

# ICT Phobia in Teachers

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ICT gadgets and internet has become a prime face tool of education. Advent of information and communication technology has made significant impact on all sphere of human life and it affected the way of world's functions profoundly. ICT provide quick access to information and a new method of communicating, networking, teaching, learning and research. ICT phobia is an intense fear of something that poses little or no actual danger. While people with ICT phobia realize that these fear are irrational, they often find that facing or even thinking about facing the fear situation bring on a panic attack. One of the root causes of ICT phobia is the rapidity of scientific and technological advance. In the present scientific and technological scenario of society, the impression is that artifacts such as mobiles and computers are valued than people. Thus ICT phobia is a particularly striking example of the effects of the quick growth of a scientific and technological society.

Some studies have been done on ICT phobia. In his study Koohang (1986) found that birth, gender and computer experience attracted different levels of computer phobia among high school students. Weil, Rosen and Wegalter (1990) showed that gender and attitude were important predictors of computer phobia. Rosen and Weil (1990) presented a prolific of the computer phobic student based on demographic and personality traits as well as computer experience. In his investigation on the Influence of computer phobia on undergraduate students performance in introduction to computer, the Grace Umoren and Usang Bassev (2003) find out that undergraduate students without computer phobia performed significantly higher than students with computer phobia. Male undergraduate students had less phobia and performed significantly higher than females. In his study on computer phobia of higher secondary teachers S. Rajasekar and Vaiyapuri Raja (2006) observed that the gender of the teacher does not cause any significant difference while teachers belongs to urban areas, the teachers who attended computer classes and those who surf in the net had less phobia than the teachers belongs to rural areas, the teachers who did not attend computer classes and also who do not surf in the net.

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## The objectives of the study

- The objectives of the study were as follows:
- (i) To study the ICT phobia of secondary school teachers.
  - (ii) To study the ICT phobia of male and female secondary school teachers
  - (iii) To study the ICT phobia of urban and rural areas secondary school teachers
  - (iv) To study the ICT phobia of science and arts secondary school teachers.

## Hypothesis of the study

- The following hypotheses were formulated for the study:
- (i) The male secondary school teachers have less ICT phobia than the female secondary school teachers.
  - (ii) The urban secondary school teachers have less ICT phobia than the rural secondary school teachers.
  - (iii) The science secondary school teachers have less ICT phobia than the arts secondary school teachers.

## Methodology of Study:

The normative survey research method was adopted for the study. Stratified random sampling techniques has been used in the selection of a sample of 600 secondary school teachers working in U.P. Board secondary schools situated at Kanpur Shahar, District, Uttar Pradesh.

Total 600 Teachers							
Male 300				Female 300			
Science		Art		Science		Art	
Urban 75	Rural 75	Urban 75	Rural 75	Urban 75	Rural 75	Urban 75	Rural 75

Due to unavailability of a suitable tool to measure the ICT phobia of secondary school teachers, a scale to measure the teachers ICT phobia was developed by the author on Likerts method which consists of 25 items indicating both negative and positive statements towards ICT phobia. Each statement is set against five-point scale "strongly Agree", 'Agree', 'undecided', 'disagree and strongly disagree' and weights of 4,3,2,1 and 0 are given in that order for positive statements and the scoring is reversed for negative statements. An individual's score is the sum of all the scores for 25 items. Thus a score of 50 and below

indicates high level of ICT phobia and a score of above 50 indicates low level of ICT phobia. The maximum possible score will be 100 and the minimum will be Zero. Lower score indicates the presence of more ICT phobia.

#### **The Analysis and interpretation of Data :**

The ICT phobia scores of the entire sample of 600 secondary school teachers and its various sub sample were tabulated and their means and standard deviations were calculated. The test of significance was used. Details of the calculations are as given below in the table:-

**Table**

#### **Significance of Difference between Means of the Sub-samples of Secondary Teachers in respect of their ICT phobia**

S. No.	Variable		N	Mean	S.D.	t-value	Significance
1-	Entire Sample		600	51.12	10.86		
2-	Gender	Male	300	51.69	9.96	1.31	Not Significant
		Female	300	50.55	11.29		
3-	Locale	Urban Area	300	53.73	10.16	6.53	Significant
		Rural Area	300	48.51	9.32		
4-	Faculty	Science	300	53.16	10.37	4.98	Significant
		Art	300	49.08	9.72		

Of the total sample, 52.84% of them have low level of ICT phobia and the remaining 47.16% have high level of ICT phobia. It is also find that 50.24% of the male teachers have low level of ICT phobia and the remaining 49.76% of them have high level of ICT phobia whereas 49.39% of the female teachers show low level of ICT phobia, the remaining 50.60% of them show high level of ICT phobia. Likewise, 53.50% of the teachers from the urban area show low level of ICT phobia and 46.49% of the teachers from urban area show high level of ICT phobia. 45.66% of the teachers from rural area show low level of ICT phobia and 54.34% of the teachers from rural area show high level of ICT phobia. Similarly, 53.62% of the science teachers show low level of ICT phobia and remaining 46.38% show high level of ICT phobia.

42.77% of the art teachers show low level of ICT phobia and 57.23% of them show high level of ICT phobia.

From above table it is evident that the 't' value for the gender of the teachers is 1.31 which is not significant at 0.05 level, hence it is concluded that the gender of the teachers does not cause significant difference in respect of their ICT phobia. However, 't' values for the locale of the teachers and the faculty of the teachers are 6.53 and 4.98 respectively and they are significant at 0.01 level and therefore, it is concluded that the locale of the teachers and faculty of the teachers cause significant difference in respect of their ICT phobia.

#### **Findings of the study**

The following may be considered as findings of the study:

- (i) 52.84% of the teachers working in U.P. Board secondary schools of Kanpur shahar District have low level of ICT phobia.
- (ii) The gender of teachers does not cause significant difference in respect of their ICT phobia; and
- (iii) The locale of the teachers and the faculty of the teachers cause significant difference in respect of their ICT phobia.

#### **Conclusion**

Since 52.84% of the entire sample, 45.66% of the rural area teachers and 42.77% of the art teachers have low level of ICT phobia, hence it is high time to take necessary steps to make the remaining 47.16% specially the rural and art teachers free from ICT phobia.

#### **References**

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