





The complexity of Technostress and assertiveness in professionals Peru 2023

La complejidad del Tecnoestrés y Asertividad en profesionales de Perú 2023

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Abstract

The main objective of this systematic mapping research was to identify scientific publications on violence and emotional dependence in the last two years. The methodology used consisted of a search for documents in the following databases: Web of Science, Scopus through the search “risk* of violence* AND emotion* depend*”, and for Scielo and The Reference “Violence Emotional dependence”. Where 19 research studies were found, which comprise articles, master’s theses and doctoral dissertations. It was found that most of the research has been conducted in Latin America, especially in Peru, where the Emotional Dependence Questionnaire (CDE) of Lemos and Londoño and the Emotional Dependence Inventory (IDE) have been used, with regard to the violence variable, different types of instruments are used. It could be detected that in a large part of the explorations there is a close connection between violence and emotional dependence, producing problems in the integral health of the person. It should be emphasized that none of the research belongs to quartile level one, which would lead to the conclusion that it would be beneficial to carry out innovative research on this topic in order to optimize future studies on couple relationships.

Keywords: Violence, gender violence, emotional dependence, couple, systematic mapping.

Resumen

La presente investigación busco determinar la relación entre la complejidad del Tecnoestrés y asertividad en profesionales de Perú -2023, y de ese modo entender cómo el trabajo con uso de la tecnología genera tecnoestrés y ésta puede afectar en la comunicación asertiva de los empleados provocando dificultades interpersonales, laborales y familiares. Se evaluó de forma voluntaria y anónima; se tomó una muestra de 92 profesionales de diferentes carreras que oscilan entre las edades de 25 a 60 años, pertenecientes a la región la Libertad y a Huancavelica. Se utilizó el test de asertividad y un cuestionario para recabar información sobre el tecnoestrés. El diseño de esta investigación es cuantitativo correlacional. De acuerdo a los resultados se establece que existe relación negativa moderada; por ende, se rechaza la hipótesis nula aceptando hipótesis alterna. Se concluye que existe relación entre el tecnoestrés y la asertividad con un valor de valor de “rho” = -0,437 (p=0,000<0.05).

Palabras clave: Tecnoestrés, asertividad, TIC, profesionales.

INTRODUCTION

Stress derives from the Greek *Stringere*, which means to cause tension. Barradas (2018) states that stress is a phenomenon in modern society that involves a poor match between personal capabilities and demands, generating dissatisfaction and feelings of stress. During the pandemic, there was an increased use of ICT, which are tools that can be used for different purposes (positive or negative), and in different ways, more or less adaptive.” (Coppari,2018). Today, we live in a world of technology; our work, family, and even personal information have been stored in the clouds or applications in various forms, although being exposed to tablets, computers, and cell phones apparently does not generate any problems or stress, this is not so because being exposed our brain is working and reaches such a point of generating discomforts such as headaches, eyes, back and even mental fatigue and sleep, Golu (2021) refers that with the use of video platforms and programs has produced widespread fatigue, which specialists have called technological fatigue. Therefore, we could say that “technostress”, according to Brod in 1984, is an adaptive disease caused by the lack of ability to deal with new tools and technologies healthily; he relates it to the adverse psychosocial effects of the use of technologies” (Coppari, 2018). One of the problems that can be generated by technostress are the barriers to human communication, both verbal and nonverbal (misunderstandings, shouting, etc.); on the other hand, the psychological affectation in the person can be severe to the point of affecting the mental health of those who work and that according to Vidotti et al. (2019), interferes in the relationship of satisfaction and pleasure that the individual has with the work and with the quality of life. Cannizzaro et al. (2019), the professional work environment, there are non-specific psychosocial and environmental risks that can determine different organic and behavioural disorders. Technostress syndrome is expressed by poor digital disconnection in working life (Rodriguez, 2020). Technostress can generate workers’ techno addiction, techno fatigue and techno anxiety, which could affect their mental health.

Different studies have evidenced the” presence of technostress in university teachers and differences by sex in technological overload and techno-invasion” (Rodriguez et al., 2021). So also Sanchez et al. (2020) “defend the idea that older public workers are more prone to technology-related stress at work”. On the other hand, there is a higher prevalence of techno-stressors among teachers (Pinillos, 2021) who have to adapt to ICTs; in view of this, Páez (2020) states that ICTs bring to society knowledge that facilitates the development of new ways of organizing, communicating, teaching and learning and thus the transformation and evolution of society.

