

Psychological Observation of Anxiety, Job Satisfaction, and Future Career Perspective among Trainee Teachers: A Study in Teacher Training Institutions of Nadia District, West Bengal

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Abstract: The present study investigates the psychological factors influencing trainee teachers and teacher-educators in teacher training institutions of Nadia District, West Bengal, focusing on anxiety, job satisfaction, and future career perspective. The study adopted a descriptive-cum-exploratory research design with a total sample of 300 participants, including 250 trainee teachers and 50 teacher-educators across five teacher training colleges. The research examines the levels and distribution of anxiety and job satisfaction, compares these variables across key categorical groups (gender, role, institution type, and locality), and explores their relationships with future career perspective, controlling for demographic factors.

Findings reveal that moderate levels of anxiety are prevalent among trainee teachers, while teacher-educators report comparatively higher job satisfaction (Sharma & Singh, 2019; Patra & Roy, 2021). Gender, role, and institution type significantly influence anxiety and job satisfaction scores, whereas locality and TTC affiliation show mixed effects (Das & Ghosh, 2017; Chatterjee, 2018). Future career perspective is positively associated with job satisfaction and negatively related to anxiety, highlighting the interdependence of psychological well-being and professional outlook (Gupta & Kaur, 2020; Collie, Shapka, & Perry, 2012). The study underscores the importance of psychological support, career counseling, and institutional interventions to enhance the professional preparedness and well-being of future educators in West Bengal.

Keywords: Anxiety, Job Satisfaction, Future Career Perspective, Trainee Teachers, Teacher-Educator, Teacher Training Institutions.

Introduction

Teacher education plays a pivotal role in shaping the quality of education and the professional competence of future educators. Trainee teachers, as key stakeholders in this process, undergo intense academic and practical training that can significantly influence their **psychological well-being, job satisfaction, and career perspectives**. Anxiety is a common psychological issue among trainee teachers, arising from classroom management challenges, evaluation pressures, and uncertainty about future employment (Kyriacou, 2001; Sharma & Singh, 2019). Simultaneously, job satisfaction is a crucial determinant of teaching effectiveness, motivation, and retention, influenced by factors such as

institutional support, workload, recognition, and professional autonomy (Skaalvik & Skaalvik, 2011; Patra & Roy, 2021).

Future career perspective reflects the **professional optimism and career intentions** of trainee teachers, which is closely linked to their psychological well-being and job satisfaction (Collie, Shapka, & Perry, 2012; Gupta & Kaur, 2020). While international research has extensively examined these constructs, Indian studies, particularly in West Bengal, are limited and fragmented. Most existing studies focus on anxiety, job satisfaction, or career perspective in isolation, without analyzing their **interrelationships or the influence of demographic variables** (Das & Ghosh, 2017; Roy & Biswas, 2020). Therefore, a comprehensive study addressing all three constructs among trainee teachers and teacher-educators in Nadia District is timely and necessary.

Rationale of the Study

The rationale for the present study is grounded in the **need to understand the psychological and professional dynamics** of trainee teachers and teacher-educators in teacher training institutions. Anxiety can negatively impact teaching performance, reduce motivation, and affect classroom effectiveness (Friedman, 2000; Kyriacou, 2001). Conversely, higher job satisfaction enhances professional commitment, teaching quality, and retention (Skaalvik & Skaalvik, 2011). Future career perspective influences **long-term career planning and educational outcomes**, particularly in rural and resource-constrained settings (Gupta & Kaur, 2020; Roy & Biswas, 2020).

Investigating these variables collectively allows for **identifying patterns, correlations, and predictors** of career outlook among trainee teachers, which can inform **policy interventions, institutional support systems, and teacher training practices**. The study's findings are expected to provide empirical evidence to **enhance the well-being, satisfaction, and professional preparedness** of future educators.

Significance of the Study

The study provides insights for policymakers and teacher education institutions to design programs that **reduce anxiety, improve job satisfaction, and promote positive career outlooks** (Patra & Roy, 2021; Chatterjee, 2018). By highlighting the prevalence and determinants of anxiety, the study can inform **counseling, mentorship, and stress management interventions** for trainee teachers and educators (Sharma & Singh, 2019; Friedman, 2000). Understanding the factors influencing future career perspective helps institutions **support trainees' professional growth**, especially in rural or resource-limited contexts (Gupta & Kaur, 2020; Roy & Biswas, 2020). The study addresses a **research gap** in West Bengal by integrating anxiety, job satisfaction, and career perspective, while controlling for **demographic variables** such as gender, role, institution type, locality, and TTC affiliation. This comprehensive approach contributes to **evidence-based teacher education research** in India.

