Academic Deans' Organizational Citizenship Behaviour, Emotional Intelligence, and Institutional Effectiveness: Inputs to a Professional Enhancement Program

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Abstract

The department heads and college or academic deans in most universities and colleges are the key individuals in determining the institution's policies. Their organisational behaviour and emotional intelligence are most important in the changes that are taking place in "institutions of higher learning". Organisations can only survive or prosper with their members behaving as good citizens by engaging in positive behaviour. Certain behaviours are expected from academic deans and faculty members alike and are abiding by the "rules and regulations of the institution". However, employees sometimes exhibit behaviours beyond the call of duty called "Organizational Citizenship Behaviour (OCB)". OCB is also known as extra-role behaviour. This study wants to determine the organisational relationship in SUCs among academic leaders. Do educational leaders' "organisational citizenship behaviour and emotional intelligence" correlate? Are there significant relationships among the academic deans' "organisational citizenship behaviour, emotional intelligence and institutional effectiveness"? The researcher uses the study's three (3) instruments to gather data.

Keywords: Organisational Citizenship Behaviour, Emotional Intelligence, Institutional Effectiveness, Professional Enhancement Program

Introduction

In this new era of educational reform, a career in education has new and significant challenges. Educational leaders are assigned daily responsibilities like other organisations; colleges and universities are complex institutions with "goals, hierarchical structures and systems, and bureaucratic administration" that deal with routine business. Since

department heads or college/academic deans in most universities and colleges are the key individuals in determining the policies of the institution, their organisational behaviour and emotional intelligence are essential in the changes that are taking place in institutions of higher learning. Academic deans and faculty members abide by the institution's rules and regulations and expect certain behaviours. Employees occasionally engage in actions outside the bounds of their duties, nevertheless. "Organisational citizenship behaviour (OCB)" is what we refer to as such behaviour. Extra-role behaviour is another name for OCB. Positively motivated individuals are more likely to produce better work than negative driven individuals. In addition, understanding the relationship between the dean's behaviour and the faculty under their supervision may reduce their conflict and lead to effective performance. (Myers, 2004)

The "role of Emotional Intelligence" in achieving institutional effectiveness is significant, reiterated in studies carried out across the globe (Elias, Tobias, and Friedlander 2000). The educational institution needs to identify and recruit good leaders. "Emotional intelligence enables leaders to tune into the gut feelings that are most accurate and helpful in making difficult decisions (Charniss, 2001)".

The requirement for employees' discretionary efforts at work must be understood by an organisation in order to achieve and maintain organisational performance. Academic deans play a crucial part in this process because they can help teachers who are passionate, skilled, successful, and committed to their career (Jali 2000). Success in today's world and in our job depends on our capacity to recognise and respond to other people's signals. As a result, every one of us, especially those with supervisory responsibilities like the college or academic dean, must cultivate the mature emotional intelligence abilities necessary to understand others better, empathise with them, and negotiate with them — especially in the field of education.

The ability to respond to issues, self-control, interpersonal effectiveness, and communication abilities in the face of divergent viewpoints and arguments are some emotional and social competences that are crucial in the workplace (Cherniss, 2000). People joining the organisation should be aware of and understand their own emotions as well as who they are, what they believe in, say, and think, how they make decisions, how to avoid getting upset, how to control their emotions under various circumstances, and how to act around other people. Employees with high emotional intelligence are viewed as priceless assets since it boosts organisational performance and plays a crucial role in the productivity and effectiveness of the enterprises (Carmeli, 2003).