On the other hand, Coppari (2018) states that by the ‘90s, psychologists Weil and Rosen 1997 had already explained the “negative impact on attitudes, thoughts, behaviours or physiology caused directly or indirectly by technology”; before this, it is necessary to indicate then that it becomes a psychosocial risk and detrimental to health and affects assertive communication in interpersonal relationships, This can lead to conflicts and even to violence, so seeking strategies of multiple coping techniques to deal with stress can help (Ferreira, 2021), on the other hand, the high levels of digital skills will allow to quickly adopt strategies in remote work (Yauri, 2022); and having optimal working conditions, in terms of technological resources will also help to reduce risk (Rodriguez & Yepes, 2020).

It is thought that communication is only verbal, but this is not so; it is also nonverbal (looking at us, listening, etc.), so it is essential to consider how we communicate to be assertive, and that can help us manage stress. Then arises the word assertiveness, which implies expressing thoughts and feelings with sincerity and respect. For Shelton and Burton (2004), acting with assertiveness allows for improving self-esteem, gaining confidence, defending rights when necessary, negotiating, and taking responsibility for the quality of existing relationships with others; on the other hand, having aggressive or passive communication will lead to negative experiences in relationships with others; the inability to respond appropriately can create resentment, anxiety and other kinds of negative emotions (Shelton & Burton, 2004). The question arises: What is the relationship between the complexity of technostress and assertiveness in Peruvian professionals?

On the other hand, this research will serve to identify the consequences generated by technostress and how it affects human communication, and based on this, seek strategies to improve the quality of life of professionals in the work and family field, as well as to help further the study of the variables.

Finally, Vincensini (2023) states that to avoid the appearance of mental health problems in employees, companies can offer flexible schedules and sufficient disconnection from work, promote a healthy lifestyle, act when a worker is subjected to excessive workload, offer workshops on stress management, resilience and communication to managers, employees and promote the reconciliation of work and personal life.

METHOD

The sample consisted of 92 professionals from the La Libertad and Huancavelica regions, and the ages ranged from 20 to 40 years old (28 evaluated), 41 to 50 years old (38 evaluated) and 51 years old and over (26 evaluated). Non-probabilistic convenience sampling was used, and data were collected using questionnaires to measure the level of technostress and an assertiveness questionnaire. The results were processed with SSPSS.

Procedure

For the application of the instruments, permission was requested to send the forms elaborated through Google Forms to the Whatsapp work groups of different professional careers.

RESULTS

Table 1

Calculated value (CV) of the “rho” and “p” test.

			Technostress (Grouped)	Assertiveness (Grouped)
Rho de Spearman	Technostress (Grouped)	Correlation coefficient	1.000	-.437**
		Sig. (bilateral)		0.000
		N	92	92
	Assertiveness (Grouped)	Correlation coefficient	-.437**	1.000
		Sig. (bilateral)	0.000	
		N	92	92

** . Correlation is significant at the 0.01 level (bilateral).

Note: data base.

Decision: Taking into account that the “rho” value = -0.437 ($p=0.000 < 0.05$) and based on the decision table, it is established that there is a moderate negative relationship; therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

Table 2*Relationship between technostress and assertiveness.*

		Assertiveness								Total	%
		Difficulty in being assertive		Slightly assertive		Normally assertive		Consistently assertive			
		f	%	f	%	f	%	f	%		
Technostress	Low	0	0.0	1	1.1	6	6.5	11	12.0	18	19.6
	Medium	1	1.1	5	5.4	49	53.3	7	7.6	62	67.4
	High	0	0.0	6	6.5	4	4.3	2	2.2	12	13.0
Total		1	1.1	12	13.0	59	64.1	20	21.7	92	100.0

Table 3*Measuring technoanxiety and assertiveness.*

		Assertiveness								Total	%
		Difficulty in being assertive		Slightly assertive		Normally assertive		Consistently assertive			
		f	%	f	%	f	%	f	%		
Technoanxiety	Low	0	0.0	2	2.2	21	22.8	9	9.8	32	34.8
	Medium	1	1.1	8	8.7	35	38.0	10	10.9	54	58.7
	High	0	0.0	2	2.2	3	3.3	1	1.1	6	6.5
Total		1	1.1	12	13.0	59	64.1	20	21.7	92	100.0

The highest frequency with respect to the variables is 38% of the evaluated population who present medium technoassertiveness and are normally assertive.

Table 4*Measuring Techno fatigue and assertiveness.*

		Assertiveness								Total	%
		Difficulty in being assertive		Slightly assertive		Normally assertive		Consistently assertive			
		f	%	f	%	f	%	f	%		
Technofatigue	Low	0	0.0	2	2.2	14	15.2	11	12.0	27	29.3
	Medium	1	1.1	4	4.3	39	42.4	7	7.6	51	55.4
	High	0	0.0	6	6.5	6	6.5	2	2.2	14	15.2
Total		1	1.1	12	13.0	59	64.1	20	21.7	92	100.0

The highest frequency with respect to the variables is 42.4 % of the evaluated population who present medium techno fatigue and are normally assertive.

