EKOMA : Jurnal Ekonomi, Manajemen, Akuntansi
Vol.3, No.4, Mei 2024

Indonesia Teachers' Citizenship Behavior: The Role of Perceived Organizational Support, Emotional Intelligence and Job Satisfaction

Sri Handari Wahyuningsih[1], Hijriyatur Rizky Nurlaeli[2]
Department of Management, Faculty of Economics and Business, Yogyakarta Muhammadiyah University
E-mail: handari@umy.ac.id

Article History:
Received: 01 Mei 2024
Revised: 13 Mei 2024
Accepted: 16 Mei 2024

Keywords: *Organizational Citizenship Behavior, Perceived Organizational Support, Emotional Intelligence, Job Satisfaction.*

Abstract: *An essential part of learning success is played by teachers. Accelerating educational performance is a great objective, but it requires teachers to have positive attitudes and behaviors. By examining the antecedents of perceived organizational support, emotional intelligence, and positive attitudes toward job satisfaction as mediators, this study attempts to analyze extra role behavior, specifically organizational citizenship conduct. Teachers who answered all 35 questions completely, describing the four variable constructions under study, were identified as respondents in this study. Path analysis using SPSS version 22 and the Sobel test is the analysis method used to assess the given hypothesis. The study's findings suggest that perceived organizational support and emotional support can enhance organizational citizenship behavior. These findings have implications for both the necessity of developing high-quality organizational support to promote good attitudes and conduct in educational settings and the necessity of raising emotional intelligence as a crucial skill for all teachers doing their jobs.*

INTRODUCTION

Educators are an invaluable resource when it comes to helping learning objectives succeed in the post-industrial era. 4.0 (Pakpahan et al., 2020),(Efendi et al., 2021). Therefore, in order to promote the achievement of established learning goals, effective tactics are required to increase positive attitudes and behavior. Numerous perspectives, such as job satisfaction (JS) and organizational citizenship behavior (OCB), highlight positive attitudes and behaviors. The teacher's role is anticipated to have behavior that goes above and beyond what is expected of them in their function, which is to fulfill responsibilities and duties in accordance with their job description, by applying a resource-based view in strategic human resources management. In order to achieve educational objectives, all students must behave in a way that goes above and beyond the call of duty by taking on extra roles in the classroom. As a result of the industrial revolution and the current era of digitalization, the need for developing an efficient

Organizational Citizen Behavior (OCB) is widely studied in behavioral research as an

extra-role behavior that contributes positively to organizational performance. One fairly noteworthy antecedent of OCB is Perceived Organizational Support (POS) (Jain et al., 2013) is one focus on the antecedents of Organizational Citizenship Behavior (OCB). It describes people's perceptions of how much support an organization offers in accomplishing duties successfully. Strong POS views among employees are associated with higher levels of OCB, lower tardiness, and superior customer service (Han et al., 2019). This study examines how employees' views of organizational support affect their behavior at work, using the framework of Organizational Support Theory (Eisenberger & Stinglhamber, 2011). This theory serves as the foundation for comprehending the causes and effects of perceived organizational support received through the use of the reciprocity norm. As a result, a sense of obligation to repay the organization for perceived organizational support is created, leading to increased effort towards advancing the organization's objectives. Individual components of this research include emotional intelligence (EI) as a predictor of both job satisfaction (JS) and overall community benefit (OCB). The ability to control emotions that is necessary in the workplace is referred to as emotional intelligence. People with higher emotional intelligence are more passionate and productive at work, and this is evident in their positive attitudes and helpful conduct (OCB) as well as their attitudes (JS). In the workplace, educators with high emotional intelligence are more likely to genuinely form social connections and have a good attitude (JS). According to Organ, Konovsky & Freeman (1989), emotional intelligence refers to the emotional qualities that account for extra-role conduct in the workplace.

However, the author found a research gap based on previous literature regarding the relationship between POS and OCB. High POS should encourage the development of OCB, as in previous studies by Stinglhamber et al. (2020). Previous literature also proved POS as a different role (Jain et al., 2013) proved POS as a moderator between organizational stressors and OCB. As well, Wickramasinghe & Wickramasinghe (2012) concluded the moderator role of POS in the relationship between Participative Decision Making and Job satisfaction. POS also moderates the relationship between work connectivity behavior after hours and job satisfaction (Cheng et al., 2022). Meanwhile, the influence of POS on OCB cannot be proven in previous studies conducted (Jehanzeb, 2020). This research wants to answer this gap by including the mediating role of job satisfaction as a form of individual positive attitude that can influence OCB. The author also tries to summarize several previous research results which reveal the direct and indirect influence of POS on JS through affective commitment (Sungu et al., 2019). While studying Paillé et al. (2010) concluded the influence of POS on JS through trust and JS. This research uses the theoretical philosophy of Social Exchange Theory and Theory of Organizational Behavior, which explains the concept of organizational support as a form of stimulation as well as a form of reward given by organizations that encourage positive attitudes in the form of job satisfaction and positive behavior, namely OCB.

