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Sophie Gullett
University of Colorado, Denver

Nancy L. Leech
University of Colorado, Denver, nancy.leech@ucdenver.edu

Carolyn A. Haug
Colorado Department of Education

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Two Sides to Every Story: Dual Experiences of Work-Family Integration while Remote Teaching during the COVID-19 Pandemic

Sophie Gullett, Nancy L. Leech, and Carolyn A. Haug

During March of 2020, coronavirus disease 2019 (COVID-19) cases began to surge across the world, closing businesses and schools and limiting activities to only those that were essential (Center for Disease Control and Prevention, 2020; Oprysko, 2020). K-12 teachers were pushed into what was an entirely new way of teaching for many of them: teaching remotely (Herold, 2020). Teachers already face many unique challenges in their work without attempting to teach in an entirely new way during a global pandemic. During non-crisis times, most teachers end up taking on more than outlined in their contracts; they take on additional responsibilities and after-school commitments, teach additional classes or sections, and work longer hours than agreed upon (Organization for Economic Co-operation and Development [OECD], 2019). These challenges can lead to early burnout, sometimes within the first year of teaching (Lavian, 2012).

With the challenges and long hours of teaching (OECD, 2019), work and family responsibilities often collide. Work-family integration refers to the experience of navigating the responsibilities of the workplace as well as responsibilities at home (Kinnunen et al., 2004). Conflicts often arise during this integration, with examples of conflicts including taking time off work to care for a sick child or working late and missing out on important events in the child's life. There are several adverse effects associated with these conflicts to work-family integration, such as poor physical and mental health, job dissatisfaction, and fatigue (Grice et al., 2007; Kinnunen et al., 2004).

Research on teachers' experiences during the COVID-19 pandemic is currently emerging (Anderson & Hira, 2020; Hong et al., 2021). With the elimination of the physical barriers

between work and home life, teachers' experiences of balancing work and home life likely changed (Anderson & Hira, 2020). Understanding teachers' experiences with work family integration during remote learning enables the identification of the necessary supports they need to navigate this integration.

The purpose of the proposed study is to explore what teachers are reporting (or not reporting) about their integration of work and family responsibilities when discussing their experiences of remote teaching during the pandemic. The current study seeks to address the following research questions:

1. What are teachers reporting about integrating work and family responsibilities while remote teaching during a pandemic?
 - a. How are teachers perceiving their experiences of work-family integration during this time?
2. Do teacher perceptions of work-family integration while remote teaching during a pandemic differ by gender?
3. Is there a relationship between teachers' views of work-family integration and degrees of burnout, compassion satisfaction, and secondary traumatic stress?
 - a. Is there an interaction between gender and views of work-family integration on burnout, compassion satisfaction, or secondary traumatic stress?

Literature Review

Work-Family Integration for Teachers

Common conflicts to work-family integration that have arisen for teachers are feeling increased tension at home because of a work-related issue or handling unexpected situations, such as a sick child (Erdamar & Demirel, 2014). Teachers report losing sleep and feeling

physically and mentality fatigued as a result of these conflicts (Erdamar & Demirel, 2014). A study interviewing 25 teacher parents about their dual roles found that teachers felt like they viewed their students differently after having children (Sikes, 1998). They related their students to their own children, leading to more empathy and understanding for their students.

There is limited research on teachers' experiences teaching during crises, particularly pandemics. One study looked into teachers' experiences with in-person teaching during the H1N1 pandemic of 2009. They found that teachers who continued to teach during the outbreak felt increased stress and feared for their safety, as well as their students, as they had to attempt to keep both themselves and their students healthy (Howard & Howard, 2012). There has also been research on teaching directly after Hurricane Katrina. Researchers found that teachers viewed this as the most difficult period they had ever taught in, as both teachers and students were dealing with the trauma of experiencing a natural disaster (Alvarez, 2010).

To date, there has not been any research to explore teachers' experiences integrating work and home responsibilities during the COVID-19 pandemic. Knowing that teaching is already a difficult job, switching to remote working and blurring the line between home and work life would likely amplify some issues while erasing others. This leads to the first research question:

1. What are teachers reporting about integrating work and family responsibilities while remote teaching during a pandemic?

Gender Differences in Experiencing Work-Family Integration

Across professions, women are more likely to experience conflicts between work and family (McElwain et al., 2005), and more likely to feel emotionally exhausted by these conflicts (Posig & Kickul, 2004; Purvanova & Muros, 2010). In a study that explored teacher-parents'

experiences, female teachers tended to describe the exhaustion they felt in doing both roles, while men reported few difficulties about being both a teacher and a parent (MacDonald, 1994). Another study, which used a scale to measure work-family conflict, found that female teachers experienced more of these conflicts than male teachers (Erdamar & Demirel, 2014). This indicates that there are gender differences in how male and family teachers experience work-family integration. This leads to the second main research question:

2. Do teacher perceptions of work-family integration while remote teaching during a pandemic differ by gender?

Teacher Quality of Life

Quality of life is the general well-being of an individual (Stamm, 2010). According to Stamm (2010), professional quality of life is comprised of two main constructs: compassion satisfaction and compassion fatigue, with compassion fatigue further broken down into burnout and secondary trauma. In alignment with this study, three dimensions of professional quality of life are examined in this study: compassion satisfaction, burnout, and secondary traumatic stress.

Compassion Satisfaction

The challenges that teachers face every day take a toll on their mental health and emotional well-being. Many teachers experience compassion fatigue, which is the exhaustion that one feels from working in a caring profession (Christian-Brandt et al., 2020). Compassion satisfaction is the opposite end of this spectrum, referring to the feelings of satisfaction and fulfillment that come from caring for others (Stamm, 2010). Teachers that have low compassion satisfaction scores more often indicate that they want to leave the teaching profession (Christian-Brandt et al., 2020).

Stress and Burnout

Burnout is defined as feelings of emotional exhaustion and hopelessness as a result of work and loss of engagement in work (Stamm, 2010). In a survey conducted by Gallup in 2013, 70% of teachers surveyed reported that they were no longer feeling engaged at work. Many teachers experience frustration about the circumstances of their work as well as feelings of social isolation (Bullough, 1987; Coats & Thoresen, 1978). These feelings may be a result of the many challenges of being a teacher, such as a lack of support from supervisors, difficult classroom behaviors, and administrative roadblocks to name a few (Burke, 1996). These challenges, as well as other factors about a school's climate, can lead to higher levels of burnout for teachers (Grayson & Alvarez, 2008).

Secondary Traumatic Stress

Secondary traumatic stress refers to the emotional distress that one experiences when working with others who have experienced traumatic events (Stamm, 2010). Research has explored how mental health and child welfare professionals are impacted by secondary traumatic stress, but there is less research on public school teachers (Caringi et al., 2015). Some studies indicate that teachers experience secondary traumatic stress because of working with children who have experienced trauma (Lawson et al., 2019). One survey of 5,000 K-12 teachers also found that teachers had more mental health issues and higher stress than most other professions (American Federation of Teachers, 2017).

Teaching is already a very stressful job, so adding in the additional strain of teaching during a pandemic and managing many possibly conflicting home responsibilities would likely increase burnout and secondary traumatic stress and decrease compassion satisfaction. Views of work-family integration likely have an impact on these three constructs, as well. This leads to the third research question:

3. Is there a relationship between teachers' views of work-family integration and degrees of burnout, compassion satisfaction, and secondary traumatic stress?

The Current Study

The current study is part of a larger analysis of the data which investigated the challenges that teachers faced while remote teaching. From this larger analysis, work-family integration emerged as a topic that teachers often brought up when discussing their experiences of remote teaching. There were no specific questions related to this topic, as most questions focused broadly on the challenges of teaching. Using the grounded theory approach, through which theory is developed from the data (Strauss & Corbin, 1994), these findings drove the purpose of the current study.

The switch to remote as a result of the COVID-19 pandemic erased many of the barriers between home and work-life for teachers. Past research on teaching during times of crisis has indicated that teachers feel increased stress and anxiety for themselves, their own families, and their students (Alvarez, 2010; Howard & Howard, 2012). Switching to remote teaching would likely amplify some of the conflicts that arise for teachers when integrating work and family responsibilities, as would the strain of teaching during a global pandemic. These experiences may also differ by gender, as women tend to experience more conflicts in work-family integration and feel more negative emotional impacts as a result (McElwain et al., 2005; Posig & Kickul, 2004; Purvanova & Muros, 2010).

