



Strengthening sustainable teacher education systems: Job satisfaction as a predictor of professional commitment in India

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Abstract

Job satisfaction and professional commitment are important constructs that shape educators' professional engagement and the long-term effectiveness of higher education institutions. In teacher education, understanding how these constructs relate to one another is essential for strengthening academic work environments and supporting sustainable institutional development. This study examined the levels of job satisfaction and professional commitment among college teacher educators in Kanpur, India, and analyzed the relationship between these two constructs. It also investigated whether job satisfaction, gender, and years of teaching experience significantly predict professional commitment. A descriptive cross-sectional survey design was employed, and data were collected using structured instruments measuring demographic characteristics, multidimensional job satisfaction, and professional commitment. The findings revealed relatively high levels of both job satisfaction and professional commitment among participants. Student interaction, professional autonomy, and peer support emerged as the highest-rated dimensions of job satisfaction, whereas administrative support and remuneration received comparatively lower ratings. Affective commitment was the strongest dimension of professional commitment. The results further showed a positive relationship between job satisfaction and professional commitment. Multiple regression analysis indicated that job satisfaction was the strongest predictor of professional commitment, while years of teaching experience also had a significant positive effect; gender was not a significant predictor. The findings underscore the importance of supportive academic environments in enhancing teacher educators' satisfaction and sustaining their long-term professional commitment in higher education.

Keywords: Higher education; Job satisfaction; Peer support; Professional autonomy; Professional commitment; Sustainable education; Teacher educators

1. Introduction

The effectiveness and long-term sustainability of higher education institutions depend substantially on the job satisfaction and professional commitment of teacher educators. Job satisfaction refers to an individual's positive evaluative and emotional response to job experiences and is widely recognized as an important determinant of motivation, work performance, and organizational effectiveness (Spector, 1997). In educational settings, higher levels of job satisfaction are generally associated with more positive work attitudes, stronger engagement in professional responsibilities, and improved institutional functioning (Ostroff, 1992; Wright & Cropanzano, 1998). Professional commitment, in turn, refers to the extent to which individuals identify with, value, and remain dedicated to their profession. It reflects emotional attachment, a sense of responsibility, and long-term involvement in professional roles. The multidimensional model proposed by Allen and Meyer (1990) and Meyer and Allen (1993) conceptualizes commitment in three forms: affective commitment, continuance commitment, and normative commitment. These dimensions explain how emotional attachment, perceived costs of leaving, and moral obligation shape an individual's commitment to a profession. Subsequent empirical work has further confirmed that professional commitment plays a significant role in shaping work behaviour, organizational stability, and long-term institutional effectiveness (Meyer et al., 2002).

Several motivational and organizational theories provide a useful foundation for understanding the relationship between job satisfaction and professional commitment. Adams's Equity Theory suggests that employees evaluate fairness in terms of effort, rewards, and recognition, which in turn influences workplace attitudes and behaviour (Adams, 1963). Likewise, Maslow's hierarchy of needs emphasizes that the fulfillment of psychological, social, and professional needs enhances motivation and engagement (Maslow, 1943). Herzberg's Two-Factor Theory further distinguishes

between hygiene factors that prevent dissatisfaction and intrinsic motivators that promote professional growth and achievement (Herzberg et al., 1959). In a similar vein, Locke's value-percept theory proposes that job satisfaction emerges when work outcomes are aligned with individuals' personal and professional values (Locke, 1976). Taken together, these theoretical perspectives suggest that job satisfaction and professional commitment are multidimensional constructs shaped by both intrinsic and extrinsic aspects of the work environment. Within higher education institutions, teacher educators play a critical role in preparing future teachers and strengthening educational quality. Their professional attitudes, motivation, and commitment influence not only their own instructional practices but also broader institutional development. For this reason, understanding the relationship between job satisfaction and professional commitment is important for developing supportive academic environments and sustaining the long-term effectiveness of higher education institutions.

