A Study About Satisfaction Level And Problems of Education Online Apps

Dissertation submitted to Mahatma Gandhi University, Kottayam in partial fulfilment of the requirements for the award of the degree of

Bachelor of Commerce

Submitted by

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CERTIFICATE

This is to certify that this dissertation entitled **A Study About Satisfaction Level And Problems of Education Online Apps** is a record of original work done by ASWATHY PRAKASH (Reg. No.210021074286), EDWINA ELZ (Reg. No. 210021074298) and SANDRA NS (Reg. No. 210021074332) in partial fulfilment of the requirements for the award of the Degree of Bachelor of Commerce Finance and Taxation under the guidance of Asst. prof. REGI GEORGE Department of Finance and Taxation, the work has not been submitted for the award of any degree or title of recognition earlier.

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EXTERNAL EXAMINER

DECLARATION

We ASWATHY PRAKASH, EDWINA ELZ and SANDRA NS hereby declare that the project report titled **"A Study About Satisfaction Level And Problems of Education Online Apps"** is a Bonafide Record of work done by us under the guidance and supervision Asst. Prof. REGI GEORGE, Department of Finance and Taxation, BHARATA MATA COLLEGE, THRIKKAKARA. We also declare that this report embodies the findings based on our study and observation and has not been submitted earlier for the award of any Degree or Diploma to any institute or university.

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INTRODUCTION

1.1 INTRODUCTION

In recent years, the landscape of education has undergone a significant transformation with the advent of online learning apps. The resulting change has created new opportunities for students to interact with educational resources and changed the typical classroom experience. This project research aims to examine how online learning applications are perceived by students and how they affect learning results, accessibility, and the whole educational experience. Along with reinventing conventional teaching techniques, these digital platforms are now essential instruments in determining how students learn across the globe.

The success of online learning applications in raising student engagement and understanding is an important area of study. These applications try to provide an immersive learning environment with features like quizzes, collaboration tools, and interactive multimedia material. It will be possible to identify the possible advantages and difficulties of this type of learning by having a better understanding of how students view and use these digital resources. Another important aspect that this research attempts to explore is accessibility. Apps for online learning have the ability to close borders and increase access to education for a larger group of people. However, some students may face difficulties due to differences in the utilization of technology and the Internet.

As the educational landscape continues to evolve, understanding the student perspective on online learning apps becomes crucial. These apps serve as an intermediary for knowledge dissemination, and their effectiveness directly impacts the learning experience. By exploring students' experiences, preferences, and challenges with these apps, educators, developers, and policymakers can make informed decisions to improve the overall quality of online education. Students, as the primary users of these platforms, play a pivotal role in shaping the success and effectiveness of online learning experiences. The significance of studying online learning apps from a student's viewpoint lies in analyze the factors that contribute to effective learning, user satisfaction, and academic success in a digital environment.

Finally, the study will focus on how satisfied students are with their overall use of online learning tools. To understand the comprehensive influence on the learning path of students, elements including user interface design, content relevancy, and the capacity to accommodate a variety of learning styles will be evaluated. The goal of this study is to significantly add to the ongoing conversation about the efficacy and potential advancements of online learning applications in the field of education by gaining a comprehensive understanding of the perspective of the student.

1.2 SIGNIFICANCE OF THE STUDY

Studying online learning apps is of foremost importance due to the transformative impact they have on education and the way individuals acquire knowledge and skills. In an era marked by rapid technological advancement and the recent global pandemic, these apps have emerged as crucial tools for both formal and informal learning. Online learning apps hold immense relevance in the current educational landscape, characterized by remarkable changes and challenges. This research is important because it explores the complex relationship between technology and education and clarifies how online learning apps can revolutionise modern learning environments.

1.3 STATEMENT OF THE PROBLEM

Online learning has an impact on students' academic performance, engagement, and overall learning experience in both good and difficult ways. It provides adaptability, customized learning paths, and access to educational materials. However, levels of engagement differ and factors like as accessibility, user interface, and instructional design influence outcomes. Technological hurdles and digital literacy differ across ethnicities and contexts. The process of globalization technical improvements, and the need for flexible alternatives contribute to the increased popularity of online learning apps.

1.4 OBJECTIVES

The primary purpose of this research project is to comprehensively examine the rise and challenges of online learning apps. By doing so, this study aims to:

- To understand the satisfaction level of online learning on students.
- To study about how online learning apps improve examination results.
- To determine the problems faced by students while using online apps.

1.5 METHODOLOGY

PRIMARY DATA:

Questionnaire served as the basis for the investigation. Typically, primary data is gathered through developing questionnaires. The purpose of the study is to get first-hand information from students. We hope to learn more about how entrepreneurship education has affected these students' desire to work for themselves through the survey. Their experiences with entrepreneurship education, the useful skills and information acquired, and the networking opportunities made available by the program will all be included in the questionnaire.

SECONDARY DATA:

The secondary data which strengthens the theoretical framework of the study were collected from various books, magazines, journals, internet etc.

SAMPLE SIZE:

About 100 students were selected from the population on the basis of convenient sampling. The information gathered above comes from schoolchildren, college students, and students getting ready for competitive exams.

TOOLS USED IN ANALYSIS:

The study collected essential data from a selected sample, employing a systematic sampling procedure to identify respondents and analyzers. The analysis of the gathered data involved the utilization of methods such as percentage analysis to derive meaningful insights for the research project.

1.6 PERIOD OF STUDY

Three months will pass during the research project's projected duration, during which time extensive data gathering, analysis, and synthesis will be carried out to look into and answer the stated study objectives.

1.7 LIMITATION OF THE STUDY

1. Potential Bias, from Sampling since the study relies on data collected from individuals who actively use online learning apps. This might not fully represent those who are not active or have limited access to online learning apps.

2. It can be challenging to determine the authenticity of user generated content reviews and ratings online learning apps. This can affect the accuracy of the findings related to user generated content.

3. The study’s findings may have a limited shelf life because of how rapidly online learning apps evolve and might not be applicable to future online learning apps.

4. External factors, such as economic condition and global events, can also impact buying behavior, and these are not within the scope of this study.

5. Social media trends and user behavior can evolve rapidly, and the findings may not reflect future developments or shifts in consumer preferences and behaviors beyond the study period.

1.8 CHAPTERISATION

Chapter 1- Introduction

Chapter 2- Literature Review

Chapter 3- Theoretical Framework

Chapter 4- Data Analysis and Interpretation

Chapter 5- Summary findings recommendations and conclusions

Chapter 2

REVIEW OF LITERATURE

- Hussain, Mkpojiogu & Ezekwudo (2021) study about Improving the academic self-efficacy of students using mobile educational apps in virtual learning. Based on the analysis of a few chosen studies, the findings suggest that low confidence, lack of experience, inferiority complex, and low self-esteem are the main causes of students' low academic self-efficacy.
- Sharma & Chintalapati (2021) analyzed the app based learning platforms and behavioral intentions of UG & PG students towards usage. The findings showed that there was a substantial mean difference in academic procrastination and smartphone addiction between male and female secondary school pupils.Additionally, it has been discovered that elements like cyberloafing, anxiety and melancholy, and ineffective time management encourage students to put off their academic work.
- Widikasih, Widiana & Margunayasa(2021) examined the online learning problems for elementary school students. According to the study's findings, elementary school students encountered eight issues with online learning during the pandemic, including a lack of comfort when participating in the programme, a lack of digital literacy, difficulty adapting, and a lack of sufficient resources, learning resources, a lack of funding for them, pupils' difficulty understanding the material, and their lack of enthusiasm for learning.
- Chung, Noor & Mathew (2020) assessed the online learning readiness among university students. In terms of self-directed learning and learning motivation, students' readiness was determined to be moderate, but low in terms of learner control. They scored highly on computer and internet self-efficacy. The results also showed that students' online readiness was not significantly impacted by their gender.
- Bringman-Rodenbarger & Hortsch(2020) studied about How students choose E-learning resources: The importance of ease, familiarity, and convenience. The study's findings indicate that, contrary to popular belief, today's students are less inclined to go for high-tech online learning materials and are more likely to choose interfaces they are already accustomed to.
- Junior (2020) assessed learning with mobile apps: exploring the potential of quizizz in the educational context. The findings show that there are many different ways to investigate this tool in the classroom. This is due to the fact that educators can utilize it for in-class real-time assessments or may decide to give assignments that pupils must complete at home.The programme proved to be quick, secure, clever, and simple to use. It provides a number of resources to help organize and streamline the process of creating questions in an educational setting.

- Karuović, Tasić, Hains, Glušac, , Namestovski, Szabo & Milanov(2021) studied the Students' habits and competencies for creating virtual learning environments. The objective is to evaluate the ways in which the learning and development potential offered by the Internet have been utilised. The results gained can aid in the development and enhancement of virtual learning environments as well as the form and content of online courses offered in the future.
- Chen, Jin, Liang & Liu (2023) examined the influence of middle school students' self-efficacy on the willingness to use online learning platform. The study discovered that middle school students' self-efficacy influences their perception of the quality of online learning resources and their intention to acquire them. Additionally, the relationship between teachers and students may encourage students to buy online learning resources. It is evident from this that middle school students' purchasing intentions are significantly influenced by their perceptions of the quality of online learning tools as well as their close relationships with their teachers.
- Camilleri & Camilleri (2020) studied the students' acceptance and use of their university's virtual learning environment. According to the research findings, the majority of participants used this technology because they thought it would help them achieve their learning objectives. The results also showed that neither the course teachers nor any other person forced the students to use VLE(virtual learning education). To sum up, this contribution offers important consequences for practitioners. It also makes clear the study's shortcomings and suggests areas for further investigation.
- Pathak, Padale & Patil (2023) analyzed the factors affecting consumer satisfaction towards e learning apps in graduate students prospective. The main goal of this study is to assess the variables that influence students' satisfaction with e-learning apps, particularly for graduate students. The study takes into account three key factors: brand, content quality, and course cost. The study's conclusions demonstrated that while content quality has a moderate link with user satisfaction with the E-Learning app, price and brand had a highly substantial effect.
- Puiu, Idowu, Meghisan-Toma, Bădîrcea, Doran, & Manta, A. G. (2023) examined the online Education Management: A Multivariate Analysis of Students' Perspectives and Challenges during Online Classes. Starting from the standpoint of the students who had difficulties while pursuing this kind of education, the current study examines online education administration. Based on the findings, stress and communication have the most effects on educational quality,less by the instructors' abilities and the bare minimum of technical specifications.

