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Managing Digital Strain: Coping Mechanisms of Master Teachers Amid Technostress

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Abstract. Digital technologies have expanded teachers' professional demands, yet little is known about how Master Teachers, who combine teaching, mentoring, and technical-support responsibilities, experience and manage technology-related strain. This qualitative study explored the experiences of ten Master Teachers in elementary schools in Quezon IV District, Division of Bukidnon, during School Year 2026–2027. Participants were purposively selected for their direct experience with technology-related professional tasks. The study used a phenomenological orientation and researcher-developed semi-structured interviews, which were audio-recorded and transcribed, and the transcripts were analyzed through thematic analysis. Four themes were generated, one for each research question: (1) navigating increasing digital demands and continuous technological adjustment, which described the situations that produced technostress; (2) adaptive coping and self-management, which described the practices participants reported using; (3) collaborative support and shared responsibility, which described the help participants received from colleagues, school leaders, and learners; and (4) peer-directed advice, which described the guidance participants offered other Master Teachers. Reported stressors included concurrent online reports, unfamiliar applications, unstable connectivity, frequent procedural changes, after-hours communication, and requests to troubleshoot for colleagues. Participants reported prioritizing tasks, organizing digital files, learning platforms independently, troubleshooting, and asking for help. Setting limits on after-hours communication and using school technical support appeared chiefly as advice rather than as reported practice. Because the study relied on self-reported accounts from a small, single-district sample, it did not assess whether these practices reduced technostress, and the findings are not intended for statistical generalization. The findings suggest that managing technostress involves both individual strategies and institutional conditions, namely timely orientation, accessible technical assistance, clear reporting procedures, and manageable digital workloads.

Keywords: Adaptive Coping; Collaborative Support; Master Teachers; Phenomenology; Technostress

Introduction

Digital technologies are now embedded in how teachers plan, teach, assess, communicate, and report. These tools can support instruction, but frequent platform changes, overlapping online requirements, constant connectivity, and the pressure to learn new systems can also produce technostress, the strain people experience when they struggle to adapt to or manage technology-related demands. A systematic review of 54 studies found that teacher technostress is associated with technological, workplace, and personal factors and with poorer well-being and job performance, while evidence on how teachers mitigate it remains limited (Yang et al., 2025).

Philippine studies, most of them survey-based, have reported moderate technostress among teachers (Cahapay & Bangoc, 2021; Espiritu, 2023), and recent qualitative work has begun to describe how it is experienced in schools (Lozada et al., 2025; Pondang, 2026). These studies focused on classroom teachers, faculty members, or teachers grouped by generation. They say little about Master Teachers, whose work differs in a way that matters for technostress.

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In the Philippine public school system, Master Teachers carry a teaching load while also mentoring fellow teachers and providing instructional support. According to DepEd–DBM Joint Circular No. 1, s. 2025, Section 9.2.2, Master Teachers are expected to demonstrate high levels of teaching proficiency, mentor colleagues, serve as subject matter experts, and perform instructional supervision, coaching, mentoring, and technical assistance functions. They are also expected to guide other teachers in improving their competencies and take the lead in preparing instructional materials. In digital work, these responsibilities can overlap in three ways. As teachers, Master Teachers prepare digital learning materials and complete their own online reports alongside classroom duties. As mentors, they may be expected to learn new systems quickly because colleagues will ask them for guidance. As technical-support persons, they may troubleshoot technology for other teachers while completing their own tasks. The accounts reported in this study illustrate each of these strands (see Theme 1).

This qualitative phenomenological study therefore explored how Master Teachers in Quezon IV District, Division of Bukidnon, experienced technostress, the coping practices they reported, the support they described receiving from the school community, and the recommendations they offered to other Master Teachers. The research questions are stated below.

The study was delimited to ten purposively selected Master Teachers in elementary schools in Quezon IV District during School Year 2026–2027. It did not measure the prevalence of technostress, test statistical relationships among variables, or evaluate whether the reported coping practices reduced technostress. It sought an in-depth understanding of the participants' experiences in their specific context. The findings may inform digital skills development, peer collaboration, technical assistance, and school practices that support Master Teachers in managing changing technological demands.

Research Questions

This study explored the following questions:

1. What situations in Master Teachers' work contribute to their experiences of technostress?
2. What coping practices do Master Teachers report using to manage technology-related work demands?
3. How do Master Teachers describe the support they receive from colleagues, school leaders, and learners in managing technostress?
4. What recommendations do Master Teachers offer other Master Teachers for managing technostress?

