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TOWARD INNOVATIVE BEHAVIOR AND STRESS IN EDUCATION : A SYSTEMATIC REVIEW

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Abstract:
The study summarized current research on student behavior and stress in education and identified research gaps for future studies. From 2015 to 2022, there were 59 academic research papers on behavior innovation and stress in education. There were 25,075 participants in the study, including 1753 junior high, secondary, and primary school students, 168 senior high school students, 1546 undergraduate students, 384 professors, 17 associate professors, 5 instructors, 577 parents, and 16374 teachers, In a literature review of 59 journals in the findings it turns out that the impact of innovation on stress in education can be seen from both positive and negative sides, the positive impact of innovation on stress includes teachers being more creative in adopting technology while the negative impact can be seen from the teacher's self-reflection in dealing with technological changes. An important outcome of this study is a significant change in behavior innovation and stress education. Based on the review, this paper updates a new database with a wide range of student behavior innovation and stress education. It is suggested that it can be considered an effective behavior innovation and stress in education. This study is useful for preventing the impact of innovation and stress behavior in education of teachers and students, Studies explain the stress experienced by teachers is due to the inability of teachers to adopt technology at various levels of education
Keywords: Innovative Behavior , Stress Education, Literatur Riview

1. INTRODUCTION

Innovation and innovative behavior are important issues in education, according to Messmanna, Muldera, Grubera (2010) (Messmanna, Muldera, and Grubera 2010). Teachers must improve

their innovative behavior as individuals, educators, teachers, and mentors in order for changes to occur in the world of education, namely for the education process to run effectively and efficiently. A teacher is a figure who is thought to be capable of exploring, discovering, and managing various potentials related to abilities, intellectual, values, attitudes, and life skills of students. Students' abilities, intellectual, values, attitudes, and life skills develop as they mature within the education environment. A quality teacher is an innovative teacher who can arouse students' enthusiasm to become agents of global change in the global era (Ningrum and Abdullah 2021). An innovation is an idea, practice, or object that is recognized as new by an individual or other adopting entity. Whether an idea is objectively new, as measured by the length of time since it was first used or discovered, makes little difference to human behavior. Whether an idea is perceived as novel to an individual determines that person's reaction to the idea. If the idea seems new to that person, it's an innovation ‘ (Rogers 1983).

However, many teachers experience stress due to the demands of carrying out their duties. According to the Ministry of Health of the Republic of Indonesia, stress is a person's reaction both physically and emotionally when there are changes from the environment that require a person to adjust (Kemenkes 2022). to (Waluyo 2009) categorizes the types of stress into two, namely: (1). Eustress is the result of a response to stress that is healthy, positive, and constructive, and(2) Distress is the result of a response to stress that is unhealthy, negative and destructive .

Stress prevention and correction in the context of educational actor development, professional development, personal development, and interactional processes are essential to consider better prevention and coping for students and teachers. Stress prevention and correction in innovative education is related to the prevention and harm caused by teachers' wrong, destructive and pathological attitudes towards students.

Throughsystematic review, this study will attempt to determine how innovative actors impact teacher and student’s stress, investigate the geographical distribution of impact, and analyze the research instruments and methods used in various study.

The novelty of this analysis allows the conclusion that innovative behavior can encourage teachers to be more creative in the learning process, but its negative impact can cause stress among teachers and students. The specific goal of this research is to integrate the best available evidence on the impact of innovative behavior and stress in education. There are three potential research areas: i Examining the impact of innovative behaviors; ii) Developing concepts for coping with stress experienced by teachers and students; and iii) Leveraging teachers' knowledge of innovative behaviors and stress in education. The main contribution of this research is to provide ideas for developing innovative behaviors for teachers in an educational context. This will allow for monitoring and development of strategies to prevent the impact of innovative behavior on the occurrence of stress in education.

