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COMPUTER PHOBIA AMONG SUPERVISOR, PHYSICAL EDUCATION: MYTH V/S REALITY

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ABSTRACT

Physical education is crucial for the holistic development of students, promoting physical fitness, mental well-being, and essential life skills such as teamwork, discipline, and leadership. It fosters lifelong habits of exercise and health consciousness while enhancing cognitive abilities, which contribute to better academic performance. The integration of technology in physical education has significantly improved the effectiveness of teaching, learning, and program management, making activities more engaging and accessible. However, the digital shift has highlighted challenges, particularly among Physical Education Supervisors who may experience computer phobia. This study examines the prevalence of computer phobia among Physical Education Supervisors in Delhi, focusing on gender differences. Using a descriptive research method and survey data from 17 supervisors (5 male, 12 female), the study finds that computer phobia is moderately prevalent among these professionals, with male supervisors exhibiting significantly higher levels of fear compared to their female counterparts.

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1. INTRODUCTION

Physical education plays a vital role in the overall development of individuals by promoting physical fitness, mental well-being, and social skills. It is an integral part of the educational curriculum, designed to encourage active participation in physical activities, sports, and exercises. Through physical education, students learn the importance of maintaining a healthy lifestyle, develop motor skills, and gain an understanding of teamwork, discipline, and leadership. It also fosters a positive attitude towards physical activity, helping to instill lifelong habits of exercise and health consciousness. In addition to improving physical health, physical education contributes to cognitive development by enhancing concentration, memory, and academic performance. Overall, it serves as a foundation for a balanced and fulfilling life, emphasizing the connection between a healthy body and a healthy mind.

Physical education is an essential component of the school education system, addressing the holistic development of students. It promotes physical health by encouraging regular exercise, which is crucial for combating childhood obesity, enhancing cardiovascular fitness, and improving muscle strength. Beyond physical benefits, physical education fosters mental well-being, reducing stress and anxiety while boosting self-esteem and cognitive function. It also instills

important life skills such as teamwork, discipline, and leadership, which are invaluable in both personal and professional spheres. By engaging students in sports and physical activities, physical education cultivates a sense of fair play, resilience, and the ability to handle both success and failure. Furthermore, it helps students develop a lifelong appreciation for physical activity, laying the groundwork for healthier lifestyles as they grow. In an increasingly sedentary world, the need for physical education in schools is more critical than ever, ensuring that students are equipped with the knowledge, habits, and attitudes necessary for a healthy and balanced life.

School education administration in physical education is essential for ensuring the effective delivery of physical activity programs. It involves strategic planning, resource management, and policy development to integrate physical education into the curriculum. Administrators hire qualified staff, maintain facilities, and ensure inclusive programs that meet students' needs. They also enforce safety standards, monitor progress, and advocate for physical education's benefits. Through these efforts, school administration helps develop well-rounded students who are both academically and physically healthy.

As societal expectations evolve, school teachers and administration must effectively use computers in education. To achieve this, teachers need support and training for integrating technology into their classrooms. Teacher attitudes toward ICT significantly impact its implementation. In our country, the Ministry of Education has introduced the "Educational Technology Ability Standards for Elementary and Middle School Teachers," along with a new phase of comprehensive training. However, numerous teachers and various training issues hinder the development of their ICT skills. Therefore, it is crucial to investigate the current status of ICT use and identify the factors influencing its adoption in education.

Technology greatly enhances school administration in physical education by streamlining scheduling, tracking attendance, and monitoring student activity through digital platforms. Wearable trackers and apps provide real-time data for personalized fitness plans, while virtual training and video analysis tools improve teaching, student performance, and safety.

In the field of physical education, day-to-day technology significantly enhances teaching, learning, and overall program effectiveness. One of the key uses of technology is through instructional tools such as interactive whiteboards. These boards help demonstrate exercises, explain physical concepts, and engage students in interactive lessons. Educational software and apps, like Coach’s Eye or Hudl Technique, are also instrumental in analyzing sports techniques, providing feedback, and improving performance. These tools enable physical education teachers to offer more detailed and personalized instruction.

