

**Urban and Semi-Urban High School Students: Comparison in
Respect to E-learning Resources their Dependency and Effect on
Academic Performance**

**SUMMARY SUBMITTED TO
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
(A CENTRAL UNIVERSITY)
LUCKNOW**



**FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
HOME SCIENCE**

SUPERVISOR

Prof. Sunita Mishra
Dean School for Home Sciences

SUBMITTED BY

Deepti Singh
Enrollment No. 1236/15
School for Home Sciences

**DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
SCHOOL FOR HOME SCIENCES
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
(A CENTRAL UNIVERSITY)
VIDYA VIHAR, RAEBARELI ROAD,
LUCKNOW-226025 (U.P), INDIA**

2022

Summary

E-Learning is all about using electronic technology for the education curriculum outside the boundaries of a typical classroom. It is essentially imparting education through computer and network-enabled digital technologies which include internet, Computer, TV, CDROM, Audio, and video resources. In today's time, ICT has the power to transform education.

Education and development go hand in hand. The Role of education in developing countries is a very important one as lack of education causes poverty and slow economic development of a country especially if the country is a developing country.

The importance of education, especially in developing nations, is expanding because of progressing pressure to make up with the created world regarding, for example, global competitiveness (Hawkins, 2002).

In today's world technology has taken over everyday life. It makes it a struggle for the one who is not tech savvy. In recent times, due to advancement of technology, the technology has reached the classroom. 'Students are being educated for a world that demands continuous learning, the creation of knowledge and adaptation of new circumstances. The community expects students to be technology competent'. [Learning in an Online World: Research Strategy2003]

The importance of education in developing countries has a more profound effect on people's lives. In developing nations, education has a large and vital role to play in people's living regardless of the types of education (e-learning or traditional on-campus education).As quoted by Säljö (2000), learning and knowledge are important factors, linked to people's perceptions of economic as

well as social development. In recent decades, a technological revolution has taken place in large parts of the world. In earlier times, societies were characterized almost exclusively by an educational system where teachers and students physically interacted in the classroom.

During the last 20 years our view of education has changed completely due to the technological developments because of the Internet (Castells, 2001) have changed our view of education. In today's educational systems, teachers and students use different information and communication technologies (ICTs) for teaching and learning activities in schools.

Recent developments in digital electronics are transforming many of our education processes and the management of learning. Changes in information and communications technologies (ICTs), especially Internet and the rapid expansion and development of e-learning resources are instrumental in this transformation.

These developments have enabled the evolution of e-learning systems that can be used by teachers and learners to support the school curriculum. Global use of e-learning is growing very fast (Elango, Gudep & Selvam 2008; Abbad & Al bargothi 2010). Rapid development is also occurring in the Middle East, as described by Jarbi and Sherifdeen (2010). Aldhafeeri, Almulla and Alraqas (2006) have described e-learning as the future of learning and as the "fastest growing learning tool in the Middle East".

The concept of "E-learning" has emerged during last 15 to 20 years. According to Laurillard (2004), e-learning describes the interaction in which students use different types of ICTs in their learning process.

"E-learning is a powerful instructional strategy because it exceeds the boundaries

of traditional classroom methodologies. It creates virtual schools that allow learning to occur at the student's initiative at any time and place" (Blomeyer, 2002). Online learning is also bringing equity to students as it is providing access to courses and teachers for all students, no matter their zip code or socio-economic status. E-Learning offers opportunities and possibilities that were unknown to educators over a decade ago. E-learning can be used as a medium by the teachers. This facilitates and manages learning. It includes using virtual learning environment (VLE) or an intranet to access learning materials including video and online assessment, submit assignments electronically, and using email to send feedback and support. Through this an instructor can make course content accessible and to learners. Teachers can share course materials with other students' same time. Communicate with learners other than in the classroom around the world. Teachers can evaluate learners' understanding and also can track learner's progress.

Early developments in e-learning focused on computer assisted learning, where part or all of the learning content was delivered digitally. More recently the pedagogical dimension of e-learning has become prominent. E-learning comprises all forms of electronically supported learning and teaching.

The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process.

E-learning according to Markus (2008) can be defined as a learning process created by interaction with digitally delivered content, network-based services and tutoring support. E-learning is any technologically mediated learning using electronic resources whether from a distance or in face to face classroom setting

(computer assisted learning). It is a shift from traditional education methods or training to ICT-based personalized, flexible, individual, self-organized, collaborative learning based on a community of learners, teachers, facilitators and experts. E-learning is the use of technologies to enhance knowledge and performance.

E-learning technologies offer learners control over content, learning sequence, pace of learning, time, and often media, allowing them to tailor their experiences to meet their personal learning objectives.

E-learning is also known as Web-based learning, distributed learning, online learning, computer- assisted instruction or Internet-based learning.

Multimedia learning. Multimedia uses two or more media, such as graphics, text, animation, audio, or video, to produce engaging content that learners access via computer. Blended learning, a fairly new term in education but a concept familiar to most of the educators, is a technique that combines e-learning technology with traditional instructor-led training, where, for example, a lecture or demonstration is supplemented by an online tutorial. Multimedia e-learning enhances both teaching and learning.

Internet technologies permit the widespread distribution of digital content to large number of users simultaneously anytime, anywhere. The ICT (Information and Communication Technology) revolution is fast changing the world and creating a generation that is media hungry and technologically savvy.

