



Analysis of Mental Health and Wellbeing of High School Teachers and Its Effect on Emotional and Disciplinary Relationships of High School Students in Ilam

Fariborz Asl Marz^{1*}, Mehrdad Asl Marz², Ali Asghar Gholami³, Mohammad Ghasem Azizi⁴

1. PhD in Psychology, Department of Psychology, Allameh Tabataba'i University, Tehran, Iran

2. MSc, Department of Sports Management, Islamic Azad University Branch, Boroujerd, Iran

3. MA, Department of Elementary Education, of Shahid Seidmirzaei School, Abdanan, Iran

4. MA, Department of Educational Sciences and Counselor, Shahid Motahari High School, DarrehShahr, Iran

Received: 15.09.2019

Accepted: 11.12.2019

Published online: 20.03.2021

*Corresponding Author:

Fariborz Asl Marz

Email:

fariborzaslmarz@yahoo.com

Citation:

Asl Marz F, Asl Marz M, Gholami AA, Azizi M Gh. Analysis of mental health and wellbeing of high school teachers and its effect on emotional and disciplinary relationships of high school students in Ilam. J Qual Res Health Sci. 2021; 10(1): 56-64.

Abstract

Introduction: Mental health is the prevention of minor behavioral disorders and problems and health promotion is the best form of mental health. The present study aimed to explore the mental health and mental well-being of high school teachers and its effectiveness in emotional and disciplinary relationships of high school students in Ilam, as these relationships are of great importance.

Methods: This qualitative and phenomenological study was conducted on all male and female high school teachers in Ilam in the academic year 2018-2019. The participants in the research sample were 24 teachers from different high schools in the city who were selected using purposive sampling. The data were collected through observation, semi-structured interviews, and open-ended written questions, and were analyzed through a coding procedure to extract main themes and subthemes related to the phenomenon under study based on previous studies in the literature.

Results: Findings included 5 main themes of teachers' mental health, positive change in students' behavior, attention to emotional and psychological dimension in disciplinary approaches, interaction between teachers and students and motivation was progress.

Conclusion: Given the effect of teachers' mental health on improving the quality of students' behaviors, psychologists and counselors can use sound mental health and educational models to improve learners' interaction and teach them how to relate to the family, thereby increasing student satisfaction and family cohesion.

Keywords: Teachers, Mental health, Emotional relationships, Disciplinary relationships, Students

Introduction

The term mental health refers to a state of well-being in which the individual feels full mental and physical satisfaction with his/her current situation. Besides, mental health is a continuous process in which the individual constantly strives to develop a successful and meaningful existence (1). The concept of mental health can also have some significant implications in educational settings. For instance, it can contribute to developing many positive learning and behavioral outcomes in students. Therefore, teachers can play a vital role in fostering students' thinking skills and mental health to enhance students' motivation and

creativity. This in turn makes students more interested in engaging in class and non-class activities. Furthermore, teachers' attempts to create a mentally healthy atmosphere in schools and paying attention to students' interests and talents can positively influence the development of students' talents. The teacher's characteristics and his/her teaching style can, in particular, contribute to fostering students' mental health and creative thinking (2). Teachers who are aware of different physical, mental, and social needs of students, and who also have a mentally healthy personality and know how to treat children and



adolescents in the classroom and school environment can better help students to achieve academic progress and ultimately acquire a strong moral character. People can be considered to be mentally healthy if they have a positive attitude to solving life problems, feel positive about themselves and others, act responsibly in dealing with daily affairs and relationships, are sociable, have more friends, and have a higher level of psychological welfare (3).

Hosseini Nasab believed that if students perceive the teacher's behavior as warm, positive, and supportive, they will be motivated to engage in learning activities and thus gain the higher academic achievement. Besides, students will feel comfortable in the classroom when they feel they can be actively involved in the classroom activities and participate in making decisions (4). Flanders studied the effect of teacher behavior on students and found that in many cases, the teacher's direct behavior, such as lecturing, discussing, criticizing, etc., is more effective than his indirect behavior, such as rewarding, accepting students' emotions, and asking questions (5). Moreover, encouraging students provides the psychological conditions for effective learning and increases their self-confidence. Teacher encouragement also plays an effective role in motivating learners (6).

Concerning the teacher professional index, Seyami argued that an effective teacher should be a cheerful, good-natured, mentally healthy, and flexible person. To this end, silence, calmness, and increasing confidence in the classroom are essential for the mental health of both the teacher and students (7). Also, In a study that on 73 fifth- and sixth-grade teachers found that students of teachers with mental stability were more mentally balanced. A similar result was obtained in a study on kindergarten children (8). Hamedani and Darling-Hammond showed that high school students expect their parents and teachers to pay special attention to them and their different behaviors to be effectively analyzed and evaluated. Students even complain about the programs and interventions that are implemented without considering their needs. Teachers, counselors, school administrators, and principals are a good source of information to identify the main problems of students (9). Golparvar et al. showed that there are different types of psychological stress in one-fifth of students, which is followed by the formation of various individual and social problems (10). Psychologists believe that students' mental and emotional needs are the same as those faced by other members of society. Having respect for personality, respecting and being respected, maintaining self-esteem, strengthening individual self-confidence,

loving and being loved, and especially, emotional needs of children and adolescents are far more important since if these needs are not met suitably, they will face deep emotional and psychological traumas in the future (11). As a result, recognizing the most important challenges will contribute to improving the health, wellbeing, and control of high school students' personal, social, and academic emotions, and will enhance students' interpersonal relationships with peers and adults. In other words, teaching students social and behavioral skills and eliminating their incoherencies can lead to emotional and social transformation in students and increases their capacity to focus on academic activities, thus improving their mental health and reducing their behavioral problems (12).

Since teachers play a key role in fulfilling educational goals, their mental health, characteristics, and proper functioning can facilitate the educational process and ensure the attainment of the goals set by the educational system. Numerous studies have addressed the characteristics of good and effective teachers and professors. For example, the characteristics that have been stated for a good teacher include scientific ability and mastery over teaching materials, as well as positive personality traits (13). Furthermore, acceptance of students by teachers, effective and timely response to their statements, supporting students' comments, and avoiding their humiliation are among the behaviors that can facilitate students' cognitive and emotional development (14).

Therefore, if teachers want to perform well in their teaching jobs they need to have a high level of job motivation, free from intellectual concerns, and have good mental health. Consequently, to provide the context for teachers' growth and dynamism in the school and classroom, it is necessary to reduce or eliminate the existing obstacles and improve teachers' knowledge, attitudes, skills, and required facilities (15).

An important thing to note is that a teacher's duty is not limited to teaching and education, but the teachers are responsible for fostering the cognitive and intellectual abilities of their students. The teachers shape and establish the student's personality and behavior. To this end, the teachers' character and behavior must be developed first. If the strengths and weaknesses of the teachers' personality exceed their personal capacity, all these strengths and weaknesses will be reflected in the students' untainted souls (16).

In particular, the teacher, compared to any other school specialist, is in a better position to identify

students, communicate with them daily, and build relationships with them based on mutual trust and respect, because the teacher acts as a link connecting students to mental health and counseling programs. This privileged position allows the teacher to play an effective role in promoting students' mental health activities (17).

Accordingly, the present study aims to investigate the mental health and wellbeing of high school teachers and its effectiveness in emotional and disciplinary relationships of high school students in Ilam. This study in particular seeks to determine the extent to which high school teachers, despite their intellectual challenges, can improve students' emotional and disciplinary relationships and their mental and social health and affect their emotional and academic problems.

Methods

The present study was conducted through a qualitative phenomenological method. Phenomenology focuses on exploring the real experiences of individuals assuming that there are essences in these experiences that can be understood and studied (18). The researchers in this study were interested in surveying the experiences of teachers with high service records as the best source to describe their situation and feelings in teachers' own words. The research population included all male and female high school teachers in Ilam in the academic year 2018-2019. The participants in the research sample were 24 teachers who were selected using purposive sampling from different schools in Ilam. The researchers referred to the General Department of Education of Ilam Province and obtained permission to enter all high schools in the city. Then, they randomly selected a number of high schools for boys and girls in different parts of the city. The researchers referred to the selected schools and explained the research objectives and procedures to be taken in the study to teachers in the school. Afterward, they interviewed the teachers who volunteered for the interview. The data were saturated after interviewing 24 teachers from 6 high schools in Ilam. The data were collected through observation, semi-structured interviews, open-ended written questions, and a review of the literature. A semi-structured interview is an interview in which the questions are developed in advance and all respondents are asked the same questions. However, they are free to answer in any way they wish. Besides, the interview guide does not specify the details of the interview and the arrangement, and the order of the questions that are asked. These details are