Sustainable education and digital transformation have emerged as central themes in contemporary educational research, particularly as higher education institutions increasingly adopt technology-enhanced learning environments and sustainable institutional practices (Bond et al., 2018). The integration of digital technologies—such as online learning platforms, ICT-based instructional tools, and collaborative digital environments—has substantially reshaped teaching practices, academic responsibilities, and the professional roles of educators in higher education (Redecker, 2017). These transformations extend beyond instructional methods; they also influence educators' professional experiences, work engagement, and overall well-being within academic institutions (König et al., 2020). Consequently, understanding how digital transformation and sustainable educational practices affect educators' professional attitudes and organizational commitment has become an important research focus in higher education studies (Scherer et al., 2021).

Within this context, examining job satisfaction and professional commitment among teacher educators provides valuable insights into how institutional conditions and evolving educational environments shape academic work experiences. By investigating the relationship between these constructs, the present study contributes to the broader discourse on sustainable education by highlighting how supportive institutional environments and evolving professional expectations can influence educators' motivation, commitment, and long-term engagement in higher education. In doing so, the study aligns with the aims of research on sustainable educational development by offering evidence on the factors that may strengthen academic work environments and support the long-term effectiveness and resilience of higher education institutions.

2. Literature Review

Job satisfaction and professional commitment are key constructs in understanding the effectiveness, stability, and long-term sustainability of educational institutions. In higher education, these issues are particularly important for teacher educators, whose professional experiences influence both instructional practice and the preparation of future teachers. Accordingly, examining the factors associated with their job satisfaction and professional commitment is important for understanding academic work environments and institutional development.

Job satisfaction refers to individuals' positive emotional and evaluative responses to their work experiences. In educational settings, higher levels of job satisfaction are often associated with stronger motivation, improved work performance, and more positive professional attitudes. Previous studies have shown that organizational working conditions and institutional support mechanisms play an important role in shaping teacher satisfaction. Supportive administrative environments, positive collegial relationships, and fair institutional policies contribute to teachers' job satisfaction and their willingness to remain in the profession (Billingsley & Cross, 1992; Firestone & Pennell, 1993). Similarly, research on teacher turnover has emphasized that inadequate support, limited opportunities, and difficult working conditions can lead to dissatisfaction and increased attrition among educators (Ingersoll, 2001). These findings suggest that job satisfaction is

closely connected to the institutional conditions in which educators work.

Professional commitment, on the other hand, reflects the extent to which individuals identify with, value, and remain dedicated to their profession. It is often conceptualized as a multidimensional construct that includes affective, continuance, and normative dimensions (Allen & Meyer, 1990; Meyer & Allen, 1993). Affective commitment refers to emotional attachment to the profession, continuance commitment reflects the perceived costs of leaving it, and normative commitment relates to a sense of moral obligation to remain. Empirical research has shown that professional commitment is strongly associated with work behaviour, institutional stability, and long-term professional engagement (Meyer et al., 2002). In educational contexts, teachers with stronger commitment are more likely to demonstrate persistence, engagement, and dedication to their professional roles.

A growing body of research suggests that job satisfaction and professional commitment are closely related. Teachers who work in supportive institutional contexts tend to report higher levels of satisfaction and stronger commitment to their profession and institutions (Johnson et al., 2012). Longitudinal perspectives further indicate that teachers' professional engagement may evolve across career stages, with motivation and commitment varying depending on professional experiences and workplace conditions (Huberman, 1989). In a similar vein, Day and Gu (2010) emphasize that sustained professional commitment is closely linked to emotional resilience, professional identity, and continuous professional support. These studies indicate that satisfaction and commitment should not be viewed as isolated constructs; rather, they are mutually reinforcing dimensions of educators' professional lives.

Research has also highlighted the importance of collegial and professional environments in sustaining teacher engagement. The concept of situated learning suggests that professional learning and identity development occur through participation in communities of practice in which educators share experiences and strengthen their professional knowledge (Lave & Wenger, 1991). Systematic evidence also shows that collaborative professional environments support continuous learning, improve teaching practices, and enhance professional commitment (Vangrieken et al., 2017). At the same time, teachers' sense of efficacy and psychological well-being influence how they experience their profession. Teachers who feel more capable in their professional roles tend to report higher motivation and engagement (Tschannen-Moran & Hoy, 2001), whereas excessive workload and emotionally demanding environments may contribute to burnout and lower levels of job satisfaction and commitment (Skaalvik & Skaalvik, 2010).

