

The Influence of Ethical Leadership, Integrity, Affective Commitment and Trust on (OCB) Of Teachers at State Senior High School at The City of Depok

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Abstract—The objective of this research is to find the influence of ethical leadership, integrity and affective commitment on discretionary (OCB) of teachers at Senior High school in Depok. This research uses a quantitative approach. The research was conducted by a survey method with path analysis applied in testing hypothesis. The research population is taken from 198 teachers of 13 Senior High Schools in Depok by proportional random sampling. Data is obtained from questionnaire and analyzed using description statistic and inferential statistical. The result of research: (1) direct positive effect of ethical leadership on organizational citizenship behavior, (2) direct positive effect of integrity on organizational citizenship behavior, (3) direct positive effect of affective commitment on organizational citizenship behavior, (4) direct positive effect of trust on organizational citizenship behavior, (5) direct positive effect of ethical leadership on trust, (6) direct positive effect of integrity on trust (7) direct positive effect of affective commitment on trust, (8) direct positive effect of ethical leadership on integrity (9) direct positive effect of integrity on affective commitment, (10) direct positive effect of ethical leadership on affective commitment.

Keywords—*affective commitment, ethical leadership, integrity, trust and organizational citizenship behavior.*

I. INTRODUCTION

Teachers play a strategic and important role in determining the quality of education. The roles of teachers are to transfer the knowledge and interact well with the students. Teachers are professional educator with their main duties to educate, teach, guide, direct, train, assess and evaluate the students throughout the formal education, primary as well as secondary education.

Mayor of Depok (2016) on his speech during 71st PGRI Anniversary (Indonesia Teachers Association) mentioned about 5 major keys of teachers' success in teaching-learning process. They are (1) put forward a good exemplary in attitude and behavior, (2) strong integrity in carrying his/her trust as teachers/educators,

(3) strong commitment for his/her professional role as teachers/educators, (4) solidarity in teachers' friendship and (5) togetherness in carrying out their work and duties. Hence, teachers as the spearhead of the schools' success are referred to teachers' OCB contribution, the principal's ethical leadership, teachers' integrity and affective commitment in enhancing the quality of education. In its context with organizational behavior, the extra-role behavior is determined as *OCB*. Organ (1988) stated that "*OCB is also known as the extra role behavior, which is the act of performing the job beyond the job requirement.*" OCB is also known as the extra-role behavior which states out actions in doing the jobs exceeding the work/job requirements. In fact, volunteering behavior or teacher's OCB toward organization, obedience on ethical values, integrity, commitment and good trust for organization is not optimal. In relation with less optimum results of OCB of High School teachers in Depok, it is found that teachers are not optimally working voluntarily and less contributing toward organization.

Thus, Organ (1997) stated that *OCB is defined as individual behavior that is discretionary not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization.* OCB can be defined as individual behavior as discretionary which its appearance is not explicitly related with the formal reward system, yet generally encourages organizational functions effectively. Furthermore, leading to one of the OCB dimensions, Organ (1988) also stated that *conscientiousness defined it as dedication to the job which exceed formal requirements such as working long hours and volunteer perform jobs besides duties.* *Conscientiousness* is defined as dedication toward work performance exceeding the assigned formal standard, such as arrive at school early, leave school later and willing to do extra work out of his/her duty time.

However, in reality, teaching pattern of the teachers are far below from teaching certification standard they possess. Many of the school teachers are absent when it is actually their teaching time. Not only that, but also the teachers are remain sitting and sometimes scold their noisy students to

remain silent as they actually disturb the teaching process in the neighbouring class. Moreover, the fact shows that the equivalence of the teaching time is still less than 24 hours per week. This is due to the fact that many of the teachers are doing their side jobs outside from their teaching activities. Although, teachers are actually receiving their certification allowance given by the government outside from their monthly salary. Therefore, it is highly expected that the Ministries of Education can revise The Regulation of the Minister of Education and Culture No. 04 year 2015 about learning time. It is suggested to change from 24 hours per week to 40 hours per week. Regulation of the Minister of Education and Culture No. 04/2015 is better to revoke so that teachers are not only depending on the 24 hour teaching time based on their certification.

