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Effects Of Technological Changes On Job Stress Among Government College Teachers In Kerala

[1]Fasina M , [2]Dr. V. Sudha

[1]REG No : 21Jan/Com/Ph.D., PT/010
Research Scholar, Department of Commerce
K A H E, Coimbatore. fasinashabeer@gmail.com
[2]Assistant Professor(Research Guide), Department of Commerce
Karpagam Academy of Higher Education, Coimbatore. sudhamaruthachalam@gmail.com

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ABSTRACT

Rapid technological advancements have permeated every sector, including education. Teachers in government colleges are facing the necessity to adopt and adapt these changes in their teaching, research, and administrative roles. While these advancements can lead to improved teaching methods and expanded research possibilities, the process of change and the associated demands can also contribute to increased job stress. However, this relationship and its implications on teachers' roles and responsibilities in government colleges remains under-researched. This study aims to explore the impact of rapid technological advancements on the roles and responsibilities of government college teachers and to examine the relationship between these technological changes and job stress levels. A mixed-method approach was adopted, involving a self-administered questionnaire and qualitative interviews with teachers from government colleges in Kerala, India. The findings indicated that technological advancements have had a profound impact on teachers' daily teaching responsibilities and research capabilities. However, these changes also increased their workload which leads to higher stress levels. Many teachers also expressed anxiety about not being able to keep up with the pace of technological changes in their field. The study highlights the dual impact of technological advancements on government college teachers, with benefits being offset by heightened job stress. The findings underscore the need for comprehensive institutional support, including ongoing training, effective stress management programs, and prioritization of resource allocation for technological infrastructure.

Keywords: Technological Changes, Job Stress, Government College Teachers, Roles and Responsibilities, Teaching, Research, Administrative Duties.

INTRODUCTION:

We are immersed in a time that is characterized by a fast changing technological landscape as we navigate the 21st century. All facets of society have experienced this advancement, which has permanently changed how we work, live, and study. Higher education is one area where these developments have had a major impact, especially on those who are leading the charge in information transfer: our educators, or more precisely, government college teachers. Emerging technologies and their ubiquitous nature have accelerated the integration of technology into many aspects of our lives, and their increasing affordability will probably accelerate this trend going forward. The use of new technology in educational institutions to enhance the learning process has increased dramatically as a result of incentives from governmental and non-governmental organizations to suit students' educational demands (Dunn & Kennedy, 2019).

The proliferation of technology in the classroom and beyond has forced educators to keep up with constant professional development. It may be quite demanding to keep up with the latest developments in educational technology while also figuring out how to incorporate them into their lesson plans. The rate of technological advancement frequently surpasses the rate of professional growth, causing educators to struggle with learning new

systems while on the road and adapting to innovative approaches to teaching, research, and administrative duties. This discrepancy may materialize as a heavier workload, a vague sense of one's job, and feelings of inadequacy, all of which lead to elevated stress levels. The blurring of lines between work and personal life brought about by technology introduces yet another level of complexity. While flexible, being able to access business-related tasks from anywhere at any time can also make it difficult to take a break from work. This hazy line between work and play can intensify overload and fuel technostress, a kind of stress or disease brought on by an ongoing reliance on and usage of computer technology.

These difficulties may be exacerbated in the unique setting of government colleges. Financial limitations may result in a lack of resources for professional development in the field of technology or insufficient access to modern technology. There may be inconsistencies between the usage of technology and institutional rules when regulatory policies don't always keep up with technological advancements. Teachers in these institutions may become more stressed as a result of the demands of overcoming these extra obstacles. The purpose of this study is to investigate the complex relationship between job stress among government college teachers and technical advancements. It aims to investigate and comprehend the complexities of this relationship: how does educators' stress relate to the quick speed of technological change? What role does the ongoing need for learning and adaptation play in the stress that teachers face on the job? How much of an aggravating influence does technology's invasion of work-life balance have on workplace stress? The study intends to provide light on a topic that is extremely important in the modern era: the welfare of our teachers in the face of swift technological advancement. The results of this study are expected to open doors for the creation of plans and policies that are cognizant of the pressures brought on by technology. By doing this, this research hopes to help build a more wholesome and encouraging work atmosphere for teachers navigating the rapidly changing field of higher education technology.

