

APRES COVID

Workplace dimension of psychosocial risks:



These infographics have been developed with the support of the European Commission and are based on the Visionary Analytics Research report *Occupational wellbeing in European education systems: Social Partners in education addressing the lasting impact of the COVID-19 crisis* (csee-etuce.org/en/projects/apres-covid)

Dimensions of teachers' well-being:

JOB DEMANDS

Cognitive

Mental processes necessary for attention, knowledge acquisition and application, problem solving and decision making.

Subjective

Overall evaluation of one's life circumstances and affective reactions to those experiences.

Workload management
ergonomic conditions,
access to health
ressources.

Physical & Mental

Daily interactions with
children and young
people, their parents and
guardians, colleagues,
school administrators and
other education personnel

Social

JOB RESSOURCES



The Immediate impact of the COVID-19 on the teaching profession:

- Rapid shift to online teaching
- Unequal digital readiness
- Higher education was better prepared than other sector
- Challenges for younger learners
- Increased teacher workload.

**Accelerated
digitalisation**

**Online and
hybrid teaching**

Technostress

- Inequalities were deepened
- Teachers relied on personal resources and equipment
- Institutional and collegial support mattered
- Hybrid teaching



flexibility



unequal learning experiences
and was more demanding
for teachers

- ICT adaptation required constant upskilling
- Technostress emerged as a major issue
- Increased workload and stress
- Digital skills gaps exacerbated pressure
- Impact on staff wellbeing and retention



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The lasting impact of the COVID-19 crisis on education:

Accelerated digitalisation

- **Initial pressure of digitalisation** (blurring boundaries; *technostress*)
- **Long-term benefits** (cooperation, communication, parent participation)

Aggressive behaviours from third parties (students/parents)

- **Increased aggression** and behavioural difficulties in schools
- Violence from parents - more often **verbal** rather than **physic**

Job demands

- Combination of **high workloads** and **time pressure**
- **Work intensification** (workload, complexity, and demands)



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The lasting impact of the COVID-19 crisis on education:



Economic cost of poor mental health
in the EU estimated **EUR 600B / year**

Stressors in education since COVID-19:

- High workloads
- Long working hours
- Intensification of work due to increasing job complexity

Stress

59% of workers in the
education sector report
that work stress increased
as a result of the pandemic

(source: EU-Flash Eurobarometer, 2022)



Mental health

Burnout

- Prevalence between **25%** and **74%** of education workers
- **Aggressive behaviours and violence** are contributing factors, when in combination with low social support
- **Early-in career educators** are more likely to experience burnout



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