Influence of Emotional Intelligence and Work-Family Conflict on Organizational Citizenship Behaviour of Secondary School Business Subjects' Teachers in Ogun State

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Abstract

This study examined the influence of Emotional Intelligence and Work-Family Conflict on Organisational Citizenship Behaviour of secondary school business subjects'teachers in Ogun state. Two hypotheses were formulated and tested in this study. The study involved a sample of 300 respondents. Three research instruments: Emotional Intelligence Scale (r = 0.78); Work Family Conflict Scale (r =.85) and Organizational Citizenship Behaviour Scale (r =.97) were used and regression analysis was used to analyse the data gathered. Result showed that there was significant composite and relative contribution of emotional intelligence and work-family conflict on Organisational citizenship behaviours of Secondary school Business subjects'teachers. Emotional Intelligence was the most potent predictor variable. Based on the findings, it was recommended among others that the Organisations need to select teachers who have high emotional intelligence because this may have positive impact on the extent to which they can succeed in retaining their valuable workforce. Ministry of Education should organise intervention programmes that would enable the Business subjects' teachers balance work and family needs so as to resolve any ensuing work-family conflict in order to encourage them to perform better in their contextual performance.

Keywords: Emotional Intelligence, Work-Family Conflicts, Organisational Citizenship Behaviour, Business Subjects and Teachers

1. Introduction

A proper analysis of teachers' organisational citizenship behaviour is vital to ensure the effectiveness of their services to the community. Since it will promotes the "*efficient and effective functioning of the organization*" (Organ 1988, cited in Podsakoff, MacKenzie, Paine & Bachrach, 2000). Organizational citizenship behaviours are defined as extra-role behaviours or behaviours that employees display which are above and beyond formal role requirements (Netemeyer, Boles, Mckee and Mcmurrian, 1997). Organ (1988) defined organizational citizenship behaviour (OCB) as "contributions to the maintenance and enhancement of the social and psychological context that supports task performance". Then, employees who engage in OCBs are those who go the extra mile for their organizations and thereby contribute to its effective functioning. Research along these lines has suggested that employees who are satisfied with their jobs, are committed to their organizations, and feel they are treated fairly are likely to engage in OCBs (Organ & Ryan, 1995).

According to Vande Waa and Turnipseed (2000) Organizations have members whose behaviours range from doing the least possible to maintain membership, to those who go the 'extra mile' and discretionarily engage in positive job-related behaviours.

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These discretionary behaviours are beyond the job description and are not recognized by the formal reward system. Extra mile employees are important because this extra-role behaviour increases organizational performance and success: also there is no direct cost associated with these desirable actions. Teachers who discretionarily go the extra mile for students, peers, and the university can make a great impact on lives and the organization. An important question is what causes certain individuals to go engage in extra-role behaviours. Possibly, individuals with high emotional intelligence are more prone to discretionary behaviour.

Numerous studies have identified Emotional Intelligence (EI) as critical psychological factor in the behaviour of individual workers in organizations. To survive in today's workplace that is dynamic and changing rapidly, it is crucial that leaders or supervisors possess EI in addition to traditional leadership competencies (Noorlaila, 2012). It is now commonly accepted that an important condition of organizational effectiveness is a willingness of employees to "go above and beyond" the formal specifications of their prescribed roles (Katz & Kahn, 1966 cited by Noorlaila, 2012).

Mayer and Salovey (1997) postulated that emotional intelligence involves the ability to perceive accurately, appraise and express emotion, the ability to access and/or generate emotional knowledge, and the ability to regulate emotion to promote emotional and intellectual growth.

According to Goleman (1998), emotional intelligence is an important factor in determining personal success as a student, teacher, parent, manager, and leader. However, hard evidence on the link between emotional intelligence and teachers' leadership behaviour is sparse (Higgs & Aitken, 2003; Palmer, Walls, Burgess & Stough, 2001). This paucity can be attributed to, among other, the differing ways of conceptualizing emotional intelligence. Elaborating further on the construct, Goleman (1998) explained that an individual's emotional intelligence can affect one's work situation. He also applied his conceptual understanding to organization as a whole.

In research conducted by Vande Waa and Turnipseed (2000) on emotional Intelligence and Organizational Citizenship Behaviour of University Professors, it was discovered that emotional intelligence was linked to discretionary organizational behaviour, and identified differential relationships between the four emotional intelligence dimensions and discretionary behaviour. Noorlaila (2012) study also examines the influence of emotional intelligence and leader-member exchange (LMX) on organizational citizenship behaviour. The result shows that other's emotion appraisal (and regulation of emotion has a positive influence on altruism and civic virtue respectively. Meanwhile other's emotion appraisal also shows a positive influence on LMX. Caruso and Salovey (2004) in their study found that workers' emotional intelligence was positively associated with their creativity and performance. The findings of Esmaeil, Sina and Abdollahi (2010) also indicated that emotional intelligence had significant influence on the organizational citizenship behavior of followers. The result of Afzaal, Taha, and Susan (2012) also indicates that both EI and OCB are significantly correlated and there exists a significant relationship between all contextual variables excluding gender and EI.

