



Sustaining Employees' Psychological Well-being on Remote Working in the Educational Field in Russian Companies

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ABSTRACT

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This thesis looked into the psychological well-being of teachers working online in Russian companies. It studied what needs they had and what factors affected negatively on their psychological well-being. It was important to create suggestions for implementing in Russian companies. The topic had been chosen because it is currently widely discussed among spheres: psychological well-being and remote work are on the rise. The perspective of the Russian region was taken because the author was well familiarised with the culture and the background. Moreover, the demand for the online education is high, as the education provided in schools is of poor quality, and the country is big in size; hence, people often prefer online tutors and schools.

The author conducted quantitative and qualitative research in the form of a survey. The questions gathered the information about teachers' psychological well-being, using the Short Warwick-Edinburgh Mental Wellbeing Scales, as well as other information about their satisfaction, motivation and factors that influenced the psychological well-being negatively. Furthermore, an interview was arranged with one of the respondents to gather more in-depth information. The analysis was presented in the form of colour coding with three groups: the red, the yellow, and the green. The red included the respondents who showed worrying results in the psychological well-being, yellow of moderate, and green of sufficient. The results found that communication, both with company and colleagues, environment and atmosphere within a company, sharing expertise, and keeping a healthy work-life balance played a major role in the psychological well-being of online teachers working for Russian companies.

The author suggested companies to provide clear, consistent, and short information in the form of videos, check that the managers are always polite with the teachers, organize video calls for the teachers to connect, set up the professional psychological help, provide rewards for knowledge and experience sharing and for developing the skills, review the teachers' working hours, and to start a blog with positive and interesting information to encourage employees to take a break. The author expressed the opinion that these suggestions could be also used in other spheres and countries because many people who work from home face similar problems. Further researched on this topic should be conducted with the implemented changes and preferably a wider sample.

Key words: psychological well-being, education, teachers

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ABBREVIATIONS AND TERMS

SWB	Subjective Well-being
WEMWBS	Warwick-Edinburgh Mental Wellbeing Scales

1 INTRODUCTION

Martin Seligman said “Well-being cannot exist just in your own head. Well-being is a combination of feeling good as well as actually having meaning, good relationships and accomplishment” (Seligman 2011). Indeed, well-being is under threat in the 21st century with all the stress and instabilities people are facing. The stress level is rising around the world. In these times, it is crucial to look carefully for health, both physical and mental. (Di Fabio & Palazzeschi 2015; DrJudy n.d.)

Because of the COVID-19, many companies realised that it is efficient and cost-saving to have remote workers, at least partly. But how about the companies who have been doing it for a while now? They have the experience and know how to set up teams. What they are often lacking is accepting the fact that the mental well-being of the employees is as important as physical health. (Levin 2020)

The educational field is no different. Online learning has been growing for the past ten years. There are companies that provide education only distantly around the world, for example, Udemy, Skyeng and Coursera. Many universities now have online courses, especially in computer science. Teachers work every day to provide students not only with knowledge but also social and emotional support. They suffer from emotional exhaustion. And when teaching is done online, there are often even more consequences for the well-being as many consider teachers to be on call 24/7. (Easley 2020; Koksai 2020; Jensen n.d.)

The author believes that this topic is up to date, as psychological well-being is becoming recognised more and more around the world. Its importance is undeniable, and there are already companies that implement psychological well-being into their health programmes. Educational field, and Russia in particular, are lacking behind with this matter. The author trusts that this research will help companies progress and provide better support for employees. It will look at the challenges remote educational workers are facing and establish suggestions for companies to use, be it an experienced or a just starting online educational organisation.

2 THESIS PLAN

This chapter reflects the thesis plan. It introduces thesis topic, thesis objective, purpose and questions. Also, concepts and theories that are going to be utilised throughout this thesis are presented. Moreover, this chapter explains the methodology and data that will be applicable and describes the thesis contents.

2.1 Thesis Topic

The topic of this thesis is “Sustaining employees’ psychological well-being on remote working in the educational field in Russian companies”.

The focus is on psychological well-being as it is on the rise in many companies right now. Nonetheless, many online-based organisations do not pay enough attention to the needs of remote workers, especially psychological. This thesis examines that issue. (Street 2020; Garside 2019)

Moreover, this thesis undertakes remote jobs since it is believed to be a future for many occupations. Not to mention that statistics show that 33% of people said that COVID-19 was a trigger for companies to start working remotely. (Corliss 2020; Robinson 2020)

Furthermore, teachers’ well-being is crucial when talking about school’s and student’s success. While educational institutes are already implementing well-being programs, it is important not to forget about its significance for distance teachers as well. (Klawe 2019; Roberts 2019)

Russia is a chosen region because the demand for extra education such as tutors and online schools is constantly growing. This is a result of the weak educational system, especially in foreign languages. (Владимирова 2020 & Ведомости 2018)

2.2 Thesis objective, purpose and research questions

As the main focus of this research is psychological well-being, the objective can be formulated as:

“Maintaining employees’ psychological well-being on remote working in the educational field in Russia and providing suggestions for companies to follow.”

The main research question to be answered is:

“How to sustain and improve employees’ psychological well-being on remote working in the educational field in Russian companies?”

Moreover, two sub-questions guide the theories:

1. *“What needs do remote employees have?”*
2. *“What factors affect in a negative psychological well-being for those employees?”*

Considering the provided information in this subchapter, the purpose of this thesis is defined as:

“Creating suggestions for educational companies and institutes for maintaining and improving their distance employees’ psychological well-being.”

2.3 Concepts and Theories

This sub-chapter illustrates all the theories and concepts used throughout the research.

2.3.1 Positive Psychology

The father of the modern positive psychology concept is believed to be Martin Seligman, who became the President of the American Psychological Association in 1998 (Cherry 2020).

The term positive suggests that psychology is focusing on positive sides, rather than mental illness. It is based on William James' and Abraham Maslow's works, and examines the concept of the "good life". (Al Taher 2020; Boniwell & Hefferon 2011)

It is considered the fourth wave of psychology. First being the disease model, second is behaviourism, and the third is humanistic psychology. While all three previous waves looked into recovering from pain and unhappiness, positive psychology is talking about well-being, cheerfulness and meaning of life. (Al Taher 2020)

2.3.2 The Concept of Happiness

Happiness is the concept that positive psychology is trying to identify. It is considered to be the main component of Subjective Well-being (SWB). Moreover, some say that it is SWB itself. While it is difficult to identify, most agree that happiness is about being satisfied with life and feeling positive emotions. (Ackerman 2020)

There are two types of happiness identified: hedonic and eudaimonic. Hedonism states that increased pleasure and decreased pain are the only components of well-being. Eudaimonia is the concept of "good life", living well. (Ethics Unwrapped n.d.; Philosophy Terms n.d.)

Hence, according to Ackerman (2020), it can be analysed as:

1. Hedonic happiness includes an affective element (more pleasure, less pain) and cognitive element (satisfaction with life).
2. Eudaimonic happiness consists of life purpose, meaning, personal growth, autonomy and self-acceptance.

Furthermore, AIPC (2010) recognises three “pathways” to happiness in positive psychology:

1. Pleasure. More positive and less negative emotions.
2. Engagement. Being actively involved in life.
3. Meaning. Having a higher purpose in life.

To be fully happy, positive psychology suggests that all three should be fulfilled (AIPC 2010).

2.3.3 Well-being

Oxford Dictionary explains well-being as: “general health and happiness” (Oxford Learner’s Dictionaries n.d.). It includes many components but is generally split into two groups: hedonic and eudaimonic. Hedonic well-being represents SWB, while eudaimonic serves as social and psychological well-being. A further meaning of these principles is not different from the presented in chapter 2.3.2 “The Concept of Happiness”. Additionally, eudaimonic well-being is related to Maslow’s, and Roger’s theories explained later in this chapter. (Di Fabio & Palazzeschi 2015)

Employees’ well-being is tight together with motivation. According to Aldana (2020), it can provide irreplaceable help, for instance:

- Building and sustaining high employees’ morale
- Improving employees’ recruitment and retention
- Improving productivity
- Decreasing absenteeism (being absent without reason)

2.3.4 Motivation

There are a lot of motivational theories, but what is motivation exactly? Oxford Dictionary describes it as: “the reason why somebody does something or behaves in a particular way” (Oxford Learner’s Dictionaries n.d.). Motivation is goal-oriented. It is widely used in psychology and business area (AlleyDog n.d.).

According to the Self-Determination theory, there are two types of motivation: extrinsic and intrinsic. Extrinsic motivation comes from external factors, such as financial benefit or the fear of punishment. On the contrary, intrinsic motivation comes from within. The factors can be a desire to learn or interest in something. (AlleyDog n.d.)

2.3.5 Remote Work

Remote work as we know it now, with the use of technologies, was born around 1975 when the first “personal” computer was presented. Nowadays, it is not uncommon to work remotely. In fact, 97% of respondents recommend working remotely. The positive sides of remote work are increased productivity and work flexibility. (Buffer 2020; Grant, Spurgeon & Wallace 2013; WWR n.d.)

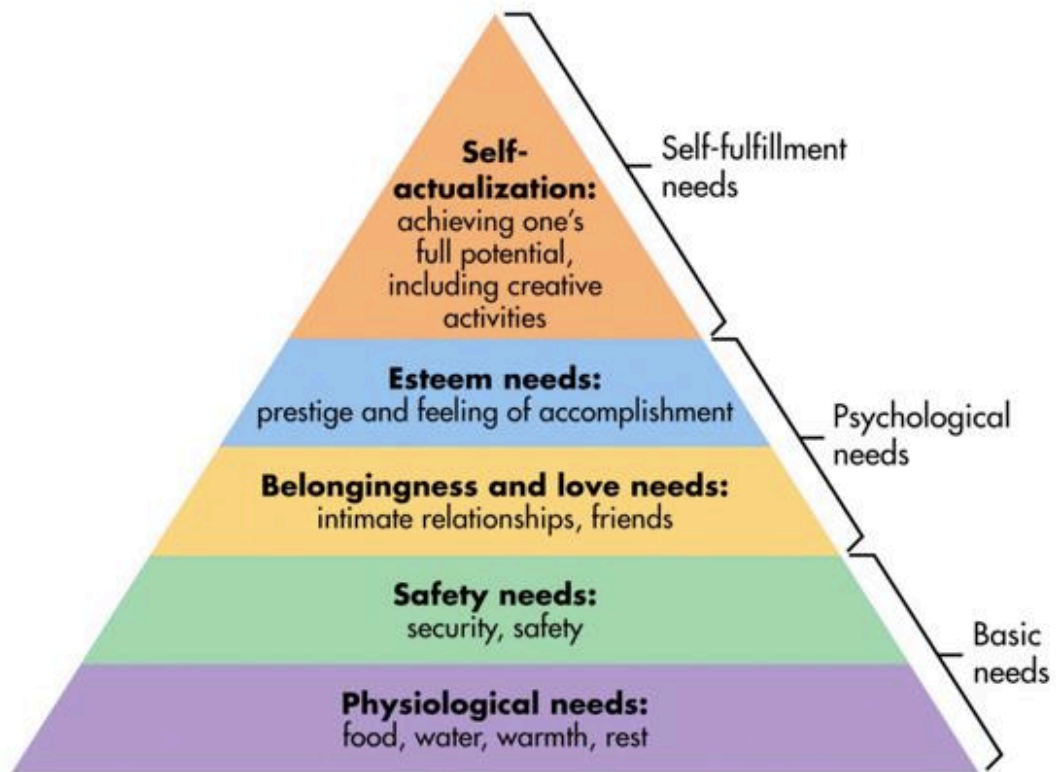
However, referencing to Buffer (2020) and Lopes (n.d.), there is a list of problems related to working online:

- Communication. Online collaboration is not always easy. It is reported as the biggest challenge of remote working.
- Work-life balance. Remote workers often work longer and have difficulty switching off as there is no one telling them to go home.
- Isolation. Not coming to an office together with the lack of communication makes employees feel isolated from the information and people.

Despite the negative factors, the study made by Pew Research Center found out that 47% of respondents believe that “well-being will be more helped than harmed by digital life in the next decade” (Anderson & Lee 2018). Experts are sure that the technologies will be developed in beneficial for the well-being way (Gordon 2019).

