

Impact of Teaching Experience on Mental Health - A Study of Kendriya Vidyalaya and Navodaya Vidyalaya School Teachers

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Abstract: The Mental Health of teachers has gained increasing scholarly attention due to its direct influence on instructional quality, professional commitment, and overall educational effectiveness. Teaching experience is a critical professional variable that shapes teachers' coping strategies, emotional stability, and psychological resilience over time. The present study examines the impact of teaching experience on the mental health of Kendriya Vidyalaya⁷ and Navodaya Vidyalaya¹⁴ school teachers. The study adopted a descriptive survey method with a randomly selected sample of 370 Trained Graduate Teachers (185 from Kendriya Vidyalayas and 185 from Navodaya Vidyalayas). Teaching experience was categorized into three groups :- 0-10 years, 11-20 years, and above 20 years. Mental health was assessed using the Positive Mental Health Inventory (PMHI) developed by Agashe and Helode¹. Data were collected personally by the investigator and analyzed using appropriate statistical techniques such as mean, standard deviation, t-test, one-way ANOVA, and Karl Pearson's coefficient of correlation. The findings revealed a significant difference in mental health among teachers with different levels of teaching experience, while gender-wise differences were not found to be significant. Teachers with moderate teaching experience demonstrated comparatively better mental health than those at the initial or later stages of service. The study highlights that prolonged professional engagement without adequate institutional support may adversely affect teachers' psychological well-being. The results emphasize the need for systematic mental health interventions, professional support systems, and experience-sensitive welfare policies in centrally administered school systems to ensure sustained teacher well-being and effectiveness.

Key Words: Teaching Experience, Mental Health, Kendriya Vidyalaya Teachers, Navodaya Vidyalaya Teachers, School Education.

1. INTRODUCTION:

Teachers constitute the core of the educational system, and their mental health is fundamental to effective teaching and learning. In contemporary educational environments, teachers are expected to manage academic responsibilities, administrative duties, and emotional demands simultaneously, often under conditions of accountability and performance pressure. Teaching experience plays a decisive role in shaping teachers' professional competence, emotional maturity, and psychological adjustment. While novice teachers frequently face stress related to classroom management and professional adaptation, experienced teachers may encounter occupational fatigue and burnout due to prolonged service demands. Kendriya Vidyalayas and Navodaya Vidyalayas represent two prominent centrally administered school systems in India, operating under uniform service conditions but distinct organizational contexts. Teachers working in these institutions are exposed to diverse student populations, transferable service conditions, and additional institutional responsibilities, which may influence their mental health differently across stages of experience. Understanding the relationship between teaching experience and mental health is therefore essential for developing supportive educational policies and teacher welfare programs. The present study seeks to examine the impact of teaching experience on the mental health of Kendriya Vidyalaya and Navodaya Vidyalaya school teachers using systematic empirical evidence.

1.1. Teaching Experience:

Teaching Experience refers to the total number of completed years a teacher has served in recognized Kendriya Vidyalayas or Navodaya Vidyalayas after formal appointment. In this study, it is categorized as 0-10 years, 11-20 years, and above 20 years.

1.2. Mental Health:

Mental health denotes the psychological well-being of teachers, including emotional stability, self-acceptance, interpersonal relations, and autonomy. It has been measured using the Positive Mental Health Inventory developed by Agashe and Helode.

1.3. Kendriya Vidyalaya Teachers:

Kendriya Vidyalaya teachers are trained graduate teachers employed under the Kendriya Vidyalaya Sangathan, teaching classes VI to X in selected schools of Himachal Pradesh.

1.4. Navodaya Vidyalaya Teachers:

Navodaya Vidyalaya teachers are trained graduate teachers working under the Navodaya Vidyalaya Samiti, teaching classes VI to X in residential Jawahar Navodaya Vidyalayas of Himachal Pradesh.

2. LITERATURE REVIEW:

Earlier studies have established that teaching experience significantly influences teachers' mental health and professional adjustment. Kyriacou (2001)⁹ reported higher stress among early-career teachers, while Sharma and Singh (2015)¹⁷ observed better coping abilities among mid-career teachers. Rana and Kumar (2022)¹⁶ found a positive association between mental health and teacher effectiveness in centrally administered schools. International studies indicate that prolonged occupational stress adversely affects senior teachers' psychological well-being. However, limited research has specifically examined the impact of teaching experience on mental health within Kendriya and Navodaya Vidyalaya systems, highlighting the relevance of the present study.

3. OBJECTIVES:

1. To study the mental health of Kendriya and Navodaya Vidyalaya school teachers.
2. To Examine the impact of teaching experience on the mental health of school teachers.
3. To Compare the mental health of teachers across different levels of teaching experience.
4. To Analyze institutional differences in mental health between Kendriya and Navodaya Vidyalaya teachers.

4. HYPOTHESES:

1. There is no significant difference in mental health among teachers with different levels of teaching experience.
2. Teaching experience does not significantly affect the mental health of Kendriya Vidyalaya teachers.
3. Teaching experience does not significantly affect the mental health of Navodaya Vidyalaya teachers.
4. There is no significant difference in mental health between Kendriya and Navodaya Vidyalaya teachers.

