

# Teacher technostress in the Chilean school system

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The expanded use of information technology in education has led to the emergence of technostress due to a lack of adaptation to the technological environment. The purpose of this study is to identify the levels of technostress in primary and secondary education in 428 teachers using a RED-TIC questionnaire, of which skepticism, fatigue, anxiety, and inefficiency are the main components. For the empirical analysis of the data, principal component analysis (PCA) and confirmatory factor analysis (CFA) were used. The results show that 12% of Chilean teachers participating in the study feel techno-fatigued, 13% feel techno-anxious, and 11% present both conditions. Male teachers show a higher incidence of techno-anxiety and techno-fatigue than their female peers. It can be concluded that the questionnaire used is a reliable tool to evaluate the presence of technostress, and it manifests itself importantly in its components of techno-anxiety and techno-fatigue in Chilean teachers. © 2020 by the authors. Licensee MDPI, Basel, Switzerland.

Anxiety

Confirmatory factor analysis

Education

Fatigue

Inefficacy

Information overload

Principal components analysis

Skepticism

information technology

primary education

secondary education

technology adoption

adult

aged

anxiety

Article

Chile

confirmatory factor analysis

e-learning

educational technology

fatigue

female

human

incidence

information technology

male

principal component analysis

RED TIC questionnaire

sex difference

stress

stress assessment

teacher

technostress

Chile