

Teachers' Mental Health and Work Performance: An Exploration at the Secondary Level

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Abstract

The research examined the psychological well-being of educators and its impact on their work performance. It aimed to explore the relationship between these variables, with a focus on how mental health influences work outcomes. The study used a quantitative survey method, involving a population of 2,284 secondary school teachers from Bhakkar in Punjab. A sample of 329 teachers was selected through stratified random sampling to ensure representativeness. Data was gathered using a self-designed questionnaire with 54 items. The findings indicate positive developments in mental health across psychological, psychosocial, and behavioural domains. Most teachers reported regular sleep patterns, minimal irrational fears and pessimistic thoughts, and occasional stress. They also demonstrated a good understanding and application of stress-management strategies, contributing to a healthier work environment. To promote a positive work atmosphere, teachers foster strong relationships with colleagues. They also possess effective emotional regulation skills, which are vital for creating a supportive educational environment and enhancing teaching effectiveness. The results underscore the importance of regular attendance, active classroom engagement, and careful monitoring of assignments for good work performance. Although most teachers possess these qualities, there is considerable room for improvement in areas such as consistent curriculum delivery and ongoing refinement of lesson plans. The study shows that teachers' mental well-being significantly influences their job performance, with a strong positive link between these factors. Educational institutions should consider implementing mental health awareness programs and flexible work arrangements to better manage workloads and accommodate teachers' individual needs.

Keywords: Mental health, Work performance, Secondary school teachers

Introduction

Mental health refers to an individual's comprehensive emotional, psychological, and social well-being. It encompasses the ability to navigate daily problems, cultivate and sustain healthy relationships, and arrive at prudent decisions (Gautam et al., 2024). Mental health is not only the absence of mental illness but the condition of well-being in which a person may realize their potential, deal with day-to-day obstacles, and give back to their community (Mérida-López & Extremera, 2022).

Aspects of mental health

Mental health is a multidimensional construct critical for overall well-being and is frequently studied in academic research. According to Burger (2009), emotional well-being includes emotional identification, comprehension, and regulation. Psychological functioning includes cognitive processes, self-esteem, and self-efficacy. According to Chang, (2024a) Social well-being underscores the significance of interpersonal interactions and social support in employees. Behavioural health examines adaptive and maladaptive reactions to stress and difficulties, while spiritual and existential wellness influences job performance. Environmental and cultural aspects examine socio-economic and cultural impacts. (2024) elaborated that physical health acknowledges the interplay between mental and physical well-being, and quality of life assessments gauge overall happiness and contentment. Researchers and scholars delve into these dimensions to gain a comprehensive understanding of the complexities of mental health.

Work performance

Work performance refers to the extent of effectiveness, productivity, and quality with which an individual executes the responsibilities and tasks related to their job in a professional context. It includes all of the abilities, expertise, behaviours, and competencies that an employee demonstrates in carrying out the duties of their position, as well as the objectives and standards of their employer (Nusraningrum et al., 2024). Several criteria, including adherence to deadlines, achievement of objectives, production of high-quality products, demonstration of problem-solving abilities, collaboration with colleagues, and display of a robust work ethic, may be used to assess work performance (Ahiruddin et al., 2021). The efficacy of educators is essential for providing students with a superior education. The ability to instruct effectively requires a blend of classroom management abilities, student involvement, and general professionalism, and teachers' mental health directly affects how well they perform at work (Peng et al., 2022).

Relationship of mental health and work performance

Numerous factors that might significantly affect teachers' general well-being are determinants of their mental health. The demanding characteristics of the teaching profession are a primary motivator. Increased stress and feelings of overload may be brought on by long workdays, demanding workloads, and high levels of responsibility (Wang et al., 2025). Teachers have heightened mental stress from challenges in regulating student conduct, upholding academic standards, and adapting to ever-changing teaching

methodologies (Alzahari et al., 2023; Peng et al., 2022). Mental health issues among teachers may be affected by external causes, including insufficient administrative or peer support, a scarcity of resources and professional development opportunities, and an unsatisfactory work-life balance (Agyapong et al., 2022). Personal factors, including coping mechanisms, historical experiences, and situational contexts, may influence the mental health of educators (Bandyopadhyay, 2018). Promoting teachers' mental health and improving their general work performance requires identifying these determinants and addressing them through helpful policies, resources, and professional development opportunities (Pau et al., 2022). Previous research has identified a range of antecedents of work performance, such as a favourable psychological climate, transformational leadership (X. Chen, 2024), engagement, perceived organizational support and job satisfaction (Parulian & Sutawijaya, 2020). The study potentially enhances the insights by examining the correlation between mental health and teachers' self-assessed work performance. This study aimed to determine the relationship between teachers' mental health and their work performance, and which strategies may be implemented to enhance their mental health and increase their performance. This study has elucidated that evaluating teachers' mental health may serve as an effective measure of their efficacy.

