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TEACHERS' SOCIAL AND EMOTIONAL HEALTH INDICATORS IN THE DISTANCE LEARNING SITUATION DURING THE COVID-19 PANDEMIC

Guna Svence

University of Latvia, Latvia
E-mail: guna.svence@lu.lv

Eva Gajdasova

Pan-European University, Slovakia
E-mail: eva.gajdosova51@gmail.com

Ala Petrulyte

Vytautas Magnus University, Lithuania
E-mail: ala.petrulyte@vdu.lt

Lūcija Kalnina, Lāsma Lagzdina, Ieva Pakse

University of Latvia, Latvia
E-mail: lucija.kalnina93@gmail.com, lasma.lagzdina@inbox.lv, ieva.pakse@gmail.com

Abstract

There were 3 countries which participated in Erasmus+ project „Supporting teachers to face the challenge of distance teaching” (2020-1-LV01-KA226-SCH-094599) during last year. The aim of the project was to develop a well-functioning digital support system for teachers, promoting socio-emotional health and resilience.

The main aim of this research was to outline a research problem on teacher well-being factors in three countries during the Covid-19 pandemic, when teachers worked remotely, and to further explore the problem in a focus group in Latvia. The following is a description of the study that was carried out in Latvia on the problems of teachers' social and emotional health factors during distance learning in 2020-2021. The study in Latvia took place in parallel with the study in Slovakia and Lithuania. This article describes the first part of the study in Latvia.

One of the tasks of the study was to identify the factors that predicted teachers' social and emotional health (SEH-T), to determine the relationships between teacher SEH, emotional burnout and teacher engagement in work indicators, and to perform a linguistic and psychometric adaptation of the teacher SEH-T (Social-emotional Health Survey – Teachers, Furlong and Gajdosova, 2019). Latvian teachers from different schools in Latvia participated in this study. Respondents completed three surveys: Teachers SEH-T (Social-emotional Health Survey – Teachers, Furlong and Gajdosova, 2018), Engaged Teachers Scale (ETS; Klassen, Yerdelen & Durksen, 2013) and the K. Maslach Burnout Survey – General Survey (MBI-GS, Maslach, Jackson & Leiter, 1996; Caune, 2004). The results showed that the translation of teachers' SEH-T survey into Latvian language had good internal coherence of articles, the article discrimination index indicator was statically significant, and the reaction index was within the normal range. Teachers

SEH is positively predicted by teacher engagement indicators. Demographic and emotional burnout rates do not predict teachers' SEH-T scores. The results showed that there were statistically significant positive correlations between teacher SEH-T, teacher engagement, and emotional burnout rates. There were statistically significant negative correlations between teachers' SEH-T indicators, teacher involvement and emotional burnout indicators.

Keywords: Teachers SEH, work engagement, emotional burnout

Introduction

The COVID-19 pandemic has created the largest disruption of education systems in history, as teachers were largely both practically and psychologically unprepared to support continuity of learning and adapt to new teaching methodologies. Even in contexts with adequate infrastructure and connectivity, many educators lack the most basic ICT skills and have no previous experience in providing quality online teaching, meaning they will likely struggle with their own ongoing professional development, let alone with facilitating quality distance learning. The crisis has highlighted that there is a strong need not only to reform the teacher training in new methods of education delivery, but also new teachers' emotional health support mechanisms have to be put in place.

Online learning makes it necessary to review the learning approaches used in face-to-face classes. In a virtual classroom, the teacher is more like a moderator and a consultant, and scholars believe that lessons cannot be organized in the same way as in a physical classroom. Therefore, learning, especially leadership and feedback, should be provided differently. There is a need to innovate teaching methods to engage students by stimulating their learning. In particular, new approaches are needed to keep children's attention while watching the screen. First of all, in order to plan an appropriate pedagogical course for distance learning, it is necessary to increase the technological skills of all involved participants (Mukhtar et al. 2020; Verawardina et al. 2020; Thomas & Rogers, 2020; Eyles et al. 2020, as mentioned in Ferri et al. 2020).

According to researchers from other countries, there are several factors that most hinder the effective use of online learning in emergency distance learning (Ferri et al. 2020).

