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Navigating the Dark Side of Technostress in E-Learning Interfaces: Challenges and Solutions in Private Universities in Kenya

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ABSTRACT

This paper investigates the increasing technostress faced by lecturers and administrative staff in private universities in Kenya due to the rising integration of e-learning systems and digital platforms in academic work. Drawing on qualitative and quantitative data, it examines the causes, manifestations, and impacts of technostress. The findings reveal how over-reliance on digital systems, lack of institutional support, and blurred boundaries between work and private life contribute to burnout and reduced productivity. The study proposes practical interventions, including policy formulation, support systems, digital literacy programs, and boundary setting strategies, to mitigate technostress in higher education contexts.

