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Organizational Commitment among Principals of Teacher Education Institutions in Telangana State

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Abstract-- This research paper investigated the organizational commitment of principals in Teacher Education Institutions (TEIs) across Telangana State, India, using Meyer and Allen's (1991) three-component model encompassing affective, continuance, and normative dimensions. Adopting a descriptive survey design, a sample of 100 principals from three districts—Hyderabad, Rangareddy, and Mehboobnagar—was selected through a one-stage cluster random sampling technique. Data were collected using a self-constructed Organizational Commitment Scale with a Cronbach's alpha reliability coefficient of 0.910, indicating high internal consistency. Independent t-tests and Levene's tests were employed to analyze differences across gender (male vs female), type of institution (government vs. private), locality (rural vs urban), and institutional status (minority vs non-minority). Results revealed a significant difference in organizational commitment by gender, with female principals reporting higher commitment levels ($M = 125.05$) than males ($M = 118.22$, $p < .05$). No significant differences were observed across institutional type, locality, or minority status. These findings indicate that demographic and organizational variables have limited influence on principals' commitment, except for gender, which emerged as a meaningful differentiator. The study underscores the importance of affective and normative components of commitment and suggests that enhancing psychological engagement and leadership development may strengthen institutional effectiveness in TEIs.

Keywords--organizational commitment, descriptive cum survey research, item analysis, principals, teacher education institutions.

I. INTRODUCTION

Organizational commitment is a multifaceted psychological construct that reflects the strength of an employee's identification with and involvement in an organization (Mowday et al., 1979; Porter et al., 1974).

It encompasses an individual's willingness to exert effort on behalf of the organization, a desire to maintain membership, and alignment with organizational goals and values (Meyer & Allen, 1991). In contemporary organizational behavior research, commitment is widely recognized as a predictor of critical workplace outcomes, including reduced turnover intentions, enhanced job performance, increased job satisfaction, and greater organizational citizenship behaviors (Meyer et al., 2002; Bogler & Somech, 2004; Ucar, 2021). Empirical studies across diverse sectors have consistently demonstrated that higher levels of organizational commitment contribute to improved employee retention, productivity, and overall institutional effectiveness, particularly in knowledge-intensive and service-oriented fields such as education (Bashir, 2020; Xu et al., 2024).

The dominant framework for understanding organizational commitment is the three-component model proposed by Meyer and Allen (1991), which conceptualizes commitment as comprising affective, continuance, and normative dimensions. Affective commitment represents an emotional attachment to, identification with, and involvement in the organization, such that employees remain because they *want* to (Allen & Meyer, 1990; Meyer & Allen, 1991). Continuance commitment reflects a perceived economic or social cost associated with leaving the organization, whereby employees stay because they *need* to (Meyer & Allen, 1991). Normative commitment, in contrast, stems from a sense of obligation or moral responsibility to remain, arising from socialization processes or perceived indebtedness to the organization (Allen & Meyer, 1990; Meyer & Allen, 1991). This tri-dimensional model has been extensively validated through meta-analytic reviews and cross-cultural studies, confirming its robustness and applicability across various occupational and cultural contexts (Meyer et al., 2002; Van Tran, 2024; Onia, 2025).

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Subsequent research has further refined measurement instruments, such as the Three-Component Model Employee Commitment Survey, demonstrating high reliability and construct validity in educational and higher-education settings (Muda, 2020; Azdha, 2023). The model's utility lies in its ability to differentiate the psychological mechanisms underlying employee retention, thereby informing targeted interventions to foster commitment (Cohen, 2003; Grego-Planer, 2020).

Within educational organizations, principals function as key educational leaders whose organizational commitment profoundly influences institutional climate, teacher morale, and student outcomes (Devos et al., 2014; Berkovich, 2025). As instructional and transformational leaders, principals model commitment behaviors that cascade to faculty and staff, shaping distributed leadership practices and fostering a culture of shared purpose (Hulpia et al., 2009; Xu et al., 2024). Empirical evidence indicates that principals' leadership styles—authentic, transformational, or empowering—positively predict teachers' organizational commitment and, by extension, school effectiveness (Rohim, 2023; Kandemir, 2025; Mailool et al., 2020). However, the commitment of principals themselves remains an underexplored yet critical variable, as their own affective, continuance, and normative attachments directly affect decision-making, strategic planning, and resilience amid educational reforms (Ucar, 2021; Rahman, 2020).

