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Technostress, anxiety, and coping strategies in online teaching among nurse educators

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Abstract. The use of technology in educational processes accompanies adaptation issues due to the rapid development and cost of technology, internet connectivity, need for electricity, suitable space at home and sufficient knowledge in navigating online platforms (Munoz, et. al., 2020). The goal of this study is to determine the technostress, anxiety, and coping strategies in online teaching of nurse educators in universities and colleges of nursing in Laguna. Further, the study probed the relationship between respondents' level of technostress and level of anxiety, level of technostress and coping strategies, and level of anxiety and coping strategies. The findings revealed that the level of technostress among nurse educators in Laguna was low, have a mild level of anxiety, and very high in utilizing coping strategies. There was a significant relationship between the respondents' level of technostress and level of anxiety, as the probability values of 0.006 (learning-teaching and profession oriented), 0.039 (technical oriented), 0.008 (personal-oriented), and 0.001 (social-oriented) were less than the 0.01 and 0.05 significance level respectively, thus implied that the lower the respondents' level of technostress the more the respondents' have mild anxiety, there was no significant relationship between the respondents' level of technostress and coping strategies, as the probability values 0.586 (learning-teaching process oriented), 0.211 (profession oriented), 0.960 (technical oriented), 0.506 (personal oriented), and 0.297 (social oriented) are more than 0.05 significance level, this implied that the hypothesis that there is no significant relationship between the respondent's level of technostress and coping strategies was accepted, and lastly, there was no significant relationship between the respondents' level of anxiety and coping strategies, as the probability value 0.192 is more than 0.05 significance level, therefore, the hypothesis that there is no significant relationship between the respondent's level of anxiety and coping strategies was accepted.

Keywords. Technostress, Anxiety, Coping Strategies, Online Teaching, Nurse Educators

Introduction

The COVID-19 pandemic brought a significant impact in the education system all over the world. It has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's student population. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices (Kumar et al., 2021).

In the Philippines, the onset of the COVID-19 pandemic in early 2020, stopped allowing nursing students on campus and clinical settings. COVID-19 pandemic prompted

instructors of higher education institutions (HEIs) to change their mode of teachings to online. Hastily, educators were required to practice a multitude of new technologies and adapt their instruction to a fully online environment in a short period of time. Teachers have to utilize technology regardless of the level of their e-learning competence. Due to this swift pedagogical shift, many instructors experienced change fatigue. The use of technology in educational processes accompanies adaptation issues due to the rapid development and cost of technology, internet connectivity, need for electricity, suitable space at home and sufficient knowledge in navigating online platforms (Munoz, et. al., 2020).

Many educators associate technology as a source of hindrance, and there is a lack of time to learn how to properly utilize it to its full potential. Realities in today's working environment for nurse educators include increasing workloads and rising apprehension and anxiety, since it is expected that technology is incorporated to their lectures. The term technostress was primarily recognized around 1980, it is a customary feeling among many nurse educators. Technostress refers to negative psychological behaviors and attitudes caused by directly or indirectly by technology (Kim & Lee, 2021). It is also described as the psychological inability to effectively handle information technology. It is a psychological pressure that arises from the difficulties caused by and inability to adapt to new information technology situations characterized by excessive amounts of information, and their inability to digest it. Educators frequently feeling depressed by having to respond to many modes of technology. Overabundance of technology subsequently led to a decrease desire to use technology and declining job satisfaction. They perceived technology as being tiresome and often creates the most amount of pressure within their role. Apparently, technology is a topic that necessitates attention for faculty, as educational facilities are faced with a decreasing quantity of qualified educators (Huddle, 2020).

Technostress is an important issue for teaching professions. Educators especially experience techno-stress during the process of integration of new technologies, which is a case frequently encountered with digital technologies. Besides, the ongoing technology integration pressure both from the institutions, and the society also cause techno-stress among teachers due to lack of knowledge and support (Kim & Lee, 2021).

