Impacts of Online Teaching on Teachers' Psychosocial Wellbeing

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Abstract- The rise of online teaching has brought significant changes to the educational landscape, affecting teachers' psychosocial wellbeing in various ways. Online Teaching brings along the multifaceted dimension in teachers' psychosocial wellbeing while drawing attention to the most towering challenges teachers are contending with in this evolutionary pedagogical setting. The move to online education has left a high and stressful workload for most instructors, toughening up the writing balance in professions work. In addition, teachers tackle the demanding job of sustaining human relationships as virtual systems often obstruct these desired interactions that are important for mood and morale. On one hand, the line between work matters and personal life becomes more blurred and on the other hand, longer hours or a higher workload leads to burnout and intrusion. Acquisition of digital skills and use of devices and platforms makes things more challenging, but the feeling of not knowing appears, causing teachers to feel inadequate and uncomfortable. Resultantly, non-adaptive coping mechanisms triggered by stressful circumstances include feelings of loneliness, burnout, and anxiety, thereby denoting the importance of institutional support, policy alterations, and targeted interventions. The key here is the psychosocial effect of online learning teachers have to come to terms with. Opening this field will in turn guarantee the protection of teachers' wellbeing and effectiveness in this new educational field.

Keywords- Online teaching, virtual instruction, remote learning, psychosocial wellbeing, mental health, educators, teachers, challenges, workload, stress, isolation, technology, adaptation, wellbeing, effectiveness, support, educational outcomes.

INTRODUCTION

The evolution of e-learning has redefined education, significantly transforming the subjective and mental health aspects of teachers. This change could also bring numerous issues, which would make the work even more stressful by crushing the boundaries between work spirit and personal life. The virtual scenario will make the essential human relations that are of paramount importance towards morale and emotional stability to be compromised. Additionally, with continuous technological evolution and the accumulation of digital skills required of an individual, there is an extra dimension that causes uneasiness and apprehension. In turn, the teachers have to deal with the challenges of loneliness, burnout, and anxiety, which all call for support by the institutions and also the adaptations to the policies. Moreover, addressing the psychosocial aspects of online teaching might be crucial in that it contributes towards preserving the psychological health and effectiveness of teachers in this ongoing evolving educational landscape.

LITERATURE REVIEW

Online education is a process by which the instructor and the learner are connected through digital platforms such as the internet, the digital classroom, or various video conference tools. Given how technology has been evolving hastily and with the awareness of the spread of internet, online teaching becomes more accessible to the educational institutions of the present time. The adoption of these features has been expedited by the movement towards blended learning on a global scale driven by significant scale events like pandemic, which called for schooling to be done remotely to ensure that education is not disrupted during crises (Naylor & Nyanjom, 2021). In other words, online education breaks the age-old boundaries of physical classrooms, presenting more accessible and flexible learning options for teachers and students alike, without giving spatial limitations.

The most significant problem in the conversation concerning online education is the admission of the overwhelming role it plays in the mental health of

teachers. The holistic concept of psychosocial wellbeing comprises of the psychological, socio-emotional, and social realms of an individual's development and all these aspects are tied into the effective learning and educational skills of an individual. Schoolteachers hold a primary position in the youngster's academics, social and emotional growth with a result that teacher's own wellness is of greater importance to the educational system. Teachers' mental health, therefore, is a front-line issue regarding healthy training and school environment. On occasion, transition to online learning makes things even more challenging and may have a severe effect on teachers' psychosocial wellbeing (Naylor & Nyanjom, 2021). These challenges are overload of work that is accompanied by stress resulting from how teachers should adopt new technologies and instructional methods in the class. At the same time, feelings of loneliness are caused due to the fewer opportunities for social interaction and blurred borders between personal and work field. Also, the reliance on the digital communication platforms can hesitate the process of building up a meaningful relationship between the students and their colleagues that ultimately will lead to deep attachments which can yield in feelings of isolation and emotional exhaustion. Hence, since psychosocial impacts are detrimental to the educational environment, on-line teaching entails an in-depth study and implementation of appropriate mechanisms for support of educators and learners.

