

The Teacher's Improvement of Organizational Citizenship Behavior through Principal Leadership Empowerment

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Abstract—This study examines the teacher's improvement of Organizational Citizenship Behavior through Adaptive Transformative Leadership, Interpersonal Communication, and Organizational Commitment. The population of this study is 2697 people. The sample is taken from 367 teachers who gained the position as Civil Servants by implementing proportional random sampling. The data of this study are in form of teacher's perception about principal's leadership, interpersonal communication, and organizational commitment which are gained from questionnaire and documentation study. The data have been analysed by implementing ANOVA and multiple linear regression. The result of this study indicates that all in all variable, the adaptive transformative leadership, the interpersonal communication, and the organizational commitment correlate with teacher's Organizational Citizenship Behavior. The improvement of OCB value is an aspect that will support the optimal achievement of management process in education, so the school can be productive. The result of this study is useful to arrange establishment program through the principal and the teacher in order to improve teacher's Organizational Citizenship Behavior.

Keywords—*adaptive transformative leadership; interpersonal communication; organizational citizenship behavior; organizational commitment*

I. INTRODUCTION

Organizational Citizenship Behavior (OCB) is individual's extra attitude and behavior as a member of such an organization. This individual is care with another individual and tries to provide the best even more than what is required in his/her job. The individual who has this kind of behavior is called as *good citizen* [1-10].

Teacher's OCB is meant a teacher who is voluntarily ready to work more than the obligation, like to help the leader (principal and vice principal) or work-mate (other teachers) who get difficulties, and those are done beyond the job that has been received. Teacher's OCB is very important to achieve the purpose of education. The teacher's assignment is crucial in order to reach that realization. However, the effort to gain the realization of educational purpose is constrained by the limitations of both teachers itself and situation or condition from the environment.

The data of OCB survey toward thirty teachers who gained the position as civil servants in West Java Province, Indonesia, indicates that the implementation of five dimensions of teacher's OCB based on Organ version is low [2].

How to improve teacher's OCB? This research focuses on the obstacles beyond the teachers. One of obstacles occurred from the outside is the factor of principal's leadership. How can the principal's leadership improve the teacher's OCB?

One of alternatives to answer those problems is the implementation of adaptive transformative leadership style, which is added by interpersonal communication, and the organizational commitment.

The objectives of this study are: (1) to analyse how much contribution level of adaptive transformative leadership roles of leadership toward teacher's OCB; (2) interpersonal communication roles toward teacher's OCB; (3) organization commitment in roles toward teacher's OCB; and (4) to analyse how much contribution level of adaptive transformative leadership, interpersonal communication, and organizational commitment roles all in all toward teacher's OCB.

II. THEORETICAL

A. Dimensions of OCB

There are five dimensions of OCB, they are (1) *altruism*, it is a kind of behaviour that helps to lighten up another individual's job in such an organization; (2) *courtesy*, meaning that to help work-mates to prevent the problems related to the job by providing consultation, information, and respecting to their needs, (3) *sportsmanship*, it is a tolerance toward the situation that is less ideal in a workplace without any complaint, (4) *civic virtue*, it is a kind of dimension in which the individual is involved within organization's activities and care with organization's life sustainability, (5) *conscientiousness* means doing things that is profitable for the organization, such as obeying the organization's rules [3-10].

B. Adaptive Transformative Leadership

Theoretically a good leadership will influence OCB. Leadership is an individual's ability to stir, give the instruction, and influence the thought of every member in the organization so that each individual can be independent, especially in taking

the decision to reach the purposes that have been determined in a short time [11]. Actually, a leadership is the relationship in which a leader is able influences the members to do their tasks with pleasure in order to achieve the purposes which have been arranged by the leader.

The successful leader is those who are able to handle the change of condition in the organization and other changes either the culture inside the organization itself or the culture outside the organization by manifesting adaptive culture, especially in the world of business [12]. This adaptive culture can be implemented by the principals in their schools.

According to Robbins and Coulter, a strong culture is indicated by the key values that are broadly hold and shared by the all organization members [13].

According to Daft, an adaptive culture is a characteristic of the culture with the values that support the organization's ability to interpret the signal of the environment into a new behavior response [14].

Slater states that organizational culture is a basic philosophy that gives a direction for organizational policy in managing the employees [12].

