

The Relationship Between Instructional Leadership, Locus of Control, and Personality with Citizenship Behavior

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Abstract— *The purpose of this study was to find out information about the relationship between instructional leadership, locus of control, and personality with student's citizenship behavior. The study is using a quantitative research with correlational method by involving 103 students in DKI Jakarta Public High School (SMA N 8 DKI Jakarta). There are four instruments used in this study: (1) citizenship behavior ($r = 0.938$); (2) Instructional leadership ($r = 0.980$); (3) Locus of control ($r = 0.909$); and (4) Personality ($r = 0.939$). The results of the study show that 1) there is a positive relationship between instructional leadership and citizenship behavior; 2) there is a positive relationship between locus of control and citizenship behavior; 3) there is a positive relationship between personality and citizenship behavior; and 4) there is a positive relationship between instructional leadership, locus of control, and personality with citizenship behavior. Therefore, if we want to improve student's citizenship behavior, these three variables need to be considered.*

Index Terms— *citizenship behavior, instructional leadership, locus of control, personality*

I. INTRODUCTION

Environment is an important thing that is needed by living things in carrying out their daily lives, so that not a few human activities cause damage and environmental imbalances. Today, global environmental issues continue to be a reference for movement and development in various sectors. Large-scale exploration of natural resources and activities in the development and economic sectors that are not environmentally friendly have resulted in environmental degradation for decades. Therefore, in creating a balanced and sustainable environment, everything depends on how humans behave in making decisions and carrying out various activities in the environment while maintaining a balanced and sustainable environment.

Behavior is everything in the form of actions that we do both verbally and non-verbally and can be directly seen or observed¹. Along with the complexity of attitudes and behavior that can lead to problems, terms emerge to describe phenomena related to environmental problems namely environmental behavior, citizenship behavior, environmentally friendly behavior, responsible environmental behavior and citizenship behavior, environmentally friendly behavior and pro-environment behavior².

Citizenship behavior is a term used to identify a person's behavior in doing a job so that it can be called a part of performance³. Hollweg stated that citizenship behavior is a source of experience that can be used to support the formation of new behaviors related to the environment⁴. Those who have good citizenship behavior tend to help others, altruistic, actively involved in organizational activities, avoid unnecessary conflicts, perform tasks, patiently face things that are not appropriate, and tend to tackle environmental problems such as reusing goods used and save energy⁵.

The educational process is the most effective way for someone to experience the behavioral change to be better than before. Changing behavior through education has proven successful, but requires a complex process. Efforts to understand this method, educators and researchers have been faced with various kinds of phenomena of people's behavioral change in various things in daily life. Every environmental education program implemented in shaping students' awareness must be designed with the ultimate goal of promoting responsible citizenship behavior⁶.

In order to realize citizenship behavior, an educational process is needed. As stated by Clayton, S. and Myers, G. (2012), environmental education aims to build a world population that is aware and concerned about issues related to the environment. Citizens who are wise to the environment have knowledge, skills, attitudes, motivations, and are responsible for solving existing problems and preventing new problems⁷.

Therefore, the researchers tried to observe and examine previous research that had discussed about citizenship behavior. Research conducted by Anja Kollmuss and Julian Agyeman (2014) showed that factors that have an effect on pro-environment behaviors are external factors (e.g. institutional, economic, social and cultural) and internal factors (e.g. motivation, pro-environment knowledge of knowledge, awareness, values, attitudes, emotions, locus of control, and responsibility)⁸.

Some other studies that examine citizenship behavior tend to be focused and discussed on the behavior of community organizations in the social environment and in the workplace⁹. The factors that were observed were also related to the internal (from within) a person who was associated with behavior in the workplace and in the community in general. Meanwhile, most of the other studies on

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environmental research continue to focus on activities at the community level¹⁰ and at the organizational level¹¹. Therefore, further research is needed at the individual level to explore the factors that can facilitate an increase in citizenship behavior, because it is individuals who carry out environmental sustainability initiatives¹².

The first factor is leadership that plays an important role in the success of his subordinates. For example, the results of relevant research conducted by Lee Kim Lian (2012) showed that employee organizational behavior has a positive relationship with leadership style¹³. Based on the study of theory and the findings, it can be assumed that if students are positioned as a group of people led by a teacher, it can be assumed that the instructional leadership of everyday teachers in the classroom is related to the formation of student's citizenship behavior.

