

**EXPLORING THE RELATIONSHIP BETWEEN EMOTIONAL
INTELLIGENCE AND ORGANIZATIONAL CITIZENSHIP
BEHAVIOR, AND THE POTENTIAL MODERATOR EFFECT OF
JOB CONTROL IN SERVICE COMPANIES**

AHMED MOHAMED ELJADI

**Research report in partial fulfillment of the requirements
for the degree of Master of Business Administration**

Universiti Sains Malaysia

June 2007

DEDICATION

To my precious parents

ACKNOWLEDGEMENT

First and for most, I am very thankful to Allah for granting me the strength and patience to accomplish my goal. I also wish to thank very much my supervisor Doctor Anees Janee Ali for his guidance and support; most of all his flexibility and understanding. I am ever so grateful to Associate professor T. Ramayah for his assistance and guidance for conducting the statistical analysis and Associate professor Doctor Yuserrie Zainuddin for his constant encouragement and willingness to help whenever needed. My greatest appreciation goes to my family members. To all those who had directly or indirectly contributed to the completion of this study, all my friends and especially Puan Zainun Abdul Rahman; I extend my deepest appreciation; may Allah pay all of you with many returns.

TABLE OF CONTENTS

	Page	
ACKNOWLEDGEMENT	I	
TABLE OF CONTENTS	II	
LIST OF TABLES	V	
LIST OF FIGURES	VI	
ABSTRAK	VII	
ABSTRACT	VIII	
Chapter 1	INTRODUCTION	
1.1	Introduction	1
1.2	Background	2
1.3	Problem Statement	4
1.4	Research Objectives	5
1.5	Research Questions	6
1.6	Definition of Key Terms	6
1.7	Significance of the Study	7
1.8	Organization of the Chapters	8
Chapter 2	LITERATURE REVIEW	
2.1	Introduction	9
2.2	Review of Literature	9
	2.2.1 <i>Emotional Intelligence</i>	9
	2.2.2 <i>Organizational Citizenship Behavior</i>	17
	2.2.3 <i>Job Control</i>	20
2.3	Theoretical Framework	21
2.4	Development of the Research Hypotheses	23
2.5	Summary	25
Chapter 3	RESEARCH METHODOLOGY	
3.1	Introduction	26
3.2	Research Design	26

3.3	Variables	27
3.4	Population	28
3.5	Questionnaire	28
3.6	Data Collection	29
3.7	Data Analysis	29
3.8	Summary	30

Chapter 4 RESULTS

4.1	Introduction	31
4.2	Profile of Respondents	31
4.3	Goodness of Measures	34
	<i>4.3.1 Factor Analysis</i>	34
	<i>4.3.1.1 Emotional intelligence</i>	34
	<i>4.3.1.2 Job control</i>	37
	<i>4.3.1.3 Organizational citizenship behavior</i>	38
4.4	Revised Research Framework and Hypotheses	40
4.5	Reliability Analysis	42
4.6	Descriptive Analysis	43
4.7	Correlation Analysis	44
4.8	Hierarchical Regression Analysis	46
4.9	Summary of Results	57

Chapter 5 DISCUSSION AND CONCLUSION

5.1	Introduction	59
5.2	Recapitulation of the Study	59
5.3	Discussions of the Findings	61
	<i>5.3.1 The relationship between the dimensions of emotional intelligence and conscientiousness</i>	61
	<i>5.3.2 The relationship between the dimensions of emotional intelligence and sportsmanship</i>	62
	<i>5.3.3 The relationship between the dimensions of emotional intelligence and civic virtue</i>	62

5.3.4 <i>The relationship between the dimensions of emotional intelligence and helping behavior</i>	63
5.3.5 <i>The role of job control as moderator on the relationship between dimensions of emotional intelligence and organizational citizenship behavior's dimensions</i>	64
5.4 Implications of the Study	65
5.5 Limitations of the Study	66
5.6 Recommendations for Future Research	67
5.7 Conclusions	68
REFERENCES	69
APPENDIXES	
Appendix A Questionnaire Sample	74
Appendix B Frequency: Demographic Profile	80
Appendix C Factor Analysis: Independent Variables	82
Appendix D Factor analysis: Moderator Variable	90
Appendix E Factor Analysis: Dependent Variables	92
Appendix F Reliability Analysis	99
Appendix G Correlation Analysis	104
Appendix H Descriptive Analysis for Major Variables	105
Appendix I Hierarchical Regression	106

LIST OF TABLES

	Page
Table 4.1 Demographic Profile of Respondents	32
Table 4.2 Rotated Component Matrix for Independent Variables	36
Table 4.3 Component Matrix for Moderating Variable	37

