



# International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open-access journal  
Impact Factor 8.3 [www.ijesh.com](http://www.ijesh.com) ISSN: 2250-3552

## **A Study Of Teachers' Professional Commitment In Relation General Well-Being**

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### **Abstract**

The present study investigates the association between professional commitment and general well-being of senior secondary school teachers in Haryana. Given the growing workload and strain on teachers, the relationship between well-being and teacher commitment in particular needs to be further examined. The study is based on descriptive survey method and random sampling was used to access a sample of 600 teachers from four districts. Two tools, Professional Commitment Scale (Kaur, Ranu, & Brar, 2011) and General Well-Being Sale (Kalia & Deswal, 2011), were standardized to collect the data. The analysis was performed in SPSS (version 2021) using Mean, Standard Deviation as well ANOVA. There was a significant difference in professional commitment among the three general wellbeing levels. Teachers with high well-being reported significantly higher mean professional commitment than teachers with reasonable or poor wellbeing. ANOVA and Tukey HSD honest significant difference tests verified these differences to be significant. These results underline that general well-being is an important contributor to teachers' professional engagement, motivation, and retention. Such findings support institutional policies directed toward the improvement of teacher well-being in terms of mental health and workload management, as well as wellness programs. The implications for policy makers, teacher educators and school leaders are profound.

**Keywords:** Professional Commitment, General Well-being, Senior Secondary School Teachers, ANOVA, Senior Secondary Education

### **Introduction**

Teachers are known as the pillars of any education system across the globe. Their duty is not just to impart knowledge but to mould the characters and personalities of future generations in terms of their moral, intellectual, emotional and social well-being. Professional commitment, which is a key towards the quality of instruction, student motivation and educational outcomes (Kumar, 2015). This commitment is not emergent in vacuum of the teacher, but it is significantly influenced by his/her general level of well-being that includes physical and emotional health stability, psychological perseverance and social support (Rani, 2018). A body



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of literature upholds the teachers' well-being and highlights the vitality to affect their job satisfaction, classroom performance, and sustainable commitment to occupation (Verma, 2019; Singh, 2021). Professional commitment refers to the extent to which a teacher identifies with his role, believes in the goals and values of the profession, and makes consistent effort to be successful as an educator (Kaur, 2022). Dedicated educators are more likely to be risk takers & innovators; engage in professional development and create a caring atmosphere for students. However, this level of dedication cannot be maintained unless the teacher is physically and mentally healthy both inside and outside the classroom. Educators who are affected with stress, fatigue, or low emotional support are more likely to suffer from burn out, absenteeism and lower engagement (Brown 2020).

The Indian educational environment, as in other countries, has been given a makeover over the last few years. Teachers need to attend to changing pedagogical methods, and the requirement for the integration of digital tool as well for administrative task is ever more pervasive. Though designed to improve the delivery of education, these changes are also very demanding for teachers who in turn, pay with their mental and emotional health (Deshmukh, 2024). Emotional exhaustion, digital-heavy fatigue, and post-pandemic all already has lead to the visible downtrend of morale for school teachers that have only added more weight to the current trend (Iyer, 2025).

While global attention on teacher well-being has increased, a majority of the literature has primarily been conducted within Western-based educational systems with much research focusing on specific dimensions of well-being. In the Indian setting, especially keeping in view the senior secondary schools, literature is scant when it comes to effects of varying levels of well-being on teachers' professional attitudes and behaviour. The teachers of the level are important players who from one hand faces young adolescents in their challenging stage and other hand they have to sustain the load of board exam, career guidance and family expectations (Sharma, 2016). Knowing more about their emotional and psychological well-being is important, therefore to have optimal student outcomes and institutional success.

The present research aims to fill this gap by investigating empirically the relationship between overall well-being and organisational commitment in case of senior secondary school teachers of Haryana (India). In so doing, it aims to inform policymaking and teacher education systems and institutional change that places the well-being of teachers as a fundamental cornerstone of quality education. These research-driven views will assist educators and policy makers in improving the education landscape as well as increase sustainability within their profession.

