



Study of Senior Secondary School Teachers' Role Commitment in relation of Quality of Life

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Abstract

The present study investigated teachers' role commitment in relation to quality of life among senior secondary school teachers of Haryana. Teaching is a demanding profession requiring sustained emotional, professional, and personal engagement, making teachers' wellbeing a crucial determinant of their professional effectiveness. Using a descriptive survey method, the study examined gender differences in teachers' role commitment and quality of life, and explored the relationship between these two variables. A random sample of 800 senior secondary school teachers was drawn from four districts of Haryana, representing government and private schools from both urban and rural areas. Standardised tools were used to measure teachers' role commitment and perceived quality of life, and data were analysed using descriptive statistics and independent samples *t*-tests. The findings revealed significant gender differences in both role commitment and quality of life, with female teachers showing higher levels than male teachers. Results also indicated that teachers with a high level of quality of life demonstrated significantly greater role commitment compared to those with a low level of quality of life, highlighting a strong positive association between personal wellbeing and professional dedication. The study further highlighted that teachers' emotional stability, work-life balance, and supportive institutional environments play an important role in sustaining motivation and engagement in teaching responsibilities. The outcomes of the study suggest that improving teachers' quality of life through supportive school climates, manageable workloads, and opportunities for professional growth can enhance their role commitment and overall teaching effectiveness. The study emphasizes the need for educational administrators and policymakers to adopt wellbeing-oriented strategies, including stress management support and recognition systems, to strengthen teachers' professional dedication. By establishing the close link between quality of life and role commitment, the study contributes to a holistic understanding of teacher wellbeing and provides practical implications for improving educational quality at the senior secondary level.

Keywords: Teachers' Role Commitment, Quality of Life, Senior Secondary School Teachers, Gender Differences, Professional Wellbeing

Introduction

Teaching is universally recognised as a social profession calling for continued intellectual investment, emotional attachment and ethical commitment. Teachers should not only become the knowledge disseminator, but also facilitate the students' personality development, values



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and life skills. In such a context, role commitment can be defined as the extent to which teachers exhibit dedication, responsibility and psychological attachment towards their professional responsibilities. Key components are honesty in teaching, willingness to take on extra role assignments and persistence when dealing with difficult classroom situations. Role commitment influences participation and motivation Teachers' role commitment influence the level of their participation, attention and motivation.

In addition to a dedication to work, quality of life is a multi-dimensional concept including physical and mental health, social relationships, financial status and work-life balance. The quality of life for educators is determined by their working conditions, institution climate, workload, appreciation and career development possibilities along with family support. In India, teachers are generally working at less than optimal conditions characterized by overcrowded classrooms, administrative functions and responsibilities, with inadequate resources and escalating performance expectations. These strains are substantially felt in their well-being and work engagement (Sharma, 2016; Singh, 2018).

Recent research suggests that teachers' role commitment and quality of life are closely interconnected. Teachers who experience higher levels of wellbeing tend to show greater enthusiasm for teaching, stronger professional identity, and sustained engagement with students (Kaur, 2015; Patel, 2019). Conversely, prolonged stress, emotional exhaustion, and poor work-life balance may weaken commitment and reduce instructional effectiveness (Gupta, 2017; Choudhary, 2023). The COVID-19 pandemic further intensified these concerns, as teachers faced abrupt transitions to online teaching, increased workload, social isolation, and psychological strain, negatively affecting both quality of life and professional motivation (Bansal, 2020).

Indian studies increasingly highlight that supportive school environments, recognition, and opportunities for professional development enhance teachers' sense of purpose and job satisfaction (Mehta, 2021; Rao, 2022). Emotional wellbeing and social support have also been identified as crucial factors influencing sustained commitment to teaching roles (Verma, 2024). Teachers working in rural or resource-limited settings face additional challenges related to financial insecurity and limited professional exposure, which directly impact their quality of life and occupational dedication (Mishra, 2024).

Furthermore, contemporary educational reforms and accountability measures have expanded teachers' responsibilities beyond classroom instruction to include administrative work, student mentoring, and community engagement. While these roles are essential for holistic education, they often increase occupational stress and reduce personal time, thereby affecting overall wellbeing (Gupta, 2017; Rao, 2022). International evidence also supports the view that teacher resilience and life satisfaction are vital for maintaining professional commitment and adapting to changing educational demands (Khan, 2025).