In accordance with the ethical leadership of the principal, it is found some of the indisciplined actions done by the Principals of Senior High Schools in Depok. Referred to Kalsoven and Boon (2012), they stated that *ethical leadership defined as a person which are consistent, caring and fair and feel responsible for every action done by them*. This means that an ethical leader shows consistency in caring, giving fair treatment and being responsible for their deeds. Furthermore, referring to the integrity value it is still found that there are still dishonesty in teacher's work attitude and less consistency in carrying out their main duties as teachers. This is in accordance with Becker (1988) who stated that *integrity means that a person's behavior is consistent with espoused values and that a person is honest and trustworthy*. Also, Becker (1988) added that *integrity is the reputation for truthfulness and honesty of the trusted person*. Still in relation with integrity value, there are still found that teachers are not consistently instilling truth value and honestly as well as lack of courage in acting out when there is value deviation in classroom. Therefore, the filial schools need to be further investigated. Government plays an important role to discipline out the illegal fees or other value deviations. Depok District of Education Office has opened 3 (three) filial school of high school level or distant class starting the academic year 2015-2016. Open registration for the filial schools are divide into 3 (three) zones. They are the East Zone in Cimanggis, Central Zone in Cilodong and West Zone in Sawangan. The opening of filial schools, hence, the solution for not being able to accommodate all secondary school graduates who would like to enroll in Public High School. Providing the filial schools, each child will earn their right to have and experience decent/proper education as it is stated in our Constitution.

In accordance with the affective commitment value, it is found that senior high school teachers in Depok have not optimally shown strong emotional attachment with the organization, not fully involve in organization and less work comfortability. Referring to Meyer and Allen (1990), they stated that *affective commitment reflects employees emotional attachment to, identification with and involvement in the organization*. Moreover, Meyer and Allen (1997) stated out that *affective commitment is a person's emotional attachment to the organization, felt himself parts of the organization and want to be involved*

with the organization and feel happy to be a member of the organization. The fact shows that 70% of teachers in Depok are less qualified. Out of 3000 teachers, there are only 900 teachers who meet the teaching certification quality standards. From here, it can be said that 70% of public school teachers in Depok do not possess sufficient teaching ability. Further, they are not innovative enough in teaching.

Therefore, the teachers are having difficulty in creating the active and creative atmosphere of learning for their students. In conjunction with teacher's trust value, it is found that the trust of high school teachers in Depok has not shown an optimum result. The teachers have not demonstrated optimum point that they have positive expectation, honesty in working, supporting the school organization and building good social relationship. Referring to Colquitt, Le Pine and Wesson (2009:219), they stated about the definition of trust. They stated that *trust is defined as the willingness to be vulnerable to an authority based on positive expectation about the authority's action and intention*.

Based on the above condition, it is clearly that the high school teachers (public schools) in Depok has not worked at their optimum and best contribution. These can be seen from the fact that they are lack of motivation to work voluntarily, less ethical leadership from the principal (indisciplined actions), low level of integrity in accomplishing their duties, less firmness and lack of courage in implementing the value of fairness and honesty, less positive expectation upon their work and less of emotional bonding and teachers' involvement in their respective organization.

The Formulation Of Problem

Based on the background of study, problem identification and the scope of the study, the research questions will be formulated as follows:

1. Is there any direct effect of ethical leadership on OCB?
2. Is there any direct effect of integrity on OCB?
3. Is there any direct effect of affective commitment on OCB?
4. Is there any direct effect of trust on OCB?
5. Is there any direct effect of ethical leadership on trust?
6. Is there any direct effect of integrity on trust?
7. Is there any direct effect of affective commitment on trust?
8. Is there any direct effect of ethical leadership on integrity?
9. Is there any direct effect of integrity on affective commitment?
10. Is there any direct effect of ethical leadership on affective commitment?

OCB (ORGANIZATIONAL CITIZENSHIP BEHAVIOR)

OCB describes individual behavior which has its freedom to choose indirectly or explicitly and claimed as a formal reward system that generally encourages efficiency and effectivity of organizational functions.

