

Américo Junior Nunes da Silva
(Organizador)



A educação enquanto fenômeno social e a superação das desigualdades sociais


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2

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APRESENTAÇÃO

Diante do atual cenário educacional brasileiro, resultado de constantes ataques deferidos ao longo da história, faz-se pertinente colocar no centro da discussão as diferentes questões educacionais, valorizando formas particulares de fazer ciência e buscando superar problemas estruturais, como a desigualdade social por exemplo. Direcionar e ampliar o olhar em busca de soluções para os inúmeros problemas postos pela contemporaneidade é um desafio, aceito por muitos professores/as pesquisadores/as.

A área de Humanas e, sobretudo, a Educação, vem sofrendo de trato constante nos últimos anos, principalmente no que tange ao valorizar a sua produção científica. O cenário político de descuido e de trato com as questões educacionais, vivenciado recentemente e agravado com a pandemia, nos alerta para a necessidade de criação de espaços de resistência. Este livro, intitulado “**A Educação enquanto fenômeno social e a superação das desigualdades sociais**”, da forma como se organiza, é um desses lugares: permite-se ouvir, de diferentes formas, os diferentes sujeitos que fazem parte dos movimentos educacionais.

É importante que as inúmeras problemáticas que circunscrevem a Educação, historicamente, sejam postas e discutidas. Precisamos nos permitir ser ouvidos e a criação de canais de comunicação, como este livro, aproxima a comunidade das diversas ações que são vivenciadas no interior da escola e da universidade. Portanto, os inúmeros capítulos que compõem este livro tornam-se um espaço oportuno de discussão e (re)pensar do campo educacional, considerando os diversos elementos e fatores que o intercrossa.

Neste livro, portanto, reúnem-se trabalhos de pesquisa e experiências em diversos espaços, com o intuito de promover um amplo debate acerca das diversas problemáticas que permeiam o contexto educacional, tendo a Educação enquanto fenômeno social importante para o fortalecimento da democracia e superação das desigualdades sociais.

Os/As autores/as que constroem essa obra são estudantes, professores/as pesquisadores/as, especialistas, mestres/as ou doutores/as e que, muitos/as, partindo de sua práxis, buscam novos olhares a problemáticas cotidianas que os mobilizam. Esse movimento de socializar uma pesquisa ou experiência cria um movimento pendular que, pela mobilização dos/as autores/as e discussões por eles/as empreendidas, mobilizam-se também os/as leitores/as e os/as incentivam a reinventarem os seus fazeres pedagógicos e, conseqüentemente, a educação brasileira. Nessa direção, portanto, desejamos a todos e a todas uma provocativa leitura!

Américo Junior Nunes da Silva

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BIBLICAL ANTHROPOLOGY CLASSES AS MENTAL WELL-BEING INTERVENTION FOR PSYCHOLOGY STUDENTS

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ABSTRACT: The university period is marked by several changes in the Psychology students’ lives, which can generate challenges for their mental health, mainly in this pandemic period. Several symptoms result from this problem: social isolation, rejection, competitiveness, etc. Within the teaching at the Adventist College of Bahia (FADBA), religion/spirituality is introduced in classes, which has one of its objectives to help students face spiritual and mental difficulties. This research aims to measure the impact of Biblical Anthropology Classes (BAC) on the lives of Psychology students concerning their mental well-being. This research used the study of Warwick-Edinburgh Mental Well-being Scale (WEMWBS). The population of 49 Psychology students studying at the FADBA during the year 2021. Some results from the description analysis present that most of the students are Female. The majority of them have around 16-24 years old. The Marital Status of the greatest group is Single. The type of school that the participants studied at high school is the majority Public. The

result of the regression analysis reported is that the linear combination of the Scale of Well-Being and the students’ Grades on Biblical Anthropology classes is statistically significant ($F(1,47)=58,92$ $p<0.01$). The Coefficient of Multiple Determination R^2 adjusted indicates about 54,7% ($R=0.746$) of the variance in Scale of Well-Being of the Psychology Students is explained by the model. The regression analysis result indicates that Well-Being of the Students tends to increase when the Grades increases ($b=,764$), and this relationship is statistically significant at $\alpha=0,05$. The most important predictor for this Scale is the students’ Grades ($\beta=,746$). It is possible to see a significant effect and relationship in this research. About the 49 Psychology students, among all the variables that could interfere with these students’ well-being, only their grades in the Anthropology classes had a relationship to increase the students’ well-being.