LIST OF FIGURES

	Page
Figure 2.1 Theoretical Framework	25
Figure 4.1 Revised Research Framework	40
Figure 4.2. The moderating effect of job control on the relationship between utilization of emotions and helping behavior.	56
Figure 4.3 The moderating effect of job control on the relationship between appraisal, expression, & regulation of emotions in others and helping behavior.	57

ABSTRAK

Kajian ini dibentuk untuk mengkaji pertalian di antara dimensi Kebijaksanaan Emosi atau lebih kerap disebut 'Emotional Intelligence' kakitangan-kakitangan di syarikat perkhidmatan yang terletak di Pulau Pinang dengan sikap atau perangai warga organisasi seperti yang difikirkan oleh penyelia semasa di organisasi tersebut dan juga samada kawalan kerja mengimbang pertalian di antara dimensi Kebijaksanaan Emosi dan dimensi sikap atau perangai warga organisasi itu. Hipotesis yang disediakan telah diuji ke atas 104 responden dari 2 organisasi yang berlainan. Keputusan menunjukkan bahawa cara penilaian, luahan pandangan dan keadaan emosi di dalam diri seseorang merupakan dimensi yang terpenting sekali bagi kesemua dimensi OCB kecuali kesetiaan atau kesedaran kakitangan, di mana didapati bahawa penilaian, luahan pandangan dan keadaan emosi di diri pihak-pihak lain merupakan dimensi yang terpenting. Juga, didapati kawalan kerja hanya dapat mengimbangkan pertalian dimensi Kebijaksanaan Emosi dan membantu dimensi tabiat. Implikasi-implikasi dan batasan-batasan juga dibincang bersama saranan-saranan untuk kajian seterusnya.

ABSTRACT

The present study was designed to examine the relationship between emotional intelligence's dimensions of employees working in service companies located in Penang and their organizational citizenship behaviors as perceived by their current supervisors in organization and to examine whether job control moderates the relationship between emotional intelligence's dimensions and organizational citizenship behavior's dimensions. Hypotheses were tested with 104 respondents received from 2 organizations. Results indicated that the appraisal, expression, and regulation of emotions in oneself is the most important dimension for all OCB's dimension except for conscientiousness, it was found that the appraisal, expression, and regulation of emotions in others is the most important dimension. Also, it was found that job control only moderated the relationship between emotional intelligence's dimensions and helping behavior dimension. Implications and limitations are also discussed and recommendations are provided for future research.

Chapter 1

INTRODUCTION

1.1 Introduction

It is no longer that one's intellectual intelligence does not guarantee success in life. In fact, some people believe that emotional intelligence (EI) rather than intelligence quotient (IQ) what that really matters when it comes to the question of success in one's career and other aspects in life.

In today's organizational climate, employees no longer can rely solely on their technical and intellectual competence to distinguish themselves in their organizations. Many compelling studies on Emotional Intelligence in organizations confirmed what most managers have known intuitively but not expressed clearly until recently for outstanding performance, a person's emotional intelligence is more important than IQ and technical skill.

Over the last decade, emotional intelligence (sometimes called social intelligence) has captured the public's attention. Actually, research has shown that IQ is no longer considered a salient predictor of how effective we will be in career and life; it suggests that EI is a superior predictor in determining our effectiveness. In fact, being intellectually intelligent does not mean that you are emotionally intelligent. Having good problem solving abilities does not mean you are capable of dealing with emotions or motivating yourself. Highly intelligent people may be lacking in social skills that are associated with high level of emotional intelligence (Emotional discipline, 2003).

1.2 Background

In the past, emotions were ignored in the study of organizational behavior. The workplace was considered a rational environment. This vision continued till research findings have demonstrated the essential function of emotions in explaining many workplace phenomena and organizational outcomes.

Goleman (1996) in his book, *Emotional Intelligence*, claimed that emotional intelligence and not IQ is the true measure of human intelligence. He argued that qualities such as understanding one's emotions, recognizing and empathizing with other's emotions and regulating one's emotions are much more important than IQ. Furthermore, based on his observation, he pointed out that those with the highest test scores in college were not particularly successful compared to their lower-scoring peers in terms of salary, productivity, their field, relationships with others and overall life satisfaction.

As a matter of fact, our life experience is greatly influenced by how we feel and perceive which in turn can play a major role in determining our level of effectiveness. Since the publication of Daniel Goleman's (1995) international bestseller book (*Emotional Intelligence, Why It Can Matter More Than IQ*), a global attention has been brought to the potential merits of this concept in our life. As a consequence, several attempts were carried out to put the theory into practice in businesses, schools, and communities around the globe.