By considering this framework of thinking, this study includes important individual aspects in the interaction of individual aspects and results call Emotional Intelligence (EI), which describes abilities to recognize and regulate emotions in ourselves and in others (Goleman, 2000), which has four domains: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. In the development of research, many studies of emotional intelligence have highlighted the contribution of this individual aspect to the development of positive attitudes and results in the workplace, such as: problem-solving skills.(Tekeli & Özkoç, 2022); commitment on the team performance (Setiawan, 2021) , commitment (Hameli & Ordun, 2022) , performance (Stawicki et al., 2023) ; commitment, performance, project success (Coronado-Maldonado & Benítez-Márquez, 2023). The study tested the influence of EI on JS and OCB. This research takes

job satisfaction and OCB as consequences of EI, where JS is a mediating variable. Previous literature explains EI as a predictor of job satisfaction (Sembiring et al., 2020); (Alwali & Awali, 2022), OCB (Kim & Park, 2022). However, a literature review also found EI as a moderator of leadership and OCB (Abdullahi et al., 2020). Temporary (Cohen & Abedallah, 2020) concluded the partial influence of EI on OCB. In fact, in research (Wahyuningrat et al., 2022) it was concluded that EI was not proven to have a positive impact on OCB. Based on these gaps, this research will prove again the conceptual model that links POS and EI to OCB by choosing JS as mediation.

LITERATURE REVIEW

Perceived Organizational Support

(Eisenberger et al., 1986) said that Perceived Organizational Support (POS) is a form of action, attention, carried out by the organization that is received by employees and captured as a stimulus that is organized and interpreted as a perception of the level of organizational support. Based on the perspective of individual-organization relationships, POS describes employees' beliefs about the extent to which the organization values employee contributions and really cares about their well-being. Using organizational support theory, individuals will assess organizational support as high or low depending on the extent to which the perceived experience of treatment is provided voluntarily and not due to regulations, employment contracts, or other factors.

Emotional Intelligence

Previous literature expresses EI as the ability to monitor one's own and others' feelings and emotions, differentiate between them, and use this emotional information to guide thought processes and behavior (Mayer & Salovey, 2007). Emotional intelligence describes the ability to accurately understand, assess, and express emotions; the ability to access and/or evoke feelings while facilitating thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. In almost the same terms, EI is said to describe the abilities to recognize and regulate emotions in ourselves and in others (Goleman, 2000) , which has four domains: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. The term EI has its roots in social intelligence (Coronado-Maldonado & Benítez-Márquez, 2023) . By using this perspective, the level of EI possessed will determine an individual's response to aspects of work that form positive or negative attitudes and behavior in the workplace. This view is relevant to the context of the educational environment. Teachers have challenges in increasing learning effectiveness through the transfer of knowledge in educational settings. The teacher's EI will determine the effectiveness of communication in knowledge transfer relationships.

Job satisfaction

In organizational behavior theory, JS is defined as the attitudes or feelings that individuals have towards aspects of work as a whole, as well as attitudes and views that are influenced by the level of fit between employee-organization (Spector, 1985). JS also described emotional reactions to the work done. Employees will have high job satisfaction when demands for work aspects are met (Locke, 1969) . Based on this conception, increasing job satisfaction is quite an important point for organizations. Individuals with high levels of job satisfaction will have positive feelings about their work, which in turn will increase positive behavior, and vice versa.

Job satisfaction includes affective, cognitive and behavioral aspects (Locke, 1969) . Affective, describes that job satisfaction is an expression of what is in a person's heart in assessing something they do both individually and collectively. Cognitive (sensation, perception,

conception), describes that basically job satisfaction is an expression of what is felt (sensation), what is perceived (perception) and what is thought (conception). Job satisfaction describes the attitude of fulfilling individual desires and needs. Employees with high job satisfaction will feel happy and happy in doing their work and will not try to evaluate other job alternatives. On the other hand, employees who feel dissatisfied with their work tend to have thoughts of quitting their job or even leaving an organization and then evaluating other job alternatives.

Organizational Citizenship Behavior

Employee behavior that contributes to the interests of the organization even though it is outside of the employee's duties and responsibilities (Lee & Allen, 2002). (Podsakoff et al., 2000) defines Organizational Citizenship Behavior (OCB) as voluntary behavior, behavior that exceeds task demands that contributes to organizational success. According to Internal Organs (Podsakoff et al., 2000) , Organizational Citizenship Behavior is a form of behavior that is an individual choice and initiative, not related to the organization's formal role system but in the aggregate increases effectiveness. In today's dynamic workplace, where tasks are increasingly carried out by teams and flexibility is critical, workers who have good OCB behavior will help others on their team, volunteer for extra work, avoid unnecessary conflicts, respect rules. , and tolerate work burdens and interruptions at any time. Organizations want and need workers who will do work that is not in the job description.

Perceived Organizational Support on Job Satisfaction

The organizational support felt by employees will foster positive attitudes at work, feelings of like or dislike, which describe the expression of job satisfaction. Individuals who feel high organizational support will also feel high job satisfaction, and viceversa (Rhoades & Eisenberger, 2002). Individuals who feel they receive support at work have a positive assessment and feel their needs for self-actualization and affiliation are fulfilled, and they feel they receive high levels of emotional support.These feelings can also form the perception that they are accepted, liked, feel comfortable, gain personal value, and can increase competence, in turn giving rise to a positive mood (Stinglhamber & Vandenberghe, 2003). Several previous literatures prove the positive influence of POS on JS (Bibi et al., 2019) ; (Sungu et al., 2019) ; Stinglhamber et al. (2020);(Won et al., 2021);(Pinnington, 2023);(Burke, 2023).

H1: Perceived Organizational Support has a positive effect on job satisfaction.

