



## AN EMPIRICAL STUDY OF MENTAL HEALTH AND PROFESSIONAL COMMITMENT ON TEACHER EDUCATORS

### Education

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### ABSTRACT

The principle of education and teaching quality is truly depends over teacher, curriculum and educational environment (Ministry of Education, 2013). Therefore, to uplift the quality of education and teaching it is very important to focus on teachers and teacher educators as an essential element of educational process. The present study was designed to explore the level of the mental health and professional commitment of teacher educators and also to see the relationship between teacher educators' mental health and professional commitment. The sample of the present investigation comprised 100 teacher educators drawn randomly from 18 colleges of education of Jammu province. The data were collected through 'Scale for Mental Health of Teacher Educators' constructed and standardized by S.P. Anand and 'Scale for Professional Commitment of Teacher Educators' developed and validated by Vishal Sood. Statistical measures of mean, S.D., T-test, and Pearson's product moment correlation were employed to analyze the raw scores so obtained and draw inferences. Findings of the study revealed that 57 percent of the teacher educators have high mental health and 43 percent of the teacher educators have low mental health. Similarly, fifty percent of the teacher educators possessed average and less than average level of professional commitment. Unmarried teacher educators have significantly higher level of mental health and professional commitment. No significant differences have been found in the mental health and the professional commitment of teacher educators on the basis of teaching experience and stream (science and arts). Positive and significant relationship was found between mental health and professional commitment of teacher educators.

### KEYWORDS

Mental Health, Professional Commitment and Teacher Educators

### INTRODUCTION

Teaching is the most challenging and multifaceted profession in our society, and also an important job. It refers to activities that are designed and performed to produce changes in student's behaviour. It is both an art as well as science. A person designating teaching as an art believes that the teachers are born and they can't be prepared with the help of any training. But in the modern age, teaching is recognized as a science. It is designated as science because all the activities can be supervised and analysed. So teaching is not an innate talent but can be nurtured by the teacher training institute. Thus, teaching is behaviour, an organized set of cognitive acts or operations of teaching, overt and covert, organized logically and meaningfully. Modern system of education demands in-depth knowledge of subject content and divergent skills such as patience, leadership, creativity, administration, and counselling and media specialization and so on from teachers. Teachers have to keep themselves up-to-date with constant changes in educational research, development and policy to increase their productivity and quality performance at work. They have to achieve the set targets of success maintained by school authorities, fulfils the expectations and the needs of the children and their parents to maintain their position secured especially in private sector. Various researches conducted in this field proved that private teachers had to work very hard to prove their capability, efficiency talent and productivity to secure their jobs as they are more answerable to their authorities. Failure to attain the set objectives put negative impact on the continuance of their job and amount of salary. Such a situation of heavy burden of work and pressure to do excel in every field of school activities (teaching and non-teaching), insecurity of job position, less salary, unhealthy and uncongenial environment of the school and unsupportive behaviour of the head, administrative interference and lack of appreciation for good work done leads them towards dissatisfaction, frustration, depression etc. and increases the feeling of stress, anxiety, insecurity, poor mental health and failure.

Individual's education is considered the most difficult task in today's world. In case teacher educators are playing the best part of this field; they are believed to be the starting point of each educational development which has the ability to create changes in an individual or a group (Castellano & Datnow, 2000). Every country needs effective and motivated teacher educators as they are an essential element in educational processes. Teacher educators are responsible to educate the school teachers of their country according to its own educational strategies and values as well as to prepare them for better future in this profession.

Hence to improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital position that

competent and mentally sound teacher educators are given due place for the noble task of preparing future teachers. A teacher educator's mental health may be reflected with reference to the following six dimensions of his role / obligation i.e. self-concept, concept of life, perception of self-amongst others, perception of others, personal adjustment and record of achievement.

It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. But teacher educators can play this role effectively only if they are mentally sound towards teaching profession and have high degree of professional commitment.

