



EFFECTIVE USAGE OF E-CONTENT TEACHING IN EDUCATION

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ABSTRACT

The present study aimed at the usage of e-content teaching in education. A sample of 250 higher secondary students was randomly chosen for this study studying in science groups in Namakkal district. Data was analyzed by using t-test. Results revealed that there is no significant difference between gender and type of school of higher secondary students in their traditional method of teaching science. Findings also showed that there is significant difference between gender and type of school of higher secondary students in usage of e-content method of teaching science.

KEYWORDS: *global environment , E-learning , electronic technologies.*

INTRODUCTION

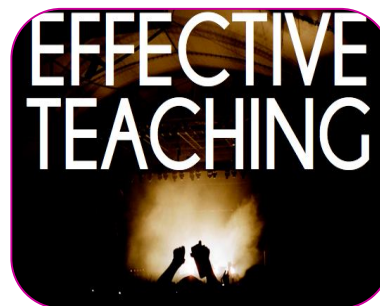
E-learning in a global environment is a progressive intent tool, where knowledge becomes the single greatest asset. Human computer interface has become an integral issue in designing e-learning packages. The process of learning has been transformed by modern e-business through utilizing the use and approach of constantly evolving electronic technologies in a dynamic yet unpredictable global environment. Most researchers have concluded that e-learning had become modern learning in the use of information and communication technologies. Internet, web learning is an emerging tool that develops high technology to provide training and development in higher education and industries. Its rapid growth is urged by the internet and massive opportunity surrounded in global education. The definition of e-content has expanded to include all learning aids including various information and communication tools - computer, radio, television, mobile phones.

OBJECTIVES OF THE STUDY

- To find the traditional method of teaching science among Higher Secondary Students with regard to gender.
- To find the traditional method of teaching science among higher secondary students with regard to type of school.
- To find the e-content method of teaching science among higher secondary students with regard to gender.
- To find the e-content method of teaching science among higher secondary students with regard to type of school.

HYPOTHESES

1. There is no significant difference between male and female higher secondary students in traditional method of teaching science.



2. There is no significant difference between private and government higher secondary students in traditional method of teaching science.
3. There is no significant difference between male and female higher secondary students in e-content method of teaching science.
4. There is no significant difference between the private and government higher secondary students in e-content method of teaching science.

SAMPLE

The random sample consisted of 250 higher secondary students studying in science groups in Namakkal district.

TOOL

- The investigator prepared 30 items in Organic Chemistry.

DATA ANALYSIS

Table 1: Traditional Method of Teaching Science among Higher Secondary Students based on Gender

Gender	N	Mean	SD	t-value	Result
Male	95	23.14	7.30	0.80	NS
Female	155	23.85	6.05		

Table-1 shows that the t-value 0.80 is less than the table value at 0.05 level of significance. So the hypothesis-1 is accepted. It is concluded that there is no significant difference in traditional method of teaching science between male and female higher secondary students.

Table 2: E-Content Method of Teaching Science among Higher Secondary Students based on Gender

Gender	N	Mean	SD	t-value	Result
Male	95	118.51	38.61	2.48	Significant at 0.05 level
Female	155	116.03	41.41		

Table-2 depicts that the t-value 2.48 is higher than the table value at 0.05 level of significance. So the hypothesis-2 is rejected. It is concluded that there is significant difference in e-content method of teaching science between male and female higher secondary students.

Table 3: Traditional Method of Teaching Science among Higher Secondary Students based on Type of School

Type of School	N	Mean	SD	t-value	Result
Private	217	25.61	6.44	0.16	Not Significant
Government	33	23.39	7.30		

From Table-3, the calculated t-value 0.16 is less than the table value at 0.05 level of significance. So the hypothesis-3 is accepted. It is concluded that there is no significant difference in traditional method of teaching science between private and government higher secondary students.

Table 4: E-Content Method of Teaching Science among Higher Secondary Students based on Type of School

Nature of School	N	Mean	SD	't' Value	Result
Private	217	117.69	41.45	2.88	Significant at 0.01 level
Government	33	112.21	31.91		

From Table-4, the calculated t-value 2.88 is higher than the table value at 0.01 level of significance. So the hypothesis-4 is rejected. It is concluded that there is significant difference in e-content method of teaching science between the private and government higher secondary students.

CONCLUSION

Computer Assisted Learning has evolved in e-content method of teaching science have more effectiveness than the traditional method of teaching science in class room. The students can get more experience in an interactive environment that promotes a new level of understanding. The present study has found out that e-content materials are more useful in teaching science at higher secondary level. So, it is recommended that in future all the teachers working at higher secondary level may be given a compulsory computer training to develop the e-content method and to improve their achievements.

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