PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STYLE AND TEACHERS' PERFORMANCE: DO ORGANIZATIONAL CITIZENSHIP BEHAVIOR AND AFFECTIVE COMMITMENT MEDIATE? A CONCEPTUAL FRAMEWORK

[1] [*]T. Nanthakumar
[1]Isipathana College, Colombo – 05, Sri Lanka
easwary16@gmail.com

[2] A. Saravanabawan
Department of Human Resource Management,
Faculty of Management Studies and Commerce,
University of Jaffna, Sri Lanka
bawan@univ.jfn.ac.lk

[3] T. Raveendran
Department of Human Resource Management,
Faculty of Management Studies and Commerce,
University of Jaffna, Sri Lanka
rthanes67@gmail.com

ABSTRACT

For more than two decades, the transformational leadership style has become the subject of research interests and empirical examination in the business and education context. To improve the whole in education quality, steps for transformation are taking place in teacher education in almost all developed countries. Transformational leadership behaviour represents the most effective leadership style and principal contributor to realising outcomes in school education. This paper provides a literature review of the direct and indirect influence of transformational leadership on teacher performance through the mediating role of organizational citizenship behaviour and affective commitment. The review was done with a proper sequence of past research findings. A detailed discussion on transformational leadership is outlined to furnish the study with the theoretical framework related to leadership. A discussion based on the literature of the empirical findings that have relevance to the study's variables is also outlined. Based on the literature analysis, teachers' performance has a positive impact by the

transformational leadership style and organizational citizenship behaviour and affective commitment mediate the relationship between the variables. Finally, the review attempt was done to examine the extent of the knowledge contributions in this area and highlight the possible future research direction using appropriate methodology.

Keywords: affective commitment, organizational citizenship behaviour, teacher performance, transformational leadership, work environment

INTRODUCTION

The leadership of today's world is in desperate need that can embrace modern changes and innovation. The transformational leadership paradigm has speedily become the choice for current research and function of leadership theory (Bass & Riggio, 2006). The influence of transformational leadership style on employee performance has been investigated extensively by researchers (Dvir, Eden, Avolio & Shamir, 2002; Wang & Chen, 2005; Munawaroh 2011; Awaru, 2015; Balyer, 2006), but the impact of intervening factors such as Affective Commitment, Organizational Citizenship Behavior (OCB) and work environment is still unclear. Ogunyinka and Adedoyin (2013) examined school principals' leadership styles and work effectiveness in Ado-Ekiti Local Government. They found that no style of leadership is better than another style of leadership.

Furthermore, numerous studies (Iqbal, Anwar & Haider, 2015; Littrell et al., 2013; Ling and Fang, 2003; House, Hanges, Javidan, Dorfman & Gupta, 2004) have shown that employee performance can be enhanced by favourable leadership behaviors adapted by the managers. However, research investigating the interactions among leadership styles and

employee performance is not sufficient in the available literature in Asian firms (Wijesinghe, 2017). Hence, it is helpful to analyze and arrive at the best workable leadership style and find how intervening variables influence the relationship between transformational leadership and employee performance. The analytical study emphasizes the research on transformational leadership and analyzes levels of conceptualization of transformational leadership. Recognizing the role of transformational leadership in determining employee's performance, the current study offers theoretical contribution. This study proposes a mediation mechanism to explain how affective commitment and OCB strengthen the relationship between transformational leadership and teacher performance.

Objective of the study

This study aims to review the reported empirical evidence regarding the impact of transformational leadership style on teachers' performance and the mediating effect of OCB and affective commitment in the relationship between transformational leadership style and teacher performance. This review of literature is an effort to form a base for understanding how transformational leadership has more impact on employee's performance and to identify the mediation moderation relationship between them. Thus, the study would give a foundation for future researchers for investigating the relationship.

The importance of leadership

An organization is made successful by the significant role played by the leadership. The strength of the role of leadership has the power of realizing

the full potential of an individual. Leadership from the perspective of leaders is the capability to create organizational climate or culture so that others are inspired to do the same (Wilson, 2015). Since the world is highly volatile and complicated by nature, leadership is compelled to manoeuvre people into adapting new practices to meet it. Leadership plays a significant motivating role for individuals' peak performance overcoming the most challenging hurdles in the way. Leadership is an inborn talent and we should have the ambition to unlock that potential and lead in challenging, volatile and hostile environments (Gordon, 2004).

