

COMMON STRESSORS FOR A CLASSROOM TEACHER

by:

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Teaching is considered the noblest profession. Therefore, teachers must be valued, respected, and appreciated. However, there are instances wherein one faces stressful scenarios due to some reasons; here are some of them: Poor learner-teacher relationships - When pupils or students do not respect their teachers, it is great that their teachers feel inadequate, incompetent, or have a round-hole-in-a-square-peeling scenario. Pupils must have the motivation to learn the lesson, values, and the like to develop rapport with their teachers. Bridging the gaps by observing empathy, respect, and individuality is key to ensuring positive teacher-pupil relationships. Pressure - Time pressure is a major reason why teachers feel burnt out. Work overload, Inhuman deadlines, and demands from superiors also affect teachers' mental and emotional health. Time-advanced teachers leave their jobs by early retirement, especially if they feel overwhelmed by the above concerns. Help Conflicts - When innovations and changes are introduced, time-advanced teachers have difficulty coping. Hence, they tend to feel left out, struggle, and be slow to accept. When their superiors fire them, it is seen as a sign of declining mental capacity. It is a sign of mismanagement. Working Environment - A crowded workplace is stressful. Bosses and others come in, and A crowded workplace can be a huge source of stress for teachers. When bosses or colleagues come in and are critical, teachers can feel incompetent or devalued. This feeling is further exacerbated when a teacher's problems are portrayed as hopeless incompetence, which can devastate a teacher's self-esteem. Large classes, lack of facilities, and noise can also create a stressful work environment—feelings of powerlessness - for example, when an autocratic boss observes the reign of power. Teachers often suffer due to the bureaucratic structure of the organization. They have no

decision-making power over the procurement of textbooks or other matters that may affect them as frontline teachers.

Feelings of incompetence—lack of training, extracurricular work beyond their capabilities, and lack of support and recognition—are stressful for teachers. These factors make them feel inadequate, mistreated, and unappreciated, which reduces their self-esteem. Large class sizes, lack of facilities, and noise can create a stressful working environment. Feeling powerless - When an autocratic supervisor observes the reign of power, teachers often suffer due to the organization's bureaucratic structure. They have no power to decide on textbook procurement and other issues that could affect them as frontline educators. Whether it be a lack of training, extracurricular activities that exceed one's capabilities, or a lack of support or recognition, feelings of incompetence can be stressful for teachers. Self-esteem diminishes when one feels inadequate, abused, and unrecognized due to those factors. Negative feedback - Teachers are not valued due to poor community relations, and parents, colleagues, and even superiors hurl malicious rumors at teachers. If personal life is unstable or uncertain, teachers' lives become more stressful and may not perform satisfactorily. Due to the above stressful scenarios, classroom teachers need conscientious colleagues and superiors who must take some action to maintain workplace health and harmony. They need a workplace that encourages teachers' growth and professional development. Good colleagues and superiors know how to help.

References: