JOURNAL OF CULTURAL ANALYSIS AND SOCIAL CHANGE

Journal of Cultural Analysis and Social Change,
2025, 10(4), 1544-1551
ISSN: 2589-1316

Resilience in the Digital Age: Technostress and Its Impact on University Lecturers in China

Yi Ma[1], Sudaporn Pongpisanu[2]

[1] *Ph.D. Candidate, Curriculum and Learning Management, College of Innovation in Education, Saint John's University, Thailand.*
[2]*Lecturer, Curriculum and Learning Management, College of Innovation in Education, Saint John's University, Thailand.*

*__Corresponding Author:__ mayi_oyoyo@hotmail.com

Citation: Ma, Y. & Pongpisanu, S. (2025). Resilience in the Digital Age: Technostress and Its Impact on University Lecturers in China, *Journal of Cultural Analysis and Social Change*, 10(4), 1544-1551. https://doi.org/10.64753/jcasc.v10i4.3044

Published: December 08, 2025

ABSTRACT

This study investigates the significant effects of technostress on burnout and turnover intentions among university lecturers in China, emphasizing the urgent need to address this growing concern in higher education. By applying the Job Demands-Resources Model and the Transactional Theory of Stress, the research explores how the relentless pace of technological advancement exacerbates stress levels, leading to burnout and increased turnover intentions. The study also examines the moderating role of knowledge collecting behavior, which potentially mitigates the adverse effects of technostress. Data collected from various universities across China highlights that while technostress significantly contributes to lecturer burnout, adequate institutional support and effective management of technological demands can enhance lecturers' ability to cope. The findings suggest that comprehensive strategies, including targeted training and resource allocation, are essential for fostering a supportive environment that can help educators manage technostress effectively. This research identifies limitations related to its geographic focus and cross-sectional design, recommending future studies to incorporate longitudinal and qualitative methodologies to expand understanding and develop more robust interventions.

Keywords: Technostress, Burnout, Turnover Intentions, University Lecturers, Higher Education

INTRODUCTION

In the evolving landscape of higher education, the integration of information and communication technology (ICT) has transformed educational practices, offering unprecedented opportunities for enhancing learning environments and broadening access to quality education. However, this technological advancement has also introduced significant challenges, particularly in the form of technostress among university lecturers. Technostress, a modern maladaptation resulting from the inability to cope with the demands of ICT, emerges as a critical issue in this digital era, especially in higher education settings where the pressure to integrate and utilize advanced technologies is continuously escalating (Brod, 1984; Fuglseth & Sørebø, 2014).

The significance of studying technostress in the academic context cannot be overstated, given its profound implications for lecturer well-being and institutional effectiveness. As universities worldwide have pushed forward with ICT-enhanced educational agendas, including mobile learning and virtual reality-based instruction, university teachers, often less technologically adept than their students, face increasing technostress. This stress not only affects their health but also their job performance and satisfaction, thereby impacting the overall educational outcomes (Hatlevik & Hatlevik, 2018; Jena, 2015).

In China, where the expansion and quality improvement of higher education have been strategic priorities, the pressures on academic staff have intensified. The Chinese government's push towards developing world-class universities and disciplines has further compounded these pressures, emphasizing the need for a detailed

examination of technostress and its management within this context (Ministry of Education, 2012; The Central People's Government. China, 2015).

Moreover, the recent COVID-19 pandemic has necessitated a rapid and often stressful transition to online teaching, amplifying existing technostress among educators. The shift has forced a reconceptualization of instructional strategies, with a heavy reliance on ICTs that many educators find challenging and anxiety-inducing (Chou & Chou, 2021; Bruggeman et al., 2022). This situation highlights the urgent need for research that addresses the impacts of technostress on educational practitioners and offers insights into effective strategies for mitigating its adverse effects.

Thus, understanding and addressing technostress in higher education is not only a matter of improving individual well-being but is also critical for enhancing the quality of education and maintaining the competitive edge of educational institutions in the global knowledge economy. This review seeks to delve into these issues by critically analyzing existing research, identifying gaps, and suggesting directions for future inquiry.