2.3.6 Maslow’s Hierarchy of Needs

The theory was first introduced by Abraham Maslow in 1943. Since then, many motivational and well-being theories took it as the fundament for further researches. It is also called the pyramid of needs because of the way Maslow presented it (picture 1). (Redmond 2016)

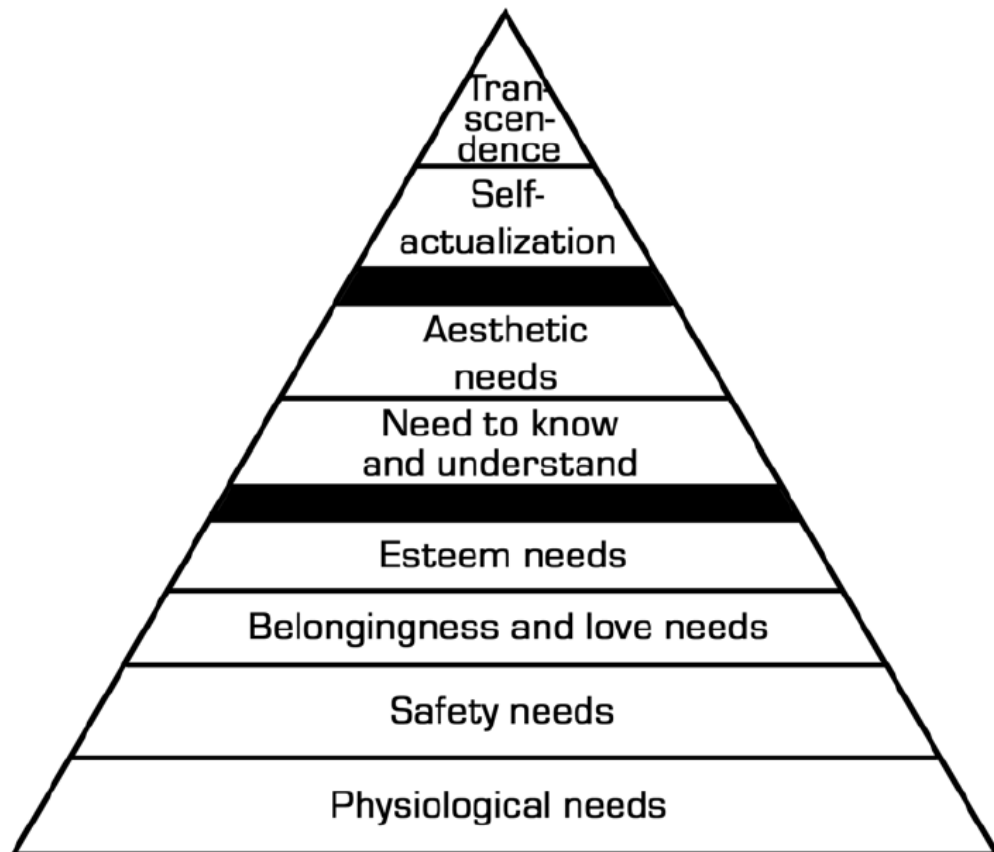


PICTURE 1: Maslow's Hierarchy of Needs (McLeod 2020)

Every human starts its way from the bottom. Hence, basic needs, such as physiological and safety, must be fulfilled first. Otherwise, it is impossible to move any further. This thesis is focusing merely on psychological and self-fulfillment needs.

Maslow proposed that basic and psychological needs are motivating people until they are met. After that, they become silent needs. Self-actualization, on the other hand, motivates people more and more, even when achieved. (McLeod 2020)

Maslow later developed his pyramid, adding cognitive, aesthetic and transcendence needs (picture 2). Cognitive is identified as the need to know and understand and is analysed in this research as well.



PICTURE 2: Maslow's Revised Hierarchy of Needs (Ventegodt 2003)

It should be noted that not everyone is moving up in strict order. Life situations differ; therefore, some needs become a priority again. An example can be if the person loses a job. Safety and physiology are above all else once more. Moreover, Maslow himself noted in 1987 that his order of needs is flexible. He also said that the need should not be 100% satisfied to move to the next stage. (McLeod 2020)

2.3.7 Carl Roger's Concept

Rogers mostly agreed with Maslow's Hierarchy of Needs. Nonetheless, in 1959, he noted that for a person to move up the pyramid, environment and acceptance are crucial. According to McLeod (2014) environment refers to "openness and self-disclosure", and acceptance to "being seen with unconditional positive regard". In short, for a person to be able to self-actualise, there should be enough possibilities and people who love him/her for what he/she is. That helps a person

not to be afraid of trying new things. Carl Rogers stated that anyone could achieve their goals, and self-actualisation occurs when it is so. (McLeod 2014)

2.3.8 Carol Ryff's Model of Psychological Well-being

Ryff's psychological well-being model is one of the first systematic, scientifically verified and careful models. She once again discusses the meaning of a "good life". Her model states that well-being is multidimensional. (Living Meanings n.d.)



Picture 3: Carol Ryff's Model of Psychological Well-being (Future Learn n.d.)

As can be seen in Picture 3, the model includes six dimensions.

1. Self-acceptance reflects that person knows and feels all right with who he/she truly is.

2. Positive relationships with others are crucial for “happiness” and well-being. This dimension requires the person to be capable of understanding human relationships.
3. Autonomy is the freedom most of us strive for. People with high autonomy are usually independent and are able to resist social pressure.
4. Environmental mastery can be explained in one question “How easy it is for you to manage your everyday activities?”. This dimension also analyses if the person is aware of surrounding opportunities.
5. Life purpose asks whether you have goals in life. The person needs aims to live a “happy life”.
6. Personal growth is assessing if an individual wants to get new experiences and knowledge. Whether he/she is continually improving.

While there cannot be a strict well-being model, Ryff's provides the well-built framework that can be used for personal and business uses. It assists in proving tips and suggestions for the “happy life”.

2.4 Methodology and Data

The study will be carried out in the form of a survey. The questionnaire will evaluate teachers' psychological well-being needs.

Susan DeFranzo (2012) identifies “4 benefits of survey research”. The first one is cost. There are several free tools that are efficient enough to conduct research. Secondly, a survey allows the research to be more extensive. It lets scientists involve a larger sample. Furthermore, a questionnaire is more flexible. It can be implemented through various modes, for instance, online forms, phone calls, face-to-face interviews, etcetera. Finally, surveys are dependable. Most of the surveys can be confidential. Respondents are more likely to give honest feedback when their identities are not revealed. It allows the survey to be less biased. (DeFranzo 2012)

The survey will consist of both quantitative and qualitative data. Quantitative data will be in the form of multiple-choice questions, and qualitative data will be

gathered through the open-ended questions. Moreover, if a participant would like to have a further interview, it will be arranged to collect more in-depth views.

For this thesis, Google Forms will be used as the main platform for conducting and analysing the data. Google Forms have plenty of advantages. It is completely free of charge, allows to do logic jumps and gathers information in a spreadsheet if needed. Moreover, as stated before, if requested for a further discussion, online interviews in Zoom will be conducted. In order to ensure the security of an interviewee, waiting rooms and passwords for meetings will be set. The meetings will be recorded with the respondent's agreement and stored for no more than a year after the meeting took place. The respondents will be asked beforehand whether they would like to have a camera on or just audio. In case a participant refuses to record, the interviewer will listen and take notes with the interviewee's permission.

The sample will be online teachers in Russian companies. It should be noted that it is common for online teachers to also have physical jobs. In order to exclude selection bias, the author will look into the information gathered and check whether those groups provide different responses.

For the analysis part, colour coding will be implemented as it will allow splitting the respondents into three groups according to their replies. All qualitative answers will be carefully analysed and the appropriate ones will be brought up into the discussion and analysis.

2.5 Thesis contents

The introduction is the first chapter. It establishes the topic and its significance. The second chapter introduces the thesis plan, starting with the thesis' topic and the reason why this particular topic is chosen for the research. Next are the thesis' objective, purpose and research questions that need to be answered. Concepts and theories present various frameworks and studies that are utilised throughout this research. It introduces positive psychology, happiness, well-being, motivation, remote work, Maslow's hierarchy of needs, Roger's concept, and

Ryff's model of psychological well-being. Methodology and data are in chapter 2.4. They explain what tools are going to be used for conducting research, what are its benefits, the process and the sample size.

In chapter three, the theoretical framework is presented. It includes the information about the history of online teaching, former researches done that would later help in analysing the results, and the importance of the topic. Chapter four is data collecting and analysis. The data is discussed using the theories and concepts introduced in chapter two and former researches discussed in chapter three. Finally, chapter five presents the results of the data gathered and recommendations for the online educational companies in Russia.

3 THEORETICAL FRAMEWORK

This chapter consists of selected former researches that are connected with the topic of this thesis. It also more thoroughly explains the background and the importance of the topic to understand it as a phenomenon. Furthermore, the author explains the reason for choosing this particular topic.

3.1 History of distance and online teaching

Distance learning became possible long before computers were invented. Already in 1858, The University of London offered a possibility to get a degree through distance learning. In 1873 the first formal correspondence schools were established in the US. The term “distance education” was first introduced already in 1892. (Ferrer 2019)

The university and schools were using various technologies to prosper distance learning, for example, phonograph records, radio, television stations, etcetera. In 1960, The University of Illinois made Intranet. The system that almost all well-established universities have nowadays. Moreover, the invention of the Internet happened in the late 60s. (Andrews 2019; Ferrer 2019)

The first virtual campus was introduced in 1976, and in 1984 The Electronic University Network is established to provide the information to various online courses at that time. And from that time, more and more universities start to offer online courses and degree programmes. (Ferrer 2019)

In 2018, it was calculated that 98% of educational institutions provide some type of online learning. And, as was mentioned before, pandemic COVID-19 only pushed the development of online learning further. (Ferrer 2019)

Looking at the history of distance and online teaching, it can be seen that it is an ongoing process that has started long ago. Hence, it is believed to be the future

of education. The needs of the teachers, who are still the heart of this whole process, should be taken into consideration. (Josep 2020)

3.2 Former research

The topic introduced in this research is rather new and up to date. There have been numerous studies done comparing teachers' well-being throughout different countries; however, online teaching is only rising. Hence, there is very limited data available on this particular topic.

Still, due to the COVID-19 pandemic in 2020, online teaching has rapidly grown, affecting in the increased number of studies done and articles written on similar topics (Lalani & Li 2020).

One of the examples is a study done by MacIntyre, Gregersen and Mercer, where they looked into coping with stress strategies during COVID-19. The author believes that their findings are applicable not only to COVID-19 times but the online teaching in general. As it shows the high level of stress, which is usually true for remote employees owing to the inability to maintain a healthy work-life balance. (Gregersen, MacIntyre & Mercer 2020)

Moreover, there are studies that were done some time ago, but they were already ahead of its time and discussed the topics that are becoming crucial right now.

For instance, the study done by Khe and Noriko in 2007. The authors looked into types of knowledge shared among teachers online and motives or hinders for that. The results are helpful in analysing this work. They showed that collectivism and principlism appear to be the main reasons to share knowledge, while lack of knowledge and competing priority are the hidere. In this thesis, the question of expertise sharing is also asked for the participants. (Khe & Noriko 2007)

Furthermore, Harper and Nicolson published an article about peer observation in 2012. They noted that teachers who are confident and creative in face-to-face teaching had a different, more authoritarian persona online. To help them change

their approach, they established a peer observation project. The results showed an increase in confidence and willingness to experiment. This correlates with the question in this research about communication with colleagues and knowledge sharing. (Harper & Nicolson 2012)

One of the newer researches was done by Zarbova and Karabeliova in 2018. They were looking at the correlation between stress and well-being. The authors found out that it has a negative interaction, meaning that high-stress level affects in a decrease in well-being. This research is also covering the stress-related question. (Karabeliova & Zarbova 2018)

3.3 Online teaching in Russia

Distance learning appeared in Russia in 1997. Nowadays, it is widely popular, especially in the sphere of beauty, psychology and language learning. There are numerous schools that offer courses. It is particularly useful and enjoyable for busy people, as they can have classes and lectures on the move. Moreover, for disabled people, it is one of the only possibilities to study, as the infrastructure for them in most of Russia is poorly developed. (Сапрыкина 2020; Цветкова 2018; My Own Conference 2017; Петькова 2015)

It is expected that in 2021 the number of university students will decrease in Russia. Therefore, to attract new students, some universities are trying to involve new methods of teaching, especially online. It is important, however, to think about well-being while making such changes in the organizations. (Юмаргузин n.d.)