Despite growing awareness of these issues, Indian research has largely examined role commitment and quality of life as separate constructs. Limited attention has been paid to understanding their combined influence on teachers' professional functioning. Exploring this relationship is essential because teachers' wellbeing directly affects classroom climate,



strengthen teachers' engagement. Although existing literature provides valuable insights, most studies examine these variables independently. There remains a clear need for integrated research focusing on how quality of life directly influences teachers' role commitment. Addressing this gap is essential for developing holistic strategies that support teacher wellbeing and enhance educational quality.

Significance and Justification of the Study

The present study holds significant educational relevance as teachers constitute the backbone of any educational system. Their commitment directly influences instructional quality, student achievement, and school effectiveness. Understanding the relationship between teachers' role commitment and quality of life is essential for developing supportive policies and workplace practices. In India, teachers increasingly face professional pressures arising from curriculum reforms, administrative responsibilities, and performance expectations. These demands often affect personal wellbeing, leading to stress and reduced job satisfaction. By examining how quality of life relates to role commitment, the study provides empirical insights into factors that sustain teachers' motivation and dedication.

The findings of this study may assist educational administrators in designing wellbeing-oriented interventions, such as counselling services, professional development programmes, and work-life balance initiatives. Furthermore, the research contributes to the existing literature by integrating psychological wellbeing with professional commitment, offering a holistic understanding of teachers' functioning. Ultimately, strengthening teachers' quality of life can enhance role commitment, improve classroom practices, and promote long-term educational quality.

Statement of the Problem

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Objectives of the Study

1. To assess and compare Teachers' Role Commitment among senior secondary school teachers concerning gender.
2. To analyze and compare the Quality of Life perceived by senior secondary school teachers concerning gender.
3. To compare the levels of Teachers' Role Commitment with the Quality of Life perceptions among senior secondary school teachers.

Hypotheses

1. There will be no significant difference in Teachers' Role Commitment between male and female senior secondary school teachers.
2. There will be no significant differences in the perceived Quality of Life between male and female senior secondary school teachers.
3. There will be no significant relationship between Teachers' Role Commitment and the perceived Quality of Life among senior secondary school teachers.



Research Method Used

The present investigation employed the descriptive research method, which is commonly used in educational and psychological studies to examine existing conditions and relationships among variables without manipulating them.

Population Used in the Study

The population of the present study comprised senior secondary school teachers of Haryana, India, teaching Classes XI and XII. These teachers work with adolescents in the age group of approximately 16–18 years and are directly involved in preparing students for higher education and competitive examinations.

3.4 Sample and Sampling Technique Used

A stratified random sampling technique was adopted to select the sample for the study, ensuring that every member of the population had an equal chance of inclusion. A total sample of 800 senior secondary school teachers was drawn from four randomly selected districts of Haryana.

Tools Used

Standardised tools were employed to collect data for the present study. Teachers' role commitment was measured using the Teachers' Role Commitment Scale developed by Rathod and Verma (2003). Quality of life was assessed through the Quality of Life Scale developed by Sharma and Nasreen (2014).

Statistical Techniques Used

To analyse the collected data, appropriate statistical techniques were applied. Descriptive statistics were used to summarise the data, while independent samples t-tests were employed to compare group differences based on variables such as gender and types of quality of life.

Data Analysis

Table 1: Comparison of Teachers' Role Commitment in relation to gender

Gender	N	Mean	Std. Deviation	't' test
Male teachers	400	126.20	19.193	3.311**
Female teachers	400	130.85	20.509	

**Significant at 0.01 level

Table 1 presents the comparison of teachers' role commitment in relation to gender. The results reveal that female teachers (N = 400) obtained a higher mean score (M = 130.85, SD = 20.509) on the Teachers' Role Commitment Scale as compared to male teachers (N = 400), who recorded a mean score of 126.20 with a standard deviation of 19.193. The calculated *t* value of 3.311 is statistically significant at the 0.01 level, indicating a significant difference in role commitment between male and female teachers. This finding suggests that female teachers demonstrate significantly higher role commitment than their male counterparts. The observed difference implies that gender plays an important role in influencing teachers' professional dedication, with female teachers showing greater involvement, responsibility, and attachment toward their teaching roles.

