EXAMINING THE INFLUENCE OF ONLINE SPACES ON PSYCHOLOGICAL WELL-BEING, CULTURAL IDENTITY, AND ELT PRACTICES: A QUANTITATIVE ANALYSIS

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Abstract

Online spaces such as social media, forums, web journals, and online courses have gained significant influence in the 21st century, presenting both opportunities and challenges in communication, learning, and well-being. These "online spaces" serve as rich sources of English knowledge, "psychological well-being," and culture for English language teachers and students. However, they may also expose individuals, particularly young learners, to false information, prejudice, and online bullying. Understanding the interplay between users' psychology, culture, and "ELT practices" is therefore essential. This study explores the effects of online environments on the "psychological well-being," "cultural identity," and "ELT practices" of English language teachers and students from diverse backgrounds. Using a quantitative methodology, data was collected and analyzed from 100 participants, including 50 English language instructors and 50 students who engage with "online spaces" for personal or professional purposes. A questionnaire was utilized, and results were processed using SPSS software. The study examines online spaces, cross-cultural communication, and "ELT practices" in digital environments. Findings reveal that online environment impact participants' "psychological well-being" in both positive and negative ways, influencing factors such as "self-efficacy," "motivation," "anxiety," and "satisfaction." Additionally, results indicate that online spaces shape participants' "cultural identity" by either strengthening or diminishing their sense of belonging, awareness, and diversity. Furthermore, findings demonstrate that online environments affect "ELT practices" through their influence on teaching approaches, materials, and assessments. The study emphasizes the need to enhance the effectiveness of online platforms for English language instruction and learning. It suggests that "online spaces" should be strategically designed and utilized to foster instructional innovation, intercultural competence, and psychological support for English language teachers and students. Lastly, the study highlights its limitations and proposes directions for future research.

Keywords: cultural identity, Online spaces, ELT practices, psychological well-being

1. INTRODUCTION

Online spaces have become integral to contemporary life, offering new avenues for communication, education, and personal development. These platforms provide rich and diverse resources for English language teachers and learners, contributing to their "psychological well-being" and cultural awareness. However, the potential exposure to misinformation, prejudice, and cyberbullying presents significant challenges. According to Ardi et al. (2023), these platforms serve as rich and diverse resources for English language teachers and learners, significantly contributing to their "psychological well-being" and cultural awareness. "Online spaces" facilitate access to a wide array of information and educational materials, fostering a dynamic learning environment that supports both formal and informal educational pursuits. Moreover, as per Nazari and Xodabande (2022), the well-

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being and professional identity of English language teachers are positively influenced by their engagement in online platforms. These authors argue that "online spaces" allow teachers to connect with professional communities, access continuous professional development opportunities, and share best practices, thereby enhancing their "self-efficacy" and job "satisfaction". Similarly, Nakata (2023) emphasised that online course interventions can significantly boost student teachers' "motivation" and well-being by providing flexible and interactive learning experiences.

Ghafar (2024) emphasised that online platforms must address the specific psychological needs of higher education English lecturers to enhance their well-being. The study found that features such as flexibility, professional development opportunities, and peer support are critical in promoting a positive online experience. By prioritising these aspects, "online spaces" can contribute to reducing stress and increasing job "satisfaction" among lecturers. Furthermore, Resnik and Mercer (2024) highlighted the relevance of positive psychology in ELT, particularly in online contexts. The introduction to the special issue underscores the potential of online platforms to create environments that support well-being through positive interactions and relationships. They advocate for incorporating positive psychology principles in the design and implementation of online ELT programmes to enhance both teacher and student experiences.

Similarly, Delahunty et al. (2014) provided valuable insights into the socio-emotional dynamics of online interactions. This literature review demonstrates the importance of fostering a sense of identity and belonging in online learning spaces. The authors suggest that online platforms need to be intentionally designed to support socio-emotional connections, which are essential for effective learning and community building. In the seminal study, Fredrickson's (2001) Broaden-and-Build Theory offers a theoretical framework for understanding the impact of positive emotions in "online spaces". The theory suggests that online platforms can enhance users' well-being by promoting positive emotions, which in turn, broaden their cognitive and behavioural repertoires. This approach can lead to the development of lasting psychological and social resources, making online learning environments more effective and supportive. However, the advantages of "online spaces" are accompanied by notable challenges.

Bozkurt and Aydın (2021) highlighted the implications of cultural diversity in online networked learning spaces, noting that while these environments promote intercultural competence, they also expose users to the potential risks of misinformation, prejudice, and cyberbullying. Such negative experiences can adversely affect the psychological health of both teachers and students, undermining the positive impacts of online learning environments. This study aims to elucidate the impact of online environments on the psychological health, "cultural identity", and "ELT practices" of English language teachers and students engaged in "online spaces" for personal or professional purposes.

