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IMPACT OF TEACHING WITH E-CONTENT ON ACHIEVEMENT IN ENGLISH GRAMMAR AMONG RURAL HIGH SCHOOL STUDENTS

K. Revathi,
Ph.D Research Scholar, ManonmaniamSundaranar University, Tirunelveli.

***Dr H. Deepa,*
Assistant Professor, B.Ed. DD&CE, ManonimaniamSundaranar University, Tirunelveli

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Abstract

In the present scenario, there is compelling need for a shift over of education from the conventional method to the modern teaching methods. The modern teaching techniques lead to the Emerging Educational Technology, which is one of the crucial developments in the field of education. Today's students grow up with technology, and they rely on it to perform their job better. Armed with smart phones, laptops, and gadgets, this generation is plugged in 24/7. Our classrooms and teaching methodology should cater their needs. Both Central and State governments also prefer the efficiency of teachers as well as our educational system. Unluckily, there is a vast gap between the expectation and the reality. Digital learning environment created by the teachers, technical persons and educationists fill the gaps and enhance the teaching and learning process.

Introduction

E-learning is a part of the new dynamic that characterizes educational system at the start of 21st century. The concept of e-learning is subject to constant change. E-learning does not represent more of the same…. It is about doing things differently (Harrison& Anderson, 2003). A learning system based on formalized teaching but with the help of electronic resources is known as e-learning. There are many platform available for e-learning. Some of them are Massive Online Open Course (MOOCs), Virtual Learning Environment (VLE), Video Streaming Services (VSE), Virtual Instructor – Led Training (VILT), Discussion Boards, Forums and Podcast. Though there are many e-sources are available in online platform it is very important and essential when a teacher prepare the e-source according to the need of his or her students. Hence the researcher decided to

create and evaluate e-content to fulfill the needs of the students. This paper describes the impact of e-content on achievement in English grammar among rural high school students.

Review of related literature

Murugesan and Deepa (2020) experimented that the effectiveness of teaching chemistry e-content on the XI standard achievement in chemistry. Based on the results and findings, it can be strongly concluded that the students showed effective learning outcome in chemistry through experimental method only because of the e-content developed for learning chemistry (Hydrogen). So, the e-content on learning Hydrogen is a highly effective tool for higher secondary students.

Edward William Benjamin (2019) conducted a study on effectiveness of e-content in teaching of mathematics education among B. Ed. student teachers. The findings indicated that use of e-content way of teaching has significant effect on enhancing the teaching of mathematics education among B. Ed. students

Rexline Jose and Suthakumari (2018) conducted a study on the effectiveness of e-content in nuclear physics: academic achievement of higher secondary students. The findings indicated that use of e-content way of teaching has significant effect on enhancing the achievement in nuclear physics in higher secondary students.

SivkumarRamaraj (2018) conducted a study on impact of e-content in teaching physics for XI standard Students with respect to locality, parental occupation and learner's generation. Experimental method has been adopted for the study. It was found there was significant difference between e-content method and Conventional method.

Robert John (2016) researched the efficacy of e-learning package for education in mathematics to the prospective teachers. In the result it was found that e-learning was effective in teaching, training and learning for potential Teachers. It also was had the effect of being retained after learning it.

Careful scrutiny of related literature, the investigator gains a clear knowledge that there is a lacuna between need and action. To fulfil the need of the present time and satisfy today's learners and also raise their achievement level in language study, the investigator hopefully starts this venture of developing e-content.

Methodology

Stage I: Grouping the sample.

At this stage, the learners were tested on intelligence. On the basis of that the students were divided into two groups such as control group and experiment group. The scores in the intelligence tests proved the homogeneity of the sample groups.

Stage II: Conducting Pre-test.

At this stage, both the control and the experimental groups underwent pre-test and pre- interest test to find out the previous knowledge of the groups.

Stage III: Conducting the treatment.

At this stage, the experimental treatment, i.e. teaching with e-content modules was given to the experimental group and the conventional teaching method was given to the control group.

Stage IV: Conducting post-test

At this stage, both the control and the experimental groups underwent post-test and post-interest test.

Stage V: The results of the treatment

The impact of e-content modules in teaching on achievement was found out by the post-test scores.

Sample

A sample of 62 students had been proposed to be drawn, 31 students in the experimental group and 31 students in the control group in Government aided higher Secondary school in Salem district.

Tools Used

1. Non-Verbal Intelligence Test developed by Atmananda Sharma (2009)
2. E-Content module developed and validated by the researcher (2019)
3. Achievement test developed and validated by the researcher and the research supervisor (2019) based on Knowledge, Understanding and Application levels of learning.

Statistical Techniques Used

The investigator had took the score obtained by the 62 sample and used the following statistical techniques for the data analysis.

Mean, Standard Deviation and‘t’ test, Pearson Product Moment Correlation Multiple Correlation

Objective of the study

To find out the impact of e-content sources on the achievement in English Grammar.