Importance of mediating variables

Academics and practitioners in leadership have been showing interest during the past four decades in the impact of leadership styles on organizational performance. (Cannella & Rowe, 1995; Giambatista, 2004; Rowe, Cannella Jr, Rankin & Gorman, 2005). The research by most of the researchers has focused on finding out any direct relationship between the leadership style practised and the relevant performance indicators. The indirect relationships mediated by intervening variables could not have been recognized due to insufficient attention paid to mediating variables. Hence the importance of identifying and incorporating potential mediating variables on the leadership-performance relationship rests heavily in future research (Bass, Avolio, Jung & Berson, 2003; Yukl, 1999).

In studies conducted previously, in general, the focus has been on a limited range of mediating variables such as LMX, personality and support of leadership. The role of the mediators in the leadership-performance relationship has been reinforced by the studies carried out earlier.

Moreover, it was also found that many other variables can potentially affect whether leadership influences organizational outcomes, including the degree of alignment between the prevailing leadership paradigm and follower behaviour (Jing & Avery, 2008). Most of the studies on the leadership-performance relationship have ignored some significant mediating variables that can be found in the literature. The mediating variables affective commitment and OCB between transformational leadership and followers' performance in the Sri Lankan context have not been adequately addressed in the literature. This paper tends to fill the gap by examining the influences of these two mediating variables on the proposed leadership-performance relationship.

Meaning of Transformational Leadership

Transformational leadership is introduced in times of misery and change due to its focus on social values (Bass, 1985). During turbulent times, this leadership style plays a major role in building up the confidence or strength required by groups to succeed (Bass et al., 2003). Among the various leadership styles, it was concluded that the transformational leadership style is the most popular approach to explain leaders' way of directing the organization's life in today's world. The importance of the leader's influence on the state of emotion of the followers has been highlighted continuously by the Transformational leadership (Ashkanasy & Tse, 2000). To influence the followers, a transformational leader aims to ensure that the employees are made aware of the importance of being identified with the organisation's goals and can do more than what is required of them.

Transformational Leadership Theories

The transformational theory of burns (1978)

Various studies have been carried out in assessing the leadership styles with a special focus on transformational leadership. According to Burns (1978), values, motifs, and the strength of interpersonal relationships form the foundation for transformational leadership theory. According to Burns, the understanding of leadership is very well explained by the theory of transformational leadership, which can be cited as one of the earliest psychological theories (Fairholm, 2001). Burns further stresses the importance of this leadership in possessing the power to influence another and act in the development of moral values in influencing others.

As per Burns, the goal of the transformational theory is to motivate the followers and increase their morality resulting in improvement to the organization. Burns explains that these leaders are of charismatic qualities and with a leadership mind. Burns also stressed that it is not easy to differentiate between management and leadership. Burns identified the differences as stemming from the characteristics and behaviors. Accordingly, we saw the emergence of the following two styles, namely transformational leadership and transactional leadership. Based on the findings of Burns, a noticeable impact on organizations as well as in people's lives can be felt by the transforming approach of leadership. This leadership approach can redesign perceptions and values and alter the expectations and aspirations of employees.

The Transformational Theory of Bass (1985)

Bass (1985) has carried out an analytical review of the theory of Burns (1978) based on the four ideal influences such as charisma, intellectual stimulation, the consideration of individual and inspiring motivation. Bass stated that since this leadership style can create increased job satisfaction among the followers, transformational leadership can easily perform changes in the organisation. Bass and Avolio (1997) state that a transformational leader is charismatic who possesses the nature of being optimistic and sacrificial and hence would achieve the organization's vision and mission. The subscales of transformational leadership include idealized influence, individualized consideration, intellectual stimulation and inspirational motivation.

Idealized Influence: Transformational leaders are bold risk-takers with a clear vision and mission. They are respected and admired and looked up to by their followers as role models. Bass (1998) sets out that, in transformational leadership, goals achievement becomes easier since the leader guides and explains the achievement and is being an example himself. This type of leader also has great trust and expectations in the followers' capacity to achieve the desired organizational goals.

Inspirational Motivation: Transformational leaders' behaviors act as an inspiration and motivation for their followers. They are capable of meeting challenges and do so with great enthusiasm. A transformational leader is a great convincer who can influence his followers to give total commitment to the achievement of the goals and mission of the organization. In the education context, the responsibility rests with the school leaders in

providing moral support in the maintenance and improvement necessary for the school's goal achievement.

Intellectual Stimulation: The leaders of transformational leadership tend to use new dimensions and innovative methods for problem-solving. Transformational leaders induce the followers' creativity in resolving problems. Their followers are being guided to confront challenges to arrive at the perfect solution for any problem.

