

TEACHERS MENTAL WELL-BEING SURVEY

2024

Key Findings

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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THAN YOU
THINK.

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POSITIVE
MENTAL
HEALTH

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for!!



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to negativity!!

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yourself



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

TEACHERS

MENTAL WELL-BEING SURVEY

2024

Key Findings

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FOREWORD

“The teacher must be at the centre of the fundamental reforms in the education system.” Thus proclaims the National Education Policy, 2020 (Introduction, Page 4). This avowed goal is sought to be met through a revamped teacher education programme, the method of their recruitment, continuous professional development, positive working environments and service conditions.

But, at the heart of it all, rests the mental well-being of a teacher. This has been well recognized and articulated by the National Curriculum Framework for School Education, 2023 (Section 3, Pages 567-572). While dilating on ‘Teacher Autonomy and Accountability’, it stresses on the fact that “an empowering culture based on autonomy is a necessary condition for accountability” and rejects “a mechanistic linking of student scores (or progress on those) to teachers as a measure of accountability”. Going further on, it underscores the importance of having the ‘right pupil-teacher ratio’ to enable “individual attention by teachers” to “increase student engagement and achievement”. At the same time, it also stresses on “pay and service conditions of teachers to be commensurate with their professional responsibilities” and “school-based mechanism for continuous professional development” so as to enable them to progress “at their own individual pace” to “become competent and reflective individuals with the ability to drive educational improvement”.

It is a well-settled argument that we do not exist in a perfect world. Therefore, in an institutional setting it is imperative to have constant dialogue to ensure a healthy atmosphere built upon foundations of trusted and cordial relationships amongst teachers, students, parents, and the community. School heads have an abounding responsibility in all this. They not only need to “particularly work on their own biases” but also “find time to know students and teachers personally and professionally” and “ensure transparent communication”. Not least important is also the role of academic and administrative functionaries. Academic functionaries, from the cluster to the national levels, must support teachers with continuous professional development and development of innovative learning materials. Likewise, administrative functionaries at all levels have a critical role in ensuring “appropriate budgetary allocations for all aspects of resourcing, including the availability of teachers, timely supply of teaching-learning materials, regular monitoring and review of progress”.

However, as the National Curriculum Framework for School Education, 2023 states, “while these enablers are critical, they are not sufficient in themselves”. Therefore, the Ministry of Education, Government of India has launched a laudable initiative in the form of ‘Manodarpan’ under the ‘Atmanirbhar Bharat Abhiyan’. Its aim is to provide “psychosocial support for mental health and well-being of students during the Covid outbreak

and beyond”. Still, as the saying goes, well-being fosters well-being. Therefore, even as the well-being of students is of utmost importance, it is the well-being of teachers which can truly foster this. It is in recognition of this truism that the Manodarpan Cell, set up in NCERT as a part of the Manodarpan initiative, carried out the ‘Teachers Mental Well-being Survey – 2024’ with a view to study directly from teachers about the status of their mental health and well-being. The findings from this survey will provide valuable inputs to undertake useful policy initiatives at all levels to improve the well-being of teachers thereby facilitating the fulfilment of the vision of NEP-2020.

On this propitious occasion of the release of the ‘Teachers Mental Well-being Survey – 2024’ report, therefore, as a teacher I extend my congratulations to the Manodarpan Cell of NCERT for carrying out this much-needed first-of-its-kind Survey. At the same time, fully aware of its present and future significance, I also extend my sincere thanks to the Ministry of Education, Government of India for not only envisioning the need for such a Survey but also for entrusting its responsibility to the Manodarpan Cell of NCERT for carrying it out.

Dinesh Prasad Saklani
Director

National Council of Educational
Research and Training

New Delhi
27th August 2024

PREFACE

The aim of the Teachers Mental Well-being Survey, 2024, was to explore the perceptions of teachers about their mental health and well-being. Teachers play a crucial role in shaping the minds and futures of students, acting as mentors, guides, and role models. Their mental health directly influences their ability to provide quality education, creating a positive learning atmosphere to support the holistic development of students.

Teachers face numerous challenges in their professional lives. From managing diverse student behaviors, adapting to evolving pedagogical practices to handling large classrooms and meeting academic deadlines, the demands on teachers are immense. Few other challenges involve additional responsibilities such as administrative duties, non-teaching tasks, and the pressure to ensure high student performance. The stress associated with these responsibilities can lead to significant mental, emotional, and physical exhaustion.

The National Education Policy (NEP), 2020 recognizes the critical importance of teachers' well-being and aims to create a supportive and nurturing environment for educators. The policy emphasizes the need for continuous professional development, reducing administrative burdens, and providing adequate support systems to enhance teachers' mental health. By fostering a culture of respect and recognition for teachers, NEP 2020 seeks to empower educators to achieve their full potential and contribute effectively to the educational landscape (Para 5.12, 5.15, 5.16, NEP, 2020).

This survey delves into various aspects of teachers' mental health, exploring their perceptions of individual and professional selves, the challenges they face, and the support systems available to them. It highlights the intrinsic and extrinsic motivators that drive teachers to remain dedicated to their profession despite the difficulties they encounter. The findings highlight the importance of addressing teachers' mental health concerns to ensure their well-being, which in turn positively impacts the mental, emotional, and academic growth of their students. This will ensure that the needs of both students and teachers are met, promoting a thriving educational community and contributing to the whole school environment.

By shedding light on the factors influencing teachers' well-being, this survey aims to inform teacher trainers and policy makers so that support for teachers can be brought in on identified aspects of teachers' mental well-being.

We hope that these insights will contribute to creating a more supportive and sustainable teaching environment, ultimately benefiting both teachers and students.

Anjum Sibia
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Head, DEPF*
National Council of Educational
Research and Training

EXECUTIVE SUMMARY

The National Education Policy, 2020 highlights the teachers as the most respected and essential members of the society (para 5.1, NEP,2020). It envisions a transformative shift in India's education system, emphasizing on holistic development, inclusivity and mental well-being of all stakeholders. It aims to empower the teachers, help them to perform their duties to the fullest, and make teachers and the students feel valued and understood. The policy aims at the importance of preserving and enhancing India's rich educational heritage through the modern education system that focuses on holistic development and self-realization and not just academic preparation (pg. 4, NEP 2020). The policy also aims at providing training and skill enhancement programs, scholarships, and more job opportunities for teachers to motivate them to deliver the best possible education or mentorship in the education sector. NEP, 2020 places emphasis on mental health, recognizing it as essential for holistic development and academic success. Taking forward the vision of the policy, the National Curriculum Framework for School Education (NCF-SE), 2023 integrates guidance and counseling into the school curriculum (Part B, s. 5.1, NCF-SE, 2023), while also training teachers to address mental health concerns (Part B, s. 5.3, NCF-SE, 2023), fostering a supportive and nurturing educational environment.

The aim of the present survey was to explore the perceptions of teachers about their mental well-being. The survey helped the teachers to reflect upon themselves in terms of the stress, challenges, and support they receive from their workplace, students, society, or the family. The survey provides important lead in the areas of mental health and well-being of the teachers that needs to be taken into account for planning of teacher preparation and continuous development.

The survey was conducted through a Google Form. The link of the Google Form was shared with the Ministry of Education (MoE) for data collection from the school teachers across the country. The survey saw participation from teachers across gender, stages of education i.e., Foundational, Preparatory, Middle, and Secondary stages and schools across the country. A total of 71,635 teachers participated in the survey between September and October, 2023 from 28 States and 8 Union Territories of the country.

The survey attempts to present the perceptions of teachers with regard to their personal and professional selves. It includes both quantitative and qualitative questions to gain understanding of the teacher's perception of their mental health and well-being. To offer a comprehensive insight into various aspects of teachers' mental health, the findings are presented under the dimensions of: (i) Individual Self, (ii) Professional Well-being, (iii) Challenges of the Teaching Profession, (iv) Support System (v) Motivators for a School Teacher (vi) Mental Health Concerns of Teachers, (vii) Support

Offered by the Organisation for Mental Health Challenges and (viii) Support Expected from the Organisation for Mental Health Concerns.

The survey's overall findings reveal that most teachers feel empowered to make independent decisions and effectively adapt to the stressful situations in both their personal and professional lives. The teachers acknowledge having strong emotion regulation skills and possess a high sense of self-worth. The survey reports that professional growth is an important aspect for teachers. With respect to their professional well-being, most of the teachers feel satisfied with their job experiences and work environment and feel that they are able to strike a balance between their personal and professional lives. Teachers also mentioned having a robust support system.

Despite a majority of teachers expressing satisfaction with their work environment, they still face numerous challenges. Managing student behavior is a primary concern while other reported concerns include performing non-teaching duties, learning and adjusting to new technologies, handling large classrooms, adapting to new pedagogical practices and technologies, meeting syllabus deadlines, and coping with excessive workloads. Additionally, the pressure for high academic performance of students and lack of parental cooperation add to their stress. These challenges result in mental, emotional, and physical exhaustion for many teachers. In stressful situations, nearly half of the teachers prefer to share their concerns with family and colleagues, while only a few feel comfortable discussing work-related stress with the school counselor. Qualitative responses also highlight other issues such as administrative responsibilities, being far from family, low salaries, and non-cooperative school administration and management.

With regard to motivators for working as a teacher, a majority have stated their families, friends, and senior colleagues as their biggest sources of motivation. Some have stated engagement with students, sharing knowledge, and the love and respect received as a teacher as their motivation for being in this profession. Despite the challenges, the intrinsic rewards of teaching, such as witnessing student growth and fostering a love for learning, continue to inspire many educators and keep them dedicated to their profession.

The survey also included responses from teachers belonging to other gender, with a majority of them feeling empowered to make decisions, adapt to changes, and manage their emotions in stressful situations. They reported valuing professional growth, feeling respected, and being satisfied with their work environment. Despite feeling emotionally, mentally, and physically exhausted at times, they mentioned receiving support from colleagues. The teachers also mentioned being able to discuss work-related issues with principals, colleagues, family, and friends. Challenges faced by them include managing student behavior, adapting to new technologies,

rigid deadlines, and lack of parental cooperation. However, the most satisfying aspect of their profession remains classroom teaching and the opportunities for learning.

Research too has shown that professional aspects like challenges and systemic support are important as they determine whether or not teacher burnout occurs. Teaching methods evolve as we move from the Foundational to the Secondary Stage of education and so do the challenges faced. Recognizing this, the NEP, 2020 proposes that teachers should be granted the autonomy to employ their preferred pedagogical approaches, as they better understand their students unique learning styles and needs (para 5.14). Therefore, empowering teachers with the freedom to choose their teaching strategies and providing support through the system is crucial for maintaining quality of teaching-learning process and enhancing the educational standards.

The survey sheds light on the contemporary reality of being a teacher and concerns faced by them on aspects related to their individual and professional selves, their motivators for being in the teaching profession, mental health concerns, the support they expect and receive and the challenges faced by them. The significance of the survey is in identifying factors influencing teachers mental well-being. Consequently, the findings have important implications for initiatives aimed at fostering mental health and well-being of teachers through in-service and pre-service trainings.

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CONTENTS

| | |
|---|-----|
| <i>Foreword</i> | iii |
| <i>Preface</i> | v |
| <i>Executive Summary</i> | vii |
| 1. Introduction | 1 |
| 2. Mental Well-being of Teachers: Major Findings | 13 |
| 2.1 Individual Self | 15 |
| 2.2 Professional Well-being | 21 |
| 2.3 Challenges in the Teaching Profession | 29 |
| 2.4 Support System | 40 |
| 2.5 Perceptions of Teachers on Mental Well-Being: Concerns, Support and Motivators | 47 |
| 3. Discussion and Implications | 63 |
| <i>Selected Bibliography</i> | 70 |
| <i>Appendix</i> | 73 |



1

Introduction



The pursuit of education is a quest for self-realisation and enlightenment, while concurrently building a strong commitment towards welfare of humanity. Education is the channel through which individuals grow into conscientious human beings grounded in rationality and empathy. It forms the bedrock of an individual's learning capacities, knowledge systems and social and ethical character. Education encompasses the development of innate skills, competencies and creativity of individuals to enable them to thrive in challenging situations and meaningfully contribute to the growth and progress of humanity. Education entails within itself the cultivation of intellectual and social growth, honing independent thinking by igniting curiosity in young minds.

The National Education Policy (NEP), 2020 illuminates education's goal as a cognitive advancement accompanied by holistic development, shaping well-rounded individuals. It envisages students becoming aware, "engaged" and "productive citizens for building an equitable, inclusive, and plural society" (NEP, 2020 pg 5).

In the journey towards the transformation of individuals into responsible citizens, schools play an integral role as they inculcate core values of respect, honesty and empathy among students. The aim of school education is to empower students with critical thought, responsible behaviour and sensitivity in actions and interactions.

Schools, where children spend their formative years, serve as the most important means of ensuring that the aim of education is accomplished and brought to fruition. Schools enable students to learn and nurture key cognitive and socio-emotional skills and competencies through various curricular activities and day-to-day interactions with peers, teachers and other members of the school community. Among various school stakeholders, teachers are at the forefront of the process of imparting subject knowledge and values to students. As the nucleus of the school system, teachers directly engage with students to guide and facilitate the journey of fulfilling their personal goals as well as the aims of education.

Teachers are the key persons who steer the realisation of the goals of education. They enable and empower students to pursue knowledge and personal development through the teaching-learning process. The NEP 2020 envisions teachers to be active agents in promoting the holistic development of students. Teachers play an integral role in developing social, ethical, and emotional capacities in students by engaging them in varied classroom activities adopting creative approaches to meaningful interactions with students. The integral role played by teachers in the education system underlines the need for ensuring the overall well-being of teachers, specifically mental well-being, for cultivating a new generation of productive citizens.

It is well acknowledged that mental health is an indispensable component of holistic well-being.

Well-being, in a broader sense, is a positive state experienced by individuals and societies, encompassing quality of life, social, economic, and environmental welfare. In schools, the well-being of both students and teachers plays a critical role in fostering a supportive, productive, and positive learning atmosphere. Well-being is a resource for daily life that enables individuals to cope with the stresses of life, realize their potential, and contribute meaningfully to their communities. Health and well-being are fundamental aspects of an effective educational environment. According to the World Health Organization (WHO), health is defined as a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.

Maintaining mental well-being is essential for optimal functioning, especially for teachers. Their role in nurturing the next generation underscores the importance of their own mental health. Teachers with positive mental well-being are better equipped to provide high-quality education, manage classrooms effectively, and meet students' needs. Their well-being directly influences teacher-student relationships, fostering a safe learning environment. Research in the field has pointed towards the significant impact of teachers' psychological health on student performance, aspirations, commitment, and academic achievement, inspiring growth for both educators and students. A teacher's positive mental state influences their effectiveness and has consequential impact on students is well documented in research. At the same time, mental well-being also enables them to efficiently manage their thoughts, emotions, and behaviors which affects their classroom teaching abilities. The well-being of teachers is thus an important determinant of student outcomes.

Teaching is regarded as a highly prestigious and knowledgeable profession. However, substantial workload, inadequate teaching resources, excessive curriculum demands, poor work climate, parental complaints, student misbehavior, and insufficient support from the organization and the students may often lead to stress. For teachers balancing professional responsibilities with personal life can be challenging and stressful. Largely, experience of stress resulting from these pressures often goes unnoticed and may manifest as negative attitudes toward themselves, their students, and their profession, ultimately leading to emotional exhaustion and fatigue. Inadequate or inappropriate measures to manage these stressors can at times lead to teacher burnout. It is characterised by emotional exhaustion, depersonalisation or a negative attitude towards oneself, others and the environment, and a reduced sense of personal accomplishment. Various studies highlight that teachers experiencing burnout may withdraw contact from students, feel tired and irritable and evaluate oneself negatively. Burnout in teachers affects their performance, relationships with students, and overall job satisfaction, leading to

increased absenteeism, underperformance, and attrition. Recognising and understanding teacher stress and burnout is essential as it directly impacts the educational process. Promoting mental well-being of teachers is equally important as it is often more important *how* a teacher teaches than what is actually taught.

Teaching is an evolving activity and teachers are confronted with needs of learners and ever-changing learning environment. As the times have evolved, the role of teachers has also undergone tremendous changes. With the rapidly globalising world and the growing economic and cultural interconnectedness, the education system too has had to adapt and prepare students for the demands of the future. Keeping pace with these developments, the NEP 2020 also foregrounds equipping students with “21st century skills” (Para 4.4, NEP 2020). The traditional idea of teaching-learning as a unilateral channel of knowledge sharing is giving way to a more interactive and learner-centered approach where the teachers tailor their teaching to each student’s individual needs and experiences suited to socio-cultural milieu. Aligning with the diverse needs and demands of the changing times, teachers have explored and developed innovative ways of learning, new assessment techniques and student engagement strategies.

With the advent of the information technology revolution and the exposure to diverse forms and mediums of information and knowledge sharing, pedagogical changes have also been brought about. As facilitators and mediators, teachers are helping students navigate new terrains of learning while building key skills of critical thinking, problem-solving and scientific temper. The role of teachers in the age of digital learning has transformed into a different style of imparting quality education. For instance, during the COVID-19 pandemic, teachers were faced with sudden transitions to online modes of teaching. Teachers had to quickly reorient classroom teaching to the digital learning environment and embrace technology. Despite minimal training on the use of technology, teachers across the country displayed resilience and rose to the challenge and ensured that the education of children was taken care.

The profession of teaching is routinely faced with multiple challenges of varied nature and, in India, teachers encounter several of them. A report by UNESCO (2021) highlights that excessive workload is a major contributor to teacher stress. NIEPA’s (2016) report indicates that teachers often teach multiple grades which significantly increases their workload. According to a World Bank Report (2014), teachers are engaged in non-academic activities or administrative tasks which take up most of their teaching time. High student-teacher ratio along with unsupportive parents have been reported as challenges confronting teachers in a study conducted by TISS, Mumbai (2023). Several research studies across states in India identify factors such as poor work environment and student-related problems among others as causes of stress for teachers. Coupled with infrastructural gaps and limited resources, balancing these stressors often becomes a daunting task for

teachers. These demands contribute to physical and emotional exhaustion, significantly impacting teachers' well-being and their ability to maintain positive relationships with students and colleagues.

The NEP 2020, along with the National Curriculum Framework for School Education (NCF-SE) 2023, has brought a renewed focus on the welfare of teachers, acknowledging their vital role in shaping the future of the nation. The NEP 2020 aims to revitalize the teaching profession by ensuring that teachers are provided with a supportive environment that includes adequate livelihood, respect, dignity, and autonomy, coupled with stringent quality control and accountability measures (p. 4).

Furthermore, the NEP 2020 emphasises the enhancement of service conditions for teachers, advocating for the creation of inclusive school communities and improved infrastructure (Para 5.9). The policy suggests the establishment of school complexes to facilitate resource sharing and community engagement, alongside minimising non-teaching responsibilities to allow teachers to focus on their professional duties (Para 5.12). These measures are expected to foster professional development, offering pathways for recognition and career progression.

The National Curriculum Framework for School Education (NCF-SE) 2023 not only focuses on structural improvements but also places a profound emphasis on the emotional well-being of teachers. It advocates for the cultivation of trust and respect among all stakeholders (Part D, s 1.3.1) recognizing that such emotional support is essential for teacher empowerment. The framework understands that emotional security within the school environment is crucial, as it significantly influences the decision-making abilities of educators (Part D, s 2.3.4.2). By promoting favorable working conditions and teacher autonomy, the NCF-SE aims to create a nurturing environment that promotes teacher effectiveness and accountability, thereby enhancing the overall quality of education.