1.1 Problem Statement

The prevalent integration of "online spaces" into contemporary life presents both opportunities and challenges for English language teachers and learners. These digital platforms, including social media, forums, web journals, and online courses, offer access to diverse resources, facilitate communication, and support personal development. However, they also expose users to significant risks such as misinformation, prejudice, and cyberbullying, which can adversely affect "psychological well-being" and "cultural identity".

Despite the growing utilisation of "online spaces" in educational contexts, there is a paucity of comprehensive research examining their multifaceted impacts on English language teaching (ELT) practices, psychological health, and "cultural identity" among teachers and students. Previous studies have highlighted various aspects of online learning environments, including their potential to enhance "motivation", well-being, and professional development (Ghafar, 2024; Resnik & Mercer, 2024; Nakata, 2023). However, the existing literature often lacks a comprehensive perspective that integrates the psychological, cultural, and pedagogical dimensions influenced by "online spaces". This study addresses this gap by investigating how online environments affect the "psychological well-being", "cultural identity", and "ELT practices" of English language teachers and students from diverse backgrounds. Therefore, this research seeks to explain the complex interplay between "online spaces" and the psychological, cultural, and educational experiences of English language teachers and learners, addressing a critical gap in the existing body of knowledge.

1.2 Research Purpose

The purpose of this research is to investigate the complex impacts of "online spaces" on the "psychological well-being", "cultural identity", and English Language Teaching (ELT) practices of teachers and students. By examining how these digital environments influence individuals from diverse backgrounds, this study aims to provide a comprehensive understanding of the positive and negative effects associated with the use of online platforms for educational purposes.

1.3 Research Objectives

This research seeks to following objectives:

1. To examine the ways in which "online spaces" impact the psychological health of English language teachers and students, focusing on factors such as "self-efficacy", "motivation", "anxiety", and "satisfaction".
2. To explore how online environments influence the "cultural identity" of participants, including their sense of belonging, cultural awareness, and appreciation for diversity.
3. To investigate the effects of "online spaces" on "ELT practices", including teaching methodologies, material selection, assessment strategies, and the integration of technological tools in the classroom.

By addressing these objectives, the study aims to contribute to the existing body of knowledge on the interplay between "online spaces" and educational practices, offering valuable guidance for educators, policymakers, and developers of online educational platforms.

1.4. Theoretical Frameworks

This study is grounded in several theoretical frameworks that explain the interplay between "online spaces" and their impacts on "psychological well-being", "cultural identity", and "ELT practices". These frameworks provide a robust foundation for understanding how digital environments influence the experiences and outcomes of English language teachers and learners.

1.4.1 Positive Psychology and the Broaden-and-Build Theory

Positive psychology, as articulated by Fredrickson (2001), focuses on the role of positive emotions in enhancing individuals' overall well-being. Fredrickson's Broaden-and-Build Theory posits that positive emotions broaden individuals' thought-action repertoires, leading to the building of enduring personal resources, such as resilience and social connections. In

the context of Online spaces this theory suggests that environments designed to suggest positive emotions can significantly enhance users' "psychological well-being", fostering a more engaging and productive learning experience. By promoting positive emotions, online platforms can help teachers and students develop resilience, cope with challenges, and build supportive social networks.

1.4.2 Self-Determination Theory (STD)

Self-Determination Theory (SDT), as explored by Deci and Ryan (2000), emphasises the importance of autonomy, competence, and relatedness in fostering intrinsic "motivation" and "psychological well-being". Nazari and Xodabande (2022) applied SDT to the context of English language teachers, demonstrating that "online spaces" that support these three basic psychological needs can enhance teachers' professional identity and job "satisfaction". This theory is pertinent to understanding how online environments can be structured to support the professional development and well-being of both teachers and learners in ELT contexts.

1.4.3 Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory (1979) provides a comprehensive framework for understanding the multiple layers of influence on an individual's development and well-being. Ardi et al. (2023) utilised this theory to examine the well-being of in-service EFL teachers during an online professional development programme. This perspective underscores the importance of considering the broader ecological context, including the interaction between individuals and their environments, in understanding the impacts of "online spaces". It highlights the need for supportive systems and structures to mitigate the potential stressors associated with online learning and professional development.

