

The Effect of Transformational Leadership, Personality and Group Decision Making to Organizational Citizenship Behavior

Sugiarto Sargo*, Soewarto Hardhienata, Bibin Rubini

Post Graduate Program, Universitas Pakuan Bogor, Indonesia
*sugiarto_sargo@yahoo.co.id

Abstract: *Objective of this research is to test the effect of transformational leadership, personality and group decision making to Organizational Citizenship Behavior (OCB) to 260 public school teachers selected by using proportional random sampling out of 20 Junior High Schools in Lampung province, Indonesia. Quantitatively and qualitatively through Sequential Explanatory Design, the research concludes that OCB is positively and significantly affected by transformational leadership, personality and group decision making counted of 52,7% ($R^2 = 0,527$, $\alpha = 0,01\%$) revealing other 47,3% to influence OCB. Qualitative finding strengthens the existence of other factors affecting OCB. The research brings implication that to boost teachers' OCB, the school principal must enhance the transformational leadership skill through developing capabilities in strategic planning and change management.*

Keywords: *transformational leadership, personality, group decision making, Organizational Citizenship Behavior.*

1. INTRODUCTION

Performance of teachers as one of the elements forming the school's performance is not only the task performance in accordance with the description of his duties as a teacher but also the behavior performance which is the behavior of the teacher as a good citizen in the school organization. Teachers must demonstrate positive behaviors like helping other teachers, voluntarily undertake additional activities at school-even outside-school, avoid conflict with teachers and other education personnel, maintain and protect school facilities, respect the rules at school, be tolerant to less than ideal situation / fun in school, provide constructive suggestions, and do not waste time while on duty at the school. Positive work behaviors of teachers as the school community known as the Organization Citizenship Behavior (OCB).

OCB is individual behavior that is realized on their own individual (voluntary), which cumulatively will support the effective functioning of the organization, and the behavior, either directly or explicitly, not reorganized or regulated by a system of rewards formally accepted as required by the requirements of the job description or employment agreement, but the behavior of an individual who embodied the role of his choice and extra (extra-role) in the work. OCB of good teacher will also have a good impact on the schools, among other things (a) improving the performance of co-workers of teachers, (b) improving the performance of school principals, (c) saving school resource utilization, (d) becoming an effective means of coordinating work by activities of the working group, (e) enhancing the ability of schools to attract and to retain good educational personnel, (f) increasing the stability of school performance, and (g) enhancing the organization's ability to adapt to changes in the school environment. Preliminary study on the 30 senior high school teachers in Central Lampung regency, Indonesia indicated a relatively low levels of OCB, with such indications: teachers are not willing to replace the task of co-teacher who was unable to attend, 57% of teachers did not help his partner who has excessive working burden, 57% of teachers do not complete the task before the deadline, 57% of teachers do not advise innovative learning process in schools, 60% of teachers do not participate in school activities which are not their main duties, 60% of teacher cannot tolerate the discomfort of work. Previous researches showed that factors that influence the OCB among others: the transformational leadership (Al Sharafi & Rajiani, 2013) the teacher's personality (Rajiani, 2012) and decision making group. If the school principal has effective transformational leadership, supported with the strong personality of the teacher, as well as facilitated / supported by good decision-making group, likely, the OCB of teachers are expected to increase. Based on the

background of the problem, the research problem is formulated as follows: 1). is there any influence of transformational leadership on OCB? 2). is there any influence of personality on the OCB? 3), is there any influence decision-making group of the OCB? 4). Are there other factors that affect the OCB?