In physical education, day-to-day technology enhances teaching, learning, and program management. Interactive whiteboards and educational apps help with instruction and technique analysis, while wearable technology and heart rate monitors support personalized fitness and training. Digital tools streamline assessments and evaluations, and video analysis software provides detailed feedback on performance.

Student engagement is boosted through gamification and virtual reality, making activities more interactive and motivating. Classroom management is simplified with fitness apps and digital record-keeping. Communication is improved via online platforms and social media, and safety is enhanced with emergency apps and health monitoring systems.

Professional development benefits from online courses and networking platforms, and sports and activity tracking is advanced with GPS devices and analytics software. Resource management is facilitated by digital libraries and equipment tracking software. Curriculum development is supported by online resources and interactive modules, while adaptive technology ensures inclusivity for students with disabilities. Event organization is made easier with scheduling software. Overall, integrating these technologies into physical education programs leads to more effective teaching, improved student engagement, and streamlined administration.

Technology is essential for supervisors in physical education as it enhances the efficiency and effectiveness of monitoring and assessing student performance. With tools like fitness tracking apps, video analysis, and digital assessment platforms, supervisors can collect real-time data, track progress, and provide personalized feedback to students. Technology also enables better organization and communication, allowing supervisors to plan lessons, track attendance, and ensure that safety standards are met. By integrating technology, supervisors can create a more engaging, inclusive, and data-driven physical education environment, ultimately improving student outcomes.

Supervisors in the field of physical education often face unique challenges when it comes to embracing technology. Despite their expertise in promoting physical activity and wellness, many of these professionals’ experience computer

phobia, which can significantly impact their efficiency and effectiveness in administrative and educational roles. Physical education supervisors typically focus on hands-on, kinetic learning environments, which historically have relied less on digital tools. This background may contribute to a lack of familiarity with technology, making the transition to computer-based tasks daunting. The rapid digitization of administrative duties, such as scheduling, record-keeping, and communication, demands proficiency with software and online platforms, which can be overwhelming for those with limited exposure. Moreover, past negative experiences with technology, such as difficulties in navigating complex databases or losing important data due to technical issues, can exacerbate their fears. This phobia is often compounded by age-related factors, as many seasoned supervisors did not grow up in the digital age and might feel alienated by the pace of technological advancement. Cultural aspects within the physical education domain, where the emphasis traditionally lies on physical skills rather than digital literacy, can also play a role in perpetuating computer phobia.

Supervisors may harbour negative cognitive beliefs about their ability to use technology effectively, fearing judgment or ridicule from peers or subordinates. The physical symptoms of this phobia—such as increased heart rate, sweating, and trembling—can surface when faced with tasks like creating digital lesson plans or using online communication tools, further hindering their performance. Addressing computer phobia among physical education supervisors requires targeted interventions, including education and training programs tailored to their specific needs, gradual exposure to technology in a supportive environment, and professional help to manage anxiety. Building robust support networks and emphasizing user-friendly technology can also ease the transition, ultimately enabling these professionals to integrate digital tools seamlessly into their workflows and enhance their overall productivity.

Computer phobia, also known as technophobia or cyberphobia, refers to an irrational fear or anxiety related to computers and modern technology. This phobia can manifest in various ways and can significantly impact an individual's ability to interact with and use technology, which is increasingly essential in today's digital age.

A computer is an electrical device that runs software applications. This computer is programmable and has the ability to process, save, and retrieve data. It performs a series of logical or mathematical operations automatically. The computer can tackle a variety of problems because the specific order of operations may be easily altered (Britannica Concise Encyclopaedia, 2012).

The computer is a very useful productivity tool in teaching. A computer's hardware and software, word processing capabilities, graphics, problem-solving instruction that is coded, spreadsheets, databases, networking, and telecommunications are all part of today's high-tech educational advancements. Furthermore, from the standpoint of the constructivist approach, computers facilitate the differentiation of roles between instructors and students as well as the application of education by offering all students similar standards, comprehension, and relevant learning experiences. Computers aid in the transition from teacher-based to child-centered learning by introducing a multiple intelligences environment into the learning process (Forcier, 1996).

