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Impact of Techno Stress on Teachers Work Performance at Higher Education in Udupi

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Abstract: As computer technology improves, people should be able to carry out their activities more quickly and efficiently. However, some educators have reported difficulties while attempting to use computer technology in the classroom. Because of their pessimistic outlook on and reluctance to embrace computing technology, this line of thinking is also indicative of techno stress. The purpose of this research is to evaluate the social cognitive theory's viewpoint on the connection between people's judgments of their level of technological acceptance, their level of work overload, their sense of job insecurity, and technostress based on their level of physical and psychological stress. A total of 207 answers from faculty at Manipal Academy of Higher Education were used to compile the results of the survey. The data analysis showed that boosting instructors' confidence in using ICT in their teaching practices helped alleviate technostress. Individuals with a strong cognitive conviction in the usefulness of computers would experience less technostress as a result of their increasing workload and job stability.

Keywords: Technostress, Perceived usefulness, Perceived ease of use, Work overload, Job insecurity, Social cognitive theory.

Introduction:

A new coronavirus disease epidemic, named COVID-19, was disclosed in January 2020 by the World Health Organization (WHO), and by March 2020, it had been declared a pandemic. (Zalat et al., 2021)

Colleges and institutions all over the world have switched to online instruction to substitute in-person instruction for short or lengthy periods of time during the COVID-19 epidemic (Chou & Chou, 2021).

On the one hand, distance learning is adaptable and gives more students access to outstanding instruction. However, because this new delivery method mainly utilises information and communication technologies (ICTs) for education and communication, (Huber & Helm, 2020), The teaching faternity faced a range of issues, including technical difficulties, lack of an awareness of online instructions, and insufficient technological literacy. (Aktan & Toraman, 2022; Bruggeman et al., 2022).

The conception of technostress was first presented by Brod, (1984), who defined it as "*a modern disease of adaptation caused by an inability to cope with the new computer technologies in a healthy manner*"

The concept of "technostress" relates to the psychological stress caused on by ICT use. (Brod, 1984; Tarafdar et al., 2007).

Due to the spread of the COVID-19 virus, some schools and other establishments had to lock their doors. Face-to-face education has been abandoned by many educational establishments. In higher education, where technology is increasingly integrated into teaching, learning, and administrative processes, technostress can have significant impacts. Technostress is nothing but negative attitudes towards computers and newly introduced technologies.

Teachers can feel stress while employing ICT technologies if they are unaware of them or are unable to use them. (Hsiao, 2017).

The existence and intensity of "technostress creators" (also known as "techno stressors"), which are present to some level in any workplace that uses computers, contribute to the development of technological stress. (Srivastava, Chandra, & Shirish, 2015)

The adoption of flipped classrooms, massive open online courses, and the promotion of technology-enhanced learning are just a few examples of how higher education institutions around the world are eagerly improving learning and teaching using modern information and communication technologies (e.g., Joo et al. 2016; Markowitz et al. 2018)

ICT can be used for bettering teaching and learning, on the one hand. In contrast, university lecturers in higher education will undoubtedly face greater demands for their knowledge and abilities as ICT usage becomes more commonplace. University professors are under growing amounts of stress as a result of the usage of ICT since they are required to put in more time and effort to adjust to the changes in learning and teaching processes, instructors' roles, teaching practices, and work obligations that result from these changes.(Jena 2015; Syvänen et al. 2016).

Technostress is a comparatively understudied topic (Brooks and Califf 2017; Tarafdar et al. 2010). Existing research on technostress has been mostly done in industry and government sectors (e.g., Fuglseth and Sørebø 2014; Marchiori et al. 2019), but is comparatively hushed in the field of education (e.g., Joo et al. 2016; Syvänen et al. 2016).

Techno-stressors should be studied since they may induce a generalised sensation of disturbance or anxiety and may indirectly have negative effects on people and businesses. For example, they may indirectly result in increased work demands, feelings of work overload, information fatigue, annoyance, demotivation, job burnout, subpar job performance, plans to quit their jobs, and discontent at work (Tarafdar, D'Arcy, Turel, & Gupta, 2015; Tarafdar, Gupta, & Turel, 2015; Tarafdar, Pullins, & Raghu-Nathan, 2014; Tarafdar, Pullins, & Ragu-Nathan,2015; Tarafdar, Tu, Ragu-Nathan, & Ragu-Nathan, 2007).

