



A Study Of Computer Phobia Among Teacher Trainees

Dr. Saroj Sobti Assistant Professor Dr. G.D. D.A.V. College of Education for Women, Karnal.

Dr. Archana Saxena Librarian Dr. G.D. D.A.V. College of Education for Women, Karnal.

Abstract

In present era technology has widen the horizon of our education system. Teachers and learners are expected to become active participants at online learning platform, using communication networks for rapidly developing and exchanging information. Knowledge of virtual tools plays an important role in term of capacity building of teachers to equip them to face the emerging challenges. In present context of globalization the goal of quality education for all is not possible without the use of technology in classroom. In the present study, the researchers have made an attempt to find out computer phobia among the prospective teachers and also suggest some measures to remove this phobia among prospective teachers.

Keywords: Computer, ICT, Computer Phobia, Teacher- trainees.

Introduction:

Being a teacher in the knowledge society, one has to deal with new knowledge and new ways for accessing knowledge, networked world with new types of co-operation and to embrace life-long learning for personal and professional growth. According to United Nation's definitions ICT can be described as a varied set of goals, applications and services used to produce, store, process, distribute and exchange information. The use of digital resources has changed the teaching learning conditions. It provides the rich representation of information changes and easy access to information for better understanding of teaching learning process. Kennedy & Mc Naught (1997) rightly said that technology provides support to meet the needs of individual learners.

Contemporary trends have changed the classroom scenario. Students are supposed to sit before computer or laptop for attending online classes for many hours. The ability to achieve all the above implies that teachers and students both must have a comfortable level of ICT skills. But some of them are not comfortable while using computer and ICT assisted equipments due to many reasons. One of the most common reasons of not using computer/electronic device is his/her fear. This type of irrational exaggerated fear, anxiety and feeling of stress is known as technophobia or Computer phobia'.

The term phobia is derived from the Greek word 'phobia' which means fear, terror and panic. According to Oxford language Dictionary phobia means a very strong fear or hatred that you cannot explain. The term phobia is used for 'an exaggerated usually inexplicable and illogical fear of a particular object, class of objects, or situation and the term Computer Phobia

is used when a person who experiences anxiety about computers and especially about their use (Merriam Webster dictionary).

Jay (1981) defined computer phobia as the negative attitude toward computers that results to computer anxiety. Computer anxiety, which has often been linked computer phobia, refers to negative feelings associated with the use of computers (Cantrell, 1982; Chua, Chen, & Wong, 1999). Rosen and Weil (1992) further defined computer phobia as anxiety and a negative attitude toward present and future interactions with computers. According to Rosen & Weil (1995) that most of the teachers are not likely to be heavy computer users. Even, they exhibit high levels of Computer Phobia. While most teachers agree that computers are very useful tool, few of them use computers extensively in the classroom. ICT is the most important innovation in the field of education (Saxena & Pundir, 2013). The integration of computer into classroom activities is very less due to computer phobia. Sharma and Jyoti (2009) studied that teacher trainees were more computer phobic than management students. Rosen et al. (1992) and Gihar et al. (2012) found computer phobia among teachers while using computers. Chen (2012) found that female secondary school teachers and faculty of arts have more computer phobia. He reported that lack of opportunities such as training, practice, and time create anxiety among teachers that increase computer phobia. The female prospective teachers have more computer phobia than male prospective teachers, rural prospective teachers have higher computer phobia than urban prospective teachers and humanities prospective teachers had more computer phobia than science prospective teachers (Saxena, Bala and Upadhyay 2014). Ved Parkash (2016) and, Pratiba Sharma & Jagriti Pathak (2017) studied computer phobia among senior secondary school teacher and found that female teachers more computer phobic than male teachers. Parminder Kaur & Rajan Sethi (2019) found that cyber phobia is significantly associated with the level of school, locality and streams. Umair Ramzan et al. (2021) found that the students of public schools specially from rural areas have more computer anxiety as compare to private schools of urban areas and recommended that computer anxiety can be decreased through frequent trainings and availability of computers.

Objectives of the Study

Objectives of the present study were:

- To study the computer phobia among teacher trainees.
- To compare the effect of locality i.e. rural and urban on computer phobia among teacher trainees.
- To provide suggestions to overcome the computer phobia among teacher trainees.

Hypothesis

There may exist no significant difference between rural and urban teacher trainees as far as computer phobia is concerned.

Research Methodology

In this present study, the researcher used descriptive survey methods to collect the data.

Sample

In the present study, the investigator took sample of 120 Teacher Trainees of Dr. G.D.D.A.V College of Education for Women, Karnal (60) and Gyan Bharti College of Education, Karnal (60) for collection of data. The random sampling method was used for the selection of the sample.

Tools Used For Data Collection

Computer Phobia Scale (2010) standardized by Dr. S. Rajasekar and Dr. P. Vaiyapuri Raja was used to assess the computer phobia. Five point scale indicates with zero mark for strongly disagree and four marks for strongly agree for positive statements. Whereas for negative statements four marks for strongly disagree and zero marks for strongly agree. Scale was distributed among participants through Google form and participants were informed that all opinions provided by them were kept confidential.

Analysis & Interpretation of Data

The collected data was analyzed with the help of mean, SD and 't' test.

Levels of Computer Phobia among Teacher trainees

Table -1 Scores of Teacher Trainees on the Computer Phobia scale and level of Computer Phobia

Sr. no.	Interval Scores	Interpretation of Scores	Number of Teacher Trainees (N=120)	% of Teacher trainees
1	0-14	Very High Computer Phobia	0	0%
2	15-36	High Computer Phobia	0	0%
3	37-79	Neutral	69	57.5%
4	80-101	Low Computer Phobia	48	40%
5	102-116	Very Low Computer Phobia	3	2.5%

Interpretation:

It was observed from Table -1 that 57.5% teacher trainees have neutral views about Computer Phobia. 40% teacher trainees have low computer phobia. Only 2.5% teacher trainees have very low computer phobia where as no teacher trainee shows very high and high computer phobia.

Null Hypothesis

There may exist no significant difference between rural and urban teacher trainees as far as computer phobia is concerned.

Difference between scores of rural and urban teacher trainees on Computer phobia

Table -2

Group	Teacher Trainees (N)	Mean	S.D.	S.E.D	t-ratio	Significant
Teacher Trainees (Urban Area)	60	73.51	12.59	2.438	6.45	Significant

Teacher Trainees (Rural Area)	60	77.70	14.08			
----------------------------------	----	-------	-------	--	--	--

Interpretation:

The table- 2 shows that the mean scores of teacher trainees (Urban Area) and teacher trainees (Rural Area) on computer phobia scale are 73.51 & 77.70 and vales of S.D are 12.59 & 14.08 respectively. The t-ratio between the mean scores of two groups comes out to be 6.45 that is found to be significant at both the level of significance i.e. 0.05 level & 0.01 level. Hence, the hypothesis that there is no significant difference between scores of urban and rural teacher trainees as far as computer phobia is concerned is rejected. The level of computer phobia of urban teacher trainees is less than rural teacher trainees.

Findings:

The result of the study indicated that a majority of teacher trainees showed neutral views about Computer Phobia. A very few teacher trainees showed low computer phobia where as no teacher trainee showed very high and high computer phobia. It was also found that teacher trainees belonging to rural areas have high computer phobia in comparison to teacher trainees of urban areas. The study is supported by Saxena, Rajni Bala and Upadhyay (2014). Hence Sharma and Rajwinder Kaur (2022) found no significant difference between the computer phobia of teachers belonging to rural and urban areas.