determined during the interview process (18). To ensure the robustness of the data collected through the interview using the phenomenological method, some requirements were observed in the present study. Accordingly, sufficient time was allocated to collect the data through mixed methods. The collected data were also member-checked by the participants. To do so, the sheets containing the interview transcripts were given to the participants and they were asked to add any comment or remove or modify the phrases and sentences that did not fit their statements. To ensure the confirmability of the data, the researchers tried to avoid any bias when conducting the interviews and analyzing the data. Moreover, to increase the dependability of the findings, i.e. the adequacy of the analysis and decision-making process, the data were peer checked by subject matter experts. The interviews were conducted with the school teachers who expressed their willingness to participate in the study. First, before asking the questions, the necessary explanations were provided to the participants about the research problem, the objectives of the study, and the outcomes and future applications of the research results. Furthermore, the participants were assured that their personal information would not be used in the data analysis process and only their responses to the questions would be analyzed. The time of the interview with each interviewee was set according to their working hours and free time. During the interviews, the participants' voices were recorded with their permission, and then the recorded interviews were transcribed. The duration of the interview varied from 45 to 60 minutes per person. The interview was conducted using a pen-and-paper personal interview (PAPI) method for 6 interviewees who did not agree with their voices being recorded.

The data were analyzed using Colaizzi's seven-step method for data analysis. To this end, all participants' explanations were carefully reviewed and the significant statements that were directly related to the phenomenon in question were extracted. Furthermore, the key themes and meanings were extracted from the participants' statements. The identified themes were merged into clusters of themes. In the next step, these themes were organized into an exhaustive description to provide a general image of various aspects of the phenomenon in question. Finally, the findings were validated and confirmed by reading important findings and empathizing with the participants and understanding their experiences, extracting the significant statements related to the phenomenon under study, identifying the themes underlying the extracted statements, categorizing the themes

into clusters, referring to the main concepts and comparing the data, description of the phenomenon in question, and finally returning the description to the participants to check and confirm the credibility of the findings (19). Then, the data were coded and the related themes were identified using Colaizzi's seven-step method. To ensure the credibility of the data, the themes extracted from transcripts were presented to the participants to be reviewed and confirmed by them. All participants received written information about the research procedure and participated in the study with an awareness of the objectives of the study and upon their satisfaction. To comply with ethical considerations, informed consent was obtained from the participants, and they were ensured that their information would be kept confidential. The criteria for inclusion in the study were having at least 12 years of teaching experience, having a scholarly article published in a professional journal, and having a master's degree in research. Besides, the participants were allowed to leave the study at any stage if they wished.

Results

In this study, 5 main themes and 10 subthemes were extracted from the data as shown in Table 1.

The first main theme: Teachers' mental health

The results of the study showed that emotional and social attention to students ultimately leads to ensuring and strengthening their mental health and mental wellbeing and improving the individual and social environment contributing to their academic achievement. Moreover, the most important characteristics of teachers' mental health are optimism, good social relations, discipline, classroom management skills, guidance and counseling skills, effective encouragement and punishment of students, and having peace of mind in the classroom and outside the classroom to meet students' expectations. This theme was categorized into two subthemes including raising students' self-esteem and teachers' flexibility towards students, each of which is discussed below.

Subtheme 1: Raising students' self-esteem

A teacher can be effective in promoting students' mental health and their academic achievement. This helps students express their feelings by increasing their sense of self-confidence. According to one of the teachers, *"The teachers should create competitions for their students so that they can achieve success and increase their self-esteem and feel that they are worthy of higher-level jobs. The teachers should not exaggerate students' failures and lower their self-esteem. The teachers can do this by praising, instead of punishing, and instilling a sense of cooperation instead of competition among students, and increase students' self-esteem"* (Participant 2).