- Basar, Mansor, Jamaludin & Alias, (2021) assessed about the effectiveness and challenges of online learning for secondary school students–A case study. Online learning helps students to stay healthy during pandemics, it is not as successful as traditional classroom instruction. The efficacy of online learning may also be hampered by a weak online infrastructure. By using efficient pedagogical techniques, teachers can enhance the online learning experience for their students.
- Herguner, Son, Herguner Son, & Donmez, A. (2020) examined the Effect of Online Learning Attitudes of University Students on Their Online Learning Readiness. A positive and slightly significant link was observed between university students' attitudes towards online learning and their preparation for itThe findings of this study have demonstrated that maintaining positive online attitudes is essential to achieving the goal of high student readiness for online learning.
- Erarslan & Arslan (2020) assessed online learning experiences of university students and the effects of online learning on their learning practices. Online learning has grown to be an essential component of contemporary education everywhere, particularly in the last 20 years. The study's conclusions demonstrated that students' perceptions of online learning were mixed. Furthermore, it was discovered that students benefited from online learning by developing their ability to study independently.
- Luke, Sela, & Yunus (2021, April) studied about the perspectives of computer science students on online learning quality and learning apps for sustaining communicative competence growth. Online platforytms and quality considerations are two issues that impede the development of communicative ability in online learning.Together, these two factors affect how well communicative competence is developed. When considering online learning, it is anticipated that attention to quality elements and application usage will help to foster the development of communicative skill.
- Muzammil Sutawijaya, & Harsasi (2020) analysed in investigating student satisfaction in online learning: the role of student interaction and engagement in distance learning university.. To examine how interaction in online learning affects students' involvement and how student satisfaction is affected by students' participation. According to the findings, every pattern of interaction, specifically Student engagement has been shown to benefit from interactions amongst students, between students and instructors, and between students and the topic.

Similarly, it has been demonstrated that student satisfaction is positively impacted by student participation.

- Bulić & Blažević (2020) assessed the impact of online learning on student motivation in science and biology classes. The influence of virtual education on learners' enthusiasm for studying Science and Biology, and discovered no statistically noteworthy distinction between respondent subgroups (control and experimental groups) concerning their drive to master biology and science. According to this conclusion, students' motivation for science and biology is affected by online learning Both online learning environments and modern teaching approaches that emphasize active learning and group projects greatly encourage students to learn
- Shi, G. (2020, December) studied about the Research on the influence of online learning on students' desire to learn. The peculiarities of the online learning environment, the unique study habits of each student, and the varied teaching styles of instructors all contribute to the huge variations in opinions on online learning.This study employs a questionnaire to investigate the state of online learning for college students in China and overseas, as well as the factors that impact their inclination towards online learning.
- Al Rawashdeh, Mohammed, Al Arab, Alara, & Al-Rawashdeh, (2021) examined the. advantages and disadvantages of using e-learning in university education: Analyzing students' perspectives. Conversely, e-learning's assistance is insufficient to guarantee that students would benefit from social interactions with their peers and mentors during their academic calendar year. There is a real need for a reliable, well-established online learning environment that both teachers and students can use. With more instructors and mentors available to help consumers feel secure and at ease, e-learning is expected to gain popularity.
- Heymann, Bastiaens Jansen van Rosmalen & Beausaert (2022) analysed how a reflective practice that systematically assists students in reflecting on their learning experiences could be integrated into an online learning environment. It helps students develop their reflective practice and, consequently, their employability skills. The goal of this research is to explore how a reflective practice that systematically assists students in reflecting on their learning experiences may be integrated into an online learning environment.

- Fakhruddin, Shofwan, Mulyono, Kisworo & Kriswanto (2022) evaluated students' satisfaction with the online lecture process as well as the efficacy of the learning resources. This study's impact is to satisfy students' needs during the learning process and give instructors information for online lectures that have been executed well in the media employed. Students at state institutions were the target audience for a quantitative survey that was administered as part of the research project using Google Forms. Utilizing a random sample technique, data was collected and is helpful in assessing how satisfied students are with their online education and how successful the medium for online learning is employed.
- Pallathadka & Pallathadka (2022) evaluated challenges and opportunities of online learning in india. Following a discussion of significant issues brought up by the epidemic's widespread adoption of web-based learning, it discusses solutions put forth by numerous experts to enhance the effectiveness of online learning. Development is hampered by a number of elements, including a weak computing foundation, validity, and the language used in internet-based training.

- Wang, Zhang, Wang, & Tian (2022) evaluated the knowledge sharing is positively impacted only by the communication function; knowledge sharing is not significantly impacted by the information keeping or distribution functions. Additionally, knowledge sharing has no direct effect on course satisfaction, but it can indirectly influence it through encouraging collaborative learning, demonstrating the intermediary function of sharing knowledge. Both the study's theoretical and practical outcomes are examined.
- Rizvi & Nabi (2021) studied how Indian public university students view online teaching and learning (OTL) in the context of the current pandemic, as well as the strategies employed by faculty and the difficulties that students are facing. The most popular online learning methods were active ones, such faculty-led live lectures and live-facilitated articles, case studies, and conversations; the least popular ones were passive ones, like online certification programs offered by learning portals like Swayam, Coursera, and Udemy. The degree of satisfaction derived from interactions between students and teachers exceeded that of interactions amongst students.

- Bhattacharya, Murthy & Bhattacharya (2022) analysed The social and ethical issues of online learning during the pandemic and beyond. In order to examine the facilitators and barriers to online learning from the viewpoints of both students and instructors in higher education institutions, this research adopts a qualitative thematic analytical approach. The purpose of this study was to ascertain how higher education professors and students see online learning experiences in terms of behavior and expectations. Understanding the instructors' and students' actual experiences in the context of the pandemic's online learning environment was the main goal.
- Kumar, & Sharma (2021) studied the fundamental learning elements that make up the e-learning environment in accordance with accepted learning theories. The goal of the effort is to provide a foundation for the creation and use of effective e-learning solutions utilizing cloud-based platforms. The usage of digital platforms by students can be utilized to enhance more conventional teaching strategies. In particular, a well-designed digital learning platform can facilitate learning at a convenient time, location, and speed. They can boost student engagement and result in better learning results that are more competent and satisfying.
- Chen, Xia & Jia (2020) evaluated that this study seeks to address the weaknesses of online education platforms to make them more helpful and adaptive. The present condition of the platforms was summarized based on survey data, followed by a study of the degree of effect of each component on platform selection. Following that, platform development and customer happiness were examined in light of platform security, credit rating, and user experience. Finally, numerous proposals for improving online education platforms were made.
- Chahal & Rani (2022) studied exploring the acceptance of e-learning among higher education students in India: by combining the technology acceptance model with external variables. The purpose of this study was to pinpoint the variables impacting students' behavioral intentions and actual use of e-learning. It also looked at the mediation effects between various latent constructs. The study's findings are important for higher education administration, management, e-learning system developers, marketers, and researchers who want to improve the effectiveness of e-learning by producing more focused and tailored learning solutions.

- Rajabalee & Santally (2021) analysed the connections between students' overall performance and their participation in an online course, as well as an analysis of their comments. Regardless of how well they performed, most students expressed satisfaction with the learning design concept. Students, on the other hand, cited problems with instructor support and technological challenges across groups. The findings have significance for the development of institutional e-learning policies to improve student experiences. Important elements include the subject of such policies, learning design models, student assistance and counseling, and learning analytics.
- Cheng & Xie (2021) studied procrastination in online courses among college students, revealing that task value and emotional cost indirectly influence students' perceptions of content importance and technology usability, highlighting a multifaceted phenomenon. Based on a self-regulated learning perspective, the goal of this study is to investigate why college students delay in online courses. The current study adds to the body of knowledge by explaining the process underlying academic postponement in online learning environments.

Chapter 3

Theoretical Framework

The theoretical framework for a research project examining online learning apps from the perspective of students involves exploring various educational theories and frameworks that can provide a comprehensive understanding of the dynamics at play in the digital learning environment. A great learning resource for students with access to a real classroom is an online learning app. Students who are professionals in the workforce and want to get better can benefit from it. It makes it possible for students who live in rural locations to go to class.

One of the numerous advantages of this learning approach is its simplicity of schooling. The smartphone has an embedded online learning program that may be utilized at any time. Students can access pre-recorded lessons as well as live sessions. Trainers instruct using audio-visual modalities. Students participate actively in the virtual classroom and easily communicate with one another. Millions of courses may be found on numerous online learning platforms. Students can also benefit from online learning in admissions at many universities and colleges. Students are able to select topics based on what interests them. You have the option of selecting from both paid and free courses. When a course is completed, students even receive a certificate of completion.

Satisfaction level of students:

Online learning apps have an approachable method. Attendance at the session must be recorded by the students. Students receive homework that they must finish before the deadline. Students are able to monitor their progress. They can even offer suggestions for how to make teaching and learning strategies better. As online learning is becoming more and more common, it has changed the face of education and made it necessary to critically assess how it affects student satisfaction. This study aims to determine the overall satisfaction levels of students and to untangle the complexities of their experiences using online learning platforms. We hope to shed light on the elements that either help or hinder happiness in the field of virtual education by concentrating on the viewpoint of the students. Online learning's convenience is frequently mentioned by students as a major element determining their level of satisfaction. The ability to access lectures and study materials whenever you want, from anywhere, accommodates a variety of schedules and learning styles. This flexibility gives students the ability to take charge of their own education while also improving convenience.

