

Humanizing Classrooms

The bachelor thesis „Humanizing Classrooms“ aims to explore the issue of **student fatigue** with the overarching objective of discovering effective strategies to reduce tiredness, enhance learning outcomes, and promote overall well-being.

1 Understanding Emotional Exhaustion

The Emergence of Emotional Exhaustion

Demanding Environment

An organizational environment that requires stakeholders to regulate their emotions and behaviours to achieve organizational goals, improve performance, outcomes and profit.

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Emotional Labour

The effort, planning and control by such emotional regulation is defined as emotional labour. Emotional labour is a demanding process that requires high energy costs and depletes mental resources.



Emotional Exhaustion

Peristent emotional labour leads to the experience of emotional exhaustion. Emotional exhaustion refers to feelings of being emotionally overextended and depleted.

First Dimension of Burnout

The Consequences of Emotional Exhaustion

Surpressing Emotions

When confronted with ongoing emotional demands and stressors, individuals may start suppressing their emotions due to lack of energy to effectively handle them.



Emotional Numbness

Emotional numbness is followed by symptoms such as alienation and detachment towards outside world, loss of ability to imagine, dull and colorless mental images, difficulty remembering things, decreased capacity for conscious feeling, loss of affective empathy, and loss of feelings of agency.



Depersonalization

The surpression of emotions leads to depersonalitation It refers to a negative, callous, or exsively detached state. Surpressive coping mechanism cause emotional numbness, despite that the individual's sensorium is functioning properly and the capacity for emotional expression remains intact.

Second Dimension of Burnout

Classrooms

A school system influenced by obedience, conformity, teaching culture, standartization, hierarchy, competition, and market culture results in a particular set of circumstances that is shaping the stakeholders experience. In the classroom, a distinct dynamic emerges from the underlying systemic structure and processes. This dynamic shapes the relationship between two key stakeholders: teachers and students.

The Four Main Negative Effects of Emotional Exhaustion & Depersonalization

- Fatigue
- Lack of Self-Awareness
- Low Quality of Performance
- Interpersonal Stress

