Technostress and Job Satisfaction among B.Ed. College Teachers

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Abstract

The digital technologies that have been integrated very fast in education institutions have revolutionized the way teaching is conducted especially in institutions of teacher education. Although technology has played an efficient role in instruction, it has created stress technostress-stress that is brought about by the utilization of information and communication technologies. The current research involved the identification of the relationship between technostress and job satisfaction of the B.Ed. college teachers. The quantitative correlational design was used. Stratified random sampling was used to sample 350 B.Ed college teachers in Karur District. The Technostress Scale (Tarafdar et al., 2019 adaptation) and the Job Satisfaction Scale in teachers were used to collect data. Data were analyzed with the help of descriptive statistics, Pearson correlation, and multiple regression analysis. The results found out that B.Ed. teachers faced moderate levels of technostress and moderate job satisfaction. The technostresses and job satisfaction demonstrated a significant negative relationship (r = 0.58, p <. 01). Regression analysis revealed that technostress is a significant predictor of job satisfaction, which accounts to 34% of the variance. The research suggests that institutional support systems are required to reduce the effects of technostress, as well as to improve professional well-being in teacher educators.

Keywords: Technostress, Job Satisfaction, B.Ed. Teachers, Teacher Education, Digital Stress, Educational Technology.

Introduction

Education has grown at a rapid pace in digital transformation over the recent years. Learning Management Systems, digital assessment tools, web-based teaching platforms, data-based administration systems become more and more popular in teacher education institutions. On the one hand, these innovations are expected to enhance instructional quality and efficiency, but the innovations also require teachers to adapt to the current technological trends with constant technological adjustment. Such adaptation can frequently lead to such a type of stress as technostress that occurs due to the incompetence to handle the technological requirements (Tarafdar et al., 2019).

Technostress is experienced in the form of overload, complexity, uncertainty, insecurity, and intrusion of personal time. Educationists are supposed to incorporate ICT and have to do online examinations, digital filing, and virtual communication especially teacher educators in B.Ed. colleges. These anticipations can also lead to psychological pressures, work exhaustion and decreased occupational fulfillment.

A positive emotional state which follows the assessment of job experiences (Locke, 1976) is what is referred to as job satisfaction: it is crucial to teacher efficiency and institutional stability. Studies have shown that work-related stress has adverse effects on job satisfaction, commitment to the organization, and teaching performance (Salanova et al., 2021). Nevertheless, there is scanty empirical studies that specifically focus on technostress in B.Ed. college teachers in regional settings. To fill this gap, the current study will examine the relationship between technostress and job satisfaction among teachers in the B.Ed. colleges.

Review of Literature

Brod (1984) firstly introduced the concept of techno-stress, and subsequently added such dimensions as the techno-overload, techno-complexity, techno-insecurity, and techno-uncertainty (Tarafdar et al., 2019). Current research indicates that teachers are commonly exposed to technostress because of the speeding digitalization (Jena, 2022; Molino et al., 2020). The research carried out at the higher education institutions indicates that technostress is the primary cause of low job satisfaction and elevated burnout (Salanova et al., 2021). Research indicates that in the Indian context, teachers find digital competency gap and heavy workload on the internet (Ragu-Nathan et al., 2021). The environment, the support of the administration, workload, and psychological well-being are some of the factors that affect job satisfaction among teachers (Skaalvik and Skaalvik, 2020). The digital stressors can impair the professional interaction and lower the motivation. Regardless of these results, the empirical research on B.Ed. college teachers is rather scarce, and the additional research is needed.

Objectives of the Study

1. To establish the degree of technostress among B.Ed. college teachers.
2. To establish the degree of job satisfaction among the B.Ed. college teachers.
3. To investigate the connection between technostress and job satisfaction among the B.Ed. college teachers.

Hypotheses

H1: Technostress and job satisfaction have significant relationship in B.Ed. college teachers.

H2: Technostress is a significant predictive of job satisfaction among B.Ed. college teachers.

Methodology

A quantitative research method was used in the current study to study the connection between technostress and job satisfaction in B.Ed. college teachers. The research design was descriptive correlational study because the study sought to establish the levels of technostress and job satisfaction, and to test the predictive relationship between the two variables without controlling any of the conditions.

Population and Sample

All B.Ed. college teachers employed in Karur District in both government and private colleges of education were the population of the study. The sample of the study consisted of 350 teachers of

the B.Ed. college. Stratified random sampling was used to draw the sample to make sure that the teachers in both government and private institutions are represented proportionately. The teachers, who had a one-year teaching experience at least and engaged in digital teaching related to its practice, participated in the study.

Instruments Used

Data collection was done using two standardized instruments:

Technostress Scale: Technostress was assessed with a modified version of the Technostress Creators Scale that Tarafdar et al. (2019) had created. The scale had 25 items that dealt with five dimensions namely, techno-overload, techno-complexity, techno-insecurity, techno-uncertainty and techno-invasion. The answers were noted on the Likert scale with five points (Strongly Disagree) to 5 (Strongly Agree). The internal consistency of the current study was established as high with the reliability coefficient (Cronbachs alpha) being 0.89.

