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MITIGATING COUNTERPRODUCTIVE WORK BEHAVIOR: NAVIGATING WITH EMOTIONAL INTELLIGENCE MEDIATED BY PSYCHOLOGICAL EMPOWERMENT

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ABSTRACT

This study aims to investigate the impact of emotional intelligence on counterproductive work behavior (CWB), both directly and through the psychological empowerment of employees in districts in West Java, Indonesia. A survey involving testing hypotheses was conducted with 800 employees. The study results indicate that the psychological conditions in the work environment reflect adequate levels of emotional intelligence and psychological empowerment, while the level of CWB tends to be low, creating a relatively positive work environment. Emotional intelligence plays a key role in helping individuals manage emotional experiences that can enhance job meaning, job competence, and motivation for positive actions, thereby reducing CWB. Theoretical implications suggest that emotional intelligence helps individuals find greater meaning and purpose in their work. Practical implications include using emotional intelligence and psychological empowerment as a foundation for designing events that can reduce counterproductive work behavior.

KEYWORDS: Counter work behavior, emotional intelligence, psychological empowerment, local government.

1. INTRODUCTION

One crucial aspect supporting the success of local governance in fulfilling its functions of providing public services is productivity. However, achieving productivity is not easy, as evidenced by

various obstacles, including unproductive behaviors observed in some public services in Indonesia. Issues related to Counterproductive Work Behavior (CWB) within government institutions were raised by Pratama & Parahyanti, (2019), involving government employees in disciplinary violations, fraud, and poor job performance.

CWB, defined as intentional behavior hindering organizational goal achievement (Colquitt et al., 2018; Ju et al., 2018), may arise due to perceived injustice (Cohen & Abedallah, 2021; Cohen & Diamant, 2019; Zhao et al., 2019). This behavior is considered a cognitive mechanism related to individuals' assumptions about justice and ethics in the workplace. Unfair situations can induce high levels of negative influence, leading to aggressive responses that play a central role in the occurrence of CWB (Y. Zhang et al., 2019).

The impact of CWB on organizational and individual health is significant but often overlooked (Kadiri & Iyayi, 2019). Therefore, a holistic and sustainable approach is needed to manage and prevent CWB, particularly in local public service institutions. Emotional intelligence emerges as a crucial factor related to CWB, although findings on its significance vary (Al Ghazo et al., 2018; Joe-Akunne Chiamaka et al., 2015). Further studies are required to understand these relationships better, forming the basis for developing a problem-solving framework for CWB in public institutions.

CWB can also manifest as a response when individuals feel disempowered or lack control over their work. Psychological empowerment transforms employees' mindset about their roles as public servants, fostering positive emotional responses and reducing counterproductive work behavior (Aggarwal et al., 2020; Kueny et al., 2020). However, this relationship needs testing, especially in public institutions with unique characteristics distinct from the private sector.

Local governments require a framework to understand changes in CWB based on employees' emotional aspects. The Affective Events Theory (AET) offers a perspective to comprehend CWB, emphasizing employees' emotional reactions to workplace events (Weiss & Beal, 2005). AET, though rarely applied in public contexts, can serve as a model to explain employees' reactions in public administration settings.

Given the theoretical and empirical gaps in understanding CWB in public institutions, a study is necessary to reduce knowledge gaps regarding CWB and its influencing factors in the public sector. The research aims to provide a framework for identifying and verifying determinants of CWB from an AET perspective. Empirical knowledge about CWB from the AET perspective will offer coherent insights into understanding employees' emotional aspects related to performance at the micro-level. The research objective is to analyze the role of psychological empowerment in mediating emotional intelligence's impact on CWB.

2. LITERATURE REVIEW

2.1 Foundational Theory: Affective Event Theory

Affective Events Theory (AET) represents a unique development in affective research, providing a model for understanding the nature of affective responses to workplace events and the relationship

between various affective states and behaviors in the work environment (Ashton-James & Ashkanasy, 2007; Weiss & Beal, 2005; Weiss & Cropanzano, 1996). Objects and events in the workplace have affective consequences for individuals. AET elucidates the connection between affective events and their outcomes by detailing processes such as perception, assimilation, understanding, and emotional management, aligning with dimensions of emotional intelligence. AET explains the cognitive and emotional processes underlying affective reactions and how workplace events and environmental features influence employees' feelings and attitudes (Lam & Chen, 2012). Miao et al., (2020) affirm that workplace events cause fluctuations in individuals' emotional states throughout the day. These mood variations, in turn, have a significant impact on both attitudes and behaviors. The theory suggests that the emotional climate in the workplace, influenced by affective variations, plays a central role in shaping individual reactions and responses.

