



Organizational Citizenship Behaviour and Job Performance of Agro-Faculties in Two Universities Offering Agriculture: Does Emotional Intelligence Matter

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Abstract

The achievement of success in the workplace and the employees' level of job performance are largely determined by the ability to manage the emotions of oneself and others. This study assessed the effects of Organizational Citizenship Behaviour (OCB) and Emotional Intelligence (EI) on agro-faculties' job performance in Federal University of Agriculture, Abeokuta (FUNAAB) and University of Ibadan (UI) South-west Nigeria. Multistage sampling procedure was used to select 110 agro-faculties for the study. Primary data were obtained using a structured questionnaire and analysed using frequency counts, percentages, mean, and regression analysis. Results indicate that the mean age of the respondent was 44 years, 95.5% were married and the mean years of experience and monthly income as 10 years and N300,000 respectively. Majority (98.2%) of the respondents noted that they had learned a lot about themselves through their feelings and emotions, while 93.6% of agro-faculty engaged in self study in order to increase the quality of workout. In addition, majority (99.1%) of the respondents noted that they feel encouraged to come up with new and better ways of doing their job, while 90.9% agreed that they enjoyed their work, while 91.8% sees problems as challenges rather than obstacles. The regression result revealed a significant association between the emotional intelligence of the respondents ($t=5.60$, $p<0.05$) and their job performance. It was concluded that most of the agro-faculties had high emotional intelligence; hence, they can control their emotions and feelings. Based on this, the study recommends that continuous training and re-orientation and formal sensitization workshop be organized to improve employees' OCB.

Keywords: *Agro-faculty, Emotional Intelligence, Organization Citizenship Behaviour, University and Job performance*

Introduction

The recent waves of COVID-19 have brought about a shift in the way, and manner organizations operate. Nowadays, operations in organizations and institutions are moving away from primitive and authoritative structures to efficient team-based work environments and job roles. This move has led organizations to acknowledge the relevance of individual initiatives in the workplace. Organizational Citizenship Behaviour (OCB) conceptualized as the position and attitude characterized by voluntary initiative in making a positive and helpful contribution towards workplace performance of staff beyond their formal job duty roles is gaining more attention in the workplace (Appelbaum *et al.* 2004). As noted by Bolino and Turnley (2003), that

OCB is not part of the formal organization structure or the rewards system, but it has far-reaching implications on organization and individual whose performance and effectiveness is surpassing, hence the maintenance of positive organization culture which reinforces employees' engagement, commitments, motivation and job performance is ensured. While reiterating the above assertions, Robbins and Judge (2013), Bolino and Turnley (2003) noted that organization with employees with a good OCB will perform better and will succeed if the employee is not only doing the main tasks but also willing to do extra tasks such as cooperating, helping, advising, actively participating, providing extra service to the service user, and willing to use their working time effectively. Allen, Barnard, Rush, and Russell (2012)

explained organizational citizenship behavior as that potentials which embodies the cooperative and constructive gestures that are neither mandated by formal job role prescriptions, nor contractually compensated for by the organizational reward system. Bolino and Turnley (2003) identified it as an organization's ability to elicit employees' disposition that goes beyond the call of duty. They found that citizenship behaviors generally have two common features that are not directly enforceable, not technically required as a part of one's one's job and are representative of the extra efforts that organizations need from their workforce to be efficient. According to Ndalahwa (2018), successful organization need employees who will do more than just their formal tasks and want to deliver performance that exceeds expectations, hence organizations want employees who are willing to perform tasks not listed in their job descriptions with high motivation for positive and significant impact on performance (Harwiki, 2013). Ladebo (2005) noted that few examples of OCB in the workplace include; behaviour designed to the occurrence of problem, assisting co-workers in an organization task, and participating in the social life of the organization. If performance is always the problem faced by government organizations, it is necessary to know the factors that mediate the performance of employees. One measure of an employee's performance is the intelligence ability, which is supported by the ability to master, manage yourself, and build relationships with others (Joseph and Newman, 2010).

