INTERRELATIONSHIPS AMONG SELF-EFFICACY, ORGANIZATIONAL COMMITMENT AND QUALITY OF WORK LIFE AMONG SCHOOL TEACHERS IN MITHILA

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ABSTRACT

Teacher effectiveness and retention are central to the performance of school systems, especially in regions facing structural constraints such as high pupil–teacher ratios, uneven infrastructure and ongoing staffing transitions. The Mithila region of Bihar, encompassing districts such as Darbhanga and Madhubani, illustrates this reality. This study develops a theoretically grounded and contextually anchored examination of the interrelationships among three key psychological and organizational constructs in this setting: teacher self-efficacy, organizational commitment and quality of work life (QWL). Drawing on social cognitive theory and the three-component model of organizational commitment, as well as recent empirical studies and meta-analyses on teacher self-efficacy, QWL and commitment, the study proposes a structural model in which QWL functions as a core contextual antecedent, self-efficacy operates as a motivational mechanism, and organizational commitment emerges as a critical attitudinal outcome. Evidence from Indian and international research is synthesized to show that higher QWL is associated with stronger self-efficacy and commitment, and that self-efficacy itself is positively related to organizational commitment and job satisfaction. Using up-to-date UDISE+ data and state-level reports, the study situates this framework in the specific conditions of schooling in Bihar, including recent improvements but persistent challenges in pupil–teacher ratios, single-teacher schools and infrastructural gaps. A cross-sectional survey design is outlined for empirically testing the model among school teachers in Mithila, using established instruments for QWL, self-efficacy and organizational commitment, and structural equation modelling for analysis. The discussion highlights expected patterns of association, practical implications for state and district authorities, and directions for future empirical research.

Keywords: self-efficacy, organizational commitment, quality of work life, school teachers, Mithila, Bihar, educational psychology.

1. INTRODUCTION

Teacher motivation, well-being and retention have become major concerns in educational systems worldwide. Recent meta-analytic work using large-scale international survey data shows that teacher self-efficacy – teachers' beliefs about their capability to organize and execute teaching tasks – is positively associated with job satisfaction and is an important psychological resource for handling classroom and organizational demands [1]. A more recent synthesis indicates that teacher self-efficacy also relates to resilience and other adaptive outcomes, underscoring its centrality in teacher functioning [2].

Parallel research has focused on teachers' quality of work life (QWL), a construct encompassing perceptions of work conditions, pay and security, autonomy, work–life balance, collegial relationships and institutional support. Indian studies on school teachers consistently report that a majority of teachers experience "average" levels of QWL, with substantial minorities reporting low QWL and relatively smaller proportions reporting high

QWL. A 2023 investigation of QWL among school teachers, for example, found that around 60% of secondary teachers fell in the average QWL category, with QWL significantly associated with job satisfaction and turnover intentions [3]. A study in the *International Journal of Scientific Research* focusing specifically on school teachers likewise reported that QWL varied systematically by type of management and work conditions [4]. Another investigation comparing work-related quality of life (WRQoL) of government and private-school teachers found that private teachers tended to report lower WRQoL, reflecting differences in pay, security and working conditions [5].

More recently, research has brought these dimensions together. A 2025 PLOS ONE article on science teachers examined the relationship between teacher commitment, teacher self-efficacy and work-related quality of life, showing that all three constructs were positively interrelated and that WRQoL contributed to commitment both directly and indirectly via its association with self-efficacy and job satisfaction [6]. Such findings suggest that QWL, self-efficacy and organizational commitment form a coherent psychological–organizational system that is particularly relevant for understanding teacher effectiveness and retention in demanding contexts.

The Mithila region in Bihar provides a salient context for such analysis. According to the latest UDISE+ 2024–25 data, Bihar's government schools have improved their overall pupil–teacher ratio (PTR), with a statewide PTR of about 30 compared to the all-India average of 24, but still face pronounced challenges, including high enrolments per school and a significant number of schools with only one teacher [7]. A detailed analysis of UDISE+ data for 2024–25 indicates a reduction in zero-enrolment and single-teacher schools nationally, while noting that several states, including Bihar, continue to host large numbers of single-teacher schools and schools with PTRs above recommended norms [8]. State-level administrative reports highlight that, as of 2025, Bihar still has thousands of schools with only one or two teachers and more than 14,000 schools with PTR exceeding 40:1, prompting directives to deploy at least three teachers in every primary school and ensure subject-specific teachers at the upper levels [9].

At the same time, Bihar has undertaken significant recruitment drives. In 2023, the state announced 1,70,461 teaching vacancies under a major recruitment phase, followed by further rounds that together have added several lakh teachers to the system in three to four years [10], [11]. These developments have improved PTR figures and expanded the teacher workforce, but they have also generated complex transition dynamics, with newly recruited teachers entering schools where infrastructure gaps, administrative burdens and community expectations remain high.

Within this evolving system, teachers in Mithila – in districts such as Darbhanga, Madhubani and Samastipur – operate at the intersection of historical educational traditions, economic constraints and modern policy reforms. Many teach in rural schools where infrastructure is incomplete, digital resources are limited, and community demands are strong. For such teachers, QWL is shaped by tangible conditions (staffing, facilities, pay) and by intangible factors (leadership style, collegial climate, perceived respect). Their self-efficacy beliefs – their sense of being able to manage classrooms, engage diverse learners and use available resources effectively – and their organizational commitment – their emotional attachment to their school, perceived costs of leaving and sense of obligation to remain – are therefore likely to be strongly influenced by QWL.

Self-efficacy is understood here in the social cognitive tradition as individuals' beliefs about their capabilities to organize and execute actions required to manage prospective situations

[12]. In education, the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy operationalizes this as efficacy for student engagement, instructional strategies and classroom management [13], [14]. Organizational commitment is conceptualized using Meyer and Allen's three-component model, which distinguishes affective commitment (emotional attachment), continuance commitment (perceived costs of leaving) and normative commitment (sense of obligation to stay) [15]. QWL is treated as a multidimensional construct reflecting work conditions, autonomy, security and work–life balance, as articulated in several Indian QWL studies on teachers.

Against this backdrop, the present study has three aims in relation to school teachers in Mithila:

1. To synthesize theoretical and empirical literature on self-efficacy, organizational commitment and QWL, and their interrelationships.

2. To situate these constructs in the specific structural context of schooling in Mithila and Bihar using recent system-level data.

3. To outline an empirical framework and research design for examining how self-efficacy and organizational commitment are related to QWL among school teachers in Mithila.

2. THEORETICAL BACKGROUND

2.1 Teacher Self-Efficacy

Bandura's social cognitive theory positions self-efficacy as a central determinant of human agency, influencing what goals individuals set, how much effort they expend, how long they persevere and how resilient they are to adversity. Efficacy beliefs are shaped by mastery experiences, vicarious experiences, social persuasion and interpretations of physiological arousal. In teaching, these sources include successful lessons, observation of competent colleagues, constructive feedback and experiences of stress or burnout.

Tschannen-Moran and Woolfolk Hoy translated these ideas into an education-specific measurement framework, developing the Teachers' Sense of Efficacy Scale (TSES), which measures teachers' perceived capabilities in engaging students, using instructional strategies and managing classrooms. Validation studies demonstrate that TSES scores are reliably associated with observable teaching practices, willingness to adopt student-centered instruction and openness to inclusive education. A meta-analysis of TALIS data found a positive and statistically significant association between teacher self-efficacy and job satisfaction across multiple countries, including middle-income systems with resource constraints. Another comprehensive synthesis reported that teacher self-efficacy correlates positively with resilience and adaptive coping, suggesting that it acts as a protective factor in demanding environments.

These findings imply that in contexts such as Mithila, where PTRs can be high and resources limited, self-efficacy is likely to be critical for sustaining effective practice and psychological well-being. Teachers with strong efficacy beliefs may be more willing to experiment with pedagogical strategies, persist in the face of setbacks and maintain commitment to their school, even when structural conditions are not ideal.

2.2 Organizational Commitment

Organizational commitment has been conceptualized as a psychological state that characterizes an employee's relationship with an organization and reduces the likelihood of turnover. Meyer and Allen's three-component model proposes that commitment comprises

affective, continuance and normative components: affective commitment reflects an emotional attachment and identification with the organization; continuance commitment reflects perceived costs associated with leaving; and normative commitment reflects a sense of obligation to remain.

Subsequent empirical work has confirmed the distinctiveness of these components and their differential relationships with outcomes such as performance, citizenship behaviour and turnover intention. In general, affective commitment shows the strongest and most consistent positive associations with desirable outcomes, whereas continuance commitment often has weaker or mixed relations. In educational organizations, teachers' organizational commitment is linked to their willingness to engage in extra-role activities, support institutional innovations and stay in the profession.

Studies focusing on teachers show that organizational commitment is influenced by a range of antecedents, including perceived organizational support, fairness, leadership style, job characteristics and individual differences [16]. In the Indian context, research on higher-secondary teachers has indicated that self-efficacy and burnout are significant predictors of organizational commitment, with higher self-efficacy associated with stronger commitment and lower burnout [17]. Another study reported that self-efficacy significantly predicts organizational commitment and work engagement among higher-secondary school teachers, with self-efficacy explaining a substantial proportion of the variance in commitment [18].

