

The Mediating Effect of Organizational Citizenship Behavior on the Relationship between Emotional Intelligence and Innovative Work Behavior of Teachers

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Abstract: This study aimed to assess the mediating effect of organizational citizenship behavior on the relationship between emotional intelligence and innovative work behavior among teachers in Sta. Maria West District, Davao Occidental. Using a descriptive-correlation quantitative design, data were gathered from teachers across 204 public elementary schools selected via simple random sampling, employing validated and reliable adapted survey questionnaires. Findings revealed that teachers demonstrated moderately extensive emotional intelligence, particularly showing strength in social awareness while displaying relative limitations in self-awareness. Innovative work behavior among teachers was also rated moderately extensive, characterized by stronger engagement in idea exploration and championing compared to idea generation and implementation. Organizational citizenship behavior was similarly rated as moderately extensive, with teachers most actively involved in collaborative support activities but less frequently offering innovative solutions to school problems. Emotional intelligence was strongly and significantly correlated with innovative work behavior, moderately correlated with organizational citizenship behavior, and organizational citizenship behavior itself was moderately linked to innovative work behavior. Importantly, organizational citizenship behavior mediated the relationship between emotional intelligence and innovative work behavior as a suppressor; emotional intelligence promoted citizenship behaviors, which paradoxically reduced innovative practices.

Keywords: *Emotional Intelligence, Innovative Work Behavior, Organizational Citizenship Behavior, Teacher Innovation, Descriptive-Correlation Design.*

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I. INTRODUCTION

Innovative work behavior is important for enhancing teaching and school effectiveness, but many teachers face challenges like limited support and workload that hinder innovation. Emotional intelligence may help foster innovation, but its impact is inconsistent. Organizational citizenship behavior (OCB), where teachers go beyond their roles to collaborate and share ideas, might mediate this relationship. However, the exact role of OCB in linking emotional intelligence to innovation is still unclear and needs further study.

In the United States, lack of training, support, and the pressure of standardized testing limit teachers' ability to adopt new methods and technologies. African teachers face even greater challenges due to limited access to technology

and insufficient training, resulting in predominantly traditional, teacher-centered classrooms. In Thailand, cultural norms and hierarchical school structures discourage experimentation, hindering consistent implementation of innovative practices. Similarly, in the Philippines, both Luzon and Mindanao struggle with resource shortages and inadequate administrative support, with Mindanao's situation further complicated by socio-political instability and security issues. These factors collectively restrict teachers' capacity to innovate, highlighting the urgent need for targeted support and resources to foster educational innovation in diverse and challenging contexts.

This study addressed a critical gap in understanding how emotional intelligence and organizational citizenship behavior (OCB) interacted to influence teachers' innovative work behavior in Sta. Maria West District, Davao Occidental.

While previous research had examined these factors separately, little was known about how OCB might mediate the relationship between emotional intelligence and innovation in teaching. Given the district's ongoing efforts to improve education through innovation, exploring this connection was vital to explain the uneven adoption of new practices. The unique cultural and organizational context of the district made it an ideal setting for this research, which aimed to provide insights that could help design targeted interventions to boost teacher collaboration and innovation, ultimately enhancing educational quality and teacher effectiveness.

Emotional intelligence (EI), innovative work behavior, and organizational citizenship behavior (OCB) are key factors that influence teacher effectiveness and educational outcomes. Teachers with high EI manage emotions well, creating positive learning environments that encourage innovation. Innovative work behavior helps teachers adapt teaching methods to changing needs, while OCB promotes a supportive and collaborative school culture. Although EI is known to impact both innovative behavior and OCB, the role of OCB as a mediator between EI and innovation is not well understood.

This study was grounded in three key theories. Social Exchange Theory explained how fair, reciprocal relationships in organizations encourage teachers with high emotional intelligence to engage in organizational citizenship behavior (OCB), which in turn fosters innovative work behavior through supportive professional relationships. Emotional Intelligence Theory highlighted that teachers' ability to perceive, understand, and manage emotions influences their willingness to show OCB, creating a positive environment for innovation. Lastly, the Componential Theory of Creativity emphasized that creativity results from skills, motivation, and a supportive social context, showing how OCB and emotional intelligence together promote teachers' innovation in the classroom.

This study aimed to investigate how organizational citizenship behavior (OCB) mediates the relationship between emotional intelligence and innovative work behavior among teachers in Sta. Maria West District, Davao Occidental. Specifically, it examined the levels of teachers' emotional intelligence—covering self-awareness, self-management, social awareness, and social skills—and their innovative work behavior, including idea exploration, generation, championing, and implementation. The study also assessed the extent of teachers' organizational citizenship behavior and explored the significant relationships among these variables. Finally, it aimed to determine whether OCB significantly mediates the link between emotional intelligence and innovative work behavior.

The study will test two hypotheses at a 0.05 level of significance: first, that there is no significant relationship among emotional intelligence, innovative work behavior, and organizational citizenship behavior of teachers; and second, that organizational citizenship behavior does not significantly

mediate the relationship between emotional intelligence and innovative work behavior among teachers.

II. METHOD

This study employed a quantitative descriptive-correlational research design to examine the mediating effect of organizational citizenship behavior on the relationship between emotional intelligence and innovative work behavior among teachers. The quantitative approach allowed for the collection and statistical analysis of numerical data to measure and interpret relationships between variables, providing generalizable results.

Descriptive methods were used to outline the levels of emotional intelligence, organizational citizenship behavior, and innovative work behavior, establishing a baseline for analysis. The correlational approach identified the strength and direction of associations among these variables, laying the groundwork for mediation analysis. Mediation was tested using Baron and Kenny's method and the Sobel z-test, which helped determine whether organizational citizenship behavior significantly mediated the impact of emotional intelligence on innovative work behavior, ensuring the robustness and validity of the study's findings.

The study involved 203 elementary school teachers from Sta. Maria West District, Davao Occidental, selected using the Slovin Formula to ensure a representative sample from the total population of 413 teachers. Simple random sampling was employed to give each teacher an equal chance of selection, minimizing bias and ensuring fairness. Inclusion criteria required respondents to be full-time teachers with at least one academic year at their current school, while those on administrative or long-term leave were excluded to maintain data relevance and consistency.

The researcher used adapted and modified survey questionnaires, pilot tested for reliability with a Cronbach's alpha above 0.700, indicating high internal consistency. The instrument was validated by three experts and revised accordingly. The survey had three parts: emotional intelligence, innovative work behavior, and organizational citizenship behavior, each measured using 5-point Likert scales. Emotional intelligence was assessed across four domains: self-awareness, self-management, social awareness, and social skills. Innovative work behavior covered idea exploration, generation, championing, and implementation. Organizational citizenship behavior was also measured similarly. Responses were categorized into five levels—from "Not Extensive" to "Very Extensive"—based on predefined mean ranges to facilitate clear and consistent data interpretation.

The study secured necessary ethical clearances and endorsements before conducting a pilot test to validate the survey instrument. Questionnaires were then distributed online and face-to-face to 203 elementary teachers in Sta. Maria West District, allowing flexibility and adequate time for responses. Data were organized and analyzed using descriptive statistics and inferential methods, including

correlation and mediation analysis, to examine relationships among emotional intelligence, organizational citizenship behavior, and innovative work behavior. Findings were interpreted with relevant theories, leading to practical recommendations to improve teacher innovation and collaboration in the district.

The researcher used several statistical tools which are the following: Weighted Mean to assess the levels of emotional intelligence, innovative work behavior, and organizational citizenship behavior; Pearson Product-Moment Correlation to examine the relationships among these variables; Baron and Kenny's (1986) Mediation Method to test if organizational citizenship behavior mediates the effect of emotional intelligence on innovative work behavior; and the Sobel z-Test to determine the significance of this mediation effect.

