The researchers have attempted to study the Awareness towards ICT among teachers of C.B.S.E. and U.P. Board. For this purpose, a sample of 100 teachers (50 from the schools of C.B.S.E. and 50 from the schools of U.P. Board) teaching to class IX and X was randomly taken. The researchers constructed a questionnaire for Teachers to assess their ICT awareness. Then, t-test was used to study the significance of difference between the ICT awareness of the teachers of the schools of C.B.S.E. and U.P. board. Results show that teachers of C.B.S.E. were found to have better ICT Awareness than the teachers of U.P. Board, but no significant difference was observed between male and female teachers on ICT awareness.

[Keywords: ICT Awareness, C.B.S.E., U.P. Board]

1. Introduction

In the present scenario of education system in the globe, there is tremendous use of ICT. Today, both teachers and students have to be well aware about various applications of ICT in the field of education. There so many equipments and learning material to which both students and teachers are interacting. According to
Haag, Cummings, and Dawkins (1998) “Information technology is significant instrument to disseminate the correct knowledge to the suitable persons at appropriate time”. The centre of interest is that teachers should be aware how, when, where and what tools and techniques of ICT may be used to make effective teaching and learning. In Indian circumstances, we have the schools in metro cities, cities, towns and rural areas. Besides this we have different types of schools affiliated to various boards. The way of curriculum transaction is different in different types of schools. Jasmine Kumar and et al (2007) studied the teacher educators and teachers of various types of institutions in Tamilnadu and found that professional competency and ICT usage were found to be significantly related. Selvam. M. (2007) studied the attitude of the teachers towards educational technology. Rahim Sajid (2013) described the important constraints for the integration of ICTs in T-L process at secondary level. Kerckaert, Vanderlinde, and van Braak (2015) discussed the role of ICTs in education at pre-primary and primary level. Shin (2015) studied the awareness about internet related aspects along with about the knowledge of internet use by teachers of English subject. Numerous studies have been conducted in this area. Therefore, it was thought to compare the ICT awareness among teachers of C.B.S.E. and U.P. Board schools of Meerut province. Keeping in view the importance of ICT Awareness among teachers, the researchers decided to take up research to study the ICT awareness among teachers of both type of boards.

2. **Objectives of the Study**

   Following objectives were formulated for the present study:

   1. To study the differences between the ICT Awareness among teachers of C.B.S.E. and U.P. Board.
   2. To study the differences between the ICT Awareness among male and female teachers of C.B.S.E. and U.P. Board.
   3. To study the differences between the ICT Awareness among male teachers of C.B.S.E. and U.P. Board.
   4. To study the differences between the ICT Awareness among female teachers of C.B.S.E. and U.P. Board.

3. **Methodology**

   **3.1 Method**

   For the present study, survey method of research was used.

   **3.2 Population**

   Population for the present study was teachers teaching to class IX and X in the schools of C.B.S.E. and U.P. Board.
3.3 Sample

For the present study first of a list indicating the number of schools of C.B.S.E. and U.P. Board situated in Meerut province was prepared. Using simple random sampling technique, 50 teachers (25 male and 25 female) teaching to class IX and X in the schools of C.B.S.E. and 50 teachers (25 male and 25 female) teaching to class IX and X in the schools of U.P. Board were randomly selected, thus constituting a sample of 100 teachers in all. The detailed sample is presented in table-1.

Table-1 : Detailed Sample

<table>
<thead>
<tr>
<th>Type of Board</th>
<th>Male Teachers</th>
<th>Female Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type I Board</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Type II Board</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

3.4 Tool Used

The researchers constructed themselves a questionnaire for Teachers to assess their ICT awareness. This questionnaire consists of 40 items that measure the ICT Awareness among teachers in the following five dimensions- Use of ICT in their personal life, Use of ICT in preparation of lesson plans, Use of ICT in classroom teaching, Use of ICT in assigning projects and assessment of students, Use of ICT in uploading learning material on educational sites. All the items are closed ended. The respondents have to tick on YES or NO.

4. Results

4.1 Difference between Teachers of Type I & II Board on ICT Awareness

To study the significance of difference between the ICT Awareness among teachers of Type I & II board, t-test was used. Analysis of data is given in Table-2.

