"Occupational Stress and Mental Health Among English Medium Secondary School Teachers of Chhatrapati Sambhaji Nagar (Aurangabad): An Empirical Study."

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ABSTRACT

The teaching profession is increasingly recognized as one of the most demanding occupations, often exposing teachers to varied sources of stress that can influence their mental health. This study examines the relationship between occupational stress and mental health among secondary school teachers of Chhatrapati Sambhaji Nagar (Aurangabad). A sample of 150 teachers (75 males, 75 females) was selected using mixed data collection methods, including online Google Forms and printed questionnaires. The Occupational Stress Index (OSI) by Srivastava and Singh and the Employee's Mental Health Inventory (EMHI) by Dr. Jagdish were used as standardized tools. Data were analyzed using descriptive statistics (mean, standard deviation, percentage), t- test, and Pearson's Correlation coefficient as proposed in research design.

The findings reveal the prevailing levels of occupational stress and mental health among teachers and indicate a significant relationship between the two variables. Results also highlight differences between male and female teachers. The study emphasizes the importance of institutional support, conducive working conditions, and adequate stress management strategies to enhance teachers' mental health and overall well-being.

KEYWORDS- Occupational Stress, Mental Health, Teacher Well- Being, Gender Differences, Teacher Support Systems.

1. Introduction

Teaching is widely acknowledged as one of the most challenging and demanding professions. In contemporary educational systems, teachers are expected to fulfil multiple roles as educators, facilitators, administrators, counsellors, and mentors. These expanding responsibilities, combined with increasing academic expectations, administrative workload, evolving curricula, student misbehaviour, classroom management challenges, and pressure for student achievement, often expose teachers to significant levels of occupational stress.

Occupational stress refers to the physical and psychological strain resulting from job-related demands that exceed an individual's coping resources. When persistent, such stress can interfere with a teacher's performance, job satisfaction, emotional balance, and overall mental well-being.

Mental health, in the school context, is a crucial determinant of teachers' professional effectiveness and personal fulfilment. Positive mental health allows teachers to engage meaningfully with students, maintain classroom discipline, and contribute to a productive school environment. Conversely, poor mental health may result in fatigue, anxiety, reduced motivation, burnout, and absenteeism. Considering that teachers are central to shaping future generations, understanding their mental health status becomes essential for sustaining educational quality.

In recent years, the teaching workforce in India has been undergoing considerable transformation. Factors such as increased workload, frequent policy changes, rising expectations from parents, lack of autonomy, overcrowded classrooms, student misbehavior and limited professional support systems contribute significantly to teacher stress. English medium secondary schools, in particular, face added pressures associated with academic competition, performance-based evaluation, and diverse student needs. These conditions may have a direct or indirect impact on teachers' psychological health.

The district of Chhatrapati Sambhaji Nagar (Aurangabad) presents a similar scenario. Schools in this region exhibit varied working conditions, differing institutional cultures, and an uneven distribution of male and female teachers. In many schools, the number of male teachers is considerably lower than females, making it challenging to obtain balanced samples for research. Despite these realities, limited empirical studies have explored the relationship between occupational stress and mental health among teachers in this region, especially in English medium secondary schools.

Given this gap, the present study aims to examine the relationship between occupational stress and mental health among English medium secondary school teachers of Chhatrapati Sambhaji Nagar. The study utilizes standardized tools, the Occupational Stress Index (OSI) by Srivastava and Singh, and the Employee's Mental Health Inventory (EMHI) by Dr. Jagdish which measure stress levels and mental health respectively. By analyzing the descriptive and inferential results, the study seeks to provide insights into the well-being of teachers and contribute to the development of evidence-based strategies for promoting healthier workplace environments.

2. Statement of the Problem

Teachers frequently experience occupational stress arising from academic responsibilities, administrative workload, classroom management issues, and rising expectations from parents and institutions. Prolonged exposure to such stress may adversely affect their mental health, leading to reduced productivity, burnout, and declining professional effectiveness.

Although various studies have examined teacher stress in India, limited empirical research has focused specifically on English medium secondary school teachers of Chhatrapati Sambhaji Nagar (Aurangabad). Moreover, the unique gender imbalance in schools of this region further makes it necessary to study whether mental health and stress levels differ across male and female teachers.