At school, leadership is widely studied from the school principal's side as the school leader. There was a research from Rigby (2016) which stated that principals' leadership is the main driver in school reformation¹⁴, but it has been proven that teacher leadership (instructional leadership) can also give an effect for the achievement of school goals and student learning outcomes¹⁵. In fact, there are not enough studies that focus on discussing the relationship and influence of teachers' instructional leadership on the formation of students' behavior. One of the research was conducted which showed that instructional leadership plays a role in student achievement¹⁶. So that in this study, researchers want to see whether there is a teacher leadership relationship (instructional leadership) to the formation of student behavior, in this case, is citizenship behavior.

This study also examine whether locus of control (internal and external) is related to students' citizenship behavior? The third factor to be examined in this study is the relationship between personality and the formation of citizenship behavior. Personality can be interpreted as how people influence other people and how they understand and see themselves, as well as how the patterns of measuring internal characters and their outer characters¹⁷. Personality is also a factor that plays a role in determining someone to make decisions. Personality is defined as an attitude in a person who explains self-characteristics, such as, emotions and behavior with five underlying dimensions, (conscientiousness, agreeableness, neuroticism, openness, and extraversion)¹⁸. According to environmental behavior models (Hines, et. Al., 1986), they stated that personality factors also effect and encourage a person's tendency to do an action (intention to act)¹⁹. The tendency to act can be suspected which will later bring someone to manifest it into an action in the form of citizenship behavior.

Relevant research related to environmental behavior and its relation to personality was conducted by A. Oluyinka Ojedokun and S. K. Balogun with a results showing that (1) There is a positive relationship between knowledge about climate change and responsible environmental behavior; (2) There is a positive relationship between self-efficacy and responsible environmental behavior; (3) There is a positive relationship between knowledge about climate change and self-efficacy with responsible environmental behavior⁵. Based on the results of these studies, it can be seen that self-efficacy is an internal factor in someone who has a stake in

shaping responsible environmental behavior. So it can be assumed that locus of control and personality factors can also be similar factors that support the formation of citizenship behavior. Other research conducted by Cameron Brick and Gary J Lewis (2014), about *Unearthing the "Green" Personality: Core Traits Predict Environmentally Friendly Behavior* with the results of the study focused on three personality factors, namely openness, conscientiousness and extraversion. It turned out that these three personality factors proved to influence environmentally behavior²⁰

Based on the explanation, it is necessary to conduct further research on "The Relationship Between Instructional Leadership, Locus of Control, and Personality with Citizenship Behavior".

II. METHODOLOGY

This study was a quantitative research with correlational method by involving 103 students in DKI Jakarta Public High School (SMA N 8 DKI Jakarta). There are four instruments used in this study: (1) citizenship behavior ($r = 0.938$); (2) Instructional leadership ($r = 0.980$); (3) Locus of control ($r = 0.909$); and (4) Personality ($r = 0.939$).

Citizenship behavior is the dependent variable in this study, while the independent variables of the research are instructional leadership, locus of control, and personality. It can be assumed that there is a relationship between instructional leadership, locus of control, and personality with student's citizenship behavior. For this research purpose, the constellation of research used by researchers in this study is described as :

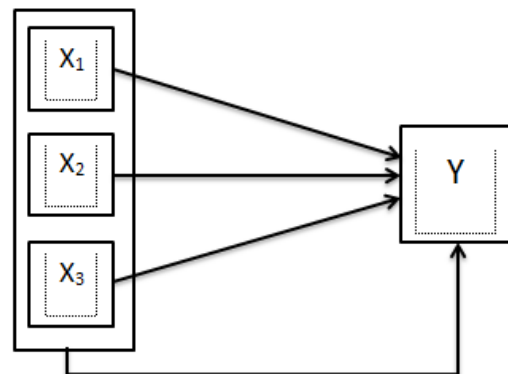


Figure 3.1 The Constellation of Research

Explanation:

Y = citizenship behavior

X₁ = instructional leadership

X₂ = locus of control

X₃ = personality

III. RESULTS

Based on data processing for the relationship between independent variables X₁, X₂, and X₃ with the dependent variable Y through multiple regression analysis techniques the following table as below:

Table 1. Multiple Regression Analysis Y for X₁, X₂ dan X₃

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	15.749	4.240		3.714	.000
X ₁	.324	.076	.387	4.260	.000
X ₂	.412	.122	.247	3.379	.001
X ₃	.178	.066	.248	2.714	.008

a. Dependent Variable: Y

Based on the Table 2, the multiple linear regression equation is, $\hat{Y} = 15,749 + 0,324X_1 + 0,412X_2 + 0,178X_3$. gg Before the regression equation model is analyzed and used in drawing conclusions, we have to know the result of significance and linearity of the regression equation. The results of the significance and linearity test calculations showed in Table 2.

