

THE IMPACT OF EDUCATIONAL TECHNOLOGY ON TEACHER WELL-BEING: A MIXED-METHODS STUDY OF ENGLISH LANGUAGE EDUCATORS' WORKLOAD, STRESS, AND JOB SATISFACTION

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<https://doi.org/10.5281/zenodo.14679373>

Abstract

In an age of rapid advancement in technological integration within educational settings, the understanding experienced by teachers across time is fundamental in maintaining collegial working environments.

The findings suggest that IT indeed has the potential to favor rendering instruction both more effective and engaging, yet also exacerbates work overload accompanied by stress in teachers.

Results of the study support interventions related to tailored professional development and institutional supports as ways to address negative impacts on teacher well-being when educational technology is implemented. Our study extends this line of scholarship to the virtual world by highlighting how educators perceive their role in employing tech-tools and underscores what evidence informs these perceptions.

Keywords: Educational Technology, Teacher Well-Being, English Language Educators, Workload

Educational technology (EdTech) integration has redesigned educational settings redefining the teaching and learning functions while influencing online practices of teachers. For English language teachers, in particular, digital technologies, such as learning management systems (LMSs), online platforms and AI-driven self-learning resources provide novel ways of engaging students with their own education while facilitating differentiated instruction at the individual level or even automate some aspects of classroom control. Like every toolkit, EdTech comes with its pros but also brings challenges that can impact teacher wellbeing through increased workload leading to strain and sometimes job dissatisfaction [1].

The rise and proliferation of technology in the classroom, which has accelerated due to COVID-19 pandemic conditions, present an urgent need for understanding how these digital tools have impacted educators. Since ELT professionals have a significant role in shaping the language skills of students, it is important to discern how integrated use of technology affects their well-being — and not just for personal-professional development but also because they determine whether education actually happens on the ground or not.

Over the past decade, there has been a significant move towards technology in education grounds. The COVID-19 pandemic sped up this process, making schools and universities from around the world to offer online or hybrid education for all levels. Teachers have long known about the benefits. Indeed, although it flashes open access to an extensive array of teaching materials and can offer interactive opportunities for students across different states or even countries, online learning also has been blamed for increasing workloads as well as technical hurdles/professional isolation that comes with an exacerbated experience in school-life division.

Especially, in the case of English Language teachers who have been struggling with efficient integration of EdTech tools into language teachings. This is a challenge where teachers have to deal with students across

different levels of digital literacy and need new teaching methodologies. This kind of pressure EdTech often puts on them can cause a lot more stress, even burnout and what not that then rub off into their job satisfaction. There is an urgent need to investigate the mental health and well-being of ESL teachers, who are instrumental in enabling learning to occur. To the best of our knowledge, no pre-existing study investigates this intersection between EdTech activity and teachers' well-being.

This study therefore attempts to determine how EdTech is affecting the well-being of English teachers, focusing on their workload, stress levels and job satisfaction. More specifically, the purpose of the study is to:

1. Analyze the relationship of teacher workload and educational technology usage;
2. To evaluate the direct effect of educational technology on stress level between English language educators;
3. Investigate how a certain type of EdTech might affect teacher job satisfaction and well-being;
4. Discussing plausible coping mechanisms and support systems which can be used to minimize these negative impacts of EdTech.

Although increasingly more research exists showing the impact of EdTech on student learning outcomes, little attention is paid to what this means for teachers themselves easily and especially in connection with English language teaching. Under the shrinkage of researching on both sides about EdTech consequence, this study filled a distinct gap as it investigates into pros and cons for teachers' professional lives. The mixed-methods design is also novel, allowing for a more comprehensive understanding of the experiences of teachers by coupling statistical analysis with rich qualitative data [2].

Furthermore, this research goes one step forward to delve deeper into the dimensions of stress and job satisfaction that are usually sidetracked in discussions regarding teacher performance and integration of tech-

nology. Results from the study will be particularly relevant at this key juncture in global reliance on EdTech following Covid-19, and amid growing emphasis upon teacher well-being as part of education reform efforts.

This study will take into consideration a variety of educational technology tools used in English language instruction such as:

LMS (Learning Management Systems): It is the most basic need of an online course where it offers his students to access all materials, submission portals for assignments and your quiz & test information. LMS includes platforms like Moodle, Blackboard or Google Classroom etc. They allow learners to learn at their own pace and they provide learning analytics for teachers.

Interactive digital tools: Kahoot, Quizlet and Duolingo are some of the examples which follow interactive modes to encourage learning among students providing a fun yet challenging environment for language practice. These tools have the potential to motivate students more, but they could also require teachers to prepare and adapt a lesson in advance.