2.2 Emotional Intelligence

Emotional intelligence, as defined by Goleman, (2009), encompasses emotional abilities such as self-control, resilience in the face of challenges, impulse control, self-motivation, mood regulation, empathy, and building relationships. It is considered a social intelligence involving the ability to monitor both personal and others' emotions, distinguishing one's own emotions from others (Bucich & MacCann, 2019; Mayer et al., 2016; Miao et al., 2020; Michels & Schulze, 2021; Saher et al., 2021; Vega et al., 2021). Emotional intelligence (EI) is an individual's ability to (1) perceive emotions within oneself and others, (2) understand the meaning of these emotions, and (3) regulate one's own emotions. Shafait et al., (2020); Zhang & Adegbola, (2022) define it as the ability to assess one's own and others' feelings and emotions and to differentiate and use this emotional information to guide thinking and actions. Sadovyy et al., (2021) propose emotional intelligence as a recognized and proven capacity to maintain individuals' mental health. Emotional intelligence influences the extent to which individuals engage in positive, prosocial behavior (Miao et al., 2020).

2.3 Psychological Empowerment

Psychological empowerment is a multidimensional concept that includes leadership in leading, individual reactions, coworker interactions, and structured work processes Honold, (1997). It is defined as the feeling of control over the workplace situation (Matsuo, 2019). Mathew & Nair, (2021), as well as Qing et al., (2020), define it as an intensified intrinsic motivation based on four cognitive aspects: meaning, competence, self-determination, and impact. Psychological empowerment refers to efforts to cultivate an employee's desire to actualize oneself, pursue upward mobility, and provide empowering psychological experiences for employees (Hakim & Supriyatno, 2023).

Psychological empowerment, with its four dimensions meaning, competence, self-determination, and impact refers to employees' intrinsic motivation to perform tasks (McShane & Glinow, 2010; Spreitzer, 1995). Jeong et al., (2019) measure empowerment through job significance, belief in job competence, and autonomy. Iqbal et al., (2020); Singh & Singh, (2019) Singh & adopt the measurement of Spreitzer, G. M. (1995), while Lim et al. (2021) and Singh & Singh (2018) state that psychological empowerment is measured with reference to Spreitzer, (1995) dimensions: 1) Meaning, 2) Competence, 3) Self-Determination, 4) Impact. Hsieh et al., (2022) explain that

psychological empowerment creates a state where individuals not only have more autonomy in tasks but also actively participate in activities and have influence in the work environment.

2.4 Counterproductive Work Behavior (CWB)

The perspectives on counterproductive work behavior (CWB), both from situational and cognitive process viewpoints, have depicted that CWB has negative impacts on both organizations and individuals, including other organizational members. CWB is viewed as spontaneous behavior in response to situations, treatment, and the effects of operant stimuli with implicit motives that negatively affect the organization (Runge et al., 2020; Suseno et al., 2021; Vossen & Hofmans, 2021). CWB, as tension behavior, occurs in response to busy working conditions (Butt & Yazdani, 2021). Griep et al., (2021) define counterproductive work behavior as a manifestation of behavior resulting from negative influences. Kayani & Alasan, (2021) define it as actions that can have extreme outcomes for the organization. When evaluated in the context of performance governance, according to Lowery et al., (2021), counterproductive work behavior is considered one of the key dimensions of employee performance. Cohen & Abedallah, (2021); Meisler et al., (2019); Pletzer, (2021); Runge et al., (2020); Zhang et al., (2018) measure counterproductive work behavior based on Bennett & Robinson, (2000) dimensions, specifically focusing on individual (interpersonal) and organizational dimensions.