More significantly, emotional intelligence in the workplace begins from the inside out with each individual. It involves recognizing various aspects of one's feelings and emotions and taking the time to harness the elements of self-awareness, self-regulation, motivation, empathy, and social skills been noted by Mayer and Salovey (1997) that employees with a high EI score also help others to manage their emotions, and a key facet of EI is the ability to identify the emotions of oneself and others. People high in EI read the facial expression and body language and detect the nice emotional messages of others during the communication that benefits them during the process of decision-making (Mayer, Salovey, and Caruso, 2000). EI is the capability to observe, receive, realize and produce feelings in a way that helps to think and emotionally control emotions that encourage emotional and rational development (Mayer, Caruso, and Salovey, 2016). Also, Mayer *et al.* (2000) noted that EI largely dwells on the expertise/capabilities that make it possible to realize the emotional circumstances and the ability to set or practice emotions that confidently influence the performance of individuals. Besides this, the work of Ashkanasy, Humphrey, and Huy, (2017) brought to the fore that EI is an individual emotional related variable that supports a large proportion of emotional work, especially at the micro-analytical level. Empirically, EI anticipated numerous emotional, communicative, occupational, and non-professional consequences, such as academic and job performance, leadership behaviors

and effectiveness, job satisfaction, organizational commitment, job resources, physical and psychological and turnover intention (Joseph, Jin, Newman, and O'Boyle, 2015). Accordingly, Miao *et al.* (2017) stated that EI also determines incremental modification and virtual status outside intellectual capability and Big Five personality traits in a recent meta-analysis. An up-to-date meta-analysis (Miao *et al.*, 2019), after controlling the common covariates that considered to overlap with EI, also confirmed the uniqueness of EI in expecting further measures other than job performance.

Goleman (2000) stated that to achieve success in the workplace is not only cognitive ability (cognitive intelligence) course needed, but also the ability of emotional (emotional intelligence). Gunu (2014) argues that the more existence and the application of emotional intelligence in the workplace, the better it will make employees achieve better performance. The relationship between emotional intelligence against an employee's performance observed by Natalie and Sharon (2015) shows that emotional intelligence, organizational commitment, and organizational citizenship behaviour significantly affects performance. But unlike Widyawati and Karwini (2019) who stated that Intellectual Intelligence (IQ) and emotional intelligence (EQ) has no significant effect on job performance. Emotional intelligence can not only affect the achievement of the performance of the employees, but emotional intelligence can also affect organizational citizenship behaviour (OCB) employees. Therefore, it is important to examine whether or not emotional intelligence contributes to influence of OCB on employees job performance among agro-faculties in South-West, Nigeria.

Methodology

Sampling and Data Collection Techniques

A simple random sampling was used to select two Universities offering Agriculture in the Southwest Nigeria. The study population was all agro-faculties of the Federal University of Agriculture, Abeokuta (FUNNAB) and the University of Ibadan (UI). A multistage sampling procedure was adopted for the study. At the first stage, the College of Agricultural Management and Rural Development (COLAMRUD), College of Animal Science and Livestock Production (COLANIM), and College of Plant Science and Crop Production (COLPALNT) were collectively selected in FUNAAB. Faculty of Agriculture was selected from the University of Ibadan. Stage two involves a complete survey of 3 departments from COLAMRUD, 5 from COLANIM and five from COLPLANT, while five departments were selected from the faculty of Agriculture, UI. This gives a total of 18 departments. In the third stage, a survey was administered to 96 agro-faculties in FUNAAB, and 75.0% (72) returned usable questionnaire. In UI, 40 agro-faculties were administered questionnaires and 95.0% (38) of the respondents returned completed surveys. The overall response rate achieved was 88.82% (n=110). About twenty-six questionnaires contained excessive missing

data, they were excluded from the further analysis, reducing the sample size to 110. Respondents' mean age was 44.0 (SD = 9.30) years, had spent on average 10.0 (SD = 7.60) years on the job and average of 4.0 (SD = 2.5) persons in a household. Over 80% response rate was achieved; then, non-response error is not a threat to the external validity of the finding, as noted by Linder, Murphy and Briers (2001).

Measures

a. Job performance: This was measured using 15-item scale adopted from Sarasvathy (2013) to measure the construct. Sample items are “I gain personal accomplishment through my work”, and “I see problem as challenge rather than obstacles”. Internal consistency reliability for the scale (that is, Cronbach alpha) was 0.79. The items were reworded by replacing the organization with the term institution and university.

b. Organizational Citizenship Behaviour: The overall OCB of the respondents was measured with a 12-item scale adopted from the work of Padsakoff *et al.* (2000). Cronbach alpha for the scale was 0.75. The responses on the scale items were ordered on a five-point ranging from strongly disagree (1) to strongly agree (5). The maximum and minimum score obtained was 60 and 12

respectively. OCB index was computed to give low OCB (12-36) and high OCB (37-60).

c. Emotional Intelligence: Emotional Intelligence was measured on a 12-item scale by Connor, Hill, Kaya and Martin (2019). Cronbach alpha for the scale was 0.70.

d. Demographic variables: Four biographical variables were included in the analysis. The biographical variables include; age, years of experience, monthly income and household size.

