International Journal of Psychosocial Rehabilitation, Vol. 24, Issue 10, 2020
ISSN: 1475-7192

Attachment's Impact on the "Day Care" Children Initiative and Creativity in Bandung

[1]Syahnur Rahman, [2]Eries Dhycohianessa, [3]Engkos Kosasih, [4]Yuni Irani

ABSTRACT--*Childhood is a period that has been disjointed from the period of dependence as a baby and becomes more independent. At this time the part of parents is very influential in the development of initiative and creativity of children. The aim of this study was to investigate the attachment impact on the "Day Care" children initiative and creativity in Bandung. This study has already activated to 40 children of day care (their ages were among about 3-5 years-old) based on sampling quota. The research method was a quantitative method with a questionnaire and scale instrument as the instruments. The data analysis was used Spearman correlation and multiple regression analysis. Based on the investigations, the conclusion submitted there is influence attachment to the initiative and creativity of children. The attachment has a greater influence on initiative compared to the creativity of day care children in Bandung.*

Keywords**—**attachment, initiative; creativity, day care children

I INTRODUCTION

Basically, the child's predisposition is to seek a sense of safety and comfort. The sense of safety and comfort will practice attachment to the bordering people [1], [2], [3]. The attachment theory of children with their caregivers was an investigation [4]. He describes attachment behavior as comportment that has the immediacy to an attachment figure as an expectable consequence and whose evolutionary occupation is the safeguard of the infant from threat, maintaining that attachment has its own motivation and is in no way derived from systems subservient mating and feeding. Secure attachments have been found to facilitate the development of coping skills which, in turn, have been found to be an important protective factor for mental health in later childhood [5], [6]. [4]. Designated attachment comportment as a child's proximity-seeking toward the attachment character in the appearance of intimidation, with children unindustrialized adaptive arrangements which may occupy to occasion thoughtfully, sustenance and nutrition from the main caregiver, naturally the mother.

Even though human newborns originally straight immediacy-encouraging indication impartially comprehensively to completely caregivers, these activities converted progressively attentive on those main figures who are approachable to the toddler's deplorable and who participate the newborn in social collaboration [7]. Once emotionally involved, locomotors toddlers are intelligent to consumption the attachment figure as a protected dishonorable for investigation of the surroundings and as an innocuous anchorage to which to reappear for the guarantee [7], [8]. How efficiently the attachment figure can attend in these characters be influenced by on the

[1]*Departemen Psikologi, Universitas Pendidikan Indonesia, Bandung, Indonesia, syahnur@upi.edu*
[2]*Departemen Psikologi, Universitas Pendidikan Indonesia, Bandung, Indonesia.*
[3]*Departemen Psikologi, Universitas Pendidikan Indonesia, Bandung, Indonesia.*
[4]*Departemen Psikologi, Universitas Pendidikan Indonesia, Bandung, Indonesia.*

Received: 27 Feb 2019 | Revised: 20 Mar 2019 | Accepted: 30 Apr 2020

value of social relations, specifically the attachment figure's thoughtfulness to the infant's indications even though child elements also perform a character.

Women have an important role in children's developmental period. However, in the present day, the emancipation of women emerged. Many women are now working and becoming career women, then dividing the job into a mother. The main task of a woman has now been the need to take care of the child and the necessity to work. On the basis of the needs of these career women finally created "Day Care". Day Care becomes an alternative for difficult career women to divide their time between work and taking care of the children. Day care comes with all the means and services with it. As there are facilities such as the playground, study and also every day child care must have a foster mother. Then from the attachment of day care children with the foster mother, there will create a creativity and initiation of children who started with the search for a sense of security.

There are two foremost descriptions of creativity [9]. Primary, creativity is demarcated as the construction of innovative and valuable designs or elucidations [10], [11], [12], [13], [14], [15], [16]. Another, it is demarcated as the mental progression that countenances people to reflect up different and beneficial ideas [17], [18], [13], [19], [20], [21]. The initial explanation discusses in cooperation the development of knowledge compeers or difficult explaining and the concrete impression or problematic [22]. The succeeding concentration principally on the mental progression. This mental progression happens in five stages, there is problems or assignment performance, grounding, comeback compeers, reply authentication, and consequence [23]. Evaluating mental procedures is challenging and can only be completed through in come of exclusive laboratory experimentations. In preparation, creativity is unhurried regularly through forms and calculations of the creativity result [24]. In that intelligence, creativity is demarcated as the creation of different and advantageous concepts or explanations.

