

Assessing and Validating Teacher Commitment in Suburban Paschim Bardhaman: A Model-Based Approach

*Manas Kanti Ghosh, Research Scholar, Department of Education
Seacom Skills University, Birbhum, West Bengal.*

&

*Dr. Ahibendu Bandyopadhyay, Department of Education
Seacom Skills University, Birbhum, West Bengal.*

Abstract

This study focuses on the development and validation of a model designed to measure the commitment levels of suburban school teachers in the Paschim Bardhaman district of West Bengal, India. Recognizing the critical role of teacher commitment in ensuring effective educational outcomes and successful policy implementation, the research adopts a quantitative cross-sectional design to evaluate the dimensions of professional engagement among educators. A total of 182 primary and secondary school teachers were selected using a stratified random sampling technique to ensure representation across different school types and teaching experiences.

Data were collected through a structured online questionnaire and analyzed using Structural Equation Modeling (SEM) via AMOS software. The confirmatory factor analysis supported the retention of 19 out of the 24 initially proposed behavioral indicators, confirming the validity and reliability of the measurement model. The validated framework includes three key constructs of teacher commitment: affective commitment (emotional attachment to the profession), normative commitment (a sense of moral obligation), and continuance commitment (perceived costs of leaving the profession).

The findings underscore the multidimensional nature of teacher commitment in suburban educational contexts, where socio-cultural diversity and infrastructural disparities often shape professional behavior. The model provides valuable insights for local educational authorities and school administrators to design targeted teacher development programs, improve retention strategies, and enhance instructional quality. Furthermore, the study offers a replicable framework that may be adapted to assess teacher commitment in other districts, thereby contributing to broader educational reform initiatives aligned with India's National Education Policy (NEP) 2020.

Keywords: Teacher commitment, affective commitment, suburban education, structural equation modeling, Paschim Bardhaman

1. Introduction

Aligned with India's National Education Policy (NEP 2020), the educational vision in West Bengal, and particularly in Paschim Bardhaman, emphasizes the development of learners who are not only academically proficient but also equipped with 21st-century skills such as critical thinking, creativity, digital literacy, and emotional intelligence. NEP 2020 promotes a learner-centric, skill-based, and competency-driven approach, aiming to transform the educational landscape of India into one that is more holistic, flexible, and aligned with the needs of a rapidly evolving global economy. In this paradigm shift, teachers are no longer mere transmitters of textbook knowledge; they are envisioned as facilitators, mentors, and innovators, playing a central role in nurturing students who can thrive in an interconnected and technology-rich world.

In Paschim Bardhaman, a district that includes both urban centers like Asansol and Durgapur as well as semi-rural areas, the diversity of student backgrounds and school types (government, government-aided, private, and minority-run institutions) presents both opportunities and challenges in

implementing such progressive policies. Here, teachers are the linchpin of educational reform. They are at the forefront of translating policy ideals into classroom practices. However, this transition demands not only familiarity with new teaching methodologies and digital tools but also a deep professional commitment to lifelong learning and adaptive pedagogy (Roselizam et al., 2020).

As frontline change agents, teachers must understand, internalize, and effectively implement the reforms introduced under national and state-level education policies. This internalization—transforming policy into meaningful action—cannot be achieved through compliance alone. It requires intrinsic motivation and commitment to the broader educational mission (Kementerian Pendidikan Malaysia, 2013; Roselizam et al., 2020). Such commitment includes emotional investment in student development, dedication to professional growth, and a willingness to go beyond routine responsibilities.

Multiple studies have consistently established that student success is strongly influenced by the degree of teacher commitment. Teachers who are emotionally invested, ethically driven, and practically committed to their profession tend to create more engaging, inclusive, and effective learning environments (Munian & Hasan, 2020; Kasa et al., 2020; Zee & Koomen, 2016). These committed educators are more likely to incorporate innovative teaching strategies, attend to students' individual learning needs, and remain resilient in the face of systemic challenges.

Therefore, especially in regions like Paschim Bardhaman, where the education sector is undergoing a period of transformation—driven by NEP implementation, infrastructure development, and digital inclusion initiatives—it becomes crucial to assess, understand, and support teacher commitment in a structured and evidence-based manner. By doing so, educational stakeholders, including district education officers, school heads, and policy planners, can design more targeted interventions—such as capacity-building workshops, mentorship programs, and recognition systems—to enhance and sustain teacher engagement across varied school contexts.