Teacher Education Institutions (TEIs), including B.Ed. colleges, occupy a unique position in the educational ecosystem by preparing prospective teachers who will shape future generations (Sultan, 2017; Gezmu, n.d.). In India, TEIs operate under the regulatory framework of the National Council for Teacher Education (NCTE) and face challenges such as rapid expansion, quality assurance, and alignment with national education policies. Principals of TEIs serve as pivotal agents of change, bridging policy mandates with ground-level implementation while nurturing professional cultures conducive to innovation and excellence (Rahman et al., 2019; Rahman et al., 2025). Despite their strategic importance, empirical investigations into the organizational commitment of TEI principals remain limited, particularly in regional contexts undergoing rapid educational transformation.

The state of Telangana, with its burgeoning network of government and private TEIs, presents a compelling setting for such inquiry. Recent studies on principals' managerial and organizing skills in Telangana's TEIs highlight moderate to high levels of select leadership competencies but underscore the need for deeper exploration of psychological attachment factors (Rahman, 2020; Rahman et al., 2025).

Existing Indian research on teacher and administrator commitment has primarily focused on school-level educators rather than TEI principals, revealing contextual influences such as institutional type (public vs. private), leadership support, and resource availability (Joolideh, 2009; Khan, 2018; Nanjundeswaraswamy, 2023). The present study addresses this gap by examining organizational commitment among principals of TEIs in Telangana State through the lens of Meyer and Allen's (1991) three-component model.

The significance of this investigation is manifold. First, understanding principals' affective, continuance, and normative commitment can inform targeted interventions to enhance leadership retention and effectiveness in TEIs, ultimately elevating teacher preparation quality (Bogler & Somech, 2004; Xu et al., 2024). Second, in an era of educational reforms emphasizing accountability and innovation, committed principals are better positioned to foster institutional resilience and collaborative cultures (Berkovich, 2025; Rohim, 2023). Third, findings from Telangana can contribute to the broader literature on educational leadership in emerging economies, offering policy recommendations for NCTE and state education departments to strengthen principal development programs (Rahman, 2020). Finally, by illuminating regional nuances in commitment profiles, the study advances theoretical generalizability of the three-component model while providing actionable insights for improving organizational outcomes in Indian TEIs.

1.1 Research question

1. To what extent do principals of teacher education institutions in Telangana State exhibit organizational commitment levels necessary for effective performance?

1.2 Objectives of the Study

1. To compare organizational commitment levels between male and female principals of teacher education institutions in Telangana State.
2. To determine significant differences in organizational commitment between principals of government and private teacher education institutions in Telangana State.
3. To examine differences in organizational commitment between principals of rural and urban teacher education institutions in Telangana State.
4. To analyze differences in organizational commitment between principals of minority and non-minority teacher education institutions in Telangana State.



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1.3 Hypotheses of the Study

H₀₁: There is no significant difference in organizational commitment levels between male and female principals of teacher education institutions in Telangana State.

H₀₂: There is no significant difference in organizational commitment levels between principals of government and private teacher education institutions in Telangana State.

H₀₃: There is no significant difference in organizational commitment levels between principals of rural and urban teacher education institutions in Telangana State.

H₀₄: There is no significant difference in organizational commitment levels between principals of minority and non-minority teacher education institutions in Telangana State.

1.4 Delimitations of the study

- ❖ The scope of this research is confined exclusively to the principals of teacher education institutions.
- ❖ The study is delimited to teacher education institutions located in the State of Telangana.

II. LITERATURE REVIEW

Organizational commitment has been extensively studied over four decades, particularly in educational settings where committed leadership shapes institutional effectiveness and teacher development. This review examines empirical evidence on four demographic variables central to the present investigation: gender, institutional type (government vs. private), institutional location (rural vs. urban), and institutional status (minority vs. non-minority).

