

## A STUDY OF BURNOUT AMONG PRIMARY SCHOOL TEACHERS IN RELATION TO OCCUPATIONAL

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### ABSTRACT

*Techno-stress is defined as a modern adaptation disorder resulting from the failure in coping with new technologies in a healthy way. Techno-stress affects many occupational groups, including teachers. It is caused by prolonged use of information technologies and also the people who felt techno-stress when they couldn't adapt to or cope with information technologies in a healthy manner. The present study investigates the techno-stress level of secondary school teachers. The results show that there is no significant difference in techno stress among secondary teachers based on gender. It also found that there is a significant difference in techno stress of secondary teachers based on locality.*

**KEY WORDS:** Techno stress, Gender, Locality, Secondary School teachers.

### INTRODUCTION

The technology has played major roles in all fields especially in education. The information and communication technology (ICT) in education is to enhance, support and delivered the information in worldwide. . The technology has developed into a integral part in teaching and learning practices. Now-a-days, many schools are replacing with interactive digital board, whiteboard, and they use smart board for developing or creating good learning environment for students. Some of them feel stress or feel depression when they are using technology overtime. The techno-stress is the negative psychological effects between the person and introduction of innovative technology. The individual or people are experienced techno-stress since they can't ready to regulate the technology overtime.

Techno stress is nothing but negative attitudes towards computers and newly introduced technologies. Many researchers highlighted the techno-stress terminology differently, such as technophobia, cyber stress, computer anxiety, internet stress, and computer version. Particularly, the teachers' fraternity

has to integrate much of the technological tools and devices in the competitive academic field to their academic survival. All the teachers may not be competent to utilize the technical tools for their teaching and learning process. If they are not aware of the ICT tools or cannot use the ICT tool, it makes stress to the teachers while using ICT tools (Hsiao, 2017)

According to Craig Brod (1984), techno stress is defined as a modern disease of adaptation caused by an inability to cope with the new computer technologies in a healthy manner. Moreover techno stress is a negative psychological state accompanying with the use or the threat to use new technologies, which leads to anxiety, mental fatigue, skepticism, and sense of ineffectiveness (Salanova et al., 2007).

Brooks (2015) and Bucher et al., (2013) studies indicate that individuals who depend on social media extremely likely to suffer feelings of conflict, overload, and lower well-being. These feelings may finally leads to techno-stress caused by the over usage of social media, and thereby result in decreased job performance.

## **REVIEW OF RELATED LITERATURE**

Glazer (2004) investigated teachers who successfully learned to use a variety of technology tools in a workshop setting still needed additional support to concertize their applicable to his/her students learning. However, educators do not use computer as a tool for their profession due to factors such as Techno-stress and Technophobia, many teachers do not utilize computers as a tool for learning (Humphery, 2000).

Coklar, Efilti et al. (2016) find the reasons leading to techno-stress experienced by teachers, who are the addressee of an intensive use of technology as a result of an integration process to which they are subjected in this study. For this purpose, qualitative data were collected from 64 teachers, who benefit from technology intensively and themes were prepared using 117 different opinions after the content analysis. According to this, there are five main reasons indicating techno-stress experienced by teachers: individual problems, technical problems, education-oriented problems, health problems and time problem. It was also observed in the study that the distribution of reasons leading to techno-stress experienced by teachers also differs in terms of gender.

## **NEED AND SIGNIFICANCE OF THE STUDY**

Information and communication technologies in education provide a lot of innovative strategies for teaching and learning. In this 21st century, teachers equipped with technology at the workplace are most prone to experiencing techno stress. Apart from classroom teaching, nowadays teachers are using technologies for a longer period to prepare digital lesson plans, creation of content, assessment and evaluation procedures. Moreover, technology is the need of the hour for the enhancement of the student's learning. So this technology related work environment leads to techno-stress which affects teachers' mental health, job satisfaction,

organizational commitment and productivity. A periodic assessment is essential to check the level of techno stress affecting teachers, particularly the physical and emotional aspects. This study examined techno-stress levels of secondary school teachers in Punjab.

#### **OBJECTIVES:**

1. To find out whether there is any significant difference in the mean scores of techno stress among secondary school teachers with respect to Male and Female.
2. To find out whether there is any significant difference in the mean scores of techno stress among secondary school teachers with respect to locality urban and rural.

#### **HYPOTHESES:**

1. There is no significant difference in the mean scores of techno - stress among secondary school teachers with respect to gender.
2. There is no significant difference in the mean scores of techno- stress among secondary School teachers with respect to locality.

#### **SAMPLE:**

The sample of 100 secondary school teachers from Muktsar District of Panjab was selected for this present study.

#### **TOOL**

Techno-stress questionnaire develop by Ragu-Nathan and Ragu-Nathan (2002).

#### **STATISTICAL ANALYSIS**

The data collected were analyzed by using descriptive and inferential analysis. The following statistical techniques were employed for the analysis and interpretation of the data.

- Mean
- Standard deviation
- “t” – test.

#### **ANALYSIS AND INTERPRETATION OF DATA:**

**Hypothesis: 1. There is no significant difference in the mean scores of techno stress among secondary teachers with respect to gender.**

**Table I: Mean, SD and t-values of techno stress of secondary School teachers based on gender**

Variable	Gender	N	Mean	S.D	't'	Remarks
Techno Stress	Male	12	70.00	20.88	1.669	Not Significant
	Female	88	77.76	14.232		

\*Significance level at 0.05 level is 1.96.

Table 1 reveals that the obtained t-value for Techno stress (1.669) is less than table value. So it is not significant at 0.05 level. This shows that there is no significant difference in techno stress of secondary teachers based on gender. Hence null hypothesis 1 is accepted.

### Hypothesis: 2.

There is no significant difference in the mean scores of techno stress among secondary School teachers with respect to locality.

**Table II: Mean, SD and t-values of techno stress of secondary School teachers based on locality**

Variable	Locality	N	Mean	S.D	't'	Remarks
Techno Stress	Rural	34	71.06	17.14	2.810	Significant
	Urban	66	79.80	13.37		

\* Significance level at 0.05 level is 1.96.

Table 2 reveals that the obtained t-value for techno stress (2.810) is greater than table value. So it is significant at 0.05 levels. This shows that there is a significant difference in techno stress of secondary teachers based on locality. Hence null hypothesis 2 is rejected.

### FINDINGS:

1. There is no significant difference in techno stress among secondary teachers based on gender
2. There is a significant difference in techno stress of secondary teachers based on locality

## EDUCATIONAL IMPLICATIONS

Educational institutions should provide technology-based trainings especially hands- on training for teachers to improve and update their technological skills in teaching. This will help to reduce the fear and decrease the level of techno stress among secondary teachers.

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