Leadership and institutional climate are additional factors that shape educators' professional attitudes. Transformational leadership has been associated with stronger motivation, innovation, and commitment to institutional goals (Leithwood & Jantzi, 2006), while perceptions of fairness and organizational justice significantly influence workplace attitudes and behaviours (Colquitt et al., 2001). When educators perceive their institutions as supportive and fair, they are more likely to develop stronger attachment to both their profession and their organization. Likewise, the concept of professional capital underscores the value of human, social, and decisional resources in strengthening teacher professionalism and institutional effectiveness (Hargreaves & Fullan, 2012). Together, these perspectives suggest that teacher educators' satisfaction and commitment are shaped by both personal and institutional factors.

Despite the growing scholarship on teacher motivation, satisfaction, and commitment, there remains a need for more focused evidence on how these constructs interact among teacher educators in higher education. Much of the existing literature has examined job satisfaction, commitment, institutional support, or working conditions separately. However, relatively limited attention has been given to the direct relationship between job satisfaction and professional commitment, particularly in the context of teacher educators in Indian higher education. In addition, while earlier research has emphasized the importance of institutional and career-related factors, fewer studies have examined whether variables such as gender and years of teaching experience contribute to variations in professional commitment when job satisfaction is also taken into account. Addressing this gap may provide useful evidence for understanding teacher

educators' professional experiences and for supporting the long-term sustainability of higher education institutions. Therefore, the present study examines the levels of job satisfaction and professional commitment among teacher educators, explores the relationship between these two constructs, and analyzes the extent to which job satisfaction, gender, and years of teaching experience predict professional commitment.

3. Importance and Aim of the Study

Teacher educators occupy a strategically important position in higher education because they influence not only the professional preparation of future teachers but also the long-term sustainability and quality of education systems. Their levels of job satisfaction and professional commitment are closely related to instructional effectiveness, openness to pedagogical innovation, and active contribution to institutional development. In increasingly digitalized academic environments, teacher educators are also expected to adapt to technology-integrated teaching, online learning platforms, and technology based pedagogical approaches. Although these developments create important opportunities for enhancing instructional quality, collaboration, and professional learning, they also generate new professional demands, shifting workload patterns, and organizational pressures. For this reason, examining how institutional and professional conditions shape teacher educators' job satisfaction and commitment is especially important for understanding the human dimension of sustainable educational development. Such an inquiry can provide valuable evidence for policymakers and higher education leaders seeking to create supportive, adaptive, and resilient academic environments that sustain both educator well-being and institutional effectiveness over time.

Therefore, the present study aims to examine the levels of job satisfaction and professional commitment among teacher educators in higher education institutions and to analyze the relationship between these two constructs. In addition, the study seeks to determine the extent to which job satisfaction, gender, and years of teaching experience predict professional commitment. In line with this aim, the research questions of the study are listed below:

RQ 1) What is the level of job satisfaction among teacher educators in higher education institutions?

RQ 2) What is the level of professional commitment among teacher educators in higher education institutions?

RQ 3) Is there a significant relationship between job satisfaction and professional commitment among teacher educators?

RQ 4) Do gender, years of teaching experience, and job satisfaction significantly predict professional commitment among teacher educators?

4. Research Methodology

4.1. Research Design

The present study adopts a cross-sectional quantitative research design to investigate job satisfaction and professional commitment among college teacher educators. Using a descriptive-correlational approach, the study analyzes survey data to assess the levels of job satisfaction and professional commitment, examine the relationship between these variables, and evaluate whether job satisfaction, gender, and years of teaching experience significantly predict professional commitment.

4.2. Participants

Participants include teacher educators from diverse higher education institutions in Uttar Pradesh, India. A purposive sampling method was adopted to ensure representation across various academic disciplines, levels of teaching experience, and institutional backgrounds. The study sample consisted of 200 participants. The demographic characteristics of the participants, including gender, age, and teaching experience, are presented in Table 1.

