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Analysing Educators' Role in Digital Education & it's Psychological Outcomes

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Abstract

The roles of educators in today's digital classrooms extend far beyond the mere delivery of content to include the molding of students' mental health and worldviews as well. Educators may better equip their students to succeed in today's increasingly digital classrooms by implementing successful digital teaching approaches, fostering digital literacy, and addressing the psychological consequences of digital learning. Educators' behaviors and techniques in the digital classroom have substantial psychological effects on students. Considering the effects of digital education and teachers' roles in molding students' mental health and educational experiences is crucial as technology becomes more pervasive in the classroom. Teachers' responsibilities have radically changed with the advent of digital education, which has opened up new possibilities and presented new obstacles for how pupils acquire and apply knowledge. The complex relationship between teachers' activities and the emotional consequences their students report is the focus of this research of the digital education landscape. Educators are responsible for a wide range of activities, including lesson planning, technology implementation, student-centered instruction, the promotion of digital literacy, and the facilitation of learning. In addition, the role of teachers in digital education and its impact on students' motivation, digital literacy, and well-being are investigated. It also discusses issues such as technical gaps, technostress, and striking a healthy balance between technology and non-technological activities that teachers face. This analysis aims to shed light on the expanding field of digital education and its tremendous impact on students' psychological development and overall educational experience by focusing on the educator's role and its psychological implications.

Keywords*: *Educators, Digital Education, Psychological Outcomes, Private College

Introduction

The use of digital technology into the field of education has brought about a significant transformation in both the learning process of students and the teaching methods employed by educators. In the contemporary era of digital education, educators are faced with the responsibility of leveraging technology to augment the learning process, thereby extending their function beyond the confines of the conventional classroom environment. Nevertheless, the advancement in education is not devoid of its own set of obstacles (Tripathi, S., 2022). The

function of educators is inextricably tied to the psychological results of students in the digital learning environment. The manner in which instructors negotiate this terrain, encompassing the adoption of digital tools and the consideration of students' psychological well-being, significantly influences the educational experience and its psychological outcomes. This study aims to analyze the various difficulties encountered by educators during their transition to the digital domain, explore the effects of digital education on students' psychological welfare, and investigate the approaches employed by educators to establish a constructive and nurturing learning atmosphere. Through an examination of the responsibilities and impact of educators in the realm of digital education, our objective is to provide insight into the changing educational landscape in the era of digital technology and its potential effects on students' psychological growth.

Table1: Educators' role in digital education & it's psychological outcomes

Attributes	Psychological Outcome
1. Facilitating Learning and Engagement	When educators adeptly utilize digital resources, they have the ability to generate captivating and dynamic learning experiences, hence fostering heightened student motivation and cultivating a favorable disposition towards the learning process.
2. Adaptation and Digital Literacy	Educators bear the responsibility of imparting digital literacy skills. The acquisition of digital literacy among students might potentially lead to enhanced self-efficacy and confidence in utilizing technology, hence mitigating the apprehension commonly associated with digital learning.
3. Personalized Learning	Educators have the ability to utilize technology as a means to customize instruction in order to cater to the specific learning requirements of individual pupils. The implementation of a tailored strategy has the potential to enhance pupils' self-esteem and foster a heightened sense of competence.
4. Communication and Collaboration	Digital education enhances communication and fosters collaboration among pupils. Educators who cultivate these talents have the potential to enhance students' acquisition of social and emotional intelligence, a critical component for holistic well-being.
5. Technostress and Overwhelm	The excessive utilization or inadequate handling of digital tools can result in the experience of technostress and a sense of being overwhelmed among pupils. It is imperative for educators to actively advocate for the cultivation of healthy technology usage among students and provide support in managing stress that arises from engaging in digital education.
6. Academic Performance and Feedback	The provision of prompt feedback and assessment via digital platforms can significantly influence students' self-efficacy, motivation, and general happiness regarding their academic advancement.
7. Cyberbullying and Online Safety	Educators assume a pivotal role in the facilitation of online safety and the mitigation of concerns such as cyberbullying. By attending to these aforementioned issues, it is possible to establish a digital learning environment that is both secure and nurturing, hence mitigating feelings of anxiety and apprehension (Kumar, R., 2022).
8. Emotional Support and Well-Being	Educators has the capacity to offer emotional assistance to students who encounter difficulties inside the digital learning milieu. Online communities have the potential to cultivate a sense of belonging and enhance emotional well-being, thereby mitigating experiences of loneliness and anxiety