3.4 Teachers' psychological well-being

Teachers' psychological well-being is being discussed nowadays more than ever. Researchers talk about its relationship with quality of school-work life (Akram, Ata, Ilgan & Özü-Cengiz 2015), quality of life (Hassan, Mohamad & Rameli n.d.), teacher effectiveness (Zaki 2018), etcetera.

It is proven that teachers with stable and “well” well-being are more committed to the company, show greater results in effectiveness and motivation, and are more satisfied. The authors McCallum, Price, Graham and Morrison also suggest that the companies should implement the changes for teacher and not in them. The tactics for improving well-being should include not only stress reduction and burnout prevention but also positive thinking. (Graham, McCallum, Morrison & Price 2017)

Teachers are exposed to a lot of stress; age group 56-60 showing the highest negative result. They have to check works and prepare lesson plans outside the class, connect with every student and their parents and constantly follow the students’ performance curve. Moreover, with modern digitalisation, the learning experience should be engaging, which adds additional pressure with always being up to date. (Mishra 2020)

Unfortunately, teachers’ well-being is often being ignored. In 2017, the study done by A Union of Professionals and The Badass Teachers Association found that 61% of educators experience stress from often to always. While companies suggest meditating, exercising, joining support groups, etcetera, it does not necessarily solve the root of a problem. The problems should be more deeply addresses in order to create a favourable outcome. (AFT & BAT 2017)

Educational industry always talks about students’ well-being and needs, nonetheless, forgetting about teachers’. There proven to be a connection between these two. None should be ignored because it can lead to a negative outcome in another. (Cox, Parris & Solomon 2018)

3.5 Introducing the case

This research is done without a commissioner. Nonetheless, the author believes that it takes a look at an important topic, especially as digitalization is developing so fast. The author wants to impress upon the companies that the well-being of teachers is as important for students and their goals as for teachers and

companies themselves. Moreover, the author has also got a chance to experience teaching online in Russia. Hence, the topic is close to her. However, throughout the whole research, the author is unbiased and does not let her experience influence the results. All the recommendations are supported by the data collected in surveys and come in alliance with the literature reviewed.

4 DATA COLLECTING

As mentioned in subchapter 2.4 (Methodology and Data), the survey was carried out with the help of Google Forms. Thirty responses were gathered from teachers who work online. Moreover, one person agreed to be interviewed, and more insides were obtained.

4.1 Designing the survey

In order to create a well-built survey assessing the psychological well-being of teachers, online resources were thoroughly studied. Minimal data was used to assess whether the respondent is suitable for this survey (see appendix for the list of all questions). The questions 1-6 represent the minimal data.

While age does not always affect the well-being, there is still a possibility as it was proven in some researches that young tend to be happier than the old (Huang & Xing 2014).

Depending on a country, gender can have an influence on well-being. In order to exclude any bias, the gender question was also asked. It should be noted that the option "Other" was also provided. (OECD 2013)

The significant life-changing situation, be it a career change, the birth of a child or relative passing away, can negatively affect the well-being of an individual. Hence, this question was included in the survey. (Higher Awareness n.d.)

Questions 4 and 5 were asked to assess if the working experience has any connection with satisfaction. Moreover, it should be noted that in Russia, teachers often combine working online with offline work which can be a job in a government school or not related to the education position. Consequently, question 6 helps to identify if this type of employees differs in well-being and satisfaction from the fully online employees.

For measuring the mental well-being of each respondent individually, the Warwick-Edinburgh Mental Wellbeing Scales (WEMWBS) were used. It is a scale developed in the UK and used for studies in many other countries. The WEMWBS is valid for any age older than 11 years old. Two variations are offered, the 14-questions and 7-questions. For the purpose of this research, the 7-question scale was used as the research is more for a business purpose rather than psychological. The questions and the type of answers can be seen in the picture 4. The participants were asked to think about the last two weeks when answering this set of questions. In order to use the system, the licence was obtained. (Warwick n.d.)

The Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS)

**Below are some statements about feelings and thoughts.
Please tick the box that best describes your experience of
each over the last 2 weeks**

STATEMENTS	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5

"Short Warwick Edinburgh Mental Well-Being Scale (SWEMWBS)
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Picture 4: The Short Warwick-Edinburgh Mental Well-being Scale (Warwick n.d.)

Questions 14 to 25 include various information usually required in well-being surveys of remote employees. They assess satisfaction, motivation, autonomy,

efficiency, time management, and interaction and communication with managers and colleagues. (Abdi 2020)

Questions 26 to 28 provide additional questions that are not compulsory. However, it is kindly asked to spare some time and answer them as well. They are asking for comments about psychological challenges, work-from-home experience and motivation while working online.

The survey is also translated into Russian for teachers who are not confident enough in English.

4.2 Validity, reliability and limitations

The survey was chosen as the main way of gathering information because it is the fastest way to reach a higher number of responses. The survey was distributed among online foreign-language teachers. Moreover, they all had one mutual employer; hence, it should be noted that the results are valid and reliable for this particular case. If conducted for other specialisations and companies, it can slightly differ.

Furthermore, the research is done for a Russian region which has its own specifications and limitations, the main being the fact that salary is usually put above many other things. The respondents were introduced to the topic and explained that this research is focusing merely on psychological well-being. Yet there were open-ended answers that were focusing on the financial part. (CIA 2019)

As was noted earlier in this paper that some remote employees combine online work with teaching face-to-face or having completely different jobs. While the careful look will be taken in analysis to identify whether they differ anyhow from fully online employees, this information should still be taken into consideration.

In addition, while the SWEMWBS asks respondents to think about their experience over that last two weeks, the author cannot be sure that they read the instructions attentively.

Another important aspect is that the study is done in 2020. The year pandemic COVID-19 took place. Hence, employees can experience additional stress and isolation concerns.

4.3 Designing and conducting the interview

Only one person agreed to have further discussion regarding the topic. While it is not representative of the whole sample, the interview was still conducted as it was able to provide some insights.

The interview consisted of 11 questions (see Appendix 2) and lasted 30 minutes. The questions assess the feeling of appreciation, belongingness, autonomy, self-esteem, self-development, work-life balance, communication and stress release.

The interviewee was reached beforehand thorough email to ask whether they wanted to have a Zoom meeting that would be recorded. The interview questions were sent out ahead of time for the respondent to prepare if they would like to. As some of the questions are personal, the interviewee could skip any of them.

4.4 Validity, reliability and limitations

As only one respondent was willing to further participate in the discussion, the interview results cannot be considered valid or reliable. It can only be taken to broaden that particular response. Analysed responses are still presented in later in this thesis, as the author believes that every answer brings valuable insight.

5 DATA ANALYSIS

The following chapter analyses the data gathered and connects it with the theories and concepts presented in Chapter 2.3.

5.1 Analysing the survey

Throughout the time given, 30 responses were gathered. Majority of respondents were women at the age of 24-49 with the teaching experience for more than five years and one to five years online specifically. Most of them did not combine online teaching with any other jobs. 53.3 % have not had any recent change in their lives. That leaves 46.7% on the contrary. Chapter 5.1.1 is focused on identifying if any of these responses carried a significant difference from the others. (Please, refer to appendix 3 for detailed graphs on the minimal data.)

5.1.1 Looking for patterns

There are in total 19 quantitative questions assessing the well-being. One is Yes or No question, the rest are Likert-scale questions. As stated in Chapter 2.4, colour coding method was used in analyses. The calculation was done to split the respondents into three groups: red, yellow and green. The red group consists of respondents showing worrying results, yellow of moderate, and green of good results.

The separation process was following: the answers for questions 7-25 were analysed, and respondents, who answered “None of the time” or “Rarely” for five or more questions (meaning that at least 26% are these answers) were assigned to the red group. The green group takes nor more than 1 answer (meaning no more than 5%). The rest were allocated into the yellow group. Each group ended up having 10 answers.

Each group had both male and female respondents, and all age groups were represented. Age distribution can be seen in the chart 1 below. As can be seen, 18-23 and 50+ group showed better well-being distribution than other age groups (10%, 20%, 30% and 10%, 10%, 20% respectively). This comes on the contrary to the information that the young tend to be happier. As can be seen, young and old are both showing a good result on psychological well-being. Hence, we can say that age does not bring any biased results.

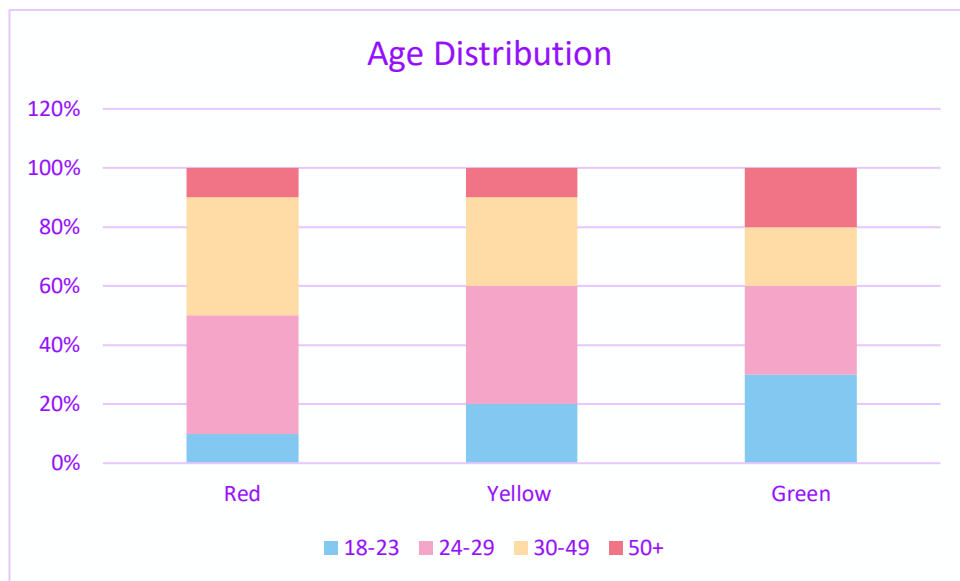


Chart 1: Age Distribution

Both green and red groups had 50%-50% on the recent significant change in lives. This provides information that this factor does not affect the psychological well-being of the surveyed audience. It is an interesting outcome, and the author cannot say whether it is related to cultural background, where changes are always taking place, or it is a job-related factor. Further studies can be done on this topic, taking a larger sample.

For the purpose of this research, the author is focusing on work experience online. The results are displayed in chart 2 below. Teachers who work 1-2 years online are showing great development towards a positive result in well-being (30%, 40% and 60%). Employees who work less than a year show worrying results with 30% in the red zone.

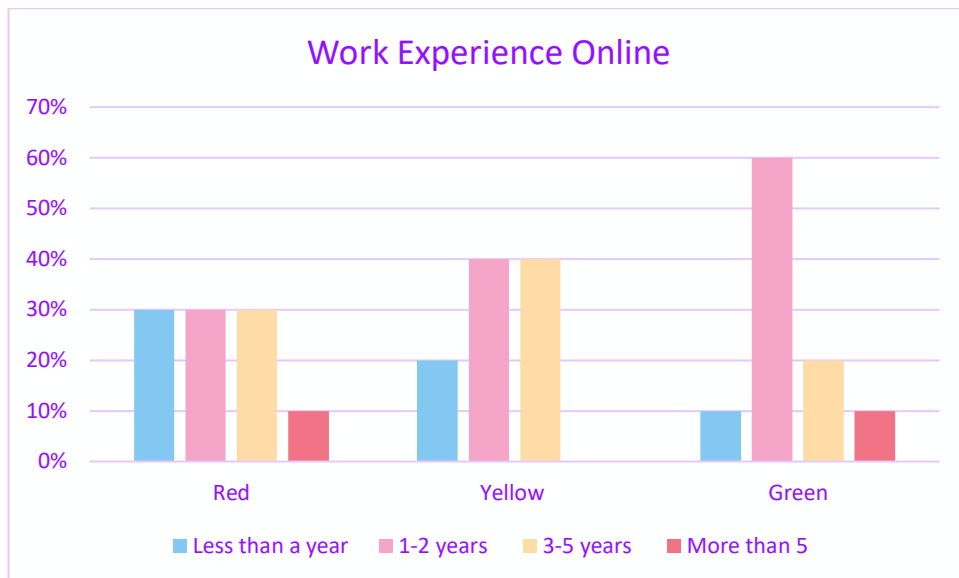


Chart 2: Work Experience Online

Employees in the green group have higher (80%) representation of working solely online. In comparison with 60% working only online in yellow and red groups. Consequently, we can precis that not having other jobs actually results in more positive psychological well-being.

