



Mental Health of Teacher Educators in COVID-19

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ABSTRACT

The COVID-19 pandemic significantly affected the mental health and professional responsibilities of teacher educators due to the rapid shift to online teaching. The present study examined the mental health of teacher educators during the pandemic using the Normative Survey Method. A sample of 140 teacher educators from B.Ed. colleges in Vellore District, Tamil Nadu, was selected for the study. Data were collected using a standardized Mental Health Scale and analyzed using percentage, mean, and standard deviation. The findings revealed a moderate level of mental health among the respondents (Mean = 72.84, SD = 8.65). The study also identified variations in mental health across selected demographic variables. The results emphasize the need for institutional support, counselling services, and faculty development programmes to promote the psychological well-being of teacher educators. The study provides valuable insights for educational institutions and policymakers in strengthening faculty mental health during future crises.

1. INTRODUCTION

Mental health is essential for the personal well-being and professional effectiveness of teacher educators, as it directly influences the quality of teacher education. The COVID-19 pandemic disrupted higher education worldwide, forcing a rapid transition from classroom teaching to online learning. This shift

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increased workload, technological challenges, and work-life imbalance, leading to stress, anxiety, and emotional exhaustion among teacher educators. Lockdowns, social isolation, and uncertainty further affected their psychological well-being. In India, inadequate digital infrastructure and institutional preparedness intensified these challenges despite initiatives such as SWAYAM and DIKSHA.

The implementation of the National Education Policy (NEP) 2020 has highlighted the importance of faculty well-being and digital competence. However, limited research has focused specifically on the mental health of teacher educators. Therefore, the present study examines the mental health of teacher educators during the COVID-19 pandemic in Tamil Nadu to provide evidence for improving institutional support, faculty resilience, and educational quality.

2. STATEMENT OF THE PROBLEM

The problem selected for the present study is "**Mental Health of Teacher Educators in COVID-19**".

3. OPERATIONAL DEFINITIONS

Mental Health: Mental health refers to the state of emotional, psychological, and social well-being that enables an individual to cope with the stresses of life, work effectively, maintain positive relationships, and make sound decisions. In the present study, it refers to the level of psychological well-being of teacher educators during the COVID-19 pandemic as measured by the selected standardized Mental Health Scale.

Teacher Educators: The responsible for teaching educational theory and pedagogy courses, supervising school internships and teaching practice, mentoring student teachers, conducting assessments, carrying out research, and participating in academic and administrative activities.

4. OBJECTIVES OF THE STUDY

1. To find out the level of Mental **Health among Teacher Educators** during the COVID-19 pandemic
2. To find out the significant difference in the mean scores of teacher Educators during the COVID-19 pandemic with respect to:
 - a) Gender : Male / Female
 - b) Type of school : Government / Non-government
 - c) Locality of school : Rural / Urban
 - d) Age in years : Below 25/ Above 25
 - e) Marital status : Married / Unmarried



- f) Type of family : Nuclear / Joint.

5 HYPOTHESIS OF THE STUDY

1. The level of **Mental Health among Teacher Educators** during the COVID-19 pandemic is high.
2. There is no significant difference in the mean scores of **Mental Health among Teacher Educators** during the COVID-19 pandemic with respect to:
 - a) Gender : Male / Female
 - b) Type of school : Government / Non-government
 - c) Locality of school : Rural / Urban
 - d) Age in years : Below 25/ Above 25
 - e) Marital status : Married / Unmarried
 - f) Type of family : Nuclear / Joint.

6. TOOLS USED FOR THE STUDY

For the present investigation, the investigator used the following tools:

Mental Health Scale – Constructed and validated by the investigator Dr.A.Magalingam (2021).

7. METHOD OF THE DAY

The present study adopts the Normative Survey Method to examine the mental health of teacher educators during the COVID-19 pandemic. This method is appropriate for studying the existing status, opinions, and characteristics of a population without manipulating variables. As stated by Best and Kahn (2006), it enables the systematic collection and analysis of data on present conditions.

8. POPULATION OF THE STUDY

George J.Mouly observes that “Modern statisticians feel that taking complete senses is frequently a sign of statistical (Sampling) incompetence”. Hence, the investigator, as per the permission from the authorities data collected six B.Ed college of Education in Vellore district and collected data.

The population includes teacher educators from **Self-Financing Colleges of Education** located in both **urban and rural areas** of Vellore Dt, in Tamil Nadu. The respondents represent diverse demographic characteristics such as **gender, age, teaching experience, and locality of the institution**, which are considered as independent variables in the present study.

From this population, a representative sample of **140 teacher educators** was selected for the present investigation using an appropriate sampling technique. The findings of the study are expected to provide meaningful insights into the mental health status of teacher educators working in co-educational colleges of education in Tamil Nadu.

9 VARIABLES OF THE STUDY

Dependent Variable - Mental Health Scale

Independent Variables -

The independent variables selected for the study are:

- a) Gender : Male / Female
- b) Type of school : Government / Non-government
- c) Locality of school : Rural / Urban
- d) Age in years : Below 25/ Above 25
- e) Marital status : Married / Unmarried
- f) Type of family : Nuclear / Joint.