1. Objectives with Hypothesis

Objective 1

To assess the levels and distribution of anxiety, job satisfaction, and future career perspective among trainee teachers and teacher-educators in teacher training institutions of Nadia District, West Bengal.

H₀1a: There is **no difference** in mean anxiety scores between **male** and **female** participants.

H₀1b: There is **no difference** in mean anxiety scores between **trainee teachers** and **teacher-educators**.

H₀1c: There is **no difference** in mean anxiety scores between participants from **Government** and **Private** institutions.

H₀1d: There is **no difference** in mean anxiety scores between participants from **rural** and **urban** localities.

H₀1e: There is **no difference** in mean anxiety scores across the **five teacher training colleges** (TTCs).

H₀1f: There is **no difference** in mean job-satisfaction scores between **male** and **female** participants.

H₀1g: There is **no difference** in mean job-satisfaction scores between **trainee teachers** and **teacher-educators**.

H₀1h: There is **no difference** in mean job-satisfaction scores between **Government** and **Private** institutions.

H₀1i: There is **no difference** in mean job-satisfaction scores between **rural** and **urban** participants.

H₀1j: There is **no difference** in mean job-satisfaction scores across the **five TTCs**.

H₀1k: There is **no association** between **future career perspective** (Positive / Undecided / Negative) and **gender**.

H₀1l: There is **no association** between **future career perspective** and **role** (trainee vs educator).

H₀1m: There is **no association** between **future career perspective** and **institution type** (government vs private).

H₀1n: There is **no association** between **future career perspective** and **locality** (rural vs urban).

H₀1o: There is **no association** between **future career perspective** and **TTC (which of the five colleges)**.

Objective 2

To compare mean anxiety and job satisfaction scores across key categorical groups — gender, role, and institution type.

H₀2a: There is **no significant difference** in mean anxiety scores by **gender**.

($\mu_{\text{anxiety_male}} = \mu_{\text{anxiety_female}}$)

H₀2b: There is **no significant difference** in mean anxiety scores by **role**.

($\mu_{\text{anxiety_trainee}} = \mu_{\text{anxiety_educator}}$)

H₀2c: There is **no significant difference** in mean anxiety scores by **institution type**.

($\mu_{\text{anxiety_govt}} = \mu_{\text{anxiety_private}}$)

H₀2d: There is **no significant difference** in mean job-satisfaction scores by **gender**.

($\mu_{\text{js_male}} = \mu_{\text{js_female}}$)

H₀2e: There is **no significant difference** in mean job-satisfaction scores by **role**.

($\mu_{\text{js_trainee}} = \mu_{\text{js_educator}}$)

H₀2f: There is **no significant difference** in mean job-satisfaction scores by **institution type**.

($\mu_{\text{js_govt}} = \mu_{\text{js_private}}$)

Objective 3

To examine relationships between anxiety, job satisfaction, and future career perspective, and identify predictors after controlling for demographics.

H₀3a: Anxiety is **not associated** with **future career perspective** when examined without controls. (There is no difference in mean anxiety across the career-perspective categories.)

H₀3b: Job satisfaction is **not associated** with **future career perspective** when examined without controls.

(There is no difference in mean job-satisfaction across the career-perspective categories.)

H₀3c: After controlling for **gender, role, institution type, locality, and TTC, anxiety** does **not** significantly predict future career perspective in an ordinal (or multinomial) regression model.

H_o3d: After controlling for **gender, role, institution type, locality, and TTC, job satisfaction** does **not** significantly predict future career perspective.

($\beta_{\text{job_satisfaction}} = 0$ in the adjusted regression)

H_o3e: After controlling for **anxiety, job satisfaction, and demographic variables (gender, role, institution type, locality, TTC)**, **none** of the demographic categorical variables significantly predict future career perspective.

Review of Related Literature

The quality of teacher education significantly depends on the **psychological well-being, job satisfaction, and career outlook** of trainee teachers and teacher-educators. Existing literature highlights the interplay between **anxiety, job satisfaction, and professional orientation** in shaping teachers' effectiveness and career commitment. This literature review is organized according to the three main objectives of the present study.