1.1 Background

Teacher commitment in such settings encompasses far more than routine attendance or syllabus completion. It reflects a deep-rooted sense of personal and professional responsibility, a loyalty not just to the institution but to the broader goal of societal upliftment through education. It is about consistently aligning individual effort with the school's mission, even when institutional support is minimal (Saragih & Suhendro, 2020). Teachers demonstrate this commitment in myriad ways: by investing extra time in weak students, by managing multi-grade classrooms, and by participating in school functions or community outreach without extra compensation.

In Paschim Bardhaman, where diverse linguistic and cultural backgrounds often intersect in a single classroom, the ability to adapt teaching methods and remain resilient in the face of pedagogical and infrastructural challenges is a testament to the unwavering dedication of educators. Many work in schools where digital infrastructure is inadequate, and yet they find ways to innovate using chalkboards, local materials, or peer-assisted learning strategies to ensure no child is left behind.

Studies affirm that employees who remain with an organization for longer durations tend to exhibit higher levels of organizational loyalty and performance (Don et al., 2021; Slocum & Hellriegel, 2011). In the context of education, this implies that experienced teachers often bring with them a stronger emotional bond with their schools, more refined classroom management skills, and a deeper understanding of community dynamics. These educators often embody qualities such as punctuality, reliability, and a proactive approach to school development activities.

Moreover, committed teachers in Paschim Bardhaman frequently show a high degree of instructional creativity, particularly when faced with curriculum constraints or student engagement issues. Whether through storytelling, local examples, or multilingual explanations, their pedagogical commitment translates into enhanced student participation and academic progress (Munian & Hasan, 2020). This level of dedication is not mandated by job contracts—it is driven by a moral imperative and intrinsic motivation rooted in the values of service, upliftment, and nation-building.

Thus, the struggles and sacrifices of teachers in districts like Paschim Bardhaman are not just administrative footnotes—they are central to the success of India's education system, especially in achieving the aspirations of the National Education Policy 2020 and ensuring equity in educational access across socio-economic divides.

1.2 Teacher Commitment in the Educational Ecosystem

Commitment in education is inherently multi-dimensional, encompassing emotional, moral, and professional engagement. In Paschim Bardhaman, a district characterized by a blend of industrial towns like Durgapur and rural belts such as Pandabeswar or Salanpur, the diversity of educational settings contributes to varied expressions of teacher commitment. Teachers navigate complex socio-economic realities, infrastructure disparities, and student diversity, which in turn shape their professional dedication.

Teachers in the region exhibit varying levels of commitment across three interconnected dimensions:

Commitment to the School: This refers to teachers' alignment with the school's vision, mission, and institutional objectives. In many government-aided and primary schools in Paschim Bardhaman, teachers often act as the bridge between policy mandates and grassroots execution. Their dedication is evident in how they support administrative functions, uphold school discipline, and participate in planning initiatives. This commitment is critical, especially in schools facing infrastructural limitations or low enrolment, where teacher involvement can significantly influence school reputation and community trust.

Commitment to Students: Perhaps the most visible form of commitment is teachers' sustained investment in student learning outcomes. Teachers in semi-urban and rural schools often go beyond their job descriptions—conducting remedial classes, mentoring students after hours, or personally addressing dropout risks due to economic hardship. This dedication stems from a deep-seated sense of social responsibility, and aligns with findings that emphasize teacher involvement in every stage of a student's learning process (Jusoh et al., 2020; Karakuş & Aslan, 2009).

Commitment to the Profession: Teachers who are committed to their profession consistently seek ways to upgrade their instructional practices. In Paschim Bardhaman, many educators have taken up training under initiatives like DIKSHA (Digital Infrastructure for Knowledge Sharing), attended B.Ed. or D.El.Ed. refresher programs, or actively contribute to peer-led learning communities. This reflects a desire for pedagogical growth and echoes the idea that professional commitment is about improving skills, embracing innovation, and contributing to the collective capacity of the teaching workforce (Nik Mustafa et al., 2015).

However, the level of teacher commitment is not developed in isolation. It is deeply influenced by a range of school-level and systemic factors:

Leadership: School leaders, particularly headmasters and senior teachers, play a pivotal role. Their ability to inspire, provide support, and offer autonomy significantly impacts teachers' motivation and engagement. Studies suggest that transformational and morally-grounded leadership directly enhances teacher commitment (Don et al., 2021). In Paschim Bardhaman, schools where leaders foster collaboration and distribute responsibilities tend to witness higher levels of teacher morale and continuity.

School Climate: The overall environment—marked by respect, collegiality, openness to feedback, and emotional safety—matters immensely. A positive school climate fosters psychological well-being and job satisfaction among teachers, which translates into stronger commitment. This aligns with Raman and Shariff's (2017) assertion that supportive climates increase professional loyalty and performance, and is particularly relevant in schools struggling with resource shortages or overcrowded classrooms.