Scope and Delimitation of the Study

This study explored the experiences and coping mechanisms of ten (10) purposively selected Master Teachers in elementary schools in Quezon IV District, Division of Bukidnon, during School Year 2026–2027. Specifically, it focused on identifying the situations and work demands that contribute to technostress, the coping practices employed by the participants, the support they receive from colleagues, school leaders, and learners, and the recommendations they offer for managing technology-related challenges. It also sought to understand how Master Teachers manage digital demands while fulfilling their teaching, mentoring, and other professional responsibilities. Data were gathered through individual semi-structured interviews using a researcher-developed interview guide. With the participants' permission, the interviews were audio-recorded, transcribed, and analyzed through thematic analysis to identify recurring patterns and themes in their experiences. The study was limited to the self-reported experiences of ten Master Teachers from one district. It did not include other teacher classifications, school heads, or secondary school teachers. Furthermore, it did not measure the prevalence or severity of technostress, establish statistical relationships among variables, or evaluate the actual effectiveness of the coping practices described. Recommendations shared by participants were also distinguished from coping practices they personally reported using. Since the study employed a qualitative approach with a limited number of participants, its findings were context-specific and were not intended for statistical generalization to all Master Teachers.

Literature Review

Stressors

Evidence on stressors comes mainly from survey studies. Califf and Brooks (2020) examined techno-stressors, literacy facilitation, burnout, and turnover intention among K–12 teachers, Chou and Chou (2021) examined factors underlying teachers' technostress and their continuance intention toward online teaching, and Estrada-Muñoz et al. (2021) documented technostress among Chilean teachers during pandemic teleworking. Pagán-Garbín et al. (2024) examined stress, burnout, and technostress levels in teachers and used an artificial neural network to predict resilience. In the Philippines, a survey of 2,272 K–12 teachers in Region XII reported moderate technostress and a weak negative relationship with work performance, with higher

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levels among older, female, married, and more experienced teachers (Cahapay & Bangoc, 2021). A descriptive study of 167 faculty members in Pasig City found moderate technostress in the teaching-learning process and in social and technical issues, and low technostress in professional and personal orientations (Espiritu, 2023).

These designs establish how much technostress is present and what it correlates with, but they say little about how teachers interpret the demands they face. Pondang (2026) addressed this through a phenomenological study of 12 secondary school teachers, using semi-structured interviews and thematic analysis. The study described techno-invasion, techno-overload, and techno-complexity, with blurred work–life boundaries, heavier workloads, cognitive strain, and emotional fatigue, and argued that technostress is shaped by institutional expectations and digital work norms and not only by individual responses. Its participants were classroom teachers; the experience of teachers who are also expected to guide others was not examined.

Coping

Coping has been studied mostly through self-report scales. In a mixed-methods study of public secondary school teachers in Region XI, coping strategies fully mediated the relationship between technostress and ICT competencies, and the interview and focus-group strands confirmed the survey results (Delgado & Dayaganon, 2024). In the Division of Bukidnon, a survey of 250 teachers found that coping strategies were highly applied, and that social-support coping was rated highest (Signo, 2025). Among higher education teachers in Portugal, coping flexibility and IT mindfulness were small but significant predictors of techno-eustress, the positive counterpart of technostress (Nascimento et al., 2024). Qualitatively, eight "boomer" teachers in Davao del Sur described collaborative learning, ICT training, and resilience-building as strategies that helped reduce technostress (Lozada et al., 2025).

Two limitations matter for the present study. First, scale-based findings measure how often strategies are used, not whether they work; the mediation result is also drawn from cross-sectional data and cannot show that coping reduced technostress. Second, the qualitative studies describe strategies but involve small samples of classroom teachers and do not separate practices participants used from advice they would give others. The present study therefore treats coping as reported practice and keeps it distinct from advice.

