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Technology Fatigue Among Seasoned Teachers: Experiences of Teaching in Digitally Intensive School Environments

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Abstract. Technology has become an integral part of teaching, providing opportunities for instructional innovation while also creating additional demands for educators. This study explored technology fatigue among seasoned teachers working in digitally intensive school environments, focusing on their experiences, contributing factors, coping strategies, and recommendations for fellow teachers. Specifically, it examined how teachers experienced technology fatigue over the years, the factors that contributed to it, the strategies they employed to manage it, and the recommendations they offered to other seasoned teachers. The study involved 14 seasoned public secondary school teachers in selected schools in the Division of Valencia City, Bukidnon, Philippines. A qualitative research approach was used to understand the participants' experiences and perspectives regarding technology-related demands in their professional lives. The findings revealed four emerging themes: Accumulating Physical, Mental, and Emotional Exhaustion from Digital Demands; Digital Workload Overload, Technological Barriers, and Inadequate Support; Intentional Self-Management, Personal Boundaries, and Social Support; and Balanced Technology Use Through Self-Paced Learning, Workload Management, and Collaborative Support. The findings indicated that technology fatigue was associated with prolonged screen exposure, multiple digital platforms, administrative reporting requirements, frequent technological changes, connectivity problems, and insufficient technical assistance. Participants managed these challenges through task prioritization, regular breaks, work-life boundaries, collaboration with colleagues, the use of templates, and the selective use of traditional teaching methods. They also recommended gradual technology learning, purposeful selection of digital tools, reduced administrative workload, practical training, and stronger institutional support. The study concludes that addressing technology fatigue requires shared responsibility between teachers and educational institutions. Providing manageable digital expectations, accessible technical assistance, relevant professional development, and opportunities for recovery may help seasoned teachers maintain their well-being and instructional effectiveness in digitally intensive school environments.

Keywords: Coping Strategies; Digital Workload; Organizational Support; Seasoned Teachers; Technology Fatigue

Introduction

Contemporary schools increasingly operate through digital platforms, learning management systems, online reporting tools, communication applications, and artificial intelligence-based resources. For teachers who entered the profession before these technologies became routine, this shift requires continuous learning, relearning, and adjustment to evolving systems while managing established instructional responsibilities. Although much scholarly attention has focused on technology adoption and digital competence, emerging research has highlighted a less visible consequence of these demands: technostress and digital fatigue among teachers. A systematic review of research on teacher technostress traced the earliest empirical study to 2008 and noted a substantial increase in publications after 2018, suggesting that the issue has become increasingly urgent as digital demands in schools intensify (Yang et al., 2025). Empirical studies across different educational contexts have also shown that technology-related strain is a recurring professional concern. In a study of primary and secondary teachers in Chile, Estrada-Muñoz et al. (2020) found that a notable proportion

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experienced techno-fatigue, techno-anxiety, or both. These findings suggest that technology-related fatigue is not merely an isolated personal complaint but a concern that warrants attention in educational settings.

Teaching experience may also shape how teachers experience technology-related strain. Research on teacher technostress suggests that the complexity of digital tools, rapid technological changes, and the availability of institutional and collegial support influence teachers' experiences (Khlaif et al., 2023). For seasoned teachers, technology fatigue may reflect the cumulative burden of repeatedly adapting established instructional practices and professional routines to changing digital systems rather than an unwillingness to use technology. This concern is also evident in the Philippine educational context. In Bukidnon, a quantitative study of basic education teachers reported frequent use of digital tools alongside heightened emotional demands, with emotional burnout affecting teachers' motivation and engagement even as they developed adaptive strategies to sustain their teaching (Prosia & Paglinawan, 2025). However, although quantitative studies help establish the presence and extent of technology-related fatigue, they may not fully explain how seasoned teachers personally experience, interpret, and manage these demands in their daily professional lives. Their experiences warrant closer examination, particularly in public secondary schools where teachers are expected to balance classroom instruction with digital reporting, online communication, assessment, and other administrative responsibilities.

