

A review of woman pupil Teachers self-confidence, mental health and social skills effect

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Abstract-

Mental health is a fundamental element of the resistance, health assets and self-confidence, social skills capabilities and positive adaptation that enable people both to cope with adversity and to reach their full potential and humanity. The study was conducted to assess the relationship between retain the mental health to develop the resilience skill of female teachers and to explore the extent to which the result were useful and addressing potential future problems in Teacher education. Using the mental health scale by Singh& sengupta [2008] and self-confidence scale by D.D Payday and social skill by Snood. A study was conducted on a sample of 200 B.Ed. pupil Teachers of Kati Devi Teachers Training College Dariyapur Shiwala Khagaul Patna these result could sensitive prospective Teachers regarding the issues of psychological wellbeing and assist them in promoting mental health, self-confidence and social skills among their students.

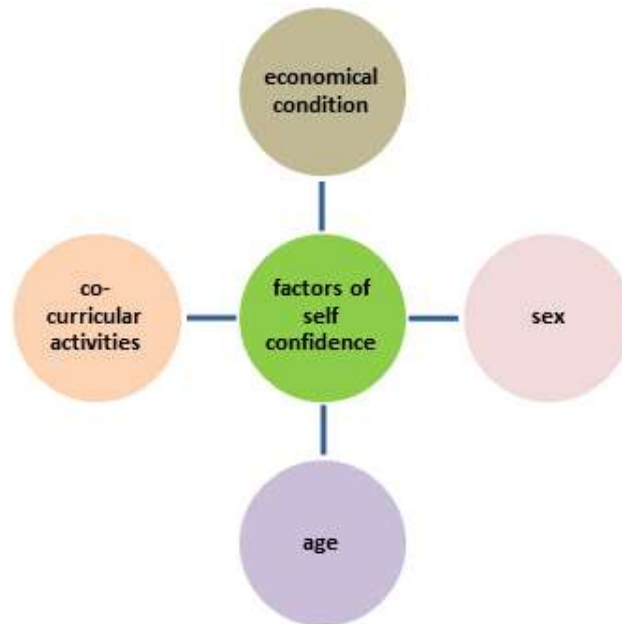
Key words: - women, Pupil teacher, self-confidence, and social skills, mantle health.

Introduction-

Teachers are essential and important human resource plays in education among the many others the self-confidence, mental health and social skill is intellectual capabilities of children and adolescents are affected by many factors in informative stages of their growth. One of the many factors. That effect positively or negatively is mantle health of the teachers to protect children from being.

Characterizing self confidence

Self-confidence is contextualized within domain- specific and person specific self-views. Because of a fundamental need to evaluate our opinions and abilities and because such judgment cannot be objectively determined we use others, views of us to inform our own self views. However the education literature is thin in its discussion of what self-confidence is or might be referred to largely as a good thing, self-confidence seems to be some ethereal capacity which a women loss or gain, put plainly Teachers need, but cannot really access, conceptual knowledge of what self-confidence is. They further need exemplification of low self-confidence. Can be promoted. Equipped with these two set off knowledge, they can then use this knowledge adaptively, to respond to learners in their case, but exhorting teachers to promote self-confidence. While the education literature is thin in its documentation of how women teachers might think about self-confidence the psychology literature has long history of documenting self-confidence.



What is self-confidence?

The being so, it will be referenced in both in external and internal factors.[Marsh et al 2006] it is important for teachers to recognize the learners self-concept comprise academic and non-academic elements and that while self-concept can affect achievement

Self-confidence is closely related to ability and knowledge in a given domino and is influenced by the amount of information retrieved its vividness and target details.

Intervention programs specifically designed to improve attainment in circular areas such as mathematics [Falco rather, and Bowman 2008] and science [clang and clang 2008] Luckier and van Lawn 2008, Susiana 2011] report improvement in self-confidence, a particularly important finding given the need for teacher to be proactive in countering

Stereotypical perception of insurmountable difficulty and resulting loss of confidence when studying subjects [Ziegler, finsterwald and Grossing 2005] other circular area also reported to be effecting in enhancing women self-confidence. For example religious education programmers which emphasis social interaction in the service of the community

Lesson the need for organized bureaucratic intervention. This increases the autonomy of people to be resources for each other which is reported as improving self confidence

[Quezada 2004] another catalyst for improved self-confidence appear to be in music Education programs [Hall am 2010]

Mental health

Introduction- This Article aim is to clarify how both physical and mental health both empirically and theoretically, and to offer argument for enhancing self-esteem and self-concept as a major aspect of health promotion, Mental health promotion and a broad spectrum approach [BSA] in prevention.

The design of future policies for mental health promotion and the prevention of mental disorders is currently an area of active debate [Holmen 2000][A question in the discussion is which is more effective. A prevention approach focusing on specific disorders or a more generic prevention approach.

