

Translator Trainers' Stress and Coping Strategies in Online Education: A Case Study in Iran

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Abstract

Teaching is frequently characterized by higher levels of stress, especially when teachers are required to transition to online education without proper planning or preparation. Despite a wealth of studies concerning teacher stress in the field of education, the specific stressors for translator trainers, as well as the coping strategies they adopt during online education, remain underexplored. To fill this gap, the present study employed a case study design and conducted semi-structured interviews with five translator trainers working at a university in the center of Iran. The thematic analysis of their responses showed the primary stressors for trainers included instructional quality, technological challenges, academic dishonesty, a lack of face-to-face interaction, privacy and time constraints and emotional strain. The study also revealed that the most common coping strategies among translator trainers included securing reliable internet connectivity, and increasing the grade weight of classroom activities. Additionally, they frequently used multimedia resources, such as PowerPoint presentations and video clips, to enhance instructional quality, engagement and in-person class simulation. Finally, it was shown that stress levels decrease over time due to progressive adaptation and gaining a sense of control.

Keywords: Stress, coping strategies, online education, emergency online education, translator trainers

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1. Introduction

Teaching is widely recognized as a stressful career (Yang et al., 2025). Indeed, stress results from a combination of factors. Teacher characteristics, personality traits and external circumstances all play a crucial role, collectively influencing teachers' stress levels and, consequently, their job performance and professional development (Ghasemi, 2025; Tong, 2025). Likewise, Harmsen et al. (2018) report that students' misbehavior, heavy teaching workloads and negative social and relational aspects of the teaching climate are among the strongest stressors for teachers, leading to tension, negative emotions and discontent.

The (emergency) online education ecosystem presents multiple challenges that contribute significantly to teacher stress and burnout (Emir et al., 2023). Iran appears to have stayed in a prolonged state of educational emergency. In recent years, authorities have repeatedly mandated sudden shifts to online classes due to air pollution, energy shortages, influenza outbreaks, and wars. Despite these issues—which have not become very common—the Ministry of Science, Research, and Technology in Iran emphasizes in-person classes and, in practice, does not permit online or distance education—except for Open and Distance Learning institution like Payame Noor University. This suggests that both teachers and students prepare a plan for in-person education at the beginning of the semester; however, as mentioned above, on many occasions they must suddenly switch to online education to avoid missing class sessions or course content.

Therefore, emergency online teaching has emerged as a critical response to crises, necessitating a rapid shift from traditional face-to-face education to online formats; a transition that has brought numerous challenges, including increased teacher stress (Lee et al., 2022). Teachers may face difficulties in maintaining student engagement, managing technical issues, and addressing the lack of parental involvement, often due to parents' illiteracy or their struggle to balance multiple roles at home (Xalxo et al., 2025). To these, “the lack of access and cost of reliable internet connections, computers/devices, and technology literacy levels” (Mazzei & Aibo, 2022, p. 15) should be added. In addition to these challenges, a variety of factors have been explicitly reported to cause teacher stress in online education: technological challenges (Vergine et al., 2022), pedagogical adjustments (Nerlino, 2022), lack of support from society (Emir et al., 2023), increased workload (Oliveira et al., 2021) or emotional and psychological strain (Mathew et al., 2024).

Lee et al. (2022) rightly assert, online teaching is not just about using a platform; it is deeply shaped by the rules, resources and social environment of the institution. Emergency online teaching is stressful because, as noted by Flores et al. (2024), teachers have to quickly change the entire in-person courses or sessions to online formats and implement remote teaching approaches with little notice, minimal preparation and insufficient resources. Many courses in translation programs, such as interpreting, have seldom been offered online (Liu & Lei, 2024), largely because the translation and interpreting program was fairly late to adopt virtual and distance learning (Mazzei & Aibo, 2022). This is supported by recent evidence demonstrating that optimal translator training relies on interactive, task-based, and workshop-driven frameworks where experiential practice is prioritized. By structuring learning around collaborative tasks and simulating professional workflows, such environments significantly enhance both translation and translator competence (Hajmalek & Aghamohammadi, 2022; Wang & Wang, 2023). The emergency nature of online education in Iran adds another layer of pressure to the already stressful task of online translation education for translator trainers.