In essence, these policies represent a comprehensive approach to bolstering the education system by empowering those at its heart—the teachers. Through a combination of improved working conditions, professional growth opportunities, and a focus on emotional well-being, the NEP 2020 and NCF-SE 2023 aim to re-establish teaching as a revered profession and ensure that educators are equipped to provide the best possible education to the next generation.

In tune with the policy and curriculum frameworks' emphasis on mental well-being of teachers, 'Manodarpan' an initiative by the Ministry of Education (MoE) under Aatma Nirbhar Bharat Abhiyan, was launched by the Hon'ble Minister of Education, Government of India, on 21st July 2020. Manodarpan creates and maintains a repository of resources to support the mental well-being of all school stakeholders. To provide psycho-social support to teachers, students and parents, Manodarpan runs a National Toll-Free Helpline (8448440632). Manodarpan also periodically develops

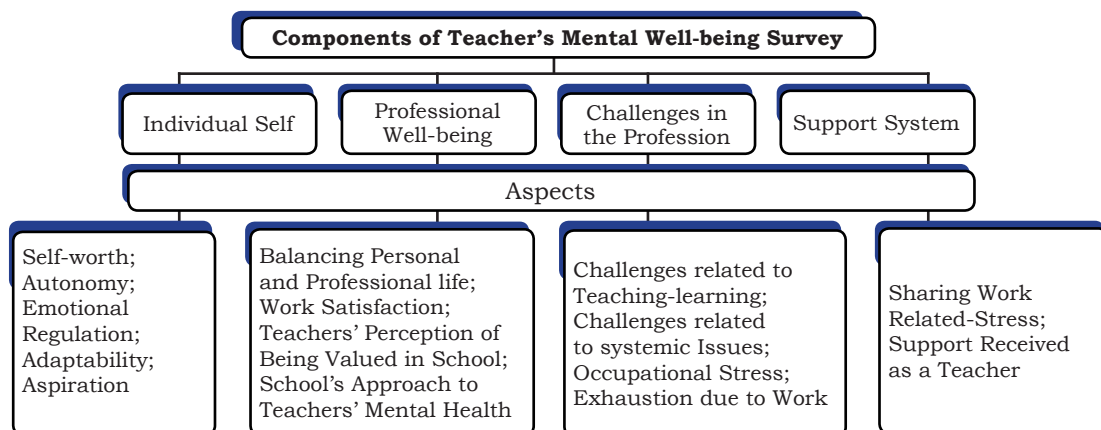
reading materials, and advocacy content for schools which is readily available on the Manodarpan webpage <https://manodarpan.education.gov.in/>. In order to address contemporary concerns of mental well-being among students and to promote a positive school culture, Live interactive sessions ‘Sahyog’ and ‘Paricharcha’ are organised by Manodarpan on a regular basis. These sessions are telecast on PM e-Vidya Channels and are also available on the “NCERT Official” YouTube Channel. Through national and regional conferences and consultations on mental well-being in the school system, Manodarpan also encourages and facilitates stakeholder engagement in its efforts towards promoting mental well-being in schools.

Keeping in view the significance of teachers in educating the child and their pivotal role in classroom transaction, and in the lives of students, it is important to understand the factors influencing teachers’ well-being in Indian school context. A brief look at the teachers’ data gathered in the present survey on Teachers Mental Well-being was undertaken. It encompassed diverse aspects of mental well-being, such as personal well-being, professional well-being, stressors, coping strategies, and redressal mechanisms. It was expected that this exercise will help in developing a holistic understanding of teachers’ well-being and establish effective support mechanisms.

SCOPE OF THE SURVEY

The survey focused on understanding the multifaceted factors influencing the mental well-being of school teachers across the country. It explored teachers’ perceptions of their own mental well-being through the analysis of four key components.

The survey employed a self-report online questionnaire to comprehensively capture teachers’ perceptions of their mental well-being. A pilot study was conducted through Google form, with a small, representative sample of school teachers. Based on the data collected, the items were modified for greater clarity of language and meaning. Response options were refined to allow teachers to express opinions with greater precision. Additionally,



efforts were made to minimize any potential bias.

The survey tool was divided into 2 sections.

Section I included the Demographic Details. The section consisted of items related to background information about the teachers such as age, gender, teaching experience, and educational qualifications.

Section II included twenty items, divided into three parts:

Part A consisted of twelve Multiple Choice Questions (MCQs), allowing teachers to select predefined response options related to their mental well-being. These questions explored various facets of their mental health, such as personal self, professional well-being, and sources of stress.

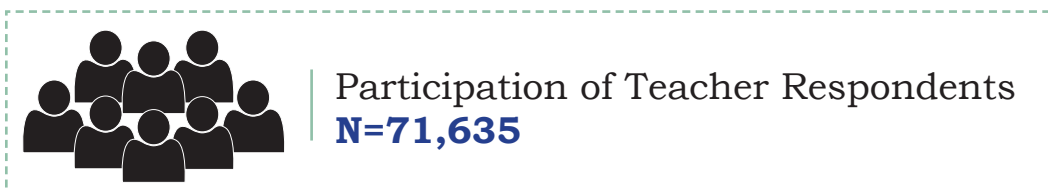
Part B consisted of Four Multiple Select Questions (MSQs), enabling teachers to choose multiple responses from a list of options. These questions explored professional well-being, sources of stress, and support system.

Part C included four open-ended questions allowing teachers to express their views on motivators in their profession, support received and expected from their schools, and major mental health concerns as teachers, with a word limit of up to 100 words.

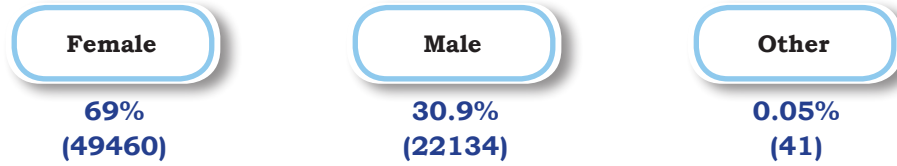
DATA COLLECTION

The survey was administered through Google Form, covering teachers across gender, stages of education (Foundational, Preparatory, Middle, and Secondary), and schools across the country. The link to the Google Form was generated and shared with the concerned authorities in the Ministry of Education (MoE), Government of India, for sharing the link with various school education and training institutes- CBSE, NCERT, KVS, NVS, NIOS and School Education Secretaries of all States and UTs, to be further disseminated in schools. The link was accessible for a specific duration (September - October, 2023) and closed on a pre-set date.

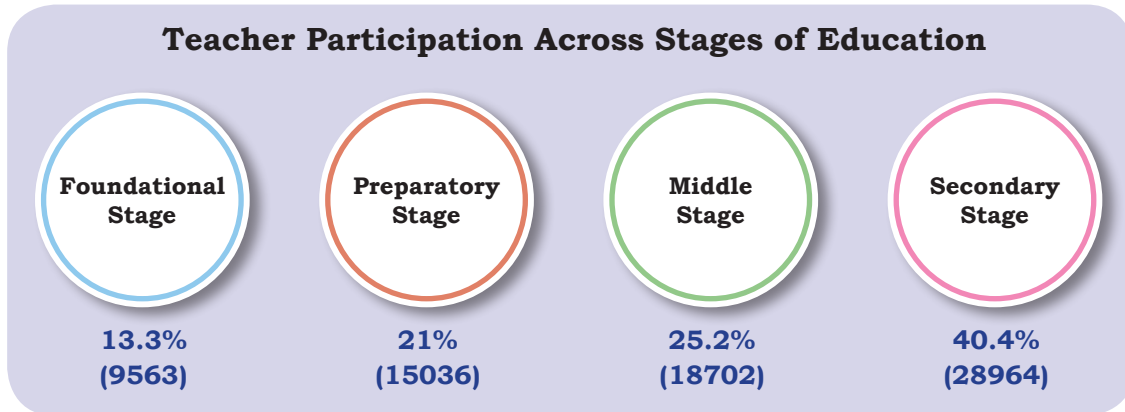
The details of the survey sample are illustrated herewith:



Gender-wise Participation



Teacher Participation Across Stages of Education



Age Group

| | |
|--------------------|--------|
| 26-40 Years | 49.4% |
| 41-50 Years | 29.45% |
| 51-60 Years | 16.1% |
| 18-25 Years | 4.75% |
| 60 Years and Above | 0.4% |



Educational Qualification

| | |
|---------------|--------|
| Graduate | 49.4% |
| Post Graduate | 29.45% |
| Ph.D. | 16.1% |
| Diploma | 4.75% |



Teaching Experience

| | |
|--------------------|-------|
| 10-20 Years | 29% |
| 5-10 Years | 22.1% |
| 1-5 Years | 20.6% |
| 20 Years and Above | 19.8% |
| Upto 1 Year | 8.6% |

Permanent

79%

31%

Temporary

Employment



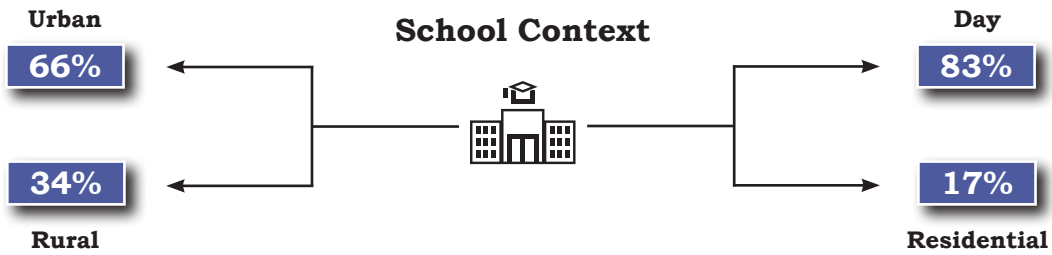
Non-Transferable Services

53.5%

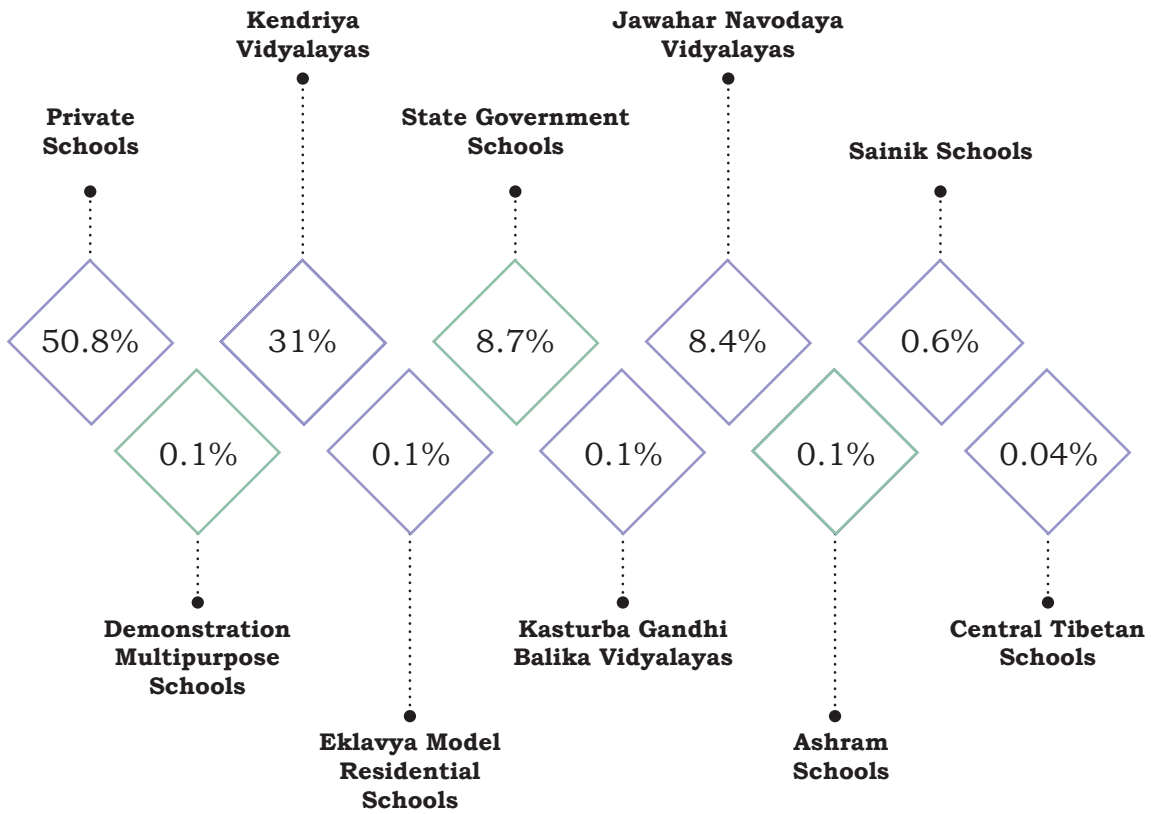
46.5%

Transferable Services

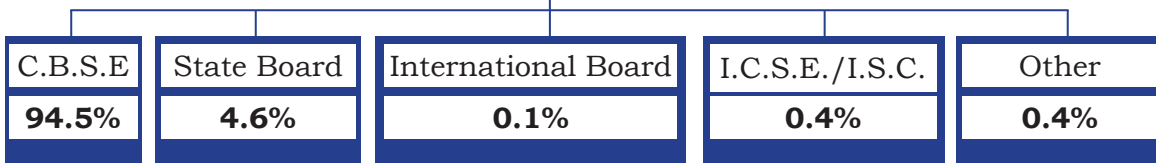
School Information



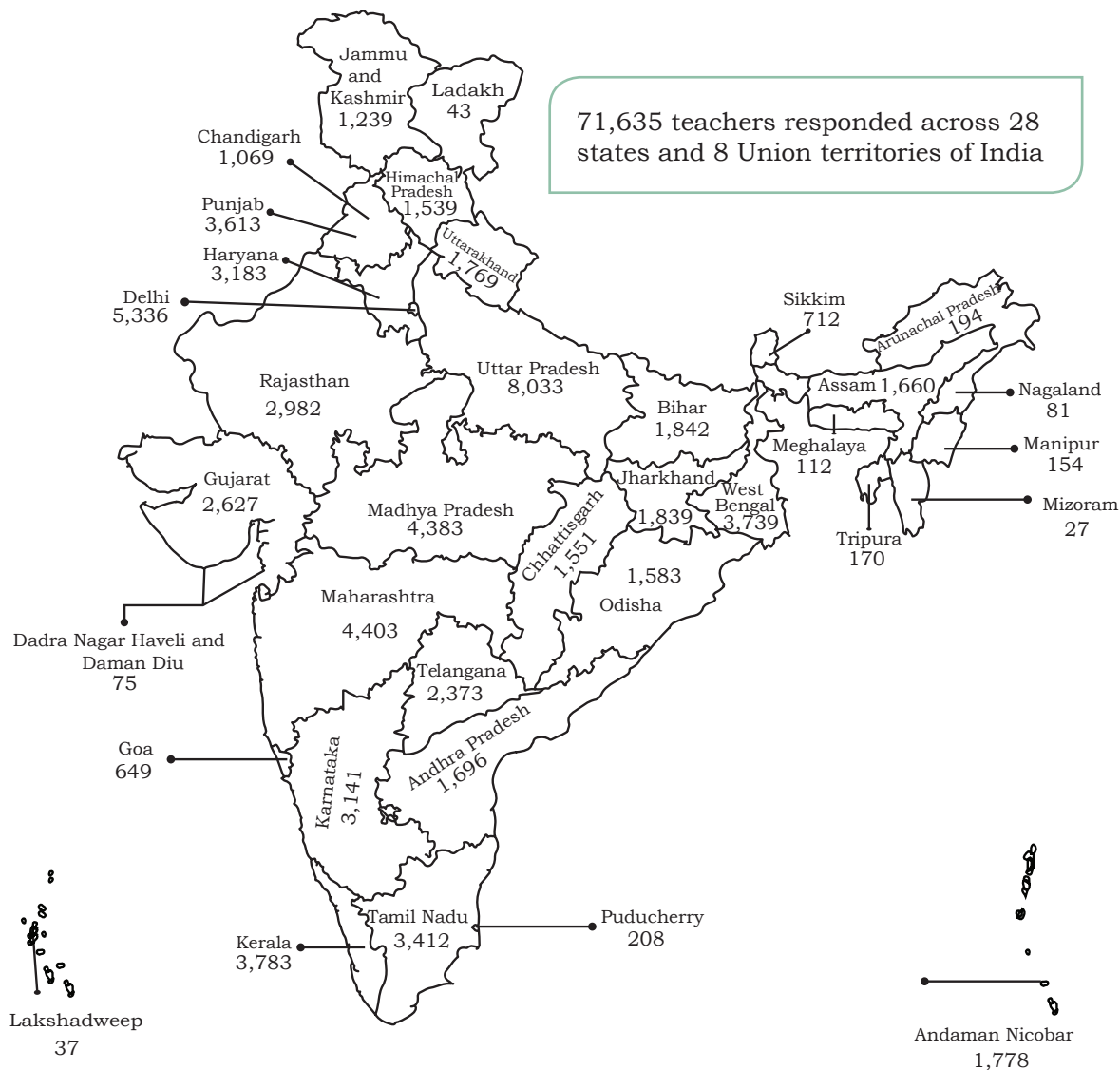
School Type



Board Affiliation



STATE-WISE DISTRIBUTION



CONFIDENTIALITY AND VOLUNTARY PARTICIPATION

Participation in the survey was voluntary. The option of anonymity was provided by making the name column optional thereby an assurance that their information would be kept confidential. The online survey mode facilitated teachers' expression of views with minimal interference.

ANALYSIS OF DATA

An overall view of all participating teachers (N=71,635) vis-a-vis the stages of education (i.e., Foundational, Preparatory, Middle, and Secondary) and gender (Female and Male) were taken to explore their perceptions of their

mental health and well-being. An analysis of teachers in 'Other' gender category is presented separately due to its minimal representation (only 0.05% of responses).

Out of the twenty items in the survey, responses to 16 close-ended items were subjected to quantitative analysis, that provided a view of the distribution of responses among teachers across different response categories. For the remaining subset consisting of 4 open-ended questions, 10% of the total responses (i.e., 7,163) was subjected to content analysis to explore underlying patterns and themes related to teachers' mental well-being.

LIMITATIONS

The research has been thoughtfully designed to collect data at scale and enrich findings through qualitative inputs. However, it is essential to acknowledge the study's limitations. First, social desirability bias may have influenced teachers' responses, as they might have desired to present themselves favourably. Second, priming effects—where the wording and order of questions influence subsequent thoughts, feelings, and attitudes—may have impacted teachers' attitudes. Finally, the relatively smaller representation within the desired population warrants caution when generalizing findings.

The survey findings will help build a holistic understanding of teachers' well-being. Within the context of teaching, positive mental health has far-reaching implications. It builds resilience and improves professional relationships and in turn the school environment. It also leads to enhanced job satisfaction and supports professional growth.