	(Muthuselvi, N., 2022).
9. Digital Citizenship and Ethical Behavior	The instruction of digital citizenship and ethical conduct in online environments has the potential to foster the advancement of students' moral and ethical reasoning abilities, hence cultivating a heightened sense of responsibility and ethical consciousness.
10. Motivation and Autonomy	Promoting autonomy and self-regulation within the context of digital learning has the potential to enhance motivation, foster self-determination, and cultivate a perception of agency in relation to one's educational endeavors (Bhagat, M. N., 2020).

Review Literature

Extensive research and literature have been dedicated to examining the role of educators in digital education. These sources offer a comprehensive examination of the responsibilities of educators in the realm of digital education, encompassing the facilitation of online courses, the cultivation of 21st-century competencies, and the adaptation to diverse digital learning contexts (Rank, D., 2021). The literature highlights the dynamic nature of educators' duties in the digital world and emphasizes the necessity of ongoing professional development to proficiently manage these transformations. This research investigates the responsibilities of educators within the context of massive open online courses (MOOCs) and the difficulties they encounter when promoting digital learning. This underscores the necessity for educators to modify their position inside digital learning settings.The study conducted by Kop (2011) investigates the responsibilities of educators in the context of massive open online courses (MOOCs) and the difficulties they encounter when promoting digital learning. This observation underscores the necessity for educators to modify their responsibilities inside digital learning contexts. In the study conducted by Pappas (2017), the focus lies on the examination of the educators' role inside e-learning environments, as well as the dissemination of best practices in this context. This statement underscores the significance of educators in their role as facilitators of learning within digital environments. In their fundamental work, Garrison et al. (2000) examine the significance of educators in promoting critical inquiry within online learning environments. The authors emphasize the educators' responsibility in directing and supervising online debates. The present study conducted by Bolliger et al. (2009) examines the level of satisfaction among educators in the context of online teaching, with a specific focus on the various aspects that influence their roles within the realm of digital education. In the chapter authored by Graham (2006), the focus is on the responsibilities and contributions of educators within blended learning contexts, whereby both traditional classroom instruction and digital learning modalities are integrated. This statement underscores the necessity for educators to modify their instructional approaches in order to accommodate a blended learning environment. The study conducted by McGill et al. (2015) examines the involvement of educators in the process of incorporating technology, specifically iPads, into primary school classrooms. This statement underscores the significance of educators in fostering 21st-century abilities by utilizing digital tools. In their publication, Mishra, P., et.al. (2006) provide the notion of technological pedagogical content knowledge (TPACK), highlighting the significance of educators in cultivating a comprehensive comprehension of how to proficiently incorporate technology into their instructional practices.

Research Methodology

Researchers used this method to examine how elements related to educators' role related factors in digital education & psychological outcomes. Three private universities' worth of survey data (consisting of 90 usable replies) was gathered for this study. The T-test, along with other descriptive statistics like standard deviation and standard error, is used to analyze the data. The research is quantitative and qualitative in character, and the secondary sources come from a variety of internet sources such publications, journals, websites, etc.

Objective of the study

- To study the impact of educators' role related factors in digital education & psychological outcomes.
- To analyse the impact of educators' role related factors in digital education & psychological outcomes.

Hypothesis of the study

H1: There is no significant impact of educators' role related factors in digital education & psychological outcomes.

H2 : There is a significant impact of educators' role related factors in digital education & psychological outcomes.

