

Structure Model of Teacher's Citizenship Behavior, School Leadership and Personality Mediated by Motivation

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Abstract: The objective this research was to find to information with the teacher CB effect directly by School Leadership (SL), Personality (P) which mediated by Teacher Motivation (TM). A survey causal used by selecting 120 teacher's elementary school. There was for instrument four variable teacher citizenship behavior (item 35, 0.857 realibility), school leadership (item 30, reliability: 0.827), personality (item: 30, reliability: 0.845), motivation (item: 30, reliability: 0.872). That analyzed by factor analyze path analysis by stucture model. The results that teacher motivation found to be good mediated factor between SL, P and teacher's CB. It was found also that teacher CB affected significantly and directly by school leadership, personality and motivation. More, teacher motivation, significantly and directly SL and personality. This did conform a theoretical model with has been Colquitt. There for, it could be concluded that a variation with occured at teacher CB could be affected by SL, P and TM. When we teacher CB as part of teacher performance dimation would be improve, SL, P could also be taken in to consideration by payer attiontion on the role of teacher motivation.

Key words: Teacher's citizenship behavior, school leadership, personality, motivation, instrument, model

INTRODUCTION

Schools are social organizations that have an important role in society. They not only develop academic and technical skills for students but also, develop intellectual and citizenship. Quraishi and Aziz, make the school capable of developing intellectual and entrepreneurial skills a teacher is needed. Teachers as professionals are not only required to have skills in the teaching process but also need to have soft skills and a positive attitude to be able to work professionally in educating students. School success is fundamentally, dependent on the teacher's commitment to developing the school.

One behavior that can develop teacher commitment is Citizenship Behavior (CB). Many CB behaviors that occur within an organization are directed at helping and providing support to colleagues (Budhiarti and Nisa, 2017). CB is also an overreach behavior or an important factor in school effectiveness. Behavior citizenship behavior refers to helpful behavior that is extended to colleagues, supervisors and students such as providing assistance to colleagues with excessive work or preparing special assignments for students and that is extended to school in general such as suggesting pedagogical improvement problems or talking about school with outsiders (Demir, 2015).

Colquitt uses citizenship behavior in two categories, interpersonal citizenship behavior and organization citizenship behavior (Colquitt *et al.*, 2014). Interpersonal consists of sub-dimensions, helping, courtesy and sportsmanship. Organizational consists of sub-dimensions voice, civic virtue and boosterism. The results of the study show that CB has a large role in an organization (Budhiarti and Nisa, 2017; Bogler and Somech, 2004).

The results of the study indicate that school leaders and school leadership are important (Cranston, 2013). School leadership policies have been associated with greater movement in education policy which supports decentralization and increased autonomy for schools and at the same time, stronger responsibilities from schools and their principals for student outcomes. Leadership is very important in the world of education. Leaders who effectively recruit and develop talent, promote organizational growth, influence change and create a positive culture. Leadership is something important after teaching in class and has an impact on student learning (Burstein and Kohn, 2017). There is no doubt that school leadership is now widely accepted as vital to the success of schools and student learning with increasing research extending our understanding of complexity and contributions that leadership makes in this regard.

To encourage these behaviors leadership is needed that is able to make these behaviors maintained and become a culture for all teachers. Leadership is very important in the world of education (Cranston, 2013). Leadership is something important after teaching in class and has an impact on student learning (Burstein and Kohn, 2017).

The last decade or so has seen a growing literature on school leadership. The results of the study indicate that school leaders and school leadership are important (Cranston, 2013). School leadership policies have been associated with greater movement in education policy which supports decentralization and increased autonomy for schools and at the same time, stronger responsibilities from schools and their principals for student outcomes. There is no doubt that school leadership is now widely accepted as vital to the success of schools and student learning with increasing research extending our understanding of the complexity and contributions that leadership makes in this regard.

The big five personalities is an approach used in psychology to see human personality through trait which is composed of five personality domains that have been formed using factor analysis (Chiaburu *et al.*, 2011). There are five basic studies namely big five personality, namely conscientiousness, extraversion, neuroticism, agreeable and openness (Ahmad *et al.*, 2014). Previous researchers have conducted research related to personality. Inside the personality is known as the dimension of five personality factors, namely extraversion/introversion, suitability, awareness, emotional stability and openness to experience.