RESEARCH OBJECTIVE

- Investigate the impact of online teaching on teachers' psychosocial well-being
- Recognize the importance of understanding how the shift to online education affects educators' mental health
- Consider psychosocial well-being broadly, encompassing psychological, socio-emotional, and social elements
- Explore challenges faced by teachers in online teaching: workload, technology-induced anxiety, isolation, blurred boundaries
- Emphasize identifying effective strategies for supporting teachers and fostering healthy classroom environments

- Develop policies and interventions informed by teachers' psychosocial needs in online education.

INCREASED WORKLOAD AND STRESS

Recent secondary research has emphasized the substantial surge in workload encountered by educators during the transition to online teaching. The shift demands of the delicate balance between synchronous and asynchronous teaching approaches, causing many problems to the teachers. Teaching students interactively in the online synchronous and asynchronous modes adds more to the rigors of lesson planning and delivery involving sequencing and coding of concepts with real-time engagement and self-paced learning (Naylor & Nyanjom, 2021). Also, the usage of multiple digital instruments and platforms creates a variety of technical troubleshooting tasks - from dealing with a user interface of a particular program to solving connectivity problems. These technical obstacles always catch the attention of the course facilitator, interrupt the learning process, and create additional stress in the educator.

Remote teaching also turns to be the part of stressor for teachers in the online education when addressing one on one need of the students is involved. In contrast to the regular classrooms where teachers can see the students and coordinate with them, in the virtual environment one needs to reach proactively to the students in order to provide them with the necessary steering and guidance (Martín-Gutiérrez et al., 2017). This might consist of answering queries via emails or messaging apps online, giving comments on assignments, and organizing virtual office hours that are meant for academic concerns. In online communication, the disconnected nature of it makes the process of adapting to individualized attention time-consuming and energy-consuming.

In essence, integration of the various factors gives rise to the increased levels of stress experienced by the educators in the online world. The incessant completion of supervising instructional delivery, technical challenges and student support burns out a lot of cognitive and emotional bandwidth from teachers and in most case this is beyond the capacity limitations of teachers (Martín-Gutiérrez et al., 2017). Due to this, making and managing the stressors and overload of work become essential in generating a

good teaching environment and ensuring the educators' wellness in the field of online teaching.

ISOLATION AND LACK OF CONNECTION

Recent research underscores the formidable challenge of isolation and lack of connection faced by educators in the online teaching milieu. Differing from the learning context in physical classroom which normally provide chance for the students to interact with each other routinely, the virtual world becomes a hurdle to the social engagement (Naylor & Nyanjom, 2021). Teachers are in a unique situation, whereby they need to learn to adapt to an environment that lacks the daily informal chats, spontaneous discussions, or collaborative planning meetings.

Among the most important issues identified in secondary research is the challenge that teachers encounter in building committed relationships with the students and assisting them to find meaning in their learning. The sense of the lack of non-verbal cues and the actual presence of teachers makes it hard for teachers to assess and appropriately understand the level of engagement or the students' emotional well-being, respectively (Galanakis, et al., 2020). And thus, educators might be out of luck in terms of developing custom-made strategies necessary to address the individual needs of the learners. Besides, small amount of the real time interactions prevent the building of the trust and the bond between teachers and the students which make the height of the loneliness and aloofness even higher.

Moreover, being deprived of discussions with colleagues intensifies the feeling of loneliness online teacher's experience. Meetings for collaborative planning, professional training activities, and casual workplace discussions that normally happen in physical settings are adapted to virtual platforms where technology may inhibit communication dynamics. Therefore, teachers experience disconnection from colleagues as well as depletion of the professional support systems that are vital to professional development and mental health.

