



## THE IMPLEMENTATION OF 9 LEADERSHIP BEHAVIORS IN UNIVERSITIES LEARNING PROCESS

(A Study : Survey through samples of students in Maranatha Christian University)

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### Abstract

*Industrial competition demands every company to do their best in all aspects to be able to compete and win the market. One of the aspects that support the company in winning the market is a qualified employee who also committed to work with the company. In the upcoming of 2014, the expectation of turnover will be higher due to increased jobs and economic growth. The estimates of turnover were achieved from a study by the Hay Group in collaboration with the center for economics and business research. The study estimates the number of employees who will quit in 2014 could reach 161.7 million, an increase of 12.9 percent compared to 2012. Asia Pacific region is expected to experience the largest spike in the level of employee turnover, which is up to 21.5-25.5 percent during the period 2012-2018. One of the ways to overcome the problem of high employee turnover is the establishment of employee commitment. One which established employee commitment is the leadership behaviors. Employees who work at the company are mostly university graduates while among them are fresh graduates. In any fields of work entered by a university graduate, they are supposed to have the leadership behaviors when entering the market place. To establish the leadership behaviors on an employee, primarily fresh graduates, higher education from the university is supposed to play a major role. The higher education level should be able to score graduates with good leadership behaviors. This research is a descriptive research which using the survey method. In collecting the samples, this research was focused on students who were majoring in accounting in order to measure and determine whether the learning process at the university and lecturers who teach in the accounting department have been applying and implementing the leadership behaviors to the students in the classroom learning process.*

**Keywords:** *Industrial competition, employee turnover, employee commitment, 9 leadership behaviors, established leadership behaviors in university learning process.*

### INTRODUCTION

Industrial competition is growing rapidly in the middle of economic problems which require every company to do their best in every aspect in order to compete and win the market.

One of the most profitable assets in the company is the human resources. One of the aspects that support the company in winning the market is a qualified employee who also committed to work with the company. Employee commitment has been an important factor to determine the success of an organization. Employee commitment to an organization has acquired increasing demand as it aids the organizations to retain more staff and thereby increase in achievement, productivity and effectiveness(Shahid&Azhar, 2013).

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In the upcoming of 2014, the expectation of turnover will be higher due to increased jobs and economic growth. The estimates of turnover were achieved from a study by the Hay Group in collaboration with the center for economics and business research, the study estimates the number of employees who will quit in 2014 could reach 161.7 million, an increase of 12.9 percent compared to 2012. Asia Pacific region is expected to experience the largest spike in the level of employee turnover, which is up to 21.5-25.5 percent during the period 2012-2018.

One of the ways to overcome the problem of high employee turnover is the establishment of employee commitment. One which established employee commitment is the leadership behaviors (Folkman, 2010).

According to the paper which was written by Lucy, et al (2004), This paper reports on an investigation of the variables that may be predictive of intentions to leave a job, and tests a model that includes mediating variables. A total of 173 retail salespeople completed questionnaires measuring commitment to the organization for which they worked, job satisfaction, stress, supervisor support, locus of control, self-esteem, the perceived stressors in the job and their intention to quit. Path analysis was used to test the relationships hypothesized in the model. The majority of hypotheses were supported, with the variables included accounting for 52 per cent of the variance in intention to quit.

Results of the study suggest that leader training focus on helping leaders understand how their behaviours affect their subordinates and how they can recognize and buffer employee stress (Offermann& Hellmann, 1996).

Employees who work at the company are mostly university graduates while among them are fresh graduates. In any fields of work entered by a university graduate, they are supposed to have the leadership behaviors when entering the market place. At the time when they become leaders, the leadership behaviors can be applied in their works.

To establish the leadership behaviors on an employee, primarily fresh graduates, higher education from the university is supposed to play a major role. The higher education level should be able to score graduates with good leadership behaviors. Although this process is not instant, at least they are taught about the values of leadership behaviors that should be owned by a leader.

Most of the time, a college student spent his or her education by learning in the classroom. A lecturer is supposed be able to apply his or her leadership behaviors on each in the process.

This research is a descriptive research which using the survey method. In collecting the samples, this research was focused on students who were majoring in accounting in order to measure and determine whether the learning process at the university and lecturers who teach in the accounting department have been applying and implementing the leadership behaviors to students in the classroom.

