



Assessment of Continuance Commitment among Principals in Teacher Education Institutions in Telangana State

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ABSTRACT

This study assessed continuance commitment among principals of teacher education institutions (TEIs) in Telangana State, India, identifying a gap in research on educational leadership in this context. Continuance commitment, as defined by Meyer and Allen (1991), reflects employees' awareness of the costs associated with leaving an organization, such as lost benefits, job security, or limited alternatives, leading them to stay out of necessity rather than desire or obligation. Despite its relevance to principal retention and institutional stability, few studies have examined this construct among TEI leaders, particularly in India where job market constraints amplify its influence. A descriptive survey design was employed within a quantitative framework. The population comprised all TEI principals in Telangana, with a sample of 100 selected via one-stage cluster random sampling from three districts (Hyderabad, Rangareddy, and Mehboobnagar). Data were collected using a self-constructed Organizational Commitment Scale (Continuance Commitment) (5-point Likert type; Cronbach's $\alpha = 0.766$), validated through expert review and item analysis. Descriptive statistics (means,



standard deviations) summarized commitment levels, while independent samples t-tests examined differences by gender (male $n=66$, female $n=34$), institution type (government $n=4$, private $n=96$), locality (rural $n=65$, urban $n=35$), and minority status (minority $n=22$, non-minority $n=78$). All hypotheses posited no significant differences ($p < .05$). Results indicated moderate continuance commitment levels (overall $M \approx 41$), with no statistically significant differences across variables (e.g., gender: $t(98)=0.57$, $p=.570$; institution type: $t(98)=0.58$, $p=.560$). Female principals ($M=41.91$) and private institution leaders ($M=41.37$) showed slightly higher means, but variances were equal (Levene's tests $p > .05$), supporting null hypotheses. These findings suggest uniform influences like career investments and organizational stability drive principals' retention similarly across demographics and contexts. Implications include policy recommendations for enhancing affective and normative commitment through professional development, participatory leadership, and improved work environments to foster motivation beyond economic factors. This contributes to understanding leadership dynamics in Indian teacher education, urging balanced commitment strategies for better institutional outcomes.

1.0 Introduction: Organizational commitment refers to the psychological link between employees and their organization, influencing their decision to stay and perform effectively (Meyer & Allen, 1991). Researchers have identified three main types of organizational commitment: affective (emotional attachment), normative (sense of obligation), and continuance (awareness of the costs associated with leaving) (Meyer & Allen, 1991). Among these, continuance commitment stands out because it is based on practical reasons for staying, such as the high personal costs of leaving (e.g., loss of benefits, salary, or stability) or the lack of better job options (Allen & Meyer, 1990; Meyer & Allen, 1991). Employees with strong continuance commitment remain in their roles mainly because they "need to" rather than because they "want to" or feel they "should" (Meyer & Allen, 1991).

In educational settings, organizational commitment plays a key role in leadership effectiveness, staff stability, and overall institutional performance. School and college leaders, such as principals, who show high commitment help create positive work environments, support teacher motivation, and improve



student outcomes (Zhan et al., 2023). However, much of the existing research on commitment in education focuses on teachers rather than principals or other leaders (Bashir & Gani, 2020; Joolideh & Yesiltas, 2009). Studies in India have shown that continuance commitment is often the dominant form among university and college teachers, as many stay due to limited alternatives and the perceived costs of changing jobs (Bashir & Gani, 2020). Similar patterns may apply to principals, but few studies have examined continuance commitment specifically among educational leaders in teacher training institutions.

Teacher education institutions prepare future teachers and shape the quality of school education. In Telangana State, India, these institutions (including B.Ed. and M.Ed. colleges affiliated with universities like Osmania University or others recognized by the National Council for Teacher Education) face challenges such as policy changes, resource limitations, and job market pressures. Principals in these institutions lead academic programs, manage faculty, and ensure quality teacher training. Their level of continuance commitment could affect their long-term dedication, decision-making, and ability to handle these challenges effectively. Despite the importance of principals' roles, there is limited research on their continuance commitment in the Indian context, particularly in Telangana.

1.1 Significance of the Study

This study aims to assess the level of continuance commitment among principals in teacher education institutions in Telangana State. By examining this specific type of commitment, the research seeks to provide insights into the factors that bind principals to their institutions and highlight areas for improving leadership stability and institutional effectiveness.

