



Teaching Process and Socio-Psychological Factors in the Context of Digitalisation

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Abstract

Digitisation is an important process that affects the progress and adaptation of the educational process. The pandemic catalysed this transition, compelling many schools and universities to adopt online learning platforms quickly. However, while digitalisation offers flexibility and accessibility, it also introduces socio-psychological challenges for educators. Teachers, as the central figures in the educational process, must manage not only the technical aspects of online teaching but also the psychological well-being of both themselves and their students." The ability to maintain a warm, supportive teaching environment, even in a virtual setting, is crucial for ensuring effective learning." A warm and supportive classroom environment, even in a virtual setting, is crucial for ensuring effective teaching and learning. This study aims to identify the psychological effect of digital teaching environments on teachers, with a particular focus on the socio-psychological aspects that influence their productivity and performance. The study involved 20 teachers from a 9-year school in the city of Tirana; in the city of Tirana, twenty interviews were conducted with them. The research was based on the qualitative method, providing a clear picture of the impact of psycho-emotional factors. The study highlights the importance of teachers' psychological well-being in the teaching process and its impact on productivity. Key factors identified as influencing online learning productivity include a positive climate." The study also recommends further research on the psychological aspects of online teaching.

Keywords: Digitalisation; Motivation; Performance; Psycho-Social Well-Being

Introduction

In recent years, the rapid advancement of digital technologies has transformed the educational landscape. This means that traditional teaching methodologies have taken new dynamics to the learning environment. While digitalisation has brought remarkable opportunities for innovation and accessibility, it has also presented educators with a range of socio-psychological challenges (Agostini, Galati & Gastaldi, 2020). The advent of digitalisation has led to the replacement of traditional educational approaches and teaching methodologies with new methods that are centred around the digital environment. These developments and dynamics in technology have significantly impacted the education system. This impact affects their teaching effectiveness and overall well-being.

This study aims to delve into these crucial aspects, shedding light on the intersection of teaching, digitalisation, and socio-psychological factors. This study provides a clear picture of the teaching process, methods and the role of teachers in the development of knowledge. A special focus is also on the analysis of socio-psychological factors in the development of teaching, both in its physical and online

forms. The analysis of psychological theories with pedagogical practices aims to highlight the importance of digitalisation in changing the teaching process and teacher-student interaction.

Objective of the Study

The purpose of this study is to contribute in terms of knowledge and to show the importance of socio-psychological aspects on the teaching process of teachers through the process of digitalisation.

- a. To explore the concept of teaching and the development of contemporary methods
- b. To highlight the importance of socio-psychological factors in the development of the learning process
- c. To identify and analyse the main elements that influence the effectiveness of teaching in online learning environments.

In order to identify the socio-psychological aspects of the teaching process of teachers through the process of digitalisation, three research questions were raised:

- a. What challenges did teachers face during the transition to online learning?
- b. How did online learning impact teachers' job performance and instructional strategies?
- c. What were the social and psychological effects of the changed education on teachers?

By addressing these questions, this study aims to contribute valuable insights into the effects of digital literacy. It aims not only to inform academic discussions but also to provide practical recommendations for teachers, policymakers, and institutions to create effective and supportive digital learning environments.

Literature Review

Schools in Albania did not have pre-existing programmes or structures designed for online education. However, teachers and students were encouraged to adapt to the technological innovations that many educational institutions had to implement, particularly during the pandemic. The social climate and culture in the school play an important role in the socio-psychological well-being of teachers. They need to feel valued, as their emotions side affects their effectiveness during the teaching process, and their mental health should be a priority by providing feedback and ongoing support (Erden, 2025). Teachers' well-being is closely linked to their intrinsic motivation and the relationships they create with students (Furrer & Skinner, 2003). For teaching to be effective, it is essential to identify the most efficient strategies and methods for students to achieve the most professional teaching. In recent years, online teaching has become increasingly common throughout the world, including in Albania. This change presented significant challenges for teachers, especially during the pandemic when rapid adaptation to online platforms was required. Education implies a plan that integrates learning into larger intellectual frameworks that will serve the student, and this requires dynamic teacher-student interactions. According to Riel (2020), communication technology should be seen as an educational dialogue by increasing access to teachers and students and increasing access to and the need for teachers.

During the pandemic, online learning has become very widely used. This has led many teachers to face new challenges and processes in their teaching. Researchers call it a temporary solution (Bozkurt & Sharma, 2000) that would be more accurately called emergency distance learning. According to them, distance learning involves not only uploading educational content, but also a learning process that offers students freedom of action, responsibility, flexibility, and choice that requires careful planning, design, and goal setting to create an effective learning ecology.

The purpose of this article is to analyse the socio-psychological challenges that teachers faced during this rapid shift to online education. Based on previous studies and considering the context of Albania, the transition to online learning has proven to be particularly challenging for teachers, as it involves not only technological barriers but also socio-psychological factors. Numerous studies have been conducted to provide a picture of the importance of psycho-emotional factors in teachers' well-being. According to Ingersoll (2003), teachers experience higher levels of stress than many other professional groups, such as healthcare professionals. Other studies also highlight that working conditions and

excessive emotional involvement, together with current trends in the development of educational systems – such as the integration of new learning formats and information technology, which require the acquisition of new skills and the improvement of digital literacy – have become stress factors for many teachers that often lead them to use avoidance strategies (Dmitrieva & Kachanovetskaya, 2013). Teachers today have a great need for support, and the search for more adaptive coping strategies to reduce work-related stress is a promising research avenue. The researchers Petrakova *et al.* (2021), in their study, revealed the impact of different factors on teachers' psychological stress and the importance of coping strategies in the unique situation of transitioning to distance learning during the COVID-19 pandemic. In Albania, the challenges faced by teachers were amplified by limited access to digital tools and training (Institute of Statistics of Albania (Hoti, Dragusha & Ndou, 2022).

These challenges highlight the importance of providing adequate training and psychological support for teachers to ensure the successful integration of digital tools into the education system, particularly in the context of Albanian schools, where such resources and support are often limited.

A clear focus on how socio-psychological factors specifically affect teachers and students, especially in the context of digitalisation, is crucial for understanding the broader impacts of these changes. Digital learning platforms have increased stress and burnout among educators, as the prevalence of digital addiction, digital ageing, and mental fatigue among teachers in schools in the context of distance education makes teachers susceptible to digital fatigue after the distance education process (Karataşlıoğlu & Özkanal, 2023). This can impact both motivation and learning outcomes, as students struggle to engage in online learning environments. Socio-psychological factors, such as the lack of face-to-face interaction, have led to feelings of isolation and reduced social interaction among both students and teachers.

Teaching and Its Types

Teaching is an organised process aimed at educating students, involving complex relationships that need to be continuously harmonised. A connection between teaching and learning is essential today, as is the use of appropriate technology by teachers (Jadhav, 2011). Teaching based on the methods used is divided into traditional and modern teaching. Traditional teaching is teacher-centred and focuses on knowledge transmission and memorisation, while modern methods are based on student-centred learning, active engagement, individualised instruction and the use of technology (Wang, 2022). In the teaching process, two main actors are involved: the teacher and the student.

Today, classrooms are becoming increasingly diverse, with pupils and students from various backgrounds in terms of race, ethnicity, language, and socio-economic status. As a result, teaching has become more challenging, requiring the use of the right methods and strategies to ensure effectiveness and the concept of "quality" in education. Effective teaching and learning require the application of appropriate pedagogical methods in both classroom teaching and distance learning. Classroom teaching is the traditional form of education, occurring through the physical presence of students in a classroom setting. The teacher leads the lesson, planning and organising it in direct interaction with the students. In contrast, distance learning is a form of education facilitated by modern communication technologies, enabling students to learn from outside the traditional classroom. So, a hybrid strategy between traditional and contemporary produces effective results in the process of student learning development (Chen, 2025).

The Role of Teacher in a Digital Learning Environment

The role of teachers in online learning environments is increasingly important today. Technology has undergone numerous developments in recent years, and this emphasises the advancement of teaching by focusing on the most contemporary methods and strategies. The main actors in the progress of educational development are teachers who must create dynamic and inclusive environments in online learning to meet the evolving needs of pupils and students in the digital age. Technological advances are transforming the academic process and reshaping how individuals access information and engage with learning materials. This growth in online learning has challenged educators to adapt their teaching

methods to effectively facilitate learning in digital spaces (Torres Martín *et al.*, 2021). The use of technology during the pandemic has led many teachers to change their teaching methods by combining pedagogical skills, curriculum and technology to make distance learning more effective. This process has presented teachers with a challenge in terms of professional development. The challenges were numerous, as digital pedagogy is characterised by strengthening the development of competencies in the field of technological entrepreneurship with the adaptation of teaching methods (Cirulli *et al.*, 2016). The productivity and effectiveness of teaching in the digital dynamic depended on personalised comments from teachers, discussion forums, tests with immediate feedback and lessons with reading materials (Crawford *et al.*, 2020). This entire process in distance learning should also be understood from Buil-Fabregá *et al.* (2019): the active methodology of focusing on the understanding, motivation and participation of students from a constructive perspective to improve learning with the aim of teaching competencies and skills to best adapt from traditional to online learning. In a digital learning environment, the role of the teacher is essential to build a learning experience where students feel engaged and supported. The teacher not only transmits knowledge but also designs interactive activities, leads discussions, and adapts teaching strategies to the individual needs of students. Effective use of technology by the teacher fosters motivation and improves learning outcomes. Therefore, the active and thoughtful presence of the teacher remains irreplaceable, even in virtual spaces.

Psychological Well-being of Teachers in Online Education

The impact of socio-psychological factors on the teaching process in the context of digitalisation has become a critical area of research, especially due to the rapid shift to online education during the COVID-19 pandemic. Digital transformation in education offers many opportunities. The psychological health of teachers plays a direct role in their productivity and effectiveness in teaching. The transition to digital platforms has caused significant socio-psychological challenges for students (Aristovnik *et al.*, 2020). These changes in the psycho-emotional well-being of students and teaching methods in their online development during the pandemic also affected the emotional well-being of teachers, who faced burnout and stress. According to Kyriacou (2001), teacher stress refers to negative experiences that are directly related to their work as teachers. These negative experiences include frustration and uncertainty and directly affect their academic performance.

The absence of face-to-face interaction in online education not only affects teachers' emotional well-being but also impairs their ability to form connections with students, which is essential for fostering engagement and motivation. Furthermore, studies suggest that socio-psychological factors, including the teacher's emotional state and relationships with students, significantly influence the effectiveness of online teaching. According to Tschannen-Moran and Hoy (2001), teacher efficacy is closely related to their enthusiasm, engagement, and teaching behavior as well as student outcomes.

A few studies suggest that socio-psychological factors, including the teacher's emotional state and relationships with students, significantly influence the effectiveness of online teaching (Tschannen-Moran & Hoy, 2001). These components of teacher effectiveness affect the provision of support, including professional development, psychological aspects of distance learning, and the relationship between teachers and students. Also, an important role in the psycho-emotional well-being of teachers during online teaching was not only increasing the level of motivation and improving learning but also improving the ability to learn to increase the satisfaction of online teaching, which had to be ensured through the provision of appropriate teaching service support to improve the effectiveness of online teaching (Zhu, Liu, & Xu, 2023).

The COVID-19 pandemic has had a profound impact on the educational process and the transition period from traditional face-to-face learning to online learning modes. This has also affected teachers' coping with difficulties such as feelings of isolation, fatigue, and loss of sense of belonging in traditional face-to-face classrooms (Parte & Herrador-Alcaide, 2021). These difficulties of professional burnout influenced by the emotional aspect negatively affect their well-being. Their emotional fatigue also affects their academic performance. High levels of job stress negatively affect teachers' job satisfaction and

engagement, leading to decreased motivation and commitment (Abós *et al.*, 2018). Given this fact, understanding how teacher stress, burnout, coping, and self-efficacy are related is crucial to inform prevention and intervention efforts to support teachers (Herman, Hickmon-Rosa & Reinke, 2018).

Challenges and Impact on Socio-Psychological Aspect of Teachers during Online Learning

During the COVID-19 pandemic, countries around the world, including Albania, implemented social distancing measures to slow the spread of the virus. In this context, face-to-face learning was halted in its place; the Albanian education system rapidly transitioned to online learning, utilising various digital platforms like Zoom, Google Classroom, and Microsoft Teams. While this transition allowed education to continue, it placed immense pressure on teachers who had to quickly adapt to a new way of teaching under unprecedented circumstances. A significant challenge for teachers in Albania was the sudden need to become proficient in digital technologies. Prior to the pandemic, many teachers, particularly in rural or remote areas, had limited experience with digital tools for teaching. According to a report of Ministry of Education, Youth, and Sports of Albania (2020), many teachers struggled to use digital platforms effectively, resulting in an increased workload and feelings of inadequacy.

