PSYCHOLOGICAL AND EMOTIONAL WELL-BEING OF TEACHERS WORKING WITH CHILDREN WITH HEARING IMPAIRMENTS IN DIGITAL LEARNING ENVIRONMENTS

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Abstract Digital learning environments have become an essential part of modern education, particularly in the field of special and inclusive education. Teachers who work with children with hearing impairments are expected to combine traditional pedagogical methods with modern digital technologies, assistive tools, and communication strategies. This process has changed not only the methods of teaching but also the emotional and psychological condition of teachers. In hearing-impaired education, teachers often use subtitles, sign language resources, visual learning materials, online communication tools, speech-to-text software, hearing aids, and interactive digital platforms. Although these technologies improve communication and increase access to learning, they also require teachers to constantly adapt to new tools and approaches. Such demands may influence teachers' emotional well-being, professional motivation, confidence, and stress levels.

This article examines the psychological and emotional well-being of teachers working with children with hearing impairments in digital learning environments. The study identifies the most common emotional challenges teachers face, such as stress, fatigue, anxiety, emotional burnout, communication difficulties, and professional overload. It also highlights the importance of emotional resilience, institutional support, counseling services, peer collaboration, and positive working conditions. The findings show that teachers' emotional health is closely related to the quality of education they provide. Teachers who feel psychologically stable and emotionally supported are more likely to create positive classroom environments, communicate effectively with students, and remain professionally satisfied.

Keywords: psychological well-being, emotional well-being, hearing impairments, digital learning, surdopedagogy, teacher stress, inclusive education.

Introduction

The rapid development of digital technologies has transformed education systems all over the world. In recent years, online platforms, virtual classrooms, digital communication systems, and interactive educational resources have become essential parts of teaching and learning. In special education, these changes are even more significant because digital technologies can help address the needs of children with disabilities.

Children with hearing impairments often require special educational support. They may need visual explanations, subtitles, sign language interpretation, hearing support devices, speech

recognition software, and individualized communication strategies. Teachers working with such students play an important role in ensuring equal access to education.

The use of digital technologies has created many opportunities for improving hearing-impaired education. Teachers can now use visual materials, online videos, sign language applications, interactive whiteboards, and digital assessments to make learning more effective. At the same time, however, these technologies create additional emotional and psychological demands on teachers.

Teachers working in digital environments must continuously learn new skills, adapt to new software, solve technical problems, communicate with parents online, and respond to students' diverse needs. These responsibilities may create emotional fatigue, anxiety, and stress. Teachers may also experience feelings of isolation, especially when they work in online environments for long periods of time.

Psychological well-being refers to a person's ability to maintain emotional stability, positive feelings, and resilience when facing challenges. Emotional well-being includes satisfaction, motivation, confidence, and the ability to manage negative emotions. For teachers, emotional well-being is especially important because it affects communication, classroom management, lesson quality, and professional effectiveness.

Teachers who feel emotionally stable and supported are more likely to have positive relationships with students and parents. In contrast, teachers who experience stress and emotional exhaustion may struggle to perform effectively. Therefore, understanding the factors that influence teachers' emotional well-being is necessary for improving both teacher health and student outcomes.

Methods

This study was based on qualitative research methods. The main purpose of the study was to identify the factors influencing the psychological and emotional well-being of teachers working with children with hearing impairments in digital learning environments.

Several methods were used in the research process:

1. Literature review – scientific articles, books, reports, and international studies related to teacher well-being, emotional health, digital learning, and special education were analyzed.
2. Comparative analysis – different viewpoints regarding the emotional challenges faced by teachers in traditional and digital learning environments were compared.
3. Theoretical analysis – the relationship between digital technologies and teachers' emotional well-being was examined.
4. Observation-based generalization – common situations experienced by teachers in hearing-impaired education were generalized based on practical examples.

The study focused on identifying emotional stressors, coping strategies, and institutional factors that influence teachers' well-being. Attention was also given to the role of school leadership, peer support, professional development, and digital competence.

Results

The study identified several important factors affecting the psychological and emotional well-being of teachers working with children with hearing impairments in digital learning environments.

First, teachers experience high emotional demands because they are responsible not only for teaching academic subjects but also for supporting students' communication, confidence, and emotional development. Children with hearing impairments often need more individualized

attention, visual explanation, and emotional encouragement. As a result, teachers may feel emotionally tired.

Second, digital learning environments create additional stress. Teachers are often required to learn new software, use unfamiliar online tools, create subtitles, manage online classrooms, and solve technical problems. When teachers lack sufficient digital competence or technical support, they may feel anxiety and frustration.

Third, communication in online environments may become more difficult. Teachers working with children with hearing impairments need to ensure that instructions are clearly visible and understandable. Poor internet connection, technical errors, or lack of visual quality may negatively affect communication.

The study also found that emotional burnout is common among teachers who work long hours, have excessive workload, and receive limited support. Teachers often continue preparing materials, responding to parents, and solving technical issues after working hours.

However, the findings also showed that positive emotional support can significantly improve teachers' well-being. Teachers who receive support from colleagues, school leaders, and family members are more likely to feel emotionally stable. Counseling services, peer-support groups, and professional training programs also help teachers cope with stress.

Discussion

The findings of the study show that teachers' emotional well-being is closely connected to their professional effectiveness. Teachers who experience stress, emotional exhaustion, and anxiety may find it difficult to maintain positive relationships with students and provide high-quality instruction.

Digital learning environments offer many advantages, but they also require teachers to invest additional emotional energy. Teachers must constantly adapt to technological changes, manage technical difficulties, and respond to the individual needs of children with hearing impairments.

One of the main issues identified in the study is the lack of institutional support. Teachers who do not receive technical assistance or emotional support are more likely to experience burnout. This suggests that schools should not only invest in digital technologies but also in teacher well-being.

The study also highlights the importance of peer collaboration. Teachers who can share experiences, discuss problems, and support each other often feel more motivated and less isolated. Professional communities and teamwork may therefore play an important role in maintaining emotional health.

In addition, teacher training programs should include not only digital competence but also emotional resilience, stress management, and self-care strategies. Teachers need practical methods for coping with pressure and maintaining healthy work habits.

Conclusion

Teachers working with children with hearing impairments in digital learning environments face many emotional and psychological challenges. They must combine professional teaching responsibilities with communication support, technological adaptation, and emotional care for students.

The study showed that excessive workload, lack of technical support, communication difficulties, and continuous adaptation to new technologies may negatively affect teachers'

emotional well-being. At the same time, positive factors such as peer support, professional development, counseling services, and strong school leadership can improve teachers' emotional stability and professional satisfaction.

Educational institutions should create supportive working conditions that promote teacher well-being. This includes providing technical assistance, emotional support, training opportunities, and realistic workload expectations.

Supporting teachers' emotional and psychological health is essential not only for their personal well-being but also for the quality of education provided to children with hearing impairments.

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