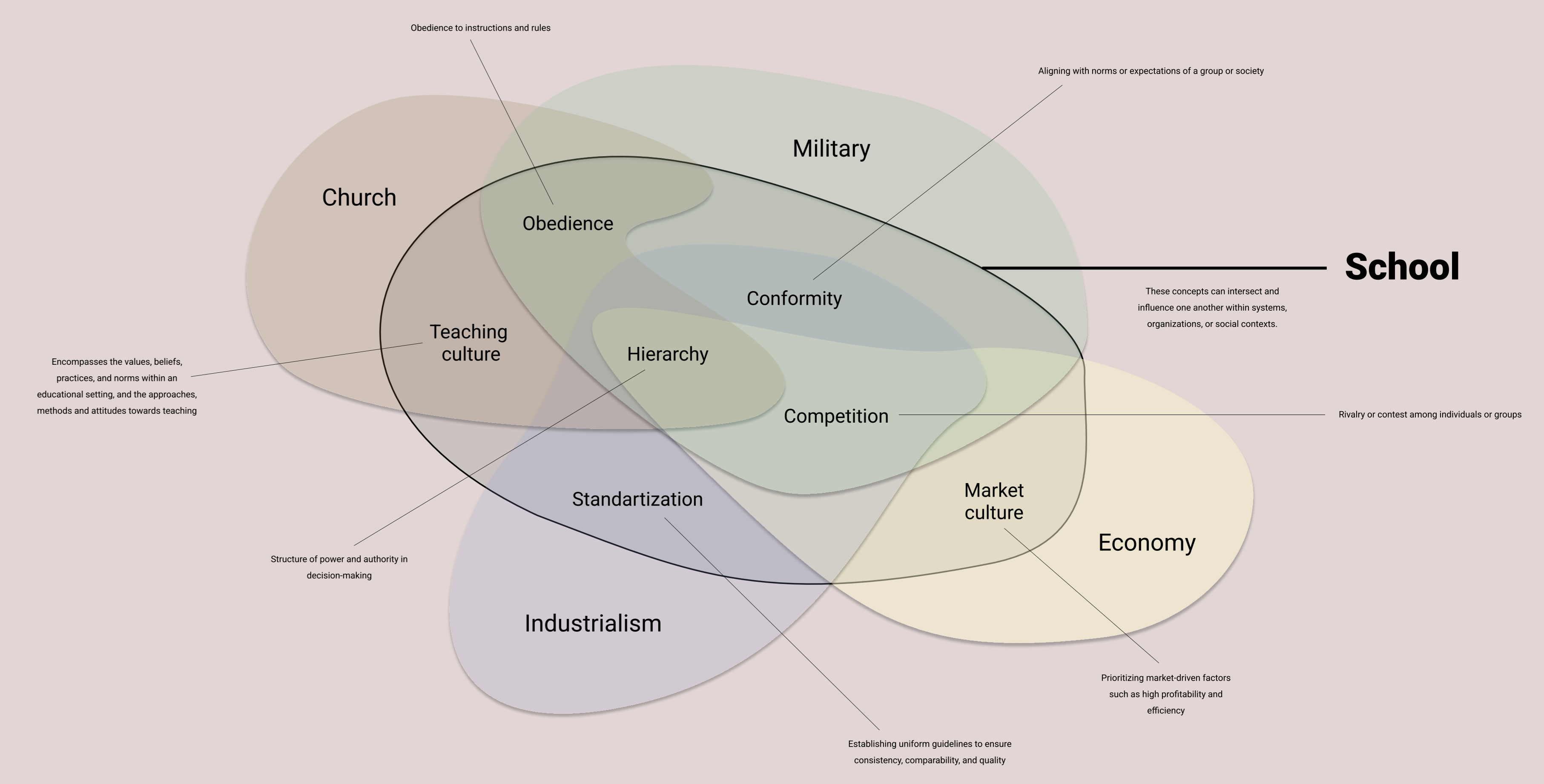
Feelings of low personal accomplishment

Low personal accomplishment refers to feelings of low competence and performance. It leads to low self-esteem and higher emotional exhaustion.