Schoroeder (2020) stated that faculty members are feeling the huge stress of remaking their classes into effective digital forms. The additional workload and concomitant anxiety are heaped upon the already multifaceted responsibilities of faculty. The added load has heightened the concerns over faculty burnout. So many faculty members who already live on the edge of burnout in meeting the teaching, advising, research and publication expectations are facing an emotional letdown or even collapse. Anxiety is a normal emotion. It is the brain's way of reacting to stress and alerting you of potential danger ahead (Bhargava, 2020). It is considered normal when it is appropriate to the situation and dissipates when the situation has been resolved.

Anxiety causes uncomfortable cognitive, psychomotor, and physiologic responses such as difficulty with logical thought, increasingly agitated motor activity, and elevated vital signs. To reduce these uncomfortable feelings, the person tries to reduce the level of discomfort by implementing new adaptive behaviors or defense mechanisms. Adaptive behaviors can be positive and help the person to learn, for example, using imagery techniques to refocus attention on a pleasant scene, practicing sequential relaxation of the body from head to toe, and breathing slowly and steadily to reduce muscle tension and vital signs. Negative responses to anxiety can result in maladaptive behaviors such as tension headaches, pain syndromes, and stress-related responses that reduce the efficiency of the immune system (Thomas et al., 2019).

The study of Hafez & El-Din (2021) revealed that the participants used social and professional strategies to cope with the circumstances accompanying the sudden shift to online teaching. The results indicated how challenges faced by educators from different institution types may diminish with more training on, and experience with, online teaching, forming communities of practice as well as other coping strategies they developed. Such findings should be helpful to educators, institutions, and policymakers in different academic institutions all over the world and in various teaching contexts.

However, despite the numerous studies that investigated nurse educators, no study yet had been conducted particularly in different colleges and universities of nursing in Laguna regarding technostress, anxiety, and coping strategies in online teaching.

Therefore, this study investigated the technostress, anxiety, and coping strategies in teaching online of nurse educators in different colleges and universities of nursing in Laguna. The purpose of this study was to determine the level of technostress and anxiety of nurse educators in teaching online and identify the coping strategies that they employ that help them survive the struggles. It would also aid school management and administration to plan their faculty development program focused on the identified needs thus it would be more effective, efficient, and advantageous to the stakeholders. In addition, this study would also add to the body of research about online teaching, its challenges and coping strategies.

1.1 Objective of the study

The overall objective of the study was to determine the technostress, anxiety, and coping strategies in online teaching of nursing educators at the Universities and Colleges of Nursing in Laguna. Specifically, this study had the following aims; (1) to determine the respondents' level of technostress in terms of (1.1) learning-teaching process oriented, (1.2) profession oriented, (1.3) technical issue oriented, (1.4) personal oriented, and (1.5) social oriented; respondents' level of anxiety, and the respondents' coping strategies. Discern significant relationship between the respondents' level of technostress and level of anxiety, between the respondents' level of technostress and coping strategies, and between the respondents' level of anxiety and coping strategies. And, lastly propose an action plan based on the findings.

II. Methods

To obtain the necessary data for the study quantitative method of research was utilized. It is a systematic process that describes and test relationships among variables. Descriptive correlational quantitative research was used because it quantifies the data so that it can be treated statistically that makes it easier to understand. Correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them (Bhandari, 2021). Particularly the significant relationship between level of technostress and level of anxiety, level of technostress and coping strategies, and level of anxiety and coping strategies.

This study used primary sources of data. The questionnaire survey responses gathered from nurse educators employed in the Universities and Colleges of Nursing in Laguna. The total population was 144 nurse educators and the sample was consisted of 105 respondents using the Raosoft calculator with 95% confidence level and 5% margin of error. Random sampling technique was utilized in the study. The study was conducted during the Calendar Year 2022-2023.

An adopted questionnaire survey with some modifications on the level of anxiety was utilized to gather information about the study. The instrument was divided into three parts. The first part covered the level of technostress, the second covered level of anxiety, and the third part included questions pertaining to coping strategies.

