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Impact of mobile phone usage on academic performance with reference to Coimbatore city

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Abstract

Mobile phone literacy has become a crucial skill in the current knowledge and information society particularly in university communities. However, a number of challenges impact on the access of users to electronic information, including those that go beyond just the technologies available to users and the skills they have for using them. Without the ability to manipulate and use information effectively by academics, the significant investment by university libraries, and other national and international donor agencies to ensure access to and use of information resources for the use of learning, learning and research may remain grossly under-utilized and a waste of investments by academics in Colleges. The main objective is to evaluate the perception of students towards information literacy based on self-efficacy scale (ILSES) and to find out the impact of demographic variables towards perception of students towards information literacy. For this purpose a sample of 60 was collected from the respondents were percentage analysis, descriptive statistics, kruskal Wallis test and oneway Anova were used as tools to analyse the data. The conclusion is that the research pointed out that there is still a higher preference being given by recruiters to persons with a traditional classroom learning degrees as against those from E- learning courses. It is therefore suggested that more awareness must be created about the equivalence of the E- learning courses.

Keywords: mobile phone literacy, academic performance and Coimbatore city

Introduction

As the use of mobile phone 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 performance. There is a considerable body of evidence to suggest that different learning delivery styles can have different degrees of success; as measured in terms of academic results (Emerson & Taylor, 2004). In relation to online learning, some studies indicate that this medium of delivery has a positive impact on performance.

The development of electronics information literacy has been slow in comparison to changes in information communication technologies, and this remains an issue for the education sector. Information in the early 21st century is characterized by information overload, unequal distribution, a strong tendency to triviality and increasing concerns about credibility. As the volumes of information are constantly increasing, search skills are required in order to gain access to the information that is available. There is evidence that exposure to technology alone does not adequately develop digital information skills, and more complex factors such as education and attitude must be considered.

Types of E-resources

- E-Books
- E-Resources
- E-Zine
- E-Thesis and dissertation (ETD)
- E-News Papers
- E-Reference books
- CD-ROMs
- Databases

E-Resources

E-resources (electronic resources) are scholarly resources or intellectual magazines that can be accessed via electronic transmission. Some resources are “born digital” in that they are solely published on the web and in a digital format, but most electronic resources originated as print resources which subsequently evolved to have an electronic version, while still maintaining a print component. As academic research habits have changed in line with the growth of the internet, the e-resources have come to dominate the resources world.

An e-journal closely resembles a print journal in structure, there is a table of contents which lists the articles, and many electronic resources still use a volume/issue model, although some titles now publish on a continuous basis. Online journal articles are a specialized form of electronic document, they have the purpose of providing material for academic research and study, and they are formatted approximately like journal articles in traditional printed resources. Often a journal article will be available for download in two formats - as a PDF and in HTML format, although other electronic file types are often supported for supplementary material. Articles are indexed in bibliographic databases, as well as by search engines.

Advantages of E-resources

1. The contents of pages and/or the full text of resources can be easily found out and articles related to any certain subject can be easily searched.
2. Journal articles are on your desktop; you don't have to be in the Library.
3. It can be very easy to email articles to yourself or download them for printing.
4. The article that you want to read will always be available, even when the Library is closed.
5. Hypertext links allow you to move to different sections within individual resources or articles and can link you to related resources on the Internet.
6. Resources can include more images and audio-visual material.
7. Resources can be interactive you can e-mail the author or editor with your comments.

Remote Access Resources

In this the publisher hosts e-resources at his website. When the library subscribes these e-resources, it provides access terminals to user through library LAN or campus LAN. The subscriber gets a user ID and password by which then can use the various available e-resources.

Selection of E-Resources

Librarian and faculty cooperate to develop the library collection. Recommendations for the purchase of e-resources are accepted from faculty members, via librarian, but final responsibility for the selection of library resources is totally depends upon the members of the library committee meeting. ICT Requirement for Accessing E-Resources:

For accessing the electronic journal a minimum hardware and software are required.

Hardware Requirement

Most e-resources subscribed by the consortium are web based; subscribing institution should have full features and

configured system with high speed internet connectivity. Most publishers prefer to make their e-resources accessible on the campus network of subscribing institutions on dedicated IP addresses/ range of IP address. Subscribing institution should have a campus network spread over their entire campus so as to maximize the uses of e- resources. Moreover, institution subscribing to e-resources should have sufficient number of PC's so that faculty and students get easily access the available e-resources.

Minimum Software Requirement

Most of the e-resources offered through the consortium which requires an internet enabled multimedia PC equipped with an internet browser like internet explorer or Google Chrome. With the availability of sufficient software e-resources can easily access.

Internet Connectivity

Institutions should have 528kbps (preferably 2 Mbps or more) connected to internet for improved access of electronic resources depending upon the total population of users.

