STUDENTS' PERCEPTION ON SMARTPHONE APPLICATIONS IN EDUCATION APPLICATIONS

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ABSTRACT

In the present scenario, as the Technology in the Mobile application is getting wider and better and the outcome of the result is having a great impact on the entire sector. The Application helps to keep record of various educational activities and schedule to starting from the beginning till the end of the Task. As many universities seem to find quick solutions while they develop their wider technical strategy. Education application such as BYJU'S, Duolingo, Google Translate and others have become an integral part of students life. Teenagers are the most prolific users of education apps. This study aims to investigate students perception on education applications in Tirupur with 100 school students, college students, diploma holders and research scholars and it was quantitatively found out that students have a very positive perception towards the use of these education apps. Research shows that, learn new languages and time & cost saving factors are still limited. Education applications have the potential to upgrading their performance and easy to access that increase students motivation.

Keywords: Technology, Mobile application, Education applications, Students, Perception.

I. INTRODUCTION

The world is dynamically changing and upgrading in all the existing fields. Super spontaneously growing fields is the technology which is upgrading at an astonishing pace. There have been several changes introduced in the ways we come across technology advancement. Numerous features introduced which not only assist in several day to day activities and also improvised our standard of living in many ways. This shows how advancement in technology is bringing fruitful results and contributing in the overall development.

Mobile learning has become an important factor in education sector. Mobile devices such as net books, tablets or smart phones have become ubiquitous in the institutions of higher education. Majority of the students nowadays own mobile devices and about half of them own more than one. In addition, these devices are highly

personalized and collaborative communication tools, they provide the institutions of tertiary education with flexible tools for complementing the existing technologies and extending the learning beyond the classrooms and homes from remote places like train or bus stations where students do not have any access to computers. One of these advancements is the Mobile Applications. The first ever smart phone was launched by IBM in the year 1993 with features like calculator, clock, contact book and calendar. There have been several advancements seen in the up gradation of mobile phones. Several organisations across the world came with new inventions and discoveries which led us savour all what we are served with today, i.e., impeccably designed applications of almost all kinds of services and facilities.

A mobile phone consists of evident which is solely responsible for its existence and feature of applications. Every new technology today is supported or prompted through application, this enables our generation to simplify day to day activities. Thus, mobile applications have uplifted the standards of living by bringing in several changes which are not only beneficial but also highly efficient. Mobile(M) learning is the ability to provide educational contents and resources on personal pocket devices such as smart phones, tablets, PDAs, i-pads, mobile phones etc., Educational content refers to digital learning resources which includes any form of content available on a personal device. M-learning is defined as learning multiple contexts, through social and content resources, using personal electronic devices.

II. OBJECTIVES OF THE STUDY

➤ To know the awareness and purpose of using education applications.

➤ To analyses the risk involved in using education applications.

III. REVIEW OF LITERATURE

Joel S. Mtebe (2014) in his study identified "Investigating students behavioural intention to adopt and use mobile learning in higher education in East Africa", The research has directed to investigate factors that contribute towards students adoption and use of mobile learning in East Africa. His study applied Unified Theory of Acceptance and Use of Technology (UTAUT) model. Sample of 823 students selected from five higher learning institutions. The result indicates that, four factors performance expectancy, effort expectancy, social influence and facilitating conditions had positive effects on students performance.

Robin Edwarrd (2016), He analyzed the study "Exploring undergraduate students usage pattern of mobile apps for education", This study provides a modern overview of mobile apps practice in higher education. Both quantitative and qualitative methods are used to collect data from 150 undergraduate students in Business, Education, and Engineering in Hong Kong. The results show undergraduate students use mobile apps repeatedly to involve in academic activities, particularly focus on communication and collaborative working, accessing academic resources, and checking dictionary. This paper can also give app developers some hints on the app design based on the actual usage and students' information needs. To conclude, the present study proved students' adoption of

mobile apps in both a general perception and a major-based reviewing. It can deliver valuable implication for scholar, educator, librarians and related parties in the issue of learning apps for higher education.