Table 1

Extraordinary Distance Learning Challenges (Ferri, Grifoni & Guzzo, 2020)

<i>Technological challenges</i>	Access to appropriate infrastructure - technological devices and Internet connection.
<i>Pedagogical challenges</i>	Lack of teacher skills in the use of technology - the need for training and guidance for teachers and students. The need for interactive learning materials to encourage student engagement and maintain motivation to learn. There is no developed system of student feedback and assessment.
<i>Social challenges</i>	Lack of social interaction Unsuitable learning environment.

Looking at the social challenges, the researchers concluded that an emergency situation is an opportunity to learn practices that promote students' independence and responsibility. However, one of the main limitations is the loss of interaction between teachers and students, as well as between students themselves. Among the social constraints, researchers mention physical space for distance learning at home, as not all families have the opportunity to provide students with a separate space for learning (Doyle, 2020; Thomas & Rogers, 2020; Montacute, 2020; Outhwaite, 2020, as mentioned in Ferri, Grifoni & Guzzo, 2020).

There were 3 countries which participated in Erasmus+ project "Supporting teachers to face the challenge of distance teaching" (2020-1-LV01-KA226-SCH-094599) during the last year. The aim of the project was to develop a well-functioning digital support system for teachers,

promoting socio-emotional health and resilience. In view of the drastic change in the education sector caused by the COVID-19 pandemic, it has been decided to join forces to create tools and a program to meet current and future challenges in teachers' work.

The main theoretical and practical topicality of the research conducted by the authors of the article is that the construct of *teachers' social-emotional health* and the adaptation of the survey - social-emotional Health Survey - Teachers, Furlong and Gajdosova, 2019) will be studied. The relationship between teachers' social and emotional health, emotional burnout and engagement in work will be explored. Within the framework of the project, the adapted survey SEH-T will be able to be used to determine the social and emotional health status of educators.

A great deal of research is being done before to find out the social and emotional health of students (Furlong, 2014, Halle & Darling-Churchill, 2016, Timofejeva, Petrulyte & Svence, 2016), but so far less research has been done specifically on the study of teachers' social emotional health (SEH) (Snowden et al., 2015), and there is a lack of scientific sound research methods and a public teacher support program for the social and emotional health of education professionals. It can be unequivocally mentioned that the social and emotional health of teachers is also directly related to the positive quality of education (Fontana & Abouserie, 1993). Education is one of the most important aspects of life, which is clearly positively related to competitiveness in the country. Many countries are trying to pay attention to the quality of education through research on the quality of education. Many countries, including Latvia, Slovakia, and Lithuania face risks in the field of education such as the aging of teachers, insufficient numbers of teachers, and a high risk of teacher burnout (Grayson & Alvarez, 2008). For example, in Latvia, some factors have been studied for finding teachers' experience with distant learning during Covid-19 crisis. The possible lack of experience in teaching infrastructure and teachers' work at a distance is evidenced by the results of a survey conducted by the Ministry of Education and Science (MES) in Latvia in 2020, which surveyed 4662 teachers of general secondary and secondary vocational education institutions: "74% of teachers often or very often felt overwhelmed during distance learning" (MES and Edurio survey results, 2020, as mentioned in Kalniņa, 2021). The information collected on 16 January 2021 also showed that for teachers, preparing each lesson online took much more time than in the daily learning process, and the added work bonus did not outweigh the work invested (LSM, 2021).

In the first phase of the project, a research of the problem is carried out, raising the research question- what is the reported social and emotional problem of teachers working remotely for more than a year?

The possible lack of experience in teaching infrastructure and teachers' work at a distance is evidenced by the results of a survey conducted by the Ministry of Education and Science (MES) in Latvia in 2020, which surveyed 4662 teachers of general secondary and secondary vocational education institutions: "74% of teachers often or very often felt overwhelmed during distance learning" (MES and Edurio survey results, 2020, as mentioned in Kalniņa, 2021). The information collected on 16 January 2021 also showed that for teachers, preparing each lesson online took much more time than in the daily learning process, and the added work bonus did not outweigh the work invested (LSM, 2021).

