

THE INFLUENCE OF POSITIVE FEEDBACK AND SELF-CONTROL ON THE REDUCTION OF TECHNOSTRESS IN USERS OF ACCOUNTING INFORMATION SYSTEMS

Novi Tri Setyaningrum ^{1*}, Oman Rusmana²

¹ Master of Science in Accounting, Universitas Jenderal Soedirman, Indonesia

² Faculty of Economics and Business, Universitas Jenderal Soedirman, Indonesia

*Email corresponding author: novi.tri.s@mhs.unsoed.ac.id

Abstract

This study aims to analyze the influence of positive feedback and self-control in reducing technostress among users of accounting information systems through a literature review approach. Technostress refers to psychological pressure that arises from individuals' inability to adapt to technological developments, particularly in technology-driven accounting environments. This review examines various empirical and theoretical studies related to technostress, the role of positive emotions, and the influence of self-control on individuals' responses to technology-induced stress. The findings suggest that positive feedback can enhance positive emotions and improve system user performance, especially among individuals with low levels of self-control. These findings align with the broaden-and-build theory, which posits that positive emotions expand individuals' cognitive capacities in dealing with stress, including technostress. Therefore, the combination of self-control and positive feedback may serve as an effective strategy to mitigate the negative impact of technostress and support the successful implementation of accounting information systems.

Keywords: technostress, accounting information systems, positive feedback, self-control, positive emotion

INTRODUCTION

The development of information and communication technology (ICT) has driven significant transformations across various fields, including accounting practices. The intensive use of Accounting Information Systems (AIS) has now become an essential requirement in both the workplace and education to support the efficiency, accuracy, and speed of financial reporting. However, alongside these benefits, technology also presents psychological challenges for its users. One common challenge is technostress, which refers to the psychological pressure resulting from an individual's inability to adapt to new technologies or the complexity of information systems (Ali et al., 2021).

In the context of accounting, technostress has been shown to impact individual performance and potentially disrupt ethical behavior in the use of information systems. Lumenta & Maria (2024) revealed that accounting students experienced high levels of technostress during online learning in the COVID-19 pandemic. In line with this, Abu Talib et al. (2022) emphasized the importance of understanding the sources of technostress (technostress creators) in the accounting work environment to develop effective mitigation strategies. One potential strategy that has emerged in various studies is the enhancement of positive emotions through providing positive feedback. Appreciative feedback can help users feel more confident, valued, and motivated to use technology optimally. In this regard, Fredrickson's Broaden-and-Build Theory (2004) serves as an important theoretical foundation, stating that positive emotions expand an individual's thought patterns and build psychological resources that are helpful in coping with pressures, including technostress.

In addition to external factors, internal psychological factors such as self-control or the ability to regulate oneself are important psychological variables in coping with technological pressures. Individuals with high levels of self-control tend to have stronger mental resilience and are more effective at managing emotions and impulses under pressure (Romadhoni & Zagladi, 2024). Research by Adelina & Saputro (2023) supports this finding by showing that self-control can moderate the negative effects of cyberloafing on employee performance, indicating that individuals who can regulate themselves are more resilient to digital distractions and the pressures of technology-based work systems.

International approaches also emphasize the importance of self-control in the digital world. Lyngs et al. (2019), through the dual systems theory approach, explain that self-control tools in the digital realm can enhance users' cognitive capacity to regulate technology use wisely. Meanwhile, Al-Dabbagh et al. (2015) found that ICT self-discipline plays a crucial role in improving productivity and the successful implementation of systems in the workplace.

In the context of Indonesia, Putriani & Putriana (2023) revealed that IT mindfulness plays a role in reducing digital technostress and increasing the intention to use financial technology. This highlights that cognitive and psychological factors, such as mindfulness and self-control, have a significant impact on users' interaction with digitalization. The adoption of accounting information systems in Indonesia, both in the public and private sectors, continues to grow in line with the rapid digitalization of financial services. However, the psychological readiness of users may not always align with the pace of technological innovation. This suggests the need for technostress management strategies that focus not only on the technical aspects but also on the psychological aspects of users. Saganuwan et al. (2015) emphasized the importance of integrating both technostress creators and inhibitors in the management of accounting information systems. They stated that the success of the system is highly influenced by how users cope with the pressures imposed by the system.