Result and discussion

Table 1: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	**Number of Items**
.911	08

Cronbach's alpha was 0.911 (N=08), which is higher than the accepted threshold of 0.70, as shown in Table 1 of the reliability statistics analysis. Thus, there is a substantial amount of internal consistency among the variables being studied, allowing for the potential execution of additional statistical tests to aid a more thorough study.

Table 2: Descriptive Statistics

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Technological Gaps	90	1	5	2.93	.699
Technostress	90	1	5	3.61	.586
Overwhelming Amount of Information	90	1	5	4.02	.432
Privacy and Security Concerns	90	1	5	3.39	.428
Isolation and Lack of Social Interaction	90	1	5	3.16	.575
Difficulty in Adapting Teaching Methods	90	1	5	4.89	.514
Emotional Support	90	1	5	4.26	.389
Fostering Inclusivity	90	1	5	3.68	.336
Valid N (listwise)	90				

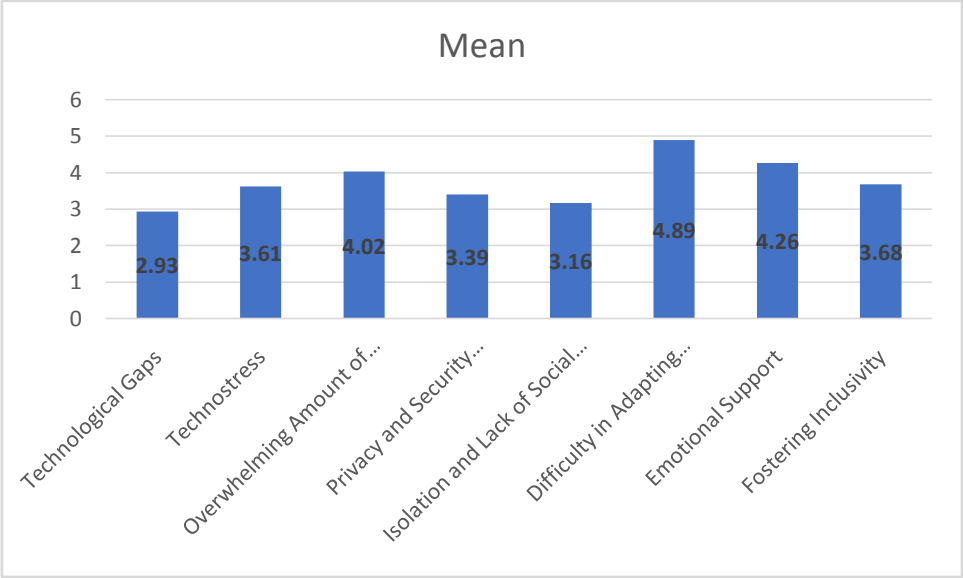

Figure 1: Descriptive_Stat_Mean Values

The descriptive data are shown in Table 2. Measures of central tendency and measures of variability are two examples of descriptive statistics that can be used to summarize and characterize the key features of a dataset. For each test, the minimum score shows the lowest score given by any respondent, while the maximum score shows the highest score obtained by any respondent for that statement. The variable "Difficulty in Adapting Teaching Methods" having the highest value (Mean= 4.89, S.D.=.514) whereas "Technological Gaps" found the minimum impact under the analysis & having the lowest value (Mean=2.93, S.D.=.699).

Table 3: One-Sample Statistics

One-Sample Statistics				
	N	**Mean**	**Std. Deviation**	**Std. Error Mean**
Technological Gaps	90	2.93	.699	.021
Technostress	90	3.61	.586	.014
Overwhelming Amount of Information	90	4.02	.432	.018
Privacy and Security Concerns	90	3.39	.428	.030
Isolation and Lack of Social Interaction	90	3.16	.575	.028
Difficulty in Adapting Teaching Methods	90	4.89	.514	.043
Emotional Support	90	4.26	.389	.032
Fostering Inclusivity	90	3.68	.336	.037

Table 3 examined the one sample statistics & found that "Difficulty in Adapting Teaching Methods" (Mean= 4.89, S_D. = .514 and S_Error=.043) influence the most while"Technological Gaps"(Mean= 2.93, S_D. = .699 and S_Error=.021). found to be the least influencing factors under this study.