Robbins and Coulter (2012:373) defined *OCB as discretionary behavior that's not part of an employee's formal job requirements but which promotes the effective functioning of the organization*. This is also stated by Robbins and Judge (2015:58) who stated that *OCB is the discretionary behavior that is not part of an employee's formal job requirements and that contributes to the psychological and social environment of the workplace*. Other scholars, Colquitt, LePine and Wesson (2011:41)

explained that OCB is defined as voluntary employee activities that may or may not be rewarded but contribute to the organization by improving the overall quality of the setting in which work takes place. Finally, the last scholars McShane and Glinow (2008: 559) stated out that OCB is that extend beyond the employee's normal job duties. Based on the above concept definitions, it can be synthesized that ethical leadership is individual assessment upon their leader who has good thoughts, values, attitude and good behavior, caring, honest, have good principles, fair and balance to act ethically and communicate the ethics to his/her followers with these following indicators: (a) has ethical personality, (b) open minded to others, (c) positive thinking, (d) communicative, (e) fair and (f) wise.

INTEGRITY

Integrity is a concept which shows a consistency between actions, values and principles. Yukl (2010:341) explained that *integrity: communicates in an open and honest way, keeps promises and commitment as, acts in ways that are consistent with espoused values, admits and accepts responsibility for mistakes does not attempt to manipulate or deceive people*. Yukl (2010:56) furtherly explained that *integrity also means taking responsibility for one's actions and decisions*. Yukl (2010:479) mentioned that *personal integrity is essential for maintaining mutual trust and credibility*. The attempts of knowing one's self needs to be done so as to know about the life condition. In accordance with this, Schermerhorn (2008:328) explained that *integrity means acting in honest, credible and consistent manner in putting one's values into action*. Integrity becomes the key character for a leader. A leader who has integrity will obtain trust from his/her employees. Leader with integrity is trusted because whatever he/she said will also become his/her reliable actions. Integrity has 3 (three) keys of ethical codes which can be observed, namely honesty, work commitment and work consistency. Based on the above concept definitions, integrity can be synthesized as individual behavior which consistently appointed to the values of the organization with these following indicators: (a) can be trusted, (b) consistent upon duties, (c) instill the truth, (d) firmness on the establishment, (e) firm on implementing the actions dan (f) prioritize duties.

AFFECTIVE COMMITMENT

Affective commitment can be defined as someone's tendency to stay as the member of the organization. In relation with this, Meyer dan Allen (1997) explained that *affective commitment is a person's emotional attachment to the organization, felt himself parts of the organization and want to be involved with the organization and feel happy to be a member of the organization*. Affective commitment is someone's relatively strong identification and involvement toward the organization. Affective commitment is someone's eagerness to stay committed with his/her membership and strive for reaching the success of the organization. Langton & Robbins (2010:88) further stated that *affective commitment is strongly associated with positive work behaviors such as performance, attendance and citizenship*. Other scholars,

Colquitt, LePine and Wesson (2011:71) illustrated that *affective commitment is defined as desire to remain a member of an organization due to an emotional attachment to, an involvement with, that organization*.

McShane and Glinow (2003:59) explained further that *affective commitment is the employee's emotional attachment to identification with and involvement in a particular organizational*. Kreitner and Kinicki (2010:67) explained that *affective commitment refers to the employees emotional attachment to identification with and involvement in the organization employees with a strong affective commitment continue employment with an organization because they want to do so*.

TRUST

Trust is a valuable asset for someone to be able to reach his/her success. Trust is one step which someone assume about others' good intention and conviction on someone's utterance and actions. In other words, it can be said that whenever there is no longer trust upon someone's words or actions, there will be no further actions. According to Colquitt, LePine dan Wesson (2009:219) they stated that *trust is defined as the willingness to be vulnerable to an authority based on positive expectation about the authority's action and intention*. Trust is defined as the willingness to accept authority based on the positive thoughts on action and the intention of the authority. Trust can also be defined as someone's willingness to give support for others. Thus, Kreitner and Kinicki (2008:318) stated that *trust is defined as reciprocal faith in others' intentions and behavior*. Based on the above concept description, it can be synthesized that affective commitment is the individual emotional attachment which gives out the positive impact in setting up the commitment to stay in the organization and involve within the organization with the indicators of: (a) emotional attachment with the organization, (b) involvement in the organization, (c) loyalty upon the organization, (d) sacrifice and (e) work comfort.

