IN GETTING EMOTIONAL

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Teachers are emotional beings. Whether we agree with this or not, we often get our emotion involved especially in dealing with our students. And most of the time, we let our emotion rule over us.

Lazarus’ (1993) Appraisal Theory stated that emotions have adaptive in nature and in many instances, help people achieve their goals which are social in nature and relieve their feelings. Emotions are provoked and distinguished by a person’s individual assessment of the importance of the condition. In short, emotion serves as a form of social communication.

The point of the relevance of the theory is based on the premise of dependent on a personal significance which may mean that teachers’ best practices in teaching may vary differently to the same situation. Also, teachers may experience various views on the same context at different times and that emotional reaction will transform over time because of the variation in the demands of the situation as well as the change in the viewpoint of the teachers. Teachers establish a sense of variation to the situations of their practices inside the classroom.

As advocators of quality education, teachers must be adaptive and adjust to the situation and so is our emotion. Since our emotion plays a great deal in communicating with our stakeholders, we must be an expert in dealing with it. Getting too emotional may hinder us to evaluate situation fairly and rationally. Besides, emotion helps us evaluate our level of classroom practices.
In addition, Richmond, Bartell, Floden and Petchauer (2017) insisted that knowledge alone is not enough for effective teaching. Teachers must help students to feel attached in the learning environment, must have the heart of a discipline, and have the commitment to value the diversity of the learner’s background. And this could be attained if the teacher knows how to manage his or her emotion effectively.

Remember, our emotion could build or break us. There is nothing wrong in associating our emotion in dealing with our students nor classroom practices, but too much use of our emotion could be damaging and may deceive us in attaining and promoting quality and equitable education.

References:
