

Prowess

by Tutor Lanez

Submission date: 14-Apr-2021 07:08PM (UTC-0500)

Submission ID: 1559473582

File name: The_Pedagogy_of_Teachers_effect_on_students_mental_health.docx (24.42K)

Word count: 3183

Character count: 17393

The Pedagogy of Teachers effect on student's mental health

Name

Institution

Date

Abstract

Several factors within the school environment have an impact on the student's mental well-being (Jarvis et al., 2018). Currently, there have been ongoing discussions about the significant increase of mental health issues among students. Several research studies have also been conducted in an attempt to establish the relation between school, mental health, and learning. Besides, parents' teachers happen to be one of the other significant parties that are uniquely placed to handle mental wellness among students because they spend most of their time at school. However, this is a very difficult task for teachers to accomplish because they have to balance between teaching, discipline, and other activities required of them by the curriculum policies. In addition, teachers mostly also have their mental health concerns that they are trying to deal with in their personal lives. However, with the right support, information, and tactics, teachers can be equipped with skills and abilities to ensure that they look out for their students' mental well-being during the teaching and learning process.

The Pedagogy of Teachers effect on student's mental health

Introduction

Teaching goes beyond delivering the right and necessary content to students. Effective teaching is more of the skills, abilities, and impact that a teacher has on a student's life, both short-term and long-term. Good teachers usually have a positive impact on the student's mental wellness, school life, and also their future lives. When asked to describe their teachers, very few students remember to mention the academic gains they gathered from their teachers. Most of the students remember the non-cognitive skills they were taught in and out of the classroom or how well or bad the teacher treated them when they were in need of assistance. This shows that a teacher plays a major role in creating a supportive and good environment required for students' mental well-being.

In this paper, we will study how teacher's well-being is related to students' mental health and performance while they are within the school environment. The paper takes a deeper look at the connection between school, mental health, and the process of learning. In addition, the factors that affect teachers' and students' mental well-being will be analyzed, the effects the teacher has on the mental wellness of their students, and the techniques or strategies that teachers can implement to ensure the mental well-being of their students while at school. The focus of this research paper will be children between the ages of 14- 18. The findings of this study will be useful to ensure improved relations between teachers and students. Furthermore, the data gathered will also help teachers gain knowledge on how to ensure that they support the mental wellness of their students while they are in school.

Thesis statement

Nobody is able to learn in an environment where they feel as if they are mentally exhausted and attacked by the person who is teaching them. Effective teachers strive to strike

a balance between teaching and establishing a conducive environment that ensures the mental wellness of their students because students who have the right state of mental health often tend to perform better academically, in-class interactions, and socials in comparison to students suffering from mental issues. Also, a positive mental health helps relieve stress and boost memory, making students more alert, grasping concepts quickly, and retaining most of the information they learn from their teachers and peers. In addition, positive mental health among students ensures they are able to create and maintain positive relationships among their peers.

Literature Review

According to Schulte-Körne (2016), certain mental health challenges are common, especially among high school and college students. This is attributed to the fact that most students around the ages of 15-18 are usually transitioning from one stage of life to the next. Statistics have shown that up to 60 % of college students in any given college suffer from depression or anxiety, with 40% being in the chronic stages of anxiety and depression. The other very common mental illness among high school and college students is mood disturbances. Others such as eating disorders, suicide, and addiction follow closely to bring the ¹ numbers of mental health issues to approximately 70% among ¹ people in the age group of 15-18 years. Unfortunately, most students tend to assume that some of these mental issues are normal and part of their transition in life, thus failing to seek medical assistance early enough. To add to it, some of the mental issues are partly caused by teachers directly and indirectly.