3. HYPOTHESIS DEVELOPMENT

3.1 Emotional intelligence and Psychological Empowerment

Employee behavior in Emotional Intelligence (EI) is an approach that can complement other levels and measures, potentially offering a stronger and unique predictor of job and work-life outcomes, such as performance, engagement, citizenship, and innovation (Boyatzis, 2018). Individual mechanisms reflect psychological responses to job demands, such as psychological empowerment perceived by employees in their work and emotional intelligence, which will determine employees' work behavior. Kueny et al., (2020) affirm that the Affective Events Theory (AET) takes an event-based approach to understand workplace behavior, including subordinate assessments in the workplace. Empowered affective experiences shape Organizational Citizenship Behavior (OCB) and Counterproductive Work Behavior (CWB) driven by both positive and negative emotions. The hypothesis proposed is:

H1: Emotional intelligence has a positive influence on psychological empowerment.

3.2 Psychological empowerment and Counterproductive Work Behavior

Employees who are psychologically empowered are more willing to offer "extra" types of contributions. This involves voluntary roles for the benefit of the organization, such as providing services to the public (Kim et al., 2020), or minimizing behaviors that harm the organization and its members. Employees have individual mechanisms that depict internal responses, both directly and indirectly, that will influence Counterproductive Work Behavior (CWB). Psychological empowerment shapes individual assessments and elicits positive emotional responses, reducing counterproductive work behavior (Aggarwal et al., 2020; Kueny et al., 2020). Psychological empowerment has a positive impact on employees' subjective well-being, making employees feel valued and confident in their abilities (Huertas-Valdivia et al., 2019). The proposed hypothesis is:

H2: Psychological empowerment has a negative influence on counterproductive work behavior.

3.3 Psychological Empowerment Serves as A Mediating Factor in The Influence of Emotional Intelligence on Counterproductive Work Behavior

Referring to the Affective Event Theory (AET), emotional events are known to influence the behavior and ethical actions of employees. Nichols, (2022) asserts that emotional events in the workplace significantly impact ethical behavior. Miao et al., (2020) suggest that emotional intelligence has an influence on counterproductive work behavior. Employees with emotional intelligence can manage their emotions, handle pressure with controlled emotions, and avoid unproductive work behaviors (Choi et al., 2023; Dirican & Erdil, 2020; Huang et al., 2021; Keskin et al., 2016; Ma & Liu, 2019; Raman et al., 2016). Employees with emotional intelligence can steer their emotions toward positive aspects.

Emotional intelligence can also affect Counterproductive Work Behavior through Psychological empowerment. Psychological empowerment enables employees to control unethical behavior (Chung, 2018). Martin et al., (2016) state that psychological empowerment influences counterproductive work behavior. Psychological empowerment shapes individual assessments, elicits positive emotional responses, and reduces counterproductive work behavior (Aggarwal et al., 2020; Kueny et al., 2020). Emotionally intelligent attitudes and responses decrease the likelihood of counterproductive work behavior, such as workplace bullying (Ren & Kim, 2023).

Emotional intelligence has a positive and significant impact on psychological empowerment and innovative work behavior (Diana & Sudarma, 2021). Parikh & Patel, (2023) state that emotional intelligence and psychological empowerment have a negative impact on negative behavior in the workplace. Higher psychological empowerment can reduce the likelihood of engaging in Counterproductive Work Behavior as a response to negative affective events, where empowered employees have high emotional intelligence. The proposed hypothesis is:
H3: Psychological empowerment mediates the influence of emotional intelligence on Counterproductive Work Behavior.

4. RESEARCH METHOD

The research design involves testing hypotheses, and the population of the study comprises employees in all districts (kecamatan) across West Java, Indonesia. Sample data is randomly selected, with a recommended sample size of 400 employees based on sufficiency guidelines as an alternative guide, using the Structural Equation Modeling (SEM) model. The questionnaire is administered by a team of five individuals, assisted by district employees for data collection. Data analysis utilizes SEM Covariant. Respondents provide answers on a scale from 1 to 5, and data collection occurs within a specific timeframe, from September 6 to October 2023.

