



ST. IGNATIUS COLLEGE OF EDUCATION (Autonomous)
Re- accredited with 'A' Grade by NAAC (Affiliated to TNTEU, Chennai)
Palayamkottai, Tirunelveli – 627002.

POSITIVE MENTAL HEALTH

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Positive Mental Health

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From the Editors' Desk

St. Ignatius College of Education is a pioneer autonomous institution of Teacher Education for women in the Southern part of Tamil Nadu. The strength of our institution is in bringing forth teachers with personal integrity, social commitment, emotional maturity and moral uprightness. Run by the Sisters of ICM congregation, our college has the motto, "Virtue is our strongest shield". All I.C.M. institutions make educational ministry a tool to weave universal goodwill into the fabric of social structure. The institution is affiliated to Tamil Nadu Teachers Education University, Chennai and is accredited by NAAC with "A" grade (II cycle).

As an initiative to kindle the drive to work toward goals for self-development and to achieve personal fulfilment, the institution organized an International webinar on POSITIVE MENTAL HEALTH, under the able leadership of Rev. Sr. A. Gemma, Secretary and Rev. Dr. L. Vasanthi Medona, Principal of the College.

Mental health is more than the absence of mental illness - it is a positive sense of overall well-being or the capacity to deal with the challenges of life. Mental health impacts everyone, personally and professionally. The primary aim of this webinar is to strengthen the factors that protect positive mental health, reduce risk factors for poor mental health and address the social determinants influencing it. When one has positive mental health, it builds up resilience within. It further develops the ability to learn new skills, to adapt to changes and exterminate social stigma.

Our purpose is met with the support of the resource persons, Mr. Matt Perelstein CEO and Co-founder, EQ4 Peace Worldwide, Inc. NGO, California, USA (EQ4Peace.org) and Dr. R. Anto P Rajkumar M.D., DNB., MRC Psych, Ph.D., Ph.D., Clinical Associate Professor and Academic Training Programme Director for Psychiatry, Institute of Mental Health, University of Nottingham, United Kingdom. We gratefully recognize their wholehearted honorary service to the institution. We are thankful to Sr. Landrada Centre for Research of St. Ignatius College of Education for cooperating with us to publish the proceedings of the International Webinar on "POSITIVE MENTAL HEALTH".

We appreciate all the participants and readers and hope that they would develop positive mental health to improve self-esteem and to fortify the community as a whole. May this venture be blessed by the Almighty and be a stepping stone to proceed further to attain the expected outcome.

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CONTENT DELIVERY SKILLS OF PRIMARY TEACHERS: A GRADED INSTRUCTIONAL MODULE APPROACH AND ITS EFFECTIVENESS IN MENTAL HEALTH

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ABSTRACT

Learning Outcomes are one of the tools of the teachers for understanding the tempo of learning styles of the students. It enables the teachers to meet the learning needs and environment of the students in different cultures effectively. The Module: it is a small teaching unit based on strategy of the self learning and individualization of the education. Graded Instructional module for school science include books about scientific matters, kits, power point presentation, CDs, and other multimedia materials, such as videos, that provide equipment and materials for specific inquiry-based lessons. Graded instructional module is a self-contained unit that focuses on a specific learning goal or instructional focus. It usually contains documents, multi-media experiences, and information for the student and groups to use. The sample of the present study consists of 30 Teachers, selected from Government and Government Aided Primary Schools in Vallioor Educational District of Tamil nadu. A qualitative research design was adopted. Graded Instructional materials make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self- confidence and self-actualization.

INTRODUCTION

Primary education is pivotal to the development of any nation. Science is a purposeful attempt of observation, curiosity, experience, analysis and the expression of discovery. Hence, primary school teachers are the nation builders in that they are the ones that lay the

foundation of primary education upon which monumental super structure of secondary and tertiary education are solidly erected. If the foundation is faulty, then the whole system is faulty. Primary education provides learning and educational activities typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge and personal development.

Teachers nowadays need to be supplied with the content knowledge, skill during Covid situation and also on how to integrate the skill in a class learning. Teachers are expected to have four competencies, which are pedagogical, professional, personality and social competencies. Several studies have found that teachers' content knowledge has significant positive effects on student achievement. As pedagogy is concerned popular instructional strategies include close reading, cooperative learning, hands-on learning activities, scaffolding, group instruction, self-assessment, thematic instruction, and word walls. Having a well-thought-out pedagogy can improve the quality of your teaching and the way students learn, helping them gain a deeper grasp of fundamental material

Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn. Graded Instructional materials are essential tools in learning every subject in the school curriculum. They allow the students to interact with words, symbols and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, using media and technology. Good mental health is characterised by a person's ability to fulfil a number of key functions and activities, including: the ability to learn, the ability to feel, express and manage a range of positive and negative emotions the ability to form and maintain good relationships with others.

NEED OF THE STUDY

The teaching-learning materials provide a range of experiences to the learners. When they are used in an adequate manner, then they are used to motivate learners towards acquisition of education. Research has indicated that large number of students drop out of schools, even before their educational skills are honed. The major cause behind this is inability to understand the academic concepts. Students normally discontinue their education,

because they are unable to perform well in class and attain low scores. When the teachers are unable to make use of effective teaching-learning methods, then the students experience setbacks. It has been studied that students studying in class five are unable to read class three textbooks. This is also the result of lack of appropriate teaching-learning materials. Therefore, to enrich the system of education and to enable the individuals to achieve academic goals, it is essential to implement effective innovative teaching-learning materials like Graded Instructional materials. Teachers in India are still following traditional teaching learning method which does not provide space to new innovative aids. Teachers are still teaching as instructor not as a mentor. They are not ready to use innovation nor they are trained enough to use the Audio Visual technology, for making their teaching more effective. Inability of teachers to handle the audio Visual aids properly has emerged as biggest hurdle in utilising these aids to promote learning in the students at primary level. This problem is more prominent among the teachers working in rural areas and in Government schools. They lack the required dedication to learn new ideas of teaching.

SAMPLE

The sample of the present study consists of 30 Teachers, selected from Government and Government Aided Primary Schools in Vallioor Educational District. Random Sampling Technique- the stratification is based on background variables such as Gender, locality, Type of school and qualification

METHODOLOGY

The investigator adopted Experimental method to find out the Content Delivery Skills of Primary Teachers through a Graded Instructional Module Approach For the present study. She followed Single group Pre test Post Test design.

INTERVENTION

Graded Instructional module for school science include books about scientific matters, kits, power point presentation, CDs, and other multimedia materials, such as videos, that provide equipment and materials for specific inquiry-based lessons. Help students boost their mental health and emotional intelligence with these Inside & Out of Mental Health Lesson Plans.

TOOLS USED

The following tools are used for data collection

- i) Content and Pedagogy questions- Achievement Test in Science developed by the investigator
- ii) Learning Outcome Opinion for teachers developed by the investigator
- ii) In Graded Instruction Module Approach for intervention the following items are used. Handouts, power point presentation, posters, CDs, and other multimedia materials, developed by the investigator.

OBJECTIVES

1. To find out the Level of Content Delivery Skills of the Teachers in the Pre test
2. To find out Level of Content Delivery Skills of the Teachers in the Post test
3. To find out Level of Content Delivery Skills of the Teachers in the Gain score
4. To find out whether there is significant difference between teachers in their pretest Content Knowledge, Pedagogical Skills and Content Delivery Skills
5. To find out whether there is significant difference between teachers in their post test Content Knowledge, Pedagogical Skills and Content Delivery Skills
6. To find out whether there is significant association between teachers in their pretest Content Knowledge, Pedagogical Skills and Content Delivery Skills
7. To find out whether there is significant association between teachers in their post test Content Knowledge, Pedagogical Skills and Content Delivery Skills
8. To find out whether there is significant difference between teachers in their pre test and Post test Content Knowledge, Pedagogical Skills and Content Delivery Skills

Null Hypothesis -1

There is no significant difference between the Pre-Test and Post –Test scores Content Delivery Skills of the Teachers

Table 1***Difference between Pretest and Posttest Scores Of Content Delivery Skills***

Dimension	Group	N	Mean	SD	Calculated 't' value	'p' Value	Remarks
Content Knowledge	Pretest	30	12.30	4.442	22.966	.000	S
	Posttest	30	27.70	2.744			
Pedagogical Skills	Pretest	30	9.83	5.867	11.846	.000	S
	Posttest	30	22.03	4.030			
Content Delivery Skills	Pretest	30	22.13	9.213	20.886	.000	S
	Posttest	30	49.73	5.099			

S: Significant NS: Not Significant.

FINDINGS AND DATA ANALYSIS

1. From the percentage analysis it is found that the Content Delivery Skills of Primary Teachers through a Graded Instructional Module Approach is moderate in all the dimensions which was analysed in the Pre test
2. From the percentage analysis it is found that the Content Delivery Skills of Primary Teachers through a Graded Instructional Module Approach is moderate in all the dimensions which was analysed in the Post test
3. From the percentage analysis it is found that the Content Delivery Skills of Primary Teachers through a Graded Instructional Module Approach is moderate in all the dimensions which was analysed in the Gain score
4. There is significant difference between male and female teachers in their pre-test Pedagogical Skills and Content Delivery Skills.
5. There is significant difference between male and female teachers in their post test Pedagogical Skills and Content Delivery Skills.
6. There is no significant association between age, experience of the teachers and their Pre test Content Knowledge, Pedagogical Skills and Content delivery skills

7. There is no significant association between age, experience of the teachers and their Post test Content Knowledge, Pedagogical Skills and Content delivery skills
8. There is significant difference between Pre test and their Post test Content Knowledge, Pedagogical Skills and Content delivery skills of the teachers. While comparing the mean score values Post-test scores are better than the Pre-test scores of the of the Content delivery skills of the teachers. After the treatment most of the teachers transitioned from lower level to average and high level. Thereby this transition can be attributed to the effectiveness of the treatment by the usage of Graded Instructional Module Approach.

CONCLUSION

The classroom is an essential element of the education system. This study reveals what kind of classroom the third- and fourth-grade students dream of in the science class, and what are their expectations of their teachers and classmates in the classroom. The research is in the field of science education, we have information about the interactions in the classroom. As we improve our understanding of how students, teachers, and science function together in a learning environment, the quality of science education in our Primary classrooms will also increase. There is a need to create supportive, encouraging, and interesting environments where science subjects can be learned, positive attitudes toward science can be developed, and academic achievement is affected positively. Science classes can involve student-centred practices, such as experiments, observation, research, and problem-solving activities. In addition, students expect their teachers to have them do more experiments in their classes, to provide interesting and intriguing scientific information, to encourage them to conduct research and projects, and ask questions, to be good-humoured, and to appreciate them. Students expect their classmates to follow the classroom rules, to work in collaboration, to share, and to appreciate them to benefit from science classes more. Finally, they expect themselves through graded instructional module approach they are to be successful in science classes. By using animated resources like videos, GIFs, images, separately, or integrated, we can delightfully provide pupils accurate information in an attractive way. Here's how animation can help:

- Effectively explain abstract concepts: visual explanation helps simplify invisible mental health topics that plain-text can't help.
- Trigger students' interest: visuals are designed in a childlike style in order to – engage students and guide them towards valuable knowledge.
- Keep students stay focused: Thanks to a simple plot but impressive visuals, bite-sized video lessons help our young audiences focus despite their short attention span.

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Elvira FlórezNisperuzaScience Teachers perceptions of their PedagogicalContent Knowledge (PCK)

THE ROLE OF SENSATION SEEKING IN CRIME

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ABSTRACT

There is an alarming increase in the rate of crime across the world. There are a lot of factors which leads to the criminal behavior of the individual such as economic deprivation, family disputes, unemployment, social crisis and so on. Among many of the objective factors many subjective also contributes to the criminal behaviour of the individual like biological factor of the individual, sexual abuse, personality factors, pathology. Any personality trait is likely to affect the way of our selective nature of our sensations, perceptions and cognitions. Sensation seeking is one such personality trait which is characterized by the need for varied, novel and complex sensations and experiences. Sensation seeking cannot be equate with the cognitive curiosity. One of the characteristics of high sensation seekers is their tendency to do things that lower sensation-seekers consider as too risky. Sensation seeking correlates with many of the pathology like sociopathy, Schizophrenia, Manic-depressive psychosis, Neurosis etc. Sensation seeking is characterized by risk taking for the varied and novel experiences which leads to the undesirable behavior like gambling, Drug abuse, volunteering for Risky activities, deviated sexual behaviour, rough driving and so on. The risk taking character of sensation seekers for novel experience strives to make them attempt to an extent which sometimes against laws. This paper attempts to find out the risk factors of individual with high sensation seeking indulging in the criminal behaviour. This paper also attempts to identify the various characteristic features of sensation seekers which lead to the criminal behavior for varied experiences if there is a sensory deprivation in their daily routine.

Key words : Sensation seeking, criminal behavior, varied experience, Pathology

INTRODUCTION:

“Crime is defined as conduct or failure to act in violation of the law forbidding or commanding it, and for which a range of possible penalties exist upon conviction. Criminal behavior, then, is behavior in violation of the criminal code. To be convicted of crime, a person must have acted intentionally and without justification or excuse” (Bartol and Bartol, 2014). Many factors contribute to the criminal behaviour of the individual. We often attempt to explain the criminal behavior only through the eyes of psychological, environmental, biological or demographic factors have been for the most part inconsistent and unsuccessful. (Wilson & Herrnstein, 1985). A review on the research on personality types and criminal behavior indicates that there is a strong correlation between personality types and criminal behavior. Sensation seeking is one such personality types which show a strong link with the criminal behavior. (Fulper, 1988).

Sensation seeking is a trait defined by the need for varied, novel, and complex sensational experiences and the willingness to take physical, social and financial risks for the sake of such experience (Schultz, 2013). Most of the human beings seek for sensation to some extent that affords the experience within their threshold. But high sensation seekers prefer extremity for sensations in whatever activities they engage. Sensation seekers are preferable to perform jobs that are deviated from normal routine which require different dimensions. The term sensation is also used in contrast to cognition. The evidence put forward that sensation seeking cannot be equated with cognitive curiosity while it can be somehow compatible with intellectual curiosity (Zuckerman, 1979). Deprivation of sensation for high sensation seekers leads to frustration and make them deviated from social norms (Zuckerman, 2014).

