

Professional Commitment Among Teacher Educators: An Empirical Study in Mizoram

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Abstract

This study examined the level of professional commitment among teacher educators in Institutes of Advanced Studies in Education (IASE) and District Institutes of Education and Training (DIET). A descriptive survey design was employed, involving 36 teacher educators (16 from IASE and 20 from DIET), selected using convenience sampling. Data were collected using the Professional Commitment Scale for Teacher Educators. The study investigated differences in professional commitment based on gender, age, qualification, and institutional affiliation. Findings revealed that professional commitment among teacher educators was consistently high and not significantly influenced by any of these demographic or institutional variables. Implications for teacher education policy, professional development programs, and institutional practices are discussed in light of the National Education Policy 2020.

Keywords: professional commitment, teacher educators, IASE, DIET, teacher education, India

INTRODUCTION

Education is universally recognized as a fundamental instrument for social change and national development. The effectiveness of an education system depends largely on the quality, competence, and professional commitment of its teachers, which, in turn, is shaped by the nature of teacher education and the commitment of teacher educators (Day, 2004; Ingersoll, 2001). Teaching is not merely an occupation but a profession involving ethical responsibility, social accountability, and sustained professional engagement.

Professional commitment refers to an individual's psychological attachment to and identification with their profession, reflected in pride, involvement, and willingness to invest effort toward professional goals (Meyer & Allen, 1997; Mowday et al., 1982). Rogers (1969) conceptualized commitment as a "total organismic direction," emphasizing deep internalization of professional values. In the teaching profession, professional commitment manifests through dedication to students' holistic development, adherence to professional ethics, and continuous professional growth (Hargreaves, 1994). Empirical evidence suggests that higher levels of professional commitment are associated with improved teaching effectiveness, job satisfaction, and institutional quality (Firestone & Pennell, 1993; Shukla, 2009).

Teacher educators occupy a pivotal position in the educational system as they are responsible for preparing prospective teachers and shaping their professional attitudes, competencies, and values. The quality of teacher education—and consequently school education—depends significantly on the professional competence and commitment of teacher educators (Loughran, 2014). Professional commitment among teacher educators thus assumes strategic importance, as it directly influences the effectiveness of pre-service and in-service teacher education programs.

Teacher education has undergone a significant shift from a training-oriented approach to a comprehensive educational process emphasizing reflective practice, professional competence, and teacher well-being. The National Council for Teacher Education (NCTE, 1998) emphasized the need for competency-based and commitment-oriented teacher education. Reinforcing this perspective, the National Education Policy (NEP) 2020 asserts that “teachers and teacher educators lie at the heart of the education system” and highlights continuous professional development, institutional support, and high professional standards as essential for strengthening commitment and motivation (Government of India, 2020). NEP 2020 further underscores that improving teacher education quality is central to achieving equity, excellence, and accountability in education.

Despite policy recognition and professional development initiatives by agencies such as NCERT and UGC, teacher educators remain one of the least studied professional groups in education. Kohli (2005) observed that research on teacher educators’ professional lives, motivations, and commitment levels is limited. Available studies offer partial insights: Goyal (1980) reported moderate job satisfaction but low professional interest among teacher educators; Shukla (2009) found a strong positive relationship between professional commitment and job satisfaction; and Sylvester (2010) reported minimal influence of demographic variables on attitudes toward the profession. However, most existing research focuses on school or college teachers, leaving a clear empirical gap regarding the professional commitment of teacher educators.

Given the critical role of teacher educators in shaping future teachers and the renewed national emphasis on professionalism under NEP 2020, there is a compelling need for systematic investigation into their professional commitment. The present study is therefore designed to assess the level of professional commitment among teacher educators in Mizoram and to examine selected personal and professional variables associated with it, with the aim of contributing empirical evidence to inform policy formulation, institutional practices, and professional development in teacher education.

Objectives of the Study

1. To assess the level of professional commitment among teacher educators in Mizoram.
2. To examine differences in professional commitment based on gender, age, qualification, and institutional affiliation.

Null Hypotheses

1. There is no significant difference in professional commitment of teacher educators based on gender.
2. There is no significant difference in professional commitment of teacher educators based on qualification.
3. There is no significant difference in professional commitment of teacher educators based on age group.
4. There is no significant difference in professional commitment of teacher educators based on institutional affiliation.

Method

Research Design

A descriptive survey method was employed to assess and compare levels of professional commitment among teacher educators.

Sample

The sample included 36 teacher educators, comprising 16 from IASE and 20 from DIET, selected using convenience sampling. This approach allowed practical access while ensuring participants were relevant to the study objectives (Field, 2005).

Data Collection Tool

Professional Commitment Scale for Teacher Educators (Sood, n.d.; National Psychological Corporation) was used for data collection.

Analysis and Interpretation

The study investigated the level of professional commitment among teacher educators and examined differences based on gender, qualification, age, and institutional affiliation. Independent-samples t-tests were conducted to test four null hypotheses.

1. Professional Commitment Based on Gender

Hypothesis 1: There is no significant difference in professional commitment of teacher educators based on gender.