1.2 Research question:

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

1.3 Objectives of the Study:

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



- 3) To examine differences in continuance commitment between principals of rural and urban teacher education institutions in Telangana State.
- 4) To analyze differences in continuance 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 continuance commitment levels between male and female principals of teacher education institutions in Telangana State.

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

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

H₀₄: There is no significant difference in continuance 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

The **Review of Literature** systematically synthesizes key theories and empirical studies on organizational commitment, with a special focus on **continuance commitment** and its relevance to educational leadership. This section provides a foundation for the current study on continuance commitment among principals in teacher education institutions in Telangana State, India. It addresses the research question: To what extent do principals of teacher education institutions in Telangana State exhibit continuance commitment levels necessary for effective performance? It also supports the objectives and hypotheses examining differences based on gender, institution type (government vs. private), location (rural vs. urban), and minority status.



2.1.1 Conceptual Framework of Organizational Commitment

Organizational commitment is the psychological attachment an individual has to their organization, which affects their decision to remain and perform effectively (Meyer & Allen, 1991). The most widely used framework is the **three-component model** (Allen & Meyer, 1990; Meyer & Allen, 1991). This model includes:

- ❖ **Affective commitment:** Emotional attachment and identification with the organization.
- ❖ **Normative commitment:** Sense of obligation or loyalty.
- ❖ **Continuance commitment:** Awareness of the costs associated with leaving, such as loss of benefits, investments (e.g., time, pension, seniority), or lack of job alternatives (Meyer & Allen, 1991).

Continuance commitment often arises from "side bets" or accumulated investments that make leaving costly. High continuance commitment can link to lower job satisfaction, reduced performance in some cases, and higher stress, though it may lower turnover intentions (Meyer et al., 2002).

2.1.2 Continuance Commitment in Educational Leadership

In educational settings, organizational commitment supports principal effectiveness by encouraging support for institutional goals, teacher motivation, and better school outcomes (Bogler & Somech, 2002). Principals' commitment influences school climate, teacher retention, and student performance (Zhan et al., 2023). Much research emphasizes affective commitment due to its positive ties to transformational leadership and teacher commitment. However, continuance commitment is relevant in contexts with limited job mobility, high relocation costs, or strong benefits like tenure and pensions (Nevins-Bennett, 2023; Yao, 2020).

In higher education and teacher training institutions, administrators (including principals) may show continuance commitment due to job security, retirement benefits, or scarce alternatives, especially in developing regions (Yao, 2020). This can reduce innovation or motivation if driven mainly by economic factors rather than emotional attachment (Moses-Promise, 2018).

Differences appear across variables:



- ❖ **Gender:** Contextual factors like family responsibilities may affect perceived costs of leaving, though findings vary.
- ❖ **Institution type (government vs. private):** Government roles often provide greater stability and benefits, potentially raising continuance commitment (e.g., public vs. private sector patterns in India).
- ❖ **Rural vs. urban:** Rural settings may involve higher relocation or lifestyle costs, influencing commitment.
- ❖ **Minority vs. non-minority:** Cultural, funding, or community factors can shape perceived sacrifices.

Few studies focus directly on continuance commitment among principals in Indian teacher education institutions, especially in Telangana. This gap supports the need for the present study.

2.1.3 Organizational Commitment in Indian Higher Education

In Indian higher education institutions (HEIs), faculty and administrators show moderate organizational commitment, often using Meyer and Allen's model. A major study of university teachers across India found higher continuance commitment, driven by costs of leaving (e.g., lost benefits, promotions, stability) and few alternatives (Bashir & Gani, 2020). Teachers stay due to economic and risk factors, though affective and normative aspects exist. Participation in decisions strengthens overall commitment, with education level as a key demographic influence.

Similar patterns emerge in technical institutions, where commitment varies by public/private type, leadership, and job characteristics (Mishra, 2022). In regions like North West India, factors such as job satisfaction, workplace spirituality, and leadership affect academic staff commitment (Kanojia et al., 2022). Burnout negatively impacts commitment (e.g., studies in Bangalore). Job satisfaction positively predicts commitment in states like Tamil Nadu, influenced by leadership styles, emotional intelligence, and institutional factors.

