

The Effect of School Principals' Emotional Intelligence (EI) on Teachers' Organizational Citizenship Behavior (OCB): A Case Study on the UAE School

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Abstract

The interaction between instructors and school administration can boost academic success. Principals of all schools are obligated to promote the effectiveness of their teachers. This study intends to investigate the impact of school principals' emotional intelligence (EI) on their teachers' organizational citizenship behavior (OCB) in United Arab Emirates (UAE) schools. Principals, former and current principals, and 53 teachers from X School in the UAE participated in the study, which employed a quantitative descriptive methodology. Using Smart PLS 3.0 software, study data were analyzed. A questionnaire with a Likert scale was utilized to collect

data from respondents. Findings suggested that school principals with a high level of EI enhance teachers' commitment to their profession and increase their OCB. They require specific ethical qualities such as vision, character, values, autonomy, and perseverance. In addition, they should treat each teacher based on their abilities, predispositions, and skills. The research has both theoretical and applied implications for enhancing the performance of UAE school teachers.

Keywords: School Principals, Emotional Intelligence, Organizational Citizenship Behavior, Teachers.

1. Introduction

A nation's education system's development mirrors its education sector's development (Kumari et al., 2020). The primary role of the government and the ministry of education is to improve the development of the education sector to provide people with adequate resources (Kennetz et al., 2020). These nations have a less productive attitude toward the educational industry than Afghanistan, which has failed to build its educational sector (Ghany & Alzouebi, 2019) (. Regarding the improvement of the educational sector, numerous nations are implementing emergency changes (Ibrahim & Al-Taneiji, 2019). The advancement of higher education is vital, yet the improvement of the educational system receives little attention (Parkman, Litz, & Gromik, 2018). The advancement of the school system and educational institutions is essential to the proper growth of pupils, as measured by their life accomplishments. The attention dedicated to the education system may be the finest cause for providing additional improvement opportunities (Alarabi & Wardat, 2021). Students' primary education should be improved because it is the key to their intellectual development and enhanced comprehension (Obaid Alnaqbi & Omar, 2020).

Nonetheless, other elements contribute directly or indirectly to the performance of pupils. The primary stakeholders in schools are the administration and the teachers who collaborate to improve their pupils' education (Al Samkari & David, 2019). Their students are solely responsible for their education.

Teachers' dispositions and demeanor significantly impact their students' performance (Goe, Alkaabi, & Tannenbaum, 2020). Primary school teachers also contribute to their pupils' enrichment, but they have given it little consideration (David & Abukari, 2019). The teachers face a variety of obstacles that affect their

performance. Numerous research has revealed that the positive demeanor of teachers might be beneficial for pupils' learning (Eltanahy, Forawi, & Mansour, 2020b). As they are working together, it is also essential to comprehend the relationship between the school's teachers and administration. When management is fair with its obligations and provides teachers with their needs, teacher performance improves (Eltanahy, Forawi, & Mansour, 2020a). Most teachers are involved in classroom activities that should be managed promptly to enhance productivity and performance. The interaction between professors and students should be positive, and they must collaborate to improve the student's performance (Atkinson, Takriti, & Elhoweris, 2021). The school administration is expected to provide all resources for the teachers. The study by Brezicha et al. (2020) emphasized that school principals should have adequate emotional intelligence (EI) for proper functioning and performance.

According to the research by Mehmet and Inandi (2018), teachers' performance can be enhanced if they have a reasonable attitude toward the students' learning. Similarly, Tai and Tai and Kareem (2018) found that the relationship between teachers and school administration must be strengthened for equitable performance. Also, Cansoy and Parlar (2018) research revealed that teachers should have a more positive attitude toward their pupils to enhance their connections. In addition, Gümüş and Bellibaş (2020) research indicated that school administrations are necessary to offer instructors all performance-enhancing resources. In the meantime, Dicke et al. (2020) concluded that pupils' performance would improve if their teachers had a positive attitude toward them. In addition, the study by Liebowitz and Porter (2019) indicated that the connection between management and teachers should be fair, and there should be no impediments to teachers' classroom performance. Moreover, the study conducted by Suchyadi (2018) revealed that the administration must reward those teachers who work diligently to increase student performance. According to Imhangbe, Okecha, and Obozuwa (2019) study, the interaction between instructors and management must be enhanced for a more productive working relationship.

