

The Emotionally Intelligent Guru: Unpacking the Relationship Between Emotional Intelligence and Organizational Citizenship Behavior in Indian Schools

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Abstract:

In the rapidly evolving landscape of Indian education, teachers are increasingly required to perform beyond their formal job descriptions—a phenomenon known as Organizational Citizenship Behavior (OCB). However, the psychological mechanisms that sustain these discretionary behaviors remain under-explored in the Indian context. This conceptual paper posits that Emotional Intelligence (EI) acts as a critical antecedent to OCB among Indian teachers. By synthesizing Goleman's EI framework with Organ's OCB dimensions, we propose a theoretical model where teacher self-efficacy mediates the relationship between EI and OCB. The paper highlights the unique cultural expectations of the "Guru" in India, arguing that high EI enables teachers to navigate the emotional labor of their roles, thereby fostering a culture of altruism and civic virtue. Implications for school administration and policy are discussed.

Keywords: Emotional intelligence, Indian context, Organizational citizenship behavior, Schools, Teacher self-efficacy.

1. INTRODUCTION

The Indian education sector is currently undergoing a paradigm shift, driven by the National Education Policy (NEP) 2020 and the increasing privatization of K-12 and higher education. In this dynamic environment, the role of a teacher has transcended the traditional boundaries of classroom instruction. Teachers are now expected to be mentors, administrators, counselors, and community builders. These behaviors, which go beyond the formal contract, are classified as Organizational Citizenship Behaviors (OCB) (Organ, 1988). OCB includes acts such as helping a colleague with a heavy workload (Altruism), not complaining about trivial issues (Sportsmanship), and actively participating in school governance (Civic Virtue).

However, the expectation of high OCB in the Indian context often clashes with the reality of resource constraints, high student-teacher ratios, and administrative pressure. Without a robust psychological resource, the demand for OCB can lead to role overload and burnout. This paper proposes that Emotional Intelligence (EI)—the ability to perceive, understand, manage, and use emotions (Salovey & Mayer, 1990)—is the critical resource that allows teachers to perform these extra-role behaviors sustainably.

While Western literature has established a link between EI and OCB, the Indian context offers a unique variable: the cultural archetype of the “Guru.” In India, the teacher is often viewed through a collectivist lens, where duty and emotional connection are paramount. This paper aims to develop a conceptual framework that links EI to OCB specifically within this cultural milieu, offering propositions for future empirical testing.

2. LITERATURE REVIEW

The relationship between Emotional Intelligence (EI) and Organizational Citizenship Behavior (OCB) is a critical area of study, particularly within specific cultural contexts like Indian schools, as OCB manifests differently across cultures (Deshmukh & Natu, 2023; Miao et al., 2020). This detailed literature review will unpack this relationship, examining EI as a psychological resource, OCB in educational settings, the unique Indian cultural context, and the dynamic interplay between EI and OCB, contrasting different EI models and cross-cultural OCB manifestations.

2.1 Emotional intelligence: The psychological resource

Emotional Intelligence, broadly defined, is the capacity to recognize, understand, and manage emotions in oneself and others (Anwar et al., 2017; Situmorang, 2024). Goleman (1995) popularized the construct into four domains: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. Emotional Intelligence serves as a vital psychological resource that influences an individual's thoughts, feelings, and actions, ultimately impacting their performance and interactions within an organization (Anwar et al., 2017; Shouhed et al., 2019). Researchers have extensively studied EI, linking it to various positive outcomes, including improved job satisfaction, enhanced job performance, and reduced counterproductive work behaviors (Nguyen et al., 2019; Sadovyy et al., 2021; Schlaegel et al., 2020; Susanti & Alwansyah, 2021). In the context of teaching, EI is not merely a “soft skill” but a “survival skill.” Teachers with high EI are better equipped to handle the emotional taint of the classroom. For instance, a teacher who can regulate their own frustration (Self-Management) is less likely to snap at a student and more likely to exhibit patience, a prerequisite for OCB.

Two prominent models of EI are often discussed: Goleman's mixed model and the ability-based model, often measured by instruments such as the Wong and Law Emotional Intelligence Scale (WLEIS). Goleman's model, widely popularized, conceptualizes EI as a broad array of competencies and skills that drive leadership performance, encompassing self-awareness, self-regulation, motivation, empathy, and social skills (Dimitrov, 2020). This mixed model integrates both cognitive abilities and personality traits. In contrast, the Wong and Law Emotional Intelligence Scale (WLEIS) is based on an ability-based model of EI, specifically drawing from Mayer and Salovey's framework (Sochos et al., 2020; Susanti & Alwansyah, 2021). The WLEIS measures four key dimensions: self-emotion appraisal (SEA), other-emotion appraisal (OEA), use of emotion (UOE), and regulation of emotion (ROE) (Sochos et al., 2020; Susanti & Alwansyah, 2021). Studies have investigated the cross-cultural validity of the WLEIS, for instance, in Nepali student samples, finding support for its configural invariance and measurement invariance in relation to gender (Sochos et al., 2020). While Goleman's model is more comprehensive in its scope of competencies, the WLEIS provides a more focused, self-report measure of perceived emotional abilities, which is often favored in quantitative research due to its psychometric properties and ease of administration (Sochos et al., 2020; Susanti & Alwansyah, 2021). The choice between these models often depends on the research objectives; Goleman's model is valuable for understanding broader

leadership and social competencies, while the WLEIS is effective for measuring specific emotional capabilities relevant to workplace behaviors (Anwar et al., 2017; Dimitrov, 2020).

2.2 Organizational citizenship behavior (OCB) in schools

Organ (1988) defined OCB as “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization.” In educational environments, OCB is particularly crucial for effective school functioning and achieving institutional goals (Hermanto et al., 2024; Hsieh et al., 2024; Ravina, 2023). Teachers exhibiting OCB may engage in behaviors such as helping colleagues, participating in school activities not directly linked to their teaching duties, showing conscientiousness beyond expectations, and maintaining a positive attitude even in challenging situations (Ravina, 2023).

Numerous studies have explored OCB in educational settings. For example, research has demonstrated the importance of OCB for smooth processes in schools and its link to achieving school goals (Hermanto et al., 2024). One study highlighted that empowering teachers through principals' emotional intelligence can unlock the potential for OCB in elementary schools, showing that a principal's EI and teachers' organizational trust impact teachers' OCB (Hsieh et al., 2024). This study, conducted in Taiwan with 521 elementary teachers, utilized established scales to measure these constructs (Hsieh et al., 2024). Furthermore, research in Indonesia found that emotional intelligence and rewards significantly impact teachers' OCB (Ahmad & Rochimah, 2021). Another study involving employees in educational institutions examined the effect of servant leadership, emotional intelligence, and purpose in life on OCB (Purnomo & Tung, 2022). The consistent finding across these studies is that OCB among educators is a multifaceted phenomenon influenced by various individual and organizational factors, with EI emerging as a significant predictor (Ahmad & Rochimah, 2021; Hsieh et al., 2024; Purnomo & Tung, 2022).

Identifying the five dimension of OCB in the school context may be summarized as; 1) Altruism: Helping new teachers navigate the syllabus, 2) Conscientiousness: Arriving early to prepare materials, 3) Civic Virtue: Volunteering for school events like Annual Day or Sports Day, 4) Sportsmanship: Tolerating the lack of AC or resources without constant complaint, and 5) Courtesy: Consulting colleagues before taking actions that affect them.

2.3 Teacher self-efficacy

Teacher Self-Efficacy, a core construct within Social Cognitive Theory, refers to a teacher's belief in their capability to organize and execute courses of action required to successfully accomplish specific teaching tasks in a given context (Hsieh et al., 2024). This belief system is crucial because it influences the effort teachers expend, their persistence in the face of difficulties, and their resilience to setbacks (Hsieh et al., 2024). High self-efficacy in teachers has been consistently linked to improved instructional practices, better classroom management, increased student engagement, and enhanced academic achievement (Hsieh et al., 2024). Conversely, low self-efficacy can lead to decreased motivation, professional burnout, and reduced effectiveness in the classroom (Parayitam et al., 2025). The development of teacher self-efficacy is often a cyclical process, where successful experiences, fueled by foundational psychological resources like emotional intelligence (EI), support beliefs in one's capabilities, leading to more effective performance and further strengthening self-efficacy (Parayitam et al., 2025). For instance, teachers with high EI are better equipped to manage challenging situations and understand student needs, which can lead to positive outcomes and reinforce their sense of competence (Hsieh et al., 2024). This enhanced self-efficacy, in turn, can foster a greater willingness to engage in discretionary behaviors that benefit the

school community, such as Organizational Citizenship Behavior, by providing a surplus of psychological resources that extend beyond direct job requirements (Parayitam et al., 2025).

2.4 The Indian cultural context

Research by scholars such as Pandey (2023) indicates that Indian teachers often view their profession as a “vocation” rather than just a job. The cultural value of Seva (service) aligns closely with OCB. However, this cultural pressure can be a double-edged sword. While it motivates OCB, it also makes it difficult to distinguish between “voluntary” and “coerced” citizenship behavior (Deshmukh & Natu, 2023; Miao et al., 2020). This is where EI becomes crucial; emotionally intelligent teachers can engage in OCB because they want to (autonomous motivation), rather than because they feel pressured to (controlled motivation). The Indian cultural context significantly shapes perceptions and manifestations of OCB. Collectivism, high power distance, and a strong emphasis on relationships and social harmony are characteristic features of Indian society that influence workplace behaviors (Deshmukh & Natu, 2023). In India, the definition and conceptualization of OCB can differ from Western, often individualistic, perspectives (Deshmukh & Natu, 2023; Miao et al., 2020). While Western OCB models may be biased towards management perspectives, inductive studies in non-Western cultures, including India, reveal different dimensions and interpretations (Deshmukh & Natu, 2023). For instance, a study exploring how India defines OCB inductively reconceptualized OCB from an employee perspective, highlighting the cultural nuances (Deshmukh & Natu, 2023).

A key distinction often arises in the interpretation of behaviors that might be considered OCB. For example, staying late at work might be perceived as a dedicated act of OCB in an Indian context, reflecting commitment and responsibility beyond formal hours, possibly due to a cultural emphasis on loyalty and effort (Deshmukh & Natu, 2023). In contrast, in some Western cultures, consistently staying late might be viewed as an indicator of poor time management or inefficiency, rather than a commendable discretionary behavior. This highlights the “imposed etic” problem in cross-cultural research, where concepts developed in one culture are applied without proper validation in another. Cultural display rules also dictate how emotions are expressed and understood, which can influence how OCBs, often emotionally charged actions, are perceived. Therefore, understanding OCB in India requires considering these local cultural values and norms (Deshmukh & Natu, 2023).

2.5 The EI-OCB nexus

The relationship between emotional intelligence and organizational citizenship behavior has been extensively investigated, with a general consensus that higher EI positively correlates with increased OCB (Situmorang, 2024; Alma & Sumbogo, 2022; Anwar et al., 2017; Brand & Wijono, 2023; Dimitrov, 2020; Fatmawati & Indawati, 2020; Jaya & Rini, 2022; Majeed et al., 2017; Meniado & Meniado, 2020; Mohyi, 2021; Notodiprojo et al., 2023; Pancasasti, 2018; Parayitam et al., 2025; Pradhan et al., 2016; Ressa & Okki, 2022; Wahyuningsih et al., 2023; Younas et al., 2023). Individuals with higher emotional intelligence are better equipped to understand and manage their own emotions, as well as perceive and influence the emotions of others, which facilitates pro-social behaviors in the workplace (Anwar et al., 2017; Situmorang, 2024).