Workload and Role Clarity: The teaching load, administrative responsibilities, and expectations around extracurricular involvement can either reinforce or reduce commitment. In many schools in Paschim

Bardhaman, teachers balance multiple roles, often without sufficient recognition or systemic support. This can lead to burnout or disengagement if not properly managed (Kasa et al., 2020; Lela et al., 2020).

Student Discipline and Behaviour: Managing large classrooms with diverse behavioural needs is an everyday challenge, especially in schools with limited support staff. Frequent disruptions, absenteeism, or socio-emotional challenges among students can diminish teachers' sense of efficacy and lead to emotional exhaustion, thereby affecting commitment levels (Saidin et al., 2020).

1.3 Theoretical Framework

This study is grounded in the well-established theoretical framework of Meyer and Allen's (1991) three-component model of organizational commitment, a model widely utilized to understand the psychological bond between individuals and the organizations they work for. According to this model, organizational commitment is not a single, uniform construct, but rather a multifaceted psychological state that influences an individual's decision to remain within an organization and contribute to its goals. The model comprises three distinct dimensions: affective commitment, continuance commitment, and normative commitment.

I. Affective Commitment

Affective commitment reflects an individual's emotional attachment to, identification with, and involvement in the organization (Robbins & Judge, 2013). When teachers exhibit strong affective commitment, they genuinely enjoy being part of their school, feel a sense of belonging, and are motivated by intrinsic satisfaction derived from teaching and contributing to student growth. These teachers are not only emotionally invested in the success of their school and its students but also often go above and beyond their duties—for instance, by mentoring students outside class hours or innovating their teaching practices. In Paschim Bardhaman, such commitment may be visible in teachers who work in challenging semi-urban and rural school environments yet remain motivated by their connection to the local community and their passion for education.

II. Normative Commitment

Normative commitment refers to a sense of moral or ethical obligation to remain with the organization (Meyer et al., 2002; Robbins & Judge, 2013). Teachers with high normative commitment feel they "ought to" stay in their current roles—not necessarily because of emotional attachment or practical considerations, but because they believe it is the right thing to do. This might stem from cultural expectations, professional ethics, or personal values instilled through societal or familial norms. In the Indian context, and particularly in regions like Paschim Bardhaman, this type of commitment may be influenced by community expectations, respect for the teaching profession, or even religious or philosophical beliefs about service and duty.

III. Continuance Commitment

Continuance commitment is based on a cost-benefit analysis—it represents the extent to which an individual remains with an organization because of the perceived costs associated with leaving (Mahmmud et al., 2019; Meyer et al., 2002). These costs could be economic (such as loss of salary or pension benefits), social (such as loss of established relationships), or even logistical (such as relocating for a new job). In the case of teachers in Paschim Bardhaman, continuance commitment might arise when educators consider the difficulty of finding similar employment elsewhere, particularly if they are near retirement or have family responsibilities that limit mobility. While this form of commitment is less ideal than affective or normative commitment in terms of engagement and morale, it nonetheless plays a role in teacher retention.

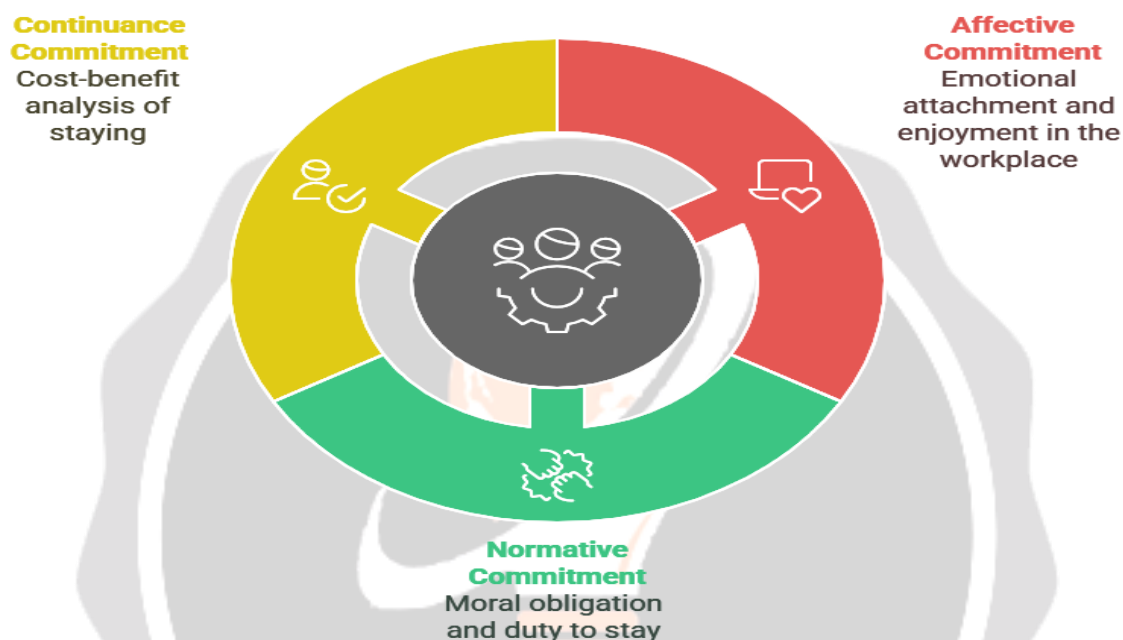
Interplay Between the Components

While each component is theoretically distinct, they often interact in practice. For example, a teacher may remain in a school because they love their work (affective), feel it is their duty (normative), and

recognize that alternative jobs may not offer similar benefits or stability (continuance). Understanding the relative strengths of each component helps educational leaders and policymakers design better strategies for teacher support, retention, and motivation.

In essence, this three-component model allows researchers and administrators to move beyond simple measures of “commitment” and instead gain a nuanced view of why teachers stay, how deeply they are invested, and what types of interventions may be most effective in strengthening their engagement.

Meyer and Allen's Commitment Model



1.4 Objectives of the Study

1. To develop a measurement model for assessing the level of organizational commitment among suburban school teachers in the Paschim Bardhaman district
2. To identify and validate the core dimensions of teacher commitment
3. To determine the specific behavioural indicators that reliably represent each dimension of teacher commitment.
4. To examine the strength of the relationship between the three types of commitment and overall teacher commitment.

2. Literature Review

Educational institutions function as structured systems aimed at achieving desired behavioral transformations through planned instructional processes. These institutions operate as open systems characterized by inputs, processes, and outputs (Celep, 2014). In this system, the student represents the input, the teacher is the key actor who facilitates the process, and the resulting output is the intended behavioral change. The teacher plays a central role in shaping and directing this educational journey, making teaching an enduringly significant profession in society (Kandemir, 2019).

One of the primary professional competencies expected of teachers is dedication—a form of commitment that reflects a deep sense of responsibility toward their work. Dedication goes beyond cognitive and experiential gains, encapsulating a teacher's emotional investment in the

profession. It is expressed through enthusiasm, high energy, and personal identity, reflecting the teacher's intrinsic motivation and professional ethos (Celep, 2000; Leiter & Bakker, 2010). A dedicated teacher engages in purposeful, high-quality educational activities, contributing to successful educational outcomes (Hoy & Miskel, 2010; Garrison & Liston, 2004).

Karagöz (2007) defines professional dedication as the teacher's internalization of the profession as an essential life component, while Shukla (2014) frames it as an emotional connection to one's career. Teachers who attain success through personal effort often demonstrate stronger devotion to their profession and stakeholders, such as students and schools (Celep, 2014). This dedication manifests through persistent efforts and a commitment to continue teaching despite challenges (Butucha, 2013). Moreover, dedicated teachers are recognized for acting in accordance with professional values, fostering meaningful student-teacher relationships, and guiding students toward desired outcomes (Celep, 2014). According to Crosswell and Elliot (2004), true engagement in teaching requires both intellectual and emotional participation.

Another vital affective quality expected of teachers is professional commitment, which refers to the psychological and emotional bond individuals form with their profession. It encompasses both loyalty and responsibility, guiding behaviors even in the absence of external motivators such as rewards or recognition (Sears, 2010; Meyer & Hersovitch, 2001; Scholl, 1981; Ergen, 2016). Loyalty, closely aligned with commitment, contributes to career stability and reflects a sense of belonging and unity with one's profession or institution (TDK, 2021; Çöl, 2004; Yıldırım, 2019).

Professional commitment involves a teacher's recognition of their professional duties and a willingness to fulfill them diligently (Lachman & Aranya, 1986). This form of commitment often emerges when individuals perceive their profession as central to their identity, a perspective shaped by accumulated knowledge and experience (Ataç, 2019). Committed educators typically demonstrate enhanced performance and resilience in their professional roles (Yıldız, 2020). Allen, Meyer, and Smith (1993) conceptualize professional commitment as a set of emotional attitudes formed through psychological interactions with one's work. Ergen (2016) emphasizes the role of enjoyment and emotional closeness to one's profession in fostering commitment. Coladarci (1992) similarly highlights the significance of affective attachment in strengthening teachers' bonds with schools, administrators, and students.

