The teachers in India constitute one of the third largest service sectors. Teacher educators’ job satisfaction and professional commitment are the most significant factors for preparing quality teachers, which in turn affect the quality of school education. The present study was designed to explore the level of the job satisfaction and professional commitment of teacher educators and also to see the relationship between teacher educators’ job satisfaction and professional commitment. It also explored the impact of marital status, teaching experience and stream on job satisfaction and professional commitment of teacher educators. The sample of the present investigation comprised 100 teacher educators drawn through proportionate random sampling from 25 colleges of education of Jammu province. The data was collected through ‘Scale for Job Satisfaction of Teacher Educators’ constructed and standardised by Y.Mudgil, I.S.Mubar and P.Bhatia. and ‘Scale for Professional Commitment of Teacher Educators’ constructed and standardised by Vishal Sood. Statistical measures of mean, S.D., C.R., and Pearson’s product moment correlation were employed to analyse the raw scores so obtained and draw inferences. Findings of the study revealed that more than 60 percent of the teacher educators showed average and below average level of job satisfaction. Similarly, fifty percent of the teacher educators possessed average and less than average level of professional commitment. Unmarried teacher educators have significantly higher level of job satisfaction and professional commitment. No significant differences have been found in the job satisfaction and the professional commitment of teacher educators on the basis of teaching experience and stream (science and arts). Positive and significant relationship was found between job satisfaction and professional commitment of teacher educators.

INTRODUCTION

Teachers are the builders of our future. Teachers need the appropriate knowledge and skills, personal characteristics, professional prospectus and motivation if they are to meet the expectations placed upon them. Acknowledging the role the teachers can play in quality of education, the efforts are being made to build the teacher preparation programme on four pillars suggested in Delors report viz., ‘learning to know’; learning to do; ‘learning to live together’; and ‘learning to be’. The quality of teachers in school system goes a long way in determining the quality of school education. For improving the quality of school education, improvement of the quality of teacher education is the most significant aspect the school has to first address. Teacher educators are responsible for preparing quality teachers. Teacher educators can contribute much to the development of quality amongst the teachers by transacting relevant curriculum with modern techniques of teaching. But for this, they need to be satisfied with the job and be professionally committed. National Curriculum Framework (2005) points out that ‘a professional challenge of teachers is to transform every single child out of school in to a student. In the same manner, for a teacher educator transformation of pupil teachers to teacher practitioners remains a challenge. Professional commitment of teacher educators and their job satisfaction are essential conditions to face this challenge. Hence to improve the quality of teacher education, we should not only look at what type of prospective teachers are enrolled in teacher preparation programme but it is of vital significance that competent and committed teacher educators are given due place in the noble task of preparing prospective teachers. A teacher educator’s commitment may be reflected with reference to the following six dimensions of his/her role i.e. commitment to pupil teachers, commitment to the institution, commitment to the work, commitment to achieving excellence, commitment to the society and commitment to the human values.
Job Satisfaction

Job satisfaction can be described as the level of contentment employees feel about their work, which can affect performance. It involves one’s feelings or state of mind regarding the nature of their work. Job satisfaction is an emotional state connected to the positive or negative judgment of experiences about profession (Dunn & Harris, 1998). Job satisfaction has been divided into five dimensions namely: pay satisfaction, promotion satisfaction, supervision satisfaction, co-workers satisfaction and work itself satisfaction. Pay satisfaction is described as the degree of positive feelings, a person has towards salary (Skaalvik & Skaalvik, 2011). Pay satisfaction affects individual’s job satisfaction which enhances the performance of employee (Bhatti & Qureshi, 2007). An employee dissatisfied with the promotion procedure will not be ready for promotion (Moen, et al., 2013). Supervision satisfaction consists of positive feedback, effective two way communication and prefers quality instead of quantity (Abd-El-Salam, et al 2013). Supervision satisfaction increases employee’s inspiration, motivation and teaching performance (Bakker & Bal, 2010). Co-workers have great influence on the attitude and behaviour of employees (Pearce, 1993). The degree of job satisfaction increases because of better communication by supervisors and co-workers (Wharton & Baron, 1991). Work plays a vital role in increasing job satisfaction level (Liden, et al, 2000). Work satisfaction is increased by helping employee and enhancing the development of learners (Luthans, 2002). To sum up job satisfaction can be described as the way employees feel about their job and different aspects of their jobs.

