

Organizational Commitment of North Central Province English Teachers and their Task and Contextual Performance

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ABSTRACT. Teaching performance is among the most important issues in the education sector. A number of investigations have identified Organizational Commitment as a major influencing factor on Job Performance among the diverse spectrum of factors which may affect the performance. But relatively few researchers have examined the impact of Organizational Commitment on different dimensions of Job Performance. In reviewing the Sri Lankan research literature, there is no investigation which has focused on the relationship between Organizational Commitment and different dimensions of Job Performance in the context of schools and, in particular, teachers. The purpose of this study was to investigate the relationship between the Organizational Commitment of North Central Province Teachers of English in Sri Lanka and their Task Performance and Contextual Performance. A survey was conducted with the participation of 232 teachers of English from North Central Province. Two questionnaires were administered among the teachers of English and Principals of the schools. The level of Task Performance and Contextual Performance of English teachers was evaluated by the principals of their schools. The Organizational Commitment questionnaire was used to measure the level of Organizational Commitment of English Teachers. The collected data were analyzed using regression analysis and correlation coefficient. The results of the study indicated that Organizational Commitment had significant positive relationship with Task Performance and Contextual Performance. It was recommended that Organizational Commitment of English Teachers should be enhanced to improve the Task Performance and Contextual Performance of the Teachers of English.

Key words: Organizational Commitment, Task Performance, Contextual Performance, English Teachers.

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