Emotional Intelligence and Job Satisfaction

Emotional intelligence describes an individual's ability to feel, understand, and manage emotions as well as the ability to use logic using emotions (Mayer & Salovey, 2007). Emotional intelligence is related to traits or competencies such as self-confidence, adaptability, empathy, stress tolerance, and influence (Cherniss, 2010) . In an organizational context, individuals with high emotional intelligence will have the ability to regulate emotions well so that they are able to respond positively to aspects of work. In this condition, individuals are able to use their emotional intelligence to logically respond positively to the organizational stimuli provided. This means that this ability represents the level of satisfaction or dissatisfaction with the overall work situation. The context of job satisfaction is an attitude indicator that shows some individuals are satisfied with their work and is able to positively correlate behavior and work results (Spector in Ibrahim, 2014). Several previous literatures prove the influence of emotional intelligence on job satisfaction, such as: (Soto-Rubio et al., 2020) ; (Sembiring et al., 2020) ; (Butakor et al., 2021);(Bano et al., 2021);(Alwali & Awali, 2022);(Rogowska, 2022).

H2: Emotional intelligence has a positive effect on job satisfaction.

Perceived Organizational Support and Organizational Citizenship Behavior

Perceived Organizational Supportwill be perceived by individuals as a sign of the

organization's concern for the welfare provided by the organization. This stimulus will have consequences on the individual's willingness to reciprocate this support in the form of trust and positive behavior, and the individual will even be willing to do work outside of their responsibilities voluntarily for the success of the organization. Individuals as part of an organization who receive attention and justice will feel appreciated by the organization and will therefore be willing to take action or work as a form of service to the organization.(Podsakoff et al., 2000) . Several previous studies have proven that high POS will show more organizational citizenship behavior (Jain et al., 2013); (Han et al., 2019);(Garcia-Pereyra et al., 2023).

H3: Perceived Organizational Support has a positive effect on Organizational Citizenship Behavior.

Emotional Intelligence and Organizational Citizenship Behavior

Emotional intlligence describes the capacity an individual must use their emotions to respond to the organizational environment, guide behavior, and adapt to the environment (Goleman, 2000) . In this condition, individuals with high emotional intelligence will be concerned about problems or the needs of the organization to maintain its performance. Previous literature reveals that emotional intelligence can be improved along with the treatment and policies implemented by the organization (Gilar-Corbi et al., 2019) . Thus, the capacity for emotional intelligence will encourage individual adaptive abilities, participatory abilities, and voluntary willingness or what is often called extra behavior. The emotional attributes that individuals have in the work context will have an impact on OCB (Organ et al., 1989). Employees with high levels of EI have a better understanding of the feelings of their co-workers, compared to those with low levels of EI, as a result they are more likely to display altruistic behavior in their work (Khalili, 2017) . Previous literature proves the positive influence of emotional intelligence on OCB ; (Kim & Park, 2022); (Liao, 2022); (Kumari et al., 2022).

H4: Emotional intelligence has a positive effect on Organizational Citizenship Behavior.

Job Satisfaction and Organizational Citizenship Behavior

Logically, individuals as part of an organization who feel high job satisfaction will voluntarily take on extra roles. Job satisfaction will encourage employees to defend or fight for the organization, such as speaking positively about the organization, helping co-workers, and making their performance reach above average performance. Several literatures have proven the influence of job satisfaction on OCB (Belwalkar et al., 2018); (Dubey et al., 2023); (Mendiratta & Srivastava, 2023),

H5: Job satisfaction has a positive effect on Organizational Citizenship Behavior.

Perceived Organizational Support, Job Satisfaction, Organizational Citizenship Behavior

Individuals who feel high organizational support will have a positive attitude towards work and the organization as a whole. Previous research has proven this explanation (Bibi et al., 2019); (Sungu et al., 2019); (Won et al., 2021); (Pinnington, 2023); (Burke, 2023). Likewise, a positive attitude as a reflection of the joy one has will encourage extra roles that support the organization. Several previous literature places job satisfaction as a mediating variable concluded the mediating effect of JS in explaining CSR and OCB.(Kunda & Ataman, 2019) placing JS as a mediator between EI and Employee Engagement. In research conducted by Stinglhamber et al. (2020); Andriyanti & Supartha (2021) concluded that job satisfaction mediates the relationship between POS and OCB.

H6: Job satisfaction mediates the effect of Perceived Organizational Support on Organizational Citizenship Behavior.

Emotional Intelligence, Job Satisfaction, Organizational Citizenship Behavior

JS describes employees' pleasant or positive emotional responses to work and the work environment (Ouyang et al., 2015), which is nothing but an emotion-based attitude and in the work context is influenced by emotional intelligence. Emotionally intelligent individuals can interact with coworkers smoothly and effectively, and their compliance with norms or rules in the organization can lead to fewer conflicts with the organization and people in the organization. Someone who has high EI will be able to know their emotional condition and know how to express their emotions so that their emotions can be controlled and have a lot of positive impacts in everyday life. Job satisfaction caused by high EI can encourage individuals to work better and foster OCB behavior. Job satisfaction positively influences OCB, and even the relationship between job satisfaction and OCB is stronger than the relationship between job satisfaction and employee performance (Organ & Lingl, 1995). Previous literature that places JS as a mediator is (Belwalkar et al., 2018) which explains the mediating effect of JS in the relationship between workplace spirituality and OCB. Other research results prove the mediating role of job satisfaction in the relationship between EI and OCB (Yu & Takahashi, 2020).

H7: Job satisfaction mediates the influence of emotional intelligence on Organizational Citizenship Behavior

Research Model

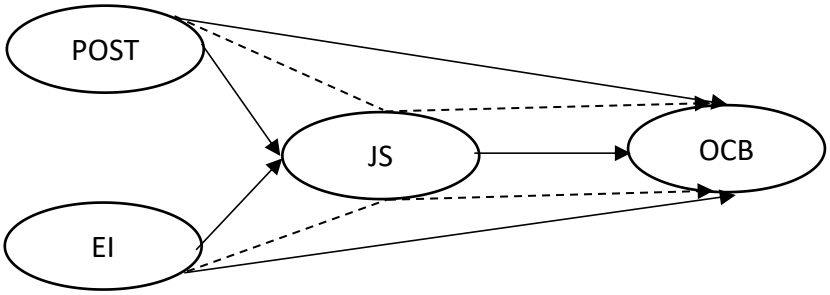


Figure 1. Research Model

METHOD

In this section, we introduce our sample and measurement of variable construct. Next, we outline detail of measurement that we employed and summarize the result of validity and reliability test.