### Mental health

Good health depends on the state of mind and body. Each exerts a direct influence on the other, but owing to the power of mind over nature, good health is of supreme importance. Health Education Authority (1997) described mental health as the emotional and spiritual resilience, which enable as to survive pain, disappointment and sadness. Kumar (1992) stated that mental health is an index that shows the extent to which the person has been able to meet his environmental demands social, emotional or physical. Surgeon General's report (1999) stated that mental health is the springboard of thinking and communication skills, learning, emotional growth, resilience and self-esteem. As described by World Health Organization (1948) mental health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. World Health Organization (2004) viewed that mental health is a state of well-being in which the individual realizes his or her own abilities and can cope with the normal stresses of life can work productively and fruit fully and is able to make a contribution to his or her community. Mental health is a state of complete physical, mental and social well-being and not merely the absence of disease or uniformity. As is mentioned in Encyclopedia of Educational Research (1969) mental health has to do with being able to love, to work, to play, have to peace of mind, to be happy, to be secure and to be able to manage stress. As is written in World Health Report (2001) mental health is affected by mental illness and mental illness are caused by and interaction of social, genetic, and infectious factors.

### Professional commitment

Professional commitment may be described as a person's belief in and acceptance of the values of his or her chosen occupation, and a willingness to continue and grow in that occupation. It is the degree to which one is committed to one's profession, including feelings of devotion and social responsibility. Chapman (1982) opined that commitment of teachers is the degree of psychological attachment to

their profession. Brooks and Swailes (2002) described professional commitment as the intense felling of identification of an individual with and participation in that particular profession. According to Meyer and Allen (1997) teacher commitment is a psychological position that displays a teacher's relationship with his or her profession and has a effective impact for the decision to remain as a part of that profession. On the basis of teacher commitment it is possible to categorize the teachers as are dedicated and take profession very seriously than who prefer their own interest (Nais, 1981; 1989). Commitment to teaching profession is devotion to teaching as a profession (Day, 2004).

Inconsistent findings have been reported in the researches on the relationship between mental health and professional commitment. Hawajreh, K (2011) The present study aims at exploring the relationship between occupational stress and organizational commitment among nurses in selected Jordanian hospitals, and measuring the level of occupational stress and the level of organizational commitment among nurses in selected Jordanian hospitals in Amman. The research population consisted of two governmental teaching hospitals, and a systematic random sample of 150 nursing personnel was selected. A self-administered questionnaire was used for collecting data for this study. The questionnaire was developed by the researcher based on pertinent literature. It includes two main parts; one of them is the occupational stress (sources of work pressure, health information, and coping strategies), the other one is the organizational commitment. The findings of the present study revealed that occupational stress is present among thirty percent of the nurses; and forty percent of the nurses had organizational commitment. The study also reveals that the organizational commitment is statistically significantly negatively correlated to occupational stress ( $P = 0.025$ ,  $r = -0.18$ ). Based on the previous findings relevant recommendations were made. Fomany and Danshdost (2014) conducted a study titled as the present study was to evaluate the relationship of spiritual intelligence with mental health and organizational commitment of nurses in hospitals of Mashhad. Statistical population of this research was all working nurses in Mashhad hospitals in 1391 that they were 6822 persons. The numbers of 372 nurses were selected. The sample size was determined by using the method of stratified cluster random sampling. This is a descriptive-correlational research. The King' spiritual intelligence questionnaire, GHQ mental health and Mowday, Steers and Porter' organizational commitment, were used for data collection. We used R, T and F tests for data analysis and these findings indicate that: There is a positive relationship between spiritual intelligence and mental health, spiritual intelligence and organizational commitment, mental health and organizational commitment in nurses. Men's mental health is more than the women. Organizational commitment in women is less than men. There is no difference in Organizational commitment among nurses with respect to the location of the attendance (type of hospitals: public, private, charity, Islamic Azad University, the army, the revolutionary guards and Astane Quds Razavi). The researcher concluded; there is a relationship between organizational commitment with spiritual intelligence and organizational commitment with mental health.. Ramzan Ali (2020) conducted a study on Professional Commitment of Teacher Educators in Colleges of Education in Jammu District (J&K) and revealed that the Female teacher educators teaching are better than the Male teacher educators.

