TEACHER PERSPECTIVES ON THE PANDEMIC STUDY

FINDINGS FROM TIME 1

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To begin, we would like to thank all of the teachers who made this study possible. We greatly appreciate your time and willingness to participate in our research. Going forward, this research will be used to help better support educators and students, especially as they navigate the challenges posed by the pandemic.

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WHAT IS THIS STUDY ABOUT?

- The overarching goal of this study is to understand and give voice to teachers' perspectives during the pandemic regarding their mental health, burnout, work environment, how their students are doing, and their COVID-19-related experiences and beliefs

- Specifically, we are examining how a range of intrapersonal (e.g., perfectionism, broader personality traits, social comparison) and interpersonal (e.g., social connection, teaching environment) factors are related to mental health, burnout, and well-being among teachers during the COVID-19 pandemic.

UNDERSTANDING THE BROADER CONTEXT:
THE ROLLERCOASTER RIDE THAT WAS THE 2020-2021 SCHOOL YEAR

Timing of this Study
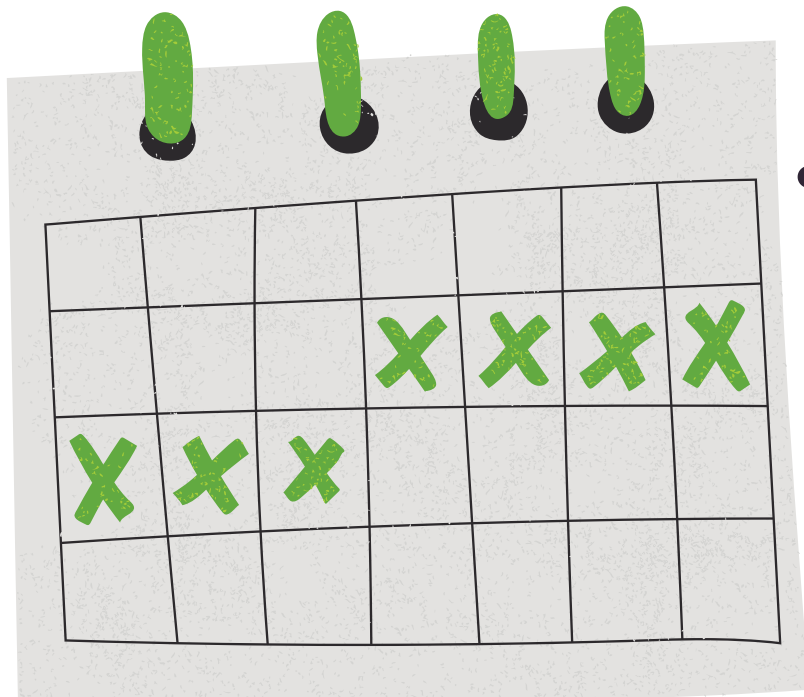
- This study is employing a prospective longitudinal design, which means that we are collecting data from teachers over time.

- Specifically, we are collecting data from teachers on three different occasions:
  - Time 1: baseline;
  - Time 2: two months after baseline;
  - Time 3: two months after Time 2.
  - Thus, data collection will occur across a time period of six months

- The information presented in this report will only include data from Time 1, as we are still in the process of collecting data from the later time points.

- Data for Time 1 was collected between July 2021 and November 2021, with most teachers completing the first survey during the summer of 2021.

- It is important to keep in mind that teachers at Time 1 were providing data on their classroom experiences that took place during the September 2020–June 2021 school year.

UNDERSTANDING THE BROADER CONTEXT:
THE ROLLERCOASTER RIDE THAT WAS THE 2020-2021 SCHOOL YEAR

What was Happening in Ontario, Canada during the Timing of this Study?

- During the summer of 2020, the number of COVID-19 cases were relatively low compared to previous months in Ontario, Canada. Thus, the 2020-2021 school year began with relatively low numbers of cases and relatively relaxed government restrictions.

- However, this began to change rather quickly during the first weeks of school in September, 2020 as COVID-19 cases began to rise at a rapid rate. On September 19th, 2020, the Government of Ontario began to re-introduce more stringent government restrictions, such as restricting unmonitored and private social gatherings to 10 or less for indoor gatherings and 25 or less for outdoor gatherings.

- After steadily increasing restrictions within a growing number of regions in Ontario between October and November, 2020, the Government of Ontario announced a province-wide shut down on December 21st, 2020 due to the growing number of COVID-19 cases. Importantly, all publicly funded and private elementary and secondary schools had to pivot to teacher-led remote learning when students returned from the winter break on January 4, 2021. It is important to remember that this was a time of great confusion and uncertainty, as some school boards were initially permitted to return to in-person learning on January 11th, 2021 and others (secondary schools) were initially permitted to return on January 25th, 2021.

UNDERSTANDING THE BROADER CONTEXT:
THE ROLLERCOASTER RIDE THAT WAS THE 2020-2021 SCHOOL YEAR

- On January 7th, 2021 the Government of Ontario announced that in-person learning would be deferred until January 25, 2021 in Southern Ontario. However, elementary and secondary students in the seven Northern Ontario public health unit regions would return to in-person learning on January 11, 2021.

- The Government of Ontario declared a second Provincial State of Emergency on January 12th, 2021 and in-person learning was deferred to February 8th, 2021 in all publicly-funded schools in many public health regions in Ontario.

- After returning to in-person learning in mid-February, 2021 speculation was rampant in Ontario regarding whether schools would remain open after Spring Break that was delayed to April, 2021. On April 1st, students, parents, and educators were told to expect to return to in-person learning after Spring Break.

- On April 7th, 2021 the Government of Ontario enacted a Provincial Emergency and Stay-at-Home Order

- On April 12th, 2021 students, parents, and educators were told that students would return to remote learning after Spring Break.

- Remote learning continued for the rest of the school year.

STUDY METHODOLOGY

Recruitment

- Teachers were recruited from across Southern Ontario, Canada
- Teachers were recruited via social media and newspaper advertisements

How?

- All teachers in this study participated in an online survey that took approximately between 60-90 minutes to complete
- A subsample of teachers also completed a virtual semi-structured interview that took approximately 90-120 minutes to complete
- Teachers were compensated with a $20 Amazon gift card for a complete survey (or $10 if they only completed half of the survey) and were compensated $25 for an interview
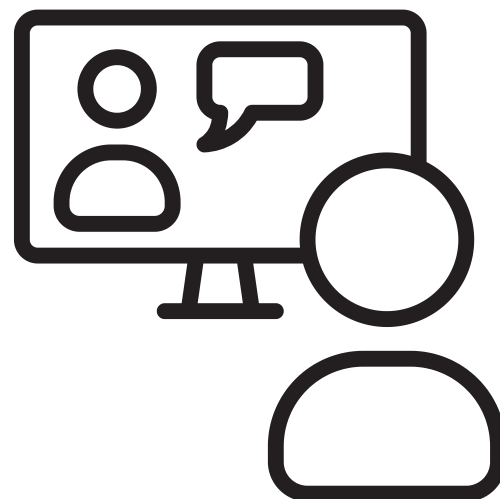
WHO PARTICIPATED IN THIS STUDY?

- 197 teachers (164 women, 33 men) completed surveys at Time 1

  - 131 teachers taught elementary school
  - 66 teachers taught high school

CERTIFICATION	NUMBER
PRIMARY-JUNIOR	120
JUNIOR-INTERMEDIATE	97
INTERMEDIATE-SENIOR	99

WHO PARTICIPATED IN THIS STUDY?

How long have the teachers been teaching?

On average teachers had 14 years of teaching experience (Range 2 - 48 years)

What were the teachers' employment status?

- 169 teachers worked full-time and had a permanent contract
- 4 teachers worked part-time and had a permanent contract
- 17 teachers worked full-time on a limited-term contract
- 6 teachers worked occasionally as supply teachers
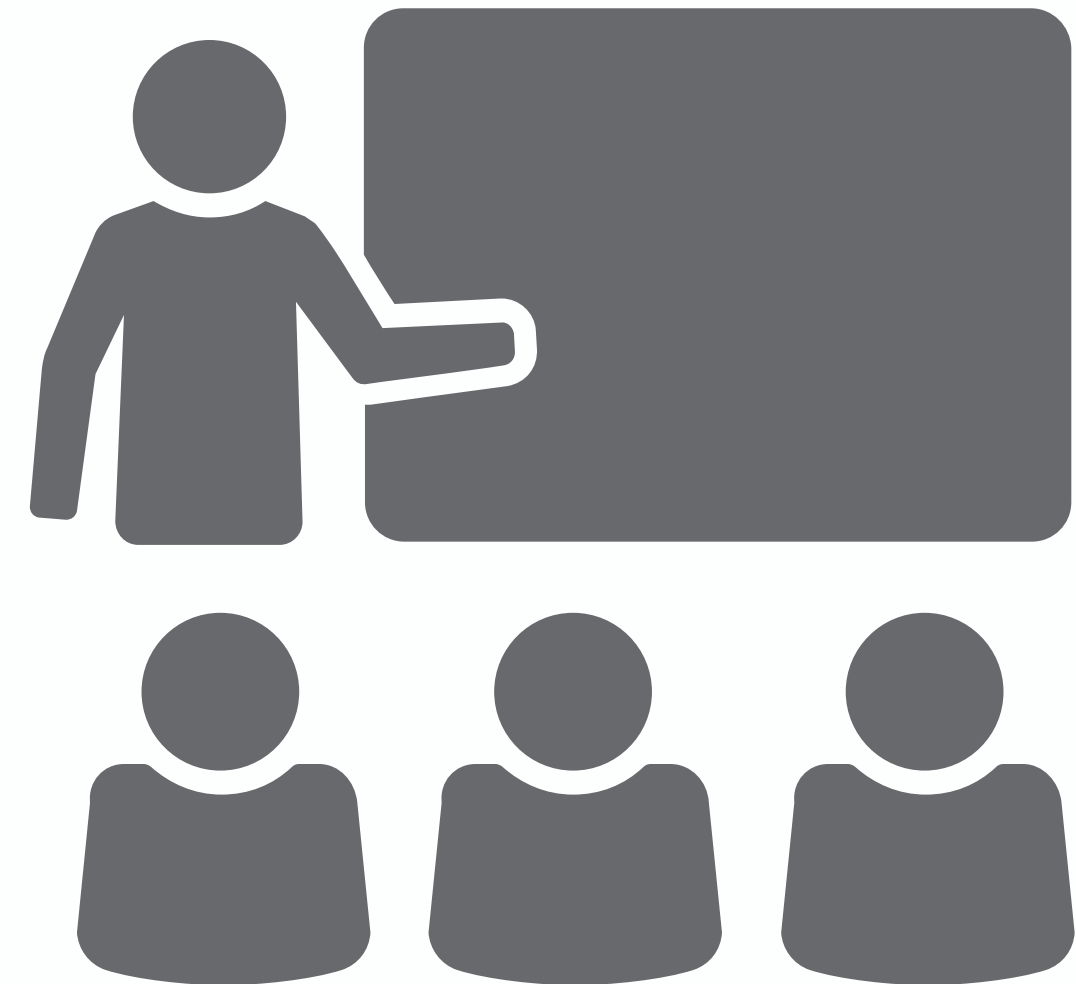
WHO PARTICIPATED IN THIS STUDY?

66%

of teachers supervised extracurricular activities

85%

of teachers taught in-person and online during the 2020-2021 school year whereas 15% taught online only

Other important demographics

The average family income of teachers was between $130,000 and 139,999 per year

91% of the sample was White and the majority of teachers (74%) reported being in marital or common-law relationships

The average age of participants was 40 years and ranged between 25 and 69 years

HOW ARE TEACHERS DOING WITH RESPECT TO THEIR MENTAL HEALTH?
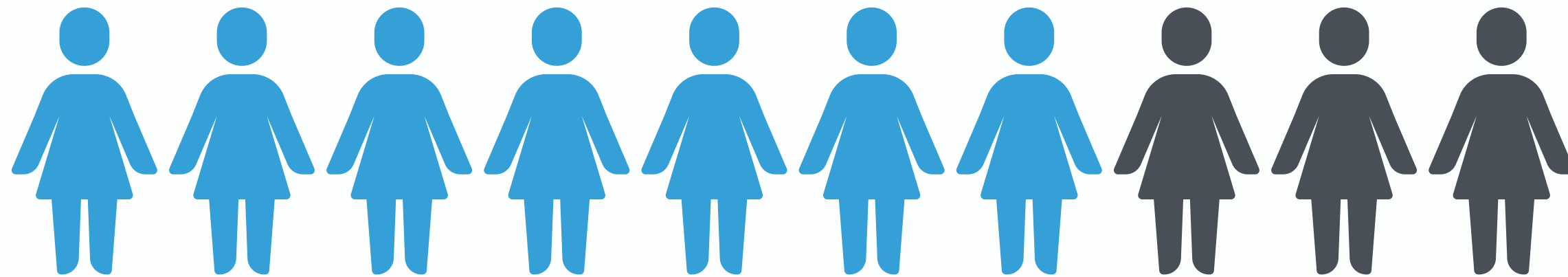
- Approximately 7 out of 10 teachers (68%) reported that their mental health was **WORSE** during the pandemic compared to before the pandemic.
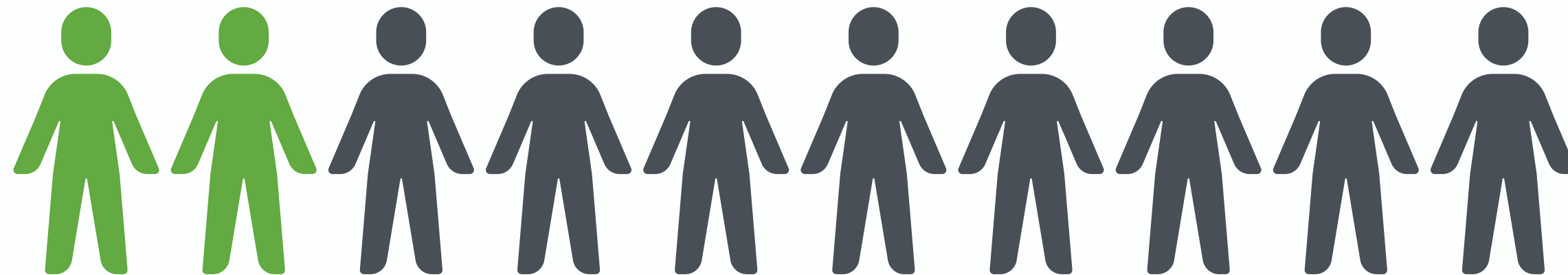
- Approximately 2 out of 10 teachers (15.4%) met criteria for anhedonia (i.e., an inability to experience pleasure); a symptom present in many psychological disorders such as depression.

ANXIETY AMONG TEACHERS

- **45.7%** of teachers met criteria for minimal anxiety
- **26.9%** of teachers met criteria for mild anxiety
- **18.8%** of teachers met criteria for moderate anxiety
- **8.6%** of teachers met criteria for severe anxiety

Taken together, these results indicate that a little more than one quarter of teachers (27.4%) are experiencing moderate-to-severe anxiety.

DEPRESSIVE SYMPTOMS AMONG TEACHERS

- <u>29%</u> of teachers were found to be at risk for clinical depression

34% reported experiencing **poorer concentration** either a moderate amount of time (3-4 days) or most of the time (5-7 days)

26% reported **being bothered by things that didn't usually bother them** either a moderate amount of time (3-4 days) or most of the time (5-7 days)

11% reported experiencing a **poor appetite** either a moderate amount of time (3-4 days) or most of the time (5-7 days)

42% reported experiencing **poorer sleep** either a moderate amount of time (3-4 days) or most of the time (5-7 days)

ZZZ

PERCEIVED STRESS

"I did not deal with the stress well. There were many nights of crying, and working late. I considered going on a leave because I was so overwhelmed but I didn't want to abandon my students because I knew there was a shortage of teachers."

"It was extremely stressful and draining and I often would just cry on my way home from work"

Although teachers did vary in their stress levels, 45% of teachers achieved a score on the Perceived Stress Scale (Cohen et al., 1983) indicating HIGH levels of stress that cannot be sustained and can lead to adverse consequences such as poorer health and well-being. Some quotes that captured some of the stress experiences of teachers from our open-response questions are provided.

"The stress was tremendous for staff"

"I feel as if the stress of this year will be hard to overcome"

"It was very stressful to be looking at avatars and not faces on the screen during online learning"

"As an adult, I feel like I have coped well with the changes and additional stressors."

"Most teachers sucked it up because their students needed them. Many online teachers struggled with work load and needed help but none was given. We were thrown into the pool and told to swim."

BURNOUT AMONG TEACHERS

Emotional Exhaustion

Emotional exhaustion captures teachers' feelings of being exhausted, taxed, and overextended by the emotional strain and responsibilities of their work. This is often the first sign of burnout among teachers and teachers often describe this aspect of burnout as feeling drained.

What is burnout?

Burnout is a prolonged mental and emotional reaction to ongoing stressors in everyday life. Specifically, it is a condition that consists of three different feelings including emotional exhaustion, depersonalization (or cynicism), and lack of personal accomplishment (Maslach, Jackson, & Leiter, 1996). We assessed burnout among teachers with the widely used Maslach Burnout Inventory for Educators (Maslach et al., 1996)

Depersonalization or Cynicism

This second dimension of burnout is characterized by a lack of positive feeling towards students. It is marked by detached and impersonal responses to students.

Personal Accomplishment

At this stage of burnout, teachers feel ineffective and disappointed, along with believing that they are no longer able to positively impact students. Teachers' self-esteem may be diminished at this stage and the risk of psychological disorders are increased

Why is burnout important to study?

Burnout among teachers is important to study because it contributes to a host of adverse outcomes such as poorer mental and physical health, feelings of helplessness, disengagement from work, poorer quality interactions with students, greater absenteeism, and a desire to leave the profession.

BURNOUT AMONG TEACHERS

41%
- of teachers were emotionally exhausted on numerous occasions per month on average, but not every week

5%
- of teachers were emotionally exhausted on multiple occasions per week on average, but not every day

6%
- of teachers experienced feelings of depersonalization on several different occasions per month on average, but not every week

6%
- of teachers felt a sense of personal accomplishment with respect to teaching only once a month or less

- Overall, teachers in this sample were significantly higher on emotional exhaustion compared to normative samples of primary and secondary teachers, but lower on depersonalization. Further, teachers were higher than expected on personal accomplishment, indicating that most teachers have maintained positive feelings towards their students and a sense of competence and self-efficacy.

- The Maslach Burnout Inventory cannot be used to 'diagnose' burnout.

However, these findings suggest that many teachers in this sample were experiencing the early stages of burnout and that some teachers were experiencing the later stages of burnout.

EMOTIONAL EXHAUSTION

- Teachers' responses to an open-response question asking how they and their students have dealt with the additional stress and changing conditions during the pandemic also supported that many teachers were experiencing the early signs of burnout

"I am still feeling very burnt out from the school year. I am feeling a lot of stress and dread about returning to work."

"I often feel burnt out as an educator."

"...it was exhausting having to re-plan when new info was presented about how we'd be learning and then copyright laws or how to integrate a co-op student had to be factored in."

"I think many teachers felt drained by the end of this year."

