Migration Letters

Volume: 20, No: 8, pp. 1318-1330

ISSN: 1741-8984 (Print) ISSN: 1741-8992 (Online)

www.migrationletters.com

Social Support and Technostress of Faculty Members in a State University in Northern Luzon, Philippines

Alexandria Blake C. Real-Pisalbo[1], Mico M. Molina[2], Kristina Camille V. Pacris-Quitevis[3], Aldrin S. Jaramilla[4]

Abstract

This descriptive-correlational study investigates the relationship between social support and technostress among 260 University of Northern Philippines faculty members, aiming to propose an action plan for the institution. Findings reveal a notable level of technostress experienced by UNP faculty, with factors like usefulness, reliability, presenteeism, and pace of change significantly impacting them, while complexity does not. Despite a moderately high level of perceived social support derived from family, friends, and significant others, there is no significant correlation between received social support and technostress dimensions. However, a weak negative relationship is observed between perceived social support and technostress. The study concludes that while The Safe Space Project addresses technostress, the dynamic technological workplace underscores the necessity for a dedicated University Psychologist. Such a professional can offer tailored guidance to faculty members, ensuring a comprehensive approach to mental health support in the digital age.

Keywords: *Social Support, Technostress, Faculty, State University, Northern Luzon.*

1. Introduction

Inherent to human nature is the inclination toward social connections, a fundamental aspect traversing personal, familial, work-related, educational, and financial spheres. Cohen (2004) underscores the pivotal role of meaningful relationships in acquiring social support, a term whose definitions and measurements vary. Barrera et al. (1981) define social support as assistance from family, friends, and others, encompassing psychological and material aid, fostering a sense of availability when needed (Vietze, 2011). Cobb (1976) further characterizes it as information assuring individuals of love, appreciation, support, and care.

Social support's positive impact on well-being is well-documented, with studies showing correlations between higher social support and improved emotional well-being (Cohen & Wills, 1985). In the organizational context, the integration of technology brings about progress and social transformations, particularly evident in academic institutions during the 21st century. The COVID-19 pandemic has accelerated this technological shift,

[1] University of Northern Philippines, Vigan City, Ilocos Sur, alexandriablake.real@unp.edu.ph
[2] University of Northern Philippines, Vigan City, Ilocos Sur, mico.molina@unp.edu.ph
[3] University of Northern Philippines, Vigan City, Ilocos Sur, kristinacamille.pacris@unp.edu.ph
[4] University of Northern Philippines, Vigan City, Ilocos Sur, aldrin.jaramilla@unp.edu.ph

emphasizing the internet's and learning platforms' indispensability in academic progress (Lamarca, 2019).

However, the reliance on technology comes with hidden costs, notably technostress. Ayyagari et al. (2011) identified factors contributing to technostress, such as work overload, work-home conflict, invasion of privacy, and technology characteristics like usefulness and complexity. While technology enhances individual productivity, its use demands high physical, social, and cognitive skills, potentially causing stress, particularly for those with limited IT-based knowledge.

Even before the pandemic, teachers have embraced technology, viewing it as a valuable tool for collaboration, understanding subject material, and solving real-world problems (Nueva, 2019). In a related investigation, Taban & Cajindos (2018) and colleagues examined mathematics faculty members' self-efficacy levels, stressors, and performance. The study revealed that despite the presence of stressors, the self-efficacy of these faculty members was deemed highly satisfactory. It is noteworthy, however, that the technology-related stressors were not explicitly outlined, and it is essential to recognize that this study was conducted before the onset of the pandemic. However, the sudden transition to virtual teaching amid the pandemic brought new challenges. Faculty members demonstrated a somehow positive attitude toward virtual teaching (de la Rama et al., 2020), emphasizing the importance of a positive online environment for student motivation.

Technostress among educators is further exacerbated by factors such as insufficient training, limited time, lack of competency, technical support, and connectivity issues. These challenges resonate with global findings (Pi-Sui Hsu, 2016) and local perspectives, where teachers identify limited internet access as hindering effective ICT integration (Dela Rosa, 2016).

The negative consequences of technostress on users' performance and well-being prompt a search for coping mechanisms. Seeking social support emerges as a key mitigating behavior, as demonstrated by Weinert et al. (2020), whose experiment revealed that instrumental and emotional support reduced the impact of technology-related stressors.

While the literature extensively discusses the impact of technology on stress, few studies directly examine the association between technostress and mental health. Existing research predominantly focuses on burnout, revealing a link between increased ICT demands and decreased mental health (Abeliansky & Beulmann, 2019; Stadin et al., 2016). The COVID-19 pandemic has added to the challenges faced by faculty members in the implementation of flexible learning modalities which had a probable effect on their mental health.

