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Technophobia and Technophilia: Perception of Students at Secondary Level in District Poonch

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ABSTRACT

In the modern era with day to day development of technology, the adaption of technology has usually been considered imperative to complete the education. The exponential growth of innovative information technologies enhances societies' enthusiasm (as technophilia) as well as fear (as technophobia). However, technophobia and technophilia are two extreme points which are hardly studied within specific measurements. The present paper deals with the perception of students towards technophobia and technophilia. The purpose of the study was to identify technophobes and technophiles students, the impacts of technophobia and technophilia on students' learning and the relationship between technophobic and technophiles students. The population of research was secondary schools' students in district Poonch AJ&K.. The selected sample from population was 382 students. Descriptive design was used for data collection. Questionnaire having 22 statements was used to collect quantitative data. Percentage, mean and Pearson correlation tests were used to analyse the data. The results of the study showed that significant portion of the student sample demonstrates technophilic attitudes, as reflected by high levels of agreement (70–89%) and mean scores generally above 3.5, indicating a favourable disposition toward technology in education. Despite the overall positive orientation, technophobic attitudes are also evident in several areas; particularly regarding barriers and concerns of students. Overall, the reaction of students' was strong and positive towards technology. So it is a need to overcome even low level of technophobia.

INTRODUCTION

The development and widespread accessibility of technology in the ultimate many years has had a huge impact on society. One of the fields' technological developments is in education. Technology is used anywhere within the world in gathering records, keeping information, developing proposals, constructing expertise and so on. New inventions and technologies are used to get the families together. Families, communities and nations established by the technology especially social media to be nearer towards each other. People may connect with each other easily with those who are in and out of the country as well. Sometimes people are feared from technology due to the fact incorrect values are transferred on the internet. But on the other hand technology also be used to promote right and correct values and behaviors.

Alodail (2014) said that some teachers focus on productive teaching and learning and far away from teaching having technology but teachers can take more advantages by using technology in their teaching. Moreover, mentors must use technology to achieve schools' objectives. They can achieve their goals by using updated technologies. Therefore teachers will have an ability to realize that which technology is better to use and when it should be use.

Halverson (2014) concluded that due to technological development many higher teaching institutions are incorporating ICT into their education procedure as a way to transform conventional pedagogy and enhance existing instruction techniques. The unique point of new technology may be located of their multidimensional ways of facilitating conversation and interplay between students and teachers in virtual environment. Students are at the same time on their own and indifferent from their groups and from the teachers, although they may be communicating among themselves in more than one manner. The guide, in this context, plays a critical position for the duration of the learning procedure in dealing with and monitoring students' activities.

According to Porat and Tractinsky (2008) the discrepancy between fear and attraction of technology (as technophobia and technophilia respectively) is known as techno complex. In the adoption process this emotional intersection might be a crucial stage. So, it is suggested that this type of frameworks not investigated only positive aspects and emotion but also should be focused on the negative feelings and discomfort. In the present time new inventions and updated technologies are used in every feature of life. This day to day development in new technologies extended the enthusiasm and futurist expectancies (technophilia) also fear and discomfort (technophobia). Though, phobia and philia of technology both are the concepts which might be

rarely studied, with only a few specific dimensions developed up to now.

Osiceanu (2015) defined technophobia as fear or dislike of advanced technology or complex devices and especially computers. Meyer & Emmel (2010) identified that an abnormal fear of or anxiety about the effects of advanced technology is known as technophobia. Selvaganapathi (2012) technophobia contains a few all technologies. In further depth technophobia may be defined as a sense of anxiety related to a disagreement with technology. People who experience technophobia might also feel either physically panic or mental anxiety. The advent of the twenty-first century, and generation devoted to technology, is in all likelihood to increase the number of human beings stricken by technophobia for the duration of society. The consequences of technophobia as technophobic feel hurt and anxiety, when confronted with any kind of technology. Two ways in which technophobia may be labelled as cognitive and nervous are there. A stressful technophobic is effected bodily. They may additionally get down in sweaty arms, an expanded heart feelings and nausea, emotions normally associated with nervousness, while, cognitive technophobic revel in interval phase feelings of frustration and alarm.