5.1.2 SWEMWBS

As mentioned in Chapter 4.1, to assess general psychological well-being, an official metric was used. These are the questions 7- 13 in the survey. Generally, respondents in the red zone had worse results in all measured items. On the contrary, the green had a more positive result.

Feeling optimistic is a crucial factor in happiness and positive psychology. It allows to eliminate the negative emotions and boost positive, which is the first “pathway” to happiness. As shown in the chart 3, the red group still have a moderate result, with 50% being happy some of the time. The green has the best result with a distribution of 60% for often.

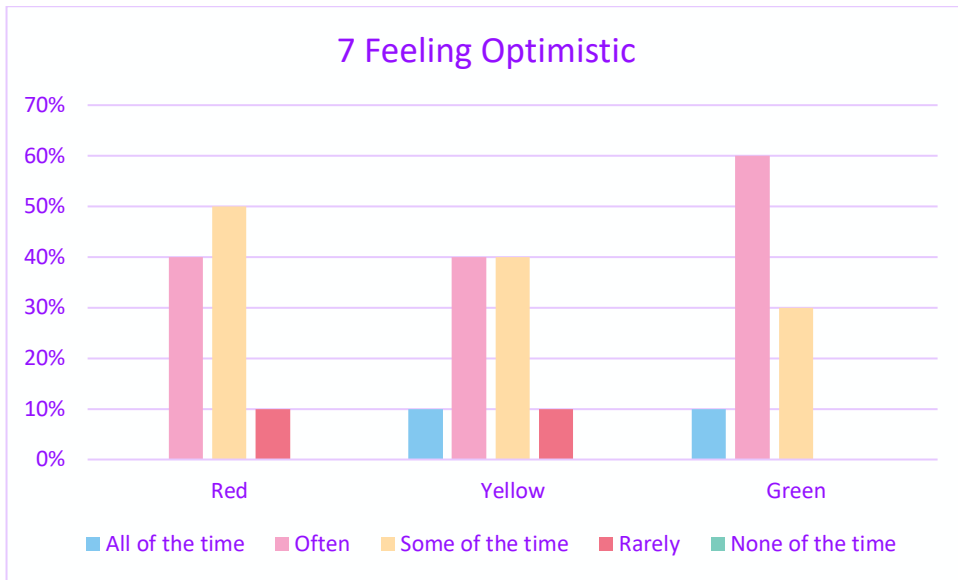


Chart 3: 7 Feeling Optimistic

Feeling useful represents the purpose and meaning in life, as well as acceptance by others. It is another “pathway” of Happiness and partly an ingredient of Carl Roger’s Concept of motivation. Moreover, Carol Ryff identifies life purpose as one of the key elements of psychological well-being. In chart 4, the results for that dimension are presented. They mainly good, as even red indicates 40% of often.

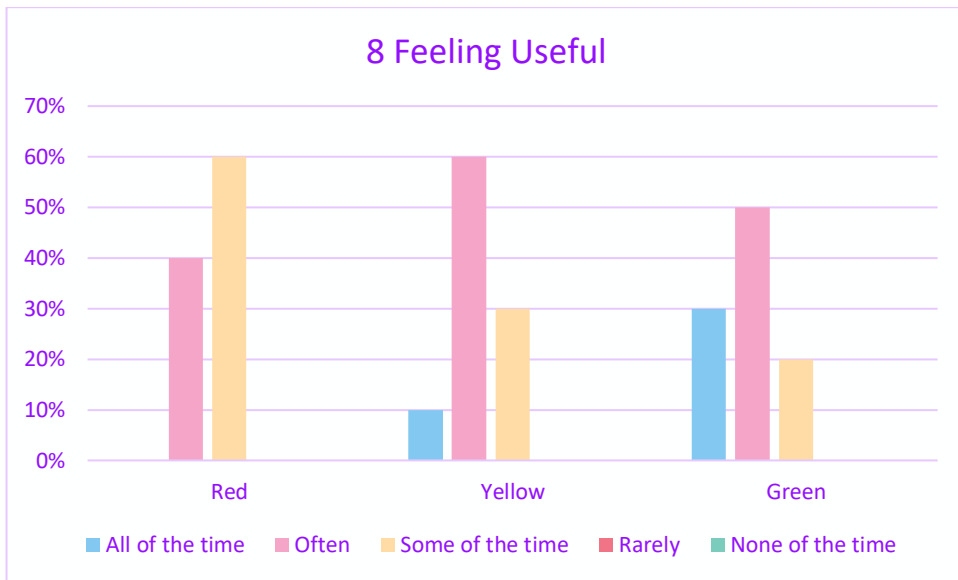


Chart 4: 8 Feeling Useful

Being able to relax is critical nowadays. With high-stress levels, it is hard to operate and think clearly. The ability to relax is an integral part of stress prevention. As mentioned in the study of Zarbova and Karabeliova, stress has a

negative impact on well-being. Chart 5 represents the answers to this question. Here we can see that there are troubles with this ability even in the green group. This is due to the fact that remote employees are often exposed to higher stress. (Moran 2017)

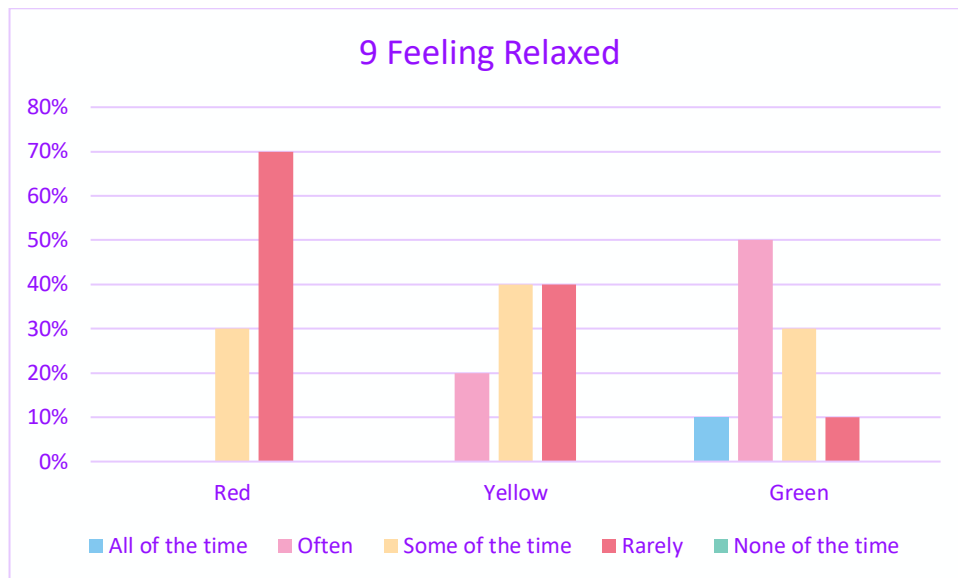


Chart 5: 9 Feeling Relaxed

Part of Ryff's model is environmental mastery. Dealing with problems well and thinking clearly are important aspects of managing day-to-day life. The results of the survey showed that only red group has moderate trouble dealing with problems (30%) (chart 6).

An interesting outcome was in question 11 (chart 7). While the red and the yellow had a consistent improvement, the green group showed a lower level on "all the time". After careful review, the author has not found any correlation between these respondents. Hence, there can be some insight factors, not related to the online job.

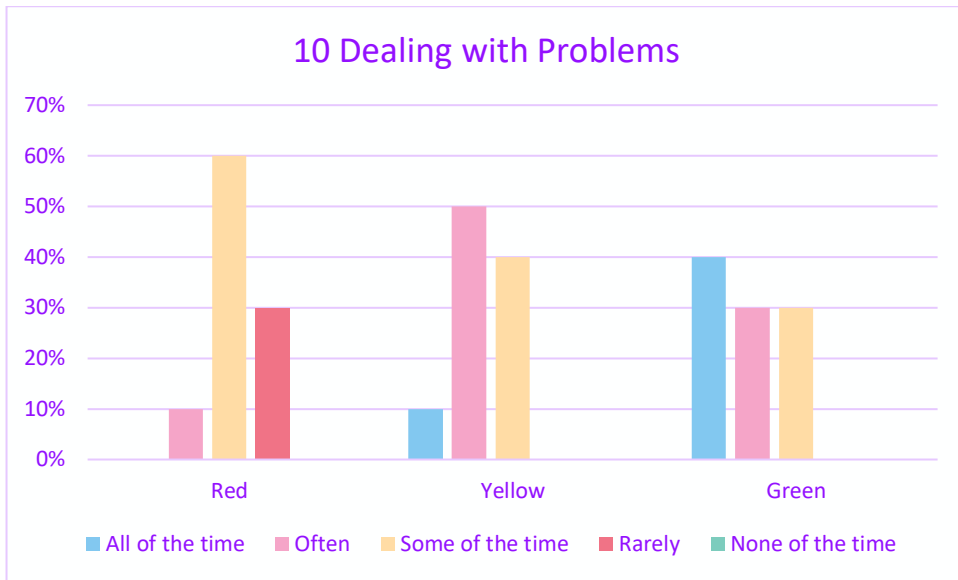


Chart 6: 10 Dealing with problems

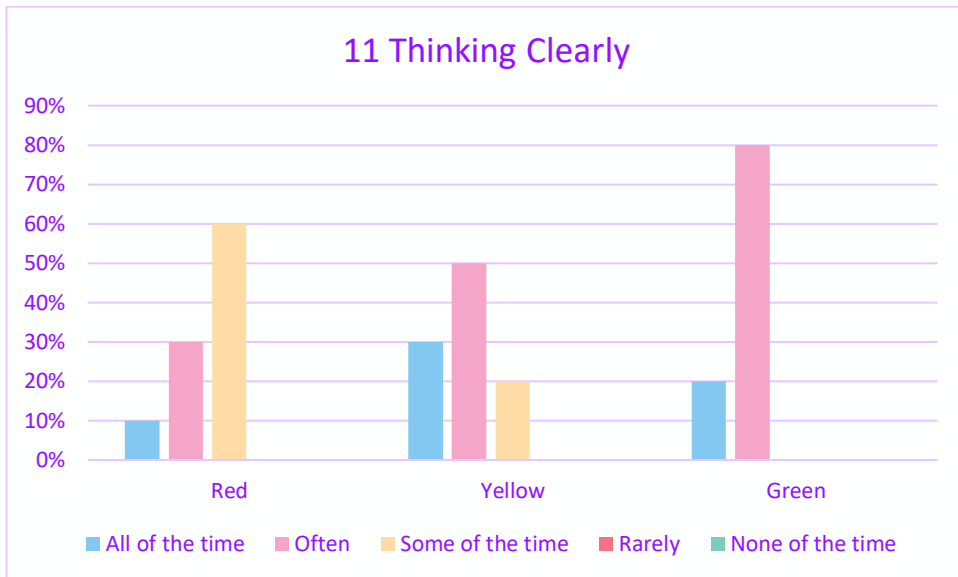


Chart 7: 11 Thinking Clearly

One of the biggest problems in remote work is communication. Despite being so pivotal, companies often lack to identify it. Besides, it is one of the aspects of Ryff’s model and Maslow’s hierarchy of needs, as it can help an individual to feel the belongingness and love of a community. The red group demonstrates 60% of “rarely” replies, meaning that the majority of respondents experience a lack of communication and connection with other people. Isolation is a major issue in remote work, as not all employees get enough relations outside of work.