The goal of this research is to measure and determine whether the lecturers have been applying the leadership's character refers to the 9 leadership behaviors in the learning process at the university. The results of the study can be used for the university and the faculty of economy as an input for the preparation of curriculum-based leadership in order to apply the leadership's character for the accounting

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graduates at the time they entering the labor. This research can also be used for the basis and consideration for other universities in applying the leadership behaviors in the university learning process.

## **THEORETICAL BASIS**

### **Behaviors, Learning, and Learning Process**

Behavior is action, reactions, and interactions in response to external or internal stimuli, including objectively observable activities, introspectively observable activities, and unconscious processes.

Behavior theory (K. Spence), a point of view emphasizing immediate relations to the environment by using stimulus and response variables. Emphasizes the here and now, disregarding both the effects of history and the effect of future intentions (Corsini, 2002)

Learning can be defined as an experiential process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation, or innate response tendencies. This definition of learning has three important components: First, learning reflects a change in the potential for a behaviour, it does not automatically lead to a change in behavior. Second, behavior changes caused by learning are not always permanent. As a result of new experiences, previously learned behavior is no longer exhibited. Third, changes in behavior can be due to processes other than learning. Our behavior can change as the results of motivation rather than learning (Klein, 1991).

This description of the learning process is taken from a study by a national committee of the relationship between learning and instructional processes. After suggesting a definition of learning, the authors outline the structure of the learning process in a simplified schematic diagram, discuss its interpretation, and indicate the key processive concepts which they believe to be useful in understanding the characteristics of change in learning.

Learning may be considered in its broadest sense as a process of adaptation. Through the process of learning, men acquire new ways of behaving or performing in order that they can make better adjustment to the demands of life. The essential elements in a learning situation are environmental stimulation of a living, motivation organism; incentives which when attained will lead to satisfaction of the motives; and at the least a temporary blocking or inability of the learner to respond in ways that will enable him to gain the incentive. Motivation is assumed to be an inner state of need and is necessary condition if the learner is to engage in learning activity. Needs, wants, interests, and sets are terms which are used to refer to motivating conditions. Satisfaction of a motive may be blocked by the learner's inability to attain the incentives which satisfy the need (Harris, 1961).

Behaviorism offers a particular perspective on how learning occurs and how teaching impacts that process. The principles of behaviorism can be useful in facilitating learning within the classroom. Some things to remember when incorporating behaviorist principles into your teaching: write observable and measurable behavioral learning outcomes, specify the desired performances in

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advance (the learning outcomes serve this purpose) and verify learning with appropriate assessments, emphasize performance, and practice in an authentic context, use instructional strategies to shape desired skills, reinforce accomplishments with appropriate feedback (The Office for Teaching and Learning Newsletter, 2002).

### **Andragogy Learning Theory**

According to the article which was written by Bambang and Lukman, andragogy is the art and science of teaching adults. Considering an adult is as an individual who has been self-sufficient and able to adjust itself, then the most important of andragogy in the process of learning interactions are independent learning activities that focus to the participants themselves and not the activities of a teacher teaches something (Learner Centered Training / Teaching).

Lessons given to adults could be effective (faster and attached to his memory), when mentors (coaches, teachers, trainers, instructors, and alike) are not excessively dominate the class group, reduce too much talk, but to strive for the individual adults to be able to find alternatives to develop their personality. A good mentor should strive to listen and accept the idea of a person, then judge and answered their questions. Adults are essentially creative beings whenever he or she is able to move or explore the potential that is within them. In this effort, special skills and tricks are required to be used in the study. In addition, adults can be taught to be more active when they feel involved in the learning activities, especially if they are involved to contribute thoughts and ideas that make them feel valuable and have the self-respect in front of his neighbor. This means that, adults would learn better if his personal opinion is respected, and would be pleased if he could contribute their ideas and minds, rather than being crammed by the theory from the supervisors.

For adults, the creation of a favorable learning environment is a facility that would encourage them to try advanced behaviors, dare to be different, applicable with new stance and willing to try the brand-new knowledge that they gained. Although something new may risky, but the risk, and the error itself is a natural part of learning.

