



## TEACHER EFFECTIVENESS AMONG KENDRIYA VIDYALAYA AND NAVODAYA VIDYALAYA SCHOOL TEACHERS IN RELATION TO MENTAL HEALTH

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### Abstract

*The purpose of this study was to examine the relationship between the effectiveness of teachers of Kendriya Vidyalayas and Navodaya Vidyalayas teachers and mental health. The study sample consisted of 370 secondary school teachers with 185 students from all types of schools. These participants were incorrectly selected from 12 districts in Himachal Pradesh, India to ensure a balanced presentation of gender and location. To collect data, this study used the Teacher Efficacy Scale (TES-UK) of Umme Kulsum (2017) and the Positive Inventory of Mental Health (PMHI-ACHR) developed by Agashe and Halode (2007). The results showed a strong positive correlation between the effectiveness of teachers in Kendriya Vidyalayas and Navodaya Vidyalayas and the mental health of educators.*

*This indicates that improvements in mental wells in both educational settings can contribute to improving lesson effectiveness. Furthermore, this study confirmed a large link between these variables, increasing the idea that teachers who improve mental health tend to have greater benefits in occupations, but lower mental health tend to be less effective. These findings highlight how important it is to support teacher intellectual wells to improve general educational outcomes and quality of education.*

**Keywords:** *Teacher Effectiveness, Kendriya Vidyalaya, Navodaya Vidyalaya, School Teachers, Mental Health.*

### MAJOR FINDINGS:-

1. The study found a statistically significant positive correlation between teacher effectiveness and mental health among all secondary school teachers in the sample ( $r = 0.49$ ,  $p < 0.01$ ).
2. Among teachers specifically from Kendriya Vidyalayas, a significant positive correlation was also observed between their effectiveness and mental health ( $r = 0.57$ ,  $p < 0.01$ ).

3. A significant positive correlation was found between teacher effectiveness and mental health among teachers in Navodaya Vidyalayas ( $r = 0.41, p < 0.01$ ).
4. The research suggests that improvements in teachers' mental well-being in both Kendriya Vidyalayas and Navodaya Vidyalayas can contribute to improved teaching effectiveness.

## I. INTRODUCTION

Education serves as a foundation for society and shapes its future by promoting critical thinking, creativity and character development<sup>1</sup> beyond mere knowledge transfer. It communicates people with essential skills to control complex global landscapes<sup>2</sup>, while simultaneously improving social and emotional skills that are extremely important for success. Education plays an important role in promoting responsible citizenship<sup>3</sup>, ethical awareness and cultural appreciation, which has increased its fundamental importance for democracy and economic growth<sup>4</sup>. Recognized under international law as a fundamental human right, it helps break the cycle of poverty, promote gender equality, and enable marginalized groups. Since achieving independence, India has made significant advances towards universal education through various reforms, particularly the right to education (2009)<sup>5</sup>.

However, challenges exist and emphasize the important role of teachers in promoting an integrated and engaging learning environment, preparing students for social responsibility. Effective education is based on strong investments in teacher training and professional support. Prioritizing these aspects ensures that education continues to promote social progress and provides intrinsic skills and value to future generations. Sustainable teacher support reinforces the role of educational equipment in promoting personal and collective growth. "Education is fundamental for achieving full human potential, dwelling an equitable and just society, and promoting national development"<sup>6</sup>.

### (a) Teacher Effectiveness

Teacher effectiveness is defined as "impact of the classroom factors, such as teaching methods, teacher potentials, classroom organization and the use of classroom assets which finally leads to the student's performance"<sup>7</sup>. Teacher effectiveness includes the diverse capabilities essential to structure strong connections with students and promote wise commitments. It is to address the physical, intellectual and emotional needs of students, while simultaneously adapting their learning experiences to support general development. Professional educators adapt their educational strategies to adapt to student growth and immediate concerns, and promote an inclusive educational experience. A strong positive association between teacher effectiveness

and mental health, emphasizing that educators with better mental wellbeing were more effective in the classroom<sup>8</sup>.