2.3 Quality of Work Life among School Teachers

Quality of work life (QWL), while originally conceptualized for industrial organizations, has gained increasing relevance in educational contexts where teachers' experiences shape both performance and well-being. QWL broadly refers to the extent to which employees can meet their important personal and professional needs through their work environment, encompassing dimensions such as physical working conditions, job security, compensation, autonomy, stress, collegial relationships and work–life balance.

Indian research consistently demonstrates that the majority of school teachers tend to fall within the "average" QWL range, with relatively smaller proportions reporting either very high or very low QWL. A 2023 study of secondary-school teachers reported that nearly 60% of respondents fell in the average QWL category, around 20% indicated low QWL and only a small minority reflected high QWL [3]. Studies in the *International Journal of Scientific Research* and *International Journal of Social Science and Humanities Research* similarly show systematic variations in QWL based on factors such as school management type, pay structures and working conditions [4], [5]. Teachers in private schools often report lower QWL than their government-school counterparts, largely due to lower pay, reduced job security and limited opportunities for professional growth.

These patterns suggest that QWL is not simply the outcome of policy-level conditions but results from the intersection of school-level practices, organizational culture and systemic constraints. Teachers in regions such as Mithila—where enrollment levels are high, physical infrastructure is uneven and staffing transitions are ongoing—are therefore likely to experience substantial variation in QWL, which can significantly influence their self-efficacy and organizational commitment. Table 1 provides a summary of QWL trends commonly reported across Indian studies.

Table 1. Conceptual Distribution of Quality of Work Life among School Teachers (Based on Indian Studies)

QWL Category	Approximate Proportion of Teachers	Supporting Studies
High QWL	15–20%	[3], [4]
Average QWL	~60%	[3], [4]
Low QWL	20–25%	[3], [5]

This synthesized distribution illustrates that QWL in Indian school settings remains moderate for most teachers, with a significant minority experiencing low QWL—conditions that are likely to influence both self-efficacy and commitment.

3. CONTEXT AND METHODOLOGY FOR MITHILA

Recent UDISE+ 2024–25 data provide a clearer understanding of the current educational landscape in Bihar and, by extension, the Mithila region. Bihar presently hosts approximately 94,000 schools serving more than 2.1 crore students, staffed by about 7 lakh teachers. The state's average pupil–teacher ratio (PTR) has improved to around 30:1—better than in previous years, though still higher than the national average of 24:1 [7], [11]. Moreover, despite substantial progress, Bihar continues to host thousands of schools with PTRs above 40, alongside a considerable number of single-teacher and two-teacher schools [8], [9]. The government's major teacher recruitment drives in 2023 and 2024, including the announcement of 1,70,461 vacancies, have contributed to strengthening the workforce and improving PTR [10].

These structural conditions have direct implications for the teaching environment in Mithila. Schools in the region exhibit a mix of improved staffing levels and persistent resource constraints, with many facing challenges such as high enrolment, multi-grade teaching, incomplete infrastructure and limited digital facilities. Such conditions shape teachers' QWL and, indirectly, their self-efficacy and organizational commitment.

Table 2. Key UDISE+ Indicators for Bihar (2024–25)

Indicator	Bihar	India (Comparison)	Source
Total Schools	~94,000	—	[7]
Total Students	~2.1 crore	—	[7]
Total Teachers	~7 lakh	—	[7]
Average PTR	~30:1	24:1	[7], [11]
Schools with PTR > 40	14,000+	—	[9]
Single-Teacher Schools	Considerable number	Declining nationally	[8]
Vacancies Announced (2023)	1,70,461	—	[10]

To empirically examine the interrelationships among QWL, self-efficacy and organizational commitment in this context, a cross-sectional correlational design is appropriate. The population consists of teachers from government, aided and private schools in the districts of Mithila, with a stratified random sampling strategy ensuring representation by management

type and location. A sample size of around 400 teachers is suitable for structural equation modelling involving multiple latent variables.

The study uses standardized and validated instruments for each construct. Table 3 outlines the measurement tools and their dimensions.

Table 3. Measurement Instruments for the Proposed Study

Variable	Instrument	Key Dimensions
Teacher Self-Efficacy	Teachers' Sense of Efficacy Scale (TSES)	Student Engagement, Instructional Strategies, Classroom Management
Organizational Commitment	Meyer and Allen Three-Component Model	Affective, Continuance, Normative Commitment
Quality of Work Life (QWL/WRQoL)	Adapted QWL/WRQoL Instrument	Working Conditions, Pay & Security, Autonomy, Stress, Work–Life Balance

4. RESULTS AND DISCUSSION

Based on existing research, several interrelated patterns are expected among quality of work life, teacher self-efficacy and organizational commitment. QWL is likely to show a significant positive association with both self-efficacy and organizational commitment, as teachers working in supportive environments with manageable workloads, adequate resources and constructive leadership typically report favourable psychological outcomes [3], [4], [6]. In regions like Mithila, where variations in school infrastructure and staffing norms are substantial, differences in QWL are expected to correspond with meaningful differences in teachers' efficacy beliefs and commitment levels.

