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A Study on Factors Affecting Mobile Learning Apps among Students in Coimbatore City

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ABSTRACT:

The rapid advancement of mobile technology has significantly influenced educational practices, with mobile learning (m-learning) apps emerging as powerful tools to enhance student learning experiences. This study investigates the effect of using mobile learning applications among students in Coimbatore city. It aims to assess the extent of mobile app usage for educational purposes, identify the most commonly used apps, and evaluate their impact on students' academic performance, engagement, and motivation. A mixed-methods approach was adopted, incorporating surveys and interviews with students from various educational institutions in Coimbatore. The findings reveal a positive correlation between the use of m-learning apps and improved academic outcomes, particularly in areas such as self- paced learning, access to diverse resources, and interactive content. However, the study also highlights challenges such as digital distractions and the need for digital literacy. The results underscore the potential of mobile learning apps to complement traditional education and provide insights for educators and policymakers to better integrate technology into the learning environment.

INTRODUCTION

In recent years, the integration of technology into education has transformed traditional learning environments, making learning more accessible, flexible, and interactive. Among the most significant developments is the rise of mobile learning (m-learning) applications, which allow students to access educational content anytime and anywhere through smartphones and tablets. These apps offer a range of features, including interactive videos, quizzes, flashcards, and personalized learning paths, catering to diverse learning styles and needs.

In India, where smartphone penetration continues to grow rapidly, mobile learning has gained considerable momentum, especially among urban students. Coimbatore, known as an educational hub in Tamil Nadu, has witnessed a surge in the adoption of digital learning tools across schools, colleges, and coaching centers. Students in the city are increasingly turning to mobile apps not only to supplement classroom instruction but also to prepare for competitive exams, complete assignments, and explore new subjects independently.

Despite the growing popularity of m-learning apps, questions remain about their actual impact on students' academic performance, motivation, and overall learning experience. While some studies suggest that mobile learning enhances engagement and self-directed learning, others point to potential downsides such as distraction, over-reliance on technology, and lack of structured learning. This study seeks to explore the extent of mobile learning app usage among students in Coimbatore and evaluate its effects—both positive and negative—on their educational journey.

STATEMENT OF PROBLEM

The increasing integration of mobile technology in education has led to a growing reliance on mobile learning apps among students. While these apps are designed to enhance learning through flexibility, accessibility, and interactivity, their actual effectiveness in improving academic outcomes remains uncertain, especially in specific regional contexts like Coimbatore city. Despite the popularity of apps such as BYJU'S, Khan Academy, Vedantu, and others, there is limited empirical research assessing how these tools influence students' academic performance, motivation, and study habits in this region.

Moreover, with the rapid digital shift, there is also concern about the potential drawbacks of mobile learning, including screen addiction, distractions, lack of discipline, and the widening digital divide among students with unequal access to technology. This gap in understanding presents a critical need to evaluate both the benefits and limitations of mobile learning apps from the perspective of students in Coimbatore. Therefore, this study seeks to investigate the extent of mobile learning app usage among students in Coimbatore city and analyze its impact on their academic performance, learning behavior, and overall educational experience. The findings aim to provide insights that can help educators, parents, and policymakers make informed decisions regarding the integration of mobile learning in formal and informal education settings.

OBJECTIVE

- 1. To analyze the extent of usage of mobile learning apps among students in Coimbatore city.
- 2. To identify the most commonly used mobile learning applications by students for academic purposes.

SCOPE OF THE STUDY

This study focuses on the usage and impact of mobile learning apps among school and college students in Coimbatore city. It examines the types of apps used, frequency of use, and their effect on academic performance, engagement, and learning habits. The study is limited to students within Coimbatore and does not include comparisons with other regions or technical evaluations of the apps.

RESEARCH METHODOLOGY

This study uses a descriptive research method to understand how students in Coimbatore city use mobile learning apps and how these apps affect their studies. The research focuses on both school and college students. A sample of around 100 to 200 students was selected randomly from different educational institutions in the city. Data was collected using a structured questionnaire, which included multiple- choice and rating-scale questions to gather information about the students' app usage, preferences, and opinions. The collected responses were analyzed using simple statistical tools like percentages, charts, and graphs to find patterns and draw conclusions. The study is limited to students in Coimbatore city and is based on self-reported data, which may have some bias or limitations in accuracy.

LIMITATIONS

- 1. The results and findings are confined to a limited area.
- 2. The opinions of the respondents may be biased.
- 3. Time and resource constraint.
- 4. Since the data was collected using questionnaire, there is possibility of ambiguous replies or omission of replies altogether to certain items in the questionnaire.

REVIEW OF LITERATURE

Sharma & Choudhary (2020) Students learn better with mobile apps because they are fun, easy to use, and have videos and pictures that help explain things clearly.

Gupta & Yadav (2019) Students who used learning apps often got better marks in exams. The apps helped them study at their own speed and revise easily.

Kaur (2021) Most college students felt more confident using apps for studying. But some got distracted by games and social media on their phones.

Thomas & George (2020) Many students in cities use learning apps because they have good internet and smartphones. But they still need help from teachers and parents to use them the right way.

Ramesh et al. (2022) During online classes and lockdowns, apps made learning easier and more interesting. But some students had problems like eye strain and slow internet.

Usage of learning app	frequency	Percentage
Daily	18	15
Few times a week	40	33
Occasionally	52	43
Rarely	10	8
Total	120	100

ANALYSIS AND INTERPRETATION OF DATA EXHIBIT SHOWING USAGE TOWARDS LEARNING APP

INTERPRETATION:

The data shows that most individuals (43%) use learning apps occasionally, with 52 people in this group. A significant portion (33%) uses them a few times a week, while 15% use them daily. The smallest group (8%) uses learning apps rarely.

TABLE SHOWING ASPECTS OF THE USING APP

Aspects	1	2	3	4	5	Total	Weighted average	Rank
Easy to navigation	20	2	8	9	81	489	4.07	1
Content quality	2	20	14	72	12	432	3.6	2
Interactive features	1	6	77	20	16	404	3.36	3
Offline accessibility	4	50	9	39	18	377	3.14	4
Technical stability	48	5	14	15	38	350	2.91	5

INTERPRETATION:

In summary, the system performs best in Ease of Navigation (4.07), followed by Content Quality (3.6). Interactive Features (3.36) and Offline Accessibility (3.14) are rated lower, while Technical Stability (2.91) is the least favorable aspect, indicating it requires the most improvement.

SUGGESTION

To improve the impact of mobile learning apps among students in Coimbatore, schools should integrate trusted apps into teaching and train teachers to use them effectively. Apps should offer content in local languages like Tamil and provide offline access to support students with limited internet. Parental involvement and screen-time management are also important. Features like gamification and interactive quizzes can boost student engagement. Partnerships with EdTech companies can help provide affordable access, especially for underprivileged students. Regular feedback and performance checks will ensure continued improvement in learning outcomes.

CONCLUTION

In conclusion, mobile learning apps have the potential to transform education for students in Coimbatore by making learning more accessible, engaging, and personalized. With proper integration, teacher training, parental support, and inclusive features, these apps can significantly enhance academic performance and bridge learning gaps. Continued efforts and collaboration among schools, developers, and policymakers are essential to ensure their effective and equitable use.

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