Improvement in educational outcomes has always been the highest priority with educators and policy makers paying much attention to curriculum reform, commitment to profession, accountability, teacher involvement and quality of teachers. A successful educational system depends upon the high quality teaching staff. Recruiting and retaining high quality teachers is therefore, an essential requirement for any system of education (Sharma and Jyoti, 2006). For the development of quality teachers, one has to gain insight into the factors related with it. Job satisfaction is one of the important factors for recruiting and retaining quality teachers.

Professional Commitment

Professional commitment may be described as a person’s belief in and acceptance of the values of his or her chosen occupation, and a willingness to continue and grow in that occupation. It is the degree to which one is committed to one’s profession, including feelings of devotion and social responsibility. Brooks and Swailes (2002) described professional commitment as the intense feeling of identification of an individual with and participation in that particular profession. Chapman (1982) opined that commitment of teachers is the degree of psychological attachment to their profession. According to Meyer and Allen (1997) teacher commitment is a psychological position that displays teacher’s relationship with his or her profession and has an effective impact for the decision to remain as a part of that profession. Professional commitment of teachers include pride in one’s being in the teaching profession and a strong yearning for professional development. On the basis of teacher commitment, it is possible to categorize the teachers as are dedicated and take profession very seriously than those who prefer their own interest (Nais, 1981; 1989). Commitment to teaching profession is devotion to teaching as a profession (Day, 2004).

Job satisfaction and professional commitment are prime factors for effectiveness of any organisation. It is more so in the field of education where devotion, sense of belongingness, satisfactory service conditions and continuous professional development is required to create an environment conducive to the development of learners. Teacher commitment is a key element in education process (Crosswell, 2006). Professional commitment involves accepting and striving for goals of the profession, resulting in enduring yearning to participate in profession. Teacher professional commitment is relevant factor to determine and influence organizational outcomes. It is all-important for quality, productivity and performance (Henkin and Holliman, 2009). It is the role of teacher educators to prepare professionally competent teachers but teacher educators can play this role effectively only if they are committed towards teaching profession and have high degree of job satisfaction.

Inconsistent findings have been reported in the researches on the relationship between job satisfaction and professional commitment. No significant relationship between job satisfaction and professional commitment has been reported by Curry, Wakefield, Price & Mueller (1986). Some other researchers have found out that job satisfaction leads to professional commitment. It is reported that highly satisfied workers will be more committed to profession (Busch et al., 1998; Chiu-Yueh, 2000; Feinstein & Vondraek, 2006 & Freund, 2005). There exists plenty of research studies on professional commitment and job satisfaction in management literature (Bodla & Danish, 2009; Bodla & Naeem, 2009b; Allen & Meyer, 1990 and Freund 2005).

Professional commitment and job satisfaction have been researched as very important factors for employees’ output in industry. These factors are all the more important to study in teacher education institutions where teachers are prepared who further shape the personality of children studying in schools. The available researches are pointer to many factors which govern individual’s commitment to profession like emotional belongingness to the profession, and a feeling of responsibility to the profession (Meyer & Allen, 1997). Meagre research literature exists on professional commitment of teachers in higher education. However some studies have focussed on professional commitment of principals and school environment robustness (Hart and Willower, 1994). Teacher commitment as the best predictor of job satisfaction has been reported by Usha & Sasikumar (2007) and dependence of professional commitment on job satisfaction has been reported by Shukla (2009). Sood and Anand (2010) found significant differences in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. Goyal (2012) found significant differences in professional commitment of B.Ed. teacher educators with regard to gender, marital status and NET qualification. Gajjar (2014) showed that the post graduate teacher trainees differed in their perceptions regarding professional work commitment than the graduate teacher trainees. They were found to have higher motivation for achievement. No significant difference was found between the male and female teacher trainees of rural and urban area and
those with background of science and non-science in their perception regarding professional commitment. Shamina (2014) reported a significant correlation between the job satisfaction and professional commitment of college teachers of Coimbatore. Shukla (2014) found positive correlation between commitment to profession and job satisfaction of primary school teachers of Lucknow. Akram et al. (2015) also reported a significant positive relationship between professional commitment and job satisfaction of secondary school teachers of Punjab. Basu (2016) revealed that gender and length of teaching experience influenced the professional commitment of secondary school teachers, the type of school did not have any significant effect. Also gender, type of school and length of teaching experience were found to be significant factors which influence the job satisfaction of the secondary school teachers. The professional commitment and job satisfaction of the secondary school teachers was also found to be having a positive correlation. Alyaha & Mbogo (2017) held that the factors like gender, age, educational level, pay andlength of service of teachers have a significant influence on the level of job satisfaction of teachers in private schools.