In response to this sudden change, many institutions, including the University of Northern Philippines, have launched programs to develop faculty members 'capacities. As for the knowledge gap in flexible learning modalities, Cadorna et al. (2020) emphasized that training and skills development are very important.

2. Objectives of the Study

The aim of this study was to determine the levels of social support and technostress experienced by faculty members at the University of Northern Philippines, and establish whether there is a relationship between these two variables. The study, understanding the effect that this shift would have on mental health, wants to provide a rich understanding of faculty experiences. Working in collaboration with the Human Resource and Management Office, an action plan for psychosocial initiatives related to faculty dealing with technostress is expected. On the one hand, this research hoped to provide a series of

useful findings to help improve policy, intervention programs and enable the healthy development of faculty members in today's rapidly changing educational world.

3. Methodology

This study was conducted at the University of Northern Philippines and used a quantitative approach. A descriptive-correlational design was employed to examine social support and technostress levels among faculty members. The selection of participants was based on random sampling, which is determined by the Lynch Formula.

The primary data-collection tool was a questionnaire, based on validated instruments. EBA used the Multidimensional Scale of Perceived Social Support (MSPSS) according to Zimet et. al., 1988 for perceived social support, and a constructed instrument modeled on an adaptation by Garcia-Martin et.al., 2016 for received social support. Technostress items were taken from Ayyagari et al. (2011) study.

Content validity was ensured through the validation process, in which items were compared for relevance. For data collection, methods employed both face-to-face and online; confidentiality was strictly observed. The study was approved by the University Research and Development Office and ethical review committees to ensure that ethical concerns, such as informed consent, privacy and confidentiality were considered.

The study meticulously adhered to ethical standards, obtaining clearance from the Ethical Review Committee and ensuring participant privacy. Statistical analyses involved descriptive tools, including frequency, percentage, and mean determination, and simple correlational analysis to identify relationships between social support and technostress levels. The researchers aimed to contribute valuable insights to administrators and counselors, facilitating the dissemination of findings within the university.

The methodology integrated established scales, expert validation, and ethical considerations to ensure a robust investigation. Faculty researchers abstained from participating as respondents, and the study posed no conflict of interest. The research emphasized voluntary participation and the right to withdraw, focusing on contributing knowledge to inform interventions for faculty well-being.

4. Results and Discussion

4.1 Social Support Perceived and Received by Faculty Members

In examining the dynamics of social support among faculty members, it is essential to distinguish between perceived and received support. Perceived social support refers to individuals' beliefs about the availability and adequacy of support, while received social support focuses on the tangible assistance and understanding provided by their social networks.

Table 1. Mean Ratings on the Level of Perceived and Frequency of Received Social Support

Source of Social Support	Social Support			
	Perceived		Received	
	Mean	Interpretation	Mean	Interpretation
Family	5.27	Moderately High	3.97	High Frequency
Friends	5.20	Moderately High	3.83	High Frequency
Significant Others	5.44	High	3.87	High Frequency

Overall	5.30	Moderately High	3.89	High Frequency

Norm:

Perceived Social Support		Received Social Support	
Range of Scores	Interpretation	Range of Scores	Interpretation
6.17-7.00	Very High	4.21 – 5.00	Very High Frequency
5.31-6.16	High	3.41 – 4.20	High Frequency
4.45-5.30	Moderately High	2.61 – 3.40	Moderate Frequency
3.59-4.44	Average	1.81 – 2.60	Low Frequency
2.73-3.58	Moderately Low	1.00 – 1.80	Very Low Frequency
1.87-2.72	Low		
1.00-1.86	Very Low		

The perceived social support from significant others is notably high, highlighting the individual's perception of accessible assistance from colleagues, supervisors, administrators, or influential figures in their social milieu. Concurrently, a moderately high level of perceived social support from family members reflects a substantial perception of support across emotional, work-related, and personal dimensions. Similarly, respondents' perceived social support from friends is moderately high, signifying their perception of friends as available sources of support in times of need.

Overall, respondents demonstrate a moderately high perception of social support. This recognition of individuals within their social network as potential providers of emotional, instrumental, or informational assistance implies a tendency to perceive moderately high support levels during significant decision-making moments and when seeking emotional or professional aid. The frequency of social support receipt from family, friends, and significant others is consistently rated as high, suggesting regular reception of emotional, instrumental, and informational support.

Concerning family as providers of social support, findings align with studies emphasizing the integral role of family support in university professors' lives, even as adults (Cobo-Rendon et al., 2020). Spousal support, indicative of positive social interactions for older adults, involves dedicating resources to assist one's partner (Toyoshima, 2021). Regarding friends, the results suggest their role in assisting during challenging times but also reveal a diminished agreement on discussing personal matters, possibly limiting the effectiveness of support (Lee et al., 2017).

Social support from significant others, encompassing colleagues and supervisors, is crucial in the workplace. Employees perceive this support as accessible assistance during challenging circumstances (Mayo et al., 2012). Supporting colleagues involves encouraging and sharing specialized knowledge and experiences, contributing to work-related stress intervention (Zhou & George, 2001; Park et al., 2004). The important role of colleagues is that they help resolve job problems and reduce stress resulting from burnout (Karatepe et al., 2010).

4.2 Level of Technostress of the Respondents

Noting the level of technostress among respondents is an important way to understand how technology affects people in a particular environment. This assessment centers on

the psychological stress experienced by respondents on account of information overload, permanent connectivity and technological change.

Table 2. Mean Ratings on the Level of Technostress

Technostress	Mean	Interpretation
a. Work Overload	4.36	Average
b. Work Home Conflict	4.19	Average
c. Invasion of Privacy	4.71	High Average
d. Role Ambiguity	4.25	Average
e. Strain	4.18	Average
f. Usefulness	5.95	High
g. Complexity	2.48	Low
h. Reliability	5.54	High
i. Presenteeism	5.71	High
j. Anonymity	4.72	High Average
k. Pace of Change	5.64	High
l. Job Insecurity	4.85	High Average
m. Negative Affectivity	4.26	Average
Overall	4.57	High Average

Norm:	
Range	Interpretations
6.17-7.00	Very High (VH)
5.31-6.16	High (H)
4.45-5.30	High Average (HA)
3.59-4.44	Average (A)
2.73-3.58	Low Average (LA)
1.87-2.72	Low (L)
1.00-1.86	Very Low (VL)

High overall technostress suggests that the level of stress experienced by respondents in this age group revealed to be faced with all dimensions of technostress by using ICTs. Technology's usefulness and reliability received a high average level which indicates that respondents recognize ICTs help them accomplish tasks more efficiently, improve output quality, thus overall efficiency. Such a sanguine view of technology is cloth stressful. As Grover and Purvis (2011) say, the more dependent you are on technology, the higher your stressors. Moreover, respondents acknowledged the reachability enabled by technology, a factor associated with high levels of technostress, supported by Ayyagari et al.'s (2011) findings on the stress-inducing effect of ICT presenteeism.

The Pace of Change received a high mean score, indicating respondents' agreement that ICT usage involves adapting to new technologies and updates. This suggests information overload, forcing individuals to work harder and faster due to technological

advancements (Hegarty, 2020). Surprisingly, Complexity received the lowest mean score, implying that respondents do not find technology to make their tasks more complex. This dimension contradicts techno-complexity findings (Hang et al., 2021), suggesting that the present study's respondents, through good training and support, manage to understand diverse ICT features.

Regarding work-related stress, respondents moderately experienced Work Overload, Work Home Conflict, Role Ambiguity, Strain, and Negative Affectivity. These findings indicate that while respondents encounter stress and anxiety related to technology use, it may not always be persistent or severe. The variability in technostress levels underscores the importance of individuals comprehending its implications and considering potential remedies (Dragano & Lunau, 2020).

4.3 The Relationship between Social Support and Technostress

a. Relationship between Perceived Social Support and Technostress

Social support, as perceived by faculty, was seen as a buffer to the effect of stressors (Tang & Vandenberghe, 2021). It is imperative, therefore, that the relationship between these variables should be determined.

Table 3. Correlation Coefficients Showing the Relationship between Perceived Social Support Sources and Technostress Dimensions

Technostress	Overall PSS	PSS in Family	PSS in Friends	PSS in Significant Others
Work overload	-.340**	-.325**	-.299**	-.350**
Work home conflict	-.331**	-.319**	-.310**	-.324**
Invasion of privacy	-.294**	-.272**	-.254**	-.296**
Role ambiguity	-.286**	-.246**	-.267**	-.264**
Strain	-.323**	-.302**	-.298**	-.312**
Usefulness	-.084	-.051	-.082	-.055
Complexity	.014	.076	-.060	.054
Reliability	-.112	-.060	-.107	-.128*
Presenteeism	.017	-.039	.103	-.035
Anonymity	-.243**	-.208**	-.197**	-.232**
Pace of change	-.159*	-.158*	-.107	-.099
Job insecurity	-.346**	-.253**	-.335**	-.307**
Negative affectivity	-.365**	-.314**	-.331**	-.384**
Overall Technostress	-.392**	-.339**	-.348**	-.369**

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

A substantial link between perceived social support and technostress supports the hypothesis that employees who perceive social support report less technostress. This link posits that the more the employees feel support from their family members, friends, and significant others, the more they experience lower stress, even if they are exposed to technology when teaching or doing work-related activities.

When one's perceived social support is high, the experience of having technology work overload is low. Overall, this result means that the respondents do not feel pressured, rushed, or busy (Moore, 2000) in cases where they think they get social support from others even when exposed to ICTs. Additionally, they do not feel that they are receiving requests and problems and, thus, do not complain about their job (Moore, 2000). Regarding sources of support, family, friends, and special others were found to be negatively correlated to the work overload factor. This indicates that the perceived social support from different sources (e.g., family, friends, and special others) may buffer the effects of work overload among the respondents. It means people who feel they are

supported can be better able to cope with having too much work due to the ICT demands. This result confirms the results of Tang & Vandenberghe (2021).

High perceived social support is related to low work-home conflict, which means that their duties at work do not seem to contravene those at home (Kreiner, 2006; Netemeyer et al., 1996) when they feel socially supported. Thus, respondents say there is a line between work and home life. Results also show that the different sources of support, family, friends, and special others, were found to have a negative correlation with work-home conflict, which confirms that when respondents perceive that they are being supported, work and non-work activities become compatible. Hence, there is a state of balance, which in turn promote growth by their current life priorities (Nordenmark et al., 2020).

When a person perceives high social support from their significant others, they tend to have a low invasion of privacy, which posits that they do not feel uncomfortable when they are being monitored using ICTs or that their privacy can be compromised because they feel like their activities are being traced (Alge, 2001; Eddy et al. 1999). All the sources of support, family, friends, and special others have inverse correlations with the invasion of privacy factor of technostress. This means that the support perceived by their significant others has a masking effect, which means that the more they believe they can get support from their family, friends, and significant others, the lower the privacy-invasive experiences (Chen et al., 2022). This further implies that, with the perceived support from significant others, the respondents gain greater control over their data, thus less worried about having to protect their privacy alone.

The respondents' perceived social support is even negatively correlated to role ambiguity. This indicates that when they recognize high social support, they are most likely certain about what to prioritize, especially when dealing with ICT problems or work activities. This includes becoming time efficient because they can fulfill their responsibilities in a given moment (Moore, 2000). Considering the sources of support, family, friends, and special others were also found to have negative and significant correlations with role ambiguity factor. This indicates that role ambiguity is less likely to affect them if respondents highly perceive support from their significant others. The support they perceive from their significant others promote adaptive behaviors, which in turn indirectly improve their health. As such, the respondents become less vulnerable to experiencing technostress due to role ambiguity (Asensio-Martíne et al., 2023).

Perceived social support and job strain factors of technostress have inverse and significant relationships. This means that the respondents with high perceived social support also do not feel drained from activities that require ICT use, nor get burnout from it. Additionally, this means that even if they work all day with ICTs, they do not feel much strain (Moore, 2000). Specifically, family, friends, and special others have negative and significant correlations with job strain. This means that the social support from significant others, as perceived by the respondents, can keep the employees from the adverse effects of prolonged and excessive stress that they experience within their work environment.

Anonymity is another factor inversely related to an individual's perception of social support. This implies that maintaining anonymity, whether in identity or ICT usage (Pinsonneault & Hippel, 1997), becomes challenging when individuals perceive significant social support from their social circles. Notably, all sources of perceived social support have demonstrated significance in influencing one's experience of technostress in conjunction with anonymity. The results reveal negative correlations between perceived social support from family, friends, and significant others and technostress via anonymity. This underscores the notion that heightened perceptions of social support across various sources are associated with a reduced likelihood of experiencing anonymity-related technostress. Understanding these nuances can inform interventions and strategies to

enhance online well-being by leveraging and strengthening positive social connections across various spheres of an individual's life. Ultimately, the awareness of having a supportive network serves as a mitigating factor for concerns about anonymity, thereby diminishing the overall negative impact of technostress.

One interesting pattern among such individuals is that they generally don't perceive changes in the nature of ICTs very often. This observation is confirmed by an inverse relationship between the perceived extent of social support and the frequency of changes in ICT features. In other words, the more people see social support, the less they will perceive ICT characteristics as changing often. The phenomenon is not unique; rather, it fits into the big picture of organizational dynamics. Those navigating a more measured or modest rate of change in their professional environments also track this trend. A study by Weiss and Heide in 1993 also supports this finding, pointing out that people who experience a medium pace of change do not see these capabilities changing so often. And this suggests that a stable work environment, with an average rate of change, will mitigate such perceptions.