LITERATURE REVIEW

Theories and Models

Job Demands-Resources Model (JD-R) provides a comprehensive lens to understand the interaction between job demands associated with ICT and the resources available to educators. It posits that while job demands (such as high workload and complex technological requirements) can lead to stress and burnout, adequate job resources (like support and training) can mitigate these effects and contribute to higher job satisfaction and engagement (Bakker & Demerouti, 2007; Schaufeli & Bakker, 2004). This model has been instrumental in identifying specific antecedents and consequences of technostress within the academic profession.

Transactional Theory of Stress Developed by Lazarus and Folkman (1987), the Transactional Theory of Stress emphasizes the role of personal appraisal in the stress response. It argues that stress results not merely from environmental demands but from the appraisal of these demands and the perceived ability to cope with them. In the context of technostress, this theory has been used to explore how individual perceptions of technological change influence stress levels and coping mechanisms (Lazarus, 1966; Tarafdar et al., 2015).

Empirical research has supported these theoretical frameworks by demonstrating that technostress can diminish the quality of work and life among university teachers. Studies have shown that technostress correlates with higher levels of burnout and lower levels of job satisfaction and organizational commitment (Tarafdar et al., 2011; Jena, 2015). Furthermore, during the pandemic, the sudden shift to online teaching platforms has led to increased technostress, highlighting the need for institutions to provide better technological support and resources to their staff (Chou & Chou, 2021).

Technostress in Higher Education

Technostress, a term coined to describe stress experienced due to the inability to cope with technologies, is increasingly prevalent in higher education. As academic institutions continue to integrate information and communication technology (ICT) into their teaching and administrative frameworks, the pressure on educators to adapt and proficiently use these technologies grows. The rapid evolution and adoption of ICT in educational settings have resulted in significant technostress among university lecturers, influencing their well-being, job satisfaction, and overall productivity (Brod, 1984; Tarafdar et al., 2007, 2010, 2013). This phenomenon is particularly pronounced during periods of acute technological transition, such as the shift to online teaching necessitated by the COVID-19 pandemic, which has exacerbated existing challenges and introduced new stressors (Chou & Chou, 2021; Bruggeman et al., 2022).

Burnout in Higher Education

Burnout among university lecturers is increasingly recognized as a significant issue that adversely affects their well-being and job performance. The study defines burnout as a psychological syndrome emerging from prolonged exposure to job-related stressors that exceed an individual's capacity to cope. Burnout is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach et al., 2001). The study highlights that university lecturers face unique stressors due to the demanding nature of their work, including the need to continuously adapt to new technologies, which can lead to higher levels of technostress and subsequently burnout (Maslach et al., 2001; Schaufeli & Bakker, 2004).

The Job Demands-Resources (JD-R) Model is utilized in the study to explain the dynamics of burnout, suggesting that high job demands in the academic environment, coupled with inadequate resources, significantly contribute to burnout among lecturers. These resources can include organizational support, access to technology

training, and a manageable workload, which are often lacking in the high-stress environments of higher education institutions (Bakker & Demerouti, 2007).

Turnover Intention in Higher Education

Turnover intention, as discussed in the study, refers to the cognitive state in which an individual contemplates leaving their current job. The study examines turnover intention among university lecturers as a response to various stressors, including burnout. It points out that turnover intention is a critical predictor of actual turnover, which can be costly for educational institutions in terms of lost talent and disrupted educational processes (Tett & Meyer, 1993; Glissmeyer et al., 2007).

Previous studies suggest that burnout is a significant predictor of turnover intention. It further elaborates that the relationship between burnout and turnover intention is mediated by various factors, such as job satisfaction and organizational commitment. When university lecturers experience high levels of burnout, their job satisfaction tends to decrease, leading to increased turnover intentions (Lee et al., 2006; Maier et al., 2013).

In conclusion, previous studies underscore the interconnected nature of technostress, burnout, and turnover intention in the context of higher education. It suggests that to mitigate these issues, higher education institutions need to invest in adequate support systems that reduce job demands and enhance job resources for lecturers. By addressing these fundamental concerns, universities can improve lecturer retention and maintain a high-quality educational environment.

