

Principal Administrative Behaviour in the Context of NEP 2020 Implementation and Its Effect on Teacher Organizational Commitment: A Study of Secondary Schools in Hajipur, Bihar

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Abstract

The National Education Policy 2020 (NEP 2020) has redefined the role of school principals in India by shifting the focus from traditional administrative management to visionary instructional leadership, teacher empowerment, and academic excellence. This study examines principal administrative behaviour during NEP 2020 implementation and its impact on the organizational commitment of secondary school teachers in Hajipur, Vaishali District, Bihar. Drawing on Meyer and Allen's (1991) Three-Component Model of Organizational Commitment and Hallinger's (1985) Instructional Leadership Framework, the research employs a descriptive survey design with a correlational approach. The sample comprises 300 secondary school teachers selected through stratified random sampling from government and private schools in Hajipur block. Data collection instruments include a self-developed Administrative Behaviour Scale (NEP 2020 context) and an adapted Organizational Commitment Questionnaire (OCQ). Data analysis utilizes descriptive statistics, Pearson's correlation coefficient, and multiple regression analysis. Results indicate that principal administrative behaviour is moderately high overall, although NEP-aligned dimensions such as teacher empowerment and professional development facilitation are comparatively lower in government schools. There is a significant positive relationship between principal administrative behaviour and all three components of teacher organizational commitment, with affective commitment demonstrating the strongest association. Multiple regression analysis shows that principal administrative behaviour significantly predicts teacher organizational commitment, accounting for 34% of the total variance.

Keywords: *Administrative Behaviour, NEP 2020, Organizational Commitment, Secondary School Teachers, Principal Leadership, Hajipur, Vaishali, Bihar, India*

1. Introduction

Education serves as a primary catalyst for social change and national development. In the Indian context, school quality is strongly associated with effective leadership, with principals occupying a pivotal position in shaping institutional culture, teacher morale, and student learning outcomes. The National Education Policy 2020 (NEP 2020) emphasizes the

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significance of school leadership by redefining the principal's role as an educational visionary, mentor, and change agent, rather than limiting it to administrative functions.

Approved by the Union Cabinet on 29 July 2020, NEP 2020 constitutes the most extensive reform of India's education system since 1986. The policy highlights the critical role of school leadership, advocating for principals who facilitate teacher development, foster collaboration, promote activity-based and competency-oriented teaching, and lead community engagement initiatives. These expanded expectations move beyond the traditional administrative responsibilities of principals in Indian secondary schools. However, the education system continues to confront persistent challenges, such as high dropout rates, inadequate infrastructure, teacher absenteeism, and pronounced urban-rural disparities. Hajipur, the administrative center of Vaishali District and a Class-I municipality, exemplifies the intersection of these systemic challenges and the ambitious objectives of NEP 2020. As a district-level urban center in Bihar, Hajipur encompasses both government and private schools. Teacher organizational commitment, defined as the extent to which teachers identify with their school, invest in its objectives, and desire continued membership (Mowday, Porter & Steers, 1982), represents a crucial link between school leadership and student outcomes. Despite its significance, limited empirical research exists on the relationship between principal leadership and teacher commitment within the context of NEP 2020 implementation in India. The present study seeks to address this research gap. context of NEP 2020 implementation in India. This study aims to address that gap.

2. Review of Related Literature

2.1 Principal Administrative Behaviour

Administrative behaviour of school principals encompasses the systematic actions, decision-making, communication, supervision, and interpersonal conduct principals use to manage and lead schools. Hallinger and Murphy (1985) developed the Principal Instructional Management Rating Scale (PIMRS), which identifies three domains essential to school effectiveness: defining and communicating the school mission, managing the instructional programme, and promoting a positive learning climate. Studies using PIMRS in various contexts have consistently found significant links between instructional leadership behaviours and teacher professional engagement (Robinson, Lloyd & Rowe, 2008; Parveen et al., 2022).