The rationale of the Study

This study was initiated to recognize the significant impact of mental health on teachers' job performance, particularly in secondary schools. Numerous factors that might significantly affect teachers' general well-being are determinants of their mental health. Wang et al. (2025) assert that the rigorous nature of the teaching profession serves as a significant motivation. Prolonged workdays, excessive workloads, and elevated responsibilities may induce heightened stress and overwhelming feelings. Pau et al. (2022) assert that educators experience increased mental stress due to difficulties managing student behaviour, meeting academic requirements, and responding to constantly evolving teaching approaches. External factors, such as inadequate administrative or peer support, a lack of resources and professional development opportunities, and an unacceptable work-life balance, may influence mental health challenges among educators. The mental well-being of educators may be affected by individual characteristics, including coping strategies, past experiences, and contextual circumstances. Enhancing teachers' mental health and overall job performance necessitates the identification of key variables and the implementation of supportive policies, resources, and professional development initiatives. This collaboration sought to furnish insights for educators, legislators, and policymakers. A deeper understanding of the relationship between mental health and work performance could inform measures to improve the work environment and reduce burnout.

Statement of the Problem

Teachers may face prolonged work hours, heavy workloads, administrative responsibilities, and difficulties controlling student conduct, which can contribute to stress, burnout, and other mental health disorders. These issues can negatively influence motivation, job happiness, and overall work performance, ultimately affecting the quality of education provided. The study looked at two major topics: the influence of teachers' mental health on

their productivity and a thorough grasp of the link between teachers' mental well-being and performance. The study looked at the link between mental health and professional performance, providing insights into several elements that influence both. The study examines four crucial components to provide significant insights into the critical link between teachers' mental health and their capacity to provide high-quality education.

Objectives of the Study

1. To examine the interrelation between teachers' mental health and work performance.
2. To determine the predictive impact of teachers' mental health on their work performance.

Research Questions

1. What is the relationship between secondary school teachers' mental health and work performance?
2. To what extent does mental health significantly influence the professional performance of secondary school teachers?

Significance of the Study

The study may provide significant insights into the correlation between these two elements by examining their connection. It has elucidated the adverse effects of inadequate mental health on educational quality, while underscoring the incontrovertible connection between mental health and occupational productivity. This study has significant consequences as it underscores the necessity of emphasizing and supporting teachers' mental health. The findings may provide a basis for educated decision-making among teachers, students, administrators, and policymakers. The project seeks to cultivate favourable learning environments and enhance student results by formulating comprehensive techniques to assist teachers' mental health, thereby significantly advancing the education system.

Delimitations of the Study

- All Secondary school teachers (male and female) working in public schools of District Bhakkar.

Literature Review

Numerous studies have demonstrated the link between mental health and teaching effectiveness, work satisfaction, absenteeism, classroom management issues, and presenters (Alzahari et al., 2023). Teachers' mental health issues are caused by a variety of factors, including a hefty workload, workplace stress, a lack of supporting elements, and an unbalanced work-life schedule (Emeljanovas et al., 2023). Prioritizing educators' mental well-being can enhance their job performance. This can be achieved by establishing support networks, lowering workloads, encouraging work-life balance, and putting in place efficient treatments to deal with mental health concerns (Pitt Barnes & Lang, 2023). Stress, anxiety, depression, burnout, sleep disorders, substance abuse, emotional well-being, and work-life balance significantly affect mental health. Understanding and addressing this mental health indicators are crucial for promoting a healthy work environment and optimizing job performance (Sarkar et al., 2024). Organizations should prioritize mental health support, implement preventive measures, and provide resources and interventions to help employees

manage and improve their mental well-being (Chang, 2024b).