This study investigates the importance of EI possessed by the school leader and its influence on the OCB of teachers and their dedication to the school. Therefore, the purpose of this study is to evaluate the effects of school principals' EI on the

organizational citizenship behavior of their teachers. This study aims to assess the impact of school principals' emotional intelligence on their instructors' organizational citizenship conduct. This research is based on a novel framework that has added new relationships to the existing body of knowledge. The outcomes of this study have both relevant theoretical and practical consequences. Additionally, the paper discusses several future directions encouraged by restrictions so that researchers can continue contributing to the field.

2. Literature Review and Hypotheses Development

The research conducted by [Redding \(2019\)](#) revealed that an individual's EI is a more effective means of modifying his behavior. According to the study by [Ates \(2019\)](#), instructors have EI since they make various decisions based on their working style. According to [Liebowitz and Porter \(2019\)](#) research, EI is the best feature of human personality that must be developed and utilized effectively. The teachers' performance might be a more significant source of their work when the administration provides support. The administration of schools should have a more positive attitude toward instructors. The job of the school administration is to comprehend the precarious circumstances of the teachers and ensure that all necessary steps are done to improve knowledge management. When the working approach interaction between the teachers and the student's conduct is enhanced, the school's reputation and the management's behavior can be improved. The teachers the administration does not drive are less productive in their efforts to increase student achievement. The study by [Gage et al. \(2018\)](#) revealed that teachers need the assistance of management to improve their approach to improving student performance.

[Cansoy \(2019\)](#) explains in his research that the best source of a student's learning performance is their positive working relationship with their teachers. The sustainability of the learning environment is another factor that helps teachers enhance their schoolwork performance. The study by [Mucherah et al. \(2018\)](#) argued that educational institutes should be upgraded to the advanced level since upgrading educational institutes can give teachers a more dependable behavior for improved instruction. Improving the effectiveness of schools and instructors depends on the

school administration's motivation and strong work ethic. In addition, [Cansoy and Parlar \(2018\)](#) found that the proper functioning of school management might be an excellent source of learning performance for the effectiveness and efficiency of management performance.

Nonetheless, the study by [Van der Lans, Van de Grift, and van Veen \(2018\)](#) revealed that the fair working of the instructors could influence the performance of the pupils. Still, the school administration must create a decent working environment for the teachers. The learning behavior of pupils and the performance of teachers can be enhanced if the administration takes acceptable steps to improve teachers' working conditions.

According to the study by [Ouellette et al. \(2018\)](#), a sustainable working environment is crucial for a teacher's improved attitude. Teachers are human beings, and they must have a positive working attitude toward their students. However, this is only feasible if the proper working conditions are supplied to these teachers. The study by [Bartholomew et al. \(2018\)](#) also shows that when management gives instructors dependable services to enhance their performance productively, reasonable activities are done to improve the teachers' effective performance. Moreover, [Herman, Hickmon-Rosa, and Reinke \(2018\)](#) stated that instructors' teaching effectiveness should be enhanced, which is attainable if they are given the optimal atmosphere. Understanding the improvement in environmental services is crucial since the critical learning method is the way forward for environmental sustainability.

Moreover, [Van der Lans et al. \(2018\)](#) study revealed that government educational reforms are required to boost teachers' productivity. When teachers have access to an atmosphere conducive to enhancing their performance fruitfully, the sustainability of performance can become a more effective method of instruction. The environment's sustainability can enhance instructors' effectiveness in the classroom.

According to the research conducted by [Bartholomew et al. \(2018\)](#), instructors can perform better with management assistance. Certainly, the administration's support is vital for teachers, and school administration is required to improve the school environment. The only approach to enhance classroom instruction is to create a conducive learning atmosphere. [Cansoy \(2019\)](#) concluded his study that management should take appropriate steps to improve the working environment for

instructors, which might be a better source of learning performance. Similarly, Mucherah et al. (2018) claimed that the interaction between management and instructors should be favorable, as only a positive relationship can affect teaching. However, instructors are expected to perform their duties effectively during classroom activities, and management should supply them with adequate resources. In addition, Gage et al. (2018) concluded that instructors' behavior would improve if the administration developed a learning environment that would influence their impression of teaching. Additionally, instructors' performance can be enhanced when they access the necessary classroom resources.