2. COMPUTER FOR INSTRUCTION

Computers are valuable tools in education due to their diverse capabilities. They serve as information tools, communication tools, situating tools, and constructive tools. Computers provide vast amounts of information in various formats, including text, graphics, sound, and video. The internet offers an enormous database of global information resources, including multimedia encyclopaedias and educational content. As situating tools, computers can create 3-D virtual environments through Virtual Reality Extension Systems (VRES), such as flight simulation programs. Additionally, computers are essential for communication, facilitating interaction and collaboration in educational settings.

3. CONSTRUCTIVIST USE OF COMPUTERS IN EDUCATION

From a constructivist perspective, merely downloading information is insufficient. Students should utilize gathered information for composition or presentation projects as assigned by teachers. The internet serves as a global communication channel, making computers essential tools for video teleconferencing sessions. Additionally, computers allow for information manipulation, visualization of understanding, and the construction of new knowledge. Programs like Microsoft Word enable users to organize and present their ideas in attractive formats, enhancing their learning experience.

Computer Phobia

Societal expectations now require school teachers as well as administrative posts to effectively use computers in education. To achieve this, teachers need adequate support and training to integrate technology into their classrooms, with their attitudes toward ICT playing a crucial role in its implementation. In response, the Ministry of Education has initiated training programs to enhance teachers' ICT skills, but challenges in the training process hinder progress. The phenomenon of "computer phobia," which emerged in the early 1980s, reflects widespread anxieties about technology. Despite being irrational, this fear can significantly impact productivity and training, particularly in education. The literature uses various terms such as computer phobia, technophobia, and computer anxiety to describe this fear, which has become more prevalent as technology advances rapidly.

The term "computer phobia" first appeared in periodicals, newspapers, computer instruction manuals, psychological research, and advertising copy thirty years ago. An extreme dread of something that poses little to no risk is known as computer phobia. Even if many who suffer from computer phobia are aware that their anxieties are unfounded, they frequently discover that confronting or even contemplating this causes panic attacks. As technology grows increasingly prevalent in society, this concern becomes more widespread. This unreasonable dread, like many phobias, can have detrimental effects on a person's life in many different aspects. However, because computer phobia may impair job productivity and training efficiency, it poses special challenges in the corporate and educational sectors. Computer phobia is a contemporary ailment brought on by the constantly evolving and fast changing nature of

Computer phobia was defined by Herdman (1983) as the emotional fear, trepidation, and worry people have while interacting with computers or when they consider utilising them.

Lazarus and Folkman (1984) that there may be unfavourable outcomes from human-computer interaction. Several terms were used to characterise these detrimental consequences, including computer anxiety, unfavourable attitudes towards computers, computer phobia, and computer avoidance.

"Fear of impending interaction with a computer that is disproportionate to the actual threat presented by the computer" is how described computer phobia. Howard (1986)

Aspects to understand about computer phobia:

Individuals who did not grow up with computers or who have had limited exposure to technology may feel overwhelmed and anxious when using them. This is especially common among older adults who did not have computers integrated into their educational or professional lives. The lack of familiarity can lead to a steep learning curve, where basic tasks such as navigating the internet, using email, or operating software can seem daunting. The overwhelming feeling stems from the perception that technology is complex and difficult to master.

A person who has spent most of their life in a non-digital work environment might feel intimidated by the need to use digital tools for simple tasks like word processing or online communication. The fear of pressing the wrong button or inadvertently causing damage can contribute to heightened anxiety.

Past negative experiences with technology can leave a lasting impression and foster a fear of repeating these experiences. These can include losing important data, encountering viruses, or struggling with difficult-to-use software. Such experiences can create a sense of distrust and fear towards computers. The anxiety might be linked to specific memories, such as a computer crash that resulted in lost work or a malware attack that compromised personal information. An individual who once lost a significant amount of data due to a hard drive failure might develop a fear of using computers altogether. Similarly, someone who struggled with persistent software glitches or complicated troubleshooting might avoid using computers to prevent similar frustrations.

Older adults are more likely to experience computer phobia as they may have less exposure to technology and may feel left behind by rapid technological advancements. The gap between their early life experiences and modern digital practices can seem insurmountable. The generational divide in technology use can lead to feelings of alienation and inadequacy. Older adults might feel that they lack the necessary skills to adapt to the digital age, leading to avoidance behaviors. An older adult who did not use computers in their career might find the transition to digital platforms for banking, communication, or entertainment challenging. The fast pace of technological change can make it difficult for them to keep up, exacerbating their phobia.

