

to problems at hand, then they were able to come up with prior to the coaching program. Most of the participants also admitted that their level of self-acceptance and the acceptance of current circumstances increased and the feeling of being lost or lacking sense of control decreased significantly. All participants evaluated the coaching session very highly and considered it a time well spent – they felt that they have learnt a lot and grown professionally more than ever before.

Limitations

This study has some limitations. The fact that a non-probability convenience sampling was used may have had an impact on the motivation of the participants. Teachers who participated in the study could have been more motivated to improve their well-being than if the sample had been chosen randomly. Also, it is possible that a larger sample would have led to different qualitative results.

Conclusions

The purpose of this study was to diagnose the role of educational coaching in stimulating the well-being of teachers during the pandemic of COVID-19. The study also focused on analyzing the effects of the pandemic on teachers under a very unique scenario in which all of a sudden all teachers needed to change their classroom setting to fully online and face unprecedented stress. Qualitative analysis showed that educational coaching can help teachers improve their well-being during the pandemic when teachers need to change their role – from classroom to remote – and succeed under a new set of circumstances.

The following aspects of educational coaching were particularly efficient: (1) having a safe space, (2) increased self-awareness (3) learning how to create solutions using available resources. This qualitative study helps establish an empirical evidence that educational coaching can help teachers enhance their well-being during the pandemic, and possibly – during other crisis scenarios as well.

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