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E-LEARNING RESOURCES ACCESS AND ACADEMIC PERFORMANCE AMONG UNDER GRADUATE STUDENTS

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ABSTRACT

Present scenario, E-learning resources gain access to classrooms around the world at an extremely rapid pace. In the wake of this influx, educators face growing challenges as they teach a much "wired" and more and more "wireless" generation of students using technology that is evolving every day. This paper deals with the electronic resources (E-Resources) and their different types. The information seeking behavior of students, researchers and faculty in the electronic milieu are thrashing out in detail, looks at the E-resources created by some organizations are highlighted for access. The main objective of the present Study is to find out the study on E-learning Resources Access and Academic Performance among Under Graduate Students. Normative Survey method was adopted to collect the relevant data for the present study. The tool E-learning Resources Scale (ELRAS) developed and standardized by S. Raja kumar and P. Pachaiyappan, was used to collect data for the present study. The Researcher randomly selected 330 Under Graduate Students studying in Government, Government Aided and Private Colleges in and around Vellore and Thiruvallur District of Tamilnadu. The result existing study was done in order to find the E-Learning Resources Access and Academic Performance of under Graduate Students on the whole it perceived the data explores several factors which are significant in parenteral annual income of E-learning Resources Access and the study Academic performance is significant in Stream and E-device using hours of undergraduate students.

Keywords: *E-learning, E-resources, E- Access, Academic performance, Under-graduate Students.*

1. Introduction

Electronic resources are regarded as the mines of information that are explored through modern ICT devices, refined and redesigned and more often stored in the cyber space in the most concrete and compact form and can be accessed at the same time from immeasurable points by a great number of audience.

E- Learning resources is not important that how much resources you have, than how feasible they are, in other words, resources should be readily accessible to all. Before the development of computer and internet technology, printed version of resources like books, journals, dictionaries, work books, etc played a significant role in learning process. But these printed versions are not easily accessible to all and are also expensive in nature. For example, if two students want to refer to a particular book simultaneously, two separate copies of the same book must be needed in the library. Instead of having the printed version of the book, if we have electronic or e-version of the book, the same book can be easily accessed simultaneously by many and also can be accessed from their drawing room with the help of a personal computer. In this computer age, e-version of books, journals, etc or e-resources in general have become inevitable and hence it is very much needed to convert the printed version into e-version for future needs.

Gradually, the teaching and learning practices of our country are undergoing a shift from the traditional methods to extensive usage of e-learning resources. However, little or no efforts have been recorded in the identification of influence and impact of e-learning on academic performance of student in higher learning institutions. As the use of e-learning is becoming more and more widespread in higher education it has become increasingly important to examine the impact that this learning style has on student's performance.

2. Literature Review

Abdullah YasinGunduz, et. al. (2016) conducted a study Design of a Problem-Based Online Learning Environment and Evaluation of its Effectiveness. Problem-based learning approach present several advantages such as improving students' engagement in learning and fostering their higher-order thinking skills. Although there is a plethora of research regarding implementation of problem-based learning in classrooms, its design and application process for web-based environments need further investigation because of independent nature of online settings. It was conducted in the spring 2014 semester with an intention to access to total population that is 1,417 students receiving distance education for Turkish II course at six university vocational schools. The online lesson was implemented in one week, and data were gathered through students' performance tasks and self-evaluation form. The research indicated that the problem-based online learning environment has a positive influence on learning. Moreover, it was revealed that dynamic nature of online environment affected learner's participation in the designed activities and collaboration among students could not be fostered. Several suggestions were proposed based on the results.

Martin Weller, et. al.(2015) in his study The impact of OER on teaching and learning practice. The OER Research Hub has been investigating the impact of OER, using eleven hypotheses, and a mixed methods approach to establish an evidence base. This paper explores the findings relating to teaching and

learning. The findings reveal a set of direct impacts, including an increase in factors relating to student performance, increased reflection on the part of educators, and the use of OER to trial and supplement formal study. There are also indirect impacts, whose benefits will be seen after several iterations. These include the wide scale reporting of adaptation, and the increase in sharing and open practice that results from OER usage.

Shazia Nasrullah (2016) The Entrepreneurship Education and Academic Performance, The current study will be conducted in relationship of entrepreneurship education and academic performance. The study will be conducted on the post graduate students in the Universities of Bahawalpur. In the current study those universities will be included that were offering and also not offering entrepreneurship as a subject of teaching. The students will be selected from the sample university and will be teach entrepreneurship as a subject and then their academic performance will be analyzed. The study will compare the academic performance of those students who are studying entrepreneurship with those who are not studying this subject. The performance of the students will be measured by the Grade Point Average (GPA).

