Your Name

Instructor Name

Course Number

Date

English

# **Introduction**

Some individuals may have several stories about computer anxiety and its symptoms for which teachers are looking for. It is important to emphasize emotions of anxiety, its causes, and motivation to overcome this anxiety, relevance, and coping strategies to cope with computer anxiety. When people suffer from anxiety, then there are likely chances that anxiety may facilitate their performances (Schwarzer)**.** This can be true in the case of students who have computer anxiety, and this can help improve their performances. A student can show better performances from slow to moderate; however, there are likely chances for the individuals that there will be a decrease in performances with low abilities (Gaudry and Spielberger). For students, a moderate level of anxiety can be helpful in a way that anxiety will help them to show their interest in their activities. While low levels of anxiety may lead individuals towards apathetic behaviors. This paper will discuss the high negative anxiety that generally indicates boredom. It is also harder to overcome and put effort into better performances. Whereas, higher levels of anxiety may contribute to getting possible solutions, and determine some factors behind anxiety.

# **Symptoms of computer anxiety**

Anxiety, frustration, irritation are being associated with the negative feelings of anxiety, and these negative feelings may lead individuals to panic in certain situations. Some of the physical symptoms for anxiety may include cold and sweaty, sweaty hands, digestion problems, higher rates of heartbeats, and disorders in sleeping patterns. Anxiety may also lead people to feel embarrassed and get disappointed by their failures. However, teachers identify some of the warning signs of anxiety that may include glazed eyes, improper postures, and absent-mindedness. An awareness about anxiety by teachers may help students to overcome it and help them to avoid certain uncomfortable situations (Buxton)**.** Anxiety is associated with two states of mind. The first one is, “chaos in the mind” in which an individual feels frenzy, or turbulent, and faces troubles in decision making. The second one is more common among people, and this is the “freezing up” state. In this state, individuals get feelings of paralysis, and they feel like their minds have been locked. A teacher may help students to overcome this state of mind by subjecting them to solve problems, rather than engaging them in reception learning. Reception learning may help memorize the lines as actors do, but one of the drawbacks of this type of learning is that, if an individual forgets lines, then there are likely chances that he or she may get panic. However, they can learn with the help of themes of the play, in case, if they forget their lines.

These learning methodologies can be applied to every field, including computer studies in which students are subjected to solve problems with the help of computer studies. For example, students learning about spreadsheets and databases from a textbook as compared with the learning methods that involve computer applications. Practical implementation of knowledge, solving problems, and learning may help students to improve their performances and adopt coping techniques. Another example in computer studies and communication topics may be learning about the internet world, the World Wide Web from the texts, teachers, and media. The second method may be conducive learning form the surroundings and environment. However, it is unfortunate that students are limited to teachers, books, and they are not allowed to learn practically with the help of the internet. The reason behind not allowing them may be a lack of funding in their schools.

# **Causes of computer anxiety**

Failure in creating a clear understanding sometimes leads students towards feelings of anxiety that may include irritation, frustration, and bewilderment. For example, in computer studies, students sometimes do not understand computing systems, then they start getting frustrated, and they start having feelings of failure. Lack of understanding may also lead them to the general state of disorientation, but anxiety may help create a better understanding related to their subjects. One of the causes of computer anxiety among students may be experiencing disappointments when they lack problem-solving abilities. Fear may be another cause, leading computer students toward anxiety. To overcome the fear of the unknown in computer studies, a student may gain his or her experience in the same field. When an individual suffers from anxiety, then his or her emotions are encompassed with other feelings and emotions. There are likely chances that a teacher may help the student, but there are also chances that a teacher may not be able to help the cognitive changes. Not being able to resolve anxiety through cognitive means is a problem for teachers. However, other stages that teacher may follow is to identify the causes of anxiety among students.