Therefore, the present study seeks to investigate the levels of occupational stress and mental health among English medium secondary school teachers of Chhatrapati Sambhaji Nagar and to examine the relationship between the two variables.

3. Objectives of the Study

3.1. To assess the level of occupational stress among English medium secondary school teachers of Chhatrapati Sambhaji Nagar.

3.2. To assess the level of mental health among these teachers.

3.3. To compare occupational stress between male and female teachers.

3.4. To compare mental health between male and female teachers.

3.5. To examine the relationship between occupational stress and mental health among the teachers.

4. Hypotheses of the Study

H_o1:

There is no significant difference in occupational stress between male and female English medium secondary school teachers of Chhatrapati Sambhaji Nagar.

H_o2:

There is no significant difference in mental health between male and female English medium secondary school teachers of Chhatrapati Sambhaji Nagar.

H_o3:

There is no significant relationship between occupational stress and mental health among English medium secondary school teachers of Chhatrapati Sambhaji Nagar.

5. Review of Literature

5.1. Occupational Stress Among Teachers

Occupational stress has become a significant concern in the teaching profession worldwide. Kyriacou (2001) identified teaching as one of the most stressful professions due to factors such as workload, time pressure, student behavior, and administrative demands. Similarly, Travers and Cooper (1996) emphasized that teachers often experience chronic stress when institutional expectations exceed resources and support systems. In the Indian context, study by Pestonjee and Azeem (2001) found high levels of stress among teachers resulting from role conflict, job insecurity, evaluation pressures, and unrealistic expectations from parents and management.

Research further indicates that stress levels differ based on institutional climate and school leadership. Boyle et al. (1995) showed that teachers working in supportive environments reported lower stress levels. Conversely, schools with rigid administrative structures tend to produce higher teacher stress (Baliyan et al., 2018). These findings highlight the importance of organizational support in managing teacher stress.

5.2 Mental Health of Teachers

Mental health is a holistic measure of emotional, psychological, and social well-being. The World Health Organization (2014) states that mental health enables individuals to cope with normal stresses of life and work productively. Among teachers, mental health significantly influences teaching effectiveness, job satisfaction, and classroom management.

Teachers with poor mental health are more prone to burnout and absenteeism. In India, Sharma P. (2017) reported that emotional exhaustion and low morale were prominent indicators of declining mental health among teachers. Studies further suggest that excessive workload, interpersonal conflicts, and limited autonomy contribute to mental strain in the teaching profession (Kaur & Nagra, 2014). Teachers with better mental health exhibit improved job performance, better student engagement, and stronger professional relationships.

5.3. Relationship Between Occupational Stress and Mental Health

A growing body of research indicates that occupational stress and mental health are closely linked. High stress levels are often associated with anxiety, depression, emotional fatigue, and psychosomatic problems. Cooper and Marshall (1976) explained that prolonged job stress disrupts psychological functioning, thereby affecting mental health.

Empirical research in educational settings supports this association. Yungong Ji et al. (2021) found a negative correlation between occupational stress and mental health among secondary school teachers, suggesting that higher stress leads to poorer mental well-being. Reddy and Poornima (2012) similarly reported that teachers with high stress scores tended to have significantly lower mental health indices. Studies by Qian & Hongying (2023) and Bidi et al. (2024) reaffirmed that workplace demands, lack of support, parental pressure and role ambiguity significantly impair teachers' mental health.

5.4. Gender Differences in Stress and Mental Health

Several studies have explored gender variations in occupational stress and mental health. While some researchers report that female teachers experience higher stress due to balancing professional and personal responsibilities (Nagra & Arora, 2013), others suggest no significant gender difference (Pendharkar, 2023). Various studies indicate that male teachers often report stress related to administrative burden, whereas female teachers report stress stemming from multitasking and student-related issues.

Mental health may also differ by gender. Some findings suggest that female teachers may experience slightly higher emotional exhaustion, while others indicate that male teachers may be less willing to report mental health concerns. These mixed results highlight the need for region-specific studies, such as the present one.

5.5. Tools for Assessing Stress and Mental Health

Several standardized instruments have been developed to measure occupational stress and mental health. The Occupational Stress Index (OSI) by Srivastava and Singh is widely used in the Indian educational research context. It assesses various dimensions of teacher stress such as role overload, role ambiguity, role conflict, responsibility, working conditions, and peer relations.

