

Mental Health of Working Women Teachers in Government and Private Colleges

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Abstract: This study examined the mental health of working women teachers employed in government and private colleges in the Puducherry region. A total of 462 women teachers, comprising 106 from government colleges and 356 from private colleges, were selected through random sampling. Data were collected using the Women Teachers Mental Health Scale (WTMHS), developed by the investigator, consisting of 24 items across six dimensions: emotional well-being, anxiety and stress symptoms, self-esteem and confidence, resilience and coping skills, social support and relationships, and work-life balance and fulfilment. The scale showed split-half and test-retest reliability coefficients of 0.70 and 0.65, respectively. The collected data were analysed using the t-test. The findings indicated no significant difference in overall mental health between women teachers working in government and private colleges, with mean scores of 79.35 and 80.56, respectively. The study concludes that institutional type does not significantly influence mental health and emphasizes the need for counselling, mental health programmes, and work-life balance initiatives.

Keywords: Mental Health, Women Teachers, Government Colleges, Private Colleges.

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I. Introduction

Mental health is an essential component of overall well-being and has a significant influence on an individual's personal, social, and professional functioning. In the teaching profession, mental health assumes particular importance because teachers are continuously involved in academic responsibilities, interpersonal interactions, institutional demands, and student development. Teachers with positive mental health are generally better positioned to manage occupational demands, maintain constructive relationships, and contribute effectively to the educational environment. Research has indicated that teachers may experience considerable psychological and occupational challenges compared with several other professional groups, highlighting the importance of examining their mental health and well-being (Jerrim et al., 2020).

Women teachers may encounter additional pressures because of the simultaneous responsibilities associated with professional work and family life. Managing teaching duties, administrative responsibilities, household commitments, and personal expectations may create role conflict, occupational stress, and difficulties in maintaining work-life balance. Previous research has demonstrated that occupational stress and work-life balance are closely associated with the mental health of working individuals (Malik et al., 2024). Similarly, studies focusing on female university employees have identified work-related stress as an important factor associated with psychological well-being (Ning et al., 2023). Work-life balance has also been recognized as an important consideration in understanding the physical and mental health of female teachers in higher education (Wohid et al., 2024).

The organizational environment in which teachers work may further influence their mental health. Government and private educational institutions often vary in terms of job security, workload, administrative practices, institutional expectations, performance requirements, and employment conditions. Such differences can potentially affect teachers' levels of stress, anxiety, job satisfaction, and psychological well-being. Studies comparing teachers in government and private institutions have therefore examined whether the type of institution is associated with differences in mental health and occupational experiences (Maheshwari, 2020; Sharma & Mohta, 2023). Research has also shown that workload may be related to the mental health of university teachers, emphasizing the importance of organizational and occupational conditions in higher education settings (Sabedini & Ceka, 2024).

Mental health among female teachers is influenced by several personal and occupational factors, and earlier research has identified predictors associated with psychological well-being among women in the teaching profession (Seibt et al., 2013). Occupational stress, anxiety, and job satisfaction have likewise been examined among female teachers employed in government and private institutions (Vyas, 2020). These findings emphasize the need to understand whether institutional differences contribute meaningfully to variations in the mental health of women teachers.

II. Review of Related Literature

Mehmood et al. (2022) examined the mental and physical health problems experienced by teachers. Their findings indicated that both male and female teachers experienced mental and physical health problems only rarely. The study further reported that

there was no significant difference between male and female teachers with respect to mental health.

Nirmala (2020) investigated the mental health of college teachers and reported significant differences in certain dimensions of mental health with respect to educational qualification. The study emphasized that demographic and professional variables may contribute to variations in the mental health status of teachers.

Maheshwari (2020) conducted a comparative study of mental health among private and government school teachers. The study highlighted the relevance of institutional type in examining teachers' psychological well-being and provided a basis for further comparative investigations involving teachers employed in different educational sectors.

Begum (2021) studied mental stress among female teachers working in selected private and public schools. The study focused on psychological pressures experienced by women teachers and indicated that occupational and institutional conditions may influence their mental well-being.

Das (2021) examined mental health and occupational stress among women teachers at the secondary level. The study emphasized the relationship between occupational demands and the psychological health of female teachers, suggesting that work-related stress should be considered an important factor while assessing teachers' mental health.

Jerrim et al. (2020) compared the mental health and well-being of teachers with those of individuals working in other professions using evidence from multiple survey datasets. Their findings highlighted the importance of teachers' psychological well-being and demonstrated the need for systematic attention to mental health within the teaching profession.