This new generation is utilizing computerized media for learning and communication (Tapscott,2008)“educational technology is a combination of the processes and tools involved in addressing educational needs and problems, with

an emphasis on applying the most current tools: computers and their related technologies” (Roblyer&Edards,2000)

In the present scenario, anyone can obtain education from anywhere at any time. They need to learn through online education. It is breaking the shackles of a traditional classroom and adapting to new and electronic learning technologies empowers all learners irrespective of their diversities.

Blended learning is becoming increasingly popular across the world because of the benefits it can bring including easy and quick access to learning resources, Timely feedback to students, Better collaboration, and improved flexible and personalized learning.

Education plays an important role in educational development among students. Now, e-learning (Blended learning) overcomes the limitation of time and place and therefore learners are more attracted because of its flexibility. Use of computer network technology primarily through the internet, to deliver information and instruction to learners. The main purpose of the study is to attract the attention to explore the use of the e-learning resources among the high school students and the impact of blended learning on the academic performance of the students from urban and semi-urban school. Hence, the present study is focused on “Urban and Semi-Urban High School Students: Comparison in respect to e-learning Resources their Dependency and Effect on Academic Performance” with the following major Objectives of the study.

1. Demographic profile of the respondents
2. To study about awareness and usefulness of e-learning resources among the student.

3. To study the productivity and quality of information retrieved through e-learning resources by the student.
4. To identify the problems faced by the student while using e-learning resources.
5. To study the impact of level of engagement (hours online/offline) on academic performance.
6. To study the impact of e-learning (blended learning) on the academic performance of the student.

The research design adopted in the present study is “Quasi-experimental research design”. The investigation was carried out in two phases.

The present research was carried out in the following phases: -

Phase 1: Preliminary Phase

In this phase, urban and semi-urban schools were selected and the questioner was distributed to the students to obtain information about the demographic profile, technology usages, availability, awareness, and role of e-learning resources.

Phase 2: Intervention Phase

In the second phase, two groups were divided as experimental and control groups, tests were conducted, an evaluation was done through assignments and presentations.

In the present study two places, Faizabad and Varanasi were selected. Urban and semi-urban schools were selected from both areas. One urban school “Udaya Public School” and one semi-urban school “Anil Saraswati Vidya Mandir” from Faizabad and one urban school “W.H.Smith Memorial school” and one semi-urban school “Sunbeam school” from Varanasi. High school students were randomly selected from the schools. 150 correspondents were selected from urban schools and 150

correspondents were selected from semi-urban schools. A total of 300 students were selected from both areas.

The data was coded, Tabulated, and analyzed by using appropriate statistical techniques i.e. mean, SD, ANOVA Frequency, Correlation coefficient, and the percentage was administrated to analyze the data accordingly using SPSS software. From the results obtained at that students were having a positive impact of blended learning on their academic performance compared to the traditional learning students. Students were facing problems using e-learning resources from both urban and semi-urban schools. From the analysis of results obtained, observation, and based on the review of literature a set of criteria were developed to design the website. The website was developed for the students to learn.

The result shows that there was a lack of awareness among the semi urban students as compare to urban students. Schools were not having proper learning resources. Students from urban and semi-urban schools were facing problems in using e-learning resources. Results also show a significant effect on the academic performance of the students. E-learning helps in the improvement of academic performance.

The infrastructure of the school for e-learning was not appropriate. Teachers were not well trained. There was a lack of availability of e-learning resources in the school. The infrastructure of schools should be well developed for the students. Teachers should be well trained in ICTs. Awareness about e-learning resources should be given to the student and teachers.

CONCLUSION

The study was an effect to find the effect of e-learning resources on the academic performance of the students'. Academic performance of the urban and semi-urban

school students and the dependency on the e-learning resources. The finding revealed that e-learning (blended learning) and e-learning resources had a positive effect on the academic performance, problem solving, skill development of the students'. Learning style have influence on the experimental group students', academic performance, problem solving, skill development after being exposed to e-learning (blended learning) environment.

To summarize, the study found that, by effectively blending online learning with face to face instructions or traditional classroom setups, higher order of thinking and learning among high school can be improved more effectively. e-learning (blended learning) strategy can be considered as one of the new initiatives of pedagogical approaches for integrating e-learning (blended learning) in school education for better learning environment.

RECCOMENDATIONS

This research study analyzed a number of various extraordinary purpose of perspective about the effect of e-learning (blended learning) on the academic performance of high school students. In spite of the fact that it was found that specific issues have not been properly addressed to e-learning (blended learning) usage forms. The following are the recommendations of the study:

- Critical factors, for example, institutional issue, administration issue, educational variables, mechanical issue, interface configuration issue, assessment issue, and resource support issue and the factors within each issue have not yet been investigated with detail coverage.
- The need to do detail research including contextual investigations based on surveys questionnaire including different learning organizations which will ultimately give a better understanding of impact of e-

learning education (blended learning) aspects within implementation process.

- government should, in collaboration with the education resource center, organize workshops and seminars on the application of e-learning resources in curriculum delivery.
- The state government should provide internet facilities in all the secondary schools, provide, alternative source of power supply, for example, solar energy in all secondary schools and take care of the internet access subscription.