

Teachers' Management of Stress Using Information and Electronic Technologies

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ABSTRACT This study was designed to examine the statistical gender, academic qualification and marital status differences in primary school teachers' use of Information and Electronic Technologies for stress management. 706 primary school teachers (176 males, and 530 females) with (Mean Age= 34.7; SD = 8.52), from Ogun-East senatorial district of Ogun-state, Nigeria constituted the sample of the study. Meanwhile, three research hypotheses that guided the study were tested at 0.05 level of significance using t-test and Analysis of Variance. Technology Usage and Job Stress Scale was used to collect the data. The results showed that teachers' use of Information and Electronic Technologies for stress management was not gender driven, while academic qualification and marital status of the teachers influenced their use of Information and Electronic Technologies as stress coping strategy. By implication, the findings of this study direct that teachers should be responsive to the increasing technological innovations that serve as preventive and proactive coping strategy that will minimized excess workload that have direct and indirect ripple effects on teachers' mental and physical health as well as quality of education.