As interpersonal space is crucial during the period so other learning environments need to be proposed. Attempts are being made by educational institutions to come up with new methods of coping with this predicament. Education was not affected because of the closure since it compelled an increase in online educational activities. A large number of instructors have worked together to figure out how to effectively provide content, interact with students, and evaluate their progress in online courses. (Zalat et al., 2021)

This study attempts to explore technostress in the perspective of online teaching in

higher education situations during the pandemic, when teachers may have enthusiastically experienced technostress (Chou & Chou, 2021). The results of this study will provide stakeholders of universities and colleges with evidence to better support online teaching activities.

Review of Literature:

Most research on educational technology has been on how to utilize it to improve the educational experience for students. There is, however, a dearth of information on how the introduction of technology that facilitates better student learning has affected teachers. Technology's role as a supporting tool has led to a sea change in the way people work, both in their professional and private lives. Teachers, for example, may use technology to free up more time for personal pursuits and hobbies. For other teachers, incorporating technology into their lessons might mean more stress and anxiety that drastically alters their daily routines. The incorporation of digital learning is commonly requested despite the lack of technical tools and infrastructure necessary for appropriate didactic

application. Conflicts between teachers and problems in their interactions with students and other members of the community all contribute to the deterioration of instructors' mental and physical health in these settings.

There is significant interest in incorporating technology into the classroom because of the potential advantages it may give to learners. However, evidence suggests that teachers' health, relationships, and mental well-being might be negatively impacted by its widespread adoption, since it may require them to alter their teaching methods or succumb to external pressure to acquire technological proficiency. (Fernández-Batanero et al., 2021)

Because of the stresses involved in implementing educational technology, many teachers show signs of stress and anxiety (Pérez, 2003). Workplace stress, according to one definition among many, is the emotional response an individual has when exposed to a potentially harmful situation on the job; this kind of stress may be caused by a variety of circumstances, such as but not restricted to the use of technologically advanced procedures (Zavala, 2008). Increased demands on the use of technology may give rise to a variety of other feelings, including anxiety. There is no agreed-upon meaning for this expression, however it has been associated with terms like "fear" and "stress" (Domingo et al., 2004). Several studies in the area of educational technology found that students did not exhibit technostress, a kind of stress related with the use of technologies, due to their deep familiarity with these tools. Teachers, however, are not always reliable in this regard. Lack of educational ict skills, resistance to using technology in the classroom, and a lack of familiarity with the pedagogical possibilities presented by technology all contribute to teachers being overworked in the workplace (Kyriacou, 2003). Both improper technological usage and its avoidance have been connected to the emergence of these symptoms. One of the symptoms is called "burnout syndrome," and it's characterised by extreme exhaustion from trying to get everything done. It is possible that teachers' levels of commitment to their jobs in the classroom are affected by burnout syndrome (McIlroy & Bunting, 2003).

Technostress is an emerging and underexplored problem in the information and communications technology (ICT) industry, in contrast to the many topics that focus on the positive aspects of ICT for people's daily lives and work (Tarafdar, 2010). Most research on technostress is done in academic and government labs at the moment. Even though there have only been a handful of studies on technostress in the classroom, the prevalence and magnitude of this problem, especially in universities, could be just as influential as in government and industry settings, due to the vast resources poured into optimistic ideologies of modernising education and instruction through ICT. However, it is well acknowledged that technostress may have harmful effects. People's productivity and creativity on the job may take a hit from technostress, which in turn may lead to worse quality output, less happiness in one's position, and even increased rates of employee turnover. Thus, it is crucial that academicians, ICT providers, and administrators in organisations, notably universities, pay careful attention to the problem of technostress.

Transactional theory of stress and person-environment fit have been the primary foci of previous research on technostress (Ayyagari et al., 2011).

