

Job Satisfaction, Professional Commitment and Role Conflict among Teacher Educators: An Empirical Study

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Abstract

Teacher educators occupy a central position in the preparation of future teachers and are expected to fulfil instructional, mentoring, assessment, research, administrative and institutional responsibilities simultaneously. The coexistence of these demands can shape their satisfaction with work, their commitment to the teaching profession and the degree of role conflict they experience. The present study examines the interrelationships among job satisfaction, professional commitment and role conflict among teacher educators in B.Ed. colleges. A quantitative, cross-sectional approach was adopted, and the reported structural relationships were examined through partial least-squares structural equation modelling. The model explained 12.7% of the variance in job satisfaction and 10.4% of the variance in professional commitment. Role conflict demonstrated a statistically significant association with job satisfaction, whereas its direct relationship with professional commitment was not statistically significant. Job satisfaction also did not show a statistically significant direct relationship with professional commitment in the reported structural model. These findings suggest that role-related conditions are particularly relevant to the immediate work experience of teacher educators, while professional commitment may be influenced by a broader range of personal, institutional and professional factors. The study emphasises the importance of clear role allocation, manageable workloads, supportive leadership, professional autonomy and meaningful development opportunities in teacher-education institutions.

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Introduction

Teacher education is a critical component of any educational system because the quality of prospective teachers is closely connected with the competence, motivation and professional engagement of the teacher educators who prepare them. Teacher educators do considerably more than deliver classroom instruction. Their work commonly includes mentoring student-teachers, supervising internships and teaching practice, designing and evaluating assessments, participating in curriculum development, contributing to institutional administration, undertaking research and professional development, and responding to regulatory and accreditation requirements. The simultaneous performance of these responsibilities can enrich professional experience, but it can also create competing expectations and considerable pressure.

Job satisfaction refers to the extent to which individuals evaluate their work and work environment positively. In education, satisfaction is influenced by both intrinsic experiences, such as achievement, meaningful interaction with learners and professional autonomy, and extrinsic conditions, including workload, remuneration, leadership, promotion, institutional policies and opportunities for professional growth. Research on teachers has repeatedly shown that working conditions are strongly associated with job satisfaction. Toropova, Myrberg and Johansson (2021) found that workload, teacher cooperation and perceptions of student discipline were among the work-related factors associated with teachers' job satisfaction. This suggests that satisfaction is not merely an individual attitude but also a response to the organisational conditions in which teaching is performed.

Professional commitment is related to, but conceptually distinct from, job satisfaction. A teacher educator can experience dissatisfaction with specific aspects of an institution while remaining strongly committed to teaching and teacher preparation as a profession. Professional commitment reflects psychological attachment to the profession, willingness to uphold professional standards, identification with professional values and a desire to continue contributing meaningfully to the field. Recent educational research also indicates that job satisfaction, participation in decision-making and collective professional efficacy are connected with teachers' commitment and intention to remain professionally engaged (Park, Cooc, & Lee, 2023; Zhang, 2022).

Role conflict provides a third dimension of this professional experience. It emerges when an individual is confronted with incompatible expectations, competing responsibilities or demands that cannot be fulfilled simultaneously without strain. For teacher educators, conflict may develop when teaching, assessment, administrative duties, research requirements, internship supervision and personal responsibilities overlap. The problem becomes more pronounced when role boundaries are unclear, time is limited or institutional expectations are inconsistent.

The interaction among job satisfaction, professional commitment and role conflict therefore deserves systematic examination. Role conflict may affect how teacher educators evaluate their work, while job satisfaction may influence the emotional quality of their engagement with the profession. Professional commitment may be more durable and may depend on factors beyond day-to-day satisfaction. Examining the three constructs within the same analytical framework can provide a more realistic understanding of the professional lives of teacher educators and can

inform institutional practices aimed at improving faculty well-being and the quality of teacher preparation.

Conceptual Background

Job Satisfaction

Job satisfaction is a multidimensional construct describing an individual's overall evaluation of a job as well as responses to specific aspects of work. In education, satisfaction may be derived from the intrinsic meaning of teaching, opportunities to influence learners, professional achievement and autonomy. It may also be shaped by external conditions such as salary, institutional procedures, leadership, promotion, job security, workload and relationships with colleagues.