People with a high perceived level of social support have a very strong negative correlation, that is, the more socially and psychologically supported that one feels, the easier it becomes to believe that their current job performance is better than could be done by an unqualified person. The idea of job insecurity corresponds to Ashford's (1989) seminal work on emotions at work, which accordingly argues that the fear people have is concerned with another person in their current role. Ashford's in-depth investigation examines the complex psychological factors influencing perceptions of job insecurity. His work emphasizes the role of competence comparisons within the workplace, so it transcends conventional notions such as job insecurity, revealing instead a complex conception of how people decide their professional worth in relation to others around them. The cognitive dimension adds a social flavor to job insecurity, going beyond the threat of losing one's job to include concern over one's place at work.

In addition, as in the case of anonymity, job insecurity is a factor of technostress. It is closely related to an individual's perceived social support from different sources. Moreover, family, friends and lovers show negative but moderately weak correlations. This means that a stronger sense of social support across these relationships correlates with the reduced probability of job insecurity as one aspect of technostress. The connection between social support and job insecurity illuminates the complex relationship between social ties, psychological comfort, and the perceived security of one's place at work. On a deeper level, these discoveries reveal the necessity of a stable social support system to guard against some of the adverse effects of technostress in society. This thus indicates the importance of interpersonal relationships in promoting resilience and shielding people from negative effects technology imposes on working environments today.

People who perceive high levels of support are frequently less likely to worry. Additionally, they report feeling less anxious, and Agho et al.'s 1992 study found that their mood is generally more stable. Applying this knowledge to the origins of perceived social support, we find that there exist slight but noticeable associations with negative affectivity. More specifically, there is a weak relationship between the perception of negative affectivity caused by technology stress and the perceived support from friends, family, and significant others. Having a robust support system appears to operate as a shield, reducing anxiety and stabilizing moods. Relationships have a part in how we manage the emotional difficulties brought on by technology, even though the correlation between this support and emotional well-being is not very strong. This indicates that there are intricate and complicated relationships between social support and how we feel when under technology stress.

Perceived organizational support does not substantially change the association between role overload and technology-related stress, claim Wang & Shu (2008). Preventing the sensation of excessive technostress becomes imperative, considering the possible ramifications of high stress levels resulting in anxiety. Similar recommendations to those made by Real & Garcia (2023) for the prevention of anxiety disorders provide important information for developing programs meant to protect mental health in general, which in turn offers a comprehensive strategy for managing and preventing technostress. Thus, in the context of technostress, this synthesis highlights the interdependence of social support, organizational dynamics, and mental health, underscoring the significance of proactive steps for comprehensive protection and enhancement of individuals' mental well-being.

b. Relationship between Received Social Support and Technostress

Examining the relationship between received social support and technostress is paramount to unraveling the intricate interplay between social networks and the challenges posed by technology use. This investigation delves into how tangible and intangible support from various sources, such as emotional or informational assistance, correlates with the levels of psychological and physiological stress induced by technological factors, offering insights into effective coping mechanisms.

Table 4. Correlation Coefficients showing the Relationship between Received Social Support sources and Technostress dimensions

Technostress	Overall RSS	RSS in Family	RSS in Friends	RSS in Significant Others
Work overload	.075	-.040	.102	.123*
Work home conflict	-.052	-.051	.034	-.013
Invasion of privacy	.026	-.041	.120	.033
Role ambiguity	.107	.102	.141*	.132*
Strain	.017	-.062	.081	.094
Usefulness	.043	.019	.027	.069
Complexity	-.093	-.025	-.110	-.064
Reliability	.087	.081	.099	.076
Presenteeism	.122*	.051	.167**	.127*
Anonymity	.064	.099	.019	.062
Pace of change	-.018	-.057	.003	.000
Job insecurity	-.096	-.024	-.081	-.083
Negative affectivity	-.036	-.039	.006	.005
Overall Technostress	-.005	-.034	.045	.032

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

The analysis of the correlation between received social support and overall technostress reveals an absence of a significant relationship. Notably, none of the dimensions, except for Presenteeism, demonstrate statistical significance about the overall received social support.

The analysis of employees' real-life support from friends and significant others has uncovered a subtle positive connection with technostress, particularly in the domain of presenteeism. Essentially, this means that when employees receive more actual support from friends and significant others, there is a slight tendency for them to experience slightly higher levels of technostress, especially in the context of being present at work while feeling stressed. Friends and significant others, while providing support, may inadvertently highlight the stressors associated with technology use, thereby intensifying the individual's perception of technostress during work (Purisiol, 2019).