KEYWORDS: Biblical anthropology; Mental Well-being; Psychology.

1 | INTRODUCTION

The university period is marked by several changes in the students’ lives, which can generate challenges for their mental health. Several symptoms result from this problem, which are manifested as Bullying, social isolation, rejection, competitiveness, capitalism, and loss of faith and hope (Bloesch, 2007; Michael, Benson, 2003). Within the context of teaching at the Adventist College of Bahia (FADBA), religion and spirituality are elements

introduced in the classes, which have as one of its objectives to help students face spiritual and mental difficulties (Melgosa, 2017). This is one of the objectives of the discipline of Biblical Anthropology, which carries in its scope the perspective of the human being as the object of God's love. Seeking to measure the impact of Biblical Anthropology classes on the lives of students in the psychology course in relation to their mental well-being, this research will use quantitative techniques to evaluate such associations.

The main element introduced in FADBA for the mental well-being of students is the religious aspect, which is present in the classes of Biblical Anthropology. George Knight (2006) explains that the biblical study of Anthropology helps the professors and students know the purpose of God and what type of Destiny He wants to offer for all humans. As a metaphysical area of study, the students could understand that they are creatures of a loving God. However, because the sinful nature abides in each one, making isolation and aggression more real and destructive, the humans need to depend on God's intervention to restore the perfect life. Julián Melgosa & Michelson Borges (2017) contribute with a topic of emotional well-being and its relationship with the understanding of the hope that human beings can have in God's intervention.

Thus, the problem of this research revolves around the verification of the impact of the relationship between Biblical Anthropology classes for the mental well-being of FADBA students in the psychology course.

According to Daniel et al. (2020, p. 2) "the probabilities of experiencing common psychological problems, such as depression, anxiety, and stress, increase throughout adolescence and reach a peak in early adulthood around age 25 which makes university students a particularly vulnerable population". In all this context, some issues need to be analyzed and researched on the impacts of religious classes for students.

Thus, given the possibility of problems related to the mental well-being of university students in the FADBA psychology course, this work sets out to answer the following question: would there be any relationship between the classes' GPA of biblical anthropology and the mental well-being of psychology students? The Null Hypothesis states that there is no a significant effect by the intervention of Biblical Anthropology classes in the mental well-being of psychology students at Adventist College of Bahia during the 2020-2021 school year.

The purpose of this study is to seek to understand and measure how Bible Anthropology classes could be related to the mental well-being of psychology students. The basis for this purpose is the understanding of the human being in the biblical perspective (Cairus, 2001), as being created by God in His likeness, depraved by sin, but subject to the final restoration (Moskala, 2012; Canale, 2010). It is possible to know that this work, when completed, will be of great benefit in several aspects, mainly because it could promote the understanding of actions that impact the mental well-being of university students.

2 I UNDERSTAND THE STUDENTS THROUGH A BIBLICAL-THEOLOGICAL ANTHROPOLOGY

The Bible is the word of God for all humanity. There is not much content about other planets and life in the Bible. God's revelation is focusing on human origin, life, purpose, and destiny. It is understood that behind religious or ideological doctrines and practices, there is a philosophical line, a foundation that guides the hermeneutics of living standards and beliefs. Fernando Canale (2010) brings in a profound and specific content for the area of cognitive Christian theology. However, for this work, which involves a safer interpretation of the Holy Scriptures, talking about biblical anthropology needs to have a balanced cognitive principle.

2.1 Human creation's comprehension and how it intervenes in the daily life of students

According to the Bible, God created everything, including humanity, man, and woman (Genesis 1-2). This comprehension is fundamental to know the origin of existence. Furthermore, it helps to understand more about the purpose of life and what destiny God wants. Aecio E. Cairus (2001) explains that human nature was created as a wholistic nature, having all areas of life connected to strengthen his/her capacity, satisfaction, and purpose.