WORK-LIFE BALANCE AND BOUNDARIES

Research underscores the profound impact of blurred boundaries between work and personal life on the work-life balance of educators in the online teaching landscape. With the virtual instruction model that is now prevalent, the normal borderlines between public and private roles have become increasingly unclear leading to a tough task for educators to keep the equilibrium.

One of the prominent issues brought up by the secondary research is the penetrability of the idea of perpetual online-accessibility in the online teaching environment. Indeed, contrasted to a traditional classroom setting in which a teacher can leave after work physically, virtual teaching platforms grant round-the-clock connectivity, thus the lines between work hours and personal time become blurred. In contrast to earlier years when educators would finish work and go home at the end of the day and the school term, it has been necessary to engage extensively in online interactions after working hours via emails, messages and many others that hamper the ability to disengage and relax out of the virtual classroom (Naylor & Nyanjom, 2021).

In addition to that, along with the urgency to be available which goes beyond the regular working hours is another factor that makes it worse to have work-life balance for educators. The secondary research showed that the current teacher's strain most commonly stems from the expected quick response time in the modern communication channels, and results in the increased level of stress and well-being deterioration. Rather this continuous state of being on-call, not only takes away the personal time but also takes away from the breaks which are required to achieve proper rest and relaxation, it disables the self-development (Martín-Gutiérrez et al., 2017).

TECHNOLOGICAL CHALLENGES AND COMPETENCY

The significant impact of technological challenges and competency on educators in the online teaching domain is evident. The fast entrenching of the new technology in the teaching practice creates complexities and stress for the teachers. To the list of emotions, worries about not being tech-wised and being irritated because of confusing issues are among the prominent ones.

Educators commonly express fears of technological incompetence as online teaching platforms evolve and diversify. The dynamic nature of these platforms can birth anxiety by inflicting the fear of navigating and

utilizing the platforms. Furthermore, coping with the necessity to master new gadgets and digital pedagogies within the limited time frequarters may become worse in function of incompetence and psychological self-doubt for the persons less familiar with technologies (Galanakis, et al., 2020).

Further, educators routinely encounter frustration when confronted with technical challenges and online interruptions during the virtual teaching sessions. The research report emphasizes the frequency of connection issues, software malfunctions, and compatibility problems in the online learning environment. These disruptions not only breach allowed instructional sequences but also destroy educators' confidence and sense of control in the learning environment, as a result, educators experience high stress and low effectiveness (Alves et al., 2021).

Meeting these restrictions is therefore essential for teacher empowerment in online training. It is imperative to offer complete training and professional development programmes that are well-rounded in terms of both the detailed aspects of operating online teaching systems and the psychological aspects of using technology effectively. Moreover, creating an open atmosphere of trial and error, combined with teamwork and assistance between educators can reduce the fear and apprehension they might encounter while eLearning. It will further lay a foundation for a more comfortable and longer-term online experience of the educators' part. To reach this goal, we need to distinguish and solve these technological tasks as soon as possible so that the teachers will feel comfortable in the digital era.

MENTAL HEALTH AND EMOTIONAL WELL-BEING

The cumulative effect of the aforementioned challenges significantly impacts the mental health and emotional well-being of educators in the online teaching environment. The literature shows that these human-related factors as stress, burnout, and anxiety caused by performance and student outcomes play a crucial role in the virtual classrooms experienced by teachers. The elevated workload, isolation, blended borders between work and personal lives and technical problems altogether generate higher amount of stress in the lives of educators (Alves et al., 2021). The

continual performance of the duties as well as the bother of the mandate to produce high-quality instruction in a virtual environment can cause chronic stress and burning out (Makarenko & Andrews, 2017). More also, online teaching with absence of social presence and human networks aggravates a state of loneliness and emotional deterring teachers' mental health.