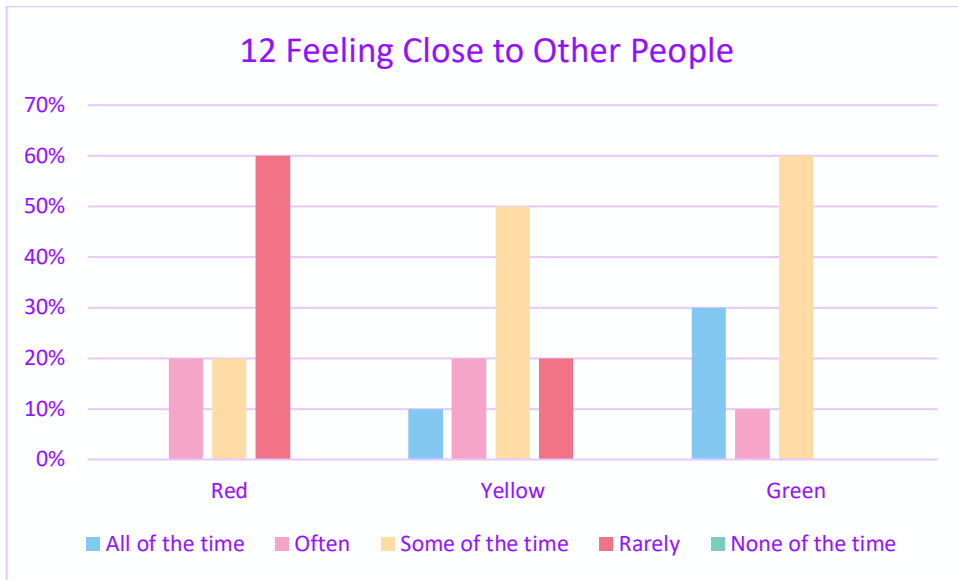


Chart 8: 12 Feeling Close to Other People

Question 13 represents two factors of Ryff’s model, as it states that the person is able to make their own decisions, without an outer influence. However, it also displays environmental mastery because it shows that the person is capable of managing the daily routine. In general, the development is progressive; however, one person in the yellow group answered “none of the time”. It is a respondent with the worst well-being score in the yellow zone. While Likert-scales do not particularly have outliers, in this case, it will be treated as one.

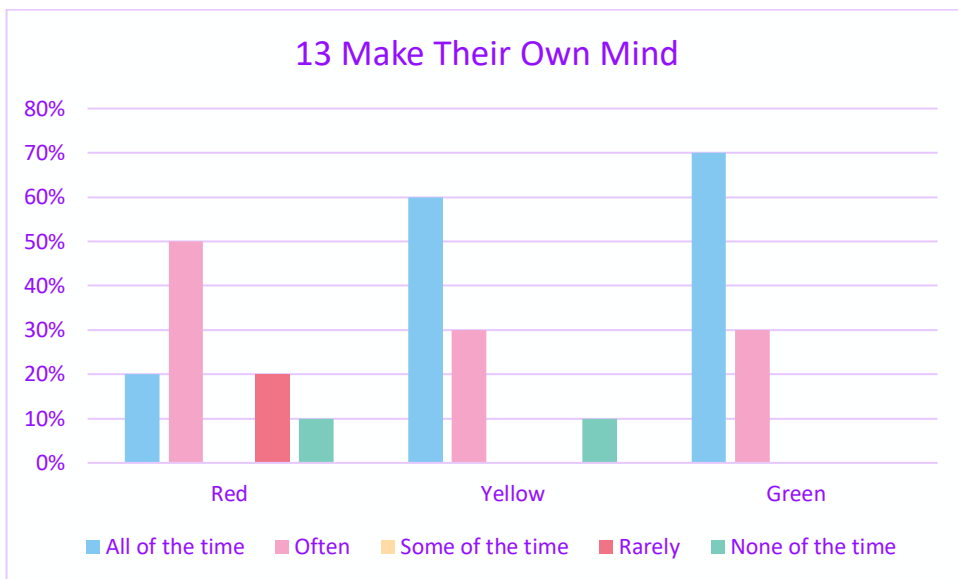


Chart 9: 13 Make Their Own Mind

SWEMWBS is a useful tool; it helps to get a glance at the general mental well-being of respondents. Analysing these set of questions, the author came to a conclusion that the consistent development is seen in questions 7, 8, 10, 12 and 13, meaning the higher the factors are, the better well-being is. Question 9 (feeling relaxed) should always be taken into consideration. Question 11 turned out irrelevant to the study as it the patter of responses can be tracked.

5.1.3 The rest of quantitative analysis

Firstly, it is better to take a look at the questions 18-25 to analyse them in a similar way with the SWEMWBS questions described in the chapter above.

As indicated before, communication is one of the biggest challenges in remote work that can cause a feeling of isolation. Add to it the inability of many employees to sustain a healthy work-life (or in case of teaching online work-home) balance and the three problems of remoted work (chapter 2.3.5 Remote Work) are presented in the questions 18 and 20 (chart 10 & 12). The red group has the highest range of respondents who think they are rarely keeping a good work-home balance. This answer is stably decreasing when moving along to the green group. This is, however, not the case for some of the time, that is suddenly increasing in the green zone again. Overall, respondents showed a rather equal distribution among the answers (chart 11). Which indicates that this factor should be carefully monitored through all psychological well-being zone, and even green is sometimes affected by the lack of the balance.

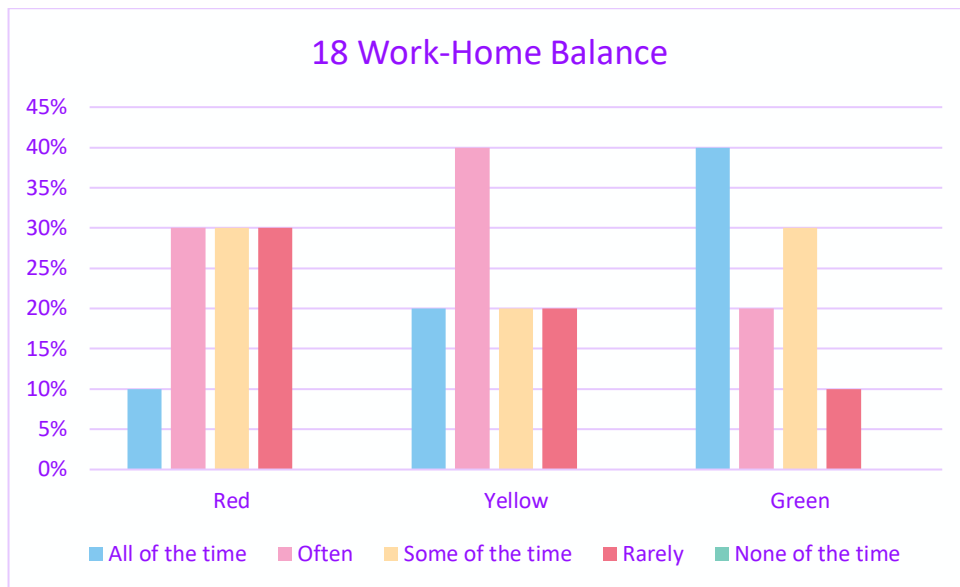


Chart 10: 18 Work-Home Balance

18. I am able to create a hard line between work and home. /Я умею проводить жесткую грань между работой и свободным временем.

30 responses

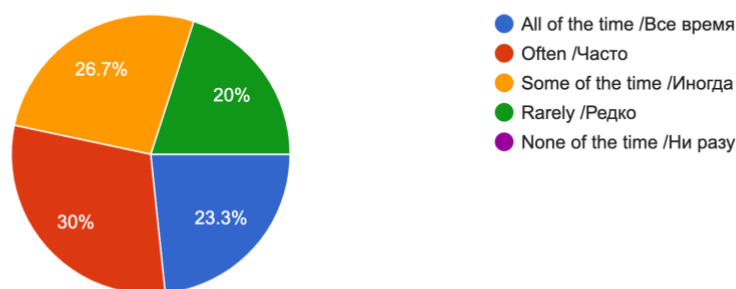
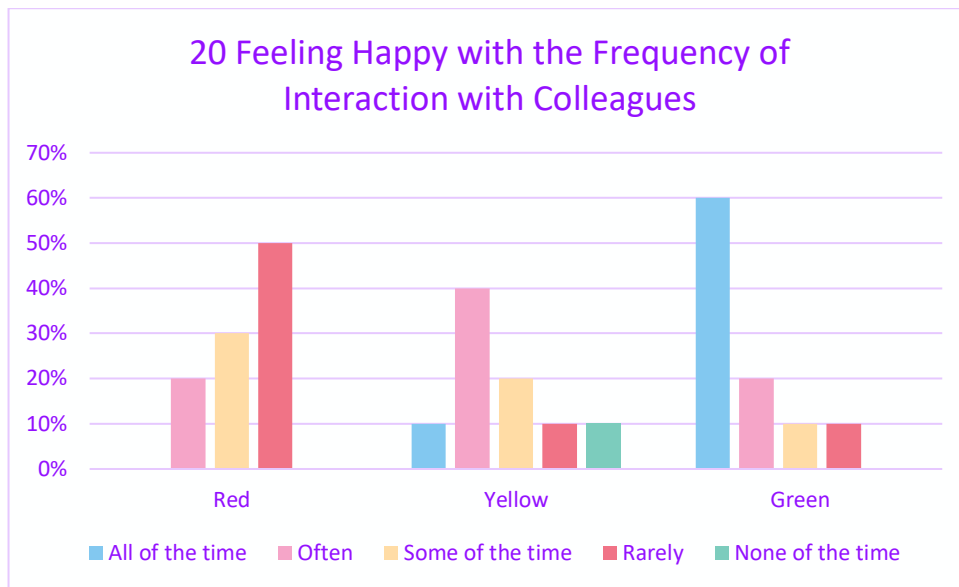


Chart 11: I am able to create a hard line between work and home.

Similar results were obtained from question 20. While there was an increase in people feeling happy with the frequency of interaction with colleagues over the zones, there was one reply in the yellow “none of the time”. This is the same respondent who mentioned that they rarely feel close to other people, meaning that are experiencing the remote work challenge. The results are connected with Roger’s concept, as he states that an individual being open with others is one of the needs. Moreover, the overall distribution, with the exception of that one response, stated similar results to questions 18. Hence, it can be noted that this dimension should always be carefully considered throughout all groups.



Cart 12: 20 Feeling Happy with the Frequency of Interaction with Colleagues

These two questions are also part of Ryff's model of psychological well-being. As to feel "well", the person needs to be able to have positive emotions with others (connection and communication) and to obtain the environmental mastery (work-life balance, making own decisions etcetera).

When working online, teachers can choose their own workload and timetable. Nonetheless, as it is usually not strictly controlled by the company, not all are successful in following it. Teaching is more than conducting classes; these classes also have to be prepared. Therefore, careful time management is important. The ability to stick to the work schedule (question 22) allows assessing environmental mastery as well as how successfully they are dealing with autonomy. The survey illustrated that all groups are handling it well. Green had 100% on "all of the time", yellow 70%, red 30%. None of the groups had "rarely" or "none of the time" result. The results show that while there is a clear connection between the well-being and work-schedule, it is still good in all of the zones (66.7% "all of the time" for all respondents).

Support from a company is critical, as the lack of it can cause irritation and disorientation of staff, especially when working online. Communication, both colleague and company wise, is a challenge when working remotely. Previously, the colleagues' aspect was discussed. Question 21 asks about the support from a company. As one can see, it is a problem even in the green group, with 20%

stating “rarely”. A direct connection can be tracked that respondents who are feeling more supported by the company, are showing better results in psychological well-being. If taken the whole sample, 40% reported that they are rarely getting enough support from their companies.

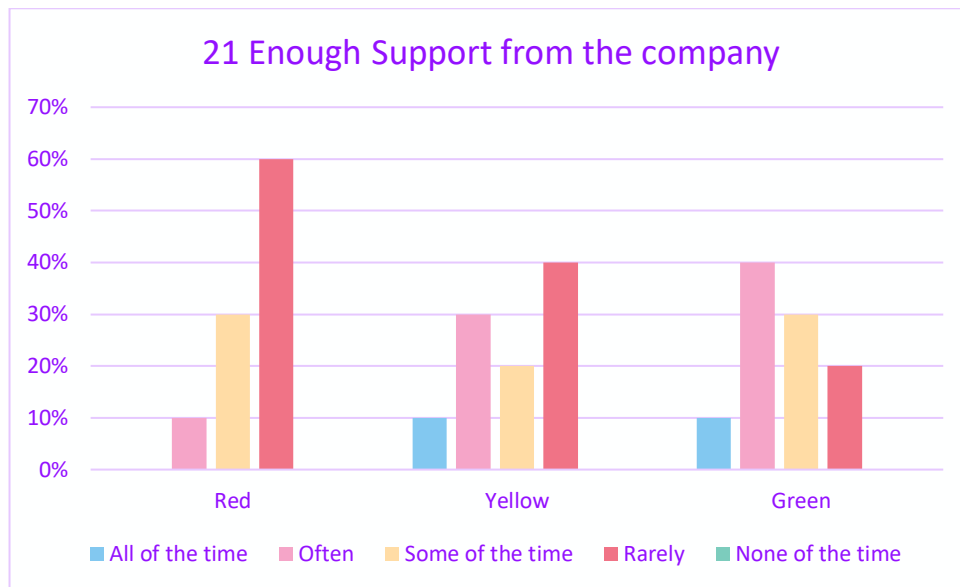


Chart 13: 21 Enough Support from the company

Sharing expertise is an important factor in growing yourself and letting colleagues learn something new. As mentioned in the study done by Khe and Noriko (chapter 3.1), collectivism and principlism are the main reasons to share the knowledge with peers. It is a stage of self-actualization in Maslow’s pyramid. Teaching job itself is about helping others, nonetheless, sharing expertise and feeling appreciated by peers and connected to the community plays an irreplaceable role in improving the psychological well-being. Chart 14 reflects that 20% of the respondents in the red zone answered “none of the time”. This indicates that companies are not giving enough opportunities for this purpose, possibly not creating an appropriate environment for that.