Mental health is described as the state of emotional, social, and psychological well-being that ensures an individual is able to cope with daily life stress without their actions and thoughts being affected negatively. Numerous consequences come up as a result of poor mental health amongst students, including a reduction in the student's quality of life,

deteriorating physical health, poor social relationships, poor academic performance, and suicidal attempts when the issues go on for extended periods without being treated. These consequences prolong to future employment and the individual's personal life if they happen to go unchecked. Mental health issues also lead some of the students to adopt substance abuse behaviors, and they become addicts in the long run. After addiction, some of the students begin to indulge in crime a petty theft in order to sustain their addiction. The most severe consequence for students' mental health issues is death when they decide to end their life because they feel hopeless, worthless, and a burden to their families and the communities they live in.

According to Holen, Waaktaar, & Sagatun (2018), there are certain factors that affect the mental health of students. One of the most significant factors that affect students' mental wellness is the family background they hail from. Research has proven that students who come from low-income families often develop mental health concerns more than their counterparts from high-income families. This can be attributed to the fact that most students from low-income families have to work to pay their tuition fees when they are not in class. The pressure from school and work increases their stress levels, thus translating to mental issues such as anxiety and depression. In addition, the family environment also affects the student's mental wellness. Students from families who are harmonious and love each other are less prone to suffering from mental health issues compared to their peers whose family environment is hostile and unsupportive. Students hailing from broken and hostile environments develop personality disorders, social anxiety, and depression in an attempt to cope with the events happening in their lives.

In his book, Kassymova et al. (2018), different forms of discrimination trigger students' mental health issues. Most high school and college students often undergo different forms of discrimination in an attempt to fit in during their transition. Racial discrimination

can lead to an individual developing mental health concerns such as social anxiety and isolate themselves in order to avoid being excluded by their peers. Long periods of isolation may trigger loneliness, depression, and eventually suicidal attempt due to feeling unwanted. The social environment also affects the mental wellness among students in high school and college. Being in a new environment that has high expectations of the students may cause some of them to crumble under pressure. The students are forced to balance their academic work, social life, and extra-curricular activities, which may sometimes become too hard to handle, thus triggering mental unwellness. The struggle to transition and adopt a new culture is another factor that increases mental health challenges among students.

According to Ekornes (2017), the grade of the students also affects their mental health. According to research conducted on college students, students in lower grades had a smaller percentage of mental health issues in comparison with students from higher grades. This observation was based on the argument that while the students transitioned to higher grades, the pressure, expectations, and adaptation requirements became too much to handle for certain individuals. The other factor that was identified to be causing mental health issues among college students was the worry for employment opportunities after graduation. Seeing that we live in a fast-paced and competitive world, most final year students develop mental health issues such as extreme stress levels because they worry, they may not get employment after graduating from college. This worry drives some of them into habits such as drug and substance abuse.

The students' love life is yet another aspect that causes mental instability among students. When transitioning, children between ages 15-18 tend to become curious about love, what it entails, and dating. These concepts make a large percentage of the students get into immature romantic and friendly relationships, which end up hurting their feelings, thus making them unstable emotionally. Since this is a new and foreign concept to them, they

spend most of their day fantasizing or wallowing in sadness after heartbreaks which trigger mental unwellness. Others who fail to acquire counterparts begin to feel extremely lonely, isolated, depressed and develop low self-worth feelings. They become void and despair kicks in different areas of their life thus developing mental health issues. Others go as far as seeking revenge on the people that have hurt them and become delusional in the process. Physical health illnesses among students also tend to lead to the development of mental health issues. Suppose a student happens to be having a disease or disability that is visible to their peers. In that case, they feel unhappy, dissatisfied with life and may eventually become depressed over the matter. Lastly, bullying is also another factor that significantly contributes to the development of mental health concerns among students. Bullying often has short-term and long-term effects on the victim's well-being, including anxiety, social isolation, depression, and, in severe cases, suicidal attempt.