ORGANIZATIONAL RISK FACTORS FOR BURNOUT

- Research has established that individuals are more at risk for burnout when there is a lack of fit between themselves and their job (Leiter & Maslach, 2011) in one or more of the following areas as measured by the Areas of Worklife Survey (Leiter & Maslach, 2000):

WORKLOAD
Burnout is more likely to occur when the demands of the job are perceived to outweigh a teacher's capacity to meet them.

CONTROL
Increased risk for burnout occurs when teachers perceive that they have little to no professional autonomy, an inability to influence decisions about their work, and few resources to successfully meet their job demands.

REWARD
Burnout risk is elevated when intrinsic, monetary, and/or social rewards are inconsistent with teachers' expectations
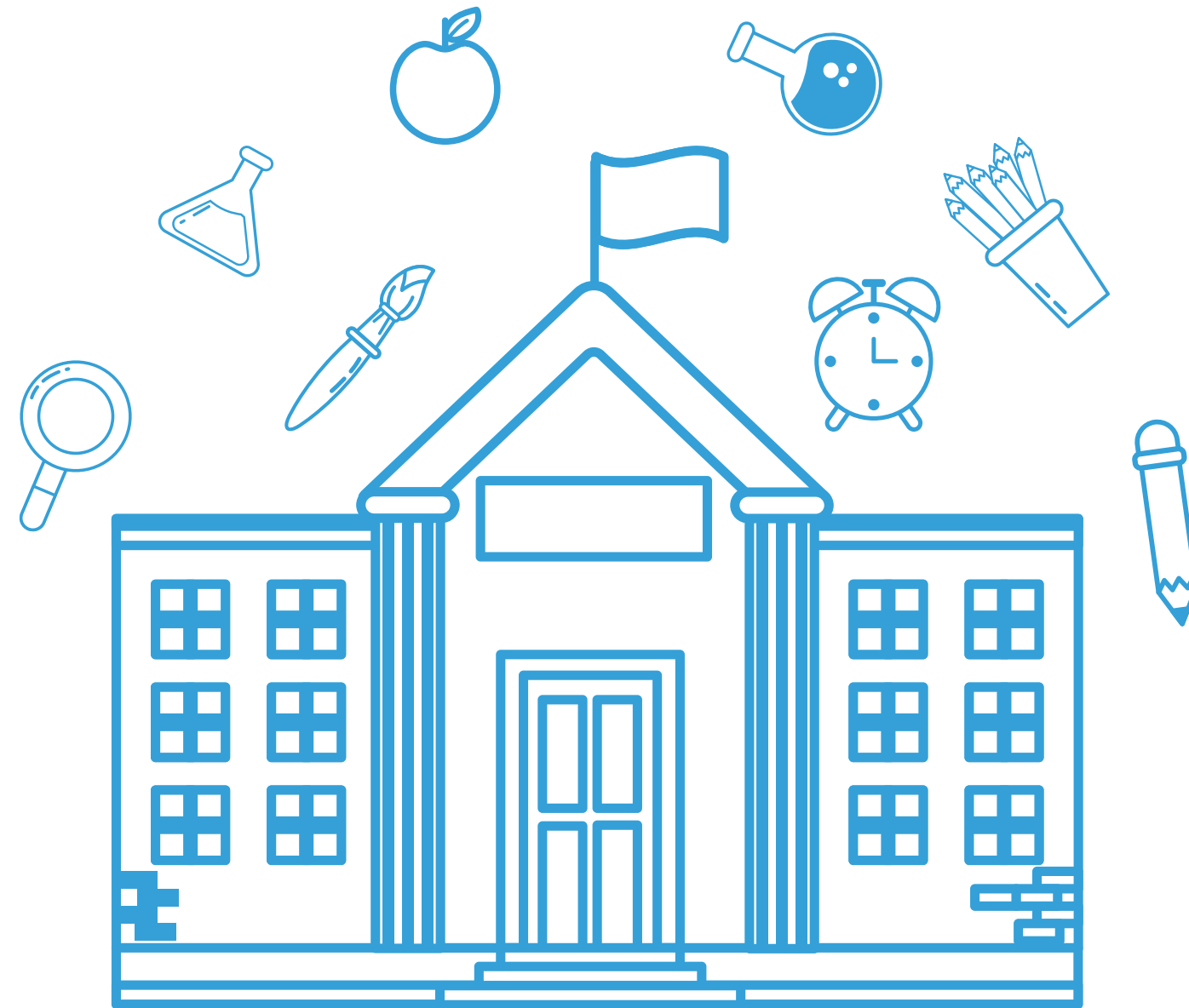
COMMUNITY
Higher risk of burnout ensues when teachers perceive that their general quality of social relations and interactions at work is poor.

FAIRNESS
Teachers are more likely to experience burnout when they perceive that they are not respected and when decisions reached at work are believed to be unfair.

VALUE
Burnout is more likely to occur when teachers perceive that their values are not aligned with their organization's (e.g., school, school board, Ministry) values.
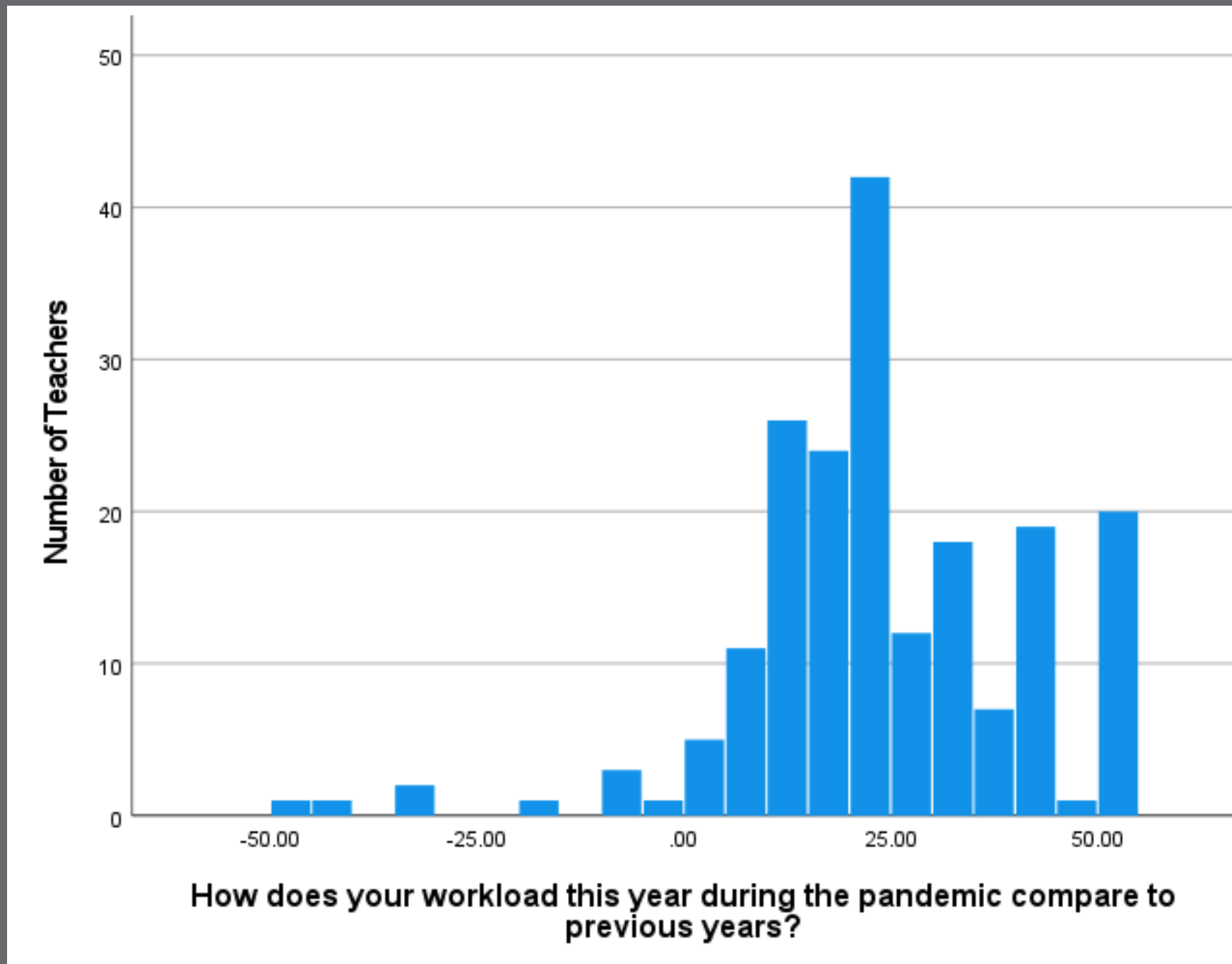
WORKLOAD

- Survey data indicated that, on average, teachers perceived a mismatch between the demands of their job and their capacity to meet them.

- Specifically, 64% of teachers achieved low scores, indicating that they were experiencing work overload such that the amount of work they were given exceeded their limits.

- Further, teachers in this sample reported more of a mismatch between their workload and their ability to meet the demands of their job compared to normative samples (Leiter & Maslach, 2011).

Taken together, these findings suggest that many teachers were experiencing work overload.

WORKLOAD

Note. Scores below zero indicate a decrease in workload, scores of zero (0) reflect no change in workload, and scores above zero indicate an increase in workload during the pandemic compared to pre-pandemic.

- When asked to compare their workload during the pandemic to before the pandemic, the majority of teachers indicated that their workload had increased since the onset of the pandemic

- Specifically, ranging on a scale from –50 (decrease in workload) to +50 (increase in workload) teachers had a mean of 22.74 (SD = 16.89), thus indicating that teachers felt that their work had increased by approximately 23 hours.

- It is important to note that there was a wide range of responses with a few teachers reporting substantial decreases in workload (50 or more hours decrease in workload) and some teachers reporting substantial increases in workload (50 or more hours increase in workload)

WORKLOAD

- Teachers' responses to an open-response question asking how they and their students have dealt with the additional stress and changing conditions during the pandemic also supported that teachers felt overworked.

"Personally, I have put in a ridiculous number of working hours each day, with few breaks, in order to offer my students the best possible learning experience, and communication with parents. However, this was definitely at the cost of family, fitness, and relaxation time for myself."

"I needed to put more extra time (e.g. lunch breaks) into helping students 1:1 then ever before."

"At one time throughout the school year, I was performing two jobs at once. On one hand, I was the in-person teacher, and on the other, I was often the online teacher at the same time as in-person for the hybrid students."

"We had to completely revamp the way we teach literacy and math, including teaching ourselves how to use google meet, google slides, and other apps. It took hours to create the lessons and sometimes only half the students showed up."

"Realistically I think there is a lot that we just plowed through. This is what needed to happen so we did it for our kids. It meant for lots of late nights and weekend work to provide everything."

CONTROL

Teachers in this sample did <u>not</u> significantly differ from normative samples (Leiter & Maslach, 2011) with respect to their levels of control, indicating that this sample of teachers was comparable to previous samples.

Yet, 27% of teachers had low scores on control indicating that they were experiencing a lack of adequate control to carry out the duties that they were responsible for completing.

Whereas some teachers reported that they were adequately resourced, qualitative data from open-response questions further emphasized the notion that many teachers felt a lack of professional autonomy, did not have the opportunity to partake in decisions that directly affected them and their students, and lacked resources necessary for successful teaching. Consequently, many teachers often had to resort to finding and purchasing their own teaching resources.

"The board says take care of your mental health, but then changes the schedule, the platforms, the marking system and the attendance and give you NO instruction or planning days to help make sure they happen"

"I am a new teacher (year 2), and I was shocked to find out the lack of resources available in classrooms. There were no textbooks or novels in any of the short-term positions I took on this year. I had to find most of my resources online on my own."

"For teachers, I feel as though things change every other day including rules. I feel as though this has made me more resilient but also resentful of those making the decisions (Ministry of Education). In the long term, I will not have as much trust in the government in regards to education.."

"School has been extremely stressful during the pandemic. Especially the way the government has handled announcements, which has left us, as teachers, feeling in the dark and very anxious about what was coming next and how we were going to manage all the extra we had to do in a day eg cleaning, separate materials, keeping students distanced in a very small classroom."

"My principal was pretty good supplying us with funds for individual items for students."

"I had to buy chairs for my guided reading table because there weren't any extra chairs in the building for me."
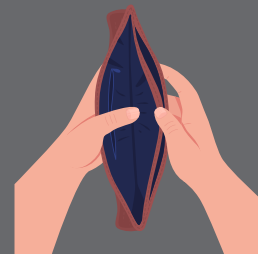
REWARD

- Overall, teachers did <u>not</u> differ from normative samples with respect to reward, indicating that this sample of teachers was comparable to previous samples.

- Interestingly, 41% of teachers achieved high scores on reward suggesting that these teachers found teaching rewarding and felt that their contributions were being acknowledged.

- However, 26% of teachers achieved low scores on reward, demonstrating that they felt a lack of recognition and that their work was not valued.

REWARD

Qualitative data garnered from teachers' responses to open-response questions indicated that they generally found teaching to be a profoundly rewarding experience. Indeed, many teachers clearly expressed their satisfaction at seeing students grow and develop and their joy when witnessing a student grasp a new concept. However, many teachers also clearly voiced that teaching during the pandemic was less rewarding and that they did not feel valued.

"I usually I find joy in teaching kids, but this year there was nothing rewarding"

"Really felt unappreciated and stress levels were high".

"No one cares what has happened to us. No one cares about the mental strain this has caused on us."

"I LOVE working with students and seeing the light bulb come on. I love being a part of my students' days and creating a classroom family of sorts."

"There was very little I found rewarding about teaching during the pandemic. It was all too much."

"I used to find working with challenging kids rewarding. Now I am simply counting the moments until retirement – and I have a long way to go"

"I sometimes forget the impact I have on students and their identities. I had a student this year reach out to me during the last day of school to express how big of a difference I made on his growth and identity. He stressed how comfortable I made his learning experience even though it was a very tough year. I found it very rewarding to receive this message from a student during a year where I felt like I was not 100% myself. It makes me feel like I can make a difference no matter what and also gives me hope that even through these difficult times, we can still make a social, emotional, or academic impact on our students."

COMMUNITY

Results indicated that teachers on average perceived that their school communities were typified by positive feelings, support, and a sense of connection to others.

However, there was a great deal of variability among teachers, with 58% achieving high scores on community and 12% of teachers earning low scores on community. Low scores indicated that these teachers felt no positive connections at work.

Qualitative data also showed the variability among teachers with respect to their sense of community.

" I was exhausted and frustrated by all of the gaslighting from my school community. I think it will create some lasting issues due to broken relationships over disagreements in protocol enforcement and the severity of covid-19."

"Teachers relied on colleagues for support."

" My teacher partner and I planned special days and fun, engaging activities to help everyone, including ourselves deal with the stress of online learning."

"Normally, teachers would look to their colleagues for support. This year was very isolating as we were forced to work alone in our classrooms at all times with little interaction with our colleagues."

"As a teacher, I leaned heavily on my colleagues as we tried to make sure everyone knew they weren't alone."

"I miss the social aspects of my job and working with students."

"Teachers also felt the disconnect of colleagues and students. Teaching is an art that needs reciprocity; online learning denied staff and students of this rapport."

FAIRNESS

Overall, teachers did <u>not</u> differ from normative samples with respect to fairness, indicating that this sample of teachers was comparable to previous samples.

Yet, it is important to note that 27% of teachers achieved a low score on fairness, indicating that they perceived a lack of fairness, inconsistent applications of procedures, and inequitable decisions being made in their boards and/or the Ministry of Education.

Teachers' responses to open-response questions seemed to highlight a rapidly changing teaching environment where many teachers reported a lack of fairness.

"Teachers are always expected to adapt, no matter what. There is a lack of respect for the profession from the government and the public."

"The expectations of the job though are exhausting and unrealistic, especially during a pandemic."

""I feel as though things change every other day including rules. I feel as though this has made me more resilient but also resentful of those making the decisions (Ministry of Education)."

"My resources are at a low because so many of them went home to be used during online learning. My budget has not increased so I am getting more and more out of my pocket. The budget given to the schools is not allocated in a way in which is fair and equitable."

VALUE

Survey results indicated that teachers on average did NOT perceive a mismatch between their values and that of their organizations.

Interestingly, teachers in this sample reported less of a mismatch between their values and their organization's values compared to normative samples (Leiter & Maslach, 2011)

However, 18% of teachers reported that their values did not align with their organization's values. Further, qualitative data collected from open-response survey questions highlighted many teachers' frustrations with their school boards and with the Ministry of Education during the pandemic.

"I also have no faith in the school board making decisions that are best for teachers and students."

"In the long term, I will not have as much trust in the government in regards to education."

"The education has for a lot time lost its focus and direction by trying to serve too many masters. This became abundantly clear during this crisis, where all of these expectations were placed firmly on the shoulders of the front line workers. Serious questions will have to be asked about education and some of the answers will be uncomfortable for many."

