

Assess the Mental Health Status of Private High School Teachers in Bangalore

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Abstract: *The present study aimed to assess the mental health status of private high school teachers in Bangalore. The study focused on physical and emotional symptoms, anxiety and stress, social and work functioning, depressive symptoms, and overall psychological distress. A descriptive research design was adopted, and data were collected from 60 private high school teachers using a structured mental health questionnaire. The questionnaire assessed the frequency of psychological and work-related symptoms across four domains: physical and emotional symptoms, anxiety and stress, social and work functioning, and depressive feelings. The findings revealed that the overall level of psychological distress among the teachers was low, with a mean score of 22.75 (SD = 11.05). The domain-wise findings also indicated low levels of emotional strain (M = 7.20, SD = 3.96), anxiety and stress (M = 6.27, SD = 3.99), difficulty in social and work functioning (M = 4.62, SD = 2.99), and depressive symptoms (M = 4.67, SD = 3.57). Classification of psychological distress showed that 71.7% of teachers experienced low distress, 28.3% experienced moderate distress, and none experienced high distress. The findings suggest that the overall mental health status of the participating teachers was relatively favourable. However, the presence of moderate psychological distress among more than one-fourth of the participants highlights the need for preventive mental-health support, counselling, stress-management programmes, workload management, and promotion of work-life balance. The relatively high proportion of experienced teachers may also have contributed to better coping with occupational demands, although coping was not directly measured in the study.*

Keywords: Mental health, private high school teachers, psychological distress, anxiety, stress, depressive symptoms, work-life balance.

1. Introduction

Mental health is a fundamental component of overall health and well-being. The World Health Organization (WHO) defines mental health as a state of well-being in which individuals realize their abilities, cope effectively with the normal stresses of life, work productively, and contribute meaningfully to their communities (World Health Organization (WHO), 2022). Good mental health enables individuals to think clearly, regulate emotions, make sound decisions, build healthy relationships, and perform effectively in personal and professional roles. Within the educational system, teachers' mental health is particularly significant because their psychological well-being directly influences the quality of teaching, classroom climate, students' academic achievement, and socio-emotional development.

Private high school teachers, in particular, often encounter unique occupational challenges. Compared with government schools, many private institutions operate under greater performance expectations, increased workload, limited job security, contractual employment, extended working hours, and continuous pressure to achieve high academic outcomes. Teachers frequently balance teaching responsibilities with administrative work, co-curricular activities, student mentoring, examination duties, and interactions with parents. These cumulative demands may adversely affect their psychological well-being, ultimately influencing both teacher effectiveness and student learning outcomes.

Research conducted across different countries consistently indicates that teachers experience considerable psychological distress. Fang et al. (2023) reported that approximately one-fourth of teachers surveyed demonstrated possible mental health problems, with significant levels of depression, anxiety, obsessive-compulsive symptoms, and somatization. Similarly, Asa and Lasebikan (2023) found that a substantial

proportion of Nigerian secondary school teachers experienced stress, anxiety, and depression, recommending routine mental health screening, workplace counselling services, stress-management programmes, and supportive educational policies.

Teachers experiencing chronic stress and psychological distress may demonstrate reduced motivation, impaired concentration, emotional exhaustion, decreased job satisfaction, absenteeism, and burnout. Such difficulties can affect classroom management, instructional effectiveness, teacher-student relationships, and overall school functioning. Conversely, mentally healthy teachers are more likely to demonstrate resilience, creativity, effective communication, empathy, and positive classroom interactions, thereby promoting students' academic achievement and socio-emotional development (Burkett, 2021).

Several studies have also highlighted protective factors that support teachers' psychological well-being. Salinas-Falquez et al. (2022) reported that resilience and emotional intelligence significantly reduce burnout and promote inclusive teaching practices.

Bangalore, known as India's technology and educational hub, hosts a large number of private secondary schools catering to diverse student populations. Teachers working in these institutions often function within highly competitive educational environments characterized by demanding workloads, extensive documentation, performance evaluations, extracurricular responsibilities, and frequent interactions with parents. Despite their central role in shaping adolescents' academic, emotional, and social development, relatively few studies have specifically examined the mental health status of private high school teachers in Bangalore.

