

A Study of the Mental Health of Students Studying in Government and Non Government Teacher Training Institutions

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ABSTRACT:

The present study focuses on the mental health of students studying in government and non-government teacher training institutions. Education contributes not only to the development of knowledge and intellectual abilities but also to the social, emotional, moral, and mental development of an individual. Since teacher trainees are future teachers, their mental health is particularly important because their emotional balance, adjustment, confidence, and ability to cope with stress may influence their future teaching behaviour and professional effectiveness. During teacher training, students may experience academic pressure, examination anxiety, teaching practice requirements, family expectations, financial concerns, social pressures, and uncertainty regarding future employment, which may affect their mental well-being. Government and non-government teacher training institutions may differ in terms of educational environment, institutional facilities, fee structure, administrative practices, resources, and teacher-student relationships. Therefore, comparison between students of these institutions is educationally meaningful. Previous studies have also highlighted the importance of mental health and well-being among teacher trainees and teachers. The present study was conducted to compare the mental health of students studying in government and non-government teacher training institutions and to examine differences separately among male and female students. A total of 400 B.Ed. students were selected through simple random sampling, consisting of 200 students from government and 200 from non-government teacher training institutions. Overall, the findings indicate that students studying in government teacher training institutions demonstrated comparatively better mental health than students studying in non-government institutions. However, the results should be interpreted as a difference between the selected groups rather than proof that institutional type alone causes better mental health. Factors such as family support, institutional environment, educational resources, social adjustment, self-confidence, stress management, and academic conditions may also contribute to students' mental health.

Keywords - Government and Non-Government Teacher Training Institutions, Students, Mental Health

INTRODUCTION

Education is an important means of the overall development of an individual. Education is not limited only to the development of

knowledge, skills, and intellectual abilities; rather, it also plays an important role in the social, emotional, moral, and mental development of an individual. The quality of an

education system largely depends upon the quality of teachers who play an important role in shaping the personality and future of students. Therefore, along with the educational development of students who are preparing to become teachers, it is also essential to pay attention to their mental health. Teacher training institutions are educational centres where prospective teachers are prepared for the teaching-learning process, classroom management, child psychology, evaluation, and professional responsibilities.

The mental health of students studying in these institutions may influence not only their personal lives but also their future professional lives as teachers. Mental health is an important aspect of an individual's life. In general terms, mental health refers to a balanced mental state in which an individual is able to appropriately regulate his or her emotions, thoughts, and behaviour, cope effectively with the circumstances of daily life, and perform personal and social responsibilities efficiently. A mentally healthy person is generally capable of adjusting himself or herself according to different situations, solving problems effectively, and maintaining a positive attitude. In contrast, mental imbalance, excessive stress, anxiety, frustration, insecurity, emotional instability, and lack of self-confidence may adversely affect an individual's studies, behaviour, social relationships, and overall functioning. In the present time, the issue of students' mental health has gained considerable importance. Students pursuing higher and professional education have to face various educational, personal, and social challenges. Students enrolled in teacher training programmes are expected to complete their curriculum, perform well in examinations, undertake practical work, participate in teaching practice, and prepare themselves for future employment. Under such circumstances, academic pressure, examination-related anxiety, uncertainty regarding the future, financial difficulties, family circumstances, social expectations, and personal problems may affect their mental health. Teacher training is particularly important for students because it has a more practical and responsibility-oriented nature than general higher education. A prospective teacher is not only required to acquire subject knowledge but also needs to develop the ability to understand the needs of students, interact with different types of learners, maintain discipline in the classroom, use appropriate teaching methods, and adjust himself

or herself according to school situations. Consequently, students may experience both academic and professional pressures during their teacher training period. If students are unable to adjust effectively to these circumstances, their mental health may be adversely affected. Government and non-government teacher training institutions may differ in their functioning, available resources, educational environment, fee structure, administrative arrangements, teacher-student relationships, and institutional facilities. Government institutions generally provide comparatively lower fees, prescribed administrative arrangements, and public educational resources, whereas non-government institutions may differ in terms of management practices, fees, facilities, and institutional environment. These differences in institutional conditions may have varying effects on the experiences and mental health of students. The family environment provides students with emotional security and support. Positive relationships within the family, appropriate guidance, and a supportive attitude can strengthen the mental balance of students. On the other hand, family stress, financial difficulties, interpersonal conflicts, or excessive expectations may increase mental pressure. Similarly, the institutional environment is also important. The behaviour of teachers, relationships with classmates, academic support, examination arrangements, discipline, institutional facilities, and guidance available to students may influence their mental health. Mental health is also closely related to students' academic achievement. Mentally balanced students are generally better able to maintain concentration, interest, and consistency in their studies. In contrast, excessive anxiety, stress, or emotional instability may lead to reduced concentration, lack of interest in studies, difficulties in remembering information, and decreased academic performance. This situation is particularly important for students pursuing teacher training because their present mental condition may influence their future teaching behaviour and their relationships with students. Today, the role of a teacher is not limited merely to providing knowledge. A teacher also acts as a guide, motivator, and facilitator in the personality development of students. Therefore, it is essential for prospective teachers to be mentally healthy themselves. A teacher who is capable of managing emotions and stress in a balanced manner will be better able to understand the emotional needs of students. In contrast, a