Such commitment supports continuous professional development and positively impacts educational reforms and innovations (Chang, 2009; Crosswell & Elliot, 2004). The performance and success of educational institutions depend on the high levels of dedication demonstrated by teachers (Angin, Lumbanraja, & Absah, 2020). Shukla (2014) adds that committed teachers not only invest in student learning but also in their personal and professional growth. Thus, a teacher with a high level of commitment can significantly enhance both educational quality and institutional effectiveness, even under less-than-ideal conditions.

Additionally, the affective domain of teaching includes attitudes toward the profession, which influence emotional, cognitive, and behavioral responses to professional tasks and responsibilities (Akkaya, 2009). Attitudes are shaped by past experiences and determine how teachers interpret and react to new challenges (Plotnik & Kouyoumdjian, 2010). They also guide decision-making and behavioral tendencies in the classroom.

Professional attitudes encompass teachers' emotions, thoughts, and commitment toward their roles (Hussain et al., 2011; Kaya & Nazıroğlu, 2008). According to Chakraborty and Mondal (2014), professional attitude integrates emotional disposition and commitment. Positive attitudes enable teachers to establish constructive relationships with students and pursue excellence in teaching (Can, 1987; Gissy, 2010). Such attitudes also enhance the school climate and promote student engagement, including among students with special needs (Recepoğlu, 2013; Mahony, 2016). Notably, teacher attitudes are significantly influenced by their pre-service education; a positive initial training experience often leads to more effective and committed professional practice (Çeliköz & Çetin, 2004).

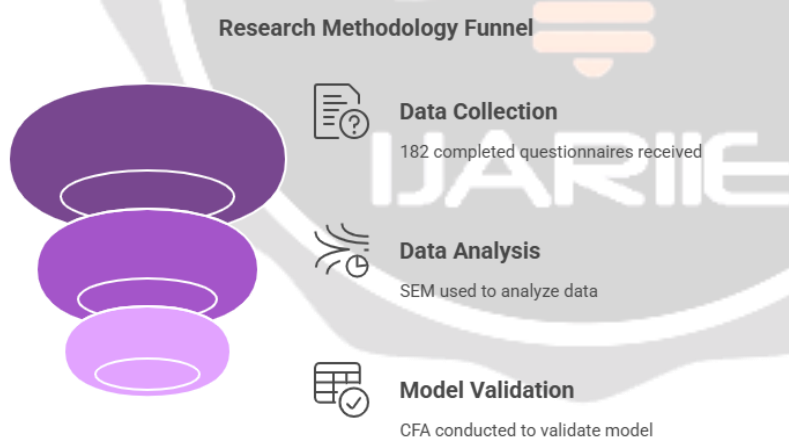
3. Methodology

A cross-sectional quantitative research design was employed in this study to examine the relationships between the identified variables at a single point in time. This methodological approach is particularly appropriate for exploring associations and testing theoretical models without manipulating the research environment, allowing for the collection of data from a large sample in a cost-effective and time-efficient manner.

To analyze the data, Structural Equation Modeling (SEM) was utilized through the use of AMOS version 26, a robust statistical tool commonly used in social sciences for evaluating complex relationships between observed and latent variables. SEM allows for the simultaneous analysis of multiple regression equations, offering a comprehensive understanding of both direct and indirect effects within the proposed model.

Data collection was carried out through a structured online questionnaire, which was distributed to a targeted sample of 200 teachers working in government and aided schools located in the Paschim Bardhaman district. This sampling frame was chosen to ensure representation from various school types and teaching experiences within the region. Out of the 200 distributed questionnaires, 182 were fully completed and deemed valid for analysis, reflecting a strong response rate and enhancing the reliability of the findings.

To assess the validity of the constructs and the adequacy of the measurement model, Confirmatory Factor Analysis (CFA) was conducted. CFA is a key technique in SEM used to confirm the factor structure of a set of observed variables and to verify the theoretical model's goodness-of-fit with the empirical data. This process enabled the researchers to test the relationships between latent constructs and their respective indicators, ensuring that the measurement model accurately represented the theoretical framework. The use of CFA aligns with the established methodological guidelines suggested by Hair et al. (2012), who emphasize the importance of assessing construct validity and model fit indices in structural equation modeling. Additionally, the procedures followed in this study were guided by the recommendations of Zainuddin (2015), who advocates for the rigorous application of CFA in educational and social research to enhance the robustness of the model and the credibility of the results.



4. Results

Three foundational dimensions of professional commitment were identified and confirmed in the analysis: affective commitment, normative commitment, and continuance commitment. These constructs align with the theoretical framework established in organizational behavior literature.