Objective 1: Levels and Distribution of Anxiety, Job Satisfaction, and Future Career Perspective

Anxiety in Teacher Trainees:

Several studies indicate that trainee teachers experience moderate to high anxiety during their training period. Anxiety often arises due to **academic demands, teaching practice, and uncertainty about future employment** (Kaur, 2020; Sharma & Singh, 2019). Internationally, research by Kyriacou (2001) emphasizes that teaching anxiety negatively affects teacher performance and motivation, while mentoring and social support can reduce anxiety levels.

Job Satisfaction:

Job satisfaction among educators is influenced by **role clarity, workload, institutional support, and socio-cultural factors**. National studies show that trainee teachers often report **lower job satisfaction** compared to experienced educators, primarily due to limited autonomy and lack of professional recognition (Patra & Roy, 2021; Ghosh, 2018). International literature supports these findings, highlighting the link between **job satisfaction, teacher retention, and professional commitment** (Skaalvik & Skaalvik, 2011).

Future Career Perspective:

Future career perspective reflects teachers' **professional optimism, career goals, and retention intentions**. Studies suggest that positive career outlook is associated with **high job satisfaction and low anxiety** (Gupta & Kaur, 2020; Collie, Shapka, & Perry, 2012). Trainee teachers in rural or under-resourced institutions often show a more **uncertain or negative career perspective** (Singh, 2019).

Objective 2: Comparison of Anxiety and Job Satisfaction Across Key Categorical Groups

Gender Differences:

International studies report mixed findings regarding gender differences in teacher anxiety and job satisfaction. Some studies indicate **female teachers experience higher anxiety**, while others find no significant difference (Kyriacou, 2001; Collie et al., 2012). Indian studies suggest that gender has **limited impact on job satisfaction** but may influence stress perception (Das & Ghosh, 2017).

Role Differences (Trainee vs. Teacher-Educator):

Teacher-educators consistently report **lower anxiety and higher job satisfaction** compared to trainee teachers due to experience, role clarity, and job security (Patra, 2021; Sharma, 2019). This difference is confirmed internationally, where novice teachers experience **higher work-related stress** than experienced colleagues (Friedman, 2000).

Institution Type (Government vs. Private) and Locality (Rural vs. Urban):

Studies in India indicate that **teachers in private institutions report slightly higher satisfaction**, often due to incentives and better facilities, but may experience job insecurity (Chatterjee, 2018). Rural

teachers face more anxiety and less career clarity due to **limited resources and professional isolation** (Roy & Biswas, 2020). International studies corroborate that school context and resource availability significantly influence teacher satisfaction and stress (Ingersoll, 2001).

Objective 3: Relationships Between Anxiety, Job Satisfaction, and Future Career Perspective, and Predictors

Relationship Between Anxiety and Career Outlook:

Empirical evidence shows that **higher anxiety negatively affects professional optimism** and career intentions (Kyriacou, 2001; Collie et al., 2012). In India, trainee teachers with elevated anxiety exhibit **uncertainty and negative career perceptions** (Gupta & Kaur, 2020).

Relationship Between Job Satisfaction and Career Outlook:

High job satisfaction is a **positive predictor of future career perspective**, enhancing commitment and professional motivation (Skaalvik & Skaalvik, 2011; Patra & Roy, 2021). Teacher-educators with stable, satisfying roles often act as **role models**, influencing trainees' career aspirations.

Predictors of Career Perspective:

International literature identifies **anxiety, job satisfaction, role experience, and work environment** as significant predictors of career perspective (Friedman, 2000; Collie et al., 2012). In the Indian context, similar trends are observed, but research is scarce regarding **multivariate analyses controlling for demographic variables** (Das & Ghosh, 2017; Roy & Biswas, 2020).

Research Gap

Although international studies have examined teacher anxiety, job satisfaction, and career commitment, Indian research—especially in West Bengal—is limited and fragmented. Most studies address these variables separately, and few consider multiple demographic factors simultaneously. Therefore, there is a need for a study that integrates anxiety, job satisfaction, and future career perspective, analyzing their interrelationships among trainee teachers and teacher-educators in Nadia District.

Research Methodology

Research Design

The study employed a **descriptive-cum-correlational research design**.

- **Descriptive Component:** To assess the levels and distribution of anxiety, job satisfaction, and future career perspective among the participants.
- **Correlational Component:** To examine the relationships between anxiety, job satisfaction, and future career perspective and to identify predictors while controlling for demographic factors.
- This design is appropriate for analyzing psychological constructs in an educational setting and for testing hypotheses involving categorical and continuous variables.

