ (Burcea & Sabie,

2020). In fact, EI is considered a far more significant factor in distinguishing and evaluating high-performing individuals, often proving to be a better indicator of success than purely academic achievements (Uraz & Arhan, 2020). Duong et al. (2020) further highlight that while ability and intelligence contribute to individual performance, they are only part of a broader range of determinants. Their findings emphasize that higher levels of EI, alongside these traditional factors, play an equally vital role in enhancing employee effectiveness within organizational contexts. Employees with well-developed emotional intelligence not only manage their own emotions effectively but also navigate interpersonal relationships skillfully, which enables them to adapt better to workplace challenges. As a result, individuals who score highly on EI assessments are often perceived as more competent in their roles, displaying stronger collaboration, communication, and problem-solving abilities. These qualities not only elevate their individual job performance but also allow them to make significant contributions to organizational success. Moreover, their capacity to engage in Organizational Citizenship Behaviors (OCBs) further strengthens the organization by fostering cooperation, innovation, and long-term growth.

Task performance has been found to be strongly associated with an individual's ability to recognize, regulate, and make constructive use of their emotions, which not only enhances productivity but also minimizes the likelihood of engaging in counterproductive work behaviors (Hwang et al., 2022; Khan & Abbas, 2022). Dirican and Erdil (2020) argue that the same factors that drive individuals to manage their emotions effectively also serve as motivators for engaging in Organizational Citizenship Behaviors (OCBs), since both are closely tied to the quality of interpersonal interactions within the workplace. Employees who demonstrate strong emotional regulation skills tend to use more effective coping strategies when facing challenges, which in turn contribute to higher levels of happiness, resilience, and stronger social networks. Such individuals are also more capable of maintaining positive and diverse workplace relationships. Furthermore, emotional stability makes employees more empathetic and considerate toward others (Coll et al., 2020). Because of their ability to manage their own behavior, they are less likely to engage in conflicts, disputes, or disruptive interactions with colleagues (Xie et al., 2022). Ultimately, this combination of emotional regulation, empathy, and constructive behavior fosters a more harmonious and productive organizational environment.

Individuals with higher levels of emotional intelligence (EI) are more adept at recognizing, understanding, and responding appropriately to both the formal rules and the informal norms that govern workplace behavior. Such employees demonstrate heightened sensitivity to the needs and dynamics of their organizational environment. As a result, they are more likely to engage consistently in Organizational Citizenship Behaviors (OCBs), which contribute to the overall stability and effectiveness of the organization (Kim & Park, 2020). Research in this area consistently shows that employees with strong EI not only achieve higher levels of job performance but also experience greater job satisfaction. Their ability to navigate emotional and social dynamics enables them to foster positive relationships and contribute to improving organizational profitability. Furthermore, EI plays a crucial role in maintaining workplace harmony. Studies indicate that higher EI significantly reduces the frequency of conflicts and disputes among employees, thereby supporting a more collaborative and peaceful work atmosphere (Makkar & Basu, 2019). The broader implications of EI extend beyond workplace performance. According to the systematic literature review by Kotsou et al. (2019), EI exerts a meaningful influence on

individuals' overall well-being, the quality of their relationships, and their success across academic and professional domains. This highlights EI as a critical factor not only for personal development but also for sustaining organizational success and social cohesion.

A high degree of emotional intelligence (EI) reflects not only strong personal and interpersonal skills but also a heightened level of situational and organizational awareness. This awareness encompasses an understanding of the organization's goals as well as insight into the behaviors and strategies necessary to achieve them effectively. Employees with elevated EI often demonstrate empathy toward their institution, which fosters a collective mindset and promotes alignment with organizational objectives. Over time, this shared perspective translates into constructive actions that directly benefit the organization (Deng et al., 2022). In another line of inquiry, Zeidan (2020) examined the issue of turnover intentions by questioning the importance of understanding individual characteristics in predicting employees' likelihood of leaving their jobs. Drawing upon a meta-analysis, he explored how personality traits—such as agreeableness, extraversion, integrity, openness to experience, and emotional stability—affect turnover tendencies. The study ultimately concluded that while various personality traits contribute to turnover intentions, emotional stability and consistency play the most critical roles. In other words, employees who exhibit emotional steadiness and reliability are less likely to consider leaving their jobs, underscoring the importance of EI and related traits in fostering long-term organizational commitment and reducing workforce instability. It tends to be contended that workers with high EI are in a superior situation to grasp their sentiments and respond in a considerably more mindful manner than representatives with a low EI because of their capacity to change from a negative to a positive state of mind. In a similar vein, this enables them to maintain their upbeat outlook. They are bound to be taken part in sure optional ways of behaving even by going past their conventional work necessities that advance adequacy in authoritative working.