## **Review of Literature**

Kumar (2015) also conducted research among secondary school teachers in Himachal Pradesh, revealing that a personal sense of well-being was significantly linked with job satisfaction. In



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addition, among teachers in the more mentally healthy group, enhanced enthusiasm and emotional attachment to profession led to increased occupational engagement. Sharma (2016) in India investigated that the emotional health of teachers influenced their teaching performance; personal well-being greatly affected classroom work. In particular, more emotionally regulated teachers were more patient, engaged, and successful at handling student interpersonal relations to create better learning contexts. Patel, (2017) explored the relationship between professional commitment and resilience of teachers” and found that there is significant positive relationship. Highly committed teachers resisted institutional stressors more, and their resistance related to the teachers’ overall psychological well-being. Rani (2018) studied private school teachers and found general well-being to be an important predictor of job stability and retention. The research suggested that educators of optimal physical and emotional well-being were less inclined to leave their jobs and more likely to remain long-term in their workplace. Verma (2019) revealed that physical health of teachers factors significantly in their engagement in professional development programmes. Healthier teachers were less withdrawn at work and had more active/energetic and more open to novelty in teaching, which positively predicted their teaching effectiveness. Brown (2020) stressed that teacher well-being is a global issue and associated with professional burnout. The results highlighted that there are commonalities in sources of stress across education systems, and also called for the development of system level interventions to support teacher well-being globally. Mehra (2020) investigated the wellness programmes in Indian schools and identified that organized well-being interventions enhanced teachers’ belongingness. These programs also helped lift workplace morale and productivity improving teacher student and teacher colleague relations.

Singh (2021) studied the impact of emotional wellness on teachers control within a classroom. Teachers who were well-regulated emotionally tended to respond more favorably and effectively to classroom disruptions so as to create a positive academic environment, which drove better student behavior – and outcomes. Kaur (2022) investigated the psychological capital drivers such as optimism, resilience and self-efficacy in the teaching domain. The researchers found that those with high-level scores in psychological capital scored higher for professional commitment and were more satisfied in their role. Sinha (2023) emphasized the role of government policies supporting teacher wellbeing, including mental health days and wellness leave. The study found that such policies for those with student visas resulted in higher institutional loyalty, lower attendance problems and better school climate. Deshmukh (2024) targeted the urban teachers experiencing digital fatigue because of online teaching adjustment. Long hours of screen time and tech stress were, in turn, negatively related to teachers’ general well-being, which was associated with lower concentration levels and decreased motivation and commitment. Iyer (2025) researched the role of Mindfulness Based Intervention in schools and



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its impact on teacher commitment. According to researchers, regular mindfulness exercise improved emotional and professional well-being - leading to improvement of teacher morale and functioning in the classroom.

## **Significance and Justification of the Study**

The current research is highly relevant in the present changing academic environment, such as that of India; where teachers are being bombarded with multiple responsibilities. · Senior secondary school: Teachers' are instrumental in the students' academic life, emotional psychological development as well as their professional future. However, that group works under a lot of stress (board exams, management responsibilities in running the school), curriculum overload and an environment where expectations from both parents and institutions are mounting. In the face of these developments, it seems highly appropriate to now investigate the impact of general well-being on professional commitment among teachers. Professional commitment is a key to effective teaching. A healthy minded, emotionally strong and physically sturdy teacher stands higher chances of being involved, creative and regular in his responsibilities. On the other side, poor well-being can contribute to burnout, absenteeism and reduced levels of motivation – all of which impact on the quality of education provided. The study is warranted in attempting to explore this significant linkage, based on empirical data from a heterogeneous sample of government and private school teachers of four districts of Haryana. Such a study is potentially actionable to educational planners, administrators, and policymakers. In addition, the study is congruent with national education policies that focus on comprehensive teacher development. In locating well-being as a predictor of professional commitment, the study raises awareness for institutional interventions to foster healthier and more committed educators (i.e., wellness programs, mental-health support, and work-life balance initiatives). This study can potentially influence teacher education programs, HR practices, and school management initiatives. In addition, perhaps more fundamentally, it provides legitimacy for refocusing attention not only on the evaluation of teacher performance but also on building ecosystems that support sustained professional commitment and well-being.

## **Statement of the Problem**

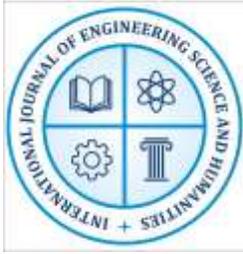
### **A Study Of Teachers' Professional Commitment In Relation General Well-Being**

#### **Objectives**

1. To measure the level of professional commitment among senior secondary school teachers in relation to their level of general well-being.

#### **Hypotheses**

1. There will be no significant difference in professional commitment among senior secondary school teachers in relation to their level of general well-being.



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## METHODOLOGY:

The nature of the proposed study: Descriptive Survey Method has been applied in this study

## SAMPLE:

A sample of 600 senior secondary school teachers from the four districts representing each zone were selected out of the 22 districts of Haryana on the basis of a random sampling technique.