10. DISTRIBUTION OF THE SAMPLE

The distribution of the sample based on the sub-samples is given as below in table

TABLE – 1 Distribution of the Sample based on the Demographic Variables of the Study

S. No	Variables		Number	Percentage %
1	Gender	Male	54	38.5%
		Female	86	61.5%
2	Locality of the College	Rural	58	41.4%
		Urban	82	58.6%
3	Age in the year	Below 25	46	32.9%
		Above 26	94	67.1%
4	Marital status	Married	59	42.1%
		Unmarried	81	57.9%
5	Type of family	Nuclear	89	63.6%

		Joint	51	36.4%
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The study consisted of 140 teacher educators selected from B.Ed. colleges. The majority of the respondents were female (61.5%), while 38.5% were male. Most participants were from urban colleges (58.6%), were above 26 years of age (67.1%), and 57.9% were unmarried. In terms of family type, 63.6% belonged to nuclear families, whereas 36.4% belonged to joint families. Overall, the sample represented diverse demographic characteristics, providing a suitable basis for investigating the mental health of teacher educators during the COVID-19 pandemic.

11. Descriptive Analysis

Table – 2 Descriptive Statistics of Mental Health and Demographic Variables of the Study (N = 140)

S. No	Variables		Mean	Median	SD
1	Mental Health		72.84	73.00	8.65
2	Gender	Male	1.61	2.00	0.49
		Female			
3	Locality of the college	Rural	1.59	2.00	0.49
		Urban			
4	Age in the year	Below 25	1.67	2.00	0.47
		Above 26			
5	Marital Status	Married	1.58	2.00	0.49
		Unmarried			
6	Type of family	Nuclear	1.36	1.00	0.48
		Joint			

Table - 2: Descriptive Statistics of Mental Health and Demographic Variables of the Study (N = 140)

1. Mental Health

The mean score of mental health among the teacher educators is **72.84**, with a **median of 73.00** and a **standard deviation of 8.65**. The closeness between the mean and median indicates that the mental health



scores are approximately normally distributed. The standard deviation suggests a moderate variation in mental health scores among the respondents.

2. Gender

The gender variable recorded a **mean of 1.61**, a **median of 2.00**, and a **standard deviation of 0.49**. The low standard deviation indicates that the respondents are consistently distributed between the male and female categories. The mean value reflects a relatively higher representation of female teacher educators in the sample.

3. Locality of the College

The locality of the college has a **mean of 1.59**, a **median of 2.00**, and a **standard deviation of 0.49**. These values indicate a balanced distribution of respondents from rural and urban colleges, with a slightly higher proportion of teacher educators from urban colleges.

4. Age in the year

The age variable shows a **mean of 1.67**, a **median of 2.00**, and a **standard deviation of 0.47**. The low standard deviation indicates minimal variation between the two age groups. The mean value suggests that respondents in the **Above 26 years** category constitute a larger proportion of the sample.

5. Marital Status

The marital status variable has a **mean of 1.58**, a **median of 2.00**, and a **standard deviation of 0.49**. The low standard deviation indicates a fairly even distribution between married and unmarried respondents. The mean value suggests that unmarried teacher educators are slightly more represented in the study.

6. Type of Family

The type of family variable records a **mean of 1.36**, a **median of 1.00**, and a **standard deviation of 0.48**. The low standard deviation indicates limited variability in the distribution of respondents according to family type. The mean and median values indicate that a greater proportion of teacher educators belong to **nuclear families** than to joint families.

12. EDUCATIONAL IMPLICATIONS

Establish faculty mental health programmes with counselling and stress management services. Organize regular Faculty Development Programmes (FDPs) on digital pedagogy and resilience. Promote supportive



leadership and collaborative work environments. Ensure equitable distribution of teaching and administrative responsibilities. Integrate mental health awareness and self-care into teacher education curricula. Strengthen digital infrastructure and institutional support. Formulate policies that prioritize faculty well-being and educational quality.

13. LIMITATIONS OF THE STUDY

The study was limited to 140 teacher educators. The sample was confined to B.Ed. colleges in Vellore District, Tamil Nadu. A cross-sectional survey design was adopted. Data were collected using a self-report questionnaire. Only selected demographic variables were considered. The findings reflect conditions during the COVID-19 pandemic.

14. RECOMMENDATIONS FOR PRACTICE

Establish Faculty Mental Health and Wellness Centres. Conduct regular FDPs on resilience, emotional intelligence, and digital skills. Provide counselling and stress management programmes. Improve digital infrastructure and technological training. Ensure balanced workload and supportive administration. Periodically assess faculty mental health. Include faculty well-being in institutional policies.

15. SUGGESTIONS FOR FUTURE RESEARCH

Conduct studies with larger samples across different states. Compare mental health among government, aided, private, and autonomous institutions. Undertake longitudinal studies on mental health. Examine factors such as resilience, emotional intelligence, and job satisfaction. Use mixed-method research designs. Evaluate the effectiveness of mental health intervention programmes. Conduct comparative and cross-cultural studies on teacher educators' mental health.

16. CONCLUSION OF THE STUDY

The present study examined the **mental health of teacher educators during the COVID-19 pandemic** with reference to selected demographic variables, namely gender, locality of the college, age, marital status, and type of family. The study was conducted using the **Normative Survey Method** on a sample of **140 teacher educators** working in self-financing colleges of education in Vellore District, Tamil Nadu. Data were collected using a standardized **Mental Health Scale** and analyzed using appropriate descriptive statistical techniques.



The study underscores that promoting the mental health of teacher educators is essential for achieving educational excellence and sustainable professional development. The findings provide valuable insights for educational administrators, policymakers, researchers, and teacher education institutions in designing appropriate interventions to foster a healthy, resilient, and productive academic community. By strengthening the mental well-being of teacher educators, institutions can contribute significantly to the realization of the objectives of the National Education Policy (NEP) 2020 and the continuous improvement of teacher education in India.

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