The questionnaire's internal validity was assessed by the thesis adviser, a panel of experts, and panel members of the graduate school. It has undergone pilot testing before the actual data gathering. It also underwent Cronbach's Alpha reliability test for thorough validation and the results are as follows: for technostress 0.959, for anxiety 0.986, and for coping strategies 0.949.

For the statistical treatment of data, weighted mean was utilized to determine the level of technostress and coping strategies, percentage and frequency distribution was used to ascertain level of anxiety, and Pearsonr was used to know if significant relationship existed between level of technostress and anxiety level, level of technostress coping strategies, and level of anxiety and coping strategies.

III. Results and Discussion

Table 1

The Respondents' Level of Technostress: Learning-teaching Process Oriented

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.The idea that I won't be able to teach the whole course content, because technology use takes time makes me anxious.	2.32	Low	7
2.I think, that technology use require more effort in the classroom, affects technology use negatively.	2.36	Low	6
3. I feel forced to become more dependent on the Internet in the educational process.	2.57	High	1
4.I am worried because digital-technology oriented materials are becoming more common in the educational process.	2.45	Low	4
5.I feel uncomfortable that, technological devices are used for extra-curricular purposes during the lessons by the students.	2.37	Low	5
6. I feel uncomfortable that technology leads everyone in the educational environments to laziness and free riding.	2.50	High	3
7. I am worried that technology use blunts students' research skills.	2.52	High	2
Average	2.44	Low	

Table 1 shows the respondents' level of technostress in Learning-teaching process oriented in which indicator number three (3) which was the respondents' feeling that he/she is being forced to become more dependent on the internet in the educational process got the highest weighted mean 2.57 with a verbal interpretation of high. It is followed by indicator number seven (7) "I am worried that technology use blunts students' research skills" got a weighted mean 2.52 with verbal interpretation of high also. On the other hand, indicator number (1) which says that "The idea that I won't be able to teach the whole course content, because technology use takes time makes me anxious" fell on the last rank with a weighted mean 2.32 and a verbal interpretation of low. In spite of that, the average of 2.44 demonstrated that the level of technostress of nurse educators in teaching-learning process oriented was low.

The results of the study show that nurse educators in different colleges and universities of nursing in Laguna had no idea that they won't be able to teach the whole course content because technology use takes time make them anxious. They did not consider also that technology use require more effort in the classroom and affects technology negatively. And, they are also comfortable that technological devices are used for extra-curricular purposes during the lessons by the students.

The findings of the study support the study made by Upadhaya & Vrinda (2021) which mentioned that providing responsive technical team could improve technology adaptability, thus reducing technostress. In addition, Bondanini et al. (2020), said that assistance provided by the organization is deemed to be crucial to reduce employees' anxiety in using technology. On the other hand, result of the study contradicts to the study made by Othman & Sivasubramaniam (2019) which stated that the general teaching challenges and their additional new demands especially those related to technology, make the levels of stress and anxiety grow exponentially.

Table 2

The Respondents' Level of Technostress: Profession Oriented

Statement	Weighted Mean	Verbal Interpretation	Rank
1.I think technology use makes teaching profession more difficult.	2.03	Low	6
2.I think teaching profession is losing its value, because information sources have become technology oriented.	2.18	Low	3
3.I am worried that educational understanding might change because of technological devices.	2.38	Low	1
4.I am worried that I might get unemployed in the future due to technology use.	2.08	Low	5
5.I am worried that I might lose prestige, because newer teachers can use technology better.	2.09	Low	4
6. I think technology use increased teachers' workload	2.29	Low	2
Average	2.17	Low	

Table 2 depicts the respondents' level of technostress in profession oriented which indicator number three (3) "I am worried that educational understanding might change because of technological devices" ranked first with weighted mean 2.38 and verbal interpretation of low. It was followed by indicator number six (6) "I think technology use increased teachers' workload". Nevertheless, indicator number one (1) in which respondent thinks technology use makes teaching profession more difficult ranked 6th with weighted mean of 2.03 and verbal interpretation of low, followed by indicator four (4) "I am worried that I might get unemployed in the future due to technology use" with a weighted mean of 2.08 and verbal interpretation of low.

