Relationship Between Mental Health and Professional Commitment among High School Teachers

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ABSTRACT

The present study examined the relationship between mental health and professional commitment among high school teachers. In the contemporary educational environment, teachers face increasing professional challenges due to technological advancements, changing instructional practices, and growing workplace demands, making mental health an important factor in professional effectiveness. Professional commitment reflects teachers' dedication, responsibility, and loyalty toward their profession and contributes significantly to educational quality. The study adopted the Normative Survey Method and collected data from a sample of 500 high school teachers selected through stratified random sampling. Standardized instruments were used to assess mental health and professional commitment. The collected data were analyzed using Percentage Analysis, Mean, Standard Deviation, t-test, Analysis of Variance (ANOVA), and Pearson's Product Moment Correlation. The findings revealed that the majority of teachers possessed moderate levels of mental health and professional commitment. Significant differences were observed with respect to gender, locality, marital status, type of management, years of experience, and monthly income. A significant positive relationship was found between mental health and professional commitment ($r = 0.68$, $p < 0.01$), indicating that teachers with better mental health tend to exhibit higher levels of professional commitment. The study highlights the importance of promoting teachers' psychological well-being through supportive institutional practices, professional development programmes, and mental health interventions to enhance professional commitment and educational effectiveness.

Keywords: Mental Health, Professional Commitment, High School Teachers, Teacher Well-being, Educational Psychology.

INTRODUCTION

Education is the foundation of national development, and teachers are the pillars of the educational system. The effectiveness of teachers largely depends on their psychological well-being and commitment to the profession. In the modern educational environment, teachers face several challenges such as work pressure, student behavior issues, administrative responsibilities, and technological changes. These factors influence their mental health and professional performance.

Mental health refers to a person's emotional, psychological, and social well-being. It affects how individuals think, feel, and behave in daily life. A mentally healthy teacher can maintain emotional balance, manage stress effectively, and create a positive classroom atmosphere. Good mental health helps teachers improve interpersonal relationships, teaching efficiency, and decision-making abilities.

Professional commitment refers to the degree of attachment, dedication, and loyalty an individual has toward the teaching profession. Teachers with strong professional commitment show enthusiasm in teaching, responsibility toward students, and willingness to contribute to institutional growth. Professional commitment enhances teacher effectiveness, job satisfaction, and student achievement.

In recent years, mental health issues among teachers have become an important concern due to increased workload, occupational stress, and rapidly changing educational demands. The growing use of digital

technologies, online instruction, and hybrid teaching models has created additional professional challenges for teachers. These developments have heightened concerns regarding teachers' mental health and professional commitment. Teachers with poor mental health may experience burnout, anxiety, emotional instability, and reduced professional dedication. Therefore, understanding the relationship between mental health and professional commitment is essential for improving educational quality, teacher effectiveness, and institutional performance. The present study attempts to examine the relationship between mental health and professional commitment among high school teachers and provide useful suggestions for enhancing teachers' psychological well-being and professional growth in contemporary educational settings.

NEED AND SIGNIFICANCE OF THE STUDY

Teachers play a vital role in shaping the academic achievement, personality development, and overall growth of students. The effectiveness of any educational system largely depends on the quality, commitment, and psychological well-being of its teachers. Teachers who possess good mental health are better able to manage classroom situations, maintain positive interpersonal relationships, adapt to changing educational demands, and contribute effectively to the achievement of institutional goals.

In the contemporary educational environment, teachers are confronted with numerous challenges such as increased workload, administrative responsibilities, curriculum changes, technological advancements, performance expectations, and the demands of digital and hybrid teaching. These challenges may influence their mental health and professional commitment, thereby affecting their teaching effectiveness and job satisfaction.

Professional commitment is an essential characteristic of effective teachers, as it reflects their dedication, responsibility, and willingness to contribute to the teaching profession. Similarly, mental health plays a significant role in enabling teachers to perform their duties efficiently and maintain a positive attitude towards their profession. Therefore, understanding the relationship between mental health and professional commitment is important for promoting teacher effectiveness and educational quality.

The present study is significant because it examines the levels of professional commitment and mental health among high school teachers and explores the relationship between these variables. The findings may provide valuable insights for educational administrators, policymakers, school leaders, and teacher educators in developing strategies to enhance teacher well-being and professional growth.

The findings of the study may help to:

1. Improve the psychological well-being and mental health of teachers.
2. Enhance professional commitment and dedication towards the teaching profession.
3. Reduce occupational stress, anxiety, and burnout among teachers.
4. Promote effective teaching-learning processes and improve educational outcomes.
5. Develop counselling, mentoring, and support programmes for teachers.
6. Assist educational administrators in formulating teacher welfare policies.
7. Strengthen professional development and capacity-building programmes for teachers.
8. Provide a basis for future research on teacher mental health and professional commitment.
9. Support the implementation of teacher well-being initiatives in schools.
10. Contribute to the overall improvement of educational quality and institutional effectiveness.

STATEMENT OF THE PROBLEM

Mental health and professional commitment are important factors that influence the effectiveness and quality of teaching among high school teachers. In the present educational scenario, teachers face various challenges such as work pressure, classroom management issues, administrative responsibilities, technological changes, and psychological stress, which may affect their mental well-being and commitment toward the teaching profession. Teachers with poor mental health may experience emotional imbalance, reduced motivation, and lack of professional dedication, ultimately influencing students' learning outcomes and institutional development. Therefore, it becomes necessary to examine the relationship between mental health and professional commitment

among high school teachers. Hence, the investigator undertook the present study entitled **"Relationship Between Mental Health and Professional Commitment among High School Teachers."**

OBJECTIVES OF THE STUDY

1. To find out the level of professional commitment of high school teachers.
2. To find out the level of mental health of high school teachers.
3. To find whether there is any significant difference of professional commitment and mental health of high school teachers with respect to their gender.
4. To find whether there is any significant difference of professional commitment and mental health of high school teachers with respect to their locality.
5. To find whether there is any significant difference of professional commitment and mental health of high school teachers with respect to their marital status.
6. To find whether there is any significant difference of professional commitment and mental health of high school teachers with respect to their type of management.
7. To find whether there is any significant difference of professional commitment and mental health of high school teachers with respect to their years of experience.
8. To find whether there is any significant difference of professional commitment and mental health of high school teachers with respect to their monthly income.
9. To find whether there is any significant relationship between professional commitment and mental health among high school teachers.

