Original Article   **Open Access**

Social Intelligence and Organizational Citizenship Behaviour of Government Parastatals in Nigeria

Dr. Oshi, Joseph E. O.*
Management Department, Faculty of Management Sciences, University of Port Harcourt, Nigeria

Akaibe, Moses V.
Accounting Department, Faculty of Management Sciences, University of Port Harcourt Port Harcourt, Nigeria

Chikwe, Joyce O.
Management Department, Faculty of Management Sciences, University of Port Harcourt, Nigeria

Abstract: This study investigate the relationship between social intelligence and organizational citizenship behaviour of Government Parastatals in Rivers State. Social Skill (SS) and Social Information Processing (SP) was used as dimensions of social intelligence as against the measures of organization citizenship behaviour which are altruism, sportsmanship, conscientiousness sportsmanship, courtesy and civic virtue. Two hypotheses were developed and tested within a population size of hundred (100) senior level employees that was conveniently selected from twenty (20) Government Parastatals in Rivers state. One hundred (100) of these employees were issued copies of questionnaires but only ninety-four (94) questionnaires were retuned and used for this study. The spearman rank correlation coefficient was used to test the hypotheses with the aid of the SPSS v20.0. Findings from the analysis showed that social skills has a moderate and positive relationship between social skills and the measures organization citizenship behaviour while social information processing showed a low but positive relationship with the measures of organization citizenship behaviour. The study therefore concludes that there is a significant relationship between social intelligence and measures of organization citizenship behaviour of Government Parastatals in Rivers State. Based on the conclusion, the study proffered relevant recommendations like providing management programs related to the development of social skills among others.

1. Introduction

The workforce remains the most valued assets that can be found in every organization be it public or private. They are also considered to be the most competitive and scarce resources in all organizations. Despite their importance within organizations, organizations have continuously sourced for new talents that will assist in achieving the goals and objective of the organization. One major characteristics exhibited by these workforce that has raised eyebrow and drawn the attention of organization is their citizenship behaviour (Mirsafian, 2018; Romaiha *et al.*, 2019). These behaviours are very important to both employees and managers.

Organ (1988) is one of the founding Fathers who referred to Organizational Citizenship Behaviour (OCB) as voluntary behaviour which is exhibited by employees that are not directly needed by the organization and need no form of reward. It is further described as extra-role behaviors exhibited by employees while performing a task that is outside the job description or requirement. This means that such behaviours are not compulsory for employees to execute rather; it is a matter of choice if an employee decides to exhibit such behaviour, (Romaiha *et al.*, 2019). Pierce and Gardner (2002) in Vashisht (2018) stated that these behaviours are intentional act exhibited by employees. They purposefully and deliberately exhibit such act and hence are often valued by their managers or supervisors. The essence of such behaviour is to help contribute to the effectiveness and efficiency of the organization (Olendo and Muindi, 2017; Turnipseed and Vandewaa, 2012).

Eketu and Ogbu (2015) asserted that extra-role behaviours or citizenship behaviour can be displayed when managers and supervisors develop social intelligence which can help them get along and corporate with their employees. Furthermore, Promsri (2017), stressed that for employees to display good citizenship behaviour and attitude, managers need to have skills that are beyond their normal skills and

social intelligence has been prescribed to be a very important skills for managers to possess in ensuring that employees display citizenship behaviour.

Various researchers and scholars of different fields are of the opinion that employees or persons with high intelligent quotient (IQ) do not guarantee the success of that employee or the organization. Therefore other forms of intelligence have been examined of which social intelligence is one of them which is an effective tool for organization citizenship behaviour (Goleman, 1997; Jeloudar and Goodarzi, 2012).

Social intelligence has been linked to Thorndike (1920), who defined it as "the ability to understand and manage men and women, boys and girls - to act wisely in human relations". Ford and Tisak (1983) in Beheshtifar and Roasaei (2012) viewed social intelligence as "one's ability to accomplish relevant objectives in specific social settings". While, Ebrahimpoor *et al.* (2013) views it as the ability to establish relationship with others, intrapersonal knowledge, ability to judge others' feelings, temperaments and incentives, effective social performance/function, ability to sympathize, and being skilled in decoding non-verbal signs.

Various studies have examined the relationship between social intelligence and other components; e.g.; Ebrahimpoor *et al.* (2013); Promsri (2017); Eshghi *et al.* (2013); Subramanian (2016); Lathesh and Avadhani (2018); Jeloudar and Goodarzi (2012); Vashisht (2018); Chujor and Ezems-Amadi (2017); Kriemeen and Hajaia (2017); Mirsafian (2018); Eketu and Ogbu (2015); Maleki *et al.* (2012); Rasuli *et al.* (2013). Interestingly, irrespective of these studies, there is still a gap in literature in trying to examine the relationship between social intelligence and organizational citizenship behaviour, most especially in State-owned Parastatals in Rivers State. Similarly, there have been lacks of literature in the area of the measures of social intelligence which are social skills, social awareness and social information processing.

