



Research Article

Technostress Among Teachers During the Covid-19 Pandemic

Leya Gilbert ^{1*}, Dr. A. Mohamed Siddique ²¹ Research Scholar, PG and Research Department of Commerce, Muslim Arts College, Thiruvithancode, Manonmaniam Sundaranar University² Associate Professor and Ph. D Research Advisor, PG and Research Department of Commerce, Muslim Arts College, Thiruvithancode, Manonmaniam Sundaranar University

Corresponding Author: * Leya Gilbert

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Abstract

The Covid-19 outbreak forced a rapid shift toward digital modes of instruction, pushing online teaching into the mainstream of school and college education. As internet access and personal computing devices became more widespread, digital tools have increasingly become part of everyday academic life. In this technology-driven era, professionals across workplaces are being exposed to a growing strain known as technostress — a condition that arises when individuals struggle to adjust to, or comfortably manage, the technologies they are required to use. How severely a person is affected by this strain can vary based on factors like age, gender, and prior familiarity with computers. For teachers in particular, the growing reliance on Information and Communication Technology (ICT) has introduced a new source of pressure, leaving many feeling drained or low as they continue delivering lessons through digital platforms. This form of stress represents a psychological burden rather than a physical one, and it tends to build up when a person is unable to keep pace with continuously evolving technology. With this background, the present study set out to identify what drives technostress among teaching staff and to propose practical steps that could help ease this burden.

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1. INTRODUCTION

Adolescence With the onset of the Covid-19 pandemic, educational institutions at every level — schools, colleges and universities — turned to Information and Communication Technology (ICT) to keep teaching and learning going. This sudden shift placed considerable strain not just on teachers, but on students and every other stakeholder involved, as the entire system had to adjust to an unfamiliar mode of functioning almost overnight. Faculty members found themselves needing to master new digital tools in a short span of time while still managing their usual administrative duties and academic responsibilities, and this combination added to their stress levels. While technology generally makes work more efficient, it can also place continuous demands on the people using it, and this has become a growing source of tension in workplaces generally. For teachers, ICT has brought its own set of difficulties, touching both their physical wellbeing and mental state, and in some cases even affecting how well they are able to perform their jobs. The push to keep up with technology has, in many instances, blurred the boundary between work and personal time, forcing teachers to operate at a pace they may not be able to sustain. The constant need to adapt to new systems has also left some teachers feeling unsure of their own abilities.

STATEMENT OF THE PROBLEM

This study was undertaken to build a clearer picture of what causes technostress among teachers and to put forward practical steps for easing it. As ICT use in teaching has grown, so too has the pressure associated with adopting and using it, and this pressure can leave teachers feeling worn out, on edge, or overwhelmed. Since stress among teachers has been shown to affect both their own performance and student outcomes, unchecked technostress can, over time, undermine the stability and overall effectiveness of the teaching workforce.

2. OBJECTIVES OF THE STUDY

- To examine the factors contributing to technostress among teachers.

- To recommend measures for reducing technostress among teachers.

3. RESEARCH METHODOLOGY

This study draws on both primary and secondary sources of data. Primary data was gathered through a structured questionnaire designed specifically for the study, while secondary information was compiled from relevant books, magazines and journal articles. The respondents were drawn from teaching staff at self-financing arts and science colleges in Thiruvananthapuram district. From an overall population of around five hundred teachers, a sample of one hundred and fifty was selected through convenience sampling.

4. REVIEW OF LITERATURE

Rey-Merchán and López-Arquillos (2021), in their work on the management of technostress as an occupational risk during Covid-19, examined the occupational hazards tied to technostress during the pandemic period. Their research indicated that this risk was most pronounced among older teachers, largely because of lower familiarity with computers. Penado Abbilleira (2021) studied technostress among university teaching staff in Spain during the pandemic, focusing on how their adjustment to new technology influenced job performance. The findings revealed that female teachers with more years of experience, and who were relatively older, tended to be the most affected by the negative fallout of technology use. The study further noted the importance of factoring in variables connected to technostress if institutions want to make the integration of new technology into teaching more effective.