1.4.4 Cultural-Historical Activity Theory (CHAT)

Cultural-Historical Activity Theory, rooted in the work of Vygotsky (1978) and further developed by Engeström (1987), provides a lens for examining how cultural and historical contexts influence learning and development. Bozkurt and Aydın (2021) applied CHAT to explore the implications of cultural diversity in online learning spaces. This theory helps to understand how online environments can facilitate intercultural competence and awareness while also presenting challenges related to cultural misunderstandings and biases. It emphasises the need for designing "online spaces" that promote inclusive and respectful interactions among diverse users.

1.4.5 Social Presence Theory

Social Presence Theory, as introduced by Short et al. (1976), pertains to the ability of a communication medium to convey the presence of others. Delahunty et al. (2014) highlighted the importance of socio-emotional connections in online interactions, drawing on this theory to explain how a sense of identity and belonging can be cultivated in digital environments. This theory is crucial for understanding the mechanisms through which "online spaces" can support meaningful social interactions and community building, which are essential for effective learning and teaching. These frameworks offer valuable insights into how digital environments can be designed and utilised to support the diverse needs of English language teachers and learners, promoting both educational effectiveness and personal development

2. LITERATURE REVIEW

The literature on the impacts of "online spaces" on English language teaching (ELT) practices, "psychological well-being", and "cultural identity" reveals a multifaceted and dynamic field. Research indicates that online learning environments significantly influence
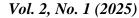
"psychological well-being", affecting factors such as "motivation", "self-efficacy", and "anxiety". Additionally, digital interactions play a crucial role in shaping "cultural identity" and intercultural competence, presenting opportunities for increased cultural awareness and challenges related to belonging and diversity. The impact on "ELT practices" is substantial, with changes observed in teaching methodologies, material selection, and assessment strategies, demonstrating a transformative effect on traditional educational approaches. Socio-emotional dynamics, including the development of identity, belonging, and community, are vital components of effective online interactions and learning experiences. Finally, the dual-edged nature of online education is evident, offering enriched learning opportunities while also posing significant challenges such as misinformation and cyberbullying. This literature review synthesises these diverse perspectives, providing a comprehensive understanding of the complex interplay between "online spaces" and "ELT practices".

2.1 "Psychological well-being" in Online Learning Environments

Research on "psychological well-being" in online learning environments reveals significant correlations and effects that merit careful consideration. Mitrokhin Touma and Nyman (2021) conducted a correlation study that identified a strong relationship between self-regulated learning and "psychological well-being", indicating that students who effectively manage their own learning processes tend to experience better mental health outcomes. Building on this, Agrawal and Krishna (2021) examined communication apprehension among students, finding that higher levels of apprehension negatively impact "psychological well-being" in online learning contexts. Furthermore, Rozali et al. (2023) explored students' perceptions during the COVID-19 pandemic, revealing that "psychological well-being" significantly influenced how students perceived the effectiveness of online learning, with those experiencing higher well-being viewing online education more positively. In addition, Riaz et al. (2022) compared the online learning experiences of university and college students in Pakistan and Saudi Arabia, demonstrating that cognitive presence and "psychological well-being" are critical factors in determining students' overall "satisfaction" and learning outcomes. Finally, Deng and Yang (2021) focused on first-generation college students, highlighting that digital proficiency plays a crucial role in enhancing "psychological well-being", as students with higher digital skills reported better mental health and learning experiences.

2.2 Cultural identity and Intercultural Competence in Digital Spaces

Cultural identity and intercultural competence in digital spaces illustrate how online interactions facilitate and challenge the development of intercultural skills. Wang (2007) conducted empirical research on migrant youth, finding that the Internet plays a crucial role in fostering intercultural competence by providing a platform for intercultural dialogue, thus helping migrant youth navigate and integrate into new cultural contexts. Similarly, Nguyen et al. (2022) explored the cultivation of intercultural competences in digital higher education through the lens of English as an international language, demonstrating that digital platforms can effectively enhance students' intercultural understanding and communication skills. Moreover, Prieto-Arranz et al. (2013) examined virtual third-space environments, where transcultural and translingual communication re-imagines "cultural identity", highlighting the potential for these spaces to serve as melting pots for diverse cultural expressions and interactions. Additionally, Trapè and Calamita (2019) investigated an online intercultural

exchange project between the USA and Italy, showing that virtual places of learning can expand educational spaces and promote meaningful intercultural exchanges that enrich participants' cultural perspectives. Drajati et al. (2024) focused on pre-service teachers, revealing that extracurricular informal digital learning activities significantly enhance intercultural communication competence, underscoring the importance of informal learning contexts in developing these essential skills.

