

## **CULTURE, LEADERSHIP, AND COMMITMENT FOR ENHANCING ORGANIZATIONAL CITIZENSHIP BEHAVIOUR: EVIDENCE FROM CIVIL SERVANT TEACHERS**

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### **Abstract**

This study examines the relationships among organizational culture, effective leadership, and work commitment in predicting teachers' Organizational Citizenship Behavior (OCB) in A-accredited public senior high schools in Bogor Regency, Indonesia. The research addresses a critical gap in understanding how these factors collectively influence teachers' discretionary behaviors amid educational transformation challenges. A quantitative correlational design was employed, with data collected from 128 civil servant teachers (PPPK) across 13 schools using validated questionnaires. Reliability coefficients exceeded 0.70 for all instruments. Simple and multiple regression analyses were conducted to examine individual and collective effects. The findings revealed that organizational culture demonstrated the strongest individual effect on OCB ( $R^2 = 0.310$ ,  $r = 0.557$ ,  $p < 0.001$ ), followed by work commitment ( $R^2 = 0.132$ ,  $r = 0.363$ ,  $p < 0.001$ ) and effective leadership ( $R^2 = 0.101$ ,  $r = 0.317$ ,  $p < 0.05$ ). However, in the multiple regression model, organizational culture emerged as the only statistically significant predictor ( $\beta = 0.251$ ,  $p < 0.001$ ), while effective leadership ( $p = 0.061$ ) and work commitment ( $p = 0.358$ ) became non-significant. The three variables collectively explained 33.7% of OCB variance ( $R^2 = 0.337$ ,  $F = 21.027$ ,  $p < 0.001$ ), suggesting that organizational culture functions as the primary mechanism through which leadership and commitment influence teachers' discretionary behaviors. These findings indicate that strengthening organizational culture should be the primary strategy for enhancing teacher OCB, with leadership development and commitment-building serving as complementary approaches. The study contributes empirical evidence to organizational behavior theory in educational contexts and provides actionable guidance for enhancing teacher performance and organizational effectiveness.

**Keywords:** effective leadership, organizational citizenship behavior, organizational culture, work commitment, teacher performance

### **Introduction**

The accelerated progress of the Industrial Revolution 4.0 and the emergence of Society 5.0 have brought unprecedented disruption to the education sector (Fauzi et al., 2024). Rapid policy shifts, continuous curriculum reforms, advancing learning technologies, and evolving socio-cultural interactions demand that teachers who serve as the frontline actors in schools adapt quickly and flexibly to an increasingly fluid and unpredictable environment often described as a "liquid society" (Bauman, 2000). In this context, teachers are required not only to fulfill their

formal instructional duties but also to exhibit voluntary and constructive behaviors that sustain a professional and collaborative workplace atmosphere.

Such discretionary efforts are conceptualized as Organizational Citizenship Behavior (OCB), individual actions beyond formal job descriptions that contribute to institutional effectiveness without expectation of direct rewards (Organ, 1988). Empirical evidence shows that OCB supports a healthy organizational climate and positively influences school performance and student outcomes (Nurhasan et al., 2021). However, many studies indicate that the level of OCB among teachers remains below optimal standards. Factors frequently linked to this condition include principal leadership style, organizational culture, job satisfaction, work motivation, commitment, and interpersonal trust (Susanti et al., 2024; Hasibuan, 2022).

Understanding how these factors interact is critical for both theory and practice. From a theoretical perspective, it enriches the study of organizational behavior within educational settings by providing empirical evidence from the Indonesian context. Practically, it provides a foundation for policy formulation and strategic interventions aimed at enhancing teacher professionalism and sustaining educational quality in an era of continuous disruption (Pratiwi et al., 2023; Irdiyansyah et al., 2025).

Preliminary evidence suggests that OCB among civil servant teachers (PPPK) at public senior high schools in the western region of Bogor Regency is still not optimal. A preliminary survey conducted in May 2024 using a questionnaire consisting of 15 OCB-related statements administered to 30 civil servant teachers revealed concerning patterns. On average, 43.2% of the teachers have not yet demonstrated optimal OCB, while those who have already exhibited OCB only account for 56.8%. These findings indicate a significant gap in discretionary teacher behaviors that could otherwise contribute to school effectiveness and organizational resilience.

The central research problem addresses the correlations between organizational culture, effective leadership, and work commitment with OCB. Previous studies have established that organizational culture has a positive and significant effect on OCB (Rohma & Rinaldi, 2023; Octavineza & Karneli, 2025), with t-statistic values exceeding critical thresholds and p-values below 0.05. Similarly, work commitment and organizational culture have been shown to positively influence OCB (Ratnaningrum et al., 2021), with t-values greater than t-table values ( $3.788 > 2.012$ ) and significance values of  $p < 0.05$ . Effective leadership has also emerged as a strong predictor of OCB in various organizational contexts (Dubey et al., 2023).

