

Assessing the influence of technostress on the academic performance of adult learners in Zimbabwe

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Abstract

The purpose of the study was to assess the influence of technostress on the academic performance of adult learners. A closed-ended questionnaire was self-administered to a total of 105 adult learners constituting 80% of the target population. Field survey data were presented using descriptive statistics of mean, mode and standard deviation and percentiles in tables. Stata11 data software was used for data analysis. The regression analysis was adopted to examine relationships between variables by extrapolation of the model's p-value, R squared, adjusted R squared and regression model coefficient. The findings of the study indicated that there are statistical relationships between theoretical framework, techno stressors and the level of student sense of pressure due to educational technologies usage by adult learners. The study concluded that technology adoption as teaching and learning tools affects student performance through increased work pressure. Recommendations of the study indicate that adult learners should be effectively trained on how to utilise new teaching and learning technologies to reduce workload pressure. The study also recommends that technology acquisition strategies be proposed by the University to help the students acquire technology gadgets so that they are able to access teaching and learning materials. The study also recommended training and counseling of adult learners during their first year's first semester so that they are able to balance work-home and school responsibilities.

Keywords: Academic performance, Adult learner, Educational technology, Techno stressors, Technostress.