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RESEARCH ARTICLE

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TEACHER'S MENTAL HEALTH IN THE STUDENT-TEACHER RELATIONSHIP

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ABSTRACT

Objective: to explain the situations faced by higher education teachers in the classroom, relating their relationship with students and the consequences that this can cause them and the institution, as well as to emphasize the importance of promoting mental health in the learning environment. **Methodology:** this is a study based on the literature review, which enables the ability to systematize scientist knowledge and helps the researcher to approach the problem they want to appreciate. **Result:** the teacher is placed daily in problems that involves his mental health and that of the student, eventually causing some psychological damage to both parties due to difficulties in communication between them, as well as physical and psychological damage analyzers that affect the routine within classroom. **Conclusion:** it is clear how the institutional alliance with the teacher and the student in the student space is important, for the promotion of mental health and a good relationship in the environment to take place, as well as valuing the emotional well-being of all.

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INTRODUCTION

Throughout history it is known that work is a human activity that has personal and social purposes, in addition to having a specific meaning for each man, the teacher serves as a basis for all professions. Given this, there have been many changes within schools and universities, from the precariousness of working conditions, the devaluation of professionals, the difficulties presented with the emergence of technologies, transformations in teaching, as well as an illness in mental health in the face of so many changes. making the teacher-student relationship more complex and tense (SANTOS; SOARES, 2011). When looking for studies on the working hours of university professors involving the learning process related to the promotion of mental health, as well as their interaction with students, it is clear that studies are scarce, due to taboos related to psychology and its areas. It was only in the last decade that these cases became relevant, due to the increase in teachers on the market and the difficulties in relating to students, that the psychologist was expected to "correct" those students who did not fit the rules (DIEHL, 2016). Universities began to appear with new dynamics, due to the emergence of new technologies and globalization, which require greater adaptability from teachers in relation to working conditions, in which universities and schools cease to be interesting to students, since the information is

easier, causing uncertainty and insecurity for teachers and their real role as mediator of knowledge, students also feel disrespected considering monotonous and repetitive classes, making learning more difficult due to lack of communication (SANTOS; SOARES, 2011). It is important to highlight that regardless of the level of education or the institution, private or public, the compromise of the teacher's mental health is a problem that affects the entire educational area, as it impacts on work motivation relationships, resulting in lower productivity and quality of teaching. provided, since the relationships that are most established in this environment between teachers, teacher-manager and teacher-student. The teaching environment has become a very stressful and exhausting job (DIEHL; MARIN, 2016). The objective of this article is to explain the situations faced by higher education teachers in the classroom, relating their relationship with students and the consequences that this can have on them and the institution, as well as highlighting the importance of promoting mental health in the environment of learning.

METHODOLOGY

This work is a literature review in which ideas and concepts are obtained based on the research carried out. Work is one of the main drivers for generating value for organizations and individuals, a good

literature review must be precise, robust, must contain validity, functionality, it is an approach that allows different methodologies, that is, experimental research or not, of this. This way, the database aims to condense this information and help the researcher (MARIANO, 2017). The literature review method provides an overview of the chosen topic, presenting its main approaches and accumulated theory, and can be "incorporated into research carried out in other areas of knowledge, in addition to the areas of health and education", due to the fact that it enables the ability to systematize scientific knowledge and so that the researcher gets closer to the problem they want to assess (MARIANO, 2017). This literature review was carried out to begin the construction of this article. In this way, we sought to define the thematic subject of the research in question, in a clear and specific way, easy to identify and have future applicability. For the article search process, the following databases were used: LILACS (Latin American and Caribbean Literature in Health Sciences) and SciELO (Scientific Electronic Online Library); PePSIC (Electronic Journals of Psychology). Articles that were not within the topic covered and articles that did not mention the descriptors were excluded.

RESULTS AND DISCUSSIONS

Teacher's Daily Life in the Classroom: Teachers have several roles in the classroom that go beyond just transmitting knowledge, they work in the area of research, in the organization of the institution, have a good knowledge of the discipline, in addition to providing academic guidance. In other words, it is like a bridge between knowledge and the student, as it stimulates their thinking and questioning, contributing to the construction of a thinking society, ensuring that learning and teaching are always in communication (BULGRAEN, 2010). There is a relationship of three vertices when referring to teaching and learning - students, teachers and knowledge - teaching and the transmission of knowledge is privileged with a connection between teachers and knowledge as well as the student teacher relationship that values a logic of learning. In addition, it is necessary to take into account the environment in which they find themselves, the social experiences of each person and the context in which they live so that the learning environment is welcoming (BULGRAEN, 2010).