"...So many staff members and students I spoke with were struggling so hard and with the zero support from admin and the board, most of us have grown to absolutely hate our school and admin (including the students who didn't get support at all for their MH)."
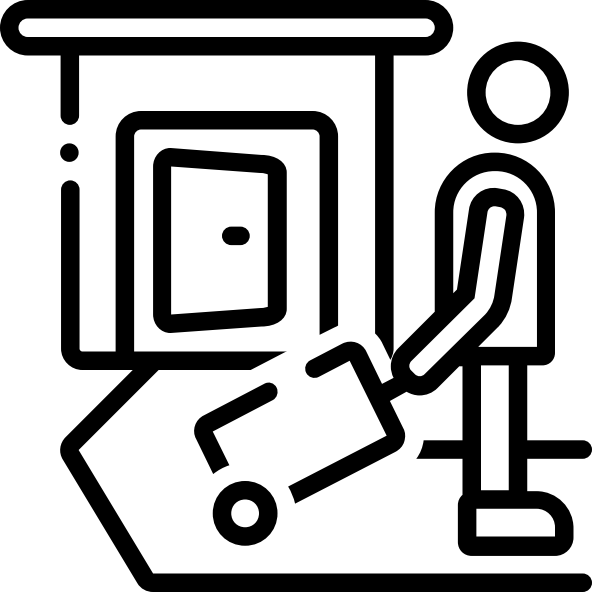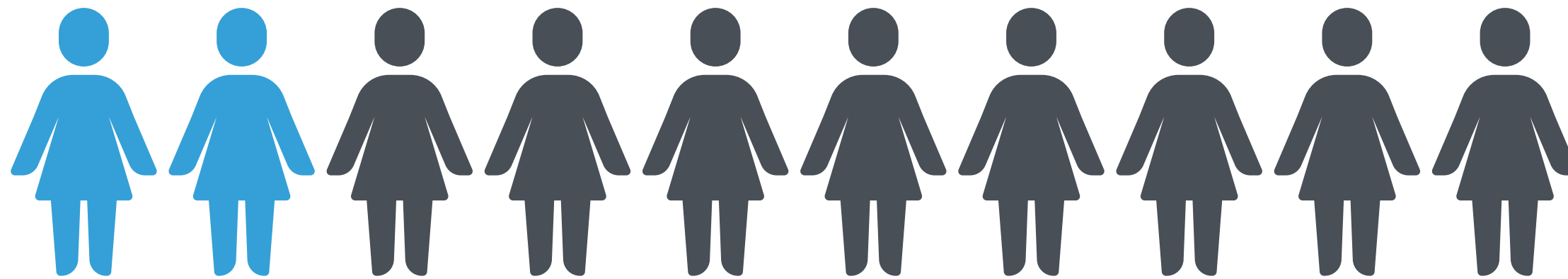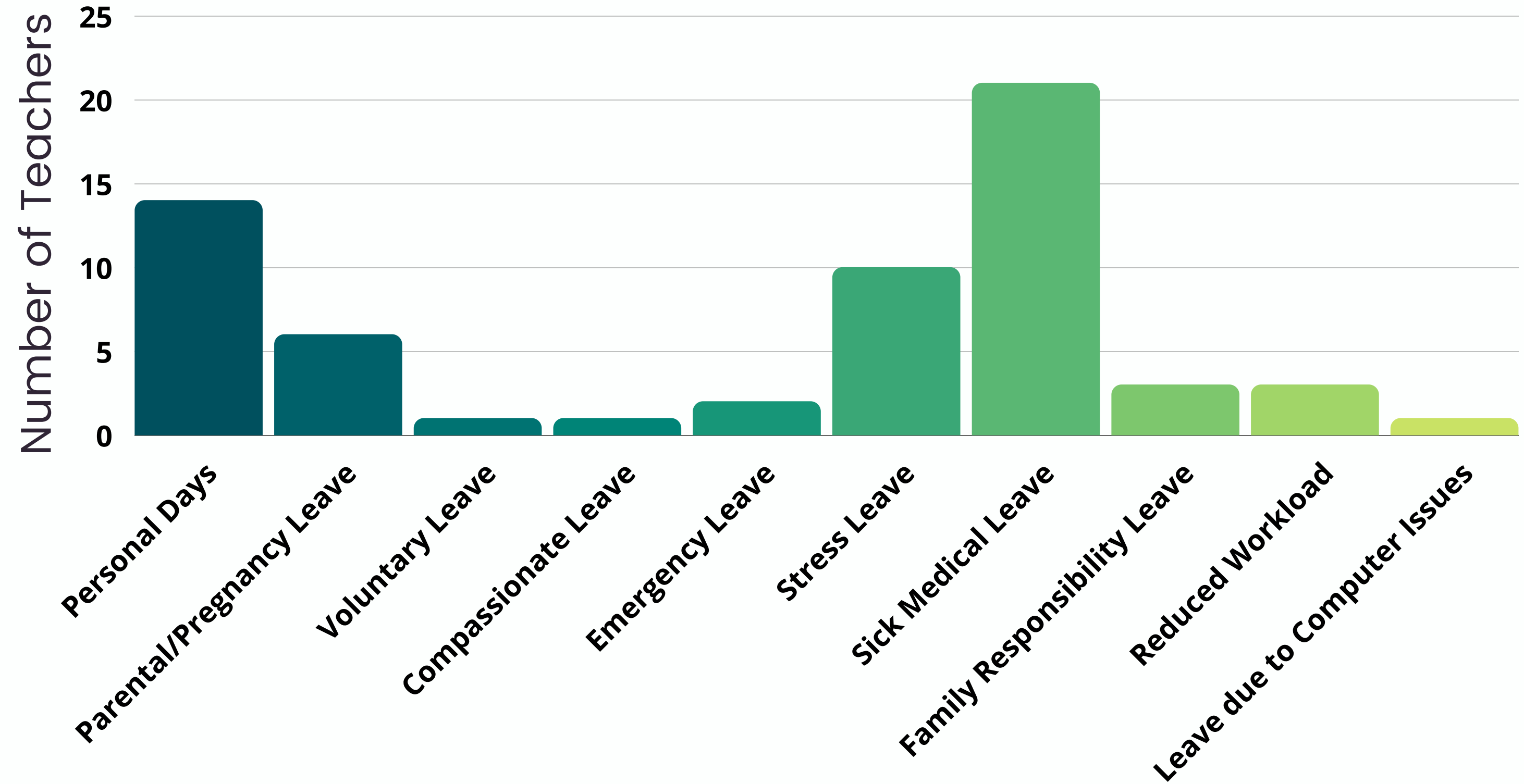
TEACHER LEAVES
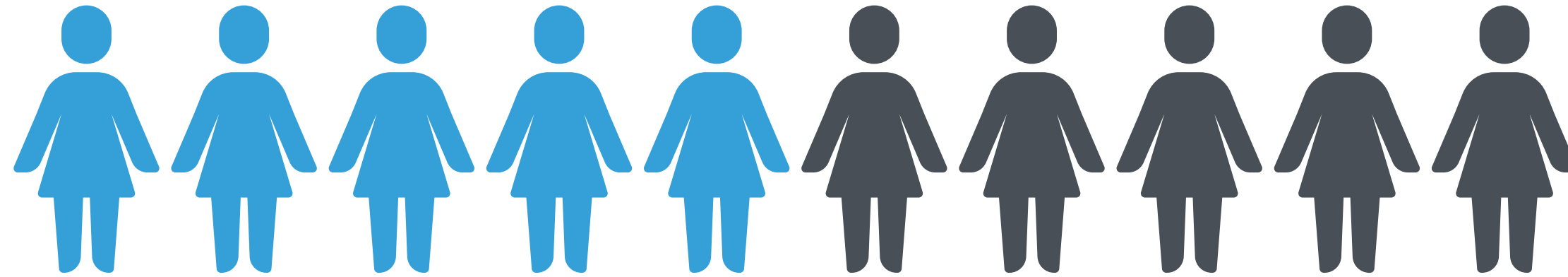
53% OF TEACHERS CONSIDERED TAKING A LEAVE FROM WORK DUE TO PANDEMIC CONDITIONS

18% OF TEACHERS TOOK A LEAVE FROM WORK DUE TO PANDEMIC CONDITIONS
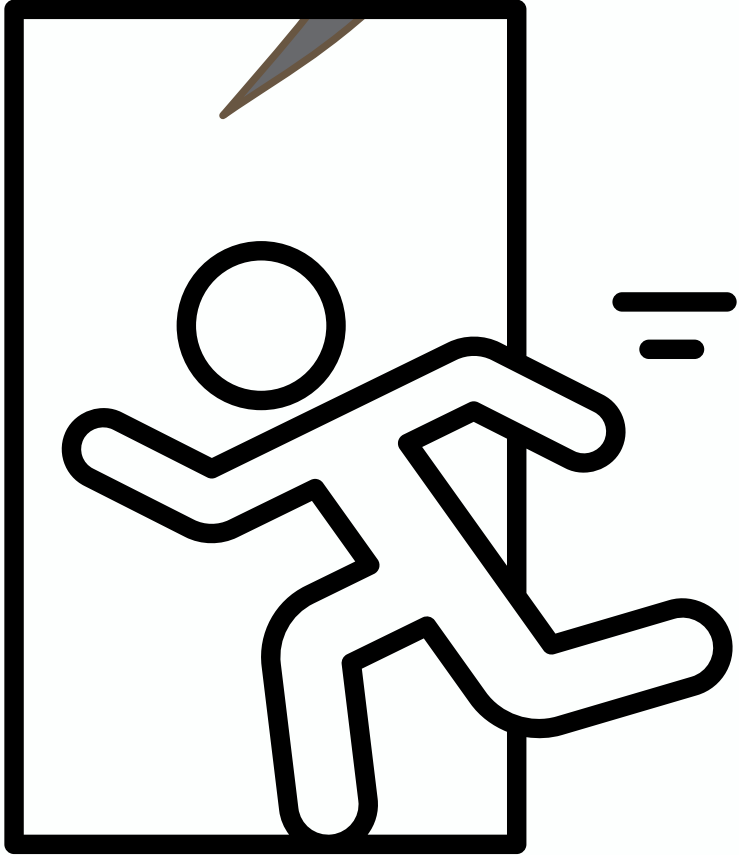
TEACHER LEAVES

Number of Teachers

Types of Leaves Taken by Teachers

Categories (left to right): Personal Days, Parental/Pregnancy Leave, Voluntary Leave, Compassionate Leave, Emergency Leave, Stress Leave, Sick Medical Leave, Family Responsibility Leave, Reduced Workload, Leave due to Computer Issues

TEACHER LEAVES

Teachers' responses to an open-response question asking how they and their students have dealt with the additional stress and changing conditions during the pandemic further supported that a number of teachers were considering leaves and helped to shed light on why some teachers took leaves and why some who were considering leaves did not take a leave.

"I didn't want to continue teaching at that point. I thought to myself enough is enough."

"I had to take a leave due to physical and mental health issues."

"I personally ended up dealing with depression and taking a medical leave from work."

"A lot of teachers are retiring early or taking leaves."

"I considered going on a leave because I was so overwhelmed but I didn't want to abandon my students because I knew there was a shortage of teachers. I just kept setting small goals. For example, I'd tell myself to just hang on until Thanksgiving and then at Thanksgiving I'd tell myself to hang on until Christmas etc. "

"I feel a lot of teachers will leave the profession."

"Many left teaching this year... I know I would have left if it were financially feasible."

PERFECTIONISM

Perfectionism is a transdiagnostic personality trait that increases vulnerability to a wide array of psychological disorders, such as depression, anxiety, and eating disorders along with suicidal ideation and suicide.

According to Hewitt & Flett (1991) there are three forms of perfectionism that are differentiated by the source of the perfectionism (generated by the person or others) and where the perfectionism is directed (at the self or others):

Self-Oriented Perfectionism: demanding perfection from yourself

**Other-Oriented Perfectionism**: demanding perfection from others

Socially Prescribed Perfectionism: believing others demand perfection from the self

A+

Perfect!

TEACHER PERCEPTIONS OF THE FREQUENCY OF STUDENT PERFECTIONISM

On average, teachers reported that approximately **21 – 30%** of their students were perfectionistic.

However, from the graph presented below it is clear that there was variability in teacher responses with some teachers reporting that none of their students were perfectionistic and others reporting that most of their students were perfectionistic.
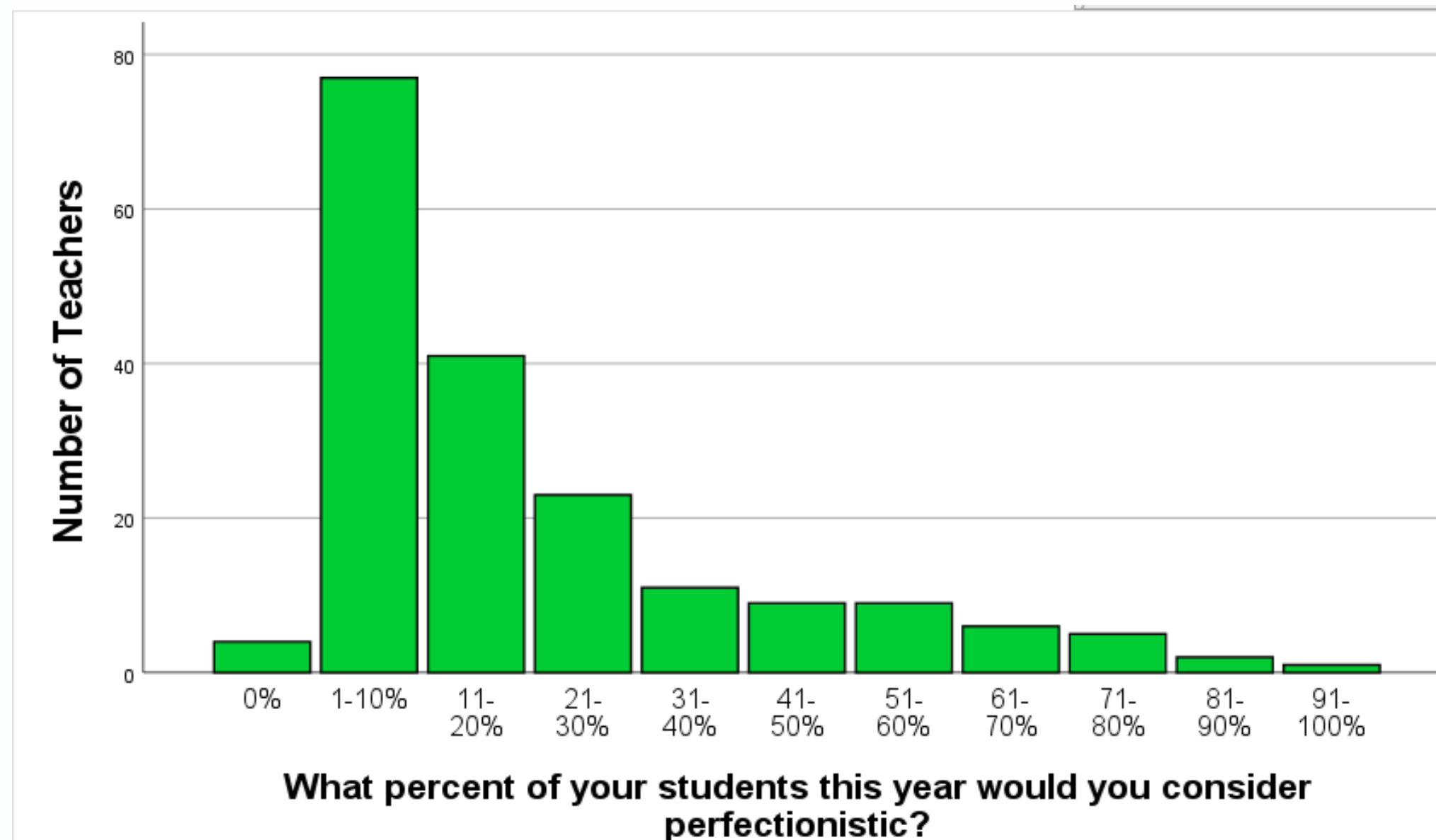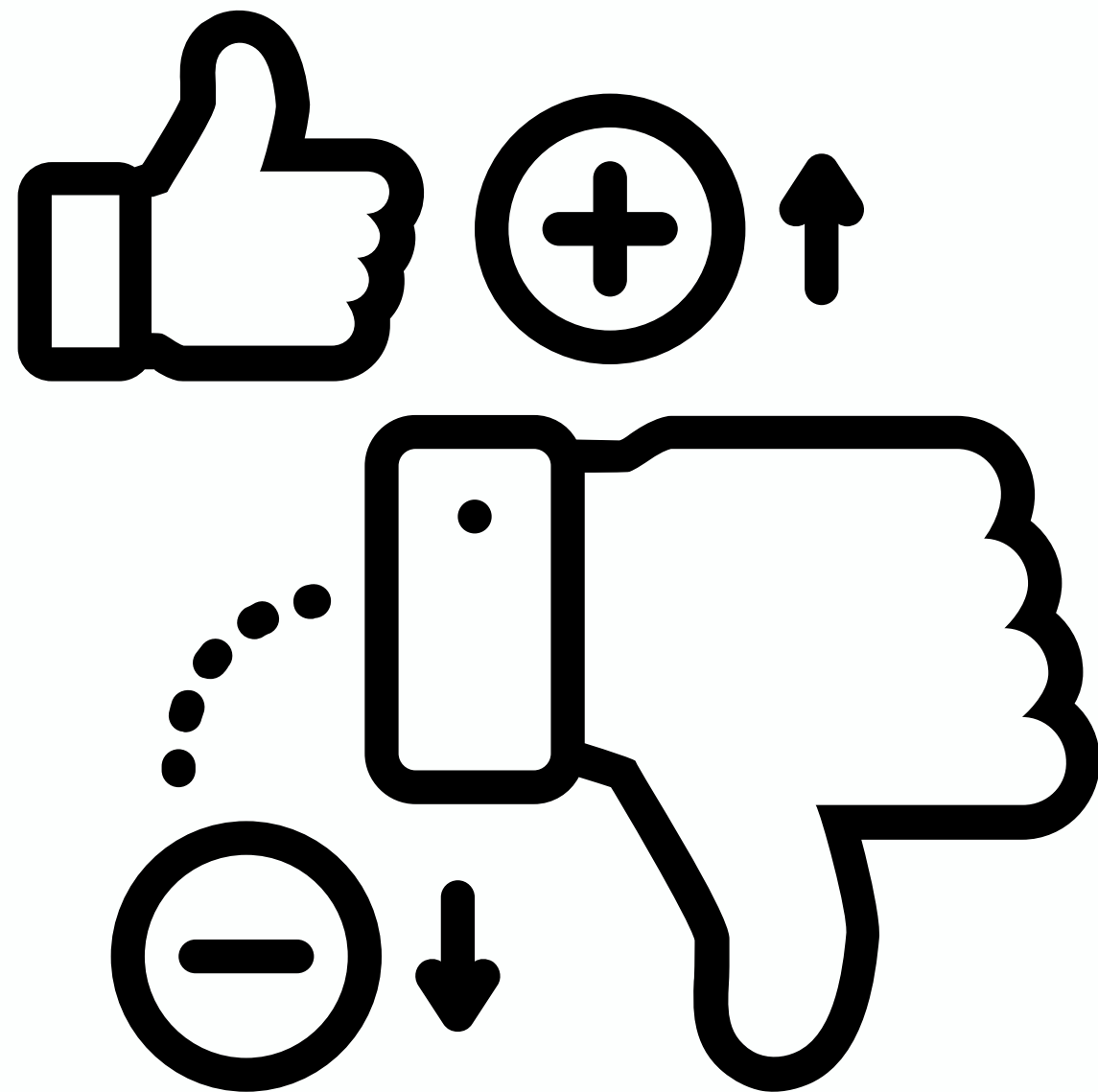
TEACHER PERCEPTIONS OF ADVANTAGES & DISADVANTAGES OF STUDENT PERFECTIONISM

Teachers were asked to rate the extent to which being a perfectionistic student provided advantages and/or disadvantages for students in the following domains:

- In General
- Academic Achievement
- Relationships
- Mental Health
- Physical Health
- Stress

Teachers responded to each item on a 5-point Likert scale
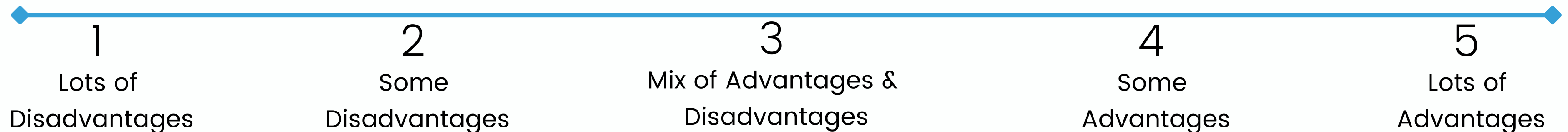
1	2	3	4	5
Lots of Disadvantages	Some Disadvantages	Mix of Advantages & Disadvantages	Some Advantages	Lots of Advantages

TEACHER PERCEPTIONS OF ADVANTAGES & DISADVANTAGES OF STUDENT PERFECTIONISM FOR STUDENTS IN GENERAL

Table 1

	Number of Teachers	Percentage of Teachers
A Lot of Disadvantages	4	2%
Some Disadvantages	17	9%
A Mixture of Disadvantages and Advantages	125	64%
Some Advantages	39	20%
A Lot of Advantages	9	5%

- From Table 1 it is clear that most teachers viewed perfectionism to have a mixture of both advantages and disadvantages for students

- Interestingly, more teachers perceived perfectionism to be advantageous (25%) rather than disadvantageous (11%) among students, which mirrors general beliefs about perfectionism in the community.