Methods

Research Design

The current study is a survey-based mixed methods study seeking to investigate teachers' experiences integrating work and home life during remote teaching. This study utilized a

concurrent, partially mixed, qualitative dominant approach (Leech & Onwuegbuzie, 2009). The data were collected at the same time (concurrently); were mixed at the research question, data collection, and interpretation stages; and the qualitative data were given more emphasis (qualitative dominant). A mixed-methods approach was selected to be able to better answer the study's research questions. Separately, quantitative and qualitative data could provide answers to parts of these questions, but together they provide a more comprehensive understanding of teachers' experiences in remote teaching and can provide insight into any differences that may exist based on gender. Approval for this study was obtained from the Colorado Multiple Institutional Review Board.

Participants

Possible participants included all K-12 public school teachers with an active teaching license within a single western state in the United States. A contact list for teachers with active licenses was obtained via a public website. Emails were sent out to 19,574 potential participants at the end of the 2020 spring semester when teachers had been teaching remotely for at least a month. This was done so that teachers would have experienced remote teaching during the pandemic before taking the survey. A total of 18,891 potential participants received the email, with 683 email addresses no longer being functional. Of those potential participants, 831 teachers responded to the survey. This yielded the low response rate of 4%. However, as the survey was sent out during a pandemic, and there were likely many potential participants on the list who were not actively teaching, we consider this an adequate rate that provides useful data for the current study.

The teachers that responded that they were not currently teaching were filtered out, resulting in a sample of 661 teachers. Most respondents (96.1%) identified as White, while 1.5%

reported their ethnicity as American Indian or Alaskan Native, 1.3% as Black or African American, and 0.9% as Asian. In addition, 9.2% of teachers indicated that they came from Latinx, Hispanic, or Spanish origins. 75.3% of respondents identified as female, 24.3% identified as male, and the remaining less than 1% identified as other. Teachers fell into the following age categories: 18-34 years old (24.3%), 35-44 years old (26.3%), 45-54 years old (29.6%), 55-64 years old (17.7%), or 65 and older (1.9%). Teachers reported that they had between 0.75 to 41 years of teaching experience, with an average of 14 years. Respondents reported working with the following grade levels: pre-K through 2nd grade (28.7%), 3rd through 5th grade (30.4%), 6th through 8th grade (28.1%), and 9th through 12th grade (36.5%).

Procedure

Email addresses were obtained for K-12 teachers in a single western state from a public website. An email was sent out to teachers containing the context for the study and a link to the 5-10 minute survey. Participants were told that the purpose of the study was to explore teachers' experiences during remote teaching. The survey was created using Research Electronic Data Capture, which is a website that allows for secure data collection through online surveys (Harris et al., 2009).

Instruments

The main source of data for this study came from the six open-ended questions that teachers were asked about their experiences teaching remotely. These questions asked teachers to reflect on their time teaching remotely and highlight some of the advantages and challenges of this time, as well as share any thoughts they had about their working conditions and work-related health and well-being. Example items are "what has been the biggest challenge with remote teaching" and "please share any additional thoughts you have on your working conditions and

work-related health and well-being.” While these questions were not directly related to work-family integration, teachers often described the experience of integrating work and family responsibilities in response to them.

The survey included the Professional Quality of Life Scale (ProQOL5), the EDUCAUSE DIY Survey Kit: Remote Work and Learning Experiences (EDUCAUSE, 2020), as well as several demographic questions.

The ProQOL5 measures quality of life, which it defines as “the quality one feels in relation to their work as a helper” (Stamm, 2010, p. 8). The ProQOL5 includes three scales that measure burnout, compassion satisfaction, and secondary trauma, which are rated on a 5-point Likert scale. The ProQOL5 manual describes burnout as a feeling of hopelessness about completing work and the impact of completing work. Compassion satisfaction refers to the fulfillment and positivity felt after completing work and positive feelings about work and colleagues. Secondary traumatic stress is the secondary exposure to traumatic events, which for teachers may be exposure to traumatically stressful events through their students. Participants also responded to several demographic questions about race/ethnicity, gender, teaching experience, and content area to better understand the sample of teachers that took the survey.

