

Effectiveness Of Moodle Package In English Among IX Standard Students Compared To Traditional Method With Regard To Certain Variables.

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ABSTRACT

The present study investigated the effectiveness of a Moodle-based instructional package on English language achievement among IX standard students. A quasi-experimental design with a control group and an experimental group was adopted. The sample consisted of 99 students, with 49 students in the experimental group and 50 students in the control group. The experimental group was taught using a Moodle learning package, while the control group received traditional classroom instruction. Pre-test and post-test assessments were administered to measure achievement in English language learning. The results revealed a statistically significant difference between the post-test scores of the experimental and control groups, indicating that the Moodle-based instructional package significantly enhanced students' achievement in English. The study concludes that integrating Moodle into English language teaching improves academic performance and engagement among secondary school students.

Keywords: Moodle, English Language Learning, Experimental Study, Academic Achievement, Secondary Education, IX Standard

Introduction

The integration of Information and Communication Technology (ICT) in education has transformed traditional teaching methodologies. Learning Management Systems (LMS) such as Moodle have gained prominence in enhancing instructional delivery and learner engagement. Moodle (Modular Object-Oriented Dynamic Learning Environment) provides interactive learning opportunities through quizzes, assignments, forums, multimedia content, and feedback systems.

English language learning at the secondary level plays a crucial role in students' academic and professional success. However, conventional teaching methods often fail to address individual learning needs and interactive engagement. Therefore, the present study aims to examine the effectiveness of a Moodle package in improving English language achievement among IX standard students.

Needs and Significance

This study emphasizes the importance of integrating technology-based teaching methods in secondary English education to improve student learning outcomes. Traditional lecture and textbook approaches often restrict participation and fail to meet diverse learning needs. It evaluates the effectiveness of a Moodle-based instructional package compared to conventional methods, considering factors such as gender, locality, prior performance, and socio-economic background. The findings aim to guide teachers and curriculum planners in adopting strategies that promote achievement, independent learning, and equitable English education.

Title of the Study:

"A Study on the Achievement of Control Group and Experimental Group on English Language Learning Using Moodle Package Among IX Standard Students"

:Objectives of the study

➤ To find out the significant difference in the post test scores in the effectiveness of Moodle Package in

English among IX Standard Students compared to traditional method based on male.

- To find out the significant difference in the post test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on female.
- To find out the significant difference in the post test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on rural locality.

Hypotheses of the Study:

- H₀₁ - There is no significant difference in the post test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on male.
- H₀₂ - There is no significant difference in the post test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on female.
- H₀₃ - There is no significant difference in the post test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on rural locality.

Methodology

Research Design

The study adopted a True-experimental pre-test–post-test equalant the group design.

Sample

A total of 99, IX standard students from a selected secondary school were chosen through random sampling.

- Experimental Group: 49 students
- Control Group: 50 students

Tool Used

An English Achievement Test was developed and standardized by the investigator. The test included objective questions covering Prose, Poem, Supplementary Reader & grammar.

Procedure

- Pre-test was administered to both groups.
- The experimental group received instruction through the Moodle package for a specified period (e.g., 6weeks).
- The control group was taught using traditional classroom methods.
- Post-test was administered to both groups.
- Data were analyzed using statistical techniques.

Statistical Techniques Used

- Mean & Standard Deviation
- t-test

Analysis and Interpretation of Data

H₀₁ - There is no significant difference in the post test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on male.

Table 1: Significance of difference in the mean achievement in the post-test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on male.

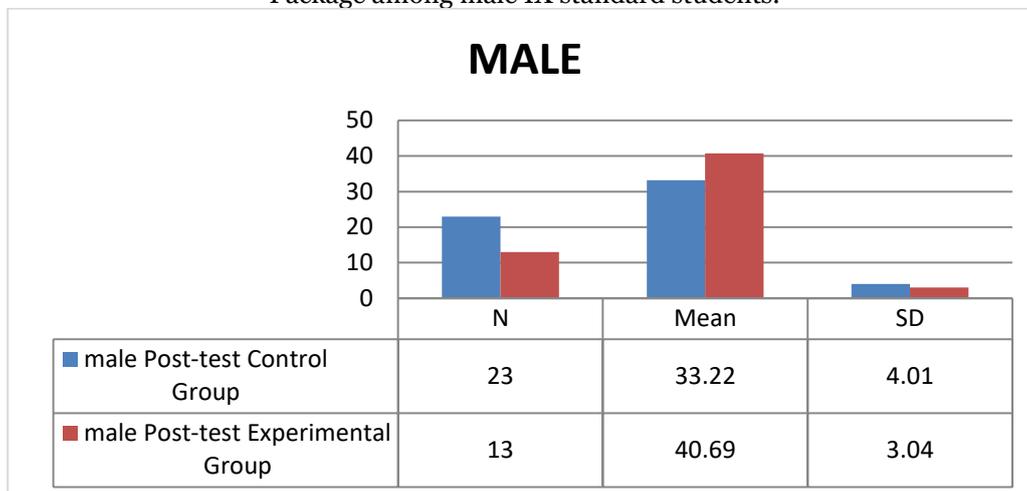
Sub Variable	Test	Group	N	Mean	SD	't' Value	df	Level of Significance
Male	Post-test	Control Group	23	33.22	4.01	6.296	2.021 for df of 34 at 0.05 level	Significant
		Experimental Group	13	40.69	3.04			