Seibt et al. (2013) investigated predictors of mental health among female teachers and identified several occupational and individual factors associated with psychological well-being. The study demonstrated that women teachers' mental health is influenced by multiple personal and workplace-related conditions.

Vyas (2020) examined occupational stress, anxiety, and job satisfaction among female teachers working in government and private schools. The study showed the importance of comparing institutional environments when investigating the psychological and occupational experiences of women teachers.

Ning et al. (2023) studied work stress and mental health among female employees in universities. The findings indicated that work-related stress is an important concern in higher education and may influence the psychological well-being of female employees.

Sharma and Mohta (2023) conducted a comparative study of mental health, personality, and job satisfaction among government and private university teachers. Their study emphasized that institutional context may

have an important role in shaping teachers' professional and psychological experiences.

Malik et al. (2024) investigated the impact of job stress on mental health and work-life balance. The findings demonstrated that occupational stress is closely associated with psychological well-being and employees' ability to maintain a balance between professional and personal responsibilities.

Sabedini and Ceka (2024) examined the relationship between workload and mental health among university teachers. Their findings revealed the importance of workload as an occupational factor affecting psychological well-being and emphasized the need for supportive institutional practices.

Wohid et al. (2024) investigated work-life balance and its influence on the physical and mental health of female teachers in a public university. The study highlighted the importance of balancing professional and personal responsibilities for maintaining the overall well-being of women teachers.

III. Objective of the Study

To compare the mental health of women teachers working in government and private colleges in the Puducherry region.

IV. Hypothesis

H₀: There is no significant difference in the mental health of women teachers working in government and private colleges in the Puducherry region.

V. Methodology

The present study adopted the descriptive survey method to examine the mental health of women teachers working in government and private colleges in the Puducherry region. A total of 30 colleges were included in the study. The sample consisted of 462 women teachers, of whom 106 were working in government colleges and 356 were working in private colleges. The respondents were selected using the random sampling technique.

Table 1: Distribution of the Sample

Type of Institution	Number of Women Teachers	%
Govt. Colleges	106	22.94%
Private Colleges	356	77.06%
Total	462	100.00%

Research Tool

For data collection, the investigator employed the Women Teachers Mental Health Scale (WTMHS) developed by the investigator. The scale consists of 24 items distributed across six dimensions: Emotional Well-being, Anxiety and Stress Symptoms, Self-esteem and Confidence, Resilience and Coping Skills, Social Support and Relationships, and Work-life Balance and Fulfilment. Each dimension consists of four items, and the responses are recorded using a five-point rating scale.

The reliability of the instrument was established using the split-half and test-retest methods. The split-half reliability coefficient was 0.70, while the test-retest reliability coefficient was 0.65. The instrument also demonstrated acceptable content validity and face validity.

Data Collection Procedure

The Women Teachers Mental Health Scale was administered individually to the selected respondents. Appropriate instructions were provided before administering the tool, and the responses obtained from the participants were recorded systematically.

Statistical Technique

The collected data were analysed using appropriate descriptive statistics and the t-test. The t-test was employed to determine whether a significant difference existed in the mental health of women teachers working in government and private colleges in the Puducherry region. The tool details and reliability values are taken from your manuscript. The data-collection procedure and use of the t-test are also explicitly stated there.

VI. Results

The collected data were analysed to determine whether there was a significant difference in the mental health of women teachers working in government and private colleges in the Puducherry region. The mean scores, standard deviations, and calculated values for the six dimensions of mental health and the overall mental health score are presented in Table 2.

Table 2: Mental Health of Women Teachers Working in Government and Private Colleges

SN	Dimension	Type of Inst.	N	Mean	SD	Calculated Value
1	Emotional Well-being	Govt.	106	12.76	1.96	5.270
		Private	356	14.08	2.33	
2	Anxiety & Stress Symptoms	Govt.	106	13.49	2.31	1.941
		Private	356	14.06	2.79	
3	Self-esteem & Confidence	Govt.	106	13.28	1.74	-0.096
		Private	356	13.30	2.43	
4	Resilience & Coping Skills	Govt.	106	13.18	1.89	0.830
		Private	356	12.89	3.47	
5	Soc. Supp. & Relation	Govt.	106	13.98	2.18	2.465
		Private	356	13.33	2.45	
6	Work-life Balance & Fulfilment	Govt.	106	12.67	1.93	-0.646
		Private	356	12.90	3.53	
Overall Mental Health		Govt.	106	79.35	7.23	1.105
		Private	356	80.56	10.47	

Interpretation

Table 2 shows that private-college women teachers obtained a higher mean score in Emotional Well-being (M = 14.08, SD = 2.33) than government-college women teachers (M = 12.76, SD = 1.96). In the

dimension of Anxiety and Stress Symptoms, the mean scores were 13.49 for government-college teachers and 14.06 for private-college teachers.

