

TECHNOSTRESS TO THE WORK EFFICACY AND PERFORMANCE OF TEACHERS IN LUMBAN DISTRICT

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ABSTRACT

This study was conducted to determine the relationship of technostress to the work efficacy and performance of teachers in Lumban District. This study aims to identify the level of technostress in terms of techno-overload, techno-complexity, techno-insecurity, techno-invasion, and techno-uncertainty. It also aims to find the level of work efficacy in terms of job commitment, efficiency, and teaching pedagogy. It also aims to find the level of work performance in terms of quality of work, performance rating, and professional development.

This study involves the participation of one hundred (100) teachers as respondents selected using random sampling technique. Data were gathered using descriptive statistics such as weighted mean, standard deviation and pearson r. The researcher used a well-planned 55-item checklist questionnaire to determine the effectiveness of the variables.

The following are the significant findings of the study: First, the level of technostress in terms of techno-overload, techno-complexity, techno- insecurity, and techno- uncertainty are all very high, while the level of techno-invasion Is high. This can imply that technostress is existing in working environment of the teacher however they can positively handle it. Second, the level of teacher's work efficacy in terms of job commitment, work efficiency, and teaching pedagogy are all very high. Next, the level of teacher's work performance in terms of quality of work, performance rating, and professional development appears to be very high which can imply that teachers shows a good performance and efficient with their work and are committed with their job. Lastly the results of the study reveal that technostress have a significant relationship on the teacher's work efficacy and work performance which implies that it can various technostress can affect their job.

Based on the data gathered, the researcher arrived at the following conclusions: There is a significant relationship between technostress and teacher's work efficacy. There is a significant relationship between technostress and teacher's work performance.

Based on the findings of the study the researcher prepared the following recommendation: 1.) The school heads should continue to support their teachers and give them time to learn new things so that they will not be outdated. Do not force them immediately to change instead let them learn and develop with their own. School heads must provide programs and/or seminar about the modern technology so that all teachers will be able to learn and adapt with the new educational tools that they can use in teaching without even getting stressed. 2.) It is suggested for the teachers to continue their good performance in school and classroom so that they can also foster better outcomes for their students. It is also suggested that they continue their positiveness in terms of dealing with the never-ending educational trend. 3.) Lastly, for the future researchers, it is highly suggested that they include other variables considering other variables not covered in the present study.

Keywords:

Mental health, stress, information and communication technology, job satisfaction, job commitment, professional development

INTRODUCTION

Due to the continuous changing in teaching and learning modality efficiency of teachers' work has been forsaken. They might feel stressed about how they always need to do adjustments to make their teaching effective. In line with this, teachers also compromised for the new learner generation wherein technology integration is necessary to catch the students' attention.

Information Communication and Technology (ICT) became the focus of education trends. However, even though human society has greatly benefited from the availability of information it still has disadvantages. Although ICT really helps teachers in teaching, it is inevitable that they may feel pressure to use it. They may also feel stressed on

how they can use various websites and online application for teaching. Also, those online systems for grading, portals and etc.

Riedl (2012) further stated that direct human interaction with ICT, as well as perceptions, emotions, and thoughts regarding the implementation of ICT in organizations and its pervasiveness in society in general, may lead to notable stress perceptions. Analysis of the information systems literature reveals that technostress has hardly been addressed from a biological perspective.

Not all the person in the society addresses this kind of stress, however, it is one of the most important things to be prioritized. Understanding and addressing this kind of problem can help the teachers on prioritizing their work performance while giving importance to their mental well-being.

The researcher wants to further explore the relationship of technostress on teacher's work efficacy and performance in Lumban District.

This study aims to determine the relationship of technostress on teacher's work performance in Lumban District. Specifically, it sought to answer the following questions.

1. What is the level of technostress in terms of:
 - 1.1 Techno-overload;
 - 1.2 Techno-complexity;
 - 1.3 Techno-insecurity;
 - 1.4 Techno-invasion; and
 - 1.5 Techno-uncertainty?
2. What is the level of teacher's work efficacy in terms of;
 - 2.1 Job commitment;
 - 2.2 Efficiency; and
 - 2.3 Teaching pedagogy?
3. What is the level of teachers work performance as to:
 - 3.1 Quality of work;
 - 3.2 Performance rating; and
 - 3.3 Professional development?
4. Does technostress have a significant relationship on teacher's work efficacy?
5. Does technostress have a significant relationship on teacher's work performance?

REVIEW OF RELATED LITERATURE

Adopting technology is not always easy and the stress related to adopting new technology establishes a negative psychological link between the individual and the new technologies. Technostress is defined as "a negative psychological state associated with the use or the "threat" to use new technologies," which leads to "anxiety, mental fatigue, skepticism, and sense of ineffectiveness" (Salanova et al., 2013).