A narrative inquiry approach was therefore appropriate for exploring the experiences of seasoned teachers and understanding how technology-related demands accumulated throughout their professional lives. It provided an opportunity for teachers to describe, in their own words, the factors contributing to their fatigue, the coping strategies they employed, and the recommendations they offered to colleagues experiencing similar challenges. This inquiry was particularly relevant to selected public secondary schools in the Province of Bukidnon, Philippines, where teachers continued to navigate expanding digital platforms and institutional technology requirements while fulfilling their existing teaching responsibilities. Accordingly, this study explored the narratives of seasoned public secondary school teachers regarding technology fatigue in digitally intensive school environments during School Year 2026–2027. Specifically, it examined their experiences of technology fatigue, the factors contributing to it, their coping strategies, and their recommendations to fellow teachers. Through these narratives, the study sought to provide a localized, human-centered understanding of technology fatigue and contribute insights that may help teachers and school administrators promote more manageable, supportive, and sustainable technology practices in education.

Research Questions

This study explored the narratives of seasoned public secondary school teachers in managing technology fatigue in digitally intensive school environments. Specifically, it sought to answer the following research questions:

1. What are your experiences of technology fatigue in your years of teaching in a digitally intensive school environment?
2. What factors contribute to your experience of technology fatigue in your classroom teaching?
3. How do you cope with the technology fatigue you experience in your teaching practice?
4. What can you recommend to other seasoned teachers who are experiencing technology fatigue in their classroom teaching?

Scope and Delimitation of the Study

This study explored the narratives of seasoned public secondary school teachers regarding technology fatigue in digitally intensive school environments. It involved fourteen (14) participants from selected public secondary schools in the Division of Valencia City, Bukidnon, Philippines, during School Year 2026–2027. The study focused on four aspects: the teachers' experiences of technology fatigue over their years of teaching, the factors that contributed to it, the coping strategies they employed, and the recommendations they offered to fellow seasoned teachers. Data were gathered through semi-structured interviews and analyzed thematically. The study was delimited to teachers who met the criteria for seasoned teachers, were currently teaching in public secondary schools, and had encountered technology-related demands in their instructional and administrative work. Novice teachers, elementary teachers, school heads, non-teaching personnel, and learners were not included. Technology-related demands were understood broadly to cover digital platforms, online reporting and encoding systems, communication applications, instructional technologies, and other technology-based school responsibilities; the study did not examine particular devices, applications, or software in isolation. As a qualitative inquiry, the study sought depth rather than breadth. It did not measure the prevalence or severity of technology fatigue, did not diagnose any physical or psychological condition, and did not evaluate the effectiveness of specific interventions. The findings rest on the participants' self-reported accounts and are not intended to be generalized to all teachers; rather, they offer context-bound insights that readers may consider in relation to similar settings.

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Literature Review

Technology Fatigue and Technostress Among Teachers

Technology fatigue is closely related to the broader concept of technostress, which refers to the strain that individuals experience in connection with the use of information and communication technologies. In a widely cited study of technology users in organizational settings, Tarafdar et al. (2007) described technostress as arising from conditions such as techno-overload, techno-invasion, techno-complexity, techno-insecurity, and techno-uncertainty, and reported that it was associated with greater role stress and reduced productivity. Kumar (2024), in a comprehensive review, discussed the dimensions, impacts, and management strategies of technostress and noted its psychological, physiological, and emotional consequences, including difficulties in maintaining work-life balance.

In education, a systematic review by Yang et al. (2025) traced research on teacher technostress to 2008 and noted a substantial increase in publications after 2018, indicating growing scholarly attention as digital demands in schools intensified. Estrada-Muñoz et al. (2020) found that a notable proportion of teachers in the Chilean school system experienced techno-fatigue, techno-anxiety, or both.

Technostress, Burnout, and Teacher Outcomes

Research on K-12 teachers has linked technology-related stressors to burnout. Califf and Brooks (2020) examined techno-stressors, literacy facilitation, burnout, and turnover intention as experienced by K-12 teachers, investigating how techno-stressors related to burnout, how burnout related to the intention to leave the profession, and how literacy facilitation, a proactive approach to reducing technostress, might lessen these effects. Working with higher education teachers, Nascimento et al. (2024) identified antecedents and outcomes of techno-eustress, a positive response to technology demands, suggesting that technology-related demands are not experienced only as harmful and that the conditions surrounding technology use matter.

Teaching Experience and Teacher Strain

Teaching experience has been examined as a factor in teacher strain, although findings across studies are not uniform. Alghamdi and Sideridis (2025), in a study of elementary and secondary school teachers in Saudi Arabia, reported that experience and age were positive predictors of burnout, with older teachers showing significantly higher levels. Their study concerned teacher burnout in general rather than technology-related strain, yet it points to the possibility that long-serving teachers may carry accumulated demands.

