

## STEPPING UP IN ALLEVIATING STRESS AND PRESSURE AMONG STUDENTS

*by:*

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Stress is a common component of daily living. Even pleasant occurrences induce both physical and emotional stress. It is simple to comprehend why. K-12 schools and universities are increasingly competitive, and students feel that they must continually perform academically and in extracurricular activities. In addition, homework removes tension from the classroom, and testing frequently gives children the impression that they have only one shot to succeed. Stress and anxiety have a substantial influence on the brain's capacity to acquire, remember, and retain knowledge, in addition to a wide range of negative feelings that adolescents would want to avoid.

Students that are under stress are not the most effective learners, and we must endeavor to prevent this loop. As is the case with adults, unchecked stress in adolescents can lead to anxiety, despair, and negative health impacts. It can also raise the likelihood of students dropping out of school, abusing substances, and committing suicide. Particularly after lengthy periods of school closure, teachers and other school workers play a crucial role in facilitating children's return to classroom-based instruction.

According to UNICEF, it is crucial for instructors to listen to their pupils' problems and display both understanding and compassion. Provide children with opportunity to take breaks, walk about, and reconnect with their peers and friends. Engage students in making the classroom an inviting, secure, and pleasant environment. Respect school safety protocols and utilize available material resources while doing so.

Moreso, Starbuck (2017) said that we must explain why errors are significant, encourage them when assigning work, and demonstrate how students may improve by motivating them to ask thoughtful questions. Also, encourage kids to channel this energy into something constructive and useful to demonstrate that a small amount of stress can be a stimulant and driver of action. Assist them in establishing attainable, sequential goals for their work or revision.

Many times, in our middle school classrooms, children are astonished to discover that one of their peers has faced difficulty comparable to their own. These opportunities may be used to foster cooperation and teamwork in our schools and classrooms. When a student begins to grow agitated, frustrated, or disturbed, instructors can attempt to co-regulate with them if they have not reached a point of no return when their anger or sadness impedes their capacity to communicate or discuss their worries and difficulties. When they bring major difficulty to their schools and classrooms, they frequently require the assistance of a reliable adult who can listen, inquire gently, and provide potential answers and improved results (Desautels, 2018).

Students are more likely to be aware of their own preparedness to study if they have the proper mentality. In order to alleviate exam anxiety, one of the finest test preparations a teacher can really give is deeper learning. Young children will always require direction and assistance to self-regulate, but if students and instructors are aware of how they and their classroom environment effect pupils, classroom management concerns will be decreased and student learning will be enhanced.

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