Based on the above discussion, this study aims to systematically analyze the role of positive feedback and self-control in reducing technostress among users of accounting information systems. Focusing on these two variables is expected to provide practical contributions in the development of more human-centered and effective strategies for managing technology-related stress, particularly in the context of education and the accounting work environment in the current digital era.

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

Technostress

Technostress was first introduced by Brod (1984) as a psychological pressure that arises from an individual's inability to adapt to new technology. In the context of using accounting information systems (AIS), technostress is an increasingly relevant phenomenon because technology use has become an integral part of modern accounting practices, both in educational settings and the workplace. Technostress not only causes emotional disturbances but also negatively impacts productivity and the accuracy of users' work (Tarafdar et al., 2007).

According to Ali et al. (2021), technostress can manifest as tension, mental exhaustion, and anxiety when individuals feel overwhelmed by the ever-evolving demands of technology. In the educational environment, accounting students experienced significant technostress during online learning, particularly due to a lack of technical support, heavy workloads, and the inability to adapt to complex digital systems. These findings suggest that technostress can have widespread effects, including on morality and academic behavior, such as an increased tendency towards academic dishonesty.

Saganuwan et al. (2015) highlight the importance of recognizing the factors that trigger technostress (technostress creators), such as information overload, unclear roles of technology, and conflicts between technology and job demands. Supporting this, research by Saleem & Malik (2023) developed a mediation-moderation model showing that technostress negatively affects work-life

quality and task performance. However, organizational flexibility can moderate these negative impacts, creating a more adaptive and productive work environment. Addai et al. (2024) revealed that technological literacy acts as a mediator, reducing the negative effects of technostress on motivation and academic performance, reinforcing the importance of developing technology skills to cope with digital pressures. Wardani & Elda (2024) also found that self-regulation can moderate the negative impact of social media use on technostress, emphasizing the importance of personal factors in managing technology-related stress.

Positive Feedback and Positive Emotions

Positive feedback is a key component of managerial strategies aimed at providing recognition, motivation, and reinforcing users' positive self-perception regarding their work. In organizational psychology, positive feedback has been shown to have a significant impact on improving psychological well-being and work performance. By acknowledging and appreciating individuals' efforts, positive feedback fosters a sense of accomplishment and boosts confidence, leading to increased job satisfaction and higher motivation levels. This, in turn, can enhance overall productivity and contribute to a healthier work environment, especially in high-pressure or technologically demanding settings.

According to the broaden-and-build theory proposed by Fredrickson (2004), positive emotions play a crucial role in expanding an individual's cognitive capacity and psychological resources, enabling them to be more creative, flexible, and resilient in facing challenges. In the context of technostress, providing positive feedback can alleviate the psychological pressures arising from the use of technology, especially by fostering users' confidence and intrinsic motivation (Putriani & Putriana, 2023). This helps individuals adapt better to technological demands and reduces the negative impact of technostress, leading to improved performance and well-being.

Sriwidharmanely et al. (2022) in their research showed that fostering positive emotions in ICT users can expand their cognitive capacity, boost confidence, improve engagement with information systems, and enhance performance in coping with heavy technostress. This aligns with the findings of Farmania et al. (2022), who stated that building users' confidence in technology usage, through improving computer self-efficacy, can strengthen engagement with the system and improve performance, even amidst the pressures of technostress. In the context of Work From Home (WFH) in Indonesia, the increase in technostress was actually accompanied by higher productivity, indicating the adaptive capacity expanded by users' confidence in technology.

Self-Control

Self-control refers to an individual's capacity to regulate thoughts, emotions, and behaviors in pursuit of long-term goals, even when faced with immediate pressures or temptations. In the context of technostress, self-control serves as a psychological mechanism that allows individuals to maintain focus, manage digital distractions, and regulate expectations regarding technology use. By exercising self-control, individuals can better cope with the stress and demands that arise from the constant exposure to and use of digital technologies, ultimately leading to improved productivity and reduced stress levels.