Designated three explanations why individuals were interested to be created [25]. One was a requirement aimed at a variety of fresh involvements, two was a necessity to converse, and there was requisite to originate up through elucidation is intended for difficulties. Franken's third motive corresponded thru [26], point of view, involving the quintessence of creativity to the procedure of transcending a multiplicity of restrictions. Accordingly, the creativity compulsion is inherently connected to elementary occupations that were significant to the continued existence and evolutionary progression of the species. It was not an inessential progression accompanying to the sequence of alive, never the less moderately a rudimentary determination that corresponded through continuing healthiness.

Children's creativity is supported by the initiative [27], [28], [29], [30]. The initiative is observed as a positive individual superiority, which establishes itself as internal motivation and an aptitude to start an innovative occupational, income the first phase and create one's particular pronouncement in over whelming individual and communal difficulties [31], [32], [33], [34]. For the complete, an initiative can be defined as an individual's integrative superiority, regarded as through motivational eagerness to contrivance some goings-on, a convince acquaintance approximately how to organize it, applicable abilities, other than a cognitive attitude to the persistence and outcomes of an activity. The investigation of psychological and pedagogical collected works on the study subject creates it conceivable to classify the foremost appearances of initiative: steadiness (facilitating to hostage to fortune damaging effects); a commotion (which is apparent in purposes and volitional potentials); a concentration on detailed accomplishments in a variety of happenings; independence and unfluctuating output in

an activity, etc. [32]. Based on the importance of children's creativity and initiative in their lives, we investigated the attachment impact on the "Day Care" children initiative and creativity in Bandung.

II METHOD

In this study, we used the quantitative method as the research method. The use of the quantitative method is an occupation of investigating a specific population or sample by means of instruments in data collection in the arrangement of numbers with the aim to test the hypothesis.

1) Participants

The 40 children of day care (their ages were among about 3-5 years-old) were intricate in this study as samples. The sampling technique was used to sample quota. Sampling quota is a technique of captivating samples from populations that have certain characteristics up to the desired quota amount. The electorate of the sample is based on the reason that there are no data about the number of homeschooling children.

2) Instrument

The instrument was used a questionnaire for attachment variables. The questionnaire consists of 40 statements and five choices of the respondent, they are "never", "rarely", "ever", "often" and "always". The example of questionnaire shown in Table 1. For the initiative and creativity variables, we used the scale instrument that developed [35].

Table 1: The example of a questionnaire

No.	Statement	Intensity				
		Never	**Rarely**	**Ever**	**Often**	**Always**
1.	I know the feelings of my foster children					
2.	I can estimate the cause of my foster children to be sad					
3.	I know what things that can make my foster children feel happy					
4.	I know how to overcome my foster children's grief					
5.	I know when my foster children are sick (e.g. Fever, headache, etc.)					
6.	I know what the children wants when their gets sick					
7.	I know the cause of my foster children are sick					

8.	I know when my foster children feel hungry
9.	I know a close friend of my foster children at the day care
10.	I know what kind of games that my foster children like

3. Data Analysis

The data analysis was used Spearman correlation and multiple regression analysis. The reason for using Spearman correlation because it is not known the number of meaningful population, so cannot be done prerequisite test of Pearson correlation. Multiple regression analysis is used to find the cause of independent variables that is emotional intelligence to the dependent variable of social interaction.

III RESULTS AND DISCUSSION

Simple Linear Regression

Based on the data processing about simple linear regression test between attachment (X) and initiative (Y1), we obtained results as in Table 2.

Table 2: Coefficient Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.407[a]	.166	.151	3.90670

Predictors: (Constant), Attachment

From the Table 2, the R value is the symbol of the coefficient and the value is 0.407. This value can be interpreted that there is sufficient influence of the attachment variable (X) on the initiative variable (Y1). In Table 2, there is also a value of R Square or coefficient of determination that shows how good the regression model designed through the interaction of independent variables and the dependent variable. The value of KD obtained is 16.6%. Thus that can be interpreted that the independent variable has an influence of contribution equal to 16,6% to variable Y1. Besides, we use the test of significant value ANOVA and the result shown in Table 3.