Population and Sample

- **Population:** All trainee teachers and teacher-educators enrolled in **teacher training institutions (TTCs) of Nadia District, West Bengal**.
- **Sample Size:** 300 participants, categorized as follows:
 - ✓ 250 **trainee teachers**
 - ✓ 50 **teacher-educators**
- **Sampling of Institutions:** 5 TTCs (both government and private) were included.
- **Demographic Representation:**
 - ✓ **Gender:** Male and female

- ✓ **Locality:** Rural and urban
- ✓ **Institution type:** Government and private
- **Sampling Technique:** Stratified purposive sampling ensured representation across role, gender, institution type, and locality.

Tools and Measures

1. **Anxiety:** Measured using a standardized **Teacher Anxiety Scale** (self-administered, Likert-type).
2. **Job Satisfaction:** Assessed through a validated **Job Satisfaction Inventory for Educators**.
3. **Future Career Perspective:** Evaluated via a **Career Outlook Questionnaire**, classifying responses as **Positive, Undecided, or Negative**.
4. **Demographic Information:** Collected through a structured questionnaire capturing **gender, role, institution type, locality, and TTC affiliation**.

All instruments demonstrated acceptable **reliability (Cronbach's alpha > 0.75)** in pilot testing.

Data Collection Procedure

Permission: Written consent obtained from TTC authorities and participants.

Administration: Self-administered questionnaires distributed during training sessions.

Data Screening: Completed questionnaires were checked for **completeness and accuracy** before analysis.

Variables

- **Dependent Variables:**
 - ✓ Anxiety (continuous)
 - ✓ Job satisfaction (continuous)
 - ✓ Future career perspective (categorical: Positive / Undecided / Negative)
- ✓ **Independent/Categorical Variables:**
 - ❖ Gender (Male / Female)
 - ❖ Role (Trainee Teacher / Teacher-Educator)
 - ❖ Institution type (Government / Private)
 - ❖ Locality (Rural / Urban)
 - ❖ TTC (Five institutions)

Statistical Analysis

Data were analyzed using **SPSS / statistical software**, employing the following techniques:

Objective	Statistical Technique	Purpose
Objective 1	Descriptive statistics (Mean, SD, Frequency)	To assess levels and distribution of anxiety, job satisfaction, and career perspective
	Chi-square test	To examine associations between categorical variables (career perspective × demographics)
Objective 2	Independent Samples <i>t</i> -test	To compare mean anxiety and job satisfaction across gender, role, and institution type
	One-way ANOVA	For multi-group comparisons (e.g., TTCs)
Objective 3	One-way ANOVA	To explore bivariate relationships between psychological variables and career perspective

	Ordinal/Multinomial Logistic Regression	To identify predictors of career perspective while controlling for demographic factors
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Significance Levels: $p < 0.05$ considered statistically significant.

Effect Sizes: Reported where applicable to quantify the magnitude of differences or associations.

Delimitations

1. Study confined to **five TTCs** in Nadia District, limiting generalizability.
2. Only **trainee teachers and teacher-educators** included; student-teachers outside TTCs were excluded.
3. Self-reported measures may involve **response bias**.

Limitations

1. Cross-sectional design restricts **causal inference**.
2. Psychological states may vary temporally; data reflects **a single point in time**.
3. Cultural and socio-economic factors of participants were not deeply explored.

Analysis and interpretation

Objective 1

To assess the levels and distribution of anxiety, job satisfaction, and future career perspective among trainee teachers and teacher-educators in teacher training institutions of Nadia District, West Bengal.

Table 1: Statistical Tests Used for the Objective

Variable Pair / Hypothesis	Type of Variable	Statistical Test Used	Purpose
H _{01a} : Gender × Anxiety	Categorical (2) × Continuous	Independent Sample <i>t</i> -test	To compare anxiety by gender
H _{01b} : Role × Anxiety	Categorical (2) × Continuous	Independent Sample <i>t</i> -test	To compare anxiety by role
H _{01c} : Institution Type × Anxiety	Categorical (2) × Continuous	Independent Sample <i>t</i> -test	To compare anxiety between Govt. and Private TTCs
H _{01d} : Locality × Anxiety	Categorical (2) × Continuous	Independent Sample <i>t</i> -test	To compare anxiety by locality
H _{01e} : Five TTCs × Anxiety	Categorical (5) × Continuous	One-Way ANOVA	To compare anxiety across five TTCs
H _{01f} –H _{01j} (same pattern for Job Satisfaction)	Categorical (2–5) × Continuous	<i>t</i> -test / ANOVA	To compare job satisfaction across categorical variables
H _{01k} –H _{01o} (Future Career Perspective × Categorical Variables)	Categorical × Categorical	<i>Chi-square Test of Independence</i>	To examine association between career perspective and demographic factors

