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Technostress and Teaching Performance of Public School Teachers in Santa Rosa City of Laguna

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ABSTRACT: The purpose of this study is to determine if the technostress affects the teaching performance of public school teachers in Santa Rosa City of Laguna, which is the basis for creating a stress management primer. This study is a quantitative type of research that uses a correlational research design, it is focused on some of the teachers in Santa Rosa Science and Technology were assessed by 66 teachers using an adapted questionnaire. The widespread integration of digital technologies in education has significantly altered the way teachers deliver instruction, manage classrooms, and perform administrative tasks. While technology offer many benefits, they have also given rise to a modern form of occupational stress known as technostress. This study investigates whether the teachers experienced technostress and its effects to their teaching performance. To address these challenges, the study proposes the development of a Technostress Management Primer, a practical resource designed to help teachers identify stress triggers, apply coping strategies, and enhance their digital resilience. Based on the result, post hoc analysis further revealed that educational attainment and length of teaching experience play moderating roles in the experience of technostress. Teachers holding only a Bachelor's degree reported significantly higher levels of techno-overload compared to those with a Master's degree, indicating that further education may contribute to better coping mechanisms or digital competencies. Moreover, teachers with more than ten years of experience reported significantly greater levels of techno-invasion and overload, likely due to heightened responsibilities and expectations of constant availability.

KEYWORDS: Technostress, Public-school Teacher, Level of Teaching Performance, Stress Management Primer

I. THE PROBLEM AND ITS BACKGROUND

Introduction: The increasing integration of digital technologies in education has significantly transformed the teaching and learning landscape. While these technologies offer numerous benefits, they have also given rise to technostress, a modern stressor experienced by teachers due to the constant adaptation to evolving technological demands. Numerous studies have found a connection between technostress and performance. The study by Abilleira et al. (2021) indicates that older female university and college instructors are primarily affected negatively by technology. According to reports, technology-related stress affected 60% of these teachers. According to studies, the leading cause of this stress was technological overload brought on by the change from in-person to online instruction. The failure of synchronous classrooms has been attributed to the distance brought about by the digital divide in technology (Brennan, 2021). The study of Valiao examines how technostress affects the teaching performance of their faculty members was accumulated of 100 staffs at the university in the City of Bacolod. Data were gathered using a structured questionnaire and a descriptive survey study approach. Techno-Overload, Techno-Complexity, Techno-Insecurity, Techno-Invasion, and Techno-Uncertainty were the five aspects of technostress that were studied. The findings demonstrated that faculty members reported extremely high work satisfaction and felt their performance had increased as a result of incorporating technology into their teaching methods, even while they were experiencing high levels of technostress. A common experience across all demographics was highlighted by the analysis, which found no discernible differences in technostress levels or performance according to sex, department, or teaching experience (Valiao, 2025).

In spite of the difficulties posed by digital transformation, the study highlights how faculty members are able to adapt to swift changes in technology and performance. To lessen the consequences of the stress brought by the technology and maintain high levels of happiness and their performance, it suggests specific institutional solutions like frequent training, improved technological assistance, and stress management programs. These results highlight the significance of taking early steps to support teachers in a more digitally intensive educational environment, assuring their long-term professional development and well-being (Valiao, 2025). Both teachers and students were forced to give up traditional textbooks in favor of modern technology, such as smartphones and tablets. They experienced stress and anxiety as a result of this quick change, which included the closing of universities and the switch to remote instruction (Akour et al., 2020),

Nervousness, and general discomfort among professors (Palma-Vasquez et al., 2021). Technology and gadgets are not the only sources of stress for educators. Included are elements like software and device usability and connectivity. According to certain studies, teachers really endure far higher levels of stress than members of the majority of occupational groups (Auger & Formentin, 2021; Petrakova et al., 2021; Pozo-Rico et al., 2020). Furthermore, the Abid et al. (2021) study found that students have experienced embarrassment when sharing video recordings in class. The most important element is how well the classroom is designed; a small, cramped classroom makes it awkward for pupils to share videos. Also, the majority of instructors spend their leisure time sitting in front of their laptops or computers because they have to work longer hours (Rawal, 2021). Teachers would feel anxious and stressed out as a result. Furthermore, the expense of living has become a worldwide concern since the start of the pandemic. Teachers were compelled to spend more money in order to purchase data for their mobile devices. Due to storage issues, some of them also had to purchase new laptops and smartphones (Petrakova et al., 2021). Therefore, the overall electricity bill grew along with the use of electronic gadgets (Zapata-Garibay et al., 2021).

Although technological advancements have significantly improved the efficiency and effectiveness of work processes, they simultaneously impose continual pressure on educators to adopt and adapt to emerging technologies and frequent system upgrades. This ongoing requirement contributes to elevated levels of occupational stress. As technology becomes increasingly embedded in daily educational practices, teachers are likely to experience stress associated with the management and operation of digital tools, as well as the complexities that accompany their use. These additional technological demands may affect educators' instructional performance, particularly in the areas of lesson preparation and delivery. Previous research has indicated that teachers in private schools tend to exhibit lower performance levels compared to their counterparts in public schools. Comparable results were observed in the studies conducted by Çolakoğlu and Toygar (2021), Ali et al. (2021), Khanal et al. (2021), and Simon & Hasan (2021), all of which indicate that public school teachers exhibit a higher level of professional performance. In light of these findings, it is essential to investigate the levels of technostress experienced by private school teachers and to develop targeted intervention programs that address their specific needs. Educational administrators should prioritize such initiatives to foster a more supportive and effective learning environment.

The type of school organization has been found to influence teachers' levels of technostress significantly. According to the research analysis conducted by Osman and Toraman (2022), the organizational structure of a school plays a crucial role in determining the degree of technostress experienced by teachers. In contrast, seniority is not a contributing factor. Therefore, it is essential to explore how technostress affects public school teachers, particularly in relation to their teaching performance. The findings further indicate that technostress levels, influenced by the type of institution in which teachers are employed, significantly impact the sub-dimension of techno-insecurity. Specifically, public school teachers reported lower average levels of technological insecurity compared to those in private schools. This heightened stress among private school teachers may be attributed to several factors, including a high-pressure work environment (Brady & Wilson, 2021), increased exposure to intensive technology use during distance learning (Pandey & Pal, 2020; Panisoara et al., 2020; Penado Abilleira et al., 2021; Rapanta et al., 2020), and a lack of job security (Khanal et al., 2021; Simon & Hasan, 2021). The findings of Osman et al. (2022) revealed that teachers encountered significant psychological, administrative, and instructional challenges. These challenges underscore the necessity of identifying the adverse conditions that contribute to teacher stress and burnout and developing policies and strategic interventions to mitigate these issues. In response to the difficulties teachers face in integrating technology into their teaching, initiatives aimed at enhancing technological literacy are essential. At an individual level, the technostress management primer helps to identify specific areas in need of professional development, including targeted training and mentorship opportunities. The study focused on teachers within the public education system, specifically those teaching at a Science High School in Santa Rosa City. The researcher is particularly motivated to explore the extent to which public school teachers experience technostress.

Conceptual Framework: Panisoara et al. (2020) conceptualize technostress as a maladaptive response stemming from an individual's insufficient capacity to effectively manage technological demands, ultimately resulting in both psychological and physiological strain. This perspective situates technostress not merely as a byproduct of technological exposure but as a consequence of the interaction between individual coping resources and institutional support structures. Together, these perspectives emphasize the pivotal role of organizational leadership in either exacerbating or alleviating technostress. As such, leadership development initiatives that equip supervisors with the competencies to recognize and address technostress are essential for

fostering a resilient and high-performing teaching workforce. Accordingly, the conceptual framework highlights the urgent need to develop a technostress management primer specifically designed for educators, one that addresses not only their administrative and instructional responsibilities but also their physical and mental well-being concerning continuous technological engagement.

Research Paradigm of the Study : The figure below presents how it is affected and influenced by teaching performance, and whether a correlation exists between the two.

Figure 1: *Research Paradigm of the Study*

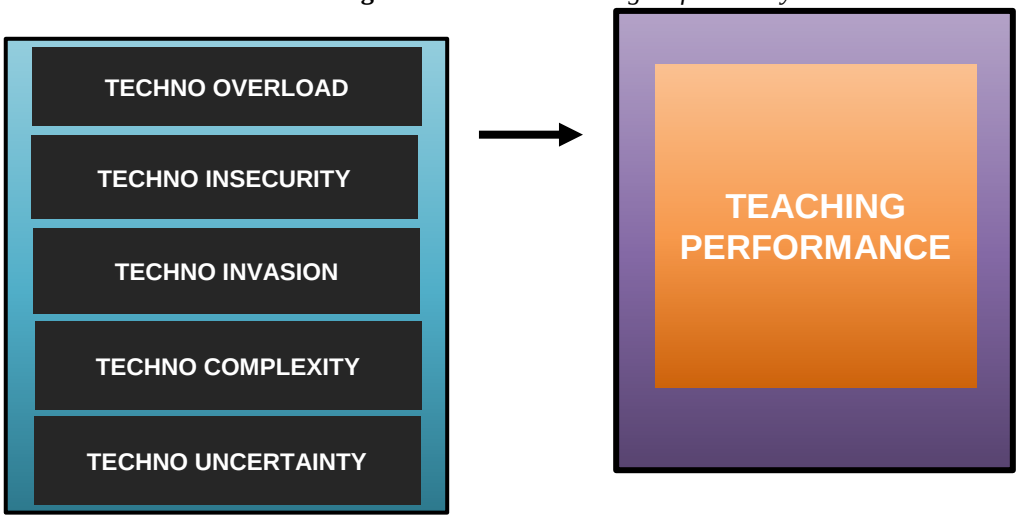


Figure 1 presents the framework of the study using the IV-DV pattern. The researcher examined the relation to the dimensions of techno-overload, techno-insecurity, techno-invasion, techno-complexity, and techno-uncertainty, which are the independent variables, and the dependent variable is their teaching performance. Based on these findings, the researcher developed a technostress management primer designed to enhance teachers' digital literacy and strengthen their competence in contemporary teaching practices. This intervention seeks to address the root causes of technostress by equipping educators with the necessary skills and strategies to navigate the evolving demands of technology-integrated teaching environments.

Research Questions : The study determined the relationship between technostress and the teaching performance of teachers in Santa Rosa Science and Technology National High School. Specifically, the goal is to answer to the following questions:

1. What is the level of technostress of the selected public-school teachers in terms of:
1.1. Techno-Overload;
1.2. Techno-Invasion;
1.3. Techno-Complexity;
1.4. Techno-Insecurity; and
1.5. Techno-Uncertainty?

2. What is the level of teaching performance of selected public school teachers?
3. Is there a significant difference in the level of technostress of the teachers when grouped according to their demographic profile?
4. Is there a significant correlation between the level of technostress and teaching performance?
5. Based on the results, what primer on stress management can be proposed as an output of the study?

Hypothesis

Ho[1] There is no significant difference among the technostress when grouped according to demographic profile.
Ho[2] There is no significant correlation between technostress and teaching performance.

Scope and Limitation : This study examined technostress and the teaching performance of public school teachers as a basis for the development of a stress management primer. The research engaged teachers from a public school system to address concerns related to technostress and teaching performance. Specifically, the respondents of the study were 66 teachers from Santa Rosa Science and Technology National High School.

These teachers had undergone numerous adjustments following the adoption of technology-assisted platforms and pedagogical approaches to maintain, if not enhance, the quality of education provided to their students. Considering that teachers' technological competencies varied according to factors such as age, gender, and length of service, it was deemed essential to investigate the impact of technology use on teachers, particularly in relation to their performance. The study examines core components of technostress, including techno-overload (being forced to work faster or longer), techno-invasion (technology blurring work-life boundaries), and techno-complexity (feeling inadequate due to lack of tech skills), techno-insecurity (feeling threatened about losing their jobs) and techno-uncertainty (constant technology updates). Moreover, the selected locale did not have an established program aimed at enhancing teachers' technological and pedagogical competencies, particularly one addressing stress management and teaching performance. The researcher conducted the study and collected data from 100% of the total population, thus encompassing the entire sample. To measure the levels of technostress and teaching performance, the researcher adapted an existing questionnaire.

Teaching performance was evaluated based on the IPCRF. Throughout the study, the researcher maintained objectivity and ensured that no financial or other external support was received from entities with a vested interest in the research and that no conflicts of interest influenced the study. The instrument employed was both adapted and modified, indicating its prior reliability and successful application in related research endeavors.
The scope of the study did not include non-teaching personnel, administrators, or teachers from other schools or divisions. Additionally, external factors such as personal life stressors, mental health conditions, or socio-economic status, which may also influence levels of stress and performance, were not considered in this research. The intervention involved the creation of a stress management primer, developed exclusively from the findings derived from the selected sample, and was not evaluated for effectiveness during the study period. A correlational research design was employed to examine the relationship between technostress and the teaching performance of educators at Santa Rosa Science and Technology National High School.

Significance of the Study
This research would be beneficial to the following:
Teachers. The result of this study shed light on how teachers experience technostress and how it affects their performance. It also makes them aware of the phenomenon and allows them to adjust or adapt to situations and do something so as not to experience some negative effects of technostress.
Students. The findings of this study provided valuable insight and awareness into the technostress experienced by teachers.

Parents. The results of this study guided the parents to be aware if their child is experiencing technostress and to do the activities that were on the primer on technostress.

