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The Impact Of Online Distance Learning Competencies Towards Lecturers' Psychological Well-Being During Covid-19 Pandemic: A Case Study From Universiti Teknologi Mara

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Abstract

This research addressed issues pertaining to the impact of Online Distance Learning (ODL) towards the psychological well-being of lecturers and how universities should be better equipped and prepared to embrace the new norm. The research objectives were to investigate the level of lecturers' ODL competencies and to examine the relationships between the antecedents of lecturers' ODL competencies (technical readiness, pedagogical readiness and learning management systems) towards lecturers' psychological well-being (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance), and finally to investigate the predictors of lecturers' ODL competencies towards their psychological well-being. A convenience sampling technique was adopted where lecturers from UiTM were invited to take part in this research.

Eighty-one lecturers responded to the questionnaire. The findings revealed that the majority of the respondents were female (86.4%), single (69.1%) and fairly young about 30 years old (64.2%). It was also found that the level of lecturers' online distance learning competencies to be high with learning management system ($M=4.84$, $SD=0.74$), technical readiness ($M=4.77$, $SD=0.53$) and pedagogical readiness ($M=4.63$, $SD=0.61$). In relation to the relationship between online distance learning competencies towards lecturers' psychological well-being, it was found that there was a positive, significant and large association between those two. It was also discovered that only lecturers' pedagogical readiness predicted their psychological well-being. It is recommended that lecturers be given pedagogical training to enhance their readiness to teach especially among the young academic staff so that they would be prepared to embrace unexpected adversaries in teaching and learning such as the closure of schools and the like. For future research, it is recommended that a larger sample size should be adopted and stratified sampling technique to be used so that the findings can be generalized to other similar population.

Keywords: Lecturers' Psychological Well-Being, Online Distance Learning

1. Introduction

The COVID-19 pandemic of 2020 posed a huge threat to the viability of higher education institutions, forcing the majority of academics to teach online as a medium for learning (Kroger, 2020). The COVID-19 outbreak had an enormous impact not only on people's daily life, but also on the activities of schools and colleges around the world (WHO 2019). The emergence of digital technologies has had a significant impact on the millennial and digital native generations (Bullen

& Morgan, 2016) where access to technology in education can help fix many of these problems. However, internet access is still necessary to facilitate these educational platforms and remains a major issue (Frederick, 2019) especially in developing countries. The Covid19 pandemic had a significant impact on the widespread adoption of online learning in a variety of educational domains; hence contributing to effective teaching and learning transitions. As such, lecturers play critical roles in the implementation of online learning.

Teaching with technology is still lagging behind especially in infrastructure in most developing countries compared to developed nations, and it is crucial to adapt the right pedagogies to embrace this challenge. Aung and Khaing (2015) reported that poor network infrastructure, lack of ICT knowledge, weakness of content development were some of the challenges faced by developing countries in offering online distance education.

Online learning practices have been studied throughout the history of teaching and learning by theorists, practitioners and many others with academic and non-academic interests. Approximately 6.4 million students or roughly 43% of all higher education students were enrolled in at least one entirely online course (Seaman, Allen & Seaman, 2018). With the advancements in technology, both instructors and students shared fast information sharing that benefits these two groups. Online learning not only benefits student-teacher interaction, but learner-learner strategic relations. Tawfik et al., (2017) reported that learner-learner interaction is always used as a means to promote online learning especially in Massive Open Online Courses (MOCC).

Online learning technologies have grown and they allow for the adaptation of innovative pedagogical techniques. Educational institutions in general have only marginally altered these techniques over the last two decades (Kim, Jung & Siqueria, 2016). It is classified as education that occurs through electronic media that connects instructors and students who are not in the same classroom (Merriam Webster, 2015). Studies have found that the success of positive online learning outcomes is based on online learning environments that encouraged learner-learner, learner-tutor and learner-interface interactions among students (Cecilia, Rodriguez & Armellini, 2015) even though at the same time, not all educators were equipped to utilize appropriate technologies to make learning meaningful (Scaffhauser, 2020).