RESEARCH METHODOLOGY

Selection of the Study

The impacts of technostress on university lecturers' burnout and turnover intention were selected for this review due to its timely and relevant exploration of technostress in the context of higher education. The study was chosen because it addresses the critical impact of ICT on faculty well-being at a time when educational institutions globally are increasingly relying on digital technologies. This relevance is amplified by the ongoing shifts in educational paradigms, such as those prompted by the COVID-19 pandemic, making it a pertinent subject for investigation (Brod, 1984; Fuglseth & Sørebø, 2014).

Sources used for the Review

This includes seminal works and contemporary studies on technostress, the Job Demands-Resources (JD-R) Model, and the Transactional Theory of Stress. Key references include studies by Bakker & Demerouti (2007), Schaufeli & Bakker (2004), and Lazarus (1966), which provide foundational theories for understanding the dynamics of technostress in academic settings.

Criteria and Theoretical Framework for Evaluation

First of all, the study's theoretical framework integrates the JD-R Model and the Transactional Theory of Stress to examine the phenomena of technostress among university lecturers. This review assesses how effectively these theories are applied to analyze the relationship between technostress and its outcomes, such as burnout and turnover intention. Besides, the review examines the methodological approach of the study, including the design, sample selection, data collection methods, and analytical techniques. The appropriateness of these methods for addressing the research questions posed by the study is a key criterion for evaluation. Lastly, the conclusions drawn in the study are evaluated based on their consistency with the data presented and their alignment with established theories and previous research in the field.

RESULTS OF DOCUMENTATION ANALYSIS

Overview of the Study

This study tried to explore the multifaceted impacts of technostress within the academic environment of higher education in China. It specifically examines how technostress contributes to burnout and turnover intentions among university lecturers and investigates whether knowledge collecting behavior moderates these relationships. The main arguments of the study center on the proposition that increased technostress leads to higher levels of burnout, which in turn fosters greater turnover intention among university lecturers. The study also proposes that knowledge collecting behavior can mitigate the negative effects of technostress, thus reducing burnout and

turnover intentions. The structure of the dissertation includes a comprehensive literature review, methodology, results, and discussion sections, culminating in a set of practical recommendations for managing technostress in higher educational settings.

CRITICAL ANALYSIS AND FINDINGS

Technostress Definition and Impact

First, the psychological impacts of technostress are considerable, primarily manifesting as heightened stress and anxiety. University lecturers experience ongoing anxiety due to pressures to continuously learn and proficiently implement new technologies alongside their regular teaching responsibilities. This anxiety is compounded by a fear of becoming obsolete if they fail to keep pace with technological advancements (Brod, 1984). Additionally, educators often feel overwhelmed by the relentless influx of new technologies, which imposes a heavy cognitive and emotional burden as they struggle to maintain a balance between their professional duties and personal lives (Tarafdar et al., 2010).

Second, the physical repercussions of technostress include fatigue and sleep disturbances. Educators face physical exhaustion not only from prolonged screen time but also from the mental exhaustion linked with navigating complex digital platforms. This fatigue often leads to sleep disturbances, further exacerbating their stress levels and creating a debilitating cycle that significantly undermines their health and effectiveness (Thomée, Härenstam, & Hagberg, 2011).

Third, on a cognitive level, continuous exposure to technostress can impair critical functions such as concentration and memory. Lecturers may find it increasingly challenging to focus on their core teaching duties due to the distractions posed by technological demands and the multitasking they necessitate. The constant need to make decisions about using various digital tools or resolving technological issues can also lead to decision fatigue, which diminishes their capacity to make sound professional judgments (Speier, Valacich, & Vessey, 1999).

Fourth, the emotional impacts of technostress include a diminished sense of competence and an increased feeling of isolation. Educators who struggle to adapt to new technologies may doubt their skills and feel professionally inadequate, which can be demoralizing. Furthermore, if they perceive themselves as lagging behind their peers in technological proficiency, it can lead to social isolation, exacerbating feelings of incompetence and stress (Salanova, Llorens, & Ventura, 2013).