Based on the above gap, this study intends to examine the relationship between social intelligence and organization citizenship behaviour of Parastatals in Rivers state.

1.1. Statement of the Problem

The certainty of government parastatals in achieving their set goals is dependent upon the ability of employees to intentionally carry out tasks that are (also possibly) outside their job jurisdiction and be willing to operate as servants to humanity within their parastatals (Romaiha *et al.*, 2019).

Markoczy and Xin (2004), stated that government parastatals cannot survive well if employees do not practice positive behaviours that match with the organizations prerequisite. This means that for these Parastatals to achieve their goals, it is important for government to provide desirable working environment. (Zayas-Ortiz *et al.*, 2015).

Unfortunately, employees of government parastatals do not think that exhibiting organizational citizenship behaviour (OCB) is important to improving their performance, rather, they prefer displaying negative and counter-productive behaviour within their workplace (Islam *et al.*, 2015). Absenteeism, theft, taking excessive breaks, misconduct, being uncooperative with others is examples of such counter-productive behaviours (Romaiha *et al.*, 2019).

It is against this backdrop that, this study intends to ascertain how social intelligence will be a head way for employees of government parastatals to practice citizenship behaviour within their various institutions.

1.2. Conceptual Framework

Figure 1. Conceptual Framework
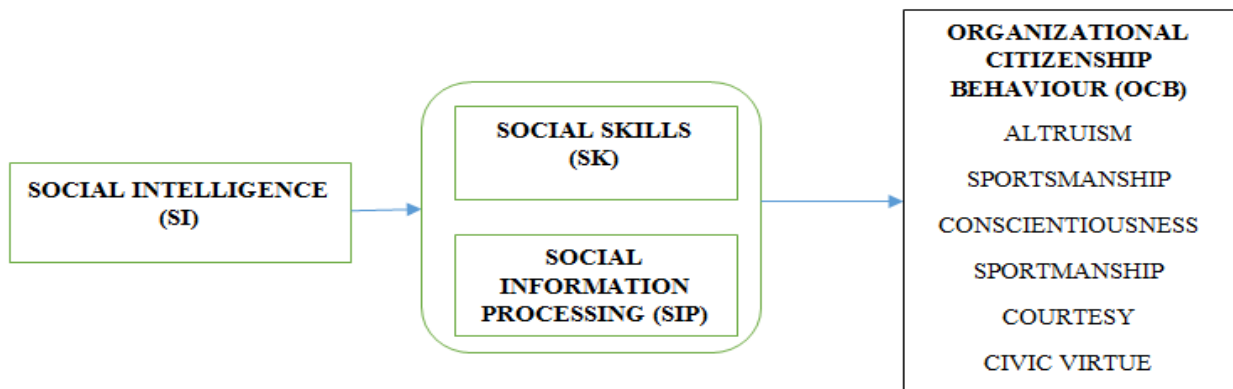
Source: Social intelligence was adopted from the works of Sivera *et al.* (2001); Promsri (2017); Ebrahimpoor *et al.* (2013). Organizational citizenship behaviour was adopted from Podsakoff P.M. *et al.* (2000); Basirudin *et al.* (2016).

1.3. Aim and Objectives of the Study

This study intends to ascertain the relationship between Social Intelligence and organizational citizenship behaviour of State Parastatals in Rivers state. Specifically, this study intends to:

1. Examine the relationship between social skills and Organizational Citizenship Behaviour (OCB) of Government Parastatals in Rivers State
2. Find out the relationship between Social Information Processing and Organizational Citizenship Behaviour (OCB) of Government Parastatals in Rivers State.

1.4. Research Hypotheses

To provide tentative answer to the above research questions, the following null hypotheses were formulated:

- **Ho$_1$:** There is no significant relationship between social skills and Organizational Citizenship Behaviour (OCB) of Government Parastatals in Rivers state?
- **Ho$_2$:** There is no significant relationship between Social Information Procession and Organizational Citizenship Behaviour (OCB) of Government Parastatals in Rivers State?

2. Literature Review
2.1. Theoretical Framework
2.1.1. Social Exchange Theory

Social Exchange Theory was introduced by Homans in 1958 in his work 'Social Behaviour as Exchange'. He defined social exchange as the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two persons. The theory focus on the understanding of relationships, the underpinning mechanisms and the outcomes (Weeratunga and Singh, 2019). The theory posits that human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives. The theme of this theory is that social behaviour is moderated by the amount of additions or withdrawals of bargainable instruments (Olendo and Muindi, 2017).