Prior research on technostress has primarily suggested that technostress is damaging and can have harmful impacts on employees' work performance (Tarafdar et al., 2017, 2013). The negative impact of technostress on employees' productivity is easily comprehensible. The stress due to technology adoption may result in a slow work pace of employees, declined motivation to work, lower levels of organizational commitment by disturbing their work-life balance, and declined performance (Raisiene and Jonusauskas, 2013).

METHODOLOGY

This study will use the descriptive quantitative research method in gathering information. This method enables the researcher to interpret the theoretical meaning of the findings and hypothesis development for further studies. Specifically, the researcher stylized a questionnaire type of descriptive quantitative research method, the Likert scale to be specific, which enables the researcher to gather information from the respondents without the respondents having any difficulties in answering the questions required for the researcher to have information regarding the protective factors fostering resiliency for teachers in the new normal.

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. (Bhandari, 2021)

Respondents of the Study

The respondents of the study consisted of one hundred (100) teachers from Lumban District. In selecting the respondents, the researcher used random sampling technique. Random sampling is one of the simplest forms of

collecting data from the total population. Under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process.

According to Ariola et.al. (2006) when it is not possible to study the entire population, a smaller sample was taken using a random sampling technique.

Research Instrument

The instrument used in the study was a survey questionnaire checklist. The questionnaire is a research-made was used to gather information from the respondents. It includes questions/ statements about relation of technostress on teacher's work efficacy and performance in Lumban District.

In the questionnaire, a five-point rating scale indicated below was used for selected respondents.

Scale	Numerical Value	Verbal Interpretation
5	4.20 – 5.0	Always
4	3.40 – 4.19	Often
3	2.60 – 3.39	Occasionally
2	1.80 – 2.59	Rarely
1	1.00 – 1.79	Never

In the construction of the questionnaire described above, the researcher collected ideas and concepts by reading various articles and literature from books, publications, and internet sites. For further content validation research tools utilized in the study were presented to the adviser and panel. Validation of the questionnaire has been done by three (3) master teachers of Lumban District upon seeking permission from Public School District Supervisor, Dr. Amada C. Fernandez, and the School Principals.

The final form of the questionnaire was reproduced and administered to respective respondents of Balubad Elementary School, Concepcion Elementary School, Lumban Central Elementary School, Santo Niño Elementary School and Wawa Elementary School in Lumban District.

Research Procedure

The research study started by giving the title for approval during the school year 2022-2023. The gathering of related literature and study was done by gathering information through internet and some observation of the researchers from the previous situation of the teachers due to the changes brought by the pandemic. Then the researcher formulated a questionnaire as guided by the research adviser. The final draft of the questionnaire was presented to all panel members. Upon approval, the researcher asked for the permission of the Division Superintendent, Public School District Supervisor, and school heads to conduct the survey. The researcher ensured the confidentiality of the information given by the respondents.

After the retrieval of the questionnaires, the data gathered were given appropriate statistical treatment, analyzed, and interpreted.

Statistical Treatment

To establish the relationship among the data collected the following statistical tool were used:

Analysis	Statistical Tool
1. Level of Technostress	Mean and Standard Deviation
2. Level of Work Efficacy	Mean and Standard Deviation
3. Level of Work Performance	Mean and Standard Deviation
4. Relationship between Technostress and Work Efficacy	Pearson r
5. Relationship between Technostress and Work Performance	Pearson r

RESULT AND DISCUSSION

Table 1. Level of Technostress in Terms of Techno-Overload

Statements	Mean	Standard Deviation	Remarks
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<i>Balance information and resources that are applicable for teaching.</i>	4.36	0.66	Always
<i>Collaborate effectively with co-workers through various online platform.</i>	4.38	0.69	Always
<i>Foster long-term interaction with the Information, Communication and Technology.</i>	4.37	0.63	Always
<i>Manage time and workloads despite of having too much tasks.</i>	4.25	0.78	Always
<i>Handle job demands and develop motivation to control emotions toward work.</i>	4.24	0.70	Always
Overall Mean = 4.32			
Standard Deviation= 0.69			
Verbal Interpretation= Very High			

Table 1 illustrates the level of Technostress in terms of Techno-Overload

From the statements above, “*Collaborate effectively with co-workers through various online platform*” yielded the highest mean score ($M=4.38$, $SD=0.69$) and was remarked as Always. This is followed by “*Balance information and resources that are applicable for teaching*” with a mean score ($M=4.36$, $SD=0.66$) and was also remarked as Always. On the other hand, the statement “*Handle job demands and develop motivation to control emotions toward work*” received the lowest mean score of responses with ($M=4.24$, $SD=0.70$) yet was also remarked Always.