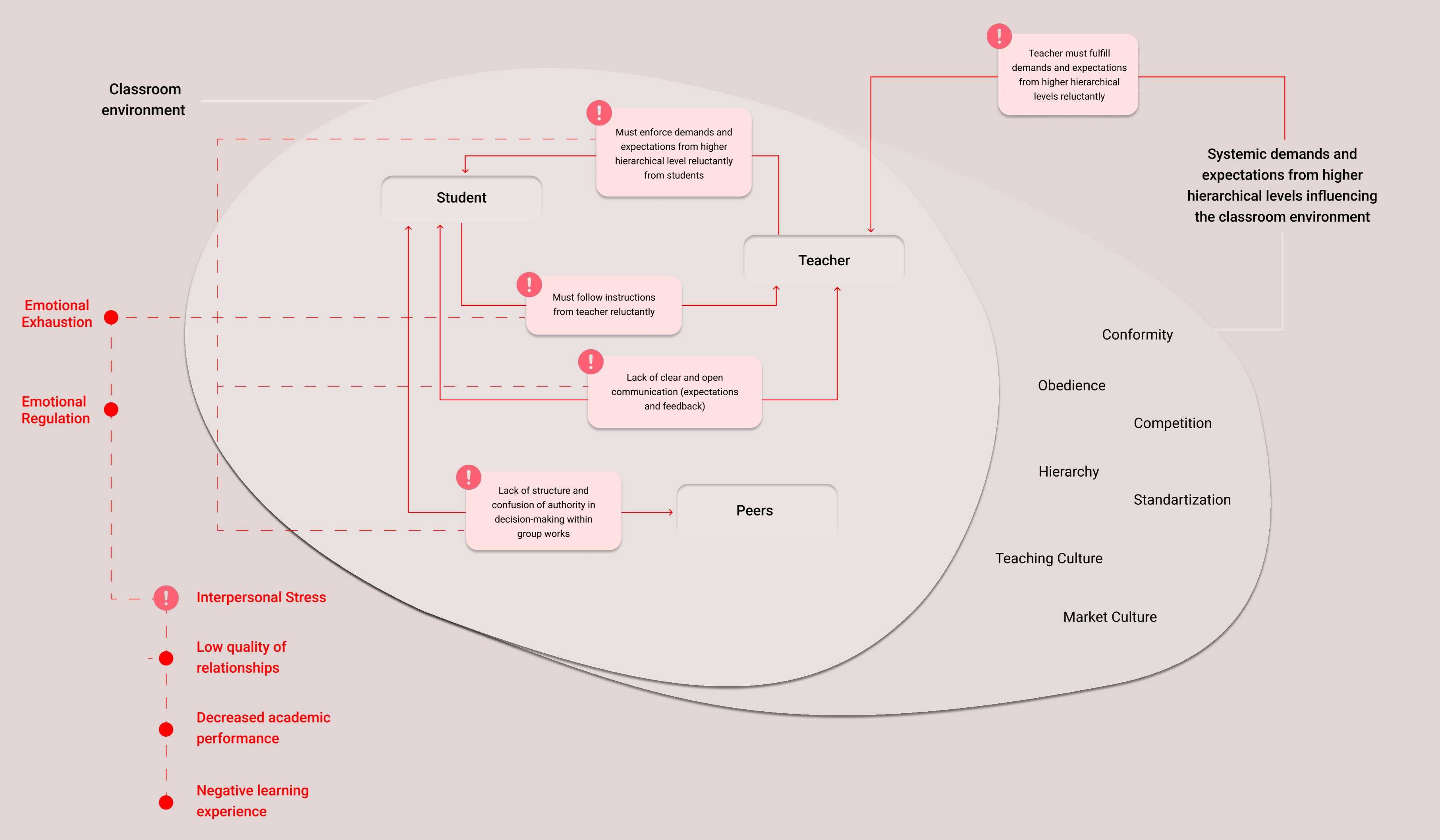
Third Dimension of Burnout

2 Understanding The School System

Systemic Components Influencing The School System



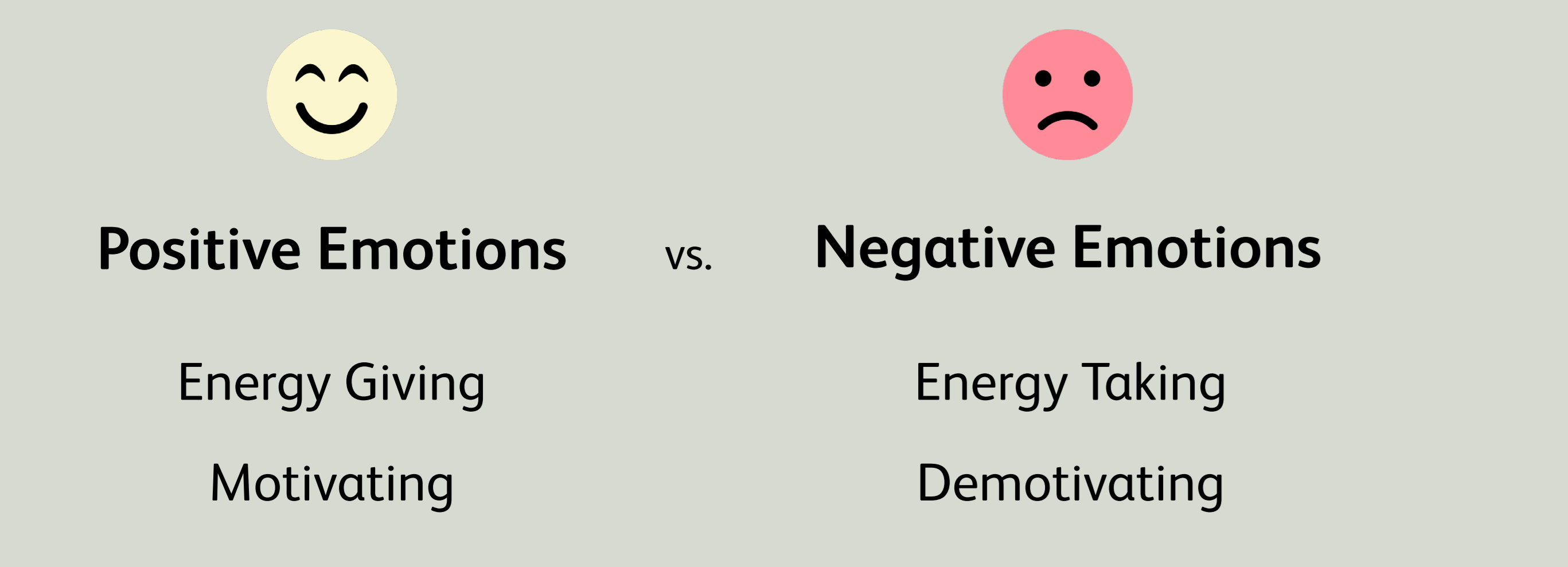
School System Influencing Classroom Dynamics



