

# RESEARCH AND REFLECTIONS ON EDUCATION

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PCK in the Process of  
Re-Engineering  
Teacher Education

Challenging the Challenges of  
Self-Finance TEI

Teacher Education glimpse of  
NEP 2020

Gamification-A Transformative  
Approach to Developing  
21<sup>st</sup> Century Skills

Innovative Strategies for  
Supporting Children with ADHD

Managing Teachers'  
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Challenges in teaching  
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towards Teachers' Mental Health

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**St. Xavier's College of Education**  
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Dear Readers,

Greetings from the members of Editorial Board!

The National Education Policy (NEP) aims to improve early childhood care, restructure the regulatory structure in the education system, raise the bar for effective teacher preparation, and alter the current testing procedure. Additionally, the NEP demonstrates remarkable promise for assisting and developing educators at the local level. Training for teachers will have an impact even in the most remote regions if there is ongoing support and vital nurturing activities. The training plan includes professional development programmes, classroom activities, recruitment, and preparation.

In teacher training efforts, the NEP presents the idea of Continuous Professional Development (CPD), which frames teaching as a lifetime learning path. The policy places a strong emphasis on the necessity of ongoing professional development opportunities, workshops, and training programmes for educators to stay abreast of changes in the field, technology, and pedagogy. The NEP's collaborative nature is seen in its advocacy for collaboration among education boards, teacher education institutions, and federal and state governments. These elements are demonstrated by programmes such as the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching of the UGC.

The NEP outlines numerous programmes designed to assist in teachers' capacity building and promote a shared learning culture. Participatory capacity-building techniques aid in identifying and fostering the growth of each teaching professional's prospective skill sets and building blocks. Training sessions, assessments, observations, evaluations, capacity development responses, assessments of needs and assets, and stakeholder involvement are some of the initiatives.

By 2030, multidisciplinary colleges and universities will incorporate teacher education. The NEP 2020 suggests that four years of integrated B.Ed. study be implemented as a dual-major holistic bachelor's degree provided in multidisciplinary institutions, combining education with a specialised field. In addition, the policy recommends a 1-year B.Ed. programme for candidates with a 4-year undergraduate degree in a specialised subject or a postgraduate degree in a school subject, who aspire to become subject-specific teachers, and a 2-year programme for students who have already completed a Bachelor's degree in a specialised subject.

Our college hosted a nationwide conference on "Re-engineering Teacher Education," in response to the NEP's emphasis on programme adjustments. The experts shared their expertise on NEP, technology, and teacher education research. The conference papers that have been chosen for publication in this issue will broaden your understanding of re-engineering teacher preparation.

With regards  
Editorial Board.



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**CONTENTS**

Relevance of Pedagogical Content Knowledge (PCK) in the Process of Re-engineering Teacher Education D.Shunmuga Selvasivasankari, Dr. A. Michael J Leo	2
Challenging the Challenges of Self-finance Teacher Education Institutions, Innovative Opportunities: Road Ahead Dr. R. Balasubramanian	4
Teacher Education Glimpse of NEP 2020 A. Leemaranjani, Dr. Y. Daniel	8
Gamification offers a Transformative Approach to Developing 21 <sup>st</sup> century Skills among Prospective Teachers M. Antony Philomena, Dr.C.Karthik Deepa	11
Innovative Strategies for Supporting Children with Attention Deficit Hyperactive Disorder (ADHD) in an inclusive Educational Setting C. Stella Rajakumari Dr S. Lenin	15
Strategies for Managing Teachers' Mental Health: A Comprehensive Overview A. Loyola, Dr. A. Veliappan	19
Exploring the Challenges in Teaching Out-of-field A. Metilda Jasmine Shanthi, Dr. M. Antony Raj	22
Well Being of Teachers and its Significance M. Rosary Kiruba Alexy, Dr. A. Punitha Mary	25
<b>Navigating the Nexus: Responsibility of Institutions Towards Teachers' Mental Health</b> S. S. Kalaivani, Dr S. Sherlin	28
Promoting 'Teacher Emotional Wellness As a Key to Nurturing Student Emotional Wellness R.Sam Jebadurai, Dr.C.Ramesh	32
Inculcation of Values through Education Dr. S. Mercy Johanna	35
Empowering Teachers to Design Learning Activities with Metacognitive Skills R. Sonia, Dr. R.P. Deepa	39

# NAVIGATING THE NEXUS: RESPONSIBILITY OF INSTITUTIONS TOWARDS TEACHERS' MENTAL HEALTH

Article

## ABSTRACT

*Teacher's mental health refers to the state of their emotional, psychological, and social well-being. It influences how they handle pressure, interact with others, and make decisions. This article aimed to unravel the complex interplay between the teaching profession and mental health, examining the factors that affect educators and the roles and responsibilities of institutions in supporting the mental health of teachers. The educational institutions can promote the mental health of the employees especially the teachers by establishing a supportive culture, providing professional development and training, ensuring adequate resources and workload management, encouraging peer support and collaboration, and celebrating success and appreciation and well-being of their teaching staff and various effective. Several applicable strategies are discussed under each heading. Recognizing and addressing the mental health challenges faced by educators will improve the quality of education by fostering a positive learning environment and enhancing educational standards.*