With regard to technology specifically, Khlaif et al. (2023), in a qualitative study of teachers' technostress in using emerging technology, found that the complexity of digital tools, rapid technological change, and the availability of institutional and collegial support influenced teachers' experiences. Taken together, these perspectives suggest that for seasoned teachers, technology fatigue may reflect the cumulative burden of repeatedly adapting established practices to changing digital systems, a possibility that warrants direct exploration.

Coping Strategies and Organizational Support

Coping strategies and organizational support are recurring themes in the literature on teacher technostress. Mat Nang et al. (2022), in a systematic review of teacher technostress and coping mechanisms during the COVID-19 pandemic, underscored the relevance of coping strategies in managing technology-related demands. Solís et al. (2023) found a significant relationship between perceived organizational support and teachers' technostress, highlighting the importance of supportive school environments. These studies indicate that managing technology-related strain involves both the strategies teachers use themselves and the support that schools provide.

Digital Technology Integration in the Philippine Context

In the Philippines, studies have described both the demands and the opportunities of digital integration in schools. Javier (2021) examined the practices of Filipino public high school teachers in digital teaching and learning technologies during the COVID-19 pandemic and presented the findings as a basis for learning action cell sessions. Salgado and Paglinawan (2025) examined teachers' challenges and opportunities in integrating digital technology in the classroom. In Bukidnon, Prosia and Paglinawan (2025) reported that basic education teachers used digital tools frequently while experiencing emotional burnout that affected their motivation and engagement, even as they developed adaptive strategies to sustain their teaching.

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Methodology

Research Design

The study employed a qualitative phenomenological research design to explore the narratives of seasoned public secondary school teachers regarding technology fatigue in digitally intensive school environments. An interpretive phenomenological approach guided the inquiry into the meanings teachers attached to their experiences of technology fatigue, including the factors contributing to their fatigue, the coping strategies they employed, the ways they adapted their teaching practices, and the recommendations they offered to fellow teachers experiencing similar challenges.

Research Locale

The study was conducted in selected public secondary schools in the Division of Valencia City, Province of Bukidnon, Philippines, during School Year 2026–2027. The research locale comprised selected teachers who experienced technology-related demands associated with digital platforms, online reporting systems, instructional technologies, and other technology-based school responsibilities. These settings provided a relevant context for exploring the narratives of seasoned teachers regarding technology fatigue, the factors contributing to it, the coping strategies they employed, and their recommendations for fellow teachers experiencing similar challenges.

Research Participants

The participants were fourteen (14) seasoned public secondary school teachers from selected schools in the Province of Bukidnon, Philippines, selected through purposive sampling based on their relevant teaching experience and exposure to digitally intensive school environments. Eligible participants were currently serving as public secondary school teachers, had at least 10 years of teaching experience in public secondary schools (the operational definition of a "seasoned" teacher in this study), had encountered technology-related demands in their instructional and administrative responsibilities, and were willing to share detailed narratives about their experiences of technology fatigue. The selection of participants prioritized the depth and richness of their narratives rather than statistical generalizability, enabling the researcher to gain an in-depth understanding of the factors contributing to technology fatigue, the coping strategies employed by seasoned teachers, and their recommendations for addressing this concern. Participants were assigned codes KI1–KI14 to protect their identities. Data collection continued until subsequent interviews no longer produced substantially new meanings or themes.

Data Gathering Procedure

The researcher first secured the necessary permissions from the Schools Division Office of Valencia City and the concerned school authorities of the selected public secondary schools. Using a validated semi-structured interview guide, the researcher gathered narratives from eligible seasoned teachers regarding their experiences of technology fatigue in digitally intensive school environments. Before the interviews, participants were informed about the purpose of the study, their rights as participants, and the confidentiality of the information they would provide. Informed consent was obtained, and interviews were conducted in a private and appropriate setting. With the participants' permission, the interviews were audio-recorded, and field notes were taken to document relevant observations. The recordings were transcribed verbatim, reviewed for accuracy, and returned to the participants for member checking to ensure that their narratives were represented accurately. The verified transcripts and field notes were then organized and prepared for analysis.

Results and Discussions

Research Question 1: What are your experiences of technology fatigue in your years of teaching in a digitally intensive school environment?

