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Teacher Burnout and Emotional Well-being in the Digital Era

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Abstract:

The digital revolution has created an unprecedented opportunity for transformation in the educational landscape and is affecting the well-being of teachers. Teachers are at risk of burnout characterised by chronic exhaustion, detachment from work, and feelings of ineffectiveness. In higher education, this pandemic phenomenon, along with declining emotional well-being and increasing anxiety and depression, has been studied on the global scale of more than 21 thousand teachers in over 113 countries. A large number of teachers with less educational technology experience, who were pushed to integrate technology at once, reported becoming distant from their personal lives and stuck with professional obligations. Preschool teachers in a remote teaching context, and in a situation where contact from students was limited during the process, indicated the highest level of emotional exhaustion during the pandemic. Online pedagogical training in device usage, and in establishing distance communication and classroom management concerning the remote environment, reduces the teacher's likelihood to experience burnout and develop a sense of ineffectiveness (Padmanabhanunni & B. Pretorius, 2023).

Keywords: digital revolution, educational technology, remote teaching.

1. Introduction

The teaching profession has been linked to stress and burnout, worsened by the COVID-19 pandemic. Evidence shows that digital demands from new teaching modalities and hybrid work

setups have heightened teacher burnout and emotional challenges. While teachers utilize technology to boost student engagement and motivation, these tools also create excessive demands. Limited instructional time and the inability to meet new requirements add to the stress. Before the pandemic, long hours were often needed to manage deadline pressures and adapt to emerging pedagogical views. The pandemic has further complicated matters with new health, safety, and engagement obligations. By analyzing burnout and emotional well-being, along with epidemiological data, researchers explore how digital demands affect teacher experiences in various educational contexts. Initial inventories have been developed to understand the impact of these demands in remote and hybrid environments, offering insights for educators and policymakers to enhance strategies and align practices with changing educational landscapes. (Iacolino et al., 2023)(Sanford, 2017)(Gutentag & S. C. Asterhan, 2022)

2. Conceptual Foundations of Burnout and Emotional Well-being

A range of definitions has been provided for both burnout and emotional well-being because both terms encompass a variety of different characteristics. Models describing the concept of emotional well-being help to ensure that exploratory data analyses are guided by theory, while at the same time allowing for flexibility in considering both positive and negative symptoms of an emotional construct. The examination of emotional well-being in a digital context deserves special attention because it is linked to central attributes of the teacher profession, contributes to effective teaching and learning, and may influence teachers' responses to digital technology as well as their use of equipment.

In the investigation of teacher burnout, the Digital Era plays a dual role. Teachers are highly active in task-based information and communication technology-supported learning environments, where they regularly develop and support multi-user computer-mediated communication tasks. The emergence of so-called Technostress and Digital Work-Home Spillover flows mainly from the inappropriate use of Information and Communication Technology during school closure and distance learning. Technology-based learning environments can help to externalize social monitoring and evaluation processing in performance-oriented settings by shaping the rules and processes of social interaction in a systematic way. The preceding definition of emotional well-being combines, therefore, concepts of positive and negative affect, engagement, resilience, and emotional repression.

2.1. Definitions and Theoretical Models

Burnout is a psychological response to chronic job-related stress, leading to decreased professional efficacy. It has three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion stems from challenges like classroom

discipline and heavy workloads. Depersonalization manifests as cynical attitudes toward students and parents due to the feeling of insufficient rewards for effort. Reduced personal accomplishment involves self-doubt about effectiveness. Teachers are especially vulnerable to burnout, particularly in crises, which negatively impacts students' development and teachers' health. Thus, ensuring teachers' emotional well-being is crucial for effective education. (A. Genoud & L. Waroux, 2021)(Stan, 2022)

2.2. The Digital Era: Stimuli, Demands, and Supports

A significant body of research highlights the considerable stimuli and demands that arise from a rapidly digitizing society, yet the support offered to both students and teachers remains inadequate (Cramer & Hosenfeld, 2023) . Digitalization is recognized as an important feature of the contemporary (post-)modern Gesellschaft (Wang et al., 2023) . Society continues to evolve towards a digitized way of life, prompting ongoing debates on what constitutes an optimal digitally supported future for society and education. Consequently, digitalization is a global megatrend that shapes contemporary cultures and influences social construction of meaning.

