Psychological Outcomes of Online Education in Lieu of Faculties Mental Perspective

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Abstract

The swift shift toward online education has brought about a paradigm shift in the way that faculty members engage with the processes of teaching and learning in their classrooms. This study investigates the psychological effects of online education from the point of view of the mental well-being of faculty members. Online education has been increasingly popular in recent years. This study's goals are to investigate the influence that online education has had on the mental health of faculty members and to investigate the psychological repercussions that have resulted from this transformation. This study reveals the complex relationship between online education and the mental health of faculty by doing a thorough evaluation of the relevant literature and conducting a qualitative analysis of the experiences of various faculty members. The findings indicate that there is a sizeable impact that online education has on the emotional well-being of faculty members. Increased levels of stress, anxiety, and burnout are the direct result of the requirements of adapting to virtual platforms and navigating novel teaching approaches. As a result of the remote aspect of online teaching, there is a blurring of the boundaries between work and life, which has contributed to feelings of isolation and decreased job satisfaction. The mental strain experienced by faculty members has been further amplified as a result of difficulties posed by technology as well as a rise in the amount of work involved in producing and delivering digital information. This study shed light on the psychological effects that may result from the transition of faculty members to online education. Educational institutions are able to successfully traverse the shifting terrain of online education while protecting the overall well-being of their staff if they have a grasp of the issues that are faced by their faculty members and if they proactively employ steps to assist their mental health. The main objective of the study to examine the impact of online education on faculties mental well-being & to analyze the psychological outcomes of online education on faculties mental status. SPSS has been used to analyse the data.

Keywords: Psychological Outcomes, Online Education, Faculties, Mental Status, Well-Being

Introduction

The development and broad implementation of online educational platforms have fundamentally altered the methods through which knowledge is disseminated and gained. Students and teachers alike have been forced to become accustomed to new approaches of pedagogy as a result of the proliferation of online learning environments and digital platforms. This transition, while bringing ease and flexibility, has also created problems about its psychological consequences, particularly from the perspective of faculty members. This is because of the fact that this transformation has prompted questions about the psychological ramifications of this shift.

Traditional ways of teaching have been fundamentally changed by the advent of online educational platforms. The absence of physical classroom interactions and face-to-face engagement has motivated educators to seek creative ways of providing content and fostering student engagement through virtual mediums. This has been prompted by the absence of physical classroom interactions and face-to-face engagement. However, as educators

work their way through this unfamiliar landscape, it is becoming increasingly important to investigate the psychological outcomes of online education, with a particular emphasis on the mental perspectives of faculty members.

The mental health of faculty members is critical to the success of both instruction and student learning because of the central position that they play in the educational system. The shift toward online education has presented instructors with a new set of obstacles, including the requirement to get familiar with digital tools, the administration of virtual classrooms, and the upkeep of student participation from a distance. This transition may provoke a variety of psychological responses, including feelings of isolation, increased stress owing to technology-related obstacles, and concerns regarding the efficiency of online pedagogies.

In addition, the blurring of boundaries between personal and professional places in the virtual sphere can be an aggravating factor for faculty members' mental health. It is possible to experience burnout and psychological strain if one is required to juggle the responsibilities of teaching with other commitments while also coping with the possibility of being detached from the typical atmosphere of the classroom.

When considering the mental effects of online education from the point of view of the teaching staff, it is necessary to conduct a more in-depth investigation into a number of different dimensions. These may include the emotional effects of fewer face-to-face encounters, the usefulness of virtual communication in the development of meaningful connections with students, and measures to manage stresses linked to the incorporation of technology and the use of online pedagogy.

It is essential for educational institutions, politicians, and individual instructors to have a solid understanding of the psychological dynamics at play. In the context of online education, institutions can give targeted support, establish successful training programs, and build conducive cultures that promote both effective teaching and the mental health of educators by recognizing the importance of the mental well-being of faculty members.