Several specific studies underscore this nexus, particularly in the Indian context. A study in Higher Educational Institutions in Southern India (2025) explores the relationship between EI and performance, with OCB acting as a mediator and emotional exhaustion as a moderator (Parayitam et al., 2025). Based

on the Job Demands-Resources (JD-R) and Conservation of Resources (COR) theories, data collected from 382 faculty members in Southern India aimed to develop a conceptual model illustrating these relationships (Parayitam et al., 2025). Another study with Indian Managers (2022) focused on trait emotional intelligence, work-family culture, and OCB among Indian managers, highlighting the continued attention OCB receives in organizational behavior research since its inception (Singh et al., 2022). This study, though without an impact factor, adds to the understanding of OCB antecedents within the Indian managerial context (Singh et al., 2022). Another research examined the impact of psychological capital on OCB, with EI playing a moderating role (Pradhan et al., 2016). This study, relevant to the Indian context, investigated the relationship of psychological capital (self-efficacy, hope, resilience, and optimism) with OCB, emphasizing EI's importance (Pradhan et al., 2016).

Cross-cultural meta-analyses have also shed light on how this relationship varies. One such meta-analysis found that the emotional intelligence-organizational citizenship behavior relationship is stronger in long-term oriented and restraint cultures (Miao et al., 2020). However, this relationship did not differ significantly between individualistic and collectivistic cultures, masculine and feminine cultures, high and low uncertainty avoidance cultures, or high and low power distance cultures (Miao et al., 2020). This suggests that while broader cultural dimensions might not universally moderate the EI-OCB link, specific cultural norms and values, as seen in the Indian context, can still significantly influence the manifestation and interpretation of OCB (Deshmukh & Natu, 2023; Miao et al., 2020). We extend this logic to teachers: those who can manage their emotional landscape are better positioned to contribute to the social and psychological fabric of the school.

In summary, the relationship between emotional intelligence and organizational citizenship behavior is well-established across various organizational settings, including schools. However, the specific manifestations and interpretations of these behaviors are significantly shaped by cultural factors. In Indian schools, understanding the unique cultural context, including the emphasis on collectivism and relationships, is paramount to fully grasp how emotionally intelligent individuals contribute to OCB.

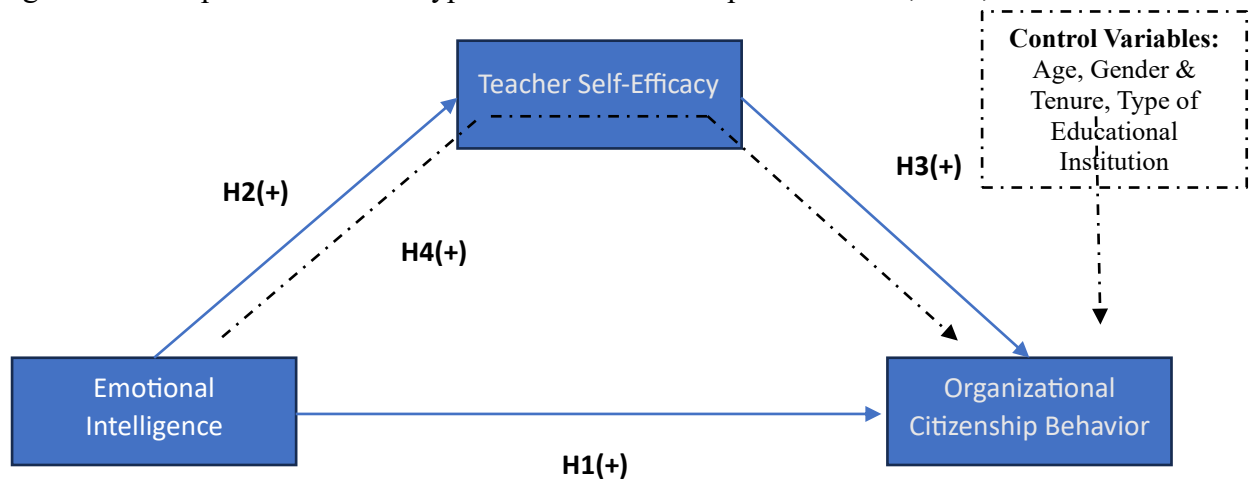
3. CONCEPTUAL FRAME WORK

Based on the literature, we propose a model (Figure: 1) where Emotional Intelligence is the Independent Variable (IV) and OCB is the Dependent Variable (DV). To add conceptual depth, we introduce Teacher Self-Efficacy (TSE) as a Mediator. This model aligns with established psychological theories such as the Conservation of Resources (COR) theory and Social Cognitive Theory (SCT) (Parayitam et al., 2025). High EI teachers are better equipped to navigate the emotional demands of their profession, effectively managing their own stress and understanding the emotional states of their students and colleagues (Hsieh et al., 2024). This enhanced emotional regulation and empathetic understanding serve as critical personal resources, preventing emotional exhaustion and fostering a sense of control and adaptability in the workplace (Parayitam et al., 2025).

