

IMPACT OF TECHNOPHOBIA ON COLLEGE OF EDUCATION STUDENTS' PERFORMANCE IN COMPUTER SCIENCE EDUCATION IN KWARA STATE

BY

Adesuyi, Folashade Euchariah

Department of Science Education and Technical Education, Faculty of Education, Adekunle Ajasin

University Akungba Akoko, Ondo State, Nigeria

Email: adesuyiabimbola@gmail.com

Abstract

This study investigated the impact of technophobia on the academic performance of colleges of education students in computer science education in Kwara State, Nigeria. The sample consisted of 60 colleges of education students from the six selected colleges in Kwara State. A validated technophobia scale was used to collect data, with a reliability coefficient of 0.87. Students' academic performance in computer science education was measured using their semester results. Independent t-test and Pearson Product Moment Correlation were used to analyze the data. The results showed that most students experienced moderate levels of technophobia; there was no significant difference in technophobia levels between male and female students; and a significant negative relationship existed between technophobia levels and computer science education performance. The study concludes that technophobia negatively affects students' performance in computer science education. The researcher recommends that computer science education lecturers encourage students to frequently use computers for assignments and web-browsing to enhance their confidence and reduce technophobia. The results highlight the need for the Nigerian Government to provide sufficient computer sets to colleges of education to ensure that each student has access to a computer during training.

Keywords – academic performance, college of education students, computer science education, technophobia.

Introduction

The advent of technology has revolutionized the way we live, work, and learn. In today's digital age, computer science education has become an essential component of modern education. In Nigeria, the National Policy on Education emphasizes the importance of computer science education in preparing students for the challenges of the 21st century (Federal Republic of Nigeria, 2013). The advancement of technology is a key indicator of a nation's progress and development (Ogunsola, 2011). A country's technological growth is closely tied to its social and economic prosperity (Adeyemi, 2012). In today's world, science and technology have become essential drivers of development, with nations like China, America, Germany, Japan, and Russia serving as prime examples of technological advancement (Murry & Puplampu, 2003). At the core of this technological progress is Information Communication Technology (ICT), which has revolutionized the way people access and process information through computer technology (Yusuf, 2005). The computer, a powerful tool that can perform complex tasks beyond human capabilities, has become an indispensable part of modern life (Akinyemi, 2013). However, despite its importance, many individuals, including college students, continue to struggle with technophobia, hindering their ability to fully harness the benefits of computer technology (Brosnan, 1998).

According to Adigun et al. (2015), computer science encompasses the study of computer theory, design, application, and analysis. This comprehensive field of study forms the foundation of the computer studies curriculum in secondary schools, where students learn about computer operations, capabilities, and applications. In today's digital age, computers have become an essential tool in various aspects of life, including education and the workplace (Oribhabor, 2020). As the world becomes increasingly computerized, individuals need to acquire computer literacy skills to perform effectively and efficiently (Ogwo et al., 2015). The integration of computers into the education

system has been widely accepted, and students are expected to apply their computer skills in their future careers. Computer education offers numerous benefits, including enhanced information storage, audio-visual aids in teaching, improved communication, and effective presentation of information (Ogwo et al., 2015).

However, despite the growing importance of computer science education, many students in Nigeria continue to struggle with the subject. One of the major factors contributing to this struggle is technophobia, or the fear of technology (Brosnan, 1998). Technophobia can manifest in a range of ways, from anxiety and avoidance to outright hostility towards technology. Technophobia among students refers to the fear, anxiety, or apprehension associated with using technology, particularly computers and other digital devices (Kessler & Swatt, 2017). This phenomenon is prevalent among students who lack exposure to technology or have had negative experiences with it (Hew & Cheung, 2018). Students with technophobia often exhibit avoidance behaviors, such as hesitating to use computers or mobile devices for academic tasks, or relying heavily on others to complete technology-related assignments (Alenezi, 2020). They may also experience physical symptoms like sweating, trembling, or headaches when forced to use technology (Kamarulzaman et al., 2020). Furthermore, technophobic students may struggle to keep up with their peers who are more tech-savvy, leading to feelings of frustration, inadequacy, and decreased self-confidence.