2. LITERATURE REVIEW

2.1. Organizational Citizenship Behavior (OCB)

Organ, Podsakoff, and MacKenzie (2006) defined OCB as follows: individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and in the aggregate promotes the efficient and effective functioning of the organization. By discretionary, we mean that the specific behavior in a specific context is not an absolute requirement of the job description (that is, the literal or specifiable clearly terms of the person's employment contract with the organization). According to Robbins and Judge (2011) OCB implies voluntary behavior that is not part of the formal requirements of a job but it increases the effectiveness of the function of the organization. Robbins believes that successful organizations require employees who perform work exceeding job descriptions resulting in performance beyond expectations. As the work is very dynamic at this time, the tasks done then needs more teams and more flexibility. Employees who engage in the behavior of "good citizenship" behave helping others in their team, full of willingness to go the extra mile, avoiding unnecessary conflict, respecting the spirit and the content of the rules and regulations, and gracefully tolerating work-related disorders. Furthermore, Luthans (2011) explains that OCB as an independent individual behavior, not directly or explicitly recognized by the formal reward system, and overall improve the effectiveness of the function of the organization.

Organ, Podsakoff, and MacKenzie (2006) identified five indicators of OCB: 1). *Altruism*, the behavior of an employee who is willing to help other employees with issues relevant to organizations, 2). *Conscientiousness*: voluntary behavior of an employee that exceeds the minimum requirements demanded such an attendance, compliance with laws and regulations, time off, etc., 3). *Sportsmanship*: the willingness of employees to be tolerant of less than ideal working conditions without complaining, 4). *Courtesy*: wise behavior towards others by avoiding behaviors that cause problems related to work colleagues, and 5). *Civic virtue*: the behavior of individual members of the organization who actively participated in the practice of the organization and care about the survival of the organization. Ariani (2011) concluded that the dimensions of OCB widely used in research and practice lately are altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. Altruism is all forms of behavior to help others in solving organizational tasks. Courtesy is the behavior of others by avoiding behaviors that can create problems with co-workers in the workplace. Conscientiousness is the behavior beyond a minimal role as a citizen organization. Sportsmanship is a behavior that focuses on what is right and what is wrong in the organization. Meanwhile, civic virtue is the constructive behavior that supports processes within the organization. Furthermore Luthans (2011) explains that OCB can take many forms, but the main ones can be summarized as follows: 1). Altruism, for example, helping a co-worker who is absent, 2). Conscientiousness, such as working overtime to complete the project, 3). Civic virtue, for example, volunteered to represent the company / organization on programs / community activities, 4). Sportsmanship e.g. sharing experience of handling the failure of a project team by following the advice of the team towards the success of the project, and 5). Courtesy, e.g. mutual understanding and empathy among employees.

Based on the description of some of the theories mentioned above, it can be synthesized that Organizational Citizenship Behaviour (OCB) is individual behavior that is realized on their own individual desire (voluntary) and plays extra outside formal dictations of duties which entirely will support the effective function of the organization, and most important, the behavior is not governed by the formal reward system.

2.2. Transformational Leadership

Robbins (2011) defines leadership as the ability to influence a group to achieve a vision or set of goals. According Yukl (2010) leadership is the process of influencing others to understand and agree with what needs to be done and how the task was done effectively, as well as a process to facilitate individual and collective efforts to achieve common goals.

According to Bass and Riggio (2006) transformational leaders are those that stimulate and inspire followers to achieve outstanding results in the process of developing their own leadership capacity.

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The transformational leader helps followers growing and developing them into leaders. The need is to empower followers and to align them with goals and objectives of leaders, groups and larger organizations. Transformational leadership, according to Bass and Riggio, consists of four components, namely: 1) the influence of the idealism followers (idealized influence), b) the inspiration that motivated (inspirational motivation), c) intellectual stimulation, and d) individualized consideration. Idealized influence means transformational leaders behave in a way that enables them to serve as a role model for his followers. The transformational leader is admired, respected and trusted. Followers try to identify themselves with the leader and trying to emulate. Leaders are respected because they have remarkable ability, determination and perseverance. Inspirational motivation means that transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to work, full vigor, enthusiasm and optimism. Intellectual stimulation means that transformational leader stimulates his effort to be creative and innovative and uses new approaches in solving old problems. With the intellectual stimulation, creativity can be improved. At last, individualized consideration means transformational leaders give special attention to the needs of each follower for achievement and growth by acting as a coach or mentor. Followers and colleagues are developed to a higher potential embodiment.

