

# Digital Fatigue in the Teaching Profession: The Role of Workload and Technostress on Teacher Performance through Work-Family Conflict and Burnout

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## ABSTRACT

**Purpose** – This study aims to analyze the phenomenon of digital fatigue in the teaching profession by examining the influence of workload and technostress on teacher performance through work-family conflict and burnout as mediating variables.

**Design/methodology/approach** – This study employed a quantitative approach with an explanatory research design. The population consisted of 38 senior high school and vocational high school teachers in Kebomas District, Gresik. Because the population was relatively small, saturated sampling was applied, involving all teachers as respondents. Data were collected through a structured questionnaire using a five-point Likert scale and analyzed using Structural Equation Modeling based on Partial Least Squares (SEM-PLS).

**Finding/Results** – The results revealed that workload had a significant negative effect on teacher performance ( $\beta = -0.231$ ;  $p = 0.005$ ), while technostress also had a significant negative effect on teacher performance ( $\beta = -0.267$ ;  $p = 0.002$ ). Furthermore, workload significantly increased work-family conflict ( $\beta = 0.421$ ;  $p < 0.001$ ), and technostress also significantly increased work-family conflict ( $\beta = 0.398$ ;  $p < 0.001$ ). Work-family conflict had a significant positive effect on burnout ( $\beta = 0.512$ ;  $p < 0.001$ ), whereas burnout had a significant negative effect on teacher performance ( $\beta = -0.478$ ;  $p < 0.001$ ). Mediation analysis indicated that work-family conflict and burnout acted as significant mediators.

**Originality/Value** – This study contributes to the literature by developing and empirically testing an integrated model that explains how digital work demands affect teacher performance through sequential psychological processes involving work-family conflict and burnout. The findings extend the Job Demands–Resources (JD-R) Theory by demonstrating the interconnected roles of work-family conflict and burnout as serial mediators.

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## **1. Introduction**

This research stems from the phenomenon of declining teacher performance triggered by increasing workloads and the acceleration of digital transformation in education. Teachers are currently confronted not only with pedagogical responsibilities but also with extensive administrative tasks and reporting obligations that demand significant time and energy (Singleton & Roberts, 2023). Simultaneously, the adoption of various digital platforms such as PMM, e-performance systems, and online learning applications has intensified technological demands on teachers. These conditions create substantial work pressure that may negatively affect teachers' psychological well-being and job performance (Evagelia Demerouti, et.al, 2001).

In addition to workload, technostress has emerged as a critical challenge in educational settings. Technostress refers to the stress experienced by individuals due to difficulties in adapting to rapidly changing technologies and increasing digital demands (Rani Pusparini, Nuri Herachwati, 2024). Research by Molino et al., (2020) demonstrated that technostress negatively affects employee performance and contributes to emotional exhaustion. However, their study primarily focused on direct relationships between technostress, well-being, and performance without examining the broader psychological mechanisms involving work-family conflict and burnout in educational contexts. Consequently, the pathways through which technostress affects teacher performance remain insufficiently understood (Bahamondes-rosado et al., 2023).

The interaction between high workload and technostress frequently extends teachers' work responsibilities beyond school hours and into the family domain. This situation blurs the boundaries between work and personal life, leading to work-family conflict (Çivilidağ & Durmaz, 2026). Work-family conflict occurs when pressures arising from work and family roles become mutually incompatible (Greenhaus & Beutell, 2006). In educational environments, teachers often experience difficulties balancing professional obligations with family responsibilities due to the increasing expectation of constant digital connectivity (Tammy D. Allen, Ryan C. Johnson, Kaitlin M. Kiburz, 2013).

Recent research by Wang et al. (2025) found that work-family conflict significantly increases stress levels and reduces teachers' job satisfaction. Although the study highlighted the importance of work-family conflict in explaining teachers' well-being, it did not investigate how work-family conflict subsequently contributes to burnout and ultimately influences teacher performance. Therefore, the underlying psychological process linking work demands to performance outcomes remains only partially explained.

Prolonged work-family conflict may lead to burnout, a psychological syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Fairuz & Hadi, 2023). Burnout has consistently been associated with decreased work effectiveness and lower teaching quality (Saloviita & Pakarinen, 2021). Yue Li et al., (2024) identified burnout as an important mediator between digital work pressure and teacher performance. However, their study focused primarily on burnout as a single mediating mechanism and did not incorporate work-family conflict as a preceding psychological process. Consequently, the sequential relationship between work-family conflict and burnout has not been comprehensively examined (Joshi, 2025).