Sensation seeking is the personality trait which is characterized to get bored to the usual way of life. Sensation seekers can't tolerate the daily routine activities and routine nature of jobs. Sensation seekers don't see the risk of criminal behavior as they are only concern about the thrill they pursue. High sensation seekers with higher degree of the unsocialised aspect of sensation seeking were more likely to report intentions to engage in both offense forms (Craig, 2016). Sensation seeking is only one of the traits that is related with the disorders such as mania, schizophrenia, sociopathy or phobic neurosis. Some of the

common characteristic feature of sociopaths and criminals like impulsive activity, risk taking behaviour, low social anxiety also share with the same with the sensation seeking.

RISK TAKING ACTIVITIES OF SENSATION SEEKERS:

Sensation seekers ready to volunteer for novel activities which are considered as risky by the normal persons. It is because that the sensation seeker always looking for experience deviated from usual ones which is the result of reduction as well as increase in stimulation and arousal.. The searches of novel stimulation make them to experiment the experience they can gain from using various drugs which in turn makes them addicted to drug. All novel situations cannot be considered as risky situation as normal individual tend to enjoy some novel situation without anxiety. But for sensation seekers the novel situation associated with the risk factor, instead of provoking anxiety creates curiosity and they engage in the appraised risk factor which may turn fatal to themselves and the people closer to them. Sensation seeking is a subtrait of impulsivity (Eysenck and Eysenck, 1977). Impulsivity is characterized by the tendency to act at the spur of the moment that lacks deliberation. They express immediate reaction to their thinking, feeling, wishes and show immediate emotional expression without thinking. This also leads them to go far way to take risk without thinking the consequences.

People who are low in sensation seeking exhibit risky behavior only when there is a survival need. Sensation seekers on the contrary ready to risk their life for such experience. The risk taking attitude of sensation seekers are also needed in some situation which required courageous attempt to safeguard the lives of others. Sensation seekers, even though they reduce the tension reduced by the sexual act, the same partner with the same way makes them feel less satisfied and boredom. They need more number of sexual partners and novel experience in their sexual life to make their sexual life more satisfied that may leads to risk taking behavior and also sometimes deviated from social norms. The studies also suggested that high sensation seekers also tend to have a high degree of interest in clothings. In some cases they engage in risky behaviour affordable to buy the clothes they want. Sensation seekers are willing to choose profession which requires high risk to accomplish the task that may lead to choose two different paths. If opportunities are available they choose to perform well in the risky jobs that result in the consequence of rewarding. Otherwise they choose job

which is deviated from social norm that results in threatening to themselves, their loved ones and the society.

SENSATION SEEKING AND PSYCHOPATHIC CHARACTERS:

Sensation seeking is commonly related to risk taking mainly in six areas like smoking, drinking, drugs, sex, driving and gambling. (Zuckerman, 2000). Sensation Seeking is one among the many characteristic features of psychopath personalities and so the common characters of psychotics (Blackburn, 1969). There are many common characteristics for both sensation seekers and psychopaths. (Zuckerman, 1994). Some of the common characters of psychopaths and sensation seekers are include impulsivity, boredom proneness, need for stimulation, promiscuous sexuality, drug and alcohol use, and consistent irresponsibility (Quayle, 2008). Many recurring sensation seeking characteristics are present in most of the psychopaths. The three factor model of psychopathy, proposed by Cooke and Michie (2001) proposed three factor model of psychopathy in which the Factor 2 is devoted to boredom proneness and impulsivity. The Psychopathic Personality Inventory (PPI) also allows for measurements regarding thrill seeking. It appears then, that throughout the history of psychopathy, several researchers have agreed that sensation seeking is a crucial component to put in their measurements of psychopathy. Emotional deficiency is common to both sensation seeking and psychopaths. (Herpertz & Sass, 2000). This Emotional deficiency leads to psychopaths low in arousability, so they need high stimulating behavior to increase their arousal level that makes them to engage in risky behavior.

Most of the serial killers and serial rapist are not doing crime for material benefit, they are doing that for experiencing something sensual. This is said to be sensation seeking. Most of the psychopaths show less sensitivity and fear to the consequences of their crime. One study showed that they have least emotions and that helps them to have less worried about the consequences of the crime. Sociopath's tendency to low arousal and rapid habituation to the optimal stimulation creates frustratingly low level of arousal. This makes them to crave for intense and very novel stimulation to reach the optimum level of arousal that is subjective. Ordinary stimulation and work-activities provide low-intensity, repetitious stimulation forges the need to stir up some more excitement. Normal criminals engage in criminal behavior for material rewards and try to minimize the risk as much as possible through proper planning

and restraints. Sensation seekers often take unnecessary risk and mostly his criminal activities are mostly unaccountable in terms of material rewards.

CONCLUSION

Sensation seekers if properly channelized by providing proper stimulus to explore novel experience can be productive to the society and to themselves. Most of the unexplored part of the earth was found out by the sensation seekers. Jobs which are considered threatening and risk by the normal individuals can be done with great enthusiasm by the high sensation seekers. But if no proper stimulation be provided there comes a problem. Lacking of empathy, low concern about the consequences, seeking for thrill, lack of concern about life, finance make them move to any extreme level to the experience they require. High sensation seekers with the tendency of sociopathic feature engage in the behavior which is threatening to the society. Thus apart from many other factors sensation seeking is one among the important factor that leads to criminal behavior. So it is necessary to identify sensation seeking in the early stage and it is mandatory to provide proper platform to explore novel experience.

IMPLICATIONS:

Proper identification of high sensation seeking should be made essential in the early stages of development. Our curriculum has to be customized according to the need of the high sensation seekers if it is necessary. Challenging task must be made available to the high sensation seekers to keep them stable. Complex and intense stimulation must be included in the teaching learning method to maintain their arousal and excitement to keep them free from boredom situation which is otherwise considered normal by the normal individual. Proper psycho education should be given as they are most of the time deviated from the normal sexual behavior and tend to have multiple partners. Proper Vocational guidance and career choices should be made available for identifying high risk jobs which give sensation seekers proper platform to explore novel experience.

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INTERVENTIONS TO REDUCE PSYCHOLOGICAL DISTRESS

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ABSTRACT

Psychological distress describes the unpleasant feelings or emotions that can get in the way of one's daily living and affect how one reacts to the people around. Sadness, anxiety, distraction, and symptoms of mental illness are manifestations of psychological distress. It is a subjective and is dependent upon the situation and how one perceives it. This paper has suggested a few intervention strategies that are proved to be helpful in reducing psychological distress.

INTRODUCTION

As COVID pandemic enters its third year new fast spreading variants have caused a surge in infections in many countries with renewed lockdown. The devastation of the pandemic — millions of deaths, economic strife and unprecedented curbs on social interaction has already had a marked effect on people's mental health. Researchers worldwide are investigating the causes and impacts of this stress, and some fear that the deterioration in mental health could linger long after the pandemic has subsided. Stress can be explained as a feeling of emotional and physical tension which arises from any event that threatens our homeostasis (Selye 1956). It appears that in India, the present lockdown affects people differently with regards to their sex, profession, socioeconomic status or their residing place, etc. For instance, a person who is with his family with all the necessities (daily needs) may not be as distressed as someone who does not have the same. Furthermore, frontline workers (such as health professionals) would be more distressed than some other professionals (such as software engineers). This paper made a list of few strategies that could be used to reduce the

psychological distress among the people and help them to develop useful coping strategies and enhance their mental health.

WHAT IS PSYCHOLOGICAL DISTRESS?

Stress can be defined as any type of change that causes physical, behavioural, or psychological strain. Stress is the body's reaction to pressure from a certain situation or event. It can be a physical, mental, or emotional reaction. It is something that causes strong feelings of worry or anxiety. Stress is the body's response to anything that requires attention or action. Stress can trigger the body's response to a perceived threat or danger, known as the fight-or-flight response. During this reaction, certain hormones like adrenaline and cortisol are released. This speeds the heart rate, slows digestion, shunts blood flow to major muscle groups, and changes various other autonomic nervous functions, giving the body a burst of energy and strength.

Psychological distress is a general term used to describe unpleasant feelings or emotions that impact your level of functioning. In other words, it is psychological discomfort that interferes with your activities of daily living. Psychological distress can result in negative views of the environment, others, and the self. Sadness, anxiety, distraction, and symptoms of mental illness are manifestations of psychological distress. So, no two people experience one event the exact same way. Psychological distress is a subjective experience. That is, the severity of psychological distress is dependent upon the situation and how one perceives it.

INTERVENTIONS TO REDUCE DISTRESS

Stress is not a distinct medical diagnosis and there is no single, specific treatment for it. Although stress is inevitable, it can be manageable. The following interventions are proved techniques and strategies that are helpful to reduce psychological distress and improve mental health.

- **Identify the signs of burnout**

High levels of stress may place you at a high risk of burnout. Burnout is a state of emotional, physical, and mental exhaustion caused by excessive and prolonged stress. Burnout can leave people feeling exhausted and apathetic. When one starts to feel symptoms of emotional exhaustion, it's a sign that he/she needs to find a way to get a handle on his/her stress.

- **Try to get regular exercise**

Physical activity has a big impact on one's brain and body. Physical activity is key to managing stress and improving mental health. And the best news is, there are many

different kinds of activities that can reduce stress. Walking, jogging, strength training, dancing, swimming, climbing, cycling are a few ways through which one can get stress relief. Exercise is a fantastic stress reliever that can work in minutes. Taking a walk allows you to enjoy a change of scenery, which can get you into a different frame of mind, and brings the benefits of exercise as well. Though walking seems to be simple but it is an effective way to rejuvenate your mind and body.

- **Try Guided Imagery**

Guided imagery is like taking a short vacation in our mind. It can involve imagining oneself being in a "happy place" such as picturing oneself sitting on a beach, listening to the waves, smelling the ocean, and feeling the warm sand underneath. Guided imagery can be done with a recording where people can listen to someone who will help them walk through a peaceful scene or one can do it oneself.

- **Meditation and Mindfulness**

Meditation brings short-term stress relief as well as lasting stress management benefits. There are many different forms of meditation to try. Simply paying attention to what we see, hear, taste, touch, and smell provides great benefits. Meditation and mindfulness takes practice, but it can make a big difference in the overall stress level as it brings one back to the present.

- **Practice Progressive Muscle Relaxation**

Progressive muscle relaxation involves relaxing all the muscles in the body, group by group. To practice, one can start with a few deep breaths. Then, practice tightening and relaxing each muscle group, starting from the forehead and moving down to the toes. With practice, one can learn to recognize tension and tightness in one's muscles and learn to relax more easily. Practicing progressive muscle relaxation can help us to experience a feeling of relaxation sweeping through the body and can act as stress buster.

- **Mindful Breathing**

Just focusing on the breath or changing the way one breathe can make a big difference to your overall stress level. Breathing techniques can calm the body and brain in just a few minutes. If one is in a stressful meeting or sitting in a crowded theater, breathing exercises could be key to reduce one's stress levels.

FAST-ACTING STRATEGIES TO REDUCE PSYCHOLOGICAL DISTRESS

There are many stress relief strategies that can help people relax fast. If one had a tough day at work or is stressed about how much one have to do, these strategies can provide some immediate relief from the stress.

- ***Get a Hug from a Loved One***

Physical touch can do a lot to relieve from stress. Hugging a loved one can be especially beneficial. When we hug someone, oxytocin (also known as the "cuddle hormone") is released. Oxytocin is associated with higher levels of happiness and lower levels of stress. It reduces the stress hormone norepinephrine and can produce a sense of relaxation. It can be one of the simplest and quick forms of stress relief available.

- ***Enjoy Aromatherapy***

Aromatherapy has real benefits for stress relief. It can help one to feel energized, more relaxed, or more present in the moment. Emerging research suggests certain scents can alter brain wave activity and decrease stress hormones in the body. Even a simple hot water bath can do wonders to reduce one's stress levels.

- ***Create Artwork***

Getting in touch with one's creative side can be a great stress reliever. Research consistently shows that coloring can have a meditative effect. One study found that anxiety levels decline in people who were coloring complex geometric patterns, making it a perfect outlet for stress reduction.

- ***Eat a Balanced Diet***

A poor diet can bring greater reactivity towards stress. Emotional eating and reaching for high-fat, high-sugar foods can provide a temporary sense of relief that adds to your long-term stress. Refined carbs, like cookies and potato chips, can cause a spike in blood sugar. When the blood sugar shoots up, people might experience more stress and anxiety. Consuming a healthy diet can help one to combat stress. Foods like eggs, avocado, and walnuts support mood regulation and energy balance is a great source to reduce the psychological distress.

- ***Make Time for Leisure Activities***

Leisure activities can be a wonderful way to relieve stress. Yet, many people feel as though their lives are too busy for hobbies, games, or extra fun. Leisure time may

make your work time more efficient. One can find joy in caring for a garden or may like making quilts or play with pets and the like. Hobbies and leisure are key to live a best life.

- ***Develop a Positive Self-Talk Habit***

The way you talk to oneself matters a lot. Harsh self-criticism, self-doubt, and catastrophic predictions aren't helpful. It's important to learn to talk to oneself in a more realistic and compassionate manner. Positive self-talk can help one develop a healthier outlook. And an optimistic and compassionate conversation can help one to manage one's emotions and take positive action.

- ***Reassess Your To-Do Lists***

Reducing the workload could be the key to help one get through the day feeling better. Honing the time management skills can allow one to minimize the stressors and better manage the ones one can't avoid. When people are able to complete everything on the "to do" list without the stress of rushing or forgetting, their whole life feels easier.

- ***Practice good sleep hygiene.***

Stress can adversely affect sleep quality and duration, while insufficient sleep can increase stress levels. Sleep hygiene includes having a consistent sleep and wake up time, avoiding caffeinated and alcoholic drinks close to bedtime, practicing getting into a relaxed state when you go to bed, and shutting off electronic devices. These practices can help one to have a sound sleep and thereby reduce the stress levels.

CONCLUSION

Stress is not always a bad thing. Some people thrive on stress and even need it to get things done. While one cannot avoid stress, but can learn to manage it and develop skills to cope with the events or situations that are stressful. Managing stress not only means learning to manage situations differently but also means learning how to manage oneself, knowing one's resources and making better use of one's personal abilities. Knowing how to manage stress at any professional and personal context depends not only on external situations, but on the way of perceiving and understanding them. Learning to manage stress is the need of the hour as many people are affected by psychological distress in this pandemic situation. These intervention practices will help people to bust their stress levels and contribute to better mental health.