The Employee's Mental Health Inventory (EMHI) by Dr. Jagdish is another validated tool that evaluates positive and negative aspects of mental health through a 24-item Yes/No response format. The inventory has shown acceptable reliability (0.79 after correction) and validity (correlated with Pestonjee's Personal Adjustment Scale).

These tools offer reliable measures for understanding the psychological status of teachers, making them suitable for the present study.

5.6. Research Gaps Identified

Although several studies address occupational stress and mental health, there are notable gaps:

- Limited research focuses specifically on English medium secondary school teachers.
- Very few studies have been conducted in Chhatrapati Sambhaji Nagar (Aurangabad) region.
- Findings on gender differences remain inconsistent.
- There is a lack of studies using both OSI and EMHI together.

The current study attempts to fill these gaps by examining the relationship between occupational stress and mental health using standardized tools in a specific socio-cultural context.

6.Methodology

6.1. Research Design

The present study employed a descriptive survey design to examine the relationship between occupational stress and mental health among English medium secondary school teachers. This design was selected because it allows for systematic collection of data from a large group of respondents and facilitates the analysis of variables as they naturally occur. The study sought to measure the levels of occupational stress and mental health and to explore the association between these two psychological constructs.

6.2. Population and Sample

The population of the study comprised English medium secondary school teachers working in Chhatrapati Sambhaji Nagar (Aurangabad) during the academic year 2024-2025. From this population, a sample of 150 teachers was selected (75 males, 75 females).

6.3. Sampling Technique

The study adopted non- probability sampling, specifically convenience sampling and network-based (Snowball) sampling. Participants were selected based on their accessibility and willingness to participate. Teachers were reached through:

- Professional contacts
- Teacher networks
- Colleagues working in different schools
- School visits

This approach allowed for efficient data collection within the given time frame and ensured a sufficiently large sample for meaningful statistical analysis.

6.4. Data Collection Procedure

Data were collected through two parallel methods:

a. Online Mode

A Google Form was created to facilitate data collection. The form included:

- Introduction to the study
- Purpose of the research
- Statement of voluntary participation and confidentiality
- Mandatory responses to avoid incomplete submissions

This enabled timely collection of data during the early phase of the study.

b. Offline Mode

Printed questionnaires were distributed in schools to gather additional responses. In cases where two physical questionnaires were stapled together, they were assumed to belong to the same participant, as no separate consent form was provided for offline forms.

Both online and offline methods ensured complete, usable responses, resulting in a total of 150 valid datasets. The entire data collection process was completed within one month.

6.5. Tools Used for Data Collection

a. Occupational Stress Index (OSI)

Developed by Srivastava and Singh, the Occupational Stress Index is a widely used instrument to measure stress experienced by employees. It contains multiple dimensions such as:

- Role Overload
- Role Ambiguity
- Role Conflict
- Unreasonable Group and political pressures
- Responsibility for Persons
- Underparticipation
- Powerlessness
- Poor Peer Relations
- Intrinsic Impoverishment
- Low Status
- Strenuous Working Conditions
- Unprofitability

The OSI yields a total stress score, with higher scores indicating greater occupational stress.

b. Employee's Mental Health Inventory (EMHI)

Developed by Dr. Jagdish, the EMHI measures the mental health of employees through 24 Yes/No type items, out of which 4 items assess the positive aspect of mental health and 20 items assess the negative aspect.

Reliability of the tool has been established at 0.66 (split-half), corrected to 0.79 using the Spearman-Brown prophecy formula. The index of reliability is 0.89, and validity was confirmed through correlation with Pestonjee's Personal Adjustment Scale (validity coefficient = 0.57).

These tools were selected for their strong psychometric properties and suitability for Indian school settings.

6.6. Statistical Techniques

Data were analyzed using both descriptive and inferential statistics through SPSS:

a. Descriptive Statistics

- Mean
- Standard Deviation
- Percentage analysis

b. Inferential Statistics

- Independent Samples t-test
  - to compare occupational stress scores between male and female teachers.
  - To compare mental health scores between male and female teachers.

- Pearson's correlation coefficient to examine the relationship between occupational stress and mental health.

These statistical techniques align with the research objectives and provide a comprehensive understanding of the variables under study.

