
EFFECTIVENESS OF DIRECT MARKETING ON EDUCATIONAL SOFTWARE AMONG THE USERS – AN EMPIRICAL STUDY

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ABSTRACT

This research paper shows the Effectiveness of Direct Marketing of Educational Software among the users" is taken to know about the gaps those occur between the product and usage process and also to know about the nature of direct marketing. The study is an opportunity to satiate the curiosity and expect to actively participate and take ownership of the project training and to experience the professional environment. This study has been conducted in the city of Chennai with questionnaire as a tool to collect the primary data from the customer. The sample size chosen is 150. The collected data has been analyzed and tabulated. Statistical tools like Frequency analysis, ANOVA, Chi square test and weighted average method has been used.

1. INTRODUCTION

The future of education has begun, unfathomable new conceivable outcomes welcome a bunch of advantages – speedier mentoring and learning, pervasive classrooms, remote learning, online courses and the capacity to track performance and results crosswise over frameworks by understudies, workforce, guardians and organization alike. Clever thoughts and procedures sponsored by cutting edge innovation have broken the barriers of education a specialty for it even in the virtual space. As the old banality runs the main thing consistent is change. With open stage learning, online networking, instructional outline and other communitarian learning grounds, the entire industry is experiencing an ocean change. Aside from computerized learning, understudies today look for advancement of employment abilities to make them prepared for the business world. The requirement for answerability as far as understudy achievement and employability is preparing for rethinking the universe of understudy administration, organization, and advertising methodologies. With the worldwide way of today's instruction and understudy portability, organizations must contend in making new plans of action for pulling in and holding the correct understudy base and along these lines making an incredible instructive condition. The need is for

sagacious subjective and quantifiable measurements and following components for deciding the esteem expansion in frameworks and procedures. Kaar gives instructive establishments SAP based arrangements mixing topnotch counseling and innovation keeping in mind the end goal to stand up to new industry challenges, while removing quality with ideal cost efficiencies. The arrangements make scope for huge initiative and learning by taking advanced education and research to fantastic levels. In this manner K-Learn is the application programming into reality of giving the wellbeing and security to the understudies separated from learning by Kaar's inventive development. This application programming has new elements that can simple got to by the clients. K-Learn is an intelligent application programming for instructors and guardians too to convey and to associate with illuminate the assignments and execution given to the understudies. Thus, the study on effectiveness of direct marketing of K-Learn will bring out the benefits to the Kaar tech as well as the effectiveness of the application software among the users.

2. OBJECTIVE OF THE STUDY

1. To Examine the usage of the K-learn and find out the level of satisfaction of consumers in different dimensions regarding price, performance and giving solutions on time.
2. To study the needs and wants of customers regarding up gradation of versions and information security of the products.
3. To assess whether the product is user friendly for work offer valuable suggestions to improve overall satisfaction level of consumers.

3. PROBLEM IDENTIFICATION

Kaar Technologies is one of the several companies engaged in the development and marketing various software products in market. Like any other industry, competition in this industry is also very stringent. The market share of the K-Learn is comparatively less and slowly it is gaining importance in software industry. Kaar Technologies is offering qualitative and low cost products in the market.

4. NEED FOR THE STUDY

1. To understand the potential of the product in the market.
2. To study the effectiveness of the K-learn product among the users.
3. To find out the reach of the product in the market.

5. SCOPE OF THE STUDY

This research study would be useful to the concerned authorities of Kaar Technologies to understand the customers' expectations and the opinion about IT and software products. The respondents for this survey were users of K-Learn education application software. This study

would be helpful to the company in knowing about the Market Potential, consumers Satisfaction, consumer Preferences, and Consumer perceptions, product performance and pricing strategies thereby helps them to improve the Market Share of them.

6. LIMITATIONS OF THE STUDY

- It is very difficult to collect the primary data because of meeting the people of education institutions and parents as well.
- Time factor and cost factor are the major constraint.
- Customers are reluctant to reveal some vital information.
- The opinions elicited from the research conducted can't be taken as the opinion of whole population.