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PSYCHO-SOCIAL WELLBEING OF TEACHERS

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ABSTRACT

The teachers may feel unsatisfied, burned out, dull, unhappy due to high teacher – student ratio, work related stress, heavy workload, low salaries, job insecurity, and ineffective school environment. And also the teachers are expected to function as spouse, friends, colleagues etc. throughout their life. Due to this the teachers may get stress and depression from all the sides of their life. Importantly, as the teachers are having close relationship with their students in school, their unhappiness and sadness will affect their teacher efficacy and also the psycho-social behaviour of their students. Teachers are contributing to the psychosocial development of their students. So the study of teachers' psychosocial wellbeing becomes more significant. The psychosocial support is embedded in everyday activities. But many of the teachers are not knowing about that psychosocial support around them. Through guidance and capacity building programmes, the teachers can understand how to identify and understand psychosocial support which leads to the development of their psychosocial wellbeing. This thematic paper provides an overview of the theoretical framework of the psychosocial wellbeing and teachers' well being and also how to measure teachers' well being.

Key words: Psycho-social behaviour, Teachers, Wellbeing and Stress

INTRODUCTION

The teachers may feel unsatisfied, burned out, dull, unhappy due to high teacher – student ratio, work related stress, heavy workload, low salaries, job insecurity, and ineffective school environment. And also the teachers are expected to function as spouse, friends, colleagues etc. throughout their life throughout their life. As the teachers are having a close relationship with their students in school, their unhappiness and sadness will affect their teacher efficacy and psycho-social behaviour of their students. And also the teachers are contributing to the psycho-social development of their students. So the study of teachers' psycho-social wellbeing will become more significant. If the schools give top most importance to the development of teachers' psycho-social wellbeing it will lead to a better classroom climate.

WELL BEING

World Health Organization (WHO) defined Health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (Taukeni, George, Simon, 2019:1). The first body of knowledge is concerned with a good life – understanding what makes life worth living. Research into this topic is variously labelled as wellbeing, mental capital, positive psychology or positive mental health. These academic disciplines have a long tradition, certainly dating back at least 2000 years to Aristotle's concept of eudaemonia – ‘human flourishing’. However, as a scientific endeavor it has gained traction in the last two decades, in particular with the advent of the emerging field of positive psychology. Several theories have attempted to define and characterize key aspects of well-being. Self-determination theory, for example, emphasises the role of personal autonomy, competence and relatedness to others and the mechanisms by which meeting these requirements leads to autonomous motivation (Slade, Mike. et., al.: 2017, 1). Wellbeing refers to optimal psychological experience and functioning. It consists of the nurturing of one or more of the five following elements: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (abbreviated as the acronym PERMA). These five elements are the best approximation of what humans pursue for their own sake. Huppert and So (2013) defined positive wellbeing as “It consists of ten features representing positive aspects of mental functioning: competence, emotional stability, engagement, meaning, optimism, positive emotion, positive relationship, resilience, self-esteem and validity.....it includes both

hedonic and eudemonic components: that is both positive feeling and positive functioning” (Slade, Mike. et., al.: 2017, 8&9). There is no precise definition shared by all researchers in the field. It is usually taken to mean being in a comfortable, happy or healthy state. But that seems too simplistic for our purposes. When we are experiencing wellbeing, we are feeling good and functioning well. Further than that, though, it is clear that there is a balance to be had between different elements of well being in our lives: biological wellbeing, psychological wellbeing, spiritual wellbeing, wellbeing at work, and even, or perhaps especially, our social well being - whether our finances are sufficient for our needs, whether we are socially connected with others, whether we feel we are stakeholders in our local communities (Holmes, Elizabeth: 2005, 6). The scope of well-being is wide and deep. For the purposes of defining the scope of well-being both in the classroom and in the wider context of life, the sub-categories of well-being are, Physical well-being, Emotional well-being, Mental and intellectual well-being, Spiritual well-being, Psychological wellbeing(PWB), and Social wellbeing(SWB) (Slade, Mike. et., al.: 2017, 8&9).

PSYCHO-SOCIAL WELLBEING

The term ‘Psycho-social’ implies a very close relationship between psychological and social factors. Psychological factors include emotions and cognitive development. – the capacity to learn, perceive and remember. Social factors are concerned with the capacity to form relationships with other people and to learn and follow culturally appropriate social codes. Human development hinges on social relationships. Psychosocial interventions seek to positively influence human development by addressing the negative impact of social factors on people’s thoughts and behaviour. They also seek to ameliorate the effects of negative thoughts and behaviour on the social environment through facilitating activities that encourage positive interaction among thought, behaviour, and the social world (Loughry, Maryanne & Eyber, Carola, 2003:1). Psychological wellbeing is concerned with people’s sense of meaning, purpose and engagement with life. Working towards these may not bring pleasure (positive emotions) at the time, but leads to a sense of fulfillment in a longer term. Living a life where one regularly experience positive emotions (like joy, peace, love, curiosity, fun), feels that, overall, life is going well, together with feeling engaged in work and interests, and having a sense of meaning and purpose (Bethune, Adrian, 2018). Psycho-social wellbeing is a super ordinate construct that includes emotional as well as social and collective wellbeing. Psycho-social wellbeing is similar to quality of life as they both involve

emotional, social, and physical components. Mental health is ‘a state of wellbeing in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community’ (WHO, 2004) (Mukashema, Immaculee, 2021: 1).

ELEMENTS OF PSYCHOSOCIAL WELLBEING

Psycho-social well-being is comprised of:

- Self-awareness
- Self-esteem
- Proactive thinking skills
- Reframing reactive thinking skills with proactive thinking skills
- Emotional Intelligence
- Interpersonal relationship skills (Desai, Murli, 2010: 48&49).

TEACHER WELL-BEING

- The vital thing underpinning and shaping positive teacher well-being is the presence of an open and accepting school culture around mental health and staff wellbeing. This would particularly be the existence of an atmosphere that promotes conversations about teacher well-being. A teacher could look after all aspects of their physical and mental well-being however, this may not be enough if the school culture is not open to teachers engaging in healthy discussions around well-being (Allies, Suzanne:2021).
- Work is significant in making, or breaking, our mental health and wellbeing. WHO (2014) estimated that we spend a third of our adult life at work, thereby suggesting that work constitutes a substantial part of what makes us who we are. Unfortunately, stress at work can aggravate potential mental health issues within us. However, schools with a priority on wellbeing, along with empathetic and well-trained line managers, can play a powerful role in promoting wellbeing and sustaining our good mental health (Allies, Suzanne:2021).
- Teaching is a demanding, challenging profession, exposed to stress, burnout, and more in general, a high attrition rate. The majority of studies have in fact targeted negative indicators of teacher functioning, but more recently, following the

mainstream of positive psychology, more attention has been devoted to teachers' well-being. Well-being is not just the mere absence of illness at work. Rather, it refers to healthy and successful functioning of teachers at work. In fact, while physical, and mental health refers more to the lack of impairment, well-being refers more to the ability of teachers to develop a positive thought though dynamic equilibrium between teachers' resources and their challenges/demands (environmental, social, individual, physical, mental, psychological). Well-being is a multifaceted concept, comprising cognitive and affective as well as physical and mental components; it encompasses dispositional, personal, organizational, and environmental factors (Fiorilli, Caterina. et., al., 2020).

- Wellbeing matters, not just on a practical, societal level – when we are functioning well we are efficient and contributing to society to the best of our abilities – but also (and perhaps more importantly) on a personal level. Teaching could be considered as a unique profession in the demands made of its practitioners. While planning and preparation, teaching may be completed collaboratively, the actual process of teaching is often undertaken alone. For some this is an isolating experience, particularly if there are behaviour issues to deal with, or an expectation to adhere to behaviour control mechanisms that are ideologically at odds with a teacher's way of working, or if other aspects of the job – expected pedagogy, for example, or assessment and feedback expectations – leave a teacher feeling overwhelmed and unsupported. Yet the role of educating the next generation is vital in healthy societies and we need teachers to be nurtured in that role. After all, it is possible to safeguard the wellbeing of the young people we teach, if we cannot do that for ourselves? The job can be exhausting – both physically and emotionally draining – and yet also sustaining. It can fill us with the joy and satisfaction of seeing children learn and grow, and it can wipe us of energy and drive. It can bolster wellbeing and destroy it. We simply cannot have teachers working at the pace and depth that many work for the long term without there being devastating consequences for recruitment, retention and the health and wellbeing of the individuals involved (Holmes, Elizabeth: 2005, 8).

MEASUREMENT OF TEACHER WELL-BEING

The level of wellbeing in an individual can be difficult to measure. Thorley's report highlights that wellbeing can be measured across four key indicators:

- happiness
- life satisfaction
- feeling things in life are worthwhile,
- low anxiety

In contrast, the Department of Education (2019) utilized a different structure for wellbeing within their Teacher Wellbeing Research Report, which listed the main elements of wellbeing as:

- health (how we feel physically and mentally)
- relationships with others at work.
- purpose (including clarity of goals, motivation, work loaded and ability to influence decisions)
- environment (work culture, facilities, and tools)
- security (financial security, safety and bullying / harassment) (Allies, Suzanne:2021).

CONCLUSION

Social relations with their students and colleagues in the school environment may have a great impact on the teachers' well-being, and problems in these relations should have declined the effectiveness of their psycho-social wellbeing. So it is tremendously significant to set up social relations and maintain them on a satisfactory level and also to maintain satisfied work culture, for the development of psycho-social wellbeing of teachers. The psycho-social support is embedded in everyday activities. But many of the teachers do not know about that psycho-social support around them. Through guidance and capacity building programmes, the teachers can understand how to identify and understand psycho-social support which leads to the development of their psycho-social well-being.

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IMPORTANCE OF MENTAL HEALTH TO IMPROVE ACADEMIC ACHIEVEMENT OF SECONDARY STUDENTS THROUGH PROBLEM SOLVING ABILITY

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ABSTRACT

An inverse relationship among mental health and academic achievement is a well-known phenomenon within the scientific literature. But, how and when this affiliation develops is not absolutely understood and there may be a lack of longitudinal, population-based total research on young children. Early intervention is crucial if institutions are to be found already during childhood. The aim of the present study was to investigate the development of the association between mental health and academic performance during the pandemic situation, COVID – 19. Problem solving ability acted as a mediating variable.

Child mental health was assessed through problem solving ability. The relationship among mental health and academic performance was assessed through regression models. For the purpose of study 784 students were selected from higher secondary schools in Tirunelveli district, Tamilnadu. Mental health of students performs important role in deciding the problem solving ability and academic performance. The problems in early childhood and adolescence increase the risk for poor academic performance, indicating the need for awareness and treatment to provide fair opportunities to education.

Key words: importance, mental health, achievement

INTRODUCTION

An inverse association among mental fitness and educational accomplishment is a familiar phenomenon in the scientific literature of sociology, epidemiology and social psychiatry.

Despite nearly a century of research into the problem, no consensus has been reached about how the affiliation develops and persists. Several studies have demonstrated the effect of educational attainment on mental health (social causation) and likewise, there is support for the influence of mental health on problem solving ability and academic achievement. Naturally, this knowledge comes mostly from research on the adult population and educational attainments are established over the years. However, there are a number of reasons to scrutinize the association between mental health and academic performance previously during childhood. Equally important, schooling is a central part of all of childhood, with the educational path starting at an early age. If the relationship between mental health and academic performance can be found previously during childhood and adolescence, early detection and interventions are warranted. However, there are few longitudinal, population-based studies on children and adolescents. This paper is an attempt to find out the importance of mental health to improve academic achievement of Hr.Sec.School Students in Tirunelveli District, Tamilnadu.

SIGNIFICANCE OF THE STUDY

Problem solving includes integration of ideas and capabilities to get over the unusual entire situations (Heppner 2004). Problem is the obstacle going through the strength to be accrued via a person with a specific goal. The trouble is the difficulties confronted with the aid of individuals and communities to be solved with a purpose to achieve success (Bingham, A 1983). One of the functions of the technological know-how training is to enhance essential questioning, logical responding and especially to increase trouble solving abilities of the scholars. Information science through problem solving techniques will help the scholars to reap more in technological know-how. The sports worried in the problem fixing approach are

1. Know-how the problem
2. Accumulating information regarding problem solving
3. Solution and interpretation about the problem
4. Figuring out the manner of answer
5. Figuring out the quality effective answer
6. Getting ready record and its evaluation

Forgatch(1999) has said in his study that Problem solving is the key to achievement and has appeared because of the most sizable factor of human conduct. Problem solving potential performs an important role within the academic success of students and has been received as a broad public hobby as a crucial competency in modern societies.

The competence of problem solving has an energetic role in students' instructional outcomes and their construction of the ideas. Children who solve issues can be very secure and brave. The satisfactory truth of the contemporary education system is that a scholar-branded related situation is used as a yardstick for assessing student achievement or school overall performance. The capability of problem solving has an essential role in students' academic performance and their creation of their ideas. Keeping this in view, the existing investigation has been planned out to observe the effect of problem solving ability on educational achievement.

REGRESSION ANALYSIS BETWEEN MENTAL HEALTH AND PROBLEM SOLVING ABILITY

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	F	Adjusted R Square
	B	Std. Error	Beta				
(Constant)	1.471	.259		5.687	.000	54.778	.582
Mental Health	.055	.036	.387	1.536	.025		
Problem solving ability	.023	.045	.309	.521	.003		

- a. Dependent Variable:
Problem solving ability

The above table presents the significant results of multiple regressions conducted between mental health and Problem solving ability. A percentage of large practical effect ($R^2 = 58\%$) of the variance is explained by the regression model. Mental health ($\beta=0.387, p=0.025$), Problem solving ability ($\beta=0.309, p=.003$), mental health and Problem solving ability contributed significantly to the variance in total.

