



CAREER COMMITMENT AND JOB STRESS AMONG TEACHER EDUCATORS WORKING IN PRIVATE COLLEGES OF TEACHER EDUCATION IN ASSAM

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Abstract

Teacher educators play an important role in preparing future teachers and strengthening the quality of teacher education. Their commitment towards teaching as a career and the extent of stress experienced in their jobs may influence their professional functioning, institutional participation, and continuity in the teaching profession. The present study examined the level of career commitment and job stress among teacher educators working in private colleges of teacher education in Assam and investigated the relationship between the two variables. A descriptive survey design was adopted. The study was based on data obtained from 100 teacher educators working in private teacher education institutions in Assam. Career commitment was assessed through a 70-item five-point scale, while job stress was assessed through a 59-item five-point scale. Descriptive statistics, reliability analysis, and Pearson's product-moment correlation were employed for analysis. The findings revealed that the mean career commitment score was 290.93 with a standard deviation of 31.23, whereas the mean job stress score was 132.66 with a standard deviation of 18.89. The internal consistency coefficients calculated from the supplied item-level data were 0.941 for the career commitment scale and 0.875 for the job stress scale. Split-half analysis also indicated strong reliability. The correlation between career commitment and job stress was very weak and positive ($r = .025$, $p = .805$), indicating that no statistically significant linear relationship was found between the two variables in the present sample. The findings suggest that career commitment and job stress should be considered as related but empirically distinguishable aspects of the work experiences of teacher educators. The

study highlights the need for institutional attention to workload, professional support, working conditions, career development, and opportunities for meaningful participation in institutional decision-making.

Keywords: Career Commitment, Job Stress, Teacher Educators, Private Colleges, Teacher Education, Assam

1. Introduction

Teacher education occupies a central position in the educational system because teacher educators are responsible for preparing prospective teachers who will subsequently work in schools and other educational settings. The quality of teacher preparation is therefore closely connected with the professional knowledge, attitudes, motivation, commitment, and working conditions of teacher educators. In the Indian context, the transformation of teacher education has received considerable attention following the National Education Policy (NEP) 2020, which emphasizes multidisciplinary preparation, stronger professional standards, integrated teacher education, and improvement in the quality of teacher preparation.

The changing expectations from teacher education institutions have increased the range of responsibilities performed by teacher educators. In addition to classroom teaching, teacher educators may be required to undertake practicum supervision, assessment, mentoring, curriculum-related activities, research, documentation, extension activities, institutional responsibilities, and participation in academic and administrative programmes. These multiple responsibilities may influence how teacher educators perceive their career and their everyday work.

One important dimension of an individual's relationship with work is career commitment. Career commitment refers broadly to the individual's attachment to, identification with, and willingness to remain engaged in a chosen career. It is different from commitment to a particular institution because a person may remain strongly committed to teaching as a career even when attachment to a particular college varies. Research on teachers has similarly distinguished commitment to a profession or occupation from commitment to a specific employing organization.

Career commitment is particularly important in teacher education because the preparation of future teachers requires sustained professional involvement. A teacher educator who views teacher education as a meaningful long-term career may demonstrate greater willingness to participate in academic development, mentoring, professional learning, research, and institutional activities.

At the same time, teacher education is a demanding field. Job stress may arise when the demands associated with one's work exceed, or are perceived to exceed, the resources available to deal with them. Workload, time pressure, administrative duties, role expectations, institutional relationships, professional recognition, job insecurity, and resource constraints can contribute to stressful work experiences.

Previous studies have documented stress among teacher educators, particularly in self-financed or private teacher education institutions. For example, research on self-financing colleges of education has identified work-related stress, professional distress, time management, professional investment, and other work-related factors as important components of teacher stress. Studies in Indian teacher education settings have also reported substantial levels of stress among teacher educators.

The relationship between career commitment and job stress is theoretically important. Stress may influence an individual's attachment to a career, while individuals who are highly committed to a career may also continue to invest substantial effort despite demanding work conditions. Thus, the relationship cannot simply be assumed to be negative or positive. Empirical investigation is required to determine the nature and strength of the association within a particular institutional and geographical context.

The present study therefore focuses specifically on teacher educators working in private colleges of teacher education in Assam. It seeks to examine career commitment and job stress and to determine whether a statistically significant relationship exists between the two variables.

2. Conceptualisation of the Variables

2.1 Career Commitment

Career commitment refers to an individual's psychological attachment to and identification with a chosen career. It represents the extent to which a person values the career, identifies with it, and intends to remain engaged with it.

Career commitment should be distinguished from organizational commitment. Organizational commitment concerns attachment to a particular organization, whereas career commitment concerns attachment to one's broader career or occupational path. Thus, a teacher educator may have strong career commitment to teacher education while simultaneously experiencing dissatisfaction with particular institutional practices.