Romadhoni & Zagladi (2024) showed that individuals with high levels of self-control tend to have a lower tendency toward burnout and cyberloafing. Research by Adelina & Saputro (2023) also revealed that self-control moderates the negative effects of unproductive technology use on individual performance. This means that individuals with good self-regulation can maintain the quality of their work, even when faced with distracting situations.

Through the dual systems theory approach, Lyngs et al. (2019) explain that in the modern digital world, self-control tools and strategies, such as notification management, time management, and self-reflection, can strengthen the deliberative control system to combat impulses that arise from the pressures of technology. This concept aligns with the idea of ICT self-discipline, which refers to an individual's ability to wisely regulate the use of technology devices. Al-Dabbagh et al. (2015)

state that ICT self-discipline has a significant contribution to improving productivity and the efficient implementation of information systems in the workplace.

In Indonesia, the combination of self-control and IT mindfulness has also started to be recognized as an effective strategy in reducing technostress. Putriani and Putriana (2023) found that IT mindfulness can increase the intention to use financial technology, particularly by fostering full awareness of the goals and methods of using technology. This approach helps individuals engage more thoughtfully and purposefully with technology, reducing the negative psychological effects of technostress.

Strategic Integration

The combination of positive feedback and enhanced self-control forms a complementary strategic approach to managing technostress. Positive feedback serves as an external motivator that builds confidence and fosters positive emotions, while self-control acts as an internal motivator that maintains consistent behavior and enables individuals to manage stress independently. Together, these strategies create a balanced and effective approach to reducing the negative impacts of technostress, improving both emotional well-being and overall performance in the face of technological challenges.

Fredrickson (2004) emphasizes that positive emotions such as pride, enthusiasm, and calmness expand an individual's adaptive mindset, enhance information processing, and support stress management. In the context of using AIS, this becomes crucial to encourage optimal system use despite the complexity of the technology. Several empirical studies support this view. For instance, Solís et al. (2023) found that a high perception of organizational support can reduce technostress and improve job satisfaction, especially when this support is combined with self-strengthening strategies such as self-regulation and emotional control in coping with technological pressures.

RESEARCH METHODS

This study employs a literature review approach as the primary method to analyze the role of positive feedback and self-control in reducing technostress among users of accounting information systems. The literature review approach is chosen because it allows the researcher to explore, examine, re-evaluate, and synthesize relevant findings from previous studies systematically, deeply, and critically. Through this approach, the researcher can gain a comprehensive understanding of the theories, concepts, and empirical findings developed by prior researchers, in order to accurately and effectively address the formulated research problem. This literature review is oriented towards building a strong theoretical and conceptual foundation, as well as developing a complete and meaningful scientific synthesis. The results of this review will not only contribute to academic understanding of technostress in the context of accounting information system usage but also serve as a basis for further research and as a reference for professional practices in the field of digital accounting.

1. Approach and Strategy of the Study

The literature review is conducted using an exploratory-analytic approach, where the researcher systematically identifies, evaluates, and integrates findings from a range of scholarly articles related to technostress, positive feedback, and self-control in the context of Accounting Information Systems (AIS). This approach is used to develop a deep understanding of the relationship between these variables and their contribution to enhancing the performance of information technology users, particularly in the field of accounting. In the review process, a qualitative descriptive approach is employed with the goal of mapping themes, theories, models, and relevant research findings comprehensively. Each article is analyzed based on its objectives, methodology, key findings, and its contribution to the development of both theory and practice. This approach allows the researcher to synthesize the existing body of knowledge,

identify patterns, and highlight gaps, ultimately providing valuable insights for both academic and professional contexts.

2. Sources and Criteria of Literature

The sources of literature used in this study consist of:

- a) Nationally accredited journal articles
- b) Reputable international journal articles (indexed in Scopus, WoS, and Google Scholar)
- c) Academic dissertations or theses
- d) Research reports or proceedings from relevant scientific seminars

The inclusion criteria for literature are:

- a) Research that explicitly discusses technostress in the context of information systems, particularly accounting information systems.
- b) Research that addresses psychological aspects such as feedback, positive emotions, and self-control in the use of technology.
- c) Articles that have a clear and relevant methodology for critical analysis.
- d) Literature from both Indonesian and international contexts, so that the resulting perspectives are comparative and contextual.