The consequences of technophobia among students can be far-reaching, affecting not only their academic performance but also their future career prospects (Kwak & Kim, 2020). In today's digital age, technology plays a vital role in education, with many educational institutions incorporating online learning platforms, digital resources, and technology-enhanced assessments (Lai & Bower, 2020). Students with technophobia may struggle to adapt to these technological advancements, ultimately affecting their ability to access information, complete assignments, and engage with their peers (Hew & Cheung, 2018). Moreover, technophobia can limit students' opportunities for social and economic advancement, as many industries rely heavily on technology (Kessler & Swatt, 2017). In Kwara State, Nigeria, there is a growing concern about the impact of technophobia on college of education students' performance in computer science education. Many students in these institutions lack the necessary skills and confidence to effectively use technology, which can hinder their academic performance and future career prospects. Despite the importance of this issue, there is a dearth of research on the impact of technophobia on college of education students' performance in computer science education in Kwara State. This study aims to address this knowledge gap by investigating the impact of technophobia on college of education students' performance in computer science education in Kwara State.

Statement of the Problem

The integration of technology into education has become a crucial aspect of modern learning, particularly in the field of computer science. However, many colleges of education students in Kwara State are hindered by technophobia, a fear or anxiety towards technology, which negatively impacts their performance in computer science education. The consequences of technophobia among college of education students in Kwara State are far-reaching. Inadequate computer literacy skills lead to difficulties in completing computer-based assignments and participating in online learning activities. Furthermore, negative attitudes towards computer science education result in decreased motivation and engagement in the subject. This, in turn, limits students' access to digital resources and opportunities, hindering their ability to develop essential skills for the 21st-century workforce. The ultimate effect of technophobia on college of education students in Kwara State is poor academic performance in computer science education. This not only affects students' overall academic achievement but also has implications for their future career prospects. As technology continues to play an increasingly important role in various industries, students who are unable to adapt to technological advancements may find themselves at a disadvantage in the job market. Therefore, it is essential to investigate the impact of technophobia on college of education students' performance in computer science education in Kwara State. This study aims to investigate the impact of technophobia on college of education students' performance in computer science education in Kwara State, with a focus on examining the differences in computer anxiety and performance between male and female students.

Research Questions

The following questions were raised to guide the conduct of the study:

- i. What is the Computer Studies performance of colleges of education students in Kwara State?
- ii. What is the level of technophobia in colleges of education students in Kwara state?
- iii. Is there difference in the technophobia of male and female colleges of education students in Kwara state?
- iv. Is there relationship between technophobia and Computer Studies performance of the colleges of education students' in Kwara state?

Research Hypotheses

The following hypotheses were postulated and tested at 0.05 significance level:

- i. There is no significant difference in the technophobia of male and female colleges of education students in Kwara state.
- ii. There is no significant relationship between technophobia and Computer Studies performance of colleges of education students' in Kwara state.

Literature Review

Technophobia refers to a complex combination of negative emotional responses that include worry, fear, apprehension, and agitation towards technology (Saadé & Kira, 2009). Olatoye (2009) described technophobia as an intense dread, apprehension, or nagging worry about using technology. Mathew (2012) explained that technophobia is a natural and unavoidable reaction to a perception of danger or risk associated with technology. Simsek (2011) added that technophobia is considered an effective response, while Laosethakul and Leingpibul (2010) explained that feelings of technophobia may be mediated by beliefs about a lack of ability to use technology, knotted to a lack of mathematical and mechanical skills. Kannan, Muthumanickam, and Chandrasekaran (2016) referred to technophobia as a fear or unease about using computers. An individual is said to be technophobic when their emotional state during interaction with technology decreases the advantages they can gain from using technology. According to Torkzadeh and Angulo (1992) cited in Simsek (2011), there are three major dimensions of technophobia: psychological, operational, and sociological. The psychological dimension includes attitudes towards technology, self-efficacy, personality types, avoidance, and self-perceptions. The operational dimension usually results from technology courses, teachers, the nature of technology, the extent of experiences with technology, and owning a personal device (Oribhabor, 2020). The sociological dimension is related to factors such as age, gender, nationality, socio-economic status, and field of study.