Actual social support from significant others shows a weak yet statistically significant association with technostress, specifically work overload. This indicates that the tangible support faculty members receive from their significant others, which includes their colleagues, contributes to their heightened level of technostress. Possible reasons for increased technostress despite the presence of actual support include increased expectations, collaborative pressures, or the complexities introduced by the integration of technology in their work (Ahmadi Naghadehi et. al, 2019).

Faculty members' social support from friends and significant others exhibits a weak yet statistically significant association with technostress, particularly in the dimension of role ambiguity. This indicates that real-world support from friends and significant others is subtly linked to faculty members' experience of technostress related to uncertainties about roles and expectations. This overinvolvement could result in conflicting expectations and unclear boundaries, contributing to role ambiguity and mismatched expectations (Acker, 2004).

The findings enhance our understanding of the intricate connections between social relationships and the various aspects of technostress. While the correlations are generally weak, they emphasize that tangible support from friends and significant others does play a role, albeit subtly, in shaping individuals' experiences of technostress. This adds depth to our comprehension of the real-world consequences of stress induced by technology in both the workplace and academic settings.

4.4 The Safe Space Project: Proposed Intervention to Enhance Well-being

The Safe Space Project is a comprehensive mental health initiative proposed for implementation at the University of Northern Philippines (UNP). Led by the BS Psychology program and involving psychologists as subject-matter experts, the project aims to establish a mental health hub for faculty. It collaborates with various university offices, including the Human Resources Management Office. The project aligns with government and Department of Health (DOH) priorities on mental health. The initiative includes the following tailored to address technostress among educators and enhance perceived and received social support levels:

1. Psychoeducation: Develop workshops and seminars led by psychologists to educate faculty on managing stress, cultivating resilience, and recognizing signs of mental health issues. Include sessions specifically addressing technostress and its impact.

2. Mental Health Hub: Create physical and virtual safe spaces within the university where faculty can openly discuss their challenges, share experiences, and seek support. The university may allocate a physical space in support for this project.

3. Mental Health Caravans: Organize events and activities that promote mental health awareness and destigmatization. Offer on-the-spot consultations, distribute informational materials, and involve the local community in supporting faculty mental health.

4. Wellness Programs: Implement ongoing wellness initiatives, such as mindfulness sessions, fitness programs, and stress reduction activities. Collaborate with fitness experts, nutritionists, and mental health professionals to create a holistic approach to well-being.

The Safe Space Project emphasizes the importance of continuous evaluation and improvement, urging the university, in collaboration with the BS Psychology Program, to provide training for faculty members as mental health advocates. This involves imparting skills in mental health first aid, effective communication, and supporting colleagues facing mental health challenges. The initiative advocates for the establishment of a monitoring and evaluation system to regularly assess the project's impact on faculty well-being, gather feedback, and make necessary adjustments for effectiveness. Sustainable

funding is highlighted as crucial for the ongoing availability of mental health resources, aligning with the university's commitment to creating a supportive academic environment and contributing to Sustainable Development Goal (SDG) 3. The implementation of The Safe Space Project is seen as directly addressing technostress among faculty, promoting mental health, and fostering an environment conducive to personal and professional growth, in line with the United Nations' vision for integrated and sustainable development by 2030. In summary, The Safe Space Project, with its sustainability plan, not only addresses the immediate mental health needs of faculty but also contributes to the broader global agenda outlined in SDG 2030, particularly in ensuring good health and well-being for all.

5. Conclusions

The UNP faculty members experienced a certain level of stress as an impact of technology on their work. Key factors such as usefulness, reliability, presenteeism, and the pace of change were identified as significant contributors to their technostress. There was a reliance on positive assistance from family, friends, and significant others for job execution and decision-making. Those who perceive higher support tend to report lower technostress, establishing a significant association between technostress and perceived social support. Despite a weak negative relationship between perceived social support and UNP faculty technostress, no substantial link has been found between received social support and technostress.

Recognizing the challenges posed by technology-related stress, the Safe Space Project is proposed to address faculty technostress. Encourage self-care practices, collaborate with Psychologists and the HR officers to introduce tailored policies and support programs, allocate resources for research on coping strategies, and explore additional dimensions of technostress, such as received social support. Advocate for a University Psychologist position to support mental well-being in technology-driven work environments, aligning with legal mandates like RA 11036 is imperative.