Despite the dramatic increase in the number of researches in emotional intelligence, the topic has not received sufficient exploration relatively to other areas such as cognitive intelligence, mental health and mental capabilities (Harrod & Scheer, 2005).

Numerous empirical studies have shown the applicability of emotional intelligence in many workplace issues which have considerable interest to the organizations. To name few for example, performance, leadership effectiveness, work team cohesiveness, organizational change (Holy & Jones, 2005; Rosete & Ciarrochi, 2005; Rapisarda, 2002; Vakola, Tsaousis, & Nikolaou, 2005).

Since emotions of employee play a significant role in organization, the need to further explore the impact of emotions and EI (emotional intelligence) on other organizational outcomes and behaviors is apparent (Harrod & Scheer, 2005).

One of the remarkable organizational behavior concepts which is witnessing increasingly a growing interest in literature is organizational citizenship behavior (OCB). Research indicated that OCB leads to greater overall organizational effectiveness (Podsakoff & MacKenzie 1994; 1997). Indeed, there is a growing body of evidence that supports the claimed positive contribution of OCBs. For instance, Podsakoff and MacKenzie (1994) examined the impact of three forms of OCBs, namely, helping behavior, sportsmanship, and civic virtue on the performance of life insurance agencies and they found that all three forms of citizenship behaviors had significant effects on unit-level performance and together accounted for approximately 17 percent of the variance in this criterion variable. Likewise, Walz and Niehoff (1996) examined the relationships between OCBs and a variety of performance measures using the same OCB dimensions reported by Podsakoff and MacKenzie (1994) and they found that helping behavior was positively related to overall operating efficiency, customer satisfaction, revenue to full-time equivalent, and quality of performance and negatively related to food cost percentage (which represents the percentage of food and ingredients wasted) while

sportsmanship was negatively associated with customer complaints and the percentage of wasted food; and civic virtue correlated negatively with the number of customer complaints.

1.3 Problem Statement

One interesting argument in literature on the topic of emotional intelligence is that emotionally intelligent people are uniquely valued human assets compared to less emotionally intelligent people (Goleman, 1995). This claim has stimulated the appetite of many researchers to investigate to what extent this statement could be true. Since then, many studies have been conducted to provide empirical evidence supporting this claim by establishing a link between EI and significant work attitudes and behaviors that are of considerable interest to the organization. However, it is argued that this claim has not received sufficient investigation (Carmeli, 2003). Indeed, we are interested in the study of EI and in exploring its claimed role in the occupational setting. The ability of the emotional intelligence in predicting other outcomes and behaviors in the workplace is calling for further examination. Several studies have been carried out on the relationships between organizational citizenship behaviors and situational factors, such as work environment conditions, interpersonal & supervisory relationships, and coworkers' OCB. Similarly, many studies have been conducted on the relationship between OCB and employee's organizational attitudes such as job satisfaction and organizational commitment. In fact, we could hardly find any scientific research exploring EI with its relation to the five dimensions of OCB. It seems that there is a gap in the literature that needs to be bridged with regard to the relationship between these two concepts.

Furthermore, it was observed in the literature that Job Control (Task Autonomy) is acting as a strong moderator on the relationships between EI and some significant work attitudes which previous research demonstrated their strong association with OCB' dimensions such as organizational commitment and job satisfaction. Hence, it is felt that using job control as moderator on the relationship between EI and OCB is worth exploring. Therefore, the present study is an effort to empirically assess the efficacy of using jointly the dimensions of emotional intelligence (independent variables) and job control (moderator variable) as predictors of organizational citizenship behavior's dimensions (dependent variables) among the employees of service sector in Penang.

1.4 Research Objectives

The main objectives of the present study are:

1. To examine the relationships between the three dimensions of emotional intelligence and the five dimensions of organizational citizenship behavior. The three dimensions of emotional intelligence are 1- Appraisal and expression of emotions in oneself and others, 2- Regulation of emotions in oneself and others, and 3- Utilization of emotions in oneself and others, and the five dimensions of OCB which are most widely acknowledged and used in research are those proposed by Organ (1988):

- I. Altruism. Helping other members of the organization in their tasks
- II. Courtesy. Preventing problems deriving from the work relationship
- III. Sportsmanship. Accepting less than ideal circumstances
- IV. Civic virtue. Responsibly participating in the life of the firm

- V. Conscientiousness. Dedication to the job and desire to exceed formal requirements in aspects such as, punctuality or conservation of resources.
2. To explore the moderating role of job control on the relationships between the dimensions of emotional intelligence and the dimensions of organizational citizenship behavior.
 3. To determine which dimension of emotional intelligence is the most associated with OCB's dimensions.