Continuous changes in modern schools often create work-family conflicts that have implication for both employee and organization because work family conflict spillover creates disturbance in both domains (work and family). So if family and work life of an employee is disturbed or he has conflicting roles to be performed, then ultimate performance of the teachers and organization will be affected. Work family conflict is most commonly defined as "a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect" (Greenhaus & Beutell, 1989). Work-Family Conflict (WFC) has been commonly defined as a "form of interrole conflict in which the role pressures from work and family are mutually incompatible in some respect".

In the study of Madsen, John, and Miller (2005) it was found that a significant relationship existed between higher employee perceptions of both work-to-family and family-to-work conflict and their own perceptions of personal mental and physical health. In combination these studies present persuasive evidence that both work-family enrichment and work-family conflict are related either favourably (enrichment) or unfavourably (conflict) to health outcomes.

Beutell and Wittig-Berman (2008) found that different generations have unique views on issues relating to work-family conflict, so managers should consider the generation gap when designing work-family schemes. Netemeyer et al. (1996) found that there is a correlation between work-family conflict and role ambiguity. Fu and Shaffer (2001) described how the number of hours spent on household work is an important determinant of family interference with work and that role conflict, role overload, and hours spent on paid work influenced work interference with family. Beutell and Wittig-Berman (2008) identified job stress as the most important factor influencing work-family conflict.

In a research conducted on two hundred and three teachers to see relationship of work-family culture, work-family conflict, Job satisfaction, organizational commitment and Organizational Citizenship Behaviour (OCB), Pearson correlations indicated that there was negative relation of OCB and work-family conflict while OCB was positively related with work family culture, job satisfaction and organizational commitment. Work-family culture indicated both organizational commitment and OCB, and that organizational commitment did not settle the relationship between work family culture and OCB. The findings were helpful for schools to foster a positive work-family culture (Bragger, Srednicki, Kutcher, Indovino, & Rosner, 2005)

Organizational citizenship behaviour is an important antecedent to the overall success of organizations, attaining a high level of productivity is what every employer's wishes for his/her workers. It is therefore a thing of concern when they are not performing up to expectation. Numerous factors have been discovered to be influencing teachers' behaviour in an Organisation. This includes motivation, welfare package, human relation, psychological distress among others etc. As these variables were believed to influence workers' organisational citizenship behaviour, little is known about the influence of Emotional intelligence and work family conflict on organizational citizenship behaviour of female teachers in Nigeria.

So many studies have also been conducted on Emotional Intelligence and work family conflict such as academic achievement, psychological empowerment, Attitude, Gender difference, self-concept, self-esteem, school climate, organizational commitment, Psychological distress, Role conflict and Satisfaction, Financial Matters and Motivation (Ojokuku & salami, 2011, Shimazu, Bakker, Demerouti & Peters, 2010; & Kim, 1999). But, much is yet to be discussed on the composite contribution of Emotional intelligence and work-family conflict on organizational citizenship behaviour of teachers in Nigeria, most especially secondary school Business subjects'teachers. The study will be useful to all Business subjects'teachers so that they will be able to determine the kind of influence emotional intelligence and work family conflict has on their organizational citizenship behaviours. It is on this basis that the researcher intends to examine the extent at which Emotional intelligence and work- family on organizational citizenship behaviour of secondary school Business subjects'teachers in Ogun state.

2. Purpose of the Study

The purpose of this study is to examine the contextual influence of emotional intelligence and work-family conflict on Organizational citizenship behaviour of Secondary school Business subjects'teachers. This study will provide some bases on which recommendations can be made for improving Business teachers' performance.

3. Hypotheses

(1) There is no significant composite contribution of Emotional intelligence and Work-family conflict on Organizational citizenship behaviour of secondary school Business teachers in Ogun state.
(2) There is no significant relative contribution of Emotional intelligence and Work-family conflict on Organizational citizenship behaviour of secondary school Business teachers in Ogun state

3. Research Methods

3.1. Research Design

For the purpose of this research work, descriptive research design of ex-post facto type will be adopted.

This is appropriate because all the variables would not be manipulated but would be described as they exist.

3.2. Population

The population of this study comprised of all the senior secondary school Business subjects'(Commerce, Shorthand, Typewriting, Business studies, Office Practice, Book keeping and Financial Accounting) teachers in Ogun state

3.3 Sample and Sampling Techniques

The sample for this study comprise of three hundred (300) respondents that was randomly selected for this study. A multistage sampling technique was used to select the sample for this study. First, 5 Local Government Areas out of the existing 20 Local Government Areas in Ogun state was selected using the simple random sampling techniques. Secondly, from each of the selected Local Government Areas, Five (5) secondary schools was selected by using simple random sampling to give a total of 25 secondary schools. Thirdly, from each school, 12 respondents were selected (6 Junior staff and 6 Senior staff) through stratified random sampling techniques. The resulting sample consisted of 150 (50%) Junior staff (mean age = 35.5; standard deviation= 6.4) and 150 (50%) Senior staff (mean age =52.5; standard deviation=3.043).

3.4 Research Instrument

 The following three instruments will be used in this study: The instruments are:-

3.4.1 Organizational Citizenship Behaviour Scale (OCBS)

Organisational citizenship behaviour is a scale developed by Fox, Spector, Goh, Bruursema & Kessler, (2009) to assess organisational citizenship behaviour of workers. This scale is a 28-item scale measured along 5 point likert-scaling method. Its' internal consistency reliability (coefficient alpha) was found to be .97 for the total scale

3.4.2 Self-Report Emotional Intelligence Test (SREIT)

Emotional intelligence will be measured with the self- report Emotional Intelligence Test (SREIT) developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornhein (1998). SREIT has 33 items with four subscales that adopt a five- point scale ranging from 1= Strongly Disagree to 5= Strongly Agree. The internal consistency reliabilities of the four scales range from .78 to .85 for this study. SREIT has been used with success among Nigerian samples (Aremu, 2005, Samuel, 2007).

3.4.3 Work Family Conflict Scale

Work family conflict scale will be measured using 12 items scale that is adopted from Carlson, Kacmar, & Williams. (1999) and this scale is consisted of statements which assessed the degree to which a respondent's job interferes with his or her family life (e.g., "My work interferes with my family responsibilities, my family responsibilities prevent me from effectively performing my job, The behaviours that work for me at home (work) do not seem to be effective at work (home)" etc.) Each item used a 5 point frequency based Likert scale ranging from (1) never to (5) Always. The reliability (Cronbach's alpha coefficients) for the scale was 0.8538

3.5 Administration of the Instrument

The scales was administered by the researcher to the respondents in the selected schools and it was collected back after completing the filling immediately.

3.6 Method of Data Analysis

The statistical methods used in analyzing the hypotheses in this study are Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis.

4. Results

The results of the study are presented in the tables below:

Table 1: Descriptive Statistics and Correlation Matrix of Emotional Intelligence and Work-Family Conflict on Organizational Citizenship Behaviour of Secondary School Business Teachers in Ogun State

		Mean	Standard Deviation	1	2	3
1	Emotional intelligence	81.231	10.110	1	.212*	.505*
2	Work-family conflict	36.710	9.898		1	.406*
3	Organisational citizenship Behaviour	86.720	11.953			1

* Correlation is significant at the 0.05 level (2-tailed).

The result in Table 1 above revealed that emotional intelligence and work family conflict were related to Organisational citizenship behaviour (r $_{(300)}$ = .505; P< .05) and (r $_{(300)}$ = .406; P< .05) respectively.

Hypotheses One: There is no significant composite contribution of Emotional intelligence and Work-family conflict on Organizational citizenship behaviour of secondary school Business subjects'teachers in Ogun state

Table 2: Summary of the Multiple Regression Analyses of Emotional Intelligence and Work-Family Conflict on Organizational Citizenship Behaviour of Secondary School Business Subjects'teachers in Ogun State

REGRESSION			ANOVA			
Model	Source	Sum Of Squares	Df	Mean Square	F	Sig
R =.501[a]	Regression	21361.570	2	10680.785	73.432	.000[a]
R^2 =.251	Residual	43198.870	297	145.451		
Adj R^2 =.250	Total	64560.440	299			

The result in Table 2 indicated that emotional intelligence and Work-family conflict significantly organizational citizenship behaviour of secondary school Business subjects'teachers.(R = .501 ; R^2 = .251; $F_{(2, 299)}$ = 73.432; P< .05).

This showed that Emotional intelligence and Work-family conflict accounted for 25.1% of the variance in the organizational citizenship behaviour of secondary school Business subjects'teachers. This implies that there is composite contribution of Emotional intelligence and Work-family conflict on Organizational citizenship behaviour of secondary school Business subjects'teachers in Ogun state.