2. RESEARCH METHODS

Systematic reviews provide a method for collating and synthesizing research and evaluation of the quality of studies that have been conducted by other reseacher (McKenzie, Beller, and Forbes

2016). The systematic review approach serves multiple objectives: validating the application of the existing theory through pertinent evidence, assessing the quality of research evidence, and resolving any practical uncertainties or disparities that may arise(Munn et al. 2018). However, The general purpose of systematic reviews is to assess the quality of key studies as a guide for future research (Y. Li et al. 2020). Evaluation results can be presented in various ways, such as organizing literature based on time, location, theoretical framework, conceptual approach, methodological choices, and the type of outcomes achieved(Verbeek 2007) . This systematic evaluation examines the behavioral goals of innovation and stress in education on teachers' ability to adopt technology.

In order to conduct a systematic review, guidelines must be strictly followed. Some important reasons for researchers to follow guidelines are: 1). Allow systematic reviewers to carefully predict potential questions; 2). allow auditors to compare logs to complete the audit (i.e. identify selected reports), replicate the audit methodology and assess the effectiveness of the program methodology 3). prevent arbitrariness such as decisions on inclusion and data extraction criteria; iv) reduce duplication and improve collaboration (Moher et al. 2015) . In this study, the process of systematic review was carried out according to the followingstages (Roy et al. 2015): System overview: Article identification and analysis methods. In this study, a systematic review process is shown in Figure 1(Suprapto et al. 2020).

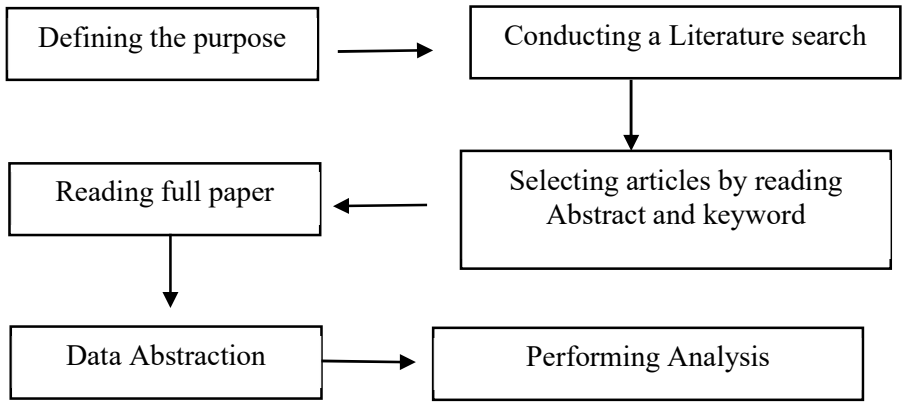

Figure 1. The procedure of a systematic review

2.1 Analysis Procedure

Research articles on behavior innovation and stress education were acquired through electronic databases like Google Scholar, Scopus, Taylor and Francis Online Science Direct, Sage Publication, and Ebsco. These articles were published in English journals during the period from 2015 to 2022. The keywords used for the search were "Behavior Innovation," and "Stress in education," as well as a combination of the following terms; "behavior innovation and stress teachers," "stress in education." However, academic papers related to words such as "stress in education" (in visioner and transformational leaderships, work engagement) and "behavior innovation other than education" (proactive personality, affective commitment, job-related affect, motivation) were excluded. Articles analyzed in each database were peer reviewed and published

in academic journals with English language. The reference list for this article is also used to find additional motivational and satisfaction articles, as the first article that appears in various databases is frequently cited and recently published.

The database contains information on educational innovation and stressful behavior, with each article providing details such as the title of the journal, year of publication, author, affiliation, country where the survey was conducted, methodology (including survey method, data type, and sample), theories used, and findings. The data collection methods employed in each article vary and include Behavioral Observation, interviews, tests, and surveys. The data itself is classified as quantitative, qualitative, or mixed methods. Ultimately, the overall results are presented through survey questions to gain insights into the relationship between innovation and stress in education.to education..