REGRESSION ANALYSIS BETWEEN MENTAL HEALTH AND ACADEMIC ACHIEVEMENT

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	F	Adjusted R Square
	B	Std. Error	Beta				
(Constant)	1.471	.259		5.687	.000	83.238	.732
Mental Health	.408	.123	.415	3.321	.005		
Academic achievement	.384	.108	.296	2.548	.010		

a. Dependent Variable:

Academic achievement

The above table presents the significant results of multiple regressions conducted between mental health and Academic achievement. A percentage of large practical effect ($R^2 = 73\%$) of the variance is explained by the regression model. Mental health ($\beta=0.415, p=0.005$), Academic achievement ($\beta=0.296, p=.010$), mental health and Academic achievement contributed significantly to the variance in total.

FINDINGS OF THE STUDY

- Mental health act as a independent variable and Problem solving ability and Academic achievement act as a dependent variable
- From the regression analysis it found that mental health ($\beta=0.387, p=0.025$), Problem solving ability ($\beta=0.309, p=.003$), mental health and Problem solving ability contributed significantly to the variance in total.
- From the regression analysis it found that mental health ($\beta=0.415, p=0.005$), Academic achievement ($\beta=0.296, p=.010$), mental health and Academic achievement contributed significantly to the variance in total.

CONCLUSION

First, we suggest that future studies should assess students' health prior to study start and follow them up with repeated measurements and qualitative interviews. This research provides useful knowledge about importance and influence of mental health over problem solving ability and academic achievement. In summarizing studies on the relationship between children's emotional distress and achievement behavior, researchers found that students with frequent feelings of internalized distress (e.g., sadness, anxiety, depression) show diminished academic functioning and those with externalized distress (e.g., anger, frustration, and fear) exhibit school difficulties including learning delays and poor achievement (Roeser, Eccles, & Strobel, 1998).

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MENTAL HEALTH OF ZOOMERS: A CLEANSING ANALYSIS

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ABSTRACT

The purpose of this thematic paper is to find out the mental health of Zoomers and to cleanse it. Health is rightly called wealth. It involves one's physical as well as mental health. A mentally healthy person is one who is in harmony with his own self and harmony with those around him. Mental health has much wider scope than physical health as it aims for the development of wholesome balanced and integrated personality. Zoomers refers to the generation born roughly between the years 1997 and 2012. They are the first generation to be completely raised with the Internet and smartphones, and have grown up with a very different experience of the world than previous generations. Technology and social media provide a feeling of connectedness, even when you're not really connected. One aspect of technology that is widely used by Zoomers is social media. Facebook, Snapchat, Instagram, WhatsApp and Twitter, have also gained in popularity and influence over them. Facebook is in the form of necromancy in the hands of Zoomers which encourages them to delve into sorcery. Instagram was found to have the most negative overall effect on young people's mental health.

Keywords: Mental Health, Positive and Poor Mental Health, Zoomers, Social Media.

INTRODUCTION

Longman dictionary of Psychology and Psychiatry says that the mental health is a state of mind characterized by emotional well-being, relative freedom from anxiety and disabling symptoms and a capacity to establish constructive relations and cope with ordinary demands and stress of life.

MENTAL HEALTH

Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities in life. A mentally healthy person is one who is in harmony with his own self and harmony with those around him. He is able to meet his problems without many disturbances, and his fears and anxieties are normal (Goldensen, 1984). In a book entitled, 'Mental Hygiene in Public Health' P.V. Lewkan has written that a mentally healthy individual is one who is himself satisfied, lives peacefully with his neighbors, makes healthy citizens of his children, and even after performing these fundamental duties has enough energy left to do something of benefit to society. (Rachana Sharma, 2004).

THE FEATURES OF MENTAL HEALTH

The following criteria have been identified as the characteristics of the mentally healthy students or persons. It is also known as positive mental health signs: which are given as follows,

- a. He possesses socially adaptable behavior, emotionally satisfied, enthusiastic and reasonable.
- b. He possesses adaptability and resilient mind, good habits and constructive attitude.
- c. His desires are in harmony with socially approved norms.
- d. He has his own philosophy and values of life.

It is a fact that healthy person is in conscious control of his life and aware about his own strength and weakness. Psychologically healthy person does not live in the past but he always plans and thinks for future and acts accordingly in the present. His future orientation is very realistic according to his own capacities and resources (Shashi Prabha Sharma, 2006).

POSITIVE MENTAL HEALTH

Positive mental health, according to the World Health Organisation, is defined as a state of well-being where individuals are able to: Realise their own potential, Work productively, Cope with the normal stresses of life. Positive mental health isn't just the absence of mental health problems. Being mentally or emotionally healthy is much more than being free of depression, anxiety, or other psychological issues (Vaillant, 2003).

CHARACTERISTICS OF POSITIVE MENTAL HEALTH

Positive mental health is characterised by a person's ability to fulfil a number of key functions and activities, including :the ability to learn, the ability to feel, express and manage

a range of positive and negative emotions, the ability to form and maintain good relationships with others, the ability to cope with and manage change and uncertainty, a positive view of the self and specific goal. (Somasundaram and Rajakumari, 2011).

ZOOMERS

According to Pew Research, a Zoomer is anyone born between 1997 and 2012. They are currently between 9 and 24 years old. Zoomer is an informal term used to refer to members of Generation Z. Zoomers are also known as the Generation Z, iGeneration, Gen Z, and Generation Now, consists of those born in the mid-1990s through the late 2010s (Looper, 2011; Twenge, 2017).

IMPACT OF SOCIAL MEDIA ON ZOOMERS

As compared to previous generations, technological advances (i.e., Smartphones, social media) changed how Zoomers communicate, socialize, and receive information. Zoomers have lived through multiple societal shifts. Zoomers have a high sophisticated media and computer environment and they are more Internet savvy and expert than their Gen Y forerunners. Generation Y also experienced technology, but unlike Zoomers, they are not “digital natives” and saw the development and advancement of technology across their childhood and early adulthood.

Zoomers appear to be more scared of adult social interactions than physical injury, which could be the reason for an increase in depression and anxiety. Some symptoms of emotional discomfort include: a. feeling overwhelmed, helpless, or hopeless, b. feeling guilty without a clear cause, c. spending a lot of time worrying, d. having difficulty thinking or remembering, e. sleeping too much or too little, f. having changes in appetite, g. relying more heavily on mood-altering substances, such as alcohol, h. isolating from people or activities, i. experiencing unusual anger or irritability, j. experiencing fatigue, k. having difficulty keeping up with daily tasks, l. experiencing new, unexplained pain (Twenge, 2017).

TECHNOLOGY AND MENTAL HEALTH

Technology is also a direct factor of influence on the mental health of Zoomers. Technology and social media provide a feeling of connectedness, even when you're not really connected. As they are the first generation to have this much technology and social connection at their

fingertips, it's uncertain what it will continue to do to their mental health(WGC TENNESSEE, Part of Western Governors University, 2019).

The popular photo sharing app Instagram, negatively impacts body shaming, increases bullying and “FOMO” (fear of missing out), and leads to greater feelings of anxiety, depression, and loneliness. Zoomers are fragile in their mental health because they experience social rejection more frequently than previous generations because they have direct access to what their peers are doing. Monitoring their peer's upliftment on social media, most of the people are more likely to agree with the statement: “I am frustrated”, “I feel lonely”, and “I wish to quit”.

Specifically, Facebook has many emotional consequences such as feelings of envy, feelings of lechery, feelings of wrath, feelings of sloth, feelings of gluttony, feelings of pride, feelings of covetousness.

Because of social media, Zoomers cannot be stable in their mental process. Another way that social media can create a misperception of reality is through highlighting positive moments in life, while excluding the difficult moments, and focusing more on the self by creating a positive, and impossible, social image. This creates an unrealistic expectation of reality causing teens to think their lives are not as exciting as others and causing teens to think that they are failures.

Those who spend more time on their digital screens are more likely to be unhappy compared to those that have in-person contact. The negative aspects of social media and an increased risk for depression, anxiety, loneliness, self-harm, and even suicidal thoughts. Social media may promote negative experiences such as: Inadequacy about your life or appearance. (Twenge, 2017).

SUGGESTIONS

Seeking help from a professional is one of the most important things to improve mental health. A professional can help identify what the mental health issues are, if they need to be medicated, and identify strategies and resources that will best help. Other strategies that can help to reduce stress and loneliness, and improve mental health are getting enough sleep, spending time with friends and family away from technology, physical activity that releases

positive chemicals into your body, and working to find ways to connect in real ways with people around (WGC TENNESSEE, Part of Western Governors University, 2019).

CONCLUSION

Having solid mental health doesn't mean that a person never experiences emotional problems. While disappointments, loss and change are normal parts of life, they can still cause sadness, anxiety and stress. But just as physically healthy people are better able to bounce back from illness or injury, people with strong mental health are better able to bounce back from adversity, trauma, and stress. Social media and the internet have connected Zoomers with other people's stories. All of these factors may have made it easier for Zoomers to talk openly about their mental health struggles compared to previous generations. This will help to make their future and the world's future, much brighter by improving their mental health towards positivity.

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MENTAL HEALTH OF TEACHERS DURING COVID-19 PANDEMIC

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ABSTRACT

The announcement of the new coronavirus' transmissibility from human to human, the easy transmission even by asymptomatic carriers, the uncertainty over the total duration of the quarantine and the pandemic itself, the susceptibility of a wide age range and the rather frequent fatality even in patients without underlying conditions or great age, have all created feelings of fear to the majority of people who, along with their own health, also appear seriously concerned for their loved ones. Teaching work is stressful, moreover during the pandemic teachers' stress might have been intensified by distance education as well as by limited access to social support, which functions as a buffer in experiencing stress. Consequently, they can assume that teachers are characterized by mental resilience, a fact which is expected to positively contribute to the effectiveness of their complex work, which, as this study has made evident, they strongly hope to resume in the place and way they know best. This article aimed at analysing the mental health and stress level of teachers. Here, it provided some important mental health tips for teachers during the covid-19 pandemic.

Key words: Pandemic; COVID-19; Teachers; Stress; Mental health

INTRODUCTION

The announcement of the new coronavirus' transmissibility from human to human, the easy transmission even by asymptomatic carriers, the uncertainty over the total duration of the quarantine and the pandemic itself, the susceptibility of a wide age range and the rather frequent fatality even in patients without underlying conditions or great age, have all created feelings of fear to the majority of people who, along with their own health, also appear seriously concerned for their loved ones. According to Ahorsu et al, (2020) a central

characteristic of pandemics of infectious diseases is the fear they can in still in large sections of the population, a fear which is capable of leading to high levels of emotional distress to healthy individuals and triggering manifestations of clinical stress disorders to the mentally vulnerable. People are instructed to stay in their homes and limit their external activities to a minimum. Furthermore, individuals that manifest symptomatology of the disease or have a contact with an infected person, are obliged to follow the relevant isolation protocol, which renders the person more emotionally vulnerable.

MENTAL HEALTH

As countries introduce measures to restrict movement as part of efforts to reduce the number of people infected with COVID-19, more and more of us are making huge changes to our daily routines. The new realities of working from home, temporary unemployment, home-schooling of children, and lack of physical contact with other family members, friends and colleagues take time to get used to. Adapting to lifestyle changes such as these, and managing the fear of contracting the virus and worry about people close to us who are particularly vulnerable, are challenging for all of us. They can be particularly difficult for people with mental health conditions. Fortunately, there are lots of things that we can do to look after our own mental health and to help others who may need some extra support and care.

MENTAL HEALTH OF TEACHERS

Mental health, shame, and protective factors are gaining awareness in this generation. In the study conducted by Kotera et al. (2019), it found out that there was a significant correlation that exists between mental health and self-compassion, identified as an exploratory variable for mental health. Shame moderated the relationship between self-compassion and mental health. According to Salerno (2016) in his study entitled “Effectiveness of Universal School Based Mental Health Awareness Programs among Youth in the United States: A Systematic Review,” although there was some level of improvement in students’ mental health awareness, more research on the implementation of the said program is needed using randomized controlled trial design, and long term follow-up implementation. The balancing of multiple opposing trends in the mental health service of

practitioners and administrators determine the future course of mental health services in higher education institutions (Bonfiglio, 2016).

STRESS LEVEL OF TEACHERS

According to Cambridge Dictionary, stress is the great worry caused by a difficult situation or something that causes people headaches, minor pains, and sleeping difficulties. While stress is universal among students, the difference between stress symptoms and the effects on behaviour is the coping mechanism of students. Self-reported perceived stress and sleep quantity were not significant predictors of daily calculated stress level. This means that daily-calculated stress and health behaviours were significant predictors of self-reported perceived stress (van Berkel & Reeves, 2017).

Teachers should be given ample space to be relieved from stress through coping strategies and improve themselves as indispensable catalysts of the academic environment. Like other professionals, teachers experience stress and use avoidance of coping strategies, affecting their performance in the workplace. It is important to recognize and address the harmful effects of stress on well-being and academic achievement, to avoid long-term problems in professional and personal life (Gustems-Carnicer et al., 2019).

IMPACT OF TEACHERS - COVID-19

Teaching work is stressful, moreover during the pandemic teachers' stress might have been intensified by distance education as well as by limited access to social support, which functions as a buffer in experiencing stress. The teaching profession has high social prestige in India, while teachers' work is perceived as stressful and responsible, however it is not always respected. Pandemic-related experiences were mostly negative, the new situation induced uncertainty. Due the restrictions aimed at preventing the spread of the virus people started having financial problems, lost work and often had to isolate from their families, which made people prone to symptoms of depression and anxiety.

Personal problems, fears for the future and health of one's own and one's family, attempts to meet the expectations of one's students, their parents and the school management, experiencing financial problems, accommodation and computer shortage, and the necessity to balance professional and family responsibilities provide the reason for conducting research into teachers' psychological well-being during the first and the second waves of the COVID-

19 pandemic in India. The teaching profession is highly feminized: women constitute 64% of all teachers. In the majority of world regions, women as teachers prevail in pre-primary, primary and secondary schools.

MENTAL HEALTH TIPS FOR TEACHERS DURING THE COVID-19 PANDEMIC

Throughout the COVID-19 pandemic, teachers, school counselors, and school employees have remained acutely focused on supporting their students and continuing to do their jobs at this time. In some cases, this may mean teaching, care-taking (whether for children or other loved ones), and continuing to work through the same challenges that anyone else is. While resources related to mental health have been (rightfully) front and centre for supporting students, parents, and others, less focus has been paid on maintaining the mental health of the educators who are also trying to find balance in our new way of living and remote teaching. That's why we put together some mental health tips for teachers that can help during COVID-19.