The role and impact of emotional intelligence (EI) have been extensively studied for decades, with findings often varying depending on the specific context and influencing variables. Research by Fernandez-Abascal and Martin-Diaz (2015) highlights that EI significantly contributes to the improvement of teachers' overall well-being, including their mental, physical, and emotional health (Mitchell et al., 2014). Beyond personal benefits, EI also equips educators with essential skills that support students' mental healths, enhance teachers' professional success, and ultimately lead to improved student learning outcomes (Vesely et al., 2013). School leadership also benefits greatly from EI. Studies have shown that school leaders with higher levels of EI can positively influence teachers' job satisfaction and workplace experiences (Wong et al., 2010). Similarly, teachers with elevated EI are more likely to demonstrate higher levels of efficacy and achieve greater success in their instructional roles (Ghanizadeh & Moafian, 2010; Kocoglu, 2011). Furthermore, EI has been linked to promoting students' academic achievement by strengthening their self-perception of ability and boosting self-confidence (Curci et al., 2014). Gutierrez-Moret et al. also emphasize that EI plays an important role in enhancing workplace productivity, motivation, behavior, and job satisfaction across various contexts. However, studies indicate that the relationship between EI, cognitive ability, and job performance can differ depending on circumstances. While some research confirms a clear connection (Mohammad & Jais, 2016; O'Boyle et al., 2010; Pekaar et al., 2017), other studies suggest that EI's effects may not always be consistent across all settings. From a leadership

perspective, Issah (2018) argues that EI enables leaders to exercise more effective leadership by improving their ability to engage with employees, build trust, foster commitment, and strengthen professional relationships. This, in turn, leads to higher levels of employee satisfaction and retention. Finally, Fernandez-Abascal and Martin-Diaz (2019) underscore the role of EI in nurturing empathy, which further enhances interpersonal understanding and organizational harmony.

Emotional intelligence (EI) does not directly influence organizational efficiency; rather, its effects are mediated through informal social processes such as Organizational Citizenship Behaviors (OCBs). Turnipseed and Vandewaa (2012) emphasize that employees with higher levels of EI are more likely to engage in altruistic behaviors, such as assisting colleagues, and are generally more adaptable to diverse organizational contexts. Individuals who possess strong emotional awareness and understanding are also less likely to disregard or violate organizational rules and norms. In addition, employees with high EI tend to exhibit stronger interpersonal and communication skills, which allow them to navigate workplace interactions more effectively. Their heightened social awareness makes them particularly sensitive to the complexities of workplace relationships, enabling them to foster collaboration and cohesion. As a result, they are more inclined to participate in OCBs that enhance organizational functioning. Ultimately, Turnipseed and Vandewaa (2012) argue that individuals who can accurately assess and regulate their emotions are better positioned to contribute to the achievement of desired organizational goals, as their behavior supports both the social fabric and the performance outcomes of the institution.

Research conducted across different contexts has consistently demonstrated a positive association between emotional intelligence (EI) and organizational citizenship behavior (OCB) (Bighami et al., 2013; Chehrazi et al., 2014). Turnipseed (2017) explored this connection in more depth and found that three specific dimensions of EI namely the ability to perceive, understand, and regulate emotions had significant positive effects on both OCB directed toward individuals (OCB-I) and OCB directed toward organizations (OCB-O). Interestingly, the dimension of utilizing emotions did not show any measurable impact on OCB. Miao et al. (2017) extended this line of inquiry by examining how the influence of EI on OCB varies across different industries. Their findings revealed that the relationship between EI and OCB is particularly strong in professions that demand high levels of emotional labor, such as the service and healthcare sectors, compared to industries where emotional engagement is less central. More recently, Miao et al. (2020) identified cultural context as another key factor shaping this relationship. They concluded that the positive link between EI and OCB is more pronounced in long-term oriented and high-constraint societies, where social harmony, commitment, and adherence to collective values are emphasized. Together, these studies highlight not only the robust connection between EI and OCB but also the importance of situational and cultural factors in determining the strength and nature of this relationship.

Research Objectives

The study's research goals were as follows to
1. Investigate the association between teachers' EI and OCB at the secondary level.
2. To compare gender and teaching experience differences in EI and OCB.
3. Investigate the impact of teachers' EI on OCB at the secondary level.

Research Questions

The following were the study's research questions:

1. What is association between teachers' EI and OCB at the secondary level?
2. What are gender and teaching experience differences in EI and OCB?
3. What is impact of teachers' EI on OCB at the secondary level?