1.5 Research Questions

The research questions of the present study are:

1. Do the three dimensions of emotional intelligence significantly predict the variance in OCB's dimensions?
2. Does job control (task autonomy) moderate the relationships between the three dimensions of emotional intelligence and OCB's dimensions?
3. Which dimension of emotional intelligence is the most related to OCB's dimensions?

1.6 Definition of Key Terms

- *Emotional intelligence*: a set of skills assumed to contribute to the accurate appraisal and expression of emotions, the effective regulation of emotions, and the use of feelings to motivate, plan, and achieve (Salovey & Mayer, 1990).
- *Job control*: the extent of freedom or autonomy an employee has in terms of how he or she chooses a coping strategy to handle the task being assigned to him/her (Karasek, 1979; Abraham, 2000).

The five dimensions of OCB which are most widely recognized and used in research are those proposed by Organ (1988):

- *Altruism*: Helping other members of the organization in their tasks
- *Courtesy*: Preventing problems deriving from the work relationship
- *Sportsmanship*: Accepting less than ideal circumstances
- *Civic virtue*: Responsibly participating in the life of the firm
- *Conscientiousness*: Dedication to the job and desire to exceed formal requirements in aspects such as, punctuality or conservation of resources

1.7 Significance of the Study

Since emotional intelligence is a new topic relatively to be discussed and researched, the present study may add some contribution to the literature regarding EI and its relationship with other organizational behaviors. In addition, if the present research demonstrated empirically that those components of emotional intelligence account for high levels of OCB, then the knowledge gained from the present study may benefit both academic and business sectors in the sense that it would serve as additional empirical evidence that supports the argument that emotionally intelligent people are more valued assets than less emotionally intelligent people. Hence, it may bring attention to the potential merits of considering emotional intelligence to produce a powerful tool for selection, promotion, placement, training and development in organizations. Furthermore, the present study may perhaps serve as means to enrich the understanding of the relationship between the emotional intelligence and OCB in Malaysian context. Moreover, it will be useful for the HR managers to know the factors that may contribute to OCBs and their implications in

the workplace so that they can devise a new policy considering OCB and EI of their employees.

1.8 Organization of the Chapters

The present study is to be categorized into five chapters, in chapter 1 introduction, background, problem statement, research objectives, research questions, definition of key terms, and significance of the study. Chapter 2 represents the literature review regarding the variables of the present study and the theoretical framework with the hypotheses of the present study. Then chapter 3 discusses the proposed methodology which included the research design, variables of the present study, population and sample, procedures and data analysis. Chapter 4 presents the result, statistical analysis, hypothesis testing and summary of the result. Lastly, chapter 5 presents the discussion of the results, limitation of the study, suggestion for future research and conclusion. In the end of the present paper a list of the used references and appendix, which comprises some statistical figures and tables, and the adopted questionnaires, are attached.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

The present study focused on the emotional intelligence theory, organizational citizenship behavior, and the moderator effect of job control. Thus the literature review will mainly cover these three areas.

2.2 Review of Literature

2.2.1 Emotional Intelligence

Emotional intelligence is a new concept relatively among scholars, researchers, and practitioners. In fact, the term emotional intelligence was firstly coined by Salovey and Mayer (1990). They have defined EI as a collection of social skills that include the ability to manage effectively one's emotions, to identify and differentiate between the accurate and inaccurate expressions of feelings, to employ this information to lead one's thinking and to take the right dealings.

The construct of emotional intelligence has been defined by Goleman (1995) as the capacity to be aware of one's feelings and those of others, to motivate oneself, and to manage emotions well in oneself and in one's relationships, it describes distinctive traits that differ from cognitive traits but complementary to the intellectual intelligence measured by IQ.

Most of the recent work of EI is based on the conceptualization by Gardner (1983). Despite the fact that he did not use the term emotional intelligence, but his

references to the intrapersonal and interpersonal intelligence is quite close to the notion of emotional intelligence. Gardner's (1983) concept of intrapersonal and interpersonal intelligence refers to the capability to recognize and perceive one's own feelings and other's feelings and to be aware of people's intentions, so that with this information is assumed to lead one's behavior.

Building on the work of both Gardner (1983) and, Salovey and Mayer (1990), Goleman (1995) contended that there are five critical competencies of emotional intelligence. The five critical competencies of EQ are:

- 1- Self-awareness;
- 2- Self-regulation (emotional management);
- 3- Self-motivation;
- 4- Social awareness (empathy); and
- 5- Social skills (relationship management).