Analytical Technique

The Shapiro-Wilk test of normality was adopted based on the fact that the study's sample size for study was not large (n=110), the choice of the test was based on suggestions in literature. Prior to carrying out this test, a pre-estimation normality test of the variable was conducted. Based on the normality result (Table 1) which revealed the samples were normally distributed, the parametric correction matrix was adopted. Descriptive statistics such as frequency count, percentage, mean, standard deviation, maximum and minimum were employed to analyse the variables used in the study.

Table 1: Test of Normality

	Kolmogorov-Smirov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
OCB	.097	110	.012	.925	110	.001
Emotional Intelligence	.066	110	.982	.982	110	.155
Job performance	.100	110	.008	.975	110	.034

Source: Computed from data, 2020

Results and Discussion

Socio-economic characteristics of the lecturers in the study area

The demographic characteristics of the respondents are presented in Table 1. Findings revealed that the mean age of the respondents was 44.0 years, while 85.4% of the agro-faculties belong to the age range of 35 – 61 years. It can be inferred from this result that many agro-faculties are within their active service year. This implies that older agro-faculties will exhibit positive behaviours within the organization. Therefore, results corroborate that of Wagner and Rush (2000) and Biljana and Svetlana (2019) who reported that older employees show a higher level of organization citizenship performance because they have a clear view of themselves in terms of work, so they can easily adapt to the need of their organization. Also, many (69.1%) of the respondents were male, while 95.5% were married; this implies that there were more male and married in agro-faculties in the selected institutions. This indicates that since more male-dominated in these institutions; it is likely that showing empathy and caring for other employees is reduced. This result is in disagreement with Morrison (1994) who noted that female employees show more altruistic, more prone to help and care for others. Findings further revealed that the mean years of work experience were 21 years with 62.7% between 17 and 24. In addition, 22.7% were senior lecturers while 23.6% were within the rank of lecturer II. This implies

that the finding cut across the difference cadre of agro-faculties available in the study.

Emotional Intelligence of Agro-Faculty

Majority (98.2%) of the respondents, as indicated in Table 2, show that they had learned a lot about themselves through their feelings and emotions, 95.4% agreed to the fact that achievement of task is done through determination, while 83.6% of the agro-faculties reiterates that they clearly see how their feeling impact their work performance. This implies that emotionally stable agro-faculties hold the ability to deal with uncertain situation and provide positive outcome at the workplace. Furthermore, Table 3 shows that 70.0% of agro – faculties had high emotional intelligence; hence they possess the ability to control their emotions and feeling. This corroborates the findings of Chen *et al.* (2012) and Miao *et al.* (2017) that employees with high EI usually use a bottom-line strategy rather than a strategy of superficial actions to show the emotions they provide in their interaction with clients and this can increase their job performance.

Organizational Citizenship Behaviour

Organizational Citizenship Behaviour (OCB) of the respondents is presented in Table 4. Findings show that 93.6% of agro-faculty engaged in self study in order to increase the quality of workout, 91.9% reiterated that they take actions to protect the organization from

potential problem, while majority (90.0%) of the respondents noted that they make constructive suggestions that can improve the institution. This observation shows that agro-faculties in the study area exhibit a personal obligation to cooperate with co-workers to solve task-related problems and assist the organization in achieving its performance objectives. Also, respondents' desire for self study and prevention from potential problems is an indication of the performance of OCB which in turn contributes to overall organizational effectiveness. Furthermore, an index was computed for organization citizenship behaviour (see Table 5) and result noted that 85.5% of the agro-faculty had a high OCB, implying that respondents had been contributing more than what is stated in their job description such as voluntarily attendance in organized activities, avoiding causing conflicts and grievances in the workplace using available resources and facilities wisely and productively and also maintaining good relationship with colleagues. Eisenberg, Davidova and Kokina (2018) noted that OCB has the potential to contribute to the strength, motivate, and enhance the organization's success.

