

Into the Void, or Teachers' Vulnerability and Lack of Protection as the Paramount Factor in Turning Teaching Menacing and Undesirable

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Abstract: *Teaching and Education have always been considered the backbone of a healthy and prosperous society. Nonetheless, recent years display teaching as an undesirable profession featured by teachers' burning-out, anxiety, depression, or psychological disorders that lead to increasingly higher abandonment rates. Such phenomena occur in steadily younger teachers who, alongside experienced teachers close to retirement, feel teaching is greatly influenced by gender-based or ideologically and politically biased factors, agendas that make teachers undergo vulnerability and a lack of protection that makes them feel at severe risk. This study examines the various facets of this reality, offering insight into why the perception of teaching and Education as undesirable and threatening has spread across many countries, becoming a globalized peril for future generations.*

Keywords: *Education and Agendas, Teachers' Abandonment, Teachers' Beliefs and Perceptions, Teachers' Vulnerability, Teaching and Education*

1. Introduction

Various factors—including disconnected alumni, negligent parents, demotivated teachers, ideological teaching, and unstable curricula compromised by pseudoscientific claims—have eroded education's reputation. Once respected and sought after, the profession now faces constraints that hinder the transmission and generation of real knowledge, emphasizing instead uncertain skills for the current and future world.

Academic and pedagogical curriculum design has come to be perceived and described by both teachers and scholars as a tax that threatens teachers' legitimate duty: to transmit knowledge, making students knowledgeable and guided by a critical mind. Instead, teachers find themselves in a hypocritical farce that operates on the basis of obtaining results whose pedagogical foundation is more ideological and emptier than scientific. In addition to frustration, teachers see such policies as a potential threat to them if the validity of designs and results is questioned, not only by themselves but also by alumni, their parents, or academic authorities that do not want to face their role in the generation of a reality in which the falsity of the results and the real preparation of students are concealed so as not to admit their responsibility in the face of statistics that show an increasing lack of preparation among teachers and students, in favor of the interests of large corporations that have little or nothing to do with education.

A major threat to teaching careers comes from pseudoscientific influences in curriculum, especially through gender-related policies and agendas. These ideologies have enabled corporate interests to promote gender-based curricula and protocols, resulting in compulsory procedures including hormonal therapies and surgeries for minors. The lack of transparency with parents and punitive measures against teachers and parents who challenge these policies has reinforced an environment of administrative, legal, and social repercussions.

2. Methodology

This research is interpretive and draws on elements of discourse analysis. Discourse analysis is a framework used in Linguistics, Pedagogy, Psychology, and similar fields to study how meaning and psychosocial substance are created through social practice.

The results show an increase in the perception of teaching as an undesirable career. There is a drastic decrease in motivation to become a teacher. High abandonment rates are evident. Teaching and school are perceived as discredited and determined by corporate values. These corporate values have contaminated the meaningfulness of pedagogy. They have transformed schools and educational agents into arenas for corporate, political, and pseudoscientific agendas. These agendas are transforming the foundations of society based on pedagogical fallacies. Teachers and students face administrative and legal risks if they are seen as deviating from a curriculum lacking pedagogical grounding.

3. Results and Discussion

3.1 Competence and Curricular Design. The Entry of Pseudoscience in Education

Pedagogy now relies on content-based instruction to deepen engagement with competencies, that is, practical problem-solving skills that —allegedly— do not require theoretical knowledge. This approach is structured by vertical hierarchies from government institutions and aims to meet evolving economic and professional demands. Students are taught abilities for which theory is judged unnecessary because the focus on content is seen as both meaningful and useful for their futures (Fernández Enguita, 2015). Content-based instruction is also intended to equip students to cope with information overload, which requires specific competencies (Cano García, 2008). Furthermore, students must efficiently adapt to ongoing social and economic changes. The classroom should provide tools for generative thinking and greater autonomy, addressing poor reflexive attitudes and fragile knowledge and skills (Perkins, 1992; Luengo, Luzón, & Torres, 2008; Robledo et alumní, 2015).