It is evident from the above table that the 't' value between control group and experimental group IX standard students in the post-test is 6.296. It is greater than the critical value of 2.021 for degrees of freedom of 34 at 0.05 level. It is significant. Hence, the null hypothesis stated as "There is no significant difference between in the post test scores in English between the experimental group (MOODLE package) and control group (traditional learning) male IX standard students" is rejected. The mean value of experimental group IX standard students is 40.69 with standard deviation 3.04 and the mean value of control group IX standard students is 33.22 with standard deviation 4.01. The mean value of experimental group IX standard students is higher than the control group IX standard students. It can be inferred that the male IX standard students in the experimental group have performed better than the male IX standard students in the control group in the

post-test scores. It means that the treatment of MOODLE package has had a positive effect on male IX standard students' achievement in English.

It is further drawn from the above findings that MOODLE package has had a good effect on the achievement of male IX standard students in English.

Figure 1: Showing the Significance of difference in the mean achievement in the post-test scores in the Achievement of Control Group and Experimental Group on English Language Learning Using Moodle Package among male IX standard students.



H₀₂ - There is no significant difference in the post test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on female.

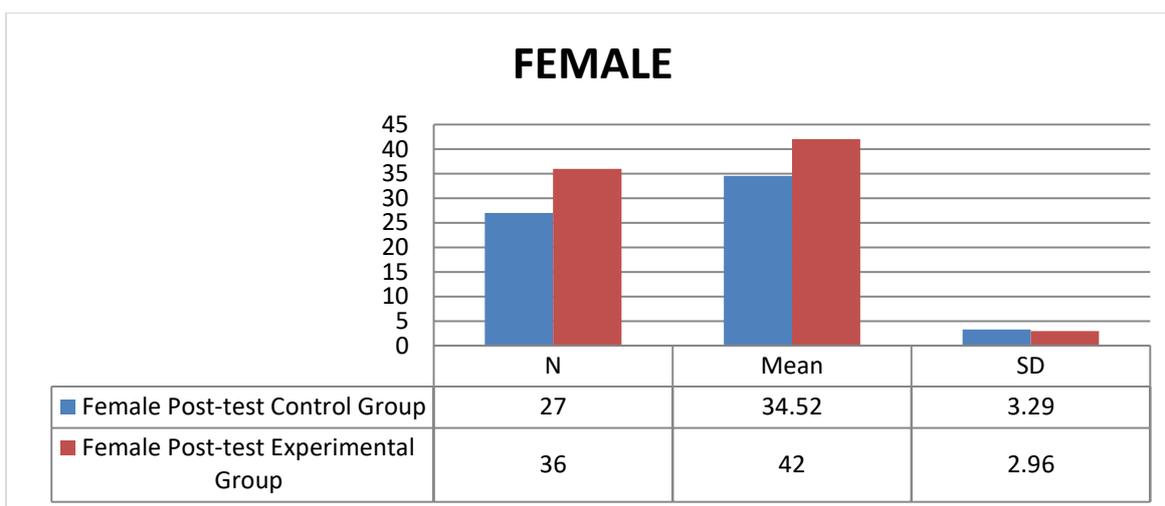
Table 2: Significance of difference in the mean achievement in the post-test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on female.

Sub Variable	Test	Group	N	Mean	SD	't' Value	Df	Level of Significance
Female	Post-test	Control Group	27	34.52	3.29	9.332	1.99 for df of 61 at 0.05 level	Significant
		Experimental Group	36	42.00	2.96			

It is evident from the above table that the 't' value between control group and experimental group IX standard students in the post-test is 9.332. It is greater than the critical value of 1.99 for degrees of freedom of 61 at 0.05 level. It is significant. Hence, the null hypothesis stated as "There is no significant difference between in the post test scores in English between the experimental group (MOODLE package) and control group (traditional learning) female IX standard students" is rejected. The mean value of experimental group IX standard students is 42.00 with standard deviation 2.96 and the mean value of control group IX standard students is 34.52 with standard deviation 3.29. The mean value of experimental group IX standard students is higher than the control group IX standard students. It can be inferred that the female IX standard students in the experimental group have performed better than the female IX standard students in the control group in the post-test scores. It means that the treatment of MOODLE package has had a positive effect on female IX standard students' achievement in English.