2.2 Analysis Procedure

The study's details include the type and author (location, year of publication, journal), the methodology employed, the behavioral theory, innovation, and stress, as well as the findings of the study. The survey responses are subsequently categorized according to the survey questions. Lastly, we deliberated on the significance of this review for future research and explored how behavior innovation and stress in educational research can be converted into or contribute to the implementation of innovation and stress management.

3. RESULTS AND DISCUSSION

A comprehensive analysis of the field of education yielded a remarkable collection of 59 scientific research papers on behavior innovation and stress. These papers, published between 2015 and December 2022, are meticulously documented in Table 1. Each research paper delves into specific aspects, enabling a thorough understanding of the mentioned studies. The collective participation in these studies amounted to an impressive total of 20,850 individuals. Among them were 1,753 junior high school students, 168 senior high school students, 1,546 undergraduate students, 384 professors, 17 assistant professors, 5 instructors, 577 parents, and 16,374 teacher. The goal of a systematic review is to determine what, where, by whom, how, when, and what was discovered. Through this technique, authors can determine the value of various studies and areas such as behavior innovation and stress in education. It may be helpful to plan for future research. Some important revelations emerged from the review: 1). The research focuses on Indonesia, the United States China, Vietnam, Nigeria, Netherlands, Turkey, belgium, Pakistan, Netherlands, Belgium, Ireland Rusia, Spain, Lithunia, Arab Saudi, Malaysia, Grecee, France,Canada, Costa Rica ; 2). The research interests encompassed the examination of behavior innovation and stress education within the domains of general education, ICT and technology, and health/medicine.3) Primarily, qualitative methods were employed instead of quantitative or mixed methods.4) The study aimed to objectively investigate the influence of behavior innovation and stress on education.

Tabel 1. Scientific research papers on behavior innovation and stress education

Author (year, no of authors)	Participants	Study Location
(Nguyen, Dang, and Pham 2023)/3 All	628 Teachers	Vietnam
(Onuigbo et al. 2018)/15 All	138 Teachers	Nigerian
(Agung et al. 2021)/1 All	422 Teachers	China
(Chang 2018a)/4 All	30 Junior High School	Indonesia
(Yu and Peng 2019)/2 All	233 Lecturer	China
(Mohd Beta and Ali 2017)/2 All	364 Lecturer	Turki
(KARABATAK and ALANOĞLU 2019)/ 2 All	310 Teachers	China
(Chen, Zheng, and Jiang 2022)/ 3 (2 China,1Philipina)	287 Teachers	China
(Lambriex-Schmitz et al. 2020)/ 5 All	458 Teachres	Netherlands
(Muhonen, Pakarinen, and Lerkkanen 2022)/ 3 All	54, 577,780 Senior High School, Parents, Student	Netherlands
(Kupers, Mouw, and Fokkens-Bruinsma 2022)/ 3 All	286 Teachers	United State
(Lamb and Firestone 2022)/ 2 All	47 Junior High School	United State
(Okeke et al. 2021)/ 4 All	87 Teachers	Nigeria
(Minihan, Begley, et al. 2022)/ 6 All	101 Student	Ireland
(Souto-Manning and Melvin 2022a)/ 2 All	363 Teachers	United State
(Minihan, Adamis, et al. 2022)/ 6 All	245 Teachers	Ireland
(Bruggeman et al. 2022)/ 5 All	17,8,5 Profesor, Associate Professor, Instructur	Belgium

