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Study of Computer Phobia Among Secondary School Teachers in relation to their Attitude towards Using New Technology

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ABSTARCT

Present research was attempted to investigation of Computer Phobia Among Secondary School Teachers in Relation to their Attitude Towards Using New Technology. Study was directed on 100teachers50Urbans and 50 Ruralsteachers from Taran-TaranDistrict . Computer Phobia Scale (2012) by Rajasekar and Vijaypuri and Attitude Towards Using New Technology Scale (2009) by Rajasekarwas utilized for the examination. Result of the study revealed thereexists no significant relationships between Computer Phobia andAttitude Towards using New Technology among secondary school teachers, thereexistsmale teachers have higher level of computer phobia as compared to andfemale secondary school teachersand There existsrural area Secondary teachers have high level of computer phobia ascompared to urban area secondary teachers.

Keywords: Computer Phobia, Secondary School Teachers, Attitude Towards Using New Technology.

Introduction :

Computers are increasingly omnipresent, influencing many aspects of our social existence, from our lives and schools to our work environment and leisure activities. Computers are a vital assetin today's business and education world. It has been defined in various ways from the perspectiveof the teacher and the student. Concerning teachers, use of computers, definitions have incorporated administrative tasks, lesson preparation, and unit planning; they were integrated with learning. School administrators should be able to follow technological advancements and promote the role of leadership in technology in their institutions. With the extraordinary growthof computer technology, much greater attention has been paid to educational technologies in teaching and learning. As a result, the educational system has made dramatic progress in generaland teacher education. Teacher education is considered an integral part of the educational scenario. Teacher quality depends on several factors like teachers' status, remuneration, conditions of work, and professional education.

In the present era, a teacher's professional development is not possible without knowing usingdigital technology in education. Many new technological devices are added to strengthen the teaching-learning process. Integrating computer technologies into education is a significant investment. In an educational context, the scope of computers is extensive, and it is being used for administration, curriculum development, distance education, evaluation, etc. However, computers opened a new arena in the teaching-learning process, and it has a great potential to improve existing teaching-learning methods. Computer technology is an efficient tool to improve the educational process. However, despite its many advantages, the integration of computertechnology in daily classroom practices has become problematic due to psychological barriers like computer phobia.

Computer

We are breathing in the computer age, and gradually computer has become such a dire necessityof life that it is difficult to imagine life without a computer. Today's computers are more powerful, smaller, cheaper, and user-friendly. The increased use of computers has been mainly due to the Internet.

The word "Computer" comes from the word "Compute," which means to calculate. So a computer is usually considered a calculating device that can perform mathematical and logical operations at enormous speed. The original objective of the computer was to create a fast calculating machine, but more than 80% of the work done by computers today is nonmathematical.

Hence, defining a *computer* merely as a calculating device ignores over 80% of its work. More accurately *computer* may be defined as a device that operates upon information ordata as and when required. Computers fundamentally process data that many people have startedcalling data processors. Makims (1995) described the computer as an electronic device thatprocesses data according to instructions.

Computer as a Technology and its Impact

A computer has become a part of our life. There is no work, in our whole day, for which we are not dependent on computers or the technology products. Computers have overpowered our lives, and we have got addicted to computers greatly. Perfection is equivalent to the work obtained from computers. Also, this all is not overrated; computers have brought a revolutionary changein how education and the work culture are practiced. Today it is essential for everybody. Learning the basics of computers is highly important for the teachers and students to excel in their respective fields.

Computers help teachers and students learn better and learn the practical aspect of the subject. Computers have changed the work of education, and the role of computers in education has been given much prominence in recent years. Computers play a vital role in every field. They aid industrial processes; they find applications in medicine; they are the heart of the software industry; they play a vital role in education. The uses of computers in education are manifold. There is a need to discuss the importance of computers in Education Computer technology has a profound impact on education. Computer education forms a part of the school and college curricula, as it is essential for every individual today to have the basic knowledge of computers.

