



Research on the Path of Improving Educational Effectiveness from the Perspective of Student Psychology

Yifei Yuan

Institution of Education, University College London, London, UK
stnzyy7@ucl.ac.uk

Abstract. Students' mental health has become a major concern for schools and society. Students' psychological problems greatly affect their learning effectiveness. Based on this, this paper analyzes the psychological characteristics and problems of students and puts forward relevant suggestions for improving the psychological environment of students. This paper argues that learning motivation, self-awareness, and lack of psychoeducation have an impact on students' psychology. At present, with the complex changes in the environment, students' psychological problems are becoming more and more prominent. This paper argues that teachers should fully recognize the individual differences of students in the education process and integrate personalized tutoring into teaching. At the same time, it is necessary to focus on helping students develop and improve their internal motivation for learning to improve their learning effectiveness. In addition, schools and teachers should focus on creating a good learning environment for students and building richer feedback and communication channels. Schools should pay attention to providing psychological counseling to students promptly.

Keywords: Mental Health, Psychological Problem, Educational Methods.

1 Introduction

With the rapid development and progress of society, education is playing an increasingly critical role in shaping the holistic growth of students and helping them to cope with upcoming challenges. However, it has been widely observed that traditional educational models fail to take into account the impact of individual differences and psychological characteristics on educational outcomes. Li Weiling found that many academics' deep reflections have been sparked by the prevalence of mental illness-related student situations in colleges and universities, as well as the far-reaching effects these conditions have on students, their families, and their nearby peers—particularly about their hidden, sensitive, and high-risk characteristics [1]. The key to improving educational effectiveness lies in recognizing individual differences and understanding the psychological characteristics of students. Neglect of mental health can lead to adverse symptoms such as stress, anxiety, and suicide ideation. These symptoms affect students' psychological health in a variety of ways. Students may feel uneasy, tense, angry, dejected, sad, or worried as a result of it. Additionally, it

© The Author(s) 2024

Y. Li et al. (eds.), *Proceedings of the 2024 3rd International Conference on Science Education and Art Appreciation (SEAA 2024)*, Advances in Social Science, Education and Humanities Research 866,
https://doi.org/10.2991/978-2-38476-291-0_58

may affect their eating, sleep, memory, and focus. Academic stress can impair coping skills and decrease student performance [2]. By incorporating differentiated instruction, strategies to enhance motivation to learn, and prioritizing emotional well-being in the educational setting, a more holistic approach can be achieved that promotes the development of the whole student. Therefore, this paper aims to explore ways to improve education effectiveness based on students' psychological characteristics and provide some suggestions for relevant practice.

2 Factors Influencing Students' Mental Health

The distinct psychological traits that distinguish every individual in terms of thought, feeling, and volition are referred to as individual psychological characteristics. Student learning results are significantly impacted by individual psychological traits.

2.1 Learning Motivation and Goal

Students' motivation, self-assessment ability, goal-setting ability, and attention are directly impacted by their individual qualities in terms of cognitive motivation, intrinsic motivation, self-assessment ability, and attention, which in turn affects their learning results [3]. For instance, students' degree of engagement and interest in learning a foreign language can be influenced by the existence of both internal and external cognitive reasons. While internal factors like curiosity and personal interest can fuel intrinsic motivation, external factors like incentives and penalties can offer students an extrinsic desire to study. Strong cognitive incentives have the potential to increase students' motivation to study and their capacity for self-motivation. Variations in learning motivation and objectives will result from variances in age, gender, background, and other factors. Many variables, such as age, gender, background, and other characteristics, might have an impact on learning motivation and objectives. First of all, an individual's learning motivation and aspirations are greatly influenced by their age. Younger learners are more likely to be curious and enthusiastic about learning about current events, whereas older learners could be motivated by a desire to further their interests or develop new abilities. Differences in learning motivation and objectives are also significantly shaped by gender. Research shows that men are more likely to be driven by competitiveness and goals that are achievement-oriented, whereas women are more likely to put teamwork and personal development first. It is important to recognize that these inclinations are not universal characteristics that apply to every person, but rather general observations. However, a person's cultural background, financial situation, prior educational experiences, and level of family support can all have a big impact on their motivations for and goals in school. These elements are crucial in determining how someone feels about schooling. Individuals from lower socioeconomic origins, for example, could be more driven to succeed academically to move up the social ladder. Individual personality factors like extroversion or introversion can also have an impact on learning motives. Extroverts typically flourish in social situations that encourage debates and collaborative activities, whereas intro-

verted people may show a preference for studying in isolated locations with few interruptions. Moreover, exogenous variables, such as the restricted availability of technological resources or instructional materials, can profoundly impact an individual's motivation and learning objectives. This restricted access might make it more difficult for them to learn new skills or pursue certain topics, which would affect their overall academic goals.

