

The Journal of Behavioral Science (TJBS)

Original Article

Compulsory Citizenship Behavior, Work-Life Balance, and Turnover Intention in Academia: Mediating Effects of Emotional Intelligence

Ademola Samuel Sajuyigbe^{1*}, Henry Egbezien Inegbedion², Ayeni Adebajji¹, and Salome Oghenechuko Ighomereho³

Author Affiliation

¹ Lecturer, Department of Business Studies, Landmark University, Omu-Aran, Nigeria

² Senior Lecturer, Department of Business Studies, Landmark University, Omu-Aran, Nigeria.

³ Senior Lecturer, Department of Business Administration and Marketing, Redeemer's University, Ede, Osun State, Nigeria.

*Corresponding author e-mail: sajuyigbeademola@yahoo.com

Article Information

Received: 22.2.22

Revised: 10.3.22

Accepted for initial review: 11.3.22

Keywords

Compulsory citizenship behavior, turnover intention, emotional intelligence, work-life balance, academic environment

Abstract

Compulsory citizenship behavior and work-life balance have become critical issues among academic staff in universities, especially in private universities. This research investigates the mediating effects of emotional intelligence on the relationship between compulsory citizenship behavior, work-life balance, and turnover intention in the Nigerian academic environment. Questionnaires were used to collect data from the faculties of selected universities in Nigeria. Survey questionnaires were used to collect data from 600 faculties; but only 420 responded, a response rate of 70%. The results of structural equation modeling (SEM) show that compulsory citizenship behavior ($\beta = .15$; $t = 3.63$; $p < .05$) is positively and significantly associated with turnover intention while work-life balance ($\beta = -.02$; $t = -.73$; $p > .05$) has a negative and insignificant relationship with turnover intention. The results further indicate that emotional intelligence ($\beta = .51$; $t = 10.91$; $p < .05$) is directly related to turnover intention. It was also found that emotional intelligence partially mediates between compulsory citizenship behavior and turnover intention ($\beta = .20$; $p < .05$), but not between work-life balance and turnover intention ($\beta = -.00$; $p > .05$). In addition, emotional intelligence moderates the relationship between compulsory citizenship behavior, work-life balance, and turnover intention. The findings suggest that emotional intelligence is bidirectionally related to compulsory citizenship behavior, work-life balance, and turnover intention. The results provide valuable insights that can be used by university management to enhance wellbeing among the staff and reduce turnover intentions by minimizing the negative effects of compulsory citizenship behavior.

In today's highly competitive global environment, many organizations have various mechanisms to achieve their goals, and one of these is the willingness of employees to perform their duties beyond the formal specifications of their duties which is known as discretionary behavior. Increasingly, research on employee discretionary work behavior recognizes its importance for the survival of the organization (He et al., 2020; Olcer & Coban, 2021). Citizenship behavior is an employee's willingness to take voluntary and supportive gestures towards an organization. Research has shown that citizenship behavior significantly predicts employee wellbeing, performance, quality, creativity, efficiency, engagement, justice, and work passion (Naphat, 2022). As a result, employees are often exposed to high demands or pressure from

managers and become unwillingly involved. This demand and pressure from management are called compulsory citizenship behavior (CCB), which stresses that employees must perform informal duties outside the scope of their official duties (Liang et al., 2022). Employment pressure is a fundamental factor that forces academic staff to act more compulsively. However, the negative effects of CCB have not been given enough attention. There are insufficient studies on how CCB affects counterproductive work behavior and the intention to quit academia (Eivazzadeh & Nadiri, 2022).

Work-life balance is another construct that has become one of the challenges in the academic setting and it has been the focus of researchers and scholars in recent times (Nair et al., 2021). Academic activities such as delivering lectures, seminars, tutorials, course compact development, assessment of students' coursework, setting, marking and moderation of examinations, delivering lectures, seminars, tutorials, supervising students' research activities, writing research paper articles for publication in high impact journal outlets, engaging in administrative tasks related to the department, contributing to professional conferences and participating in staff training activities, has led to more work-life conflict in academia (Adriano & Callaghan, 2020; Yieng et al., 2019). According to Parkes and Langford (2008) work-life balance is the ability to fulfil both professional and family roles. Research has shown that changes in the workplace, such as globalization, changing customer demand, and constant technological changes, are putting pressure on employees (Schilling, 2014). This scenario can have a significant negative impact on employee work motivation and can lead to work conflicts, work stress, and intention to quit.

Turnover intention is a global phenomenon and is of great concern to researchers, scholars, and psychologists in African countries, especially in the academic environment (Giao et al., 2020). Turnover intention is a condition in which members tend to leave the currently employed organization to find another job shortly. Turnover may be grouped into voluntary and involuntary. Voluntary turnover is an awful signal for an organization's success. It can affect the success of the organization, especially if the best minds that play an important role in the organization are willing to quit. In academia, the high turnover of the faculty can lead to a decline in research activities and students' learning (Boamah et al., 2022). Previous studies show that due to administrators works aside from academic activities, academic staff have to face work-life conflict, stress, and burnout which turns into turnover intention (del-Castillo-Feito et al., 2022; Eivazzadeh & Nadiri, 2022; Nair et al., 2021; Stephen et al., 2018; Zettler, 2022). According to Sajuyigbe (2015), the total number of academic staff in the Nigerian University system is over 30,000, but over 50,000 are needed for effective course delivery. There is a shortfall of academic staff. The daily economic situation of Nigeria has worsened the situation prescribed by Sajuyigbe (2015). It is on this premise that the projection of the academic staff turnover was deemed negative.

Emotional intelligence is well documented in the behavioral science literature and is recognized by researchers and psychologists as a construct that influences an individual's ability to respond effectively. Giao et al. (2020) argue that emotional intelligence is an important factor in an individual's performance and success in work and family roles. In the same vein, Adriano and Callaghan (2020) view emotional intelligence as a managerial tool for problem-solving, coping with pressure from work and family, coping with changes in customers' demands constant changes in technology, and the ability to develop relationships. According to Javed (2018), emotional intelligence is the individual's ability to manage oneself, build effective relationships with others, work teams, and guide others. Empirical studies have reported a positive association between emotional intelligence and low employee turnover (Almalki et al., 2012; Giao et al., 2020; Omar et al., 2020).