On the experiences of technology fatigue in years of teaching in a digitally intensive school environment

Emerging Theme: Accumulating Physical, Mental, and Emotional Exhaustion from Digital Demands

The emerging theme, Accumulating Physical, Mental, and Emotional Exhaustion from Digital Demands, reflects the participants' experiences of technology fatigue as a growing burden associated with the continuous use of digital devices and online platforms in their teaching responsibilities. Their responses

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revealed that technology fatigue extends beyond prolonged screen time, encompassing the physical discomfort, mental exhaustion, emotional strain, and difficulty maintaining focus that arise from managing multiple technology-related tasks alongside regular classroom duties. Participants described experiencing eye strain, headaches, back pain, stiff shoulders, muscle discomfort, frustration, and reduced concentration after spending extended hours preparing lessons, developing presentations, checking submissions, encoding grades, communicating with parents and learners, attending online meetings, and completing digital reports.

Furthermore, the participants emphasized that technology fatigue has become more noticeable as digital demands have increased over the years. Although some teachers have become more familiar and comfortable with technology, the growing number of platforms, frequent system updates, connectivity problems, and overlapping reporting requirements have added to their existing workload. Several participants also expressed concern that technology-related responsibilities sometimes interfere with their ability to focus on classroom instruction and fulfill personal responsibilities at home. Their experiences suggest that technology fatigue is not simply a result of limited digital competence but is also associated with the intensity, duration, and increasing complexity of technology use in the teaching profession.

The statements that support this emerging theme based on the responses of the participants are the following:

"I often feel mentally and physically tired from prolonged use of digital platforms and technology-related tasks." (KI1)

"Physically, it shows as eye strain, headaches, and stiff shoulders from long hours looking at screens. Mentally, I feel drained, easily distracted, and less focused during lessons. Emotionally, there is frustration and occasional irritability when technology fails right when it is needed most." (KI6)

"What used to feel empowering now often feels like an extra, unending layer of work added to an already full schedule." (KI7)

"When I got home I can't do any household chores anymore. It seems that there is no improvement in the program of the education department because every year still a lot of papers are required to teachers, though technology is there but the volume of work goes up." (KI9)

"Over the years, it has shifted from learning new tools to just maintaining them—passwords, updates, duplicate systems, always being reachable—and work and home have blurred together, leaving me exhausted not just by the tech but by how much of the human connection it's replaced." (KI11)

These responses illustrate that technology fatigue involves interconnected physical, cognitive, and emotional experiences. Physical exhaustion emerges from prolonged exposure to screens and repetitive computer-related activities, while mental exhaustion results from multitasking, navigating several platforms, troubleshooting technical problems, and meeting deadlines. Emotional strain is evident in participants' expressions of frustration, irritability, pressure, and feeling overwhelmed when digital systems fail or when multiple requirements occur simultaneously. These experiences are consistent with Estrada-Muñoz et al. (2020), who identified fatigue, anxiety, skepticism, and inefficiency as important dimensions of technostress among teachers. Similarly, Kumar (2024) explained that technostress can have psychological, physiological, and emotional consequences, including difficulties associated with maintaining work-life balance. Moreover, the participants' responses suggest that the increasing volume of technology-related tasks can blur the boundaries between professional and personal life, leaving teachers with limited time and energy for rest and household responsibilities.

Research Question 2: What factors contribute to your experience of technology fatigue in your classroom teaching?

On the factors that contribute to the experience of technology fatigue

Emerging Theme: Digital Workload Overload, Technological Barriers, and Inadequate Support

The emerging theme, Digital Workload Overload, Technological Barriers, and Inadequate Support, reflects the various factors that contribute to teachers' experiences of technology fatigue in a digitally intensive school environment. The participants identified excessive digital reporting requirements, prolonged screen time, multiple online platforms, frequent technological changes, unreliable internet connectivity, inadequate training, and pressure to meet deadlines as major sources of fatigue. Their responses indicate that technology fatigue does not arise from using digital tools alone but from the combined demands of managing different applications, completing administrative responsibilities, adapting to new systems, and maintaining effective classroom instruction. These demands become more challenging when teachers have limited time to learn new technologies, encounter technical difficulties, or receive insufficient guidance and support.

