



## ENHANCEMENT OF E-CONTENT ON ACHIEVEMENT IN HISTORY AMONG XI STANDARD BOYS STUDENTS

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### ABSTRACT :

*E-content is a pioneering application of computer in the teaching and learning process. It includes text, video, audio, animation and graphics. E-content is the innovation of technology to design, deliver, select, administer and extend learning. E-content in education is a powerful tool that may be used effectively and proficiently within the classroom to make more exciting learning environment and deliver a higher level of educational expertise to students. The present experiment brings out an idea about the enhancement of teaching History through e-content on the XI Standard boys students achievement in History. The present study indicates that the XI Standard boys students in experimental groups has engaged in e-content package on History than control groups has engaged through in conventional method.*



**KEYWORDS :** Enhancement; Pioneering; E-Content; Achievement; History; XI Standard Boys.

### INTRODUCTION

E-content is a pioneering application of computer in the teaching and learning process. It includes text, video, audio, animation and graphics. E-content is the innovation of technology to design, deliver, select, administer and extend learning. E-content in education is a powerful tool that may be used effectively and efficiently within the classroom to create more exciting learning environment and deliver a higher level of educational expertise to students. The study of history is important because it helps us understand people and societies. History offers data on information of how people and societies lived and behaved in the past. History is art as well as science, generally it's called father of all the subjects. Although history plays a crucial role in the world, students and teachers in higher secondary education similar have always found difficulty with this exacting subject. As students in higher secondary education misplace interest in studying history with new technology, it is essential that researchers should create innovative technology to increase it. One of the major goals for history teachers is to develop more current methods to teach higher secondary students the necessary concepts in history. The new and improved technological advances have been created to ease the fear of the students and the possible misconceptions they may have about history before even toward the inside the classroom.

## DESIGN OF THE STUDY

The study is designed as a two group experimental design to enhance of e-content package on History achievement of XI standard boys students. The present study is an experimental study in nature to find out the enhancement of e-content on Achievement in History among XI Standard boys students. For this purpose e-content package was developed and validated by the researcher. The validated e-content package forms as an independent variable of this study. The dependent variable is Student's Achievement in Criterion test on History. In order to find out the achievement in History among XI standard boys students, the investigator developed and standardized a Criterion test on History for XI standard boys students in the lesson of History subject. The investigator followed purposeful sample and selected each one school from Thiruvarur, Nannilam and Kombakonam Town. The experimental and control groups were identified in both these schools. Before the treatment both experimental and control groups were equated based on their performances in midterm test. The selected experimental and control groups were administered pre test developed and validated by the investigator. The treatment was conducted in four equal sessions. After the treatments both the groups were administered post test. Data were collected from the students. They were tabulated and applied statistical treatments.

## HYPOTHESES

1. There is no significant difference between the pre-test scores of experimental (e-content package) group and pre-test scores of control group (conventional method) boys students.
2. There is no significant difference between the post-test scores of experimental (e-content package) group and post-test scores of control group (conventional method) boys students.
3. There is no significant difference between the pre-test and post-test scores of experimental group boys students in learning through e-content package.
4. There is no significant difference between the pre-test and post-test scores of control group boys students in learning through conventional method.

## DATA ANALYSIS

**Table 1: t-values for the Pre-Test Scores of Experimental Group and Control Group Boys Students in Learning History**

Group	N	Treatment	Mean	SD	df	t-value	Remark
Control	30	Pre-test	8.00	1.64	58	0.00	Not Significant
Experimental	30	Pre-test	8.00	1.68			

From Table-1, the t-value 0.00 is less than the table value (1.96) at 0.05 level. Hence, it can be concluded that there is no significant difference between the pre-test scores of experimental group and control group boys in learning history. The mean value of the pre-test (8.00) scores of experimental group boys in e-content design is equally distribute the mean value of pre-test (8.00) scores of control group boys in traditional method. It can be interpreted that the experimental group boys and control group boys are equated exactly in learning history.

**Table 2: t-values for the Post Test Scores of Experimental Group and Control Group Boys students in Learning History**

Group	N	Treatment	Mean	SD	df	t-value	Remark
Control	30	Post-test	54.93	3.10	58	22.678	Significant
Experimental	30	Post-test	73.96	3.38			

From Table-2, the t-value 22.678 is higher than the table value (2.58) at 0.05 level. Hence, it can be concluded that there exists significant difference between the post-test scores of control group boys experimental group boys in learning history. The mean value of the post test scores of control group boys (54.93) were engaged by traditional method is lesser than the mean value of post-test scores of experimental group boys (15.50) were engaged by e-content method. The post-test scores of control

group boys in learning history are lesser than the post-test scores of experimental group boys in learning history. Therefore, e-content on learning history had a better impact on XI Standard boys students learning than learning through traditional learning method.

**Table 3: t-values for the Pre Test And Post Test Scores of Experimental Group Boys Students in Learning through E-Content Package**

Group	N	Treatment	Mean	SD	df	t-value	Remark
Experimental	30	Pre-test	8.00	1.68	29	86.932	Significant
	30	Post-test	73.96	3.38			

From Table-3, the t-value 86.932 is higher than the table value (2.58) at 0.05 level. Hence, it can be concluded that there exists significant difference between the pre-test and post-test scores of experimental group boys in learning history through e-content. The mean value of the post-test (73.96) scores of experimental group boys in learning history is higher than the mean value of pre-test (8.00) scores of experimental group boys in history. The experimental group boys engaged through e-content has performed well after the experiment. It can be interpreted that e-content in learning history had a good impact on XI Standard boys' students learning history through e-content package.

**Table 4: t-values for the Pre Test and Post Test Scores of Control Group Boys Students in Learning through E-Content Package**

Group	N	Treatment	Mean	SD	df	t-value	Remark
Control	30	Pre-test	8.00	1.68	29	72.572	Significant
	30	Post-test	54.93	3.10			

From Table-4, the t-value 72.572 is higher than the table value (2.58) at 0.05 level. Hence, it can be concluded that there exists significant difference between the pre-test and post-test scores of control group boys in learning history through traditional method. The mean value of the post-test (54.93) scores of control group boys in learning history is higher than the mean value of pre-test (8.00) scores of control group boys in learning history. The control group boys engaged through traditional method has performed well after the experiment. It can be interpreted that traditional method in learning history had a usual impact on XI Standard boys' students learning history.

## FINDINGS

- There is no differ significantly between the pre-test scores of experimental (e-content package) group and pre-test scores of control group (conventional method) boys students.
- There is differ significantly between the post-test scores of experimental (e-content package) group and post-test scores of control group (conventional method) boys students.
- There is differ significantly between the pre-test and post-test scores of experimental group boys students in learning through e-content package.
- There is differ significantly between the pre-test and post-test scores of control group boys students in learning through conventional method.

## CONCLUSION

It is evident from the above findings that the post test scores of XI Standard boys in both experimental and control groups are higher than their pre test scores in traditional and e-content design. But it implies that both e-content and traditional method have had an impact on XI Standard boys' learning of History. It is proved from the findings that the pre test scores of XI Standard boys in both experimental and control groups of are equal. A cross assessment of the findings reveals that the post test scores of XI Standard boys in control group are higher than the pre test scores of XI Standard boys in control group whereas the post test scores of XI standard experimental group is higher than the post-test score of traditional group. It implies that the e-content method has an effect on XI Standard boys' learning of History.

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