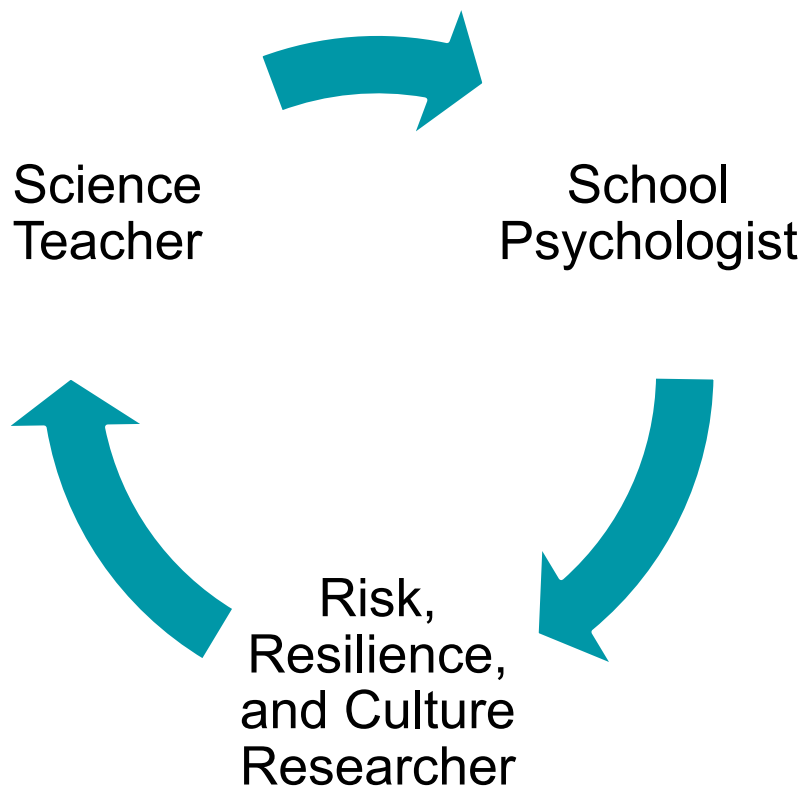


Understanding Educators' Self-efficacy, Compassion Fatigue, and School Connectedness During the COVID-19 Pandemic

Chunyan Yang, Ph.D.
Graduate School of Education
University of California, Berkeley

Alberti Center for Bullying Abuse Prevention
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About Me



Bay Area Educator Resilience Project

- Research-Practice Partnership (RPP) between Risk, Resilience, and Culture Lab at UC Berkeley and school districts in the California Bay Area
- Goals:
 - Supporting districts with adult and student social and emotional learning
 - Understand and promote educators' resilience and wellbeing

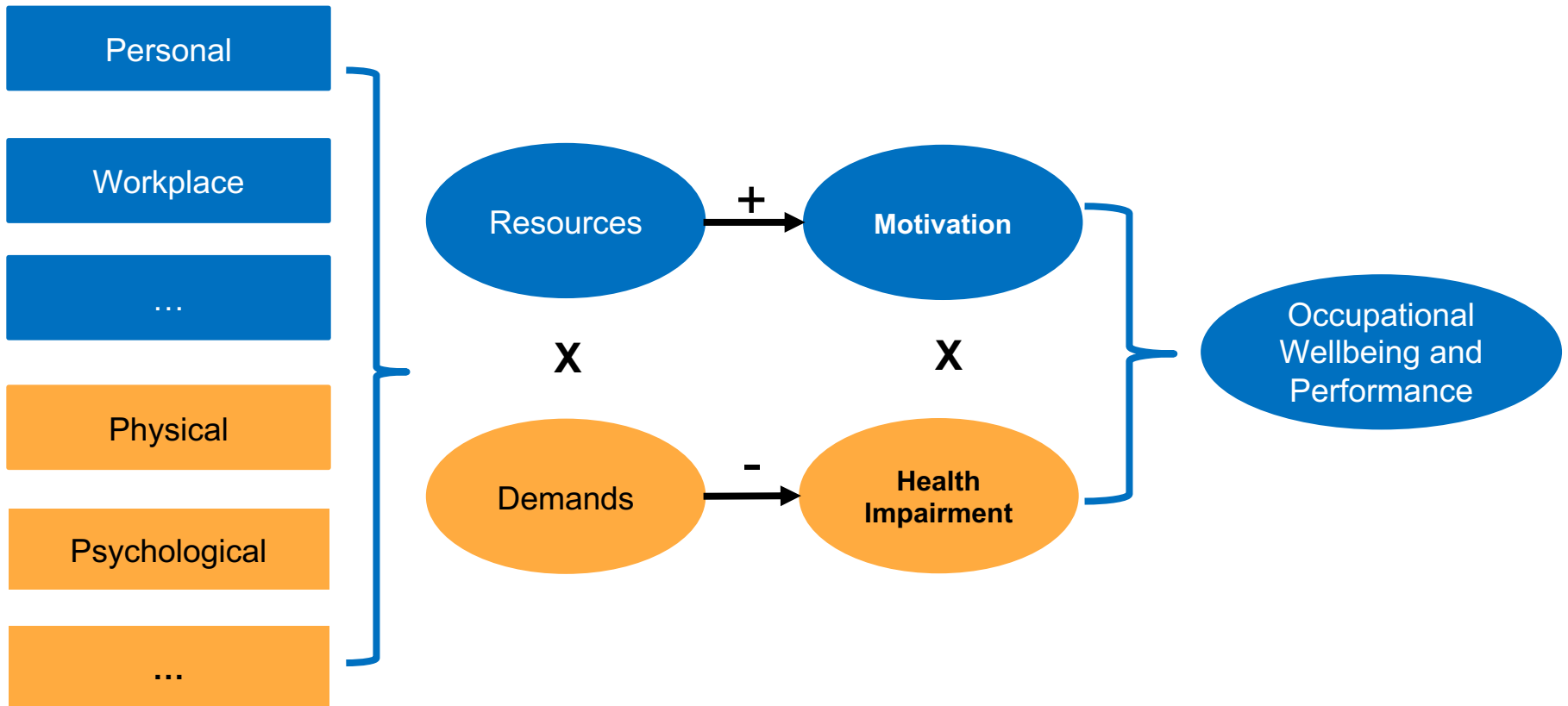


Goals

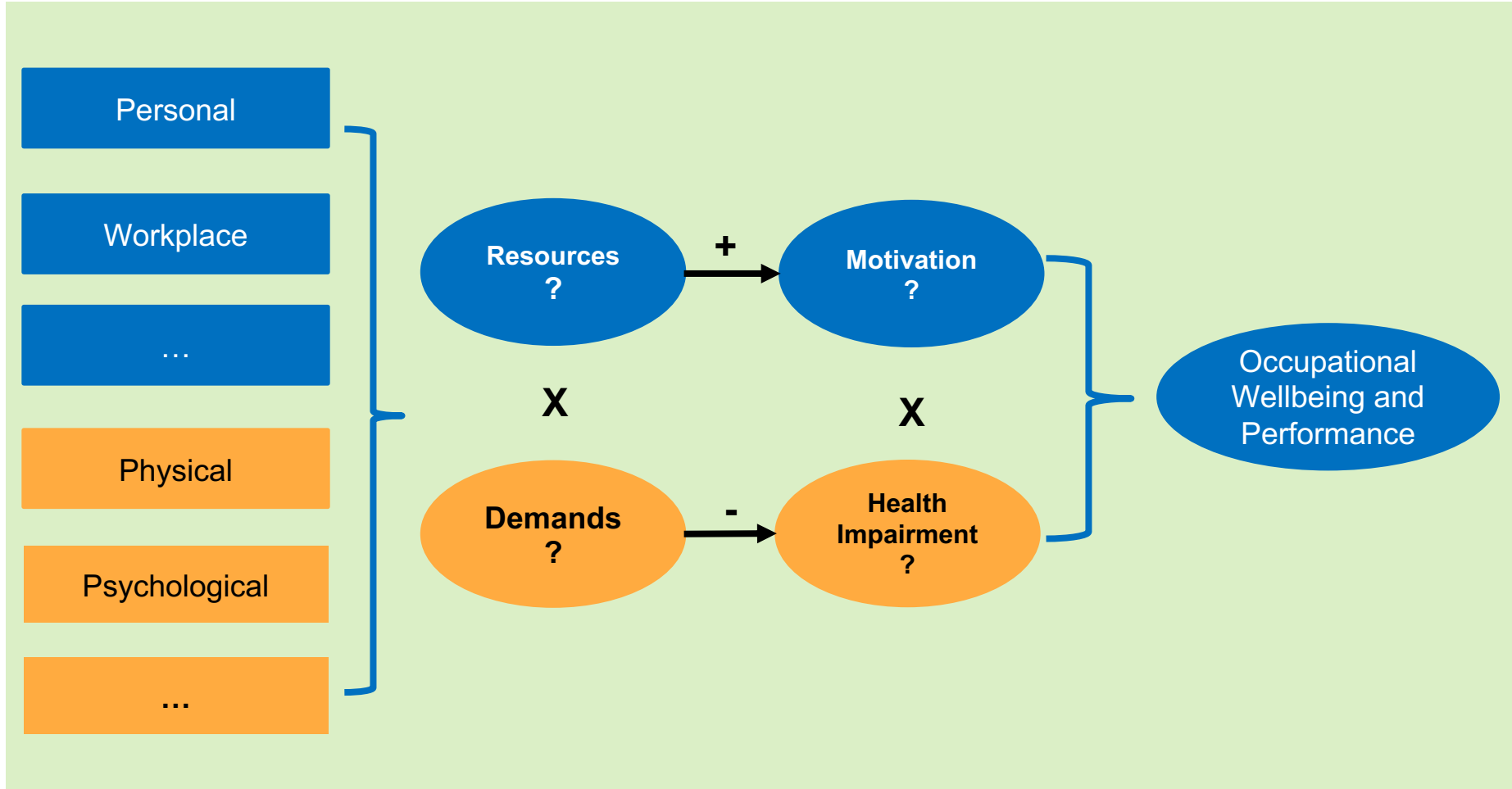
- To gain an overview of the **theoretical and empirical literature** related to educators' self-efficacy and compassion fatigue;
- To learn about **educators' beliefs and practices related to school connectedness** during the COVID-19 pandemic and distance learning and their **differentiated influences** to educators' wellbeing;
- To discuss the **practical implications and recommendations** that could help improve educators' wellbeing and resilience in the midst of pandemic and changing schooling situations.

Job Demands-Resources Model (Bakker & Demerouti, 2007)