The level of Technostress in terms of Techno-Overload attained a weighted mean score of 4.32 and a standard deviation of 0.69 and was Very High among the respondents. The findings revealed that two dimensions of techno-stress creators which were techno-uncertainty and techno-insecurity had positive and significant influence on organizational commitment while all other three elements of techno-stress creators which were techno-overload, techno-invasion and techno complexity did not predict teachers’ organizational commitment. The findings also revealed that certain amount of techno-stress can enhance the level of teachers’ commitment.

Consistent employee performance brings the organization’s effectiveness (Shet et al., 2019). However, it becomes a great challenge to manage employee performance during a constantly changing environment (Rodrigues and Pinho, 2014). The external environmental changes, like COVID-19, have urged people to adopt technological solutions. However, not always, these solutions lead to productive outcomes and may result in inducing technology overload and anxiety (Atmaja et al., 2018), and employees’ performance may decline.

Table 2. Level of Technostress in Terms of Techno-Complexity

Statements	Mean	Standard Deviation	Remarks
<i>Positively adapt with the new media and technologies.</i>	4.49	0.63	Always
<i>Uses various media platform with ease.</i>	4.28	0.68	Always
<i>Allow self to learn new things from technological aspects.</i>	4.51	0.63	Always
<i>Develop new skills in learning new technologies, websites and/or media.</i>	4.42	0.67	Always
<i>Participate in webinars/trainings to enhance other technological skills.</i>	4.46	0.63	Always

Overall Mean = 4.43

Standard Deviation= 0.65

Verbal Interpretation= Very High

Table 2 illustrates the level of Technostress in terms of Techno-Complexity

From the statements above, “*Allow self to learn new things from technological aspects*” yielded the highest mean score ($M=4.51$, $SD=0.63$) and was remarked as Always. This is followed by “*Positively adapt with the new media and technologies*” with a mean score ($M=4.49$, $SD=0.63$) and was also remarked as Always. On the other hand, the statement “*Uses various media platform with ease*” received the lowest mean score of responses with ($M=4.28$, $SD=0.68$) yet was also remarked Always.

The level of Technostress in terms of Techno-Complexity attained a weighted mean score of 4.43 and a standard deviation of 0.65 and was Very High among the respondents. As to the effect of technostress on university teachers’ work performance, techno-complexity and techno-insecurity had significant negative influence on their work performance. Nevertheless, techno-overload as one technostress creator was positively associated with their work performance. Meanwhile, literacy facilitation and involvement facilitation demonstrated positive effects on

university teachers' work performance. Additionally, the group comparison between young and senior university teachers suggested that literacy facilitation might more greatly boost two technostress creators (techno-overload and techno-complexity) for senior teachers than young teachers.

Li, L. & Wang X. (2021), investigated the relationships among specific technostress inhibitors (literacy facilitation, technical support provision, and involvement facilitation) and creators (techno-overload, techno-complexity, techno-insecurity, and techno-uncertainty) and their impacts on university teachers' work performance in higher education. The findings indicate that involvement facilitation, in particular, and technical support provision might have significantly curbing effects on three technostress creators (techno-overload, techno-complexity, and techno-insecurity). However, literacy facilitation as one technostress inhibitor might stimulate the development of technostress creators.

Table 3. Level of Technostress in Terms of Techno-Insecurity

Statements	Mean	Standard Deviation	Remarks
<i>Handle works and jobs without feeling threatened by colleagues.</i>	4.32	0.74	Always
<i>Build strong emotional and psychological foundation that allow self to continue learning despite of ever-changing technology.</i>	4.35	0.69	Always
<i>Cultivate understanding toward learning new gadgets and computer devices.</i>	4.36	0.61	Always
<i>Do not feel anxious when there are mistakes and technological failure rather tries to cope up with the new technologies.</i>	4.27	0.66	Always
<i>Collaborate with other co-workers to learn other technological perspectives.</i>	4.37	0.63	Always

Overall Mean = 4.33

Standard Deviation= 0.67

Verbal Interpretation= Very High

Table 3 illustrates the level of Technostress in terms of Techno-Insecurity

From the statements above, "*Collaborate with other co-workers to learn other technological perspectives*" yielded the highest mean score ($M=4.37$, $SD=0.63$) and was remarked as Always. This is followed by "*Cultivate understanding toward learning new gadgets and computer devices*" with a mean score ($M=4.36$, $SD=0.61$) and was also remarked as Always. On the other hand, the statement "*Do not feel anxious when there are mistakes and technological failure rather tries to cope up with the new technologies*" received the lowest mean score of responses with ($M=4.27$, $SD=0.66$) yet was also remarked Always.

The level of Technostress in terms of Techno-Insecurity attained a weighted mean score of 4.33 and a standard deviation of 0.67 and was Very High among the respondents. The results reveal a significant and negative relationship between technostress and the teachers' willingness to use online modalities. Interestingly, job insecurity moderates the relationship between technostress and the teachers' willingness to use online modalities.