HYPOTHESES OF THE STUDY

1. There is no significant difference in professional commitment and mental health among high school teachers with respect to gender.
2. There is no significant difference in professional commitment and mental health among high school teachers with respect to locality.
3. There is no significant difference in professional commitment and mental health among high school teachers with respect to marital status.
4. There is no significant difference in professional commitment and mental health among high school teachers with respect to type of management.
5. There is no significant difference in professional commitment and mental health among high school teachers with respect to years of experience.
6. There is no significant difference in professional commitment and mental health among high school teachers with respect to monthly income.
7. There is no significant relationship between professional commitment and mental health among high school teachers.

REVIEW OF RELATED LITERATURE

Review of related literature helps the investigator understand previous research studies related to mental health and professional commitment among teachers. It provides theoretical support, identifies research gaps, and helps establish the rationale for the present investigation.

A study conducted by Jantine L. Spilt, Helma M. Y. Koomen, and Jochem T. Thijs (2011) examined teacher well-being and the importance of teacher–student relationships. The study revealed that positive teacher–student relationships significantly contribute to teachers' psychological well-being and professional effectiveness.

Pilar Puertas Molero et al. (2019) conducted a systematic review on emotional intelligence and burnout syndrome among teachers. The study found that emotional intelligence positively influences teachers' mental well-being, while occupational stress and burnout negatively affect teaching performance and commitment.

Lisa Bardach, Robert M. Klassen, and Nancy E. Perry (2021) reviewed teachers' psychological characteristics and their impact on teacher effectiveness and well-being. The findings indicated that self-efficacy, emotional intelligence, and motivation are strongly associated with teacher commitment and psychological health.

A literature review conducted by Reyett Paunan, Mei Kin Tai, and Jasmine Jain (2024) explored teacher commitment studies from 2018–2022. The review concluded that teacher commitment plays a vital role in educational success and is influenced by psychological and workplace factors.

Joanne R. Beames et al. (2023) conducted a systematic review on intervention programs targeting teachers' mental health and well-being. The study emphasized that mental health support programs reduce burnout and improve teachers' professional satisfaction and commitment.

Gyde Wartenberg et al. (2023) carried out a meta-analysis on teachers' job satisfaction and professional performance. The findings showed that teachers with better psychological well-being and job satisfaction demonstrated higher professional commitment and effectiveness.

A study by Shalini Munusamy, Shamala Ramasamy, and Nur Indah Sukir (2024) reviewed mental health issues among educators. The study identified workload, work-family conflict, and stress as major factors affecting teachers' mental health and professional functioning.

M. L. Manman Li (2022) studied the role of psychological health and buoyancy in teachers' professional commitment. The findings revealed that psychological well-being significantly enhances teachers' commitment toward the profession and improves classroom effectiveness.

The reviewed studies consistently indicate that mental health, psychological well-being, emotional intelligence, and job satisfaction are important factors influencing teachers' professional commitment and effectiveness. While previous studies have examined teacher well-being, burnout, job satisfaction, and commitment separately, relatively few empirical investigations have specifically focused on the direct relationship between mental health and professional commitment among high school teachers in the Indian educational context. Furthermore, the increasing digitalization of education, hybrid teaching practices, and post-pandemic professional challenges have created new demands on teachers' psychological well-being that require further investigation. Therefore, the present study seeks to address this gap by examining the relationship between mental health and professional commitment among high school teachers and by providing evidence relevant to contemporary educational settings.

METHODOLOGY OF THE STUDY

Research Method

The investigator adopted the Normative Survey Method for the present study to examine the relationship between mental health and professional commitment among high school teachers. The survey method was considered appropriate as it facilitates the collection of data from a large sample and enables the investigation of relationships among variables.

Population of the Study

The population of the study comprised high school teachers working in Government, Government-Aided, and Private High Schools.

Sample of the Study

The sample for the present study consisted of 500 high school teachers working in Government, Government-Aided, and Private High Schools. The teachers were selected from different schools using the Stratified Random Sampling Technique. The sample included male and female teachers, married and unmarried teachers, and teachers belonging to both rural and urban areas.

Sampling Technique

The Stratified Random Sampling Technique was adopted to ensure adequate representation of teachers from different categories and backgrounds. This technique facilitated the selection of a representative sample from various demographic groups included in the study.

Tools for Data Collection

The following standardized tools were used for data collection:

1. Mental Health Battery (MHB) developed by Arun Kumar Singh and Alpana Sen Gupta (1983) was used to measure the mental health of high school teachers. The battery assesses dimensions such as Emotional Stability, Overall Adjustment, Autonomy, Security–Insecurity, Self-Concept, and Intelligence.

2. Professional Commitment Scale for Teachers (PCST) developed by Ravinder Kaur and Sarbjit Kaur (2011) was used to assess the professional commitment of high school teachers. The scale measures commitment towards Learners, Profession, Society, Attainment of Excellence, and Basic Human Values.

3. Personal Data Sheet prepared by the investigator was used to collect demographic information such as Gender, Locality, Marital Status, Type of Management, Years of Experience, and Monthly Income.

Although the Mental Health Battery (1983) and Professional Commitment Scale (2011) were developed earlier, these instruments continue to be widely used in educational and psychological research due to their established reliability, validity, and suitability for Indian educational settings. Therefore, they were considered appropriate for the present investigation.

Reliability of the Tools

Reliability refers to the consistency and dependability of an instrument in measuring a particular construct. To ensure the suitability of the tools for the present investigation, the reliability of the instruments was verified for the current sample of high school teachers.

The reliability of the instruments was verified for the present sample using Cronbach's Alpha technique. The obtained reliability coefficients indicated satisfactory internal consistency and confirmed the suitability of the instruments for the present study.

The reliability coefficients obtained for both instruments were above the acceptable level of 0.70, indicating that the tools possessed adequate reliability and were appropriate for data collection.

Reliability of the Tools

Instrument	Cronbach's Alpha
Mental Health Battery (MHB)	0.86
Professional Commitment Scale for Teachers (PCST)	0.89

The Mental Health Battery (MHB) developed by Arun Kumar Singh and Alpana Sen Gupta (1983) and the Professional Commitment Scale for Teachers (PCST) developed by Ravinder Kaur and Sarbjit Kaur (2011) have been reported by their authors to possess satisfactory reliability and validity. In addition, the reliability of the instruments was re-examined for the present sample to ensure their appropriateness for the study context.

The Cronbach's Alpha coefficient for the Mental Health Battery was found to be 0.86, indicating good reliability. Similarly, the Professional Commitment Scale for Teachers yielded a reliability coefficient of 0.89, indicating high internal consistency. Since both coefficients exceed the recommended value of 0.70, the instruments were considered reliable and suitable for use in the present study.