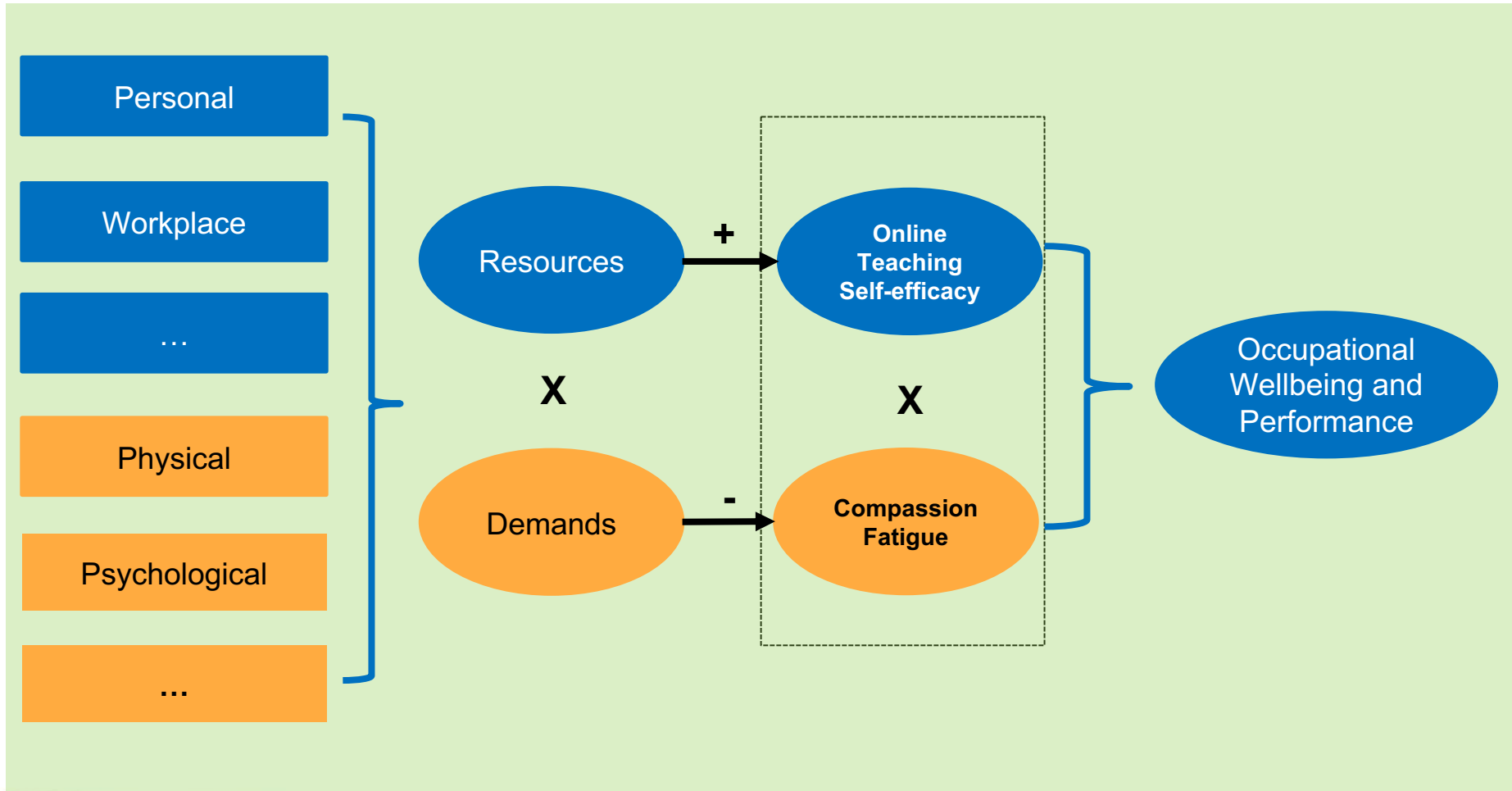
Risk and Resilience Model



During COVID-19 Pandemic and the Transition to Distance Learning

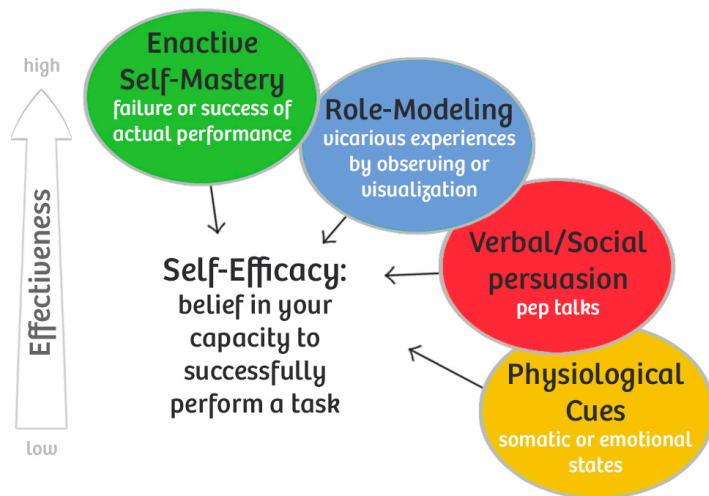


During COVID-19 Pandemic and The Transition to Distance Learning

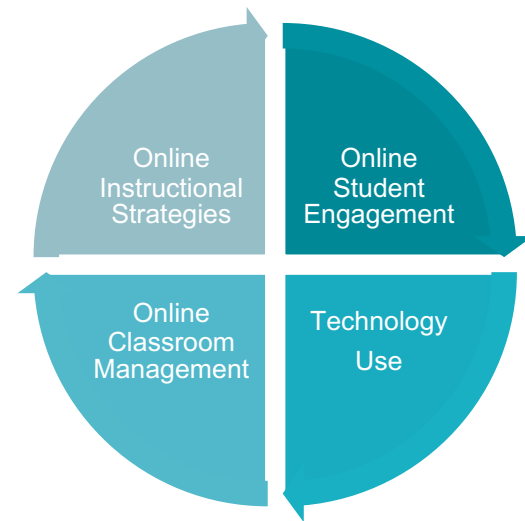


Educator Self-efficacy

- Definition: educator's perception of their capability to facilitate students' learning of knowledge, values, and behaviors successfully.
- Sources of self-efficacy beliefs



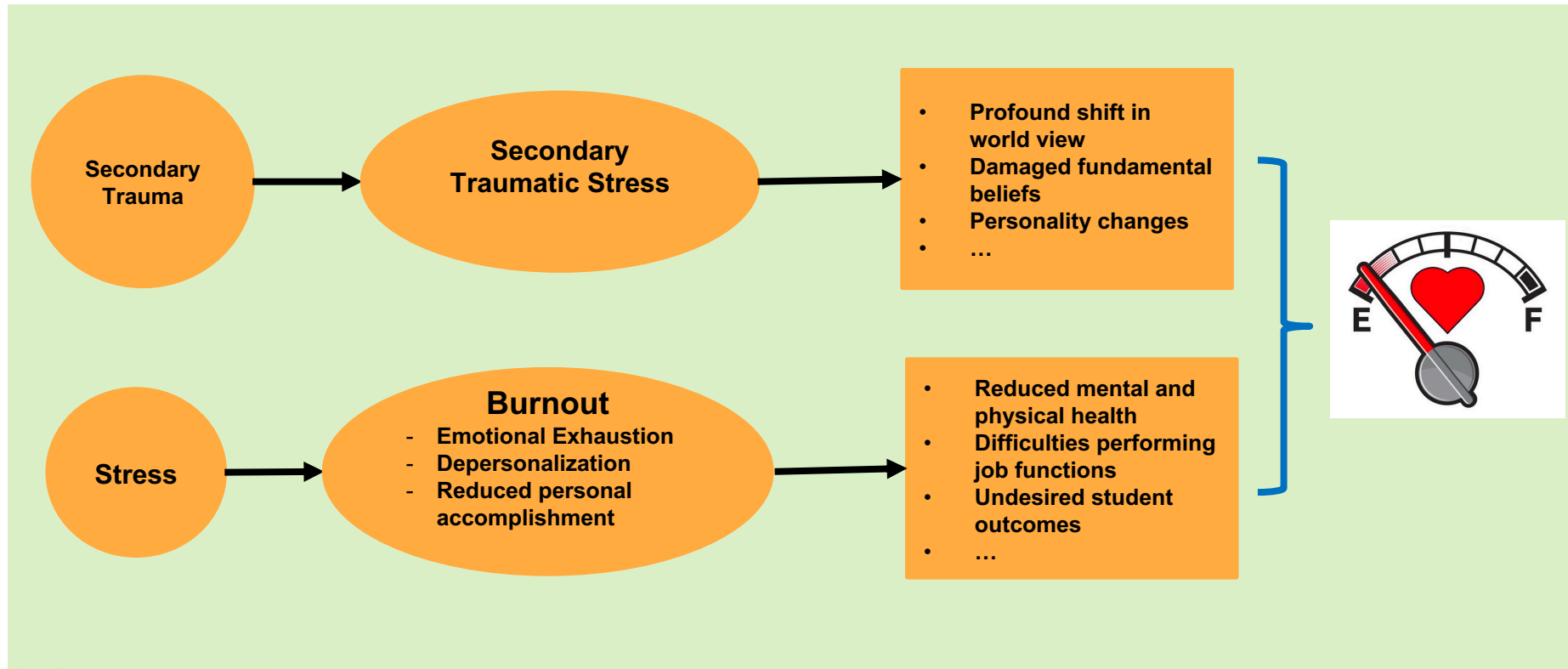
(Bandura, 1986, 1997)



(Robinia & Anderson, 2010)

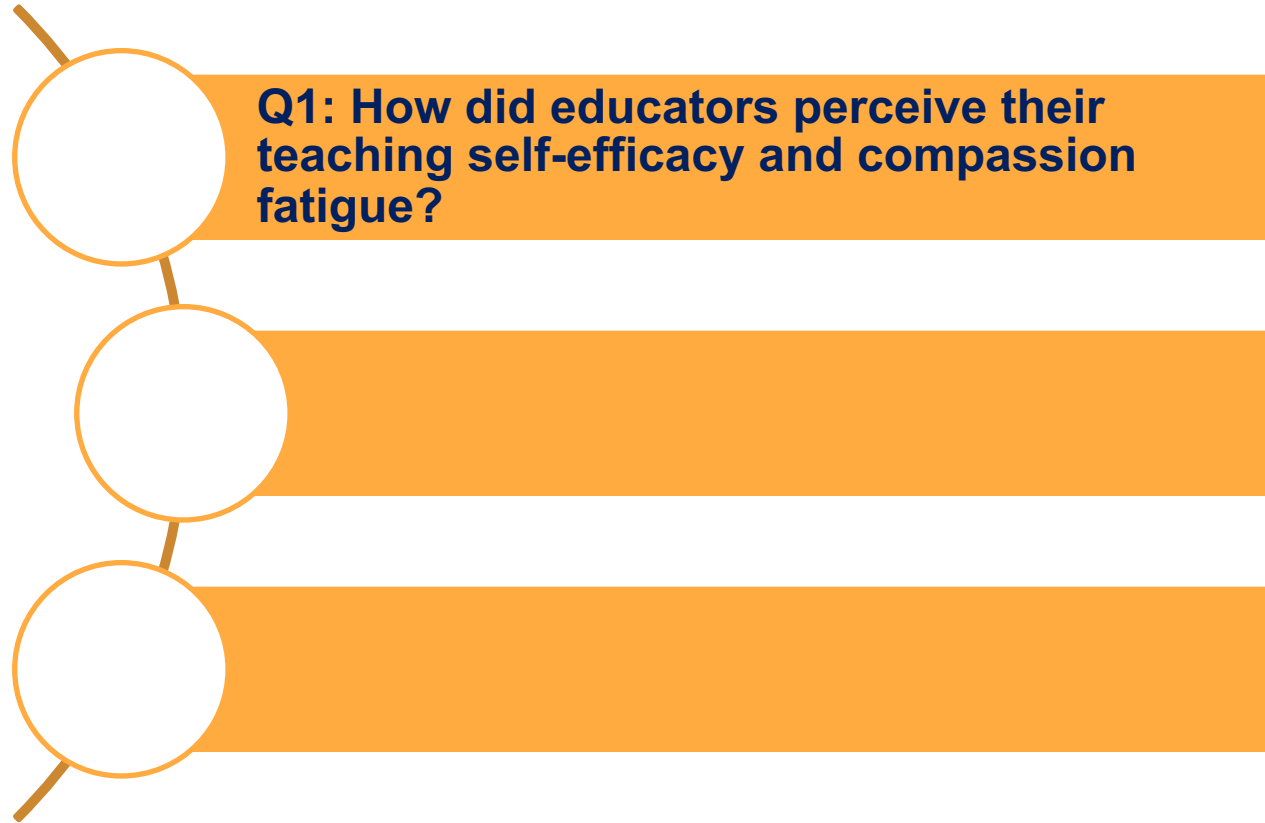
Compassion Fatigue

- Two key sub-constructs: burnout and secondary traumatic stress (Stamm, 2010)



Research Questions

During the COVID-19 Pandemic and transition to distance learning...

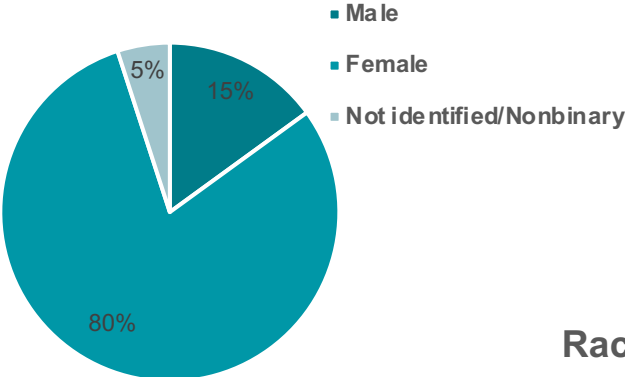


Survey Study (Late Spring, 2020)

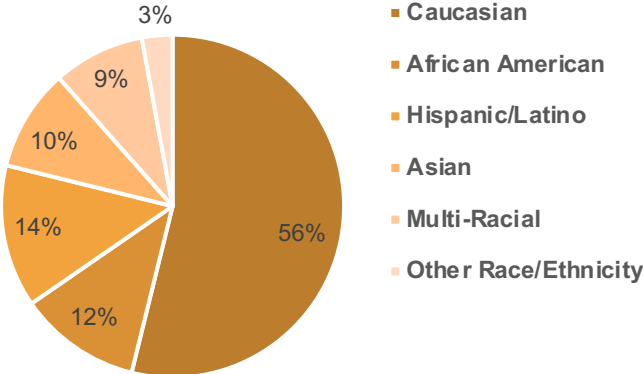
	Current Study Sample size (%)		Elementary	Middle	High	Multi-Grade	District Size (%)	
Full Sample	321	100%	187	49	61	24	4,840	100%
Gender								
Male	48	15%	10%	24%	21%	17%	1432	29.59%
Female	256	80%	84%	71%	75%	71%	3407	70.39%
Not identified/Nonbinary	17	5%	5%	4%	3%	13%	1	0.07%
Race/Ethnicity								
Caucasian	174	56%	52%	57%	49%	75%	1,581	33.80%
African American	36	12%	12%	12%	10%	4%	1,569	32.50%
Hispanic/Latino	44	14%	13%	10%	21%	8%	900	17.80%
Asian	30	10%	11%	10%	7%	4%	549	13.00%
Other Race/Ethnicity	10	3%	3%	0%	7%	0%		
Multi-Racial	27	9%	9%	10%	7%	8%	241	2.89%
Positions								
Classroom Teacher	264	82%	89%	84%	69%	63%	2,284	47.19%
Instructional or Pupil Support Professionals	41	13%	7%	14%	23%	29%	1649	34.07%
Other positions	16	5%	4%	2%	8%	8%	907	18.74%