A teacher's beliefs about teaching and learning contribute greatly to how they interact with their students. A close-minded teacher believes that all students should be sharp in grasping the content learned in class may adversely affect their students' mental wellness, especially the slow learners. Such a teacher will often become intolerant to students who seem to be struggling in class for various reasons. The response they generate can include calling the students out on being slow or punishing them. These actions can adversely affect the self-esteem and attitudes of the student. Combined with other factors such as discrimination, disability, or low-income family structure, the student can develop ² mental health challenges such as anxiety and depression. The type of students most affected by such a scenario is the ones with preexisting mental illnesses such as attention deficit disorder or the ones who are schizophrenic. Such students often have difficulties in paying attention and grasping content as quickly as the others. Responding to them in a hostile manner is one of the causes that may trigger the development of further mental unwellness.

According to Atayero et al. (2020), an impatient teacher is yet another factor that may develop mental health challenges among their students. Such types of teachers are ineffective in delivering their content because they move fast and respond emotionally to questions asked by students trying to seek clarification. This makes the students feel like their input is invalid, and they may develop low confidence accompanied by decreased self-esteem, which is both mental challenges caused by the teacher. The other significant way teachers affect students' mental health is by responding or relating to them while angry. Yelling at students without a valid reason is a recipe for disaster because the students develop contempt towards the teacher. This may result in them switching off during class while they fantasize or hallucinate about other things. The teacher's behavior is a clear depiction of how they have negatively affected the students' mental state.

Future Direction and Implications

Poor teacher-student relations are one of the primary factors that may adversely affect the mental wellness of a student. Suppose a teacher hates a specific student and keeps picking on them without any valid reasons. In that case, it may negatively affect the student's mental state because they will always exist in a state of anxiety waiting to be picked on at any given time. This habit may cause the student to develop anxiety and low-self-esteem, especially when the other students laugh at the teacher's comments or when the peers begin to use the comments made by the teacher to humiliate and make fun of the victim. A strained relationship also makes it difficult for students to open up to teachers in matters concerning classwork or other issues they may be going through for fear of being ridiculed, looked down upon, and neglected. Such fear causes the students to bury their problems which may cause mental health issues such as increased stress levels due to pressure from different areas of their lives.

When a teacher makes their students feel stupid during the learning process, it may trigger the development of mental health concerns. In a scenario where a student argues with what the teacher is teaching, the teacher should be open-minded to try and understand where the student is coming from instead of putting them off and calling them stupid and disrespectful. Such behavior may make a student to lose their confidence and isolate themselves in class which becomes a mental health challenge. Criticizing is a common habit among teachers that tends to lead to mental unwellness among students. Some teachers use harsh and mean criticism towards students. This makes them to become demotivated to learn and instead opt to do other activities during class. This, in turn, translates to the students performing poorly, which then triggers stress and anxiety, which are types of mental health issues. A teacher should strive to maintain positive criticism with their students to avoid such incidences from happening.

According to Carsley, Khoury & Heath (2018), there are several techniques that teachers can implement to ensure they have a positive effect on the mental wellness of their students. The first technique that teachers can employ to support their students' positive mental health is being passionate. This means they should be open-minded to receive feedback from their students without hurling insults or criticizing the student negatively. Teachers should also ensure they treat their students with respect and dignity, thus avoid humiliating or mistreating them on the basis of them being inferior. They should learn how to handle problems effectively instead of inflicting mental and physical torture on their students in order to avoid any form of harm. Aside from delivering content, teachers should strive to ensure that their students' welfare is a priority for them (Carsley et al., 2018). They should be able to spot the students who seem to be mentally disoriented and find ways of assisting them. The only way a teacher can achieve that is by creating an atmosphere that is supportive

of open communication about any issues with their students. This will ensure that the students feel free to discuss any matters that may be affecting their mental wellness.

Teachers can also create a supportive environment to talk about mental health issues by developing a mental wellness week where they teach their students the different mental health issues, the symptoms, and how to seek help when in need of assistance. Teachers can also help maintaining positive mental health of their students by doing a follow-up on students with mental challenges and encouraging other students to be more patient with the student suffering from a mental health concern. If a situation is too advanced for the teacher to handle, they can involve the student's parents or the school counselor to offer assistance on how to deal with the situation at hand. Teachers can maintain positive mental health among their students by teaching them mindfulness techniques to reduce their stress levels when need be. The techniques include breathing when feeling overwhelmed, thinking of a happy place or just living in the moment, and avoiding too many thoughts about the past or the future.