Sample

Our sample is a Vocational High School teacher in one area of Yogyakarta, Indonesia. Specifically, we chose the Vocational High School as an object, considering the special character of schools that implement a practice-based curriculum. Teachers at Vocational High Schools have high OCB challenges in connecting with students and school partners as work practice placement locations. Organizational support at Vocational High Schools is also very necessary, for example in building student placement networks. The data used in this research is primary data through distributing questionnaires. Based on many considerations, we determined 100 teachers as the research sample.

Measures

Dependent Variable

The dependent variable in this research is OCB which describes the teacher's behavior in contributing to the interests of the school even though it is outside of the job duties and responsibilities contained in the teacher's duties. OCB measurement in this study used 7 items

with a Likert scale of 1 to 5 with an instrument adopted from Abdullahi et al. (2020), which is a short version of the instrument used by Lee & Allen, 2002). The statements submitted included: "I am happy to help other teachers' work", "I am willing to do additional tasks outside of my responsibilities but improve the school's image", "I am happy to help other teachers who have problems with their work".

Independent Variable

We use two independent variables, namely POS and EI. The POS variable is measured based on the OCB theory of (Eisenberger et al., 1997), which describes teachers' perceptions and beliefs regarding the extent to which organizations value teachers' contributions and care about their well-being. The instrument consists of 7 questions with a Likert Scale of 1 to 5. Some items include: "this school really pays attention to my needs", this school provides help when I need it", "this school really cares about the welfare of teachers". Meanwhile, the emotional intelligence variable was adopted from what has been used (Jung & Yoon, 2016) , previously used by (Mayer & Salovey, 2007), which describes the ability to accurately perceive, judge, and express emotions; the ability to access and or evoke feelings while facilitating thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. Emotional intelligence is measured with 16 question ítems (Jung & Yoon, 2016).

Mediation

Job Satisfaction describes the teacher's feelings towards aspects of the job, as well as attitudes and views that are influenced by the level of compatibility between the employee and the organization (Spector, 1985). In this study, the job satisfaction variable was measured with 5 question items adopted from (Jung & Yoon, 2016) , which had previously been developed. Some of the statements submitted include: "I like my job", "overall I am satisfied with my job". Validity testing uses Pearson product moment correlation as presented in Table 1, which shows that all items can be used because they have a sign value <5% (Sekaran & Bougie, 2016).

Table 1. Product Moment Pearson Correlation – Validity Test

Code	Instruments	R	Sig. (2-tailed)	Mean	elementary school
POS1	This school really cares about my needs and goals.	,797**	,000	4.05	0.687
POS2	This school provides help when I need it.	,766**	,000	4.04	0.680
POS3	This school really cares about employee welfare.	,738**	,000	3.98	0.765
POS4	This school will forgive my mistake if I admit it honestly.	,698**	,000	4.04	0.695
POS5	This school does not exploit/take unilateral advantage of me.	,675**	,000	3.96	0.931
POS6	This school shows a lot of attention to me.	,832**	,000	3.99	0.703
POS7	This school pays attention to the opinions I give.	,820**	,000	3.88	0.715
EI1	I know my friends' emotions from their behavior	,555**	,000	3.82	0.657
EI2	I am a good observer of other people's emotions	,506**	,000	3.23	0.815
EI3	I am sensitive to other people's feelings and emotions	,573**	,000	3.76	0.726
EI4	I have a good understanding of the emotions of the people around me	,592**	,000	3.73	0.723
EI5	I always set goals for myself and then try to achieve them to the maximum	,544**	,000	3.78	0.848

EI6	I always tell myself that I am a competent person	,578**	,000	3.68	0.803
EI7	I have the ability to motivate myself	,629**	,000	3.99	0.522
EI8	I always try to try my best	,626**	,000	4.23	0.649
EI9	I understand the cause of the feelings I have	,702**	,000	4.00	0.569
EI10	I understand my own emotions well	,751**	,000	4.10	0.560
EI11	I really understand what I feel	,734**	,000	4.13	0.525
EI12	I can feel when I am happy or not	,689**	,000	4.19	0.598
EI13	I am able to control my emotions and solve difficulties rationally	,722**	,000	3.99	0.541
EI14	I am able to control my own emotions	,735**	,000	4.10	0.482
EI15	I can calm myself down quickly when I'm very angry	$1,699**	,000	3.95	0.642
EI16	I have good control over my own emotions	,719**	,000	3.99	0.502
JS1	I like the people I work with	,688**	,000	4.12	0.556
JS2	My job is fun	,887**	,000	4.14	0.620
JS3	I love doing the things I do at work	,829**	,000	4.04	0.618
JS4	In general, I like working here	,878**	,000	4.28	0.570
JS5	Overall, I am satisfied with my job	,808**	,000	4.00	0.636
OCB1	I help other people who are absent/not present	,664**	,000	3.51	0.810
OCB2	I do additional functions outside of the job description but it helps the school's image	,803**	,000	3.87	0.691
OCB3	I willingly give my time to help others who have		,000	3.96	0.511
OCB4	I defended the school when someone criticized it	,666**	,000	3.95	0.609
OCB5	I help new teachers/employees to be accepted more easily	,802**	,000	4.01	0.595
OCB6	I show pride when representing the school in public	,773**	,000	4.11	0.618
OCB7	I will act to protect school from potential problems	,788**	,000	4.16	0.507

**)Sign <1%

Additionally, the reliability of the scales was also estimated through Cronbach's α (Cronbach's α for POS= 0.872; Cronbach's α for EI= 0.896; Cronbach's α for JS=0.877; Cronbach's α for OCB=0.854).