With regard to Self-esteem and Confidence, both groups recorded almost similar mean scores, with government-college teachers obtaining 13.28 and private-college teachers obtaining 13.30. Government-college women teachers recorded a slightly higher mean score for Resilience and Coping Skills (M = 13.18) than private-college teachers (M = 12.89).

Similarly, government-college teachers obtained a higher mean score for Social Support and Relationships (M = 13.98) compared with private-college teachers (M = 13.33). In Work-life Balance and Fulfilment, private-college teachers recorded a slightly higher mean score (M = 12.90) than government-college teachers (M = 12.67).

The overall mental health mean score of women teachers working in government colleges was 79.35 (SD = 7.23), whereas the corresponding mean score for women teachers working in private colleges was 80.56 (SD = 10.47). The calculated value for the overall comparison was 1.105. According to the statistical interpretation reported in the study, the difference between the two groups was not significant. Therefore, the null hypothesis is accepted, indicating that there is no significant difference in the overall mental health of women teachers working in government and private colleges.

VII. Discussion

The findings indicate that the type of institution does not substantially differentiate the overall mental health of women teachers. Although minor variations were observed across individual dimensions, the overall mental health scores of government and private-college women teachers were comparatively similar. This suggests that women teachers in both institutional settings may experience comparable psychological, professional, and personal demands.

The present finding is consistent with studies reporting limited or non-significant differences in teachers' mental health across certain demographic and institutional groups. At the same time, previous research has emphasized that occupational stress, workload, organizational conditions, and work-life balance can influence teachers' psychological well-being (Jerrim et al., 2020; Seibt et al., 2013; Malik et al., 2024; Sabedini & Ceka, 2024). Therefore, mental health support should not be restricted to a particular type of institution.

The findings underline the importance of providing supportive working environments, counselling facilities, stress-management programmes, and work-life balance initiatives for women teachers in both government and private colleges. Such institutional measures may contribute to improved psychological well-being, professional effectiveness, and quality of teaching.

VIII. Limitations of the Study

The present study has the following limitations:

1. The study was confined to women teachers working in colleges located in the Puducherry region; therefore, the findings may not be generalized to teachers working in other regions.
2. The study included only women teachers and did not consider male teachers. Hence, gender-based comparisons could not be made.
3. The data were collected using a self-report measure, and the responses may have been influenced by the participants' personal perceptions, attitudes, or willingness to report their mental health status accurately.

IX. Implications of the Study

The findings of the present study have important implications for colleges, educational administrators, policymakers, and teacher-support systems. Since women teachers in both government and private colleges may experience mental health concerns, institutions should provide adequate support to promote their psychological well-being.

1. Colleges should organize mental health awareness programmes, stress-management activities, and wellness initiatives for women teachers.
2. Professional counselling and psychological support services should be made available within educational institutions to help teachers manage personal and occupational stress effectively.
3. Institutions should introduce suitable work-life balance initiatives, including reasonable workload distribution, supportive administrative practices, and flexible institutional policies wherever possible.
4. College administrators should create a supportive and positive work environment that promotes emotional well-being, healthy interpersonal relationships, and professional satisfaction.
5. Regular assessment of teachers' mental health may help institutions identify psychological concerns at an early stage and provide appropriate interventions.
6. Educational policymakers may consider incorporating teacher mental health and well-being programmes into institutional development and staff welfare policies.

Overall, the study emphasizes that promoting the mental health of women teachers is essential for enhancing their professional effectiveness, job satisfaction, and contribution to the quality of higher education.

X. Conclusion

The present study examined the mental health of women teachers working in government and private colleges in the Puducherry region. The findings revealed that there was no significant difference in the overall mental health of women teachers employed in government and private colleges. Although minor variations were observed across different dimensions

of mental health, the overall scores of the two groups were comparatively similar.

The findings suggest that the type of institution alone may not be a major determining factor in the mental health of women teachers. Women teachers in both government and private colleges may experience psychological, occupational, and personal challenges that influence their well-being. Therefore, attention to teachers' mental health is essential across all types of higher education institutions.

Colleges should promote supportive work environments, counselling services, stress-management programmes, and work-life balance initiatives to strengthen the psychological well-being of women teachers. Improving teachers' mental health can contribute to greater professional effectiveness, job satisfaction, positive interpersonal relationships, and the overall quality of higher education.

X. References

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