Institutional Support

Support has been examined chiefly through associations. A survey of 771 Spanish teachers found that perceived organizational support was significantly correlated with technostress, with differences by gender and school type (Solís et al., 2023). A cross-sectional survey of 446 academics and 660 students in four European countries found that technology self-efficacy and social support from colleagues were negatively associated with technostress, although the sample was unbalanced across countries and time-use data were self-reported (Cazan et al., 2024). In Portuguese higher education, synergic literacy was among the organizational mechanisms associated with techno-eustress (Nascimento et al., 2024). In a survey of Spanish university teachers, lack of organizational instructions and feelings of techno-inefficacy were highlighted as contributors for face-to-face teachers, with a response rate of about 10% (Penado Abilleira et al., 2021). A systematic review of 17 studies reported that principals' leadership style was highly relevant to teachers' stress and burnout and that stress-management training combined with technology-use training may work better than stress-management training alone (Westphal et al., 2022).

These studies point to the importance of support, but they are mostly correlational, rely on perceptions measured at one point in time, and concentrate on colleagues, supervisors, or the organization in general. They do not describe what support looks like in practice for a teacher who is also a source of support for others.

Synthesis and Research Gap

Taken together, the literature shows that technostress is a multi-factor concern, that coping, and support are commonly reported as resources, and that the evidence for what mitigates technostress remains limited (Yang et al., 2025). The evidence is weighted toward quantitative designs, higher education or general teacher samples, and self-reported measures. What is missing is a qualitative account of Master Teachers, whose combined teaching, mentoring, and technical-support responsibilities may shape both their stressors and their sources of help. The present study addresses this gap by describing, from the participants' own accounts, the situations that produced technostress, the practices they reported, the support they described, and the advice they gave.

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Methodology

Research Design

This study used a qualitative research design with a descriptive phenomenological orientation, specifically guided by the transcendental phenomenological approach of Moustakas (1994). This approach was appropriate because the study sought to understand the lived experiences of Master Teachers in dealing with technostress and their ways of managing technology-related work demands. The researcher practiced epoché or bracketing by consciously acknowledging personal assumptions and prior experiences to give priority to the participants' descriptions. Thematic analysis of Braun and Clarke (2006) served as the analytic procedure for identifying, coding, and organizing recurring patterns of meaning across participants' accounts. Thus, phenomenology guided the exploration of lived experiences, while thematic analysis provided the systematic process for developing themes. The findings represented shared patterns of experiences rather than a single universal essence. Similar combinations of phenomenological inquiry and thematic analysis were employed by Pondang (2026) and Lozada et al. (2025).

Research Locale

The study was conducted in Quezon IV District, Division of Bukidnon, during School Year 2026–2027. The district served as the research locale because it provided the setting for exploring the experiences of Master Teachers in managing technology-related demands associated with their instructional, supervisory, and administrative responsibilities.

Research Participants

Purposive sampling was used to select ten (10) Master Teachers from elementary schools in Quezon IV District, Division of Bukidnon. Participants were selected based on their direct experience with technology-related professional tasks and their ability to describe their experiences with technostress. To qualify, participants had to be currently designated as Master Teachers in elementary schools within the district, have experience using digital platforms, preparing digital instructional materials, or performing online reporting tasks, and be willing to participate voluntarily. The researcher coordinated with the appropriate education authorities and school heads to identify and invite qualified participants. The ten (10) participants were considered appropriate for the study because they shared relevant professional experiences and could provide detailed accounts related to the research questions. Their responses provided the experiential data needed to explore the phenomenon in depth.

Research Instrument

The primary instrument used in this study was a researcher-developed semi-structured interview guide consisting of four open-ended questions, with one question corresponding to each research question. The questions were developed based on the research objectives, related literature, and previous studies concerning technostress, technology-related professional demands, and coping mechanisms among teachers. They were formulated to encourage participants to describe their actual experiences, challenges, coping practices, and recommendations. The semi-structured format allowed the researcher to ask follow-up and probing questions to clarify responses and obtain deeper insights. The development of the interview guide was informed by the methodological framework of Kallio et al. (2016), which emphasizes the systematic formulation and evaluation of semi-structured interview questions.

Data Gathering Procedure

Before conducting the study, the researcher secured the necessary permissions from the appropriate education authorities and obtained informed consent from all participants. The purpose of the study, interview procedures, and participants' rights, including voluntary participation, confidentiality, and the right to withdraw, were explained. Data gathering was conducted from September 7 to October 7, 2026. Individual interviews were scheduled at mutually agreed times and locations to provide a comfortable setting for sharing experiences. The interviews followed the semi-structured guide, with follow-up and probing questions used when necessary. With participants' permission, the interviews were audio-recorded and subsequently transcribed verbatim. Participant codes K1 to K10 were used in the transcripts and research documents to maintain confidentiality. The recordings and transcripts were kept securely and accessed only for research purposes.

