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"To study the technophobia faced by the secondary school teachers of the schools during pandemic"-

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"When You Learn to Use Me, I Am Easy and Fun to Deal With."
Technology Phobia - During Pandemic

INTRODUCTION:

The word "*technology*" means the application of scientific knowledge for practical purposes. It also means "science of craft", from Greek word techne means, "art, skill, cunning of hand"; Technology is the continually developing result of accumulated knowledge and application in all techniques, skills, methods, and processes used in industrial production and scientific research. Technology is embedded in the operation of all machines, with or without detailed knowledge of their function, for the intended purpose of an organization. The earliest and simplest form of technology is the development of knowledge that leads to the application of basic tools towards an intended purpose. The various technological developments have not only increased our communications of information, but also allowed people to eventually pave the road for our technology to become a self-operating function of societal development. The previous communication barriers have now reduced and people are now able to exchange information without interference from a governing body, and are therefore provided the opportunity to develop society. We all know technology is very important for every individual as it saves time, cost efficient, helps in learning new things and access to information is also easily available with the help of technology, also the use of technology is increasing more and more every day but with the increase in use of technology many people face issues to use the technology which further develops into the technology phobia.

Technology Phobia is derived from Greek words techne and phobos where techne means "art, craft or skill" and phobos means "fear." Techno fear is the fear of dislike of advanced technology. There are three dominant subcategories of technophobes – the "uncomfortable users", the "cognitive computerphobes", and "anxious computerphobes". Technophobes are people who do not own a mobile phone, refuse to use ATMs, or avoid computers – they live their lives without any form of modern technology. These people will try to avoid technology at all costs, but if they do come into contact, they could experience physical symptoms, like anxiety, sweating or shortness of breath but one can make them feel at ease by making use of user-friendly software or device which is easy to learn that how does it operates. Also, various orientations, videos, power point presentations available which can help a technophobe to learn and be fear less.

WHO MIGHT GET TECHNOPHOBIA?

- Anyone can feel afraid of or reluctant to use new technology. When the fear interferes with your life, it may be technophobia.
- Adults and especially seniors are more likely to develop technophobia. You are also more likely to develop technophobia if you have another mental health diagnosis, such as an anxiety disorder.

WHAT CAUSES TECHNOPHOBIA?

There isn't a single cause of technophobia. Factors that can contribute to technophobia include:

- General anxiety about the future.
- Mass hysteria about technology unknowns, such as the Y2K scare.
- Media that portrays "doomsday scenarios" where technology goes wrong or overpowers humans.

SYMPTOMS OF TECHNOPHOBIA

Someone with technophobia might feel preoccupied with thoughts of being forced to use technology. They may:

- Avoid getting a new computer or phone.
- Criticize new technology or changes.
- Refuse to use computers, ATMs or card readers.
- Resist upgrading a device's software.
- Resist using any automatic processes, such as automatic withdrawals to pay bills.

NEED TO STUDY

To know about the technology and the use of technology is an essential skill in today's era as every individual working or finding an opportunity to work should be familiar with the technology. As we all know that situations like during the pandemic of covid – 19 everyone had to shift from offline mode to online mode. This situation taught us the importance of technology but being scared to use the technology or the fear of technology can be loss in various ways like do not get jobs, if one is not updated with various advancements in the technology gets fired or the salary paid is less compared to the one who is paid more salary as one has knowledge about the use of technology, updates and advancements taking place in the technology. Various situations like pandemic, strikes, lockdowns, etc technology was used 24*7 and one were scared or feared to use had suffered a lot as they were technophobic. So, the need to study arise in order to know and understand the reasons for technophobic and how to overcome the technophobia if one is facing it.

STATEMENT OF THE PROBLEM:

"To study the technophobia faced by the secondary school teachers of the schools during pandemic"-***AIM TO STUDY***

The main aim is to know about technology fear faced by many teachers to teach online during the pandemic by using various online tools like Zoom, Webex, Google Meet, etc. through various technology or electronic gadgets like Computer, Laptop. The main aim is also to study the challenges faced by the teachers and how they tried to overcome it by making use of various available resources.