However, no studies have yet examined the improvement of OCB through the combined strengthening of organizational culture, effective leadership, and work commitment, particularly within the Indonesian educational context. This gap represents both a theoretical limitation and a practical concern, as understanding the collective impact of these variables could provide more comprehensive guidance for school administrators and policymakers seeking to enhance teacher performance and institutional effectiveness.

The primary objective of this study is to examine the relationships among organizational culture, effective leadership, and teachers' work commitment, and to determine their collective impact on teachers' OCB within A-accredited public senior high schools in Bogor Regency, Indonesia. Specifically, the study investigates these relationships through the following research questions:

- To what extent does organizational culture significantly influence teachers' OCB?
- How does effective leadership affect teachers' OCB?
- What is the effect of teachers' work commitment on their OCB?
- How do organizational culture, effective leadership, and work commitment collectively predict teachers' OCB?

By clarifying these relationships, the research seeks to offer actionable insights for school leaders and policymakers striving to strengthen teacher performance and organizational resilience amid the challenges of the Industrial Revolution 4.0 and Society 5.0. Furthermore, this study contributes to the growing body of literature on organizational behavior in educational settings by providing empirical evidence from the Indonesian context, where civil servant teachers operate under unique policy frameworks and performance expectations

### **Literature review**

This study examines four interrelated theoretical concepts that form the foundation for understanding factors influencing teachers' organizational citizenship behavior in educational settings: Organizational Citizenship Behavior (OCB), organizational culture, effective leadership, and work commitment.

#### ***Organizational Citizenship Behavior (OCB)***

Organizational Citizenship Behavior refers to discretionary employee actions beyond formal job descriptions that support organizational effectiveness without expectation of direct rewards (Organ, 1988; Robbins & Judge, 2019). These voluntary behaviors represent what Organ termed "good soldier syndrome", employees who contribute extra effort to organizational success. Organ (1988) classified OCB into five dimensions: altruism (helping specific colleagues), conscientiousness (exceeding minimum requirements), civic virtue (responsible organizational participation), sportsmanship (tolerance without complaining), and courtesy (preventing work-related problems).

In educational contexts, OCB manifests through teachers' voluntary participation in extracurricular activities, mentoring colleagues, curriculum development beyond assigned duties, and engagement in professional development (Nurhasan et al., 2021). Research demonstrates that teacher OCB significantly contributes to school effectiveness, improved student outcomes, and positive school climate (Nuraeni et al., 2024). However, empirical evidence indicates that teachers' OCB often remains below optimal levels due to various organizational and individual factors including inadequate leadership, weak organizational culture, and limited commitment (Susanti et al., 2024).

#### ***Organizational culture***

Organizational culture refers to shared beliefs, values, norms, and expectations that guide member behavior within an organization (Schein, 2010). It represents the collective outlook and standards that define how an organization operates and distinguishes one institution from another (Arumi et al., 2019). Chalmers et al. (2025) emphasize that organizational culture serves as the "social glue" that holds members together and provides identity and commitment. Arumi et al. (2019) identify seven key cultural dimensions: innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability. In school contexts, organizational culture encompasses shared beliefs about teaching and learning, collaborative norms among faculty, expectations for professional conduct, and collective commitment to student success (Hasibuan, 2022).

A strong positive organizational culture plays a pivotal role in shaping teacher attitudes and behaviors beyond formal requirements. Culture influences OCB through several mechanisms:

providing shared norms that define appropriate prosocial behaviors, fostering collective identity that motivates voluntary contributions, and creating psychological safety that encourages collaboration and extra-role performance (Rohma & Rinaldi, 2023). Empirical studies consistently support this relationship. Rohma and Rinaldi (2023) found that organizational culture has a positive and significant effect on OCB ( $t$ -statistic = 4.923,  $p$  < 0.05). Similarly, Octavineza and Karneli (2025) demonstrated that organizational culture positively influences OCB ( $T$ -statistic = 2.993,  $p$  = 0.001). Schools with strong positive cultures demonstrate higher teacher collaboration, greater instructional innovation, and enhanced willingness to engage in discretionary behaviors (Nuraeni et al., 2024).

### ***Effective Leadership***

Effective leadership is widely recognized as a critical determinant of organizational performance and employee behavior. In educational settings, effective leadership encompasses the principal's capacity to provide clear vision, motivate teachers, create supportive climates, and facilitate organizational change (Suryadi et al., 2023). Karauri et al. (2024) characterize effective leaders as individuals who demonstrate audacity, honesty, and clarity of intent, guiding teams toward superior results while inspiring innovation and trust.