Current pedagogical methodologies center on the notion of competence, but its definition remains unclear. Gimeno Sacristán (2011, 2013, 2015) expresses concern about defining competencies as a theoretical concept, noting their varied forms and demands. He argues that practical approaches to content often override holistic student development, emphasizing utilitarian education. This focus affects *a)* human behavioral intelligence; *b)* intellectual interpretation; and *c)* communicative acts, which educational institutions may not always foster. Álvarez Méndez (2011) and Feito Alonso (2011) demand clear, stable competencies established beyond shifting social and political pressures —such as those from The Lisbon Council and DeSeCo Report (OECD, 2002)— to support students' educational development (Clemente Linuesa, 2011; UNESCO, 2005).

González Arroyo (2015), Luri (2019, 2023), Bardera (2025), and Rabadà Vives (2025) argue that the curriculum has reduced the value of knowledge as a key competence. Curriculum now redefines content, shifting from a humanistic approach to one that cultivates students' thinking skills (Pérez Gómez, 2015). This aims for proactive, solidarity-based attitudes to counter economic inequalities, while Pérez Tapias (2015) and Rodríguez Martínez (2015) emphasize *multicultural identity* and *feminist awareness*. Laval (2004), Fernández Liria, García Fernández, and Galindo Ferrández (2017), Luri (2019), Carrasco Pons (2022), Bardera (2025), and Rabadà Vives (2025) see these changes as turning schools into battlegrounds dominated by corporate interests, threatening overall community growth.

Gimeno Sacristán (2011) notes that competence-based methodology is an extension of content-based instruction, a trend discussed since the eighties. Stoller (1997) highlights its development in the nineties, influenced by cognitive psychology. Regarding project-based methodology, Stoller (1997) identifies content-based instruction's merits: Singer (1990) favors themed materials; Anderson (1990) advocates coherent information layouts; Alexander, Kulikowich, & Jetton (1994) describe the role of motivation; Bereiter & Scardamalia (1993) observe that expertise builds through the reinvestment of knowledge.

In this respect, Stoller (1997) and Railsback (2002) emphasize the importance of current pedagogical trends in the planning, implementation, and evaluation of specialized subjects, given that their content supports real-world applications beyond the classroom. This would respond to the maximization of *human capital* (Fernández Enguita, 2015) although ideal images of cooperative behavior rather than competitive, integration of skills and competencies mirroring tasks oriented to the *real* world, and the classroom dynamics emanating from the increase in students' motivation due to students being the active part of the decision-making affecting first-hand research, (inter)cultural sensitivity as well as observation of local needs; is far from being real. On the contrary, it has become an obvious fallacy (Ward, 1976; Perkins, 1992; Tonucci, 1997; González Arroyo, 2015; Pineda-Alfonso, 2015; Luri, 2019; Carrasco Pons, 2022; Bardera, 2025; and Rabadà Vives, 2025).

Teachers agree that there is a generalized social perception of teachers and teaching as a profession as low-prestige or even useless. This shapes their ideological positioning and their self-identification as

teachers. The notion of low prestige and social carelessness towards the profession serves as a psychosocial mechanism that leads them to see themselves as possible victims when faced with negative attitudes from students and parents or poor academic results. Furthermore, as parents are perceived as judgmental, indifferent to anything other than high scores, and absent as sources of social support, they reinforce teachers' negative self-fulfilling prophecy. On the other hand, it heightens the perception of being at risk of falling victim to ideological and political agendas, leading them to act out of inertia (Laval, 2004; Luri, 2019; Bardera, 2025).

Rabadà Vives (2025) claims that Pedagogy has been substituted by "Pedagogism", which relates to scientific and pedagogical evidence being overthrown by intuitions, by democratizing the school as a synonym of parents trying to implement the same level of dominance and decision-making they have at home, by abandoning discipline and effort in favor of a self-discovery quest for knowledge breakthrough that will feed on emotional development and pedagogical innovation at the hands of both the teacher and the student when, in fact, neither possess real scientific knowledge nor rigor beyond technological implementations that do possess economic interests, but not necessarily, educational ones. All contribute to a "democratic" school, although they homogenize a plethora of personalities, developmental stages, psychosocial and academic and functional needs, all of which receive no inclusive attention or development beyond statistical farce, motivated by the lack of consensus between scores and the development reached by students when confronted with international assessments. Moreover, the peaking increase in psychological and mental disorders of both teachers and students becomes the consequence of the constant implementation of the ideas of "Pedagogism," the new panacea, subject to corporate interests that fiercely attack those who demand a pedagogical foundation and scientifically founded practice.