Recently, more attention has been paid to the relationship between compulsory citizenship behavior, work-life balance and turnover intention. However, there are no empirical studies demonstrating the mediating role of emotional intelligence. The contribution of this study is the examination of the mediating effect of emotional intelligence among compulsory citizenship behavior, work-life balance, and turnover intention. Therefore, the current study fills a gap in the behavioral science literature by integrating

emotional intelligence in the relationship between compulsory citizenship behavior, work-life balance, and intention to quit, especially in an academic environment of Nigeria.

Literature Review

This section discusses the theory underpinning the study, the concepts of compulsory citizenship behavior, work-life balance, emotional intelligence and turnover intention. It also discusses the findings of previous studies that are relevant to this research.

Theoretical Framework

The theory of social identity was developed by Tajfel and Turner (1986) to predict situations in which an employee would consider himself a member of an individual or group. The theory advocates those employees should realize themselves as the insiders of the organization and accept some responsibilities that are beyond the general scope of the job description (Avanzi et al., 2014). Various studies have linked social identity theory to compulsory citizenship behavior, work-life balance, and intention to quit. Recently, the phenomenon of "compulsion" (for example, being forced to participate in administrative work in addition to academic activities) has become a serious problem among faculty members of universities around the world (Hayat et al., 2019; Yieng et al., 2019). This means that CCB is the predominant pressure in the academic environment, creating a conflict between working life and the willingness to resign. The study of Avanzi et al. (2014) demonstrates that social identity theory can explain the motivation of academic staff to develop a clear concept of self, which leads to conflict in professional life and intention to quit the job. The theory advocates the perception of oneness with the institution, as a germane motivator for academic staff to engage in administrative works aside from academic activities. Previous studies have found a link between CCB, work-life balance, and turnover intention (Aslani & Fayyazi, 2015; Hsing-Ming et al., 2017; Kakar et al., 2022; O'Connor et al., 2019; Olcer & Coban, 2021; Pascal, 2013; Topçu & Beğenirbaş, 2017; Yieng et al., 2019; Zhao et al., 2014). However, there are no studies examining the potential mediation effects of emotional intelligence on the relationship between CCB, work-life balance, and employee turnover intention. Therefore, this study proposes to test the hypothesis of the relationship in an academic environment.

Compulsory Citizenship Behavior and Turnover Intention

The compulsory citizenship behavior (CCB) concept has been documented in the social psychology literature and recognized by scholars as a tool that employees use to fulfil additional roles not listed in the job description to prepare them for a better position and reward them for future achievements (He, et al., 2020; Liu, et al., 2019; Olcer, & Coban, 2021). Vigoda-Gadot (2006; 2007) noted that CCB is an action that forces employees to engage in extra-role work activities that are beneficial to the organization. The study confirms that CCB occurs every time an employee experiences work stress or burnout due to extra-role activities (Ahmadian et al., 2017). According to a Vigoda-Gadot survey (2007), most academic staff at universities around the world have non-professional duties. This scenario increases academic staff work stress, burnout, and conflict between management. Consistent with the claim, Yieng et al. (2019) confirm that CCB is strongly associated with turnover intention. With the same recognition, Ahmadian et al. (2017) found that a high labor turnover rate indicates that it is due to a high level of compulsory citizenship behavior. He et al. (2018) posited that workers who are continuously exposed to CCB tend to quit their jobs. Zhao et al. (2014) found that the more CCB employees are forced to work, the more likely they are to retire. Moreover, Liu et al. (2019) argued that CCB influences the negative aspects of extra work behavior and employee turnover. In a similar study, Eivazzadeh and Nadiri (2022) agree with previous studies that CCB is a direct cause of employee turnover (Bolino et al., 2010; Yam et al., 2017).

Work-Life Balance and Turnover Intention

Work-life balance is the ability of employees to assume the roles of work and family simultaneously (Parkes & Langford, 2008). In the view of Karthik (2013), work-life balance is a balance between roles in

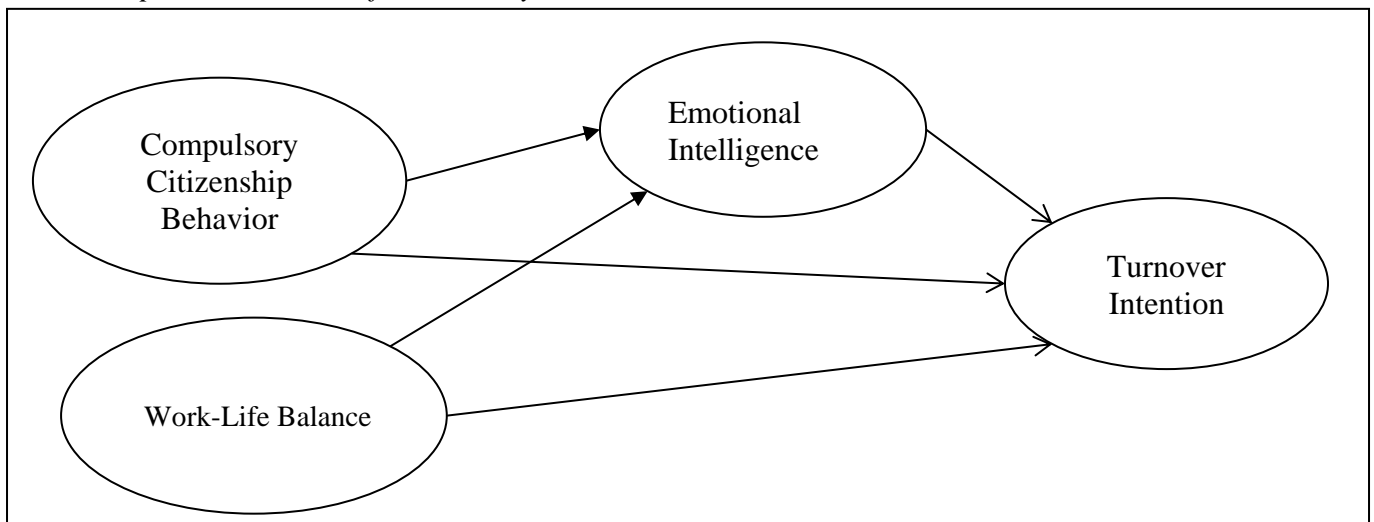
work, personal life, and other lives. According to Soomro et al. (2018), work-life balance is very important to achieve psychological, emotional, and cognitive stability of employees, and promote efficiency and business performance. Research has shown that changes in the workplace, such as globalization, changing customer demand, and constant technological changes, put pressure on employees, leading to work-life conflicts and employee turnover (Schilling, 2014). Adriano and Callaghan (2020) reported that higher volatility intent is associated with the work-life balance of selected South African University scholars. A study conducted by Fayyazi and Aslani (2015) in Iran confirms that work-life balance has a substantial inverse effect on the intention to leave. In a similar study, Omar et al. (2020) reiterates that intention to quit is largely influenced by work-life balance. Noor and Maad (2008) also established a positive association between work-life balance and intention to leave. Other studies (Aslani & Fayyazi, 2015; Deery, 2008; Deery & Jago, 2015; Kakar et al., 2022; Nair et al., 2021) also indicated a linear relationship between work-life balance and turnover intention.

