



UNIVERSITY AT ALBANY

State University of New York

Discovering Differential Impacts of the COVID-19 Pandemic on the Education Workforce

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Research Team Co-investigators:

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Hal Lawson, Professor UAlbany School of Social Welfare & Educational Policy and Leadership

Francesca Durand, Associate Professor The Russell Sage College

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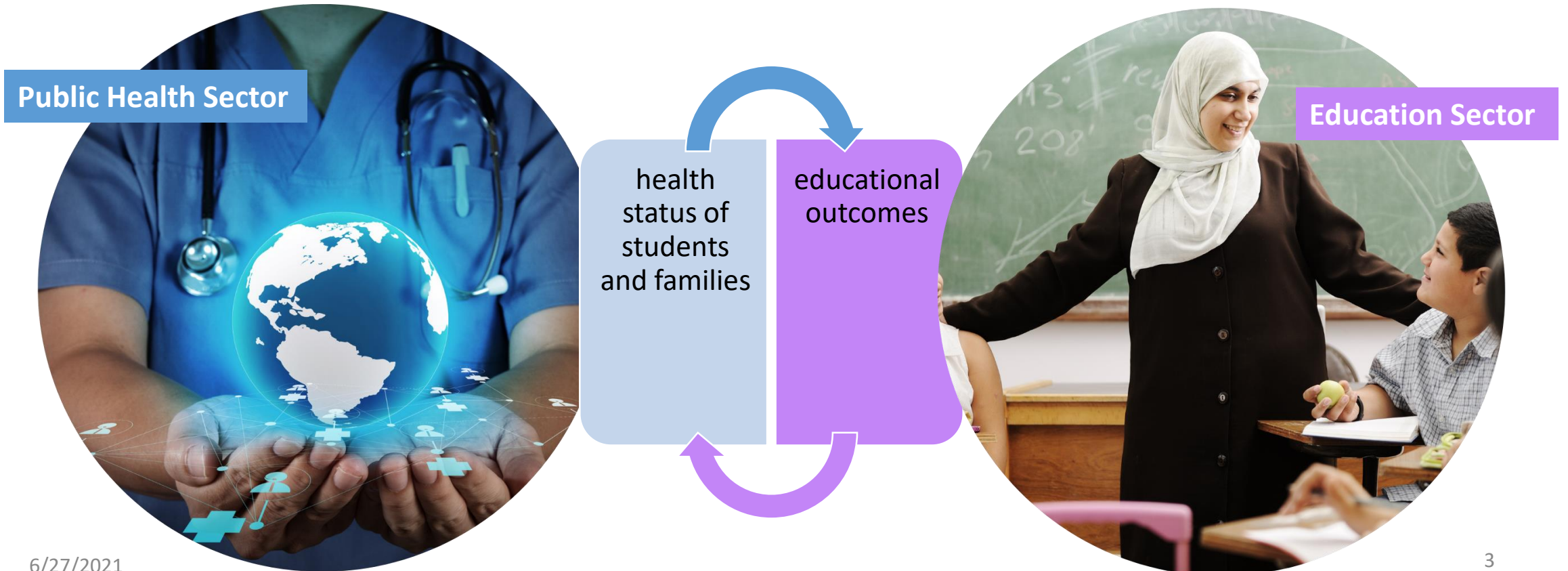
Lisa (Fang) Yu, Research Associate NYKids

Jessie Tobin, Graduate Assistant NYKids

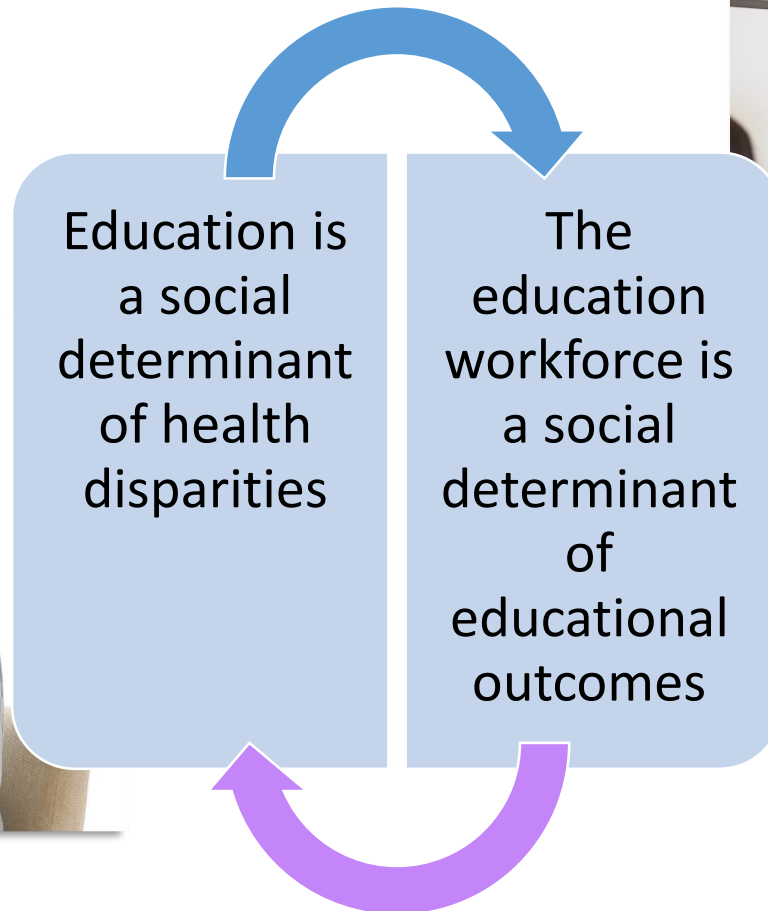
Jose Antonio Mola Avila, Research Associate NYKids