- However, it is important to note that both theory and research indicate that perfectionism carries serious adverse consequences for adults and youth!

TEACHER PERCEPTIONS OF ADVANTAGES & DISADVANTAGES OF STUDENT PERFECTIONISM FOR ACADEMIC ACHIEVEMENT

Table 2

- From Table 2 it is clear that **most teachers (55%) believed that perfectionism was advantageous** with respect to student achievement

- **This is not surprising given that many people in society believe that perfectionistic individuals are more successful than nonperfectionistic individuals**

- However... research in general does NOT support that perfectionism contributes to academic achievement. Research shows that perfectionism can undermine academic achievement and that perfectionism is linked with procrastination.

	Number of Teachers	Percentage of Teachers
A Lot of Disadvantages	4	2%
Some Disadvantages	14	7%
A Mixture of Disadvantages and Advantages	69	36%
Some Advantages	83	43%
A Lot of Advantages	24	12%

TEACHER PERCEPTIONS OF ADVANTAGES & DISADVANTAGES OF STUDENT PERFECTIONISM FOR STUDENT RELATIONSHIPS

Table 3

	Number of Teachers	Percentage of Teachers
A Lot of Disadvantages	8	4%
Some Disadvantages	62	32%
A Mixture of Disadvantages and Advantages	104	53%
Some Advantages	17	9%
A Lot of Advantages	3	2%

- From Table 3 it is clear that most teachers viewed perfectionism to have a mixture of both advantages and disadvantages for student relationships

- Interestingly, more teachers perceived perfectionism to be disadvantageous (36%) rather than advantageous (11%) student relationships.

- These findings support the Perfectionism Social Disconnection Model (Hewitt et al., 2006) which posits that perfectionism contributes to perceived and objective social disconnection.

TEACHER PERCEPTIONS OF ADVANTAGES & DISADVANTAGES OF STUDENT PERFECTIONISM FOR STUDENT MENTAL HEALTH

Table 4

- From Table 4 it is clear that **teachers overwhelmingly (73%) perceived perfectionism to be disadvantageous** for students' mental health, with few teachers (5%) believing that perfectionism was advantageous for student mental health.

- These results are consistent with a wealth of findings that have shown that perfectionism among youth contributes to a variety of mental health problems such as anxiety, depression, and eating disorders.

	Number of Teachers	Percentage of Teachers
A Lot of Disadvantages	46	23%
Some Disadvantages	97	50%
A Mixture of Disadvantages and Advantages	42	22%
Some Advantages	9	5%
A Lot of Advantages	0	0%

TEACHER PERCEPTIONS OF ADVANTAGES & DISADVANTAGES OF STUDENT PERFECTIONISM FOR STUDENT PHYSICAL HEALTH

Table 5

	Number of Teachers	Percentage of Teachers
A Lot of Disadvantages	15	8%
Some Disadvantages	81	42%
A Mixture of Disadvantages and Advantages	73	37%
Some Advantages	21	11%
A Lot of Advantages	4	2%

- From Table 5 it is clear that many teachers (50%) believed that perfectionism was disadvantageous to students' physical health

- Only 13% of teachers perceived that perfectionism was advantageous for students' physical health

- These results generally support research, which has shown that perfectionism contributes to poorer perceived physical health, experiencing more physical health symptoms, and more dysfunctional immune system functioning

TEACHER PERCEPTIONS OF ADVANTAGES & DISADVANTAGES OF STUDENT PERFECTIONISM FOR STUDENT STRESS

Table 6

- From Table 6 it is clear that **teachers overwhelmingly (81%) believed that perfectionism was disadvantageous** for student stress, with very few teachers (3%) endorsing that perfectionism was advantageous for student stress.

- These results are in line with theory and a plethora of empirical research findings demonstrating that perfectionism contributes to higher levels of stress.

|	Number of Teachers	Percentage of Teachers
A Lot of Disadvantages	73	37%
Some Disadvantages	86	44%
A Mixture of Disadvantages and Advantages	31	16%
Some Advantages	3	2%
A Lot of Advantages	2	1%

PERFECTIONISM

When looking at the overall pattern of the perceived advantages and disadvantages of perfectionism for students it is clear that teachers believe that perfectionism is advantageous with respect to academic achievement, but generally disadvantageous for mental health, physical health, stress, and student relationships.

YET... teachers perceived perfectionism to be advantageous overall when assessing student perfectionism in general.

Thus, these results suggest that teachers are putting more weight on academic achievement rather than health, stress, and relational functioning when assessing the relative adaptiveness of perfectionism for students.

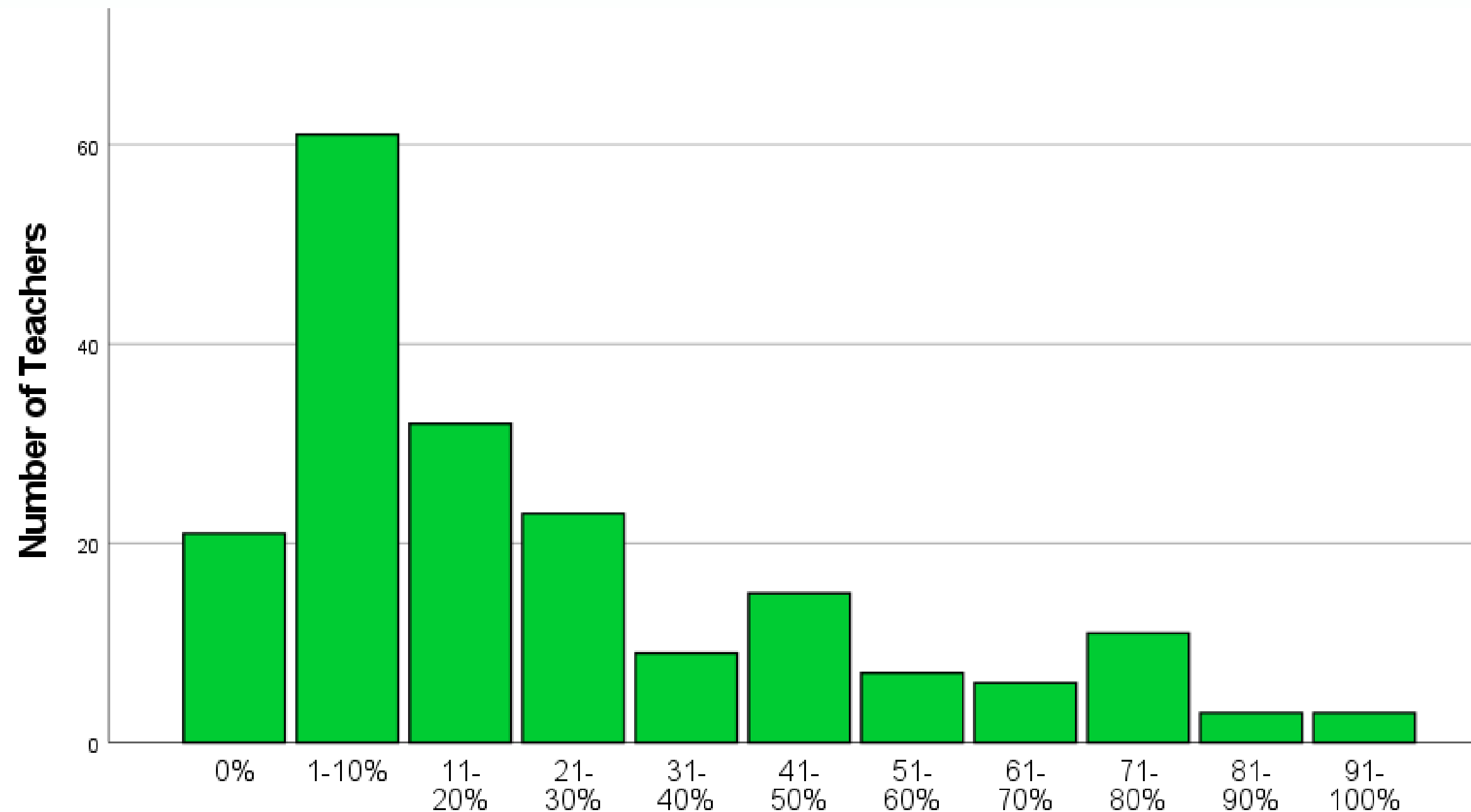# HOW HAS STUDENT PERFECTIONISM CHANGED SINCE THE PANDEMIC?
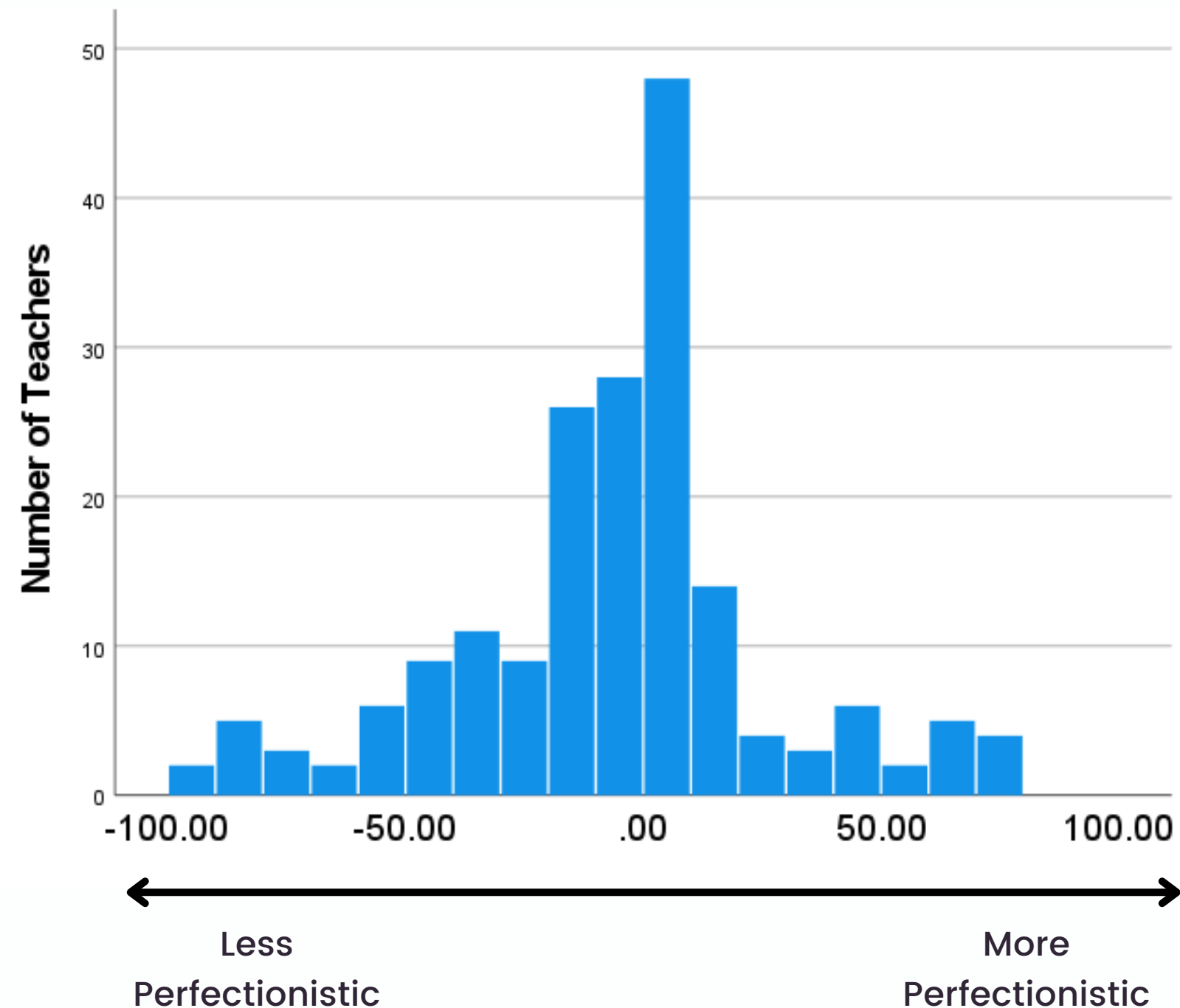
Teachers, on average, reported that perfectionism was <u>lower</u> among students during the 2020-2021 school year <u>compared to previous years.</u>

However, it must be noted that there was variability among teachers such that:
- **54%** of teachers reported a decrease in perfectionism among students.
- **11%** reported no change in perfectionism among students
- **35%** of teachers reported an increase in perfectionism among students.

# TEACHER PERCEPTIONS OF THE FREQUENCY OF PARENT PERFECTIONISM

Teachers were also asked to report on parental perfectionism with the following question: "What percent of parents of students have you interacted with this year that would you consider as having perfectionistic demands on their children?"

On average, teachers reported that approximately **21 – 30%** of their students' parents were perfectionistic.

However, from the graph it is clear that there was variability in teacher responses with some teachers reporting that none of their students' parents were perfectionistic and others reporting that most of their students' parents were perfectionistic.

HOW HAS PARENT PERFECTIONISM CHANGED SINCE THE PADEMIC?
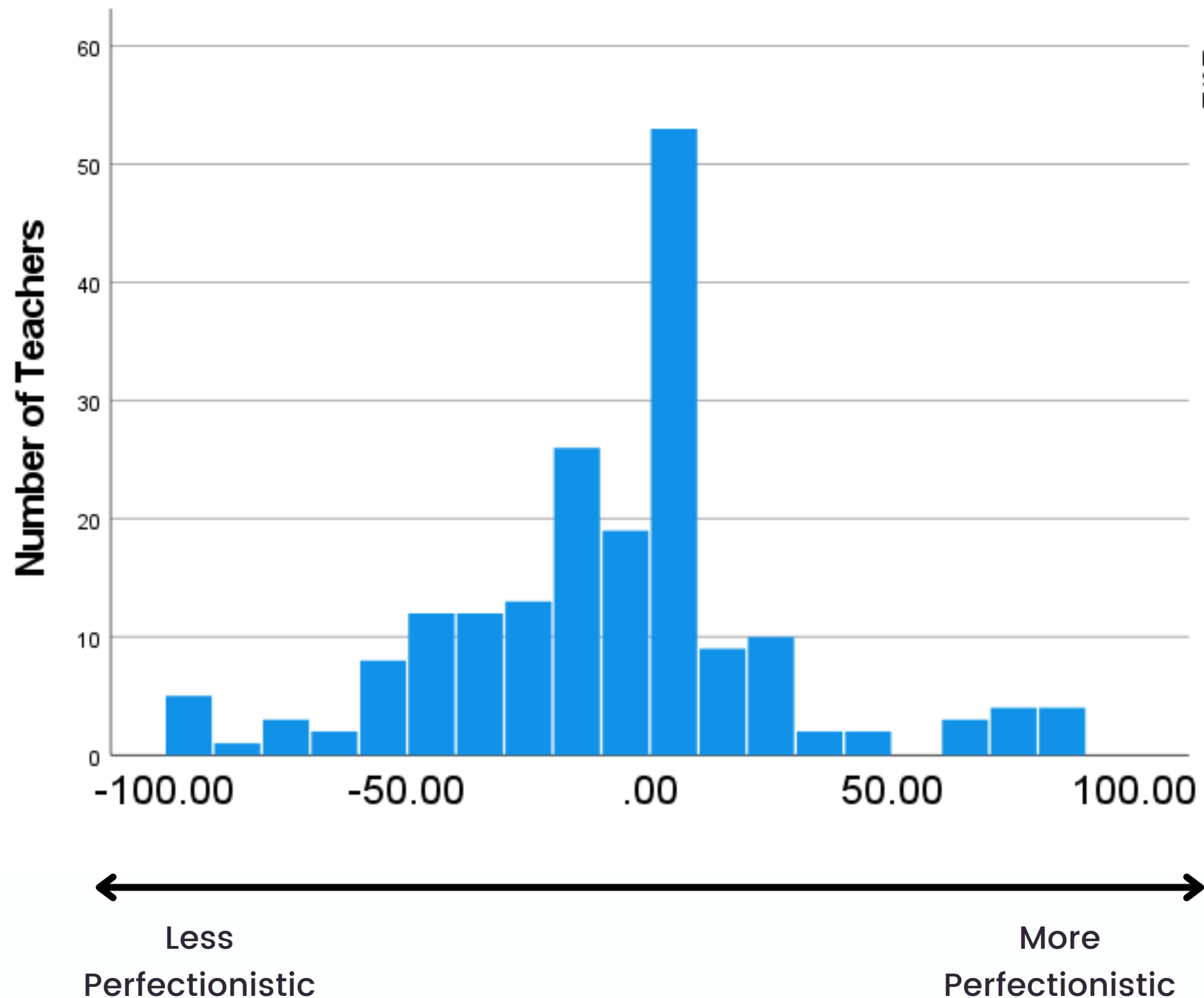
Teachers, on average, reported that parental perfectionism was **lower** during the 2020-2021 school year compared to previous years.