The successful application of EI in managing classroom dynamics and interpersonal relationships leads to increased perceptions of competence and effectiveness in their professional roles, thereby boosting their Teacher Self-Efficacy citation(Parayitam et al., 2025). Self-efficacy, defined as an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments, is a powerful motivator for engagement and persistence (Parayitam et al., 2025). When teachers experience high self-efficacy, they feel more capable and confident in their abilities, translating into a greater psychological resource surplus. This surplus of positive psychological energy and reduced emotional depletion, as

suggested by the Conservation of Resources Model, liberates mental and emotional capacities that can then be channeled into discretionary behaviors that benefit the school (Parayitam et al., 2025). Consequently, these emotionally intelligent, self-efficacious teachers are more inclined to engage in OCBs, such as assisting colleagues, participating in school initiatives beyond their required duties, and upholding positive attitudes, because they possess the internal resources and belief in their capability to contribute effectively without perceiving it as an additional burden (Hsieh et al., 2024). This proposed mediation pathway underscores that EI does not directly manifest as OCB, but rather, through the enhancement of a teacher's belief in their own effectiveness, it empowers them to extend their contributions voluntarily beyond formal expectations.

Figure 1. Conceptual model and hypothesized relationships between EI, TSE, OCB



4. THEORETICAL BACKGROUND

The proposed conceptual model, which posits Emotional Intelligence (EI) as an independent variable, Organizational Citizenship Behavior (OCB) as a dependent variable, and Teacher Self-Efficacy as a mediator, is robustly supported by foundational psychological theories. Central to this alignment is the Conservation of Resources (COR) theory, which suggests that individuals strive to obtain, retain, protect, and foster resources (Parayitam et al., 2025). In this framework, high EI in teachers serves as a critical personal resource. Teachers with high EI are better equipped to manage their emotions and perceptions, enabling them to navigate the demanding educational environment more effectively and reducing emotional exhaustion (Parayitam et al., 2025). This enhanced capacity for emotional regulation and empathy conserves personal resources, such as energy and mental well-being, which would otherwise be depleted by stress and emotional labor (Parayitam et al., 2025). By maintaining and accumulating these psychological resources, teachers are better positioned to invest them in their professional efficacy. Furthermore, Social Cognitive Theory (SCT) provides a logical underpinning for the mediating role of Teacher Self-Efficacy. SCT emphasizes that human functioning is a product of the interaction between personal, behavioral, and environmental determinants, with self-efficacy beliefs being a central mechanism of personal agency (Parayitam et al., 2025). When teachers effectively utilize their EI to manage classroom challenges, build positive student relationships, and collaborate with colleagues, they experience success in their professional endeavors (Hsieh et al., 2024). These successful experiences, particularly those mediated by their emotional competence, bolster their belief in their capabilities to

execute specific teaching behaviors effectively, thereby increasing their Teacher Self-Efficacy (Hsieh et al., 2024). This heightened sense of self-efficacy then fuels a greater willingness to engage in OCBs, as confident and capable individuals are more likely to undertake discretionary actions that benefit the organization without perceiving them as an undue burden (Situmorang, 2024; Ahmad & Rochimah, 2021). The surplus mental energy and positive psychological capital fostered by high self-efficacy, itself a product of effectively applied EI, allow teachers to extend their contributions beyond formal requirements, manifesting as OCB (Pradhan et al., 2016).

5. PROPOSITIONS

Based on the framework, (Figure: 1) the following propositions are advanced for future empirical validation:

Proposition 1 (H1): Emotional Intelligence has a positive and direct effect on Organizational Citizenship Behavior among teachers in Indian schools.