The individual experiences that accompany digitalization differ widely. Age, gender, and individual attributes, along with situational contexts spanning work, private, or hybrid environments, exert considerable influence (Iacolino et al., 2023) . Moreover, perceptions related to the extent of a digitized environment, social background, and socio-political agenda further broaden the spectrum of encounterable experiences . These diverse perspectives have emerged as a key aspect that facilitates reflection on society's future .

3. Epidemiology of Teacher Burnout in the Digital Era

Teachers are experiencing a significant increase in burnout, worsened by the pandemic and the growing digitization of their roles. Research indicates that roughly one-third to over half of teachers report frequent symptoms of burnout. A study of 478 South African teachers found that COVID-19 stigmatization is a significant predictor of burnout. The switch to remote teaching during the pandemic notably impaired teachers' well-being, while the rapid introduction of new technologies in edtech has hindered their ability to adapt and rethink teaching methods. This digital burnout threatens the successful transformation of education through e-learning, undermining its expected benefits. Teacher burnout, a psychological syndrome from chronic job-related stress, manifests as exhaustion, cynicism, and feelings of ineffectiveness. It can be broken down into emotional desolation, marked by feeling drained, worn-out, and physically exhausted, and loss of self-efficacy, which includes doubts about performance, feelings of incompetence, and fear of failing to complete tasks. (Iacolino et al., 2023)(Gutentag & S. C. Asterhan, 2022)(Padmanabhanunni & B. Pretorius, 2023)

3.1. Prevalence and Trends

Teacher burnout is a psychological syndrome characterized by emotional exhaustion, depersonalization, and low personal accomplishment. Nearly 30% of teachers worldwide experience these symptoms, making it one of the most burned-out professions. In Ontario, instructional leaders attribute declining teacher morale to increased workloads during the COVID-19 pandemic and the rise of digital technologies. Research connects excessive digital technology use to widespread burnout. Burnout consists of emotional exhaustion, depersonalization, and reduced accomplishment. Surveys show that teacher burnout has markedly increased due to workplace stresses, especially during online instruction, which presents high demands and low social support—both risk factors for burnout. In areas with remote or hybrid instruction, 60% to 70% of educators reported increased burnout risk. Reviews indicate that workload is the primary risk factor for educator turnover, highlighted by authorities across Canada. Digital activities like asynchronous instruction, feedback via email, and lesson preparation contribute to excessive workloads and burnout. Some jurisdictions have enacted regulations to limit educators' access to work-related devices after hours. (Agyapong et al., 2022)(Carroll et al., 2022)(Iacolino et al., 2023)

3.2. Risk and Protective Factors

In the digital age, teaching faces numerous tools like Microsoft Word and Zoom that support learning but also raise workload intensity. Workload variations hinge on intensity benchmarks and activity types. Teachers in hybrid or online scenarios experience uncertainty about responsibilities, collaboration, and material preparation. Fears of technology-induced job loss may drive excessive work as educators seek to prove their value. The blending of work and home lives is heightened by the imbalance of demands, while research probes the impacts of environmental exposure and work-home spillover. Since 2020, teachers face intense pressure for compliance with digital demands and performance metrics. Credentialing policies lead to overwhelming documentation, while isolation intensifies the limitations on interaction, particularly for newer employees. The disconnected nature of today's educational landscape exacerbates inexperience among teachers, affecting their ability to manage tasks effectively due to increased digitization and pressure. (Hussain et al., 2024)(Iacolino et al., 2023)

4. Mechanisms Linking Digital Demands to Burnout

Digital demands on teachers are commonly associated with three digital mechanisms that simultaneously foster the current digital era and exacerbate job-related stress. The first mechanism involves technostress stemming from exposure to information overload, which undermines job performance and thereby threatens teachers' professional self-esteem. The

internet has both fueled an exponential proliferation of information and empowered access to that information. The second mechanism relates to work-home spillover, arising from hybrid- and remote-working situations that blur the boundaries between personal and professional domains. The third mechanism emerges from teaching in an age of rampant credentialism, compounded by the anxieties and frustrations provoked by inflexible deadlines and time limitations. Teachers' digital workloads and the associated feelings of *la illusio* that digital tasks are compulsory account for the amplifying effects of these three digital demands. Digital skills and competencies are thus crucial for teachers' emotional lightness and mental equilibrium in the digital era (Hussain et al., 2024) ; (Stan, 2022).