Research Methodology

The present study was conducted within the framework of the positivist paradigm and adopted a descriptive correlational research design. The research was quantitative and non-experimental in nature, relying on a cross-sectional survey method for data collection. The target population consisted of all secondary school teachers in Punjab, which, according to the School Education Department (2016), included 61,762 teachers (32,986 males and 28,776 females) employed in 7,084 secondary schools (3,739 for boys and 3,345 for girls) across the province's 36 districts. To ensure representativeness, a multi-stage random sampling strategy was applied. In the present study, the participants were selected through a process of random sampling from within this larger population (Ali et al., 2025; Bibi et al., 2025; Muhammad et al., 2023; Muhammad et al., 2023; Siddique et al., 2021; Siddique et al., 2022; Siddique et al., 2023; Siddique et al., 2025; Taseer, 2023; Zahid eta l., 2025). At the first stage, Punjab was divided into three geographical zones north, central, and south and one district was randomly selected from each zone. The chosen districts were Gujranwala (north), Sahiwal (central), and Rahim Yar Khan (south). In the second stage, 20 public secondary schools were randomly selected from each district, with equal representation from boys' and girls' schools (10 of each per district). At the final stage, all teachers working at the secondary level in these 60 schools were included in the sample. This procedure resulted in a total sample size of 306 teachers. For data collection, the researcher employed two self-report instruments that had been previously adapted and validated in the Pakistani context (Ali et al., 2021; Bibi et al., 2021; Siddique, 2016, 2020a, 2020b, 2021; Taseer et al., 2020). The first tool was the Emotional Quotient Inventory Short Form (Bar-On, 2002), designed to assess teachers' emotional intelligence (EI). This instrument used a five-point Likert scale and measured six dimensions: interpersonal skills, intrapersonal skills, stress management, adaptability, self-motivation, and making a good first impression. The reliability of this scale was confirmed with a Cronbach's alpha value of .92. The second tool was a five-point Likert-type scale developed by Konovsky and Organ (1996) to measure Organizational Citizenship Behavior (OCB). This instrument evaluated five components of OCB: altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. Data collection was carried out personally by the researcher through visits to the selected schools. For data analysis, a range of inferential statistical techniques were employed, including the Pearson product-moment correlation coefficient, independent samples t-test, and linear regression, in order to examine relationships, differences, and patterns within the data.

Results

Table 1:   _Correlation between Teachers' EI and OCB_

Variables	N	_r_-value	_Sig._
Emotional Intelligence and Organizational Citizenship Behavior	306	.754**	.000

** $p < .001$ (2-tailed)

The results presented in Table 1 indicate a statistically significant association between teachers' emotional intelligence (EI) and their organizational citizenship behavior (OCB). The correlation coefficient was found to be *r* = .754, which demonstrates a strong positive relationship between the two variables. This means that as teachers' levels of emotional intelligence increase, their tendency to display organizational citizenship behaviors also rises. The relationship was observed in a sample of 306 teachers, and the significance level (*p* < .001) confirms that the likelihood of this finding occurring by chance is extremely low. Hence, the evidence strongly supports the view that emotional intelligence plays an important role in shaping and enhancing teachers' engagement in organizational citizenship behaviors.

Table 2: *Gender Wise Comparison in Teachers' EI and OCB*

Variables	Gender	N	Mean	SD	t	df	P
Emotional Intelligence	Male	167	137.8802	18.84234	3.913	274.356	.001
	Female	139	128.6547	21.84654			
Organizational Citizenship Behavior	Male	167	29.4192	5.67634	3.973	304	.084
	Female	139	26.8921	5.37127			

Table 2 reports the results of the statistical analysis carried out using an independent samples t-test, which was applied to investigate whether there were differences in the mean scores of emotional intelligence (EI) and organizational citizenship behavior (OCB) among teachers on the basis of their gender. The analysis revealed that a statistically significant difference existed between male and female teachers in relation to their emotional intelligence, with the level of significance reaching *p* = .05. This finding indicates that gender is an important factor influencing variations in teachers' EI. However, the table further shows that, while EI displayed a meaningful gender-based difference, the results did not highlight a comparable statistically significant difference for teachers' OCB scores across gender groups.

Table 3: *Effect of Teachers' EI on OCB*

Variables	B	t-value	Sig.	Model R Square
Emotional Intelligence & Organizational Citizenship Behavior	.754	20.013	.001	.568

Table 3 presents the results of the linear regression analysis, which was conducted to examine the extent to which emotional intelligence (EI) predicts organizational citizenship behavior (OCB) among teachers. The analysis yielded an R^2 value of .568, indicating that approximately 56.8% of the variance in teachers' OCB can be explained by their EI. This demonstrates a substantial proportion of explained variance, suggesting a strong predictive power of EI in relation to OCB. Furthermore, the regression coefficient (β = .754) was found to be highly significant at the *p* < .001 level, providing strong statistical evidence that EI has a pronounced and positive effect on teachers' organizational citizenship behavior. Overall, these findings confirm that teachers with higher levels of emotional intelligence are much more likely to demonstrate OCB, underscoring the pivotal role of EI in shaping such behaviors.

Discussion

Teachers who possess a high level of emotional intelligence (EI) are better equipped to regulate their moods, shifting from negative to positive emotional states. This ability enables them not only to understand and manage their own emotions more effectively but also to demonstrate greater reliability and trustworthiness compared to colleagues with lower EI. Such emotional regulation supports the maintenance of a consistently positive outlook, which in turn encourages teachers to engage in voluntary and constructive behaviors that extend beyond their formal job descriptions. These discretionary actions contribute significantly to the smooth functioning and overall effectiveness of schools.