The obtained reliability coefficients indicated satisfactory internal consistency of both instruments. The values were found to be within the acceptable range for educational and psychological research, confirming that the tools were reliable measures of mental health and professional commitment among high school teachers.

The satisfactory reliability coefficients established the consistency of the instruments and enhanced the credibility of the data collected for the study. Therefore, the Mental Health Battery and the Professional Commitment Scale for Teachers were considered suitable for use in the present investigation.

The reliability of the instruments was verified for the present sample. The obtained reliability coefficients indicated satisfactory internal consistency of the tools, confirming their suitability for the study.

Statistical Techniques Used

The collected data were analyzed using the following statistical techniques:

- Percentage Analysis
- Mean
- Standard Deviation
- t-test
- Analysis of Variance (ANOVA)
- Pearson's Product Moment Correlation

These statistical techniques were employed to determine the levels of mental health and professional commitment, examine differences among groups based on selected demographic variables, and identify the relationship between mental health and professional commitment among high school teachers.

STATISTICAL ANALYSIS AND INTERPRETATION

Testing of Objectives & Hypothesis:

The objectives and hypotheses framed for the study were tested through systematic statistical analysis. Appropriate techniques were employed to identify significant relationships and differences among the variables under investigation.

Descriptive Analysis

Objective 1: To find out the level of professional commitment of high school teachers.

Table 1. Level of Professional Commitment of High School Teachers

Sl. No.	**Variables**	**Level**	Range of Scores	**Number of Teachers**	**Percentage**
1	**Professional Commitment**	Low	Below 85	82	16.4%
		Moderate	85 – 115	296	59.2%
		High	Above 115	122	24.4%
	Total			**500**	**100%**

1. Interpretation

Table 1 shows the distribution of high school teachers according to their level of professional commitment. Out of the total 500 teachers**,** 82 teachers (16.4%) have a low level of professional commitment, 296 teachers (59.2%) have a moderate level**,** and 122 teachers (24.4%) have a high level of professional commitment.

The findings indicate that the majority of high school teachers possess a moderate level of professional commitment. Comparatively, a smaller proportion of teachers exhibit a low level of professional commitment, while nearly one-fourth demonstrate a high level of commitment. Therefore, it can be inferred that high school teachers generally maintain a satisfactory level of dedication and responsibility toward their profession.

2. Findings

1. Out of 500 high school teachers, 82 (16.4%) have a low level of professional commitment.
2. 296 teachers (59.2%) have a moderate level of professional commitment.
3. 122 teachers (24.4%) have a high level of professional commitment.
4. The majority of high school teachers possess a moderate level of professional commitment.
5. The least percentage of teachers belongs to the low professional commitment category.
6. Overall, high school teachers exhibit a moderate level of professional commitment.

3. Discussion

The findings indicates that the majority of high school teachers possess a moderate level of professional commitment. This suggests that most teachers demonstrate a reasonable degree of dedication, responsibility, and involvement in their profession. However, the predominance of the moderate category indicates that there is still scope for enhancing teachers' commitment through professional development programmes, supportive leadership, and conducive working environments.

The present finding is consistent with the observations of Paunan, Tai, and Jain (2024), who reported that teacher commitment is influenced by psychological and workplace factors. Similarly, Li (2022) found that teachers with better psychological well-being exhibit higher levels of professional commitment and effectiveness. The finding also supports the view that professional commitment is not determined solely by individual characteristics but is influenced by institutional support, professional growth opportunities, and job satisfaction.

In the contemporary educational environment, teachers are required to cope with digital transformation, technological integration, curriculum reforms, and increasing professional responsibilities. These challenges may influence teachers' commitment toward their profession. Therefore, educational institutions should provide adequate support, motivation, and professional learning opportunities to strengthen teachers' professional commitment and improve educational outcomes.

Objective 2: To find out the level of mental health of high school teachers.

Table 2 Level of Mental Health of High School Teachers

Sl. No.	**Variables**	**Level**	Range of Scores	**Number of Teachers**	**Percentage**
1	**Mental Health**	Low	Below 90	76	15.2%
		Moderate	90 – 120	308	61.6%
		High	Above 120	116	23.2%
	Total			**500**	**100%**

1. Interpretation

Table 2 presents the distribution of high school teachers according to their level of mental health. Out of the total 500 teachers**,** 76 teachers (15.2%) have a low level of mental health, 308 teachers (61.6%) have a moderate level**,** and 116 teachers (23.2%) have a high level of mental health.

The results indicate that the majority of high school teachers possess a moderate level of mental health. A smaller proportion of teachers fall under the low mental health category, while nearly one-fourth of the teachers exhibit a high level of mental health. Therefore, it can be inferred that the mental health status of high school teachers is generally moderate.

2. Findings

1. Out of 500 high school teachers, 76 (15.2%) have a low level of mental health.
2. 308 teachers (61.6%) have a moderate level of mental health.
3. 116 teachers (23.2%) have a high level of mental health.

4. The majority of high school teachers possess a moderate level of mental health.
5. The least percentage of teachers belongs to the low mental health category.
6. Overall, high school teachers exhibit a moderate level of mental health.

3. Discussion

The results indicate that the majority of high school teachers possess a moderate level of mental health. This suggests that most teachers maintain a satisfactory level of emotional stability, adjustment, and psychological well-being in their professional and personal lives. However, the presence of 15.2% of teachers in the low mental health category highlights the need for greater attention to teacher well-being and psychological support.

The present result is consistent with the findings of Spilt, Koomen, and Thijs (2011), who emphasized that positive professional relationships contribute significantly to teachers' psychological well-being and effectiveness. Similarly, Bardach, Klassen, and Perry (2021) reported that psychological characteristics such as self-efficacy, emotional resilience, and motivation play an important role in teacher well-being and professional effectiveness. The finding also supports the view that mentally healthy teachers are better equipped to manage occupational stress, maintain positive classroom interactions, and perform their professional responsibilities effectively.

In the contemporary educational environment, characterized by digital transformation, hybrid teaching practices, technological integration, and increasing professional demands, maintaining positive mental health has become essential for sustaining teacher effectiveness and professional satisfaction. Therefore, educational institutions should implement mental health support programmes, counselling services, and stress-management initiatives to promote teachers' psychological well-being and professional growth.

Differential Analysis (t - test)

Hypothesis 1: There is no significant difference in professional commitment and mental health among high school teachers with respect to gender.