2.3 Impact of Online Spaces on ELT practices

The impact of "online spaces" on "ELT practices" has been extensively documented, highlighting both opportunities and challenges. Pandit (2011) conducted an early study on the influence of the Internet on language learners in ELT, identifying the transformative potential of online resources and platforms in enhancing language acquisition and learner engagement. Similar to this, Orsini et al. (2022) examined a "Glocal" community of practice aimed at supporting international ELT students in the UK, illustrating how online communities can bridge cultural and linguistic gaps, thereby enriching the educational experience. Hockly and Dudeney (2018) explored current and future digital trends in ELT, emphasizing the increasing integration of technology in language teaching and predicting significant shifts towards more interactive and personalised learning environments. Moreover, Rashid et al. (2021) investigated the traumatic impact of online teaching during the COVID-19 pandemic in South Punjab, revealing the substantial pedagogical challenges and stressors faced by educators, which necessitated the adoption of new and resilient teaching practices. Furthermore, Selvi (2021) analysed the role of Facebook groups as digital teachers' lounges, highlighting their effectiveness as informal professional development spaces where ELT professionals can share resources, support each other, and collaboratively develop innovative teaching strategies.

2.4 Socio-emotional Dynamics in Online Interactions

The study of socio-emotional dynamics in online interactions encompasses various facets of identity, belonging, and learning processes. Delahunty et al. (2014) conducted a comprehensive literature review, highlighting how socio-emotional connections are integral to fostering identity formation and a sense of belonging in online learning environments. Moreover, Vedder-Weiss et al. (2020) explored socio-emotional dynamics in teacher learning contexts, emphasizing the importance of emotional support and collaborative interactions in professional development. Isohätälä et al. (2020) focused on cognitive and socio-emotional interactions in collaborative learning settings, revealing fluctuations in students' participation influenced by affective states and regulation of learning. Similarly, Törmänen et al. (2023) investigated affective states and learning regulation in secondary school collaborative groups, underscoring the interplay between socio-emotional interactions and academic outcomes. Gur et al. (2016) analysed informational and socio-emotional support in virtual communities, demonstrating how online groups provide crucial emotional support and foster community ties. Furthermore, Robinson (2016) investigated co-presence and socio-emotional experiences during collaborative learning online, offering insights into students' emotional engagement and experiences in digital learning environments.

2.5 Challenges and Opportunities in Online Education

The exploration of challenges and opportunities in online education reveals a dynamic landscape shaped by technological advancements and societal shifts. Huang (1997) laid foundational insights into the challenges and opportunities of online education, highlighting issues such as access, quality assurance, and learner engagement, alongside the potential for increased accessibility and flexibility in learning. Moreover, Asfour and Alkharoubi (2023) applied these insights to architecture education, identifying lessons learned from the post-pandemic shift to online learning, including innovations in virtual design studios and collaborative learning environments. Additionally, Garg et al. (2020) focused on the COVID-19 pandemic's impact on school education, discussing challenges such as digital divide and equity issues, while also highlighting opportunities for integrating online teaching tools and enhancing educational resilience. Greenhow et al. (2022) provided foundational perspectives on the foundations of online learning, discussing challenges in instructional design and teacher preparation alongside opportunities for personalised learning experiences and global collaboration. Mushtaha et al. (2022) examined challenges and opportunities specific to engineering and theoretical colleges during the pandemic, emphasising adaptive strategies and technological innovations that fostered continuity in education. Together, these studies underscore the multifaceted nature of challenges and opportunities in online education, offering insights into how digital tools can enhance learning experiences while addressing persistent barriers in educational access and quality.

2.6 Literature Gap

While existing literature extensively explores the impacts of "online spaces" on "psychological well-being", "cultural identity", "ELT practices", socio-emotional dynamics, and the challenges and opportunities in online education, there remains a notable gap in understanding the intersectionality of these themes. Few studies comprehensively integrate these dimensions to examine how "psychological well-being" influences "cultural identity" development in online ELT environments, or how socio-emotional dynamics affect educational outcomes amidst the challenges and opportunities presented by digital education.

Moreover, there is a need for research that explores diverse contexts, such as specific cultural and regional perspectives, to provide a holistic understanding of how "online spaces" shape educational practices and socio-emotional experiences.

3. METHODOLOGY

3.1 Research Design

This study employs a quantitative research design to investigate the effects of online environments on the psychological health, "cultural identity", and English Language Teaching (ELT) practices of English language teachers and students. Quantitative methods are chosen for their structured approach to data collection and analysis, allowing for systematic exploration of relationships between variables (Bloomfield & Fisher, 2019). This approach is particularly suitable for examining large-scale patterns and identifying statistical significance in the impact of "online spaces" on participants' "psychological well-being" and educational practices (Plonsky, 2017; Fischer, Boone, & Neumann, 2023).