2

Mental Well-being of Teachers: Major Findings





2.1 Individual Self

The perception of teachers on the aspects of 'self' helped in developing a better understanding of teachers as individuals. An individual's self plays a significant role in mental well-being, influencing the individual's ability to handle stress, face challenges, build relationships, and grow through their personal as well as professional life. Self encompasses varied aspects of an individual's identity, including their beliefs and attitudes, values, personality, perception of control over life conditions, autonomy to follow their opinions, openness to changes, aspiration for growth and regular reflection over their thoughts, emotions, actions, and beliefs.

This section covers five aspects of self: self-worth, emotional regulation, aspiration, autonomy and adaptability.

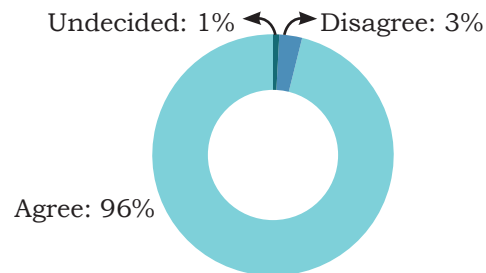
2.1.1 Self-Worth

Self-worth is an individual's overall view of themselves, reflecting the appraisal of their own value as a person. It is a positive predictor of adjustments to life demands and is positively associated with happiness (Dey, Rahman & Akther, 2013). Studies have indicated that self-worth is strongly influenced by interactions with the members of the social network of an individual. For teachers, feelings of self-worth are related to the context of teaching-learning within schools, where self-worth is derived from the recognition and appreciation they receive from students, colleagues, and the broader school community (Mbuva, 2017; Barni, Danioni & Benevene, 2019; Yadav & Rani, 2021; Solanki & Mansuri, 2022).



As a teacher, I feel worthy and deserving of respect.

The majority of responses highlight teachers' deep sense of professional honor and self-worth. As appraisal of one's worth or value as a person is linked to mental well-being, the findings show an encouraging trend. Teachers' perception of self-worth throws light on the positive culture in schools and classrooms.



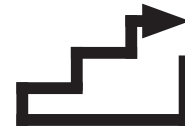
96%



93%

The responses reveal that a slightly higher percentage of female teachers have reported feeling worthy and deserving of respect as compared to male teachers.

Across the stages of education, teachers' responses indicate a strong sense of self-worth, ranging from 96% in the Foundational and Preparatory stage to 95% in Middle and 94% in Secondary stage of education. The findings highlight that teachers at all stages of education desired to be recognised for their contributions.



The findings shed light on teachers' feelings of self-worth as closely related to the respect and recognition received by the members of the school ecosystem. As such, it is imperative that society, especially schools, continue to uphold and honor the invaluable role of teachers in fostering the learning and growth of young minds.

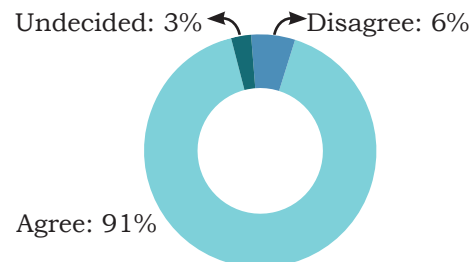
2.1.2 Autonomy

Autonomy is an essential quality for individuals, as it allows them to make their own decisions and govern themselves. A teacher who is autonomous in their functioning, displays creativity, the ability to form independent opinions, and the capacity to make educational choices tailored to students' needs (Narayanan et al., 2023).



I can take my decisions on my own.

The analysis of teachers' perceptions of their ability to make decisions independently reveals that majority of the teachers are able to take decisions on their own. This reflects that they view themselves as being able to function independently.



The analysis highlights teachers' belief in being in control of situations. Being autonomous suggests that individuals are internal referents, meaning they take responsibility for their actions. This underscores their belief in controlling their actions and the outcomes of situations. Research has supported that autonomy improves job satisfaction and overall well-being (Bradley et al., 2002; Kahneman et al., 1999).



90%



90%

Gender differences were not observed in teachers' perceptions of autonomy. The findings suggest that both female and male teachers perceive themselves as capable of making their own decisions, highlighting a shared sense of autonomy within the teaching profession.



Fostering autonomy in educators could enhance their effectiveness in guiding students towards independent decision-making across all stages, with 91% of Foundational and Preparatory stage teachers and 90% of Middle and Secondary stage teachers agreeing with the statement. Overall, promoting autonomy is crucial for personal growth and development.

The National Education Policy (NEP), 2020 (Para 13.4), acknowledges the importance of granting teachers the flexibility to embrace innovative teaching approaches, fostering a motivating and creative teaching environment, thus highlighting the need for teachers to have autonomy in deciding appropriate teaching approaches (Narayanan, 2021; Chung, 2023). This finding that a majority of the teachers across different stages of education feel a sense of autonomy is likely to be reflected in their workplace (Shukla, 2014).

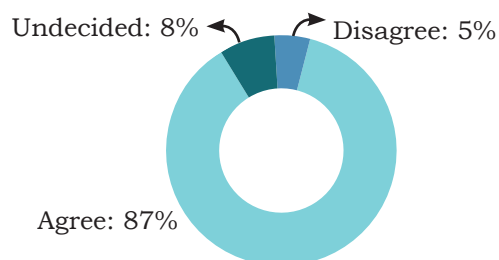
2.1.3 Emotional Regulation

Emotional regulation is the ability to manage and respond to one's emotions. It involves responding to one's feelings in a balanced and constructive manner (Hargreaves, 2000; Fried, 2011; Pandey & Sharma, 2024). How teachers regulate their emotions significantly influences their well-being and relationships within the educational setting. Regulating emotions allow teachers to communicate effectively, express empathy and manage conflicts (Lyndon et al., 2020; Frenzel et al., 2021; Burić et al., 2023). To gauge the teachers' perception of their ability to manage emotions, they were asked to rate their views on the following statement.



In stressful situations, I can manage my emotions and feelings.

Majority of the participating teachers responded to being able to manage their emotions in stressful situations.



87%



88%

The analysis of responses of both female and male teachers revealed similar trends towards managing of their emotions and feelings.

Majority of teachers across different stages of education reported being able to handle their emotions even in stressful situations, with 86% of Secondary stage teachers, 87% of Foundational and Middle stage teachers, and 88% of Preparatory stage teachers agreeing with this statement.



Given the emotional demands of the teaching profession, the regulation of teachers' emotions holds immense significance. Throughout the school day, teachers must manage their emotions to enhance teaching effectiveness and maintain professionalism. Research has supported that teachers' emotions can impact students' behaviour and conduct in a classroom and can also play a role in students' success or failure in long run. When teachers are positive, supportive, and emotionally attuned, students tend to thrive academically and behaviourally. Conversely, negative emotions can affect student behaviour and conduct in the classroom. The findings are encouraging as most teachers are able to manage their emotions and feelings, which in turn can help in maintaining a positive classroom environment and also support student learning.

2.1.4 Adaptability

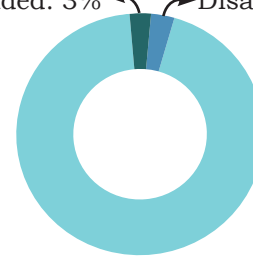
Adaptability involves a dynamic interplay between cognitive, emotional, and behavioural processes, allowing individuals to navigate diverse situations (Garcia et al., 2024). Individuals with adaptability are flexible, resilient, have problem-solving skills, and are open to new experiences (Yurtseven & Dulay, 2022). Teachers' capacity to be adaptable ensures their well-being in an ever-evolving educational landscape (Collie & Martin, 2016; Collie & Martin, 2017; Granziera et al., 2019; Dario et al., 2024). The following section provides valuable insights into teachers' perceptions of their ability to adapt to different situations in their lives.



I am able to adapt to the situations in my life.

A majority of the respondents were in agreement with the statement. The ability or willingness to change is a competency of a person to adjust. In the context of teachers, this could suggest that they can modify their own thoughts, behaviours, and emotions in response to varying circumstances, whether they are positive or negative.

Undecided: 3% Disagree: 3%



Agree: 94%



94%



93%

The survey’s findings highlight strong consistency in agreement among teachers—regardless of gender—about their ability to adjust to changing circumstances.



Additionally, the ability of teachers to adapt to changes in their lives is consistent across all stages of education, with about 93% of Secondary stage teachers and 94% of Foundational, Preparatory, and Middle stage teachers reporting this capability. This quality is critical for meeting the evolving needs of students and responding effectively to unexpected situations and challenges faced in the teaching profession.

2.1.5 Aspiration

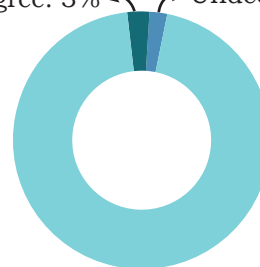
Aspirations are the ambitions and goals that individuals hold for various aspects of their lives. These significant goals provide people with a sense of purpose and guide them toward a meaningful direction. For teachers, their profession consist of what they may wish to achieve in terms of their career goals. It guides their engagement, behaviour and decisions towards their profession. To understand teachers’ aspirations towards the profession, they were asked to provide their views on the following statement.



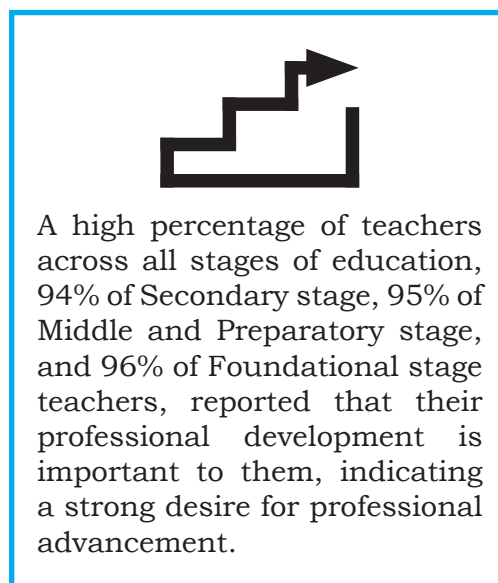
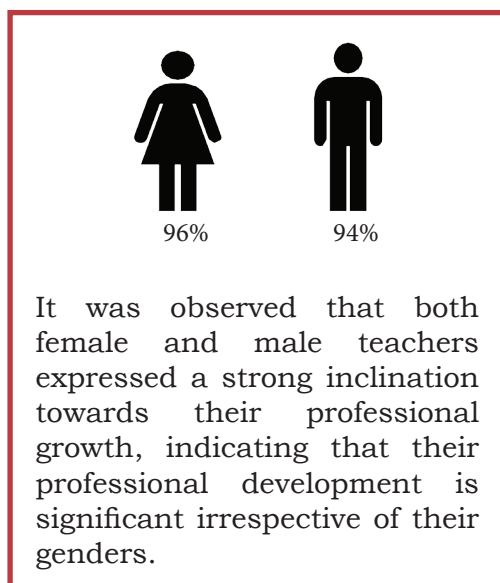
Growth in my profession is important for me.

Majorly teachers were in agreement with the importance of growth in their profession, indicating being ambitious.

Disagree: 3% Undecided: 2%



Agree: 95%



Teachers’ aspiration to grow in their profession is a factor that influences their motivation, sense of purpose, and direction in their career trajectory (Hascher & Waber, 2021; Macapagal & Ricafort, 2023). The strong desire for professional growth among teachers implies that teachers seek opportunities for skill development and mastery. Schools must facilitate opportunities that are consistent with their professional aspirations to enhance teacher effectiveness and promote their well-being (Kumar & Praveena, 2022; Akilandeswari & Annalakshmi, 2023). NEP 2020 also highlights the importance of professional growth through CPD (Continuous Professional Development) which states that “teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions” (Para 5.15).

2.2 Professional Well-Being

Professional well-being is the sense of fulfillment an individual derives from their work or professional life. For teachers, this satisfaction can stem from various aspects such as their school environment, opportunities for professional growth, perks and benefits provided by their organisations, enough space to balance work and personal life, teachers' motivation towards work, etc. Collectively, these aspects can significantly contribute to a teacher's sense of fulfillment in their professional life, thereby promoting their mental health.

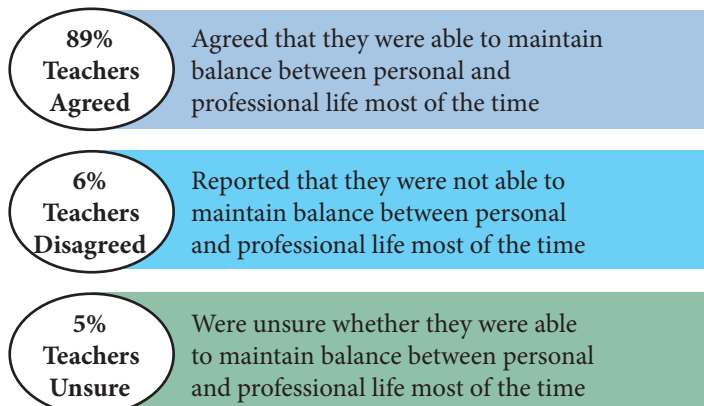
To develop a deeper understanding of professional well-being experienced by teachers, the survey explored the aspects of balancing personal and professional life, teachers' perception of being valued, satisfaction experienced from work and school's approach towards teachers' mental health.

2.2.1 Balancing Personal and Professional Life

Maintaining a balance between one's personal and professional life means effectively switching between the conflicting demands of these roles without compromising one's health, personal relationships, and overall well-being. The survey aimed to measure teachers' perception of their ability to manage this conflict effectively. To gauge the teachers' perception of their ability to maintain this work-life balance, they were requested to rate their views on the statement.



I feel, I am able to create a balance between my personal and professional life most of the time.



Agreed that they were able to maintain balance between personal and professional life most of the time

89%
Teachers
Agreed


Reported that they were not able to maintain balance between personal and professional life most of the time

6%
Teachers
Disagreed

Were unsure whether they were able to maintain balance between personal and professional life most of the time


5%
Teachers
Unsure

The analysis revealed that majority of teachers asserted their ability to maintain a balance between their professional obligations and personal lives.



Almost similar percentage of female and male teachers were found affirming their ability to balance personal and professional responsibilities.

Across stages of education, a consistent pattern of agreement emerged across all stages: 88% to 92% of teachers agree that they can maintain a balance between their personal and professional lives.




Research supports that teachers’ ability to balance personal and professional life is effective in helping reduce burnout rates, enhance job satisfaction, promote emotional well-being, improve student outcome, and also contribute in creating a positive organisational culture.

2.2.2 Work Satisfaction

Teachers’ Overall Satisfaction with Work

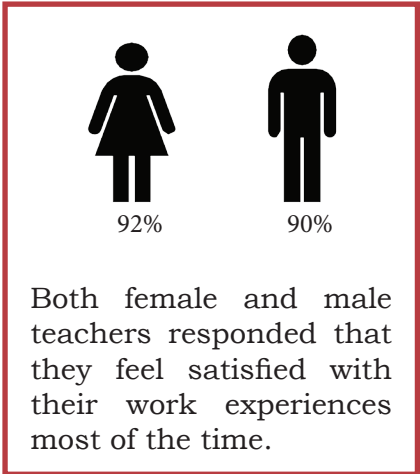
Job satisfaction is the positive emotional state that results from evaluating one’s job experiences (Edwin A. Locke, 1976). Satisfaction with one’s work leads to positive emotions and reduced stress, promoting mental health, while dissatisfaction can cause stress and negatively affect mental health. Job satisfaction among teachers was explored through their perception of overall satisfaction and specific job aspects that contribute to their satisfaction.



My work experiences make me feel satisfied most of the time

Majority of the teachers agree that they feel satisfied with their work experience. This is indicative of teachers viewing their work as fulfilling and rewarding.





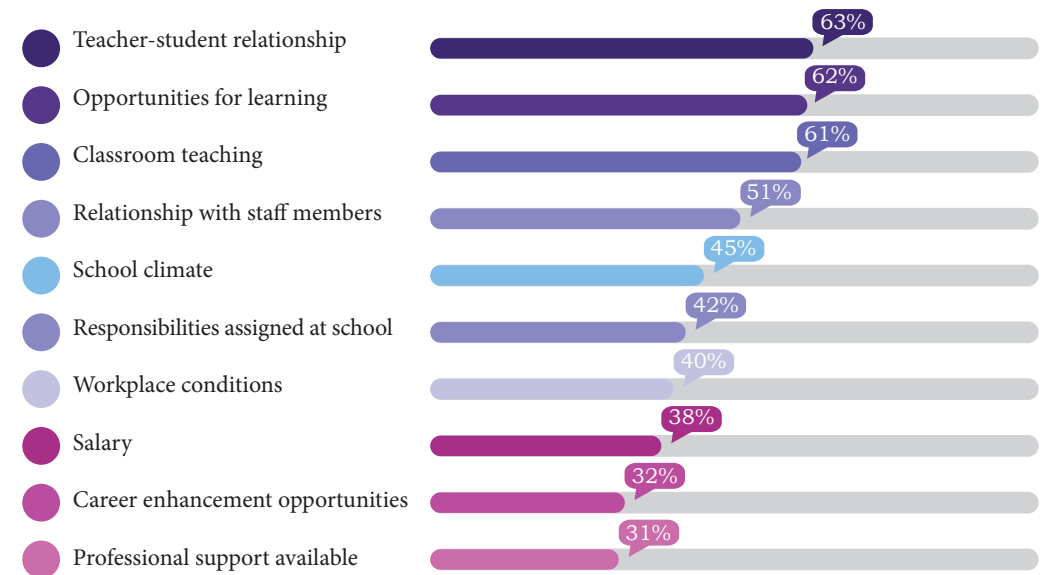
Responses across stages of education, throw light on teachers in the Foundational stage expressing most satisfaction with their work experiences (94%), closely followed by Preparatory stage (92%). This marginally decreases as we move to higher stages, with Middle-stage teachers (90%) and Secondary-stage teachers (88%) expressing the satisfaction.

The findings are congruent with the data from the National Achievement Survey (NAS) 2021, which revealed that a substantial majority of teachers (97%) expressed satisfaction with their profession.

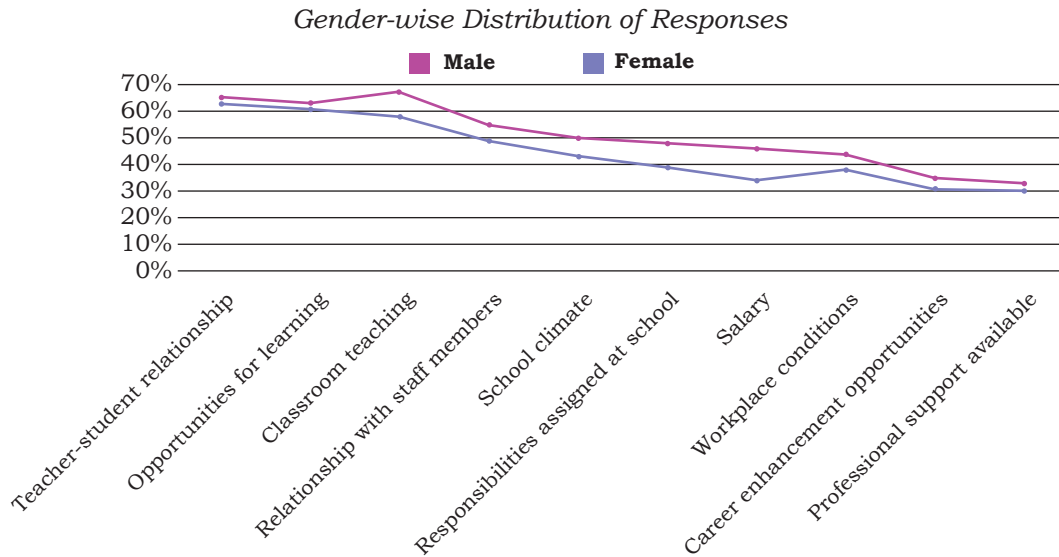
Factors Related to Teachers’ Work Satisfaction

Job satisfaction is a subjective experience of an individual based on which they develop their attitude towards their job. Being satisfied with one’s job is a collective result of many aspects such as working environment, job success, relationships with students and co-workers, job security, compensation, and recognition.