Table 1
Demographic Information of Participants

<i>Demographic Variable</i>	<i>Frequency</i>	<i>Percentage</i>
Gender		
Male	80	40
Female	120	60
Age		
Under 30	30	15
30-39	70	35
40-49	80	40
50 and above	20	10
Years of Teaching Experience		
Less than 5 years	20	10
5-10 years	40	20
11-20 years	100	50
More than 20 years	40	20

Table 1 presents the demographic characteristics of the 200 participants involved in the study, highlighting key aspects such as gender, age, and years of teaching experience. The data indicate that a majority of the participants were female (60%), while male participants comprised 40% of the sample. Regarding age distribution, most participants were in the 40–49 years age group (40%), followed by those aged 30–39 years (35%), under 30 years (15%), and 50 years and above (10%). In terms of teaching experience, half of the respondents (50%) had 11–20 years of experience, 20% had 5–10 years, another 20% had more than 20 years, and 10% had less than 5 years of teaching experience.

4.3. Instruments

For the quantitative component, a structured questionnaire was administered to measure job satisfaction and professional commitment among teacher educators. The survey incorporated two well-established instruments: the Job Satisfaction Survey [JSS] developed by Spector (1997) and the Professional Commitment Scale proposed by Meyer and Allen. (1993).

The Job Satisfaction Survey consists of 36 items organized into nine subscales: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work, and communication. Respondents indicate their agreement with each statement using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Sample items include statements such as “I feel a sense of satisfaction from the work I perform” and “My institution provides adequate recognition for good teaching performance.” Previous research reports satisfactory reliability for the JSS, with Cronbach’s alpha coefficients typically ranging from 0.70 to 0.90 (Spector, 1997).

Professional commitment was assessed using the Professional Commitment Scale based on the three-component model of commitment (Meyer & Allen, 1993). The scale includes three dimensions: affective commitment, continuance commitment, and normative commitment, representing emotional attachment, perceived cost of leaving the profession, and moral obligation to remain in the profession, respectively. The scale consists of 15 items rated on a five-point Likert scale. Example items include “I feel emotionally attached to the teaching profession” and “I feel a strong sense of obligation to continue working in this profession.” Previous studies report acceptable reliability values, with Cronbach’s alpha coefficients above 0.80.

The questionnaire was distributed electronically through institutional email networks and professional forums, allowing teacher educators from multiple higher education institutions in Uttar Pradesh, India to participate in the survey.

4.4. Data Analysis

Quantitative data were analyzed using descriptive and inferential statistical techniques.

Descriptive statistics such as mean, standard deviation, and frequency distributions were used to summarize the demographic characteristics and response patterns of the participants.

Prior to conducting inferential statistical analyses, the normality of the data distribution was examined using skewness and kurtosis statistics. The values of skewness and kurtosis for the major variables were found to fall within the acceptable range of -2 to $+2$, indicating that the data were approximately normally distributed and suitable for parametric statistical analysis.

To examine the relationship between job satisfaction and professional commitment, Pearson correlation analysis was conducted. Furthermore, multiple regression analysis was employed to determine the predictive influence of job satisfaction on professional commitment among teacher educators. In addition, Analysis of Variance [ANOVA] was used to identify statistically significant differences across selected demographic variables such as teaching experience, institutional type, and academic discipline.

5. Findings

5.1. Job Satisfaction among Teacher Educators

To examine the levels of job satisfaction among teacher educators, descriptive statistics were calculated for the main dimensions of job satisfaction. The results are presented in Table 2.

Table 2

Descriptive Statistics for Job Satisfaction

<i>Job Satisfaction Factor</i>	<i>Mean Score</i>	<i>SD</i>
Overall Satisfaction	4.2	0.7
Student Interaction	4.8	0.5
Professional Autonomy	4.5	0.6
Peer Support	4.4	0.7
Administrative Support	3.5	0.8
Remuneration	3.7	0.9

As shown in Table 2, teacher educators reported relatively high levels of job satisfaction overall ($M = 4.2$, $SD = 0.7$). Among the dimensions, student interaction received the highest mean score ($M = 4.8$, $SD = 0.5$), followed by professional autonomy ($M = 4.5$, $SD = 0.6$) and peer support ($M = 4.4$, $SD = 0.7$). These results suggest that interaction with students, autonomy in professional practice, and collegial support were among the most positively perceived aspects of participants' work experiences. In contrast, administrative support ($M = 3.5$, $SD = 0.8$) and remuneration ($M = 3.7$, $SD = 0.9$) received comparatively lower mean scores, indicating that these areas may represent relatively weaker aspects of job satisfaction among the participants.

