

Abstract

The present study was designed to investigate the relationship between techno stress, task productivity and personality traits in University Teachers. A Correlational research design was utilized for present study. Hypothesis of the study were; There is likely to be a significant relationship between Personality Traits (Extraversion, Agreeableness, Neuroticism, Openness, Conscientiousness) technostress, and task productivity in university teachers. Personality Traits (Extraversion, Agreeableness, Neuroticism, Openness, Conscientiousness) and Task Productivity are likely to predict technostress in university teachers. Personality traits subscales (Extraversion, Agreeableness, Neuroticism, Openness, Conscientiousness) and Task Productivity Subscales (Customer Satisfaction, Management Control, Task Innovation and Task Productivity) are likely to predict technostress in university teachers. Personality traits (Extraversion, Agreeableness, Neuroticism, Openness, Conscientiousness) are likely to mediate the relationship between technostress and task productivity in university teachers. There is a gender difference in technostress among university teachers. There is a gender difference in task productivity among university teachers. The sample size of the study was 200 (85 males, 125 females). Convenient sampling strategy was used. Demographic Information Sheet, Technostress scale, Task Productivity Scale, and Big Five Inventory were administered as assessment tools. Pearson Product Moment Correlation, Linear Regression analysis, Hierarchal regression analysis, Mediation Analysis and Independent Sample t - test was used to analyzed the hypothesis. Reliability Analysis showed that all scales were reliable for this study. The analysis explores that there was a significant positive relationship between technostress & personality traits, and moreover there was also a significant positive relationship between task productivity & personality traits. The findings revealed that task productivity doesn't predicted technostress whereas, personality traits predicted technostress in university teachers. However, from the subscales of task productivity, management control positively predicted technostress and task innovation negatively predicted technostress. Furthermore, from personality traits, only neuroticism negatively predicted technostress. Mediation analysis revealed that the indirect effect of Agreeableness and Openness were significant, and mediated the relationship between Technostress and Task Productivity. Results indicated that females were more likely to have technostress, techno uncertainty, literacy facilitation, technical support provision and involvement facilitation as compared to males. Moreover, females were more likely to have task productivity, customer satisfaction, management control and task innovation as compared to males.

Keywords: Technostress, Task Productivity, Personality Traits and University Teachers