

**MODULE 3 TEACHERS AND MENTAL HEALTH IN SCHOOLS**

Unit 1	Discipline in Primary School
Unit 2	Fostering Good Mental Health in School
Unit 3	Teachers and Universal Tension
Unit 4	Mental Health of the Teacher and the Pupil's Needs

**UNIT 1 DISCIPLINE IN PRIMARY SCHOOL****CONTENTS**

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**1.0 INTRODUCTION**

In unit 5 of Module 2, we discussed the concept of reinforcement. You can also identify the schedules of reinforcement. In addition, you should also be able to explain how reinforcement can be applied in managing behaviour problems in schools. You are about to commence the study of a unit you would find refreshing. Let us examine what other content you should be able to learn in this study unit as specified in the unit objectives.

**2.0 OBJECTIVES**

By the end of this unit, you should be able to:

- explain the concept of discipline
- list specific elements of teacher-pupil relationship
- identify attitudinal qualities in teacher – pupil relationship.

### 3.0 MAIN CONTENT

#### 3.1 Classroom Discipline: Conceptual Clarification

Classroom discipline is a condition where pupils are using their time in educationally desirable ways. The teacher who cannot establish this condition cannot teach. Good discipline does not require every student in her place, every pupil silent save one, everyone focused on the speaker. In such a classroom, the listeners may be learning nothing. Discipline has not failed when five eager children burst out with an idea at once, so long as they are willing to listen to each other (Alhassan, 2000). It is good for a class to break up into groups doing different things, all humming with busyness and work-related conversation. The test of discipline is whether the behaviour of the group permits everyone to work effectively.

Durojaiye (1972) posits that the aim of discipline is to ensure that children learn to adjust to other people. They need to adjust their desires and activities to the needs and rights of others and their own future needs. The author further posits that the best way by which adult authority can help discipline is by adults adjusting their own demands upon children so that they promote sound growth for the children. This is done by helping children to adapt their inner drives, inner impulses, feelings and actions so that they may fit reasonably well into the pattern of the culture (society) in which they live.

#### SELF ASSESSMENT EXERCISE 1

How would you describe discipline in schools today in comparison with the situation ten years ago?

#### 3.2 Teacher – Pupil Relationships

Good and functional teacher-pupil relationship, depend in the main on the personality and enthusiasm of the teaching staff. The disruptive pupil and the rather slow learner must be considered **normal**. This may have the effect of changing teacher-pupil relationships, which will be based on a cooperation or bargain model. Waller (1960) describes the problem as follows:

The teacher-pupil relationship is a form of institutionalised dominance and subordination. Teacher and pupil confront each other in the school with an original conflict of desires, and however much that conflict may be reduced in amount, or however, much it may be hidden, it remains. The teacher

represents the adult group, ever the enemy of the spontaneous life of groups of children. The teacher represents the formal curriculum, and his interest is in imposing that curriculum upon the children in the form of tasks; pupils are much more interested in their own world.... Each of these hostile parties stands in the way of the other; as far as the aims of either are realised, it is at the sacrifice of the aims of the other.

This may be assisted by the guidance and counselling system, which should provide 'feedback' to the curriculum system.

A major process in the school system is interaction. Messages concerning expectations, power relations, and attitudes towards others and the learning process are passed through verbal and nonverbal cues. Learning is clearly central to the enterprise of schooling. The type and extent of classroom interaction is related to teacher styles, which can be grouped into three types:

**Authoritarian:** whereby power is vested and used by the teacher.

**Democratic:** whereby pupils are involved in the decision-making, which affects classroom activities.

***Laissez – faire:*** whereby there is general freedom in the classroom. It is important for you to note that the daily pupil-teacher interactions and interpersonal relations determine the atmosphere of the classroom. For a large part of each weekday, the pupil lives in this classroom. His relationships with the teacher and classmates are major aspects in his adjustment to school (Alhassan, 1998).

In the classroom personal relationships teacher must adopt a series of techniques if he is to be successful. Teacher will have to obtain rapport with the class, so as not be faced with difficult and impossible conditions. For example, the class must not be too large, the room should provide an informal and relaxed atmosphere. Towards good personal relationships, the teacher will have to spend a proportion of time on factual teaching, and must have a clear knowledge of facts and the ability to impart them effectively.