5.2. Professional Commitment among Teacher Educators

To examine the levels of professional commitment among teacher educators, descriptive statistics were calculated for the main dimensions of professional commitment. The results are presented in Table 3.

Table 3

Descriptive Statistics for Professional Commitment

<i>Professional Commitment Factor</i>	<i>Mean Score</i>	<i>SD</i>
Overall Commitment	4.0	0.6
Affective Commitment	4.3	0.5
Continuance Commitment	3.8	0.7
Normative Commitment	3.9	0.6

Table 3 indicates that teacher educators reported relatively high levels of professional commitment overall ($M = 4.0$, $SD = 0.6$). Among the dimensions, affective commitment had the highest mean score ($M = 4.3$, $SD = 0.5$), suggesting that participants showed a strong emotional attachment to and identification with their profession. Normative commitment ($M = 3.9$, $SD = 0.6$)

and continuance commitment ($M = 3.8$, $SD = 0.7$) were slightly lower, indicating that obligation-based and cost-related reasons were less strongly endorsed than affective attachment.

5.3. Relationship between Job Satisfaction and Professional Commitment

A correlation analysis revealed a positive relationship between job satisfaction and professional commitment, indicating that higher levels of job satisfaction were associated with stronger professional commitment among teacher educators ($r = .65$, $p < .01$). To further examine whether selected variables predicted professional commitment, a multiple regression analysis was conducted. The results are presented in Table 4.

Table 4

Multiple Regression Results Predicting Professional Commitment

Predictor Variable	B	SE	β	t	p
Gender	0.08	0.06	0.07	1.32	>.05
Years of Experience	0.15	0.07	0.12	2.14	<.05
Job Satisfaction	0.60	0.05	0.61	12.10	<.01

Note. Model Statistics: $R^2 = 0.44$, Adjusted $R^2 = 0.43$, $F = 52.31$, $p < .01$

As presented in Table 4, job satisfaction was the strongest predictor of professional commitment ($\beta = 0.61$, $p < .01$), indicating that higher job satisfaction was associated with higher levels of professional commitment. Years of teaching experience also showed a statistically significant positive effect ($\beta = 0.12$, $p < .05$), suggesting that more experienced teacher educators tended to report stronger professional commitment. In contrast, gender did not emerge as a significant predictor ($\beta = 0.07$, $p > .05$). Overall, the regression model explained 44% of the variance in professional commitment ($R^2 = 0.44$), indicating that the included variables, particularly job satisfaction, were meaningfully associated with teacher educators' professional commitment.

6. Discussion

The present study examined the levels of job satisfaction and professional commitment among teacher educators in higher education institutions in India and explored the relationship between these two constructs. It also investigated the extent to which job satisfaction, gender, and years of teaching experience predict professional commitment. The findings indicate that teacher educators reported relatively high levels of both job satisfaction and professional commitment, and that job satisfaction was positively associated with and significantly predicted professional commitment. The importance of examining teacher educators' job satisfaction has become even more visible in recent years, particularly as changing instructional conditions and evolving professional demands continue to reshape academic work in higher education (Singh, 2024).

The descriptive findings showed that teacher educators reported comparatively high satisfaction with student interaction, professional autonomy, and peer support. These results are consistent with classical motivational perspectives, particularly Herzberg's motivation-hygiene theory, which emphasizes the importance of intrinsic aspects of work, such as meaningful interaction, autonomy, and professional growth, in fostering job satisfaction (Herzberg et al., 1959). Similarly, Locke's (1976) value-percept perspective and Spector's (1997) work on job satisfaction suggest that positive work experiences and supportive collegial environments are central to the development of favorable professional attitudes. In this study, the high mean score for student interaction may indicate that direct engagement with learners remains a particularly rewarding dimension of teacher educators' professional lives. Likewise, professional autonomy and peer support appear to function as important positive features of the academic work environment.