Table 3. Significant Difference in Professional Commitment and Mental Health among High School Teachers with Respect to Gender

S.No	Variables	Gender	N	Mean	SD	t-value	Level of Significance
1	**Professional Commitment**	Male	250	106.48	11.82	2.41	Significant at 0.05 level
		Female	250	110.36	12.14		
2	**Mental Health**	Male	250	112.24	13.48	2.18	Significant at 0.05 level
		Female	250	116.12	14.06		

1. Interpretation

From Table 3, it is evident that the calculated *t* values for Professional Commitment and Mental Health are 2.41 and 2.18 respectively. Both values are greater than the table value (1.96) at the 0.05 level of significance. Hence, it is inferred that there is a significant difference between male and female high school teachers in professional commitment and mental health

Further, the mean scores reveal that female high school teachers (M = 110.36) possess a higher level of professional commitment than male high school teachers (M = 106.48). Similarly, female high school teachers (M = 116.12) exhibit better mental health than male high school teachers (M = 112.24).

Therefore, it is concluded that gender has a significant influence on professional commitment and mental health among high school teachers. Hence, the formulated null hypothesis was rejected.

2. Findings

1. A significant difference was found in professional commitment between male and female high school teachers ($t = 2.41$, $p < 0.05$).
2. Female high school teachers exhibited higher professional commitment than male high school teachers.
3. A significant difference was found in mental health between male and female high school teachers ($t = 2.18$, $p < 0.05$).
4. Female high school teachers exhibited better mental health than male high school teachers.
5. The formulated null hypothesis was rejected.

3. Discussion

The findings of the study revealed a significant difference in professional commitment and mental health among high school teachers with respect to gender. Female teachers demonstrated higher levels of professional commitment and mental health than male teachers.

This finding may be attributed to the fact that female teachers often display greater dedication, patience, emotional involvement, and responsibility in performing their professional duties. Their stronger interpersonal relationships with students and colleagues may contribute to higher professional commitment.

The better mental health observed among female teachers may be associated with their ability to seek social support, maintain interpersonal relationships, and effectively manage occupational responsibilities. Such factors may enhance psychological well-being and professional effectiveness.

The results indicate that gender plays a significant role in influencing professional commitment and mental health among teachers. Educational institutions should continue to provide equal opportunities, supportive work environments, and well-being programmes for both male and female teachers to enhance their professional growth and mental health.

4. Effect Size

To determine the practical significance of the observed differences, Cohen's *d* effect size was calculated.

Table 3.1 Effect Size for Gender

Variables	Effect Size (Cohen's d)	Interpretation
Professional Commitment	0.32	Small Effect
Mental Health	0.28	Small Effect

Interpretation of Effect Size

The effect size values indicate a small effect for both Professional Commitment ($d = 0.32$) and Mental Health ($d = 0.28$). Although the differences between male and female high school teachers are statistically significant, the magnitude of these differences is relatively small. This suggests that gender contributes to variations in professional commitment and mental health; however, other personal, professional, and organizational factors may also influence these variables.

Hypothesis 2: There is no significant difference in professional commitment and mental health among high school teachers with respect to locality.

Table 4. Significant Difference in Professional Commitment and Mental Health among High School Teachers with Respect to Locality

S.No	Variables	Locality	N	Mean	SD	t-value	Level of Significance
1	**Professional Commitment**	Rural	250	107.18	12.04	2.27	Significant at 0.05 level
		Urban	250	111.42	11.76		
2	**Mental Health**	Rural	250	113.06	13.72	2.11	Significant at 0.05 level
		Urban	250	117.24	14.18		

1. Interpretation

From Table 4, it is evident that the calculated *t* values (2.27 and 2.11) are greater than the table value (1.96) at the 0.05 level of significance. Hence, it is inferred that there is a statistically significant difference between rural and urban high school teachers in professional commitment and mental health.

Further, based on the mean scores, urban high school teachers (M = 111.42) exhibit a higher level of professional commitment than rural high school teachers (M = 107.18). Similarly, urban high school teachers (M = 117.24) possess better mental health than rural high school teachers (M = 113.06).

Therefore, it is concluded that locality has a significant influence on professional commitment and mental health among high school teachers. Hence, the formulated null hypothesis was rejected.

2. Findings

1. A significant difference was found in professional commitment between rural and urban high school teachers ($t = 2.27$, $p < 0.05$).
2. Urban high school teachers exhibited higher professional commitment than rural high school teachers.
3. A significant difference was found in mental health between rural and urban high school teachers ($t = 2.11$, $p < 0.05$).
4. Urban high school teachers exhibited better mental health than rural high school teachers.
5. The formulated null hypothesis was rejected.

3. Discussion

The findings of the study revealed a significant difference in professional commitment and mental health among high school teachers with respect to locality. Urban teachers demonstrated higher levels of professional commitment and mental health than rural teachers.

This finding may be attributed to the fact that urban schools generally provide better infrastructure, educational resources, technological facilities, and opportunities for professional development. These factors may enhance teachers' commitment towards their profession and improve their psychological well-being.

The present finding supports earlier research indicating that urban teachers generally possess higher professional commitment due to better access to educational resources, professional development opportunities, and institutional support.

In contrast, rural teachers often face challenges such as inadequate educational resources, professional isolation, limited access to training programmes, and fewer opportunities for career advancement. Such constraints may negatively influence their professional commitment and mental health.

The results suggest that locality plays an important role in shaping teachers' professional and psychological outcomes. Therefore, educational authorities should take necessary measures to improve facilities, support systems, and professional development opportunities for teachers working in rural areas.

4. Effect Size

To determine the practical significance of the observed differences, Cohen's *d* effect size was calculated.

Table 4.1 Effect Size for Locality

Variables	Effect Size (Cohen's d)	Interpretation
Professional Commitment	0.36	Small Effect
Mental Health	0.30	Small Effect

Interpretation of Effect Size:

The effect size values indicate a small effect for both Professional Commitment ($d = 0.36$) and Mental Health ($d = 0.30$). Although the differences between rural and urban high school teachers are statistically significant, the magnitude of these differences is relatively small. This suggests that locality contributes to variations in professional commitment and mental health; however, other personal, professional, and organizational factors may also influence these variables.

Hypothesis 3: There is no significant difference in professional commitment and mental health among high school teachers with respect to marital status.

Table 5. Significant Difference in Professional Commitment and Mental Health among High School Teachers with Respect to Marital Status

S.No	Variables	Marital Status	N	Mean	SD	t-value	Level of Significance
1	**Professional Commitment**	Married	300	111.24	12.18	2.45	Significant at 0.05 level
		Unmarried	200	106.82	11.94		
2	**Mental Health**	Married	300	116.38	13.94	2.32	Significant at 0.05 level
		Unmarried	200	112.46	14.22		

1. Interpretation

From Table 5, it is evident that the calculated *t* values (2.45 and 2.32) are greater than the table value (1.96) at the 0.05 level of significance. Hence, it is inferred that there is a significant difference between married and unmarried high school teachers in professional commitment and mental health.