Besides, inadequacy and frustration can be triggered via technological incompetence and glitches which evoke anxiety and feelings of inadequacy in teachers. While instructors try to fix the technical problems during a teaching session, it will increase the stress levels and undermines the confidence of the teachers, and so on, in turn, leading to distress. Besides, online education being a highly unpredictable environment, it could generate serious anxiety among teachers for unstable student outcomes and performance. The lack of immediate feedback and a high possibility of the lack of comprehension and school engagement exacerbate concerns about performance and success of the teaching process.

RESEARCH METHODOLOGY

Introduction

In this study, secondary research method will be employed to thoroughly examine the effects of online teaching on teachers' psychosocial well-being. Secondary research consists of copying and evaluating already existing data and literature which fits the theme. This method is a useful option that can be adopted to explore the complicated concept of psychosocial health because it integrates the existing evidence and findings by utilizing the rigorous appraisal. This strategy in mind involves integrating, examining and drawing conclusions from the existing scientific studies in order to find the patterns, trends and gaps of knowledge on the impact of online teaching on teachers' mental health. What's more, secondary research is a way of getting more diverse and deep information by means of different sources and theses gives wider scope to the researcher and therefore is more complex and rich in the content when the theme is finalized. Thus, secondary research, with systematic examination process, provides a more methodological and methodic approach to studying the correlation between the online teaching and the teachers' psychosocial well-being.

Data collection and context

The secondary research process will begin with a thorough review of relevant literature on online teaching and its effects on teachers' psychosocial well-being. I will be able to do this by utilizing academic databases, published journals, books and reliable online sources to find information about the subject. Key search terms like "online teaching", "psychosocial well-being", "teacher mental health", and "remote learning" will be used to identify pertinent studies and articles by which. Once literature compilation is done, systematic review will be made to order synthesis of findings and alli`   q2es common themes, patterns, and trends related to the impact of online teaching on teachers' psychosocial well-being. This analysis will consist of reevaluating the numbers studies as well as the qualitative studies to give a better understanding of the subject, taking into account issues such as workload, stress, social interaction, and adaptation to the technology.

Data triangulation will be incorporated to substantiate the findings and thus enhance the reliability of the research. Contrasting and comparing results obtained by using diverse sources and methodologies is to check the consistency and reliability of the conclusions. The adoption of this strategy will make the recognition of any gaps in the literature that can create ways for proposals and recommendations to future studies and interventions with a focus on promoting the psychological health of teachers in the online environment.

Discussions and finding
Findings

The shift in online teaching has created several problems for teachers that has resulted into a greatly increased workload, with a consequence of higher stress levels. The second segment deals with the factors decreasing the efficiency and increasing the stress level in eLearning.

I. Increased Workload and Stress
Balancing Synchronous and Asynchronous Teaching
Online teaching entails the use of both asynchronous and synchronous teaching strategies, and each of these is accompanied by its own peculiar challenges as well as benefits. Simultaneously teaching occurs in the course of student's interactions with the teachers through video conferencing software which can be used for facilitation of the lectures (Makarenko &

Andrews, 2017). This model of instruction demands that teachers interact and guide the students closely and to provide the classroom lectures and real-time feedback through their medium (Naylor & Nyanjom, 2021). Contrastingly, the asynchronous style of teaching includes pre-recorded lectures, articles and learning activities that students are able to have in their schedule as they are ready for them.

Reconciling these two modes of teaching might be draining for teachers as it requires one to be meticulous in the planning and preparation so that the lesson content gets delivered optimally through these two platforms. Teachers should need to change their instructional approaches and do that so as to take into account the different learn styles and student requirements of the differing modes (Alves et al., 2021). Besides, balancing between synchronous and asynchronous teaching implies tackling the issue of time management properly for delivering classes, providing upfront materials and follow-up tasks accordingly.