While most Indian research targets faculty, the principles extend to principals in teacher education institutions, involving similar attachments and costs of leaving. Limited job mobility in education, government benefits in public roles, and regional differences (urban/rural) heighten continuance commitment. Continuance commitment is prominent in India, often practical/economic rather than



emotional, affecting motivation, innovation, and retention (Bashir & Gani, 2020; Joolideh & Yeshodhara, 2009).

Broader studies show Indian teachers sometimes exhibit stronger affective/normative commitment than counterparts elsewhere, but continuance aspects remain key in higher education (Joolideh & Yeshodhara, 2009). The scarcity of Telangana-specific or principal-focused research on continuance commitment justifies this study to assess levels and differences across variables for effective performance in teacher education.

2.2 Research Gap of the Study

Although research on organizational commitment is well-established, with the three-component model (affective, normative, and continuance) widely applied (Meyer & Allen, 1991; Allen & Meyer, 1990), most studies in education focus on teachers rather than principals or leaders (Bashir & Gani, 2020; Joolideh & Yeshodhara, 2009). In India, continuance commitment—staying due to high costs of leaving, limited alternatives, job security, or benefits—is often the strongest type among university and college teachers (Bashir & Gani, 2020). Similar patterns appear in higher education and technical institutions, influenced by institution type, leadership, and regional factors (Mishra, 2022).

In educational leadership, commitment affects principal effectiveness, school climate, teacher retention, and performance (Bogler & Somech, 2002; Zhan et al., 2023). Continuance commitment matters in settings with low job mobility or strong benefits, but it is less studied than affective commitment (Nevins-Bennett, 2023; Yao, 2020).

In the Indian context, studies mainly cover faculty commitment, with continuance aspects linked to economic and stability factors (Bashir & Gani, 2020; Joolideh & Yeshodhara, 2009). Few examine principals' commitment, and none specifically address continuance commitment among principals in teacher education institutions (e.g., B.Ed. /M.Ed. colleges). No research was found on this topic in Telangana State or similar South Indian regions, nor on differences by gender, government vs. private, rural vs. urban, or minority vs. non-minority status.

This study addresses this gap by assessing continuance commitment levels among principals in Telangana's teacher education institutions and testing differences across these variables. It will reveal whether these levels support effective leadership and offer insights to enhance stability in teacher training.



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 continuance 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 continuance commitment of principals, a **self-constructed instrument** titled *Organizational Commitment (Continuance 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 0.766, 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 continuance 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 continuance 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 continuance commitment levels between male and female principals of teacher education institutions in Telangana State.

Table 1: Levene’s Comparison of Male and Female Principals of Teacher Education Institutions with respect to their Continuance Commitment

F-value	Significance (<i>p</i> value)
0.73	0.39*

**p*>0.05, variance are equal

Table 2: *t*-test for Comparison of Male and Female Principals of Teacher Education Institutions with respect to their Continuance Commitment

Gender	N	Mean	SD	<i>t</i> -value	<i>p</i> Value (df-98)
Female	34	41.91	4.50		0.57*

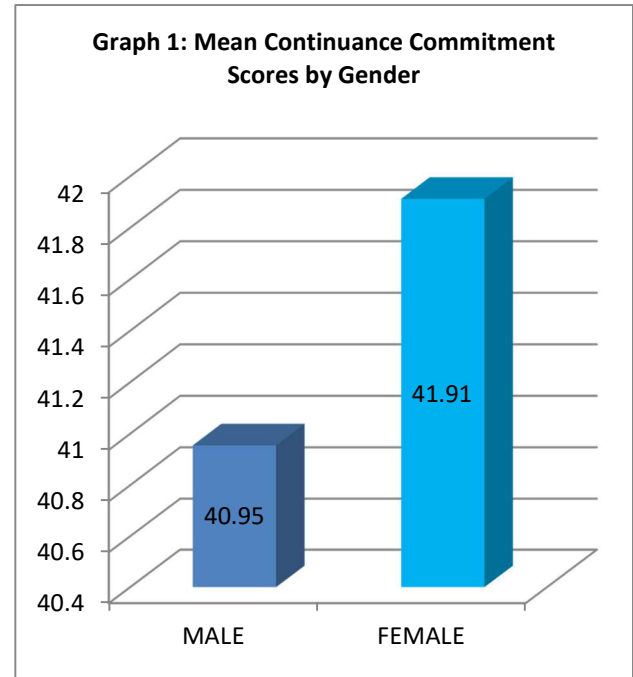


Male	66	40.95	9.23	0.57	
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* $p > 0.05$, not significant at 0.05 level

Levene’s test for equality of variances was non-significant, $F(1, 98) = 0.73, p = .390$, indicating that the assumption of equal variances was tenable. Therefore, the standard (equal variances assumed) t -test was interpreted.