Subtheme 2: Teachers' flexibility towards students

"The teacher must respect each student as a person and as a human being with potential abilities for the future. The teacher should not devote his/her efforts to governing the students but should try to direct the student's actions towards progress. The teacher must be able to express his/her true feelings so that the student can see him/her as an honorable and trustworthy person. Teachers need to assign enough time to their students and explain exactly what behavior is unacceptable, and to address the child's behavior when blaming, not the child's personality, that is, to avoid violent treatment of the child in such a way that the child's personality should not be harmed, but rather they should act and talk positively to influence the child's behavior and personality constructively" (Participant 4). Moreover, one of the participants argued, *"When a student runs into a problem in the learning process the teacher must help him/her to diagnose and solve the problem. When a student makes a mistake, the teacher should spend as much time as possible to correct that mistake. Providing social, educational, and health educations for students and encouraging and punishing the students at the right time make students optimistic about teachers"* (Participant 7).

Table 1. The main theme and subthemes identified in the study

Row	Subthemes	Row	Themes
1	Raising students' self-esteem	1	Teachers' mental health
2	Teachers' flexibility towards students		
3	Controlling students' behavior	2	Positive changes in students' behavior
4	Showing empathy and increasing students' social adjustment		
5	Tolerance in treating students' disciplinary problems	3	Paying attention to the emotional and psychological aspects in disciplinary actions
6	Patience and forgiveness in times of students' mistreatment		
7	Building positive relationships with students	4	Teacher-student interaction
8	Accepting student behavior		
9	Supporting students	5	Motivation for progress
10	Encouraging students		

The second main theme: Positive changes in students' behavior

Effective teachers focus on preventing problems instead of being overwhelmed by them. By collecting and using meaningful data and encouraging students, the teacher can change his/her class schedule making it more effective. Effective teachers create a collaborative relationship with students and provide positive and meaningful feedback to increase their motivation and performance. Effective teachers explicitly state behavioral expectations at the beginning of each school year and during the semester, whenever necessary, and treat misbehaviors as an opportunity to teach alternative behavior (20). This theme covers two subthemes: controlling students' behavior and showing empathy and increasing students' social adjustment:

Subtheme 1: Controlling students' behavior

To manage the classroom, an effective and appropriate relationship must first be established between the teacher and the student. Furthermore, to establish this relationship, the teacher must possess some skills. A competent teacher can use different methods to build and strengthen the bridge between him/herself and the student. Skills such as avoiding harsh and repeated punishment, avoiding jokes, avoiding unfair prejudices, expressing interest in and attention to the students, respecting them, acting friendly, and paying attention to their opinions in controlling students' behavior are very helpful and effective. What is more important is the role that students themselves have in establishing a good relationship with their teacher. When students are able to communicate with their teacher, they will be able to minimize their educational, learning, and behavioral problems in the classroom and the classroom environment will be a pleasant environment for teaching and learning. As an example, one of the teachers stated, *"The teacher must accept the students and be able to establish a friendly and cordial relationship with them. This ability can lead to positive changes in the student's behavior without threatening them and is a kind of skill in controlling students' behavior"* (Participant 9).

Subtheme 2: Showing empathy and increasing students' social adjustment

"The teacher's responsibility is not limited to developing intellectual skills and making students familiar with educational and moral issues, but also the teacher is responsible for changing and correcting maladaptive behaviors and ensuring students' emotional maturity and mental and social health" (Participant 11).

Another teacher stated, "At school, children experience love and being loved. The teacher guides them in the right direction with love and attention. Students also learn how to build the right emotional relationships, adapt to others, take responsibility, and learn ways to combat resentment, bullying, and jealousy. Accordingly, the role of the family as a complement to this cycle (teacher, school, and family) is effective in improving and developing the mental health of children and cooperating with the teacher and school. Families can contribute to developing the psychological and social abilities of students and help them flourish their talents. This will also be effective in improving their empathy and mental and emotional health and increasing their social adjustment (Participant 12).