Administrators. The results of this study should be used as a reference for the school administrator to be aware of and create a more effective plan for encouraging teachers who are experiencing technostress.
Researcher. The results of this study helped the researcher better understand the challenges that public school teachers face regarding technostress. The study enabled the researcher to advocate for the creation of targeted interventions and programs designed to support teachers in adapting to technological advancements while maintaining high standards of educational quality.

Future researchers. The results of this study provided baseline data on current practices and findings of this research, which can be used as reference material and a guide to those who wish to conduct research in their area.

Definition of Terms : The following terms defined operationally to give the readers a clearer understanding of this research.
Age. This refers to the number of years a person has lived. *Reference: Merriam-Webster Dictionary. (n.d.). Age. In Merriam-Webster.com. Retrieved from* ***https://www.merriam-webster.com***.

Educational Attainment. This refers to the level of education a teacher has completed, particularly in relation to their involvement with technology in the field. *Reference: National Center for Education Statistics. (2020). Adult Education and Employment. Condition of Education. Retrieved from https://nces.ed.gov.*

Gender. This refers to the characteristics of a person based on their identification as either female or male. *Reference: World Health Organization. (2020). Gender and Health. Retrieved from https://www.who.int.*

Individual Performance Commitment and Review Form (IPCRF). This is a well-designed assessment tool that provides teachers with recommendations for enhancing their performance capabilities. It is also used to determine if the teaching performance of educators is affected by technostress. *Reference: Department of Education (Philippines). (2016). Guidelines on the use of the Individual Performance Commitment and Review Form (IPCRF). Retrieved from https://www.deped.gov.ph.*

Public School Teachers. This refers to all full-time teachers employed at Santa Rosa Science and Technology National High School. *Reference: Santa Rosa Science and Technology National High School. (2024). Teacher Employment Policies.*

Primer on Stress Management. This refers to a resource aimed at enhancing teachers' ability to use technology in their field while improving their well-being, particularly in the face of technostress. *Reference: APA Dictionary of Psychology. (n.d.). Stress management. Retrieved from https://dictionary.apa.org.*

Technostress. This refers to the stress induced by the use of ICTs, primarily due to feelings of overload, complexity, uncertainty, or the fear of being replaced by technology. It has been recognized as a growing challenge in both professional and personal contexts, where the rapid pace of technological change, insufficient technological skills, and excessive reliance on digital tools contribute to strain." *Reference: Ayyagari, R., Grover, V., & Purvis, R. (2024). Technostress: Technological antecedents and implications. Journal of Management Information Systems, 41(3), 101-130.*

Techno-Complexity. This refers to stress caused by the complexity of technological tools or instruments during usage.
Reference: Ragu-Nathan, T. S., Tarafdar, M., Ragu-Nathan, B., & Tu, Q. (2008). The consequences of technostress for end users in organizations: Conceptual development and empirical validation. Information Systems Research, 19(4), 417-433. doi:10.1287/isre.1080.0207

Techno-Insecurity. This refers to stress that arises from fears of job loss or replacement due to technology taking over tasks.
Reference: Tarafdar, M., Tu, Q., & Ragu-Nathan, T. S. (2010). Impact of technostress on end-user satisfaction and performance. Journal of Management Information Systems, 27(3), 303-334. doi:10.2753/MIS0742-1222270309

Techno-Invasion. This refers to the constant connectivity that blurs boundaries between work and personal life.
Reference:Chen, Y., Wang, X., Benitez, J., Luo, X. (Robert), & Li, D. (2022). Does Techno-invasion Lead to Employees' Deviant Behaviors? Journal of Management Information Systems, 39(2), 454–482. https://doi.org/10.1080/07421222.2022.2063557

Techno-Overload. This refers to stress arising from excessive use of technology at work. *Reference: Agarwal, R., & Karahanna, E. (2000). Time flies when you're having fun: Cognitive absorption and beliefs about information technology usage. MIS Quarterly, 24(4), 665-694.*

Techno-Uncertainty. This refers to stress due to uncertainty surrounding the results, changes, duration, and usage of technological devices in work.
Reference: Tarafdar, M., Ragu-Nathan, T. S., Ragu-Nathan, B., & Tu, Q. (2007). The impact of technostress on role stress and productivity. Journal of Managerial Issues, 19(4), 436-450.

Teaching Performance. This refers to the perceived performance of teachers in their roles as educators. *Reference: Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. Educational Policy Analysis Archives, 8(1), 1-44. doi:10.14507/epaa.v8n1*

Years of Experience. This refers to the number of years a teacher has spent teaching. Reference: Ingersoll, R. M. (2003). Who controls teachers' work? Power and accountability in America's schools. *Harvard University Press.*

II. REVIEW OF LITERATURE AND STUDIES

This chapter presents previous works and studies by authors and researchers on the topic of technostress and the teaching performance of public school teachers in the Santa Rosa City of Laguna.

Conceptual Literature

Technostress : Technostress refers to the stress induced by the use of Information and Communication Technology (ICT), primarily resulting from feelings of overload, complexity, uncertainty, or the fear of being replaced by technology. It has been identified as an increasing challenge in both professional and personal contexts, where factors such as the rapid pace of technological change, insufficient technological skills, and excessive reliance on digital tools contribute to this strain (Ayyagari et al., 2024). In this regard, several foundational studies, including those by Bondanini et al. (2020), Ragu-Nathan et al., and more recently by Rademaker and Klingenberg (2023), have utilized the transaction-based stress model to explore the human-technology interaction underlying technostress. Moreover, Nastjuk et al. (2024) emphasized that the psychological consequences of technostress tend to outweigh its behavioral impacts.

In the educational context, technostress affects both teachers and students across various activities, collaboration (Shonfield, 2021), and communication (Benmansour & Benmansour, 2022). Research has shown that techno-overload, particularly as a result of the abrupt transition from traditional to online teaching, is one of the most significant contributors to technostress (Brennan, 2021). This transition, however, proved especially problematic in the Philippines, where teachers faced social, emotional, and mental health challenges due to the lack of preparation and training required for remote teaching (Evangelista, 2023).Furthermore, the shift to online education introduced both synchronous and asynchronous teaching models. While synchronous learning facilitates real-time interaction through tools such as video conferencing, asynchronous learning relies on communication outside of class sessions, such as email and forums. González-Calvo et al. (2021) and Mehta (2021) observed that the rapid shift to these models, often without sufficient training, led to anxiety and resistance among educators. Despite the growing preference for hybrid and blended learning approaches, the successful implementation of these models requires robust technological and pedagogical support (Müller et al., 2021).

In addition, contemporary teachers face challenges in addressing the diverse needs of students while maintaining instructional quality. Studies have revealed that educators often feel constrained by outdated curricula that have not been adapted for digital platforms (Petrakova et al., 2021; Uzun et al., 2021). As a result, adopting innovative teaching strategies demands a high level of digital competence, which many educators find difficult to achieve (Dogra & Kaushal, 2021). Demographic factors, such as age, gender, education level, and computer confidence, have also been linked to technostress. For instance, Estrada-Muñoz et al. (2020) utilized the RED-TIC questionnaire to assess technostress among 428 Chilean educators. Their findings indicated that 11% exhibited techno-anxiety, 13% experienced techno-fatigue, and 12% demonstrated both symptoms. Moreover, male teachers reported higher levels of technological stress compared to their female counterparts. The study of Cadorna E. et al. (2023) focused on creating and validating a Technostress Scale specifically for Filipino students, employing a development and research methodology. The scale's items were generated through interviews with carefully selected tertiary students and were then evaluated by experts for validation. Findings indicated a high level of content and face validity. Exploratory Factor Analysis identified five key dimensions of technostress: abilities-demands of technology, abilities-demands of school requirements, person-people relationships, needs-supplies of technology, and needs-supplies of the school.

Additionally, Confirmatory Factor Analysis confirmed that the scale model had an acceptable fit. The results for convergent and discriminant validity demonstrated strong psychometric properties, showing that the items accurately measure their intended constructs. Reliability testing also indicated that the questionnaire would produce consistent results over repeated administrations. Consequently, the developed technostress scale can be a helpful tool for educators in identifying students who struggle with adapting to technology-based learning environments. Finally, the rapid integration of technology into classrooms through tools such as mobile devices and computers has significantly reshaped the educational landscape. In this context, the researcher in this study assessed technostress using five key stressors: techno-overload, techno-insecurity, techno-invasion, techno-complexity, and techno-uncertainty. (Müller, et.al. 2021). The study further examined the correlation between

these stressors and teaching performance. Based on the results, a primer on technostress management was developed, aiming to enhance teachers' digital literacy and strengthen their capacity to employ modern pedagogical methods effectively.

Research Literature

Technostress Indicators : Despite the growing digitalization of the workplace, technostress is still rarely examined as a precursor to knowledge hiding. Drawing on the job demand–resource theory, this study proposes a model in which work exhaustion serves as a mediating variable, linking the five dimensions of technostress: techno-overload, techno-invasion, techno-complexity, techno-insecurity, and techno-uncertainty, to knowledge hiding behaviors among R&D employees. Zhang, Z., et. al (2022).

The study, based on data from 254 participants in a two-stage survey, explores the relationship between technostress and knowledge hiding through the lens of work exhaustion. Results show that techno-invasion, techno-insecurity, and techno-complexity significantly increase work exhaustion, with techno-invasion having the most pronounced effect. In contrast, techno-overload and techno-uncertainty do not significantly impact exhaustion. Furthermore, work exhaustion mediates the relationship between the first three technostress factors and knowledge hiding, but no such mediation is observed for techno-overload and techno-uncertainty. The study also reveals that workplace friendship mitigates the negative effects of techno-invasion and techno-insecurity on exhaustion, thereby reducing knowledge hiding, though it has no significant buffering effect on techno-overload and techno-uncertainty. Interestingly, workplace friendship intensifies the impact of techno-complexity on work exhaustion. Zhang, Z., et. al (2022). Furthermore, techno-complexity arises when users feel overwhelmed or inadequate in managing advanced digital tools. As noted by Peiris-John et al. (2020), the time and cognitive effort required to learn, manage, and implement complex technology can lead to frustration, fatigue, and stress. Another critical stressor, techno-overload, refers to the intensification of work demands caused by digital tools. For teachers, the transition to online learning environments has led to the expectation of constant availability and continuous use of technology, which can negatively impact their overall performance. Research has found that certain aspects of the technostress scale, especially techno-overload and techno-insecurity, are associated with lower job satisfaction among educators.

Interestingly, some findings suggest that techno-uncertainty may have a positive correlation with teaching performance. In this case, teachers, in adapting to the rapid pace of technological change, may feel motivated to enhance their professional capabilities. Research also indicates that, following the pandemic, teachers' extensive use of technology in remote learning environments negatively affected their quality of life. As workload demands increased, teachers invested considerable effort to meet technological expectations. This included maintaining instructional duties, engaging in professional development, managing school responsibilities, and providing guidance to students and families—often conducted entirely online. Consequently, these compounded responsibilities significantly contributed to higher levels of technostress (Osman & Toraman, 2022).

The rapid and significant adjustments required to implement various Active Learning Methods (ALMs) led to several challenges, including technology-related stress among teachers, commonly referred to as "technostress''. A quantitative descriptive research design was employed to gather detailed information about technostress. Data collection involved a 28-item adapted questionnaire supplemented by semi-structured interviews to deepen and validate the findings. Overall, the results indicated that college teachers experienced low levels of technostress. Based on these findings, the study recommends that higher education institutions (HEIs) appoint dedicated personnel to support teachers in utilizing and exploring ICT tools for online teaching. (Pucya, J., & Austria, R. 2023).

Technology Involved in Teaching: The integration of technology into educational practices has become a pivotal element in ensuring the continuity and efficiency of teaching and learning (Livari et al., 2020). In response to the challenges posed by the pandemic and the rapid technological advancements, this study seeks to examine the impact of technostress on the performance of 100 faculty members at a private university in Bacolod City. Data were gathered through a structured questionnaire and a descriptive survey approach, focusing on the five key dimensions of technostress: Techno-Overload, Techno-Complexity, Techno-Insecurity, Techno-Invasion, and Techno-Uncertainty. The results revealed that, despite experiencing significant technostress, faculty members reported high-performance levels and perceived improvements in their teaching due to the integration of technology. Additionally, the analysis found no significant differences in technostress levels or performance based on demographic factors such as gender, department, or teaching experience (Valiao, 2025).

In the current digital age, teachers are expected to develop essential information technology skills to manage teaching and learning in an increasingly digital environment effectively (Abidah et al., 2020). However, the swift adoption of technology has also introduced several challenges, including technical difficulties such as network outages, high internet traffic, and power disruptions. These issues are particularly prevalent in developing countries and can lead to both physical and psychological health problems, such as stress, headaches, and increased blood pressure. Research into teachers' experiences indicates that many faced psychological exhaustion, confusion, fatigue, and a loss of enthusiasm during the transition to distance learning (Pressley, 2021; Sokal et al., 2020). Teachers who were heavily engaged in technology use during the pandemic experienced a significantly increased workload, which further exacerbated their levels of technostress. These findings highlight the necessity for flexible working hours, schedules, and recruitment strategies to alleviate the adverse effects of technostress on educators.

Moreover, the study found that the type of institution where teachers were employed significantly influenced their levels of technostress. Specifically, the techno-insecurity dimension of technostress was notably higher among private school teachers compared to their public school counterparts. Private school teachers were found to experience more stress due to environmental pressures and greater exposure to technology use in distance education (Pandey & Pal, 2020; Panisoara et al., 2020; Penado Abilleira et al., 2021; Rapanta et al., 2020); and concerns regarding job security (Khanal et al., 2021; Simon & Hasan, 2021). The findings from Osman et al. (2022) further revealed that teachers experienced psychological, administrative, and instructional stress. It is crucial to identify the factors contributing to teacher burnout and stress and implement strategies to address these issues. Initiatives aimed at enhancing technological literacy among educators should be prioritized, and undergraduate education programs should be revised to better prepare students for online learning. Additionally, improving working conditions, job security, and personal freedoms for private school teachers could positively impact their teaching performance.