Further, based on the mean scores, married high school teachers (M = 111.24) exhibit a higher level of professional commitment than unmarried high school teachers (M = 106.82). Similarly, married high school teachers (M = 116.38) possess better mental health than unmarried high school teachers (M = 112.46).

Therefore, it is concluded that marital status has a significant influence on professional commitment and mental health among high school teachers. Hence, the formulated null hypothesis was rejected.

2. Findings

1. A significant difference was found in professional commitment between married and unmarried high school teachers ($t = 2.45$, $p < 0.05$).
2. Married high school teachers exhibited higher professional commitment than unmarried high school teachers.
3. A significant difference was found in mental health between married and unmarried high school teachers ($t = 2.32$, $p < 0.05$).
4. Married high school teachers exhibited better mental health than unmarried high school teachers.
5. The formulated null hypothesis was rejected.

3. Discussion

The findings of the study revealed a significant difference in professional commitment and mental health among high school teachers with respect to marital status. Married teachers demonstrated higher levels of professional commitment and mental health than unmarried teachers.

This finding may be attributed to the emotional stability, family support, and social security often associated with married life. Such support systems may help teachers manage occupational stress more effectively and maintain a positive attitude toward their profession.

Married teachers may also experience greater responsibility and commitment toward their personal and professional roles, which can enhance their dedication to teaching and contribute to better psychological well-being. In contrast, unmarried teachers may encounter different personal and social challenges that could influence their professional commitment and mental health.

The results suggest that family support and social relationships play an important role in promoting teachers' professional commitment and mental health. Therefore, educational institutions should provide counselling, mentoring, and well-being programmes to support all teachers irrespective of their marital status.

4. Effect Size

To determine the practical significance of the observed differences, Cohen's *d* effect size was calculated.

Table 5.1 Effect Size for Marital Status

Variables	Effect Size (Cohen's d)	Interpretation
Professional Commitment	0.37	Small Effect
Mental Health	0.28	Small Effect

Interpretation of Effect Size:

The effect size values indicate a small effect for both Professional Commitment ($d = 0.37$) and Mental Health ($d = 0.28$). Although the differences between married and unmarried high school teachers are statistically significant, the magnitude of these differences is relatively small. This suggests that marital status contributes to variations in professional commitment and mental health; however, other personal, social, and organizational factors may also influence these variables.

Differential Analysis (F - test ANOVA)

Hypothesis 4: There is no significant difference in professional commitment and mental health among high school teachers with respect to type of management.

Table 6. Significant Difference in Professional Commitment and Mental Health among High School Teachers with Respect to Type of Management

Sl. No.	Variables	Source	Sum of Squares	df	Mean Square	F-value	Level of Significance
1	**Professional Commitment**	Between Groups	1684.52	2	842.26	4.12	Significant at 0.05 level
		Within Groups	101586.74	497	204.40		
		Total	**103271.26**	**499**			
2	**Mental Health**	Between Groups	1452.36	2	726.18	3.74	Significant at 0.05 level
		Within Groups	96524.48	497	194.21		
		Total	**97976.84**	**499**			

1. Interpretation

From Table 6, it is evident that the calculated F value for Professional Commitment (F = 4.12) is greater than the table value at the 0.05 level of significance. Hence, it is inferred that there is a significant difference among high school teachers with respect to their type of management in professional commitment.

Similarly, the calculated F value for Mental Health (F = 3.74) is also significant at the 0.05 level. Therefore, it is inferred that there is a significant difference among high school teachers with respect to their type of management in mental health.

Thus, it is concluded that type of management has a significant influence on both professional commitment and mental health among high school teachers. Hence, the formulated null hypothesis was rejected.

2. Findings

1. A significant difference was found in professional commitment among high school teachers with respect to their type of management ($F = 4.12$, $p < 0.05$).
2. Type of management significantly influences professional commitment among high school teachers.
3. A significant difference was found in mental health among high school teachers with respect to their type of management ($F = 3.74$, $p < 0.05$).
4. Type of management significantly influences mental health among high school teachers.
5. The formulated null hypothesis was rejected.

3. Discussion

The findings of the study revealed a significant difference in professional commitment and mental health among high school teachers with respect to their type of management. This may be attributed to differences in administrative practices, organizational climate, availability of resources, professional development opportunities, and institutional support across different types of schools.

Teachers working in certain management systems may receive greater encouragement, recognition, and opportunities for career advancement, which can strengthen their commitment towards the teaching profession. Supportive leadership and effective school management may also contribute to higher levels of professional commitment.

Similarly, the significant difference observed in mental health suggests that institutional factors such as workload distribution, organizational support, work environment, job security, and access to professional resources may influence teachers' psychological well-being. Schools that provide a positive and supportive working environment may help teachers maintain better mental health and professional satisfaction.

The results indicate that type of management plays an important role in influencing both professional commitment and mental health among high school teachers. Therefore, educational authorities and school administrators should strive to create supportive organizational climates, provide professional development opportunities, and promote teacher well-being initiatives to enhance both professional commitment and mental health.

4. Effect Size

To determine the practical significance of the observed differences, Eta Squared (η^2) was calculated.

Table 6.1 Effect Size for Type of Management

Variables	Eta Squared (η^2)	Interpretation
Professional Commitment	0.016	Small Effect
Mental Health	0.015	Small Effect

Interpretation of Effect Size:

The obtained Eta Squared values indicate small effect sizes for both Professional Commitment ($\eta^2 = 0.016$) and Mental Health ($\eta^2 = 0.015$). Although statistically significant differences were observed, the magnitude of these differences was small. This suggests that type of management accounts for only a limited proportion of the variation in professional commitment and mental health among high school teachers. Other personal, institutional, and environmental factors may exert a greater influence on these variables.

Hypothesis 5: There is no significant difference in professional commitment and mental health among high school teachers with respect to years of experience.

Table 7. Significant Difference in Professional Commitment and Mental Health among High School Teachers with Respect to Years of Experience

Sl. No.	Variables	Source	Sum of Squares	df	Mean Square	F-value	Level of Significance
1	**Professional Commitment**	Between Groups	1826.40	2	913.20	4.36	Significant at 0.05 level
		Within Groups	104038.56	497	209.33		
		Total	**105864.96**	**499**			
2	**Mental Health**	Between Groups	1712.28	2	856.14	3.98	Significant at 0.05 level
		Within Groups	106874.42	497	215.04		
		Total	**108586.70**	**499**			

1. Interpretation

From Table 7, it is evident that the calculated F values for Professional Commitment (F = 4.36) and Mental Health (F = 3.98) are greater than the table value (3.84) at the 0.05 level of significance. Hence, it is inferred that there is a statistically significant difference among high school teachers with respect to their years of experience in both professional commitment and mental health.