2. Problem Statement

The COVID-19 pandemic has caused in the closures of schools and higher learning institutions all over the world and forced both teachers and students to embark on digital learning almost instantaneously. A sudden lockout has forced people to look for different ways to stop what was being done to impart education. Numerous online sessions were held throughout the entire educational community, from primary to higher education, on a variety of platforms to finish off the syllabus. The novel pandemic has made distance learning mandatory, pressuring schools and universities to establish an immediate learning environment in a setting distinct from conventional classrooms and to rapidly adopt unprecedented strategies in their efforts to make distance education possible (Yassine, 2021).

The move was imperative to avoid disruption and to ensure learning continuity. However, the sudden change to teach using digital platforms has raised some concerns among the young lecturers on the pedagogical aspect of teaching and technology adoption especially among the senior instructors. Paliwal & Singh (2020) agreed that online teaching and learning threw challenges before seasoned educators. Other concerns are related to non-technical teaching problems, as well as insufficient infrastructure and information communication and technology (ICT) facilities to enable immediate online learning activities (Sahu, 2020). Zou and Li (2021) found that there existed three types of challenges faced by teachers in general: the highest was contributed by pedagogical issues, especially students' disengagement in online classes. Secondly, Zou and Li (2021) also reiterated the importance of removing technical barriers for teachers and students alike, and finally to ascertain their readiness level in adopting online class. In recent years however, teacher technological readiness has shown noteworthy development (Ventayen, 2018).

Digital teaching readiness has now become dependent on the competencies of teachers and skills

to adapt the pedagogy and new roles by the teachers. Hence, the need to change in pedagogies is critical to understanding new online learning and teaching practices. The demands for the renewal of teacher performance regarding the use of information and communications technology (ICT) in the classroom are not made explicitly, but rather implicitly within curricular reforms. The change is expressed as a need to acquire new competencies, which the teacher frequently perceives as an increase in complexity to their workload and functions Paliwal & Singh, (2020).

3. Research Questions

- i. To investigate the level of lecturers' Online Distance Learning competencies.
- ii. To examine the relationships between the antecedents of lecturers' Online Distance Learning competencies (lecturers' technical readiness, lecturers' pedagogical readiness, learning management systems) towards the impact of lecturers' psychological well-being (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance).
- iii. To investigate the predictors of lecturers' Online Distance Learning competencies (lecturers' technical readiness, lecturers' pedagogical readiness, learning management systems) towards lecturers' psychological well-being.

4. Literature Review

4.1 Online Distance Learning

One of the most popular learning strategies in academic institutions in recent times is Online Distance Learning (ODL). There are no requirements for in-person or video sessions between students and instructors during the course, and the bulk, if not all instruction takes place online (Arabasz & Bake, 2003). ODL is the physical separation of teachers and students during instruction with the aid of various internet and telecommunication technologies that allow student-teacher and student-student interactions.

Thus, when compared to traditional face-to-face (F2F) learning environment, online education has several advantages since it makes flexibility, independence, interactivity, multimodality, cost effectiveness, ubiquitous learning, convenience, and learner-centeredness possible (Zou & Li, 2021). According to Zakaria, Saquib & Bashir (2016), distance learning and e-learning or online learning are modes of internationalization of higher education. The learners are accustomed to a digital world that includes the use of numerous technologies and experiences through the internet and their mobile phones in the present generations of Y, Z & X.

Lecturers are expected to use successful tactics and practices that allow for active learning by students through online learning (Zucker & Fisch, 2019). Online teaching and learning, as well as the development of many skills, are all components of effective online education. Conceptions, prototypes, hypotheses and scholarly works benchmarking and ethical considerations focus on high-quality online course design (Bozkurt & Sharma, 2020). To transform the community phase into a meaningful learning experience, an online learning infrastructure is recommended (Orlando, 2013).

4.1.1 Lecturers' Technical Readiness

Most of the lecturers, especially the senior ones are newbies to the digital world; hence, delivering lessons and practicing online learning can be challenging. In fact, ICT expectations sometimes clash with pedagogical concerns in classrooms (Hafifah & Sulisty, 2020). According to Bessett, Chick and Friberg (2020), instructors who were unsure on how to behave when confronted with the unknown of online learning, sought help from their technology departments and instructional designers. According to Bay View Analytics (2020), the 2020 pandemic compelled approximately 97% of lecturers at higher education institutions with no prior online teaching experience to teach online, and that approximately 56% of those faculty members reported that they had to adjust to new teaching approaches. The technical readiness in the learning and teaching process is determined by elements such as the availability of technology and support facilities, teaching knowledge level of technology and technology integration as well as lecturers' willingness to employ technology in classrooms (Lu, Tie & Chua, 2013). Aditya (2021) discovered that the digital learning problems were mostly encountered by teachers in rural areas, due to insufficient infrastructure provided to rural schools, as opposed to inner city schools.