OBJECTIVES TO STUDY

Objectives when stated help in specifying the goals that the researcher plans to achieve in her study.
In the present study, the main objective of this research is to study

- To study the knowledge of Secondary School teachers about the use of electronic gadgets and online tools.
- To study the Experience possessed by the Secondary School teachers about online teaching learning
- To study the Learning Capacity of the Secondary School teachers to use the online tools

- To study the facilities provided and the arrangements provided by the school to enhance a better online teaching learning process
- To study about the Solutions to overcome the fear or issues faced while using the technology by the Secondary School teachers

SCOPE AND LIMITATIONS OF THE STUDY

- The study focuses on the Secondary School teachers teaching in the schools
- The study focuses on the online study during the pandemic.
- The study has limitations with the respect to the geographical area as the school covered are in the Western region only.
- The time allotted for the research was limited, and so the research sample is very small.
- The study has limitations with respect to the teachers as it only covers the teachers from the secondary schools.

SIGNIFICANCE OF THE STUDY

- This study will help to understand the problems faced by the teachers while using technology in the online mode.
- The study will provide the knowledge about the facilities provided by the various schools and organisations to learn about technology, use of technology in easy manner.
- The study will help to understand the learning capacity of the teachers.
- The results of the study will help the teachers and the institutions to understand the needs of the teacher in a much better manner.
- The teachers will come to know weakness and strengths while using the technology
- The research will also help to overcome the technophobia faced by teachers

REVIEW OF THE LITERATURE

Technophobia-the psychological impact of technology by Mark Brosnan Published on 1998
The book states that majority of the population is 'technophobic' and have negative opinion or are being anxious about information technology like personal computers. This book examines the origins of technophobia - what it is, who has it and what causes it. The impact of gender is examined and the social and cognitive psychological factors underlying technophobia are reviewed and combined into an overall psychological model. Techniques for reducing technophobia are discussed, and the effect of technophobia on everyone from school children to teenagers is analysed.

Digital Technology use during COVID-19 Pandemic (2021)
The relationship between humans and digital technologies has been documented extensively in the past decades. The rapidly growing literature on digital technology use during the current COVID-19 pandemic plays an important role. It addresses the following four topics: (1) the specific digital technologies that have been used, (2) the specific populations who have used these digital technologies, (3) the specific activities that individuals and groups have used these digital technologies, and (4) the specific effects of using these digital technologies on humans during the pandemic. They have sketched an expansive, multilevel model of the current knowledge of how humans are using technology during the COVID-19 pandemic.

Technophobia without boarders-The influence of technophobia and emotional intelligence on technology acceptance and the moderating influence of organizational climate (2018)
The current study examines two independent variables, technophobia and emotional intelligence influence on technology acceptance. To measure technophobia, a novel approach was used that examine technology, in general, using five sub-dimensions. Finally, the moderating influence of organizational climate on the

correlation was examined. The results of the data analysis support the suggested framework and provide a much-needed insight on how understanding and assessing factors like technophobia and emotional intelligence can help companies to adopt new technologies. Finally, the current study encourages future researchers to examine technophobia outside of computers using a couple of scales that are mentioned in the study.

Technophobia (2012) and Technophobia: Examining its hidden factors and defining it (2018)
It explains the meaning of technophobia, the various reasons, factors which leads to technophobia, why technophobia occurs and ways to overcome the fear of technology.

Technophobia and Technophilia: Barry Richards
Technology' is a wide and often problematic term; I shall be using it here to refer to consumer goods which are the products of modern industry I will be drawing on psychoanalysis - amongst other intellectual resources - in an exploration of our attitudes towards these products, and in particular towards one very important consumer good, though some of the observations I want to make should also help to understand attitudes towards other goods, and indeed towards other forms of technology such as information and medical technologies. I will use the terms technophilia and technophobia not to invent new diagnostic formulations, but as a way of highlighting how technologies evoke in us strong positive and negative feelings.

Investigation into Technophobia Problem among Primary School Teachers Towards Effective Use of ICT Gadgets in Teaching by
This paper addresses the phenomenon of technophobia which is a discouraging factor that obstructs the successful application of technology among the teachers. In doing so, it tries to look into the factors causing this sort of anxiety by considering some teachers' experiences. It, then, analysing these factors wants to provide some preferred solutions.

Overcoming the technophilia/technophobia split in environmental discourse
The environmental discourse has long been split in two camps: one technophilic, the other technosceptic. The former suggests that technical solutions are the primary fix to environmental problems, while the latter favours changes in behaviour over technological remedies. We explore the structure of this discourse by examining the arguments of each camp and their sub-groups along with their respective shortcomings. We also highlight approaches that go beyond this bipolarity and promise practical advances towards more effective interventions. The investigation extends to an analysis of the reasons why such novel and more sophisticated approaches suffer from a frustratingly low level of uptake in the public and private sectors. Among the obstacles identified are ontological differences, institutional structures, economic incentives and issues around complexity and governance.