The third main theme: Paying attention to the emotional and psychological aspects in disciplinary actions

Establishing satisfying emotional relationships and improving emotional skills associated with them represent an important part of the process of adaptation to different situations of the individual, social, emotional, psychological, and academic life of students. Emotional conditions at home and school and the issue of emotional competencies during adolescence and youth are of particular importance for certain reasons. Discipline at home and school depends on recognizing and respecting the rights within home and school, behaving in line with family and school regulations, striving to learn, practice, and follow accepted standards at home and school, and focusing on the tasks assigned to each person at home and school (21). The analysis of the teachers' experiences showed that discipline at home and school, when combined with love and affection, is more effective and will lead to mental health. This theme was subcategorized into tolerance in treating students' disciplinary problems and patience and forgiveness in times of students' mistreatment:

Subtheme 1: Tolerance in treating students' disciplinary problems

Sometimes there are students with special problems in the classroom, and the type of relationship between the teacher and classmates with these students can be very effective in reducing their problems. In other words, students who have maladaptive relationships and conflicts with their teachers suffer from problems such as poor academic performance, failure, rejection by teachers and peers, and a higher level of maladaptive behaviors. According to one of the teachers, *"The educational and emotional interactions of teachers and classmates with students*

with behavioral problems lead to discipline and high academic achievement and can reduce students' behavioral problems. Teachers with high self-efficacy are usually more successful in dealing with students with behavioral problems. Instead of controlling students, high-efficiency teachers use management strategies to cope with students' behavioral problems. They also use prevention strategies instead of compensation strategies to treat problems and tolerate students" (Participant 15).

Subtheme 2: patience and forgiveness in times of students' mistreatment:

The education system, which is responsible for educating and preparing people for social life, should be sensitive to approaches taken by educators and educational managers in dealing with students. Teachers are active members of the education system and have considerable influence. Teachers' behaviors and attitudes have a great impact on students' education and learning outcomes. Accordingly, one of the teachers stated, *"A good policy is to make teachers more aware of the benefits and effects of tolerance and patience when dealing with student problems. Accordingly, scientific studies can raise teachers' awareness of the importance of having tolerance in the classroom. Student mistreatment can be aggravated upon teachers' negligence and permissiveness. Therefore, teachers should accept students and treat them kindly and avoid any immorality and aggression towards students to increase students' self-confidence and mental health"* (Participant 17).

Main theme 4: Teacher-student interaction

The teacher is the main element of an education system and works compassionately to convey the message to the learners in a good and understandable way. Accordingly, the most important thing for a teacher is the ability to manage and administer the class and induce desirable behavior in students through good and effective communication with them because establishing an effective relationship can make the classroom atmosphere lovely and engaging for the student. Therefore, this theme includes two subthemes: Building positive relationships with students and accepting student behavior.

Subtheme 1: Building positive relationships with students

Establishing satisfying emotional relationships requires a sense of intimacy, closeness, and empathy. In

relationships where the person feels more intimate, expressing mutual love, there will be higher security in the relationship, mutual understanding and attention, and mutual acceptance, and there is a higher possibility for the satisfaction of mutual expectations (22-24). The most important component of a school discipline program should be relationships. When members of the school community know that school officials care and respect them, they will be more willing to follow instructions and requests. Although teachers' main focus is on communicating with students, interacting with other members is also vital to the school atmosphere and culture. In schools, staff relations are strictly imposed so that it is difficult to form a common philosophy or approach through interaction. Such contradictions should be managed in such a way that schools focus on student learning (Participant 19).

Subtheme 2: Accepting student behavior

Creating and promoting clear indicators of students' acceptable behaviors is essential for the disciplinary plan. Teachers should teach students the discipline and rules of their classroom. It is necessary to implement a disciplinary plan for all students, at all times and in all situations. One of the teachers said, *"Studies have shown that teachers are interested in issues such as students' interest and initiative, good opportunities to challenge their learning, building positive social relationships, monitoring the whole classroom, emphasizing key points of the lesson, provide feedback about students' mistreatments, paying attention to students' needs with kindness and warmth, giving feedback, providing a learning environment for students to work together and with teachers, and forgiving their mistakes and their bad behaviors to manage and correct their behaviors and improve students' mental health"* (Participant 20).