It is vital to evaluate the psychological results of online education through the lens of the mental well-being of faculty members in the current rapidly shifting educational scene, where digital transformation is changing pedagogical techniques. This is because the digital revolution is reshaping the landscape of education. An investigation of this nature not only improves our comprehension of the more far-reaching effects of online education but also sets the groundwork for the development of methods that foster a holistic and sustainable environment for teaching and learning in the digital era.

Review Literature

The role of technology in the learning process has become increasingly significant since the onset of the 21st century (Almahasees & Jaccomard, 2020). To adapt to the swift advancements in technology, there has been a revision of the methodologies, tactics, and strategies employed in the field of education. According to Al-Azawei et al. (2017), Englund et al. (2017), and Santos et al. (2019), Numerous online platforms have been developed by technological enterprises, showcasing the pervasive integration of technology across various domains of human existence. The operation of these platforms is facilitated by the incorporation of technology across various domains of human existence. The integration of technology into various aspects of daily life, such as social interactions, economic operations, and educational pursuits, has become a widespread phenomenon. Silva and Cartwright (2017) assert that the employment of the Internet is crucial in facilitating the transmission of knowledge via the implementation of online courses.

The research conducted on faculty members' thoughts and attitudes towards online learning emphasized the importance of instructors in promoting communication and involvement with students. The instructors observed that the efficacy of online learning can be ascribed to the expertise of the subject matter specialists and the instructional designers. According to Cheng and Chau (2016), effective implementation of online education necessitates the active involvement of instructors and students in training initiatives.

According to Haider and Al-Salman (2020), the integration of education and the internet will empower users with the requisite information and skills for the future. Based on the research conducted by Stec et al. (2020), it has been determined that online education can be administered through three main approaches: improved, blended

learning, or online delivery techniques. Enhanced learning employs a diverse range of technological tools to ensure that students receive innovative and captivating instruction. Blended learning refers to an educational approach that integrates conventional face-to-face classroom teaching with online information delivery. Opting for the online modality entails the provision of course materials in a digital version. According to Stern (2020), the continual availability of course materials in online education provides students with valuable flexibility, resulting in beneficial outcomes. Al-Salman et al. (2021) suggest that online education reorients the educational dynamic from instructor-centered to student-centered, fostering an interactive learning environment wherein students assume an active role in the learning process, while teachers assume the role of supervisors and guides for their students.

Based on the findings of Jeffcoat Bartley and Golek (2004), Gratton-Lavoie and Stanley (2009), and De La Varre et al. (2010), online education has been recognized as a viable and efficient approach to education owing to its cost-effectiveness, flexibility, and capacity to provide high-quality education on a global scale. The study conducted by Li and Lalani (2020) revealed that the covid-19 pandemic brought about notable transformations in the state of education during the 21st century. Strielkowski and colleagues (2020) have conducted research indicating a notable transition in the instructional format employed within educational settings, including schools and higher academic institutions. The study reveals a change from traditional face-to-face instruction to the utilization of online instructional methods. However, the ability of institutions to effectively address such crises is challenged by the speed at which the shift occurs. Due to the lack of foresight exhibited by numerous nations, both their workforce and student population are ill-prepared for the extensive transition to an online environment.

Rank, D. (2021) conducted in the realm of online education, in addition to the fact that online education is now a requirement for educational institutions, it is of the utmost importance to investigate the efficacy of online education. The advantages of online education provide us with the opportunity to expand our technical abilities, both as instructors and as students. Second, it enables us to make use of the World's Resources and experts by providing us with an Internet connection and making Internet-based resources available to us. The drawbacks of obtaining one's education via the internet It is common knowledge that online education is not suitable for everyone, particularly not for teachers who are unwilling to adapt their teaching methods. There are many different kinds of online education, but I'll just name a few of the more frequent ones here: distance education, learning, self-study, e-learning, blended learning, and so on. There are many other kinds. Conversely, the downsides associated with this method involve technological issues, a lack of user engagement, and the necessity for training (Gautam, 2020). In 2020, Rayan proposed strategies aimed at addressing the challenges associated with online learning. These strategies including incentivizing students to actively participate in online classes and fostering an inclusive environment that encouraged introverted students to engage in online discussions. A comprehensive understanding of these factors will facilitate the provision of a satisfactory online education. It has been observed that students with introverted tendencies exhibit a higher propensity to engage in classroom activities and attend classes. However, it is worth noting that these students may also experience limited possibilities for social interaction due to their engagement in online activities.