Khairunnisa H. and Tri E. (2015), evaluate the perspective given in social cognitive theory embedded in the relationship among individual perceptions on technology acceptance, work overload, job insecurity and technostress indicated from individuals physical and psychological responses. The results of data analyses suggested that technostress could be overcome by enhancing teachers' belief through the employment of ICT in their educational service. The high level of individual cognitive belief towards computer technology will reduce the level of technostress without being afraid of having greater amount of workload and job insecurity caused by their lack of computer efficiency. The rapid development of computer technology should facilitate individuals to accomplish their specific tasks in more effective and efficient ways. Yet, some teachers have still experienced a barrier towards the use of computer technology in their work life.

Table 4 illustrates the level of Technostress in terms of Techno- Invasion

From the statements above, "*Allow self to have time for relaxation and leisure*" yielded the highest mean score ($M=4.33$, $SD=0.75$) and was remarked as Always. This is followed by "*Balance time for work and personal life*" with a mean score ($M=4.30$, $SD=0.83$) and was also remarked as Always. On the other hand, the statement "*Avoid getting too exposed in work and learn to spend time for personal purposes*" received the lowest mean score of responses with ($M=4.13$, $SD=0.82$) yet was also remarked Often.

Table 4. Level of Technostress in Terms of Techno- Invasion

Statements	Mean	Standard Deviation	Remarks
<i>Balance time for work and personal life.</i>	4.30	0.83	Always
<i>Allow self to have time for relaxation and leisure.</i>	4.33	0.75	Always
<i>Limit time for handling work tasks and job activities.</i>	4.14	0.78	Often
<i>Learn to say no and maintain boundaries within the work.</i>	4.05	0.89	Often
<i>Avoid getting too exposed in work and learn to spend time for personal purposes.</i>	4.13	0.82	Often

Overall Mean = 4.19

Standard Deviation= 0.82

Verbal Interpretation= High

The level of Technostress in terms of Techno- Invasion attained a weighted mean score of 4.19 and a standard deviation of 0.82 and was High among the respondents. The economy based on steady growth in consumption has no future. It also slows down the adaptation of the society to new technologies that seek new business-based on new profit principles. Contemporary technological development also requires a fast adaptation of the educational system, which must follow new knowledge and participate directly in their development because, it is the process of education slow and time consuming. It will affect occupations and employment, and recognize these trends will give guidance primarily to change education, but also to socio-economic relations

The perception of specific techno-stressors, such as techno- invasion or techno-overload, negatively influences employees' performance and organizations' profit. Therefore, it is imperative for organizations to implement specific, deliberate mitigation strategies. Among others, communication measures have the potential to reduce employees' perception of techno-invasion and techno-overload. Basing on 38 semi-structured interviews with working employees, Pflugner, K. (2021), identifies five communication measures and their positive and adverse effects in reducing techno-invasion and techno-overload from the perspective of employees. Enlarging related research on technostress mitigation, the results show that none of the analyzed communication measures is limitation-free.

Table 5. Level of Technostress in Terms of Techno- Uncertainty

Statements	Mean	Standard Deviation	Remarks
<i>Avoid getting stress whenever there are changes in technology.</i>	4.22	0.73	Always
<i>Do not feel outdated or under trend, instead continue to learn new technological platforms.</i>	4.23	0.74	Always
<i>Familiarize with other media and technology so that learning and adapting will be easier.</i>	4.28	0.67	Always
<i>Constantly learn and educate own self about new ICTs.</i>	4.29	0.69	Always
<i>Take every opportunity to upgrade knowledge and acquire experience in various technology systems.</i>	4.32	0.66	Always

Overall Mean = 4.27

Standard Deviation= 0.70

Verbal Interpretation= Very High

Table 5 illustrates the level of Technostress in terms of Techno- Uncertainty

From the statements above, “Take every opportunity to upgrade knowledge and acquire experience in various technology systems” yielded the highest mean score ($M=4.32$, $SD=0.66$) and was remarked as Always. This is followed by “Constantly learn and educate own self about new ICTs” with a mean score ($M=4.29$, $SD=0.69$) and was also remarked as Always. On the other hand, the statement “Avoid getting stress whenever there are changes in technology” received the lowest mean score of responses with ($M=4.22$, $SD=0.73$) yet was also remarked Always.

The level of Technostress in terms of Techno- Uncertainty attained a weighted mean score of 4.27 and a standard deviation of 0.70 and was Very High among the respondents. In the context of private use, users of social media, mobile devices etc. faced fatigue, exhaustion, and stress due to the technologies. However, technology usage is optional here and users always have the option to stop using a technology when they feel stressed. In contrast to this, ICTs use is mandatory for work purpose in organizations. So, employees have to deal with the rapidly evolving

and ever-changing ICTs regularly. Thus, TS is a more serious issue in organizations which negatively influences the physical and mental peace of the employees.