Currently, with the emergence of new technologies and globalization, universities and teachers have faced difficulties in dealing with the dissemination of knowledge. In the past, knowledge was more closed to institutions, books, archives, nowadays it can be found everywhere, on the internet, on television, on cell phones, among others. Affecting the student-teacher relationship, as today the teacher is no longer the "owner of knowledge", he is also an apprentice (RODRIGUES *et al.*, 2011). The teacher had a traditional teaching model in which he was the holder of knowledge, that is, he had to transmit the content to the students and if they had difficulties, they had to try harder or were disapproved. Currently, new ways are being developed, new types of pedagogical relationships, today the teacher teaches students how to learn and teach others, understanding how each one learns and develops in the classroom, in addition to dealing with technologies, it is like an active teaching (RODRIGUES *et al.*, 2011). Learning is currently one of the activities that is a source of studies in learning and cognitive psychology, involving knowledge that needs to be constructed and reconstructed and for this to occur it is necessary to use continued training, as it requires changes in school and training. of the teacher, that is, teachers need to always be updating themselves, renewing their level of knowledge so that they can accompany their students, just as universities need to encourage this training as well, requiring commitment from the parties involved, the teacher needs these new means and This also causes problems because the changes are very fast and happen at the same time (MERCADO, 1999).

Teacher Mental Health in the Classroom: The concept of health is linked to a state of complete physical, mental and social well-being, according to the World Health Organization (WHO), demonstrating

that mental health is related to all others and when feeling good, it is more than that the absence of mental disorders is determined by socioeconomic, biological and environmental factors. It is essential to live well in a collective environment, a fact connected to the teacher, as he must be in emotional balance to be able to carry out the learning process (SILVA, 2015). Historically, the teaching profession in Brazil is not easy to practice, it suffers from a lack of investment and appreciation by the social environment. Some political, social, organizational and historical factors become responsible for this precariousness of teaching profession, leading the professional to respond to demands beyond their training or function, which is being studied by sociologists, psychologists and health professionals, as there has been an increase in health problems, both physical and psychological, expressed by teachers (DIEHL *et al.*, 2016).

The emotional and cognitive quality of an individual depends on the way they live to be able to find a balance between the activities they carry out and the efforts to achieve psychological resilience. If this is not in full harmony, everything around them will be in imbalance. , and in the school context the teacher needs greater organization and care, as the student may suffer interference in their learning process (SILVA, 2015). In the contemporary scenario, educators face situations ranging from the classroom to political issues, in the university environment, for example, teaching in private institutions, marks a new structure of pedagogical dimension that involves an expansion of teaching, research and extension. The teacher is constantly challenged to have new knowledge and give up some skills that no longer fit him, bringing tension and anguish, as it is a change of great expansion in a short space of time (MACHADO *et al.*, 2015). Mental exhaustion comes to teachers silently, bringing disorientation to them, making it difficult to enjoy the activities they carry out, both professional and personal. It is important to highlight that the institution can be public or private, as it directly affects its work relationships, lack of motivation and the quality of the education provided, as the class will not be productive or of quality, which will not provide comprehensive education. that favors everyone involved (SILVA, 2015). Situations in which we deal with experiences of pleasure and suffering, when suffering is predominant and the redefinition of this does not occur, it ends up being necessary to use strategies that are defensive to stay at work, which over time ends up becoming ineffective, bringing an illness. Physical and psychological damage is observed, such as headaches, stress, anxiety, back pain, sadness, irritation, among others (TUNDIS, 2018). There is greater pressure on higher education teachers in relation to intellectual production and work overload, high-parameter activities are imposed and required, with high intellectual and bureaucratic demands, in addition, there is precarious working conditions and often the lack of teamwork. Among the psychological aspects that most affect Burnout syndrome, stress, anxiety (DIEHL *et al.*, 2016).

Valuing and Promoting Mental Health

To be able to know how to act in institutions, it is necessary to understand what the problem really is. The contextual aspects of teaching work highlight difficulties faced by them for well-being in the classroom, such as double working hours, difficulties in relationships between family and school, excessive tasks, high pressure for performance, personal devaluation and salary, inadequate school infrastructure for work (CORTEZ *et al.*, 2017). In addition to psychological symptoms, such as emotional exhaustion, Burnout syndrome, insomnia, nervousness, stress, distortion in the perception of importance and effort dedicated to work, physical symptoms also occur such as vocal and hearing loss, body pain, dysphonia, pain in the limb due to excessive efforts, among others. Consequences from which teachers constantly suffer (CORTEZ *et al.*, 2017). The situation that teachers experience linked to work overload causes these problems in the health of teachers. In this professional practice there are psychosocial stressors that are related to the context of the institution and the social context in which it operates. Burnout Syndrome is one of the biggest causes of mental illness among teachers, as they are professionals who work for an ideal, and who are generally very human (MACHADO *et al.*, 2015).