Individualized Consideration: Transformational leaders concentrate on the need and capacity of the followers. The followers of this type of leadership are being placed in high respect by the leader. A leader ensures the creation of a positive atmosphere among followers by his continuous help and persuasion. Since the leaders are responsible for the result, they tend to build an ideal working atmosphere.

The Transformational Theory of Leithwood (1994)

Leithwood's (1994) leadership model explains that transformational leadership tends to build the vision and goals of the school through the dimensions such as intellectual stimulation and individualized support resulting in optimized work performance, development of creative cultures with involvement of employees in the decision-making process in achieving the important values of the school. Leaders' capability to change school management successfully and smoothen out communication between principals and teachers is made successful through Leithwood's (1994) transformational leadership style. The transformational leader also encourages teacher involvement by motivating higher commitment

through their development of intellect to attain the goal. Transformational leadership practice creates a challenging and creative school thinking culture for problem resolution in the following ways.

- Identifies and articulates a vision: This type of leader tends to identify new opportunities for his school and aspire to others with the school vision for the future.

- Fosters the acceptance of group goals: This type of leadership behavior does not only help and encourage cooperation among their followers and navigate their followers towards the set goal.

- Conveys high-performance expectations: This behavior clearly shows the expectation of a leader, which is excellence, quality and high staff performance.

- Provision of suitable models: The leader tends to follow a good and unchanging uniform value as an example for the followers to follow diligently.

- Provides intellectual stimulation: The leaders use the challenge mechanism to persuade their followers to identify various ways in how a task can be carried out.

- Provision of user-friendly help: The leaders express the worthiness and respect for each member of staff and their personal feelings and their needs are of high concern.

The Transformational Theory of Slocum and Hellriegel (2007)

Slocum and Hellriegel (2007) reviewed the transformational leadership model. This model, as per Slocum and Hellriegel, is categorized into four main dimensions. They are concerned about an individual, intellectual stimulation, motivation, and creating a good influence among the

followers. The transformational leadership of Slocum and Hellriegel (2007) includes the behavioral influence of a leader on his followers. It results in arriving at a community that can meet a challenging environment. This leadership behavior inspires subordinates for the optimal future of the organization by manoeuvring them to lead and be better leaders.

Teachers' Performance

Teachers' job performance in the achievement of the organizational goals in the school refers to the duties and responsibilities carried out by a teacher at a particular period (Obilade, 1999). Principals have the task of identifying the needs of the teachers and, in the process of trying to help them achieve satisfaction in those, in turn, can stimulate effectiveness in performance among them. Many educationists have expressed concern about the effectiveness of the principals in performing these roles as required (Aghenta, 2000; Ige, 2001). Research has highlighted that many principals do not believe that their leadership style is important for the teachers' job performance. This results in difficulties in administration in the schools (Adeyemi, 2010). It is stressed that teachers' performance is directly and positively link to effective leadership (Charlton, 2000). However, the effectiveness of the style of some principals suffers due to their practice of not involving teachers in the major decision making. It can be noted that schools which are of high performance tend to have a head teacher who correctly leads through the process of motivating the teachers as well as the students to achieve their best and hence can reverse the trend of poor performance and declining achievement (Bush & Oduro, 2006).

Organizational Citizenship Behavior

Employees' engagement in citizenship behavior is due to their willingness and is not obligated to do so. OCB is the informal behaviors that employees display in organizations (Polat, 2009). Among the researches carried out in organizational behavior, the topic of OCB seems to be the most attractive (Ehrhart & Naumann, 2004). According to Turnipseed and Rassuli (2005), OCB refers to other role play and behavior such as coordinated teamwork by demonstrating a helping hand with the practice of a positive attitude and additional working hours by coming in early going home late and proper handling of the organization's property.

Organizational Affective Commitment

An individual's attachment to an organization on an emotional basis represents the first dimension of organizational commitment, which is affective commitment. According to Meyer and Allen (1997), affective commitment is an employee's attachment to the organization, the employee being identified with the organization, and being involved with the organization. Organizational members who have an affective commitment to an organization continue to satisfy their wants (Meyer & Allen, 1991). The affectively committed members continuously work in the same organization due to their view of their personal goals and values to be on par with the organisation they are employed with (Beck & Wilson, 2000). Affective commitment is an attitude related to work and has a positive feeling as far as the organization is concerned (Morrow, 1993). Affective commitment is the relative strength of an individual's identification with and involvement in a particular organization (Mowday, Koberg & McArthur, 1984).

