



Research Article

Professional Commitment as A Predictor of Job Satisfaction Among Teacher Educators

Dr. Franky Rani ^{1*}, Dr. Gagandeep Kaur ²

^{1,2} Assistant Professor, Dept. Of Education, Guru Nanak Dev University, Amritsar, Punjab, India

Corresponding Author: * Dr. Franky Rani

DOI: <https://doi.org/10.5281/zenodo.18030440>

Abstract

The present study investigates job satisfaction among teacher educators and examines whether the five dimensions of professional commitment—commitment to learner, commitment to society, commitment to profession, commitment to basic human values, and commitment to achievement of excellence—significantly predict job satisfaction. A random sample of 200 female teacher educators from twelve colleges in Gurdaspur and Amritsar districts participated in the study. The Job Satisfaction Scale (Amar Singh & T.R. Sharma, 2012) and the Professional Commitment Scale (Vishal Sood, 2011) were used for data collection. Statistical analyses included mean, standard deviation, t-test, ANOVA, correlation, and multiple regression. Results show that locality significantly affects job satisfaction, while marital status, family type, and experience do not. Significant differences were found among high, average, and low commitment groups. Regression analysis revealed that commitment to basic human values is the strongest predictor of job satisfaction.

Manuscript Information

- ISSN No: 2583-7397
- Received: 17-01-2025
- Accepted: 25-02-2025
- Published: 28-02-2025
- IJCRM:4(1); 2025: 258-262
- ©2025, All Rights Reserved
- Plagiarism Checked: Yes
- Peer Review Process: Yes

How to Cite this Article

Rani F, Kaur G. Professional commitment as a predictor of job satisfaction among teacher educators. Int J Contemp Res Multidiscip. 2025;4(1):258-262.

Access this Article Online



www.multiarticlesjournal.com

KEYWORDS: Professional Commitment; Job Satisfaction; Teacher Educators; Basic Human Values; Teacher Education Institutions.

1. INTRODUCTION

Quality teacher education is fundamental to strengthening the education system, and the effectiveness of teacher educators shapes the calibre of future teachers. As emphasised by the Education Commission (1964–66), “of all the factors which determine the quality of education, the teacher is undoubtedly the most important.” Teacher educators hold an even more critical role, as their professional commitment, ethics, and

satisfaction influence the quality of pre-service teacher preparation. Teacher educators serve as “the pivot for the transmission of intellectual traditions and technical skills” and are responsible for preparing competent teachers for the nation’s future generations. According to McNamara (1999), job satisfaction—a person’s emotions or mental state about the nature of their work—is essential to preserving the effectiveness and well-being of teacher educators. Numerous

studies affirm its significance. Panda (2006) found that most college teachers in Assam and Orissa reported moderate to high job satisfaction irrespective of demographic factors. Seenivasam (2007) reported that higher secondary teachers did not significantly differ in satisfaction across age groups, although dissatisfaction appeared in specific areas. Kaur and Kumar (2008) highlighted higher job satisfaction in government college teachers as compared to non-government teachers. Muchhal and Chand (2010) found that job satisfaction positively affects accountability among primary teachers. Kumar (2010) revealed that female teachers and those in government schools experience greater job satisfaction.

Professional commitment is another crucial dimension determining teacher performance, which refers to a teacher's emotional attachment, dedication, and adherence to the norms and values of the teaching profession. Kannan and Muthuperumal (2008) found that professional commitment increases with higher qualifications and better positions. Vishal and Anand (2010) reported moderate commitment among teacher educators in Himachal Pradesh, with significant variations based on gender and experience. Gupta and Nain (2015) found significant differences across all dimensions of professional commitment based on institutional type and locus of control. The best indicator of school teachers' job happiness, according to Usha and Sasikumar (2007), is their level of devotion. Shamina (2014) found a significant correlation between college instructors' professional commitment and work happiness. Shukla (2014) discovered a strong positive correlation between the commitment to their profession and the job happiness of elementary school teachers in Lucknow. As teacher educators shape prospective teachers' values, knowledge, and teaching approaches, understanding how their professional commitment influences their job satisfaction becomes essential. While earlier studies have examined each variable independently, few have explored their predictive relationship, especially through regression. The present study, therefore, investigates job satisfaction in relation to the five dimensions of professional commitment and examines their combined predictive power.