H1: *There is a direct relationship between the principal's emotional intelligence and the teacher's organizational citizenship behavior.*

H2: *There is a direct relationship between the principal's emotional intelligence and a sustainable working environment.*

H3: *There is a direct relationship between a sustainable working environment and teachers' organizational citizenship behavior.*

H4: *There is a mediating relationship of a sustainable working environment between the principal's emotional intelligence and the teacher's organizational citizenship behavior.*

The research framework is highlighted in Figure 1.

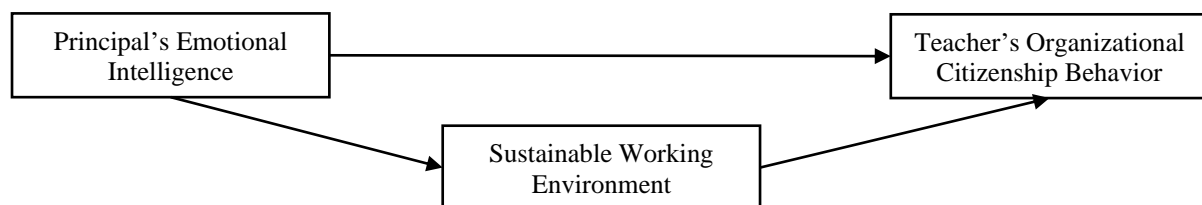


Figure 1. Research Framework

3. Methodology

The findings of this study are based on "primary data," while prior studies on the conduct of instructors also employed data analysis. The research used the "quantitative method" since students at educational institutions frequently employ this technique to produce "empirical evidence." The research utilized a "rating scale" questionnaire since other studies examining the relationship between management and instructors have employed the same "data collection" technique. This type of questionnaire is based on

assertions, and responders are expected to provide a rating to each. In addition, a cross-sectional technique was employed to collect data for this study, based on the findings and case of a single school in UAE. Because data for this study were also gathered rapidly, this methodology is deemed adequate. In addition, this study employed the "random sampling technique" since this method is used when the research population shares similar characteristics. Since the population for this study was identified, this methodology is considered for the study. The study employed a questionnaire containing measuring items for each component based on the Likert scale. This questionnaire was prepared within the context of this research to examine the association between various factors and test hypotheses. The "measurements" employed in this study are evaluated critically. The study by, [Shetty et al. \(2013\)](#) used five principals' emotional intelligence elements to establish their direct impact on the sustainable working environment and teachers' OCB. In addition, five items were adapted from [Rasool et al. \(2020\)](#) study to measure the mediating role of a sustainable working environment to collect data for this construct. In addition, five items for teachers' OCB are extracted from Fatimah, Amiraa, and Halim's (2011) study to examine their association with other factors given in the scope of the study.

Table 1. Measurements

"Constructs	Items	Measurement
Principal's Emotional Intelligence	PEI1	I can regulate my emotions and influence others.
	PEI2	I believe suitable emotions are required in different situations.
	PEI3	The principal's role is to improve teachers' performance and support them emotionally.
	PEI4	I feel good when the teachers perform well in their classes.
	PEI5	The principal's responsibility is to motivate the teachers to their product performance.
Sustainable Working Environment	SWE1	The working environment helps to improve efficiency and effectiveness.
	SWE2	I work in a comfortable environment to achieve my goals.
	SWE3	My performance can be improved when I have an appropriate working environment.
	SWE4	The environment decides the way of working and performing in the organization
	SWE5	Organizational politics is a hurdle in sustainable working and effective performance.

"Constructs	Items	Measurement
Teacher's Organizational Citizenship Behavior	TOCB 1	I am responsible for putting my efforts into the better performance of students.
	TOCB 2	I think teachers should have a positive working approach toward students.
	TOCB 3	I believe in the intellectual honesty of teachers to improve their performance.
	TOCB 4	The sustainable working of teachers is reasonable to improve their organizational performance.
	TOCB 5	I believe in serving my institutes and students for a better future."

This research has confirmed the "face validity" of the questionnaire with the assistance of specialist researchers, and the questionnaire was finalized following their approval. The researchers used the "survey-based" strategy for data collecting since it is a simple and effective technique to physically contact the school's administration and obtain their agreement for the questionnaire and data collecting. The questionnaire items are explained to the management, who also get their other questions answered. This study has collected data in this manner. Respondents were commended for their prompt responses, contributing to the study's value. In addition, "Smart PLS 3.0" was used for data analysis, and "convergent validity," "discriminant validity," and "path findings" were used to interpret the data. This research has considerably evaluated the data to test the link between variables based on several hypotheses.

4. Findings

This study utilizes the "measurement model" and "structural model" outputs of PLS. [dos Santos and Cirillo \(2021\)](#) noted that "average variance extracted (AVE > 0.50) is a measure of the amount of variance captured by a construct relative to the amount of variance due to measurement error." "Factor loading indicates how well an item represents the underlying construct, and it must be greater than 0.70," noted [Peterson \(2000\)](#). Similarly, [Taber \(2018\)](#) stated, "Cronbach's alpha ($\alpha > 0.70$) is a measure of internal consistency, i.e., how closely linked a group of items are. It is considered a measure of the trustworthiness of scales." In addition, [Alarcón, Sánchez, and De](#)

Olavide (2015) noted that "composite reliability (CR > 0.70) is a measure of internal consistency in scale items, comparable to Cronbach's alpha." Figure 2 and Table 2 illustrate the "measurement model."

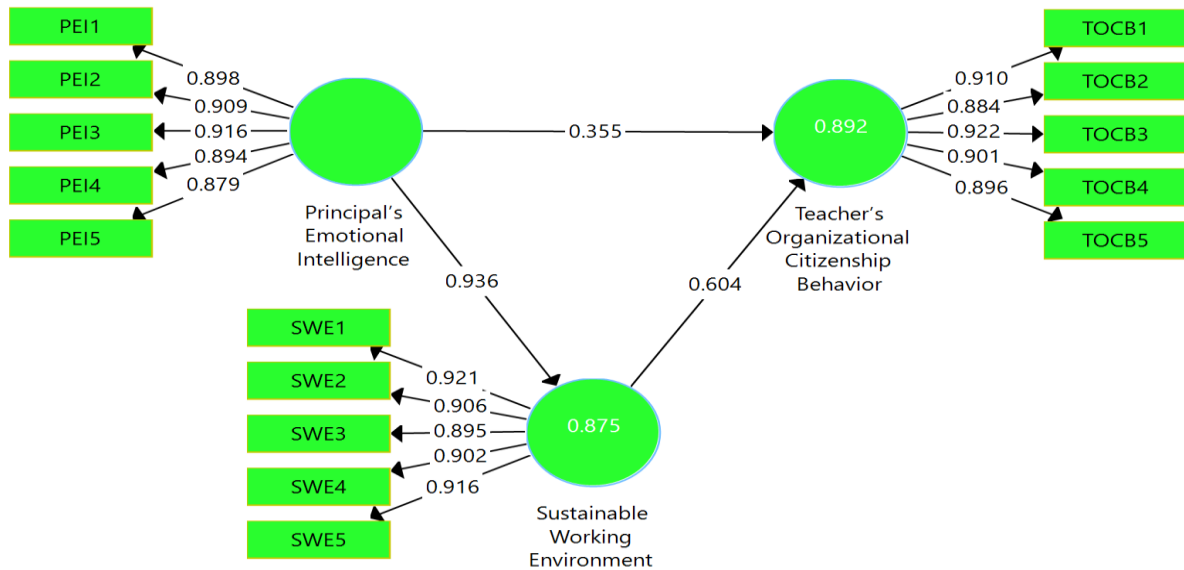


Figure 2. Measurement Model

Table 2. Convergent Validity

Constructs	Items	Factor Loadings	Cronbach's Alpha	Composite Reliability	Average Variance Extracted
Principal's Emotional Intelligence	PEI1	0.898	0.941	0.955	0.809
	PEI2	0.909			
	PEI3	0.916			
	PEI4	0.894			
	PEI5	0.879			
Sustainable Working Environment	SWE1	0.921	0.947	0.959	0.825
	SWE2	0.906			
	SWE3	0.895			
	SWE4	0.902			
	SWE5	0.916			
Teacher's Organizational Citizenship Behavior	TOCB1	0.910	0.943	0.957	0.815
	TOCB2	0.884			
	TOCB3	0.922			
	TOCB4	0.901			
	TOCB5	0.896			

In contrast, [Roemer, Schuberth, and Henseler \(2021\)](#) noted that "discriminant validity tests whether concepts or measurements that are not expected to be related are unrelated." According to [Park \(2015\)](#), "cross-loading to establish discriminant validity at the item level implies a strong correlation between items of the same construct and a very weak correlation between items of a different construct." Table 3 details the outcomes of "cross-loadings." [Alarcón et al. \(2015\)](#) emphasized that HTMT is a measure of similarity between latent variables. In addition, [Roemer et al. \(2021\)](#) noted that "the HTMT threshold is debatable, with the majority of publications recommending a value below 0.90." The results of the "HTMT" are detailed in Table 4.

Table 2. Discriminant Validity – Cross Loadings

Items	Principal's Emotional Intelligence	Sustainable Working Environment	Teacher's Organizational Citizenship Behavior
PEI1	0.898	0.837	0.824
PEI2	0.909	0.846	0.816
PEI3	0.916	0.833	0.836
PEI4	0.894	0.822	0.836
PEI5	0.879	0.869	0.826
SWE1	0.859	0.921	0.821
SWE2	0.85	0.906	0.807
SWE3	0.839	0.895	0.847
SWE4	0.835	0.902	0.887
SWE5	0.866	0.916	0.886
TOCB1	0.844	0.867	0.91
TOCB2	0.82	0.807	0.884
TOCB3	0.819	0.831	0.922
TOCB4	0.821	0.821	0.901
TOCB5	0.848	0.895	0.896

Table 3. Discriminant Validity – HTMT

	Principal's Emotional Intelligence	Sustainable Working Environment	Teacher's Organizational Citizenship Behavior
Principal's Emotional Intelligence			
Sustainable Working Environment	0.791		
Teacher's Organizational Citizenship Behavior	0.776	0.689	

The pathways are analyzed, with "structural model" results displayed in Figure 3 and Table 5. First, the findings of Hypothesis 1 revealed a significant direct association between principals' emotional intelligence and teachers' organizational citizenship conduct. Second, Hypothesis 2 showed a significant direct association between the principal's emotional intelligence and a sustainable work environment. Thirdly, according to H3's results, there is a considerable direct correlation between a sustainable working environment and teachers' organizational citizenship behavior. Lastly, Hypothesis 4 demonstrated a significant mediation association between the principal's emotional intelligence and teachers' organizational citizenship conduct. Therefore, each path is significant.

