

**“A STUDY ON E-WASTE MANAGEMENT AMONG
STUDENTS WITH SPECIAL REFERENCE TO
CHRIST COLLEGE IRINJALAKUDA”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA
In partial fulfilment of the requirement for the award of the degree of
BACHELOR OF COMMERCE

Submitted by

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(CCAVBCM259)

Under the supervision of

Ms. JISHA C L



DEPARTMENT OF COMMERCE
CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA
UNIVERSITY OF CALICUT
MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON E-WASTE MANAGEMENT AMONG STUDENTS WITH SPECIAL REFERENCE TO CHRIST COLLEGE IRINJALAKUDA**” is a bonafide record of project done by **ARAVIND RAMESH**, Reg.No.CCAVBCM259, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Assoc. Prof. P.G THOMAS
Co-Ordinator

Ms. JISHA C L
Project Guide

DECLARATION

I, **ARAVIND RAMESH**, hereby declare that the project work entitled **“A STUDY ON E-WASTE MANAGEMENT AMONG STUDENTS WITH SPECIAL REFERENCE TO CHRIST COLLEGE IRINJALAKUDA”** is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Jisha C L, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

ARAVIND RAMESH

Date:

CCAVBCM259

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Place: Irinjalakuda

ARAVIND RAMESH

Date:

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CHAPTER - I
INTRODUCTION

1.1 Introduction

In the throes of the technological renaissance, electronic devices have become indispensable components of modern life, seamlessly woven into the fabric of our daily routines. However, the exponential growth in electronic consumption has given rise to a formidable environmental challenge – electronic waste, or e-waste. As our reliance on electronic devices intensifies, so does the urgency to address the escalating concerns surrounding their end-of-life management.

Last 10-15 years there was a big changes and growth in technology especially in electronic items like tablet, computer, phone, printer and also other electronics. Rapidly the business and households have seen great growth in the electronics and a safe and cost effective end of life management. The e-waste is one of the hastily creating natural issue for the globe. The constantly growing proportion of e-waste interrelated with the non-appearance of care and right capacity is structure up the issue. There are 10 recycling plant from around the world. For every year, an amount of waste which is greater than 20 million heaps were generating. It is essential to care the environment so the e-waste management may play a crucial role in preserving the environment and making free from dangerous toxins which pollute air, water, soil, etc. It is essential to follow the 4R approach, that is Reduce, Reuse, Recycle and Recreate for minimizing the waste. Generally large number of electronic items is used in households, IT industries and there are lot of disposal of e-waste takes place. We are mainly focusing on household products of students studying in Christ College Irinjalakuda, Thrissur district for getting easy and relevant information.

1.2 E waste management

Electronic waste, commonly referred to as e waste, has become a pressing global concern as technology continues to evolve at a rapid pace. E-Waste encompasses discarded electronic devices such as smartphones, computers, televisions and appliances, which contain hazardous materials that possess environmental and health risks if not managed properly.

Addressing the challenges of e-waste management requires a comprehensive approach involving government regulations, industry initiatives, consumer education and technological innovation. By promoting responsible consumption implementing effective recycling programs and fostering a circular economy for electronic products, we can mitigate the environmental and health risks associated with e-waste while fostering sustainable development.

1.3 Statement of problem

E waste management is an effective way for removing electronic wastes from the environment. Recycling can be done through various processes. In the wake of rapid technological advancements and the pervasive integration of electronic devices into everyday life, the escalating challenge of electronic waste (e-waste) management has emerged as a critical environmental and societal concern. The household consumers of Christ College Irinjalakuda are unable to dispose of the scrap items due to the unavailability of a proper collection centre or a recycling plant.

This study deals with the e-waste management of household premises of the students in Christ College Irinjalakuda and how they handle e-wastes.