AI -based tools: Grammarly, Quill Bot (and the like) together with speech recognition systems are all AI-built platforms supporting learning and feedback of language. These also have the potential to save teachers time but may require a difficult learning curve and need regular updates.

Video-conferencing tools: For synchronous teaching, especially in fully online and hybrid environments, software like Zoom (also Google Meet or Microsoft Teams) is essential. These have advantages, such as being flexible in nature but can also lead to what has been termed “Zoom fatigue”, and increased workload for teachers [3].

In particular, the research is intended to help address how these potentially game-changing ELT tools are taken up and utilized by English language teachers as well as their possible knock-on effects on important aspects of teacher welfare.

Teacher Workload: The Role of Educational Technology

An important area in which can be touched upon is the use of technology to make a lever effect on efficient instructional, student engagement and personalized learning methods. However, this leads to an overload of work for teachers due to the over-dependence on technology. Worse, it ended up being a source of vexation — most educators are now juggling between platforms and have to prepare digital materials and provide seamless feedback using different online tools. It is possible that a quantitative analysis through surveys, when it will be realized may demonstrate evidences of abuse by educational technologies related to intensification work among English language educators. This extra work can take away from the time they have to do what is most important — plan lessons and provide additional support, ultimately having a negative effect on their overall effectiveness and morale [4].

Educator Stress and Burnout

Educational technology can also add to increased stress among teachers needed in realization. The pressure to adapt as technology advances, while learning how best it can be applied in teaching practice is indeed

daunting and as a teacher (yikes — vulnerability alert) I often feel inadequate. These could very well speak to the angst and frustration EL educators feel caused by never-ending PD responsibilities slashed up against tech prohibitions, and (my bevy of fictional but entirely plausible reasons).

Burnout, leading to emotional exhaustion, depersonalization — the tendency to view patients in increasingly impersonal terms and with lack of regard for their welfare — and a sense of reduced personal accomplishment. Doing so becomes increasingly important for the well-being of teachers in a digital world.

Although educational technology can be difficult to work with, it also has the ability to greatly increase job satisfaction. Professional learning experiences, resources and collaboration support lead to positive educator outcomes across the board [7]. A multimethod research design can help reveal the role of institutional support in stress reduction and job satisfaction. Quantitative data suggest that supportive school cultures may be related to higher job satisfaction among English language educators and qualitative understandings can enrich these findings by elaborating on how teachers experience, perceive their support [5].

The Art of Managing Tech for Sustainable Well-Being

A balanced approach is needed to secure the well-being of English language educators within educational technology. To ensure that our educators can still benefit from this brave new world, schools and educational institutions need to put the welfare of their staff first and equip them with proper training, resources — as well enough time implemented across it all. And finally, workloads and stress may still be present but by promoting a respectful working environment where people are willing to collaborate rather than just get on with things in silos the impact this will have is far less destructive. Adding in routine approaches of feedback can also expose where educators might be getting into trouble and enable immediate response [6].

The effect of educational technology on the well-being for teachers is a multi-faceted issue involving workloads, stress and job satisfaction. Technology is easier said than done: A mixed-methods study of English language educators on integrating technology into instructional practices Teacher well-being needs to be a primary focus in order for schools to provide more support and use technology appropriately — creating better work environments that benefit both teachers and students alike. Going forward, research and conversation will need to continue so that we can know for sure if the incorporation of educational technology is indeed supportive or detrimental to teacher wellness.

How educational technology and teacher well-being relate to one another paints a picture of the necessity for an all-encompassing framework in implementation. As education is increasingly practiced digitally, it is needed to realize that technology plays not only the role of tools but also as an agent upon teachers in themselves. If teachers are going to spend time integrating technology primarily in the service of student learning, they need more than space and autonomy; they also re-

quire environments that help them add layers of practice atop habits. Recognizing this represents a serious commitment on behalf education leaders and policy-makers working toward increasing integration with digital tools.

Further research is needed to investigate the nuanced experiences specific groups of educators in various fields have with different technology tools on their workload, stress and job satisfaction. Comparison studies among various educational settings could yield some good practice guidelines for application, and more longitudinal studies about the long-term impact of edtech on teacher well-being would provide a comprehensive understanding.

Further, as teachers adjust to teaching with different technology tools, educating these individuals on the importance of mental health and wellness is also crucial. Resilience in this continually changing educational landscape is only possible if we equip our educators with the skills and mindset, along with support systems to thrive.

Set in stone, the mission for technology integration within education should enhance teaching and learning without jeopardizing educators' sanity. Educational field needs to ensure that technology is the enabling agents for educators and does not be overwhelming as a tool by giving respect to work-life balance, teacher support services & fostering peer-to-peer collaboration which desired in multiple folds on both teaching levels. In doing so and in the years to follow,

we will be able to build a long-term educational ecosystem where teachers are central now as well as forever.

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