Self-awareness, according to Goleman (1995) is the fundamental component of emotional intelligence. It comprises of three elements; emotional awareness, self-assessment, and self-confidence. Firstly, the emotional-awareness is the ability to know which emotions one feels and the reason why, recognizing the links between one's feelings, and how those moods and emotions influence one's performance. Secondly, the self-assessment is basically being aware of your own strengths and weakness. Thirdly, is the self-confidence which implies the certainty about one's self-worth and capabilities and the ability to be decisive and to make sound decisions despite the uncertainties and pressure (Goleman, 1995; 1999).

Self-regulation, or emotional management, is the second competency of emotional intelligence. According to Goleman (1995; 1999), it includes self-control, trustworthiness, conscientiousness, adaptability, and innovativeness. Self-control is the ability to prevent oneself from the impulsive feelings and stressful emotions and cope with them properly, to stay calm, positive, and even in difficult times, to think clearly and stay alert under pressure and demanding situations. Trustworthiness is the characteristic of those who display high principles of sincerity and truthfulness. They act ethically and build trust through reliability and realism. Moreover, they admit their mistakes and tackle unethical actions in others and are able to take moral actions even if they seem unpopular. Conscientiousness is defined as holding oneself accountable for individual performance, to meet up commitments and keep promises, being responsible for meeting the goals, careful and prepared in the work. Adaptability can be defined as the resilience in managing and dealing with change. People with this competence are flexible in how they see events, able to smoothly handle multiple demands, shifting priorities and adapting their tactics according to the circumstances. Another competence of self-regulation is innovativeness. People with this competence seek out fresh ideas from a wide variety of sources, come up with new ideas and unexpected solutions to problems, they take fresh perspective and risks in their thinking.

The third pillar according to Goleman (1995) of emotional intelligence is self-motivation. Achievement drive, commitment, initiative, and optimism are the key elements of self-motivation (Goleman, 1995; 1999). Achievement drive can be seen in those who are result-oriented, they strive to reach their objectives and accomplish high levels of quality, they set challenging but realistic goals and take calculated risks, they

constantly look for information to reduce uncertainty, and find ways to improve their performance. Commitment is thought as the readiness or willingness to make personal or group sacrifices to meet larger organizational goals, to have sense of purpose in the larger mission, to use the group's core values in making decisions and illustrating alternatives, and actively seeking out opportunities to fulfill the group needs. Initiative can be defined as the willingness to work on opportunities. People with this competence are ready to seize opportunities and pursue goals beyond what is required or expected from them, they bend the rules when necessary to get the job done, and mobilize others through unusual, creative ways. According to Goleman (1995), Optimism can be viewed in those who persist in seeking their goals despite the frustration and setbacks, they have positive outlook about their lives, and they operate from the hope of success rather than the fear of failure. Seligman (1990) has defined optimism in terms of how people react to success and failure. Optimistic people see a failure as due to manageable circumstances that can be changed so that they succeed in the next time. On the other hand, pessimistic people see failure as due to lasting personal characteristic that they are helpless to change (Goleman, 1995). According to Seligman (1990), optimism is the fundamental determinant of motivation and performance.

Social awareness is the fourth competency of emotional intelligence. According to Goleman (1995; 1999) social awareness includes empathy, service orientation, developing others, leveraging diversity, and political awareness. Empathy which is considered as a crucial component of emotional intelligence can be seen in those who are good listeners and attentive to emotional cues. They show sensitivity and understanding for other's perspectives. In other words being able to sense and understand others' needs

and feelings and help out based on this understanding. Service orientation can be thought as the ability to understand what customer want and align them with service or product, seeking out ways to increase customers' satisfaction and loyalty, being able to offer appropriate assistance and act as trusted advisor with customer. Developing others is the competence of those who acknowledge and reward people's strengths, accomplishments, and development. They offer useful feedback and identify people's needs for development; they mentor, give timely coaching, and assign tasks that grow the person skills. Leveraging diversity refers to the ability to develop and capitalize on opportunities through people. Those with this competence respect and relate well to people from different backgrounds, they understand worldviews and are sensitive to group differences, they see diversity as opportunity, they avoid stereotyping and challenge bias and sustain a culture of tolerance. Political awareness is the ability to accurately recognize the key power relationships, and detect vital social networks. People with this competence understand the forces that shape views and actions of clients, customers, and competitors. Moreover, they can accurately read situations and organizational realities.