The Connection of Technostress and Teaching Performance: The extent of technostress experienced by educators is shaped by various factors, including gender, the type of institution where they work, their level of seniority, professional titles, and interpersonal relationships. Furthermore, universities should consider offering distance learning courses to better prepare students for online and emergency learning scenarios. Additionally, improving the working conditions of faculty members in private institutions is crucial (Abid et al., 2021).A 2023 study published in Contemporary Educational Technology explored the connection between digital literacy competence (DLC), technostress, and teaching performance among English as a Foreign Language (EFL) lecturers. The results showed a strong negative correlation (−0.824) between DLC and technostress, suggesting that higher digital literacy is linked to lower levels of technostress. Despite their digital skills, however, the lecturers reported limited use of technology in their teaching, mainly applying it for substitution and enhancement, rather than transformational purposes as described by the SAMR model. This indicates that while increased digital literacy may reduce technostress, it does not automatically improve teaching performance unless technology is more effectively integrated into the teaching process. A study published in Frontiers in Psychology in November 2023 investigated the impact of technostress on primary school teachers in China. The findings revealed that greater technostress was associated with increased work-family conflicts and health problems. Notably, the extent of technology use directly influenced these outcomes, with technostress serving as a mediating factor. Furthermore, the research identified school support as a moderating factor, demonstrating that stronger institutional support mitigates the adverse effects of technostress on teachers' well-being. This underscores the vital role of institutional backing in alleviating the detrimental impact of technostress.

This study primarily examined the relationship between technostress and demographic variables among high school teachers in the southern districts of the Department of Education–Division of Bukidnon and the Division of Valencia City, Bukidnon, Mindanao, Philippines. A total of 169 teachers participated. Data were gathered using the Technostress Survey Questionnaire adapted from Chen (2018). Descriptive statistics, including frequency, mean, and percentile, were applied to data analysis. Findings showed that teachers' mean technostress scores were 3.07 for techno-overload, 2.61 for techno-complexity, 2.33 for techno-insecurity, and 3.51 for techno-uncertainty, resulting in an overall mean score of 2.89, indicating that teachers were "moderately affected by stress." Regarding demographic data, the largest group of participants (45.60%) were aged between 30–39 years old, followed by 15.40% aged 40–49, 14.80% aged 25–29, and 14.30% aged 24 and below. Only 10.20% were 50 years old and above. In terms of gender, the majority were female (57.40%, or 97 participants), while males accounted for 42.60% (72 participants). Edgar M. A, Jr. et.al. (2023). A 2023 study published in Acta Psychologica looked into how technostress and organizational support influenced teachers' willingness to adopt remote teaching technologies after the pandemic.

The study found that greater use of these technologies resulted in higher levels of technostress, which negatively affected teachers' views on the ease of use and effectiveness of the technologies. However, organizational support was found to reduce technostress, indicating that sufficient institutional backing can help mitigate the negative effects of technostress and promote the adoption of remote teaching technologies. Techno-complexity arises when individuals feel inadequate in managing complex technologies. The considerable time and effort required to learn and effectively use sophisticated digital systems often result in anxiety and fatigue (Peiris-John et al., 2020).Techno-insecurity pertains to concerns about job loss due to the increasing reliance on ICT tools or software or because of competition from colleagues with superior technological skills (Ahmad et al., 2012). Research findings suggest that technology has a substantial impact on teachers' personal lives, forcing them to adapt their work practices to accommodate new technological tools. Many teachers sacrificed weekends and holidays to keep up with evolving technologies. This prolonged exposure, primarily through remote learning, negatively affected their performance and overall well-being, as they had to exert considerable effort to adjust to new tools, which contributed to higher levels of technostress. However, ongoing activities such as professional development, school responsibilities, and student and family guidance, alongside teaching tasks in a distance learning format, helped mitigate some of these challenges (Osman & Toraman, 2022). A study by Khlaif et al. (2022) highlighted that working collaboratively with colleagues to develop educational materials and organize technology-based activities played a significant role in alleviating stress among teachers. Techno-overload can affect teachers in several ways, including feeling overwhelmed by the number of technologies they need to manage, the constant need to learn new technologies, the pressure to remain available for students and parents beyond regular hours, and the obligation to use technology even when it causes personal discomfort due to institutional requirements. According to a study by Johnson et al. (2021), teachers' use of technology is linked to negative outcomes such as stress, anxiety, and burnout, driven by the demands of effectively using technological tools.

Performance of a Teacher : Some research determined whether teacher competency, organizational culture, and school principal leadership had an impact on student achievement. Finding out how much of a simultaneous or partial influence these factors had on teacher performance was another goal. Kanya, et al. (2021). There were found to be slight positive correlations between performance and techno-pedagogical subject knowledge. According to this relationship, instructors who possess a high level of techno pedagogical subject knowledge can either use this information to perform better or they can develop a greater level of techno pedagogical content knowledge as a result of their improved teacher performance. It is possible to guarantee that, in teacher performance, technology, pedagogy, and topic knowledge are not offered individually but rather as connected knowledge. Tosuntaş, et al., (2021).

Despite their relative case in school, it is interesting that teachers believe their perks are inadequate and that their raises are insufficient. Teachers' job happiness is impacted by salary because it demonstrates respect and value, eases financial strain, offers chances for professional development, and draws and keeps top-notch educators (Marman et al., 2021). According to him, Numerous stress-related issues, both inside and outside the educational institution, have a negative impact on teachers' performance. This affects teachers' performance and lowers productivity; both teachers and schools or institutions affect it. Despite their relative teaching performance, it is interesting that teachers believe their perks are inadequate and that their raises are insufficient. Teachers' job happiness is impacted by salary because it demonstrates respect and value, eases financial strain, offers chances for professional development, and draws and keeps top-notch educators (Marman et al., 2021).

In today's generation, teachers' greatest duty is to learn more in order to contribute significantly to their students' development as better persons. One of the greatest approaches is to truly understand the curriculum goals for ideal and best classroom environments with discipline. The government has modified the education curriculum in Surabaya, namely changing the kurikulum tingkat satuan pendidikan (KTSP). The curriculum was redesigned by the government in 2013 and is now known as K–13. It has been in use for two years, mostly for secondary and high school first and second levels. Through workshops held at local or national levels, a large number of teachers have received training to enable them to support the policy. However, the government modified the curriculum once more in 2015, returning to the earlier KTSP format. Teachers who have already stuck to using older textbooks and teaching materials would find it difficult to adapt to these changes, even if the government has not yet provided comprehensive guidelines. In addition to supervising the process, the teacher was required to conduct alternative assessments every day regarding the attitudes and behaviors of the students. In senior high schools in North Surabaya, teachers' performance is the dependent variable, and organizational commitment and stress work are the independent variables. The goal of this study is to examine the relationship between stress work and these variables. 425 private senior high school teachers from North Surabaya made up the research

Population. Two hundred private senior high school instructors were selected for the study's sample utilizing the cluster random sampling technique. The tool employed was a set of questionnaires that were further subjected to moment structure analysis (AMOS 2.0) and structure equation modeling (SEM). The study's findings show that there were positive relationships between work stress and organizational commitment as well as negative relationships between stress work and teacher performance and organizational commitment on teacher performance. It is believed that the researcher will also be significant and helpful for future researchers as well as for advancements in social science, particularly in the area of organizational behavior. Laily, N. & Wahyuni, D. U. (2023).

A well-designed evaluation tool like the Individual Performance Commitment and Review Form (IPCRF) plays a vital role in offering constructive feedback to teachers, thereby supporting their professional development and effectiveness. This study aimed to evaluate the effectiveness of IPCRF in enhancing teacher performance. A mixed-methods approach was used, specifically a sequential exploratory design that combined both qualitative and quantitative methods. The study involved 59 participants, including teaching staffs and human resources management from selected schools in Casiguran District 2. In the data of qualitative phase, were it is gathered through semi-structured interviews, while the quantitative phase utilized a researcher-developed survey questionnaire. Findings indicated that most teachers received an "Outstanding" performance rating. However, both teachers and school heads rated the effectiveness of the IPCRF as low, particularly in the aspect of the "Plus Factor." The study suggests that school heads should offer technical support to teachers, such as providing access to teaching materials and technology, to aid their improvement. Moreover, both groups reported a high level of issues and concerns related to work performance. To address this, the study proposes the implementation of internal feedback sessions aimed at enhancing teacher performance through targeted technical assistance. It also recommends that school heads and teachers attend seminars and training sessions organized by the Department of Education (DepEd) to deepen their understanding and proper utilization of the IPCRF (Cadag, 2024).

Synthesis: Technostress is conceptualized as a phenomenon triggered by the continuous, often overwhelming, use of technology. Ahmad et al. (2012), Johnson et al., (2021), Zhang, Z., et. al (2022), and Peiris-John et al., (2020), underscored the five primary technostress producers: techno-overload, techno-invasion, techno-complexity, techno-insecurity, and techno-uncertainty. These stressors have different implications for teachers: Techno-overload describes the intense strain teachers experience when they must simultaneously adopt and manage various technologies. This overload not only increases the workload but also forces teachers to work longer hours (Johnson et al., 2021). Techno-complexity is the feeling of inadequacy that teachers experience when confronted with complex technologies that require significant effort to understand and use effectively (Peiris-John et al., 2020). Techno-insecurity refers to the fear of losing one's job to more tech-savvy colleagues or the rise of automated systems and tools that could replace human labor (Ahmad et al., 2012). Techno-uncertainty stems from the rapid pace of technological change, where teachers struggle to keep up with new technologies and frequent updates (Ragu-Nathan et al., 2008).

The studies of Pozo Rico et. Al. (2020). Auger & Formentin (2021), Petrakova et al. (2021), Valiao (2025), Pucya S. et al. (2023), Edgar M. A. et al. (2023), and Adorna E. et al. (2023) underscore the multifaceted nature of technostress among educators in the Philippines. They emphasize the critical role of institutional support, the implementation of targeted interventions, and the development of culturally sensitive assessment instruments in effectively managing technostress and promoting enhanced teaching performance in the context of digital education. While these stressors are detrimental to teacher well-being, research by Osman & Toraman (2022), Abid et al. (2021), and Osman et al. (2022). suggests that they are not always negatively correlated with teaching performance. In fact, several studies suggest that even though teachers experience high levels of technostress, they still report improved performance. This paradox suggests that the adaptation to new technologies might lead to increased efficiency and fulfillment, particularly when teachers are supported through professional development and technological literacy training.

Research Gaps : The use of technology in classrooms signifies a change of perspective from the conventional approach to teaching. Understanding the effects of teachers using technology to deliver their lessons is crucial given the dynamic nature of education at Santa Rosa Science and Technology, where technology is developing concurrently with education. This examines the literature and provides an overview of the current status of teachers' technology integration and the likelihood that they have encountered technostress. The research gap is a knowledge gap because some of the studies related to technostress and teaching performance are all about the private sector. The study had other gaps.

Although technostress has been widely recognized as a significant factor affecting performance, well-being, and adaptability in the digital era, important conceptual gaps remain that limit a complete understanding of its power and complexity. Technostress has the potential to influence not only negative outcomes like burnout and job dissatisfaction but also positive ones such as innovation and digital competence, a dual impact that is often overlooked. However, most research continues to focus solely on the harmful effects, leaving the concept of "techno-eustress," the positive, motivating form of technology-induced stress, underexplored. Moreover, technostress is usually treated as a universal experience, despite clear evidence that has a cultural gap, were socio-economic, and individual factors dramatically shape how it manifests. The evolution of technostress over time, especially with rapid technological advancements and post-pandemic transitions, remains under-investigated due to the dominance of cross-sectional studies. Additionally, coping strategies and individual differences, such as personality traits and emotional intelligence, are rarely integrated into models of technostress, limiting practical interventions. Without addressing these conceptual gaps, the true power of technostress, both its risks and opportunities, cannot be fully harnessed or managed, especially in education, where technology now defines the learning environment.

Additionally, technostress holds a powerful influence over educators' performance, mental health, and adaptability in increasingly digital environments. However, despite its recognized impact, there remains a significant evidence gap, particularly in the area of stress management interventions tailored to technostress. Most existing studies focus on measuring the levels and effects of technostress, but few provide concrete, evidence-based solutions that educators can apply in real-world settings. The lack of structured, research-backed stress management primers specifically addressing technostress leaves teachers without practical tools to cope effectively with technology-induced pressures. As digital demands continue to rise, especially post-pandemic, the need for a targeted primer that bridges this gap becomes even more critical. Without intervention frameworks based on empirical research, the powerful effects of technostress will continue to undermine educators' well-being and teaching quality, highlighting an urgent call for the development of actionable strategies grounded in scientific evidence. This study is aimed at a public educational institution which is Santa Rosa Science and Technology National High School.

III. RESEARCH METHODOLOGY

This chapter covers the research design, sampling and participants, instrumentation, data gathering procedures, data analysis, and ethical considerations made.