The range of interactive elements and multimedia resources included in online learning systems further enhances the learning process. The integration of films, simulations, and discussion forums creates a lively and captivating atmosphere that encourages a more profound comprehension of the material. Pupils value the chance to engage with the material in ways that may not be possible in regular classroom settings. The availability of resources is a critical component that also plays a significant role in student satisfaction with online learning. Students can explore more deeply into areas of interest thanks to the abundance of supplemental materials offered via digital libraries, e-books, and online forums. Students' overall satisfaction with the online learning environment is positively impacted by the abundance of resources, which enhances the learning experience.

It is imperative to recognize potential obstacles that could impact the degree of enjoyment. Some students may find it difficult to overcome technical difficulties, little in-person connection, and the lack of a traditional classroom setting. To ensure a comprehensive grasp of the dynamics of satisfaction in online learning, it is imperative to identify and tackle these issues. Examining the degree of student satisfaction with online learning necessitates a careful consideration of many different aspects. Student happiness is positively impacted by resource accessibility, interactive features, and ease. However, in order to support ongoing development and guarantee that online education satisfies the wide range of student needs, a thorough understanding must also take into account the difficulties connected with virtual learning.

Examination results:

The incorporation of virtual learning applications into conventional educational frameworks has attracted a great deal of interest lately. Knowing how these apps affect students' exam outcomes is one of the main topics of interest. The increased need for flexible education options and technical improvements have fueled the shift towards online learning. This study is to explore how online learning apps lead to better exam outcomes from the viewpoint of the students. Online learning applications provide an array of advantages that, in the eyes of students, might enhance their academic achievement. First and foremost, these apps give users access to a wide range of instructional materials, enabling them to investigate various

viewpoints and deepen their comprehension of the subject. Many online learning platforms are interactive, which engages students in a way that older techniques might not, leading to a greater understanding of the topic.

Furthermore, the ease of use of online learning applications is a major factor in students' capacity to efficiently manage their study schedules. When given the freedom to learn in the setting of their choice and at their own speed, students can customize their study schedules to fit their own learning preferences. This flexibility has the potential to improve test-taking readiness and information retention. Real-time feedback and assessment capabilities that are integrated into many online learning programs are an additional factor to take into account. With the help of these resources, students may monitor their development, pinpoint their areas of strength and weakness, and obtain focused feedback—all of which help to create a more individualized learning environment. Students can work toward continual development and eventually enhance their exam scores by quickly addressing individual issues.

It is imperative to recognize the possible obstacles and constraints linked to online learning applications. Some students may find it difficult to overcome problems including technological barriers, distractions, and the absence of in-person interaction. Therefore, it's crucial to take into account the wide range of experiences and preferences among students when examining the beneficial effects of online learning apps on exam scores. These apps' ease, interaction, and individualized learning opportunities can make a big difference in students' academic performance. To make sure that the potential advantages are utilized for every student, however, continued research and close observation of the changing online education landscape are essential.

Problems faced by students:

The widespread use of online learning apps has changed the nature of education, but it's important to look at the difficulties that students are facing as they navigate this new digital frontier. In order to remove any obstacles that might be preventing students from learning, it is essential to comprehend the issues from their point of view. In order to shed light on the challenges that may affect students' academic journeys, this study aims to untangle the complex problems that arise when students use online apps. A major obstacle that students encounter while using online learning apps is the widespread problem of technological issues.

Technical difficulties, such as a poor internet connection, bugs in the software, or device incompatibilities, can interfere with the learning process, leading to dissatisfaction and distracting from the educational process as a whole. A seamless learning environment necessitates addressing a new set of possible obstacles brought about by the reliance on technology.

Additionally, the lack of in-person engagement presents a significant obstacle for students. Conventional classrooms offer a dynamic environment for face-to-face interactions, prompt clarifications, and active participation with teachers. Students may experience isolation in the virtual world of online apps, which makes it difficult for them to ask for prompt assistance or explanations on course material. The comprehension of the subject matter by the pupils and their capacity for motivation may be impacted by this lack of direct connection.

When students use online learning tools, they frequently report experiencing distractions and a decreased sense of accountability. Students who learn from home or in other non-traditional settings are frequently subjected to a variety of distractions, including household chores and digital temptations. Students may find it difficult to stay focused and disciplined in the absence of the physical classroom's organized setting, which could have a negative impact on their academic achievement.

In addition, the problem of unequal availability of technology makes students' difficulties worse. Differences in the availability of devices and internet connectivity can be caused by disparities in socioeconomic status. In order to ensure that everyone has equal access to online learning opportunities, it is necessary to address the educational divide that may arise from students' reduced ability to engage fully in these sessions. To improve and maximize the digital learning experience, it is essential to comprehend the issues that students face when utilizing online learning applications. Among the obstacles that require addressing are technical difficulties, a deficiency of in-person interactions, diversions, and uneven access to technology. Teachers and developers can try to create an online learning environment that is more inclusive and successful, meeting the varied requirements of students, by recognizing and anticipating these difficulties.

Advantages:

1. Flexibility and Convenience: Online learning apps allow students to access educational content at their own pace and convenience, enabling flexible study schedules.
2. Interactivity: Features like quizzes, discussions, and multimedia content engage students actively, fostering a dynamic and enjoyable learning experience.
3. Access to Abundant Resources: Online learning platforms provide access to digital libraries, e-books, and additional study materials, offering a wealth of resources beyond traditional textbooks.
4. Immediate Feedback: Real-time feedback and assessment tools allow students to track their progress, identify areas for improvement, and receive instant feedback, promoting continuous self-assessment.
5. Personalized Learning: The adaptability of online learning apps caters to individual learning styles, allowing students to tailor their educational experience based on their needs and preferences.
6. Collaborative Opportunities: Virtual study groups, discussion forums, and collaborative projects facilitate interaction among students, breaking down geographical barriers and promoting peer-to-peer learning.
7. Cost-Efficiency: Online learning often eliminates the need for commuting and physical textbooks, reducing overall educational expenses for students.

Disadvantages:

1. Technical Issues: Online learning apps are susceptible to technical glitches, such as internet connectivity problems, platform malfunctions, or compatibility issues with devices, which can disrupt the learning experience.
2. Limited Face-to-Face Interaction: The absence of physical classrooms and face-to-face interactions with teachers and peers can hinder the development of interpersonal skills and a sense of community, impacting the overall learning environment.
3. Distractions and Lack of Focus: Learning from home or other non-traditional settings may expose students to various distractions, making it challenging to maintain focus and engagement during online classes or while using learning apps.
4. Isolation and Reduced Socialization: Online learning can lead to feelings of isolation as students miss out on the social aspects of traditional classrooms. The lack of in-person interactions can contribute to a sense of detachment from the learning community.
5. Inadequate Monitoring and Proctoring: Online exams and assessments may face challenges in maintaining academic integrity, as it can be difficult to monitor students effectively, potentially leading to issues related to cheating or dishonest behavior.
6. Unequal Access to Technology: Socioeconomic disparities may result in unequal access to necessary technology and a reliable internet connection. Students with limited access to devices or the internet may face difficulties participating fully in online learning.
7. Screen Time Concerns: Excessive screen time associated with online learning can contribute to physical health issues, such as eye strain, fatigue, and potential long-term consequences of extended exposure to digital devices.
8. Limited Hands-On Learning: Certain subjects or courses that require hands-on activities, laboratory work, or physical engagement may be challenging to replicate effectively in an online learning environment, limiting the practical application of knowledge.

Chapter 4

Data Analysis

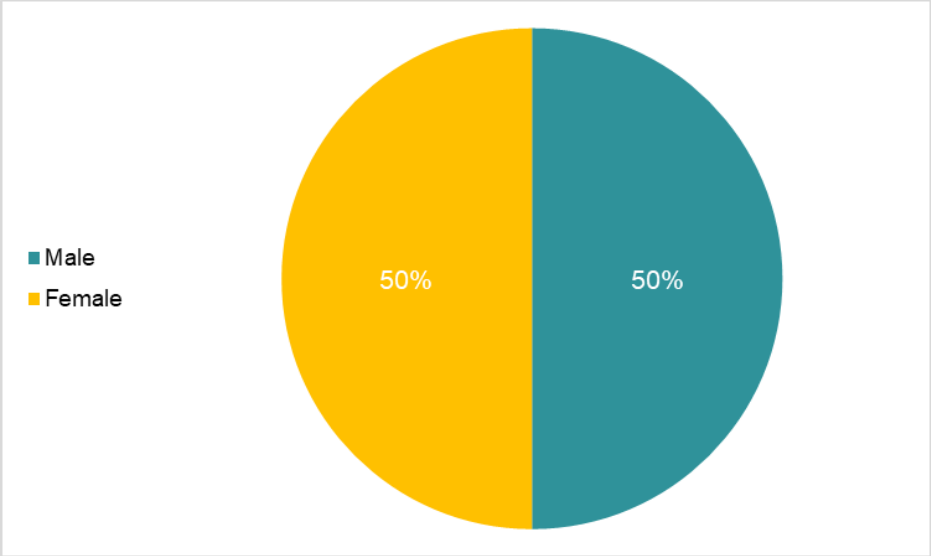
1. GENDER WISE CLASSIFICATION

The respondents are classified on the basis of their gender. Details are shown in table 4.1

Table 4.1

GENDER	NUMBER OF RESPONSES	PERCENTAGE (%)
MALE	50	50
FEMALE	50	50
TOTAL	100	

Figure 4.1



Inference:

Table 4.1 shows that 50% of the participants are male and 50% are female, suggesting that the study is designed to be inclusive and representative of both genders.