4.1.2 Lecturers' Pedagogical Readiness

Lecturers must employ relevant and appropriate pedagogy to efficiently convey their teachings Pentang (2021). Dhawan (2020) stated that educators must adjust their entire pedagogical style to embrace online learning on a large scale. Similarly, Gallagher & Palmer (2020) also reported that technological advancements make it critical for college leaders and policymakers to prioritize digital transformation and technology, particularly in their core industries of learning and accreditation. The principle of online learning pedagogy was based on the concept of online teaching roles in managing social interaction, instructional design, technological guidance, learning assessment and learning support (Badia, Garcia and Maneses, 2017). As a result, the differences in students' backgrounds aggravate lecturers' difficulties in accepting technology while improving their pedagogical competencies during ODL.

4.1.3 Learning Management Systems

The introduction of modern telecommunication technologies especially in mobile devices has allowed a new generation of information consumers to meet their knowledge demands without having to meet in person. Recognizing this trend, software manufacturers, open-source developers and educational institutions have integrated systems that allow for remote course management and student involvement through a systematic learning management system (Turnbull, Chugh & Luck, 2020). A learning management system (LMS) is a web-based software that allows students to access teaching materials and enables lecturers to deliver resources to facilitate knowledge exchange and communication among students (Ugwoke, Edeh & Ezemma, 2019). LMS improved synchronous (in real time) or asynchronous (offline) interactions between students and lecturers (Dahlstrom-hakki, Alstad & Banerjee, 2020). According to Cantabella et al., (2018), LMS is a key component in teaching in the majority of upper tertiary institutions globally. Zanjani et al., (2016), mentioned that the utilization of an LMS as a means of engaging students and lecturers has become the norm in higher education. Rather than fully altering face-to-face classes, LMS helps both critical thinking and higher-order learning skills through communication and collaboration technologies (Washington, 2019).

4.2 Psychological Well-Being

Psychological well-being is an indication of good psychological functioning that enhances one's life experience. It is defined as a set of variables that inspire people to pursue the fulfilment of their aspirations (Bojanowska & Piotrowski, 2019). The Psychological Well-Being Scale focuses on individuals' various capacities to regulate their own behaviour, assume context demands, develop individual potentials by maintaining positive relationships with others, accept their own limitations while maintaining a positive attitude as well as establish meaning and direction in their own lives (Gomez-Lopez et al., 2019).

Psychological well-being is impacted by physical, mental, social, and emotional abilities (Roman, 2020). According to Medvedev & Landhuis (2018), wellness is a very broad phrase that encompasses all aspects of normal life such as physical, mental, social, emotional and spiritual. Krok (2018) believed that psychological well-being is life satisfaction and a state of peace that contributes to a sense of accomplishment in life. As such, Ryff (1989) developed a six-dimension of psychological functioning which are self-acceptance, positive interpersonal relationships, autonomy, environmental mastery, life purpose and personal progress. According to Ryff (1989), these measures primarily focused on what would now be considered the related concepts of happiness, life satisfaction, and positive affect (Ryff, 2014).

4.2.1 Autonomy

Autonomy is a complicated notion in which various views can be defined and categorized on an individual's ability to make decisions or manage their behavior based on their own criteria that are independent of external influences (Garberoglio et al., 2017). According to Inguglia et al., (2015), autonomy is a critical factor in shaping the psychological well-being of adolescents and young adults, and it is associated with solitary and self-perceived alienation throughout this period of life. Parra, Oliva and Sánchez-Queija (2015) identified autonomy as a fundamental aspect in the effective transition to adulthood, which includes behaviors, cognitions and emotions. Autonomy is also significantly linked with freedom and negatively associated with the barriers that people confront in exercising their civil rights and participating in communal life

(Carneiro, Fernandes & Vasconcelos-Raposo, 2019).