Dinello (2005) remarked that technophobia has been deployed especially through infected technophiles who agree with that wondering technologies direction is crazy if now not satanic. However, the word technophobia has come to refer no longer only to dislike of technology or have an aversion to of particular technologies but to widespread opinions and critiques of technology. Azarfam & Jabbari (2012) solitary reasons for individuals affected by technophobia are they to be found technology intimidating. Another purpose given is that human beings suffer from technophobia because they are hectic of the exchange in environment in which they stay and paintings. According to Gupta (2011) even though the concept of technophobia sounds nearly alien and unnatural to the existing generation, but; it is far affecting many human beings and worse but, they are no longer even conscious that they are experiencing it. According to Azarfam (2012) it is like risk phobia and teachers require an entirely separate experience of training themselves, to analyse that allows you to work in new methods with their students. At-risk students display considerable development while technology is integrated into their curriculum. Experts trust the motive for that is that technology affords educators with a way to individualize and personalize the curriculum to suit novices' developmental requirements and additionally offer a non-threatening and motivating environment for repetitious learning obligations.

Oredein (2008) revealed that five variables are essential to predict computer anxiety consisting of

trainer's stage of computer talent, principal hold of computer use, and computer accessibility at school, perceived precise ability, and formal computer education. In numerous different investigations into the technophobia of teachers, the general end become that those pre-service instructors with more computer revel in confirmed much less computer anxiety. As in a single of these instances, Azarfam & Jabbari (2012) noted that many pre-service teachers have been exceptionally apprehensive approximately computer systems and technology. On the alternative hand, many teachers claim that they have got in no way worked in an environment in which attempting something genuinely modern and giving actual obligation to learners is acceptable.

Overall, examining the instructors' reviews the use of technologies and their views of technology integration have shown that the use of technology is determined with the aid of a huge variety of factors, starting from external elements such as get entry to appropriate materials and professional development possibilities to extra inner factors such as recognition of the benefits of technology and private attitudes toward technological improvements. It is determined that powerful computer-primarily based schooling calls for instructor access to computers, collectively with their confident and in a position usage. It is observed that the computers integration into present subjects is proceeding slowly, or even the endurance of conventional schooling in a few educational settings because of the absence of expert education leads the researcher to the conclusion that it's miles necessary to teach instructors about new technology, so that the infrastructures to be put into location and the contents to be produced may be used, and as Azarfam & Jabbari (2012) declare this slow forward transferring is because of hardware's loss, less programs of software, inadequate period to study about system and lack of time to do the planning in which computer systems are used. For those disputes, there is less confidence in instructors' computer systems' usage in the institute, and deficient information regarding instructors' perspectives of relevant professional improvement packages. At the equal time, it's miles witnessed that instructors' selections concerning technology use will be primarily based no longer on fear but on personal views, and not in all instances we can tag such problem as technophobia.

Frizelle (2012) defined technophilia refers generally to a strong enthusiasm for technology, especially latest technologies like personal computers, Internet, cell phones and home cinema. The term is used in sociology to examine individuals' interactions with society and is contrasted with technophobia.

Technophilia refers typically to having a strong enthusiasm for technology mainly new

technologies such as laptops, smart phones, tablets like I pad. So we would consider computer geeks, might be 'gamers', 'programmers' or of Stephen Fry. The term is used whilst inspecting the interaction of people with their society, specifically contrasted with technophobia. Now the focus is on the importance of teacher-student relationships on behalf of technology. How positive the relationship of a student and teacher when teachers fulfil students' technological needs in this modern age. Sometimes teachers avoid the use of technology in teaching learning process particularly at secondary level because of their board examination. Their focus is on cramming. That's why once need and others' avoidance (by students or teachers) affects on their relationship which hugely impacts on students learning.

Luz (2015) identify that a helpful and better interaction is necessary to develop a secure atmosphere which gives the pupils a high confidence to do things with free of strain also grow to be encouraged to study. Specifically, while students are uncovered to advantageous emotional stimuli, they are higher capable of keep in mind newly found out facts. Students experience encouraged and roused to analyse and energetically cooperate with instructors when there is attractive and sympathetic surroundings organization in the class. Consequently, educator's functions are critical for impact of the studying by usage of technology.