7. INDRODUCTION ABOUT THE SECTOR

India holds an important place in the worldwide education industry. The nation has more than 1.4 million schools with more than 227 million understudies enlisted and more than 36,000 higher education institutes. India has one of the biggest advanced education frameworks in the world. Be that as it may, there is still a considerable measure of potential for further improvement in the education system. India has turned into the second biggest market for e-learning after the US. The division is presently pegged at US\$ 2-3 billion, and is relied upon to touch US\$ 40 billion by 2017. The separation instruction showcase in India is required to develop at a Compound Annual Growth Rate (CAGR) of around 34 for every penny amid 2013-14 to 2017-18. Additionally, the point of the legislature to raise its present gross enrolment proportion to 30 for every penny by 2020 will likewise support the development of the distance education in India.

8. REVIEW OF LITERATURE

Virvou, M., Katsionis, G., and Manos, K. (2005) The consequences of the assessment demonstrate that instructive virtual reality diversions can be extremely spurring while at the same time holding or notwithstanding enhancing the instructive impacts on students. **S. Malik and A. Agarwal**, Multimedia has beat the boundaries of time and space and gives proof to be acknowledged as an at whatever time and anyplace apparatus for instructing multi-disciplinary masses. **Dr. Lazar Stosic** the part of instructive innovation in educating is of incredible significance due to the utilization of data and correspondence advances. With the assistance of different applications for separation instruction, the Internet, educators, and understudies themselves, they see the upside of instructive innovation. **Jennifer Olson, Joseph Codde, Kurt deMaagd**, examines the viewpoints identified with e-learning arrangements including the instructive setting of eLearning and educational standards which illuminate e-learning approaches, cases of e-learning methodologies and advancements.

9. RESEARCH METHODOLOGY

The research paper was undertaken effectiveness of direct marketing on educational software among the users. The required data for this study were gathered from the chosen respondents in Chennai. Convenient sampling techniques was used to select a sample of 150 comprises of teachers and parents together. A sample size refers to the numbers of items selected from the universe to constitute a sample. Sample size for the study is 150. The following tools were employed to analyze the data with reference to the selected objectives of the study. The analysis is followed by analysis of the respondent's data. One way ANOVA, Frequency Analysis ,Weighted Average Analysis and Chi-square distribution.

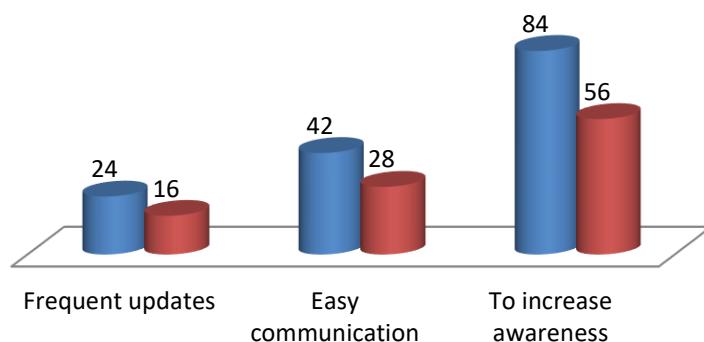
10. TOOLS AND ANALYSIS

FREQUENCY ANALYSIS (TOOL-1)

FURTHER EXPECTATIONS IN K-LEARN

TABLE-1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequent updates	24	16	16	16
	Easy communication	42	28	28	44
	To increase awareness	84	56	56	100
	Total	150	100	100	

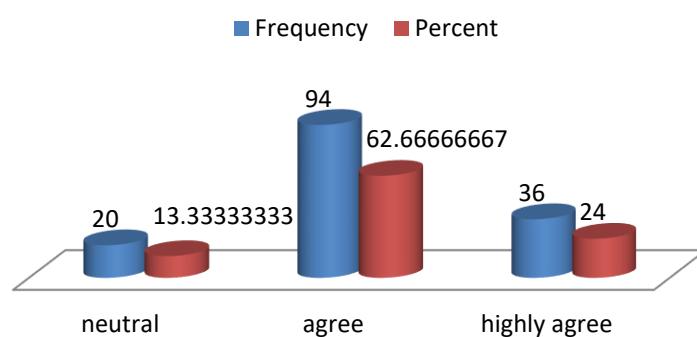


INTERPRETATION

From the above table 1, it is observed that 84 respondents feel that the awareness must be increased, 42 respondents expect for easy communication in K-Learn and 24 respondents expect for further updates in K-Learn.