Dealing with children's questions is part of the everyday business of a teacher, and requires, as much in the way of preparation as does the formal imparting of knowledge. The task of the teacher is to persuade the young to realise their responsibilities and to keep a sense of normality. The aim is always to help them form attitudes towards life, and the answers to questions should be wider than detailed statements of facts. Therefore, we consider what lies behind the question and listen

carefully, taking all questions seriously, and avoiding flippant and ‘off the cuff’ answers. The teacher’s attitude will set the tone of the lessons. The teacher should not be shocked by questions, condemn or condone pupil’s weaknesses. High drama must be avoided while good humour and understanding must be strived for.

It is important for you to note that children are sensitive observers of adult behaviour, and they frequently recognise, and become preoccupied with, aspects of the teacher’s attitude toward them of which the teacher may be unaware. A position that is worth considering now is that of Carl Rogers (1969), noted Counsellor, Psychologist, and Therapist, that significant learning depends on certain attitudinal qualities that exist in the personal relationships between the facilitator and the learner.

## SELF ASSESSMENT EXERCISE 2

Ever since you matriculated for your B.A. Primary Education Programme at the National Open University of Nigeria, you have the golden opportunity of interacting with Instructional Facilitators at your study centres across the country: Now why do you think Carl Rogers uses the term Facilitators?

It is important for you to note that Rogers uses the term **Facilitator**, rather than **Teacher** because he believes it puts emphasis on what happens to the learner rather than on the performance of the teacher. The term **facilitator** also implies significantly different functions than does the term **teacher**. The attitude that is basic to the learning relationship, according to Rogers, is realness or genuineness. Instead of playing a role or presenting a front, the facilitator must enter into a relationship with the learner. The facilitator must be a real person, one who ‘is *being* herself/himself and who is free to be enthusiastic, bored, interested, angry, sensitive, and sympathetic.

Another essential attitude Rogers describes is valuing the learners – their feelings, their opinions, and personality as they are and as worthy in their own right, and accepting both their imperfections and their potentialities. This attitude is an expression of the facilitator’s confidence and trust in the capacity of the human being.

A third attitude that Rogers considers essential to the establishment of a climate for self-initiated, experiential learning is emphatic understanding. What does this imply? Emphatic understanding implies that the facilitator understands the learner but does not judge or evaluate the learner. Remember that Rogers intended to create classroom environments conducive for self-initiated learning. He maintains that the teacher’s skills, knowledge of the field, curricular planning, lessons and

selection of books and other learning aids are all peripheral the crux of the learning situation is the relationship between the facilitator and the learner, which should be characterised by **realness**, valuing, **empathy**.

Unless the learning environment is characterised by those attitudinal predispositions, according to Rogers, it is sterile and cannot produce significant learning. There is little question that if a teacher has empathy for her/his pupils, value them as unique individuals, s/he will be a more successful teacher; and the atmosphere in her/his classroom will make possible for her/him and the pupils a joy, excitement and closeness absent from many classrooms.

### 3.3 Punishment in School

An important dimension that must be examined in any discussion on discipline in school is punishment. Alhassan (1995) states that there was a time when corporal punishments which invokes the use of physical contact such as paddling or spanking were virtually universal. Often they were administered for poor schoolwork as well as for misbehaviour. Although Nigerian parents commonly believe that beating is necessary to ensure learning (Onwuka, 1968), flogging and strict discipline are often unpopular among students and some parents (Blakemore and Cooksey, 1981).

From the psychology of reward and punishment, we know that punishment tends to reinforce the punisher and not the punished. Thus, notwithstanding a long tradition of punishment as an antidote to misbehaviour and as an approach to achieving conformity, the unequivocal answer is that in the long run, punishment is futile. Indeed, experience and research have shown that irrespective of very strict regime, punishment is futile. Punishment is not something done to save and build the child but is an activity performed for the gratification of the punisher.

You should remember that from cognate experience in the teaching learning process, punishment could be described as having a number of drawbacks. It does not remove the reinforcement, which is maintaining the behaviour, so that it results in two consequences producing conflict in behavioural tendencies. It has undesirable side effects; hostility, aggression, fear avoidance, and escape are common by-products. It wears out with use, and when the threat is lifted, the punished behaviour may not only return, it may return stronger than ever. Other pupils may imitate a teacher who is punishing. They may also try to control other pupils by scolding, rough handling, humiliation, and so on.