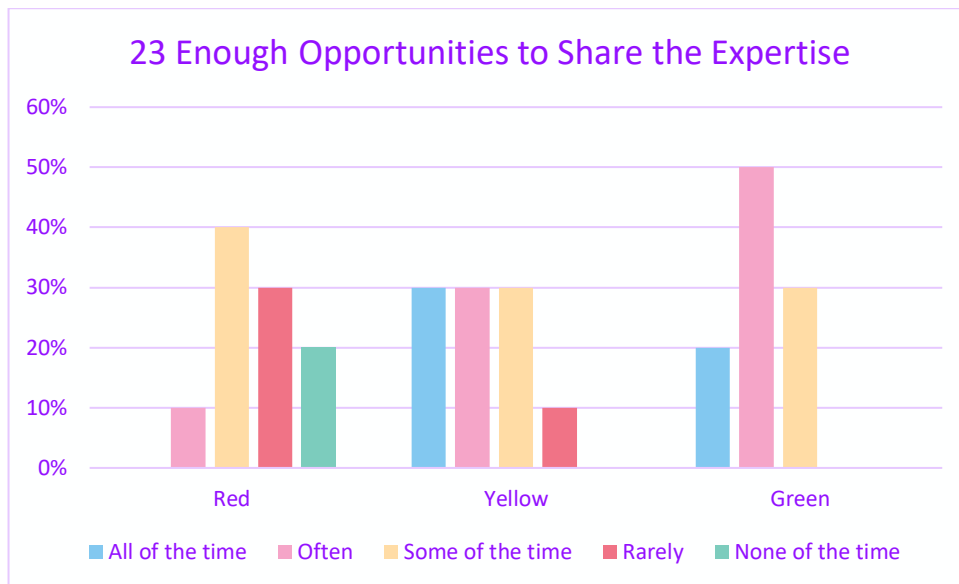


Chart 14: 23 Enough Opportunities to Share the Expertise

On the other side, questions 24 reflects if the teachers are learning something new. This question is represented in almost all of the theories mentioned in chapter 2.3. The Concept of Happiness (chapter 2.3.3) indicates personal growth as one of the characteristics of eudaimonic happiness. Self-Determination theory includes the desire to learn as a part of intrinsic motivation (chapter 2.3.4). Maslow's developed pyramid has a stage called "Need to know and understand" (chapter 2.3.6). Additionally, Ryff's model has a dimension "personal growth" (chapter 2.3.8). It was a favourable result that 40% of all respondents were learning something new "all of the time". Yet, from the chart 15, it can be seen that the red zone had negative responses as well. There is no consistent distribution, as the yellow group had better results than the red. Therefore, it can be stated that lack of learning affects in a negative well-being result but does not necessarily bring the employees into the red group.

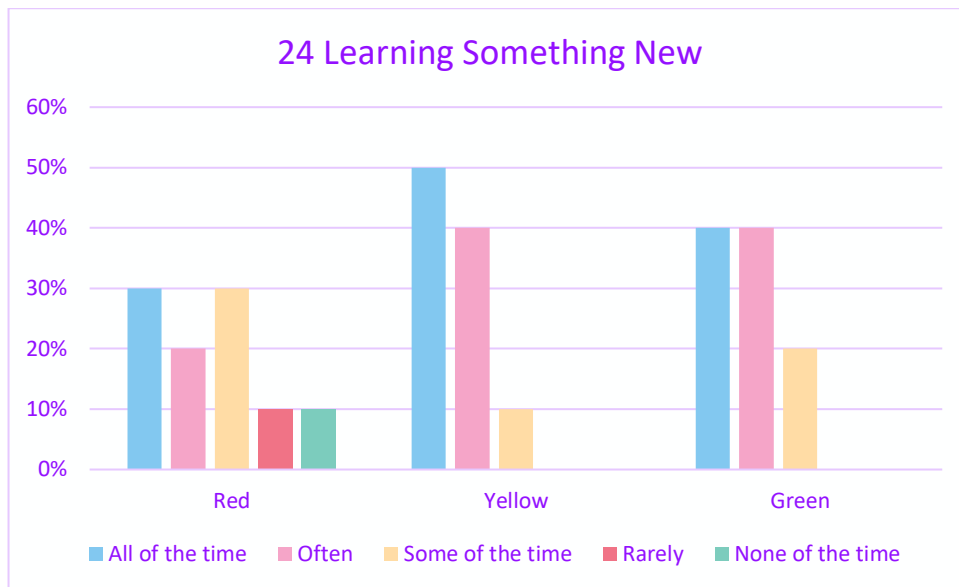


Chart 15: 24 Learning Something New

There were two important questions that are not automatically connected with any of the theories but were important to be asked. Question 19 focused the happiness with the ability to work from home. All respondents stated either often (46.7%) or all of the time (53.3%). With the distribution of the highest response from the red to the green: 20%, 60% and 80% respectively. This allowed the author to realise that the better well-being, the happier with this opportunity the respondents are.

Question 25 asked whether the respondents are bored with teaching. The results were generally favourable with 53.3% stating “rarely”. It is, however, does not have consistency in answers. Hence, the author cannot guarantee that good well-being affects in not being bored with teaching.

Questions 14-17 were focusing on satisfaction, stress level, anxiety symptoms, and motivation, respectively. They were presented as a Likert-scale one to six. Overall satisfaction with the online job was 5/6 (46.7%), 6 being very satisfied. As shown the chart 14, the answers are coherent, the better the well-being, the higher the motivation. A Similar situation is with the question 15, stress level about online work (6 being the high level). The majority of respondents reported 4 in the red zone, 3 in the yellow and 2 in the green. Hence, as stated by Zarbova and Karabeliova, stress has a negative impact on psychological well-being.

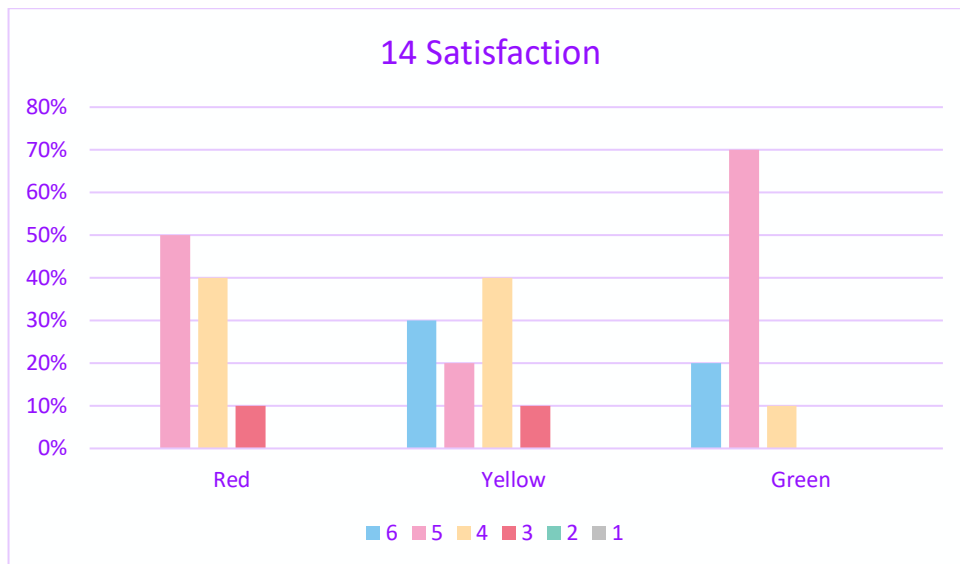


Chart 16: 14 Satisfaction

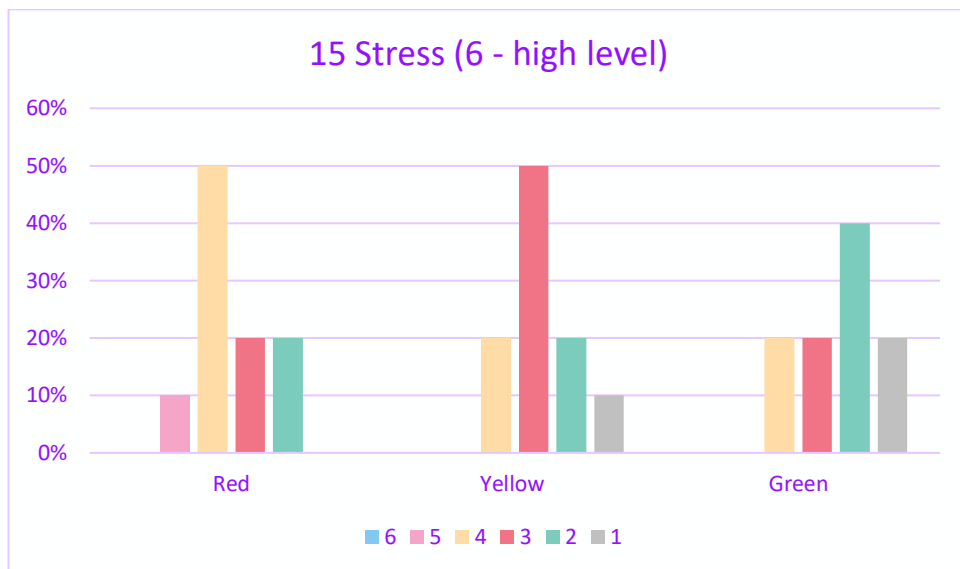


Chart 17: 15 Stress

Question 16 was about experience any symptoms of anxiety or depression. The respondents were specifically asked to think about online work as the root of the symptoms. 40% of the audience reported that they experience the symptoms to some extent. However, negative results are only for the red and yellow groups. The green group had 100% of “no” replies. Moreover, there is clear evidence that the better the well-being, the fewer respondents are feeling these symptoms. Such a way, the red group reported 90% of feeling anxiety or depression, and the yellow only 30%.

Overall motivation level is very high, 43.3% of respondents said 6/6 (6 being very motivated). This is a good tendency, as it shows that, generally, the teachers are

motivated to teach online. Only one respondent reported 3/6, this individual is teaching for less than a year, and also has a job outside of the educational field. Hence, the author cannot be sure that her replies were unbiased. Other than that, clear coherence in distribution is seen in the chart 18, with the green having the best overall result in motivation.

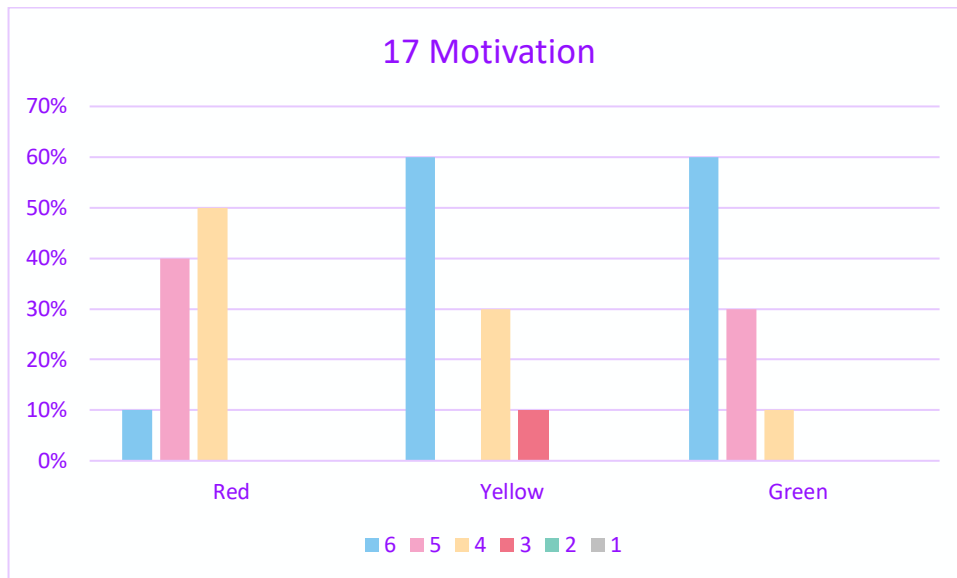


Chart 18: 17 Motivation

5.1.4 Analyzing qualitative responses from the survey

All the qualitative responses are presented in appendix 4.