Table-2 : Summary of t-test for difference between the teachers of Type I & II board on ICT Awareness

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Type I Board</td>
<td>50</td>
<td>28.28</td>
<td>5.02</td>
<td>12.26*</td>
</tr>
<tr>
<td>Teachers of Type II Board</td>
<td>50</td>
<td>16.14</td>
<td>4.94</td>
<td></td>
</tr>
</tbody>
</table>

* 0.01 level of significance

It is observed from Table-2 that t-value between the teachers of type I board and the teachers of type II Board on ICT Awareness was found to be 12.26 which was more than the table value on degree of freedom (df=98) at 0.01 level of significance. It means that there was significant difference between the means of the teachers of Type I & II board on ICT Awareness. Further, it was also observed that the mean value is in favor of the teachers of type I board, it means that teachers
of type I board were found to have better ICT Awareness than the teachers of type II Board.

4.2 Difference between male and female teachers of Type I & II board on ICT Awareness

To study the significance of difference between the ICT Awareness among male and female teachers of Type I & II board, t-test was used. Analysis of data is given in table-3.

Table-3: Summary of t-test for difference between male and female teachers of both boards on ICT Awareness

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>50</td>
<td>21.26</td>
<td>8.60</td>
<td>0.39*</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>50</td>
<td>23.16</td>
<td>6.53</td>
<td></td>
</tr>
</tbody>
</table>

* 0.05 level of significance

It is observed from Table-3 that t-value between the male teachers of both boards and the female teachers of both board on ICT Awareness was found to be 0.39 which was less than the table value on degree of freedom (df=98) at 0.05 level of significance. It means that there was no significant difference between the means of the male teachers of both boards and female teachers of both boards on ICT Awareness.

4.3 Difference between male teachers of type I board and male teachers of Type II Board on ICT Awareness

To study the significance of difference between the ICT Awareness among male teachers of Type I board and male teachers Type II board, t-test was used. Analysis of data is given in table-4.

Table-4: Summary of t-test for difference between male teachers of type I board and male teachers of type II board on ICT Awareness

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of Type I Board</td>
<td>25</td>
<td>28.12</td>
<td>6.03</td>
<td>9.50*</td>
</tr>
<tr>
<td>Teachers of Type II Board</td>
<td>25</td>
<td>14.14</td>
<td>4.17</td>
<td></td>
</tr>
</tbody>
</table>

* 0.01 level of significance

It is observed from Table-4 that t-value between the male teachers of type I board and the male teachers of type II Board on ICT Awareness was found to be 9.50 which was more than the table value on degree of freedom (df=48) at 0.01 level of significance. It means that there was significant difference between the means of the male teachers of type I board and the male teachers of type II Board on ICT Awareness. Further, it was also observed that the mean value is in favor of the male teachers of C.B.S.E., it means that male teachers of C.B.S.E. were found to have better ICT Awareness than the male teachers of U.P. Board.
4.4 Difference between female teachers of Type I board and female teachers of Type II Board on ICT Awareness

To study the significance of difference between the ICT Awareness among female teachers of type I board and female teachers type II Board, t-test was used. Analysis of data is given in table-5.

Table-5 Summary of t-test for difference between female teachers of type I board and female teachers of type II board on ICT Awareness

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of C.B.S.E.</td>
<td>25</td>
<td>28.44</td>
<td>5.03</td>
<td>6.72*</td>
</tr>
<tr>
<td>Teachers of U.P. Board</td>
<td>25</td>
<td>17.88</td>
<td>3.74</td>
<td></td>
</tr>
</tbody>
</table>

* 0.01 level of significance

It is observed from Table-4 that t-value between the female teachers of type I board and the female teachers of type II board on ICT Awareness was found to be 6.72 which was more than the table value on degree of freedom (df=48) at 0.01 level of significance. It means that there was significant difference between the means of the female teachers of type I board and female teachers of type II board on ICT Awareness. Further, it was also observed that the mean value was in favor of the female teachers of type I board, it means that female teachers of type I board were found to have better ICT Awareness than the female teachers of type II board.

5. Conclusion

It is clear from the results that teachers of C.B.S.E. were found to have better ICT Awareness than the teachers of U.P. Board. But no significant difference was observed between the means of the male teachers of C.B.S.E. and U.P. Board and female teachers of C.B.S.E. and U.P. Board on ICT Awareness.

References


Kerckaert, Stephanie, Ruben Vanderlinde, and Johan van Braak, “The role of ICT in early childhood education: Scale development and research on ICT use and influencing factors” European Early Childhood Education Research Journal no. 23(2), 2015, 183-199.


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