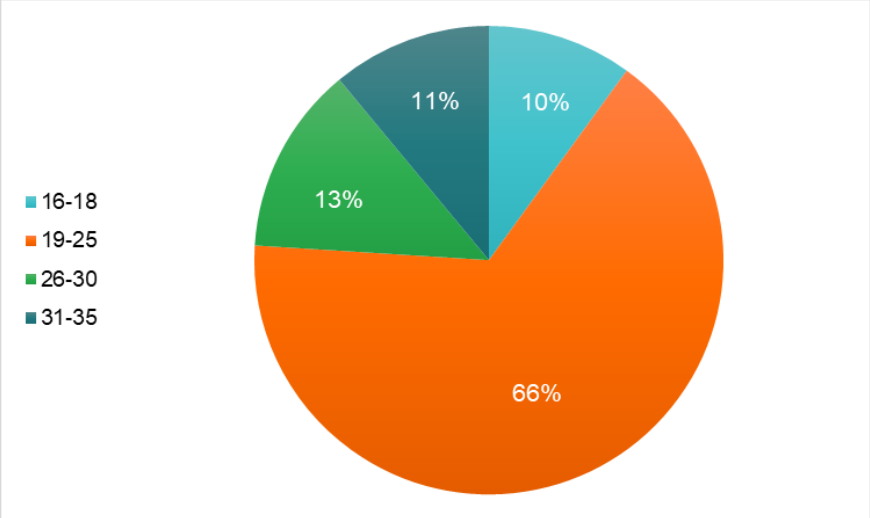
2. AGE WISE CLASSIFICATION

The respondents are classified on the basis of their age. Details are shown in table 4.2

Table 4.2

AGE	NUMBER OF RESPONSES	PERCENTAGE (%)
16-18	10	10%
19-25	66	66%
26-30	13	13%
31-35	11	11%
TOTAL	100	

Figure 4.2



Inference:

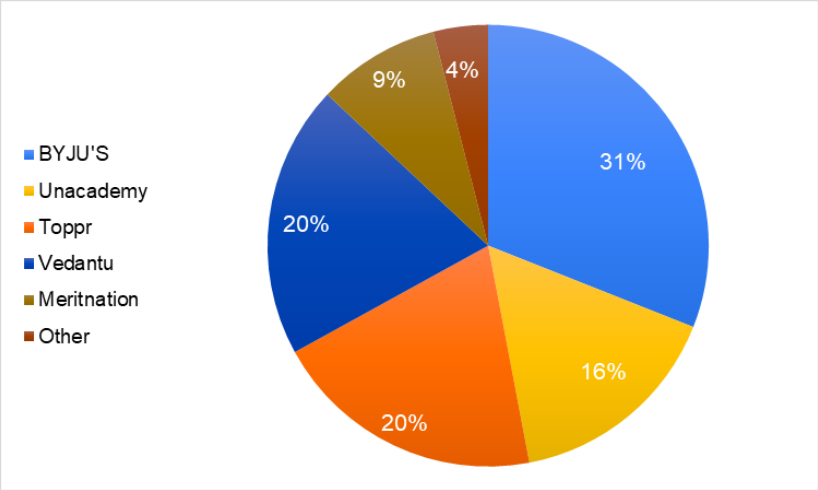
Table 4.2 shows that 10% of the respondents fall within the age range of 16-18 years, indicating a relatively smaller proportion. The majority, comprising 66% of the participants, are aged between 19 and 25 years. A significant portion, 13%, falls into the 25-30 age group. Another 11% of the respondents belong to the 31-35 age category.

3. FAMILIAR ONLINE LEARNING APPS

Table 4.3

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
BYJU'S	63	31%
UNACADEMY	33	16%
TOPPR	41	20%
VEDANTU	41	20%
MERITNATION	19	9%
OTHER	8	4%
TOTAL	205	

Figure 4.3



Inference:

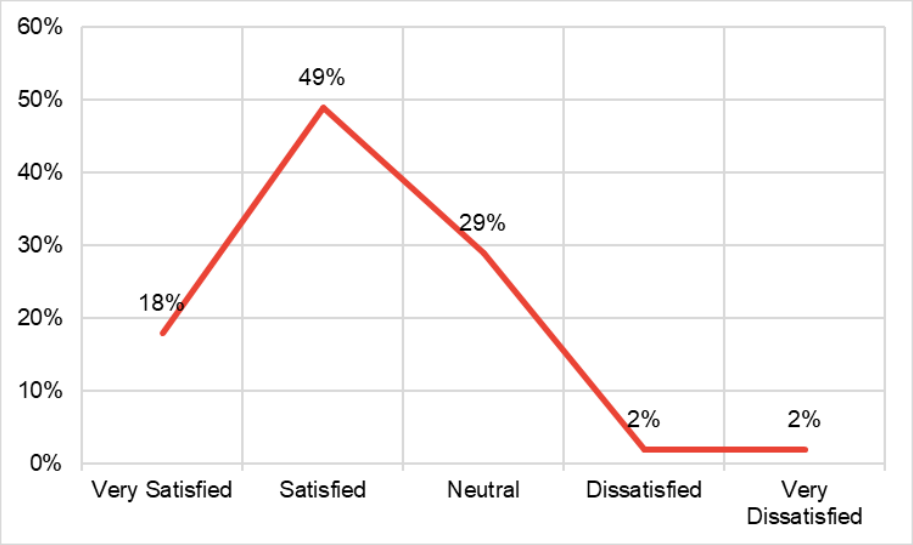
Out of 205 respondents, the majority of them are using BYJU'S which represents 31%. Some use Toppr (20%) and Vedantu(20%) for learning apps. 16% of them are familiar with Unacademy. 9% are familiar with Meritnation and 8% are familiar with other learning apps.

4. SATISFACTION LEVEL OF ONLINE LEARNING APPS

Table 4.4

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
VERY SATISFIED	18	18%
SATISFIED	49	49%
NEUTRAL	29	29%
DISSATISFIED	2	2%
VERY DISSATISFIED	2	2%
TOTAL	100	

Figure 4.4



Inference:

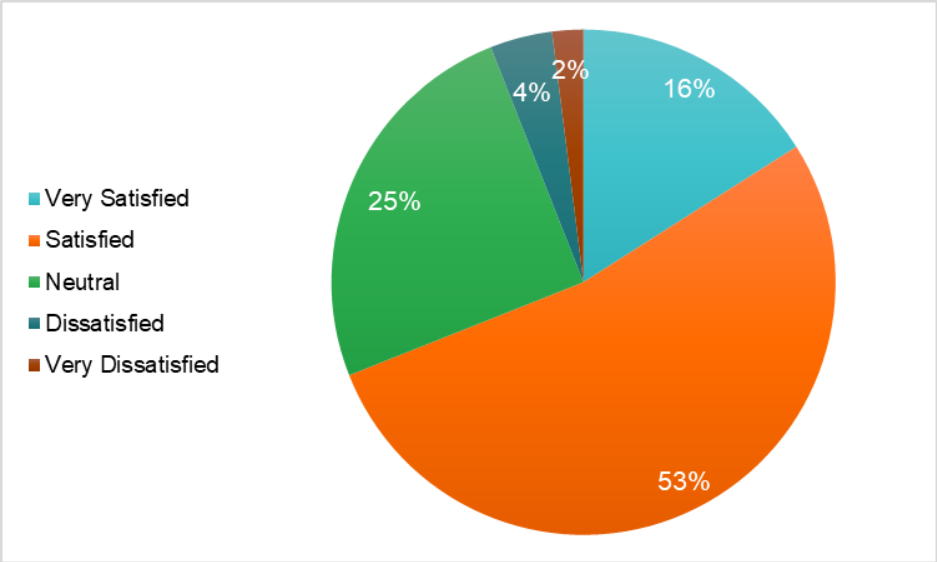
Out of 100 respondents,18% is very satisfied for using online learning apps and 49% is just satisfied .29% represents the neutral satisfaction. The rest 2% is dissatisfied and very dissatisfied with using online learning apps.

5. SATISFACTION LEVEL WITH THE QUALITY OF INSTRUCTION AND CONTENT IN ONLINE LEARNING APPS

Table 4.5

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
VERY SATISFIED	16	16%
SATISFIED	53	53%
NEUTRAL	25	25%
DISSATISFIED	4	4%
VERY DISSATISFIED	2	2%
TOTAL	100	

Figure 4.5



Inference:

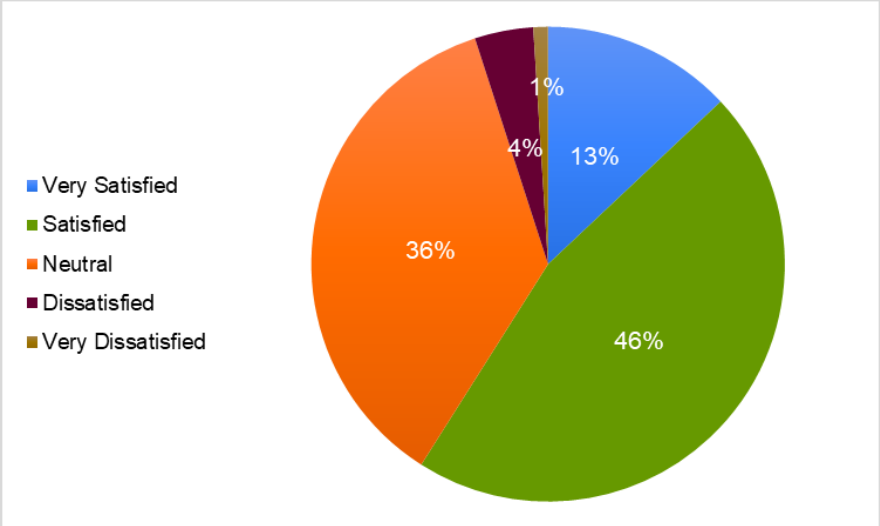
Out of 100 observations 16% is very satisfied with the quality of instruction and content in online learning apps and 53 % is satisfied.25% represents the neutral. The rest 6%, in which 4% is dissatisfied and 2% is very dissatisfied about the quality of instruction and contents.