Similarly, a necessity to be present at the synchronous sessions at specific days and time can extend a zip number of working hours if not managed wisely and, therefore, might adversely affect teacher's work-life balance. However, whereas institutionally structured teaching hours predominate in a traditional classroom, this balance may be skewed in online teaching, with possibilities for both asynchronous activities and the requirement for facilitators working across various time zones (and non-working hours) (Hofer et al., 2021). This in turn may cause instructors to have to deal with heavier workloads as well as the complications associated with separating work and home life. This may eventually increase the stress they experience and the likelihood of them getting burned out.

Managing Technical Issues and Troubleshooting
Online teaching, albeit relieving the nature of traditional teaching from the burden of technological issues, unintentionally creates a new set of challenges for instructors, many of them being related to technologies. Teaching staff often face the problem of solving the issues related to online apps used among computer technologies, for example, video conferencing program and learning management system, as well as tackling with the connectivity issues and the bugs of the education tools used in the process

of teaching. This technical support function adds up with a number of the other problems that the educators might be dealing which often results in increased workload and in some instances, it can be more stressing for an educator who might need to be more experienced with the technology support.

On top of this, the increasingly fast pace of technological progress leaves teachers with a challenging task - they are always on the verge of mastering new tools and platforms, while remaining very limited in terms of their teacher integrators in the classroom role. Often at such pressure, keep you up to date with new technologies being applied and innovations can be overwhelming even to educators who are already struggling with online teaching norms that are being enforced upon them. The participants of the online classes usually need to be more focused due to technical problems that reduce the rhythm of instruction to a halt and limit student learning, ultimately leading to teachers' and students' displeasure (Makarenko & Andrews, 2017).

Addressing Students' Individual Needs Remotely
On the contrary, in a conventional in-person class setting, teachers have always had a great deal of privilege to watch and assist students with their individual needs immediately. Nevertheless, switch to an online setting creates a new set of obstacles while attempting to met need students outside the classroom situation. Virtual classes do possess their own set of hurdles; for a teacher, it may be tricky to assess whether or not students grasp the content and if they do stay engaged or not, because in this learning environment, visual cues and nonverbal communication signals are hardly there.

Conversely, the use of technology in classrooms may necessitate instructors to put into the extra effort of focusing on student's development including virtual one to one meetings, personalized learning materials designed to fit the demands of each student differently uniquely. This teacher-student-focused way of passing on knowledge, make it necessary for teachers to do a lot of preparation, while also being more prone to extreme levels of stress. In addition, the lack of face-to-face contact may be the significant factor that makes it challenging to develop intimacy between teachers and students, as well as create an atmosphere of community within the online classroom (Selwyn, 2012). Despite notwithstanding these challenges,

however, given a chance to prioritize a tutor system that is supportive and focus on an individual is in turn contribute in learning experiences and success of academics students in the online learning environment.

II. Isolation and Lack of Connection
The transition to online teaching has led to a sense of isolation and a lack of connection for many educators, impacting their overall wellbeing. This section delves into the various dimensions of isolation and lack of connection experienced by teachers in the context of online teaching, as well as strategies for addressing these challenges.

Limited Social Interaction with Colleagues
One of the significant impacts of the online teaching is the poor socializing between colleagues, which drags more on cascading effect to other facets of life. In an amphitheater-based school, teachers often have daily informal talks with the colleagues and like-minded peers to be able to obtain support and bounce ideas off them. On the one hand, the fact that online teaching requires a significant deal of social distancing is a cause of less interpersonal relationships or loneliness. At the same time, on the other it leads to the professional and social disconnection (Pilinkus & Boguslauskas, 2007). Being no human-to-human contact may create the hindrance of sharing of ideas, peer-learning and emotional support, which stay the critical factors for a great working environment.