The two primary characteristics that enable educators to undertake extensive leadership and management tasks inside their classrooms are their mental health and stress levels. The state must assess their physical, mental, social, and psychological well-being before giving it responsibility for the educational system. Educators must have the technical expertise, knowledge, and cognitive insight necessary to support children with varied needs. They must maintain a manageable stress level and exceptional cognitive comprehension (Salvo-Garrido et al., 2025). Teachers' mental health enhances students' learning and development experiences via school-based mental health initiatives. According to Warren et al (2024), there is a growing need to support school-based mental health and school psychologists' expertise since these professionals are essential in providing teachers with high-quality, scientifically supported therapies.

Research indicates, for instance, that teachers who diversify their education, use student-centered techniques, and give timely feedback are likely to increase student engagement and learning outcomes (Viertiö et al., 2021). Moreover, research has examined the impact of well-being, job satisfaction, and teacher motivation on performance. Higher levels of involvement, dedication, and effectiveness in their duties are linked to teachers' intrinsic drive, passion for teaching, and sense of efficacy (Ahmad et al., 2023; Gagné & Deci, 2005). On the other hand, elements like stress, burnout, and discontent can harm retention, performance, and teacher morale (Zhang, 2022). It can be detrimental to students' psychological health for teachers to constantly control their emotions, show empathy, and offer emotional support to their pupils (Gabriel & Aguinis, 2022). Educators may experience symptoms of anxiety, depression, and emotional tiredness due to the emotional demands of teaching and insufficient coping skills (Arens & Morin, 2016). Researchers have emphasized the positive correlation between teachers' psychological well-being and commitment to teaching, job satisfaction, and instructional quality (Voss et al., 2023; Skaalvik & Skaalvik, 2017). Higher emotional well-being among educators is linked to increased zeal, inventiveness, and adaptability in their teaching strategies, which creates engaging and encouraging learning environments for students (Dreer, 2023). According to Harel et al (2025), educators who empathize with those around them are better at managing and leading. Every educator possesses a unique method for managing their emotional state and influencing the responses of others. The emotional condition of teachers who maintain effective mental hygiene is often positive. They can endure painful emotional events without incurring material harm. Beames et al (2023) demonstrated that trait-based mental health positively influences teachers' performance in interviews and contextual performance. Enhanced mental health has been associated with superior contextual performance in educators. According to Li et al (2025), teachers with outstanding mental health can better regulate their well-being, maintain a happy psychological state, and improve their job performance and achievement.

Research Methodology

The study was based on positivism and used a quantitative research design with a survey approach.

Population of the study

In 2025, 2,284 secondary school teachers worked in the Bhakkar district, which has 134 schools in its four tehsils. The details are as follows.

Table No. 1: Details of secondary schools and teachers of Bhakkar

	Bhakkar	Darya khan	Kallurkot	Mankera	Total
No of Schools	48	24	35	27	134
No of Teachers	985	407	533	359	2284

Sample of the study

The researcher employed a proportional stratified random sampling method to select the sample. To achieve this objective, four strata were established based on the tehsil, and teachers were randomly assigned to each stratum based on the principle of proportionate representation. L.R. Gay’s sample size determination criteria (Mills & Gay, 2019) were used to calculate the sample size of 329 teachers.

Research Instruments

To develop a questionnaire, the JPS (Job Performance Scale) created by the University of Michigan (UOM) was modified to analyze teacher job performance. The Teacher Stress Inventory (TSI) by Fimian and the General Health Questionnaire (GHQ-28) were combined to assess teacher mental health. Respondents were asked to offer predetermined replies on a Likert scale, ranging from “Not at all” (1) to “Always true” (6).

Reliability of Research Instruments

The research assessed the questionnaire’s reliability by computing Cronbach’s alpha coefficient, indicating that it yielded dependable and consistent results. Sections A and B demonstrate Cronbach’s alpha values of .861 and .825, respectively, indicating that the questionnaire items were trustworthy and produced valid findings.

Data Collection Procedure

The researcher visited the relevant schools to distribute the questionnaire, and after distribution, an adequate period was given for completing the survey. The questionnaires were systematically collected once finished.

Data Analysis

The collected data were analyzed using both descriptive and inferential statistics. The study variables, work performance and mental health, were examined using descriptive statistics such as means and percentages. Inferential statistics, including the relationship between teachers’ mental health and performance, were assessed using Pearson’s linear correlation and simple linear regression analysis.