Self-efficacy is also expected to be positively associated with organizational commitment, as teachers confident in their instructional capabilities are more likely to experience job satisfaction and emotional attachment to their school. Evidence from studies of higher-secondary teachers in India supports the predictive role of self-efficacy in determining organizational commitment and work engagement [17], [18].

Additionally, self-efficacy is expected to act as a partial mediator between QWL and organizational commitment, explaining how supportive working conditions translate into stronger commitment through strengthened efficacy beliefs. This mediation pattern has been documented in recent WRQoL studies involving science teachers [6]. To synthesize these anticipated relationships, Table 4 presents the conceptual interaction among the three variables.

Table 4. Expected Interrelationships among QWL, Self-Efficacy and Organizational Commitment

Predictor	Outcome	Expected Relationship
QWL	Teacher Self-Efficacy	Positive Association
QWL	Organizational Commitment	Positive Association
Self-Efficacy	Organizational Commitment	Positive Association

QWL → Self-Efficacy → Commitment	Mediation	Partial Mediation Expected

For Mithila, these expected patterns underscore that psychological constructs cannot be considered in isolation from the structural conditions of schooling. Investment in additional teachers, infrastructure and support systems is likely to improve QWL, which in turn can strengthen self-efficacy and commitment. Conversely, failure to address persistent QWL deficits may blunt the potential impact of teacher recruitment and training initiatives.

5. IMPLICATIONS AND FUTURE RESEARCH

5.1 Practical Implications

The integrated view of QWL, self-efficacy and organizational commitment has several implications for policy and practice in Mithila.

At the system level, sustained efforts are required to further reduce PTRs, eliminate single-teacher schools and address infrastructural deficits. UDISE+ figures and state-level reports show that Bihar has made progress but still lags national averages in several indicators. Ensuring that all schools in Mithila have at least three teachers and that subject-specific posts are filled at upper levels will directly improve QWL for teachers and create conditions for positive efficacy experiences.

At the institutional level, school leaders should focus on creating supportive, fair and participatory work environments. Research suggests that perceived organizational support and fair treatment strengthen organizational commitment. Principals in Mithila can contribute by involving teachers in decision-making, recognizing their efforts, providing constructive feedback and protecting them from excessive non-teaching workloads.

At the individual and professional-development level, interventions aimed at strengthening self-efficacy should be prioritized. Training programs that emphasize mastery experiences through classroom-based practice, peer observation, mentoring and collaborative lesson planning can enhance self-efficacy. Support for reflective practice, problem-solving around classroom challenges and stress-management strategies can further bolster teachers' psychological resources.

5.2 Directions for Future Research

Future work should implement the outlined survey design with representative samples of teachers in Mithila and, where possible, adopt longitudinal or multi-wave designs. SEM can be complemented with multi-level modelling to account for school-level clustering and to examine how school-level QWL aggregates influence individual teachers' self-efficacy and commitment. Qualitative studies – focus groups, interviews and case studies of schools with particularly high or low QWL – can enrich understanding of how structural conditions translate into lived experiences and psychological states.

Comparative studies across regions (e.g., Mithila versus other sub-regions of Bihar, or Bihar versus other states) can also help identify context-specific versus generalizable patterns. Finally, intervention studies evaluating the impact of targeted QWL or self-efficacy enhancement programs on organizational commitment and retention provides strong evidence to guide policy.

6. CONCLUSION

This study has examined the interrelationships among self-efficacy, organizational commitment and quality of work life among school teachers in Mithila, situating these constructs within a challenging but evolving educational environment. Drawing on social cognitive theory, organizational commitment theory and recent empirical research, it proposes a structural model in which QWL acts as a contextual antecedent, self-efficacy as a motivational mediator and organizational commitment as a key attitudinal outcome.

Evidence from Indian and international studies suggests that teachers with higher QWL tend to report stronger self-efficacy and commitment, and that self-efficacy itself is positively related to commitment and job satisfaction. Recent UDISE+ data and state-level reports on Bihar highlight both the progress made and the challenges that remain in terms of PTR, staffing and infrastructure. In this context, understanding and strengthening the interlinked constructs of QWL, self-efficacy and commitment is essential for building a stable, motivated and effective teaching force in Mithila.

By articulating a coherent conceptual framework and a feasible empirical design, the study aims to provide a foundation for future research and policy initiatives that place teachers' psychological well-being and organizational attachment at the heart of educational development strategies in the region.

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