



## Transformational leadership and prosocial voice behavior: the mediating role of psychological ownership

Ahmad Khoirun Najib<sup>1</sup>, M Shalahuddin<sup>2</sup>, Denny Nabawi<sup>3</sup>, Rahellia Panjaitan<sup>4</sup>  
<sup>1,2,3,4</sup>Department of Management, Faculty of Economics, University of Sriwijaya, Indonesia

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### ABSTRACT

Employees were considered critical organizational assets that required professional management to ensure optimal contributions to organizational sustainability and development. One important form of contribution was prosocial voice behavior, defined as employees' willingness to express constructive ideas, opinions, and suggestions to organizational authorities. Such behavior functioned as a positive indicator of organizational effectiveness, whereas employee silence reflected the opposite condition. Accordingly, identifying factors that fostered prosocial voice behavior was essential. This study aims to examine the effect of transformational leadership on prosocial voice behavior through the mediating role of psychological ownership. The study further explored this mediating mechanism within governance practices of public education institutions, both state-owned and private, in Indonesia. A quantitative cross-sectional design was employed, involving 194 respondents drawn from employees of public and private formal education foundations who had worked for more than one year and were not currently bound by permanent employment contracts with other organizations. Primary data were collected through self-administered online questionnaires. Structural Equation Modeling was applied to test the proposed hypotheses. The results reveal that transformational leadership has a statistically significant and positive effect on prosocial voice behavior. In addition, psychological ownership partially mediated the relationship between transformational leadership and prosocial voice behavior. While previous studies had examined various antecedents of prosocial voice, this study extended the literature by highlighting the role of psychological ownership in the educational sector. The findings offered practical implications for foundations and similar organizations and contributed empirical evidence to the literature on transformational leadership, psychological ownership, and prosocial voice behavior.

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#### Corresponding Author:

Ahmad Khoirun Najib,  
Department of Management/Faculty of Economics University of Sriwijaya,  
Jl. Raya Palembang - Prabumulih No.KM. 32 30862 Indralaya Utara,  
Email: : [ahmadkhoirunnajib@fe.unsri.ac.id](mailto:ahmadkhoirunnajib@fe.unsri.ac.id)

## 1. INTRODUCTION

Employees represent a critical human capital asset that plays a strategic role in achieving organizational objectives. Prior research has consistently demonstrated that professional human resource management practices are positively associated with employee commitment, job satisfaction, and organizational performance (Becker et al., 2009; Ramsay et al., 2002). Despite these benefits, many employees remain reluctant to express constructive ideas or concerns to their supervisors. This phenomenon, commonly referred to as employee silence, continues to persist in organizational settings and has been shown to inhibit innovation, reduce organizational effectiveness, and foster dysfunctional workplace behaviors (Morrison, 2014; Wang & Hsieh, 2013).

Conversely, voice behavior particularly prosocial voice, captures employees' voluntary and constructive expression of ideas, suggestions, and problem-solving initiatives intended to improve organizational functioning (Detert & Burris, 2007; Van Dyne & LePine, 1998). As an extra-role behavior, prosocial voice reflects a proactive orientation that benefits both the organization and its members. High levels of prosocial voice are often indicative of an open, collaborative, and innovative organizational climate. Nevertheless, empirical evidence suggests that employees frequently refrain from speaking up due to perceived social, relational, or structural risks associated with voice behavior (Milliken et al., 2003).

Leadership style is widely acknowledged as a key contextual factor shaping employees' willingness to engage in voice behavior (Chen et al., 2018; Morrison, 2011; Yan, 2018). In this regard, transformational leadership has been identified as particularly effective in fostering psychological conditions that encourage openness and employee initiative. Transformational leaders inspire and motivate followers by articulating a compelling vision, providing individualized consideration, and encouraging intellectual stimulation (Bass & Avolio, 1998). Through these behaviors, transformational leaders can cultivate trust, psychological safety, and a shared sense of purpose, which are essential antecedents of employee voice. Although prior studies have reported a positive association between transformational leadership and voice behavior (Avey et al., 2012; Liang et al., 2012), the underlying psychological processes that explain this relationship remain insufficiently explored.