Research Design : This study is a quantitative type of research that utilized correlation research design since it is determined the technostress and teaching performance of public-school teachers in Santa Rosa City. According to Xi'an Shiyou Daxue Xuebao (Ziran Kexue Ban)/Journal of Xi'an Shiyou (2023), correlational design is used to look at the relationships, which can happen on multiple levels, between or among two or more variables in a single group. A correlational research design used in determining the relationship between the technostress to teaching performance of the teachers in Santa Rosa Science and Technology National Highschool. A strong research method known as descriptive research allows a researcher to gather data and, using statistical analysis, explain the data's demographics. As a result, it is a quantitative research technique. This research study cannot influence the nature or behavior of the variables being studied since correlational research frequently use observational methods. Since the researcher employed a survey questionnaire and statistical methods, the inferential statistician was able to examine the data.

Research Locale : This study was within the school premises located in Santa Rosa City, Laguna, specifically focusing on Santa Rosa Science and Technology encompassing the research locale. In the said school, there are 66 faculty members. Emphasizing the integration of technology into their educational practices, the school encourages both faculty and students to make extensive use of such tools. A significant majority of faculty members have been incorporating technology into their teaching and lesson planning for over a year now, demonstrating a commitment to innovation in education. The majority of the faculty are actively utilizing technology to deliver their lesson.

Respondents of the Study

Table 1: *Distribution of Respondents*

Teaching Personnel	Population
Teacher I	26
Teacher II	10
Teacher III	19
Special Science Teacher I	5
Master Teacher I	2
Master Teacher II	4
TOTAL	66

The table 1 show that the majority of the respondents are Teacher I with 26 teachers, followed by Teacher III with 19 teachers, Teacher II with 10 teachers, Special Science Teacher I with 5 teachers, Masters Teacher I with 2 teachers, and Master Teacher II with 4 teachers. This study engages teachers from a public school system to explore their concerns regarding if technostress effects on teaching performance, serving as the basis for the development of a stress management primer. The respondents consist of all faculty members of Santa Rosa Science and Technology High School, with total enumeration employed for participant selection. Since the implementation of technology-assisted platforms and pedagogical approaches, teachers have made significant adjustments to ensure the delivery of education remains at par with, or exceeds, previous standards. Given that teachers' technological competencies vary based on factors such as age, gender, and length of service, it is imperative to examine how the integration of technology in the classroom affects their professional performance. Furthermore, the chosen research locale currently lacks a dedicated program aimed at enhancing teachers' technological and pedagogical capabilities, particularly in relation to stress management and instructional effectiveness.

Demographic Profile of the Respondents

Table 2: *Demographic Profile of the respondents in terms of Age*

INDICATORS	FREQUENCY	PERCENT
61 and above	1	1.5
51 – 60	0	0.0
41 – 50	10	15.2
31 – 40	24	36.4
21 – 30	31	47.0
TOTAL	**66**	**100**

This table presents the age distribution of the respondents in terms of frequency and percentage. Majority of Respondents Are Aged 21–30 Years: 31 out of 66 respondents (47.0%) belong to the 21–30 age group. This indicates that nearly half of the teachers are relatively young, possibly early in their careers. The Second Largest Group Is Aged 31–40 Years: 24 teachers (36.4%) are in this age range. Combined with the 21–30 group, this means that 83.4% of respondents are below 41 years old. Additionally, Fewer Teachers Are in the Older Age Groups: 41–50 years old: 10 teachers (15.2%); 51–60 years old: 0 teachers (0.0%) (No respondents in this age group); 61 years and above: Only 1 teacher (1.5%). No Teachers Aged 51–60. This gap suggests that either teachers in this age range were not included in the study, or there is a lower representation of teachers in this age group in the selected schools.This concluded that the majority of the respondents (83.4%) are below 41 years old, meaning most teachers are in their early or mid-career stages. There is very little representation of older teachers (41+ years old), with only 1 teacher above 60 and none between 51–60.

Table 3: *Demographic Profile of the respondents in terms of Gender*

INDICATORS	FREQUENCY	PERCENT
Male	21	31.8
Female	45	68.2
TOTAL	**66**	**100**

Table 3 shows the demographic profile of the respondents in terms of gender. Majority of the respondents are female (68.2%) while there are relatively few male respondents (31.8%).

Table 4: *Demographic Profile of the respondents in terms of Years of Experience*

INDICATORS	FREQUENCY	PERCENT
11 years and above	19	28.8
7 – 10	26	39.4
4 – 6	14	21.2
1 – 3	7	10.6
TOTAL	**66**	**100**

Table 4 shows the demographic profile of the respondents in terms of years of experience. Majority of the respondents are in the range of 7-10 years of experience (39.4%) followed by those in 11 years and above years of experience (28.8%). It could be implied that majority of the respondents are tenured.

Table 5
Demographic Profile of the respondents in terms of Higher Educational Attainment

INDICATORS	FREQUENCY	PERCENT
Doctoral Degree	3	4.5
Master's Degree	27	40.9
Bachelor's Degree	36	54.5
TOTAL	**66**	**100**

Table 5 shows the demographic profile of the respondents in terms of Higher Educational Attainment. Majority of the respondents are Bachelor Degree (54.5%) followed by those in Master's Degree (40.9%). These results may indicate that the teacher in the chosen public schools needs to learn more, which may have an effect on things like professional experience, teaching methods, and technological adaptability.

Instrumentation : This research study employed a modified questionnaire to assess both technostress and teaching performance among teachers. According to Evangelista, (2023), to measure technostress levels, the researcher adapted the instrument developed by a researcher, which has a reliability range of 0.70 to 0.90. This tool consists of 25 items categorized into five subscales: Techno-Overload, Techno-Invasion, Techno-Complexity, Techno-Insecurity, and Techno-Uncertainty. Modifications were made to better align the instrument with the specific context of the study (Evangelista, 2023). Due to the adjustments, validation was necessary, so this research study, sought the expertise of five professionals to evaluate the revised questionnaire. Each validator was formally invited through a letter of request and all agreed to participate. Within one week, the validators completed their assessment and provided constructive feedback aimed at improving the instrument's validity. Following the incorporation of the suggested revisions, the researcher conducted pilot testing at Sinalhan Integrated High School, involving 30 teaching personnel as respondents. Through multiple scheduled visits, the pilot testing was completed within a two-week period. The data gathered were subsequently analyzed using Cronbach's alpha to determine the reliability of the instrument. The five subscales produced results of 1.14, 1.13, 1.11, 1.07, and 1.13, respectively, all indicating an excellent level of reliability.For assessing teaching performance, this research study utilized the Individual Performance Commitment and Review Form (IPCRF), which evaluates various aspects of teaching effectiveness. Throughout the research process, it is ensured impartiality in dealing with participants and confirmed that no financial or external support was received from entities with vested interests in the study. Furthermore, there were no affiliations or actions that could have compromised the integrity of the research.

Data Gathering Procedure: This research study conducted a thorough review of related literature on Technostress and Teaching Performance and identified significant gaps in existing studies, particularly within the context of the public-school teachers. Consequently, the researcher deemed it essential to undertake this study within public school to address these gaps and contribute to the existing body of knowledge.During the survey, the researcher ensured that each respondent received a validated, unbiased questionnaire, administered in soft copy format via Google Forms. Once the data were encoded, tabulated, interpreted, and analyzed with the assistance of a statistician, the questionnaires completed by the respondents were properly disposed of. All responses were treated with the utmost confidentiality to safeguard the privacy of the participants. The soft copies of the Google Form responses were scheduled for deletion by the researcher within a period of six months to one year, in accordance with ethical research practices concerning data retention and disposal. This

research study secured permission from the School Principal through the endorsement of the DepEd Superintendent. Upon approval of the initial request, a follow-up letter was sent directly to the School Principal, formally seeking authorization to conduct the study among the teachers of Santa Rosa Science and Technology National High School.

This research study ensured that all respondents were fully informed about how their data would be protected, as outlined in the Informed Consent Form. The actual survey commenced only after obtaining the participants' consent through duly signed consent forms. A list of teachers to be surveyed was also provided by the researcher. After the retrieval of the completed assessment forms, the collected data were systematically organized for statistical analysis and interpretation, with the guidance of the research adviser. The findings of this study aim to contribute to the development of a Primer on Technostress Management, which will serve as a valuable resource for Administrators, Principals, and Teachers. The researcher is committed to completing the proposed Primer based on the results of the study. To uphold impartiality and fairness, the researcher refrained from sharing any individual assessment results with colleagues and did not manipulate any data, particularly those pertaining to co-workers. This research study ensured that respondents completed the survey independently, without access to one another's responses, thereby maintaining confidentiality throughout the process. All information gathered was kept strictly confidential and securely stored. Only the researcher and the research adviser were granted access to the completed survey forms. Respondents were treated with utmost respect, and measures were taken to protect their reputations by withholding any information that could potentially impact their professional standing.Furthermore, this research study provides an Informed Consent Form, which clearly outlined the purpose of the study and the procedures involved. This ensured maximum participation and obtained the respondents' full, informed consent.

Data Analysis : To identify patterns, correlations, and trends in the utilization of technologies by teachers. Quantitative data collected through surveys and questionnaires were statistically examined. Key quantitative findings, including the demographic profile and it's observed the correlation on teaching strategies and technostress, were summarized using descriptive statistics. By integrating data from multiple sources, the analysis enhanced overall validity and reliability, providing a deeper understanding of the connections between teaching performance and technostress within the specific school which is Santa Rosa Science and Technology. The quantitative approach ensured a comprehensive investigation of the research topics, enhancing both the breadth and depth of the study's conclusions.This research study used the following statistical tools first is test the questionnaire where the Cronbach Alpha is used to see a measure of internal consistency, that is, how closely related a set of items are as a grouped. Then, percentage for demographic profile of the respondents. After that the mean were used determine the Technostress and Teaching Performance of teachers. And then, One-way ANOVA is used to measure the significant difference of technostress on the teacher's teaching performance. Lastly, for the direction of the hypothesis, Pearson r used to determine how strongly and in which direction of technostress and teaching performance of teacher are related.

Table 6: *Scorning Pattern of rating scale of Technostress and Verbal Interpretation*

Scale	Scale Description	Verbal Interpretation
3.26 – 4.00	Strongly Agree (SA)	Highly Stressed
2.51 – 3.25	Agree (A)	Moderately Stressed
1.76 – 2.50	Disagree (D)	Slightly Stressed
1.00 – 1.75	Strongly Disagree (SD)	Not Stressed at All

This research study used the scale in table 6 to comment on the result form gathering the data. Each respondent's answers are tallied and the mean for each statement in the survey questionnaire is computed. The mean and the overall mean were described based on the table. If the teacher is strongly agreeing to the given statement and teacher's rating is 3.26-4.00, they are highly stressed, if the rating is 2.51-3.25, they are moderately stressed, if the rating is 1.76-2.50, they are slightly stressed and if the teacher's rating is 1.00-1.75, they are not stressed at all.

Table 7: *Adjectival Rating of Individual Performance Commitment and Review Form (IPCRF)*

Range	Adjective Rating
4.500 - 5.000	Outstanding
3.500 - 4.499	Very Satisfactory
2.500 - 3.499	Satisfactory
1.500 - 2.499	Unsatisfactory
Below - 1.499	Poor

The Adjectival Rating of the Individual Performance Commitment and Review Form (IPCRF) is typically used in the Department of Education (DepEd) in the Philippines to describe and categorize a teacher's overall performance based on their IPCRF scores. These ratings are assigned based on numerical scores and are matched with descriptive performance levels (teachpinas, 2025). If the teacher's rating is 4.500 - 5.000, they are performing outstandingly. If the rating is 3.500 - 4.499, they are performing very satisfactorily. If the rating is 2.500 - 3.499, they are performing satisfactorily. For the teacher who falls in the rating of 1.500 - 2.499, their performance is unsatisfactorily. Lastly, teachers are performing poorly falls to the rating of 1.499 below.

Table 8: *Cronbach's alpha Reliability Test Interpretation Table*

Size of Correlation	Interpretation
.90 to 1.00 (−.90 to −1.00)	Very high positive (negative) correlation
.70 to .90 (−.70 to −.90)	High positive (negative) correlation
.50 to .70 (−.50 to −.70)	Moderate positive (negative) correlation
.30 to .50 (−.30 to −.50)	Low positive (negative) correlation
.00 to .30 (.00 to −.30)	negligible correlation

In general, a score of more than 0.7 is usually okay. However, some authors suggest higher values of 0.90 to 0.95. According to Statistics How to, a high level for alpha may mean that the items in the test are highly correlated. However, α is also sensitive to the number of items in a test. A larger number of items can result in a larger α, and a smaller number of items in a smaller α. If alpha is high, this may mean redundant questions (i.e. they're asking the same thing).A low value for alpha may mean that there aren't enough questions on the test. Adding more relevant items to the test can increase alpha. Poor interrelatedness between test questions can also cause low values, so can measuring more than one latent variable.

Ethical Considerations : To avoid violation in any of the existing laws on data privacy, the researcher prepared two sets of letters. The first letter was address to the school superintendent of Santa Rosa asking for permission to allow the researcher to conduct the study and to collect data from teachers. The reply letter is from Deped Office to the principal and the second letter is the form which is the informed consent which be asking the respondents themselves if they agreeing that they allow the collection and analysis of their responses and information.