It is important for you to note that the position of most educational psychologists is that, if a teacher must punish, then that teacher should:

- Provide alternatives – make sure the students know what to do as well as what not to do and that they can get at least as much reinforcement from the desirable behaviour as from the undesirable.
- Punish immediately every time with minor punishment rather than later or occasionally with something severe.
- Punish only behaviour you personally see. If you rely on someone else's report, you cannot punish immediately and you may punish unjustly.
- Use only consequences you would like your students to use too. If you do not want pupils to yell at others, you should not yell at them (Alhassan, 2000).

### **SELF ASSESSMENT EXERCISE 3**

State four positions of educational psychologists as regards what teachers should do, if they must punish.

## **4.0 CONCLUSION**

In this unit, you have learnt that a condition where pupils are using their time in educationally desirable way is known as classroom discipline. Authoritarian, democratic and *laissez-faire* were identified as the specific elements of teacher – pupil relationship. You have also learnt how attitudinal qualities of teacher- pupil relationship could be identified. The concept of punishment in school and what a teacher should do if he/she must punish in school were discussed in detail.

## **3.0 SUMMARY**

What you have learnt in this study unit concerns the concept of classroom discipline. You have also learnt specific elements of teacher-pupil relationship in s and the concept of punishment in school. In addition, you have learnt what the teacher must do if he must punish a pupil in school.

## **6.0 TUTOR – MARKED ASSIGNMENT**

Explain how teacher-pupil relationship can be effective in school.

## 7.0 REFERENCES/FURTHER READING

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## **UNIT 2     FOSTERING GOOD MENTAL HEALTH IN SCHOOL**

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### **1.0 INTRODUCTION**

Unit 1 explained the concept of discipline. You can now list specific elements of teacher-pupil relationship. In addition, you should also be able to explain punishment in school. You are about to study a very interesting unit in this Module. Let us examine what other content you should learn in this unit as specified in the objective stated:

### **2.0 OBJECTIVES**

By the end of this unit, you should be able to:

- describe the contribution of the school toward fostering good mental health
- explain the role of the headmaster and the teacher in fostering good mental health.

### **3.0 MAIN CONTENT**

#### **3.1 The Contribution of the School**

Children have a right to teacher who inspire them, teachers for whom respect and love can develop simultaneously. Such an expectation is not too high. Such teachers can be found in the primary school if they have a concern for children and an ability to establish warm personal relationships with pupils. If they have retained the joy of living, the unquenchable thirst for knowledge, the insatiable appetite for wonder, the delight in creating, and the ability to transmit these qualities in day to day teaching and learning with boys and girls.



## SELF ASSESSMENT EXERCISE 1

- i. From your understanding of the above discussion and with regard to your experience at the primary school level, what percentage of teachers in your state would you say manifested the characteristics listed above?
- ii. Explain your answer in (a) above.

When we take into consideration the emotional health of most children, it is obvious that the positive contributions of the school outweigh the negative ones. For instance, the school offers a variety of opportunities for children to learn satisfying ways of working and playing together. Importantly, the aid it provides in helping children develop the necessary skills is called 'group living' this is of crucial importance, in as much as the mental health of any person depends, in part on his ability to develop sound relationships to and with other people.

Among the most important skills children can learn at school is how to express their feelings without injury to themselves and others. As we learnt in the preceding units, some children express themselves through behaviour problems because they have not learned more acceptable ways of self-expression. In addition, the school provides a stable environment in which children may develop and learn its hours are regular, its demands and expectations are well defined, and governed by rules and regulations.

Remember that for many children in developing countries, school provides the only stable, secure, and predictable experience in their lives. Someone once observed, with irony, that schools give a second chance to children who are unfortunate in their selection of their parents. It is important for children to have experiences with a well organised, controlled, and stable environment.

### 3.2 Role of the Headmaster and Teacher

It is important for you to note that the responsibility for fostering good mental health in the school falls heavily on the headmaster and teacher. To succeed, the administrator and the teacher should relate better to each other and to the pupils. They should develop broad-mindedness in order to free them from their own unconsciousness parochial perceptions and attitudes so that they may be able to search critically for and appreciate the reasons or main springs behind each other's behaviour. This knowledge or awareness will prevent the administrator and the teacher from feelings personally offended or threatened over minor disagreements to the point of mental disturbance by much of what the other does or fails to do.