3. Data Collection Techniques

Data Collection is carried out through

- a) Search of Scholarly Databases: Scientific databases such as Google Scholar, Scopus, ScienceDirect, DOAJ, and Garuda are used to gather relevant articles and papers. These platforms provide access to a wide range of academic literature, ensuring comprehensive coverage of the topic.
- b) Keyword Usage: Keywords such as technostress, accounting information systems, positive feedback, self-control, digital stress, and ICT user performance are employed to refine the search and retrieve articles closely related to the research objectives. These keywords allow for a targeted exploration of existing literature.

The systematic stages of literature collection and selection follow the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method, which includes identification, screening, eligibility assessment, and data analysis. The use of the PRISMA method ensures that the literature selection process is transparent and systematic, thereby enhancing the validity of the findings. the research topic. Using the PRISMA method ensures that the selection process is transparent, reproducible, and systematic, which in turn enhances the validity and reliability of the results derived from the literature review. Teknik

4. Data Analysis

The literature analysis is carried out through three main stages:

a) Identification of Themes and Categories

The author organizes the findings from each piece of literature into three main categories:

- 1) Technostress and Its Impact on Information System Users
- 2) The Role of Self-Control in the Context of Technology Usage
- 3) The Effect of Positive Feedback on Work or Learning Performance

Contoh:

- 1) Lumenta & Maria (2024) reveal that technostress contributes to the decline in academic integrity among accounting students.
- 2) Adelina & Saputro (2023) demonstrate that self-control acts as a moderator in mitigating the impact of cyberloafing on employee performance.
- 3) Putriani & Putriana (2023) highlight the importance of technology awareness (IT mindfulness) in managing digital technostress in the financial sector.

b) Comparative Analysis

After the literature is categorized by theme, a comparative analysis is conducted between national and international studies to identify similarities and differences in the findings. For example:

- a. A study by Ali et al. (2021) from the Asia-Pacific Journal found that system complexity, information overload, and system errors are triggers of technostress in the workplace.
- b. This finding is consistent with Saganuwan et al. (2015), who developed a conceptual framework on the impact of technostress on job satisfaction and the performance of professional accountants.
- c. However, psychological approaches such as the role of positive emotions and self-control have not been extensively explored in the Indonesian context, making the findings of Romadhoni & Zagladi (2024) highly relevant for further investigation.

c) Thematic Synthesis

Synthesis is conducted to draw connections from various research findings. The synthesis results indicate that:

- a. Technostress can reduce the productivity and performance of users of Accounting Information Systems if not properly managed.
- b. Self-control plays a role in strengthening users' resilience against the pressures caused by technology.
- c. Positive feedback from the system or supervisors functions as emotional reinforcement that enhances motivation, self-confidence, and engagement with technology.
- d. An integrative approach between technical aspects (system design) and psychological aspects (user mindset) is crucial in the development of future accounting information system policies and designs.

4. Validity and Authenticity of the Analysis

To maintain validity, the researcher conducts source triangulation by comparing various types of publications (journal articles, theses, and research reports). Additionally, cross-referencing is performed to ensure the connection of arguments between different literatures. The authenticity of the content is further reinforced by grounding the analysis in psychological theories such as:

- a) The Broaden-and-Build Theory by Fredrickson (2004), which serves as the theoretical foundation to explain how positive emotions can broaden users' thinking and action capacity.
- b) The Dual Systems Theory (Lyngs et al., 2019) to understand the dynamics of self-control in a digitally distracting environment.

RESULTS AND DISCUSSION

Based on the literature review conducted, various important findings were obtained that illustrate the relationship between technostress, self-control, and positive feedback in the context of using Accounting Information Systems (AIS). These studies were critically reviewed to identify patterns, similarities, differences, and research gaps that have yet to be addressed. Each study was analyzed in depth and critically to extract relevant information, with the aim of identifying common patterns emerging from the findings and examining the similarities and differences among the studies. This review focuses on identifying research gaps that have not been extensively discussed or explored by previous studies. The literature review serves not only as a summary of the literature but also as a solid foundation for formulating future research directions more precisely and purposefully.