Silos, Separations, & Specializations

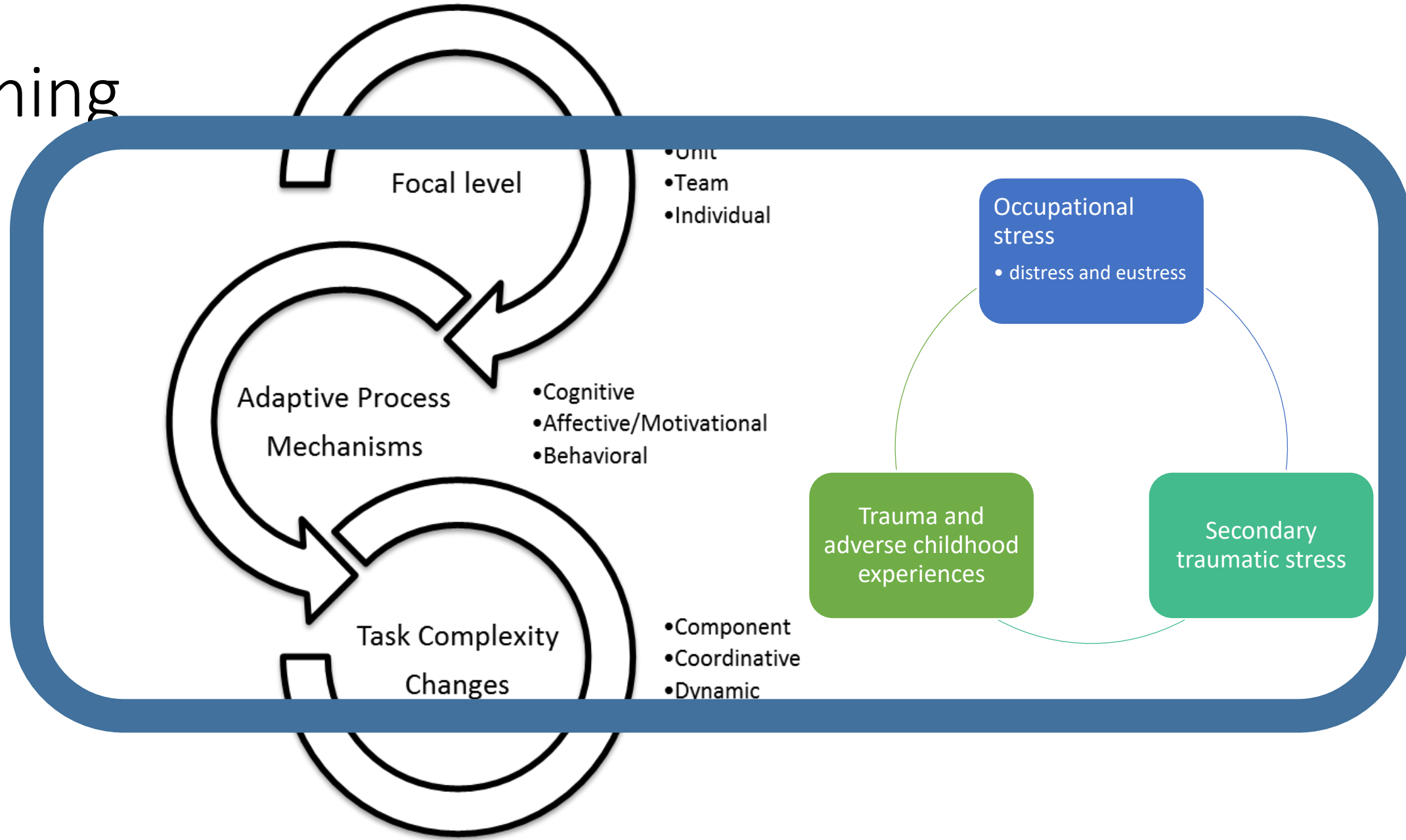
For every life saved by specialized health and medical interventions, seven more could be saved by improved education outcomes.
(National Academies of Sciences, Engineering, and Medicine, 2019)



Boundary-bridging Research



Framing



RESEARCH QUESTIONS

1. To what extent and how do school leaders and teachers experience stress in response to covid-19 disruptions?

2. To what extent and how do school leaders and teachers indicate a change in job satisfaction in response to covid-19 disruptions?

3. To what extent and how do school leaders and teachers indicate changes in their work or personal life in response to covid-19 disruptions?

- Subquestions for each question focus on differences with regard to school characteristics (i.e., level of urbanicity, level of economic disadvantage, level of ethnic and linguistic diversity), district and school leaders' practices, and district and school resources and workforce characteristics.