4.1. Technostress and Information Overload

Burnout is associated with increased depression, anxiety, and substance abuse problems, highlighting the need to consider new protective factors in the digital age. Emotional well-being encompasses positive and negative affect, resilience, and engagement with work. These internal resources can mitigate the impact of digital demands on teacher burnout.

Technostress refers to the stress experienced due to an inability to cope with new information and communication technologies and the perceived negative impact of technology on work and personal life. Information overload denotes excessive information input that risks exceeding individuals' processing capabilities and thereby yielding detrimental effects. Both technostress and information overload constitute significant demands that increase the risk of teacher burnout. With the rise of online and blended learning, teachers have had to adopt various information and communication technologies constantly, including e-learning platforms, virtual classrooms, and learning management systems. Teachers must also adapt to changing pedagogical requirements and curriculum content. The unanticipated adoption of digital tools and platforms and the growing integration of technology into education present multiple opportunities, but they are accompanied by technostress and information overload, which in turn contribute to burnout (Wang et al., 2023).

4.2. Work-Home Spillover in Remote and Hybrid Contexts

The shift to remote and hybrid education has heightened work-home spillover issues for teachers. Research has previously identified disturbance as a key interference mechanism, but this needs reevaluation in the digital context, as spillover increases the risk of teacher burnout. Remote work and digital teaching are merging, allowing teachers to conduct video calls from various locations, yet this constant digital connectivity can lead to work-home interference. Many believe spillover is less prevalent in hybrid settings, but the reality suggests otherwise. Teachers face interference through defined roles at home, a blend of personal and professional spaces, or engaging in

different activities near scheduled calls. Despite the notion of “pure” hybrid work, spillover remains a risk. Home environments contribute to this issue, with many teachers experiencing pressure to manage work outside regular hours due to insufficient separation between work and personal time. Consequently, they arrange appointments to create gaps. While larger homes can reduce crowding, they do not mitigate spillover caused by mobile work communication. Spillover remains significant in hybrid and remote contexts, ranking among top concerns alongside resource access, additional duties, educator conditions, and student success, with on-site presence noted as less significant. (Stan, 2022)(Zhou & Zhou, 2022)(Iacolino et al., 2023)

4.3. Performance Anxiety and Credentialing Pressures

Teachers play a crucial role in engaging students in online learning. The use of outcome-oriented measures to evaluate teacher effectiveness, like student assessments and course evaluations, raises the stakes for educators, contributing to performance anxiety. While such stress is not new, it intensifies in online or hybrid settings, where interaction differs from traditional in-person instruction. Moreover, delivery methods once considered effective may fall short in digital formats, increasing anxiety among online educators. Concerns about failure can lead to negative emotions that negatively impact motivation and performance. The focus on technical support during this shift often neglects the emotional challenges faced by teachers. Adjusting to hybrid or online teaching may force educators to reassess their competencies, especially when past evaluations were favorable. This negative emotional experience can greatly diminish self-efficacy and potentially lead to higher attrition rates in the teaching profession. (K. Owens & K. Hudson, 2021)(Iacolino et al., 2023)

5. Emotional Well-being: Concepts, Measurement, and Outcomes

Teacher burnout results in low motivation, reduced job performance, increased sickness, and feelings of inefficacy. The WHO defines burnout as a chronic workplace stress syndrome characterized by emotional exhaustion, depersonalization, and low personal accomplishment. Emotional exhaustion leads to fatigue and energy depletion, while depersonalization involves negativity toward colleagues. Personal traits significantly impact workplace behavior and stress response, with the Big Five traits—extroversion, agreeableness, conscientiousness, emotional stability, and openness—affecting burnout levels. Digital competence is crucial for teachers to prevent burnout, as mastering digital tools enhances resilience. Stress within educational settings negatively impacts teachers and institutions; stressors can predict burnout outcomes. Emotional intelligence and metacognition support teachers in managing remote work stress, reducing burnout linked to new technologies. Maintaining student contact during remote teaching can add emotional strain. Healthy behaviors promote work performance and relationships, ultimately

influencing student learning. Future research should investigate stressors related to remote teaching, protective factors, and the role of organizational elements like leadership and climate. (Hussain et al., 2024)(Iacolino et al., 2023)