First, the initial data were identified by researching the current situation with focused research and data analysis, which was collected on local sites - in Latvia they were collected from the Latvian Ministry of Education and Science research on the problem, in Lithuania and Slovakia - the initial problem was studied at university level.

There is a massive shortage of teachers and educational support specialists in Lithuania. Teachers do not tend to come to school, because this workplace is not attractive, and this work contains emotional strain and stress (TALIS, 2018; Merkys & Balčiūnas, 2019). The insufficient attention is paid to teachers' well-being, there is a lack of programs to enhance teacher's psychological well-being and social emotional health in Lithuania.

Teacher mental health, their emotional and social competencies, are especially evident in dealing with stress and anger situations. Different researchers (Navaitienė et al. 2020) found that teachers' external anger management is positively correlated with age and work experience,

the level of anger is correlated with teachers' age- as older is the teacher, as higher is the level of anger, and they found correlation between work experience and the control of external anger. Researchers Dreskinytė and Juškelienė (2020) emphasize that in schools teachers increasingly need to strengthen health and well-being and their work requires more and more emotional resources and resilience.

At the beginning of distance learning during the COVID-19 pandemic (spring 2020), schools encountered difficulties due to technical means, digital literacy competencies in all groups of participants in the teaching process, but in the autumn of 2020 compared to the spring period it was a bit smoother. About 35.8% of participating *primary school* teachers and 26% of *basic (secondary) education* teachers were unfavourable to distance learning. It was also observed that if teachers valued distance learning more favourably, they were more effective as well. The authors of the study recommend that teachers use measures to ensure good physical health and emotional well-being for themselves and their students, and to share good practices with colleagues and at the same time solve the difficulties of distance education of children (Nuotolinis vaikų ugdymas pandemijos dėl COVID-19 metu: grėsmės ir galimybės ekosisteminiu požiūriu, 2021).

There are some research results from Slovakia that describe a situation with the stress in Covid-19 situation (Ďuríková, 2021). Researcher from PanEuropean University Nela Ďuríková organized the on-line questionnaire how teachers are feeling during the situation of distant learning. There have been about 1756 teachers who participated in this online questionnaire. As the results show - 20% of teachers have experienced burnout and frustration- 15% have confirmed- they need psychological help and care; 40% of teachers have average stress, 36% teachers confirm - they have anxiety of situations and middle level of stress (sometimes), only 4% from sample of teachers do not feel stress in their daily work life. There were several factors that were most often caused by negative emotions at work which were identified as status of teacher profession in current society (37%), communication with parents of students (35%), administrative work and bureaucracy (33%), interpersonal relations with employers in schools (28%), relationship with the principal of school (24%), problems solving with students (18%).

The next steps of the research are planned to collect data from three countries using the teachers' social emotional health instrumentation SEH-T (Social Emotional Health- Teachers, Furlong, Gajdosova, 2019, adapted by Lagzdina & Svence, 2021) and the resilience measurement instrument RS (Resilience Scale, Young & Wagnild, 1993, Wagnild, 2016) when studying the next research question - what is the relationship between social-emotional health indicators and vitality indicators in teacher samples in Latvia, Slovakia, Lithuania.

The aim of this research was to outline a research problem on teacher well-being factors in three countries during the Covid-19 pandemic, when teachers worked remotely, and to further explore the problem in a focus group in Latvia. The following is a description of the study that was carried out in Latvia on the problems of teachers' social and emotional health factors during distance learning in 2020-2021. The study in Latvia took place in parallel with the study in Slovakia and Lithuania. This article describes the first part of the study in Latvia.

The concept of SEH-T

First, before the SEH-T model for teachers, Michael J. Furlong (M.J. Furlong), together with a group of authors, developed a Social-Emotional Health Survey (SEHS-S) system to study social-emotional health among adolescents and young people in a longer study lasting 10 years. The system was set up to change the emotional health of adolescents and young people in old age through a questionnaire using a social emotional health survey (Covitality) (Furlong, 2014). The term *social-emotional health (Covitality)* includes the ability of young people to live life with meaning and purpose. Furlong and the group believe that it is not a single psychological element, such as perseverance, optimism, or empathy, that should be distinguished, but a whole (Furlong et al. 2014). Like many school psychologists, the US psychologist and scientist Furlong and his team wanted to learn more about what was needed to improve an individual's well-being at school. It is the boom in positive psychology over the past 15 years that has inspired USA scientists (Furlong

et al. 2014) as it has again turned its attention to psychological attitudes such as gratitude (Froh et al. 2010) and hope (Snyder et al. 2003), and the relationship between subjective well-being, viability / engagement, and academic achievement.