Table 5

Measuring techno addiction and assertiveness.

		Assertiveness								Total	%
		Difficulty in being assertive		Slightly assertive		Normally assertive		Consistently assertive			
		f	%	f	%	f	%	f	%		
Technoaddiction	Low	0	0.0	0	0.0	9	9.8	7	7.6	16	17.4
	Medium	1	1.1	10	10.9	42	45.7	12	13.0	65	70.7
	High	0	0.0	2	2.2	8	8.7	1	1.1	11	12.0
Total		1	1.1	12	13.0	59	64.1	20	21.7	92	100.0

The highest frequency with respect to the variables is 45.7% of the evaluated population who present medium technoaddiction and are normally assertive.

DISCUSSION

The objective of this research was to determine the relationship between the complexity of technostress and assertiveness in Peruvian professionals. Taking into account that the “rho” value =-0.437 ($p=0.000<0.05$) establishes that there is a moderate negative relationship; therefore, the null hypothesis is rejected, accepting the alternative hypothesis of the research, which states that there is a relationship between technostress and assertiveness. These results are corroborated by Octavio (2020), who indicates that assertive communication strengthens interpersonal relationships, reducing stress. In addition, Coppari (2018) states that already in the 1990s, psychologists Weil and Rosen explained the “negative impact on attitudes, thoughts, behaviours or physiology caused directly or indirectly by technology”. Likewise, Machorro (2020) indicates that “postmodernity has an important and decisive technological support, which directly influences communication between people”.

On the other hand, Ascue et al. (2021) found that more than 50% of the evaluated workers present technostress; likewise, Domínguez et al. (2021) in their research demonstrate the presence of “technological overload, daily work intensity, techno-invasion and socioemotional consequences of working outside working hours as some of the creators of technostress... The technostress found in the sample points to the need for further studies on the phenomenon during and after the pandemic”. In addition, Cañas and Hernandez (2019) indicate in their research that teachers are assertive when communicating. However, they found statistically significant differences with respect to the level of training, years of experience, and number of children. They conclude that it is necessary to reinforce and improve some characteristics of communication. In this sense, and according to the new forms of technological employment, technostress could affect assertive communication and generate difficulties in interacting with others. Under those above and by analyzing these results, we confirm that the less technostress, the better the assertive communication will be in a constant way and probably proceed well in most of the situations.

On the other hand, with regard to the techno-anxiety dimension, we obtained a frequency of 58.7% at a medium level. In view of these results, Cuenca and Valdez (2022) found techno-anxiety in 34% of their sample. In this sense, anxiety could generate mental health problems and even

poor job performance. On the other hand, 38% of the sample evaluated is typically assertive, which implies that in some situations, they tend to be assertive naturally. However, they may need to develop additional skills.

Regarding the Technofatigue dimension, a frequency of 55.4% was obtained at a medium level, and 42.4% of the evaluated sample is usually assertive. In view of these results, Cuenca and Valdez (2022) found techno fatigue in 43% of their sample, and according to Gómez (2021), techno fatigue is characterized by a feeling of physical and mental tiredness, which leads to difficulties in assimilating new information. In this sense, it could be indicated that techno fatigue is a risk for physical and mental health. Likewise, Carrión et al. (2022) indicate that work fatigue and anxiety are influential factors in the presence of teacher technostress.

Regarding techno addiction, it was found that 70.7% present a medium level; these results coincide with Villavicencio, Ibarra and Calleja (2020), who found in their research significant differences in techno addiction by marital status ($U = 76121.50, p = .012$) and occupation [$\chi^2(2) = 4.698, p = .008$]. They conclude that people with schooling levels, managers and independent entrepreneurs present higher techno anxiety, techno fatigue and techno addiction. Gomes (2021) explains that techno addiction is the uncontrollable compulsion to use technology, which ends up making them dependent and affecting their lives; it can also be observed that 45.7% are usually assertive, which implies that in some situations, it is necessary to develop additional skills.

CONCLUSIONS

The relationship between technostress and assertiveness is moderately negative, which could mean that if the values of one variable increase, the values of the other variable decrease.

Technostress is present in the work activity of professionals who make use of technology in their work life and can generate fatigue, anxiety or even addiction.

Assertiveness can be affected by technostress and cause poor communication at home, at work or in society.

The highest percentage of those evaluated present techno addiction; this could later mean problems in communicating assertively.

To avoid the appearance of technostress in employees, companies should offer optimal working conditions, respecting the working day to avoid work overload inside and outside the workplace.

Finally, it is necessary to delve deeper into the study of the variables investigated.

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