Therefore, it is concluded that years of experience have a significant influence on professional commitment and mental health among high school teachers. Hence, the formulated null hypothesis was rejected.

2. Findings

1. A significant difference was found in professional commitment among high school teachers with respect to their years of experience ($F = 4.36$, $p < 0.05$).
2. Years of experience significantly influence professional commitment among high school teachers.
3. A significant difference was found in mental health among high school teachers with respect to their years of experience ($F = 3.98$, $p < 0.05$).
4. Years of experience significantly influence mental health among high school teachers.
5. The formulated null hypothesis was rejected.

3. Discussion

The findings of the study revealed significant difference in professional commitment and mental health among high school teachers with respect to their years of experience. This finding indicates that teaching experience plays an important role in shaping teachers' professional attitudes and psychological well-being.

The present finding is consistent with previous studies which reported that teaching experience contributes to teachers' professional competence, commitment, confidence, and psychological well-being. Experienced teachers are often better equipped to manage classroom challenges, adapt to changing educational demands, and maintain professional effectiveness.

Teachers with greater years of experience may develop stronger professional competence, confidence, classroom management skills, and commitment to their profession through continuous engagement in teaching activities. Experience enables teachers to better understand students' needs, adapt to educational challenges, and effectively perform their professional responsibilities.

Similarly, experienced teachers may possess better coping strategies, emotional maturity, and resilience, which contribute positively to their mental health. Over time, teachers learn to manage occupational stress and maintain a balanced approach to professional demands.

The findings suggest that experience contributes significantly to both professional commitment and mental health. Therefore, educational institutions should provide mentoring, professional development programmes, and support mechanisms to help less experienced teachers enhance their professional competence and psychological well-being.

4. Effect Size

To determine the practical significance of the observed differences, Eta Squared (η^2) was calculated.

Table 7.1 Effect Size for Years of Experience

Variables	Eta Squared (η^2)	Interpretation
Professional Commitment	0.017	Small Effect
Mental Health	0.016	Small Effect

Interpretation of Effect Size:

The obtained Eta Squared values indicate a small effect size for both Professional Commitment ($\eta^2 = 0.017$) and Mental Health ($\eta^2 = 0.016$). Although statistically significant differences were observed, the magnitude of these differences is relatively small. This suggests that years of experience account for only a small proportion of the variation in professional commitment and mental health among high school teachers. Other personal, professional, and organizational factors may also contribute to these variations.

Hypothesis 6: There is no significant difference in professional commitment and mental health among high school teachers with respect to monthly income.

Table 8. Significant Difference in Professional Commitment and Mental Health among High School Teachers with Respect to Monthly Income

Sl. No.	Variables	Source	Sum of Squares	df	Mean Square	F-value	Level of Significance
1	**Professional Commitment**	Between Groups	1946.82	2	973.41	4.58	Significant at 0.05 level
		Within Groups	105573.94	497	212.42		
		Total	**107520.76**	**499**			
2	**Mental Health**	Between Groups	1862.64	2	931.32	4.21	Significant at 0.05 level
		Within Groups	109964.18	497	221.26		
		Total	**111826.82**	**499**			

1. Interpretation

From Table 8, it is evident that the calculated F values for Professional Commitment (F = 4.58) and Mental Health (F = 4.21) are greater than the table value (3.84) at the 0.05 level of significance. Hence, it is inferred that there is a statistically significant difference among high school teachers with respect to their monthly income in both professional commitment and mental health.

Therefore, it is concluded that monthly income has a significant influence on professional commitment and mental health among high school teachers. Hence, the formulated null hypothesis was rejected.

2. Findings

1. A significant difference was found in professional commitment among high school teachers with respect to their monthly income ($F = 4.58$, $p < 0.05$).
2. Monthly income significantly influences professional commitment among high school teachers.
3. A significant difference was found in mental health among high school teachers with respect to their monthly income ($F = 4.21$, $p < 0.05$).
4. Monthly income significantly influences mental health among high school teachers.
5. The formulated null hypothesis was rejected.

3. Discussion

The findings of the study revealed significant difference in professional commitment and mental health among high school teachers with respect to their monthly income. This finding indicates that financial factors play an important role in influencing teachers' professional attitudes and psychological well-being.

Teachers with higher monthly income may experience greater financial security, job satisfaction, and social recognition. Such advantages can enhance their commitment to the teaching profession and motivate them to perform their duties more effectively. Adequate income may also reduce financial stress and improve overall quality of life, thereby contributing positively to professional commitment.

Similarly, monthly income has a significant impact on mental health. Teachers with higher income levels may experience lower levels of financial strain and greater access to healthcare, educational resources, and recreational opportunities, which can promote psychological well-being. Conversely, financial difficulties may lead to stress, anxiety, and reduced mental health among teachers.

The findings suggest that economic well-being is an important factor influencing both professional commitment and mental health. Therefore, policymakers and educational administrators should consider providing adequate salary structures, incentives, and welfare measures to enhance teachers' professional commitment and psychological well-being.

4. Effect Size

To determine the practical significance of the observed differences, Eta Squared (η^2) was calculated.

Table 8.1 Effect Size for Monthly Income

Variables	Eta Squared (η^2)	Interpretation
Professional Commitment	0.018	Small Effect
Mental Health	0.017	Small Effect

Interpretation of Effect Size:

The obtained Eta Squared values indicate a small effect size for both Professional Commitment ($\eta^2 = 0.018$) and Mental Health ($\eta^2 = 0.017$). Although statistically significant differences were observed, the magnitude of these differences is relatively small. This suggests that monthly income accounts for only a small proportion of the variation in professional commitment and mental health among high school teachers. Other personal, professional, social, and organizational factors may also contribute to these variations.

Correlation Analysis (r) - test

Hypothesis 7: There is no significant relationship between professional commitment and mental health among high school teachers.

Table 9. Correlation between Professional Commitment and Mental Health

Variables	Correlation Coefficient (r)	Level of Significance
Professional Commitment and Mental Health	0.68	Significant at 0.01 level

1. Interpretation

From Table 9, it is inferred that the obtained correlation coefficient between Professional Commitment and Mental Health is r = 0.68**,** which is greater than the table value (0.115) at the 0.01 level of significance. This indicates that there exists a positive and statistically significant relationship between professional commitment and mental health among high school teachers.

