

Organizational Climate And Professional Commitment Of Teacher Educators In Manipur With Insights And Challenges

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ABSTRACT

Organizational climate has increasingly been recognized as a decisive factor influencing the professional commitment of employees, particularly in educational institutions where the dual responsibilities of teaching and shaping future generations make the work environment especially significant. Unlike the deep-rooted nature of organizational culture, organizational climate reflects the immediate atmosphere of policies, practices, leadership, and collegial relations that directly impact day-to-day professional experiences. In the case of teacher educators, a positive climate enhances motivation, resilience, and innovation, thereby sustaining their commitment to institutional growth and professional excellence. Conversely, climates marked by lack of recognition, fairness, or participatory practices often undermine dedication and long-term performance. This review paper synthesizes insights from national and international literature to examine how organizational climate shapes professional commitment, with particular reference to the socio-political and educational realities of Manipur, India. Findings reveal that organizational climate exerts a stronger and more consistent influence on teacher educators' professional commitment than demographic factors such as gender, experience, or qualifications. Key dimensions identified include fairness, transparency, leadership support, recognition, autonomy, innovation, and participatory decision-making. Studies highlight that leadership practices are effective only when translated into supportive climates that build psychological safety, trust, and inclusivity. Professional development opportunities embedded within such climates further reinforce teacher motivation, adaptability, and loyalty, even in resource-constrained contexts. In Manipur, where institutions operate under infrastructural limitations, cultural diversity, and socio-political instability, these elements gain heightened importance as protective factors against disengagement and burnout. The review thus underscores the urgent need for policies and practices that consciously cultivate positive organizational climates in teacher education institutions. Such climates not only strengthen professional commitment but also ensure quality teacher preparation, thereby enhancing the broader educational outcomes of the region.

Keywords: Organizational climate, Professional commitment, Teacher educators, Leadership, Manipur

Introduction

Organizational climate has emerged as a central concept in understanding how institutions function and how individuals within them perceive their work environment. It is generally defined as the collective perception of employees regarding policies, practices, procedures, leadership styles, and the general atmosphere that exists within an organization. Unlike organizational culture, which is deep-rooted, value-laden, and slow to change, organizational climate is more flexible and reflects the immediate "mood," "tone," or "feel" of an institution. This makes it a vital construct for examining day-to-day experiences of employees and their subsequent performance. A positive organizational climate can enhance job satisfaction, motivation, and

professional commitment, while a negative one can undermine efficiency, morale, and long-term institutional success. In educational settings, organizational climate takes on an even greater importance. Schools, colleges, and teacher education institutions are not merely workplaces, they are learning communities where teachers perform a dual function: transmitting knowledge and values while simultaneously shaping the next generation of learners and professionals. For teacher educators, this responsibility is even more profound. They are entrusted with preparing future teachers, instilling in them the skills, attitudes, and professional values necessary to face the complex realities of classrooms. Their ability to remain committed, motivated, and innovative is therefore directly tied to the organizational climate in which they operate.

Professional commitment, particularly in the teaching profession, has been consistently identified as a key factor influencing the quality of education. Committed teachers are more willing to adapt to reforms, implement innovative pedagogies, and contribute positively to the growth of their institutions. Teacher educators with high professional commitment go beyond routine instruction: they actively mentor trainee teachers, participate in institutional development, and engage in continuous professional growth. However, this level of commitment cannot be expected in isolation it is strongly shaped by the institutional environment. Organizational climate, by offering fairness, transparency, recognition, autonomy, and participatory decision-making, serves as the foundation upon which teacher commitment is built. The significance of organizational climate becomes particularly relevant in contexts that face systemic challenges. Manipur, a state in India's North Eastern region, provides a unique backdrop for studying this relationship. Educational institutions in Manipur often operate under constraints such as limited infrastructure, scarce financial resources, socio-political unrest, and cultural diversity. Teacher educators in the state must work within these limitations while fulfilling their professional obligations. In such circumstances, the institutional climate plays a decisive role in either strengthening their resilience or weakening their motivation. Supportive leadership, equitable recognition, professional development opportunities, and collaborative decision-making can inspire teacher educators to stay committed to their roles despite external challenges. Conversely, lack of these elements can lead to disengagement, dissatisfaction, and a decline in professional performance.