2.2 NEP 2020 and the Reconceptualized Role of Principals

NEP 2020 introduces a qualitatively different conception of what school principals are expected to do. The policy explicitly states that principals should act as academic leaders who continuously inspire teachers, mentor new entrants to the profession, facilitate collaborative planning, and model lifelong learning. Kulal et al. (2024) found that while teachers hold positive perceptions of NEP 2020's potential, they express significant concerns about insufficient training and increased workload — areas falling squarely within the domain of principal administrative management.

2.3 Teacher Organizational Commitment

Meyer and Allen (1991) proposed the Three-Component Model, which distinguishes affective commitment (emotional attachment), continuance commitment (perceived cost of leaving), and

normative commitment (sense of obligation to stay). Research shows that affective commitment is the strongest predictor of teacher job performance and extra-role behaviour (Bogler & Somech, 2004; Sezgin, 2009). Padmanaban and Selvi (2016) found that school governance structures and principal leadership style significantly influence all three commitment components. In Bihar's secondary schools, factors such as caste dynamics, urban-rural disparities, and weak accountability systems shape teacher commitment and require further local research.

2.4 Principal Behaviour and Teacher Commitment

Lambersky (2016) reported that principals' supportive behaviours were strongly associated with teacher commitment and reduced turnover intention. Nguni, Slegers, and Denessen (2006) demonstrated in Tanzanian schools that transformational principal behaviours significantly predicted all three components of teacher commitment. In a study of 270 Indian secondary school teachers, Shukla (2013) identified significant differences in organizational commitment based on principal administrative behaviour; teachers who perceived more democratic and supportive principal behaviour reported substantially higher commitment scores. Although this study directly informs the present research, it predates the NEP 2020 policy framework.

2.5 Research Gap

No existing study has examined the relationship between principal administrative behaviour and teacher organizational commitment within the specific framework of NEP 2020 implementation. Furthermore, Hajipur, Vaishali represents a research-sparse educational context where local empirical evidence is urgently needed. The present study fills both gaps simultaneously, offering a contextually grounded and policy-relevant investigation.

3. Theoretical Framework

The study is anchored in two complementary frameworks. First, Meyer and Allen's (1991) Three-Component Model of Organizational Commitment provides the operational framework for measuring teacher commitment along affective, continuance, and normative dimensions. Second, Hallinger's (1985) Instructional Leadership Framework, extended through Hallinger and Heck's (1998) conceptualization of indirect principal effects, positions principal administrative behaviour as a multi-dimensional construct operating across school mission definition, instructional management, and learning climate promotion. The present study extends this framework by adding a fourth NEP-specific domain — Facilitating NEP 2020 Implementation — capturing behaviours directly related to translating policy mandates into school-level practice. The theoretical model positions principal administrative behaviour (NEP 2020 context) as the independent variable and teacher organizational commitment (all three components) as the dependent variable.

4. Objectives of the Study

1. To study the administrative behaviour of principals in the context of NEP 2020 implementation in secondary schools of Hajipur, Vaishali, Bihar.

2. To examine the effect of principal administrative behaviour on the organizational commitment of secondary school teachers in Hajipur, Vaishali, Bihar.

5. Hypotheses

- 1 There is no significant difference in the administrative behaviour of principals across government and private secondary schools of Hajipur, Vaishali, Bihar.
- 2 Principal administrative behaviour does not significantly predict the affective commitment of secondary school teachers in Hajipur, Vaishali, Bihar.
- 3 Principal administrative behaviour does not significantly predict the continuance commitment of secondary school teachers in Hajipur, Vaishali, Bihar.
- 4 Principal administrative behaviour does not significantly predict the normative commitment of secondary school teachers in Hajipur, Vaishali, Bihar.

6. Research Methodology

6.1 Research Design

The study employs a descriptive survey research design with correlational and causal-comparative dimensions. This design is appropriate for studying naturally occurring educational phenomena in real-world settings without experimental manipulation (Best & Kahn, 2016). The correlational component examines the direction and strength of the relationship between principal administrative behaviour and teacher organizational commitment, while the causal-comparative dimension examines differences across subgroups.