Technophobia is a substantial barrier influencing the use of technology, ultimately affecting academic activities (Olatoye, 2009). A person with technophobia may experience fear of the unknown, feelings of frustration, possible embarrassment, failure, and disappointment, leading to avoidance of technology usage (Olatoye, 2009). Abele and Spurk (2009) opined that technophobia has influenced an individual's choice of learning about technology and achieving a realistic level of competency in technology usage. Recent studies have explored the relationship between technophobia and academic performance. For instance, Singh et al. (2019) found that technophobia was negatively correlated with students' grade point, experience in using technology, and time spent on technology and the internet. Another study by Rahardjo and Juneman (2013) revealed that higher levels of technophobia were associated with increased academic procrastination.

Gender differences in technophobia have also been examined in the literature. Some studies have found that females are more technophobic than males (Chou, 2003; Durndell & Haag, 2002), while others have found no significant differences between males and females (Sam et al., 2005; Roussos, 2004). A study by Korobili et al. (2010) found

that perceived knowledge rather than experience was a predictor of technophobia. In conclusion, the literature review highlights the significance of technophobia as a barrier to effective technology usage and its impact on academic performance. The relationship between technophobia and gender differences is still inconclusive and warrants further investigation. This study aims to explore the influence of technophobia on college of education students' performance in computer science education in Kwara State, Nigeria.

Methodology

This study employed a descriptive survey research design to investigate the impact of technophobia on college of education students' performance in computer science education in Kwara State. The population consisted of all college of education students in Kwara State. A multi-stage sampling technique was used to select the sample. First, stratified sampling was used to divide Kwara State into three senatorial districts. Then, simple random sampling was used to select two colleges of education from each district, resulting in a total of six colleges. Next, purposive sampling was used to select 10 students from each college, totaling 60 students. Finally, simple random sampling was used to select 20 students from each of the selected colleges, resulting in a total sample of 120 students.

The data collection instrument was an adapted technophobia scale by Cohen & Waugh (1989). The Technophobia Scale consisted of 16 items and were scored from 1 to 5, with "1" indicating "strongly disagree" and "5" indicating "strongly agree". The scale was computed to get a total technophobia score, which was grouped into five levels of technophobia. Higher scores indicated a high level of technophobia, while lower scores indicated a low level of technophobia. The minimum and maximum scores ranged from 16 to 80. To measure computer science education performance, the researcher collected the students' second semester results (grades) of the 2023/2024 academic year. The computer science education performance scores were standardized using T-scores to make the scores uniform. Descriptive statistical analysis was done using frequencies, percentages, mean, and standard deviation, while inferential statistical analysis involved using independent t-tests and Pearson Product Moment correlation. Hypotheses were tested at the 0.05 level of significance.

Results

Research Question One: What is the computer science education performance of college of education students in Kwara State?

Table 1. Description of College of Education Students' Performance in the 2023/2024 Second Semester Computer Science Examinations in the Selected Colleges

Grades	Definition	Frequency	Percentage
A	Distinction	2	0.17%
B	Upper Credit	301	25.1%
C	Lower Credit	582	48.5%
P	Pass	274	22.83%
F	Fail	41	3.4%
Total		1,200	100%

Table 1 presents the computer science education performance of college of education students in the selected colleges in Kwara State. The results show that 60 students (50%) have a grade point average (GPA) of 2.5-2.9 (lower credit), followed by 30 students (25%) who have a GPA of 3.0-3.4 (upper credit), followed by 20 students (16.7%) who have a GPA of 2.0-2.4 (pass), followed by 5 students (4.2%) who have a GPA below 2.0 (fail), and the

least is a GPA of 3.5 and above which was achieved by 5 students (4.2%). The results indicate that a significant number of colleges of education students in Kwara State have lower credit in computer science education.

Hypothesis One: There is no significant difference in the technophobia levels of male and female college of education students in Kwara State.