Gulley (2012) and Moskala (2015) bring the most profoundly biblical understanding of the linear form of human life. There is a Creation of the human being by God. There was De-Creation, understood by the entanglement of sin and the depravity of human nature. Furthermore, finally, work with the theme of Re-Creation, that in the biblical worldview, God will restore this planet and human nature, from corrupt to incorrupt, from mortal to immortal. In this way, this material will be useful for this work in the aspect of the theoretical foundation of Biblical Anthropology. With this, the interventions made to Biblical Anthropology students will give access to a systematic linear biblical pattern for human nature.

After God's creation, man and woman's disobedience caused the fall of human nature and disfigured the image of God. "De-creation" means basically that the first human nature was fallen for sinful and mortal nature, knowing good and evil (Genesis 2:16,17; 3:5). All problems, difficulties, and temptations were persecuting every person since that sad day until the end of sin by God's final restoration. The Re-creation is the promise from God that He will restore all planet, taking out sin and judging all people by His law and grace opportunities. Human beings will have their fallen nature restored for a new one, as was at the beginning. The Everlasting life will be given to those who accept Jesus' grace and righteousness.

2.2 Identifying human nature and significance to help students facing their problems

Estep, Anthony, Allison, (2008, p. 177-178) look for a deep understanding of

anthropology in the theology of Christian Education. There are many problematic and plural interpretations about what human nature is, like Hindus' beliefs that it is immortal and cyclical, or the ancient Greek vision about the dualism and the immortal soul, or even the gnostic perspective about the dualism, Docetism and asceticism. Many wrong statements are being taught to students.

This study presents the biblical perspective about human nature. Firstly, talking about nature before sin, when God formed humans from the dust and breathed the breath of life, and man becomes a living being (Genesis 2:7). Secondly, the non-sinful nature that has freedom of choice (Genesis 3). The future and re-created nature will be studied from a biblical perspective (Torres, 2008).

Besides, Donald (2007, p. 128) discusses that the human being is fragile in his power of choice, the evil of sinful nature conditions his free will. The human being needs external help, outside himself, mainly from God. This therapy, which can be human interventions to assist in recovering from social isolation and aggression, is also extended to divine action. God's grace and power and willingness to help and save human beings are efficient operations in improving the lives of the individual and society since it is accepted and practiced. As this work aims to measure the impacts of biblical anthropology classes on students' lives and intervene in the process of improving their lives, the subjects in this book are fundamental to this research.

Also, Del Prette & Del Prette (2003) bring pertinent content to the foundation of this study and research because it refers to Christian social skills and how each person can face relationship challenges with himself and others, based on the biblical principles studied in class. From the moment that the student acquired a conceptual basis to understand his emotions, friendships, relationships, forgiveness, and the purpose of life, subjects studied in Biblical Anthropology, his reaction in facing self-victimization and aggression, try to improve.

With a psychology view of problems of aggression, the causes and the desire to acquire dominance over people, Olthof (2011) explains that the Bullying's nature is because of an intentional harmful behavior (aggression) in which an individual is attacked, humiliated, and excluded by an individual or a group of individuals. This behavior is also known through the study of sinful human nature. Veenstra et al. (2013) add some information and bases for the causes of happening acceptance or rejection among peers or groups. Furthermore, Reijntjes A. et al. (2013) discuss the seek for dominance among young or even the previous phase of adulthood. These studies are essential for this research because they bring psychological information with social scientific research, and these themes are the foundation of the variables of this study.

On these topics, van Lier (2012) and Holt (2007) comprehend their researches for the discussion of self-victimization, which is one of our variables of study. There are many links between complications of internalizing and externalizing the own problems, for reasons as Bullying, hidden forms of aggression and victimization, even confront of relationship and

boldness to look forward and face the unfortunate situations that are set around.

2.3 The concept of Image of God to contribute to Mental Well-Being

Another crucial point about studying Anthropology is the understanding that God created all things, included humankind. “Let us make man in our image, after our likeness.” (Genesis 1:26). As Ellen G. White said, that humankind is “the crowning glory of the creation” (1903, p. 130). Ellen White (1903) has connected the importance of Christian education for the development of the human being, and it brings the themes of Biblical Anthropology in the aspect of the restoration of the image of God in the human being. This discussion is relevant because of the current situation of humanity in general and, consequently, the students that will be researched. Of the various problems students face mental well-being problems, such as self-victimization, low self-esteem, and difficulties in externalizing and solving their problems, this content contributes to the view that understanding God and his plans are fundamental for the recovery and treatment of these and other problems.