The fifth main theme: Motivation for progress

The motivation for progress is the tendency to comprehensively evaluate one's performance according to the highest standards, striving for successful performance, and enjoying the pleasure that accompanies the success (22). Students with higher motivation for progress are more likely to try harder to do their homework better and follow higher performance standards. The results of the present study indicated that motivation for progress can be further categorized into supporting students and encouraging students as discussed below:

Subtheme 1: Supporting students

A supportive teacher with suitable personality traits

such as patience, good manners, and confidentiality is the most reliable and likely source of support especially when the student is unable to perceive social support from others. Moreover, a supportive teacher provides the necessary conditions for students' full development such as self-confidence and self-belief, recognizes students' talents, and pays attention to students' physical, mental, psychological, family, and academic problems. Such a teacher makes efforts wholeheartedly to solve students' problems, and the students feel and understand what the compassionate teacher is doing for them and this can positively influence students' lives leading them to a bright future (Participant 23).

Subtheme 2: Encouraging students

The teacher should make every effort to foster positive thinking and creativity in students and encourage them. The teacher also needs to use his/her experiences to facilitate the learning process for all the students. One of the factors that play an essential role in students' learning is motivating them. Accordingly, the teacher should not neglect factors involved in stimulating, encouraging, and inspiring students. Motivation, encouragement, and reward at the right time lead the students to learn and stimulate their interest and love and promote their activities and efforts in the right direction. In particular, relationships based on love, respect, and mutual trust between teacher and student can affect student motivation (Participant 24).

Discussion

The present study explored the mental health and mental wellbeing of high school teachers in Ilam and its effectiveness in emotional and disciplinary relationships of high school students. The analysis of the teachers' experiences revealed 5 main themes and 10 subthemes as factors associated with teachers' mental health that can affect students' behavior and increase their emotional and disciplinary relationships and academic achievement. The analysis of the teachers' mental health suggested that students' behavioral problems can be identified and reduced. Besides, more attention should be paid to enhancing students' emotional, disciplinary, social, learning, and academic performance. These findings were in line with a study by Raufelder et al. (25). Therefore, surveying and recognizing students' problems by focusing on developmental aspects can lead to the development and execution of well-designed and effective training programs and interventions. According to many teachers and school principals, the most important reason for teachers' failure is issues related to student discipline and classroom

management. Teachers cannot create an environment conducive to learning when students disturb classroom and school activities (26). Thus, the issue of discipline forms the core of effective school curricula. Strategies for providing an effective learning environment include not only preventing and responding to bullying, but also making good use of class time and creating an atmosphere that stimulates students' interest, curiosity, and imagination. A classroom that has no behavioral problems cannot be considered a well-managed class (27), as was supported by Multafet and Kahyer (28). The assumption that effective education is the best way to avoid disciplinary problems provides an approach to managing the classroom and establishing discipline that focuses on preventing misbehavior. Traditionally, it was assumed that to create an effective learning environment, students' behavioral problems should be treated individually. However, modern approaches emphasize the management of the classroom as a whole, so that individual misconduct occurs rarely. These findings were consistent with the insights provided by Sarracino and Chang (29,30).

Moreover, to be more effective, teachers need to change their irrational beliefs into rational beliefs so that they can engage in more rational behaviors. School age is the most important period in the development of students' self-esteem and self-worth, and children's opinions about themselves have a great impact on their personality development and social health. Therefore, teachers must have rational beliefs and attitudes towards students as this helps teachers prevent their own emotional disorders. Furthermore, changing teachers' behaviors and practices toward students contributes to students' mental health and wellbeing. The findings of this study indicated that the teacher-student interactions play an important role in improving the learning environment, creating a sense of participation and cooperation in the classroom, effectiveness in teaching, greater motivation for students' intellectual development, creativity, academic achievement, and mental health, ultimately leading to student satisfactory performance in school. Teacher's psychological, emotional, and educational support for students can lead to more effective teacher-student interaction. This interaction affects students' academic achievement and personal and social health. Teachers can also develop a deeper emotional connection with their students and get to know them and engage with their activities and problems in academic and non-academic settings. Teacher-student interaction is a key part of successful learning and education. Students need their teachers in many learning environments. In other words, teachers are a haven for students in the face of adversity and a guide to

discovering and experiencing the world around them. These findings were similar to the findings of studies by Talebzadeh Shooshtari (31) and Walker (32).