2.2 Self-Concept and Self-Esteem

A healthy sense of self-worth and self-concept aids in fostering a positive outlook on education. To elaborate on the first point, having a strong sense of self-worth and self-concept is essential to developing a positive outlook on learning. People who have a deep understanding of their strengths, weaknesses, and skills (self-concept) are more likely to take on new tasks with courage and determination. This constant confidence in oneself not only increases motivation but also encourages people to view learning opportunities as pathways to personal growth. Furthermore, a positive outlook on the process of gaining information is linked to a high degree of self-esteem. Those who have a strong sense of their value are more likely to view errors or failures as worthwhile teaching moments than as personal failings. They understand that making mistakes is a necessary part of learning and use these experiences as stepping stones to improvement. Moreover, having a strong sense of self and high self-esteem might help people become more resilient when faced with challenges or setbacks in their academic careers. Students who have a strong sense of self-worth are more likely to take initiative in their academic endeavors, ask for help when needed, and persevere through challenging assignments. Fostering a strong sense of self and boosting one's self-worth is essential to developing a positive outlook on the learning process. People may realize their full potential for learning and success by accepting both the successes and failures they experience along the way and by accepting their innate potential.

2.3 The Inadequacy of Education for Students' Psychological Problems

The existence of psychological issues has impeded the advancement of teaching management to some degree. Colleges, teachers, and students must pay attention to these issues, and students must conduct pertinent psychological counseling to assist students in eradicating negative emotions and psychological effects [4]. Many teachers lack the necessary training to identify and handle psychological problems in their pupils. Missed chances for early intervention and help for kids who may be experiencing mental health difficulties might result from this lack of preparation. While NASP suggests that when offering a full range of services, there should be one school psychologist for every 500–700 students; however, a more recent survey discovered that during the 2014–2015 school year, the ratio exceeded this recommendation, with one school psychologist for every 1,381 students [5,6]. The problem is further exacerbated by the lack of services in schools, such as school counselors or mental health specialists. Teachers may not have the training or resources to address complicated mental health concerns that students may be suffering, even when they are experts in

their academic subjects. Because of this, educational institutions and systems must place a high priority on giving teachers access to tools and continual training so they may better support the general well-being of their pupils. The absence of emphasis on real-world application of information and practical life skills in educational curricula is a common sign of curricular limits. Conventional curriculum sometimes concentrates only on academic subjects, giving pupils little opportunity to learn about critical thinking, time management, financial literacy, and communication skills. Students could therefore graduate lacking the skills needed to deal with the challenges of adult life. Their capacity to succeed in many facets of their personal and professional life may be hampered by this educational disparity. To guarantee that students obtain a well-rounded education that equips them for success outside of the classroom, educational institutions must review and update their curriculum. Students may be greatly impacted by the stigma associated with mental health concerns, which frequently keeps them from getting the assistance they require. Young people may feel more alone and distressed because of this. Teachers and educational institutions have a special opportunity to address this problem by fostering a supportive atmosphere that lessens stigma and raises awareness.

3 Suggestion

Yu, G. L. pointed out in his report that the common mental health issues among college students in [7]. China is mainly reflected in anxiety, depression, sleep problems, somatization, suicidal ideation, self-harm, and suicide. According to the findings, 13.7% of Chinese college students reported having anxiety. This implies, at least in part, that young college students are more prone to have anxiety issues. The significant discrepancy between the two results might potentially be attributed to various sample periods and geographic locations, as well as the possibility that people's anxiety levels are influenced by their social, cultural, and economic contexts. Furthermore, the study's detection rate of suicide attempts is similar to the 2.8% detection rate of previous suicide attempts among Chinese college students [7]. In general, Chinese students have high rates of depression, anxiety, sleep problems, and self-harm, and their overall mental health is worrying, which needs to arouse high vigilance of the whole society.

3.1 Targeted Adjustment of Educational Methods

To support complete learning and academic achievement, personalized tutoring is an efficient teaching style that not only takes into account each student's particular requirements and talents but also uses a variety of evaluation techniques and cultivates intrinsic motivation. Akyuz indicates that personalized learning considers a variety of learning factors, such as an individual's preferred learning style [8]. Personalized learning offers several benefits over conventional learning methods. A successful teaching strategy that takes into account each student's unique requirements and skills is personalized tutoring. Teachers may make sure that students receive education that

is specific to their interests and learning styles by creating individualized tutoring programs. With this individualized approach, students may receive focused help in areas where they might struggle and have more possibilities for enrichment in topics where they do well. In the end, customized tutoring helps students understand the content more deeply and develops a sense of confidence and success, which makes it a vital tool for assisting all students in realizing their academic potential. Moreover to give a thorough assessment of competence, a range of assessment techniques are used, such as peer evaluations, project operations, group collaboration, individual performance reviews, and self-assessments. Every approach provides distinct perspectives on various facets of a person's aptitudes and competencies, enabling a more comprehensive comprehension of their total proficiency. Using a variety of assessment techniques guarantees that every aspect of competence is carefully evaluated and taken into account during the assessment process. Developing intrinsic motivation is also a useful method, educators should provide chances for self-directed learning, encourage a development attitude, and provide a welcoming and encouraging learning atmosphere. Personalized goal-setting, acknowledging each person's growth and achievements, and promoting student autonomy in decision-making inside the classroom are ways to achieve this. Students are more likely to participate in their learning process with zeal and persistence when intrinsic motivation is fostered.