EMPIRICAL EVIDENCE

Relationship between transformational leadership styles and teachers' performance

Researchers believe that organizations should play an important role in motivating their leaders' transformational leadership behaviour (Breekaart et al., 2014). Werang (2014) studied various factors to assess the quality of a teacher's performance and concluded that the transformational leadership style greatly affects employee performance. Collision (1993) stressed the link of a teacher's performance to the importance of the transformational leadership style of the headmaster. The teachers are encouraged to show their maximum potential due to the transformational leadership style, which motivates them to have a vision, mission and achieve their goals. Munawaroh (2011) found that teachers' performance has a major influence on the practice of the transformational leadership style. Hence it can be concluded that there is a positive relationship between transformational leadership styles and teacher performance. Awaru (2015) also reiterates the positive and significant link between transformational leadership styles and job performance. Considering the empirical evidence, the first hypothesis is outlined below

H1: Transformational leadership style has a significant positive impact on teachers' performance.

Relationship between transformational leadership styles and teacher performance through OCB

As identified by scholars, OCB plays a critical role in the success of SMEs in China (Cheng, Chou, Wu, Huang & Farh, 2004). OCB plays a partial mediator in the relationship between internal corporate social

responsibility and the idea of leaving the job (Rashid et al., 2018). Jiang, Zhao and Ni (2017) found that OCB mediated more than half of the effects of transformational leadership on sustainable employee performance. In the same way, Khokhar and Zia-ur-Rehman (2017) found a positive mediating role of OCB in the link between transformational leadership, creativity, and performance. Selamat and Ran (2019) decided that OCB significantly mediates the relationship between organizational justice and performance among SMEs in China. Chiang and Hsieh (2012) stated that OCB partially mediated the relationship between perceived organizational support and job performance.

Furthermore, extensive research has not been carried out on this relationship with the perspective of Chinese SMEs. Therefore, we conclude that OCB plays a mediating role in the relationship between transformational leadership and employee performance. Therefore hypothesis 2 was established as follows.

H2: OCB mediates the relationship between transformational leadership and teachers' performance.

Relationship between transformational leadership and employee's performance through affective commitment

Researchers have studied the mediating role of employee commitment extensively (He et al., 2011; Litte & Dean, 2006). Mahfouz, Awang, Muda and Bahkia (2020) showed the remarkably mediating effect of employee commitment on the relationship between transformational leadership and employee performance. The outstanding performance of the followers is triggered by the huge commitment that transformational leaders

demonstrate (Bass & Riggio, 2006). In a situation where the leaders and organizations show concern for the welfare of their employees, this will get reciprocated in improved performance, resulting from affective commitment (Ribeiro, Yücel & Gomes, 2018). It was revealed that affective organizational commitment mediates the relationship between transformational leadership style and job performance in the Turkish healthcare sector. Mahfouz, Awang, Muda and Bahkia (2020) also found that employee commitment mediated the relationship between transformational leadership and employee performance based on a study on workers from construction organisations in Jordan. Wang (2006) noted that positive and significant effect on job performance is based on the leadership style and organizational commitment. Chen (2004) concluded that organizational commitment is mediating between transformational leadership and job performance in an organization that practised supportive and bureaucratic culture and transformational leadership behaviour. Yeh and Hong (2012) found that organizational commitment partially mediates the relationship between leadership style and job performance. Yousef (2000) tested the role of organizational commitment as a mediator, specifically in a multicultural non-western country, in the relationships between leadership behaviour and job satisfaction and performance. Chi, Tsai and Chang (2007) reported that organizational commitment fully mediates the relationship between leadership style and job performance. Even though Raveendran (2019) stated that transformational leadership could be used as a predictor of an employee's performance, organizational commitment does not play the role of mediator on the effect of transformational leadership on employee performance. Yiing et al. (2009) also found that though the leadership style

practised tends to influence organizational commitment that results in job performance; this does not mediate the relationship between leadership style and job performance.

However, there is a shortage of studies investigating the mediating effect of affective commitment in transformational leadership and employee performance in the Sri Lankan context, especially among school teachers. Thus, the current study proposes the following hypothesis for exploring the association among the variables.

H3: Affective commitment mediates the relationship between transformational leadership style and teachers' performance.

Research Gap

Numerous revisions have been carried out on the literature available on the link between transformational leadership and performance. The use of mediation and moderation models has been very minimally used by the studies carried out to assess the relationship between transformational leadership and performance (Walumbwa, 2008; Jiang et al., 2017). Not many researches have really looked into the relationship of transformational leadership and performance in the service organisation except for a few which examine the impact of leadership and performance (Purnawan, Jasfar & Hady, 2019). The subject of leadership has been analyzed only by a few studies in the education sector in Sri Lanka (Karunanayake, 2012; Sumith, 2012; Sathyaseelan, 2015; Jayamaha, 2012; Safeek & Nawastheen, 2014; Kasturi Arachchi 2017; Rauf & Hansiya, 2014). Numerous organizational factors agreed in common by educational leadership researchers play a mediating role and not a direct

role in determining employee performance (Leithwood et al., 2010). According to this argument, leadership as a subject needs more studies to arrive at conclusions in the education sector in Sri Lanka.