2. OBJECTIVES OF THE STUDY

- To examine the job satisfaction of teacher educators with respect to
Experience
Marital status
Locality
Family type
- To compare job satisfaction across levels of professional commitment.
- To determine whether the five dimensions of professional commitment predict job satisfaction.

Hypotheses of the Study

- There exists no significant difference in the job satisfaction of teacher educators with respect to
Experience
Marital status

Locality

Family type

- There exists no significant difference in job satisfaction of teacher educators across different levels of professional commitment.
- The dimensions of professional commitment will not significantly predict job satisfaction.

3. METHODOLOGY

The current study used a descriptive survey approach to examine teacher educators' professional commitment and job satisfaction.

Sample

The sample consisted of 200 female teacher educators selected randomly from twelve colleges in Gurdaspur and Amritsar districts.

Variable	Rural	Urban
Job Satisfaction	62	138
Professional Commitment	62	138

Tools

The Job Satisfaction Scale (Amar Singh & T.R. Sharma, 2012) contains 75 items rated on a 5-point scale and measures intrinsic, extrinsic, institutional, and interpersonal satisfaction. The Professional Commitment Scale (Vishal Sood, 2011) contains 45 items, including positive and negative statements, measuring commitment to the learner, society, profession, excellence, and basic human values.

Statistical Techniques

Data were analysed using mean, standard deviation, t-test, ANOVA, correlation, and multiple regression. These analyses provided information regarding differences among groups as well as the predictive strength of the five commitment dimensions on job satisfaction.

4. RESULTS AND DISCUSSION

The results of the study are presented in accordance with the objectives and hypotheses. Descriptive statistics, t-tests, ANOVA, and multiple regression analyses were carried out to understand the influence of demographic variables and dimensions of professional commitment on job satisfaction among teacher educators.

Table 1: ANOVA Summary of Job Satisfaction Across Teaching Experience Groups

Experience Group	N	Mean	SD
Upto 5 years	106	262.82	25.55
6–10 years	73	259.79	23.81
11–15 years	14	256.86	25.75
Above 15 years	7	238.43	30.13

Source	SS	Df	MS	F	Sig.
Between Groups	4202.454	3	1400.818	2.224	.087
Within Groups	123446.941	196	629.831		
Total	127649.395	199			

Interpretation

As seen in Table 1, differences in job satisfaction across four experience groups were not statistically significant ($F = 2.224$, $p = .087$). Although educators with more than 15 years of experience reported slightly lower satisfaction, the variation is not large enough to be meaningful. This suggests that job satisfaction is not experience-dependent, aligning with research indicating that intrinsic motivation, rather than tenure, shapes satisfaction.

Table 2: t-Test Summary of Job Satisfaction by Locality

Locality	N	Mean	SD
Urban	138	263.41	24.05
Rural	62	253.84	27.00

T	Df	Sig. (2-tailed)	Mean Difference
2.505	198	.013	9.57

Interpretation

A significant difference emerged between urban and rural teacher educators ($t = 2.505$, $p = .013$). Urban educators exhibit higher job satisfaction than their rural counterparts. This may be attributed to better infrastructural facilities, more professional opportunities, and supportive institutional environments typically available in urban teacher education colleges.

Table 3: ANOVA of Job Satisfaction Across Professional Commitment Levels

Commitment Level	N	Mean	SD
High	54	266.96	25.76
Average	92	261.78	27.05
Low	54	251.65	19.05

Source	SS	Df	MS	F	Sig.
Between Groups	6637.502	2	3318.751	5.403	.005
Within Groups	121011.893	197	614.274		
Total	127649.395	199			

Interpretation

As shown in Table 3, significant differences were observed in job satisfaction across high, average, and low commitment groups ($F = 5.403$, $p = .005$). The mean scores clearly demonstrate that:

Higher commitment → Higher job satisfaction

Low commitment group had the lowest satisfaction ($M = 251.65$)

This finding is consistent with earlier research highlighting the positive relationship between teachers internalized professional values and their job satisfaction.