6. IMPACT OF ONLINE LEARNING APPS IN EXAM RESULTS

Table 4.6

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
VERY SATISFIED	13	13%
SATISFIED	46	46%
NEUTRAL	36	36%
DISSATISFIED	4	4%
VERY DISSATISFIED	1	1%
TOTAL	100	

Figure 4.6



Inference:

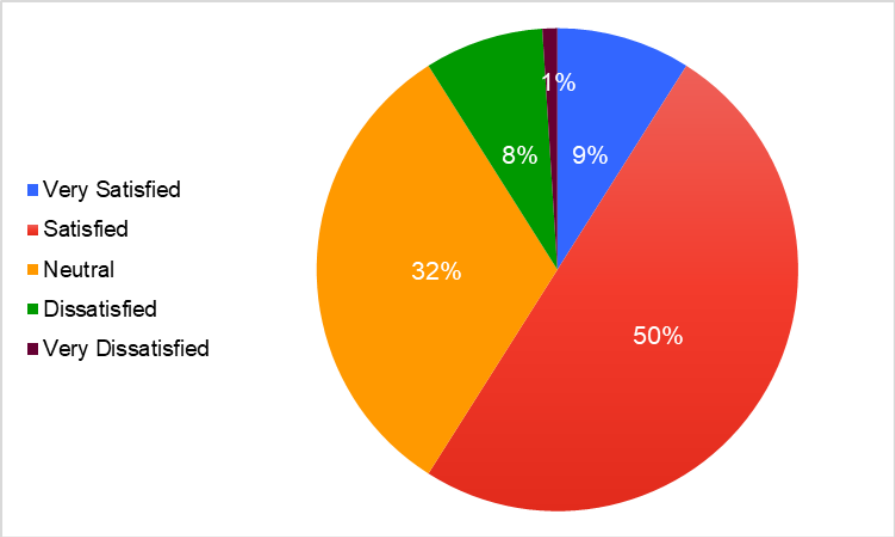
Out of 100 observations,13% is very satisfied with their exam results by using online learning apps and 46% is satisfied .36% represents the neutral level.4% is dissatisfied in their exam results and the rest 1% represents dissatisfied level.

7. SATISFACTION WITH FLEXIBILITY IN ONLINE LEARNING SCHEDULING AND PACING

Table 4.7

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
VERY SATISFIED	9	9%
SATISFIED	50	50%
NEUTRAL	32	32%
DISSATISFIED	8	8%
VERY DISSATISFIED	1	1%
TOTAL	100	

Figure 4.7



Inference:

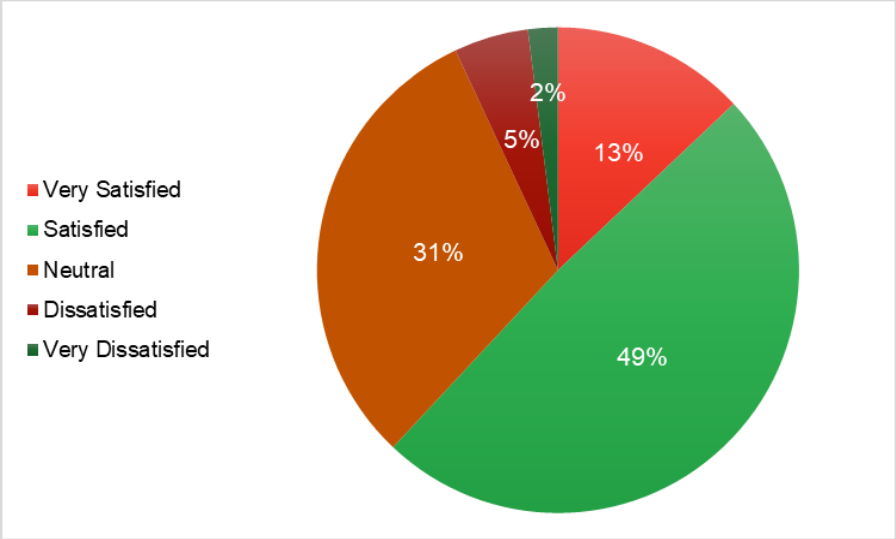
The data on satisfaction with the flexibility offered by online learning apps in terms of scheduling and pace reveals a positive trend ie,9% very satisfied and 50% satisfied. The 32% of neutral replies indicate that quite a few of respondents had a moderate position, which might indicate differences in user preferences or experiences. Dissatisfaction levels are comparatively low, with 8% dissatisfied and 1% very dissatisfied.

8. Satisfaction with Online Course Instructor Interaction

Table 4.8

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
VERY SATISFIED	13	13%
SATISFIED	49	49%
NEUTRAL	31	31%
DISSATISFIED	5	5%
VERY DISSATISFIED	2	2%
TOTAL	100	

Figure 4.8



Inference:

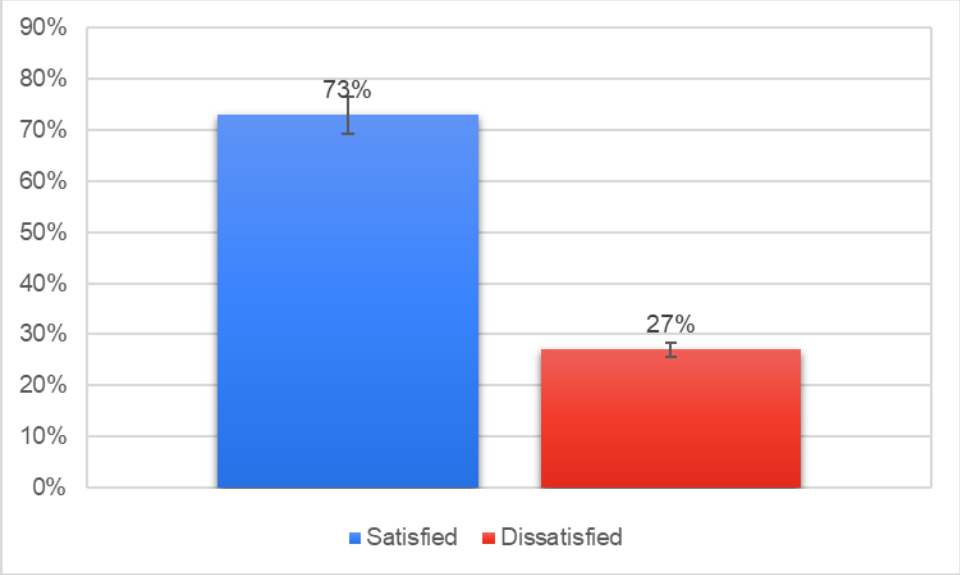
The data on satisfaction with the level of interaction with instructors in online courses indicates a positive trend, 13% very satisfied and 49% satisfied. The 31% neutral responses suggest a significant portion of respondents with a moderate stance Dissatisfaction levels are relatively low, with 5% dissatisfied and 2% very dissatisfied.

9. Satisfaction with Online Learning App Support and Exam Resources

Table 4.9

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
SATISFIED	73	73%
DISSATISFIED	27	27%
TOTAL	100	

Figure 4.9



Inference:

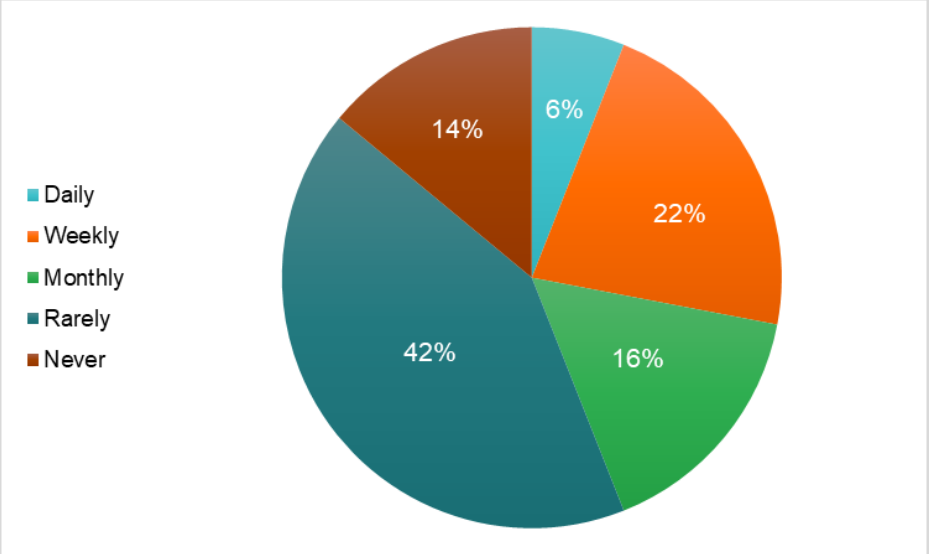
The data on satisfaction with the level of support and resources provided by online learning apps for exams indicates a predominantly positive response, with 73% of respondents expressing satisfaction. Conversely, 27% reported dissatisfaction with the support and resources offered.