H1a: Teachers with higher Emotional Intelligence will exhibit higher levels of Altruism.

H1b: Teachers with higher Emotional Intelligence will exhibit higher levels of Conscientiousness.

H1c: Teachers with higher Emotional Intelligence will exhibit higher levels of Civic Virtue.

H1d: Teachers with higher Emotional Intelligence will exhibit higher levels of Sportsmanship.

H1e: Teachers with higher Emotional Intelligence will exhibit higher levels of Courtesy.

Proposition 2 (H2): Emotional Intelligence has a positive direct effect on Teachers Self-Efficacy among teachers in Indian schools.

Proposition 3 (H3): Teacher Self-Efficacy has a positive direct effect on Organizational Citizenship Behavior.

Proposition 4 (H4): Teacher Self-Efficacy mediates the relationship between EI and OCB Efficacy among teachers in Indian schools.

Proposition 5 (H5): The relationship between EI and OCB is stronger in private schools compared to government schools in India.

Proposition 6 (H6): There is a difference in the relationship between EI and OCB according to the Gender.

Proposition 7 (H7): There is a difference in the relationship between EI and OCB according to the Tenure of work.

6. DISCUSSION AND IMPLICATIONS

6.1 Theoretical contributions

This paper contributes significantly to the literature by integrating the Conservation of Resources (COR) Theory with Organizational Citizenship Behavior (OCB), particularly within the educational sector. According to COR theory, individuals are inherently motivated to obtain, retain, protect, and foster valued resources (Parayitam et al., 2025). We argue that Emotional Intelligence (EI) functions as a crucial “personal resource” that acts as a buffer against resource depletion, such as emotional exhaustion and burnout, thereby freeing up mental and emotional energy that can be channeled into OCB (Parayitam et al., 2025). This perspective aligns with findings that high EI can enhance an individual’s ability to manage stress and adverse work conditions, preserving valuable personal resources (Parayitam et al., 2025). Specifically, in the Indian educational context, this integration of COR theory helps to explain how certain teachers can maintain high levels of performance and engage in discretionary behaviors (OCB) despite systemic resource scarcity, heavy workloads, and potentially challenging work environments (Parayitam et al., 2025). Teachers with higher EI are better equipped to navigate emotional demands, regulate their own feelings, and empathize with others, which prevents the rapid depletion of their psychological

resources and allows them to contribute beyond their formal duties (Parayitam et al., 2025). This is crucial in environments where educational institutions may have limited tangible resources, making the psychological capital of their employees even more critical for overall functioning (Parayitam et al., 2025).

6.2 Practical implications for school administrators

The findings of this study offer several actionable practical implications for school administrators, particularly in the Indian context, to foster OCB among teachers:

A. Hiring beyond subject knowledge: Traditional hiring practices in Indian schools often prioritize formal qualifications such as Bachelor of Education (B.Ed.) degrees and extensive subject matter mastery (Ahmad & Rochimah, 2021; Parayitam et al., 2025). While essential, this model suggests a need to expand recruitment criteria to include an assessment of emotional intelligence (Parayitam et al., 2025). Incorporating behavioral questions during interviews to evaluate candidates' EI can help identify individuals who possess better emotional regulation, empathy, and social skills, which are critical for fostering OCB (Hsieh et al., 2024; Parayitam et al., 2025). For instance, principals' emotional intelligence has been shown to empower teachers and significantly impact teachers' OCB (Hsieh et al., 2024).

B. EI training programs: Professional development (PD) in Indian schools is frequently confined to pedagogical methods and curriculum enhancement (Parayitam et al., 2025). This research advocates for a strategic investment in EI workshops and training programs for teachers (Parayitam et al., 2025). Such programs could include modules on mindfulness, stress management techniques, effective communication, and conflict resolution, which directly enhance teachers' emotional competencies (Parayitam et al., 2025). Studies have indicated that EI training can improve teachers' abilities to manage emotions, leading to increased self-efficacy and a greater propensity for OCB (Parayitam et al., 2025). Empowering teachers with these skills directly contribute to their emotional well-being, which in turn fosters OCB by conserving their psychological resources (Parayitam et al., 2025).

