

Teacher's Technophobia towards Computer Aided instruction and Experience Learning of Students: A Comparative Study

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ABSTRACT

Web based teaching has not only changed the role of teachers in classroom but has also provided them with a large number of software and websites which can be utilized for educational purpose. PowerPoint, MS Word and Excel are among the most commonly used software packages in schools. The information society requires the use of technology enhanced learning and teaching at different levels. The concepts of web based teaching are combination, implementation and relationship of the activities for learning and teaching via different types of electronic media. Teachers and instructors are not at risk of being replaced by computers, but with advent of web based and the development of a knowledge-based society, their role needs to be redefined. Teachers are no longer dispensers of knowledge but rather proactive facilitators who promote collaborative knowledge building and guide students to learn in a variety of environments, to navigate within and process a multitude of information resources, and to use these resources in solving problems and making decisions on their own. Technophobia is the fear or dislike of advanced technology or complex devices, especially computers. The term is generally used in the sense of an irrational fear, but others contend fears are justified. As technologies become increasingly complex and difficult to understand, people are more likely to harbor anxieties relating to their use of modern technologies. Present study intended to find technophobia among teachers of private aided and non-aided schools. Non-technophobic teachers of secondary and senior secondary classes have positive attitude towards web based learning of the students in comparison to technophobic teachers of same level. Also male teachers are less technophobic as compared to female teachers.

Computers can be used to deliver instruction effectively and efficiently. Computer managed instruction programmes are designed to administer diagnostic tests, score them, prescribe remediation, monitor process, and keep records of student achievement. Computers can be used as enabling tools for all students including students with special needs. Coffin (1994) found that teachers' negative cognition and attitude towards computers may accompany feelings of anxiety. Brosnam (1998) found that teachers with relatively strong constructivist beliefs who have strong traditional beliefs report a higher frequency of computer use. Ramganes (2008) results supported that teachers' internet self-efficacy and beliefs about web-based learning were important predictors of their attitudes towards web-based professional development.

1. Objectives of the Study

- To study the technophobia of male and female teachers towards computer aided instruction and learning of the students.
- To study the technophobia of teachers of the private schools towards computer aided instruction and experience learning of the students.
- To study the technophobia of aided and unaided school teachers towards experience learning of the students.
- To study the technophobia of teachers handling high school and higher secondary classes towards computer aided teaching and experience learning of the students.

2. Hypotheses

1. There is no significant difference in the technophobia of teachers of private schools

towards computer aided instruction and experience learning of the students.

2. There is no significant difference in the technophobia of aided and unaided school teachers towards computer aided instruction of the students.
3. There is no significant difference in the technophobia of male and female teachers towards computer aided instruction and leaning of the students
4. There is no significant difference in the technophobia of teachers handling high school and higher secondary classes towards computer aided instruction of the students.

3. Research method

Descriptive method of research is used in the present study.

Sample

The sample of the study consisted of 100 teachers of

four public schools of Sonapat and Delhi.

Statistical Techniques Used -Mean, SD and t-value

Research Tool

Computer Attitude Scale (2009) by Dr. Tahira Khatoon and Manika Sharma (Aligarh)

4. Analysis and Interpretation of the data

The data collected is segregated according to the categories taken under the study and the mean ,SD and t-values are shown in the following tables