## TOOL USED

1. Professional Commitment Scale for Teachers by Kaur, Ranu and Brar (2011)
2. General Well-Being Scale (GWBS) constructed and standardised by Kalia and Deswal (2011)

## STATISTICS TO BE USED:

The statistical techniques such as Mean, Standard Deviation, 't' test, ANOVA, Product Moment Correlation and Regression analysis will be used to analyse the data with the help of SPSS-2021 version.

## Results and Interpretation

The study aimed to examine the relationship between professional commitment and general well-being among senior secondary school teachers in Haryana. The data, collected using standardized tools from a sample of 600 teachers, were analyzed using descriptive statistics and ANOVA.

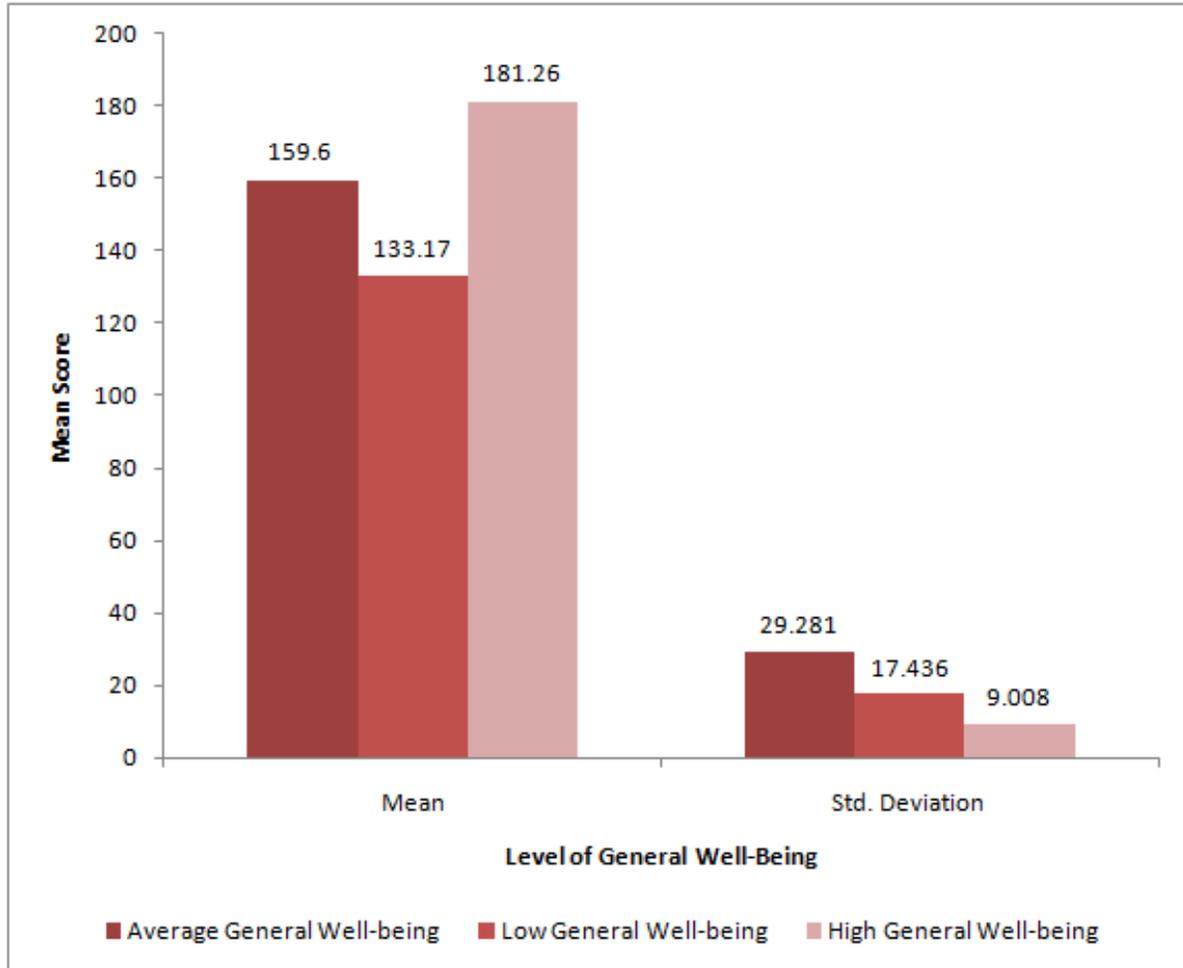
**Table 1: Descriptive statistics of professional commitment of teachers in relation to their level of general well-being**

Level of General Well-being	N	Mean	Std. Deviation	Maximum
Low General Well-being	138	133.17	17.436	156
High General Well-being	162	181.26	9.008	202
Total	600	159.37	28.408	202



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**Fig. 1:** Mean and S.D. of professional commitment of teachers in relation to their level of general well-being

Descriptive statistics (Table 1) indicated a progressive increase in professional commitment with higher levels of general well-being. Teachers with high well-being recorded a mean score of 181.26, those with average well-being scored 159.60, while those with low well-being had the lowest mean of 133.17.

