



Confederation of Indian Industry

A Short Survey & Analysis of
**MENTAL HEALTH CHALLENGES AMONG
EDUCATORS IN SCHOOLS IN NCR REGION**



Copyright © 2024 Confederation of Indian Industry (CII) All rights reserved.

Without limiting the rights under the copyright reserved, this publication or any part of it may not be translated, reproduced, stored, transmitted in any form (electronic, mechanical, photocopying, audio recording or otherwise) or circulated in any binding or cover other than the cover in which it is currently published, without the prior written permission of CII.

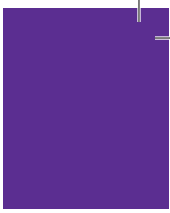
All information, ideas, views, opinions, estimates, advice, suggestions, recommendations (hereinafter 'content') in this publication should not be understood as professional advice in any manner or interpreted as policies, objectives, opinions or suggestions of CII. Readers are advised to use their discretion and seek professional advice before taking any action or decision, based on the contents of this publication. The content in this publication has been obtained or derived from sources believed by CII to be reliable but CII do not represent this information to be accurate or complete. CII do not assume any responsibility and disclaim any liability for any loss, damages, caused due to any reason whatsoever, towards any person (natural or legal) who uses this publication.

This survey cannot be sold for consideration, within or outside India, without express written permission of CII. Violation of this condition of sale will lead to criminal and civil prosecution.

Published by Confederation of Indian Industry (CII), The Mantosh Sondhi Centre; 23, Institutional Area, Lodi Road, New Delhi 110003, India, Tel: +91-11-45771000; Email: info@cii.in; Web: www.cii.in

Contents

Introduction	1
Scope	1
Research Methodology	2
Analysis	2
Recommendations and Suggestions	4
Conclusion	5
Limitations of The Survey	5
List of Participant Schools	6
Annexure	7



Introduction

The role of teachers in shaping the future of students is paramount, as they are responsible for the holistic development of a student. However, the multifaceted expectations and demands placed on teachers have led to increased stress and mental health concerns. This report aims to explore the importance of mental health among teachers, the challenges they face, and potential ways to address these issues.

Over the years, teaching has not only evolved but has even become complicated. Gone are the days when families wanted their girls to pursue teaching, just to have a work-life balance. It is considered a round-the-clock job more than ever now.

The profile of a 21st-century teacher is considered to be intellectually curious, capable of collecting and analysing data about their school and classroom and acting upon it.

Teachers are increasingly expected to perform new tasks such as facilitating the development of students' social and emotional skills, responding to each student's individual differences, and working collaboratively with other teachers and parents to ensure the holistic development of their students. They are also expected to adapt to the technological and digital demands of our era and to utilize information and communication technologies in their classroom to develop higher-order skills among students.

Teachers in India are facing numerous challenges that are deeply impacting their mental well-being. From managing heavy workloads to balancing administrative tasks alongside teaching duties, the pressures can be overwhelming. Additionally, societal expectations and the weight of student performance add further strain. Teachers often invest emotionally in their students, celebrating their successes and feeling the weight of their failures. This emotional investment can take a toll, leading to stress, anxiety, and even burnout.

Scope

This survey focuses on understanding the mental health needs of teachers over the past four years (with discussions revolved around pre and post covid scenarios), specifically within the NCR region and how school leadership has reacted upon identifying the need and making sure the well-being of teachers.





Research Methodology

The information and data in this report have been documented through interviewing public & private school principals. The report aims to highlight the significance of addressing mental health issues among teachers and providing actionable recommendations.

Telephonic interviews were conducted with 25 (public & private) school principals across Delhi/NCR to gather insights into the mental health concerns among teachers.

The selection of 25 schools (in the NCR Region) was through random sampling & were based on the availability of Principals of those schools and their consent to interact with us for the Survey.

Analysis

The mental well-being of teachers directly impacts the well-being of students, making it crucial to address their mental health concerns as well. Limited studies have been conducted on the attitudes towards mental health among teachers in India.

