



Teacher Emotional Exhaustion in the Age of COVID-19



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Introduction & Theoretical Framework

On March 13, 2020, Ohio's Governor announced that when the final bell rang on March 16, all K-12 buildings would close for three weeks to curb the spread of COVID-19. As the three-week break for in-person learning turned into the remainder of the school year and into the fall semester for some, Ohio School Based Agricultural Education (SBAE) teachers experienced challenges delivering content through remote platforms.

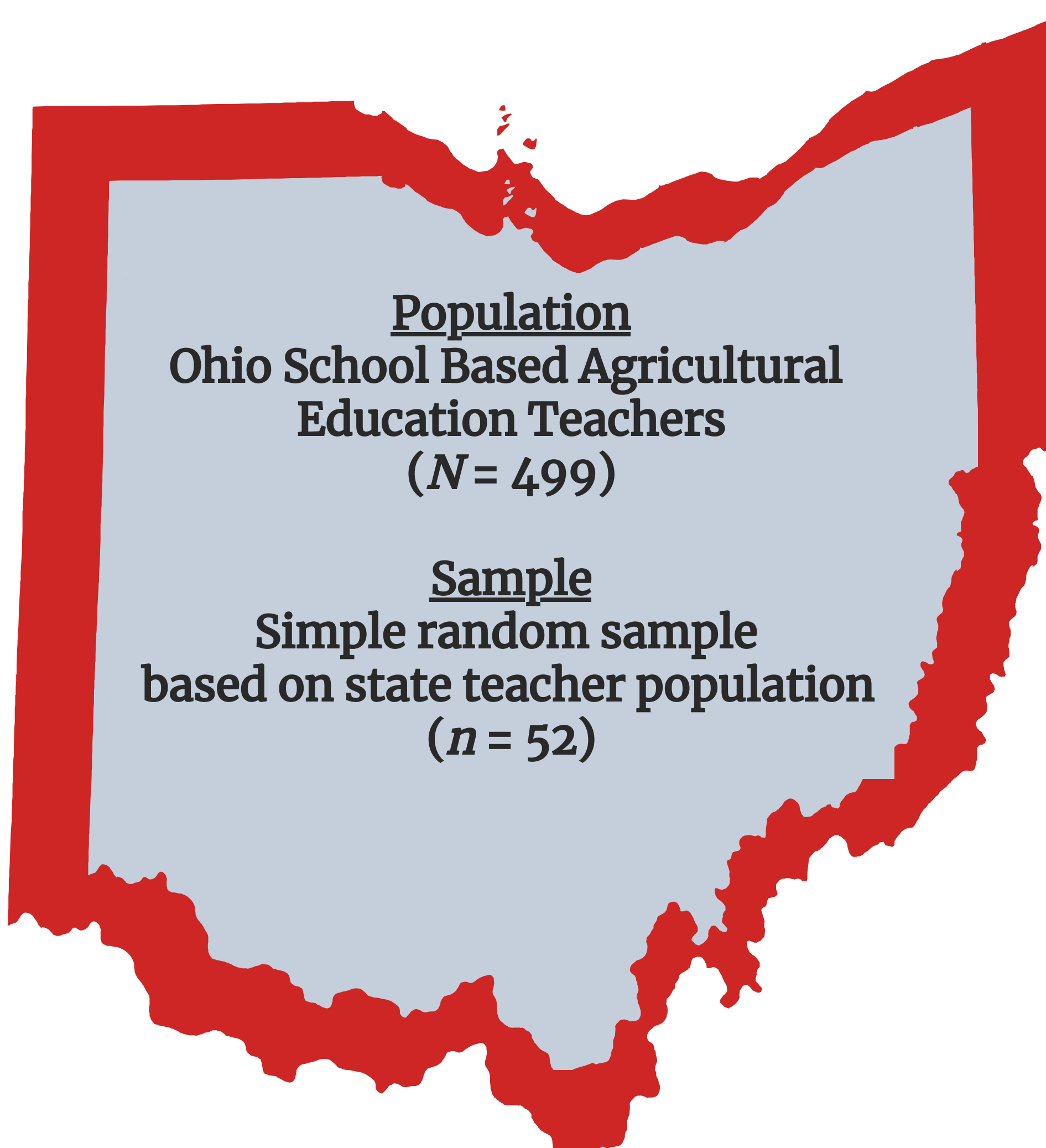
We utilized the lens of emotional exhaustion (EE) to explore the impacts of the COVID-19 pandemic that impacted American education beginning in March 2019.