Eventually, the adults would like to know what their significance in the study group is. For adults there is a tendency to know their strengths and weaknesses. Thus, a shared evaluation is needed by all members of the group which worth for afterthought matter, which evaluate themselves from others who may have different perceptions. (Quoted from S Bambang& Lukman).

The premise is that the assumptions behind pedagogy, which in the original Greek means “child conductor,” do not always fit the needs of the adult learner. Andragogy, derived from the Greek word for “adult or man,” provides a better model for the growing number of nontraditional students enrolled in many universities. the authors make suggestions for how to plan a course based on the principles of andragogy (Thompson& Deis, 2004).

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## **Employee commitment**

Employee engagement is a vast construct that touches almost all parts of human resource management facets we know hitherto. If every part of human resources is not addressed in appropriate manner, employees fail to fully engage themselves in their job in the response to such kind of mismanagement. The construct employee engagement is built on the foundation of earlier concepts like job satisfaction, employee commitment and Organizational citizenship behaviour. Though it is related to and encompasses these concepts, employee engagement is broader in scope. Employee engagement is stronger predictor of positive organizational performance clearly showing the two-way relationship between employer and employee compared to the three earlier constructs: job satisfaction, employee commitment and organizational citizenship behaviour. Engaged employees are emotionally attached to their organization and highly involved in their job with a great enthusiasm for the success of their employer, going extra mile beyond the employment contractual agreement (Markos & Sridevi, 2010).

## **Leadership**

The leader's job is to create conditions for the team to be effective. The ends of leadership involve getting through others, and the means of leadership involve the ability to build cohesive, goal-oriented teams. Good leaders are those who build teams to get results across a variety of situations (Hughes, 2009).

One of the research investigated the employees' perceptions of the prevalent leadership style in Lebanon, Evidence supporting a positive relation between transformational leadership and organizational commitment has been found (Yahchouchi, 2009).

The studies about relationship of leadership styles, organization commitment and organization performance. The research indicates that employee's organization commitment strongly mediated the process of impact of leadership style on the organization performance (Khan et al, 2012).

## **Top 9 leadership behaviors**

Top 9 leadership behaviors according to Folkman, 2010:

Evidence shows that improving any leadership behavior will have a positive impact on employee satisfaction's commitment, but some changes have more impact than others. Through our research we have identified the nine behaviors that, if improved, will have the greatest impact on employee satisfaction/commitment.

1. Inspire and motivate others
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Leaders who are effective at inspiring and motivating others have a high level on energy and enthusiasm. They energize their team to achieve difficult goals and increase the level of performance from everyone on the team. Many leaders focus on accomplishing tasks in their job description while forgetting to inspire. This is mistake. Without inspiration, employees do an adequate job. However, when inspiration is a focus, leaders unlock a level of additional effort and energy that can make the difference between organizational success and failure. The point is every leaders need to find ways to inspire their employees to higher performance

## 2. Driving for results

The drive for results is a critical behavior to success. However, some organizations are all push (drive for results) and no pull (inspiration), which ultimately reduces motivation, conversely, both are does not work with either. A healthy balance between the two behaviors is necessary. Leaders who are effective at driving for results are skillful at getting people to stay focused on and stretch for the highest priority goals. They establish high standards of excellence for the work group. Leaders that do this well are not afraid to ask their employees for a higher level of performance and continually remind them of their progress relative to the goal.

## 3. Strategic perspective

While the first two behaviors focus on getting activity to occur, the third behavior focused on the direction of that activity. Leaders who provide their team with a definite sense of direction and purpose tend to have more satisfied and committed employees. These leaders paint clear perspective between the overall picture and the details of day-to-day activities. The most successful leaders are constantly reinforcing where the organization is heading and the key steps that lead to success. Employees need to see how their hard work makes a difference, and how it helps get the organization closer to achieving success.

## 4. Collaboration

Possibly one of the most common challenges in today's organizations is the lack of collaboration between groups within an organization. One team is competing for the resources or recognition against other team. Information is not shared, customers are not well-served, and work frequently gets stalled. This conflict and lack of synergy frustrates and discourages employees. Leaders who promote a high level of cooperation between their work group and other groups create a positive and productive atmosphere in the organization. When leaders demonstrate that they can achieve objectives that require a high level of intergroup cooperation, synergy is created and every employee enjoys the work experience.