According to the transactional theory of stress, stress is the result of both the stimulus and the individual's response to that stimulus. This theory suggests that stressors, strain, and outcomes all occur in a sequential order in the production of technostress. Many of the studies that have tested this idea have taken a reductionist approach, isolating and studying just the causes and cures of technological stress (Ragunathan, 2008).

According to P-E (person-environment) fit theory, success depends on how well an individual can adapt to their immediate environment. P-E fit theory acknowledges the many facets of technostress, while the transactional method does not. It argues that stress results from a complex interaction between a person and their surroundings. To put it another way, technostress develops whenever there is a discrepancy between a person's expectations and the reality they face. However, studies grounded on P-E fit theory have often investigated the degree to which an individual is a good fit for, or a poor misfit with, a particular aspect of their environment. This runs counter to the idea that people are embedded in several parts of their environments simultaneously (Chuang, 2016).

The multidimensional P-E fit theory differs from the conventional P-E fit approach in that it places equal focus on a wider range of environmental components (Jansen, 2006). In keeping with the context of this work and the multidimensional P-E fit theory, we looked at three aspects of P-E fit: P-O fit, P-T fit, and P-P fit. In P-O fit, "organisations" (i.e. universities) relate to university management, which includes demands on educators to satisfy institutional objectives (including rules and laws) and resources (such as technical assistance, training, and culture) available to instructors to meet these demands. "Technologies" in P-T fit allude to the many information and communication technologies (ICT) that universities utilise to digitise the educational process (including but not limited to pedagogy, research, and faculty administration). In the P-O fit used here, "people" refers to professors' coworkers, while "organisations" include higher-ups like deans and chancellors who are often the decision-makers at universities.

Even if we define technostress as a lack of fit between a person and their environment, it's important to go further into why these gaps exist. It is stated that stress develops when either (a) a person's needs go unmet because of a lack of resources or (b) a person's abilities go unappreciated because they are insufficient to meet the expectations of their environment. Because of this, there are two common ways to investigate a P-E mismatch: the abilities-demands (A-D) misfit and the needs-supplies (N-S) misfit (Player et al., 2017).

And unlike broad behavioristic conceptions of both the human and habitat, P-E fit theory requires both the human and environmental constructs to be proportional. There should be a correlation between the extent of ICT use in teaching that universities need and the amount of ICT use that instructors are permitted to implement as part of the organisational level of A-D misfit (P-O misfit). Organizational and technical demands vs human skills and wants versus supplies from institutions, technologies, and coworkers characterise the multidimensional P-E mismatch framework of technostress (Padmasiri et al., 2019).

In this study, we build a hierarchical framework by operationalizing the origins of technostress (A-D misfit and N-S misfit) throughout a wide range of aspects of interactions between humans and their environments.

A-D misfit in P-O misfit (ADO)-

Technology in higher education raises the bar for both work scope and skill sets required of faculty members, who may exhibit more task complexity and more confusion about university performance standards as a consequence (Ragu-Nathan et al., 2008).

N-S misfit in a P-O misfit (NSO)-

University support is essential in preparing teachers to adapt to the new, since the incorporation of ICT into instruction usually necessitates new and advanced skills from lecturers as well as adjustments in work processes. Teachers' stress levels are likely to rise if universities don't do a good job of providing them with the technical support and professional development they need to successfully use ICT into their classrooms and classroom practises (Joo et al., 2016).

A-D Misfit in P-T Misfit (ADT)-

The constant improvements to ICT equipment and software, and the increasing complexity of these systems, have devalued the expertise of many faculty members. Teachers in higher education may also feel buried with mountains of data generated by different ICT like e - learning systems, social media, and personnel management systems. As a consequence of increased workloads, there is a discrepancy between teachers' abilities and the promises of information and communications technology (ICT) for improved learning (Hogan & McKnight, 2007).

