



11. Exploring Affective Commitment Levels of Principals of Teacher Education Institutions in Telangana State

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Abstract

This quantitative study explores affective commitment levels among principals of teacher education institutions (TEIs) in Telangana State, India, addressing a critical gap in educational leadership research. Affective commitment, defined as emotional attachment to and identification with one's organization (Meyer & Allen, 1991), profoundly influences institutional effectiveness, faculty motivation, and teacher preparation quality. Despite its importance, empirical data on TEI principals—particularly across demographic and institutional variables—remain scarce in the Indian context. Employing a descriptive survey design, the study sampled 100 principals from 100 TEIs across three districts (Hyderabad, Rangareddy, Mahbubnagar) using two-stage cluster random sampling. A self-constructed Organizational Commitment (Affective Commitment) Scale, validated by experts and yielding Cronbach's $\alpha = 0.810$, measured commitment on a 5-point Likert scale. Independent-samples t-tests examined four null hypotheses concerning gender, institution type (government/private), locality (rural/urban), and minority status. Results rejected H_{01} , revealing significantly higher affective commitment among female principals ($M = 41.02$, $SD = 4.80$, $n = 34$) than males ($M = 38.27$, $SD = 6.53$, $n = 66$), $t(98) = 2.17$, $p = .03$. H_{02} – H_{04} were retained, showing no significant differences by institution type (government $M = 39.00$ vs. private $M = 39.21$, $p = .94$), locality (rural $M = 38.76$ vs. urban $M = 40.02$, $p = .32$), or minority status (minority $M = 38.81$ vs. non-minority $M = 39.32$, $p = .73$). All Levene's tests confirmed variance homogeneity ($p > .05$). These findings highlight gender as a key differentiator while underscoring uniform commitment across structural factors, likely driven by shared professional identity and



regulatory frameworks (e.g., NCTE norms). Theoretically, the study nuances Meyer and Allen's model in Indian higher education; practically, it informs leadership development, advocating gender-sensitive retention strategies and universal support systems. Delimited to Telangana principals, future research should explore antecedents like organizational support and longitudinal outcomes on institutional performance.

Keywords: *Organizational Commitment, Affective Commitment, Educational Leadership, Teacher Education, and Descriptive Survey Design*

1.0 Introduction

Education plays a key role in shaping human capital, fostering social development, and driving national progress. In contemporary educational systems, leadership quality significantly influences institutional effectiveness, teacher motivation, and student outcomes. Principals of teacher education institutions hold a critical leadership position, as they shape institutional vision, academic culture, and professional standards for future educators. Their level of commitment to their institutions can profoundly impact organizational performance, staff morale, and the overall quality of teacher education.

Commitment, in organizational contexts, refers to an individual's psychological attachment, loyalty, and sense of responsibility toward an institution. It reflects the degree to which individuals identify with organizational goals, internalize its values, and remain motivated to contribute to its success. In educational institutions, committed leaders demonstrate greater resilience, stronger decision-making capabilities, and enhanced capacity to inspire staff and stakeholders. Consequently, understanding commitment among school and college leaders has become an important focus in educational leadership research.

Organizational commitment has been extensively theorized in management and educational research, most notably through the Three-Component Model of Commitment proposed by Meyer and Allen (1991, 1997). This model conceptualizes commitment as comprising three distinct but interrelated components: affective commitment, continuance commitment, and normative commitment. Continuance commitment refers to an employee's perceived cost of leaving the organization, while normative commitment reflects a sense of obligation or moral duty to remain. Among these components, affective commitment is widely regarded as the most desirable and influential form, as it stems from emotional attachment and genuine identification with organizational values.

Affective commitment refers to an individual's emotional bond with, involvement in, and identification with an organization. Employees or leaders with high affective commitment remain with an organization because they *want to*, rather than because they *need to* or *feel obligated to*. This form of commitment is associated with positive organizational behaviors such as higher job satisfaction, increased motivation, reduced turnover intentions, and stronger engagement in institutional goals. In the context of educational leadership, principals with high



affective commitment are more likely to demonstrate visionary leadership, promote collaborative cultures, support teacher development, and drive innovation within their institutions.

In teacher education institutions, where academic standards, professional ethics, and pedagogical excellence must be upheld, the affective commitment of principals becomes particularly significant. Their emotional attachment to institutional missions and educational values can influence policy implementation, faculty performance, student learning environments, and institutional reputation. Despite the recognized importance of leadership commitment, empirical research examining affective commitment levels among principals of teacher education institutions, particularly in the context of Telangana State, remains limited.