6.2 Study Area: Hajipur, Vaishali District, Bihar

The study is delimited to secondary schools (Classes IX and X) located in Hajipur, the administrative headquarters of Vaishali District, Bihar. Hajipur is situated approximately 12 kilometres north of Patna across the Ganga river. The district hosts 95 recognized secondary schools as per UDISE+ 2022-23 data, comprising both government (Bihar State Education Project Council-affiliated) and private (CBSE and BSEB-affiliated) schools. Hajipur's urban-rural interface makes it a representative site for studying NEP 2020 implementation dynamics, as schools here face the confluence of urban aspirational pressures and rural infrastructural constraints characteristic of Bihar's secondary education landscape.

6.3 Sample and Sampling Procedure

The accessible population comprises approximately 1,200 secondary school teachers across 60 recognized secondary schools in Hajipur block. A sample of 300 secondary school teachers was selected through stratified random sampling, ensuring proportional representation across school management type (government: 180 teachers, 60%; private: 120 teachers, 40%), gender, and school location. A minimum of 5 teachers were sampled from each of 45 schools included in the study. This sample size meets the requirements for detecting medium effect sizes ($f^2 = 0.15$) in multiple regression analysis with 80% statistical power (Cohen, 1988).

6.4 Tools for Data Collection

Administrative Behaviour Scale (NEP 2020 Context):

A self-developed scale consisting of 40 Likert-type items (5-point scale) across four dimensions: Instructional Leadership and Academic Supervision (10 items), Teacher Empowerment and Professional Development Facilitation (10 items), Participatory Decision-Making and Communication (10 items), and NEP 2020 Implementation Facilitation (10 items). Content validity was established through expert review by 10 educational administration scholars. Cronbach's Alpha for the final scale was 0.87, indicating excellent reliability.

Organizational Commitment Questionnaire (OCQ — Adapted):

Meyer and Allen's (1993) Organizational Commitment Scale adapted for the Indian secondary school context, containing 18 items — 6 each for affective, continuance, and normative commitment — rated on a 5-point Likert scale. The scale was translated into Hindi for government schools and back-translated to verify linguistic equivalence. Reliability coefficients were: affective commitment $\alpha = 0.82$, continuance commitment $\alpha = 0.79$, normative commitment $\alpha = 0.81$, overall OCQ $\alpha = 0.84$.

6.5 Statistical Analysis

Data were analyzed using IBM SPSS Statistics Version 25. Descriptive statistics (mean, SD, frequency distribution) described levels and distribution of both variables. Pearson's Product Moment Correlation Coefficient examined bivariate relationships. Multiple regression analysis (Enter method) determined the predictive power of principal administrative behaviour on teacher organizational commitment, controlling for gender, school type, and experience. Independent samples t-test compared commitment across school types and genders. One-way ANOVA compared commitment across experience groups.

7. Findings of the Study

The findings are presented systematically in accordance with the two objectives of the study. Each objective is addressed through descriptive statistics, inferential analysis, and interpretation of results.

7.1 Findings Related to Objective 1: Principal Administrative Behaviour in the Context of NEP 2020 Implementation

Objective 1 sought to study the level and nature of principal administrative behaviour in the context of NEP 2020 implementation across secondary schools of Hajipur, Vaishali, Bihar. Findings are organized under descriptive analysis and comparative analysis.

7.1.1 Descriptive Analysis of Principal Administrative Behaviour

Table 1 presents the mean scores and standard deviations for each dimension of principal administrative behaviour as perceived by secondary school teachers in the sample.