Research methodology

Respondents has taken from private colleges from Karnataka. Total 140 respondents identified through convenience sampling with the aim to identify only those faculties who takes online classes regularly for different streams. The descriptive statistics has taken by calculating mean & standard deviation through SPSS. Both primary & secondary data has been taken for they study. The research design is descriptive by nature.

Objective of the study

- To examine the impact of online education on faculties mental well-being
- To analyze the psychological outcomes of online education on faculties mental status

Hypothesis of the study

H1 : There is significant relationship between online education & faculties mental well-being

H1 : There is no significant relationship between online education & faculties mental well-being

H2 : There are positive psychological outcomes of online education on faculties mental perspective

H2 : None of the positive psychological outcomes of online education on faculties mental perspective

H3: There are positive psychological outcomes of online education on students' mental perspective

H3: None of the positive psychological outcomes of online education on students' mental perspective

The attitudes of academic faculties regarding online education

The mental status of faculty members with regard to online education is a complicated and varied topic that can vary greatly based on the individual experiences, points of view, and the particular setting of each educator. Some members of the faculty may enthusiastically embrace online education, while other members may have doubts, misgivings, or mixed sentiments about this transformation in the way education is delivered. It is essential to acknowledge that the mental state of faculty members with regard to online education can be rather varied. This mental condition might contain a wide variety of feelings, ranging from excitement and adaptation to anxiety and doubt. In order to address these concerns, it is necessary to have institutional support, training, transparent communication, and a focus on the health and safety of educators. It is possible to contribute to a more positive mental state among faculty members participating in online education by providing chances for open discourse, exchanging best practices, and developing supportive communities.

Here are some key points to consider when discussing faculties' mental status towards online education:

- Those members of the faculty who were used to the more conventional ways of in-person instruction may have difficulty adjusting to the milieu of online learning. It can be overwhelming for them to learn new technology, modify their teaching methods, and figure out how to navigate virtual classrooms, which may have an effect on their mental health.
- The necessity of being adept in using online platforms and digital tools can contribute to technology-related anxiety for some faculty members, particularly those who are less tech-savvy. This is especially true for those faculty members who teach students who are less tech-savvy. It's possible that this anxiety is adding to your stress and frustration.
- The face-to-face contacts and personal ties that teachers are able to have with their pupils in a traditional classroom setting are highly valued by many educators. Because there isn't the same level of face-to-face engagement in online education, students may experience emotions of alienation and disconnection as a result.
- When teaching in a virtual environment, instructors may have anxiety about how to keep their students engaged and how to guarantee successful learning outcomes. The difficulty that is thought to be involved in assessing student comprehension and involvement can be a source of stress and confusion.
- The shift from traditional classroom instruction to online education can cause a blurring of the lines between work and personal life for faculty members because of the digital nature of online education, which makes it possible for them to be reached at any time. This lack of separation can lead to burnout, which in turn can have an effect on mental health.
- In order to adapt their teaching strategies to the constraints of the online environment, faculty members may need to put in more work and spend more time on the process. Concerns concerning the efficacy of online pedagogies in comparison to more conventional teaching approaches may arise as a result of this transition.
- Uncertainty and stress might be brought on as a result of the rapid transition to online education, which is frequently brought on by external factors such as the COVID-19 pandemic. It's possible that members of the faculty will feel helpless in the face of these changes.
- The institution's ability to provide technology tools, training, and support can have a significant impact on how faculty members understand and approach online education. • On the bright side, some faculty members may consider online education as an opportunity for creativity in the teaching methods they use, which is a potential counterbalance to the negative effects of a lack of proper support. They might be looking forward to discovering innovative ways to get kids involved and provide information.
- Faculty members who have obligations outside of work, such as personal or family responsibilities, may appreciate the flexibility that online education provides, as it enables them to better combine their work and personal commitments.