To avoid conflict of interest, the researcher ensured that the data gathering conducted professionally. This research study was not forced any teacher to participate in the study. Rather, the researcher was just encouraged them to participate through their agreement in the Informed Consent Form but was not required them to participate if they are not comfortable with it. The researcher only objectively wants to uncover the status of teachers when it comes to technostress and teaching performance. To preserve the privacy of the participants, this research study adheres to the norms set forth by the Data Privacy Act of 2012. All the participants' personal information utilized only when necessary, and only the researcher and if possible, and the research adviser was had access to it. this research study requested permission from respondents. The results were only used for the sole purpose of the study and not for any other purposes not known to the respondents. The assessment results

were not in any way influence their status as stakeholders of the school where they are employed. After the data gathering process, this research study secured permission from the principals. Informed consents obtained prior to the actual assessment. The respondents were also well-informed about the study's purpose. This research study ensured that only her and the research adviser if needed, have access to them. T is also served as the only recipient and the only one who can view the data gathered from this study. The data gathered keep in the personal Google Drive of the researcher for the purpose of security and confidentiality. This research study makes sure that throughout the conduct of research, honesty and integrity was always be observed.

IV. RESULT AND DISCUSSION

This chapter presents and discusses the results of the study by answering the following research questions:

1. What is the level of technostress of the selected public-school teachers in terms of techno-overload, techno-invasion, techno-complexity, techno-insecurity and techno-uncertainty?

Table 9: *Level of technostress of the selected public-school teachers in terms of Techno-Overload*

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
I am forced by this technology to work much faster.	3.27	Highly Stressed
I am forced by this technology to do more work than I can handle.	3.21	Moderately Stressed
I am forced by this technology to work with very tight time schedules.	3.24	Moderately Stressed
I am forced to change my work habits to adapt to new technologies.	3.18	Moderately Stressed
I have a higher workload because of increased technology complexity.	3.26	Highly Stressed
GENERAL ASSESSMENT	**3.23**	Moderately Stressed

Legend: 3.26 – 4.00 Highly Stressed 1.76 – 2.50 Slightly Stressed
2.51 – 3.25 Moderately Stressed 1.00 – 1.75 Not Stressed at All

The Level of technostress of the selected public-school teachers in terms of Techno-overload as shown in Table 9 had a general assessment of 3.23 which was verbally interpreted as Moderately Stressed. This means that, on average, respondents agree that technology contributes to their stress, particularly in terms of speed, workload, and adaptation. Techno-overload can stress teachers in multiple ways, including feeling overwhelmed by the number of technologies they need to use, constantly having to learn new technologies, feeling pressure to be available for students and parents outside of regular school hours, and feeling pressured to use technology even if they are not comfortable with it due to school or district requirements. Evangelista, (2023). Furthermore, the indicator "I am forced by this technology to work much faster" as shown in Table 9 had the highest computed mean of 3.27 which was verbally interpreted as Highly Stressed. The study of Johnson et al. (2021) found that teachers' use of technology is associated with a number of negative well-being outcomes, including stress, anxiety, and burnout due to a number of factors, including the demands of using technology effectively. Meanwhile, the indicator I am forced to change my work habits to adapt to new technologies." had the lowest computed mean of 3.18 which was verbally interpreted as Slightly Stressed.

The others are 3. 21 for '' I am forced by this technology to do more work than I can handle.'' which was verbally interpreted as moderately stressed, followed by 3.24 stated that the teachers moderately stress, '' I am forced by this technology to work with very tight time schedules.'' And lastly, before the lowest computed mean there is 3.26 for, '' I have a higher workload because of increased technology complexity.'' which was verbally interpreted as Highly stressed. Based on the result, this suggests that the most significant technostress factor is the pressure to increase work speed due to technology. Additionally, employees experience increased workloads due to making their tasks more demanding. Also, technology leads to time pressure and work overload, contributing to stress. While still a significant issue, adjusting work habits is less stressful than workload and speed-related factors.

Table 10: *Level of technostress of the selected public-school teachers in terms of Techno-Invasion*

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
I have to check my social media account once and a while to know some updates related to work.	3.32	Highly Stressed
I have to be in touch with my work even during my vacation due to this technology.	3.20	Moderately Stressed
I have to sacrifice my vacation and weekend time to keep current on new technologies.	3.26	Highly Stressed
I feel my personal life is being invaded by this technology.	3.33	Highly Stressed
I forgot to eat lunch sometimes to study the new technology.	3.20	Moderately Stressed
GENERAL ASSESSMENT	**3.26**	Highly Stressed

Legend: 3.26 – 4.00 Highly Stressed 1.76 – 2.50 Slightly Stressed
2.51 – 3.25 Moderately Stressed 1.00 – 1.75 Not Stressed at All

The Level of technostress of the selected public-school teachers in terms of Techno-invasion as shown in Table 10 had a general assessment of 3.26 which was verbally interpreted as Highly Stressed. Qi (2019) defines "techno-invasion" as the encroachment of electronic demands into an individual's personal life. Being "constantly online" makes one feel as though their privacy is being violated and captures them in electronic webs. According to research findings on the levels of technostress among teachers, the use of technology after the COVID-19 period forced them to work faster, had a lot more work because of the increase in technological complexity, and used technology to stay in touch with work even while on vacation. Furthermore, the indicator "I feel my personal life is being invaded by this technology." as shown in Table 10 had the highest computed mean of 3.33 which was verbally interpreted as Highly Stressed meanwhile, the indicator '' I have to be in touch with my work even during my vacation due to this technology." and '' I forgot to eat lunch sometimes to study the new technology. '' had the lowest computed mean of 3.20 which was verbally interpreted as Moderately Stressed. Additionally, during the school year, the teachers felt that technology had influenced their personal lives and that they needed to modify their methods of operation in order to utilize the new tools. They also sacrificed weekends and holidays after the COVID-19 pandemic to keep up with emerging technologies. After the COVID-19 pandemic, teachers' extended use of technology through remote learning negatively impacted their performance and quality of life. (Osman & Toraman, 2022). The other indicators which computed mean is 3.26, '' I have to sacrifice my vacation and weekend time to keep current on new technologies.'' verbally interpreted as Highly stressed and 3.32 which also a highly stressed, '' I have to check my social media account once and a while to know some updates related to work.''. Based on the result, this suggests that the most significant technostress factor is the technology leads to time pressure, contributing to stress.

Table 11: *Level of technostress of the selected public-school teachers in terms of Techno-Complexity*

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
I do not know enough about this technology to handle my job satisfactorily.	2.32	Slightly Stressed
I need a long time to understand and use new technologies.	2.41	Slightly Stressed
I do not have enough time to study and upgrade my technology skills.	2.45	Slightly Stressed
I often find it too complex for me to understand and use new technologies. (Ex: laptop connect to TV, PPT show	2.24	Slightly Stressed

in projector or TV, etc.)		
I always find myself solving the errors in technology. Ex: Laptop error	2.44	Slightly Stressed
GENERAL ASSESSMENT	**2.37**	Slightly Stressed

Legend: 3.26 – 4.00 Highly Stressed 1.76 – 2.50 Slightly Stressed
2.51 – 3.25 Moderately Stressed 1.00 – 1.75 Not Stressed at All

The Level of technostress of the selected public-school teachers in terms of Techno-complexity as shown in Table 11 had a general assessment of 2.37 which was verbally interpreted as Slightly Stressed. The teachers in selected public school are slightly affected by the techno-complexity. But teachers may have experienced higher levels of technological stress as a result of all of these factors. It can be argued that, in addition to continuing all in-person education programs in an on-line way, online continuation of activities like occupational development, school-related responsibilities, guidance activities for families and students, and teaching tasks is effective on this outcome (Osman & Toraman, 2022). Furthermore, the indicator "I do not have enough time to study and upgrade my technology skills." as shown in Table 11 had the highest computed mean of 2.45 which was verbally interpreted as Slightly Stressed meanwhile, the indicator ''I often find it too complex for me to understand and use new technologies. (Ex: laptop connect to TV, PPT show in projector or TV, etc.)." had the lowest computed mean of 2.24 which was verbally interpreted as Slightly Stressed. All the indicators were slightly stressed, where the computed means are 2.32, 2.41, 2.44 and stated '' I do not know enough about this technology to handle my job satisfactorily.'', '' I need a long time to understand and use new technologies.'' and ''I always find myself solving the errors in technology. Ex: Laptop error.'' respectively. Techno-complexity is the feeling of inadequacy that teachers experience when confronted with complex technologies that require significant effort to understand and use effectively (Peiris-John et al., 2020). In negating the study of (Osman & Toraman, 2022) of the use of technology after the COVID-19 period forced them to work faster, had a lot more work because of the increase in technological complexity. But this study appears that the teachers in public school knows the complexity of the use of technology, therefore they are given more works involving technology.

Table 12: *Level of technostress of the selected public-school teachers in terms of Techno-Insecurity*

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
I feel constant threat to my job security due to new technologies.	2.23	Slightly Stressed
I have to constantly update my technology skills to avoid being replaced.	2.53	Moderately Stressed
I am threatened by co-workers with newer technology skills	2.06	Slightly Stressed
I do not share my knowledge with my coworkers for fear of being replaced.	2.05	Slightly Stressed
I find new employees to this organization know more about computer technology than I do.	2.64	Moderately Stressed
GENERAL ASSESSMENT	**2.30**	**Slightly Stressed**

Legend: 3.26 – 4.00 Highly Stressed 1.76 – 2.50 Slightly Stressed
2.51 – 3.25 Moderately Stressed 1.00 – 1.75 Not Stressed at All

The Level of technostress of the selected public-school teachers in terms of Techno-insecurity as shown in Table 12 had a general assessment of 2.30 which was verbally interpreted as Slightly Stressed. As the result, the teachers must constantly be online and use a lot of technology because of the nature of the online learning process. It could be argued that instructors who use technology are often less content with their professions and experience technostress. (Osman & Toraman, 2022). Furthermore, the indicator "I find new employees to this organization know more about computer technology than I do." as shown in Table 12 had the highest computed mean of 2.64 which was verbally interpreted as Moderately Stressed meanwhile, the indicator ''I do not share my knowledge with my coworkers for fear of being replaced." had the lowest computed mean of 2.05 which was verbally interpreted as Slightly Stressed.

The other indicators are ‘’ I feel constant threat to my job security due to new technologies.’’ computed mean is 2.23 was verbally interpreted as slightly stressed, followed by ‘’ I have to constantly update my technology skills to avoid being replaced.’ which is the computed mean is 2.53 were it verbally interpreted as moderately stressed and Lastly, the indicator, ‘’ I am threatened by co-workers with newer technology skills.’’ Were the verbally interpreted is slightly stressed because the computed mean is 2.06. Techno-insecurity refers to the fear of losing one's job to more tech-savvy colleagues or the rise of automated systems and tools that could replace human labor (Ahmad et al., 2012). In negating to the study of Ahmad, the study of Mr. Evangelista is same with this study which confirms the research indicating that teachers viewed technology as the only threat, not their coworkers. Due to a number of factors, such as the ongoing growth of technology, its increasing importance in education, and student expectations, teachers must stay up to date with technological advancements in order to avoid being replaced. (Evangelista, 2023).

Table 13: *Level of technostress of the selected public-school teachers in terms of Techno-Uncertainty*

INDICATORS	WEIGHTED MEAN	VERBAL INTERPRETATION
There are some updates on new trends like use of applications to make work easier and faster.	3.64	Highly Stressed
There are always new developments in the technologies we use in our organization.	3.64	Highly Stressed
There are constant changes in computer software in our organization.	3.64	Highly Stressed
There are constant changes in computer hardware in our organization.	3.55	Highly Stressed
There are frequent upgrades in computer networks in our organization.	3.58	Highly Stressed
GENERAL ASSESSMENT	**3.61**	**Highly Stressed**

Legend: 3.26 – 4.00 Highly Stressed 1.76 – 2.50 Slightly Stressed
2.51 – 3.25 Moderately Stressed 1.00 – 1.75 Not Stressed at All

The Level of technostress of the selected public-school teachers in terms of Techno-uncertainty as shown in Table 13 had a general assessment of 3.61 which was verbally interpreted as Highly Stressed. The school's regular upgrades and updates sometimes have a negative impact on instructors' intents to use new technology because of the high levels of technological stress they were exposed to in the online learning environment. This supports the results of a study by Lee (2021) that found teachers are less willing to use new technology because of the stress they had previously encountered. Furthermore, the indicator “There are some updates on new trends like use of applications to make work easier and faster.”, ‘’There are always new developments in the technologies we use in our organization.’’ and ‘’ there are constant changes in computer software in our organization.’’ as shown in Table 13 had the highest computed mean of 3.64 which was verbally interpreted as Highly Stressed meanwhile, the indicator ‘’There are constant changes in computer hardware in our organization.” had the lowest computed mean of 3.55 which was also verbally interpreted as Highly Stressed. One of the parts of the technostress scale, the ongoing technological uncertainty, was found to have a favorable effect on teachers' performance when the research findings were reviewed. In the context of educational technology, one may claim that this goal was successfully attained through the use of technical advancements for instruction and the efforts made by educators to further their professional development in order to adjust to these changes. (Osman & Toraman, 2022).

