

ROLE OF TRANSFORMATIONAL LEADERSHIP OF ACADEMIC LEADERS AND TEACHER AFFECTIVE COMMITMENT IN CREATING CITIZENSHIP BEHAVIOUR IN A CULTURE OF SELF-EFFICACY

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The study sets out to investigate the relationship between perceived transformational leadership of academic leaders and affective commitment of teachers and the citizenship behavior of teachers embedded in a culture of self-efficacy. A structured self-administered questionnaire consisting of well-validated pre-existing scales was used for collecting data from teachers of higher education institutions in the state of Odisha. The data were analyzed using a two-stage structural equation modeling. The measurement model validates the measurement theory followed by path analysis that tests relational hypotheses between the variables under study. The results indicate that transformational leadership and teacher affective commitment are positively associated with teacher citizenship behavior. Further, the results also indicate that self-efficacy of the teacher moderates the relationship between affective commitment and citizenship behavior in such a way that when self-efficacy of the teacher is higher, the relationship gets strengthened. Limitations and directions for future research are also discussed in the paper.