To sum up, the average weighted mean was 2.17 suggesting that nurse educators in Laguna had low level of technostress in the area of profession oriented. The results imply that the respondents did not consider that technology use will make teaching professional more difficult, they are not worried that they might get unemployed in the future due to technology use, and they are not worried that they might lose prestige, because newer teachers can use technology better.

The result of the study supports the study of Zhao et al. (2020) suggesting that feeling uncertainty creates the requirement to self-upgrade in ICT skills and keeping up with the improvement may benefit personal growth and increase the feeling of fulfilment.

Table 3
The Respondents' Level of Technostress: Technical Issue Oriented

Indicators	Weighted Mean	Verbal Interpretation	Rank
1..I feel uncomfortable, as I am constantly worried about infecting technologies with viruses.	2.46	Low	6
2. I am worried that data I store in digital environments (memory sticks, Internet, etc.) can be lost, or change hands.	2.70	High	4
3.I am worried because there are too many information (password, account name, etc.) to remember for technological environments, and I might forget these.	2.73	High	3
4.I feel uncomfortable because technology costs a lot (purchase, repair and maintenance, paid websites, etc.).	2.79	High	2
5.I am worried about the negative effects of technological devices within the classroom (noise, heating, etc.).	2.66	High	5
6.I am worried about the security of technological devices (storing, keeping, etc.) at the school	2.82	High	1
Average	2.69	High	

Table 3 shows the respondents' level of technostress in technical issue oriented in which indicator number six (6) where in respondents are worried about the security of technological devices at the school ranked first with a weighted mean of 2.82 and verbal interpretation of high. It was followed by indicator number four (4) "I feel uncomfortable because technology costs a lot (purchase, repair and maintenance, paid websites, etc.)" with weighted mean of 2.79 and verbally interpreted as high. On the other hand, indicator number one (1) in which respondents felt uncomfortable as they constantly worried about infecting technologies with viruses ranked last with a weighted mean 2.46 with verbal interpretation of low. However, the average weighted mean was 2.69 suggesting that nurse educators had high level of technostress in technical issue oriented. The result of the study indicates that educators of different colleges and universities of nursing in Laguna are not confident with technology and worried about the security of technological devices in terms of storing, keeping, and others at the school and they are uncomfortable because technology costs a lot in terms of purchase, repair and maintenance, paid websites, and others.

The result of the study was comparable with the study of Coklar et al. (2018) which found out that educators experienced high stress levels in technical issue orientation and social orientation. Educators expressed that they might feel incompetent in case of any technological problems, the working environment was unhealthy, they had worried about the repair and maintenance services in case of a breakdown, the devices had connection issues, the tablets froze, tablet batteries died quickly, and touch feature didn't work well, updates erased existing files, data couldn't be transferred, technical problems couldn't be solved immediately, existing software was unsatisfying, affected eye health negatively, and they were worried about radiation. These statements of teachers indicate that, teachers experienced or worried about experiencing problems related to learning-teaching process, technical problems, personal problems, and professional problems.

Table 4
The Respondents' Level of Technostress: Personal Oriented

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.I am worried that I might not be able learn using technology, even if I want to.	2.14	Low	4
2.I am worried about technology use, due to the necessity to keep up with constantly developing technology.	2.27	Low	1.5
3.I feel uncomfortable for being dependent on the individuals who are better at using technology.	2.27	Low	1.5
4.I might give up on using technology, as I cannot find sufficient opportunities for technology education.	2.06	Low	5
5.I am uncomfortable because I am not familiar with the terminology used in defining new technologies	2.18	Low	3
Average	2.18	Low	

As shown in Table 4, it presents that respondents' level of technostress in terms of personal oriented shows that indicators two (2) "I am worried about technology use, due to the necessity to keep up with constantly developing technology" and three (3) "I feel uncomfortable for being dependent on the individuals who are better at using technology" shared in rank 1.5 with the same weighted mean 2.27 and verbal interpretation of low. The lowest weighted mean 2.06 was indicator number four (4) wherein respondents felt that they might give up on using technology, as they can not find sufficient opportunities for technology education. Notwithstanding, the average weighted mean of 2.18 showed that nurse educator's level of technostress in personal oriented was low. The result expresses that nurse educators were not seem to give up on using technology, as they found sufficient opportunities for technology education, and they are not worried that they might not be able to learn using technology, if they want to.