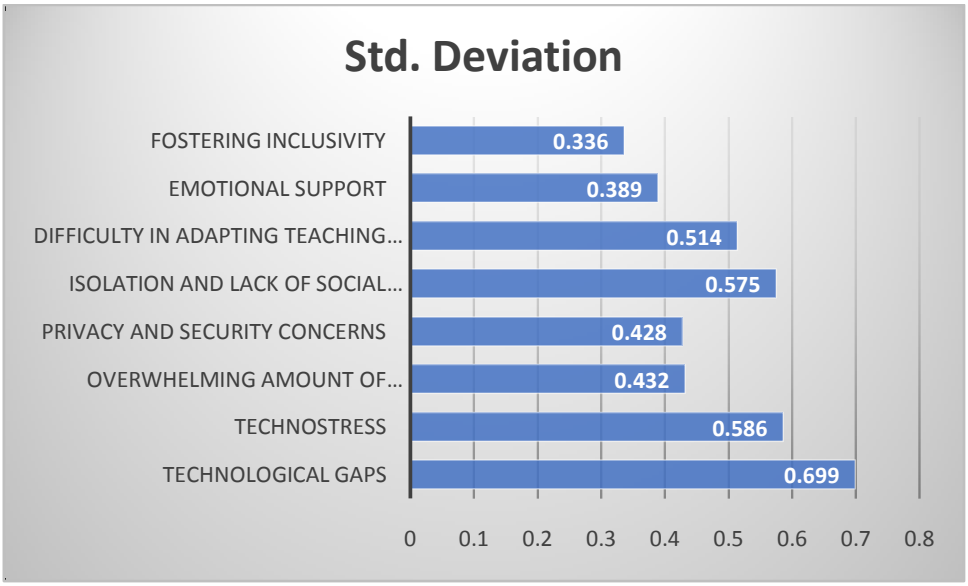

Figure 2: Descriptive_Stat_Standard_Devi. Values

Table 4: One-Sample T test

One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Technological Gaps	76.341	89	.000	3.169	4.05	4.69
Technostress	103.778	89	.000	3.867	4.78	4.11
Overwhelming Amount of Information	113.654	89	.000	3.217	3.81	4.10
Privacy and Security Concerns	136.089	89	.000	2.447	3.65	4.19
Isolation and Lack of Social Interaction	97.897	89	.000	3.012	2.88	4.31
Difficulty in Adapting Teaching Methods	178.021	89	.000	3.967	2.71	3.82
Emotional Support	145.324	89	.000	3.098	3.16	4.19

Fostering Inclusivity	128.712	89	.000	2.465	3.47	3.72

Table 4 displays the results of a statistical test called a One-Sample T test, which is used to determine if a sample's mean significantly deviates from the mean of the population, either known or speculated. Each test's p-value, the probability of finding a T-value as extreme as or more extreme than the observed value if the null hypothesis is true, is shown in Sig. (2-tailed). The threshold for statistical significance is typically set at a p-value of less than 0.05. The variable "Difficulty in Adapting Teaching Methods" has the highest T-test value (178.021), while the variable "Technological Gaps" has the lowest T-test value (76.341).

By using the SPSS, the findings of the study stated that the null hypothesis that “there is no significant impact of educators’ role related factors in digital education & psychological outcomes” is rejected & an alternative hypothesis that “there is a significant impact of educators’ role related factors in digital education & psychological outcomes” is accepted.