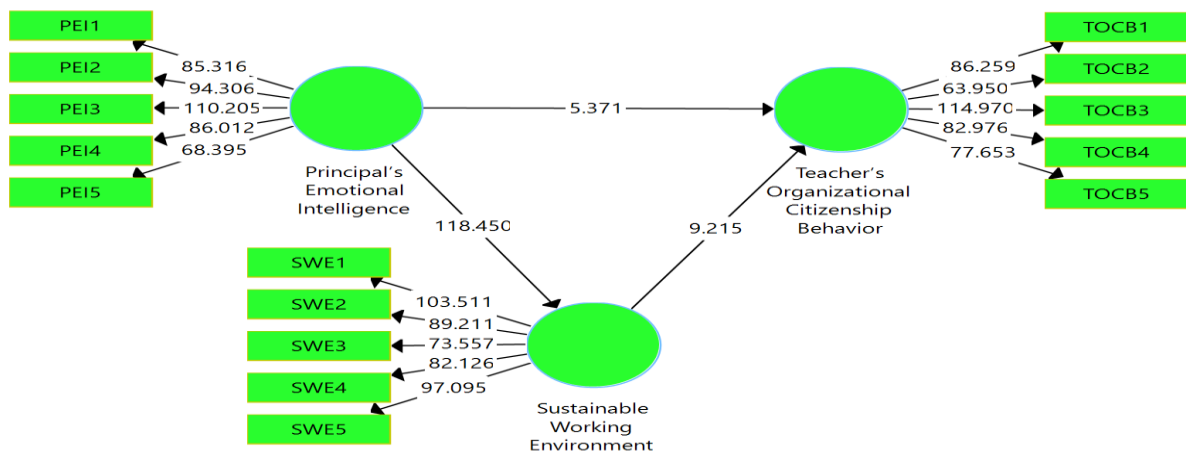


Figure 3. Structural Model

Table 4. Hypotheses Results

Path	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
Principal's Emotional Intelligence -> Teacher's Organizational Citizenship Behavior	0.355	0.356	0.066	5.371	0
Principal's Emotional Intelligence -> Sustainable Working Environment	0.936	0.936	0.008	118.45	0
Sustainable Working Environment -> Teacher's Organizational Citizenship Behavior	0.604	0.603	0.066	9.215	0
Principal's Emotional Intelligence -> Sustainable Working Environment -> Teacher's Organizational Citizenship Behavior	0.565	0.565	0.062	9.13	0

Significance Threshold: "p < 0.05."

5. Discussion and Conclusion

Initially, H1 demonstrated a significant direct association between principals' emotional intelligence and teachers' organizational citizenship conduct. However, these findings are contrasted with the conclusions of previous research. According to the literature reviewed by [Cansoy \(2019\)](#), EI is a superior method for modifying his behavior. In fact, according to [Mucherah et al. \(2018\)](#)'s research, instructors have EI since they make diverse decisions based on how they operate. The study conducted by [Cansoy and Parlar \(2018\)](#) demonstrated that EI, the finest human personality trait, must be cultivated and utilized effectively. When instructors are supported by management, their work may be a more significant source of performance. The administration of the school must treat the teachers with more deference. The school management must know the teachers' pressing issues and guarantee that all required efforts are taken to enhance intellectual capital. Indeed, only when the strategic alliance between teacher and student behavior is strengthened can the schools' reputation and management's behavior be improved. Teachers who are not motivated by management are less effective in their efforts to improve the academic achievement of their students. According to the study published by [Kennetz et al. \(2020\)](#), management EI help is required for teachers to enhance their working techniques regarding their students' performance. Consequently, this formed association is corroborated by prior research, and Hypothesis 1 is confirmed.

Second, Hypothesis 2 revealed a significant direct association between the principal's emotional intelligence and a sustainable work environment. Nonetheless, these findings are contrasted with the results of previous research. According to the study by [Herman et al. \(2018\)](#), the most significant contributor to students' academic success is their better working attitudes toward their teachers. The durability of the classroom environment is another essential component that helps teachers improve their classroom productivity. According to the experts, educational institutions should be updated to a higher standard because doing so can provide teachers with more reliable conduct, enhancing instruction. To improve the performance of schools and teachers, school management must be driven and functional. According to research by [Bartholomew et al. \(2018\)](#), a fair working school administration is a superior source of student achievement for the effectiveness and efficacy of plan implementation.

Nevertheless, the study by [Ouellette et al. \(2018\)](#) made it evident that even while equitable working circumstances for teachers may improve student performance, the school administration must also ensure that instructors have a comfortable working environment. When the administration takes acceptable measures to strengthen the instructors' working conditions, the students' learning behavior and the teachers' performance can be improved. Consequently, this formed association is corroborated by prior research, and hypothesis H2 is validated.

