

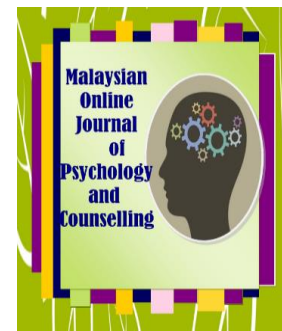
EMOTIONAL INTELLIGENCE TRAINING TO IMPROVE ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON TEACHERS

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ABSTRACT

This research aimed to determine the effect of emotional intelligence training to organizational citizenship behavior on Vocational High School teachers. Subjects in this research were 30 teachers in Vocational High School "X" and Vocational High School "Y" in Makassar Indonesia, which are divided into 15 teachers as the treatment group and 15 teachers as a control group. Hypothesis of this research is the emotional intelligence training will improve organizational citizenship behavior on Vocational High School teachers. Organizational citizenship behavior were measure by using a scale of organizational citizenship behavior, interview and observation. The research design was using pretest-posttest control group design. Analysis of this research was using quantitative and qualitative analysis. The quantitative analysis was using analysis of mixed anova to determined the effect of emotional intelligence training on the organizational citizenship behavior on Vocational High School teachers. The qualitative analysis was conducted based on observation and interview. The result of this research showed that there are significant differences between time (pretest and posttest) and group (treatment and control) that was stated by $F= 32.461$, $p= 0.000$ ($p < 0.05$). The emotional intelligence training may to improve organizational citizenship behavior on Vocational High School teachers, with training contribution is 86.3%. Emotional intelligence as an ability of employees in managing emotions or feelings of and understanding other people's feelings for always optimistic, motivated and able to establish a harmonious relationship with other colleagues in the organization.

Keywords: *Emotional Intelligence Training, Organizational Citizenship Behavior, Teacher*



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INTRODUCTION

Organizational Citizenship Behavior (OCB) is an independent individual behavior, not directly related to the reward system, but can develop the effective functioning of the organization (Organ, 1990). There are many theoretical constructs similar to OCB and have been identified in some literature, including the organizational pro-social behavior and spontaneity organization. Pro-social behavior represents a variety of behaviors that serve peoples' welfare and preserve social integrity (Nashori, 2008). Spontaneity organization is defined as behavior that is voluntary extra role and contributes to organizational effectiveness. Spontaneity organization is recognized by the formal reward system, while the OCB is indirect reward (Moorman & Blakely, 1995).

Teachers with high OCB can bring many benefits to the school (Rahmi, 2013). OCB enables the social interaction on the members of the organization to be smooth, reduce disputes, and improve the compactness (Muchiri, 2002). On the other hand, the low employees OCB will certainly lead to lower performance for the organization and the employees themselves (Setiawan & Sahrah, 2012).

Vocational High School "X" and Vocational High School "Y" in Makassar is a vocational school that hopes their teachers to become professional teachers. The complex task that must be carried by the teachers requires professionalism and extra effort. This effort is called an extra-role behavior. Setyawanti (2012) stated that a highly appreciated extra-role behavior is when performed by employees although not listed as part of his/ her tasks or jobs aiming to improve the effectiveness and viability of the organization. The extra-role behavior within the organization is known as OCB.

In interviews Jan 18th 2016 with Mr. MT as Vice Principal of Vocational High School "X", notice the lack of OCB of teachers. The impact lack of OCB at teachers, not only lack of empathy with peer, unseriously in work, and so misbehave to junior teachers. OCB can be drawn from several aspects, including altruism, courtesy, sportsmanship, conscientiousness, and civic virtue (Organ, 1990).

OCB is influenced by several factors, including job satisfaction, soft skills, work stress, and emotional intelligence (Zellars & Tepper, 2002). Job satisfaction factors, soft skills, and work stress has been studied in many research. Therefore, researchers try to assess the influence of emotional intelligence of the OCB.

Several studies have investigated the effect of emotional intelligence on OCB, including Ibrahim (2013) and Sumiyarsih Mujiasih, and Ariati (2012). Referring to the above results, one of the ways that can be used to minimize the problems of teachers in schools is to provide training. Training is a planned effort of the organization to improve the knowledge, skills, and abilities of employees (Jati, 2007; Syafrina, Nashori, & Rahmahana, 2013). Therefore, the hypothesis proposed in this study is Emotional Intelligence Training effective to improve OCB on teachers of Vocational High School in Makassar.