Descriptive statistics revealed that female principals ($n = 34$) had a slightly higher mean continuance commitment score ($M = 41.91, SD = 4.50$) than male principals ($n = 66; M = 40.95, SD = 9.23$). However, the independent-samples t -test showed no statistically significant difference between the groups, $t(98) = 0.57, p = .570$ (two-tailed).



In conclusion, there is no evidence to reject the null hypothesis at the .05 significance level. Continuance commitment levels do not differ significantly between male and female principals of teacher education institutions in Telangana State.

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

Table 3: Levene’s Test for Comparison of Principals of Government and Private Teacher Education Institutions with respect to their Continuance Commitment

F-value	Significance (p value)
0.94	0.33*

* $p > 0.05$, variance are equal

Table 4: t -test for Comparison of Principals of Government and Private Teacher Education Institutions with respect to their Continuance Commitment

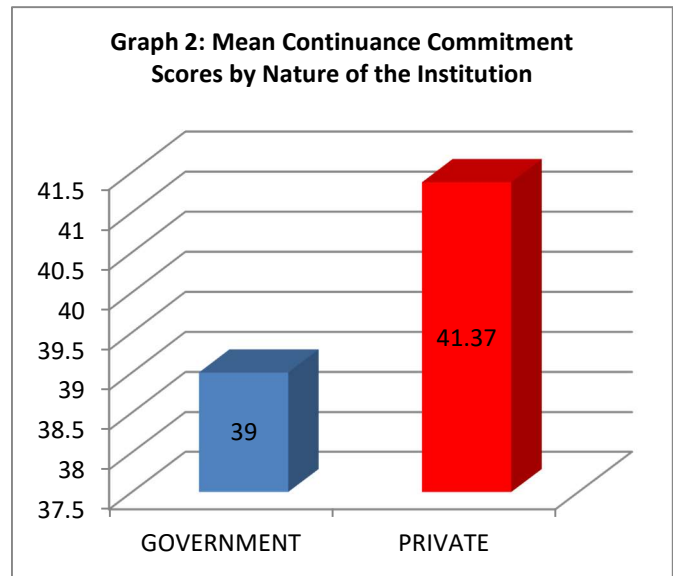


Nature of the Institution	N	Mean	SD	t-value	p Value (df-98)
Government	4	39.00	1.82	0.58	0.56*
Private	96	41.37	8.07		

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

Levene’s test for equality of variances was non-significant, $F(1, 98) = 0.94, p = .330$, indicating that the assumption of equal variances was met. Thus, the equal variances assumed t -test was appropriate.

Descriptive statistics showed that principals of private institutions ($n = 96$) had a slightly higher mean continuance commitment score ($M = 41.37, SD = 8.07$) than those of government institutions ($n = 4; M = 39.00, SD = 1.82$). However, the independent-samples t -test revealed no statistically significant difference between the groups, $t(98) = 0.58, p = .560$ (two-tailed).



In conclusion, there is insufficient evidence to reject the null hypothesis (H_{02}) at the .05 significance level. Continuance commitment levels do not differ significantly between principals of government and private teacher education institutions in Telangana State.