Job performance of Agro-Faculty

Result in Table 6 reveal agro-faculty's job performance in the study area. Majority (99.1%) of the respondents noted that they feel encouraged to come up with new and better ways of doing their job, 90.9% agreed that they enjoyed their work, while 91.8% see problems as challenges rather than obstacles. Also, 60.9% of the respondents noted they strongly agree to that the image of the university is of immense concern to them, while 50.9% noted they have a sense of fulfillment after completing their work. This result shows that respondents have a sense of fulfilment after completing their tasks and coming up with new and better ways of performing their jobs. Also, findings in Table 7 noted that 85.5% of agro-faculties had high job performance in their respective places of work; this could be that workplace behaviour contributes to creating a stimulating culture and smooth organizational climate which is to enhance achieving individual productivity and organizational effectiveness. This finding is similar to that of Coleman and Borman (2000) that employees

would have high work performance when they volunteer for extra work, help others solve difficult tasks, and uphold enthusiasm at work.

Effect of OCB and EI on Job performance

The effects of OCB and EI on job performance was examined using multiple regression analysis with the equation $Y = 27.30 + 0.012x_1 + 0.672x_2$ and explained as indicated in Table 8. The multiple linear regression equation noted job performance as the dependent variable (y) which was predicted by OCB and EI (independent variables). The regression coefficients b_1 (0.012) and b_2 (0.672) with positive values imply that if OCB and EI change or increase by one unit, the agro-faculties' job performance will increase by 0.012 and 0.627 respectively. As indicated in Table 8, agro-faculties' job performance is influenced by 58.2% of EI exhibited by the employees and the remaining 41.9% is explained by the variables outside the model. This implies that there is a significant influence of the EI variable on the employees' job performance. The EI of the employees determines the achievement of employees performance; with an increase in EI provides support to improve job performance. Also, agro-faculties' EI provides them the ability to handle and control their own emotions; and helps other colleagues to stay optimistic, peaceful, confident, and positive in situations that can cause antagonism, irritation, anxiety, nervousness, and emotional frustration in employees with low levels of EI, hence enhancing their job performance at work. This is inline with Hidayati *et al.* (2013), Pratama (2018) and Rahmasari (2012) that EI has significant effects on job performance.

Conclusion

The emotional intelligence of agro-faculties is crucial in determining their level of job performance. Employees had high emotional intelligence, which may be due to their ability to control their emotions and feelings. Though employees' OCB was noted to be high by contributing more than their job demands and job description, however, EI of the employees had a significant influence on their job performance. Therefore, a re-orientation and formal sensitization workshop should be organized in other to improve employees OCB.

Table 1: Socioeconomics characteristics of the respondents (n=110)

Variables	Frequency	Percentages	Mean value
Age (Years)			
26-34	10	9.1	44years (9.3)
35-43	44	40.0	
44-52	25	22.7	
53-61	25	22.7	
62 years and above	6	5.4	
Sex			
Male	76	69.1	
Female	34	30.9	
Marital status			
Single	4	3.6	
Married	105	95.5	
Widowed	1	0.9	
Years of Experience			
1-8	69	62.7	10 years (7.6)
9-16	30	27.3	
17-24	10	9.1	
25years and above	1	0.9	
Income (Naira)			
102000-320000	46	41.8	#300,000 (218,000)
321000-539000	27	24.5	
540000-758000	17	15.5	
759000-977000	5	4.5	
978000-996000	15	13.6	
Household Size			
1-2	15	13.6	4(2.3)
3-4	45	40.9	
5 and above	45	45.4	
Years Spent			
5-10	6	5.5	20 years
11-16	14	12.7	
17-22	25	22.7	
23-28	37	33.6	
29 and above	28	25.4	

Source: Field Survey, 2020

Table 2: Agro-Faculty Emotional Intelligence (n=110)