N-S Misfit in P-T Misfit (NST)-

ICT is regularly modified and reconfigured before being employed in the routine work of university teachers. However, there are many complications when ICT is updated, including system failures, data loss, and inadequate hardware and software. Thus, the planned ICT may not be enough to meet the needs of professors at universities. Furthermore, given that teachers were not consulted throughout the ICT procurement and installation stages, it is possible that the ICT may prove to be inconsistent with the needs of teachers' jobs. This is not only a waste of resources and seems to have a negative effect on the productivity of professors at universities (Ragu-Nathan et al., 2008).

P-P Misfit (PPF)-

Lack of social fit is most often linked to resistance from peers when using ICT in the workplace. One of the best ways to handle technological stress at work is with the help of friends and family. University professors may benefit from this idea, since they may feel less alone in dealing with the pressures of their jobs. However, when individuals don't have somebody to lean on at work, they may feel much more alone and powerless than they already do (Joo et al., 2016)..

Questions like "(a) How do the multidimensional P-E misfits of technostress interact?" will serve as the study's overarching theme, will help to solve the concerns raised by the research, hypotheses related to the multidimensional P-E misfits of technostress and work performance will be developed. What kinds of information and communication technologies are needed and how they are implemented in businesses are both matters decided upon by the management of such organisations. The adoption of improper ICT and/or the poor execution of ICT may stem from insufficient organisational management, which may make the technology too challenging for instructors to use or insufficient to satisfy their instructional needs.

Management at the organisational level also impacts the working relationships between university instructors. Growing social assistance among university lecturers may be the outcome of better organisational management that encourages prosocial behaviours and teamwork. However, poor organisational management may cut down on the amount of support that university teachers can get from their peers when dealing with workplace challenges.

All the studies included here sought to establish a connection between educators' use of technology in the classroom and their level of expertise in their fields. Using a variety of methods, they investigated how educators' use of educational tech affected their lives beyond the classroom. Numerous studies have shown that teachers' social and emotional health suffer as a result of the growing number of demands placed on them in the classroom

Hypothesis & Conceptual framework and research model-

Workload and job insecurity mediate the relationship between two key factors of the Technology Acceptance Model (TAM) and the technostress, as suggested by the present study's application of Social Cognitive Theory (SCT) to the determination of the antecedents of the individual responses to the ICT-related stress i.e technostress. As such, we include an analysis into the study model and postulate:

H1a: Individual outward usefulness of ICT is adversely related to observed work overload.

H1b: Individual outward affluence of ICT usability is adversely related to observed work overload.

H2: Individual outward work overload positively related to technostress.

H3a: Individual outward usefulness of ICT negatively related to apparent job insecurity.

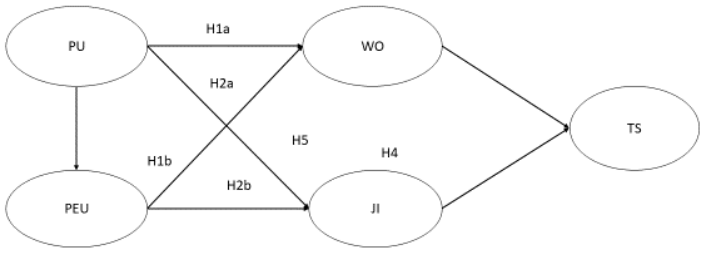
H3b: Individual outward affluence of ICT usability is positively related to perceived job insecurity.

H4: Individual perceived job insecurity is positively related to technostress.

H5a: Individual outward work overload will facilitate the relationship among individual outward usefulness of ICT, individual outward affluence of ICT, and technostress.

H5b: Individual outward job insecurity will mediate the relationship among individual outward usefulness of ICT, individual outward affluence of ICT, and technostress

Figure 2.1 (Research Model)



PU: Perceived Usefulness; PEU: Perceived Ease of Use;

WO: Work Overload; JI: Job Insecurity; TS: Technostress

Data Analysis-

Method of Research-

The goals of the research are to determine teachers' and lecturers' technological competence, to evaluate their attitudes on the integration of digital tools into the curriculum, and to identify the sources of Techno stress in the profession. This research used a normative survey methodology for that reason.

