

# WHY EDUCATOR SEL, RESILIENCE AND WELL-BEING?

In March 2020, the Yale Center for Emotional Intelligence and CASEL conducted a survey of 5,000 teachers to unpack the emotional lives of teachers during the COVID-19 crisis.

- The five most-mentioned feelings among all teachers were: **anxious**, **fearful**, **worried**, **overwhelmed** and **sad**. Anxiety, by far, was the most frequently mentioned emotion.

In 2017, they conducted a similar survey on teachers' emotions. A national sample of over 5,000 educators answered the same questions about how they were feeling.

- Back then, the top five emotions were: **frustrated**, **overwhelmed**, **stressed**, **tired** and **happy**.

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Research findings are echoed across a growing body of research on teachers' stress and burnout.

In one [study](#), **85 percent** of teachers reported that work-life imbalance was affecting their ability to teach. Other [research](#) has shown that at least **30 percent** of teachers leave the profession within their first five years of teaching.

These studies found that the general causes of teacher stress and burnout are related to a **lack of strong leadership** and a **negative climate**, as well as **increased job demands**, especially around testing, addressing challenging student behaviors, **a lack of autonomy** and **decision-making power**, and **limited-to-no training in social and emotional learning (SEL)** to support educators' and students' emotional needs.

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Adults who develop their own social-emotional skills:

- Enjoy increased trust with colleagues (Bryk & Schneider, 2002); and
- Cultivate strong relationships with their students (Jennings & Greenberg, 2009).
- Are able to teach and model the same skills to students (Jennings & Greenberg, 2009).
- Improve school climate (DiPaola & Tschannen-Moran, 2001); and
- Experience improved performance and satisfaction (Lee, 2017; Mohamed & Jais, 2016)

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We can't control what is happening to us and around us, but we can control how we respond to it.