According to Senge the factor of adaptive culture implementation is a learner culture which is then popularized as a learner organization [15].

However, an adaptive leader is not enough to make long-lasting and competitive organization. Hence, the transformation is much needed in this case. A leader who can create transformation is those who are transformative-styled leader. The combination between adaptive culture and transformative-styled emerges the adaptive transformative leadership. It can applied in the schools organization context as the adaptive transformative leadership of the principal [9, 16, 17].

C. Interpersonal Communication

The interpersonal communication is a way that is mostly implemented in everyday managerial communication. It is usually more than face to face communication. The indicators of interpersonal communication consist of a) transparency, b) honesty, c) feedback [18].

D. Organizational Commitment

The organizational commitment is kind of condition in which the employee takes a side in a particular organization and its purposes and aims in order to defend the position in that organization [19-21].

Meyer's and Luthans's states that organizational commitment is defined into three concerns as follow (1) strong wish to be a member of organization, (2) willingness to give a direction of a high level efforts in the name of organization, and (3) strong belief and acceptance of the organization's values and aims [22, 23].

III. METHOD

This study developed such a model to improve teacher's OCB. Empiric testing was conducted by analysing and evaluating the influence of adaptive transformative leadership, interpersonal communication, and organizational commitment,

either individually or collectively toward teacher's OCB. The method of survey with correlational approach was done toward three independent variables, they are adaptive transformative leadership (X_1), interpersonal communication (X_2), and organizational commitment (X_3), and one dependent variable; teacher's OCB (Y).

The population of this study consists of all teachers in 91 State Junior High Schools of Indramayu district, West Jawa Province, Indonesia; 2697 teachers. The sample of this study is 367 civil servant teachers by applying proportional random sampling. The data are in form of teachers' perception about principal's leadership, interpersonal communication, organizational commitment which are gained through questionnaire.

The questionnaire encompasses three parts, they are adaptive transformative leadership measurement tool which is developed by Heifetz & Linsky and Tschannen-Moran [9, 16], the measurement tool of interpersonal communication that is developed by West and Turner, Luthans, and Wood [24-26]. The measurement of organizational commitment is developed by the measurement that is implemented by Mowday [27], and the measurement of organizational citizenship behaviour which is developed by Konovsky and Organ [28]. Furthermore, the dissemination of instruments to the sample has also been determined. The data that have been collected were then analysed with regression by applying ANOVA and multiple linear regression; moreover, hypothesis was tested at 0,05 of significance level. The statistical measurement was done by applying SPSS version 20.

IV. RESULT AND DISCUSSION

A. Data Description

Empirical data of all variables including mean value, standard deviations, and their categories are presented in the table I.

TABLE I. DESCRIPTIVE STATISTIC OF THE WHOLE DATA VARIABLES.

Data	Average	Standard of Deviation	Category
Teacher's OCB	50.0136	10.0146	Low
Adaptive Transformative Leadership	49.9946	9.9995	Low
Interpersonal Communication	49.9673	9.9896	Low
Organizational Commitment	49.8910	10.0043	Low

The correlation of Adaptive Transformative Leadership, Interpersonal Communication, and Organizational Commitment toward Teacher's OCB are presented in the figure 1.

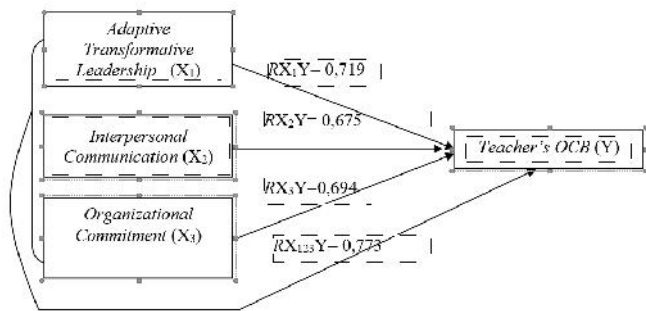


Fig. 1. The correlation of adaptive transformative leadership, interpersonal communication, and organizational commitment toward teacher's OCB.