RESEARCH METHOD

Research Subject. The characteristics of the research subjects are (1) Permanent and temporary teachers, (2) teaching for at least one year, (3) their value of OCB are very low, low, and moderate. The study involved 30 teachers of Vocational High School "X" and "Y" in Makassar, South Sulawesi, Indonesia. The details are 15 teachers as an treatment group and 15 teachers as a control group.

Research Design. This study was an experimental study using pretest-posttest control group design. There are three measurements in each group: the pretest, posttest, and follow-up.

Method of Collecting Data. OCB scale aims to measure the level of OCB of the teacher. The scale used in this study is the OCB scale created by Podsakoff MacKenzie, Moorman, and Fetter (1990), with the aspects of altruism, courtesy, sportsmanship, conscientiousness, and civic virtue. This scale has previously been used in research of Ozturk (2010) and Humphrey (2012). Furthermore, this scale is given to teachers of Vocational High School "X" and Vocational High School "Y" on measuring the pretest, posttest, and follow-up. Only the posttest and follow-up measurements were randomization item number in order to avoid the formation of answers pattern on the research subject. This randomization is part of an effort to avoid errors in internal validity, i.e. testing.

The results from the trial showed that the 24 item instrument measurement is valid because its value is ≥ 0.30 . This view is based on the assumption that all item achieve a minimum correlation coefficient of 0.30 is considered satisfactory (Azwar, 2012). The reliability test results showed this scale alpha coefficient was 0.961. Kline (2005) states that a scale is considered good if the score is at least 0.70, excellent if the minimum score is 0.80, and adequate if the score is at least 0.90.

Intervention. Emotional intelligence training is a structured program designed to improve the ability of the individual in self-control, impulses and emotions, express emotions appropriately, set the mood and keep the load stress in harming our brain to think; maintain the spirit and perseverance; motivate yourself and endure the frustration; read the innermost feelings of others (empathy); maintaining good relationships and ability to resolve conflicts, so the effect on the individual in their achievement, career success and life satisfaction.

The above setting goal is in reference to aspects of emotional intelligence, according to Goleman (2000), namely self-awareness, self-regulation, self-motivation, empathy, and social skills. This emotional intelligence training is provided through one-day training with duration of 390 minutes or 6 hours and 30 minutes. The modules and materials in this training were made by researcher which refers to the aspects by Goleman (2000) above.

Data analysis technique. Scores obtained by the subject through the scale of OCB quantitatively analyzed with SPSS for Windows 16.0, by using parametric analysis, namely mixed ANOVA. This analysis technique is used to compare the level of OCB before and after treatment, between the treatment group and the control group.

RESEARCH FINDINGS

Statistical Description. Based on the analysis, the obtained descriptive statistics presented in the following table:

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Table 1
Statistical Description

	Group	Mean	Std. Deviation	N
Pretest	Treatment	47.47	16.999	15
	Control	45.53	13.389	15
	Total	46.50	15.067	30
Posttest	Treatment	100.67	11.648	15
	Control	57.07	13.247	15
	Total	78.87	25.335	30
Follow up	Treatment	111.33	6.149	15
	Control	69.40	19.917	15
	Total	90.37	25.778	30

The table above provides information on the statistical description of each group. In the treatment group obtained a mean score of 47.47 for pretest, posttest of 100.67, as well as follow-up amounted to 111.33. This suggests that an increase OCB on Vocational High School teacher at the time of posttest and follow-up.

Test Results Assumption. Test assumptions made in this study is a test for normality and homogeneity. This must be done before testing the hypothesis.

Table 2
Normality Test

	Pretest	Posttest	Follow up
Kolmogorov-Smirnov Z	.988	.657	1.287
Asymp. Sig. (2-tailed)	.283	.781	.073

According to the table above, it can be explained that the data obtained has a normal distribution. It can be seen from two things, the value of Z is generated is under 1.97 and p values resulting Asymp.Sig or more than 0.05.