The developed survey and concept SEH-T broadly covers several social and emotional areas that are related to the positive development of teachers' mental health. SEH-T consists of 12 basic scales, each of which is unique positive mental health construct, which characterizes four areas of positive mental health or domains. The first domain evaluates aspects of a psychologically strong personality and is structured into constructs as follows: self-belief, which has three subscales - self-efficacy, self-confidence, perseverance, based on the theoretical literature (Bandura 2006; Durlak et al. 2011; Shechtman et al. 2013). The other domain consists of trust in others, it consists of 3 subscales - family support, peer support, workplace support. The third domain is emotional competence: empathy, self-control, emotional self-regulation. The fourth domain is a passionate lifestyle that includes optimism (Furlong et al., 2014; Kim et al., 2019), enthusiasm and gratitude.

Research Methodology

The study was conducted in three parts. In the first part, the SEH-T questionnaire (Lagzdiņa & Svence, 2021) was adapted, then, it was studied the relationship of teachers' SEH indicators with other variables, such as Maslach Burnout inventory and teachers' work engagement variables (Klassen Teacher Work Engagement, as mentioned in Birkāne & Svence, 2020), then the third part was performed - the research of the teachers' focus group, using the qualitative methodology.

Research Sample

A total of 414 general education teachers from various Latvian schools participated in the quantitative part of the study. Study participants ranged in age from 20 to 69 years (mean age $M = 45.29$; $SD = 10.60$), of whom 201 (98%) were women and 6 (2%) were men. The length of service of teachers in an educational institution ranged from 7 months to 45 years (average length of service $M = 19.98$; $SD = 11.17$). The majority of teachers noted that they worked in Riga educational institutions - 54%, and 26% surveyed teachers worked in the region near Riga, 11% surveyed teachers worked in one of the small towns of Latvia, while 9% surveyed teachers pointed out that they worked in the other Latvia's big cities. According to workload, there were 83.7% full-time and 16.3% part-time. Distribution of the field of work: pre-school teacher 9% of respondents, general education institution (primary school, secondary school, evening secondary school) teacher was 67.3% of respondents, special education institution teacher 4.5% of respondents, vocational education institution teacher was 16.7% respondents, the teacher of the interest education institution was 1.2% of the respondents and another 1.2% of the respondents. The distribution of a teacher's salary is up to 710 EUR 19.6%, 65.7% of respondents receive 710-1000 EUR, 14.7% of respondents receive more than 1001 EUR.

As the criterion of the including respondents was determined that the respondent currently works in school in distance learning/remotely system.

Procedure

Permission was first sought from the author of the original test and was received from Professor J.M. Furlong and co-author Professor E. Gajdosova for test adaptation in the cultural environment of Latvian teachers. J.M.Furlong's permission was obtained along with the survey original version in English, which also includes the survey key. The next step in adapting the test was to translate the survey. A round trip approach was used as back translation, which means that one specialist translated from the original language of the target population language, and

another group of specialists translated. A group of other translators then compared both versions (Oakland, 2000), the resulting translations were analysed, and those translations were selected that the translation corresponded to the relevant article of the original test. The next phase was a pilot study involving 55 respondents. Considering, that the SEH-T survey is a completely new tool and recommends the use of at least 200 respondents for factor analysis (Raščevska, 2005), then within the project it was possible, and the author of the study used 429 respondents in the test adaptation process. The survey was developed on a website www.visidati.lv.

The pilot study was conducted remotely online, only teachers were invited to complete a survey on a voluntary basis. When filling in the questionnaires, the respondents were informed what was the purpose of the questionnaires and were informed of confidentiality. When filling in the cloak, the respondents filled in all issues. Before completing the survey, the respondents were asked to respond to demographic questions: indicate your age group, level of education, workload, areas of work, place of residence distribution and level of remuneration. The internal coherence check was also calculated at this stage.