2.1 Gender Differences

Meta-analytic evidence consistently indicates that gender does not significantly differentiate organizational commitment levels. Dalgıç (2014) synthesized 33 studies (N=11,690 teachers) using Allen and Meyer's scale and found that while mean effect sizes favored females, gender was not a significant determinant. Similarly, Aydin, Sarier, and Uysal (2011) concluded that subtle differences may exist in the *basis* of commitment, but overall levels do not differ substantially.

Primary studies in India corroborate these findings. Rashid and Singh (2022) found no significant gender difference among private school teachers in Lucknow, though gender moderated interactions with age and tenure. Conversely, Zainudin and Idris (2023) reported higher commitment among female technical secondary teachers, underscoring contextual variability.

In higher education, Boafo and Asare (2015) found no sex difference among Ghanaian lecturers, and Ahmed and Khan (2024) confirmed no gender-based difference in educational sector employees. The preponderance of evidence supports *H₀₁*.

2.2 Government vs. Private Institutions

Evidence on public-private differences remains mixed. Sharma (2015) found that teachers in Indian government technical institutes exhibited higher commitment than their private counterparts, attributing this to differences in policy frameworks, incentives, and organizational culture. However, Rainayee and Khan (2012) reported no significant commitment difference between government and private school teachers in India. Boateng and Ledimo (2023) replicated this null finding among South African primary school teachers. Government institutions typically offer greater job security (enhancing continuance commitment), while private institutions may foster affective commitment through autonomy and performance-linked incentives. The net effect remains context-specific, justifying examination in Telangana's teacher education institutions.

2.3 Rural vs. Urban Location

Recent research challenges the assumption of urban advantage. Patterson (2024) found that rural teachers in Arizona demonstrated greater organizational commitment than urban teachers, with transformational leadership (idealized influence) predicting commitment in both settings. Wang, Lin, and Liang (2017) reported that organizational climate positively affects job satisfaction and involvement in both rural and urban schools, suggesting that stronger community bonds and autonomy in rural schools may compensate for material limitations. In the Indian context, Chen and Huang (2020) noted that rural teachers face disadvantages in professional development opportunities, but the effect on commitment is ambiguous—rural principals may develop stronger commitment through professional challenge and community integration or weaker commitment due to isolation. Naik, Dutta, and Pal (2017) found that demographic variables influence work commitment in complex, interactive ways across rural and urban secondary schools in India, reinforcing the need for location-specific investigations.

2.4 Minority vs. Non-Minority Institutions

Literature on organizational commitment within minority educational institutions is notably sparse. Most research has focused on structural and legal dimensions rather than organizational behavior.



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In India, minority institutions (established by religious or linguistic minorities under Article 30 of the Constitution) serve educationally marginalized communities—for example, Muslims have a literacy rate of 59.1% and the highest dropout rates among socio-religious groups (Government of India, 2006, 2014). The distinctive mission of balancing academic excellence with cultural preservation may enhance normative commitment among principals who identify with the institution's social objectives. Conversely, resource constraints, faculty shortages, and regulatory pressures (NCMEI, 2025) may reduce commitment. Direct empirical research comparing minority and non-minority institutions on organizational commitment is absent, representing a significant gap that the present study addresses.

2.5 Leadership and Organizational Commitment

Principals' leadership behaviors influence organizational commitment. Cansoy and Polatcan (2019) systematically reviewed the relationship and found that principals' commitment was positively related to transformational, servant, and ethical leadership. Puri (2017) reported a significant positive correlation between ethical leadership behavior of B.Ed. college principals in India and teachers' organizational commitment. Kareem (2023) confirmed that transformational leadership positively impacts teachers' commitment in Bengaluru schools. However, antecedents of principals' own organizational commitment remain underexplored.