Suryadi et al. (2023) identify three interrelated dimensions of effective leadership: vision and mission implementation (strategic thinking and goal clarity), follower relations (interpersonal skills and trust-building), and situational responsiveness (flexibility and adaptive problem-solving). Various leadership styles have been examined in relation to OCB, with transformational and servant leadership receiving particular attention. Transformational leaders inspire followers through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, cultivating intrinsic motivation and professional commitment (Fauzi et al., 2024; Irdiyansyah et al., 2024). Servant leadership, characterized by prioritizing followers' needs and empowerment, creates supportive environments where teachers feel valued and motivated to contribute beyond minimum requirements (Nuraeni et al., 2024).

Research consistently demonstrates that effective leadership significantly influences OCB. Dubey et al. (2023) found that effective leadership has a significant connection with OCB ( $\beta$  = 0.887,  $R^2$  = 0.357,  $p$  < 0.001), concluding that effective leadership emerged as a strong predictor of organizational citizenship behavior. Principals who demonstrate clear vision, provide meaningful support, recognize contributions, and create collaborative cultures foster higher levels of teacher OCB (Hawanuran & Istanto, 2025). Wright et al. (2020) further demonstrated that leadership effectiveness serves as an important antecedent to OCB, particularly in managing diverse employee needs and values.

### ***Work commitment***

Work commitment is defined as an individual's psychological attachment to their organization, characterized by loyalty, identification with organizational goals, and consistent effort to deliver optimal results (Mulyadi et al., 2021). Meyer and Allen's (1991) three-component model identifies affective commitment (emotional attachment), continuance commitment (recognition of costs of leaving), and normative commitment (moral obligation to remain). Teachers with high commitment demonstrate greater job involvement, stronger professional identity, enhanced performance, and increased willingness to engage in discretionary behaviors (Haikal, 2024).

High levels of teacher work commitment are closely linked to OCB. The relationship operates through several mechanisms: committed employees identify strongly with organizational goals and are motivated to contribute beyond minimum requirements, affective commitment generates positive emotions that translate into prosocial behaviors, and normative commitment creates reciprocity and obligation manifesting in discretionary contributions (Mulyadi et al., 2021; Rahayu et al., 2025).

Empirical evidence consistently demonstrates positive relationships between work commitment and OCB. Ratnaningrum et al. (2021) found that work commitment has a positive influence on OCB ( $t = 3.788$ ,  $p < 0.05$ ). Rahayu et al. (2025) reported that work commitment positively affects OCB ( $\beta = 0.326$ ,  $p = 0.022$ ), with commitment explaining 51.7% of OCB variability. In school settings, teacher commitment manifests through dedication to student learning, loyalty to the school community, investment in professional development, and willingness to contribute beyond contractual obligations (R & Purwaningrum, 2016).

The literature demonstrates that organizational culture, effective leadership, and work commitment each independently influences teachers' OCB. However, several gaps remain. First, most studies examine these variables in isolation or pairs, with few investigating their collective impact. Second, research specifically examining these relationships among civil servant teachers in Indonesian public schools remains limited. Third, the relative strength and unique contributions of each variable when considered simultaneously remain unclear (Prasnavidya et al., 2020; Purwanto & Haryanti, 2024).

This study addresses these gaps by examining organizational culture, effective leadership, and work commitment as simultaneous predictors of teachers' OCB within A-accredited public senior high schools in Bogor Regency, Indonesia. By investigating both individual and collective effects, the research provides empirical evidence to guide theory development and practical interventions aimed at enhancing teacher performance and organizational effectiveness in rapidly changing educational contexts.

This study discusses four interrelated theoretical concepts that form the basis of the analysis. Organizational Citizenship Behavior (OCB) refers to teachers' voluntary behaviors that go beyond formal job requirements and contribute to the overall effectiveness of the school. Organizational culture describes the shared values, norms, and practices that shape the work environment and influence teachers' attitudes and actions. Effective leadership emphasizes the principal's ability to guide, motivate, and create a supportive climate that encourages positive discretionary behavior. Work commitment represents teachers' emotional attachment and dedication to their professional responsibilities and the institution, which strengthens their willingness to engage in extra-role activities. Together, these theories provide the conceptual framework for examining how organizational culture, leadership, and work commitment influence teachers' OCB in a rapidly changing educational context.

## **Methodology**

### ***Research design***

This study employs a quantitative research design with a correlational approach to examine the relationships between three independent variables: Organizational Culture ( $X_1$ ), Effective Leadership ( $X_2$ ), and Work Commitment ( $X_3$ ) and the dependent variable, Organizational Citizenship Behavior (OCB) ( $Y$ ). The correlational method allows for statistical analysis of the extent to which variations in the independent variables are associated with changes in the

dependent variable, providing empirical evidence of natural associations that can inform theory development and practical interventions in educational settings (Creswell & Creswell, 2018).