It is further drawn from the above findings that MOODLE package has had a good effect on the achievement of female IX standard students in English.

Figure 2: Showing the Significance of difference in the mean achievement in the post-test scores in the Achievement of Control Group and Experimental Group on English Language Learning Using Moodle Package among female IX standard students.



H₀₃ - There is no significant difference in the post test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on rural locality.

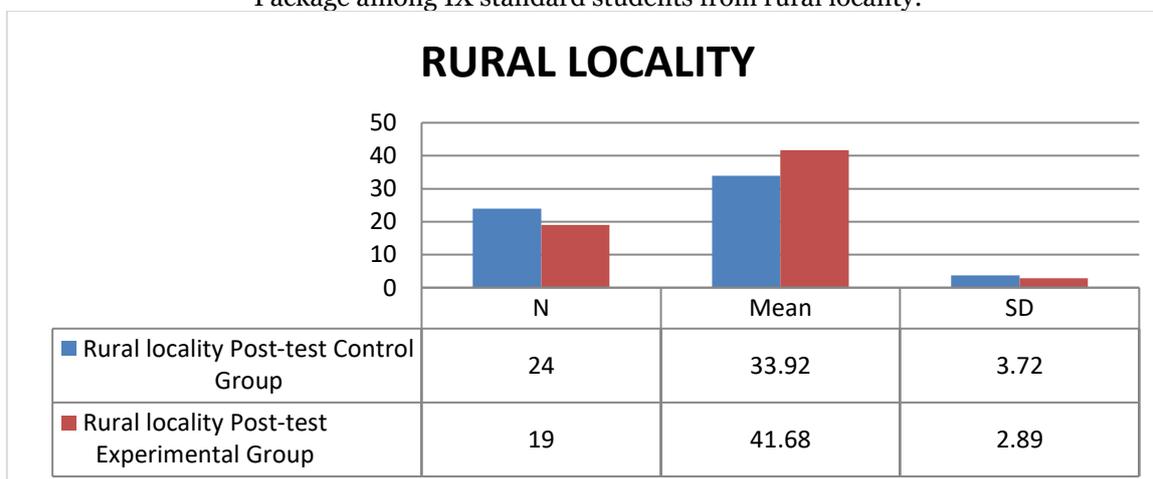
Table 3: Significance of difference in the mean achievement in the post-test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on rural locality.

Sub Variable	Test	Group	N	Mean	SD	't' Value	Df	Level of Significance
Rural locality	Post-test	Control Group	24	33.92	3.72	7.711	2 for df of 41 at 0.05 level	Significant
		Experimental Group	19	41.68	2.89			

It is evident from the above table that the 't' value between control group and experimental group IX standard students in the post-test is 7.711. It is greater than the critical value of 2 for degrees of freedom of 41 at 0.05 level. It is significant. Hence, the null hypothesis stated as "There is no significant difference between in the post test scores in English between the experimental group (MOODLE package) and control group (traditional learning) IX standard students from rural locality" is rejected. The mean value of experimental group IX standard students is 41.68 with standard deviation 2.89 and the mean value of control group IX standard students is 33.92 with standard deviation 3.72. The mean value of experimental group IX standard students is higher than the control group IX standard students. It can be inferred that the IX standard experimental group students from rural locality have performed better than the IX standard control group students in the post-test scores. It means that the treatment of MOODLE package has had a positive effect on IX standard experimental group students' achievement in English.

It is further drawn from the above findings that MOODLE package has had a good effect on the achievement of IX standard students from rural locality in English.

Figure 3: Showing the Significance of difference in the mean achievement in the post-test scores in the Achievement of Control Group and Experimental Group on English Language Learning Using Moodle Package among IX standard students from rural locality.



Findings of the Study

- There is no significant difference in the post test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on male - Hypothesis is **rejected**
- There is no significant difference in the post test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on female - Hypothesis is **rejected**
- There is no significant difference in the post test scores in the effectiveness of Moodle Package in English among IX Standard Students compared to traditional method based on rural locality - Hypothesis is

Rejected

Educational Implications:

- Teachers should incorporate Moodle in English language instruction.
- Schools should provide adequate ICT infrastructure.
- Training programs should be organized for teachers on LMS usage.
- Blended learning strategies should be encouraged at the secondary level.
- Curriculum planners should integrate digital content in textbooks.

Conclusion:

The study concludes that the Moodle package significantly improves the academic achievement of IX standard students in English language learning compared to traditional teaching methods. The integration of digital learning platforms like Moodle enhances engagement, comprehension, and performance. Therefore, Moodle-based instruction can be considered an effective pedagogical tool for secondary education.

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