Literature Review

2.1 "Organisational Citizenship Behaviour (OCB)"

The term "organisational citizenship behaviour (OCB)" refers to a collection of optional workplace actions that go above and beyond the obligations of a given position. The term "behaviours beyond the call of duty" is frequently used to describe them (Jahangir, Akbar, and Haq, 2004). Employees in successful organisations freely offer their time and effort to complete the allotted tasks while going above and beyond their formal job responsibilities (Barbuto, Brown, Wilhite, and Wheeler, 2001). The longevity of an organisation depends on its citizens' actions. OCB can increase employee and organisational productivity and efficiency, which ultimately aids in the smooth operation of a company. "Altruism and generalised compliance" are the two main dimensions Organ and his colleagues identified in corporate citizenship conduct. Altruism is the act of doing good for certain people. Altruistic persons go above and above to aid those in need or who ask for help when they have specific challenges or needs. Despite not being needed or prescribed, this kind of charity helps the organisation run more efficiently. The second kind of citizenship conduct is generalised compliance, which is a more impersonal form of conscientiousness. It involves acting in a "right and proper" manner for one's own benefit rather than that of any particular individual. It is explained how each of five distinct categories of discretionary behaviour contributes to the organization's increased efficiency:

1) Altruism/ Helping behaviour:

any and all voluntary efforts taken by employees to assist their coworkers in carrying out their duties and resolving organisational issues. Examples of this mentality are as follows:

assisting newcomers in adjusting to work, assisting coworkers in problem-solving, distributing the workload, and instructing coworkers on how to use new equipment. coworkers to work together to meet deadlines and get the supplies and tools that coworkers demand (Podskoff et al., 2000).

2) Conscientiousness:

This attitude, which is described as upholding a high level of work awareness, comprises voluntary activity that goes above and beyond the definition of the lowest expected role and workers' performance that is above the lowest level anticipated. As stated by Schake, Dumler, and Cochran (1993), one example would be labouring past the call of duty to try and complete a job. Enhancing productivity both individually and collectively (e.g., making optimal use of time and going above and beyond basic standards).

3)Sportsmanship:

Sportsmanship is the practise of abstaining from actions that could create undesirable tension at work and preserving a cooperative environment inside the organisation in the face of unfavourable events. Examples of this attitude include not exaggerating problems when they do exist, not complaining about the job, not blaming anyone at work, and being able to tolerate organisational problems. It also includes acting in such a way as to avoid any tension or conflict with coworkers during times of crisis and to always be respectful in his/her relationship with coworkers (e.g., avoids whining and complaining). enhances the amount of time spent on appropriately constructively presenting information, aids in problem prevention, and promotes the constructive use of time.

4) Courtesy:

All actions that help others avoid issues are covered up by a courteous demeanour. Examples of this attitude include attempting to lessen others' pain as a result of a certain incident and alerting coworkers on the work schedule about the factors that must be taken into account beforehand (Podskoff et al., 2000).

5) "Civic Virtue: (e.g., serving on committees and voluntarily attending functions)"

It advances the organization's goals. In this context, civic virtue refers to a strong sense of commitment to and allegiance to the group. A few examples of this behaviour are effective participation in meetings, demonstrating interest in the organization's policies, contributing to and offering opinions on its strategies, adapting to changes in the organisational framework, observing the environment to avoid any hazards to the organisation, reporting any unusual occurrences at work, and being prepared for any risk (Organ, 1988). Cohen and Vigoda (2000) some of the benefits of organisational citizenship behaviour that can accrue to an organisation include: "(a) improved worker and organisational productivity; (b) superior efficiency in resource use and allocation; (c) reduced maintenance expenses; and (d) improved organisational attractiveness for high-quality recruits".

2.2 Emotional Intelligence

The success and performance of the organisation can be steered by human resources who can successfully interact with one another. Therefore, candidates for employment in organisations should be aware of and understand their own emotions, as well as how to control them under various circumstances and behave around others (Zou & George, 2003). They should also be able to recognise and manage the emotions of others in such circumstances.

According to research by Yaghoubi et al. (2010), emotional intelligence is a common factor impacting how people grow their lives, careers, and social skills, handle frustration, control their emotions, and get along with others. A person's emotional intelligence has been discovered to make the difference between being simply bright and becoming a superb manager. The more nuanced aspect of natural intelligence, emotional intelligence benefits both personal and professional lives. Ability to learn, comprehend, and reason are all components of traditional intelligence. It only makes up 20% of one's achievement, whereas the emotional quotient (EQ), or one's capacity for self-awareness and social interaction, makes up 80%.

