

# Effect Of E-Content in Enhancing the Learning of Tamil at Higher Secondary Level

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## Abstract

This paper entitled 'Effect of E-Content in Enhancing the Learning of Tamil at Higher Secondary Level' is tried to test the effect of the e-content package in studying Tamil Prose at the XI standard position by picking a sample of 60 students containing 30 each with control and experimental group by espousing pre-test and post-test control group design. It attains that, there is a significant difference between the experimental group and the control group students. Hence, it's approved to modernize the studying strategy at the XI standard in learning Tamil Prose and it concluded to support the experimental group results on the effect of e-content in Tamil Prose is a positive one.

**Keywords:** effect, e-content, Tamil Prose, higher secondary level

## Introduction

The investigator used textbooks, videotapes, audio, vitality, virtual terrain, etc., to make literacy in Tamil pleasurable. This study aimed to explore students' abstract understanding of Tamil Prose at the higher secondary level. By reviewing all the relevant factors, the investigator planned to find the effect of E-content on Learning Tamil Prose at a higher secondary level.

## Need and Significance of the Study

In Tamil, there are three parts viz., Prose, Poetry, and Grammar. Another important modern status introduced by Tamil Nadu Government is using of smart classrooms at the school level. But some of the Teachers don't use technology to educate in class, and they warrant knowledge regarding the operation of computers.

The present-day teachers warrant the provocation that they're shaping the pillars which going to support the future of society. Teachers give shy explanations and make the higher secondary students starve further for knowledge. They aren't given proper in-service training to use the computer in class. The factors mentioned over made the investigator prepare Tamil Prose in an e-content package for studying Tamil at the higher secondary level. The investigator has developed and validated an e-content package for learning Tamil Prose by taking one unit from the eleventh standard Tamil Textbook prescribed by the Government of Tamil Nadu Textbook Corporation and linked the effectiveness of the e-content for learning Tamil Prose.

### Review of related studies

The quality of e-content has been identified as one of the main constructs impacting the quality of e-learning and student satisfaction, during the time of the Covid-19 pandemic (Surjoday et al., 2023). They conducted 60 e-contents from undergraduate and postgraduate programs and concluded the standard quality.

Under Medical Sciences faculties of Shiraz University conducted a study on e-content development in English by Laleh et al (2023). They conducted 610 undergraduate students in the first semester and found that the differences were significant in demographic variables such as age, and gender.

Fathi et al. (2023) studied a collaborative writing course with Video clippings in the English language and conducted 51 students of EFL. They used Flipped classroom techniques which are effective for flipped students who had positive attitudes and perceptions toward the flipped writing classroom.

Wang et al., (2023) researched the effects of mobile technology usage on cognitive domains in primary and secondary education levels in the year 2014 to 2022 academic year e-databases. They concluded that technology-based education got more effective in these studies.

Grundgeiger et al., (2023) found the e-learning techniques in the medical field, and their results revealed that the multimedia learning principles are more gain in their achievements.

Shemy et al., (2023) studied the effect of constructivist scaffolding within e-content on their attitudes at the undergraduate level. They selected 60 students and divided them into the control and the experimental group and did the research. They concluded that the e-content used group achieved 85% effectiveness.

Nachimuthu et al., (2022) studied the effectiveness of the e-content package for enhancing achievement in Tamil poetry among eleventh-standard students of Salem District and collected 120 samples. They concluded that the experimental group was more effective than the control one, because of the utility of e-content in Tamil Poetry at that level.

Paramsivam, and Nachimuthu (2022). Researched the effect of e-content on achievement of Tamil among higher secondary school students of Salem district and found that the experimental one was more effective than the traditional one.

In today's education system, electronic content is gaining more attention because it is effective for pupils working with individualized instruction systems (Reecha Jrall et al., 2022). They developed and validated E-content at the Bachelor of Education (B.Ed.) level, and they found that e-content in teaching leads to higher achievement and effectiveness among prosperous teachers.

Hamid et al., (2021) researched e-content on Chemistry in an Open online course using the ADDIE model with three different variables usability, design, and effectiveness. They found that the student perception of e-content was the effect, and the usability variable was more mean achievement score. Likewise, Rakshak Jain (2020) researched e-content development in computer science through Atlas Ti software and found that content creation is easy, and the result was effective.

### Objectives of the Study

The objectives of the study are as follows;

- To develop and validate an e-content package in Tamil Prose at a higher secondary level.
- To find the significant differences between the pre and post-test mean achievement scores of the

control and the experimental group.

- To find the significant differences between post and retention test mean achievement scores of the experimental group.

**Hypotheses of the Study**

The hypotheses of the study are as follows;

- There is no significant difference between the control and experimental group concerning pre and post-test mean scores.
- There is no significant difference between the experimental group concerning Post and retention tests.

**Design of the Study**

The present study accepts the experimental design with a sample of sixty eleventh-standard students from the Government higher secondary school in the Salem district of Tamil Nadu State of India.