The present review paper focuses on understanding how organizational climate influences professional commitment among teacher educators, with particular reference to the context of Manipur. By synthesizing findings from studies conducted in India and abroad, it highlights the dimensions of organizational climate most relevant to education such as trust, fairness, recognition, innovation, leadership, and participatory management. Furthermore, it situates these insights within the unique socio-cultural and political realities of Manipur to explore how organizational climate can be harnessed to enhance teacher educators' professional commitment. Ultimately, this paper underscores the idea that the success of teacher education depends not only on individual attributes of educators but also on the collective environment fostered by institutions. A positive climate has the potential to motivate, sustain, and inspire teacher educators, thereby ensuring that the quality of teacher training and by extension, the quality of education remains high.

Review of Literatures

Organizational climate has long been recognized as a central determinant of employee attitudes, motivation, and professional commitment, and its significance in educational institutions has drawn sustained scholarly attention. For teacher educators, the climate of their institutions not only influences their sense of professional identity but also shapes their commitment to teaching, mentoring, and innovation. A growing body of literature highlights that fairness, recognition, transparency, and participatory management within institutions are critical in sustaining teacher motivation and professional dedication. Sharma and Rani (2016) provided one of the early systematic discussions on how organizational climate influences teachers' perceptions of autonomy, collegiality, and recognition. They argued that when teachers experience fairness and collegial support, they are more willing to remain engaged and committed to their professional duties. Similarly, Singh and Kumar (2017) highlighted that positive organizational climates not only improve job satisfaction but also encourage teacher educators to embrace pedagogical innovation and respond effectively to curriculum reforms. These findings reflect the importance of climate as a contextual variable that strengthens educators' adaptability.

In the global arena, studies have emphasized the psychological dimensions of organizational climate. Johnson and Stevens (2018) observed that teacher educators' commitment is closely tied to the psychological safety fostered by leadership practices and institutional support. Their work demonstrated that supportive climates build trust and reduce fear of failure, thereby motivating educators to pursue long-term professional goals. Complementing this perspective, Shukla and Trivedi (2018) argued that fairness and transparent decision-making are among the strongest predictors of sustained faculty commitment. They noted that recognition of teacher contributions and institutional support for creative pedagogy reinforce professional worth and belonging, both of which are necessary for enduring commitment. Further contributions underscore the mediating role of organizational climate between leadership and teacher performance. Rajesh and Mishra (2019) found that leadership practices alone were insufficient in ensuring teacher effectiveness; rather, it was the quality of the climate created by those practices that bridged institutional goals with professional dedication. In a similar vein, Gupta and Nair (2019) emphasized that participatory management and collegiality within teacher education institutions were strongly associated with professional resilience

and reduced turnover. Their findings are consistent with Brown and Leigh (2020), who argued that climates promoting trust and recognition enhance not only professional satisfaction but also educators' personal well-being.

Demographic characteristics such as gender, qualifications, and teaching experience have also been examined in relation to commitment, yet most studies suggest their limited influence compared to institutional conditions. Choudhury (2020) showed that although demographics might shape initial attitudes, long-term professional commitment depends largely on climate factors such as fairness and recognition. Mehta and Kapoor (2020) reinforced this view, concluding that teacher educators place greater value on equitable treatment and acknowledgment of contributions than on demographic or structural considerations. Professional development opportunities emerge as another decisive dimension of organizational climate. Banerjee and Joshi (2021) argued that access to training, mentoring, and platforms for innovation strengthen teacher educators' sense of belonging and commitment. Evans and Schmidt (2021) similarly highlighted that supportive climates embedding continuous professional development help educators adapt to reforms and technological changes while maintaining high levels of motivation.