Challenges in Building Rapport with Students
Establishing a connection with students is a must for a teacher's job; however, being in a virtual mode it can be challenging to do. Creating rapport, empathy and bond with the students is what is lacking when it is solely screen-based and the connection is built digitally. Teaching, from the lectures to the presentations, becomes difficult for a teacher to tell how the students are responding, offer a personalized congratulatory message, and create a nurturing classroom atmosphere, which are aspects that go into making the students engage (Martin et al., 2011). Building meaningful relationships with students becomes difficult and might lead to a feeling of professional incommunicado and therefore reduce income for satisfaction.

Effects of Prolonged Screen Time on Interpersonal Relationships

The super-long screen time that is common during the online classes of teachers can be wrong for their interpersonal touch with people. Repeated looking at the digital screens may cause pain, eyes discomfort and fatigue and all that in turn contribute to the reduction of such teachers' capacity to be attentive and develop social interactions (Galanakis, et al., 2020). Furthermore, the mixture of lines between work and private life on the web based learning environment can turn out to be a deepening factor of feeling isolated as the teachers may find it a hassle to switch off their professional profiles and engage in social activities in their free time.

Strategies for Combating Feelings of Isolation
Virtual Socializing and Professional Development

Schools can create chances for professional networks of teachers without leaving their classrooms in the form of organizing virtual meetings, informal digital coming together, and online professional activities. Developing the virtual platforms for instructors to share their experiences, feel part of the community with other teaching professionals and learn collaboratively, as this will enable them to feel at home in the online learning environment.

Peer Support Networks

Peer support networks would provide teachers with the opportunities of peer mentoring, emotional support and collaborative problem solving, which would have the benefit of powerfully overcoming the isolation feeling. To create bridge and team spirit, connecting educators pairs for a regular mutual support check-ins, collaborative lesson planning sessions, and more (Martin et al., 2011). Such teamwork can lead to a feeling of togetherness even though they may be in different locations.

Wellness Initiatives and Mental Health Resources

To this aim, educational institutions should take into account the mental health of their teaching staff and provide wellness initiatives and resources that constitute a response to the needs of online instruction. Offering counseling through sessions, mindfulness techniques and wellbeing programs can quickly deliver the teachers with the needed resources to fight isolation and stay mentally and physically balanced (Martin et al., 2011).

III. Work-Life Balance and Boundaries

The transition from class room to class room teaching in online mode has altered the roles and responsibilities of educators thereby resulting in the defying of established work-life balance which might negatively affect the educators in general. This section considers the disruptive dimensions of the blurring work–life boundaries and is aimed at providing the then necessary recommendations for strike the proper work–life balance in the case of online teaching.

Blurring of Boundaries between Work and Personal Life

With the help of constant online connectivity, the boundaries of physical locations between a school and home have instead become blurred, leading to the dispersion of professional and personal spaces. The lack of a definite border between work and leisure influences at all the scales emission to define equitation which has also health benefits (Martín-Gutiérrez et al., 2017).

Difficulty in Disconnecting from Work Due to Constant Accessibility

It is a case that digital technology-based features such as accessibility can easily make coaching hard for educators to stay off work. One can quickly respond to an email, message or a student inquiry at any time and it creates a sense of being in touch with my professional responsibilities all the time which cuts short my ability to immerse myself in other stuffs other than work. Even with this, constant connectivity may result in chronically upcoming stressful levels, losing the choice of free time and the notion of self-autonomy.

Impact on Personal Relationships and Leisure Activities

Complicating the boundaries between work and private life of online teachers has an enormous effect on the quality of their relationships with loved ones and the way they relax. Accessibility to work at any point in time prevents family and friends from the high quality time, adversely affects fun activities and hobbies, which invariably compromises their wellbeing. The rapid decline of individual time and

space can negatively influence the relationships, and there may be a consequence of burn out and dissatisfaction.

Establishing and Maintaining Healthy Boundaries
Structuring Dedicated Workspaces
Educators will benefit from having a designated space ensconced in their homes, both to establish a physical boundary between work and home, and to provide a peaceful place of respite. Assigning work, a designated area will help to indicate the start and finish of the workday, so employees (or you) can separate work and non-work tasks while sticking to the routine (Altbach et a., 2019).