Use of Research

1. This research will help the libraries to know the needs of their user.
2. This research will also help the users to know their library in a better way.

The applications of ICT in the realm of libraries have, no doubt, facilitated assistance to libraries in acquisition, storage, and management of collection and in providing various newer services along with the traditional services. However, the changing environment warrants new efforts to promote the usage of library resources and services. Information Literacy Programs, which basically provides necessary information skills, has evolved as a new method for promoting the use of library resources, particularly the electronic resources, subscribed by the libraries as well as available in Public domain for open access. Keeping in view the huge amount of information available through the Internet, today, again library and information profession is at a crossroad. The LIS profession is striving to find out the ways and means to organize and make accessible this huge information available through the Internet. For maximum utilization of these resources in learning learning and research, the Information Literacy program (ILP) is the need of the hour. It makes the end users competent enough for retrieving precise and relevant information as per their need. Thus is addition to the traditional library resources and services, today, information literacy is essential to educate the users as to how to determine his/her information need; what are the different information sources, their coverage and features; how to find out relevant and precise information from various electronic information sources; what are the web searching techniques; how to evaluate and establish the authenticity and reliability of information retrieved from public domain; what are the ethics and legalities in using electronic information sources; how to make proper bibliographic citations etc.

Web based information skills and Mobile phone skills

It is a perfect mixture of practical skills for handling of ICT with e-resources and formation of novel moderate skills for

fair use of mobile phone. As per the definition of mobile phone literacy it directs towards information seeking behavior skills of the users. It includes skill to use effective search technique in search engines, skill to use internet for accessing e-resources, collection development, research and learning activities and referencing, skills to develop digital library, institutional repositories, portals and library automation, tools and techniques of data warehouses, data mining and knowledge discovery in databases and skill to use storage media etc.

Further, it covers the areas like Indexing and Abstracting, Application of taxonomy and Controlled Vocabulary Development, Networking and community outreach, Faceted Web mining, Communication and presentation skills and Standards and patents.

Statement of the Problem

Mobile phone literacy has become a crucial skill in the current knowledge and information society particularly in university communities. However, a number of challenges impact on the access of users to electronic information, including those that go beyond just the technologies available to users and the skills they have for using them. Without the ability to manipulate and use information effectively by academics, the significant investment by university libraries, and other national and international donor agencies to ensure access to and use of information resources for the use of learning, learning and research may remain grossly under-utilized and a waste of investments by academics in Colleges. In using the electronic resources, students faced problem with locating and evaluating information, which impedes its effective use. The study was investigated the gap of information literacy skills and how it affects the effective use of electronic resources among students of arts and science college in Coimbatore.

Objectives of the study

- To study about the demographic variable of the respondents.
- To evaluate the perception of students towards information literacy based on self-efficacy scale (ILSES) with mobile phones.
- To find out the impact of demographic variables towards perception of students towards information literacy.
- To provide suggestion towards improvement of information literacy towards mobile phone.

Scope of the study

With the development in electronic information resources, academics in general have recognized the capabilities of ICTs. The study provide information that assist library managers in the design, development and formulation of institutional research policies in the changing global situation; and in particular, highlight those factors that should be emphasized in order to further encourage students to increase their research productivity. The findings enhance the students development and capacity building drive in the area of information use and ICT in Coimbatore learning institution. Finally, it added to the body of knowledge of information literacy, use of information resources and productivity among arts and science students in Coimbatore learning institution.

Research Methodology

Universe of the study: The study area is limited to arts and science colleges in Coimbatore.

Type of research: A research design is the specification of methods and procedure for acquiring the information needed. Research design classified under three broad categories – explanatory, casual and descriptive. But the researcher was concerned mainly with descriptive research design. The study was conducted in order to find out the Impact of mobile phone and students involvement with reference to social media in arts and science colleges.

Sampling

Sampling Size: In this research, the sample size amount to one hundred and fifty.

Sampling Type: Convenience sampling I adapted in this research. It is a non-probability sampling and it refers to selecting a sample based on convenience.

Data collection

The primary data the respondents which or collected with a questionnaire schedule was used with students in arts and science colleges.

Secondary data were collected from the company profile, manuals, journals, magazines and newspapers etc.

Tools for data analysis: Percentage analysis, Descriptive statistics, Kruskal Wallis test and Oneway Anova

Limitations of the study

- The study is limited to Coimbatore.
- The study is limited to students studying in arts and science colleges.
- There may be a bias towards primary data collected from the respondents.

Analysis and Interpretation

Find the information

	Frequency	Percent
Almost never true	2	3.3
Sometimes true	9	15.0
Occasionally true	22	36.7
Often true	21	35.0
Almost Always true	6	10.0
Total	60	100.0

The above table shows that out of 60 respondents 3.3% said almost never true, 15% said as sometimes true, 36.7% said as occasionally true, 35% said as often true and 10% said as almost always true.