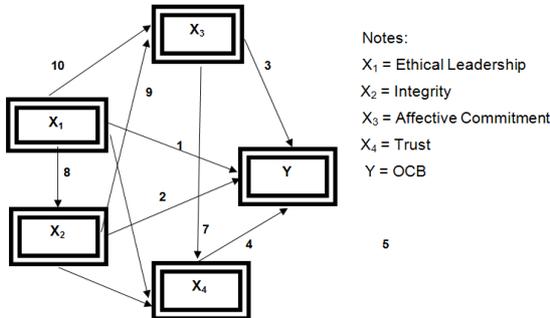
II. METHODS

This research is using a survey method with path analysis approach. The trial calculation results over 30 respondents, for the OCB variables it is found that there are 34 valid items with reliability coefficient (r) = 0,939. The calculation results of ethical leadership, it is found that there are 39 valid items with reliability coefficient (r) = 0,967. Furthermore, the integrity variable calculation, it is found that there are 40 valid items with reliability coefficient (r) = 0,962, for the affective commitment variable calculation, it is found that there 35 valid items with reliability coefficient (r) = 0,956 and finally, the calculation of trust variable shows that there 38 valid items with reliability coefficient (r) = 0,964. The target population of the research is 389 respondents. Research samples selected as much as 198 teachers from 13 Senior High Schools in Depok, using simple random sampling technique.

HYPOTHESIS

- H1. Direct Positive Effect of Ethical Leadership on OCB
- H2. Direct Positive Effect of Integrity on OCB.
- H3. Direct Positive Effect of Affective Commitment on OCB

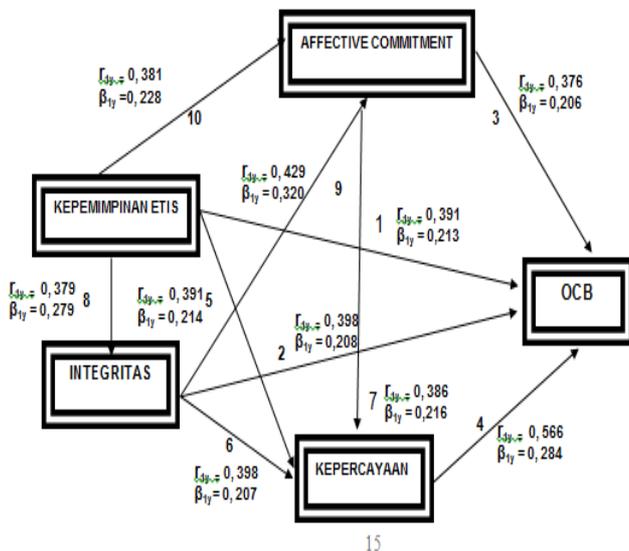
- H4. Direct Positive Effect of Trust on OCB
- H5. Direct Positive Effect of Ethical Leadership on Trust
- H6. Direct Positive Effect of Integrity on Trust
- H7. Direct Positive Effect of Affective Commitment on Trust
- H8. Direct Positive Effect of Ethical Leadership on Integrity
- H9. Direct Positive Effect of Integrity on Affective Commitment
- H10. Direct Positive Effect of Ethical Leadership on Affective Commitment



III. RESULTS AND DISCUSSION

Measurement of this research is conducted on *endogen variable* and *exogen variable*. The *endogen variable* (the affected variable) defined as variable which its variety is explained by the exogen variable. The endogen variable of this research is *OCB* (Y). Whereas, the exogen variable (the affecting variable) defined as variable which its variety is assumingly occurred not because of the causes in the research model. Exogen variables of this research is the ethical leadership (x₁), integrity (x₂), affective commitment (x₃) and trust (x₄).