Author (year, no of authors)	Participants	Study Location
(Alanazi et al. 2022)/ 5 (4 Arab Saudi, 1 Mesir)	233 Student	Saudi Arabia
(Gijón Puerta et al. 2022)/ 4 All	300 Teachers	Fiji
(Ali et al. 2021)/ 4 (1 Canada, 1 Austria, 2 AUE)	634 Teachers	Canada
(MacIntyre, Gregersen, and Mercer 2020)/ 3 All	942 Student	Spain
(Wiklund Gustin, Fredriksson, and Rakovshik 2020)/ 3 (1 Costa Rica, 1 Swedia, 1 UK)	17 Nurse Teacher	Costa Rica
(Bäcklin et al. 2021)/ 5 Swedia	440 Teachers	Swedia
(Ninlawan 2015)/ 1 All	400 Teachers	Thailand
(Klaeijsen, Vermeulen, and Martens 2018)/ 3 All	2384 Primary, Secondary, and Vocational education	Netherlands
(Zainal and Mohd Matore 2021)/ 5 (1 China, 4 Pakistan)	354 faculty members of higher education institutions	China
(Rafique et al. 2022)/ 2 All	233 Scientific researchers teachers	Malaysia
(Karavasilis 2019)/ 1 All	324 Primary and secondary school teachers	Greece
(Cao, Shang, and Meng 2020)/ 3 All	395 Teachers	China
(Hakan Toytok 2016)/2 (1 China, 1 Turkey)	171,178,168 Primary Schools,Secondary School, Senior High School	Turkey
(Abdullah and Ling 2016)/ 1 All	835 Teachers	Malaysia
(Ahmed, Samiah 2016)/ 2 All	80 M.Phil. and Ph.D. scholars	Pakistan
(Shaikh and Wajidi 2021)/ 2 All	384 Regular faculty (professors)	Pakistan
(Balkar 2015)/ 1 All	398 Primary and secondary school teachers	Pakistan

Author (year, no of authors)	Participants	Study Location
(Nadelson and Seifert 2016)/ 2 All	600 Teachers	United State
(Patiro and Budiyanti 2022)/ 2 All	475 Elementary school teachers	Indonesia
(Bawuro, Danjuma, and Wajiga 2018)/ 3 (2 Malay,1 Negeria)	0	Malaysia
(Trapitsin* et al. 2018)/ 4 All	36 Teachers	Rusia
(Pečiuliauskienė and Kaminskienė 2022)/ 2 All	937 Science Teachers	Lithuinia
(Teo, Zhou, and Noyes 2016)/ 3 (2 China, 1 UK)	592 Teachers primary and secondary schools	China
(Hipp et al. 2016)/ 2 All	1415 Teachers	Malaysia
(Anamika Rawat 2021)/ 2 All	250 Primary and secondary	Turkey
(Hosseini and Haghighi Shirazi 2021)/ 2 All	232 Teachers	Iran
(Messmann and Mulder 2015)/ 2 All	67 Teachers at the highest level	Jerman
(Chang 2018b)/ 1 All	60, 450 Teachers and students	Taiwan
(Bakytgul Moldagali, Bibigul Sultanova, Nagima Akhtayeva, Assem Suleimenova 2013)/ 5 All	127 Students	Kazakhstan
(Elbaek and Hansen 2020)/ 2 All	80 Student	Canada
(K. Li and Zhu 2022a)/ 2 All	355 Elementary or secondary schools	China
(Ashlan 2022)/ 2 All	335 Teachers	Indonesia
(Ucus and Acar 2018)/ 2 All	247 teachers	Turkey
(Chou et al. 2019)/ 1 All	482 Teachers	Taiwan
(Gkorezis 2016)/ 1 All	201 Teachers	Greece
(Izzati 2018)/ 1 All	70 Teacher	Indonesia

Author (year, no of authors)	Participants	Study Location
(Singh and Sarkar 2019)/ 2 All	401 female primary school teachers	India
(Lecat, Beausaert, and Raemdonck 2018)/ 2 All	320 primary- and middle-school teachers	China
(Kong and Li 2018)/ 3 All	301 primary and secondary school teachers	Belgium
(M. Li et al. 2017)/ 4 All	352 Primary and middle school teachers	China
(Ismail and Mydin 2019)/ 2 All	961 Teachers	Malaysia
(Beiter et al. 2015)/ 9 All	374 Undergraduate student	Francis