However, it must be noted that there was variability among teachers such that:

- **54%** of teachers reported a decrease in perfectionism among parents.
- **14%** reported no change in perfectionism among parents
- **32%** of teachers reported an increase in perfectionism among parents.
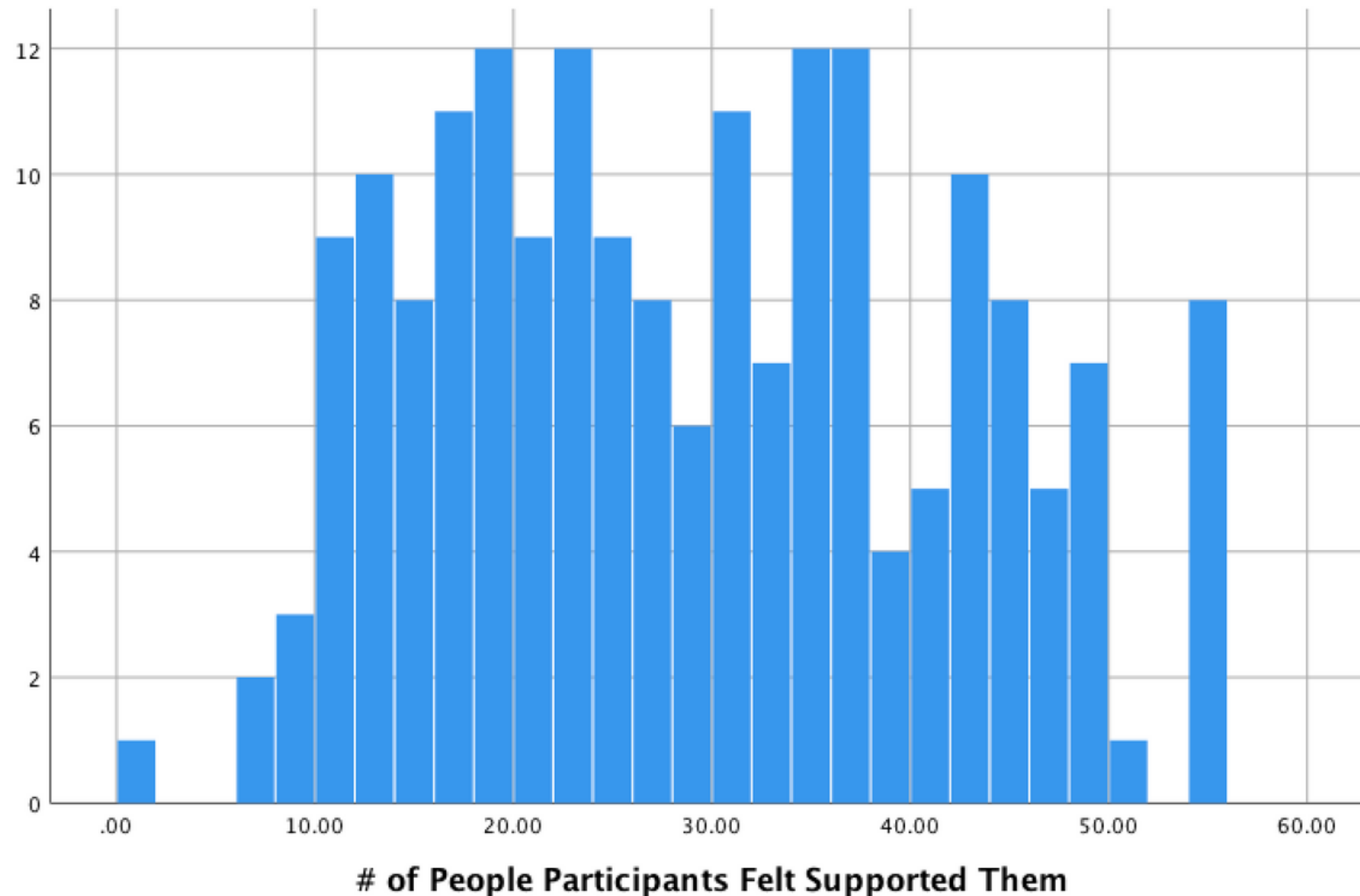
TEACHER LEVELS OF SOCIAL CONNECTION

How connected to others did teachers feel throughout the pandemic?
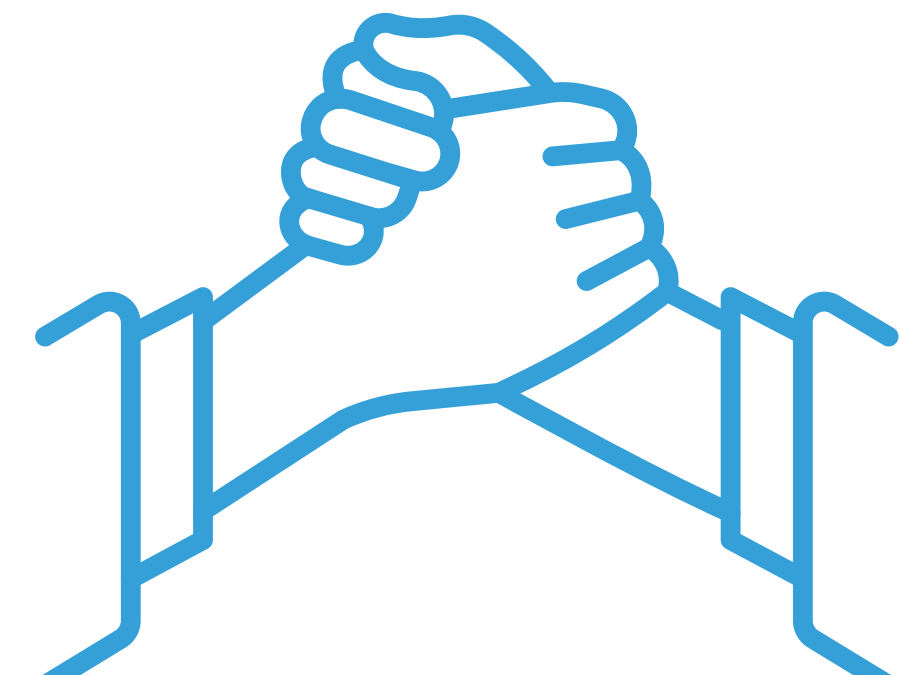
SOCIAL SUPPORT

Size of Social Support Network

Teachers were asked about the number of people that they felt helped or supported them in different areas of their lives.

Answers ranged from 1 to 54 people, with an average of 29 people.

SATISFACTION WITH SUPPORT NETWORK: Participants were also asked to rate their level of satisfaction with the amount of support they received.

The majority of participants felt either very dissatisfied or fairly dissatisfied with their support network.

LONELINESS

Participants were asked to fill out the UCLA Loneliness Scale, which measures levels of loneliness across different dimensions.

UCLA Loneliness Scale Scores
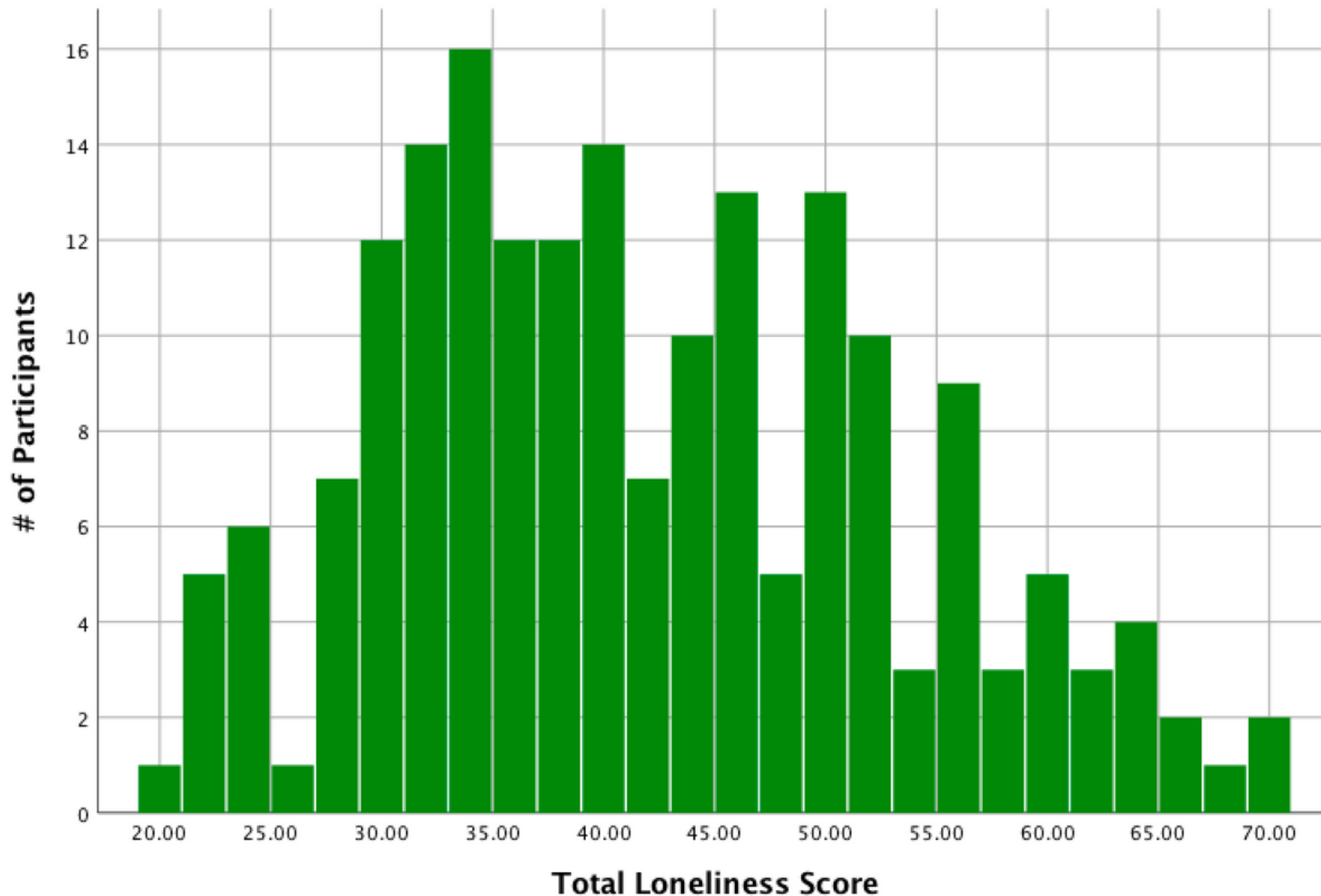
Scores ranged from a minimum of 20 to a maximum of 70, with an average of 41.

**Higher scores signify higher levels of loneliness

CLOSENESS TO FAMILY

Participants were asked to rate their closeness to family before the COVID-19 pandemic and their current level of closeness to family on a scale of 0-10.

*0=most detached from family
*10=closest to family as possible

Overall, teachers felt significantly closer to their families <u>BEFORE</u> the COVID-19 pandemic than during the pandemic

Closeness Before COVID-19

0   2   8   10

*Scores ranged from a minimum of 2 to a maximum of 10, with an average of 8

Current Level of Closeness

0   7.5   10

*Scores ranged from a minimum of 0 to a maximum of 10, with an average of 7.5

CLOSENESS TO FRIENDS

Participants were asked to rate their closeness to friends before the COVID-19 pandemic and their current level of closeness to friends on a scale of 0-10.

*0=most detached from friends
*10=closest to friends as possible

Closeness Before COVID-19

0   2   8   10

*Scores ranged from a minimum of 2 to a maximum of 10, with an average of 8

Current Level of Closeness

0   6.5   10

*Scores ranged from a minimum of 0 to a maximum of 10, with an average of 6.5

Overall, teachers felt significantly closer to their friends BEFORE the COVID-19 pandemic than during the pandemic

CONNECTION TO STUDENTS

How connected did teachers feel to their students this year?

Level of Connection	Number of Teachers	Percentage of Teachers
Not connected at all	20	10%
Somewhat not connected	41	21%
Neutral	10	5%
Somewhat connected	89	46%
Very connected	35	18%

Results indicate that most teachers felt a **MODERATE** level of connection to their students this school year

CONNECTION TO COLLEAGUES

How connected did teachers feel to their colleagues this year?

Level of Connection	Number of Teachers	Percentage of Teachers
Not connected at all	54	28%
Somewhat not connected	68	35%
Neutral	13	7%
Somewhat connected	46	24%
Very connected	14	7%

Results indicate that most teachers felt a **LOW** level of connection to their colleagues this school year

PANDEMIC-RELATED EXPERIENCES

How did teachers react to and behave
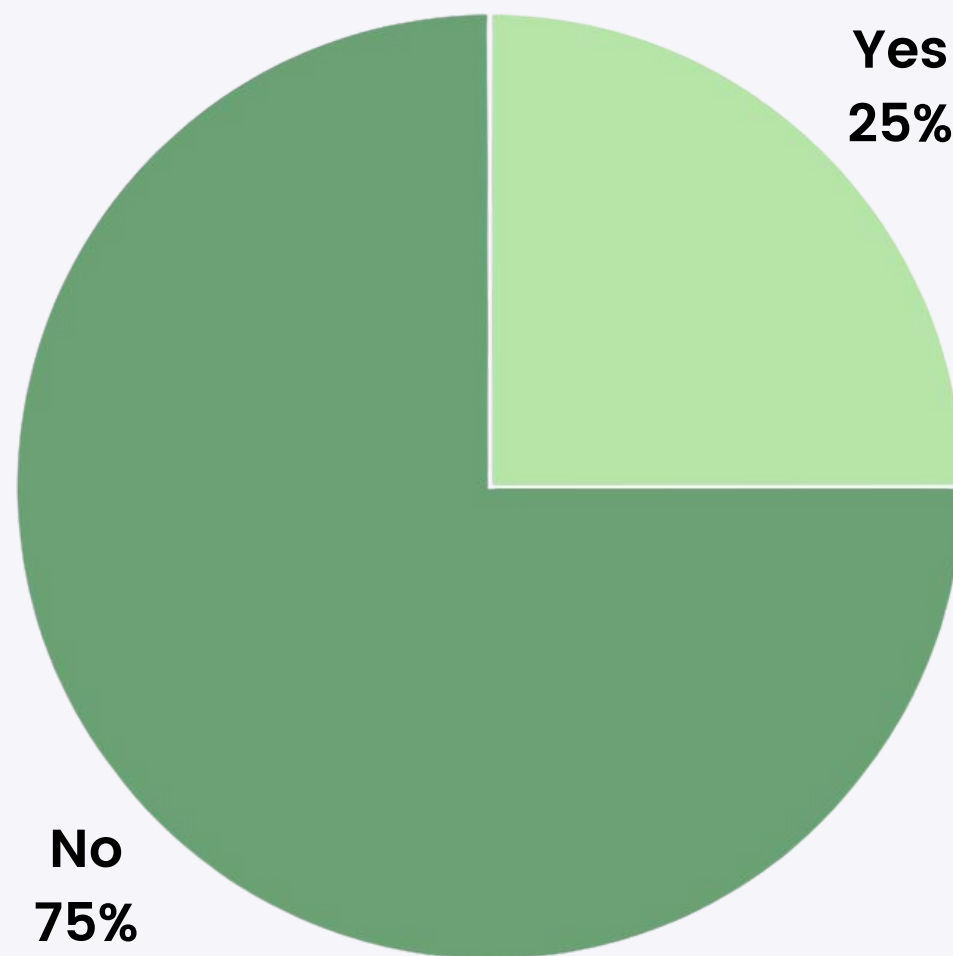during the COVID-19 pandemic?
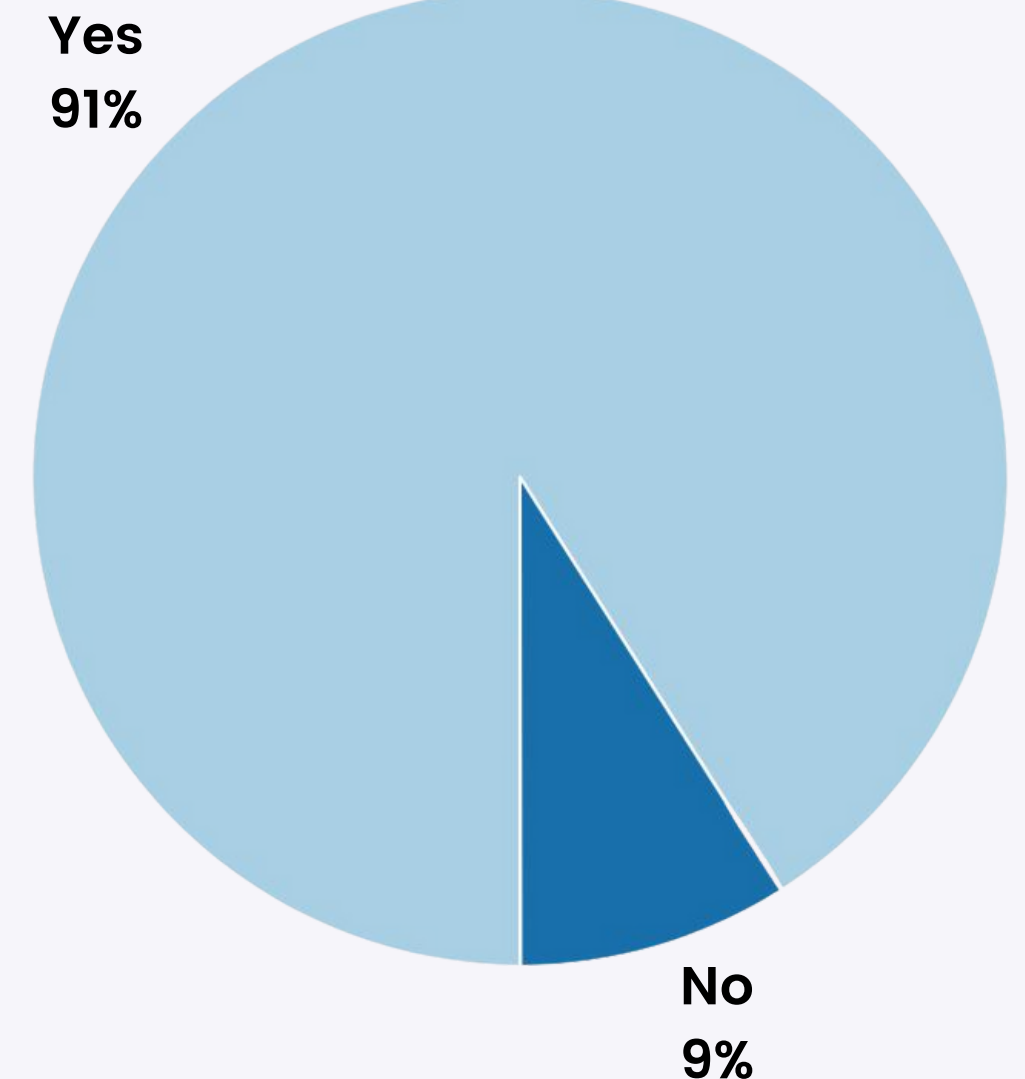
ILLNESS AND EXPOSURE

Participants were asked about their experiences involving exposure to COVID-19.

Have you been exposed to COVID-19?

Yes
25%

No
75%

While the vast majority of participants reported knowing someone who has been exposed to COVID-19, only a quarter had been exposed themselves.
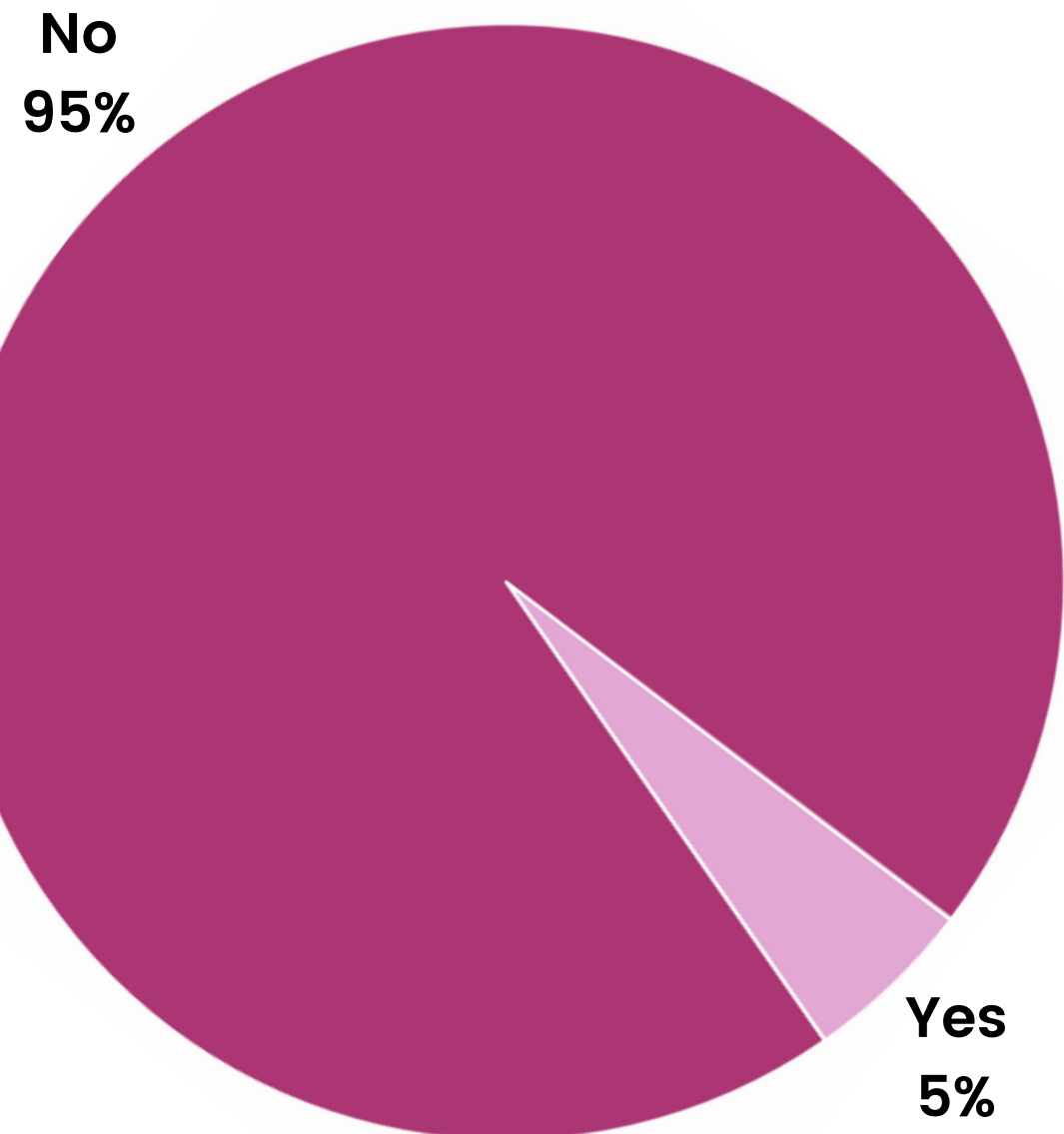
Do you know anyone who has been exposed to COVID-19?