RESEARCH DESIGN

INTRODUCTION

A research design is a systematic plan to study a scientific problem. The design of a study defines the study type and sub type, research question, hypothesis, independent and dependent variables, experimental design and, if applicable, data collection methods and a statistical analysis plan. A detailed outline of how an investigation will take place. A research design will typically include how data is to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing collected data.

SIZE AND COMPOSITION OF THE SAMPLE

For the present the total sample consists of 45 teachers of secondary schools that from playgroup 6 – 10 standards s of different schools in the western region ranging from Borivali West to Khar West.

SAMPLING

Sampling is the act, process, or technique of selecting a representative part of a population for the purpose of determining the characteristics of the whole population.

POPULATION

The entire aggregation of items from which samples can be drawn is known as a population.
In the present study the teacher working in the schools in Mumbai Region represent the population

SAMPLE

A sample is a subset of a population that is used to represent the entire group as a whole.
In the present study the teacher working in the schools in Mumbai Region represent the population

SAMPLING TECHNIQUE

The methods used in drawing samples from a population usually in such a manner that the sample will facilitate determination of some hypothesis concerning the population. The two types of sampling technique are probability sampling and non-probability sampling.
In the present study,
Purposive and random sampling technique is used
Purposive: involves the non-random selection of elements based on researcher's judgment and knowledge about the population.
Random: involves random selection of sample from the class of standard six Hence in the present study the researcher has purposefully selected the sample as a specific school and random where the researcher has allowed each and every teacher to participate and be the sample of the study

SIZE AND COMPOSITION OF THE SAMPLE

In the present study the total sample consists of 33 teachers of different schools in the western region.

Tools For Data Collection

Research tool can be defined as the instrument in the hands of researchers to measure what they intend to in their study.
In the present study, A self-made questionnaire tool is used for data collection. It included 20 questions based on 5 parameters and it also included 1 question which is open ended and helps the researcher to understand and conduct qualitative analysis.
The questions are given marking from 1 to 4 on the options provided ranging from Very Good to Satisfactory where the rating was from Very Good to Satisfactory

Tools Prepared for Research

Questionnaires

Questionnaires are the most commonly used tool in survey research. A variable category that is often measured in survey research is demographic variables, which are used to depict the characteristics of the people surveyed in the sample. Demographic variables include such measures as age, interest level of the students, personal opinion, practice, generation of ideas, logical flow of ideas and presentation, spelling and grammatical errors. Surveys often assess the preferences and attitudes of individuals to measure people's opinions and judgments about different items presented on a scale

Data Collection

The data was collected in parts on various days. The research was conducted in the month of March 2022. It started by giving physical questionnaire form to the teachers of the school and asking them to fill the same. The research ended by the start of the April month and showed the importance of the technology in an individual's life. It also showed that the teacher's learning capacity is more and once taught they learn quickly

but at times, they face some challenges but they can easily tackle them and are good at finding solutions to the problems faced while using the technology.

DESCRIPTIVE ANALYSIS:

Descriptive statistics describe the data. They do not draw conclusions about the data. Descriptive statistics are normally applied to a single variable at a time. They can tell the researcher the central tendency of the variable, meaning the average score of a participant on a given study measure. The researcher can also determine the distribution of scores on a given study measure, or the range in which scores appear. Finally, descriptive statistics can be used to tell the researcher the frequency with which certain responses or scores arise on a given study measure. Descriptive analysis is used to describe the data collected on a research sample. For the present study, the statistical measures used for descriptive analysis are given below:

A. Measures of central tendency Central tendency is defined as "the statistical measure that identifies a single value as representative of an entire distribution. "It aims to provide an accurate description of the entire data. It is the single value that is most typical/ representative of the collected data. The term "number crunching" is used to illustrate this aspect of data description. The mean, median and mode are the three commonly used measures of central tendency.

(i.) Mean is the most commonly used measure of central tendency. There are different types of mean, viz. arithmetic mean, weighted mean, geometric mean (GM) and harmonic mean (HM). The mean uses every value in the data and hence is a good representative of the data. The irony in this is that most of the times this value never appears in the raw data. 23 Repeated samples drawn from the same population tend to have similar means. The mean is therefore the measure of central tendency that best resists the fluctuation between different samples. The mean is the preferred measure of central tendency because it is used more frequently in advanced statistical procedures, however, it is also the most susceptible to extreme scores.