3.2 Education is Treated like a Business

Teachers' motivation and self-perception are shaped by their views of the school (Chomsky, 1999, 2001; Michéa, 2002; Laval, 2004; Luri, 2019, 2023). Money and holiday time are seen as adequate, but society misunderstands their significance. While teachers dislike being viewed as motivated mainly by salary and holidays, many acknowledge these factors as important. They tend to rationalize or conceal their true feelings about money and holidays, linking these factors to the value of their work and the stress they endure. Teachers and trainees thus recognize money and holidays as significant motivational elements, even though they hesitate to admit it openly. Societal disapproval leads teachers to justify these motivations, but this process can cause frustration and guilt and ultimately reduce motivation (Dörney, 1998).

Teachers and trainees now have a clear view of what a school is and what it should be. They also reflect on different types of teachers. Most agree that schools have shifted from their educational purpose to operating more like companies (Chomsky, 1999, 2001; Michéa, 2002; Laval, 2004; Fernández Liria, García Fernández, and Galindo Ferrández, 2017). However, teachers with backgrounds in fields like Engineering, Physics, and Business Management often do not see a conflict. They believe students need professional skills for the future. They also acknowledge that parents may be right in this regard (Laval, 2004; Gimeno Sacristán, 2011, 2013, 2015; Luri, 2018, 2023). In contrast, teacher trainees who have not worked in other professions and want to become teachers strongly oppose this view. They argue that schools should move away from this professional focus, but they feel trapped by current curricula and educational plans. As a result, they believe school goals now lean toward professional rather than pedagogic aims (Chomsky, 1999, 2001; Michéa, 2002; Bardera, 2025; Rabadà Vives, 2025).

They identify two main types of teachers: those with what they estimate as pedagogical training — pedagogists and Teacher Training students— and those from other professions and studies, mainly scientific and technological fields. They see these backgrounds as shaping the teacher's identity at school. This splits teachers into dichotomies: *a)* authoritarian versus moral example —*Authoritarianism* vs. *Autoritas*—; *b)* lazy and comfortable versus proactive; *c)* utopian versus realistic; *d)* theoretical versus utilitarian and practical. They view these four pairs as mutually exclusive, shaping psychological approach and motivation: teachers are either stiff or flexible in conception and practice (Gimeno Sacristán, 2011, 2013, 2015; Luri, 2019, 2023). Teachers are then seen as efficient or inefficient, again as mutually exclusive. These categorizations often cross personal and professional spheres. Efficiency, moral example, authority, proactivity, and realism are seen as essential for school leaders, defining what a Principal or Head of Studies should be. A pedagogical background is valued less than a business-industrial view of efficiency, without considering that these qualities can exist within pedagogical formation.

This is what leads many teachers to believe that some teachers are superior and others inferior. The former are those who align with the school's professional focus, such as Science and Technology or Health-related fields, suggesting that certain professions are prioritized over others, though this belief rests on unsupported social bias. In contrast, inferior teachers are those in Humanistic and Artistic disciplines; teachers in the latter sometimes describe themselves as third-rate and teach subjects perceived as lesser (Luri, 2023; Bardera, 2025).

This is accompanied by the perception that the ranking reflects how timetables and subject distributions are established, as well as the hours teachers need to devote to their teaching. There is a tendency to see certain teachers—Mathematics and Physics, mostly—impose their preferences about when they need to teach their subjects, saying that students are not receptive enough at some moments and receptive at others, which leads teachers to see rankings as really existing, though they are not objectively justified. This becomes a source of conflict, as teachers start to see themselves as superior or inferior to others, and the lack of appropriate social dynamics often makes teaching difficult, to the point of teachers being referred to as “enemies” and “mean”.