Table 1: Descriptive Statistics of Principal Administrative Behaviour (NEP 2020 Context) (N = 300)

Dimensions of Administrative Behaviour	Mean	SD	Level
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Instructional Leadership & Academic Supervision	38.42	4.81	High
Teacher Empowerment & Professional Development	32.17	5.63	Moderate
Participatory Decision-Making & Communication	35.28	5.14	Moderate-High
NEP 2020 Implementation Facilitation	30.89	6.02	Moderate
Overall Administrative Behaviour (Total)	136.76	18.34	Moderate-High

The overall level of principal administrative behaviour as perceived by secondary school teachers in Hajipur was found to be Moderate-High ($M = 136.76$, $SD = 18.34$ out of a maximum possible score of 200). Among the four dimensions, Instructional Leadership and Academic Supervision emerged as the most practiced dimension ($M = 38.42$), indicating that principals in Hajipur's secondary schools are comparatively more active in classroom-related supervision activities. This finding aligns with the traditional role expectations of Indian school principals that have historically emphasized academic oversight.

In contrast, NEP 2020 Implementation Facilitation received the lowest mean score ($M = 30.89$), indicating that behaviours specifically aligned with translating NEP 2020 mandates into school-level practice — such as organizing NEP-related workshops, restructuring school routines to align with competency-based learning, and facilitating school complex coordination — are comparatively least practiced. Teacher Empowerment and Professional Development also received a moderate score ($M = 32.17$), suggesting that principals are yet to fully embrace the mentorship and capacity-building roles that NEP 2020 explicitly envisages for them.

7.1.2 Comparison of Principal Administrative Behaviour: Government vs. Private Schools

Hypothesis 1 stated that there is no significant difference in the administrative behaviour of principals across government and private secondary schools of Hajipur. An independent samples t-test was conducted to test this hypothesis.

Table 2: Comparison of Principal Administrative Behaviour by School Type ($N = 300$)

School Type	N	Mean	SD	t-value	df	p-value
Government Schools	180	131.48	19.12			
Private Schools	120	144.23	15.87	5.89	298	0.001*

* Significant at $p < 0.01$

The t-test result ($t = 5.89$, $df = 298$, $p = 0.001$) indicates a significant difference in principal administrative behaviour between government and private secondary schools. The mean score of principals in private schools ($M = 144.23$, $SD = 15.87$) was significantly higher than that of government school principals ($M = 131.48$, $SD = 19.12$). Hypothesis 1 is therefore rejected. Private school principals demonstrated significantly higher levels of NEP 2020-aligned administrative behaviour across all four dimensions, particularly in Teacher Empowerment ($M = 36.44$ vs. $M = 29.52$) and NEP 2020 Implementation Facilitation ($M = 34.17$ vs. $M = 28.91$). This finding suggests that private schools, with greater administrative autonomy and stronger accountability to parent communities, have been more responsive to the administrative transformation called for by NEP 2020.

7.1.3 Summary of Findings Related to Objective 1

The overall administrative behaviour of secondary school principals in Hajipur, Vaishali, Bihar in the context of NEP 2020 was found to be at a moderate-high level. Traditional dimensions of principal behaviour (instructional supervision) are comparatively stronger, while NEP 2020-specific dimensions (implementation facilitation, teacher empowerment) are comparatively weaker. A statistically significant difference exists between government and private school principals, with private school principals demonstrating higher levels of NEP-aligned administrative behaviour.

7.2 Findings Related to Objective 2: Effect of Principal Administrative Behaviour on Teacher Organizational Commitment

Objective 2 sought to examine the effect of principal administrative behaviour on the organizational commitment of secondary school teachers in Hajipur, Vaishali, Bihar. Findings are presented through descriptive analysis of teacher commitment, correlation analysis, and multiple regression analysis corresponding to the three sub-hypotheses.

7.2.1 Descriptive Analysis of Teacher Organizational Commitment

Table 3 presents the descriptive statistics for all three components of teacher organizational commitment.

Table 3: Descriptive Statistics of Teacher Organizational Commitment (N = 300)

Component of Commitment	Mean	SD	Level
Affective Commitment	23.84	3.62	High
Continuance Commitment	21.47	3.89	Moderate-High
Normative Commitment	20.93	4.11	Moderate
Total Organizational Commitment	66.24	9.41	Moderate-High

Note: Each component has a maximum score of 30 (6 items \times 5). High = Mean > 22.5 (75%+), Moderate-High = 18–22.5, Moderate = 13.5–18.

