

Preliminary investigation of teachers' emotional exhaustion, teaching efficacy, hope, and colleague support during the COVID-19 pandemic.

THE GIST: Hope and teacher's emotional exhaustion may act as promotive factors for teacher outcomes. We intended to analyze how teacher's emotional exhaustion, teaching self-efficacy, and supports were associated with one another one year into the Covid-19 pandemic in teachers of varying career durations. Veteran teachers were less emotionally exhausted and had greater hope than teachers early-mid career teachers. Furthermore, the more emotionally exhausted an early-mid teacher was, the less hope they seemed to have, but an association between these two variables did not seem to exist for veteran teachers. However, emotional exhaustion pre-pandemic was associated with hope during the pandemic for all teachers, in fact, the model used accounted for 39% of variance in hope. Additionally, when colleague support increased, hope increased also. There were differences between early/mid-career teachers and veteran teachers in all dimensions except for teaching efficacy and colleague support.

THE TAKEAWAY: Veteran teachers may be more equipped emotionally (or prepared with other various skills) to handle the acute stressors of historic events such as the Covid-19 pandemic. Because hope is a malleable trait, interventions for teaching staff may benefit from focusing on encouraging its development. Additionally, colleague support has shown to be an incredible resource, so don't forget to turn to each other in those times of struggle.