Which aspects of your profession you are satisfied with?



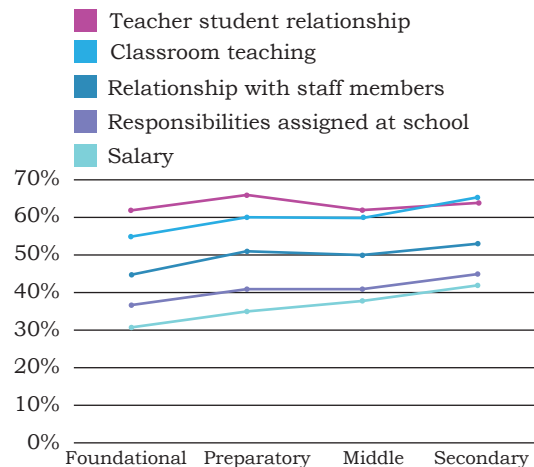
From the various listed aspects, the findings show that, teacher-student relationship, opportunities for learning, and classroom teaching, were among the most preferred factors that were related to work satisfaction for teachers. On the other hand, professional support available and career enhancement opportunities received the lowest satisfaction percentages. The satisfaction with salary and workplace conditions were also relatively low.



The analysis also highlighted that the aspects of the profession that bring satisfaction to female and male teachers differed. Female teachers reported that teacher-student relationships, learning opportunities, and classroom teaching were most satisfying aspects of their profession. To male teachers, classroom teaching was most satisfactory, followed by teacher-student relationships and learning opportunities. The largest difference is seen in how they feel about their salaries, with male teachers being notably more satisfied.

When examining across stages of education, satisfaction is reported for salary, classroom teaching, relationship with staff members, and responsibilities assigned at school. This satisfaction increases from the Foundational to the Secondary stage. However, satisfaction with the teacher-student relationship is less frequently reported at the Middle and Secondary stages. This suggests that teachers maybe finding it more challenging

Stage-wise Distribution of Responses



to maintain close relationships with students as the stage of education increases. This trend can be attributed to several factors, including the natural developmental changes that cause adolescents to affiliate more with their peers and less with adults, including teachers.

Teachers’ efforts in building secure relationships with students impacts their ability to form secure relationships in their own lives. These findings reflect the importance of creating an engaging and interactive teaching-learning context so as to provide enhanced opportunities for teachers and students to interact effectively.

The high level of satisfaction reported by teachers is encouraging, suggesting that many find their work fulfilling and rewarding. However, the reported lower satisfaction with specific aspects of the job, such as professional support, career enhancement opportunities, salary, and workplace conditions, indicate areas that need attention during professional development programs. Gender differences in job satisfaction also highlight the need for policies and practices to address the gender based unique needs and experiences of both female and male teachers across different school contexts. NEP 2020 acknowledges the need for development in these areas (Para 5.1), by ensuring continuous professional development (Para 5.15), career management and progression (Para 5.17) and building a conducive work environment (Para 5.9 & 5.12).

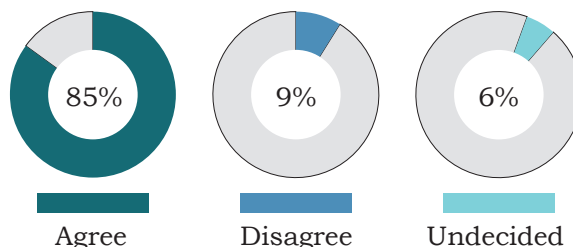
Satisfaction with Work Environment

Work environment plays a crucial role in the satisfaction and overall well-being of teachers. A conducive and caring work environment can foster a sense of belongingness, improve morale, and consequently boost mental health. This section explores teachers’ perceptions of their work environment.



My school ensures that teachers feel satisfied with their work environment.

A large majority of teachers agreed that their school ensures that teachers are satisfied with their work environment. This suggests a predominantly positive perception of the work environment among teachers.



A small difference was observed among female and male teachers.

Responses also highlight that there is a decline in satisfaction with schools' attempts to ensure positive work environment amongst teachers as they move from Foundational Stage (90%) to Secondary Stage (83%). This indicates that as the educational stage advances, the challenges in ensuring teachers' satisfaction with their work environment is perceived to be less effective. Schools need to be sensitive and adapt their strategies to address these unique needs.



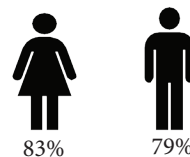
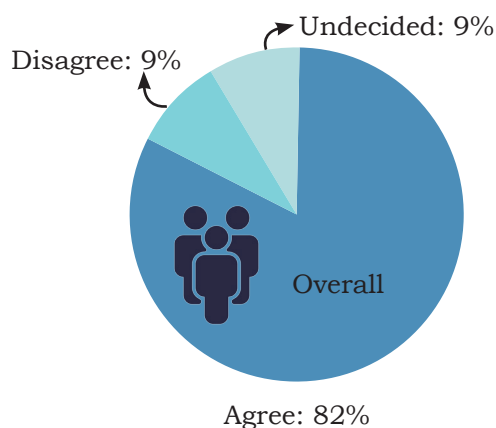
In conclusion, the majority of teachers perceive their work environment positively, indicating that schools are making attempts to ensure teacher satisfaction. However, the trend of decrease in satisfaction with work environment from Foundational to Secondary stages highlights areas for further intervention and undertaking appropriate measures so that teachers at Secondary stages also experience continued satisfaction with their work environment. Addressing these could help in creating a positive work environment, thereby further enhancing teacher satisfaction and their well-being at all stages by addressing stage-specific challenges.

2.2.3 Teachers' Perception of Being Valued in Schools

A strong sense of feeling that they are valued, respected and accepted is key to creating a positive school environment and professional well-being, where teachers can feel free to express their ideas and concerns. The responses not only shed light on the personal experiences of the teachers but also provide a glimpse into a crucial facet of school's collective culture and climate.



Teachers' opinions are valued in my school



The majority of teachers in this survey feel their opinions are valued by their schools, with a slightly higher percentage of female teachers agreeing, as compared to male teachers.

Higher percentage of teachers at the Foundational stage (88%) agreed that their opinions are valued by the school, which decreased gradually from 84% at Preparatory to 81% in the Middle and 79% at the Secondary stage.



The findings reveal an overall positive perception of teachers of feeling valued in their schools, with some variations across gender, and school stages. As feeling valued is linked to better health, engagement, satisfaction, and motivation, schools need to continue to work towards building a culture where all are valued and every teacher's opinion is valued. To ensure optimal learning, the NEP 2020 emphasises building vibrant, caring, and inclusive communities of teachers, students, parents, principals, and other support staff (Para 5.8).

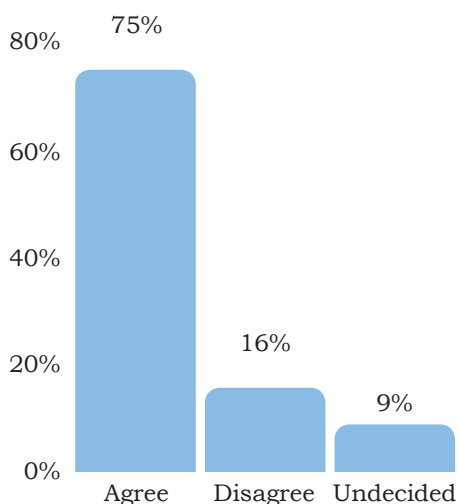
2.2.4 School's Approach to Teachers' Mental Health

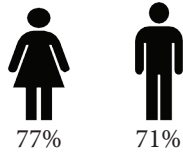
School policies and practices that support emotional well-being are a part of creating an inclusive school culture. A culture of supportiveness from colleagues, school principals and administrators has positive effects on teacher well-being. A supportive approach in school serves as a buffer against mental health difficulties. Schools' approach towards mental health is reflected in teachers' responses on the following statement.



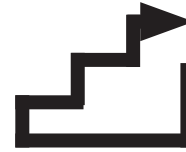
In my school, concerns of mental health (e.g., feeling anxious, exhausted, burnout, etc.) are given the same importance as physical health (e.g., fever, pain, headache, etc.).

Notably, majority of participating teachers opined that their schools give equal importance to mental health as they do to physical health. However, a small percentage of teachers disagreed with this statement.





Gender differences indicate that female teachers were slightly more likely to agree with the statement compared to their male counterparts. These findings indicate the gender difference in perspectives within the teaching community regarding the approach towards mental health in educational institutions.



Teachers' perceived importance given to mental well-being differ across the stages of education. 82% teachers at Foundational stage believed their school gives equal importance to mental and physical health concerns, which gradually decreases to 77% teachers at Preparatory stage, 76% at Middle stage and 72% at Secondary stage.

Positive perception of teachers of their school's approach towards mental health concerns is indicative of acceptance of mental well-being as a significant aspect in teacher well-being. This would further facilitate positioning and dealing with mental health concerns within the ambit of schools. To promote mental well-being in schools and address concerns related to mental health, NEP 2020 has suggested the introduction of counselors in schools (Para 2.9, NEP, 2020). A Whole School Approach to promote and nurture mental health and well-being in school functioning is much needed.

2.3 Challenges of the Teaching Profession

Certain situations or circumstances that pose barriers and obstacles in professional output are identified as challenges. Overcoming these challenges requires domain knowledge, skills, effort, determination and professional support. As professionals, teachers are faced with various challenges including frequent stressors, expectations, and pressures that may affect their mental health and well-being. These difficulties also include excessive workload, strict timelines, student misconduct, administrative responsibilities, and inadequate availability of desired professional guidance and support. These challenges may lead to conditions of increased stress, burnout, and emotional exhaustion in teachers (Liao et al., 2023). The survey explores these challenges faced by teachers in context of their profession.

The past few decades have shown an increase in teacher burnout as a consequence of challenges of the profession across countries (Orines, et al., 2023). The challenges faced by teachers have been categorised under four broad themes. These are challenges related to teaching-learning, systemic issues, occupational stress, and exhaustion due to work.

2.3.1 Challenges Related to Teaching-Learning

Every teacher whether an experienced one or new to classroom teaching faces unique challenges according to their role in school. These challenges can arise in terms of both teaching-learning processes and/or issues within the school as a system. Understanding and addressing these challenges is crucial for building a whole school orientation and approach. Further this also has implications for personal growth and professional development.



**In the context of my profession, I find the following challenging:
Aspects related to teaching-learning**

In the context of teaching-learning related challenges, managing student behaviour was reported as the most challenging aspect, with nearly half of the respondents reporting this challenge. This percentage is notably higher compared to other challenges, thus posing a challenge for teachers for promoting the productive

45%

Managing student behaviour

26%

Learning and adjusting to new technologies

25%

Managing large classrooms

25%

Adjusting to new pedagogical practices

23%

Providing emotional support to students

22%


Managing inclusive classroom

functioning of the classroom as supported by research (Dawes, 2024). In the study, teachers also elucidated the ways in which they find managing students' behaviour challenging.

Some Voices of Teachers: Managing Student Behaviour

“Managing a diverse group of students and handling various behavioural and academic challenges can be emotionally taxing”- Preparatory stage teacher

“The growing disrespect of teachers by the students is a mental health concern”- Middle stage teacher



“Students are hostile in my Vidyalaya and they are not enthusiastic to learn because of ambience and authorities always blame us for that. Students also use rough language for teachers and we are bound not to respond”- Secondary stage teacher

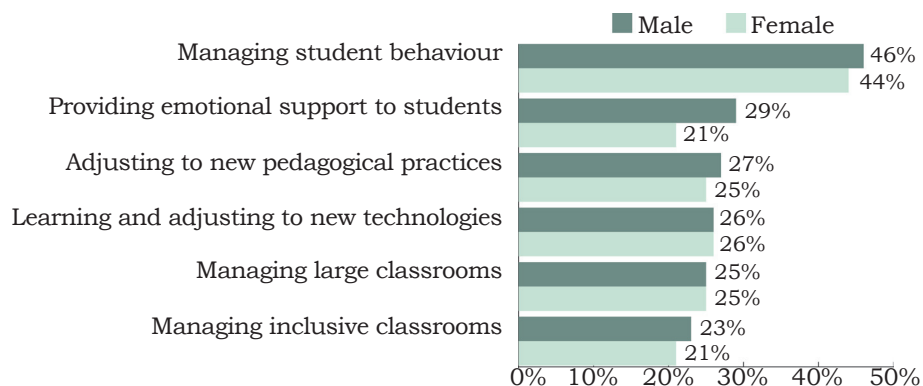
“As a newly joined teacher I found students behaviour very non cooperative and sometimes very disrespectful. It hurts my self esteem as a teacher”- Secondary stage teacher

Managing inclusive classroom is the least selected challenge, which is encouraging especially in view of the NEP 2020, which emphasises on ensuring a safe, inclusive, and effective learning environment for teachers and students, including all genders and disabilities (Para 5.9).

The findings highlight the need for targeted training programmes to support pre-service and in-service teachers for managing student behaviours. They also point towards regular skill building to help teachers keep up with the technology-related changes.

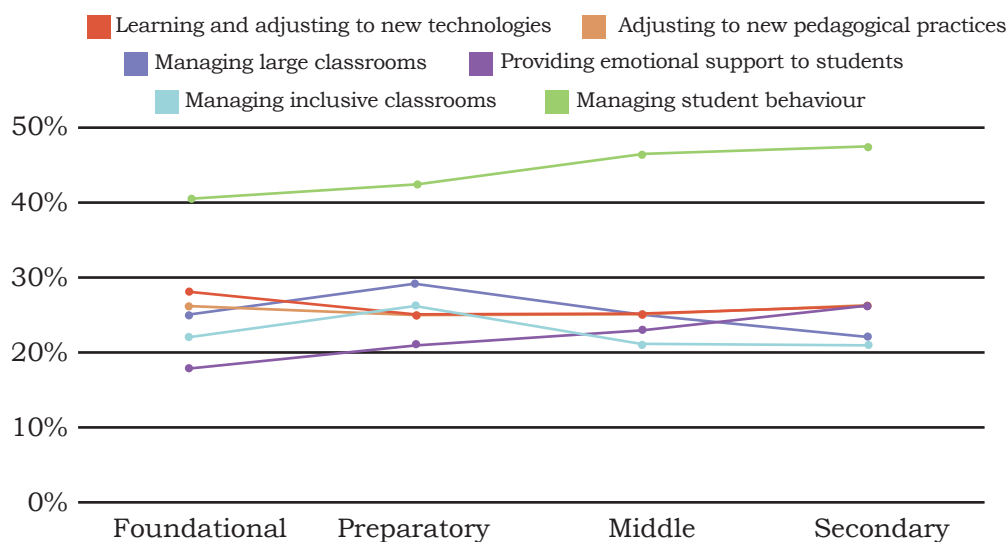
In examining challenges faced by teachers across gender, the data reveals that female and male teachers responded similarly for most categories. However, the issue of 'Providing Emotional Support to Students' emerges

Gender-wise Distribution of Responses



as a notable exception. This could potentially be ascribed to societal norms and expectations that shape the gender roles and responsibilities. The constant pressure and emotional demands in supporting students without the necessary resources or skills can lead to emotional exhaustion and burnout. The findings highlight the need to integrate affective concerns in training and continuous professional development programs of teachers for supporting them in addressing students well-being and consequently mental health and well-being. It can therefore be suggested that increasing resourcing and decreasing demands on teacher may increase their well-being (Skaalvik & Skaalvik, 2009, 2011; Madigan & Kim, 2021; Ostermeier, et al., 2023). NEP, 2020 insists on ensuring this professional development by stating that “Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions.” (Para 5.15).

Stage-wise Distribution of Responses



The data indicates that as students move to higher classes, managing their behaviour becomes increasingly challenging for teachers. Teachers of younger students too face challenges of difficult behaviour and mental health needs along with other challenges (Stein et al., 2024). Moreover, the challenge of providing emotional support to students increases continuously as teachers move from Foundational to Secondary stage. This could be due to the significant physiological, emotional, and social transformations that students undergo during the transition from childhood to adolescence, typically occurring among students in the Middle and Secondary stages which necessitates enhanced emotional support. The findings reiterate the NEP 2020 position on increased affective support to students. Therefore, the knowledge and understanding of the growing child, and contemporary issues faced by them need to be part of teacher training and Continuous Professional Development (CPD) programs.

The challenges related to learning and adjusting to new technologies are slightly more pronounced in the Foundational stage. This may be due to the fact that teachers at this stage are dealing with very young children making the integration of technology more difficult. Also being at the early stages of their careers may be becoming familiar with the use of technology in their teaching. Furthermore, this finding has implications for teacher training.

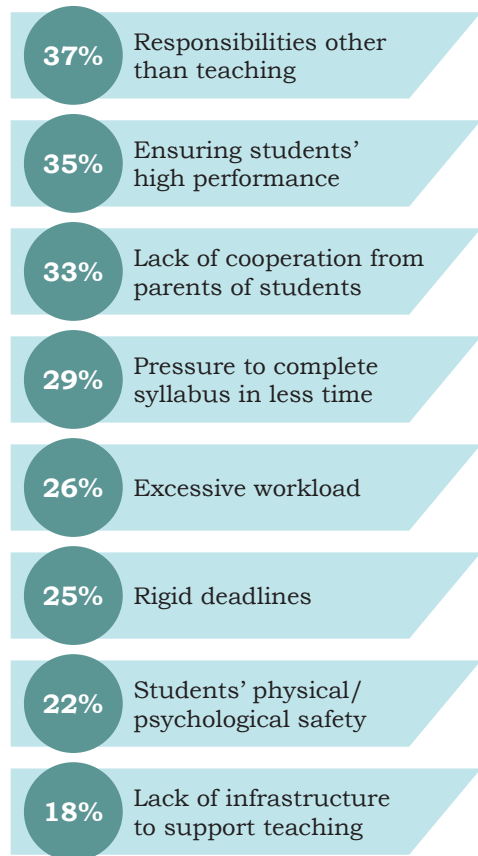
2.3.2 Challenges Related to Systemic Issues



**In the context of my profession, I find the following challenging:
Aspects related to systemic issues**

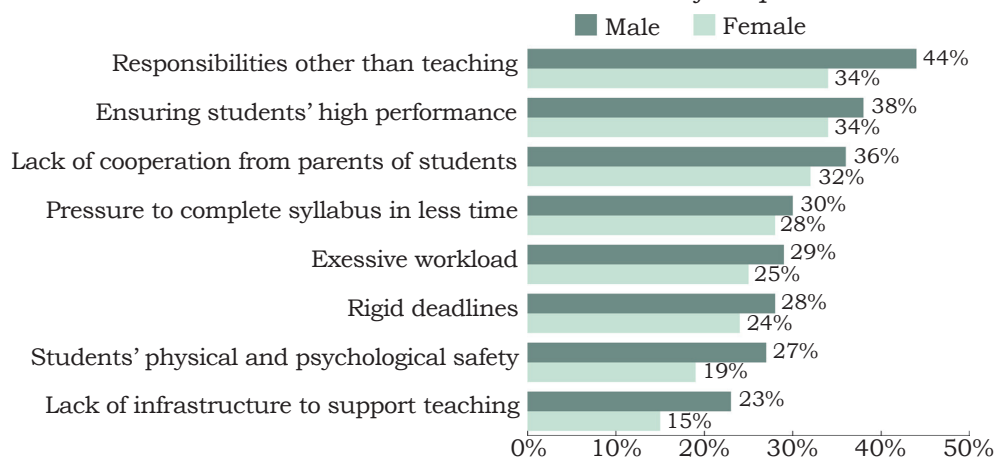
Researches have shown detrimental consequence of experienced challenges on teachers mental health (Schonfeld & Bianchi, 2016) identified responsibilities beyond teaching, such as administrative work and extracurricular activities, as a major challenge. This was closely followed by the expectation of high performance of all students and its accountability on teachers and lack of cooperation from parents. Although the lack of cooperation from parents of students was reported as a challenge, it is worth noting that the support that teachers receive from parents/ guardians of students was also cited as one of their motivators in the present survey. These complex dynamic highlights the necessity for strategies that enhance parent-teacher relationship, to improve mental health outcomes for teachers. The role of PTMs and School Management Committee are significant in addressing these concerns.

It is noteworthy that while many teacher respondents reported responsibilities other than teaching as a challenge, a comparatively lower percentage reported excessive workload as challenging. The findings suggest that while workload is a concern, it is not a primary challenge for teachers. This indicates that addressing non-teaching duties may potentially alleviate some of the stress and challenges teachers face. Despite teachers'



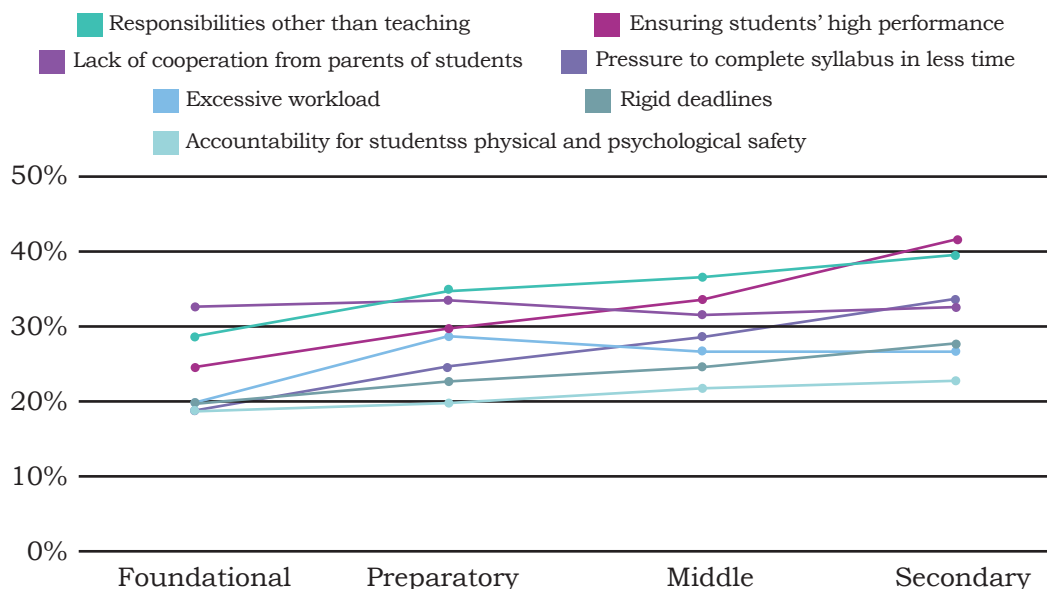
competency in handling work-load, working arrangements are getting more difficult. The ongoing addition of non-teaching responsibilities is likely to result in burnout (Juarez & Becton, 2024).

Gender-wise Distribution of Responses



The most significant concerns for female and male teachers reported were responsibilities other than teaching, such as administrative work and extracurricular activities, accountability for students' physical and psychological safety, and lack of infrastructure to support teaching. Male teachers perceived these challenges more than their female counterparts. The challenge with the most considerable gender disparity was 'Responsibilities other than teaching' with 44% of male teachers expressing concern compared to only 34% of female teachers.

Stage-wise Distribution of Responses

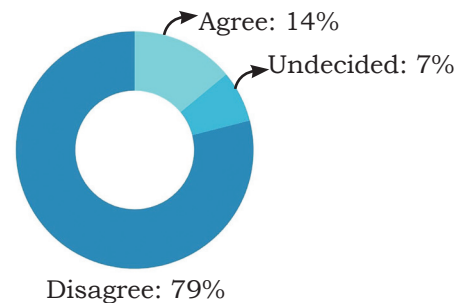


From the Foundational to the Secondary stages, there is a noticeable increase in the expectation of high performance and its accountability on teachers as well as the pressure to complete the syllabus in less time. It indicates the increasing demands on teachers, both in terms of performance expectations and curriculum delivery at higher stages of education.

Despite different challenges reported at each stage, findings suggest that non-teaching responsibilities is among the most challenging aspects. The practice of inducting school teachers for non-teaching duties, both within and outside school, merits a serious look in light of Right of Children to Free and Compulsory Education Act, 2009, which clearly states: 'No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties, duties relating to elections to the local authority or the State Legislatures or Parliament as the case may be' (section 27, p. 8), restricting assignment of non-teaching duties. To enhance student-related outcomes, it is important for school policy makers to create mechanisms for regular feedback on the nature of responsibilities of teachers in school.



2.3.3 Occupational Stress

A teachers dedication and happiness is impacted by the stress they experience (Jurado, 2019, Freire, 2020). Teachers reported several challenges including excessive workload, responsibilities other than teaching, managing student behaviour, adjusting to new pedagogical practices, and providing emotional support to students. Facing such challenges collectively over the course of a longer duration can lead to the feeling that the profession is a cause of stress. The survey explored if working as a teacher was stressful for the participants.



Working as a teacher is stressful for me


A majority of teachers expressed disagreement with the statement indicating that they do not perceive their profession as stressful. However, as evident, considerable percentage of teachers have reported feeling emotionally and mentally exhausted in their work which is an indicator of stress.

In terms of gender, a shared perception was evident among female and male teachers regarding the stress associated with their profession, with majority participants from both genders disagreeing to it.

79% 80%

Similarly, across the stages of education, the data reveals a positive outlook of teachers regarding the stress associated with their profession, with 83% of teachers at the Foundational stage and 81% at the Preparatory stage disagreeing to the statement. It is encouraging that most of the teachers across various educational stages generally do not perceive working as a teacher as stressful. However, a marginally lower percentage of teachers in the Middle and Secondary stages (78%), disagree to working as a teacher being stressful for them.



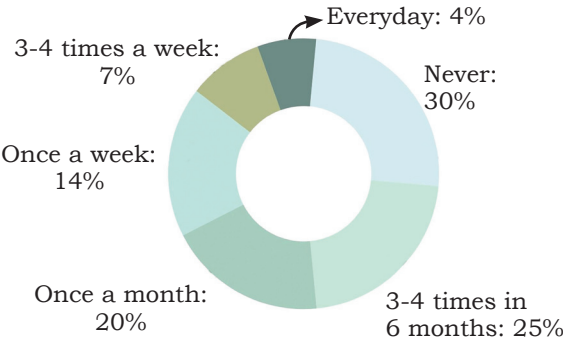
Research suggests that teachers experiencing stress are more likely to leave the job, impacting their performance and potentially the students’ learning outcomes (García-Carmona et al., 2019). Even though only small percentages of the teachers perceive teaching as a stressful profession, it has implications for schools to take proactive measures to enhance teachers’ mental well-being.

2.3.4 Exhaustion due to Work

When work starts to take a toll on the physical and mental health, it can lead to exhaustion—a state where one feels emotionally and physically fatigued and exhausted. The intensity of feeling physically and mentally exhausted was reported by school teachers, which ranged from never experienced exhaustion to experiencing it daily.

i. Emotional and Mental Exhaustion

Emotional and mental exhaustion among teachers may result from long working hours with fewer breaks, excessive workload and responsibilities, strict timelines, lack of support and emotional strain (Bataineh & Alsagheer, 2012; Scott, 2019). Researches have also found emotional exhaustion among teachers having negative mental health influence (Rajendran et al., 2020).



It is a significant issue that can lead to symptoms like chronic fatigue, irritability, and decreased motivation, ultimately impacting both their well-being and effectiveness in the classroom (Nuallaong, 2012).

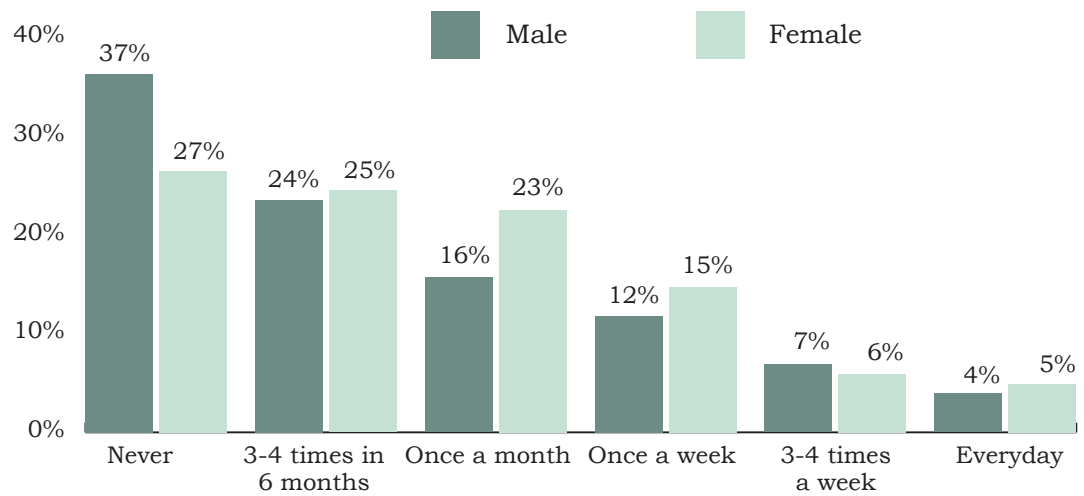


With regard to your work, in the past six months how often have you felt emotionally and mentally exhausted/tired

The responses indicated that emotional and mental exhaustion due to work is experienced by most of the respondents with varying occurrences. Only a small percentage of teachers reported having never experienced emotional and mental exhaustion.

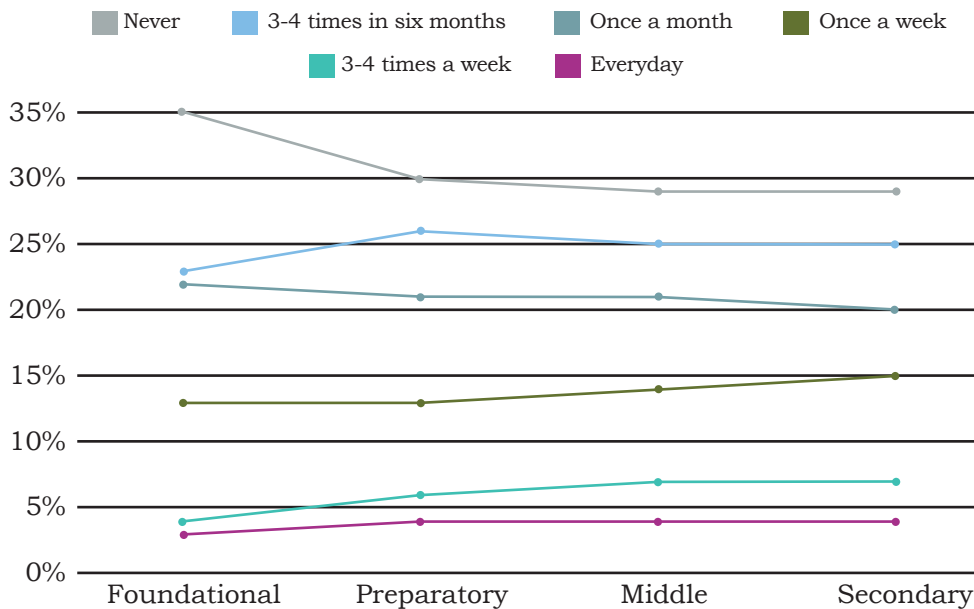
The findings suggest that while the percentages of teachers experiencing exhaustion is not alarmingly high, a substantial number of teachers have experienced mental or emotional exhaustion due to work on a daily, weekly and monthly basis, indicating the need for building coping skills among teachers to manage the exhaustion.

Gender-wise Distribution of Responses



Analysis reflects that a greater number of male teachers reported ‘never’ feeling emotionally and mentally exhausted as compared to the female teachers. This is suggestive of societal expectations of femininity and masculinity and differential emotional socialisation among genders. This is likely to contribute to the underreporting of emotional and mental exhaustion among male teachers.

Stage-wise Distribution of Responses



Responses regarding mental and emotional exhaustion among teachers at different educational stages show consistent patterns across varying frequency, with one exception: notably higher percentage of teachers at the Foundational stage reporting never experiencing exhaustion as compared to other stages.

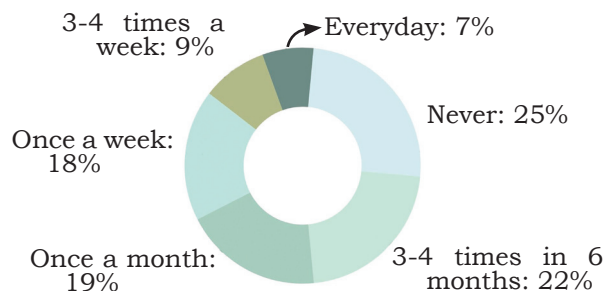
ii. Physical Exhaustion

Physical exhaustion refers to a state of extreme, persistent tiredness that affects the body’s ability to function effectively. While in the short term, it can significantly impact teachers’ ability to engage with students and manage classroom activities, in the long term, it can have detrimental effects on their physical as well as psychological health.



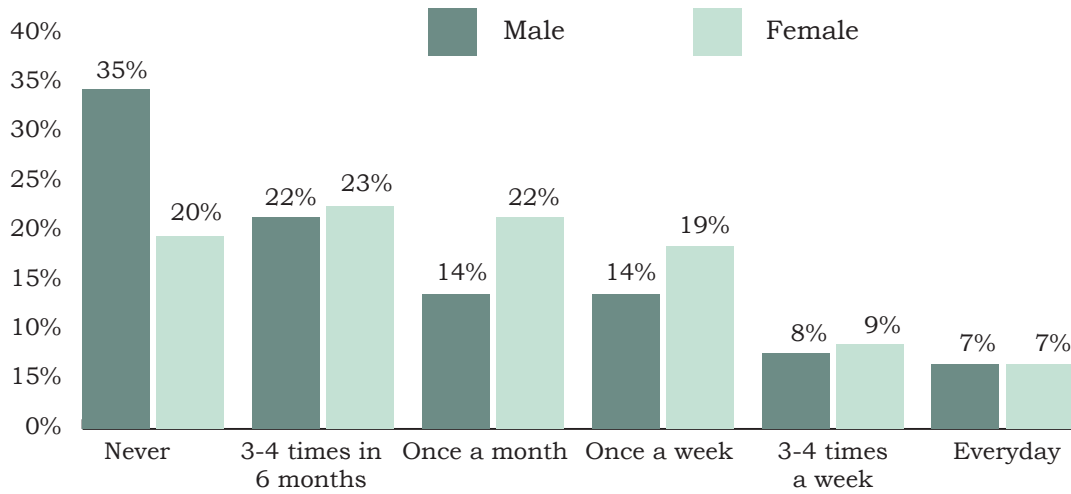
With regard to your work, in the past six months how often have you felt physically exhausted/tired

The data indicates that physical exhaustion due to work is a prevalent issue among teachers. The frequency of this exhaustion varies, with some teachers feeling it daily, while others reported it occurring occasionally, such as 3 to



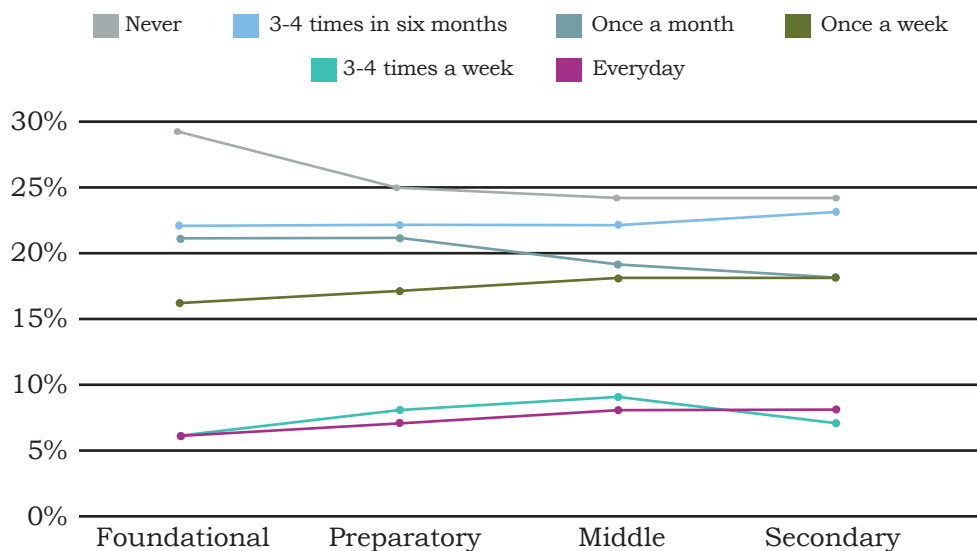
4 times over a six-month period. The prevalence of physical exhaustion underscores the importance of addressing teacher burnout and improving working conditions in schools. Research has supported its impact on not only the work performance and overall well-being of teachers but also the learning outcomes of the students.

Gender-wise Distribution of Responses



Female teachers reported higher frequency of physical exhaustion compared to male teachers. The 'Never feeling physically exhausted' response was more common among male teachers as compared to female teachers, indicating gender-related differences in how physical exhaustion is experienced.

Stage-wise Distribution of Responses



The percentage of responses with regard to feeling physically exhausted are relatively similar across different educational stages. A slight deviation is observed in the category of 'never' feeling physically exhausted, with a comparatively higher percentage of teachers at the Foundational stage reporting it as compared to other stages. This indicates teachers in the Foundational stage are less prone to experiencing physical exhaustion.

The consistent responses across different questions regarding feeling mentally, emotionally, and physically exhausted suggest a connection between the body and mind. Thus, there's a need for teacher training programs to focus on holistic health and well-being not only for students but also for teachers.

2.4 Support System

Support for teachers in schools is a crucial aspect, as it not only facilitates their professional development but also significantly enhances the overall quality of teaching and contributes positively to their personal well-being. These support systems provide a safe, connected, and conducive environment for students, teachers and other staff members. How an institution integrates and supports the teachers will shape how they meet the learners' needs in the rapidly evolving education system and promote a healthier, more productive teaching environment. Teachers' perception of their support system provided insights on several key aspects.