There is a need of teacher who is careful about the strong point and requirements of students and focus on the development of a positive interaction with the students as well, providing the students equal probabilities and possibilities to take part in procedure of education. This possibility gets learners free and contented to have interaction inside class and enhance their educational competencies. Technologies have previously unified the adverse consequences in class and satisfied learners that equipment are understanding on no account toll in the teaching.

According to Bouchard (2011) teachers both have negative and positive belief about technology in the class and not just students' reliant on innovations; however instructors too meant for the benefits, avail them. In the daily activities of classroom teachers like technological tools that lead them in a better way. Teachers love technological gadgets that assist them in doing everyday duties in the class. Whereas teachers utilize technology for the excellence, it is also inflicting rather a problem considering maximum of the devices they receive may be retrieved by using students and strengthens students' choice for that product.

Sometimes teachers feel positive about the use of technology as well as students also but sometimes both (students and teachers) have phobia of technology. So this positive and negative

attitude of teachers and students highly influence on their relationship during a learning process especially when one has fear of technology and other has love for technology. These adverse emotions sound negatively. The relationship of teachers and students may be positive when they look towards the needs of each other. Technology has a positive influence on students learning. When teachers have phobia of technology, students will feel bad for their requirements which are not taken into account.

So educators must overcome the technophobia as well as technophilia of students towards negativity. Schools should promote the usage of educational technology and lead the institutes towards modernization through which they can compete with society.

Different reasons are present behind the selection of the research topic. Researcher has an interest in the technology and its increasing demand. But researcher identified the problems regarding the use of technology in the classrooms (especially less use of technology in secondary level) because of just focusing on content knowledge. On the other hand, researcher found the increasing demand of technology in the young / growing generation. Moreover, the topics related to the technology integration in education are found in different books. Researcher also read different literature related to technology in which different types of technologies and their fear or attraction discussed. For example, Kurt (2010) found that technology is helpful for an interactive studying environment. Li (2007) also identified that teachers admitted the effectiveness of technology integration in classroom as well as students also admire technological innovations and its utilization (Nugent, 2006). But Walker & Wood (2004) identifies that teachers and students do believe on the negative aspects of technology. All of these positive and negative believes affected on student teacher relationship during a learning environment. So all of these are the reasons by which researcher choose the phobia and philia and their impact on student teacher relationship. Because in an educational context everything affects on students and when someone has phobia and other has philia, their relationship automatically affected by this opposite state of mind which influences on students learning. That's why this is an area where there is a need to do research and overcome these problems by the help of research works.

STATEMENT OF THE PROBLEM

Technophobia and Technophilia are extreme points of the relationship between technology and society. The technophobes fear or dislike technology, often regarding so or all technologies with fear, while technophiles see most or all technologies as positive adopting technologies. In the modern era educational technology has taken positively due to its effectiveness in teaching

learning process. Both of these extreme points are influenced on student teacher relationship which directly affects students learning. The problem is that teachers avoid the use of technology at secondary level because of their board examinations. Also it is an ignored area in which few studies are available. Researcher intend to explore the perception of technophobic and technophilic students at secondary level at district Poonch Azad Jammu and Kashmir.'

OBJECTIVES OF THE STUDY

1) To identify the technophobic and technophilic students
2) To find out the relationship of technophilic and technophobic student

RESEARCH METHODOLOGY

A descriptive research design was used and it is appropriate for research due to the causes primarily that it covers the restrictions of a particular design because it facilitate a researcher to assimilate the quantitative data. Researcher used survey questionnaire to investigate the students' intentions towards technology. The whole aim of this thesis is to investigate students' views about teaching and learning by the use of technology at secondary school. Quantitative data was collected and analysed. A survey provides an authority to the researcher to collect the data about selective sample from the desired population through their responses to questions. Survey may provide an accurate, standardized and consistent information which can be generalized, however it cannot be used to know about a causal relation unless constant and have limited instructive power (Check & Schutt, 2011). In the present study researcher used traditional way of collecting data by survey. Researcher used self-constructed survey which offers anonymity and encouraged the respondents to answer truly, moreover respondents, directly.