Given the evolving educational landscape, policy reforms, and increasing accountability demands in Indian higher education, there is a pressing need to investigate the extent to which institutional leaders are emotionally committed to their organizations. This study seeks to fill this research gap by exploring the affective commitment levels of principals of teacher education institutions in Telangana State, thereby contributing to leadership research, organizational commitment theory, and policy-driven educational improvement.

1.1 Problem of the Statement

The effectiveness of teacher education institutions is strongly influenced by the affective commitment of their principals, which reflects emotional attachment to and identification with their organizations. Although affective commitment is a critical factor in educational leadership and institutional performance, empirical evidence on the affective commitment levels of principals in teacher education institutions in Telangana State remains limited. This lack of data restricts informed leadership development and policy decision-making. Therefore, the study addresses the need to systematically examine the affective commitment levels of principals of teacher education institutions in Telangana State.

1.2 Research question:

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

1.3 Objectives of the Study:

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



- 4) To analyze differences in affective commitment between principals of minority and non-minority teacher education institutions in Telangana State.

1.4 Hypotheses of the Study:

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

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

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

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

1.5 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.*

2.0 Review of Literature:

Organizational commitment, particularly its affective dimension, is a well-established construct critical to understanding leadership efficacy, employee retention, and institutional performance. This review synthesizes theoretical foundations and empirical findings relevant to affective commitment, with a specific focus on identifying gaps in the context of educational leadership in India, particularly among principals of teacher education institutions in Telangana State.

2.1 Affective Commitment in Educational Leadership

Research in diverse educational contexts confirms that leadership behaviors significantly influence organizational commitment. Principals exhibiting transformational, authentic, or distributed leadership styles tend to cultivate higher levels of affective commitment among their staff by building trust, shared vision, and psychological safety (Veeriah et al., 2017). While substantial literature examines teachers' commitment as an outcome of leadership, fewer studies investigate the affective commitment of the leaders themselves. Emerging evidence suggests a reciprocal relationship; committed leaders shape a supportive environment, which in turn may reinforce their own emotional attachment and dedication to institutional goals.



2.2 Variations across Demographic and Institutional Variables: The literature reveals inconsistent findings regarding how affective commitment varies across key demographic and institutional factors, highlighting the influence of context.

- ❖ **Gender:** Meta-analytic reviews report no conclusive gender differences in organizational commitment (Mathieu & Zajac, 1990). However, context-specific studies show mixed results. Some research in educational settings indicates female leaders may report marginally higher commitment, potentially linked to relational leadership approaches, while other studies find no significant differences (Nuhu, n.d.; Psychological Safety and Affective Commitment among College Teachers, 2023).
- ❖ **Type of Institution (Government vs. Private):** Sectoral differences in structure, autonomy, and job security can impact commitment. Studies on teachers suggest that government sector employees may report stronger affective bonds due to greater job security, whereas private sector employees might exhibit higher commitment due to perceived better management or resource availability (Meyer et al., 2002; Sithole, 2020; Thoker, 2017). Data specific to principals, especially in higher education, remains sparse.
- ❖ **Locality (Rural vs. Urban):** The rural-urban dichotomy presents conflicting evidence. Some studies propose that urban educators, with better access to resources and professional networks, may show higher commitment. Conversely, other research finds no significant differences, arguing that core professional identity and challenges transcend geographic location (Gupta, 2016; Voice of Research, 2017).
- ❖ **Minority Status of Institution:** There is a paucity of research directly comparing affective commitment in minority and non-minority educational institutions. Broader organizational studies indicate that institutional culture, community alignment, and unique socio-cultural contexts are potent antecedents of commitment (Porter et al., 1974), suggesting this is a critical variable for exploration.

2.3 Research Gaps and Justification

A critical analysis of the existing literature reveals a significant empirical gap regarding the affective commitment of principals in the specific context of teacher education. While extensive research examines organizational commitment among corporate employees, teachers, and general school administrators, studies focusing explicitly on principals of teacher education institutions (TEIs), such as B.Ed. Colleges, is remarkably scarce. This omission is particularly pronounced within the Indian context and specifically in Telangana State, where the unique socio-political, administrative, and policy environment governing higher education remains an unexamined variable in commitment research. Consequently, there is no substantial body of evidence to explain how the distinct pressures, rewards, and institutional cultures of TEIs in this region shape the emotional attachment of their leaders.



