

PERCEIVED LEADERSHIP STYLES AND WORK PERFORMANCE OF TEACHERS: A STUDY OF COLOMBO DISTRICT TAMIL MEDIUM SCHOOLS

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Leadership with the aid of sufficient organizational capacity plays a major role in influencing the success or failure in carrying out the duties and responsibilities in an education institution. One of the reasons for the crumbling of organizational performance tends to be an inefficient leadership. With the organizational goals in mind a leader tends to direct, motivate and streamline all elements within an organization and maneuver employee performance in accordance with the expected target. Transformational leadership behavior is recognized as the principal contributor for the realization of outcomes in schools. The objective of the current study is to examine the direct and indirect effect of transformational leadership on teacher performance through the mediating role of affective commitment. This study was carried out in Colombo Zone Tamil medium schools with a sample of 267 teachers selected based on convenience sampling method and a quantitative survey method was employed. Transformational leadership was measured using Multi-factor Leadership Questionnaire of Avolio and Bass (2004). Affective commitment was measured using Meyer and Allen's (1997) Organizational Commitment Questionnaire whereas teachers' performance was measured by Five Factor Performance Scale of Welbourne, Johnson and Erez (1998). The regression analysis was performed to test the hypotheses using SPSS 21.0. The results show that the transformational leadership style significantly and positively impacts on performance and affective commitment of teachers. The study further revealed that affective commitment mediates the impact of transformational leadership on teachers' performance.

Keywords: *Affective commitment; Teachers' performance; Transformational leadership style*