Analysis

Because work-family integration emerged as a common topic during the larger analysis of this dataset, it was chosen as the topic of this analysis according to the grounded theory approach (Strauss & Corbin, 1994). Answers related to work-family integration were extracted from the six open-ended questions by reading through the responses and identifying those that pertain to the experience of navigating work and family responsibilities. Each respondent received one of the following codes to describe their views of work-family integration: positive,

negative, mixed, or no mention. The overall frequency of these codes, as well as the frequency by gender, can be found in Table 1.

Table 1

Frequencies of Perceptions of Work-Family Integration

Perception of work-family integration	Total	Male	Female
Positive	132	32	99
Negative	122	12	109
Mixed	60	13	47
No mention	333	99	227

Results

Constant Comparison Analysis

A constant comparison analysis was conducted to create overarching themes from the responses (Corbin & Strauss, 2014). This was an iterative process, involving reading through all of the responses several times and creating codes that emerged from the responses. A second coder helped to create these categories and calibrate coding for accuracy. These codes were then used to create broader themes about teachers’ experiences integrating work and family. The frequency of codes can be found in Table 2.

Table 2

Frequency of Codes From Constant Comparison Analysis

Code	Appearances
More flexibility in schedule/hours	97
Hard to balance roles or draw boundaries between work and home	73
Greater workload or working more hours	69

Feeling more stressed out/more mental health issues/emotionally exhausted	49
Difficulty finding/managing childcare while teaching	46
More time to take care of self/pursue hobbies (exercising, sleeping in, etc.)	38
More time to spend with family	34
Less workload/working less time	24
No commute	18
Feeling better about mental health/better emotionally/less tired	17
Less distractions/better able to focus	16
Better balance	14
No children/have childcare/older children, not as bad as could be (acknowledging privilege)	14
Less active	8
More distractions/harder to focus	8
Little support from administration	7
Administration is very supportive	4

Two main experiences emerged from the analysis. Some teachers found it more challenging to integrate work and family responsibilities during remote teaching while others found it easier and more sustainable. Codes supported one of these two overarching ideas, and results are explored more in-depth for each experience:

Experience 1: Remote teaching makes work-family integration more difficult

For a subset of teachers, integrating work and family responsibilities successfully was highly challenging due to the nonexistent boundaries and the intense workload of teaching remotely as well as managing childcare. Many teachers indicated that remote teaching is more

difficult than in-person teaching, requiring longer hours and making it more difficult to balance work and home-life responsibilities.

Physical and emotional boundaries between work and home life are nonexistent

Seventy-three teachers indicated that they were struggling to draw boundaries between home and work life. They often discussed having multiple roles that they were trying to balance, and the detrimental impact on both. For example, one teacher said:

The biggest toll is trying to be both mother to two little ones AND the teacher I normally am in the classroom for my students at the same time. Doing both-being both-at the same time is impossible without pieces slipping. Then I feel like I'm not the best version of either role.

This teacher, as well as others, felt like work and home were difficult to integrate and were negatively impacting each other.

Teachers also struggled with not having clear physical boundaries between work and home. One teacher noted, “The flexibility is great for me, but it is challenging to separate work from home life when much of the work is done at home.” Another teacher described her attempts to create clearer boundaries:

The other downside to working fully from home is that the lines between my home being my sanctuary of peace and the madness of work are so blurred. I have to go for a drive (not getting out of my car anywhere) at the end of my day just to get out of the house and come back to connect it being home and not work.

Teachers missed working in a different place and having separation between their workplace and their home. The loss of a physical workspace outside of the home made it difficult to stop working. Eight teachers also reported experiencing more distractions when working from home,

often due to having young children or other family members around. One teacher described the experience of trying to share a workspace with other family members, “I don't have a good space in my home to work from. I have to change from bedroom to living room to kitchen depending on what my kids are doing at any given time and my spouse works in healthcare so the day is just crazy.”

Seven teachers also discussed the lack of support that they received from administration in integrating work and family responsibilities. They felt like administration had expectations that were misaligned with being able to integrate work and family life. For example, one teacher said:

I'm frustrated with how little respect administrators and counselors have of personal time. I seem to be expected to jump to answer phone calls and emails immediately whether I'm working with students on a live video feed or it's well past school hours and I'm in the middle of cooking or other personal activities.

This seemed to make the integration of work and family more challenging, creating more work conflicts for teachers.