Table 3: Test of Significant Value ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	172.897	1	172.897	11.328	001[b]
Residual	869.950	57	15.262		
Total	1042.847	58			

a. Dependent Variable: Initiative

b. Predictors: (Constant), Attachment

From the Table 3, we obtained a significance value of 0.001. This indicates that significance value less than 0.05. Then it can be concluded that the regression equation model based on the research data is significant, or the regression equation model meets the criteria. In addition, the simple regression coefficient was shown in Table 4.

Table 4: Simple Regression Coefficient[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.733	5.466		2.330	023
Attachment	.297	.088	.407	3.366	001

a. Dependent Variable: Initiative

The result of calculation of simple regression coefficient in Table 4 shows the value of a constant coefficient of 12.733, independent variable coefficient (X) is 0.297. Thus the regression equation is Y1 = 12.733 + 0.297X.Based on the equation, it is known that the constant value is 12.733. Mathematically stated that at the moment of attachment is zero (0), the initiative has a value of 12.733. Furthermore, the positive value of 0.297 contained in the independent variable regression coefficient (attachment) describes that there is a positive influence between independent variables and dependent variables.

Hereinafter, based on the data processing about simple linear regression test between attachment (X) and creativity (Y2), we obtained results as in Table 5.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.281[a]	.079	.063	10.55536

Predictors: (Constant), Attachment

In Table 5, we can see the coefficient value is 0.281. This value can be interpreted that there is enough influence from attachment variable (X) to creativity variable (Y2). In Table 5, there is also a value of R Square or coefficient of determination that shows how good the regression model formed by the interaction of independent variables and the dependent variable. The value of KD obtained is 7.9%. So that can be interpreted independent variable have an influence of contribution equal to 7,9% to variable Y2. For ANOVA processing shown in Table 6.

Table 6: ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	545.812	1	545.812	4.899	.031[b]
Residual	6350.696	57	111.416		
Total	6896.508	58			

a. Dependent Variable: Creativity

b. Predictors: (Constant), Attachment

From the Table 6, we obtained a significance value of 0.031. This indicates a significant value less than 0.05. Then it can be concluded that the regression equation model based on the research data is significant, or the regression equation model meets the criteria. And then, the simple regression coefficient is shown in Table 7.

Table 7: Simple Regression Coefficient

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	19.760	14.768		1.338	.186
Attachment	.528	.238	.281	2.213	.031

a. Dependent Variable: Creativity

From Table 7, the result of calculation of simple regression coefficient shows the value of a constant coefficient of 19.760, the coefficient of an independent variable (X) is equal to 0.528. So the regression equation is Y2 = 19.760 + 0.528X. Based on the equation, the constant value is 19.760. Mathematically states that at the time of attachment is zero (0) then creativity has a value of 19.760. Furthermore, positive value 0.528 contained in regression coefficient of the independent variable (attachment) describes that there is a positive influence between the independent variable and dependent variable.

Proceeds of T-Test

Before the calculation of t-test for attachment variable and initiative variable, we must formulate the hypothesis. The hypothesis is:

H_0: There is no effect of attachment to the daycare children's initiative in Bandung

H_a: There is influence between attachment to the daycare children's initiative in Bandung

Furthermore, the result of t_{count} can be seen in Table 8.

Table 8: T-test result for an initiative

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.733	5.466		2.330	023
Attachment	.297	.088	.407	3.366	.001

a. Dependent Variable: Initiative

From Table 8, we obtained the t_{count} is 3.366. And then, from t-table with significant level 5% and db = 48, t_{table} is 2.010. If t_{count} is greater than t_{table} thus the Ha is accepted and Ho is rejected. From the result of t_{count} calculation 3.366 compared with t_{table} (db = 48) is 2.010 with significant level 5% so $t_{count} > t_{table}$, Ha accepted and Ho rejected. In other words, reject the null hypothesis and accept an alternative hypothesis for testing the two variables.So it can be concluded that variable X has significant influence on variable Y1. From these results it is evident that "there is a significant influence between attachment and initiative".