This theory with relation to this study means that as employers of organizations exhibit their social intelligence (be it social skills or social information processing) level towards employees, the employees in turn display good deeds and behaviour in return for the growth of the organization. These employees will further exhibit considerable citizenship behaviour by indulging in additional tasks that ordinarily are not within their job descriptions (Blau, 1964; Weeratunga and Singh, 2019).

2.1.2. Social Intelligence (SI)

The word intelligence has been described mostly as the ability to apply and learn skills or learn and think. It is the application of cognitive problem-solving skills (Clarken, 2009; Eshghi *et al.*, 2013). Intelligence ranges from natural intelligence, spiritual intelligence, cognitive intelligence, artificial intelligence, physical intelligence, cultural intelligence, organizational intelligence, emotional intelligence, business intelligence, moral intelligence, competitive intelligence, and multiple intelligences. Out of the numerous forms of intelligence, social intelligence and emotional intelligence stands out in their own unique ways. They are most times regarded as the same or used interchangeably (Ebrahimpoor *et al.*, 2013).

Thorndike (1920) is a renowned psychologist that developed social intelligence. He grouped intelligence into three different categories: abstract intelligence, mechanical intelligence, and social intelligence. The abstract form of intelligence has to do with managing and understanding abstract idea. The mechanical intelligence understands and manages concrete targets within personal environments, while social intelligence is defined as "the ability to understand and manage men and women, boys and girls - to act wisely in human relations" (Eketu and Ogbu, 2015; Promsri, 2017). Thorndike and Stein (1937) further stressed that social intelligence is the ability to know and manage relationship with people while Eketu and Ogbu (2015) stated that it is the ability to get along with people.

Subramanian (2016), submits that social intelligence erupts from the ability to be socially aware and handle relationships intelligently. The ability to see the heart of people and know what they are going through; the ability to appreciate other peoples view; to understand and appreciate the impact of your communication on others; to manage interactions effectively; to engage with others for mutual benefit.

Goleman (2006), in his study, divided social intelligence into social awareness and social facility. He defined social awareness as "what we sense about others" and defined social facility as "what we then do with that awareness". Goleman (2006), has argued that to fully understand social intelligence requires us to include "non-cognitive" aptitudes—"the talent, for instance, that enables a sensitive nurse calm a crying toddler with just the right reassuring touch, without having to think for a moment about what to do". His model emphasizes an affective interactive state where both social awareness and social facility domains range from basic capabilities to more complex high-end articulation.

To be a socially intelligent individual, you need to understand the demand of the environment. Such person should be able to adapt to people's behaviour in accordance with the conditions of social efficiency. Such individual show has the ability to build good relationship with people and live happily around his environment and society (Praditsang *et al.*, 2015). Subramanian (2016) stated that, a person who possesses high social intelligence, understands custom and possess listening skills. They know how to persuade others to do things that will help them find happiness and when they gather amongst such people, they have this genuine and authentic character.

2.1.3. Social Skills (SS)

Social skills are an extension of social intelligence. Such skills are key components of social intelligence in which people with such skills have the ability to express oneself in social interactions, read and comprehend various societal circumstances, understand social roles, norms, and scripts, interpersonal problem-solving skills, and social role-playing skills (Riggio and Reichard, 2008).

Social skills refer to the ability to fine-tune behaviours when you find yourself around different situations and when creating new relationships (Promsri, 2017). Rahima *et al.* (2016) in another opinion stated that social skills is the ability to communicate in clear language, negotiate and manage conflict by building and maintaining positive relationships with employees. In addition, Hogan and Shelton (1998) in Jureviciene *et al.* (2012) has described social skills as the level or degree of personality, whereby a person demonstrates personal social knowledge and ability to manage social interactions.

Based on the various definitions that have been stated social skills are important harmonious survival in any societal group. It has also be claimed to be an appropriate behaviour (the ability to choose behavior according to the situation and meet the expectations of behaviour, to express positive and negative feelings without the loss of social support, etc.) (Jureviciene *et al.*, 2012). Research has proven that individuals who possess social skills are found to be unique in nature, adapt to conditions while those without such skills becomes dependent on people within their environment (Gedviliene and Bauziene, 2008).

2.1.4. Social Information Processing (SIP)

Social information reflects a person's ability in regulating distressing emotions like anxiety or nervousness and managing such situations (Ebrahimpoor *et al.*, 2013). Promsri (2017) explained that social information process refers to the ability to observe and recognize the feelings and actions of others as well as the ability to understand their communication process, be it verbal and non-verbal forms, while in a relationship with others.