Using path analysis, Baroudi (2015) demonstrated that role ambiguity highly influenced commitment, job satisfaction and turnover intentions among teachers. Due to the continuous innovation and adoption of new technologies by organizations, teachers show low productivity.

Table 6. Level of Teacher's Work Efficacy in Terms of Job Commitment

Statements	Mean	Standard Deviation	Remarks
<i>Construct career growth opportunities.</i>	4.40	0.65	Always
<i>Create a positive environment for co-workers and for all the learners.</i>	4.49	0.64	Always
<i>Listen from other opinions and suggestions.</i>	4.58	0.59	Always
<i>Do work with utmost integrity and professionalism.</i>	4.59	0.57	Always
<i>Foster positive work culture and develop trust with colleagues.</i>	4.57	0.59	Always

Overall Mean = 4.53

Standard Deviation= 0.61

Verbal Interpretation= Very High

Table 6 illustrates the level of Teacher's Work Efficacy in terms of Job Commitment

From the statements above, "*Do work with utmost integrity and professionalism*" yielded the highest mean score ($M=4.59$, $SD=0.57$) and was remarked as Always. This is followed by "*Listen from other opinions and suggestions*" with a mean score ($M=4.58$, $SD=0.59$) and was also remarked as Always. On the other hand, the statement "*Construct career growth opportunities*" received the lowest mean score of responses with ($M=4.40$, $SD=0.65$) yet was also remarked Always.

The level of Teacher's Work Efficacy in terms of Job Commitment attained a weighted mean score of 4.53 and a standard deviation of 0.61 and was Very High among the respondents. Positive outcomes of employees' organizational commitment include higher job satisfaction, lower turnover rate, minimized absenteeism and improved organizational citizenship behavior. A similar scenario also occurs in the educational setting especially in schools. Having highly motivated and committed teachers are regarded as an advantage to school administrators where teachers work independently to meet organizational objectives.

Hassan, N. et al, (2019), states that today's workplace atmosphere is incredibly dynamic and has undergone fast changes as a result of technological innovation. Despite vast workplace changes and technological advancements, perhaps, the one criterion employers are looking for besides the possession of both soft and hard skills is their organizational commitment. Employees' organizational commitment is imperative and sought after to ensure the effectiveness of work flow and the overall organizational performance. Highly committed employees are definitely valuable assets to the organization.

Table 7. Level of Teacher's Work Efficacy in Terms of Efficiency

Statements	Mean	Standard Deviation	Remarks
<i>Commit to every deadline and work schedules.</i>	4.53	0.63	Always
<i>Concentrate on giving a hundred percent on every work task.</i>	4.46	0.66	Always
<i>Develop a healthy balance between work and personal life.</i>	4.33	0.79	Always
<i>Set priorities and improve productivity.</i>	4.46	0.67	Always
<i>Show enthusiasm in doing every task.</i>	4.40	0.68	Always

Overall Mean = 4.44

Standard Deviation= 0.69

Verbal Interpretation= Very High

Table 7 illustrates the level of Teacher's Work Efficacy in Terms of Efficiency

From the statements above, "*Commit to every deadline and work schedules*" yielded the highest mean score ($M=4.53$, $SD=0.63$) and was remarked as Always. This is followed by "*Concentrate on giving a hundred percent on every work task*" and "*Set priorities and improve productivity*" with a mean score ($M=4.46$, $SD=0.66$, 0.67) and

was also remarked as Always. On the other hand, the statement “*Develop a healthy balance between work and personal life*” received the lowest mean score of responses with ($M=4.33$, $SD=0.79$) yet was also remarked Always.

The level of Teacher’s Work Efficacy in Terms of Efficiency attained a weighted mean score of 4.44 and a standard deviation of 0.69 and was Very High among the respondents. The technological revolution has introduced several positive changes to work practices. It can foster work pace and bring efficiency and is also associated with various work attitudes and behaviors. Adopting technology is not always easy and the stress related to adopting new technology establishes a negative psychological link between the individual and the new technologies,

But, according to Clark, K., & Kalin, S., (2016), the cause of technostress is the inefficiency to cope with the technological changes in the organization, that technology is not responsible for technostress, but technostress is a natural reaction to the technology. So, in order to manage and reduce technostress, each employee should be ready to adopt the new technology.