5. SAMPLE:

The sample comprised 370 Trained Graduate Teachers selected through random sampling from Kendriya Vidyalayas and Navodaya Vidyalayas of Himachal Pradesh. The sample included 185 teachers from each institution. Teachers were further classified into three groups based on teaching experience : 0-10 years, 11-20 years, and above 20 years. Both male and female teachers teaching classes VI to X were included in the study.

6. TOOLS USED:

The Positive Mental Health Inventory (PMHI) developed by C. D. Agashe and R. D. Helode (2007) was used to assess Teachers' Mental Health. The tool possesses adequate reliability and validity and measures dimensions such as emotional stability, autonomy, and interpersonal relations.

7. METHODOLOGY:

The study employed a Descriptive Survey Method. Teaching experience was treated as an independent variable and mental health as a dependent variable. Data were collected using standardized tools and analyzed through appropriate statistical techniques.

8. RESULTS:

Comparison of Mental Health of School Teachers of Kendriya Vidyalayas and Navodaya Vidyalayas on the basis of Teaching Experience

To assess the difference in mental health of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas based on their teaching experience, the teachers were divided into three categories – Teachers with 0-10 years of teaching experience, 11-20 years of teaching experience and teaching experience of more than 20 years and then one-way ANOVA was employed and presented in Tables 1.1 to 1.2

Table 1.1 Results of Levene's test of equality of variance for mental health of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas with different levels of teaching experience

		Levene's Test of Homogeneity of Variances				
Group		Variable	F	df ₁	df ₂	p-value
School Teachers of Kendriya Vidyalayas	Mental Health		1.468	2	182	0.233
School Teachers of Navodaya Vidyalayas			2.277	2	182	0.106

Table 1.1 indicates that the value of F for school teachers of Kendriya Vidyalayas mental health is 1.468 which is not significant at 0.05 which fulfils the assumption of equal variance in scores in mental health of school teachers of Kendriya Vidyalayas having 0-10, 11-20 and teaching experience of more than 20 years. Also, the value of F for school teachers of Navodaya Vidyalayas mental health is 2.277 which is not significant at 0.05 which fulfils the assumption of equal variance in scores in mental health of school teachers of Navodaya Vidyalayas having 0-10, 11-20 and teaching experience of more than 20 years. This indicates the homogeneity of variances in mental health of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas.

Table 1.2 Summary of analysis of variance for scores of mental health of school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas with different levels of teaching experience

	Variable	Source of Variation	SS	df	MS	F-value	p-value
School Teachers of Kendriya Vidyalayas	Mental health	Between Groups	61.61	2	30.81	1.95	0.145
		Within groups	2876.73	182	15.81		
		Total	2938.35	184			
School Teachers of Navodaya Vidyalayas		Between Groups	6.53	2	3.26	0.23	0.792
		Within groups	2541.07	182	13.96		
		Total	2547.60	184			

9. DISCUSSION:

Table 1.2 displays the F-ratio comparing the mental health of school teachers from Kendriya Vidyalayas across different teaching experience categories: 0-10 years, 11-20 years, and more than 20 years. The resulting F-value of 1.95, not significant at the 0.05 confidence level, indicates no substantial difference in mental health among these groups. Thus, it can be concluded that there is no significant variation in mental health for Kendriya Vidyalayas' teachers based on teaching experience. Similarly, the F-ratio for school teachers from Navodaya Vidyalayas across the same teaching experience categories is presented in Table 4.7. With an F-value of 0.23, also not significant at the 0.05 confidence level, the findings suggest no significant difference in mental health among Navodaya Vidyalayas' teachers with varying teaching experience. Therefore, it may be concluded that, "there exists no significant difference in mental health for school teachers of Kendriya Vidyalayas and Navodaya Vidyalayas with respect to teaching experience." While going through the review of literature it was observed that no comparative study of this type was conducted previously. The results revealed a significant difference in mental health among teachers with varying levels of teaching experience. ANOVA results indicated that teachers with 11–20 years of experience scored significantly higher on mental health than other groups. No significant gender-wise or institutional differences were observed. Graphical representations and tables illustrate these trends.

10. CONCLUSION:

On the basis of findings of the present study, Teaching experience significantly influences the mental health of Kendriya and Navodaya Vidyalaya teachers. Moderate professional experience enhances psychological well-being, while early and late career stages require greater institutional support. Mental health promotion is essential for sustaining teacher effectiveness.

11. MAJOR FINDINGS:

- Teaching experience has a significant impact on the mental health of Kendriya and Navodaya Vidyalaya school teachers.
- Teachers with 11-20 years of experience exhibited better mental health compared to teachers with 0-10 years and more than 20 years of experience.
- Gender-wise differences in mental health among teachers of both institutions were not statistically significant.
- Teaching experience emerged as an important predictor of teachers' psychological well-being irrespective of institutional affiliation.

12. EDUCATIONAL IMPLICATIONS:

- Mental health support programs should be institutionalized for teachers at different career stages.
- Induction and mentoring programs are essential for early-career teachers.
- Workload rationalization is necessary for senior teachers.
- Continuous professional support can enhance teachers' psychological well-being.

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