The answers of the respondents of the qualitative part of the study were collected by the website www.google.com forms. Study participants were informed that the study would respect confidentiality, and the data obtained will be encrypted and used only in aggregated form. Data collection was individual and without time limit. Respondents' answers to the 4 questions were both brief and answered with 1 sentence for each question where the respondents described their opinion in 5 -10 extended sentences for each question. In total, the average response length is 2-3 sentences per every question. The obtained data were analysed using narrative content analysis. Content analysis was based on a theory-based approach. The obtained narratives of the respondents were analysed according to the principles of content analysis, which includes the following stages: 1) to divide the respondent narrative content units; 2) interpret the meaning of content units; 3) group content items categories; 4) apply to each category the hypothesis idea from the theory.

Measures

Psychometrical adaptation of Social- emotional Health Survey – Teachers (SEH-T, Furlong & Gajdosova, 2018, adapted by Lagzdina & Svence, 2021) was used in Study 1 (N1 =245) ($\alpha = .89$), in order to measure teachers' social emotional health and correlation SEH-T with teachers' work engagement and burnout scores in Study 2 (N2= 414).

Engaged Teachers Scale, ETS; Klassen, Yerdelen & Durksen, 2013, adapted by Birkane, 2019, as mentioned in Birkane & Svence, 2020), Maslach Burnout Inventory – General Survey, MBI – GS, Maslach, Jackson, & Leiter, 1996; adapted by Caune, 2004, as mentioned in Lagzdina, 2021).

Question for qualitative part Study 2: Whether there are statistically significant correlations between teachers' SEH-T, emotional burnout, and teachers' involvement in work?

In qualitative part, focus group answered to four open questions about their feelings, while teaching remotely (Kalnina, 2021) - Study 3. Question for qualitative research: What are the content units that characterize teachers' feelings in the focus group of teachers who work remotely during an emergency?

Research Results

The results show (Table 1, as mentioned in Lagzdina, 2021) that there are statistically significant positive correlations between teacher SEH-T, teacher work engagement, and emotional burnout rates. There are some statistically significant negative correlations between teachers' SEH-T indicators, teacher involvement and emotional burnout indicators.

Table 2

Spearman's Correlation Coefficient between Teachers' SEH-T scales, Teachers' Involvement in Work Scales and K. Maslach Burnout Survey Scales, Study 2

SEH-T	Teachers Work Engagement scales				Maslach Burnout scales		
	Cognitive engagement	Emotional engagement	Social engagement students	Social engagement: colleagues	Exhaustion	Cynicism	Professional Self-efficacy
Believe in Self	.00	.01	.02	.00	.00	.00	.01
Self-efficacy	-.30	-.16	-.33	-.38	-.09	-.09	.03
Perseverance	.01	-.00	.01	-.04	.01	.03	-.03
Self-confidence	-.00	-.01	-.01	-.03	.00	.00	.01
Believe in Others	.15*	-.08	.02	.02	-.05	-.04	.04
Family support	-.08	-.07	-.11*	-.07	-.03	-.03	-.00
Institutional support	.11*	.04	.01	.00	-.05	-.03	.03
Support of colleagues	.17**	.10*	.03	.04	-.06	-.02	.03
Emotional competence	-.04	-.04	-.05	-.05	-.08	-.07	-.13*
Emotional self-regulation	-.15*	.12*	-.18*	-.10*	.00	.04	-.11*
Empathy	.00	.02	-.07	-.02	-.10*	-.13*	-.09
Self-awareness	-.15*	-.12*	-.10*	-.10*	-.07	-.04	-.11*
Passion in life	-.03	-.06	-.04	-.05	-.02	.00	-.06
Gratitude	-.08	-.11*	-.13*	-.06	.03	.03	-.04
Enthusiasm	.02	-.04	.04	.03	-.00	.03	-.01
Optimism	-.05	-.03	-.08	-.01	-.08	-.07	-.08