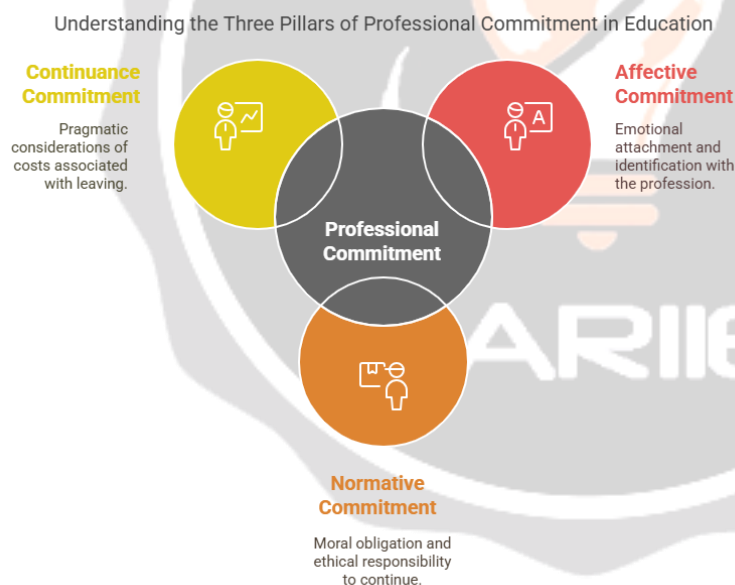
Affective commitment refers to the emotional attachment and identification an individual has with their profession and workplace. In the context of education, this form of commitment reflects the degree to which teachers are emotionally invested in their school and in the teaching profession itself. Teachers who display high affective commitment are typically passionate about their work, care deeply about their students, and derive personal satisfaction from their professional role.

Normative commitment, on the other hand, is characterized by a sense of moral obligation to continue working within the profession. It is driven by internalized values and ethical responsibility, suggesting that teachers remain in their positions not solely because they enjoy the work or find it practical, but because they believe it is the right thing to do. This form of commitment reflects a duty-based loyalty to both the institution and the students being served.

Continuance commitment involves a more pragmatic consideration of the costs associated with leaving the profession. It pertains to the perceived necessity of remaining in the job due to external constraints or personal investments—such as financial obligations, accumulated benefits, or lack of alternative employment options. Teachers with strong continuance commitment may stay in their roles primarily because of these practical factors, rather than emotional or ethical reasons.

Out of 24 proposed indicators related to these commitment constructs, 19 were validated through Confirmatory Factor Analysis (CFA), ensuring the reliability and validity of the measurement model. Low-loading items—those failing to meet acceptable factor loadings—were excluded from the final model, in accordance with standard CFA procedures (Hair et al., 2012; Zainuddin, 2015). This refinement helped to strengthen the construct validity of the scale and enhance the clarity of the findings.

In the specific regional context of Paschim Bardhaman, teachers demonstrated particularly strong levels of both normative and affective commitment. This was evident in their consistent professional engagement, sense of responsibility towards students, and loyalty to their schools and institutions. Many educators expressed a profound ethical responsibility to remain in the profession, even when faced with systemic challenges or adverse working conditions. Such behaviors underscore the influential role of internal moral values and emotional dedication in sustaining teacher commitment over time.



5. Discussion

Teachers working in the suburban areas of Paschim Bardhaman demonstrate significant levels of emotional and moral engagement in their professional roles. This level of involvement reflects a broader trend observed among educators, where professional commitment goes beyond mere compliance with job requirements and manifests as a deep-rooted sense of responsibility and care for students' growth and institutional success. The findings of this study align with prior research, which underscores the behavioral indicators of teacher commitment. According to Gu and Day (2007), committed teachers consistently exhibit punctuality, deliver high-quality instructional content, and actively engage in ongoing professional development. These behaviors are not only reflective of their dedication to student

learning but also serve as markers of professional integrity and enthusiasm. Similarly, Munian and Hasan (2020) reaffirm that dedicated educators strive for instructional excellence and contribute proactively to their professional environments.

The study further contributes to the field by offering a validated model specifically designed to assess teacher commitment within the Indian educational landscape. This model serves as a robust framework for evaluating various dimensions of commitment, including affective attachment, professional dedication, and active involvement in school development. By capturing the unique socio-cultural and institutional nuances of the Indian context, the model holds potential for broad application and adaptation, particularly in states like West Bengal. As such, it presents a valuable tool for educational policymakers and administrators, including the West Bengal School Education Department, to design and implement targeted strategies that enhance teacher engagement and institutional effectiveness.