In some cultures, there may be less emphasis on technological literacy, leading to a greater prevalence of computer phobia. Societal norms and values can influence the degree to which individuals engage with technology. A lack of cultural support for technology use can result in limited access to resources and education, further reinforcing the fear of computers. In environments where technology is not prioritized, individuals may not see the importance of developing digital skills. In communities where traditional practices are valued over technological advancements, there may be

fewer opportunities to learn and use computers. This can create a cycle where individuals are not exposed to technology, leading to fear and avoidance when they eventually encounter it.

Individuals with a tendency towards anxiety or perfectionism may fear making mistakes on computers, which can exacerbate their phobia. The pressure to perform tasks correctly can be intensified when using technology, where mistakes might seem more consequential. Psychological traits such as high anxiety levels or a perfectionist mindset can make the learning process more stressful. The fear of failure or making errors can lead to avoidance behaviors, where individuals steer clear of using computers to prevent potential mishaps. A person with generalized anxiety disorder might feel overwhelming stress when required to use a computer for work or personal tasks. The thought of encountering technical problems or not knowing how to resolve issues can trigger significant anxiety, leading them to avoid computers altogether. Similarly, a perfectionist might fear that any mistake made while using a computer will have severe consequences, causing them to avoid using technology.

Rajasekar and Vajayapuri (2006) carried out a study focusing on Computer Phobia among higher secondary school teachers. They utilized a normative survey method and employed cluster sampling to select 670 teachers for the study. The researchers developed and standardized a scale to measure the teachers' levels of Computer Phobia. The findings revealed that there were significant differences in Computer Phobia based on the teachers' location, whether they attended computer classes or not, and whether they used the internet or not.

Saxena, Bala, and Upadhyay (2014) conducted a study to investigate computer phobia among future teachers. They used a descriptive survey method to gather data from a sample of 97 prospective teachers, including 76 males and 21 females. The study utilized the Computer Phobia Scale developed by Saxena (2010). The results showed that prospective teachers in the humanities exhibited higher levels of computer phobia compared to those in the sciences.

Parkash (2016) examined computer phobia among senior secondary school teachers using a descriptive survey method. The study utilized the Computer Phobia Scale developed by Rajasekar and Vaiyapuri and involved a sample of 100 teachers from District Solan in Himachal Pradesh. The analysis revealed that female teachers experienced higher levels of computer phobia compared to male teachers. Additionally, private school teachers had more computer phobia than their counterparts in government schools. Arts teachers were found to have greater computer phobia than science teachers, and urban teachers exhibited more computer phobia compared to rural teachers.

Reena and Sood (2016) examined computer anxiety among prospective secondary school teachers, considering differences in gender and academic stream. They selected a sample of 928 prospective secondary school teachers from 38 B.Ed. colleges using a stratified random sampling method. Data were collected using the Computer Phobia Scale by Dr. S. Rajashekar and Raja (2010). The data were analyzed using mean, standard deviation, and t-tests. The study found that male prospective secondary school teachers exhibited significantly higher computer anxiety than their female counterparts. Additionally, those in the arts stream showed significantly more computer anxiety compared to those in the science stream.

Sharma (2017) explored computer phobia among higher secondary school teachers, focusing on gender and school board affiliation. The study employed a descriptive survey method and stratified random sampling, selecting 117 male and female teachers from C.B.S.E., U.P. Board, and I.C.S.E. Board schools. The Computer Phobia Scale by Rajasekar and Raja was used as the measurement tool. The findings showed a significant difference in computer phobia among teachers based on gender and board affiliation. However, when considering the board as a single variable, it did not have a significant impact on computer phobia.

The studies indicate that computer-related phobia is prevalent among teachers and trainee teachers, with factors such as gender, self-efficacy, and access to computer facilities influencing this phobia. Self-efficacy is particularly significant. The research also highlights that experience and institutional factors contribute to computer phobia. Despite teachers having access to ICTs in schools, a lack of technical support and expertise hinders their readiness and confidence in using these technologies for their work.