For the present study, career commitment refers to the degree of attachment, identification, involvement, and willingness to continue in the career of teacher education as reflected through the respondent's total score on the 70-item scale used in the supplied dataset.

2.2 Job Stress

Job stress refers to the psychological and emotional strain associated with the demands, pressures, expectations, and conditions of one's employment. In the context of teacher educators, job stress may be associated with teaching responsibilities, administrative work, workload, time pressure, professional expectations, institutional relationships, student-related responsibilities, and other conditions of employment.

For the present study, job stress refers to the respondent's total score on the 59-item job-stress measure contained in the supplied dataset. A higher score represents a greater degree of the characteristics measured by the scale.

3. Review of Related Literature

Research on teachers has demonstrated that commitment and stress are important dimensions of teachers' work experiences. Klassen et al. examined occupational commitment among practicing and pre-service teachers and reported that job stress and teaching context were among the factors associated with occupational commitment. Their work also emphasized that occupational or career commitment is conceptually distinct from organizational commitment.

Earlier research on teaching stress has identified several sources of stress, including pupil-related difficulties, time and resource problems, professional recognition, and workplace relationships. Such findings demonstrate

that job stress is not produced by a single factor but may emerge from multiple dimensions of the work environment.

Research specifically involving teacher educators has also reported significant stress-related concerns. Studies of self-financing colleges of education have identified time management, work-related stressors, professional distress, discipline and motivation, and professional investment among important components of teacher stress.

Indian research has further highlighted the importance of institutional context. Studies comparing government and private teacher education institutions have reported differences in stress experiences associated with the type of institution. However, findings across different contexts cannot automatically be generalized to teacher educators in Assam because institutional arrangements, employment conditions, management practices, and regional contexts may differ.

The Assam context is particularly significant because private teacher education institutions constitute an important part of teacher preparation. Existing literature on teacher educators in Assam has addressed areas such as job satisfaction and professional experiences, but relatively limited empirical attention has been given to the specific relationship between career commitment and job stress among teacher educators working in private teacher education institutions.

The present study attempts to address this gap by examining both variables together.

4. Need and Significance of the Study

The study is significant for several reasons.

First, teacher educators are responsible for preparing future teachers. Their long-term commitment to teacher education is therefore important for the continuity and quality of teacher preparation.

Second, private teacher education institutions may operate under distinctive institutional conditions. Workload, employment arrangements, administrative expectations, remuneration, professional opportunities, and institutional resources may influence the work experiences of teacher educators.

Third, career commitment and job stress are often discussed together, but their actual empirical relationship may vary across occupational and institutional contexts. The present study provides evidence specifically from private teacher education institutions in Assam.

Fourth, the findings may help college administrators identify areas in which teacher educators require institutional support. These may include workload management, professional development, academic autonomy, research opportunities, collegial support, and transparent administrative practices.

Finally, the study may provide a foundation for further research involving larger samples and more detailed examination of institutional and individual factors affecting teacher educators' career experiences.

5. Objectives of the Study

The study was conducted with the following objectives:

1. To study the level of career commitment among teacher educators working in private colleges of teacher education in Assam.
2. To study the level of job stress among teacher educators working in private colleges of teacher education in Assam.
3. To examine the relationship between career commitment and job stress among teacher educators working in private colleges of teacher education in Assam.

6. Hypothesis of the Study

The following null hypothesis was formulated:

H₀: There is no significant relationship between career commitment and job stress among teacher educators working in private colleges of teacher education in Assam.

7. Methodology

7.1 Research Design

The study adopted a descriptive survey research design. The design was considered appropriate because the study aimed to examine the existing levels of career commitment and job stress and determine the relationship between the two variables.

7.2 Sample

The empirical dataset supplied for the present study contained responses from 100 teacher educators. The respondents represented the target context of teacher educators working in private colleges of teacher education in Assam.

The analysis presented in this paper is restricted to the 100 cases available in the supplied dataset.

7.3 Variables

The major variables included:

- **Career Commitment**
- **Job Stress**

7.4 Tools Used for Data Collection

Two measures were represented in the supplied dataset.

Career Commitment Scale

The career commitment measure consisted of 70 items, with responses scored on a five-point scale. The possible total score therefore ranged from 70 to 350.

Job Stress Scale

The job stress measure consisted of 59 items, with responses scored on a five-point scale. The possible total score ranged from 59 to 295.

7.5 Procedure of Data Analysis

The following statistical techniques were used:

- Mean
- Standard deviation
- Minimum and maximum scores
- Cronbach's alpha
- Pearson's product-moment correlation

The significance level was set at **0.05**.

