



## RESEARCH BRIEF

# PRE-SERVICE TEACHERS' SELF CARE DURING COVID-19

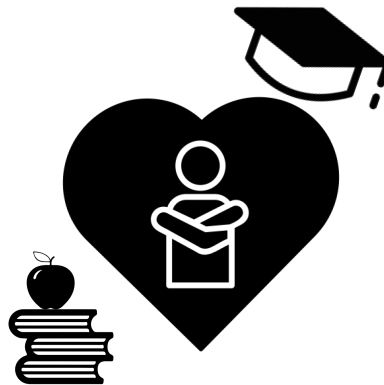
(PARTICIPANT POOL, WINTER 2022)

Thank you to the 146 pre-service teachers at the University of Alberta who took the time to fill out questions to help us better understand pre-service teachers' self-care practices during the COVID-19 pandemic. Below are a few interesting findings from the study. Any questions or comments can be directed to [acme@ualberta.ca](mailto:acme@ualberta.ca).

## How has COVID-19 impacted pre-service teachers?

Pre-service teachers often felt **inadequate, overwhelmed and unmotivated.**

Did COVID-19 impact pre-service teachers' self-care practices?



**YES!** Almost half (**47%**) said that they focus more on self-care now than before COVID-19!

Practicing self-care can help pre-service teachers reduce the risk of burnout and stress in their daily lives. It can also help them to feel more in control and motivated when it comes to their teaching!

## Are there gender differences when it comes to self-care?

Men, women, and non-binary people had similar results when it came to self-care. Most people of all genders felt that self-care was more important to them since COVID-19. This is great news and helps to normalize self-care as an important practice for all!



Please check our website [here](#) as more information on this project becomes available.  
Report prepared by Bryce S. Dueck & Kenni Wells, May 2022.