The importance of organisational context is particularly evident in teaching. When teachers perceive that expectations are reasonable, leadership is supportive, professional development is meaningful and collegial relationships are constructive, they are more likely to report favourable attitudes towards their work. Conversely, chronic workload pressure, limited autonomy and poorly coordinated responsibilities may weaken positive evaluations of the job. For teacher educators, these conditions are especially important because their work extends across classroom, practicum, mentoring, assessment, research and administrative domains.

Professional Commitment

Professional commitment concerns an individual's attachment to a profession and willingness to invest effort in maintaining its standards and values. It is broader than satisfaction with a particular post or institution. A professionally committed teacher educator is likely to identify with the educational purpose of the profession, demonstrate concern for the development of prospective teachers, maintain ethical standards, seek professional growth and sustain engagement even when particular organisational circumstances are imperfect.

The three-component model of occupational commitment distinguishes affective, continuance and normative forms of commitment. Affective commitment reflects an emotional attachment to the profession; continuance commitment reflects awareness of the costs associated with leaving; and normative commitment reflects a perceived obligation to remain. This distinction helps explain why professional commitment can persist in circumstances where job satisfaction is moderate or where institutional pressures are substantial.

Role Conflict

Role conflict occurs when the expectations attached to a position are incompatible or difficult to satisfy simultaneously. In academic and teacher-education settings, individuals frequently occupy several roles at once. A teacher educator may be expected to provide high-quality instruction, maintain extensive student records, supervise school-based practice, undertake research, participate in committees, support institutional accreditation and meet administrative deadlines. Each expectation may be legitimate in isolation, yet their combination can create tension when sufficient time, resources or authority are not available.

Role conflict is therefore not simply a matter of personal time management. It can emerge from institutional design, unclear responsibilities, overlapping authority and inconsistent expectations. Because job satisfaction is partly an evaluation of one's working conditions, persistent role conflict may have an important relationship with satisfaction. Professional commitment, however, may

respond differently because commitment reflects attachment to the profession rather than merely the immediate organisation.

Literature Review

A substantial body of research has examined the conditions that shape teachers' job satisfaction. Toropova et al. (2021) reported that teachers' working conditions and individual characteristics were related to their levels of job satisfaction. Workload, collegial cooperation and perceptions of student discipline emerged as notable aspects of the work environment. Their findings reinforce the view that satisfaction reflects the interaction between individual expectations and the organisational conditions in which teaching occurs.

Baroudi, Tamim and Hojeij (2022) investigated intrinsic and extrinsic influences on teacher job satisfaction and found that external conditions, particularly working conditions and professional development, were closely associated with teachers' job fulfilment. This is important for teacher education because institutional policies can determine whether responsibilities are experienced as professionally meaningful or as burdensome additions to already demanding roles.

Research has also examined the relationship between satisfaction and commitment. Bashir (2017), in a study of secondary-school teachers in Punjab, reported a significant positive relationship between job satisfaction and professional commitment. Zhang (2022), reviewing the professional commitment of EFL teachers, similarly argued that job satisfaction and collective efficacy are important influences on professional commitment. These findings suggest that favourable work experiences may support stronger identification with professional responsibilities, although the strength of this relationship may vary across occupational contexts.

Participation and professional influence are additional factors. Park et al. (2023), using large national datasets, found that teacher influence in instructional decision-making was particularly associated with professional commitment, whereas influence in managerial decision-making showed a stronger relationship with job satisfaction. Their work demonstrates that satisfaction and commitment are not identical outcomes; different aspects of institutional life may influence them in different ways.

Role conflict has long been recognised as a significant occupational stressor. Rizzo, House and Lirtzman (1970) established a widely used conceptualisation of role conflict and role ambiguity, drawing attention to incompatible demands and unclear expectations within organisations. In educational settings, role conflict can arise when teaching, administration, assessment, research and personal responsibilities compete for attention. Dorenkamp and Ruhle (2019), studying academics, found that work-life conflict was associated with job satisfaction and that dimensions of professional commitment could influence these relationships. Their findings underline the importance of considering the interaction between role demands and professional attitudes rather than examining either factor in isolation.

In the context of teacher educators, Gupta and Nain (2016) examined professional commitment and role conflict among B.Ed. teacher educators and reported significant differences across several dimensions. Their study highlighted the relevance of both constructs within teacher education, although it did not provide a complete integrated model incorporating job satisfaction as a central outcome. This leaves scope for research that examines the simultaneous relationships among role conflict, satisfaction and commitment.

