A study on Teachers' Technostress

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Abstract
*The objective of this study is to find out the Teachers' **Technostress**. For the present study, Normative survey method has been adopted and the investigation was conducted in the area of Thiruvannamalai, Cuddalore, Vellore and Villupuram Districts of Tamil Nadu, India. Random sampling technique was used in the selection of the sample of 520 Teachers. TechnostressScale - constructed and validated by Kumaran B and Tamizhselvan T (2020) used for this study. The findings shows that the teachers are having moderate level of Technostressaand the demographic variables are having significant difference between them with regard to the Technostress.*
Key Points: *Teachers, **Technostress**, Secondary, Higher Secondary*

I.   Introduction

Teachers may not always have the skills needed to deal with new issues that occur as a result of ICT use. As a result, teachers are unable to assist students in improving a skill in which they lack expertise (Fernandez-Cruz and Fernandez-Diaz 2016).Technological innovations have had an impact on our job during the last three decades, changing how we communicate, connect, learn, and work. Information and communication technology includes the Internet, wireless networks, cell phones, and other forms of communication (ICT). Work is no longer bound to a set time or location, which is likely to be unhealthy for workers.

Technostress among teachers

Despite the fact that the twenty-first century is the age of the internet and information technology, around 85 percent of the population remains sceptical (Bozionelos, N, 2004). Thanks to ubiquitous ICT, people may connect anywhere, at any time, and data and information can be supplied in real time to aid business and personal decisions. On the one hand, relying on advanced ICT leads to considerable advantages in convenience and productivity. The overwhelming and rapidly changing technology that surround them, on the other hand, are causing people to suffer. As a result of this, employees in many companies experience ICT-related technostress (Kanliang Wang & Qin Shu, QiangTu, 2008).

Though stress is a common occurrence, the definition and concept of stress are quite complicated. The term "stressed" can refer to the physical and mental state brought on by "stress." Technostress is a word that describes the psychological and emotional impacts of using information and communication technology. It is defined as a person's unhappiness, fear, tenseness, and anxiety as a result of studying and using computer technology, whether directly or indirectly, resulting in psychological and emotional issues (Kanliang Wang & Qin Shu, QiangTu, 2008).

The rapid development and simple accessibility of the internet and personal computers, according to Efilti E., Çoklar and Ahmet N (2019), has boosted their use in educational settings as well as in every field. Teachers' duties in using technology in schools have expanded within the scope of instructional processes, management processes, and administrative level, and this has had an indirect impact on their behaviour toward the institution.

Because stress is so tightly tied to an individual's perceptions, personal variables have a considerable impact on it. In most persons with high (physical and/or psychic) pressure, an excessive workload and/or elongated working hours are enough to produce stress. Employee stress can be caused by excessive personal responsibility, a significant risk of job-related failure, or the regular occurrence of crisis situations, as well as the requirement for intensive and wide-ranging emotional labour on a regular basis.

Objective of the Study
The following are the objectives for the present study:
1. To find out the Teachers' level of Technostress.
2. To find out whether there is any significant difference in the Teachers' level of Technostress with respect to Gender.
3. To find out whether there is any significant difference in the Teachers' level of Technostress with respect to Locality.
4. To find out whether there is any significant difference in the Teachers' level of Technostress with respect to Type of School.

Hypotheses of the Study
Following are the Hypotheses formulated on the basis of selected objectives:
1. There is no significant difference in the Teachers' level of Technostress with respect to Gender.
2. There is no significant difference in the Teachers' level of Technostress with respect to Locality.
3. There is no significant difference in the Teachers' level of Technostress with respect to Type of School.

Method of Study
For the present study, Normative survey method has been adopted.
Location of this Study
The present investigation was conducted in the area of Thiruvannamalai, Cuddalore, Vellore and Villupuram Districts of Tamil Nadu, India.
Sample
Random sampling technique was used in the selection of the sample of 520 Teachers.
Tool used for this study
Technostress Scale constructed and validated by Manoj K. Saxena and Dhara Hans (2018).used for the present study.
Analysis of Mean and Standard Deviation of Teachers' Technostress Scores
The Technostress scale has been administered to 520 Teachers .The data were collected from them. The mean and Standard Deviation were calculated for the entire sample and its sub-sample and are given in Table No. 1.

Table No. 1
The Mean and Standard Deviation of Teachers' Technostress Scores

Demographic Variables	Sub sample	N	Mean	SD
Gender	Male	232	60.80	19.797
	Female	288	52.73	19.401
Locality	Rural	275	53.28	20.576
	Urban	245	59.76	18.718
Type of School	Government	403	57.84	18.977
	Private	117	51.13	22.374
Entire Sample		520	56.33	19.967

The level of Teachers' Technostress of entire sample is moderate (M=56.33).
The mean value for the sub sample of gender of Teachers indicates that Male (M=60.80) Teachers are having higher level of Technostress than female Teachers (M=52.73).
The mean value for the sub sample of locality of Teachers indicates that urban (M=59.76) Teachers are having higher level of Technostress than rural (M=53.28) Teachers.
The mean value for the sub sample of Type of School of Teachers indicates that Government school (M=57.84) Teachers are having higher level of Technostress than Private school (M=51.13) Teachers.

Differential analysis
Null Hypothesis
There is no significant difference between male and female Teachers with respect to their Technostress.
In order to test the above null hypothesis ' t' value is calculated
Table No. 2
The significance of difference between Male and Female Teachers with respect to their Technostress

Gender	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Male	232	60.80	19.797	4.659	Significant

Female	288	52.73	19.401		

It is found from the Table No. 2, that the calculated 't' value (4.659) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between male and female Teachers with respect to their Technostress.

Null Hypothesis
There is no significant difference between rural and urban Teachers with respect to their Technostress.
In order to test the above null hypothesis ' t' value is calculated

Table No. 3
The significance of difference between Rural and Urban Teachers with respect to their Technostress

Locality	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Rural	275	53.28	20.576	3.758	Significant
Urban	245	59.76	18.718		

It is found from the Table No. 3, that the calculated 't' value (3.758) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between rural and urban Teachers with respect to their Technostress.

Null Hypothesis
There is no significant difference between Government and Private Teachers with respect to their Technostress.
In order to test the above null hypothesis 't' value is calculated.

Table No. 4
The significance of difference between Government and Private Teachers with respect to their Technostress

Type of School	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Government	403	57.84	18.977	2.952	Significant
Private	117	51.13	22.374		

It is found from the Table No. 4, that the calculated 't' value (2.952) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between Government and Private Teachers with respect to their Technostress.

II.   Conclusion

This study shows that the Teachers'Technostress is at moderate level. Further, the selected demographic variables recorded significant difference between them with regard to the Technostress. Hence, efforts are to be taken to reduce this level further to expect effective teaching from the Teachers. More usage of Technological gadgets and software also leads to technostress hence, teachers should be trained and supported with essential and user friendly technological instruments and software.

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