Emotional Intelligence as a Mediator

The concept of emotional intelligence was developed and validated by Salovey and Mayer (1990). The authors found that in modern society, emotional intelligence correlates significantly with work behaviors such as OCB, motivation, teamwork, loyalty, and commitment. Emotional intelligence is a critical factor in a person's breakthrough, both at work and in the family. A plethora of studies have the knowledge about the significance of emotional intelligence as a valuable skill in communication, management, and solving problems and relationships in the workplace. Yin (2018) argues that employees with emotional intelligence are motivated, involved, show OCB, and achieve career advancement. Allen et al. (2012) also noted that emotional intelligence is a managerial tool used for problem-solving, coping with pressure from work and family, coping with changes in customer demand, constant changes in technology, and the ability to develop relationships. Therefore, emotional intelligence is an antidote to work stress, work-life conflict, intention to leave, and burnout. Keltner and Haidt (2001) opined that emotional intelligence improves cordial relationships among employees in the workplace. Additionally, Harvey and Dasborough (2006) found that employees with high emotional intelligence can better control negative emotions so that the conflict between CCB and work-life does not adversely affect their job performance. Empirical studies have reported a positive association between emotional intelligence, high productivity, low work stress, and low turnover intention (Adriano & Callaghan, 2020; Omar et al., 2020). However, Fox et al. (2001) and Lopes et al. (2005) attest that when employees lose control of their emotions, they fail to interact socially, leading unproductive work behavior, work-life conflicts, stress, burnout, and intention to quit. In the same vein, Riaz et al. (2018) argue that emotional intelligence is a major predictor of intention to quit.

Figure 1

The Conceptual Framework for the Study



Hypotheses of the Research

Based on the literature review, five hypotheses are proposed (see Figure 1):

H1: Compulsory citizenship behavior has a positive correlation with turnover intention.

H2: Work-life balance has a negative correlation with turnover intention

H3: Emotional intelligence has a negative correlation with turnover intention.

H4: Emotional intelligence mediates the relationship between compulsory citizenship behavior and turnover intention.

H5: Emotional intelligence mediates the relationship between work-life balance and turnover intention.

Method

Participants

The study population comprised full-time academic staff members of three universities in Nigeria. The sample was selected using non-probability sampling techniques. First, a judgmental sampling technique was used to select the universities. The selection was based on the fact that they are the best three universities in Nigeria as ranked by National University Commission. Thereafter, a sample of 600 academic staff was conveniently selected from the three universities. The sample comprises 200 each from the universities. Consequently, 600 copies of the questionnaire were administered by the researchers to participants who volunteered to participate in the study from 5th October 2020 to 8th February 2021. At the end of the period, 420 copies of the questionnaires were returned representing a response rate of 70%. The total sample of the study comprises 384 (64%) females and 216 (36%) males. The mean age of the sample was 45 years old. Among the respondents, 514 (85.54%), have a doctorate's degree, 75 (12.50%), have a master's degree, while only 11 (1.96%) have a bachelor's degree. 56 (9.33%) of the academic staff have less than 1-year of academic experience, 62 (10.38%) have been in academia for up to 3 years, 91 (15.12%) have up to 5 years of experience in academics, 124 (20.57%) have up to 10 years' experience while about 267 (44.5%) have more than 10 years' experience in academics. 68 (11.35%) of the respondents were professors, 82 (13.65%) were associate professors, 153 (25.38%) were senior lecturers, 183 (30.57%) were lecturer I, 103 (17.24%) were lecturer II, while only 11 (1.83%) constitute assistant lecturers.

Instrument

This study adopted a questionnaire method for data collection. Scales developed by eminent scholars were used to ensure the validity of the instrument. A 5-point Likert scale was used for all measurements items ranging from 1 (strongly disagree) to 5 (strongly agree):

Compulsory Citizenship Behavior (CCB) Scale

This scale was created and validated by Vigoda-Gadot (2007) and has a total of 5 items. Sample items include "there is social pressure in this facility to work overtime beyond the official workload without formal compensation", "institutions pressure staff to perform administrative tasks outside of their academic activities", and "feel pressured to help other administrative staff beyond their official duties, even if they do not have enough time and energy". The scale's internal consistency factor, Cronbach's alpha was .812.

Work-Life Balance (WLB) Scale

This scale was created and validated by Yin (2018) and has a total of 12 items. Sample items include "My private life is struggling with work", "my work makes my private life difficult", "my work gives me the energy to pursue personal activities", "I ignore my personal work needs, I feel better at work because of my personal life", "my private life steals my energy for work", and "my work suffers from my private life" The scale's internal consistency factor, Cronbach's alpha was .878.

Emotional Intelligence (EI) Scale

This scale was developed and standardized by Javed (2018). It has a total of 6 items. Sample items include "I always have a keen sense of why I feel special", "I manage my anger well and handle difficulties

intelligently”, “I always set goals and do my best to achieve them”, “I always encourage myself to do my best when angry”, and “I calm down quickly and have full control over my emotions”. The scale's internal consistency factor, Cronbach’s alpha was .881.

Turnover Intention (TI) Scale

This scale was developed and validated by Roodt (2004). It consists of 15 items. Sample items include “I am always thinking about quitting my job”, “My current job meets my personal needs”, “I am always frustrated at work”, “I do not have the opportunity to reach my objectives”, “I always dream of finding a better job that helps me achieve my personal needs”, and “I always feel that my daily activities do not match my true interests and values”, and “if offered, I may take another appointment somewhere for the same reward”. The scale's internal consistency factor, Cronbach’s alpha was .829.

Ethical Considerations

The study is designed to follow the ethical standards of behavioral science. The confidentiality of the respondents was maintained. An ethical clearance was obtained to conduct the study (Ethical clearance number: LUERC/09/4372 dated 2nd October 2020).

Results

The data collected were analyzed using structural equation modelling (SEM). The hypothesized relationships were tested and reported accordingly.

Table 1

Results of the Structural Equation Model with Turnover Intention

Explanatory Variable	Response Variables	β	Z	p-value
TI	CCB	.35	8.11	.00*
	WLB	-.03	-.83	.40
	cons	2.71	12.73	.00*

Note. * $p < .05$, β = coefficient value, Z = computed z-value

Table 1 depicts the results of the structural model of the independent variables (compulsory citizenship behavior and work-life balance) and turnover intention. The results show that the coefficients of the model are 2.71, -.03, and .35 for constant, work-life balance (WLB) and compulsory citizenship behavior (CCB) respectively. The coefficients obtained from the structural equation model were substituted in the hypothesized model to get:

$$TI = 2.71 - .03_{WLB} + .35_{CCB} \quad (i)$$

Equation 1 indicates that a unit change in work-life balance (WLB) will lead to a negative 3% change in turnover intention and a unit change in compulsory citizenship behavior (CCB) will lead to a 35% change in turnover intention. This indicates that the more influential predictor of turnover intention out of the two explanatory variables is compulsory citizenship behavior. This is logical because compulsory citizenship behavior has significant implications on the work-life balance owing to the possibility of arbitrariness and interruption of employees’ freedom. The computed z values and associated significant probabilities are 12.73 ($p = .00$), -.83 ($p = .40$) and 8.11 ($p = .00$) for constant, work-life balance and compulsory citizenship behavior respectively. Work-life balance has a negative and insignificant relationship with turnover intention but compulsory citizenship behavior has a positive and significant relationship with turnover intention.

Table 2
Results of the Structural Equation Model with Emotional Intelligence

Explanatory Variable	Response Variables	β	Z	p-value
EI	CCB	.39	9.70	.00*
	WLB	-.01	-0.39	.69
	_cons	2.56	13.08	.00*

Note. * $p < .05$, CCB = compulsory citizenship behavior, WLB = work-life balance

Table 2 shows the results of the structural model of the independent variables (compulsory citizenship behavior and work-life balance) and emotional intelligence (the mediating variable). The results show that the coefficients of the model of emotional intelligence, CCB, and WLB are 2.56, -.01, and .39 for constant, work-life balance (WLB) and compulsory citizenship behavior (CCB) respectively. The coefficients obtained from the structural equation model were substituted in the hypothesized model to get:

$$EI = 2.56 - .01_{WLB} + .39_{CCB} \quad (ii)$$

Equation ii indicates that a unit change in work-life balance will lead to a negative 1% change in emotional intelligence and a unit change in compulsory citizenship behavior (CCB) will lead to a 39% change in emotional intelligence (EI). This indicates that the more influential predictor of emotional intelligence out of the two explanatory variables is compulsory citizenship behavior. The computed z values and associated significant probabilities are 13.08 ($p = .00$), -.39 ($p = .69$) and 9.70 ($p = .00$) for constant, work-life balance and compulsory citizenship behavior respectively. Work-life balance has a negative and insignificant relationship with emotional intelligence but compulsory citizenship behavior has a positive and significant relationship with emotional intelligence.

Table 3
Path Analysis without Mediation

Relationship between constructs	Coefficient	t-value	p-value	Hypotheses	Results
CCB→TI	.16	3.63	.000*	H ₁	Confirmed
WLB→TI	-.03	-.73	.464	H ₂	Not supported
EI→TI	.51	10.91	.000*	H ₃	Confirmed

Note. * $p < .05$

From Table 3, the t-value of 3.63, beta-value of .15, and p-value of .00 further affirm that compulsory citizenship behavior has a linear and significant association with turnover intention. The result also reveals that work-life balance ($\beta = -.02$; $t = -.73$; $p = .46$) has an inverse correlation with turnover intention. Furthermore, the t-value of 10.91, the beta value of .51, and the p-value of .00 reaffirm that emotional intelligence is directly related to turnover intention. Thus, H₁ is confirmed, H₂ partially confirmed while H₃ is confirmed.

The results of the structural equation model of the independent variables (compulsory citizenship behavior and work-life balance) and turnover intention without the mediating effect of emotional intelligence further show that the coefficients of the model are .51, -.02, and .15 for emotional intelligence (EI), work-life balance (WLB) and compulsory citizenship behavior (CCB) respectively. The coefficients obtained from the structural equation model were substituted in the hypothesized model to get:

$$TI = .51_{EI} - .02_{WLB} + .15_{CCB} \quad (iii)$$

Equation ((iii) indicate that emotional intelligence moderates the relationship between work-life balance, compulsory citizenship behavior and turnover intention since the coefficients of CCB and WLB

without the influence of emotional intelligence were .35 and -.03 respectively but changed to .15 and -.02 when emotional intelligence was introduced into the relationship. The implication is that emotional intelligence reduced the influence of the two explanatory variables (compulsory citizenship behavior and work-life balance) on turnover intention. The decrease in the coefficients with the introduction of emotional intelligence indicates that emotional intelligence has a moderating influence on the relationship between work-life balance, compulsory citizenship behavior and turnover intention (see Table 1 and Table 3). However, the influence of work-life balance on turnover intention was still not significant but it is negative (see Figure 2).

