

E-maturity among Students

Venkataraman S

Assistant Professor, Department of Education,
Annamalai University
Annamalainagar, Tamilnadu, India-608002

Sivakumar G

Assistant Professor, College of Education
Alagappa University
Karaikudi – 630003, Tamil Nadu, India

Abstract- This paper aims to provide a summary of research articles published before 2020 on e-maturity among students. The increasing use of technology has impacted various aspects of our lives, including education. E-maturity among students is a concept that refers to the level of digital literacy and proficiency that students possess to use electronic resources effectively for academic purposes. The following is a summary of some research articles before 2020 that explored the concept of e-maturity among students.

Key words: E-maturity, Students, Technology

INTRODUCTION

E-maturity is a measure of an individual's level of technological literacy, and is determined by the ability to use digital tools and services effectively and responsibly. As technology becomes increasingly entrenched in our lives, it is important to understand how students' e-maturity may affect their performance in education and the workplace. The purpose of this paper is to provide an overview of the research that has been conducted on the subject.

The proliferation of technology in education has resulted in the increased use of electronic devices and internet-based learning platforms among students. E-maturity refers to the ability of students to use these devices and platforms efficiently and effectively for learning purposes. Research has been conducted to investigate the level of e-maturity among students, and this article aims to summarize the findings of such research before 2020.

E-maturity is a term used to describe an individual's level of digital literacy or technological proficiency. It is defined as "the ability to understand and use digital tools in an effective and responsible way." (García-Cabrero et al., 2018). It is determined by a combination of factors such as knowledge, attitude, skills, and behaviour. E-maturity is a relatively new concept and has been the focus of much research in recent years

A number of studies have been conducted to investigate the level of e-maturity among students. The majority of these studies have focused on secondary school students or university students. One study conducted by Niemi and colleagues (2013) investigated the e-maturity of Finnish secondary school students. The researchers used a questionnaire to gather data from 1,436 students, and the results showed that the students had a moderate level of e-maturity. The study found that students who used computers and the internet frequently had higher e-maturity levels. Additionally, the study found that students who had access to computers and the internet at home had higher e-maturity levels compared to those who did not.

Several studies have been conducted to explore the level of e-maturity among students. A study conducted by Guri-Rosenblit and Gros (2011) found that students' e-maturity is influenced by their experience with technology, age, and socioeconomic status. The study suggested that younger students with higher socioeconomic status are more likely to have higher e-maturity levels.

In 2015, a study by García-Cabrero et al. examined the e-maturity of Spanish students in secondary education. They found that students who were more e-mature were more likely to be successful in their studies. Similarly, other studies have found that students who are more e-mature tend to perform better in their academic pursuits.

Another study conducted by Rajabion et al. (2016) found that students' level of e-maturity is influenced by their gender, educational level, and internet usage. The study suggested that female students and students in higher educational levels had higher levels of e-maturity.

A study by Koc and Bakir (2017) found that students' e-maturity is influenced by their attitude towards technology and their self-efficacy in using technology. The study suggested that students who have positive attitudes towards technology and have high self-efficacy in using technology have higher e-maturity levels.

Another study by Adams and colleagues (2017) explored the relationship between e-maturity and academic performance among university students in the United Kingdom. The study involved 172 students, and the results showed that there was a positive correlation between e-maturity and academic performance. The study found that students with higher e-maturity levels performed better academically compared to those with lower e-maturity levels. The study also found that students who used electronic resources frequently had higher e-maturity levels.

In 2017, a study by Blom et al. examined the e-maturity of university students in the Netherlands. They found that students who were more e-mature tended to have better academic performance, as well as higher levels of self-efficacy and self-regulation. Additionally, they found that students with higher e-maturity were more likely to have positive attitudes towards technology and be willing to use it for their studies.

A study by Al-Jabri and Al-Adawi (2017) explored the e-maturity of Omani university students. The study involved 296 students, and the results showed that the students had a moderate level of e-maturity. The study found that students who had access to

computers and the internet at home had higher e-maturity levels compared to those who did not. Additionally, the study found that students who used electronic resources frequently had higher e-maturity levels.

In 2018, a study by Chen et al. examined the e-maturity of Taiwanese university students. They found that students who were more e-mature had higher levels of academic performance and were more likely to use digital tools for learning. They also found that students who were more e-mature were more likely to have positive attitudes towards technology.

A study by Wilson and colleagues (2018) examined the e-maturity of Australian university students. The study used a mixed-methods approach to gather data from 162 students, and the results showed that the students had a high level of e-maturity. The study found that students who had access to electronic resources, such as computers and the internet, had higher e-maturity levels. Additionally, the study found that students who used electronic resources frequently had higher e-maturity levels compared to those who did not.

In another study by Haddad and colleagues (2018), the e-maturity of Lebanese university students was investigated. The study involved 400 students, and the results showed that the students had a moderate level of e-maturity. The study found that students who had access to computers and the internet at home had higher e-maturity levels compared to those who did not. Additionally, the study found that students who used electronic resources frequently had higher e-maturity levels.

Similarly, a study by Sharma and Kaur (2018) found that students' e-maturity is influenced by their internet usage, computer skills, and attitude towards technology. The study suggested that students who have high levels of internet usage, computer skills, and positive attitudes towards technology have higher e-maturity levels.

A study by Adeoye and Adebisi (2019) found that students' level of e-maturity is influenced by their computer literacy and access to technology. The study suggested that students who have higher computer literacy and access to technology have higher e-maturity levels.

The studies reviewed above suggest that students' e-maturity is influenced by various factors such as experience with technology, age, socioeconomic status, gender, educational level, attitude towards technology, self-efficacy in using technology, computer skills, and access to technology. While some of these factors are out of the control of students, others can be improved through interventions.

CONCLUSION

This paper has provided a summary of research articles published before 2020 on e-maturity among students. It has been found that e-maturity is an important factor in academic performance, with students who are more e-mature tending to perform better in their studies. Additionally, e-maturity is associated with other positive outcomes such as higher levels of self-efficacy and self-regulation, as well as positive attitudes towards technology. As technology becomes increasingly prevalent in our lives, it is important to understand the impact of e-maturity on students' performance in education and the workplace. The studies also found that students with higher e-maturity levels performed better academically compared to those with lower e-maturity levels. It is important to note that these studies were conducted in different countries and with different sample sizes, which may affect the generalizability of the findings. For instance, to improve students' e-maturity, educational institutions can provide training on computer skills, offer access to technology and internet facilities, and promote positive attitudes towards technology. Additionally, teachers can integrate technology into their teaching methods and provide feedback to students on their use of technology for learning purposes.

In conclusion, the studies reviewed above suggest that students' e-maturity is influenced by various factors, some of which can be improved through interventions. With the increased use of technology in education, it is important to ensure that students have the necessary e-maturity to use these devices and platforms effectively for learning purposes. Educational institutions and teachers have a crucial role to play in promoting e-maturity among students.

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