Results

Table No. 2: Analysis of Mental health of teachers (Psychological Health)

	N.A	A	V.R	R	O	V.F	A.T	
I feel that I/my	%	%	%	%	%	%	%	\bar{X}
1 Have regular sleep patterns.	3.4	6.4	8.2	12.3	23.4	46.3	4.84	

2	Experience fear without cause.	61.4	19.1	9.7	6.1	2.2	1.5	1.56
3	Often feel depressed.	33.2	40.2	15.2	6.0	3.7	1.6	1.87
4	Feel occupational stress as a teacher.	23.4	37.5	18.2	8.5	8.2	4.3	2.04
5	Carry work stress into home life.	31.3	42.3	18.2	4.3	2.2	1.8	2.34
6	Know strategies to manage stress.	1.3	6.4	8.3	15.3	40.2	28.5	4.21
7	Maintain good relations with colleagues.	5.3	9.1	14.2	13.3	36.2	21.9	3.95
8	Fear unexpected death.	46.2	34.5	6.2	10.3	2.2	0.6	1.78

Table 2 summarizes teachers' perceptions of their psychological health. Most report healthy sleep patterns ($\bar{X} = 4.84$), indicating overall satisfaction with sleep quality. The majority denies experiencing irrational fears ($\bar{X} = 1.56$), depression ($\bar{X} = 1.87$), or frequent occupational stress ($\bar{X} = 2.04$), suggesting generally low levels of psychological distress. Similarly, the tendency to bring work-related stress home was low ($\bar{X} = 2.34$). Teachers are highly aware of stress-coping strategies ($\bar{X} = 4.21$) and report positive peer relationships ($\bar{X} = 3.95$). Finally, fear of sudden death was limited among participants ($\bar{X} = 1.78$), indicating emotional stability in this area.

Table No. 3: Analysis of mental health of teachers (Socio-emotional Health)

I feel that I/my	N.A.A %	V.R %	R %	O %	V.F %	A.T %	\bar{X}
9 Cannot communicate efficiently in a group.	38.4	50.2	5.2	2.4	2.7	1.2	1.54
10 Involved in daydreaming.	40.2	40.3	10.2	4.4	3.4	1.5	1.43
11 manage my emotions effectively in the classroom.	1.3	4.3	8.3	11.2	50.0	25.0	4.88
12 Enjoy student interaction without hesitation.	3.4	5.5	5.3	10.4	30.2	45.1	4.74
13 Have positive relationships with my colleagues.	0.0	0.6	3.7	8.2	32.2	55.2	4.87
14 Become emotionally unstable during students' questions.	44.7	31.9	8.1	7.2	4.3	3.9	1.45
15 Act aggressively toward others without reason.	66.4	22.1	6.6	3.1	1.2	0.6	1.39
16 Struggle to manage the emotional demands of teaching.	30.3	43.3	17.2	5.3	2.2	1.8	1.54

Table 3 shows the analysis of teachers' socio-emotional health. Most respondents reported ease in group communication ($\bar{X} = 1.54$) and low engagement in daydreaming ($\bar{X} = 1.43$), indicating a stable social orientation. Teachers generally demonstrated effective emotional regulation in the classroom ($\bar{X} = 4.88$) and reported high levels of comfort when interacting with students ($\bar{X} = 4.74$) and maintaining positive relationships with colleagues ($\bar{X} = 4.87$). Emotional instability during student questioning was rarely experienced ($\bar{X} = 1.45$), and compulsive handwashing behaviours were minimally reported ($\bar{X} = 1.39$), suggesting low obsessive tendencies. Although balancing the emotional demands of teaching posed some difficulty ($\bar{X} = 1.54$), the overall results indicate strong socio-emotional functioning among teachers.