Table 3
Homogeneity Test

Box's M	42.334
F	6.229
df1	6
df2	5.680E3
Sig.	.000

According to the table above, significant values are below the 0:05 show variation data are not homogeneous or OCB score in each group varies greatly. In any irregularities in the experiment is not a problem, because it is difficult to get a variation of the same score in the two groups subjected to different treatments in a study that used a quasi-experimental design and is not a pure experiment (Widhiarso, 2011).

Hypothesis Test Results. Analysis of the data used to test the hypothesis in this study was conducted using a mixed ANOVA statistical test to see the table Tests of Within-Subjects Effects, as follows:

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Table 4
Hypothesis Test

Source		Mean Square	F	Sig.
Time	Greenhouse-Geisser	20222.981	120.715	.000
Time*Group	Greenhouse-Geisser	5438.091	32.461	.000
Error (Time)	Greenhouse-Geisser	167.527		

In the above, the line time * group known value of $F = 32.461$ and the value of $p = 0.000$ ($P < 0.05$). This value can be interpreted that there is an interaction between the time of measurement (pretest, posttest, and follow-up) and groups (treatment and control). These interactions indicate that there are changes in scores differ significantly from pretest, posttest and follow-up between the two groups (treatment and control). Having in mind that there is a significant interaction, the next step is to look at the effectiveness of training. Training effectiveness can be seen in the table below Pairwise Comparisons:

Table 5
Pairwise Comparisons

Group	(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval For Difference	
						Lower Bound	Upper Bound
Treat-ment Group	1	2	-53.200*	4.285	.000	-61.978	-44.422
		3	-63.867*	4.964	.000	-74.034	-53.699
		2	53.200*	4.285	.000	44.422	61.978
	2	3	-10.667*	2.903	.001	-16.614	-4.719
		1	63.867*	4.964	.000	53.699	74.034
		3	10.667*	2.903	.001	4.719	16.614
Control Group	1	2	-11.533*	4.285	.012	-20.311	-2.756
		3	-23.867*	4.964	.000	-34.034	-13.699
		2	11.533*	4.285	.012	2.756	20.311
	2	3	-12.333*	2.903	.000	-18.281	-6.386
		1	23.867*	4.964	.000	13.699	34.034
		3	12.333*	2.903	.000	6.386	18.281

The above table shows that the change in the level of OCB in the treatment group was significant with $p = .000$ ($p < 0.05$) when the pretest, posttest, and follow-up. This suggests that emotional intelligence training can improve the OCB in the treatment group. Further contributing to the improvement of emotional intelligence training OCB can be seen in the following table:

Table 6
Multivariate Test

Group		Value	Sig.	Partial Eta Squared
Treatment	Pillai's trace	.863	.000	.863
	Wilks's lambda	.137	.000	.863
	Hotelling's trace	6.316	.000	.863
	Roy's largest root	6.316	.000	.863

In the table above, the treatment group column Wilks' Lambda declared effective contribution training. Partial Eta Squared value is known by 0863. It shows that emotional intelligence training contributed 86.3% to the improvement of OCB score in the treatment group.

DISCUSSION

The study aims to determine the effectiveness of emotional intelligence training to improve teachers' OCB. Based on data from pretest, posttest, and follow up OCB scale, the value of $F = 32.461$ with $p = 0.000$ ($\text{sig} < 0.05$). The value proves that there is a significant change in the score OCB in the treatment group and the control group. The treatment group experienced a greater change scores after getting emotional intelligence training compared to a control group that did not get emotional intelligence training.

The emotional intelligence training succeeds in providing significant results in improving teachers' OCB. Emotional intelligence as an ability of employees in managing emotions or feelings of and understanding other people's feelings for always optimistic, motivated and able to establish a harmonious relationship with other colleagues in the organization. The significant results on the teacher are supported by the results of the quantitative analysis and the evaluation results of the training from the respondents' survey who attend the training.