1.4 Significance of study

The study focuses on an emerging environmental and administrative challenge faced by economies across the world which is disposal of e-waste. The study of

e-waste management holds paramount importance due to several reasons like environmental preservation, resource conservation, public health and safety etc. It is crucial in addressing the multifaceted challenges posed by the growing volume of electronic waste globally. So there should be awareness among the common people about e-waste, its hazards and proper disposal methods as it can also decrease the requirement of removal of metals and drop off greenhouse gas emission gas from materials sourced directly from nature in their raw form.

1.5 Objectives

- To understand the awareness of e-waste among students of Christ College Irinjalakuda, Thrissur
- To analyse the e-waste disposal practices among students.
- To understand the challenges faced by college students on e-waste management

1.6 Scope of the study

The scope of a study on e-waste management can encompass a wide range of topics and aspects related to the handling, disposal, and environmental impact of electronic waste. It also helps in understanding how the e-wastes are handled at household premises.

1.7 Research methodology

The research methodology used in the study “E – waste Management among students with special reference to Christ college irinjalakuda”.

1.7.1 Research design

The research design used for the study is descriptive method. Descriptive method includes surveys and fact findings of different kinds.

1.7.2 Sources of data

The sources of data used for this research are both primary and secondary data. The primary data are collected through questionnaires and secondary data are collected through various articles and websites.

1.7.3 Sampling Techniques

The samples are mainly collected from 50 students studying in Christ College Irinjalakuda. The technique used for this sampling is convenient sampling.

1.7.4 Sample Size

A sample of 50 students studying in Christ College Irinjalakuda is taken as sample size for the purpose of the study.

1.7.5 Sample Population

The population for the study is the students of Christ College Irinjalakuda.

1.7.6 Tools for Analysis

Major tools used in the data analysis process are graphs and percentage for interpreting the data thus collected.

1.8 Limitation of study

- Limited availability of reliable and comprehensive data on e-waste generation, composition and disposal
- Time limitations may restrict the duration and scope of the study.
- Difference in e-waste management regulations and practice across region may introduce inconsistencies in data collection and analysis.

CHAPTER - II
REVIEW OF LITERATURE

1. Kuehr and Williams (2003) stated that an increasing market for reused PCs in developing countries is allowing people to own PCs and access technology at more affordable prices. Moreover, charitable organizations, such as Computer Mentor, Computer Aid, World Computer Exchange, Computers for Schools and others are expanding their boundaries and providing used and refurbished computers to organizations (e.g., schools) around the world. Furthermore, reuse also reduces the environmental impacts of technological artifacts by increasing their life spans and thereby reducing the demand for new equipment.

2. Widmer et al (2005) evaluate the concept of Extended Producer Responsibility as a policy approach, where manufacturers take responsibility for the entire life cycle of their products, including proper disposal and recycling.

3. RamzyKahhat et al (2008) stated in his article that some states are adopting e-waste regulations, but so far the U.S. does not have a federal regulation that addresses the complete e-waste situation, including residential and non-residential sectors. Federal level policies and regulations present the best way to address the e-waste situation (U.S. GAO, 2005) as they will overcome the lack of regulations in most states and will standardize regulations and policies in the country. This will create a more efficient national e-waste management system. In this scenario, the e-Market for returned deposit system will be the mechanism for residential customers to dispose of their devices in a way that motivates collection, recycle and reuse of e-waste.

4. RE Hester, RM Harrison (2009) states that electronic squander incorporates such things as Televisions, PCs, LCD and Plasma showcases, and Cell phones,

just as a wide scope of family unit, restorative and modern gear which are essentially colossal and developing amount of waste are disposed of consistently and this waste contains harmful and cancer-causing mixes which can represent a hazard to the earth.

5. Hassan Taghipour et al.(2012) suggested extending producer responsibility program and providing training programmes at various levels of society. The agency of ministry for health and environmental protection be supposed to rigorously manage electrical waste gathering, accumulation, recycling and discarding.