A population is fundamentals (persons, items and happenings) from which gather the sample for enclosure in the study. Current study's population was contained of all the students in secondary schools of district Poonch. The total numbers of students are 8486. In the current study, random sampling technique is used because there is a large population. The sample size by the Krejcie and Morgan sampling table was 382 students. Questionnaire was consisted of twenty two items and was close-ended statements. Closed-ended statements had been comprised due to the fact they are easier to manage and to analyse. Questionnaire was developed by deriving objectives of the research and relevant literature. Five point Likert scale was chosen to collect the answers of people as quantitative data. The reliability of questionnaire is $\alpha = .746$, which shows a highly reliable tool.

For data collection the appropriate approval changed into taken with the involved relevant

authority from DEO office Poonch. It became confirmed that the research sample would be the secondary students. Students had been contacted within their respective schools. They had been briefed properly about objectives of the study and instructions had been made to examine every statement of scale carefully to get their actual and sincere responses. They had been additionally told that the proper and honest reaction of them could be helpful for the work. In getting responses participants preferred for their participation. Data was collected by hand with the participants in their respective schools as well as sending and receiving the questionnaire in some of the schools through a trained research assistant.

DATA ANALYSIS

After the collection of entire data, it changed into sequence and analysed. Quantitative analysis changed into conducted in separate ways. To analyse close ended questions, a software program SPSS (23) as Statistical Package for Social Sciences was used. After an in-depth analysis of data the percentage of two levels along with Mean value was calculated. Pearson correlation test was also used for finding the relationship between technophiles and technophobia.

TABLE 1: DESCRIPTIVE ANALYSIS OF ALL SAMPLE REGARDING TECHNOPHILIA AND TECHNOPHOBIA

Statements	Dis-Agree	Agree	Mean	Decision
1. I am willing to use educational technology	6%	89%	4.42	Technophile
2. I difficult to learn about the use of new technology	68%	25%	2.36	Technophobia
3. I am hesitant to use technology	57%	34%	3.30	Technophobia
4. I am terrified that technologies replaces the human	49%	40%	2.96	Technophobia
5. Technologies make teachers and students lazy	61%	31%	2.54	Technophobia
6. In certain areas technology is not accessible for students	44%	49%	3.30	Technophobia
7. Using technology in classroom is time consuming	71%	24%	2.40	Technophobia
8. Technology gives a voice to quiet students	16%	78%	3.93	Technophile
9. I feel enthusiasm for the use of new technologies.	11%	82%	4.10	Technophile

10. Technology makes the learning interesting.	10%	87%	4.23	Technophile
11. I am motivated to use new technology for improvement	6%	89%	4.31	Technophile
12. Technology leads one towards learning.	7%	88%	4.16	Technophile
13. Students who involved in technology are more creative.	22%	70%	3.74	Technophile
14. Technology influences on student-teacher relationship.	16%	73%	3.78	Technophile
15. I like the teachers who are using technology.	26%	55%	3.36	Technophobia
16. Technology affects interpersonal communication.	60%	31%	2.64	Technophobia
17. Technological aids are effective for learning.	10%	83%	4.13	Technophile
18. In my classroom more technology is used.	80%	14%	1.95	Technophobia
19. Students spend more time with technology for learning.	39%	40%	3.05	Technophobia
20. Teachers can make students' attentive with technology.	29%	63%	3.46	Technophobia
21. Mostly teachers avoid the use of technology	27%	64%	3.55	Technophile
22. Students like teachers who are awareness of technology.	18%	74%	3.87	Technophile

Note: The respondents who opted "Undecided" were excluded from analysis.

The table 1 presents descriptive statistics on respondents' perception toward educational technology, measured through 22 statements categorized into technophilia (positive inclination) and technophobia (negative inclination). The responses were summarized using percentages for agreement/disagreement, mean scores, and an overall decision classification for each item.

1. PREVALENCE OF TECHNOPHILIA

A significant portion of the sample demonstrates technophilic attitudes, as reflected by high levels of agreement (70–89%) and mean scores generally above 3.5, indicating a favourable disposition toward technology in education.

Statements such as:

1. "I am willing to use educational technology" (Mean = 4.42, 89% agreement),
2. "Technology makes the learning interesting" (Mean = 4.23),

3. "I am motivated to use new technology for improvement" (Mean = 4.31), and
4. "Technology leads one towards learning" (Mean = 4.16),

confirm a clear majority identifying as technophiles.