Findings of the study

Hypothesis: There is no significant difference between the post-test achievement scores of control group and experimental group classified on the basis of knowledge, understanding and application level of learning.

Level of Learning	Group	N	Mean	S. D	Calculated 't' Value	'p' Value	Remarks
Knowledge	Control	31	14.00	3.120	6.295	0.000	S
	Experimental	31	19.13	3.294			
Understanding	Control	31	11.10	2.343	1.432	0.1158	NS
	Experimental	31	10.35	1.684			
Application	Control	31	8.87	2.055	2.591	0.012	S
	Experimental	31	10.10	1.648			

****significant at 0.05 level**

It is inferred from the above table there is significant difference in the post-test mean achievement scores of control group and experimental groups on the basis of knowledge and application level of learning. But there is no significant difference in the post-test mean achievement scores of control group and experimental groups on the basis of understanding level of learning. From the mean value it is understood that the experimental group students have scored significantly higher than he control group students in their knowledge and application level of learning.

Hypothesis: There is no significant difference between pre-test and post – test mean achievement scores of experimental group.

Learning of Learning	Test	N	Mean	S.D	'r' Value	Calculated 't' Value	'p' Value	Remarks
Knowledge	Pretest	31	12.39	3.499	0.678	13.739	0.00*	S
	Posttest	31	19.13	3.294				
Understanding	Pretest	31	7.48	1.930	0.797	13.593	0.00**	S
	Posttest	31	10.35	1.684				
Application	Pretest	31	6.32	1.400	0.756	13.011	0.00***	S
	Posttest	31	8.87	1.648				

****significant at 0.05 level**

It is inferred from the above table, there is significant difference between pre-test and post –test means scores of experimental group in their levels of learning. From the mean value it is understood that the experimental group students have scored significantly higher than the pre-test scores in their knowledge, understanding and application.

Hypothesis: There is no significant difference between pre-test and post-test mean achievement scores of experimental group.

Variable	Test	N	Mean	S.D	'r' Value	Calculated 't' Value	'p' Value	Remarks
Achievement	Pretest	31	26.19	6.390	0.819	18.447	0.00**	S
	Posttest	31	38.35	5.395				

****significant at 0.05 level**

It is inferred from the above table, there is significant difference between pre-test and post-test mean achievement scores of experimental group. It is understood that the experimental group students have scored significantly higher that the post-test than the pre-test scores in their achievement.

Hypothesis: There is no significant difference between the gain score achievement scores classified as knowledge, understanding and application between control and experimental groups.

Level of Learning	Group	N	Mean	S.D	Calculated 't' Value	'p' Value	Remarks
Knowledge	Control	31	2.19	1.470	8.162	0.000	S
	Experimental	31	6.74	2.732			
Understanding	Control	31	1.81	1.078	3.716	0.000	S
	Experimental	31	2.87	1.176			
Application	Control	31	2.00	1.125	1.948	0.000	S
	Experimental	31	2.55	1.091			

****significant at 0.05 level**

It is inferred from the above table, there is significant difference between the gain score achievement scores classified as knowledge, understanding and application between control and experimental groups. It is understood that the experimental group students have scored significantly higher than the control group students in their knowledge, understanding and application in gin scores.

Hypothesis: There is no significant difference between the retention test achievement scores of control group and experimental group.

Variable	Group	N	Mean	S. D	Calculated 't' Value	'p' Value	Remarks
Achievement	Control	31	36.97	5.413	2.885	0.005	S
	Experimental	31	40.87	5.239			

****significant at 0.05 level**

It is inferred from the above table, there is significant difference between the retention test scores of control group and experimental group. It is understood that the experimental group students have scored significantly

higher than the control group students in their overall achievement in retention test scores.

Recommendations

The finding of the study exposed clearly that learning with e-content is an effective and promote achievement in IX standard English grammar. And it would help to keep the strength of retention for a longer period. It enriches the interest of the students in learning and promotes active participation. It would help the students to understand the concept clearly and easily.

The investigator recommend the following:

1. Teachers should be acquainted the skills to prepare e-content and handle the classes for e-learning.
2. The videos should be in 15 minutes. If the content is lengthy spilt it and record two or three short videos.
3. The teachers should provide interactive activities. Most learning management systems, such as Moodle, Edmodo and Blackboard, include a range of functions to create interactive learning activities such as quizzes. Step-by-step guides to creating them are widely available online. Use them.

Conclusion

Based on the results and findings of the present study, it is concluded that the developed e-Content for learning English Grammar for IX Standard students is a highly effective tool for learning English. Further, it is proved that there is retention capability in learning English grammar by using e-Content method. The intervening variables did not have anyimpact or influence on the learning outcome in English learning through control and experimental groups. Hence it can be strongly concluded that the students showed effective learning outcome in learning English through experimental method only because of the E-content developed for learning English grammar. So, the E-content on learning English is a highly effective tool for IX Standardstudents.

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