Contemporary studies have also linked satisfaction with broader indicators of teachers' professional functioning. Wang, Gao, Wang and Zhang (2024) found that teaching satisfaction played a mediating role in the relationship between self-efficacy and well-being among middle-school English teachers. The qualitative component of their study further indicated that satisfaction was associated with reduced stress, stronger job engagement and professional growth. Although school teachers and teacher educators work in different institutional contexts, this evidence supports the wider argument that satisfaction is an important psychological component of sustained professional functioning.

Overall, existing literature suggests three broad patterns. First, job satisfaction is strongly connected with organisational and working conditions. Second, professional commitment has both attitudinal and identity-based dimensions and therefore may not respond in the same way as satisfaction to immediate workplace pressures. Third, role conflict can act as a stressor that affects how individuals experience their work. However, relatively few studies have examined all three variables simultaneously among teacher educators, particularly within the Indian B.Ed. college context.

Research Gap

Much of the available evidence on job satisfaction and professional commitment concerns school teachers rather than teacher educators. Teacher educators operate within a distinctive professional environment because they combine the roles of classroom teacher, mentor, assessor, practicum supervisor, researcher and institutional contributor. The coexistence of these roles can create patterns of pressure that are not fully captured in studies of school teachers.

A second gap arises from the tendency to examine job satisfaction, professional commitment and role conflict separately. An integrated model can clarify whether role conflict is associated primarily with day-to-day job evaluations, whether it also relates directly to commitment to the profession, and whether job satisfaction provides an explanatory pathway between role conflict and commitment. Such evidence can help institutions distinguish between interventions designed to improve the immediate work environment and those intended to strengthen longer-term professional attachment.

Objectives, Research Questions and Hypotheses

The study pursued four objectives: to examine the relationship between role conflict and job satisfaction among teacher educators; to determine the relationship between role conflict and professional commitment; to examine the relationship between job satisfaction and professional commitment; and to investigate whether job satisfaction carries an indirect relationship between role conflict and professional commitment.

The corresponding research questions were whether role conflict is significantly associated with job satisfaction; whether role conflict is significantly associated with professional commitment; whether job satisfaction is significantly associated with professional commitment; and whether job satisfaction acts as an intervening variable in the relationship between role conflict and professional commitment.

The hypotheses proposed that role conflict would have a statistically significant association with job satisfaction; role conflict would have a statistically significant association with professional commitment; job satisfaction would have a statistically significant association with professional

commitment; and the indirect pathway from role conflict to professional commitment through job satisfaction would be statistically significant.

Research Methodology

Research Design

The study employed a quantitative, cross-sectional and correlational research design. This design was suitable because the purpose was to examine statistical relationships among job satisfaction, professional commitment and role conflict at a defined point in time rather than to manipulate experimental conditions. Structural relationships among the variables were evaluated using partial least-squares structural equation modelling (PLS-SEM).

Population and Sample

The empirical context comprised teacher educators working in B.Ed. colleges in Kanpur, Uttar Pradesh. The source report states that 100 teacher educators participated and also indicates that 87% of the questionnaires were usable for analysis. Because these two statements do not unambiguously establish the final analytical sample, the original survey records should be consulted before any independent journal submission so that the number approached, number responding, number excluded and final sample used in the statistical model can be reported consistently.

Variables and Measures

Three principal constructs were examined: role conflict, job satisfaction and professional commitment. Role conflict refers to the experience of incompatible or competing expectations associated with professional responsibilities. Job satisfaction refers to the overall positive or negative evaluation of one's job and its conditions. Professional commitment refers to psychological attachment to, identification with and willingness to remain engaged in the teaching profession. For a final empirical submission, the exact instruments used to measure each construct should be reported with the scale developer, number of items, response format, scoring direction, interpretation of high scores and reliability coefficients calculated for the present sample.

Data Collection Procedure

Questionnaire data were collected from teacher educators employed in selected B.Ed. colleges. A publication-ready version of the study should state the period of data collection, the method used to contact institutions and participants, the procedure for obtaining informed consent, and the steps taken to protect confidentiality. Ethical approval or institutional permission, where applicable, should also be reported with sufficient detail for transparency and reproducibility.

Statistical Analysis

The structural model was analysed using SmartPLS. Path coefficients, t-statistics, probability values and coefficients of determination were used to evaluate the proposed relationships. The coefficient of determination (R^2) indicates the proportion of variance in an endogenous construct explained by its predictors. For a fully verified final analysis, bootstrapped confidence intervals should be reported for all direct and indirect effects, particularly for any mediation claim. Measurement-model indicators such as internal consistency reliability, convergent validity and discriminant validity should also be presented where multi-item latent constructs are used.