3.2 Create Good Environment

Positive feedback, team spirit, and comprehensive resources are fundamental elements that contribute to fostering a productive learning environment, personal growth, and collective success. Responding to students' mental health issues requires careful observation, patient listening, and positive interaction through school, parent, and community support and collaboration to ensure that students are not harmed and to capture the issues that are of most concern or critical importance to them [9]. To reinforce positive behavior and performance, positive feedback is essential. People are more confident and are better able to recall positive experiences when they get prompt support and recognition for their efforts. They are therefore inspired to continue being dedicated to their work and make improvements as a result. In the end, growth and development are fostered by positive feedback, which also builds a loving and encouraging environment that boosts productivity and success. It is a vital instrument for fostering learning, increasing self-worth, and developing an optimistic outlook on difficulties and setbacks. In general, the power of positive comments to motivate people to realize their full potential should not be undervalued. Developing a spirit of unity is essential to the success of any group effort. Numerous activities, including cooperative projects, team-building exercises, and open channels of communication, might help achieve this. People are more likely to feel linked to and supported by their peers when a cooperative and supportive environment is fostered inside the group [10]. Schools may play a critical role in removing obstacles to getting mental health care by putting in place mental health education programs, giving access to counseling services, and encouraging candid conversations about mental health. Furthermore, fostering empathy and compassion for those dealing with mental health

issues can help to build a more welcoming and encouraging school environment for all kids.

4 Conclusion

Understanding and paying attention to students' psychological characteristics is one of the important and effective ways to improve the quality of education. Students' mental health is essential since it has a big influence on their general quality of life, social interactions, academic success, and adaptability. Higher grades, improved focus, and favorable attitudes toward learning are all correlated with mental wellness. Students need to be flexible as they adjust to college life, and mental health issues can have an impact on their capacity to grow as individuals and in social situations. Additionally, social ties that are based on good mental health result in greater support and aid. Early diagnosis and support programs can help prevent and treat mental health issues by assisting students in managing their stress and anxiety as well as strengthening their mental fortitude and coping mechanisms. Only by incorporating these factors into people's daily work, and flexibly using corresponding strategies to guide and manage, can people more effectively promote the cause of quality education.

References

1. Li, W. L.: Analyzing the coping strategies of psychological problems of students in colleges and universities. *China Out-of-School Education* 21, 38 (2013).
2. Li, Z., Hasson, F.: Resilience, stress, and psychological well-being in nursing students: A systematic review. *Nurse Education Today* 90, 104440 (2020).
3. Jabbarov, U.: Individual psychological characteristics of students in teaching foreign language sciences. *Журнал иностранных языков и лингвистики* 1(1), 38-42 (2020).
4. Zhou, Y. P.: Research on the application of educational psychology in teaching management in colleges and universities. *Taste-Classics* 20, 119-122 (2023).
5. Merikangas, K. R., He, J. P., Burstein, M., Swanson, S. A., Avenevoli, S., Cui, L., Benjet, C., Georgiades, K., Swendsen, J.: Lifetime prevalence of mental disorders in U.S. adolescents: results from the National Comorbidity Survey Replication--Adolescent Supplement (NCS-A). *Journal of the American Academy of Child and Adolescent Psychiatry* 49(10), 980-989 (2010).
6. Walcott, C. M., Hyson, D.: Results from the NASP 2015 membership survey, part one: Demographics and employment conditions. Bethesda, MD: National Association of School Psychologists. Research Report (2018).
7. Yu, G. L.: Detection rate of mental health problems among Chinese students and its educational implications. *Tsinghua University Education Research* 4, 20-32 (2022).
8. Akyuz, Y.: Effects of Intelligent Tutoring Systems (ITS) on Personalized Learning (PL). *Creative Education* 11(06), 953-978 (2020).
9. Chen, B., Zhou, D.: Research on early detection and scientific intervention mechanism of psychological problems of students in higher vocational colleges and universities--Taking Jiangyin Vocational and Technical College as an example. *Taste-Classics* 23, 86-88 (2022).

10. Morales-Rodríguez, F. M., Espigares-López, I., Brown, T., Pérez-Mármol, J. M.: The relationship between psychological well-being and psychosocial factors in university students. *International Journal of Environmental Research and Public Health* 17(13), 4778 (2020).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