The second point is that White (1903) talks about the purpose of Christian education to understand the purpose and destiny of this life. Each person has or should have their plans and projects for their life. In reality, the problem is that many people do not develop the ability to understand and walk life according to personal and divine purposes. Because of this, social isolation, frustration, and often aggressiveness towards others, including Bullying, reflects a lack of control and understanding about their own lives. In this way, this book’s contents will be essential for this work because they present a variety of principles for the pursuit and practice of life’s purposes. Besides, this will reflect on the individual’s relationships with himself and with others.

Gulley (2012, p. 92) talks about the freedom of choice is another important topic of how we can know more about God’s image. “And the LORD God commanded the man, ‘You are free to eat from any tree in the garden; but you must not eat from the tree of knowledge of good and evil, for when you eat of it, you will certainly die’”(Gen. 2:16–17). Estep, Anthony, and Allison (2008, p. 179-80) add that the image of God can be (1) substantial, that includes the reason, freedom of choice and ability to discern; (2) functional, the role and activity of human beings; (3) relational, the extension of the relationship with God, other humans, and nature; and finally (4) teleological, the destiny, goal and God’s purpose for each man and woman.

As Estep, Anthony, and Allison, (2008, p. 188-197) explained, Christian education can be robust to the understanding of human finitude and limitations, and about the relational and integrated human nature, and for Awe of God, and God’s purpose, and for human development in areas as possible, and finally for learning the spiritual formation.

2.4 Philosophical anthropology concepts for human behavior intervention

Mario Veloso (1982) raises the discussion of who the human being is in various

areas of study and connects with the biblical view. It brings a philosophical knowledge about the vision of Kant, Nietzsche, among others about human nature, showing some questions about Naturalism and Existentialism regarding the human being. This discussion, search for the meaning of life amid so many beliefs and ideologies, becomes an unfounded work. According to the author, if the biblical view on life and the human being is not the central pillar.

As an educator, philosopher, and theologian, Dr. George Knight (2006) brings this material as one of the main ones in the area of philosophy of education. Each school action, each curriculum, each methodology, and each understanding of students and teachers are guided by a philosophy, parameters, and filters for interpreting the world and life. This material is fundamental to this project due to its Christian perspective of the inseparable relationship between education and philosophy. Students learn, in a way, in the subject of Biblical Anthropology, about some philosophical subjects such as metaphysics, epistemology, and axiology, and can connect them in life.

First, metaphysical approaches, such as theology, ontology, cosmology, and anthropology, can aggregate superior perspectives on life and the universe, origin, and development. Epistemology in biblical education helps with aspects of knowledge and tools that can be used to broaden understanding and practice. Finally, axiology adds ethical and aesthetic values to the student who lives in a society of distorted values, and seeks a life with an aesthetic appearance accepted by all, but often empty inside. Thus, this study material is essential for research and the interventions that will be made to students.

Julián Melgosa & Michelson Borges (2017) work on the theme of emotional well-being and its relationship with the understanding of the hope that human beings can have in God's intervention. Some of the subjects they address are relevant to this work because they analyze depression as an excess of past, stress as an excess of present, and anxiety as an excess of the future.

Jennings (2012) and Melgosa & Deana (2015), in their books, they address a philosophical, religious, and practical concept of how understanding the truth, ethics, and spirituality based on biblical principles can be an essential treatment for students. In this perspective, these books bring the benefits of forgiveness and belief in God for human beings, within each area and stage of their life. Therefore, these materials are essential to have the theoretical foundation and the possible interventions that this research will propose.

3 | METHODOLOGY

As this study have the intention of measuring the impact of biblical anthropology classes on the mental well-being of FADBA psychology students, it would be qualified as a quantitative experimental study. Measurements will be taken with the objective of possible effects to be observed, and the interventions will take place. Consequently, this study would

be qualified as a quantitative experimental Quasi-experimental design. Quasi-experimental design is worried about measuring the cause and effects of an intervention on the subjects, and usually includes some type of statistical measure of the differences on groups and subjects, with no random assignment (McMillan & Schumacher, 2010, p. 21-22). Then, this study assumes that a group of students has suffered impact on your mental well-being in the university context, then through the intervention of Biblical Anthropology classes, they will be tested after classes in order to know their comprehension about this topic and if happened some changing in life, the mental well-being of them will increase thought these classes. The results pretended will be a reduction in these cases and a better knowledge of this topic.