Results & Discussion

Demographic Profile

Table 1 : Demographic Profile Gender-wise

Gender	Frequency (N=140)	Percentage
Male	55	39.28%
Female	85	60.71%

Table 2 : Demographic Profile Age-wise

Age	Frequency (N=140)	Percentage (%)
<25 yrs	15	10.71%
25-30 yrs	28	20%
30-35 yrs	34	24.28
35-40 yrs	21	15%
40-45 yrs	13	9.2%
45-50 yrs	22	15.71%
>50 yrs	07	5

Table 3 : Demographic Profile Experience-wise

Experience	Frequency (N=140)	Percentage
<5 yrs	18	12.8%
5-10 yrs	67	47.85%
10-15 yrs	21	15%
15-20 yrs	26	18.57%
>20 yrs	08	5.71%

Table 4 : Demographic Profile Lectures-wise

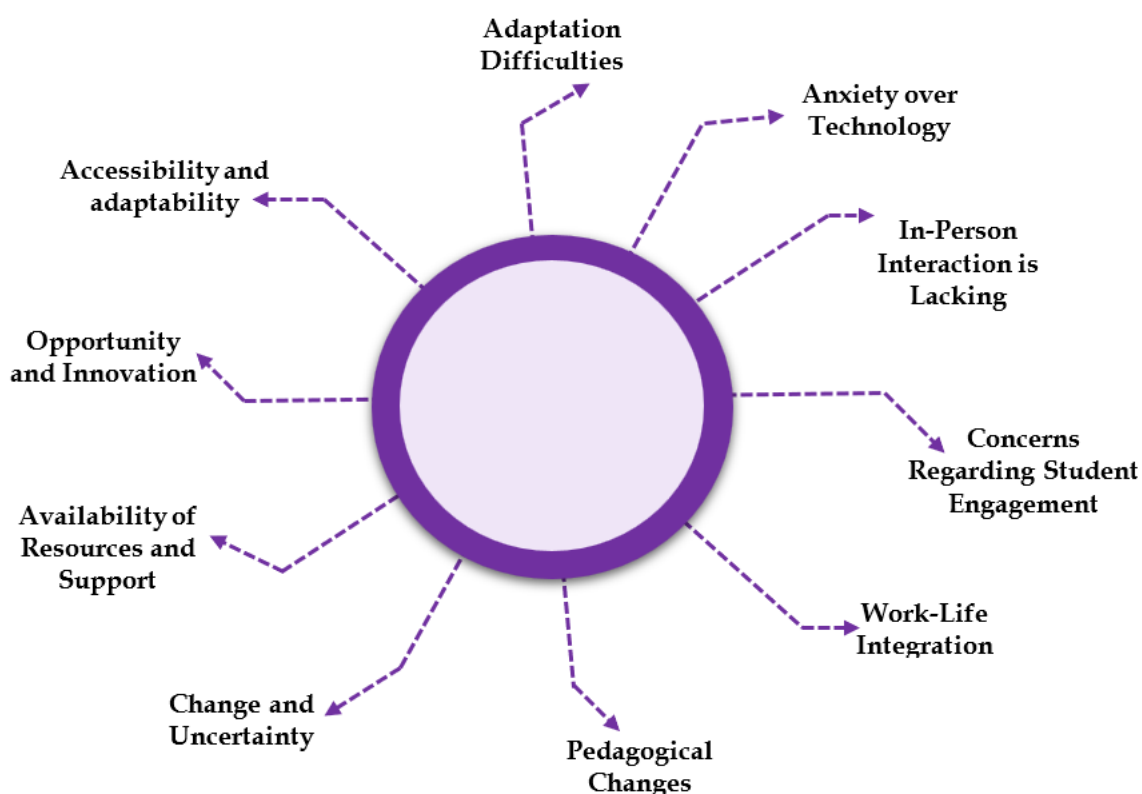| No. of Lectures/ Classes per day	Frequency (N=140)	Percentage
<2	17	12.14%
2-4	89	63.57%
>4	34	24.28%

