Identifying challenges, perceptions, and best practices of in-service teachers during the Covid-19 pandemic

The Covid-19 pandemic placed a significant amount of stress upon in-service teachers during the rapid shift from physical to virtual learning experiences. Individual emotional experiences of in-service teachers impacted each educator’s motivations from different perspectives. The purpose of this research is to examine the ongoing effects on the wellbeing and pedagogical approaches of educators needs to be identified through longitudinal studies. This study examines the challenges that educators faced while trying to adapt to new technologies as a means of disseminating information, while exploring how can teachers’ perceptions during the pandemic can be leveraged to advance the current field of teaching after the pandemic. Results from educators throughout 14 school districts in northeast Ohio, USA indicated that although the pandemic caused a significant disruption in the traditional dissemination of information found in a face-to-face classroom, there were several lessons that could be learned. The results of the study identified new methodologies for educators in virtual or hybrid environments and the conclusion extrapolated qualitative data to recommend best practices moving forward in a post-pandemic world.