University teachers or faculty members face productivity pressures while balancing competing demands in teaching, research, mentorship and service. This multifaceted workload takes a profound toll on their mental health and well-being (Hammoudi Halat et al., 2023). Therefore, failure to

address teachers' stress is known to cause numerous adverse consequences. For instance, occupational stress precipitates a diminution in teachers' job satisfaction, which in turn engenders diminished commitment to their profession and increased job attrition. Moreover, stress has adverse effects on teachers' health (Brady et al., 2023; Carroll et al., 2021). Additionally, students usually notice their teachers' stress (Oberle et al., 2020), and satisfaction with education decreases among students when their teachers are stressed (Ramberg et al., 2020).

While a small number of studies have explored the challenges associated with delivering online translation education (e.g. Almahasees & Qassem, 2021; Alwazna, 2021), and the journal issue edited by Hubscher-Davidson and Devaux (2021), to our knowledge, none of them have viewed the difficulties faced by translator trainers and their solutions from the vantage point of stressors and coping strategies. This research seeks to contribute to bridging this gap by examining the stressors for and coping strategies of translator trainers through a case study conducted at a state university in the center of Iran. The study intends to tackle the subsequent research questions:

1. What are the primary stressors for translator trainers in online teaching ecosystems in Iran?
2. What coping strategies do Iranian translator trainers employ to manage stress in online classes?
3. How do stress levels experienced by Iranian translator trainers evolve over the course of an online term?

2. Literature Review

Online translation education can be conceptualized as a pedagogical practice encompassing fully online, hybrid and multimodal formats, integrating synchronous and asynchronous learning activities (Mazzei & Aibo, 2022). Within this framework, learning is understood as emerging through sustained dialogue among students, instructors, texts and professional communities, a process that remains integral even when mediated through virtual environments (Mazzei & Aibo, 2022). However, online education is a multifaceted endeavor that requires the thoughtful application of online training tools. These tools must be used within a well-designed teaching approach to meet the needs of both students and educators (Lee & Huh, 2018).

The effectiveness of online translation education is compromised by a number of factors. Most translation courses rely on live interaction and continuous instructor–student feedback (Andújar Moreno & Cañada Pujols, 2024; Washbourne, 2014). Yet, the inconvenience or challenge of peer collaboration and interaction in online platforms has been reported (Ahrens et al., 2021). Furthermore, Almahasees and Qassem (2021) mentioned that translator trainers find online classes less effective due to challenges such as decreased student motivation, reduced class participation, and connection issues. Alwazna (2021) also identified challenges in online translation education, including uncertainty about students' understanding and classroom attendance, as well as technical issues such as audio and internet problems. Despite such challenges, there has been a surge in the popularity of online translation education (Jiménez-Crespo, 2015); a trend that has accelerated following the normalization of online learning in the wake of the COVID-19 pandemic. This increased adoption can be attributed to the effectiveness of online education as an alternative to face-to-face instruction. Its principal advantages include flexibility, opportunities for self-paced learning, personalized feedback, and enhanced accessibility. Although challenges remain in fostering peer interaction and cultivating a strong learning community, well-designed online courses can facilitate meaningful and effective learning experiences (Lee & Huh, 2018). Building on the growing recognition of online learning as a viable educational approach, Hubscher-Davidson and Devaux (2021) argue that, despite the limitations of emergency remote teaching in translation and interpreting, the experience has provided valuable opportunities to reconsider and improve

pedagogical practices, thereby contributing to the ongoing development of effective online translation education (p. 187).

While these studies highlight the pedagogical opportunities and challenges associated with online translation education, they also draw attention to the experiences of instructors who must navigate these evolving teaching environments. One issue that has received considerable attention in this regard is teacher stress. Teacher stress is a longstanding issue in education because teaching is among the most emotionally demanding professions, influenced by both institutional and interpersonal stressors (Yao & Abdullah, 2025). Although stress is generally defined and understood as “a prolonged state of psychological and physiological arousal” (Matsumoto, 2009, p. 524), teacher stress is a more complicated and multifaceted concept, especially when it comes to online education. A teacher-centered view of occupational stress identifies excessive workloads, inadequate organizational and administrative support, challenges in classroom management and high expectations of responsibility and accountability as primary stressors that diminish teachers’ emotional commitment (Dilekçi et al., 2025). Teacher stress, for Kyriacou (2015), refers to the experience of negative emotional states, including anxiety, frustration, tension, anger, and depression, resulting from the demands, pressures, and challenges associated with the teaching profession (p. 72). It results from various aspects of teachers’ work and is often triggered when teachers perceive these demands as threatening or exceeding their ability to cope effectively (Kyriacou, 2011, p. 161).