A majority of principals agreed that post-COVID, the mental health of people has gone for a toss. "The gravity of issues has increased and the approach to life has changed" quoted by a principal, further adding that earlier for instance, a teacher might have said "I felt bad" has now changed to "It has shaken my life".

Focusing on what can be the factors impacting teachers' mental health, we need to dig deep into their crucial role in a student's life. As front-line workers, teachers are responsible for engaging students and promoting their holistic development.

The expectations of a teacher's work and responsibilities are multiple and complex. They are not merely expected to transmit information, they also need to ensure that all students acquire the knowledge, skills, and attitudes equally that enable them to become successful and competent citizens, so they can navigate through the challenges brought forward by the 21st century. From the one-to-one development of each student to standing up as a leader for a group of students, a teacher's challenges are somehow taken for granted by stakeholders.

Teachers are generally satisfied with the aspects of their job that relate to their teaching work, like, being in the classroom, spending time on discussions and problem-solving with

students, answering their queries, and exploring the world through their eyes but, dissatisfied with the aspects that surround other concerns like documentation work, which has grown tenfold for teachers at all levels with the introduction of NEP 2020. Also, there is a need to look into CPD (Continuing Professional Development) and ask teachers how effective it is and what are the challenges involved.

The NEP states that every schoolteacher should participate in at least 50 hours of CPD every year in the form of workshops, conferences, online courses, or other forms of professional development.

Moreover, parents' behaviour towards the teachers has also changed. The parental view of teachers has now been converted into as much as for a facilitator. They might misbehave and are abusive sometimes. In one instance, a teacher who was showing concern about a child's learning difficulty experienced rough behaviour from the parent as the parents couldn't accept it and started abusing the teacher and threatened to file a lawsuit against her.

Teachers love all their students but, something that they are more concerned about is the safety of children. Now with social media being so active, teachers feel a constant fear of being scrutinized over one thing or the other; a fear of who will complain about them, the student, parent, or co-teacher is always there.

Post Covid, the role of technology in the education world has been transforming the education scenario by overpowering it and being part of the everyday work of children. No doubt technology is bridging the gap but is burning the bridges in some cases as well.

One Principal was quoted saying, "Nowadays children are more tech-savvy and smarter than many teachers in every school and the situation gets complicated sometimes, creating a rift between the teacher and children where the teacher becomes assertive with the smarter children, to show their supremacy." There's also a barrier between teenage tech-savvy students and middle-aged teachers where somewhere teachers feel that children are smarter.

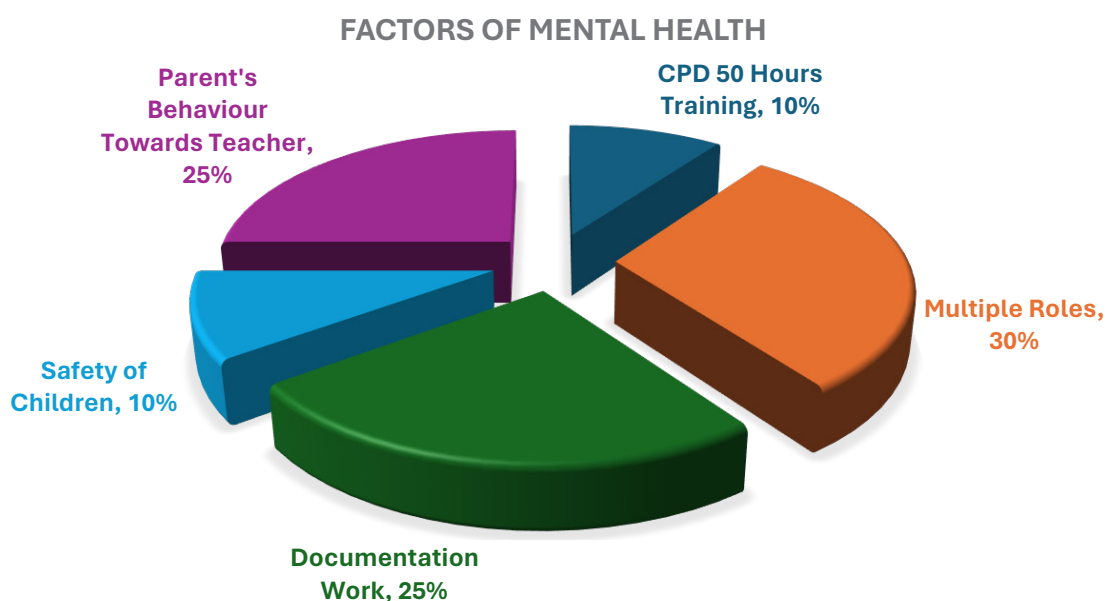
"NEP focuses on improving the needs of students but teachers themselves may not know how to regulate their emotions. Sometimes they end up discriminating between students. Teachers are not equipped with the right skills to handle those emotions as their own emotions are sometimes pouring."