The findings of the study support the study of Vasilescu et al. (2020) that digitalization of society and the labor-market has been on a constant rise over the last decades. Nurse educators were trying to keep themselves abreast with the technology for them to stay on the job.

Table 5
The Respondents' Level of Technostress: Social Oriented

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I feel uncomfortable that, digital technology use takes too much time.	2.35	Low	3
2. I think social interaction between everyone in the educational processes is damaged due to technology use.	2.50	High	2
3. I am worried that I can have problems with my colleagues about technology use.	2.29	Low	4
4. I am worried that technology use can cause health problems (sight, hearing, pain, etc.).	2.71	High	1
Average	2.46	Low	

Table 5 reveals the respondents' level of technostress in the domain social oriented in which indicator number four (4) wherein respondent worried that technology use can cause health problems ranked first with weighted mean 2.71 and verbal interpretation of high. It was followed by indicator number two (2) "I think social interaction between everyone in the educational processes is damaged due to technology use" with weighted mean of 2.50 and verbally interpreted as high. However, indicator number three (3) wherein respondent worried that he/she can have problems with colleagues about technology use ranked 4th or last with weighted mean 2.29 and verbal interpretation of low. On the other hand, the average weighted

mean was 2.46 suggesting that nurse educators in Laguna had low level of technostress in terms of social oriented. The result conveys that respondents were not worried that they can have problems with their colleagues about technology use, and they are comfortable that, digital technology use may not take too much of their time.

Results of the study support the study of Upadhyaya & Vrinda (2021) which revealed that, in the effort of reducing and managing technostress, providing adequate training to users is still relevant as one of the alternatives. This is because, implementation-related technostress has often been attributed to inadequate training and a lack of post-implementation knowledge-support activities (La Torre et al., 2019).

On the contrary, Schoroeder (2020) mentioned in his unique insight published in insidehighered.com mentioned that faculty members are feeling the huge stress of remaking their classes into effective digital forms. The additional workload and concomitant anxiety are heaped upon the already multifaceted responsibilities of faculty. The added load has heightened the concerns over faculty burnout. So many faculty members who already live on the edge of burnout in meeting the teaching, advising, research and publication expectations are facing an emotional letdown or even collapse.

Table 6
The Composite Table of the Respondents' Level of Technostress

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Learning-teaching process oriented	2.44	Low	3
2. Professional oriented	2.17	Low	5
3. Technical oriented	2.69	High	1
4. Personal oriented	2.18	Low	4
5. Social oriented	2.46	Low	2
Overall Weighted Mean	2.39	Low	

Table 6 depicts the composite table of the respondents' level of technostress in which nurse educators have high level of technostress in technical oriented domain with weighted mean 2.69, verbal interpretation of high and ranked first among the indicators. The result implies that nurse educators in different colleges and universities of nursing were worried of using technology because of too many information to remember that they might forget. They are uncomfortable in using technology because of its' cost in purchasing, repair, paid websites and other expenses, and they are also worried about the security features of technological devices. On the contrary, profession oriented ranked last with weighted mean 2.17 and verbal interpretation of low, suggesting that nurse educators have low level of technostress in this area. Showing that they are not worried that educational understanding might change because of technological devices, they are also not worried that they might get unemployed in the future due to technology use. They are also confident that they don't lose prestige because newer teachers can use technology better. They also don't mind that technology use makes teaching profession more difficult and teaching profession is losing value because of information sources have technology oriented. To sum it up, the overall weighted mean was 2.39 with verbal interpretation of low.