10. FREQUENCY OF ONLINE LEARNING APP USAGE FOR EXAM PREPARATION

Table 4.10

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
DAILY	6	6%
WEEKLY	22	22%
MONTHLY	16	16%
RARELY	42	42%
NEVER	14	14%
TOTAL	100	

Figure 4.10



Inference:

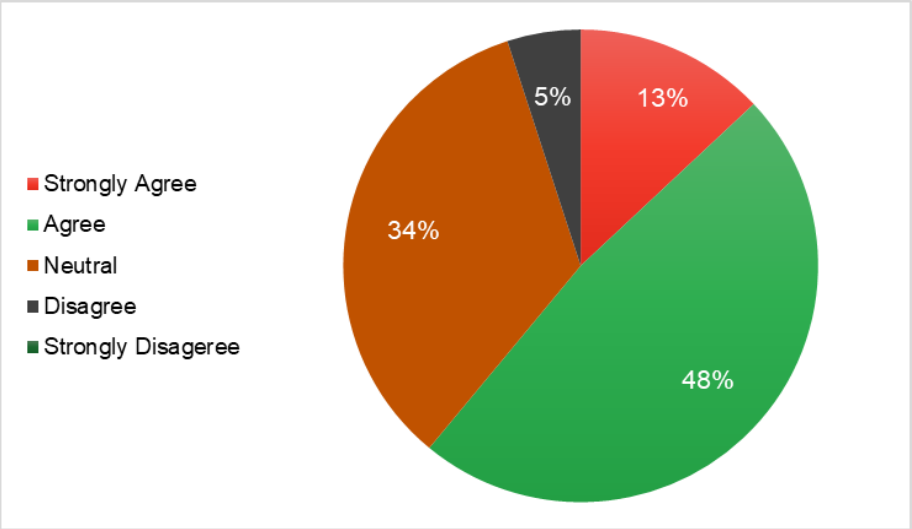
Most of the people access learning apps multiple times a day for educational purposes.6% respondents use learning apps daily. 22% respondents use learning apps weekly. 16% respondents use learning apps monthly.42% respondents rarely uses learning apps. Rest 14% respondents haven't used learning apps.

11. Enhancing Exam Scores through Interactive Learning App Content

Table 4.11

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
STRONGLY AGREE	13	13%
AGREE	48	48%
NEUTRAL	34	34%
DISAGREE	5	5%
STRONGLY DISAGREE	0	0
TOTAL	100	

Figure 4.11



Inference:

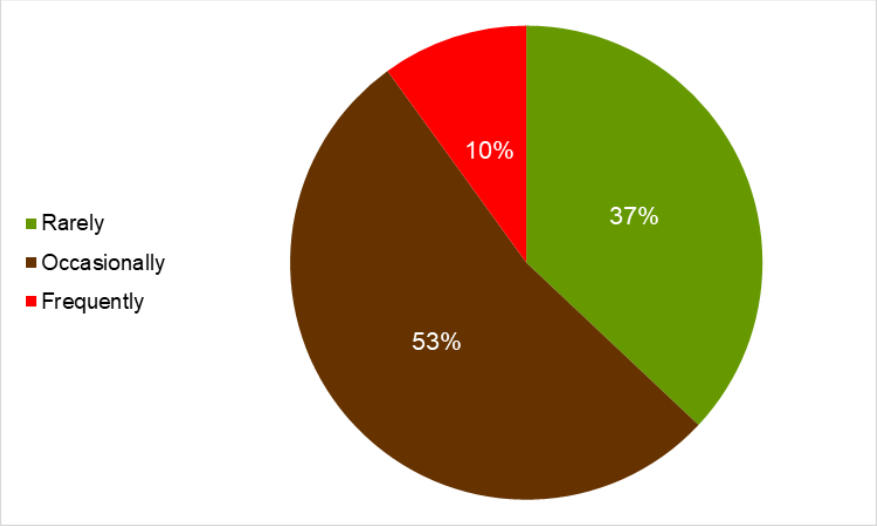
13% of respondents strongly agree that interactive content on online learning apps can improve your exam scores. 48% of them have agreed. 34% of the respondents have a neutral opinion but only 5% of the respondents disagreed with this fact.

12. Frequency of Technical Glitches in Online Classes

Table 4.12

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
RARELY	37	37%
OCCASIONALLY	53	53%
FREQUENTLY	10	10%
TOTAL	100	

Figure 4.12



Inference:

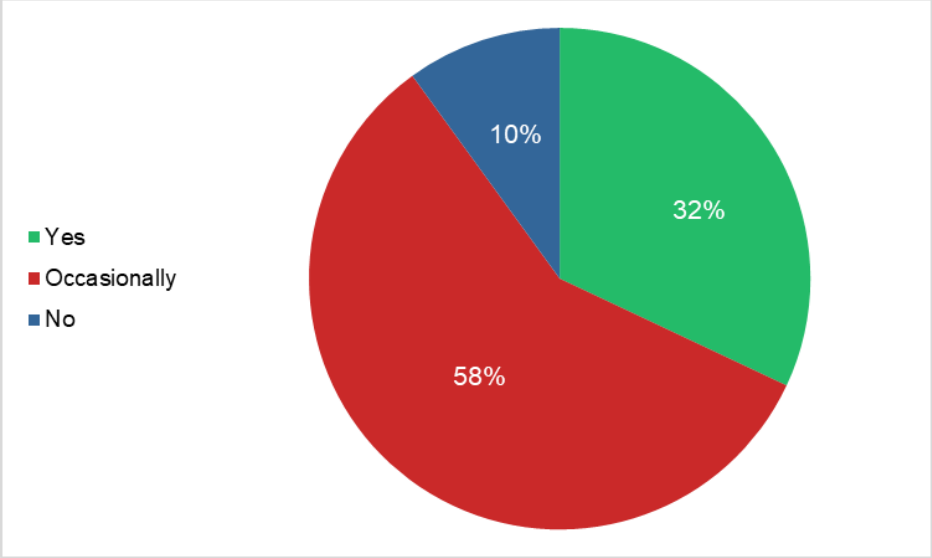
The data on the frequency of experiencing technical issues during online classes indicates that a majority of respondents, comprising 91%, encounter technical challenges to varying extents. Specifically, 53% report occasional technical issues, while 37% experience these problems rarely. The remaining 9% face technical difficulties frequently.

13. Challenges in Maintaining Focus During Online Classes

Table 4.13

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
YES	58	58%
OCCASIONALLY	32	32%
NO	10	10%
TOTAL	100	

Figure 4.13



Inference:

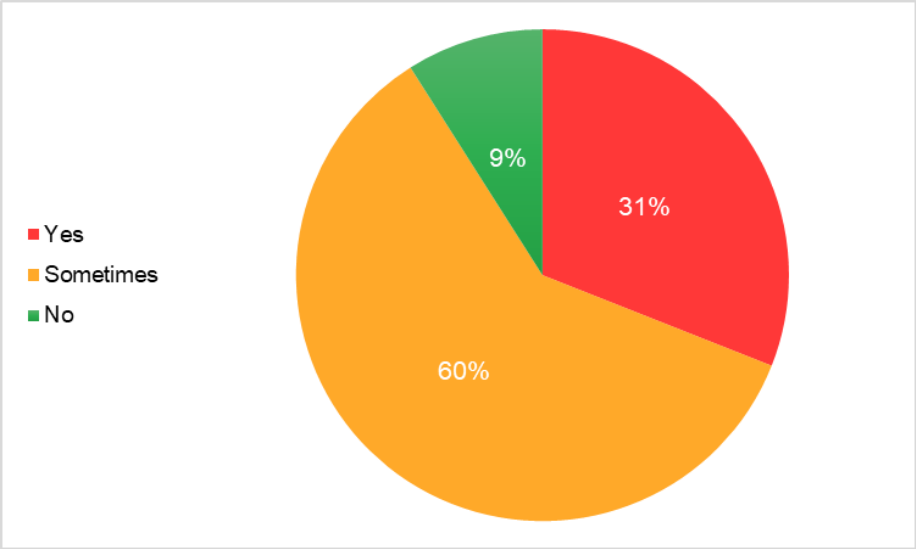
The data on distractions and difficulties in maintaining focus during online classes indicates a prevalent challenge for a majority of respondents. Specifically, 58% report facing occasional difficulties, while 32% affirm experiencing distractions. Only 10% claim not to face any challenges in maintaining focus during online classes. This suggests that distractions and focus-related difficulties are common issues that users encounter in the online learning environment.

14. Online Learning: Isolation and Reduced Social Interaction

Table 4.14

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
YES	31	31%
SOMETIMES	60	60%
NO	9	9%
TOTAL	100	

Figure 4.14



Inference:

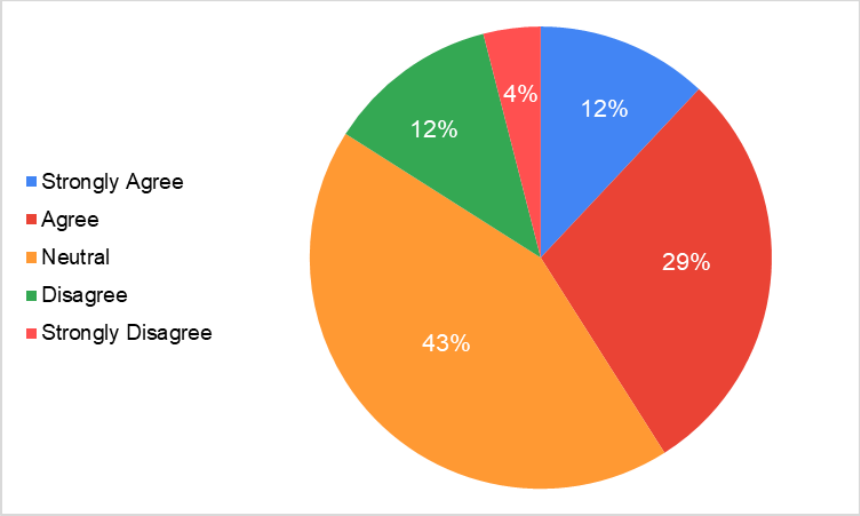
The data on the sense of isolation or reduced social interaction in online learning reveals a prevalent concern among respondents. A notable 60% report experiencing this issue sometimes, while 31% affirm a consistent sense of isolation. On the contrary, only 9% claim not to have experienced any reduction in social interaction. This suggests that a majority of users, at times, feel a lack of social connection in the online learning environment.

