

"EXPLORING THE CONTRIBUTORS TO STRESS IN THE TEACHING PROFESSION"

by:

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Stress is defined as a state of mental tension and worry caused by problems in your life and work. Additionally, it's a bodily response aimed at adjusting to a challenging or perilous circumstance. Stress does not exist by itself, but it is produced by humans according to the way they interpret their circumstances", according to Dr. Peter G. Hanson, author of the book "The Pleasure of Stress".

When stress is maintained at a low intensity, it does not affect the body. On the contrary, it helps the person to be active. We need a certain amount of stress. But when the stress becomes excessive and occurs for an extensive period of time, the problem arises. In this scenario, it depletes an individual's essential vitality, leading to the erosion of their well-being and stability.

You may be wondering what the factors are that cause stress for educators. The following is what causes stress for the teachers: pressure on professional skills (e.g., introduction of new teaching methods, changes in curriculum and courses). This usually happens to newly-employed teachers or beginners because they do not have enough knowledge and experience with regard to teaching. This also happens to teachers who have taught for many years, as some are afraid that they cannot cope with the new curriculum.

Another cause of teacher stress is the student. Teachers are bothered by increased class size, students' lack of motivation, attention, and interest, teaching targets, or student

attainment levels. Teachers feel that they lack self-worth if they cannot control the students' behavior or even catch their attention, especially if they are not listening.

The third source of teacher stress is difficult parent-teacher relations (perhaps from new demands regarding the roles of the teacher or decreased parent participation). Sometimes, no matter how the teacher-adviser insists that the parents attend the PTCA meeting, the parents still do not comply. This makes the teacher worried and angry because they feel that parents, more than anybody else, can influence their children to be better people. Being absent from the meeting would mean that parents do not like to cooperate with the teacher.

Poor planning and programming like constant restructuring, frequent reforms in the educational system, working alone and the transition to teamwork, a lack of personnel and poor allocation, a strong administrative hierarchy with a lack of support, and insufficient financial resources are another source of worry.

Social and personal pressures such as concerns about the quality of education, a lack of coherence between personal goals and professional obligations, no recognition or acknowledgement, and a lack of public esteem bother teachers. These can also make teachers less productive.

The school is a stressful workplace; if the teacher has an excessive workload and hours of work, a lack of time, a lack of control and autonomy, environmental noise, poor ventilation, a lack of solidarity and morale, excessive paperwork and administrative duties make teachers exhausted, and economic pressures like inadequate salaries and job insecurity add more trouble and worry.

Identifying those things that teachers can control and those that they cannot help prevent daily hassles from becoming major problems, but they can't do it on their own. Similarly, stress management tends to treat the symptoms of stress rather than identify and tackle its causes. Teachers can alleviate stress through what are called 'daily uplifts',

those little treats they give themselves at points during the day, everything from a five-minute sit-down with a cup of tea to a 10-minute walk at lunchtime and buying little things that can satisfy them. What teachers really need is to understand that successfully tackling stress isn't just about individuals; it's about the whole school, the principal, the co-teachers, the co-workers, and the students.

References:

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