Findings & Recommendations

- Not all pupils have reliable internet or technological access. Students without access to educational materials and opportunities may feel frustrated and depressed due to the digital divide.
- Technostress can affect educators and students owing to rapid technology and digital tool developments. Teachers and students can experience worry, frustration, and fatigue from these adjustments.
- The internet is full of information, making it hard for instructors and students to evaluate sources. Information overload and deficiency might result.
- Privacy and security are problems in the digital world. To preserve confidence, educators must address student concerns about personal data security.
- Since digital education lacks social connection and community, it can be lonely. Students can become lonely, disengaged, and unmotivated due to isolation.
- Teachers may struggle to adjust to digital learning. This can hinder student engagement and satisfying their different learning demands.
- Eye strain and bad posture can result from excessive screen usage. These bodily discomforts can impair students' mental health.
- Balance between technology and non-digital activities is important for students' mental health. Digital addiction can cause stress and poor development.
- Online students may be distracted by social media and the internet. Distractions reduce focus and motivation.
- Some pupils and teachers lack digital literacy. Online learning platforms can be frustrating and stressful for those without computer skills.
- Online manners are crucial. Failure to do so might cause misunderstandings, cyberbullying, and low self-esteem.
- Digitally providing emotional support and assistance is difficult. Without visible indications, students may struggle to identify and manage personal difficulties.
- Effective digital evaluations and student progress evaluation can be difficult. Lack of fast feedback might lower student motivation and self-efficacy.
- Making digital education accessible to all students, especially those with disabilities, is difficult. Failure to do so can hurt minority students' self-esteem and involvement.

Conclusion

Digital instructors face numerous challenges that have the potential to impact the emotional well-being of children. In order for digital education to provide optimal outcomes and promote the mental well-being of students, it is imperative to confront and resolve these pertinent concerns. In order to address these issues, it is imperative for educators to engage in collaborative efforts with students and educational institutions. This entails the provision of instruction and support to teachers and students, fostering a sense of community, and modifying digital education practices to provide favorable psychological outcomes. The influence of educators

in the realm of digital education exerts a substantial impact on the psychological consequences encountered by students. The diverse range of duties that educators undertake, encompassing the development of educational content and the facilitation of learning within a digital context, have extensive consequences on students' motivation, proficiency in digital skills, and overall welfare. The utilization of technology by educators to create tailored learning experiences has the potential to augment students' self-efficacy, engagement, and sense of competence. The adaptive method not only facilitates the fulfillment of individual learning demands but also enables students to assume responsibility for their educational trajectories. In addition, educators assume a crucial responsibility in cultivating digital literacy, imparting students with the necessary abilities to proficiently and ethically navigate the internet realm. Educators play a crucial role in fostering digital citizenship and instilling ethical conduct among students, thereby facilitating the cultivation of a robust moral framework. This, in turn, serves to mitigate occurrences of cyberbullying and plagiarism, ultimately contributing to the establishment of a more secure online learning milieu.

The psychological consequences experienced by pupils are intricately linked to the educators' capacity to deliver constructive criticism and evaluate their advancement in an effective manner. The provision of prompt feedback and the implementation of thoughtfully constructed tests have the potential to enhance students' self-efficacy and general satisfaction in their academic pursuits. Nevertheless, the position of educators in the realm of digital education is not devoid of its own set of obstacles. Educators and students encounter substantial challenges in the form of the digital gap, technostress, and the imperative to maintain a harmonious equilibrium in technology utilization. Educators are required to effectively address these problems by concurrently offering emotional assistance and promoting inclusivity for all students. In conclusion, the aspects pertaining to educators' roles in digital education exert a significant influence on the psychological results experienced by students. The ability to adapt, competency in educational technology, and dedication to cultivating a constructive digital learning environment have the potential to influence students' experiences, motivation, and overall welfare. In light of the ongoing evolution of digital education, it is imperative for educators to maintain a steadfast commitment to refining their abilities and adopting novel methodologies in order to effectively perform their crucial responsibilities in molding the upcoming cohort of students. The endeavors undertaken in the digital domain possess the capacity to empower pupils and foster enhanced educational encounters that transcend the limitations of a traditional physical classroom setting.

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