Table 4: Multiple Regression Analysis: Dimensions of Professional Commitment Predicting Job Satisfaction

Predictor	B	SE B	Beta	T	Sig.
Commitment to Learner	.693	.436	.112	1.591	.113
Commitment to Society	.699	.489	.100	1.431	.154
Commitment to Profession	.796	.469	.125	1.698	.091
Commitment to Achieve Excellence	-.708	.464	-.111	-1.525	.129
Commitment to Basic Human Values	1.750	.418	.292	4.188	.000

Model Summary:

$R = .352$, $R^2 = .124$, $F(5,194) = 5.472$, $p = .000$

Interpretation

The regression model indicates that 12.4% of the variance in job satisfaction is explained by the five dimensions of professional commitment.

Among all predictors, Commitment to Basic Human Values emerged as the strongest and only significant predictor ($\beta = .292$, $p < .001$). This suggests that teacher educators who uphold values such as empathy, respect, integrity, and ethical responsibility experience higher job satisfaction.

Other dimensions—commitment to learner, society, profession, and excellence—showed positive but non-significant trends. These results imply that value-driven engagement matters more than duty-driven or task-oriented commitments in enhancing job satisfaction.

This is theoretically consistent with the argument that educators who possess strong humanistic values internalise their role more meaningfully, leading to greater fulfilment.

The fact that teaching experience, marital status, and family type did not significantly influence job satisfaction suggests that job satisfaction among teacher educators is not shaped by personal or structural background factors. However, the significant locality-based differences reflect the disparate teaching contexts in rural and urban institutions. Urban educators may benefit from better professional networks, infrastructure, and recognition—factors known to enhance satisfaction.

Teacher educators with higher professional commitment experienced greater job satisfaction, reinforcing prior findings (Akram et al., 2015; Shukla, 2014). This highlights that commitment is not only a behavioural attribute but a psychological state that influences emotional well-being.

The most striking result of the study is the specific predictive power of basic human values. This finding suggests that Values act as an internal compass, guiding educators' professional actions. Teachers with strong ethical foundations are more resilient, positive, and emotionally aligned with the demands of teaching. Values-based commitment creates intrinsic satisfaction independent of external pressures. studies on teacher educators in India have consistently reported a positive and significant relationship between professional commitment and job satisfaction (Khan & Kaur, 2021; Singh & Promila, 2025; Maity, 2021). Similar results have been obtained with school teachers using professional commitment scales that

explicitly include commitment to basic human values as a core dimension (Basu, 2016; Usha & Sasikumar, 2007; Shukla, 2014; Akram et al., 2015; Shamina, 2014). These studies indicate that when teachers strongly endorse humanistic values such as honesty, empathy and social responsibility, they experience their work as more meaningful and fulfilling, which in turn enhances their job satisfaction.

In contrast, commitment to the learner, profession, and society, while important, may be influenced by situational or role-related factors that fluctuate with workload, institutional climate, or policy changes — hence weaker predictive power. These findings emphasise the need to strengthen value-based teacher education, integrating human values training into professional development, creating institutional cultures that reward ethical and empathetic teaching. This aligns with national frameworks such as NEP-2020 that emphasise holistic, value-cantered teacher preparation.

5. CONCLUSION

Professional commitment, particularly commitment to basic human values, significantly influences job satisfaction among teacher educators. Strengthening ethical and value-based practices within teacher education institutions can enhance satisfaction and improve overall institutional effectiveness.

REFERENCES

- Akram M, Malik M, Sarwar M, Anwer M, Ahmad F. Relationship of teacher competence with professional commitment and job satisfaction at secondary level. *J Educ Pract.* 2015;4:58.
- Singh A, Sharma TR. *Job Satisfaction Scale.* Agra: National Psychological Corporation; 2012.
- Sood V. *Professional Commitment Scale for Teacher Educators.* Agra: National Psychological Corporation; 2011.
- Dedun KS. Job satisfaction of B.Ed. teacher educators. *Indian J Appl Res.* 2013;3(6):146–147.
- Kotnala R. Job satisfaction of the teacher educators in Haryana. *J Educ Psychol Res.* 2012;2(1):32–37.
- Sam E, Kumari M. Job satisfaction of teacher educators. *Edutracks.* 2015;14(7):41–43.
- Ram Babu D. Job satisfaction among teacher educators in Telangana region of Andhra Pradesh. *Edutracks.* 2014;13(6):39–43.
- Singh YG. Job satisfaction of teacher educators working in self-financed teacher education institutions. *Res Anal Eval.* 2012;3(30):53–55.
- Goyal S. Professional commitment among B.Ed. teacher educators. *Sch Res J Interdiscip Stud.* 2012;1(3):676–681.
- Gupta M, Nain I. An exploratory study of professional commitment among teacher educators working in B.Ed. colleges. *Bhartiyam Int J Educ Res.* 2015;5(1):40–53.
- Basu S. A study on professional commitment of secondary school teachers in relation to job satisfaction. *Indian J Res.* 2016;5(7):197–199.
- Plasilda D, Muthupandi. Professional commitment among higher secondary school teachers. *Res Reflections Educ.* 2015;13(3):18–22.
- Priya SK. Professional commitment of primary school teachers. *Indian J Teach Educ.* 2015;1(1):63–70.
- Seenivasan C. Job satisfaction of higher secondary school teachers. *J Community Guid Res.* 2007;24(2):163–172.
- Muchhal MK, Chand S. A study of accountability of primary school teachers in relation to their job satisfaction. *Gyanodaya.* 2010;3(1):36–43.
- Kaur S, Kumar D. Comparative study of government and non-government college teachers in relation to job satisfaction and job stress [unpublished master's dissertation]. Dept of Education; 2008.
- Bharti BK. Extent of perceived organizational commitment among private and government high school teachers. *Int J Hum Resour Ind Res.* 2016;3(6):1–12.
- Butucha KG. Teachers' perceived commitment as measured by age, gender, and school type. *Greener J Educ Res.* 2013;3(8):363–372.
- Gehlawat M, Gupta M. Organisational commitment in relation to job satisfaction and work motivation of secondary school teachers. *Issues Ideas Educ.* 2013;1(1):59–71.
- Shamina H. Impact of job satisfaction on professional commitment in higher education. *Galaxy Int Interdiscip Res J.* 2014;2(2):1–11.
- Shanti. A study of professional commitment among higher secondary school teachers in relation to their job satisfaction [M.Ed. dissertation]. Dept of Education, University of Allahabad; 2015.
- Shukla S. Teaching competency and professional commitment of school teachers. *IOSR J Res Method Educ.* 2014;4(3):44–46.
- Usha P, Sasikumar C. Teachers' commitment and teachers' self-concept as predictors of job satisfaction. *Edutracks.* 2007;6(1):26–29.
- Khan G, Kaur R. A study of job satisfaction and professional commitment among teacher educators working in B.Ed. colleges of Punjab. *J Internal Bus Rev.* 2021;3(11):1–10.
- Singh C, Promila. Job satisfaction and professional commitment among elementary teacher educators in Himachal Pradesh. *Sch Res J Interdiscip Stud.* 2025;13(70):1–14. doi:10.31995/srjis.
- Maity D. Teacher educators' job values in relation to professional commitment. *Turk J Comput Math Educ.* 2021;12(11):5865–5873.
- Gupta S, Nain M. Professional commitment, role conflict and life satisfaction among teacher educators. *Int J Res Econ Soc Sci.* 2016;6(12):270–279.
- Usha C, Sasikumar C. Job satisfaction and professional commitment of teachers. *J Educ Res Ext.* 2007;44(3):67–76.

29. Shukla S. Professional commitment in relation to job satisfaction of primary school teachers. *J Educ Rev.* 2014;7(2):177–182.
30. Shamina S. Professional commitment and job satisfaction among college teachers. *Int J Educ Psychol Res.* 2014;3(4):66–70.
31. Akram M, Malik A, Iqbal Z. Relationship between professional commitment and job satisfaction: Evidence from secondary school teachers. *J Educ Pract.* 2015;6(14):122–129.
32. Shann MH. Professional commitment and satisfaction among teachers in urban middle schools. *J Educ Res.* 1998;92(2):67–75.
33. Aranya N, Lachman R, Amernic J. The effects of professional commitment and job satisfaction on professional behaviour among teachers. *J Vocat Behav.* 1982;21(1):1–16. doi:10.1016/0001-8791(82)90060-X.
34. Sood R, Sharma A. Professional commitment of secondary school teachers—A study. *Int J Multidiscip Res (IJFMR).* 2024;6(5):1–8.

Creative Commons (CC) License

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) license. This license permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.