PROBLEM STATEMENT

The escalating pace of technological advancement and its integration into the realm of higher education has initiated a profound transformation in the roles and responsibilities of government college teachers. While these advancements promise increased efficiency, flexibility, and improved learning experiences, they also pose significant challenges. Teachers are expected to constantly adapt to new technologies, often with insufficient training and support, leading to increased workload and pressure.

Moreover, the digital nature of these technologies, while enabling flexibility, has blurred the boundaries between personal and professional life, leading to overwork and the inability to disconnect. In the context of government colleges, where resources for technological support and professional development may be limited, these challenges are potentially more pronounced.

However, despite these apparent challenges, there is a lack of comprehensive research that investigates the relationship between technological changes and job stress among government college teachers. Therefore, it becomes crucial to study this relationship to understand the extent and nature of job stress induced by these changes, and to devise appropriate interventions and strategies to alleviate such stress. Without such an understanding, we risk compromising the mental well-being of our educators directly and indirectly, the quality of education imparted to students.

SIGNIFICANCE OF THE STUDY

This study is important because it may provide light on a topic that is frequently ignored in academia: how government college professors' stress levels are affected by the quick development of technology. The results of this study can close a significant gap in the body of knowledge regarding the complex relationship between educators' usage of technology and job stress. This research has the capacity to impact institutional and policy-making choices by offering insights that can direct the development of successful professional development initiatives and encouraging work environments. It can also help with the creation of suitable regulations pertaining to the usage of technology in academic settings.

Furthermore, this study indirectly contributes to raising the standard of education generally by attempting to improve the mental health of teachers. Improved student results and more effective instruction can result from a greater understanding of the causes of stress in educators and how to address them. Lastly, there are significant societal ramifications for this discovery. Future generations are greatly influenced by teachers, and a stronger, more resilient society is inextricably related to the wellbeing of teachers.

OBJECTIVES OF THE STUDY

- To investigate how government college professors' duties and responsibilities are affected by the quick

advances in technology.

- To investigate the relationship between job stress and technological changes among government college teachers.
- To provide interventions and ways to reduce job stress associated with technological changes among government college teachers.

REVIEW OF LITERATURE

- **Siddiqui, S., Arif, I., & Hinduja, P. (2023):** The purpose of this study is to clarify how computer-aided teaching affected Pakistani teachers' development of technostress during the COVID-19 epidemic. It also assesses the significance of teachers' self-efficacy in the looming endemic scenario and looks at their reasons for wanting to leave the teaching profession. The research results showed that the Learning Teaching Process and Technical Issues are the primary drivers of technology-induced stress and the desire to leave the teaching profession. Additionally, it was discovered that there is an inverse association between technostress and instructors' computer-use self-efficacy, or confidence.
- **Silvia Simbula, Giulia Paganin, and Alessandron Gabbiadini 2023:** The frequency of distant teaching technologies usage behavior was objectively analyzed by extracting teachers' actions from the University's e-learning databases. Key findings showed that using distance learning technologies often resulted in higher levels of technostress, which negatively impacted how simple they were perceived to be. The latter has an impact on the plans to employ remote learning techniques following the outbreak, both directly and indirectly due to imagined benefits. Organizational support negatively predicted technostress. The discourse encompasses the consequences for public establishments in terms of devising pragmatic approaches to manage the technological progressions resulting from the pandemic.
- **Khalaif, Z.N., Sanmugam, M., Joma, A.I., et al. (2023):** Research expands on the body of knowledge on technostress by examining a new learning environment and context. Using this tactic, we were able to emphasize how important it is to create free educational resources, strengthen teacher social support networks, and reconsider emerging teachers' professional identities in order to reduce their levels of technostress. The results of this study lead to recommendations for additional research, such as the application of a mixed methods research strategy and the inclusion of more instructors in subsequent studies to ascertain the connections among the components found in this study.
- **Ranathunga, W.D.A.D. (2022):** Using this tactic, we were able to emphasize how important it is to create free educational resources, strengthen teacher social support networks, and reconsider emerging teachers' professional identities in order to reduce their levels of technostress. The results of this study lead to recommendations for additional research, such as the application of a mixed methods research strategy and the inclusion of more instructors in subsequent studies to ascertain the connections among the components found in this study.
- **Gokbulut (2021):** investigates the connection between teachers' techno-pedagogical competence—that is, their capacity to successfully incorporate technology into pedagogy—and their technostress, a term that characterizes the stress educators encounter as a result of integrating technology into the classroom. Higher levels of technostress are negatively correlated with techno-pedagogical competence, according to study conducted using a sample of [X number] teachers from [specified region or type of schools]. This emphasizes how crucial it is to give teachers the necessary technology assistance and training in order to guarantee successful instruction in contemporary digital classrooms.
- **Genemon Vadakkemulanjanal Joseph (2021):** The teaching-learning process and teacher engagement have changed as a result of the swift advancements in technology. This study looks into how teachers' levels of engagement are impacted by their readiness to use educational technologies. Using stratified cluster sampling, information was obtained from 122 faculty members, managers, students, and principals. The results showed a high level of instructor interaction with peers and students, with differences seen in experience levels and age groups.

It has been discovered that having technology ready improves social relationships with peers and students. Given the increasing usage of technology in education, more study is advised.

- **Moorthy et al. (2020):** summarize results from multiple studies on workplace technology stress. The article outlines the main reasons, signs, and possible preventative measures for employee tech stress. The perceived intrusion of work into personal life due to technological connectedness, insufficient training, and quick developments in technology have all been cited as major causes of technostress. The authors underline that in order to reduce technological stress and foster a positive work environment, organizations must use organizational interventions such as thorough training and transparent communication practices.
- **Wang X and Li B (2019):** Research has been done to investigate the connections between multidimensional technostress and workplace productivity. The institution's policies regarding the use of ICT and its applicability to the work of university lecturers were found to have a major influence on the instructors' capacity to carry out their duties. The relationship between university administration and ICT use was also found to be more likely to contribute to technostress in university instructors at higher grade levels than in those at lower grade levels, according to a research of instructors from various grade levels.

RESEARCH GAP

There is a dearth of research analyzing the precise effects of technological advancements on job stress among government college professors, despite the fact that several studies have looked at the effects of technology on education and job stress separately. Most of the research that has already been done is either broad in scope or focuses on different industries or professions. Research that focuses on government college teachers in particular is needed. The institutional supports that are in place to assist teachers in adjusting to technological advances and how these may be enhanced to better support their mental health have not received much attention. Lastly, there aren't many research that convert these conclusions into workable plans of action or other treatments to lessen work-related stress. Developing evidence-based policies and techniques to assist educators in navigating these changes is essential, given the speed at which technology is advancing and the growing importance of technology in education. The goal of this project is to close these research gaps by offering insightful information on how technology advancements affect the stress levels of government college professors on the job and guiding the creation of better support networks.

RESEARCH METHODOLOGY

- **Population and Sample**: In order to find out how technological advancements have affected teachers' job stress in Kerala government colleges, this study will employ a cross-sectional survey methodology. The study population is made up of professors employed by Kerala government colleges. A report on the All Kerala Higher Education Survey - 2020 states that there are approximately 67 government colleges in Kerala and 3635 professors overall.
- It is known that there are 3635 faculty members are employed by these government colleges. In accordance with the Morgan table (Krejcie and Morgan, 1970), 348 faculty members were selected as the sample size with a 95% Confidence Level and a 5% Margin of Error in order to collect data.
- **Method of Sampling:** The study will use simple random sample technique because the total number of government college instructors in Kerala is known.
- **Data collection:** Online questionnaires that are structured and guaranteed anonymity will be used to collect data in an effort to elicit honest answers. The questionnaire will consist of multiple components, including sections that collect demographic information, parameters for gauging job stress, and questions that assess how technology changes have affected the respondents' professional responsibilities.
- Utilized instruments included descriptive statistics, mean, ANOVA, correlation, and chi-square.
- **HYPOTHESES**

$\mathbf{H_1}$: Technological advancements significantly impact the teaching methods employed by government

college teachers.

H_2: There is a significant positive relationship between technological changes and job stress among government college teachers.

H_3: The rapid pace of technological change is positively associated with job stress among government college teachers.

H_4: There is a significant relationship between the demographic profile related to job stress levels among government college.

RESULTS AND DISCUSSION

DEMOGRAPHIC PROFILE:

Content	Factors	No of respondents	Percentage (%)
Age	Below 25 years	32	9.1
	25 – 35 years	88	25.4
	35 – 45 years	148	42.5
	45 – 55 years	80	23
Gender	Male	160	46
	Female	188	54
Marital status	Married	211	60.6
	Unmarried	137	39.4
Experience	1 – 5 years	29	8.4
	6 – 10 years	186	53.5
	Above 11 years	133	38.1
Qualification			
	PG	92	26.4
	MPhil	74	21.4
	Doctorate	171	49.1
	Others	11	3.1

Table 1. Showing demographic profile

Based on our survey it was found that the utmost respondents (54%) contributed towards this research are females and under the age group of 35-45 years (42.5%). Major contributions to this study are from married (60.6%) respondents and most of the samples have post graduate (53.5%) and doctorate as their educational qualification. Among the respondents 6 to 10 years of experienced respondents (49.1%) have contributed much to our study. This constitutes the overall demographic analysis of the samples of this research.

IMPACT OF RAPID TECHNOLOGICAL ADVANCEMENTS ON THE ROLES AND RESPONSIBILITIES OF GOVERNMENT COLLEGE TEACHERS.

Table 2: Respondents acceptance level in their roles and responsibility based on technology advancements

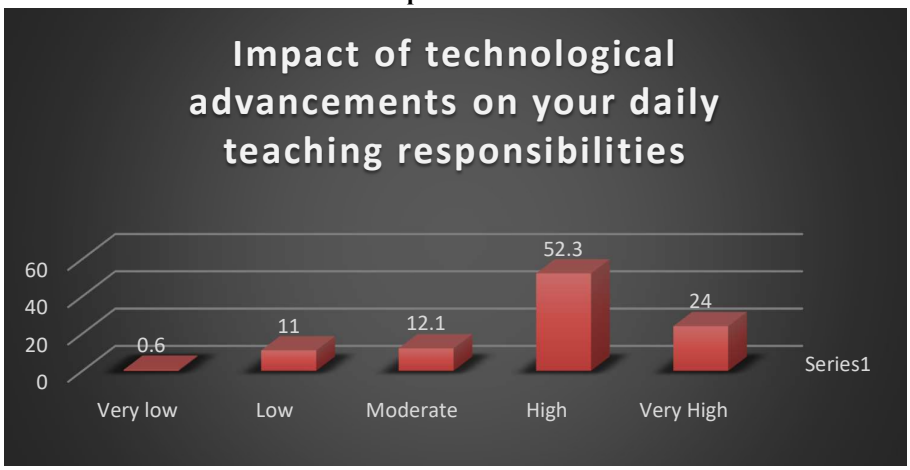
S.no	Roles and responsibilities		SD %	D %	N %	A %	SA %
	Teaching						
1.	The integration of technology into your teaching has made lesson planning more complex.	%	8	10	10	**52**	20
		No of respondents	28	35	35	**181**	69
2.	You have had to significantly alter your teaching methods due to technological advancement which has disrupted your usual workflow	%	6	13	1	**56**	24
		No of respondents	21	45	3	**195**	84
	Research						
3.	Technological advancements have made accessing and reviewing academic literature more challenging due to the overload of information.	%	11	22	28	**39**	1
		No of respondents	38	76	96	**135**	3
4.	New technologies have complicated the scope and possibilities of your research, adding more variables to manage	%	**0**	12	8	**78**	2
		No of respondents	**0**	42	28	**271**	7
5.	Technological advancements have increased the complexity of teaching tasks	%	6	13	0	**60**	21
		No of respondents	21	45	0	**209**	73
6.	You have had to spend considerable time learning new systems for teaching purposes, leading to decreased productivity.	%	7	10	10	**46**	27
		No of respondents	24	35	35	**160**	94
	Communication						
7.	The use of technology has made it more difficult to maintain personal engagement with students	%	**7**	**0**	15	**50**	28
		No of respondents	**24**	**52**	17	**174**	97
8.	You have had to adapt to new methods of communication, which has been challenging	%	**0**	13	33	**40**	14
		No of respondents	**0**	45	115	**139**	49
	Professional Development						
9.	Technological advancements have forced me to pursue additional training, which is time-consuming	%	12	6	**0**	**50**	32
		No of respondents	42	21	**0**	**174**	111
10.	Keeping up with technological advancements in your field has been a significant challenge in your professional development.	%	7	10	**0**	**46**	37
		No of respondents	24	35	**0**	**160**	129

From the above Table 2, it is clear that a majority of faculty members agree that integrating technology into their teaching has made lesson planning more complex, while some disagree. Many agree that significantly altering their teaching methods due to technological advancements has disrupted their usual workflow, with a smaller percentage expressing disagreement. Technological advancements have made accessing and reviewing academic literature more challenging due to the overload of information, as agreed by a significant number of respondents, while some disagree. Furthermore, a majority of faculty members agree that new technologies have complicated the scope and possibilities of their research by adding more variables to manage, with only a few disagreeing. Technological advancements have increased the complexity of teaching tasks, with many respondents agreeing and some disagreeing. Many faculty members agree that they have had to spend considerable time learning new

systems for teaching purposes, leading to decreased productivity, with a smaller percentage disagreeing. The use of technology has made it more difficult to maintain personal engagement with students, as agreed by a significant number of respondents, while a few strongly disagree. Adapting to new methods of communication has been challenging for many respondents, with some disagreeing. Technological advancements have forced a substantial number of respondents to pursue additional training, which is time-consuming, with some disagreeing. Keeping up with technological advancements has been a significant challenge in professional development for many respondents, with a smaller percentage expressing disagreement.

While technological advancements have brought about challenges in teaching, research, administration, communication, and professional development, a significant number of respondents acknowledge these impacts across their roles and responsibilities.

Fig1: Respondents rating the impact of technological advancements on their daily teaching responsibilities



From the above fig 1: its clear that maximum of the faculties (52.3) rated that there is a high impact technological advancements on their daily teaching responsibilities

Technological advancements impact on the teaching methods

H0: Technological advancements have no impact on the teaching methods employed by government college teachers.

H_1: Technological advancements significantly impact the teaching methods employed by government college teachers.

ANOVA					
Impact on teaching methods					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	159.695	3	53.232	76.83.	**.000**
Within Groups	238.981	345	0.692		
Total	398.676	348			

Interpretation: Since the value of P <0.05, we reject the null hypothesis. Hence there is a significant impact of technological advancements on the teaching methods employed by government college teachers.