Bahago (2011) investigated the influence of achievement motivation and demographic characteristics on academic performance of nomadic Fulani girls in Adamawa state. The data were collected from a sample of 300 girls selected from nomadic primary schools by administering achievement motivation rating scale and nomadic girls" achievement test. The results indicated that academic achievement of the girls was influenced by parental education levels. The findings revealed the relevance of parental education in academic achievement of the girls.

Vijayarani K. (2005) conducted a study on Attitude towards Educational Technology among B.Ed. students of Bharathidasan University with the objective to find out the level of attitude of B.Ed. students towards Educational Technology and to find out whether the B.Ed. students differ towards Educational Technology on the basis of their group of study (Arts/Science). The survey is conducted using a questionnaire entitled attitude towards educational technology among B.Ed. teacher trainees of Pudukkottai and Orathanadu. It is found that B.Ed. students have a favored attitude towards Educational Technology and they do not differ in their attitude towards Educational Technology on the basis of their gender.

Kumaran (2001) conducted a study on organizational climate and academic performance of higher secondary schools, to study the overall organizational climate and its dimensions, with reference to the age, sex, type and the level of academic performance of the schools.

3. Need and Significance of the study

Higher education institutions increasingly accessing e-learning both as an alternative channel to traditional classroom learning for existing students and as a way to expand their reach to new students. Access of E-learning and its technology provides lots of students in achieving further studies, enhancing their knowledge and lifestyle. E-learning is needed to be justifiable strategies and mounting the educational values among the Students. Technology is a mediator of change and major technological innovations can result in entire paradigm shifts. The technological revolution poses terrific challenges to the educators to change their basic system of belief, to apply technology in creative way to redesign learning in education. After affecting extensive changes in the way people communicate and do business, the Internet is poised to bring about a paradigm shift in the way people learn. Now-a day's anywhere, anytime education is possible. The practice of providing education with the help of modern technologies is termed as e-Learning. It is dynamic, operates in real time, empowering, individual and comprehensive, effective and quick. E-learning is a combination of content and instructional methods delivered by media elements such as words and graphics on a computer intended to build job-transferable knowledge and skills linked to individual learning goals or organizational performance. The Major benefit of e-Learning is that it is eco-friendly because it takes place in a virtual environment and thus avoids travelling and reduces the usage of papers. This study focused more significant information about E-Learning resources Access and Academic performance among Undergraduate students.

4. Objectives of the Study

1. To study the E- Learning Access among Under Graduate Students.

2. To find out the Academic Achievement of under Graduate Students.

3. To find out the difference in E-Learning Resources Access of under Graduate Students based on

- Gender
- Stream
- Parental annual income
- E-device owned
- E-device using hour

4. To find out the Difference in Academic Performance of under Graduate Students based on

- Gender
- Stream
- Parental annual income
- E-device owned
- E-device using hour

5. To find out the relationship between the E-Learning Resources Access and Academic Performance of under Graduate Students.

5. Hypotheses of the study

1. There is no significant difference of E-learning Resources Access among under graduate students with respect to

- Gender
- Stream
- Parental annual income
- E-device owned
- E-device using hour

2. There is no significant difference in Academic performance among under graduate students with respect to

- Gender
- Stream
- Parental annual income
- E-device owned
- E-device using hour

3. There is no relationship between the E-Learning Resources Access and Academic Performance of under Graduate Students

6. Method of the study

The investigator collected data pertaining E-Learning resources Access and Academic performance among Undergraduate students. Survey method was adopted to explain and infer what exist at present.

6.1 Sample and sampling technique

The Researcher randomly selected 330 Under Graduate Students studying in Government, Government Aided and Private Colleges in and around Vellore and Thiruvallur District of Tamilnadu.

6.2 Tools Used

1. Personal Data sheet Developed by the Researchers.
2. E-Learning Resources Access Scale (ELRAS) Developed and Standardized by ***S.Rajakumarand P.Pachaiyappan (2017).***
3. Academic Performanceis defined as the level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one's potential in the educational goals measured by previous examinations.

6.3 Statistical Techniques used for Data Analysis

The following statistical formulae were used to the test of the hypothesis formulating for the present study.