According to Adegbesan (2013), the school principal's administration style and method of dealing with teachers were improper and harsh, which was another factor influencing teachers' attitudes towards their jobs. Conscientiousness among the subordinates and managers' emotional intelligence were positively associated. Additionally, the generosity of the subordinate is favourably correlated with the emotional intelligence of the manager. Teachers' attitudes towards their work are a direct result of the leadership behaviour or style of the principal or administrator. Understanding their subordinates allows leaders to influence and encourage them to display organisational citizenship attitudes.

In line with this idea, some organisation members may effectively perform because they have high emotional Intelligence (Cote & Miners, 2006).

2.3 Institutional Effectiveness

As the definition of an organisation has changed, so has the definition of an effective organisation. Institutional effectiveness (IE) is a phrase used almost exclusively by researchers. It is the phrase used to define the on-going, extensive, and institutionally integrated system that colleges and universities employ to achieve their mission objectives and goals and to assess how well they meet their goals and purposes as a result of their planning activities. In higher education, IE refers to an institution's efforts to coordinate evaluation, assessment, and improvement projects in order to analyse how well it is carrying out its mission and attaining its goals.

Goals should take into account the intellectual prowess of the students. On the other hand, other academics assert that educational goals are too enigmatic, value-based, and intangible to fulfil this main purpose, making it challenging to evaluate their success (Bagonza et al., 2019).

IE is a term used to describe how successfully an organisation carries out its objectives. Each college and university decide if institutional effectiveness is beneficial and how to implement it on its campus, even when regional accrediting bodies offer proposed parameters. According to Cistone and Bashford (2002), the effectiveness process should not be a side project but rather integrated into the activities of the institution or

university. It includes everything the college, its departments, and its particular units do.

2.4 Professional Enhancement Program

In order to stay competitive and prepare their college or department for future success, academic deans/heads need to grow and innovate their unit. Leaders and academic deans/heads have to be professional administrators.

One of the most effective ways to modify teachers' knowledge, abilities, and attitudes has been found to be professional development programmes (Yoon et al., 2007). These programmes then enable teachers to improve their classroom instruction, which leads to improvements in student accomplishment.

Since education is always changing, learning should never stop. Since these are the main channels for their development as learning agents, academic leaders and teachers will continue to think, go to seminars, and take training courses, including graduate programmes. According to a previous study, self-directed, unstructured professional development communities give instructors and academic leaders pedagogical materials and opportunity to interact and support teachers who are new to remote teaching and learning (Hartshorne et al., 2020).

Objectives of the Study

The main objective of this study is to determine the OCB and emotional intelligence and how it relates to the IE of SUCs in Panay as inputs to professional enhancement program. The questions associated with the research are the following: Do educational leaders' organisational citizenship behaviour and emotional intelligence correlate? Are there significant relationships among the academic deans' organisational citizenship behaviour, emotional intelligence and institutional effectiveness? What is the level of their emotional intelligence?

3.1. Conceptual Paradigm of the Study

Figure 1. *Shows OCB and EI as the Independent Variables and, IE as an Independent Variable as inputs to Professional Development Program.*
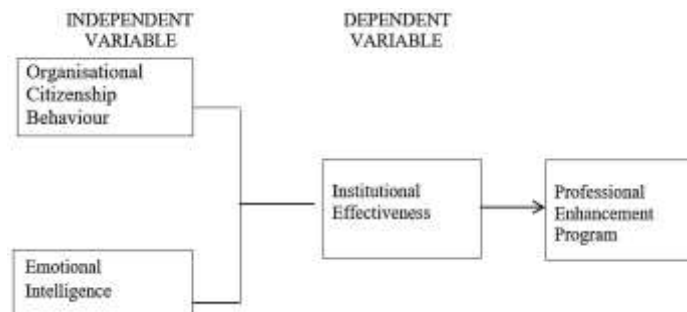
Methodology

