

Beyond academics

Linking teaching practices in Swedish schools to students' achievements and mental health complaints

Description

This research on teaching practices in Swedish schools reveals varying effects of teaching practices on students' academic success and mental well-being. The paper reviews the effects of three different teaching styles, teacher-centred, student-centred, and student-dominated. Teacher-centred is linked to better academic performance, while student-centred approaches are associated with both improved grades and reduced mental health issues. In contrast, student-dominated teaching methods, characterised by minimal teacher guidance, show weaker connections to academic achievement and mental health. These findings suggest that a balanced approach, combining teacher guidance with student autonomy, may be key to promoting both academic success and mental well-being in students.

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Countries

 [Sweden](#)

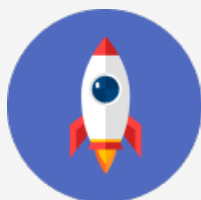
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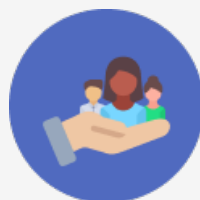
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