The growing recognition of teachers' mental health has

prompted researchers and policymakers worldwide to advocate for comprehensive mental health promotion within educational settings. International organizations emphasize the importance of integrating mental health awareness, stress-management programmes, counselling services, resilience training, and supportive organizational policies into educational institutions. Such initiatives not only enhance teachers' well-being but also contribute to improved educational quality, teacher retention, and student outcomes (WHO, 2022).

2. Research Methodology

Hypothesis

- **Null Hypothesis:** There is no significant stress levels among high school teachers in Bangalore.
- **Alternative Hypothesis:** There is significant stress among high school teachers of Bangalore.

Research Design

The study will adopt a **descriptive research design** to assess the mental health status of private high school teachers.

Research Approach

The research study was followed the quantitative approach throughout the study.

Study Variables

- Independent Variable: Sociodemographic details
- Dependent Variable: Mental health status of teachers

Sample unit and sample size

The sample unit of the study was private high school teachers from south Bangalore. The study sample was consists of 60 private high school teacher form the south Bangalore.

Sampling Technique

The research study followed the Convenience sampling method for selecting study respondents.

Tool for Data Collection

The study used the standard tool which was developed by David Goldberg, 1972. The tool consists of 28 statements which were four-point Likert scale. The Response were recorded as 0– Not at all, 1– Sometimes, 2– Often, 3– Almost always

Interpretation

- GHQ-28 version was developed later
- 0 – 28 Low psychological distress (Good mental health)
- 29 – 56 Moderate psychological distress (Average mental health)
- 57 – 84 High psychological distress (Poor mental health)

3. Data Analysis and Interpretation

Introduction

The following tables, figures, and interpretations reproduce and summarize the information contained in the charts supplied for the study. Frequencies were derived directly from the displayed percentages and the stated sample size of 60; no participant-level values were invented.

Table 1: Employment Status

Category	n	%
Full time	56	93.3
Part time	4	6.7
Temporary	0	0.0
Contract	0	0.0

Note. N = 60. Percentages are based on the 60 responses shown in the chart.

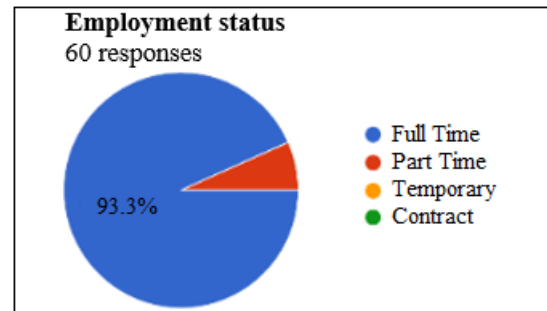


Figure 1: Employment status

As shown in table 1 the distribution indicates that 93.3% (n=56) were full- time basis, followed by 6.7% (n=4) were part- time basis, and no respondents were reported as temporary or contract employees. Thus, the sample was predominantly composed of full-time teachers.

Table 2: Years of Teaching Experience

Category	n	%
0–5 years	5	8.3
6–10 years	9	15.0
11–15 years	14	23.3
16–20 years	10	16.7
20+ years	22	36.7

Note. N = 60. Percentages are based on the 60 responses shown in the chart.

