

Original Paper

Stress Level of a Classroom Instructors and Its Influence to Their Classroom Performance

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Abstract

In today's education, teachers face numerous challenges. Among them, teacher stress level has a significant impact on classroom performance. This study aims to explore this influence. Classroom stress refers to the psychological and physiological tension teachers face due to various factors. It affects teachers' communication with students, classroom management, and teaching quality. Factors contributing to teachers' stress level include organizational, management, and individual factors. To address this, effective strategies are proposed: organizational interventions like optimizing resource allocation, reducing burdens, and providing psychological counseling; and individual interventions like self-adjustment, improving psychological quality, and teaching skills training. These strategies aim to reduce teacher stress, improve teaching quality, and contribute to education in our country.

Keywords

stress level, classroom instructors, classroom performance, student engagement, academic achievement, teacher evaluations

1. Introduction

Classroom instructors play a crucial role in shaping the educational experience of students. However, they often face significant levels of stress that can impact their classroom performance. This paper aims to explore the stress levels of classroom instructors and examine how it influences their overall performance in the classroom. Understanding the relationship between stress and performance is essential in developing strategies to support instructors and create conducive learning environments for students.

In order to fully comprehend the impact of stress on classroom instructors, it is important to first define and conceptualize stress in the context of their profession. Stress can be described as a physiological and psychological response to external pressures or demands. Within the classroom setting, instructors

often encounter various stressors such as heavy workloads, time constraints, and challenges in managing student behavior. These stressors can adversely affect their overall well-being and subsequently influence their performance.

The influence of stress on classroom performance is multifaceted. High levels of stress can impair instructors' communication with students, hindering their ability to effectively convey knowledge and information. Additionally, stress can diminish instructors' capacity to manage classroom behavior, leading to disruptions and reduced engagement among students. Furthermore, prolonged and excessive stress can result in decreased instructional quality, impacting the overall effectiveness of teaching and learning processes in the classroom.

Several factors contribute to the stress levels experienced by classroom instructors. Organizational factors, such as heavy workloads and time constraints, place significant pressure on instructors and limit their ability to adequately prepare and deliver lessons. Moreover, a lack of support from administration, including insufficient resources and facilities, adds to the stress burden. On an individual level, personal life stressors and the level of teaching experience and professional development also impact instructors' stress levels. Additionally, the effectiveness of coping strategies employed by instructors can either mitigate or exacerbate their stress.

To address the negative impact of stress on classroom instructors' performance, there are various strategies that can be implemented. Organizational interventions include providing adequate resources and support, promoting work-life balance, and enhancing administrative communication and collaboration. Similarly, individual interventions focus on stress management techniques and self-care practices, along with opportunities for professional development and mentorship. By implementing these strategies, institutions can support instructors in managing their stress levels more effectively, ultimately improving their overall performance in the classroom.

2. Definition and Conceptualization of Stress

2.1 Definition of Stress in the Context of Classroom Instructors

In the context of classroom teachers, stress refers to the psychological and emotional tension experienced by teachers due to various factors, which can cause learners to have negative thoughts and negative emotions. It is a complex state of affairs that arises when teachers realize there is a discrepancy between what is required of them and their ability to respond to those demands. Classroom teachers face a large number of stressors, both external and internal, that can negatively impact their well-being and effectiveness in the classroom. The reasons leading to teachers' classroom stress are complex and changeable. From a theoretical point of view, any real living perception of physical, social and psychological events and stimulation of external factors that lead to classroom stress will lead students to make some psychological and physiological responses in the classroom. Classroom pressure is one of the important factors that affect students' learning enthusiasm.

2.2 Factors Contributing to Classroom Instructors' Stress

2.2.1 External Stressors

External stressors include factors such as heavy workloads, time constraints, inadequate management support, and inadequate resources and facilities. For teachers, the demands of class preparation, homework grading, teacher-student relations, attending meetings and training, and extra-curricular duties undoubtedly place a huge burden on them. Teachers are under tremendous pressure to meet curriculum standards, prepare students for standardized tests, and meet the needs of individual students. The lack of resources and facilities also limits teachers' ability to provide the best learning experience, leading to increasing frustration and stress.

First, the heavy workload overwhelms teachers. In the modern educational environment, teachers should not only undertake the task of classroom teaching, but also complete a lot of work after class. This includes planning the content of each lesson in detail to ensure that students can fully understand and master the knowledge; Grade a large number of assignments in order to understand students' learning progress and problems; Attend meetings in order to maintain communication with colleagues and parents to promote the growth of students. The combination of these tasks makes the work pressure of teachers unprecedentedly huge.

Second, time constraints put great pressure on teachers. In the tight teaching schedule, teachers need to complete a series of work such as lesson preparation, teaching and homework correction in a limited time. This makes it difficult for them to find respite in high-intensity labor, and they are in a state of high tension for a long time. Time pressure not only affects the quality of teachers' work, it can also have a negative impact on their physical and mental health.

Third, insufficient management support is also a major pressure on teachers. Management support is crucial for teachers in the allocation of educational resources, policy formulation and implementation. However, in reality, the management often cannot fully meet the needs of teachers, which aggravates the work pressure of teachers to a certain extent.

Fourth, inadequate resources and facilities limit teachers' ability to provide quality educational experiences. In many schools and districts, education and teaching resources remain severely lacking. This makes teachers in the development of teaching activities are greatly restricted, it is difficult to carry out targeted teaching according to the actual needs of students. In addition, inadequate facilities will also affect the working environment of teachers, further increasing their pressure.

External stressors have a serious impact on teachers' work. In order to relieve the working pressure of teachers, it is necessary to take measures from many aspects. The education sector should invest more to improve the educational resources and facilities in schools and districts. The management should pay full attention to the needs of teachers and provide necessary support; The society should pay more attention to the teachers and improve their treatment so that they can be better invested in the cause of education.

2.2.2 Internal Stressors

Internal stressors refer to personal factors that contribute to instructors' stress levels. Teachers often face personal life stressors such as financial pressures, family issues, and health concerns, which can spill over into their professional lives. Furthermore, teaching experience and professional development play a role in shaping teachers' stress levels. Novice instructors may experience higher stress levels as they navigate the demands of their new profession. On the other hand, experienced teachers may face stress related to burnout or continual professional development obligations.

It is widely acknowledged that the stress levels of classroom instructors can have a profound impact on their classroom performance. While external factors such as curriculum demands and administrative pressures are often discussed, it is equally important to recognize the influence of internal stressors on teachers' well-being and effectiveness in the classroom.

Firstly, personal factors, or internal stressors, significantly contribute to instructors' stress levels. Financial pressures, stemming from low salaries or unstable job security, can create significant anxiety and distract instructors from focusing on their teaching tasks. Family issues, such as conflicts or caregiving responsibilities, can also add emotional strain, making it more challenging for instructors to maintain a positive and supportive classroom environment. Additionally, health concerns, whether physical or mental, can impact instructors' ability to effectively manage their classes and provide quality education.

Secondly, time management plays a crucial role in determining stress levels among classroom instructors. Teachers often juggle multiple responsibilities, including lesson planning, grading, extracurricular activities, and administrative tasks. Poor time management skills can lead to increased stress as instructors struggle to meet deadlines, resulting in rushed lesson preparations and reduced quality of instruction. This, in turn, can negatively affect students' learning experiences.

Furthermore, the quality of the teacher-student relationship is intrinsically linked to instructors' stress levels and classroom performance. Positive rapport between teachers and students fosters a supportive and engaging learning environment. However, when instructors are burdened by internal stressors, they may unintentionally distance themselves from their students, leading to a breakdown in communication and limited opportunities for meaningful interaction. This impedes the establishment of trust, further adding to an already stressful classroom environment.