Based on these gaps, the present study develops an integrated framework grounded in Job Demands–Resources (JD-R) Theory by simultaneously examining workload and technostress as job demands that influence teacher performance through the sequential mediating roles of work-family conflict and burnout. Unlike Molino et al. (2020), which focused on the direct

impact of technostress on employee outcomes, this study investigates the underlying psychological mechanisms linking digital work demands to performance. Unlike Wang et al., (2025), which emphasized work-family conflict and teacher well-being, this research extends the model by incorporating burnout as a subsequent mediating factor. Furthermore, unlike Yue Li et al., (2024), which examined burnout as a standalone mediator, this study tests a complete serial mediation pathway in which workload and technostress increase work-family conflict, which subsequently elevates burnout and ultimately reduces teacher performance. Therefore, the primary theoretical contribution of this study lies in testing the complete serial mediation mechanism of Workload/Technostress → Work-Family Conflict → Burnout → Teacher Performance. By empirically examining this integrated pathway through bootstrap-based indirect effect analysis, the study extends JD-R Theory and provides a more comprehensive understanding of how digital work demands influence teacher performance. Practically, the findings are expected to offer evidence-based recommendations for educational institutions and policymakers in designing interventions that reduce workload pressure, mitigate technostress, prevent work-family conflict and burnout, and ultimately enhance teacher performance in the digital era.

This study focuses on senior high school and vocational high school teachers in Kebomas District, Gresik, an area experiencing rapid digital transformation in educational administration and learning processes. While this setting provides valuable insights into the impact of digital work demands on teachers, the findings should be interpreted within the context of the study population and geographical scope.

## **2. Literature Review & Hypothesis Development**

### **2.1. Digital Fatigue in Theoretical Perspective**

Conceptually, *digital fatigue* can be understood as the accumulation of cognitive overload and emotional strain caused by continuous engagement with digital tools. It is not merely associated with screen time, but also with system complexity, multitasking demands, and constant connectivity expectations. Recent studies indicate that digital fatigue negatively affects teachers' work engagement and increases stress levels, ultimately reducing teaching effectiveness (Sandoval-obando et al., 2026).

From a theoretical standpoint, this phenomenon can be explained through the Job Demands–Resources (JD-R) Theory, which posits that excessive job demands without adequate resources lead to exhaustion and decreased performance. In the context of digital education, technology can act as both a resource and a demand, depending on how it is implemented and supported (M & Kanmani, 2021).

### **2.2. Workload as a Primary Determinant**

Workload is a fundamental factor influencing teachers' performance and well-being in the digital era. Digitalization has expanded teachers' responsibilities beyond instructional duties to include administrative and technological tasks. Teachers are required to manage digital reporting systems, maintain online documentation, and adapt to various educational platforms. Empirical research shows that excessive workload significantly contributes to job stress and decreased performance. Furthermore, high workload often results in time pressure and extended working hours, limiting opportunities for rest and recovery. Over time, this condition increases the risk of emotional exhaustion and reduced productivity (Sarraf et al., 2025).

Beyond its direct impact on performance, excessive workload may also spill over into teachers' personal lives. As teachers devote more time and energy to work-related activities, they often

experience difficulties in fulfilling family responsibilities, thereby increasing the likelihood of work-family conflict (Greenhaus & Beutell, 1985). This suggests that workload not only affects performance directly but also indirectly through social and psychological mechanisms (Allen et al., 2013).

### **2.3. Technostress in Digital Education**

Another critical factor is *technostress*, defined as stress arising from the use of information and communication technologies. Technostress is not limited to technical difficulties but also includes psychological pressure due to continuous technological demands. Recent literature identifies several dimensions of technostress, including *techno-overload*, *techno-complexity*, and *techno-invasion*, all of which contribute to increased stress levels. In the teaching profession, technostress often emerges due to insufficient training, limited infrastructure, and high expectations for digital competence (Linda Podrug Krstulovi'c, Irena Mišurac, 2026).

Studies have demonstrated that technostress negatively impacts job satisfaction and performance, while also increasing the likelihood of burnout. Therefore, technostress plays a crucial role in explaining digital fatigue among teachers (Sandoval-obando et al., 2026).

Similar to workload, technostress consumes teachers' psychological resources and may extend its effects beyond the workplace. Continuous technological demands can create tension between professional and family roles, contributing to work-family conflict and eventually leading to burnout. Consequently, technostress should be understood not merely as a technological issue but as an important antecedent of broader psychological and behavioral outcomes (Molino et al., 2020).

### **2.4. Work-Family Conflict as a Social Consequence**

The interaction between workload and technostress extends beyond the workplace and affects teachers' personal lives, particularly through *work-family conflict*. This conflict arises when work demands interfere with family responsibilities. Digitalization has increased the permeability between work and family domains, leading to blurred boundaries between professional and personal life. Teachers often bring work into their home environment, reducing time for family interactions and recovery. Empirical studies indicate that work-family conflict is positively associated with stress and burnout, and negatively associated with overall well-being.

Within the JD-R perspective, work-family conflict represents an intermediate mechanism through which excessive job demands affect individual well-being. When teachers are unable to balance work and family roles, prolonged role conflict drains emotional resources and increases vulnerability to burnout. Thus, work-family conflict serves as an important link between digital work demands and psychological exhaustion (Bakker & Demerouti, 2017)

### **2.5. Burnout as a Psychological Mechanism**

Burnout represents a psychological response to chronic work-related stress. The concept, developed by Christina Maslach, identifies three core dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. In the educational context, burnout is a critical issue because it directly affects teaching quality and student outcomes. Research shows that workload and technostress significantly contribute to burnout, which in turn reduces job performance. Additionally, burnout is linked to decreased motivation and increased turnover intentions among teachers (Bakker & Demerouti, 2017).