The overall organizational commitment of secondary school teachers in Hajipur was found to be at a Moderate-High level ($M = 66.24$, $SD = 9.41$ out of a maximum possible 90). Affective commitment emerged as the strongest component ($M = 23.84$), reflecting that teachers in Hajipur have a meaningful emotional attachment to their schools and identify with their school's goals. Normative commitment was the weakest component ($M = 20.93$), indicating that teachers' sense of obligation or duty to remain in their school is relatively lower — a finding that may reflect the broader context of limited career mobility and evolving professional identity in Bihar's secondary school system.

7.2.2 Correlation Between Principal Administrative Behaviour and Teacher Organizational Commitment

Pearson's Product Moment Correlation Coefficient was computed between principal administrative behaviour (total and sub-dimensions) and the three components of teacher organizational commitment. Results are presented in Table 4.

Table 4: Correlation Matrix: Principal Administrative Behaviour and Teacher Organizational Commitment ($N = 300$)

Variable	Affective	Continuance	Normative	Total OC
Overall Admin. Behaviour	0.61**	0.43**	0.49**	0.58**
Instructional Leadership	0.54**	0.37**	0.42**	0.51**
Teacher Empowerment	0.67**	0.46**	0.53**	0.63**
Participatory Decision-Making	0.59**	0.41**	0.47**	0.55**
NEP 2020 Facilitation	0.52**	0.39**	0.56**	0.51**

** Correlation is significant at the 0.01 level (two-tailed)

The correlation analysis reveals significant positive relationships between principal administrative behaviour and all three components of teacher organizational commitment. The overall administrative behaviour score shows the strongest correlation with affective commitment ($r = 0.61$, $p < 0.01$), followed by normative commitment ($r = 0.49$, $p < 0.01$) and continuance commitment ($r = 0.43$, $p < 0.01$). Among the sub-dimensions, Teacher Empowerment and Professional Development Facilitation shows the strongest correlation with all commitment components, particularly affective commitment ($r = 0.67$, $p < 0.01$). This finding underscores that the dimension most directly aligned with NEP 2020's teacher-centred

vision of principal leadership is also the strongest driver of teachers' emotional attachment to their schools.

NEP 2020 Implementation Facilitation shows a relatively strong correlation with normative commitment ($r = 0.56, p < 0.01$), suggesting that principals who actively facilitate NEP 2020 reforms create a sense of professional duty and obligation in teachers — consistent with the theoretical proposition that shared reform ownership generates normative bonds. All four sub-hypotheses (H2, H3, H4) related to correlation are tested and rejected, confirming significant relationships between principal administrative behaviour and each component of teacher organizational commitment.

7.2.3 Regression Analysis: Principal Administrative Behaviour as a Predictor of Teacher Organizational Commitment

Multiple regression analysis (Enter method) was conducted to determine the extent to which principal administrative behaviour predicts teacher organizational commitment, controlling for gender, school type, and teaching experience. Results are presented in Table 5.

Table 5: Multiple Regression Analysis — Predictors of Total Teacher Organizational Commitment (N = 300)

Predictor Variable	B	SE B	β	t	p
(Constant)	18.34	3.42	—	5.36	< 0.001
Overall Admin. Behaviour (Total)	0.31	0.04	0.54	7.82	< 0.001*
School Type (1=Govt, 2=Pvt)	2.17	0.89	0.14	2.44	0.015*
Gender (1=Male, 2=Female)	0.83	0.76	0.06	1.09	0.277
Teaching Experience (Years)	0.42	0.11	0.19	3.82	< 0.001*

$R = 0.62, R^2 = 0.38, \text{Adjusted } R^2 = 0.34, F(4, 295) = 45.23, p < 0.001$

* Significant at $p < 0.05$

The regression model was statistically significant overall ($F(4, 295) = 45.23, p < 0.001$), indicating that the combination of predictor variables significantly explains teacher

organizational commitment. The model accounted for 38% of the total variance in teacher organizational commitment ($R^2 = 0.38$), with an adjusted R^2 of 0.34, confirming that principal administrative behaviour and the control variables together explain a substantial proportion of commitment variance.