1. Control the Controllable During COVID-19:

There are certain things that we simply cannot control right now: who will be impacted by COVID-19, whether it will be us, how things will evolve. But there are some things that they can control: how they spend some of their time, what they choose to prioritize, what types of media they consume and their mind-set, to name a few. By focusing on the things that they can control and prioritizing the ones that are healthy, they can help to put their mental wellness front and centre.

2. Carve Out Time for Self-Care to Maintain their Mental Health:

Now, more than ever, we are acutely focused on remote teaching, physical health, and preventing illness— washing hands, social distancing, and engaging in healthy practices. But it is just as important, for maintaining mental health, to try to carve out some time to prioritize the other things that help us feel balanced: for some, it is exercise, for others, it is reading, journaling, meditation, or spending time doing a hobby.

3. Get our Body Moving to Help our Mental Wellness:

One of the biggest challenges for many educators during this time is how hard it is to be sedentary– they may be used to moving around, physical transitions from one room to another, or even their usual lunchtime walk with a colleague. As they work around their schedule, set a timer or create breaks for they specifically to move around– this might mean moving around their house, or taking a walk around their building or neighbourhood– obeying physical distancing recommendations, of course.

4. Model Self-compassion:

Now, more than ever, we need to be incredibly kind to ourselves to help maintain mental wellness. We teach students this all of the time– the basics of self-compassion, kind self-talk, and growth mind-set. Now is the time to also turn it inwards. In doing so, they'll benefit their own mental wellness and also be able to model it for others in their life.

5. Set Reasonable Expectations (for ourself and others):

Collectively, we need to acknowledge that we are in the midst of a pandemic and distance learning– and that it is not business as usual. Things are going to be different, and that is okay. We can't expect to be as productive, or on top of it, or together as we once could. If they are one of those, like many, who is trying to balance educating with care-taking or educating their students on top of their own kids, there is no possible way that they can be all things to all people all of the time. By setting small, realistic goals and expectations around what they actually could be capable of, we will be setting ourselves up to feel much more fulfilled and help maintain our mental health.

CONCLUSION

The educational level of teachers had significant impact on experiencing feelings of optimism and concern over the implementation of distance learning. Teachers with a higher level of education appear less optimistic about the outcome of the pandemic, but they are also less concerned over implementing distance learning due to the temporary suspension of schools. Both of the above could in fact be interpreted on the basis of their advanced studies, which may have given them a greater facility with the combined use of analytic-synthetic and rational thought and the exploitation of digital technology.

The educational level did not seem to be related to the emergence of symptoms of depression, as indicated by other studies, nor to the extent of manifestation of fear over the development of the COVID-19 pandemic, possibly due to the fact that teachers constitute a uniform group of workers, all holding a university degree. They are not overwhelmed by pandemic-related depression, their optimism about the outcome of the crisis is prevalent and the unprecedented emergency implementation of distance learning does not cause them particular concern. Consequently, they can assume that teachers are characterized by mental resilience, a fact which is expected to positively contribute to the effectiveness of their complex work, which, as this study has made evident, they strongly hope to resume in the place and way they know best.

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MENTAL HEALTH OF WOMEN TEACHERS IN THE CONTEXT OF PANDEMIC

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ABSTRACT

The lockdown was a new phenomenon to everyone in the country. The disruption of the daily routine and the confinement within the walls of the house had a number of psychological consequences. Women in the household, whether working or not shoulder the responsibility of cooking, cleaning, laundry, child care and care of the elderly. The domestic chores is a second shift of work for working women for which neither acknowledgment is given nor is gratitude shown. Working women are the real super heroes. Teachers are expected to have responsibility in this pandemic period. The mental health of students and teachers need to be given equal attention for a successful teaching learning process. The mental health of students is in a way linked to the mental health of teachers. They are expected to do one of the toughest jobs on earth and then go back home and play the role of a fulltime homemaker. Families should lend a helping hand to women teachers by partnering with them adequately in household work.

INTRODUCTION

The unprecedented changes in the ways of teaching and learning with the lockdown induced closure of educational institutions have affected the mental health of teachers and students across the globe. The degree of the impact varied across populations with the disadvantaged populations experiencing severe impacts. Teachers of the country were totally unprepared for remote education and they had great difficulty in leading the shift to online mode. Students and parents relied heavily on them for online learning and they struggled to meet their expectations. All these caused a lot of mental strain as reported by a number of studies. With the reopening of schools, teachers have to face more challenges in terms of dealing with the learning loss among students. Given this circumstance, it is important to pay adequate attention to the mental health of teachers. Teaching being a feminized profession, warrants the mental health of women teachers. Women teachers with good mental health are

crucial for helping the learners to move smoothly along the bumpy terrains of our educational system.

EMOTIONAL REACTIONS TO PANDEMIC

March 2020 was the beginning of a challenging time for Indians. The word ‘pandemic’ and “lock down” which were until then unfamiliar words became a part of everyday language usage. The course of life of Indians became all of a sudden unpredictable making it not possible for them to control the happenings around them. They had fears and worries about the pandemic and it took some time for them to come to terms with it. Alarming news about the intensity with which the outbreak was experienced in other countries added to their fear and worry.

The lockdown was a new phenomenon to everyone in the country. The disruption of the daily routine and the confinement within the walls of the house had a number of psychological consequences. Staying at home 24/7 was an unusual experience for those who went out to work and for others who went out to study. The lockdown did not fail to trigger unpleasant feelings in the household. Invariably all age groups experienced a wide range of unpleasant emotions like anxiety, anger, frustration, helplessness, loneliness, worry and depression.

EMOTIONAL REACTIONS OF DIFFERENT AGE GROUPS

The elderly people in the home suffered social isolation more than others due to the lack of skills in getting digitally connected with their dear ones. Stay-at-home restrictions kept them devoid of a refreshing morning “walk and talk” with their walking companions. They were at times not able to get the regular medical care needed for non- COVID and pre-existing medical conditions. The earning men in the family had to seek alternative arrangements for their routine practices and this generated a lot of stress. Business people had a hard time to keep their establishments surviving and some had to face a complete shutdown of business. Employers of different sectors had to make minor and major adjustments to continue their work. ‘Work from Home’ was a solution to some sectors while this was not possible for many others. Many lost their jobs or faced pay cut for many months. Women employees suffered more and had the additional burden of catering to the needs of other family members round the clock. The adolescent population found it punishing to be restricted at home and felt less motivated to enjoy the work they normally do. The transition to online learning and uncertainty about examinations were major stressors especially for those facing board/ university examination crucial for career decisions. Children in the home

were not immune to the psychological impacts of COVID 19 lockdown. With strong restrictions on outdoor physical play, no opportunity for socialization and lack of engaging academic or extra-curricular activities, they experienced boredom, irritation and anger.

WORKING WOMEN AND THE PANDEMIC

Women in the household, whether working or not shoulder the responsibility of cooking, cleaning, laundry, child care and care of the elderly. The domestic chores is a second shift of work for working women for which neither acknowledgment is given nor is gratitude shown. The lockdown was a testing time for all working women due to the addition of tasks that kept them on their toes throughout the day. Every minute of the day demanded work and women had no time to take a breather. The women were busy attending to the needs of all in the house and their needs became silently side-lined. All these added to the stress already experienced by working women.

There are some factors that made life more challenging for working women during the pandemic. The absence of domestic workers during the lockdown made women in the family devoid of the help they get for household work. They had to manage all the work with very little or no help from the other members of the family. The presence of all family members at home all the time meant that they had to take care of their needs all the time. Home was a rescue from tiring work for men and they expected food and drink to land before them whenever they wanted it. They also expected the empty plates to be taken away from them as done in restaurants. There was no scope for eating out and the women had to keep the stomachs of all family members filled with a variety of food. Childcare, which is considered to be a woman's job became sophisticated as they had to engage them in the absence of outdoor physical play. The demand was greater when women had to move out to work as they had to do unpaid work before and after their paid work double the time.

Teachers' Mental Health during the Pandemic: Some Research Findings

Teachers across the globe experienced anxiety and stress in their struggle to switch over to remote education. 13.67 % of the teachers surveyed in China showed higher prevalence of anxiety (Li et al., 2020). 34% of teachers of secondary school teachers in Greece felt very anxious during the pandemic, while only 8% of teachers exhibited severe depressive emotions (P. Stachteas, 2020). Female teachers reported higher work-related anxiety than male teachers in England. Some components of teacher wellbeing (feeling useful, feeling optimistic) declined during lockdown; while other components (having energy to spare, thinking clearly) showed an improvement (Allen et al., 2020). Teachers in Spain experienced

higher levels of distress due to the workload generated during the lockdown (Aperribai et al., 2020). 78.7% of teachers of the surveyed 336 teachers from across Chile reported having increased their work hours during the COVID-19 pandemic due to tele working and 86% indicated negative effects on their work–family balance (Lizana & Vega-Fernandez, 2021). School teachers in Lebanon showed severe levels of anxiety and stress with correlation to online teaching, with added depression when correlated with fear of Covid19 and financial wellness (Baroud et al., 2021). Age of teachers in Ecuador was significantly correlated with all the psychological variables, females presented higher levels of perceived stress, and teachers with home care responsibilities presented higher psychological distress as well as perceived stress (Hidalgo-Andrade et al., 2021). Kindergarten teachers in Canada reported moderate levels of depressive symptoms if they had the responsibility of caring for their own children, and were more likely to report moderate levels of depressive and anxious symptoms if they had the responsibility of caring for an older adult (Spadafora et al., 2021). Polish primary and secondary school teachers experienced at least mild levels of stress, anxiety and depression, both during the first as well as the second waves of the COVID-19 pandemic (Jakubowski & Sitko-Dominik, 2021). Primary school teachers in rural areas in Maharashtra experienced high level of anxiety and perceived stress while engaged in online teaching during Covid-19 pandemic (Sode, 2021).

Women Teachers and the Pandemic: Some Research Findings

Teaching being a highly feminized profession has more women playing roles as teachers at different levels and they faced a number of problems during the pandemic. A number of studies highlight the sufferings and challenges of women teachers during the pandemic. Thematic analysis technique revealed that the work-family conflict experienced by female teachers in Istanbul working from home during the pandemic process was grouped under three themes: time-based, strain-based and behavior-based conflict. Most of the female teachers working from home stated that they could not get administrative support during the distance education process. On the other hand, it was found that female teachers were emotionally tired during the process of working from home, their job satisfaction decreased, they were stressed, they had low motivation, and they had balancing concerns between home and work (Kara et al., 2021). The most frequent problems teachers reported by 103 primary school female teachers in Slovakia were the challenging preparation of teaching materials, unclear directions from school management and strenuous communication with children and their parents. Teachers also suffered from work uncertainty, strain from too much use of PCs

and other technology, and problems with time management(Loziak et al., 2020).Female pre-school teachers in China reported that the COVID-19 had increased work overload and parenting stress. Moreover, work overload was negatively associated with job satisfaction via its positive association with work-to-family conflict. Parenting stress was negatively associated with job satisfaction via both family-to-work conflict and work-to-family conflict(Hong et al., 2021).Pandemic left a deep impact on the mental and psychological health of women educationists in Uttar Pradesh, India due to multiple attentions they pay towards home management, child and elders extra care, challenges due to work from home pattern of organizations and increased attention to students due to online teaching(Dogra & Kaushal, 2021).

LESSONS FROM RESEARCH AND EXPERIENCE

Research findings are evidences of the problems of women teachers in different parts of the world. Everyday encounter with teaching fraternity provided a lot of insight into the challenges of teachers who played the dual role of teachers- teachers of an institution and teacher mother of a child. Work from home adaptations including heavier investment on devices and internet, separate spaces for online classes for women teachers and their children, pay cuts of private school teachers, parental interference during online classes, irregular and increased work hours and mental exhaustion were some of the problems that caused mental health disturbances among female teachers. The stress of teachers have not come to an end with the reopening of schools in the country but have taken newer forms. The greatest stressor is the teachers' helplessness to bridge the learning loss of students. Most of the students had not only missed remote education during the lockdown but also had forgotten what they had learnt earlier. This regression in learning has led to the loss of knowledge and deskilling among students. Although bridge courses were organized at the beginning of school reopening, they were "one size fits all" and teachers were not given enough time and opportunities to understand the learning loss in each child. Rushing children to further learning without the foundational knowledge and skills will be meaningless and will make teachers demotivated.

HEALTH SUPPORT FOR WOMEN TEACHERS

The mental health of students and teachers need to be given equal attention for a successful teaching learning process. The mental health of students is in a way linked to the mental health of teachers. The education system of the country can no longer afford to underemphasize the mental health of its teachers, be it government or private school teachers

in the context of pandemic. The following are some suggestions for addressing the mental health risks of women teachers:

- Women teachers must voice their work load problems to the higher authorities without fear so that an equal distribution of work is ensured in the institution.
- Private institutions must be magnanimous and provide technical support to teachers in the form of devices for online/ hybrid learning.
- The policies of the school must be gender sensitive and based on gender quality.
- The cost of upskilling teachers through training programmes must be given free of cost to teachers.
- Mentoring of women teachers for leadership positions should be done so that women leaders who promote gender just practices in the work places emerge in institutions.
- Schools should provide special centres to accommodate the children of teachers when they have a leave or have remote classes.
- Regular mental health programmes should be organized at flexible timings free of cost to boost the mental health of school teachers.
- Teachers should be given the autonomy to experiment and implement new teaching-learning strategies in the classroom.
- Special counselling facility must be available in the campus for women teachers.
- Regular meetings must be organized by the management to understand the grievances and needs of women teachers.
- Families should lend a helping hand to women teachers by partnering with them adequately in household work.

CONCLUDING REMARKS

An interesting piece of writing that appeared in “yourquote.in” is worth mentioning here. “Women teachers at workplace are real super heroes for me. They are expected to do one of the toughest jobs on earth and then go back home and play the role of a fulltime homemaker. In most cases, they don’t even get the respect they deserve as a professional even inside the family. The money that they earn is no more a pocket money but used to pay bills. They are expected to create generations, raise their own children, satisfy social norms, keep the family members happy, and maintain the inspiring smile ready every morning. They are the definitely underrated superheroes among us. -AbhishekBagchi”. It is time to give more attention to the all-important but all-forgotten mental health of women teachers.