Participants

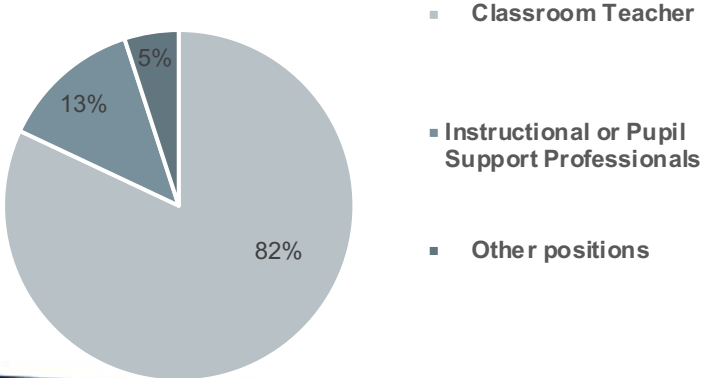
Gender



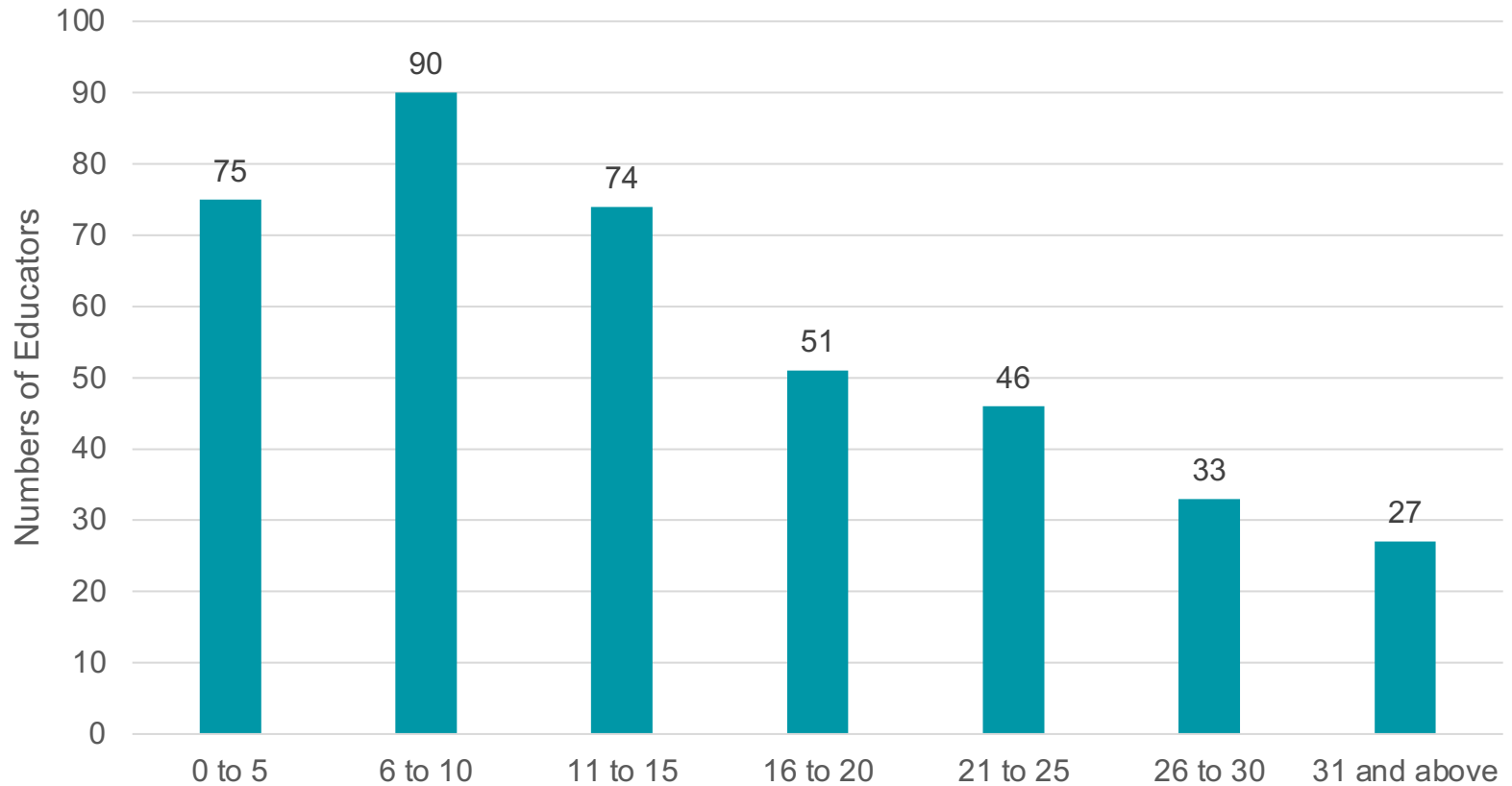
Race/Ethnicity



Positions



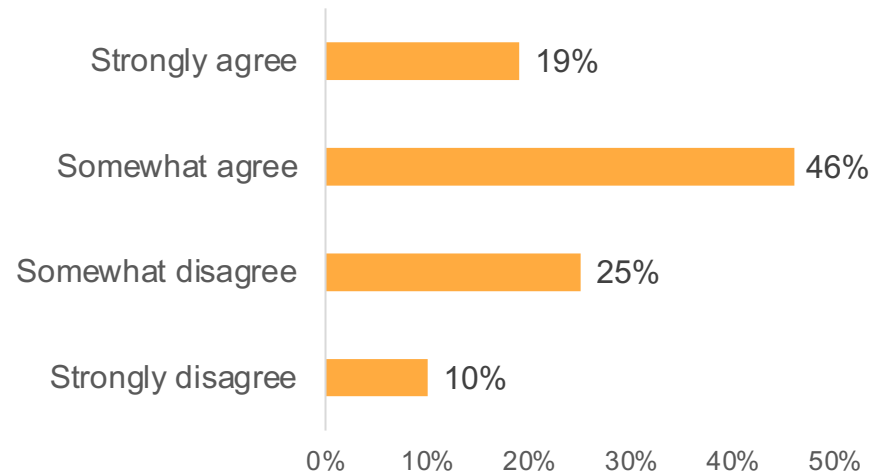
Years of Working in Field of Education



Online Teaching Self-Efficacy

Survey Items

- I feel I have successfully adapted my work to the distance learning platform.
- I feel I am able to help students learn new things using the distance learning platform.
- I feel I have accomplished a lot in the distance learning phase.
- I feel like my work has been effective and helpful during the distance learning phase.



Online Teaching Self-Efficacy

*"There's help available but the expectations assume a level of computer skills many don't have. I am learning what I can. I feel as though **I have landed on a new planet.**"*

*"We are making progress, but it often **feels empty** because you know what you used to be capable of. **You know what is possible, and you know that you are not giving your kids what you know you could if you were in school.** And that is extremely frustrating."*

*The biggest issue with online learning is that if **student's don't want to be reached, you can't reach them.** If students don't log on, they don't learn*

*"The nature of the job has changed so much that I'm starting to wonder if I should start looking for other kinds of work. It's hard to know if I'm getting through to my students--there is **so little useful feedback** with this mode of teaching that it often feels like **I'm shouting addition strategies into a hole in the ground.**"*

*"My team has spent hours strategizing how to best engage "unengaged" students and families, but none of our outreach has yielded significant results. It feels like **putting out a lot of effort into a vacuum.**"*

*"It is hard to **keep families and students accountable** for their learning when there is so **many more barriers** like **technology**, internet, family comfort with zoom or other apps, financial stressors and health stressors."*

*"Although teaching is always a stressful occupation, it is one where the face to face time and small moments of success allow a teacher to re-energize. **Now I no longer go home and problem solve and figure out the puzzle of the day, I close my laptop and feel like an absolute failure.**"*

Online Teaching Self-Efficacy

In the beginning, it was a lot of work training the parents to get used to the computer, but it quickly turned into a **productive way of working**. There has to be accountability from both parts (parents and teachers). We were successful in this because both sides **collaborated** very well.

The stress level went down as I became **more familiar with the different online learning platforms** and as I became more comfortable with virtual classroom meetings

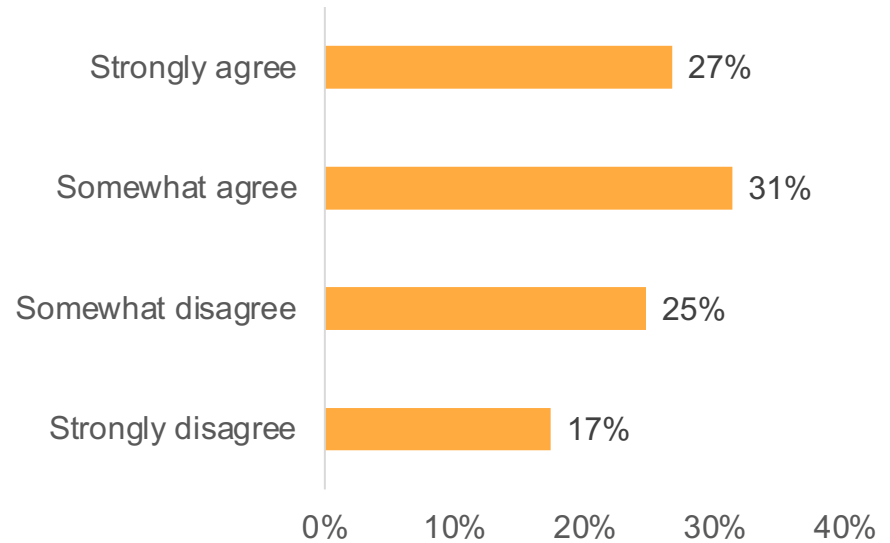
Before the pace was extremely quick but predictable and within my control. I knew what kinds of activities worked, and had a toolbox to work from. Now everything feels **out of control** ...By the middle, we had **found a rhythm**. But I would not say it was anywhere near as effective as classroom learning.

Due to the urgency of managing online learning and having to manage a very steep **digital learning curve**, I now feel that I am **able to learn in ways I never imagined**. So while the prospect of continuing online learning with a group of students I don't know brings another level of stress, the initial stress of managing online teaching has decreased and been replaced by **a feeling of empowerment**.

Compassion Fatigue

Survey Items

- I feel nervous and stressed.
- I feel I am unsuccessful at separating work from my personal life.
- I have frequently felt weak, tired or rundown as a result of my work as a teacher.
- I am losing sleep over a student's traumatic experiences.



Stress and Burnout

*“It is **crisis learning not distance learning**. I am **stressed** about my students safety and wellbeing more than ever. I am stressed about all the things I **can't control**.”*

*“I also found myself finding it difficult to set **boundaries**, being constantly available for my families. This led to stress as **I always felt “on,”** which is not aligned with what it was like before.”*

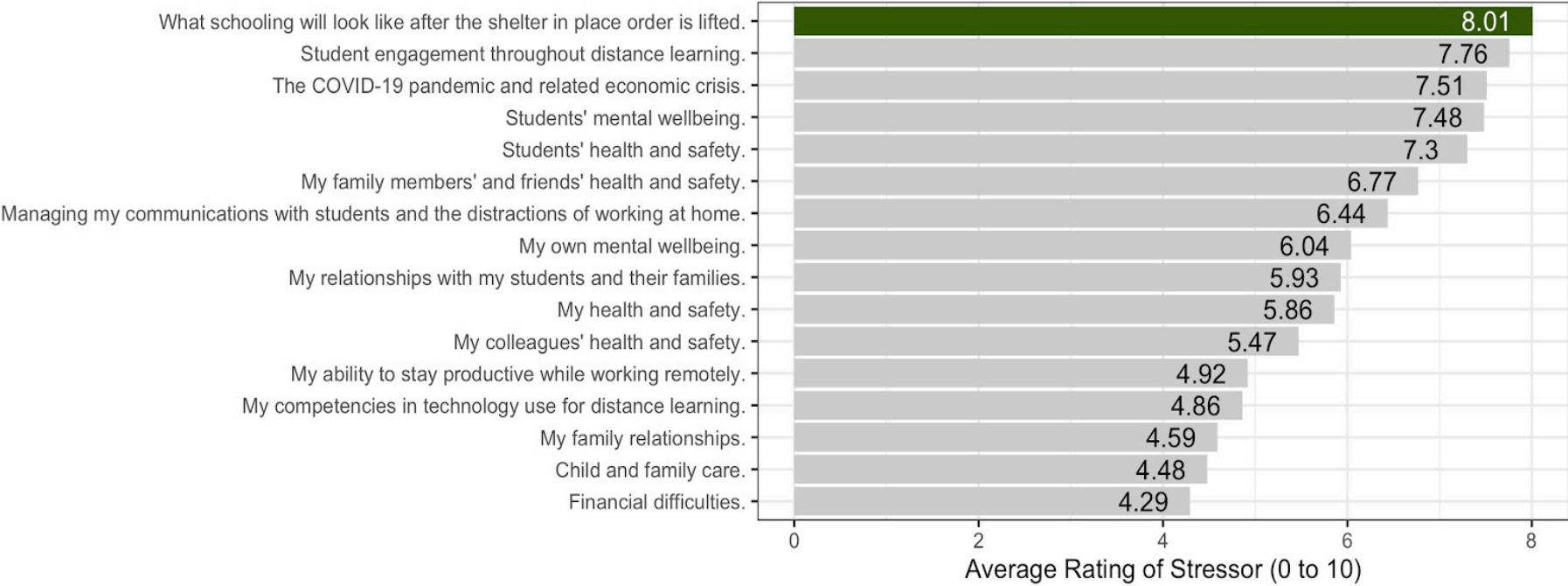
*“There is **less intense immediate stress** from things like classroom disruption or directly dealing with student trauma, but there is a continuous **dull stress of uncertainty** and feeling like I simply can't do a good job no matter how hard I try given the.”*