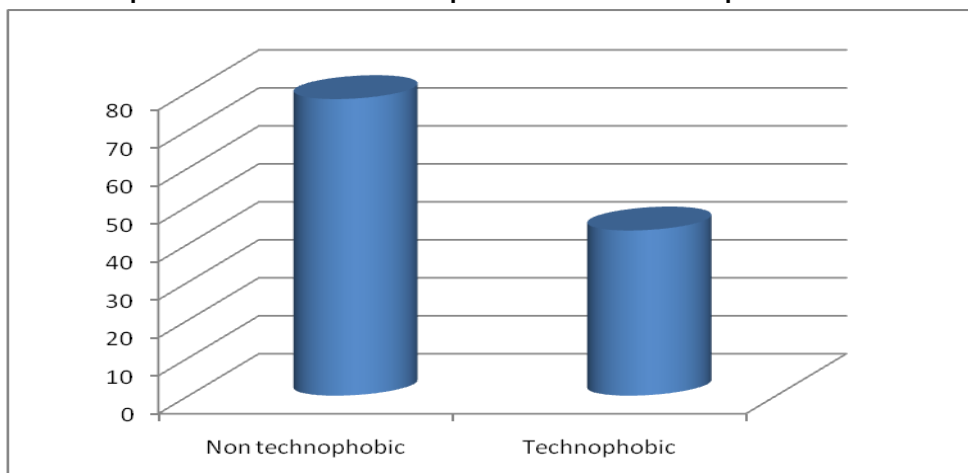
Table- 1
Comparison of technophobic and non-technophobic teachers towards web based teaching and experience learning of the students

Variable \ Categories	Non-Technophobic (44)	Technophobic (56)
Mean	78.11	43.5
Standard Deviation	6.46	6.32
t-ratio	26.85*	
*Level of Significance	Significant	

From the above table- 1 we can conclude that majority (X=43.5) of teachers have technophobic attitude towards web based teaching and experience learning in the classroom. As mean score (X=78.11) which denotes that the positive or

negative attitude, towards technology, of teachers affects the web based teaching and experience learning of the students.

Graph: 1
Comparison in scores of Technophobic and Non-Technophobic teachers



So the above graph shows that attitude (either positive or negative) of teachers towards technology plays a significant

role in making the teaching learning process more effective and healthier.

Table-2
Comparison of Technophobia among teachers of Aided and Un-Aided private schools towards Web Based Teaching and Experience Learning of the Students

Categories	Non-Technophobic (N=44)		Technophobic (N=56)	
	Aided (N=16)	Unaided (N=28)	Aided (N=34)	Unaided (N=22)
Mean	74.81	80.0	40.53	48.09
Standard Deviation	5.42	6.24	4.99	5.34
t-ratio	12.98*		5.30*	

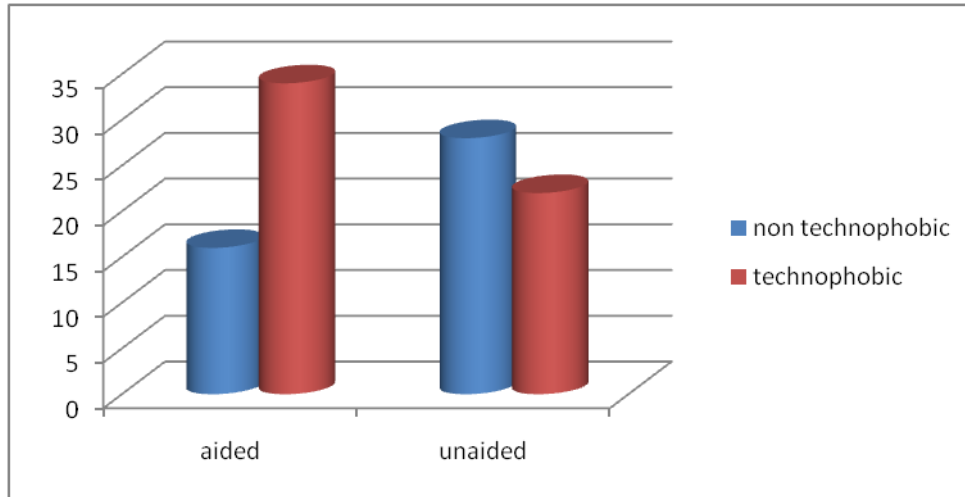
Table- 2 shows that teachers of aided school are more technophobic (X= 40.52) in comparison to teachers of unaided school (X= 48.09) towards web based learning of the students which indicates that may be the dearth of finances leads to lack of facilities in aided school which may result in increase of

technophobia in teachers of aided schools. The t-ratios* of technophobic and non-technophobic teachers of both aided and unaided school are 5.30 and 12.9 which are significant. Mean scores of non-technophobia teachers of un-aided school(80) is higher than those of technophobic teachers