At the same time, the comparatively lower scores for administrative support and remuneration suggest that some institutional conditions may be less satisfactory for participants. This interpretation is also consistent with recent evidence showing that institutional leadership and management practices play a significant role in shaping teachers' job satisfaction, particularly when educators perceive administrative processes as supportive, fair, and responsive to

professional needs (Singh, 2025). This finding is in line with earlier research indicating that organizational conditions, limited institutional support, and challenging workplace structures may reduce teachers' job satisfaction and weaken their professional motivation (Bennell & Akyeampong, 2007; Ingersoll, 2001). Previous studies have also shown that supportive administrative environments and fair institutional practices contribute positively to teachers' professional attitudes and their willingness to remain engaged in their work (Billingsley & Cross, 1992; Firestone & Pennell, 1993). Therefore, while the participants in this study appeared to experience satisfaction in the more intrinsic and relational aspects of their work, the lower ratings for institutional support and compensation point to areas in which higher education institutions may need to strengthen their policies and support mechanisms.

The findings also revealed relatively high levels of professional commitment, with affective commitment emerging as the strongest component. This pattern is consistent with the three-component model of commitment proposed by Meyer and Allen (1993), in which affective commitment reflects emotional attachment to and identification with one's profession. In the present study, the prominence of affective commitment suggests that participants were more strongly connected to their profession through personal attachment and professional identity than through obligation or perceived costs of leaving. This interpretation is also supported by earlier literature showing that emotionally committed educators are more likely to remain engaged, demonstrate persistence, and contribute positively to their professional roles (Meyer et al., 2002). The slightly lower scores for continuance and normative commitment may indicate that pragmatic or obligation-based reasons are less central than intrinsic professional attachment in sustaining commitment among the participants.

A key finding of the study is the positive relationship between job satisfaction and professional commitment. This finding is supported by recent research showing that job satisfaction functions as an important predictor of teachers' professional commitment, reinforcing the view that positive work experiences strengthen educators' attachment to their profession (Yıldız, 2024). The results suggest that teacher educators who reported higher levels of satisfaction also tended to report stronger commitment to their profession. This finding is consistent with earlier research showing that positive work experiences are closely related to professional engagement, institutional attachment, and long-term occupational stability (Meyer et al., 2002; Ostroff, 1992). In higher education settings, this relationship is particularly important because teacher educators' professional commitment may influence not only their own academic performance but also the quality of teacher preparation and broader institutional effectiveness.

The regression analysis further strengthened this interpretation by showing that job satisfaction was the strongest predictor of professional commitment. This finding suggests that satisfaction with one's professional experiences is closely associated with stronger dedication to the teaching profession. However, given the cross-sectional nature of the study, this result should be interpreted as a predictive association rather than a causal effect. In addition to job satisfaction, years of teaching experience also emerged as a significant positive predictor of professional commitment. This may be interpreted in light of Huberman's (1989) professional life-cycle perspective, which suggests that educators' professional identity and commitment develop over time through accumulated experience and engagement in practice. More experienced teacher educators may therefore demonstrate stronger commitment because they have had greater opportunity to consolidate their professional identity and adapt to the expectations of academic life. By contrast, gender did not significantly predict professional commitment, suggesting that commitment in this sample may be more strongly shaped by professional experience and job-related perceptions than by gender differences.

Taken together, these findings highlight the importance of supportive and meaningful work environments in sustaining teacher educators' professional commitment. The results suggest that intrinsic and relational aspects of academic work, such as interaction with students, autonomy, and peer support, are important sources of satisfaction, while institutional conditions such as administrative support and remuneration may represent weaker areas requiring attention. From

the perspective of sustainable higher education, these findings are important because the long-term effectiveness of educational institutions depends not only on structural performance indicators but also on the well-being, satisfaction, and commitment of educators. Strengthening institutional support systems and improving the professional conditions under which teacher educators work may therefore contribute to more resilient and sustainable academic environments.

7. Conclusion

The present study examined the levels of job satisfaction and professional commitment among teacher educators in higher education institutions and explored the relationship between these two constructs. The findings revealed that teacher educators reported relatively high levels of both job satisfaction and professional commitment. Among the dimensions of job satisfaction, student interaction, professional autonomy, and peer support received the highest ratings, whereas administrative support and remuneration were rated comparatively lower. In terms of professional commitment, affective commitment emerged as the strongest dimension, suggesting that participants were more strongly connected to their profession through emotional attachment and professional identification.

A key finding of the study is that job satisfaction was positively associated with professional commitment and emerged as its strongest predictor. In addition, years of teaching experience showed a significant positive contribution to professional commitment, while gender did not significantly predict commitment. These results indicate that teacher educators' professional commitment is closely linked to how positively they evaluate their work experiences and that greater professional experience may strengthen long-term attachment to the profession.