Structurally, overall path diagram of each structure can be seen from the following illustration:



The results of the research show:: (1) The effect of ethical leadership on OCB resulted in the correlated coefficient $r_{1y} = 0,391$ and path coefficient $\beta_{y1} = 0,213$. An increase of OCB can be resulted from ethical leadership accuracy, (2) Integrity effect on OCB resulted in the correlated coefficient $r_{2y} = 0,398$ and path coefficient $\beta_{y2} = 0,208$. An increase of OCB can be resulted from integrity accuracy., (3) The effect of affective commitment on OCB resulted in the correlated coefficient $r_{3y} = 0,376$ and path coefficient $\beta_{y3} = 0,206$. An increase of OCB can be resulted from the affective

commitment accuracy., (4) The effect of trust on OCB resulted in the correlated coefficient $r_{4y} = 0,566$ and path coefficient $\beta_{y4} = 0,284$. An increase of OCB can be resulted from trust accuracy, (5) The effect of ethical leadership resulted in the correlated coefficient $r_{14} = 0,391$ and path coefficient $\beta_{41} = 0,214$. An increase of ethical leadership can be resulted from trust accuracy., (6) The effect of integrity on trust resulted in the correlated coefficient $r_{24} = 0,398$ and path coefficient $\beta_{42} = 0,207$. An increase of integrity can be resulted from trust accuracy, (7) The effect of affective commitment on trust resulted in the correlated coefficient $r_{34} = 0,386$ and path coefficient $\beta_{43} = 0,218$. An increase of affective commitment can be resulted from the trust accuracy, (8) The effect of ethical leadership on integrity resulted in the correlated coefficient $r_{12} = 0,379$ and path coefficient $\beta_{21} = 0,279$. An increase of integrity can be resulted from the ethical leadership accuracy. (9) The effect of integrity on affective commitment resulted in the correlated coefficient $r_{23} = 0,429$ and path coefficient $\beta_{32} = 0,320$. An increase of the affective commitment can be resulted from the integrity accuracy and (10) The effect of ethical leadership on affective commitment resulted in the correlated coefficient $r_{13} = 0,381$ and path coefficient $\beta_{31} = 0,228$. An increase of affective commitment can be resulted from the ethical leadership accuracy.

Direct Effect	Path Coefficient	T _{count}	t _{table}	Testing Decision
X ₁ toward Y	0,213	2,92	1,99	H ₀ was rejected, H ₁ was accepted. Direct positive effect of X ₁ toward X ₄
X ₂ toward Y	0,208	2,78	1,99	H ₀ was rejected, H ₁ was accepted. Direct positive effect of X ₂ toward X ₄
X ₃ toward Y	0,206	2,90	1,99	H ₀ was rejected, H ₁ was accepted. Direct positive effect of X ₃ toward X ₄
X ₄ toward Y	0,284	5,21	1,99	H ₀ was rejected, H ₁ was accepted. Direct positive effect of X ₄ toward X ₅
X ₁ toward X ₄	0,214	2,93	1,99	H ₀ was rejected, H ₁ was accepted. Direct positive effect of X ₂ toward X ₄
X ₂ toward X ₄	0,207	2,78	1,99	H ₀ was rejected, H ₁ was accepted. Direct positive effect of X ₄ toward X ₂
X ₃ toward X ₄	0,206	2,91	1,99	H ₀ was rejected, H ₁ was accepted. Direct positive effect of X ₄ toward X ₂
X ₁ toward X ₃	0,479	7,64	1,99	H ₀ was rejected, H ₁ was accepted. Direct positive effect of X ₄ toward X ₃
X ₂ toward X ₃	0,320	4,45	1,99	H ₀ was rejected, H ₁ was accepted. Direct positive effect of X ₂ toward X ₃
X ₄ toward X ₂	0,228	3,17	1,99	H ₀ was rejected, H ₁ was accepted. Direct positive effect of X ₄ toward X ₂

1. The Effect of Ethical Leadership on OCB

Based on the research calculation findings, it is found the correlated coefficient value as much as 0,391 and path coefficient value as much as 0,213. This means that the ethical leadership has direct positive effect on OCB. The result of hypothesis testing shows that the ethical leadership implies significant effect on OCB. If a leader implements the norms, ethics and organizational values, hence it will create the influencing technique of a leader. A leader, actually, practicing the influencing techniques which can be accepted by his/her followers, as well as implements the norms, ethics and organizational values in their daily behavior. In accordance with this, Mitonga-Monga & Cilliers (2016) mentioned, *this high level of organizational citizenship behavior can be achieved by the behavior of ethical leaders, facilitating employees' positive identification, loyalty and nourishing their engagement in extra-role behavior*. The prior explanation can lead us to conclude that the ethical leadership has direct positive effect on OCB.