Conclusion

The present study showed that teachers' interaction with students in the classroom is of special importance for students' success in school. How the teacher relates to students plays a key role in students' mental health, emotional, disciplinary, and social relationships, motivation, learning, and success. The teacher's positive relationship with students as well as students' relationships together can affect the emotional and social relations in the classroom, students' mental health and wellbeing, motivation to learn, attachment to school, cooperation in-class activities, hard work in providing friendly support, understanding interpersonal behavior, and creating responsibility and freedom in students' activities. In other words, students who have a warm and intimate relationship with their teachers have better mental health, high self-confidence, interest in their teacher, more motivation to learn, a positive attitude toward school and the acceptance of their peers and classmates, and higher mental health. Behaviors such as smiling, eye contact, expressing humor in the classroom, and interacting with students can be effective in improving and enhancing students' mental health. This study, like all other studies, had some limitations. One of the most important limitations in this study was that most schools and teachers were not willing to cooperate in this research project. Besides, given financial and time constraints, this study only

focused on the growth of teachers' mental health and emotional and disciplinary relationships of high school students in Ilam. Therefore, it was not possible to perform a pathological analysis of the existing problems and exploration of the current situation based on a specific theory to provide practical and remedial solutions. Therefore, care should be exercised when generalizing the findings of this study to other students at different educational levels and in different cities. Given the insights from this study, more attention should be paid to identifying and training skills that can promote mental health in teachers. The findings of this study can also help teachers develop students' emotional and social health so that they feel safe and comfortable in and out of school. To increase teachers' knowledge, training can be held to provide instructions on aspects of mental health and use the instructions for classroom management to improve students' learning and mental health. Such training courses contribute to incorporating happiness, joy, vitality, order, and mental health in learners' social relationships and reduce anxiety and stress in them.

Acknowledgments

This research was approved under code 19948-97.12.7 by the Allameh Tabataba'i University of Tehran. The authors would like to appreciate the General Department of Education of Ilam Province and all teachers, educators, and students, as well as all school staff for their kind support and contribution to this study.

Conflict of Interest

The authors declared no conflict of interest.

References

1. Larson JS. The World Health Organization's definition of health: social versus spiritual health. *Social Indicators Research* 1996; 38(2): 181-92. doi: 10.1007/BF00300458.
2. Kurz NM. The relationship between teacher's sense of academic optimism and commitment to the profession [dissertation]. Ohio: Ohio State University; 2006.
3. Yamaoka K. Social capital and health and wellbeing in East Asia: a population-based study. *Soc Sci Med* 2008; 66(4):885-99. doi: 10.1016/j.socscimed.2007.10.024.
4. Hosseini Nasab SD. Investigating the relationship between Studying and Motivating Students' Academic Achievement. Second International Conference on Psychological Management; 2016; Tehran. [In Persian].
5. Flanders NA. *Analyzing Teaching Behavior*. USA: Addison-Wesley; 1970.
6. Maleki N, Mardani A, Mitra Chehrzad M, Dianatinasab M, Vaismoradi M. Social skills in children at home and in preschool. *Behav Sci* 2019; 9(7): 74. doi: 10.3390/bs9070074.
7. Seyami F. Professional indicators of effective teacher. Second Scientific Congress of Psychology and Educational Sciences; 2016 Feb 9; Tehran: CIVILICA; 2016. [In Persian].
8. Moghaddam B. *Application of Psychology in School*. Tehran: Soroush Publications; 2017. [In Persian].
9. Hamedani MG, Darling-Hammond L. *Social Emotional Learning in High School: How Three Urban High Schools Engage, Educate, and Empower Youth*. Stanford: Stanford Center for Opportunity Policy in Education; 2015.
10. Golparvar F, Golparvar F, Golparvar H. Studying the perception of school personnel on the challenges of counseling in Iranian schools, (Phenomenological Study). Second National Conference on School Psychology; 2016 May 12; Ardabil: University of