The formulate of hypothesis for attachment variable and creativity variable is:

H_0: There is no effect of attachment to the daycare children's creativity in Bandung

H_a: There is influence between attachment to the day care children's creativity in Bandung

Furthermore, the result of t_{count} can be seen in Table 9.

Table 9: T-test result for creativity

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	19.760	14.768		1.338	.186
Attachment	.528	.238	.281	2.213	.031

a. Dependent Variable: Initiative

From Table 9, we obtained the t_{count} is 2.213. And then, from t-table with significant level 5% and db = 48, t_{table} is 2.010. From the result of t_{count} calculation 2.213compared with t_{table} (db = 48) is 2.010 with significant level 5% so $t_{count} > t_{table}$, Ha accepted and Ho rejected. In other words, reject the null hypothesis and accept an alternative hypothesis for testing the two variables.So it can be concluded that variable X has the significant influence on variable Y2. From these results, it is evident that "there is a significant influence between attachment and creativity".

Coefficient of Determinant

The result of the determinant coefficient for attachment and initiative shown in Table 10.

Table 10: The Coefficient of Determinant for Initiative

Model	R	Square	Adjusted R Square	Std. Error of the Estimate
1	407[a]	.166	.151	3.90670

Predictors: (Constant), Attachment

After R_{count} is known equal to 0.407, and then to know how big influence of variable X to Y1 by using coefficient determinant R^2 expressed in percentage. The result is as follows:

R^2 = $(0.407)^2$ x 100%

= 0.1656 x 100%

= 16.56% rounded off 17%

From the calculation, it can be concluded there is the effect of variable X to Y1 of 17% and the remaining 83% influenced by other factors.

The result of the determinant coefficient for attachment and creativity shown in Table 11.

Table 11: The Coefficient of Determinant for Creativity

Model	R	Square	Adjusted R Square	Std. Error of the Estimate
1	281[a]	.079	.063	10.55536

Predictors: (Constant), Attachment

After R_{count} is known equal to 0.281, and then to know how big influence of variable X to Y2 by using coefficient determinant R^2 expressed in percentage. The result is as follows:

R^2 = $(0.281)^2$ x 100%

= 0.079 x 100%

= 7.9% rounded off 8%

From the calculation, it can be concluded there is the effect of variable X to Y2 of 8% and the remaining 92% influenced by other factors.

Based on the results, we obtained that the variable X (attachment) a significant influence on variables Y1 (initiative) and Y2 (creativity) in children day care in Bandung. It is shown from the result of product moment correlation analysis is 0.407 (initiative) and 0.281 (creativity) compared with $R_{table}$with significant level 5% and N = 50 equal to 0.279. So R_{count} is bigger than R_{table}, then it can be said that the null hypothesis (Ho) is rejected and Ha is accepted. With the coefficient of determination of 16.56% rounded to 17% for initiative variables and 7.9% rounded to 8% for creativity variables, then this shows independent variable (X) has a positive effect on Y1 and Y2. This means that the higher attachment to foster mother, thus the higher initiative and creativity of the daycare children. While 83% for the variable initiative and 92% for creativity variables is a factor that affects the dependent variable of other factors not investigated by the researcher.

From the result of t-test known that there is significant influence variable X (attachment) and variable Y1 (initiative) and Y2 (creativity). This is evidenced by the results of t-test calculations of 3.366 (Y1) and 2.213 (Y2). While the t_{table} is 2.010 at a significance level of 5% which means that Ha is accepted. In addition, regression equations for Y1 = 12.73 + 0.297X and Y2 = 19.760 + 0.528X were obtained. The equation corresponds to the

simple linear regression formula Y = a + bX, where Y is the symbol of the dependent variable, a is a constant, and b is the regression coefficient for the independent variable. So it can be concluded from the t-test results, there is the effect of variable X on the variables Y1 and Y2, in other words accept Ha that is the influence of attachment to the mother foster of initiative and creativity of daycare children in Bandung and reject Ho that there is no influence of attachment to mother foster to the initiative and creativity of daycare children of Bandung. The result correlated with the study [36], [37], that attachment influence initiative and creativity.