Finally, the fifth competency of emotional intelligence is Social skills. According to Goleman (1995; 1999) social skills includes influence, communication, Leadership, change management, conflict management, building bonds, collaboration and cooperation, and team membership capabilities. Influence refers to the ability to employ effectual strategies to get people to work for you. People with this competence have a fine-tune presentation and they are skilled at persuasion. They use complex strategies like indirect influence to gain consensus and support from others. Furthermore, they capitalize on dramatic events to effectively make a point. Communication is about the competence

to convey comprehensible and compelling messages. It includes skills such as being effective in give-and-take, able to deal with difficult issues straightforwardly, and to welcome sharing information and foster open communication. Leadership can be thought as the ability to motivate and direct people or groups. People who possess this competence are articulate and able to stimulate enthusiasm for a shared mission and vision. They step forward to show the way as considered necessary regardless of the position they hold. They guide the performance of others while holding them responsible. Change management is the ability to recognize the need for change and remove the barriers associated with that change. People with this competence challenge the status quo to acknowledge the need for change; they champion the change and encourage others to adjust themselves. Conflict management can be seen in those who are able to handle difficult personalities and tense situations with diplomacy and tact. They anticipate potential conflict and try to settle these disagreements. They encourage debate and open discussion, and seek out win-win solutions. Building bonds is referring to the competence of cultivation a web of relationships. Such people are able to nurture and maintain extensive informal networks, seek out relationships that are mutually beneficial. They readily make and maintain personal friendship among work links. Collaboration and cooperation can be thought as the willingness to exert efforts with others to realize joint goals. People with this competence balance a focus on task with attention to relationships. They collaborate and share plans, information, and resources. They promote a friendly, cooperative climate and look for opportunities for collaboration. A team membership capability is the competence to build group cooperation in tracking mutual aims. Such people form team qualities like respect, helpfulness, and cooperation.

They draw all members into active participation; they build team identity and

intelligence was viewed as specific skills and tendencies an individual has. Basically, they argue that EQ incorporates the following four cornerstones:

1. Emotional literacy, which refers to one's knowledge and understanding regarding his/her own emotions and how they function.
2. Emotional fitness, which refers to one's emotional hardiness, trustworthiness, and resilience.
3. Emotional depth, which refers to one's emotional intensity and his/her potential for development.
4. Emotional alchemy, which refers to the ability to employ emotions to ignite one's creativity.

Emotional intelligence was also conceptualized by Bar-On (1996) as several distinct dimensions. Based on his professional experience and review of the literature he claimed that EQ comprises the following dimensions: one's emotional self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationships, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness and lastly optimism.

Salovey and Mayer (1990) who first introduced the notion emotional intelligence have postulated that emotional intelligence consists of the following three mental dimensions:

1. appraisal and expression of emotions in oneself and others
2. regulation of emotions in oneself and others
3. utilization of emotions to facilitate thinking

These three mental dimensions are further divided into subcomponents within the model. The first mental dimension, the appraisal and expression of emotions is separated into those components regarding oneself and those pertaining to others. Furthermore, the components pertaining to oneself is subdivided into verbal and non-verbal expression and the components regarding others is broken into non-verbal perceptions and empathy (Salovey & Mayer, 1990).

The second mental dimension, the regulation of emotions is similarly subdivided into the regulation of emotions in oneself and regulation of emotions in others (Salovey & Mayer, 1990).

Finally, the third mental dimension, utilization of emotions to facilitate thinking encompasses the components of creative thinking (being able to take sound solid decisions by occupying the knowledge and awareness of your own affective responses), flexible planning (readdress, create, plan, and prioritize based on feelings associated with events, objects, or people), mood redirect attention (using emotional states and moods to facilitate problem solving and stimulate creativity), and lastly, motivation which refers to

the ability to use one's emotions to boost one's perseverance in face of life challenges (Salovey & Mayer, 1990).

In the present study, we focus on the conceptualization of EQ by Salovey and Mayer (1990), and the EQ instrument that was developed by Schutte et al. (1998) based on the EQ framework of Salovey and Mayer (1990).

2.2.2 Organizational Citizenship Behavior

Some employees go an extra mile by performing spontaneous behaviors that go beyond the requirements of their job descriptions. Behavioral scientists call this phenomenon Organizational Citizenship Behavior (OCB). OCB is believed to be vital for organizational effectiveness because managers cannot anticipate all contingencies or completely anticipate the activities that they may desire or need employees to perform (Organ, 1988). Work behavior that goes beyond the scope of organizational evaluation measures of job performance believed to improve organizational efficiency, effectiveness and adaptability which ultimately may enhance long-term organizational success (Organ 1988). Doing jobs beyond what is required without expecting to be rewarded is what is referred to in this study as Organizational Citizenship Behavior (OCB).