Principal administrative behaviour (overall) was the strongest individual predictor of teacher organizational commitment ($\beta = 0.54$, $t = 7.82$, $p < 0.001$), confirming that the way principals exercise their administrative role in the NEP 2020 context is the most powerful school-level determinant of teacher commitment in Hajipur's secondary schools. Teaching experience also emerged as a significant predictor ($\beta = 0.19$, $t = 3.82$, $p < 0.001$), indicating that more experienced teachers tend to show higher organizational commitment, possibly reflecting greater emotional investment in the school community over time. School type was a significant predictor ($\beta = 0.14$, $t = 2.44$, $p = 0.015$), with private school teachers showing higher commitment than government school teachers, a finding consistent with the higher administrative behaviour scores in private schools observed under Objective 1. Gender was not a significant predictor ($\beta = 0.06$, $p = 0.277$), suggesting that male and female teachers do not differ significantly in their organizational commitment levels when other factors are controlled for.

7.2.4 Regression Analysis by Commitment Component

Separate regression analyses were conducted for each component of organizational commitment to understand differential predictive patterns. Table 6 summarizes the results.

Table 6: Summary of Regression Results by Commitment Component (N = 300)

Outcome Variable	β (Admin. Behaviour)	R^2	Adjusted R^2	F	p
Affective Commitment	0.59	0.41	0.37	51.24	< 0.001*
Continuance Commitment	0.38	0.19	0.15	17.29	< 0.001*
Normative Commitment	0.47	0.27	0.23	27.18	< 0.001*

* Significant at $p < 0.001$

The differential regression analysis confirms that principal administrative behaviour exerts the strongest predictive effect on affective commitment ($\beta = 0.59$, $R^2 = 0.41$), explaining 41% of variance in teachers' emotional attachment to their school. The prediction of normative commitment is moderate ($\beta = 0.47$, $R^2 = 0.27$), while the prediction of continuance commitment is the weakest ($\beta = 0.38$, $R^2 = 0.19$). This pattern is theoretically coherent: principal administrative behaviour — particularly its NEP-aligned dimensions of teacher empowerment and participatory governance — is primarily an emotional and relational force that shapes how teachers feel about their school, rather than an economic calculation about the costs of leaving.

Hypotheses H2, H3, and H4 are all rejected, confirming that principal administrative behaviour significantly predicts all three components of teacher organizational commitment.

7.2.5 Summary of Findings Related to Objective 2

Principal administrative behaviour in the context of NEP 2020 has a significant and positive effect on all three components of teacher organizational commitment in secondary schools of Hajipur, Vaishali, Bihar. The effect is strongest on affective commitment ($\beta = 0.59$), followed by normative commitment ($\beta = 0.47$) and continuance commitment ($\beta = 0.38$). Overall, principal administrative behaviour explains 34% of the total variance in teacher organizational commitment (Adjusted $R^2 = 0.34$). Among the sub-dimensions of principal behaviour, Teacher Empowerment and Professional Development Facilitation is the strongest predictor of teacher commitment, while NEP 2020 Implementation Facilitation shows a particularly strong link with normative commitment.

8. Discussion

The findings of this study offer significant insights into the relationship between principal administrative behaviour and teacher organizational commitment in the specific context of NEP 2020 implementation in Hajipur, Bihar.

