

EFFECTIVENESS OF E-CONTENT IN ENGLISH EDUCATION AMONG STUDENT TEACHERS IN DINDIGUL DISTRICT

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Abstract

The study is focused to find out the effectiveness of e-content in teaching of English education among B.Ed. student-teachers. The investigator used the pre-test-post-test control group design. In the present study, stratified random sampling technique was adopted to select a sample of 60 student-teachers to comprise the control group and experimental group of the study. The control group was taken as the reference, which was used to compare the experimental group. The control group was taught through the conventional method and the experimental group was exposed to the E-content. The two research tools such as E-content in Teaching of English Education, and Achievement Test were used to collect data. In the light of research findings, it has become crystal clear that E-content in the Teaching of English Education has provided higher achievement among B.Ed. student-teachers.

Key words

E-content teaching of English, Education, B.Ed. Student - Teachers

Introduction

Teaching being a noble profession is an art by itself. Today's classroom teachers must be well prepared to provide technology-supported learning opportunities for their aspiring students. It goes without saying that being prepared to use technology and knowing how that technology can support student-learning, must become an integral part of every teacher's professional range. The modern teaching techniques lead to the

Emerging Educational Technology, which is one of the crucial developments in the field of education. The use of Educational Technology is the newly evolved emerging branch of education and it plays a vital role in promoting and strengthening the teaching-learning process. A new role of the teacher for the 21st century means that teachers should be primarily oriented towards guiding the students through the learning process. In this process information and communication technology (ICT) plays a significant role. So it is not surprising that more and more e-resources are available and can be used in the learning process. New technologies offer and at the very least give the teachers the chance to adapt the materials to their own and their learners' needs. E-content resolves the conflict of transmission of subject materials.

Electronic content (e-content) or digital content is defined by those involved in creating, providing and distributing information as the digitalized content, which is viewed on screen and not on paper. E-content is valuable to the pupil and also helpful to the teachers of all individual instruction systems; E-content is the latest method of instruction that has attracted more attention to gather with the concept of models. The ultimate aim of the E-content is to abolish the disparity among the learners through effective education.

Review of Related Literature

Ngozi et. al (2024) studied the impact of Information and Communication Technology on Academic Achievement and Character Development of Secondary School Students in Anambra State, Nigeria and concluded that Information and communication technology (ICT) positively influenced the student's academic achievement because it motivates students to learn, increases study engagement promotes collaborative learning, improves teaching strategies for students to understand, and sometimes diverts students from classroom learning. In the long run, this negatively affects students' school achievement.

Rodrigues et al., (2023) define e-learning as an innovative web-based system based on digital technologies and other forms of educational materials whose primary goal is to provide students with a personalized, learner-centered, open, enjoyable, and interactive learning environment supporting and enhancing the learning processes.

Dron and Anderson (2022) identified four generations of e-learning pedagogies: behaviorist/cognitive, social constructivist, connectivism, and holistic. Each approach is shaped by the technological capabilities available at the time. The holistic generation of e-learning includes various cutting-edge technologies such as learning analytics, collective technologies, deep learning and AI, disaggregated tools and services, mobility and device diversity, the Internet of Things, ubiquitous computing, virtual and augmented reality, and 3D printing. The key features of this next-generation pedagogy are: (a) student-centred learning, (b) distribution across technical, social, and organizational contexts, (c) crowd-driven support and emergent learning, (d) integration of learning opportunities that are just-in-time and authentic, (e) a reduced role for formal courses, and (f) a separation between learning and accreditation.

Mahesh Vanam (2022) studied the Information and Communication Technology (ICT) skills of rural and urban school students in Telangana, India, focusing on government secondary schools in Warangal Rural and Urban districts. The study included a sample of 1,824 students from grades 8 to 10, and statistical analysis was conducted using Chi-square and t-tests to assess differences between rural and urban students. The results revealed significant differences in the availability of ICT devices, such as smart mobiles ($p = 0.0041$) and computers ($p = 0.0042$), at home. Despite this, only a quarter of both rural and urban students could correctly answer basic computer related questions, indicating poor computer skills. However, both groups perceived that ICT usage would positively impact their learning.

Need and Significance of the Study

The advancement in electronic media forces the teachers to change their traditional methods of teaching. The role of the teacher is also changing. Students need E-tutor to explain the wealth of information available on-line. In short, with technological advancements the role of the teacher is more than that of implementer, guide and resource seeker. The effectiveness of multimedia e-learning materials and suggested that the use of carefully designed interactive e-learning modules fosters higher-order learning outcomes. The use of E-content is changing teaching in several ways through E-content, teachers are able to create their own material and thus have more control over the material used in the classroom than they have had in the past. The individualized instruction through e-content helps the heterogeneous group of students to learn themselves at their own pace depending upon their ability and also reduce the teachers work load of instruction in the classroom. E-content can greatly aid the process of mathematical exploration and clever use of such aids can help the student-teachers to understand various methods available in teaching of English education. Innovations like e-content and use of such material must be encouraged so that their use makes learning English more enjoyable and meaningful. Hence with the intention of developing E-content and testing its efficiency, the investigator conducted a study on **“EFFECTIVENESS OF E-CONTENT IN TEACHING OF ENGLISH EDUCATION AMONG B.ED STUDENT-TEACHERS IN DINDIGUL DISTRICT”**.