Yes
91%

No
9%

ILLNESS AND EXPOSURE

Participants were also asked about their own experiences involving positive testing to COVID-19.
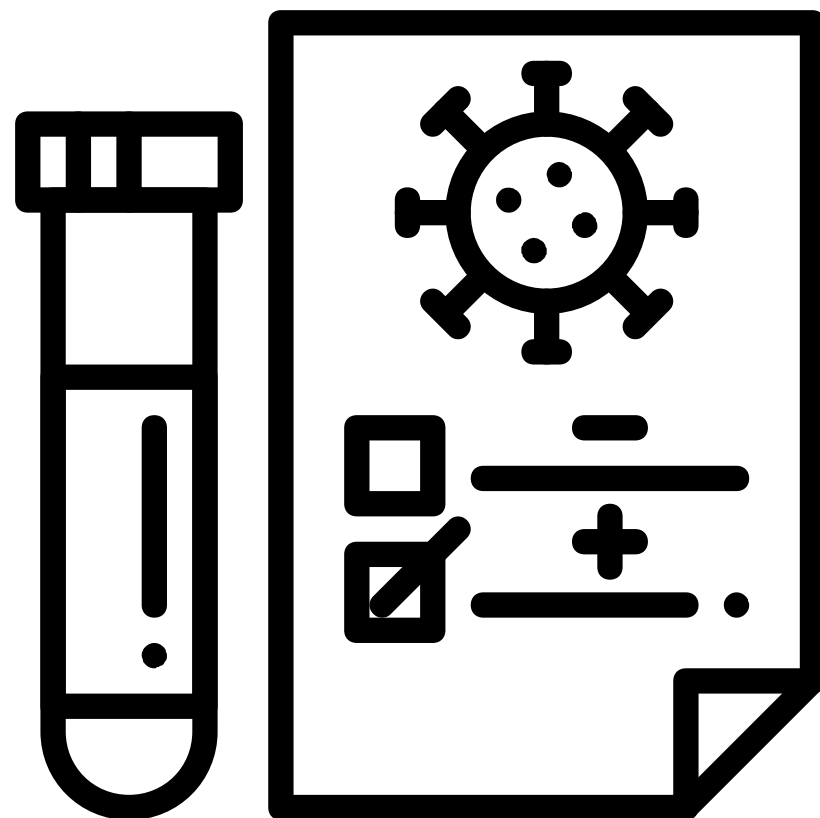
Have you ever tested positive for COVID-19?

No
95%

Yes
5%

## Of those who had tested positive, they experienced these symptoms:

Symptoms	Number of Participants	Percentage of Participants
No symptoms	2	25%
Mild symptoms (remained at home)	2	25%
Moderate symptoms (remained at home)	3	38%
Severe symptoms (hospitalized)	1	13%

ILLNESS AND EXPOSURE

Since the majority of participants had not tested positive for COVID-19, we also asked if they knew of anyone who had tested positive.
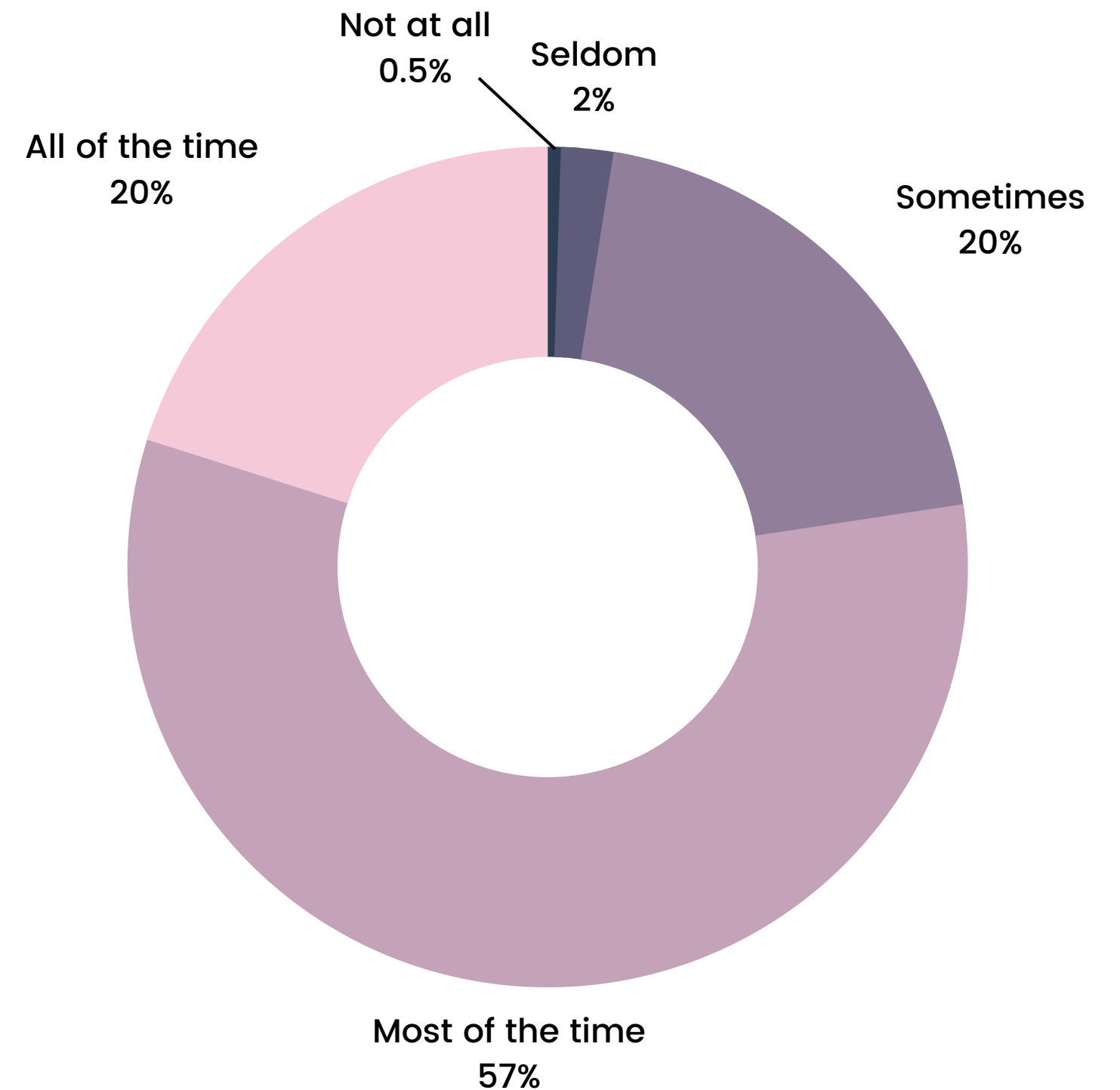
How many people do you know that have tested positive for COVID-19?

- Zero 10%
- One 6%
- Two 18%
- Three 10%
- Four 11%
- Five 7%
- Six or more 38%
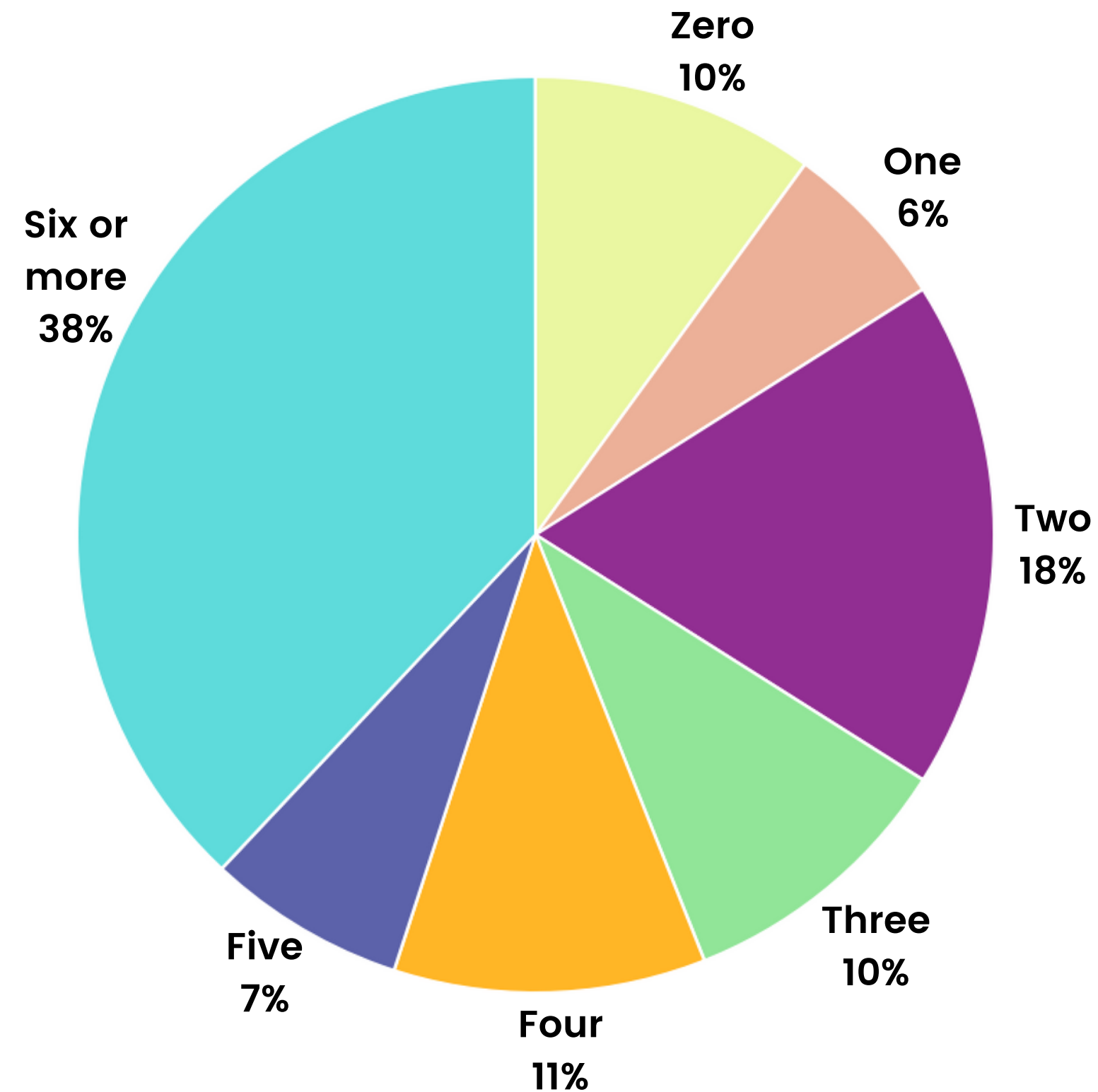
PANDEMIC-RELATED BEHAVIOURS

Participants were asked about their physical distancing habits.

How often do you engage in physical distancing?

SOCIAL
DISTANCING
2 METERS

Not at all
0.5%

Seldom
2%

All of the time
20%

Sometimes
20%

Most of the time
57%
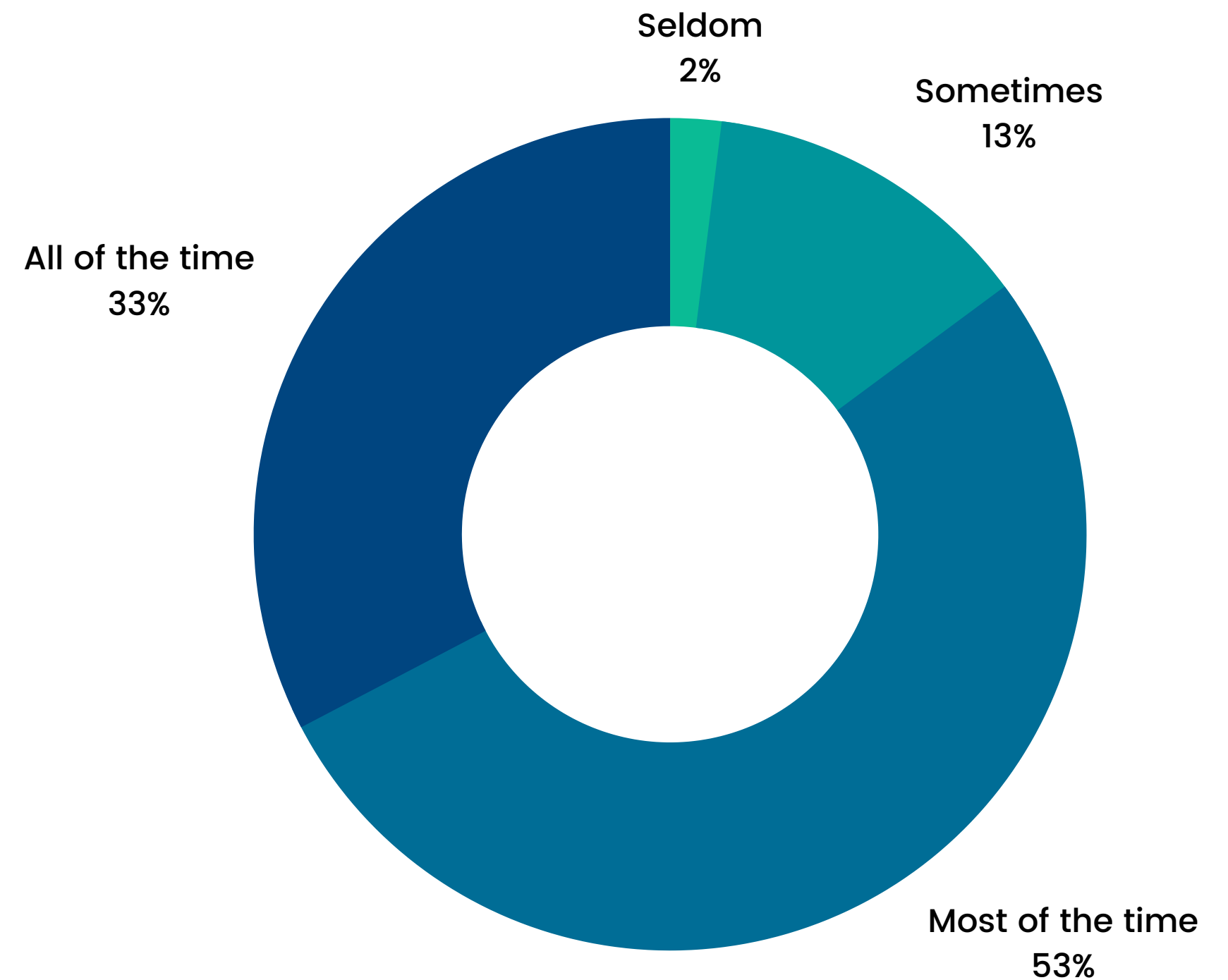
PANDEMIC-RELATED BEHAVIOURS

Participants were asked about their feelings regarding mask-wearing.

How do you feel about wearing masks to prevent the spread of COVID-19?