Further opinions expressed by Robbins and Judge explain that motivation is a process that is measured by the intensity of self, direction and perseverance to achieve the goal (Anfara, 2001). Schunk *et al.* as stated by Eggen and Kauchak that motivation is the process by which activities are directed towards goals and are sustainable. Motivation is the power that drives individuals to certain goals, encourages them to work and increases the willingness to work for people (Ates and Yilmaz, 2018).

MATERIALS AND METHODS

The purpose of this study was to find out information with the influence of teacher’s Citizenship Behavior (CB) directly by School Leadership (SL), Personality (P) mediated by Teacher Motivation (TM). The causal survey used by selecting 120 teacher primary schools. There are instruments for four variables of teacher citizenship behavior (item 35, 0.857 reliability), school leadership (item 30, reliability: 0.827), personality (30 items, 0.845

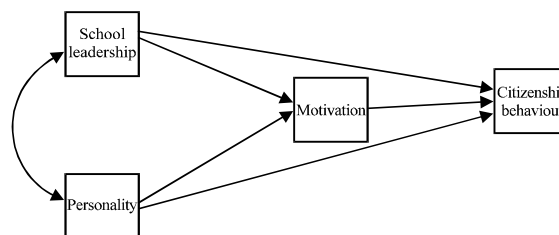


Fig. 1: Theoretical model

reliability), motivation (items: 30, reliability: 0.872). They analyzed the analysis of path analysis factors with the structure model. The results that teacher motivation was found to be a good mediating factor between SL, P and CB teachers. All instruments were developed based on theory and validated the construct validity.

Data analysis using path analysis factor analysis with the model structure. The results that teacher motivation was found to be a good mediating factor between SL, P and CB teachers. It was also found that CB teachers were influenced significantly and directly by school leadership, personality and motivation. Moreover, the motivation of teachers, SL and personality is significant and direct. This indeed fits the theoretical model with Colquitt *et al.* (2014) (Fig. 1).

RESULTS AND DISCUSSION

The purpose of this study was to determine the effect of teacher Citizenship Behavior (CB) directly by School Leadership (SL), Personality (P) mediated by Teacher Motivation (TM). The research results can be explained as follows (Fig. 2).

The measurement model of the variables shows that the correlation coefficient between CB, SL, P and TM is 0.75, 0.9 and 0.736 which is significant at the 0.05 level, according to the statistics (Table 1-3).

Based on the data above the match index for confirmatory factor analysis examined, it was found that the Chi-square ratio with the level of freedom had a very good value (21.524/16 = 1.354) under 2.5. When other match indexes were examined, they were found as follows: RMSEA = 0.024, GFI = 0.994, NFI = 0.951, CFI = 0.986. The fact that the NFI and GFI values calculated above 0.90 indicate an acceptable level of conformity; the CFI value is higher than 0.95, indicating a very good match. The RMSEA value found between 0.05 = RMSEA = 0.10 shows an acceptable level of compatibility. When the compatibility index obtained as a result of the confirmatory factor analysis is examined, it is seen that it is a good match model.

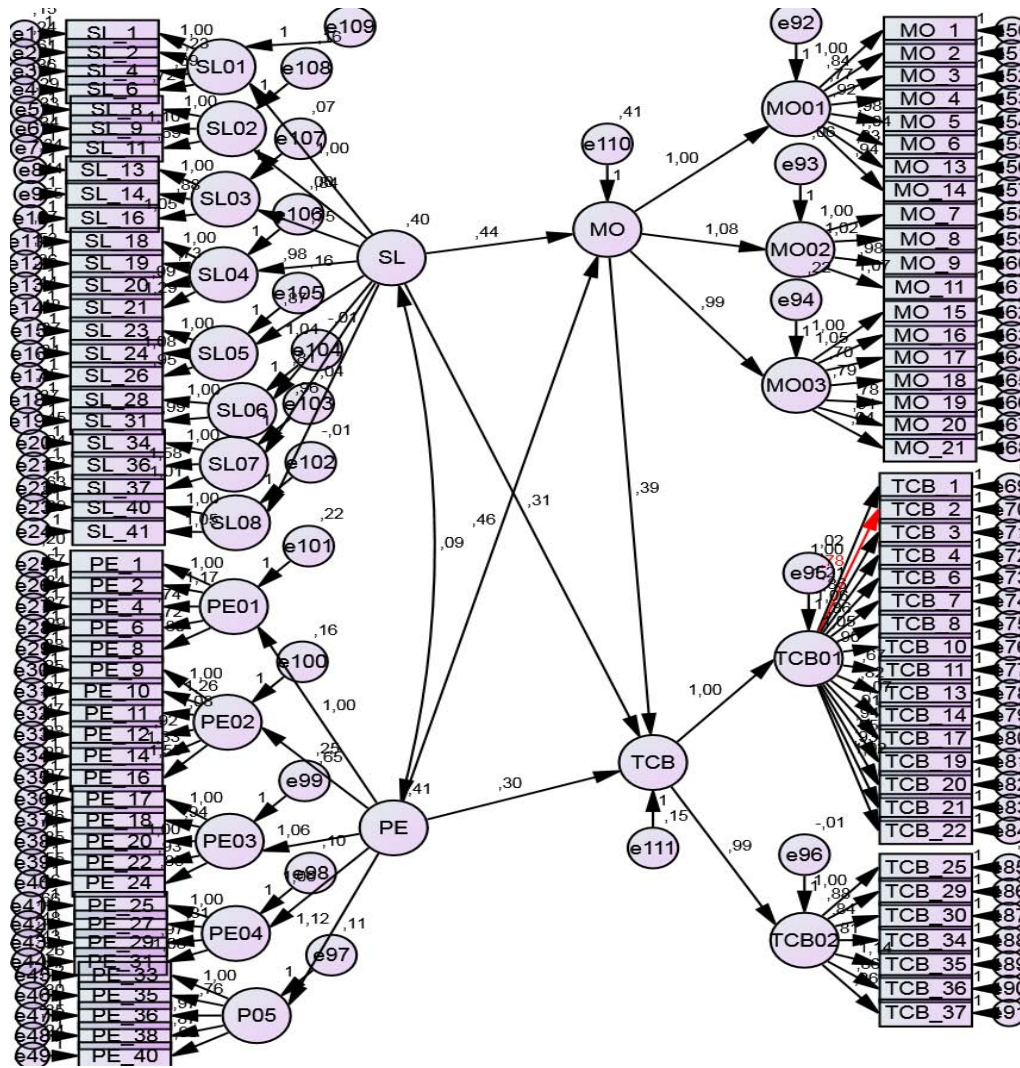


Fig. 2: Hypothetic school leadership, personality, motivation and teacher citizenship behavior

Table 1: Model fit

Models	NPAR	CMIN	df	p-values	CMIN/df
Default model	269	6976.203	3917	0.068	1.781
Saturated model	4186	0.000	0	-	-
Independence model	91	13568.752	4095	0.000	3.313

Table 2: Hasil Root Mean Square Error of Approximation (RMSEA)

Models	RMSEA	LO 90	HI 90	PCLOSE
Default model	0.041	0.078	0.084	0.000
Independence model	0.139	0.137	0.142	0.000

Table 3: Hypothetic school leadership, personality, motivation and teacher citizenship behavior model fit indexes

Model	df	X ² /df	NFI	TLI	CFI	GFI	RMSEA
Default model	-	-	0.986	0.962	0.977	0.934	0.510

The success of educational institutions depends on the tendency of teachers to move beyond their formal

duties and help facilitate their school goals. Teachers and their professional performance are directly impacted by the leadership in their respective schools (Cook, 2014). Thus, the principal has an important role in improving school outcomes. This is supported by the results of research that shows that school leadership can improve student achievement in the US and Turkey. Furthermore, school leadership must recognize the importance of teaching and learning by providing an atmosphere, trust and collaboration to achieve school goals (28). Other research findings also show that school effectiveness has an influence on citizenship behavior.

The principal's leadership style and the teacher's citizenship behavior are according to the teacher's perception (Avci, 2016). Teacher's Organizational

Citizenship Behavior (OCB) in schools can be improved, if provided by the AL. Research also managed to draw a clear relationship between personality and teaching performance. Certain personality traits can be identified to predict teacher effectiveness in a reliable manner, more optimal compatibility is likely to contribute to greater teacher retention rates and optimal use of valuable training resources and achievement of quality education for every child in South Africa.

Currently, research on teacher motivation has been shown to be an important factor that is closely related to a number of variables in education such as student motivation, education reform, teaching practice and psychological fulfillment and teacher welfare. The performance culture of an organization is influenced by the motivation of the organization's employees.

CONCLUSION

It can be concluded that variations with what happened to citizenship behavior teachers can be influenced by school leadership, personality and teacher motivation. When we citizenship behavior teachers as part of the dimensions of teacher performance will increase, school leadership, personality can also be considered by the paying supervisor about the role of teacher motivation.

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