

SUMMARY OF THE UGC MINOR RESEARCH PROJECT

MRP (H) – 444/08-09/KLCA017/UGC-SWRO

Title of research project **EFFECT OF TECHNOSTRESS ON APPROACHES TO STUDYING OF HIGHER SECONDARY SCHOOL STUDENTS**

Name of the Principal Investigator **Dr. Hassan koya. M.P.**

College where work has progressed: **Farook Training College**

The present study entitled as “effect of technostress on approaches to studying among higher secondary school students”. Technostress is the negative psychological link between people and the introduction of new technologies. Technostress is, in many ways the resistance to technology or over adoption with technology. The teaching service is one of the human service profession which can be quite stressful, if not properly managed the Technostress which adversely affects the teachers mentally or physically. Many studies shows that teacher had a strong desire to integrate technology in to education. In the process they encountered many difficulties leading them to, ever stress as Technostress. Lack of confidence, competence, and accessibility to resources were the major difficulties which induced stress among teachers while integrating technology and pedagogy (Anantharaj, 2011). Teachers who successfully learned to use a variety of technology tools in a workshop setting still needed additional support to concretize their applicable to his/her students concretize their applicable to his/her students learning (Glazer, 2004). Educators do not use computer as a tool for their profession due to factors such as Technostress and Technophobia, many teachers do not utilize computers as a tool for learning (Humphery, 2000).

In such a situation, it is a great importance for every Teacher. An assessment of their stress in technology caused by lack of interest, lack of proper training, lack of accessibility, lack of confidence, lack of competence, rapid change of technology, overload and unfair use of technology will be an added contribution to motivate every individual, teacher strive for enhancing teacher. The Government started various facilities to utilize technology enabled education IT@ School project ,smart class are the example for them. IT@ School Project has taken initiative to provide training in IT to all the teachers including language teachers . IT@ School project demanding the teachers to integrate IT after getting training. This creates

an extra burden to teacher, because already they have to take their own subjects, due to which execution of curriculum objectives of IT becomes difficult task for teachers.. Though all the schools are trying to become self-sufficient in the IT infrastructural facilities. Some areas are still lagging behind such as internet facility, number of computers and computers accessories, peripherals etc (Babitha, 2008). From the review of earlier studies the investigator could understand that very few studies were reported on Technostress and its components. The investigator could also find that studies on Technostress among teachers are even fewer. Further the investigator could not find studies which investigate the difference of Technostress on the basis of Gender, Locale of Institution, Type of Management of School, Subject of teaching, Qualification and Teaching Experience. In this context a strong need was felt to conduct a study on effect of Techno stress on approaches to studying among secondary school teachers. The present study has following objectives,

1. To find out the main effect of Technostress on approaches to studying of higher secondary school students.
2. To study the gender and locale difference in Technostress of higher secondary school pupils
3. To study the gender and locale difference in approaches to studying of higher secondary school pupils.

Survey method is used for collecting the data for the study. The present study is conducted on a sample of 400 higher secondary students from kerala. The sample is selected using stratified random sampling method, giving due representation to factors like gender and locale of the school. The tools used for the present study were

- a) Technostress inventory (Koya ,2014)
- b) Approaches to studying inventory- APSI (Kumar and Koya,2001)

The study helped the investigator to reach the following conclusions.

Technostress has significant effect on approaches to studying. Technostress among higher secondary school students do not differ significantly irrespective of their gender and locale. There is gender difference in the approaches to studying among

higher secondary school students. Based on locale the approaches to studying do not differ significantly.

From the study it is concluded that techno stress has significant effect on approaches to studying among higher secondary school students. Students having high techno stress adopt low approaches to studying. Based on the results obtained from the present study some of the practical suggestions are offered and it will be helpful for teachers and parents for the academic improvement of the children. The parents should consider the child's interest and aptitude and not impose on selecting the courses. The family environment should be congenial and the learning process should be made pleasurable and parents should avoid making it as a stressful event for adolescents. Finally supportive and stimulating atmosphere is very necessary for the students to progress in their academic life and for reaching their aim or goal. In addition, school counselors should use cognitive restructuring in handling male students academic problems and above all, that courses in good approaches to studying be introduced in the teachers training colleges.