Another was quoted saying, "A few have left teaching and have taken voluntary retirement after the technological shift in education".

"Well being also depends upon finances, post covid the workload has multiplied but salaries are the same, motivation comes from appraisals, if there is no good appraisal then we lose talented teachers"

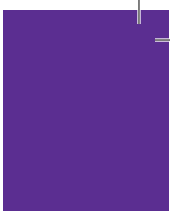
Personal issues like Divorce rates and personal struggles add to anxiety and depression among educators.

Figure: Share of factors affecting mental well-being of teachers/educators



Recommendations and Suggestions

- Integrating mindfulness practices and stress-relieving activities into the education system.
- Providing training on social-emotional skills and coping mechanisms.
- Utilizing AI technology for teacher training and support in the classroom.
- Brief sessions on venting out are needed as a principal quote “They are overtrained with 50 hours of CPT, they need enjoyment.” Teachers are struggling with finishing the curriculum and there is less room for creativity in the classroom.
- As best practices, encouraging healthy habits, providing snacks along with tea in the morning for teachers to keep their energy up, offering opportunities for some physical activity, and providing avenues for open communication can further enhance teacher well-being and contribute to a thriving educational environment.
- Addressing mental health issues among teachers is crucial for fostering a conducive learning environment. By implementing targeted interventions and supportive measures, schools can promote the well-being of educators and, in turn, enhance student outcomes.
- By recognizing and supporting the mental health of teachers, India can create a more positive and productive learning environment for both educators and students, ultimately nurturing stronger foundations for future generations.



Conclusion

“When we hire, we invest a lot in their(teachers’) vision, aspirations, and goals.”, as quoted by a principal, which beautifully explains how leaders are helping teachers achieve their dreams. Most of the schools are thoughtful in implementing programs to manage workloads effectively and create supportive environments where teachers feel valued and heard.

It’s important to acknowledge that teachers face common challenges and require collective support to build resilience, a principal even said, “Teachers should acquire a thicker skin and if required should be trained in dealing with situations like how to deal with parents” and in between teachers wearing multiple hats and performing multiple roles, teaching as a primary thing feels little lost.

Training on AI can potentially aid teachers in classroom management and professional development. It will also boost their confidence as they are no less than ‘Gen Z’.

Limitations of The Survey

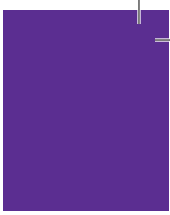
- This survey was conducted among the 25 school principals located in the National Capital Region and the analysis is purely based on the responses received from them. This sample is not representative of the entire NCR region.
- The responses of the interviewees are purely personal and out of their administrative experiences. CII doesn’t take the responsibility for their responses.
- People tend to share responses which are socially acceptable in the society which does not impact the privacy and reputation of the schools.