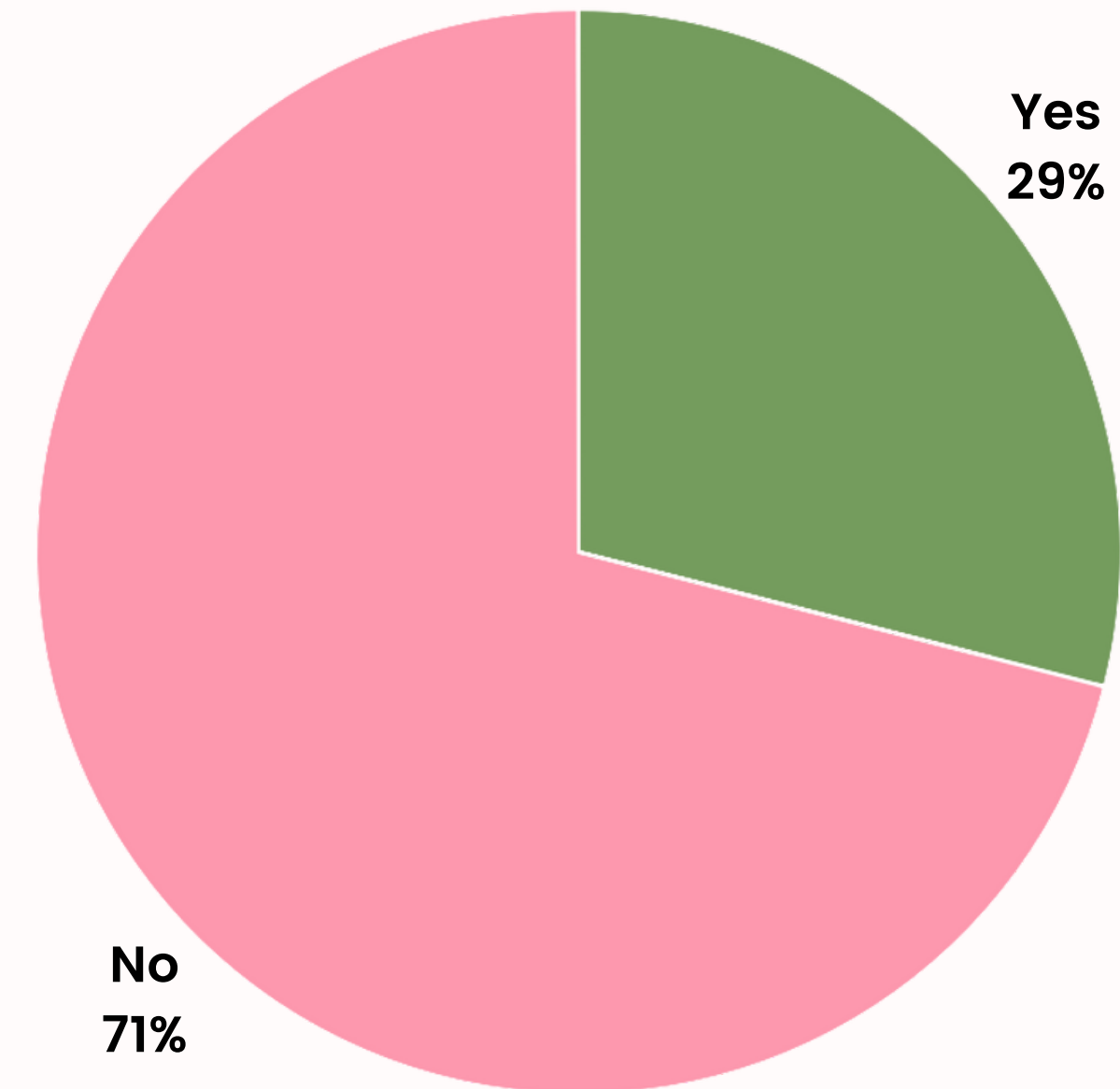| Response	Percentage
Disagree strongly	1%
Disagree	0.5%
Slightly disagree	4%
Neither agree nor disagree	4%
Slightly agree	7%
Agree	23%
Agree strongly	60%
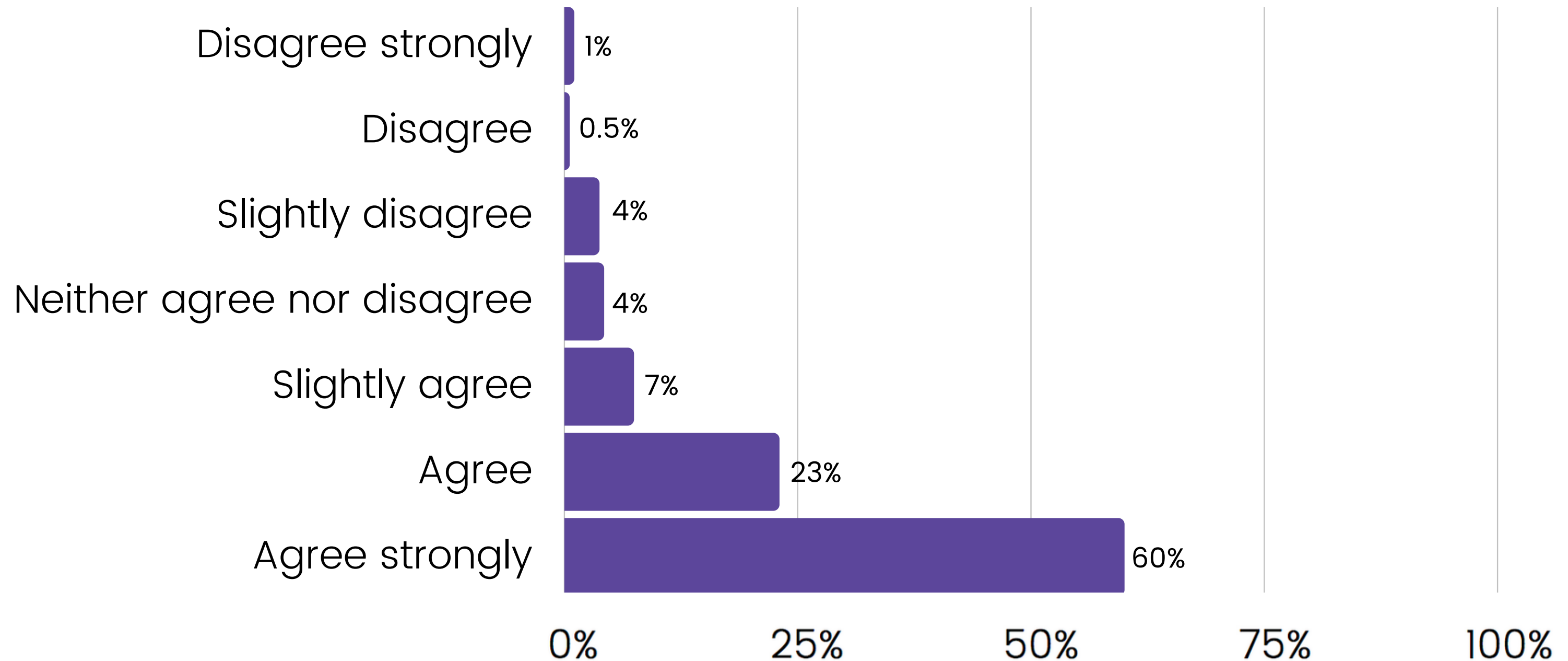
VACCINATION

Participants were asked about their vaccination status.
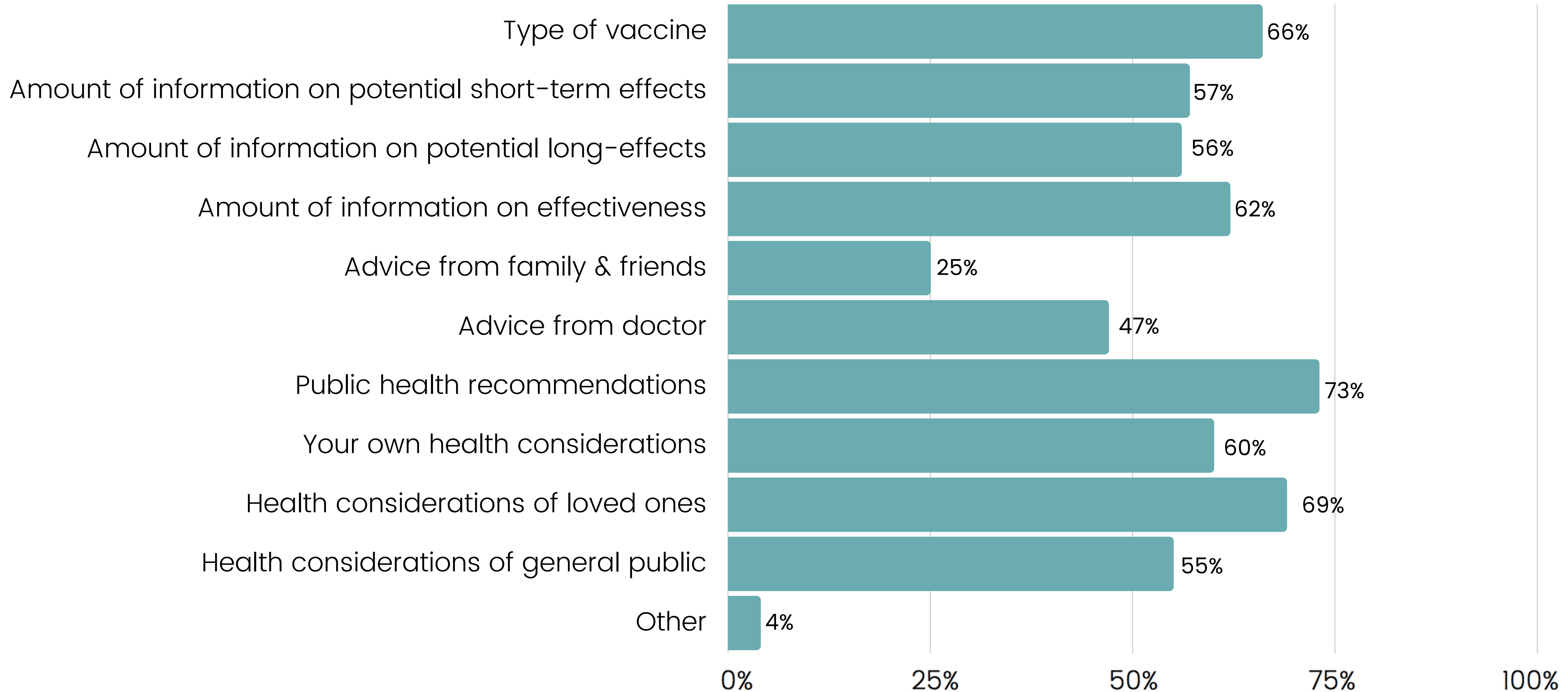
Have you been vaccinated?

Yes
96%

No
4%
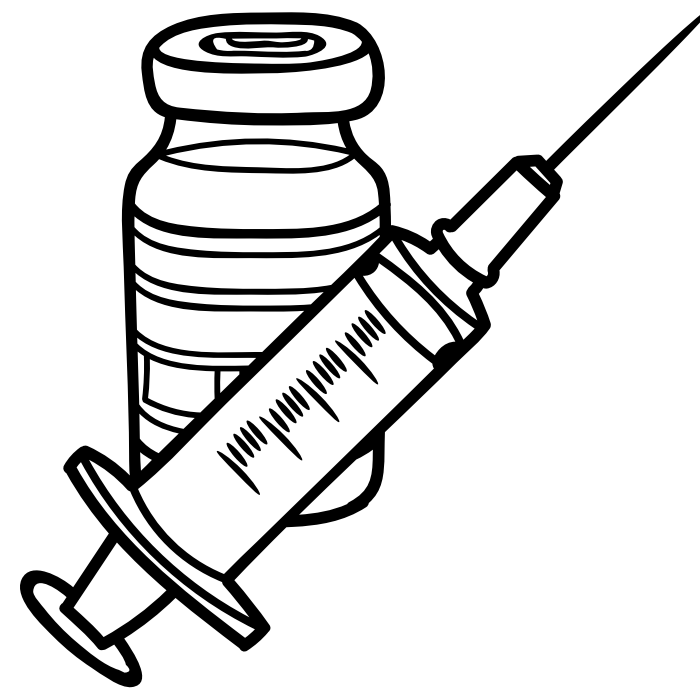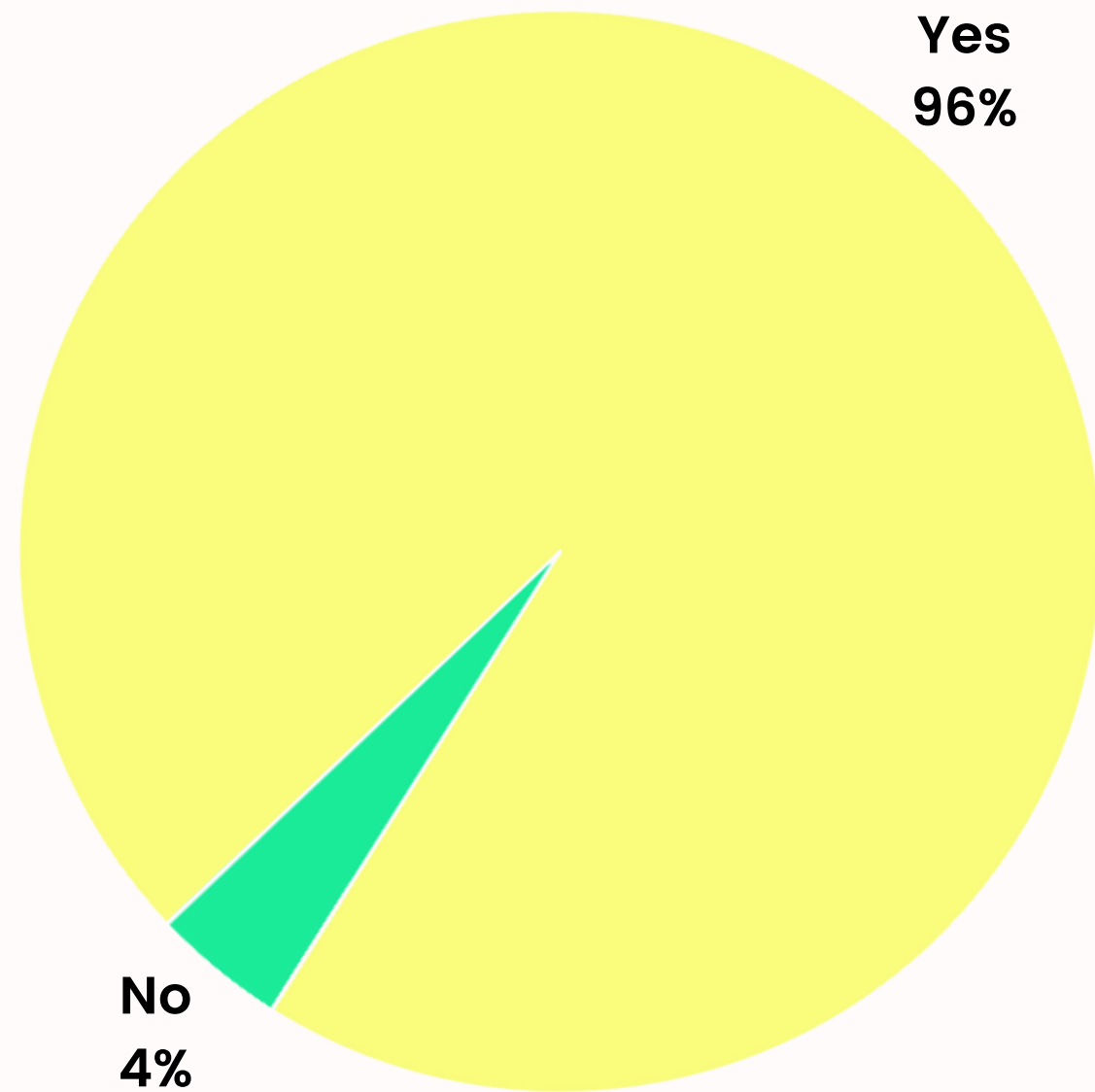
Of those who had not been vaccinated, 29% indicated that they were planning to at some point, whereas 71% indicated that they were not planning to get vaccinated.

(If not vaccinated) Do you plan on getting vaccinated in the future?

Yes
29%

No
71%

What factors did you consider or would you consider before deciding whether or not to be vaccinated?

| Factor	Percentage
Type of vaccine	66%
Amount of information on potential short-term effects	57%
Amount of information on potential long-effects	56%
Amount of information on effectiveness	62%
Advice from family & friends	25%
Advice from doctor	47%
Public health recommendations	73%
Your own health considerations	60%
Health considerations of loved ones	69%
Health considerations of general public	55%
Other	4%

TEACHER PERCEPTIONS OF STUDENTS DURING THE PANDEMIC

In what ways do teachers feel the pandemic has impacted students?
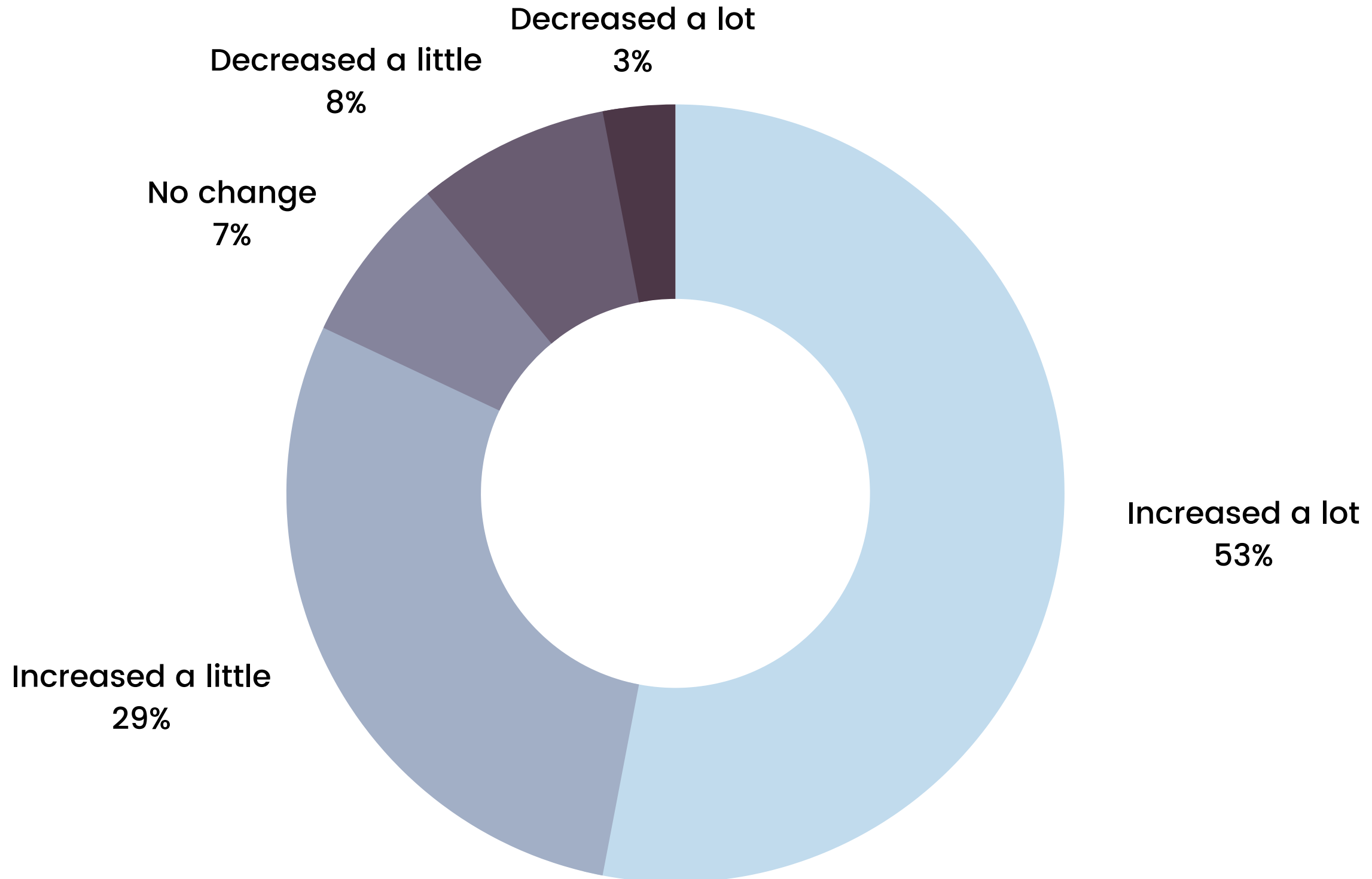
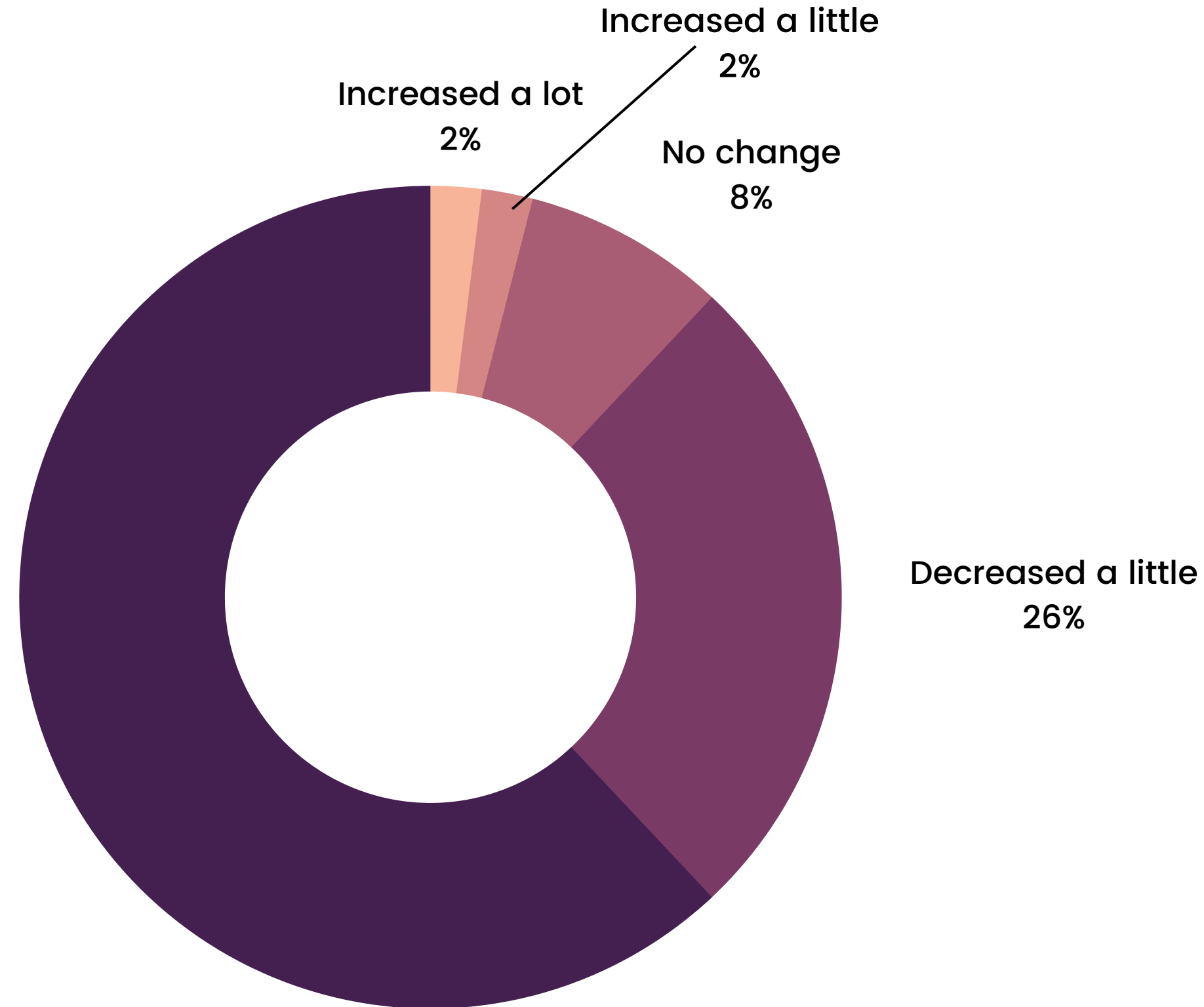# WORK COMPLETION

How has student work completion changed this year compared to previous years?

