

Letter to the Editor

The relationship between occupational health surveillance, emotions, and technology use in teachers

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To the Editor-in-Chief

We have read with great interest, the article "Risk Factors and Prevention Measures for Teachers: A Literature Review with a Proposal for an Occupational Health Surveillance Protocol in Schools" [1], which was published in your esteemed journal. The comprehensive analysis of teachers' psychosocial and physical risks and the proposed specific health surveillance protocol highlight the urgent need to implement effective measures for safeguarding teachers' health [2].

We want to take this opportunity to emphasize a related aspect that warrants further attention: the relationship between teachers' emotions and the use of technology. The school is a socio-relational space where the teacher experiences a wide range of emotions. However, caring for student growth remains the main challenge, making this profession one of the most at risk for developing Work-Related Stress Syndrome (WRSS). Emotions play a fundamental role in the teaching profession and learning process [3], often challenged by radical transformations such as those that have occurred in

recent years: introducing and integrating digital technologies in the educational context has radically transformed teachers' working environments, bringing benefits and new challenges [4,5].

Specifically, the "technostress" phenomenon, also highlighted in the article, is an increasing concern. During the COVID-19 emergency, the need to rapidly adapt to new digital platforms and manage an amplified workload due to distance learning has exacerbated teacher stress. During the pandemic, teachers faced intensive use of digital technologies, leading not only to increased exposure to physical health issues, such as musculoskeletal disorders but also significant emotional impacts [2,6].

The close relationship between emotions and technology in school manifests in various ways. The challenge for today's and future teachers is to effectively manage the emotions associated with using technology for educational purposes in a hyperconnected world. Therefore, managing one's emotions becomes crucial to maintaining a healthy and productive work environment, with a significant impact on learning processes and students' well-being. In scientific literature, it is widely recognized that school psychologists can support teachers in the relational and educational challenges of the school. School psychologists play a crucial role in promoting well-being, addressing emotional needs, and enhancing the learning experience for both students and educators [7] as well promoting mental and organizational well-being program in school.

We propose that future research explores in more detail how emotions influence the use of technology among teachers and vice versa. A more in-depth analysis could lead to targeted strategies to mitigate the adverse effects and benefits of technostress, such as specific training programs on stress management and efficient technology use. Additionally, developing emotional support tools, such as psychological counseling and discussion groups [8], would provide continuous support for teachers.

Occupational health surveillance should thus include physical and psychosocial evaluations and specific monitoring of emotional well-being and interaction with technologies.

An integrated approach considering all these aspects can significantly improve the quality of teachers' working lives and, consequently, the quality of education provided to students.

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