Table 8. Level of Teacher’s Work Efficacy in Terms of Teaching Pedagogy

Statements	Mean	Standard Deviation	Remarks
<i>Engages students with challenges and performance activities</i>	4.49	0.69	Always
<i>Uses different approaches and instructional materials.</i>	4.44	0.69	Always
<i>Integrate technology and use differentiated instructions for every activity.</i>	4.44	0.70	Always
<i>Allow learners to involve on various tasks that can develop their skills.</i>	4.49	0.64	Always
<i>Let the students reflect on their own understanding and avoid spoon feeding.</i>	4.38	0.65	Always

Overall Mean = 4.45

Standard Deviation= 0.67

Verbal Interpretation= Very High

Table 8 illustrates the level of Teacher’s Work Efficacy in terms of Teaching Pedagogy

From the statements above, “*Engages students with challenges and performance activities*” and “*Allow learners to involve on various tasks that can develop their skills*” yielded the highest mean score ($M=4.49$, $SD=0.69$, 0.64) and was remarked as Always. This is followed by “*Uses different approaches and instructional materials*” and “*Integrate technology and use differentiated instructions for every activity*” with a mean score ($M=4.44$, $SD=0.69$, 0.70) and was also remarked as Always. On the other hand, the statement “*Let the students reflect on their own understanding and avoid spoon feeding*” received the lowest mean score of responses with ($M=4.38$, $SD=0.65$) yet was also remarked Always.

The level of Teacher’s Work Efficacy in terms of Teaching Pedagogy attained a weighted mean score of 4.45 and a standard deviation of 0.67 and was Very High among the respondents. Those who struggle to accept computer technology often feel pressure to accept and use computers. On the other hand, technological advancement and revolution in organisation has not only improved efficiency and effectiveness but also helps reduce the problem of boredom and fatigue in the workplace. The advancement of technology has also been a dominant force in improving and enhancing the teaching pedagogy in colleges and universities.

According to Tu, Q. et al. (2015), technology is becoming an integral part of every dimension of today’s society. Technostress is a modern disease caused due to inability to cope with the new technologies in a healthy manner. These diseases manifest itself in the process to accept and adopt computer technology efficiently in work place. Those who struggle to accept computer technology often feel pressure to accept and use computers. On the other hand, technological advancement and revolution in organisation has not only improved efficiency and effectiveness but also helps reduce the problem of boredom and fatigue in the workplace. The advancement of technology has also been a dominant force in improving and enhancing the teaching pedagogy in colleges and universities.

Table 9. Level of Teachers Work Performance as to Quality of work

Statements	Mean	Standard Deviation	Remarks
<i>Set expectations and achievable goals for every work tasks.</i>	4.36	0.72	Always
<i>Organize everything and do planning ahead of time.</i>	4.33	0.73	Always

<i>Finish work one at a time and do not leave things unfinished.</i>	4.41	0.68	Always
<i>Allow self to continue learning and gain knowledge every day.</i>	4.50	0.63	Always
<i>Avoid multi-tasking and do job effectively.</i>	4.34	0.73	Always

Overall Mean = 4.39

Standard Deviation= 0.70

Verbal Interpretation= Very High

Table 9 illustrates the level of Teachers Work Performance as to Quality of work

From the statements above, “*Allow self to continue learning and gain knowledge every day*” yielded the highest mean score ($M=4.50$, $SD=0.63$) and was remarked as Always. This is followed by “*Finish work one at a time and do not leave things unfinished*” with a mean score ($M=4.41$, $SD=0.68$) and was also remarked as Always. On the other hand, the statement “*Organize everything and do planning ahead of time*” received the lowest mean score of responses with ($M=4.33$, $SD=0.73$) yet was also remarked Always.

The level of Teachers Work Performance as to Quality of work attained a weighted mean score of 4.39 and a standard deviation of 0.70 and was Very High among the respondents. The pedagogical - sociological aspect refers to the problem of implementation of the modern technology in the educational system. In this way use of technology in education does not turn into a mere tracking trend and latest fashion details in the world of computers and information technology only, but to be used exclusively in the improving quality of education.

Osmanovic, N. (2016), highlights the importance of technology in education, and impact on the teaching staff of higher education institutions and their necessary improvement of competencies and skills in use of technology in teaching. Paper shows that there is a strong relationship between technology and teaching performance and how modern technology support quality in education. The study also found that management’s ability to formulate and implement policies for the provision of instructional materials for teaching and learning has a major role and leads to quality improvement.

Table 10. Level of Teachers Work Performance as to Performance Rating

Statements	Mean	Standard Deviation	Remarks
<i>Always begin with strong performance plan.</i>	4.40	0.68	Always
<i>Make steps to achieve each goal and expectations.</i>	4.42	0.67	Always
<i>Allow self for constructive criticism and improvement.</i>	4.41	0.68	Always
<i>Get feedbacks and suggestion from co-workers.</i>	4.41	0.67	Always
<i>Increase work engagement and show determination in doing job.</i>	4.39	0.69	Always

Overall Mean = 4.41

Standard Deviation= 0.68

Verbal Interpretation= Very High

Table 10 illustrates the level of Teachers Work Performance as to Performance Rating

From the statements above, “*Make steps to achieve each goal and expectations*” yielded the highest mean score ($M=4.42$, $SD=0.67$) and was remarked as Always. This is followed by “*Allow self for constructive criticism and improvement*” and “*Get feedbacks and suggestion from co-workers*” with a mean score ($M=4.41$, $SD=0.68$, 0.67) and was also remarked as Always. On the other hand, the statement “*Increase work engagement and show determination in doing job*” received the lowest mean score of responses with ($M=4.39$, $SD=0.69$) yet was also remarked Always.