(ii) Standard Deviation Standard deviation is the measure of dispersion of a set of data from its mean. It measures the absolute variability of a distribution; the higher the dispersion or variability the greater is the standard deviation and greater will be the magnitude of the deviation of the value from their mean. In case of individual observations, standard deviation can be computed in any of the two ways:

1. Take the deviation of the items from the actual mean
2. Take the deviation of the item from the assumed mean

B. Graphical method

i. Pie diagrams A pie diagram is used to show visually the proportions of parts of something being studied. The area of each part of the pie shows the part's proportion to the entire category being studied and to the other parts. A pie diagram shows data at one point in time, like a snapshot; it does not show change in data over time like a line chart does.

ii. Bar diagrams Bar graphs are one of the simplest ways of illustrating the relative frequencies or proportions of variables with discrete values. Typically, the bars representing the different values rise from the x -axis, with the height of the bar representing the frequency, which can be read from the y -axis. It is also possible to produce 24 bar graphs so that the bars are set along the y -axis and the frequencies are read from the x -axis, in which case the graph is called a horizontal bar graph.

In present study the bar graphs are used to represent the data in graphical form.

INFERENTIAL ANALYSIS:

Inferential statistics allow the researcher to begin making inferences about the hypothesis on the basis of the data collected. This means that, while applying inferential statistics to data, the researcher is coming to conclusions about the population at large. Inferential statistics seek to generalize beyond the data in the study to find patterns that ostensibly exist in the target population. This helps to extend the generalization to the entire population from which the sample is drawn. It lends more authenticity to the study. The method used for the inferential analysis is:

t-test-

A t-test is perhaps the simplest of the inferential statistics. The purpose of this test is to determine if a difference exists between the means of two groups (think 't' for two). To compare these groups, the t-test statistical formula includes the means, standard deviations, and number of subjects for each group. Each of these sets of data can be derived by using descriptive statistics. Therefore, the t-test can be computed by hand in a relatively short amount of time depending on the number of subjects within each data set

In the present study there is no comparison made between two groups and hence t-test- is not used.

DATA ANALYSIS:

A statistic is a numerical representation of information. Whenever we quantify or apply numbers to data in order to organize, summarize, or better understand the information, we are using statistical methods. These methods can range from somewhat simple computations such as determining the mean of a distribution to very complex computations such as determining factors or interaction effects within a complex data set. This chapter is designed to present an overview of statistical methods in order to better understand research results. Data analysis is a process used to transform, remodel and revise certain information (data) with a view to reach to a certain conclusion for a given situation or problem. Data analysis can be done by different methods as according to the needs and requirements of different domains like science, business, social science etc. Data analysis, in research supports the researcher to reach to a conclusion. Therefore, simply stating that data analysis is important for research will be an understatement rather no research can survive without data analysis.

There are many benefits of data analysis however; the most important ones are as follows: data analysis helps in structuring the findings from different sources of data collection like survey research. It is again very helpful in breaking a macro problem into micro parts. Data analysis acts like a filter when it comes to acquiring meaningful insights out of huge data set. Every researcher has sort out huge pile of data that he/she has collected, before reaching to a conclusion of the research question. Mere data collection is of no use to the researcher. Data analysis proves to be crucial in this process. It provides a meaningful base to critical decisions. One of the most important uses of data analysis is that it helps in keeping human bias away from research conclusion with the help of proper statistical treatment. With the help of data analysis a researcher can filter both qualitative and quantitative data. Thus, it can be said that data analysis is of utmost importance for both the research and the researcher. The data analysis is of two types- descriptive and inferential data analysis.

DISCRIPTIVE ANALYSIS

Descriptive analysis helps to study and understand the characteristics of a particular group of individuals. 'Descriptive analysis limits generalization to the particular group of individuals observed.' (Best, Kahn, 2004) To describe data it is necessary to organize it into systematic way. The process of organizing data is known as classification of data. The data collected must be classified in different groups according to the variables of study. Descriptive Statistics are used to present quantitative descriptions in a manageable form. In a research study we may have lots of measures. Or we may measure a large number of people on any measure. Descriptive statistics help us to simply large amounts of data in a sensible way. Each descriptive statistic reduces lots of data into a simpler summary.