According Qolquitt, Lepine and Wesson (2009) transformational leadership involves inspired followers to commit to a common vision that gives meaning to their work and in accordance with that acts as role model that helps the followers to develop their potential and ability to solve problems with a fresh perspective. Transformational leaders also raise awareness the importance of achieving high yields and raises the confidence of followers that these results can be achieved. Transformational leadership behaviors can be summarized by using four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Idealized influence involves behavior that resulted in the growth of trust, respect, and trust of followers and also caused the followers want to identify with and imitate the leader. Inspirational motivation involves the behavior of a leader who is able to foster enthusiasm and commitment to a shared vision of the future. So attention is turned from the status quo to the future potential. Intellectual stimulation involves challenging his followers to behave in a way to be innovative and creative by questioning assumptions and reframe existing old situation with the new ways. Individualized consideration involves behaving in ways that help followers to reach their potential through coaching, development and mentoring.

Based on the description above, it can be synthesized transformational leadership is the leader's behavior in the form of action that is able to make changes the organization by transforming his vision and values into the vision and values of the organization, leaders and followers; through charismatic influence that engenders trust and loyalty of followers, encourages employee motivation, stimulates creativity and innovation, provides individual attention to followers so they are willing to work for the goals and objectives of the organization that goes beyond followers' personal interests, for the achievement of high organizational performance with the following indicators: behavior affects idealism teachers (idealized influence), gave inspiration to motivate behavior (inspirational morivation), intellectually stimulating behavior (intellectual stimulation) and consider the behavior of private interests (individual consideration).

The hypothesis formed to test for this purpose is:

H1: *transformational leadership positively affects OCB*

2.3. Personality

Personality variables in this study use the Big Five Personality Model as in accordance with the opinion of Robbins (2011) that a large number of studies support that the five basic dimensions in this model cover most of the significant variations in a person's personality. Robbins (2011) defines personality as a whole way in which an individual reacts and interacts with others. According to the Big Five Model there are five basic dimensions underlying and covers most of human personality labelled as extraversion, agreeableness, conscientiousness, emotional stability and openness to experience. Extraversion dimensions reveal a person's level of comfort in dealing with other individuals. Individuals who have a trait of extraversion tend to be gregarious, assertive, and sociable. In the other hands, individuals who have introverted nature tend to be reclusive, timid and reserved. Dimensions of agreeableness refers to the tendency of individuals to adhere to other individuals. Very easy to agree individual is an individual who likes to cooperate, warm, and full of confidence. While

the individual that is not easy to agree tend to be cold, unfriendly, and rebellious. Dimension of conscientiousness is a measure of trust. Cautious individuals are responsible, organized, reliable, and persistent. In contrast, individuals with low conscientiousness tend to be easily confused, disorganized, and unreliable. Dimensions of emotional stability and opposite called neurocism assess a person's ability to withstand stress. Individuals with a positive emotional stability tend to be calm, confident, and have a stance. Meanwhile, individuals who have negative emotional stability are prone to nervousness, worry, depression, and do not have a stance. Dimensions openness to experience is a dimension that categorize people based on area of interest in new things. Individuals who tend to be very open are creative, inquisitive, and sensitive to art. Conversely, those who do not open tend to have a conventional nature and feel comfortable with things that already exist.

According to Hughes, Ginett, and Curphy (2012) personality trait is a concept used to explain the reasons people act consistently from one situation to the next. Most, if not all, personality traits used to describe other people can be categorized into one of five dimensions. Openness to experience dimension associated with curiosity, innovative thinking, assimilation of new information, and are open to new experiences. Leader / individuals with a higher openness to new experiences tend to be imaginative, insightful, and curious and more strategically think about the whole picture. Conscientiousness dimension is associated with behaviors related to approaching someone in work. Leaders / individuals who are more cautious tend to have a plan, organized, consider commitment seriously, and rarely got into trouble. Extraversion dimension involves behavior that is more likely to be involved in a group setting and those score high in this dimension are generally when approaching others tend to be sociable, competitive, assertive, outspoken, opinionated and confident. Dimensions of agreeableness is related to how a person can get along. Individuals with a high level of hospitality are seen as an interesting person, diplomatic, warm, empathetic, approachable, and optimistic. Neuroticism dimension relates to how a person reacts to stress, changes, failures, or personal criticism. Leader / individuals with lower neuroticism do not assume a mistake or a failure as something of a personal nature, and are able to hide their emotions.