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REFINEMENT OF MENTAL HEALTH OF ZOOMERS***Dr.R. Sasipriya****Assistant Professor in Physical Science**V.O.C. College of Education, Thoothukudi***** J. Jenita Maria Teresa*****M.Ed. Scholar (2017-2019)**V.O.C College of Education, Thoothukudi*

ABSTRACT

Covid19 has had a significant impact on generation Z. This pandemic had almost twisted their educational and social experiences. Smart Gadgets which once had been the choice now turned to an unavoidable one (online education). This generation depends on virtual platform for their personal improvement, studies/ extracurricular activities. This generation z learners have been lacking parental attention, values implantation, stable thinking. Desires of parents have been forced to this generation learners than past. Maintenance of societal status also make them to feel down. the doors of modern technology evolution of social media had shown them all the things they either want to know or don't want to know. Most of the times they are in confused State. They are broken, and trying to make happy faces This paper discusses about meaning of mental health, problems faced by zoomers, simple solutions to have balanced mental health.

Key words: Zoomers, mental health, emotional intelligence

INTRODUCTION

A sound mind in a sound body. Being physically fit does not alone determine the healthiness of individual, but also being mentally strong and active. Education also concentrates on the all development of individuals. Mahatma Gandhi says 'Education is drawing out the best in individual's mind, body and soul. It's understood that for being a human there should be balanced mental health. Development and progressor science and technology have been in all era, and more fatly in this generation. Children of this generation are more intelligent, have more desires, more pressures, more competitions which in turn lead them to more anxiety, stress and unbalanced mental health.

MENTAL HEALTH

Mental health is all about the emotional, cognitive and behavioral wellbeing. Its about how people think, react, positive approach towards problems, face emotional outbursts, mental illness. To be an admirable personality, not only physical health, but also wellness of mind also needed. According to World Health Organization” Mental health is a state of wellbeing, in which an individual, realizes his or her own abilities, can cope with up with the normal stresses of life, can work productively, and is about to make a contribution to his or her community. Mental health is the need of every person. It has to be maintained as like physical health. Stress is one of the key factors affects both the mental health and in turn physical fitness of individual. Persons with balanced mental health will have appreciable emotional intelligence. They will be aware of their weakness and mental illness, addiction.

IMPORTANCE OF MENTAL HEALTH

Being mentally strong brings happiness. A strong person whose mental health balanced will have appreciable mental skills, abilities and intelligence. This type of person will also know how to overcome the Strom and stress of life. They also be well matured to handle hard situations. Mental health helps persons to be stable, mange physical illness, to face life problems, and to find appropriate solution to those problems. Though mental health is important at every stage of life, mental health is so important at adolescent age. As per psychologists, adolescent age brings out most of the emotional components and builds the v=behaviour of life. So, it's necessary to develop proper mental health among young minds. Proper care, attention should be taken to develop positive attitude and construct emotional intelligence among these young buds. This generation learners are facing more problems either at their school or at the family, or at the society Mental health of individuals have to be balanced. This will help them effectively to deal with the ups and downs in their life. It will help them to over come frustrations, failure in expectations, disappointments, and to stabilize their emotional outbursts and stress. Learners face problems such as peer emotional and technology addiction. It's important to maintain relationship with themselves and persons around them. An unbalanced mental health may lead to personality disorder/relationship problems/anxiety/loss of interesting studies.

Zoomers- Generation Z

Zoomers are also known as Gen Z are the digital natives. Zoomers are born in the late 90's and early 2000's. They are in the 9–24-year-old range and they immediately millennials. These younger generation learners are active in so many things. The persons of this generation are growing up in increased stress and anxiety. They have to compete with technology evolution, educational changes, social media revolution, more competitive and standard checking exams, unemployability. Researchers say that these Generation Z are growing up in a world with age increased stress and anxiety. (Bethune, 2019)

Problems Faced by Generation Z (Zoomers)

- Educational Changes
- Societal Changes
- Increase of Screen time
- Change of School culture
- Evolution of Social media
- Peer problems

Refining the Mental Health of Zoomers:

This generation kids have been called the most depressed generation. The problems behind their depression might be anything related to their personal growth/ personal development/ career and employment opportunities. Covid19 has had a significant impact on Generation Z. This pandemic had almost twisted their educational and social experiences. Smart Gadgets which once had been the choice now turned to an unavoidable one (online education). This generation depends on virtual platform for their personal improvement, studies/ extracurricular activities. This Generation Z learners have been lacking parental attention, values implantation, stable thinking. Desires of parents have been forced to this generation learners than past. Maintenance of societal status also make them to feel down. The doors of modern technology evolution of social media had shown them all the things they either want to know or don't want to know. Most of the times they are in confused State. They are broken, and trying to make happy faces.

OVERCOMING OF MENTAL HEALTH ISSUES

Young generation is the most valuable resource of nation. It's the responsibility of society to take care of their development and balanced mental health. To help the younger generation, to understand their problem. It's necessary to understand their behaviour and to view the world from their perspective.

1.Guidance and Counselling cell at every educational institution. Though the central government has made it as mandatory. But it's not practiced in reality. So proper steps should be taken to make it as possible. In recent days sexual abuse/ Psychological threats-death. These young minds are not able to face the problems.

2.Open talk by parents with their wards. They may provide the best educational institutions, the luxury life, but the most valuable is their time.

3. Values and ethics have to be imposed through education.

4. Learners are to be encouraged to spend less time in virtual and more in reality.

5.Teachers have to be maintained good and ethical rapport.

6. The 3 R idea Rejuvenate, Relax & Refill

- Rejuvenate: Boost mind with new ideas make every day a new day.
- Relax: take long breath. Think positive
- Refill: Empty your emptiness Fill by small moments as pleasant memories

Educational institutions together with society should have concern on constructing not only knowledge and skills but also have concern in constructing their emotional intelligence. Will have balanced mental health.

Mental health includes things such as feeling self-esteem, confidence, being happy, and thankful, finding solution to every problem, creativity, positive approach, being self-control, awareness about mental illness taking care of inter personal and intra personal relationships. Emotional intelligence of the learners can be built up by asking them to answer, find out solution for every real-life problem.

7. Monthly once learners can be encouraged to do what they want to do, share their thoughts with teacher.

8. Opinion boxes/ Open up boxes can be kept in schools. No kind of rules violation actions/ detentions should be taken when learners express their opinion and problems.

9. Parents teachers meeting have to be regularized.

- Motivate yourself
- Enjoy listening songs
- Early to bed and early to rise
- Speak with yourself
- Walk for at least ten minutes
- Laugh with your friends
- Reduce screening time
- Take good food

10. have third point of view in every problem, an alternative thinking, Mental health in an unequal world is the most challenging thing to be executed. But together it can be achieved.

CONCLUSION

Last but not least, by giving the warmth feel of I am there for you, understand you, I support you to the zoomers. We make them emotionally strong and in turn their mental health. Their emotional intelligence has to be reconstructed, their self esteem would be built up which stimulate, the elements of mental health.

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BUILDING AND TEACHING PROFESSIONAL RESILIENCE

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ABSTRACT

Resilience is important because it gives people the strength needed to process and overcome hardship. The people who lack resilience get easily overwhelmed and may turn to unhealthy coping mechanisms. Resilient people tap into their strengths and support systems to overcome challenges and work through problems. It is identified that teacher resilience is the key to outstanding teaching and learning in workplace. It is a truism that over a lifetime, most workers, regardless of the particularity of their work context, role or status, will need at one time or another – for shorter or longer periods, or as an everyday feature of their work processes – to call upon reserves of physical, psychological or emotional energy if they are to carry out their work to the best of their ability. Schools and classrooms, especially, are demanding of energy of these kinds, partly because not every student chooses to be there and partly because successful teaching and learning requires cognitive, social and emotional investment by both teachers and students. Given the likely associations between resilience and teaching quality, it is all the more surprising, therefore, to find that the capacity and capability to exercise resilience in schools. Building professional resilience will keep us enthusiastic.

INTRODUCTION

Life will not come with a Google map to guide. Everyone will experience twists and turns, from everyday challenges to traumatic events. Each change affects people differently, bringing a unique flood of thoughts, strong emotions and uncertainty. Yet people generally adapt well over time to life-changing situations and stressful situations.

Resilience refers to how people deal with and bounce back from the difficulties of life. It means the difference between handling pressure and losing self-control.

Psychologists define resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress—such as family and relationship problems, serious health problems, or workplace and financial stressors. Resilience involves “bouncing back” from these difficult experiences.

Professional resilience is the capacity of the individual to thrive in demanding situations. The choices we make when responding to difficult situations and our attitude and willingness to act, demonstrate resilience.

TASK BASED STRESS

Stress results from a mismatch between the demands and pressures on the person, on the one hand, and their knowledge and abilities, on the other. It challenges their ability to cope with work. This includes not only situations where the pressures of work exceed the worker's ability to cope but also where the worker's knowledge and abilities are not sufficiently utilised and that is a problem for them.

THE EFFECTS OF WORK STRESS ON INDIVIDUALS

The experience of work stress can cause unusual and dysfunctional behaviour at work and contribute to poor physical and mental health. In extreme cases, long-term stress or traumatic events at work may lead to psychological problems and be conducive to psychiatric disorders resulting in absence from work and preventing the worker from being able to work again.

When affected by work stress people may:

- ❖ become increasingly distressed and irritable
- ❖ become unable to relax or concentrate
- ❖ have difficulty thinking logically and making decisions
- ❖ enjoy their work less and feel less committed to it
- ❖ feel tired, depressed, anxious
- ❖ have difficulty sleeping
- ❖ experience serious physical problems, such as:
 - heart disease,
 - disorders of the digestive system,
 - increases in blood pressure,
 - headaches,
 - musculo-skeletal disorders (such as low back pain and upper limb disorders)

The effects of work stress on organizations

Work stress is thought to affect organizations by:

- ❖ *increasing absenteeism*
- ❖ *decreasing commitment to work*
- ❖ *impairing performance and productivity*

- ❖ *increasing unsafe working*
- ❖ *increasing complaints from stake holders*
- ❖ *adversely affecting staff recruitment*
- ❖ *increasing liability to legal claims and actions by stressed workers*
- ❖ *damaging the organization's image both among its workers and externally*

WAYS TO BUILD PROFESSIONAL RESILIENCE

1. Build supportive relationships with colleagues

Strong work relationships contribute to professional resilience. Find time to have professional and academic discussions with colleagues. Share ideas, discuss solutions to problems, vent frustrations, obtain support and plan for tackling workplace challenges. Knowledge sharing will reduce stress in workplace.

2. Think positively

How we feel is often a consequence of how we think. Looking for the positive in situations can lessen stress and allow us to act constructively. We have to avoid reacting to situations, instead have to respond.

3. Implement the strength identified

Self-reflect and try to identify the strength. During challenging situations, apply the identified strength. Sometimes, we are more easily able to see strengths in others than in ourselves. Try a positive psychology questionnaire to know our strengths. Peer reflection would be the best way to know our strengths.

4. Enjoy doing the work

When we enjoy our work, we feel satisfied and are less likely to be affected by the work we don't particularly like. Doing the work we enjoy made us feel happy and enthusiastic.

5. Build Network

Focus on what we can do to overcome challenges, reduce stress or manage a difficult situation. Build and reach out to trusted networks for support.

6. Look after health and wellbeing

Work towards creating a balanced lifestyle doing things we enjoy: socialising, resting and relaxing, eating well, getting enough sleep and exercising all help to buffer the challenges that come our way. Taking care of ourselves is very important.

7. Laugh

An element of fun in our workplace can ease stress and make the demands of work easier. It also supports the development of positive relationships that help reduce stress.

The best strategies for work redesign focus on knowledge and abilities, support and control:

- ❖ Changing the demands of work (e.g. by changing the way the job is done or the working environment, sharing the workload differently).
- ❖ Ensure that employees have or develop the appropriate knowledge and abilities to perform their jobs effectively (e.g. by selecting and training them properly and by reviewing their progress regularly).
- ❖ Improve employees' control over the way they do their work (e.g. introduce flexi-time, job-sharing, more consultation about working practices).
- ❖ Increase the amount and quality of support they receive (e.g. introduce 'people management' training schemes for supervisors, allow interaction among employees, encourage cooperation and teamwork).

TEACHING RESILIENCE

We are all innately resilient, but fear, insecurity and doubt can take over in moments of stress or anxiety. These responses can affect our ability to draw on our resilience just when we need it most. Luckily, there are a few ways teachers can encourage and build resilience in their students.

1. Create safe and supportive learning environments

Focus on developing an environment where all students feel safe and supported. Encourage them to try new things, and emphasise the growth and learning opportunities they are presented with when they fail or make a mistake.

When students feel like the outcome won't affect them negatively, they are more likely to try new and more challenging things in the classroom. Being able to learn from mistakes and challenges in a place where they feel supported and encouraged will build their confidence, self-belief and resilience.

2. Celebrate student progress, not just success

When it comes to building resilience, it really is all about the journey and not just the destination! When we only celebrate the wins, we instill a belief that the only thing that matters is success. In order to build a positive mindset and a willingness to grow, it's important to focus on progress and not just success. This can be done through providing open and qualitative feedback to students that focuses on their effort rather than the outcome.

Encourage your students to set goals for themselves that provide challenges and stimulation. Celebrate every time they overcome a hurdle along the way and move closer to achieving their goal. This could focus on something academic (such as a challenge to read a certain

number of books over the term) or relate to an area a student finds challenging (such as encouraging a shy student to participate in events). You can help them to celebrate the small milestones along the way by communicating regularly with their parents to let them know of their child's progress, rather than waiting for report time.

3. Provide opportunities for goal setting and reflection

Building resilience is all about maintaining a positive mindset, a willingness to grow and an ability to learn from setbacks. Setting goals and making time for reflection have been shown to help maintain focus and create momentum in times of growth and change. Breaking down situations, issues or even assessments into smaller, less intimidating chunks can make it easier for students to stay in a positive mindset so that they are less likely to be deterred by setbacks. Creating environments where students feel confident to discuss what they want to achieve and their strategies for doing it is important in helping them to build resilience.