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Results and Discussions

Research Question 1: What situations in Master Teachers' work contribute to their experiences of technostress?

On the situations of the Master Teacher that cause them to experience technostress

Emerging Theme: *Navigating Increasing Digital Demands and Continuous Technological Adjustment*

Participants described technostress as arising when several digital demands converged with their regular duties. The stressors they reported were multiple online reports with near-simultaneous deadlines, platform-specific upload procedures, new applications introduced without enough orientation, unstable internet connections, frequent changes in digital procedures, the preparation of digital learning materials, after-hours communication, the management of numerous digital files, and helping colleagues with technology.

"Several online reports have to be submitted at almost the same time... we are asked to use different platforms, and each platform has its own way of uploading files." (K1)

"A new application or online system is introduced without enough orientation... I am also expected to learn it quickly because other teachers may ask me for assistance." (K3)

"I have to prepare digital learning materials while also attending to my regular teaching and supervisory responsibilities." (K4)

"There are frequent changes in online procedures. Just when I become familiar with one system, another procedure or platform is introduced." (K6)

"I need to troubleshoot technology for other teachers while I also have my own tasks to complete." (K8)

Several stressors were tied to the three strands of the Master Teacher role. The teaching strand appeared in K4's account of preparing digital learning materials alongside regular teaching and supervisory duties. The mentoring strand appeared in K3's expectation to learn a new application quickly because other teachers might ask for assistance. The technical-support strand appeared in K8's needs to troubleshoot for others while completing personal tasks. Other extracts, such as K1's concurrent reports and K6's frequent procedural changes, describe demands that any teacher might face. This suggests that, among these ten participants, the role did not create the digital demands but added to them by increasing the number of people who depended on the participant's digital competence. This is an interpretation from ten accounts and not a comparison with classroom teachers.

The reported overload and complexity are consistent with the techno-overload and techno-complexity described by Pondang (2026), and the after-hours communication resembles techno-invasion. The reported lack of orientation echoes the lack of organizational instructions that Penado Abilleira et al. (2021) highlighted in their survey of university teachers, although the designs and populations differ. Being a technical resource for colleagues has no direct counterpart in the studies reviewed here, which treated teachers as users of technology and not as the people others turn to for help.

Research Question 2: What coping practices do Master Teachers report using to manage technology-related work demands?

On the specific practices or actions Master Teacher used to cope with technology-related work demands

Emerging theme: *Adaptive Coping and Self-Management in Navigating Technology-Related Work Demands*

This theme covers what participants said they did themselves. They reported prioritizing and dividing tasks, organizing, and backing up digital files, learning unfamiliar platforms through tutorials and self-exploration, asking colleagues for help, and troubleshooting technical problems.

"When I have several online tasks to accomplish, I make a list of what needs to be done first. I prioritize the reports with the nearest deadlines so I will not feel overwhelmed by everything that needs to be submitted." (K2)

"When I encounter a technology application that I do not know how to use, I ask a colleague who is more familiar with it. Instead of spending too much time figuring it out alone, I seek assistance so I can finish the task correctly." (K5)

"I try to prepare my digital files ahead of time. I organize the documents in folders and make sure that the files are properly named before uploading them." (K7)

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"I watch tutorials or search for instructions when I am assigned to use a new platform. Sometimes I learn by trying the different features myself until I become familiar with the system." (K9)

"I try to remain patient when technology does not work as expected. Instead of immediately becoming frustrated, I troubleshoot the problem step by step, and if I cannot solve it, I ask for technical assistance or look for another way to complete the task." (K10)

Participants did not cope in a single way. K5 preferred asking a more familiar colleague over spending long periods working out an application alone, whereas K9 learned by trying features until the system became familiar. K10 combined the two, troubleshooting step by step and seeking technical assistance only if the problem remained. K2 and K7 relied on planning ahead: ordering reports by deadline and organizing files before upload. These differences suggest that practices were chosen according to the task and the help available, although the interviews did not ask participants why they preferred one approach over another.