Remote teaching presents a heavier burden, especially for those with children

Many teachers struggled to handle the additional burdens of teaching remotely. Switching to entirely remote teaching with little notice was a big lift for teachers. In addition, the day-to-day of remote teaching felt like more work than in-person to some teachers. Sixty-nine teachers mentioned that they were doing more work and working longer hours than when they were doing in-person learning. One teacher noted, “My workload pre-remote learning was heavy/full. It has increased greatly with remote learning and students are not learning as much.” This was often paired with struggling to maintain boundaries, as work and home responsibilities would conflict

with each other, resulting in teachers working at odd hours to get through everything they needed to do. For example, one teacher noted, “I’ve found myself working well into the night, and just not taking enough breaks to exercise or just not think about work.” Another teacher noted, “I have taught for 26 years, and this quarter has been the most challenging of all of those years. I get texts, emails, etc. at all hours of the day and night (like 3:00 AM).”

This experience was particularly challenging for teachers with young children. Forty-six teachers mentioned the difficulty of managing childcare while also teaching, with many teachers trying to help their children with their schoolwork at the same time as teaching students. For example, “I am very stressed as I have 2 boys, one in 9th grade and one in 6th grade, I need to make sure they are getting their lessons completed plus trying to teach. I think teachers with even younger kids of their own are really struggling.” Some teachers viewed their dual roles as parents and teachers as a dichotomy, feeling as though they needed to choose that they could do well at any given time. One teacher noted, “My stress of balancing caring for my family, and giving my students the best remote learning experience has been beyond difficult. I had to accept that I couldn't have it both ways. Some days I choose family, some days I choose my students.”

In addition to bearing the burden of more work and more responsibilities, teachers also struggled with the emotional impact. Forty-nine teachers discussed how they felt more stressed out, depressed, or anxious because of teaching remotely. One teacher said, “I don't want to be a teacher anymore. I feel drained and depressed. It has been the worst and most stressful experience I've had in years.” Another teacher noted, “My wellbeing has decreased since I have to teach and take care of my children every day. I get no time to myself.” Being split between several roles left little time for some teachers to take care of their own needs. This included

physical health as well, with eight teachers mentioning that they were struggling to maintain the same level of physical activity.

Experience 2: Remote teaching makes work-family integration easier

Many teachers discussed how the integration of work and family responsibilities was made easier by the transition to remote teaching. They reported working less, spending more time enjoying life, and finally finding balance.

Remote teaching allowed for better balance

Ninety-seven teachers discussed the flexibility that teaching remotely allowed them. They were able to structure their time how they wanted and take breaks as needed. They also enjoyed being able to take breaks during the day to handle other responsibilities or to go on walks. One teacher noted, “I like the flexibility of my schedule, which isn't possible in the school building.” Another teacher said, “I appreciate the ‘structure’ provided by the district with set class times, but the freedom to not be locked into it. I can take a walk in the middle of the day which is beneficial to my mental and physical health.”

Twenty-four teachers reported feeling like their workload had lessened because of remote teaching. They were working fewer hours and had fewer intrusions on their personal time. For example, one teacher stated, “I am finding that I am working far less and the work is far easier during this time than during regular school.” In addition, 18 teachers specifically mentioned that not having a commute was a benefit of remote teaching, allowing them to have more free time. Sixteen teachers also felt like they had fewer distractions at home than at school.

Fourteen teachers specifically discussed having better balance because of remote teaching. For example, “Remote learning has helped me create a balance in my life between

work and family. I can complete my work more efficiently so I am able to have more family time.”

Remote teaching provided more opportunities to enjoy life

Because of having a more flexible schedule and working less, the switch to remote teaching allowed many teachers to spend more of their free time how they wanted. 38 teachers discussed being able to spend more time taking care of themselves as a result of working remotely. One teacher stated, “It's actually been really nice to have more time and flexibility to pursue hobbies that make me happy. My mental health hasn't been this good in years.” They felt like they had more time to address their physical needs and to pursue hobbies and activities that they enjoyed.

Thirty-four teachers discussed being able to spend more time with their families. For example, one teacher stated, “Because I worked really hard at the beginning of remote learning, most of my work is done now. I am able to finish up work around noon and then relax and spend time with my family.” Another teacher described all of the activities she was able to do, stating, “I walk my dog every day for half of my lunch break. We get some fresh air and sunshine (or clouds. whatever). Eating home cooked healthy meals, reading more books and spending time (and enjoying it!) with my family.”

