

Impact of Tpack-21 Mastery on Post-Pandemic Technostress among High School Teachers in the Southern Philippines

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Abstract:

Studies on technostress reveal that technology often induces negative emotions like skepticism, inefficiency, mental fatigue, and anxiety, thereby diminishing user satisfaction. Although research consistently identifies these adverse effects across various sectors, few studies address how technostress affects teachers specifically, or how it correlates with their Technological Pedagogical and Content Knowledge (TPACK-21) in the 21st century. This study investigates the relationship between technostress and TPACK-21 among high school teachers in the southern districts of the Department of Education-Divisions of Bukidnon and Valencia City, Bukidnon, Mindanao, Philippines. The sample comprised 169 teachers, with data collected via surveys measuring technostress and TPACK-21. Statistical methods included descriptive statistics, Pearson's correlation coefficient, and multiple linear regression. Results indicated a moderate level of technostress (average score of 2.89) and high proficiency in TPACK-21 (average score of 3.97). A significant inverse correlation was found between overall TPACK-21 and technostress ($r = -0.58$, $p < 0.038$), with notable correlations in its subcomponents: Technological Knowledge ($r = -0.10$, $p < 0.043$), Pedagogical Knowledge ($r = 0.82$, $p < 0.025$), and Technological Pedagogical Knowledge ($r = -0.78$, $p < 0.047$). The study showed that Pedagogical Content Knowledge, Technological Content Knowledge, and Technological Pedagogical and Content Knowledge together explained 69% of the variance in technostress ($r^2 = 0.069$). These findings suggest that educational administrators in Bukidnon and Valencia City should reassess teacher training and implementation strategies to improve teaching effectiveness while addressing technostress.

Keywords:

TPACK-21, technostress, and High School Teachers.