Figure 2

Results of Structural Equation Model Analysis

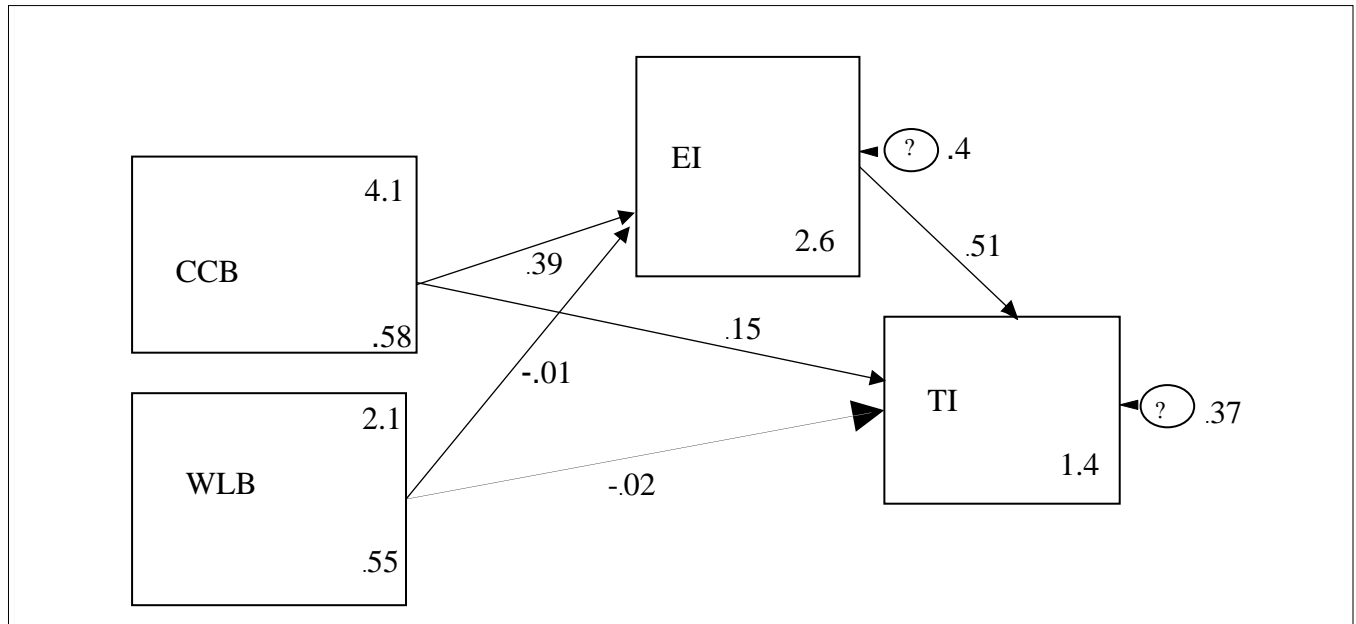


Table 4
The Mediating Effect of Emotional Intelligence

Relationship between constructs	Coefficient	t-value	p-value	CI (95%)	Hypotheses	Results
CCB→EI→TI	.20	7.25	.000*	[.15, .26]	H ₄	Partially Confirmed
WLB→EI→TI	-.01	-.39	.698	[-.05, .03]	H ₅	Not Confirmed

Note. * p < .05

From Table 4, the results indicate that when emotional intelligence was used as a mediator between CCB and TI, the indirect effect is .20 and the 95% confidence interval is .14 to .25, and a p-value of .00 prove that there is partial mediation. This indicates that emotional intelligence partially mediates between CCB and TI. Furthermore, using emotional intelligence as a mediator between WLB and TI, the indirect effect is -.00 and the 95% confidence interval is -.05 to .03. This connotes that the mediating effect is not statistically significant. Thus, emotional intelligence does not effectively mediate between WLB and TI. Although EI is a predictor for TI but not a mediator between WLB and TI. According to Baron and Kenny (1986), when the direct effect is significant, and the indirect effect is insignificant mediation does not occur.

According to Table 5, the effect ratio for the constructs are, $\widehat{P}_m = \frac{IE}{TE} = .56$ for CCB and .22 for work-life balance. This ratio indicates that the mediation effect of emotional intelligence on the relationship

between CCB and turnover intention is partial. For full mediation effect the ratio $(Pm)^{\wedge}$ will be sufficiently close to 1 since the direct effect will be zero (0). Therefore, H₄ is partially confirmed, while H₅ is not confirmed.

Table 5*Performance Indicators*

Independent Variable	POTEM (RITE)	RIDE	RTDE
Work-life balance	.22	.28	1.2
Compulsory citizenship behavior	.56	1.28	2.2

Note: POTEM is the proportion of total effects mediated. RIDE is the ratio of indirect to direct effects. RTDE is the ratio of total to direct effects

Table 6*Equation-Level Goodness of Fit*

Dependent variable	Variance fitted	Variance predicted	Residual	R-squared	mc	mc ²
Observed						
EI	.48	.16	.31	.34	.58	.34
TI	.54	.16	.37	.30	.55	.30
Overall				.34		

Note. mc = correlation between dependent variable and its prediction, mc² = mc² is the Bentler-Raykov squared multiple correlation coefficient

According to Table 6, three goodness of fit tests emerged. The equation-level goodness-of-fit test, the Wald's test for equations, and the stability test. The equation-level goodness of fit test shows that the fitted and predicted variance in emotional intelligence is .48 and .16, resulting in a computed R-square value of .34. This value indicates that 34% of the variation in the dependent variable in this particular model (emotional intelligence) is accounted for by variations in the explanatory variables (CCB and WLB). Furthermore, the fitted and predicted variance in the turnover intention is .54 and .16, thus resulting in a computed R-square value of .30. This value indicates that 30% of the variation in turnover intention is explained by CCB and work-life balance with emotional intelligence as mediator.

Table 7*Wald Tests for Equations*

Observed	Chi-Square	df	p-value
EI	141.77	2	.00*
TI	147.48	1	.00*

Note. * $p < .05$

From Table 7, the results of Wald's test show that the computed Chi-square and associated significant probabilities are 141.77 ($p = .00$) and 147.48 ($p = .00$) for emotional intelligence and turnover intention. The null hypothesis for Wald's test is that the coefficients, other than the intercepts are 0. Thus, the results of the Wald test for equations indicate that all the coefficients are significantly different from 0 at the 1% level.

Discussion and Conclusion

Discussion of Findings

The study empirically examined the mediating effects of emotional intelligence on the relationship between compulsory citizenship behavior, work-life balance, and turnover intention. The results indicated

that compulsory citizenship behavior ($\beta = .15$; $t = 3.63$; $p < .05$) has a linear and significant association with turnover intention. This result is consistent with the findings of He et al. (2018) that workers who are continuously exposed to CCB tend to quit their jobs. In addition, Liang et al. (2022) found that the more CCB employees were forced to perform, the more likely they will get involved in workplace deviance. Liu et al. (2019) also argue that CCB influences the negative aspects of extra work behavior and employee turnover. In the study of Yam et al. (2017); and Eivazzadeh and Nadiri (2022) it was found that CCB is a direct cause of employee turnover.

The result also reveals that work-life balance ($\beta = -.02$; $t = -.73$; $p > .05$) has an inverse correlation with turnover intention but it is insignificant. This finding concurs with the study of Fayyazi and Aslani (2015); and Nair et al. (2021) who confirmed that there is an inverse relationship between intention to leave and work-life balance. This result is contrary to the finding of Kakar et al. (2022) and Omar et al. (2020) that intention to quit is largely influenced by work-life balance. Similarly, some studies Aslani and Fayyazi (2015); Boamah et al. (2022); Noor and Maad, (2008) found a positive linear relationship between intention to quit and work-life balance. Furthermore, the *t-value* of 10.91, the beta value of .51, and the *p-value* of .00 confirm that emotional intelligence is directly related to turnover intention. This finding is in agreement with Fox et al. (2001) and Lopes et al. (2005)' assertion that when employees lose control of their emotions, they fail to interact socially, leading to unproductive work behavior, work-life conflicts, stress, burnout, and intention to quit. Similarly, Giao et al. (2020) and Riaz et al. (2018) argue that emotional intelligence is a major predictor of intention to quit.