Some respondents were still focusing on financial and technical parts, which are not studied in this research as they are considered the first steps in Maslow's hierarchy of needs. Yet, eleven teachers provided fitting to the topic responses.

Question 26 was asking about the psychological challenges teachers are facing while working online. Five of them are more student-related, as they talk about psychological compatibility with students and the difficulty of work with various personality types. They state that it is emotionally exhausting, and some indicate even a burnout. Lack of physical contact only adds up to the confusion, especially with kids.

Other four responses were company-related challenges. One reflected almost complete non-existence of communication with colleagues, which is connected with Ryff's model and is considered one of the major problems of remote work. Another respondent talked about the feeling of being incompetent, which can be a sign of a lack of communication and support from the company. Furthermore, it can flow into a lack of appreciation. Two other responses can be added to this issue. Teaching is challenging because students and parents (if talking about children) are rarely show signs of appreciation. Companies, unfortunately, often forget about it and do not provide the required feedback. One person even mentioned feeling worthless, later saying that maybe changing an occupation field completely will help. This is a worrying factor for the company where the respondent works.

Question 27 focused on the ways and suggestions for improving work from home experience. One respondent stated that there is too much control over the time of the lessons. This factor brings down autonomy, as most of the teachers are perfectly capable of managing their time, additional pressure from the company only adds up to the negative emotions and decreases the well-being. Additionally, that person also added that the existing channel for teachers only increases the gloomy emotions as teachers are always stressed there. This is a sign of a bad atmosphere in a company, as employees only share bad experiences there. Another respondent explained that psychological support in the company does not seem to work right. That teacher felt like only major psychological problems are discussed there, the rest have to be solved by the teachers themselves. This can be because Russia is lacking behind on accepting that seeking help and advice from a professional does not make a person mentally sick. The less modern companies often do not even have psychological help. Online companies are usually innovative; hence, they have it, but it does not seem to work in an appropriate way.

Finally, questions 28 asked on something that would motivate teachers to continue teaching online. One respondent expressed that being appreciated would motivate them. Another talked about the sense of belongingness to the teachers' community. These both different side of communication problem. Employees are expressing the concerns that affect in a decrease of their

psychological well-being results. Moreover, one respondent insists that the personality types of teachers and students should be more carefully chosen.

5.2 Analysing the interview

The interviewee was willing to share his/her experience and answered all the questions. Most of the responses were connected with the answers from the survey; hence, has quantitative support.

For positive, the respondent noted that he/she has a purpose in life: helping students to learn more. This can come as a result of the fact that he/she also feels appreciated by students. Furthermore, the teacher added that managing his/her own time is a valuable asset. As he/she has started teaching not long ago (less than a year), there is a feeling of the need for improvement. The teacher is keen on learning new things. These responses are connected with the theories used in this research. For example, the desire to learn, that is mentioned in intrinsic motivation, Maslow's revised hierarchy of needs and Carol Ryff's model of psychological well-being. Moreover, it answers the question of meaning in life that is one of the three "pathways" to happiness.

On the contrary, the responder also stated negative parts in working online as a teacher, for example, the lack of support and a lot of pressure from the company; such as asking to increase the number of classes to have better performance and no community help. Besides, some teachers are working part-time, but they are still asked to increase their performance; otherwise, they are always in danger of being the last. The interviewee noted that it is discouraging employees. The company also has employees' satisfaction survey, but the results are never shown transparently. Smooth communication with employees is important when working online; they should feel the belongingness and importance of the work; otherwise, it can affect in a decrease in motivation and even the decision to change job.

Another problem is the lack of communication between teachers. While there is a space for it, it is always controlled by the company, and the employees are often

afraid to speak their minds openly. Despite the respondent feeling comfortable with being alone, working online only, without any communication with colleagues, makes it seem unreal. The psychological support from the company also does not help; as they mostly deal with serious problems, everything else is a teacher's responsibility. This negatively affects many theories related to well-being and motivation, for example, the environment in Carl Roger's concept, or positive relationships with others in Ryff's model.

6 CONCLUSION AND RECOMMENDATIONS

The main research question for this thesis was: *“How to sustain and improve employees’ psychological well-being on remote working in the educational field in Russian companies?”*. With two sub-questions: *“What needs do remote employees have?”* and *“What factors affect in a negative psychological well-being for those employees?”*. The survey was able to provide the responses for both of these sub-questions. Let us now gather all the results to make a conclusion and provide appropriate recommendations for the main research question.

Throughout the analysis, it can be seen that teachers experience problems with communication both with company and colleagues. Indeed, as mentioned in this research, communication is one of the three main problems of distance work. In order to create a comfortable working process, communication should be smooth. When sharing new information, companies should make sure to provide, clear, consistent and, if possible, short explanation. A good idea can be creating videos, as employees will be able to listen to it and take a break from looking at the computer. Furthermore, companies have to make sure that managers who are in contact with teachers are always polite and supportive, as the same attitude is expected from teachers towards students.

Some complained that the atmosphere does not help to be open and share honest experiences. Teachers who work online full time often have no one to complain and ask for advice. Managers also cannot always help as they do not have an appropriate experience in it. Sharing open feedback about stress, problems with students, conflicts, etcetera will help to release the stress, as most of the time, there are many people with similar difficulties. Companies should create a safe environment where teachers can share and help on another, without managers constantly reminding them that the students are all that matters. Organising video calls sessions where there will not be any supervisors can be a good idea, as it will help the teacher to connect.

Moreover, professions psychological help must be provided. In fact, 40%-50% of teachers quit their jobs after the first five years. While teaching online has a lower

rate, there are still a lot of cases. Timely psychological help is important and can prevent stress from affecting daily life and self-acceptance. Shawn Achor, in his speech, talks about organising wellness and not sickness weeks. The aim is to discuss the positive sides and not start with how stress can ruin a life. Wellness weeks are more powerful than some think. Companies need to organise at least monthly meetings where a professional will be present and open to discuss. Furthermore, one-on-one meetings should also be set, as some problems are simply impossible to be discussed in groups. (Achor nd & Harkema nd)

In addition, as stated in the survey results, sharing expertise has a significant impact on teachers' psychological well-being. This area is closely related to communication but is not fully about it. While bad communication is clearly an obstacle in sharing expertise, smooth communication does not necessarily resolve the problem. Companies need to promote and inspire knowledge sharing between employees. From the research, it can be seen that teachers are lacking the opportunity to do so. Khe and Noriko (Chapter 3.1) identified a lack of knowledge and competition as the main hinders. Since every teacher works on his/her own, the factor of competition is excluded. Regarding the second factor, teachers might have a feeling of not being confident enough. However, more often, they simply do not have a place where they could have shared their ideas, inspiration, teaching techniques, etcetera. Dasgupta (2016) notes that not only companies should have a safe environment for sharing, but also reward employees who do so. The rewards can vary and be adjusted depending on a company, from financial to non. For instance, a company can offer coupons to courses, an easier system of taking a vacation, more in-depth students' matching, etcetera. Anything that would be considered valuable and motivate employees.

Furthermore, teaching companies often provide various courses for learning. Unfortunately, they are not always sufficient. Some can even be only suitable for the novices. If the company has the possibility to conduct courses, they need to be addressed correctly to the targeted group. Of course, anyone can take part, but there is always a targeted group that would benefit more from a particular workshop. It is also a good idea to redirect to trusted resources for a wider range of learning possibilities. Like with the expertise sharing, different rewards can be offered for the teachers who are developing their skills.

Another complication for online teachers is keeping a healthy work-life balance. It is challenging for companies to help with this matter, as it is something that only teachers can fully control. One of the advices for companies is to review working hours and look for productivity and quality, rather than hours and quantity. It is like interviewee said that his/her company is often asking to increase the workload. Each teacher works in his/her own pace; there is no need to push them. To encourage and promote breaks, companies can start daily blog posts with ideas, short videos, playlists etcetera. They can focus only on positive, and the information does not have to be about teaching. Themes can vary from week to week. As teachers are generally curious about many things, not just teaching; this approach can help establish a better connection with employees and having a friendlier and warmer atmosphere. (Shaughnessy 2020)

All these factors affect negatively on the psychological well-being of online teachers. The author believes that the findings and recommendations can be useful not only in the Russian region, and some not only in the educational field. Many people who work from home face similar obstacles. Negative psychological well-being affects motivation. Many companies look carefully for motivation levels but do not always understand the reasons behind its decrease. As a result, they lack a key element when developing motivational strategies.

Reliability and validity are thoroughly discussed in chapter 4. Due to the lack of interviewees, the survey data was the main resource for the analysis. The author tried to create the survey that would not take long for respondents to answer, as the longer the survey is, the fewer people answer it. Hence, in the future, it may be useful to include more questions if the situation would allow. (Chudoba nd)

For further research topics, the companies can carry out the study after implementing the suggested ideas. Additionally, one can consider taking a wider sample as it will be more representative; it can include more territorial regions, more equal gender distribution and more companies. The future studies do not need to focus just on the educational field, as it is interesting to see if the results differ for various fields. Moreover, comparison by countries can also be carried

out. Cross-comparison between the length of experience can be studied as well to see if newcomers' needs differ from the expert employees.

If using this research as a base and moving to a deeper analysis, one of the solutions can be taken and implemented for a specific company with the later analysis done. Moreover, more extensive research can be conducted to see the correlation of each variable on motivation or satisfaction. Furthermore, another approach may be taken with interviews being the main source of information. This would allow collecting immediate feedback from the respondents.

The author believes that this thesis topic covers a contemporary topic that has been on the rise. Online education will not back down as more customers are choosing distance learning due to convenience and time management. As teachers are the centre of communication and educational companies' success, their health, both psychical and mental, is crucial. Companies need to start acting now if they want to prosper in the future.

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APPENDICES

Appendix 1. Survey

Survey

Sustaining Employee's Psychological Well-being on Remote Working in the Educational Field in Russian Companies

Psychological well-being is an important aspect of our lives. Teachers are always emotionally connected with their students. Hence, it is crucial to check on their well-being. Moreover, in recent years, we experience a rise in online jobs. This survey is created to assess teachers' psychological well-being on remote working and to help to identify possible solutions for maintaining it.

Thank you for taking this survey. Your answers are completely anonymous and confidential. For more information, please contact aleksandra.bazorova@tuni.fi

Психологическое состояние - важный аспект нашей жизни. Преподаватели всегда эмоционально связаны со своими учениками. Таким образом, очень важно следить за душевным комфортом педагогов. Последние несколько лет востребованность в работе онлайн растет. Это исследование создано для оценки психоэмоционального состояния онлайн преподавателей и выявления возможных решений для поддержания благоприятного психологического состояния.

Спасибо за участие в опросе. Ваши ответы полностью анонимны и конфиденциальны. За дополнительной информацией обращайтесь по адресу aleksandra.bazorova@tuni.fi.