**Analysis of the Study**

**Table 1 Analysis of e-content effectiveness in Tamil Prose (Group-wise)**

Group	Test	N	Mean	S.D	't' value	p-value	Level of sig.at 0.05
Control	Pre	30	24.08	8.68	0.894	0.375	No Sig.
	Post	30	26.14	9.16			
Experimental	Pre	30	25.62	7.42	3.324	0.002	Sig.
	Post	30	32.26	8.04			

The mean scores of the pre-test scores of the control group through the traditional system were 24.08 with a Standard deviation of 8.68. The mean scores of the post-test of the control group through the conventional process are 26.14 with a Standard deviation of 9.16. The setup to be no sign for the 't' value of 0.894 (p=0.375) for 48 degrees of freedom at a 0.05 level indicates the null hypothesis accepted in the Control group achievement in Tamil Prose. Hence, there is no significant difference between the pre and post-test mean achievement scores of the control group achievement in Tamil Prose.

Likewise, the mean achievement scores of the pre-test scores of the experimental group through the traditional system were 25.62 with a Standard deviation of 7.42. The mean scores of the post-test of an experimental group through the conventional process are 32.26 with a Standard deviation of 8.04. The setup to be no sign for the 't' value of 3.324 (p=0.002) for 48 degrees of freedom at a 0.05 level indicates the null hypothesis rejected in the experimental group achievement in Tamil Prose. Hence, there is a significant difference between the pre and post-test mean achievement scores of the experimental group achievement in Tamil Prose.

**Table 2 Analysis of e-content effectiveness in Tamil Prose (Tests-wise)**

Test	Group	N	Mean	S.D	't' value	p-value	Level of sig.at 0.05
Pre	Control	30	24.08	8.68	0.739	0.463	No Sig.
	Experimental	30	25.62	7.42			

Post	Control	30	26.14	9.16	2.750	0.008	Sig.
	Experimental	30	32.26	8.04			

The mean scores of the pre-test scores of the control group and experimental group, the mean values are 24.08 and 25.62 respectively with the 't' value of 0.463 being lesser than the calculated value at 0.05 level indicating the acceptance of the null hypothesis. Hence, the pre-test scores of both groups were equal concerning the achievement in Tamil Prose. Likewise, the mean scores of the post-test scores of the control group and experimental group, the mean values are 26.14 and 32.26 respectively in the 't' value of 2.75 ( $p=0.008$ ) is greater than the calculated value at 0.05 level indicating the rejected null hypothesis. Hence, for post-test scores, both the groups significantly differed concerning the achievement in Tamil Prose and it indicated the effect of an e-content package in the experimental group.

**Table 3 Analysis of e-content effectiveness in Tamil Prose (Retention-wise Test)**

Group	Test	N	Mean	S.D	't' value	p-value	Level of sig.at 0.05
Experimental	Post	30	32.26	8.04	2.808	0.007	Sig.
	Retention	30	37.78	7.16			

The mean achievement scores of the post-test scores of the experimental group through the traditional system were 32.26 with a Standard deviation of 8.04. The mean scores of the retention test of an experimental group in the process are 37.78 with a Standard deviation of 7.16. The 't' value of 2.808 ( $p=0.007$ ) at a 0.05 level indicates the null hypothesis accepted in the retention tests of experiment group achievement in Tamil Prose. Hence, there is a significant difference between the post and retention-test mean achievement scores of the experiment group achievement in Tamil Prose. Fathi et al. (2023); Grundgeiger et al., (2023); Hamid et al., (2021); Laleh et al., (2023), and Nachimuthu et al., (2022) supported the e-content in different educational level.

### Findings of the Study

The findings of the study are;

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

The advantages of this study are, the e-content method stimulates the learner's senses and enables them to visualize the topic in an effective manner; the use of e-content video helps create a human connection with the learning process instead of relying solely on text; through messaging, an e-content video can be sent to parents and shared among students; allows students to do independent study, which becomes relevant as they progress through the learning process; e-content videos also provide teachers with an opportunity to demonstrate certain aspects or subjects repeatedly. If a student has not understood an idea or concept, they can review what they have learned; the utility of e-content videos across a variety of platforms is fundamental to evolving learning habits. This is watching a video to learn how to

make an unfamiliar; using a video to connect learning domains can be more efficient and effective.

Educational Implications of the study are; The achievement level of eleventh-standard students is more through the application of e-content for learning Tamil Prose and there is a pass chance in their eleventh-standard Tamil through the e-content learning. The delimitations of the study area, the sample preferred for research is from class eleventh standard Tamil Prose only and the e-content prepared for studying Tamil Prose is established on the Government of Tamil Nadu State board curriculum.

## Conclusion

The present study was carried out to search for learning Tamil Prose at the eleventh standard level. As the current information action at the higher secondary level is ancient, and time-bound, it was planned to device tutoring burden in the form of an e-content package for the benefit of the learners so that the learners could earn the capability of the subject argue to their own pace and strength and feel agitated through particular difficulty in the alter of literacy. Paramsivam and Nachimuthu (2022); Rakshak Jain (2020); Reecha Jrall et al., (2022); Shemy et al., (2023); Surjoday et al., 2023), and Wang et al., (2023) were researched on e-content in various level of the higher education field and then found that the e-content method used to develop their achievement in their students level, and they recommended to this method of the teaching-learning process. It's sharp out that the e-content package is self-control of users as the tasks are erected up and allows each learner through a separate particular computer. The present study demonstrates the effect of e-content on enhancing the learning of Tamil Prose at the eleventh-standard level.

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