5.1. Positive and Negative Affect, Resilience, and Engagement

Teachers' emotional experiences during classroom interactions significantly affect their well-being. Positive emotions, resilience, coping strategies, mindfulness, and psychological capital are essential. Resilience allows adaptability amid challenges, while effective coping transforms stress into hope. Over-reliance on digital technology can cause anxiety, especially if teachers feel unprepared. Mindfulness, which promotes present-moment awareness, enhances resilience and reduces negative emotions. Research has increasingly focused on the negative impact of digital technology on mental health. Further investigation into resilience and coping strategies for teachers is necessary. Engagement relates to classroom management and psychological well-being, reflecting motivation. Various engagement models exist, yet it can be simply defined as "an individual's involvement, satisfaction, and enthusiasm for work." Tasks like lesson planning increase engagement, requiring significant thought. Engagement positively correlates with teachers' understanding of their subjects and their professional motivation. (P. Rusu & A. Colomeischi, 2020)(Hussain et al., 2024)

5.2. Mental Health Correlates and Burnout Consequences

The pandemic dramatically impacted global education, presenting unprecedented challenges for teachers. Sudden shifts to remote teaching heightened workloads and responsibilities, leading to increased concerns about teachers' mental health. Anxiety, stress, and depression surged, making teacher well-being critical for educational quality. Teachers faced uncertainties regarding their futures, with instability and ambiguity exacerbating stressors. Attention to these issues is essential, as burnout can diminish teachers' emotional engagement, threatening student learning and well-being. Teachers' emotional states significantly affect students' feelings, cognitive involvement, and interactions. Thus, teacher well-being is vital for fostering student engagement and achievement. Furthermore, burnout can generate feelings of ineffectiveness, reducing the perceived value of tasks and interventions. Motivated educators find it harder to maintain enthusiasm as they perceive their struggles as widespread and futile, risking absenteeism or leaving the profession. Additionally, as teachers become weary of seeking help, the likelihood of receiving necessary support declines. (Hussain et al., 2024)(Gutentag & S. C. Asterhan, 2022)

6. Interventions and Organizational Practices

Teachers worldwide face increased psychological distress due to heightened workloads and responsibilities exacerbated by the COVID-19 pandemic. These pressures lead to significant

burnout, low motivation, decreased job performance, increased sickness, and early retirement. Identifying burnout factors is crucial for developing interventions, as recognized by the World Health Organization (WHO), which considers burnout an occupational hazard. Teachers utilizing ICT tools experience increased technostress and burnout, as digitalization and technology use evolve the teaching landscape. Digital competence can influence the relationship between personality traits and burnout. The WHO defines burnout as a chronic workplace stress syndrome marked by emotional exhaustion, depersonalization, and diminished personal accomplishment. Teaching is emotionally intensive, requiring engagement with students, colleagues, and parents, which has become magnified in online environments. Rapid technological advancements and evolving pedagogical standards compel teachers to seek additional certifications, while regular teaching hours often fall short of meeting these requirements. Consequently, long hours spent on certification processes create time poverty and resource scarcity, impeding teachers' ability to develop skills and digital competence. Therefore, teachers confront talent waste and skill obsolescence due to excessive demands related to one-off credentials. (Hussain et al., 2024)

6.1. Individual-Level Strategies

Emotional well-being is crucial for teachers' health, shaped by personal and contextual elements. Positive and negative emotions influence resilience and commitment to teaching, linking to mental health and burnout. In education, emotional well-being correlates positively with engagement and negatively with burnout and mental health issues. Key components—positive and negative affect, resilience, and engagement—are interconnected. High teacher self-efficacy and effective resource management, such as professional autonomy and digital tool mastery, promote positive emotions and alleviate negative ones. Conversely, performance anxiety, unpreparedness, and credentialing pressures worsen negative feelings, disrupting emotional balance. (Iacolino et al., 2023)(Hussain et al., 2024)