Burnout can therefore be viewed as the final psychological outcome of prolonged exposure to workload, technostress, and work-family conflict. As emotional resources become depleted, teachers may struggle to maintain motivation, engagement, and instructional effectiveness.

Consequently, burnout functions as a critical mechanism through which digital fatigue translates into diminished teacher performance (Maslach, 2014).

## **2.6. Teacher Performance in a Multidimensional Perspective**

Teacher performance is a key indicator of educational effectiveness and encompasses planning, implementation, and evaluation of teaching activities. In the digital era, performance also includes the ability to effectively utilize technology. However, high job demands and burnout negatively impact performance. Studies indicate that teachers experiencing burnout tend to exhibit reduced instructional quality and lower engagement levels. Therefore, teacher performance cannot be separated from psychological well-being (Singleton & Roberts, 2023).

## **2.7. Mediating Role of Work-Family Conflict and Burnout**

Recent studies suggest that the relationship between workload, technostress, and performance is not purely direct but mediated by psychological variables such as work-family conflict and burnout. This model provides a more comprehensive understanding of internal processes affecting teachers. Research findings indicate that work-family conflict acts as a precursor to burnout, while burnout serves as a primary mediator in the relationship between job demands and performance outcomes. This highlights the importance of considering mediating mechanisms when analyzing digital fatigue.

## **2.8. Hypothesis Development**

Based on the theoretical review and previous empirical studies, the hypotheses of this research are formulated as follows:

**H1:** Workload has a negative and significant effect on teacher performance.

**H2:** Technostress has a negative and significant effect on teacher performance.

**H3:** Workload has a positive and significant effect on work-family conflict.

**H4:** Technostress has a positive and significant effect on work-family conflict.

**H5:** Work-family conflict has a positive and significant effect on burnout.

**H6:** Burnout has a negative and significant effect on teacher performance.

## **3. Methodology**

This study employed a quantitative approach with an explanatory research design to investigate the relationships among workload, technostress, work-family conflict, burnout, and teacher performance. A quantitative approach was selected because it facilitates the objective measurement of latent constructs and enables hypothesis testing through statistical analysis (Leedy, Paul D, 2015).

The population consisted of all senior high school and vocational high school teachers in Kebomas District, Gresik, totaling 38 teachers. Given the relatively small population size and the objective of obtaining comprehensive information from all eligible respondents, this study applied a saturated sampling technique (census sampling), whereby all members of the population were included as research participants (Sugiyono, 2013). The use of saturated sampling eliminated the need for sample selection and ensured complete representation of the target population within the study setting.

Although the sample size was relatively small, it satisfies the minimum requirements for Partial Least Squares Structural Equation Modeling (PLS-SEM). According to Hair et al., (2017), the “10-times rule” suggests that the minimum sample size should be ten times the maximum number of structural paths directed toward an endogenous construct. In the proposed model, the largest number of arrows pointing to an endogenous variable was three, indicating a minimum sample requirement of 30 respondents. Therefore, the sample size of 38

respondents exceeded the minimum threshold and was considered adequate for PLS-SEM analysis.

Data were collected using a structured questionnaire with a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The measurement items were adapted from previously validated instruments. Workload was operationalized through five indicators reflecting task quantity, work intensity, time pressure, task complexity, and workload accumulation. Technostress was measured using five indicators representing techno-overload, techno-complexity, techno-invasion, techno-uncertainty, and techno-insecurity. Work-family conflict was measured through five indicators covering time-based conflict, strain-based conflict, and behavior-based conflict between work and family roles. Burnout was measured using six indicators reflecting emotional exhaustion, depersonalization, and reduced personal accomplishment. Teacher performance was measured using five indicators related to teaching effectiveness, work quality, productivity, innovation, and contribution to school objectives (Sandra L. Streiner, Geoffrey R. Norman, 2015).

Data analysis was performed using Structural Equation Modeling based on Partial Least Squares (PLS-SEM) with SmartPLS software. PLS-SEM was selected because it is suitable for predictive and exploratory research, can accommodate relatively small sample sizes, and allows simultaneous examination of complex direct and indirect relationships among latent constructs (Hair et al., 2017).

The analysis was conducted in two stages. First, the measurement model (outer model) was evaluated to assess reliability and validity. Indicator reliability was examined through outer loadings, with values above 0.70 considered acceptable. Internal consistency reliability was assessed using Cronbach's Alpha and Composite Reliability, both of which were required to exceed 0.70. Convergent validity was evaluated through Average Variance Extracted (AVE), with values above 0.50 indicating adequate convergent validity.

Discriminant validity was assessed using both the Fornell-Larcker criterion and the Heterotrait-Monotrait Ratio (HTMT). According to Hair et al. (2021), discriminant validity is established when the square root of each construct's AVE exceeds its correlations with other constructs and when HTMT values remain below the threshold of 0.90. The results demonstrated that all constructs met these criteria, confirming satisfactory discriminant validity.

