



5. Regression Analysis of Managerial Skills as a Predictor of Organizational Commitment among Principals of Teacher Education Institutions in Telangana State

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Abstract

This study examined the predictive relationship between managerial skills and organizational commitment among principals of teacher education institutions (TEIs) in Telangana State, India. Employing a quantitative descriptive survey design, data were collected from a sample of 100 TEI principals selected through one-stage cluster random sampling from three districts: Hyderabad, Rangareddy, and Mehboobnagar. Self-developed Managerial Skills Scale and Organizational Commitment Scale, both demonstrating excellent internal consistency (Cronbach's $\alpha = .907$ and $.910$ respectively), were used. Simple linear regression analyses revealed that overall managerial skills significantly predicted organizational commitment, accounting for 35% of the variance ($R = .59$, $R^2 = .35$, $F(1, 98) = 54.16$, $p < .001$). Among the five managerial dimensions, staffing skills emerged as the strongest predictor ($R^2 = .34$, $\beta = .58$, $p < .001$), followed by planning ($R^2 = .23$), controlling ($R^2 = .20$), organizing ($R^2 = .19$), and directing ($R^2 = .18$). All ($H_{01} - H_{06}$) null hypotheses were rejected, confirming statistically significant positive relationships between each managerial skill dimension and organizational commitment. The findings extend classical management theory and Meyer and Allen's three-component model to the under-researched context of Indian TEI leadership. The study concludes that strengthening principals' managerial competencies, particularly staffing and planning skills, can substantially enhance their organizational commitment, with implications for leadership development programs and institutional effectiveness in teacher education.

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1.0 Introduction

The effectiveness of teacher education institutions (TEIs) depends critically on the leadership capacity of their principals. In Telangana State, TEIs have expanded rapidly over the past decade, yet concerns persist regarding administrative competence, leadership stability, and institutional commitment among those in charge (National Council for Teacher Education, 2018). Principals of TEIs are required to perform a complex array of managerial functions that extend beyond academic oversight to include resource allocation, faculty coordination, strategic planning, and regulatory compliance. These functions are traditionally organized into five core managerial skills: planning, organizing, staffing, directing, and controlling (Prasad, 2007; Fayol, 1949; Koontz & O'Donnell, 1972). Planning involves setting goals and determining courses of action; organizing entails arranging resources and tasks into coherent structures; staffing covers recruitment, training, and development of personnel; directing includes leading, motivating, and supervising staff; and controlling involves monitoring performance and taking corrective action. Collectively, these skills enable principals to navigate institutional challenges, meet accreditation standards, and sustain institutional quality.

However, the possession of managerial skills alone may not fully explain leadership outcomes unless principals are psychologically invested in their institutions. Organizational commitment refers to an individual's psychological bond with their organization, characterized by willingness to exert effort, desire to remain a member, and acceptance of organizational values (Meyer & Allen, 1991). Meyer and Allen's three-component model distinguishes affective commitment (emotional attachment to the organization), continuance commitment (perceived costs associated with leaving), and normative commitment (felt obligation to remain). Principals with high organizational commitment are more likely to persist through difficulties, align their personal goals with institutional missions, and foster a positive climate for faculty and student teachers (Somech & Bogler, 2002). Conversely, low



commitment among principals has been linked to turnover intentions, administrative burnout, and diminished institutional coherence (Collie et al., 2012).

1.1 Research Question

To what extent do managerial skills predict organizational commitment among principals of teacher education institutions in Telangana State?

1.2 Objectives of the Study

1. To examine the relationship between managerial skills and organizational commitment of principals of teacher education institutions in Telangana State.
2. To examine the relationship between planning skills and organizational commitment of principals of teacher education institutions in Telangana State.
3. To examine the relationship between organizing skills and organizational commitment of principals of teacher education institutions in Telangana State.
4. To examine the relationship between staffing skills and organizational commitment of principals of teacher education institutions in Telangana State.
5. To examine the relationship between directing skills and organizational commitment of principals of teacher education institutions in Telangana State.
6. To examine the relationship between controlling skills and organizational commitment of principals of teacher education institutions in Telangana State.

1.3 Hypotheses of the Study

H₀₁: There is no significant relationship between managerial skills and organizational commitment of principals of teacher education institutions in Telangana State.