3.2 Participants

The research sample comprises 100 participants, including 50 English language instructors and 50 language students, selected to provide a diverse representation of experiences and perspectives in digital learning environments. Östlund et al. (2011), Goodwin and Goodwin (1984) and Duckett (2021) advocate for mixed-method research designs that integrate qualitative and quantitative approaches, which can enrich understanding by triangulating different types of data. This study focuses solely on quantitative methods to ensure clarity and depth in statistical analysis of participants' responses.

3.3 Instruments

Data collection involved the development and administration of distinct structured **questionnaire** tailored to the specific roles and perspectives of the participants. This questionnaire assessed "psychological well-being" indicators pertinent to educators, including variables such as "self-efficacy" in teaching, "motivation" levels related to instructional practices, and "anxiety" levels in online teaching environments. Moreover, the "cultural identity" to explore aspects among students, this questionnaire focused on variables such as sense of belonging to the learning community, awareness of cultural diversity in online interactions, and perceptions of inclusivity in digital learning spaces. Holton and Burnett (2005) stress the critical role of clear and valid measurement tools in quantitative research to ensure the reliability and validity of study findings. Following their guidance, robust instruments were developed to effectively capture and analyse the targeted variables for both teacher and student participants. These questionnaires were distributed electronically to facilitate efficient data collection, ensuring consistency in responses across a diverse sample of English language educators and learners.

3.4 Variables and Data Analysis

The study focused on three primary variables: "psychological well-being" (e.g., "self-efficacy", "motivation", "anxiety", "satisfaction"), "cultural identity" (e.g., sense of belonging, awareness, diversity), and "ELT practices" (e.g., teaching approaches, materials, assessments). These variables were central to understanding how online environments impact participants' experiences and practices in English language teaching and learning. Östlund et al. (2011) suggest that combining qualitative methods could complement quantitative findings by offering deeper insights into participants' subjective experiences in online learning environments. Thus, quantitative study offers a structured approach to examining the

multifaceted impacts of "online spaces" on "psychological well-being", "cultural identity", and "ELT practices" among English language teachers and students. By adopting rigorous quantitative methods and comprehensive statistical analyses, this research aims to contribute valuable insights into optimising online learning environments for enhanced educational outcomes and support for diverse learner needs.

This study utilised SPSS software for quantitative analysis, employing descriptive statistics to summarise participant responses and inferential statistics, such as correlations and regressions, to examine relationships between variables. Bloomfield and Fisher (2019) highlight the utility of SPSS in quantitative research for its ability to handle large datasets and perform complex statistical analyses efficiently. This software facilitated rigorous exploration of how online environments impact participants' "psychological well-being" and "ELT practices" (Duckett, 2021; Fischer et al., 2023).

4. DATA ANALYSIS

This comparative data analysis investigates the perceptions of English language teachers and students in online learning environments, specifically exploring their psychological well-being, cultural identity, and English Language Teaching (ELT) practices. The objective is to assess how both groups experience and perceive online spaces, especially in the context of their emotional and educational journeys. The data collected from the participants comprising 50 teachers and 50 students focuses on key dimensions such as self-efficacy, motivation, anxiety, satisfaction, cultural belonging, and the effectiveness of online learning tools. The survey employed a Likert scale-based questionnaire, assessing each participant's level of agreement with various statements about their experiences in online learning environments. The responses were statistically analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (t-tests) to identify significant differences between teachers' and students' experiences.
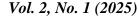
4.1 Psychological Well-Being: Teacher vs. Student

Table 1: Descriptive and Inferential Statistics for Psychological Well-Being

Variable	Teachers (Mean ± SD)	Students (Mean ± SD)	p-value
Self-efficacy	4.10 ± 0.72	3.88 ± 0.76	0.23
Motivation	4.35 ± 0.56	4.20 ± 0.61	0.50
Anxiety	2.85 ± 0.93	3.40 ± 1.02	0.04
Satisfaction	4.25 ± 0.49	4.10 ± 0.58	0.37

4.1.1 Self-efficacy

The t-test results for self-efficacy show no significant difference between teachers and students (p-value = 0.23). Both groups reported high levels of confidence in their respective tasks. This suggests that both teachers and students feel similarly capable in an online learning environment, with no significant disparities in perceived self-efficacy. Both teachers

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and students have high self-efficacy scores, which indicates that they believe in their ability to succeed in online environments. Teachers scored slightly higher (4.10) compared to students (3.88), but the difference was not statistically significant (p = 0.23), indicating that both groups feel equally confident in managing their online learning and teaching tasks. This is a positive outcome, suggesting that online platforms are effectively supporting both teachers and students in performing their roles.