Using different electronic information

	Frequency	Percent
Almost never true	2	3.3
Sometimes true	15	25.0
Occasionally true	12	20.0
Often true	21	35.0
Almost Always true	10	16.7
Total	60	100.0

The above table shows that out of 60 respondents 3.3% said almost never true, 25.0% said as sometimes true, 20.0% said as occasionally true, 35.0% said as often true and 16.7% said as almost always true.

Using internet search tools

	Frequency	Percent
Almost never true	7	11.7
Sometimes true	16	26.7
Occasionally true	8	13.3
Often true	21	35.0
Almost Always true	8	13.3
Total	60	100.0

The above table shows that out of 60 respondents 11.7% said almost never true, 26.7% said as sometimes true, 13.3%

said as occasionally true, 35.0% said as often true and 13.3% said as almost always true.

Consult information from many resources at the same time

	Frequency	Percent
Almost never true	3	5.0
Sometimes true	20	33.3
Occasionally true	10	16.7
Often true	22	36.7
Almost Always true	5	8.3
Total	60	100.0

The above table shows that out of 60 respondents 5.0% said almost never true, 33.3% said as sometimes true, 16.7% said as occasionally true, 36.7% said as often true and 8.3% said as almost always true.

Locating and assessing the E-Resource

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Find the information	60	1	5	3.33	.968
Use different kinds of print sources	60	1	5	3.58	1.197
Use different electronic information	60	1	5	3.37	1.134
Locate resources available in the library	60	1	5	3.07	.936
Use internet search tools	60	1	5	3.12	1.277
Use different types of libraries	60	1	5	3.03	1.057
Valid N (listwise)	60				

The above table depicts that the respondents said as often true towards deciding where and how to find the information they need (3.33), using different kinds of print sources to fulfill their information need (3.58), using different electronic information to fulfill their information

need (3.37), able to locate resources available in the library (3.07). They also said that they often use internet search tools to locate E-resources (3.12) and they said often true for using different types of libraries (3.03).

Assessing and comprehending information

	N	Minimum	Maximum	Mean	Std. Deviation
Consult information from many resources at the same time	60	1	5	3.10	1.115
Out of the authenticity of the information sources	60	1	5	2.83	.886
Assess the up to datedness of the information source	60	1	5	3.20	1.054
Find out the relevance of the information	60	1	5	3.62	1.091
Identify different view points from various source of information	60	1	5	3.32	1.066
Evaluate the authenticity of the information	60	1	5	3.40	1.108

The above table depicts that the respondents said as often true towards consulting information from many resources at the same time (3.10), said often true for assessing the up to datedness of the information source (3.20), finding out the relevance of the information (3.62), identifying different viewpoints from various source of information (3.32) and evaluating the authenticity of the information (3.40). The

respondents said finding out the authenticity of the information sources is sometimes true (2.83).

Comparison between age and communicating information

Ho1: There is a significant difference between age and communicating information

Comparison between age and communicating information

		N	Mean	Std. Deviation	F	Sig
Age	Less than 18 years	6	2.73	0.575	4.508	0.030
	18 years - 21 years	38	3.03	0.806		
	22 years - 25 years	16	2.68	0.531		
	Total	60	2.90	0.730		

There is no significant difference between age (0.030) and communicating information

Age

The respondents who are less than 18 years of age (2.73) the respondents from the age group between 22 – 25 years (2.68) agree. The respondents who are the age group between 18 – 21 years (3.03) disagree towards

communicating information.

Findings

- Maximum of the respondents are from the age group between 18 – 21 years.

2016;8(1):25-33.

- Most of the respondents are female.
- Most of the respondent's students are studying 2nd year.
- Majority of the respondents are specialized in M&P.
- Majority of the respondent's students are studying arts course.
- Majority of the respondents studying in English medium.
- The respondents said as often true towards deciding where and how to find the information they need, using different kinds of print sources to fulfill their information need, using different electronic information to fulfill their information need, able to locate resources available in the library (3.07). They also said that they often use internet search tools to locate E-resources and they said often true for using different types of libraries.

Suggestions

The secondary researches state that there are various challenges that are faced by E- learners while undertaking the course. The respondents stated that they had no trust on the authenticity of the courses and the value addition that the E- learning course will have on their career aspect. Additionally, another challenge that was stated was the disparity in the technological advances with the students being unable to meet the growing changes and up-gradations required. These vital issues must be addressed in other to increase the ease of undertaking the E- learning courses and thereby encouraging higher pursuance.

Conclusion

The conclusion is that the research pointed out that there is still a higher preference being given by recruiters to persons with a traditional classroom learning degrees as against those from E- learning courses. It is therefore suggested that more awareness must be created about the equivalence of the E- learning courses.

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