The statements that support this emerging theme based on the responses of the participants are the following:

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"Online reports, encoding, multiple platforms, changing systems, and poor internet connection contribute most to my fatigue." (KI1)

"Having to switch between several applications and platforms can be mentally tiring, especially when tasks have overlapping deadlines." (KI2)

"The fast pace of change also adds to it: just as I get comfortable with one tool, a new system or update is introduced, often without clear guidance. Unreliable internet and slow loading times, especially in our area, make every digital task take twice as long, which is very draining." (KI5)

"The common struggle is not the technology itself, but that it keeps expanding while our hours and support stay the same." (KI6)

"Lack of training on the current trends on how to utilize those applications to make your lesson plan more interesting and interactive" (KI9)

"During class observation it hits differently—suddenly every tool has to work perfectly because someone's judging you, so the pressure of the LMS loading, the slides cooperating, the connectivity holding up, and the gradebook being open on the right tab all at once turns what should be a normal lesson into a performance." (KI11)

These responses reveal three closely related factors contributing to technology fatigue. The first is digital workload overload, which includes the continuous preparation of digital learning materials, checking online submissions, encoding grades, completing reports, responding to messages, and managing several platforms with different procedures and deadlines. Participants explained that switching between applications and fulfilling overlapping requirements consume considerable time and mental energy. The second factor is technological barriers, particularly slow or unstable internet connectivity, system errors, frequent updates, and difficulties navigating unfamiliar applications. These challenges interrupt instructional activities and may require teachers to repeat tasks or spend additional time troubleshooting instead of concentrating on lesson preparation and student learning. The third factor is inadequate training and performance-related pressure. Some participants expressed difficulty keeping up with technological developments because of limited training and insufficient guidance. Others described the pressure of using digital tools during classroom observations, where technical problems may affect their confidence and their ability to demonstrate effective teaching.

Research Question 3: How do you cope with the technology fatigue you experience in your teaching practice?

On the coping approach with the technology fatigue experienced

Emerging Theme: Intentional Self-Management, Personal Boundaries, and Social Support

The emerging theme, Intentional Self-Management, Personal Boundaries, and Social Support, highlights how seasoned teachers manage technology fatigue by organizing their tasks, setting limits on digital work, and seeking support from others. Participants described prioritizing responsibilities, grouping similar digital activities, completing important tasks during working hours, taking short breaks, limiting unnecessary screen time, and avoiding school-related digital work during evenings and weekends. These strategies demonstrate their efforts to manage professional demands while protecting their well-being and maintaining a healthy work-life balance. Furthermore, seeking assistance from colleagues and family members provides additional support in managing technology-related challenges. These findings are consistent with Mat Nang et al. (2022), who examined teachers' technostress and coping mechanisms and emphasized the relevance of coping strategies in managing technology-related demands. The theme suggests that managing technology fatigue involves not only individual time management and personal boundaries but also access to supportive relationships that help teachers sustain their teaching responsibilities and personal well-being.

The statements that support this emerging theme based on the responses of the participants are the following:

"I manage technology fatigue by organizing my tasks, setting priorities, and taking short breaks from screen time. I also try to finish important digital tasks during work hours and avoid unnecessary screen use after work." (KI2)

"I set clear boundaries: I stop digital work by a fixed time each evening and avoid checking work portals on weekends unless absolutely necessary." (KI5)

"I ask sometimes on the assistance of my colleagues and some family members, like for example in ZipGrade, I need to ask from my co-teacher to scan the test papers because my cellphone cannot scan, and I need to submit the result of the test, data for MPS, CMSS, etc." (KI8)

"Honestly, I cope by going back to what I know works—the traditional method, making handouts and worksheets instead of relying on the screen, because printing materials and writing on the board feels more within my control and lets me actually focus on teaching rather than troubleshooting." (KI10)

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"I use templates so I don't have to start from scratch. I used snipping tools to cut clips from videos. I asked help from my colleagues, and to avoid stress I use simple text." (KI13)

The participants' emphasis on taking breaks and establishing boundaries between work and personal life demonstrates their awareness of the need to recover from continuous digital demands. Teachers who avoid checking work portals after working hours, limit screen exposure, and spend time with family members are attempting to create separation between their professional responsibilities and personal lives. These practices may help reduce the feeling of being continuously connected to school-related tasks. The findings also indicate that teachers use informal activities, such as listening to music, walking, and conversing with colleagues, to temporarily redirect their attention away from stressful digital responsibilities. Although these strategies may provide immediate relief, their effectiveness may depend on whether teachers have sufficient time and opportunities to disengage from work. Consequently, establishing reasonable expectations regarding after-hours communication and reporting deadlines is important in supporting teachers' recovery and well-being.