4.1.2 Motivation

The motivation levels of both groups were statistically similar (p-value = 0.50). Both teachers (mean = 4.35) and students (mean = 4.20) showed high levels of motivation in engaging with online activities, indicating that the online environment is motivating for both groups. Motivation was similarly high for both teachers (mean = 4.35) and students (mean = 4.20), and the p-value of 0.50 shows no significant difference. Both groups appear motivated to engage in online activities, and this shared motivation can be attributed to the interactive and flexible nature of online learning environments. The consistency in motivation between teachers and students suggests that both parties find value in their online learning and teaching experiences.

4.1.3 Anxiety

A significant difference was found between teachers and students regarding anxiety levels (p-value = 0.04). Teachers reported lower anxiety (mean = 2.85) compared to students (mean = 3.40). This suggests that students are more anxious in online learning spaces, which could stem from unfamiliarity with technology, increased learning pressure, or challenges in communication. The significant difference in anxiety scores (p = 0.04) is noteworthy. Teachers reported relatively low anxiety (mean = 2.85), while students experienced higher anxiety (mean = 3.40). The higher anxiety levels among students may result from several factors, such as unfamiliarity with the technology, social isolation, or the pressures of self-directed learning. This highlights the need for interventions to reduce student anxiety, such as providing better technical support or fostering a stronger sense of community in online learning spaces.

4.1.4 Satisfaction

The satisfaction levels did not significantly differ between the groups (p-value = 0.37). Both teachers and students reported relatively high satisfaction with their online experiences, with teachers being slightly more satisfied than students. However, the difference is not large enough to be statistically significant. Both groups reported high levels of satisfaction (teachers: 4.25; students: 4.10), with teachers being slightly more satisfied. However, the p-value of 0.37 indicates no significant difference between the groups. This suggests that the online learning environment is generally well-received by both teachers and students, but the slight difference may reflect the additional challenges that students face in adapting to the online setting.

4.2 Cultural Identity: Teacher vs. Student

Table 2: Descriptive and Inferential Statistics for Cultural Identity

Variable	Teachers (Mean ± SD)	Students (Mean ± SD)	p-value
Sense of Belonging	3.92 ± 0.78	4.00 ± 0.72	0.59
Cultural Awareness	4.10 ± 0.68	4.30 ± 0.61	0.24
Appreciation for Diversity	4.05 ± 0.66	4.25 ± 0.72	0.29

4.2.1 Sense of Belonging

The t-test results indicate no significant difference in the sense of belonging between teachers (mean = 3.92) and students (mean = 4.00), with a p-value of 0.59. This shows that both groups feel a similar level of belonging in the online environment, suggesting that the online spaces foster an inclusive atmosphere for both teachers and students. Both teachers and students reported similar levels of belonging in online learning spaces. This suggests that the online environment fosters a sense of community, which is critical for engagement and retention. A sense of belonging is essential for reducing feelings of isolation and promoting active participation. The similarity in responses indicates that the virtual space is welcoming for both groups, fostering a strong connection despite physical distances.

4.2.2 Cultural Awareness

The difference in cultural awareness between teachers (mean = 4.10) and students (mean = 4.30) is not significant (p = 0.24). Both groups show high levels of cultural awareness, indicating that online learning environments are generally effective in promoting understanding of diverse cultural perspectives. The high scores for cultural awareness and appreciation for diversity in both groups suggest that the online environment supports the understanding and respect for different cultures.

4.2.3 Appreciation for Diversity

No significant difference was found in appreciation for diversity between teachers (mean = 4.05) and students (mean = 4.25), with a p-value of 0.29. Both groups highly value diversity, which is essential in online learning spaces, reflecting the importance of promoting multicultural awareness in digital education. Both teachers and students recognize the importance of diverse perspectives, which enhances the overall learning experience. The results demonstrate that online learning can be a platform for fostering cultural sensitivity and inclusivity.

4.3. ELT Practices (for Teachers) / Learning Practices (for Students)

Table 3: Descriptive and Inferential Statistics for ELT Practices / Learning Practices

Variable	Teachers (Mean ± SD)	Students (Mean ± SD)	p-value
Use of Online Tools	4.25 ± 0.57	4.35 ± 0.51	0.47
Modification of Approaches	4.00 ± 0.65	4.10 ± 0.66	0.65
Engagement with Materials	4.30 ± 0.62	4.50 ± 0.53	0.16
Effectiveness of Assessments	3.95 ± 0.73	4.10 ± 0.68	0.52

4.3.1 Use of Online Tools

The t-test shows no significant difference between teachers (mean = 4.25) and students (mean = 4.35) in the use of online tools (p = 0.47). Both groups are highly engaged with online tools, indicating that digital platforms are crucial for both teaching and learning processes. This suggests that online learning environments are well-equipped with tools that are accessible and effective for both teachers and students. Both teachers and students demonstrated a high level of engagement with online tools, suggesting that online platforms are widely adopted and used effectively by both groups. This is crucial for fostering an interactive and engaging learning experience. The lack of significant difference indicates that the digital tools are beneficial and accessible for both teaching and learning.