3.1. Geographic Scope

The studies were conducted in 27 countries. Most of the papers were from China (13,33) , Indonesia (8,33%), Pakistan and Malaysia (6,67%), United States and Netherlands (5%), as presented in Table 2. A relatively small number (3.3 %) of research papers came from Grece, Ireland, Belgium, . Only one research paper (1. 67%) from Vietnam, Saudi Arabia,Spain, Canada , Fiji, Thailand, Rusia, Lithunia, Iran, Jerman, Taiwan, Kazakhstan and Denmark. In total, there are 183 authors from 33 countries, and 4,9% of authors from Indonesia studied behavior innovation and stress in education. As shown in Table 2, other publications of publications at publications were 10,99 from China (10,99%). This study showed that 59 research papers on behavior innovation and stress in education were published in 33 countries. Most of the places are dominated by China, Negeria and Ireland. There are several research papers from other countries such as Malaysia, Pakistan, Fiji, Saudi Arabia, Greece, Denmark, but the number of papers reviewed may not be so important. There are several reasons why it seems that among the three major countries of Negeria, Netherlands and China, they have published a particularly large amount of research on this topic compared to other countries. Turkey recently had a impact on the education sector behavior innovation in education (Anamika Rawat 2021) . In addition, in this country there is an increase China (Cao, Shang, and Meng 2020). In China, there has been a sharp increase in stress in education Francis (Beiter et al. 2015), which has the potential to affect behavior innovation and stress in education.

Tabel 2. Study Location and Authour (based on author Affiliatin) examining behavior Innovation and Stress Education

	Study Location		Authors	
Country	N	%	N	%
Vietnam	1	1,67	3	1,65
Nigeria	3	5,00	21	11,54
Indonesia	5	8,33	9	4,95
China	8	13,33	20	10,99
Malaysia	4	6,67	11	6,04
Turkey	4	6,67	7	3,85
Netherlands	3	5,00	11	6,04
United States	3	5,00	7	3,85
Ireland	2	3,33	12	6,59
Belgium	2	3,33	8	4,40
Saudi Arabia	1	1,67	4	2,20
Spain	1	1,67	3	1,65
Fiji	1	1,67	4	2,20
Canada	1	1,67	3	1,65
Swedia	2	3,33	8	4,40
Thailand	1	1,67	1	0,55
Pakistan	4	6,67	10	5,49
Greece	2	3,33	2	1,10
Russia	1	1,67	5	2,75
Lithuania	1	1,67	1	0,55
Iran	1	1,67	2	1,10
Jerman	1	1,67	2	1,10
Taiwan	2	3,33	5	2,75
Kazakhstan	1	1,67	5	2,75
Dermark	1	1,67	0	0,00
India	1	1,67	2	1,10
Francis	1	1,67	9	4,95
AUE			1	0,55
Mesir			1	0,55
United Kindom			2	1,10
Costarica			1	0,55
Philipina			1	0,55
Thailand			1	0,55
Total	58	96,67	182	98,4

***** one paper examined the behavior innovation and Stress Education in two different countries

3.2. Scope by Field and research method

Numerous studies that motivate and explain behavior innovation and stress in educated have been conducted in 52 different journals and conferences in various disciplines as seen in Table 3. The areas frequently examined are behavior innovation and stress in education. Research Journal are Educational Psychology (10 %), Sosial Science- Educational (54 %), Science and Technology (10%), Business and Management (8%), Conference (10%) and other journals (7%) missing specific field next to name. The dominance of journal studied about behavior innovation and stress in education. Various methods have been used to measure behavior innovation and stress education as seen in Table 4. Most researchers performed qualitative designs (24%) rather than quantitative designs (7%). There were five of the 59 published articles (3,38%) used a mixed method design. The most common methods used were surveys (79,66%). Other methods were interviews (8,47%), tests (8,47%), and document reviews (3,38%). There were four subjects selected about behavior innovation and stress education from 59 article published. The most frequently researched were about Stress (28,81%) but 27 (45,76%) articles discuss about behavior innovation subject. Only one article each about Behavior Innovation/Stress/Medical (1.76 %) and 5 article (8,47%) about Behavior Innovation/Stress, ICT / Stress one articels (1,69%), Health/Medical 3 articels (5,08%), ICT 5 articels (8,47). The research method is a step or form of activity that aims to collect information or data and conduct investigations on that data. To conduct a study, researchers need to determine several factors: data type, sample, event type, scope, purpose, and research area. In this survey, the most commonly used methods are surveys and surveys, with more than 80% of the surveys reviewed. The main advantages of the survey method include that they are broad and are cheaper to conduct.