*Many of us are doing **more of the job of a social worker than teacher** which we are not trained to do which ups the stress levels. Although I am always worried about my students' **academic progress**, I am now more **worried** because we can't do as many interventions as we would at school.*

*“The combination of childcare responsibility, lack of internet access/computer literacy for students, and the knowledge that almost all of my students' families are unable to pay their rent has given me an **overwhelming feeling of “What is the point of all this?”** There have been so many nights where I think about my students and cry myself to sleep. It has made me realize that **school is about so much more than teaching academics.**”*

*“The good is I am **no longer stressed about asking students to comply with rules** that are designed to create control in an overpopulated classroom and school. I believe many students are also **thriving away from the level of control and compliance** that we instill on their bodies and minds.”*

Stressors



Compassion Fatigue

"I am now far **more worried** about my students' wellbeing as they are not able to be away from home at all and many experience **trauma** where they live. Many of my families were struggling financially, physically, etc, leading me to worry much more about my students and their families."

"Now I have more stress about the health and safety of my students. It's in my home everyday now, when school was in session I had coping mechanisms and routines to **try and separate the trauma of the day with my families intimate home space.**?

"I **grieve** for the lost learning, especially for the students who, basically, dropped out. I am stressed that distance learning will continue, making education even more **inequitable.**"

"Many come from **unsafe homes and were subject to trauma** without the safe space of a school campus. Food insecurity, working parents, sick family members, and digital inequity **exacerbated my own anxieties and coping strategies** for my personal concerns and worries."

"As I live a very privileged life, a white educator in xx, I see the act of sheltering in place is a very privileged idea, it assumes you have a safe, loving environment, one that is healthy and can nourish the amount of people living in it. Some of our students have that. And some do not and because of **structural racism**, there are many families living in toxic environments, physically, emotionally, and due to an increased exposure to toxic chemicals and pesticides. I fear for their lives and futures and am working to heal my **white guilt** so I may transform **white privilege** into action to end **white supremacy.**"

Demographic Differences

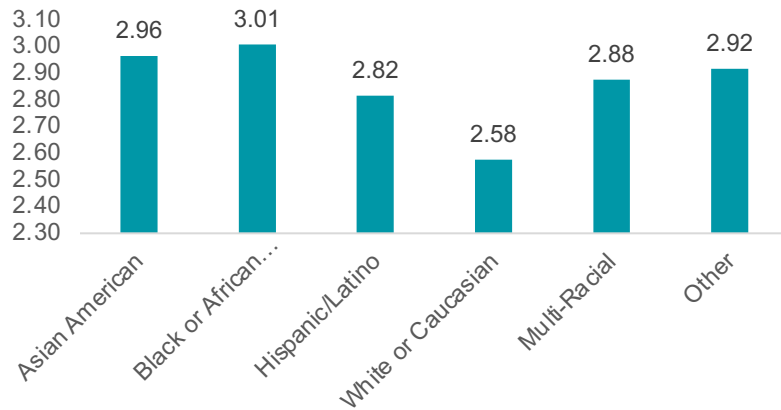
- Black educators reported higher online teaching self-efficacy and lower compassion fatigue than White educators

	Online Teaching Self-Efficacy	Compassion Fatigue
	<i>Beta</i> (SE)	<i>Beta</i> (SE)
Main Effects of Demographics		
Sex (Male as reference)	0.14 (0.14)	- 0.06 (0.14)
Years of Teaching	0.00 (0.01)	- 0.01 (0.01) **
Race_D1 (Hispanic vs. White, White as reference)	0.27 (0.15)	- 0.14 (0.14)
Race_D2 (Asian vs. White, White as reference)	0.25 (0.17)	0.04 (0.17)
Race_D3 (Black vs. White, White as reference)	0.38 (0.16) *	- 0.38 (0.16)*
Race_D4 (Multi-racial vs. White, White as reference)	0.23 (0.17)	- 0.31 (0.17)
Race_D5 (Other vs. White, White as reference)	0.64 (0.43)	0.20 (0.42)
Grade Level_D1 (Elementary vs. Middle, Middle as reference)	0.05 (0.13)	0.00 (0.13)
Grade Level_D2 (High vs. Middle, Middle as reference)	- 0.28 (0.16)	- 0.04 (0.16)
Grade Level_D3 (Mixed vs. Middle, Middle as reference)	- 0.12 (0.21)	0.01 (0.20)

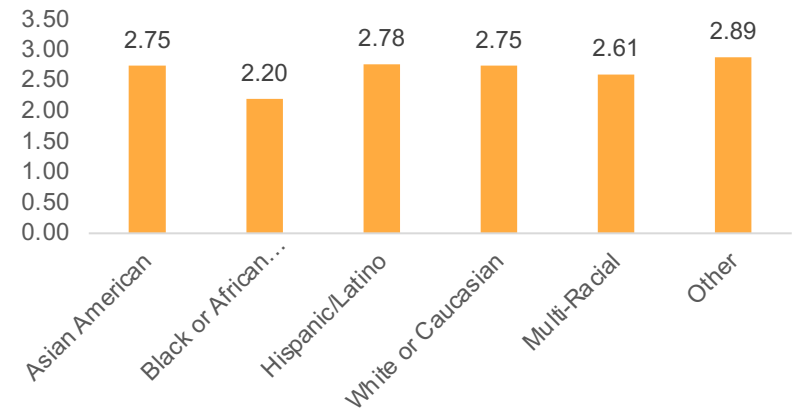
Note: * $p < 0.05$

Racial/Ethnic Differences

Onling Teaching Self-Efficacy

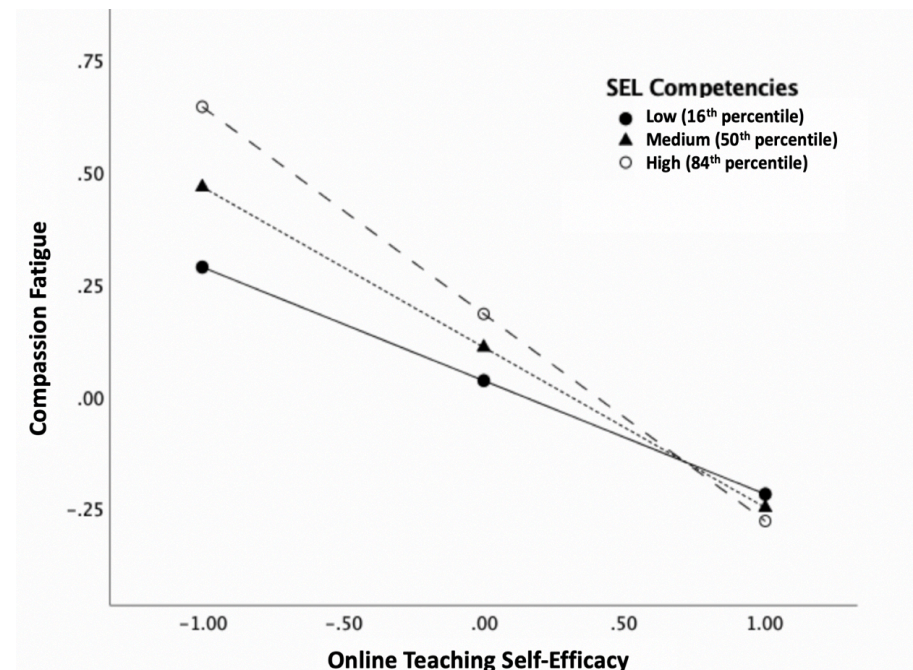


Compassion Fatigue

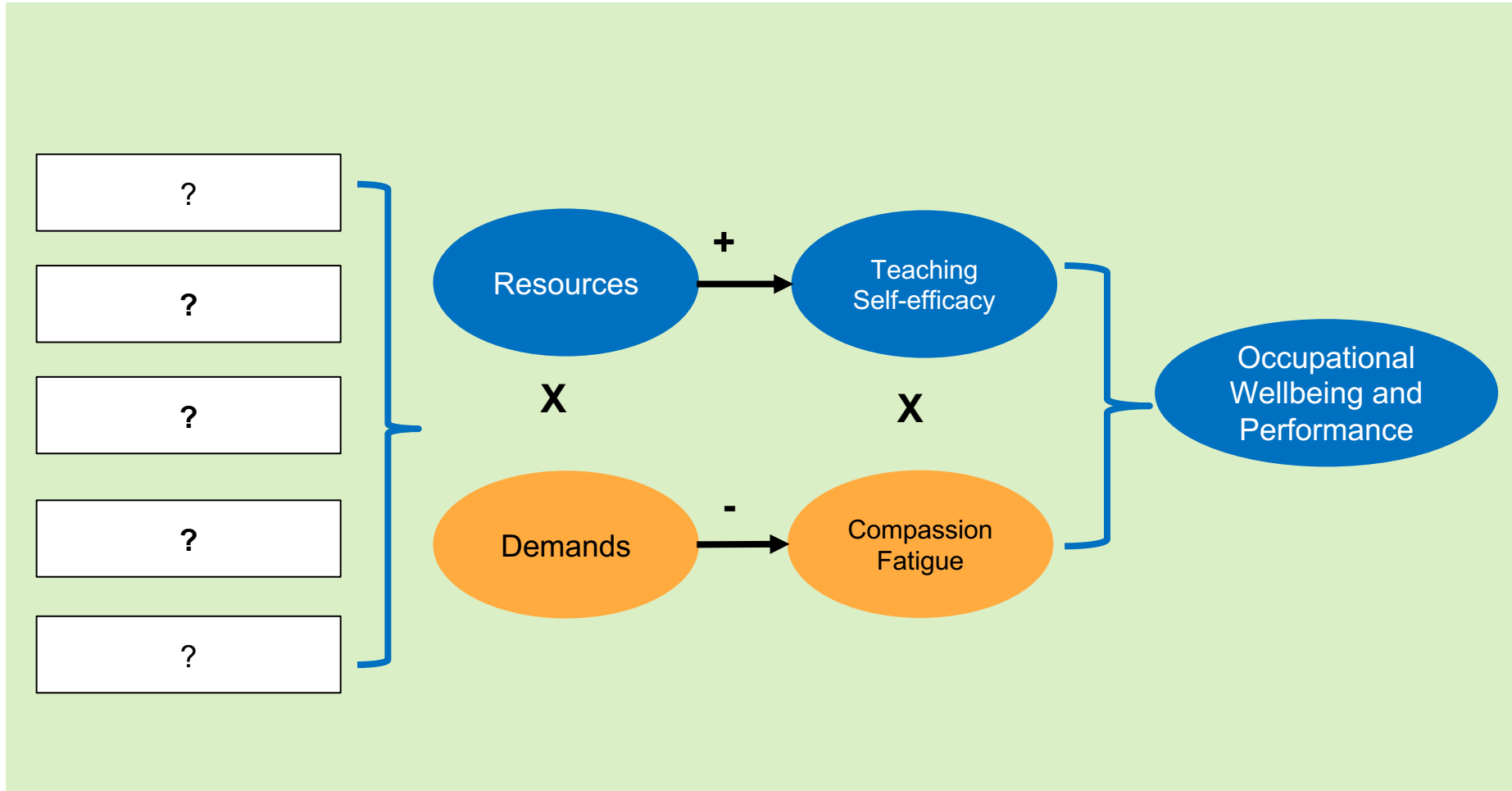


Association between Online Teaching Self-efficacy, SEL Competencies, and Compassion Fatigue (Yang, 2021, *School Psychology Review*)