To relate effectively with each other and with the pupils, the administrator and the teacher must be free from neurotic anxiety. Essentially, they should not be threatened by the behaviour of each other they should not be unduly over-active and suspicious, irritable, neither should they act unconsciously on problems of their own in relation to each other. They should be able to relate to each other reasonably well and yet be objective. They must be firm and just without fear or favour to earn each other's trust and confidence once the headmaster and the teacher lost confidence in each other the success of effective communication and cooperation for the good of the school is virtually sealed.

It is important for you to note that children are always watching the interactions (with one another) of staff, academic or administrative. Thus, the effect of the kind of interpersonal relations that exist among the personal may be challenging and traumatising to the pupils. Good interpersonal relationships are cardinal to freeing the school of mental ill health.

In the earliest years of schooling, the teacher may offer affectionate support to the child who has not felt enough affection at home. The teacher can give the child friendship, which makes him feel comfortable and valuable. Warmth is especially valuable in dealing with people who feel guilty or incompetent. Therapists regard establishing friendship with the patients as an essential step in treating them. A friendly relationship does not mean an indulgent one in which the pupil can 'get by with anything' and it does not mean singling out a particular pupil as a favourite. A teacher can be on friendly terms with every pupil in a class and yet hold all of them responsible for worthwhile, activity and for judging themselves.

Group activities should be encouraged as it gives pupils a chance to contribute and feel approved. Sociometric evidence can be used to place the pupil among those likely to give him emotional support. Isolates can be diagnosed and given special help. The teacher can minimise competition and other practices that make some pupils feel inferior.

The mental health of the individual member of the school population affects in varying degree the mental health of the group, and the mental health of a group may affect that of other groups in the school. To this end, the mental health of the headmaster, the administrative staff, the teacher, and of the pupils affects one another for better or worse.

Ademuwagun (1972) writes that the mentally unhealthy administrator may find it difficult to get along with the classroom teachers and the administrative staff. He may be weighed down by his own personal

problems that he cannot communicate intelligently, not relate harmoniously, nor recognise and appreciate the contribution of other staff members, nor give them encouragement. His own personal 'unfinished business' may hamper his interpersonal relationships to the extent that the school as a whole suffers mental ill-health.

It is relevant for you to remember that a socialised person is a contributor and problem solver. He uses his knowledge and skill to act wisely on the environment. Excessive timidity or aggressiveness can prevent the child from making this contribution. The adjusted child is one who commits himself to a consistent set of goals and uses his emerges effectively in working toward them. Effectiveness has to be emphasised because the person who is consistently effective, and so fulfils the needs, will be happy as well. Good adjustment calls for emotional balance. Remember also that trust is essential in the teacher's interaction with the pupils. According to Hobbs (1996), it is almost a cliché to state that the successful teacher is the one children trust.

It is also important for you to note that the techniques of leadership and control used by the teacher make it easy for some children to adapt, and hard for others. If the teacher reduces rules to the minimum in order to give children experience in planning and self-regulation, some children make good use of their opportunity. Other children, however, have to learn that to get along; they must do just what the teacher (or adult) wants. They become insecure when the teacher does not state rules and regulations; instead of denying goals for themselves, they try to find out 'what is wanted'. The pupil finds demands of the teachers difficult to satisfy when they run counter to other pupil's training. Boys are especially likely to be in conflict with teachers because the teacher disapproves of pupils who are rough, noisy and unmanageable.

#### **4.0 CONCLUSION**

In this unit, you have learnt the contribution of the school toward fostering good mental health as school provides the only stable, secure, and predictable environment in which children may develop and learn. You have also learnt that the mental health of the individual member of the school population affect in varying degree that of the group and other groups in the school. Thus, the mental health of the headmaster, the administrative staff, the teacher, and of the pupils affects one another.

#### **5.0 SUMMARY**

What you have learnt in this unit concerns the contribution of the school toward fostering good mental health and of the role of the headmaster and the teacher in fostering good mental health.

## **6.0 TUTOR-MARKED ASSIGNMENT**

From your understanding of our discussion, who contributes more toward good mental health of the school between the Headmaster and the Teacher?

## **7.0 REFERENCES/FURTHER READING**

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## **UNIT 3     TEACHERS AND UNIVERSAL TENSION**

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### **1.0 INTRODUCTION**

Unit 2 described the contribution of the school toward fostering good mental health. In addition, you learnt the role of the headmaster and the teacher in fostering good mental health. You are about to study a most stimulating unit in this module. Let us examine what other content you should learn in this study unit as specified in the unit objectives.

### **2.0 OBJECTIVES**

By the end of this unit, you should be able to:

- explain the concept of teaching
- define the concept of learning
- explain the term Human Learning
- describe the teaching – learning process.