6.2. School-Level and District-Level Interventions

The rising burnout among teachers in the digital era is urgent for school and district leaders. Customized strategies can create a more effective educational workforce. Many schools lack awareness of how teaching deployment and the organization of digital and non-digital tasks impact teacher wellbeing. Examining teaching hours and online task frequency can help develop crucial anti-burnout strategies typically overlooked by leaders. Understanding teachers' self-efficacy in task distribution can provide valuable insights. Current analyses often neglect the school and district's capacity, which is usually limited and essential for implementing successful strategies, necessitating alternative approaches where greater capacity exists. (Lee McKinley, 2016)(K. Killion, 2019)

6.3. Policy Implications and Professional Development

The rise of the digital era has significantly changed teachers' work environments. As teaching shifts to digital spaces, the emotional well-being of educators has become crucial. Many educators report a decline in their emotional health and classroom presence compared to pre-pandemic times. The onset of the COVID-19 pandemic led to rapid, large-scale online education, prompting teachers to engage with technology in new and collaborative ways. This shift raises questions about how technology influences educators' emotional experiences. Teachers' emotional well-being directly impacts student learning and well-being. Digital collaboration has developed through various forms, such as co-design, co-creation, and co-presentation, highlighting the need for further research. Digital technology affects teaching and emotional states through various stimuli linked to direct instruction and supportive services. The transition to digital environments shifts traditional knowledge transfer to a collaborative teacher-to-teacher discourse, altering the emotional dynamics in education. (Stan, 2022)(Iacolino et al., 2023)(K. Owens & K. Hudson, 2021)

7. Methodological Considerations for Research in Digital Education Environments

The measures introduced to mitigate the COVID-19 pandemic led to quick and forced adaptation by educational systems throughout the world (Iacolino et al., 2023). Digital educational environments increase the frequency of teachers' work, promote work-home overlap, and increase daily working hours. The increase in workload contributes to teacher burnout (Stan, 2022). The availability of personal support and technical means to accomplish their work mitigates the effect of these tasks on the burnout level.

The digital environment offers specific and unprecedented sources of stress. Concerns about technology and student demotivation constitute specific and considerable sources of stress for education implementation in the lockdown context.

8. Future Directions and Gaps in the Literature

Prior to the pandemic, digital technologies were generally regarded as a means to enhance educational quality and broaden professional development opportunities. Although students and other educational stakeholders have actively embraced digital advances, many teachers feel burdened by the new demands imposed on them (Iacolino et al., 2023). To counter these perceptions, educational authorities must offer teachers broader opportunities for training, consultancy, and peer support at the local level, enabling them to select the tools best suited to their needs and curriculum.

Educational institutions hold a prominent place in discussions about the future of education, learning, and teachers in the context of sustainability. Nevertheless, discussions about urgent

contemporary changes often loom larger. These trends include recent forms of colonization that structure the digitalization of education and learning; the ongoing iteration of official discourses that present digital technologies as neutral and benign; the widespread disavowal and forgetfulness regarding digital colonization even within progressive discourses; the pedagogical over-preoccupation with technology without an accompanying commitment to sustainability; and the increasing indifference on the part of educational research to questions of hardware as opposed to software.

9. Conclusion

The COVID-19 pandemic created significant challenges for global education systems, necessitating a swift transition from in-person to remote and hybrid learning. This shift initially fostered professional learning communities (PLCs) among teachers, though their effectiveness waned over time, particularly in enhancing digital skills. With the shift to online learning, teachers needed digital tools and students required devices and internet access. Consequently, many educators experienced increased stress, anxiety, and burnout during the initial phase of remote education, compounding existing issues in the teaching profession. To effectively design interventions for teacher well-being, a deeper understanding of the link between online teaching modalities and mental stress is essential. As educational systems worldwide adapted to hybrid and remote delivery, teachers encountered unique challenges that were both digital and psychological. The existing research on how these teaching modes impact educators' emotional health is limited yet rapidly evolving, primarily focusing on primary and secondary education. While the emotional well-being of teaching staff is vital for educational quality, there is a lack of literature on higher education experiences. Research indicates that the hybrid and online modalities implemented during the crisis served as a unique experiment affecting teacher engagement and emotions after long periods of traditional teaching. Therefore, identifying the diverse effects of policies and practices on teacher motivation and emotional states during this transition remains a crucial area for further investigation. (Padmanabhanunni & B. Pretorius, 2023)(Stan, 2022)

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