The level of Teachers Work Performance as to Performance Rating attained a weighted mean score of 4.41 and a standard deviation of 0.68 and was Very High among the respondents. The anxiety and complex use of technology pave the way to technostress, and it may shatter the employee’s confidence to work. It may also induce withdrawal behaviors and hampers employee performance

Due to the rapid technological change, coupled with problems associated with technology itself, many experienced teachers may have lost their passion for teaching and opt to resign or retire. This will bring impact on teachers’ commitment which would influence their teaching performance. kes especially on job satisfaction, commitment and performance (Estrada-Munoz, C. (2015).

Table 11. Level of Teachers Work Performance as to Professional Development

Statements	Mean	Standard Deviation	Remarks
<i>Have a clear focus on the groups attending and what their needs are.</i>	4.39	0.67	Always
<i>Work together to form professional and personal relationships.</i>	4.50	0.61	Always
<i>Attend seminars, trainings, symposium and other related programs to continue the professional development.</i>	4.51	0.63	Always
<i>Come up with new ways to address critical and societal issues.</i>	4.35	0.66	Always
<i>Analyze school and student performance to further identify and focus on priority areas for improvement.</i>	4.46	0.63	Always

Overall Mean = 4.44

Standard Deviation= 0.64

Verbal Interpretation= Very High

Table 11 illustrates the level of Technostress in terms of Techno-Overload

From the statements above, “Attend seminars, trainings, symposium and other related programs to continue the professional development” yielded the highest mean score ($M=4.51$, $SD=0.63$) and was remarked as Always. This is followed by “Work together to form professional and personal relationships” with a mean score ($M=4.50$, $SD=0.61$) and was also remarked as Always. On the other hand, the statement “Come up with new ways to address critical and societal issues” received the lowest mean score of responses with ($M=4.35$, $SD=0.66$) yet was also remarked Always.

The level of Technostress in terms of Techno-Overload attained a weighted mean score of 4.44 and a standard deviation of 0.64 and was Very High among the respondents. In addition, they provide the opportunity for lifelong learning and professional development, because they offer distance learning courses, asynchronous learning and learning tailored to the specific needs of users. Information and Communication Technologies motivate teachers to suppress professional insulations because they easily come into contact with colleagues, mentors, professional centers and material sources, and additionally, they may have contact with students regardless of physical distance.

Although there is no single definition of this term, it can be associated with other terms such as fear or distress. Anxiety usually arises in situations of ignorance. Specifically, in the field of educational technology, some studies found that students do not show technostress, a type of stress related to the implementation of technologies, due to students’ extensive knowledge of technologies. However, for teachers this is not usually the case. Incorporating technology into their teaching practices without being aware of the didactic possibilities that technology offers, a lack of training in educational technology, or resistance to its use produces fatigue in the professional and working environments, (Hsiao, K. 2017)

Table 12. Test of Relationship Between Teachers Technostress and Teacher’s Work Efficacy

Technostress	Work Efficacy	r	Degree of Correlation	p-value	Analysis
Techno-overload	Job Commitment	.635	Strong Correlation	.000	Significant
	Efficacy	.723	Strong Correlation	.000	Significant
	Teaching Pedagogy	.677	Strong Correlation	.000	Significant
Techno-complexity	Job Commitment	.705	Strong Correlation	.000	Significant
	Efficacy	.734	Strong Correlation	.000	Significant
	Teaching Pedagogy	.737	Strong Correlation	.000	Significant
Techno-insecurity	Job Commitment	.696	Strong Correlation	.000	Significant
	Efficacy	.729	Strong Correlation	.000	Significant
	Teaching Pedagogy	.741	Strong Correlation	.000	Significant
Techno-invasion	Job Commitment	.560	Moderate Correlation	.000	Significant

<i>Techno-uncertainty</i>	<i>Efficacy</i>	.754	Strong Correlation	.000	<i>Significant</i>
	<i>Teaching Pedagogy</i>	.635	Strong Correlation	.000	<i>Significant</i>
	<i>Job Commitment</i>	.647	Strong Correlation	.000	<i>Significant</i>
	<i>Efficacy</i>	.718	Strong Correlation	.000	<i>Significant</i>
	<i>Teaching Pedagogy</i>	.730	Strong Correlation	.000	<i>Significant</i>

