

# COVID-19 and the Adaptive Role of Educators: The Impact of Digital Literacy and Psychological Well-Being on Education—A PLS-SEM Approach

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## Abstract

Mobility restrictions during the COVID-19 pandemic raised mental health consequences. This paper examines the triangulation of Digital Literacy (DL), psychological well-being, and effectiveness of remote teaching and learning during the pandemic. Survey responses collected from 518 schoolteachers in Sri Lanka are analyzed with Partial Least Squares – Structural Equation Modeling (PLS-SEM) method. Results indicate that Remote Education (RE) has twisted a stressful life for educators. DL negatively affects the psychological well-being of the teacher. The effectiveness of teaching and learning and teacher engagement depends upon their DL level. Educators' stress and depression status mediate the outcome of remote teaching and learning mode. Moreover, digital skills count more than the accumulated teaching experience. We emphasize the *adaptive role* of the teacher for sustainable digital education. The results indicate that augmented education success could be obtained by investing in digital competence. It suggests that upgrading DL is an urgent role and

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