Moreover, the other indicators are also Highly stressed with the mean of 3.55 and 3.58 with the indicators, ‘’ There are constant changes in computer hardware in our organization.’’ and ‘’ There are frequent upgrades in computer networks in our organization.’’ respectively. Based on the result, teachers in public school is easily stress if there’s a new in their software or device. Regarding technological complexity and invasion, teachers have low levels of technostress. However, in terms of technological overload, insecurity, and uncertainty, instructors suffer from an acceptable degree of technostress. (Evangelista, 2023)

2. What is the level of teaching performance of selected public-school teachers?

Table 14: *The Level of teaching performance of selected public-school teachers*

OVERALL MEAN	NUMBER OF TEACHERS	RANGE	VERBAL INTERPRETATION
4.32	66	3.500 – 4.499	Very Satisfactory

Legend: 4.499 – 5.000 Outstanding
3.500 – 4.499 Very Satisfactory
2.500 – 3.499 Satisfactory
1.500 – 2.499 Unsatisfactory
Below – 1.499 Poor

This table 14 presents the distribution of teaching performance levels of selected public-school teachers based on a rating scale. Majority of Teachers Perform at a "Very Satisfactory" Level; 90.91% (60 out of 66 teachers) fall within the 4.49 – 3.50 range, which is interpreted as "Very Satisfactory. This indicates that most teachers meet high performance standards but have room for improvement to reach an "Outstanding" level. Few Teachers Achieve an "Outstanding" Rating; 9.09% (6 out of 66 teachers) scored between 5.00 – 4.50, which is classified as "Outstanding." No Teachers Scored Below "Very Satisfactory. These teachers demonstrate exceptional teaching performance. No teachers fell into the "Satisfactory" (3.49 – 2.50), "Unsatisfactory" (2.49 – 1.50), or "Poor" (1.49 and below) categories. This suggests that all teachers performed above satisfactory levels, which is a indicating strong overall performance. Teachers were rated primarily as having performed very satisfactorily. However, the level of effectiveness of IPCRF in assessing the teachers' performance, as assessed by school heads and teachers, is low in terms of the plus factor. School heads need to provide forms of technical assistance to the teachers, to ensure that necessary resources, such as teaching materials or technology, are made available to support teachers' improvement efforts (Cadag, 2024). The Department of Education utilizes the Individual Performance Commitment and Review Form (IPCRF) to enhance teachers' ability to apply their skills effectively in the teaching and learning process within public elementary and secondary schools. This system aims to accurately assess each teacher's performance by evaluating documented evidence compiled in their individual portfolios (Lagrisola, 2019).

3. Is there a significant difference on technostress of the level of the teacher when grouped according to their demographic profile?

Table 15: *Test of Significant Difference on technostress of the level of the teacher when grouped according to their demographic profile*

TECHNO STRESS	DEMOGRAPHIC PROFILE	Source of Variations	Sum of Squares	df	Mean Square	F	P value	Remarks	Decision
Techno-Overload	Age	Between Groups	2.621	3	.874	1.399	.251	No Significant	Accept H_o
		Within Groups	38.706	62	.624				
	Gender	Between Groups	.369	1	.369	.577	.450	No Significant	Accept H_o
		Within Groups	40.957	64	.640				
	Years of Experience	Between Groups	5.170	3	1.723	2.955	.039	Significant	Reject H_o
		Within Groups	36.157	62	.583				
	Higher Educational Attainment	Between Groups	5.676	2	2.838	5.015	0.10	Significant	Reject H_o
		Within Groups	35,651	63	.566				
Techno-Invasion	Age	Between Groups	2.836	3	.945	2.333	.093	No Significant	Accept H_o

		Within Groups	26.245	62	.423				
	Gender	Between Groups	1.431	1	1.431	3.545	.064	No Significant	Accept H_o
		Within Groups	25.846	64	.404				
	Years of Experience	Between Groups	4.848	3	1.616	4.467	.007	Significant	Reject H_o
		Within Groups	22.430	62	.362				
	Higher Educational Attainment	Between Groups	4.469	2	2.234	6.171	.004	Significant	Reject H_o
		Within Groups	22.809	63	.362				
Techno-Complexity	Age	Between Groups	23.236	3	7.745	9.436	.000	Significant	Reject H_o
		Within Groups	50.888	62	.821				
	Gender	Between Groups	10.011	1	10.011	11.237	.001	Significant	Reject H_o
		Within Groups	57.019	64	.891				
	Years of Experience	Between Groups	11.928	3	3.976	4.335	.008	Significant	Accept H_o
		Within Groups	56.862	62	.917				
	Higher Educational Attainment	Between Groups	4.769	2	2.384	2.413	.098	No Significant	Accept H_o
		Within Groups	62.262	63	.988				
Techno-Insecurity	Age	Between Groups	1.393	3	.464	.622	.604	No Significant	Accept Ho
		Within Groups	46.307	62	.747				
	Gender	Between Groups	1.962	1	1.962	2.745	.102	No Significant	Accept Ho
		Within Groups	45.738	64	.715				
	Years of Experience	Between Groups	1.092	3	.364	.484	.695	No Significant	Accept Ho
		Within Groups	46.608	62	.752				
	Higher Educational Attainment	Between Groups	.565	2	.282	.377	.687	No Significant	Accept Ho
		Within Groups	47.135	63	.748				
	Age	Between Groups	2.549	3	.850	2.103	.109	No Significant	Accept Ho
		Within Groups	25.049	62	.404				
	Gender	Between Groups	.659	1	.659	1.567	.215	No Significant	Accept Ho
		Within Groups	26.983	64	.421				
	Years of Experience	Between Groups	5.155	3	1.718	4.478	.005	Significant	Reject Ho

Techno-Uncertainty		Within Groups	22.442	62	.362				
	Higher Educational Attainment	Between Groups	1.301	2	.651	1.559	.218	No Significant	Accept Ho
		Within Groups	26.296	63	.417				

The table 15 presents an ANOVA analysis examining the impact of demographic factors (Age, Gender, Years of Experience, and Higher Educational Attainment) on different dimensions of technostress: Techno-Overload, Techno-Invasion, Techno-Complexity, Techno-Insecurity, and Techno-**Uncertainty**. Below is the interpretation: For Techno-Overload (Feeling Burdened by Technology), there is a Significant Difference by Years of Experience (p = .039). More experienced teachers report different levels of overload, *(Reject Ho).* Also, Higher Educational Attainment has a Significant Difference (p = .010), teachers with different education levels experience varying techno-overload, *(Reject Ho).* On the other hand, No significant effect of Age or Gender (p > .05) Age and gender do not impact techno-overload, *(Accept Ho).*

This means that more experienced and highly educated teachers may feel more burdened by technological demands. Moreover, Techno-Invasion (Technology Interrupting Personal Life), there is a Significant Difference by Years of Experience (p = .007), experience influences how much work-related technology disrupts personal time, *(Reject Ho).* Also, there is a Significant Difference by Higher Educational Attainment (p = .004). Teachers with varying education levels report different levels of techno-invasion, *(Reject Ho)*. While No significant difference by Age or Gender (p > .05) - Age and gender do not affect techno-invasion, *(Accept Ho).*

This is concluded that more experienced and highly educated teachers struggle more with work-life balance due to technology.Furthermore, Techno-Complexity (Difficulty in Understanding Technology), there is Significant Difference by Age (p = .000) Older teachers struggle more with learning new technologies, *(Reject Ho).* There is Significant Difference by Gender (p = .001). Male and female teachers experience different levels of techno-complexity, *(Reject Ho).* Significant Difference by Years of Experience (p = .008) Experience also affects how difficult teachers find technology, *(Reject Ho).* No significant difference by Higher Educational Attainment (p = .098) Education level does not influence techno-complexity, *(Accept Ho).*

This suggest that older teachers and those with more experience may struggle more with adapting to new technology. Then, Techno-Insecurity (Fear of Losing a Job Due to Technology). No significant differences for Age, Gender, Years of Experience, or Education (p > .05) Teachers do not generally fear losing their jobs to technology, *(Accept Ho).* It means Teachers feel secure in their jobs despite technological advancements.
Lastly, Techno-Uncertainty (Stress from Constant Tech Changes), there is a Significant Difference by Years of Experience (p = .005) More experienced teachers feel more stressed by constant technology changes, *(Reject Ho).* No significant differences for Age, Gender, or Education (p > .05) These factors do not affect techno-uncertainty, *(Accept Ho)*This means, older, more experienced teachers may struggle to keep up with rapid technological advancements.

Age is not the only factor that affects technostress and performance; other factors include employment kind, degree of support, comfort and time spent using technology, and work environment. Although younger generations might feel more at ease using technology, this does not always translate into less technostress. To understand why someone could experience job discontent or technostress, other aspects need to be taken into account. A teacher of any age needs to be aware of other aspects that contribute to technostress, such as social support and digital literacy (Murphy et al., 2021; Qi, 2019).

Table 16: POST HOC TESTS

(Multiple Comparison of Higher Educational Attainment and Techno-Overload)

Dependent Variable: TECHNO-OVERLOAD

Tukey HSD

(I) HIGHER EDUCATIONAL ATTAINMENT	(J) HIGHER EDUCATIONAL ATTAINMENT	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		Remarks	Decision
					Lower Bound	Upper Bound		
Doctoral Degree	Master's Degree	.519	.458	.498	-.580	1.617	Not Significant	Accept H_o
	Bachelor's Degree	1.017	.452	.071	-.068	2.102	Not Significant	Accept H_o
Master's Degree	Doctoral Degree	-.519	.458	.498	-1.617	.580	Not Significant	Accept H_o
	Bachelor's Degree	.498*	.192	.031	.038	.958	Significant	Reject H_o
Bachelor's Degree	Doctoral Degree	-1.017	.452	.071	-2.102	.068	Not Significant	Accept H_o
	Master's Degree	-.498*	.192	.031	-.958	-.038	Significant	Accept H_o

*. The mean difference is significant at the 0.05 level.

Therefore, the post hoc analysis indicates that while educational attainment has some effect on techno-overload, it is only statistically significant between Master's and Bachelor's degree holders, where Bachelor's degree holders experience higher techno-overload. No significant differences were observed between Doctoral degree holders and the other groups. These findings suggest that advanced educational levels may equip individuals with better skills or resources to manage techno-overload, but the impact is nuanced and may depend on additional contextual factors.

Table 17: POST HOC TESTS

(Multiple Comparison of Years of Experience and Techno-Invasion)

Dependent Variable: TECHNO-INVASION

Tukey HSD

(I) YEARS OF EXPERIENCE	(J) YEARS OF EXPERIENCE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		Remarks	Decision
					Lower Bound	Upper Bound		
11 years and above	7 – 10	.437	.182	.086	-.042	.917	Not Significant	Accept H_o
	4 – 6	.695*	.212	.009	.136	1.255	Significant	Reject H_o
	01 – 3	.681	.266	.060	-.021	1.383	Not Significant	Accept H_o
7 – 10	11 years and above	-.437	.182	.086	-.917	.042	Not Significant	Accept H_o
	4 – 6	.258	.199	.569	-.268	.785	Not Significant	Accept H_o
	01 – 3	.244	.256	.777	-.432	.920	Not Significant	Accept H_o
4 – 6	11 years and above	-.695*	.212	.009	-1.255	-.136	Significant	Reject H_o
	7 – 10	-.258	.199	.569	-.784	.268	Not Significant	Accept H_o
	01 – 3	-.014	.278	1.000	-.749	.721	Not Significant	Accept H_o
01 – 3	11 years and above	-.681	.266	.060	-1.383	.0209	Not Significant	Accept H_o
	7 – 10	-.244	.256	.777	-.920	.432	Not Significant	Accept H_o
	4 – 6	.01429	.27843	1.000	-.7208	.7494	Not Significant	Accept H_o

*. The mean difference is significant at the 0.05 level.

The results suggest that **techno-invasion increases with years of experience**, particularly after surpassing a decade in the workplace. Senior professionals (11+ years) feel significantly more disrupted by technology than those in the mid-experience group (4–6 years), likely due to greater professional demands, higher expectations of availability, or managerial responsibilities that extend digital connectivity beyond regular working hours.

The near-significant comparisons with the least and moderately experienced groups hint at a **possible cumulative effect**, where long-term exposure to work-related tech pressure builds up over time.

This post hoc analysis underscores a notable link between extensive professional experience and heightened perceptions of techno-invasion. The results point to a critical need for organizational strategies that address digital boundary management, especially for more experienced staff who may be disproportionately affected by constant connectivity and blurred work-life boundaries.

Table 18: POST HOC TESTS

(Multiple Comparison of Years of Experience and Techno-Complexity)

Dependent Variable: TECHNO-COMPLEXITY
Tukey HSD

(I) YEARS OF EXPERIENCE	(J) YEARS OF EXPERIENCE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound	Remarks	Decision
11 years and above	7 – 10	.637	.289	.133	-.125	1.400	Not Significant	Accept H_o
	4 – 6	-.460	.337	.526	-1.351	.430	Not Significant	Accept H_o
	01 – 3	.026	.423	1.000	-1.092	1.143	Not Significant	Accept H_o
7 – 10	11 years and above	-.638	.289	.133	-1.401	.125	Not Significant	Accept H_o
	4 – 6	-1.098*	.317	.005	-1.936	-.260	Significant	Reject H_o
	01 – 3	-.612	.408	.443	-1.689	.465	Not Significant	Accept H_o
4 – 6	11 years and above	.460	.337	.526	-.430	1.351	Not Significant	Accept H_o
	7 – 10	1.098*	.317	.005	.260	1.936	Significant	Reject H_o
	01 – 3	.486	.443	.694	-.685	1.656	Not Significant	Accept H_o
01 – 3	11 years and above	-.026	.423	1.000	-1.143	1.092	Not Significant	Accept H_o
	7 – 10	.612	.408	.443	-.465	1.689	Not Significant	Accept H_o
	4 – 6	-.486	.443	.694	-1.656	.684	Not Significant	Accept H_o

*. The mean difference is significant at the 0.05 level.