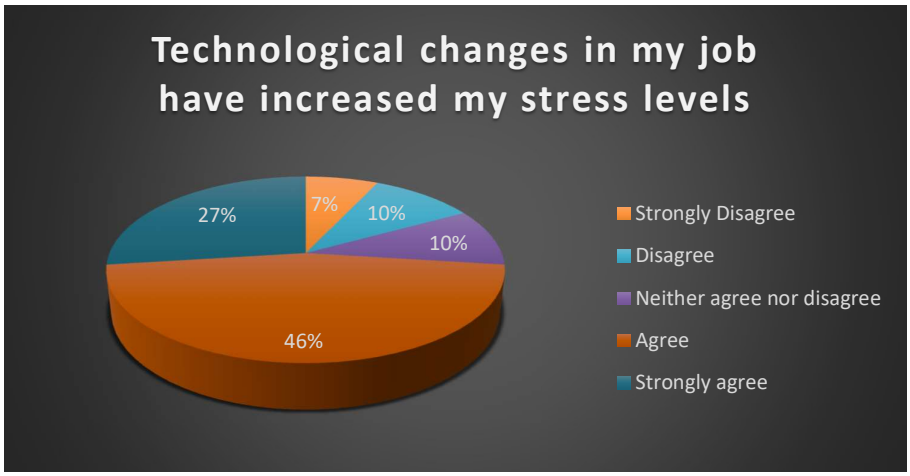
RELATIONSHIP BETWEEN TECHNOLOGICAL CHANGES AND JOB STRESS AMONG GOVERNMENT COLLEGE TEACHERS

Table 3: Respondents acceptance level on stress based on technology advancements

S.no	Stress factors		SD %	D %	N %	A %	SA %
	Workload						
1.	The integration of new technologies into your role has significantly increased your workload.	%	24	2	7	**61**	**6**
		No of respondents	83	7	25	**212**	**21**
2.	Often have to work additional hours to accommodate tasks related to new technologies.	%	27	6	7	**33**	27
		No of respondents	94	21	24	**115**	94
	Learning New Technologies						
3.	The constant need to learn new technologies contributes to your stress levels	%	0	13	13	29	**45**
		No of respondents	0	45	45	101	**157**
4.	Feel overwhelmed by the number of new technologies you are expected to master for your job.	%	6	6	9	**54**	25
		No of respondents	21	21	31	**188**	87
	Pace of Technological Change						
5.	The rapid pace of technological change in your job is a source of stress.	%	27	0	13	**51**	9
		No of respondents	95	0	45	**177**	31
6.	You often feel anxious about not being able to keep up with technological changes in your field.	%	6	0	7	40	**47**
		No of respondents	21	0	24	139	**164**
	Technological Glitches/Issues						
7.	Technical issues (e.g., software glitches, network problems) significantly increase your stress levels.	%	6	13	1	**56**	24
		No of respondents	21	45	3	**195**	84
8.	Find it stressful when you can't resolve technical issues on yourself.	%	5	34	8	**49**	4
		No of respondents	17	118	28	**171**	14
	Institutional Support						
9.	Feel anxious about asking for help with technology-related issues in your job.	%	12	1	2	**62**	23
		No of respondents	42	3	7	**216**	80
10.	The lack of sufficient resources to implement new technologies effectively contributes to your job stress.	%	6	13	0	**59**	22
		No of respondents	21	45	0	**205**	77

From the above Table 3, it's evident that maximum about 61 % of the faculties agree that the integration of new technologies into their role has significantly increased their workload. About 45% of the faculties strongly agree that the constant need to learn new technologies contributes to their stress levels. Nearly half of the respondents 47% strongly agree that they often feel anxious about not being able to keep up with technological changes in their field. Most of the faculties agree that technical issues significantly increase their stress levels. Maximum of the faculties agree that they feel lack of sufficient resources to implement new technologies effectively contributes to their job stress.

Fig 2. Showing the acceptance level that technological changes in their job have increased their stress levels



From the above Fig its apparent that nearly half 46% of the faculties agree that technological changes in their job have increased their stress levels.

Ranking major stressors due to technological changes

Table 4: Ranking major stressors

Ranks		1	2	3	4	5	Total	Mean score	Rank
Garrett value		75	60	50	40	25			
Learning new digital tools	F	116	66	115	21	30	348		
	Fx	8700	3960	5750	840	750	20000	57.47	**I**
Adapting to online teaching methods	F	100	45	63	80	60	348		
	Fx	7500	2700	3150	3200	1500	18050	51.87	**III**
Staying updated with new research technologies	F	98	135	46	23	46	348		
	Fx	7350	8100	2300	920	1150	19820	56.95	**II**
Implementing technology in assessments	F	58	90	36	94	70	348		
	Fx	4350	5400	1800	3760	1750	17060	49.02	**IV**

Interpretation:

From the above Table 4 it's evident that the faculties ranked that learning all the new digital tools is the major stressor and the second one is staying updated with new research technologies and finally the last rank was given to the stressor implementing technology in assessments.