The acceptance of the hypothesis proposed in this study supports a number of research that emotional intelligence influence on OCB. The research results by Sumiyarsih, Mujiasih, and Ariati (2012) using emotional intelligence as an independent variable and OCB as the dependent variable. The results of correlation coefficient $r_{xy} = 0.747$ with a significance level of correlation $p = 0.001$ ($p < 0.05$) means that the higher a person's emotional intelligence the higher occurrence of employee's OCB. A similar research regarding the relationship between variables emotional intelligence and OCB is also done by Azka (2012). The results showed that there was a significant positive relationship between emotional intelligence and the insurance agent marketing's OCB. This study obtained results of significance of 0.000 ($p < 0.05$). This means that if the emotional intelligence is high than individual OCB is also high.

Nurfaida (2013) conducted a study to analyze the effects of emotional intelligence and organizational commitment on OCB of nurses. The hypothesis testing the influence of emotional intelligence to the OCB, showed tcount of 3798 with a significance of 0.000. This means that there is a positive effect of emotional intelligence on organizational commitment. This indicates that higher emotional intelligence, the higher the OCB. Kaori, Hana, and Saleh (2014) also conducted a similar study by adding another variable. The results showed hypothesis emotional intelligence influences the employees of PT. PLN OCB was acceptable. The emotional intelligence variable coefficient value of 0.389 or 38.9% resulting a positive direction. If the emotional intelligence of employees increases,

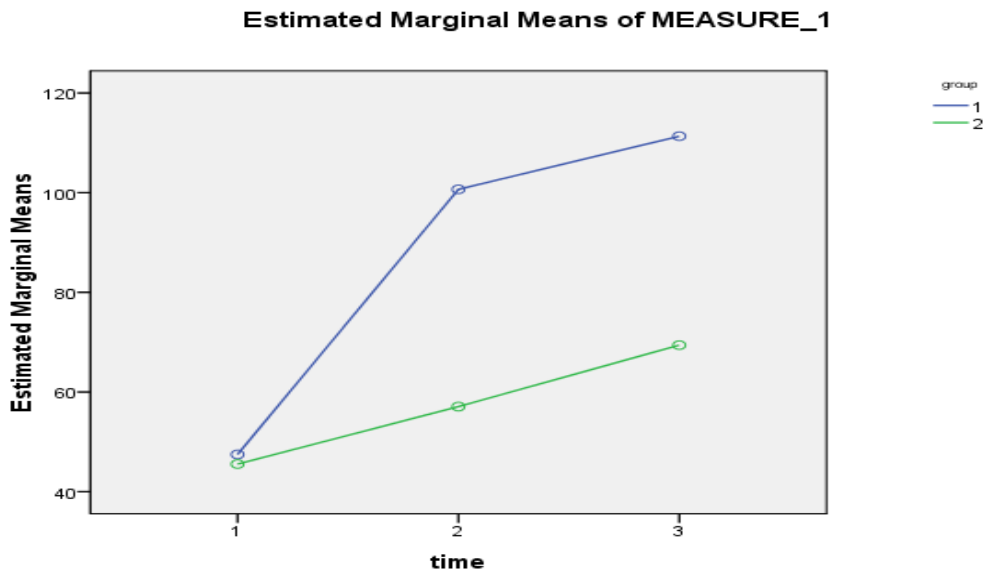
the OCB will also increase. Results of the previous studies (Sumiyarsih et al, 2012; Azka, 2012; Nurfaida, 2013; Kaori et al, 2014) support the view expressed by Goleman (1998), the strength of emotional intelligence influence on the psychological condition and human behavior.

Emotional intelligence is a mental condition that involves biological, psychological, nor the inclination to act. Therefore, the emotion will influence the thoughts and actions of individuals. The correlation between emotions and behavior requires individuals' ability to manage emotions well. Having the ability to manage emotions, a teacher will feel and bring positive emotions within self in order to become more sensitive and able to understand or empathize with others and the environment, as well as to align the values espoused in the environment (Goleman, 1998). Teachers who possess emotional intelligence will have positive emotions (happy, excited, active, confident) that show a tendency to help other colleagues, more cooperative in working with other colleagues in order to improve performance.

