

A Study of Computer Phobia among Secondary School Teachers in Relation to their Gender, Locality and Types of School Management

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Abstract

A study was conducted to analyze computer phobia among secondary school teachers with respect to their demographic variables viz. gender, locality and type of school management. The population consisted of all the secondary school teachers of District Baghpat, Uttar Pradesh and the sample consisted of 100 secondary school teachers. Computer Phobia Scale (2014) developed and standardized by S. Rajasekar and P. Vaiyapuri Raja was used for the collection of data. The statistical techniques Mean, Standard Deviation and t-test were used for the analysis and interpretation of the data. It was found that there existed significant differences at 0.01 level in all the three variables. It was also concluded that female, urban and private secondary school teachers possessed more computer phobia than their counterparts.

Keywords Computer Phobia, Secondary School Teachers, Gender, Locality, Types of School Management.

Introduction

In modern technical time the knowledge of Computers is increasing. This is influencing many aspects of our social life, schools, office to our work environment, as well as many of our leisure activities. The development in various aspects of computer technology has reached beyond our imagination and expectations. It has a great impact in the field of education too. It is very useful and helpful in the teaching, learning process and for research purposes. The computers have created a revolution in the content of education and in the nature of the learning process. Computer literacy is very much needed for teachers as well as learners. The use of computers is no longer confined to Computer Science majors, it is essential for all students and teachers to use and understand computers and implement technology in order to be successful in their future careers. The teachers should be in terms with the physical reality of the computers, and learn how to take actual advantage of the machines' educational potential. For this, teachers should be well-equipped with the knowledge of computers and should be well-skilled with the operations of computers and application of computers in teaching and learning process. Although an increasing number of teachers are using computers in education, not all of these teachers feel comfortable with computer use. All of the teachers are not comfortable with the use of computers. Some of them exhibit computer phobia among them. Computer phobia is associated with the anxiety about learning to use computers or not being able to learn to successfully use computers. Computer phobic teachers either avoid teaching with computers or, if they do teach with them, pass their anxiety and negative attitudes to their students. This fear becomes further common as technology takes a more relevant place in society. Like many other phobias, this irrational fear of using computers can negatively influence several areas of an individual's life like work productivity.

Objective of the Study

To study the computer phobia of secondary school teachers with respect to their gender, locality and type of school management.

Review of Literature

Ursavas, O.F. & H. Karal (2009) assessed Pre-service Teachers' Computer Phobia levels in terms of gender and experience in Turkey. They found that computer phobia of male pre-service teachers did not statistically vary depending on their gender, although they had higher computer anxiety scores. It was also observed that there was a negative and intensive relation between computer experience and computer anxiety.



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It was also found that pre-service teachers using computers regularly indicated lower computer anxiety. **Agbatogun & Biodun Oluwatobi Banjo (2010)** investigated the extent to which computer efficacy, computer use and computer phobia predicted the level of undergraduate students' academic performance in a Computer Graphics Course. The findings revealed that the three independent variables, when taken together, were effective in predicting students' academic performance in a Computer Graphics Course. **Mehra, Vandana & Faranak Omidian (2011)** investigated computer anxiety among Indian and Iranian University students in relation to country, faculty and gender and concluded that country type, faculty type and interaction between country and faculty had significant effect on university students' computer anxiety scores. Achuonye and Gertrude **Kanayo Ezckoka (2011)** investigated technophobia among female undergraduate students in Nigeria and concluded that technophobia exists among female undergraduates. The study also revealed that technophobia affects their academic performance and knowledge base negatively. **Rahimi, Mehrak & Samaneh Yadollahi (2011)** studied to determine Iranian EFL teachers' level of computer anxiety and its relationship with ICT integration into English classes and teachers' personal characteristics. The results indicated a positive relationship between computer anxiety and age, however, computer anxiety, gender, and experience of teaching were not found to be related. An inverse correlation was found between computer anxiety and ICT integration. While ICT integration correlated negatively with age and years of teaching experience, it was found to be related to gender. **Gihar, Sandhya and Sachin Tyagi (2012)** studied ICT culture and Computer Phobia among Pupil Teachers in Indian Context: Some Suggestive Guidelines and found the level of computer phobia among prospective teachers and suggested extra classes to remove phobia towards computers. **Achim, Nurain & Arraqib Al Kassim (2015)** studied the impact of computer anxiety and computer self-efficacy among employees in Malaysia and found a weak relationship between computer anxiety and computer self-efficacy. **Saxena et.al. (2014)** conducted a study of computer phobia among prospective teachers and found that female prospective teachers had more computer phobia than male prospective teachers. It was also concluded that rural prospective teachers had higher computer phobia than urban prospective teachers. They also concluded that humanities prospective teachers had more computer phobia than science prospective teachers. **Yunus et.al. (2016)** investigated the level of computer technophobia among 106 adult undergraduates in a public university in Malaysia who utilized an e-learning tool as the main medium of English learning. The results showed that the respondents had a moderate level of computer anxiety, but female students had a higher technophobia level compared to their male counterparts. Their study also concluded that computer anxiety is a feeling commonly experienced by many students studying English via e-learning tools. **Parkash (2016)** conducted a study of computer phobia among senior secondary school teachers and found that female teachers possess more computer phobia in comparison to male teachers towards computer phobia. It was also concluded that private school teachers possess more computer phobia than government school teachers. Likewise, arts group teachers possess more computer phobia than science group teachers. The investigator also found that urban teachers possess more computer phobia than rural teachers. **Schlebusch, Carlisle L. (2018)** reported an article on a study that assessed computer anxiety, computer self-efficacy and attitude towards the internet among first year students at a South African university of technology. The research revealed that students suffer from moderate computer anxiety; they have a moderate compute self-efficacy; and their attitude towards the internet is positive. **Suvera, Pankajbhai & Pritesh Kumar (2020)** carried out a study to see the effect of Gender, Area and type of students on computer phobia of male and female B.Ed. trainees of Navsari District in Gujarat. The sample consisted of 360 B.Ed. college trainees. It was concluded there existed significant in the computer phobia of B.Ed. college trainees in relation to their Gender, Area and type of students. The success of any initiative to implement computer technology in an educational programme depends strongly upon the support of teachers and their active willingness and participation to embrace the computer technology in the teaching-learning process. But many teachers, though, willing to use the computers show some signs of anxiety and fear while using computers in their daily classroom routine. Therefore, the investigator wishes to study computer phobia among secondary school teachers as it is found that though