IV CONCLUSION

The students' skills in asking questions were still relatively low. However, it does not mean that they cannot be improved, because the students' ability to ask questions can be trained and developed with SBL learning. The problem posing phase could facilitate students to practice asking questions by the help of the teaching media made in the creating the situation stage conducted by the teacher.

V ACKNOWLEDGMENT

Based on the results of research on the influence of attachment to initiative and creativity on day care children in Bandung, we concluded that there is influence attachment to the initiative and creativity in children day care. The attachment has a greater influence on initiative compared with the creativity of daycare children in Bandung. The higher attachment to foster mother, thus the higher the initiative and creativity of the daycare children.

From the conclusion, we try to give a recommendation that to all foster mother and parents at home is expected to give good attachment to his or her child, because of the higher attachment given by foster mother or parent to his or her child then the higher the initiative and creativity of children.

REFERENCES

1. Kelly, S. R. (2017). The School Psychologist's Role in Leading Multidisciplinary School-Based Threat Assessment Teams. Contemporary School Psychology, 1-11
2. Allodi, M. W. (2010). Goals and values in school: a model developed for describing, evaluating and changing the social climate of learning environments. Social Psychology of Education, 13 (2), 207-235
3. Osborne, J. W. and Jones, B. D. (2011). Identification with Academics and Motivation to Achieve in School: How the Structure of the Self Influences Academic Outcomes. Educational Psychology Review, 23 (1), 131-158
4. Bowlby, J. (1980). Attachment and Loss, volume 3: Loss: Sadness and depression. London: Hogarth Press and The Institute of Pscyho-Analysis
5. Prior, V., & Glaser, D. (2006). Understanding Attachment and Attachment Disorders: Theory, Evidence and Practice. Child and Adolescent Mental Health Series. London: Jessica Kingsley
6. Ubha, N. & Cahill, S. (2014). Building Secure Attachments for Primary School Children: A Mixed Methods Study. Educational Psychology in Practice, 30 (3), 272-292
7. Schaffer, H, R., & Emerson, P. F. (1964). The Development of Social Attachments in Infancy.

Monographs of the Society for Research in Child Development, 29 (94)

8. Ainsworth, M. D. S. (1967), Infancy in Uganda: Infant Care and the Growth of Love, Baltimore: Johns Hopkins University Press
9. Klijn, M. & Tomic, W. (2010). A Revies of Creativity within Organizations from a Psychological Perspective. Journal of Management Development, 29 (4), 322-343
10. Woodman, R.W., Sawyer, J.E. and Griffin, R.W. (1993). Toward a Theory of Organizational Creativity.Academy of Management Review, 18 (2), 293-321
11. Amabile, T.M., Conti, R., Coon, H., Lazenby, J. and Herron, M. (1996). Assessing the Work Environment for Creativity.Academy of Management Journal, 39 (5)
12. Burleson, W. and Selker, T. (2002). Creativity and Interface.Communications of the ACM, 45 (10), 89-90
13. Gaspersz, J.B.R. (2005). Compete with Creativity. Essay Presented at the Innovation Lecture "Compete with Creativity" of the Dutch Ministry of Economic Affairs, The Hague
14. Henker, N., Sonnentag, S., and Unger, D. (2015). Transformational Leadership and Employee Creativity: The Mediating Role of Promotion Focus and Creative Process Engagement. Journal of Business and Psychology, 30 (2), 235-247
15. Hood, A. C., Cruz, K. S. and Bachrach, D. G. (2017). Conflicts with Friends: A Multiplex View of Friendship and Conflict and Its Association with Performance in Teams. Journal of Business and Psychology, 32 (1), 73-86
16. Vezzani, C., Vettori, G. and Pinto, G. (2017). University Students' Conceptions of Learning Across Multiple Domains. European Journal of Psychology of Education, 1-20
17. Diakidoy, I. N. (1998). The role of reading comprehension in word meaning acquisition during reading. European Journal of Psychology of Education, 13 (2), 131-154
18. Mayer, R.E. (1999). Fifty Years of Creativity Research. In Sternberg, R.J. (Ed.), Handbook of Creativity, Cambridge University Press, Cambridge, 449-60.
19. Hu, X. and Kaplan, S. (2015). The Effects of Unconsciously Derived Affect on Task Satisfaction and Performance. Journal of Business and Psychology, 30 (1)
20. Kim, T., Lee, D. and Wong, N. Y. S. (2016). Supervisor Humor and Employee Outcomes: The Role of Social Distance and Affective Trust in Supervisor. Journal of Business and Psychology, 31 (1), 125-139
21. Zhang, W., Jex, S. M., Peng, Y. and Wang, D. (2017). Exploring the Effects of Job Autonomy on Engagement and Creativity: The Moderating Role of Performance Pressure and Learning Goal Orientation. Journal of Business and Psychology, 32 (3), 235-251
22. Sternberg, R.J. (1988). A Three-Facet Model of Creativity. In Sternberg, R.J. (Ed.), The Nature of Creativity, Cambridge University Press, Cambridge
23. Amabile, T.M. (1983). The Social Psychology of Creativity. Springer-Verlag, New York, NY, Berlin, Heidelberg, Tokyo.
24. Smith, D.K., Paradice, D.B. and Smith, S.M. (2000). Prepare Your Mind for Creativity. Communications of the ACM, 43 (7)
25. Franken, R. E. (2006). Human Motivation. Independence, KY: Wadsworth
26. Magyari-Beck, I. (1996). The Torrance Phenomenon. Creativity Research Journal, 9, 411–414
27. Abreu-Lima, I. M. P., Leal, T. B., Cadima, J. and Gamelas, A. M. (2013). Predicting Child Outcomes