In today's developing education systems, the demand for capable teachers is higher than ever, as their effectiveness has a significant impact on the general success of academic success. To provide quality lessons, teachers must be free from personal stress and distractions. Their common and professional strength are essential to the smooth functioning of the educational process. Evaluation of teacher effectiveness includes several research approaches, including analyzing student performance, assessment of managers, and feedback from students, administrators and other educational stakeholders.

Identifying and approaching factors that influence teacher performance can improve their effectiveness and ultimately improve student learning outcomes and strengthening the education system. Investing in teacher training and ongoing professional support is key to ensuring that educators have the skills necessary to create an integrated and engaging learning environment and ensure that education continues to promote personal and social advancement. Implementing strategies that promote teacher well-being and mitigate stress could enhance classroom effectiveness and improve student educational outcomes<sup>9</sup>.

#### **(b) Kendriya Vidyalaya**

In this study, Kendriya Vidyalaya refers to a network of Indian and overseas central administrative schools. This was overseen by Kendriya Vidyalaya Sangathan (KVS) under the Ministry of Education of India. As of December 31, 2023, the network consists of 1,254 schools across India and three international branches in Moscow, Tehran and Kathmandu. With 1,400,632 students with 54,072 employees, they play an important role in their education. Himachal Pradesh has 26 Kendriya Vidyalayas, and Kangra district is having the most (6) organized Kendriya Vidyalayas, but there is no Kendriya Vidyalaya in Sirmaur district of Himachal Pradesh.

#### **(c) Navodaya Vidyalaya**

In this study, Navodaya Vidyalaya refers to a network of Indian centrally funded lifestyle schools managed by Navodaya Vidyalaya Samiti under the Ministry of Education of the Government of India. Jawahar Navodaya Vidyalayas were founded in 1986 under national education policy and aims to promote rural talent through high quality housing training. As of December 31, 2023, 661 functional schools are managed nationwide, managed through eight regional offices and 293,588 students. In Himachal Pradesh, each of the 12 districts is home to Navodaya Vidyalaya.

#### **(d) Mental Health**

Mental health is characterized as a condition of overall wellness in which individuals recognize their capabilities, manage life's challenges, engage in productive work, and actively contribute to their communities<sup>10</sup>. Mental health, which is often ignored or criticized by many companies, generally plays an important role. It includes emotional, psychological and social health and shapes how an individual thinks, feels and behaves in his daily life. In addition to the lack of mental illness, good mental health includes positive traits such as resilience, emotional intelligence, and effective coping strategies.

This shift has encouraged discussions about reducing stigma and the integration of mental wells into the global health system. Perception of mental health requires an understanding of their complexity and the various factors that influence them, including genetic predispositions, environmental impact, socioeconomic background, education, and personal life experiences.

According to the APA, American Psychiatric Association (1987), mental health is characterized by "A state of emotional and psychological well - being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life."<sup>11</sup> These factors continuously interact and influence the presence of an individual's intellectual well at various stages of life. Mental health prioritization is essential to promoting a healthier society. Mental health as the individual's ability to fulfil the requirements of their surroundings across various areas : social, emotional, and physical<sup>12</sup>.

#### **II. REVIEW OF LITERATURE**

- A significant positive relationship between teacher effectiveness and mental health was reported by Roul (2002)<sup>13</sup>, Goel, Sunita (2013)<sup>14</sup>, Sethi, Urmil (2015)<sup>15</sup>, Devi and Talukdar (2018)<sup>16</sup>, Khanna and Arya (2021)<sup>17</sup>, Mustafa and Shafeeq (2022)<sup>18</sup>.
- Teacher effectiveness is not related to mental health and provides important insights into a variety of research. "Sreenivasulu et al. (2012)<sup>19</sup>, Mohana (2013), Dafare and Shikshan (2021)<sup>20</sup>.

