

# EFFECTIVENESS OF E-LEARNING STRATEGY ON ACHIEVEMENT OF SLOW LEARNERS IN ACCOUNTANCY SUBJECT

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## **Introduction :**

The creation of God is custom. It also contains some anonymous surprises. Human being are believed to be the best creation of God. There are many specialties and peculiarities as a human person. Every child born in the world is unique. A child has some similarities and differences with another child.

A slow learner may be called dull normal, low normal or borderline retarded. But we prefer the term slow learner. About 1 out of 5 children are slow learners. They often are delayed in walking or talking. Most slow learners are born with the problem. Severe head injuries, meningitis, or the mother's use of alcohol or cocaine during the pregnancy can cause a child to become a slow learner. A child may be a slow learner for various reasons, including : heredity, inadequate brain development due to lack of stimulation, low motivation, attentions problems, behaviour problems, different cultural background from that which dominates in the school or distracting personal problems.

Education is not static but it is dynamic. Change is the law of nature. Change is essential for growth. Digital technology has pervaded every field including education.

The advancement in the technology has taken education sector to a new level which is E-learning. E-learning is an improved way of education system.

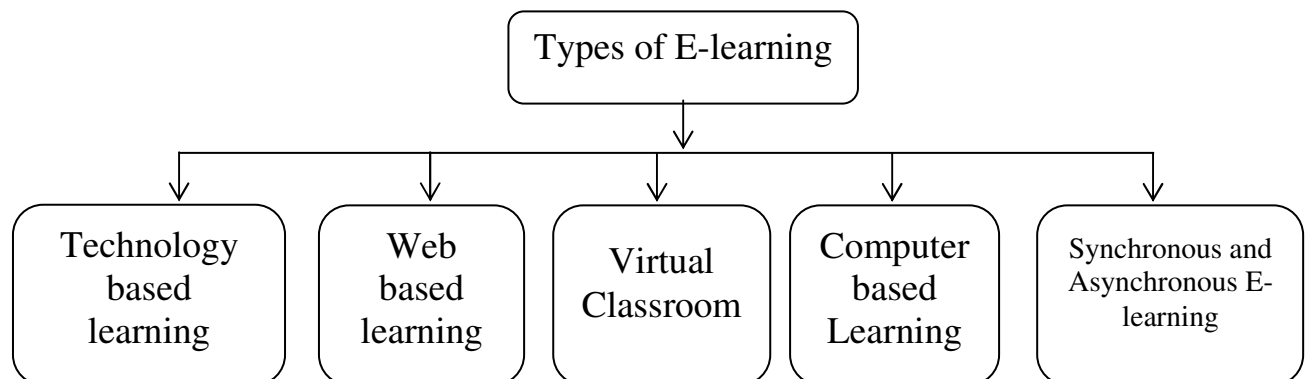
## **E-learning**

E-learning is a type of distance education. Online learning can be obtained from e-learning. There is no age limit for education in this E-learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online.

## **Advantages of E-learning :**

- Learners can study wherever they have access to a computer and internet.
- self-paced learning modules allow learners to work at their own pace.
- Learners may have the option to select learning materials that meets their level of knowledge and interest.
- Different learning styles are addressed and facilitation of learning occurs through varied activities.
- Learner can control what to learn, when, where and how. You can revise a topic as many times, fast or slow, as you like, until you understand it.

## **Types of E-learning :**



**Objectives :**

- To find out whether there is any significant difference between the pre-test and the post-test mean scores of the slow learners in the control group taught through lecture method.
- To evaluation whether there exists any significant difference between the pre-test and post-test mean scores of the slow learners in the experimental group who learnt through e-learning strategy.
- To find out whether there is any significant difference between the post-test mean scores of the slow learners in the control group and the slow learners in the experimental group.

**Hypothesis of the Study :**

- There is no significant difference between the pre-test and the post-test mean scores of the slow learners in the control group, when the accountancy subject is taught through lecture method.
- There exists meaningful difference between the pre-test and the post-test mean scores of the slow learners in the experimental group when accountancy is learnt through e-learning strategy.
- There exists meaningful difference between the post-test mean scores of the slow learners in the experimental group.

**Formation of Research Tool :**

An achievement test was constructed on the basis of items analysis to evaluation the achievement of the students in accountancy subject at higher secondary level.

**Recognize Slow Learners :**

For the purpose of this research the slow learners were identified on the basis of their rate of learning as suggested by Kirk (1972).

**Sample :**

For the purpose of this research, 60 slow learners of class XI from Shah N.B. Higher Secondary School, Vadodara were selected as stated above. Out of the sixty slow learners finally selected for the study, and using a random mechanism the slow learners were divided into two groups.

**Scoring Procedure :**

The achievement test consisted of 50 objective type questions. These test items were selected on the basis of item analysis. The total score of the test was 100. For each correct answer, the score was two.

**Statistical Methods :**

Mean, Standard Deviation and 't'-value.

**Data Analysis, Interpretation and Findings :**

**Table-1**

**Pre-Test and Post-Test Scores Analysis of Control Group Slow Learners**

Test	N	Mean	SD	't' value
Pre-Test	30	42.44	5.77	1.10
Post-Test	30	50.84	7.59	

There is no significant difference between the pre-test and post-test mean scores of the control group slow learners taught through lecture method. Though their performance was better in the post-test.

Note : No Significant at 0.05 level.

**Table-2**

**Pre-Test and Post-Test Scores Analysis of Experimental Group**

Test	N	Mean	SD	't' value
Pre-Test	30	13.60	3.34	10.30
Post-Test	30	18.166	2.56	

There is significant difference between the pre-test and post-test mean scores of experimental group slow learners when accountancy subject is learnt through e-learning strategy. So their achievement is higher in the post-test than the pre-test.

**Table-3**  
**Post-test scores analysis of control group and experimental group**

Test	N	Mean	SD	't' value
Control Group	30	11.50	2.92	8.27
Experimental Group	30	15.20	3.08	

There is significant difference between the post-test mean scores of control and experimental group through lecture method and experimental group slow learners who learnt accountancy subject through e-learning strategy. So, the achievement of experimental group slow learners is higher than the achievement of control group slow learners.

**Conclusion :**

The above analysis, interpretation and findings lead to the conclusion that e-learning strategy is more effective than the lecture method in teaching accountancy subject to the slow learners at higher secondary level.

**References**

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