The findings of this study revealed a positive and statistically significant correlation between EI and organizational citizenship behavior (OCB) among teachers. This outcome aligns with and reinforces the results of previous research, including studies conducted by Amjad (2018), Bighami et al. (2013), Chehrazi et al. (2014), Turnipseed (2017), and Turnipseed & Vandewaa (2012), all of which reported a positive association between EI and OCB across different contexts. For example, Turnipseed and Vandewaa (2012) demonstrated that employees with higher emotional intelligence are more inclined to display OCB dimensions such as altruism, civic virtue, and compliance. Their research further suggested that the link between EI and OCB is particularly pronounced in service-oriented sectors like healthcare and other human-centered professions. In line with this, the current study contributes new evidence by situating the investigation within the educational sector, specifically focusing on secondary school teachers. Given that teaching is widely regarded as a service profession, it is expected that teachers would exhibit service-oriented behaviors, a tendency possibly reinforced by shared social values and supportive organizational dynamics.

Additionally, the present study highlighted that teachers' EI is a strong predictor of their OCB, thereby extending the growing body of empirical research which positions EI as a critical determinant of citizenship behaviors (Barreiro & Treglown, 2020). Individuals who are emotionally intelligent possess the capacity to recognize and manage their emotions, equipping them with strategies to cope with stress and regulate negative feelings. This reduces the risk of burnout, sustains work motivation, and enhances resilience in professional settings. Furthermore, emotionally intelligent individuals are more empathetic, demonstrating a heightened sensitivity to the emotional needs of others, which strengthens interpersonal relationships. Such empathy and understanding foster a collaborative and supportive environment, ultimately facilitating the emergence of organizational citizenship behaviors and contributing to a healthier and more productive workplace culture.

Conclusion

This study investigated the levels of emotional intelligence (EI) and organizational citizenship behavior (OCB) among secondary school teachers in Pakistan, as well as the nature of the relationship between the two constructs. Employing a descriptive-correlational research design, the findings revealed that respondents exhibited very high levels of OCB, and a positive and statistically significant relationship was observed between EI and OCB. The results further showed that teachers' EI varied significantly by gender, although no significant differences were found with respect to teaching experience. Importantly, the study established that EI exerted a substantial influence on OCB among secondary school teachers in the Pakistani context.

On the basis of these findings, it can be concluded that teachers possess adequate levels of both EI and OCB, which are regarded as essential qualities for enhancing teaching performance and school effectiveness. The evidence suggests that EI is a particularly valuable attribute within educational organizations, as it contributes to improved learning outcomes, greater instructional efficiency, job satisfaction, adaptability, and overall institutional performance. Moreover, the study reinforces the idea that a meaningful link exists between EI and OCB. Although the study was somewhat constrained in scope particularly in terms of sample size, research design, and the complexity of measurement instruments it nonetheless contributes to the growing body of literature on the EI-OCB relationship. This is especially relevant within the relatively new area of teacher OCB, where the construct has been validated in multiple professional settings. Future research should extend this line of inquiry by examining the antecedents of teachers' EI and OCB, as well as their associations with specific indicators of teaching effectiveness and performance outcomes, using larger and more diverse teacher populations.

While the outcomes of this research are encouraging, it is important to recognize that the same results may not be consistently replicated in other contexts. Consequently, to sustain and further enhance the high levels of EI and OCB identified in this study as well as their strong positive interrelationship. It is crucial to establish and maintain supportive policies and practices within educational organizations. Schools and educational authorities should prioritize initiatives that help teachers preserve job satisfaction, organizational commitment, teaching efficacy, and a strong sense of professional calling. Monitoring teachers' OCB practices on a continuous basis is also essential.

In addition, organizations are encouraged to foster transformational and participative leadership styles, strengthen organizational support, and cultivate a positive school climate that is conducive to both individual and collective well-being. Regular activities aimed at supporting teachers' emotional health should also be institutionalized. This could include training sessions, professional development workshops, or seminars designed to enhance emotional intelligence and stress management skills. When schools invest in the holistic development of their teachers supporting not only their instructional capacity but also their emotional and social competencies teachers are better positioned to remain dedicated, resilient, and highly effective, thereby maximizing benefits for the entire educational system.

Recommendations

Drawing from the findings of this study, it is recommended that emotional intelligence (EI) be considered a valuable attribute within the Pakistani educational context, particularly in relation to teacher recruitment and selection processes. Teachers with higher levels of EI are typically more self-motivated and demonstrate well-developed interpersonal and intrapersonal competencies. In addition, their ability to adapt to varying classroom situations enhances their instructional effectiveness and overall performance. Since EI can be cultivated and developed through training and practice, fostering this capacity among teachers may contribute significantly to creating a more positive, supportive, and productive climate within educational institutions.

For future research, scholars are encouraged to adopt a variety of sampling techniques such as simple random sampling, stratified sampling, or other systematic approaches in order to ensure broader representation and stronger generalizability of findings. While the current study was conducted at the secondary school level, it provides a

foundation for further investigations at other educational stages, including primary, elementary, and higher secondary levels. In addition, future studies may employ self-developed survey instruments, provided that their reliability and validity are rigorously established prior to administration. To deepen understanding of the EI- OCB relationship, researchers could also adopt more diverse methodological approaches, including quantitative designs such as experimental research, qualitative approaches that capture teachers' lived experiences or mixed-method studies that integrate both. Such research would not only enrich the literature but also provide more nuanced insights into the role of emotional intelligence in promoting teachers' professional performance and organizational citizenship behaviors across multiple educational contexts.