The high qualified (M.Phil., Ph.D.) teacher educators teaching is better as compared to teacher educators who have only post-graduation degree. The Urban teacher educators teaching, the Unmarried teacher educators teaching and the Net Qualified teacher educators teaching are better as compared to teacher educators of Rural area, married teacher educator and the non-NET qualified teacher educators. The available researches are pointed to many factors which govern individual's commitment to profession like emotional belongingness to the profession, and a feeling of responsibility to the profession (Meyer & Allen, 1997). Meager research literature exists on professional commitment of teachers in higher education. However some studies have focused on professional commitment of principals and school environment robustness (Hart and Willower, 1994). Hung and Liu (1999) conducted a study on effects of stay back of teachers on professional commitment. The study was conducted on 493 teachers teaching in teachers college in Taiwan in 1999. Stay-back is the factors which is most highly related to commitment. The other factors like marital status, age and tenure were also found to be significantly related to commitment. Choudhary (2007) indicated that no significant

difference exists between job satisfaction and professional awareness. High educational qualification has not found any significant difference between job satisfaction and professional awareness. Sood and Anand (2010) found significant differences in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and Non-NET qualified teacher educators were found to have similar level of commitment towards their profession. Goyal (2012) found significant differences in professional commitment of B.Ed. teacher educators with regard to gender, marital status and NET qualification. Basu (2016) revealed that gender and length of teaching experience influenced the professional commitment of secondary school teachers; the type of school did not have any significant affect. Also gender, type of school and length of teaching experience were found to be significant factors which influence the job satisfaction of the secondary school teachers. The professional commitment and job satisfaction of the secondary school teachers +was also found to be having a positive correlation. Alyaha & Mbogo (2017) held that the factors like gender, age, educational level, pay and length of service of teachers have a significant influence on the level of job satisfaction of teachers in private schools. Rao and Samiullah (2016) revealed that there is a significant influence of gender, management and job tenure on job satisfaction of high school teachers. But there is no significant influence of gender, management and job tenure on mental health of high school teachers

Above discussion leads to conclude that there is a dearth of studies on mental health of teachers in relation to professional commitment and whatever meager research exists on mental health in relation to professional commitment, that is either on secondary school teachers or primary teachers. Anybody hardly has examined the mental health and professional commitment of teacher educators who are teachers of prospective teachers and are entrusted with the responsibility of preparing teachers. Hence the present study was undertaken to fill the existing gap in the research. Moreover, the study will also help developing an understanding about the level of mental health and professional commitment of teacher educators and magnitude of association between their professional commitment and mental health and thus adding to the literature on research in teacher education.

## OBJECTIVES

1. To examine the extent of mental health of teacher educators with regard to marital status, teaching experience and educational qualification.
2. To study the professional commitment level of teacher educators with regard to marital status, teaching experience and educational qualification.

## HYPOTHESES

1. There exists no significant difference in mental health of married and unmarried teacher educators.
2. There exists no significant difference in mental health of highly experienced and less experienced teacher educators.
3. There exists no significant difference in mental health of science stream and arts stream teacher educators.
4. There exists no significant difference in professional commitment of married and unmarried teacher educators.
5. There exists no significant difference in professional commitment of highly experienced and less experienced teacher educators.
6. There exists no significant difference in professional commitment of science stream and arts stream teacher educators.
7. There exists no significant relationship between mental health and professional commitment of teacher educators.

## METHOD

A descriptive research method was used to conduct the present study.

## Population

The population comprised teacher educators of colleges of education of Jammu province, teaching and providing training to the pupil teachers in the B.Ed. colleges of education affiliated to university of Jammu.

## Sample:

The simple random sampling technique was used to select a sample. The sample comprised 25% of the total colleges of education in Jammu province. There were ten districts of Jammu province out of which six districts were selected by random sampling technique. A list of all the college of education were prepared and 25% of the colleges of

education i.e. 18 colleges were randomly selected and all the teacher educators in these colleges of education i.e. 100 were taken as a sample. Teacher educators demographic variables namely 1). Marital status (Married (62) and Unmarried (38)) 2). Teaching experience (Highly experienced (16) and less experienced (84)) and 3). Educational qualification (Science stream (36) and Arts stream (64)) were used in the present study.

Tools Used

The researcher collected the data by employing the following tools:  
1. Mental Health Scale for Teacher Educators developed and standardized by S.P. Anand. In the present scale, 60 items were formulated on six areas of mental health viz, (i) self-concept, (ii) Concept of life, (iii) Perception of self-amongst others, (iv) Perception of others (v) Personal adjustment and (vi) Record of achievement. In this scale each item has rated on a five point scale. The Mental Health scores were found to revolve around the mean score of 150. So a score of 150 has been taken as the least score for taking a person as mentally healthy one.

2 Professional Commitment Scale for Teacher Educators developed and standardized by Vishal Sood. In the present scale, 70 items were formulated on five areas of professional commitment viz, (i) commitment to the learner, (ii) commitment to the society, (iii) commitment to the profession, (iv) commitment to achieve excellence for professional actions and (v) commitment to basic values. In this scale each item has rated on a five point scale. The total commitment score on the scale varies from 70 to 350 showing least professional commitment to highest professional commitment respectively. High scores on professional commitment of teacher educators are indicative of high level professional commitment.

Analysis And Interpretation:

The data were analyzed through descriptive statistics. The Statistical techniques of mean, S.D., C.R. and Pearson's product moment correlation were used to analyze the data obtained and to find out conclusions.

Table 1: Level of Mental Health of Teacher Educators

| Level of mental heath | Raw Scores | No. of teacher educators | Percent (%) |
|-----------------------|------------|--------------------------|-------------|
| Low mental health     | <150       | 43                       | 43          |
| High mental health    | >=150      | 57                       | 57          |

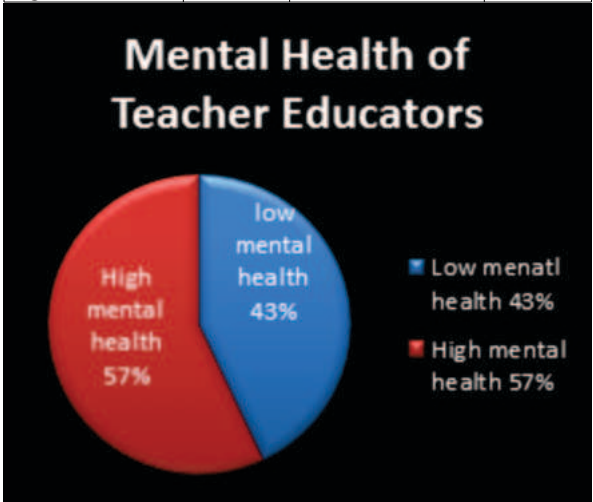


Fig.1: Graphical Representation Of Levels Of Mental Health Of Teacher Educators.

As per the analysis of data, the above Table 1 and Fig. 1 shows that out of total 100 teacher educators, 43, i.e., 43 % have low level of mental health and 57, i.e., 57% depicts high level of mental health.

Table 2: Mental Health of Teacher Educators in Relation to Marital Status, Teaching experience and Stream of Study

| Demographic variables | N  | Mean | Standard Deviation | C.R  | Level of significance |
|-----------------------|----|------|--------------------|------|-----------------------|
| Married               | 71 | 146  | 26.54              | 2.15 | Significant at 0.05   |
| Unmarried             | 29 | 159  | 28.64              |      |                       |

|                    |    |     |       |      |                         |
|--------------------|----|-----|-------|------|-------------------------|
| Highly experienced | 14 | 158 | 31.69 | 1.16 | Not significant at 0.05 |
| Less experienced   | 86 | 149 | 26.92 |      |                         |
| Science stream     | 34 | 151 | 22.21 | 0.28 | Not significant at 0.05 |
| Arts stream        | 66 | 150 | 30.21 |      |                         |