Computer Phobia

Computer phobia is a significant constraint to the utilization of computers. The teacher's outlooktoward technology, how they respond to it, how they present it, and how it helps achieve their vision of teaching and learning will affect the future accomplishment of technology. Teachers are expected to teach with innovative teaching methods like Computer Assisted Instructions and using a computer while teaching. However, at the same time, teachers face technological and psychological challenges like computer phobia. Computer phobia and computer anxiety are interchangeably used to describe the fear of impending interaction with a computer that is disproportionate to the actual threat presented by the computer (. The integration of the computer into classroom activities is significantly less due to computer phobia. In the present study, the researchers have attempted to find out computer phobia among the prospective teachers and the attitude of teachers toward new technology. In the present study, the researchers have attempted to find out computer phobia among theprospective teachers and the attitude of teachers toward new technology.

Objectives of the study

1. To find out the relationship between computer phobia and attitude towards using new technology among secondary school teachers.
2. To investigate the significance of difference in the mean scores of computer phobia among male and female secondary school teachers.
3. To investigate the significance of difference in the mean scores of computer phobia among rural and urban secondary school teachers.

Hypothesis of the study

1. There will be no significant relationship between computer phobia and attitude towards using new technology among secondary school teachers.
2. There will be no significant difference in the mean scores of computer phobiaamong male and female secondary school teachers.
3. There will be no significant difference in the mean scores of computer phobia among rural and urban secondary school teachers.

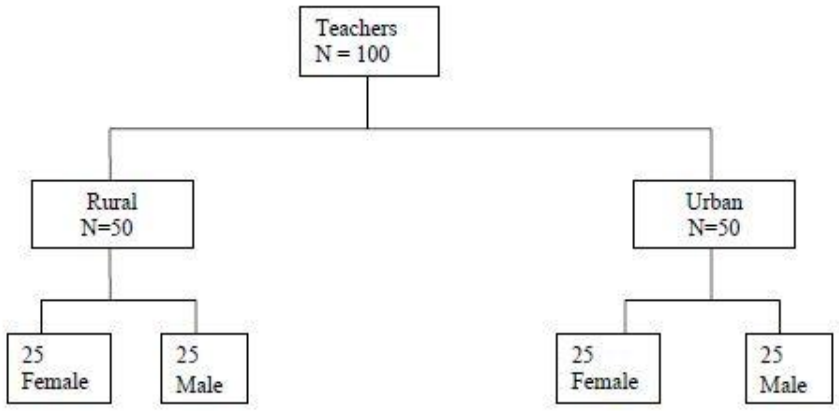
Method

Descriptive survey method was employed to study of Computer Phobia among Secondary School Teachers in Relation to their Attitude towards Using New Technology.

Sample

We have taken a total number of 100 school teachers from rural (50 teachers) and Urban (50 teachers) area schools

DESIGN OF THE STUDY



TOOLS TO BE USED

The following tool will be employed for the purpose of data collection:-

1. Computer Phobia Scale (2012) by Rajasekar and Vijaypuri
2. Attitude Towards Using New Technology Scale (2009) by Rajasekar

Result and Discussion

Hypothesis-1: There will be no significant relationship between computer phobia and attitude towards using new technology among secondary school teachers.

Table 1 Showing relationship between Computer Phobia and Attitude towards Using New Technology among secondary school teachers

Variable	N	'r'	LevelofSignificance
ComputerPhobia	200	0.045	Non-Significantat0.05leveland0.01 level
NewTechnology	200		

The above table shows the co-efficient of correlation between computer phobia and attitude towards using new technology among secondary school teachers. It comes out to be 0.045 which is not significant at both levels of significance i.e. 0.05 and 0.01. Further, it is observed than there exists no significant relationship between computer phobia and attitude towards using new technology among secondary school teachers.