These are reported practices. A few participants described an expected benefit, such as K2 prioritizing so as not to feel overwhelmed and K5 seeking help to finish the task correctly, but the study did not assess whether any practice reduced technostress. This limits comparison with survey studies in which coping is measured by frequency of use. Delgado and Dayaganon (2024) found that coping strategies mediated the link between technostress and ICT competencies among Region XI secondary teachers, and Signo (2025) reported high use of coping strategies, with social support coping highest, among teachers in Bukidnon. Both relied on self-reported use. The present accounts add first-person descriptions from one role. Help-seeking and self-directed learning are similar in kind to the collaborative learning, ICT training, and resilience-building reported by Lozada et al. (2025), though that study involved a different group of teachers in a different province.

Research Question 3: How do Master Teachers describe the support they receive from colleagues, school leaders, and learners in managing technostress?

On the support or interactions with colleagues, school leaders, and learners that help manage or cope with technostress

Emerging Theme: *Collaborative Support and Shared Responsibility in Managing Technostress*

This theme covers help participants described receiving. They identified three sources: colleagues, who shared screenshots, guided them through steps, and answered questions in a group chat; school leaders, who listened, coordinated technical assistance, and gave clear instructions on what to submit and when; and learners, who showed them features of digital applications.

"When I have difficulty with an online system, my fellow teachers usually help me understand the steps. Sometimes they share screenshots or guide me through the process, which makes the task less stressful." (K10)

"School leaders are supportive when we experience problems with technology. They listen to our concerns and sometimes coordinate with the person responsible for technical assistance so the problem can be addressed." (K5)

"I learn a lot from my learners because some of them are familiar with digital applications. When I am trying to use a new tool, they sometimes show me features or ways of doing things that I have not discovered yet." (K6)

"We have a group chat where teachers can ask questions about online reports and applications. Whenever someone encounters a problem, other teachers usually respond and share what they know." (K7)

"I appreciate it when our school leaders give clear instructions about what needs to be submitted and when it should be submitted. Clear communication prevents confusion, especially when there are several online requirements." (K9)

Asking colleagues for help appears in Theme 2 (K5) and again here. The two are distinguished by perspective: Theme 2 concerns what the participant did, while Theme 3 concerns what others provided and the conditions that made help available, such as a group chat, supportive leaders, and clear instructions. The support was also reciprocal. These participants received help from colleagues and learners while also providing technical help to others (Theme 1; K3, K8). K5's extract describes leaders' responsiveness once problems arise, whereas K9's describes clear communication that prevents confusion. No extract described an absence of support, so differences in access to support across schools cannot be judged from the extracts presented.

Survey studies associate support with lower technostress. Cazan et al. (2024) found that social support from colleagues was negatively associated with technostress, and Solís et al. (2023) found that perceived organizational support was correlated with it. Westphal et al. (2022) identified principals' leadership style as highly relevant to teacher stress and burnout, which is consistent with participants' emphasis on leaders' listening and clear instructions. These findings are correlational and perception-based, whereas the present

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extracts describe the concrete forms support took. The mention of learners as a source of help is notable because the studies reviewed here concentrated on colleagues, supervisors, and organizations.

Research Question 4: What recommendations do Master Teachers offer other Master Teachers for managing technostress?

On the recommendations to other Master Teachers on technostress

Emerging Theme: *Peer-Directed Advice for Managing Technostress*

This theme covers what participants would tell other Master Teachers. Their advice was to prioritize digital tasks, keep learning new applications, ask colleagues for help, set limits on after-hours communication, and use available school technical support. This theme is separate from Theme 2 because it records advice offered, not practices reported.

"I would recommend that other Master Teachers learn to prioritize their digital tasks. We do not have to finish everything at the same time. Identifying which reports or activities are most urgent can help lessen the pressure." (K1)

"I suggest that Master Teachers continue learning new applications and digital tools. Even simple tutorials or exploring the features by ourselves can make us more confident when using unfamiliar technology." (K3)

"I would encourage Master Teachers to ask for help from their colleagues when they encounter technical problems. There is no need to struggle alone because sharing knowledge and experiences can make the work easier." (K4)

"I recommend setting boundaries on work-related communication, especially after office hours. If possible, we should manage our time and respond to non-urgent messages during working hours so that we can also have time to rest." (K6)

"I recommend that we make use of available technical support in the school. If there are people who can assist with internet, applications, or equipment problems, we should not hesitate to approach them." (K8)

Most of the advice mirrors practices reported in Theme 2, particularly prioritizing tasks, learning new digital tools, and asking colleagues for help. This suggests that participants recommended strategies they considered useful based on their experiences, although the extracts do not confirm this for every participant. Two recommendations differ. Setting boundaries on after-hours communication (K6) addresses the after-hours stressor identified in Theme 1 but is expressed as what Master Teachers should do rather than as a personal practice. Similarly, the recommendation to use school technical support (K8) refers to a resource indirectly mentioned in Theme 3 through school leaders' coordination of technical assistance. However, neither extract establishes that K6 or K8 personally practiced these strategies. Therefore, these statements are presented as recommendations rather than demonstrated coping practices. The researcher reviewed the interview transcripts to determine whether either participant also reported personally setting boundaries or seeking technical assistance. Any supporting accounts were considered under Theme 2, while unsupported practices were not included as actual coping behaviors.