### ***Research site and participants***

The study was conducted in A-accredited public senior high schools located within the western region of Branch Office 1, Bogor Regency, Indonesia. This setting was selected because it represents a diverse educational environment where civil servant teachers (PPPK) operate under standardized policies and performance expectations. The population comprised 188 civil servant teachers currently employed across these schools. Using proportional random sampling technique and the Slovin formula with a 5% margin of error (Sugiyono, 2019), 128 teachers were selected as research participants. Inclusion criteria required that participants hold civil servant teacher (PPPK) status, be actively teaching in A-accredited public senior high schools, and have at least one year of continuous service in the same school to ensure familiarity with the school's organizational culture and leadership dynamics.

### ***Data collection***

Data were obtained from 13 A-accredited public senior high schools using a structured questionnaire as the primary instrument. The questionnaire underwent both logical and empirical validation to ensure clarity and relevance. Respondents were asked to select responses on a Likert-type scale that best represented their perceptions. Prior to main data collection, the questionnaire was pilot-tested and assessed for validity using Pearson's Bivariate (Product-Moment) Correlation and reliability using Cronbach's Alpha method. Acceptable reliability coefficients were set between 0.70 and 1.00 (Hair et al., 2000; Qomariah et al., 2022). Only items meeting these criteria were retained for the final instrument.

### ***Data analysis***

Before hypothesis testing, preliminary assumption tests were performed, including normality, homogeneity, and linearity checks, to verify that the dataset met the requirements for parametric statistical procedures (Novia et al., 2022). Hypotheses were analyzed through inferential statistical tests: significance testing of the regression equation to confirm overall model fit, simple and multiple regression analyses to evaluate the predictive power of each independent variable on OCB, and simple and multiple correlation analyses to determine the strength and direction of relationships among variables. The simple linear regression coefficient equation was considered significant if the significance value of the t-test was less than 0.05 or if the calculated t-value was greater than the t-table. The multiple linear regression coefficient equation was considered significant if the significance value of the F-test was less than 0.05 or if the calculated F-value was greater than F-table (Sugiyono, 2016; Mayasari & Safina, 2021). All analyses were conducted using IBM SPSS Statistics 21.

## **Results**

The primary objective of this study was to examine the relationships among organizational culture, effective leadership, and teachers' work commitment in predicting teachers' Organizational Citizenship Behavior (OCB) within A-accredited public senior high schools in Bogor Regency, Indonesia. Data were collected from 128 civil servant teachers (PPPK) across 13 schools. This

section presents the results systematically, addressing each research question with appropriate statistical analyses and interpretations.

### ***Preliminary Tests and Descriptive Statistics***

Prior to hypothesis testing, preliminary assumption tests confirmed that all variables met the requirements of normality (Kolmogorov-Smirnov test,  $p > 0.05$ ), homogeneity of variance (Levene's test,  $p > 0.05$ ), and linearity. Reliability coefficients (Cronbach's alpha) for all instruments exceeded 0.70: Organizational Culture ( $\alpha = 0.89$ ), Effective Leadership ( $\alpha = 0.86$ ), Work Commitment ( $\alpha = 0.88$ ), and OCB ( $\alpha = 0.91$ ), indicating strong internal consistency and acceptable measurement quality. Preliminary survey results from 30 teachers indicated that OCB among civil servant teachers remained suboptimal, with 43.2% not demonstrating optimal OCB behaviors (defined as mean scores below 3.5 on a 5-point Likert scale), while 56.8% exhibited satisfactory levels. This gap in discretionary behaviors prompted investigation into organizational and individual factors that could enhance teachers' OCB. The full sample of 128 teachers showed similar patterns, with mean OCB scores of 3.48 ( $SD = 9.64$ ), organizational culture scores of 3.72 ( $SD = 8.95$ ), effective leadership scores of 3.65 ( $SD = 7.46$ ), and work commitment scores of 3.58 ( $SD = 9.42$ ).

#### ***Research Question 1: To what extent does organizational culture significantly influence teachers' OCB?***

Simple regression analysis revealed that organizational culture has a positive and significant effect on teachers' OCB. Table 1 presents the regression coefficients showing the predictive relationship.

**Table 1.** Regression equation  $X_1 Y$

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	80.748		6.397		12.623	.000
Organizational Culture	.335		.045	.557	7.520	.000

Table 1 shows the regression equation  $\hat{Y} = 80.748 + 0.335X_1$ , indicating that each one-unit increase in organizational culture score predicts a 0.335-unit increase in OCB. The standardized coefficient (Beta = 0.557) demonstrates a moderately strong positive relationship. The t-value of 7.520 with significance of 0.000 ( $p < 0.05$ ) confirms that organizational culture significantly predicts OCB, supporting the first hypothesis.