The study highlights the importance of creating academic work environments in which teacher educators experience meaningful interaction, professional autonomy, collegial support, and adequate institutional recognition. At the same time, the relatively lower scores for administrative support and remuneration point to areas where institutional improvement is needed. From the perspective of sustainable higher education, these findings suggest that strengthening teacher educators' job satisfaction may contribute to stronger professional commitment and, in turn, support the long-term stability and effectiveness of higher education institutions.

8. Implications

The findings of this study have important implications for policy and practice in higher education. The positive relationship between job satisfaction and professional commitment suggests that institutional efforts to improve teacher educators' work experiences may also contribute to stronger professional dedication. In particular, the findings indicate that intrinsic and relational aspects of academic work—such as interaction with students, professional autonomy, and peer support—play an important role in shaping positive professional attitudes.

The results also suggest that institutional conditions matter. Lower satisfaction with administrative support and remuneration highlights the need for stronger support structures and more responsive institutional practices. Educational leaders and policymakers may use these findings to design interventions that improve working conditions, strengthen collegial support, and promote more sustainable academic environments for teacher educators.

In relation to the scope of the journal, the study contributes to discussions on sustainable education by showing that teacher educators' job satisfaction and professional commitment are important human factors in the long-term effectiveness and resilience of higher education institutions. Although the study did not directly measure digital teaching practices or technology integration, its findings remain relevant to sustainable educational development because committed and satisfied educators are essential for adaptive, stable, and future-oriented academic systems.

9. Recommendations

Based on the findings of the present study, several recommendations can be proposed for higher education institutions and policymakers. First, because student interaction, professional autonomy, and peer support were among the strongest dimensions of job satisfaction, institutions should promote academic environments that encourage meaningful engagement with students, collegial collaboration, and greater autonomy in teaching-related responsibilities. These conditions may help sustain positive professional experiences among teacher educators.

Second, the relatively lower scores for administrative support and remuneration suggest a need for more responsive institutional policies and support systems. Higher education institutions should strengthen administrative communication, improve support mechanisms, and review compensation-related concerns in order to ensure that teacher educators feel valued and supported in their professional roles.

Third, since job satisfaction was found to be a significant predictor of professional commitment, institutional efforts to improve educators' work experiences should be treated as an important strategy for strengthening long-term professional engagement. Creating fair, supportive, and professionally rewarding work environments may help enhance teacher educators' commitment to their profession. Finally, because years of teaching experience also contributed positively to professional commitment, institutions may consider developing support structures for less experienced educators, including mentoring and professional guidance, to help them adapt more effectively to academic work environments.

10. Future Research Directions

While the present study provides useful insights into the relationship between job satisfaction and professional commitment among teacher educators, several directions for future research remain important. First, future studies may include larger and more diverse samples across different regions and institutional settings in order to improve the generalizability of the findings. Comparative studies involving different types of higher education institutions may also provide a deeper understanding of how institutional context shapes teacher educators' professional experiences. Second, longitudinal research may help clarify how job satisfaction and professional commitment develop over time and across different stages of professional life. Such designs would provide a stronger basis for understanding whether changes in work conditions are associated with changes in professional commitment. Third, future research may examine additional variables that were not included in the present study but may be relevant to teacher educators' professional experiences, such as institutional climate, leadership practices, workload, or opportunities for career advancement. Finally, further studies may explore these relationships in other educational contexts to assess whether similar patterns emerge across disciplines, institutions, and national settings.

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Data availability: Upon reasonable request, the corresponding author will provide the datasets created and/or analysed during the current work.

Declaration of interest: The author declares that there is no conflict of interest regarding the publication of this research. All findings and interpretations presented in this study are free from any commercial or personal bias.

Ethical declaration: The study was conducted in accordance with ethical guidelines for research involving human participants. Informed written consent was secured from all participants before

the commencement of data collection. The participants were clearly briefed regarding the objectives of the study, the voluntary nature of their involvement, the confidentiality and anonymity of their responses, and their right to withdraw from the study at any point without any adverse consequences. No personally identifiable information was gathered during the research process. Patient-specific consent was not required for this study.

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