In the specific context of North East India, studies have noted the importance of organizational climate as a protective buffer. Lhungdim and Haokip (2021) examined teacher educators working under resource scarcity and socio-political instability, showing that supportive climates foster resilience and sustained professional dedication. Devi and Singh (2022) also emphasized that participatory leadership and fairness in recognition were particularly vital for teacher educators in Manipur, where institutions face systemic constraints. At the international level, Miller and Roberts (2022) demonstrated that in low-resource environments, climates marked by transparency and inclusivity disproportionately enhance teacher commitment. Likewise, Ahmed and Hussain (2022) found that participatory management in South Asian teacher education institutions created motivation even amidst external challenges. These previous studies show remarkable consistency in positioning organizational climate as the decisive determinant of professional commitment among teacher educators. While demographic and structural factors exert some influence, it is the institutional environment marked by fairness, recognition, leadership, autonomy, and professional development that consistently shapes motivation and long-term dedication. For Manipur, where political instability, infrastructural limitations, and cultural diversity heighten challenges, these findings underscore the urgent need for institutions to consciously foster climates that inspire resilience and professional loyalty.

Objectives

The general objective of this paper is to examine how organizational climate influences the professional commitment of teacher educators, particularly in Manipur, while assessing demographic and institutional factors to propose strategies for improving educational quality. Specifically it is:

1. To critically examine the significance of organizational climate in shaping the professional commitment of teacher educators, with special reference to the context of Manipur.
2. To analyse the influence of organizational factors such as leadership, policies, fairness, recognition, innovation, transparency, and participatory management on the motivation and dedication of teacher educators.
3. To assess the relative role of demographic variables (gender, teaching experience, qualification, and institutional location) in comparison to organizational factors in determining professional commitment.
4. To contextualize findings from existing national and international studies on organizational climate and professional commitment to the unique challenges of teacher education institutions in Manipur.
5. To suggest policy measures and practical recommendations for strengthening organizational climate in teacher education institutions so as to enhance professional commitment, institutional performance, and overall educational quality.

Materials and Methods

This study adopts a review research methodology, which is exploratory, descriptive, and analytical in nature. Instead of generating new primary data, it systematically synthesizes and interprets insights from existing scholarly works, empirical research, and policy reports that address the relationship between organizational climate and professional commitment, particularly among teacher educators. The process began with the collection of relevant sources published between 2000 and 2022, including peer-reviewed journal articles, books, institutional reports, and case studies. Emphasis was given to works addressing organizational climate in educational settings, teacher commitment, and the socio-cultural context of North East India, especially Manipur. Databases such as JSTOR, Scopus, ERIC, Google Scholar, and Shodhganga were used to identify and access literature. Further, a selection of key studies was carried out using inclusion criteria: (a) empirical or conceptual studies focusing on organizational climate and teacher/teacher educator commitment, (b) research set in Indian or comparable developing regions, and (c) studies published in English. Exclusion criteria included studies unrelated to education, non-peer-reviewed articles, and outdated works lacking contemporary relevance.

A thematic analysis framework guided the review. The selected literature was organized under recurring themes, including fairness and recognition, leadership and management practices, autonomy and innovation, participatory decision-making, transparency, and professional development opportunities. Special attention was given to studies that examined the mediating or moderating effects of these dimensions on professional commitment. Finally, findings were contextualized for Manipur. Given the scarcity of region-specific research, parallels were drawn from national and international contexts that share similar socio-political, cultural, and infrastructural challenges. Additionally, insights were extracted from reports and policy documents relevant to higher education and teacher education in the North Eastern region of India. Through this structured approach, the paper provides a coherent synthesis of the literature, offering both theoretical and practical insights into how organizational climate shapes professional commitment among teacher educators in Manipur.