Participants in the research-

In this study, the teachers/educators who are teaching at Manipal Academy of Higher Education (MAHE) have been taken as the population for the study. A simple random sampling strategy was used to choose the sample. It's a sampling strategy in which each member of the population has an independent and proportional probability of getting selected. 207 teachers will be the sample size to carry out things forward.

Tools used for the current research-

The study's data was gathered using a normative survey design. Teachers' perspectives on how they utilise technology in the classroom and the causes of technostress may be measured with the use of rating scales. I feel strongly about asking the participants for their input. The rating scales' meticulous form and construction were the result of a thorough examination of several research with equivalent aims and settings. Each question on the final scale was revised after receiving constructive criticism from psychometricians, teacher educators, and subject-matter experts who reviewed early versions of the scale. The instrument's phrasing was simplified and made plain so that responders could easily grasp the context and the items that were being measured. A suitable instrument has been developed for use, one that measures both the extent to which technostress is present and the ease with which its causes may be addressed. The scale's items pose no problems for respondents, and the instrument has undergone statistical validation to confirm its reliability and validity.

Descriptive statistics-

Demographic profile of the respondents:

A total number of 207 people participated in the survey.

Out of those 207 people, 116 of them were males, while 91 of them were females.

This tells us that 56% of the respondents were males, while 44% of the respondents were females.

For the male respondents, the age varied from 26 years to 60 years. The average age of the male respondents is 43 years.

For the female respondents, the age range varied from 27 years to 65 years. The average age of the female respondents is 44 years.

Measures:

This research makes just minor modifications to previously used instruments that also measure the same components of interest. There was a 5-point Likert scale used to rate each item, from 1 (strongly disagree) to 5 (strongly agree).

1. Three factors were used to quantify technostress: computer anxiety, stress, and negative affect. Stress, negative emotions, and computer anxiety were all measured using 9 items.

2. Three measures devised by Moore and Ashford were used to measure workload, job insecurity, and burnout separately.

3. Using Technology Acceptance Model (TAM), we devised a set of six measures to assess individual perceived usefulness and perceived ease of use.

Table 4.2 (descriptive statistics table)

	Mean	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
PU1	4.42	-1.734	0.169	3.852	0.337
PU2	4.29	-1.508	0.169	2.618	0.337
PU3	4.24	-1.141	0.169	1.783	0.337
PU4	4.27	-1.369	0.169	1.83	0.337
PEOU1	3.93	-0.923	0.169	0.539	0.337
PEOU2	3.9	-0.783	0.169	0.515	0.337
PEOU3	3.91	-0.762	0.169	0.416	0.337
PEOU4	3.78	-0.406	0.169	-0.322	0.337
INS1	2.87	0.079	0.169	-0.971	0.337
INS2	2.74	0.256	0.169	-0.801	0.337
INS3	2.54	0.408	0.169	-0.838	0.337
INS4	2.71	0.238	0.169	-1.073	0.337
INS5	2	1.053	0.169	0.554	0.337
OVE1	1.84	1.378	0.169	1.498	0.337
OVE2	2.06	0.917	0.169	0.147	0.337
OVE3	2.46	0.496	0.169	-0.671	0.337

OVE4	2.45	0.451	0.169	-0.981	0.337
OVE5	2.12	0.767	0.169	-0.175	0.337
TS1	2	1.046	0.169	0.418	0.337
TS2	2.43	0.36	0.169	-1.031	0.337
TS3	2.8	0.087	0.169	-1.204	0.337
TS4	2.65	0.309	0.169	-1.102	0.337
TS5	3.17	-0.177	0.169	-1.039	0.337
TS6	2.16	0.788	0.169	0.045	0.337
TS7	2.19	0.799	0.169	-0.009	0.337
Gender	1.4396	0.245	0.169	-1.959	0.337
Age	43.5024	-0.026	0.169	-0.56	0.337

A structural equation model (SEM) was used to test the hypothesised model. This model was tested in two phases: first, a measurement model was developed, and secondly, the model's structural validity was examined. Through the use of the measurement model, we are able to verify the hypothesised connection between the study's latent and manifest variables. The connection between latent variables and the strength of that connection have been examined using a structural model.

All research variables have normal distributions, as shown by the skewness and kurtosis results, which show values between -2 and 2.