Emotional intelligence is measured according to Miao et al., (2020), defining the ability to regulate and modify the intensity of emotions. Emotional intelligence influences positive engagement, prosocial behavior, including 1) Sensing Emotions, such as identifying deceptive or dishonest emotional expressions, 2) Facilitating Thoughts, such as leveraging mood changes to generate different cognitive perspectives, 3) Understanding Emotions, recognizing cultural differences in emotion evaluation, and 4) Managing Emotions, the ability to effectively manage others' emotions to achieve desired outcomes. The indicators used show good fit, with a Goodness of Fit (GOF) that

is satisfactory, including CMIN/DF = 1.76, GFI = .93, CFI = .96, PNFI = .82, RMSEA = .011, and SRMR = .002.

Psychological Empowerment is measured using adaptations from Jeong et al., (2019); McShane & Glinow, (2010) and Spreitzer, (1995). It includes dimensions such as 1) Meaning, perceiving the meaning of work, 2) Competence, tasks and job responsibilities aligning with capabilities, 3) Self-Determination, having the freedom to plan a career, and 4) Impact, the ability to influence decisions, with the job having an impact on the organization. The indicators used show good fit, with a Goodness of Fit (GOF) that is satisfactory, including CMIN/DF = 1.86, GFI = .93, CFI = .95, PNFI = .68, RMSEA = .041, and SRMR = .008.

Counterproductive work behavior is measured according to Meisler et al., (2019); Zhang et al., (2018), including Interpersonal aspects such as mocking someone in the workplace, and Organizational dimensions such as taking property from the job without permission. The indicators used show good fit, with a Goodness of Fit (GOF) that is satisfactory, including CMIN/DF = 1.26, GFI = .94, CFI = .96, PNFI = .78, RMSEA = .021, and SRMR = .001.

Respondents provide answers on a scale from strongly disagree (1) to strongly agree (5). Data analysis involves Structural Equation Modeling (SEM) and includes several stages, culminating in hypothesis testing. The first step is identifying latent variables, observed variables, and their relationships based on existing theoretical constructs, outlined in the research framework. Model evaluation (goodness-of-fit) assesses how well the model fits the data. Hypothesis testing, both regression and mediation, is conducted according to the test results.

5. RESULT

Characteristics of district employees in West Java based on gender are as follows:

Table 1. Demographic Characteristics

Characteristic respondents	*Total*	*%*
Gender		
• Male	461	57,63
• Female	339	42,38
Class		
• Class I / Class II	422	52,80%
• Class III	378	47,23%
Educational Background		
• High school	58	7,3 %
• Diploma	235	29.4 %
• Bachelor	421	52.6 %
• ≥ Magister	86	10.8 %
Total	800	100,00

According to the data, the majority consists of males, accounting for 57.63%. The composition of employees indicates that females have ample opportunities for employment and career

advancement in the government. The most prevalent classification is in groups 1 and II, comprising 52.80%. The highest educational attainment is at the Bachelor's degree level, constituting 52.6%. The educational background in public institutions is related to the classification and recognition of the employees' capabilities in their work. Considering the classification structure, employees in the district setting depict a job hierarchy at both the lower level (Class 1 and II) and the middle level (Class III).

The overview of research variables is as follows:

Table 2. Description statistic

Variable	***Mean***	***Standard Deviation***	***Category***
Emotional intelligence	3.8	0.66	Intermediate
Psychological Empowerment	3.9	0.82	Intermediate
Counterproductive work behavior	2.1	0.61	Low

Source: Data processing (2023)

In general, district employees with adequate emotional intelligence possess the ability to make decisions, integrate emotions, and determine appropriate responses to provide better services as public servants. Employees in the district find meaning in their work. As public servants, this can be perceived as having its own significance due to interacting with and providing services to the community, contributing to the organization's goals to achieve satisfaction among the public. Actions or behaviors related to attitudes or actions detrimental to the organization where an individual works fall into the low category. However, the intention behind such behavior is influenced by various factors, including a lack of understanding of the organization's goals or the result of personal disputes.