Research Question 4: What can you recommend to other seasoned teachers who are experiencing technology fatigue in their classroom teaching?
On the recommendations to other seasoned teachers

Emerging Theme: Balanced Technology Use Through Self-Paced Learning, Workload Management, and Collaborative Support

The emerging theme, Balanced Technology Use Through Self-Paced Learning, Workload Management, and Collaborative Support, highlights the recommendations of seasoned teachers to colleagues experiencing technology fatigue. Participants emphasized the importance of learning new applications gradually, focusing on essential digital tools, and avoiding the pressure to master every available technology immediately. They encouraged teachers to use digital tools purposefully, selecting those that genuinely support instruction and improve learners' engagement rather than adopting them simply because they are available or required. Furthermore, participants highlighted the importance of managing workloads by prioritizing tasks, organizing digital responsibilities, and setting boundaries between work and personal life. They also encouraged collaboration among colleagues through sharing resources, exchanging practical strategies, and providing assistance when technical difficulties arise. These recommendations are supported by Solís et al. (2023), who found a significant relationship between perceived organizational support and teachers' technostress, underscoring the importance of supportive school environments in addressing technology-related challenges.

The statements that support this emerging theme based on the responses of the participants are the following:

"I recommend learning technology gradually, asking for help, managing time well, and taking regular breaks." (KI1)

"I recommend setting priorities, managing screen time, and taking regular short breaks. It also helps to ask colleagues for assistance when learning new platforms instead of trying to figure everything out alone. I wish I had learned earlier that it is important to balance technology use with rest and not feel pressured to be constantly available online." (KI2)

"To fellow seasoned teachers facing technology fatigue, my top recommendation is to be kind to yourself and learn at your own pace. You do not have to master every new tool immediately—focus only on what truly helps your teaching, and it is perfectly okay to take things step by step." (KI5)

"Based on my experience, I would recommend that other seasoned teachers take technology one step at a time and not feel pressured to master every new tool immediately. It is helpful to focus first on the platforms and applications that are truly necessary for teaching and school requirements. Learning a few tools well can be more manageable than trying to use every new technology that becomes available." (KI6)

The recommendations are particularly relevant in digitally intensive school environments where teachers are expected to prepare instructional materials, encode grades, submit reports, use online platforms, and comply with changing administrative requirements. The participants' accounts suggest that technology fatigue may be managed more effectively when teachers are given opportunities to learn at their own pace, organize their responsibilities, collaborate with colleagues, and maintain reasonable boundaries between work and personal life. Their responses also indicate that school administrators have an important role in reducing unnecessary demands and ensuring that technology-related initiatives are realistic and relevant to classroom instruction. Providing practical training, accessible technical assistance, ready-made instructional resources, and sufficient time to learn new systems may help teachers adjust to technological changes without experiencing unnecessary pressure. These measures are consistent with the importance of organizational support in understanding teacher technostress, as examined by Solís et al. (2023).

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Ethical Considerations

The study observed ethical principles, including informed consent, voluntary participation, anonymity, confidentiality, and secure data management. The participants were informed of the purpose and procedures of the study, their expected involvement, and their right to decline participation or withdraw from the study at any time without penalty. To protect their identities, participant codes rather than personal names were used in presenting and discussing the findings. Audio recordings, interview transcripts, and field notes were stored securely, accessed only by the researcher, and used exclusively for research purposes. The researcher also secured the necessary permissions from the concerned educational authorities and ensured compliance with applicable data privacy regulations and institutional research ethics requirements. These measures were implemented to protect the participants' rights, privacy, and well-being throughout the research process.

