Effectiveness of E-Content on Achievement in History Among IX Standard Students

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ABSTRACT

The present study is aimed at finding the effectiveness of E-Content in comparison to traditional way of teaching. It was an experimental study conducted on IX standard students in achievement in History. Teachers can use technology to create a suitable environment for teaching. It can also stimulate teacher thinking about the process of learning. E-Content is the advancement of technology to design, deliver, select, administer and extended learning. The ‘t’ test results show that the experimental group students are better than the control group students in the gain scores. Teaching of History through the E-Content way has significant impact on the achievement of the students. Teaching through the E-Content way is more effective for the development of achievement than the traditional way of teaching method.

KEYWORD Educational Technology, Effectiveness, E-Content, Achievement in History.

INTRODUCTION

The main aim of education is to bring about the all-round development of the personality of the child. The term “All-round-development” means two things: (1) Individual Growth and (2) Social development. Under the label of individual growth, are included the child’s physical growth, mental growth, intellectual growth and social growth too. Whereas, under the label of “Social Development” there is the inclusion of rituals, customs, traditions, cultural etc. Education is an acquired experience of any sort—intellectual, emotional or sensory motor. Education is a product of experience. Introduction from birth to death and the agencies that impart education are the school, home, press, radio, television, religion, cinema etc. The life
involves constant and continuous modification of experience, ideas, opinions etc. Education process helps the child to adjust to this changing world. It is here that technology comes to our help in modernizing the society.

“Educational Technology is the application of scientific knowledge about learning and the conditions of learning to improve the effectiveness and efficiency of teaching and training”. The development of computer and network technology is changing the education scenario and transforming the teaching and learning process from the traditional physical environment to the digital environment. This technology is used to teach a specific subject or skill directly to a student, guiding the learner through a sequence of steps involving the presentation of information, drills and exercises designed by an instructor.

In the present era of modernization and mass education, Educational Technology has been widely used all over the world. It has to be in line with the demand in a competitive environment. Old ideas and methods have been replaced or supplemented by new ones. Conventional chalk-and-talk classroom instruction is no longer the favoured instructional method. The traditional role of teacher has been as: “Presenters of readymade information and as organizers of learning experiences”. Application of Information Communication Technology (ICT) has become an able assistant to teachers and students in classroom learning and other academic engagements. Development, validation and application of e-content are necessary to have specific packages for the required topics.

An innovative application in the teaching and learning process is the E-content. This may be computer based which includes text, video, audio, animation and graphics. E-Content is the advancement of technology to design, deliver, select, administer and extended learning. E-content, today is mostly viewed as a way to preserve and carry forward cultural or historical heritage, to disseminate lifestyle, scientific, educational and business information in some digitalized format, or to provide some interactive service to users. E-content is a very powerful tool of education. E-content is valuable to the learners and also helpful to teachers of all individual instruction systems. E-content is the latest method of instruction that has attracted more attention.
together with the concept of models. Education is to enrich the qualities of head, hand and heart. Education is one of the basic needs of men and women. The rule of the education is the attainment of human excellence and perfection not just in the field of knowledge or activity but life in totality. Teaching plays a vital role in formal education system.

The world itself and everything in it is dynamic in nature. Man in this ephemeral world not only confronts big and small things but also events and experiences in which every single thing, animate and inanimate including himself, the Earth, the planets, and the rest of the universe plays a part. History is the record of these events and experiences. It acquaints the future citizens with the past and prepares a background by which they may build up their present and prepare for their future. It is the basis of all subjects of study and deals with all aspects of life – social, political, economic, cultural and religious.

“A History is the transmission of our mental, moral, technical and aesthetic heritage as fully as possible, for the enlargement of man’s understanding, control, embellished and enjoyment of life…”

-Ariel and Will Durant.