Eketu and Ogbu (2015), stated that, it is simply the ability of people to have accurate information about something or someone at the time it is needed and taking time to observe the effect of that information at the time of the event. They went further to draw an analogy with the computer processing unit; where a computer accepts data; processes the data and the output becomes the information needed to solve specific problems.

2.1.5. Organizational Citizenship Behaviour (OCB)

Every organizations can survive be it public or private institutions when employees of these organizations exhibit desirable and positive behaviors that portrays them as good citizens. Based on its relevance, it is necessary to acknowledge and understand the nature and sources of organizational citizenship behaviour as Organ (1988) stressed on the survival impact which organizational citizenship behaviour has on organization (Tambe and Shanker, 2014).

The concept of organizational citizenship behaviour (OCB) was first coined by Organ (1988) and he defined OCB as the "Individual behaviour 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". Daniels *et al.* (2006) in his own view portrays it as extra behavior an employee exhibit in doing a tasks within his work environment which are outside his usual work routine while Poncheri (2006) defined

OCB as positive behavior that displays positive effect on development of the organization (As cited in Chelagat *et al.* (2015).

Therefore, OCB are behaviours which are not mandatory for employees but rather, a choice for employees. This means that employees that possess such traits are capable of exhibiting behaviours that are extra or beyond their normal job routine, roles and description without being expectant of any reward. Invariably, such people intentionally carry out the tasks for the organizations (Romaiha *et al.*, 2019).

The studies on organizational citizenship behavior (OCB) have been shown to be an important function for any organization. Such behaviours enable managers to give more time to strategic activities, making organizations a better place to work and thereby resulting in the smooth running of the business (Kumaria and Thapliyal, 2017). It further aims to protect the organization against destructive and undesirable behaviours which prevent the organization's healthy operations, improves incumbents' skills and abilities and increases performance and productivity of organization by effective coordination (Unal, 2013).

It is therefore important to note that, OCB cannot be derived with force or rather, employees cannot be forced to actually exhibit OCB. Similarly, it is also worth noting that employees should not be expectant of any form of reward when they exhibit OCB but it is reassuring that such behaviour do not go unnoticed. Organ (1997), noted that, the supervisors or managers regularly take these into account and reward employees that display such behaviours whether directly or indirectly (e.g. preferential treatment, performance ratings, promotions, etc.) (Tambe and Shanker, 2014).

Organ (1988) in Wang *et al.* (2013) identified five dimensions of OCB: conscientiousness, sportsmanship, civic virtue, courtesy, and altruism. These five dimensions cover such organizational behaviours as helping co-workers, following company rules, not complaining, and actively participating in organizational affairs.

2.1.6. Empirical Studies

(Promsri, 2017), examined the influence of social intelligence on change leadership behaviours of Managers in Thai listed Firms. Seventy-six managers of five listed firms in Thailand were gathered for data collection through the modified version of Troms social intelligence scale and a newly developed scale of change leadership. Using stepwise regression analysis, results of this study revealed that social information processing have a significant positive relationship with change leadership behaviours.

In relation to our study, Vashisht (2018) established the relationship between social intelligence (SI), organization citizenship behaviour (OCB) and counter work behaviour (CWB). The study was conducted on the population of employees working in public sector organizations situated in the National Capital Region of Delhi. A sample of 120 middle level Managers, both male and female, was taken for the study from the specified population and a survey was conducted by using questionnaire method to collect the data for research. Findings reveal the higher tendency of SI and OCB among the stated sample, and moderately significant presence of CWB among the employees. SI share a positive significant relationship with OCB while it shares a negative significant relationship with CWB on the other hand OCB and CWB also shares negative significant relationship.

Eketu and Ogbu (2015), established their findings on the role of social intelligence on workers' extra-role behaviour of independent Road Transport Companies in Port Harcourt, Nigeria. The study adopted a cross-sectional research design and collected data from a sample of 175 employees drawn from a target population of 10 Rivers Satae Ministry of Transport independent road transport companies in Port Harcourt. The research hypotheses were tested using Spearman's Rank Oder Correlation Coefficient. The results revealed that workers extra-role behaviour measured in terms of self-development, individual initiative and enterprise compliance among workers in the road transport is strongly dependent on the social intelligence of the supervisors and managers of the transport companies operating in Port Harcourt. Based on these findings, the study concluded that social intelligence improves workers extra-role behaviour in the transport sector.

Sepahvand and Mousavi (2016), critically investigated the impact of intelligence upon organizational citizenship behaviour. Two hundred and twenty (220) individuals were drawn as sample size for the study using the Cochran Formula. The data were analyzed using LISREL and SPSS software. Based on the research findings, the study concluded that organizational intelligence and its dimensions has a significant impact on organization citizenship behaviour at the physical education offices in Kermanshah province, Iran.