List of Participant Schools

S.No	Name of School	Location
1.	ITL Public School, Dwarka	New Delhi
2.	The Indian School	New Delhi
3.	Colonel Central Academy	Gurugram
4.	Bal Bharti School	Noida
5.	GBN Sr. Sec. School	Faridabad
6.	DAV Public School, Ashok Vihar	New Delhi
7.	Tagore International School, East of Kailash	New Delhi
8.	Salwan Public School	Gurugram
9.	Salwan Public School, Rajinder Nagar	New Delhi
10.	Tagore International School, Vasant Vihar	New Delhi
11.	Lotus Valley International School	Gurugram
12.	Shiv Nadar School	Faridabad
13.	Shri Chaitanya Techno School	Gurugram
14.	Shri Ram Millenium School	Faridabad
15.	Apeejay School, Saket	New Delhi
16.	Gurusharan Convent School, Paschim Vihar	New Delhi
17.	St. Margaret Sr. Sec. School, Rohini	New Delhi
18.	Sanfort School	New Delhi
19.	Salwan Public School, Tronica City	Ghaziabad
20.	NC Jindal Public School, Punjabi Bagh	New Delhi
21.	Birla Vidya Niketan	New Delhi
22.	Basant Valley School	Gurugram
23.	Mata Jai Kaur Public School	New Delhi
24.	Suraj School	Gurugram
25.	Manav Sthali School, Rajinder Nagar	New Delhi



Annexure

Survey Questionnaire

- Does your school recognises/ identifies that teachers need mental health support. Yes/No
- Does the school offer any mental health support services for teachers? If yes, please describe the types of support available (e.g., counseling services, wellness programs, peer support groups)
- Does School follows/ abide by any mental health policies for teachers?
- In past 5 academic year, how often have you identified the need for or provided emotional support to a distressed colleague/employee?
- Are there any specific factors or challenges within the work environment that impact teacher's mental health?
- Based on the experiences, what additional steps can schools take to better address the mental health needs of teachers?
- Do you have any specific recommendations or initiatives you would like to propose to CII?





Confederation of Indian Industry

The Confederation of Indian Industry (CII) works to create and sustain an environment conducive to the development of India, partnering Industry, Government and civil society, through advisory and consultative processes.

CII is a non-government, not-for-profit, industry-led and industry-managed organization, with around 9,000 members from the private as well as public sectors, including SMEs and MNCs, and an indirect membership of over 300,000 enterprises from 286 national and regional sectoral industry bodies.

For more than 125 years, CII has been engaged in shaping India's development journey and works proactively on transforming Indian Industry's engagement in national development. CII charts change by working closely with Government on policy issues, interfacing with thought leaders, and enhancing efficiency, competitiveness and business opportunities for industry through a range of specialized services and strategic global linkages. It also provides a platform for consensus-building and networking on key issues.

Extending its agenda beyond business, CII assists industry to identify and execute corporate citizenship programmes. Partnerships with civil society organizations carry forward corporate initiatives for integrated and inclusive development across diverse domains including affirmative action, livelihoods, diversity management, skill development, empowerment of women, and sustainable development, to name a few.

As India strategizes for the next 25 years to India@100, Indian industry must scale the competitiveness ladder to drive growth. It must also internalize the tenets of sustainability and climate action and accelerate its globalisation journey for leadership in a changing world. The role played by Indian industry will be central to the country's progress and success as a nation. CII, with the Theme for 2023-24 as **'Towards a Competitive and Sustainable India@100: Growth, Livelihood, Globalisation, Building Trust'** has prioritized 6 action themes that will catalyze the journey of the country towards the vision of India@100.

With 65 offices, including 10 Centres of Excellence, in India, and 8 overseas offices in Australia, Egypt, Germany, Indonesia, Singapore, UAE, UK, and USA, as well as institutional partnerships with 350 counterpart organizations in 133 countries, CII serves as a reference point for Indian industry and the international business community.

Confederation of Indian Industry

The Mantosh Sondhi Centre

23, Institutional Area, Lodi Road, New Delhi – 110 003 (India)

T: 91 11 45771000 • E: info@cii.in • W: www.cii.in

Follow us on:



[cii.in/facebook](https://www.facebook.com/cii.in)



[cii.in/twitter](https://twitter.com/cii.in)



[cii.in/linkedin](https://www.linkedin.com/company/cii.in)



[cii.in/youtube](https://www.youtube.com/cii.in)

Reach us via CII Membership Helpline Number: 1800-103-1244