The population proposed for this research will be 49 Psychology students studying in higher education courses at the Adventist College of Bahia during the year 2020. All of these students will be novices, studying their first college year. As the subject of Biblical Anthropology is given in the first year of college, the vast majority of students surveyed will be novices. Some had a Christian education base in previous years, and others had only secular teachings. In this way, one of the reasons for this matter to be placed at the beginning of the university year serves to align the ideologies and perspectives on the students' lives. They are also providing concepts and practices for improving the personal and collective life of novices.

Based on the studies researched through the literature review, it is hypothesized that there is a relationship between the classes of Bible Anthropology and the increase in the mental well-being of university students in the psychology course. The null hypothesis states that there is no significant relationship between the classes of Bible Anthropology and the increase in the mental well-being of university students in the psychology course. The research hypothesis states that there is a significant relationship between the classes of Bible Anthropology and the increase in the mental well-being of university students in the psychology course.

Definition of Variables

This study on Biblical Anthropology classes and the increase in the mental well-being of university students in the psychology course looks at on main variable: mental well-being. About the mental well-being, Melgosa and Borges (2017, p. 23-24) say that it interferes in all other areas of life. Thus, in the school context, identifying such a problem is crucial for academic success. Also, the search for a balance of the mind, feeding positive thoughts, feeling good, calm, loved and useful (aspects of increasing well-being). Looking at the past events with caution because sometimes they cause people to suffer if they have not been overcome. Moreover, above all, as taught by Biblical Anthropology classes, the search for God helps in a positive reaction when understanding his love and purposes for the person (Del Prette & Del Prette, 2003; Jennings, 2012). With this knowledge, among others, it will

be possible to search through the Scaled Items the level of understanding and improvement of well-being the student after of process. Each item will be scored on 5 points Likert-type scale (McMillan & Schumacher, 2010, p. 198) (1 = None of the time; 2 = Rarely; 3 = Some of the time; 4 = Often; and 5 = All the time).

The research instrument in this study to measure students' well-being. The instrument for obtaining the information will be Scaled Items because it can measure various degrees of behavior in these variables. "Scales are used extensively in questionnaires because they allow fairly accurate assessments of beliefs or opinions. For the study of mental well-being, the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) will be used. According to Parkinson (2008) the test was developed by researchers at the Universities of Warwick and Edinburgh, with the aim of measuring the mental well-being of adults in the UK. WEMWBS is a scale composed of subjective well-being and psychological functioning, in which all items are directed to measure positive aspects of mental health. The scale is built from the Likert scale. The test was valid for use in the UK on people aged 16 and over. Validation involves both students and the general population, and focus groups.

4 | ANALYZES OF DATA AND CONCLUSION

As proposed by this research, it was sought to understand Biblical Anthropology classes' effects and correlation on increasing students' mental well-being. One of the ways that the researchers did this research and analysis was through a numerical scale of aspects related to the students' well-being. It is understood that the way of feeling life and well-being can be changed by some external factors considered in this analysis. The researchers sought to see if the students' level of well-being increases or decreases according to external factors such as their grades in Anthropology, their sex, age, marital status, and religion. As a result, the results will be presented in the analyzes below.

Table 1 shows some demographic characteristics of the 49 participants of this research. It is possible to see that that are more students Female (77,6%) than Male (22,4%). About the age of the participants, we can see that the majority of them has around 16-24 years old (79,6%), the rest of them with 25-34 years old (18,4%) and just one student around 35-44 years old (2%). The Marital Status of the participants has the greatest group as Single (87,8%), and Married (10,2) and Divorced (2%). The Religion of the majority of the participants is Adventist (91,8%), following by Other (6,1), and Catholic (2%). The type of College that the participants studied at high-school is the majority Public (77,6%), following by Adventist School (12,2%), Particular/non-Christian (6,1%), and Other (4,1%).