Acknowledgment

We extend our sincere appreciation to the University President, Dr. Erwin F. Cadorna, for their unwavering support of research endeavors at the University of Northern Philippines. Special gratitude is also extended to Dr. Edelyn A. Cadorna, Director of the University Research and Development Office, for their invaluable guidance and commitment to fostering a research-friendly environment.

Our sincere thanks to the blind reviewers for their insightful feedback and constructive critique, which significantly contributed to the refinement of this publication.

Lastly, we express our gratitude to the dedicated faculty members who actively participated in this research, their collaboration and contributions have played a pivotal role in the success of this endeavor.

References

Asensio-Martíne, A., Aguilar-Latorre, A., Masluk, B., Gascón-Santos, S., Sánchez-Calavera, M., Sánchez-Recio, R. (2023). Social support as a mediator in the relationship between technostress or academic stress and health: analysis by gender among university students. Frontiers in Psychology, Vol. 14. https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1236825

Acker, G. M. (2004). The effect of organizational conditions (role conflict, role ambiguity, opportunities for professional development, and social support) on job satisfaction and

intention to leave among social workers in mental health care. Community mental health journal, 40, 65-73.

Ahmadi Naghadehi, M., & Hassani, M. (2019). Investigating imapact of work overload on job-related outcome with moderating social support. Iranian Journal of Nursing Research, 14(4), 27-34. http://ijnr.ir/article-1-2043-en.html

Ayyagari, R., Grover, V., and Purvis, R. (2011). Technostress: Technological Antecedents and Implications, MIS Quarterly (35:4), pp. 831–858. https:// doi.10.2307/41409963.

Cohen, S. (2004) Social Relationships and Health. American Psychologist, 59, 676-684. http://dx.doi.org/10.1037/0003-066X.59.8.676

Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. Psychological bulletin, 98(2), 310. https://doi.org/10.1037/0033-2909.98.2.310

de la Rama, J.M., Sabases, M., Antonio, A., Ricohermoso, C., Torres, J., Devanadera, A., Tulio, C., & Alieto, E. (2020). "Virtual teaching as the'new norm': Analyzing science teachers' attitude toward online teaching, technological competence, and access." International Journal of Advanced Science and Technology (2020). https://papers.ssrn.com/sol3/papers.cfm ?abstract_id=3654236

Dela Rosa, JP. (2016). Experiences, perceptions, and attitudes on ICT integration: A case study among novice and experienced language teachers in the Philippines. International Journal of Education and Development using Information and Communication Technology (IJEDICT), 12 (3), 37-57. http://ijedict.dec.uwi.edu/viewarticle.php?id=2204

Dragano, Nico, and Thorsten Lunau. "Technostress at work and mental health: concepts and research results." Current Opinion in Psychiatry 33.4 (2020): 407-413. https://pubmed.ncbi.nlm.nih.gov/32324623/

Eddy, E. R., Stone, D. L., and Stone-Romero, E. F. 1999. "The Effects of Information Management Policies on Reactions to Human Resource Information Systems: An Integration of Privacy and Procedural Justice Perspectives," Personnel Psychology (52), pp. 335-358 https:// doi:10.1111/j.1744-6570.1999.tb00164.x..

García-Martín, Miguel A.; Hombrados-Mendieta, Isabel; Gómez-Jacinto, Luis. (2016). A Multidimensional Approach to Social Support: The Questionnaire on the Frequency of and Satisfaction with Social Support (QFSSS). https://www.researchgate.net/publication /301305243_A_Multidimensional_Approach_to_Social_Support_The_Questionnaire_on_the _Frequency_of_and_Satisfaction_with_Social_Support_QFSSS

Hang, Y., Hussain, G., Amin, A., and Abdullah, M.I. (2021). The Moderating Effects of Technostress Inhibitors on Techno-Stressors and Employee's Well-Being. Front. Psychol., Sec. Organizational Psychology, Vol. 12. https://doi.org/10.3389/fpsyg.2021.821446

Hegarty, E. (2020). What is Technostress? and how can you manage it. https://www.cpl.com/blog/2020/02/technostress-what-is-it-and-why-it-shouldnt-be-ignored#:~:text=Technostress%2C%20first%20identified%20by%20Craig,and%20the%20always%2Don%20culture.

Hsu, PS. (2016). Examining Current Beliefs, Practices and Barriers About Technology Integration: A Case Study. TechTrends 60, 30-40. https://doi.org/10.1007/s11528-015-0014-3.