2.6 Research Gap and Rationale

Existing research focuses largely on teachers, not principals of teacher education institutions. No study has simultaneously examined gender, government vs. private, rural vs. urban, and minority status in this context. Organizational commitment among principals of minority institutions remains uninvestigated. Specific to Telangana State, empirical evidence is absent. This study addresses these gaps by systematically testing whether these four demographic variables significantly differentiate organizational commitment levels among principals of teacher education institutions in Telangana, providing evidence for policy and leadership development.

III. RESEARCH DESIGN

This study adopted a descriptive cum survey research design within the framework of quantitative research. The descriptive survey method was chosen because it is appropriate for collecting factual information and understanding existing conditions related to the Organizational commitment of principals.

By employing quantitative techniques, the study facilitated objective measurement and statistical testing of differences across institutional and demographic variables.

3.1 Population and Sample

The population of the study was comprised of all principals working in teacher education institutions in Telangana State. Since the exact population size was not known, one-stage cluster random sampling method was adopted to ensure representation. Out of the ten districts of Telangana (as per the 2014 division), three districts were randomly selected: Hyderabad with 31 teacher education institutions, Rangareddy with 37 teacher education institutions, and Mehboobnagar with 32 teacher education institutions. From these clusters, a sample of 100 principals was selected through lottery technique for the study. This sampling process ensured that data were collected from a representative and diverse group of institutions and principals.

3.2 Tools of the Study

To measure the Organizational commitment of principals, a self-constructed instrument titled 'Organizational Commitment Scale' was developed. The tool was designed in attitudinal form using items based on a five-point Likert scale, ranging from "strongly agree" to "strongly disagree." According to Kelly (1939), "For item analysis, the test to be determined is ranked by selecting 27 percent of the highest scores and 27 percent of the lowest scores from the total test scores to find the difference in the item scores". The tool's content validity was established by subject experts in education and psychology, who reviewed the items for relevance and appropriateness. The reliability of the instrument was tested using Cronbach's Alpha, which yielded a coefficient of 0.910, indicating a satisfactory level of internal consistency. In addition, item analysis was carried out using psychological testing approaches with the help of MS Excel and SPSS, which confirmed the suitability of the tool for measuring Organizational commitment domain.

3.3 Data Collection Procedure

The data were collected from the selected sample of principals after obtaining necessary permissions from the institutions concerned. The questionnaires were administered directly to the respondents, ensuring that instructions were clear and responses were authentic. The collected responses were systematically coded and tabulated for further statistical analysis.

3.4 Statistical Techniques

For analysis, both descriptive and inferential statistical methods were applied. Descriptive measures, such as the mean (Richard, 2015) and standard deviation (Howitt & Cramer, 2014), were calculated to describe the central tendency and variability of the principals’ responses. To test the hypotheses, an independent t-test was employed (Johnson & Christensen, 2014), Levene’s test, which helped determine whether statistically significant differences

existed in the organizational commitment domain of principals across variables such as gender, type of institution, locality, and minority status.

IV. DATA ANALYSIS

H₀: There is no significant difference in organizational commitment levels between male and female principals of teacher education institutions in Telangana State.

Table 1:
Levene’s Test Comparing Organizational Commitment by Gender

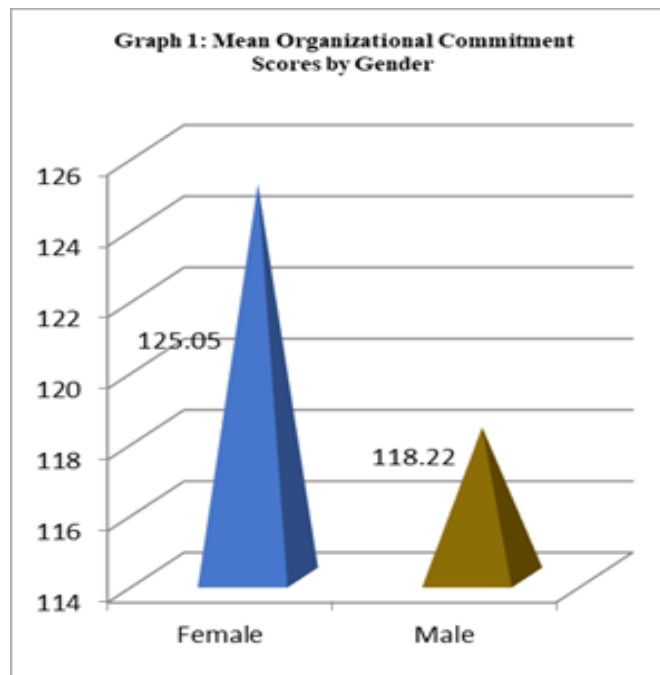
F-value	Significance (<i>p</i> value)
.12	.72*