RESULT AND DISCUSSION

Result

We performed path analysis in regression analysis with the SPSS statistical program and sobel test to test the proposed hypotheses (see Table II).

Table 2. Path Analysis with Linear Regression

	Path-1		**Path-2**	
	Standardized Coefficients		**Standardized Coefficients**	
	Beta	**Sig.**	**Beta**	**Sig.**
(Constant)		,093		,178
POST	,235	,005	,211	,010
EI	,564	,000	,394	,000
JS			,280	,004

Notes:
Path-1 JS is a dependent variable; *p<0.05; **p<0.01; ***p<0.001

Notes:
Path-2 OCB is a dependent variable; *p<0.05; **p<0.01; ***p<0.001

In path-1 analysis, it was found that the influence of POS on JS was positive (β=0.235) with a value of*p*=0.005, so it can be concluded that POS has a significant positive effect on JS. WhereasThe value of EI's influence on JS is also positive (β=0.564) with a p value=0.000 (<0.001) which means that EI has a significant positive effect on JS.
Likewise, the results of path-2 analysis show thatThe value of the influence of POS on OCB is positive (β=0.211) with a value of p=0.010 (<0.05) which means that POS has a significant positive effect on OCB. The same thing was found for the influence of EI on OCB (value β=0.394, p=0.000 <0.001) which means that EI has a significant positive effect on OCB. Likewise, the value of the influence of JS on OCB is positive and significant (β = 2.80, p = 0.004), so it can be concluded that JS has a significant positive effect on OCB.

Sobel Test

The Sobel test in this research was used to test the effect of the mediating variable on job satisfaction. A variable can be said to be intervening if the variable influences the relationship between the independent variable and the dependent variable. A variable is said to mediate if the value produced through the Sobel test is greater than 1.96 (>1.96) with a significance of 5%. In this research, the Sobel test uses the Sobel Test Calculator for the Significance of Mediation.
This Sobel test shows that the JS variable acts as a mediating variable for POS terfacing OCB as proven by a Sobel test statistic value of 2.046 and a two tailed probability of 0.040. Apart from that, the results also show that JS's role is as a mediator in the influence of EI on OCB as evidenced by a statistical Sobel test value of 2.696 and a two tailed probability of 0.007.

Discussion

This research proves the influence of POS on teacher JS in Practical Skills-based schools in Indonesia. Teachers who feel organizational support are encouraged to have job satisfaction. Based on elementary school, it can also be seen that the POS perceived by teachers is in the high category. Meanwhile, if you look at the highest question item from Perceived Organizational Support, namely "this school shows attention to me", this means that teachers receive a lot of attention from the school, which can create a sense of job satisfaction in teachers and employees. The results of this research are supported by the results of previous research conducted by Efendi et al., 2021; Stinglhamber & Vandenberghe, 2003; Wen et al. ., 2019) ; (Bibi et al., 2019);(Sungu et al., 2019) ; Stinglhamber et al. (2020); (Won et al., 2021) ; (Pinnington, 2023) ; (Burke, 2023) which states that POS has a positive effect on JS.

Every individual who works in an organizational context basically knows their own emotional level, such as when they know why they are angry and how to express themselves without violating norms. EI can help an employee to be more productive and more enthusiastic in carrying out their work. So that employees will feel satisfied with the work they have done. These findings indicate that teachers' EI is in the high category. This means that the teacher has good emotional management. This is important considering that teachers are the spearhead of communication with students, partners and automatically determine the effectiveness of the school learning process. High EI encourages positive feelings and attitudes so that teachers can work more optimally and will increase their sense of satisfaction with the work they have done. The results of this research are supported by the results of previous research conducted by (Ouyang et al., 2015) , (Jung & Yoon, 2016) , (Romi et al., 2021); (Yu & Takahashi, 2020)

and (Wen et al., 2019) which states that Emotional Intelligence has a positive and significant effect on Job Satisfaction.

One of the things that can influence the creation of OCB behavior in teachers is the full support of the school where they work. The results of this test illustrate that teachers who receive more attention from the school such as "paying attention to teachers' needs and goals", "forgiving mistakes that are admitted honestly", and "paying attention to their opinions", then as a consequence there will be a feeling of comfort in working and feeling cared for by school, so that they will voluntarily carry out tasks outside their responsibilities. The results of this research support previous research conducted by (Jain et al., 2013) Click or tap here to enter text. and (Wen et al., 2019) which states that Perceived Organizational Support has a positive and significant effect on Organizational Citizenship Behavior.

Teachers with a good level of emotional intelligence, such as "being able to understand and control their own emotions", will have a stronger will to engage in organizational behavior outside of their duties and dedicate themselves voluntarily to the school where they work (Organ et al., 1989) stated that employees' emotional attributes have a positive impact on their OCB. They will be responsible for completing their tasks and will even volunteer to do work outside their duties, such as helping friends who are absent and helping new employees to be accepted into the work group. The results of this research are supported by the results of previous research conducted by (Abdullahi et al., 2020); Yu & Takahashi, 2020), and (Romi et al., 2021) which states that Emotional Intelligence has a positive and significant effect on Organizational Citizenship Behavior.