H_3: The rapid pace of technological change is positively associated with job stress among government college teachers.

ANOVA					
Job stress					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	65.422	3	21.807	33.49.	**.000**
Within Groups	224.701	345	0.651		
Total	290.123	348			

Interpretation: Since the value of P <0.05, we reject the null hypothesis. Hence the rapid pace of technological change is positively associated with job stress among government college teachers.

H_4: There is a significant relationship between the demographic profile related to job stress levels among government college

Age vs. stressors

Count	**Stress level * Age Crosstabulation**					
	Age					Total
Stress level		Below 25 years	25 – 35 years	35 – 45 years	45 – 55 years	Total
	Very high	32	88	77	0	197
	High	0	0	71	47	118
	Neutral	0	0	0	7	7
	Low	0	0	0	5	5
	Very low	0	0	0	1	1
Total		32	88	148	60	328

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	206.579	12	.000
Likelihood Ratio	258.417	12	.000
Linear-by-Linear Association	142.314	1	.000
N of Valid Cases	328		

Interpretation: There is a significant relationship between age and their stress level

Gender vs. stressors

Count	**Stress level * Gender Crosstabulation**			
	Gender			
Stress level		Male	Female	Total
	Very high	160	37	197
	High	0	118	118
	Neutral	0	7	7
	Low	0	5	5
	Very low	0	1	1
Total		160	168	328

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	207.725	4	.000

Likelihood Ratio	264.191	4	.000
Linear-by-Linear Association	157.465	1	.000
N of Valid Cases	328		

Interpretation: There is a significant relationship between gender and the stress level

Experience vs. stressors

Count		**Stress level * Experience Crosstabulation**			
		Experience			
Stress level		1 – 5 years	6 – 10 years	Above 11 years	
	Very high	29	168	1	198
	High	0	18	100	118
	Neutral	0	0	6	6
	Low	0	0	5	5
	Very low	0	0	1	1
Total		29	186	113	327

Chi-Square Tests			
Pearson Chi-Square	257.087	12	.000
Likelihood Ratio	232.829	12	.000
Linear-by-Linear Association	157.763	1	.000
N of Valid Cases	328		

Interpretation: There is a significant relationship between experience and the stress level

Qualification vs. stressors

Count	**Stress level * Qualification Crosstabulation**					
	Qualification					Total
Stress level		PG	MPhil	Doctorate	Others	
	Very high	92	74	31	0	197
	High	0	0	118	0	118
	Neutral	0	0	3	4	7
	Low	0	0	0	5	5
	Very low	0	0	0	1	1
Total		92	74	152	10	328

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	488.090	12	.000
Likelihood Ratio	348.670	12	.000
Linear-by-Linear Association	179.216	1	.000
N of Valid Cases	328		

Interpretation: There is no significant relationship between qualification and the stress level

Change in roles and responsibilities based on technology advancement has an impact on stress level of faculties

Correlations			
		Change in role and responsibility	Stress level
Stress level	Pearson Correlation	1	.478**
	Sig. (2-tailed)		**.000**
	N	348	348
**. Correlation is significant at the 0.01 level (2-tailed).			

Interpretation: From the above Table, it's understood that correlation is significant at the 0.00 level (2-tailed). It's evident that there is a positive correlation between the change in role and responsibility and stress level of the faculties.