H₀₂: There is no significant relationship between planning skills and organizational commitment of principals of teacher education institutions in Telangana State.

H₀₃: There is no significant relationship between organizing skills and organizational commitment of principals of teacher education institutions in Telangana State.



H₀₄: There is no significant relationship between staffing skills and organizational commitment of principals of teacher education institutions in Telangana State.

H₀₅: There is no significant relationship between directing skills and organizational commitment of principals of teacher education institutions in Telangana State.

H₀₆: There is no significant relationship between controlling skills and organizational commitment of principals of 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 Telangana State.

2.0 Review of Related Literature

The effectiveness of teacher education institutions (TEIs) largely depends on the managerial competencies of principals and their level of psychological attachment to the organization. This section systematically reviews theoretical foundations and empirical evidence on managerial skills and organizational commitment, with emphasis on educational leadership in school and higher education contexts.

Empirical studies in school settings consistently demonstrate that strong managerial skills among principals lead to improved institutional outcomes. Akporehe and Asiyai (2023) found that principals' managerial competence significantly enhanced teachers' job performance and commitment to organizational goals in Nigerian secondary schools. In the Philippine context, Escote (2025) reported very high levels of managerial skills among school heads and established through regression analysis that supervision and technical skills were significant predictors of positive organizational outcomes.

Organizational commitment refers to the psychological bond between individuals and their organizations. Meyer and Allen's (1991) three-component model remains the most widely accepted framework, comprising affective commitment (emotional attachment), continuance



commitment (perceived costs of leaving), and normative commitment (sense of obligation). Principals and teachers with high organizational commitment demonstrate greater persistence, goal alignment, reduced turnover intentions, and stronger contributions to institutional climate (Somech & Bogler, 2002; Collie et al., 2012).

Meta-analytic evidence supports the critical role of leadership in fostering commitment. Aydın et al. (2013) concluded that school principals' leadership approaches significantly influence teachers' organizational commitment and job satisfaction.

2.1 Relationship between Managerial Skills and Organizational Commitment

A substantial body of research has established a positive predictive relationship between principals' managerial skills and organizational commitment. Several studies using correlation and regression analyses have consistently shown significant associations.

Escote (2025) reported a strong positive correlation between managerial skills and teachers' organizational commitment ($r = 0.812, p < 0.001$). Regression results identified supervision skills ($\beta = 0.39, p < 0.001$) as the strongest predictor, followed by technical and leadership skills. The study affirmed that effective application of Fayol's managerial functions enhances emotional attachment and effort exertion among staff.

In Nigeria, Egbedi and Mukoro (2024) found significant positive relationships between principals' supervisory and personnel management skills and teachers' organizational commitment using both correlation and simple linear regression techniques. Similarly, Hadi et al. (2021) reported a significant direct effect of principals' managerial skills on teachers' work commitment ($\beta = 0.264, p < 0.05$) in Indonesian junior high schools, mediated through improved job satisfaction and supportive climate.

Rachman et al. (2025) demonstrated that madrasah principals' managerial skills significantly influenced teachers' work commitment ($\beta = 0.513, p = 0.024$) and organizational citizenship behavior, confirming both direct and indirect effects. Ucar (2021) further identified a moderate positive relationship between principals' strategic leadership characteristics and teachers' organizational commitment.



2.2 Research Gaps and Justification of the Study

Although extensive research has linked principals' managerial skills to teachers' organizational commitment (Akporehe & Asiyai, 2023; Escote, 2025; Hadi et al., 2021), key gaps persist. Most studies focus on *teachers'* commitment rather than principals' own commitment, are concentrated in K-12 school settings outside India, and rarely examine Teacher Education Institutions (TEIs). Additionally, few studies in the Indian context, particularly Telangana, have used regression analysis to assess the predictive power of the five managerial skills on principals' organizational commitment.

This study addresses these gaps by examining managerial skills as predictors of organizational commitment among TEI principals in Telangana State through regression analysis. It extends classical management theory (Fayol, 1949; Koontz & O'Donnell, 1972) and Meyer and Allen's (1991) framework to an under-researched population, offering practical implications for leadership development and institutional effectiveness in teacher education.

3.0 Research Design

This study employed a quantitative approach with a descriptive survey research design. The descriptive survey method was selected because it is suitable for collecting data on existing conditions and examining relationships between variables in their natural setting (Creswell & Creswell, 2023). The design facilitated the objective measurement of managerial skills and organizational commitment and enabled the use of regression analysis to determine predictive relationships.

