



A STUDY OF TECHNOSTRESS AMONG TEACHERS IN RELATION TO DIGITAL MEDIA USAGE IN DIGITAL ERA

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Abstract:

Technology & Internet has become indispensable part of teachers life especially during the Covid -19 Pandemic where the face to face education was stopped. Since the Covid 19 attack the digital media usage has become day to day practice in teachers' life. It is found that the excessive use of technology, internet and digital media has given various side effects. The present paper studies the correlation between technostress among teachers and digital media usage. The researcher used self-prepared tool for measuring the technostress and digital media usage. The findings of the study show that there is a significant positive and low correlation between technostress and digital media usage.

Keywords: *Technostress, Digital media usage, Digital era*



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Introduction:

Technology and digital media has been really a boon to all of us especially for teachers who not let the teaching and learning process to stop in even adverse conditions like covid 19 pandemic. The rapid advancement in technology and digital media has revolutionized the education process. But every coin has two sides. The use of technology and digital media has created many problems like technostress.

Technostress:

The technostress is considered as diseases of today's digital era. It's an inability to cope up with technology. The technostress is technology induced stress. The technostress has various detrimental effects on individual's personal as well as professional life.

Digital Media usage:

The use of electronic for sharing, distributing the information is called digital media usage. The commonly used digital media are various social media, video, websites, various software, blogs etc.

Aim of the study:

1. To study technostress among teachers in relation to digital media usage in digital era.

Objectives of the study:

1. To ascertain the gender difference in the following during today's digital era
 - a) technostress
 - b) digital media usage
2. To ascertain the difference in the following variables on the basis of marital status (married and unmarried) in today's digital era
 - a) technostress
 - b) digital media usage
3. To ascertain the relationship of technostress & digital media usage in today's digital era in case of
 - a) male teachers
 - b) female teachers
 - c) total sample
4. To ascertain the relationship of technostress & digital media usage in today's digital era in case of
 - a) married teachers
 - b) unmarried teachers
 - c) total sample

Hypothesis:

1. There is no significant gender difference in the following variables in today's digital era
 - a) technostress
 - b) digital media usage
2. There is no significant difference in the following variables on the basis of marital status (married and unmarried) in today's digital era
 - a) technostress
 - b) digital media usage

3. There is no significant relationship of technostress & digital media usage in case of
 - a) male teachers
 - b) female teachers
 - c) total sample of teachers
4. There is no significant relationship of technostress & digital media usage in case of
 - a) married teachers
 - b) unmarried teachers
 - c) total sample of teachers

Scope and delimitations of the study: The present research studies the relationship between technostress in relation to digital media usage during present digital era. The study is carried out on total 222 samples including male & female, married, unmarried teachers from Mumbai & suburban.

Methodology of the Study: The present investigation aims to study technostress among teachers in relation to digital media usage in today's digital era. It is a correlational study between technostress among teachers & digital media usage.

Sample: The total sample included 222 teachers from Mumbai & suburbs selected by random sampling technique. This includes 116 female teachers & 106 male teachers. The 123 samples were married teachers & 99 samples were unmarried teacher.

Tools used by the researcher:-

1. Teachers Techostress scale:-

The researcher used the self-prepared tool to measure technostress among teachers. The questionnaire comprises 10 items that measures the technostress while using digital media in today's digital era. The validity and reliability is tested using standard statistical procedure. The validity and reliability of the tool is as follows.

Reliability coefficient of Teachers Technostress Scale (TTS-Scale)

Scale	Types of Reliability		
	Cronbach's α	Split-Half Reliability	Spearman-Brown Prophecy Coefficient
TTS	0.75	0.65	0.78

From the above table it can be concluded that Teachers Technostress scale (TTS) is reliable, internally consistent, homogeneous and stable over time.

2. Digital Media Usage Scale: - The researcher used the self-prepared tool. The questionnaire comprises 10 items that measures digital media usage by teachers in today’s digital era. The validity and reliability is tested using standard statistical procedure. The validity and reliability of the tool is as follows.