Interestingly, Kyriacou (2015) believes that teacher stress arises from how teachers perceive challenging situations, for example, online education here. Indeed, stress is realized as the dynamic relationship between an individual and their surroundings, arising when perceived demands exceed personal resources. Thus, stress is hardly conceptualized as just a stimulus or response (Lazarus & Folkman, 1984). According to Quansah (2025), “stress occurs when perceived situational stress demands exceed coping resources available; however, the situation is perceived as manageable or stressful based on the outcome of the appraisal process” (p. 3). It goes without saying that higher levels of negative emotions are linked to lower-quality teaching, including a less safe and stimulating learning climate, poor classroom management, unclear instruction, and reduced activation of student learning (Harmsen et al., 2018).

There has been a rich body of literature on teacher stress in the field of education. Research on online teaching-related stress has identified various contributing factors. For example, teachers reported stress arising from both personal and professional responsibilities (Robinson et al., 2023). In fact, Bruggeman et al. (2022) believe that teachers’ decisions are influenced by personal factors, like their knowledge, opinion, or motivation, and many external factors; therefore, stress often limits teachers’ consideration of alternatives. There have been other factors causing stress in teachers, for example, the abrupt transition to online teaching during crises such as the COVID-19 pandemic, which contributed to increased levels of (techno)stress (Bruggeman et al., 2022). Heavy workloads, concerns for family health, reduced control over professional duties, blurred boundaries between personal and work lives, reduced autonomy in individual choices, the pressures of virtual teaching, irregular scheduling, and financial pressures have been shown to contribute to stress among language teachers teaching online throughout the pandemic (MacIntyre et al., 2022; MacIntyre et al., 2020).

When individuals find a situation as exceeding their tolerable threshold of pressure, and thus become stressed, they naturally seek strategies to alleviate that psychological strain. Exactly which behaviors should be regarded as coping has been a matter of debate. Some scholars believe coping includes voluntary and conscious behaviors and techniques (e.g., Compas et al., 2001), while others believe a combination of involuntary reactions and voluntary techniques can be considered coping

(e.g., Carver, 2011). All in all, behaviors employed toward the end of alleviating stress are termed coping strategies (Lazarus & Folkman, 1984).

Indeed, teachers are not exempt from the natural human tendency to employ strategies to reduce their own stress. In fact, the necessity of teachers' use of coping strategies cannot be overemphasized. Researchers have shown that teachers' failure to adopt effective coping strategies leads to adverse effects such as teacher burnout and inadequate mastery of material by students (see, for example, Admiraal et al., 2000; Cameron & André, 2005). In the context of teaching, Kyriacou (2001) sets forth a classification of the most frequently employed coping strategies by teachers: direct and palliative techniques. This typology closely resembles Lazarus and Folkman's (1984) grouping of problem-focused and emotion-focused coping strategies, which will be addressed in the following section.

3. Methodology

Employing a case study design, this research aims to qualitatively probe the sources of stress for translator trainers in online education and the coping strategies they adopt. The advantage of qualitative research is that it enables researchers to "explore the social world from the point of view of the actors" (Saldanha & O'Brien, 2014, p. 12). In addition, a case study design affords researchers with an in-depth exploration of a single case (Matthews & Ross, 2010).

The transactional theory of stress and coping of Lazarus and Folkman (1984) is the theoretical framework of this study. Psychological stress within this theory is understood as "a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being" (p. 19). Another component of the theory is coping, defined as "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (p. 141). Coping in this theory is distinct from "automatized behaviors and thoughts that do not require effort" and can "include anything that the person does or thinks, regardless of how well or badly it works" (p. 142). Importantly, the use of the word *manage* in the definition of coping means that coping includes "minimizing, avoiding, tolerating, and accepting the stressful conditions as well as attempts to master the environment" (p. 142). Lazarus and Folkman (1984) list two broad types of coping based on the function, or purpose, of the coping strategies: emotion-focused and problem-focused. Emotion-focused coping is "directed at regulating emotional response to the problem" (p. 150). Problem-focused coping, on the other hand, aims at "defining the problem, generating alternative solutions, weighting the alternatives in terms of their costs and benefits, choosing among them, and acting" (p. 152).