Hypotheses two: There is no significant relative contribution of Emotional intelligence and Work-family conflict on organizational citizenship behaviour of secondary school Business subjects'teachers in Ogun state

Table 3: Beta Coefficients and t Ratio for relative Contribution of Emotional Intelligence and Work-Family Conflict on Organizational Citizenship Behaviour of Secondary School Business Subjects'teachers in Ogun state

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.313	2.510		6.500	.000
	Emotional Intelligence	.058	.007	.398	8.250	.000
	Work-family conflict	.320	.052	.269	6.201	.000

a. Dependent Variable: OCB

The result in Table 3 above revealed that the two predictor variables were good predictor of Organisational Citizenship behaviour. Emotional intelligence was the most potent predictor variable (β= .058; t= 8.250; P< .05) followed by Work family conflict (β= .320; t= 6.201; P< .05). This implies that there is relative contribution of Emotional intelligence and Work-family conflict on Organizational citizenship behaviour of secondary school Business subjects'teachers in Ogun state

5.1 Discussion of Findings

This study examines the influence of Emotional intelligence and Work-family conflict on Organizational citizenship behaviour of Secondary school Business subjects'teachers.

The result of hypothesis one indicated that emotional intelligence and Work-family conflict significantly organizational citizenship behaviour of secondary school Business subjects'teachers.($R = .501$; $R^2 = .251$;$F_{(2, 299)} = 73.432$; P< .05).This showed that Emotional intelligence and Work-family conflict accounted for 25.1% of the variance in the organizational citizenship behaviour of secondary school Business subjects'teachers. The result corroborated the findings of Zhou and George (2003) that emotional intelligence can enhance leadership within team settings. Wang and Huang (2009) found that emotional intelligence and group cohesiveness were positively associated with transformational leadership. The study conducted by George (2000) also showed how the aspects of emotional intelligence –appraisal and expression of emotions, use of emotion to enhance cognitive processing and decision making, knowledge about emotions and management of emotions – contribute to effective employees . George (2000) argues that emotional intelligence enhances workers' ability to solve problems and to address issues and opportunities facing them and their organization. Specifically George (2000) proposed that workers' high on emotional intelligence will be able to use positive emotions to envision major improvements to the functioning of an organization. Understanding and regulation of one's emotions as well as understanding other's emotions are factors that affect intrapersonal well-being and interpersonal relations which also affect workers' attitudes to their colleagues, their bosses and their job. Cherniss (2001) reported that emotionally intelligent people display cooperation, commitment and creativity which are important for organizational effectiveness. Bragger, Srednicki, Kutcher, Indovino and Rosner, (2005) findings indicated that there was negative relation of OCB and work-family conflict while OCB was positively related with work family culture, job satisfaction and organizational commitment. Work-family culture indicated both organizational commitment and OCB, and that organizational commitment did not settle the relationship between work family culture and OCB. The findings were helpful for schools to foster a positive work-family culture

The result of hypothesis two revealed that the two predictor variables were good predictor of Organisational Citizenship behaviour. Emotional intelligence was the most potent predictor variable (β= .058; t= 8.250; P< .05) followed by Work family conflict (β= .320; t= 6.201; P< .05).

This implies that there is relative contribution of Emotional intelligence and Work-family conflict on Organizational citizenship behaviour of secondary school Business subjects'teachers in Ogun state. The reason for this could be because emotionally intelligent workers could display cooperation, creativity and good interpersonal relations.

They can also perceive, express and regulate emotions which could affect their attitude toward their colleagues, bosses, jobs and their commitment to their organizations. This lends support from the findings of Caruso and Salovey (2004) who found that workers' emotional intelligence was positively associated with their creativity and performance. This also supports the findings of Esmaeil, Sina and Abdollahi (2010) who found that Emotional intelligence was significantly correlated to conscientiousness, civic virtue, and altruistic behaviours of followers. The results indicated that emotional intelligence had significant influence on the organizational citizenship behavior of followers. The study of Turnipseed and Vandewaa (2012) who evaluated hypothesized positive linkages between organizational citizenship behaviour and the emotional intelligence dimensions of perception, using emotion, understanding emotion, and management of emotion, involving two samples. Discovered that there was a positive link between organizational citizenship behaviour and emotional intelligence. The result of Afzaal, Taha, and Susan (2012) also indicates that both EI and OCB are significantly correlated and there exists a significant relationship between all contextual variables excluding gender and EI. The findings of Carlson and Kacmar (2000) also supported that the work role conflict had a greater impact on job satisfaction in those workers who have a high centrality of the family role. Beutell and Wittig-Berman (2008) identified job stress as the most important factor influencing work-family conflict.

5.2 Conclusion and Recommendations

Based on the findings of this study it was recommended that the Organisations need to select teachers who have high emotional intelligence because this may have positive impact on the extent to which they can succeed in retaining their valuable workforce. School managers should attend more closely to the behaviour of their teachers with a view of developing appropriate intervention strategies that will influence their attitudinal change towards their job. Ministry of education should organise intervention programmes that would enable the teachers balance work and family needs so as to resolve any ensuing work-family conflict in order to encourage them to perform better in their contextual performance, offerings that may assist include flexible work schedules and family leave can be incorporated. Researchers in other states should replicate this study to make administrators aware of possible in-service needs among their employees.

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