15. Online Learning Apps: Alleviating Exam Anxiety and Enhancing Performance

Table 4.15

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
STRONGLY AGREE	12	12%
AGREE	29	29%
NEUTRAL	43	43%
DISAGREE	12	12%
STRONGLY DISAGREE	4	4%
TOTAL	100	

Figure 4.15



Inference:

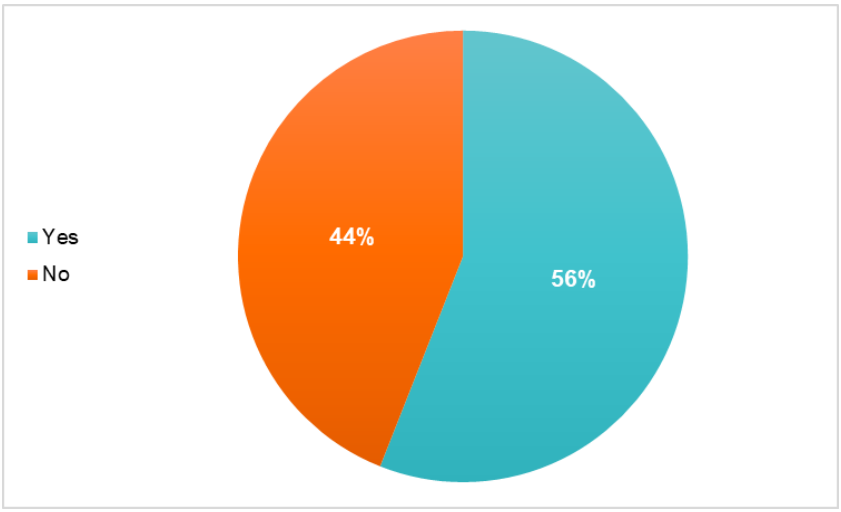
The data on the impact of online learning apps on exam anxiety and performance suggests a diverse range of perspectives among respondents. While 41% (12% strongly agree and 29% agree) acknowledge a positive influence, 43% express a neutral stance and 16% disagreeing, highlighting the complex relationship between these tools and individual exam stress.

16. Suitability of Online Learning Apps for Complex Subjects

Table 4.16

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
YES	56	56%
NO	44	44%
TOTAL	100	

Figure 4.16



Inference:

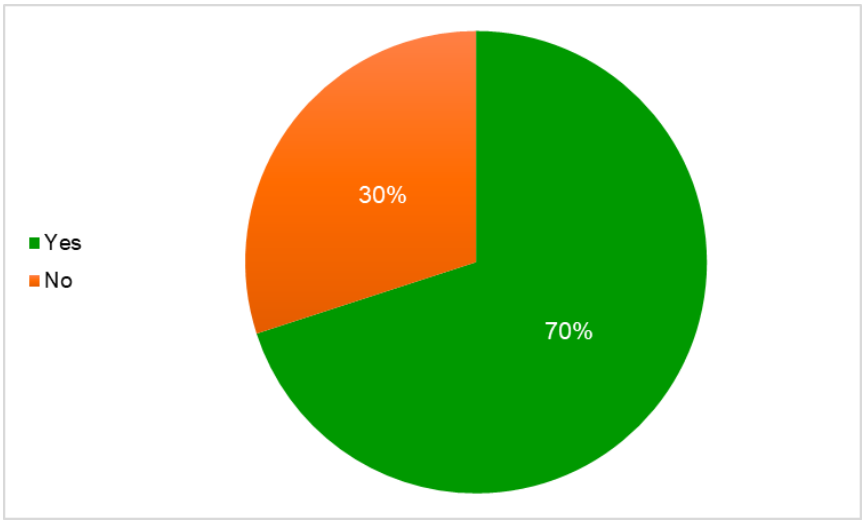
The data on whether online learning apps are deemed suitable for all subjects, regardless of complexity, reveals a split perspective among respondents. While 56% believe that online learning apps are suitable for all subjects, 44% express reservations, suggesting a perception that the suitability of these apps may be contingent on the complexity of the subject matter.

17. Online learning apps are cost-effective for exam preparation

Table 4.17

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
YES	70	70%
NO	30	30%
TOTAL	100	

Figure 4.17



Inference:

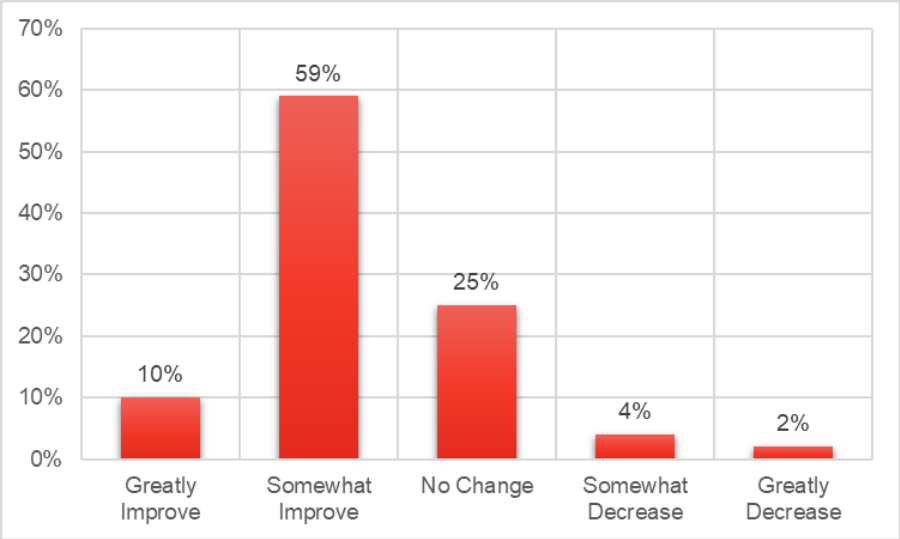
The data on perceptions of the cost-effectiveness of online learning apps for exam preparation indicates a prevailing positive sentiment, with 70% of respondents believing these apps to be cost-effective. Conversely, 30% express reservations about the cost-effectiveness of online learning apps for exam preparation.

18. Online Learning Apps and Time Management Skill Enhancement

Table 4.18

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
GREATLY IMPROVE	10	10%
SLIGHTLY IMPROVE	59	59%
NO CHANGE	25	25%
SLIGHTLY DECREASE	4	4%
GREATLY DECREASE	2	2%
TOTAL	100	

Figure 4.18



Inference:

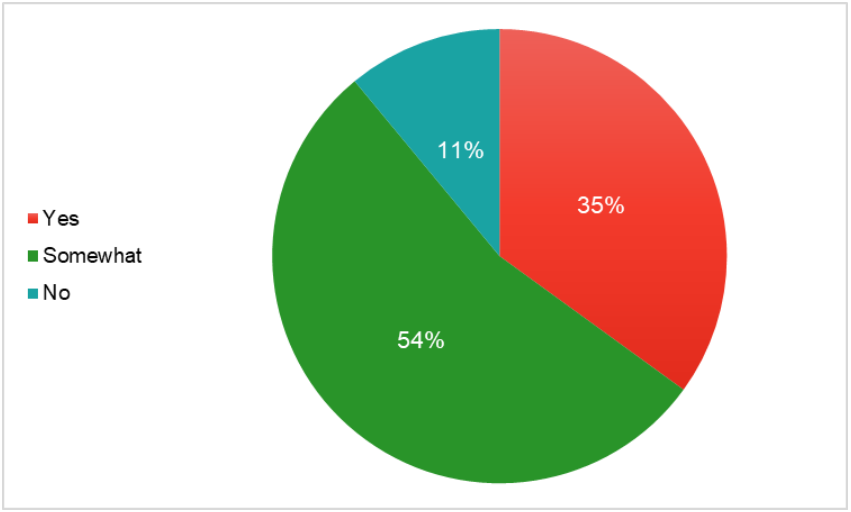
10% report that online learning apps greatly improve their time management skills, while 59% note somewhat improvement. For 25%, there is no observed change, and only 6% (4% somewhat decrease, 2% greatly decrease) report a decline in time management skills.

19. Enhancing Adaptability in Evolving Education Through Online Learning

Table 4.19

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
YES	35	35%
SOMETIMES	54	54%
NO	11	11%
TOTAL	100	

Figure 4.19



Inference:

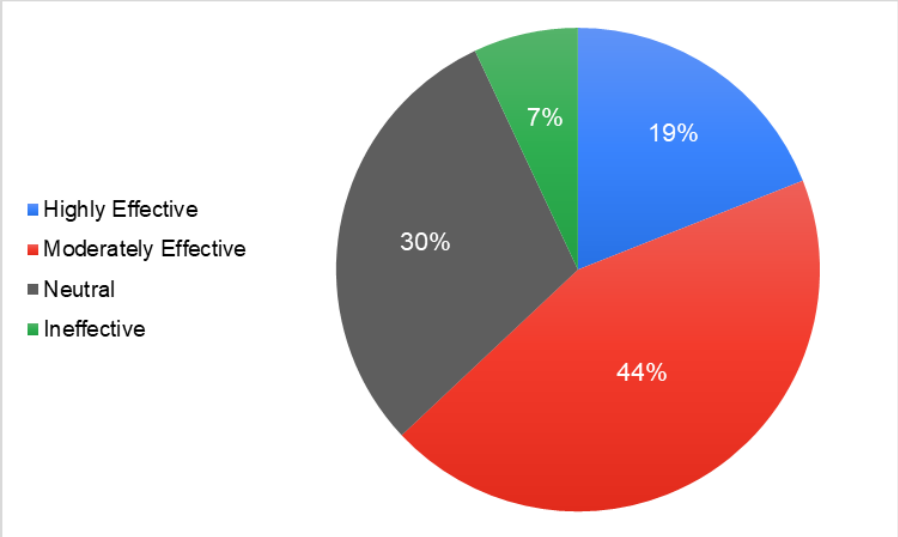
A majority of respondents, 54%, believe that online learning has somewhat improved their adaptability, while 35% strongly affirm experiencing such improvement. Conversely, 11% express negativity, stating that online learning has not contributed to an enhanced adaptability to changing educational environments.