Seventeen teachers also noted that their mental health had improved. One teacher stated, “It's way more fun! I love that we get to be outside more often, I love not dealing with bad behaviors, I love spending more time with my family, I love not having to teach the exact lesson 3 times for each grade, I LOVE having less stress.” Another teacher felt even more intensely about being able to work less:

My blood pressure is down. My spirits are high. I'm getting more sleep and eating healthier than ever. [...] I have never in my entire tenure as a teacher (24 years) felt so relaxed and free of stress during the school year.

Chi Square Analysis of the Relationship between Gender and Perceptions

A chi-square was conducted to examine the relationship between gender and views of work-family integration. Views were coded as either positive, negative, mixed, or no mention. The author and another coder coded a subset of the data independently, reading through the open-ended responses that teachers gave and assigning a code based on how they described the experience of integrating work and family. Teachers may have viewed teaching remotely negatively, but viewed integrating work and family positively. Coding was only limited to their views of work-family integration. The coders then compared ratings and resolved any differences, and the author coded the rest of the responses.

Chi-square assumptions were met, as observations were independent and groups were mutually exclusive. The relationship between these variables was statistically significant, $X^2(3, N = 638) = 20.45, p < 0.001$. Standardized residuals were examined to identify the groups that were different than expected using Agresti's (2007) cutoff of standardized residuals ± 2.0 . Standardized residuals indicated that fewer male teachers had negative views of work-family integration than expected and more male teachers did not mention work-family integration than expected. This indicates that men discussed work-family integration less than expected and also discussed work-family integration in a negative way less than expected. Overall results of the chi-square can be seen in Table 3.

Table 3

Sample Characteristics With Chi-Square Analyses to Examine Gender Differences

Characteristics	% Male (n = 156)			% Female (n = 482)		
	N	Expected count	%	n	Expected count	%
Mixed	13	14.7	21.7%	47	45.3	78.3%
Negative	12	29.6	9.9%	109	91.4	90.1%
No mention	99	79.5	30.5%	226	245.5	69.5%
Positive	32	32.3	24.2%	100	99.7	75.8%

Note. Bold font indicates that the observed count was significantly different from the expected count.

T-Test Analysis of Gender Differences in Quality of Life

Independent t-tests were conducted to determine if there were any statistically significant differences in burnout, compassion satisfaction, or secondary traumatic stress by gender.

Assumptions of normality and homogeneity of variance were met and checked. Descriptive statistics can be found in Tables 4 and 5. A statistically significant difference was found for burnout, $t(619) = -2.96, p = 0.003$. Female teachers ($MD = 27.04, SD = 6.67$) tended to have higher burnout than male teachers ($MD = 25.45, SD = 5.92$). A statistically significant difference was also found for secondary traumatic stress, $t(597) = 2.49, p = 0.013$. Female teachers ($MD = 24.66, SD = 5.75$) tended to have higher secondary trauma than male teachers ($MD = 23.33, SD = 5.43$). There was no statistically significant difference for compassion satisfaction. These results indicate that quality of life may have been poorer for female teachers, as they had higher burnout and secondary traumatic stress than male teachers.

Table 4

Descriptive Statistics by Gender

		n	Mean	Standard Deviation
Burnout	Male	150	25.45	5.92

	Female	471	27.04	6.67
Compassion	Male	150	37.81	7.17
Satisfaction	Female	478	37.07	7.42
Secondary	Male	147	23.33	5.43
Traumatic Stress	Female	452	24.67	5.75

Table 5
Descriptive Statistics by View of Work-Family Integration

		N	Mean	Standard Deviation
Burnout	Positive	131	25.35	5.10
	Negative	120	29.51	5.16
	Mixed	57	28.61	6.00
	No mention	313	25.75	5.77
Compassion	Positive	130	37.27	7.19
Satisfaction	Negative	121	34.84	7.69
	Mixed	58	35.72	7.20
	No mention	319	38.42	7.09
Secondary	Positive	122	22.84	5.33
Traumatic Stress	Negative	116	26.22	5.97
	Mixed	58	25.72	5.93
	No mention	303	23.95	5.47

Multivariate Analysis of the Interaction between Gender and Perception

A multivariate analysis of variance was conducted to determine whether male and female teachers with different views of work-family integration have different burnout, compassion satisfaction, and secondary traumatic stress scores. The assumptions of independence of observations and homogeneity of variance/covariance were checked and not met. Box’s test of

equality of covariance was statistically significant and correlations were high between burnout and the other dependent variables. For this reason, burnout was removed from the model, as the high correlations with the other two variables indicated that it was not explaining anything unique to itself. Bivariate scatterplots were also checked for multivariate normality.