Relevant data were collected through interview sessions. Due to the university closure in effect at the time of the interviews, as well as the emergency circumstances that made in-person meetings with the respondents impossible, the interviews were conducted virtually. The open-ended questions presented below were prepared as a PDF file in Persian and sent to the respondents on their chosen platform for their convenience. Furthermore, to accommodate their schedules, they were asked to type their responses to the questions or send voice messages on their preferred platform within one week, whenever it was feasible for them. They were also invited to seek clarification from the researchers regarding any questions or ambiguities that arose during the response process. The interview consisted of the following three questions, translated into Persian:

1. What factors have caused you stress in your experience teaching translation online?
2. What have you done or usually do to manage or overcome the stress during teaching translation online?

3. How does your stress evolve over the course of a term while teaching translation courses online?

Five translator trainers at a state university in Iran participated in the study. More information about each respondent is presented in Table 1.

Table 1. Respondents' Demographic Information

No.	Gender	Age	Academic Position	Years of teaching experience	Online teaching experience before COVID-19	Online teaching experience after COVID-19
1	Male	42	Assistant Professor	12	No	Yes
2	Female	42	Assistant Professor	12	No	Yes
3	Female	45	Assistant Professor	13	No	Yes
4	Female	42	Lecturer	16	No	Yes
5	Female	37	Lecturer	6	Yes	Yes

The voice responses were transcribed and consolidated with the typed responses into a single file. Subsequently, the file was imported into MAXQDA 20. A thematic analysis, based on the six-step guideline proposed by Braun and Clarke (2006; 2019) was then conducted to identify recurrent patterns in the responses.

Following the steps of the guideline, the data were first read multiple times, and ideas and points considered potentially helpful in later stages were noted. In the second step, initial coding was performed; in the third step, codes with the same core meaning, or, in other words, referring to the same idea, were grouped, and possible themes and subthemes were developed. In the fourth step, the themes and subthemes were reviewed, refined and finalized. In the fifth step, each theme was given a label. The sixth step in this guideline involves reporting the results. The remainder of the article addresses the sixth step.

Before proceeding further, it is imperative to note that Braun and Clarke (2006) distinguish between different types of thematic analysis: "inductive" versus "theoretical" (p. 83) and "semantic" versus "latent" (p. 84). Analyses may also adopt hybrid combinations along these dimensions (e.g., semantic-latent or theoretical-inductive). In this study, the analysis of responses was conducted inductively, and no specific pre-determined categorization was used as a frame for the coding process. Furthermore, the thematic analysis was semantic, that is, based on the surface-level meaning of responses, since the investigation of underlying layers of meaning and possible ideologies was not within the aim and scope of this research.

4. Results

The findings are presented in accordance with the study's research questions. First, the stressors experienced by translator trainers during online education are discussed, followed by the coping strategies they employed to manage these stressors. The section concludes with participants' reflections on changes in their stress levels over time.

4.1. Stressors

The first research question of this study concerned what induces stress among translator trainers during online education. The analysis identified six broad themes or sources of stress: teaching quality, technology, cheating and dishonesty, lack of face-to-face interaction, time and privacy, and emotional stressors. Each of the stressors is discussed in a separate section.

Teaching Quality

One source of stress for all respondents in this research was the quality of their teaching. For example, respondent 5 stated that her primary concern is always students' learning, specifically whether they learn effectively in online classes. Other respondents also stated that they are always on the lookout for the best method to use. Aside from voicing general concerns regarding teaching quality, another matter raised by some respondents was that the nature of certain courses proved too challenging to deliver online. Interpreting, for instance, was explicitly named by respondents 1 and 3 as being difficult to teach online. Respondent 1 stated, "teaching interpreting online is not easy—especially simultaneous interpreting. Many factors can make it go wrong".

Technology

Stress about technology was as prominent in the responses as stress about the quality of teaching, such that all respondents regarded technology-related issues as a highly stressful factor. By way of illustration, respondent 1 noted, "a poor internet connection causes numerous problems for both educators and students". Power outage was another technological stressor. For instance, respondent 2 recalled a time when "during exam sessions" she "received messages from students saying that the electricity had just gone out". She felt that this situation "in addition to being inherently stressful, also raised concerns about whether the student was telling the truth regarding the power outage at their home".