Above discussion leads to conclude that there is a dearth of studies on professional commitment of teachers in relation to job satisfaction and whatever meagre research exists on professional commitment in relation to job satisfaction, that is either on secondary school teachers or primary teachers. Anybody hardly has examined the professional commitment and job satisfaction of teacher educators who are teachers of prospective teachers and are entrusted with the responsibility of preparing teachers. Hence the present study was undertaken to fill the existing gap in the research. Moreover, the study will also help in developing an understanding about the level of professional commitment and job satisfaction of teacher educators and magnitude of association between their job satisfaction and professional commitment and thus adding to the literature on research in teacher education.

**Objectives**

1. To examine the extent of job satisfaction of teacher educators.
2. To study significance of difference in the job satisfaction of teacher educators in relation to marital status, teaching experience and stream of study (science and arts).
3. To study the professional commitment level of teacher educators.
4. To study the impact of marital status, teaching experience and stream of study on the professional commitment of teacher educators.
5. To study the relationship between job satisfaction and professional commitment of teacher educators.

**Hypotheses**

1. There exists no significant difference in job satisfaction of married and unmarried teacher educators.
2. There exists no significant difference in job satisfaction of highly experienced and less experienced teacher educators.
3. There exists no significant difference in job satisfaction of science stream and arts stream teacher educators.
4. There exists no significant difference in professional commitment of married and unmarried teacher educators.
5. There exists no significant difference in professional commitment of highly experienced and less experienced teacher educators.
6. There exists no significant difference in professional commitment of science stream and arts stream teacher educators.
7. There exists no significant relationship between job satisfaction and professional commitment of teacher educators.

**METHODOLOGY**

Survey method of descriptive research was used to conduct the present study.

**Population:** The population comprised teacher educators of colleges of education of Jammu province, teaching and providing training to the pupil teachers in the colleges of education affiliated to University of Jammu.

**Sample:** The simple random sampling technique was used to select a sample. A list of all the colleges of education affiliated to the University of Jammu was taken from the office of The College Development Council of the University of Jammu. 50 percent of the colleges of education i.e. 25 colleges were randomly selected and a proportionate sample of 100 teacher educators from these colleges was taken as a sample. Teacher educators demographic variables namely 1). Marital status (Married (71) and Unmarried (29)) 2). Teaching experience (Highly experienced (14) and less experienced (86)) and 3). Educational qualification (Science stream (34) and Arts stream (66)) were used in the present study.

**Tools Used**

1. Teacher’s Job Satisfaction Scale developed and standardized by Y. Mudgil, I. S. Mubar and P. Bhatia was used. This inventory comprised 75 items based on Likert scaling technique. The items were to be scored on five point scale ranging from five to one, i.e. strongly agree to strongly disagree. High scores on the scale indicate high job satisfaction of teachers. Professional Commitment Scale for Teacher Educators developed and standardized by Vishal Sood was used. The scale consists of 70 items formulated on five areas of professional commitment viz, (i) commitment to the learner, (ii) commitment to the society, (iii) commitment to the profession, (iv) commitment to achieve excellence for professional actions and (v) commitment to basic values. The items were to be rated on a five point scale. The total commitment score on the scale varies from 70 to 350 showing least professional commitment to highest professional commitment respectively. High scores on professional commitment of teacher educators are indicative of high level professional commitment.

**Analysis and Interpretation**

The data were analysed through descriptive statistics. The Statistical techniques of mean, S.D., C.R. and Pearson’s product moment correlation were used to analyse the data obtained and to find out conclusions.
The analysis of data in Table 1 shows that out of total 100 teacher educators, 8 i.e. 8% have high level of satisfaction, 32 i.e. 32% possess above average level of satisfaction, 26 i.e. 26% depict average level of satisfaction, 20 i.e. 20% have below average level of satisfaction 11 i.e. 11% show dissatisfaction level and 3 i.e. 3% show high dissatisfaction.