The results of the model test are as follows:

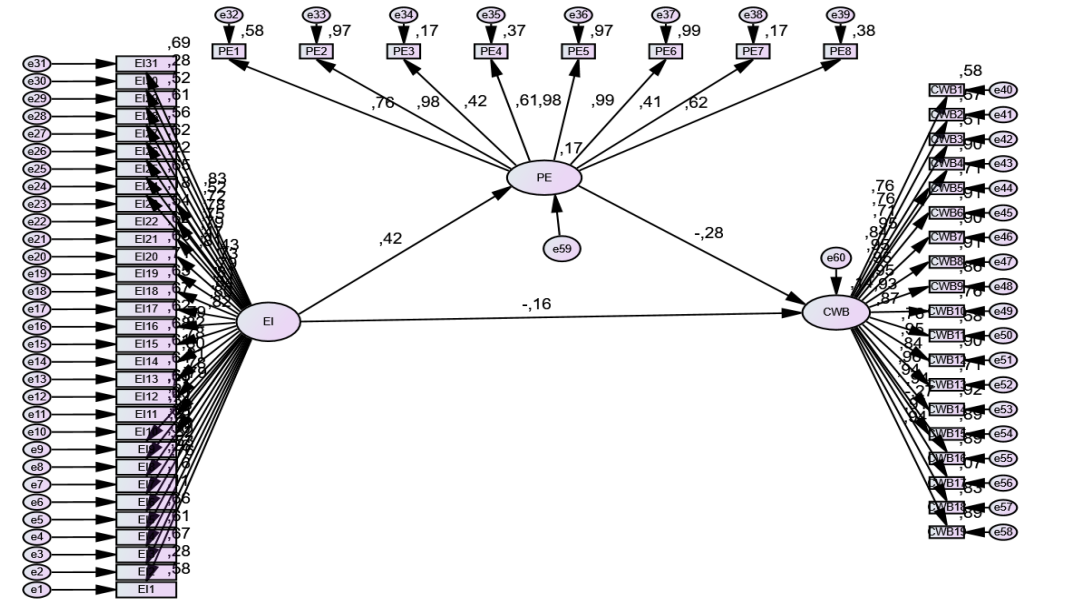

Figure 1. The results of the research model testing

The results of the confirmatory test are as follows:

Table 3. The results of the confirmatory test

Path			*Estimate*	*S.E.*	*C.R.*	*P*	*Standarized Regression Weight*
EI1	<---	EI	1,000			0,00	0,759
EI2	<---	EI	0,970	0.063	15,372	0,00	0,531
EI3	<---	EI	1,173	0.047	25,193	0,00	0,82
EI4	<---	EI	1,122	0.047	23,924	0,00	0,784
EI5	<---	EI	1,164	0.047	24,996	0,00	0,814
EI8	<---	EI	0,889	0.06	14,834	0,00	0,513
EI9	<---	EI	1,031	0.064	16,005	0,00	0,55
EI10	<---	EI	1,136	0.047	24,190	0,00	0,792
EI11	<---	EI	1,099	0.046	23,637	0,00	0,776
EI12	<---	EI	1,189	0.048	24,650	0,00	0,806
EI13	<---	EI	1,132	0.046	24,509	0,00	0,802
EI14	<---	EI	1,095	0.046	23,794	0,00	0,781
EI15	<---	EI	1,182	0.047	25,237	0,00	0,822
EI16	<---	EI	1,104	0.046	23,936	0,00	0,785
EI17	<---	EI	1,165	0.046	25,182	0,00	0,82
EI18	<---	EI	1,184	0.048	24,591	0,00	0,804
EI19	<---	EI	1,296	0.05	26,017	0,00	0,842
EI20	<---	EI	1,148	0.046	24,705	0,00	0,808
EI21	<---	EI	1,117	0.047	23,979	0,00	0,787
EI22	<---	EI	0,942	0.043	22,156	0,00	0,734
EI23	<---	EI	0,614	0.05	12,302	0,00	0,43
EI24	<---	EI	1,181	0.048	24,643	0,00	0,806
EI25	<---	EI	0,894	0.066	13,581	0,00	0,473
EI26	<---	EI	1,104	0,046	23,904	0,00	0,785
EI27	<---	EI	1,022	0,045	22,625	0,00	0,748
EI28	<---	EI	1,165	0,049	23,751	0,00	0,781
EI29	<---	EI	1,001	0,046	21,846	0,00	0,721
EI30	<---	EI	0,956	0,063	15,178	0,00	0,525
EI31	<---	EI	1,204	0,047	25,631	0,00	0,832
PE1	<---	PE	1,000				0,761
PE2	<---	PE	1,292	0,04	32,336	0,00	0,984
PE4	<---	PE	0,803	0,045	18,047	0,00	0,607
PE5	<---	PE	1,261	0,039	32,327	0,00	0,984
PE6	<---	PE	1,294	0,04	32,713	0,00	0,993
PE8	<---	PE	0,805	0,044	18,336	0,00	0,616