1. Thematic Findings and Scientific Analysis

The analysis results reveal three major interrelated themes:

- a) Technostress as a Cognitive and Ethical

Technostress is a form of stress arising from intensive use of information technology, which not only leads to a decline in academic or work performance but can also trigger the emergence of dysfunctional behaviors that are ethically harmful. Lumenta & Maria (2024) show that pressures from online learning systems, such as the demands of using complex digital platforms and minimal supervision, can encourage students to engage in academic dishonesty, such as plagiarism or unauthorized collaboration during exams. This study proves that technostress is not only a technical issue but also poses serious ethical dilemmas. Similarly, Ali et al. (2021) and Abu Talib et al. (2022) identify three primary sources of technostress frequently faced by users: the complexity of technology systems that are difficult to understand and operate, system errors that cause disruptions in work or learning processes, and workload overload stemming from the expectation to always be active, responsive, and able to multitask across various digital platforms. The combination of these three factors creates psychological pressure that can disrupt an individual's emotional, cognitive, and ethical balance in using technology.

b) Self-Control as an Adaptive Mechanism

In facing technostress, an individual's ability to exercise self-control becomes crucial as an adaptive mechanism that helps mitigate the negative effects of technological stressors. Research by Romadhoni & Zagladi (2024) and Adelina & Saputro (2023) emphasizes that individuals with high levels of self-control tend to be better at managing their emotional and behavioral responses, even in situations of high pressure due to technology use. In this context, self-control includes the ability to delay instant gratification, manage attention, and direct oneself to remain focused on long-term goals despite high digital distractions. A more in-depth explanation of self-control is also provided by Lyngs et al. (2019), who examine self-control from a neuropsychological perspective through dual system theory. This theory posits that humans have two main cognitive systems: the impulsive system, which is fast and automatic, and the reflective system, which is slow and based on rational considerations. Self-control occurs when the reflective system can override impulses from the first system. In the use of technology, self-control helps individuals avoid unproductive technology use and facilitates a healthier adaptation to the rapid development of information systems.

c) Positive Feedback as a Trigger for Positive

Literature focusing on emotional aspects, such as Putriani & Putriana (2023), underscores that approaches that consider the psychological condition of users can lead to significant positive impacts. One such approach considered effective is mindfulness, which involves the ability to fully and non-judgmentally be aware of the present moment, along with providing positive feedback. Constructive feedback that appreciates users' achievements has been shown to evoke positive emotions, such as feelings of being valued, satisfied, and motivated. In this context, positive feedback not only enhances self-efficacy an individual's belief in their ability to use technology systems effectively but also encourages the continued and productive use of information systems. This aligns with Fredrickson's broaden-and-build theory, which posits that positive emotions broaden thought patterns and build psychological, social, and cognitive resources. Therefore, creating a technological environment that incorporates positive feedback can be an effective strategy for strengthening emotional adaptation and enhancing users' digital well-being.

2. Discussion and Comparison of Results

In various contexts (academic and professional), the combination of positive feedback and self-control has consistently proven to be an effective strategy in mitigating or reducing technostress. Self-control acts as an individual's internal strength, enabling them to regulate emotional responses, manage time, and resist the urge to engage in unproductive activities due to digital distractions. In other words, self-control serves as the

psychological foundation that allows a person to stay focused even in an environment filled with potential disruptions from technology.

Positive feedback is an external form of support given to users, either through the technology system itself (e.g., achievement notifications, positive reinforcement from the system) or through social interactions in the work or academic environment. Positive feedback can enhance feelings of being valued, strengthen motivation, and provide validation that users are utilizing technology appropriately and effectively. When self-control, as an internal strength, is combined with positive feedback as an external stimulus, a powerful synergistic effect is created.