Limited access to reliable internet and digital devices in certain regions exacerbated the difficulties, making it harder for teachers to effectively engage with their students (Hoti, Dragusha & Ndou, 2022). This lack of access also affected teachers' ability to maintain consistent communication and provide timely feedback to students. This extra workload often led to stress and burnout, especially for older teachers or those with less technological expertise. In Albania, teachers reported feeling isolated during the pandemic, as they had limited opportunities for professional development and peer support (Miço & Zaçellari, 2020). This isolation not only affected their morale but also made it more challenging for them to feel connected to the broader educational community.

Rapid transition occurred without adequate training in digital tools and, in many cases, without the necessary equipment for effective online learning. This situation affected the psycho-emotional state of teachers and their performance. Distance learning also led to an increase in teachers' workloads. In this context, psycho-emotional well-being became essential in reducing the harmful effects. Psychological issues such as social isolation and lack of direct contact with students and colleagues influenced the experience of stress, which directly affected their emotional and psychological state.

Psychological Impact on Teachers in Albania

The psychological impact of the transition to online learning has been identified during online teaching. Many teachers in Albania experienced high levels of anxiety due to the rapid changes in their teaching environments and the constant pressure to adapt to innovative technologies. A survey by the Ministry of Education, Youth, and Sports of Albania (2020) revealed that many teachers reported symptoms of burnout, including fatigue and emotional exhaustion, during the online teaching period. Many teachers found the lack of face-to-face feedback and the challenges of online assessments to be demotivating. According to Troka and Satka (2021), this lack of interaction and immediate feedback created a sense of professional disconnection, leading to decreased job satisfaction for many teachers. The extended period of online learning, combined with high levels of uncertainty and stress, led to burnout among many teachers in Albania. The constant need to adapt, coupled with the challenges of maintaining a balance between professional and personal life, exacerbated these effects.

Research Methodology

This study aimed to explore the socio-psychological aspects of online learning as experienced by teachers in the context of the Albanian education system, with a particular focus on teachers' psychological well-being and the challenges they faced during the transition to online education. The research was conducted in the city of Tirana, Albania, a major area where educational institutions, including public 9-year schools, were forced to rapidly adapt to digital learning environments. A total of 20 teachers from various public 9-year schools in Tirana participated in the study. The participants were selected through purposive sampling to ensure representation across different educational levels (primary and lower secondary). The selection criteria focused on teachers who had significant

experience with both traditional and online teaching methods. The goal was to gather a diverse range of perspectives on the challenges and psychological impacts of online teaching.

Sampling

The sample consisted of 20 teachers working in four public schools that are part of the 9-year education system in Tirana. The selection of schools was purposive, ensuring that participants represented a diverse range of teaching experiences and backgrounds, including teachers from different subject areas and levels within the 9-year education system. Out of the 20 participants, 17 were female and 3 were male, reflecting the gender distribution typically observed in Albanian primary and secondary education. The participants were selected based on their willingness to share their experiences and insights regarding the challenges and socio-psychological impacts of online learning. The selection of 20 teachers is a decision based on the balance between the need for diversity and the practical limitations of a qualitative study. A relatively small sample, like 20 teachers, allows for the collection of detailed data without overwhelming the researcher. The purposive sampling method aims to select individuals with specific experience who can provide relevant and insightful information for the study.

The participants were informed about the aim of the study and the types of questions that would be asked. They were assured that all responses would remain confidential and that their participation was voluntary.

Data Collection

The data were collected through semi-structured interviews, designed to explore teachers' experiences with online teaching during the pandemic, their psychological well-being, and the impact of socio-psychological factors on their teaching performance. Each interview lasted between 10 and 11 minutes. The interviews were structured in a way that allowed for meaningful responses, ensuring that key themes were addressed and also were recorded with the permission of the participants.

Interview Instrument

The primary instrument used for data collection was an interview guide consisting of 13 questions. These questions were organised into two broad categories: General Demographic Questions (5 Questions): these questions aimed to gather background information about the participants, such as their teaching experience, age, gender, and the subjects they taught and Focused Questions on Socio-Psychological Aspects of Online Learning (8 Questions): These questions include psychological and socio-psychological challenges of teaching in an online environment.