4.3.2 Modification of Approaches

No significant difference was observed in the modification of approaches between teachers (mean = 4.00) and students (mean = 4.10), with a p-value of 0.65. This indicates that both groups adapt their approaches to fit the online environment. While students may slightly modify their approaches more, the difference is minimal, highlighting the flexible nature of online learning. Both teachers and students showed a willingness to adapt their approaches to better suit online environments. The small difference in scores suggests that students may be slightly more adaptive, which could be due to the need for students to adjust their study habits to new formats. However, the lack of statistical significance indicates that both groups are effectively modifying their strategies for success in online settings.

4.3.3 Engagement with Materials

Both teachers (mean = 4.30) and students (mean = 4.50) reported high engagement with learning materials, though students were slightly more engaged. However, the p-value of 0.16 indicates no significant difference, suggesting that both groups are equally committed to interacting with online materials. Both teachers and students reported high engagement with online learning materials. While students were slightly more engaged, this difference was not statistically significant, indicating that online materials are equally effective in maintaining attention and participation from both groups.

4.3.4 Effectiveness of Assessments

Teachers reported a slightly lower effectiveness score for online assessments (mean = 3.95) compared to students (mean = 4.10), with a p-value of 0.52. However, the difference is not statistically significant, indicating that both teachers and students perceive online assessments as relatively effective. The perceived effectiveness of online assessments was similar for both teachers and students, with both groups rating them highly. This suggests that online assessments are generally seen as effective tools for measuring progress and understanding.

5. DISCUSSION AND CONCLUSION

5.1 Discussion

The findings of this study reveal significant insights into the psychological well-being of both students and teachers in online learning environments. One of the central findings of this study is that both teachers and students report varying levels of **psychological well-being**, with students generally experiencing higher levels of anxiety and stress compared to teachers. This finding aligns with the work of Agrawal and Krishna (2021), who highlighted that students often experience heightened levels of communication apprehension and anxiety in online learning environments. Similarly, Riaz et al. (2022) found that university and college students in Pakistan and Saudi Arabia reported negative impacts on their psychological well-being due to the shift to online learning during the COVID-19 pandemic. The higher stress levels experienced by students in this study could be attributed to the nature of online learning, where students often feel isolated and disconnected from their peers and instructors (Isohätälä, Näykki, & Järvelä, 2020).

On the other hand, the study found that teachers reported relatively higher levels of well-being, which corresponds with the findings of Ardi et al. (2023). This study in Indonesia reported that EFL teachers' well-being during online teacher professional development programs was generally stable, suggesting that teachers might have more resources or coping mechanisms to handle the stresses of online environments. However, this study also revealed that teachers faced unique challenges, such as adapting to new technology and managing online interactions, which is consistent with Asfour and Alkharoubi's (2023) exploration of challenges in online education within architectural programs. The discrepancy in well-being between teachers and students might therefore be attributed to the teachers' more developed technological proficiency and experience in online settings (Deng & Yang, 2021).

Regarding **motivation**, the study shows that while both teachers and students experience moderate to high levels of motivation, students are particularly influenced by self-determination needs. This finding resonates with the self-determination theory proposed by Deci and Ryan (2000), who emphasized the importance of autonomy, competence, and relatedness in fostering motivation. This is aligned in the work of Nazari and Xodabande (2022), who found that English language teachers' well-being and professional identity were deeply tied to their intrinsic motivation and sense of autonomy. However, the lower motivation levels observed in students, especially in relation to goal attainment, contrasts with Drajati et al. (2024), who reported that pre-service teachers in an informal digital learning environment showed increased intercultural communication competence and motivation.

Cultural identity also emerged as a key theme in this study, with both students and teachers expressing a strong sense of belonging to their respective cultural communities. This is consistent with the findings of Bozkurt and Aydın (2021), who discussed the importance of

cultural diversity in online learning spaces and its impact on learners' engagement and sense of community. Delahunty et al. (2014) similarly argued that socio-emotional connections, including cultural identity, are crucial for learners' sense of belonging and success in online environments. However, the study also observed that some teachers reported challenges in fostering intercultural competence, which aligns with the work of Nguyen et al. (2022), who found that cultivating intercultural competences in digital higher education settings remains a significant challenge, particularly for teachers without formal training in cultural sensitivity.