Figure 1: Model Framework - Faculties Mental Well-Being Towards Online Education

Table 5 : #Statement 1: Faculties Mental Well-Being Towards Online Education

S.No.	Variables	Respondents Responses	Mean Values (M.V.)	Standard Deviation (S.D.)
1	Adaptation Difficulties	Disagree	1.68	.811
2	Anxiety over Technology	Agree	4.23	.234
3	In-Person Interaction is Lacking	Strongly Agree	5.21	.297
4	Concerns Regarding Student Engagement	Agree	4.71	.202
5	Work-Life Integration	Agree	4.12	.221
6	Pedagogical Changes	Agree	3.98	.178
7	Change and Uncertainty	Agree	3.22	.213
8	Availability of Resources and Support	Strongly Agree	5.64	.289
9	Opportunity and Innovation	Agree	3.47	.414
10	Accessibility and adaptability	Disagree	1.37	.802

As per above table 5, indicated that only accessibility & adaptability & adaptation difficulties variables are having disagree responses on the other hand rest all variables are having strongly & agree responses where availability of resources & support having highest mean values 5.64 & in-person interaction is lacking 5.21, which indicates

that "there is a significant relationship between online education & faculties mental well-being", that's why null hypothesis rejected and alternate hypothesis accepted.
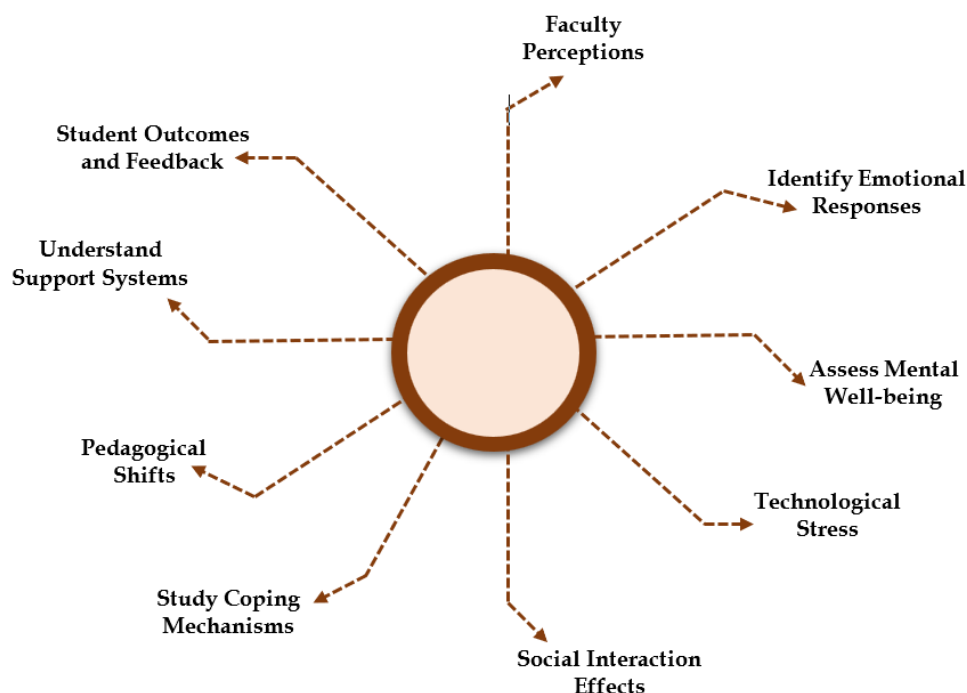