(48.09) of unaided schools which gives the real picture that non-technophobic teachers of un-aided schools have favorable attitude towards web based learning of the students in the classroom as to make their teaching effective in comparison to technophobic teachers of unaided school. On the other side the mean scores of non-technophobic teachers (74.81) of aided

school is higher than those of technophobic teachers (40.52) of aided school which shows that non-technophobic teachers of aided school have more favorable attitude towards web based teaching and experience learning of the students in comparison to technophobic teachers of aided school.

Graph -2
Comparison of Technophobia among teachers of Aided and Un-Aided private schools towards Web Based Teaching and Experience Learning of the Students



It is evident from Graph-2 that teachers of un-aided schools have less technophobia in comparison to teachers of aided

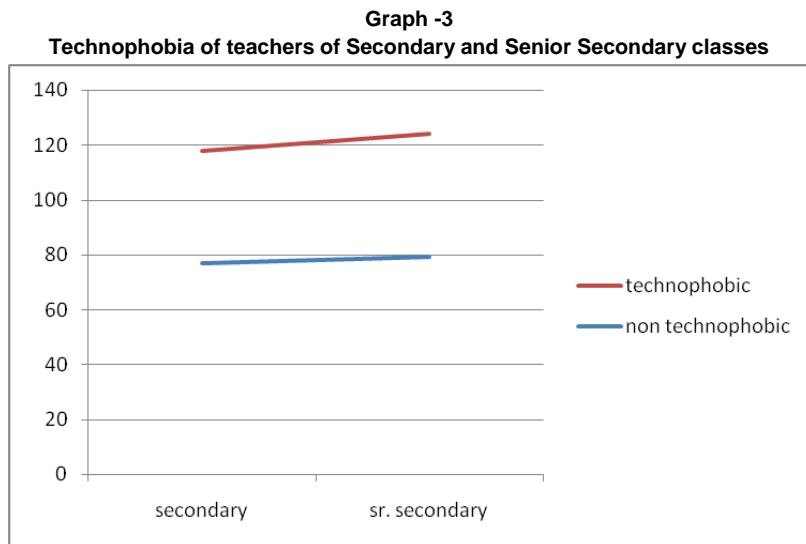
schools. So the above graph shows that type of school (aided or un-aided) is the significant predictor of technophobia.

Table-3
Comparison of Technophobic and Non-Technophobic Attitude of Teachers of Secondary Classes and Senior Secondary Classes Towards Web Based Teaching and Experience Learning.

Variable \ Categories	Non-Technophobic (44)		Technophobic (56)	
	Secondary (20)	Sr.Secondary (24)	Secondary (35)	Sr.Secondary (21)
Mean	76.85	79.17	41.00	45.00
Standard Deviation	5.73	6.83	5.20	6.46
t-ratio	5.56		2.53	
Level of Significance	Significant		Significant	

From Table -3 it is evident that technophobia among the teachers of secondary and senior secondary classes differ significantly in their non technophobic attitude. On the contrary we can say that mean score (79.16) of non-technophobic teachers of senior secondary classes are better than the mean score (45) of technophobic teachers of senior secondary classes which is giving real picture that the non-technophobic teachers of senior secondary classes shows positive attitude towards web based learning of the students in comparison to technophobic teachers of same level. The significant t-value (2.53) between the technophobic teachers of secondary and

senior secondary classes plays a significant role in increasing or decreasing the technophobia of their teachers and t-ratio (5.55) of non-technophobic teachers of secondary classes and senior secondary classes is also significant. The mean scores (76.85) of non-technophobic teachers of secondary classes are higher than the mean score (41) of technophobic teachers of secondary classes which shows that non-technophobic teachers of secondary classes have positive attitude towards web based learning of the students in comparison to technophobic teachers of same level.