8. Analysis and Results

8.1 Career Commitment among Teacher Educators

The career commitment scores of the 100 respondents were analysed using descriptive statistics.

Table 1

Descriptive Statistics of Career Commitment

Statistic	Career Commitment
N	100
Mean	290.93
Standard Deviation	31.23
Minimum	210
Maximum	343
Median	294
25th Percentile	277
75th Percentile	313

The mean career commitment score was 290.93, with a standard deviation of 31.23. The observed scores ranged from 210 to 343.

Considering that the theoretical maximum of the 70-item five-point measure is 350, the observed mean represents a relatively high position on the possible score range. However, because no independently established normative cut-off points were provided with the dataset, the result is more appropriately reported as a descriptive score rather than assigning an unsupported categorical label such as "high," "moderate," or "low."

The result indicates that the respondents generally reported substantial commitment-related characteristics as measured by the instrument.

8.2 Job Stress among Teacher Educators

The job stress scores were analysed using descriptive statistics.

Table 2

Descriptive Statistics of Job Stress

Statistic	Job Stress
N	100
Mean	132.66
Standard Deviation	18.89
Minimum	86
Maximum	180
Median	132.50
25th Percentile	122.75
75th Percentile	143.25

The mean job stress score was 132.66, with a standard deviation of 18.89. The observed scores ranged from 86 to 180.

The mean score is presented descriptively because the supplied dataset does not include an externally established classification system for interpreting the total job-stress score.

Therefore, categorical descriptions of job stress should not be imposed without reference to the original manual or validated norms of the instrument.

8.3 Relationship between Career Commitment and Job Stress

Pearson's product-moment correlation was calculated to determine the relationship between career commitment and job stress.

Table 3

Correlation between Career Commitment and Job Stress

Variables	N	r	p
Career Commitment and Job Stress	100	.025	.805

The obtained correlation coefficient was $r = .025$, with $p = .805$.

The coefficient is very close to zero, indicating an extremely weak positive linear association between the two variables. Since the p-value is greater than .05, the relationship is not statistically significant.

Therefore, the null hypothesis stating that there is no significant relationship between career commitment and job stress is retained for the present sample.

The 95% confidence interval for the population correlation based on this sample is approximately $-.172$ to $.220$, further indicating considerable uncertainty around the very small observed correlation.

9. Discussion

The present study examined career commitment and job stress among teacher educators working in private colleges of teacher education in Assam. The findings provide descriptive evidence concerning the two variables and indicate that their observed relationship in the present sample was negligible.

The mean career commitment score was 290.93 out of a possible 350. This suggests that the respondents obtained relatively high scores in relation to the possible score range of the measure. Such a finding is consistent with the view that career commitment represents attachment to one's broader occupational or career role rather than merely attachment to a particular employing institution.

The mean job stress score was 132.66 out of a possible 295. The considerable variation in scores, reflected in the standard deviation of 18.89 and the observed range of 86–180, suggests that respondents did not experience exactly the same level of the stress-related characteristics measured by the instrument.

The most notable finding was the correlation between career commitment and job stress. The correlation was $r = .025$, and it was statistically non-significant. In practical terms, the two measures showed almost no linear association within this sample.

This finding is important because it indicates that higher career commitment cannot automatically be interpreted as evidence of either lower or higher job stress among these respondents. Career commitment and job stress may represent different dimensions of teachers' work experiences. A teacher educator may remain strongly committed to teacher education while experiencing considerable job stress. Conversely, a teacher educator may experience comparatively lower stress without necessarily demonstrating stronger career commitment.

This interpretation is compatible with research conceptualising occupational or career commitment as an attachment to a career that is distinct from commitment to an organization. Earlier research among teachers has also examined job stress and occupational commitment as separate but potentially interconnected aspects of teachers' work experiences.

The finding also differs from studies in which stressful working conditions have been associated with lower career or occupational commitment. Such differences may arise from variations in sample characteristics, institutional environments, measurement instruments, geographical context, employment conditions, and the dimensions included within the respective scales.

Research involving self-financed teacher education institutions has documented several sources of teacher-educator stress, including work-related demands, time management, professional distress, and professional investment. Such evidence reinforces the importance of considering the institutional environment when interpreting job stress.

In the present study, however, the available data do not demonstrate that job stress and career commitment are significantly related. Consequently, explanations concerning specific institutional causes of stress or commitment should be examined through additional variables and qualitative investigation rather than inferred from the correlation alone.