**Key words:** Mental Health, Teachers, Educational Institutions

## Introduction

In the dynamic landscape of education, the spotlight has traditionally focused on the academic achievement of students, curriculum innovations, and institutional progress. As the architects of knowledge dissemination, mentors, and role models, teachers play a pivotal role in shaping the intellectual and emotional development of their students. However, this responsibility often comes at a cost to their well-being. A teacher's mental health is the condition or state of a teacher's emotional, psychological, and social well-being. It has influenced how they respond to pressure, interact with others, and make decisions. In other words, a teacher's mental health is a state of mental wellness that helps teachers manage life's stressors, develop their potential, study and work effectively, and give back to their communities. It is a crucial element of health and well-being that supports their capacity to decide, form connections, and influence the world we live in. This paper seeks to unravel the complex interplay between the teaching profession and mental health, exploring the factors that impact educators and the roles and responsibilities of institutions toward the mental health of teachers. (<https://pubmed.ncbi.nlm.nih.gov/258702>)

## Factors Affecting the Mental Health of Teachers

Teaching is a profession that demands not only intellectual prowess but also emotional resilience; exploring the myriad factors impacting the mental health of educators is imperative for fostering a sustainable and healthy teaching community. Some of the factors are as follows:

### **Workload-Balancing Multiple Responsibilities:**

One of the primary factors affecting the mental health of teachers is their demanding workload. The foremost responsibility of teachers involves delivering effective and engaging lessons, preparing materials, and assessing student progress. Teachers are often tasked with juggling multiple responsibilities, which encompass not only delivering lessons but also extensive planning and administrative duties. Educators find themselves constantly racing against the clock, meeting curriculum requirements, grading

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assignments, and preparing lessons. The need for meticulous record-keeping, documenting student progress, and fulfilling administrative requirements can be time-consuming. The pressure to maintain accurate records and other administrative duties may intensify workload-related stress for teachers.

***Student Behaviour Challenges - Navigating Diverse Classroom Dynamics:*** Another significant factor that impacts teachers' mental health is the diverse array of behavioral challenges they encounter in the classroom. Each student brings a unique set of behaviors and personalities to the learning environment, and teachers must navigate these diversities effectively. Addressing behavioral issues, such as disruptive behavior, defiance, or emotional outbursts, can be emotionally taxing for them. Managing these challenges while maintaining a positive and conducive learning atmosphere requires both patience and emotional resilience. Attending to such diverse classroom dynamics can become overwhelming, gradually leading to stress and, in severe cases, burnout.

***Pressure to Perform - Striving for Excellence:*** The pursuit of excellence is an excellent trait, but it can also generate significant pressure on teachers. The pressure to deliver exceptional results, consistently maintain high standards, and meet academic targets can create an environment of heightened anxiety and stress. They may feel the weight of responsibility, knowing that their performance directly impacts their students' outcomes.

***Lack of Resources - Coping with Limitations:*** In many educational settings, teachers grapple with limited resources. Insufficient classroom materials, outdated technology, and a shortage of support staff can add to the challenges they face daily. When educators are forced to work with inadequate resources, it can hinder their ability to provide quality education and support their students effectively. This scarcity of resources can also become a source of frustration and stress for them, as they strive to provide the best possible education despite the limitations. (<https://www.suraasa.com/blog/mental-health-for-teachers>)

***Professional Development - Need-based Pressure:*** Staying with current educational trends and participating in professional development activities are

crucial for teachers. However, the time and effort required for continuous learning can be challenging to manage, especially when added to an already demanding workload. Collaborative efforts with colleagues for planning, interdisciplinary projects, or school-wide initiatives can enhance the educational experience. However, coordinating with peers and aligning teaching strategies can consume additional time and energy.

### **Responsibility of Institutions towards the Mental Health of Teachers**

Educational institutions have a vital role to play in fostering the mental health and well-being of their teaching staff. Recognizing the challenges teachers face, institutions should proactively create a supportive environment that prioritizes the mental health of their educators. Here are some of the effective strategies that can be implemented to promote the mental health of teachers:

***Establishing a Supportive Culture:*** It is the prime responsibility of the institution to foster a culture that values and prioritizes the mental well-being of all the staff members, including teachers and as well as students. To establish a supportive culture the institutions can implement the following tips;

- i. Institutions should encourage open and honest communication at all levels.
- ii. Create platforms for feedback, suggestion boxes, and regular meetings where individuals feel comfortable expressing their thoughts and concerns.
- iii. Embrace diversity and create an inclusive environment where individuals from different backgrounds feel welcome and valued.
- iv. Promote cultural awareness and sensitivity to ensure everyone feels a sense of belonging.
- v. Leadership plays a crucial role in shaping the culture of an institution. Leaders should exemplify the values of respect, collaboration, and support, setting a positive tone for the entire community.