Mirsafian (2018) aimed at measuring the effect of social intelligence on organizational citizenship behavior and entrepreneurial behaviors among staff members in a sport organization in Iran, with the

effect on social capital as a mediating variable. 205 staff members were selected using stratified random sampling. The data was analyzed by employing SPSS and AMOS Graphics software. The study indicated that the staff's social intelligence had a direct effect on improving the social capital of the organization. Hence, trying to increase the staff's social intelligence in sport organizations in Iran will led to improving the staff's extra role behaviors as well as entrepreneurial behaviors at the organization, in addition to the effect of increasing the social capital in those organizations.

Chujor and Ezems-Amadi (2017), justified their study by investigating emotional and social intelligence as predictors of occupational stress of civil servants in Rivers State. The study adopted correlational design. A total of 600 civil servants were drawn through proportionate stratified sampling technique. Relevant data gathered were analyzed with multiple regression analysis as statistical tool. The result of the study showed that relationship management dimension of emotional intelligence is a significant predictor of the occupational stress of civil servants while emotional self-awareness, emotional self-management, and emotional social awareness dimensions are not. In addition, relationship management dimension of emotional intelligence is the strongest predictor. Furthermore, the components of social intelligence such as social skills and social awareness are significant predictors of the occupational stress of civil servants, while social information processing is not significant predictor. Social skills component of social intelligence is the strongest predictor.

3. Methodology
3.1. Participants
The target participants for this study were senior staff of various Government Parastatals in Rivers State, comprising a hundred (100) senior level staff who were conveniently selected from twenty (20) Parastatals. One hundred (100) copies of questionnaire were distributed to the target employees, out of which ninety four (94) were responsibly filled and returned giving us a response rate of 97%. The high response percentage is attributed to the high level of involvement of the participants in the study.

3.2. Variable Measures
The questionnaire for the study constitutes various parts. Part A comprised the demographics of the respondents while part B comprised statement items that are used to measure the predictor and the criterion variables. In measuring Social Intelligence (SI), the items were adapted from Sivera *et al.* (2001) for both social skills and social information processing. Organisational citizenship behaviour (OCB) items were developed from Podsakoff P. M. *et al.* (1990). All responses were rated on a 4 point Likert scale (e.g. strongly disagree =1, to strongly agree = 4).

3.3. Data Technique
The null hypotheses were tested using the data collected and analyzed with the Spearman's Rank Correlation technique with the aid of an SPSS (version 21.0).

4. Results

Table 1. Respondents' Demographics

Demographics	Variables	Frequency	Percentage (%)	Cumulative Percentage (%)
Gender	Male	53	56.4	56.4
	female	41	43.6	43.6
	Total	**94**	**100**	100
Age	21-30	7	7.50	7.50
	31-40	56	59.6	67.1
	41-above	31	32.9	100
	Total	**94**	**100**	
Marital status	Single	29	30.9	30.9
	Married	54	57.4	88.3
	others	11	11.7	100
	Total	**94**	**100**	
Educational Background	SSCE/NCE	25	26.6	26.6
	B.Sc/HND	39	41.5	68.1
	MBA/M.Sc.	21	22.3	90.4
	PhD	9	9.60	100

	Total	**94**	**100**	
Length of Service	6-10years	33	35.1	35.1
	11-15years	56	59.6	94.7
	16 years & above	5	5.3	100
	Total	**94**	**100**	

Source: Field Survey, 2020

Table 1 above, shows the analysis based on the demographics of respondents ranging from gender, age, marital status, educational background, and length of service. The study revealed that more of the respondents were males when compared to their female colleagues with a percentage of 53.4% and the table showed that more of these participants were married. Staff between the ages of 31-40 totaled 56 with a percentage of 59.6 followed by those within the age bracket of 41 and above, recording 32.9%. The table further showed that majority of the respondents were 1st degree holders with a percentage of 41.5%, 21 of the respondents had either an MBA or MSc, SSCE holders were 25(26.6%) while PhD holders with the least have a percentage of 9.60%. Lastly, Staff within the length of service between 11-15 years was 56 (59.6%) while those within 6-10 years of service were only 33 participants giving us 35.1%. Those within the 16 years and above category were 5 giving us 5.3%.

Table 2. Test of Relationship between Social Skills (SS) and OCB ($H0_1$)

			Social Skills (SS)	OCB
Spearman's rho	Social Skills	Correlation Coefficient	1.000	.775**
		Sig. (2-tailed)	.	.000
		N	94	94
	OCB	Correlation Coefficient	.775**	1.000
		Sig. (2-tailed)	.000	.
		N	94	94
**. Correlation is significant at the 0.05 level (2-tailed).				

