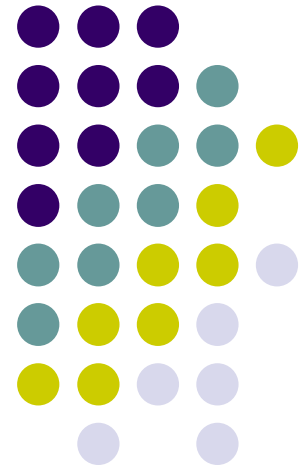


STUDENTS MENTAL HEALTH AND COPING BEHAVIOR

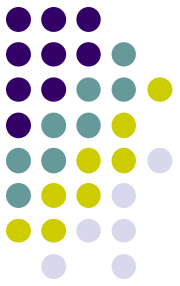
By

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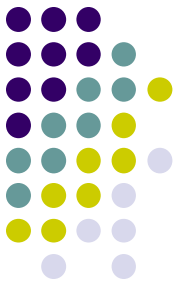


ADOLESCENCE



- ❖ Adolescence is the transitional stage of development between childhood and full adulthood.
- ❖ Adolescence: The period of physical and psychological development from the onset of puberty to maturity.
- ❖ A transitional period of development between youth and maturity.

PERIOD OF ADOLESCENCE



Boys

Early adolescence – from 11 to 13 years of age.

Middle adolescence – from 13 to 18 years of age.

Late adolescence – from 18 to 21 years of age or so.

Girls

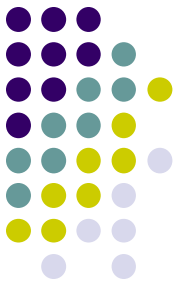
Early adolescence – from 10 to 11 years of age.

Middle adolescence – from 12 to 15 years of age.

Late adolescence – from 16 to 20 or 21 years of age or so.

Normally adolescence sets in round about the age of eleven, twelve or thirteen. In Girls, this starts earlier than in boys.

NATURE OF ADOLESCENCE



- ❖ The pace of various changes during adolescence is faster than during infancy or childhood. The adolescent becomes a new individual from physical, mental, social and moral points of view and he develops many types of interest.
- ❖ The parents ignore these points of view and new interests of their adolescent children, because they do not like to loosen their control over them.

REVOLUTIONARY CHANGES DURING ADOLESCENCE



- The individual during this period experiences several changes. He/She likes to give up many of his habits and tendencies of infancy and childhood and becomes keen to introduce many new things in his behavior.
- He/She being to understand what is good and what is bad for him. This phenomenon transforms many of his/her previous attitudes.

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REVOLUTIONARY CHANGES DURING ADOLESCENCE

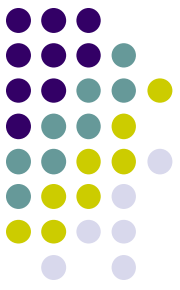


- Many of the defects and inadequacies of his/her behavior as observed in him/her during infancy and childhood disappear.
- The child that was weak up to childhood tends to be stronger , the selfish tendency is changed into a feeling for others, intolerance changes to greater forbearance, clumsiness is changed into smartness, unsocialness gives place to greater cooperativeness. But we may keep in mind that in certain cases this improvement and education of the adolescent.

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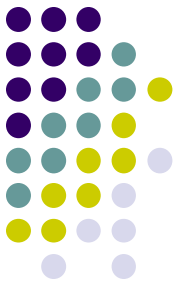
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REVOLUTIONARY CHANGES DURING ADOLESCENCE



- ❑ Adolescence is like a bridge between childhood and adulthood. This bridge has, as its base what the individual has, acquired or learnt upto childhood. If the infancy and childhood of the individual have not been smooth from all points of view, adolescence, too will be uneven in its development.
- ❑ Adolescence is not only a bridge as indicated, but in fact, it is a kind of bridge or base on which rests the entire future life of the individual, because it is during this period, as we have already remarked above, that various types of changes take place and these changes, if properly taken care of, will determine the future life pattern of the individual

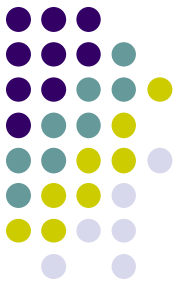
ADOLESCENCE - A STRANGE PERIOD



- ❑ Adolescence is a strange period of life. This is a stage at which the individual is neither regarded as a child nor as an adult.
- ❑ The adolescent faces many such situations in his life when he/she finds himself/herself in a fix and is not able to know the path that he/she should follow.

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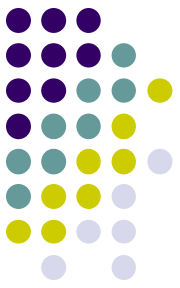
ADOLESCENCE - A STRANGE PERIOD



- ❑ He tries to behave like an adult and he make mistakes. When he behaves like a child he is scolded. The adolescent feels shy in various situations. This shyness is seen more in girls than in boys.
- ❑ From the above discussion one should not construe that there is no order in development during adolescence. Each adolescence follows his own pace of growth.

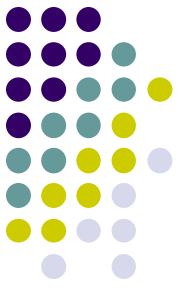
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ADOLESCENCE - A STRANGE PERIOD



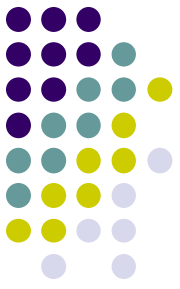
- ❑ It is wrong to think that changes during adolescence come about abruptly. In fact, these changes occur gradually and by the adolescent period, the individual looks an altogether new person.
- ❑ A marked difference may be notice in his various modes of behavior when he reaches near the close of adolescence.
- ❑ Each stage of development has its own problems. The problems of adolescents are generally viewed from the point of view of adults, because they appear to be quite grown-up. In fact, these problems, should be considered as marks of natural growth.