Path			*Estimate*	*S.E.*	*C.R.*	*P*	*Standarized Regression Weight*
CWB 1	<---	CWB	1,000				0,76
CWB 2	<---	CWB	0,903	0,039	23,221	0,00	0,758
CWB 3	<---	CWB	0,944	0,044	21,601	0,00	0,712
CWB 4	<---	CWB	1,505	0,049	30,582	0,00	0,946
CWB 5	<---	CWB	1,518	0,058	26,307	0,00	0,841
CWB 6	<---	CWB	1,883	0,061	30,851	0,00	0,954
CWB 7	<---	CWB	1,801	0,059	30,661	0,00	0,95
CWB 8	<---	CWB	1,840	0,06	30,877	0,00	0,955
CWB 9	<---	CWB	1,679	0,056	29,804	0,00	0,928
CWB 10	<---	CWB	1,181	0,043	27,505	0,00	0,872
CWB 11	<---	CWB	1,485	0,064	23,351	0,00	0,762
CWB 12	<---	CWB	1,402	0,046	30,576	0,00	0,946
CWB 13	<---	CWB	1,243	0,047	26,351	0,00	0,843
CWB 14	<---	CWB	1,795	0,058	30,963	0,00	0,957
CWB 15	<---	CWB	1,440	0,047	30,384	0,00	0,942
CWB 16	<---	CWB	1,514	0,05	30,433	0,00	0,943
CWB 18	<---	CWB	1,462	0,05	29,223	0,00	0,914
CWB 19	<---	CWB	1,642	0,054	30,372	0,00	0,941

Source: Data processing (2023)

According to the data processing results, each standardized regression weight factor has a value > 0.5. Hair et al. (2014) stated that a standardized regression weight value > 0.5 indicates that each

observed variable directly contributes significantly to explaining changes in latent variables (variables not directly observed). Following this method, every observed variable in the factor model is capable of measuring the same dimension of the measured concept. All indicator variables have a critical ratio (C.R.) greater than twice the standard error (S.E.), indicating that the factor model has high convergent validity and is reliable in measuring the dimensions of the measured concept.

Table 4. Results of AVE, Composite Reliability, and Discriminant Validity Tests

Variables	***AVE***	***Composite Reliability***	***1***	***2***	***3***
Emotional intelligence	0.524	0.947	0.524		
Psychological empowerment	0.573	0.937	0.027	0.573	
Counterproductive work behavior	0.752	0.946	0.038	0.029	0.752

Source: Data processing (2023)

According to the test results, the AVE value for Emotional Intelligence is sufficiently adequate at 52.4%, Psychological Empowerment can be explained based on its indicators by 57.3%, and Counterproductive Work Behavior can be explained by 75.2%. These results indicate that the constructs used have a reasonably good level of validity. Each observed variable can distinguish between different constructs. The observed variables in the Emotional Intelligence latent variable have a correlation of 0.524, higher than other latent variables such as Psychological Empowerment (0.027) and Counterproductive Work Behavior (0.038). The observed variable Counterproductive Work Behavior has a higher correlation, which is 0.752, with its latent variable compared to observed variables from other latent variables.

The normality test results using the Kolmogorov-Smirnov method with a 95% confidence level show that our data has a normal distribution. This is indicated by the P-Value of 0.425. No issues were found in the model identification. Assumptions about multicollinearity (strong relationships between predictors) and singularity (linear dependence issues) are met. In the test for multivariate extreme data, with a significance level of p less than 0.001, the results show that the Mahalanobis D-squared value in AMOS calculations is lower than the chi-square value at a significance level of 0.001. This indicates the absence of multivariate outliers in the data.