Teachers who experience a sense of satisfaction with their jobs are more likely to speak positively about the organization, help colleagues, and will work to protect the school from potential problems. Teachers feel happy working at school, so that teachers and employees can work optimally and voluntarily do work outside their duties. This describes high OCB behavior as a positive impact that JS feels. The results of this research are supported by the results of previous research conducted by (Yu & Takahashi, 2020), and (Romi et al., 2021) which states that JS has a positive and significant effect on OCB.

High support from the school will increase job satisfaction which is characterized by the teacher's feelings of pleasure in carrying out his work, as well as liking the people he works with. This job satisfaction can increase OCB behavior in teachers. This research supports previous research conducted by (Waileruny, 2014) and (Andriyanti & Supartha, 2021) which stated that Job Satisfaction mediates the influence of Perceived Organizational Support on Organizational Citizenship Behavior. Apart from the explanation above, the results of this research also support the conclusions of the study by (Yu & Takahashi, 2020) which stated that Job Satisfaction mediates the influence of Emotional Intelligence on OCB.

This research provides important implications for educational organizations. Teachers as the main support for the effectiveness of teaching and learning in schools need to receive strategic attention, by providing organizational support so that they can increase positive attitudes in the form of job satisfaction which will contribute to the OCB provided. Apart from that, education management also needs to develop programs that are able to increase teacher EI. The development of the physical and non-physical environment such as organizational climate and leadership is of concern as evidence of appropriate organizational support.

However, this research has limitations. Cross-sectional data collection is however unable to explain the results comprehensively, in particular it cannot explain changes in attitudes and behavior over different periods. In addition, the number of teacher samples also limits the

generalizability of the research. For this reason, it is hoped that future research can reduce these limitations by taking longitudinal research and a wider area or sample.

CONCLUSION

This research proves that perceived organizational support has a positive and significant effect on job satisfaction. Emotional Intelligence has a positive and significant effect on Job Satisfaction. Perceived Organizational Support has a positive and significant effect on Organizational Citizenship Behavior. Emotional Intelligence has a positive and significant effect on Organizational Citizenship Behavior. Job satisfaction has a positive and significant effect on Organizational Citizenship Behavior. Job Satisfaction mediates the influence of Perceived Organizational Support on Organizational Citizenship Behavior. Job Satisfaction mediates the influence of Emotional Intelligence on Organizational Citizenship Behavior. The level of Perceived Organizational Support and Emotional Intelligence of teachers as study subjects is at a high level, so it needs to be managed well to encourage job satisfaction and Organizational Citizenship Behavior.

REFERENCES

Abdullahi, A.Z., Anarfo, E.B., & Anyigba, H. (2020). The impact of leadership style on organizational citizenship behavior: does leaders' emotional intelligence play a moderating role? Journal of Management Development, 39(9–10), 963–987. https://doi.org/10.1108/JMD-01-2020-0012

Alwali, J., & Awali, W. (2022). The relationship between emotional intelligence, transformational leadership, and performance: a test of the mediating role of job satisfaction. https://doi.org/10.1108/LODJ-10-2021-0486

Andriyanti, NPV, & Supartha, IWG (2021). Effect of perceived organizational support on organizational citizenship behavior with job satisfaction as mediating variables. American Journal of Humanities and Social Sciences Research (AJHSSR), 5(1), 46–55.

Bano, U., Ahmed, A., Aziz, S., Tassadaq, N., Ahsan, O., & Wasim, M. (2021). Emotional Intelligence and Job Satisfaction Among Medical Teaching Faculty. In Emotional Intelligence & Job Satisfaction Pak Armed Forces Med J (Vol. 71, Issue 2).

Belwalkar, S., Vohra, V., & Pandey, A. (2018). The relationship between workplace spirituality, job satisfaction and organizational citizenship behaviors – an empirical study. Social Responsibility Journal, 14(2), 410–430. https://doi.org/10.1108/SRJ-05-2016-0096

Bibi, A., Khalid, M.A., & Hussain, A. (2019). Perceived organizational support and organizational commitment among special education teachers in Pakistan. International Journal of Educational Management, 33(5), 848–859. https://doi.org/10.1108/IJEM-12-2017-0365

Burke, R. J. (2023). Nursing Staff Attitudes Following Restructing: The Role of Perceived Organizational Support, Restructuring Processes and Stressors. 23(8).

Butakor, P. K., Guo, Q., & Adebanji, A. O. (2021). Using structural equation modeling to examine the relationship between Ghanaian teachers' emotional intelligence, job satisfaction, professional identity, and work engagement. Psychology in the Schools, 58(3), 534–552. https://doi.org/10.1002/pits.22462

Cheng, K., Cao, X., Guo, L., & Xia, Q. (2022). Work connectivity behavior after-hours and job satisfaction: examining the moderating effects of psychological entitlement and perceived

organizational support. Personnel Review, 51(9), 2277–2293. https://doi.org/10.1108/PR-06-2020-0413

Cherniss, C. (2010). Emotional Intelligence: Toward Clarification of a Concept. Industrial and Organizational Psychology, 3(2), 110–126. https://doi.org/10.1111/j.1754-9434.2010.01231.x

Cohen, A., & Abedallah, M. (2020). Examining correlates of organizational citizenship behavior and counterproductive work behavior in a collectivist culture: the case of Arab teachers in Israel. Organization Management Journal, 18(3–4), 98–120. https://doi.org/10.1108/OMJ-01-2020-0863

