BHARATI INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH & DEVELOPMENT (BIJMRD)

(Open Access Peer-Reviewed International Journal)

DOI Link : https://doi.org/10.70798/Bijmrd/04011009

Available Online: www.bijmrd.com | BIJMRD Volume: 4 | Issue: 01(1) | January 2026 | e-ISSN: 2584-1890

Attitude towards Digital Teaching and Technostress of Secondary School Teachers

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Abstract:

Education is an important part of human development, and teachers have a major role in ensuring the efficacy of the teaching learning process in education. Rapid technological integration and the need for digital and blended learning solutions in post-COVID-19 education have increased the significance of teacher attitude towards digital teaching and technostress in educators. The focus of this study is to investigate the magnitude of attitude towards digital teaching and technostress among secondary school teachers, analyze differences based on gender, age, subject taught, and teaching experience, and understand the relationship between attitude towards digital teaching and technostress. A survey research methodology is used to conduct this research, and a total of 300 secondary school teachers in the Thrissur district were surveyed using validated scales. Statistical analysis using descriptive statistics, t-test, ANOVA, and Pearson Correlation analysis is used in this research. The findings of this research show that attitude towards digital teaching and technostress have no significance among gender, age, subject stream, and teaching experience. A significant negative moderate correlation coefficient existed between attitude towards digital teaching and technostress. The findings suggest an important role in developing education technology and creating awareness among teachers towards digital teaching with a positive attitude in order to overcome technostress in education.

Keywords: *Attitude, Digital Teaching,, Technostress, Secondary School Teachers.*

Introduction:

Education is a basic necessity in a society and a potent tool of human development, wherein the innate qualities of individuals are fostered, knowledge and skills are developed, and good behaviour is inculcated for civilized life. Teachers are given a pivotal role in this quest, wherein the standard of education is largely impacted by the standard, capability, character, and attitude of teachers. Teaching, being a very ancient and revered profession, is both an art and a calling which requires dedication, commitment, and devotion. A good teacher facilitates a motivational learning environment in which students undergo all-round development and become responsible citizens. Country and educational viewpoints, including the Education Commission of 1964-66 and NEP 2020, clearly highlight that a teacher holds a pivotal role in nation-building in which future generations are shaped and moulded. Owing to rapid developments in technology in recent years, the learning-teaching mechanism in this modern era has undergone a radical shift. Technology integration and an increased trend towards “E-Learning/Blended Learning” have increased opportunities for innovative learning achievements. A “Positive Attitude towards Technology” and “Improved Digital Competence”

remains an important prerequisite in which "Technostress" can be reduced and a teacher can become more effective in her teaching roles. In this post-pandemic period, in which "Blended Learning" will gain increased prominence, a teacher will have to think beyond "Textbooks" in which "Innovative Teaching Roles" will become a reality.

Objectives:

The objectives of the present study are:

1. To compare the level of Attitude of Secondary School Teachers towards Digital Teaching with respect to subsample Gender, Age, Stream of Teaching Subject and Experience of Teaching
2. To compare the Technostress of Secondary School Teachers towards Digital Teaching with respect to subsample Gender, Age, Stream of Teaching Subject and Experience of Teaching
3. To find the relationship between Attitude towards Digital Teaching and Technostress of Secondary School Teachers.

Methodology:

The survey method has been employed to collect the valuable data required for the study. In this study, two types of variables are used; namely Attitude towards Digital Teaching and Technostress. The population constitute of all the Secondary School Teachers in Thrissur district and sample confined to 300 Secondary School Teachers from various schools of Thrissur district. It was selected using the stratified random sampling technique. Tools used for the study are Scale of Attitude towards Digital Teaching and Technostress Scale. The scale Attitude towards Digital Teaching contains 30 items corresponding to four dimensions such as Knowledge about Technology and its usage, Responsiveness towards Digital Teaching, Proficiency in handling Digital Teaching, Communication and Participation. The Technostress Scale contains 30 statements with 3 alternates namely Agree, Neutral and Disagree. Both the scales are standardised and validated by experts.

Analysis and Discussion:

Data and Results of Attitude towards Digital Teaching and Technostress of the Secondary School Teachers

Variable	Sample	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Attitude towards Digital Teaching	300	59.6	60	61	10.1	0.266	-0.401
Technostress	300	55.5	55	53	12.6	0.168	-0.400

For the variable Attitude towards Digital Teaching, the measures of central tendencies (mean and median) are almost equal and mode is slightly high. The extent of skewness is 0.266 and measure of Kurtosis is -0.401 implying that the distribution curve is positively skewed and leptokurtic. Hence, it is inferred that the distribution does not approach in the normal form.

For the variable Technostress, the measures of central tendencies (mean and median) are almost equal and mode is slightly lesser. The extent of skewness is 0.168 and measure of Kurtosis is -0.400 implying that is the distribution curve is positively skewed and leptokurtic. Hence, it is inferred that the distribution does not approach in the normal form.

