TEACHER WELLBEING IN THE DIGITAL AGE: BURNOUT, RESILIENCE AND WORK-LIFE BALANCE

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Abstract - The rapid digital transformation of education has significantly changed the professional responsibilities, working conditions, and psychological experiences of teachers worldwide. While digital technologies have created new opportunities for innovation, communication, and accessibility in education, they have also introduced numerous challenges related to workload, emotional exhaustion, technological adaptation, and work-life balance. In the context of increasing educational demands, online teaching environments, and constant digital connectivity, teacher wellbeing has become a critical issue affecting both educational quality and professional sustainability.

This study examines the concept of teacher wellbeing in the digital age, with particular focus on burnout, resilience, and work-life balance in contemporary educational settings. The research explores how digitalization influences teachers' emotional, psychological, and professional wellbeing and investigates the strategies that can support teachers in maintaining resilience and professional effectiveness under rapidly changing educational conditions.

The theoretical foundation of the study is based on positive psychology, occupational wellbeing theory, resilience theory, and digital pedagogy. The works of Maslach on burnout, Seligman's positive psychology framework, and contemporary research on teacher resilience provide the conceptual basis for understanding the relationship between digital transformation and teacher wellbeing. The study also incorporates perspectives on emotional labor, professional identity, and self-care within educational environments.

The research aims to identify the primary factors contributing to teacher stress and burnout in digitally mediated teaching contexts and to analyze the role of resilience and institutional support in promoting sustainable professional wellbeing. Special attention is given to challenges such as excessive screen time, increased administrative responsibilities, continuous online availability, digital fatigue, blurred boundaries between professional and personal life, and the psychological pressure associated with adapting to rapidly evolving technologies. The study employs a mixed-method research design combining quantitative and qualitative approaches. Data were collected through teacher surveys, semi-structured interviews, reflective journals, and classroom observations involving educators working in both traditional and digitally enhanced learning environments. Statistical analysis and thematic interpretation were used to evaluate teachers' experiences, stress levels, coping strategies, and perceptions of institutional support.

The findings reveal that prolonged engagement with digital technologies and increased online teaching responsibilities contribute significantly to emotional exhaustion, stress, and professional burnout among teachers. Many educators reported difficulties maintaining work-life balance due to constant accessibility through digital platforms, increased preparation time for online lessons, and the pressure to integrate new technologies into teaching practices. The study also found that teachers frequently experience digital fatigue, decreased motivation, and emotional strain caused by multitasking and continuous interaction with virtual learning environments. Despite these challenges, the research demonstrates that resilience plays a crucial role in supporting teachers' psychological wellbeing and professional sustainability. Teachers who actively practiced reflective teaching, emotional regulation, peer collaboration, and time management strategies showed higher levels of adaptability and job satisfaction. Furthermore, institutional support systems such as professional development programs, mental health resources, flexible working policies, and collaborative professional communities significantly contributed to teachers' resilience and wellbeing. The study highlights the importance of promoting healthy work-life balance in the digital age. Effective strategies identified include setting professional boundaries, limiting after-hours digital communication, integrating mindfulness practices, engaging in continuous professional support, and fostering positive workplace cultures. The findings also emphasize that educational institutions must recognize teacher wellbeing as a fundamental component of educational quality and organizational effectiveness. The practical significance of the research lies in the development of recommendations for educational institutions, policymakers, and teachers aimed at preventing burnout and promoting sustainable professional wellbeing in digitally transformed educational environments. The proposed framework may assist schools and universities in creating supportive systems that enhance teacher resilience, emotional health, and professional motivation. In conclusion, teacher wellbeing in the digital age represents a multidimensional challenge that requires comprehensive pedagogical, psychological, and institutional responses. While digital technologies offer significant educational opportunities, their successful integration depends largely on the wellbeing, resilience, and professional satisfaction of teachers. Supporting teacher wellbeing is therefore essential not only for educators themselves but also for improving student learning outcomes and ensuring the long-term sustainability of modern education systems.

Keywords - Teacher Wellbeing, Digital Education, Burnout, Resilience, Work-Life Balance, Digital Pedagogy, Emotional Wellbeing, Teacher Stress, Professional Sustainability, Educational Technology.