### **3.0 MAIN CONTENT**

#### **3.1 Concept of Teaching**

Teaching is the purposeful direction and management of the learning process. Teaching is not giving knowledge or skills to students, teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher. Teachers all over the world have been coming to psychology with the expectation that they will learn simple, definite, scientifically proved remedies for their troubles.

Kinner (1989) classified teacher behaviour into six categories:

- i. Director of learning
- ii. Guidance and counselling person
- iii. Mediator of the culture
- iv. Member of the school community
- v. Liaison between school and community; and
- vi. Member of a profession.

### **SELF ASSESSMENT EXERCISE 1**

Take a closer look at the classification of teacher behaviour from the perspective of Kinner: make a list of the categories in order of importance.

### **3.2 Concept of Learning**

Kohler (1925) in his book, 'The Mentality of Apes' (cited in Alhassan, 2000), explained learning as a perceptual process with the major emphasis being on the study of relationships and how people learn to see relationships among various items of experience. Learning of relationships can be clearly seen in the phenomenon of insight. Sometimes, pupils work for a long time on a problem or skill with little apparent progress. All of a sudden, there will be a flash of understanding in which the pupil or student sees through the problem or re-forms his responses into more complex habit. This phenomenon was first widely published by the famous German psychologist, Wolfgang Kohler, who found that apes, when confronted with a different problem, might act as if they were surveying the situation and would then go directly to the goal object (banana) by putting two sticks together, or by piling, one box on top of another. You will learn more about this exciting problem solving situation in unit 2 of Module 2 where we shall discuss the Gestalt theory of learning.

Aristotle talked of learning as an association of ideas following the laws of similarity, contrast, and continuity. He believed that people learn and remember those things that are alike, that are striking because of their difference, and that occur together, in space and time (Murphy, 1998).

Bugelski (1986) on his part, sees learning as the process of the formation of relatively permanent neural circuits through the simultaneous activity of the elements of the circuit-to-be; such activity is of the nature of change in cell structures through growth in such a manner as to facilitate the arousal of the entire circuit when a component element is aroused or activated.

Lindgren (1991) posits that learning is a central process in understanding human behaviour. Most aspects of human behaviour are learned contrary to the widely held view at the turn of the century that human behaviour is instinctive in nature. According to Lindgren, only perhaps such behaviours as sucking of breasts and blinking of the eyes are instinctive. Lindgren explains instinctual behaviour as inherited patterns of complex responses, which become less important as life progresses up the evolutionary scale.

Learning may also be thought of as a process of problem solving, a way of thinking, creating and synthesising.

## **SELF ASSESSMENT EXERCISE 2**

List any two (2) human behaviours that are inattentive in nature:

### **3.3 Human Learning**

Human beings learn. This statement looks and sounds simple, yet it has generated as much controversy as any statement could in the behavioural, natural, or physical science. Travers (1996) posits that man is a philosopher before he is a psychologist or an educator, and as he sees human nature, so he sees the nature of learning. Consequently, learning is viewed as a cognitive, problem-solving process whereby man actively seeks and uses environmental clues that enable him to form concepts, solves problems, and think creatively.

Human learning depends upon at least three pre-conditions:

1. A functioning biological organism
2. An on-going social/cultural/religious/political/economic environment and
3. An opportunity for a biological being to interact with any form or forms of the environment in (2) and thereby learn from it.

Human learning is the ultimate goal of our educational system. Man turns to several disciplines to discover what aids or hinders learning, and to grope toward a more adequate knowledge of the process itself. From biology, student of learning takes information about growth and development, utilises facts about man's activities in groups and what impact environmental forces have on learning. From anthropology, student derives insight into the meaning of cultural differences.

### 3.4 The Teaching – Learning Process

Learning as a process is influenced not only by the teacher, the techniques used, the classroom settings, and the formal or informal material taught, but by the child's ability, motivation, interest in the subject matter, readiness to learn, retentiveness, values and attitudes, relationship with the teacher, feelings about self, relationship with peers, and background experiences. Also of importance are the environmental pressures of learning, the time allotted for learning, and the atmosphere of the school and classroom.