Emotional intelligence is not an absolute innate factor. Emotional intelligence can be established or improved. The efforts in delivering materials related to emotional intelligence can be done through training. The training approach is selected because it aims to change the cognitive, affective and skills outcome or expertise (Kirkpatrick in Salas et al, 2001). Emotional intelligence training is designed based on the theory of cognitive behavior. This theory explains that a cognitive process is the deciding factor in an individual process of thinking, feeling, and acting. In this training, the trainee is directed to modify the function of thinking, feeling, and acting. By transforming the feelings and thoughts, the respondents are expected to be able to change towards a better behavior (Oemarjoedi, 2003).

Emotional intelligence training is an implementation of some aspects of Goleman emotional intelligence, namely (1) Self-awareness, the ability to recognize feelings or emotions felt, and the effect that might arise on the performance. The emotional awareness is used as a guide in making personal decisions; (2) Self-control, an ability to control feeling or emotion to positively impact on the job execution. This capability is often referred to as the ability to manage emotions; (3) Motivation, the ability to use the deepest desire to drive and lead the individual to achieve goals; (4) Empathy, the ability to perceive and understand the feelings of others, often referred to as the ability to recognize emotions in others; and (5) Social skills, an ability to handle emotions well when dealing with others. In this training, participants were trained with worksheets, discussions, lectures, and role play. The results showed that the participants score on OCB increased during the posttest and follow-up.

In addition to the explanation above, there is another phenomenon found by the researcher during the study. One is an increase in scores in the control group. In the experimental study, the control group is assumed not having a significant increase. This is due to the control group who did not obtain treatment in the form of emotional intelligence training as the treatment group. In this study, the control group had experienced an increase OCB score. Improvements can be seen in the following figure:



Picture 3. The measurement comparison of Treatment and Control Group

Based on the picture above, we can see an increase in OCB of the treatment group and the control group. The control group score increase although not as much as the treatment group. The factors which cause these are the statistical regression, the rivalry between groups, and questionnaires. First: statistical regression. These factors have an effect on the results of the experiment as a result of selection of subject-based extreme scores. When subjects were selected based on the score very high or very low, then it is likely that score will decrease or increase when making re-measurement. The decrease or increase is not due to manipulation or independent variables, but because of regression (Nahartyo, 2013). In this study, the subject selection is based on the very low, low, to moderate score. Therefore, allowing regression value occurs in the process.

Second: Rivalry between groups. These factors illustrate the competitive stance of the control group counterparts in the treatment group (Nahartyo, 2013). Because of the control and treatment groups in this study are not on the same location, then a competitive attitude allegedly occurred in the group. At the beginning of pretest-scale deployment, the control group had been informed that "there will be 30 questionnaires to be filled by 30 subjects". Furthermore, there is still two times filling the questionnaire again, but only needs to be filled by approximately 15 subjects whose name is yet to be determined". This could be considered the subject will affect performance assessment. And also the fact that subjects were asked to fill in the data with the full name, which is likely motivate the subject to give their best answer.

Third: Questionnaire. OCB questionnaire consisted of 24 items; the item amounted to 19 favorable and 5 unfavorable item. The number of favorable item can have a tendency to respond positively to the questionnaire. Some of the above is necessary to be considered in order to prevent or minimize the possibility of an increase in scores in the control group on the experimental research.

CONCLUSION AND SUGGESTION

Conclusion. Based on the results of data analysis and discussion conducted after the training, it can be concluded that the emotional intelligence training can improve OCB on vocational school teachers. Teachers which receive emotional intelligence training have increased OCB score higher than the teachers who are not trained in emotional intelligence. There is an increased OCB score on vocational teachers before training (pretest), a week after training (posttest), and two weeks after the posttest (follow-up).

Suggestion. There are things to be considered in emotional intelligence training for future studies and for the school to provide more optimal results. First: the school authorities. The results of this study indicate that OCB on teachers can be improved; one of it is by providing emotional intelligence training. Therefore, the emotional intelligence training should be given to teachers who have OCB score in the category of very low, low, and medium, with reference to the training modules which have been prepared by researcher.

Second: suggestions for practitioners and further researchers. (A) Further researchers then expected to conduct a re-study (replication study) using a more varied research subject not only to teachers of vocational schools. (B) Further researchers can then use or develop a measuring instrument that has been used by researchers, using a more varied population. The measuring instrument is hopefully able to measure larger sample size.

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