20. Effectiveness of Online Learning Apps in Replacing Physical Textbooks and Materials

Table 4.20

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
HIGHLY EFFECTIVE	19	19%
MODERATELY EFFECTIVE	44	44%
NEUTRAL	30	30%
INEFFECTIVE	7	7%
TOTAL	100	

Figure 4.20



Inference:

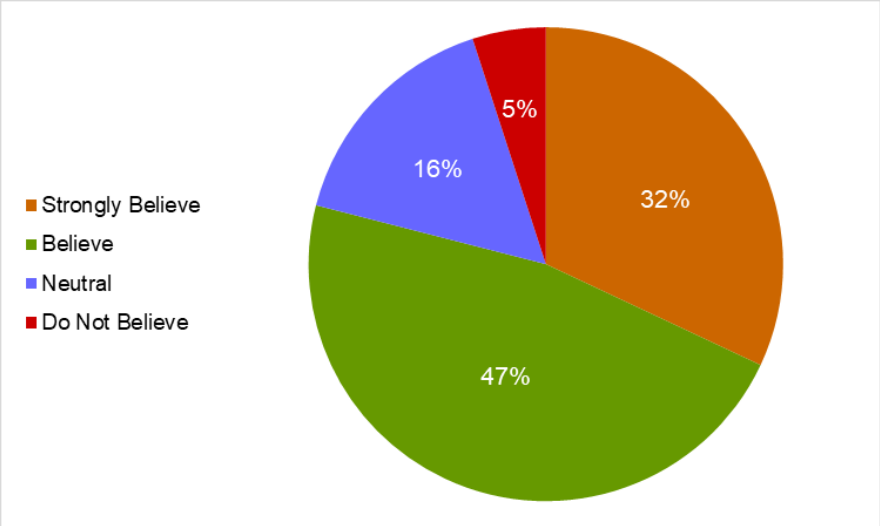
The data on the effectiveness of online learning apps in reducing the need for physical textbooks and additional materials suggests a positive impact. Specifically, 63% believe online learning apps are either highly effective (19%) or moderately effective (44%) in mitigating the reliance on physical textbooks and supplementary materials. Meanwhile, 30% express a neutral stance. However, only 7% of respondents find these apps ineffective, indicating a shift towards digital platforms.

21. Do you believe that online learning apps will continue to play a significant role in the future of education?

Table 4.21

PARTICULARS	NUMBER OF RESPONSES	PERCENTAGE (%)
STRONGLY BELIEVE	32	32%
BELIEVE	47	47%
NEUTRAL	16	16%
DO NOT BELIEVE	5	5%
TOTAL	100	

Figure 4.21



Inference:

The data on the belief in the future role of online learning apps in education indicates a strong positive sentiment. A combined 79% (32% strongly believe and 47% believe) express confidence in the continued significance of online learning apps. Meanwhile, 16% remain neutral and only 5% do not believe in the enduring importance of these apps. This overwhelming support suggests widespread anticipation of online learning apps continuing to play a pivotal role in shaping the future landscape of education.

CHAPTER 5

FINDINGS, SUGGESTIONS, AND CONCLUSIONS

FINDINGS:

- The study is designed to be inclusive and representative, with 50% male and 50% female participants.
- The majority of participants (66%) fall within the 19-25 age range. The 25-30 age group comprises 13% of respondents. 75% of respondents use learning apps for educational purposes.The majority of students who use apps for online learning are between the ages of 19 and 25.
- BYJUS (63%), TOPPR (41%), VEDANTU (41%) Online learning apps are familiar by most of the users.
- 67% (49% & 18%) of respondents express satisfaction with online learning apps, 18% are very satisfied , and 29% represents the neutral satisfaction, while 2% are dissatisfied.
- 16% is very satisfied with the quality of instruction and content in online learning apps and 53 % is satisfied.25% represents the neutral.
- The majority of students (42%) use online learning apps rarely to prepare for exams.
- 13% & 46% of respondents are very satisfied and satisfied with the impact of online learning apps on exam results. 36% are neutral, and 4% express dissatisfaction.
- The majority of students are satisfied with online learning apps in terms of flexibility(50%) and interaction with the instructor (49%).
- 73% express satisfaction with the support and resources provided by online learning apps.
- The majority of students (42%) use online learning apps rarely to prepare for exams.
- 13% & 48% are strongly agree and agreed that interactive content on online learning apps can improve exam scores.
- 91% of respondents encounter technical challenges, with 53% reporting occasional issues.
- 58% face occasional difficulties in maintaining focus during online classes.
- The majority of students (58%) find it difficult to concentrate in online classes. 60% of the population is represented by isolation and reduced social interaction.
- 41% (12% strongly agree and 29% agree) believe online learning apps positively influence exam anxiety and performance.
- 56% believe online learning apps are suitable for all subjects.
- 70% believe online learning apps are cost-effective for exam preparation.

SUGGESTIONS:

To enhance the effectiveness of online learning applications, several strategic considerations can be implemented. First and foremost, it is crucial to diversify age representation within the user base, ensuring that the perspectives of senior students are well-captured. This involves employing techniques that serve to a broader age range, fostering inclusivity and relevance across various educational stages. Addressing technical support issues is paramount for enhancing consumer satisfaction and overall user experience. By proactively solving technical challenges, the usability and dependability of online learning platforms can be significantly improved. Moreover, fostering a more robust interaction between instructors and students in online courses is essential.

The establishment of clear policies that elevate communication levels contributes to a more engaging and supportive learning environment. Subject-specific suitability should also be a focal point, understanding the factors influencing individuals' perceptions of whether online learning applications are appropriate for a given subject. Moreover, addressing challenges such as online class distractions and exam anxiety is vital. Providing advice, resources, and tailored support within learning apps can aid users in overcoming these obstacles, fostering a conducive learning atmosphere. Additionally, promoting collaborative engagement and exploring social integration strategies within online learning can contribute to a sense of community and alleviate feelings of loneliness. Lastly, it is imperative to consider accessibility initiatives, examining programs aimed at improving access to education, particularly in isolated or underprivileged communities, to ensure equitable opportunities for all learners.

CONCLUSION:

In summary, the data analysis indicates that the surveyed participants typically had a positive impression of online learning. The majority of respondents expressed satisfied with the efficiency of online learning applications, demonstrating their beneficial influence on learning opportunities. However, the existence of technological problems appeared as a recurring problem, highlighting the requirement for continuing improvements in the technical stability of online learning platforms. The varied usage patterns indicate a competitive market with a variety of options for users.

The majority of respondents were favourable to the educational benefits of online learning apps, which include favourable effects on test scores, time management abilities, and flexibility. This underscores the important role these platforms play in education. Suggestions made are, a more engaging and encouraging learning environment can be created by paying attention to the quality of education, reducing distractions during online classes, and enhancing social interaction. The areas that have been identified for development highlight how online education platforms are always evolving, offering chances to improve features and cater to user requirements. Respondents' strong trust in the ongoing significance of online learning apps indicates that they anticipate these apps playing a significant part in education going forward, which highlights the need for more developments and innovations in this quickly changing educational field.

Chapter 6

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Chapter 7

ANNEXURE

QUESTIONNAIRE ON THE STUDY ABOUT SATISFACTION LEVEL AND PROBLEMS OF EDUCATION ONLINE LEARNING APPS

1. **Gender**
   - Male
   - Female
   - Prefer not to say
2. **Age**
   - 16-18
   - 19-25
   - 26-30
   - 31-35

3. **Which online learning apps have you heard of or are familiar with?**
   - BYJU'S
   - Unacademy
   - Toppr
   - Vedantu
   - Meritnation
   - Other:

Please rate the following statements

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
4. How satisfied are you with the online learning apps you've used?					

5. Are you satisfied with the quality of instruction and content in online courses?					
6. How satisfied are you with the overall impact of online learning apps on your exam results?					
7. Are you satisfied with the flexibility that online learning apps offer in terms of scheduling and pace?					
8. Are you satisfied with the level of interaction with instructors in online courses?					

9. Are you satisfied with the level of support and resources provided by online learning apps for exams?

- Satisfied
- Dissatisfied

10. How often do you use online learning apps for exam preparation?

- Daily
- Weekly
- Monthly
- Rarely
- Never

11. Do you believe that interactive content on online learning apps helps improve your exam scores?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12. How often do you experience technical issues during online classes?*

- Rarely
- Occasionally
- Frequently

13. Do you face distractions or difficulties in maintaining focus during online classes?

- Yes
- Occasionally
- No

14. Have you experienced a sense of isolation or reduced social interaction in online learning?

- Yes
- Sometimes
- No

15. Do you feel that online learning apps have reduced your exam anxiety and improved your performance?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

16. Do you think online learning apps are suitable for all subjects, regardless of complexity?

- Yes
- No

17. Do you think online learning apps are cost-effective for exam preparation?

- Yes
- No

18. Do online learning apps enhance your time management skills?

- Greatly Improve
- Slightly Improve
- No Change
- Slightly Decrease
- Greatly Decrease

19. Do you believe that online learning has improved your adaptability to changing educational environments?

- Yes
- Somewhat
- No

20. Are online learning apps effective in reducing the need for physical textbooks and additional materials?

- Highly Effective
- Moderately Effective
- Neutral
- Ineffective

21. Do you believe that online learning apps will continue to play a significant role in the future of education?

- Strongly Believe
- Believe
- Neutral
- Do Not Believe