#### **III. OBJECTIVES OF THE STUDY**

1. An investigation into the importance of the relationship between teacher effectiveness and school teacher mental health.
2. An investigation into the importance of the relationship between effectiveness of school teacher teachers and mental health in Kendriya Vidyalayas.

3. An investigation into the importance of the relationship between teacher effectiveness and the mental health of school teachers in Navodaya Vidyalayas.

#### IV. HYPOTHESIS

1. There is no significant relationship between teacher effectiveness and school teacher mental health.
2. There is no significant relationship between teacher effectiveness and the mental health of Kendriya Vidyalaya school teachers.
3. There is no significant relationship between teacher effectiveness and the mental health of Navodaya Vidyalaya school teachers.

#### V. SAMPLE

Samples were selected from the defined population using a random sample technique. Himachal Pradesh is made up of 12 districts, and researchers focused on secondary school teachers who teaches from sixth to tenth grades in Kendriya vidyalayas and Navodaya vidyalayas in the state. A total of 185 secondary school teachers were selected from 13 Kendriya Vidyalayas and 12 Navodaya Vidyalayas. Inclusion criteria included teachers with 5 years or more regular teaching experience.

#### VI. TOOLS USED

- a) Teacher Effectiveness Scale (TES - UK) of Umme Kulsum (2017).
- b) Positive inventory of Agashe and Halode's Mental Health (PMHI -ACHR) (2007)

#### VII. RESULT

To investigate the significance of relationship between teacher effectiveness and mental health among Kendriya Vidyalaya school teachers and Navodaya Vidyalaya school teachers and total school teachers teaching in both these organizations, Pearson's coefficient of correlation was worked out and the values are given in tables 1.1, 1.2, and 1.3 below –

**Table 1.1 : Relationship between Teacher Effectiveness and Mental Health of School Teachers (N=370)**

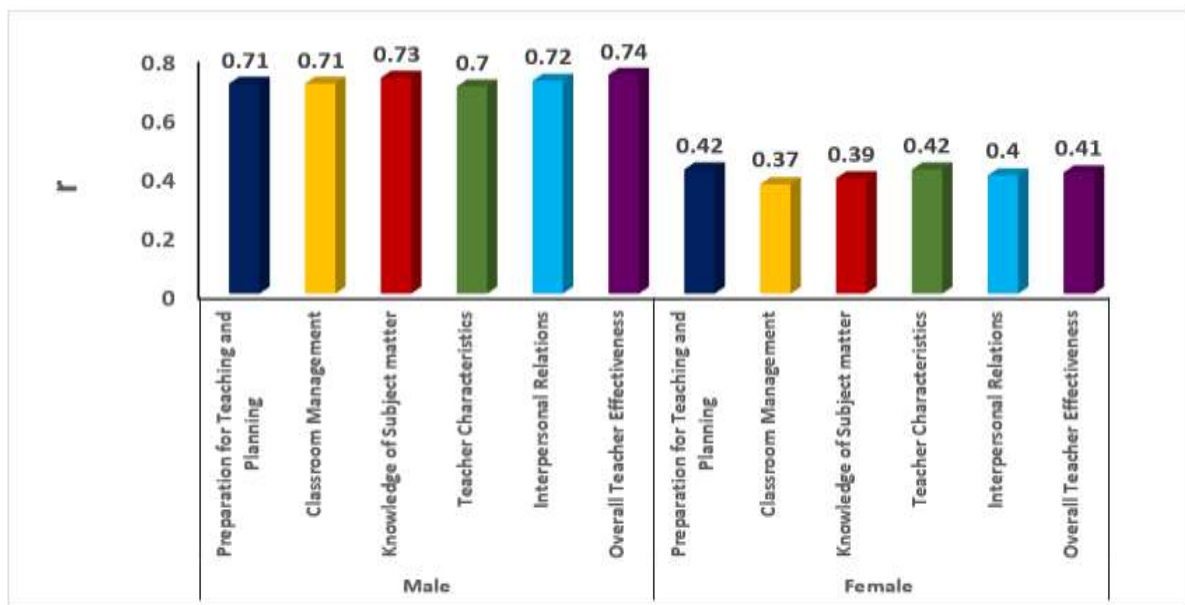
S. No.	Variables	r
1	Teacher Effectiveness	0.49*
2	Mental health	