Tabel 3. Field and journal distribution of research paper about behavior innovation and stress in education

Field		No. of Paper	Field Total N	%
Educational Psychology	Educational Psychology, An International Journal of Experimental Educational Psychology	2	6	10
	International Society for Affective Disorders	1		
	Educational Psychology An International Journal of Experimental Educational Psychology	1		
	Journal of Affective Disorders	1		
	Journal Frontiers in Psychology	1		
Social Science-Educational	Cogen Education Journal	3	32	54
	Heliyon Journal	1		
	American Educational Research Journal	1		
	American Journal of Educational Research	1		
	Education Sciences Journal	1		

Field		No. of Paper	Field Total N	%
	Humanities & Social Science Reviews Journal	1		
	International Journal of Contemporary Educational Research	2		
	Teaching and Teacher Education Journal	3		
	Universal Journal of Educational Research	1		
	International Journal of Training and Development	1		
	International Journal of Educational Research Open	1		
	Early Childhood Research Quarterly Journal	1		
	International Journal of Educational Research Open	1		
	Social and Behavioral Sciences Journal	1		
	Scandinavian Journal of Educational Research	1		
	International Online Journal of Educational Sciences	1		
	Turkish Online Journal of Distance Education -TOJDE	1		
	Journal of Turkish Science Education,	1		
	Education Tech Research Dev Journal	1		
	Turkish Online Journal of Qualitative Inquiry	1		
	International Journal of Training and Development	1		
	Journal of Social Studies Education Research	1		
	Plos One Journal	1		
	Journal of Indonesian Student Assessment and Evaluation-JISAE	1		
	Social Behavior and Personality Journal	2		
	Vocations and Learning Journal	1		
	Computers & Education: X Reality Journal	1		
	Internet Interventions Journal	1		
Science & Technology	Computers and Education Open Journal	1	6	10
	System Journal	1		
	Path of Science Journal	1		
	Journal of Innovation & Knowledge	1		
	International Journal of Nursing Sciences	1		
	Sustainable Cities and Society Journal	1		
Others	International Journal of Environmental Research and Public Health	1	4	7
	International Journal of Environmental Research and Public Health	1		
Business and Management	Journal of Innovation & Knowledge	1	5	8
	European Journal of Business and Management	1		

Field		No. of Paper	Field Total N	%
	Management Research Review Journal	1		
	International Journal of Educational Management	1		
	Journal of Entrepreneurship, Management, and Innovation	1		
	Conference: 3rd Islamic Countries Conference on Statistical Sciences (ICCS-13): Statistics for Better Life at Indonesia	1		
	Conference: National Consortium for Instruction and Cognition meeting, Chicago, IL, April 16–20, 2015	1		
	The European Proceedings of Social & Behavioural Sciences	1		
Conference	Advances in Social Science, Education and Humanities Research, volume 173 1st International Conference on Education Innovation (ICEI 2017)	1	6	10
	Proceedings of the European Conference on Games-based Learning	1		
	Advances in Social Science, Education and Humanities Research, volume 173 1st International Conference on Education Innovation (ICEI 2017)	1		

Tabel 4. Research method used in articles or behavior innovation and stress in education

	Category	N	%
	Test	5	1,00
	Survey / Questionnaire	47	9,40
	Documentation	2	0,40
Detail of The Methods	Interview	5	1,00
	Mix Metod	2	0,04
	Quantitative	50	1,00
Type of Data	Qualitative	7	0,14
	Stress	17	0,28
	Behavior Innovation	27	0,45
	Behavior Innovation/Stress/Medical	1	0,02
	Behavior Innovation/Stress	5	0,08
Subject	ICT/STRESS	1	0,02