III. RESULTS AND DISCUSSIONS

The emotional intelligence of teachers in Sta. Maria West District, Davao Occidental, was generally rated as moderately extensive, with an overall mean of 3.21, indicating that emotionally intelligent behaviors are sometimes manifested. Among the four domains assessed, social awareness scored the highest (mean = 3.41, extensive), showing teachers often display sensitivity to others' feelings and social dynamics. Self-management (3.33), social skills (3.21), and self-awareness (2.90) followed, all moderately extensive, reflecting a moderate ability to regulate emotions, manage relationships, and recognize personal strengths and weaknesses. These findings suggest that while teachers demonstrate a fair level of emotional intelligence that supports classroom management and student engagement, there is room for further development to enhance their emotional competencies in educational settings.

The innovative work behavior of teachers in Sta. Maria West District, Davao Occidental, shows a generally moderate level of engagement in exploring, generating, championing, and implementing new ideas to improve teaching and learning. Idea exploration and idea championing both received the highest mean scores of 3.42, indicating that teachers often foster creativity and actively promote innovative practices within their educational settings. Meanwhile, idea generation and idea implementation scored slightly lower, with means of 3.39 and 3.26 respectively, reflecting that while teachers sometimes develop and apply new strategies, consistency and sustained practice remain challenges, possibly due to institutional constraints.

The organizational citizenship behavior (OCB) of teachers in Sta. Maria West District, Davao Occidental, is moderately extensive, with a mean score of 3.18, indicating that teachers sometimes engage in voluntary actions that support colleagues and enhance the school environment beyond formal duties. Collaborative efforts in inclusive classrooms scored highest, while offering innovative solutions to school problems was less frequent. Correlation analysis revealed a strong positive relationship between emotional intelligence (EI) and innovative work behavior

(IWB), and a moderate positive relationship between IWB and OCB, as well as a strong link between EI and OCB, highlighting how emotional awareness fosters both innovation and cooperative behaviors.

Teachers in Sta. Maria West District demonstrated a moderately extensive level of emotional intelligence, with social awareness being the strongest domain, showing that they often recognized others' emotions. In contrast, self-awareness was the weakest, indicating occasional recognition and management of their own emotions. Their innovative work behavior was also moderately extensive, with teachers frequently exploring new ideas but only occasionally generating and implementing them. Similarly, their organizational citizenship behavior was moderately extensive, with collaboration for inclusive teaching being most common, while offering innovative solutions to school problems was least observed.

The study found strong, significant relationships among emotional intelligence, innovative work behavior, and organizational citizenship behavior. Teachers with higher emotional intelligence were more likely to engage in innovative practices and display voluntary citizenship behaviors beneficial to their schools. Organizational citizenship behavior acted as a suppressor in the relationship between emotional intelligence and innovative work behavior, meaning that while emotional intelligence generally promotes innovation, its enhancement of citizenship behaviors can slightly reduce innovative efforts.

Teachers in Sta. Maria West District show moderate emotional intelligence, with strong social awareness but weaker self-regulation and interpersonal skills, indicating a need for targeted professional development. They demonstrate moderate innovative work behavior, frequently exploring and supporting new ideas but less often generating and implementing them, highlighting the need for a supportive environment to boost practical innovation.

Teachers also exhibit moderate organizational citizenship behavior, especially in collaboration, though other voluntary actions vary. Emotional intelligence strongly relates to innovation and moderately to citizenship behavior, with innovation also linked to citizenship. However, citizenship behavior partially suppresses the positive effect of emotional intelligence on innovation. Overall, emotional intelligence remains crucial for fostering innovation, and school leaders should balance developing emotional skills and managing citizenship expectations to enhance teacher innovation.

The study recommends that DepEd balance organizational citizenship expectations with fostering innovation by integrating emotional intelligence training and revising evaluation to reward creativity. School leaders should support a culture that encourages innovation while managing citizenship demands and providing resources. Teachers are encouraged to reflect on balancing collaboration with innovation, use emotional intelligence purposefully, and build peer innovation communities. Empowering students as

partners in innovation can also enhance creative teaching. Future research should explore why some citizenship behaviors suppress innovation and test strategies to promote beneficial practices in diverse educational settings.

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