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 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 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

Two self-developed tools were used in the study: the Managerial Skills Scale and the Organizational Commitment Scale. Both tools consisted of items presented in attitudinal format on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Content validity of the instruments was established through expert review by specialists in education and psychology. Item analysis was performed following the procedure recommended by Kelley (1939), which involved selecting the upper and lower 27% of the total scores to determine item discrimination. The reliability of the scales was assessed using Cronbach's alpha coefficient. The Managerial Skills Scale yielded an alpha coefficient of .907, and the Organizational Commitment Scale yielded .910, indicating excellent internal consistency (Cronbach, 1951; Nunnally & Bernstein, 1994). Data analysis for item selection and reliability testing was conducted using Microsoft Excel and SPSS.

3.3 Data Collection Procedure

Official permissions were obtained from the concerned authorities of the selected teacher education institutions prior to data collection. The questionnaires were administered personally to the principals. Clear instructions were provided to the respondents, and they were assured of the confidentiality of their responses. Completed questionnaires were collected on the spot or shortly thereafter to ensure high response rates and authenticity of data. The collected data were then coded and entered into SPSS for statistical analysis.

3.4 Statistical Techniques

For regression analysis, both descriptive and inferential statistical methods were applied. Descriptive measures, such as the mean (Richard, 2015) and standard deviation (Howitt & Cramer, 2014), independent t-test was employed (Johnson & Christensen, 2014), were calculated to describe the central tendency and variability of the principals' responses. To examine the predictive relationship between managerial skills and organizational commitment,

simple linear regression analysis was conducted for the overall managerial skills and for each of its five dimensions separately. The null hypotheses were tested at the 0.05 level of significance.

4.0 Data Analysis

H₀₁: There is no significant relationship between managerial skills and organizational commitment of principals of teacher education institutions in Telangana State.

Table no 1 Regression results for Managerial Skills as predictor of Organizational Commitment of principals

Model	R	R ²	S.E of R	F	Constant	B	Beta	t	% of Variance	p-Value
1	0.59	0.35	12.70	54.16	34.86	0.69	0.59	2.97	35	0.00

$p < .05$, Significant at 0.05 Level

A regression analysis was conducted to test whether managerial skills predict organizational commitment among principals of teacher education institutions in Telangana State. Results indicated a significant model, $F(1, N-2) = 54.16$, $p < .001$, with $R = .59$ and $R^2 = .35$. This shows that managerial skills explained 35% of the variance in organizational commitment. The regression equation was:

$$\text{Organizational Commitment} = 34.86 + 0.69 \times \text{Managerial Skills}$$

The coefficient for managerial skills ($B = 0.69$, $\beta = .59$, $t = 2.97$, $p < .05$) confirmed a significant positive effect. Thus, the null hypothesis was rejected, and managerial skills were found to be a meaningful predictor of organizational commitment.

H₀₂: There is no significant relationship between planning skills and organizational commitment of principals of teacher education institutions in Telangana State.

Table no 2: Regression results for Planning Skills as predictor of Organizational Commitment of principals

Model	R	R ²	S.E of R	F	Constant	B	Beta	t	% of Variance	p-Value
1	0.48	0.23	13.81	30.65	56.12	2.51	0.48	4.78	23	0.00*

p<.05, Significant at 0.05 Level

A regression analysis was conducted to determine whether planning skills predict organizational commitment among principals of teacher education institutions in Telangana State. The model was statistically significant, $F(1, N-2) = 30.65, p < .001$, with $R = .48$ and $R^2 = .23$. This indicates that planning skills explained 23% of the variance in organizational commitment. The regression equation was:

$$\text{Organizational Commitment} = 56.12 + 2.51 \times \text{Planning Skills}$$

The coefficient for planning skills ($B = 2.51, \beta = .48, t = 4.78, p < .05$) confirmed a significant positive effect. Accordingly, the null hypothesis was rejected, and planning skills were found to be a meaningful predictor of organizational commitment.

H₀₃: There is no significant relationship between organizing skills and organizational commitment of principals of teacher education institutions in Telangana State.