EE is defined as a feeling of physical and emotional fatigue that manifests as low energy, and is considered one of the three attributes of burnout (Maslach, et al., 1996).

Along with EE, we are examining teacher self-efficacy (TSE), based in Bandura's (1977) theory of cognitive behavior, and includes concepts uniquely related to classroom instruction (Tschannen-Moran & Hoy, 2001).

External supports that might be considered influential for TSE and EE include support from colleagues, supervisors, friends, and family and professional development as a mode of shifting professional knowledge (Croom, 2003; Maslach, et al., 1996; McKim & Velez, 2016).

To examine this role of professional development within technology, technical pedagogical content knowledge (TPACK) can be used to examine the articulation between technical knowledge, content knowledge, and pedagogical knowledge (Koehler & Mishra, 2005; Mishra & Koehler, 2006).



Instruments

Teacher Self-Efficacy ($\alpha = .90$)
(Tschannen-Moran & Hoy, 2001)
Technical Pedagogical Content Knowledge ($\alpha = .94$)
(Kiray, 2016)
Emotional Exhaustion ($\alpha = .95$)
(Maslach et al., 1996)

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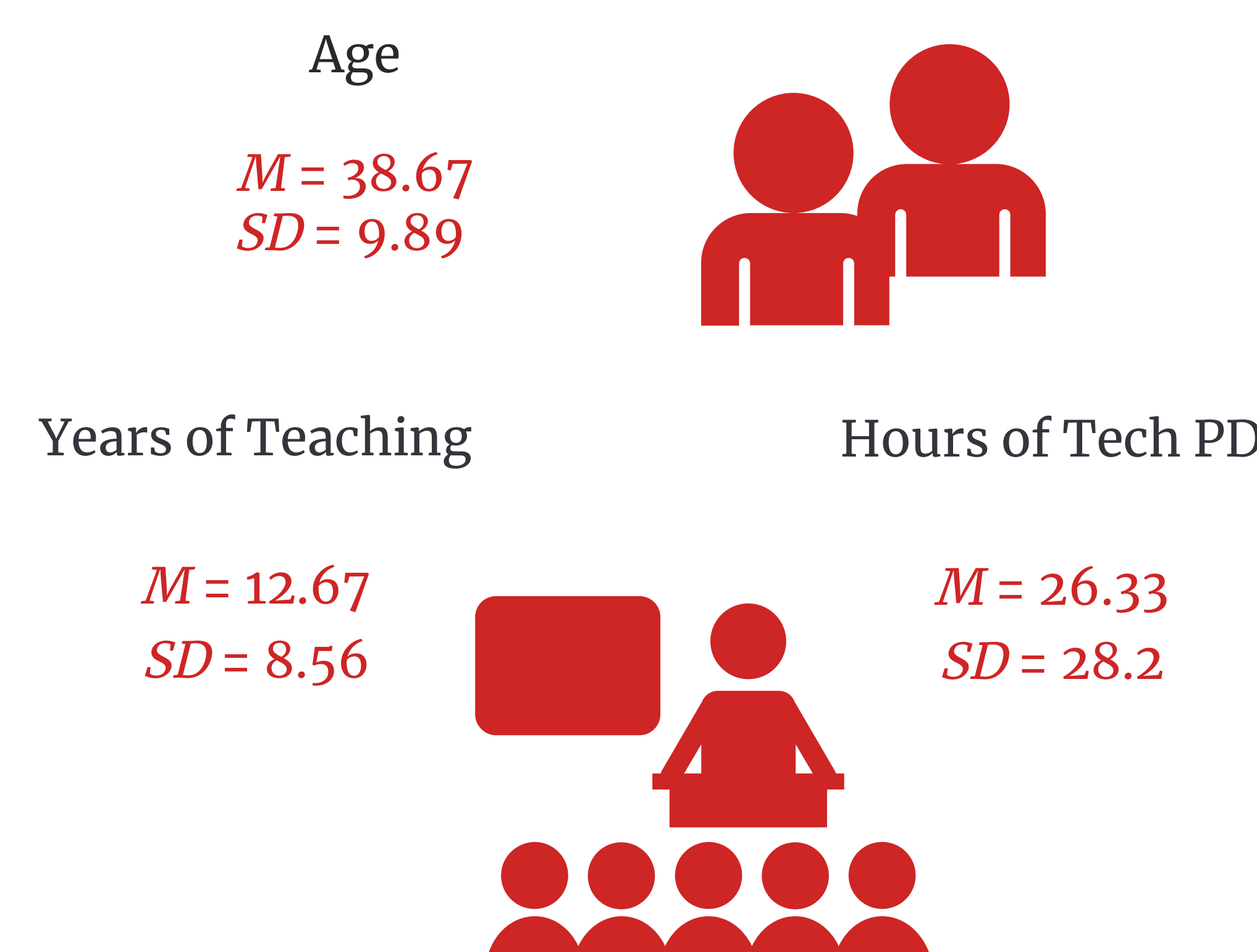
AAAE Research Agenda Priority Area 3