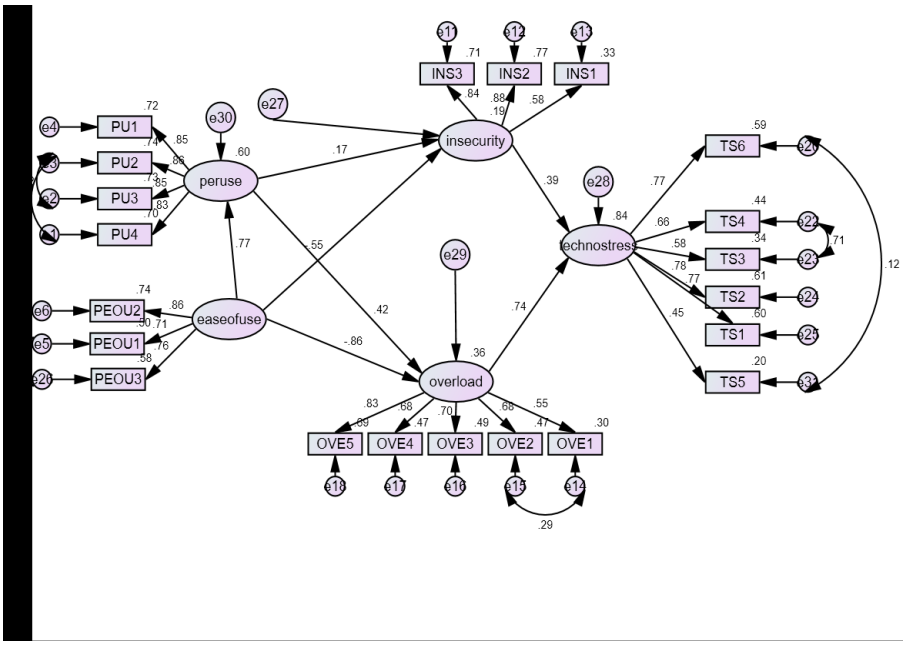
Reliability Statistics
Table 4.3 (cronbach's alpha table)

	Cronbach's Alpha (α)	No. of Items
PU1-PU4	0.909	4
PEOU1-PEOU4	0.838976	4
INS1-INS5	0.772	5
OVE1-OVE5	0.823	5
TS1-TS7	0.881	7
AVERAGE	0.832	25

Cronbach's alpha (α) was computed for each dimension in addition to descriptive statistics, and the findings show that the values of the construct are in the range of 0.75-0.91, demonstrating the reliability of the items in the scale.

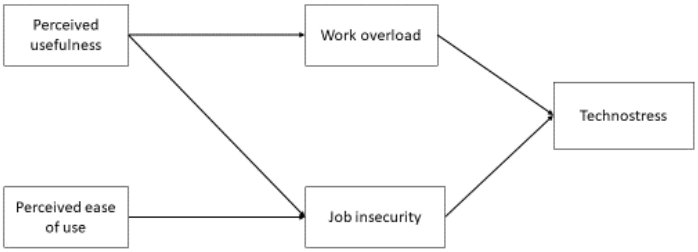
Structural model:

Figure 2.2 (Amos)



Structural model:

Figure 2.3



We observed that work overload has a straightforward, statistically negative link with both perceived usefulness and perceived ease of use. H1a and H1b are supported by the fact that people who have a more positive attitude toward technology are more likely to believe that using ICT reduces their burden i.e work overload.

H2 is also supported, which states that work overload has a direct and positive impact on technostress. The results showed that those with heavier workloads were more likely to suffer from technostress than those with less loads.

Therefore, the impact of TAM varied according on how each person interpreted the product's value and how simple they found it to use. According to the path coefficient for H3a, there is a direct, statistically significant negative association between an individual's perceived usefulness and work insecurity, suggesting that those who anticipate using ICT feel less job uncertainty. The H3b testing result is also unconvincing, suggesting that those who lagged behind their colleagues in adopting new forms of information and communication technology had lower rates of work insecurity. Consequently, TAM affects the stability of employment.