Establishing Clear Work Hours and Breaks
Designating working hours and unwavering adherence of the breaks time can be a way for staff to separate professional matters from personal issues. Through the establishment and definition of policies and regulations regarding availability, responsiveness, and accessibility, the teacher will have the ability to manage expectations, to offer recreation times, and to ensure time for pursuing hobbies and relaxation (Martin et al., 2011).

IV. Technological Challenges and Competency
The incorporation of technology in the online teaching has been bringing up a broad of challenges for educators, which listen out in their wellbeing plus professional confidence. This part delves into tech barriers and expertise in cyber-teaching in terms of IT challenges, providing educators with the ways of disarming them and strengthens their IT skill proficiency (Albrahim, 2020).

Stress Associated with Learning New Technologies
The rapid transition from a classroom to virtual setting has resulted in the integration of more digital instruments and platforms with increased pressure, tension, and fear among educators. The faculty members follow a resistance curve which is associated with the learning phase which is new and bit demanding that requires the faculties to adopt a new tech that needs to be learnt. It stipulates large amount of time and efforts in acquiring new skills and competencies. The attempt to quickly adapt to the use of digital literacy may cause high pressure, especially among the educators who were confined little about technology in their past.

Fear of Being Judged for Technological Competence
Instructors may encounter anxiety and worry that their technical competence will be assessed by their peers, particularly in the contexts of classrooms where the proficiency with digital tools is considered a magnifying glass and the primary means of assessment. Making it mandatory for instructors to be proficient in operating and utilizing online platforms, multimedia resources, and interactive technologies creates an anxiety and doubt about their professional worth among educators (Martin et al., 2011).

Resources and Support for Enhancing Technological Proficiency
Professional Development Workshops and Training
The schools can encourage educators to enroll in workshops and classes that will help improve their technological skills. For instance, special sessions that can cover a wide variety of topics, such as working with a learning management system, use of digital collaboration tools, and adding multimedia materials in online education. Through design of specific training workshops, educators can acquire and use technical resources in the most efficient way that works for them.

Access to Technical Support and Assistance
The provision of easily reachable channels of technical support and advice targets the fact that the technological issues reduce the pressure. A simple everyday access to support resources e.g. an IT help desk, online tutorials or every gotcha guide can make all the difference for teachers in easing their way through tech issues and hence, helping in reducing frustration and anxiety during online teaching classes: peer mentorship and knowledge sharing. Indeed, different research projects can expose them to other approaches, protocols, and ways of analyzing and presenting research (Martin et al., 2011).

User-Friendly Technology Platforms and Tools
Education institutions can allocate resources towards technologically advanced and user-friendly platforms and devices that simplify the process of face-to-face learning for the teachers in the online space. The first step would be placing emphasis on accessible user

interfaces, simple operations and solid support that will lessen pressure associated with the learning process and help educators to develop the skills to apply modern tools to education (Albrahim, 2020).

V. Mental Health and Emotional Wellbeing
The online teaching demands can cause the teachers much hardship as it add up in the mental health and emotional wellbeing of educators. Such a chapter will go beyond the mental health and emotional wellbeing subject associated with online teaching including the role of stress and burnout, performance and anxiety in connection with students results, coping mechanisms, self-care techniques and the situation when such a state requires to seek professionals' support (Martín-Gutiérrez et al., 2017).