\* Significant at 0.01 level of significance

Table 1.1 shows that the correlation between teacher effectiveness and mental health in school teachers is 0.53, indicating that this is important ( $P < 0.01$ ). Therefore, Hypothesis 1, which found no significant relationship between teacher effectiveness and school teacher mental health, is rejected. This finding has been created by Roul (2002), Goel (2011), Goel, Sunita

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(2013), Sethi, Urmila (2015), Bhattacharya and Rahaman (2016), Devi and Talukdar (2018), Khanna and Arya (2021), Mustafa and Shafeeq (2022). Furthermore, a significant positive relationship between teacher effectiveness and the mental health of school teachers in Kendriya vidyalayas and Navodaya vidyalayas is that "mental health reduces teacher effectiveness, teacher effectiveness."



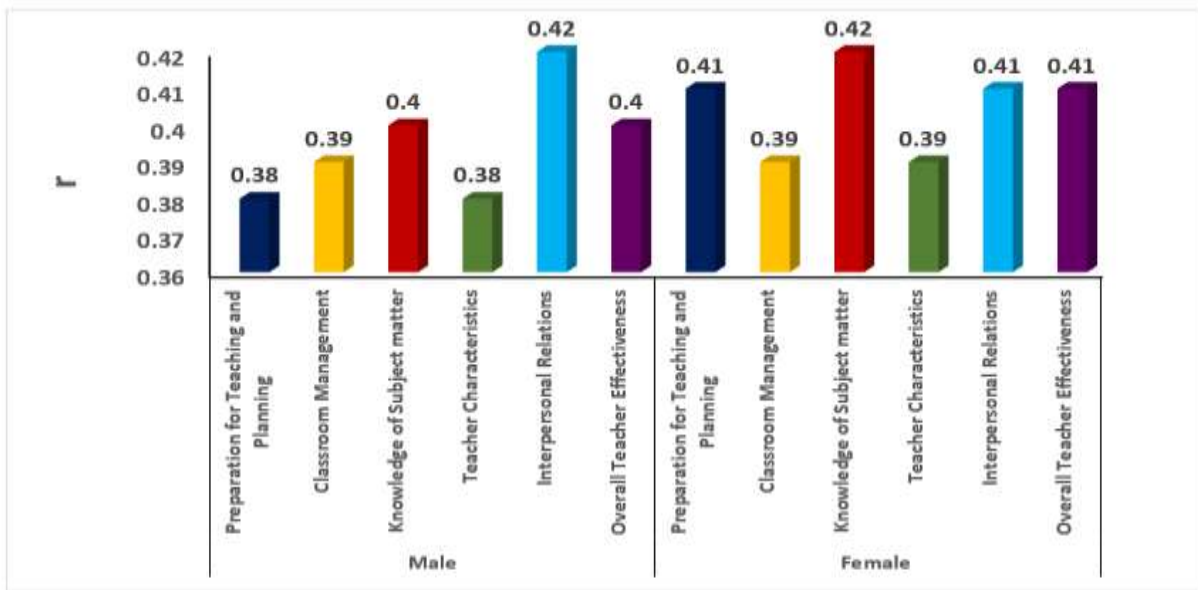
**Fig. 1.1 Coefficient of Correlation between Teacher Effectiveness among School Teachers of Kendriya Vidyalayas in relation to Mental Health (N=185)**

**Table 1.2 : Relationship between Teacher Effectiveness and Mental Health of Kendriya Vidyalaya School Teachers (N = 185)**