References

Abbas, J. (2020). Impact of total quality management on corporate sustainability through the mediating effect of knowledge management. *Journal of Cleaner Production, 244*, 118806.

Ali, M. S., Siddique, M., Siddique, A., Abbas, M., & Ali, S. (2021). Teachers' citizenship behavior as a predictor of teaching performance: Evidence from Pakistani context. *Humanities & Social Sciences Reviews, 9*(3), 1135-1141.

Ali, R., Zahid, M. H., Sharif, Z. M., & Siddique, A. (2025). Examining the nexus: The effect of students' emotional intelligence on academic achievement and well-Being. *Policy Journal of Social Science Review, 3*(2), 146-165.

Allen, V. D., MacCann, C., Matthews, G., & Roberts, R. D. (2014). Emotional intelligence in education: From pop to emerging science. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *Handbook of emotions in education* (pp. 162-182). Routledge

Amjad, S. (2018). Emotional intelligence, organizational commitment and job performance in Pakistan. *Marketing Forces , 13*, 56-69.

Bar-On, R. (2002). *Emotional Quotient Inventory: Short. Technical Manual.* Toronto, Mutli-Health Systems Inc.

Barreiro, C. A., & Treglown, L. (2020). What makes an engaged employee? A facet-level approach to trait emotional intelligence as a predictor of employee engagement. *Personality Individual Differences, 159*, 109892.

Bibi, N., Siddique, A., & Davis, C. J. (2021). Relationship between Teachers' Organizational Citizenship Behavior and Workplace Spirituality at Secondary Level. *Journal of Educational Research, 24*(1), 34.

Bibi, I., Siddique, A., Ali, R., & Zahid, M. H. (2025). Relationship between students' motivation and anxiety in English language learning at secondary LEVEL. *Pakistan Journal of Social Science Review, 4*(4), 1-21.

Bighami, M.K., Soltani, H.K., Panah, M., & Abdi, F. (2013). The relationship between emotional intelligence and organizational citizenship behavior: Testing the mediating effect of job satisfaction. *Organization Behavior Studies Quarterly, 2*(3), 167-182. Retrieved from http://obs.sinaweb.net/article_12071.html

Blaik-Hourani, R., Litz, D. R., & Parkman, S. (2020). Linking Emotional Intelligence to Professional Leadership Performance Standards. *International Journal of Leadership in Education, 1*, 1-32.

Brackett, M., Rivers, S., Shiffman, S., Lerner N., & Salovey, P. (2006). Relating emotional abilities to social functioning: A comparison of self-report and performance mea-

sures of emotional intelligence. *Journal of Personality and Social Psychology*, 91, 780-795. https://doi.org/10.1037/0022-3514.91.4.780

Burcea, Ş.G., & Sabie, O. M. (2020). Is emotional intelligence a determinant factor for leader's skills development? Essential literature perspectives. *Management and Economics Review, 5*, 68-77.

Bracket, M. A, Rivers, S. E., Shiffman, S., Lerner, N., & Salovey, P. (2006). Relating emotional abilities to social functioning: A comparison of self-report and performance measures of emotional intelligence. *Journal of Personality and Social Psychology, 91*(4), 780-795. https://dx.doi.org/10.1037/0022-3514.91.4.780

Cejudo, J., & López-Delgado, M. L. (2017). Importancia de la inteligencia emocional en la práctica docente: Un estudio con maestros. *Psicología Educativa 23*, 29-36. https://doi.org/10.1016/j.pse.2016.11.001

Chehrazi, S., Shakib, M.H., Azad, M.H.A. (2014). A study on the relationship between emotional intelligence, organizational commitment and organizational citizenship behavior. *Management Science Letters, 4*, 1103-1106. https://doi.org/10.5267/j.msl.2014.5.022

Coll, M. G., Navarro-Mateu, D., Giménez-Espert, M. D. C., & Prado-Gascó, V. J. (2020). Emotional intelligence, empathy, self-esteem, and life satisfaction in Spanish adolescents: Regression vs. QCA Models. *Frontier in Psychology, 11*, 1629.

Curci, A., Lanciano, T., & Soleti, E. (2014). Emotions in the classroom: The role of teachers' emotional intelligence ability in predicting students' achievement. *American journal of Psychology, 127*(4), 431-445. https://doi.org/10.5406/amerjpsyc.127.4.0431

De-Geus, C. J., Ingrams, A., Tummers, L., & Pandey, S. K. (2020). Organizational Citizenship Behavior in the Public Sector: A Systematic Literature Review and Future Research Agenda. *Public Administration Review, 80*, 259-270.