Karatepe, O. M., Keshavarz, S., & Nejati, S. (2010). Do core self-evaluations mediate the effect of co-worker support on work engagement? A study of hotel employees in Iran. Journal of Hospitality and Tourism Management, 17(1), 62–71. https://doi.org/10.1375/jhtm.17.1.62

Lamarca, B.J. (2019). E-learning framework for the University of Northern Philippines. Int. J. of Adv. Res. 7 (Apr). 1374-1383] (ISSN 2320-5407). http://dx.doi.org/10.21474/IJAR01/8962

Mayo, M., Sanchez, J. I., Pastor, J. C., & Rodriguez, A. (2012). Supervisor and co-worker support: A source congruence approach to buffering role conflict and physical stressors. The International Journal of Human Resource Management, 23(18), 3872–3889. https://doi.org/10.1080/09585192.2012.676930

Moore, J. (2000). "One Road to Turnover: An Examination of Work Exhaustion in Technology Professionals," MIS Quarterly (24:1), pp. 141-168. https://10.2307/3250982

Pinsonneault, A., and Heppel, N. 1997. "Anonymity in Group Support Systems Research: A New Conceptualization, Measure, and Contingency Framework," Journal of Management Information Systems (14:3), pp. 89-108. https://doi.org/10.1080/07421222.1997.11518176

Nordenmark, M., Almén, N., and Vinberg, S. (2020). Work/Family Conflict of More Importance than Psychosocial Working Conditions and Family Conditions for Mental Wellbeing. Societies 10, no. 3: 67. https://doi.org/10.3390/soc10030067

Nueva, Mary Grace C. "Filipino Teachers' Attitude Towards Technology--Its Determinants and Association with Technology Integration Practice." Asia-Pacific Social Science Review 19.3 (2019). http://apssr.com/wp-content/uploads/2019/09/RA-13.pdf

Park, K. O., Wilson, M. G., & Lee, M. S. (2004). Effects of social support at work on depression and organizational productivity. American Journal of Health Behavior, 28(5), 444–455. https://pubmed.ncbi.nlm.nih.gov/15482974/

Purisiol, S. (2019). The Effects of Technostress on Well-Being and Performance. The Role of Social Support. TIlburg University. http://arno.uvt.nl/show.cgi?fid=152718

Real, A.B. & Garcia, J. (2023). Understanding the nature and condition of adolescents with generalized anxiety disorder. https://ajehd.unp.edu.ph/index.php/ajehd/article/view/53/41

Stadin M, Nordin M, Broström A, et al. (2016). Information and communication technology demands at work: The association with job strain, effort-reward imbalance and self-rated health in different socio-economic strata. Int Arch Occup Environ Health; 89:1049–1058. https://pubmed.ncbi.nlm.nih.gov/27193569/

Taban, J.G. and Cajindos, R.P. (2018). Self-Efficacy, Stressors and Performance of Mathematics Faculty of Selected SUCs in Region 1. Asian Journal of Multidisciplinary Studies, Vol. 1, No. 2. https://www.researchgate.net/publication/348663601_Self-Efficacy_Stressors_and_Performance_of_Selected_Mathematics_Faculty_of_SUCs_in_Region_I

Tang, W. and Vandenberghe, C. (2021). Role Overload and Work Performance: The Role of Psychological Strain and Leader–Member Exchange. Front Psychology–Organizational Psychology, Vol. 12. https://doi.org/10.3389/fpsyg.2021.691207

Toyoshima, A., & Nakahara, J. (2021). The effects of familial social support relationships on identity meaning in older adults: A longitudinal investigation. Frontiers. https://www.frontiersin.org/articles/10.3389/fpsyg.2021.650051/full

Vietze, D. L. (2011). Social support. Encyclopedia of adolescence, 2, 341-351. https://www.academia.edu/4999688/Social_Support_Chapter_91_Encyclopedia_of_Adolescence

Wang, K. & Shu, Q. (2008). The Moderating Impact of Perceived Organizational Support on the Relationship between Technostress and Role Stress. 19th International Workshop on Database and Expert Systems Applications, Turin, Italy, pp. 420-424. https://api.semanticscholar.org/CorpusID:16227506

Weinert, C., Maier, C., Laumer, S., and Weitzel, T. (2020). Technostress Mitigation: An Experimental Study of Social Support During a Computer Freeze. Journal of Business Economics, 90, 1199-1249. https://doi.org/10.1007/s11573-020-01007-8

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. Journal of personality assessment, 52(1), 30-41. https://doi.org/10.1207/s15327752jpa5201_2

Zhou, J., & George, J. M. (2001). When job dissatisfaction leads to creativity: Encouraging the expression of voice. Academy of Management Journal, 44(4), 682–696. https://doi.org/10.2307/3069410