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

Table 5: Levene’s Test for for Comparison of Principals of Rural and Urban Teacher Education Institutions with respect to their Continuance Commitment

F-value	Significance (p value)
1.16	0.28*

* $p > 0.05$, variance are equal



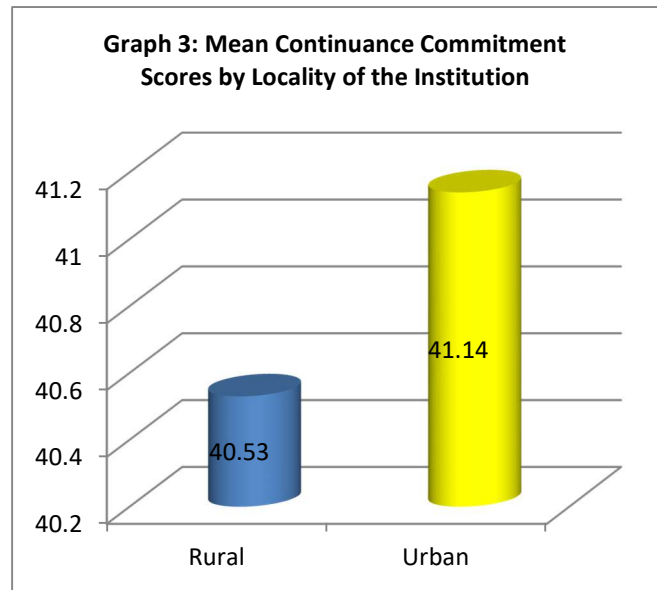
Table 6: *t*-test for for Comparison of Principals of Rural and Urban Teacher Education Institutions with respect to their Continuance Commitment

<i>Locality of the Institution</i>	N	Mean	SD	<i>t</i> -value	<i>p</i> Value (df-98)
Rural	65	40.53	5.57	0.55	0.58*
Urban	35	41.14	4.47		

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

Levene’s test for equality of variances was non-significant, $F(1, 98) = 1.16, p = .280$, confirming that the assumption of equal variances was met. The equal variances assumed *t*-test was therefore interpreted.

Descriptive statistics indicated that principals of urban institutions ($n = 35$) had a slightly higher mean continuance commitment score ($M = 41.14, SD = 4.47$) than those of rural institutions ($n = 65; M = 40.53, SD = 5.57$). However, the independent-samples *t*-test revealed no statistically significant difference between the groups, $t(98) = 0.55, p = .580$ (two-tailed).



In conclusion, there is no evidence to reject the null hypothesis (**H₀₃**) at the .05 significance level. Continuance commitment levels do not differ significantly between principals of rural and urban teacher education institutions in Telangana State.

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

Table 7: Levene’s Test for Comparison of Principals of Minority and Non Minority Teacher Education Institutions with respect to their Continuance Commitment

F-value	Significance (<i>p</i> value)
0.08	0.77*

* $p > 0.05$, variance are equal

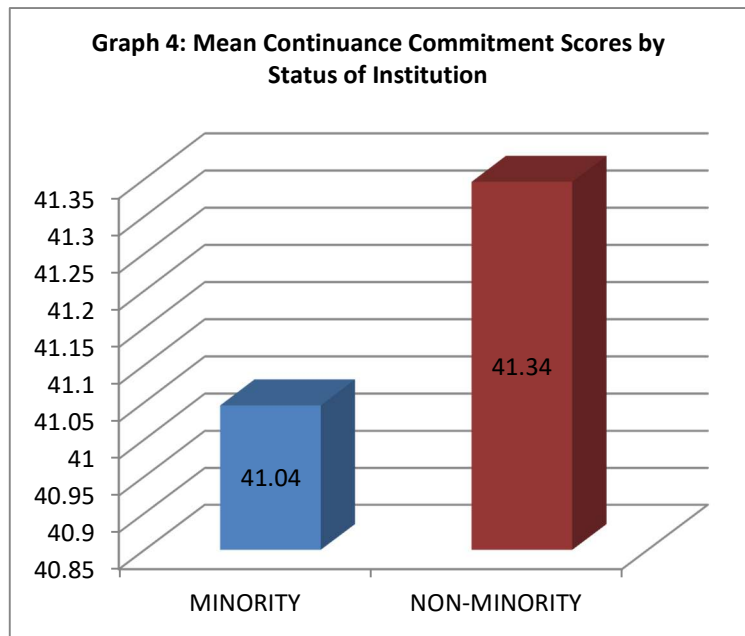
Table 8: *t*-test for Comparison of Principals of Minority and Non Minority Teacher Education Institutions with respect to their Continuance Commitment

Status of the Institution	N	Mean	SD	<i>t</i> -value	<i>p</i> Value (df-98)
Minority	22	41.04	5.34	0.15	0.87*
Non Minority	78	41.34	8.54		

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

Levene’s test for equality of variances was non-significant, $F(1, 98) = 0.08, p = .770$, indicating that the assumption of equal variances was satisfied. The equal variances assumed *t*-test was therefore appropriate.