The results of the study indicate that the direct relationship between compulsory citizenship behavior, work-life balance, and turnover intention is stronger than that between compulsory citizenship behavior, work-life balance, and turnover intention when emotional intelligence was used to moderate. The implication is that emotional intelligence does not mediate but moderates the relationship between compulsory citizenship behavior, work-life balance, and turnover intention, because a mediating variable explains the relation between the independent (predictor) and the dependent (criterion) variable. It explains how or why there is a relation between two variables. On the other hand, a moderator is a variable that affects the strength of the relation between the predictor and criterion variable (Frank et al., 2014). In this case turnover intention affected the strength of the relationship between emotional intelligence, compulsory citizenship behavior and work-life balance. It was also confirmed that emotional intelligence partially mediates between compulsory citizenship behavior and turnover intention but does not mediate between work-life balance and turnover intention. Additionally, the results established that emotional intelligence moderates the relationship between compulsory citizenship behavior, work-life balance, and turnover intention in the academic environment. The association between compulsory citizenship behavior and turnover intention is consistent with, Ahmadian et al. (2017), He et al. (2018), Yam et al. (2017), and Yieng et al. (2019). The relationship between work-life balance and turnover intention is consistent with Deery and Jago (2015), Fayyazi and Aslani (2015) as well as Noor and Maad (2008). Furthermore, the study aligns with the studies of Aslani and Fayyazi (2015), Hsing-Ming et al. (2017), O'Connor et al. (2019), Olcer and Coban (2021) and Yieng et al. (2019) that there is a significant association between compulsory citizenship behavior, work-life balance, and turnover intention.

Limitations

The limitations of this research include the absence of qualitative data collection, geographic breadth and the use of one theory. The study applied quantitative research approach. This was done by developing a linear quantitative strategy for each of the study's variables. A qualitative study may also be needed to provide more insights into the critical factors influencing turnover intention. Moreover, the questionnaires were administered in only three universities, and they are located in Southwest, Nigeria. Further studies should be conducted in other parts of the country. Finally, the study examined only one theory (social identity theory) to determine the relational effect of emotional intelligence and compulsory citizenship behavior, work-life balance, and turnover intention within the scope of an educational organization. The

use of other theories is recommended for further investigation. Further studies can also consider other behavioral factors as mediating variables.

Theoretical Implications

This research was able to demonstrate the relevance and applicability of social identity theory to turnover intention. The theory predicts that an employee would consider himself a part of an individual or group, and in retrospect, vice-versa. The study demonstrates that social identity theory explains some of the behavior of academic staff to develop a clear concept of self, which leads to conflict in professional life and intention to quit the job (Avanzi et al., 2014). This study contributes to the behavioral science literature by explaining the role of emotional intelligence in the relationship between compulsory citizenship behavior and turnover intention.

Practical Implications

As noted by Eivazzadeh and Nadiri (2022) recruiting well-educated and knowledgeable academic staff requires some efforts, however, retaining them for the long-term needs more tactics from university management. Liang et al. (2022) is of the view that employees who engage in extra-role behavior in order to meet organizational requirements, which might benefit the organization in the short term may eventually stimulate negative emotions in employees, because their external behavior contradicted the values they held. The findings of this study suggest to regulatory agencies, educationists, and stakeholders that the balance between work and life is very important to achieve psychological, emotional, and cognitive stability of employees, which promote the effectiveness and efficiency of the university. The results also suggest to university management that compulsory citizenship behavior triggers work stress, burnout, and conflict due to extra-role activities. This connotes that university management need to embrace a mental, physical, and contributive development approach to employee retention. The findings will assist human resource managers to minimize the negative effects of compulsory citizenship behavior (Zúñiga et al., 2022).

Conclusion

Based on the empirical findings, it was established that work-life balance has a negative and insignificant relationship with turnover intention but compulsory citizenship behavior has a positive and significant relationship with turnover intention. It was also confirmed that emotional intelligence partially mediates between compulsory citizenship behavior and turnover intention but does not mediate between work-life balance and turnover intention. Additionally, this study shows that emotional intelligence moderates the relationship between compulsory citizenship behavior, work-life balance, and turnover intention in the academic environment. This implies that emotional intelligence has a bidirectional relationship with work behavior including compulsory citizenship behavior, work-life balance, and turnover intention as a moderating and mediating component.

References

- Adriano, J., & Callaghan, C. W. (2020). Work-life balance, job satisfaction and retention: Turnover intentions of professionals in the part-time study. *South African Journal of Economic and Management Sciences*, 23(1), a3028. <https://doi.org/10.4102/sajems.v23i1.3028>
- Ahmadian, S., Sesen, H., & Soran, S. (2017). Expanding the boundaries of compulsory citizenship behavior: Its impact on some organizational outputs. *Business and Economic Horizons*, 13(1), 110-118. <https://ideas.repec.org/a/ags/pdcbeh/264629.html>
- Allen, S. J., Shankman, M. L., & Miguel, R. F. (2012). Emotionally intelligent leadership: An integrative, process-oriented theory of student leadership. *Journal of Leadership Education*, 11(1), 117-203. <https://eric.ed.gov/?id=EJ980995>
- Almalki, M., FitzGerald, G., & Clark, M., (2012). The relationship between quality of work-life and turnover intention of primary health care nurses in Saudi Arabia. *BMC Health Services Research*, 12(1), 314. <https://doi.org/10.1186/1472-6963-12-314>