Table 2. Significance Test and Linier Regression ($\hat{Y} = 15,749 + 0,324X_1 + 0,412X_2 + 0,178X_3$)

Source of Variance	df	SS	MSS	F _{cal}	F _{table} (α=0.05)
Regression	3	1383,054	461.018	38.128**	3.949
Residu	108	1305,866			
Total	111	2688,920	120091		

* p<.05; ** p<.01;

Regression equation is $\hat{Y} = 15,749 + 0,324X_1 + 0,412X_2 + 0,178X_3$, for the significance test obtained F_{cal} of 38,128 greater than F_{table} of 3.949 (α = 0.05) and F_{table} of 6.932 (α = 0.01), thus H₀ rejected and H₁ is accepted which means that the linear regression equation model for Y over X₁, X₂ and X₃ is significant.

Table 3. Significance Test of Partial Correlation Coefficients of the Three Independent Variables with Y

Correlation	Coefficient Correlation	t _{cal}	t _{table} (α=.05)
X ₁ and Y	ρ _{y1} = 0.699	8.474	1.987
X ₂ and Y	ρ _{y2} = 0.478	6.393	1.987
X ₃ and Y	ρ _{y3} = 0.598	15.393	1.987
X ₁ , X ₂ , X ₃ and Y	ρ _{y321} = 0,717	3.714	1.987

IV. DISCUSSIONS

A. A relationship between Instructional Leadership with Citizenship Behavior

The first hypothesis' test was there is a positive relationship between instructional leadership and citizenship behavior which is indicated by the value of t_{cal} = 8.474 is bigger than t_{table} = 1.987 (α = 0.05). The pattern of relations between these two variables is conveyed by the regression equation of $\hat{Y} = 25.164 + 0.535X_1$. The form of a positive relationship between instructional leadership and citizenship behavior is indicated by the coefficient value of ρ_{y1} = 0.699.

These findings indicated that teacher's instructional leadership factors related to the students' citizenship behavior. Leadership style is defined as an ability to make others finished something. This is reflecting the relationship

between the leader with the followers in a certain situation by achieving the common goal. Generally, leadership researchers suggested that the effective leaders must be able to articulate a vision, instil trust, trust, loyalty and guiding the talent of people who are led directly to achieve the organization's goal.

Several related studies had not been widely discussed, but there were similar studies discussing the teacher's instructional leadership role toward the students conducted by Breyer R. (2014). The result of this study supported the concept of school's effective leadership and the idea that effective leadership guided the teaching and learning through an effective modelling strategy, as well as to build a positive collaboration relationship²¹. Instructional leadership practices had also been applied in Singapore, Ng, F. S. D., Nguyen, T. D., Wong, K. S. B., & Choy, K. W. W. (2015) examined instructional leadership's dimensions and highlighted the strategies taken by principals and teachers to impose their instructional roles²².

Based on the findings and results of the relevant research above, we can find out that teacher's role as a leader in a class is very important. Bush, T. (2014) on his study stated that leadership is about the influence, not a formal authority. Instructional leadership is seen as one aspect of transactionally distributed approach²³. In addition, teachers as leaders build a culture, social, and economic influence towards their students²⁴. Therefore, it can be concluded that the more effective instructional leadership (transactional) can be, the more positive the students' citizenship behavior will be.

B. The relationship between Locus of Control with Citizenship Behavior

The second hypothesis' test was there is a positive relationship between locus of control and citizenship behavior which is indicated by the value of t_{cal} = 6.393 is bigger than t_{table} = 1.987 (α = 0.05). The pattern of relations between these two variables is explained by the regression equation of $\hat{Y} = 29,328 + 0,797X_2$. The form of a positive relationship between locus of control and citizenship behavior is indicated by the coefficient value of ρ_{y2} = 0.478.

These findings indicated that locus of control factor related to the students' citizenship behavior. Locus of control belonged to the main personality that influencing the organizational behavior. Kreitner and Kinicki mentioned that there were seven main characteristics influencing organizational behavior: (1) Locus of control; (2) Machiavellianism; (3) Self-esteem; (4) Self-monitoring; (5) Risk-taking; (6) Type A and B personalities; (7) Proactive personality²⁴. Locus of control is one of the important variables found in the empowerment variable which in this case needs to be prioritized to achieve citizens' behavior that behaves wisely towards the environment (citizenship behavior). Someone who has entered this variable already has an awareness of the importance of the environment for life. He has real actions taken to solve environmental problems and invites others to protect the environment. The concept of locus of control was first formulated based on



social learning theory. Locus of control refers to an individual's beliefs or expectations regarding the source of the events that occur in his life, such as the tendency of a person to feel, whether the events that occur to him are controlled by forces from inside or outside himself²⁵.