Colquitt, Lepine, and Wesson (2009) defines personality as the structure and tendencies in a person that explains the characteristics of thought patterns, emotions, and behavior.

Based on the description above, it can be synthesized that personality traits are an overall, stable tendency of individual to react and interact with other individuals in the environment that could explain the characteristic patterns of thought, emotion, and behavior with the following indicators: openness to experience, conscientiousness, extraversion, agreeableness, and emotional stability.

Below is the hypothesis to be tested for this purpose:

H2: *Personality positively influences OCB.*

2.4. Group Decision Making

Kinicki and Williams (2008) mentions that decision making is the process of identifying and selecting alternative courses of action. Step-by-step decision-making is: (a) setting goals, (b) making decisions, (c) solving the problem, and (d) making changes in the organization. Group decision making is defined by Robbins and Coulter (2012) as an activity or action to make a choice between two or more alternatives performed together in a group. The factors are: (a) identifying the problem, (b) identifying decision criteria, (c) allocating weight to the decision criteria, (d) developing alternative, (e) analyzing the alternative, (f) selecting an alternate, (g) applying alternatives and (h) evaluating the effectiveness of the decision.

Rue and Byars (2007) suggested a similar opinion that the decision-making within the group is problem-solving process of choosing something from some alternative choices made together in a group. The factors are : (a) being aware of indications and symptoms of the problem, (b) defining a temporary problem, (c) collecting facts and defining the problem again if required, (d) identifying the alternatives that are likely to be implemented, (e) collecting and organizing facts on the alternatives that have been identified, (f) evaluating the alternatives that might be done, (g) selecting and defining the best alternative, and (h) following-up. Gibson et al (2012) suggested that decision-making in a group is associated with selecting a course of action when faced with situations involving multiple alternatives and involve a comparison of alternative solutions and evaluate the results in a group. Here are the key points relating to the decision-making process non-programmed in a group: (a) setting goals, (b) identifying the alternative, (c) evaluating the alternatives, (d) selecting

alternative, and (e) implementing the decision , According to Owens in Rodliyah (2013) the process of group decision-making used to measure the variables of teachers' involvement in decision making includes six indicators involving teachers in: (a) defining the problem, (b) identifying the problem, (c) seeking alternative solutions, (d) assessing the available alternatives, (e) making decisions, and (f) implementing the decision. Based on the description from above theory, it can be synthesized group decision-making is the act of selecting and determining a solution to a problem that involves several alternative solutions and comparing alternative solutions where evaluation of results are done in a group with the following indicators: defining the problem, identifying problems, formulating alternative solutions to problems, assessing alternative solutions to problems, determining decisions.

Thus, below is the hypothesis to be tested for this aspect:

H3: *Group decision making positively affects OCB.*

2.5. Data Collection

This study uses a combination of quantitative and qualitative research with sequential explanatory design where the first phase of the research done using quantitative methods and in the second phase is done by qualitative methods. Quantitative methods serve to obtain quantitative data and qualitative methods serve to prove, deepen, broaden, and give meaning to quantitative data that have been obtained at an early stage.

At the stage of quantitative research, survey method with the correlational approach to examine the relationship between variables tested in the study is used. The independent variables consisted of Transformational Leadership (X_1), Personality (X_2), and Decision Making Group (X_3), while the dependent variable (Y) is Organizational Citizenship Behaviour (OCB). Instruments used are questionnaires. Research samples were taken from 20 Senior High Schools with proportional random sampling. With the population numbers of 739 people. Slovin formula generated a total sample of 260 teachers. Before the hypothesis test, data normality with Lilliefors test is performed while homogeneity of the population is conducted with Bartlett's test. Quantitative analysis is then performed with multiple regression analysis and hypothesis test is calculated at a significance level of 5% and 1%.