2. The Effect of Integrity on OCB

Based on the research calculation findings, it is found the correlated coefficient as much as 0,398 and path coefficient value as much as 0,208. This means that integrity has direct positive effect on OCB. The result of hypothesis testing shows that integrity has significant effect on OCB. The main key of integrity lead to how far someone's integrity to be fully consistent with the embraced value in conjunction with their actions which influence their

individual voluntary behavior (OCB). Yukl (2010:56) explained that *a key determinant of perceived integrity is the extent to which a leader's behavior is consistent with value articulated repeatedly to followers. A leader who hopes to inspire others to support an ideology or vision must set an example in his or her own behavior.* Integrity is very crucial in the attempts to enhance someone's OCB.

Based on the above explanation, it is assumed that integrity has direct positive effect on OCB. Based on the above explanation, it can be concluded that the integrity implies direct positive effect on OCB.

3. The Effect of Affective Commitment on OCB

Based on the research calculation findings, it is found the correlated coefficient as much as 0,376 and path coefficient value as much as 0,206. This means that the affective commitment has positive direct effect on OCB. The result of hypothesis testing shows that the affective commitment implies significant effect on OCB.

In addition, affective commitment is part of the organization commitment which refers to the emotional attachment of an employee in relation with his/her involvement in the organization. Therefore, Meyer et al, (2002) explained that *affective commitment that employees can be a predictor for the emergence of extra role behavior. Employees who feel affective commitment has an emotional attachment to the organization feel part of the organization and a desire to do the best for the organization and will bring OCB.* Other scholars, Colquitt, LePine dan Wesson (2001:67) stated that *employees who are affectively committed to their employee tend to engage in more interpersonal and organizational citizenship behavior, such as helping, sportsmanship and boosterism.* Thus, it can be concluded that affective commitment has direct positive effect on OCB.

4. The Effect of Trust on OCB

Based on the research calculation findings, it is found the correlated coefficient value as much as 0,566 and the path coefficient value as much as 0,284. This means that trust has direct positive effect on OCB. The result of hypothesis testing shows that trust implies significant effect on OCB. High level of trust encourages the individual voluntary behavior (OCB) to help others in his/her organization. For instance, that individual will build good social relationship with others which will enhance the voluntary behavior (OCB) to help their colleagues or the organization in accomplishing their duties. Colquitt, LePine and Wesson (2011:242) stated that *trust has a moderate positive effect on performance. Employees who are willing to be vulnerable to authorities tend to have higher levels of task performance. They are also more likely to engage in citizenship behavior and less likely to engage in counterproductive behavior.* Based on the above explanation, it can be concluded that trust has direct positive effect on OCB.

5. The Effect of Ethical Leadership on Trust

Based on the research calculation findings, it is found the correlated coefficient as much as 0,391 and path coefficient as much as 0,214. This means that the ethical

leadership has direct positive effect on trust. The research hypothesis testing shows that the ethical leadership implies significant effect on trust. A high level of ethical behavior of a leader tends to encourage his/her followers to have trust upon the organization. The scholars, Ivancevich, Konopaske and Matteson (2008:119) explained that, *Specifically trust between an employee and a manager and a management style that encourages the development of ethical leadership among employees have been found to encourage the expression of OCBs.* Based on the above explanation, it can be concluded that the ethical leadership has direct positive effect on trust.

6. The Effect of Integrity on Trust

The research calculation found out the correlated coefficient as much as 0,398 and path coefficient as much as 0,207. This shows that integrity has direct positive effect on trust. The research hypothesis testing demonstrated that integrity implies significant effect. In relation with the above explanation, Handford dan Leithwood (2013) asserted the *reviews by Handford and Leithwood. They found teachers trust to principals most influenced by practices such as effective leadership, consistency, reliability, openness, respect and integrity. These practices are likely to encourage teachers to be more committed to their careers.* Thus, it can be concluded that integrity implies direct positive effect on trust.