SPSS output, Version 20 – Field Survey, 2020

Table 2 indicates the correlation between social skills (SS) and organizational citizenship behaviour (OCB). This analysis was ascertained within ninety-four (94) respondents. The result from the analysis showed a moderate and positive correlation coefficient value was reported amid the variables which is statistically significant (rho = .775**, p = .000 < 0.05 (alpha value). This means that there is a significant relationship between social skills and OCB within Government Parastatals in Rivers state.

Table 3. Test of Relationship between Social Information Processing (SP) and OCB **($H0_2$)**

			Social Information Processing (SP)	OCB
Spearman's rho	Social Information Processing (SP)	Correlation Coefficient	1.000	.377**
		Sig. (2-tailed)	.	.001
		N	94	94
	OCB	Correlation Coefficient	.377**	1.000
		Sig. (2-tailed)	.001	.
		N	94	94
**. Correlation is significant at the 0.05 level (2-tailed).				

SPSS output, Version 20 – Field Survey, 2020

Table 3 analysis explains the relationship between Social Information Processing (SP) and Organizational Citizenship Behaviour (OCB). This analysis was carried out with ninety-four (94) employees in government Parastatals in Rivers State. The analysis reports a low and positive correlation coefficient value was between social information processing and OCB which is statistically significant (rho = .377**, p = .001 < 0.05 (alpha value).

5. Discussion and Conclusion

Hypotheses one stated that there is no significant relationship between social skills and organization citizenship behaviour (altruism, sportsmanship, civic virtue, conscientiousness and courtesy). The

hypotheses was tested using spearman ranks correlation coefficient. The result of the analysis showed that there is a significant relationship between social skills and measures of Organizational Citizenship behaviour (OCB) (altruism, sportsmanship, civic virtue, conscientiousness and courtesy). This implies that social skills significantly affect Organizational Citizenship Behaviour (OCB) in Government Parastatals in Rivers State. The result of this study is consistent with various outcomes of research studies related to this study. Vashisht (2018) in his study stated that SI share a positive significant relationship with OCB. Eketu and Ogbu (2015) further agreed to this outcome with their findings that extra-role behaviour is dependent upon social intelligence. Sepahvand and Mousavi (2016) stated that organizational intelligence and its dimensions make a significant impact on organizational citizenship behavior at physical education offices in Kermanshah Province, Iran.

Hypotheses two stated that there is no significant relationship between social information processing and measures of organization citizenship behaviour (OCB) (altruism, sportsmanship, civic virtue, conscientiousness and courtesy) of Government Parastatals in Rivers State. The result showed a low correlation but positive relationship between social information processing and each of the measures of organization citizenship behaviour (altruism, sportsmanship, civic virtue, conscientiousness and courtesy). This result implies that there is a significant relationship between social information processing and measures of organization citizenship behaviour (altruism, sportsmanship, civic virtue, conscientiousness and courtesy). The result of this study is consistent with the study of Mirsafian (2018), where an increase in staffs' social intelligence in sport organizations in Iran led to improving the staffs' extra role behaviors as well as entrepreneurial behaviors in the organization. The outcome of the study conducted by Animasahuni and Aremu (2017), revealed that social intelligence has a significant relationship with organization citizenship behviour.

Recommendations

The study therefore recommends the following:

- In order to improve social skills of workers, it is important for government parastatals not to restrict their employees to only technical skills training but emphasis should also be on management programs related to the development of social skills which will help improve their citizenship behavior.
- The inability for employees to handle information, either positive or negative has a major influence on the employees. It is therefore important for directors to put in place guidance and counseling office that will help guide employees on how to contain and handle information within them. The type of information that is spread amongst them has a major effect on their citizenship behavior.

Contribution to Knowledge

This study has been able to contribute in the following ways:

Majorly, most studies within this study area have been examined in the private institutions when compared to public institutions. This study has therefore been able to add to the body of knowledge by determining this study in Government Parastatals in Rivers state.

Most studies commonly adopts dimensions like social skills, social awareness, social desirability but this study made use of social skills (SS) and social information processes (SP).

Few studies have been able to examine the relationship between social Intelligence (SI) and organization citizenship behaviour (OCB) when compared to most studies that clearly looks at the relationship between social intelligence and organizational performance. This has therefore contributed to knowledge in determining the relationship between social intelligence and organization citizenship behaviour.

In terms of the population selected for this study, this study looked into staffs ranging from lower, middle and top level staffs in the various government parastatals selected for this study when compared with other study.

References

Animasahuni, R. A. and Aremu, S. O. (2017). Predictive estimates of psycho-socio-personal variables on Organizational Citizenship Behaviour (OCB) among personnel of NSCDC in Southwestern Nigeria. *International Journal of Scientific Research in Education, 10(3): 295-310.*

Basirudin, N. B., Basiruddin, R., Mokhber, Rasid, S. Z. A. and Zamil, N. M. A. (2016). Organizational citizenship behaviour in public sector: Does job satisfaction play a role. *International Journal of Economics and Financial Issues, 6(S8): 376-81*.