It is important for you to note that children's learning experiences differ as a result of such variables as sex and socio-economic background. Clearly then, it is superficial to explain learning differences between children by one primary factor, such as 'intelligence'. Symonds states that the most potent reward for classroom learning is the teacher's acceptance of what the pupil does and the way she does it. In actuality, much classroom learning seems to be explicable in operant conditioning terms. Classroom teachers reinforce the kind of behaviour they prefer to see in students by comments of approval, marks, smiles, and such similar gestures.

However, we know that teachers cannot respond to every pupil on every appropriate occasion, and students learn to be their own reinforcers basically through discovery, for example, that their answers to problems are correct. Given a normal classroom situation, a student is not reinforced for every response he makes. Rewards appear only occasionally, yet we know from experience that students put forth a great deal of work. Importantly, this is consistent with Skinner's concept of intermittent reinforcement discussed in unit 5 of Module 2.

You should also remember the following suggestions for teaching in the classroom.

1. Do everything possible to satisfy the deficiency needs – physiological, belongingness, esteem, and so on. This can be achieved by:
  - a. Being aware of the physical condition of your pupils and the classroom, for example, be aware that your pupils may be occasionally hungry or thirsty. This may sound obvious, but it is frequently forgotten. Make a habit of checking ventilation of the room.
  - b. Showing your pupils that you take an interest in them and that they belong in your classroom; and
  - c. Arrange hearing experiences so that all pupils can gain at least some degree of esteem. Play down comparisons



encourage self – competition; give individual assistance to slow learners.

2. Direct learning experiences toward feelings of success in an effort to encourage a realistic level of aspiration, an orientation toward achievement, and a positive self-concept.

#### **4.0 CONCLUSION**

In this unit, you have learnt the concept of teaching as the purposeful direction and management of the learning process. The classifications of teachers were also outlined. Various definitions of learning were discussed; why human beings learn and the three preconditions upon which human learning depend were enumerated. This unit also examined the teaching learning process.

#### **5.0 SUMMARY**

In this unit, you have learnt the concept of teaching. In addition, we explained the concept of learning. You have also learnt what human learning and the specific conditions under which human learning could flourish mean. In addition, you have learnt the teaching – learning process.

#### **6.0 TUTOR – MARKED ASSIGNMENT**

- i. What do you understand by learning?
- ii. Explain human learning.

#### **7.0 REFERENCES/FURTHER READING**

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## **UNIT 4 MENTAL HEALTH OF THE TEACHER AND THE PUPIL'S NEEDS IN SCHOOL**

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### **1.0 INTRODUCTION**

In unit 3, we explained the concept of teaching. You can now explain the concept of learning in your own words. In addition, you should also be able to explain the term human learning. In addition, you learnt the description of the teaching-learning process. You are about to study a very interesting unit in this Module. It is also the last study unit in the Module. Let us now examine what other content you should learn in this unit as specified in the unit's objectives.

### **2.0 OBJECTIVES**

By the end of this unit, you should be able to:

- define the term health
- explain the concept of mental health
- discuss teacher's mental health
- identify the needs of pupils in schools.

### **3.0 MAIN CONTENT**

#### **3.1 What is Health?**

Health is a state of complete physical, mental, and social wellbeing and not merely absence of disease or infirmity (World Health Organisation (WHO), 1946). Before a person can be considered healthy, the nature of his integrated physical, emotional, and social health is taken into

account. This has to be so because physical, emotional and social health are interrelated, they function dynamically.

### **3.2 What is Mental Health?**

Jahoda (1988) reviewing the writing of psychologists, philosophers, and men of religion, as well as behavioural scientists, concludes that many distinct personality patterns must be judged as mentally healthy. She warns against blurring the concept of mental health by making it synonymous with all goodness. One can be well adjusted in the pursuit of almost any set of values. Mental health is the quality of one's state of mind and absence of mental disorders that affect both male and female. Akbar, a black Psychologist (in the US), defined it as the affirmative identification and commitment of one's African (natural) identity.

Schiffes (1998) states that a mentally healthy person is generally comfortable with himself and behaves acceptably in the eyes of his fellowmen. Thus, mental health embraces both emotional and social health. As the American Medical Association puts it:

Mental health includes emotional stability and maturity of character as well as the strength to withstand the stresses of living without due or persistent symptoms, physical or psychological.

### **3.3 Teacher's Mental Health**

Teacher's mental health is very important in fostering the mental health of pupils. Consequently, administrators must seek ways of fostering and improving the mental health of teachers.

#### **SELF ASSESSMENT EXERCISE 2**

In your opinion and as a participant observer of the primary school system in your locality, how do you think teacher's mental health can be improved?