Note: N=245, *p<.05, ** p < .01

Answering the research question- Is there a statistically significant relationship between the teacher SEH-T, emotional burnout and teacher involvement in work, the positive significant correlation was found between teachers' SEH-T survey scale *Believe in Others* ($r = .15, p < .05$) and the scale from Work Engagement - *Cognitive Engagement* scale. The finding is the result that it is the teacher engagement scale *Cognitive Engagement* that most often shows close correlation with the SEH-T scales. It reliably correlates with several SEH-T scales and subscales, as *Support of colleagues* ($r = .17, p < .01$), *Emotional self-regulation* ($r = -.15, p < .05$), *Self-awareness* ($r = -.15, p < .05$). Cognitive involvement in sub-scale indicators that are consistent with other studies - the more support is received from colleagues because these relationships are better, the fewer are complaints about anxiety, mood disorders and overall health (Naghieh et al., 2013). It was found that the most common negative correlations in the sample of teachers were with the involvement of teachers' work engagement scale *Cognitive involvement*, which means intensive focus on your duty performance- consciously- with effort. Prolonged cognitive effort has a negative effect on emotional self-regulation, shows the need for peer support, trust in others, but leaves a negative

connection with self-awareness, because long-term effort to cope with work creates confusion and emotional imbalance, as well as self-awareness interference. At work, the teacher focuses more on others, on the implementation of the curriculum.

It was further found that the SEH-T indicator *Emotional Self-Regulation* is negatively correlated with the work engagement indicators. An important finding here was that teachers who are more emotionally involved in work have lower levels of emotional self-regulation ($r = .12, p < .05$) and self-awareness ($r = -.12, p < .05$) - emotionally, effortlessly focusing on his duty performance, lowering ability to control oneself, calm down and emotionally self-regulate.

Why the scale of emotional effort has a negative correlation with gratitude ($r = -.11, p < .05$)? One interpretation may be that - for a teacher who is emotionally struggling for a long time, both empathy and gratitude diminish, as there is less time to try on things that require the strength to think philosophically, empathetically, to think about one's values, because a long mind and emotional effort reduces the focus on oneself as a personality. This statement is also confirmed by the results shown in the burnout scale *Cynicism* - the higher the cynicism as a sign of burnout, the lower the empathy.

An interesting finding is about teacher work engagement scale Social - students: when a teacher focuses on students as the main feature of work engagement, the lower is the sense of gratitude ($r = -.13, p < .05$), identification with one's family ($r = -.11, p < .05$), self-awareness ($r = -.10, p < .05$) and emotional self-regulation ($r = -.18, p < .05$).

These results can be interpreted - the more effort the teacher focuses on student emotional support, involvement in the learning process in a distance learning situation, the more his / her social and emotional health indicators burn out and decrease, which previously gave ability - self-awareness, gratitude, family support, emotional self-regulation. According to the data of the scoreboard, the most statistically significant negative correlation is in the SEH-T indicator Emotional self-regulation.

Another important indicator is the negative correlation found in the teacher's professional self-efficacy scale with all the indicators of the SEH-T scale under Emotional Competence - because the teacher feels that he has higher professional competence as a result of effort, the lower his actual emotional competence ($r = -.13, p < .05$).

Some results from qualitative research, Study 3 (N3=23, as mentioned in Kalniņa, 2021)

Results of the qualitative part of the study indicate, that the focus group of teachers, describing their feelings while teaching in emergency remote situation, mentioned that one of the corresponding content units, was emotional burnout exhaustion category, as well it was one of the content units mentioned in a negative context.

Analysing the respondents' narratives, content items corresponding to depersonalization, a subscale characterization according to MBI-GS (Maslach Burnout Inventory - General Survey) theory was found that depersonalization can manifest as a dreamy feeling that an individual is cut off from the usual environment where everything seems less real than should (example from content items: "You gradually lose the feeling that you are a living person, part of society, but you are beginning to identify yourself with a technological creation, a file on a computer, robot presence."). The depersonalization category was analysed by summarizing cynicism and depersonalization subscales in a single category based on the theory that the cynical dimension can be equated with the depersonalization subscale, as both subscales indicate the desire to isolate themselves from others, indicating that this need may be, both conscious and unconscious, as follows behaviour can serve as protection for the individual from over-involvement. But it can also happen outside the work environment, such as emotional overload and lack of internal resources, an individual may begin to behave less respectfully and cynically towards fellow human beings, not only at work but also in their private lives (Lee & Ashforth, 1990).