K-LEARN SOFTWARE IS USER FRIENDLY**TABLE-2**

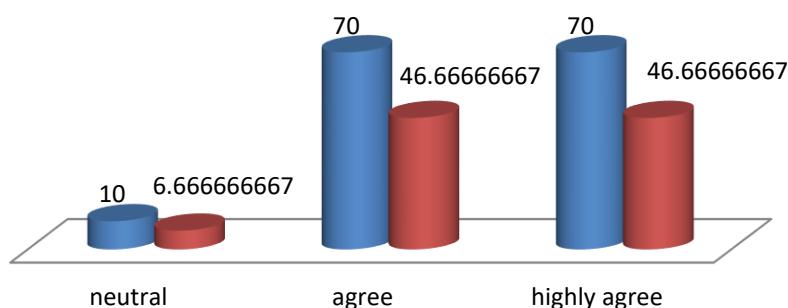
	Frequency	Percent	Valid Percent	Cumulative Percent
neutral	20	13.3333	13.3333	13.3
agree	94	62.6667	62.6667	76
highly agree	36	24	24	100
Total	150	100	100	

**INTERPERTATION**

From the above table 2, it is observed that 94 respondents agree K-Learn software is user friendly, 36 respondents highly agree K-Learn software is user friendly and 20 respondents say they feel neutral with regard K-Learn software is user friendly.

FEELING OF SOFTWARE PROVIDES SAFETY AND SECURITY**TABLE-3**

	Frequency	Percent	Valid Percent	Cumulative Percent
neutral	10	6.66667	6.66667	6.7
agree	70	46.6667	46.6667	53.3
highly agree	70	46.6667	46.6667	100
Total	150	100	100	



INTERPERTATION

From the above table 3, it is observed that 70 respondents agree that K-Learn software provides safety and security, 70 respondents highly agree that K-Learn software provides safety and security and 10 respondents say neutral with regard to the safety and security of K-Learn software.

CHI SQUARE DISTRIBUTION (TOOL-2)

H0: There is no association between the respondents of different age group with regard to the different Features of K-Learn.

H1: There is association between the respondents of different age group with regard to the different features of K-Learn.

TABLE-4

	Value	Df	Sig.
Pearson Chi-Square	17.21	15	0.306
Likelihood Ratio	20.75	15	0.145
Linear-by-Linear Association	0.002	1	0.968
No of Valid Cases	150		

INTERPRETATION

From the above table 4, it is observed that the significance value P=0.306 is greater than the significance value P=0.05. So, we accept the Null hypothesis (H0) and reject the Alternate hypothesis (H1). Hence, there is no association difference between the perceptions of the respondents of different age group with regard to different features of K-learn.

Age of the respondents * among the features which one is effective Cross tabulation**Among the features which one is Effective Count****TABLE-5**

		Automated Attendance	homework, task tracker	Chat option	Performance tracker	Smart class	bus tracking	Total
Age of the respondents	18-25 yrs	3	12	4	5	3	7	34
	26-35 yrs	6	16	2	11	7	13	55
	36-45 yrs	5	19	2	9	6	6	47
	45 < yrs	4	0	0	3	2	5	14
Total		18	47	8	28	18	31	150

INTERPRETATION

From the above table 5, it is observed that among respondents under the age group 18-25 years 3 prefer automated attendance, 12 prefer homework, tasks tracker, 4 prefer chat option, 5 prefer performance tracker, 3 prefer smart class and 7 prefer bus tracking. The age group 26-35 years 6

automated attendance, 16 prefer homework, tasks tracker, 2 prefer chat option, 11 prefer performance tracker, 7 prefer smart class and 13 prefer bus tracking. The age group 36-45 years 5 automated attendance, 19 prefer homework, tasks tracker, 2 prefer chat option, 9 prefer performance tracker, 6 prefer smart class and 6 prefer bus tracking. The age above years 4 automated attendance, 3 prefer performance tracker, 62prefer smart class and 5 prefer bus tracking.

