

relationship to mental health in a large sample representative of the Norwegian population.

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EPV0430

E-Learning challenges and trainee teacher engagement: Lessons from the COVID-19 pandemic

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Introduction: The sudden emergence of the COVID-19 pandemic resulted in a compulsory shift to distance learning due to school closures. Consequently, all educational courses were delivered virtually. To facilitate this transition for students and educators, the Ministry of Education implemented digital learning platforms, such as Taalim.ma and TelmidTice. Furthermore, the Broadcasting and Television National Company reorganized its television channels to maintain continuity throughout the academic year. As a result, trainee teachers have effectively shifted to distance learning, using resources such as e-Takwime, MOOC classes, and digital classrooms.

Objectives: This study examines the factors that cause discomfort among trainee teachers and evaluates their influence on satisfaction with distance learning during the COVID-19 pandemic.

Methods: We conducted a descriptive study with 370 Moroccan trainee teachers, with a mean age of 28.30 ± 5.99 years. We collected data using a self-administered questionnaire that was divided into three sections. The initial section examined sociodemographic and professional factors, including gender, age, marital status, academic level, and training cycle. The subsequent section focuses on discomfort-inducing factors, including living arrangements during lockdown, digital skills, material availability, network connectivity, and training schedules. Finally, the concluding section analyzes the trainees' satisfaction and perceptions within their learning community.

Results: The study indicated that 75% of trainee teachers lived in homes with four to seven residents, leading to confined living arrangements. Furthermore, 55% of the participants did not have a designated workspace for studying, focusing, or engaging with instructors. Participants identified various obstacles to online learning, including 80% lacking digital skills, 60% having insufficient equipment, 73.33% experiencing connection and network issues, 78.33% being unfamiliar with online learning, and 68.33% facing an unsuitable training schedule. The study indicates a positive correlation between trainee satisfaction and engagement ($r = 0.422$, $p < 0.001$).

Conclusions: The COVID-19 pandemic has necessitated online education as a crucial resource for ensuring the continuity of education. This study highlights the paramount significance of developing effective e-training policies to direct novice teachers toward successful online learning by alleviating their discomfort factors.

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EPV0431

Navigating Mental Health Support in Tunisia's Digital Age: Preferences, Challenges, and Paradoxes-An online survey

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Introduction: The digital age has transformed mental health support in Tunisia. This study explores how individuals seek assistance for mental health concerns online, considering their comfort levels, preferences, and decision-making factors.

Objectives: This study aims to: Investigate the comfort levels of Tunisians when discussing mental health concerns online Identify preferred online sources for mental health support Explore factors influencing the choice between online sources and mental health professionals

Methods: To unearth these insights, an exhaustive online survey was meticulously conducted. This survey was posted online on different social media platforms and cast a wide net, drawing responses from an eclectic cross-section of Tunisian society. The survey methodically gathered data on participants' demographics, their inclinations towards online avenues for seeking assistance, and the multifaceted factors that sway their choices in this digital age.

Results: Intriguingly, the results of this study illuminate several key findings:

Comfort Levels: A striking 47% of respondents expressed their unease about discussing their mental health concerns online. This statistic vividly underscores the intricate interplay between digital platforms and the persistent social stigma surrounding mental health issues.

Preferences for Online Sources: The study notably revealed that mental health apps and online counseling websites are emerging as the favored choices among those seeking support. This underscores the surging significance of digital mental health solutions tailored to individual needs.

Factors Influencing Preferences: An array of factors sways the preference for online sources. Among them, the allure of anonymity, the appeal of convenience, and the perception of limited access to in-person mental health professionals were prevalent. Additionally, financial constraints emerged as a notable consideration in the decision-making process.

Trust in Online Information: In contrast, individuals who leaned toward seeking assistance from mental health professionals stressed the pivotal importance of professional expertise, personalized guidance, and a comprehensive understanding of their concerns. Importantly, 38% expressed reservations about the reliability of online mental health information, underscoring the critical role of trust in the process.

Conclusions: This study sheds light on the nuanced process of seeking mental health assistance in the digital age. It emphasizes the need to address mental health stigma and improve online resource credibility. The findings highlight the importance of comprehensive mental health strategies that integrate digital solutions and traditional professional care, catering to diverse preferences and needs in Tunisia.

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