Several studies related to the relationship between locus of control citizenship behavior, according to Hsia, J.-W., & Tseng, A.-H. (2015) which stated that locus of control has a direct effect on organizational commitment. Since someone has an internal locus of control feels that he or she have greater control over the environment, they will exert great effort to achieve their goals rather than external ones. Thus, it can be expected that individuals with an internal locus of control will have a higher level of job involvement and organizational commitment than individuals with an external locus of control²⁶.

In addition, other relevant research is looking at how locus of control affects pro-environment behavior (PEB). A model of locus of control environment is tested in order that people who have locus of control have a negative effect on pro-environment behavior (PEB)²⁷. Based on the findings and some relevant studies that discuss the role of locus of control, it can be concluded that the more internal locus of control students become, the more positive the citizenship behavior will be.

C. Relationship between Personality with Citizenship Behavior

The third hypothesis' test was there is a positive relationship between personality and citizenship behavior which is indicated by the value of $t_{cal} = 15,393$ is bigger than $t_{table} = 1,987$ ($\alpha = 0.05$). The pattern of relations between these two variables is explained by the regression equation of $\hat{Y} = 36,889 + 0,429X_3$. The form of a positive relationship between locus of control and citizenship behavior is indicated by the coefficient value of $\rho_{y_3} = 0.598$.

These findings indicate that personality factors are related to students' citizenship behavior. Luthans stated, "personality is how people affect others" (Luthans, 2010). Some related studies conducted by Organ, D. W., & Lingl, A. (1995) state that only dimensions of agreeableness and conscientiousness have a role on organizational citizenship behavior²⁸. Furthermore, the results of Bagherian, M., & Mojambari, AK (2002) research shows that there is a significant relationship between the Big Five Personality and organizational citizenship behavior²⁹. Other findings are examined by Elanain, HA (2007) which states that only the openness to experience, conscientiousness, and neuroticism in personality variables which act as valid predictors for organizational citizenship behavior³⁰. Singh, A. K., & Singh, A. P. (2009) state different statements that conscientiousness and extraversion were found to be significantly positively correlated with all five dimensions of organizational citizenship behavior³¹.

Another finding by Hirsh, JB (2010) states that greater environmental concern is related to one's personality in the form of agreeableness and openness to experience³². Then, according to Golafshani, MR, & Rahro, M. (2013) the dimensions of conscientiousness, emotional stability and openness to experience do not have a significant effect on organizational citizenship behavior³³. Based on the findings

and some relevant research above, it can be concluded that the more accurate the personality of students become, the more positive student's citizenship behavior will be.

D. Relationship between Instructional Leadership, Locus of Control, and Personality with Citizenship Behavior

The fourth hypothesis' test was there is a positive relationship between instructional leadership, locus of control, and personality together with citizenship behavior which is indicated by the value of $t_{cal} = 3.714$ is bigger than $t_{table} = 1.987$ ($\alpha = 0, 05$). The pattern of the relationship between the two variables is explained by the regression equation of $\hat{Y} = 15.749 + 0.324X_1 + 0.412X_2 + 0.178X_3$. The form of a positive relationship between locus of control and citizenship behavior is indicated by the coefficient value of $\rho_{y321} = 0.717$.

These findings indicate that instructional leadership, locus of control, and personality factors together related to the students' citizenship behavior. After each of the three variables can be proven to have a relationship with citizenship behavior, it turns out that together these three variables are related to the citizenship behavior. This finding is a novelty both theoretically and practically in an effort to realize the students' citizenship behavior.

Based on the theoretical model and relevant research studies that have been described previously, leadership factors, locus of control, and personality turned out to have a role that can be calculated on citizenship behavior. findings of research conducted showed that leadership quality and positive personality traits significantly improve organizational behavior³⁴. Based on the findings and relevant research above, it can be concluded that there is a positive relationship between instructional leadership, locus of control, and personality with the citizenship behavior.

CONCLUSION

Based on these findings, the conclusions of this study are instructional leadership, locus of control, and personality have a positive relationship with the citizenship behavior. Increasing instructional leadership, locus of control, and personality can also increase citizenship behavior independently and together. Therefore, if you want to improve citizenship behavior especially for students, these three variables need to be considered.

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