2. EVIDENCE OF TECHNOPHOBIA

Despite the overall positive orientation, technophobic attitudes are also evident in several areas, particularly regarding barriers and concerns:

1. "Using technology in classroom is time consuming" (Mean = 2.40, 71% disagreement),
2. "I find it difficult to learn about the use of new technology" (Mean = 2.36, 68% disagreement),
3. "In my classroom more technology is used" (Mean = 1.95, 80% disagreement),
4. "Technology affects interpersonal communication" (Mean = 2.64),

show that a notable subset of respondents experiences resistance, anxiety, or skepticism regarding technology adoption.

3. MIXED ATTITUDES

A few items display ambivalence or mixed perceptions, with nearly balanced agreement/disagreement rates and mid-range means (around 3.0–3.4), such as:

1. "I am hesitant to use technology" (Mean = 3.30),
2. "Students spend more time with technology for learning" (Mean = 3.05),
3. "Technology affects student-teacher relationship" (Mean = 3.78),

suggesting nuanced views and situational dependency.

OVERALL CONCLUSION

The descriptive analysis reveals a predominant trend toward technophilia among the sampled participants, as most mean scores lean towards agreement and favourability, particularly in statements emphasizing motivation, interest, and learning enhancement through technology. However, technophobic tendencies persist, especially in relation to accessibility, time constraints, fear of dehumanization, and classroom integration issues. This suggests that while educators and learners are generally open to educational technology, targeted support, training, and infrastructure improvements are necessary to address residual fears and maximize the benefits of digital tools.

TABLE 2: CORRELATIONS BETWEEN TECHNOPHILIA AND TECHNOPHOBIA

		Technophilia	Technophobia
Technophilia	Pearson Correlation	1	.810**
	Sig. (2-tailed)		.000
	N	138	138
Technophobia	Pearson Correlation	.810**	1
	Sig. (2-tailed)	.000	
	N	138	244

**. Correlation is significant at the 0.01 level (2-tailed).

The table presents Pearson correlation coefficients between two variables: Technophilia and Technophobia, based on responses from a sample size of N = 138 for Technophilia and N = 244 for Technophobia.

KEY FINDINGS

- The Pearson correlation coefficient between Technophilia and Technophobia is 0.810, which indicates a strong positive correlation.
- The correlation is statistically significant at the 0.01 level (p = .000), confirming that the relationship is not due to chance.
- A coefficient of 0.810 suggests that as Technophilia scores increase, Technophobia scores also tend to increase, and vice versa.

INTERPRETATION

At first glance, the result may seem counterintuitive, since Technophilia (a positive attitude toward technology) and Technophobia (a negative attitude) are conceptually opposite. However, the strong positive correlation implies that individuals who report high levels of Technophilia also report high levels of Technophobia. This may reflect:

- Ambivalent attitudes where individuals simultaneously recognize the benefits and drawbacks of technology.
- A dual awareness — they are enthusiastic about using technology (technophilic) but also cautious or anxious about its implications (technophobic).

CONCLUSION

There is a strong and statistically significant positive relationship between Technophilia and

Technophobia. This suggests that respondents do not experience these traits in isolation. Instead, many individuals may have mixed feelings about technology in education — being both excited and apprehensive. This highlights the importance of nuanced interventions that support users' enthusiasm while also addressing their concerns or fears.

CONCLUSIONS

Technophobia is a major problem seen in a changing world which preserves the students for an advanced learning environment. On the other hand technophilia is also an extreme point of attraction but in a dynamic society the technophilia of educational technology for a classroom taken positively because educational technology has a lot of positive (effective) implications in institutions. In present investigation, the investigator found that technophobia and technophilia exists in students. This is due to their willingness to use educational technology because they take technology as an interesting and effective tool for learning. Fear and attraction impact on students learning differently. Technology is a useful tool for teaching learning process, so fear impacts negatively and attraction impacts positively on students' performance. The students have positive strong correlation with technophobia and technophilia. It is concluded that there is necessity to overcome the fear of technology and the enthusiasm of technology should be taken into consideration. Schools particularly at secondary level should have to use the technology to lead their students to compete a challenging society.

RECOMMENDATIONS

1. It is recommended that head of institutions make sure the educational technologies usage in the classroom for students to overcome their technophobia and develop confidence.
2. Technological services should be made available for easy access in all schools. Government authorities should allocate more funds to schools for educational technology.

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