Lack of familiarity with the online class platform was also a technology-related stressor for some respondents. As an illustration, while explaining the lack of familiarity with tools for conducting classes, respondent 4 provided an example of her first online education experience during the pandemic: "They just told us to use Adobe Connect. It was my first time using it. I was afraid that I couldn't use it properly".

Hardware issues, as other respondents pointed out, also cause a high degree of stress. For example, respondent 3 mentioned that she once had to cancel a class due to her system's technical malfunction. Some of them believed that such issues are particularly troublesome in specific courses. As respondent 1 put it:

Hardware failure is always a possibility for students and for us; for example, my webcam has recently stopped working. Additionally, some students lack access to laptops or computers. This is a significant problem in audiovisual translation classes that require laptops or computers.

Cheating and Dishonesty

Interestingly, the extent to which one could trust students' scores on virtual exams was also a source of stress for some translator trainers. For example, respondent 4 maintained that "the grades aren't the students' real grades". Among the translator trainers' responses, exam cheating and dishonesty constituted two distinct yet connected stressors. Some respondents held the belief that not all students are honest with them. For example, respondent 1 had difficulty believing students who claimed they could not hear him in the classroom:

Sometimes I call their names, but they don't respond. Are they in the classroom? Are they busy doing something else? They say they have a poor internet connection. It's hard to determine whether they tell the truth.

Respondent 2 mentioned similar concerns about cheating and dishonesty:

Exams lack security. This was particularly true in the initial stages of online education during the pandemic. Sometimes they arrived in the classroom just before I wanted to

call the roll. I was unsure whether they were actually in the classroom or just online. I was unsure whether it was them taking the test or someone else.

Lack of Face-to-face Interaction

Lack of face-to-face interaction was closely related to other stressors such as quality of teaching, dishonesty, and technological issues. Most trainers complained about the inability to use body language and emphasized the importance of body language for effective teaching. For example, respondent 3 felt that teaching without body language was similar to having her hands tied behind her back. They also reported that not seeing students' reactions to their teaching was stressful and left them unsure whether students understood the material or were even paying attention. Additionally, they stated that the lack of physical presence further limited student participation, turning teaching into a lengthy monologue. Some trainers, such as respondent 4, believed that using the webcam could solve this problem to some extent. Still, university officials asked them not to turn on their webcam due to poor internet, which increased the pressure of not being physically present in class.

Time and Privacy

There was a consensus among all respondents that preparing for online classes is more time-consuming. They reported the need to prepare various types of teaching materials, including PowerPoint slides, video clips, pictures, PDF books, and scanned books, some of which are not needed for in-person classes. Another time-related stressor was the number of announcements the translation trainers received, all of which required conscious attention and time. As respondent 5 said, "when universities are shut down, we receive too many announcements and messages from university authorities, often after hours. They have to be carefully read, learned, and sometimes practiced. I take notes of them".

Commenting in detail about time, respondent 5 also stated, "I also receive too many messages after hours from students". She continued, "it made me really sad that students texted me the night before their exam, at 12:00 a.m., to ask what chapters they should study for their test". This stressor was not only related to time but also to privacy. At times, these after-hours messages were reported to feel like an invasion of privacy. Some respondents reported that another disturbing behavior was that some students called the trainers if they were not satisfied with their exam results.

Emotional Strain

Last but certainly not least, emotional strain was evident in the majority of responses. The current conditions, uncertainty about the future of the country and people, concerns about the health and safety of students and the trainers' loved ones, and missing students were all mentioned as stressors. For instance, respondent 4 considered being away from students to be one of the saddest experiences she went through as a result of university closures. Table 2 summarizes stressors found in the responses.

