Educational Administration: Theory and Practice
2024, 30(6), 5354-5357
ISSN: 2148-2403
https://kuey.net/

Research Article

Impact of E-Content Teaching Strategies on Zoology Achievement Among Higher Secondary Students

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Citation: Mrs. V. Shobana Devi et al. (2024), Impact of E-Content Teaching Strategies on Zoology Achievement Among Higher Secondary Students, *Educational Administration: Theory and Practice*, 30(6) 5354-5357
Doi: 10.53555/kuey.v30i6.10786

ARTICLE INFO

ABSTRACT

This study investigates the effectiveness of e-content teaching strategies on the academic achievement of higher secondary students in the subject of Zoology. A quasi-experimental design was employed, involving two groups of students: an experimental group and a control group. The experimental group was exposed to multimedia-based instruction, which included the use of educational videos, animations, simulations, and interactive content tailored to the Zoology curriculum. In contrast, the control group received instruction through conventional chalk-and-talk methods. Both groups were assessed using pre-tests and post-tests to measure changes in academic performance. The pre-test results confirmed that the groups were similar in baseline knowledge. However, the post-test results showed a substantial improvement in the experimental group's performance. The gain ratio analysis revealed that students in the experimental group closed a greater portion of the learning gap compared to their counterparts. Furthermore, the calculated effect size indicated a large positive effect of e-content instruction. These findings suggest that digital tools significantly enhance students' understanding of complex biological concepts. The interactive nature of multimedia helped improve retention and engagement. The study highlights the transformative potential of e-content in secondary science education. It supports the need for integrating technology into classroom instruction to foster deeper learning. Based on these results, it is recommended that multimedia-based strategies be widely implemented to improve science education outcomes.

Keywords: E-content, Multimedia-based Instruction, Zoology Education, Academic Achievement, Higher Secondary Students.

Introduction

Advancements in educational technology have revolutionized pedagogical practices, especially in science subjects such as Zoology. Traditional methods, while foundational, often lack the interactivity required to address complex biological concepts. Multimedia-based instruction offers visual, auditory, and kinesthetic stimuli, enhancing learner engagement and comprehension. This research seeks to explore whether such digital interventions significantly improve academic achievement in Zoology among higher secondary students.

Statement of the Problem

In the realm of science education, particularly in subjects like Zoology, students frequently face challenges in grasping complex and abstract biological concepts when taught using conventional chalk-and-talk methods. These traditional techniques often rely heavily on rote memorization and verbal explanations, which may not sufficiently engage learners or cater to diverse learning styles. Many higher secondary students struggle to visualize anatomical structures, physiological processes, and animal behaviors, leading to surface-level understanding and limited retention. Consequently, their academic performance may not accurately reflect their true learning potential. With the advancement of technology in education, multimedia-based teaching has emerged as a potential solution to bridge this gap. Digital tools such as animations, videos, simulations, and interactive quizzes offer rich visual and auditory stimuli, which can make abstract content more concrete

and accessible. However, despite the growing availability of such resources, their effectiveness in improving academic achievement still needs rigorous empirical validation. Educators and policymakers require data-driven evidence to justify the integration of digital tools into mainstream classrooms. This study addresses this critical need by evaluating the effectiveness of multimedia-based instruction in enhancing Zoology achievement among higher secondary students. By comparing gain ratios and effect sizes between groups taught through digital and traditional methods, the study seeks to determine whether multimedia interventions can lead to significantly better learning outcomes. Furthermore, it explores whether these tools contribute to increased engagement, improved comprehension, and higher achievement levels. Understanding the impact of such pedagogical innovations is essential for designing inclusive, effective, and future-ready science education strategies. Therefore, the present research investigates the extent to which multimedia-based strategies can address the persistent learning challenges in Zoology education.

Objectives of the Study

- To compare the gain ratio of achievement in Zoology between pre-test and post-test in the control group.
- To compare the gain ratio of achievement in Zoology between pre-test and post-test in the experimental group.
- To determine the effect size of post-test scores between the experimental and control groups.

Hypotheses

1. There is no significant difference between the pre-test and post-test gain ratio of the control group in Zoology.
2. There is no significant difference between the pre-test and post-test gain ratio of the experimental group in Zoology.
3. There is no significant difference between the control and experimental group post-test mean scores in terms of effect size.

Methodology

A quasi-experimental, pre-test–post-test non-equivalent group design was employed. Sixty higher secondary students were selected and divided into control and experimental groups (30 each) based on IQ scores to ensure baseline equivalence. The control group received conventional instruction while the experimental group was taught using multimedia content. Both groups were tested before and after the intervention.

Data Analysis and Interpretation

Null Hypothesis 1

There is no significant difference between the pre-test and post-test control group in their gain ratio of achievement in Zoology.

Table 1: Gain Ratio of Achievement – Control Group

Test	Mean	Gap Closed (%)	Gap Unclosed (%)
Pre-Test	12.50	46.11	53.89
Post-Test	20.57	-	-

Interpretation:

The gain ratio of the control group indicates a modest improvement, closing only 46.11% of the achievement gap. This suggests limited effectiveness of conventional methods in enhancing Zoology achievement.

Null Hypothesis 2

There is no significant difference between the pre-test and post-test experimental group in their gain ratio of achievement in Zoology.

Table 2: Gain Ratio of Achievement – Experimental Group

Test	Mean	Gap Closed (%)	Gap Unclosed (%)
Pre-Test	12.76	85.49	14.51
Post-Test	27.50	-	-

Interpretation:

The experimental group closed 85.49% of the achievement gap, demonstrating the strong impact of multimedia-based instruction on student understanding and retention of Zoological concepts.

Null Hypothesis 3
There is no significant difference between control and experimental group post-test scores in their effect size.