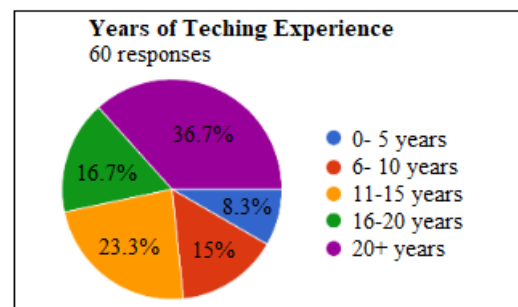


Figure 2: Years of Teaching Experience

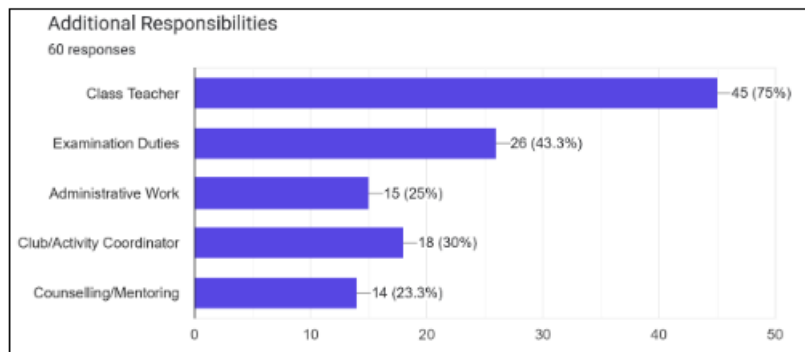
Note: Figure reproduced from the chart supplied by the researcher.

Interpretation: The largest group consisted of teachers with more than 20 years of teaching experience (36.7%). This was followed by 11–15 years (23.3%), 16–20 years (16.7%), and 6–10 years (15.0%). Five respondents (8.3%) had 0–5 years of experience. Overall, 46 respondents (76.7%) reported more than 10 years of teaching experience.

Additional Responsibilities

Category	n	%
Class Teacher	45	75.0
Examination Duties	26	43.3
Administrative Work	15	25.0
Club/Activity Coordinator	18	30.0
Counselling/Mentoring	14	23.3

Note. N = 60. Multiple responses were permitted; percentages therefore do not sum to 100%.

**Figure 3: Additional Responsibilities**

Note. Figure reproduced from the chart supplied by the researcher. The source chart is a horizontal bar chart rather than a pie chart.

Interpretation. Additional responsibilities were common among respondents. Serving as a class teacher was the most frequently reported responsibility (45, 75.0%), followed by examination duties (26, 43.3%), club/activity coordination (18, 30.0%), administrative work (15, 25.0%), and counselling/mentoring (14, 23.3%). Because multiple responses were permitted, the percentages do not sum to 100%.

4. Overall Summary

The respondent group was predominantly composed of full-time teachers, and almost all respondents identified themselves as high school teachers. All respondents recorded informed consent. The experience profile was weighted toward teachers with longer service, with more than one-third reporting more than 20 years of experience. The additional-responsibilities chart also indicates that many teachers undertake roles beyond classroom teaching, particularly class-teacher duties and examination responsibilities. These descriptive findings provide contextual information for interpreting subsequent analyses of teachers' mental health.

The findings suggest that the sample predominantly consisted of experienced teachers, which may provide reliable insights into the mental health status of private high school teachers in Bangalore, as experienced educators are likely to have encountered various professional challenges throughout their careers.

Table: Emotional Symptoms

Item	Mean	SD	Interpretation
Physically exhausted even after normal work	1.13	0.72	Sometimes
Frequent headaches or body aches	1.03	0.71	Sometimes
Feeling run down and lacking energy	1.12	0.67	Sometimes
Difficulty sleeping due to worry	0.97	0.97	Sometimes
Feeling tense or restless	1.03	0.78	Sometimes
Difficulty relaxing after work	0.83	0.92	Sometimes
Feeling overwhelmed by responsibilities	1.08	0.77	Sometimes
Domain Mean	7.2	3.96	Low Emotional Strain

Table: Anxiety and Stress

Item	Mean	SD	Interpretation
Nervous without clear reason	0.57	0.81	Not often
Excessive worry about work-related matters	1.2	0.84	Sometimes
Feeling under constant pressure	1	0.76	Sometimes
Getting irritated easily	1.1	0.8	Sometimes
Unable to control worries	0.93	0.78	Sometimes
Panic or sudden fear at times	0.63	0.8	Not often
Difficulty concentrating because of stress	0.83	0.69	Sometimes
Domain Mean	6.27	3.99	Low Anxiety and Stress