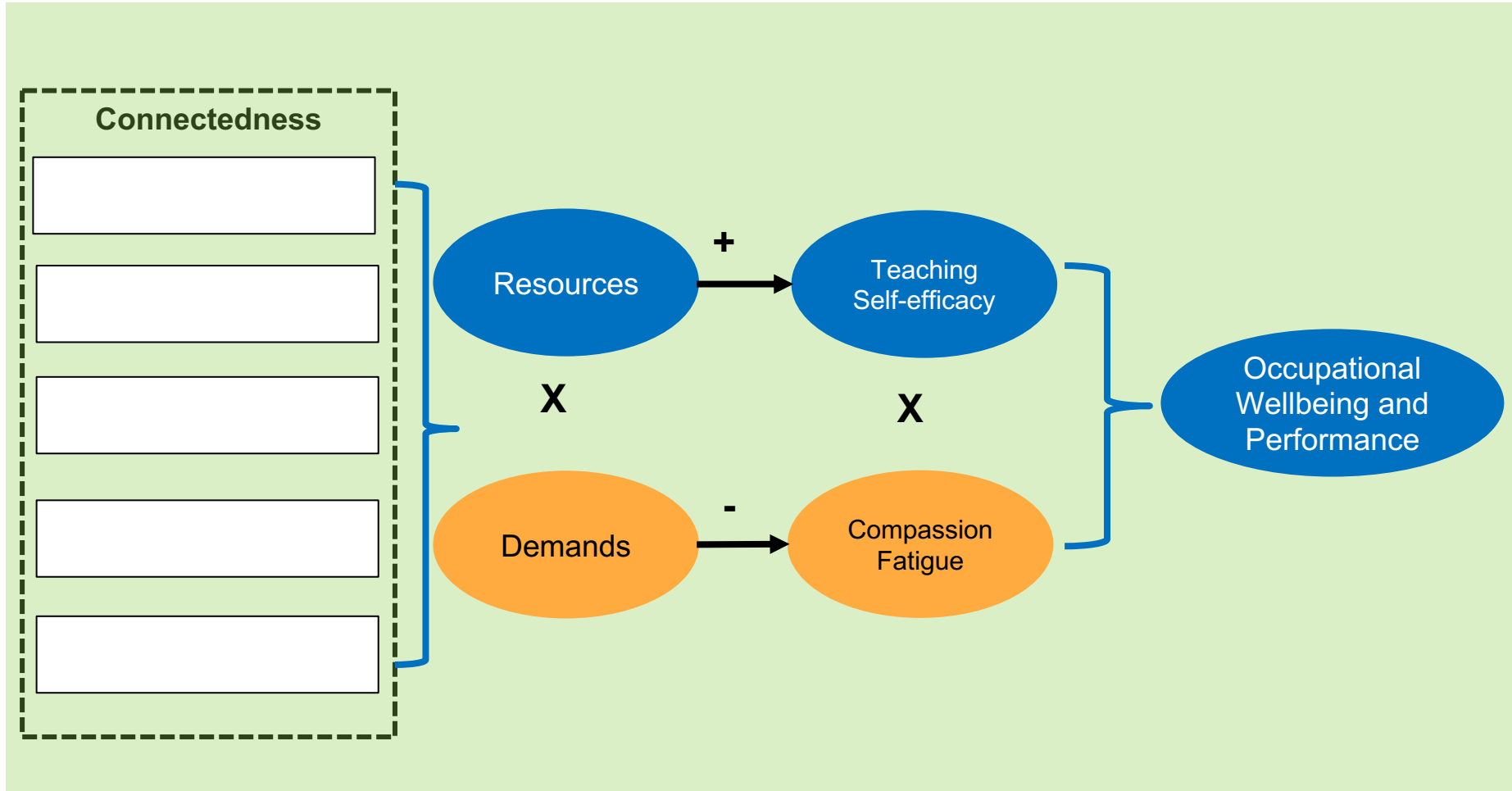
- Online teaching self-efficacy was negatively associated with compassion fatigue
- Educators with higher levels of SEL competencies were more attuned to the negative association between online teaching self-efficacy and compassion fatigue, in comparison to educators with lower levels of SEL competencies



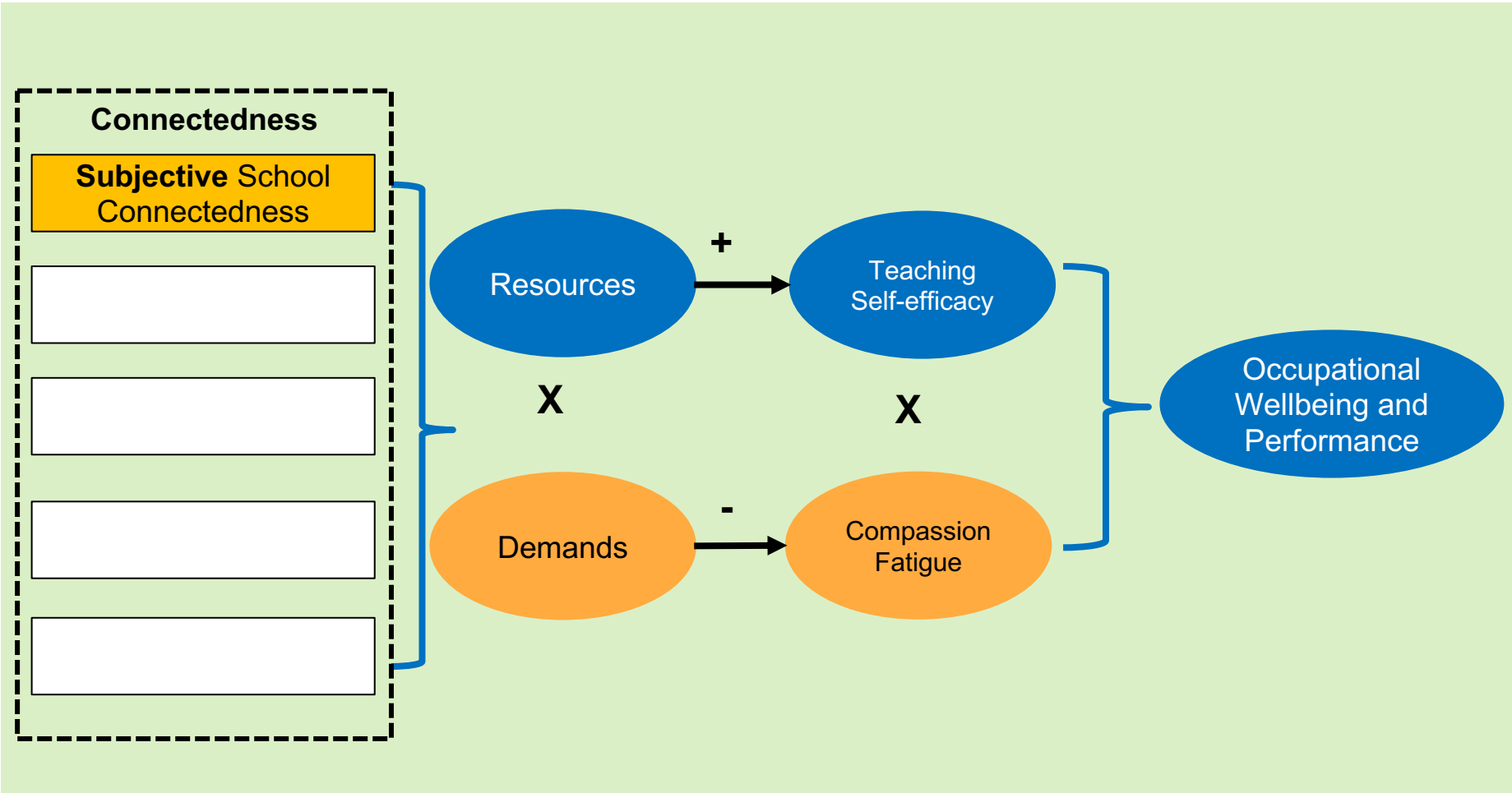
During COVID-19 Pandemic and Distance Education



In the context of pandemic and transition to distance education



In the context of pandemic and transition to distance education

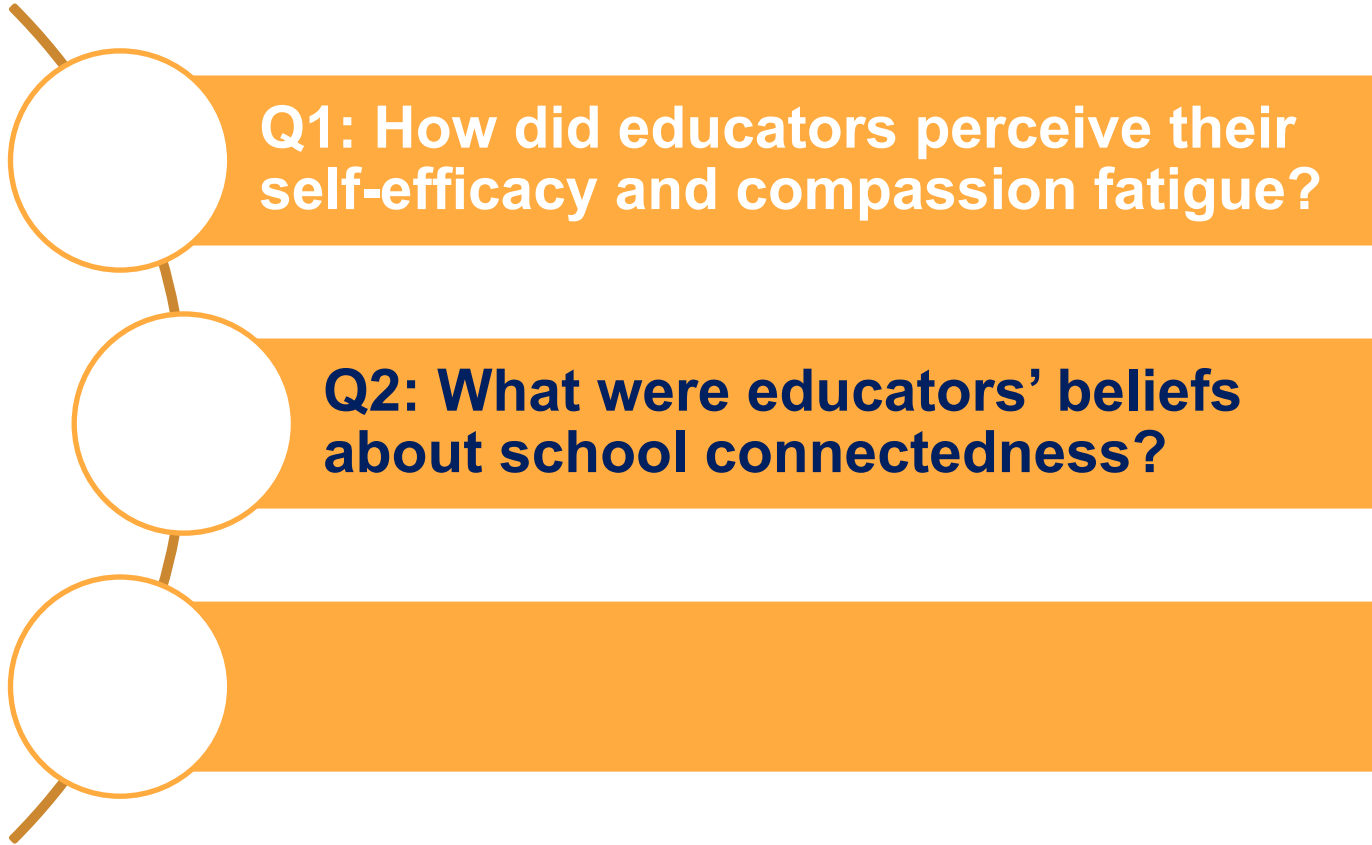


School Connectedness

- **Definition:** feelings of closeness to others at school, feeling happy and safe at school, feeling a part of the school community, and that others in the community treat them fairly (Nonnemaker & Blum, 2002).
- **Increased teaching self-efficacy is associated with**
 - Connectedness to instructional leaders (Aldridge & Fraser, 2016)
 - Affiliations with other staff members in the form of obtaining assistance, encouragement, and acceptance (Weiss, 1999)
 - Positive connection and interaction with students (Aloe et al., 2014)
- **Reduced emotional exhaustion is associated with**
 - Connection to adequate access to resources, in put in decision making, and supportive supervisors (e.g., Collie et al., 2012; Greenglass et al., 1996;)
 - Disconnectedness from school community (e.g., Kennedy et al., 2012)
 - Supportive mentorship (e.g., Caringi et al., 2015)

Research Questions

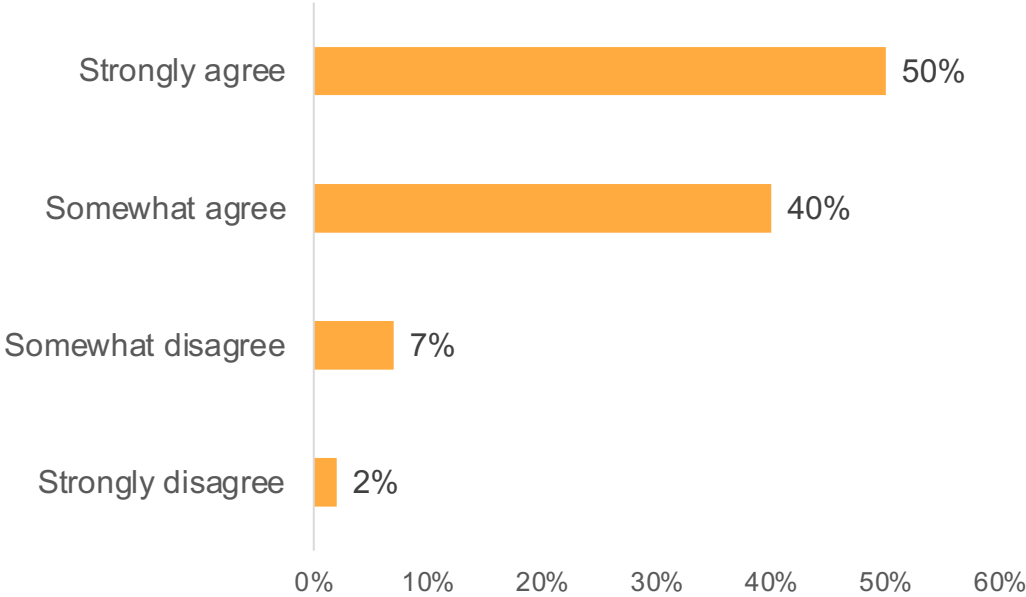
During the COVID-19 Pandemic and transition to distance learning...