Employees with a greater level of well-being feel more autonomous, capable of withstanding pressures and rely on their own judgments (Akram, 2019). Autonomy has been reported to be a moderating factor in the prediction of depression (Permuy, Merino & Fernandez-Rey, 2010). In retrospect however, low levels of autonomy have been linked to a higher risk of depression (Wood & Joseph, 2010). Hence, lecturers need to have some form of autonomy in delivering lessons even in ODL settings.

4.2.2 Environmental Mastery

Environmental mastery is linked to an individual's sense of autonomy, self-determination, and independence (Rosa-Rodriguez et al., 2015). It indicates psychological distress (Nierenberg et al., 2010) and displays the ability to properly manage one's life and surroundings (Costanzo, Ryff & Singer, 2009). These signs are frequently referred to as "health assets" since they have an impact on the employees' physical and mental health, as well as the development of their behavior especially among young adults (Chen et al., 2019). Environmental mastery traits are also associated with more active control efforts and can be linked to psychological suffering (Folkman, 2009).

In relation to lecturers' environmental mastery trait towards their psychological well-being, Ryff and Keyes (1995) reported that lecturers must be able to either create or choose an environment that best fits their psychological state. Similar to autonomy, both internal and external factors are associated with developing environmental mastery (Ryff, 1989). In addition, Ryff (1989) also pointed out that participating physically and mentally in different activities outside one's own environment affects one's level of environmental mastery and leads to advanced functioning in the world. In other words, lecturers must create the environment that best fits their psychological state of mind and choose the activities that stimulate both internal and external factors to keep up with ODL.

4.2.3 Personal growth

Personal development is defined as the ability to overcome hardship or personal problems by drawing on one's own strength, talents and potential (Ryff, 1989). Employee well-being measures personal progress, recognizes change in self and behavior over time, and has a sense of improvement (Akram, 2019). Personal development can be characterized in a variety of ways for example, "...subjective experience of change, manifested in behaviors, ideas, and feelings that are then perceived as adaptable" (Geise, 2008, p. 2). Robitschek, (2003) suggested that personal growth initiative is theoretically assumed to have cognitive and behavioral aspects included general goals relating to personal plans and change to accomplish those objectives. In addition, personal growth initiative has been positively associated to psychological well-being (Robitschek, 1998; Robitschek & Kashubeck, 1999).

4.2.4 Positive Relation with Others

Positive interactions with others are skillfully controlled positive and negative encounters that result in productive interpersonal relationships (Ryff, 1989). Understanding the give and take nature of a connection, as exhibited by empathy and profound esteem for others is required for effective management (Ryff, 1989). Love, intimate friendships, and close affinity with others are all aspects of relationships (Ryff, 1989). Those who exhibit a lower level of well-being feel alone and irritated in interpersonal connections and are unwilling to make compromises in order to maintain essential ties with others (Akram, 2019).

4.2.5 Purpose in Life

A person's life purpose comprises the ability to derive meaning and direction from their experiences, as well as the pursuit of important goals regardless of their circumstances (Ryff, 1989). Goal pursuits provide a sense of direction and intention, allowing an individual to reach their own potential (Ryff, 1989). Employees display a sense of purpose and direction in their lives, as well as goals and ambitions (Akram, 2019). Purpose in life includes all of an individual's positive intentions as well as all of their objectives and desires that contribute to the construction of a life outlook (Ryff & Singer, 2008).

Purpose in life is defined as a central, self-organizing life goal that organizes and stimulates goals, manages behaviours and provides meaning (Kashdan & McKnight, 2009). It is proposed that persons who identify with a life purpose receive a deep feeling of meaning from the pursuit and achievement of valued goals (Goodman, Doorley & Kashdan, 2019). Purpose in life has been linked to numerous favorable outcomes including mental health, resilience, substance use recovery, coping, hope, positive ageing, health habits, and lower morbidity and mortality (Park et al., 2020). Purpose in life has been shown to have a variety of good consequences across the life span, including improved health outcomes, health behaviours and overall well-being (Kim et al., 2020)

4.2.6 Self-acceptance

Overall life pleasure is associated with self-acceptance. Self-acceptance is an accurate reflection of one's positive and bad characteristics, strengths and limitations, and culminates in favorable esteem for oneself (Ryff, 1989). Self-acceptance is a search for an employee's favorable or negative attitude toward themselves, where they realize the different facets and contentment or discontent with particular aspects of life and feel positive or negative about their past (Akram, 2019).