10. Major Findings

The major findings of the study are as follows:

1. The mean career commitment score of the 100 teacher educators was 290.93, with a standard deviation of 31.23.
2. Career commitment scores ranged from 210 to 343.
3. The mean job stress score was 132.66, with a standard deviation of 18.89.
4. Job stress scores ranged from 86 to 180.
5. The career commitment measure demonstrated high internal consistency in the supplied dataset, with Cronbach's $\alpha = .941$.
6. The job stress measure also demonstrated high internal consistency, with Cronbach's $\alpha = .875$.
7. The Pearson correlation between career commitment and job stress was $r = .025$.
8. The relationship was statistically non-significant ($p = .805$).
9. Therefore, the present data do not provide evidence of a statistically significant linear relationship between career commitment and job stress among the 100 respondents.

11. Educational and Institutional Implications

The findings have several implications for teacher education institutions in Assam.

11.1 Strengthening Career Development

Teacher education institutions may provide opportunities for professional learning, research, seminars, conferences, publication, curriculum development, and academic collaboration. Such opportunities can support teacher educators' long-term engagement with teacher education.

11.2 Workload Management

Although the present study did not establish a significant relationship between career commitment and job stress, job stress remains an important aspect of teacher educators' work experiences. Institutions may therefore periodically review teaching workload, administrative assignments, documentation requirements, and additional institutional duties.

11.3 Professional Support

Collegial interaction, mentoring, academic collaboration, and supportive leadership can contribute to a constructive professional environment. Teacher educators should have opportunities to discuss work-related difficulties and academic concerns within appropriate institutional mechanisms.

11.4 Research Opportunities

Private teacher education institutions may encourage teacher educators to undertake research, publish scholarly work, attend academic conferences, and participate in professional development programmes.

11.5 Participation in Decision-Making

Teacher educators may be provided meaningful opportunities to participate in academic and institutional decision-making. Such participation may help strengthen their sense of professional identity and institutional involvement.

11.6 Periodic Assessment of Job Stress

Institutions may periodically assess work-related stress through confidential feedback mechanisms. Such assessments could help administrators identify institutional sources of stress before they become persistent problems.

12. Limitations of the Study

The study has several limitations.

First, the analysis is based on 100 respondents, and therefore the findings should not automatically be generalized to all teacher educators in Assam.

Second, the study is restricted to teacher educators working in private colleges of teacher education. Government teacher education institutions were not included in the present analysis.

Third, the study uses self-reported data. Responses may therefore be influenced by individual perceptions and response tendencies.

Fourth, the present analysis focuses primarily on two variables. Factors such as job satisfaction, organizational commitment, institutional support, workload, remuneration, job security, leadership, research opportunities, and work-life balance were not incorporated into the statistical model.

Fifth, the supplied dataset did not provide sufficient demographic information for subgroup analysis. Consequently, the present paper does not make unsupported claims about differences according to gender, locality, marital status, teaching experience, or other demographic characteristics.

Sixth, the study is cross-sectional. Therefore, the findings indicate an association at one point in time and cannot establish causal relationships.

13. Suggestions for Further Research

Future research may extend the present study in several directions.

1. A larger sample covering a greater number of private teacher education institutions in Assam may be used.
2. Future studies may compare teacher educators working in government and private institutions.
3. Researchers may examine the influence of gender, teaching experience, academic qualification, employment status, salary, institutional location, and workload.
4. Future studies may include career commitment, job stress, job satisfaction, organizational commitment, work-life balance, and institutional support within a multivariate framework.
5. Qualitative interviews or focus-group discussions may be conducted to identify specific sources of job stress experienced by teacher educators.
6. Longitudinal studies may be conducted to examine changes in career commitment and job stress over time.
7. Structural equation modelling or regression analysis may be used in larger samples to examine the contribution of institutional and individual variables to career commitment and job stress.

14. Conclusion

The present study examined career commitment and job stress among 100 teacher educators working in private colleges of teacher education in Assam. The findings showed a mean career commitment score of 290.93 and a mean job stress score of 132.66. Both measures demonstrated satisfactory to high internal consistency in the present dataset.

The correlation between career commitment and job stress was $r = .025$ ($p = .805$), indicating an extremely weak and statistically non-significant linear association. Thus, the present data do not support the assumption that career commitment and job stress are significantly related among the respondents.

The findings suggest that career commitment and job stress should be examined as distinct dimensions of teacher educators' professional experiences. A teacher educator may remain committed to teacher education while simultaneously experiencing work-related stress. Therefore, strengthening career commitment alone should not be considered a substitute for addressing institutional sources of job stress.

For private teacher education institutions in Assam, attention to supportive working conditions, reasonable workload, professional development, research opportunities, collegial relationships, and participatory institutional practices may contribute to a healthier professional environment. Further research using larger and more representative samples is required to understand the complex factors associated with career commitment and job stress among teacher educators.

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