Psychological ownership has been proposed as a key psychological mechanism linking leadership behaviors to employee outcomes (Dawkins et al., 2017; Park et al., 2013). Psychological ownership refers to a state in which individuals feel a sense of possession toward the organization, accompanied by heightened responsibility, emotional attachment, and concern for organizational well-being (Dyne & Pierce, 2004; Pierce et al., 2001). Employees who experience strong psychological ownership are more likely to engage in proactive and constructive behaviors, including prosocial voice, as they perceive organizational success as personally meaningful and morally significant (Avey et al., 2012). Moreover, emerging research suggests that psychological ownership may function as a mediating variable through which leadership styles, such as transformational leadership, exert their influence on employee behavior (O'driscoll et al., 2006; Pierce & Jussila, 2011).

Despite growing scholarly interest in transformational leadership, psychological ownership, and voice behavior, empirical studies that integrate these constructs within a single explanatory model—particularly in the context of educational organizations—remain limited. Most existing research has focused on corporate or industrial settings, thereby constraining the generalizability of findings to knowledge-intensive and value-driven institutions such as educational foundations.

Addressing this gap, the present study empirically examines the mediating role of psychological ownership in the relationship between transformational leadership and prosocial voice behavior within formal educational institutions. Drawing on data from

194 employees working in public and private educational organizations, this study adopts a case study approach at the Al-Kautsar Lampung Educational Foundation, an institution recognized for its application of transformational leadership principles in human resource management. This study reconceptualizes prosocial voice not merely as an individual extra-role behavior, but as an indicator of sustainability within educational organizations. In value-driven institutions grounded in social missions, the expression of constructive ideas and suggestions functions as an adaptive mechanism that supports organizational learning, governance improvement, and responsiveness to environmental change. Accordingly, prosocial voice reflects an institution's capacity to evolve and maintain its long-term relevance.

Theoretically, this perspective shifts the focus from individual attributes to systemic organizational dynamics. Prosocial voice is understood as an outcome of a leadership ecosystem and psychological conditions—particularly psychological ownership—that enable members to internalize organizational goals. By positioning prosocial voice as a sustainability indicator, this study extends voice theory beyond voluntary extra-role behavior toward a strategic mechanism that underpins the resilience and continuity of educational organizations.

This study directly addresses a limitation in the existing literature, which predominantly situates the relationship between transformational leadership and voice behavior within profit-oriented organizational settings, with limited attention to value-based nonprofit contexts. Theoretically, this research develops a model that reconceptualizes leadership influence as a relational-psychological process through the integration of transformational leadership and psychological ownership. By examining this model within educational institutions grounded in social mission and normative commitment, the study extends the generalizability of leadership and voice theories while positioning psychological ownership as a central mechanism through which leadership shapes prosocial behavior in value-driven organizations. Thus, the contribution of this study is not merely contextual but also conceptual, advancing the development of leadership-based organizational behavior models.

## 2. RESEARCH METHOD

Transformational leadership is theorized to influence prosocial voice through distinct psychological pathways. By fostering trust, intrinsic motivation, and inspiration, transformational leaders create conditions that encourage employees to engage in constructive and voluntary voice behaviors (Bass & Riggio, 2006). Simultaneously, transformational leadership enhances employees' psychological ownership of the organization, strengthening their sense of responsibility and commitment to organizational well-being, which subsequently promotes open and proactive communication (Dyne & Pierce, 2004). Accordingly, the following hypotheses are proposed: H1: Transformational leadership is positively associated with prosocial voice behavior. H2: Psychological ownership mediates the relationship between transformational leadership and prosocial voice behavior.

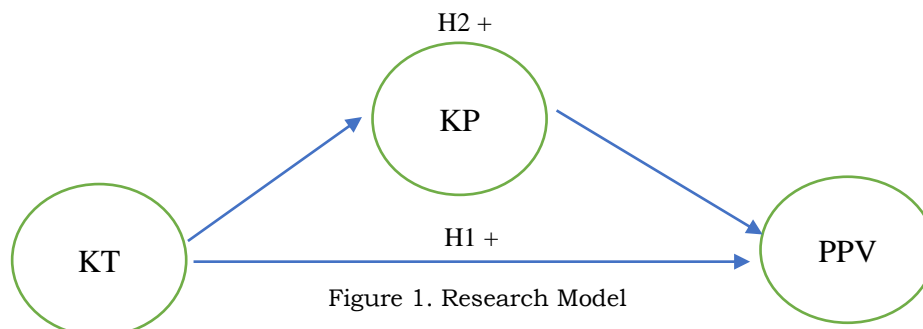


Figure 1. Research Model

### 2.1 Research Design and Procedure

This study employed a quantitative approach using a cross-sectional research design to examine causal relationships among latent variables within a single observation period. This design was considered appropriate for empirically testing hypotheses through statistical analysis (Creswell, 2014). The examined variables included transformational leadership as the independent variable, psychological ownership as the mediating variable, and prosocial voice behavior as the dependent variable.