Intrapersonal attitudes such as self-acceptance have an effect on interpersonal interactions (Williams & Lynn, 2010) and represents an individual's attitude and self-view (Ryff, 1989), as well as regarded as an essential component of psychological health (Popov, 2019). Higher self-acceptance is associated with lower psychopathology as well as better adjustment and emotional regulation (Williams & Lynn, 2010). According to Bernard (2013), women who are self-accepting are better able to handle the numerous responsibilities that modern women play, such as birthing and caregiving. Low self-esteem is linked to greater anxiety and depression (Ellis & Dryden, 2007). Self-acceptance affects not only intrapersonal but also interpersonal interactions (Parise et al., 2019).

4.1 Conceptual Framework

Figure 1 below displays the conceptual framework for the relationship between Online Distance Learning and Psychological Well-Being.

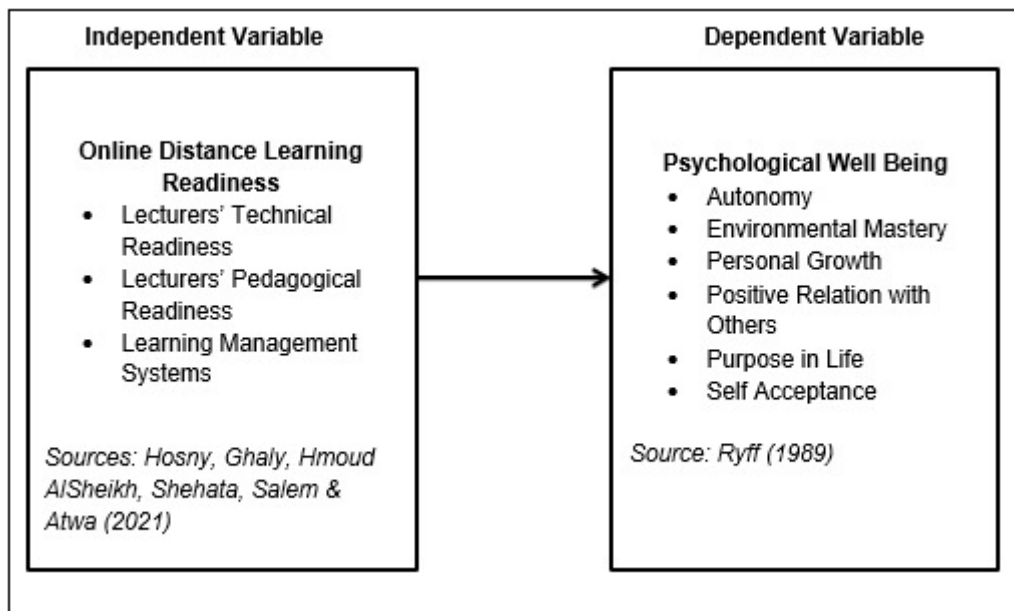


Figure1. Conceptual Framework

5. Methodology

The data was collected from 10 selected state campuses of Universiti Teknologi MARA. The study managed to get 81 lectures by using convenience sampling technique to answer the questionnaire which was distributed online via Google Form. The link to access the questionnaire was distributed by electing one representative from each of the state campuses to disseminate

the questionnaire. A correlational research method was employed to investigate the relationship as well as the predictors of the antecedents of ODL competencies towards the psychological well-being of UiTM lecturers. The data were analyzed using SPSS 27 where descriptive statistics, correlation and regression analyses were applied in finding answers to the research questions.

6. Results and Discussions

Table 6.1: Demographic Profiles of Respondents

Respondents' Profile	Frequency (n)	Percentage (%)
Gender		
Male	11	13.6
Female	70	86.4
Total	81	100
Age		
20 – 30 years' old	52	64.2
31 – 40 years' old	16	19.8
41 – 50 years' old	9	11.1
51-60 years' old	4	4.9
Total	81	100
Marital Status		
Single	56	69.1
Married	25	30.9
Total	81	100
Teaching Experience		
Less than 5 years	54	66.7
6 -10 years	11	13.6
11-15 years	9	11.1
16-20 years	1	1.2
More than 20 years	6	7.4
Total	81	100

Table 6.1 describes the demographic profiles of the respondents. The majority of the respondents were female (n=70, 86.4%), young (20-30 years old, n=52, 64.2%), single (n=56, 69.1%) and fairly inexperienced lecturers with less than 5 years of teaching experience (n=54, 66.7%). It is of utmost importance for the university to acknowledge the young workforce who shall lead the future direction of the university. As such, massive trainings are needed to groom the young inquisitive minds to steer the direction that the university wishes to pursue.