By incorporating these strategies, institutions can cultivate a culture that prioritizes the well-being and success of its members, ultimately contributing to a positive and supportive work environment.

**Provide Professional Development and Training:** Schools can offer professional development programs that focus on stress reduction, resilience building, and self-care strategies. Initially, they have to conduct an evaluation or assessment to identify the specific areas where professional development and training are needed. After recognizing the diverse needs and levels of expertise of teachers, then the authorities should offer a variety of professional development opportunities.

- i. Organise workshops, seminars, training, online courses, and skill-building sessions to accommodate the different needs and expectations of the teachers. Invite external experts or specialists to provide fresh perspectives and share the latest research and best practices.
- ii. Provide training to help teachers recognize signs and symptoms of mental health issues in themselves and their students.
- iii. Encourage the formation of collaborative learning communities within the school through which teachers can share best practices, collaborate on projects, and engage in peer observations, fostering a culture of continuous improvement.
- iv. Support continuous learning and development for all members of the institution.
- v. Implement evaluation mechanisms to assess the effectiveness of professional development programs. Use feedback from participants, student outcomes, and other relevant data to refine and improve future offerings.

Professional development should not be a one-time event. Offer ongoing support through coaching, mentoring, and follow-up sessions to ensure that educators can implement what they have learned effectively.

**Ensure Adequate Resources and Workload Management:** Ensure teachers have sufficient supportive resources and tools needed to manage their workload effectively. Setting reasonable expectations and reducing administrative burdens can go a long way in preventing burnout. Here are some strategies to achieve this:

- i. Communicate the expectations regarding workload and responsibilities. Provide staff with a clear understanding of their roles, tasks, and the expected outcomes to avoid

confusion and burnout.

- ii. Implement flexible work arrangements to accommodate the diverse needs of individuals. This can include options for remote work, flexible hours, or compressed workweeks, allowing individuals to better balance their professional and personal lives.
- iii. Regularly assess individual and team workloads to identify potential areas of overload.
- iv. Work with leadership to advocate for sufficient funding to meet the organization's goals. Make a compelling case for investments in staffing, infrastructure, technology, and other essential resources.
- v. Optimize procurement processes to ensure that resources are acquired in a cost-effective and timely manner.

Ensuring adequate resources and effective workload management is crucial for maintaining a healthy and productive work environment and maintaining the mental health of educators.

**Encourage Peer Support and Collaboration:**

Stimulate peer support networks and collaboration among teachers. Creating channels for teachers to share their experiences, seek advice, and support each other can foster community and reduce feelings of isolation. This can be easily achieved by the following strategies;

- i. Organize team-building activities to strengthen relationships and foster a sense of camaraderie among members. This could include retreats, workshops, family events, or even casual social events outside of work hours.
- ii. Utilize technology platforms for collaboration and it can enhance collaboration among educators, allowing them to share resources and ideas seamlessly.
- iii. Establish a peer observation program where teachers observe each other's classes. This promotes sharing of teaching strategies, constructive feedback, and a culture of continuous improvement.
- iv. Facilitate collaboration between educators teaching different grade levels. This cross-grade collaboration can lead to a more comprehensive understanding of student development and continuity in learning experiences.



By implementing these strategies, educational institutions can create a collaborative culture that enhances professional growth, improves teaching practices, and ultimately benefits both educators and students.

**Celebrate Success and Appreciation:** Recognize and appreciate the efforts of teachers and staff regularly. Prioritizing teachers' mental health is essential for creating a healthy and productive learning environment. Teachers have an enormous impact on the lives of students -being sure that they are taking proactive measures to support their mental health is an utmost priority for every community.

- i. Acknowledge and appreciate the efforts and achievements of individuals within the institution during staff meetings, school assemblies, or through newsletters.
- ii. Regularly recognize and reward contributions, whether big or small, to create a positive and motivating atmosphere.
- iii. Recognize significant milestones, both personal and professional. This could include years of service, completion of projects, or achievements in professional development.
- iv. Extend celebrations beyond the institution to involve families and the wider community by including parents, community members, and local leaders.
- v. Establish a physical or digital "Wall of Fame" where notable achievements and recognitions are displayed. This serves as a constant reminder of the institution's accomplishments and the valued contributions of its members.

These strategies will help to foster a positive and appreciative atmosphere that motivates teachers. (<https://www.parinc.com/Resources/PAR-Content-Hub/Prioritizing-Teachers-Mental-Health>).

### Conclusion

The mental health of teachers is quite a significant issue. It significantly influences the learning atmosphere, student development, and the effectiveness of teaching. It is of utmost importance to acknowledge the mental health challenges of our educators. Helping them to deal effectively with these challenges is not only a moral obligation but also a strategic investment in the quality of education. When teachers are mentally well, they exude positivity that directly impacts the learning environment and education standards

of their institution. Their mental health is not an isolated concern; it is a fundamental pillar that supports the entire education system.

Article

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Continuation of Page 27

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