RESEARCH DESIGN



Stress & Secondary
Traumatic Stress



Job Satisfaction &
Organizational
Capacity



Work- Life Balance &
Change



Qualitative

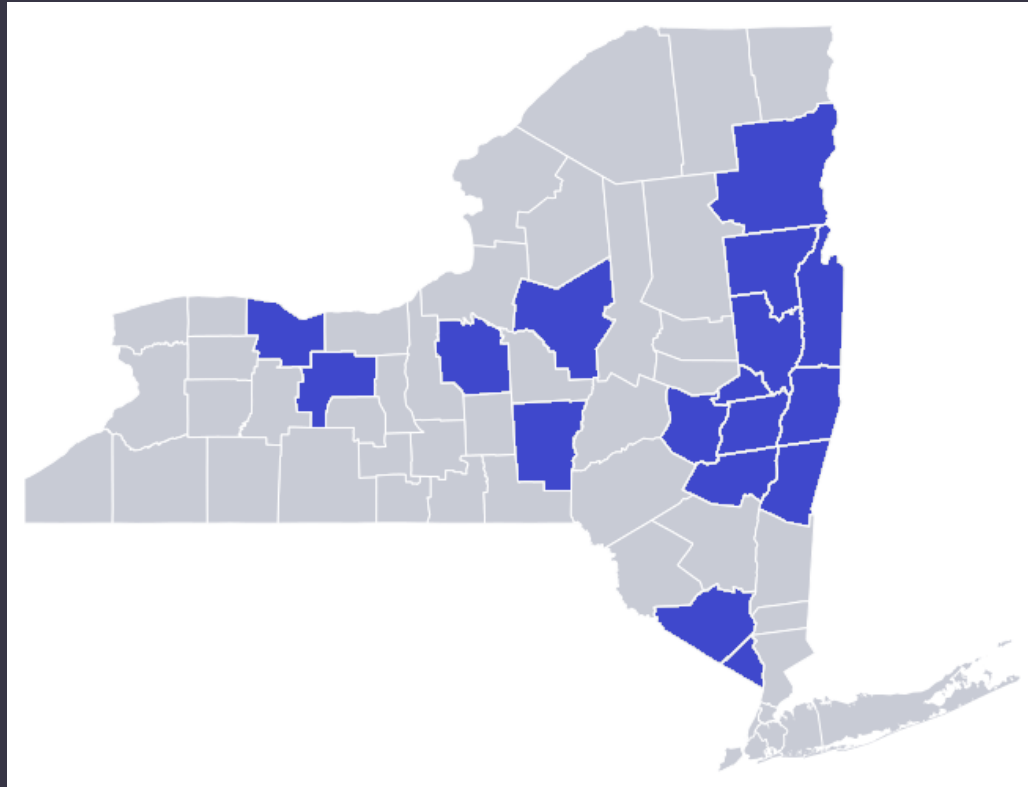
- Open-ended survey
- Principal interviews



Quantitative

- Likert-scaled survey

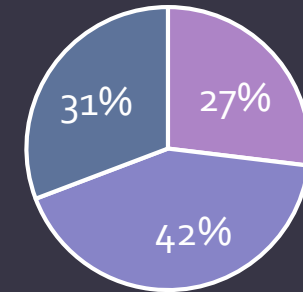
SAMPLE



- Economic disadvantage is calculated taking into account any economic assistance a family receives such as free-reduced lunch, food stamps, etc.
- Historically excluded communities are often concentrated in more economically-disadvantaged schools.

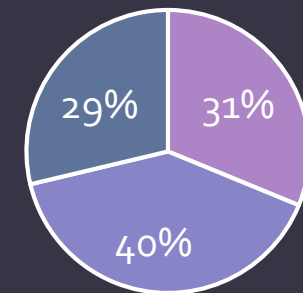
% Economically Disadvantaged Students in School