Farah Hanna Zawaideh (2017) in her study focused,"The Effect of mobile learning on the development of the students learning behaviors and performance at jordanian university", The research study was piloted on 153 students from Jordanian University. The result indicated that M-learning changed student's learning habits for the better. The students like erudition through the use of this technology. Unlike the conventional learning, mobile learning makes the student have more insisted of learning thus changing their learning behaviors.

IV. STATEMENT OF THE PROBLEM

The Education Application has multiple upsides and will make education cheaper and more widely available. Gone are the days of fixed curriculums and rigid subject choices as the new generation of students demands greater freedom in their education. The biggest hurdle that Education Technology has to overcome is replicating the charm of in-person learning and making the experience more immersive as technical difficulties often get smoothened out over time. Mostly students are spending time on education applications, regarded by challenges to the learners such as poor connectivity, stressful and technical problems.This study is therefore aimed to investigate the perception toward the use on education applications and endeavors to fill apparent research gap.

V. RESEARCH METHODOLOGY

The study is an analytical one based on the sample survey method employing both primary and secondary data. Survey method involves description, secondary analysis and interpretation of the condition that exits and also some type of contrast and comparison that may attempt to discover the relationship that exists between the existing and the non-existing variables.

(a) **Research Design:** To analyze the students perception on education apps descriptive research design was used. Primary data was collected with the help of questionnaire and interview schedule method.

(b) **Sample Design:** Our target population involves the student users of education apps. 100 students were selected through convenience sampling from Tirupur.

(c) **Tools:** The statistical tools used are simple percentage and ranking technique.

VI. ANALYSIS AND INTERPRETATION

The Data collected through the well-structured questionnaire are analyzed and interpretations made on the basis of such analysis are represented as below:

TABLE 1: Demographic Profile of Respondents

PROFILE	LABEL	FREQUENCY	PERCENTAGE
Gender	Male	36	36
	Female	64	64
Field of study	School Level	20	20
	Diploma	10	10
	Under Graduate	35	35
	Post Graduate	30	30
	Research Scholars	5	5
Nature of family	Nuclear	70	70
	Joint	30	30
Residential Area	Rural	30	30
	Urban	45	45
	Semi-urban	25	25
Total		**100**	**100**

(Source: Primary data)

As per shown in table demographics of respondents were classified according to their gender, field of study, nature of family and residential area. Out of total respondents 64% are female & rests are male. Majority of the respondents are studying under the field of under graduate (35%) and 70% respondents are in the nuclear family system. 45% of the respondents are from urban area.

TABLE 2: Source of awareness on education applications

SOURCE	FREQUENCY	PERCENTAGE
Friends	25	25
Relatives	20	20
Neighbours	5	5
Social media	15	15
Television	15	15
Institution	20	20
Total	**100**	**100**

(Source: Primary data)

Majority (25%) of the respondents get information about education applications from their friends, 20% get through relatives and institution, 15% through social media and television and 5% of neighbours.

TABLE 3: Respondents using various education applications

EDUCATION APPLICATIONS	MEAN SCORE	RANK
BYJU'S	590	IV
Duolingo	485	VII
Vedantu	395	X
Toppr	465	IX
Google Translate	700	II
Unacademy	550	V
Google Classroom	715	I
Doudtnut	475	VIII
Brainly	495	VI
Test book	630	III

(Source: Primary data)

It seen from the above table that among the various types of using education apps, "Google classroom" has secured higher mean score and stood at top, followed by "Google Translate" which has secured next higher mean score and stood at second, "Test book" has secured next higher mean score and stood at third, "BYJU'S" has secured next higher mean score and stood at fourth, "Unacademy" has secured next higher mean score and stood at fifth, "Brainly" has secured next higher mean score and stood at sixth, "Duolingo" has secured next higher mean score and stood at seventh, "Doudtnut" has secured next higher mean score and stood at eighth, "Toppr" stood at ninth, "Vedantu" secured the least mean score and stood at last.