Moreover, the emphasis on teacher commitment aligns closely with the broader educational reforms outlined in the National Education Policy (NEP) 2020. The NEP recognizes that quality education is heavily dependent on the capabilities and dedication of its teachers. In this regard, teacher commitment becomes a foundational element in achieving the NEP's vision of equitable, inclusive, and high-quality education. As highlighted by Kasa et al. (2020), fostering teacher commitment is essential not only for meeting policy objectives but also for cultivating environments where students can thrive academically and personally. Committed teachers are instrumental in nurturing student excellence, as their consistent efforts and emotional investment create supportive and motivating learning environments.

6. Conclusion

This study effectively developed, adapted, and validated a comprehensive model to assess the commitment levels of suburban teachers in the Paschim Bardhaman district of West Bengal. Drawing on established theories of organizational commitment—particularly the tripartite model proposed by Allen and Meyer (1993), which includes affective, continuance, and normative commitment—the model operationalized teacher commitment through 19 distinct behavioral indicators.

Affective commitment refers to the emotional attachment teachers have toward their profession and institutions. Teachers exhibiting high levels of affective commitment remain in their roles because they genuinely want to; they identify with the values of their profession and derive satisfaction from their work (Coladarci, 1992; Ergen, 2016). Continuance commitment, on the other hand, involves the perceived costs associated with leaving the profession, including both personal and professional investments over time. Normative commitment reflects a sense of obligation or moral duty to continue in the teaching profession, often influenced by cultural, societal, or institutional expectations (Meyer & Hersovitch, 2001; Lachman & Aranya, 1986).

By structuring the model around these three dimensions, the study provides a nuanced lens for understanding the multifaceted nature of teacher commitment in suburban contexts. The inclusion of 19 behavioral indicators ensures that the model captures a wide range of teacher actions, attitudes, and motivations, thereby increasing the reliability and applicability of the tool.

The validation of this model in the specific geographical and socio-cultural setting of Paschim Bardhaman also enhances its contextual relevance. Teachers in suburban areas often face unique challenges—such as resource constraints, administrative pressures, or fluctuating student engagement—that may influence their commitment differently compared to their urban or rural counterparts (Yildiz, 2020; Shukla, 2014). Hence, a localized model helps in generating more accurate insights and can serve as a diagnostic tool for policymakers and educational administrators.

The implications of this study are manifold. First, it provides a practical framework for designing targeted teacher development programs that address specific dimensions of commitment. For example, interventions can be designed to enhance affective commitment through mentorship and recognition, or to reinforce normative commitment through community-building initiatives and value-based training (Crosswell & Elliot, 2004; Chang, 2009). Second, the model can inform policy decisions by highlighting the behavioral indicators most strongly associated with long-term professional engagement. Lastly, the model lays a strong foundation for further academic research, both within West

Bengal and in other districts across India, facilitating comparative studies on teacher commitment in diverse educational and cultural contexts (Angin, Lumbanraja, & Absah, 2020).

Overall, this study marks a significant step forward in understanding the complex psychological and professional dynamics of teacher commitment in suburban India. It not only contributes a validated measurement tool to the literature but also offers actionable insights for improving teacher retention, performance, and satisfaction at the regional and national levels.

7. References

- Akkaya, N. (2009). An investigation of prospective teachers' attitudes regarding teaching various in terms of variables. *Dokuz Eylül University The Journal of Buca Faculty of Education*, (25), 35–42.
- Allen, N. J., Meyer, J. P., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78(4), 538–551. <https://doi.org/10.1037/0021-9010.78.4.538>
- Angin, M. R., Lumbanraja, P., & Absah, Y. (2020). The effect of quality of work life and work engagement to employee performance with job satisfaction. *International Journal of Research and Review*, 7(2), 72–78.
- Ataç, İ. (2019). *The relationship between teacher's locus of control and their occupational commitment*. Unpublished master's thesis, Sabahattin Zaim University.
- Butucha, K. G. (2013). Teachers' perceived commitment as measured by age, gender and school type. *Greener Journal of Educational Research*, 3(8), 363–372.
- Can, G. (1987). A research on the understanding of teaching profession. *Contemporary Education Journal*, 2(1), 159–170.
- Celep, C. (2000). *Eğitimde Örgütsel Adanma ve Öğretmenler* [Organizational Dedication in Education and Teachers]. Ankara: Anı Publishing.
- Celep, C. (2014). *Eğitim Örgütlerinde Örgütsel Adanma* [Organizational Dedication in Educational Organizations]. Ankara: Nobel Akademi.
- Chakraborty, A., & Mondal, B. C. (2014). Attitude of prospective teachers towards teaching profession. *American Journal of Social Sciences*, 2(6), 120–125.
- Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21, 193–218.
- Çeliköz, N., & Çetin, F. (2004). Factors affecting the attitudes of students of the Anatolian teacher high school. *Journal of National Education*, 32(162), 136–145.
- Çöl, G. (2004). *Güçlendirme ve Örgütsel Bağlılık İlişkisi Üzerine Bir Araştırma* [A research on the relationship between strengthening and organizational commitment]. *Unpublished PhD thesis*, Gebze Institute of Technology.
- Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *Journal of Experimental Education*, 60(4), 323–370. <https://doi.org/10.1080/00220973.1992.9943869>
- Crosswell, L., & Elliott, R. (2004). Committed teachers, passionate teachers: The dimension of passion associated with teacher commitment and engagement. In *AARE Conference Proceedings*, 1–12.
- Ergen, Y. (2016). *The relationship between classroom management skills, academic optimisms and professional commitments of classroom teachers (The Sample of Malatya)*. *Unpublished PhD thesis*, Ondokuz Mayıs University.