- Mohaghegh Ardabili; 2016. [In Persian].
11. Amuzadeh E, Tohidipour A. The role of teachers and parents in addressing students' emotional needs. Second International Conference on New Science and Technology Findings; 2016 Jul 7; Qom: CIVILICA; 2016. [In Persian].
 12. Hossein Khanzadeh AA. Teaching Social Skills to Children and Adolescents. Tehran: Farhang; 2011. [In Persian].
 13. Sharifnia SH, Ebadi A, Hekmat Afshar M. The characteristics of good teacher based on view points of students and teachers: a qualitative study. Health Breeze 2014; 2(1):1-10. [In Persian].
 14. Zahed Babelan A. THE degree of correspondence between teachers' verbal and non-verbal communication during teaching and its association with students' academic achievement. Journal of School Psychology 2012; 1(1):46-61. [In Persian].
 15. Entesar Foomani G. Relationship between job motivation, job involvement and organizational commitment of teachers and managers' productivity in education administration of Zanjan. Productivity Management 2015; 9(32):171-90. [In Persian].
 16. Kahdivi Z. The role of a teacher model. Tabriz: Shahid Madani University of Azerbaijan; 2018. [In Persian].
 17. Gibson R, Mishelle M. Fundamentals of Counseling. Translated by Bagher Sana'i. Tehran; Besath Publications; 2013. [In Persian].
 18. Adib Haj Bagheri M, Parvizi S, Salsaly M. Qualitative Research Methods. Tehran: Bushra Publications; 2015. [In Persian].
 19. Leininger MM, McFarland MR. Transcultural Nursing. 3rd ed. NewYork: MC Graw-Hill; 2002.
 20. Sprick RS. Discipline in the secondary classroom: a positive approach to behavior Management. 3rd ed. USA: Jossey-Bass; 2013.
 21. Raphael LM, Burke M. Academic, social, and emotional needs in a middle grades reform initiative. RMLE Online 2012; 35(6):1-13. doi: 10.1080/19404476.2012.11462089.
 22. Schunk DH, Meece JR, Pintrich PR. Motivation in Education: Theory, Research, and Applications. USA: Pearson; 2020.
 23. Talei A, Tahmasian K, Vafai N. The effectiveness of positive parenting education on mothers' parental self-efficacy. Journal of Family Research 2011; 7(3):311-23. [In Persian].
 24. Wyrick AJ, Rudasill KM. Parent Involvement as a predictor of teacher-child relationship quality in third grade. Early Education & Development 2009; 20(5):845-64. doi: 10.1080/10409280802582803.
 25. Raufelder D, Nitsche L, Breitmeyer S, Kebler S, Herrmann E, Regner N. Students' perception of "good" and "bad" teachers-Results of qualitative thematic analysis with German adolescents. International Journal of Educational Research 2016; 75:31-44. doi: 10.1016/j.ijer.2015.11.004.
 26. Gige NL, Berliner DC. Educational Psychology. US: Rand McNally; 1979.
 27. Slavin R. Educational Psychology: Theory and Practice. 12th ed. USA: Pearson; 2018.
 28. Multafet G, Kahyer M. The relationship between students' perceptions of teachers' behavioral style and their psychological well-being Journal of Behavioral Sciences 2012; 6(3):263-70. [In Persian].
 29. Sarracino F. Social capital and subjective wellbeing trends: comparing 11 western European countries. The Journal of Socio-Economics 2010; 39(4): 482-517. doi: 10.1016/j.socec.2009.10.010.
 30. Chang ML. An appraisal perspective of teacher burnout: examining the emotional work of teachers. Educational Psychology Review 2009; 21(3):193-218. doi:10.1007/s10648-009-9106-y.
 31. Talebzadeh Shooshtari L. Attributes of professors successful in effective teaching based on the theory-based approach [dissertation]. Birjand: Birjand University; 2011. [In Persian].
 32. Walker RJ. Twelve characteristics of an effective teacher: a longitudinal, qualitative, quasi-research study of in-service and pre-service teachers' opinions. Educational Horizons 2008; 87(1): 61-8.