4.1 Research Design

"The study uses the survey-correlated method of research. Survey research involves collecting data to answer questions concerning the current status of the subjects under study (Gay & Airasian, 2003). Correlational research employs correlation analysis. It attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variable"**.**

4.2 Respondents and Sampling Plan

The study participants from the different State Universities and colleges in Panay Island, Philippines, were selected. The study uses the Purposive sampling method to select sample participants. As Academic Deans/Heads are the subjects of the study, all participants in the survey were selected because they fit a particular profile and is a "way of identifying and selecting cases that will use limited research resources effectively" (Palinkas et al., 2015).

4.3 Instrument and Data Gathering Procedure

The instrument used in gathering data for investigation utilises three adapted instruments needed for the investigations: The three published and validated data-gathering instruments utilised to gather data needed for the study: 1) OCB checklist by Fox and Spector (2009) to gather data on organisational citizenship behaviour, 2) The "Schutte Self Report Emotional Intelligence Test (SSEIT)" by Schutte (1998), to gather data on emotional intelligence and the institutional effectiveness questionnaires for the data on institutional effectiveness. However, these adapted instruments in this study were subjected to face and content validation and eventually to factor analysis for construct validity and reliability to eliminate cultural bias**.**

4.4 Data Analysis

The researcher employed frequency counts, ranks, means, and standard deviations to describe the data obtained. The criterion for accepting or rejecting the null hypotheses uses a .05 alpha level. At the same time, the t-test for independent samples, the One-Way Analyses of variance, and Pearson's r were the statistical tools employed.

All statistical computations use the Statistical Package for Social Sciences (SPSS)software.

Results and Discussion

5.1 Participant's Demographics

Table 1. Participant's Demographics

Category	N	Percentage (%)
Entire Group	121	100.00
Age		
20-30	4	3.30
31-40	33	27.30
41-50	48	39.70
50 and above	36	29.80
Sex		
Male	52	43.00
Female	69	57.00
Civil Status		
Single	20	16.30
Married	101	83.50
Position		
Dean	43	35.50
Academic head	23	19.00
Program head	48	39.70
Associate dean	7	5.80
Years in service		
1-10 years	41	33.90
11-20 years	34	28.10
21-30 years	35	28.90

Data in Table 1 revealed that the highest number of respondents belonged to the age group 41-50, or 39.7 %, while there were only 4 or 3.3%, in the youngest age group, 20-30. When grouped according to sex, 69 or 57% were female, and 52 or 43% were male. Females outnumbered males by 14%. The respondents' civil status is divided into two: single and married. 101, or 85.3 %, were married, and 20 or 16.3%, were still single. As to their position/designation, different universities may have different names for the position, but the roles or functions may be the same. As shown in the table, the highest number was that of the program heads, 48 or 39.7%; 43 or 35.3 % were deans; 23 or 19% academic heads and 7 or 5.8 % were Associate deans. When grouped according to experience in their present position, 41, or 33.9%, have 1-10 years of supervisory

experience, 34 or 28.0 % have 11-20 years, and 35 or 28.9 % have 20- 30 years stint of supervisory experience.