As Dörney (1998), Laval (2004), Rabadà Vives (2025), and Ramírez (2025) observe, teachers recognize that prejudices often arise from a lack of knowledge, tensions, and poor communication. Although teachers accept these prejudices as intrinsic to their profession, they remain unaware of the psychosocial mechanisms leading to depersonalization and pathological behaviors. These mechanisms negatively affect teacher relationships and teaching performance, which, in turn, affect students. According to Gimeno Sacristán (2011, 2013, 2015) and Bardera (2025), such dynamics shape how teachers perceive students: some view student opinions as integral to teaching, impacting the teacher on personal, academic, motivational, and professional levels, while others favor hierarchy and doubt students' competency in these matters.

3.3 A School of Ignorance

Michéa (2002) argues that while modern society has achieved prosperity, it also faces new forms of ignorance, such as diminished linguistic ability, weak abstract and strategic thinking, and a failure to value both local and universal literature and history. Teachers nearing retirement often highlight declining enthusiasm and mistakenly believe that experience will make them like students. They express concern that there is little genuine knowledge left to impart that fosters self-development. Furthermore, current curricular design prioritizes competence over theory, wrongly suggesting that strategic skills require no theoretical knowledge. This, as noted by Gimeno Sacristán (2011, 2013, 2015) and Chomsky (2001), leads to miseducation and unteaching.

As Dörney (1998), Michéa (2002), or Bardera (2025) claim, these acts of miseducation deeply affect self-realization. While teaching is a significant task, it is also a way to reflect on one's own value and assess oneself as an individual. They estimate that teachers have a societal responsibility, as knowledge is believed to transform society. However, given the current shortcomings in curricular design and the decline in knowledge and psychosocial development, or poor civic ability, teachers no longer see a point in their everyday activities.

On the other hand, they were all disappointed by the role of administrative and bureaucratic paperwork and its influence on pedagogical and teaching tasks, which were considered “overwhelming” and a pure obstacle with little or no use. Additionally, they estimated that meeting with teachers and parents was too often unfruitful, as the parents were considered to be most often incoherent when it came to performance in terms of demand and offer; that is, they offered nothing and demanded much without taking little or no responsibility for the inappropriate performance and behavior of their children (Bardera, 2025).

This feeling of impotence was seen as one of the profession's maladies, killing any desire to further their skills and knowledge. When it came to this point, the ideas of research, active investigation, and demands to become more creative as teachers were generally conceived to be utopian as well as often out of their obligations as teachers, which provided an insight into how they process the need to become better teachers, more efficient, and more knowledgeable as a means to generate similar students, or future teachers and scientists with a differentiated mindset from that they show (Chomsky, 2001; Laval, 2004; Arizmendi Koop. E.; 2015; Luri, 2020; Carmona & Busto, 2021; Belinchón, Belda & Belda, 2024; Bardera, 2025; Rabadà Vives, 2025).

Moreover, Chomsky (1999, 2001) and Michéa (2002) state that corporate curriculum design has come to banish knowledge as an asset for societal development and equal prosperity in favor of teachers

abandoning their role of knowledgeable subjects to become moderators of a forum of shallow academic outcomes, and schools becoming amusement parks where cross-curricular and political agendas with no pedagogical foundation become the rule though firmly rooted in the marketing of education.

3.4 Coeducation versus Abductive Gender Agenda

As Tahull Fort and Molina-Luque (2025) analyze, teachers' intention to leave their profession and the current teacher shortage are adversely affecting educational quality and the stability of the school system. This is an international phenomenon that began in 2021, when traditional structures of social stability and cohesion started to crumble. However, Spain does not publish official data on this issue. Several reasons explain the phenomenon: dysfunctional curriculum design, early student abandonment, limited or nonexistent teacher training to address deep structural needs in education, increasing bureaucracy and a lack of support, parental or student power to shape classroom dynamics, and teachers' defenselessness in bullying cases. Additionally, Carrasco Pons (2022) claims that academic and traditional feminism have been replaced by a politically designed gender agenda, serving the purposes of corporations and eroding intrinsic family and educational values. Coeducation has thus been substituted by an abductive gender agenda. Language is intentionally used and abused to confuse, and transactivism, as a political construct, is intertwined with education and other social spheres. These ideas display parallel features with psychological and mental states, such as gender dysphoria, presented as if it were an intrinsic human sexual condition. All these factors shape curriculum design, are amplified by the media, and alter the natural equilibrium and sustainability of social beliefs that children and adolescents need for proper psychological, emotional, and academic development.