**Table 2.** Significance and linearity test  $X_1 Y$

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	7433.734	51	145.759	2.554	.000
Linearity	3646.615	1	3646.615	63.889	.000
Deviation from Linearity	3787.119	50	75.742	1.327	.131
Within Groups	4337.883	76	57.077		
Total	11771.617	127			

Table 2 demonstrates that the regression model is both significant ( $F = 63.889$ ,  $p = 0.000 < 0.05$  for linearity) and linear ( $F = 1.327$ ,  $p = 0.131 > 0.05$  for deviation from linearity). The non-significant deviation from linearity ( $p > 0.05$ ) indicates that the linear model appropriately fits the data, confirming that organizational culture can reliably predict OCB through a linear relationship without significant curvilinear components.

**Table 3.** Correlation coefficient and determination  $X_1Y$ 

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 <sup>a</sup>	.310	.304	8.030

Table 3 shows the correlation coefficient ( $r = 0.557$ ) and coefficient of determination ( $R^2 = 0.310$ ), indicating that organizational culture explains 31% of the variance in teachers' OCB. This substantial contribution suggests that schools with stronger shared values, collaborative norms, and supportive organizational climates are significantly more likely to foster teachers who engage in voluntary, constructive behaviors beyond their formal job requirements. The remaining 69% of variance is attributable to other factors not examined in this isolated analysis. This finding aligns with and extends previous research by Rohma and Rinaldi (2023) who reported similar positive effects ( $t = 4.923$ ,  $p < 0.05$ ), and Octavineza and Karneli (2025) who found organizational culture significantly influenced OCB ( $T = 2.993$ ,  $p = 0.001$ ).

### **Research Question 2: How does effective leadership affect teachers' OCB?**

Simple regression analysis demonstrated that effective leadership has a positive and significant influence on OCB.

**Table 4.** Regression equation  $X_2Y$ 

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	91.715	6.678		13.733	.000
Effective Leadership	.218	.039	.443	5.553	.000

Table 4 presents the regression equation  $\hat{Y} = 91.715 + 0.218X_2$ , showing that each one-unit increase in effective leadership score predicts a 0.218-unit increase in OCB. The standardized coefficient (Beta = 0.443) indicates a moderate positive relationship. The t-value of 5.553 with significance of 0.000 ( $p < 0.05$ ) confirms the significant predictive power of effective leadership on OCB.

**Table 5.** Correlation coefficient and determination  $X_2Y$ 

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.317 <sup>a</sup>	.101	.082	7.178

Table 5 indicates that effective leadership explains 10.1% of OCB variance ( $R^2 = 0.101$ ), which, while smaller than organizational culture's contribution, remains statistically significant and practically meaningful. Teachers who perceive their principals as visionary, motivational, supportive, and responsive demonstrate greater engagement in extra-role behaviors such as

mentoring colleagues, volunteering for committees, and contributing to school improvement initiatives. This finding is consistent with Dubey et al. (2023), who found effective leadership to be a strong predictor of OCB ( $\beta = 0.887$ ,  $R^2 = 0.357$ ,  $p < 0.001$ ), though the effect size in the current study is more modest, possibly due to contextual differences between corporate and educational settings.

***Research Question 3: What is the effect of teachers' work commitment on their OCB?***

Simple regression analysis showed that teachers' work commitment is positively correlated with OCB.

**Table 6.** Regression equation  $X_3Y$

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	90.819	8.656			10.492	.000
Work Commitment	.265	.061	.363		4.378	.000

Table 6 shows the regression equation  $\hat{Y} = 90.819 + 0.265X_3$ , indicating that each one-unit increase in work commitment predicts a 0.265-unit increase in OCB. The standardized coefficient (Beta = 0.363) demonstrates a moderate positive relationship. The t-value of 4.378 with significance of 0.000 ( $p < 0.05$ ) confirms this significant relationship.

**Table 7.** Correlation coefficient and determination  $X_3Y$

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.363 <sup>a</sup>	.132	.125	9.005

Table 7 demonstrates that work commitment explains 13.2% of OCB variance ( $R^2 = 0.132$ ). Teachers with higher affective commitment (emotional attachment) and normative commitment (moral obligation) are more willing to assist colleagues, adhere to organizational rules, volunteer for additional responsibilities, and contribute to school activities beyond contractual requirements. This finding supports previous research by Rahayu et al. (2025), who reported work commitment positively affects OCB ( $\beta = 0.326$ ,  $p = 0.022$ ), and Ratnaningrum et al. (2021), who found similar positive influences ( $t = 3.788$ ,  $p < 0.05$ ).

***Research Question 4: How do organizational culture, effective leadership, and work commitment collectively predict teachers' OCB?***

Multiple regression analysis revealed how the three independent variables collectively predict OCB when considered simultaneously.