Deng, Y., Cherian, J., Kumari, K., Samad, S., Abbas, J., Sial, M. S., Popp, J., & Oláh, J. (2022). Impact of sleep deprivation on job performance of working mothers: Mediating effect of workplace deviance. *International Journal of Environmental Research* and *Public Health* , 19, 3799.

Dirican, A. H., & Erdil, O. (2020). The influence of ability-based emotional intelligence on discretionary workplace behaviors. *Journal of Human Behavior* in the Social *Environment, 30*, 369-382.

Duong, T. M., Tran, N. Y., Ha, A. T., & Phung, Y. (2020). The impact of emotional intelligence on performance: A closer look at individual and environmental factors. Journal of Asian Finance, Economics and Business, 7, 183-193.

Fernandez-Abascal, E.G., & Martin-Diaz, M.D. (2015). Dimensions of emotional intelligence related to physical and mental health and to health behaviors. *Frontiers in Psychology, 6*(317), 1-14. https://doi.org/10.3389/fpsyg.2015.000317

Fernandez-Abascal, E.G., & Martin-Diaz, M.D. (2019). Relations between dimensions of emotional intelligence, specific aspects of empathy, and non-verbal sensitivity. *Frontiers in Psychology, 10*(1066), 1-20. https://doi.org/10.3389/fpsyg.2019.01066

Ghanizadeh, A., & Moafian, F. (2010). The role of EFL teachers' emotional intelligence in their success. *ELT Journal, 64*(4), 424-435. https://doi.org/10.1093/elt/ccp084

Gong, Z., Chen, Y., & Wang, Y. (2019). The influence of emotional intelligence on job burnout and job performance: Mediating effect of psychological capital. *Frontiers in Psychology, 10*(2707), 1-11. https://doi.org/10.3389/fpsyg.2019.02707

Gutierrez-Moret, M., Ibanez-Martinez, R., Aguilar-Moya, R., & Vidal-Infer, A. (2016). Assessment of emotional intelligence in a sample of prospective secondary education teachers. *Journal of Education for Teaching, 42*(2), 123-134. https://dx.doi.org/10.1080/02607476.2016.1143144.

Hargraves, R. M. (2017). *Relationship between teacher emotional intelligence and classroom climate in a school division in the Southeastern United States* (Doctor of Education, Regent University). https://search.proquest. com/docview/2070611782

Harry Gnanarajan, A., & Kengatharan, N. (2022). Examining the predictors of teachers' organisational citizenship behaviour from an individual perspective: The role of human values–benevolence, achievement, self-direction and conformity. *Journal of Beliefs & Values, 43*(3), 331-350.

Hazzi, O.O. (2018). Organizational citizenship behavior: A holistic review. In A. Farazmand, (ed.), *Global Encyclopedia of Public Administration, Public Policy, and Governance* (pp. 1-12). Springer, Cham. https://doi.org/10.1007/978-3-319-31816-5_3677-1

Hwang, J., Abbas, J., Joo, K., Choo, S.-W., & Hyun, S. S. (2022). The effects of types of service providers on experience economy, brand attitude, and brand loyalty in the restaurant industry. Int. J. Environ. Res. Public Health , 19, 3430.

Issah, M. (2018). Change leadership: The role of emotional intelligence. *SAGE Open, 8*(3), 1-6. https://doi.org/10.1177/2158244018800910

Karasneh, A. A., & Al-Momani, E. A. (2020). The influence of emotional intelligence on leadership styles: A profile of executives in ASEZA organization. Journal of Public Affairs, 20, e2069.

Khan, S. M., & Abbas, J. (2022). Mindfulness and happiness and their impact on employee creative performance: Mediating role of creative process engagement. *Thinking Skils & Creativity, 44*, 101027.

Kim, D., & Park, J. (2020). The way to improve organizational citizenship behavior for the employees who lack emotional intelligence. Current Psychology, 1, 1-15.

Kocoglu, Z. (2011). Emotional intelligence and teacher efficacy: A study of Turkish EFL pre-service teachers. *Teacher Development: An International Journal of Teachers' Professional Development, 15*(4), 471-484. https://doi.org/10.1080/13664530.2011.642647

Konovsky, M. A., & Organ, D. W. (1996). Dispositional and contextual determinants of organizational citizenship behavior. *Journal of Organizational Behavior, 17*(3), 253-266.

Kotsou, I., Mikolajczak, M., Heeren, A., Grégoire, J., & Leys, C. (2019). Improving emotional intelligence: A systematic review of existing work and future challenges. Emotion Review , 11, 151-165.

Maamari, B. E., & Majdalani, J. F. (2019). The effect of highly emotionally intelligent teachers on their students' satisfaction. *International Journal of Educational Management, 33*(1), 179–193. https://doi.org/10.1108/IJEM-11-2017-0338

Makkar, S., & Basu, S. (2019). The impact of emotional intelligence on workplace behaviour: A study of bank employees. *Global Business Review, 20*, 458-478.