Table 2. Emotional Intelligence, Organizational Citizenship Behaviour, and Institutional Effectiveness took as an Entire Group and classified as to Sex, Civil Status, Age, Position, Years in Service

Category		Emotional Intelligence		Organisational Citizenship Behaviour		Institutional Effectiveness	
	N	M	SD	M	SD	M	SD
Entire Group	121	4.02	.47	4.01	3.44	4.51	.60
Sex							
Male	52	3.98	.56	3.64	.60	4.39	.71
Female	69	4.05	.39	4.26	.45	4.59	.49
Civil Status							
Single	20	4.04	.78	3.71	.36	4.24	.94
Married	101	4.02	.39	4.06	3.77	4.56	.49
Age							
20-30	4	3.94	.91	2.96	1.15	4.34	.93
31-40	33	3.39	.34	3.74	.33	4.50	.59
41-50	48	4.05	.53	3.67	.50	4.55	.58
Over 50	36	4.14	.41	4.82	6.24	4.47	.61
Position/Designation							
Dean	43	4.04	.58	4.66	5.71	4.49	.58
Academic Head	23	4.01	.47	3.73	.34	4.60	.45
Program Head	48	4.01	.39	3.59	.64	4.42	.61
Associate dean	7	4.02	.26	3.76	.29	4.83	.22
Years in Service							
1-10	41	3.99	.62	3.66	.47	4.51	.62
11-20	34	3.96	.32	3.73	.33	4.50	.60
21-30	35	4.05	.41	4.74	6.37	4.50	.63
31 and over	11	4.24	.36	3.82	.31	4.53	.43
Years in Position							
1 year	33	3.92	.43	3.71	.53	4.46	.67
1-2 years	33	3.91	.40	3.60	.61	4.53	.60
3-4 years	16	4.25	.64	3.87	.33	4.43	.71
Over 4 years	39	4.12	.45	4.65	6.01	4.56	.50

The data in Table 2 showed the mean scores (M=4.01, SD= 3.44) and the standard deviation (S.D.) for the (OCB) among academic deans/heads when taken as a group. Data indicated that the academic deans'/heads' perception towards their display of OCB is high. Their perception of Conscientiousness, Sportsmanship, Civic Virtue, Courtesy and Altruism is considered high. "I obey the organisation's rules and regulations even when no one is watching", "I am mindful of how my behaviour affects other people's jobs", and "I am always ready to lend a helping hand to those around me" are some of the items found to have the highest score indicating that the academic deans/heads in "State Universities and Colleges in Panay perceives that they engage in a high level of OCB".

When a high level of this dimension is present, the working atmosphere among employees will remain more favourable, thus helping to create a conducive working environment. Data supports the study of Roncesvalles & Gaerlan, (2021). "Their study also showed that the teachers exhibited organisational commitment and organisational citizenship behaviour with a mean value of 4.647 and a standard deviation of .566. The results depicted high ratings of the variables, which signify the deans' authenticity and the teachers' high level of organisational commitment and citizenship behaviour".

The levels of OCB and E.I. were analysed using the following scale and description.

Scale	Range	Qualitative Description
5	4.21- 5.00	Very High
4	3.41- 4.20	High
3	2.61- 3.40	Average
2	1.81- 2.60	Low
1	1.00- 1.80	Very Low

"The t-test for independent samples was utilised to determine the significance of the differences in the participants' mean scores of selected emotional intelligence and organisational citizenship behaviour in two-level categories of the independent variables. The significance level was set at .05".

Table 3. Respondents' Organisational Citizenship Behaviour, Emotional Intelligence, and Institutional Effectiveness According to Age

Variable		Sum of Squares	Df	Mean Square	F	Sig.
emotional intelligence	Between Groups	1.411	3	.470	2.175	.095
	Within Groups	25.309	117	.216		
	Total	26.720	120			
organisational citizenship behaviour	Between Groups	35.760	3	11.920	1.008	.392
	Within Groups	1383.415	117	11.824		
	Total	1419.176	120			

Note: Significant level is at .05

Table 3 revealed no statistically significant effect on the interaction between groups according to age as determined by one-way ANOVA (F (3,117) =2.175, p=.095) for "emotional intelligence and organisational behaviour". This data means that academic deans' "emotional intelligence" is not associated with their "organisational citizenship behaviour" when grouped according to age.