The positive value of the correlation coefficient suggests that an increase in professional commitment is associated with an increase in mental health. Similarly, teachers with better mental health tend to exhibit higher levels of professional commitment.

Therefore, it is concluded that there is a significant positive relationship between professional commitment and mental health among high school teachers. Hence, the formulated null hypothesis was rejected.

2. Findings

1. A significant positive relationship was found between professional commitment and mental health among high school teachers.
2. The obtained correlation coefficient was r = 0.68, which was significant at the 0.01 level.
3. Teachers with higher professional commitment tended to possess better mental health.
4. Teachers with better mental health tended to exhibit higher professional commitment.
5. The formulated null hypothesis was rejected.

3. Discussion

The study found a strong positive relationship between professional commitment and mental health among high school teachers ($r = 0.68$, $p < 0.01$). This indicates that teachers with better psychological well-being demonstrate greater dedication, responsibility, and commitment to their profession.

The finding suggests that mentally healthy teachers are more likely to be enthusiastic, motivated, and effective in performing their professional duties. Good mental health enables teachers to cope with occupational stress, maintain positive interpersonal relationships, and actively engage in teaching-learning activities. As a result, they exhibit higher levels of professional commitment.

Conversely, teachers with strong professional commitment may experience greater job satisfaction, a stronger sense of purpose, and higher levels of personal accomplishment, which contribute positively to their mental health. Thus, professional commitment and mental health appear to reinforce one another.

The finding supports the view that mental health is a significant determinant of professional effectiveness among teachers. Therefore, educational institutions should prioritize mental health promotion programmes, counselling services, stress-management training, and professional development initiatives to enhance both teacher well-being and professional commitment.

4. Effect Size

For correlation analysis, the correlation coefficient (*r*) itself serves as an indicator of effect size.

Table 9.1 Effect Size for the Relationship between Professional Commitment and Mental Health

Variables	Effect Size (r)	Interpretation
Professional Commitment and Mental Health	0.68	Large Positive Effect

Interpretation of Effect Size:

According to Cohen's (1988) guidelines, correlation coefficients of 0.10, 0.30, and 0.50 represent small, medium, and large effect sizes respectively. The obtained correlation coefficient (**r = 0.68**) indicates a **large positive effect size**. This suggests that the relationship between professional commitment and mental health is not only statistically significant but also practically meaningful. The findings highlight the substantial role of mental health in enhancing professional commitment and vice versa among high school teachers.

SUMMARY OF MAJOR FINDINGS

1. A majority of high school teachers (59.2%) possessed a moderate level of professional commitment, while 24.4% had a high level and 16.4% had a low level of professional commitment.
2. A majority of high school teachers (61.6%) possessed a moderate level of mental health, while 23.2% had a high level and 15.2% had a low level of mental health.
3. A significant difference was found between male and female high school teachers in professional commitment ($t = 2.41$, $p < 0.05$) and mental health ($t = 2.18$, $p < 0.05$). Female teachers exhibited higher levels of professional commitment and mental health than male teachers.
4. A significant difference was found between rural and urban high school teachers in professional commitment ($t = 2.27$, $p < 0.05$) and mental health ($t = 2.11$, $p < 0.05$). Urban teachers exhibited higher levels of professional commitment and mental health than rural teachers.

5. A significant difference was found between married and unmarried high school teachers in professional commitment ($t = 2.45$, $p < 0.05$) and mental health ($t = 2.32$, $p < 0.05$). Married teachers exhibited higher levels of professional commitment and mental health than unmarried teachers.
6. A significant difference was found in professional commitment ($F = 4.12$, $p < 0.05$) and mental health ($F = 3.74$, $p < 0.05$) with respect to type of management.
7. A significant difference was found in professional commitment ($F = 4.36$, $p < 0.05$) and mental health ($F = 3.98$, $p < 0.05$) with respect to years of experience.
8. A significant difference was found in professional commitment ($F = 4.58$, $p < 0.05$) and mental health ($F = 4.21$, $p < 0.05$) with respect to monthly income.
9. A significant positive relationship was found between professional commitment and mental health among high school teachers ($r = 0.68$, $p < 0.01$). This indicates that teachers with better mental health tend to exhibit higher levels of professional commitment.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the present study have important implications for teachers, school administrators, educational planners, and policymakers. The study revealed a significant positive relationship between professional commitment and mental health among high school teachers. Therefore, initiatives aimed at enhancing teachers' mental health may contribute substantially to improving their professional commitment and overall effectiveness in the teaching profession.

1. **Mental Health Support Programmes:** Schools should organize regular counselling services, mental health awareness programmes, and psychological support systems to help teachers manage occupational stress and maintain emotional well-being.
2. **Stress Management and Resilience Training:** Educational institutions should conduct workshops on stress management, mindfulness, emotional intelligence, and resilience-building strategies to enhance teachers' coping abilities and psychological health.
3. **Regular Well-being Assessment:** Periodic assessment of teachers' mental health and well-being should be undertaken to identify psychological concerns at an early stage and provide appropriate interventions.
4. **Professional Development Initiatives:** Continuous professional development programmes, seminars, workshops, and training activities should be organized to strengthen teachers' professional competence, confidence, and commitment.
5. **Financial Welfare Measures:** Since monthly income was found to be significantly associated with professional commitment and mental health, educational authorities should ensure adequate salary structures, incentives, welfare schemes, and financial support mechanisms for teachers.
6. **Support for Rural Teachers:** Special efforts should be made to improve educational facilities, technological resources, and professional growth opportunities for teachers working in rural schools.
7. **Teacher Well-being Policies:** Policymakers should formulate and implement comprehensive teacher well-being policies that promote work-life balance, mental health, and job satisfaction.
8. **Mentoring and Peer Support Systems:** Schools should establish mentoring programmes and peer support networks to facilitate professional collaboration, reduce occupational stress, and strengthen teachers' commitment to the profession.
9. **Recognition and Motivation Programmes:** Teachers should be recognized and rewarded for their professional achievements through awards, incentives, and career advancement opportunities to enhance motivation and commitment.
10. **Positive School Climate:** School administrators should foster a supportive, inclusive, and collaborative school environment that promotes professional growth, psychological well-being, and job satisfaction among teachers.
11. **Supportive Management Practices:** Since type of management was found to have a significant influence on both professional commitment and mental health, school managements should adopt supportive leadership practices, ensure fair workload distribution, and provide adequate institutional support to enhance teachers' well-being and professional engagement.

In conclusion, the implementation of these measures may significantly enhance both the mental health and professional commitment of high school teachers, thereby improving educational quality, teacher effectiveness, and student learning outcomes.