It is also important for teachers to educate themselves on the different mental health issues that students go through, their triggers, symptoms, and how to handle them when they come up. This will enable teachers to be more empathetic towards students suffering from mental health issues and to also have relevant skills to handle such situations. Learning about mental health issues that affect students will also help the teachers create an environment that is supportive, open, and comfortable for their students to address their mental issues without fear of being criticized or judged. This strategy will ensure that the teachers educate the students about mental health, thus reducing the stigma around school environments' mental health issues.

Conclusion

The issue of mental health among students has become a matter of concern. Approximately 70% of the student population in high school and college suffer from mental health challenges. Unfortunately, teachers happen to be among the key players who contribute to the adverse effect of their students' mental wellness. Research shows that teachers' traits and techniques affect students' mental wellness at various levels within the school environment. Behaviors such as negative criticism, yelling, physical punishments, and picking on students have been shown to cause the development of mental health issues among students. However, it is important to note that there are strategies that can be implemented to ensure teachers assist in the promotion of positive mental health among their students. One of the techniques includes learning about mental health issues, their symptoms, and ways of assisting. After learning, the teacher can then share the knowledge with their students to ensure a safe environment for discussion of mental health issues.

References

- Atayero, S., Dunton, K., Mattock, S., Gore, A., Douglas, S., Leman, P., & Zunszain, P. (2020). Teaching and discussing mental health among university students: a pilot arts-based study. *Health Education*.
- Carsley, D., Khoury, B., & Heath, N. L. (2018). Effectiveness of mindfulness interventions for mental health in schools: A comprehensive meta-analysis. *Mindfulness*, 9(3), 693-707.
- Ekornes, S. (2017). Teacher stress related to student mental health promotion: The match between perceived demands and competence to help students with mental health problems. *Scandinavian journal of educational research*, 61(3), 333-353.
- Holen, S., Waaktaar, T., & Sagatun, Å. (2018). A chance lost in the prevention of school dropout? Teacher-student relationships mediate the effect of mental health problems

on noncompletion of upper-secondary school. *Scandinavian Journal of Educational Research*, 62(5), 737-753.

Jarvis, J. M., Shute, R. H., Slee, P. T., Murray-Harvey, R., & Dix, K. L. (2018). Promoting mental health through inclusive pedagogy. *Mental health and well-being: Educational perspectives*, 237-248.

Kassymova, K., Kosherbayeva, N., Sangilbayev, S., & Schachl, H. (2018, September). Stress management techniques for students. In *International Conference on the Theory and Practice of Personality Formation in Modern Society (ICTPPFMS 2018)*. Atlantis Press.

Kutcher, S., Gilberds, H., Morgan, C., Greene, R., Hamwaka, K., & Perkins, K. (2017). Improving Malawian teachers' mental health knowledge and attitudes: an integrated school mental health literacy approach. *Global Mental Health*, 2.

Schulte-Körne, G. (2016). Mental health problems in a school setting in children and adolescents. *Deutsches Ärzteblatt International*, 113(11), 183.

Prowess

ORIGINALITY REPORT

1 %

SIMILARITY INDEX

%

INTERNET SOURCES

1 %

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1

"Social Work Education, Research and Practice", Springer Science and Business Media LLC, 2020

Publication

<1 %

2

Sarah Atayero, Kate Dunton, Sasha Mattock, Amanda Gore, Sarah Douglas, Patrick Leman, Patricia Zunszain. "Teaching and discussing mental health among university students: a pilot arts-based study", Health Education, 2020

Publication

<1 %

Exclude quotes On

Exclude bibliography On

Exclude matches Off