

CATHARTIC EXPERIENCES: TEACHERS' FACET IN THE ORGANIZATION

by:

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In the context of the educational realm, teachers often find themselves engaged in cathartic experiences that impact their emotional well-being and professional growth. This explores the concept of cathartic experiences for teachers, focusing on its significance, sources, effects, and strategies for managing and harnessing these experiences within the organizational context. Teaching is a multifaceted profession that involves interaction with diverse personalities, constant challenges, and an ever-evolving pedagogical landscape. As educators invest themselves emotionally, intellectually, and socially in their students' growth, they inevitably encounter a range of emotions, both positive and negative.

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Cathartic experiences hold immense significance for teachers as they provide a means of emotional release, promoting psychological balance, and personal growth. Specifically, school is one of the organizations that require its employees to encompass more than cognitive skills and knowledge. Teachers as the main actor of education face different issues, concerns and problems in day to day basis in the school. One root cause is the organizational change which seems to be usual in the school setting in terms of curriculum, methodologies, administration and many other aspects in education. Also, stress and burnout are common issues in the teaching profession due to different factors. And, since diversity in beliefs, culture, ways and means in an organization is inevitable; existence of conflict is always present.

Relatively, it is expected from teachers to inhibit emotions of students, parents, co-workers and principal. Mental and physical problems occur when ability to react and

respond against warnings has not been acquired. Stressful stimulus prevents gradually from defending against problems and when they are exacerbated, they affect teacher's health and efficiency. Therefore the teachers should be equipped with skill tool and management of daily stress (Daneshmand, 2015).

In cognizant, K-12 educators have been under extreme pressure and faced unusual obstacles throughout the COVID-19 pandemic. The past year has seen educators particularly strained with stress, trauma, and burnout as a result of having to swiftly adapt to distant learning and balance the effects of the pandemic on their personal lives. Furthermore, as teacher, observing students' struggles or failures can lead to feelings of disappointment, guilt, or frustration. In addition, dealing with pedagogical challenges, classroom disruptions, or resistant students can trigger emotional responses, ranging from stress and frustration to anger and helplessness.

Consequently, experiencing catharsis can enhance teachers' empathy, helping them better understand their students' emotional struggles and fostering stronger teacher-student relationships. However, developing emotional self-awareness is crucial. Teachers should recognize their emotional triggers and responses to effectively manage cathartic experiences.

Participating in workshops on emotional intelligence, stress management, and communication skills equips teachers with tools to handle cathartic experiences constructively.

Cathartic experiences are an integral part of a teacher's journey within an educational organization. Acknowledging and managing these experiences can lead to personal growth, enhanced emotional well-being, and improved interactions with students and colleagues. By fostering a culture of understanding and support, educational institutions can empower teachers to navigate the emotional complexities of

their profession and create a positive learning environment for themselves and their students.

References:

Daneshmand, B. (2015). Emotional Intelligence and its Necessity in Teaching Training: College of Literature and Social Sciences, Shahid Bahonar University of Kerman, Iran, Kerman.