The findings of the study were contradicting to the study made by Garcia-Murillo et al. (2018), Variya & Patel (2020), Wang & Li (2019) which revealed that techno-uncertainty means continuous change in new information technology. As the rapid development of ICTs is driving the revolution of replacing human labour with the machine, employees are feeling the urge to be updated with new technologies. As they do not know what the following innovation will be, they feel uncertain and unsettled due to the fact that ICT is continuously changing and one needs to upgrade accordingly. Frequent changes and upgrades of software and hardware often make employees feel incompetent, consequently makes them feel exhausted, anxious, and stressed.

Table 7
The Respondents' Level of Anxiety

Level of Anxiety	Frequency	Percentage
Mild (<17)	69	65.71
Mild to Moderate (18-24)	8	7.62
Moderate to severe (25-30)	14	13.33
Much more severe (>30)	14	13.33
Total	105	100.00

Table 7 shows the respondents' level of anxiety in which 69 or 65.71 % out of 105 respondents presents mild level of anxiety. Eight (8) or 7.62% of them reveals mild to moderate anxiety, 14 or 13.33% has mild to moderate and also 14 or 13.33% has much more severe level of anxiety. This expresses that majority of respondents have mild level of anxiety. This is comparable to the study of Aragasi & Pangandaman (2021) in which educators have shared a low level of anxiety with the sudden shift of pedagogy as responsive to the situation. Nurse educators showed their concern in difficulty to be an effective teacher in online teaching. However, the concept of possible terrific situations, fear of dying, a state of nervousness, and anxiety-related feelings do not bother them. They acknowledged that fear is normal during pandemic but at a controllable condition.

Table 8
The Respondents' Coping Strategies

Indicators	Weighted Mean	Verbal Interpretation	Rank
Social Support Activities to create or maintain relationships with other people	3.40	Very High	3.5
Healthy Living Activities focused on maintaining Physical health	3.28	Very High	5
Leisure Activities Leisure-time activities that show no direct intent to develop a new skill or learning.	3.10	High	7
Mental Health Promotion			

Activities focused on maintaining emotional well-being and promoting-self-care.	3.41	Very High	2
Work and Study			
Activities focused on professional and/or academic growth that demonstrate direct intent to develop a new skill or ability.	3.49	Very High	1
Spiritual Activities			
Activities aligned with spirituality and/or religious rites, including the enjoyment of contact with nature.	3.40	Very High	3.5
Avoidance Activities			
Various activities with the explicit purpose of keeping busy.	3.14	High	6
Average	332	Very High	

Table 8 presents the respondents' coping strategies in which work and study in activities focused on professional and/or academic growth that demonstrate direct intent to develop a new skill or ability, ranked first with a weighted mean of 3.49 and verbal interpretation of very high. Mental health promotion in activities focused on maintaining emotional well-being and promoting self-care ranked second with a weighted mean of 3.41 and verbal interpretation of very high. It suggests that the coping strategies more commonly utilized by nurse educators are work and study and mental health promotion.

On the other hand, leisure activities ranked last with weighted mean 3.10 and verbal interpretation of high followed by avoidance activities with weighted mean 3.14 and verbal interpretation of high also. Nonetheless, the result showed that the average weighted mean of 3.32 revealed that nurse educators utilized coping strategies when they experienced technostress and anxiety.

Results of the study support the study of Andrade et al. (2021) which revealed that the most common coping strategies that used by the respondents included seeking social support, exercising, and engaging in leisure activities. Moreover, the study of Petracova et al. (2021) showed that seeking social support has been teachers' most popular behavioral strategy in a stressful situation.

On the other hand, the study of Rivera (2022), mentioned that the coping strategies included hiring help, prioritizing workloads, blending work, separating home and workspace, upskilling through self-learning or training, collaborating with colleagues, employing flexible processes, and investing in resources. She also suggested that the most pressing needs of educators for coping with online teaching and learning are provision of quality resources, creation of policy that will improve balancing of workload, designing flexible and equitable work assignments, improving health protection, and being supportive for work-life blends.