- Garrison, J., & Liston, D. (2004). *Teaching, learning, and loving*. New York: Teachers College Press.
- Hoy, W. K., & Miskel, C. K. (2010). *Educational administration: Theory, research, and practice* (S. Turan, Trans. Ed.). Ankara: Nobel.
- Hussain, S., Ali, R., Khan, M. S., Ramzan, M., & Qadeer, M. Z. (2011). Attitude of secondary school teachers towards teaching profession. *International Journal of Academic Research*, 3(1), 985–990.
- Kandemir, M. (2019). *Examining the relationship between organizational hypocrisy perception and organizational commitment behaviour of teachers*. Unpublished master's thesis, Van YüzüncüYıl University.
- Karagöz, L. (2007). *The commitment between organizational citizenship behaviours according to the primary school teachers*. Unpublished master's thesis, Yeditepe University.
- Kaya, M., & Nazıroğlu, B. (2008). Some factors affecting on the levels of professional motivation and manner of imams. *Unpublished PhD thesis*, OndokuzMayıs University.
- Lachman, R., & Aranya, N. (1986). Evaluation of alternative models of commitment and job attitudes of professionals. *Journal of Occupational Behavior*, 7, 227–243.
- Leiter, M. P., & Bakker, A. B. (2010). *Work engagement*. Psychology Press.
- Mahony, C. (2016). *Assessing teachers' attitudes towards inclusive education within an urban school district in Ireland* [Master's thesis, Dublin Business School].
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11(3), 299–326.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnitsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis. *Journal of Vocational Behavior*, 61(1), 20–52.
- Munian, S., & Hasan, S. (2020). Hubungan antarakepimpinan transformasi guru besardengankomitmenkerja. *Malaysian Journal of Social Sciences and Humanities*, 5(6), 136–150.
- Plotnik, R., & Kouyoumdjian, H. (2010). *Introduction to Psychology*. Belmont: Wadsworth.
- Receptoğlu, E. (2013). Analyzing the relationship between prospective teachers' life satisfaction and attitudes concerning teaching profession. *Hacettepe University Journal of Education, Special Issue*, (1), 311–326.
- Robbins, S. P., & Judge, T. A. (2013). *Organizational Behavior* (15th ed.). Pearson.
- Saidin, K., Shafii, S., & Veloo, A. (2020). Novice teachers' strategies to overcome the challenges in teaching and learning. *Elementary Education Online*, 19(2), 69–78.
- Saragih, I. S., & Suhendro, D. (2020). The influence of school organizational climate and work culture on teacher commitment. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 44–52.
- Scholl, R. W. (1981). Differentiating commitment from expectancy as a motivating force. *Academy of Management Review*, 6(4), 589–599.
- Sears, L. (2010). *Predictors and outcomes of occupational commitment profiles among nurses* [Doctoral dissertation, Clemson University].
- Shukla, S. (2014). Teaching competency, professional commitment and job satisfaction—a study of primary school teachers. *Journal of Research & Method in Education*, 4(3), 44–64.

- TDK. (2021). *Türk Dil Kurumu Sözlükleri* [Dictionary of the Institution of Turkish Language]. <https://sozluk.gov.tr/>
- Yıldırım, İ. (2019). *The relation between positive psychological capital perception and professional dedication of teachers*. Unpublished master's thesis, Siirt University.
- Yıldız, S. (2020). Developing the scale of commitment to teaching profession. *Journal of Social Sciences of Mus Alparslan University*, 8(2), 463–482.
- Zee, M., & Koomen, H. M. Y. (2016). Teacher self-efficacy and its effects on classroom processes. *Review of Educational Research*, 86(4), 981–1015. <https://doi.org/10.3102/0034654315626801>