The Asian Thinker

A Quarterly Bilingual Peer-Reviewed Journal for Social Sciences and Humanities

Year-8 Volume: I, Jan-March, 2026 Impact Factor 5.625 (IIFS)

Issue-29 ISSN: 2582-1296 (Online)

Website: www.theasianthinker.com

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This identified gap provides a clear and compelling justification for the present study. The absence of principal-specific data within this critical educational sector limits the development of targeted leadership development programs, retention strategies, and institutional policies aimed at enhancing organizational health. By systematically investigating the affective commitment levels of TEI principals in Telangana, and analysing variations across key demographics like gender, institution type (government/private), locality (rural/urban), and minority status, this research directly addresses a contextual and population-specific void. The findings will therefore contribute original insights to the fields of educational leadership and organizational psychology, while offering evidence-based guidance to stakeholders seeking to strengthen leadership capacity and institutional effectiveness in teacher education.

3.0 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 affective 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, a two-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 affective commitment of principals, a self-constructed instrument titled Organizational Commitment (Affective 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 0.810,



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 affective 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 affective commitment domain of principals across variables such as gender, type of institution, locality, and minority status.

4.0 Data Analysis

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

Table 1: Levene's Test for Equality of Variances in Affective Commitment by Gender

Test	F-value	p-value	Interpretation
Levene's Test	1.28	.26	Variances are equal ($p > .05$)

Note. Levene's test indicates homogeneity of variances.

Levene's test was not statistically significant, $F(1, 98) = 1.28, p = .26$, indicating that the assumption of equal variances was met. Therefore, the standard t-test results were interpreted.

Table 2: Comparison of Affective Commitment Scores Between Male and Female Principals

Gender	N	Mean (M)	Standard Deviation (SD)	t-value	p-value	df
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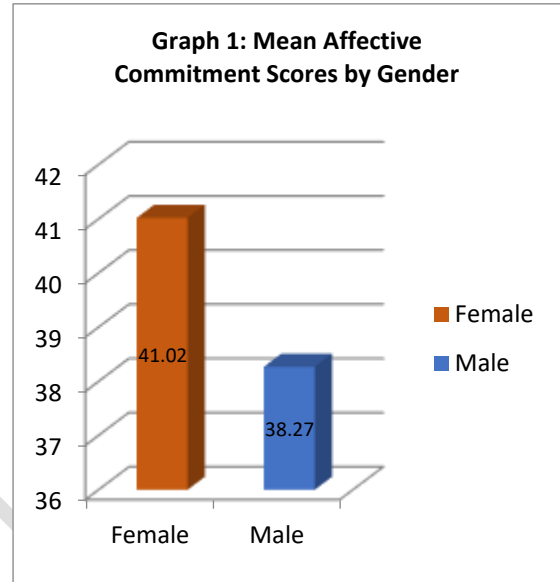


Female	34	41.02	4.80	2.17	.03*	98
Male	66	38.27	6.53			

Note. $p < .05$ indicates statistical significance.

An independent-samples t-test was conducted to examine whether affective commitment differs by gender among principals of teacher education institutions in Telangana State. Prior to conducting the t-test, Levene’s test for equality of variances was performed to assess the assumption of homogeneity of variances.

The results revealed a statistically significant difference in affective commitment scores between female and male principals, $t(98) = 2.17, p = .03$. Female principals ($M = 41.02, SD = 4.80, n = 34$) demonstrated higher affective commitment than male principals ($M = 38.27, SD = 6.53, n = 66$). Based on these findings, the null hypothesis (H_{01}) was rejected at the 0.05 level of significance, indicating that gender significantly influences affective commitment among principals.



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

Table 3: Levene’s Test for Equality of Variances in Affective Commitment by Type of Institution

Test	F-value	p-value	Interpretation
Levene’s Test	0.95	.33	Variances are equal ($p > .05$)

Note. Non-significant Levene’s test confirms homogeneity of variances.

Levene’s test was not statistically significant, $F(1, 98) = 0.95, p = .33$, indicating that the assumption of equal variances was satisfied.