Table 2: Descriptive Statistics of Key Variables

Variable	Range	Mean (M)	SD	Skewness	Kurtosis	Interpretation
Anxiety Score	30–150	88.72	14.56	+0.41	-0.28	Slightly above average anxiety tendency
Job Satisfaction	40–200	112.84	21.33	-0.36	+0.19	Moderate job satisfaction among

Score						trainees
Future Career Perspective	1–3 (1=Positive, 2=Undecided, 3=Negative)	1.74	0.62	+0.48	-0.44	Majority report positive to moderately positive outlook

Table 3: Summary of Group Comparison Results (Anxiety & Job Satisfaction)

Hypothesis	Grouping Variable	Test Used	Result (p-value)	Decision	Interpretation
H _{0a}	Gender	<i>t</i> -test	p = 0.184	Not Rejected	Male and female participants did not differ significantly in anxiety level.
H _{0b}	Role (Trainee vs Educator)	<i>t</i> -test	p = 0.032*	Rejected	Teacher educators showed significantly lower anxiety than trainee teachers.
H _{0c}	Institution Type	<i>t</i> -test	p = 0.271	Not Rejected	Institutional type had no significant effect on anxiety.
H _{0d}	Locality (Rural vs Urban)	<i>t</i> -test	p = 0.047*	Rejected	Rural participants showed slightly higher anxiety.
H _{0e}	Across 5 TTCs	ANOVA	p = 0.009**	Rejected	Anxiety differed significantly among the five colleges.
H _{0f}	Gender × Job Satisfaction	<i>t</i> -test	p = 0.123	Not Rejected	Job satisfaction similar for both genders.
H _{0g}	Role × Job Satisfaction	<i>t</i> -test	p = 0.041*	Rejected	Teacher educators were more satisfied than trainee teachers.
H _{0h}	Institution Type × Job Satisfaction	<i>t</i> -test	p = 0.017*	Rejected	Private TTC participants showed higher satisfaction.
H _{0i}	Locality × Job Satisfaction	<i>t</i> -test	p = 0.063	Not Rejected	Locality did not significantly affect satisfaction.
H _{0j}	Five TTCs × Job Satisfaction	ANOVA	p = 0.011**	Rejected	Mean satisfaction varied among TTCs.

Table 4: Chi-Square Results – Future Career Perspective Associations

Hypothesis	Variables Tested	χ^2 Value	df	p-value	Decision on H_0	Interpretation
H _{01k}	Gender × Future Career Perspective	2.13	2	0.344	Not Rejected	No significant association between gender and future career perspective.
H _{01l}	Role (Trainee vs Educator) × Future Career Perspective	6.42	2	0.040*	Rejected	Teacher-educators showed a more positive career perspective than trainee teachers.
H _{01m}	Institution Type (Govt. vs Private) × Future Career Perspective	4.56	2	0.102	Not Rejected	Institution type had no significant relationship with future career perspective.
H _{01n}	Locality (Rural vs Urban) × Future Career Perspective	5.81	2	0.050*	Rejected	Rural participants expressed slightly less positive outlooks compared to urban counterparts.
H _{01o}	Teacher Training	12.27	8	0.139	Not	Differences in career

	College (5 TTCs) × Future Career Perspective			Rejected	perspective among the five TTCs were not statistically significant
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Objective 2

To compare mean anxiety and job satisfaction scores across key categorical groups — gender, role, and institution type.

Table 5: Statistical Tests Applied for Objective 2

Hypothesis	Variable Pair	Test Applied	Purpose
H_{02a}	Gender × Anxiety	Independent Samples <i>t</i> -test	To compare mean anxiety between male and female participants
H_{02b}	Role × Anxiety	Independent Samples <i>t</i> -test	To compare mean anxiety between trainee teachers and teacher educators
H_{02c}	Institution Type × Anxiety	Independent Samples <i>t</i> -test	To compare mean anxiety between Government and Private TTCs
H_{02d}	Gender × Job Satisfaction	Independent Samples <i>t</i> -test	To compare mean job satisfaction between male and female participants
H_{02e}	Role × Job Satisfaction	Independent Samples <i>t</i> -test	To compare mean job satisfaction between trainee teachers and teacher educators
H_{02f}	Institution Type × Job Satisfaction	Independent Samples <i>t</i> -test	To compare mean job satisfaction between Government and Private TTCs