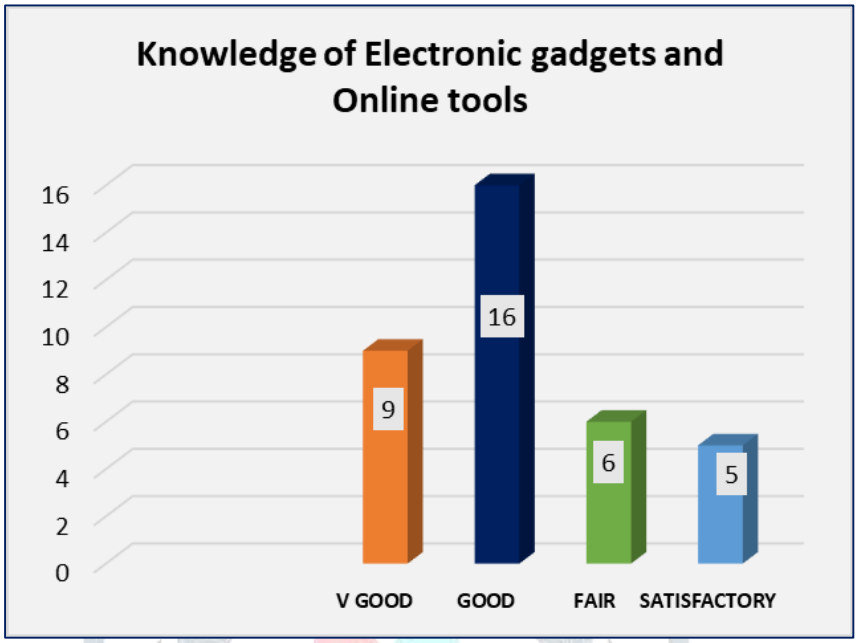
DESCRIPTIVE ANALYSIS AND GRAPHICAL REPRESENTATION

In the present study Pie Graph and Bar Graph is used for graphical representation. This chapter deals with the description of the following variables:

1. Knowledge of the teachers with respect to electronic gadgets like computer, laptop, desktop, etc. and online teaching tools like zoom, google meet, webex, etc.

Knowledge of Electronic gadgets and Online tools

Score	Mean
V GOOD	9
GOOD	16
FAIR	6
SATISFACTORY	5



INTERPRETATION:

The above graph shows that the knowledge of the teachers about electronic gadgets like computer, laptop, mobile phones, tab etc. and online teaching tools like zoom, webex, google meet, etc. It can be seen that teacher have good knowledge about the electronic gadgets than online teaching tools like zoom, webex, google meet, etc.

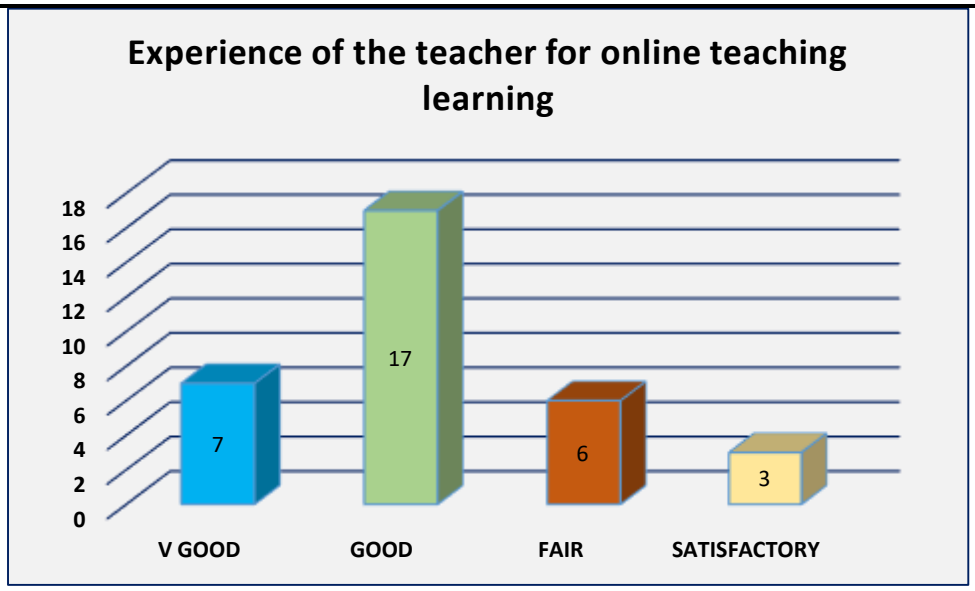
CONCLUSION:

In the present study, the knowledge of the teachers with respect to electronic gadgets and online teaching tools is almost same and good. It seems that teachers have some knowledge about technology.