In several countries, quite a lot of empirical research (e.g. Basham, 2012; Bolden et al., 2012; Herbst and Conradie, 2011; López-Domínguez, Enache, Sallan & Simo, 2014; Sani and Maharani, 2012; Vinger, 2009) on the subject of leadership in the higher education and other sectors have been carried out. Notably in universities, schools, military, insurance sector, banking sector etc. The purpose, context and methodology of these studies are of a varied nature. Leadership has been the basis of the study in a few sectors in Sri Lanka, as evidenced by some researchers (Athukorala, Perera & Meedeniya, 2016; Chamika & Gunasekara, 2016; Dhammika, Ahmad & Sam, 2013). However, the public sector in Sri Lanka needs to be studied more extensively in leadership.

Most of the studies available at present are fraught with methodological problems. The performance measurement is faced with the problem of bias due to the usage of standard method and also the main studies which have been carried out in the field have been cross-sectional in design (Barling, Loughlin & Kelloway, 2002; Jermier & Kerr, 1997). Not all studies have been designed well to measure the quality of performance to determine whether the leadership matters (Dionne, Yammarino, Atwater, & James, 2002). In several public sector organizations, staff's idle time seems to be high due to inadequate tasks allocated to the employees. This causes a severe impact on the employees' productivity and the organizations as a whole. An organization must have a corporate strategy and plan that

triggers commitment to achieve the set goals and the path to be followed to reach the same. This stimulates the organization's chances to be successful and the success further strengthens commitment due to the task allocation to be fulfilled specifically to all the members of the organizations. Further increased motivation is easily obtained due to the precise plan and the strategy appropriately communicated. Hence, the focus is concentrated on increasing individuals and organisations' performance (Mahfouz et al., 2020).

PROPOSED MODEL

Based on the present study's empirical evidence, the following model has been proposed for investigating the association between transformational leadership and performance and the mediating effect of OCB and AC.
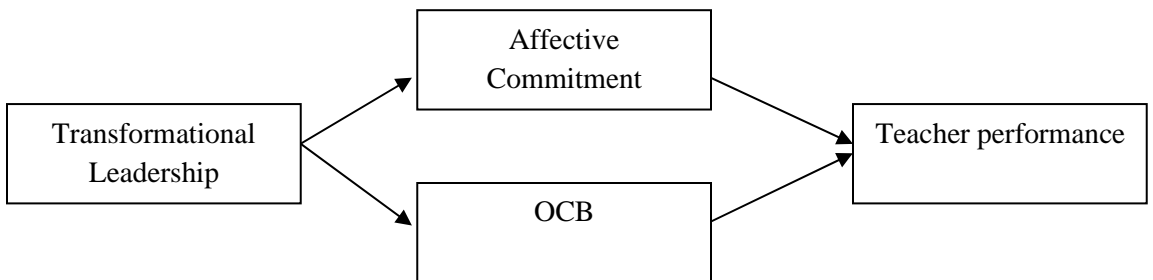

Figure 1: Conceptual model

CONCLUSION

The connection between transformational leadership and employee's performance is set out in this paper, which is compiled outlining a comprehensive review based on the available literature. The study reviewed the published articles that examined the relationship between

transformational leadership and performance. Although several studies show that transformational leadership is positively associated with performance, the relationship between transformational leadership and the educational sector has been largely overlooked. Since the school leaders in Sri Lanka will be requested to foster their role in the effort to turn the vision into reality by demonstrating the attitudes, beliefs, and behaviors expected of the school community (Ministry of Education, 2013). The findings would be useful in understanding the crucial influence of transformational leadership and Employee performance in the education sector. Moreover, given the priority of management in enhancing employee performance and effectiveness, this study will provide school leaders with better and more cogent evidence and knowledge about the role of transformational leaders in motivating the followers' behaviours towards generating higher performance levels in the follower.

The study has proposed a model for investigating the connection between transformational leadership and teacher performance. Based on the proposed model, future researchers may investigate the phenomenon in the schools in the Sri Lankan context and other contexts to identify the suitability of transformational leadership in promoting teacher performance and the mediating role of OCB.

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