6. Sivakumaran Sivaramanan(2013) confirmed that the public awareness and cooperation of manufactures are essential for the advancement of e-waste management system. And also it is the responsibility of government to allocate sufficient grants and protecting the internationally agreed environmental legislations within their borders. Licensing of certification like stewardship may ensure the security to prevent illegal smugglers and handlers of e-waste. As e-wastes are the known major source of heavy metals, hazardous chemicals and carcinogens, certainly diseases related to skin, respiratory, intestinal, immune, and endocrine and nervous systems including cancers can be prevented by proper management and disposal of e-waste.

7. Peeranartkidde et al(2013) e-waste can be managed by developing ecodesign devices, properly collecting e-waste, recover and recycle material by safe methods, dispose of e-waste by suitable techniques, forbid the transfer of used electronic devices to developing countries, and raise awareness of the

impact of e-waste. No single tool is adequate but together they can complement each other to solve this issue. A national scheme such as EPR is a good policy in solving the growing e-waste problems.

8. In Sukheshini Jadhav(2013) observed that proper e waste management will help efficient sourcing and collection right up to extraction and disposal of material, ensuring that e waste will turn into lucrative products and business opportunity. The manufacturers have to take responsibility for adopting the guideline for manufacturing sound environment product and sustainability management should be started from the product manufacturing stage.

9. Vijay N Bhoi et al (2014) most of the waste is inherently dangerous. It will degrade to provide leachate, which can contaminate water, and make lowland gas, that is explosive. Additionally, owing to the risks related to lowland sites, there are currently terribly strict needs on the development, operation and medical care of such sites. Most designing authorities desire a figured out quarry to be used for landscaping instead of a lowland web site that nobody desires in their “back yard”. Product style should be used to assist to reduce not solely the character and quantity of waste, however conjointly to maximise end-of-life utilization. Makers, retailers, users, and disposers ought to share responsibility for reducing the environmental impacts of merchandise. A product-centred approach ought to be adopted to preserve and shield setting.

10. Sikdar&Vaniya(2014) confirmed that government should establish a few area related to removal of e-waste materials. Also pointed that cause of e-waste

on healthiness of creature in ecological teaching as a necessary topic from lower to higher grades.

11. YaminiGupt &SamrajSahay (2015) suggested that financial responsibility of the producers and separate collecting and recycling agencies contribute significantly to the success of the extended producer responsibility-based environmental policies. Regulatory provisions, takeback responsibility and financial flow come out to be the three most important aspects of the extended producer responsibility. Presence of informal sector had a negative impact on the regulatory provisions.

12. NorazliOthaman(2015)there should be a sustainable incorporated system for supervising the electronic waste. Also suggested that new legislation and act should be for managing e-waste.

13. Williams and Kahhat (2015) identify and discuss the challenges and barriers in E-waste management, including issues related to collection systems, logistics, and the lack of infrastructure in certain regions.

14. Kumar A, M. Holuszko and D. C. R. Espinosa (2017) In this paper he states about the generation of e-scrap and the sales of electrical and electronic equipment's. The calculation made by them about the total quantity of e-waste created has reached more or less 41 million tonnes in 2014 and increasing in proportion mode each year. He observed that the population of the nation does

not have a major impact. And it also mentioning the significance and benefits of recycling.

15. Baldé et al. (2017) provides a comprehensive analysis of global E-waste generation, highlighting the increasing trends and the need for effective management strategies.

16. Kumar et al. (2018) analyse the social and economic aspects of E-waste management, considering the involvement of informal sector workers and the potential for job creation in the formal recycling industry.

17. Hilty et al (2019) investigates consumer awareness and behaviour regarding E-waste disposal, highlighting the role of education and awareness campaigns in promoting responsible electronic waste management.

18. Song et al. (2019) investigate the environmental impacts of E-waste, focusing on the release of hazardous substances and their effects on soil, air, and water quality.