According to Organ (1988, p. 4) OCB is defined as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization". OCB are the additional things employees do that are not required of the individuals in the formal job contract, nonetheless contribute to the effective functioning of the organization. These activities are not rewarded under the formal organization reward system--neither

punished for not performing it. Substantial empirical studies have confirmed the payback that organizations get as a result of employees performing organizational citizenship behavior, or OCB (Organ, 1990). Employee OCB has several behavior dimensions. However, the dimensions most widely recognized and used in research are those proposed by Organ (1988): namely, Conscientiousness, Courtesy, Sportsmanship, Civic virtue, and Altruism.

Those behavior dimensions according to Organ (1988) are defined as follows:

- **Conscientiousness:** commitment to one's work and desire to exceed formal requirements in aspects such as, punctuality or protection of organization's resources (e.g. staying late to do some work after work hours, voluntarily doing things beyond duties, sticking to the organization's rules and not wasting work time at all).
- **Courtesy:** avoiding problems developing from the work relationship (e.g. being mindful of how his/her actions impact other's work, trying to encourage a friendly environment and avoid creating problems among co-workers).
- **Sportsmanship:** tolerating less than ideal circumstances (e.g. not complaining about trivial matters and showing less negativity about what the organization doing).
- **Civic virtue:** Responsibly taking part in the life of the organization (e.g. attending meetings/functions that are not mandatory but help the company image, keeping up with changes in the organization, taking the initiative to recommend how procedures can be improved).

- Altruism: Helping other members of the organization in their tasks (e.g. voluntarily helping less experienced or orient employees, and assisting co-workers who were absent or have heavy assignments).

A few studies have been conducted on emotional intelligence and OCB. However, one study by Carmeli (2003) indicated that emotional intelligence accounted for a significant variance in altruism. With a research among 262 senior managers, he found a strong significant relationship between emotional intelligence and work attitudes, work outcomes, and work behavior. He found that emotionally intelligent senior managers displayed higher levels of organizational citizenship behaviors compared to their counterparties who are less emotionally intelligent.

Research showed that work environment also contributes significantly to OCB. Turnipseed (1996) examined the impact of ten variables of work environment namely, involvement, peer cohesion, supervisor support, autonomy, task orientation, work pressure, clarity, control, innovation and physical comfort on OCB. It was found that out of the ten workplace variables only work pressure and control were not related to OCB. Exhibiting such a behavior may be the outcome of individual reactions to a positive work environment, especially one with good interpersonal and supervisory relationships.

A study done by Murphy et al. (2002) on Australian human service professional revealed that job satisfaction significantly correlated with organizational citizenship behavior. In similar vein, recent paper by Huang et al. (2004) indicated that significant positive relationships did exist between satisfaction and OCB. The connection between

employees' satisfaction from the work and OCB may explain why employees engage in OCB to pay back their organization.

Moreover, research showed that procedural justice and distributive justice influence OCB. For instance, a case study prepared by Ertuik et al. (2004) in manufacturing industry revealed that employee perceptions of managerial fairness (i.e. distributive justice and procedural justice) surpassed the effect of the traditional attitudinal factors (i.e. satisfaction and organization commitment) as they jointly influence OCB.

Furthermore, an employee's OCB is sometimes influenced by the collective OCB in one's workgroup in the workplace. Some employees have a tendency to have higher levels of OCB when their coworkers also displayed those behaviors. By observing regular citizenship incidents within a workgroup is likely to lead to attitudes that such OCB is natural and appropriate. Consequently, OCB across workgroup members is likely to play an important role in whether an employee exhibits high citizenship (Bommer, Miles, and Grover, 2003).

2.2.3 Job Control

Job control can be conceptualized as the extent of freedom or autonomy an employee has in terms of how he or she chooses a coping strategy to handle the task being assigned to him/her (Karasek, 1979; Abraham, 2000).

Based on Karasek's model, jobs that create many demands provoke a state of arousal. However, if those jobs were not coupled with sufficient autonomy, they would prevent the selection of an appropriate coping response which in turn leads to a host of

physiological problems. On the other hand, positive outcomes such as learning and motivation are more likely to occur when this order is reversed. In other words, a job should be sufficiently high in its demand to be challenging and high enough in control to allow employees to choose a proper coping response to act effectively when under stress.