School Connectedness (Subjective Perception)

Survey Items

- I feel like I belong at my school
- I feel a sense of community with my school.
- I feel like people at my school care about me.
- I feel I am treated with respect by others at my school.



School Connectedness

*I feel like there has been **more of a focus on connectedness and relationships** during distance learning with my school community. The work has been secondary. The expectations have been more flexible and been more about **how students are doing versus how much work they are doing.***

*I have become **more connected** to my grade-level team as we work through the process of distance learning. I can **work better with small groups** and become more connected with each child because I don't have the distraction of worrying about the rest of the class.*

*Distance learning trimester has made me feel **more connected** to students. **I feel that we no longer waste time on issues not really related to learning.***

Overall Connectedness

“ My usual **outlets for affirmation and joy are no longer available**, and the many, daily demands of the job make me not able to manage time”

In **person conversation** is so much better than a text. **The "tone" of an email** can be disturbing.

Online meetings with colleges feel distant and unproductive. I'm not sure what it is, but I feel a **mental block with online meetings** that I do not feel about in person meetings.

I no longer had the community of other teachers and admin **going through the same struggles, validating my own everyday**. Instead I felt like I was alone in this, attempting to do my best but not doing anywhere something that I felt was productive or beneficial for my Kindergarten students and their family. **Distance learning took so much away from everyone**, and that was clear.

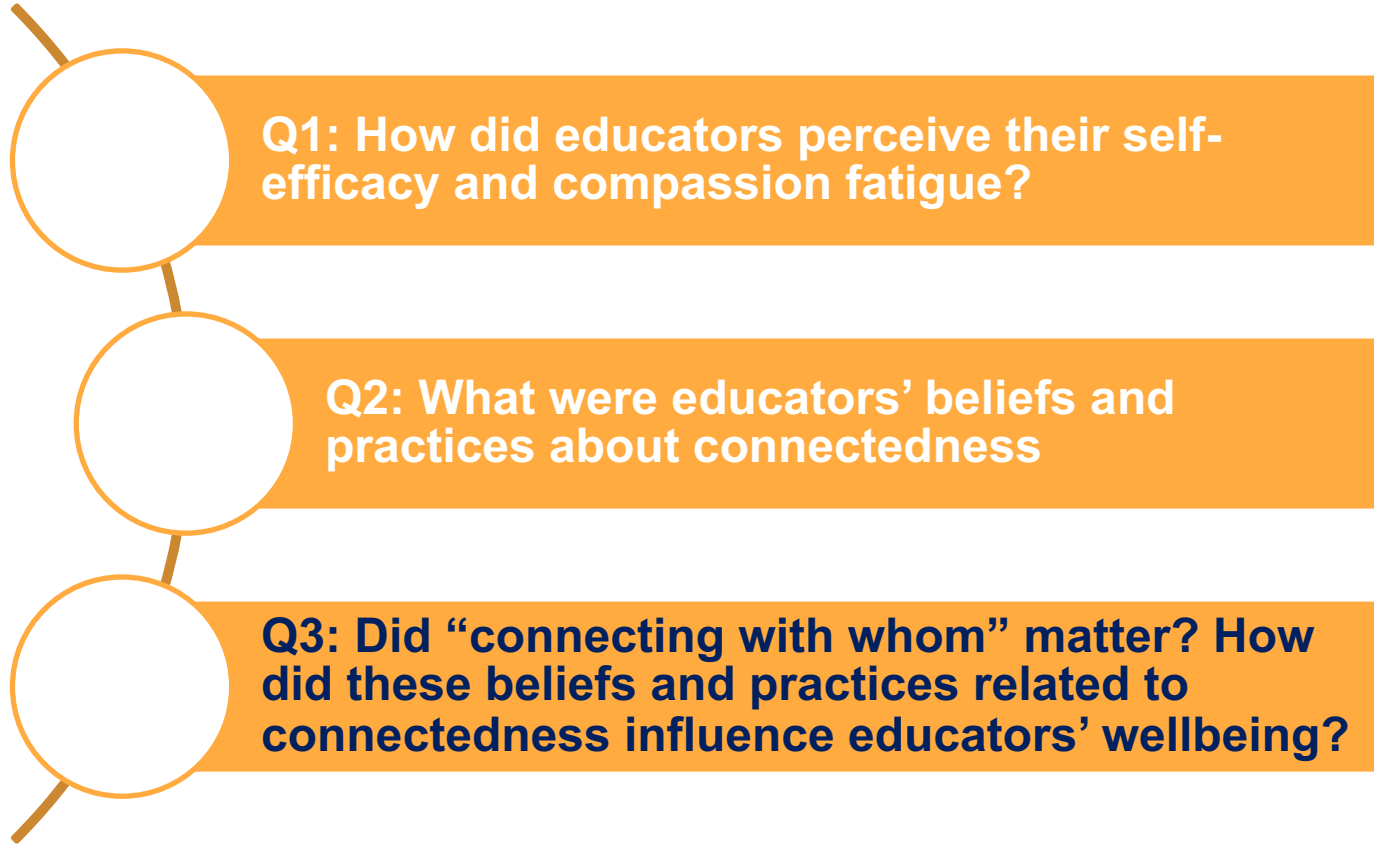
At school we always joke that when one of us is having a rough day with the kids, we'll come out of the classroom, see three other frazzled teachers and realize **we're all having the same kind of day. That's gone now**-when I'm having a stressful day, I have **no idea if I'm the only one or if everyone feels like I do**.

I feel **isolated and stressed** all the time--sleepless nights, anxiety, doubts and fears pertaining to how to to maintain connections with my students and families, despite a strong online presence. **I am someone who thrives on interpersonal relationships, in real time and real space**, and so I have felt disconnected, lonely, depressed and completely uncertain of the future. There has been **no physical contact with anyone** since March, and it has affected my social and emotional wellbeing.

It's really uncomfortable and stressful to have **fear and anxiety** about being around my students and families for an extended period of time...This is especially difficult because it **conflicts with the emotional joy and fulfillment** I get from interacting with students and families

Research Questions

During the COVID-19 Pandemic and transition to distance learning...

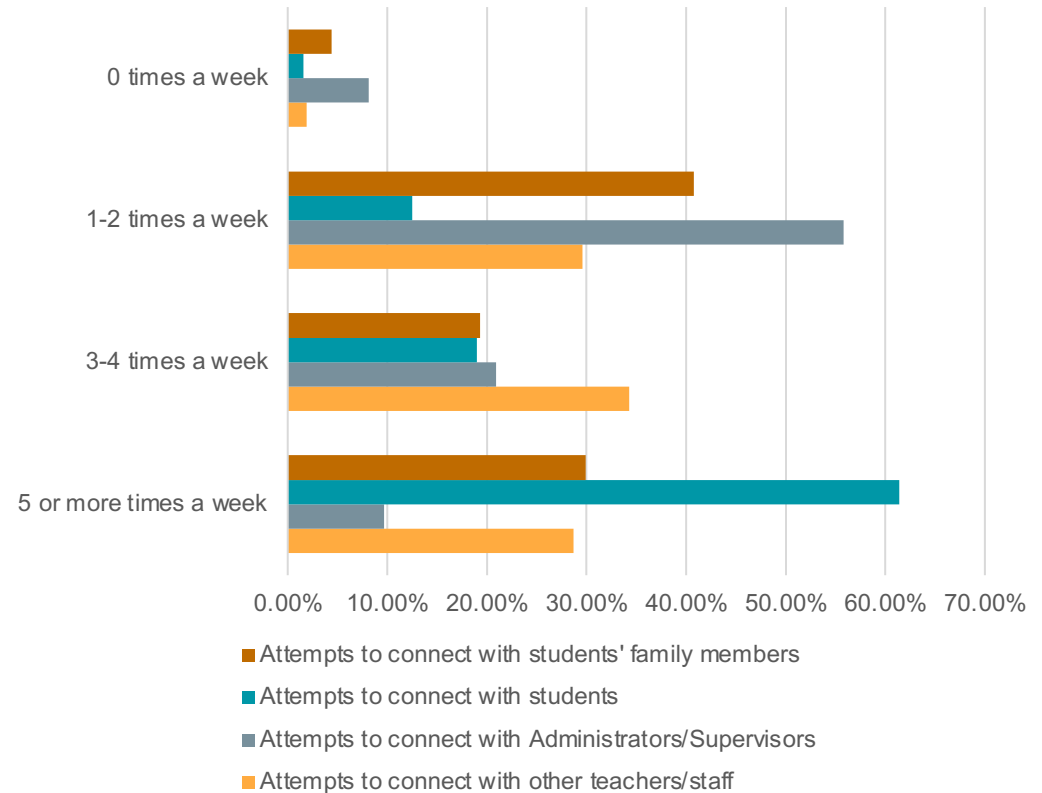


Attempts to Connect with Others

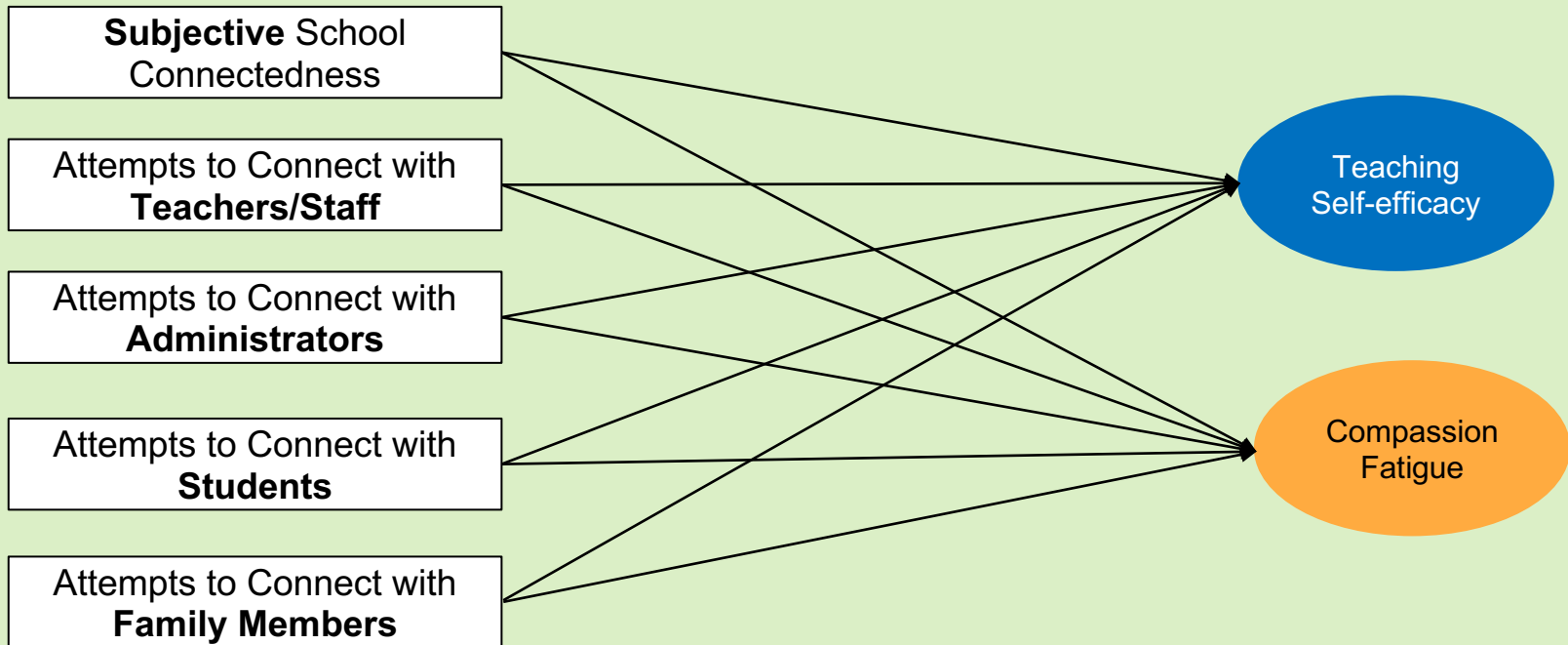
Survey Items:

How often do you attempt to connect with...