The main effect for gender was not statistically significant, Wilk's $\Lambda = 0.992$, $F(2, 582) = 2.288$, $p = 0.102$, multivariate $\eta^2 = 0.008$. The main effect for views of work-family integration was statistically significant, Wilk's $\Lambda = 0.972$, $F(6, 1164) = 2.809$, $p = 0.01$, multivariate $\eta^2 = 0.014$. This indicates that there is a relationship between views of work-family conflict and compassion satisfaction and secondary traumatic stress. However, the relationship is fairly small, as the effect size was 0.014. The interaction between gender and views of work-family integration on teachers' quality of life was not statistically significant, Wilk's $\Lambda = 0.997$, $F(6, 1164) = 0.301$, $p = 0.936$, multivariate $\eta^2 = 0.002$. Post hoc tests using the Bonferroni correction revealed specific differences between groups. There was a significant difference in compassion satisfaction between mixed views ($MD = 35.7$, $SD = 7.2$) and no mention ($MD = 38.42$, $SD = 7.09$), $p = 0.021$, as well as negative views ($MD = 34.84$, $SD = 7.69$) and no mention, $p < 0.001$. Negative and mixed both had lower compassion satisfaction than no mention. For secondary traumatic stress, there was a significant difference between positive ($MD = 22.84$, $SD = 5.33$) and mixed ($MD = 25.72$, $SD = 5.93$), $p = 0.013$, and positive and negative ($MD = 26.22$, $SD = 5.97$), $p < 0.001$. Secondary traumatic stress was higher for the negative and mixed groups than it was for the positive group. There was also a significant difference between negative and no mention ($MD = 23.95$, $SD = 5.47$), $p = 0.001$, with negative having higher secondary traumatic stress.

Discussion

1. What are teachers reporting about integrating work and family responsibilities while remote teaching during a pandemic?
 - a. How are teachers perceiving their experiences of work-family integration during this time?

Results indicate that overall, there seem to be two experiences of integrating work and family responsibilities while teaching remotely during a pandemic: some teachers found the experience to be more difficult and challenging, while other teachers found integrating work and family to be more manageable than during in-person learning.

Teachers that found the experience more difficult discussed the challenge of finding a balance between work and family. They struggled to maintain boundaries between work and home life when both existed in the same space. Many teachers reported greater workloads, more stress and anxiety, and increased difficulties of teaching while also taking care of young children. This was not surprising, as teaching is already a challenging profession without switching instruction to an entirely new format during a pandemic (Lavian, 2012).

Teachers that enjoyed the experience more reported working less and having more free time. They reported feeling happier, less stressed out, and enjoyed that they were able to spend more time taking care of themselves and their families. They enjoyed the flexibility that remote teaching allowed them to be able to spend their time doing activities unrelated to work. This result was more unexpected, as previous research on teaching during crises has indicated that teachers felt increased stress and anxiety due to the unexpected changes and responsibilities (Alvarez, 2010; Howard & Howard, 2012). However, the circumstances of the COVID-19 pandemic are unique and likely have limited overlap with the circumstances of past crises that were studied.

2. Do teacher perceptions of work-family integration while remote teaching during a pandemic differ by gender?

Results of the chi-square analysis indicate that male teachers were underrepresented in the category of teachers that had negative views of the integration of work and family and overrepresented in the category that did not mention integrating work and family. This aligns with what the literature would suggest, as past research showed that women brought up these experiences more than men (McElwain et al., 2005), often as a result of carrying a greater share of home responsibilities, and also talked about the negative aspects of these experiences more (Posig & Kickul, 2004; Purvanova & Muros, 2010). This indicates that female teachers likely experienced remote teaching during a pandemic more negatively than male teachers. This is also reflected in the differences in quality of life subscales between male and female teachers. Female teachers had significantly higher burnout and secondary traumatic stress scores than male teachers, indicating that their quality of life may have been worse.