SUMMARY OF FINDINGS

It was found that the utmost respondents (54%) contributed towards this research are females and under the age group of 35-45 years (42.5%). Major contributions to this study are from married (60.6%) respondents and most of the samples have post graduate (53.5%) and doctorate as their educational qualification. Among the respondents 6 to 10 years of experienced respondents (49.1%) have contributed much to our study. From Table 2 it's clear that under teaching role most of the faculties agreed that they had significantly altered their teaching methods due to technological advancements. Faculties also agree that new technologies have broadened the scope and possibilities of their research. They also agree under administration responsibility technological advancements have increased the efficiency of administrative tasks and they spend considerable time learning new systems for administrative purposes. The maximum of respondents also agree that technological advancements made easier to keep students engaged and informed. They also agree that they should be keeping up with technological advancements in their field that has been a significant part of their professional development. Maximum of the faculties (52.3) rated that there is a high impact technological advancements on their daily teaching responsibilities. There is a significant impact of technological advancements on the teaching methods employed by government college teachers. It's evident that maximum about 62 % of the faculties agree that the integration of new technologies into their role has significantly increased their workload. About 45% of the faculties strongly agree that the constant need to learn new technologies leads to their stress levels. Nearly half of the respondents 47% strongly agree that they often feel anxious about not being able to keep up with technological changes in their field. Most of the faculties agree that technical issues significantly increase their stress levels. Maximum of the faculties agree that they feel lack of sufficient resources to implement new technologies effectively contributes to their job stress. The faculties primarily ranked that learning all the new digital tools is the major stressor and the second one is that staying updated with new research technologies and finally the last rank was given to the stressor implementing technology in assessments. The rapid pace of technological change is positively associated with job stress among government college teachers. There is a positive correlation between the change in role and responsibility and stress level of the faculties.

SUGGESTIONS

The survey results highlight the substantial impact of technological advancements on the roles of college teachers and indicate increased stress due to these changes. Therefore, a proactive approach by colleges is necessary to manage this transition effectively. Colleges should enhance their support for faculty by providing regular training on new technologies for teaching and research. Creation of teaching and learning centers may prove beneficial in offering faculty support for technological innovation. Moreover, access to new research tools and technologies, including digital databases and software, can be fostered through seminars and workshops. The increased efficiency brought about by technology in administrative tasks is significant. However, the necessity to learn new systems can also increase stress levels. This could be mitigated by providing sufficient training and a robust technical support system to handle glitches. Data reveals technology's facilitation of better communication with students. Therefore, colleges should support the use of these platforms while also offering guidelines and best practices for its effective use. Significant job stress among faculty due to rapid technological change and the need to constantly learn new technologies is a concern. Institutions should consider stress management programs, counselling services, and promoting a culture of peer support to manage this issue. Moreover, colleges must prioritize resource allocation for technological infrastructure vital for teaching, research, and administrative tasks

to minimize job stress. Overall, institutions should actively support faculty to help them adapt to a technologically advanced environment and ensure their wellbeing.

CONCLUSION

This study underscores the significant impact of technological advancements on the roles of government college teachers and the corresponding stress that these changes can introduce. Technological innovation has brought about transformative shifts in teaching, research, and administrative responsibilities, but also challenges, including increased job stress. The findings highlight the importance of institutional backing in navigating these changes. Strategies such as continuous training on new technologies, the establishment of support centers, and provision of digital research tools are critical. Furthermore, colleges must address the elevated stress levels with targeted interventions, such as stress management programs and robust technical support. A significant revelation is the necessity for colleges to prioritize resource allocation for technological infrastructure. This ensures that faculty can not only keep pace with technological changes but also leverage them effectively to enhance the teaching-learning process and research activities. In essence, this study emphasizes the need for a balanced and proactive approach by institutions in adopting and managing technological advancements, thus enabling a beneficial, less stressful, and progressive academic environment.

FUTURE IMPLICATIONS

In Kerala's educational landscape, technological innovations in government college classrooms present both opportunities and challenges. The adoption of digital tools may require enhanced teacher training and improved tech infrastructure. However, the potential increase in job stress among teachers could impact their mental well-being and student outcomes. This scenario underscores the need for balanced tech integration, adequate support resources, and consideration of Kerala's unique cultural context. While the study's focus is regional, its findings could influence broader discussions on technology's role in education and teacher well-being.

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