Table 2. Summary of Sources of Stress

Sources of Stress	Key Points
Teaching quality	Finding the best method The nature of the subject
Technology	Poor internet connection Power outage Lack of familiarity with the class platform Hardware issues
Cheating and Dishonesty	Students' scores

	Students' excuses
Lack of face-to-face interaction	Lack of body language Inability to see students' reactions Lack of webcam Little student participation
Time and privacy	Workload Receiving time-consuming announcements Students' invasion of privacy
Emotional strain	Uncertainty about the future Students' health and safety Their family's health and safety Longing for students

4.2. Coping Strategies

Teaching Quality and Lack of Face-to-Face Interaction

To enhance teaching quality, respondents noted seeking advice from their colleagues. They also pointed to making use of PowerPoint slides, video clips, scanned books, and other resources to enhance their teaching quality. A handful of example responses are presented below:

Using PowerPoint slides and video clips, I try to reduce the adverse effects of online teaching. (respondent 1)

I use PowerPoint slides with images, descriptive explanations, and video clips. However, none of these can replace in-person classes. (respondent 2)

To visualize the material, I prepare PowerPoint files or share scanned book images with students. (respondent 3)

Preparing PowerPoint slides, sharing audio files, and finding helpful pictures are good. (respondent 5)

The use of the same resources was also mentioned as a technique to overcome the stress caused by the lack of face-to-face interaction. Moreover, webcams, when allowed, were used to overcome this stressor. By way of illustration, respondent 1 believed that "turning on the webcam gives students a closer sense of being in a classroom and increases their interaction with us."

Technology

In an attempt to overcome connection problems, almost all respondents stated that they tried to find the best network services. For instance, respondent 4 said: "I sought advice on the best network service company and selected the most suitable one for our home." Respondents 2 and 5 stated that they had prepared multiple networks so that they could switch to other networks in case one of them stopped working.

Regarding lack of familiarity with the teaching platform, respondents mentioned that receiving instructions is very helpful. Some respondents mentioned that they received instructions from the university, while others stated that they attended workshops on online teaching. The stress resulting from malfunctioning electronic devices was reportedly overcome by buying new devices or repairing the old ones:

I switched back to my older phone, with which I had no connection problems. (respondent 2)

I upgraded my phone. (respondent 3)

With personal finance, I bought a microphone and a cool pad. (respondent 5)

Cheating and Dishonesty

All respondents believed that cheating and dishonesty remain an insoluble problem, although they agreed that some measures can be taken to reduce cheating. A majority of the respondents considered assigning more points to class activities a helpful strategy. Some respondents mentioned that they employ specific methods to prevent students from cheating. For example, respondent 2 reported that she conducts video calls with students and administers oral exams if the nature of the course subject allows. Additionally, she reported that she has learned to use Adobe Connect features to understand whether students join the classroom just before the roll call or whether they are present during the class. She also noted that it is easier to judge the honesty and lack of cheating of students with whom she has previously had in-person classes.

Privacy

When it came to dealing with the sense of their privacy being invaded, some respondents pointed to self-relaxation techniques as a means of coping. For example, respondent 5 stated that deep breathing is a helpful method to overcome negative feelings. In addition, respondent 4 stated that, in order to set boundaries between personal and professional life, she has instructed students not to contact her outside of work hours and to limit private messages to the greatest extent possible.

Emotional Strain

To overcome the emotional strain due to the separation from students, sending messages to some students and meeting with others were considered helpful. For example, Respondent 3 reported, "I have formed a group with the students, and we go out together whenever it is possible." The respondents did not mention coping strategies for the remaining stressors. Table 3 summarizes the coping strategies mentioned by the respondents and their corresponding stressors.

Table 3. Stressors and Corresponding Coping Strategies

Source of Stress	Coping Strategies
Teaching quality	Consulting with colleagues Using PowerPoint slides, video clips, etc.
STechnology	Finding the best network Receiving instructions Buying/ repairing electronic devices
Cheating and Dishonesty	Assigning more points to class activities Using subject-specific test methods Relying on prior knowledge of the students in face-to-face classes
Lack of face-to-face interaction	Using PowerPoint slides, video clips, etc. Turning on the webcam
Privacy	Self-relaxation techniques Boundary setting
Emotional Strain	Meeting students Chatting with students

Stress Level Over Time

All respondents stated that their stress level does not remain the same from the beginning of a course to its end. For instance, recalling her online teaching experience during the pandemic, respondent 5 replied:

My stress level fluctuated throughout the course. Like anything else in life, it was initially very stressful. As I progressed and got used to the flow of things, my stress levels decreased. By the end of the courses, I usually felt like I had many things under control, but there were always ups and downs in between.