2. Experience of the teacher for online teaching learning includes the learning of the sessions conducted, being scared or fear, facing the issues and use the technology during the online class after learning and as well as the experience of the students using the online apps.

Experience of the teacher for online teaching learning

Score	Mean
V GOOD	7
GOOD	17
FAIR	6
SATISFACTORY	3



INTERPRETATION:

We can see that students have more experience of the use of the technology and teachers also have good experience of the learning of the sessions conducted. We also observe that the experience of being fear is not much seen in teachers.

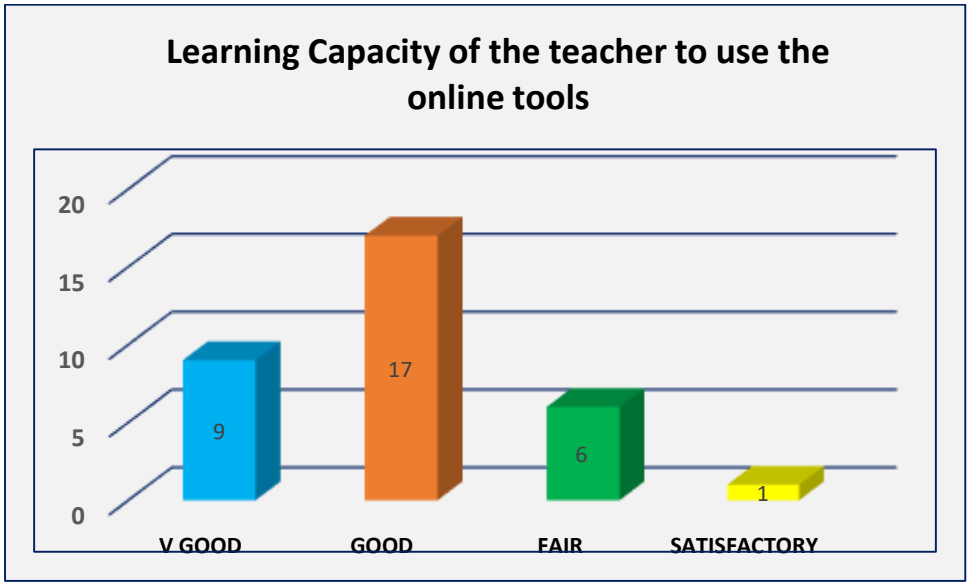
CONCLUSION:

In the present study, the experience of the teachers with respect to the learning of the sessions conducted is good and the fear is not much the teachers are motivated and accept the challenge of learning new technology.

3. Learning Capacity of the teacher to use the online tools deals with the memory, attention, speed of processing and ability to sequence ideas related to use of online tools for teaching learning process.

Learning Capacity of the teacher to use the online tools

Score	Mean
V GOOD	9
GOOD	17
FAIR	6
SATISFACTORY	1



INTERPRETATION:

We can see that teachers have good learning capacity to learn the use of the online teaching tools. They are having more capability and understanding of the new technology taught to them.

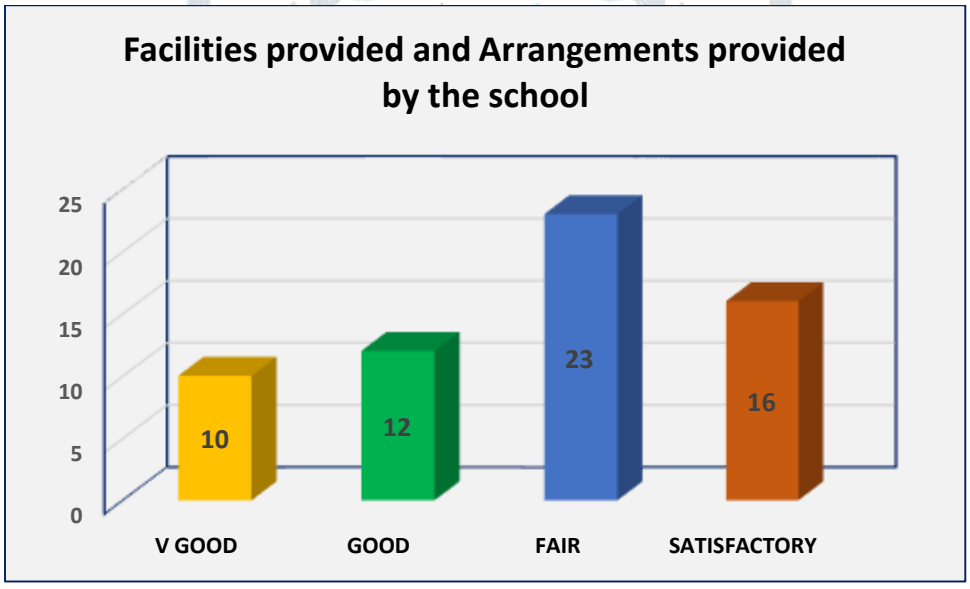
CONCLUSION:

In the present study, the learning capacity of the teachers with respect to learn the use of the online teaching tools is more. The are only few teachers who have satisfactory learning capacity as they may be aged, less interested in learning new things, lack of knowledge, lack of time to learn due to more work allotted, etc.

4. Facilities provided and Arrangements provided by the school to enhance a better online teaching learning process, although conducted in an online mode.

Facilities provided and Arrangements provided by the school to enhance a better online teaching learning process

Score	*Mean*
V GOOD	*10*
GOOD	*12*
FAIR	*23*
SATISFACTORY	*16*



INTERPRETATION:

We can see that good facilities and arrangements are made for the teachers to learn the use of technology. The sessions and orientations conducted for learning the electronic gadgets and online teaching tools is also good.

CONCLUSION:

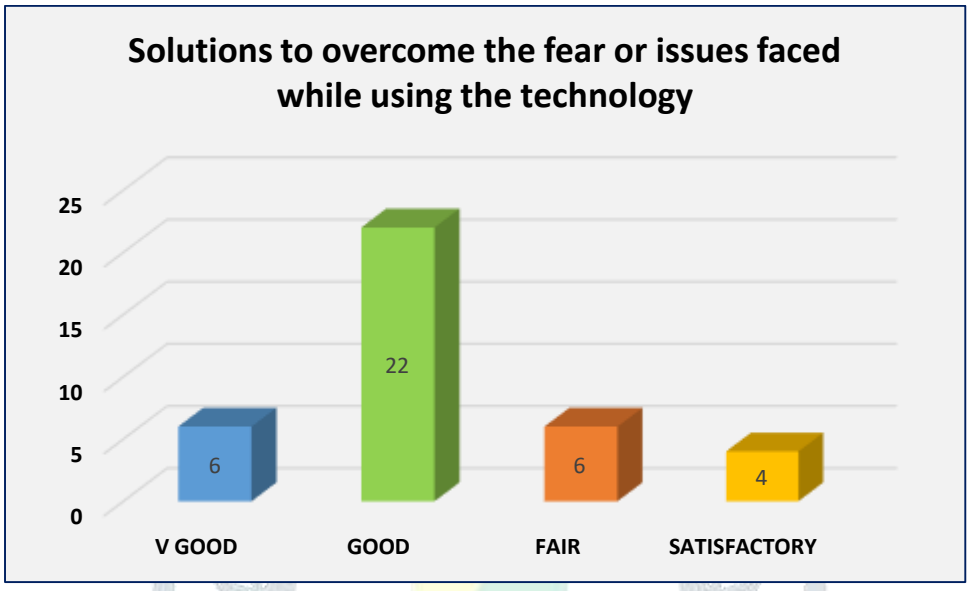
In the present study, we see the facilities provided and arrangement made by the schools for teachers to learn the use of the electronic gadgets, online teaching tools, the sessions conducted for learning both is well done by the school. We come to know that school acts as best support for the teachers to learn. It is pride to know that schools help the teachers to be the best and helps the teachers in all possible ways. This a benefit for the new teachers joining schools can without any hesitation learn new thing while help them in making their career better.

5.Solutions to overcome the fear or issues faced while using the technology.

The nature of the global workplace changes quickly, and technology is simultaneously the number one driver and subject of such change. To compound the dynamic nature of these trends, the COVID pandemic has forced freshly remote workers out of their comfort zone.

Solutions to overcome the fear or issues faced while using the technology

Score	*Mean*
V GOOD	6
GOOD	22
FAIR	6
SATISFACTORY	4



INTERPRETATION:

We can see that teachers are good at overcoming the fears than overcoming the issues faced by them while using the technology. Also, there are equal no of teachers who fairly know how to overcome the fear and issues faced by them while using the technology.