Reliability coefficient of Digital Media Usage (DMU-Scale)

Scale	Types of Reliability		
	DMU	Cronbach’s α	Split-Half Reliability
0.72		0.70	0.80

From the above table it can be concluded that Digital Media usage (DMU) scale is reliable, internally consistent, homogeneous and stable over time.

Testing Hypothesis:-1

Null Hypothesis: - There is no significant gender difference in the following in today’s digital era

- a) technostress
- b) digital media usage

The following table shows relevant statistics of technostress & digital media usage scores on the basis of gender i.e. male, female sample of the study

Relevant statistics of technostress & digital media usage by gender

Variable	Group	N	Mean	t	l.o.s	100 ω^2 estimate
TTS	Male Teachers	106	32.47	1.84	N.S	--
	Female Teachers	116	30.81			
DMU	Male Teachers	106	38.53	0.40	N.S	--
	Female Teachers	116	38.87			

Tabulated ‘t’ for df = 220

= 1.97 at 0.05 level of significance

= 2.60 at 0.01 level of significance

Interpretation of t:-

1. The obtained t- ratio for the difference on the basis of gender i.e. male & female in

technostress is 1.84 which is not significant at 0.01 level of significance for 220 degree of freedom. Hence the null hypothesis is accepted for technostress.

2. The obtained t- ratio for the difference on the basis of gender i.e. male & female in digital media usage is 0.40 which is not significant at 0.01 level of significance for 220 degree of freedom. Hence the null hypothesis is accepted for digital media usage.

Conclusion:

1. There is no significant gender difference in technostress in today’s digital era.
2. There is no significant gender difference in digital media usage in today’s digital era.

Testing Hypothesis: 2

Null Hypothesis: - There is no significant difference in the following variables on the basis of marital status (married and unmarried) in today’s digital era

a) technostress

b) digital media usage

The following table shows relevant statistics of technostress & digital media usage scores on the basis of marital status i.e. married & unmarried sample of the study

Relevant statistics of technostress & digital media usage by marital status

Variable	Group	N	Mean	t	I.o.s	100 ω ² estimate
TTS	Married Teachers	123	30.82	1.96	N.S	--
	Unmarried Teachers	99	32.58			
DMU	Married Teachers	123	38.91	0.51	N.S	--
	Unmarried Teachers	99	38.47			

Tabulated ‘t’ for df = 220
 = 1.97 at 0.05 level of significance
 = 2.60 at 0.01 level of significance

Interpretation of t:-

1. The obtained t- ratio for the difference on the basis of marital status i.e. married & unmarried in technostress is 1.96 which is not significant at 0.01 level of significance for 220 degree of freedom. Hence the null hypothesis is accepted for technostress.
2. The obtained t- ratio for the difference on the basis of marital status i.e. married & unmarried in digital media usage is 0.51 which is not significant at 0.01 level of

significance for 220 degree of freedom. Hence the null hypothesis is accepted for digital media usage.

Conclusion:-

1. There is no significant difference in technostress on the basis of marital status (married and unmarried) in today’s digital era.
2. There is no significant difference in digital media usage on the basis of marital status (married and unmarried) in today’s digital era.

Testing Hypothesis: 3

Null Hypothesis: - There is no significant relationship of technostress & digital media usage case of

- a) male teachers
- b) female teachers
- c) total sample of teachers

The following table shows the significance of ‘r’ between technostress and digital media usage in case of male teachers, female teachers & total teacher sample under study.