Similarly, respondent 4 compared her experience during the initial stages of the pandemic and the end of it and stated, "At the beginning, it was scary. However, as time passed by, my stress reduced so much that I preferred some of my university and language institution classes to remain online."

5. Discussion

Framing the results within the transactional theory of stress (Lazarus & Folkman, 1984) reveals that the majority of coping strategies employed by translator trainers of this study are problem-focused. "self-relaxation techniques" were the only strategies that could be directly considered emotion-focused. According to Lazarus and Folkman (1984), individuals employ emotion-focused coping when they appraise the situation as unchangeable, meaning that there is nothing they can do to alter the stressful condition. The findings, then, suggest that the respondents probably view many of their stressor as occurring in situations they can change. It is important to note that while various coping strategies were employed for many of the stressors, the respondents did not identify any specific coping strategies for other stressors, such as time or power outages. It is possible that the translator trainers in this study do not use emotion-focused coping strategies in situations where they believe they cannot do anything. Alternatively, they may have used such strategies but did not mention them.

The kinds of stressors identified in the study are noteworthy. The study revealed that all translator trainers experience stress regarding the quality of their instruction. This is an important finding because, as Greenglass and Burke (2003, p. 215) have made clear, when teachers perceive that they have not been effective in helping students learn, they often feel unaccomplished, which can cause significant stress and possibly lead to burnout. Al-Batineh et al. (2020) attribute the lower quality of online translation education to the lack of a dedicated platform for teaching translation courses online.

Interestingly, it appears that while translator trainers face stressors unique to online translation education, such as the nature of some translation courses, other stressors are also experienced by instructors teaching online classes in other disciplines. For instance, technology-related stressors, mentioned as a source of stress by all the respondents of this study, seem to cause stress for many instructors teaching online classes, regardless of location, subject, or class level (e.g., Al-Fudail & Mellar, 2008; Klapproth et al., 2020; Penado Abilleira et al., 2021). This suggests that, as Fernández-Batanero et al. (2021) noted, working with technology is inherently stressful. Another example of a generic stressor is the blurring of boundaries between work and personal life, which was identified as a stressor for language teachers in the study conducted by MacIntyre et al. (2020).

Consistent with Wei (2021), the present study highlights that without necessary competencies, preparation, or well-tailored tools, it is difficult to achieve high-quality teaching and learning. The distinctive features of translation education make the need for professional training particularly acute in online settings. Training involves "extensive and sustained reflection and a capability to tackle new and unexpected tasks and problems" (Massey et al., 2019, p. 212). Moreover, the multi-componential view of translator trainer competence highlights the necessity of a broad range of pedagogical, technological and professional skills (Wu et al., 2019). It requires systematic, competence-oriented training, ongoing professional development, and supportive institutional conditions that help align teachers' beliefs with their actual teaching practices.

6. Conclusion

The present study aimed to determine the sources of stress for translator trainers and their coping strategies. It was found that teaching quality, technology issues, dishonesty and cheating, lack of face-to-face interaction, time constraints, privacy concerns, and emotional strain contribute to stress in translator trainers. To mitigate their stress, the study found that the respondents employ a variety of problem-focused and emotion-focused strategies, such as identifying the best network, allocating more points to class activities, consulting with colleagues, and practicing self-relaxation techniques, among others. They also mentioned that their stress levels do not remain the same and decrease over time.

This study has important implications for authorities and curriculum designers. Authorities may find the findings of this research helpful in preventing stress and burnout among educators. For instance, determining the reliability of the scores was a primary concern for the respondents. Given that translation assessment is challenging in itself (Gambier, 2012), authorities are advised to develop safer examination platforms. Given that online education appears to remain relevant in Iran, curriculum designers may consider adding courses related to the methods of online translation education to the curriculum of translation students at the MA or PhD level. Finally, the stressors and coping strategies identified in this study can be of interest to other translator trainers who are in similar situations.

Despite providing some valuable insights, the study's findings cannot be generalized due to the limited number of respondents who participated in the study. Moreover, the interview only consisted of three questions. Future studies can employ other methods, such as questionnaires or interviews with a larger number of translation educators. Another possible research avenue is to compare the sources of stress and coping strategies among translator trainers from different universities to determine if context plays a meaningful role.

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