Hence Hypothesis-1 "There will be no significant relationship between computer phobia and attitude towards using new technology among secondary school teachers." **Stands Accepted.**

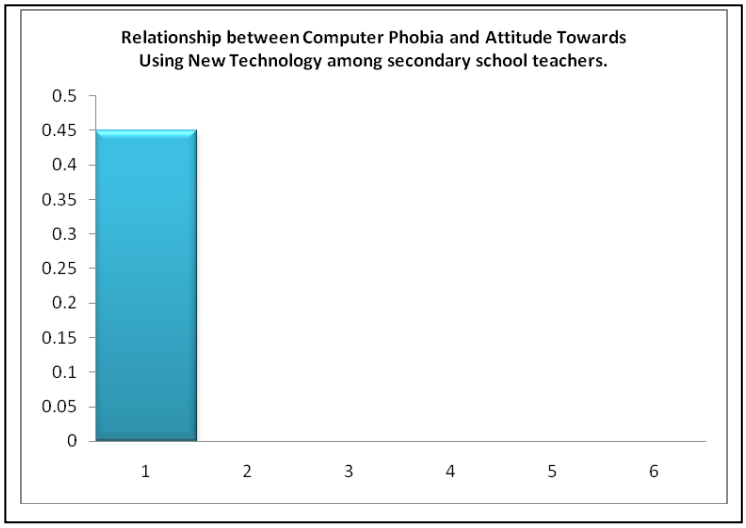


Figure 1 Showing relationships between Computer Phobia and Attitude Towards using New Technology among secondary school teachers.

Figure 1 Shows that there exist no significant relationships between Computer Phobia and Attitude Towards using New Technology among secondary school teachers.

Hypothesis-2: There will be no significant difference in the mean scores of computer phobia among male and female secondary school teachers.

Table 2 Showing mean scores of computer phobia among male and female secondary schoolteachers.

Variables	N	Mean	SD.	$S.E_D$	t-ratio	Levels of Confidence
Computer Phobia (Male Teachers)	100	45.27	4.30	0.65	1.39	Non Significant at 0.05 and 0.01 levels
Computer Phobia (Female Teachers)	100	44.44	4.25			

The above table shows that the mean scores of computer phobia among male and female teachers are 45.27 and 44.44, their SD. Are 4.30 and 4.25 respectively. when we calculates S.ED. it comes out to be 0.65 and the calculated t-ratio is 1.39 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-ratio is lesser than tabulated value at both the levels. This shows that there exists no significant difference in the mean score of stress among male and female secondary school teachers.

Hence Hypothesis-2: There will be no significant différence in the mean scores of computer phobia among male and female secondary school teachers. **Stands Accepted.**

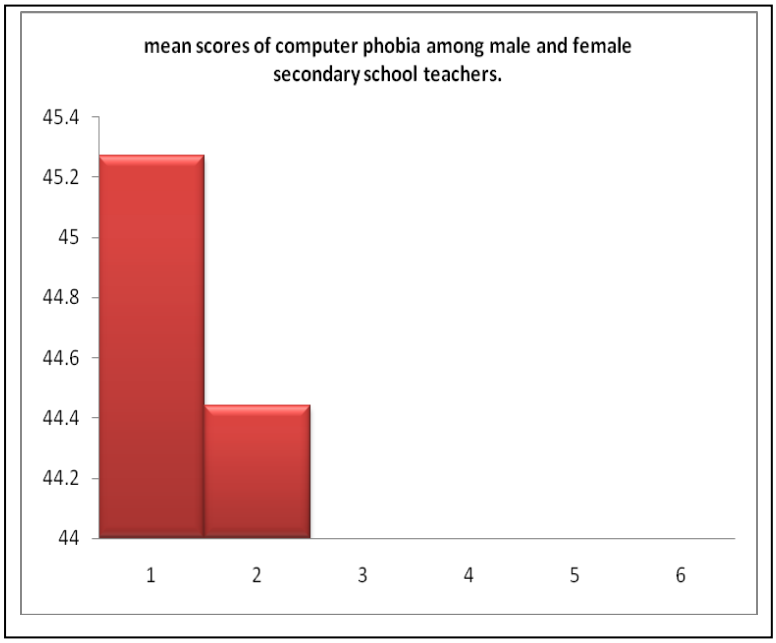


Figure 2 Showing mean scores of computer phobia among male and female secondary school teachers.