Significance of ‘r’ between technostress and digital media usage by gender

Group	N	df	r	I. O.S	100 r ²
Male Teachers	106	104	0.19	0.05	3.61 %
Female Teachers	116	114	0.14	0.05	1.96 %
Total Sample of Teachers	222	220	0.15	0.05	2.25 %

Tabulated ‘r’ for df = 104
 = 0.13 at 0.05 level of significance
 = 0.18 at 0.01 level of significance
 Tabulated ‘r’ for df = 114
 = 0.13 at 0.05 level of significance
 = 0.18 at 0.01 level of significance
 Tabulated ‘r’ for df = 220
 = 0.08 at 0.05 level of significance
 = 0.11 at 0.01 level of significance

Interpretation of “r”

1. The obtained value of ‘r’ = 0.19 for male teacher sample is greater than the tabulated value of ‘r’ which is 0.13 at 0.05 level of significance. The obtained value of ‘r’ at 0.05 level is significant, positive & low in magnitude and hence the null hypothesis is rejected.
2. The obtained value of ‘r’ = 0.14 for female teacher sample is greater than the tabulated value of ‘r’ which is 0.13 at 0.05 level of significance. The obtained value of ‘r’ at 0.05 level is significant, positive & low in magnitude and hence the null hypothesis is rejected.
3. The obtained value of ‘r’ = 0.15 for total sample of teacher is greater than the tabulated value of ‘r’ which is 0.08 at 0.05 level of significance. The obtained value of ‘r’ at 0.05 level is significant, positive & low in magnitude and hence the null hypothesis is rejected.

Conclusion:-

1. There is significant positive relationship of technostress & digital media usage in the case of male teacher samples. 3.61 % of the variance in technostress of male teacher sample is due to digital media usage.
2. There is significant positive relationship of technostress & digital media usage in the case of female teacher samples. 1.96 % of the variance in technostress of female teacher sample is due to digital media usage.
3. There is significant positive relationship of technostress & digital media usage in the case of total sample of study. 2.25 % of the variance in technostress of total sample is due to digital media usage.

Testing Hypothesis: 4

Null Hypothesis: - There is no significant relationship of technostress & digital media usage in case of

- a) married teachers
- b) unmarried teachers
- c) total sample of teachers

The following table shows the significance of ‘r’ between technostress and digital media usage in case of married teachers, unmarried teachers & total teacher sample under study.

Significance of ‘r’ between technostress and digital media usage by marital status

Group	N	df	r	I. O.S	100 r ²
Married Teachers	123	121	0.16	0.05	2.56 %
Unmarried Teachers	99	97	0.15	NS	--
Total Sample of Teachers	222	220	0.15	0.05	2.25 %

Tabulated ‘r’ for df = 121

= 0.13 at 0.05 level of significance

= 0.18 at 0.01 level of significance

Tabulated ‘r’ for df = 97

= 0.19 at 0.05 level of significance

= 0.25 at 0.01 level of significance

Tabulated ‘r’ for df = 220

= 0.08 at 0.05 level of significance

= 0.11 at 0.01 level of significance

Interpretation of “r”

1. The obtained value of ‘r’ = 0.16 for male teacher sample is greater than the tabulated value of ‘r’ which is 0.13 at 0.05 level of significance. The obtained value of ‘r’ at 0.05 level is significant, positive & low in magnitude and hence the null hypothesis is rejected.
2. The obtained value of ‘r’ = 0.15 for female teacher sample is less than the tabulated value of ‘r’ which is 0.19 at 0.05 level of significance. The obtained value of ‘r’ therefore is not significant at 0.05 level and hence the null hypothesis is accepted.
3. The obtained value of ‘r’ = 0.15 for total sample of teacher is greater than the tabulated value of ‘r’ which is 0.08 at 0.05 level of significance. The obtained value of ‘r’ at 0.05 level is significant, positive & low in magnitude and hence the null hypothesis is rejected.

Conclusion:

1. There is significant positive relationship of technostress & digital media usage in the case of married teacher samples. 2.56 % of the variance in technostress of married teacher sample is due to digital media usage.

2. There is no significant relationship of technostress & digital media usage in the case of female teacher samples.
3. There is significant positive relationship of technostress & digital media usage in the case of total sample of study. 2.25 % of the variance in technostress of total sample is due to digital media usage.

Discussion:-

The findings suggest that the technostress is independent of the gender i.e. both male & female teachers equally experience the technostress. The findings suggest that male and female teachers equally use digital media. The technostress is positively correlated with digital media usage i.e. the teachers who make the maximum use of digital media are likely to experience more technostress.

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