The findings of the tests conducted on Hypothesis 4 (H4) showed that job insecurity is positively related to technostress. That those who worried about their employment were more prone to feel technostress is implied. Finally, we investigated how job insecurity (H5b) and work overload (H5a) mediated the link between TAM and technostress. Full mediation support for work overload is provided by the model, while partial mediation support

for job insecurity is provided by the effect of TAM on teachers' technostress. For this reason, H5b has only offered limited assistance.

Structural model results-

CMIN

Table 4.4

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	55	378.937	176	.000	2.153
Saturated model	231	.000	0		
Independence model	21	2885.965	210	.000	13.743

RMR, GFI

Table 4.5

Model	RMR	GFI	AGFI	PGFI
Default model	.119	.859	.815	.655
Saturated model	.000	1.000		
Independence model	.457	.254	.179	.231

Baseline Comparisons

Table 4.6

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.869	.843	.925	.910	.924
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Table 4.7

Model	PRATIO	PNFI	PCFI
Default model	.838	.728	.775
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Table 4.8

Model	NCP	LO 90	HI 90
Default model	202.937	150.658	262.965
Saturated model	.000	.000	.000
Independence model	2675.965	2506.103	2853.183

FMIN

Table 4.9

Model	FMIN	F0	LO 90	HI 90
Default model	1.839	.985	.731	1.277
Saturated model	.000	.000	.000	.000
Independence model	14.010	12.990	12.166	13.850

RMSEA

Table 4.10

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.075	.064	.085	.000
Independence model	.249	.241	.257	.000

AIC

Table 4.11

Model	AIC	BCC	BIC	CAIC
Default model	488.937	502.089	672.237	727.237
Saturated model	462.000	517.239	1231.858	1462.858
Independence model	2927.965	2932.986	2997.952	3018.952

ECVI

Table 4.12

Model	ECVI	LO 90	HI 90	MECVI
Default model	2.373	2.120	2.665	2.437
Saturated model	2.243	2.243	2.243	2.511
Independence model	14.213	13.389	15.074	14.238

HOELTER

Table 4.13

Model	HOELTER .05	HOELTER .01
Default model	114	121
Independence model	18	19

Minimization: .062

Miscellaneous: 1.378

Bootstrap: .000

Total: 1.440

Descriptive statistics:

Table 4.14

Construct	Items
PU1	Using ICT in my job would enable me to accomplish tasks more quickly.
PU2	Using ICT would improve my job performance.
PU3	Using ICT would enhance my effectiveness on the job.
PU4	Using ICT would make it easier to do my job.
PEOU1	Learning to operate ICTs would be easy for me.
PEOU2	I would find ICTs to be flexible to interact with.
PEOU3	It would be easy for me to become skillful in using ICTs.
PEOU4	ICTs create many more requests, problems, or complaints in my job than I would otherwise experience.
INS1	I feel busy or rushed due to the use of ICTs.
INS2	I feel pressured due to the use of ICTs.
INS3	ICTs will advance to an extent where my present job can be performed by a less skilled individual.
INS4	I am worried that new ICTs may pose a threat to my job.
INS5	I dislike working with machines that are smarter than I am.
OVE1	I feel apprehensive about using ICTs.
OVE2	I have difficulty understanding the technical aspects of ICTs.
OVE3	It scares me to think that I could destroy a large amount of data by pressing the wrong key/button on my ICT-related devices.
OVE4	I hesitate to use the ICTs because I would make mistakes that are unfixable.
OVE5	I have avoided ICTs because they are unfamiliar and somewhat intimidating to me.
TS1	I feel drained from activities that require me to use ICTs.
TS2	My body will get strained due to working all day with ICTs.
TS3	I feel burned out from my ICT activities.
TS4	I feel desperate when ICT device is not working.

TS5	I suffer from nervousness in operationalizing ICTs.
TS6	My mood often goes up and down in operationalizing ICTs.
TS7	My interaction with ICT would be clear and understandable.