For students, one of the main causes of computer anxiety maybe the pressure imposed on them. According to Buxton, teachers tend to put more pressure on students by limiting them to certain conditions, and they impose urgency. They emphasize students to complete their syllabus, tasks and prepare for their exams, that is a way to create urgency (Buxton). Awareness about time sometimes creates anxiety and prevents a student from thinking with a relaxed mind. This also hinders the process of learning problem-solving skills and subjects students to remember things for a shorter time. Those who are new to computer studies, for them, this may be overwhelming, and the level of anxiety evoked by computer may be conventional (Sieber et al.)**.**

# **Parents and authoritative figures as negative roles**

Considering parents as a source of anxiety among computer students it is important to focus on the pressures that teachers exert on students. The first one is a structural authority that is derived from the positions or role of being a teacher. Septennial authority is another one that is enforced over students, because of superiority in knowledge about particular subjects, so that they can be referred to as the authority on a particular subject. The last one is personal authority, which includes qualities of independence and strength as adults. Negative feelings among students are generated because of these three forms of authorities that are imposed by the teachers. These may also result in conflicts between the relationship between a teacher and a student. There are also chances that students may be judged by teachers in their classrooms. Parental influence over children may also result in higher levels of anxiety.

Parental influence may include attitudes and behaviors that are passed over their children. Parents having lesser knowledge about computer studies may hinder the learning processes of their children. Young people are slightly less likely to be anxious in comparison with old users (Delveccio).Children have more opportunities to use computers compared to their parents, and perhaps this has more to do with experience and knowledge, which is gained with age. Unfamiliarity with computer terminals can cause an increase in anxiety (Sieber et al.)**.** Statements by the authoritative figures, which emphasize the importance of good performance, tend to cause anxiety, which is a disadvantage for students with high-anxiety (Gaudry and Spielberger). Such comments can be taken as a compliment by students with no anxiety, but students with high-anxiety are not able to deal with these statements. A low performance among students with high-anxiety is relatively caused due to high performance appreciating comments by the authoritative figures. Feelings of anxiety are induced when students feel like a foolish in public (Dossel).

# **Impacts on students**

Assessment is one of the forms of judging students. In particular to exams, arranging test items in increasing order of difficulty facilitates anxiety that results in low performances of students. With the shift in time, exams have caused stress, and it has subjected students to assume that they will be judged, especially in the Higher School Certificate, where many students compete with each other. Competition also exhilarates success with reasonable chances (Dossel). Students need to learn how to deal with competition, and self-confidence may help them to develop their confidence (Dossel). Another way to achieve confidence is to provide success experiences to students during their early stages of the course, and this will assist students to perceive success with optimism (Schwarzer). Rewards should be given to students to encourage them and enhance the processes of giving feedback on their work. Providing opportunities to comment on test items will improve performance of high anxious students (Gaudry and Spielberger)

# **Possible solutions to help computer students**

In an article, "The Sydney Morning Herald: a study by Deakin University," it was stated that one in ten young people suffer from computer anxiety even though fifty percent of them had computers during the survey (Delveccio). It was also studied that, there are likely chances that people with computer experiences may not develop anxiety, whereas, this experience hselped them to overcome fear and anxiety. The study also highlighted the importance of human-computer interactions to be successful. There are four ways through which teachers want to excel students (Dossel).

1. Climate of the classroom: which includes communication skill development of students.
2. Feedback: performance of some students is provided in the form of performance and some of them are not provided with feedback.
3. Input: Intelligent students do not have to work hard when exposed to difficult situations that may be exams.
4. Output: Teachers modify environment as output.

To increasing responsiveness among students, greater opportunities are given to those who already possess quality skills (Dossel). This is perhaps for the reason that students want to comment on their work whereas struggling students would be less eager to discuss their work.

# **Conclusion**

Strategies are important for learning processes of students, for example, students to use computers and the internet to overcome computer anxiety. A better environment in classrooms is one of the strategies, that enhances performances of students with high anxious anxiety and this can help them to overcome their anxiety. It will be productive if teachers will aware students, because they spend most of the time with their students, and they may help them to create a basic understanding of things. Computers are centers of working environments and schools need to allow and train students to use these computers to get over with anxiety. Allowing students to use computers is also important to train them for future, which demands technological skills. Computer skills possessed by the students will be an advantage for them, and they will be performing better when they will seek employment, while students with computer anxiety may not be able to benefit in the future. Teachers and parents may help their children and students to deal with computer anxiety. A teacher needs to consider these issues and help students by proposing possible solutions. They may adopt different methodologies in classroom environments to identify these problems. A conducive environment may help students to perform better and to be more effective in learning and gain computer experiences.

**Works Cited**

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