Next is the goodness-of-fit model test with the following results:

Table 5. Model test results

GOF Parameters	*Stage First test*	*Respeficication*	*Cur of value*	*Conclusion*
Absolute fit measure				
p-value (Sig.)	0.00	0.00	≥ 0,05	Moderate
CMIN	3.212	1.972	≤ 2,00	Fit

GOF Parameters	*Stage First test*	*Respeficication*	*Cur of value*	*Conclusion*
GFI (Goodness of Fit)	0.755	0.911	≥ 0,9	Fit
RMSEA (Root Mean square Error of Approximation)	0.048	0.0322	0.08	Fit
Incremental fit measure				
AGFI (Adjusted Goodness of Fit Index)	0.738	0.911	≥ 0,90	Fit
CFI (Comparative Fit Index)	0.644	0.738	≥ 0,95	Fit
Incremental Fit Index (IFI)	0.825	0.912	≥ 0,95	Fit
Relative Fit Index (RFI)	0.826	0.913	≥ 0,95	Fit
Parsimonious fit measure				
PNFI (Parsimonious Normed Fit Index)	0.767	0.836	0.6	Fit
PGFI (Parsimonious Goodness of Fit Index)	0.630	0.708	Close to 1	Moderate

Source: Data processing (2023)

According to the test results, it is evident that the goodness-of-fit criteria, such as absolute fit indices, incremental fit indices, and parsimony indices, have been adequately represented after the model is improved. The field data aligns with the construction of the research model. Subsequently, hypothesis testing is based on the processed research data, yielding the following results:

Table 6. Causality test results regression weight

Path			*Estimate*	*S.E.*	*C.R.*	*P*	*Standardized regression weight*
PE	<---	EI	0,426	0,038	11,152	***	0,416
CWB	<---	PE	-0,242	0,033	-7,264	***	-0,279

Source: Regression weight Data processing (2023)

The test results indicate that the relationship between variables is mostly significant. As per the Critical Ratio values falling within the two-sided hypothesis acceptance region (>1.95 and < 1.95), and with P-values < 0.05, it is evident that the relationships between each variable are significant. Next, we proceed to test the mediating variables, as shown in the following table:

Table 7. The result of mediation test

Path					*Estimate*	*Z-Score*	*Standardized regression weight*
CWB	<---	PE	<---	EI	0.116	-6.139	

Source: Results of data processing using Structural Equation Modeling (SEM)

The test results indicate that the Z score (-6.139) is in the acceptance region of the hypothesis, stating that psychological empowerment mediates the influence of emotional intelligence on Counterproductive Work Behavior. The next step is to test the hypothesis.

Table 6. The hypothesis test results Standardized regression weight

Hypothesis	*Estimate*	*Conclusion of Hypothesis Testing*
Emotional intelligence has a positive influence on psychological empowerment.	0.416	Supported
Psychological empowerment has a negative influence on counterproductive work behavior.	-0.279	Supported
Psychological empowerment mediates the influence of emotional intelligence on counterproductive work behavior.	-0.116	Supported

Source: Standardized Regression Weight Data Processing Results 2023

The research results indicate that CWB is influenced by changes in Psychological Empowerment within the organization. Emotional intelligence reduces CWB both directly and indirectly through Psychological Empowerment. The study results support hypotheses ha1, ha2, ha3.

6. DISCUSSION

Counterproductive work behavior (CWB) not only depicts negative behavior of individuals towards the organization. CWB is the ethical response of employees to situations deemed unfair by them. However, emotional intelligence can assist individuals in better understanding and interpreting emotional experiences. Emotional intelligence helps find meaning and a greater purpose in work, thereby enhancing the sense of job meaning. It is associated with the ability to manage emotions and communicate effectively, making individuals feel more competent in their work.

Studies by Boyatzis, (2018); Kueny et al., (2020) support the idea that various workplace events determine individual responses, such as the willingness to uphold organizational interests in providing services to the public, as mentioned by Kim et al. (2019). Positive emotional responses reduce counterproductive work behavior (CWB) (Aggarwal et al., 2020; Kueny et al., 2020). Emotionally intelligent attitudes and responses reduce the likelihood of counterproductive work behavior, such as workplace bullying (Ren & Kim, 2023).

Emotional intelligence helps individuals overcome fear and uncertainty, plan necessary actions autonomously, and enhance self-control and self-determination, essential aspects of psychological empowerment. Understanding the impact of one's actions on oneself, others, and the organization is facilitated by emotional intelligence. It fosters a sense of responsibility, motivating employees to take more significant and positive actions, thereby increasing psychological empowerment.

According to the affective event theory (AET), employees with emotional intelligence can channel emotions into productive outcomes. Affective events in the workplace, such as Psychological Empowerment, make employees feel noticed, valued, and guided to understand the meaning of their

work, positively impacting the organization (Ashton-James & Ashkanasy, 2007). Psychological empowerment reduces CWB by decreasing stress related to negative affective experiences arising from perceived threats to personal goals. Empowerment driven by emotional intelligence reduces cognitive tension, time pressure, negotiation with administration, and threatening physical conditions.

Districts are public service institutions with unique complexities, including the diversity of the served community. Empowerment is a crucial part where employees will interact with the public. This process affects the affective state of employees in the workplace. Empowerment involves changing society's perception of the organization, aligning the organization's orientation with public demands, expanding roles in society that will be positively responded to and have a positive impact on the affective well-being of employees. Psychological empowerment reflects social, political, legal, and economic changes that are considered to have positive consequences for progress toward organizational goals and their impact on the mood and emotions of employees. Individuals with high emotional intelligence are more responsive to internal and external organizational changes as positive events, reducing the tendency to engage in CWB. In line with Lam & Chen, (2012); Weiss & Beal, (2005); Weiss & Cropanzano, (1996), emotional intelligence and empowerment determine the cognitive processes underlying the reactions and attitudes of employees. Emotional intelligence and psychological empowerment ensure the stability of employee responses throughout the day.

7. LIMITATIONS AND FUTURE AGENDA RESEARCH

The study was solely conducted on government employees at the district level, specifically focusing on staff-level positions. Further research is needed to elucidate the influence within different cultural contexts, such as public services that have adopted dominant market-oriented cultures. Additionally, research should be extended to different public services to obtain a more generalized theory regarding the direct and indirect effects of Emotional Intelligence (EI) on Counterproductive Work Behavior (CWB).

8. CONCLUSION

The psychological conditions in the district indicate a sufficient level of emotional intelligence and psychological empowerment, while the level of counterproductive work behavior (CWB) tends to be low, creating a relatively positive work environment. Emotional responses to workplace events significantly influence counterproductive work behavior. Emotional intelligence plays a key role in helping individuals manage emotional experiences that can enhance job meaning, job competence, and motivation for positive actions, thereby reducing counterproductive work behavior. Psychological empowerment triggers positive individual responses. Employees who feel valued, receive guidance, and find meaning in their work are less likely to engage in counterproductive work behavior. Emotional intelligence, psychological empowerment, and CWB affirm that high emotional intelligence and good psychological empowerment can effectively reduce the tendency of individuals to engage in counterproductive work behavior, in line with the theoretical foundation of the Affective Event Theory (AET).

Theoretical Implication: Affective events in the workplace can influence an individual's response to the organization. Emotional intelligence aids individuals in finding greater meaning and purpose

in their work. This aligns with the Affective Event Theory (AET), which suggests that positive affective events in the workplace can enhance positive behaviors while simultaneously reducing disruptive ethical behaviors in the organization. Understanding this relationship can assist organizations in designing policies and employee development programs that support individual well-being and prevent counterproductive behavior in the workplace.

Practical Implication: These findings provide crucial insights into understanding how the design of events in organizations, such as psychological empowerment, influences employee behavior. The research results lay the groundwork for the development of more effective organizational management strategies to design events that can reduce Counterproductive Work Behavior (CWB). Enhancing and developing emotional intelligence emerges as an effective strategy to boost the psychological empowerment of employees in public service institutions concerning CWB from the Affective Event Theory (AET) perspective. Affective events in the workplace, encompassing both internal and external organizational events, impact the strategic position of the organization in society.

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