Job Satisfaction Scale among teachers: A job satisfaction scale was used, which was a standardized scale with 30 questions that measured job satisfaction dimensions including work environment, salary satisfaction, professional growth, administrative support, and interpersonal relationship. A five-point Likert scale was used to collect the responses. In the current study, the reliability coefficient of the scale was 0.91 that portrays strong reliability.

Data Collection Procedure

Formal consent of the principals of the sampled B.Ed. colleges in the Kanyakumari District was taken before the actual data collection. The participants were notified of the study objective and assured them that their answers would be kept confidential and could only be utilized in the academic research. The questionnaires were distributed face to face and also on picking them up. There was enough time given to make considered answers.

Statistical Methods Applied

Statistical software was used to code and analyze the obtained data. The use of the following statistical methods was made:

- Mean, Standard Deviation, Frequency, Percentage to ascertain the levels of technostress and job satisfaction.
- Product-Moment Correlation by Pearson to test the correlation between technostress and job satisfaction.

Simple Linear regression Analysis to ascertain the predictive role of technostress on job satisfaction. Data Interpretations and Data Analysis.

Descriptive statistics, Pearson correlation, and regression were used to analyze the obtained data of 350 B.Ed college teachers. The significance level was set to 0.05.

Level of Technostress

Table 1: Level of Technostress among B.Ed. College Teachers (N = 350)

Level of Technostress	Frequency	Percentage
Low	72	20.6%
Moderate	198	56.6%
High	80	22.8%
Total	**350**	**100%**

Table 1 reveals that most teachers in B.Ed. colleges (56.6) have moderate level of technostress. High levels of technostress were reported by 22.8% and low technostress (20.6). This implies that despite the teaching involvement of digital technologies a significant percentage of teachers are displaying evident technological burden.

Level of Job Satisfaction

Table 2: Level of Job Satisfaction among B.Ed. College Teachers

Level of Job Satisfaction	Frequency	Percentage
Low	65	18.6%
Moderate	210	60.0%
High	75	21.4%
Total	**350**	**100%**

In Table 2, one can see that 60 percent of teachers with B.Ed. degrees are getting moderate job satisfaction. The percentage of high job satisfaction is 21.4 and the percentage of low satisfaction is 18.6. This implies that teachers are moderately job satisfaction but some members of the sample might be influenced by job stressors, such as the technological demands.

Relationship between Technostress and Job Satisfaction

Table 3: Pearson's Correlation between Technostress and Job Satisfaction

Variables	r	p-value
Technostress & Job Satisfaction	-0.58	0.000

Table 3 indicates that there is significant negative relationship between the technostress and job satisfaction ($r = -0.58$, $p < 0.01$). It means that there is a medium to strong negative correlation. The higher the technostress, the worse is the job satisfaction between B.Ed. college teachers. The relationship is statistically significant since the p-value has a value that is less than 0.05. Thus, the hypothesis according to which the significant relationship between technostress and job satisfaction exists is accepted.

Prediction of Job Satisfaction by Technostress

Table 4: Regression Analysis Predicting Job Satisfaction

Model Summary

R	R^2	Adjusted R^2	Std. Error
0.58	0.34	0.33	10.27

ANOVA

Source	Sum of Squares	df	Mean Square	F	p-value
Regression	12854.32	1	12854.32	178.45	0.000
Residual	24698.76	348	71.00		
Total	**37553.08**	**349**			

Coefficients

Predictor	B	Std. Error	Beta	t	p-value
Constant	142.36	7.60	—	18.72	0.000
Technostress	-0.63	0.05	-0.58	-13.35	0.000

According to the regression analysis, technostress is a significant predictor of job satisfaction ($F = 178.45$, $p < 0.05$). The value of $R\ 2 = 0.34$ indicates that the percentage of variation in job satisfaction attributed to technostress among B.Ed college teachers is 34. The regression coefficient ($B = -0.63$) means that if the technostress increases by one unit, the job satisfaction declines by 0.63 units. The inverse relation is validated by the negative beta (-0.58). Therefore, technostress has proved to be a great predictor of job satisfaction and the hypothesis that technostress is a great predictor of job satisfaction is accepted.

Summary of Findings

1. Most of the B.Ed. teachers face moderate technostress.
2. Most of them report moderate job satisfaction.
3. Jobsatisfaction is negatively related to techno stress.
4. Technostress is a predictor of job satisfaction with only 34 per cent of the variance being accounted.

Discussion

The current research investigated the correlation between technostress and job satisfaction in B.Ed. college teachers in Karur District. The results indicated that teachers have moderate stress on technology and moderate job satisfaction levels. More importantly, there was also a strong negative correlation of technostress and job satisfaction, which means that the higher the technological stress, the less professional satisfaction.