- Aslani, F., & Fayyazi, M. (2015). The impact of work-life balance on employees' job satisfaction and turnover intention: The moderating role of continuance commitment. *International Letters of Social and Humanistic Sciences*, 51, 33-41. <https://doi.org/10.18052/www.scipress.com/ILSHS.51.33>
- Avanzi, L., Fraccaroli, F., Sarchielli, G., Ullrich, J., & Van Dick, R., (2014). Staying or leaving: A combined social identity and social exchange approach to predicting employee turnover intentions. *International Journal of Productivity and Performance Management*, 63(3), 272-289. <https://doi.org/10.1108/IJPPM-02-2013-0028>
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173–1182. <https://www.semanticscholar.org/paper/The-moderator-mediator-variable-distinction-in-and-Baron-Kenny/97510e2048af0c6c510aed405091514946c4eb13>
- Boamah, S. A., Hamadi, H. Y., Havaei, F., Smith, H., & Webb, F. (2022). Striking a balance between work and play the effects of work-life interference and burnout on faculty turnover intentions and career satisfaction. *International Journal of Environmental. Research and Public Health*, 19, 809. <https://doi.org/10.3390/ijerph19020809>
- Bolino, M. C., Turnley, W. H., Gilstrap, J. B., & Suazo, M. M. (2010). Citizenship underpressure: What's a "good soldier" to do? *Journal of Organizational Behavior*, 31, 835–855. <https://doi.org/10.1002/job.635>
- Deery, M., (2008). Talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management*, 20(7), 792–806. <https://doi.org/10.1108/09596110810897619>
- Deery, M., & Jago, L. (2015). Revisiting talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management*, 27, 453-472. <https://doi.org/10.1108/IJCHM-12-2013-0538>
- del-Castillo-Feito, C., Blanco-González, A., & Hernández-Perlines, F. (2022). The impacts of socially responsible human resources management on organizational legitimacy. *Technological Forecasting and Social Change*, 174, 121274. <https://doi.org/10.1016/j.techfore.2021.121274>
- Eivazzadeh, N., & Nadiri, H. (2022). An empirical study to investigate the coercive management behavior: Evidence from Academia. *E & M Economics and Management*, 25(1), 42–59. <https://doi.org/10.15240/tul/001/2022-1-003>
- Fayyazi, M., & Aslani, F. (2015). The impact of work-life balance on employees' job satisfaction and turnover intention; the moderating role of continuance commitment, *International Letters of Social and Humanistic Sciences*, 51, 33-41. <https://doi.org/10.18052/www.scipress.com/ILSHS.51.33>
- Fox, S., Spector, P. E., & Miles, D. (2001). Counterproductive work behavior (CWB) in response to job stressors and organizational justice: Some mediators and moderators test for autonomy and emotions. *Journal of Vocational Behavior*, 59(3), 291-309. [https://www.semanticscholar.org/paper/Counterproductive-work-behavior-\(CWB\)-in-response-Fox-Spector/4d67abf1c6213f7dd671361ca55c74fbef445b72](https://www.semanticscholar.org/paper/Counterproductive-work-behavior-(CWB)-in-response-Fox-Spector/4d67abf1c6213f7dd671361ca55c74fbef445b72)
- Frank, M. C., Amso, D., & Johnson, S. P. (2014). *Visual search and attention to faces during early infancy. Journal of Experimental Child Psychology*, 118, 13–26. <https://doi.org/10.1016/j.jecp.2013.08.012>
- Giao, H. N. K., Vuong, B. N., Huan, D. D., Tushar, H., & Quan, T. N. (2020). The effect of emotional intelligence on turnover intention and the moderating role of perceived organizational support: Evidence from the Banking Industry of Vietnam. *Sustainability*, 12, 1857. <https://doi.org/10.47405/mjssh.v5i10.502>
- Hayat, Z., Batool, I., Hayat, S., & Amin, U. (2019). Emotional instability, employees work outcomes among Academia: Compulsory citizenship behavior and leadership style as moderators. *Review of Economics and Development Studies*, 5(3), 551-562. <http://reads.spcrd.org/index.php/reads/article/view/143>

- Harvey, P., & Dasborough, M. T. (2006). Consequences of employee attributions in the workplace: The role of emotional intelligence. *Psicothema*, *18*, 145-151.
<https://www.semanticscholar.org/paper/Consequences-of-employee-attributions-in-the-the-of-Harvey-Dasborough/b4f6b8873b6921e3213b0df03544e482c5d0b82e>
- He, P., Wang, X., Li, Z., Wu, M., & Estay, C. (2018). Compulsory citizenship Behavior and employee silence: The roles of emotional exhaustion and organizational identification. *Social Behavior and Personality: An international journal*, *46*(12), 2025-2048. <https://doi.org/10.2224/sbp.7452>
- He, P., Zhou, Q., Zhao, H., Jiang, C., & Wu, Y. J. (2020). Compulsory citizenship behavior and employee creativity: Creative self-efficacy as a mediator and negative affect as a moderator. *Frontiers in Psychology*, *11*, 1640. <https://doi.org/10.3389/fpsyg.2020.01640>.
- Hsing-Ming, L., Mei-Ju, C., Chia-Hui, C., & Ho-Tang, W. (2017). The relationship between psychological capital and professional commitment of preschool teachers the moderating role of working Years. *Universal Journal of Educational Research*, *5*(5), 891-900.
<https://doi.org/10.13189/ujer.2017.050521>
- Javed, A (2018). *Intelligence on employee Performance in project Management* [Masters' thesis]. Capital University of Science & Technology, Islamabad, Pakistan.
- Kakar, A. S., Saufi, R. A., Devadhasan, B. D., Meyer, N., Vetrivel, S. C., & Magda, R. (2022). The mediating role of person-job fit between work-life balance (WLB) practices and academic turnover intentions in India's higher educational institutions. *Sustainability*, *14*, 3827.
<https://doi.org/10.3390/su14073827>
- Karthik, R. (2013). A study on work-life balance in Chennai Port Trust, Chennai. *Advances in Management*, *6*(7), 26-31. <https://www.semanticscholar.org/paper/A-Study-on-Work-Life-Balance-in-Chennai-Port-Trust%2C-Karthik/4948b4984149e758dd6c1796a0991d56705f8f3f>
- Keltner, D., & Haidt, J. (2001). Social functions of emotions. In T. Mayne, & G. Bonanno (Eds.), *Emotions: Current issues and future directions* (pp.192-213). Guilford Press.
- Liang, H. L., Yeh, T. K., & Wang, C. H. (2022). Compulsory citizenship behavior and its outcomes: Two mediation models. *Frontiers in Psychology*, *13*, 766952. <https://doi.org/10.3389/fpsyg.2022.766952>
- Liu, F., Chow, I. H., & Huang, M. (2019). Increasing compulsory citizenship behavior and workload: Does impression management matter? *Frontiers in Psychology*, *10*, 1726.
<https://doi.org/10.3389/fpsyg.2019.01726>
- Lopes, P. N., Salovey, P., Cote, S., & Beers, M. (2005). Emotion regulation ability and the quality of social interaction. *Emotion*, *5*, 113–118. <https://doi.org/10.1037/1528-3542.5.1.113>
- Nair, S., Jayabalan, N., Perumal, I., & Subramaniam, M. (2021). Work-life balance and its impact on turnover intention of married female academics in Malaysia: The mediating role of job satisfaction. *Journal of Hunan University (Natural Sciences)*, *48*(12), 429-441.
<http://jonuns.com/index.php/journal/article/view/919/913>.
- Naphat, W. (2022). Work behavior and organizational citizenship behavior of frontline workers during COVID-19 in Thailand. *The Journal of Behavioral Science*, *17*(1), 58-71.
https://scholar.google.co.th/citations?view_op=view_citation&hl=en&user=kE-ykawAAAAJ&citation_for_view=kE-ykawAAAAJ:qjMakFHDy7sC.
- Noor, S., & Maad, N. (2008). Examining the relationship between work-life conflict, stress and turnover intentions among marketing executives in Pakistan. *International Journal of Business and Management*, *3*(11). <https://doi.org/10.5539/ijbm.v3n11p93>
- O'Connor, P. J., Hill, A., Kaya, M., & Martin, B. (2019). The measurement of emotional intelligence: A critical review of the literature and recommendations for researchers and practitioners. *Frontiers in Psychology*, *10*, 1116. <https://doi.org/10.3389/fpsyg.2019.01116>
- Olcer, F., & Coban, C. (2021). Research on compulsory organizational citizenship Behavior, psychological capital and organizational cynicism in terms of demographic factors. *Journal Business, Economics and Finance (JBEF)*, *10*(3), 115-126.
<https://doi.org/10.17261/Pressacademia.2021.1445>