C. Recognizing OCB and fostering a supportive environment: Principals must understand that OCB is not merely voluntary but is deeply intertwined with the emotional well-being and psychological safety of their teaching staff (Hermanto et al., 2024; Parayitam et al., 2025). If the school environment is perceived as toxic, overly demanding, or unsupportive, it can rapidly deplete teachers' emotional resources, leading to burnout and a significant reduction in OCB (Parayitam et al., 2025). Therefore, school leaders should actively cultivate a positive organizational climate and provide perceived organizational support (Parayitam et al., 2025). This involves creating channels for open communication, acknowledging and rewarding discretionary efforts, and ensuring a balanced workload (Parayitam et al., 2025). A supportive environment ensures that teachers' emotional resources are not continually drained, thereby sustaining their willingness to engage in OCB (Parayitam et al., 2025). Research has consistently shown that organizational commitment and a positive organizational climate are crucial antecedents of OCB (Grego-Planer, 2019; Hermanto et al., 2024; Ressa & Okki, 2022).

7. CONCLUSION

In conclusion, the idealized figure of the "Ideal Teacher" or "Guru" within the Indian cultural imagination, often characterized by selfless dedication and a propensity for contributing beyond formal duties, is ultimately sustainable only when underpinned by robust psychological capabilities (Deshmukh & Natu, 2023). This conceptual paper has identified Emotional Intelligence as a fundamental cornerstone of such

capabilities. By cultivating EI, educational institutions can foster a workforce that is not only professionally competent but also exemplary organizational citizens—teachers who are predisposed to assist colleagues, offer support, and actively sustain the school community through Organizational Citizenship Behaviors (Ravina, 2023).

The integration of EI with OCB is significantly supported by the Conservation of Resources theory, which posits that individuals are motivated to acquire, protect, and maintain valued resources (Parayitam et al., 2025). In this context, EI functions as a crucial personal resource, enabling teachers to effectively manage stress, regulate their own emotions, and understand the emotional states of others (Parayitam et al., 2025). This capacity for emotional regulation directly contributes to preventing resource depletion, such as emotional exhaustion and burnout, which are common in demanding educational environments (Parayitam et al., 2025). By preserving these vital psychological resources, teachers are better positioned to engage in OCBs, extending their contributions beyond the scope of their formal job descriptions (Parayitam et al., 2025).

Furthermore, the mediating role of Teacher Self-Efficacy, as informed by Social Cognitive Theory, is critical in this relationship. High EI in teachers leads to better stress management and a deeper understanding of student needs, which, in turn, boosts their perceived competence and effectiveness in their roles (Pradhan et al., 2016). This heightened sense of Teacher Self-Efficacy translates into a surplus of positive psychological energy, enabling teachers to willingly engage in OCBs (Pradhan et al., 2016). The voluntary nature of OCB, encompassing altruism, civic virtue, courtesy, conscientiousness, and sportsmanship, is crucial for enhancing relationships and overall institutional functioning (Ravina, 2023). Empowering teachers through principal's emotional intelligence, for example, has been shown to significantly impact teachers' OCB, demonstrating the systemic benefits of fostering EI within the educational leadership structure (Hsieh et al., 2024).

Future research should empirically test the proposed intricate relationships between EI, Self-Efficacy, and OCB across diverse demographics within the Indian education sector. Such studies could employ quantitative methods, as seen in investigations in Surakarta district regarding EI and reward on teachers' OCB (Ahmad & Rochimah, 2021), or those examining EI and organizational commitment's influence on OCB in corporate settings (Situmorang, 2024). Given the cultural nuances of OCB in India, where behaviors like staying late may be perceived differently than in Western contexts (Deshmukh & Natu, 2023), empirical validation is essential. Understanding these dynamics will provide actionable insights for developing targeted interventions and training programs, ultimately fostering a more supportive and effective educational environment through the cultivation of emotionally intelligent and engaged teachers (Hsieh et al., 2024; Pradhan et al., 2016).

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