1. How old are you? Ваш возраст?
 - 18 to 23 18-23
 - 24 to 29 24-29
 - 30 to 49 30-49
 - 50 plus 50+
2. What gender do you identify with? Ваш пол?
 - Male Мужчина
 - Female Женщина
 - Other Другой вариант

3. Have you had any recent significant change in your life? (career change, marriage or divorce, childbirth, a relative passing away, etc) /Произошли ли в вашей жизни какие-либо существенные изменения в последнее время? (смена карьеры, брак или развод, роды, потеря родственника и т.д.)
- Yes Да
 - No Нет
4. How long have you worked as a teacher? Ваш стаж работы преподавателем?
- Less than a year /Меньше года
 - 1-2 years /1-2 года
 - 3-5 years /3-5 лет
 - More than 5 /Больше 5 лет
5. How long have you worked online as a teacher? /Как долго Вы преподаете онлайн?
- Less than a year /Меньше года
 - 1-2 years /1-2 года
 - 3-5 years /3-5 лет
 - More than 5 /Больше 5 лет
6. Do you combine online teaching with any other occupation (i.e. job in a different field, or teaching but not online)? /Совмещаете ли Вы преподавание онлайн с очным преподаванием или другой профессией?
- No /Нет
 - Yes, I work in an educational field, not online /Да, я преподаю не онлайн
 - Yes, I work not in an educational field /Да, я работаю в другой сфере

Please choose the answer that best describes your experience of each over the last 2 weeks. The 7 questions are about your psychological well-being in general. / Выберите ответ, который лучше всего описывает Ваше психологическое состояние за последние 2 недели. Эти 7 вопросов касаются Вашего психологического состояния в целом.

7. I have been feeling optimistic about the future. /Я с оптимизмом смотрю в будущее.
- All of the time /Все время
 - Often /Часто
 - Some of the time /Иногда
 - Rarely /Редко

None of the time /Ни разу

8. I have been feeling useful. /Я чувствую себя полезным.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу
9. I have been feeling relaxed. /Я эмоционально расслаблен.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу
10. I have been dealing with problems well. /Я хорошо справляюсь с проблемами.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу
11. I have been thinking clearly. /Я мыслю ясно.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу
12. I have been feeling close to other people. /Я чувствую близость с людьми.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу
13. I have been able to make up my own mind about things. /Я способен составить собственное мнение о разных вещах.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу

The following questions are asking about your experience from online work.
/Следующие вопросы относятся только к онлайн преподаванию.

14. How satisfied are you with your online job? (Where 1 – not satisfied at all; 6- very satisfied) /Насколько Вы довольны работой онлайн? (Где 1 – совсем не доволен; 6 – очень доволен)
Scale (1-6)

15. How stressed are you about your online work? (Where 1 – not stressed at all; 6- very stressed) /Испытываете ли Вы стресс (беспокоитесь) из-за работы онлайн? (Где 1 – совсем не испытываю; 6 – испытываю сильный стресс)
Scale (1-6)
16. Do you experience any symptoms of anxiety or depression because of your online work? /Испытываете ли Вы какие-либо симптомы тревоги или депрессии из-за работы онлайн?
Yes /Да
No /Нет
17. How motivated are you to teach online? (Where 1 – not motivated at all; 6- very motivated) /Насколько Вы мотивированы преподавать онлайн? (Где 1 – совсем не мотивирован; 6 – очень мотивирован)
Scale (1-6)
18. I am able to create a hard line between work and home. /Я умею проводить жесткую грань между работой и свободным временем.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу
19. I am happy with my ability to work from home. /Я рад возможности работать удаленно.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу
20. I am happy with how frequently I interact with my colleagues. / Мне хватает общения с коллегами.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу
21. I feel that I am getting enough support from my company (if applicable). /Я чувствую, что получаю достаточно поддержки от своей компании. (если применимо к Вам)
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу
22. I am able to stick to my work schedule. /Я умею придерживаться рабочего графика.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу

23. I feel that I am getting enough opportunities to share my expertise. /Я чувствую, что я получаю достаточно возможностей поделиться опытом.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу
24. I am learning something new. /Я узнаю и изучаю что-то новое.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу
25. I am bored with teaching. /Мне скучно преподавать.
- All of the time Все время
 - Often Часто
 - Some of the time Иногда
 - Rarely Редко
 - None of the time Ни разу

We will be very thankful if you also answer the following questions. They are, however, not compulsory. /Вопросы не следующие вопросы необязательны, но очень важны для исследования.

26. What is the biggest psychological challenge you are currently facing while working online? /Самая большая проблема в психоэмоциональном плане при работе онлайн.
Open question
27. How can your work-from-home experience be improved? /Как можно улучшить Ваши впечатления от удаленной работы?
Open question
28. What would motivate you to continue teaching online? Что мотивировало бы Вас продолжить преподавание онлайн?
Open question.
29. If you would like to have a further discussion, please leave your contact information and we will get back to you. /Если вы желаете продолжить обсуждение этой темы, пожалуйста, оставьте вашу контактную информацию, и мы свяжемся с вами.

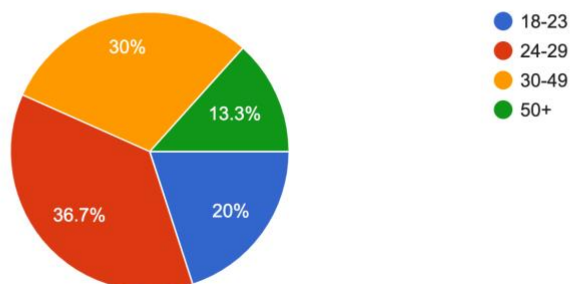
Appendix 2. Interview questions

1. Do you feel appreciated by your company? Students? What would help you feel appreciated? (non-financial)
2. Do you feel that you have a purpose and meaning in life?
3. Do you have enough autonomy at your work? Can it be improved somehow?
4. Do you like yourself as a teacher? (Would you take your own classes?)
5. Do you feel engaged in your life? Or is it passing by?
6. Are you interested in learning new things? Can a company do anything to help you with it?
7. Is the communication smooth at your workplace?
8. Do you get enough communication with your colleagues? How can it be improved?
9. How do you maintain the work-life balance? What do you do to keep your work away from your free time?
10. Do you feel isolated from the world?
11. How do you release the stress?

Appendix 3. Minimal Data

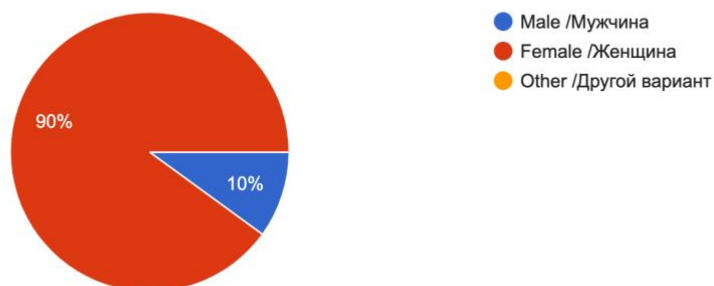
1. How old are you? /Ваш возраст?

30 responses



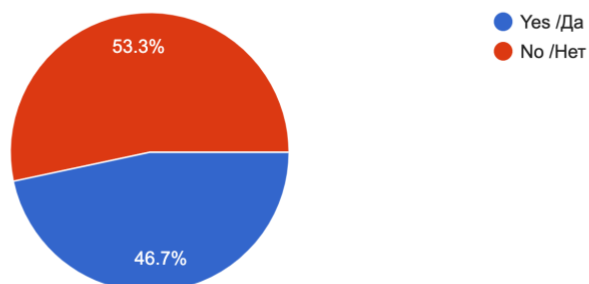
2. What gender do you identify with? /Ваш пол?

30 responses



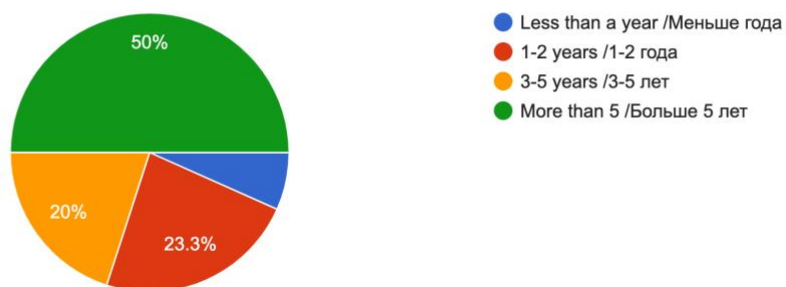
3. Have you had any recent significant change in your life? (career change, marriage or divorce, childbirth, a relative passing away, etc) /Произо...ак или развод, роды, потеря родственника и т.д.)

30 responses



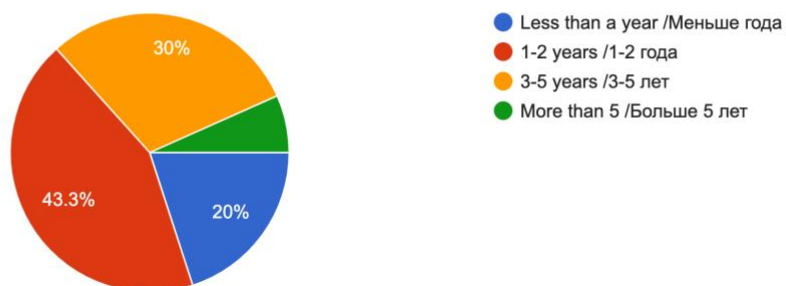
4. How long have you worked as a teacher? /Ваш стаж работы преподавателем?

30 responses



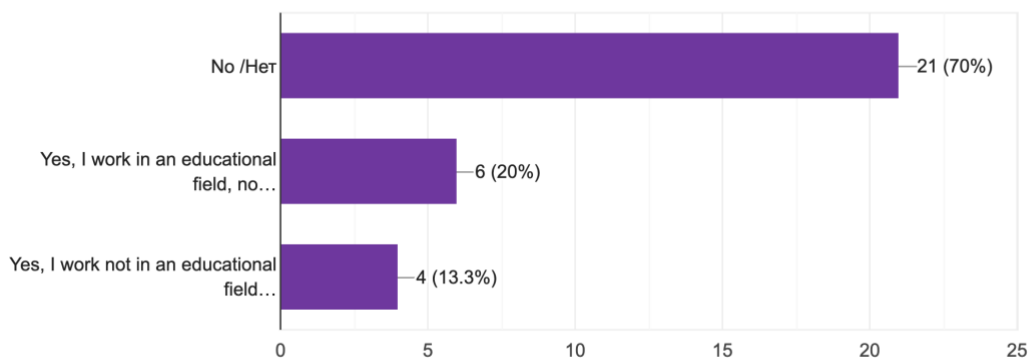
5. How long have you worked online as a teacher? /Как долго Вы преподаете онлайн?

30 responses



6. Do you combine online teaching with any other occupation (i.e. job in a different field, or teaching but not online)? /Совмещаете ли Вы п... очным преподаванием или другой профессией?

30 responses



Appendix 4. Qualitative responses from the survey

Group	26. What is the biggest psychological challenge you are currently facing while working online? /Самая большая проблема в психоэмоциональном плане при работе онлайн.
Red	Отсутствие обмена энергетикой. Когда я занимаюсь с учениками в реальности, их присутствие (а не участие в моей жизни или моих проблемах) снижает эмоциональную нагрузку. Преподавая онлайн я также эмоционально выкладываюсь как учитель, но взамен с трудом чувствую ответную реакцию
Red	Общение с коллегами практически отсутствует
Red	Низкая оплата труда. Не ценят опыт и стаж сотрудников.
Red	Being sick and tired of repetitiveness, feeling worthless from being easily replaceable. A lack of tangible support from school when it comes to specific requests from students. It all started long before COVID.
Yellow	Emotional compatibility with kids (as I work with them). Sometimes it is really challenging to understand how they feel
Yellow	Как и в работе оффлайн.. сильно отдаёшься детям, выгораешь
Yellow	Совпадение психотипа с учеником, если его нет, надо отказываться от ученика
Yellow	Can't touch or smell people
Green	ощущение в том, что компетенции недостаточно

Group	27. How can your work-from-home experience be improved? /Как можно улучшить Ваши впечатления от удаленной работы?
Red	Снизить навязчивый контроль за временем начала занятий и уменьшить постоянный стресс среди учителей в общем канале общения
Red	Perhaps, changing my occupational field entirely may be helpful
Green	поддержка компании была бы кстати (я знаю, что есть психологическая помощь, но обращаться туда - как мне показалось) стоит только при сильных проблемах. С текущими, мелкими психологическими проблемами и сложностями в основном приходится справляться самостоятельно.

Group	28. What would motivate you to continue teaching online? /Что мотивировало бы Вас продолжить преподавание онлайн?
Yellow	The sense of belonging to the teachers' community, my commitment to work and kids I work with and the level of their satisfaction with my work
Yellow	Грамотный подбор- преподаватель- ученик по психотипу
Green	appreciation