Data and Result of t-Test, ANOVA of Attitude towards Digital Teaching among Secondary School Teachers with respect to Gender, Age, Teaching Subject and Experience of Teaching

Variable	Gender	N	Mean	SD	t	p
Attitude towards Digital Teaching	Female	250	59.5	9.96	0.169	0.866
	Male	50	59.8	10.1		
	Age	N	Mean	SD	F	p
	Below 40 years	100	60.9	9.15	1.42	0.243
	40-50 years	167	58.8	10.64		
	Above 50 years	33	59	9.47		
	Teaching Subject	N	Mean	SD	F	p
	Science	127	58.9	9.55	0.711	0.492
	Social Science	92	60.5	9.73		
	Languages	81	59.5	11.17		
	Experience of Teaching	N	Mean	SD	F	p
	Below 10 years	92	60.2	8.98	0.426	0.653
	10-20 years	138	59.6	10.7		
	Above 20 years	70	58.7	10.16		

From Table, it is found that, the 't' value for Attitude towards Digital Teaching is 0.169 which is less than Table value (t = 1.96) at 0.05 level of significance. This shows that there is no significant difference in Attitude towards Digital Teaching with respect to Gender among Secondary School Teachers. For the subsample Age, it is found that, the 'F' value for Attitude towards Digital Teaching is 1.42 which is less than Table value (F = 3.0261) at 0.05 level of significance. This shows that there is no significant difference in Attitude towards Digital Teaching with respect to Age among Secondary School Teachers. Based on From Table, the 'F' value for Attitude towards Digital Teaching based on Teaching Subject is 0.711 which is less than Table value (F = 3.0261) at 0.05 level of significance. This shows that there is no significant difference in Attitude towards Digital Teaching with respect to Stream of Teaching Subject among Secondary School Teachers. For the subsample Experience of Teaching, it is found that, the 'F' value for Attitude towards Digital Teaching is 0.426 which is less than Table value (F = 3.0261) at 0.05 level of significance. This shows that there is no significant difference in Attitude towards Digital Teaching with respect to Experience of Teaching among Secondary School Teachers.

Data and Result of t-Test of Technostress among Secondary School Teachers with respect to Gender

Variable	Sub-Sample / Gender	N	Mean	SD	t	p
Technostress	Female	250	56	55	1.51	0.131
	Male	50	53	54		
	Age	N	Mean	SD	F	p

	Below 40 years	100	53.2	11.4	2.93	0.055
	40-50 years	167	56.4	13.2		
	Above 50 years	33	58.2	12.2		
	Teaching Subject	N	Mean	SD	F	p
	Science	127	56.7	13.6	1.29	0.276
	Social Science	92	54	11.1		
	Languages	81	55.3	12.4		
	Experience of Teaching	N	Mean	SD	F	p
	Below 10 years	92	54.7	10.8	1.73	0.180
	10-20 years	138	54.7	12.6		
	Above 20 years	70	57.8	12.8		

From Table, it is found that, the't' value for Technostress is 1.51 which is less than Table value (t = 1.96) at 0.05 level of significance. This shows that there is no significant difference in Technostress with respect to Gender among Secondary School Teachers. From Table, it is found that, the 'F' value for Technostress is 2.93 which is less than Table value (F = 3.0261) at 0.05 level of significance. This shows that there is no significant difference in Technostress with respect to Age among Secondary School Teachers. A graph showing the mean score of Technostress of Secondary School Teachers with respect to Age is given below. From Table, it is found that, the 'F' value Technostress is 1.29 which is less than Table value (F = 3.0261) at 0.05 level of significance. This shows that there is no significant difference in Technostress with respect to Stream of Teaching Subject among Secondary School Teachers. From Table, it is found that, the 'F' value for Technostress is 1.73 which is less than Table value (F = 3.0261) at 0.05 level of significance. This shows that there is no significant difference in Technostress with respect to Experience of Teaching among Secondary School Teachers.

Pearson's Correlation Coefficient 'r' between Attitude towards Digital Teaching and Technostress of Secondary School Teachers

Variables	r	p
Attitude towards Digital Teaching and Technostress	-0.414	0.000

From Table, it is found that, the coefficient of correlation 'r' between Attitude towards Digital Teaching and Technostress of Secondary School Teachers is -0.4414, which indicates a negative moderate correlation between two variables (Garette, 1996). The relationship between the two variables is significant at 0.01 level of significance since $p < 0.05$. It is seen that, there is a significant relationship between Attitude towards Digital Teaching and Technostress of Secondary School Teachers.

Conclusion:

From the findings of the study, it is clear that there exist a negative moderate relationship between Attitude towards Digital Teaching and Technostress of Secondary School Teachers. To enhance the effectiveness of online and blended teaching, it is essential to provide systematic courses and training programmes that familiarize teachers with digital tools and Digital Teaching methods. Regular workshops should be

conducted to address teachers' technological gaps and build confidence in using e-resources. Adequate digital teaching materials must be made available to support innovative instruction. Revising the higher secondary syllabus to align with blended and online learning is also necessary. Creating awareness about technological platforms and resources can help inculcate a positive attitude towards Digital Teaching and reduce technostress by fostering a supportive, stress-free teaching environment.

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Citation: **Gopikrishnan. K. V.,** (2026) "Attitude towards Digital Teaching and Technostress of Secondary School Teachers", *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-4, Issue-01(1), January-2026.