Table No. 4: Analysing teachers' mental health (Behavioural disorders)

I feel that I/my	N.A.A %	V.R %	R %	O %	V.F %	A.T %	\bar{X}
22 Frequently observe my own hands.	65.4	23.1	5.6	4.1	1.2	0.6	1.84
23 Perceive non-existent visuals.	75.2	18.0	3.7	2.4	0.6	0.0	1.36
24 Use hallucinations.	77.1	15.7	3.7	2.3	0.1	1.0	1.24

25 Have realistic goals.	3.4	6.4	8.2	12.3	23.4	46.3	4.76
26 Behaviour affects my teaching performance.	3.3	4.4	11.3	12.3	30.2	38.5	4.51
27 Not able to cope with stress because of my behaviour.	46.3	23.4	10.2	12.3	5.4	2.4	2.24

Table 4 shows the analysis of behavioural disorders among teachers. Most participants denied engaging in compulsive hand-watching ($\bar{X} = 1.84$), visual hallucinations ($\bar{X} = 1.36$), or using hallucinations ($\bar{X} = 1.24$), indicating a low presence of psychotic or obsessive-compulsive tendencies. In contrast, teachers largely affirmed having realistic goals (mean = 4.76) and recognized that their behavioural patterns positively influence teaching effectiveness ($\bar{X} = 4.51$), reflecting good self-regulation and goal focus. A moderate number reported difficulty managing stress because of their behaviour ($\bar{X} = 2.24$), suggesting that while overall behavioural stability is strong, some teachers might benefit from targeted emotional resilience support.

Table no 5: Analysing teachers mental health (Psychosomatic disorders)

I feel that I/my	N.A.A %	V.R %	R %	O %	V.F %	A.T %	\bar{X}
28 Become epileptic when I am anxious.	44.7	31.9	9.0	6.1	5.5	2.9	2.40
29 Have a severe health problem	76.2	17.0	4.7	1.4	0.6	0.0	1.44
30 Blood pressure rises in minor difficulties.	33.2	35.2	9.2	7.0	8.7	6.6	2.68
31 struggle to relax after a demanding day	74.2	14.6	4.1	1.5	1.5	0.6	1.40
32 Eating habits shift during stress	66.4	22.1	6.6	3.1	1.2	0.6	1.70
33 Experience headache issues during stressful periods.	38.4	31.4	16.5	9.1	3.2	1.3	2.26
34 Tend to ignore physical symptoms until they become severe.	45.2	26.3	16.2	5.3	4.5	2.2	2.67

Table No. 5 explores psychosomatic symptoms among teachers. Most participants denied experiencing epileptic symptoms due to anxiety ($\bar{X} = 2.40$) or unexplained physical health problems ($\bar{X} = 1.44$), indicating a low occurrence of severe psychosomatic responses. Similarly, difficulties in relaxing after teaching ($\bar{X} = 1.40$) and stress-related changes in eating habits ($\bar{X} = 1.70$) were rarely reported. Moderate responses were observed for stress-induced headaches ($\bar{X} = 2.26$) and neglect of physical symptoms until severe ($\bar{X} = 2.67$), highlighting areas of concern. A slightly higher response was seen regarding blood pressure fluctuations under minor stress ($\bar{X} = 2.68$), pointing to some physiological sensitivity to occupational pressure. Overall, while significant psychosomatic disorders were uncommon, some stress-related physical symptoms were moderately evident.

Table No. 6: Analysing Work Performance (Regularity)

I feel that I/my	N.A.A %	V.R %	R %	O %	V.F %	A.T %	\bar{X}
36 Make consistent efforts to attend classes.	0.6	2.5	2.5	5.5	20.2	68.7	4.86
37 Teach concerning prior lessons.	2.5	4.1	6.2	16.2	23.3	47.7	4.24
38 Routinely check students' homework.	0.0	1.3	3.3	8.6	30.6	56.2	4.40
39 Offer ongoing feedback.	3.5	6.6	10.3	12.2	25.2	42.2	4.17
40 Consistently cover the prescribed syllabus.	5.5	7.6	12.2	19.2	25.2	30.2	3.96

Table 6 provides detailed data on teachers' attendance and consistency in their work

performance. Most teachers reported regularly attending classrooms ($\bar{X} = 4.86$), demonstrating strong commitment. They also showed high regularity in checking homework ($\bar{X} = 4.40$) and connecting lessons with previous ones ($\bar{X} = 4.24$), indicating a structured teaching approach. Although slightly lower, ongoing feedback ($\bar{X} = 4.17$) and syllabus completion ($\bar{X} = 3.96$) still received favourable ratings, though with more varied responses. Overall, these results suggest a generally high level of consistency and professionalism in teachers' classroom practices.