- Omar, M. K., Aluwi, A. H., Fauzi, M. W., & Hairpuddin, N. F. (2020). Work stress, workload and work-life balance on intention to leave. *International Journal of Business, Economics and Law*, 21(2), 70-78. https://www.ijbel.com/wp-content/uploads/2020/08/IJBEL21_061.pdf
- Parkes, L. P., & Langford, P. H. (2008). Work-life balance or work-life alignment? A test of the importance of work-life balance for employee engagement and intention to stay in organizations. *Journal of Management & Organization*, 14(3), 267-284. <https://doi.org/10.5172/jmo.837.14.3.267>
- Pascal, P. (2013). Organizational citizenship behavior and employee retention: how important are turnover cognitions? *The International Journal of Human Resource Management*, 24(4), 768-790. <http://dx.doi.org/10.1080/09585192.2012.697477>
- Riaz, F., Naeem, S., Khanzada, B., & Butt, K. (2018). Impact of emotional intelligence on turnover intention, job performance and organizational citizenship behavior with mediating role of political skill. *Journal of Health Education Research & Development*, 6, 250. <http://www.theijm.com/wp-content/uploads/2018/03/2.-1000-1.pdf>
- Roodt, G. (2004). *Turnover intentions*. University of Johannesburg.
- Sajuyigbe, A. S. (2015). *Influence of pay satisfaction and mentoring on job satisfaction and organizational commitment among academic staff in Osun State-owned tertiary institutions*. [Doctoral dissertation]. Ladoke Akintola University of Technology, Ogbomoso Nigeria.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Schilling, K. (2014). *The relationship between job engagement, work interference with personal life, and turnover intentions* [Doctoral dissertation]. Middle Tennessee State University.
- Soomro, A. A., Breitenecker, R. J., & Moshadi Shah, S. A. (2018). Relation of work-life balance, work-family conflict, and family-work conflict with the employee performance- the moderating role of job satisfaction. *South Asian Journal of Business Studies*, 7(1), 129-146. <https://doi.org/10.1108/SAJBS-02-2017-0018>
- Stephen, I. A., Ibidunni, O. M., Oke, A. O., Ayeni, A. W., & Olokundun, M. A. (2018). Examining the relationship between tacit knowledge of individuals and customer satisfaction. *Academy of Entrepreneurship Journal*, 24(1), 1-20. <https://core.ac.uk/reader/162043790>
- Tajfel, H., & Turner, J. (1986). *The social identity theory of intergroup Behavior: Psychology of intergroup relations*. Nelson-Hall.
- Topcu, M. K., & Begenirbas, M. (2017). *Organizational cynicism is an application in the manufacturing industry to determine the effects of compulsory organizational citizenship behaviors and job satisfaction on individual job performance* [Doctoral dissertation]. Celal Bayar University.
- Vigoda-Gadot, E. (2006). Compulsory citizenship behavior: Theorizing some dark sides of the good soldier syndrome in organizations. *Journal for the Theory of Social Behavior*, 36, 77-93. <https://doi.org/10.1111/j.1468-5914.2006.00297.x>
- Vigoda-Gadot, E. (2007). Redrawing the boundaries of OCB? An empirical examination of compulsory extra-role behavior in the workplace. *Journal of Business and Psychology*, 21(3), 377-405. <https://doi.org/10.1007/s10869-006-9034-5>
- Yam, K. C., Klotz, A. C., He, W., & Reynolds, S. J. (2017). From good soldiers to psychologically entitled: Examining when and why citizenship Behavior leads to deviance. *Academy of Management Journal*, 60(1), 373-396. <https://doi.org/10.5465/amj.2014.0234>
- Yieng, N. C., Ling, G. M., & Yen, T. M. (2019). Compulsory citizenship behavior among academic staff of private higher education institutions in Melaka, Malaysia. *International Journal of Recent Technology and Engineering*, 8(3S2), 448-453. <https://www.ijrte.org/wp-content/uploads/papers/v8i3S2/C10861083S219.pdf>
- Yin, Y. (2018). *Emotional intelligence and extra-role behavior: The mediating effect of role stressors and organizational justice in a construction company in China* [Master's thesis]. Instituto Universitario de Lisboa.

- Zettler, I. (2022). A glimpse into prosociality at work. *Current Opinion in Psychology*, *44*, 140-45. <https://doi.org/10.1016/j.copsyc.2021.09.009>
- Zhao, H., Peng, Z., & Chen, H. K. (2014). Compulsory citizenship behavior and organizational citizenship behavior the role of organizational identification and perceived interactional justice. *The Journal of Psychology*, *148*(2), 177-196. <https://doi.org/10.1080/00223980.2013.768591>
- Zúñiga, C., Aguado, D., & Cabrera-Tenecela, P. (2022). Values that work: exploring the moderator role of protestant work ethics in the relationship between human resources practices and work engagement and organizational citizenship behavior. *Administrative Sciences*, *12*, 11. <https://doi.org/10.3390/admsci12010011>