Shrier (2021), Carrasco Pons (2022), and Errasti & Pérez Álvarez (2022) argue that corporate interests shape scientific and pedagogical standards. This shift alters school practices and teacher dynamics so that sexual development disorders—caused by genetics or hormonal issues during gestation in all mammals—are reframed as current gender self-identifications with legal authority and are thus incorporated into curricula.

The transition from DSM-IV to DSM-5 in 2013 established a significant change as far as gender is concerned, as a conceptualization change occurred from a pathology of identity to clinical anguish. The classical term "Gender Identity Disorder" morphed into "Gender Dysphoria", which is established in DSM-5 (APA, 2022) and, therefore, the clinical standard. The former disorder related to identity has now turned into an anguish—dysphoria—related to the disagreement between the biologically established sex and the gender experienced, not identity itself. Consequently, DSM-IV (APA, 1994) conceived this as "Cross-Gender Identification" and ranked it in the group of "Sexual and Gender Identity Disorders", which included intersex, a disorder related to the development of sex; whereas currently, DSM-5 (APA, 2022) categorizes "Gender Dysphoria" as forming its own group, and it is no longer considered a pathology or dysfunction.

Psychology, Biology, Medicine, and Anthropology have studied the rejection of sexual conditions throughout childhood, adolescence, and adulthood. Causes include ill-treatment, abandonment, and sexual abuse. Many children experience social conditions that require administrative authority oversight, resulting in dysphoric behavior accompanied by disorders such as autism, intellectual giftedness, or attention-deficit disorder. Therefore, it is imprudent to use biased language that presents certain elements as facts, as this can misrepresent complex situations (Carmona & Busto, 2021; Carrasco Pons, 2022; Belinchón, Belda & Belda, 2024; Ekai Center, 2025).

Shrier (2021) and Soto Ivars (2025) argue that political left-wing ideologies have replaced feminism and efforts for equal rights between men and women, as well as the LGB community, rather than evolving naturally. This shift was driven by introducing "trans-" protocols in schools and government bills that replace "gender identity ideology" with "gender ideology." Carrasco Pons (2022) contends corporate interests undermine feminism through these actions. This development is significant: when a sense of identity is given legal status, its acceptance becomes obligatory. School protocols and curricula include these ideological elements, with teachers instructed to follow them. Government budgets fund digital boards and cameras to monitor class dynamics, potentially affecting interpersonal and academic performance and risking GDPR violations. Private organizations without a pedagogical background receive funding to train teachers (Ekai Center, 2025; LAB, 2025; STEILAS, 2026), while materials lacking scientific validity are used. Teachers must enforce these practices under threat of sanctions, filing, and further consequences if they disagree, object, or if complaints arise from colleagues or students. Increasing numbers of teachers and parents face administrative sanctions or criminal charges (Michéa,

2002; Seguí, 2016; Shrier, 2021; Carrasco Pons, 2022; Errasti & Pérez Álvarez, 2022; Bardera, 2025; Ekai Center, 2025; Rabadà Vives, 2025).

3.5 Ostracism and Cancellation

Mercado Rodríguez (2022), Bardera (2025), and Rabadà Vives (2025) report that teachers perceive ostracism as a major threat to their everyday tasks and future careers. Ekai Center (2025) claims there has been an increase in ideological interference in teachers' everyday activities and in curriculum design, which academia considers an intrusion and an attack on the constitutional right to academic and professorial freedom. In fact, as Luri (2019), Carrasco Pons (2022), Errasti & Pérez Álvarez (2022), and Ekai Center (2025) state, transgenderism and transactivity have parasitized curriculum design, leading Education to serve corporate interests, mostly technological and pharmaceutical. Dressed as inclusion and gender policy, coeducation has been displaced, and corporate-fabricated ideology has come to design every aspect of Education, content design, everyday class dynamics, and gender motivations beyond biological establishment. Primary and Secondary stage contents display gender bias that does not respond to coeducation but to transactivism. Furthermore, queer theories include sex deconstruction, neurosexual discrimination, and other strategies that have come to design and implement school protocols that exclude parental decision-making spheres with minors and permit and make way to further puberty-stopping hormone therapies and even surgery.