7. Results

The results are represented and discussed as follows:

Table 1 – Percentage Analysis for Occupational Stress among English Medium Secondary School Teachers in Chhatrapati Sambhaji Nagar (Aurangabad):

Variable	No. of Samples	Range	Category	Frequency	Percentage
Occupational Stress	150	0-122	Low	65	43.33%
		123-155	Moderate	77	51.33%
		156-230	High	8	5.33%

Table 2 – Mean and Standard Deviation of Occupational Stress Scores:

Variable	Statistic	Value
Occupational Stress	Mean	125.29
	Standard Deviation (SD)	20.21

From table-1, it is evident that the majority of teachers fall under moderate and low levels of occupational stress, with the highest percentage i.e., 51.33 percent under moderate category. The mean Occupational Stress Index score of 125.29 further supports this, indicating that, on average, teachers experience a moderate level of Occupational Stress.

Table 3 – Percentage Analysis for Mental Health among English Medium Secondary School Teachers in Chhatrapati Sambhaji Nagar (Aurangabad):

Variable	No. of Samples	Range	Category	Frequency	Percentage
Mental Health	150	12 and below	Very Low	13	8.67%
		13-15	Low	20	13.33%
		16-21	Medium	85	56.67%
		22	High	17	11.33%
		23 and above	Very High	15	10%

Table 4 – Mean and Standard Deviation of Mental Health Scores:

Variable	Statistic	Value
Mental Health	Mean	18.15
	Standard Deviation (SD)	4.04

From table 3 and 4, it is evident that the highest percentage (56.67 percent) of teachers fall under the moderate level of mental health. The mean mental health score of 18.15 also falls within moderate range, indicating that, on average, teachers experience a moderate level of mental health.

Table-5 Comparison of Occupational Stress Among Male and Female Teachers:

Variable	Gender	Frequency	Mean	Standard Deviation	t-value	p- value	Interpretation
Occupational Stress	Male	75	119.48	18.80	3.66	0.00035	Significant
	Female	75	131.09	20.01			

The results indicate that female teachers have reported significantly higher levels of Occupational Stress compared to male teachers. The independent samples t-test result (t=3.66, p=0.00035) shows a statistically significant difference in Occupational Stress levels between male and female teachers, suggesting that gender plays a role in Occupational Stress levels among secondary school teachers.

Table-6 Comparison of Mental Health Among Male and Female Teachers:

Variable	Gender	Frequency	Mean	Standard Deviation	t-value	p- value	Interpretation
Mental Health	Male	75	18.93	3.33	2.40	0.017	Significant
	Female	75	17.37	4.53			

The analysis reveals that the mean mental health score for male teachers is slightly higher compared to their female counterparts. The standard deviation of mental health scores indicates greater variability among women (SD = 4.53) compared to men (SD = 3.33), suggesting that women's mental health scores are more dispersed around the mean.

The t-value of 2.40 and p-value of 0.017 provide strong statistical evidence of a significant difference between the mental health scores of male and female teachers at a 5 percent significance level ($p < 0.05$). This result indicates that the observed difference is unlikely to be due to chance alone.

Given these findings, it is evident that, male and female teachers differ significantly in their mental health levels. These results highlight the importance of considering gender-specific factors when addressing teachers' mental health and designing supportive interventions.

Table 7: Mean and Standard Deviation of Mental Health Scores Across Occupational Stress Index Categories:

Occupational Stress Index Categories	Mean Mental Health Scores	Standard Deviation (SD)
High	15.50	4.75
Moderate	17.52	4.53
Low	19.23	2.92

Table 8:Correlation between Occupational Stress and Mental Health of Secondary School Teachers :

Variable	Frequency	Coefficient of Correlation	Interpretation
Occupational Stress	150	-0.229	Weak, negative (inverse) correlation
Mental Health	150		

The analysis of mental health scores across different Occupational Stress Index (OSI) categories reveals a clear and consistent pattern, indicating a strong inverse relationship between occupational stress and mental health outcomes among secondary school teachers.

As shown in table 7, the mean mental health score is highest in the low-stress category (M = 19.23), followed by the moderate-stress category (M = 17.52), and lowest in the high-stress category (M = 15.50). This suggests that as occupational stress levels increase, mental health scores decrease, reflecting a decline in overall well-being.

The standard deviation (SD) values provide additional insight into the spread and consistency of mental health scores within each stress category. The low-stress group (SD = 2.92) shows the least variability, suggesting that individuals experiencing lower occupational

stress tend to report more stable and consistently higher mental health scores. In contrast, the moderate-stress group (SD = 4.53) and high-stress group (SD = 4.75) exhibit greater variability, indicating that higher stress levels may contribute to more fluctuation and unpredictability in mental health outcomes.