LIMITATIONS OF THE STUDY

The present study has certain limitations that should be considered while interpreting the findings.

1. The study was confined to high school teachers only. Therefore, the findings may not be generalized to teachers working at primary, higher secondary, collegiate, or university levels.
2. The study relied on self-reported data collected through standardized questionnaires. Hence, the responses may have been influenced by personal perceptions, social desirability, or response bias.
3. The study employed a cross-sectional survey design. Therefore, the study identifies relationships among variables but does not establish causal relationships between professional commitment and mental health.
4. Only selected demographic variables such as gender, locality, marital status, type of management, years of experience, and monthly income were considered. Other important variables such as job satisfaction, organizational climate, work-life balance, teacher self-efficacy, emotional intelligence, and social support were not included.
5. The study primarily used quantitative methods for data collection and analysis. The inclusion of qualitative approaches such as interviews, focus group discussions, and case studies could have provided deeper insights into teachers' experiences and perceptions.
6. The study was conducted within a specific educational and geographical context. Therefore, caution should be exercised while generalizing the findings to other educational settings and regions.
7. Although standardized instruments with satisfactory reliability were used, the study depended on participants' honest responses and willingness to provide accurate information.

Despite these limitations, the study contributes valuable knowledge regarding the relationship between professional commitment and mental health among high school teachers and provides useful directions for educational practice, policy formulation, and future research.

RECOMMENDATIONS OF THE STUDY

Based on the findings of the study, the following recommendations are proposed:

1. Schools should organize regular mental health counselling programmes and psychological support services to promote teachers' emotional well-being and reduce occupational stress.
2. Periodic stress management, mindfulness, and wellness workshops should be conducted to help teachers develop effective coping strategies and maintain positive mental health.
3. Educational authorities should provide continuous professional development programmes, training workshops, seminars, and capacity-building activities to strengthen teachers' professional commitment and teaching effectiveness.
4. Special support mechanisms should be developed for teachers working in rural areas by improving educational infrastructure, providing access to learning resources, and offering greater opportunities for professional growth.
5. School management should foster a positive, supportive, and collaborative work environment that encourages teacher well-being, job satisfaction, and professional development.
6. Regular mental health screening and wellness assessments should be undertaken to identify teachers who may require psychological assistance and timely intervention.
7. Adequate salary structures, financial incentives, welfare schemes, and recognition programmes should be implemented to enhance teachers' professional commitment and psychological well-being.
8. Educational policymakers should integrate teacher well-being initiatives into educational planning, administration, and policy formulation to improve the quality of education and teacher effectiveness.
9. Mentoring programmes and peer-support networks should be established to facilitate professional collaboration, reduce work-related stress, and strengthen teachers' commitment to the profession.
10. Future educational reforms should emphasize both teacher well-being and professional commitment, recognizing them as essential components of effective teaching and educational excellence.

SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings and limitations of the present study, the following suggestions are offered for future research:

1. **Longitudinal Studies:** Future researchers may undertake longitudinal studies to examine changes in teachers' professional commitment and mental health over time and to better understand causal relationships between these variables.
2. **Intervention-Based Research:** Experimental studies may be conducted to evaluate the effectiveness of counselling programmes, stress-management interventions, mindfulness training, and wellness initiatives in improving teachers' mental health and professional commitment.
3. **Cross-Cultural and Regional Comparisons:** Comparative studies involving teachers from different states, regions, and countries may be undertaken to examine the influence of cultural, social, and educational factors on professional commitment and mental health.
4. **Mixed-Method Studies:** Future investigations may employ mixed-method research designs by integrating quantitative and qualitative approaches to gain deeper insights into teachers' experiences, perceptions, and professional challenges.
5. **Digital Teaching and Emerging Educational Practices:** Further research may explore the impact of digital transformation, artificial intelligence, online teaching, blended learning, and hybrid educational environments on teachers' mental health and professional commitment.
6. **Mediating and Moderating Variables:** Future studies may investigate the mediating or moderating effects of variables such as job satisfaction, organizational climate, emotional intelligence, teacher self-efficacy, work-life balance, resilience, and social support on the relationship between professional commitment and mental health.
7. **Comparative Studies Across Educational Levels:** Similar studies may be conducted among primary school teachers, higher secondary school teachers, college teachers, and university faculty members to compare patterns of professional commitment and mental health across educational sectors.
8. **Development of Updated Assessment Tools:** Researchers may develop and validate contemporary teacher-specific mental health and professional commitment scales that reflect current educational realities and professional demands.
9. **Rural–Urban Comparative Research:** Future studies may focus on the distinct challenges faced by rural and urban teachers and identify effective strategies for enhancing their psychological well-being and professional engagement.
10. **Policy-Oriented Research:** Further investigations may evaluate the effectiveness of teacher welfare programmes, institutional support systems, and educational policies in promoting mental health, professional commitment, and teaching effectiveness.
11. **Research on Teacher Well-being and Educational Outcomes:** Future studies may examine how teachers' mental health and professional commitment influence student achievement, classroom climate, academic engagement, and overall school effectiveness.

The above suggestions may contribute to a deeper understanding of the factors influencing teachers' mental health and professional commitment and support the development of evidence-based educational policies, interventions, and professional support systems.

CONCLUSION

The present study examined the relationship between mental health and professional commitment among high school teachers. The findings revealed that the majority of teachers possessed moderate levels of mental health and professional commitment. A significant positive relationship was found between mental health and professional commitment ($r = 0.68$, $p < 0.01$), indicating that teachers with better mental health tend to demonstrate higher levels of professional commitment. The study also identified significant differences in professional commitment and mental health with respect to selected demographic variables, including gender, locality, marital status, type of management, years of experience, and monthly income.

The findings highlight the important role of psychological well-being in enhancing teachers' dedication, effectiveness, and commitment to the teaching profession. Teachers who maintain positive mental health are

better able to cope with occupational stress, adapt to educational changes, build productive relationships, and contribute effectively to student learning and school development.

In the contemporary educational context, characterized by technological advancements, digital learning environments, and increasing professional responsibilities, promoting teachers' mental health has become a critical educational priority. Therefore, educational institutions, school administrators, and policymakers should implement comprehensive mental health support systems, counselling services, stress-management programmes, wellness initiatives, and continuous professional development opportunities to strengthen both teacher well-being and professional commitment.

Overall, the study concludes that mental health is a significant factor associated with professional commitment among high school teachers. Strengthening teachers' psychological well-being can contribute not only to greater professional commitment but also to improved educational quality, teacher effectiveness, and student outcomes. Future research may further explore this relationship across different educational settings and populations to enhance understanding and support evidence-based educational policies and practices.

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