Table 4. Respondents' Organisational Citizenship Behaviour, Emotional

Variable		Sum of Squares	e	Mean Square	F	Sig.
emotional intelligence	Between Groups	.036	3	.012	.053	.984
	Within Groups	26.684	117	.228		
	Total	26.720	120			
organisational citizenship behaviour	Between Groups	28.506	3	9.502	.799	.497
	Within Groups	1390.670	117	11.886		
	Total	1419.176	120			

As reflected in Table 4, no statistically significant interaction exists between emotional intelligence (F(3,117) =.053,p=.984) and "organisational citizenship behaviour" regarding the respondents' position. The results indicate that one can exist without the other. There are also no causative or predictive properties between the two variables. Emotional intelligence does not guarantee ethical leadership.

However, this result contrasts with the results of related studies and some findings from different contexts. The effects of "emotional intelligence" on "organisational citizenship behaviour" show that outcomes are more substantial in "healthcare and service industries" than in industries where "emotional labour" demands are low, Miao, Humphrey, and Qian (2017). Furthermore, their recent study (2020) found dynamic intelligence-organisational citizenship behaviour, which is more potent in "long-term oriented and restrained cultures".

Table 5. Emotional Intelligence and Institutional Effectiveness According to Years of Service in the Institution

		Sum of Squares	df	Mean Square	F	Sig.
emotional intelligence	Between Groups	.760	3	.253	1.142	.335
	Within Groups	25.960	117	.222		
	Total	26.720	120			
organisational citizenship behaviour	Between Groups	26.768	3	8.923	.750	.525
	Within Groups	1392.407	117	11.901		
	Total	1419.176	120			

Note: Significance is set at 0.05 level

Table 5 revealed no significant interaction between respondents' Emotional Intelligence (F (3,117) =1.142, p=.335) and "organisational citizenship behaviour" regarding the respondents' years of service in the institution. The result means that academic deans' emotional intelligence does not affect their perception of "organisational citizenship behaviour" in their years in the institution.

Uniyal and Uniyal (2019) confirm the positive relationship between "emotional intelligence and work experience". Their findings show that length of service significantly shapes an executive's social–awareness. They further concluded that all emotional intelligence dimensions taken in the study played a significant role in shaping the organisation's competency, among others.

"The difference between the findings of this study from other studies mentioned above is probably because of different populations and types of organisational culture". The variety of instruments used and the number of samples taken are some of the reasons pointed out that yield a different result.

Table 6. Respondents' Organizational Citizenship Behaviour, Emotional Intelligence and Institutional Effectiveness According to Years of Service in the Position/Designation"

		Sum of Squares	df	Mean Square	F	Sig.
emotional intelligence	Between Groups	1.852	3	.617	2.905*	.038
	Within Groups	24.868	117	.213		
	Total	26.720	120			
organisational citizenship behaviour	Between Groups	24.923	3	8.308	.697	.556
	Within Groups	1394.253	117	11.917		
	Total	1419.176	120			

*Note: *p<.05*

As depicted in Table 6, the value (F (3, 117) =2.905, p=.038 statistically showed a significant interaction between the respondents' "emotional intelligence and organisational citizenship behaviour" regarding the number of years in the present position.

The total assessment of a principal's emotional intelligence, however, was not substantially correlated with teacher organisational behaviour, according to a study by Saatcioglu and Gaddis (2016). Individual competencies that have a positive or negative impact on the outcome may cancel out to form the overall emotional intelligence.

Table 7. Multiple Comparison Table

Variable	Test	p-value sig,)	Significance
Emotional Intelligence	One year vs 1-2 years	1.000	Not Significant
	One year vs 3-4 years	0.145	Not Significant
	One year vs over four years	0.397	Not Significant
	1-2 years vs 3-4 years	0.132	Not Significant
	1-2 years vs over four years	0.365	Not Significant
	over four years vs over four years	0.787	Not Significant

Note: The level of significance (α)= 0.05

To find out if there is a significant difference in the Emotional Intelligence of the respondents when grouped according to the number of years in their position or designation, the researcher utilises a Post Hoct test. Results revealed in Table 7 that p-value of 1.00 for one year vs 1-2 years, p=0.145 for one year vs 3-4 years, p=0.397, one year vs over four years, p=0.132, 1-2 years vs 3-4 years, p= 0.365 for 1-2 years vs over four years, and p= 0.787 for over four years vs over four years were all greater than the p=0.05 level of significance. Data results mean that the p-value of emotional intelligence, when taken according to the number of years in the present position/designation of the respondents, is statistically insignificant.