Participants	Values	Frequency	%
Gender	Male	11	22,4
	Female	38	77,6
Age	16-24	39	79,6
	25-34	9	18,4
	35-44	1	2,0
Marital Status	Single	43	87,8
	Married	5	10,2
	Divorced	1	2,0
Religion	Seventh-day Adv.	45	91,8
	Catholic	1	2,0
	Other	3	6,1
Type of High-School	Adventist	6	12,2
	Public	38	77,6
	Particular(n-christ.)	3	6,1
	Other	2	4,1

Table 1 - Demographic Characteristics.

The Researches wanted to know the correlations between the Level of Well-Being of the 49 Psychology students and independent variables as Grades on Anthropology class, Religion School, SDA Religion, Marital Status and Age. The dependent variable is a Scale of Well-Being, measured by the sum of results of Optimistic, Useful, Calm, Energetic, Dealt Well, Feeling good, Confident, Mind Calm, Feeling Loved, Open for New Ideas and Feeling Happy. The Null Hypothesis is that there is no correlation statistically significant between these independent variables with the Scale of Well-being of the 49 Psychology students. It is possible to know that there is Normality in these Variables (we are considering $+1,5$ of Skewness): Scale of Well-Being (-1,18) and Grades on Anthropology classes (-1,26). The Table 2 shows the dependent variable, the principal independent variable, and the other variables of control. Also, the description of each one of them and the type and values that were used to analyze and recode them.

Position in Relationship	Name	Description	Type	Value
Dependent	Scale	Scale of Well-being	Numeric	0 - 48
Principal Independent	Grades	Grades on Anthropology class	Numeric	0 - 100
Independent of control	Age_k	Age in ranks	Ordinal	1 - 6
Independent of control	Marital_s	Single or others	Dummy	Single = 1 Others = 0
Independent of control	Religion_adv	Adventist (SDA) or others	Dummy	SDA = 1 Others = 0
Independent of control	School_rel	Studied in SDA School or others	Dummy	SDA School = 1 Others = 0

Table 2 - Relationship of Variables

The researchers conducted a multiple regression analysis. **Table 3** shows the mean, standard deviation and correlation between the variables with the Scale of Well-Being. Correlation coefficients are low for all variables, excepting the Grades of Students has a high correlation (0,746) and just this independent variable has statistical significance (M=89,49 SD=8,91; p=,000). Then, we need to Reject the Null Hypothesis.

The result of the regression analysis is reported in **Table 4**. The linear combination of the Scale of Well-Being and the Grades of students is statistically significant ($F_{(1,47)}=58,92$ p<0.01). The Coefficient of Multiple Determination R^2 adjusted indicates about 54,7% (R=0.746) of the variance in Scale of Well-Being of the Psychology Students is explained by the model. The regression analysis result indicates that Well-Being of the Students tends to increase when the Grades increases (b=,764), and this relation is statistical significance at $\alpha=0,05$. The most important predictor for the Scale of Well-Being of the Psychology Students is the Grades of the students ($\beta= ,746$).

Variable	Mean	SD	Correlation
Scale	30,27	9,12	,746*
Grades		89,49	8,91

Table 3 - Mean, standard deviation and correlation coefficients (n=49)

a. Dependent Variable: Scale. *p<0,01

Variable	b	SE	β	t	p
Grades	,764	,099	,746	7,67	,000
(Constant)	-38,08	8,94			

Table 4 - Regression analysis result

a. Dependent Variable: Scale of Well Being. $R^2=0.556$, $F(1,47)=58,92$ p<0.01

Because there are few answers (n = 49), multivariate analysis is impaired. It implies that if there were more cases, it would be possible to achieve more statistically significant relationships. Even so, the grades in anthropology presented relevant probability as an explanatory variable of mental well-being. At least concerning this independent variable, you can accept the research hypothesis.

For a general conclusion, it is possible to see an effect and relationship in this research. The 49 psychology students took Biblical Anthropology classes for one semester and did this research at the end. Among all the variables that could interfere with these students' well-being, only their grades in the Anthropology classes had a relationship to increase the level of well-being of the students.

With this in mind, it can be confirmed that the Hypothesis of this research is valid and relevant. The learning and growth process that students have with Biblical Anthropology

classes offers academic, spiritual, emotional, and social tools for students to face Bullying, Aggression, and Self-Victimism. And in the end, it is clear that the higher the score (GPA) and the students' improvement, the greater their mental well-being.

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