Carrasco Pons (2022), Bardera (2025), Ekai Center (2025), and Mercado Rodríguez (2025) claim that this constitutes a direct attack on the school's pedagogical role and primary mission: education. Additionally, they assert that teachers who do not comply with such impositions face disciplinary action initiated by the educational authorities. This process socially harms them, exposing them to a parallel social trial, which can cause deep psychological harm, trauma, loss of motivation, bullying and harassment, loss of their job, and even suicide.

Related to this, McMahon et al. (2017), Zysberg & Sabbag (2021), Pérez Márquez et al. (2022), and Qiao et al. (2026) indicate that there is a lack of institutional or administrative support after experiencing students' or parents' bullying towards teachers, and this can lead to emotional exhaustion or other maladies. In fact, considering Olweus' bullying theory, violence becomes an intentional aggression to cause harm to the teacher victim (Anderson & Bushman, 2002). It generates victimization as a harmful experience and emotional state, leading to powerlessness (Hunter et al., 2010) and, in turn, fostering further defencelessness (Koiv, 2020).

Chomsky (2001) saw corporate intrusion as one of the main Trojan horses of miseducation, as corporate interests and designs were to inflate pseudoscientific approaches in curriculum design and general policies. Building on Chomsky's analysis, Michéa (2002), Luri (2019), and Bardera (2025) also use the concept of "controlled dissent" to refer to how corporate discourse establishes and regulates teachers' everyday practice, resulting in the educational and psychosocial impoverishment of educational communities. Furthering this critique, Mercado Rodríguez (2025) takes a step further, labeling the cancellation culture of dissent as "transnazism".

Ostracism results from a culture of cancellation targeting those who challenge non-scientific self-determination and seek legitimacy in using violence against perceived enemies of the collective. This process is formalized by political hierarchies through curriculum design that emphasizes a gender perspective and inclusion. It is enforced by both bureaucratic lobbying and student organizations, which act as lobbies and are supported by political entities serving corporate interests. Increasingly, teachers are impacted by this phenomenon, contributing to high abandonment rates and widespread fear among educators (Arendt, 1963; Milgram, 1974; Zimbardo, 2008; Seguí, 2016; Mercado Rodríguez, 2025; Soto, 2026; Ekai Center, 2025).

3.6 Teachers' Beliefs

As Dörnyei (1998) notes, motivation is widely recognized as a key factor in effective teaching. Motivation is a psychosocial and cognitive phenomenon that influences not only teachers but also students, parents, and others involved in pedagogical processes. It shapes perceptions through personalities, knowledge, and attitudes, affecting teaching practice. Perkins (1992), Dörnyei (1998), and Gimeno Sacristán (2013) highlight the diversity in motivation typology, which results in varied teaching practices and school morphology and can lead to underdevelopment in students' knowledge, competencies, abilities, and creative and critical skills.

Darling-Hammond & McLaughlin (2011), Thoonen et al. (2011), and Firestone (2014) highlight the importance of intrinsic motivation for teachers, emphasizing that factors such as high social prestige, a welcoming environment, and respect help maintain positive perceptions of teaching. Katz and Shahar (2015) stress the value of autonomy-supportive teaching practices in fostering motivation for both teachers and students. However, the presence of biased curricular designs and non-academic agendas undermines these environments, reducing motivation and contaminating psychosocial and academic dynamics. Non-academic corporate ideologies further weaken efforts to implement transformational leadership and support professional learning, ultimately harming school organizational conditions.

4. Conclusions

Education has been influenced by non-pedagogical entities that embody a range of ideological designs, shaping the everyday dynamics of both teachers and students. The inclusion of corporate ideologies and biased curriculum design, with little or no scientific foundation, poses a threat to psychosocial and academic performance, as well as to balanced class performance. Political ideology and dubious agendas have transformed teaching into a low-prestige, little-desired career, with an inferior and dysfunctional curriculum, and it is now a threat to teachers and parents who display critical minds toward the current status quo.

Considering the rates of psychological and psychiatric disorders that affect teachers and students, qualitative and quantitative research with greater ethology should be carried out. Current data is overwhelming, but official data is still questioned by authorities. Further research is believed to shed greater light upon this phenomenon. Both local and international data should be compared, and research conducted at both levels, as teachers' abandonment rates and motivations do not differ across countries.

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