The section covers two aspects related to support system– the sharing of work-related stress and support received as a teacher.

2.4.1 Sharing Work-Related Stress

The ability to share work-related stress in a professional setting not only serves as an indicator of one's emotional well-being but also highlights the presence of supportive facilities for seeking professional help.



If you are feeling stressed about a work-related problem, who are you most likely to talk to about it?

51% Share work-related stress with family

51% Share work-related stress with colleagues

35% Share work-related stress with their school principal

34% Share work-related stress with their friends

31% Share work-related stress with senior teachers

The data indicates that almost 50% of the respondents preferred sharing their work-related stress with their family. A similar percentage of respondents also reported preferring to share work-related problems with their colleagues. This emphasises the role of home and professional environment in creating a support system for the individual. This was followed by sharing with the school principal, indicating open channels of communications between teachers and schools leaders. Teachers also reported sharing work-related stress with their friends.


Some teachers reported sharing work-related stress with senior teachers, while others preferred to reach out to the school counsellors (12%) or other school staff (10%). A small but noticeable percentage of teachers (4%) indicated that they don't share their work-related stress with anyone, which could potentially highlight a lack of support system in educational settings or an inability to open up and share concerns with others.

Some Voices of Teachers: Seeking Support from Colleagues and Principals

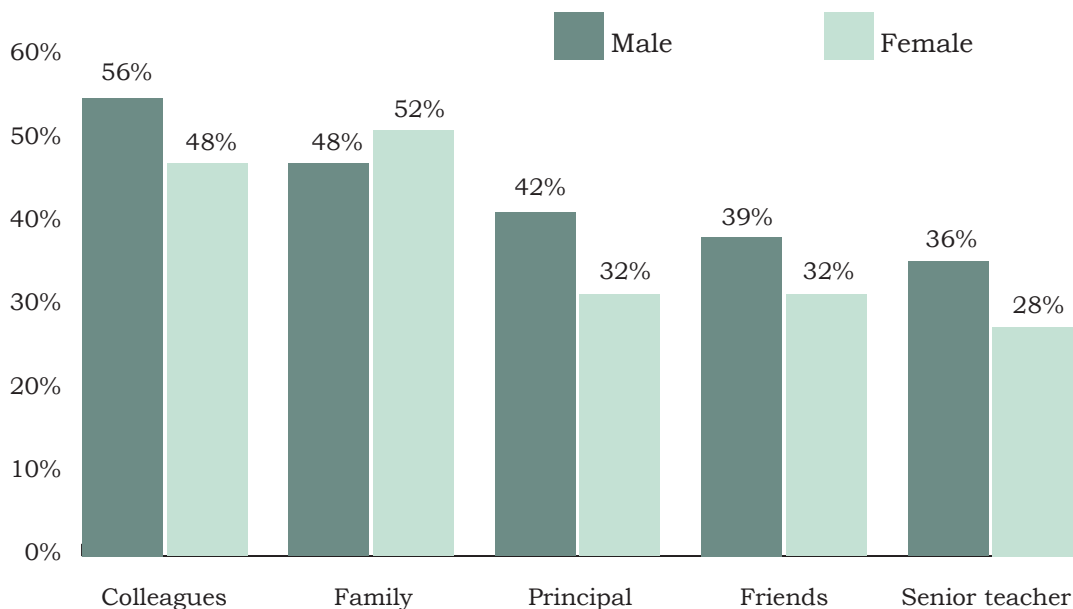
“Our principal discusses in person to smooth out issues and gives a lot of solutions and ease the challenges faced by teachers”- Secondary stage teacher

“We can share our thoughts with principal, senior teacher etc. They always help”- Middle stage teacher

“We have very supportive staff member with whom we can discuss the problem also they are ready to help us in the best possible way”- Secondary stage teacher

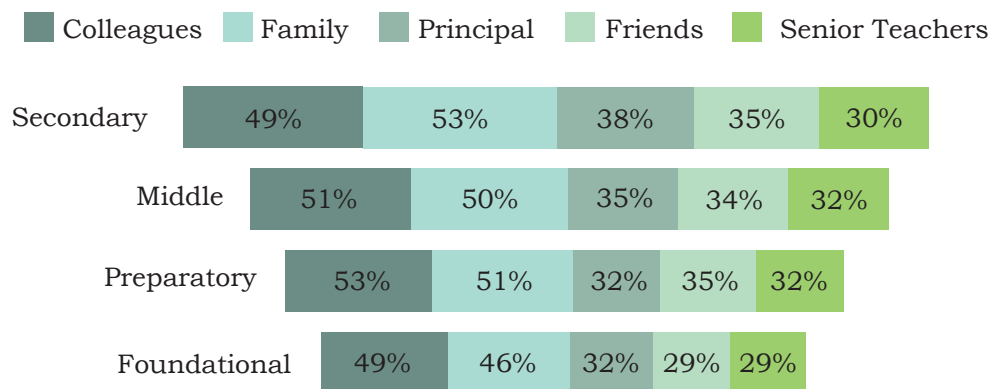


Gender-wise Distribution of Responses



A comparatively higher percentage of male teachers preferred to seek support for work-related problems from colleagues, principal, friends and senior teachers as compared to their female counterparts. However, in terms of talking about work-related problems, more female teachers preferred sharing with family than their male counterparts. The findings suggest creating diverse support systems within schools for accommodating preferences of teachers.

Stage-wise Distribution of Responses



A progressive trend in seeking support from family and school principals is observed as evident from the Foundational to the Secondary stage of education.

The responses from qualitative data also indicate similar findings, where teachers expressed seeking support from their colleagues. However, the responses for sharing work-related stress also highlight the need for providing more avenues for teachers, especially by the concerned school authorities, to manage workplace stress effectively.

2.4.2 Support Received as a Teacher

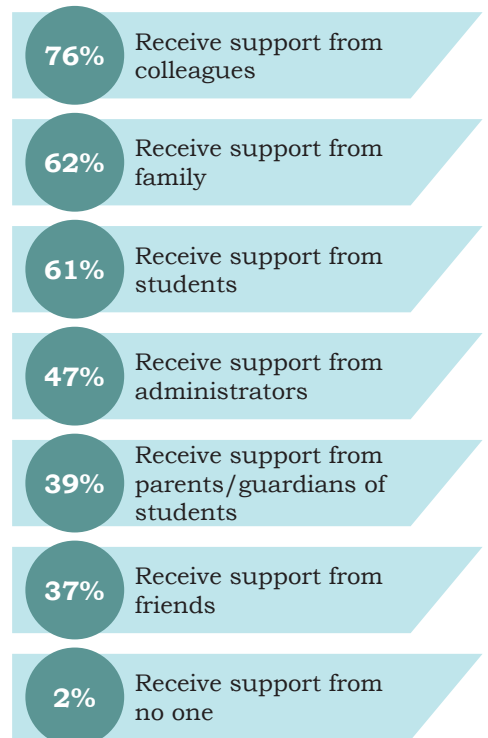
Support from administrators, colleagues, school staff, and students ensures the availability of resources, training, exchange of valuable insights, and recognition necessary for a conducive professional environment. At the same time, the support from friends and family for profession-related aspects ensures stability, work-life balance and emotional well-being being in teachers' lives.

Addressing concerns of teachers ensures that they have the support and resources required to establish a strong educational foundation for students.



In my work as a teacher, I receive support from:

Teachers reported that colleagues, family, and students are their major support systems. Although only a small percentage of teachers reported that they do not receive support from anyone, the vast majority benefit from a strong network of support, contributing to their overall well-being and effectiveness in their roles. The responses of teachers are indicative of interdependence among teachers, valuing the needs of their teacher community thereby suggesting a collectivist orientation. It also indicates the presence of a supportive working environment in our schools, which can be further enriched by ensuring the active participation and cooperation of all the stakeholders in the school through formal forums.



Some Voices of Teachers: Receiving Support form Colleagues

“There is a friendly bond among the teachers of the Vidyalyaya which helps us to free ourselves from any kind of stress”-
Secondary statge teacher

“Colleagues are also helpful to solve the problems that the other is facing”-
Preparatory statge teacher

“Support from the colleagues. Some of the young colleagues are equipped with the latest technology and digital skills”-
Secondary statge teacher

“Colleagues help in solving problems related to students”-
Secondary statge teacher



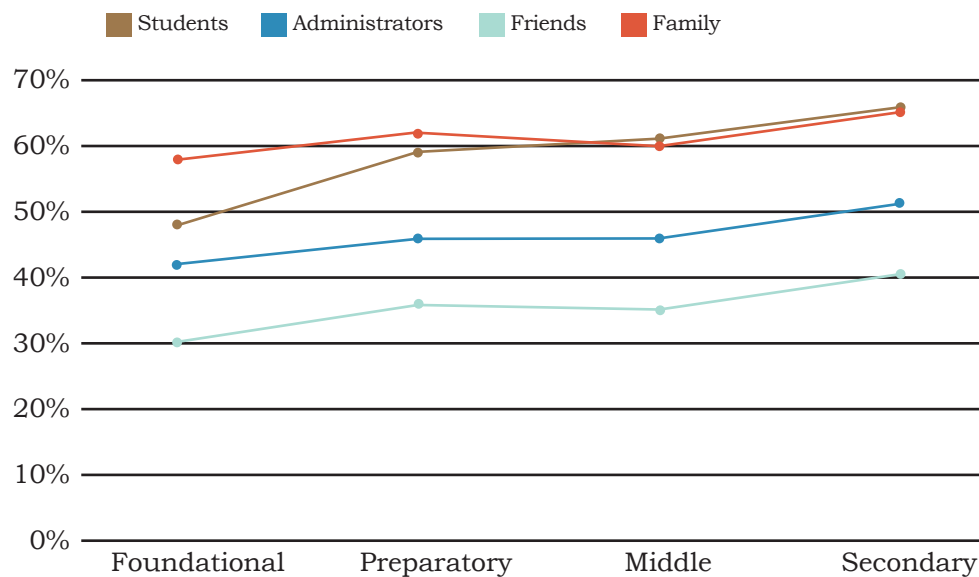
“As we know no one is perfect. Though I am a teacher, I am still a learner. And I am really proud of so many of my colleagues for their kind and supportive nature. They are always ready to help me whenever I need them”- Middle statge teacher

Gender-wise Distribution of Responses



The differences in female and male responses may be attributed to varied cultural expectations from both genders regarding family roles, interpersonal relationships, and social dynamics.

Stage-wise Distribution of Responses



The support received from students, administrators, family, and friends tends to increase with each stage of education and is highest among Secondary stage teachers.

In every aspect of life and work, receiving support is crucial, and teaching is no exception. Some of the important aspects of this support include enabling a safe space for emotional outlet, engaging in problem-solving and collaborative work with colleagues and other staff members, and contributing to the overall well-being of the individual.

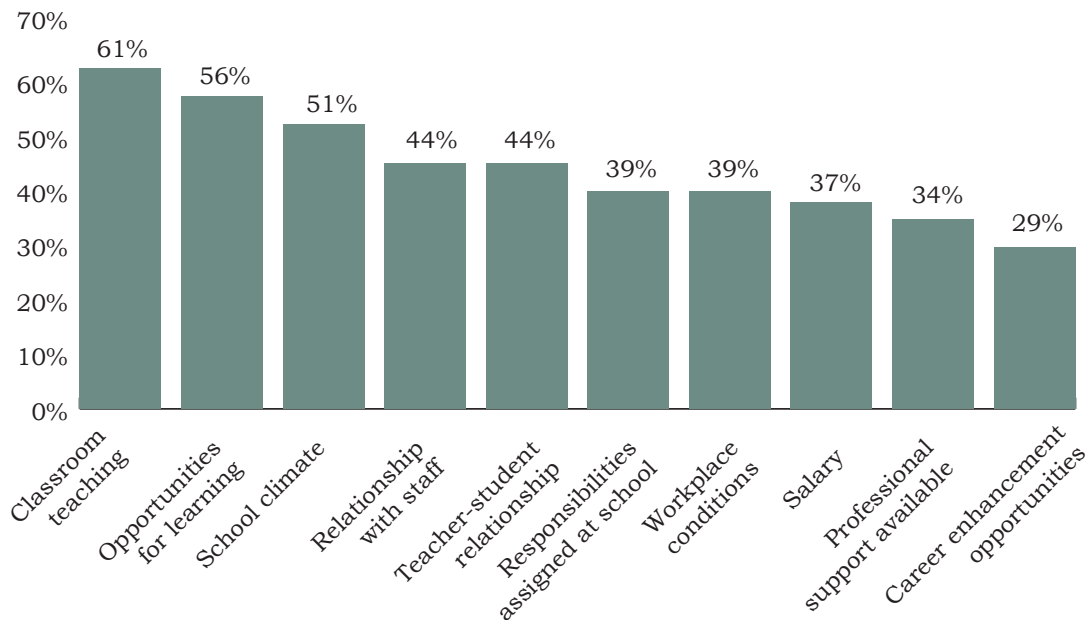
Other Gender – Key Findings

The perceptions of respondents who have identified themselves as belonging to other gender category are discussed as a separate group (n=41). Although the sample size is small, it is significant for gaining insights into the experiences and perspectives of teachers who identify with other gender identity.

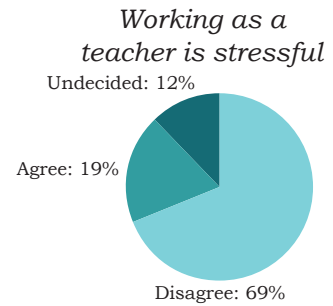
The findings reveal that most teachers belonging to the this group feel confident in their ability to make independent decisions, are able to adapt to changes in life, manage their emotions and feelings in stressful situations, aspire towards their professional goals, and believe they are deserving of respect.

The responses indicate that most teachers, irrespective of gender, feel that they are able to maintain a balance between their personal and professional life and are satisfied with their work experience. Additionally, teachers feel that their school values their opinions, ensures a satisfying work environment, and prioritizes their mental health as much as their physical health.

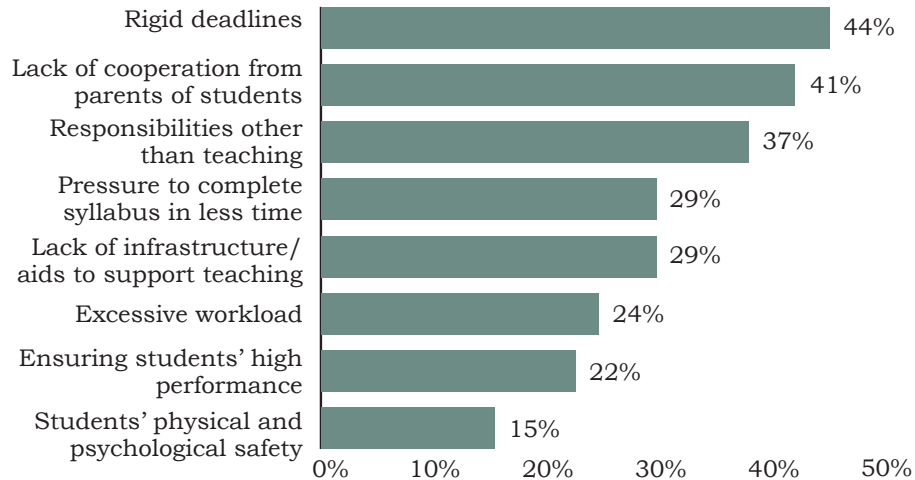
Factors Related to Teacher's Work Satisfaction



The findings indicate managing student behaviour as a major challenge related to aspect of teaching-learning. The most reported challenging systemic issue was rigid deadlines. However, most of the respondent teachers do not find teaching stressful. The findings indicate that emotional and mental exhaustion due to work is experienced by teachers, with nearly 10% reporting experiencing it everyday. Some respondent teachers (15%) also reported experiencing this exhaustion at least once in a week. Similarly 12% of respondent teachers reported experiencing physical exhaustion everyday, while nearly 12% experiencing it once a week.

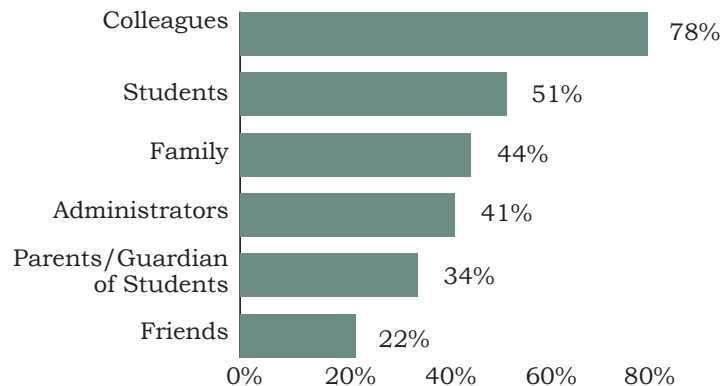


Challenges Related to Systemic Issues



In terms of support system, most of the respondents from other gender reported receiving support from their colleagues followed by students. In terms of discussing work related concerns, the most respondents reach out to the school principal.

Sharing Work-Related Stress



2.5 Perceptions of Teachers on Mental Well-Being: Concerns, Support and Motivators

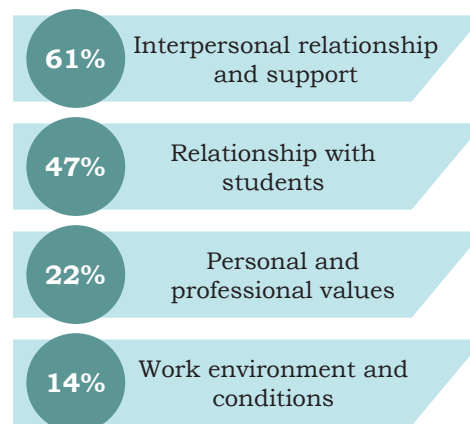
Teachers are the backbone of our education system and play a pivotal role in shaping the lives of students. Teachers' experiences in school not only have an immense impact on their own lives but also on their school and social interactions that are crucial in setting the climate of these spaces where the next generation is being nurtured. Research supports that teachers' attitude, behaviour and the learning environment created by their actions have an impact on students' emotional and academic experiences. Teachers' mental state is crucial, as it directly impacts their ability to effectively engage with students. Therefore, addressing concerns related to teachers' well-being is of paramount importance for their mental health and efficiency both professionally and personally.

To build an understanding about teachers' mental well-being, four open-ended questions concerning teachers' motivators, major mental health concerns, support received, and support desired from organisations regarding mental health issues were explored. Content analysis of open-ended questions were undertaken with a view to identify emerging themes. The individual themes were also analysed to highlight their significance for teacher mental well-being. This helped to explore nuanced aspects of teachers' mental well-being, facilitating a deeper understanding beyond quantitative metrics.

2.5.1 Motivators for a School Teacher

Motivation is the fundamental force that drives human behaviour. It can be external, driven by rewards, or internal, originating from within individuals. Teachers' motivation positively impacts student satisfaction, commitment, and learning outcomes. Moreover, the motivation of teachers is a critical factor in determining their professional well-being. Motivated teachers are likely to exhibit lower levels of stress, and a greater sense of professional fulfilment.