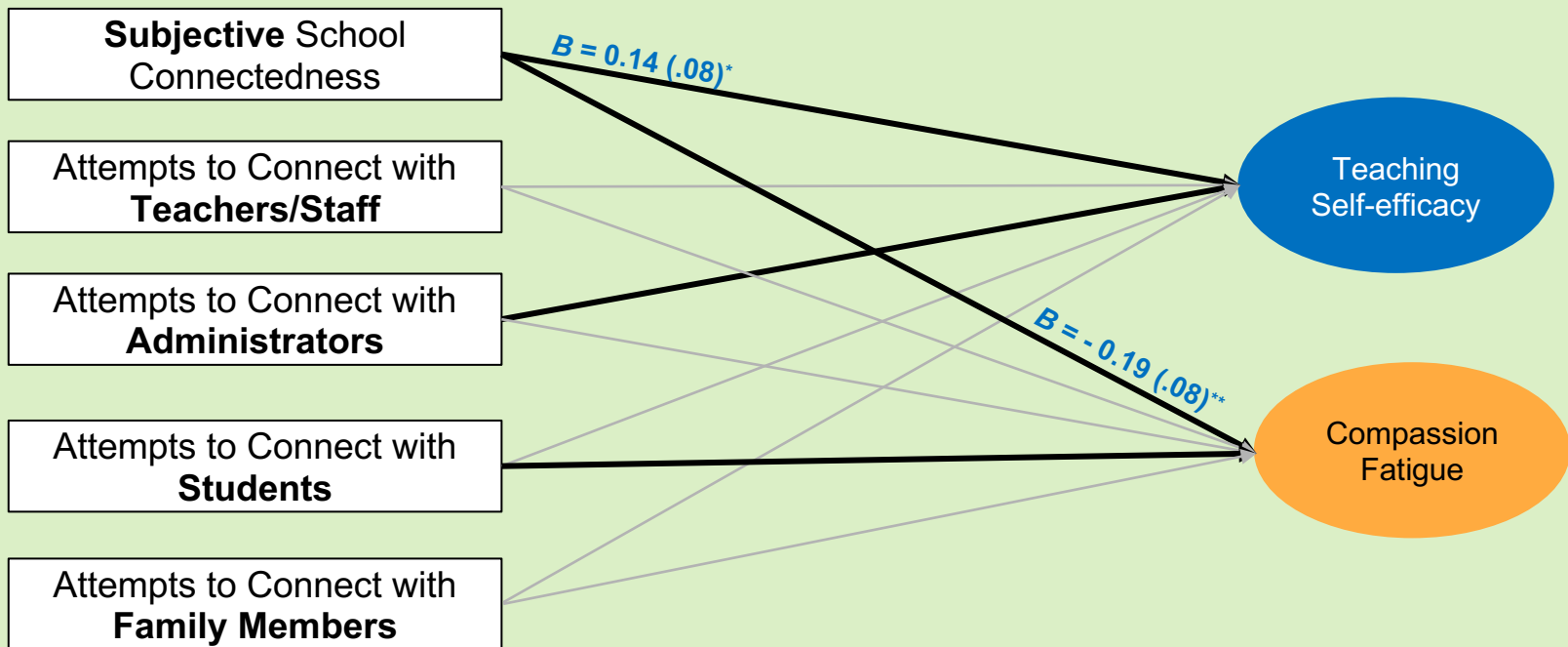
- other teachers/staff at your school?
- administrators/supervisors at your school?
- students?
- students' family members (e.g. parents or guardians)?



In the context of pandemic and transition to distance education



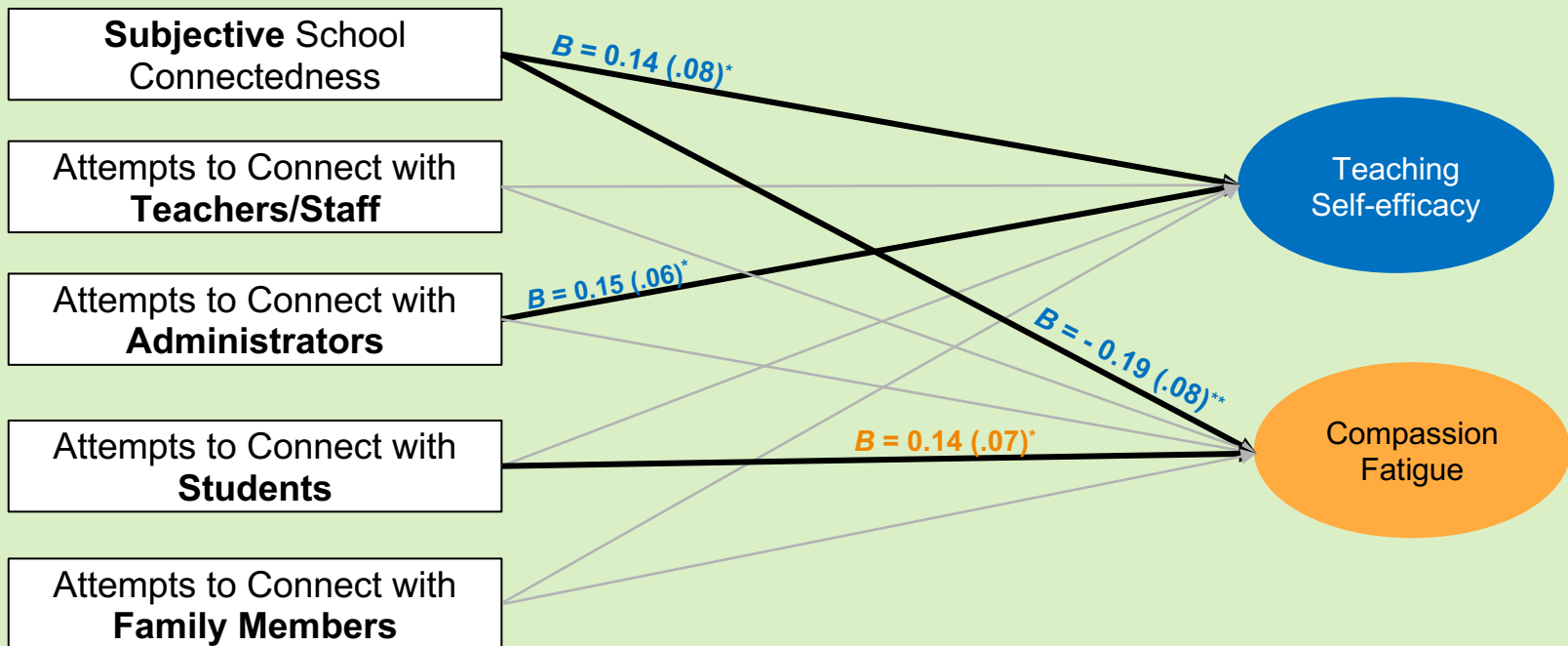
In the context of pandemic and transition to distance education



Positive Association between School Connectedness and Teacher Wellbeing

*I feel extremely connected to the other teachers and my principal, maybe even more so. Not a day goes by that I don't talk or text at least one of my coworkers. I think that has **made this process so much less stressful** for me.*

In the context of pandemic and transition to distance education



Communication and Connection with Students

*I am **needing to be available 24/7** to connect with kids. I am also **being held more responsible for students' refusal to engage** which is really exhausting and eating away at my ability to provide quality content and instruction.*

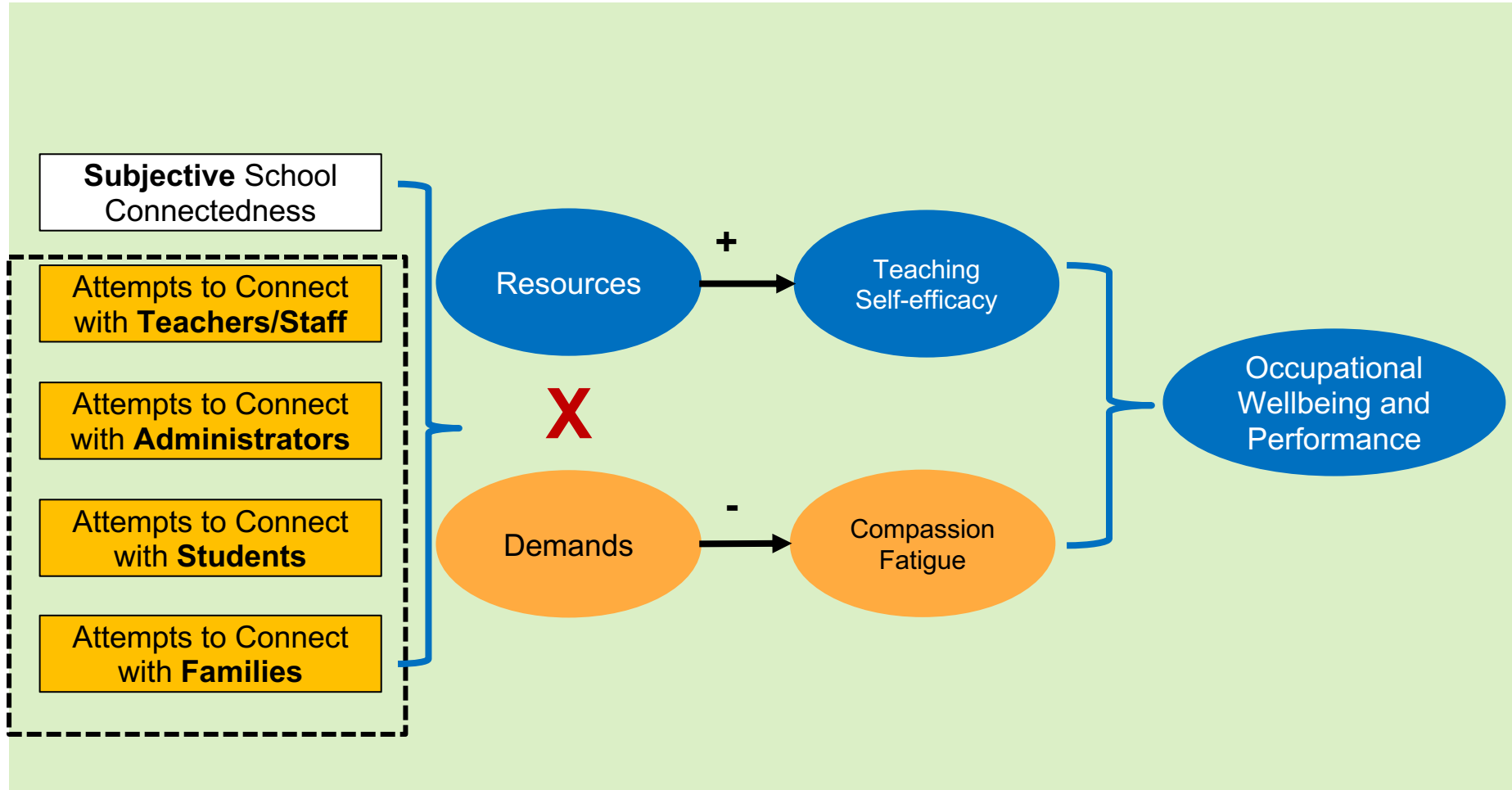
*It is also challenging to **balance communication in a way that is engaging students to respond and also recognizes my own boundaries** since I teach ~100 students. They are used to passively consuming a lot of media online and shifting that to a more pro-active engagement is a culture shift that takes time.*

*I had parents calling me and texting me from **7am to 10pm, even on the weekends**. I understood they had their questions and all but I did find this **super stressful to constantly stop whatever I was doing and take care of that**. Of course, no one was forcing me respond right away but I felt it was important to be 100% reachable so families trusted that was there to help. I suppose I just wasn't expecting that amount of communication and didn't think families would be contacting me so much outside of work hours.*

*The communication with my students and families has decreased. Some families have not updated their contact information. Other families do respond, but do not relate the message to my students. I **lost complete contact** with a quarter of my students*

*I am intrinsically uninterested in technology, I am not excited to learn more, and have **never sought out technology as a way to connect with people**.*

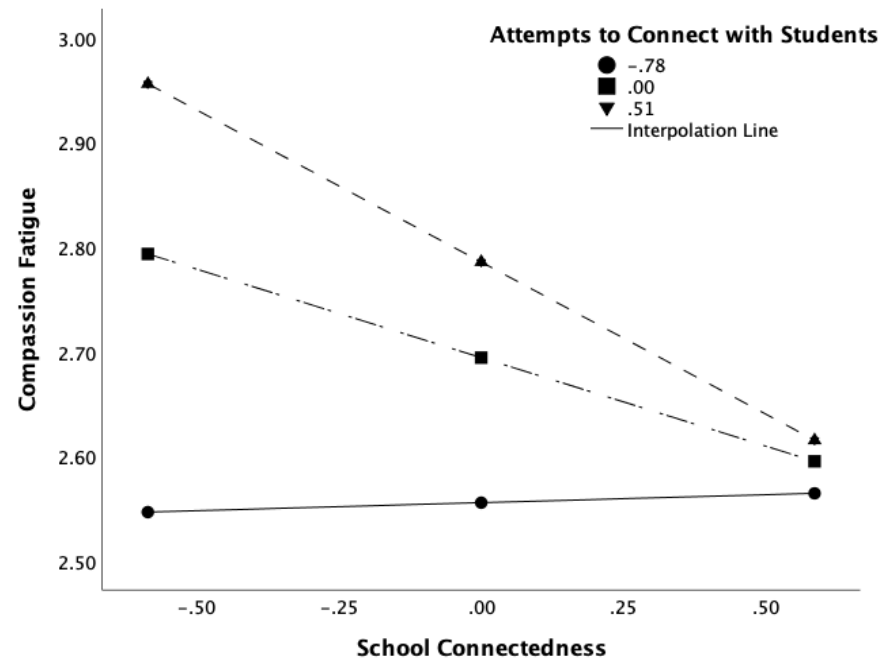
In the context of pandemic and transition to distance education