Table 9

Relationship between the Respondents' Level of Technostress and Level of Anxiety

Technostress	Pearson r	p-value	Interpretation
Learning-teaching process oriented	0.269** Low correlation	0.006	Significant
Profession oriented	0.266** Low correlation	0.006	Significant
Technical oriented	0.201* Low correlation	0.039	Significant
Personal oriented	0.258** Low correlation	1.008	Significant
Social oriented	0.320** Low correlation	0.001	Significant

**Significant @ 0.01: *Significant @ 0.05

As shown in Table 9 there was a significant relationship between the respondents' level of technostress and level of anxiety. The probability values of 0.006 (learning-teaching and profession oriented), 0.039 (technical oriented), 0.008 (personal oriented), and 0.001 (social oriented) were less than the 0.01 and 0.05 significance level respectively. This implies that the lower the respondents' level of technostress, the more the respondents' have mild anxiety. Moreover, as shown in table 6 wherein majority of respondents have low level of technostress and table 7 which showed that majority or 65.71% of the respondents have mild anxiety. Hence, the hypothesis that there is no significant relationship between the respondent's level of technostress and level of anxiety was rejected.

Nurse educators amidst the Pandemic had expressed their manageable level of anxiety in the sudden shift of teaching modality. Nurse educators are anxious at the beginning of the new normal due to uncertainty in the direction of the nursing education in the country. On the contrary, as time goes by and compassion to teaching, nurse educators earned some confidence and competence in online teaching though they admitted that it had been difficult time for them (Aragasi & Pangandaman, 2021).

The study of Bondanini et al. (2020) exposed that assistance provided by the organization is deemed to be crucial to reduce employees' anxiety in using technology as it has become a major backbone for them in facing technostress, especially techno-uncertainty and techno-complexity. Significantly, providing a responsive technical team could improve technology adaptability, hence reducing technostress. Training has been known as one of the effective tools in enhancing employees' skills and reducing anxiety at the workplace. Moreover,

the study of Yango et al (2019) confirmed that substantial access to respurces contributes to the teachers' and learners' competence in utilizing ICT, which remains an exception, given challenges related to access and availability to both students and teachers in the university.

Table 10

Relationship between the Respondents' Level of Technostress and Coping Strategies

Technostress	Pearson r	p-value	Interpretation
Learning-teaching process oriented	0.054 Negligible correlation	0.586	Not Significant
Profession oriented	-0.123 Low correlation	0.211	Not Significant
Technical oriented	-0.005 Negligible correlation	0.960	Not Significant
Personal oriented	-0.066 Negilible correlation	0.506	Not Significant
Social oriented	0.103 Low correlation	0.297	Not Significant

Significant @ 0.05

As shown in Table 10 there was no significant relationship between the respondents' level of technostress and coping strategies. The probability values 0.586 (learning-teaching process oriented), 0.211 (profession oriented), 0.960 (technical oriented), 0.506 (personal oriented), and 0.297 (social oriented) are more than 0.05 significance level. This implies that the hypothesis that there is no significant relationship between the respondents' level of technostress and coping strategies is accepted. As shown in table 6, respondents have low level of technostress and in table 8, respondents have very high application of coping strategies. Respondents' technostress level is low since they were managed to adapt effectively to the new situation. Educators who had a positive attitude toward educational technology, whose teaching was technology-friendly, and who enjoyed school support showed lower levels of technostress.

The findings of the study support the study made by Reimers et al. (2020) which discover that educators have a different perception of the existing organization's support during

the pandemic. Some claimed that giving a complete monthly income is priceless support that helps them survive and overcome challenges during the trying times of the pandemic.

Table 11

Relationship between the Respondents' Level of Anxiety and Coping Strategies

	Pearson r	p-value	Interpretation
Respondents' Level of Anxiety And Coping strategies	-0.128	0.192	Not Significant

****Significant @ 0.01**

Table 11 presents that there was no significant relationship between the respondents' level of anxiety and coping strategies. The probability value 0.192 is more than 0.05 significance level, therefore, the hypothesis that there is no significant relationship between the respondent's level of anxiety and coping strategies is accepted.