Descriptive Statistics

The interpretation of the level of lecturers' online pedagogical readiness scores is based on the Best Principle (Thaoprom, 2004). Scores are divided into three categories such as high, average and low and reported in means and standard deviations. Thus, the interpretation is categorized and interpreted as follows:

- Mean scores between 1.00 to 2.33= Low scores
- Mean scores between 2.34 to 3.67= Average scores
- Mean scores between 3.68 to 5.00= High scores

Table 6.2: Mean scores for ODL Readiness

Independent Variable(s)	N	Mean	Std. Deviation	Interpretation
Overall Online Distance Learning Readiness	81	4.7266	.55831	High Score
1. Lecturers' Technical Readiness	81	4.7788	.53199	High Score
2. Lecturers' Pedagogical Readiness	81	4.6337	.61993	High Score
3. Learning Management Systems	81	4.8488	.74549	High Score

In assessing the level of lecturers' online distance learning readiness, majority of the respondents

reported that they were highly ready to embark on online distance learning (M=4.72, SD=0.55) as displayed in Table 6.2. All other sub-variables (technical readiness, pedagogical readiness and learning management systems) also revealed high scores as perceived by the respondents. This finding corresponds with the age and experience of the majority of the respondents who were relatively young and inexperienced, and as reported by Wood & Joseph (2010), this generation has an excellent IT skill or simply being computer literate. Wood & Joseph (2013) further reported that generation Z shared a series of characteristics with generation Y, mainly related to their ability to adapt to the rapid changes in IT in the global world and the use of newest technologies. In other words, they are said to be technologically savvy.

Table 6.3: Reliability Analysis

Variable(s)	Dimension(s)	Number of items	Cronbach's Alpha
Independent	Lecturers' Technical Readiness	12	.855
	Lecturers' Pedagogical Readiness	12	.895
	Learning Management Systems	4	.893
Dependent	Autonomy	14	.768
	Environmental Mastery	14	.770
	Personal Growth	14	.683
	Positive Relation with Others	13	.727
	Purpose in Life	14	.668
	Self-acceptance	14	.709

In assessing the reliability of the instrument, it was found that the lowest alpha value was 0.668 and the highest was 0.895. A general accepted rule is that an alpha value of 0.6-0.7 indicates an acceptable level of reliability, and 0.8 or greater a very good level. However, values higher than 0.95 are not necessarily good, since they might be an indication of redundancies (Hulin, Netemeyer and Cudeck, 2001). In essence the instrument used had an acceptable to very good alpha values.

Correlation Analysis

The findings on the correlation between online distance learning readiness and psychological well-being among lecturers at UiTM is shown in Table 6.4. It includes nine determinants which are lecturers' technical readiness, lecturers' pedagogical readiness, learning management systems, autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance. In measuring the strength of the relationship between lecturers' online distance learning readiness towards their psychological well-being, it was discovered that there was a large, positive and significant relationship in accordance with Hair et al., (2010) interpretation of correlation coefficient. (r=.571**, p<0.01).

Table 6.4: Correlation Coefficient between ODL and Psychological Well-Being

Variable(s)	1	2
Online Distance Learning	-	.571**
Psychological Well Being	.571**	-

Table 6.5 displays the results for correlation analysis for the dimensions of online distance learning which are lecturers' technical readiness, lecturers' pedagogical readiness and learning management systems towards psychological well-being. The highest correlation under the variables of online distance learning existed for lecturers' pedagogical readiness (r=.571**, p<0.01). This finding was supported by Ardiasih, Yundayani and Juhana (2021) who found that 61.48% teachers agreed that pedagogical readiness is required to enhance educational

objectives and students' needs. The other two sub-variables which are learning management systems and lecturers' technical readiness were also found to have large, significant and positive relationships ($r=0.530$, $p<0.01$ and $r=0.512$, $p<0.01$) respectively.