Beheshtifar, M. and Roasaei, F. (2012). Role of social intelligence in organizational leadership. *European Journal of Social Sciences, 28(2): 200-06*.

Blau, P. M. (1964). Exchange and Power in Social Life. New York: John Wiley and Sons. Inc.

Chelagat, L. J., Kiprop, C. P. and Kemboi, A. (2015). Effect of organizational citizenship behavior on employee performance in Banking Sector, Nairobi County, Kenya. *International Journal of Business Humanities and Technology, 5(4): 55-61*.

Chujor, C. J. and Ezems-Amadi, C. (2017). Emotional and social intelligence as predictors of occupational stress among Civil Servants in Rivers State. *European Journal of Educational and Development Psychology, 5(3): 15-26*.

Clarken, R. H. (2009). Moral intelligence in the schools. School of education, Northern Michigan University. *1-7*.

Daniels, D., Joireman, J., Falvy, J. and Kamdar, D. (2006). Organizational citizenship behavior as function of empathy consideration of future consequences, and employee time horizon: An initial exploration using an in basket simulation of OCBs. *Journal of Applied Social Psychology, 36(9): 2266-92*.

Ebrahimpoor, H., Zahed, A. and Elyasic, A. (2013). The study of relationship between social intelligence and organizational performance (Case study: Ardabil Regional Water Company's Managers). *International Journal of Organizational Leadership, 2(1): 1-10*.

Eketu, C. A. and Ogbu, E. F. (2015). The role of social intelligence on workers' extra-role behaviour of Independent Road Transport Companies in Port Harcourt, Nigeria. *International Journal of Business and Management Invention, 10(4): 34-40*.

Eshghi, P., Arofzad, S. and Hosaini, H. A. (2013). Relationship between social intelligence with effective influence among physical education expertise in Isfahan Education Organizations. *European Journal of Experimental Biology, 3(3): 168-72*.

Ford, M. E. and Tisak, M. S. (1983). A further search for social intelligence. *Journal of Educational Psychology, 75(2): 196-206*.

Gedviliene, G. and Bauziene, Z. (2008). Development of social skills of children with movement disorders. *Special Education, 1(18): 158-68*.

Goleman, D. (1997). Emotional Intelligence. New York: Bantam Books Inc.

Goleman, D. (2006). The socially intelligent. *Educational Leadership, 64(1): 76-81*.

Hogan, R. and Shelton, D. (1998). A socioanalytic perspective on job performance. *Human Performance, 11(2-3): 129-44*.

Islam, M. S., Akter, S. and Lecturer, F. A. (2015). Factor affecting organizational citizenship behaviour of corporate sector in Bangladesh. *European Journal of Business and Management, 7(31): 2222–839*.

Jeloudar, S. Y. and Goodarzi, F. L. (2012). The relationship between social intelligence and job satisfaction among MA and BA teachers. *International Journal of Educational Science, 4(3): 209-13*.

Jureviciene, M., Kaffemanienė, I. and Ruskus, I. (2012). Concept and structural components of social skills. Ugdymas Kūno Kultūra Sportas Nr. *3(86): 42-52*.

Kriemeen, H. and Hajaia, S. (2017). Social intelligence of principals and its relationship with creative behavior. *World Journal of Education, 7(3): 84-91*.

Kumaria, P. and Thapliyal, S. (2017). Studying the impact of organizational citizenship behavior on organizational effectiveness. *International Academic Journal of Organizational Behaviour and Human Resource Management, 4(1): 9-21*.

Lathesh, K. R. and Avadhani, V. D. (2018). A study on social intelligence and its impact on employee performance of Insurance Sectors in Mysuru City. *International Journal of Mechanical Engineering and Technology (IJMET), 9(1): 530-37*.

Maleki, R., Bahrololoum, H. and Hasani, A. (2012). The relationship between organizational intelligence and organizational citizenship behavior in sport organizations (Case study: Sport and Youth administration of Golestan Province). *International Journal of Academic Research in Economics and Management Sciences, 1(4): 67-76*.

Markoczy, L. and Xin, K. (2004). The virtues of omission in organizational citizenship behavior. University of California, 1–29. Avaiable at: http://www.goldmark.org/livia/

Mirsafian, H. (2018). Effect of social intelligence on OCB and EB, with effect on social capital as a mediating variable, in a sport organization in Iran. *Physical Culture and Sport Studies and Research, 77(1): 34-40*.

Olendo, O. P. and Muindi, F. (2017). The perceived relationship between employee retention practices and organization citizenship behaviour at D.T. Dobie (k) Ltd. *International Journal of Scientific and Research Publications, 7(2): 320-49*.