The research was conducted chronologically through the following stages: (1) determination of research design and study site, (2) identification of population and sample criteria, (3) development and distribution of research instruments, (4) data collection and screening, (5) validity and reliability testing, and (6) data analysis using Structural Equation Modeling (SEM).

### 2.2 Population, Sample, and Research Site

The population comprised all permanent administrators and employees of Al-Kautsar Education Foundation (YPAK) Lampung, totaling 277 individuals. The research site was purposively selected based on a theoretical sampling logic, namely the consideration of alignment between the organization's characteristics and the theoretical constructs under examination. YPAK was deemed relevant because it explicitly implements transformational leadership principles in its internal governance, including the articulation of a strong institutional vision, the enhancement of educators' intrinsic motivation, the provision of individualized consideration, and the promotion of innovation and human resource capacity development.

Beyond its theoretical alignment, YPAK also fulfills the criteria of case representativeness within the context of Indonesian educational institutions. The foundation manages four levels of formal education (kindergarten, elementary, junior high, and senior high school), operates under a structured governance system, and functions as a value-based educational institution with a clearly defined social mission. These characteristics render it representative of an educational organizational context that integrates leadership dimensions, normative commitment, and organizational behavior dynamics. Therefore, the selection of YPAK was not merely based on accessibility, but rather on its conceptual suitability and contextual relevance to the proposed research model.

Purposive sampling was applied with the following inclusion criteria: (1) a minimum of one year of work experience, (2) no permanent employment contract with another organization, and (3) direct interaction with organizational leaders. Based on these criteria, 194 valid responses were obtained. This sample size was considered adequate for SEM analysis, meeting the minimum requirement of 5–10 observations per indicator (Hair et al., 2010).

### 2.3. Data Type and Collection Technique

Primary data were collected using a self-administered online questionnaire to enhance efficiency and reduce interviewer bias (Dillman et al., 2014). All constructs were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The measurement items were adapted from previously validated instruments in the literature.

### 2.4. Operational Definition and Measurement of Variables

Transformational leadership was measured using four dimensions proposed by Bass & Avolio (1998): idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Psychological ownership was measured based on indicators adapted from Pierce et al (2001), including self-efficacy, accountability, belongingness, and self-identity. Prosocial voice behavior was measured following Morrison (2014), reflecting employees' voluntary expression of constructive ideas, suggestions, and solutions aimed at improving organizational effectiveness.

### 2.5. Validity and Reliability Testing

Construct validity was assessed using Confirmatory Factor Analysis (CFA) with AMOS version 26. All indicators demonstrated factor loadings exceeding 0.50, indicating acceptable validity. Reliability testing using Cronbach's alpha yielded values above 0.80 for all constructs, confirming strong internal consistency (Hair et al., 2010). Model adequacy was evaluated using goodness-of-fit indices, including Chi-square, RMSEA, CFI, TLI, and GFI.

### 2.6. Data Analysis Technique

Data were analyzed using Structural Equation Modeling (SEM) to simultaneously examine direct and indirect relationships among latent variables (Byrne, 2010). The SEM framework consisted of a measurement model and a structural model. The mediating effect of psychological ownership was tested using a bootstrapping procedure with 5,000 resamples. Mediation effects were considered significant when the p-value was below 0.05 and the 95% confidence interval did not include zero.

## 3. RESULTS AND DISCUSSIONS

### 3.1 Descriptive Analysis of Respondents

Descriptive analysis was conducted to provide an initial overview of respondents' characteristics and their perceptions of the research constructs. A total of 194 online questionnaires were returned and fully processed. The results indicated that the majority of respondents were female (57%), while male respondents accounted for 43%. Most respondents were within the productive age range of 26–40 years (62%) and had more than five years of work experience at Al-Kautsar Education Foundation, Lampung. This condition suggested that the respondents generally possessed adequate psychological maturity, professional experience, and sufficient understanding of the organizational culture in which they worked.