Descriptive statistics showed that principals of non-minority institutions ($n = 78$) had a very slightly higher mean continuance commitment score ($M = 41.34, SD = 8.54$) than those of minority institutions ($n = 22; M = 41.04, SD = 5.34$). The independent-samples *t*-test revealed no statistically



significant difference between the groups, $t(98) = 0.15, p = .870$ (two-tailed).

In conclusion, there is no evidence to reject the null hypothesis (H_{04}) at the .05 significance level. Continuance commitment levels do not differ significantly between principals of minority and non-minority teacher education institutions in Telangana State.

5.0 Interpretation and Discussion of the Study

The present study examined continuance commitment among principals of teacher education institutions in Telangana State and explored differences across gender, nature of institution, locality, and minority status. The findings indicate that continuance commitment levels among principals are relatively similar across all the selected variables.



The comparison between male and female principals revealed no statistically significant difference in continuance commitment, although female principals reported a slightly higher mean score than their male counterparts. This suggests that gender does not substantially influence principals' perception of the costs associated with leaving their organization.

Similarly, no significant difference was found between principals of government and private institutions. Although principals in private institutions showed a marginally higher mean score, the difference was not statistically significant. This indicates that professional investments, job stability, and institutional responsibilities may influence continuance commitment similarly across both institutional settings.

The analysis also showed no significant differences between principals working in rural and urban institutions, suggesting that geographic location does not significantly affect their commitment based on perceived costs of leaving the organization. Furthermore, the comparison between minority and non-minority institutions revealed no significant variation in continuance commitment levels.

Overall, the results indicate that continuance commitment among principals of teacher education institutions in Telangana State is relatively consistent across demographic and institutional categories. This may reflect the influence of common professional factors such as career investment, job security, and organizational stability in shaping principals' commitment to their institutions.

5.1 Implications of the Study

The findings of the study indicate that continuance commitment among principals of teacher education institutions in Telangana State does not significantly vary across gender, type of institution, locality, or minority status.

This suggests that principals across different institutional contexts perceive similar professional investments and costs associated with leaving their organizations.

The results imply that policymakers and institutional authorities should focus on strengthening other dimensions of organizational commitment, particularly affective and normative commitment, which are more closely related to motivation, leadership effectiveness, and institutional development. Initiatives such as professional development programs, participatory leadership practices, and supportive work environments may enhance principals' overall commitment and effectiveness.



Furthermore, the study contributes to the limited research on organizational commitment among principals in teacher education institutions and provides a foundation for future research on leadership and organizational behavior in the context of higher education.

5.2 Policy Implications

For state educational authorities and university systems in Telangana, the findings suggest the need to monitor and support principal commitment as part of broader efforts to enhance the quality of teacher education. Given that principals play crucial roles in academic leadership, faculty management, and institutional quality (Bogler & Somech, 2002; Zhan et al., 2023), their commitment has implications for the effectiveness of teacher preparation programs.

Policies that enhance job security, provide competitive compensation, create career advancement opportunities, and improve working conditions may strengthen continuance commitment and reduce unwanted principal turnover. However, policymakers should also consider the quality of commitment—ensuring that principals remain for positive reasons rather than simply because they feel trapped by lack of alternatives.

The similar commitment levels across government and private institutions suggest that both sectors face comparable challenges in retaining principals, calling for policy attention to both sectors rather than focusing exclusively on the government sector.

6.0 Conclusion

The present study examined the continuance commitment of principals working in teacher education institutions in Telangana State across selected demographic and institutional variables. The findings revealed that there are no significant differences in continuance commitment with respect to gender, nature of institution, locality, and minority status. This indicates that principals across different institutional contexts demonstrate similar levels of continuance commitment toward their organizations. The results suggest that principals remain in their positions largely due to perceived professional investments, career stability, and the potential costs associated with leaving the organization. The uniformity of continuance commitment across categories reflects comparable professional conditions and organizational expectations within teacher education institutions. Overall, the study contributes to the understanding of organizational commitment among educational leaders and highlights the need for



institutional policies that strengthen broader dimensions of commitment and leadership effectiveness in teacher education institutions.

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