Table 1 Comparison of Professional Commitment with respect to Gender

Gender	N	M	SD	df	t	p
Male	13	263.3	26.23	24	0.80	>.05
Female	23	272.4	24.53			

The t-test results show no significant difference between male and female teacher educators, The mean professional commitment scores for male (M = 263.3, SD = 26.23) and female (M = 272.4, SD = 24.53) teacher educators are very similar. The t-test shows $t(24) = 0.80$, $p > .05$, indicating that the difference is not statistically significant. Therefore, the null hypothesis is accepted, and it can be concluded that gender does not significantly influence professional commitment. Both male and female educators demonstrate high levels of commitment, suggesting that intrinsic motivation and professional ethics play a more decisive role than gender.

2. Professional Commitment Based on Qualification

Hypothesis 2: There is no significant difference in professional commitment of teacher educators based on qualification.

Table 2 Comparison of Professional Commitment with respect to Qualification

Qualification	N	M	SD	df	t	p
NET	26	268	25.59	17	1.73	>.05
Non-NET	10	267	24.83			

The comparison revealed that NET-qualified teacher educators ($M = 268, SD = 25.59$) and non-NET educators ($M = 267, SD = 24.83$) show almost identical levels of professional commitment. The t-test results, $t(17) = 1.73, p > .05$, indicate no significant difference. Thus, the null hypothesis is accepted, showing that formal qualification does not significantly affect professional commitment. The findings suggest that commitment is influenced more by dedication, professional values, and ethical responsibility than by academic credentials.

3. Professional Commitment with regards to Age Group

Hypothesis 3: There is no significant difference in professional commitment of teacher educators based on age group.

Table 3 Comparison of Professional Commitment by Age Group

Age Group	N	M	SD	df	t	p
Above 40	21	267.66	27.23	33	0.06	>.05
Below 40	15	268.20	22.50			

The comparison revealed that teacher educators above 40 years ($M = 267.66, SD = 27.23$) and below 40 years ($M = 268.20, SD = 22.50$) exhibit virtually identical levels of professional commitment. The t-test shows $t(33) = 0.06, p > .05$, which is not significant. Therefore, the null hypothesis is accepted, indicating that age does not significantly influence professional commitment. This suggests that both younger and more experienced educators maintain high dedication to their profession, highlighting the role of intrinsic motivation and professional ethics over chronological experience.

4. Professional Commitment Based on Institution

Hypothesis 4: There is no significant difference in professional commitment of teacher educators based on institutional affiliation.

Table 4 Comparison of Professional Commitment by Institution

Institution	N	M	SD	df	t	p
IASE	16	272.62	29.95	25	0.97	>.05
DIET	20	264.10	20.29			

Teacher educators in IASE ($M = 272.62, SD = 29.95$) and DIET ($M = 264.10, SD = 20.29$) show similar levels of professional commitment. The t-test results, $t(25) = 0.97, p > .05$, indicate no significant difference. Therefore, the null hypothesis is accepted, suggesting that institutional affiliation does not significantly affect professional commitment. This finding implies that commitment is a personal and professional attribute influenced more by dedication to students and ethical standards than by the type of institution.

Overall Interpretation

Across all variables, professional commitment among teacher educators is uniformly high. The findings suggest that commitment is driven more by intrinsic motivation, professional ethics, and dedication to

students than by demographic or institutional factors. These results highlight the importance of supportive professional environments, continuous development, and recognition of teacher educators' contributions, aligning with NEP 2020's emphasis on quality teacher education (Government of India, 2020).

Educational Implications

1. **Professional Commitment Across Demographics:** The findings suggest that professional commitment among teacher educators is consistently high regardless of gender, age, qualification, or institution. This implies that commitment is more influenced by intrinsic motivation, professional ethics, and dedication rather than demographic factors.
2. **Teacher Education Policy:** Institutions may focus on creating supportive and enriching professional environments, as demographic variables do not significantly affect commitment. NEP 2020 emphasizes continuous professional development and high standards for teacher educators, which aligns with the need for systemic support rather than selective interventions (Government of India, 2020).
3. **Professional Development Programmes:** Since commitment levels are uniform across groups, professional development can be designed inclusively, targeting skill enhancement, reflective practice, and research engagement to sustain and further enhance professional commitment.
4. **Role of Teacher Educators:** As teacher educators shape future teachers, fostering environments that encourage collaboration, mentorship, and innovation can strengthen the overall quality of teacher preparation

Conclusion

The present study concludes that professional commitment among teacher educators is consistently high and not significantly influenced by gender, age, qualification, or institutional affiliation. These findings highlight that professional dedication in teacher education is primarily shaped by intrinsic motivation, ethical responsibility, and adherence to professional values rather than demographic or institutional factors.

This uniformity of commitment underscores the importance of supportive institutional environments, continuous professional development, and recognition of teacher educators' contributions. Policies and programs designed to enhance teacher education should focus on fostering reflective practice, collaboration, mentorship, and skill enhancement, in line with the National Education Policy (NEP) 2020. By sustaining and nurturing professional commitment, teacher educators can continue to play a pivotal role in preparing competent and motivated future teachers, thereby strengthening the overall quality of education

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