The advice is broadly in line with the personal and organizational strategies that Yang et al. (2025) described as promising, including resilience, digital literacy training, flexibility, and technical support, although that review also noted that evidence on mitigation is limited. One difference deserves attention. Pondang (2026) recommended clearer institutional workload boundaries, whereas K6 placed the responsibility on individual teachers. Participants' advice taken alone may therefore understate the institution's role, which the Recommendations address.

Ethical Considerations

The researcher observed ethical principles throughout the study to protect the rights, dignity, privacy, and welfare of the participants. Permission to conduct the study was secured from the appropriate educational authorities before data collection. Formal ethical clearance was not required under the institution's research ethics policies; however, all necessary ethical safeguards were observed. Informed consent was obtained from the ten Master Teachers after explaining the study's purpose, procedures, and their rights. Participation was voluntary, and participants could decline questions or withdraw without penalty. Confidentiality and anonymity were maintained through participant codes, while recordings and transcripts were securely stored and used solely for research purposes. All responses were reported accurately and without distortion.

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Conclusion

This study explored how ten Master Teachers in Quezon IV District experienced technostress and how they described managing it. Participants reported that technostress arose from converging digital demands, including multiple online reports, unfamiliar applications, unstable connectivity, frequent procedural changes, and after-hours communication. For these participants, it was also tied to their roles as teachers, mentors, and technical-support persons for colleagues. They reported managing these demands through task prioritization, digital organization, independent learning, troubleshooting, and asking for help, and they described receiving support from colleagues, school leaders, and learners. They advised other Master Teachers to prioritize tasks, keep learning, seek help, set limits on after-hours communication, and use school technical support. The findings suggest that managing technostress involves both individual practices and school-level conditions: timely orientation, accessible technical assistance, clear digital procedures, and manageable workloads. The study has limitations. It drew on self-reported interview accounts from ten participants in one district, so its findings are not statistically generalizable. It did not assess whether the reported practices reduced technostress, and participants' advice cannot be taken as evidence that the recommended actions work. Future research may explore technostress among Master Teachers in other districts or divisions, use longitudinal or mixed methods designs to examine whether coping practices and support reduce technostress, and examine how school leadership, digital competence, and institutional support shape coping.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed: For School Leaders, provide timely orientation and hands-on training whenever new digital platforms, applications, or procedures are introduced. Establish clear reporting guidelines, communicate deadlines in advance, and review digital reporting requirements to minimize unnecessary workload and technology-related pressure. Agree on expectations for after-hours communication. For Master Teachers, practice time and task management by prioritizing urgent responsibilities, organizing digital files, continuing to develop digital skills, and seeking assistance when technical difficulties arise. They are also encouraged to take short breaks when necessary and to keep appropriate work–life boundaries. For Teachers and Colleagues, strengthen peer collaboration by sharing digital resources, practical tutorials, troubleshooting techniques, and strategies for completing technology-related tasks. Schools may encourage peer mentoring and collaborative learning sessions to help educators address digital challenges collectively. For Schools, establish or strengthen accessible technical assistance for internet connectivity, equipment, software applications, and other technology-related concerns. Designating personnel or support teams to respond to technical problems may help minimize disruptions and delays in completing professional responsibilities and may reduce the troubleshooting load that falls on Master Teachers. For the Division Office, provide continuous professional development focused on digital literacy, emerging educational technologies, troubleshooting, digital organization, and workload management. Training programs should include practical activities that address the actual technology-related challenges encountered by Master Teachers in their daily work. For Future Researchers, conduct similar qualitative studies with Master Teachers from other districts or divisions to explore similarities and differences in their experiences. Future studies may also examine other groups of educators or use longitudinal or mixed methods designs to test whether coping practices and institutional support are associated with lower technostress.

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