Table 4: Comparison of Affective Commitment Scores between Government and Private Institution Principals

Nature of Institution	N	Mean (M)	Standard Deviation (SD)	t-value	p-value	df
Government	4	39.00	4.32	0.07	.94	98

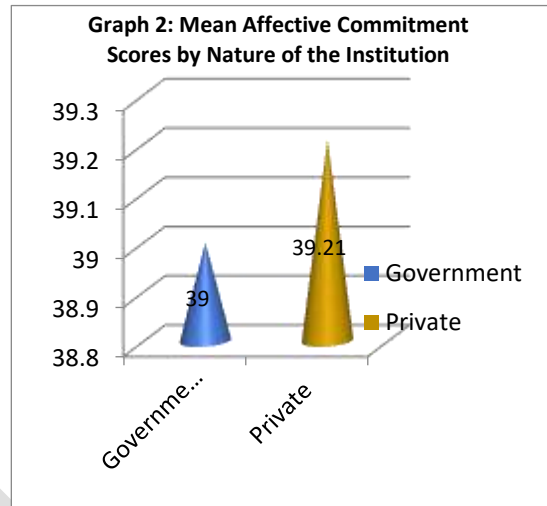


Private	96	39.21	6.19			
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Note. $p > .05$ indicates no statistically significant difference.

An independent-samples t-test was conducted to examine whether affective commitment levels differ between principals of government and private teacher education institutions in Telangana State. Prior to the t-test, Levene’s test for equality of variances was performed to assess the homogeneity of variances assumption.

The t-test results showed no statistically significant difference in affective commitment scores between principals of government institutions ($M = 39.00, SD = 4.32, n = 4$) and private institutions ($M = 39.21, SD = 6.19, n = 96$), $t(98) = 0.07, p = .94$. Therefore, the null hypothesis (H_{02}) was retained at the 0.05 level of significance, indicating that the nature of the institution (government vs. private) does not significantly influence affective commitment levels among principals.



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

Table 5: Levene’s Test for Equality of Variances in Affective Commitment by Locality

Test	F-value	p-value	Interpretation
Levene’s Test	1.18	.28	Variances are equal ($p > .05$)

Note. The non-significant result confirms homogeneity of variances.

Levene’s test was not statistically significant, $F(1, 98) = 1.18, p = .28$, indicating that the assumption of equal variances was satisfied.

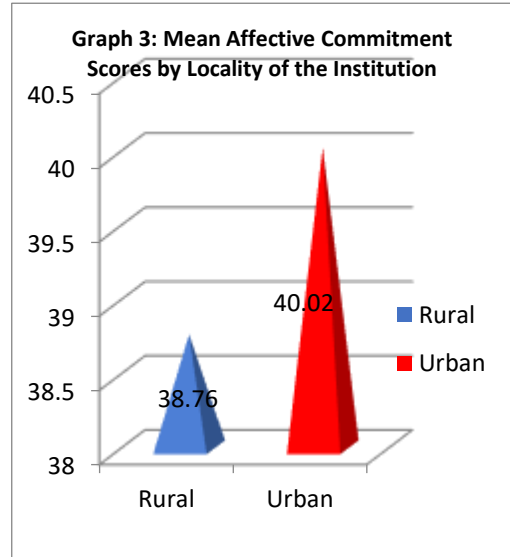
Table 6: Comparison of Affective Commitment Scores between Rural and Urban Principals

Locality of Institution	N	Mean (M)	Standard Deviation (SD)	t-value	p-value	df
Rural	65	38.76	6.60	0.98	.32	98
Urban	35	40.02	5.06			

Note. $p > .05$ indicates no statistically significant difference.

An independent-samples t-test was conducted to examine whether affective commitment levels differ between principals of rural and urban teacher education institutions in Telangana State. Prior to conducting the t-test, Levene’s test for equality of variances was performed to verify the assumption of homogeneity of variances.

The t-test results showed no statistically significant difference in affective commitment scores between principals of rural institutions ($M = 38.76, SD = 6.60, n = 65$) and urban institutions ($M = 40.02, SD = 5.06, n = 35$), $t(98) = 0.98, p = .32$. Therefore, the null hypothesis (H_{03}) was retained at the 0.05 level of significance, indicating that locality (rural vs. urban) does not significantly influence affective commitment among principals.



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

Table 7: Levene’s Test for Equality of Variances in Affective Commitment by Institutional Status

Test	F-value	p-value	Interpretation
Levene’s Test	0.03	.85	Variances are equal ($p > .05$)

Note. The non-significant Levene’s test confirms homogeneity of variances.