It is evident from the Graph -4 that teachers of senior secondary classes have less technophobia in comparison to the teachers of secondary classes. Also the gap between the line graph shows that the teachers of senior secondary classes have more positive attitude towards experience learning of the

students in comparison to the counter parts of the teachers of secondary classes, so the above graph shows that level of class is significant predictor of technophobia in web based teaching and experience learning.

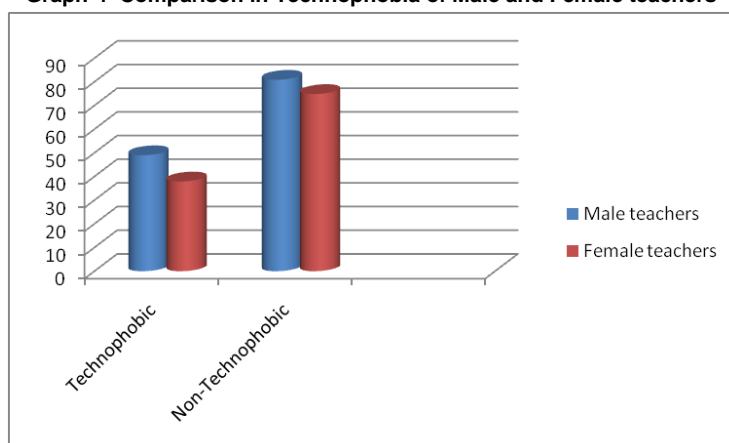
Table 4
Comparison of Technophobic and Non-Technophobic attitude of Male and Female teachers towards Web Based Teaching and Experience Learning.

Variable \ Categories	Non-Technophobic (N=44)		Technophobic (N=56)	
	Male	Female	Male	Female
Mean	80.88	74.87	49.00	37.91
Standard Deviation	6.88	5.25	2.44	5.26
t-ratio	7.76		10.66	

From the table -3 it is evident that female teachers are more technophobic (X=49) in comparison to male teachers which indicates male teachers (X=37.91) towards web based teaching. The t-ratio of both categories male and female is 10.66 and t-ratio of non-technophobic teachers of both categories male and female is 7.76, both values are significant. The mean scores of males are better than the mean scores of females which shows that technophobia among the male and female teachers differ significantly in their non-technophobic attitude. On the other hand we can say that mean score (74.87)

of non-technophobic male teachers is higher than the mean score (37.91) of technophobic male teachers which gives the real picture that non-technophobic male teachers have more favorable attitude towards web based learning of the students in the classroom than their counter parts. The mean scores (80.88) of non-technophobic female teachers is higher than the mean score (49) of technophobic female teachers which shows that non-technophobic female teachers have more favorable attitude towards web based learning in comparison to technophobic teachers so as to make their teaching effective.

Graph-4 Comparison in Technophobia of Male and Female teachers



Graph -4 shows that technophobic attitude in in-experienced male and a female teacher is more in comparison to experienced male and female teachers. It is evident from the graph that male teachers have less technophobia in comparison to female teachers.

Also the gap between the line graph shows that the male teachers are having an attitude of using experience learning in the classroom as compared to the counter parts of the female. So the above graph shows that sex is the significant predictor of technophobia.

5. Results and Discussion

- Teachers have shown significant technophobic attitude towards web based teaching and experience learning of the students in the classroom.
- Non-technophobic teachers of aided school have more favorable attitude towards web based teaching and experience learning of the students in comparison to technophobic teachers of aided school.
- Teachers of un-aided schools have less technophobia in comparison to teachers of aided schools.
- Teachers of senior secondary classes are having less technophobia than the teachers of secondary classes

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