

A Study Of Mental Health Among Government And Non-Government Secondary School Teachers

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Abstract- *The purpose of the present study was to compare the mental health of government and non-government secondary teachers in the Chhatrapati Sambhaji Nagar District. In the present study the data was collected from government and non-government school teacher. For the present investigation, the Revised Employees Mental Health Inventory, consisting of 24 items, developed by Dr. Jaddish, was used as the main tool for data collection. The sample included 60 secondary school teachers, of whom 30 were government teachers and 30 were non-government teachers. Respondents were selected using a random sampling method. The descriptive survey method was used in this study. Statistical techniques such as Mean, Standard Deviation, and t-test were applied to analyze the collected data. The results of the present study showed a significant difference in mental health between government and non-government secondary school teachers. Government teachers were found to have better mental health scores than non-government teachers. The study concluded that factors other than non-government teachers. The study concludes that factors such as job security, supportive work environment, and institutional stability strongly influence teachers' mental health.*

Keywords: Mental Health, Government Teachers, Non-Government Teachers, Secondary School Teacher, Employees' Mental Health Inventory.

I. INTRODUCTION

Mental health is a crucial aspect of human existence, particularly in the education field, where emotional stability, patience, adaptability, and professional effectiveness are essential. Educators have a significant impact on the development of students' characters, learning advancement, and social principles. As a result, the mental health of teachers directly influences the quality of education and the school atmosphere.

Teachers in secondary schools have various responsibilities, including instruction, advising students, administering exams, performing administrative duties, and interacting with parents. Such duties can lead to stress, anxiety, and poor mental health. A teacher with good mental

health can efficiently handle these responsibilities and foster a positive classroom environment.

Teachers in government and non-government secondary schools operate under varying conditions. Teachers in government positions typically enjoy job stability, consistent salaries, pension plans, and superior institutional backing. Non-government educators frequently encounter job instability, inconsistent pay, and pressure at work, potentially impacting their mental health.

Consequently, this study intends to analyze the mental health of secondary school teachers in both government and non-government sectors and examine the impact of work conditions on their psychological well-being.

II. REVIEW OF LITERATURE

P.C. Sarker, M.N. Siddique, and M.F.R. Nishad (2021) conducted a study that examined the relationship between job satisfaction, job stress, and mental health among government and non-government employees. The study included 100 employees, with 50 government employees and 50 non-government employees each. The Job Satisfaction Scale, Occupational Stress Index, and General Health Questionnaire were used as data collection tools. Mean, Pearson product-moment correlation, and ANOVA were used for statistical analysis. The findings showed a significant positive correlation between job stress and the type of job, indicating that non-government employees experienced higher job stress due to less job security and a heavier workload than government employees. The study also found a significant negative correlation between job satisfaction and sex, where female employees were less satisfied because of lower salaries, lower job positions, and limited social security.

R. Sharma and Mohta (2021) conducted a study that investigated the differences in mental health, personality, and job satisfaction among government and private university teachers. The sample consisted of 100 teachers selected from government and private universities in Haryana State through a randomized sampling method. To assess mental health, The Mental Health Inventory developed by Jagdish and srivastava was used to assess mental health. Personality was measured

through the Big Five Inventory (BFI) developed by John and Srivastava (1999), and job satisfaction was assessed using the Teachers' Job Satisfaction Scale developed by Yudhvirender Mudgil, Prof. I. S. Muhar, and Prabha Bhatia (1991). The collected data were analyzed using the t-test. The findings of this study revealed that government university teachers were more satisfied with their jobs than private university teachers. The study also indicated differences in mental health and personality among the two groups of teachers. This study highlights that the work environment and institutional conditions influence teachers' mental health and job satisfaction.

Objective of the Study

To compare the mental health of government and non-government secondary school teachers.

Hypothesis

Null Hypothesis (Ho)

There is no significant difference in mental health between government and non-government secondary school teachers.

III. METHODOLOGY

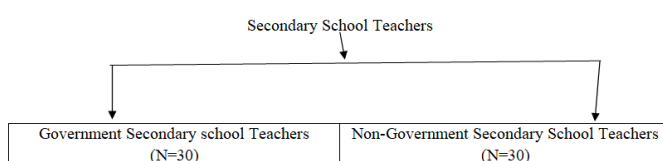
Research Method

The Descriptive Survey Method was used in the present study.

Sample

The sample for the present study consisted of 60 secondary school teachers selected from the Chhatrapati Sambhajnagar district, including 30 Government secondary school teachers and 30 non-government secondary school teachers. Individuals aged 30-50 years and working in different institutions were included in the study. All respondents had work experience ranging from 1 to 8 years.

Secondary School Teachers



A random sampling method was used.

Tool Used

Employees' Mental Health Inventory:

The inventory is designed to assess the mental health of personnel working in different inventory. The Employee's Mental Health Inventory (EMHI), constructed by Jagdish, will be used. The inventory consists of 24 items and three response patterns. The obtained reliability coefficient score was 0.66, the spearman-brown formula reliability score was 0.79, and the index of reliability score was 0.89. The validity coefficient was 0.57.

Statistical Analysis

The following statistical techniques were used.

- Mean
- Standard Deviation (SD)
- T-test

IV. RESULT AND DISCUSSION

Table 1: Comparison of Mental Health among Government and Non-Government Secondary School Teachers.

Group	N	Mean	SD	t-value	df	Significance Level
Government Secondary School Teachers	30	72.45	8.32	2.64	58	0.05
Non-Government Secondary School Teachers	30	66.18	9.11			

Interpretation

The obtained t-value (2.64) is greater than the table value at the 0.05 level of significance for df =58. Therefore, the null hypothesis was rejected.

This indicates a significant difference between government and non-government secondary school teachers regarding mental health. Government teachers showed better mental health than non-government teachers. This may be due to:

Better job security, Stable salary structure, Lower occupational uncertainty, better institutional support, and Reduced work pressure.

Non-government teachers often experience higher stress because of their workload, performance pressure, and support systems.

[8] Sharma, R., & Mohta, S. (2021). A Comparative Study between Mental Health, Personality, and Job Satisfaction Among Government and Private University Teachers.

V. CONCLUSION

The present study finds that secondary school teachers from government and non-government institutions exhibit significantly different mental health. Government teachers typically have better mental health compared to non-government instructors. The teaching environment, level of administrative assistance, job security, and emotional challenges all greatly affect mental health.

- Schools' ought to create:
- Counseling services for teachers
- Workshops on stress management
- Programs to raise awareness of mental health
- Systems of institutionalized emotional support

Student outcomes and the quality of instruction are directly enhanced by improving teachers' mental health.

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