Meniado, J. C. (2021) Organizational citizenship behavior and emotional intelligence of EFL teachers in Saudi Arabia: Implications to teaching performance and institutional effectiveness. *Arab World English Journal, 11*(4).

Miao, C., Humphrey, R. H., & Qian, S. (2017). Are the emotionally intelligent good citizens or counterproductive? A meta-analysis of emotional intelligence and its relationships with organizational citizenship behavior and counterproductive work behavior. *Personality and Individual Differences, 116,* 144-156. https://doi.org/10.1016/j.paid.2017.04.015

Miao, C., Humphrey, R.H., & Qian, S. (2020). The cross-cultural moderators of the influence of emotional intelligence on organizational citizenship behavior and counterproductive work behavior. *Human Resource Development Quarterly, 31*(2), 213-233. https://doi.org/10.1002/hrdq.21385

Mohamad, M., & Jais, J. (2016). Emotional intelligence and job performance: A study among Malaysian teachers. *Procedia Economics and Finance, 35,* 674-682. https://doi.org/10.1016/S2212-5671(16)00083-6.

Muhammad, N., Siddique, A., Jabeen, S., &AKhtar, M. S. (2023). Academic Motivation and Engagement: A Correlational Study of Students' Perspective at Secondary School Level. *Journal of Social Sciences Review, 3*(2), 852-863.

Muhammad, N., Siddique, A., Jamil, M., Sajid, S. M., & Abbas, M. (2023). Resilience: A predictor of teachers' engagement at secondary level in Punjab. *Journal of Positive School Psychology, 6*(7), 6052-6066.

Mustafa, H. G., Nageen, S., Hussain, S., Arif, M., & Siddique, A. (2023). Emotional intelligence, work engagement, and creativity: A case study at university level in Pakistan. *Journal of Positive School Psychology, 7*(6), 1376-1394

O'Boyle, E.H., Humphrey, R.H., Pollack, J.M., Hawyer, T.H., & Story, P.A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior, 32*(5), 788-818. https://doi.org/10.1002/job.714

Pekaar, K.A., Van der Linden, D, Bakker, A.B., & Born, M.P. (2017). Emotional intelligence and job performance: The role of enactment and focus on others' emotions. *Human Performance, 30*(2-3), 135-153. https://doi.org/10.1080/08959285.2017.1332630.

Perkasa, D. H., Abadi, F., & Shandy, D. F. A. (2020). The effect of emotional intelligence, servant leadership, and organizational commitment on organizational citizenship behavior: A study of the South Tangerang city education and culture office. Atlantis Press.

Poornima, A., & Sujatha, S. (2020). Emotional intelligence and leadership effectiveness: Mediation effect of trust and organizational citizenship behavior of themiddle-level managers in life insurance corporations in Chittoor District: A sequential mediation with two mediators. *Journal of Critical Review, 7,* 850-858.

Radosavljević, D., Anđelković, M., & Radosavljević, M. (2020). *The impact of emotional intelligence on performance and satisfaction*. https://ir.kneu.edu.ua:443/handle/2010/32900

Safdar, B., Habib, A., Amjad, A., & Abbas, J. (2020). Treating students as customers in higher education institutions and its impact on their academic performance. *International Journal of Academic Research in Progressive Education, 9,* 176-191.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality, 9*(3), 185-211. https://doi.org/10.2190/DUGG-P24E-52WK-6CDG

Serrat, O. (2017). *Knowledge solutions: Tools, methods, and approaches to drive organizational performance*. Asian Development Bank. https://doi.org/10.1007/978-981-10-0983-9

Shakoor, F., Fakhar, A., & Abbas, J. (2021). Impact of smartphones usage on the learning behaviour and academic performance of students: Empirical evidence from Pakistan. *International Journal of Academic Research in Business and Social Sciences, 11*, 862-881.

Siddique, A. (2016). *Relationship between Workplace Spirituality and Organizational Citizenship Behavior of Secondary School Teachers at Kasur district* (Unpublished M.Phil Thesis). University of the Punjab, Lahore, Pakistan.

Siddique, A., Bibi, N., & Taseer, N. A. (2020). Relationship of emotional intelligence with job performance in secondary schools of Punjab. *Elementary Education Online, 19*(4), 3104-3112.

Siddique, A., Rana, R. A. (2021). Teachers' emotional intelligence and work engagement: A correlational study. *VFAST Transactions on Education and Social Sciences, 9*(4), 153-161.

Siddique, A., Taseer, N. A., & Siddique, M. (2020). Teachers' emotional intelligence and teaching effectiveness: A correlational study. *Elementary Education Online, 19*(3), 2411-2417

Siddique, M., Ali, M. S., Nasir, N., Awan, T. H., & Siddique, A. (2021). Resilience and self-efficacy: A correlational study of 10th grade chemistry students in Pakistan. *Multicultural Education, 7*(9), 210-222. https://doi.org/10.5281/zenodo.5498287

Siddique, M., Siddique, A., & Khan, E. A. (2023). Academic Optimism and Teachers' Commitment: An Associational Study of Pakistani Teachers. *Journal of Educational Research and Social Sciences Review (JERSSR), 3*(1), 178-188.