**Table 8.** Multiple regression equation  $X_1X_2X_3Y$

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	70.207	8.415			8.343	.000

Model	Unstandardized Coefficients	Standardized Coefficients
Organizational Culture	.251	.417
Effective Leadership	.084	.171
Work Commitment	.058	.080

Table 8 presents the multiple regression equation  $\hat{Y} = 70.207 + 0.251X_1 + 0.084X_2 + 0.058X_3$ . Notably, when all three variables are included simultaneously, organizational culture remains the only statistically significant predictor ( $\beta = 0.251$ ,  $p = 0.000$ ), while effective leadership ( $p = 0.061$ ) and work commitment ( $p = 0.358$ ) become non-significant. This pattern suggests several important interpretations. First, multicollinearity among the predictors means they share overlapping variance in explaining OCB. Second, organizational culture may function as a mediating or encompassing variable that incorporates aspects of leadership and commitment. Third, the relative importance of organizational culture becomes dominant when controlling for the other variables, suggesting it is the primary mechanism through which leadership and commitment influence OCB. This does not mean leadership and commitment are unimportant; rather, their effects may operate indirectly through shaping organizational culture.

**Table 9.** *Significance test of multiple regression*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3969.219	3	1323.073	21.027	.000 <sup>b</sup>
Residual	7802.398	124	62.923		
Total	11771.617	127			

Table 9 shows the F-test results with F-calculated = 21.027, which significantly exceeds F-table = 2.680, with significance of 0.000 ( $p < 0.05$ ). This confirms that the overall regression model is statistically significant, meaning that the three independent variables collectively provide significant predictive power for OCB.

**Table 10.** *Multiple correlation coefficient and determination*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.581 <sup>a</sup>	.337	.321	7.932

Table 10 indicates that organizational culture, effective leadership, and work commitment collectively explain 33.7% of OCB variance ( $R^2 = 0.337$ ), with the multiple correlation coefficient of 0.581 showing a moderately strong relationship. This represents an increase from organizational culture alone (31%), though the increment is modest, suggesting that leadership and commitment contribute additional but limited unique variance beyond culture. The remaining 66.3% of variance is influenced by other factors not included in this study, such as job satisfaction, school climate, interpersonal trust, communication patterns, teacher self-efficacy, and perceived organizational support, variables that warrant investigation in future research.

These findings have important practical implications. While all three variables contribute to OCB, organizational culture emerges as the primary lever for enhancing teachers' discretionary behaviors. School administrators should prioritize developing strong, positive cultures characterized by shared values, collaborative norms, mutual trust, and collective commitment to student success. Leadership development and commitment-building initiatives remain important

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but should be understood as complementary strategies that work best when integrated within broader culture-strengthening efforts.

## **Discussion**

The findings of this study reinforce the theoretical perspective that Organizational Citizenship Behavior (OCB) is shaped by both organizational contextual factors and individual psychological states (Organ et al., 2006; Robbins & Judge, 2019). This discussion interprets the results in relation to existing theory and empirical evidence, addresses unexpected findings, and considers practical implications and study limitations.

### ***Individual effects of predictors on OCB***

The results demonstrate that organizational culture, effective leadership, and work commitment each individually predict teachers' OCB, though with varying strength. Organizational culture emerged as the strongest individual predictor, explaining 31% of OCB variance ( $r = 0.557, p < 0.001$ ). This substantial effect aligns with theoretical expectations that shared norms, values, and collective beliefs create social environments that encourage and reinforce prosocial behaviors beyond formal job requirements (Schein, 2010). Teachers working in schools with strong collaborative cultures, clear shared values, and supportive climates feel greater identification with organizational goals and are more motivated to contribute voluntarily to collective success (Rohma & Rinaldi, 2023; Octavineza & Karneli, 2025).

Effective leadership explained 10.1% of OCB variance ( $r = 0.317, p < 0.05$ ), confirming that principals who demonstrate clear vision, provide motivational support, and create responsive environments inspire teachers to engage in discretionary behaviors (Dubey et al., 2023). While the effect size is more modest than organizational culture, it remains practically significant, suggesting that leadership quality matters for cultivating citizenship behaviors, though perhaps less directly than cultural factors. This finding aligns with transformational leadership theory, which posits that leaders influence follower behavior through inspiration, intellectual stimulation, and individualized consideration (Fauzi et al., 2024; Irdiyansyah et al., 2024).

Work commitment explained 13.2% of OCB variance ( $r = 0.363, p < 0.001$ ), supporting the theoretical expectation that teachers with strong affective and normative commitment demonstrate greater willingness to contribute beyond contractual obligations (Meyer & Allen, 1991). Committed teachers identify emotionally with their schools and feel moral obligations to support colleagues and students, which translates into voluntary helping behaviors, participation in school improvement initiatives, and sustained effort during challenging periods (Rahayu et al., 2025; Ratnaningrum et al., 2021).