TABLE 4: Agreeability Level for the purpose of using education apps

FACTORS	SA	A	N	DA	SDA	TOTAL
Independent learning	20	20	**45**	5	10	100
Recommended by Institutions	20	**40**	15	15	10	100
Flexibility	15	20	**45**	20	0	100
Learn new languages	10	25	10	**40**	15	100
Comfort	20	25	**30**	10	15	100
Learn from home	25	20	10	**45**	0	100
Easy to access	20	25	**30**	15	10	100
Performance Upgrading	10	**55**	15	15	5	100
Spare time	15	25	**40**	10	10	100
Time and cost saving	15	10	30	**35**	10	100

(Source: Primary data)

The above table illustrates the agreeability level factors for the purpose of using education apps. It is observed from the resultant table that 45% of the respondents were neutrally agreed with "Independent learning", 40% of them were agreed with "Recommended by Institutions", 45% of them were neutrally agreed with "Flexibility", 40% of them were disagreed with "Learn new languages", 30% of them were neutrally agreed with "Comfort", 45% of them were disagreed with "Learn from home", 30% of them were neutrally agreed with "Easy to access", 55% of them were agreed with "Performance Upgrading", 40% of them were neutrally agreed with "Spare time", 35% of them were disagreed with "Time and cost saving".

The results states that majority of the factors were neutrally agreed by the respondents for the purpose of using education apps.

TABLE 5: Agreeability Level on risk involved in using education apps

RISK	SA	A	N	DA	SDA	TOTAL
Difficulty in usage	15	**35**	15	20	15	100
Create Health Problems	10	5	**45**	30	10	100
Addiction	5	**35**	25	25	10	100
Regular use of eye sight	30	25	**35**	5	5	100
Increased mental stress	25	**45**	15	15	0	100
Poor internet connectivity	20	20	**40**	20	0	100
More Dependency	10	20	**35**	20	15	100
Reduce thinking capacity	0	**35**	25	15	25	100
Lack of consistent training	10	**45**	25	15	5	100
Unfriendly use interface	15	**30**	15	15	25	100

(Source: Primary data)

The above table demonstrates the level agreeability towards the risk involved in using education apps. It is observed from the resultant table that 35% of the respondents were agreed with "Difficulty in usage", 45% of the respondents neutrally agreed with "Create Health Problems", 35% of the respondents agreed with "Addiction", 35% of the respondents neutrally agreed with "Regular use of eye sight", 45% of the respondents agreed with "Increased mental stress", 40% of the respondents neutrally agreed with "Poor internet connectivity", 35% of the respondents neutrally agreed with "More Dependency", 35% of the respondents agreed with "Reduce thinking capacity", 45% of the respondents agreed with "Lack of consistent training", 30% of the respondents agreed with "Unfriendly use interface".

It is evident that most of the respondents were agreed the risk involved while using education apps. Among the list if factors considered for this research, majority of the respondents agreed with Increased mental stress and Lack of consistent training in using education apps.

VII. RESEARCH IMPLICATIONS AND CONCLUSION

The basic objective of the research was to investigate the students perception in education applications. Among the various types of using education apps, "Google classroom" has secured higher mean score and stood at top. It is observed that majority of the respondents were neutrally agreed with "Independent learning and Flexibility", the results states that most of the factors were neutrally agreed by the respondents for the purpose of using education apps. The level agreeability towards the risk involved in using education apps were most of the respondents agreed with "Increased mental stress" and "Lack of consistent training". Therefore the mobile app developers these should take some steps to improve these things.

From the research study it is found that the students are willing users on education apps, there should not be any obstacle preventing them from considering that their use could offer some type of benefit. The value for awareness and use of some of them were high, indicating that there is an obvious absence of any particular mistrust that would stop the students from using them. Overall, it is evident that education applications have the ability to be the preferable tool for students education.

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