ADOLESCENCE BEHAVIOR OF STUDENTS



- ❖ Strong emotional bonds with others.
- ❖ Self-confidence and respect for elders and friends.
- ❖ Desirable inter-personal relations.
- ❖ Sensitivity to the feeling of others.

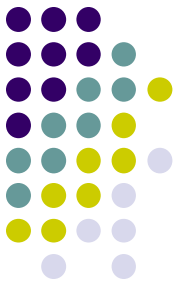
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ADOLESCENCE BEHAVIOR OF STUDENTS

- ❖ Hopefulness, genuine interest in others.
- ❖ Participation in a variety of activities involving others and sharing of group responsibilities.
- ❖ Possession of generally positive and constructive attitudes in developing personal long-range plans and goals

MENTAL HEALTH LIABILITIES



- ❖ Behavioral immaturity
- ❖ Unacceptable or socially disapproved behavior for the chronological age and social immaturity
- ❖ Non-adjustment behavior
- ❖ Lack of responsiveness
- ❖ Oversensitivity
- ❖ Extreme swings of mood
- ❖ Mutual fears

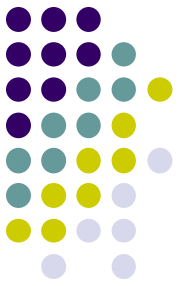
MENTAL HEALTH OF STUDENTS



Good mental health is obtained by helping pupils to overcome serious conflicts and frustrations. They are to be helped to understand their own potentialities, abilities, aptitudes, interests and the environmental conditions such that they can work harmoniously at an optimum level of functioning.

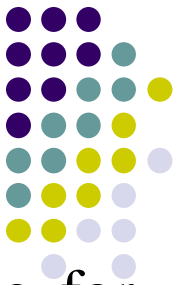
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MENTAL HEALTH OF STUDENTS



Security desirable mental health in the case of some pupils may involve counselling the pupils themselves. The school counsellor uses appropriate psychological instruments prepared for analyzing or assessing them

MENTAL HEALTH OF THE TEACHER



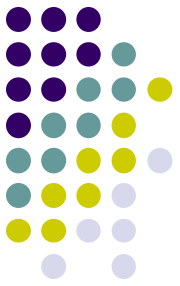
Mental well-being is as important as physical well-being for efficient functioning of the individual either in schools or in work place.

The basic personality of the teacher, his attitudes and his professional competencies are important in building an emotionally healthy classroom environment that promotes the mental health of school children as well as teachers mental health.

Institution pays a major role in the preservation and promotion of mental health of both teachers and students.

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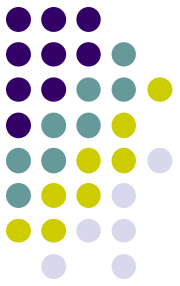
MENTAL HEALTH OF TEACHER



- ❖ Good knowledge of subject matter in which he has specialized.
Updating the knowledge.
- ❖ Teaching capacity and willingness to teach effectively with mastery of communication skills.
- ❖ Ability to work with co-teachers by sharing experience and by extending cooperation in the team work for the benefit of students.

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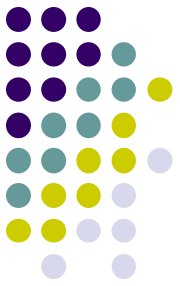
MENTAL HEALTH OF TEACHER



- ❖ Ability to take responsibilities and fulfilling them with maximum involvement.
- ❖ Self-knowing to find out one's assets and limitations and shortcomings in their behavior and temperament to make full use of assets and to remove or overcome short-comings.
- ❖ Ability to understand, accept and care the children as persons and as developing immature students.

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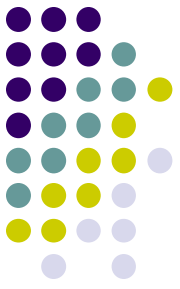
MENTAL HEALTH OF TEACHER



- ❖ Realistic perception of the social expectations and an understanding of his social role.
- ❖ Alertness, enthusiastic approach in classroom activities.
- ❖ Ability to maintain natural, friendly and pleasant relations with the school personnel.
- ❖ Self-learning of teachers makes them self-disciplined.

Cont...

MENTAL HEALTH OF TEACHER



- ❖ kindness, patience, sympathy, fairness in dealing with pupils-slow learners or intelligent or average.
- ❖ Democratic attitude and atmosphere in the class gives freedom to students expressions, experiences and experiments. Flexibility in benefits, opinions and attitudes are nothing but the outcomes of continuous learning by teachers.
- ❖ The personal qualities add to his mental health, good physical health, good disposition, pleasing manners, wide interests in various socio-cultural activities keep him in touch with people and win friends.

Cont...

MENTAL HEALTH OF TEACHER



- ❖ An understanding of not only the subject and learners but also the community life makes him a social scientist to understand the necessities and the possibilities of social change.
- ❖ Ability to set up, maintain and direct the teaching – learning process makes him fulfill his responsibilities.
- ❖ An understanding of his role and professional ethics make him not only a teacher but also a philosopher.

Cont...

MENTAL HEALTH OF TEACHER



- ❖ His dynamic, democratic realistic and creative approaches in teaching – learning changes him from the teacher stereotype.
- ❖ He develops the ability to help pupils in their personal and educational problems by listening to them with an open mind.
- ❖ Emotional balance of the teacher effects his interactions with pupils and subject matter.

Thank you ...