Coronado-Maldonado, I., & Benítez-Márquez, M.D. (2023). Emotional intelligence, leadership, and work teams: A hybrid literature review. In Heliyon (Vol. 9, Issue 10). Elsevier Ltd. https://doi.org/10.1016/j.heliyon.2023.e20356

Dubey, P., Pathak, A.K., & Sahu, K.K. (2023). Assessing the influence of effective leadership on job satisfaction and organizational citizenship behavior. Rajagiri Management Journal, 17(3), 221–237. https://doi.org/10.1108/ramj-07-2022-0108

Efendi, E., Harini, S., Simatupang, S., Silalahi, M., & Sudirman, A. (2021). Can Job Satisfaction Mediate the Relationship between Emotional Intelligence and Spiritual Intelligence on Teacher Performance? Journal of Educational Research and Evaluation, 5(1). https://doi.org/10.23887/jere.v5i1.31712

Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organizational support, discretionary treatment, and job satisfaction. *Journal of Applied Psychology*, *82*(5), 812.

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, *71*(3), 500.

Eisenberger, R., & Stinglhamber, F. (2011). *Perceived organizational support: Fostering enthusiastic and productive employees.* American Psychological Association.

Garcia-Pereyra, F., Matute, J., & Argilés-Bosch, J. M. (2023). The relevance of nurses' self-concept in the social exchange process: a serial mediation model. Management Decision, 61(13), 172–191. https://doi.org/10.1108/MD-07-2022-1015

Gilar-Corbi, R., Pozo-Rico, T., Sanchez, B., & Castejon, J. L. (2019). Can emotional intelligence be improved? A randomized experimental study of a business-oriented EI training program for senior managers. PLOS ONE, 14(10). https://doi.org/10.1371/journal.pone.0224254

Goleman, D. (2000). Emotional Intelligence: Issues in Paradigm Building. 1–13.

Hameli, K., & Ordun, G. (2022). The mediating role of self-efficacy in the relationship between emotional intelligence and organizational commitment. 27(1), 75–97. https://doi.org/10.1108/EJMS-05-2021-0033

Han, SH, Yoon, DY, Suh, B., Li, B., & Chae, C. (2019). Organizational support on knowledge sharing: a moderated mediation model of job characteristics and organizational citizenship behavior. Journal of Knowledge Management, 23(4), 687–704. https://doi.org/10.1108/JKM-03-2018-0213

Ibrahim, R. (2014). application of Spector's Job Satisfaction Survey in the South East Asian context.

Jain, A.K., Giga, S.I., & Cooper, C.L. (2013). Perceived organizational support as a moderator in the relationship between organizational stressors and organizational citizenship behaviors. International Journal of Organizational Analysis, 21(3), 313–334. https://doi.org/10.1108/IJOA-Mar-2012-0574

Jehanzeb, K. (2020). Does perceived organizational support and employee development influence

organizational citizenship behavior? 44(6), 637–657. https://doi.org/10.1108/EJTD-02-2020-0032

Jung, H. S., & Yoon, H. H. (2016). Why is employees' emotional intelligence important?: The effects of EI on stress-coping styles and job satisfaction in the hospitality industry. International Journal of Contemporary Hospitality Management, 28(8), 1649–1675. https://doi.org/10.1108/IJCHM-10-2014-0509

Khalili, A. (2017). Transformational leadership and organizational citizenship behavior: The moderating role of emotional intelligence. Leadership and Organization Development Journal, 38(7), 1004–1015. https://doi.org/10.1108/LODJ-11-2016-0269

Kim, D., & Park, J. (2022). The way to improve organizational citizenship behavior for employees who lack emotional intelligence. Current Psychology, 41(9), 6078–6092. https://doi.org/10.1007/s12144-020-01104-5

Kumari, K., Abbas, J., Hwang, J., & Cioca, L.I. (2022). Does Servant Leadership Promote Emotional Intelligence and Organizational Citizenship Behavior among Employees? A Structural Analysis. Sustainability (Switzerland), 14(9). https://doi.org/10.3390/su14095231

Kunda, MM, & Ataman, G. (2019). Corporate social responsibility and organizational citizenship behavior The mediating role of job satisfaction. 10(1), 47–68. https://doi.org/10.1108/JGR-06-2018-0018

Lee, K., & Allen, N.J. (2002). Organizational citizenship behavior and workplace deviance: the role of affect and cognitions. Journal of Applied Psychology, 87(1), 131.

Liao, S. (2022). Employee emotional intelligence, organizational citizenship behavior and job performance: a moderated mediation model investigation. 44(5), 1109–1126. https://doi.org/10.1108/ER-11-2020-0506

Locke, E. A. (1969). What is job satisfaction? Organizational Behavior and Human Performance, 4(4), 309–336.

Mayer, J.D., & Salovey, P. (2007). Mayer-Salovery-Caruso emotional intelligence test. Multi-Health Systems Incorporated Toronto.

Mendiratta, A., & Srivastava, S. (2023). Workplace bullying and organizational citizenship behavior: the parallel mediating effects of job satisfaction and resilience. International Journal of Emerging Markets, 18(7), 1565–1586. https://doi.org/10.1108/IJOEM-03-2021-0417

Organ, D. W., Konovsky, M., & Freeman, A. B. (1989). Cognitive Versus Affective Determinants of Organizational Citizenship Behavior. In Journal of Applied Psychology (Vol. 74, Issue 1).