7. The Effect of Affective Commitment on Trust

The research calculation found out the correlated coefficient as much as 0,386 and path coefficient as much as 0,218. This shows that affective commitment has direct positive effect on trust. The research hypothesis testing demonstrated that affective commitment implies significant effect. Affective commitment tends to encourage someone's trust work at his/her optimum. An individual who has high level of affective commitment such work comfort will influence his/her own trust to work at his/her best performance. Thus, it can be concluded that integrity implies direct positive effect on trust.

8. The Effect of Ethical Leadership on Integrity

The research calculation found out the correlated coefficient as much as 0,379 and path coefficient as much as 0,279. This means that ethical leadership implies direct positive effect on integrity. The result of hypothesis testing demonstrated that the ethical leadership implies significant effect on integrity. The ethical leadership inspires someone's integrity to be consistent and fulfill his/her promise. The ethical behavior of a leader such as building up effective communication with the employees will influence the integrity of his/her integrity to instill truth value on their actions. In accordance with this, Yukl (2010:342) explained that *most of the evidence about effects of servant leadership is from anecdotal accounts and case studies of historical leaders. Other evidence comes from research on related subjects such as supportive leadership, empowerment, leader integrity, self-sacrifice by leaders and ethical leadership.* Based on the above explanation, it can be

concluded that the ethical leadership implies direct positive effect on integrity.

9. The Effect of Integrity on Affective Commitment

The research calculation found out the correlated coefficient as much as 0,429 and path coefficient as much as 0,320. This means that integrity implies direct positive effect on affective commitment. The result of hypothesis testing demonstrated that integrity implies significant effect on affective commitment. Individual integrity such as firmness in doing the actions and prioritize duties will influence someone's affective commitment to do sacrifice for the organization. Integrity is a concept which stresses on the suitability of someone's actions with the principles or certain values the person has chooses. According to this matter, Handford and Leithwood (2013) explained their reviews which found teachers trust to principals most influenced by practices such as effective leadership, consistency, reliability, openness, respect and integrity. These practices are likely to encourage teachers to be more committed to their careers. .

10. The Effect of Ethical Leadership on Affective Commitment

The research calculation found out the correlated coefficient as much as 0,381 and path coefficient as much as 0,228. This means that ethical leadership implies direct positive effect on affective commitment. The result of hypothesis testing demonstrated that ethical leadership implies significant effect on affective commitment. High level of ethical behavior of a leader can create a high level of commitment of the employees to participate in the organization. As this is stated by Yukl (2010:331-332), *influencing follower commitment and optimism are central aspects of most theories about effective leadership. Leaders are usually expected to influence follower commitment to an existing task or a new activity. However this influence is also the source of ethical concerns. The problem for evaluating ethical leadership when the interests of the leader, the followers and the organization are congruent and can be attained by actions that do not involve much risk or cost to any of the parties.* Based on the above explanation, it can be concluded that ethical leadership implies direct positive effect on affective commitment.

IV. CONCLUSION

Conclusion of Research Results:

- (1) There is direct positive effect of ethical leadership on OCB. This means that ethical leadership of the principal can enhance teachers' OCB.
- (2) There is direct positive effect of integrity on OCB. This means that high level of integrity can enhance teachers' OCB.
- (3) There is direct positive effect of affective commitment on OCB. This means that high level of affective commitment can enhance teacher' OCB.
- (4) There is direct positive effect of trust on OCB. This means that high level of trust can enhance teachers' OCB.

- (5) There is direct positive effect of ethical leadership on trust. This means that high level of ethical leadership can enhance teachers' trust.
- (6) There is direct positive effect of integrity on trust. This means that teachers' high level of integrity can enhance teachers' trust.
- (7) There is direct positive effect of affective commitment on trust. This means that high level of affective commitment of teacher of the principal can enhance teachers' trust.
- (8) There is direct positive effect of ethical leadership on integrity. This means that ethical leadership of the principal can enhance teachers' integrity.
- (9) There is direct positive effect of integrity on affective commitment. This means that teachers' high level of integrity can enhance teachers' affective commitment..
- (10) There is direct positive effect of ethical leadership on affective commitment. This means that high level of affective commitment of the principal can enhance teachers' affective commitment.

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