The respondent teachers were asked about **three motivators as a school teacher**. Their responses were grouped under four broad themes: interpersonal relationship and support, relationship with students, personal and professional values, and work



environment and conditions. Apart from the above mentioned, learning and growth, and opportunities for professional development and rewards as motivators were reported by 9% and 4% teachers respectively.

i) Interpersonal Relationship and Support

Interpersonal relationship and support emerged as one of the major motivators for school teachers. This highlights the significance of positive interpersonal relationships and support systems within the school environment. The responses provided by the teachers indicate that the most motivating support is that of school staff. Next, the teachers are motivated by support from school administration, followed by friends and family. Interestingly, support from parents or guardians of students is also a motivating factor for teachers.

These findings underline that all school stakeholders contribute towards and influence each other's well-being and therefore, it is important for schools to focus on the Whole School Approach towards promotion of well-being.

Some Voices of Teachers

- *“My previous and present colleagues and seniors of the schools where I worked are a motivation for me to continue in my present job profile. It is always their guidance and support that has encouraged me to continue to do what I do today”*- Secondary stage teacher
- *“My parents are always supportive and my father considers teaching as a highly noble profession offering a chance to serve people”*- Secondary stage teacher
- *“If we get support from (students’) parents and they see our hard work as a development in their children, it motivates a lot”*- Preparatory stage teacher

ii) Relationship with Students

In addition to various interpersonal relationships within the school, many teachers emphasised the importance of student-teacher relationships, which inspires, drives, and serves as a significant source of motivation for them. Among various aspects related to relationship with students, the most reported motivator was engagement with students (37%). Making a positive impact on students' life was also reported as a motivator, followed by joy of learning and sharing knowledge with students, and love and respect received from students.

The findings suggest that creating a positive school climate which fosters healthy student-teacher relationships is a key focus area for schools to enhance teacher motivation.

Some Voices of Teachers

- *“Witnessing my students learn and succeed academically and personally is incredibly rewarding. Their growth and achievements inspire me to continue teaching”*- Secondary stage teacher
- *“When we are explaining any topic to our students and they are getting the concept and interacting with us, giving proper response and learning well, it motivates me”*- Preparatory stage teacher
- *“When my students say “Ma’am we love you and you are our favorite.””*- Preparatory stage teacher

iii) Personal and Professional Values

Personal and professional values were also reported as a motivator by many respondents. Passion for teaching was the highest responded aspect in this category, with 7% teachers indicating this. Other personal and professional values that motivate the respondents were passion for teaching, self, idealised beliefs and role models, professional achievement and fulfilment and lastly, the social impact and perception related to the profession.

Teaching is considered a noble profession across the globe. Especially, in the Indian context, teachers or gurus are regarded highly with their stature being close to that of parents. Such collective reverence and respect towards a profession shapes our views towards it and as a professional may be an important factor motivating teachers towards their duties.

Some Voices of Teachers

- *“My interest towards teaching helps me and motivates me for teaching in school”*- Middle stage teacher
- *“I am motivated by the senior teachers who had worked tirelessly for the school and the children”*- Middle stage teacher
- *“When my targets are met and I say to myself “Yes. you have done it”*- Preparatory stage teacher
- *“(working) for the well-being of society and nation”*- Secondary stage teacher
- *“Teaching is a noble profession”*- Foundational stage teacher

iv) Work Environment and Conditions

This theme focuses on the overall environment of the school as a motivator for teachers. A good work environment and favorable working conditions provide a sense of safety and security leading to increased motivation, job satisfaction, and ultimately, better educational outcomes for students.

School ethos and norms was the most reported motivator in work environment, reported by 10% respondent teachers. The other motivating factors were infrastructures and teaching resources, work-life balance, and recreational activities.

The findings indicate that physical aspects including infrastructure, resources, etc., and psychological aspects including school ethos and norms are important motivators for teachers. Both these aspects are equally important for creating a positive school climate.

Some Voices of Teachers

- *“Management is good, good school atmosphere, stress free work”*- Secondary stage teacher
- *“Work place facilities which improve the teaching learning process by reducing time”*- Preparatory stage teacher
- *“Work timings are such that I can manage home and children”*- Middle stage teacher
- *“Any special occasion program conducted in school motivates us a lot as a teacher to participate more”*- Secondary stage teacher

Apart from the above-mentioned themes, some of the respondent teachers also reported learning and growth to be a motivating factor. Opportunities for professional development and receiving praise in terms of rewards also emerged as motivators for some of the respondents.

Factors determining teacher motivation also serve to attract individuals to teaching, influence the duration they continue to be in the profession, and the extent to which they engage with or contribute to the profession. Motivated teachers, in general, are more likely to motivate students to learn in the classroom and engage with other aspects of school life.

Given that teacher motivation is fundamental to the teaching-learning process, it becomes crucial to understand the factors that motivate teachers as professionals. The emerging themes in terms of motivators for teachers can help in creating a more supportive work environment, enhance professional development opportunities in identified areas and improve student outcomes by increasing the motivators.

2.5.2 Mental Health Concerns of Teachers

Teaching is seen as a profession that helps in shaping the minds of future generations. In doing so, teachers grapple with complex challenges on a daily basis that may lead to distress and affect their well-being. The question about **mental health and well-being concerns as a teacher** is aimed at gaining an in-depth understanding of the challenges and concerns faced by teachers professionally.

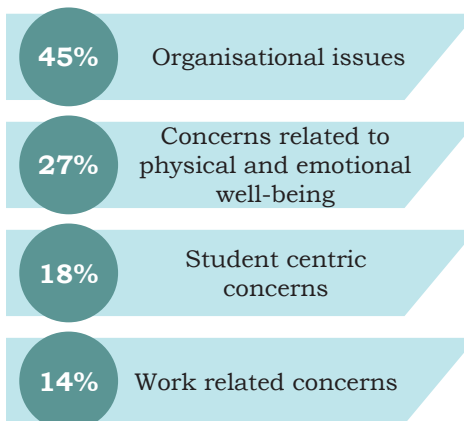
Thematic analysis revealed some recurring concerns related to organisational issues, concerns related to physical and emotional well-being, student centric concerns and work related concerns. The themes are discussed in detail in the following section.

i) Organisational Issues

Organisational issues for teachers can encompass a variety of challenges that impact their ability to teach effectively and maintain job satisfaction. The frequently stated challenge within organisational issues is workload balance, with 41% of teachers reporting it. The most reported responses in order of their frequency of reporting are:

- Workload
- School ethos and norms
- Administrative concerns
- Low salary
- Lack of facilities and allowance

It is interesting to note that while positive school ethos and norms are an important work environment related motivator for teachers, negative school ethos and norms are also a cause of concern for their mental health and well-being.



Some Voices of Teachers

- *“Excessive workload, learning to operate multiple e-learning platforms, Curriculum Issues”*- Middle stage teacher
- *“Potential not being recognised, efforts unrecognised”*- Foundational stage teacher
- *“Posting teachers in far flung areas away from family”*- Foundational stage teacher
- *“Unhealthy atmosphere which leads to conflict in staff”*- Secondary stage teacher

ii) Concerns Related to Physical and Emotional Well-being

As a teacher the concerns of physical and emotional well-being can have significant implications both for the teachers themselves and for the broader educational environment. About 16% of the teachers responded having mental health concerns. The concerns related to physical and emotional well-being include the following aspects:

- Mental health concerns
- Physical health concerns
- Issues related to relationships at work
- Issues related to personal relationships
- Personal issues

It is important to note that along with work-related relationships and issues, personal relationships and issues also impact the mental health and well-being of a teacher, emphasising that personal aspects are integral to overall well-being and output in all spheres. This underscores the need for a holistic approach to teacher support, recognising and addressing the personal and emotional needs through work-life balance, and mental health support to create a resilient teaching workforce.

Some Voices of Teachers

- *“Adjustment, physical health, anxiety”*- Preparatory stage teacher
- *“Depression, toxic politics among the colleagues, interference in the personal life of an individual”*- Preparatory stage teachers
- *“Lack of coordination among teachers and management”*- Secondary stage teacher
- *“Feeling of being lethargic”*- Preparatory stage teacher
- *“Managing diverse classrooms with varying student needs and behaviours can be mentally taxing”*- Secondary stage teacher
- *“Disrespectful behaviour of some colleagues”*- Middle stage teacher
- *“Fear of making mistakes, Fear of not able to fulfill the expectations”*- Preparatory stage teacher

iii) Student-centric concerns

This theme indicates that student centric concerns such as misbehaviour and the responsibility for students’ high performance are significant challenges for teachers. The most prevalently reported student related concern affecting mental well-being of teachers is managing student behaviour (9%). Other concerns include:

- Student performance pressure
- Providing emotional support to students
- Managing inclusive classrooms
- Accountability for students’ physical and psychological safety
- Managing large classrooms

The findings highlight that student related concerns pose a challenge for teachers. This is critical to highlight as teachers share close ties with students, spending considerable amount of time interacting with them

through the teaching-learning process. It therefore becomes important to support teachers by addressing these concerns.

Some Voices of Teachers

- *“Students are hostile in my Vidyalaya and they are not enthusiastic to learn because of ambience and authorities always blame us for that. Students also use rough language for teachers and we are bound not to respond”*- Secondary stage teacher
- *“Dealing with students’ emotional needs, difficult behaviours, or personal issues can take an emotional toll. It’s important for teachers to prioritize their own emotional well-being and seek support when needed”*- Middle stage teacher
- *“Large number of students in class”*- Secondary stage teacher
- *“Pressure of high performance of all the students and its accountability”*- Secondary stage teacher
- *“Getting worried and anxious when the performance of the students is not up to the mark”*- Foundational stage teacher

iv) Work-related concerns

This theme covers aspects related to teaching that negatively impact the mental health of teachers. About 6% of teachers responded that they have difficulty managing their work and life, which is a cause of concern for their mental health. Other work-related concerns reported by teachers are:

- Competency related to teaching
- Adapting to professional changes
- Limited career advancement opportunities
- Job stability concerns
- Public perception of teaching profession

Some Voices of Teachers

- *“Struggling to balance teaching responsibilities with personal life can impact mental health, as teachers may find it challenging to set boundaries and allocate time for self-care and relaxation”*- Middle stage teacher
- *“Stagnant profession, economically no growth and motivation”*- Secondary stage teacher
- *“Creating engaging lesson plans that fit the curriculum, staying up to date with learning technology, Understanding different learning styles”*- Middle stage teacher
- *“The thin chances of promotion and unfairness in the selection gives a left out feeling. It triggers emotional outburst and a sense of jealousy”*- Middle stage teacher

- *“The fear of being replaced by someone more qualified than me at times results in anxiety”*- Middle stage teacher
- *“Lack of respect to the profession”*- Secondary stage teacher

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Findings from the survey highlight the need to address teachers’ mental health needs. The major mental health concerns related to teachers include excessive involvement in non-academic tasks, underpayment and lack of basic amenities and facilities, student-teacher ratio, managing student behaviour, teaching competency, and work-life balance. Additionally, 9% of the respondents reported a lack of support systems, including support from administrators, staff, their own friends and family, as well as from the students’ families. Though student-teacher ratio is indicated as one of the causes of teachers’ work related concerns, however, the recent data from UDISE (2021-22) shows the availability of adequate number of teachers for teaching children enrolled at different levels of education.

The findings also indicate the need for targeted interventions to support teachers’ mental health. It also points towards systemic changes in education sector aimed at restructuring teacher workload and promoting continuous professional growth.

The report further highlights critical issues faced by teachers across the country- many teachers work without formal contracts, receiving low salaries and lacking health or maternity leave benefits. Working conditions in most rural areas are poor, with limited provision of school libraries and inadequate Information and Communications Technology (ICT) infrastructure.

Additionally, there is a pronounced need to improve both the availability and strategic deployment of qualified teachers. According to the report “Involvement of Teachers in Non-teaching Activities and its Effect on Education,” by NUEPA (2017), government school teachers in the country spend only 19.1% of their working hours actually teaching while the majority of their time is being dedicated to other school related responsibilities.

In view of the NEP, 2020 and the following documents of NCF-FS, 2022 and NCF-SE, 2023 the above discussed require attention of the system both at the apex and at the level of the school administration. Mental health does not merely impact the individual’s overall well-being and output, but also their personal and social aspects. In the context of a teacher, it has implication for classroom teaching-learning, interactions with students and other staff, and the overall school climate.

2.5.3 Support Offered by the Organisation for Mental Health Challenges

The support provided by an organisation plays a crucial role in reducing employee stress and enhancing overall well-being. When organisations prioritise mental health and well-being, it reflects in the transactions of members in the organisation as well as in their performance, both at the individual level and as a group.

Teachers' responses regarding **the support offered by the organisations for mental health and challenges faced by teachers** are grouped under four key themes: well-being services, positive work environment, professional well-being, and no support offered for mental health and well-being.



i) Well-being Services

This theme covers accessibility to positive mental health services that can help create a healthier and more supportive work environment, ultimately benefiting both teachers and students. About 14% of teachers responded that workshops and sessions are conducted in their schools to address mental health concerns and promote overall well-being.

Besides workshops, counselling sessions were reported as the second most available well-being service. Along with the above, teachers also mentioned availability of workshops and sessions for physical well-being, recreational activities, peer support groups, and accessibility to mental health resources and materials which contribute to their well-being.

Some Voices of Teachers

- “Our organisation organises the seminars on how we can maintain our health and mental fitness. Our organisation provides us help to resolve the issues related to our health such as yoga camps, medical camps etc.”- Middle stage teacher
- “Our Institution offer counselling sessions, helps in solving day to day challenges in our daily life tasks”- Foundational stage teacher
- “Recently we organised BRAINGYM WORKSHOP”- Secondary stage teacher
- “Teachers can connect with colleagues facing similar challenges through peer support groups to share experiences and provide mutual encouragement”- Middle stage teacher
- “In-house parties and get together to vent out stress and energize oneself”- Secondary stage teacher

ii) Positive Work Environment

The work environment has the potential to impact teachers' mental health and well-being. Within the theme of positive work environment, the most commonly reported form of support offered by the organisation was socio-emotional support from colleagues, principals, senior teachers, and other staff members, which was reported by 12% of the respondents.

Teachers shared that availability of opportunity to discuss their concerns with their schools, receiving appreciation and being recognised for their work by the school also was perceived by them as support offered by school for addressing their mental health challenges.

Some Voices of Teachers

- *“There is a friendly bond among the teachers of the Vidyalaya which helps us to free ourselves from any kind of stress”*- Secondary stage teacher
- *“Support from colleagues. Help from some of the young colleagues who are equipped with the latest technology and digital skills”*- Secondary stage teacher
- *“Good environment, good work culture and freedom”*- Foundational Stage Teacher
- *“Given best teacher awards to encourage”*- Middle stage teacher
- *“By listening our problem and giving the solution”*- Middle stage teacher

Earlier analysis had revealed that 50% of teachers indicated they share work-related stress with their colleagues. This is further understood in greater detail through the above responses of teachers across all stages of education. Research also supports that, teachers often communicate with colleagues to improve teaching strategies and manage stress effectively, as connecting and sharing with colleagues within professional setting is an important support for teachers.

iii) Professional Well-being

Addressing concerns related to professional well-being is crucial for tackling mental health challenges such as emotional exhaustion, burnout, stress, etc. Notably, only about 7% of teachers reported that their organisation provides opportunities which facilitate work-life balance, highlighting a significant gap in addressing this crucial aspect of mental health.

The other responses with regard to support provided by organisation for professional well-being included growth opportunities, incentives and increments, autonomy in teaching, guidance and supervision, support infrastructures and teaching resources.

Some Voices of Teachers

- *“Teacher flexible work arrangements: Offering flexible work schedules or opportunities for teachers”*- Secondary stage teacher
- *“By providing the teaching aids to us which help me to plan the lesson according to topics”*- Foundational stage teacher
- *“Making teachers relaxed, giving them proper counselling, proper workshop for teaching learning process as per requirement”*- Preparatory stage teacher
- *“Providing flexibility in terms of working methods”*- Foundational stage teacher
- *“Salary on time”*- Secondary stage teacher

iv) No Support Provided

Overall, responses from teachers indicated that although support is provided by organisations in some aspects, a significant percentage of teachers (21%) feel their organisation does not provide any support for addressing mental health related challenges faced by teachers.

Some Voices of Teachers

- *“In this regard our organisation obviously tries to escape”*- Secondary stage teacher
- *“They don’t support anyone if we reach them with a problem, they’ll scold us back and they’ll insult us in front of others”*- Preparatory stage teacher
- *“No support from school”*- Middle stage teacher
- *“There is no cure for the pressure of work, results and deadlines, perhaps this is why teachers leave the job”*- Secondary stage teacher

Many responses indicated that well-being services are a major form of support provided to teachers, followed by a positive work environment in their schools. However, a significant percentage of teachers also reported that their organisation does not offer any support for the mental health challenges they face, highlighting a critical need for schools to address the mental health concerns of teachers.

2.5.4 Support Expected from the Organisation for Mental Health Concerns

Expectation of support suggests that teachers recognise the significance of mental well-being in their profession. Addressing these expectations is crucial and can significantly contribute to teachers' well-being and effectiveness in their roles.

The responses **to the areas in which teachers expect support for mental health concerns**, were categorised under six key themes: administrative support, well-being services, professional well-being, support system, positive work environment, and no support expected from the organisation.

i) Administrative Support

Administrative support was identified by many respondents as a major area of need, highlighting that high work demands and unrealistic expectations often lead them to neglect their own well-being. Under administrative support a majority of responses (17%) mentioned that they expected support for workload management. The concern of excessive workload is also highlighted in a report published by NUEPA (2016) which indicated a dire need to take steps towards addressing this pressing concern.

Additionally, the responses also mentioned the expectation for an overall supportive attitude of administration, realistic expectations of work, and considerations of the student-teacher ratio.



Some Voices of Teachers

- *“Teachers should be given only academic related works. Time table should give enough time to the teacher for preparation”- Middle stage teacher*
- *“Class strength should be according to teacher student ratio”- Secondary stage teacher*
- *“The work assigned should be given well in advance, so that it can be done in school hours only. Whenever there is the sudden requirement of any work, the deadlines set up should be more practical or should be set up in school hours”- Foundational stage teacher*

ii) Well-being Services

This section highlights the second most reported area of support desired from schools, i.e., accessibility to services for positive mental health. Approximately 10% of teachers expressed a desire for mental well-being related awareness and management workshops to be organised in the schools.

Other desired support for mental health related to well-being services included facilities and activities to supporting physical health, counselling sessions, student support, emotional support, grievance redressal mechanisms, and peer support groups for all stakeholders to benefit, particularly teachers.

The desire for peer support and grievance redressal mechanism points towards proactive approach to mental well-being.

Some Voices of Teachers

- *“Organising meditation sessions, yoga classes, and laughter therapy should be made compulsory for mental well-being”*- Preparatory stage teacher
- *“Team bonding exercises once a quarter”*- Secondary stage teacher
- *“Keep promoting workshops for bringing liveliness in day-to-day activities”*- Preparatory stage teacher

iii) Professional Well-being

Another area of concern where support is desired by the teachers is professional well-being, which is a necessary aspect for job satisfaction and professional growth. Professional support not only ensures that teachers stay motivated and committed to their work, it also contributes to feeling valued professionally.

Some of the respondents, indicated that work-life balance was one of the major areas of concern in which they desire support for mental health. Other aspects of professional well-being for which teachers expect support from their organisation are training and workshop, salary and other incentives, infrastructures and teaching resources, growth opportunities, and autonomy in teaching.