**p>0.05, variance are equal*

Table 2:
Independent Samples t-Test Comparing Organizational Commitment by Gender

Gender	N	Mean	SD	<i>t</i> -value	<i>p</i> Value (df-98)
Female	34	125.05	13.10	2.08	0.04*
Male	66	118.22	16.56		

**p<0.05, significant at 0.05 level*





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Levene's Test for Equality of Variances confirmed that the assumption of homogeneity of variance was satisfied, $F(1, 98) = 0.12, p = .72$. An independent samples t -test was conducted to compare organizational commitment between male and female principals. Results revealed a significant difference, $t(98) = 2.08, p = .04$. Female principals ($M = 125.05, SD = 13.10$) reported higher organizational commitment than male principals ($M = 118.22, SD = 16.56$).

Therefore, the null hypothesis was rejected, indicating that gender is associated with differences in organizational commitment among principals of teacher education institutions in Telangana State.

H_{02} : There is no significant difference in organizational commitment levels between principals of government and private teacher education institutions in Telangana State.

Table 3:
Levene's Test Comparing Organizational Commitment by Nature of the Institution

F-value	Significance (p value)
2.53	0.11*

* $p > 0.05$, variance are equal

Table 4:
Independent Samples t-Test Comparing Organizational Commitment by Nature of the Institution

Nature of the Institution	N	Mean	SD	t -value	p Value (df-98)
Government	4	118.50	6.24	0.26	0.79*
Private	96	120.63	16.03		

* $p > 0.05$, not significant at 0.05 level

Levene's Test for Equality of Variances indicated that the assumption of homogeneity of variance was met, $F(1, 98) = 2.53, p = .11$. An independent samples t -test was conducted to compare organizational commitment between principals of government and private teacher education institutions. Results showed no significant difference, $t(98) = 0.26, p = .79$. Government principals ($M = 118.50, SD = 6.24$) and private principals ($M = 120.63, SD = 16.03$) reported similar levels of organizational commitment.

Therefore, the null hypothesis was retained, suggesting that the nature of the institution does not significantly influence organizational commitment among principals in Telangana State.

H_{03} : There is no significant difference in Organizational commitment levels between principals of rural and urban teacher education institutions in Telangana State.

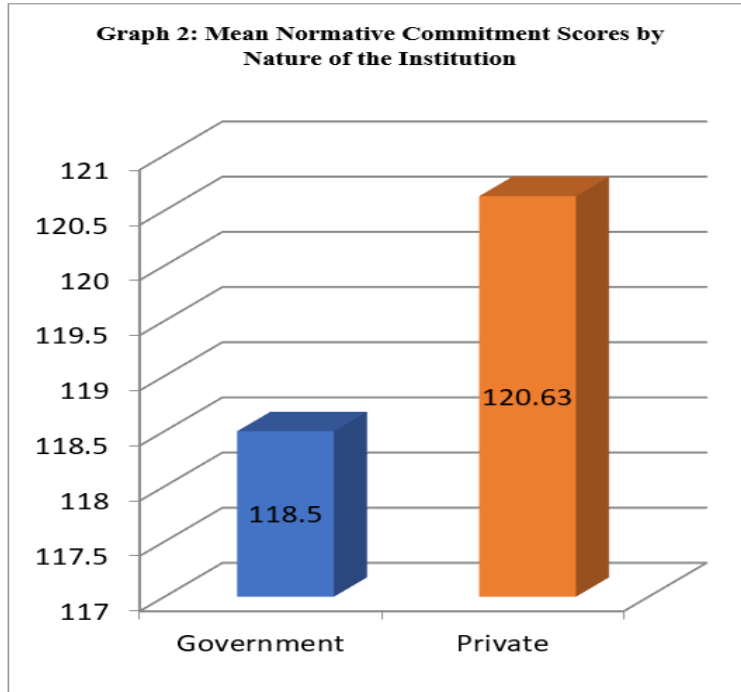


Table 5:
 Levene's Test Comparing Organizational Commitment by Locality of the Institution