## 5. Walk the talk

A key behavior in creating and committed workforce is the very basic and fundamental skill of being honest and acting with integrity. Leaders need to be role models and set a good example for their work group. Leaders create cynicism and lose

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trust when they say one thing and do another, such as telling employees that the budget is tight and to curb all expenditures, but then proceed to stay in 5 star hotels and eat expensive restaurants. Every leader needs to look at their behavior critically and ask the question, "Am I walking my talk?"

## 6. Trust

Trust can be built or destroyed over time and is built in different ways. Leaders can engender trust by becoming aware of the concerns, aspirations, and circumstances of others. The reality is that we tend to trust our friend more than our enemies. Trust can also be built through knowledge and expertise. People trust leaders with deep expertise and knowledge because they project confidence in their ability to make informed decisions. We further build trust with others through consistency. When leaders are consistent and predictable, others acquire confidence and trust in them. Finally, trust can be built from a leader's rock-solid honesty and integrity. When direct reports know that they would never be told anything that is not 100 percent accurate and factual, they trust that leader. Consistency is the key to building this kind of trust.

## 7. Develops and supports others

When leaders work with employees and push them to develop new skill and abilities, they are building higher levels of employee satisfaction and commitment. Employees who develop new skills become higher performers and more promotable. Effective leaders are thrilled by the success of others. Leaders can promote greater employee development by creating a learning environment in courage to learn from mistakes, take the time to analyze their successes, and understand that went well.

## 8. Building relationships

Leaders who stay in touch with issues and concerns of individuals in the work group have employees with higher levels of employee satisfaction and commitment. In the study, these leaders were perceived as being able to balance "getting results" with a concern for other's needs. That does not mean that they are not focused on achieving results. Rather they balance individual needs against organizational deadlines and demonstrate that they value the individual. They create positive relationships with team members.

## 9. Courage

The leaders with the highest level of employee satisfaction and commitment are courageous. They do not shy away from conflicts. They deal with issues head on, and when they see the first signs of problems within their teams, they addressed it directly and candidly. Some leaders assume that conflicts will work themselves out and the problems will simply disappear. They only fool themselves with this kind of thinking. It takes courage to address issues, resolve conflicts, and insist that everyone is accountable.

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## RESEARCH METHODS

The research methodology is a descriptive survey method. Survey was conducted using questionnaire measuring instrument, by using sampling methods to the population of students majoring in accounting at Maranatha Christian University Bandung.

There are 29 questions in the questionnaire with the possible answer of: often, occasionally, and never.

### Research Results and Analysis

The results of the research by using sampling amounted to 102 students majoring in accounting at Maranatha Christian university, is as follows:

#### Reliability Statistics

The testing results of the reliability and validity using SPSS is as follows:

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| ,927             | ,926   | 29         |

The statistic's reliability is 0.927. The number of cronbach alpha in the range of 0.70 is acceptable, while above 0.80 is pleasing (Sekaran, 2006). Along with the opinion of some experts such as (Nunnally, 1978) that is: preliminary research is recommended at 0.70, basic research at 0.80 and applied research at 0.90-0.95.

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## Validity

The results of Pearson correlation test using SPSS is as follows:

| Questions | Correlations        | results | Sig. (2-tailed) |
|-----------|---------------------|---------|-----------------|
| 1         | Pearson Correlation | 0,526   | 0,000           |
| 2         | Pearson Correlation | 0,632   | 0,000           |
| 3         | Pearson Correlation | 0,578   | 0,000           |
| 4         | Pearson Correlation | 0,411   | 0,000           |
| 5         | Pearson Correlation | 0,537   | 0,000           |
| 6         | Pearson Correlation | 0,524   | 0,000           |
| 7         | Pearson Correlation | 0,547   | 0,000           |
| 8         | Pearson Correlation | 0,523   | 0,000           |
| 9         | Pearson Correlation | 0,540   | 0,000           |
| 10        | Pearson Correlation | 0,550   | 0,000           |
| 11        | Pearson Correlation | 0,574   | 0,000           |
| 12        | Pearson Correlation | 0,479   | 0,000           |
| 13        | Pearson Correlation | 0,397   | 0,000           |
| 14        | Pearson Correlation | 0,386   | 0,000           |
| 15        | Pearson Correlation | 0,524   | 0,000           |
| 16        | Pearson Correlation | 0,611   | 0,000           |
| 17        | Pearson Correlation | 0,649   | 0,000           |
| 18        | Pearson Correlation | 0,638   | 0,000           |
| 19        | Pearson Correlation | 0,658   | 0,000           |
| 20        | Pearson Correlation | 0,648   | 0,000           |
| 21        | Pearson Correlation | 0,637   | 0,000           |
| 22        | Pearson Correlation | 0,634   | 0,000           |
| 23        | Pearson Correlation | 0,686   | 0,000           |
| 24        | Pearson Correlation | 0,623   | 0,000           |
| 25        | Pearson Correlation | 0,691   | 0,000           |
| 26        | Pearson Correlation | 0,637   | 0,000           |
| 27        | Pearson Correlation | 0,627   | 0,000           |
| 28        | Pearson Correlation | 0,607   | 0,000           |
| 29        | Pearson Correlation | 0,485   | 0,000           |

Test results with SPSS discovered that all questions have Pearson correlation results > 0.3 and significant value is smaller than 0.05 so the whole question is valid (Ghozali, 2009).



Recapitulation results of the questionnaires done by 102 respondents are as follows:

| Inspire and Motivate Others |   | Often | Occasionally | Never |
|-----------------------------|---|-------|--------------|-------|
| 1                           | I assume that I was taught to inspire and motivate others in the classroom learning process.  | 26%   | 43%          | 31%   |
| 2                           | I assume that either in group or class discussion my lecturer gives me the possibility to inspire and motivate my friends.  | 23%   | 41%          | 36%   |
| 3                           | I assume that I was also motivated by my lecturer to achieve the best result in the classroom process.  | 12%   | 34%          | 54%   |
| Average Percentage          |   | 20%   | 39%          | 41%   |
| Driving for results         |   |       |              |       |
| 4                           | I assume that my lecturer sets a high standard in every classroom learning process for my class advantages.   | 18%   | 26%          | 57%   |
| 5                           | I assume that my lecturer asked the students to improve their performance into a higher level.  | 5%    | 23%          | 73%   |
| 6                           | I assume that in the learning process/ group work in the class, I was taught to emphasize my friends in the group in order to achieve the best results and achieve the best performance.  | 24%   | 34%          | 42%   |
| 7                           | I assume that my lecturer regularly reminded me to be consistent in achieving the ultimate goal and always tell me about the progress and development of the goals which I intend to reach.   | 13%   | 36%          | 51%   |
| Average Percentage          |   | 15%   | 30%          | 55%   |
| Strategic perspective       |   |       |              |       |
| 8                           | I assume that my lecturer directing the work in detail of what to do in the classroom learning process (example: giving detailed tasks to be performed in the course assignment).   | 12%   | 36%          | 52%   |
| 9                           | I assume that my lecturer directed me to work hard in any classroom learning process or task given in order to achieve the best results.  | 11%   | 37%          | 52%   |
| 10                          | I assume that my lecturer inform/ aware me that there is a difference between the results for those who work hard and who do not (example: lecturer told that the best group get the highest score because they worked hard in order to finish the task). | 24%   | 31%          | 45%   |
| Average Percentage          |   | 15%   | 35%          | 50%   |
| Collaboration               |   |       |              |       |
| 11                          | I assume that in a group or assignment task , I demanded to collaborate and cooperate with other groups.  | 25%   | 29%          | 46%   |
| 12                          | I assume that the lecturer directed me that in the end in of  | 24%   | 35%          | 41%   |