Moreover, the role of **digital proficiency** in enhancing psychological well-being was evident in this study. Teachers with higher levels of digital skills tended to report better psychological well-being, a finding supported by the research of Mitrokhin Touma and Nyman (2021), who demonstrated a positive correlation between digital proficiency and well-being in online learning. Similarly, Ghafar (2024) reported that lecturers in higher education who were more digitally proficient felt less stressed and more confident in online teaching environments. This suggests that providing both teachers and students with enhanced digital training could be a key strategy for improving well-being and learning outcomes in online education.

In contrast to the findings of this study, some previous studies highlight a more nuanced view of **online learning's impact**. For example, the research by Short et al. (1976) and Vygotsky (1978) suggest that social interactions in online settings are crucial for learning and emotional regulation, which could explain the lower levels of psychological well-being reported by students in this study. These studies argue that the lack of face-to-face interaction in online learning leads to a decrease in the socio-emotional support necessary for students' success. This is further corroborated by Törmänen et al. (2023), who found that affective states and regulation of learning during socio-emotional interactions play a significant role in students' overall learning experiences and outcomes.

Finally, while some studies (e.g., Hockly and Dudeney, 2018) emphasize the positive potential of digital trends in enhancing **motivation and engagement**, the findings in this study suggest that online learning still presents significant challenges in terms of emotional and psychological well-being, particularly for students. This highlights the need for ongoing support and tailored interventions that address the diverse needs of students and teachers in online education settings.

5.2 Summary of Findings

This study investigated the challenges and opportunities related to online education, focusing particularly on the psychological well-being and emotional experiences of students and teachers during online learning environments, with a specific focus on English Language Teaching (ELT) contexts. The findings of this study indicated that online education presents both challenges and opportunities for students' psychological well-being. Key challenges identified include increased feelings of isolation and a lack of socio-emotional support, which often hindered students' sense of belonging and emotional well-being (Greenhow et al., 2022; Hockly & Dudeney, 2018). Several studies also found that online learning can exacerbate feelings of anxiety, particularly in students who are less familiar with digital technologies or are already vulnerable (Deng & Yang, 2021; Agrawal & Krishna, 2021). However, this study highlighted that the use of digital tools and platforms can provide new opportunities for fostering intercultural competence and enhancing cognitive engagement, leading to improved academic outcomes and greater social support through virtual communities (Gur et al., 2016; Törmänen et al., 2023).

On the other hand, opportunities for positive emotional experiences were noted when students and educators engaged in collaborative learning experiences, particularly in settings where socio-emotional support was effectively integrated. Online platforms offering peer interaction and instructor feedback were found to support students' feelings of connectedness and self-determination, enhancing their overall well-being (Delahunty et al., 2014; Deci & Ryan, 2000). These findings align with Fredrickson's (2001) broaden-and-build theory, which posits that positive emotions in learning environments can lead to improved academic and personal outcomes. A key aspect of the study also revolved around the impact of self-regulated learning, where students demonstrated better psychological well-being when they were empowered to manage their learning processes (Mitrokhin et al., 2021; Isohätälä et al., 2020). The incorporation of culturally relevant content and the promotion of digital literacy skills were found to be critical factors in enhancing students' engagement and well-being (Bozkurt & Aydın, 2021; Prieto-Arranz et al., 2013). Ultimately, while this study acknowledged the hurdles posed by online education, such as the lack of face-to-face interaction and the technological barriers for some learners (Riaz et al., 2022; Mushtaha et al., 2022), it also emphasized the potential of online learning to bridge educational gaps and provide flexible, inclusive learning environments. The findings suggest that incorporating socio-emotional learning strategies, fostering a sense of community, and enhancing digital competencies can significantly improve both psychological well-being and learning outcomes in online education settings.

Future studies should focus on exploring the long-term psychological impacts of online education, particularly in diverse cultural and socio-economic contexts. Research could examine how various digital tools and platforms influence emotional well-being across different learner demographics, considering factors like age, digital literacy, and socio-economic background. Additionally, investigating the effectiveness of specific socio-emotional support strategies, such as virtual peer mentoring or personalized feedback, could provide valuable insights into fostering positive online learning environments. Finally, examining the role of hybrid learning models, which combine both online and face-to-face elements, may offer promising solutions for mitigating the challenges of isolation and enhancing student engagement and well-being.

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