teacher experiencing considerable mental pressure may find it difficult to create a positive and effective teaching environment. From this perspective, studying the mental health of students during teacher training is also directly related to the quality of the future education system. In the present educational environment, along with the increasing number of teacher training institutions, competition between government and non-government institutions has also increased. Factors such as student enrolment, admission procedures, employment expectations, quality of training, and institutional facilities influence the experiences of students.

Need and Significance of the Study

In the present era, the purpose of education is not limited to providing subject-related knowledge to students; rather, it also aims to ensure their intellectual, social, emotional, and mental development. Students studying in teacher training institutions are future teachers who will work in schools. The period of teacher training is important for students not only in terms of professional preparation but also from the perspective of their personal and social development. During this period, students may face several challenges such as academic pressure, examination-related anxiety, training requirements, teaching practice, uncertainty regarding future employment, family expectations, and various social circumstances. These factors may have either a positive or negative influence on their mental health. If students are mentally healthy and emotionally balanced, they are more likely to participate effectively in academic activities, deal with problems constructively, and perform better in the teaching-learning process. Government and non-government teacher training institutions may differ in terms of their functioning, available resources, fee structure, administrative arrangements, educational environment, and facilities provided to students. The significance of the present study can also be understood from the fact that a mentally healthy teacher is better able to interact with students positively and sensitively. The mental health of teachers influences their work efficiency, decision-making ability, classroom management, attitude towards students, and quality of teaching. If mental health-related problems among students are identified at the teacher training level itself, appropriate counselling, guidance, and support can be provided to them at an early stage. The

findings of this study may be useful for administrators, teacher educators, trainers, counsellors, and educational policy makers associated with teacher training institutions. On the basis of the findings, appropriate efforts can be made to develop a healthy educational environment, understand the mental health-related problems of students, and provide necessary counselling and support services. The study may also be useful for future researchers by providing a basis for further research on teacher training, mental health, and institutional environment.

Review of Related Research Literature

- **In 2021**, Shrestha et al. studied the mental health-related knowledge, attitudes, and capacity to provide mental health support among teachers working in rural low-income private schools in India. This study is important for the present research because understanding mental health-related knowledge and one's own mental health among prospective teachers studying in teacher training institutions is essential for their future professional responsibilities.
- **In 2022**, Sailo, Christina, and Lalramthari studied the well-being of 150 teacher trainees studying at IASE, Mizoram. The Well-Being Scale was used in the study. The findings revealed that 57.33 percent of the teacher trainees had below-average well-being. Differences were also found on the basis of gender and teaching subject/language. Notably, half of the participants considered mental health-related problems to be a major contributor to negative well-being.
- **In 2024**, Bidi and Alapati conducted a scoping review of the literature related to stress and psychological well-being in the teaching profession. The review made it clear that work-related stress in the teaching profession can affect mental and psychological well-being. This finding is also important in the context of teacher trainees because academic pressure, practical work, teaching practice, and concerns related to future employment during the training period may influence their mental health.

Statement of the Problem

A Study of the Mental Health of Students Studying in Government and Non-Government Teacher Training Institutions.

Definition of Variables

- **Mental Health:** In the present study, mental health refers to the overall

psychological and emotional well-being of students studying in government and non-government teacher training institutions.

It includes the students' ability to maintain emotional balance, cope effectively with academic and personal stress, develop healthy interpersonal relationships, maintain self-confidence and adjust positively to their educational and social environment.

- **Government Teacher Training Institution:** In the present study, a government teacher training institution refers to those teacher training institutions that have been classified by the researcher as government institutions in the selected study area and where students are enrolled in teacher training courses.
- **Non-Government Teacher Training Institution:** In the present study, a non-government teacher training institution refers to those recognized teacher training institutions operated by private management in the study area, in which the selected students are enrolled in teacher training courses.
- **Student:** In the present study, student refers to those students who have been selected for the study from government and non-government teacher training institutions on the basis of the sampling procedure determined by the researcher.

Objectives of the Research Study

1. To make a comparative study of the Mental Health of students studying in government and non-government teacher training institutions.
2. To make a comparative study of the Mental Health of male students studying in

government and non-government teacher training institutions.

3. To make a comparative study of the Mental Health of female students studying in government and non-government teacher training institutions.

Hypotheses of the Research Study

1. There is no significant difference in the Mental Health of students studying in government and non-government teacher training institutions.
2. There is no significant difference in the Mental Health of male students studying in government and non-government teacher training institutions.
3. There is no significant difference in the Mental Health of female students studying in government and non-government teacher training institutions.

Tools for Data Collection

For measuring Mental Health, the scale developed by Dr. Sushma Talesara and Dr. Akhtar Bano was used.

Sampling

The present study employed the simple random sampling method of probability sampling. For the purpose of the study, students enrolled in government and non-government B.Ed. colleges were considered as the population. Out of these, a total of 400 B.Ed. students were selected through the simple random sampling method, so that each student had an equal opportunity of being selected.

Analysis and Interpretation of Hypotheses

Table No. 01 Status of Mental Health of Students Studying in Government and Non-Government Teacher Training Institutions

Student	N	M	S.D.	df and level of significance	C.R.	(Hypothesis)
Government Teacher Training Institutions	200	164.72	21.16	$df = 398$ (.05)*	3-12	Rejection (Significant)
Non-Government Teacher Training Institutions	200	158.18	20.74			

Analysis of the Data : It is evident from the above Table 01 that the mean mental health score of 200 students studying in government teacher

training institutions was 164.72, with a standard deviation of 21.16, whereas the mean score of 200 students studying in non-government teacher

training institutions was 158.18, with a standard deviation of 20.74. The obtained t-value was 3.12.

Discussion of the Result

- A clear difference was observed between the mean scores of the two groups.
- The obtained t-value is statistically significant at the 0.05 level.

- Factors such as family support, educational environment, and institutional facilities may influence students' mental health.
- Factors such as stress management, self-confidence, and social adjustment may also affect mental health.
- The educational resources and supportive environment available in government institutions may contribute positively to students' mental health.
- Therefore, the null hypothesis is rejected.

Table No. 02

Status of Mental Health of Male Students Studying in Government and Non-Government Teacher Training Institutions

Male Student	N	M	S.D.	df and level of significance	C.R.	(Hypothesis)
Government Teacher Training Institutions	100	163.84	20.46	$df = 198$ (.05)*	2-44	Rejection (Significant)
Non-Government Teacher Training Institutions	100	157.22	20.84			

Data Analysis: It can be seen from Table 02 that the mean mental health score of 100 students studying in government teacher training institutions was 163.84, with a standard deviation of 20.46, whereas the mean score of 100 students studying in non-government teacher training institutions was 157.22, with a standard deviation of 20.84. The obtained t-value was 2.44.

Discussion of the Result

- A statistically significant difference was found between the means of the two groups.

- The obtained t-value is significant at the 0.05 level.
- A positive educational environment and family support may influence students' mental health.
- Students' ability to manage stress and their level of self-confidence may vary according to the type of institution.
- The results indicate that mental health may also be influenced by the quality of teacher training.
- Therefore, the null hypothesis is rejected.

Table No. 03

Status of the Mental Health of Female Students Studying in Government and Non-Government Teacher Training Institutions

Female Student	N	M	S.D.	df and level of significance	C.R.	(Hypothesis)
Government Teacher Training Institutions	100	165.58	20.18	$df = 198$ (.05)*	2-63	Rejection (Significant)

Non-Government Teacher Training Institutions	100	159.14	19.82			
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Data Analysis: According to Table 4.08, the mean mental health score of 100 female students studying in government teacher training institutions was 165.58, with a standard deviation of 20.18, whereas the mean mental health score of 100 female students studying in non-government teacher training institutions was 159.14, with a standard deviation of 19.82. The t-value between the two groups was 2.63.

Discussion of the Result:

- A clear difference was observed between the means of the two groups.
- The t-value was found to be significant at the 0.05 level.
- Family security, social support, and the educational environment may influence the mental health of female students.
- Emotional balance and self-confidence are important components of mental health.

- The results suggest that female students in government institutions may receive a relatively more favourable environment.

- Therefore, the null hypothesis is rejected.

Main Findings

- A significant difference was found in the Mental Health of students studying in government and non-government teacher training institutions.
- A significant difference was found in the Mental Health of male students studying in government and non-government teacher training institutions.
- A significant difference was found in the Mental Health of female students studying in government and non-government teacher training institutions.

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