In terms of job position, respondents consisted of unit heads, teachers, and administrative staff. The diversity of positions and tenure provided a broad representation of leadership conditions and organizational behavior. This variation was important, as differences in organizational roles could influence individual perceptions of leadership and opportunities to express opinions or ideas (*voice behavior*).

To analyze questionnaire data, respondents' answers were grouped into interval categories to describe each research variable. The interval classification was determined based on a five-point Likert scale ranging from 1 to 5. Following Lind et al (2019), the interval class was calculated as follows:

$$\text{Score Range} = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Number of Response Options}}$$

$$\text{Score Range} = \frac{5 - 1}{5} = 0,800$$

Table 1. Criteria for Mean Score Intervals

Interval	Category
1,000 - 1,800	Very Low
1,810 - 2,600	Low
2,610 - 3,400	Moderate
3,410 - 4,200	High
4,210 - 5,000	Very High

Source: Processed primary data, 2025.

Following this categorization, the mean scores, standard deviations, and correlation coefficients among variables were calculated to obtain descriptive statistics. The results are presented in Table 2

Table 2. Descriptive Statistics

No.	Variable	Mean	Std. Deviation	Koefisin Korelasi			N
				KT	KP	PPV	
1.	KT	4,463	9,469	1			194
2.	KP	4,044	6,307	0,586	1		194
3.	PPV	4,252	4,218	0,722	0,676	1	194

Source: Processed primary data, 2025.

The results indicated differences in mean values across variables. Transformational leadership demonstrated a very high mean score (4.463), indicating a strong presence of transformational leadership practices. Psychological ownership showed a high mean score (4.044), suggesting a strong sense of ownership among employees. Prosocial voice behavior also exhibited a very high mean score (4.252), indicating frequent expression of constructive ideas and suggestions. Overall, the data distribution was considered satisfactory, as the standard deviations were relatively small and the correlation coefficients among variables exceeded 0.50, indicating strong relationships.

### 3.2 Structural Model Analysis (SEM)

Structural model analysis was conducted using Structural Equation Modeling (SEM) with AMOS version 26. The regression weight results are presented in Table 3.

Table 3. AMOS 26.0 Results (Regression Weights)

Relationship		Estimate	S.E.	C.R.	P-Value
Prososial_Voice	<--- Transformational_Leadership	0,992	0,147	6,728	***
Kepemilikan_Psikologikal	<--- Transformational_Leadership	1,528	0,247	6,187	***
Prososial_Voice	<--- Psychological_Ownership	0,212	0,042	5,092	***

\*\*Significant at 5% level

Source: Processed primary data, 2025.

The findings showed that prosocial voice behavior was positively and significantly impacted by transformational leadership. Transformational leadership also positively influenced psychological ownership, while psychological ownership exerted a significant positive effect on prosocial voice behavior.

Hypothesis testing using the Baron & Kenny (1986) mediation approach is summarized in Table 4.

Table 4. Hypothesis Testing Results

RelationSHIP	Adjusted R Square	Standardized Coefficient	Sig
KT → PPV	0,690	0,587	***
KP → PPV	0,690	0,346	***
KT → KP	0,306	0,554	***
KT, KP → PPV	0,690	0,192	***

KT = Transformational Leadership; KP = Psychological Ownership; PPV = Prosocial Voice Behavior

\*\*Significant at 5% level

Source: Processed primary data, 2025.

The first hypothesis was validated, showing that prosocial voice behavior was significantly improved by transformational leadership. ( $\beta = 0.587$ ,  $p < 0.05$ ), explaining 69% of the variance in prosocial voice behavior.

For the second hypothesis, the results demonstrated that transformational leadership significantly influenced psychological ownership ( $\beta = 0.554$ ,  $p < 0.05$ ), and psychological ownership significantly affected prosocial voice behavior ( $\beta = 0.346$ ,  $p < 0.05$ ). When psychological ownership was included in the model, the direct effect of transformational leadership on prosocial voice behavior decreased from  $\beta = 0.587$  to  $\beta = 0.192$ , while remaining significant. This reduction indicated partial mediation, consistent with the criteria proposed by Baron & Kenny (1986); MacKinnon et al (2007).