Results and Discussion

Through thematic coding, several key themes have been identified from the data collected in the interviews with teachers about their experiences with online learning:

1. Problems faced by teachers: Lack of communication and interaction with students and unfamiliarity with digital teaching platforms were significant challenges.

2. Impact on teacher motivation and job satisfaction: The transition to online teaching led to decreased motivation and job satisfaction due to technical difficulties, increased workload, and the lack of feedback from students.

3. Social isolation and psychological stress: The shift to online teaching contributed to social isolation and increased psychological stress, which were significant factors leading to burnout among teachers.

By grouping these themes into subcategories, connections can be drawn between the challenges faced by teachers, the socio-psychological impacts of digitalisation, and the broader consequences for teacher well-being. This thematic analysis provides a comprehensive understanding of the impact of online learning on teachers, informing potential solutions for supporting educators during transitions to digital education.

Question 1: "What problems did you encounter during online learning?"

Theme 1: Problems Faced by Teachers during Online Teaching

The analysis of the interviews revealed two major categories of challenges faced by teachers during online learning: lack of communication and interaction and lack of familiarity with teaching platforms.

Lack of communication and interaction: This was a recurring issue mentioned by all participants. Teachers noted that online learning led to significant disruptions in communication and interaction with students. Some students struggled to attend online classes due to poor internet connectivity, and many were frequently absent. Additionally, students being unable to interact face-to-face with the teacher hindered the ability to gauge student engagement or understanding.

Teacher 1 shared, *"It was very difficult to keep track of the students' attendance. Many had poor internet connections, so I often found myself teaching to a screen of absent names. This made it hard to understand whether the students were actually learning or just attending to the class passively."*

Teacher 2 similarly remarked, *"The lack of real-time interaction was one of the hardest things. I couldn't read the students' faces, so I couldn't tell if they were confused or disengaged."*

Analysis: The lack of real-time interaction is a key socio-psychological issue that affects both teachers and students. Teachers depend on visual cues to assess understanding and emotional states, which online learning disrupted. This difficulty in interaction can lead to feelings of frustration, confusion, and emotional fatigue for both parties (Aristovnik *et al.* 2020).

Lack of familiarity with teaching platforms: Another major challenge highlighted by participants was their unfamiliarity with the various online teaching platforms. Teachers expressed frustration with the steep learning curve associated with digital tools and online learning environments. While teachers had some prior knowledge of using basic technology, platforms like Zoom, Google Classroom, and others required new skills that many teachers, especially older ones, were not accustomed to.

Teacher 3 explained, *"The hardest part was learning how to use all these online tools. I had no experience with virtual classrooms or managing assignments online. It was very stressful, and I often felt unprepared."*

Analysis: The lack of digital literacy among teachers, particularly those with less technological experience, presents a significant barrier to the smooth transition to online teaching. This challenge is further amplified in Albania, where access to digital resources and training opportunities may be limited, especially in rural or remote areas (Hoti, Dragusha & Ndou, 2022). This also adds to teachers' stress and lowered confidence in their professional roles, which can negatively affect their motivation and psychological well-being.

Question 2: "How did online learning affect your performance at work?"

Theme 2: Impact on Teacher Motivation and Job Satisfaction

When asked about the impact of online learning on their performance, participants reported mixed reactions. On one hand, teachers expressed that they managed to adapt to the new environment, but on the other hand, they also felt a decrease in their motivation and job satisfaction due to the challenges they faced.

Decreased motivation and job satisfaction: Several teachers mentioned that the lack of direct interaction with students, technological difficulties, and the increased workload significantly reduced their motivation to teach effectively. Teachers reported spending long hours preparing lessons, troubleshooting technical problems, and managing the technical aspects of virtual classrooms, which led to burnout.

Teacher 1 noted, *"I found myself working much longer hours than I would in a regular classroom, just to make sure the technology was working, and the students were following the lessons. It became more*

about managing technology than teaching the content, which made me feel disconnected from the students and demotivated."

Teacher 2 mentioned, *"At first, I tried to make the online classes engaging, but the lack of feedback from students was discouraging. I didn't feel like I was making an impact, and that lowered my job satisfaction."*

Analysis: The transition to online learning appears to have a negative impact on teachers' intrinsic motivation. Teachers thrive on the sense of accomplishment that comes from direct interaction with students and witnessing their growth. Online teaching, especially with its technological and communication challenges, made it harder for teachers to feel effective or satisfied with their work (Sabri, 2021).