Levene’s test was not statistically significant, $F(1, 98) = 0.03, p = .85$, indicating that the assumption of equal variances was satisfied.

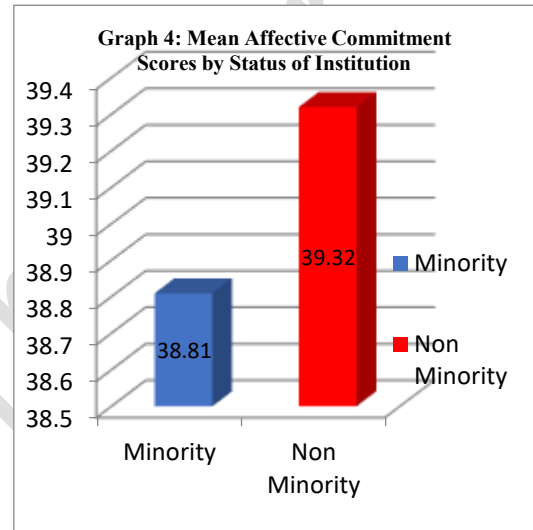
Table 8: Comparison of Affective Commitment Scores between Minority and Non-Minority Institution Principals

Status of Institution	N	Mean (M)	Standard Deviation (SD)	t-value	p-value	df
Minority	22	38.81	6.23	0.34	.73	98
Non-Minority	78	39.32	6.11			

Note. $p > .05$ indicates no statistically significant difference.

An independent-samples t-test was conducted to examine whether affective commitment levels differ between principals of minority and non-minority teacher education institutions in Telangana State. Prior to conducting the t-test, Levene’s test for equality of variances was performed to verify the assumption of homogeneity of variances.

The results of the t-test revealed no statistically significant difference in affective commitment scores between principals of minority institutions ($M = 38.81$, $SD = 6.23$, $n = 22$) and non-minority institutions ($M = 39.32$, $SD = 6.11$, $n = 78$), $t(98) = 0.34$, $p = .73$. Therefore, the null hypothesis (H_{04}) was retained at the 0.05 level of significance, indicating that minority status does not significantly influence affective commitment among principals.



5.0 Interpretation and Discussion of the Study

This study sought to explore the affective commitment levels of principals leading teacher education institutions (TEIs) in Telangana State. Affective commitment, defined as an emotional attachment to, identification with, and involvement in the organization (Meyer & Allen, 1991), is a critical determinant of a leader’s dedication, perseverance, and overall effectiveness. The findings provide nuanced insights into how this commitment varies across key demographic and institutional variables, directly addressing the research question and objectives.

5.1 Discussion of Findings in Relation to Objectives and Literature

5.1.1 Gender and Affective Commitment: The rejection of the first null hypothesis (H_{01}) aligns with a strand of literature suggesting contextual gender differences in organizational commitment within educational settings. While meta-analyses often report no universal gender differences (Mathieu & Zajac, 1990), context-specific studies in relational professions like education sometimes find women reporting higher affective bonds. This finding can be



interpreted through the lens of gendered leadership and socialization. Female principals may often employ more transformational and relational leadership styles, which require and foster deep emotional investment in the institution's community and mission (Veeriah et al., 2017). Furthermore, the role of a principal in a teacher education institution is deeply intertwined with mentoring and nurturing future educators—a role that may resonate strongly with socially constructed expectations of care and emotional labor, potentially leading to a stronger sense of emotional attachment among female leaders. This higher affective commitment is a positive indicator, suggesting that female principals are likely to be deeply involved and identified with their institutional goals, which can translate into stable and passionate leadership.

5.1.2 Type of Institution (Government vs. Private): The retention of the second null hypothesis (H_{02}) presents a compelling finding that contrasts with studies often highlighting sectoral differences due to job security, autonomy, or resources (Meyer et al., 2002). The non-significant result suggests that in the specific context of TEIs in Telangana, the emotional attachment of principals is not primarily dictated by the public or private nature of their institution. This could be attributed to the homogenizing pressures of a centralized regulatory framework (e.g., NCTE norms) that standardize challenges and goals across both sectors. Whether in government or private colleges, principals face similar pressures related to accreditation, curriculum implementation, and faculty management. Their affective commitment, therefore, may stem more from their professional identity as educational leaders and their personal alignment with the mission of teacher education, rather than from sector-specific incentives or constraints.