3. The Influence of Stress on Classroom Performance

In a classroom setting, the stress levels experienced by instructors can significantly impact their overall performance and effectiveness. When teachers are overwhelmed by stress, it can hinder their ability to effectively communicate with students, manage classroom behavior, and deliver high-quality instruction.

3.1 Impaired Communication with Students

Excessive stress can impair an instructor's communication abilities, leading to misunderstandings or misinterpretations in the classroom. When teachers are stressed, they may struggle to articulate their thoughts clearly or engage in effective dialogue with students. This breakdown in communication can hinder student-teacher relationships, disrupt the learning process, and create a negative classroom environment.

3.2 Reduced Ability to Manage Classroom Behavior

Stress can also compromise a teacher's ability to effectively manage classroom behavior. When instructors are burdened by stress, they may become more reactive or impatient, making it challenging to handle disruptive or challenging student behaviors in a constructive manner. Consequently, this may escalate disciplinary issues and create a disruptive learning environment for all students.

3.3 Decreased Instructional Quality

High levels of stress can negatively impact the quality of instruction delivered by classroom instructors. When teachers are overwhelmed, they may struggle to plan and organize their lessons effectively, resulting in less engaging and coherent instruction. Additionally, stress can hinder their creativity and innovation in lesson delivery, limiting opportunities for student engagement and critical thinking.

4. Factors Affecting Classroom Instructors' Stress Levels

4.1 Organizational Factors

Heavy workload and time constraints are major [internal stressors] faced by teachers. Classroom instructors often have a packed schedule filled with various tasks, including preparing lesson plans, grading assignments, and providing feedback to students. The sheer volume of work coupled with limited time available to complete these tasks can create immense pressure and, ultimately, contribute to high stress levels.

The demanding nature of teaching leaves educators with little room for error or delays, leading to heightened stress as they strive to meet deadlines and maintain their professional responsibilities. Completing administrative requirements, such as attending meetings and completing paperwork, further adds to the workload burden, placing additional pressure on teachers.

These internal stressors not only impact teachers' professional lives but can also spill over into their personal lives. Teachers may find themselves sacrificing personal time and neglecting their own needs in order to keep up with the demands of their job. This imbalance between work and personal life can lead to further stress and strain on teachers' overall well-being.

4.2 Lack of Support from Administration

When classroom instructors lack support from school administrators, it can contribute to heightened stress levels. This may occur when administrators fail to address instructors' concerns or provide necessary resources to facilitate effective teaching. The absence of clear communication channels and feedback mechanisms further exacerbates feelings of isolation and frustration among instructors. As a

result, instructors may struggle with limited guidance, insufficient materials, and a sense of being left to navigate their challenges alone. Without the appropriate support systems in place, instructors may find it difficult to meet the educational needs of their students, leading to potential negative impacts on both teaching effectiveness and student outcomes. It is imperative for school administrators to recognize the importance of supporting their instructors and to actively address their concerns, providing the necessary resources, clear communication channels, and feedback mechanisms to foster a collaborative and supportive educational environment.

4.3 Individual Factors

4.3.1 Personal Life Stressors

Classroom instructors, like any other individuals, face stressors outside of their professional lives. Personal issues such as family responsibilities, financial pressures, and health concerns can significantly impact an instructor's well-being and ability to manage stress in the classroom. Balancing personal and professional commitments becomes even more challenging when personal stressors are high, leading to a higher risk of burnout. It is essential for instructors to recognize the impact of these external stressors on their overall mental and emotional state. By prioritizing self-care and seeking support when needed, instructors can better navigate through these challenges and maintain their effectiveness in the classroom.