some teachers realize the importance of the use of computer but they exhibit some signs of fear while using computers.

Methodology

Descriptive Survey Method was used for the present study. The population constituted of all the secondary school teachers of District Baghpat,Uttar Pradesh and the sample consisted of 100 secondary school teachers.Computer Phobia Scale (2014) developed and standardized by S. Rajasekar and P. Vaiyapuri Raja was used for the collection of data. The statistical techniques Mean, Standard Deviation and t-test were used for the analysis and interpretation of the data.

Sampling

The population consisted of all the secondary school teachers of District Baghpat,Uttar Pradesh and the sample consisted of 100 secondary school teachers.

Tool Used

Computer Phobia Scale (2014) developed and standardized by S. Rajasekar and P. Vaiyapuri Raja was used for the collection of data.

Statistics Used in the Study

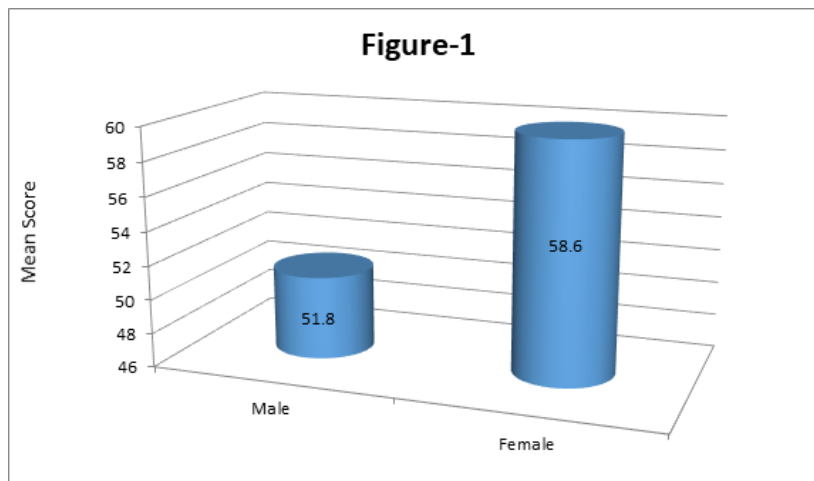
The statistical techniques Mean, Standard Deviation and t-test were used for the analysis and interpretation of the data.

Analysis of Computer Phobia Scores between male and female secondary school teachers

Accordingly, Data were collected on a sample of 50 males and 50 female secondary school teachers. The two groups were compared for measuring computer phobia. Mean and Standard Deviation of these groups were calculated. The significance of the difference between the mean scores was found out by calculating the critical ratio. The data and result of the test of significance are given in table 1.

Table 1
Data and result of significance of difference in the computer phobia among secondary school teachers based on their gender

Gender	N	Mean	SD	t-value	Level of Significance
Male	50	51.8	4.57	7.44	Sig. at 0.01 level
Female	50	58.6	4.66		