**Table 2:** ANOVA Table for Professional Commitment in relation to their level of general well-being

Professional Commitment					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	172336.923	2	86168.461	165.375	.000



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Within Groups	311066.937	597	521.050		
Total	483403.860	599			

To statistically validate these differences, a one-way ANOVA was conducted (Table 2), which yielded a significant F-value of 165.375 ( $p < .001$ ). These results confirmed that the differences in professional commitment across the three well-being groups were statistically significant.

**Table .3: Homogeneous Subsets**

Professional Commitment				
Tukey HSD				
Level of General Wellbeing	N	Subset for alpha = 0.05		
		1	2	3
Low General Well-being	138	133.17		
Average General Well-being	300		159.60	
High General Well-being	162			181.26
Sig.		1.000	1.000	1.000

Post hoc analysis using Tukey HSD (Table 3) further clarified that each well-being group formed a unique and independent subset, reinforcing the conclusion, that general well-being has a strong influence on professional commitment.

In conclusion, based on the results of the descriptive statistics, ANOVA, post hoc comparisons, and homogeneous subset analysis, it is evident that the level of general well-being significantly influences professional commitment among teachers. Since the null hypothesis assumed no significant difference across well-being levels, and the results consistently demonstrated otherwise, the null hypothesis is rejected. These findings underscore the importance of promoting general well-being among teachers as a key factor in enhancing their professional commitment.

### Findings of the Study

The study revealed that general well-being has a statistically significant impact on the professional commitment of senior secondary school teachers. Descriptive analysis showed a progressive increase in professional commitment from low to high levels of well-being. The highest commitment scores were reported by teachers with high general well-being ( $M = 181.26$ ), followed by average ( $M = 159.60$ ), and the lowest scores were seen in teachers with poor well-being ( $M = 133.17$ ). The ANOVA results indicated significant differences across groups ( $F = 165.375$ ,  $p < .001$ ). Post hoc Tukey analysis confirmed that each well-being group constituted a statistically distinct subset, providing robust evidence of the correlation between well-being and professional commitment.



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## Discussion of Results

The findings resonate with prior studies that highlight the strong connection between teacher well-being and professional engagement. For instance, **Kumar (2015)** found that mental wellness among teachers fosters job satisfaction and stronger professional alignment. Similarly, **Sharma (2016)** emphasized that emotional well-being influences classroom performance and interpersonal relationships. This study supports **Patel's (2017)** conclusion that teachers with psychological resilience are more committed and less affected by institutional pressures. The current results are also aligned with **Verma (2019)**, who noted the impact of physical well-being on professional development.

Moreover, the strong difference observed through ANOVA aligns with **Singh (2021)** who reported that emotional wellness leads to better classroom management, indirectly fostering commitment. The role of psychological capital in driving commitment, as discussed by **Kaur (2022)**, finds direct reflection in the present study's outcomes. Furthermore, **Deshmukh (2024)** and **Iyer (2025)** provided insight into modern stressors like digital fatigue and the positive effect of mindfulness, which further explains why well-being enhancement correlates with elevated commitment levels.

## Educational Implications and Suggestions

The study underscores the critical need to integrate teacher well-being as a core component of educational policy and school management. First, institutions should implement structured well-being programs, including mental health workshops, wellness retreats, and emotional resilience training. Second, workload redistribution and administrative support should be introduced to reduce stress and prevent burnout. Based on the findings, schools and educational boards must establish wellness cells to monitor and support teacher well-being regularly.

Moreover, teacher training programs should include modules that focus on self-care, stress management, and building psychological capital, as noted by **Kaur (2022)** and **Mehra (2020)**. Policy initiatives must focus on holistic teacher development, combining professional enhancement with wellness frameworks. Government bodies like the NCERT and SCERT should also conduct periodic assessments and interventions aimed at improving the well-being of teaching staff. Ultimately, nurturing teacher well-being is not just a welfare measure but a strategic investment in the quality and sustainability of the education system.

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