In conclusion, technostress significantly disrupts the well-being of university lecturers by contributing to a spectrum of adverse outcomes across psychological, physical, cognitive, and emotional domains. These challenges highlight the urgent need for educational institutions to develop and implement comprehensive strategies that address technostress. Such strategies should include providing adequate training, resources, and supportive environments that facilitate effective management of technological demands, thereby enhancing educators' capacity to engage with digital tools productively without compromising their health or professional satisfaction.

Impact of Technostress on Individual Well-Being

Technostress significantly impacts the well-being of individuals, especially those in professions with high demands for ICT proficiency, such as education. The effects of technostress on individual well-being manifest across several dimensions: psychological, physical, cognitive, and emotional.

First, the psychological impact is one of the most immediate and noticeable effects. Technostress can lead to increased levels of stress and anxiety, particularly as individuals struggle to keep up with the continuous updates and integration of new technologies into their workflow. This anxiety often stems from a fear of obsolescence or not being able to perform tasks as efficiently as required (Tarafdar et al., 2010). The pressure to adopt and master new technologies can create a perpetual state of mental strain, which can disrupt personal and professional life, leading to chronic stress conditions (Weil & Rosen, 1997).

Second, the physical repercussions of technostress include fatigue and sleep disturbances. Individuals experiencing technostress often report higher incidences of physical exhaustion (Ayyagari et al., 2011). This is not just due to the mental effort of learning new technologies but also because of prolonged periods spent interacting with digital devices, which can disrupt sleep patterns and lead to reduced sleep quality (Thomée et al., 2011). Over time, poor sleep can exacerbate stress, reduce immune function, and increase susceptibility to other health issues (Sonnentag & Geurts, 2009).

Third, from a cognitive perspective, technostress can impair essential functions such as concentration, memory, and decision-making (Vayre & Vonthron, 2019). Constant interruptions from digital notifications and the need to switch between different technological tools can overload the brain's capacity to process information efficiently. This cognitive overload can reduce focus, weaken memory retention, and lead to decision fatigue, where the quality of decision-making deteriorates after a prolonged period of decision-making tasks (Speier et al., 1999).

Fourth, the emotional effects of technostress should not be underestimated. It can lead to feelings of incompetence and decreased self-esteem as individuals struggle to adapt to new technologies (Ragu-Nathan et al., 2008). This can be particularly pronounced in environments where there is a significant disparity in technological skills among peers. Moreover, the isolation that comes from feeling left behind in technology adoption can compound stress and contribute to feelings of loneliness and frustration (Salanova et al., 2013).

In conclusion, technostress presents a complex challenge that impacts various aspects of individual well-being. Addressing technostress requires a comprehensive approach that includes organizational support, proper training, and strategies to improve digital literacy and resilience. Such measures can help mitigate the adverse effects of technostress and promote a healthier, more productive work environment.

Impact of Technostress on Job Performance and Satisfaction

Technostress has a substantial impact on job performance and satisfaction, significantly affecting individuals and organizations across various sectors, particularly in environments highly dependent on information and communication technologies (Tarafdar et al., 2007).

First, the impact on job performance is evident as technostress directly inhibits individuals' ability to perform tasks efficiently and effectively. When employees struggle with the constant demand to learn and integrate new technologies into their work routines, it can lead to cognitive overload. This state of being overwhelmed reduces their ability to concentrate on core job responsibilities (Vayre & Vonthron, 2019). The constant interruptions from technological glitches and the need to multitask between digital tools can degrade the quality of work, increase error rates, and reduce overall productivity. For example, in educational settings, teachers grappling with technostress may find it challenging to deliver engaging and effective lessons if they are constantly distracted by the need to manage digital platforms or troubleshoot technological issues (Jena, 2015).

Second, the impact on job satisfaction is closely linked to the aforementioned performance issues but also involves the emotional and psychological well-being of employees. Technostress can lead to dissatisfaction at work due to the frustration and helplessness felt from not being able to meet technological demands. This dissatisfaction is often compounded by a perceived lack of support from the organization in terms of training or resources to handle the technology effectively (Ragu-Nathan et al., 2008). When employees feel unsupported and overwhelmed, their commitment to the organization can wane, leading to disengagement and a decrease in job satisfaction.

Moreover, the constant pressure to adapt to rapidly changing technology can disrupt work-life balance, further impacting job satisfaction. Employees might find themselves spending extra hours learning new software or troubleshooting tech issues, encroaching on their personal time and leading to burnout. This burnout is closely linked to decreased job satisfaction as it diminishes the sense of accomplishment and fulfillment from work (Schaufeli & Bakker, 2004).

Third, the strain from technostress can also affect interpersonal relationships at work, influencing job satisfaction negatively. Stressful interactions mediated by technology, such as miscommunications in emails or virtual meetings, can lead to conflicts or misunderstandings among colleagues. The depersonalized nature of digital communication can exacerbate feelings of isolation and reduce the cohesiveness and camaraderie that are vital for a satisfying work environment (Tarafdar et al., 2011).

In conclusion, technostress significantly impacts job performance and satisfaction by reducing efficiency, increasing cognitive and emotional strain, and disrupting both individual workflow and team dynamics. Organizations need to recognize the importance of addressing technostress proactively by providing appropriate technological training, ensuring adequate support systems are in place, and fostering an environment where technological adoption does not come at the cost of employee well-being. By doing so, they can enhance both job performance and satisfaction, leading to a more productive and harmonious workplace (Tarafdar et al., 2010).

Impact of Technostress on Burnout and Turnover

Technostress significantly influences burnout and turnover, especially in environments where rapid technological changes are frequent and demanding.

First, regarding burnout, technostress exacerbates the conditions that lead to this state by imposing relentless technological demands on employees. These demands often surpass employees' capacity to adapt, leading to chronic stress. Burnout manifests through emotional exhaustion, where individuals feel overwhelmed and unable to cope with daily tasks; depersonalization, where they develop a detached and uncaring attitude towards their job and colleagues; and reduced personal accomplishment, where they perceive their professional efficacy as declining (Maslach et al., 2001). For example, in sectors like education, faculty members who are required to continuously integrate complex digital tools into their teaching without adequate support may experience significant levels of burnout due to technostress (Tarafdar et al., 2010).

Second, the impact on turnover can be traced to how burnout diminishes job satisfaction and engagement. Employees suffering from burnout due to technostress are more likely to disengage and show an increased intention to leave their jobs. This relationship is often a result of unrelenting stress and dissatisfaction coupled with a lack of sufficient organizational support in managing technological demands (Lee et al., 2006). Turnover not only impacts the individual by disrupting their career trajectory but also imposes significant costs on organizations, which face losses in terms of recruitment expenses and the erosion of institutional knowledge (Hom et al., 2012).

Additionally, organizational culture and management practices play a critical role in either mitigating or exacerbating technostress. Organizations that neglect the human aspects of technology use, failing to provide adequate training, adaptation periods, and assessments of technology's impact, might see higher rates of burnout and turnover. Conversely, supportive organizational policies that include comprehensive training and a culture that encourages expression of concerns related to technology can significantly buffer the adverse effects of technostress (Bakker & Demerouti, 2007).

In conclusion, mitigating the impacts of technostress on burnout and turnover involves more than the mere introduction of new technologies. It requires the cultivation of an organizational culture that emphasizes continuous learning, adaptability, and employee support. By fostering an environment that prioritizes these elements, organizations can better assist employees in managing the challenges of the digital age, thereby reducing burnout and turnover and enhancing overall workplace engagement and productivity (Schaufeli & Bakker, 2004).

CONCLUSION

This study provides a comprehensive examination of the multifaceted impacts of technostress on university lecturers in China, highlighting the significant relationship between technostress, burnout, and turnover intentions. The findings underline the critical role technostress plays in shaping not only the personal well-being of educators but also the broader educational outcomes and institutional effectiveness.

The review reiterates that increased technostress contributes to higher levels of burnout, which in turn fosters greater turnover intentions among university lecturers. The research underscores the importance of addressing technostress to improve individual well-being and maintain the competitive edge of educational institutions in the global knowledge economy. Moreover, the study's focus on the moderating role of knowledge collecting behavior provides valuable insights into potential strategies for mitigating the negative effects of technostress.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

This study provides important insights into the impacts of technostress on burnout and turnover intentions among university lecturers in China, but it also presents certain limitations that future research should address. One of the key limitations is its geographic constraint, as the study focuses solely on China. Expanding the research to include diverse educational contexts in different countries could enhance the generalizability of the findings and provide a comparative understanding of how various cultural and institutional frameworks influence technostress. Another limitation is the study's cross-sectional design, which may not fully capture the dynamic nature of technostress and its long-term effects.

To address these limitations, future research could employ a longitudinal design to better understand the causal relationships between technostress, burnout, and turnover intentions over time. Incorporating qualitative research methods, such as interviews or focus groups, could also enrich the data, offering deeper insights into the personal experiences and coping strategies of educators facing technostress. Additionally, examining other potential moderators, such as organizational culture, leadership support, and individual personality traits, could provide a more comprehensive framework for understanding and addressing technostress in educational settings. Finally, assessing the effectiveness of different types of technological training and support provided by institutions could identify specific interventions that are most effective in reducing technostress among educators. By exploring these areas, future studies can build on the current findings and develop more effective strategies to manage technostress in higher education.

REFERENCES

Ayyagari, R., Grover, V., & Purvis, R. (2011). Technostress: Technological antecedents and implications. *MIS Quarterly, 35*(4), 831-858.

Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology, 22*(3), 309–328. https://doi.org/10.1108/02683940710733115

Brod, C. (1984). *Technostress: The human cost of the computer revolution*. Addison Wesley Publishing Company. https://cir.nii.ac.jp/crid/1130282271468676224

Brod, C. (1984). *Technostress: The Human Cost of the Computer Revolution*. Addison-Wesley.

Bruggeman, B., Garone, A., Struyven, K., Pynoo, B., & Tondeur, J. (2022). Exploring university teachers' online education during COVID-19: Tensions between enthusiasm and stress. *Computers and Education Open, 3*, 100095. https://doi.org/10.1016/j.caeo.2022.100095

Chou, H.-L., & Chou, C. (2021). A multigroup analysis of factors underlying teachers' technostress and their continuance intention toward online teaching. *Computers & Education, 175*, 104335. https://doi.org/10.1016/j.compedu.2021.104335

Fuglseth, A. M., & Sørebø, Ø. (2014). The effects of technostress within the context of employee use of ICT. *Computers in Human Behavior, 40*, 161–170. https://doi.org/10.1016/j.chb.2014.07.040

Glissmeyer, M., Bishop, J. W., & Fass, R. D. (2007). Role conflict, role ambiguity, and intention to quit the organization: The case of law enforcement officers'. 458–469.

Hatlevik, I. K. R., & Hatlevik, O. E. (2018). Examining the Relationship Between Teachers' ICT Self-Efficacy for Educational Purposes, Collegial Collaboration, Lack of Facilitation and the Use of ICT in Teaching Practice. *Frontiers in Psychology, 9*. https://www.frontiersin.org/articles/10.3389/fpsyg.2018.00935

Jena, R. K. (2015). Technostress in ICT enabled collaborative learning environment: An empirical study among Indian academician. *Computers in Human Behavior, 51*, 1116-1123. https://doi.org/10.1016/j.chb.2015.03.020

Lazarus, R. S. (1966). *Psychological stress and the coping process*. McGraw-Hill.

Lazarus, R. S., & Folkman, S. (1987). Transactional theory and research on emotions and coping. *European Journal of Personality, 1*(3), 141–169. https://doi.org/10.1002/per.2410010304

Lee, C.-H., Hsu, M.-L., & Lien, N.-H. (2006). The impacts of benefit plans on employee turnover: A firm-level analysis approach on Taiwanese manufacturing industry. *The International Journal of Human Resource Management, 17*(11), 1951–1975. https://doi.org/10.1080/09585190601000154

Maier, C., Laumer, S., Eckhardt, A., & Weitzel, T. (2013). Analyzing the impact of HRIS implementations on HR personnel's job satisfaction and turnover intention. *The Journal of Strategic Information Systems, 22*(3), 193–207. https://doi.org/10.1016/j.jsis.2012.09.001

Ministry of Education. (2012). *Several opinions of the ministry of education on comprehensively improving the higher education quality*. Ministry of Education. http://www.moe.gov.cn/srcsite/A08/s7056/201203/t20120316_146673.html

Ragu-Nathan, T. S., Tarafdar, M., Ragu-Nathan, B. S., & Tu, Q. (2008). The consequences of technostress for end users in organizations: Conceptual development and empirical validation. *Information Systems Research, 19*(4), 417-433.

Ragu-Nathan, T. S., Tarafdar, M., Ragu-Nathan, B. S., & Tu, Q. (2008). The consequences of technostress for end users in organizations: Conceptual development and empirical validation. *Information Systems Research, 19*(4), 417-433. https://doi.org/10.1287/isre.1070.0165

Salanova, M., Llorens, S., & Ventura, M. (2013). *Technostress: The dark side of technologies*. In The impact of ICT on quality of working life (pp. 87-103). Springer, Dordrecht.

Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior, 25*(3), 293–315. https://doi.org/10.1002/job.248

Sonnentag, S., & Geurts, S. A. E. (2009). Mechanisms explaining the impact of work-home interference on well-being: A study among Dutch police officers. *European Journal of Work and Organizational Psychology, 18*(3), 404-428.

Speier, C., Valacich, J. S., & Vessey, I. (1999). The influence of task interruption on individual decision making: An information overload perspective. *Decision Sciences, 30*(2), 337-360.

Tarafdar, M., Pullins, E. B., & Ragu-Nathan, T. S. (2015). Technostress: Negative effect on performance and possible mitigations. *Information Systems Journal, 25*(2), 103-132. https://doi.org/10.1111/isj.12042

Tarafdar, M., Tu, Q., Ragu-Nathan, B. S., & Ragu-Nathan, T. S. (2007). The impact of technostress on role stress and productivity. *Journal of Management Information Systems, 24*(1), 301-328. https://doi.org/10.2753/MIS0742-1222240109

Tarafdar, M., Tu, Q., Ragu-Nathan, B. S., & Ragu-Nathan, T. S. (2010). The impact of technostress on role stress and productivity. *Journal of Management Information Systems, 27*(1), 301-328.

Tarafdar, M., Tu, Q., Ragu-Nathan, T. S., & Ragu-Nathan, B. S. (2011). Crossing to the dark side: Examining creators, outcomes, and inhibitors of technostress. *Communications of the ACM, 54*(9), 113–120. https://doi.org/10.1145/1995376.1995403

Tett, R. P., & Meyer, J. P. (1993). Job Satisfaction, Organizational Commitment, Turnover Intention, and Turnover: Path Analyses Based on Meta-Analytic Findings. *Personnel Psychology, 46*(2), 259–293. https://doi.org/10.1111/j.1744-6570.1993.tb00874.x

The Central People's Government. China. (2015). *The Central people's government on the issuance of the overall promotion of world first-class universities and first-class discipline construction overall plan.* The Central People's Government. China. https://www.gov.cn/zhengce/content/2015-11/05/content_10269.htm

Thomée, S., Härenstam, A., & Hagberg, M. (2011). Mobile phone use and stress, sleep disturbances, and symptoms of depression among young adults - a prospective cohort study. *BMC Public Health, 11*(1), 66.

Vayre, E., & Vonthron, A.-M. (2019). Psychological resources protect well-being at work: The roles of job crafting, mastery climate, and psychological capital during a work and organization change. *Frontiers in Psychology, 10*, 1527. https://doi.org/10.3389/fpsyg.2019.01527

Weil, M. M., & Rosen, L. D. (1997). *Technostress: Coping with technology @WORK @HOME @PLAY*. John Wiley & Sons.