from Preschool Quality in Portugal. European Journal of Psychology of Education, 28 (2), 399-420

28. Kuittinen, M., Merilainen, M. and Raty, H. (2014). Professional Competences of Young Psychologists: The Dimensions of Self-Rated Competence Domains and Their Variation in the Early Years of the Psychologist's Career. European Journal of Psychology of Education, 29 (1), 63-80
29. Bergeron, D. M., Schroeder, T. D., and Martinez, H. A. (2014). Proactive Personality at Work: Seeing More to Do and Doing More?. Journal of Business and Psychology, 29 (1), 71-86
30. Mendes, S. A., Lasser, J., Abreu-Lima, I. M. P. and Almeida, L. S. (2017). All Different or All the Same? Exploring the Diversity of Professional Practices in Portuguese School Psychology. European Journal of Psychology of Education, 32 (2), 251-269
31. Kosir, K. and Tement, S. (2014). Teacher–Student Relationship and Academic Achievement: A Cross-Lagged Longitudinal Study on Three Different Age Groups. European Journal of Psychology of Education, 29 (3), 409-428
32. Korotaeva, E. V. and Svyattseva, A. V. (2016). Initiative Development in Preschool Children. Procedia - Social and Behavioral Sciences, 233, 280-286
33. Cao, X., Wang, L., Cao, C., Zhang, J. and Elhai, J. D. (2017). DSM-5 Posttraumatic Stress Disorder Symptom Structure in Disaster-Exposed Adolescents: Stability across Gender and Relation to Behavioral Problems. Journal of Abnormal Child Psychology, 45 (4), 803-814
34. Abdelmoteleb, S. A. (2018). A New Look at the Relationship Between Job Stress and Organizational Commitment: A Three-Wave Longitudinal Study. Journal of Business and Psychology, 1-16
35. Munandar, Utami S.C. (1999). Creativity and Giftedness (Strategy To Realize Creative And Talent Potential). Jakarta: PT. Gramedia Pustaka
36. Skiba, T. and Wildman, J. L. (2018). Uncertainty Reducer, Exchange Deepener, or Self-Determination Enhancer? Feeling Trust Versus Feeling Trusted in Supervisor-Subordinate Relationships. Journal of Business and Psychology, 1-17
37. Costigan, R. D., Insinga, R. C., Berman, J. J., Ilter, S. S., Kranas, G. and Kureshov, V. A. (2006). The Effect of Employee Trust of the Supervisor on Enterprising Behavior: A Cross-Cultural Comparison. Journal of Business and Psychology, 21 (2), 273-291