B. The Correlation of Adaptive Transformative Leadership toward Teacher's OCB

The influence of adaptive transformative leadership toward the realization of teacher's OCB is significant. The functional correlation X_1 and Y is $R = 0.710$. The functional correlation between the variable of adaptive transformative leadership and the variable of teacher's OCB (*Model Summary*) obtains the similar regression $= 14.448 + 0.711X_1$. It indicates that there is a strong correlation between variable X_1 toward variable Y . This strong correlation means that the practice of adaptive transformative leadership toward the schools which are considered as the object of the study has a great influence to realize teacher's OCB. Based on the result of measurement, the value of coefficient determination is 0.5041 or 50%. It means that adaptive transformative leadership contributes 50% in the realization of teacher's OCB.

It was found that if the principal is able to lead adaptively and transformatively, the teachers will more care with the school which is realized by the attitude and behaviour like: being ready to help school citizens by actively participating with the committee of school's agendas, being vigorously ready to bring the team to participate with the contest outside the school, being focus on giving positive input and supportive in the school meeting, being voluntarily ready to give an additional lessons for the students who have not optimally understood the lessons, being active to participate external activities for the sake of school's name. Theoretically those teacher's attitude and behaviour are included into OCB [10, 9].

C. The Correlation of Interpersonal Communication toward Teacher's OCB

The contribution of interpersonal communication toward the implementation of teacher's OCB is significant. The result of correlation between X_2 and Y is $R = 0.675$. The functional correlation between the interpersonal communication variable and the variable of teacher's OCB (*Model Summary*) obtains the similar regression $= 16.220 + 0.675X_2$. It indicates that there is a strong correlation between X_2 and Y . Based on the result of measurement, the value of coefficient determination is 0.4556 or 46%. It means that interpersonal communication contributes 46% in the realization of teacher's OCB.

Based on the observation, documentation study, and interview, it is found that by interpersonal communication the principal is able to transparently deliver the programs to the teachers who get the support in form of the implementation of

teacher's work more than what is required. This finding is in line with what is delivered by [18].

D. The Correlation of Organizational Commitment toward Teacher's OCB

The contribution of variable organizational commitment toward the implementation of teacher's OCB is significant. The result of correlation between variable X_3 toward Y is $R = 0.694$. The regression equation $= 15.329 + 0.694X_3$. It can be understood that the organizational commitment practice in the schools has a strong influence toward the implementation of teacher's OCB. The measurement result of coefficient determination is 0.482 or 48%. It means that the organizational commitment contributes 48% in the implementation of teacher's OCB.

Based on the observation, documentation study, and interview, it is found that the principal who always keeps a good name and gives the best for the school, and followed by the convince attitude to implement the school's values and aims, gains the motivation in form of attitude and behaviour which is more than what is obligated from the teachers [19-23, 29].

E. The Correlation of Adaptive Transformative, Interpersonal Communication, and Organizational Commitment toward Teacher's OCB

Based on the measurement result on multiple linear regression toward all data obtains that the influence of "adaptive transformative leadership, interpersonal communication, and organizational commitment" toward the improvement of teacher's OCB is significant. The measurement of correlation result of combination variables $X_{1,2,3}$ toward variable Y gains a number correlation (R) with the value $R = 0.773$. The equation of regression $= 7.197 + 0.369X_1 + 0.168X_2 + 0.319X_3$. This indicates that those variables have a great influence toward the implementation of teacher's OCB.

Hence, the total of contribution of all variables together based on the measurement result of determination coefficient shows that R square reaches 0.597 or it can be said that all variables contributes 60% toward the implementation of teacher's OCB.

This hypothesis testing result shows the necessity of the principal leadership empowerment to improve teacher's OCB. The government needs to implement the leadership empowerment of the principal in practicing adaptive transformative leadership, interpersonal communication, and organization commitment.

This kind of principal empowerment is believed to be able to improve teacher's OCB through the ability to build collectivistic value in a work team at the school. In a work team, team's business is more important than individual business. Someone who has a high collectivistic value tends to provide a high OCB [30].

In a daily activity, the adaptive transformative leadership has been developed by the principal which can cause the satisfaction in work and high commitment toward the teachers

to completely work for the school and the aim of the school can be optimally achieved.

The increase of OCB value is one of aspects which will be a support in the achievement of the process of an optimal educational management so that the school can be productive. It works due to teacher's OCB can improve the organization's effectiveness and life sustainability such as school [31-38].

V. CONCLUSION

Based on the result of the study, it can be concluded that principal leadership empowerment by implemented the adaptive transformative leadership, interpersonal communication, and the organizational commitment can improve the teacher's organizational citizenship behavior.

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