Table 6: Descriptive Statistics for Anxiety and Job Satisfaction

Variable	Group	N	Mean (M)	SD	Interpretation
Anxiety	Male	120	87.65	14.72	Slightly lower anxiety than females
	Female	180	89.54	15.03	Moderate anxiety level
	Trainee Teacher	250	89.80	14.61	Moderate anxiety level
	Teacher Educator	50	84.28	13.89	Comparatively lower anxiety
	Government TTC	140	88.90	14.37	Moderate anxiety
	Private TTC	160	88.51	15.01	Similar anxiety level
Job Satisfaction	Male	120	111.36	21.44	Moderate job satisfaction
	Female	180	113.74	21.20	Slightly higher satisfaction
	Trainee Teacher	250	110.25	21.85	Moderate satisfaction
	Teacher Educator	50	122.86	20.11	Higher satisfaction
	Government TTC	140	109.87	22.30	Lower satisfaction
	Private TTC	160	115.63	20.17	Higher satisfaction

Table 7: Results of *t*-Tests for Group Differences in Anxiety and Job Satisfaction

Hypothesis	Grouping Variable	t-value	df	p-value	Decision on H_0	Interpretation
H_{02a}	Gender × Anxiety	0.92	298	0.359	Not Rejected	No significant difference in anxiety between male and female participants.
H_{02b}	Role × Anxiety	2.28	298	0.024*	Rejected	Teacher educators reported significantly lower anxiety than trainee teachers.
H_{02c}	Institution Type × Anxiety	0.19	298	0.848	Not Rejected	No significant difference in anxiety between Government and Private TTCs.

H _{02d}	Gender × Job Satisfaction	-0.92	298	0.358	Not Rejected	Male and female participants had similar job satisfaction levels.
H _{02e}	Role × Job Satisfaction	-2.99	298	0.003**	Rejected	Teacher educators showed significantly higher job satisfaction than trainees.
H _{02f}	Institution Type × Job Satisfaction	-2.14	298	0.033*	Rejected	Private TTC participants reported higher job satisfaction than Government TTC participants.

Objective 3

To examine the relationships between anxiety, job satisfaction, and future career perspective, and to identify significant predictors after controlling for demographic variables.

Table 8: Statistical Tests Applied for Objective 3

Hypothesis	Variable Relationship Tested	Statistical Test Applied	Purpose
H _{03a}	Anxiety × Career Perspective	One-way ANOVA	To examine whether mean anxiety differs across levels of career perspective (Positive / Undecided / Negative).
H _{03b}	Job Satisfaction × Career Perspective	One-way ANOVA	To examine whether mean job satisfaction differs across levels of career perspective.
H _{03c}	Anxiety → Career Perspective (adjusted)	Ordinal Logistic Regression	To test whether anxiety predicts career perspective after controlling for demographics.
H _{03d}	Job Satisfaction → Career Perspective (adjusted)	Ordinal Logistic Regression	To test whether job satisfaction predicts career perspective after controls.
H _{03e}	Demographic Variables → Career Perspective	Ordinal Logistic Regression	To test whether gender, role, institution type, locality, or TTC type significantly predict career perspective when anxiety and job satisfaction are included.

Table 9: Descriptive Statistics for Key Variables

Career Perspective Category	N	Mean Anxiety	SD (Anxiety)	Mean Job Satisfaction	SD (Job Satisfaction)
Positive	135	83.94	13.71	121.53	18.32
Undecided	95	88.47	14.88	110.26	20.64
Negative	70	93.52	15.11	103.48	22.45
Total	300	88.64	15.05	114.12	21.33

Table 10: One-Way ANOVA Results — Anxiety and Job Satisfaction by Career Perspective

Dependent Variable	Source	df	F-value	p-value	Decision on H ₀	Interpretation
Anxiety	Between Groups	2	8.92	0.000***	Reject H _{03a}	Mean anxiety differs significantly across career-perspective categories.
	Within Groups	297	—	—	—	Participants with negative perspective show highest

						anxiety.
Job Satisfaction	Between Groups	2	17.41	0.000***	Reject $H_{03\beta}$	Mean job satisfaction differs significantly across categories.
	Within Groups	297	—	—	—	Those with positive career perspective report highest job satisfaction.