Schools=26



■ Lower ■ Middle ■ Higher

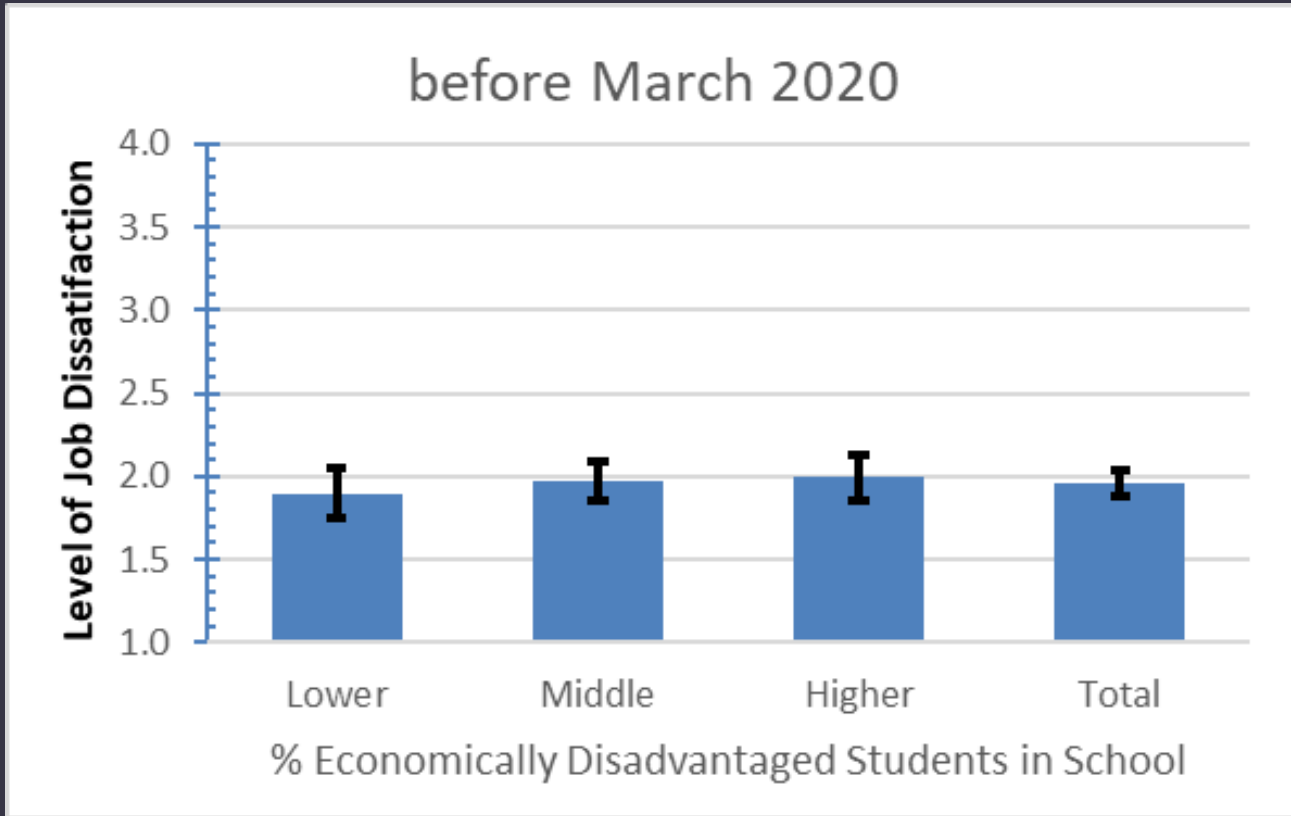
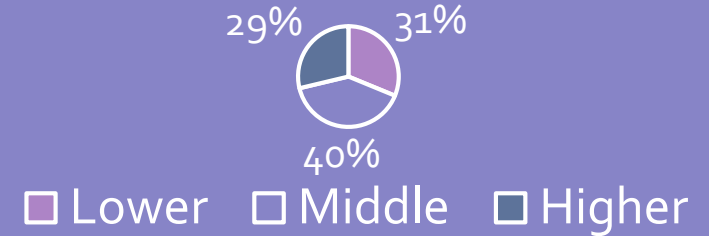
Educators=644



■ Lower ■ Middle ■ Higher

SURVEY FINDINGS

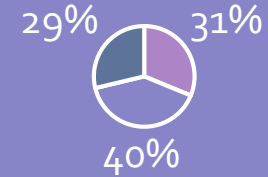
Educators=644



Educators' reported levels of job dissatisfaction before school closures in March 2020 did not differ significantly on average based on % of economically disadvantaged students in their school.