**Table 1.** HTMT Ratio Results

| <b>Constructs</b>          |  | <b>WL</b> | <b>TS</b> | <b>WFC</b> | <b>BO</b> | <b>TP</b> |
|----------------------------|--|-----------|-----------|------------|-----------|-----------|
| Workload (WL)              |  | -         |           |            |           |           |
| Technostress (TS)          |  | 0.721     | -         |            |           |           |
| Work-Family Conflict (WFC) |  | 0.684     | 0.756     | -          |           |           |
| Burnout (BO)               |  | 0.701     | 0.788     | 0.846      | -         |           |
| Teacher Performance (TP)   |  | 0.542     | 0.603     | 0.691      | 0.734     | -         |

Note: All HTMT values are below 0.90, indicating adequate discriminant validity among constructs (Hair et.al, 2021).

The second stage involved evaluation of the structural model (inner model). The structural model was assessed using path coefficients, coefficient of determination ( $R^2$ ), effect size ( $f^2$ ), predictive relevance ( $Q^2$ ), and hypothesis testing. The significance of the relationships among constructs was examined through a bootstrapping procedure with 5,000 resamples, generating t-statistics, p-values, and confidence intervals for each hypothesized path.

Furthermore, this study specifically examined the serial mediation mechanism linking workload and technostress to teacher performance through work-family conflict and burnout. The mediation analysis employed bias-corrected bootstrapping procedures to estimate indirect effects and corresponding 95% confidence intervals. Two serial indirect pathways were tested: (1) Workload → Work-Family Conflict → Burnout → Teacher Performance and (2) Technostress → Work-Family Conflict → Burnout → Teacher Performance. An indirect effect was considered statistically significant when the confidence interval did not include zero.

The use of serial mediation analysis provides a more comprehensive understanding of the psychological processes through which workload and technostress influence teacher performance in the context of educational digitalization. By integrating work-family conflict and burnout as sequential mediators, this study extends the explanatory power of the Job Demands–Resources (JD-R) Theory and offers deeper insights into the mechanisms underlying teacher performance outcomes in the digital era.

## 4. Result and Discussion

### 4.1. Results

#### 4.1.1. Convergent Validity Test (Outer Loading)

Outer model evaluation is conducted to test the extent to which indicators reflect the latent constructs being measured. In this study, convergent validity testing was conducted by examining the loading factor and Average Variance Extracted (AVE) values. An indicator is considered valid if its loading factor is greater than 0.70, while a construct is considered convergent valid if its AVE is greater than 0.50.

**Table 2.** Convergent Validity Test (Outer Loading)

| Variables                   | Indicator | Loading Factor | Information |
|-----------------------------|-----------|----------------|-------------|
| <b>Workload</b>             | WL1       | 0.812          | Valid       |
|                             | WL2       | 0.845          | Valid       |
|                             | WL3       | 0.831          | Valid       |
|                             | WL4       | 0.804          | Valid       |
| <b>Technostress</b>         | TS1       | 0.826          | Valid       |
|                             | TS2       | 0.851          | Valid       |
|                             | TS3       | 0.833          | Valid       |
|                             | TS4       | 0.809          | Valid       |
| <b>Work-Family Conflict</b> | WFC1      | 0.838          | Valid       |
|                             | WFC2      | 0.861          | Valid       |
|                             | WFC3      | 0.847          | Valid       |
| <b>Burnout</b>              | BO1       | 0.854          | Valid       |
|                             | BO2       | 0.872          | Valid       |
|                             | BO3       | 0.861          | Valid       |
| <b>Teacher Performance</b>  | KP1       | 0.821          | Valid       |
|                             | KP2       | 0.844          | Valid       |
|                             | KP3       | 0.836          | Valid       |

Based on the table above, all indicators have loading factor values above 0.70. This indicates that each indicator adequately represents the latent construct being measured. No indicators needed to be eliminated as all met convergent validity criteria. Therefore, the indicators for the variables workload, technostress, work-family conflict, burnout, and teacher performance were declared convergently valid.

**Table 3:** Average Variance Extracted (AVE)

| Variables            | AVE   | Information |
|----------------------|-------|-------------|
| Workload             | 0.681 | Valid       |
| Technostress         | 0.692 | Valid       |
| Work-Family Conflict | 0.721 | Valid       |
| Burnout              | 0.745 | Valid       |
| Teacher Performance  | 0.701 | Valid       |

The AVE values for all variables were above 0.50, meaning each construct explained more than 50% of the variance in its indicator. This indicates that the model has a good level of convergent validity. The burnout variable had the highest AVE value (0.745), indicating that this construct had the strongest ability to explain the indicator variance compared to other variables.

Based on the results of the loading factor and AVE tests, it can be concluded that all indicators and constructs in this study have met the criteria for convergent validity. Thus, the measurement model (outer model) is deemed appropriate and valid for use in further analysis at the structural model evaluation stage (inner model).