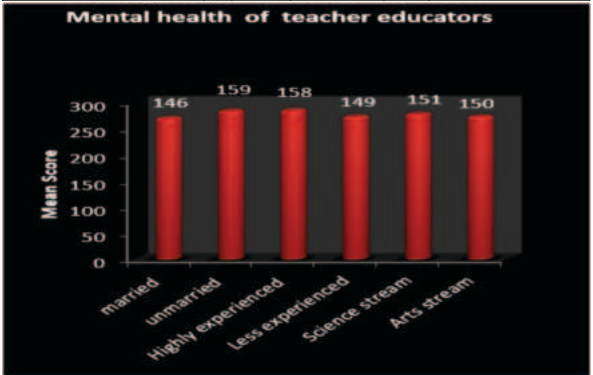


Fig.2: Graphical representation of demographical variables of Mental health of teacher educators.

The analysis of data reveals that C.R value testing the significance of difference in the mental health of teacher educators with regard to marital status is 2.15 which is higher than table value of at C.R at 0.05 level of significance. Mean mental health score of unmarried teacher educators was found to be significantly high (159) as compared to married teacher educators which is (146). So the null hypothesis that there exists no significant difference in mental health of married and unmarried teacher educators was rejected. Further analysis of data revealed that C.R value testing the significance of difference in the mental health of teacher educators with regard to their Teaching experience is 1.16 which is less than table value of C.R at 0.05 level of significance. So the null hypothesis that there exists no significant difference in mental health of highly experienced and less experienced teacher educators was retained. The findings are in agreement with the findings of Rao and Samiullah (2016).

The C.R value testing the significance of difference in the mental health score of teacher educators with regard to the stream of their study is 0.28 which is less than table value of at C.R at 0.05 level of significance. So the null hypothesis that there exists no significance difference in mental health of science and arts teacher educators is retained.

Table 3 – To know the range of z- scores of teacher educators professional commitment level

| Level of commitment       | Range of z- scores | No. of teacher educators | Percent (%) |
|---------------------------|--------------------|--------------------------|-------------|
| Extremely high commitment | +2.01 and above    | 0                        | 0           |
| High commitment           | +1.26 to + 2.00    | 10                       | 10          |
| Above average commitment  | +0.51 to + 1.25    | 39                       | 39          |
| Average commitment        | -0.50 to +0.50     | 31                       | 31          |
| Below average commitment  | -0.51 to – 1.25    | 9                        | 9           |
| Low commitment            | -1.26 to -2.00     | 5                        | 5           |
| Extremely low commitment  | -2.01 and below    | 6                        | 6           |

As per the analysis of data, the above table 3, shows that out of total 100 teacher educators 10, i.e., 10% have high level of commitment, 39, i.e., 39% possess above average level of commitment, 31, i.e., 31% depicts average level of commitment, 9, i.e, 9% have below average level of commitment, 5, i.e., 5% attains low level of commitment and 6, i.e., 6% possess extremely low level of commitment.

Table 4- Professional Commitment of teacher educators

| Demographic variables | N  | Mean | Standard Deviation | C.R  | Level of significance   |
|-----------------------|----|------|--------------------|------|-------------------------|
| Married               | 71 | 269  | 32.22              | 2.04 | Significant at 0.05     |
| Unmarried             | 29 | 283  | 28.17              |      |                         |
| Highly experienced    | 14 | 284  | 25.53              | 1.31 | Not significant at 0.05 |
| Less experienced      | 86 | 272  | 32.31              |      |                         |
| Science stream        | 34 | 277  | 30.1               | 0.80 | Not significant at 0.05 |
| Arts stream           | 66 | 272  | 32.67              |      |                         |

The analysis of data reveals that C.R- value testing the significance of difference in the professional commitment of teacher educators with

regard to marital status is 2.04 which is higher than table value of 'C.R' at 0.05 level of significance. Mean professional commitment score of unmarried teacher educators was found to be significantly high as compared to married teacher educators. So the null hypothesis that there exists no significant difference in professional commitment of married and unmarried teacher educators was rejected. The findings are in concurrence with the finding of Hung and Liu (1999).