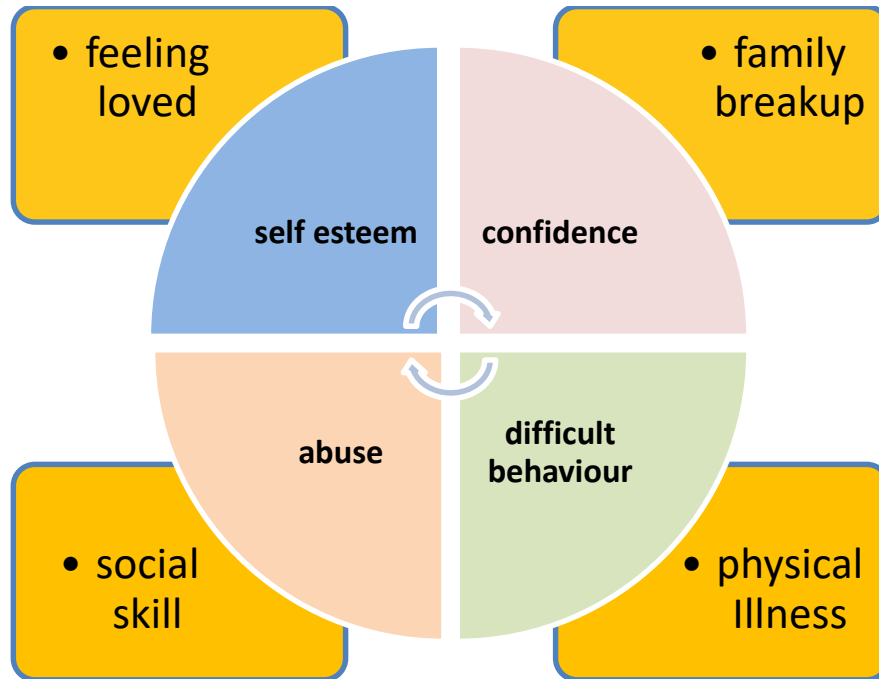
Based on the evidence supporting the role of self-confidence as a nonspecific risk factor and protective factor in the development of mental disorders and social problems. There is significant degree of co-morbidity between and within internalizing and externalizing problem behaviors such as depression, anxiety, substance disorders and delinquency [Harrington et al. 1996; a gold et al, 1999 Sweden and Merikangas2000]. By considering the individual as a whole within the BSA, the risk of such an eventuality and could be reduced.

Haney and Dural [1998] wrote a meta analytical review of 116 intervention studies for children and adolescents, most studies indicated significant improvement in children and adolescent and as a result of this change, significant changes in behavioral personality and academic functioning , Haney and due lack reported on the possible impact improved self-esteem had on the onset of social problem. However their study did not offer an insight into the potential effect of enhanced self –esteem on mental disorders.

Several mental health- promoting school programs that have addressed self –esteem and the determinates of self-esteem and determinates of self –esteem in practice were effective in the prevention of eating disorders [O Dee and Abraham 2000] problem behavior [flag and Ordway 2001] and the reduction of substance

Abuse anti-social behavior and anxiety [short 1998] we shall focus on the first two programs because these are universal programs which focused on mainstream on school children. The prevention of eating disorders programs everybody's different [O deal and Abraham 2000] is aimed at female adolescents aged 11-14 years old.

Everybody's different has adopted an alternative methodology built on an interactive,, school based ,self – esteem approach and its designed to prevent the development of eating disorders by improving self-esteem. The programs have significantly changed aspects of self-esteem, body satisfaction social acceptance and physical appearance, female students targeted by the intervention rated there. Students, and allowed their body weight to increase appropriately by refraining from Weight loss behavior seen in the control group. These finding were still evident after 12 months.



Social skill

The main problems facing today can be solved only if we improving our understanding of human behavior [Schwinger 2005pg48] educational leaders, Teachers, school counselors, social workers and school Psychologist have long argued that some students were under performing academically because they lack proper social skills, which affect their academic skills, students who struggled to master social skill faced more disciplinary consequences when they failed to engage in appropriate behavior. They need to be taught directly and directly and systematically-skills to succeed in school [Martens & witt2004. Wager & Rutherford 1996].

Literature review

The topic of social skills and a academic skills relating to students in high school. Ray and Elliot [2006] found that previous research suggested that a student with early childhood. Positive behavioral characteristic predicted later academic achievement

But those with early negative behavior traits did not exhibit successful academic success. Parke et al. [1998] found that there is a link between social skill and academic performance. Social skill and academic competence influenced each other consistently over-time, a pattern where academic competence causally influenced

Social competence, which in turn causally influenced academic competence [Park et al 1998] some researches have concluded that academic achievement can be predicted from indicators of social adjustment Ray and Elliot [2006] tested weather

A student's self-concept social skill and social support influence academic achievement.

Conclusion

To conclude research result show beneficial outcomes of positive self – confidence which is seen to be associated with mental well-being, happiness, adjudgment,success, academic achievement and satisfaction. It is also associated with better recovery after server disease; however the evolving nature of self- confidence can beat causal factor in depression, anxiety, eating disorders, poor social

Functioning. This implication of this study encourages educational leaders to make self –confidence, social and academic skills an integrated ingredient of the course syllabus.

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