Table No. 7: Analysing Work Performance (Lesson Planning)

I feel that I/my	N.A.A %	V.R %	R %	O %	V.F %	A.T %	\bar{X}
41 Plan lessons according to the timetable.	5.6	8.2	10.2	10.4	25.2	40.2	3.96
42 Enter the classroom with a prepared lesson plan.	8.5	10.2	16.2	20.2	25.5	19.3	3.54
43 Effectively utilize AV aids during teaching.	10.2	14.3	10.2	19.2	20.2	25.9	3.77
44 Prepare myself for delivering a practical lesson.	7.5	15.2	16.2	20.2	25.3	15.5	3.86

Table 7 highlights teachers' practices related to lesson planning. Most respondents affirmed planning lessons in alignment with the timetable ($\bar{X} = 3.96$), and a significant number reported consistent preparation of lesson plans before class ($\bar{X} = 3.54$), although this aspect received relatively lower ratings. Teachers showed moderate engagement in organizing AV aids for instruction ($\bar{X} = 3.77$) and personal grooming for lesson delivery ($\bar{X} = 3.86$), indicating a balanced commitment to instructional readiness. The data suggest that while lesson planning practices are generally positive, certain areas—particularly preparation and instructional resources—may benefit from further reinforcement.

Table No. 8: Analysing Work Performance (Classroom management)

I feel that I/my	N.A.A %	V.R %	R %	O %	V.F %	A.T %	\bar{X}
45 Begin lessons based on students' prior knowledge.	5.6	8.2	10.2	10.4	25.2	40.2	3.94
46 Introduce topics using the whiteboard.	0.6	6.7	8.5	15.4	25.7	43.0	4.08
47 Support all students' academic growth.	5.5	7.6	12.2	19.2	25.2	30.2	3.74
48 Communicate effectively during instruction.	2.5	3.5	6.2	20.2	24.2	43.0	3.89
49 Use real-life examples to motivate students.	8.5	11.2	14.5	18.3	25.5	22.1	3.56

Table 8 evaluates teachers' classroom management practices. A substantial majority reported using whiteboards effectively to introduce topics ($\bar{X} = 4.08$) and initiating lessons based on students' prior knowledge ($\bar{X} = 3.94$), reflecting sound instructional strategies. Teachers also indicated practical communication skills ($\bar{X} = 3.89$) and a moderate tendency to support student growth ($\bar{X} = 3.74$). However, motivation through real-life examples received a comparatively lower mean score (3.56), suggesting a potential area for pedagogical enhancement. Overall, responses depict competent classroom management, with room for improvement in student engagement techniques.

Table No. 9: Analysing Work Performance (Evaluation)

I feel that I/my	N.A.A %	VR %	R %	O %	V.F %	A.T %	\bar{X}
50 Assess students' emotional well-being through diverse tools.	0.0	0.6	3.7	8.2	32.2	55.2	4.45
51 Obtain feedback from the majority of students.	3.3	5.6	5.4	10.3	30.3	45.2	4.36
52 Utilize student evaluations to improve my teaching.	1.3	4.3	8.3	11.2	50.0	25.0	4.12
53 Evaluate both students and the resources provided to them.	5.5	7.6	12.2	19.2	25.2	30.2	3.95
54 Refine instructional methods based on student evaluations.	5.6	8.2	10.2	10.4	25.2	40.2	3.88

Table No. 9 examines teachers' evaluation practices. Most participants reported regularly assessing students' emotional well-being using various tools ($\bar{X} = 4.45$) and gathering feedback from nearly all students ($\bar{X} = 4.36$), indicating a reflective and inclusive approach to assessment. Teachers also acknowledged utilizing evaluations for self-improvement ($\bar{X} = 4.12$) and showed moderate involvement in assessing learners and the available facilities ($\bar{X} = 3.95$). Additionally, many reported enhancing their teaching methods through student evaluations ($\bar{X} = 3.88$). Overall, the findings reflect a proactive evaluation culture among teachers, emphasizing emotional and formative assessment practices.