Table 6.5: The relationships among Independent and Dependent Sub-Variables

Variable(s).	Dimension(s)	1	2	3	4
Independent	Lecturers' Technical Readiness	1			
	Lecturers' Pedagogical Readiness	.813**	1		
	Learning management systems	.733**	.773**	1	
Dependent	Psychological Well-being	.512**	.571**	.530**	1

Multiple Regression Analysis

Findings from the regression analysis on online distance learning variables which were lecturers' technical readiness, lecturers' pedagogical readiness and learning management systems are tabulated in Table 6.6.

Table 6.6: Multiple Regression Analysis

Independent Variables	Standardized Coefficients	t	Sig.	Collinearity Statistics	
	Beta			Tolerance	VIF
(Constant)		6.448	.000		
Lecturers' Technical Readiness	.086	.519	.606	.312	3.203
Lecturers' Pedagogical Readiness	.359	2.026	.046	.271	3.684
Learning Management Systems	.184	1.217	.227	.370	2.700
R Square			.345		
F			13.526		
Sig. of F value			.000		
Durbin Watson			1.733		

In the multiple regression analysis, it was found that only one variable which was lecturers' pedagogical readiness predicted their psychological well-being. In essence, it was found that R^2 value was .345, in which all of the independent variables (lecturers' technical readiness, lecturers' pedagogical readiness and learning management systems) explained 34.5% of the variance (R square) for online distance learning, with significant of F value of .000. In addition, the Durbin Watson value was 1.733 approaching the acceptable value range of 1.5 – 2.5 indicating a positive autocorrelation, in line with one of the assumptions for bivariate and multivariate correlation analysis. The analysis revealed that lecturers' pedagogical readiness was the most influential component or the sole predictor towards lecturers' psychological well-being ($\beta = .359$, $p < 0.05$).

However, two other variables which are lecturers' technical readiness and learning management systems were not found to be the predictors of lecturers' psychological well-being ($\beta=0.86$, $p>0.05$ and $\beta=0.184$, $p >0.05$) respectively. The findings are supported by Vaganova et al., (2019) who found that the most compelling factor in the enhancement of teacher readiness towards online teaching was the lack of knowledge in pedagogical design. In addition, Phan and Dang (2017) found that lecturers had to carry a heavy burden to teach online because they are required to have both pedagogical and technical know-how to deliver effective lessons.

Conclusion and Recommendation

The major issue in this research was to measure the psychological well-being of lecturers at Universiti Teknologi MARA, Malaysia as a result of abrupt change in delivering lessons via online due to the movement control order (MCO) during the covid19 pandemic. The sudden introduction of online education into higher education has diverted educators' attention away from recognizing major obstacles in teaching online courses and putting together a detailed review based on previous study (Mansureh, Lipschuetz & Santiago, 2017).

These findings from the study implied that academic advising and counseling services should be made more readily available during online learning or digital studies to support both students and instructors to minimize their stress level and psychological well-being. These findings supported that the COVID-19 pandemic and the prolonged implementation of e-learning influenced what used to be the normal lives of both lecturers and their students. Educational institutions at large, hurriedly adopted online distance learning due to the advanced hardware and software infrastructure, thus plummeting the psychological well-being of the instructors who experienced sudden change in teaching and learning. As a result, educational institutions were forced to make this abrupt shift to online education; thus, courses from various disciplines were not completely modified to be delivered as distance courses especially on the technical readiness of the instructors.

When abrupt changes were reinforced during the pandemic, lecturers' autonomy has declined especially among those who are IT illiterate. In addition, working alone in front of electronic devices had a negative effect on the lecturers' relationship with peers, physical connection and communication. As reported in one study by Hassan et al., (2022), students also felt that they were not having a routine life and that alone contributed to the signs and symptoms of stress experienced during e-learning.

The pressure is heavier on the shoulders of faculty members who are required not only to be content experts but also pedagogical and technologically savvy when delivering lessons online. The analysis revealed that pedagogical readiness among the lecturers was the most dominant aspect of their psychological health due to the nature of the majority of the respondents who were young and inexperienced. Therefore, it can be concluded that only lecturers' pedagogical readiness significantly contributed to predicting the psychological well-being in this study.

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