Computer Phobia: Computer Phobia is an irrational fear towards the use of computer. Scores of Computer Phobia Scale will be taken as computer phobia in the 0present study.

Objective of the Study

1 To study the status of computer phobia of supervisors, physical education

2. To find out the difference among the male and female supervisors, physical education regarding their computer phobia.

Research Design

The present study used the descriptive research method. Survey for data collection and data analysis. The population of the current study are zone Supervisor, Physical Education of DoE (Directorate of Education) of Delhi. The sample of the current study 05 male and 12 female Supervisor, Physical Education of DoE, Delhi. The study used standardised questionnaire of Mr. Rajasekar and Vajayapuri (2006) which includes the questions in the form on 5-point Likert scale. The data for the present research was collected through a questionnaire. The questionnaire consisted of 5 close-ended items. The close-ended items were written in the form of statements to which the Supervisor, Physical Education had to select one response on a five-point scale (Strongly agree, Agree, Undecided, Disagree, and Strongly disagree). After the administration of the questionnaire. Average score and t- value was used to analyse the data.

4. DELIMITATION OF THE STUDY

The study is delimited to zone Supervisor, Physical Education working in the Directorate of Education, GNCT Delhi.

Data Analysis and Interpretations –

To find out the status and difference of Computer phobia in supervisor, physical education working in the Directorate of Education with respect to gender the 't'- test and average score were calculated, and the obtained values are presented and interpreted below:

Results Pertaining to Status of Computer phobia in supervisor, physical education

In order to find out the status of Computer phobia in supervisors, physical education the average score was calculated and the obtained result is presented in the Tables below:

Table No.1

	N	Mean	Average score
Overall	17	95.1	3.28
Male	5	99.2	3.42
Female	12	93.5	3.22

The overall average score of 3.28 indicates that, on average Supervisors, Physical education tend to agree that they experience computer phobia. The mean score of 95.1 further suggests a moderate level of computer phobia across the group. This finding implies that computer phobia is a prevalent issue among Physical Education Supervisors and may affect their comfort and proficiency with technology.

The average score of 3.42 for male supervisors is slightly higher than the overall group average, placing them more firmly in the "agreement" category. The mean score of 99.2 suggests that male supervisors experience a slightly higher level of computer phobia compared to the group average. This finding indicates that male supervisors may be more likely to acknowledge or experience discomfort with computers, which could impact their ability to integrate technology into their work effectively.

Female supervisors have an average score of 3.22, which, while still in the "agreement" category, is slightly lower than that of male supervisors. The mean score of 93.5 indicates that female supervisors also experience computer phobia, but to a lesser extent than their male counterparts. This suggests that while computer phobia is present among female supervisors, it might be less pronounced compared to males.

CONCLUSIO

The data indicates that computer phobia is a common experience among Supervisors, Physical education with both male and female supervisors falling into the "agreement" category. However, male supervisors show a slightly higher level of computer phobia compared to female supervisors. This suggests that gender may influence the degree to which computer phobia is experienced, with male supervisors potentially facing more significant challenges in this area.

Results Pertaining to Difference in Computer phobia of Male and Female supervisor, physical education

In order to find out the difference in Computer phobia of Male and Female supervisor, physical education, the 't' test was calculated, and presented in the Table No. 2 below:

Table No. 2

Difference of Computer Phobia in Supervisors, Physical Education					
Gender	**N**	**Mean**	**SD**	**Mean difference**	**'t' Value**
Male	5	99.2	16.25	5.7	13.55
Female	12	93.5	17.38		

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table shows that the obtained 't' value of 13.55 is significantly different at the 0.05 significance level. This indicates a substantial difference between male and female Supervisors in Physical Education. It may be interpreted that there is significant difference of male and female Supervisor, physical education.

Specifically, male supervisors exhibit a higher level of computer phobia, as evidenced by their higher mean score (M = 99.2) compared to female supervisors (M = 93.5). The mean difference of 5.7 points further supports this finding.

5. CONCLUSION

The analysis clearly indicates that there is a significant difference in computer phobia levels between male and female Supervisors, Physical Education with males exhibiting higher levels of phobia. This suggests a need for gender-specific strategies to mitigate computer phobia and improve technology integration among Supervisors, Physical Education.

CONFLICT OF INTEREST

None

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