After performing a content analysis of the respondents' narratives, it was calculated frequency of the mentioned categories as a percentage. Categories that repeated the same in the respondent's narrative were not counted. The most frequently mentioned teacher focus group content units corresponded to emotional burnout Category 1 exhaustion, which is 16% (or

14 respondents) of the total sample. In this category, the content units of the respondents that contained signs of depletion from MBI - GS theory are mentioned, reduced mood, indifference, chronic fatigue, emotional overload, depletion and feeling of exhaustion of personal emotional resources (example from content items: "Tired, overloaded. High psychological load."), Given that exhaustion can also be accompanied by sleep disorders and somatization (example from content items: "In general, I feel tired, though both emotionally and physically."). The second most frequently mentioned category of teacher self-efficacy is student motivation, which summarized respondents' responses related to NTSES theory (Norwegian Teacher Self-Efficacy Scale, NTSES, Skaalvik & Skaalvik, 2007, Skaalvik et. al, 2016, 2019), that this subscale means the teacher's ability to motivate and make students more involved in school work (example from content items: "Each class has some children who does nothing on his own because he cannot force himself to do something remotely.") and to increase his willingness to learn (example from content items: "It is a pleasure that students really do learn, who have motivation and desire to learn very well.") with corresponding content units mentioned 13%.

Within the framework of this article, a summary of the content units of teachers ($N = 23$) involved in the qualitative part of the study is made on a frequency basis, using a percentage distribution.

Teacher Focus Group Content Unit Volume by Frequency

Here is a summary of the teachers' focus group data in response to open-ended questions about feelings during distance learning. As these data show, the group of teachers was dominated by the description of more negative experiences, the emphasis is on the inability to control the situation when students do not turn on the cameras, when the teacher has to constantly focus on how to attract attention. As a new aspect, there are also problems with parents who project their anger on teachers.

It is more difficult to offer a learning process based on sensory ideas, to show visual materials- 8%

I can't control what a child does behind the screen, I have a lot of kids in the classroom and often with the cameras off because they are home alone- 12%

Part of distance learning is taken not seriously from the class, so I have very little influence on students' motivation- 13%

Intolerance, dissatisfaction with parents, lack of support, parents when writing letters or complaints - do not think that the teacher also has children who also study at a distance -13%

Work has taken over all day and even weekends, so I feel that I am approaching exhaustion- 16%

I can't control what a child does behind the screen, I have a lot of kids in the classroom and often with the cameras turned off because they are home alone - 12%

Discussion

In the author's opinion, some of the most important theses are put up for discussion, which have not been revealed in research so far or have been little studied in the last 2 years.

The SEH-T *Self-Regulation* Scale has a statistically significant negative correlation with Teacher Engagement scale - *Cognitive engagement*. Given the situation that teachers are currently working remotely, such results were expected. The authors interpret this result- more intensively with mental effort, the teacher focuses on performing his duties consciously — effort — the worse further able to regulate and control their emotions and their manifestations. Changing circumstances and challenges which teachers face during distance learning further cause anxiety and fatigue in the teaching profession (Ferdig et al., 2020).

There is a negative correlation between the SEH-T scale Trust in others (including family relationships) and the Cognitive Engagement Scale, which could be interpreted more intensively with the effort of the mind teachers focus on performing their duties consciously - with effort - as

family relationships deteriorate and distancing is consistent with recent studies that were studied as COVID-19 pandemic affected the lives of teachers, where the transition to distance learning was found to negatively influence teachers' personal lives (NIELSEN, 2021).

A negative correlation was also found between the SEH-T Emotional Self-Regulation Scale and Teacher's Social Engagement Scale- *Social Involvement: Colleagues*. To interpret this relationship, in the study the author puts forward the following theses for discussion- when working daily in distance learning mode, the distance is between teachers in relationship with colleagues, so there is also irritation and difficulty in controlling their own emotional manifestations socially. Other studies have reported that without the support of colleagues or feedback on performance, the teacher feels unhappy and emotionally unstable (Bakker et al. 2008).