#### 4.1.2. Discriminant Validity Test (HTMT)

In addition to convergent validity, discriminant validity was assessed using the Heterotrait-Monotrait Ratio (HTMT). According to Hair et al. (2022), HTMT values below 0.90 indicate that constructs are empirically distinct from one another.

**Table 4.** Discriminant Validity (HTMT Ratio)

| Constructs                 | WL    | TS    | WFC   | BO    | TP |
|----------------------------|-------|-------|-------|-------|----|
| Workload (WL)              | -     |       |       |       |    |
| Technostress (TS)          | 0.721 | -     |       |       |    |
| Work-Family Conflict (WFC) | 0.684 | 0.756 | -     |       |    |
| Burnout (BO)               | 0.701 | 0.788 | 0.846 | -     |    |
| Teacher Performance (TP)   | 0.542 | 0.603 | 0.691 | 0.734 | -  |

All HTMT values were below the recommended threshold of 0.90, indicating satisfactory discriminant validity among all constructs. Therefore, each construct measured a distinct conceptual domain and no discriminant validity issues were identified.

#### 4.1.3. Collinearity Assessment (VIF)

Before evaluating the structural relationships, collinearity among predictor constructs was examined using Variance Inflation Factor (VIF) values. According to Hair et al. (2022), VIF values below 5.00 indicate the absence of critical multicollinearity problems.

**Table 5.** Variance Inflation Factor (VIF)

| Structural Path                     | VIF   |
|-------------------------------------|-------|
| Workload → Work-Family Conflict     | 1.842 |
| Technostress → Work-Family Conflict | 1.842 |
| Workload → Burnout                  | 2.164 |
| Technostress → Burnout              | 2.213 |
| Work-Family Conflict → Burnout      | 2.548 |
| Burnout → Teacher Performance       | 2.671 |
| Workload → Teacher Performance      | 2.118 |
| Technostress → Teacher Performance  | 2.205 |

The VIF values ranged from 1.842 to 2.671, all of which were substantially below the threshold of 5.00. These results indicate that multicollinearity was not a concern in the structural model and that the estimated path coefficients were not biased by excessive correlations among predictor variables.

#### 4.1.4. Reliability Test

Reliability testing in this study aims to assess the level of internal consistency of each latent construct. Reliability is measured using two main indicators: Cronbach's Alpha and Composite Reliability (CR). A construct is considered reliable if its Cronbach's Alpha and Composite Reliability values are greater than 0.70.

**Table 6.** Results of Reliability Test and Cronbach's Alpha

| Variables            | Cronbach's Alpha | Composite Reliability | Information |
|----------------------|------------------|-----------------------|-------------|
| Workload             | 0.845            | 0.894                 | Reliable    |
| Technostress         | 0.852            | 0.900                 | Reliable    |
| Work-Family Conflict | 0.812            | 0.889                 | Reliable    |
| Burnout              | 0.834            | 0.902                 | Reliable    |
| Teacher Performance  | 0.821            | 0.891                 | Reliable    |

The Cronbach's Alpha values for all variables were above 0.70, indicating that each construct had a good level of internal consistency. The technostress variable had the highest value (0.852), indicating that its indicators had a very strong correlation in measuring the construct. Meanwhile, the work-family conflict variable had the lowest value (0.812), but was still in the reliable category. Thus, all variables in this study met the reliability criteria based on Cronbach's Alpha.

The Composite Reliability values for all variables were also above 0.70, even approaching or exceeding 0.90 for some constructs. This indicates that each construct has an excellent level of reliability in measuring latent variables. The burnout variable had the highest Composite Reliability value (0.902), indicating that its indicators consistently represent the burnout construct very strongly. Composite Reliability is considered more accurate than Cronbach's Alpha in SEM-PLS analysis because it does not assume equal indicator weights. Therefore, these results further strengthen the excellent quality of the measurement model used in this study.

Based on the results of Cronbach's Alpha and Composite Reliability tests, it can be concluded that all constructs in this study have a high level of reliability. This means the research instrument is capable of producing consistent and reliable measurement results. Thus, the measurement model (outer model) is deemed reliable and suitable for use in the next stage of analysis, namely the evaluation of the structural model (inner model).

#### 4.1.5. R-Square (R<sup>2</sup>) Results

The R-Square value is used to measure how much the independent variable is able to explain the dependent variable in the structural model.

**Table 7.** R-Square (R<sup>2</sup>)

| Endogenous Variables | R-Square | Category |
|----------------------|----------|----------|
| Work-Family Conflict | 0.58     | Moderate |
| Burnout              | 0.64     | Strong   |
| Teacher Performance  | 0.69     | Strong   |

Based on the test results, the R<sup>2</sup> value for the work-family conflict variable was 0.58, indicating that 58% of the variance in work-family conflict can be explained by workload and technostress, while the remainder is influenced by other variables outside the model. This value is included in the moderate category.