Further, the Pearson correlation coefficient between occupational stress and mental health among teachers (r = -0.229) reveals a negative, weak relationship between occupational stress and mental health. This indicates that as occupational stress increases, mental health tends to decrease; however, the strength of this association is relatively low. The findings implies that while occupational stress contributes to teachers' mental health, other personal, organizational, and environmental factors may also play a significant role.

This result aligns with the descriptive findings in Table 7, where teachers with low stress scores showed higher mental health scores, further supporting the presence of a negative relationship between the two variables.

8. Discussion:

The purpose of this study was to examine the relationship between occupational stress and mental health among English medium secondary school teachers of Chhatrapati Sambhaji Nagar (Aurangabad). The findings of the study are discussed below in light of existing literature and theoretical understanding.

8.1 Levels of Occupational Stress and Mental Health

The descriptive analysis showed that teachers experience a moderate level of occupational stress. Although earlier research has consistently recognized teaching as a stressful profession (Kyriacou, 2001) and has reported that substantial proportion of teachers experience very high levels of stress (Travers & Cooper, 1996), the present study indicates that overall level of stress among sampled teachers falls within the moderate range.

Similarly, the mental health scores indicated moderate overall mental well-being among teachers. This aligns with the study by Sharma (2017), which suggest that teachers often face emotional exhaustion, fatigue, and anxiety due to continuous professional and personal pressures. The dual responsibility of managing diverse learner needs and institutional expectations likely contributes to fluctuations in mental health.

8.2. Gender Differences in Occupational Stress

The results of the independent samples t-test revealed that there was significant difference in occupational stress between male and female teachers. Female teachers reported significantly higher stress scores than male teachers. This finding may be attributed to additional household responsibilities, multitasking demands, and role conflict often experienced by women, especially in the Indian socio-cultural context.

This outcome is in line with mixed findings in previous research. While Sharma (2017) observed that women face higher stress due to multiple role expectations, Pendharkar (2023) found no meaningful gender differences.

8.3. Gender Differences in Mental Health

The analysis also showed significant differences in mental health between male and female teachers. Male teachers demonstrated better mental health scores compared to their female counterparts. This could be due to differences in coping mechanisms, emotional regulation, or social support systems.

These results echo the findings of Sharma (2017) and Geetha and Girija (2023), who noted gender differences in mental health outcomes. The present study contributes to this discourse by providing context-specific insights from Aurangabad.

8.4. Relationship Between Occupational Stress and Mental Health

A key objective of the study was to determine the association between occupational stress and mental health. The Pearson correlation analysis revealed a weak, negative correlation between occupational stress and mental health (r = -0.229), indicating that higher occupational stress was associated with lower levels of mental health among secondary school teachers. This aligns strongly with the theoretical model proposed by Cooper and Marshall (1976), which explains that prolonged exposure to job stressors disrupts psychological functioning. Similar results were found in studies by Malik & Bjorkqvist (2018), Johnson et al. (2005) and Antoniou et al (2013). The current study reinforces that occupational stress is an important factor associated with mental health issues in the teaching profession."

This core finding contributes meaningful evidence to the limited body of research in the Chhatrapati Sambhaji Nagar (Aurangabad) region and emphasizes the psychological vulnerabilities faced by teachers in English medium schools.

8.5. Contribution of the Study

This study offers several important contributions:

- It provides empirical evidence on teacher stress and mental health in a region where limited studies exist.
- It uses standardized tools (OSI and EMHI) with strong reliability and validity.
- It highlights the gender differences in stress and mental health among English medium teachers.
- It strengthens the understanding of the inverse relationship between stress and mental health, reinforcing global research through localized data.

9. Limitations of the Study

9.1. Limited Geographical Scope

The study was conducted among English-medium secondary school teachers of Chhatrapati Sambhaji Nagar (Aurangabad). Therefore, the findings cannot be generalised to teachers from other regions.

9.2. Use of Self-Report Questionnaires

The Occupational Stress Index (OSI) and Employee's Mental Health Inventory (EMHI) rely on self-reported responses. Such tools are subject to biases such as social desirability, overreporting or underreporting, and personal interpretation of items.