Table 5. Summary of Hypothesis Testing Results

No	Hypothesis	Result
1.	Transformational leadership positively affects prosocial voice behavior.	Supported
2.	Psychological ownership mediates the effect of transformational leadership on prosocial voice behavior	Partially Supported

Source: Processed primary data, 2025.

### 3.3. Implications

The findings indicate that transformational leadership exerts both a direct effect on prosocial voice behavior and an indirect effect through psychological ownership as a partial mediator. This pattern suggests that leadership effectiveness operates not only through observable behavioral influence but also through internal psychological processes within employees. The direct effect implies that transformational leadership practices such as articulating an inspiring vision, providing intellectual stimulation, and offering individualized consideration can immediately encourage employees to express constructive ideas. Accordingly, leadership interventions in educational institutions should prioritize strengthening transformational competencies that foster open communication and trust.

However, the indirect effect through psychological ownership highlights that sustained voice behavior requires a sense of ownership and emotional attachment to the organization. Psychological ownership reinforces commitment and moral responsibility, making voice behavior an internally motivated expression rather than a situational response to leadership actions. Therefore, leadership intervention design should adopt an integrative approach. In addition to developing transformational leadership capabilities, educational institutions should implement participatory governance, transparent decision-making, and value-based institutional identity reinforcement to cultivate psychological ownership. Such a dual-focus strategy enables the development of an organizational culture that sustainably supports prosocial voice through both behavioral influence and psychological internalization.

Furthermore, these findings are relevant in positioning voice behavior as a strategic asset for educational organizations amid increasing demands for innovation and public accountability. Contemporary educational institutions face continuous pressure to adapt to curriculum reforms, advancements in learning technologies, and growing stakeholder expectations regarding transparency and service quality. In this context, prosocial voice should no longer be viewed merely as a voluntary individual contribution, but rather as a strategic source of information that supports continuous improvement and internally informed decision-making processes. When transformational leadership successfully cultivates psychological ownership, employees' voice becomes a reflection of collective commitment to institutional quality and integrity. Accordingly, voice behavior functions as a mechanism for strengthening governance practices, fostering pedagogical innovation, and enhancing organizational legitimacy in the public sphere. As such, it constitutes a strategic resource that underpins the sustainability and competitiveness of educational institutions.

#### 4. CONCLUSION

Based on the results of data processing, analysis, and hypothesis testing, several conclusions can be drawn. First, transformational leadership was found to have a significant positive effect on prosocial voice behavior. This finding indicates that higher levels of transformational leadership are associated with increased prosocial voice behavior, whereas lower levels of transformational leadership correspond to reduced expressions of prosocial voice. Second, the results confirmed that transformational leadership exerted a significant positive influence on prosocial voice behavior, and psychological ownership partially mediated this relationship. These findings suggest that the conclusions of this study are consistent with and supportive of previous research. Accordingly, this study contributes to and enriches the empirical literature by providing additional evidence on the relationships among transformational leadership, psychological ownership, and prosocial voice behavior. In particular, it strengthens existing studies that explain how transformational leadership promotes prosocial voice behavior through the mediating role of psychological ownership. More importantly, this research makes a substantive empirical contribution to advancing evidence-based leadership in organizational behavior studies in Indonesia. Rather than relying on normative prescriptions of effective leadership, the study employs structural equation modeling to rigorously test causal relationships and underlying psychological processes. In doing so, it strengthens the epistemological foundation of leadership research by positioning leadership effectiveness as an empirically verifiable construct grounded in measurable mediating mechanisms. The conclusions of this study provide a foundation for extending the model into longitudinal and multilevel analytical designs. As the present research employed a cross-sectional approach, future studies should adopt longitudinal methods to examine causal directionality and the dynamic process through which transformational leadership fosters psychological ownership and sustained prosocial voice over time. Furthermore, given the nested structure of educational organizations, the model is well-suited for multilevel analysis. Such an approach would distinguish leadership as a contextual-level construct and psychological ownership as an individual-level mechanism, while examining cross-level effects on voice behavior and broader organizational outcomes. Thus, this study offers not only empirical contributions but also a basis for developing more dynamic and contextually robust models in educational organizational research. By providing context-specific evidence from the Indonesian educational sector—an area relatively underrepresented in international organizational scholarship—the study enhances the external validity and contextual relevance of leadership theory. Collectively, these contributions promote a more data-

driven, theoretically integrated, and methodologically robust paradigm for leadership research and practice in Indonesia.

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