Furthermore, the burnout variable has an R<sup>2</sup> value of 0.64, meaning that 64% of the variation in burnout is explained by work-family conflict, workload, and technostress. This value indicates the model's strong explanatory power. The teacher performance variable has an R<sup>2</sup>

value of 0.69, indicating that 69% of the variation in teacher performance can be explained by all variables in the model. This demonstrates that the research model has high explanatory power for teacher performance.

#### 4.1.6. Effect Size ( $f^2$ ) Results

Effect size ( $f^2$ ) is used to measure the magnitude of the influence of each exogenous variable on the endogenous variable.

**Table 8.** Effect Size ( $f^2$ )

| Connection                     | $f^2$ | Category  |
|--------------------------------|-------|-----------|
| Workload → Performance         | 0.12  | Small     |
| Technostress → Performance     | 0.15  | Currently |
| Burnout → Performance          | 0.32  | Big       |
| Work-Family Conflict → Burnout | 0.28  | Currently |

The results show that the burnout variable has the greatest influence on teacher performance with an  $f^2$  value of 0.32 (large category). This confirms that burnout is a dominant factor in explaining the decline in teacher performance. Meanwhile, the effect of technostress on performance is moderate (0.15), while workload has a small effect (0.12). This indicates that although workload is important, its impact on performance is more mediated by other variables such as burnout. The work-family conflict variable also has a moderate effect on burnout (0.28), indicating that role conflict contributes significantly to increasing teacher emotional exhaustion.

#### 4.1.7. Predictive Relevance Results ( $Q^2$ )

The  $Q^2$  value is used to measure the predictive ability of the model against endogenous variables.

**Table 9.** Q-Square ( $Q^2$ )

| Variables            | $Q^2$ | Information |
|----------------------|-------|-------------|
| Work-Family Conflict | 0.41  | Good        |
| Burnout              | 0.46  | Good        |
| Teacher Performance  | 0.49  | Good        |

All  $Q^2$  values were above zero, indicating that the model had good predictive relevance. The highest value was found for the teacher performance variable (0.49), indicating the model had strong predictive power in explaining teacher performance. Thus, this research model not only had high explanatory power but also good predictive ability.

#### 4.1.8. Hypothesis Test Results (Direct Effect / Path Coefficient)

Hypothesis testing is carried out by looking at the path coefficient ( $\beta$ ), t-statistic, and p-value.

**Table 10.** Direct Effect

| Hypothesis | Connection                 | Coefficient ( $\beta$ ) | T-Statistic | P-Value | Decision |
|------------|----------------------------|-------------------------|-------------|---------|----------|
| H1         | Workload → Performance     | -0.231                  | 2.845       | 0.005   | Accepted |
| H2         | Technostress → Performance | -0.267                  | 3.112       | 0.002   | Accepted |
| H3         | Workload → WFC             | 0.421                   | 5.231       | 0.000   | Accepted |
| H4         | Technostress → WFC         | 0.398                   | 4.987       | 0.000   | Accepted |
| H5         | WFC → Burnout              | 0.512                   | 6.102       | 0.000   | Accepted |
| H6         | Burnout → Performance      | -0.478                  | 7.215       | 0.000   | Accepted |

The results indicate that workload and technostress have significant negative effects on teacher performance. Furthermore, both workload and technostress significantly increase work-

family conflict, which subsequently increases burnout. Burnout then exerts a significant negative effect on teacher performance. Therefore, all direct hypotheses were supported.

#### 4.1.9. Mediation Test Results (Indirect Effect)

**Table 11.** Indirect Effect (Mediation Analysis)

| Mediation Path                                                                 | Coefficient ( $\beta$ ) | T-Statistic | P-Value | Result                          |
|--------------------------------------------------------------------------------|-------------------------|-------------|---------|---------------------------------|
| Workload $\rightarrow$ WFC $\rightarrow$ Burnout                               | 0.215                   | 4.102       | 0.000   | Significant                     |
| Technostress $\rightarrow$ WFC $\rightarrow$ Burnout                           | 0.204                   | 3.985       | 0.000   | Significant                     |
| Workload $\rightarrow$ Burnout $\rightarrow$ Performance                       | -0.201                  | 3.876       | 0.000   | Mediation                       |
| Technostress $\rightarrow$ Burnout $\rightarrow$ Performance                   | -0.226                  | 4.215       | 0.000   | Mediation                       |
| Workload $\rightarrow$ WFC $\rightarrow$ Burnout $\rightarrow$ Performance     | -0.103                  | 3.421       | 0.001   | Significant<br>Serial Mediation |
| Technostress $\rightarrow$ WFC $\rightarrow$ Burnout $\rightarrow$ Performance | -0.097                  | 3.287       | 0.001   | Significant<br>Serial Mediation |

The mediation analysis revealed that work-family conflict significantly mediated the relationship between workload and burnout as well as between technostress and burnout. In addition, burnout significantly mediated the effects of workload and technostress on teacher performance.

More importantly, the bootstrap results confirmed the existence of significant serial mediation effects. The indirect path from workload to teacher performance through work-family conflict and burnout (Workload  $\rightarrow$  WFC  $\rightarrow$  Burnout  $\rightarrow$  Performance) was statistically significant ( $\beta = -0.103$ ,  $p = 0.001$ ). Similarly, the indirect path from technostress to teacher performance through work-family conflict and burnout (Technostress  $\rightarrow$  WFC  $\rightarrow$  Burnout  $\rightarrow$  Performance) was also significant ( $\beta = -0.097$ ,  $p = 0.001$ ).

These findings support the central proposition of this study that workload and technostress do not merely affect teacher performance directly; rather, their influence operates through a sequential psychological process. Increased workload and technological pressure elevate work-family conflict, which subsequently intensifies burnout, ultimately leading to reduced teacher performance. Therefore, the results provide empirical support for the proposed serial mediation mechanism and extend the explanatory power of the Job Demands–Resources (JD-R) Theory in the context of educational digitalization.

## 4.2. Discussions

The results of this study confirm that the phenomenon of digital fatigue in the teaching profession is a logical consequence of the increasing work demands in the digital era following the COVID-19 pandemic. The rapid digital transformation has transformed teachers' work patterns, becoming more complex and technology-based. Empirical findings indicate that workload and technostress not only directly impact teacher performance but also operate through psychological mechanisms involving work-family conflict and burnout (Hashona & Pusparini, 2026).

First, the research results show that workload has a negative and significant effect on teacher performance. This finding indicates that the higher the workload, the greater the potential for decreased teacher performance (Azpíroz-dorronsoro et al., 2023). This is in line with the Job Demands-Resources Theory (JD-R), which states that high work demands without adequate resources will lead to fatigue and decreased performance (Demerouti & Bakker, 2011). In the

educational context, the increase in digital administrative tasks has been shown to reduce teachers' focus on core learning activities.

Second, technostress has been shown to negatively impact teacher performance. These findings reinforce the view that technology can be a source of stress if not accompanied by digital competency readiness (Torre et al., 2024). Concepts such as techno-overload and techno-complexity explain that the pressure resulting from excessive technology use can reduce work productivity (Tarafdar & Tu, 2011). Other research also shows that technostress is negatively correlated with job satisfaction and individual performance (Molino et al., 2020). Third, this study found that workload and technostress had a positive effect on work-family conflict. This suggests that increased work demands disrupt the balance between work and family life (Neo et al., 2022). This finding is consistent with role conflict theory, which states that an imbalance between work and family demands will trigger psychological tension (Greenhaus & Beutell, 2006). In the context of teachers, work brought home exacerbates this conflict (Tammy D. Allen, Ryan C. Johnson, Kaitlin M. Kiburz, 2013).

Fourth, work-family conflict has been shown to have a positive effect on burnout. This means that ongoing role conflict will lead to emotional exhaustion (Gubaten & Aclao, 2026). This aligns with the burnout theory developed by Christina Maslach, which emphasizes that chronic work pressure is a primary cause of emotional exhaustion and depersonalization (Christina Maslach, 2016). Recent research also shows that work-family conflict is a strong predictor of burnout in the teaching profession (Wang et al., 2025).

Fifth, the research results show that burnout has the strongest negative influence on teacher performance (Kowsalya & Mohanraj, 2025). This confirms that burnout is a dominant factor in explaining performance decline (Yang & Du, 2024). Teachers who experience burnout tend to lose motivation, experience emotional exhaustion, and show a decline in teaching quality (Li et al., 2024). This finding supports previous research that states that burnout has a significant impact on teacher work effectiveness (Çivilidağ & Durmaz, 2026).

Sixth, the results of the mediation test indicate that work-family conflict and burnout act as mediators in the relationship between workload and technostress on teacher performance (Saloviita & Pakarinen, 2021). The mediation is partial, meaning that the direct effect remains but is strengthened through indirect pathways (Huang et al., 2026). This finding aligns with research showing that burnout is a primary psychological mechanism explaining the relationship between work pressure and performance (Joshi, 2025).

An important finding of this study is that burnout emerged as the strongest predictor of declining teacher performance. This finding can be explained through the Job Demands–Resources (JD-R) Theory, which posits that excessive job demands continuously consume employees' physical, cognitive, and emotional resources, eventually leading to exhaustion and decreased performance (Bakker & Demerouti, 2017). In the context of digital education, workload and technostress represent substantial job demands that require teachers to invest considerable effort in adapting to digital platforms, completing administrative tasks, and maintaining instructional quality. When these demands exceed available resources, teachers become vulnerable to burnout, which ultimately has a stronger effect on performance than the demands themselves.

This finding can also be interpreted through the Conservation of Resources (COR) Theory developed by Hobfoll. According to this theory, individuals strive to acquire, maintain, and protect valuable resources such as energy, time, psychological well-being, and social support. Continuous exposure to workload and technological pressures gradually depletes these resources. Burnout therefore reflects a state of resource loss accumulation in which teachers

no longer possess sufficient emotional and cognitive capacity to perform effectively. This explains why burnout functions as the most powerful predictor of performance decline, as it represents the culmination of prolonged resource depletion rather than a temporary reaction to work demands.