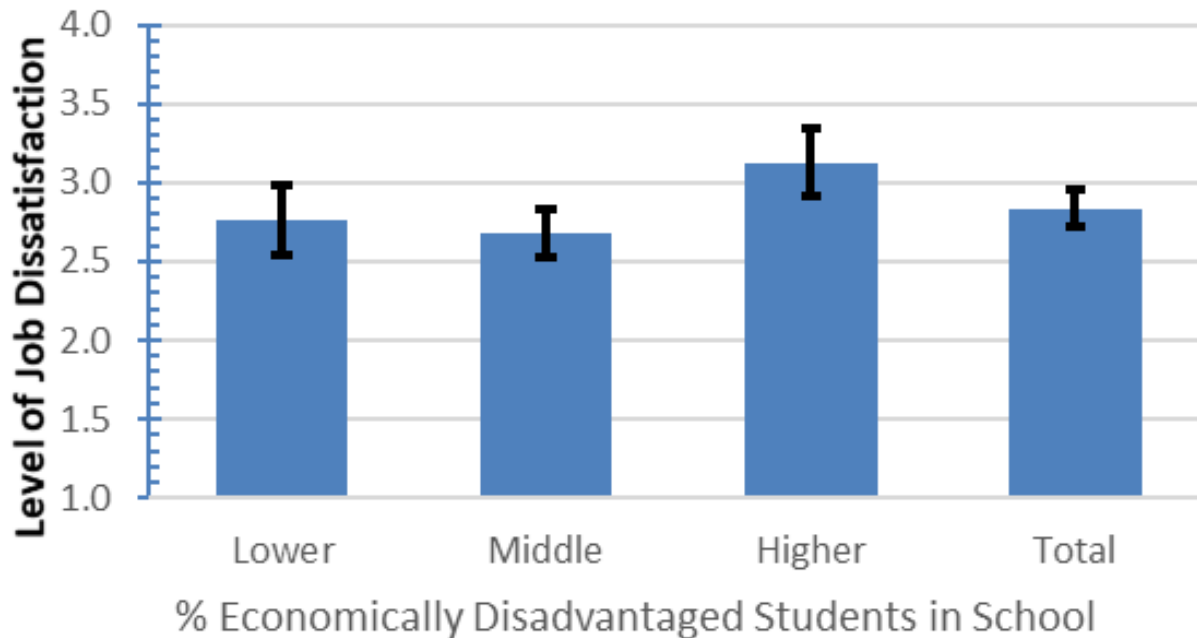
SURVEY FINDINGS

Educators=644



Lower Middle Higher

in March 2021



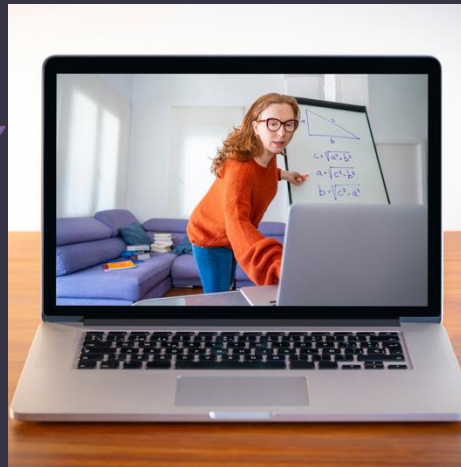
Educators' reported levels of job **dissatisfaction** in March 2021 were significantly higher than they reported pre-pandemic.

Increases in job dissatisfaction were greatest among educators working in schools serving the greatest % of economically disadvantaged students.

FINDINGS: OPEN-ENDED RESPONSES

- School 6 – a positive outlier school

“I feel fortunate that my building level supervisor and district level supervisors have been supportive and willing to listen to the concerns of their staff and make adjustments as appropriate.”



I have found that I need to do even more than usual to keep my children engaged. It's exhausting...but I do it because I know that for now, these safety precautions are necessary.

“If we can learn from this pandemic, we should learn that reaching kids matters.... no matter what the reach is, virtual, small classrooms, giving them wi-fi.... we need to Reach... Kids need relationships with teachers and we need relationships with students in order to be effective!”

FINDINGS: OPEN-ENDED RESPONSES

- School 1— a comparison school

“It has been very difficult to work closely with small children. While they are eating they remove their masks, have difficulty putting them back on, and often forget.”