Burnout or *burn out*, is a word of English origin, which means "burning to exhaustion", that is, it is an exhaustion that comes from all the energy that has already been spent. Many people invest a large part of their lives investing in studies and internships, to prepare them for the job market, which enables personal and social growth, however this also causes irritation, stress, exhaustion and lack of interest, symptoms that are increasingly larger, which results in Burnout Syndrome, as there is already an expenditure of energy destined for work from an early age (MELO *et al.*, 2015). Burnout syndrome is a reaction to chronic emotional tension, due to the action of dealing a lot with people in the workplace, that is, physical and mental exhaustion whose cause is closely connected to the professional environment, presenting psychosomatic, behavioral, emotional symptoms. and defense, being characterized by emotional exhaustion, depersonalization and reduced professional fulfillment, in addition to a lack of energy and enthusiasm, perception of frustration and demotivation, desire to change jobs (MELO *et al.*, 2015). Emotional exhaustion is characterized by a lack of strength to face the day at work, intense fatigue and the feeling of being demanded more than your emotional level allows, resulting from an overload that occurs and personal conflict in your relationships. Depersonalization due to emotional insensitivity, in the case of the teacher, he would begin to treat people as objects, and treat work with indifference. And the decrease in personal fulfillment shows itself as a lack of perspectives for the future, a feeling of failure, a negative and frustrated self-evaluation (MACHADO *et al.*, 2015)

In teaching work, the low salary, teaching resources and materials, overcrowded classes, tension in the relationship with students, excessive workload, ends up causing excessive stress that ends up increasing due to the physical isolation that occurs between the teacher and his colleagues, not Being able to express or share their emotions and ideas with them, many do not analyze their job prospects, do not examine their professional competence and how they can obtain greater satisfaction because they also lack support from the institution (MELO *et al.*, 2015). By then discovering the origin of the problem, the educator and the institution will be able to use coping techniques and strategies, one of the main ones being problem solving and learning how to manage emotions, among other psychological techniques that contribute to improving symptoms, mainly techniques related to cognitive behavioral therapy, which helps the individual to see the environment in another way as well (MACHADO *et al.*, 2015). In women the levels of emotional exhaustion are higher, in men the levels of depersonalization are higher, for them there is still a double shift due to taking care of the home, and teachers who are younger are at greater risk of developing this syndrome. Thus, pharmacological resources, psychological treatment with therapies and psychosocial interventions, can be a means of helping these professionals, both to avoid developing this syndrome and to help in its treatment (MELO *et al.*, 2015). Promotions of mental health in the learning environment can be done through greater appreciation of the teacher's work, favoring ethics and autonomy at work, better teamwork for the division of tasks, speech therapy guidance to improve care with their own voice, the discussion of ideas among teachers favors resistance to everyday difficulties, among others, so that it makes it easier for teachers to solve their problems (CORTEZ *et al.*, 2017).

CONCLUSION

Teachers' mental health is still a topic to be discussed a lot, in which the authors do not understand teaching work as something that is multidetermined, as it is a market in which teachers are highly demanded, as a result of which there has been exhaustion on their part, since expectations are generated upon them, such as being sources of knowledge and wisdom, being someone who provides answers to students' desires and who shows them comfort and consolation and being a figure of authority.

It is important to highlight the importance of the mental health of education professionals, and that not only work is the determining factor, but it is something that demands physical and mental energy. And regardless of whether it is a public or private university, the compromised mental health of professors directly impacts their productivity, relationships in the workplace, the quality of teaching and their personal life. Stressful factors are part of the daily routine of these professionals, as they deal with student family conflicts, low pay, social disqualification, in addition to having their own personal problems, which generally cease to be important, giving more reasons to affirm how teachers' health is weakened and devalued, and that demand is increasing more and more, meaning the need for more strategies that contribute to a happier life in the learning environment. Mental exhaustion comes to teachers in different ways, which bring physical and psychological damage, transforming into an accumulation of tension, lack of pleasure in carrying out their professional activities and their personal life, which is reflected in the classroom, students end up noticing the teacher's lack of motivation and this affects their learning. Search for strategies to improve the quality of life of this teacher, in their professional relationships, in the family environment, seek to carry out physical activities, innovate, cultural and leisure activities, and whenever possible seek to rest, so that the routine that always begins does not be a drain on this professional's life. Therefore, promoting mental and physical health brings benefits that affect the lives of teachers and students who need to face daily stressful situations. As it is clear that universities do not invest in the mental health of their employees, in the quality of well-being in the professional environment, they do not introduce strategies to improve the appreciation of these teachers as human beings susceptible to illness.

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