The researcher performs A one-way ANOVA to compare emotional intelligence's effect on the academic dean's organisational citizenship behaviour as to their age, position, years in the institution, and years in the present designation. As revealed in a one–way ANOVA, there was not a statistically significant difference in the emotional intelligence (F (3,117)=2.175, p=.095) and organisational behaviour (F(3,117)=1.008, p=.392)between groups according to age, (F(3,117)=.053,p=.984) and (F(3,117)=.799, p=.497) according to position, (F(3,117)=1.142,p=.335) and (F(3,117)=.750, p=.525) as to the respondents' years of service in the institution, but (F(3, 117)= 2.905,p=.038 significantly affected emotional intelligence and the number of years in the position/ designation.

The Post Hoc test for multiple comparisons showed that the mean value of emotional intelligence significantly differed between groups according to the number of years in the position. There was no statistically significant difference between emotional intelligence and organisational citizenship behaviour in general. Conejar (2014) explained that the study on student teachers' teaching performance and emotional intelligence presented the same result. "The result also revealed that there was no relationship between the student teachers' teaching performance and emotional intelligence, suggesting that their performance, when executing their tasks, cannot be affected by emotional instability".

Table 8. Analysis of Variance of the Variables Between Groups and Within Groups

Variables	Sum of squares	df	Mean Square	F	Sig.
Emotional Intelligence	0.036	3	0.012	0.053	0.984
Within Groups	26.684	117	.228		
Organisational Citizenship Behaviour	28.506	3	9.502	0.799	0.497
Within Groups	1390.670	117	11.886		
Institutional Effectiveness	1.282	3	0.427		
Within Groups	41.756	117	.357	1.198	0.314

Note: Significance is at the 0.05 level

"As revealed in Table 8, there were no statistically significant interactions between the effects of EI (F (3,117) =.053, p=.984) and OCB. Simple main effects analysis showed that Emotional intelligence did not have a statistically significant effect on Institutional Effectiveness (p= [.314]). Also, simple main effects analysis showed that OCB (F (3,117) =.799, p=.497) did not have a statistically significant effect on Institutional Effectiveness (p= [.314])".

Based on the findings of many researchers, Emotional intelligence plays an influential role in leadership and organisational success (Jafri et al., 2016). Understanding Emotional intelligence and being aware of one's strengths and weaknesses is crucial for leaders who want to maximise effectiveness. Results showed no significant relationship among the academic deans/heads' organisational citizenship behaviour, emotional intelligence and institutional effectiveness. Other researchers have also found that their studies have produced results that conflict with research on EI. The result of the study of leaders in a higher educational institution was "contrary to the researcher's intuitive sense" in the study of leaders in a higher educational institution.

Table 9. Correlation between respondents' organisational citizenship behaviour and emotional intelligence and Institutional Effectiveness

Variable	EI		OCB		IE	
	R	Sig,	r	Sig.	r	Sig.
Emotional Intelligence	-	-	.178	.051	.107	.244
Organisational Citizenship Behaviour	-	-	-	-	.028	.761
Institutional Effectiveness	-	-	-	-	-	-

Note: Correlation is significant at the .05 level (2-tailed)

"Data in Table 9 revealed that there is a very low positive correlation and not a significant relationship between institutional effectiveness (r=.11, p=0.24); a markedly low and negligible positive and not meaningful relationship between organisational citizenship behaviour and institutional effectiveness (r=0.03, p=0.76) and shallow positive and significant relationship existed between emotional intelligence and organisational citizenship behaviour (r=0.18, p=0.05). This suggests that there is a tendency for high OCB of the respondents to go with high EI levels and vice versa. Several factors, including Emotional Intelligence, affect the efficiency of people. However, Pearson's correlation coefficient showed significant relationships between emotional intelligence and organisational behaviour".