Question 3: "What impact did the changed conditions have on your social and psychological well-being?"

Theme 3: Social Isolation and Psychological Stress

Teachers also shared how the change in working conditions affected their social connections and psychological well-being. A key aspect of teaching is the social environment – the opportunity to interact with colleagues, share experiences, and receive emotional support. The shift to online teaching, with limited opportunities for social interaction, led to social isolation and increased psychological stress.

Social Isolation: Teachers reported feeling disconnected from their colleagues due to the lack of physical presence in the school environment. This sense of isolation was particularly pronounced for teachers working in smaller schools or those without access to regular online meetings with peers.

Teacher 3 shared, *"I missed talking with my colleagues. We usually share ideas, but now, we barely spoke. It was lonely and harder to stay motivated without the social support I am used to at school."*

Analysis: The lack of face-to-face interaction with colleagues creates a gap in social support networks, which can be crucial for teachers' emotional and psychological well-being (Buchanan, Hargreaves & Quick, 2023). The absence of a collaborative environment during the pandemic exacerbated feelings of isolation and stress for many educators.

Psychological stress and burnout: The combination of managing online teaching, maintaining student engagement, and dealing with technological barriers led to increased stress. Some teachers reported experiencing signs of burnout due to the overwhelming workload and the constant demand to adapt to new teaching methods.

Teacher 2 commented, *"At the end of the day, I was exhausted, mentally and physically. I didn't have time to relax. Every day felt like I was always 'on'. It became overwhelming."*

Analysis: The psychological toll of teaching during a pandemic, combined with the lack of work-life balance and digital exhaustion, contributed significantly to teacher burnout (Miço & Zaçellari, 2020). This issue highlights the importance of providing teachers with psychological support and manageable workloads to safeguard their mental health.

Limitations of the Study

Small sample size: One of the primary limitations of this study is the relatively small sample size of 20 teachers from four public schools in Tirana. This limited sample size may not fully represent the experiences of all teachers across Albania or in other regions with different educational conditions. Therefore, the findings might not be generalisable to the wider teaching population.

Geographical limitation: The study was conducted exclusively in Tirana, the capital city of Albania. While Tirana is a major educational hub, it may not reflect the unique challenges faced by teachers in rural or less urbanised areas, where access to digital resources and training opportunities might be more limited.

Selection bias: The teachers in this study were selected using purposive sampling, which means that they were specifically chosen based on their experience with both traditional and online teaching methods. While this allowed for in-depth insights, it may introduce selection bias, as the perspectives gathered are not representative of all teachers, especially those with less experience in online teaching.

Conclusion

From the analysis of the data obtained from all respondents on the importance of socio-psychological aspects on the teaching process of teachers through the process of digitalisation, different factors affected the productive job of teachers. The success of the school in providing education depends very much on the professional ability and socio-psychological well-being of the teachers. A suitable classroom environment is characterised by structure and organisation, where the necessary equipment and materials allow good access to the interaction of teachers and students. This emphasises the fact that if the teachers have the necessary tools, the training on the platforms with online learning is carried out, and the interaction between teachers and students will be the same during classroom teaching. Guidelines and teaching methods for online learning must be carefully planned, managed and evaluated by professionals on an ongoing basis. Continuous provision of psycho-social services will provide teachers with well-being and psycho-emotional security, which directly affects their effectiveness and productivity at work in interaction with students. So, teachers are those who, through the use of different strategies and techniques are able to organise a dynamic, enjoyable class not only in classroom teaching but also online. In this context, it should be emphasised that socio-emotional learning is a necessary and indispensable tool in mitigating the harmful effects of the psycho-emotional aspects of teachers and beyond.

From the analysis of the data obtained from all respondents, some of the recommendations are - Teachers need comprehensive training and professional guidance to navigate the complexities of digital education. Creating dedicated spaces for teachers to exchange experiences, seek support, and collaborate can help alleviate the isolation often associated with online teaching. Collaborative efforts in designing and refining such curricula will ensure a more seamless integration of online methodologies into traditional teaching frameworks. Lastly, the psychological well-being of both teachers and students must not be overlooked. The sudden shift to digital learning has introduced stressors that can impact motivation, engagement, and overall mental health.

Conflict of Interest

The authors affirm that there are no conflicting objectives.

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