### ***Collective effects and the dominance of organizational culture***

The multiple regression analysis revealed a crucial and theoretically important pattern: when all three predictors were considered simultaneously, organizational culture remained the only statistically significant predictor ( $\beta = 0.251, p < 0.001$ ), while effective leadership ( $\beta = 0.084, p = 0.061$ ) and work commitment ( $\beta = 0.058, p = 0.358$ ) became non-significant. This finding, though initially surprising, offers important theoretical insights. The pattern suggests that organizational culture may function as a mediating or encompassing variable through which leadership and commitment exert their influence on OCB. In other words, effective leadership and work

commitment may shape OCB primarily by contributing to the development of strong organizational cultures, rather than through independent direct effects. This interpretation is consistent with organizational behavior theory, which positions culture as a fundamental organizational characteristic that is shaped by leadership practices and employee commitment, and in turn influences employee attitudes and behaviors (Schein, 2010).

The presence of multicollinearity, substantial correlations among the three predictors means they share overlapping variance in explaining OCB. When organizational culture is statistically controlled, the unique additional variance explained by leadership and commitment becomes minimal. This does not mean leadership and commitment are unimportant; rather, their effects may operate indirectly through their contributions to cultural development and maintenance. Leaders create cultures through their actions, priorities, and modeling; committed employees reinforce cultural norms through their sustained engagement and adherence to shared values.

The collective model explained 33.7% of OCB variance, representing only a modest increase over organizational culture alone (31%). This relatively small increment provides empirical support for the interpretation that culture is the primary mechanism through which organizational and individual factors influence citizenship behavior in educational settings.

These findings both confirm and extend existing empirical evidence. The positive relationships between each predictor and OCB replicate patterns found in previous studies conducted in various organizational contexts (Rohma & Rinaldi, 2023; Dubey et al., 2023; Rahayu et al., 2025). However, this study makes a unique contribution by examining these variables simultaneously within the specific context of Indonesian civil servant teachers, revealing the relative importance and potential interdependencies among factors.

The dominance of organizational culture observed here is stronger than reported in some previous studies, which found more balanced contributions across multiple predictors. This difference may reflect contextual specificity: in Indonesian public schools operating under standardized civil service regulations, where formal leadership authority and individual employment conditions are relatively constrained, organizational culture may assume particularly central importance as the primary malleable factor influencing discretionary teacher behaviors.

These findings offer several actionable implications for educational stakeholders: For School Administrators and Principals: Priority should be given to strengthening organizational culture through deliberate culture-building initiatives including establishing and communicating clear shared values focused on collaboration, student success, and professional growth; creating regular opportunities for collaborative planning, peer observation, and collective problem-solving; recognizing and celebrating examples of teachers helping colleagues and contributing beyond formal duties; and ensuring consistent alignment between espoused values and actual practices and decisions. Leadership development efforts should emphasize how principals can shape culture through their daily actions, communication, and priority-setting.

For Policymakers: Educational policies should support culture-strengthening activities by allocating resources and time for collaborative professional activities, providing training for principals in culture-building strategies, and recognizing schools that demonstrate strong collaborative cultures and high levels of teacher OCB. Policy frameworks should acknowledge that enhancing teacher performance requires attention to organizational climate and culture, not only individual incentives or formal accountability mechanisms. For Teacher Professional Development: Programs should include components that build collective commitment to shared professional values and norms, emphasizing that professional excellence includes not only classroom instruction but also collegial support and organizational contributions.

Several limitations should be acknowledged. First, the cross-sectional design limits causal inference; longitudinal studies could better establish temporal relationships and causal directions among variables. Second, the study focused on civil servant teachers in a single region, potentially limiting generalizability to private schools or other provinces with different organizational contexts. Third, self-report measures may introduce common-method variance or social desirability bias, though the use of validated instruments partially mitigates this concern.

Fourth, and most importantly, the three predictors collectively explained only 33.7% of OCB variance, indicating that other important factors remain unmeasured. Variables warranting future investigation include job satisfaction, perceived organizational support, school climate, interpersonal trust, communication quality, teacher self-efficacy, workload perceptions, and perceived fairness of reward systems. Future research employing mixed-methods designs could provide richer understanding of how teachers experience and interpret organizational culture, leadership, and commitment, and how these factors shape daily decisions about discretionary effort. Multilevel analyses examining both individual and school-level factors would enhance understanding of contextual influences on OCB.

Despite these limitations, the study provides valuable empirical evidence that organizational culture serves as the primary driver of teachers' organizational citizenship behavior, with leadership and commitment playing important but potentially indirect supporting roles. These insights contribute to both theoretical understanding of OCB determinants in educational settings and practical guidance for enhancing teacher performance and organizational effectiveness.