Table 2 Job Satisfaction of Teacher Educators in Relation to Marital Status, Teaching experience and Stream of Study

<table>
<thead>
<tr>
<th>Demographic variables</th>
<th>Percent (%)</th>
<th>Table 4 Professional Commitment of Teacher Educators in relation to Marital Status, Teaching Experience And Stream Of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>269</td>
<td></td>
</tr>
<tr>
<td>Unmarried</td>
<td>284</td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>269</td>
<td></td>
</tr>
<tr>
<td>Unmarried</td>
<td>284</td>
<td></td>
</tr>
<tr>
<td>Highly experienced</td>
<td>284</td>
<td></td>
</tr>
<tr>
<td>Less experienced</td>
<td>272</td>
<td></td>
</tr>
<tr>
<td>Science stream</td>
<td>277</td>
<td></td>
</tr>
<tr>
<td>Arts stream</td>
<td>272</td>
<td></td>
</tr>
<tr>
<td>Very high satisfaction</td>
<td>+2.01 and above</td>
<td></td>
</tr>
<tr>
<td>High satisfaction</td>
<td>+1.26 to +2.00</td>
<td></td>
</tr>
<tr>
<td>Above average</td>
<td>+0.51 to +1.25</td>
<td></td>
</tr>
<tr>
<td>Average satisfaction</td>
<td>-0.50 to +0.50</td>
<td></td>
</tr>
<tr>
<td>Below average</td>
<td>-0.51 to -1.25</td>
<td></td>
</tr>
<tr>
<td>Dissatisfaction</td>
<td>-1.26 to -2.00</td>
<td></td>
</tr>
<tr>
<td>Extremely low</td>
<td>-2.01 and below</td>
<td></td>
</tr>
</tbody>
</table>

The analysis of data reveals that C.R. value testing the significance of difference in the job satisfaction of teacher educators with respect to marital status is 2.19 which is higher than the table value of C.R at 0.05 level of significance. Mean job satisfaction score of unmarried teacher educators was found to be high (270) as compared to married teacher educators which is (260). So the null hypothesis that there exists no significant difference in professional commitment of married and unmarried teacher educators was rejected.

Further analysis of data reveals that C.R value testing the significance of difference in the job satisfaction of teacher educators with regard to their teaching experience is 0.70 which is less than table value of C.R at 0.05 level of significance. Mean job satisfaction score of teacher educators was accepted.

The analysis of data in Table 3 shows that out of total 100 teacher educators, 10 i.e. 10% have high level of commitment, 39 i.e. 39% possess above average level of commitment, 31 i.e. 31% depict average level of commitment, 9 i.e. 9% have below average level of commitment, 5 i.e. 5% possess low level of commitment and 6 i.e. 6% possess extremely low level of commitment.

The analysis of data reveals that C.R value testing the significance of difference in the professional commitment of teacher educators with regard to marital status is 2.04 which is higher than table value of C.R at 0.05 level of significance. Mean professional commitment score of unmarried teacher educators was found to be high i.e. (283) as compared to married teacher educators i.e. (269). It means unmarried teacher educators are more professionally committed than the married teacher educators. So the null hypothesis that there exists no significant difference in professional commitment of married and unmarried teacher educators was rejected.

Further analysis of data revealed that C.R value testing the significance of difference in the professional commitment of teacher educators with regard to their teaching experience is 1.31 which is less than table value of C.R at 0.05 level of significance. It means the length of teaching experience doesn’t impact the professional commitment of teacher educators. So the null hypothesis that there exists no significant difference in professional commitment of highly experienced and less experienced teacher educators was accepted.

The C.R value testing the significance of difference in the professional commitment scores of teacher educators with regard to their stream of study is 0.80 which is less than table value of ‘C.R’ at 0.05 level of significance. It means teacher educators of science and arts stream don’t differ significantly in their professional commitment. So the null hypothesis that...
there exists no significance difference in professional commitment of science and arts teacher educators was retained.

**Table 5** Relationship between Job Satisfaction and Professional Commitment

<table>
<thead>
<tr>
<th>Variables</th>
<th>Value of coefficient of correlation (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Commitment</td>
<td>0.321</td>
<td>0.01</td>
</tr>
<tr>
<td>Commitment to the learner</td>
<td>0.195</td>
<td>0.05</td>
</tr>
<tr>
<td>Commitment to the society</td>
<td>0.357</td>
<td>0.01</td>
</tr>
<tr>
<td>Commitment to the profession</td>
<td>0.282</td>
<td>0.01</td>
</tr>
<tr>
<td>Commitment to attaining excellence for professional actions</td>
<td>0.290</td>
<td>0.01</td>
</tr>
<tr>
<td>Commitment to basic values</td>
<td>0.320</td>
<td>0.01</td>
</tr>
</tbody>
</table>