Some Voices of Teachers

- *“Timely salary hike for coping to the basic needs”*- Preparatory stage teacher
- *“Managing workload and maintaining balance in professional and personal life”*- Secondary stage teacher
- *“Freedom to deal the teaching according to need. Less interference of administration”*- Middle stage teacher
- *“Professional training and resources, regular workshops will be helpful for all teachers”*- Secondary stage teacher
- *“Administration should pay attention to each staff member’s professional growth”*- Secondary stage teacher

iv) Support System

This theme highlights the importance of availability of assistance as a vital component in teachers’ mental health and well-being. Nearly 12% respondents desired to seek support from school staff. Teachers also expressed desire for support from parents or guardians of students, students themselves, and their own family and friends.

Some Voices of Teachers

- *“Positive environment in home”*- Preparatory stage teacher
- *“My colleagues should be empathetic”*- Foundational stage teacher
- *“Parents should cooperate with teachers regarding the study of their ward”*- Foundational stage teacher
- *“Understanding and cooperative students”*- Secondary stage teacher

v) Positive Work Environment

Positive work environment is known to encourage engagement, build positive culture and help in improved communication among stakeholders in the school. The lack of the same can result in decreased commitment as well as satisfaction among the teachers. About 15% of the respondents reported that they desire a school environment which values its members irrespective of their social, cultural and economic background, indicating a need for positive school culture. Also, recognition, feedback and appreciation for their work and open communication channels were some of the aspects highlighted as crucial for a healthy school environment.

Some Voices of Teachers

- *“Avenue to reach out and discuss problems”*- Middle stage teacher
- *“The main area wherein I as a teacher expect support for mental health concerns are parental involvement and education and more workshops on topics related to keeping healthy”*- Foundational stage teacher
- *“Appreciation by the school administration and higher authorities for good work and achievements”*- Middle stage teacher

vi) No Support Expected

Apart from expecting support for various aspects regarding mental health and well-being, some responses also indicated that there were no expectations for support related to mental health concerns.

The findings present a comprehensive picture of the areas where teachers expect support, with administrative support, well-being services and positive work environment emerging as critical factors. There are several other areas which require attention, including availability of counselling services, emotional support and understanding their concerns by administrators and colleagues. Also, availability of growth opportunities, infrastructure and teaching resources, effective communication among all stakeholders, recognition and appreciation for the work performed were found to be areas where teachers expected to receive support.



3

Discussion and Implications



DISCUSSION

The findings from the survey provide valuable insights into teachers' perceptions and experiences regarding their mental health and well-being. The survey focuses on several key areas: Individual Self (autonomy, adaptability, self-worth, emotional regulation), Professional Well-being (balancing personal and professional life, work satisfaction, teachers' perception of- feeling valued in schools, school's approach to mental health, and work environment), Challenges of the teaching profession (teaching-learning, systemic issues, exhaustion, challenges related to mental health, and occupational stress), and Support System (sharing work related stress, and receiving support as a teacher, support expected and received from the organisation).

The survey responses revealed that the teachers possess several protective factors. These include feeling worthy and deserving of respect, confidence in their ability to adjust to changing circumstances, ability to make independent decisions, aspiration for professional growth, and the ability to manage emotions in stressful situations. Teaching is inherently demanding, as it involves emotions at almost every stage of the teaching and learning process (Yao et al., 2015; Schutz & Lanehart, 2002). An educator's ability to recognize and regulate their emotions is crucial, as it not only impacts the learners but also influences the overall emotional climate of the school (Hargreaves, 2000; Zembylas, 2007). While the survey findings in this regard are encouraging, it is important to further focus on developing emotion regulation abilities among educators through Continuous Professional Development (CPD) and training on such aspects, which in turn can positively affect the students.

As teaching occurs in a dynamic and unpredictable environment, being able to adapt is an important capacity for thriving and effective teaching. Autonomy is needed for teachers to exercise both, self-governance, and decision-making. A sense of agency helps teachers feel more satisfied and fulfilled. It allows them to adapt their methods to meet the needs of their students, encourage critical thinking, and foster a learning environment that promotes positive social change. Overall, these attributes of self contribute to an individual's mental well-being, resilience, and effectiveness in navigating personal and professional challenges. Importantly, these aspects were consistent across gender and stages of education, indicating a strong and uniform sense of self among teachers regardless of their demographic or professional context.

A positive evaluation of job experiences by the teachers in the survey is encouraging, especially considering that job satisfaction is closely linked to mental health. An increasing number of teachers reported that the school ensures their satisfaction with work environment. Furthermore, teachers expressed that mental health concerns are received with the same seriousness as physical health concerns. These findings reflect an

overall positive perception of their school environment. This recognition is crucial, as a supportive school environment that values mental well-being can serve as a buffer against stress, leading to a healthier and more efficient teaching workforce. In addition to job satisfaction and a positive school environment, teachers' ability to maintain a work-life balance is a positive indicator of mental well-being.

While the survey highlights various challenges, it is notable that managing inclusive classrooms is reported as the least challenging issue. This may suggest that inclusive teaching practices are well-integrated and therefore, not a significant source of stress for teachers.

It is reassuring to find that teachers have a robust support system, with the majority seeking assistance for their work-related problems from their families and/or colleagues. This indicates the existence of a strong protective factor (relationships), a healthy coping mechanism that can mitigate stress. While it is reassuring that teachers can depend on their families to seek support for work-related problems, it would be beneficial if more opportunities were provided in schools for teachers to feel free to resolve work-related problems in school itself.

Although the teachers' responses indicate the presence of protective factors, some concerning implications for teachers' mental health were also reported. Teachers reported managing student behaviour and attending to responsibilities beyond teaching as significant challenges. Research also points towards multiple challenges faced by educators in the workplace (Hattie and Marsh, 1996). These challenges can greatly impact teachers' ability to deliver the curriculum effectively and fulfil their primary teaching duties. Additionally, physical exhaustion with regard to work was found to be a common experience, especially among female teachers.

The stress associated with these workplace challenges can reduce teachers' enthusiasm and creativity. Over time, the constant strain arising from these challenges at workplace can erode teachers' motivation, leading to a ripple effect on their performance, overall well-being and student learning outcomes.

The survey revealed distinct experiences among male and female teachers. Male teachers were less likely than female teachers to feel that their schools give equal importance to mental health as compared to physical health, suggesting they may feel less supported in this area. Additionally, female teachers expressed lower satisfaction with their salaries compared to male teachers. Differences in Teaching-Learning challenges also emerged, such as male teachers finding it more difficult to provide emotional support to students. Furthermore, differences in support systems were observed, with female teachers more likely to seek help from their families, while male teachers turned to their colleagues. The above findings have important implications for schools for designing interventions that are tailored according to the gender-specific needs of teachers.

The findings also show differences across the stages of education in regard to the aspects of professional well-being and challenges. As teachers progress from the Foundational to the Secondary stage, they experience a gradual decline in overall job satisfaction, particularly in areas such as teacher-student relationships and work environment. Foundational stage teachers primarily face challenges related to learning and adjusting to new technologies. In the Preparatory stage, managing large classrooms and the pressure to complete the syllabus in less time become significant challenges. By the Middle stage, the most demanding aspect is ensuring students' high performance, while Secondary stage teachers struggle with managing student behaviour, and providing emotional support. The perceived challenges not only intensify as teachers move through the stages, but also differ in their nature across levels of education.

As mental well-being encompasses both personal dispositions and external environment, the presence of self-related protective factors in teachers is encouraging, implying that teachers possess a foundational resilience that can help them navigate the challenges of their profession. Although the challenges and stressors of the profession pose significant risks to mental health, the presence of timely and adequate support can help teachers manage stress more effectively and maintain their well-being. The existing support system, which primarily relies on colleagues and families, can be further strengthened by extending it to include senior teachers, principals, and administrators, that can play a crucial role by actively engaging in mentorship, offering guidance, and providing practical resources to address challenges. Schools can also create forums for teachers for providing support by broadening the support network, schools can create a more comprehensive safety net that enhances teachers' ability to cope with stress. Additionally, a promotive approach to teachers' mental health should be deeply embedded in the school ethos and curriculum, as much as in the physical structure and services offered by schools. This approach can help enhance the psychological well-being of the teachers and improve the quality of education.

A supportive school culture, which promotes equality, respect, and need-based attention, is essential for creating a conducive work environment for teachers. Such environment not only fosters equity and motivation, but also significantly enhances teachers' overall well-being and effectiveness. In the Indian education system, there is a strong emphasis on promoting and enhancing the quality of education. One crucial factor in achieving this goal is taking care of the psychological well-being of teachers. The National Education Policy, 2020 acknowledges the vital role of teacher well-being in creating a positive and effective learning environment. The policy recommends creating a safe and supportive school environment for all stakeholders, emphasising on reduction of non-teaching responsibilities for teachers and providing them greater autonomy in aspects related to pedagogy. Additionally, it underscores the need for CPD and career growth

opportunities for educators proposing intensive and frequent opportunities for skill upgradation on all aspects.

IMPLICATIONS

The findings of the survey have highlighted key themes and factors related to teacher's mental well-being which have implications for schools, training organizations for teacher preparation and policymakers.

It is crucial for schools to adopt a preventive and proactive approach to mental health and well-being. A conscious and planned shift in attitudes about mental health needs to be initiated. Promoting a Whole School Approach is a key step in this direction. This approach integrates a commitment to mental well-being by ensuring that all stakeholders are equal partners in embedding this focus across all aspects (policies, curriculum, physical environment, relationships, and leadership) of the school's functioning with a collective responsibility shared by all stakeholders.

The stigma associated with mental health remains a major barrier to individuals openly discussing their challenges and seeking support. To mitigate this stigma, schools must create awareness and build knowledge and skills of all stakeholders. Establishing an environment where mental health issues can be identified and addressed without stigma is vital. Additionally, raising awareness about mental health crises, such as self-harm, substance abuse, eating disorders and other negative coping behavior, is crucial to ensure these issues are recognized and addressed promptly.

Empowering every member of the school community with knowledge and sensitivity towards encouraging open dialogue will enable individuals facing mental health concerns to open up about what they are going through.

Teacher training should be planned to help teachers manage their socio-emotional concerns effectively. The NEP, 2020 underscores well-being as a crucial component of teacher education curriculum. The policy emphasizes a multidisciplinary approach to teacher education with inclusion of subjects such as psychology, sociology art, music etc. to promote sensitivity and a comprehensive understanding of the socio-emotional aspects impacting both teachers and students. To reach teachers across the country, an online course on mental well-being should be included as part of CPD programs. Furthermore, a dedicated module on mental well-being should be integrated into all teacher training programs to ensure that educators are well-equipped to support their own and their students' mental well-being.

Teachers play a pivotal role in effectively managing and responding to the diverse needs of students. Therefore, empowering them with knowledge

and skills to identify mental health concerns is essential for ensuring their well-being and also in creating a classroom environment conducive for optimal student learning and well-being. By equipping teachers with the ability to recognize early signs of mental health concerns, they can provide timely support and facilitate access to appropriate resources. Thus, Teacher Training Programs for pre-service and in-service teachers need to focus on incorporating aspects related to identifying and responding to mental health concerns, ensuring that teachers are prepared to support both their own well-being and that of their students.

Schools need to become responsive to mental well-being. Initiatives at the school level need to focus on increasing teachers' awareness of the importance of managing their mental well-being. A few suggestive actions for schools' are: informative programs on physical, emotional, spiritual, and mental well-being for the teachers which could be held during staff meetings, or sharing online or print materials. Schools need to organize and encourage teachers to participate in workshops on yoga, mindfulness, time management, stress management and well-being practices like writing gratitude letters, activities to identify their strengths, create opportunities for learning, socializing, and building a peer support system. These initiatives will help teachers build resilience and cope effectively with the demands of teaching as a profession.

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Appendix

Frequencies (Percent) of Teachers' Responses to Aspects of Mental Health

| S. No. | Aspects | Overall (%) (N=71,635) | Gender (%) | | Stage of Education (%) | | | |
|--------|---|---------------------------|-------------------|-----------------|------------------------|------------------------|-------------------|----------------------|
| | | | Female (N=49,460) | Male (N=22,134) | Foundational (N=9563) | Preparatory (N=15,036) | Middle (N=18,702) | Secondary (N=28,964) |
| 1. | Autonomy | 91 | 90 | 90 | 91 | 91 | 90 | 90 |
| 2. | Adaptability | 94 | 94 | 93 | 94 | 94 | 94 | 93 |
| 3. | Aspiration | 95 | 96 | 94 | 96 | 95 | 95 | 94 |
| 4. | Self-worth | 96 | 96 | 93 | 96 | 96 | 95 | 94 |
| 5. | Emotional Regulation | 87 | 87 | 88 | 87 | 88 | 87 | 86 |
| 6. | Satisfaction with Work Environment | 85 | 96 | 93 | 90 | 88 | 85 | 83 |
| 7. | Schools' Approach to Teachers' Mental Health | 75 | 77 | 71 | 82 | 77 | 76 | 72 |
| 8. | Balancing Personal & Professional Life | 89 | 87 | 88 | 92 | 90 | 88 | 88 |
| 9. | Teachers' Overall Satisfaction with Work | 90 | 93 | 90 | 94 | 92 | 90 | 88 |
| 10. | Teachers' Perception of Being Valued in Schools | 82 | 83 | 79 | 88 | 84 | 81 | 79 |
| 11. | Occupational Stress | 14 | 14 | 14 | 11 | 13 | 15 | 15 |
| 12. | Exhaustion due to Work | | | | | | | |
| 12. i. | Emotional and Mental Exhaustion | | | | | | | |
| a | Never | 30 | 27 | 37 | 35 | 30 | 29 | 29 |
| b | 3-4 times in six months | 25 | 25 | 24 | 23 | 26 | 25 | 25 |

| | | | | | | | | |
|---------------|---|----|----|----|----|----|----|----|
| c | Once a month | 20 | 23 | 16 | 22 | 21 | 21 | 20 |
| d | Once a week | 14 | 15 | 12 | 13 | 13 | 14 | 15 |
| e | 3-4 times a week | 7 | 7 | 6 | 4 | 6 | 7 | 7 |
| f | Everyday | 4 | 4 | 5 | 3 | 4 | 4 | 4 |
| 12. ii | Physical Exhaustion | | | | | | | |
| a | Never | 25 | 20 | 35 | 29 | 25 | 24 | 24 |
| b | 3-4 times in six months | 22 | 23 | 22 | 22 | 22 | 22 | 23 |
| c | Once a month | 19 | 22 | 14 | 21 | 21 | 19 | 18 |
| d | Once a week | 18 | 19 | 14 | 16 | 17 | 18 | 18 |
| e | 3-4 times a week | 9 | 9 | 8 | 6 | 8 | 9 | 9 |
| f | Everyday | 7 | 7 | 7 | 6 | 7 | 8 | 8 |
| 13. | Support Received as a Teacher from-- | | | | | | | |
| a | Colleagues | 76 | 74 | 79 | 75 | 77 | 76 | 75 |
| b | Family | 62 | 64 | 57 | 58 | 62 | 60 | 65 |
| c | Students | 61 | 57 | 68 | 48 | 59 | 61 | 66 |
| d | Administrators | 47 | 45 | 52 | 42 | 46 | 46 | 51 |
| e | Parents/Guardians of Students | 39 | 37 | 44 | 40 | 43 | 36 | 40 |
| f | Friends | 37 | 35 | 40 | 30 | 36 | 35 | 40 |
| g | No One | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| 14. | Factors related to Teachers' Work Satisfaction | | | | | | | |
| a | Teacher-Student Relationship | 63 | 63 | 65 | 62 | 66 | 62 | 64 |
| b | Opportunities For Learning | 62 | 61 | 63 | 62 | 64 | 62 | 61 |
| c | Classroom Teaching | 61 | 58 | 67 | 55 | 60 | 60 | 65 |
| d | Relationship With Staff Members | 55 | 49 | 55 | 45 | 51 | 50 | 53 |
| e | School Climate | 45 | 43 | 50 | 44 | 45 | 46 | 46 |

| | | | | | | | | |
|--------------|--|----|----|----|----|----|----|----|
| f | Responsibilities Assigned at School | 42 | 39 | 48 | 37 | 41 | 41 | 45 |
| g | Workplace Conditions | 40 | 38 | 44 | 37 | 39 | 40 | 42 |
| h | Salary | 38 | 34 | 46 | 31 | 35 | 38 | 42 |
| i | Career Enhancement Opportunities | 32 | 31 | 35 | 30 | 32 | 31 | 34 |
| j | Professional Support Available | 31 | 30 | 33 | 29 | 31 | 30 | 32 |
| 15. | Sharing work-related Stress with--- | | | | | | | |
| a | Family | 51 | 52 | 48 | 46 | 51 | 50 | 53 |
| b | Colleagues | 51 | 48 | 56 | 49 | 53 | 51 | 49 |
| c | School Principal | 35 | 32 | 42 | 32 | 32 | 35 | 38 |
| d | Friends | 34 | 32 | 39 | 29 | 35 | 34 | 35 |
| e | Senior Teachers | 31 | 28 | 36 | 29 | 32 | 32 | 30 |
| f | School Counselor | 12 | 11 | 15 | 11 | 11 | 13 | 12 |
| g | Other Staff in School | 10 | 8 | 15 | 8 | 11 | 11 | 10 |
| h | No one | 4 | 4 | 5 | 4 | 4 | 4 | 5 |
| 16. | Challenges of the Teaching Profession | | | | | | | |
| 16. i | Challenges Related to Teaching-Learning | | | | | | | |
| a | Managing Student Behaviour | 45 | 44 | 46 | 40 | 42 | 46 | 47 |
| b | Learning and adjusting to new technologies | 26 | 26 | 26 | 28 | 25 | 25 | 26 |
| c | Managing large classrooms | 25 | 25 | 25 | 25 | 29 | 25 | 22 |
| d | Adjusting to new pedagogical practices | 25 | 25 | 27 | 26 | 25 | 25 | 26 |
| e | Providing emotional support to students | 23 | 21 | 29 | 18 | 21 | 23 | 26 |
| f | Managing inclusive classroom | 22 | 21 | 23 | 22 | 26 | 21 | 21 |

| 16. ii Challenges Related to Systemic Issues | | | | | | | | | | |
|---|--|----|----|----|----|----|----|----|--|--|
| a | Responsibilities other than teaching | 37 | 34 | 44 | 29 | 35 | 37 | 40 | | |
| b | Ensuring Students' High Performance | 35 | 34 | 38 | 25 | 30 | 34 | 42 | | |
| c | Lack of cooperation from parents of students | 33 | 32 | 36 | 33 | 34 | 32 | 33 | | |
| d | Pressure to complete syllabus in less time | 29 | 28 | 30 | 19 | 25 | 29 | 34 | | |
| e | Excessive workload | 26 | 25 | 29 | 20 | 29 | 27 | 27 | | |
| f | Rigid deadlines | 25 | 24 | 28 | 20 | 23 | 25 | 28 | | |
| g | Students' physical/psychological safety | 22 | 19 | 27 | 19 | 20 | 22 | 23 | | |
| h | Lack of infrastructure to support teaching | 18 | 15 | 23 | 15 | 19 | 17 | 18 | | |

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