3. Is there a relationship between teachers' views of work-family integration and degrees of burnout, compassion satisfaction, or secondary traumatic stress?
 - a. Is there an interaction between gender and views of work-family integration on burnout, compassion satisfaction, or secondary traumatic stress?

There was not an interaction between gender and views of work-family integration, indicating that the relationship between views of work-family integration and burnout, compassion satisfaction, and secondary traumatic stress did not differ by gender. However, there was a main effect of views of work-family integration. Teachers who held negative or mixed views had lower compassion satisfaction than teachers who did not mention work-family integration. Teachers who had positive views had higher secondary traumatic stress than teachers

with negative or mixed views, and those who did not mention work-family integration had lower secondary traumatic stress than those that had negative views. This indicates that there was a relationship between experiences of work-family integration and quality of life for teachers.

Although the results were not significant, it is possible that gender did have an impact and that there was an interaction between gender and perceptions of work-family integration. The non-significant findings may have been a result of the unequal sample sizes, as there were over twice as many female participants, and there were not equal numbers of participants in each of the four perception groups.

Implications

The results of the current study provide insights into the experiences that teachers had in the spring of 2020 transitioning to remote teaching during the COVID-19 pandemic, specifically related to their integration of work and family. Findings indicate that female teachers may have experienced more negative effects of the stress of this time, such as higher burnout and secondary traumatic stress than male teachers. This suggests that female teachers may need more supports in integrating work and home life since they may end up taking on more home responsibilities.

The two main experiences that teachers had during this time provide important information about the supports necessary for teachers, both during remote teaching and in-person teaching. Many teachers discussed how work-family integration during remote teaching was more difficult due to increased demands and workload, as well as the erasure of physical boundaries between home and work life. This indicates that district and school level administrators need to set clearer expectations for teachers, students, and families around remote

instruction. They need to create stronger boundaries around working hours and responsibilities in order to better protect teachers' time and home lives.

Many teachers also discussed the challenges of teaching while managing childcare, often struggling to do both roles effectively. With numerous teachers attempting to work from home and also manage childcare or helping their children with their own learning, additional supports are needed to allow teachers to do both roles effectively. Since acquiring childcare is more complex as a result of the pandemic, teachers need more flexibility in scheduling and creating asynchronous lessons for their classes. Teacher assignments may need to be rethought to better redistribute teachers based on their capacity; for example, assigning two teachers to a class and having one manage synchronous activities such as live instruction and the other manage asynchronous tasks such as grading and feedback.

Other teachers found the experience of working remotely to have a more positive impact on their ability to balance work and family responsibilities. This may have been the outcome of lighter workloads and more flexible schedules. Many teachers discussed how they felt more positively about their work and their lives because they were working less, and that they were able to spend more time with family or taking care of themselves. This suggests that during remote and in-person learning, teachers need more flexibility to better take care of themselves and enjoy their lives. This also indicates that teachers need lighter workloads to be able to enjoy their work and prevent burnout, which is a common issue in the teaching profession (Lavian, 2012).

Teachers' comparisons of in-person and remote teaching also provide insight into the teaching profession about the struggles that teachers face during in-person instruction to balance work and home life. Past research has shown that teachers face many conflicts to work-family

integration and that teachers work too long and have too many responsibilities to manage in a 40-hour work week (OECD, 2019; Lavian, 2012). This indicates that changes are also needed to in-person instruction to improve teacher quality of life; administrators need to set stricter expectations around teachers not exceeding contract hours and create more flexibility for teachers to be able to take care of family and personal needs during the school day.

Limitations

There were several limitations to the current study. First, the response rate was low, likely because of collecting data during a pandemic. Additionally, studying work-family integration was not the original purpose of data collection, and as a result, questions are not directly related to this experience. Another limitation was the smaller sample size of male teachers. Equal samples of male and female teachers would be beneficial to better compare their experiences.

Future Research

Additional research should examine the experience of teaching remotely during a pandemic, specifically the experience of integrating work and family responsibilities while teaching remotely. As this was not the main focus of the survey that was administered, additional methods should be used to collect richer, more complex data, such as interviews or focus groups with teachers and other school staff to understand their experiences. Research should also focus on asking teachers to directly compare their experiences teaching remotely with their experiences as a normal, in-person teacher, to better understand differences between these two situations. Additional research can provide more insight into this experience and more information about what supports teachers need, both during remote teaching as well as during in-person teaching.

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