Moreover, research showed that job control has a powerful moderating effect on the relationship between emotional intelligence and other important organizational attitudes (e.g. job satisfaction & organizational commitment). Abraham (2000) conducted a research among 79 professionals from health care, insurance, and telecommunications industries and she found that job control strongly moderates the relationships between emotional intelligence, job satisfaction, and organizational commitment. Actually, she found that emotional intelligence is unrelated to job satisfaction and organizational commitment for employees with little control over their jobs.

To our knowledge, there is no past studies conducted on the relationship between emotional intelligence and organizational citizenship behavior used job control as a moderator. Therefore, the present study used job control as a potential moderator on the relationship between emotional intelligence and organizational citizenship behavior.

2.3 Theoretical Framework

The primary objective of the present study is to examine the relationship between emotional intelligence and organizational citizenship behavior. Earlier research has shown that a positive relationship exists between the two constructs (Carmeli, 2003). However, almost all of these researches have been carried out in western countries.

Hence, the present study is an attempt to explore the relationship between emotional intelligence and OCB in Malaysian context.

Literature review showed that emotional intelligence has a significant impact on one's attitude and behavior. Theoretically speaking, emotionally intelligent people are assumed to be better able to handle stress generated from their jobs and not wasting their energy on trivial matters, hence, more expected to experience positive emotional states for the most part of the time. They are also more likely to understand other's concerns and empathize with them. Thus, they may perhaps be more apt to engage in social interactions and build constructive and productive relationships with others such as customers, colleges, peers, clients, managers, and so on. However, from empirical perspective, research showed that emotionally intelligent people tend to be more committed, altruistic, and satisfied with their work (Abraham, 2000; Carmeli, 2003; Wong & Low, 2002). Past studies indicated that job satisfaction and organizational commitment significantly linked to OCB (Murphy et al., 2002; Huang et al., 2004; Podsakoff et al., 1996; Mackenzie et al., 1998). Furthermore, based on one definition which states that organizational commitment is "a willingness to exert considerable effort on behalf of the organization" and "willingness to give something of themselves in order to contribute to the organization's well-being." (Mowday et al., 1982, p. 27) Abraham (1999) argued that this definition incorporates elements of OCB, and since research indicated that emotional intelligence is linked to organizational commitment, she argued that emotional intelligence should be related to OCB. For that reason, exploring the potential moderating effect that job control has on the relationship between EQ and OCB is the auxiliary objective of the present study.

Thus, the dependent variables are the dimensions of OCB, specifically, altruism, courtesy, sportsmanship, civic virtue, and conscientiousness, which are the main concern for the present study. The moderator variable is job control, and the three independent variables are the appraisal and expression of emotions in oneself and others, the regulation of emotions in oneself and others, and finally, the utilization of emotions to facilitate thinking. These three dimensions of emotional intelligence have been conceptualized based on the framework of Salovey and Mayer (1990) with job control, are suggested to jointly influence OCB.

Figure 2.1 represents the research framework of the present study in the next page.

2.4 Development of the Research Hypotheses

From the literature review and the research framework developed, the following research hypotheses are proposed for the present study:

First proposition: The three dimensions of emotional intelligence (1-appraisal and expression of emotions in oneself and others, 2-regulation of emotions in oneself and others, and 3-utilization of emotions to facilitate thinking) will significantly explain the variance in organizational citizenship behavior' dimensions above the variance explained by demographic variables.

This proposition incorporates the following hypotheses:

H1: The three dimensions of emotional intelligence will significantly explain the variance in Conscientiousness above the variance explained by demographic variables.

H2: The three dimensions of emotional intelligence will significantly explain the variance in Sportsmanship above the variance explained by demographic variables.

H3: The three dimensions of emotional intelligence will significantly explain the variance in Civic Virtue above the variance explained by demographic variables.

H4: The three dimensions of emotional intelligence will significantly explain the variance in Courtesy above the variance explained by demographic variables.

H5: The three dimensions of emotional intelligence will significantly explain the variance in Altruism above the variance explained by demographic variables.

Second proposition: Job control moderates the relationship between the three dimensions of emotional intelligence (1-appraisal and expression of emotions in oneself and others, 2-regulation of emotions in oneself and others, and 3-utilization of emotions to facilitate thinking) and the organizational citizenship behavior' dimensions.

This proposition incorporates the following hypotheses:

H1: Job control moderates the relationship between the three dimensions of emotional intelligence and Conscientiousness.

H2: Job control moderates the relationship between the three dimensions of emotional intelligence and Sportsmanship.

H3: Job control moderates the relationship between the three dimensions of emotional intelligence and Civic Virtue.

H4: Job control moderates the relationship between the three dimensions of emotional intelligence and Courtesy.

H5: Job control moderates the relationship between the three dimensions of emotional intelligence and Altruism.