Results

Explanatory Power of the Structural Model

The reported coefficient of determination for job satisfaction was $R^2 = .127$. Thus, the predictor included in the model accounted for approximately 12.7% of the variance in job satisfaction. For professional commitment, $R^2 = .104$, indicating that the predictors in the structural model accounted for approximately 10.4% of its variance. The modest magnitude of these values suggests that substantial variation in both constructs remains associated with factors not represented in the reported model.

Table 1. Structural relationships among role conflict, job satisfaction and professional commitment

Structural relationship	β	t-value	p-value	Interpretation
Role Conflict $\rightarrow$ Job Satisfaction	.250	2.727	.003	Significant association
Role Conflict $\rightarrow$ Professional Commitment	.037	.230	.403	Not significant
Job Satisfaction $\rightarrow$ Professional Commitment	-.108	.950	.171	Not significant
Role Conflict $\rightarrow$ Job Satisfaction $\rightarrow$ Professional Commitment	-.027	Not reported	Not reported	Mediation not established

The path from role conflict to job satisfaction was statistically significant ($\beta = .250$, $t = 2.727$, $p = .003$). The numerical coefficient is positive. Its substantive direction, however, depends on how the role-conflict scale was coded. If higher scores represent greater conflict, the coefficient indicates that higher role-conflict scores were associated with higher job-satisfaction scores; if the scoring is reversed, the substantive interpretation changes. The scale direction should therefore be verified from the original instrument and dataset before a directional conclusion is stated.

The direct relationship between role conflict and professional commitment was small and statistically non-significant ($\beta = .037$, $t = .230$, $p = .403$). Similarly, the path from job satisfaction to professional commitment was not statistically significant ($\beta = -.108$, $t = .950$, $p = .171$). These results indicate that, in the reported model, neither role conflict nor job satisfaction provided a statistically reliable direct explanation of variation in professional commitment.

An indirect coefficient of $-.027$ was reported for the pathway from role conflict through job satisfaction to professional commitment. However, a bootstrapped t-value, probability value or confidence interval for this indirect effect was not reported. The existence of mediation therefore cannot be established from the available statistics alone. A new bootstrapping procedure should be conducted before the indirect effect is interpreted as statistically significant.

Discussion

The principal finding is that role conflict showed a statistically significant association with job satisfaction. This result is consistent with the broader view that satisfaction is sensitive to the organisation of work. Teacher educators operate within a professional environment in which several legitimate responsibilities compete for limited time and attention. When these responsibilities are poorly coordinated or when expectations overlap, the experience of work may change even if commitment to the profession itself remains stable.

The importance of working conditions in shaping job satisfaction has been demonstrated in earlier research. Toropova et al. (2021) emphasised workload, cooperation and other contextual conditions, while Baroudi et al. (2022) highlighted working conditions and professional development. In teacher education, these findings have practical relevance because responsibilities often extend beyond timetabled teaching. Internship supervision, assessment,

documentation, research, committee work and accreditation-related tasks may substantially increase the total professional load without always being visible in formal workload allocations.

The direction of the role-conflict coefficient requires particular caution. The reported path coefficient is positive, whereas role conflict is commonly theorised as a stressor that is negatively associated with favourable work attitudes. A positive coefficient is not inherently incorrect; it may arise from reverse scoring, the way the construct was operationalised or characteristics of the sample. However, it should not be interpreted as evidence that conflict improves satisfaction unless the scoring scheme clearly supports that conclusion. Verification of the original questionnaire coding is therefore essential.

The non-significant direct relationship between role conflict and professional commitment suggests that professional commitment may be more resilient than immediate job evaluations. A teacher educator can experience workload pressures, administrative conflict or institutional dissatisfaction while continuing to identify strongly with teaching as a profession. This distinction is compatible with the occupational commitment literature, which treats professional attachment as conceptually separate from attitudes towards a specific organisation or job.

The non-significant association between job satisfaction and professional commitment in the reported model differs from studies in which the two constructs were positively related. Bashir (2017) found a positive association among secondary-school teachers, and Zhang (2022) identified job satisfaction as an important factor in teachers' professional commitment. The difference should not be treated as a contradiction without considering context. Teacher educators differ from school teachers in role structure, institutional expectations, career pathways and professional identity. The relatively small sample and measurement choices may also affect the stability of the structural coefficients.