The “Renaissance” is a term which indicates a certain phase in the development of Europe. In a well-known but indefinite space of time, on the one hand, it denotes the transition of the medieval period of history and on the other hand, the transition to the modern period of history. It also denotes the changes in the intellectual and more attitude of Western nations by which the transition was characterized. Etymologically, the term “Renaissance”, implies “rebirth” or “revival”. The probable aspect of rebirth may mean the development of the sense of desire of intellectual activities stimulated by the revival of ancient learning and its application to the arts and literature of the people of the modern age. An E-content package helps in clear understanding of the subject of history as a whole. The E-content thus helps in effective learning of the specific topic “the Beginning of Modern Age” taken up for study from the IX standard social science study material.

STATEMENT OF THE PROBLEM

The problem has been selected and stated as “EFFECTIVENESS OF E-CONTENT ON ACHIEVEMENT IN
HISTORY AMONG IX STANDARD STUDENTS”.

IMPORTANT OF THE STUDY

In today’s world science and application of science plays an important role in society. Imbibing scientific mind and spirit among young children helps to transcend the barriers in imparting knowledge to the society. It will really equip the students in learning. New innovations are coming to the field of education in terms of technology which promises to change the process of teaching and learning.

The computer is now used as a super-teaching machine. Its use in education has been tried as an innovation and it has proved its teaching efficiency in many developed countries. Nowadays computers are used as a learning tool for teaching, as the object of the study and as a planning and management. Computer technologies increase the level of teaching and motivate students to provide information in an interesting and innovative way by making teaching more effective. Teachers can use technology to create suitable environment for teaching. It can also stimulate teacher’s thinking ability about the process of learning. Technological tool enhances better teaching-learning process. It changes classroom dynamics also.

The term ‘E-Content’ refers to that form of knowledge of the content which is packed in an electronic form as text, audio, video, animation, images etc. The effectiveness of E-content has been proved in teaching and learning process.

OBJECTIVES OF THE STUDY

1. To study the significant difference if any between the Experimental Group and the Control Group students’ achievement in History gain scores.
2. To study the significant difference if any between pre-test and post-test scores of the Experimental Group and the Control Group students.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the Experimental Group and the Control Group students’ achievement in History gain scores.
2. There is no significant difference between pre-test and post-test scores of the Experimental Group and the Control Group students.

SAMPLE

In the present study, the sample was drawn from two schools. The IX standard students of government aided were taken as
subjects of Control group and the IX standard students of self-finance school were taken as subjects of Experimental group. The number of subjects of the Control group and Experimental group were 25 and 25 respectively. There were 50 students taken for the present study. The sample consisted of IX standard male and female student from a government aided and a self-finance school.

**METHODOLOGY**

Experimental research methodology was employed for this study. The sample of the study consisted of 50 IX standard students. The Control and Experimental group of 50 students each in the IX standard were formed. Test were prepared on selected topic of the Beginning of Modern Age in History and were administered on both groups after teaching by traditional way of teaching to Control group and E-Content way of teaching to the Experimental group.

On the basis of their score in the pre-pre-test, 25 students were chosen as control group and 25 students were chosen as experimental group. A tool was developed by the investigator for the pre-pre-test with reference from VIII standard social science study material. There was 60 items in the tool. Based on that, the tool was constructed. The right choice will get one mark. So, the maximum marks would be 60 and minimum would be 1. The respondents are asked to put a tick (✓) mark. Based on the results obtained the subjects were grouped as Control group and Experimental group.

For pre-test and post-test the investigator developed a tool to assess the achievement in History. There was 60 items in the tool. The items were respectively based on knowledge, understanding and application. Based on that, the tool was constructed. The right choice will get one mark. So, the maximum marks would be 60 and minimum would be 1. The respondents are asked to put a tick (✓) mark. The investigator scored each item by giving one mark for the correct response and zero mark for the wrong response. The total number of marks obtained by each subject was calculated by adding the total number of correct responses, and this total was taken as the achievement score of the subjects. The administration of the test can very conveniently be completed within the duration of one hour and 30 minutes.