4. Develop a sense of belonging within the community

A great way to build resilience in young people is to help them feel a part of something bigger than themselves. When teens feel that what they do or contribute matters on a larger scale, they are more likely to push through setbacks and to remain optimistic about the outcome. Encourage students to engage with the organisation and community beyond their social groups by volunteering at programmes, mentoring younger students or participating in whole-school events. Being involved in what's happening with their peers and the faculty instils in them a belief that their involvement can and will have a positive effect on others as well as themselves.

STRATEGIES THAT BUILD RESILIENCE AT WORKPLACE

- ❖ Promote positive social connections between staff and students, among students, and between schools and home.
- ❖ Nurture positive qualities, such as empathy, optimism, or forgiveness, and give students a chance to use them.
- ❖ Notice and reinforce qualities that are key to resilience.
- ❖ Avoid focusing on failure or negative behaviours.
- ❖ Teach by example, which is an effective approach; train staff to develop the same qualities.
- ❖ Foster feelings of competence and self-efficacy.
- ❖ Set high expectations for students; teach them to set realistic, achievable goals, and also how to reach out for help when needed.

CONCLUSION

Organizational culture is one of the key factors in determining how successful an organization will be in managing work stress. Organizational culture is reflected in the attitudes of staff, their shared beliefs about the organization, their shared value systems and common and approved ways of behaving at work. Organizational culture also concerns how problems are recognized and solved. It can affect what is experienced as stressful, how that experience translates into health difficulties, how both stress and health are reported and how the organization responds to such reports. Employers and managers and trade must therefore become aware of the culture of an organization and explore it in relation to the management of work stress. If necessary, these parties must engage in culture change activities as an important aspect of improving the management of stress at work. Supportive relationships are key to recovery: Make sure students have time to talk with caring adults and have the opportunity to express their feelings and ask questions. Professional networking will build resilience.

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PSYCHOLOGICAL PERCEPTION OF STUDENTS DURING PANDEMIC PERIOD

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ABSTRACT

Students are increasingly recognized as a vulnerable population, suffering from higher levels of anxiety, depression, substance abuse, and disordered eating compared to the general population. Therefore, when the nature of their educational experience radically changes, such as sheltering in place during the COVID-19 pandemic, the burden on the mental health of this vulnerable population is amplified. The objectives of this study are to 1) identify the array of psychological impacts COVID-19 has on students, 2) develop profiles to characterize students' anticipated levels of psychological impact during the pandemic and 3) evaluate potential sociodemographic, lifestyle-related, and awareness of people infected with COVID-19 risk factors that could make students more likely to experience these impacts.

Keywords : covid-19, mental health, pandemic period, stress level

INTRODUCTION

In the face of the global COVID-19 pandemic, schools have confronted unprecedented challenges as they moved to quickly shift classes to an online format, provide equitable access for all students, support teachers' and students' educational needs, and make plans amidst great uncertainty. The pandemic itself has caused much worry, stress, and grief. These stressors can cause mental health challenges for anyone and can cause acute symptoms to appear for people who may experience preexisting mental health challenges.

Some of the typical indicators teachers may use to identify students experiencing mental health difficulties may not be available. Some teachers may not be meeting with students in person. Some teachers may not have the same student drop-ins. Some teachers may not be able to read students' masked faces. As such, teachers may wonder how students are doing or the degree to which they are struggling, particularly with respect to emotional problems.

GENERAL CHARACTERISTICS OF STUDENTS

Students' demographic information (age, gender, date of birth), faculty, year of study, residence region, presence of a partner, health condition related to COVID-19, family and friends' health conditions related to COVID-19, and lifestyle during the lockdown (physical activity and whether they lived alone) were collected.

The impacts will be felt differently among different population groups. Among these, one group will face additional challenges to understand, absorb, and deal with the changes that COVID-19 is bringing to our world: the students. In the current context of lock down and restriction of movements, children have constrained access to socialization, play, and even physical contact, critical for their psychosocial wellbeing and development. School closures are preventing children from access to learning and limiting their interactions with peers. Children may feel confused and at loss with the current situation, leading to frustration and anxiety, which will only increase with the overexposure to mass and social media, especially among adolescents. Some students may struggle to find ways to explain and communicate with children about the current situation in a way that is understandable by this age group, which will add frustration and disquietude. COVID-19 is also bringing new stressors on parent and caregivers. This can hamper their capacity to provide care and remain engaged with their students. Being very keen observers of people and environments, children will notice, absorb and react to the stress in their caregivers and community members, which unavoidably will affect their well-being.

FEELINGS AND FEARS ABOUT THE PANDEMIC

The validated Patient Health Engagement Scale (PHE-S) evaluated emotions, feelings, concerns, perceptions, and psychological engagement of students. In particular, the scale consists of 5 items with scores of a purely ordinal categorical and psychometric nature describing how people feel when thinking about their own health (such as "I can't understand

what happened to me” or “I feel positive”). Each sentence can be completed by choosing one of 4 specific states or the intermediate points between two states. According to the score obtained, each respondent is determined to have 1 of the 4 levels of health engagement described by the PHE model (i.e., blackout, arousal, adhesion, eudemonic project). The scale is based on the assumption that the score a person obtains should reflect his or her actual health engagement level. Moreover, they investigated the fear about an increase of COVID-19 cases, deaths, risk of contagion, capacity to contain the diffusion of the virus, and understanding of preventive measures.

PREVENTION FOR MENTAL HEALTH

Once students are identified as being at-risk for emotional difficulties, it is important for the school to have a plan of action to connect youth to effective support services. Ideally, this would involve in-school individual or group counseling as part of a multi-tiered system of support (Eagle et al., 2015). Alternatively, students could be referred to community agencies that treat youth with mental health disorders. Some school districts contract with community agencies to provide mental health support in the school setting.

Given the many mental health challenges that students may experience during and after the pandemic, it is important for educators to

- (a) Assist in identifying at-risk students through systematic screening;
- (b) Advocate for universal screening of the school population during and following online learning phases; and
- (c) Increase awareness of the importance of mental health screening with their teacher colleagues as well as school administrators and parents.

PERSONAL CONCERNS REGARDING UNIVERSITY STUDIES

Specific items investigated personal concerns about university studies during the COVID-19 pandemic (impossibility of attending university, concentration, distance from colleagues, and fear returning to university).

DISCUSSION

Students represent a vulnerable population for common mental health disorders. In particular, unsettled life and work conditions, typical of academic environments, and the life stage of

university students, who are “in transition” to adulthood and in a delicate process of starting their careers, makes them more susceptible to negative psychological effect of traumatic events. In line with this interpretation, the psychological distress levels measured in our study are associated with students’ concerns about their academic activities, both in terms of delays regarding completion of their degrees and their sense of loneliness and isolation due to physical distance from their peers and partners in relation with COVID-19 effects and its containment measures.

Furthermore, our study showed that students attending the Rome campus presented higher levels of anxiety. This may be due to the prominence of medical students at this campus, who are at higher risk of psychological distress due to their familiarity with health issues compared to the general population. Moreover, this result may be due to the fact that individuals involved in medical professions are typically more empathetic and altruistic and tend to be at higher risk for negative psychological reactions in an health crisis situation. This evidence is also in line with previous studies that showed higher psychological distress in individuals with geographical proximity to the regions mainly affected by the pandemic (in our case, the North of Italy). The sense of lacking control over the current situation (due to geographical distance from the “red regions” for the Italian COVID-19).

To conclude, students who show a higher level of anxiety (TA and SA) express more negative emotions and also perceive themselves with less academic self-efficacy. Therefore, a stressful situation (pandemic and confinement) together with a critical event (illness and death of a relative/friend due to COVID-19) increases anxiety levels and influences the perception of academic self-efficacy (Michael S. Dempsey, 2020).

CONCLUSION

The mental health issues of sufferers of an epidemic, frontline health workers and the social and psychological impact on society at large show notable similarities between our past experience of viral diseases and COVID-19. However, the scale and impact of COVID-19, the duration and the uncertainty of future progress has led to an intensity of effects hitherto unprecedented by other viral pandemics. The rapid spread of COVID-19 is as much an effect of the biology of the virus as it is testimony to the close interconnections in

international travel and levels of immigration. At the same time, the impact on the global economy shows the intricate way in which the human race is interdependent and connected through its various communities, institutions and global infrastructure.

While the research for a vaccine and cure continue unabated and our knowledge of COVID-19 grows, it is also a time to take a step back and look at what we already know of mental health and social impacts of pandemics, especially novel viral pandemics, and put that knowledge to work. There is undoubtable evidence that a novel illness such as COVID-19 can cause widespread fear, panic, anxiety and xenophobia. There are notable concerns about the rise of violence at a time of social distancing, unemployment and widespread financial volatility. While research for biological prevention and cure continues, the focus on psychological and social impacts, and their interventions should not be neglected.

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TECHNOLOGIES ENHANCING POSITIVE MENTAL HEALTH

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ABSTRACT

Technology is advancing every day. Mobile apps, including mental health apps, are becoming more sophisticated. For instance, some apps may collect the average patterns of behaviour information by using the built-in sensors of any device. If the app detects a behaviour change, it could possibly signal the person before facing a real crisis. There are some mental health apps that help with thinking and memory skills, while others help connect people to a health care professional or counsellor. Health care professionals and developers have been working diligently to leverage the smartphone's functionality and develop apps to help them in research, whether it's using facial recognition, sensors or GPS tracking. Cognitive technology now provides the mental health industry with the constant evolving paradox of machine learning for the advancement of cognition levels in devices people use on a daily basis. (Increased digital use and mental health: pros and cons, 2021) And many professionals would agree that effective therapy contains human interaction, which makes these apps beneficial. In fact, clinical research shows that both phone and web-based apps can actually treat anxiety and depression.

Key words: - Positive mental health, Technology, Apps, Digital Apps

INTRODUCTION

The positive impact of technology on mental organizations are essential, we are all happy to see our technology. There is a great deal of evidence out there that indicates that technology has had a major positive effect on the mental health of people. For example, there is a pedagogical product called NLP-based software that can be used to help people improve their ability to cope with personal problems. This software has been used to help individuals to overcome difficult phobias, gain more confidence in themselves, and to help them develop positive mental health.

The positive effects of technology on mental health associations do not end. A study performed by Ohio University reveals that students using smartphones were 20% less likely

to experience depressive episodes during certain times per week than those who did not use smartphones. This study showed that students were spending more time using smartphone apps instead of traditional computer programs during the week than the previous year. **(Julia Wagner, 2021)** What this means is that smartphone usage can be a significant contributor in reducing depression episodes during specific times per week.

The above studies highlight some of the positive effects of technology on mental health. However, we also need to realize that the positive effects are limited to only certain types of situations and certain types of people. Technology may affect how students react to the school environment and certain social media at specific times per day. What exactly does technology impact? It is important to remember that most of the technology impacts are only evident to users of the technology and that they do not affect non-users.

The Positive Mental Health and Technology-

One in every four people in the world suffers from mental health disorders. **(Katrina Lane, 2019)** Digital technology could provide an opportunity to change this. It is estimated that one in every four people in the globe suffers beyond mental health disorders.

While a structured effort to improve mental health is included in the public health strategy of most governments, many people do not seek treatment. According to the most recent data from the Adult Psychiatric Morbidity Survey, almost 20 per cent of people in the UK who screened positive for a psychotic disorder had not received any sort of treatment. (Katrina Lane, 2019)

Digital technology affords the possibility in imitation to change this. By delivering mental health services differently, there is hope that a greater number of people will be able to access the help they need.

Technology also presents an opportunity to tackle mental health across the globe. At present, most developing countries struggle with the persistent lack of skilled human resources in health fields. As a result, millions of people in developing countries lack access to any sort of support. (Katrina Lane, 2019)

INNOVATIVE STRATEGIES TO ENHANCE POSITIVE MENTAL HEALTH

From apps that offer free mental health counselling, wearable headsets that treat depression and sensors that measure emotional wellbeing, here are six mental health innovations developed in recent months.

1. **App promises to make each and every day a good day**

A new app, called Moodrise, is designed to brighten the person's day. Developed by AeBeZe Labs, the app promises to help people feel better by targeting six appealing states of mind, including happiness, confidence and focus.

People choose the mood and the app. Then feeds any photos, videos and other online content, specially approved by mental health specialists to improve "one's experience on planet earth". Constant exposure to negative news, comments and online content is getting us down. Health services aren't keeping pace. Major depression is on the rise. The app, Moskowitz says, is like a "digital vitamin" that should be taken daily for good mental health. The approach is more scientific than curated cute puppy videos. As sweet as they are.

2. **Calm**

App of the year in 2017, Calm has taken the world by the storm. Through this people can **learn how to be mindful, have breathing sessions to relax any mind and body, listen to calming bedtime stories before persons go to sleep or watch soothing nature scenes any time** during the day whenever ones feel it's necessary. The app also offers a large variety of meditations, such as body scan, walking, guided or unguided sessions.

3. **Zen Zone virtual reality app:**

Zen Zone is another **relaxation game designed by Unello Design specifically for virtually reality**. It features two innovative relaxation sessions with beautifully relaxing music, which visualize the body and the breath in ways only possible in **virtually reality**. People also get the chance to arrange individual special "secret garden", where people might find ones inner peace.

Developer and musician Aaron Lemke leads the Texas-based design studio. Mostly interested in exploring the experiential side of **virtually reality**, Unello created many of the first relaxation experience available for the Oculus Rift.

4. **Wearable headset treats depression**

Sweden-based health tech company Flow Neuroscience has developed an alternative treatment for depression. The new device Flow is a medical-grade headset for brain stimulation. It combines psychology, technology and neuroscience. The headset sends out gentle electric pulses through a patient's brain, targeting the part of the brain affected by depression. This technique – Transcranial Direct Current Stimulation (TDCS) – aims to encourage the brain to change in specific areas over time.

The treatment plan that Flow Neuroscience instructs users to follow is to wear the headset for 25 minutes per day for 10 days. While doing so, users should use Flow Neuroscience's accompanying app which has activities designed to help change the negative behavioural patterns that are a symptom of depression. After the initial 10 days, users should reduce their headset use to twice per week for about a month.

5. Campaign uses giant smartphone displays for suicide awareness

In the UK, the Campaign against Living Miserably (CALM) has launched an eye-catching campaign featuring large, interactive digital displays that resemble smartphones. The "Call for Help" campaign aims to break stigmas around mental health.