Table no 3: Regression results for Organizing Skills as predictor of Organizational Commitment of principals

Model	R	R ²	S.E of R	F	Constant	B	Beta	t	% of Variance	p-Value
1	0.43	0.19	14.24	22.99	63.11	2.31	0.43	5.23	19	0.00*

p<.05, Significant at 0.05 Level



A regression analysis was conducted to evaluate whether organizing skills predict organizational commitment among principals of teacher education institutions in Telangana State. The model was statistically significant, $F(1, N-2) = 22.99, p < .001$, with $R = .43$ and $R^2 = .19$. This indicates that organizing skills explained 19% of the variance in organizational commitment. The regression equation was:

$$\text{Organizational Commitment} = 63.11 + 2.31 \times \text{Organizing Skills}$$

The coefficient for organizing skills ($B = 2.31, \beta = .43, t = 5.23, p < .05$) confirmed a significant positive effect. Therefore, the null hypothesis was rejected, and organizing skills were identified as a meaningful predictor of organizational commitment.

H₀₄: There is no significant relationship between staffing skills and organizational commitment of principals of teacher education institutions in Telangana State.

Table no 4: Regression results for Staffing Skills as predictor of Organizational Commitment of principals

Model	R	R ²	S.E of R	F	Constant	B	Beta	t	% of Variance	p-Value
1	0.58	0.34	12.81	51.62	55.77	2.59	0.58	6.12	34	0.00*

$p < .05$, Significant at 0.05 Level

A regression analysis was conducted to examine whether staffing skills predict organizational commitment among principals of teacher education institutions in Telangana State. The model was statistically significant, $F(1, N-2) = 51.62, p < .001$, with $R = .58$ and $R^2 = .34$. This indicates that staffing skills explained 34% of the variance in organizational commitment. The regression equation was:

$$\text{Organizational Commitment} = 55.77 + 2.59 \times \text{Staffing Skills}$$

The coefficient for staffing skills ($B = 2.59, \beta = .58, t = 6.12, p < .05$) confirmed a significant positive effect. Thus, the null hypothesis was rejected, and staffing skills were identified as a meaningful predictor of organizational commitment.

H₀₅: There is no significant relationship between directing skills and organizational commitment of principals of teacher education institutions in Telangana State.

Table no 5: Regression results for Directing Skills as predictor of Organizational Commitment of principals

Model	R	R ²	S.E of R	F	Constant	B	Beta	t	% of Variance	P-Value
1	0.42	0.18	14.31	21.82	72.45	1.94	0.42	6.97	18	0.00*

$p < .05$, Significant at 0.05Level

A regression analysis was conducted to assess whether directing skills predict organizational commitment among principals of teacher education institutions in Telangana State. The model was statistically significant, $F(1, N-2) = 21.82, p < .001$, with $R = .42$ and $R^2 = .18$. This indicates that directing skills explained 18% of the variance in organizational commitment. The regression equation was:

Organizational Commitment = 72.45 + 1.94 × Directing Skills

The coefficient for directing skills ($B = 1.94, \beta = .42, t = 6.97, p < .05$) confirmed a significant positive effect. Therefore, the null hypothesis was rejected, and directing skills were identified as a meaningful predictor of organizational commitment.

H₀₆: There is no significant relationship between controlling skills and organizational commitment of principals of teacher education institutions in Telangana State.

Table no 6: Regression results for Controlling Skills as predictor of Organizational Commitment of principals



Model	R	R ²	S.E of R	F	Constant	B	Beta	t	% of Variance	P-Value
1	0.45	0.20	14.12	25.07	76.90	1.80	0.45	8.70	20	0.00*

$p < .05$, Significant at 0.05 Level

A regression analysis was conducted to test whether controlling skills predict organizational commitment among principals of teacher education institutions in Telangana State. The model was statistically significant, $F(1, N-2) = 25.07$, $p < .001$, with $R = .45$ and $R^2 = .20$. This indicates that controlling skills explained 20% of the variance in organizational commitment. The regression equation was:

$$\text{Organizational Commitment} = 76.90 + 1.80 \times \text{Controlling Skills}$$

The coefficient for controlling skills ($B = 1.80$, $\beta = .45$, $t = 8.70$, $p < .05$) confirmed a significant positive effect. Therefore, the null hypothesis was rejected, and controlling skills were identified as a meaningful predictor of organizational commitment.