The perusal of table 5 depicts the coefficient of correlation (r) value between job satisfaction and different areas of professional commitment of teacher educators. The coefficient of correlation value obtained for correlation between job satisfaction and commitment to learner, commitment to society, commitment to profession, commitment to attaining excellence for professional actions and commitment to basic values areas of professional commitment is 0.195, 0.357, 0.282, 0.290 and 0.320 respectively. The values are significant at 0.05/0.01 level of significance. Likewise the calculated coefficient of correlation value on overall job satisfaction and professional commitment of teacher educators is 0.321 which is also significant at 0.01 level of significance. So the null hypothesis that there exists no significant relationship between job satisfaction and professional commitment of teachers educators was rejected. This depicts that there is a significant correlation between different dimensions of professional commitment and job satisfaction and overall professional commitment and job satisfaction of teacher educators. It can be interpreted that higher the job satisfaction, higher will be the professional commitment of teacher educators and vice-versa.

**DISCUSSION OF RESULTS**

It has been found that 26 percent of teacher educators have average job satisfaction, 20 percent have below average job satisfaction and 11 percent have dissatisfaction with the job. Furthermore, 31 percent of the teacher educators have average professional commitment, 9 percent each have below average and low commitment respectively and 6 percent of the teacher educators have extremely low professional commitment. Professional competencies are not only conditions for effective performance on the teaching job. Effective teacher are those who are both competent and committed professional practitioners. Dissatisfaction with the profession in any organisation results in professional stagnation and is harmful for organisation’s health but it has far serious consequences if it occurs in teaching profession. Teacher educators’ job satisfaction and professional commitment will have positive influence on the efficacy of the college of education they are part of. Significant differences have been found in the job satisfaction and professional commitment of teacher educators on the basis of marital status. Unmarried teachers have been found to have better professional commitment and job satisfaction as compared to married teacher educators. The results are in agreement with the studies of Srivatava, (1986); Rizvi and Elliot, (2005); Chauhan, (2010); Sylvester, (2010) and Basu (2016).

No significant differences have been found in the job satisfaction and professional commitment of teacher educators on the basis of teaching experience and stream of study (science and arts). The results are not in agreement with the studies of Rizvi and Elliot, (2005); Chauhan, (2010); Sylvester, (2010) and Basu (2016) who found significant difference in the professional commitments of teacher educators with respect to teaching experience.

Job satisfaction has been found to have significant positive correlation with professional commitment of teacher educators. The results show that the teacher educators who are satisfied with their job are more committed towards their profession. Teacher educators, if provided with all the conducive and satisfying working conditions, will take pride in the profession and will have strong desire for their professional development. This will add to the competency of teacher educators. Quality of any education system rests on competence, commitment, motivation and satisfaction of the teachers. The results are supported by the earlier studies of Busch *et al.* (1998); Chiu-Yueh, (2000); Darling- Hammond, (2000); Feinstein and Vondraek, (2006); Freund, (2005), Meyer and Allen, (1997); Rathod and Verma, (2006); Usha and Sasikumar, (2007); Shamina, (2014) and Shukla, (2014).

**Suggestions**

Job satisfaction and professional commitment have significant positive correlation with each. This means more the job satisfaction among teacher educators, the better will be their professional commitment. All the colleges of Education in Jammu province are private except one government college of education. There are certain aspects which should be looked into by the management of private colleges of education for improving job satisfaction of teacher educators which ultimately will lead to their professional commitment. If colleges of education want to attract and retain competent teacher educators they need to pay handsome salaries to them. The work of teacher educators should be duly acknowledged in the form of incentives and rewards. This will motivate teacher educators to work and improve their efficacy and retention within the institution. Teacher educators should be provided better service conditions both in terms of infrastructure and academic inputs. Management of private colleges of education should invest in professional development of teacher educators. Training in use of ICT in teaching learning process will enable teacher educator to acquire various competencies like creativity, flexibility, organization and collaborative skills. They should be deputed to participate in conferences, seminars and other professional development activities for academic exposure. They should be involved in the important decision making processes of the institution and conferred some professional autonomy. If management of teacher education institutions find ways to motivate teacher educators, it is logical to assume that improved professional commitment will follow.
CONCLUSION

The findings of the present investigation lead to conclude that fifty percent of the teacher educators are average and below average while the other fifty percent ranked above average in their level of job satisfaction and job commitment. Marital status is found to have significant impact on the job satisfaction and professional commitment of teacher educators but length of teaching experience and stream of study do not have significant impact on job satisfaction and professional commitment of teacher educators. Job satisfaction has positive correlation with professional commitment of teacher educators. The suggestions given in the paper can prove useful for improving job satisfaction and professional commitment of teacher educators which are sine qua non for preparing quality teachers.

References


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