S. No.	Variables	r
1	Teacher Effectiveness	
2	Mental health	0.57*

\* Significant at 0.01 level of significance

Table 1.2 shows that the value of the correlation between teacher effectiveness and mental health is a significant Kendriya Vidyalaya 0.57 school teacher ( $P < 0.01$ ). Hypothesis 2 states that there is no significant relationship between teacher effectiveness and mental health of school teachers at Kendriya Vidyalaya. This finding is based on the findings of Roul (2002), Goel (2011), Goel, Sunita (2013), Sethi, Urmila (2015), Bhattacharyya and Rahaman (2016), Devi and Talukdar (2018), Khanna and Arya (2021), Mustafa and Shafeeq (2022), Rahaman (2021), Devi and Talukdar (2018), Devi and Talukdar (2018), and Mustafa (2021). (2016), Devi and Talukdar (2022), Goel (2011).



**Fig. 1.2 Coefficient of Correlation between Teacher Effectiveness among School Teachers of Navodaya Vidyalayas in relation to Mental Health (N=185)**

**Table 1.3 : Relationship between Teacher Effectiveness and Mental Health of Navodaya Vidyalaya School Teachers (N = 185)**

S. No.	Variables	r
1	Teacher Effectiveness	0.41*
2	Mental health	

\* Significant at 0.01 level of significance

Table 1.3 shows that the value of the correlation between teacher effectiveness and mental health is a significant Navodaya Vidyalaya 0.49 school teacher ( $P < 0.01$ ). Hypothesis 3 states that there is no significant relationship between teacher effectiveness and mental health of school teachers at Navodaya Vidyalaya. This finding is based on the findings of Roul (2002), Goel (2011), Goel, Sunita (2013), Sethi, Urmila (2015), Bhattacharyya and Rahaman (2016), Devi and Talukdar (2018), Khanna and Arya (2021), Mustafa and Shafeeq (2022), Rahaman (2021), Devi and Talukdar (2018), Devi and Talukdar (2018), and Mustafa (2021). (2016), Devi and Talukdar (2022), Goel (2011).

### VIII CONCLUSION

On the basis of findings of the present study,

1. The study revealed a statistically significant positive correlation between teacher effectiveness and mental health among secondary school teachers. This indicates that educators with higher levels of psychological well-being tend to demonstrate greater

instructional competence, classroom management skills, and professional engagement. Good mental health fosters resilience, emotional regulation, and job satisfaction, which in turn enhances a teacher's ability to implement effective pedagogical strategies and sustain student-centered learning environments.

2. Among Kendriya Vidyalaya teachers, a significant positive association was found between mental health and teaching effectiveness. Teachers with strong psychological well-being exhibited higher levels of pedagogical efficacy, professional motivation, and adaptive instructional practices. These findings underscore the role of mental wellness in cultivating a conducive learning atmosphere, supporting evidence-based interventions that prioritize teacher support systems, continuous professional development, and work-life balance to optimize academic outcomes.
3. The research further identified a strong positive relationship between teacher effectiveness and mental health in Navodaya Vidyalaya educators. Teachers with sound mental health demonstrated greater cognitive flexibility, emotional intelligence, and student engagement capabilities. This alignment reinforces the critical interplay between mental wellness and teaching quality, suggesting that institutional policies fostering psychological support, peer collaboration, and stress management training can significantly enhance teacher performance and learner achievement in residential schooling contexts.

## **IX EDUCATIONAL IMPLICATIONS**

This study illuminates the strong positive correlation between the effectiveness of teacher teachers and mental health of Kendriya Vidyalaya and Navodaya Vidyalaya school teachers, and also reveals in consideration of all teacher populations. Results show that better mental health is associated with higher efficacy for teachers, while lower mental health is associated with lower efficacy. To improve teacher performance, it is important to focus on promoting intellectual wells within the school. School administrators and education authorities need to recognize and support teacher efforts by creating a nutrition and promotional work environment. Providing and implementing support for mental health initiatives to reduce stress can significantly improve the overall effectiveness of teachers. Prioritizing intellectual wells not only benefits educators, but also improves the quality of education and ensures a learning atmosphere that is more productive and engaging for students. Schools play an important role in promoting mental health and teachers' professional success.

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