5.0 Interpretation and Discussion of the Study

The present study examined the predictive relationship between managerial skills and organizational commitment among principals of teacher education institutions (TEIs) in Telangana State. Simple linear regression analyses were conducted to determine the extent to which overall managerial skills and their five dimensions—planning, organizing, staffing, directing, and controlling—predicted organizational commitment. All null hypotheses were rejected, indicating statistically significant positive predictive relationships across all tested models.

5.1 Interpretation of Results

The overall regression model revealed that managerial skills significantly predicted organizational commitment, accounting for 35% of the variance ($R = 0.59$, $R^2 = 0.35$, $F(1, N-$



2) = 54.16, $p < .001$). The unstandardized coefficient ($B = 0.69$, $\beta = 0.59$) indicated a positive relationship, suggesting that higher levels of managerial competence are associated with stronger psychological attachment among TEI principals. This finding aligns with classical management theory (Fayol, 1949; Koontz & O'Donnell, 1972), which posits that effective execution of core managerial functions enhances leadership effectiveness and institutional stability.

Among the five dimensions, staffing skills emerged as the strongest individual predictor ($R = 0.58$, $R^2 = 0.34$, $\beta = 0.58$), explaining 34% of the variance in organizational commitment. This was followed by planning skills ($R^2 = 0.23$), controlling skills ($R^2 = 0.20$), organizing skills ($R^2 = 0.19$), and directing skills ($R^2 = 0.18$). All dimensions showed statistically significant positive effects ($p < .001$). These results suggest that principals who excel in recruiting, developing, and managing human resources experience the strongest sense of commitment to their institutions. The relatively lower predictive power of directing skills may reflect the contextual challenges in TEIs, where motivational and supervisory functions are often constrained by regulatory frameworks and limited institutional autonomy.

5.3 Discussion in Relation to Existing Literature

The findings corroborate previous empirical evidence linking managerial competence to organizational commitment. The moderate-to-strong correlations observed in the present study are consistent with Escote's (2025) regression results, which identified supervision and technical skills as significant predictors of positive organizational outcomes. Similarly, the current results echo Hadi et al. (2021) and Rachman et al. (2025), who reported significant direct effects of principals' managerial skills on commitment-related variables (β values ranging from 0.26 to 0.51).

Notably, while most prior research has focused on principals' influence on *teachers'* commitment (Akporehe & Asiyai, 2023; Egbedi & Mukoro, 2024), the present study extends this literature by demonstrating that managerial skills also predict *principals' own* organizational commitment. This distinction is important in the TEI context, where principals function as both leaders and key organizational members whose psychological investment directly shapes institutional quality and regulatory compliance.



The results support Meyer and Allen's (1991) three-component model by implying that effective managerial practice strengthens affective and normative commitment through goal alignment, resource mastery, and a sense of efficacy. Principals who perceive themselves as competent in core managerial functions appear more likely to internalize institutional goals and persist despite challenges prevalent in rapidly expanding TEIs in Telangana.

5.4 Theoretical and Practical Implications

Theoretically, this study bridges classical management functions with contemporary organizational psychology frameworks in an under-researched Indian higher education context. It validates the applicability of Fayol's principles in modern teacher education leadership while highlighting the predictive primacy of human resource-related skills (staffing) in fostering commitment.

Practically, the findings carry several implications for policy and leadership development. The National Council for Teacher Education and state authorities should prioritize targeted training programs that strengthen principals' managerial competencies, particularly in staffing and planning. Such interventions may enhance leadership stability, reduce administrative burnout, and improve institutional performance in TEIs. Recruitment and selection criteria for TEI principals should also incorporate assessment of managerial skill proficiency alongside academic qualifications.

6.0 Conclusion

This study examined the predictive power of managerial skills on organizational commitment among principals of teacher education institutions in Telangana State. Results indicated that overall managerial skills significantly predicted organizational commitment, explaining 35% of the variance. Among the five dimensions, staffing skills emerged as the strongest predictor, followed by planning, controlling, organizing, and directing skills. All hypotheses were rejected, confirming significant positive relationships. The findings highlight that enhancing principals' managerial competencies, particularly staffing and planning skills, can substantially strengthen their organizational commitment. This has important implications for leadership



development programs and institutional effectiveness in teacher education. In a nut shell, developing managerial skills is essential for fostering committed and stable leadership in TEIs.

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