Variables	SA	A	U	D	SD
I am able to identify my feelings	52.7	43.6	2.70	0.90	0.00
Learned a lot about myself through my feelings and emotions	38.2	60.0	1.80	0.00	0.00
I do always understand the reasons for my moods	6.40	8.20	15.5	35.5	34.5
I am clearly able to see how my feelings impact my work performance	21.8	61.8	16.4	0.00	0.00
Values and goals are very clear in my mind	48.2	43.6	4.50	3.60	0.00
I am aware of my strengths and weaknesses	45.5	52.7	0.90	0.90	0.00
Frequently seek feedback on my behaviour performance	36.4	50.0	6.40	5.50	1.80
Have full confidence in myself and in my decisions	45.5	46.4	8.20	0.00	0.00
I have initiative to meet people in social situation	29.1	60.9	9.10	0.90	0.00
I can achieve what I want through my determination	50.9	44.5	3.60	0.90	0.00
When I face a problem I focus on what I can do to solve it	53.6	45.5	0.90	0.00	0.00
Adjust very quickly to new challenges and information	50.0	50.0	0.00	0.00	0.00

Source; Field Survey,2019

Table 3: Emotional Intelligence Index

Variables	Categorization	Frequency	Percentage
Low	12-36	25	22.7
High	37-60	85	77.3
Total		110	100.0

Source: Field Survey, 2019

Table 4: Organization Citizenship Behaviour of Agro-Faculties (n=110)

Variables	SA	A	U	D	SD
I make constructive suggestions that can improve this institution	42.7	47.3	9.10	0.90	0.00
Taking action to protect the organization from potential problem	35.5	56.4	4.50	2.70	0.90
I leave work early without permission	4.5	2.70	5.50	25.5	61.8
Offering ideas to improve the functioning of the institution	32.7	60.9	2.70	1.80	1.80
I don't always have flexible imagination	0.00	14.5	21.8	36.4	27.3
I encourage management to keep knowledge/skills updated	30.0	60.0	8.20	0.90	0.90
Giving up time to help others who have work	24.5	54.5	10.0	5.50	5.50
I fall asleep at work	0.00	14.5	11.8	26.4	47.3
Trying hard to self-study to increase the quality of work output	43.6	50.0	3.60	0.90	1.80
I help the co-workers who are absent	10.9	57.3	21.8	6.40	3.60
I keep work area neat and clean	50.0	43.6	1.80	3.60	0.90
I take supplies of equipment without permission	0.00	5.50	2.70	29.1	62.7

Source; Field Survey, 2019

Table 5: Organization Citizenship Behaviour Index

Variables	Categorization	Frequency	Percentage
Low OCB	12-36	94	85.5
High OCB	37-60	16	14.5
Total		110	100.0

Source: Field Survey, 2019

Table 6: Job Performance of Agro-Faculties (n=110)

Variables	SA	A	U	D	SD
I gain personal accomplishment through my work	49.1	49.1	1.8	0.00	0.0
Encouraged to come up with new ways of doing things	48.2	50.9	0.9	0.00	0.0
My skills are put into good use in my work	49.1	46.4	1.8	2.70	0.0
I am well trained in my work	51.8	45.5	2.7	0.00	0.0
I always receive positive feedback from my student	42.7	48.2	7.3	1.80	0.0
I enjoy my work as an agro faculties	38.2	52.7	6.4	2.70	0.0
I am clear about my duty and responsibility	46.4	50.9	2.7	0.00	0.0
I see problems as challenge rather than obstacle	42.7	49.1	6.4	0.90	0.9
I am happy with lecturing, supervising but not script marking	28.2	43.6	8.2	13.6	6.4
I am contented with my work	44.5	47.3	6.4	1.80	0.0
I always feel energetic at work	45.5	50.9	1.8	1.80	0.0
After the completion of my work, I am fulfilled	50.9	44.5	4.5	0.00	0.0
Willing to accept all sorts of challenges at work	29.1	48.2	22.7	0.00	0.0
A strong sense of belonging with the institution	43.6	53.6	1.8	0.90	0.0
Always concerned about the image of the university	60.9	37.3	1.8	0.00	0.0

Source: Field Survey, 2019; SA = Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Table 7: Job Performance Index

Variables	Categorization	Frequency	Percentage
Low performance	12-36	17	14.5
High performance	37-60	94	85.5
Total		110	100.0

Source: Field Survey, 2019

Table 8: Result of multiple regression analysis

Variables	Coefficient	Standard Error	t-value	Sig
OCB	.012	.010	.115	.900
EI	.627*	.110	5.6***	.000
Constant	27.30	6.37	4.32***	
Number	110			
F	10.44			
Prob>Chi ²	0.000			
Log-Likelihood	.582			
Pseudo R-Square	58.2%			

Sources: Computation analysis (2020) *p<0.05. Dependent Variable (JP)

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