Table: Social and Work Functioning

Item	Mean	SD	Interpretation
Difficulty enjoying daily activities	1.08	0.96	Sometimes
Struggle to make decisions	0.7	0.62	Not often
Less confident in handling classroom responsibilities	0.28	0.61	Rarely
Feel detached from colleagues	0.67	0.77	Not often
Feel less productive at work	0.42	0.56	Rarely
Difficulty balancing work and personal life	0.85	0.76	Sometimes
Emotionally drained after interacting with students	0.62	0.69	Not often
Domain Mean	4.62	2.99	Low Difficulty

Table: Depressive Feelings

Item	Mean	SD	Interpretation
Feel sad or low most of the time	0.68	0.6	Not often
Feel hopeless about the future	0.83	0.98	Sometimes
Feel worthless at times	0.67	0.71	Not often
Lost interest in activities once enjoyed	0.63	0.71	Not often
Feel life is not very meaningful	0.6	0.81	Not often
Feel helpless in dealing with problems	0.57	0.65	Not often
Feel like giving up when things become difficult	0.68	0.77	Not often
Domain Mean	4.67	3.57	Low Depressive Symptoms

Table: Overall Mental Health Status

Domain	Mean	SD	Interpretation
Emotional Symptoms	7.2	3.96	Low Emotional Strain
Anxiety and Stress	6.27	3.99	Low Anxiety and Stress
Social and Work Functioning	4.62	2.99	Low Difficulty
Depressive Feelings	4.67	3.57	Low Depressive Symptoms
Overall Mental Health	22.75	11.05	Low Psychological Distress

Table: Psychological Distress

Level	Score Range	n	%
Low Psychological Distress	0–28	43	71.7
Moderate Psychological Distress	29–56	17	28.3
High Psychological Distress	57–84	0	0
Total		60	100

5. Findings

The findings revealed that the majority of private high school teachers experienced a low level of psychological distress. The overall mean score for psychological distress was 22.75 (SD = 11.05), indicating a low level of overall psychological distress among the participants. However, the relatively large standard deviation indicates some variation in psychological distress levels among individual teachers.

The findings showed that teachers experienced a low level of physical and emotional strain, with a mean score of 7.20 (SD = 3.96). This indicates that symptoms such as physical exhaustion, headaches or body aches, low energy, sleep difficulties, tension, restlessness, difficulty relaxing, and feeling overwhelmed were generally experienced occasionally rather than frequently.

The mean score for anxiety and stress was 6.27 (SD = 3.99), indicating a low level of anxiety and stress among the teachers. Most participants reported experiencing anxiety- and stress-related symptoms only sometimes, while more severe experiences such as intense nervousness or panic were relatively infrequent.

The findings indicated a low level of difficulty in social and work functioning, with a mean score of 4.62 (SD = 2.99). This suggests that most teachers were generally able to maintain their daily activities, work responsibilities, decision-making and interpersonal functioning. However, aspects such as work-life balance and enjoyment of daily activities appeared to present comparatively greater challenges for some teachers.

The findings showed a low level of depressive symptoms, with a mean score of 4.67 (SD = 3.57). Most teachers reported depressive symptoms infrequently. However, some participants reported occasional feelings such as hopelessness about the future, suggesting that although the overall level was low, some teachers may experience individual emotional difficulties.

The classification showed that:

- 43 teachers (71.7%) had low psychological distress.
- 17 teachers (28.3%) had moderate psychological distress.
- 0 teachers (0%) had high psychological distress.

Thus, the majority of private high school teachers fell within the low psychological distress category, while nearly one-third experienced moderate psychological distress. Although no participants were classified as having high psychological distress, the presence of moderate distress among 28.3% of teachers indicates that a considerable proportion may benefit from preventive mental-health support and workplace interventions.

6. Discussion

The present study was conducted to assess the mental health status of private high school teachers in Bangalore. The findings provide an overall picture of teachers' psychological well-being by examining physical and emotional symptoms, anxiety and stress, social and work functioning, depressive symptoms, and overall psychological distress.