CONCLUSION:

In the present study, we see the ways to overcome fear and the issues faced by them while using the technology is ranging from good to fair as the teachers are bit more scared to use the technology which might be due to lack of learning sessions or orientations organised for learning, more workload, lack of interest, etc. but the teachers have tried their best to over their fear and issues faced by them while using the technology. Also, there are fairly few numbers of teachers who can balance both fear and issues faced by them while using the technology.

After conducting this it will help to know about the challenges faced by teachers to use the online teaching tools like Zoom, Google Meet, Webex, etc. in their online teaching learning process during the pandemic. Also, the fear faced by the teachers while using these online teaching tools like Zoom, Google Meet, Webex, etc. and how to find the solutions to overcome this fear will be easily understood with the help of this research.

From this research it also be easy to know the facilities and arrangements made by school and how they provide support to teachers by encouraging them to learn new things in life. The research will also help to compare between the knowledge of teachers of two different schools and their learning capacities. This research will also help the teachers and other individuals to know how to face the challenges in life by accepting them and studying or learning the new things will help to face the challenges easily. It will also motivate the individual to be strong in life. As always said **"LEARNING HAS NO AGE LIMIT"** has been proved today as the pandemic has taught everyone to learn something new in their life.

FINDINGS OF THE RESESRACH

The finding show that the teachers have good knowledge about the various electronic gadgets used like computer, laptop, desktop, etc. for teaching the students. It is also seen that the teachers have good knowledge about the use of the online teaching apps for studying during pandemic like zoom, google meet, Webex, etc. We also see that maximum number of teachers are familiar with the use of the zoom and google meet as the online teaching apps.

The research also show that the school has made better facilities and arrangements for the teacher to learn and explore the use of technology. The sessions and orientations conducted for the learning of both electronic gadgets and online teaching tools were so good that the teachers were satisfied with the facilities provided by the school. From this we understand that school also works as a support, guide and betterment of the teachers.

The findings show us that the learning capacity of the teachers is good and maximum teachers are good at grabbing the knowledge provided to them. This is indeed beneficial for the teachers and the school as it not only leads to the growth and development of the teachers but also for the teachers.

The research also helps us to understand that the experience of the teacher while using the technology after learning them, facing the issues while using the technology and the experience of being fear while using the technology for the first time was good. This helps us to understand that fear is always present in order to learn new things in life but after learning them it becomes easy for us to use them. The experience of the teacher while using the technology for the first time was very good. There were maximum number of teachers who were good at using the technology for the first time after using it.

The research also helps us to understand that the solutions to overcome the fear while using the technology and the solutions to overcome the issues faced while using the technology was well handled by the teachers. The teachers did not fell scared and were good and find the solutions and over come for the problems faced by them. The research also teaches us how to face the challenges in the life in order to be successful.

From the finding we also understand that students also have good knowledge about the use of technology and also have good experience of using the technology than the teachers.

We also understand that maximum number of teachers enjoy teaching in offline mode compared to online mode as it is very difficult to use the online teaching apps but after learning how to use the technology and attending the sessions and orientations conducted by the school the teachers have now enjoyed teaching in

online mode. There are maximum number of teachers who enjoy teaching in both the methods that is offline and online mode. Earlier offline mode was easy as it had face to face interaction but this interaction is also possible in online mode but via the apps like zoom, google meet, webex, etc. This online apps became the source of teaching learning process for both students and teachers during the pandemic.

The research teaches us that we should also learn to understand that situations may be worst or good we should be flexible in both the ways. Though we are not good to few things but learning them makes us master in this thing. We should also learn to keep learning and growing in our life.

Technology Phobia is derived from Greek words techne and Phobos where techne means “art, craft or skill” and Phobos means “fear.” Techno fear is the fear of dislike of advanced technology. There are three dominant subcategories of technophobes – the "uncomfortable users", the "cognitive computerphobes", and "anxious computerphobes". Technophobes are people who do not own a mobile phone, refuse to use ATMs, or avoid computers – they live their lives without any form of modern technology. These people will try to avoid technology at all costs, but if they do come into contact, they could experience physical symptoms, like anxiety, sweating or shortness of breath but one can make them feel at ease by making use of user-friendly software or device which is easy to learn that how does it operates. Also, various orientations, videos, power point presentations available which can help a technophobe to learn and be fearless.

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