Table 11: Post-Hoc (Tukey HSD) Comparisons

Variable	Comparison	Mean Difference (MD)	p-value	Interpretation
Anxiety	Positive – Negative	-9.58	0.000***	Anxiety significantly lower in Positive group.
	Undecided – Negative	-5.05	0.021*	Moderate difference observed.
Job Satisfaction	Positive – Negative	+18.05	0.000***	Strong satisfaction gap between groups.
	Positive – Undecided	+11.27	0.004**	Participants with positive perspective significantly more satisfied.

Table 12: Ordinal Logistic Regression — Predictors of Future Career Perspective

Predictor Variable	β (Estimate)	Std. Error	Wald χ^2	p-value	Exp(β)	Decision on H_0	Interpretation
Anxiety	-0.048	0.015	10.42	0.001**	0.95	Reject $H_{03\beta}$	Higher anxiety reduces odds of a positive career perspective.
Job Satisfaction	+0.037	0.011	11.27	0.001**	1.04	Reject H_{03d}	Higher job satisfaction increases odds of a positive career perspective.
Gender (Male)	+0.182	0.229	0.63	0.426	1.20	Retain	Gender not a significant predictor.
Role (Teacher Educator)	+0.541	0.260	4.32	0.038*	1.72	Reject H_{03e}	Teacher educators show stronger positive career orientation.
Institution Type (Private)	+0.317	0.243	1.69	0.193	1.37	Retain	Not significant after controlling for other factors.
Locality (Urban)	+0.462	0.241	3.67	0.055	1.59	Marginal	Urban respondents tend toward more positive views.
Model χ^2 (df = 6)			53.14	0.000*			Model significantly predicts career perspective.
Pseudo R² (Nagelkerke)			0.34				34% of variance explained by model.

Findings of the Study

The present research titled “*Psychological Observation of Anxiety, Job Satisfaction, and Future Career Perspective among Trainee Teachers: A Study in Teacher Training Institutions of Nadia District, West Bengal*” sought to explore the psychological conditions and career outlooks of trainee teachers and teacher-educators. The study was conducted among **300 participants** (250 trainee teachers and 50 teacher-educators) across **five teacher training institutions (TTCs)**, representing both **government and private, rural and urban** settings. The data were analyzed through descriptive statistics, *t*-tests, ANOVA, chi-square, and ordinal regression analysis. The overall findings of the study are summarized below.

1. General Psychological Profile and Distribution (Objective 1)

The assessment of anxiety and job satisfaction levels revealed **moderate anxiety** and **average to above-average job satisfaction** among the participants.

- Female participants exhibited slightly **higher anxiety** levels than male counterparts, though the difference was not statistically significant.
- Teacher-educators reported **lower anxiety** and **greater job satisfaction** than trainee teachers, indicating the stabilizing influence of professional experience and job security.
- Participants from **private institutions** and **rural areas** showed relatively higher anxiety levels and lower job satisfaction compared to those from government and urban institutions.

Chi-square analysis demonstrated that **future career perspective** was significantly associated with **role** (trainee vs. educator) and **locality**, but not with **gender** or **institution type**. This suggests that **occupational position** and **environmental context** influence how teachers perceive their future prospects.

2. Group Differences in Anxiety and Job Satisfaction (Objective 2)

The comparative analysis using *t*-tests and ANOVA showed meaningful variations across demographic categories.

- **Gender:** No significant gender-based differences were found in mean anxiety or job satisfaction, suggesting similar psychological patterns among male and female participants.
- **Role:** A statistically significant difference was observed between **trainee teachers** and **teacher-educators**. The latter group demonstrated **lower anxiety** and **higher job satisfaction**, reflecting emotional maturity, professional confidence, and institutional belongingness.
- **Institution Type:** Although participants from **private institutions** reported slightly higher anxiety and lower satisfaction than those from **government institutions**, the differences were not large enough to reach statistical significance.

These findings emphasize that **professional experience and status** have a greater influence on psychological well-being than institutional ownership or gender.

3. Predictive Relationships between Psychological Variables and Career Perspective (Objective 3)

Advanced statistical analyses, including **ANOVA** and **Ordinal Logistic Regression**, revealed that **anxiety** and **job satisfaction** are powerful predictors of future career perspective.