Health/Medical	3	0,05
ICT	5	0,08

3.3. Overall result categorized by research questions

Of the 59 articles published, , Several primary research inquiries were identified. A grand total of 63 articles (40%) investigated the "required elements and obstacles to behavior innovation and stress in education." Conversely, a total of 26 articles (47%) concentrated on the factors and correlations between behavior innovation and stress in education and other variable. here were 52 articles (34%) investigating the effect of behavior innovation and stress education. There were 39 (21%) showing that behavior innovation and stress in education had a positive effect. Twenty three (23%) showed that behavior innovation and stress has a negative effect as seen in Tabel 5.

Tabel 5. Result category by research question

Category of research question	N	%
What are the requirements.	38	21
What obstacles do we face?	35	19
What is factor	11	6
What is the connection between the variables and other factors?	36	20
What impact does the introduction of innovative behavior and stress have on the field of education?		
Positive Impact	39	21
Negative Impact	23	13

There are several variables that focus on stress in education school climate and teacher self-efficacy (Nguyen, Dang, and Pham 2023); responsibilities and other managerial and administrative responsibilities (Mohd Beta and Ali 2017); leadership support (Chen, Zheng, and Jiang 2022) support management (Lambriex-Schmitz et al. 2020);creativity and virtual reality (Lamb and Firestone 2022); teacher job demands and student achievement (Hipp et al. 2016); quality of life (Souto-Manning and Melvin 2022b); job occupational (Minihan, Begley, et al. 2022).

There are many factors that behavior innovation and stress in education Self-Efficacy and School Leaders' Transformational Leadership (Hipp et al. 2016); Scientific Researcher (Yu and Peng 2019); work motivation (Cao, Shang, and Meng 2020) ; complicated role(Ahmed, Samiah 2016). Many articles focused in investigating the effect of behavior innovation and stress in education implementation Technological Innovations (Anamika Rawat 2021); the impact of team temporal leadership, leader behavior regarding scheduling, allocating time resources, and coordinating team members, on teacher innovative behavior (K. Li and Zhu 2022b); Leadership encourages learning

innovation so that it has an impact on improving teacher performance (Ashlan 2022); Innovative behavior encourages teachers to be more creative in lessons (Ucus and Acar 2018).
Despite many positive impact behavior innovation and stress in education Innovative behavior has an impact on teacher psychological pressure which causes stress (Singh and Sarkar 2019); Proactive personality encourages innovative behavior of teachers (Kong and Li 2018); The organizational atmosphere encourages innovative behavior of teachers in carrying out their duties (Izzati 2018); Leadership encourages learning innovation so that it has an impact on improving teacher performance

4. CONCLUSION

A noteworthy discovery in this research is the substantial alterations observed in the innovative conduct and stress levels within the field of education,, particularly among teachers and students. Especially in the prevention of stress caused by the use of technology. As a result, policymakers must make special efforts to address and meet the needs of teachers' innovative behavior learning activities in order to mitigate the stress they cause. This article demonstrates Systematic and strategic research is conducted through the utilization of systematic reviews. s can help researchers with innovative behavior and stress in education. This study provides a range of recommendations encompassing diverse strategies, techniques, methods, and learning approaches for all education personnel, teachers, and instructors. These recommendations aim to facilitate stress reduction resulting from the challenges associated with the integration of technology in education., Recommendations for this study include stress coping strategies with teacher self-reflection, managing stress management, approaching oneself spiritually, sharing with colleagues in the same profession, management support, techniques for reducing stress by grouping and creating clusters through post tests, methods that can be applied such as sharing knowledge and learning for all education staff, teachers and instructors to achieve stress reduction due to the demands of adopting technology in education, stress also impacts physical and mental health, alcohol use, teachers feel unsafe in the school environment.. The model must be developed and implemented. As a result, it can mitigate the effects of stress. Future research on innovative behavior and stress in education may uncover methods for implementing technology in education**.**

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Conflicts of Interest
The authors declare no conflicts of interest

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