You should remember that to foster and improve the mental health of teachers, headmasters, headmistresses, supervisors and school counsellors will need to concern themselves with three things:

1. providing working conditions which will preserve and enhance the teacher's mental health.
2. engaging and promoting his professional and general intellectual growth, and
3. finding ways of increasing his self –understanding.

In addition, teachers must be provided with both the physical and psychological conditions of work that will satisfy their emotional needs for achievement, recognition, and a sense of worth. A class of reasonable size, a reasonable teaching load, and an uncrowded classroom, adequate teaching equipment, freedom from too many non-teaching duties, job security, and an adequate salary are all important factors in meeting teachers' mental health needs.

The psychological conditions of work are sometimes the most important. The climate of the school, the tone set by the school board, the supervisor, and the Headmaster/Headmistress as well as the teachers' relationships with his fellow teachers, counsellors, supervisors, parents, and the public, profoundly affects the teachers' mental health and, in due course, that of his pupils. Poor staff relationships, friction between teachers and parents and the public can do a great harm to the quality of teaching and learning in the classroom.

Every help must be given by school boards, administrators and teacher associations to help teachers to continue to grow. In addition to the above, teachers should know how to grow, and how to establish routine because without it a classroom can disintegrate into chaos. But a teacher must and should also learn to break a routine, to provide variety when routine borders on boredom.

### 3.4 Needs of Pupils in School

It is convenient to explain behaviour (and personality) in terms of needs. A need is a broad motive that makes certain types of goals attractive and important to the individual. The needs most frequently important in school, as sources of positive motivation or of troublesome behaviour, are those of affection, adult approval, peer approval, independence, and competence and self respect. To ensure you understand our discussion, we shall now consider briefly, some of the child's needs.

**Psychological need:** A hungry child will be maladjusted in school as a child who lacks affection.

**Need for Affection:** Sometimes, a child from a cold or rejecting home finds affection in a teacher. Some adults find an emotionally significant purpose in community service or in a career where they can give and get affection. Many people, however, do not find a way to fulfill this need. Among the adults and children who require help from clinical psychologists, the feeling of rejection is a common trouble. The development of man is interlocked with the needs and development of others around him. Development continues throughout life. Important adjustments and learning remain to be accomplished in adulthood.

Erikson (1950) refers to the need for mastery as a 'sense of industry', which the young child develops during his early school years. Havighurst (1952) refers to it as a developmental task that must occur at a particular stage in a child's life as he deals with the task of learning to read, use numbers, deal with science and social concepts.

It is important for you to note that the child is not satisfied until he has achieved his objectives of making things, and doing them well; of mastering skills, and becoming proficient. Unless the child develops a sense of industry, unless he accomplishes the developmental task at certain stages of growth, he will be hampered in realising further psychological growth. The child needs not only to be active, to achieve mastery, he also needs to be stimulated. The child must find stimulation or become bored. New ways of working, new games to play, new things to do, these are parts of the need for mastery.

In working with children, it is important for you to keep in mind that what delights the healthy child, what moves him to explore, manipulate, create is often something that contributes to his needs for affection, acceptance, achievement (psychological needs), needs for food, warmth, air, water, rest, and activity (biological needs), his needs for affection, acceptance, and security (social needs), and his needs for self-realisation, creativity and self-expression (integrative needs).

To meet the needs of children, teachers should act not only as catalysts, but also as guides, facilitators of learning, and resource persons. They are cognitive of the fact that the child must learn that both his physical and social world puts limits upon his ability to satisfy every want. The child, through experience, has to learn that other people too are seeking to satisfy their needs and wants. This means learning self discipline, tolerance, and self-control. He must learn to accept delay, limits, renunciation, frustration, and rules.

#### **4.0 CONCLUSION**

In this unit, you have learnt to define health. In addition, we explained the concept of mental health. You have also learnt from our discussion on teacher's mental health. In addition, you learnt what the needs of pupils in schools are, and what a teacher should do to meet such needs.

#### **5.0 SUMMARY**

What you have learnt in this unit concerns the definition of health and what is meant by mental health. You have learnt about teacher's mental health and the needs of pupils in school.

## 6.0 TUTOR-MARKED ASSIGNMENT

- i. What three specific things must stakeholders do towards fostering and improving the mental health of teachers in your state?
- ii. Distinguish between health and mental health.

## 7.0 REFERENCES/FURTHER READING

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