The medium technostress factor in this research study is one of the consequences of the increasing digital burden on educators of teachers. The teachers in B.Ed. colleges must incorporate ICT devices, handle online records, operate learning management systems as well and keep up with the ongoing technological changes. These tasks can result in both techno-overload and techno-complexity, which create a source of psychological stress. The same has been witnessed in other studies in the sphere of higher education, as teachers have reported issues associated with digital adaptation and the increase in workload (Jena, 2022; Molino et al., 2020). The findings indicate that teachers have embraced technology integration to a certain level but technological pressures are still a major issue.

It was also established that the levels of job satisfaction were moderate among most of the teachers. This shows that though teachers might get satisfaction in teaching and professional interaction, some stressors especially the technological demands might curb greater satisfaction. In previous studies, it has always been observed that job satisfaction, as well as professional well-being, is adversely affected by stress at work (Skaalvik and Skaalvik, 2020; Salanova et al., 2021). This point of view is consistent with the current findings, implying that technological stressors are occupational risk factors.

The huge negative relationship between technostress and job satisfaction ($r= -0.58$) supports the fact that the higher the technological stress, the lower the job satisfaction. This observation helps confirm the theoretical framework according to which work environment stressors reduce positive emotional reactions towards the job. In case of the overload of digital assignments and

lack of technical support or fast technological change, teachers can lose interest and pleasure in their professional activities. This connection has been found in international research in which technostress was a source of burnout and low levels of organizational commitment (Tarafdar et al., 2019; Salanova et al., 2021).

Additionally, the regression analysis showed that technostress is the significant predictor of job satisfaction, which covers 34% of the variance. This is a very large percentage and it is an indication that technostress is not a trivial variable but a significant predictor of professional satisfaction among B.Ed. college teachers. The regression coefficient is negative which shows that minor increments in technostress may have a significant negative impact on the levels of job satisfaction. This observation points at the relevance of institutional solutions to minimize technological overhead and offer proper supporting mechanisms.

On the whole, the findings highlight that despite the positive impact of digital transformation on the educational delivery, unregulated technological requirements can adversely affect the well-being and professional satisfaction of the teachers. Institutions should therefore balance the technological innovation and human support systems. Technostress and stress reduction among teacher educators can be achieved through provision of regular ICT training, technical support, realistic expectations of workload, and stress management initiatives. The research adds the findings to the existing body of knowledge on technologies stress in educational settings and the necessity of the policy intervention to safeguard the health of teachers in the increasingly digital academic settings.

Implications

The results of the current research have significant implications to the institutions of teacher education, educators, and policy makers. As technostress was established to have a strong and negative effect on job satisfaction among B.Ed. college teachers, technological support and digital innovation have to be a priority in the technical institution strategies.

The first one is that colleges of education need to introduce structured and ongoing ICT training programs to increase the digital competence and confidence of the teachers. In case the teachers are observed to be sufficiently trained and supported, the techno-complexity and techno-insecurity are minimized. With the help of professional development workshops devoted to the use of practical digital tools, the introduction of technology into the classroom, and troubleshooting, the teachers will be able to adjust much more easily to the technological requirements.

Second, institutional administrators are expected to make sure that there are the systems of technical support in colleges. This can be reduced by having dedicated IT staff or help desks that are able to ease frustration caused by technical failure, or system failure. The speed and timely assistance minimises the level of stress and avoids inconvenience of teaching.

Third, the policies on workload management should be well implemented to eliminate techno-overload. Teachers are not to be subjected to undue online documentation, e-reporting and administration technological requirements. Having clear expectations of the digital expectations would assist in balancing the technological responsibilities and instructional duties.

Fourth, the institutions should create psychological well-being programs like stress management workshops, peer support groups and counseling programs. Such interventions would be empowering coping and resilience in teachers who are confronted with technological difficulties.

Lastly, technostress is another emerging occupational issue that should be taken into consideration by educational policy makers in digitalized education systems. Technological advancement coupled with human-based support systems should be enforced in policies that will ensure that teachers remain motivated and satisfied with their jobs.

Conclusion

The current research examined the connection between technostress and job satisfaction of B.Ed. college teachers in Kanyakumari District. The results showed that there is a middle level of technostress and job satisfaction among teachers. However, what is even more important is that a strong negative correlation was found between technostress and job satisfaction suggesting that the higher the technological stress, the lesser the professional satisfaction. The regression analysis also supported the fact that technostress is a major predictor of job satisfaction since it explained a large percentage of the variance. This indicates that technological stress does not only pose a marginal challenge, but a core aspect of affecting the professional well-being of teachers. Since many of the teacher education institutions are increasingly embracing the use of digital tools and online systems, the psychological effect of the technological demands should be managed carefully. To sum up, as much as digital transformation presents many opportunities in terms of education delivery, uncontrolled technostress may have a negative impact on the effectiveness and satisfaction of teachers. Institutions need to hence take moderate strategies that include technological innovation with sufficient training, support systems and well being strategies. The proactive approach to technostress will help maintain the level of job satisfaction and increase the quality of overall teacher education.

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