The screens' purpose is to show how frequent the CALM helpline receives calls. They are connected to the live helpline. A loud ringtone will alert those nearby when a call is incoming and will then display "call in progress." The displays have been placed in London, Manchester and Birmingham.

The CALM helpline gets over 200 calls per day. To raise awareness in the past, CALM has experimented with other bold awareness campaigns, including one that used 84 mannequins and put them on the ledges of London's ITV Southbank buildings.

6. Fitbit's Relax app

Fitbit has a Relax app on its Blaze and Ionic models. The app is a breathing exercise that can last for 3 or 5 minutes and is designed to help the user slow down breathing, as well as heart rate. It's a quick yet still efficient exercise to find few minutes of calmness every day. It also shows the progress people have made over time and how much one could reduce heart beat rate during the exercise which guarantees that the person come back to it day after day.

No matter whether person use devices, apps, virtual reality or any other tools, the important thing is to focus on any mental wellbeing at least once a day. Make time for it, give a couple of minutes and pay attention to pupil thoughts and feelings.

CONCLUSION

While technology is improving access to mental health services, it also contributes to more mental illness in general. Because people spend so much time using devices, they are less likely to have meaningful social interactions. This also contributes to feelings of isolation. Even though people may see technology as hurting mental wellbeing, it has proven positive effects.

There is less access to professional care which is only expected to get worse. But online options continue to emerge to address this shortage. It makes it easier for anyone to get help and even address their health on their own.

Because more people are looking to these technology options, health systems are expanding what they offer. And the industry is receiving more funding to continue providing these tools.

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INITIATING A WHOLE - SCHOOL APPROACH TO REFINE MENTAL HEALTH OF ZOOMERS

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ABSTRACT

Mental health issues are the impediment to academic success. It is a state of wellbeing where students can experience their learning possibilities, manage their stress, and are connect themselves with their community and friends. Education is more or less a synonym of developmental psychology. Right from the schooling, education shapes a man's behavior. No system is defect free. Due to various reasons, educational institutions encounter student mental health in various ways. Along with the social determinants of health, other factors may increase the stress level and negatively impact students' sense of well-being. An effective redressal of this problem in the initial stage is important to decimate student's mental health issues. With the increasing cases of students' misbehavior and its adverse effects on society, the need for identification and remedy is required. Students are the future society. They are the majority in number. When the life of students are characterized and shaped in the age of student life, it will pave a major way to success in the future. Teaching them moral values in the small will help them improve in their flaws. So A Whole - School Approach will break the chain of being strict and appear likable to the students in order to understand their cognitive and behavioral problems. This article enunciates the cause and solution for the mental health issues.

Key words : Metal Health issues, A Whole - School Approach

INTRODUCTION

The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education". Dr. Martin Luther King Jr.

From the quote, it is obvious that intelligence without mental health will not amount to a good education. Students are the cornerstone of the time ahead. The area of student mental health is quite complex and sensitive. Problems can be hard to resolve when we merely identify the issue and none of the steps to set right it. Mental health influences how to think, feel, and act in our everyday life. It also affects our ability to manage our stress, overcome challenges, build relationships and recover from life's setbacks and hardships. Strong mental health does not mean the absence of mental health problems but it is free from depression, anxiety or other psychological issues. It the presence of positive characteristics such as to cope with difficult situations and maintain a positive outlook. Such people remain focused, flexible, and productive, in bad times as well as good. This article concentrates on the context of finding appropriate steps in handling mental health issues.

DEFINING STUDENTS MENTAL HEALTH

Student mental health issues are the expression of resentment and displeasure on the authority, teachers, system and socially sanctioned goals and norms. Students who experience mental health issues cause unconstructive effects on the classroom environment. Disciplinary problems in the classroom are underlying flaws in total learning situations.

In literature, different expressions have been used to address mental health issues of students. For instance, Dr. Gulshan Ara Wani, 2018, concluded that extreme and awareness on the topic of mental health should be promoted among the students so that early diagnosis can prevent the problems of mental health. In a study conducted by Geetha Jain, 2018, suggested to manage time effectively and ensure that at least one physical exercise is done on daily basis can become deterrent to stress and improve the span of attention and hence become productive with academics.

TRAITS OF MENTAL HEALTH ISSUES

- Irritability and mood swings.
- Anxiety and low mood.
- Dependence on video games.
- Emotional eating (excess eating to cope up with emotions such as frustrations, stress, boredom, and fear)
- Feelings of hopelessness and powerlessness.

- Having trouble concentrating and paying attention, difficulty reading and completing work tasks.
- Changes in sleep habits and appetite changes.
- Decrease in self-care
- Withdrawing from or avoiding social interactions (online or in-person)
- Frequent reference to death or dying

CAUSES OF MENTAL HEALTH ISSUES

Mental health issues are not solely caused by students themselves. It has been perpetrated by many factors. In fact, students are being victims of many issues like economic difficulties. The negative influences ruin the mental health of the students and thus bring indignity to themselves and their family. The present education system has evolved due to technological advancements but there are deficiencies within the system. Student issues forces to live a stressful life demanding excellence in the form of marks, this leads to rote memorization rather than practical learning. Passing of examination and getting rewards are made as the main goals of education. Many educational institutions are functioning for profit motive. Defective education system is one of the reasons which cause unrest among students. Foremost to all the solutions for handling such issues, the defective system, which is the root cause of the problem has to be changed.

Instead of pressuring students for marks and grades, teachers should encourage logical and innovative activities. A proper guidance has to be given so as to make them capable of dealing with any kind of situations or struggles of life. More important, moral education needs to be taught in schools for bringing discipline in students. In order to bring positive changes in students and motivate them, teachers should analyze the strengths and weaknesses consistently.

ESTABLISHING A WHOLE - SCHOOL APPROACH

A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing. A whole-school approach involves all parts of the school working together and being committed. It needs partnership working between senior leaders, teachers and all school staff, as well as parents, carers and the wider community at the following levels :

At an organisational level, schools:

- foster a friendly, respectful and inclusive environment

- implement a positive approach to behaviour management
- establish proactive policies addressing wellbeing and inclusion
- provide opportunities for student participation and leadership
- foster strong partnerships with students, parents, carers, community and service providers.

At a pedagogical level, schools:

- explicitly teach social and emotional learning skills
- provide a comprehensive wellbeing education program
- explicitly develop personal and social capabilities.

At a relational level, schools:

- have high but achievable expectations for student learning and behaviour
- promote positive and supportive teacher-student relationships and peer-peer relationships
- use positive approaches to manage student behaviour, including fostering a range of strategies to prevent and respond to bullying
- notice and intervene when students experience problems related to learning or wellbeing.

PARENTS RESPONSIBILITY IN PROBLEM MITIGATION

Parents' role in resolving students mental health issues are very crucial. Generally, the nature of children is largely influenced by their upbringing at home. They should inspire their children from their own behavior, because they will follow or reflect what they learnt from their parents. So, family behavioural pattern plays a vital role in children's attitude. Many children have become Juvenile because of broken family relationship. Teaching of moral values and discipline should start from the home initially.

As far as education is concerned, parents should not force them by making their vision as their children's vision. It may lead students into depression and promote disruptive behavior. This pressure is the main reason for encouraging the children to leave home and it results in creating Juveniles. Sometimes it may extend to commit suicide. Therefore, students should be given freedom to choose their career with proper guidance. Parents should teach how to handle every situation and behave with others and thereby should bring confidence in them. They need to be treated with love and care.

CONCLUSION

This article has addressed the causes, outlined the elements of a whole-school approach and how to mitigate the mental health of students. Educational institutions are the place where students can live mentally healthy. It cannot control or monitor students mental health outside of the premise, but can foster mentally healthy environments which facilitate students to prosper and be resilient and confident to face any hardships they come across. Schools should give first priority to the wellbeing or mental health of the students rather than to raise the academic standards. A whole-school approach to mental health places emphasis on educating parents as well as educating students.

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INTERPERSONAL WELLNESS: A TOOL FOR POSITIVE MENTAL HEALTH

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ABSTRACT

Man lives in a society and within a society he is bound to be in chains – the invisible chains of relations and dependencies. Therefore, it is important for everyone to achieve optimal wellness in order to subdue stress, reduce the risk of illness and ensure positive interactions. Positive Mental Health is an active process of becoming aware of and making choices toward a healthy and fulfilling life. We believe that having good interpersonal skills will determine a person's life success and their well-being. Interpersonal relationships are formed in the context of social, cultural and other influences. We must understand the essentials of interpersonal wellness to enhance them and the barriers to avoid them. We have to grow in interpersonal wellness to live a happy and contented life with positive mental health. The only way to find inner peace is that we have to maintain good relationship with the people around us.

Key Words:

Full Wellness; Interpersonal Wellness; Interpersonal Relationship, Positive Mental Health

INTRODUCTION

“Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human. Society is something that precedes the individual.” - Aristotle

The great Greek thinker, Aristotle, had noticed that man is by nature a social animal. He, no doubt, was right. Man lives in a society and within a society he is bound to be in chains – the invisible chains of relations and dependencies. Interpersonal Relationship is a close association or acquaintance between two or more people. Interpersonal relationship can

also be defined as the social association, connection or affiliation between two or more people. The concept of living without society is an absurd concept and human beings are not doubt a social animal tied in the chains of social responsibilities and relations. Therefore, it is important for everyone to achieve optimal wellness in order to subdue stress, reduce the risk of illness and ensure positive interactions.

MENTAL HEALTH

Positive Mental Health is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Mental Health is more than being free from illness; it is a dynamic process of change and growth. Maintaining an optimal level of wellness is absolutely crucial to live a higher quality life. Wellness matters. Wellness matters because everything we do and every emotion we feel relates to our well-being. In turn, our well-being directly affects our actions and emotions. It's an on-going circle.

INTERPERSONAL WELLNESS

Improved interpersonal wellness is at the heart of what we do. We believe that having good interpersonal skills will determine a person's life success and their well-being. Interpersonal skills consist of our ability to be successful in our network of relationships, to have positive influence with others and to ensure we are sending the right messages about our intentions with our actions.

INTERPERSONAL RELATIONSHIP

An interpersonal relationship is a strong, deep or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighbourhoods and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole.

FORMS OF INTERPERSONAL RELATIONSHIP

An interpersonal relationship can develop between any of the following:

- Relationship with immediate family members and relatives.
- Relationship of a child with his parents.
- Relationship between friends.
- Individuals working together in the same organization.

- People working in the same team or for a common cause.

Relationship can also develop in a group like relationship of students with their teacher, relationship of a religious guru with his disciples and so on.

ESSENTIALS OF AN INTERPERSONAL RELATIONSHIP

- ❖ Individuals must be affectionate to each other for a healthy interpersonal relationship.
- ❖ Transparency is a decisive part of interpersonal relationship. It is important for every individual to be honest and transparent and mutually concerned.
- ❖ Individuals in an interpersonal relationship must share common goals and objectives. They must be having improved morale and a sense of togetherness.
- ❖ Individuals in an interpersonal relationship must respect each other's views and opinions.
- ❖ A sense of trust is very important.
- ❖ To develop and maintain Interpersonal Wellness we need the following traits:
 - Respecting oneself and others,
 - Cheerfulness,
 - Tolerance,
 - Patience,
 - Endurance,
 - Honesty,
 - Appreciation,
 - Contentment and
 - Forgiveness.

BARRIERS TO INTERPERSONAL WELLNESS:

- ♣ Lack of communication
- ♣ Inability to forgive
- ♣ Deceit
- ♣ Malice and gossip
- ♣ Bad character and behaviours

KEYS TO DEVELOP INTERPERSONAL WELLNESS:

The deep sense of realization that we have the love and support of others can contribute to our improved health, while toxic relationships can lead to negative health issues. Whether our relationships are in great shape or in need of a little repair, these 4 aspects will help each

of us to grow in better interpersonal wellness. The 'Win-Win Strategy' of everyone's wellness creates inner serenity and promotes mental health.

- 1.) **Love Unconditionally:** While this is not always easy, it not only has positive effects on others but will also benefit us. Loving unconditionally leads to forgiveness. Accept people the way they are and we could love them as our Creator loves us.
- 2.) **Practice Generosity:** As Benji Watson says, "Generosity Heals." Mother Marie Louis de Meester, Mother foundress of the ICM congregation, says "Let your heart be so generous so that the whole world could find room in it". We have many to give, to make a difference in someone else's life. No matter whether it is time, talent, money, care, affection or encouragement give good, wholeheartedly to someone.
- 3.) **Treasure and Protect Relationship:** Too often people take their relationships for granted and fail to nurture and strengthen them in their part. Just five minutes of self analysis at the end of a day to think over what we must have done or must not have done to others, help us to introspect ourselves deep within. On this basis we act and react to safeguard our relationships with others. "Loving someone is a full time commitment. Use that time wisely. Cherish the high points and fight hard to conquer the challenges. No one said love would be easy, but it is damn sure worth it." (Carlos Wallace, 2016)
- 4.) **Be committed to the person or team:** Lack of trust and lack of accountability affects common goals and commitments. The depth of commitment is the deciding factor for making an interpersonal relationship healthy and everlasting.

INTERPERSONAL WELLNESS AS A TOOL FOR POSITIVE MENTAL HEALTH:

A good interpersonal relation can help people live a happy life. Living a harmonious environment need people keep a good relationship with the people around. Friendly people will form a happy atmosphere. They will make people work efficiently and keep a good mood in daily life. It is certain that people will receive happiness in the end. In short, in order to be able to be a contented self, we must look within ourselves, know ourselves and understand ourselves. Therefore, when we start to make these shifts within our self internally, then we will be able to start seeing positive and profound shifts in our external reality.

If the environment is conducive a person enjoys his life by serving the society with empathy. The first step to spread love for others is to accept and love oneself. When we are self-assertive we will be physically and psychologically well which makes us socially well. This leads us to the utopian goal of spiritual wellness.

CONCLUSION:

Even though we are successful in our life we could not be happy and peaceful if we have to tackle with the controversies with people around us. The only way to find inner peace is that we have to maintain good relationship with the people around us. Let us step forward and be a role model for others in developing Interpersonal wellness. Let the first step be ours and undoubtedly the world will follow us towards serenity. “A satisfied life is more important than a successful life to attain and sustain Positive Mental Health”.

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"Don't let the world change your smile;

Let your smile change the world"