Qualitative data was obtained from three (3) high schools in Central Lampung regency, based on the category of upper, middle and lower class. These categories are based on school accreditation where A denotes upper, B denotes middle and C is lower. In qualitative research 4 (four) teachers serve as key informants taking purposively. Qualitative data collection is to prove (amplifying or aborting) as well as to deepen and expand the quantitative research data through the stages of observation, interviews, and documentation study.

3. RESULT AND DISCUSSION

The normality and homogeneity are performed with *Lilliefors test* and *Bartlett test*. Data are normally distributed and homogenous as the value of each variable is not exceeding the critical value for Lilliefors test and above the critical value for Bartlett test. The Lilliefors normality test values for transformational leadership, personality and group decision making are 0.053 , 0.053 , dan 0,046 respectively below the critical value of 0.064 while values for Bartlett test are 93.251 , 120.561, dan 147.468 which are above the critical values 255.023 at 205 *degree of freedom*, 258.367 at 208 *degree of freedom* and 216.938 at 171 *degree of freedom*.

3.1. Transformational Leadership and OCB

In order to test whether transformational leadership is crucial factor for influencing teachers' OCB t-test has been conducted. Since the t value as shown in table 1 is higher than the critical value of t table, we accept the alternate hypothesis. Thus, it can be stated that transformational leadership positively influences teacher OCB within public school organisations in Lampung, Indonesia. The strength of association of transformational leadership (X_1) to teacher's OCB (Y) is observable from coefficient correlation (r_{y1}) = 0.614.

Tabell1. *Significance test and coefficient of correlation of transformational leadership (X_1) to teacher's OCB (Y)*

Observation	R	R ²	t _{-test}	t _{.tabel} α		Conclusion
	r _{v1}	r ² _{v1}	t _{ov1}	0.05	0.01	
260	0.614	0.377	15.83	1.969	2.595	Significant

$T_{test} = 15.83$ is above critical value where t_{tabel} for $(\alpha=0.01)$ is 2.595 and t_{tabel} for $(\alpha=0.05)$ is 1.969 indicating that $t_{oy1} = 15.83 > t_{tabel} (\alpha = 0.01) = 2.593$. Coefficient of determination $(R^2_{y1}) = 0.377$ indicates that contribution of transformational leadership to teachers' OCB is 37.7 %.

Furthermore, qualitative research stage strengthens the results of quantitative research. Transformational leadership of principals will be able to provide exemplary and to change the values and vision of teachers in line with the values and vision of the school as well as to inspire and to motivate the teachers to work hard towards a common goal, to stimulate the teachers to become more creative and innovative, and to pay attention to the needs of self-development of teachers. This way transformational leadership finally increases OCB of teachers.

3.2. Personality and Teachers' OCB

To test whether the effect of personality to teachers' OCB t-test has been conducted. Since the t value as shown in table 2 is higher than the critical value of t table, we accept the alternate hypothesis. Thus, it can be stated that personality positively influences teacher OCB within school organisations in senior high schools Lampung, Indonesia. The strength of association of personality (X_2) to teacher's OCB (Y) is observable from coefficient correlation $(r_{y2}) = 0.354$.

Table 2. Significance test and coefficient of correlation of personality (X_2) to teacher's OCB (Y)

Observation	R	R ²	t _{-test}	t _{-tabel} α		Conclusion
n	r _{y2}	r ² _{y2}	t _{ov2}	0.05	0.01	
260	0.595	0.354	9.431	1.969	2.595	Significant

$T_{test} = 9.431$ is above critical value where t_{tabel} for $(\alpha=0.01)$ is 2.595 and t_{tabel} for $(\alpha=0.05)$ is 1.969 indicating that $t_{oy2} = 9.431 > t_{tabel} (\alpha = 0,01) = 2.595$. Coefficient of determination $(R^2_{y2}) = 0.354$ indicates that contribution of personality to teachers' OCB is 35.4 %.