Legend: $\pm 0.80 - \pm 1.00$ *Very strong* $\pm 0.60 - \pm 0.79$ *Strong* $\pm 0.40 - \pm 0.59$ *Moderate* $\pm 0.20 - \pm 0.39$ *Weak* $\pm 0.00 - \pm 0.19$ *Very weak*

Table 12 presents the significant relationship between the Teachers Technostress and Teacher's Work Efficacy

The *Techno-overload*, *Techno-complexity*, *Techno-insecurity*, *Techno-invasion* and *Techno-uncertainty* of the Teachers Technostress was observed to have a significant relationship to the Teacher's Work Efficacy. This is based on the computed *r* values obtained from the tests with moderate to strong relationship. Furthermore, the *p*-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the Teachers Technostress and Teacher's Work Efficacy*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. Similarly, Awofala et al. (2019) analysed teachers' technological stress based on three variables: the degree of technology integration into teaching and learning are attitudes toward computers, computer anxiety, and computer self-efficacy. Their results show significant correlations between attitudes toward educational technology, computer anxiety, and computer self-efficacy.

Table 13 presents the significant relationship between the Teachers Technostress and Teacher's Work Performance

The *Techno-overload*, *Techno-complexity*, *Techno-insecurity*, *Techno-invasion* and *Techno-uncertainty* of the Teachers Technostress was observed to have a significant relationship to the Teacher's Work Performance. This is based on the computed *r* values obtained from the tests with strong relationship. Furthermore, the *p*-values obtained were less than the significance alpha 0.05, hence there is a significance.

Table 13. Test of Relationship between Teachers Technostress and Teacher's Work Performance

<i>Technostress</i>	<i>Work Performance</i>	<i>r</i>	<i>Degree of Correlation</i>	<i>p-value</i>	<i>Analysis</i>
<i>Techno-overload</i>	<i>Quality of work</i>	.727	Strong Correlation	.000	<i>Significant</i>
	<i>Performance Rating</i>	.661	Strong Correlation	.000	<i>Significant</i>
	<i>Professional Development</i>	.675	Strong Correlation	.000	<i>Significant</i>
<i>Techno-complexity</i>	<i>Quality of work</i>	.772	Strong Correlation	.000	<i>Significant</i>
	<i>Performance Rating</i>	.789	Strong Correlation	.000	<i>Significant</i>
	<i>Professional Development</i>	.739	Strong Correlation	.000	<i>Significant</i>
<i>Techno-insecurity</i>	<i>Quality of work</i>	.760	Strong Correlation	.000	<i>Significant</i>
	<i>Performance Rating</i>	.752	Strong Correlation	.000	<i>Significant</i>

	Professional Development	.749	Strong Correlation	.000	Significant
	Quality of work	.685	Strong Correlation	.000	Significant
Techno-invasion	Performance Rating	.686	Strong Correlation	.000	Significant
	Professional Development	.616	Strong Correlation	.000	Significant
	Quality of work	.765	Strong Correlation	.000	Significant
Techno-uncertainty	Performance Rating	.796	Strong Correlation	.000	Significant
	Professional Development	.744	Strong Correlation	.000	Significant

Legend:±0.80 – ± 1.00 *Very strong*±0.60 – ± 0.79 *Strong*±0.40 – ± 0.59 *Moderate*±0.20 – ± 0.39 *Weak*±0.00 – ± 0.19 *Very weak*

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*There is no significant relationship between the Teachers Technostress and Teacher’s Work Performance*” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. The perception of technostress in education constantly increasing to unprecedented levels is not new. However, in novel situations like the global COVID-19 crisis, technostress and its influence on important teaching facets deserve a revisit. The results showed that the teachers experience moderate level of technostress, very high levels of work performance and job satisfaction, and high level of career commitment. It was also found out that technostress has a significant negative relationship with work performance.

Conclusions:

After using the necessary statistical tools and through analysis of the data gathered the following conclusions were drawn:

1. There was a significant relationship between technostress and teacher’s work efficacy.
2. There was a significant relationship between technostress and teacher’s work performance.

Recommendations

Based on the conclusions drawn from the significant findings and conclusions of the study, the following recommendations are offered:

1. The school heads should continue to support their teachers and give them time to learn new things so that they will not be outdated. Do not force them immediately to change instead let them learn and develop with their own. School heads must provide programs and/or seminar about the modern technology so that all teachers will be able to learn and adapt with the new educational tools that they can use in teaching without even getting stressed.
2. It is suggested for the teachers to continue their good performance in school and classroom so that they can also foster better outcomes for their students. It is also suggested that they continue their positiveness in terms of dealing with the never-ending educational trend.
3. Lastly, for the future researchers, it is highly suggested that they include other variables considering other variables not covered in the present study.

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