Impact of Stress and Burnout on Mental Health
The pressure of higher workloads caused by online teaching, and the technical obstacles associated with it, such as slow internet speed can sometimes lead to elevated stress levels and higher rates of teacher burnout. Long-term stress and burnout is not a simple consequence, causing emotional fatigue, the emotional distancing and the lowered feelings of accomplishment. When subjected to these stressors for a prolonged time, they may end up with the kind of mental problems such as depression or anxiety, and they may even feel disconnected and irritable.
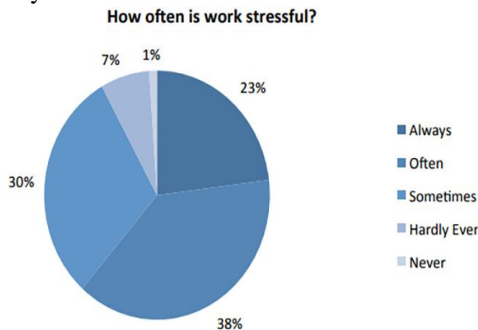

Figure 1.0: *'Teachers stress and burnout'*

According to the findings presented in Figure 1.0 of the union's 2017 Educator Quality of Work Life Survey, a significant majority of American teachers express feelings of stress within their work environment. The results indicate a notable increase in the prevalence of stress among educators since the previous survey conducted in 2015. Specifically, 58 percent of respondents reported experiencing suboptimal mental health for at least seven days out of the previous 30, marking a substantial rise from the 34 percent recorded two years prior.

Moreover, the survey revealed that 61 percent of teachers consistently or frequently encounter stressful situations in their work. Additionally, a considerable portion of respondents noted a decline in their initial enthusiasm for teaching, with over half expressing this sentiment. Furthermore, teachers reported experiencing health issues and workplace bullying, whether from superiors, colleagues, students, or parents, at rates significantly higher than those observed in other professions. Lastly, the majority of educators reported suffering from sleep deprivation, highlighting the multifaceted challenges impacting their overall well-being.

Anxiety Related to Performance and Student Outcomes
Teachers usually are anxious due to their teaching proficiency however, the student academic result is also a significant concern in their minds, especially during the online learning phenomenon. Pressure to deal with new teaching methodologies, catch your students' attention in a virtual world, and achieve good learning outcomes as well as self-doubt and intrinsic fear of doing wrong can be felt (Dave et al.,2020). Issues regarding student engagement, pace of studies and the effectiveness of online instruction can in turn lead to teachers being under undue anxiety and stress, which is the last thing that they need.

Coping Mechanisms and Self-care Strategies
Mindfulness and Stress Reduction Techniques
Engaging in mindfulness exercises like meditation, deep breathing, and progressive muscle relaxation are steps that teachers can take to make it easier to handle stress and improve emotional wellbeing. The mindful exercises can be integrated into the regular pace of life, providing the chances for relaxation and mental recharge, which set the life online teachers in an escape from the pressures of the online teaching (Albrahim, 2020).

Seeking Social Support and Connection
It is also essential; to meet social needs and get help from your colleagues, friends and family then, it will serve as a credible source of emotional support for instructors. Creating avenues for socialization, using

tools such as virtual meetings, informal visits and teamwork, can help battle loneliness and depersonalization, contributing instead for a community feeling and a sense of unity.

CONCLUSION

A number of significant psycho sociological difficulties have arisen across the board for teachers in the process of moving to the online format, and these challenges include worry about psychological health, emotional novelty, and job satisfaction. In the era of digital education dynamic, it is necessary to notice and propose the efficient ways of preserving the health of teachers through teachers' health care system reform, institutional support and policy decision, and targeted solutions.

Additionally, addressing the multifaceted psychosocial impacts of online teaching on educators requires collaborative efforts from educational stakeholders. Educators and students do face some challenges such as work-life balance, technological skills, and stress management together with adverse outcome in learning outcomes. First among the many other things is the proper application of all those strategies and policy frameworks that can be proved to be in line with the scientific data. Coordination of efforts in developing the teachers' abilities on ICT application, ensuring proper work-life balance and providing mental health support are imperative actions. They do this by providing institutional support, adopting changes in policies, and implementing targeted actions that promote a vibrant learning atmosphere for the teaching community. The achieved activities will benefit both educators and students at the same time, making sure of the proper learning using the emerging digital technologies.

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