Further analysis of data revealed that C.R- value testing the significance of difference in the professional commitment of teacher educators with regard to their Teaching experience is 1.31 which is less than table value of 'C.R' at 0.05 level of significance. Further the mean professional commitment score of highly experienced teacher educators was found to be significantly high as compare to less experienced teacher educators. So the null hypothesis that there exists no significant difference in professional commitment of highly experienced and less experienced teacher educators was retained.

The C.R- value testing the significance of difference in the professional commitment score of teacher educators with regard to their educational qualification is 0.80 which is less than table value of 'C.R' at 0.05 level of significance. Further the mean professional commitment score of science teacher educators was found to be significantly high as compare to arts teacher educators. so the null hypothesis that there exists no significance difference in professional commitment of science and arts teacher educators is retained. The findings are in concurrence with the finding of choudhary (2007).

**Table 5 – Relationship between Mental Health and professional Commitment**

| Variables     | Value of coefficient of correlation (r) | Level of significance |      |
|---------------|-----------------------------------------|-----------------------|------|
| Mental Health | Professional Commitment                 | 0.32                  | 0.01 |

The perusal of table 5 depicts the coefficient of correlation (r) value on professional commitment for mental health of teacher educators. The coefficient of correlation value on overall mental health and professional commitment of teacher educators is 0.32 which is also significant at 0.01 level of significance. So the null hypothesis that there exists no significant relationship between mental health and professional commitment of teachers educators. The null hypothesis stands rejected. This depicts that there is significant correlation between mental health and professional commitment of teacher educators. It can be interpreted that higher the mental health, higher will be the professional commitment of teacher educators and vice-versa. Findings of the study are in concurrence with the findings of Hawajreh, K (2011) and Foumany and Danshdost (2014).

## DISCUSSION OF RESULTS

It has been found that 57 percent of the teacher educators have high mental health and 43 percent of the teacher educators have low mental health. Furthermore, 31 percent of teacher educators have average professional commitment, 9 percent have below average professional commitment and 5 percent have dissatisfaction with the professional commitment. Significant differences have been found in the mental health and professional commitment of teacher educators on the basis of marital status. Unmarried teacher educators have been found to have better mental health and professional commitment as compared to married teacher educators. No significant differences have been found in the mental health and professional commitment of teacher educators on the basis of teaching experience and stream of study (science and arts).

Mental health has been found to have significant positive correlation with professional commitment of teacher educators. The results show that the teacher educators who have sound mental health are more committed towards their profession. Teacher educators, if provided with all the conducive and satisfying working conditions, will have strong desire for their professional growth and development. This will add to the aptitude of teacher educators. Quality of any education system rests on competence, commitment, motivation and satisfaction of the teachers. The results are supported by the earlier studies of Hawajreh, K (2011) and Foumany and Danshdost (2014).

## Suggestions

Mental health and professional commitment have significant positive correlation with each. This means more the mental health among teacher educators, the better will be their professional commitment. Moreover low mental health is a concern as it is also a cause for professional commitment. Seminars, workshops and conferences

should be organized in which teacher educators should be invited to refresh their knowledge and discuss their problems which they face in their work environment. It would be a better idea if limited workload according to the capacity of the teachers is given to them and special facilities like medical care, travelling allowance, special increment and rewards will be also helpful in improving the mental health of the teachers. A mentally healthy person shows balanced behaviour will be also helpful in improving the mental health of the teachers. A mentally healthy person shows balanced behaviour and faces the realities of life boldly. Teacher's mental health plays an important role in teaching and learning process. Teacher educators should be support financially and intellectually by providing the necessary requirements because this helps them to guarantee their professional commitment level and it expand the quality of their work as well as it could affect directly over their attitude toward this profession and finally it is effective to the society.

## CONCLUSION

The findings of the present investigation lead to conclude that fifty seven and forty three percent of the teacher educators are high and low level of mental health while the fifty percent ranked average and below average in their level of professional commitment. Marital status is found to have significant impact on the mental health and professional commitment of teacher educators but length of teaching experience and stream of study do not have significant impact on mental health and professional commitment of teacher educators. Mental health has positive correlation with professional commitment of teacher educators. The suggestions given in the paper can prove beneficial for improving mental health and professional commitment of teacher educators which are necessary for preparing future teachers.

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