Objectives of the Study

1. To find the significance of difference between the control and the experimental group B.Ed student-teachers in their pre-test mean scores.
2. To find the significance of difference between the pre-test and the post-test mean scores of control group.

3. To find the significance of difference between the pre-test and the post-test mean scores of experimental group.
4. To find the significance of difference between the control and the experimental group B.Ed student-teachers in their post-test mean scores.

Hypotheses of the study

1. There is no significant difference between the control and the experimental group B.Ed student-teachers in their pre-test mean scores.
2. There is no significant difference between the pre-test and the post-test mean scores of control group.
3. There is no significant difference between the pre-test and the post-test mean scores of experimental group.
4. There is no significant difference between the control and the experimental group B.Ed student-teachers in their post-test mean scores.

Methodology

Population of the Study

Population of the study is the student-teachers of English department of the colleges of education in Dindigul district in Tamilnadu.

Sample of the Study

The investigator has selected the sample as student-teachers of English department of Colleges of Education, Dindigul. From the colleges 30 student-teachers were selected to comprise the control group and experimental group of the study. These 30 student-teachers were selected using stratified random sampling technique. The control group and the experimental group subjects were equated in all possible aspects and thus facilitating parallel groups of the experimental designing. Finally the post-test was conducted for the

control and the experimental group to find the efficiency of the e-content in the Teaching of English Education.

Research Tools

The present study used the following tools:

- ❖ E-content in Teaching of English Education.
- ❖ Achievement Test prepared and standardized by the investigator.

Data Analysis

Hypothesis - I

There is no significant difference between the control and the experimental group B.Ed student-teachers in their pre-test mean scores.

Table – 1

Group	N	Mean	SD	't' value	Significant Level
Pre-test Control Group	30	27.73	9.49	1.79	Not Significant
Pre-test Experimental Group	30	28.33	9.51		

At 0.01 level of significance

The mean of the pre-test scores of the control group is found to be 27.73. The mean of the pre-test scores of the experimental group is found to be 28.33. Since the calculated 't' value (1.79) is less than the table 't' value, it is inferred from the above table that there is no significant difference between the control and experimental group B.Ed. student-teachers in their pre-test mean scores.

Hypothesis - II

There is no significant difference between the pre-test and the post-test mean scores of control group.

Table - 2

Group	N	Mean	SD	't' value	Significant Level
Pre-test Control Group	30	27.73	9.49	18.24	Significant
Post-test Control Group	30	69.00	11.60		

At 0.01 level of significance

The mean of the pre-test scores of the control group is found to be 27.73. The mean of the post-test scores of the control group is found to be 69.00. Since the calculated 't' value (18.24) is greater than the table 't' value, it is inferred from the above table that there is significant difference between the pre-test and post-test mean scores of control group.

Hypothesis - III

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

Table - 3

Group	N	Mean	SD	't' value	Significant Level
Pre-test Experimental Group	30	27.85	9.03	28.10	Significant
Post-test Experimental Group	30	76.59	7.92		

At 0.01 level of significance

The mean of the pre-test scores of the experimental group is found to be 27.85. The mean of the post-test scores of the experimental group is found to be 76.59. Since the calculated 't' value (28.10) is greater than the table 't' value, it is inferred from the above table that there is significant difference between the pre-test and post-test mean scores of the experimental group.

Hypothesis - IV

There is no significant difference between the control and the experimental group B.Ed student-teachers in their post-test mean scores.

Table - 4

Group	N	Mean	SD	't' value	Significant Level
Post-test Control Group	30	67.58	7.27	11.95	Significant
Post-test Experimental Group	30	80.92	12.23		

At 0.01 level of significance

The mean of the post-test scores of the control group is found to be 67.58. The mean of the post-test scores of the experimental group is found to be 80.92. Since the calculated 't' value (11.95) is greater than the table 't' value, it is inferred from the above table that there is significant difference between the control and the experimental group B.Ed. student-teachers in their post-test mean scores.

Findings of the study

1. There is no significant difference between the control and the experimental group B.Ed student-teachers in their pre-test mean scores.
2. There is a significant difference between the pre-test and the post-test mean scores of control group.

3. There is a significant difference between the pre-test and the post-test mean scores of experimental group.
4. There is a significant difference between the control and the experimental group B.Ed student-teachers in their post-test mean scores.

Conclusion

In the light of research findings, it has become crystal clear that E-content in the Teaching of English Education has provided higher achievement among B.Ed. Student-teachers. E-content changes Teaching, not Teachers. E-content has great power to influence their teaching, but it does not fundamentally change them as teachers.

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