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STUDENTS' ACCESS TO E-LEARNING RESOURCES AND ACADEMIC ACHIEVEMENT IN ISLAMIC UNIVERSITY IN UGANDA

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ABSTRACT

This study focused on determining the relationship between students' accessibility to e-learning resources and their academic achievement in the Islamic University in Uganda. In finding this relationship, the study adapts the following components of e-learning materials: blogs, e-learning tools and e-publication. These e-learning components formed the objectives of the study as follows: (1). To examine the relationship between students' accessibility of Blogs and their academic achievement in the Islamic University in Uganda. (2). To determine the relationship between students' accessibility of e-learning tools and their academic achievement in the Islamic University in Uganda. (3). To determine the relationship between students' accessibility of e-publications and their academic achievement in the Islamic University in Uganda. (4). To examine the dominant e-learning resources towards students' academic achievement in the Islamic University in Uganda. The population of the study included undergraduate students of the University (4766). Stratified random sampling was used to select the respondents (n = 367 students). A five-point Likert scale questionnaire was used to collect data from the respondents. Pearson Product Moment correlation was used to analyze research question 1, 2 and 3. Multiple regression analysis was used to analyze research question 4. Findings of the study revealed a very week correlation (r = 0.011) between students' access to blog and their academic achievement. Similarly, the finding of the study revealed a moderate correlation (r = 0.031) between students' access to e-learning tools and students' academic achievement. Furthermore, it was found that there is a high positive correlation (r = 0.751) between access to e-publications and students' academic achievement. It was further found that e-Publications (standardized coefficient beta= 0.425) made the strongest unique contribution in the prediction of students' academic achievement. This was followed by e-Tools (standardized coefficient beta = 0.327) and then Blog (standardized coefficient beta = 0.014). Based on these findings, it was therefore recommended that IUIU should create blog accounts and other platforms where students can download lecture notes, simulation contents, games and other e-learning materials also students should be encourage to open blog account so that learning can go beyond the classroom.