5.1.3 Locality (Rural vs. Urban): The retention of the third null hypothesis (H_{03}) suggests that the geographic context does not significantly alter the core emotional attachment principals feel towards their institutions. This finding supports research arguing that professional identity and core challenges transcend location (Voice of Research, 2017). While urban principals might have better access to resources and networks, and rural principals might face infrastructural or community-engagement challenges, the fundamental mission of preparing quality teachers and the intrinsic rewards of educational leadership appear to be equally potent sources of affective commitment in both settings. The lack of difference indicates a resilience and dedication among principals across the geographic spectrum, potentially viewing their role as a vocation rather than a job contingent on location-based amenities.

5.1.4 Minority Status of Institution: The retention of the fourth null hypothesis (H_{04}) addresses a significant gap in the literature. The finding of no significant difference indicates that the affective commitment of principals is not intrinsically higher or lower in minority-status institutions. This is an important insight, suggesting that the mission-driven nature of teacher education and the leadership role itself are powerful unifying factors. Principals in minority institutions, while serving a specific community mandate, and those in non-minority institutions appear to develop similar levels of emotional attachment to their organizations.



Commitment in this context may be more closely linked to institutional culture, leadership autonomy, and alignment with personal values (Porter et al., 1974), factors that can be strong in both types of institutions, rather than being determined by minority status per se.

5.2 Implications of the Study

5.2.1 Theoretical Implications: This study contributes to the literature on organizational commitment by applying it to an under-researched population: principals of teacher education institutions in a specific Indian state. It challenges broad generalizations about sectoral (government/private) and locational (rural/urban) determinants of commitment, highlighting the importance of contextual and professional-domain specificity. The significant gender finding adds nuance to the ongoing discourse on gender and leadership in Indian higher education, suggesting that affective dimensions may vary even when other leadership outcomes do not.

5.2.2 Practical Implications

- ❖ **Leadership Development and Policy:** Stakeholders, including the Department of Higher Education and university affiliates, should recognize the uniformly moderate-to-high levels of affective commitment found. However, the significantly higher scores among female principals warrant attention in leadership recruitment and retention strategies, ensuring that their strengths are leveraged and supported.
- ❖ **Support Systems:** Since commitment levels are not significantly affected by sector or location, systemic support programs (e.g., mentoring networks, professional development) can be designed universally for all TEI principals in the state, with a focus on reinforcing the intrinsic motivations and mission-alignment that drive their commitment.
- ❖ **Future Research:** The study underscores the need to look beyond broad demographic categories. Future research should investigate the *antecedents* of this commitment (e.g., perceived organizational support, transformational leadership practices, role stress) and its *consequences* (e.g., institutional climate, teacher educator morale, student outcomes) within TEIs.

5.3 Limitations and Delimitations

The findings must be interpreted within the study's delimitations and limitations. The research was confined to principals in Telangana, limiting generalizability to other states with different socio-political and educational contexts. The use of a self-constructed scale, though validated, may not capture all nuances of affective commitment as broader, established scales might. Furthermore, the very small sample size for government institution principals (n=4) limits the robustness of the comparison for that specific variable and should be a caution in interpreting that particular non-significant result.



6.0 Conclusion

In conclusion, this study reveals that the affective commitment of TEI principals in Telangana is a robust phenomenon, largely invariant across institutional type, locality, and minority status. The one distinguishing factor is gender, with female principals demonstrating a stronger emotional attachment to their institutions. This suggests that while systemic and structural variables may not differentially impact their commitment, individual and gendered professional experiences do. The overall picture is of a cadre of leaders who are emotionally invested in their roles. Fostering this commitment through targeted support, recognizing the unique contributions of female leaders, and continuing to study its drivers and effects will be crucial for strengthening the leadership backbone of teacher education in Telangana State.

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The Asian Thinker

A Quarterly Bilingual Peer-Reviewed Journal for Social Sciences and Humanities

Year-8 Volume: I, Jan-March, 2026 Impact Factor 5.625 (IIFS)

Issue-29 ISSN: 2582-1296 (Online)

Website: www.theasianthinker.com

Email: asianthinkerjournal@gmail.com

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The Asian Thinker

A Quarterly Bilingual Peer-Reviewed Journal for Social Sciences and Humanities

Year-8 Volume: I, Jan-March, 2026 Impact Factor 5.625 (IIFS)

Issue-29 ISSN: 2582-1296 (Online)

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