

Perception of the Teachers' Contribution to Positive Mental Health by Students of the Teacher Study Programme / Percepcija studenata učiteljskih studija o doprinosu nastavnika pozitivnom ment



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Abstract

In today's rhythm of life and the prevalence of mental health problems among young people, there is a growing need at faculties for strategies that promote and maintain a high level of students' mental health and their well-being. Students face different challenges that can significantly affect their academic success, personal development and overall quality of life, and this requires the involvement of their teachers in creating a stimulating environment that would nurture the mental well-being of students. The aim of this research was to investigate whether there were differences in the self-assessments of positive mental health by students who did and who did not have their teachers' support during studies and determine what specific features of positive mental health were involved. The sample of participants consisted of 359 students of the Faculty of Teacher Education of the University of Zagreb, Croatia and the Faculty of Educational Sciences of the Jurja Dobrila University of Pula, Croatia. For the purposes of the research, the Mental health continuum-short form -MHC-SF questionnaire was used and an independent scale related to individual features of the environment support was added. Differences in the self-assessments of individual characteristics of students' positive mental health were examined based on discriminant analysis in order to gain insight into the latent dimensions of these differences. The results confirmed the existence of statistically significant differences in the self-assessment of individual characteristics of students' positive mental health considering the support or lack of support given by their university teachers. Regardless of the characteristics of teacher support, the results also showed that a certain number of students felt that teachers did not provide support when it comes to positive mental health characteristics.

Key words

environment; personal development; psychoemotional gain; quality of life; support strategies

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Sažetak

U današnjem brzom ritmu života i prevalenciji problema mentalnoga zdravlja među mladima, sve je veća potreba na fakultetima za strategijama koje promiču i održavaju visoku razinu mentalnoga zdravlja studenata i njihove dobrobiti. Studenti se suočavaju s različitim izazovima koji mogu značajno utjecati na njihov akademski uspjeh, osobni razvoj i ukupnu kvalitetu života, što ima za potrebu uključivanje njihovih nastavnika u stvaranju poticajnoga okružja koje neguje mentalnu dobrobit studenata. Cilj je ovoga rada istražiti postoje li razlike u samoprocjenama pozitivnoga mentalnoga zdravlja studenata koji imaju i koji nemaju podršku nastavnika tijekom studiranja i, ako postoje, o kojim se specifičnim obilježjima pozitivnoga mentalnoga zdravlja radi. Uzorak sudionika čini 359 studenata Učiteljskog fakulteta Sveučilišta u Zagrebu i Fakulteta za odgojne i obrazovne znanosti Sveučilišta Jurja Dobrile u Puli. Za potrebe istraživanja korišten je upitnik Mental health continuum-short form -MHC-SF te je dodana i neovisna skala vezana za pojedina obilježja podrške okružja. Razlike u samoprocjeni pojedinih obilježja pozitivnoga mentalnoga zdravlja studenata ispitane su temeljem diskriminacijske analize kako bi se stekao uvid u latentne dimenzije tih razlika. Rezultati potvrđuju postojanje statistički značajnih razlika u samoprocjeni pojedinih obilježja pozitivnoga mentalnoga zdravlja studenata koji imaju i koji nemaju podršku sveučilišnih nastavnika. Neovisno o podršci nastavnika, rezultati također pokazuju da određeni broj studenata smatra da im nastavnici ne pružaju podršku kada su u pitanju pozitivna obilježja mentalnoga zdravlja.

Ključne riječi

kvaliteta života; okružje; osobni razvoj; psihoemocionalna dobit; strategije podrške

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