<i>F-value</i>	<i>Significance (p value)</i>
1.27	0.26*

* $p > 0.05$, variance are equal

Table 6:
 Independent Samples t-Test Comparing Organizational Commitment by Locality of the Institution

<i>Locality of the Institution</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>p Value (df-98)</i>
<i>Rural</i>	65	119.26	17.10	0.111	0.26*
<i>Urban</i>	35	122.94	12.74		

* $p > 0.05$, not significant at 0.05 level

Levene's Test for Equality of Variances indicated that the assumption of homogeneity of variance was satisfied, $F(1, 98) = 1.27, p = .26$. An independent samples t -test was conducted to compare organizational commitment between principals of rural and urban teacher education institutions. Results showed no significant difference, $t(98) = 1.11, p = .26$. Rural principals ($M = 119.26, SD = 17.10$) and urban principals ($M = 122.94, SD = 12.74$) reported similar levels of organizational commitment.

Therefore, the null hypothesis was retained, suggesting that locality does not significantly influence organizational commitment among principals in Telangana State.

H₀₄: There is no significant difference in Organizational commitment levels between principals of minority and non-minority teacher education institutions in Telangana State.

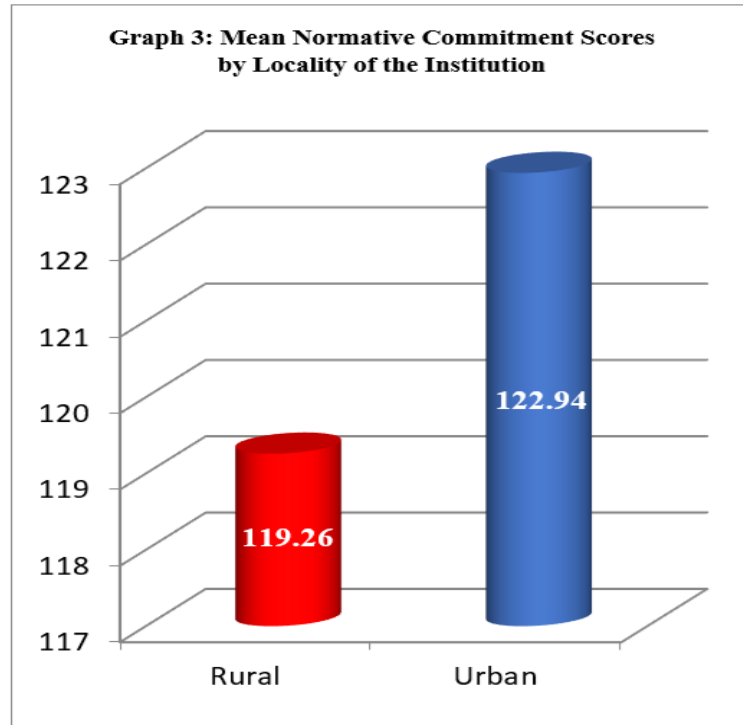


Table 7:
 Levene's Test Comparing Organizational Commitment by Status of the Institution