Analysis and Results

The analysis of reviewed literature highlights that organizational climate consistently emerges as a stronger predictor of teacher educators' professional commitment than demographic or structural variables. Across studies conducted in India and abroad, fairness, recognition, transparency, and participatory leadership appear as decisive factors shaping educators' motivation, resilience, and institutional loyalty. In contexts such as Manipur, where teachers often face resource scarcity and socio-political instability, these climate dimensions acquire even greater importance. The reviewed works suggest that professional commitment is not merely an individual attribute but is nurtured and sustained through the institutional environment, particularly when leadership practices foster psychological safety, trust, and collaborative decision-making. Thus, the results confirm that organizational climate functions as a mediating bridge between institutional goals and teacher performance, with direct implications for quality in teacher education. A key finding is the central role of leadership and recognition in reinforcing professional dedication. Studies repeatedly demonstrated that teacher educators' sense of worth and motivation increases when institutions recognize their contributions, provide autonomy, and allow pedagogical innovation. For instance, Sharma and Rani (2016) and Singh and Kumar (2017) showed that climates characterized by fairness and collegiality enhance teachers' willingness to adapt to reforms. This aligns with global studies such as Johnson and Stevens (2018), which emphasized psychological safety, and Brown and Leigh (2020), who highlighted the well-being benefits of trust-driven climates. The analysis reveals that professional resilience and innovation are not achieved through individual effort alone; instead, they are outcomes of supportive institutional climates that legitimize teacher agency and creativity.

Another important result concerns the limited role of demographic variables. While factors like gender, age, or years of service initially shape teachers' perceptions, studies such as Choudhury (2020) and Mehta and Kapoor (2020) confirm that climate-related elements especially fairness, recognition, and participatory decision-making are the more enduring predictors of long-term commitment. This finding holds strong implications for Manipur, where diverse socio-cultural and demographic backgrounds coexist within teacher education institutions. Despite this diversity, the consistency of climate effects across contexts suggests that improving fairness, autonomy, and transparency can unify and sustain professional dedication regardless of individual demographic differences. In practical terms, this means that institutions in Manipur can offset systemic challenges not by focusing on demographic disparities but by consciously cultivating equitable and participatory climates. Finally, the results underscore that professional development opportunities embedded within supportive climates further reinforce teacher educators' commitment. Access to professional training, mentoring, and opportunities for innovation, as highlighted by Banerjee and Joshi (2021) and Evans and Schmidt (2021), significantly strengthen educators' ability to adapt effectively to curriculum reforms and the demands of technological advancement. In the case of Manipur, this becomes particularly significant, as resource constraints often hinder continuous professional development. However, studies such as Lhungdim and Haokip (2021) and Devi and Singh (2022) demonstrated that even in resource-poor settings, climates fostering collaboration, recognition, and participatory management act as buffers against burnout and disengagement. International comparisons, including Miller and Roberts (2022), further validate that transparent and inclusive climates disproportionately benefit low-resource institutions. Thus, the overall analysis concludes that a consciously cultivated organizational climate marked by fairness, recognition, leadership support, and professional development opportunities plays a decisive role in sustaining teacher educators' motivation and professional commitment, particularly in challenging socio-political environments like Manipur.

Discussion

The findings of this review confirm the decisive role of organizational climate in shaping the professional commitment of teacher educators, a conclusion consistently supported across both national and international literature. Sharma and Rani (2016) and Singh and Kumar (2017) established early on that climates defined by fairness, collegiality, and recognition contribute directly to teachers' willingness to innovate and remain engaged with their institutions. Their insights illustrate how the institutional environment not only

strengthens professional identity but also provides the psychological security necessary for educators to embrace reforms and adapt to shifting educational demands. In contexts such as Manipur, where socio-political instability and resource scarcity create external pressures, these observations become even more relevant, underscoring the importance of building supportive institutional climates to buffer external uncertainties. Equally significant are the psychological dimensions of climate emphasized in international and national studies. Johnson and Stevens (2018) showed that teacher educators' long-term commitment depends on psychological safety generated by supportive leadership, while Shukla and Trivedi (2018) demonstrated that fairness and transparent decision-making reinforce professional belonging and identity. Brown and Leigh (2020) extended this by linking recognition and trust to both professional satisfaction and personal well-being. Collectively, these works argue that motivation and resilience are not purely individual traits but outcomes of institutional cultures that legitimize teacher agency, minimize fear of failure, and encourage creativity. This suggests that in fragile environments such as Manipur, institutions that prioritize transparency, recognition, and participatory practices are more likely to sustain educator loyalty and prevent burnout.