**TOOLS USED**

The following tools were used for the study.
1. An e-content package developed by the investigator for the subject unit in History at IX standard level.

2. An achievement test in History constructed and validated by the researcher.

CONDUCTING THE EXPERIMENT

The Pre-test and Post-test were administrated for both the Control and Experimental group. The investigator had developed the E-Content package for the Beginning of Modern Age in IX standard History subject. The Experimental group sample of 25 students was taken to the treatment. These students were taught with the E-Content way of instruction. The Control group sample of 25 students was taken to the regular classroom. These students were taught in the traditional way. The treatment was given for 45 minutes per day. Corrective feedback was given wherever necessary. When any point was not learnt additional time was given and the media material was screened once again wherever necessary.

STATISTICAL TECHNIQUES USED

The following statistical techniques were used in the study:

- Mean (m) and standard deviations (SD)
- ‘t’ test for determining the significance of difference between the means of the two groups

HYPOTHESES TESTING

Hypothesis 1

There is no significant difference between the Experimental Group and the Control Group students’ achievement in History gain scores.

DIFFERENCE BETWEEN THE CONTROL AND THE EXPERIMENTAL GROUP STUDENTS IN THEIR GAIN SCORES

<table>
<thead>
<tr>
<th>GROUP</th>
<th>MEAN</th>
<th>SD</th>
<th>CALCULATED ‘t’ VALUE</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTROL GROUP</td>
<td>18.04</td>
<td>5.256</td>
<td>7.399</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>EXPERIMENTAL GROUP</td>
<td>28.04</td>
<td>5.919</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It is inferred from the above table that there is a significant difference between control and experimental group students in their gain scores. That is the experimental group students are better than the control group students in their gain scores. Hence the null hypothesis is rejected.

Hypothesis 2

There is no significant difference between pre-test and post-test scores of the Experimental Group and the Control Group students.

### Difference Between Pre-Test And Post-Test Scores Of The Control Group And Experimental Group Students

**TABLE:2**

<table>
<thead>
<tr>
<th>GROUP/TEST</th>
<th>CONTROL GROUP</th>
<th>EXPERIMENTAL GROUP</th>
<th>CALCULATED ‘t’ VALUE</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MEAN</td>
<td>SD</td>
<td>MEAN</td>
<td>SD</td>
</tr>
<tr>
<td>PRE-TEST</td>
<td>18.88</td>
<td>6.882</td>
<td>19.76</td>
<td>5.449</td>
</tr>
<tr>
<td>POST –TEST</td>
<td>36.92</td>
<td>9.677</td>
<td>47.80</td>
<td>7.489</td>
</tr>
</tbody>
</table>

It is inferred from the above table that there is no significant difference between pre-test scores of the control and experimental group students. But there is a significant difference between post-test scores of control and experimental group students.

**FINDINGS OF THE STUDY**

The major findings which have emerged from the study are as follows:

1. There is a significant difference between control and experimental group students in their gain scores. That is the experimental group students are better than the control group students in their gain scores.

2. There is no significant difference between pre-test scores of the control and experimental group students. But there is a significant difference between post-test scores of control and experimental group students. That is the experimental group students are better than the control group students in their post-test scores.

**INTERPRETATION**
Teaching of History through the E-Content way has impact on the achievement of the students. Teaching through the E-Content way is more effective for the development of achievement than the traditional way of teaching method. The ‘t’ test results shows that the experimental group students are better than the control group students in the gain scores. This may be due to the fact that the E-Content package is effective in teaching History.

CONCLUSION

With the use of technology teachers and students can work in an innovative and interactive way. The introduction of new technology has provided a new shape to the classroom teaching which helps in developing the interest of the students in teaching and makes the teaching interactive. Technology will enhance the teacher as well as students ability. Teaching with the help of E-Content is more effective than the traditional way of teaching. It may be concluded that use of E-Content way of teaching has significant importance in enhancing the achievement in History among the IX standard students. It also shows that it is one of the potent ways of imparting History teaching.

REFERENCE