Association between Attempts to Connect with Students, School Connectedness, and Compassion Fatigue

Findings:

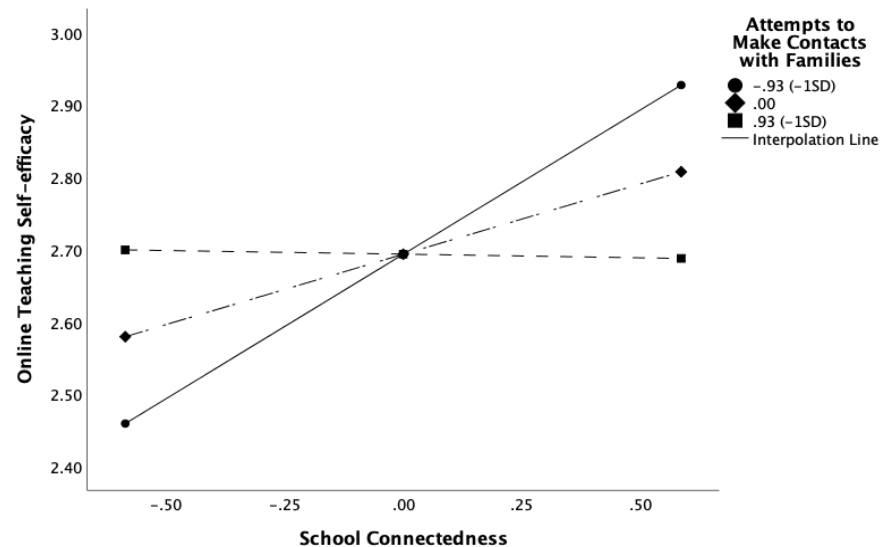
- The **preventative role** of school connectedness to educators' compassion fatigue was found to be **enhanced** among educators who made more frequent attempts to connect with students



Association between Attempts to Connect with Families, School Connectedness, and Compassion Fatigue

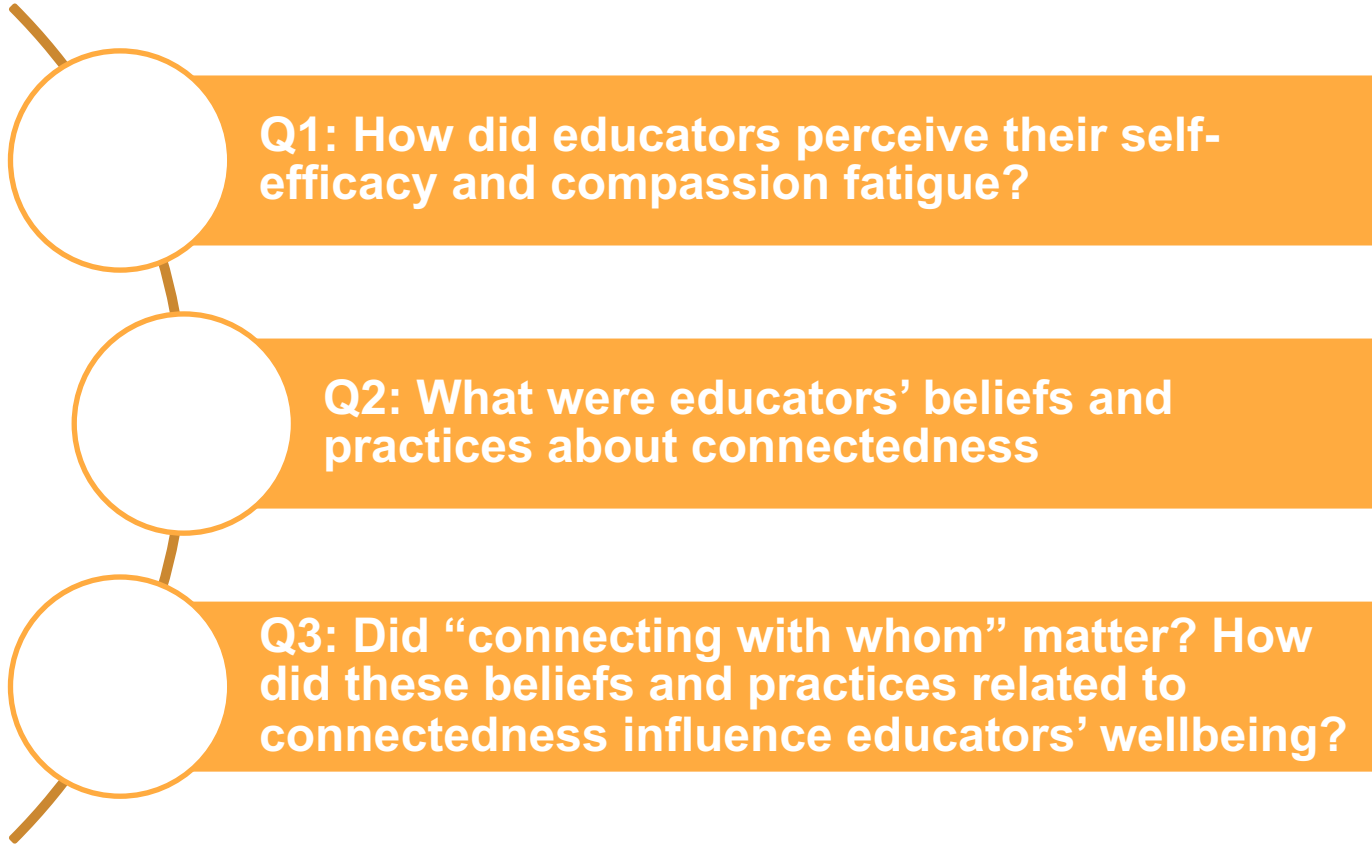
Findings:

- The **promotive role** of school connectedness to educators' self-efficacy was found to be **enhanced** among educators who made more frequent attempts to connect with families



Research Questions

During the COVID-19 Pandemic and transition to distance learning...



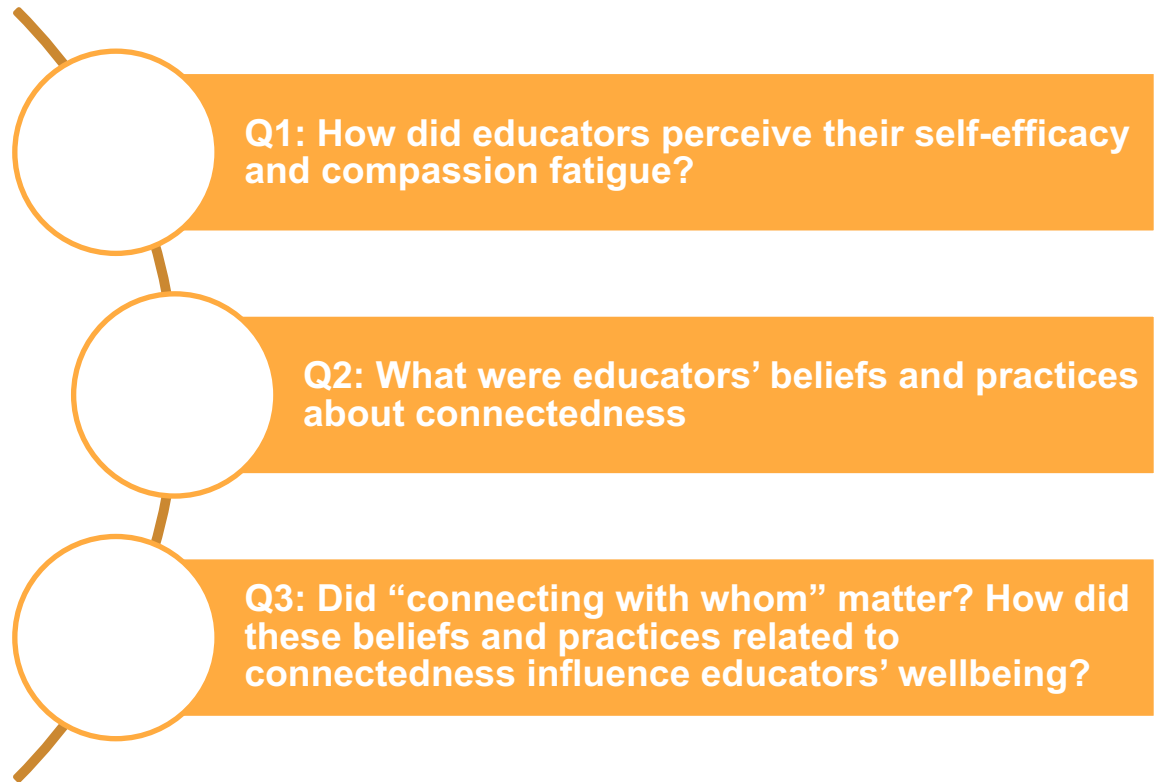
Limitations

- One-time survey
- Self-report
- Relatively small sample
- Focused on a very unique period of time

Ongoing and Future Work

- Longitudinal data collection
- Collective efficacy & Compassion satisfaction
- Intervention studies related to professional development

Practical Implications/Recommendations



Practical Implications/Recommendations: Compassion

- **Recognize the signs of compassion fatigue: Self-report assessment tool ([Professional Quality of Life](#))**
- **Make self-care part of a routine**
 - Personalized Plans for Educator Resilience (Dr. Brandi Ansley)
 - “Mind habits”, ”Control Flowchart”
 - Daily brief self check-in to assess tension in the body and worries
 - ”Micro doses” (shorter duration but higher frequency in activities)
- **Self-compassion, collective-compassion, and compassion satisfaction**
 - Reflect alone with trusted colleagues, religious leader, or therapist
 - “Shared Plight Hypothesis”
 - “Bearing witness to another person’s suffering ignites things within ourselves” - Dr. Anna Baranowsky

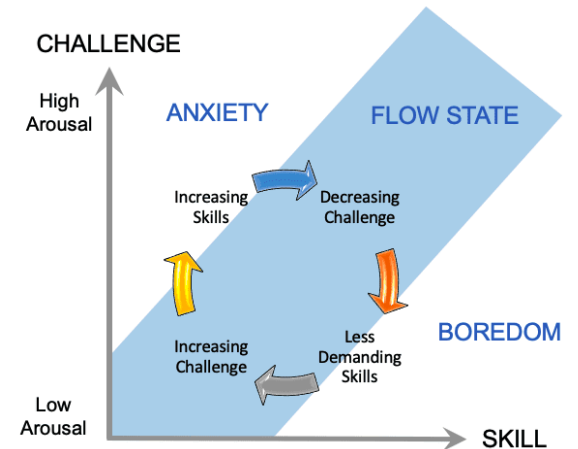
Practical Implications/Recommendations: Building Healthy Connectedness and Community

- **Strategies and Lesson Plan: Virtual an In-person Relationship Mapping (Harvard GSE [link](#))**
- **Web of Support Connection tips (Brightways Global Academy [link](#))**
- **Focus on quality check-in rather than quantity**

- **Support Healthy Boundaries and Interactions (Institute of Education Sciences, [link](#))**
 - Provide various connection channels to meet different needs
 - Share communication norms for online meetings and interactions
 - Revise and/or create policies and procedures as needed
 - Provide two-way communication opportunities
 - Encourage the use of set working hours and scheduled breaks
 - Use district and school media channels to share positive stories about the community

Practical Implications/Recommendations For Improving Engagement and Teaching efficacy

- Address basic needs (CDC Checklist [Link](#))
- Flow in E-learning (Study [Link](#))
 - Congruence between skills and challenges
 - Both skills and Challenges surpass a certain level
 - **Sense of controlling the virtual environment**
 - **Focused attention**
 - **Feeling of presence**
- Promising Practices Brief (American institute for Research [Link](#))
- Resources collected across the globe (Global Education Innovation Initiative, [Link](#))



Implications/Recommendations For Administrators

- Practice self-care
- Model social-emotional skills
- Quality pulse checks with staff
- Be flexible
- Balance between holding teachers accountable and adding more stress to teachers
- Clear, timely, and practice district and school communication
- School-wide needs assessment
- **Promote collective efficacy and collective compassion**

Questions and Comments?

Thank you! 😊

Chunyan Yang
Email: yangcy@berkeley.edu