Thirdly, according to H3's results, there is a considerable direct correlation between a sustainable working environment and teachers' organizational citizenship behavior. Nonetheless, these results are contrasted with those of previous research. According to the study conducted by [Van der Lans et al. \(2018\)](#), a healthy workplace environment is necessary for instructors to have improved attitudes. Teachers must treat their students with respect and concern since they are human beings, but this is only possible if they are provided with the necessary tools for effective work. [Cansoy and Parlar \(2018\)](#) study also highlighted that suitable steps are taken to improve teachers' productive performance when the administration provides reliable services for this purpose. In addition, the study by [Gage et al. \(2018\)](#) indicated that teachers could increase their performance when provided with the right environment. Since the vital learning technique is a step toward ensuring the sustainability of the environment, it is essential to understand how environmental services can be enhanced. The study by [Liebowitz and Porter \(2019\)](#) also highlighted the need for government-led educational reforms to improve teachers' productivity. When teachers have access to an environment that allows them to improve their performance positively, the sustainability of their performance can become a more effective teaching technique. Environmental sustainability can improve the effectiveness of teachers in the classroom. Consequently, this discovered association is corroborated by prior research, and Hypothesis 3 is confirmed.

Lastly, Hypothesis 4 demonstrated a significant mediation association between the principal's emotional intelligence and teachers' organizational citizenship conduct. In addition, these findings are compared to the results of previous research. [Mucherah et al. \(2018\)](#) found that instructors may perform better when the administration is on

their side. School management is essential for enhancing the classroom environment and supporting instructors. The only factor that can affect the quality of a school's instruction is the education system. According to [Cansoy \(2019\)](#) research, management should take reasonable actions to improve teachers' working circumstances because doing so may improve student performance.

Similarly, [Ates \(2019\)](#) found that for instruction to have an impact, there must be a strong working relationship between the administration and teachers. In addition, the administration must be fair and provide instructors with access to all required tools. Teachers are obliged to fulfill their instructional responsibilities effectively. In addition, [Redding \(2019\)](#) concluded that teachers' conduct would improve if management took steps to provide instructors with a learning environment that influenced their view of teaching. When educators have access to the necessary classroom resources, their effectiveness can be boosted. In addition, this formed association is corroborated by prior research, and hypothesis H4 is confirmed.

6. Theoretical Implications and Practical Implications

This study has contributed new connections to the body of literature and expertise. This study contributes to the existing literature by demonstrating a direct correlation between principals' emotional intelligence and teachers' organizational citizenship conduct. Consequently, our research establishes this association for the first time, and no prior study in the body of knowledge examined this relationship. This study further contributed to the literature by demonstrating that principals' emotional intelligence is directly related to a sustainable working environment. In addition, this research establishes this association for the first time, as no other study has addressed it. This study has contributed to the body of knowledge by demonstrating a direct correlation between a sustainable working environment and teachers' organizational citizenship behavior. In addition, this research establishes this association for the first time, as no other study has addressed it. This study has contributed to the body of knowledge by demonstrating a mediating relationship between principals' emotional intelligence and the organizational citizenship behavior of teachers. In addition, this research establishes this association for the first time, and no previous study has examined this relationship.

This study contributed to the literature by demonstrating that principals should have a good attitude toward instructors. Teachers must possess emotional intelligence because, with it, they can take activities that will benefit their students. Teachers' performance might be enhanced when they receive help from the school administration. Students' organizational behavior can be modified constructively, and suitable actions can be made on purpose to improve the performance and efficacy of teachers. To increase the quality of the educational system, the interaction between instructors and school administration must be strengthened. In this manner, teachers should be supplied with a sustainable learning environment to boost their productivity in ordinary tasks.

7. Future Directions

However, the data suggested that school principals with a high degree of EI strengthen teachers' commitment to their work and increase their OCB. Nonetheless, they require particular ethical qualities, such as vision, character, ideals, empowerment, and tenacity. In addition, they should treat each teacher based on their abilities, predispositions, and skills. Thus, the research has both theoretical and practical significance for enhancing the performance of UAE school teachers. Importantly, this research identifies several potential options scholars should pursue to improve school teachers' performance. The study may examine the moderating effect of performance evaluation on the relationship between principals' EI and teachers' OCB. The research may also examine the moderating effect of government education reforms on the relationship between principals' EI and teachers' OCB. These future directions may be a better way to contribute to the literature in the future.

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