The Nature of Emotions

A stimulus is anything that may lead to a physical or emotional experience. This includes environmental aspects such as spatial design, sounds, lights and also interpersonal aspects such as expectations, relationships, and beliefs. The incoming stimulus activates the perception procedures, which distinguishes the direction of emotion. The direction of how the brain processes stimulus depends on personal beliefs, and past experiences. Therefore, an emotion is defined as a feeling state that results as a reaction to a specific experience.

3 Understanding Energy Cycles



Positive affect is not merely the opposite of negative affect. Positive and negative affect are two different dimensions. Negative mood states, are included in the definition of negative affect, which is a general dimension of subjective distress. Positive affect is a dimension that describes how pleasantly engaged a person is with their surroundings. An individual may exhibit high levels of both positive and negative affect, high levels of one and low levels of the other, or low levels of both.

Maslach's Three Dimensions of Bunout

In the field of education, burnout has become an increasingly prevalent issue, with educators and students alike experiencing high levels of stress, fatigue, and disengagement. Burnout is characterized by the following three dimensions: emotional exhaustion, depersonalization and low personal accomplishment.

- 10 of 12 students are chronically tired
- Chronically tired students feel predominantly negative emotions

4 12 Students Talk About Energy Levels

Ethnographic Research
12 students with mixed gender, ages, heritages, and lifestyles were interwieved about their energy levels and what influences them. Eight main energy draining factors, their consequences and associated negative emotions were identified.

8 Main Energy Draining Factors

- Fulfilling Expectations** → Play a role to fit in & self-identity stress
- Unsafety** → Avoidance of mistakes, less risk taking & low creativity
- Sitting in Class for Long Hours** → Distraction, passivity, lack of engagement & attention span is too little, lack of purpose
- Dependency** → Need of instruction and guidance & lack of individual thinking
- Not Enough Breaks** → Non-stop performance, & lack of energy
- Too Much to Do** → Just doing tasks to get them done, lack of purpose, lack of time & management issues
- Lack of Learning** → Low confidence & future development stress
- Group Projects** → Issues in desicion-making & planning, long discussions & interpersonal stress

Consequences

Associated Negative Emotions

- Guilt, anxiety & feeling of not being good enough
- Insecurity, confusion, anxiety & stress
- Guilt, exhaustion, fear of missing something, boredom & feeling of time waste
- Insecurity, fear of making mistakes
- Stress, anxious, overwhelmed & exhaustion
- Frustration, guilt, feeling of time waste, anxiety & stress
- Stress, anxiety, fear of not being good enough
- Frustration, overwhelmness, feeling of time waste, confusion & insecurity