Conclusion

The findings of this study reveal that technology fatigue among seasoned teachers in a digitally intensive school environment is a multidimensional experience characterized by physical discomfort, mental exhaustion, emotional strain, and difficulties maintaining a healthy work-life balance. The participants' experiences demonstrate that prolonged screen exposure, continuous use of digital platforms, excessive reporting requirements, frequent technological changes, unreliable internet connectivity, and inadequate technical support contribute to the increasing demands placed on teachers. Although technology provides opportunities to improve instructional delivery, communication, assessment, and documentation, its benefits may be diminished when digital responsibilities become excessive and are added to teachers' existing workloads. The findings further indicate that technology fatigue is not simply a consequence of limited digital competence or difficulty adapting to technological changes. Rather, it is also associated with the growing complexity of digital tasks, overlapping deadlines, administrative expectations, and insufficient time and resources to manage these demands effectively. Furthermore, the study reveals that teachers employ various coping strategies to manage technology fatigue, including prioritizing tasks, organizing digital responsibilities, taking regular breaks, limiting screen time, establishing boundaries between work and personal life, and seeking assistance from colleagues and family members. Participants also demonstrated adaptability by using templates, simplifying instructional materials, sharing resources, and retaining traditional teaching practices when these were more practical and effective. These strategies reflect the resourcefulness of seasoned teachers in balancing technological demands with their professional responsibilities. However, the findings suggest that individual coping mechanisms alone may not be sufficient to address the continuing accumulation of technology-related demands, particularly when teachers are expected to remain available online and fulfill multiple digital reporting requirements beyond regular working hours. The recommendations offered by the participants emphasize the importance of learning technology gradually, focusing on essential and effective digital tools, managing workloads responsibly, and collaborating with colleagues. They also highlight the need to recognize teachers' existing professional strengths rather than pressure them to master every new application or produce perfect digital materials. At the institutional level, school administrators and education policymakers should consider streamlining reporting requirements, reducing duplicated paperwork, providing reliable technological infrastructure, offering relevant and continuous training, and ensuring accessible technical assistance. School leaders should also establish reasonable expectations for after-hours communication and provide sufficient time for teachers to adjust to newly introduced systems. These measures may help create a supportive working environment in which technology enhances teaching and learning without unnecessarily compromising teachers' well-being. In conclusion, technology fatigue among seasoned teachers should be understood as both an individual experience and an organizational concern that requires shared responsibility. While teachers can benefit from self-management, continuous learning, instructional flexibility, and social support, educational institutions must ensure that technological expectations are realistic, resources are adequate, and digital initiatives serve meaningful instructional and administrative purposes. The findings underscore the importance of placing teacher well-being alongside technological advancement in educational practice. Thus, the successful integration of technology should not be measured merely by the number of platforms adopted or digital tasks completed, but by how effectively technology supports teaching, strengthens teacher-learner relationships, improves educational processes, and allows teachers to perform their responsibilities without experiencing unnecessary physical, mental, and emotional exhaustion.

Recommendations

Based on the findings and conclusions of the study, seasoned teachers are encouraged to practice effective self-management by prioritizing tasks, organizing digital responsibilities, taking regular breaks, and

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maintaining healthy boundaries between work and personal life. They should also recognize early signs of physical and mental exhaustion and seek assistance when necessary to protect their well-being. Schools should provide practical, self-paced professional development opportunities, including technology training, peer mentoring, and collaborative learning activities. These initiatives should address teachers' varying levels of digital competence and focus on applications relevant to their instructional and administrative responsibilities. Teachers should also be encouraged to share instructional materials, templates, digital resources, and effective strategies to strengthen collaboration and mutual support. School administrators should review and streamline digital reporting requirements, minimize duplicated paperwork and repetitive data encoding, and establish reasonable deadlines. Schools should also provide reliable internet connectivity, functional equipment, accessible technical assistance, and sufficient time for teachers to learn newly introduced platforms. These measures may help reduce unnecessary technological demands and allow teachers to focus more on instruction and learner support. Teachers should use digital tools purposefully and responsibly, including artificial intelligence applications when appropriate, to improve instructional preparation and productivity. Traditional teaching methods, such as printed worksheets, board work, and face-to-face discussions, should remain available when they better meet learners' needs. Education authorities should also consider teacher well-being when implementing technology-related initiatives by providing adequate resources, relevant training, realistic implementation timelines, and opportunities for teacher consultation. Future researchers are encouraged to investigate technology fatigue among teachers across different educational contexts and examine the effectiveness of interventions such as workload reduction, peer mentoring, technology training, and improved technical support. Addressing technology fatigue requires shared responsibility among teachers, school administrators, and education policymakers. Through manageable workloads, reliable resources, continuous professional development, and supportive institutional practices, schools can promote sustainable technology integration while protecting teachers' well-being and instructional effectiveness.

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