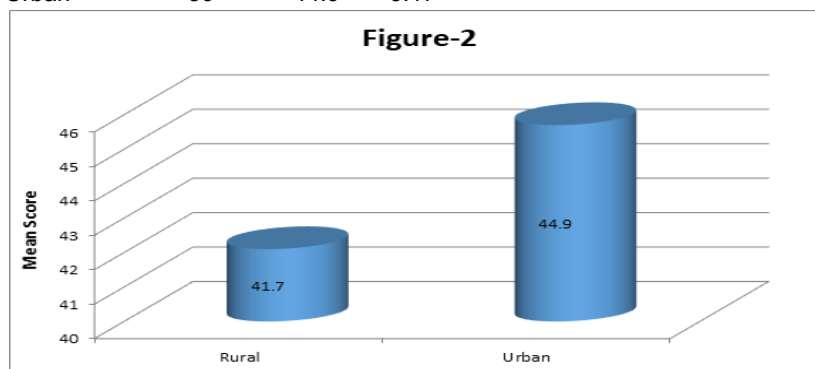
From the table, it is clear that mean performance differential between male and female secondary school teachers are 51.8 and 58.6. The critical ratio between the two groups comes out to be 7.44 which is greater than the table value at 0.01 level of significance which means that there is significant difference between the two groups on the computer phobia. It is also clear from the above table that female secondary school teachers possessed more computer phobia than male secondary school teachers. This result is in tune with Achuonye et al (2011), Saxena et al (2014), Yunus et al and Prakash (2016).

Analysis of Computer Phobia Scores between rural and urban secondary school teachers

Accordingly, Data were collected on a sample of 50 rural and 50 urban secondary school teachers. The two groups were compared for measuring computer phobia. Mean and Standard Deviation of these groups were calculated. The significance of the difference between the mean scores was found out by calculating the critical ratio. The data and result of the test of significance are given in table 2.

Table 2
Data and result of significance of difference in the computer phobia among secondary school teachers based on their locality

Locality	N	Mean	SD	t-value	Level of Significance
Rural	50	41.7	4.22	4.28	Sig. at 0.01 level
Urban	50	44.9	3.17		



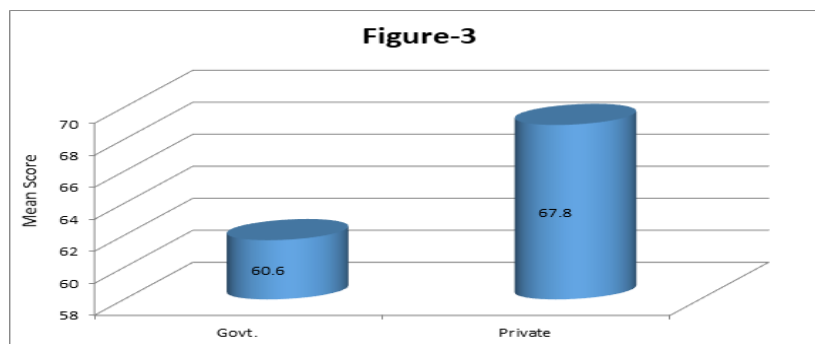
From the table, it is clear that mean performance differences between rural and urban secondary school teachers are 41.7 and 44.9. The critical ratio between the two groups comes out to be 4.28 which is greater than the table value at 0.01 level of significance which means that there is significant difference between the two groups on the computer phobia. It is also clear from the above table that urban secondary school teachers possessed more computer phobia than rural secondary school teachers. This result is in tune with Ved Prakash (2016).

Analysis of Computer Phobia Scores between government and private secondary school teachers

Accordingly, Data were collected on a sample of 50 government and 50 private secondary school teachers. The two groups were compared for measuring computer phobia. Mean and Standard Deviation of these groups were calculated. The significance of the difference between the mean scores was found out by calculating the critical ratio. The data and result of the test of significance are given in table 3.

Table 3
Data and result of significance of difference in the computer phobia among secondary school teachers based on their type of school management

Type of school Management	N	Mean	SD	t-value	Level of Significance
Government	50	60.6	4.77	7.80	Sig at 0.01 level
Private	50	67.8	4.45		



From the table, it is clear that mean performance differences between government and private secondary school teachers are 60.6 and 67.8. The critical ratio between the two groups comes out to be 7.80 which is greater than the table value at 0.01 level of significance which means that there is significant difference between the two groups on the computer phobia. It is also clear from the above table that private

secondary school teachers possessed more computer phobia than government secondary school teachers. This result is in tune with Ved Prakash (2016).

Result and Discussion

Out of the total sample surveyed for the present study, the female secondary school teachers possessed more computer phobia than male secondary school teachers. The findings also revealed that urban secondary school teachers had more computer phobia than rural secondary school teachers. It was also concluded that private secondary school teachers showed more computer phobia than government secondary school teachers. There was found significant difference among secondary school teachers with respect to their gender, locality and type of school management on their computer phobia

Conclusion

It is concluded from the results of the study that the secondary school teachers showed signs of computer phobia.

Suggestions for the Future Study

In the light of the findings of the study, its educational implication lies in the fact that more emphasis should be given to the computer training and its practical knowledge in the pre-service teacher education programme as well as to the in-service teacher education programme.

Limitation of the Study

The study is delimited to 100 Secondary School Teachers of district Baghpat, Uttar Pradesh. It is delimited to gender, locality and type of school management.

Acknowledgement

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