Figure 2: Model Framework - Psychological Outcomes of Online Education in Lieu of Faculties Mental Perspective

Table 6 : Statement 2: Psychological Outcomes of Online Education in Lieu of Faculties Mental Perspective

S.No.	Variables	Respondents Responses	Mean Values (M.V.)	Standard Deviation (S.D.)
1	Faculty Perceptions	Disagree	1.56	.726
2	Identify Emotional Responses	Agree	3.51	.284
3	Assess Mental Well-being	Strongly Agree	4.37	.213
4	Technological Stress	Agree	3.98	.415
5	Social Interaction Effects	Agree	3.64	.399
6	Study Coping Mechanisms	Disagree	1.25	.789
7	Pedagogical Shifts	Agree	3.28	.371
8	Understand Support Systems	Strongly Agree	4.46	.284
9	Student Outcomes and Feedback	Agree	3.11	.401

*1 faculty member perceives the psychological outcomes of transitioning from traditional classroom settings to online education, exploring their attitudes, emotions, and beliefs in this context.
*2 range of emotional responses experienced by faculty members during the process of adapting to and engaging in online education, including feelings of enthusiasm, anxiety, motivation, and stress.
*3 the impact of online education on faculty members' mental well-being, analyzing factors such as stress levels, job satisfaction, work-life balance, and overall psychological health.
*4 the extent to which technology-related challenges contribute to faculty members' psychological stress during the transition to online education, considering factors like proficiency with digital tools and the impact on self-confidence.
*5 effects of reduced social interaction and limited face-to-face engagement on faculty members' sense of connectedness, isolation, and psychological fulfillment within the online education context.
*6 strategies and coping mechanisms that faculty members employ to manage the psychological challenges associated with online education, including approaches for maintaining motivation, managing stressors, and fostering a positive mindset.
*7 faculty members' adaptation to online education, including changes in teaching methods and content delivery, impacts their psychological well-being, job satisfaction, and perceptions of professional growth.
*8 role of institutional support, professional development opportunities, and peer collaboration in alleviating or exacerbating faculty members' psychological outcomes within the online education landscape.
*9 whether faculty members' psychological experiences impact their interactions with students, student engagement levels, and the quality of educational outcomes in the online learning environment.

As per above table 6, indicated that only study coping mechanisms & faculty perceptions variables are having disagree responses on the other hand rest all variables are having strongly & agree responses where understand support systems having highest mean values 4.46 & assess mental well-being 4.37, which indicates that "there are positive psychological outcomes of online education on faculties mental perspective", that's why null hypothesis rejected and alternate hypothesis accepted.
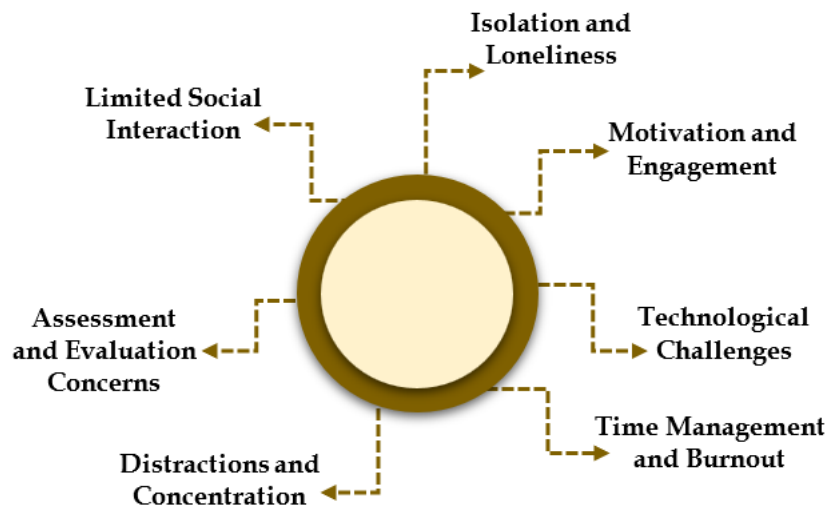