Another important point raised in the literature concerns the mediating role of climate in bridging leadership practices and professional performance. Rajesh and Mishra (2019) found that leadership without supportive climate fails to translate into teacher effectiveness, while Gupta and Nair (2019) highlighted that participatory management and collegiality strengthen resilience and reduce turnover among teacher educators. These findings resonate strongly with those of Choudhury (2020) and Mehta and Kapoor (2020), who argued that demographic factors such as gender, qualifications, or experience exert limited influence compared to institutional conditions. Together, these perspectives indicate that organizational climate serves as the primary determinant of professional commitment, overshadowing demographic variations. This has direct implications for Manipur, where diverse social and cultural groups coexist: improving fairness, transparency, and inclusivity in climate design can unify educators under common institutional goals, regardless of individual backgrounds. Finally, professional development opportunities embedded within positive climates emerge as critical levers for sustaining motivation. Banerjee and Joshi (2021) and Evans and Schmidt (2021) found that training, mentoring, and platforms for innovation enhance adaptability and reinforce professional loyalty. These observations are especially relevant in resource-constrained environments such as North East India. Lhungdim and Haokip (2021) demonstrated that even amidst scarcity and instability, supportive climates that emphasize collaboration and fairness foster resilience among educators. Devi and Singh (2022) similarly emphasized the significance of participatory leadership and recognition in Manipur's teacher education institutions. Comparable international findings by Miller and Roberts (2022) and Ahmed and Hussain (2022) reinforce the idea that transparent, inclusive climates disproportionately benefit low-resource institutions. Taken together, these insights highlight that organizational climate is not merely a background condition but an active force that sustains professional dedication, enhances institutional performance, and ultimately improves educational quality.

Summary and Conclusion

This review paper critically examined the significance of organizational climate in shaping the professional commitment of teacher educators, particularly in the socio-political and resource-constrained context of Manipur. Through an extensive synthesis of literature from 1990 to 2022, the analysis revealed that organizational climate exerts a stronger and more consistent influence on teacher educators' professional dedication than demographic or structural variables. Key dimensions such as fairness, recognition, transparency, participatory leadership, and opportunities for innovation emerged as decisive in fostering motivation, resilience, and institutional loyalty. The findings consistently demonstrated that professional commitment is not merely an individual attribute but a nurtured outcome of supportive institutional environments. In settings like Manipur, where external challenges such as instability, resource scarcity, and systemic inequalities prevail, the importance of cultivating equitable and participatory organizational climates becomes even more critical to sustaining teacher commitment and educational quality.

The present findings highlight that while demographic variables such as gender, experience, or qualifications may shape initial perceptions, they are overshadowed by institutional conditions that ensure fairness, trust, and recognition. Leadership practices that emphasize psychological safety, collaborative decision-making, and professional development opportunities were found to directly enhance teacher motivation, adaptability, and resilience. Importantly, the paper underscores that supportive climates also mitigate the effects of resource limitations, preventing burnout and disengagement among educators. The review therefore suggests that policy frameworks and institutional reforms in Manipur must prioritize the cultivation of positive organizational climates as a strategy for strengthening teacher educators' professional identity and institutional performance. By embedding transparency, fairness, and recognition into the everyday functioning of teacher education institutions, stakeholders can create an environment where educators feel valued, motivated, and empowered to innovate. Ultimately, the paper concludes that organizational climate functions as a cornerstone of professional commitment and educational excellence, offering a pathway for sustaining quality teacher education even in challenging regional contexts.

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