5. ANALYSIS OF THE STUDY

Factors Contributing to Technostress Among Teachers

For this study, teachers' opinions on what drives technostress were examined across five dimensions — individual problems, technical problems, education-related problems, health problems and time problems. A Likert scale was used to capture responses, with the results summarised in the table below.

Table 1: Factors Contributing to Technostress Among Teachers

Sl. No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Total	Rank
1	Individual problems	35 (175)	30 (120)	20 (60)	35 (70)	30 (30)	150 (455)	IV
2	Health problems	40 (200)	25 (100)	55 (105)	20 (40)	30 (30)	150 (475)	III
3	Education oriented problems	20 (100)	35 (140)	28 (84)	37 (74)	30 (30)	150 (438)	V
4	Technical problems	55 (275)	40 (60)	20 (60)	15 (30)	20 (20)	150 (545)	I
5	Time problems	46 (230)	38 (152)	22 (66)	20 (60)	24 (24)	150 (532)	II

Source: Primary data

The data in Table 1 show that technical problems emerged as the leading contributor to technostress, ranking first, while education-related problems were rated the least significant, ranking fifth.

Measures to Reduce Technostress Among Teachers

To identify possible remedies, the study looked at five measures — social support, leisure activities, healthy living, mental health promotion and relaxation — again using a Likert scale to gather and analyse responses, as shown below.

Table-2: Measures to Reduce Technostress Among Teachers

Sl. No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Total	Rank
1	Relax	53 (265)	50 (200)	21 (63)	19 (38)	7 (7)	150 (573)	III
2	Leisure activities	60 (300)	52 (208)	10 (30)	20 (40)	8 (8)	150 (586)	I
3	Healthy living	48 (240)	44 (176)	20 (60)	18 (36)	20 (20)	150 (532)	IV
4	Mental health promotion	56 (280)	44 (176)	32 (96)	10 (20)	8 (8)	150 (580)	II
5	Social support	35 (175)	41 (176)	20 (60)	18 (36)	20 (20)	150 (532)	V

Source: Primary data

As Table 2 shows, leisure activities were ranked highest among the proposed measures, while social support was ranked lowest.

6. FINDINGS

The study reveals that technical problems are the leading cause of technostress among the teachers surveyed. It also emerged that a lack of time for leisure pursuits is contributing to stress, which in turn is having knock-on effects on teachers' health. Similarly, the near-absence of activities aimed at promoting mental wellbeing leaves teachers more vulnerable to stress. Overall, the findings confirm that technostress has a bearing on how well teachers are able to perform in their roles.

7. SUGGESTIONS

- Teachers can benefit from deliberately setting aside time in their daily routine to work through stress using structured problem-solving approaches.
- Practices such as meditation and controlled breathing exercises can serve as effective, everyday tools for managing stress.
- Institutions and educational authorities should be mindful not to add to teachers' workload through demands for faster turnaround and tighter schedules.
- Encouraging open exchange of ideas among colleagues can help build a supportive work environment that eases stress.
- Making time for family and friends outside of work can help teachers maintain a healthier balance in their personal lives.

8. CONCLUSION

ICT has undeniably transformed education for the better, opening up new possibilities for teaching and learning. Yet this same technology has also become a source of stress for many of those using it. The Covid-19 pandemic intensified this effect, leaving teachers to contend with technical difficulties, mental strain and time pressures all at once. Going forward, more research is needed into how technostress specifically affects those in higher education as a result of ICT adoption, so that the underlying factors influencing job performance can be better understood for different categories of staff. It would also be valuable to compare these findings against data gathered once the exceptional circumstances created by the pandemic have subsided, in order to check whether the patterns observed here hold steady over time.

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About the Corresponding Author

Leya Gilbert is a Research Scholar in the PG and Research Department of Commerce at Muslim Arts College, Thiruvithancode, affiliated with Manonmaniam Sundaranar University. Her academic interests focus on Commerce, business studies, and contemporary issues in management and related fields.