Figure 3: Statement 3: Psychological Outcomes of Online Education in Lieu of Students Mental Perspective

Table 7 : Statement 3: Psychological Outcomes of Online Education in Lieu of Students Mental Perspective

S.No.	Variables	Respondents Responses	Mean Values (M.V.)	Standard Deviation (S.D.)
1	Isolation and Loneliness	Disagree	1.29	.761
2	Motivation and Engagement	Agree	3.77	.235

3	Technological Challenges	Strongly Agree	4.23	.189
4	Time Management and Burnout	Agree	3.51	.286
5	Distractions and Concentration	Agree	3.22	.211
6	Assessment and Evaluation Concerns	Strongly Agree	4.56	.196
7	Limited Social Interaction	Disagree	1.48	.784

As per above table 7, indicated that only isolation and loneliness & limited social interaction variables are having disagree responses on the other hand rest all variables are having strongly & agree responses where assessment and evaluation concerns & technological challenges having highest mean values 4.56 & 4.23 respectively, which indicates that "there are positive psychological outcomes of online education on students' mental perspective", that's why null hypothesis rejected and alternate hypothesis accepted.

Findings of the study

- After conducting an investigation into the effect that online education has on the psychological well-being of faculty members, the researchers found that a sizeable proportion of the participants suffered varying degrees of stress, anxiety, and burnout.
- Feelings of discomfort and pressure were brought on by the transition from traditional classroom instruction to online instruction since it needed a speedy adaptation to new technology and techniques of instruction.
- A lengthy engagement with virtual platforms and little face-to-face connection led to feelings of isolation and reduced job satisfaction, according to an analysis of the psychological repercussions of online education on the mental health of faculty members.
- In addition, the remote character of online education contributed to a blurring of the lines between work and home life, which in turn contributed to increased stress levels and made it harder to detach oneself from the duties associated with one's place of employment.
- As a direct result of developing and teaching online classes, the workload of the teaching staff has been claimed to have grown. Their workload was increased as a result of the requirement that they produce digital content, moderate online discussions, and provide prompt feedback, which may have made their mental strain even worse.
- According to the findings, faculty members who had a lower level of familiarity with the technology used for online instruction reported experiencing higher levels of stress.
- Faculties emotional well-being was badly influenced by the continual need to troubleshoot problems, which added to their irritation caused by technical challenges, connectivity issues, and the constant need to troubleshoot problems.
- It was shown that one of the contributing factors to the psychological outcomes of faculty members was a lack of appropriate training and support for the transition to online teaching. Those who felt they had gotten sufficient training reported feeling more adept and confident in their ability to handle the challenges presented by online schooling.

Conclusion

In conclusion, the transition from traditional education to online education has resulted in a wide range of psychological issues for the teaching staff. According to the findings, online education has a discernible effect on the mental health of its participants, with increased stress, anxiety, emotions of burnout, and feelings of isolation being important effects of this kind of education. Negative psychological consequences have been documented, which may be attributed, in part, to the blurring of boundaries between work and home life, which has occurred along with an increase in workload and technical obstacles. To effectively address these concerns, a multi-pronged strategy is required. It should be a priority for institutions to provide comprehensive training and support for faculty members to properly navigate the tools and approaches available for online instruction. In addition, it is essential to make an effort to demarcate clearly the time that is spent working and the time that is spent outside of

work, to encourage regular social interaction among coworkers, and to put measures into place for managing workloads. In the nutshell, recognizing and addressing the psychological well-being of faculty members in the context of online education is vital not only for their own personal health and job happiness but also for the overall quality of education that is being provided to students. This is because psychological well-being is directly related to student success.

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