Organ, D. W. (1988). Organizational Citizenship Behavior: The Good Soldier Syndrome. 1st Ed. Lexington, Massachusetts/Toronto: D.C. Heath and Co.:

Organ, D. W. (1997). Organizational citizenship behaviour: It's construct clean-up time. *Human Performance, 10(2): 85-98*.

Pierce, J. L. and Gardner, D. G. (2002). Management and organizational behavior: An integrated perspective. Cincinnati, OH: South-Western Publishing.

Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H. and Fetter, K. (1990). Transformational leader behaviours and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviours. *Leadership Quarterly, 1(2): 107-42*.

Podsakoff, P. M., MacKenzie, S. B., Paine, J. B. and Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management, 26(3): 513-63*.

Poncheri, R. (2006). The impact of work context on the prediction of employee performance. North Carolina State University.

Praditsang, M., Hanafi, A. and Walters, T. (2015). The relationship among emotional intelligence, social intelligence and learning behaviour. *Asian Social Science, 11(113): 98-107*.

Promsri, C. (2017). The influence of social intelligence on change leadership behaviors of managers in Thai Listed Firms. *Saudi Journal of Business and Management Studies, 2(1): 971-75*.

Rahima, A., Safina, S. Z., Khenga, L. K., Abasa, N. and Alia, S. M. (2016). Factors influencing purchasing intention of smartphone among University Students. *Procedia Economics and Finance, 37: 245-53*.

Rasuli, F., Ebrahimpour, H. and Hassanzadeh, M. (2013). social intelligence and business performance of managers at Agriculture Banks in Ardabil province. *Singaporean Journal of Business Economics, and Management Studies, 2(2): 96-104*.

Riggio, R. E. and Reichard, R. J. (2008). The emotional and social intelligences of effective leadership an emotional and social skill approach. *Journal of Managerial Psychology, 23(2): 169-85*.

Romaiha, N. R., Maulud, F. S. F., Ismail, W. M. W., Jahya, A., Fahana, N. and Harun, A. (2019). The determinants of organizational citizenship behaviour (OCB). *International Journal of Academic Research in Business and Social Sciences, 9(8): 124-33*.

Sepahvand, R. and Mousavi, S. K. (2016). A critical investigation into the impact of intelligence upon Organizational Citizenship Behaviuor. *Mediterranean Journal of Social Sciences, 7(3): 319-28*.

Sivera, D. H., Martinus, M. and Dahl, T. I. (2001). The Tromso Social Intelligence Scale, a self-report measure of social intelligence. *Scandinavian Journal of Psychology, 42(4): 313-19*.

Subramanian, K. R. (2016). Key to organisational effectiveness: Social and emotional intelligence. *International Research Journal of Advanced Engineering and Science, 1(4): 127-31*.

Tambe, S. and Shanker, M. (2014). A study of organizational citizenship behaviour (OCB) and its dimensions: a literature review. *International Research Journal of Business and Management – IRJBM, 1(1): 67-73*.

Thorndike, E. L. (1920). Intelligence and its use. *Harper's Magazine, 140: 227-35*.

Thorndike, E. L. and Stein, S. (1937). An evaluation of the attempts to measure social intelligence. *Psychological Bulletin, 34: 275-85*.

Turnipseed, D. L. and Vandewaa, E. A. (2012). Relationship between emotional intelligence and organizational citizenship behavior. *Psychological Report, 110(3): 899-914*.

Unal, O. M. (2013). *Relationship between the dimensions of organizational citizenship behavior and the facets of job satisfaction (an empirical study in a group of companies in turkey).* Wei International Academic Conference Proceedings.

Vashisht, R. S. (2018). Impact of social intelligence on organizational citizenship behaviour and counterproductive behaviour. *International Journal of Application or Innovation in Engineering & Management (IJAIEM), 7(6): 91-97*.

Wang, L., Hinrichs, K. T., Prieto, L. and Howell, P. J. (2013). Five dimensions of organizational citizenship behavior: comparing antecedents and levels of engagement in china and the US. Asia Pacific Journal of Management, 30, . *30: 15-147*.

Weeratunga, A. and Singh, K. S. K. (2019). Influence of emotional and spiritual intelligence towards intention to stay by generation y employees in the information and communication technology sector in Malaysia: the mediating role of perceived organizational support. *International Journal of Engineering and Advanced Technology (IJEAT), 8: 954-61*.

Zayas-Ortiz, M., Rosario, E., Marquez, E. and Gruñeiro, P. (2015). Relationship between organizational commitments and organizational citizenship behavior in a sample of private banking employees. *International Journal of Sociology and Social Policy, 35(1-2): 91-106*.