The classification of overall psychological distress showed that **43 teachers (71.7%) experienced low psychological distress, while 17 teachers (28.3%) experienced moderate psychological distress. None of the teachers were classified in the high psychological distress category.** The finding that more than one-fourth of the participants experienced moderate distress is important because it suggests that although the overall mental health status of the sample was favourable, a substantial minority may require attention and preventive support.

Overall, the findings suggest that the teachers in the present study demonstrated **relatively good psychological functioning**, with low levels of physical and emotional strain, anxiety and stress, social and work difficulties, depressive symptoms, and overall psychological distress. At the same time, the presence of moderate psychological distress among 28.3% of the teachers highlights the importance of **early identification, counselling services, stress-management programmes, supportive school environments, workload management, and mental-health awareness programmes** for teachers.

It is important to note that the findings represent the experiences of the teachers included in the present sample and should not be generalized to all private high school teachers without further research. In addition, the questionnaire used in the study assesses psychological symptoms and distress and should not be considered a diagnostic tool for identifying clinical mental disorders.

The relatively low levels of psychological distress observed among the teachers may also be understood in relation to their professional experience. A larger proportion of the participants belonged to the highly experienced category, with around 20 years of teaching experience. Prolonged experience in the teaching profession may provide teachers with opportunities to gradually develop coping strategies and adaptive ways of dealing with occupational demands. Over the years, teachers may become more familiar with classroom challenges, workload demands, student behaviour, and organisational responsibilities, thereby developing greater confidence and emotional preparedness in handling stressful situations. Consequently, accumulated professional experience and the process of learning to cope with workplace

challenges may have contributed to the relatively low levels of anxiety, stress, emotional strain, and overall psychological distress observed in the present study. However, as coping was not directly measured, this explanation should be interpreted cautiously and cannot be established as a causal factor based on the present findings alone.

7. Limitations of the study

The study is subject to certain limitations. It is restricted to selected private high school teachers in Bangalore, which may limit the generalizability of the findings to teachers in other geographical areas and educational settings. The relatively limited sample size and sampling method may also affect the representativeness of the sample. Since the study relies primarily on self-reported information, responses may be influenced by social desirability or reluctance to disclose psychological difficulties. The cross-sectional nature of the study does not permit conclusions about cause-and-effect relationships or changes in mental health over time. Furthermore, the study focuses on selected dimensions of mental health and does not examine all possible factors, such as burnout, job satisfaction, organizational culture, salary, and family-related factors. Finally, the study assesses psychological symptoms and distress rather than providing clinical psychiatric diagnoses.

8. Conclusion

The present study was conducted to assess the mental health status of private high school teachers in Bangalore, with focus on physical and emotional symptoms, anxiety and stress, social and work functioning, depressive symptoms, and overall psychological distress.

The findings indicate that the teachers generally demonstrated a low level of psychological distress. The mean scores for physical and emotional symptoms, anxiety and stress, social and work functioning difficulties, and depressive symptoms were all within the low range. This suggests that most of the teachers were able to manage their professional and personal responsibilities without experiencing substantial psychological difficulties.

The study showed that 71.7% of the teachers experienced low psychological distress, while 28.3% experienced moderate psychological distress, and no one having high psychological distress. Although the overall findings are encouraging, the presence of moderate distress among more than one-fourth of the participants indicates the need for preventive and supportive mental-health measures within schools.

The study also observed that a considerable proportion of the participants had approximately 20 years of teaching experience. Their long professional experience may have provided opportunities to gradually develop coping strategies and adaptive ways of managing workplace demands. However, since coping strategies were not directly measured in the present study, this relationship cannot be established conclusively.

Overall, the study highlights that although the mental health status of the teachers was generally favourable, continued

attention to teachers' psychological well-being remains important. Counselling support, stress-management programmes, peer support, workload management, mental-health awareness, and a supportive school environment can help teachers maintain their psychological well-being and address difficulties at an early stage.

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