WEIGHTED AVERAGE METHOD (TOOL-3)

TABLE-6

K-Learn Features	Rank 1	Rank 2	Rank 3	Rank4	Rank 5	Rank 6
Automated	34	27	26	34	28	1
Homework	32	42	13	22	22	19
Chat option	20	31	21	20	28	30
Performance	29	22	37	20	19	23
Smart class	32	31	24	37	6	20
Bus tracking	56	17	36	14	19	8

TABLE-7

K-Learn Features	Total	Average
Automated	28605	190
Homework	28587	190.58
Chat option	18830	125.33
Performance	24589	163.926
Smart class	27590	189.93
Bus tracking	43354	289.026

INTERPERTATION

From the above table 7, it is observed that the Bus tracking feature is most preferred by most respondents followed by the score 289.026 ranking 1, Homework tracking feature is the next in line in preference followed by the score 190.58 ranking 2 and the chat option is the least preferred feature followed by the score 125.33 ranking 6.

ANOVA

Age with Satisfaction Factor

H0: There is no significance difference between the respondents of different age group with regard to Satisfaction factor of K-Learn.

H1: There is significance difference between the respondents of different age group with regard to Satisfaction factor of K-Learn.

TABLE-8 Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.849	4	0.283	1.102	0.35
Within Groups	37.491	146	0.257		
Total	38.34	150			

INTERPRETATION

From the above table 8, it is observed that the significance value $P=0.35$ is greater than the significance value $P=0.05$. So, we accept the Null hypothesis (H_0) and reject the Alternate hypothesis (H_1). Hence, there is no significance difference between the perception of the respondents of different age group with regard to the Satisfaction factors of K-learn.

11. FINDINGS

It is observed that the Bus tracking feature is most preferred by most respondents followed by the score 289.026 ranking 1, Homework tracking feature is the next in line in preference followed by the score 190.58 ranking 2 and the chat option is the least preferred feature followed by the score 125.33 ranking 6. According to the study 104 respondents use the K-Learn daily, 46 respondents use the K-Learn weekly. 94 respondents agree K-Learn software is user friendly, 36 respondents highly agree K-Learn software is user friendly and 20 respondents say they feel neutral with regard K-Learn software is user friendly. 82 respondents agree change is observed in students Knowledge after using K-Learn. It is observed that 70 respondents agree that K-Learn software provides safety and security, 70 respondents highly agree that K-Learn software provides safety and security and 10 respondents say neutral with regard to the safety and security of K-Learn software. It is experimented that 76 respondents agree that K-Learn software is affordable, 70 respondents are neutral that K-Learn software is affordable, 2 respondents disagree that K-Learn software is affordable and 2 respondents highly agree that K-Learn software is affordable. It is found out that 14 respondents belonging to the age group above 45 years find it difficult to use K-Learn software. It is observed that 24 respondents expect for further updates in K-Learn, 42 respondents expect for easy communication in K-Learn, 84 respondents feel that the awareness must be increased. It is observed that among the six features of K-Learn application software Homework, tasks tracking system is the most effective feature.

12. SUGGESTIONS

Kaar Tech should increase awareness about the K-Learn application software also it can increase awareness of K-learn software among educational institutions by demonstrating the features and benefits of K-Learn. They can promote the K-Learn software by the modern advertising methods such as Digital Marketing, Social media marketing etc. to reach many schools. It can give the customers a trial version of K-Learn to use to visualize the benefits and quality of the software moreover they should initiate activities to advertise the K-Learn application software in Google play store and pay attention on the support and compatibility of the software in IOS Mobiles, Androids and Windows etc. Kaar Tech should demonstrate and educate the parents and teachers with regard to the usage of the K-Learn application software because it id quite difficult for the people who are updated with the technology.

13. CONCLUSION

It is the panel's hope that its recommendations will support the Educational software will be booming, the educational software will be the most powerful security system among the society. Bus tracking feature is most preferred by most respondents. There is no association difference between the perceptions of the respondents of different age group with regard to different features of K-Learn. K-Learn software helps the students to perform better.

14. REFERENCES

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