Findings, Suggestions, Scope for further Research, Conclusion, and Limitation

Findings & Conclusion:

The purpose of this research was to examine the connections between technostress, teachers' perceptions of its usefulness and ease of use, teachers' workloads, and teachers' feelings of job insecurity. The researchers explicitly examined how factors like job uncertainty and time pressure mediated the connection between technostress and attitudes about technology use and ease. According to Bandura's SCT model, the degree of technostress is affected by the degree to which the person perceives control over the use and utility of ICT elements.

Considerable variation in ICT adoption may be attributed to individuals' perceptions of how useful and simple certain technologies are. When individuals think that ICT is challenging to operate and they have limited power over the utilization of ICT in the workplace, they experience an increase in work load and concern about their job security. These authors also contended that technostress symptoms develop when people have an increased workload and a higher worry of being laid off from their current position. All of the assumptions based on the analysis of the theoretical and empirical literature were confirmed, with the exception of H3b.

The relevance of personalization in ICT adoption, are backed up by our research. Our results corroborated those of a 2011 research by Shu et al., who discovered that people' perceptions of their own competence in the use of information and communication technologies (ICT) for accomplishing certain tasks correlated inversely with their workload and job insecurity. More precisely, while examining the amount to which ICT has contributed to the educator setting, the results of this research corroborated the suggestions presented by Longman and Black in their prior research. In the eyes of some educators, the introduction of new forms of technology has only increased their workload. As a consequence of their increased workload, educators must turn to ICT for uses beyond than enhancing instruction delivery. In addition, increased teacher workload leads to technostress. One of the key signs of technostress, is teachers' unfavourable attitudes regarding the use of ICT in the classrooms.

Surprisingly, there is a lack of consistency in the results about how many factors relate to people's feelings of job security. Examining how TAM affects job security provides fresh data for the SCT. The results show that there is a lack of ICT fluency and openness increases a person's anxiety about losing their job. However, TAM structures did have a role in shaping how people felt about their own job security. Perceived usefulness was shown to have a statistically significant association with job insecurity, but perceived ease of use was found to have no such relationship. Teachers will be more likely to keep using ICT if they believe that doing so would enhance their productivity in the workplace. Despite having little opportunities to integrate ICT into their everyday work, educators, in particular, are less worried about losing their careers.

This concept has been emphasised and the relevance of work overload within the SCT research paradigm has been proved by the findings on the complete mediating impact of work overload and the partly mediating effect of job insecurity in the association between TAM and technostress. Teachers have the least degree of stress due to technology because they do not have to use ICT to do their jobs and because they are less likely to lose their jobs if they are unable to utilise ICT.

Limitations, suggestions & scope for further research-

The introduction of ICTs has changed many facets of our culture and education. The major function of information and communication technologies is to help people do their respective jobs better and faster. Some educators, in

particular, have unfavourable views about the role of ICT in the workplace, which has led to increasing technostress as a consequence of their negative ideas and reluctance to accept ICT.

Our research revealed one critical aspect of boosting teachers' confidence in using ICT to provide educational services from a management vantage point. In order to help teachers deal with the strain that using technology in the classroom might cause, administrators and policymakers should provide more resources, training, and direction. Teachers are more likely to embrace technology if they are given access to necessary technical assistance and continual professional development in ICT expertise. Therefore, it will lessen teachers' technostress without increasing their burden or making them feel unsafe in their jobs due to insufficient ICT skills.

Although this research sheds light on the connection between the TAM model and technostress from a social cognitive theory viewpoint, it does so with a few caveats. To begin with, the findings may not be generalizable to people outside of academic settings or to peers at other school levels due to the sample size being restricted to teachers in Higher Education, Udupi. Researchers may overcome this problem by integrating quantitative and qualitative approaches, or by undertaking a more in-depth investigation utilising the triangulation technique, for example.

While this research did look at physical and mental technostress symptoms, we were unable to identify which was better because of the role of latent factors. Our main objective is to define the effect of TAM, workload, and job security under a certain technostress reaction. Therefore, this field may be studied further in the future with the inclusion of other significant stressors (for example, demographic factors and industry disparities) influencing certain stress symptoms and/or traits of techno-related-stress.

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