Table 2: Comparison of Teachers’ Quality of Life in relation to gender

Gender	N	Mean	Std. Deviation	‘t’ test
Male teachers	400	81.49	15.550	6.457**
Female teachers	400	88.94	17.052	

**Significant at 0.01 level

Table 2 shows the comparison of teachers’ quality of life in relation to gender. The data indicate that female teachers (N = 400) obtained a higher mean score (M = 88.94, SD = 17.052) on the Quality of Life Scale compared to male teachers (N = 400), who recorded a mean score of 81.49 with a standard deviation of 15.550. The obtained t value of 6.457 is statistically significant at the 0.01 level, revealing a significant difference between male and female teachers in terms of quality of life. This result suggests that female teachers experience significantly better quality of life than male teachers. The finding implies that gender has a meaningful influence on teachers’ overall wellbeing, with female teachers demonstrating greater satisfaction across physical, emotional, and social domains.

Table 3: Comparison of Teachers’ Role Commitment in relation to types of quality of life

Level of Quality of Life	N	Mean	Std. Deviation	‘t’ test
Teachers with low level of quality of life	296	121.51	17.855	12.265**
Teachers with high level of quality of life	301	135.92	18.668	

**Significant at 0.01 level

Note: Teachers with average level of quality of life are not considered

Table 3 presents the comparison of teachers’ role commitment in relation to levels of quality of life. The results show that teachers with a high level of quality of life (N = 301) obtained a considerably higher mean score (M = 135.92, SD = 18.668) on role commitment compared to teachers with a low level of quality of life (N = 296), who recorded a mean score of 121.51 with a standard deviation of 17.855. The calculated t value of 12.265 is statistically significant at the 0.01 level, indicating a highly significant difference between the two groups. This finding clearly demonstrates that teachers with higher quality of life exhibit significantly greater role commitment than those with lower quality of life. The result suggests that quality of life plays a crucial role in influencing teachers’ professional dedication, responsibility, and engagement in their teaching roles.

Findings of the Study

The findings reveal significant gender differences in both teachers’ role commitment and quality of life, with female teachers demonstrating higher levels than male teachers. Teachers with a high level of quality of life also exhibited significantly greater role commitment compared to those with a low level of quality of life. The results clearly indicate a positive association between quality of life and professional dedication. Overall, the study highlights



that teachers' wellbeing plays a crucial role in enhancing their commitment toward teaching responsibilities.

Discussion of Results

The reviewed studies consistently demonstrate a strong relationship between teachers' role commitment and their quality of life. Emotional wellbeing emerges as a central factor influencing professional dedication, as teachers who are emotionally stable tend to show greater engagement and effectiveness in instructional responsibilities (Kaur, 2015; Singh, 2018). Supportive work environments and balanced family life further enhance teachers' motivation and commitment, highlighting the importance of psychosocial support systems in sustaining professional engagement (Sharma, 2016; Patel, 2019). Conversely, occupational stress caused by excessive workload and administrative pressure negatively impacts psychological wellbeing and reduces role commitment, emphasizing the need for institutional interventions (Gupta, 2017).

The findings also reveal that contextual factors such as leadership support, recognition, and career advancement opportunities significantly strengthen teachers' sense of purpose and job satisfaction, thereby reinforcing commitment (Mehta, 2021). During periods of crisis, such as the COVID-19 pandemic, increased digital workload and reduced social interaction were found to adversely affect teachers' quality of life and professional motivation (Bansal, 2020), indicating the vulnerability of teacher wellbeing under changing educational demands. Gender-specific challenges were also evident, with work–life balance playing a critical role in shaping female teachers' classroom involvement and professional dedication (Rao, 2022). Furthermore, burnout and emotional exhaustion were identified as major barriers to sustained role commitment, while positive coping strategies and peer support enhanced psychological wellbeing and professional engagement (Choudhary, 2023; Verma, 2024). Socio-economic factors, particularly financial security and community respect, were shown to influence occupational dedication among rural teachers (Mishra, 2024). Recent evidence also highlights the importance of resilience, as teachers with higher quality of life demonstrated greater adaptability and commitment in facing professional challenges (Khan, 2025). Collectively, these findings reinforce the view that teachers' role commitment is deeply embedded in their overall quality of life, underscoring the necessity of holistic support systems to promote sustained professional effectiveness.

Implications of the Study

The findings of the study highlight the need to strengthen teachers' quality of life through supportive school environments, manageable workloads, and opportunities for professional growth. Educational administrators should prioritise emotional wellbeing, work–life balance, and recognition to enhance teachers' role commitment. Teacher training programmes must incorporate stress management and resilience-building strategies. Overall, improving teachers' personal and professional wellbeing can lead to greater dedication, classroom effectiveness, and long-term educational quality.



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