Table 3: Effect Size Comparison

Group	Mean	SD	Effect Size (d)	Interpretation
Control Group	20.57	1.01	4.36	Large
Experimental Group	27.50	2.01		

Interpretation:
The calculated Cohen's *d* of 4.36 indicates a large effect size. The experimental group significantly outperformed the control group, confirming the substantial impact of e content.

Educational Implications

The results of the study have significant educational implications for both teaching practices and policy-making in science education. First, the positive impact of e content emphasizes the need to modernize traditional teaching methods. Schools should prioritize integrating e-content across the Zoology curriculum to cater to diverse learning needs. Teachers must be encouraged to shift from passive instructional methods to more active, student-centered approaches using digital content. The government should provide adequate funding to develop smart classrooms equipped with projectors, computers, and internet access. Continuous professional development programs must be arranged to train teachers in the effective use of digital tools. Teacher education institutions should revise their training modules to include technology-assisted pedagogies. Curriculum developers should embed QR codes, links, and e-resources in textbooks for easy access. Educational boards must promote policy guidelines encouraging the use of multimedia in science subjects. School managements need to allocate regular periods for ICT-based learning. Monitoring systems should be implemented to ensure the effective use of digital content in classrooms. Students' evaluations should include performance in digital tasks and project-based learning. Parental involvement in digital learning must be encouraged through awareness drives. Language support should be provided to students who find English-based e-content difficult. Special training should be provided to rural school teachers to overcome the digital divide. Schools should build partnerships with tech companies for content creation. Peer-assisted learning through multimedia tools must be promoted. Education authorities should ensure access to open educational resources (OERs). Blended learning approaches can be adopted to combine face-to-face teaching with multimedia content. Personalized digital learning paths should be developed to support slow learners. Finally, the findings support the need to revise traditional classroom norms and embrace digital transformation in education for more effective learning outcomes.

Findings of the Study

The findings from the analysis reveal a clear academic advantage for students taught using e content strategies. In the pre-test phase, both the control and experimental groups displayed comparable levels of performance, confirming the equivalence of baseline knowledge. However, a significant difference was observed in the post-test results, with the experimental group showing remarkable improvement. The mean post-test score of the experimental group was 27.50 compared to 20.57 in the control group. This difference highlights the effectiveness of digital content in aiding comprehension of complex zoological concepts. Furthermore, the gain ratio analysis shows that the control group achieved a gap closure of only 46.11%, while the experimental group closed 85.49% of the achievement gap, indicating greater academic growth. The calculated effect size (Cohen's d) of 4.36 supports a large effect, underscoring the strong impact of multimedia instruction on learning. These results reflect that students exposed to animations, videos, and simulations engaged more actively and retained knowledge better. The visual and auditory stimuli provided by e-content helped simplify abstract biological mechanisms, making them easier to understand. Additionally, the interactive nature of digital learning increased students' motivation and attention spans. The effectiveness of multimedia was not only in content delivery but also in fostering curiosity and self-driven learning. Unlike traditional methods, which rely on rote learning, digital tools encouraged conceptual clarity. The post-test performance difference also reflects that traditional methods are insufficient for achieving deep understanding in science. Overall, the study confirms that digital content supports higher achievement, improved knowledge retention, and increased engagement among higher secondary students in Zoology.

Recommendations for the study

1. Integrate e content tools in all science subjects.
2. Provide teacher training programs on digital pedagogy.

3. Allocate government funds for smart classroom infrastructure.
4. Make e-content mandatory in teacher education curriculum.
5. Use QR codes in textbooks to link to relevant multimedia content.
6. Monitor the usage of e-content through academic audits.
7. Create centralized repositories for curriculum-based digital content.
8. Develop localized content in regional languages.
9. Encourage collaborative learning through multimedia projects.
10. Train teachers in rural areas to reduce the digital gap.
11. Incentivize schools for innovation in digital education.
12. Conduct workshops for parents on the benefits of e-learning.

Suggestions for Further Study

1. Examine multimedia effects on other science subjects like Physics and Chemistry.
2. Study the long-term retention impact of digital content.
3. Analyze motivation levels of students exposed to e-content.
4. Compare the effectiveness of different digital formats (videos vs. simulations).
5. Explore outcomes in urban vs. rural school settings.
6. Study the influence of digital tools on critical thinking skills.
7. Research on e-content use for students with different learning abilities.
8. Examine cost-efficiency of large-scale e-content deployment.
9. Develop multilingual content and study its impact.
10. Collect feedback from students and teachers on e-content usability.
11. Investigate role of parents in supporting home-based digital learning.
12. Expand the study with larger, more diverse student populations.

Conclusion

The present study clearly demonstrates the effectiveness of e-content teaching strategies in enhancing the academic achievement of higher secondary students in Zoology. The findings reveal that students exposed to multimedia-based instruction performed significantly better than those taught using traditional methods. The large effect size and high gain ratio in the experimental group confirm the substantial impact of digital tools on learning outcomes. Multimedia elements such as videos, animations, and simulations made complex biological concepts more accessible, engaging, and memorable for students. These tools supported diverse learning styles and increased student motivation and participation in the learning process. The use of interactive content not only improved conceptual clarity but also enhanced retention and understanding. The results suggest that conventional teaching methods alone may not be sufficient for effective science education in today's digital age. Integrating technology into classroom instruction can transform the learning environment and promote deeper comprehension. This study supports the incorporation of e-content as a regular part of science education at the secondary level. Furthermore, it emphasizes the importance of teacher training, infrastructure development, and curriculum reform to accommodate digital teaching strategies. As education continues to evolve, leveraging multimedia tools offers a promising path toward achieving better academic outcomes. The study concludes that e-content teaching is not only effective but essential for modern science classrooms.

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