9.3. Limited Variables Studied

The study focused only on occupational stress and mental health. Other potential influencing variables such as socio-economic status, personality traits, school environment, workload differences, or family responsibilities were not examined.

9.4. Cross-Sectional Design

As the study was cross-sectional, it captured teacher stress and mental health at only one point in time. This limits the ability to understand causal relationships or changes over time.

9.5. Relying on Quantitative Data Only

The absence of qualitative methods such as interviews or focus groups restricted the depth of understanding regarding teachers' lived experiences and contextual challenges.

10. Suggestions for Future Practice and Research

Based on the findings and limitations of this study, several practical and research-oriented suggestions emerged that could enhance understanding and address occupational stress and mental health among English medium secondary school teachers.

10.1. Development of Context-Specific Tools

Future research should consider developing or adapting measurement tools that specifically address the unique stressors faced by teachers, such as student misbehavior, curriculum overload, administrative pressures, and lack of parental support. This would provide a more nuanced assessment of occupational stress.

10.2. Enhanced Teacher Support Systems

Schools and educational institutions should establish strong support systems, including counseling services, mentoring programs, stress management workshops, and recreational activities for teachers. Providing teachers with opportunities to engage in recreational and leisure-based activities, such as sports, yoga, art based creative activities, or informal social interactions, can help reduce stress, promote emotional well-being, and foster a positive work environment. Additionally, offering teachers effective coping strategies and platforms to discuss their challenges could significantly improve their mental health and job satisfaction.

10.3. Encouraging Teacher Participation

Future studies should focus on increasing teacher engagement in research through awareness sessions on the importance of their input. Ensuring confidentiality and emphasizing the impact of their responses on educational improvements may lead to more authentic and reflective data.

10.4. Mixed-Method Approaches

Combining quantitative surveys with qualitative methods like interviews, focus groups, and case studies could offer deeper insights into the lived experiences of teachers and would capture the emotional and contextual aspects of occupational stress and mental health.

10.5. Longitudinal Studies

Conducting longitudinal research would help track the evolution of occupational stress and mental health over time, providing clearer causal relationships and identifying long-term impacts of various stressors.

10.6. Expanding Geographical Scope

Future research should include a wider range of educational settings and geographical areas to enhance the generalizability of findings. Exploring differences across urban, semi-urban, and rural schools could offer valuable comparative insights.

10.7. Institutional Policy Interventions

Educational policymakers should consider revising institutional policies to reduce stressors, such as administrative workload and performance pressure. Introducing flexible work arrangements and promoting a positive work environment could enhance teacher well-being.

10.8. Addressing External Factors

Future studies should investigate how external factors like socio-economic conditions, family responsibilities, and community support influence teachers' stress and mental health, offering a holistic view of their well-being.

10.9. Gender-Sensitive Support Strategies

Given the gender variations observed, institutions should introduce gender-sensitive initiatives. Tailored guidance and counselling services can help address the distinct needs of male and female teachers more effectively.

10.10. Promoting Professional Development

Organizing regular training sessions on classroom management, emotional intelligence, and coping mechanisms can empower teachers to handle stress more effectively and maintain a healthy mental state.

10.11. Investigating Coping Mechanisms

Future research should explore the coping strategies employed by teachers and their effectiveness in managing occupational stress. Identifying successful approaches could inform intervention programs and policy decisions.

10.12. Strengthening Leadership and Workplace Environment

Schools should focus on fostering supportive leadership and a collaborative workplace culture. Transparent communication, recognition of teachers' efforts, and participative decision-making can significantly reduce occupational stress and enhance job satisfaction.

By implementing these suggestions, educational institutions and researchers can contribute to creating a healthier and more supportive work environment for teachers, ultimately improving their well-being and the quality of education they provide.

11. Conclusion

This study underscores the significant impact of occupational stress on the mental health of English medium secondary school teachers in Chhatrapati Sambhaji Nagar. While teachers generally reported moderate levels of stress and psychological well-being, gender differences suggest that individual and contextual factors influence their experiences. The findings highlight the urgent need for supportive interventions, including stress management programs, counselling services, and positive organizational practices, to foster teacher well-being. By addressing these challenges, schools can not only enhance the mental health of educators but also improve the quality of learning environment for students. Overall, this research contributes valuable regional insights and lay groundwork for future studies aimed at promoting psychological health among teachers in India.

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