The finding that overall principal administrative behaviour is at a moderate-high level, with NEP-specific dimensions being comparatively weaker, reflects the broader implementation landscape of NEP 2020 across India. Kulal et al. (2024) similarly found that NEP 2020 implementation is uneven, with structural and resource barriers limiting the adoption of the policy's most transformative provisions. In Bihar specifically, the lower NEP 2020 Implementation Facilitation scores in government schools are consistent with the state's documented challenges of inadequate principal training, resource constraints, and top-down administrative cultures that leave limited space for the participatory leadership envisioned by NEP 2020.

The significant positive relationship between principal administrative behaviour and teacher organizational commitment, particularly the strong link between Teacher Empowerment and affective commitment ($r = 0.67$), corroborates findings by Bogler and Somech (2004), who demonstrated that teacher empowerment is the strongest pathway from principal behaviour to teacher commitment. The finding that NEP 2020 Implementation Facilitation is particularly strongly correlated with normative commitment ($r = 0.56$) is a new and theoretically meaningful result. When principals actively translate NEP 2020 mandates into school practices — organizing teacher workshops, restructuring academic routines, facilitating peer learning communities — teachers appear to develop a heightened sense of professional duty toward their school's reform mission, generating normative commitment. This finding has important policy implications: NEP 2020 implementation, far from being merely a curricular exercise, is a principal behaviour with measurable human resource consequences.

The regression finding that principal administrative behaviour explains 34% of the adjusted variance in teacher organizational commitment is consistent with comparable international studies. Lambersky (2016) reported that principal behaviours explained between 25–40% of variance in teacher commitment outcomes across school contexts, positioning the present

finding within the expected range. The relative weakness of continuance commitment prediction ($R^2 = 0.19$) compared to affective commitment ($R^2 = 0.41$) aligns with the theoretical understanding that continuance commitment is more strongly driven by structural and economic factors — job security, pension benefits, salary — that lie partially outside the principal's direct influence, particularly in government schools governed by state service rules.

9. Significance of the Study

The present study holds significance at multiple levels. Theoretically, it extends Meyer and Allen's (1991) Three-Component Model and Hallinger's (1985) Instructional Leadership Framework into the NEP 2020 implementation context, demonstrating empirically that NEP-specific principal behaviours differentially predict distinct components of teacher commitment. The identification of NEP 2020 Implementation Facilitation as a particularly strong predictor of normative commitment is a novel finding that contributes to the growing literature on policy-linked educational leadership.

Empirically, this is the first study to investigate the principal administrative behaviour–teacher organizational commitment relationship in the NEP 2020 framework in Bihar's secondary schools. The Hajipur-specific data provide a locally anchored empirical baseline for longitudinal tracking of NEP 2020's impact on school-level human resource variables.

From a policy and practice standpoint, the findings provide the District Education Office, Vaishali, and the Bihar State Education Department with evidence that investing in principal training specifically focused on NEP 2020-aligned behaviours — particularly teacher empowerment and professional development facilitation — will yield measurable improvements in teacher organizational commitment. This has direct implications for designing principal capacity-building programmes under NEP 2020's leadership development mandate.

10. Conclusion

This study demonstrates empirically that the administrative behaviour of secondary school principals, when oriented toward the transformative vision of NEP 2020, is a significant and powerful predictor of teacher organizational commitment in Hajipur, Vaishali, Bihar. The findings reveal that while overall administrative behaviour is at a moderate-high level, the specifically NEP-aligned dimensions of teacher empowerment, professional development facilitation, and NEP 2020 implementation remain comparatively underdeveloped — particularly in government schools. This gap between traditional and transformative administrative behaviour represents both a challenge and an opportunity for Bihar's secondary education system.

The strong predictive relationship between principal administrative behaviour and affective commitment ($\beta = 0.59$, $R^2 = 0.41$) — the component most directly linked to teacher performance and instructional effort — underscores that improving principal leadership quality in Bihar's secondary schools is not merely a governance goal but a strategy for improving the human foundations of learning. As Bihar continues its journey toward NEP 2020 implementation, building a generation of principals who are not merely administrators of policy

documents but genuine champions of teacher growth and institutional culture must be treated as a strategic educational investment of the highest priority.

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