Figure 2 Shows that male teachers have higher level of computer phobia as compared to andfemale secondary school teachers.

Hypothesis 3:- There will be no significant difference in the mean scores of computer phobia among rural and urban secondary school teachers.

Table 3 Showing mean scores of computer phobia among rural and urban secondary school teachers.

Variables	**N**	**Mean**	**SD.**	**S.E$_D$**	**t-ratio**	**Level of Significance**
Computer Phobia (Urban area Teachers)	100	42.51	8.12			Non-Significant at 0.05 and 0.01 level
Computer Phobia (Rural area Teachers)	100	43.75	12.42	2.23	0.22	

The above table shows that mean scores of computer phobia among rural and urban secondary school teachers are 42.51 and 43.75, their SD. Are 8.12and 12.42 respectively, When we calculates S.ED it comes out to be 2.23 and the calculated t-ratio is 0.22 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-ratio is lesser than tabulated value at both the levels. This shows that there exists no significant difference in the mean score of computer phobia among rural and urban secondary school teachers.

Hence, Hypothesis 3, "There will be no significant difference in the mean scores of computer phobia among rural and urban secondary school teachers." **Stands Accepted**

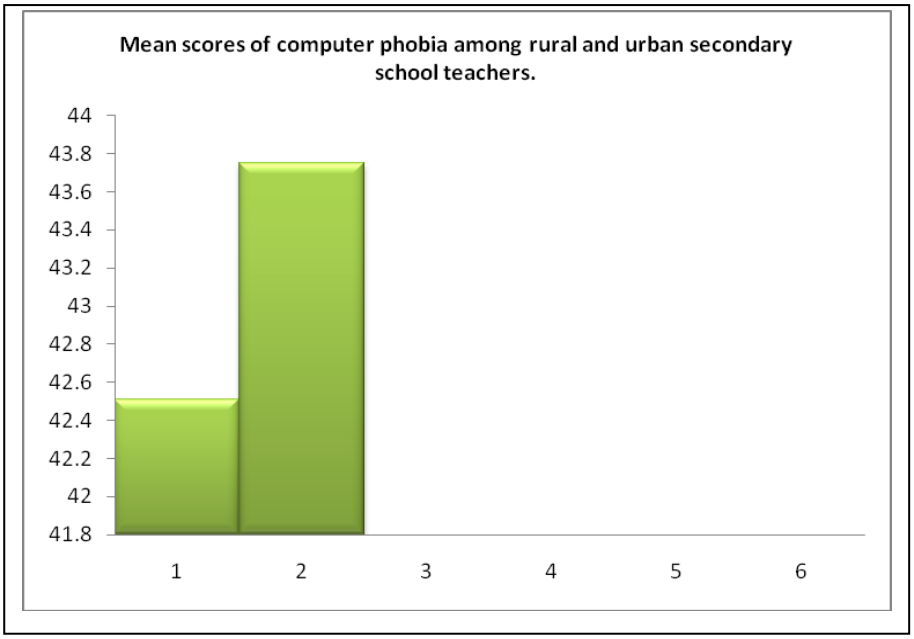


Figure 3 Showing mean scores of computer phobia among rural and urban secondary school teachers.

Figure 3 Shows that rural area Secondary teachers have high level of computer phobia ascompared to urban area secondary teachers.

Conclusions

- There exist no significant relationships between Computer Phobia and Attitude Towards using New Technology among secondary school teachers. Hence Hypothesis-1 is **accepted.**
- Male teachers have higher level of computer phobia as compared to and Female secondary school teachers. Hence Hypothesis-2 is **accepted.**
- There exists no significant difference in the mean scores of computer phobia among rural and urban secondary school teachers. Hence Hypothesis-3 is **accepted.**

Suggestions for further research

Some of the suggestions for further studies are given below:-

- The similar study can be extended to State and National level to make results more valid and reliable.
- The similar study can be undertaken with other variables also.
- The study can be conducted on teachers of other states of India and also on a large sample.
- Some other tools may be employed to find out the differences and relationship between computer phobia and attitude towards using new technology.

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