Furthermore, the findings indicate that digital pressures extend beyond the workplace and influence family life through work-family conflict. This phenomenon can be understood using Role Theory, which argues that individuals occupy multiple social roles that often compete for limited resources of time and energy (Hobfoll, 1989). As digital technologies enable work to be performed anytime and anywhere, teachers increasingly experience overlapping demands between professional and family roles. Administrative reporting, online meetings, digital communication, and platform-based performance monitoring frequently continue outside formal working hours, creating role interference and psychological tension.

This situation is further explained by Boundary Theory, which suggests that technological advancements weaken the boundaries separating work and personal life (Donald M. Wolfe, Robert P. Quinn, 1964). Unlike traditional teaching environments where work activities were largely confined to school settings, digitalization has created a condition of constant connectivity. Teachers are expected to remain available through messaging applications, online learning systems, and digital reporting platforms, even during non-working hours. Consequently, the home environment, which traditionally served as a space for recovery and family interaction, increasingly becomes an extension of the workplace. Such conditions intensify work-family conflict and accelerate the development of burnout (Wang et al., 2025). The findings also reveal important characteristics of the teaching profession in the digital era. Traditionally, teaching was centered on classroom instruction, curriculum delivery, and direct interaction with students. However, digital transformation has fundamentally altered the nature of teachers' work by introducing additional responsibilities related to technology adoption, digital administration, online communication, and continuous professional adaptation. As a result, teaching has evolved into a multidimensional profession requiring not only pedagogical competence but also technological, administrative, and emotional capabilities. This transformation has increased the complexity of teachers' work and intensified the psychological burden associated with educational responsibilities (Tammy D. Allen, Ryan C. Johnson, Kaitlin M. Kiburz, 2013).

From a theoretical perspective, this study contributes to the development of the Job Demands-Resources (JD-R) framework by demonstrating that the relationship between digital job demands and teacher performance is not purely direct but operates through sequential psychological mechanisms involving work-family conflict and burnout. While previous studies have frequently examined workload, technostress, burnout, and performance as separate constructs, this study integrates these variables into a comprehensive explanatory model of digital fatigue. The findings therefore extend existing literature by highlighting how digital work demands are translated into performance outcomes through interconnected social and psychological processes (Bakker & Demerouti, 2017).

From a practical perspective, the results emphasize the need for educational institutions to move beyond technology-centered policies toward teacher well-being-centered policies. Schools and policymakers should reduce unnecessary administrative burdens, provide continuous technological support and training, establish clear boundaries between work and personal life, and implement programs aimed at preventing burnout. Such interventions are essential because improving teachers' digital competence alone is insufficient if the psychological consequences of digital transformation remain unaddressed. Therefore,

sustainable educational improvement requires balancing technological advancement with the protection of teachers' psychological resources and overall well-being (M & Kanmani, 2021). Overall, the results of this study reinforce the notion that digital fatigue is a multidimensional phenomenon involving the interaction of structural and psychological factors. Therefore, managing teacher performance in the digital age must not only focus on improving technological competency but also address teachers' psychological well-being (Sanja Tatković, 2026).

The practical implications of this research are the need for more humane education policies, such as reducing administrative burdens, increasing digital training, and creating a work-life balance. Without these interventions, digital work pressures have the potential to continue to erode teacher performance and the overall quality of education.

## **5. Conclusion**

Based on the results of data analysis using the SEM-PLS approach, this study concludes that the phenomenon of digital fatigue in the teaching profession is the result of a complex interaction between workload, technostress, work-family conflict, and burnout, which simultaneously affect teacher performance. First, workload is proven to have a negative and significant effect on teacher performance. This indicates that increasing workload, especially administrative and digital-based workloads, directly contributes to a decline in teacher performance. Second, technostress also has a negative and significant effect on performance, indicating that pressure from using digital technology is a significant factor hindering teacher work effectiveness. Third, both workload and technostress are proven to have a positive and significant effect on work-family conflict. This finding confirms that high job demands and technological pressures disrupt the balance between work and family life. Fourth, work-family conflict has a positive and significant effect on burnout, meaning that ongoing role conflict will increase teacher emotional exhaustion. Fifth, burnout is proven to have the strongest negative effect on teacher performance compared to other variables. This indicates that burnout is a dominant factor that directly reduces the quality of teacher performance. Thus, emotional exhaustion is the main mechanism explaining the impact of work pressure on performance. Sixth, the results of the mediation test indicate that work-family conflict and burnout act as mediating variables in the relationship between workload and technostress on teacher performance. The mediation is partial, meaning that the direct effect remains but is strengthened through indirect pathways involving role conflict and emotional exhaustion. Overall, this study confirms that the decline in teacher performance in the era of digital transformation is caused not only by technical factors such as workload and technology use, but also by complex psychological factors. Therefore, teacher performance management needs to be carried out holistically, paying attention to the balance between work demands and psychological well-being. Thus, this study provides an empirical contribution that burnout is a key variable in explaining the mechanisms of digital fatigue and serves as a strategic intervention point in efforts to improve teacher performance amidst the demands of digitalization in education.

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