4.3.2 Teaching Experience and Professional Development

Novice teachers and those with limited teaching experience may face higher stress levels due to the learning curve associated with managing a classroom, developing effective teaching strategies, and handling diverse student needs. The challenges of adapting to a dynamic and ever-evolving educational environment can be overwhelming for these individuals. "Moreover, the lack of professional development opportunities, such as workshops or training programs, only exacerbates their stress. Without access to continuous learning and growth, these teachers may feel ill-equipped to handle the demands of their profession. The absence of guidance and support hinders their ability to acquire the necessary skills and knowledge required for successful teaching". As a result, they may experience heightened levels of anxiety, struggle with time management, and find it difficult to strike a balance between their personal and professional lives.

5. Strategies for Reducing Classroom Instructors' Stress

5.1 Organizational Interventions

Organizational interventions play a crucial role in reducing the stress levels of classroom instructors. By addressing the underlying factors contributing to stress and creating a supportive work environment, educational institutions can promote the well-being and performance of their instructors.

5.1.1 Providing Adequate Resources and Support

Educational institutions should ensure that classroom instructors have access to the necessary resources and materials to carry out their teaching responsibilities effectively. This includes providing up-to-date

curriculum materials, technology tools, and educational aids. Adequate support should also be offered to instructors in terms of administrative assistance, such as assistance with grading and paperwork, to alleviate their workload.

5.1.2 Promoting Work-Life Balance

It is important for educational institutions to recognize the need for a healthy work-life balance among their instructors. Implementing policies and practices that encourage time management and flexibility can help instructors manage their professional responsibilities alongside personal commitments. For example, offering flexible scheduling options or promoting the use of telecommuting can give instructors more control over their time.

5.1.3 Enhancing Administrative Communication and Collaboration

Effective communication and collaboration between classroom instructors and administration can greatly contribute to reducing stress levels. Institutions should establish open lines of communication where instructors can voice their concerns and seek support when needed. Regular meetings and feedback sessions should be conducted to address any challenges or issues faced by instructors, allowing for proactive problem-solving and improvement.

5.2 Individual Interventions

In addition to organizational interventions, individual strategies can also empower classroom instructors to manage and reduce their stress levels.

5.2.1 Stress Management Techniques and Self-Care Practices

Classroom instructors can benefit from learning and practicing stress management techniques. This may include mindfulness exercises, deep breathing exercises, meditation, or engaging in hobbies and activities that promote relaxation and rejuvenation. Encouraging instructors to prioritize self-care and engage in regular exercise, healthy eating, and sufficient sleep can also contribute to stress reduction.

5.2.2 Professional Development Opportunities

Providing opportunities for professional development enables classroom instructors to enhance their knowledge and teaching skills. By investing in continuous learning, instructors can gain confidence in their abilities, which can help decrease stress levels. Offering workshops, training programs, and conferences focused on effective teaching methods, classroom management, and self-improvement can empower instructors to excel in their roles.

5.2.3 Mentorship and Peer Support Networks

Establishing mentorship programs and peer support networks within educational institutions can create a sense of community among classroom instructors. Mentors can provide guidance, share experiences, and offer emotional support to less experienced instructors. Peer support networks allow instructors to connect with colleagues facing similar challenges, providing an opportunity for sharing ideas, resources, and problem-solving strategies. These networks can foster a supportive and collaborative environment, reducing feelings of isolation and stress.

6. Conclusion

Stress among classroom instructors can have far-reaching implications for their overall well-being and effectiveness in the classroom. It is essential to acknowledge the significance of this issue and take proactive measures to address and manage it effectively. When teachers experience high levels of stress, not only does it impact their own mental and physical health, but it also directly affects the quality of education they provide to their students.

It is imperative to recognize the significance of managing stress among classroom instructors for the overall improvement of education quality. By adopting a holistic approach that addresses both organizational and individual factors, educational institutions can promote a healthier and more productive work environment for teachers. Investing in research on this topic will continue to guide policymakers and educators in implementing effective strategies to mitigate stress and enhance the classroom experience for both teachers and students.

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