Table no 10: Relationship between Mental Health (MH) and Work Performance (WP)

		MH	WP
MH	Pearson Correlation	1	.917**
	Sig. (2-T)		.000
	N	329	329
WP	Pearson Correlation	.917**	1
	Sig. (2-T)	.000	
	N	329	329

** . Significant Correlation at 0.01 level (2-T).

Table 4.9 indicates a robust and statistically significant positive association (coefficient = .917) between MH and WP of educators. The data indicates that enhancements in mental health correlate with improvements in work performance, and conversely, the relationship is statistically significant at the 0.01 level.

Table No. 10: Impact of teachers' mental health on their work performance (Regression Analysis)

i) Model Summary						
Model	R	R ²	Adjusted R ²	SE		
1	.917	.842	0.991	41.825		
ii) ANOVA ^a						
Model		SS	df	MS	F	Sig.
1	Regression	1632440.341	1	1632440.341	1749.405	.0002
	Residual	305136.802	327	933.140		

Total	1937577.143	328			
iii) Coefficients					
Model	Unstandardized		Standardized	t	Sig.
	B	S.E	Beta		
1 (Constant)	.859	.053		16.243	.013
Mental Health	.690	.020	.883	33.963	.041

a. DV: Work Performance
 b. IV: Mental Health

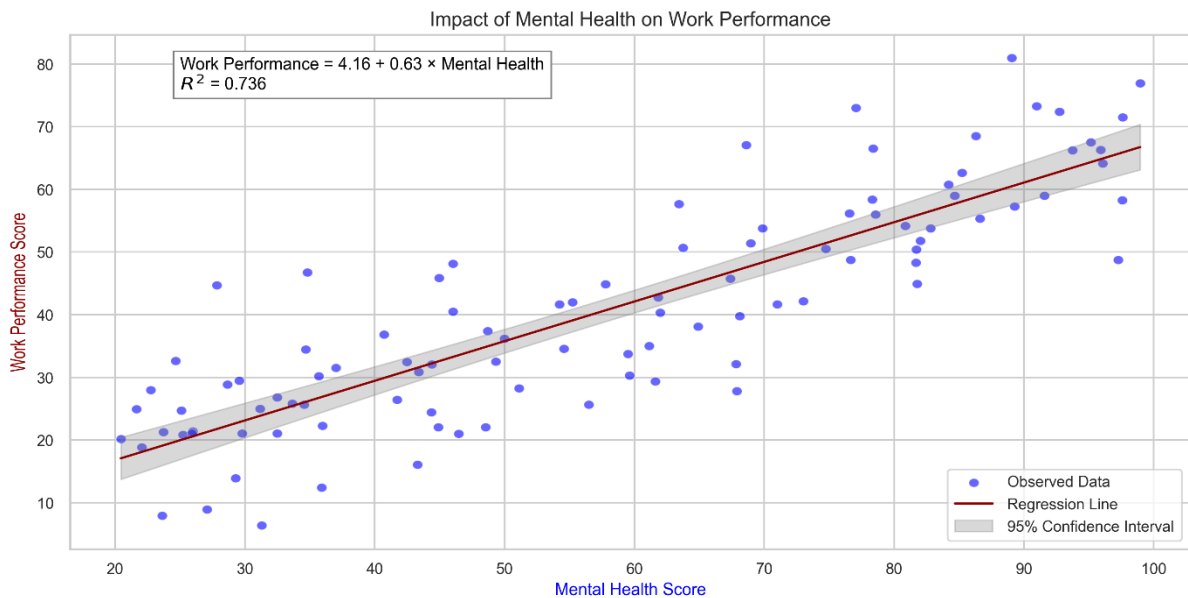


Table 10 shows a regression analysis demonstrating the effect of teachers' mental health on work performance. The results indicate that work performance, as the dependent **variable**, was strongly predicted by the independent variable of MH. The independent variable of teachers' MH significantly predicts WP, $F(1,327) = 1749.405$, $p < 0.05$, showing its influence on current work performance. The R^2 value of 0.842 suggests that the model explains 84.2% of the variation in teachers' MH. The findings reveal that teachers' MH significantly and positively affects WP ($B=0.991$, $t=41.825$, $p=0.000$). The null hypothesis was rejected, and the alternative hypothesis was accepted.

