Technophobia: Understanding Computer Anxiety for Teaching and Learning of Computer Studies

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ABSTRACT The use of computers in the institutions of learning has become an integral part of learning. As such the use of technology in imparting knowledge to learners in education fraternity remains one of the most significant tools. This study sought to assess how computer anxiety known technically as technophobia affected student performance and possible remedies for this anxiety. Twenty First Year Students of 2014 conveniently selected participated in the study which employed a qualitative approach. Face-to-face interviews were employed to gather data. The findings revealed that both students and lecturers had negative feelings towards computer usage such that lecturers tended to be less inclined to use computers or technology in the lecture rooms for teaching purposes. The study also established that the anxiety experienced by technophobes should be taken seriously and addressed since it impacted negatively on the teaching and learning situation. The study recommends use of a form to detect or identify early computer anxiety students and then offer counselling to those exhibiting anxiousness towards technology. It also recommended that during curriculum design, lecturers can expand the education on ergonomics to include computer anxiety and its impact to productive learning and work, in order to create awareness and education on how to overcome technophobia.