The results of the study indicate that there is a negative relationship between teacher empathy and exhaustion and cynicism, which was also to be expected, as other studies show that experiencing emotional and physical exhaustion a person is unlikely to be able to provide emotional support and empathize with others (Nyatanga,2014). Recent research shows that teachers were informed about the transition to distance learning suddenly, without the opportunity to fully prepare both emotionally and physically. Changing circumstances and the challenges facing teachers today will further cause anxiety and fatigue for teachers' profession (Ferdig et al., 2020). Teachers now feel emotionally tired and unable to provide an empathetic attitude to others. This suggests that teachers are in a crisis situation striving to be empathetic (work takes place on cameras that are often not turned on) and teachers must not be reprehensible. Teachers do not get the most positive feedback about work because students do not turn off the cameras, there is a new situation with technology, and other reasons for the crisis.

Limitations

Conducting surveys Social-emotional health survey - teachers (Social- emotional Health Survey - Teachers, Furlong & Gajdosova, 2018) adaptation, the main limitation was the fact that the survey had not previously been adapted to other cultural environments and is therefore not possible to compare similar studies because the survey is completely new. Work on the adaptation of this survey internationally is the framework of this project in several countries.

When adapting the survey, the overall scale of Cronbach's alpha is relatively high $\alpha = .89$, separately the Cronbach's alpha of each scale is *Self-belief* $\alpha = .87$, *Trust in others* $\alpha = .82$, *Emotional competence* $\alpha = .72$, *Passionate lifestyle* $\alpha = .77$. In turn, some subscales had lower indicators- *Self-confidence* $\alpha = .61$, *Peer support* $\alpha = .57$, *Self-control* $\alpha = .60$, which could affect overall results. The following items- 12, 18,22,27, 34,35- were removed from the survey during this research, after this procedure the internal coherence indicators of the subscales increased after the removal of mentioned subscales.

The results may have been influenced by the fact that several items of the survey, such as "I have a school, a colleague who helps me in difficult situations", the wording corresponds to face-to-face learning situations, but the authors of the study conducted a study when studies in all Latvian schools took place at a remotely learning mode, so that the results cannot be interpreted objectively if the survey is aimed at teachers, when direct contact with colleagues, students and parents is possible in person.

This study is the basis for further research on the socio-emotional health of teachers. The authors believe that further research will reveal new and new relationships about the impact of distance learning on the social and emotional health of both students and teachers.

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Received: *March 09, 2021*

Accepted: *June 11, 2021*

Cite as: Svence, G., Gajdasova, E., Petrulyte, A., Kalnina, L., Legzdina, L., & Pakse, I. (2021). Teachers' social and emotional health indicators in the distance learning situation during the Covid-19 pandemic. *Problems of Psychology in the 21st Century*, 15(1), 26-38. <https://doi.org/10.33225/ppc/21.15.26>

Guna Svence
(Corresponding author) PhD in Psychology, Professor, Project Leading Expert, University of Latvia, Faculty of Pedagogy, Psychology and Arts, Imantas 7 līnija 1, Riga, Latvia.
E-mail: guna.svence@lu.lv
ORCID: <https://orcid.org/0000-0001-8470-1450>

Eva Gajdasova PhD in Psychology, Professor, Paneuropean University, Faculty of Psychology, Project Leading Expert and Manager PAU, Slovakia.
E-mail: eva.gajdosova51@gmail.com
Website: <https://www.paneurouni.com/kontakty-psychologie/prof-phdr-eva-gajdosova-phd/>

Ala Petrulyte PhD in Psychology, Professor, Vytautas Magnus University, Education Academy, Project Leading Expert and Manager in VMU, Lithuania.
E-mail: ala.petrulyte@vdu.lt
Website: <https://www.vdu.lt/cris/cris/rp/rp03425/education.html>

Lūcija Kalnina Bac.psych., Student, University of Latvia, Latvia.

Lāsma Legzdina Bac.psych., Student, University of Latvia, Research Assistant & Project Researcher, Faculty of Pedagogics, Psychology and Arts of University of Latvia, Latvia.

Ieva Pakse Bac.psych., Student, University of Latvia, Research Assistant & Project Researcher, Faculty of Pedagogics, Psychology and Arts, University of Latvia, Latvia.