As revealed in the study, "emotional intelligence" significantly affects the "organisational citizenship behaviour" of academic deans/heads. The result means that emotional intelligence has some dimension in the

organisation's citizenship behaviour, like conscientiousness and courtesy, however low. Still, it is considered an essential factor for an effective leader. A similar study showed a "statistically significant association between students' EI and OCB" (Perveen, et al. 2021). It means that emotionally intelligent students have good OCB. Another similar effect presented that others' emotional appraisal influences organisational citizenship behaviour Turnipseed and Vandewa (2012). "Studies show that employees with high E.I. display altruism, civic Virtue, and compliance with OCBs. Similarly, there is a correlation between the respondents' organisational citizenship behaviour and emotional intelligence".

Emotional intelligence is vital because it can help employees appraise and regulate their and others' emotions.

Conclusions and Recommendations

The following conclusions were arrived at in light of the study's findings:

Academic deans and heads regard themselves as exhibiting organisational citizenship behaviour in Panay, Philippines' state institutions and colleges. Results showed that respondents had a high level of corporate citizenship behaviours. The results showed, specifically, that the "OCB under the conscientiousness and courteous dimensions were scored very high", while "altruism, civic Virtue, and sportsmanship were graded as high". This result indicates that academic deans have the self-control and restraint to pursue and finally accomplish their objectives. Organisation, tenacity, and the capacity to put off immediate gratification are all traits of high conscientiousness that contribute to a more successful existence.

Academic deans exhibit a very high regard for their abilities as academic deans. They establish good working relationships with their subordinate. They can be better decision-makers because they are more rational and dependent and less spontaneous. Their high conscientiousness is a manifestation that they prefer order and organisation, always to be prepared and plan, to be precise and pay attention to details. Therefore, they work hard and produce high-quality work. As leaders, academic deans need to set an example for their subordinates. If they are seen to be polite and considerate and support their team members, they can inspire others to do the same on their level.

Findings also indicated that the academic dean in state universities and colleges in Panay have high emotional intelligence. When emotional intelligence is high, the respondents may also have a high level of self-efficacy, sense of fulfilment and leadership performance. Academic deans also can identify and regulate one's emotions and understand the emotions of others. The higher the emotional intelligence of academic deans means, the better the leader can motivate others and relate more positively. As leaders, they may recognise and meet the needs of others and encourages higher performance and workplace satisfaction.

Based on the findings, the respondents have a high level of organisational citizenship behaviours and "emotional intelligence", which are believed to help promote outstanding leadership performance and school effectiveness. This study also confirms a positive correlation between "organisational citizenship behaviour" and "emotional intelligence".

Academic deans can distinguish right from wrong when making decisions and assessing personal strengths and weaknesses; their capacity to manage people is related to being self-motivated, relational, self-aware, and emphatic.

6.1. Implications

Specific implications have resulted from the study's conclusions. It makes sense to identify academic staff as the primary value creators in their higher education and to assess their involvement in "organisational citizenship behaviour and emotional intelligence". This study also demonstrates the possible effects of "emotional intelligence" and "organisational citizenship behaviour" on academic achievement and educational advancement; as a result, "emotional intelligence" and "organisational citizenship behaviour" have an impact on all educational activities and endeavours. Improved learning outcomes, effective and efficient teaching methods, work satisfaction, resilience, and institutional performance can all be facilitated by it.

The study also suggests that training sessions and seminars on boosting "emotional intelligence" might be held to produce more capable and dedicated leaders and teachers as assets of any educational institution.

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