Siddique, A., Bibi, I., & Hasrat, M. A. (2025). Relationship between leaners' autonomy and academic motivation: Empirical evidence at secondary level. *Research Journal for Social Affairs, 3*(5), 225-233.

Siddique, A., Bibi, N., & Taseer, N. A. (2020b). Relationship of emotional intelligence with job performance in secondary schools of Punjab. Elementary Education Online, 19(4), 3104-3112.

Siddique, A., Khanum, B., & Haleem, B. (2022). Teachers work engagement and job performance: A correlational study. Global Educational Studies Review, 7(I), 502-516. https://doi.org/10.31703/gesr.2022(VII-I).48

Siddique, A., Taseer, N. A., & Siddique, M. (2020a). Teachers' emotional intelligence and teaching effectiveness: A correlational study. Elementary Education Online, 19(3), 2411-2417.

Siddique, A., Bibi, N., & Taseer, N. A. (2020). Relationship of emotional intelligence with job performance in secondary schools of Punjab. *Elementary Education Online, 19*(4), 3104-3112.

Siddique, A., Siddique, M., & Muhammad, G. (2024). Emotional Intelligence as a predictor of teachers' citizenship behavior in Pakistani context. *International Journal of Human and Society, 4*(1), 1302-1314.

Somech, A., & Oplatka, I. (2015). *Organizational citizenship behavior in schools: Examining the impact and opportunities within educational systems*. Routledge.

Subalakshmi, S., Sunderaraj, R., & Manikandan, M. (2019). Impact of emotional intelligence on stress: With special reference to government school teachers. *Journal of Entrepreneurship and Management, 8*(1), 7–21. http://www.publishingindia.com/jem/50/impact-of-emotional-intelligence-on-stress-with-special-reference-to-government-school-teachers/781/5426/

Taseer, N. A., Siddique, A., Sattar, A., & Imran, M. (2020). Exploring secondary school teachers'organizational citizenship behavior in Pakistani context. *PalArch's Journal of Archaeology of Egypt/Egyptology, 17*(12), 1851-1861.

Taseer, N. A., Siddique, A., Rabi, S. K., & Maqsood, A. (2023). Effect of emotional intelligence on students'academic performance in Pakistan. *Journal of Arts & Social Sciences, 10*(1), 179-190.

Taseer, N. A., & Siddique, A. (2021). Workplace spirituality as a predictor of teachers' performance in Pakistani context. Turkish Online Journal of Qualitative Inquiry, 12(8), 7838-7851.

Turnipseed, D.L. (2017). Emotional intelligence and OCB: The moderating role of work locus of control. *The Journal of Social Psychology, 158*(3), 322-336. https://doi.org/10.1080/00224545.2017.1346582

Turnipseed, D.L., & Vandewaa, E.A. (2012). Relationship between emotional intelligence and organizational citizenship behavior. *Psychological Reports, 110*(3), 899-914. https://doi.org/10.2466/01.09.20.21.PR0.110.3.899-914

Udayar, S., Fiori, M., & Bausseron, E. (2020). Emotional intelligence and performance in a stressful task: The mediating role of self-efficacy. *Personality and Individual Differences*, 156, 109790.

Uraz, D., & Arhan, B. (2020). Improved Performance and Effectiveness through the Development of Emotional Intelligence in the Workplace. Journal La Bisecoman, 1, 20-26.

Vesely, A. K., Saklofske, D. H., & Leschied, A. D. W. (2013). Teachers the vital resource: The contribution of emotional intelligence to teacher efficacy and well-being. *Canadian Journal of School Psychology, 28*(1), 71-89. https://doi.org/10.1177/0829573512468 855

Wong, C.S., Wong, P.M., & Peng, K. (2010). Effect of middle-level leader and teacher emotional intelligence on school teachers' job satisfaction. *Educational Management Administration & Leadership, 38*(1), 59-70. https://doi.org/10.1177/1741143209351831

Xie, Z., Liu, X., Najam, H., Fu, Q., Abbas, J., Comite, U., Cismas, L. M., & Miculescu, A. (2022) Achieving Financial Sustainability through Revenue Diversification: A Green Pathway for Financial Institutions in Asia. *Sustainability, 14*, 3512.

Yin, H., Lee, J. C. K., Zhang, Z., & Jin, Y. (2013). Exploring the relationship among teachers' emotional intelligence, emotional labor strategies and teaching satisfaction. *Teaching and Teacher Education*, 35, 137-145. https://doi.org/10.1016/j.tate.2013.06.006

Zeidan, S. (2020). Empirical investigation of the relationship between emotional intelligence, organisational commitment and turnover intentions. *Journal of Information & Knowledge Management, 19*, 2050012.

Zahid, M. H., Sharif, Z. M., Ali, R., & Siddique, A. (2025). Effect of Social Media Usage on Students' Mental Health at Higher Education Level. *ACADEMIA International Journal for Social Sciences*, *4*(2), 651-659.