Ouyang, Z., Sang, J., Li, P., & Peng, J. (2015). Organizational justice and job insecurity as mediators of the effect of emotional intelligence on job satisfaction: A study from China. Personality and Individual Differences, 76, 147–152. https://doi.org/10.1016/j.paid.2014.12.004

Paillé, P., Bourdeau, L., & Galois, I. (2010). Support, trust, satisfaction, intent to leave and citizenship at organizational level: A social exchange approach. International Journal of Organizational Analysis, 18(1), 41–58. https://doi.org/10.1108/19348831011033203

Pakpahan, GE, Sari, DP, & Butarbutar, N. (2020). Employee Performance Viewed From the Aspects of Intellectual Ability and Work Discipline at the Siantar Sitalasari District Office, Pematangsiantar City. 17(2). http://journal.undiknas.ac.id/index.php/magister-manajemen/298

Pinnington, A. (2023). The significance of general skills training for early career graduates: relationships with perceived organizational support, job satisfaction and turnover intention. https://doi.org/10.1108/EJTD-01-2023-0002

Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. Journal of Management, 26(3), 513–563.

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: a review of the literature. Journal of Applied Psychology, 87(4), 698.

Rogowska, A. M. (2022). The Mediating Role of Job Satisfaction in the Relationship between Emotional Intelligence and Life Satisfaction among Teachers during the COVID-19 Pandemic. 666–676.

Romi, MV, Soetjipto, N., Widaningsih, S., Manik, E., & Riswanto, A. (2021). Enhancing organizational commitment by exploring job satisfaction, organizational citizenship behavior and emotional intelligence. Management Science Letters, 11, 917–924. https://doi.org/10.5267/j.msl.2020.10.006

Sekaran, U., & Bougie, R. (2016). Research Methods for Business : A Skill-Building Approach (Seventh Ed). John Wiley & Sons.

Sembiring, N., Nimran, U., Astuti, ES, & Utami, HN (2020). The effects of emotional intelligence and organizational justice on job satisfaction, caring climate, and criminal investigation officers' performance. International Journal of Organizational Analysis, 28(5), 1113–1130. https://doi.org/10.1108/IJOA-10-2019-1908

Setiawan, L. (2021). The effect of emotional intelligence, organizational commitment on the team performance of hospital officers in South Sulawesi and Central Sulawesi province, Indonesia. International Journal of Pharmaceutical and Healthcare Marketing, 15(1), 64–82. https://doi.org/10.1108/IJPHM-04-2019-0028

Soto-Rubio, A., Giménez-Espert, M.D.C., & Prado-Gascó, V. (2020). Effect of emotional intelligence and psychosocial risks on burnout, job satisfaction, and nurses' health during the covid-19 pandemic. International Journal of Environmental Research and Public Health, 17(21), 1–14. https://doi.org/10.3390/ijerph17217998

Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. American Journal of Community Psychology, 13(6), 693.

Stawicki, C., Krishnakumar, S., & Robinson, M.D. (2023). Working with emotions: emotional intelligence, performance and creativity in the knowledge-intensive workforce. Journal of Knowledge Management, 27(2), 285–301. https://doi.org/10.1108/JKM-07-2021-0556

Stinglhamber, F., Ohana, M., Caesens, G., & Meyer, M. (2020). Perceived organizational support: the interactive role of coworkers' perceptions and employees' voice. Employee Relations, 42(1), 107–124. https://doi.org/10.1108/ER-05-2018-0137

Stinglhamber, F., & Vandenberghe, C. (2003). Organizations and supervisors as sources of support and targets of commitment: A longitudinal study. Journal of Organizational Behavior, 24(3), 251–270. https://doi.org/10.1002/job.192

Sungu, L. J., Weng, Q. (Derek), & Kitule, J. A. (2019). When organizational support yields both performance and satisfaction: The role of performance ability in the lens of social exchange theory. Personnel Review, 48(6), 1410–1428. https://doi.org/10.1108/PR-10-2018-0402

Tekeli, E. K., & Özkoç, A. G. (2022). The mediating role of emotional intelligence on the impact of perfectionism on problem-solving skills: an application for tourist guides. Journal of Hospitality and Tourism Insights, 5(3), 588–611. https://doi.org/10.1108/JHTI-11-2020-

0216

Wahyuningrat, Israwan Setyoko, P., & Setya Saputra, A. (2022). The Effect of Emotional Intelligence, Organizational Commitment and Perceived Organizational Support (POS) on Organizational Citizenship Behavior (OCB) of Government staff.

Waileruny, H.T. (2014). Perceived Organizational Support, Job Satisfaction and Organizational Citizenship Behavior at PT. Bank Maluku Main Branch Ambon City. Agora, 2(2), 1–9.

Wen, J., Huang, S. (Sam), & Hou, P. (2019). Emotional intelligence, emotional labor, perceived organizational support, and job satisfaction: A moderated mediation model. International Journal of Hospitality Management, 81, 120–130. https://doi.org/10.1016/j.ijhm.2019.01.009

Wickramasinghe, D., & Wickramasinghe, V. (2012). Effects of perceived organizational support on participation in decision making, affective commitment and job satisfaction in lean production in Sri Lanka. Journal of Manufacturing Technology Management, 23(2), 157–177. https://doi.org/10.1108/17410381211202179

Won, D., Chiu, W., Bang, H., & Bravo, G. A. (2021). Perceived organizational support on episodic volunteers' affective and behavioral outcomes: a case of the 2016 Rio Olympic Games. International Journal of Event and Festival Management, 12(2), 240–258. https://doi.org/10.1108/IJEFM-10-2020-0060

Yu, H., & Takahashi, Y. (2020). Emotional intelligence and extra-role behavior of knowledge employees: Mediating and moderating effects. Organizations and Markets in Emerging Economies, 11(2), 389–406. https://doi.org/10.15388/omee.2020.11.39