Sufficient scientific and professional workforce that addresses the challenges of the 21st century (Stripling & Ricketts, 2016)

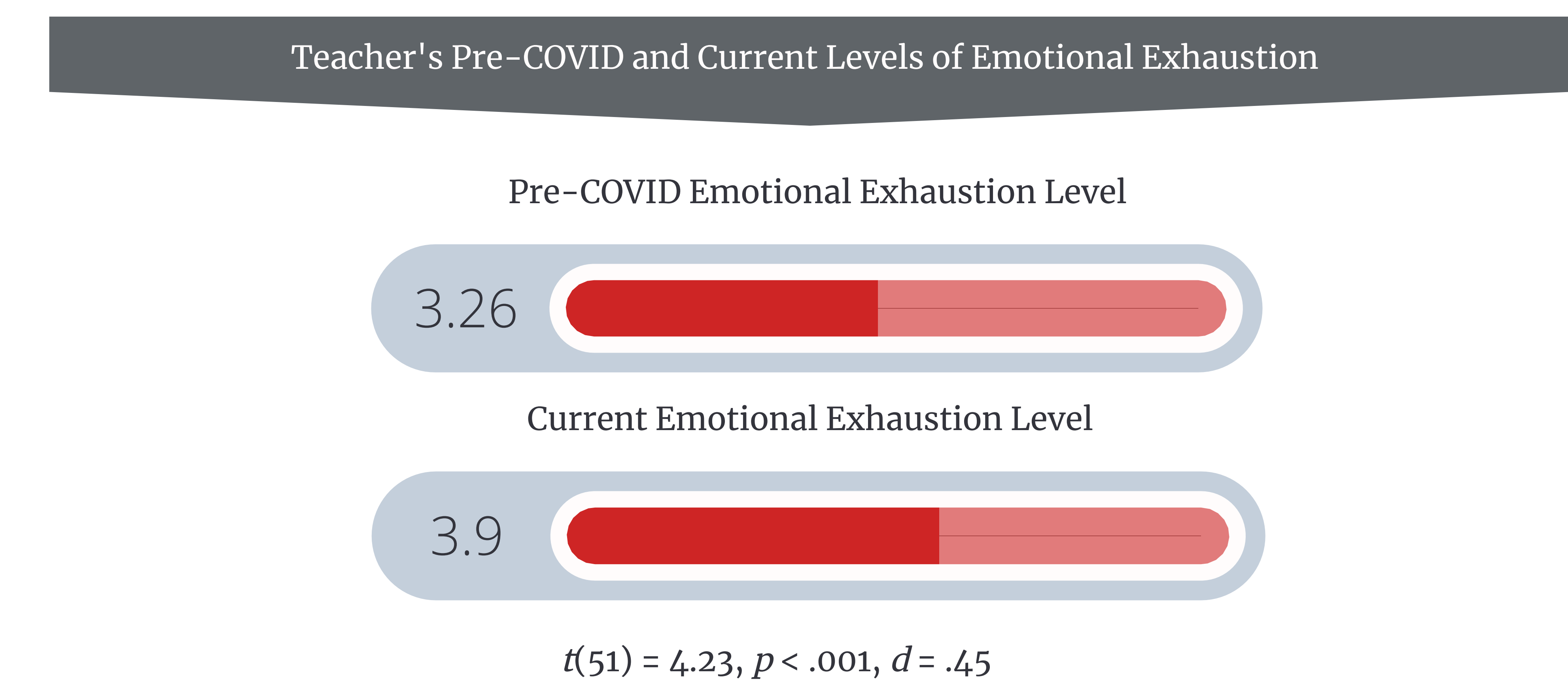
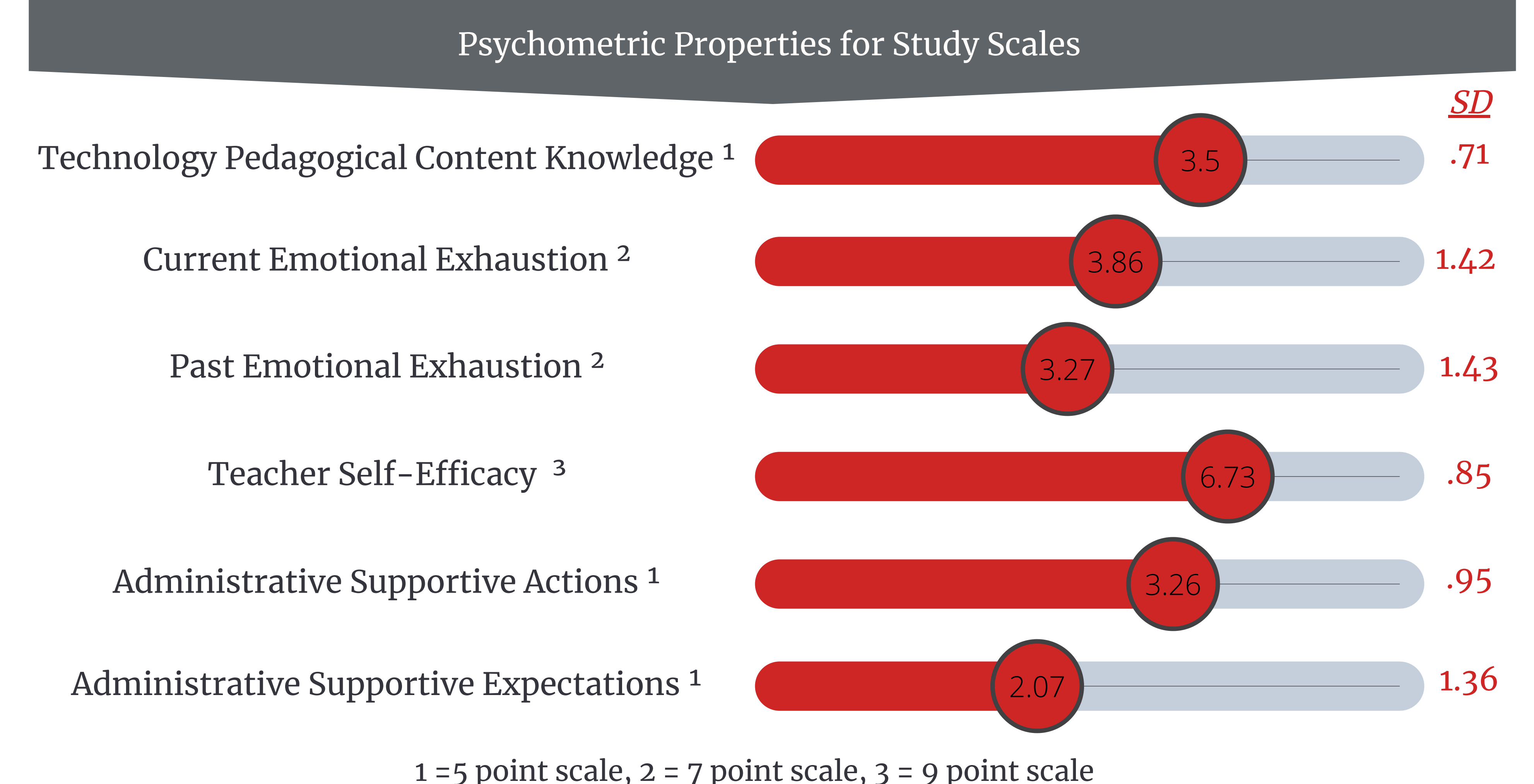
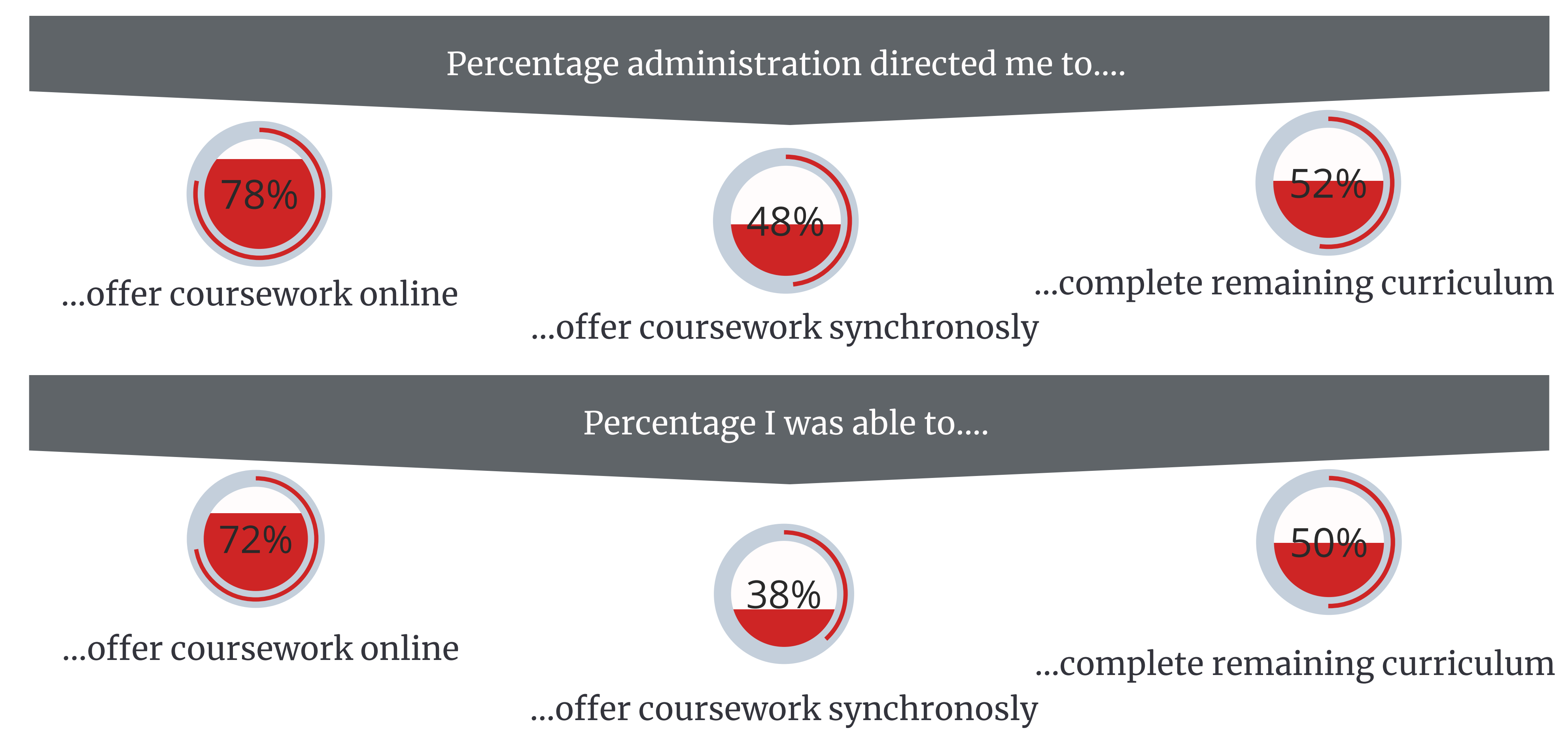
Research Objectives

- Describe how Ohio SBAE teachers perceived administration support in response to school closings amid governor's orders in March of 2020.
- Describe Ohio SBAE teachers' TSE, TPACK, and EE before the 20-21 school year.
- Describe ex post facto teacher EE from February 2020 and compare it to current levels.

Results



Results



Conclusions and Discussion

Research Objective One: Ohio SBAE teachers perceived support from their school administrators both in actions and expectations following school closings from COVID-19. Administrative support has been ranked in the past as the most prominent issue facing SBAE teachers (Boone & Boone, 2007), and has been shown to be a component of job satisfaction impacted by COVID-19 (McKim & Sorensen, 2020).

Research Objective Two: Teachers held high levels of both EE and TSE, and moderate levels of TPACK before the 20-21 academic year.

Research Objective Three: While teachers reported high perceived EE from before the pandemic, their EE significantly increased over the first 6 months of the COVID-19 pandemic.

The data collected in this study support the implication that up to Fall 2020, SBAE teacher's EE increased, even though teachers felt support from their school administrators. We recommend that further research into EE and administrator support be conducted to learn more about the relationships between these variables and potentially discover ways to decrease teacher EE.

References



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AND ENVIRONMENTAL SCIENCES