F-value	Significance (<i>p</i> value)
0.25	0.61*

* $p > 0.05$, variance are equal

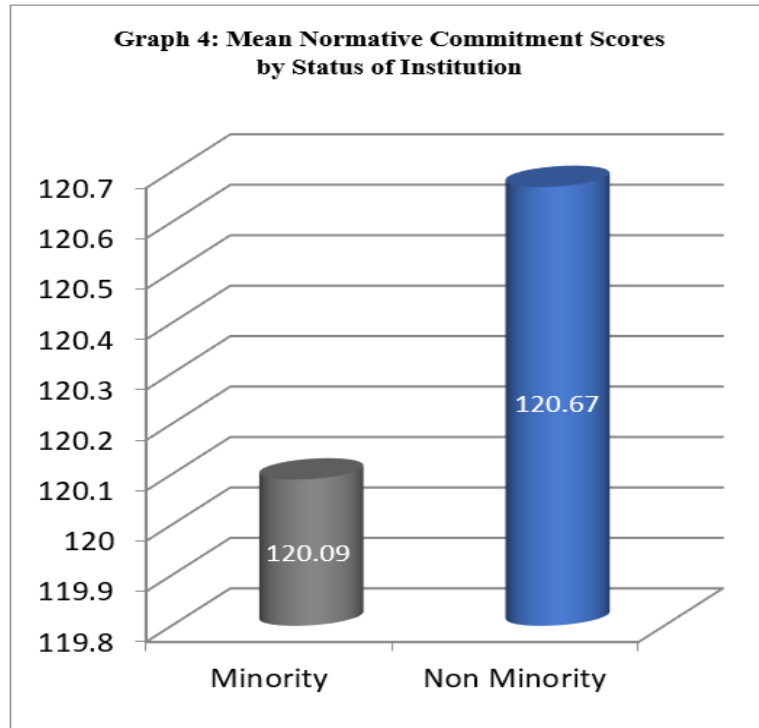
Table 8:
 Independent Samples t-Test Comparing Organizational Commitment by Status of the Institution

Status of the Institution	N	Mean	SD	<i>t</i> -value	<i>p</i> Value (df-98)
Minority	22	120.09	16.87	0.15	0.87*
Non-Minority	78	120.67	15.53		

* $p > 0.05$, not significant at 0.05 level

Levene's Test for Equality of Variances confirmed that the assumption of homogeneity of variance was satisfied, $F(1, 98) = 0.25, p = .61$. An independent samples *t*-test was conducted to compare organizational commitment between principals of minority and non-minority teacher education institutions. Results indicated no significant difference, $t(98) = 0.15, p = .87$.

Minority principals ($M = 120.09, SD = 16.87$) and non-minority principals ($M = 120.67, SD = 15.53$) reported comparable levels of organizational commitment. Therefore, the null hypothesis was retained, suggesting that institutional status does not significantly influence organizational commitment among principals in Telangana State.



V. INTERPRETATION AND DISCUSSION OF THE STUDY

This study explored organizational commitment among principals of teacher education institutions in Telangana State across gender, institutional type, locality, and minority status. The findings highlight that gender was the only variable showing significant differences, while institutional type, locality, and minority status did not yield meaningful variations.

Female principals reported higher organizational commitment compared to male principals, suggesting stronger affective and normative attachment. This aligns with prior studies indicating that women often demonstrate heightened responsibility and emotional investment in educational leadership, though meta-analyses generally report modest gender effects. In the Telangana context, this difference may reflect the growing role of women in leadership positions and their commitment to institutional development.

In contrast, no significant differences were observed between government and private institutions. While government institutions typically offer job security and private institutions emphasize autonomy and performance incentives, these factors appear to balance out, resulting in similar levels of commitment. Similarly, rural and urban principals reported comparable commitment levels.

Community integration and professional challenges in rural settings may offset resource advantages in urban institutions, underscoring that organizational culture and leadership support matter more than location. Finally, minority and non-minority institutions showed no significant differences. Although minority institutions carry unique cultural and social missions, resource constraints and regulatory pressures may neutralize potential advantages in normative commitment.

Overall, the results suggest that organizational commitment among principals is generally stable across institutional contexts, with gender emerging as the most relevant differentiator. This emphasizes the importance of psychological and cultural dimensions of commitment rather than demographic variables alone.

VI. CONCLUSION

Overall, principals of teacher education institutions in Telangana State demonstrated comparable levels of organizational commitment regardless of institutional type, locality, or minority status. The significant gender difference highlights the potential role of female leadership in fostering stronger organizational attachment.

The findings suggest that organizational commitment is more closely tied to individual and psychological factors than to institutional categories.

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