Increased a lot 2%

Increased a little 2%

No change 8%

Decreased a little 26%

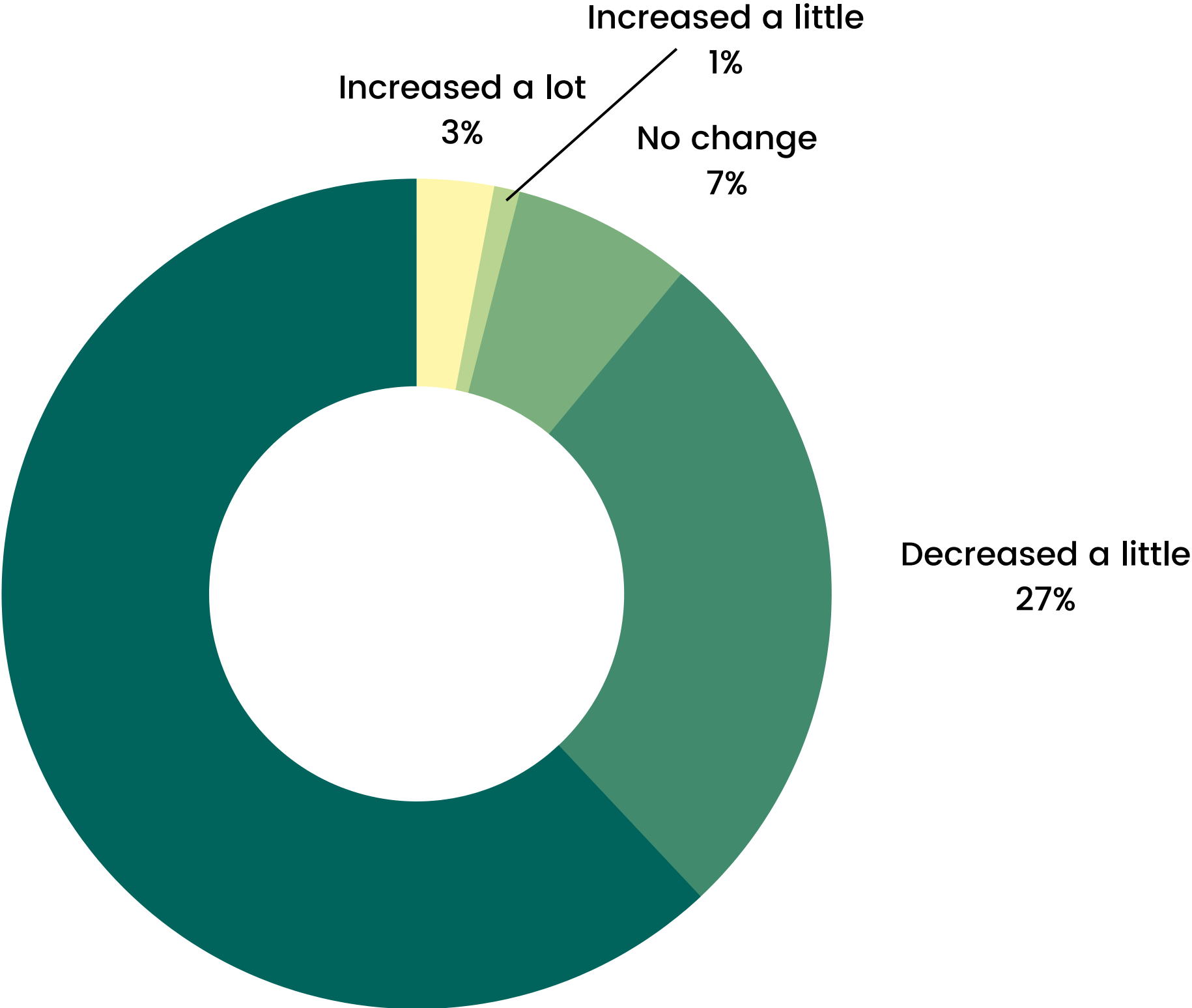Decreased a lot 62%

PARTICIPATION

How has student participation changed this year compared to previous years?

Increased a little
1%

Increased a lot
3%

No change
7%

Decreased a little
27%

Decreased a lot
62%

MENTAL HEALTH

Teachers were asked to rate how the mental health of students this year compares to the mental health of students from previous years.

-100
Worse

-43

0
Neutral

+100
Better
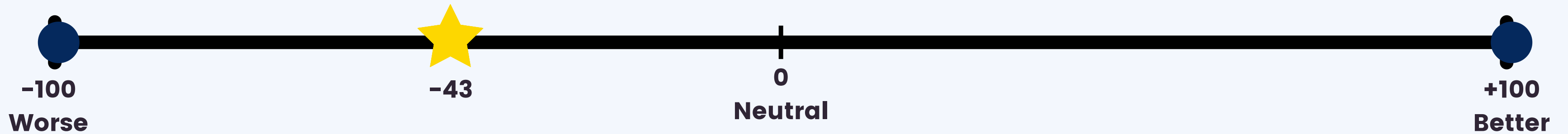
*Ratings ranged from a minimum of -100 to a maximum of +100, with an average of -43

Overall, teachers felt that students' mental health has gotten <u>moderately worse</u> this year compared to previous years

FATIGUE

Teachers were asked to rate how the fatigue of students this year compares to the fatigue of students from previous years.

−100
Worse

★ **−44**

0
Neutral

+100
Better
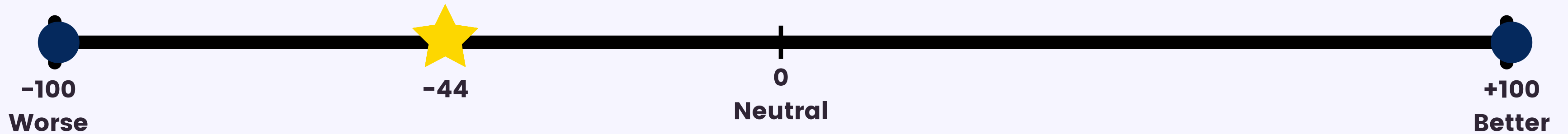
*Ratings ranged from a minimum of −100 to a maximum of +100, with an average of −44

Overall, teachers felt that students' fatigue has gotten <u>moderately worse</u> this year compared to previous years

TECHNOLOGY & TEACHING DURING THE PANDEMIC

How well is technology working during
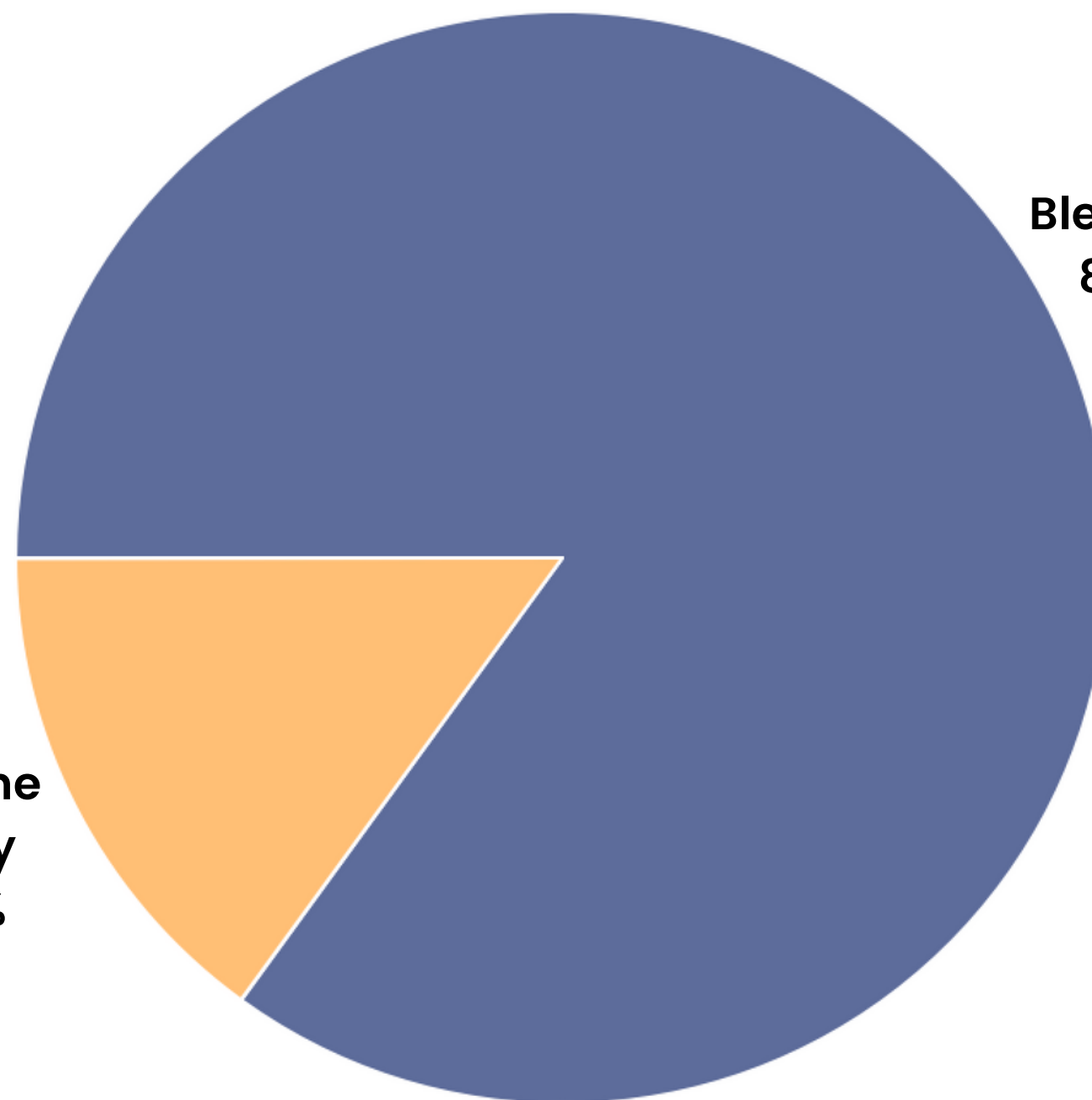the pandemic?

BLENDED VS. ONLINE-ONLY TEACHING

During the 2020-2021 school year, <u>85%</u> of participants taught both in person and online (blended), whereas <u>15%</u> of participants only taught online.

Blended
85%

Online only
15%

HOW WELL WERE THE SCHOOL/CLASS WEBSITES WORKING?

Blended:

Degree of Functionality	Number of Responses	Percentage of Responses
Working very poorly	3	2%
Working somewhat poorly	24	15%
Neutral	25	15%
Working somewhat well	76	46%
Working very well	37	21%

Online only:

Degree of Functionality	Number of Responses	Percentage of Responses
Working very poorly	3	10%
Working somewhat poorly	8	28%
Neutral	2	7%
Working somewhat well	12	41%
Working very well	4	14%

HOW WELL WERE THE DEVICES (COMPUTER/TABLET) USED TO ACCESS ONLINE TEACHING WORKING?

Blended:

Degree of Functionality	Number of Responses	Percentage of Responses
Working very poorly	13	8%
Working somewhat poorly	34	21%
Neutral	19	11%
Working somewhat well	65	39%
Working very well	35	21%

Online only:

Degree of Functionality	Number of Responses	Percentage of Responses
Working very poorly	5	17%
Working somewhat poorly	5	17%
Neutral	2	7%
Working somewhat well	10	35%
Working very well	7	24%

HOW EASY WAS IT TO HANDLE/USE THE TECHNOLOGY USED FOR ONLINE TEACHING?

Blended:

Level of Difficulty	Number of Responses	Percentage of Responses
Very difficult	8	5%
Somewhat difficult	40	24%
Neutral	22	13%
Somewhat easy	64	39%
Very easy	32	19%

Online only:

Level of Difficulty	Number of Responses	Percentage of Responses
Very difficult	3	10%
Somewhat difficult	5	17%
Neutral	-	-
Somewhat easy	11	38%
Very easy	10	35%

IF ISSUES AROSE WITH TECHNOLOGY/DEVICES, HOW EASY WAS IT TO ACCESS HELP/SUPPORT IN FIXING THOSE ISSUES?

Blended:

Level of Difficulty	Number of Responses	Percentage of Responses
Very difficult	17	10%
Somewhat difficult	54	33%
Neutral	22	13%
Somewhat easy	44	27%
Very easy	14	8%
Not applicable	15	9%

Online only:

Level of Difficulty	Number of Responses	Percentage of Responses
Very difficult	4	14%
Somewhat difficult	7	24%
Neutral	4	14%
Somewhat easy	8	28%
Very easy	3	10%
Not applicable	3	10%

HOW WAS THE QUALITY OF WIFI CONNECTION?

Blended:

Level of Quality	Number of Responses	Percentage of Responses
Very poor	11	7%
Somewhat poor	35	21%
Neutral	24	15%
Somewhat strong	57	35%
Very strong	38	23%

Online only:

Level of Quality	Number of Responses	Percentage of Responses
Very poor	1	3%
Somewhat poor	8	28%
Neutral	2	7%
Somewhat strong	11	38%
Very strong	7	24%

SO WHAT WERE TEACHERS' EXPERIENCES WITH TECHNOLOGY DURING THE PANDEMIC?

Overall, teachers reported that technology worked somewhat well during the early phases of the pandemic, but there were reliability issues for many teachers that likely impacted student learning experiences
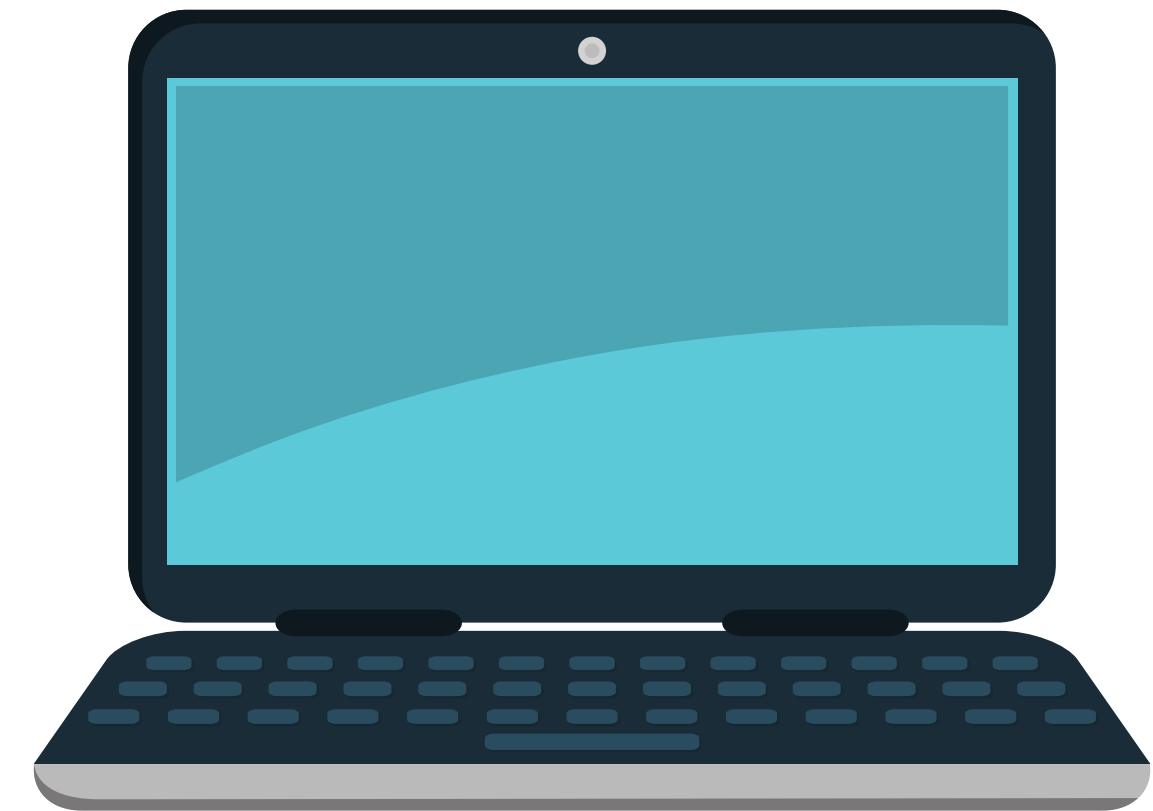
STAY TUNED

... for more important findings from this study!
We again thank all participants for their time and participation in this study!!!