Table 7 displayed that majority or 65.71% of the respondents have mild anxiety, while table 8 showed that nurse educators utilized coping strategies very high. The result implies that educators adapt on the situation sufficiently.

As stated by Bhargava (2020), anxiety is unavoidable in life and can serve many positive functions such as motivating the person to take action to solve a problem or to resolve a crisis. It is considered normal when it is appropriate to the situation and dissipates when the situation has been resolved. On the other hand, a coping strategy is a conscious effort to solve a personal or interpersonal problem that will help in overcoming, minimizing, or tolerating stress or conflict. It is a cognitive and behavioral efforts employed in response to external or internal demands that the individual deems to be threats to their well-being (Freire et al., 2020).

IV. Conclusions & Recommendations

Based on the findings of the study, the following conclusions are drawn:

1. Nurse educators in different colleges and universities in Laguna had adapted effectively in the new normal. They successfully surpassed the difficulties and challenges of teaching online and ensuring that learning was enhanced even in the remote classroom. They learned to embrace technology in nursing education. They also don't mind that technology use makes teaching profession more difficult and teaching profession is losing value because of information sources have technology oriented.

2. Nurse educators are responsive to the situation. Their anxiety is manageable without any additional techniques and they can still get through the day without panicking; they can still enjoy their lives, and think positively about the future.

3. Nurse educators in different universities and colleges in Laguna expressed that they are utilizing coping strategies so effectively and efficiently to manage their online teaching amidst struggles and difficulties. The use of effective coping strategies helps improve their mental and emotional well-being. They were able to adjust to stressful situations through productive coping mechanisms and less likely to experience anxiety. This also implied that the lower the respondents' level of technostress the more the respondents' have mild anxiety.

4. The lower the respondents' level of technostress, the more the respondents' have mild anxiety. They are directly proportional to each other. The hypothesis that there is no significant relationship between the respondents' technostress and anxiety was rejected.

5. Ther espondents' level of technostress had nothing to do with coping strategies used.
6. The respondent's level of anxiety had nothing to do with coping strategies used.

Based on the findings and conclusions presented, the following recommendations are suggested:

1. To address the low level of technostress among nurse educators in different universities and colleges of nursing in Laguna, administration should provide a continuous and sustainable support to uplift the capacity and sustainability of their faculty in online or blended learning modality. Series of workshops and seminars should be provided in a timely manner and provision of monetary support for the faculty to acquire high end unit computers and other gadgets necessary for online teaching.

2. To ease the anxiety experienced by the nurse educators, support from the administration, colleagues, and students should be expressed in the form of readily available personnel and services that could address their concerns right away. It should be felt by the faculty that there are people and friendly technological system that they can rely on. School Administrators must ensure that Information Technology Services personnel would be prompt in answering queries online. Through this, faculty members experiencing anxiety at that moment would be relieved and could perform his/her duty as an educator competently.

3. School administrators and deans of the colleges and universities of nursing in Laguna must have a regular seminars and workshops about coping strategies. Coping skills help nurse educators tolerate, minimize, and deal with stressful situations in life. Managing stress well can help feel better physically and psychologically and it can impact the ability to perform the best. It should be included in the Faculty Development Plan.

4. To the school administrators, they must provide and equipped their teaching staffs with technical and organizational support, educators must involve in the Information and Communication Technology (ICT) implementation phase, and appropriate communication management which would allow for decreased technostress and anxiety emergence in organizations, as well as encourage greater well-being of educators and their productivity.

5. School administrators and deans of the different colleges and universities of nursing need to be more aware of the challenges faced by educators in implementing online teaching and learning. This is because, administrators would be more proactive in providing facilities in consideration of the difficulties faced by faculty members. Through this, it can ensure that implementation of virtual classes is more productive instead of just meeting the current demand in the field of education.

6. Future researchers may duplicate the investigation considering other variables such as factors affecting technostress, anxiety and coping strategies of nurse educators in the new normal form of nursing education.

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