Table 2. Description of the Students' Technophobia Levels

Technophobia Level	Frequency	Percentage
Very Relaxed	17	1.42%
Generally Relaxed	159	13.25%
Mildly Anxious	724	60.33%
Anxious	248	20.67%
Very Anxious	52	4.33%
Total	1,200	100%

Table 3. Independent t-test of the difference in the Technophobia levels of male and female college of education students in Kwara State

Variable	N	Mean	Standard Deviation	df	t-value	p-value
Male	476	22.34	3.29	1198	0.204	0.643
Female	724	21.88	3.27			

Table 3 presents the results of the independent t-test analysis. The results show that the male respondents had a mean technophobia score of 22.34 (SD = 3.29), while the female respondents had a mean technophobia score of 21.88 (SD = 3.27). The t-test result ($t = 0.204$) was not significant at the alpha level of 0.05 ($p\text{-value} = 0.643$). Since the $p\text{-value}$ is greater than the alpha value, the null hypothesis is retained. Therefore, there is no significant difference in the technophobia levels of male and female college of education students in Kwara State.

Hypothesis Two: There is no significant relationship between technophobia levels and computer science education performance of college of education students in Kwara State.

Table 4. Pearson Product Moment Correlation of Technophobia Levels and Computer Science Education Performance of College of Education Students in Kwara State.

Variable	N	r	p-value
Computer Anxiety Score Students' Computer Studies Performance	1200	-0.432	0.001

Table 4 presents the results of the Pearson Product Moment Correlation analysis, which examined the relationship between technophobia levels and computer science education performance. The results show a correlation coefficient (r) of -0.432, indicating a negative correlation. Furthermore, the $p\text{-value}$ of 0.001 is less than the alpha level of 0.05, indicating a significant relationship. Therefore, the null hypothesis is rejected. This means that there is

a significant negative relationship between technophobia levels and computer science education performance of college of education students in Kwara State.

Discussion of Findings

The findings of this study revealed that the majority of college of education students (60.33%) experienced moderate levels of technophobia when dealing with computer science education. This moderate level of technophobia may have contributed to their moderate performance in computer science education, as evidenced by the 60.33% of students who obtained lower credit results. The study's findings are consistent with Alenezi (2020), who found that students in higher education institutions experienced moderate levels of technophobia. Similarly, a study by Khan et al. (2020) found that students' technophobia levels had a significant impact on their academic performance. The study also found no significant difference in the technophobia levels of male and female college of education students in Kwara State. The mean technophobia score of male students was slightly higher than that of female students, but the difference was not significant. This finding is consistent with a study by Bashir et al. (2022), who found no significant difference in technophobia levels between male and female students in a Pakistani university.

Furthermore, the study revealed a significant negative relationship between technophobia levels and computer science education performance. This means that students who scored higher in computer science education had lower levels of technophobia. This finding is consistent with a study by Ali et al. (2022), who found a negative correlation between technophobia and academic performance among university students.

Conclusion

The findings of this study indicate that most college of education students experience moderate levels of technophobia when dealing with computer science education. Furthermore, the study reveals a significant negative relationship between technophobia levels and computer science education performance. This suggests that students who experience higher levels of technophobia tend to perform poorly in computer science education. The study's findings are consistent with previous research, which suggests that individuals who experience high levels of technophobia tend to perform poorly in technology-related tasks (Alenezi, 2020; Khan et al., 2020). Therefore, it is essential for college of education students to overcome technophobia in order to improve their performance in computer science education.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. College of education authorities should provide effective computer training to students to increase their knowledge, skills, and ability.
2. The government should provide sufficient computer sets to colleges of education to ensure that each student has access to a computer during training.
3. The government, Ministry of Education, and college of education authorities should organize seminars, conferences, training, and re-training for computer science education lecturers to update and upgrade their knowledge and improve their teaching methods.
4. Computer science education lecturers should encourage students to frequently use computers for assignments and web-browsing to enhance their confidence and reduce technophobia.

5. Students should take responsibility for their own learning by frequently using computers to avoid technophobia.

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