1. Arithmetic Mean
2. Standard Deviation
3. Test of Significance ('t' test)
4. F- ratio (Anova)
5. Correlation Analysis

7. Analysis and Interpretation

Table 1: Mean, SD, t-Value of E-learning Resources Access with respect to the following variable

Variable	Subvariable	N	Mean	S.D	t-Value	Level of Significance
Gender	Male	146	89.05	14.772	0.118	NS
	Female	184	89.26	15.767		
Stream	Arts	177	90.34	15.087	1.506	NS
	Science	153	87.80	15.506		
Parental Annual Income	Below 1 lakes	276	90.11	14.678	2.548	0.05 %
	Above 1 lakes	54	84.35	17.587		
E-Devices Owned	Yes	247	90.63	14.543	3.035	0.01 %
	No	83	84.81	16.750		
E-Device using hour	Below 2 hours	209	90.42	13.616	0.412	NS
	Above 2 hours	121	88.26	17.688		

From the above table 1, the result reveals that significant difference exist in the 0.05% level with respect to parental annual income and significant difference exist in the 0.01% level with respect to E-device owned. Other demographic variable, Gender, Stream and E- Device using hour is do not significant at any level

Table 2: Mean, SD, t-Value of Academic Performance with respect to the following variable

Variable	Sub variable	N	Mean	S.D	t-Value	Level of Significance
Gender	Male	146	70.43	8.573	1.175	NS
	Female	184	69.31	8.650		
Stream	Arts	177	70.50	9.110	1.983	0.05%
	Science	153	69.00	7.971		
Parental Annual Income	Below 1 lakes	276	69.98	8.442	0.820	NS
	Above 1 lakes	54	68.93	9.518		
E-Devices Owned	Yes	247	69.87	8.749	0.557	NS
	No	83	69.61	8.274		

E-Device using hour	*Below 2 hours*	*209*	*70.47*	*8.988*	*1.966*	*0.05%*
	Above 2 hours	*121*	*68.65*	*7.849*		

From the above table 2, the result reveals that significant difference exist in the 0.05% level with respect to Stream of the students and E- Device using hour Other demographic variable, Gender, parental annual income and E-device ownedis do not significant at any level

Table 3: Relationship between E-Learning Resources Access and Academic Performance of under Graduate Students

Variable	*r-value*	*Significant level*	*Interpretation*
E-Learning Resources Access Vs Academic Performance	*0.849*	*0.01*	*High level correlation*

Table 3 Shows that the correlation between E-Learning Resources Access and Academic Performance of under Graduate Students value is 0.849 which is significant at 0.01 level. It is the significant indicate that high level correlation of E-Learning Resources Access and Academic Performance among under Graduate Students.

8. Findings of the study

- ✓ There is no significant difference of the Gender between male and female students in their E-Learning Resources Access.
- ✓ There is no significant difference of the stream between arts and science students in their E-Learning Resources Access.
- ✓ There exists significant difference of the Parental annual income between Below 1 lake and above 1 lake students in their E-Learning Resources Access at 0.05% level.
- ✓ There is no significant differencebetween E-device owned and not owned students in their E-Learning Resources Access
- ✓ There is no significant difference between the E-device using hours below 2 hours and E-device using hours above 2 hours students in their E-Learning Resources Access
- ✓ There is no significant difference of the Gender between male and female students in their Academic Performance.
- ✓ There exists significant difference of the stream between arts and science students in their Academic Performance at 0.05% level.
- ✓ There is no significant difference of the Parental annual income between Below 1 lake and above 1 lake students in their Academic Performance.
- ✓ There is no significant difference between E-device owned and not owned students in their Academic Performance.
- ✓ There is no significant difference between the E-device using hours below 2 hours and E-device using hours above 2 hours students in theirAcademic Performance at 0.05 level.
- ✓ There exist relationship between E-Learning Resources Access and Academic Performance of under Graduate Students and indicates high level correlation.

9. Suggestion for further research

- ✓ The present study focused on E-Learning Resources Access and Academic Performance of under Graduate Students.
- ✓ This study can also be conduct as a comparative study with respect to comparison between other professional course students.

10. Limitation of the study

- ✓ The present study focused arts and science graduate students.
- ✓ The present study is limited to the undergraduate students only.
- ✓ The present study confined Vellore and Thiruvallur District only.
- ✓ The investigator restricts the total sample of 330 students only.

11. Conclusion

The E-resources obtainable in several formats helps and supports the students and all the learners todo the perform well in their studies and carry out the research, learning is an efficient manner and quickly, as the e-resources are available in anytime and anywhere and the students can get an awareness and utilize of these resources for their present and future academic Performance. The result existing study was done in order to find the E-Learning Resources Access and Academic Performance of under Graduate Students on the whole it perceived the data explores several factors which are significant in parenteral annual income of E-learning Resources Access and the study Academic performance is significant in Stream and E-device using hours of undergraduate students.

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