The significant finding centers around the 7–10 years vs. 4–6 years comparison. Employees with 7–10 years of experience reported lower techno-complexity compared to those with only 4–6 years of experience. This could imply that a moderate level of experience (7–10 years) helps professionals adapt better to complex technological demands, possibly due to a maturation of skills and familiarity with tech tools. Interestingly, individuals with 11+ years of experience did not show significant differences when compared to other groups, suggesting that beyond a certain threshold, additional experience may not further reduce perceived techno-complexity or other factors may come into play, like tech fatigue or outdated skills. The post hoc analysis reveals that only the group with 7–10 years of experience significantly differs from the 4–6 years group regarding techno-complexity, experiencing lower complexity. No other significant differences were found among the various experience levels. This highlights that moderate experience may play a key role in better coping with technological demands, while extensive experience does not necessarily continue to reduce perceptions of complexity.

Table 19: POST HOC TESTS

(Multiple Comparison of Years of Experience and Techno-Overload)

Dependent Variable: TECHNO-OVERLOAD

Tukey HSD

(I) YEARS OF EXPERIENCE	(J) YEARS OF EXPERIENCE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound	Remarks	Decision
11 years and above	7 – 10	.385	.230	.349	-.223	.993	Not Significant	Accept H_o
	4 – 6	.557	.269	.174	-.153	1.267	Not Significant	Accept H_o
	01 – 3	.914*	.338	.042	.023	1.806	Significant	Reject H_o
7 – 10	11 years and above	-.385	.230	.349	-.993	.224	Not Significant	Accept H_o
	4 – 6	.173	.253	.904	-.496	.841	Not Significant	Accept H_o
	01 – 3	.530	.325	.370	-.329	1.388	Not Significant	Accept H_o
4 – 6	11 years and above	-.557	.269	.174	-1.267	.153	Not Significant	Accept H_o
	7 – 10	-.173	.253	.904	-.841	.496	Not Significant	Accept H_o
	01 – 3	.357	.354	.744	-.576	1.290	Not Significant	Accept H_o
01 – 3	11 years and above	-.914*	.338	.042	-1.806	-.023	Significant	Reject H_o
	7 – 10	-.530	.325	.370	-1.388	.329	Not Significant	Accept H_o
	4 – 6	-.357	.354	.744	-1.290	.576	Not Significant	Accept H_o

*. The mean difference is significant at the 0.05 level.

The table presents results from a Tukey HSD post hoc test examining differences in techno-overload based on varying years of experience. The only statistically significant result is between "11 years and above" and "01–3 years". This suggests that individuals with 11 or more years of experience report significantly higher techno-overload than those with 0–3 years of experience. While, all other pairwise comparisons are not statistically significant (Sig. > .05). The results imply that techno-overload tends to increase with professional experience, but only becomes significantly higher after surpassing 10 years. The sharpest contrast is seen between the least experienced (01–3 years) and the most experienced (11+ years) workers. This may reflect increased responsibilities, more digital tools, or a greater accumulation of stressors over time in more senior roles.The post hoc analysis reveals a noteworthy disparity in perceived techno-overload between the most and least experienced employees, highlighting the potential burden that long-term exposure to technology in the workplace can entail. However, mid-career professionals show relatively consistent levels of techno-overload, indicating that the experience-overload link may not be linear but escalates sharply in later career stages.

4. Is there a significant correlation between the level of technostress and teaching performance?

Table 20: *Test of Significant correlation between the level of technostress and teaching performance*

	TECHNOSTRESS	**r value**	**P value**	**Remarks**	**Decision**
TEACHING PERFORMANCE	Techno-Overload	-.246**	.047	Significant	Reject H_o
	Techno-Invasion	-.159	.203	No Significant	Accept H_o
	Techno-Complexity	-.142	.254	No Significant	Accept H_o
	Techno-Insecurity	-.244**	.049	Significant	Reject H_o
	Techno-Uncertainty	-.058	.645	No Significant	Accept H_o

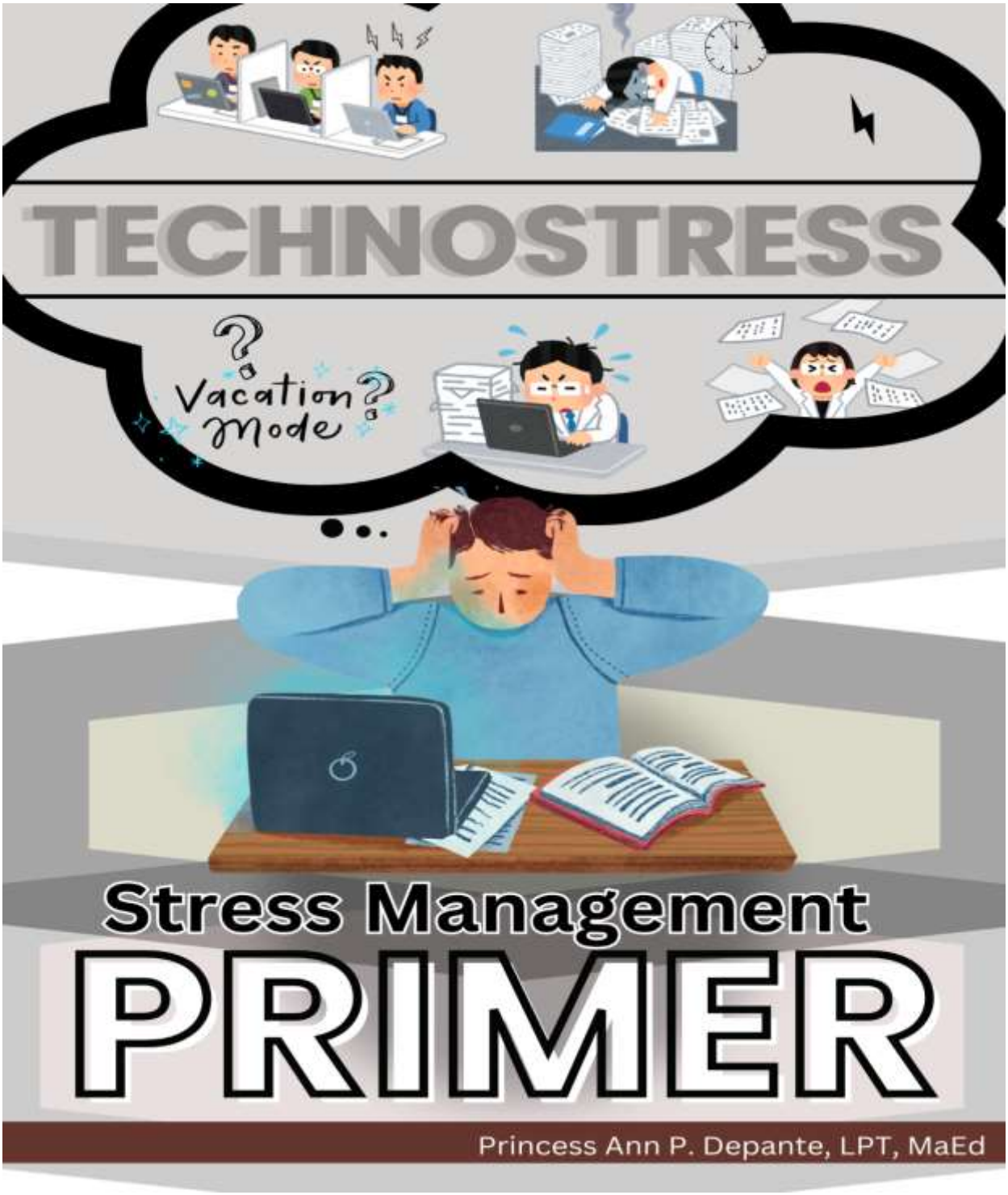
**Correlational at the level 0.01 *Correlational at the level 0.05(Two-tailed)

This table 20 presents the results of a correlation analysis between different dimensions of technostress and teaching performance among selected public-school teachers. The key values are: r-value (correlation coefficient): Measures the strength and direction of the relationship (ranges from -1 to +1); p-value: indicates statistical significance ($p < 0.05$ means the relationship is significant). Below is the interpretation:Techno-Overload ($r = -0.246$, $p = 0.047$), there is a significant negative correlation between techno-overload and teaching performance. This suggests that higher levels of techno-overload (excessive ICT-related work demands) are associated with lower teaching performance. The null hypothesis (Ho) is rejected.Moreover, for Techno-Invasion ($r = -0.159$, $p = 0.203$), the relationship is negative but not significant ($p > 0.05$). This means that while techno-invasion (work-life boundary disruptions) may negatively impact teaching performance, the effect is not strong enough to be statistically confirmed. The null hypothesis (Ho) is accepted.

Furthermore, Techno-Complexity ($r = -0.142$, $p = 0.254$), again, a negative but non-significant relationship. This suggests that while feeling overwhelmed by the complexity of technology might lower teaching performance, the evidence is not strong enough. The null hypothesis (Ho) is accepted.On the other hand, Techno-Insecurity ($r = -0.244$, $p = 0.049$), there is a significant negative correlation. This suggests that teachers who feel insecure about their technological skills experience lower teaching performance. The null hypothesis (Ho) is rejected.

Lastly, Techno-Uncertainty ($r = -0.058$, $p = 0.645$), the correlation is weak and not significant. This means that uncertainty about technological changes does not have a clear impact on teaching performance. The null hypothesis (Ho) is accepted. Among the five dimensions of technostress, only Techno-Overload and Techno-Insecurity significantly correlate with teaching performance, both negatively. Techno-Invasion, Techno-Complexity, and Techno-Uncertainty do not have statistically significant effects on teaching performance. There are several ways that technostress might negatively impact to teaching performance. It can result in technostress, which makes it hard to enjoy work. Furthermore, a common consequence of technostress is a drop in productivity. Stress and anxiety impair a person's capacity for concentration and productivity, which results in missed deadlines, subpar performance, and a decline in performance. Another effect of technostress is an imbalance between work and life. (Evangelista, 2023). According to the study of Özgür, H. (2020), teachers' acceptance and efficient use of technology are adversely affected by high levels of technostress, which consequently affects their ability to teach. Teachers who were overwhelmed or anxious by technology demonstrated lower levels of classroom participation and instructional efficacy. It was discovered that greater pressure to include ICT without sufficient assistance or training resulted in elevated stress levels, which impacted the efficacy and quality of instruction. (Al-Fudail, M., & Mellar, H. 2008)

5. Based on the results, what primer on stress management can be proposed as an output of the study?
The primer addresses this need by highlighting important topics that are essential for teachers to achieve at the greatest level. These include time management strategies, problem-solving methods, technology-assisted continuous learning, and mental health management. The primer seeks to prepare educators for success in a rapidly evolving educational environment by providing guidance and resources in these areas, enabling them to use technology responsibly, competently, and confidently.The primer is designed to give teachers practical support and resources across all acknowledged sectors, with the ultimate goal of equipping them with the fundamental skills they need to interact with technology with effectiveness. Each primer portion includes instructional resources, real-life examples, and suggested exercises to encourage dynamic learning experiences and the practical application of technology material.



RATIONALE

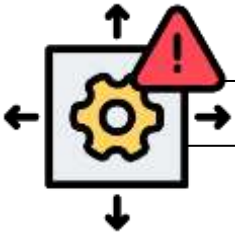
Given the widespread use of technology in today's world, it is important for educators to have the necessary abilities and information to enhance their teaching methods and improve their teaching performance. The primer tackles and this requirement by emphasizing crucial areas that are necessary for educators to succeed at the highest level. These include managing their mental health, time management plans, problem-solving techniques, and technology-assisted continuous learning. By offering direction and materials in these areas, the primer aims to enable educators to use technology sensibly, skillfully, and confidently, setting them up for success in a fast-changing educational environment.

OBJECTIVES

The objectives of the primer are to:

1. Encourage teachers to use the new technology and software to improve their pedagogical and digital skills.
2. Educate teachers to properly assess instructional methods using technology-based information, and foster critical thinking abilities.
3. Guide teachers on how to lessen technostress and best practices in friendly environments.
4. Promote cooperative learning opportunities to improve communication and teamwork abilities to reduce the technostress.
5. Assist the teachers in cultivating effective time management skills to customize their work and comfortable to their environments.
6. Promote lifelong learning about new developments in technology to be knowledgeable and flexible in a quickly changing technical environment.

With the ultimate objective of giving teachers the essential abilities they need to effectively engage with technology, the primer is made to provide them with concrete assistance, materials across all recognized indications. In order to promote dynamic learning experiences and the real-world application of technological material, each primer segment included educational resources, real-life example, and suggested tasks.



SCOPE AND LIMITATIONS

The primer recognizes its own limitations resulting from time and resource constraints, even though it aims to cover a wide range of technical issues. As a result, it might not cover every facet entirely. Furthermore, the efficacy of the primer may differ based on a number of variables, including individual teaching preferences, technology availability, and teachers' past knowledge. Furthermore, the primer might need to be updated on a regular basis to stay up to speed with new trends and advancements in the industry, considering how quickly technologies are changing. Notwithstanding these limitations, the primer is dedicated to giving teachers useful knowledge and tools to successfully negotiate the complexities of the contemporary world and prosper in the

digital era.
Below are the 6 primers for teachers in utilizing technology and lessen the technostress.

1. Digital Literacy
Encourage teachers to use the new technology and software to improve their pedagogical and digital skills. Digital literacy is essential in a world that is becoming increasingly technological. Since technology continues to influence numerous aspects of our daily lives, teachers must understand the foundations of advances in technology in order to engage with the digital world successfully. Teachers are better prepared to teach when they are aware of basic principles and uses of modern technology. Additionally, digital literacy gives teachers the ability to use new technological tools in a responsible manner, helping them to use technology for problem-solving, creativity, and teaching while being aware of potential limitations. Therefore, encouraging digital literacy not only equips teachers for the current digital world, but also gives them the tools they need to succeed going forward.

Example: Introduce teachers to educational apps like Canva, Microsoft office, Schoology etc. Explain how technology adapt content based on user performance, providing a tailored learning experience. Budget will be ranges between 10,000 pesos to 20,000 pesos.

2. Critical Thinking

Educate teachers to properly assess instructional methods using technology-based information, and foster critical thinking abilities. In today's world of evolving technology, critical thinking abilities are essential, particularly when it comes to quickly assessing and applying it correctly. It is crucial for people to evaluate this content critically as technology continues to influence the information we absorb. Through critical thinking, people can identify between making use of technology to gain access to their time and using it in a misleading way, as well as doubt its validity, relevance, and potential biases. By developing these abilities, people can question misconceptions, make well-informed judgments, and assess the effects of suggestions or insights. Furthermore, critical thinking enables people to correctly handle the complexity of today's environment, guaranteeing that they can interact with technologies in an informed manner. Therefore, developing critical thinking abilities is crucial to giving people the skills they need to prosper in a society where technology is having a growing impact.

Example: 3 days seminar in orienting new way of teaching using technology. Like Canva in making a presentation, using gamification for motivation and assessments like quizziz, baambozzle etc. And focus on correctly handle the complexity of today's environment, guaranteeing that they can interact with technologies in an informed manner. Budget will be ranges between 20,000 pesos to 30,000 pesos.

3. Prevention of technostress

Guide teachers on how to lessen technostress and best practices in friendly environments.
Understanding yourself is more crucial for today's generation in the digital age.

The unique strategies for teaching, abilities, and problems of every teacher can frequently be ignored by normal standardized approaches to education. In order to customize teaching materials and activities, technological educational platforms and tools can evaluate teaching performance, tastes and progress. Teachers can learn at their own pace and focused on areas where they need more help because to this flexibility. Technology improves teaching effectiveness and frees up time for personal activities by offering individualized teaching experiences. As people communicate with different online platforms, they frequently use technology to instruct. People can make well-informed decisions about how to deal with the issue and keep control over their digital time by preventing technostress and using best practices. Thus, fostering an awareness of how to avoid technostress is essential to encouraging empowered and responsible digital citizenship in the contemporary world. May recognize the need to develop targeted professional development programs that focus not only on enhancing teachers' technological skills but also on managing the stress associated with it. Example: Give teachers a free seminar on the Impact of Technostress and Prevention through Digital Experts and Educational Specialists. Schools may need to create robust support systems, such as counseling or peer mentoring programs, that help teachers manage stress and anxiety related to technology use. This could be key in improving overall teaching performance and reducing burnout. Budget will be ranges between 15,000 pesos to 25,000 pesos.

4. Cooperative Learning

Promote cooperative learning opportunities to improve communication and teamwork abilities to reduce the technostress. In order to promote teamwork and create a dynamic learning environment where teachers may benefit from one another's viewpoints and talents, cooperative endeavors are essential. In addition to fostering communication abilities, cooperation motivates teachers to interact, collaborate, and solve problems as a team. Working in groups gives teachers the chance to exchange ideas, question misconceptions, and learn from a variety of perspectives, all of which enhance the educational process. Teachers' connections with others and resilience are improved by cooperative tasks, which frequently call for them to assign work, resolve problems, and work together to achieve a common objective. Example: Have teachers a team building that caters training and workshops about peer mentoring in implementation of policies to ensure positive use of technology within and beyond the school (Evangelista, 2024). Budget will be ranges between 30,000 pesos to 50,000 pesos.

5. Time Management

Assist the teachers in cultivating effective time management skills to customize their work and comfortable to their environments. Teachers can modify their approaches to suit their tastes and principles of instruction by using teaching strategies. Learning uses technology to dynamically modify the content, tempo, and degree of difficulty of learning materials in real-time based on teachers' performance and feedback, in contrast to traditional standardized teaching approaches. It is more important than ever to learn time management in the fast-paced globe of 2024. Effective time management techniques for success in 2024 can significantly boost your productivity and general well-being, regardless of your role—professional or otherwise. Teaching tactics create a sense of positive outcomes by giving teachers influence over their work experiences. In 2024, a number of apps and tools will be available to assist you in improving your time management. Example: Teach teacher to use calendar apps and project management software, can help you keep organized and productive. Use Google Calendar for scheduling, Trello or Asana for task management, and Toggl for time tracking. These apps provide you with a visual overview of your tasks and deadlines, which makes it easier to manage your time effectively. However, it's important to use technology responsibly and avoid becoming overly reliant on it. Compare conventional methods, such as handwritten to-do lists, with modern tools to see which one works best for you. Budget will be ranges between 10,000 pesos to 20,000 pesos.

6. Continuous Learning

Promote lifelong learning about new developments in technology to be knowledgeable and flexible in a quickly changing technical environment. In today's constantly evolving technological setting, teachers must stay up to date on the latest developments in order to stay competitive and flexible. It is becoming increasingly important for teachers in all fields to comprehend the most recent advancements, trends, and applications of technology as it continues to transform many different sectors. Teachers can predict future trends, spot new opportunities, and modify their knowledge and abilities by staying up to date with technology changes. Additionally, maintaining knowledge encourages teachers to experiment with modern technology, investigate novel concepts, and pursue lifelong learning by cultivating a curiosity-driven mindset. Teachers who adopt an anticipatory approach to learning about technological changes are better prepared to succeed in a dynamic, technologically driven global economy.

Example: Assign a research project where teacher explore recent advancements in technology and discuss their potential impact on various industries. Budget will be ranges between 25,000 pesos to 30,000 pesos.

The use of technology is increasing throughout time. Teachers need to be alert and mindful of the latest technological advancements because of this. To deliver the lesson it makes use of modern technological advances. However, as technology advances, there are challenges for teachers as well, such as how to use and responsibly use modern technology. Some research findings also implied that teachers are experiencing moderate level of technostress in terms of techno-invasion specifically because of how it makes them keep in touch with work even during vacation and how their personal lives are being invaded by technology. That’s right! If someone is stress in technology, they experience the technostress. And based to the research findings, the teachers in selected public school are experiencing techno-overload, Techno-overload can stress teachers in multiple ways, including feeling overwhelmed by the number of technologies they need to use, constantly having to learn new technologies, feeling pressure to be available for students and parents outside of regular school hours, and feeling pressured to use technology even if they are not comfortable with it due to school or district requirements. Evangelista, (2023). They also experiencing techno-invasion were Qi (2019) defines "techno-invasion" as the encroachment of electronic demands into an individual's personal life. Being

"constantly online" makes one feel as though their privacy is being violated and captures them in electronic webs. The feeling of inadequacy that arises when using different kinds of technical technology is known as techno-complexity. Because it takes more time and effort to deal with complex and sophisticated digital systems, people get nervous or even tired when attempting to understand, study, and apply high technology programs or devices (Peiris-John et al., 2020). Aside from that, they also experienced techno-uncertainty, one of the parts of the technostress scale, the ongoing technological uncertainty, was found to have a favorable effect on teachers' performance when the research findings were reviewed. In the context of educational technology, one may claim that this goal was successfully attained through the use of technical advancements for instruction and the efforts made by educators to further their professional development in order to adjust to these changes. (Osman & Toraman, 2022). Because of that, this primer helps the teacher to lessen the technostress that their experienced.

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V. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter provides an interpretation of the findings presented in Chapter 4, discussing their implications in relation to the research questions and objectives outlined in Chapter 1. The study aimed to determine if the technostress affect the teaching performance of public-school teachers in Santa Rosa City. This chapter begins with a summary of significant findings, followed by conclusions and recommendations.

Summary of Significant Findings : The primary objective of this research is to determine if the technostress affect the teaching performance of public-school teachers in Santa Rosa Science and Technology. Descriptive correlational research method was used in this study among 66 teachers in a Santa Rosa Science and Technology. The researcher analyzed the data using percentage, mean, Pearson r and one-way ANOVA. The research significant finding are the following:

1. Techno-invasion also showed a high stress level (3.26), indicating that technology significantly intrudes into teachers' personal lives, primarily through expectations to remain connected even during off-hours. In terms of Techno-overload, teachers were Moderately Stressed (3.23), with the most pressure coming from having to work faster due to technology. Meanwhile, Techno-complexity (2.37) and Techno-insecurity (2.30) were rated as Slightly Stressed.

2. The distribution of teaching performance levels among selected public school teachers shows a strong overall performance, with the majority being "Very Satisfactory" (scores between 3.50–4.49). This indicates that most teachers meet high.

3. The more experienced and highly educated teachers may feel more burdened by technological demands. Age and gender do not affect techno-invasion, and education level does not influence techno-complexity. Teachers feel secure in their jobs despite technological advancements. Using the post hoc analysis indicates that while educational attainment has some effect on techno-overload, it is only statistically significant between Master's and Bachelor's degree holders, where Bachelor's degree holders experience higher techno-overload. The results about techno-invasion increases with years of experience, particularly after surpassing a decade in the workplace. Senior professionals (11+ years) feel significantly more disrupted by technology than those in the mid-experience group (4–6 years), likely due to greater professional demands, higher expectations of availability, or managerial responsibilities that extend digital connectivity beyond regular working hours. The post hoc analysis indicates that while educational attainment has some effect on techno-overload, it is only statistically significant between Master's and Bachelor's degree holders, where Bachelor's degree holders experience higher techno-overload. About techno-complexity, the post hoc analysis reveals that only the group with 7–10 years of experience significantly differs from the 4–6 years group regarding techno-complexity,

experiencing lower complexity. Lastly, the results imply that techno-overload tends to increase with professional experience but only becomes significantly higher after surpassing 10 years.

4. A correlation analysis was conducted to determine the relationship between various dimensions of technostress and teaching performance among selected public school teachers. The results revealed that Techno-Overload ($r = -0.246$, $p = 0.047$) and Techno-Insecurity ($r = -0.244$, $p = 0.049$) had significant negative correlations with teaching performance, indicating that higher levels of stress due to excessive ICT demands or fear of technological inadequacy are associated with lower performance. In contrast, Techno-Invasion ($r = -0.159$, $p = 0.203$), Techno-Complexity ($r = -0.142$, $p = 0.254$), and Techno-Uncertainty ($r = -0.058$, $p = 0.645$) showed negative but non-significant relationships, suggesting these factors do not have a statistically confirmed impact on performance.

5. The primer is designed to give teachers practical support and resources across all acknowledged sectors, with the ultimate goal of equipping them with the fundamental skills they need to interact with technology with effectiveness. Each primer portion includes instructional resources, real-life examples, and suggested exercises to encourage dynamic learning experiences and the practical application of technology material.

CONCLUSIONS

The researcher has provided the following conclusions drawn from the results of the study:

1. The technostress remains a pressing concern among public school teachers, particularly in the form of techno-invasion and techno-overload, which registered the highest stress levels. These forms of stress, associated with constant digital connectivity and pressure to work faster due to technology, have shown a significant negative impact on teaching performance. While other stressors like techno-complexity and techno-insecurity were rated lower and did not significantly affect performance, they still contribute to the broader technostress landscape.

2. Despite the presence of technostress, the majority of participants demonstrated high levels of teaching performance, predominantly rated as "Very Satisfactory." This suggests a level of resilience and adaptability among educators, though sustained exposure to technological stressors without adequate support could compromise long-term performance and well-being.

3. Post hoc analysis further revealed that educational attainment and length of teaching experience play moderating roles in the experience of technostress. Teachers holding only a Bachelor's degree reported significantly higher levels of techno-overload compared to those with a Master's degree, indicating that further education may contribute to better coping mechanisms or digital competencies. Moreover, teachers with more than ten years of experience reported significantly greater levels of techno-invasion and overload, likely due to heightened responsibilities and expectations of constant availability.

4. Among the five dimensions of technostress, only Techno-Overload and Techno-Insecurity significantly correlate with teaching performance, both negatively. Techno-Invasion, Techno-Complexity, and Techno-Uncertainty do not have statistically significant effects on teaching performance.

5. This primer provides structured support through practical strategies, instructional resources, real-life scenarios, and experiential exercises aimed at equipping teachers with the necessary skills to manage digital demands effectively. Ultimately, the findings advocate for institutional efforts to mitigate technostress through professional development, workload management, and policy interventions that promote healthier digital practices among educators.

Recommendations

The researcher recommends the following based on the results and conclusions of the study:

1. Since the teachers are relatively young, it is important to implement programs that support their professional development and align with their generational preferences. School management should seek out training opportunities that do not feel like an added burden but rather something enriching and enjoyable for teachers to engage in and for technological advancements.

2. The school's project should implement regular training programs on current technological trends to help prevent technostress among teachers when utilizing technology in the classroom.

3. Principals or Head Teachers should monitor and assess teachers' workloads to determine whether they are experiencing excessive work-related demands.

4. The stress management primer may be used by the school to address the technostress phenomenon as experienced by the teachers and to be the appropriate action to lessen their burden. By recognizing the multifaceted impact of technostress, these recommendations aim to create a more balanced, supportive environment for teachers. A comprehensive stress management primer, along with targeted training, institutional support, and ongoing collaboration, can help mitigate the negative effects of technostress, ultimately leading to enhanced teaching performance and improved teacher well-being. When teachers are equipped with the necessary tools to manage their stress effectively, they can focus on what truly matters: providing the best education for their students.

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