This combined effect not only helps improve the mood of users who may have previously felt stressed or overwhelmed by digital demands but also boosts self-confidence or self-efficacy in managing technology. Moreover, the synergy between these two factors can prolong user engagement with the information system being used. In other words, users become more motivated to continuously use and optimize technology in a sustainable manner, without feeling burdened or stressed. Adapun perbandingan dari beberapa studi yang relevan menunjukkan beberapa kesamaan dan penekanan khusus sebagai berikut:

- a) Romadhoni & Zagladi (2024) and (Lyngs et al., 2019)

Both studies agree that individuals with high levels of self-control are better able to resist or avoid distractions from technology, such as social media notifications, instant messages, or entertainment apps unrelated to their main tasks. They highlight that self-control not only helps maintain focus but also directly impacts the reduction of technostress, as individuals are able to limit unnecessary interactions with digital devices.

- b) Putriani & Putriana (2023) and Fredrickson (2004)

Both studies place strong emphasis on the role of affective or emotional aspects in the success of an individual's interaction with technology. They conclude that positive emotions triggered by supportive feedback or enjoyable user experiences are crucial in determining how individuals respond to technology. When positive feelings dominate, the mental load or stress caused by technology tends to decrease. This explains the importance of approaches that consider the emotional well-being of users in the design and use of information technology. Ali et al., (2021) dan Saleem & Malik (2023)

Both studies offer practical approaches focused on the design of the information system itself. They provide guidelines and recommendations that can be implemented from the early stages of information system deployment to reduce the potential onset of technostress. Among these are the integration of features that support user self-control and the provision of timely and relevant positive feedback. This approach demonstrates that the prevention of technostress is not solely the responsibility of users but can also be mitigated through user-friendly technology design that takes psychological factors into account..

CONCLUSION

This study aims to comprehensively review the role of positive feedback and self-control in reducing technostress among users of Accounting Information Systems (AIS). Through a literature review approach, using both domestic and international scientific references, it was found that these two psychological variables play a crucial role in building the mental and cognitive resilience of technology users, particularly in the field of accounting, which is now heavily dependent on digital systems.

Technostress arises as a consequence of intensive and continuously evolving information technology use. A study by Lumenta & Maria (2024) shows that accounting students experience high levels of stress due to online learning, even leading to deviant behaviors such as academic

dishonesty. This illustrates that technostress not only impacts performance or efficiency but also affects the ethical aspects and integrity of users.

In a professional context, technostress has also been shown to decrease productivity and job satisfaction, as demonstrated by Ali et al. (2021) and Abu Talib et al. (2022), who identify various factors that trigger technostress, such as information overload, system complexity, and technical disruptions. If not addressed with the right approach, technostress can have a systemic impact on the successful implementation of accounting information systems in the workplace.

On the other hand, psychological approaches such as providing positive feedback have been shown to have a significant impact in fostering positive emotions, which directly enhance users' resilience to technological pressures. Constructive feedback that acknowledges individual achievements can boost self-confidence, motivation, and create a more supportive work or learning environment. This is consistent with Fredrickson's broaden-and-build theory, which explains that positive emotions can expand a person's thinking and action capacity, making them more adaptive to environmental pressures, including technological stress.

Self-control, or an individual's ability to regulate thoughts, emotions, and behaviors in the face of technological distractions, has also been found to be an important factor in reducing technostress. A study by Romadhoni & Zagladi (2024) shows that individuals with high levels of self-control tend to avoid cyberloafing, maintain focus, and stay productive even in a work environment filled with digital distractions. Similar findings are also presented by Adelina & Saputro (2023), who place self-control as a moderating variable in the relationship between negative behavior and work performance.

The study also shows that the combination of positive feedback and self-control creates a synergistic effect. When users possess strong self-control and are supported by an environment that appreciates their efforts, the probability of technostress occurring becomes significantly lower. A supportive environment and adaptive internal attitudes will shape resilient and innovative technology users.

These findings are reinforced by international studies, such as that by Lyngs et al. (2019), who formulated the dual systems theory to explain how individuals regulate self-control in a digital environment filled with temptations. Meanwhile, Saleem & Malik (2023) and Saganuwan et al. (2015) emphasize the need for information system designs that take into account the factors that trigger and mitigate technostress, including the psychological aspects of users.

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