|                              |   |     |     |     |
|------------------------------|---|-----|-----|-----|
|                              | the institution, collaboration is required among the peers or with the other group in the class.  |     |     |     |
| Average Percentage           |   | 24% | 32% | 44% |
| Walk the talk                |   |     |     |     |
| 13                           | I assume that the institution is in line with the plan which was told by the lecturer from the very first of the study.   | 6%  | 47% | 47% |
| 14                           | I assume that in the classroom learning process I am demanded to always be honest and act with integrity.   | 7%  | 23% | 71% |
| 15                           | I assume that in the classroom learning process my lecturer demands me to act according to my commitment and what I have declared.  | 17% | 34% | 49% |
| Average Percentage           |   | 10% | 35% | 56% |
| Trust                        |   |     |     |     |
| 16                           | I assume that my lecturer concerned about my problems and worries in the learning process.  | 29% | 48% | 23% |
| 17                           | I assume that my lecturer taught me to be concerned about the issues and aspires toward my classmates/ group.   | 27% | 49% | 25% |
| 18                           | I assume that my lecturer inspires and teach me to be consistent to beand act with integrity.   | 15% | 42% | 43% |
| Average Percentage           |   | 24% | 46% | 30% |
| Develops and supports others |   |     |     |     |
| 19                           | I my assume that in the classroom learning process my lecturer gives me the opportunity to develop and support ourselves in dealing with the learning difficulties.                         | 26% | 37% | 37% |
| 20                           | I assume that in the classroom learning process in case that my friends having difficulties in learning or do not understand the materials, my lecturer asked me to support and teach them. | 39% | 29% | 31% |
| 21                           | I assume that within the group work or discussion my lecturer gives the opportunity and teach me to always develop and support my friends.  | 30% | 41% | 28% |
| 22                           | I assume that my lecturer taught and gave me an example to consistently encourage my friends and learns from the past mistakes.   | 19% | 42% | 39% |
| 23                           | I assume that my lecturer took time to analyze the success that I have achieved, and taught me to do the same thing as if my group succeed in achieve something.                            | 35% | 39% | 26% |
| Average Percentage           |   | 30% | 38% | 32% |
| Building relationships       |   |     |     |     |
| 24                           | I assume that my lecturer communicate and build personal relation with me.  | 35% | 35% |     |
| 25                           | I assume that my lecturer counterbalance the enforcement in order to achieve the institution target with building the   | 32% | 41% | 27% |



|  |  |            |            |            |
|--|--|------------|------------|------------|
|  | personal relationship with me.   |            |            |            |
| 26   | I assume that my lecturer in the classroom learning process taught me to build personal relationships with my colleagues/classmates. | 24%        | 44%        | 32%        |
| 27   | I assume that my lecturer concerned with my individual needs (my lecturer does not insist me to just finish the coursework).         | 40%        | 35%        | 25%        |
| Average Percentage                                 |  | 33%        | 39%        | 28%        |
| Courage  |  |            |            |            |
| 28   | I assume that my lecturer inspire and teach me in the learning process in order to solve problems and resolve conflicts.             | 18%        | 46%        | 36%        |
| 29   | I assume that my lecturer demand me to be responsible for any work that I do.  | 15%        | 29%        | 56%        |
| AveragePercentage                                  |  | 16%        | 38%        | 46%        |
| <b>Average Percentage for Questions in Overall</b> |  | <b>22%</b> | <b>37%</b> | <b>41%</b> |

The results show that in overall, lecturers in the accounting department have not been fully implementing the leadership behaviors refers to the 9 leadership behaviors in the learning process. The recapitulation results in overall, audiences concluded that 22% lecturers implement the aspects of leadership behavior in the classroom learning process, 37% apply occasionally, and 41% never apply.

## CONCLUSION AND RESOLUTION

The conclusion of this research reviewed as a whole, lecturers in the accounting department have not been fully implementing the leadership behaviors which refer to the 9 leadership behaviors in the learning process. The recapitulation results in overall, audiences concluded that 22% lecturers implement the aspects of leadership behavior in the classroom learning process, 37% apply occasionally, and 41% never apply.

Writer suggests that in the classroom learning process, lecturers in the faculty of economics should fully implement the 9 aspects of leadership behavior. It is intended in order of graduates of the faculty of economics may have the leadership behaviors at the time they entered the market place. Furthermore, in developing the curriculum of the economics faculty, it should be considered to implement the leadership's aspects in the learning process. Other suggestion is that in order to implement the 9 leadership behaviors, a lecturer is expected to teach and implement it by using the andragogy methods.

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