Qualitative research stage also strengthens the results of quantitative research. Teachers whose personality trait is open to new things, creative and innovative, easy to socialize and motivated by change, glad to cooperate and trust high against a co-worker, calm and full of confidence, will increase OCB of teachers.

3.3. Group Decision Making and Teachers' OCB

T-test is conducted to find out the effect of group decision making to teachers' OCB. Since the t value as shown in table 3 is higher than the critical value of t table, we accept the alternate hypothesis. Thus, it can be stated that group decision making positively influences teacher OCB within school organisations in Lampung Indonesia. The strength of association of group decision making (X_3) to teacher's OCB (Y) is observable from coefficient correlation $(r_{y3}) = 0.311$. $T_{test} = 10.806$ is above critical value where t_{tabel} for $(\alpha=0.01)$ is 2.595 and t_{tabel} for $(\alpha=0.05)$ is 1.969 indicating that $t_{oy3} = 10.806 > t_{tabel} (\alpha = 0,01) = 2.595$ Coefficient of determination $(R^2_{y3}) = 0.311$ indicates that contribution of group decision making to teachers' OCB is 31.1 %.

Table3. Significance test and coefficient of correlation of group decision making (X_3) to teacher's OCB (Y)

Observation	R	R ²	t _{-test}	t _{-tabel} α		Conclusion
n	r _{y3}	r ² _{y3}	t _{ov3}	0.05	0.01	
260	0.558	0.311	10.806	1.969	2.595	Significant

Qualitative research stage as well strengthens the results of quantitative research. Group decision making that takes place in schools through the stages of defining the problem, identifying problems, formulating alternative solutions to problems, assessing alternative solutions to problems, and determining decisions will increase OCB of teachers.

3.4. Transformational Leadership, Personality and Group Decision Making to Teacher's OCB.

When tested together the model is specified as:

$$\hat{Y} = b_0 + b_1X_1 + b_2X_2 + b_3X_3$$

Where:

$$\hat{Y} = \text{Teacher's OCB}$$

$b_0 = \text{constant}$

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b_1, b_2, b_3 = regression coefficient

X_1 = Transformational Leadership

X_2 = Personality

X_3 = Group Decision Making

Table 4. Multiple Regression Analysis Summary

Model	B	R	R ²	F _{test}	F _{-tabel} α		Conclusion
					0.05	0.01	
				95.01	2.640	3.589	Significant
<i>Constant</i>	19.173						
<i>Transformational Leadership</i>	0.349						
<i>Personality</i>	0.306	0.726	0.527				
<i>Group Decision Making</i>	0.087						

Tables 4 show the results of multiple regression analysis. The table reports a significant F statistic, indicating that the model has strong prediction strength ($F = 95.01, p < 0.01$). As further shown in Table 4, the regression does a good job of modelling teachers' OCB as more than 50% of the variation in determination of teachers' performance is explained by the model (R Square = 52.7 %).

The model derives the following equation: $\hat{Y} = 19.173 + 0.349X_1 + 0.349X_2 + 0.087X_3$.

Observing the value of regression coefficient from the highest to the lowest, this model confirms that transformational leadership (X_1) as the most dominant variable in determining the teachers, OCB, followed by personality (X_2) and group decision making (X_3).

4. CONCLUSION

This study revealed a significant positive effect of transformational leadership, personality, and decision making group both individually or jointly to the OCB. Contributions influence of transformational leadership on OCB is 37.7%, the personality to OCB at 35.4%, the decision-making group to OCB by 31.1%. The transformational leadership has more influence than the other two independent variables. If these three variables combined, the effect of the contribution is 52.7%. This indicates the model is good enough to predict OCB. Other variables were not included in the model has contributed 47.3% of the variation to OCB. Qualitative research reinforces the results of quantitative research. Qualitative research also revealed the existence of other factors thought to influence the OCB, namely: job satisfaction, organizational justice, organizational culture, organizational climate, emotional intelligence, motivation and organizational commitment. Other researches wishing to conduct study on OCB may include those on models.

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