Findings of the Study

Data analysis indicates that teachers generally maintain good psychological well-being, demonstrated by low levels of irrational fears (61.4%), depression (73.4%), occupational stress (61.1%), and work-related stress spillover (73.6%). Furthermore, a considerable proportion (68.7%) showed awareness and use of stress-coping strategies, reflecting healthy psychological adjustment. Psychosocially, teachers reported low occurrences of social fear (76.6%), communication challenges (88.6%), daydreaming (80.5%), and unexplained aggression (88.6%), while a majority (75%) demonstrated effective emotional regulation,

indicating strong socio-emotional health. Behavioural disorders were also minimal, with few reports of obsessive or hallucinatory symptoms and a notable presence of realistic goal-setting and behaviour awareness. Psychosomatic health appeared stable, with most denying stress-related physical symptoms like unexplained illnesses (93.2%), relaxation difficulties (88.8%), and appetite changes (88.5%). However, moderate physiological stress signs such as high blood pressure (68.4%) and headaches (69.8%) were observed. In terms of work performance, teachers showed high attendance (88.7%) and lesson continuity (71.0%), along with consistent assignment checking (86.8%) and feedback delivery (67.4%). Lesson planning and classroom management practices were moderate, though evaluation practices remained robust. A strong positive correlation ($r = .918$) and significant impact ($B = 0.992$, $p < 0.001$) confirm that mental health substantially influences teachers' work performance.

Discussion

The findings of this study affirm that teachers generally maintain good mental health across psychological, psychosocial, behavioural, and psychosomatic domains. The low incidence of symptoms such as irrational fear, chronic depression, hallucinations, or obsessive behaviours indicates psychological stability among respondents, as found in earlier studies (Affuso et al., 2023; Capone & Petrillo, 2020). Teachers also reported strong emotional regulation, healthy collegial relationships, and effective coping with work-related stress, consistent with findings by (Skaalvik & Skaalvik, 2017). Psychosomatic symptoms such as stress-induced headaches or elevated blood pressure were present but limited, echoing the conclusions of S. Chen et al. (2023) and Mérida-López and Extremera (2022) regarding minor physiological manifestations of stress. These trends suggest an emotionally resilient and socially functional teaching workforce, supported by prior research emphasizing the role of emotional stability in educational settings (Baluyos et al., 2019; Usop et al., 2013).

Teachers demonstrated strong consistency, effective instructional planning, and active professional engagement regarding work performance. High levels of class attendance, lesson continuity, assignment checking, and feedback practices show their dedication to pedagogy. Lesson planning and classroom management practices were observed moderately, reflecting the importance of preparation and motivation in student-centered instruction. Evaluation-related practices such as emotional assessment, self-reflection based on student feedback, and contextual evaluations highlight a reflective and adaptable teaching culture. These measures indicate a professionally capable teaching cohort striving to meet instructional goals. These indicators indicate a professionally competent teaching cohort striving to meet instructional goals.

The inferential statistics reinforce these patterns. A strong positive correlation ($r = .918$) and significant regression coefficient ($B = 0.992$, $p < .001$) between mental health and work performance confirm that emotionally healthy teachers are more likely to perform effectively (Capone & Petrillo, 2020; Skaalvik & Skaalvik, 2018). Teachers with solid mental health demonstrate better stress management, communication, and emotional regulation—critical factors influencing classroom climate and student achievement (Johnson, 2017; Pau et al., 2022). These findings highlight the need for institutional interventions to support teacher well-being, as doing so directly improves instructional quality and student results (Harrison et al., 2023; Maslach & Leiter, 2017).

Conclusion

The data points to encouraging trends in mental health, since most instructors report standard sleep patterns, minimal unreasonable anxieties and despair, and low stress. Furthermore, responders demonstrate extensive understanding and use of stress-coping techniques, supporting a healthy school work environment. Moreover, teachers perceive that they have strong emotional control, which is essential for creating a positive school atmosphere and enhancing teaching efficacy. The data shows the need for regular attendance, consistency, and thorough supervision of assignments in classrooms. While most respondents possess these traits, there is room for improvement, such as regularly presenting the syllabus and planning lessons. The data indicate a significant impact of mental health on work performance, and a strong positive correlation exists between the two variables, leading to the rejection of the null hypothesis.

Recommendations

1. Schools may lessen the extra burden on teachers so they can give full-time teaching to the curriculum.
2. Management may create a healthy school environment by arranging mentorship programs, peer support networks, and counselling services.
3. Management may focus on lesson planning assistance and support for teachers.

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