



SIES School of Learning and Leadership Development (SISSLDD)

TRAINING NOTE (012/2025-26)

on

Managing Emotional Issues of Students: Prime Responsibility of Institutions & Teachers

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Backdrop:

The current generation of students is growing up in a world of rapid technological change, increasing academic and career pressures, shifting social values, and global uncertainties. These circumstances are creating a unique set of emotional issues that were less visible or differently manifested in earlier generations. Emotional well-being today is as crucial as intellectual growth in determining a student's holistic development. Hence, teachers and academic institutions hold a central responsibility in identifying, addressing, and managing these challenges to ensure that students lead balanced, productive, and meaningful lives.

Understanding Emotional Issues of Current Generation Students:

High stress levels: Competitive academic environments, expectations of excellence, and uncertainties about career prospects often lead to anxiety, stress, and burnout.

Mental health concerns: Rising cases of depression, loneliness, social isolation, and suicidal tendencies highlight the urgent need for systematic mental health support in campuses.

Digital overload: Excessive use of social media and digital platforms has resulted in reduced attention spans, cyberbullying, and issues related to comparison-driven stress.

Value conflicts: Many students struggle with self-identity: personal, cultural, and social, leading to confusion, peer pressure, and emotional vulnerability.

Family and social Issues: Broken family structures, parental pressure, and lack of open communication often result in suppressed emotions and alienation.

Lack of resilience: A culture of instant success has sometimes made students less prepared to face failures or setbacks, leading to emotional breakdowns.

Role of Teachers:

Teachers play a transformative role in shaping not only the intellect but also the emotional well-being of students. Their influence can serve as both prevention and cure for emotional disturbances.

Being sensitive mentors: Teachers should create a classroom environment where students feel safe to express themselves without fear

of judgment. A caring teacher can often detect early warning signs of distress.

Active listening and empathy: Rather than focusing only on academics, teachers should cultivate listening skills and empathetic communication to understand the emotional needs of students.

Identifying warning signals: Teachers must be trained to notice indicators such as withdrawal, declining academic performance, irritability, or absenteeism, which may signal deeper emotional issues.

Promoting healthy classroom practices: Encouraging collaboration instead of unhealthy competition, reducing excessive workload stress, and promoting peer support systems can help mitigate student anxiety.

Incorporating social-emotional learning (SEL): Integrating SEL into daily teaching can develop skills like self-awareness, empathy, stress management, and decision-making among students.

Referring to counsellors: Teachers should know their boundaries; while they can offer emotional support, professional counselling may be required in certain cases. Teachers should facilitate such referrals without delay.

Being role models: By modelling resilience, balanced behaviour, and positive coping strategies, teachers can inspire students to manage their own challenges better.

Role of Academic Institutions:

Academic institutions must adopt a systemic approach to promote emotional well-being, going beyond academics and infrastructure.

Establishing counselling and wellness centres: Institutions should provide professional counselling services, with trained psychologists and mental health experts available to students on a confidential basis.

Training teachers and non-teaching staff: Regular workshops and training programs should equip faculty and non-teaching staff to handle student emotional concerns sensitively. An institution line SIESLLD can play a significant role in this space.

Creating an inclusive campus culture: Diversity in religion, culture, gender, and identity must be respected. Institutions should nurture inclusivity, ensuring that no student feels marginalized.

Awareness campaigns on mental health: Arranging talks, seminars, and campaigns can reduce stigma and normalize conversations around emotional health.

Student support programs: Mentorship programs, peer support networks, buddy systems, and community service activities can build belongingness and resilience.

Balancing academics and well-being: Institutions must evaluate whether their academic structures are fostering learning or only heightening stress. Flexible curricula, skill-based learning, and reduced exam-centric pressures can help.

Promoting extracurricular activities: Sports, arts, music, meditation, yoga clubs should be actively encouraged to provide creative and emotional outlets for students.

Crisis management frameworks: Institutions must have policies in place for handling emergencies like suicidal attempts, drug abuse, or harassment, ensuring swift and sensitive interventions.

Challenges in Managing Emotional Issues:

Stigma around mental health: Many students hesitate to seek help due to fear of being judged or labelled.

Resource limitations: Some institutions may lack professional counsellors on a full-time basis or the funds to build robust support systems.

Overemphasis on academics: A narrow focus on grades and placements sidelines the importance of emotional and social well-being.

Teacher preparedness: Not all teachers are trained to identify or respond to emotional issues, and some may lack patience or awareness.

Parental attitudes: Parents sometimes resist acknowledging emotional struggles, dismissing them as temporary phases or weakness.

The academic institutions, its leaders and teachers have a responsibility to ensure that proper systems as discussed above are in place and all teachers and senior members of non-teaching staff are properly trained to handle such emotional issues of the students. This is sensitive issue and needs an empathetic and meaningful intervention. Most time, an expert intervention might be needed.

Moving Ahead:

Managing the emotional issues of the current generation of students is not a peripheral concern but a core responsibility of teachers and academic institutions. Education today must go beyond imparting knowledge; it must nurture emotionally strong, socially responsible, and mentally healthy individuals. While students face complex challenges, timely intervention, empathetic teachers, and supportive institutions can transform vulnerabilities into strengths. The key lies in collaboration, awareness, and the creation of a compassionate ecosystem where students feel valued not only for their achievements but also for who they are as “human beings”. All academic institutions should, therefore, have a special focus on this crucial aspect.