Suggestions:

This paradigm shift in teaching learning process indicates that the traditional approaches are flipped; now students have to teach and learn to develop technology savvy skills. No doubt in two year B.Ed. Programme ICT is included in curriculum to make them competent to face the challenges of present classroom situations. In view of the findings, the investigators put forward some suggestions which would surely help to overcome the computer phobia among teacher trainees:-

- Fully equipped computer lab should be provided by every teacher education institution to make teacher trainees familiar with the latest technologies.
- Instructional material can be prepared and used for the purpose of teaching at large level.
- Teacher trainees should be free to spend more time on computers to develop their technological skills so that they can prepare their own PPTs, audio- video lectures, you tube channels etc.
- Prospective teachers should be motivated to develop their lesson plans and teaching aids with the help of computer and online resources.
- Moreover, hands-on experience with simple task and progressing to complex on computers should be given to pupil teachers to overcome computer phobia.
- Computer based activities as homework should be given.
- Time to time orientation and training programmes should be arranged to minimize the fear toward computers among teacher trainees.
- Positive reinforcement should be given to the teacher trainees for their small efforts of using computers in teaching learning process.

Conclusion:

After a detailed study of the computer phobia among teacher trainees, it can be said in nutshell that there is a need to use the computer in their day to day teaching learning process. Traditional face to face teaching and learning has been shifted to ICT based approaches. It is necessary to provide better computer facilities and practical knowledge to overcome the anxiety, fear and stress among teacher trainees. More facilities should be provided in educational institution of rural areas.

References:

1. Chen, K.T. (2012). Elementary EFL teachers computer phobia and computer self-efficacy in Taiwan. *The Turkish Online Journal of Educational Technology* , 11(2).
2. Rosen, L. D., & Weil, M. M. (1995). Computer availability, computer experience and technophobia among public school teachers. *Human Behavior*, 11(1), pp. 9-31.
3. Mittal, H. , & Kaur Jaswinder (2019) Analysis of Computer Phobia and Attitude of Secondary School Teachers towards Educational Technology. *IAHRW International Journal of Social Sciences Review*, 7(1), 60-62
4. Prakash, V. (2016) A study of computer phobia among senior secondary school teachers, *International Journal of Advanced Education and Research*, 1(4), pp. 51-53.
5. Jay, T. (1981). Computer phobia: What to do about it. *Educational Technology*, 21, 47-48.
6. O.F. Ursavaş, H. Karal (2009). Assessing Pre-Service Teachers' Computer Phobia Levels in terms of Gender and Experience, *International Journal of Behavioral, Cognitive, Educational and Psychological Sciences*.
7. Anthony, L. M, Clarke, M. C., & Anderson, S. J. (2000). Technophobia and personality subtypes in a sample of South African university, *Computers in Human Behavior*, 16(1), 31- 44.
8. Saxena, M.K, and Bala, R. and Madhu Upadhyay (2014) A Study of Computer Phobia among Prospective Teachers. *Learning Community*: 5(2 and 3): August and December 2014: 129-136, New Delhi Publishers.
9. Gihar, S. and Tyagi, S. (2012). ICT Culture and Computer Phobia among Pupil Teacher in Indian Context: Some Suggestive Guidelines, *Scholarly Research Journal for Interdisciplinary Studies*, 1(3), 486-496
10. Havelka, D., Beasley, F. and Broome, T. (2004). A study of computer anxiety among business students'. *Mid-American Journal of Business* 19(1), 63-71
11. McIlroy, D., Sadler, C. & Boojawon, N. (2007). Computer phobia and computer self-efficacy: their association with undergraduates' use of university computer facilities. *Computers in Human Behaviour*, 23, 1285-1299
12. Schulenberg, S., Yutrenka, B, & Gohm, C. (2006) The Computer Aversion, Attitudes, and Familiarity Index (CAAFI): A measure for the study of computer-related constructs. *Journal of Educational Computing Research*, 34(2), 129-146.
13. <https://www.merriam-webster.com/dictionary/computerphobe#dictionary-entry-1>