“Teachers need help... we are suffering silently everyday! admin says the right things... your mental health is important ... but their actions DO NOT speak to them”.

“it's been exhausting and unhealthy most days mentally and physically.”

CONCLUSIONS

- The pandemic has exacerbated some of the challenges facing leaders and educators serving more economically disadvantaged students.
- The school-community context and relations with students and families appear to have impacted educator levels of stress, job satisfaction, and adaptations.
- The career plans and, specifically plans to remain in the education profession, show indication of change over the period of the pandemic.

IMPLICATIONS

- This research promises guidance for education officials, health officials, and public policy leaders as they wrestle with pandemic-related challenges and allocating resources to schools.
- This research indicates that higher education institutions need to better prepare education leaders in managing crisis including dealing with trauma among the children they serve and secondary traumatic stress in their workforce, particularly in historically excluded and economically disadvantaged communities.
- This research indicates that life-work boundaries merit more investigation and that workforce vulnerabilities are inherent in more vulnerable communities.

UPCOMING PRESENTATIONS

Critical Conversations in Preparing School Leaders for Fall 2021 (hosted by Questar 3 BOCES)

Dates: July 22, July 29, and August 5 at 10:00 AM

Audience: School Principals, Assistant Principals, Other Educators with School-Level Leadership Responsibilities (e.g. department heads and other teacher and support staff leaders).

Topics: 1) Assessing and mitigating stress and secondary traumatic stress; 2) Re-Building relationships and morale; 3) Crafting communications and leading through the unexpected

Thank you Questions?

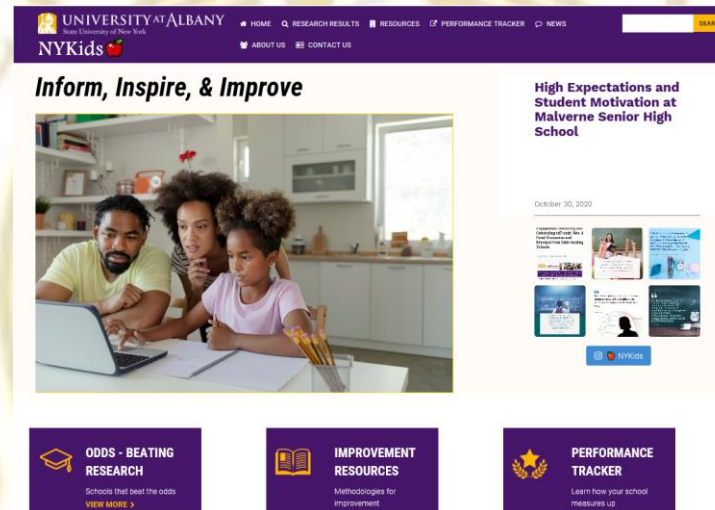


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<https://ny-kids.org/>

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Key References

- Baard, S. K., Rench, T. A., & Kozlowski, S. W. (2014). Performance adaptation: A theoretical integration and review. *Journal of Management, 40*(1), 48-99.
- Bronfenbrenner, U. (2009). *The ecology of human development*: Harvard University press.
- Lawson, Hal A., James C. Caringi, Ruth Gottfried, Brian E. Bride, and Stephen P. Hydon. 2019. "Educators' Secondary Traumatic Stress, Children's Trauma, and the Need for Trauma Literacy." *Harvard Educational Review 89*(3): 421-447.

Related Lines of Inquiry

The work-family interface:

- Role demands in the workplace and at home
- Role boundary (work-home-family) boundary management issues
- Special challenges for women who are mothers and caregivers
- Home supports, resources, and conducive conditions for on-line role performance.

Sinclair, R.R., Allen, T., Barber, L. *et al.* Occupational Health Science in the Time of COVID-19: Now more than Ever. *Occupation Health Science* **4**, 1–22 (2020). <https://doi.org/10.1007/s41542-020-00064-3>