The R^2 value for professional commitment was modest. This is theoretically plausible because professional commitment is likely to be influenced by factors beyond role conflict and job satisfaction. Professional identity, intrinsic motivation, autonomy, academic freedom, recognition, leadership support, career opportunities, employment security, collegial climate and personal values may all contribute. A broader explanatory model would therefore be useful in future research.

The findings also reinforce the value of participatory institutional practices. Park et al. (2023) found that teachers' influence in different domains of decision-making was related differently to job satisfaction and professional commitment. Teacher-education institutions may therefore benefit from giving educators meaningful involvement in academic and managerial decisions rather than treating professional responsibilities as one-way administrative assignments. Participation can clarify expectations, increase perceived autonomy and improve the alignment between institutional demands and professional values.

Taken together, the evidence supports a differentiated view of the three constructs. Role conflict is primarily an organisational experience; job satisfaction is an evaluation of work and working conditions; and professional commitment is a deeper attachment to the profession. Their relationships may therefore be meaningful without being uniformly strong or statistically significant. This distinction is important for policy because interventions aimed at improving one outcome may not automatically improve the others.

Educational and Institutional Implications

Teacher-education institutions should establish clear and realistic role descriptions. Teaching, practicum supervision, assessment, research, committee work and administrative duties should be allocated transparently so that faculty members understand priorities and do not face avoidable conflicts between simultaneous expectations. Workload planning should consider the total time required for all assigned responsibilities rather than focusing only on classroom teaching hours.

Institutional leadership should also strengthen communication and coordination. When new responsibilities are introduced, administrators should clarify timelines, authority, expected outputs and available support. Regular consultation with teacher educators can identify points of conflict before they become persistent sources of dissatisfaction. Participatory decision-making is particularly valuable where academic staff are expected to implement policies that directly affect teaching, assessment and student-teacher supervision.

Professional-development opportunities should be designed as resources rather than additional burdens. Development activities are most useful when they respond to actual professional needs, improve confidence in emerging responsibilities and are accompanied by realistic workload arrangements. Mentoring systems, peer support, recognition of academic contribution and opportunities for research collaboration may also strengthen the professional environment.

Finally, institutions should recognise that improving job satisfaction and strengthening professional commitment are related but not identical goals. Better working conditions may improve immediate satisfaction, whereas professional commitment may also depend on autonomy, professional identity, meaningful career development and the perceived social value of teacher education. A comprehensive faculty-support strategy should therefore address both organisational conditions and long-term professional growth.

Limitations and Directions for Future Research

The study is cross-sectional and therefore does not establish temporal or causal relationships. The geographical concentration on teacher educators in one city also limits the generalisability of the findings to the wider population of teacher educators in India. Future studies should draw samples from multiple districts and states and should include government, aided and private teacher-education institutions.

The available reporting also requires clarification of the final analytical sample, the exact measurement instruments, their scoring direction and their reliability within the sample. These details are essential for interpreting the sign and magnitude of the structural coefficients. A future analysis should present the complete measurement model, including internal consistency, convergent validity, discriminant validity and item loadings where appropriate.

The indirect effect from role conflict to professional commitment through job satisfaction should be re-examined using bootstrapping with confidence intervals. Longitudinal research would further help determine whether sustained role conflict precedes changes in job satisfaction or professional commitment. Future models could also incorporate leadership support, professional autonomy, organisational climate, workload, recognition, employment status, teaching experience and professional identity as potential explanatory or moderating variables.

Conclusion

Job satisfaction, professional commitment and role conflict represent distinct but interconnected dimensions of teacher educators' professional lives. The reported empirical model shows that role conflict is significantly associated with job satisfaction, while its direct relationship with professional commitment is not statistically significant. Job satisfaction also does not demonstrate a statistically significant direct relationship with professional commitment in the reported structural analysis.

These findings indicate that immediate work experiences and longer-term professional attachment may respond differently to institutional conditions. Reducing unnecessary role conflict remains important because the organisation of responsibilities is closely connected with how teacher educators experience their work. At the same time, professional commitment is likely to require a broader strategy involving autonomy, recognition, meaningful participation, professional development and a supportive academic culture.

The quality of teacher education depends not only on curriculum and regulation but also on the professional conditions under which teacher educators work. Institutions that organise roles coherently, communicate expectations clearly and support professional growth are better positioned to sustain a motivated faculty and, through them, strengthen the preparation of future teachers.

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