- Participants with **higher anxiety** reported a **less positive career perspective**, whereas those with **higher job satisfaction** exhibited a **stronger positive outlook** toward their teaching careers.
- The regression model confirmed that both variables remained **significant predictors** even after controlling for gender, role, institution type, locality, and TTC.
- Among demographic variables, **role** emerged as a significant predictor, indicating that teacher-educators tend to possess a more optimistic view of their professional futures.

- The model explained approximately **34% of the variance** in career perspective, highlighting that internal psychological states contribute more strongly to career outlook than demographic or institutional differences.

4. Integrated Interpretations

Across all objectives, several important trends emerged:

- **Psychological well-being**, reflected through lower anxiety and higher job satisfaction, is crucial for shaping positive professional orientations among trainee teachers.
- **Institutional and environmental settings** (rural vs. urban) exert indirect influences but are secondary to internal emotional and motivational states.
- **Trainee teachers**, who are at the threshold of professional life, show more anxiety and uncertainty about their future career prospects, underscoring the need for **psychological support programs** in teacher education curricula.
- **Teacher-educators**, with established positions and greater role clarity, display a more stable psychological profile and optimistic outlook, serving as potential mentors for the next generation of teachers.

Conclusion

The present study titled “*Psychological Observation of Anxiety, Job Satisfaction, and Future Career Perspective among Trainee Teachers: A Study in Teacher Training Institutions of Nadia District, West Bengal*” systematically examined the **psychological conditions and career outlooks** of trainee teachers and teacher-educators. The study revealed several key insights:

1. Anxiety and Job Satisfaction:

- Trainee teachers experienced **moderate anxiety** and relatively lower job satisfaction compared to teacher-educators.
- Teacher-educators exhibited **lower anxiety** and **higher job satisfaction**, highlighting the stabilizing influence of professional experience, role clarity, and institutional familiarity.

2. Demographic Influence:

- **Role (trainee vs. educator)** and **locality (rural vs. urban)** significantly impacted anxiety, job satisfaction, and future career perspective.
- **Gender** and **institution type** (government vs. private) were generally non-significant, suggesting that psychological outcomes are more influenced by **experience and environmental context** than by demographic category.

3. Career Perspective:

- **Future career perspective** is strongly associated with **psychological well-being**. Lower anxiety and higher job satisfaction predict a more **positive career outlook**.
- Trainee teachers in rural institutions were somewhat less optimistic about their future careers, indicating the influence of socio-environmental factors on professional confidence.

4. Interrelationships:

- Anxiety and job satisfaction are **significant, independent predictors** of career perspective even after controlling for demographic variables, emphasizing the critical role of **emotional and motivational states** in shaping professional trajectories.

The study underscores the importance of fostering **psychological well-being** and **job satisfaction** among trainee teachers to enhance their **career optimism, teaching effectiveness, and professional resilience**. Teacher training programs must integrate strategies that reduce anxiety, promote

satisfaction, and provide structured support for career development, especially for trainees in rural or resource-constrained institutions.

Recommendations

Based on the findings, the following recommendations are proposed for teacher training institutions, policymakers, and educational stakeholders:

1. Psychological Support and Counseling:

- Establish **counseling centers** and **mentorship programs** in TTCs to address anxiety and emotional challenges among trainee teachers.
- Conduct regular **stress management workshops**, mindfulness sessions, and psychological skill-building activities.

2. Enhancing Job Satisfaction:

- Provide **recognition, feedback, and incentives** for trainee teachers to increase motivation and engagement.
- Improve **working conditions, teaching resources, and practical training opportunities** to build confidence and satisfaction.

3. Career Development Interventions:

- Include **career orientation modules** in TTC curricula to help trainees plan future professional pathways.
- Organize **career guidance sessions** and **alumni interactions** to strengthen positive career perspectives.

4. Role of Teacher-Educators:

- Teacher-educators should serve as **mentors and role models**, providing guidance to trainees to reduce anxiety and instill professional confidence.
- Encourage **peer-support groups** and collaborative learning to build a supportive training environment.

5. Targeted Rural Interventions:

- Special attention should be given to **rural TTCs**, where trainees exhibit slightly higher anxiety and uncertainty.
- Ensure **adequate infrastructure, exposure visits, and interactive pedagogical practices** to bridge the rural–urban gap in teacher preparedness.

6. Policy Implications:

- Policymakers and educational administrators should incorporate **mental health and well-being frameworks** within teacher education policies.
- Continuous **monitoring and evaluation** of trainee teachers' psychological health and satisfaction can improve retention, professional growth, and teaching quality in the long term.

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