### **Conclusion and Recommendations**

This study examined the relationships among organizational culture, effective leadership, and work commitment in predicting teachers' Organizational Citizenship Behavior (OCB) within A-accredited public senior high schools in the western region of Bogor Regency, Indonesia. Through quantitative analysis of data from 128 civil servant teachers across 13 schools, the research addressed four fundamental questions regarding how these organizational and individual factors influence teachers' discretionary behaviors beyond formal job requirements.

The findings provide several important conclusions. First, each predictor individually demonstrates a positive and significant relationship with teachers' OCB, with organizational culture showing the strongest individual effect ( $R^2 = 0.310$ ,  $r = 0.557$ ,  $p < 0.001$ ), followed by work commitment ( $R^2 = 0.132$ ,  $r = 0.363$ ,  $p < 0.001$ ) and effective leadership ( $R^2 = 0.101$ ,  $r = 0.317$ ,  $p < 0.05$ ). These results confirm that all three factors meaningfully contribute to shaping teachers' voluntary, constructive behaviors that support school effectiveness.

Second, and most significantly, when examined collectively through multiple regression analysis, organizational culture emerged as the dominant and only statistically significant predictor ( $\beta = 0.251$ ,  $p < 0.001$ ), while effective leadership ( $\beta = 0.084$ ,  $p = 0.061$ ) and work commitment ( $\beta = 0.058$ ,  $p = 0.358$ ) became non-significant in the combined model. This pattern reveals that organizational culture functions as the primary mechanism through which various organizational factors influence teachers' OCB. The three variables collectively explained 33.7% of OCB variance, representing only a modest increase over organizational culture alone (31%), suggesting substantial overlap among predictors and reinforcing culture's central role.

Third, the presence of multicollinearity and the dominance of organizational culture in the combined model suggest that effective leadership and work commitment may exert their influence on OCB indirectly through their contributions to developing and maintaining strong organizational cultures. This theoretical insight has important implications: rather than viewing

these factors as independent pathways to OCB, they should be understood as interconnected elements of a broader organizational system in which culture serves as the integrating mechanism.

Fourth, while the study successfully identified significant predictors of OCB, the relatively modest explained variance (33.7%) indicates that other unmeasured factors—such as job satisfaction, perceived organizational support, school climate, interpersonal trust, communication quality, and teacher self-efficacy—likely play important roles. This finding highlights both the complexity of understanding OCB and the need for continued research to develop more comprehensive explanatory models.

These conclusions address the study's original objectives by clarifying the individual and collective relationships among organizational culture, effective leadership, and work commitment with teachers' OCB, while also revealing the primacy of organizational culture as the central factor. The research contributes empirically grounded knowledge to organizational behavior theory in educational contexts and provides actionable guidance for practitioners seeking to enhance teacher performance and school effectiveness.

Priority should be given to **strengthening organizational culture** through: (1) establishing and communicating clear shared values emphasizing collaboration, professional growth, and collective commitment to student success; (2) creating regular opportunities for teacher collaboration through professional learning communities and peer observation programs; (3) recognizing teachers who demonstrate helping behaviors and contributions beyond formal duties; and (4) ensuring alignment between espoused values and actual organizational practices. Leadership development should emphasize principals' roles as culture architects, understanding how their daily actions shape organizational culture.

Policies should support culture-strengthening by: (1) allocating resources and time for collaborative professional activities; (2) providing systematic training for principals in culture development strategies; (3) developing evaluation frameworks that recognize schools with strong collaborative cultures and high teacher OCB; and (4) creating inter-school networks for sharing effective culture-building practices. Policy frameworks should acknowledge that sustainable teacher performance improvement requires attention to organizational conditions, not only individual accountability mechanisms.

Programs should include components focused on building collective professional identity and shared commitment to organizational values. Teachers should understand that professional excellence encompasses both classroom instruction and collegial collaboration, mentoring, and contributions to school improvement through collaborative inquiry projects and peer mentoring systems.

Several research directions are recommended: First, longitudinal designs to establish temporal relationships and causal mechanisms among variables. Second, inclusion of additional predictors such as job satisfaction, perceived organizational support, school climate, and interpersonal trust to develop more comprehensive explanatory models. Third, mixed-methods approaches combining surveys with interviews and observations to understand how teachers experience organizational culture. Fourth, extending research to diverse contexts including private schools and other regions to assess generalizability. Finally, multilevel modeling examining both individual and school-level factors to enhance understanding of how organizational characteristics interact with individual differences.

The central message is clear: building strong, positive organizational cultures should be the primary focus of efforts to enhance teachers' OCB, with leadership development and commitment-building serving as important supporting strategies within this broader cultural framework. By implementing these recommendations, educational stakeholders can develop more

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effective strategies for cultivating organizational citizenship behaviors that enhance school effectiveness and student learning outcomes.

**Disclosure statement**

No potential conflict of interest was reported by the authors.

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