19. Akormedi and Asamoah (2019) discuss the role of legislation and policies in E-waste management, evaluating the effectiveness of existing regulations and suggesting areas for improvement.

20. Li et al. (2020) explore innovative technologies for E-waste recycling, emphasizing the importance of sustainable and efficient methods to recover valuable materials from electronic waste.

CHAPTER - III
THEORETICAL FRAMEWORK

3.1 What is E-waste

E-waste, short for electronic waste, refers to discarded electronic devices and equipment, including computers, smartphones, televisions, and other electronic appliances, that have reached the end of their useful life or are no longer wanted. E-waste contains valuable materials but also hazardous substances, making proper disposal and recycling essential for environmental and human health.

E-waste is characterized by its rapid obsolescence and frequent replacement as a result of technological advancements, changing consumer preferences, and the desire for newer features. The disposal of electronic waste poses environmental and health risks due to the presence of hazardous materials such as heavy metals (lead, mercury, cadmium), brominated flame retardants, and other potentially harmful substances. E-waste includes Consumer electronics (Smartphones, Tablets, Television), Home appliances (Refrigerators, Washing machines, Air conditioners), Office Equipment (Copiers, Fax machines, Printers) etc.

3.2 Advantages on e-waste management

- **Resource Recovery:** Recycling e-waste allows for the recovery of valuable materials such as metals (gold, silver, copper), plastics, and other components.
- **Environmental Conservation:** Proper disposal and recycling of e-waste help prevent environmental pollution. Electronic devices often contain hazardous materials like lead, mercury, and cadmium. Safe management ensures that these toxic substances are not released into the environment, protecting ecosystems and biodiversity.

- **Job Creation:** The e-waste management industry, including collection, transportation, recycling, and refurbishment, generates employment opportunities. This contributes to economic development and helps build a skilled workforce in the field of waste management.
- **Extended Product Lifespan:** Refurbishing and reusing electronic devices contribute to extending their lifespan. This reduces the rate at which devices become obsolete and minimizes the frequency of new product purchases, leading to less overall waste generation.
- **Compliance with Regulations:** Adhering to e-waste management regulations ensures that businesses and individuals follow responsible practices. Compliance with these regulations helps prevent illegal dumping and ensures that electronic waste is processed in an environmentally friendly and safe manner.
- **Energy Conservation:** Recycling electronic devices typically requires less energy than extracting and refining raw materials. By recovering materials from e-waste, the energy demand associated with mining and processing new resources is reduced, contributing to energy conservation.

3.3 Disadvantages on e-waste management

- **Limited accessibility to recycling facilities:** In certain areas, there may be limited accessibility to recycling facilities for electronic waste. This can result in increased instances of improper disposal as individuals may not have convenient options for recycling their electronic devices.

- **Data security concerns:** Discarded electronic devices may contain sensitive and personal data. Improper disposal can lead to data breaches and privacy concerns if devices are not adequately wiped or destroyed before disposal or recycling.
- **Health risks:** Exposure to hazardous substances present in e-waste, such as lead, mercury, and brominated flame retardants, can pose health risks to individuals involved in the disposal process and communities living near dumping sites. Inhalation or ingestion of these substances can lead to serious health issues.
- **Environmental Pollution:** Inadequate e-waste management can lead to environmental pollution. Electronic devices often contain hazardous materials, and improper disposal methods can result in the release of toxic substances into soil, water, and air, harming.
- **Costs of Recycling:** The recycling process for e-waste can be costly, especially if it involves the proper disposal of hazardous materials. The financial burden may deter some businesses and individuals from participating in responsible e-waste management practices.
- **Technological Obsolescence:** Rapid advancements in technology contribute to the quick obsolescence of electronic devices, leading to a higher turnover rate of devices. This fast-paced cycle increases the volume of e-waste and the need for effective disposal methods.

3.4 Need of e-waste management

The "need for e-waste management" refers to the necessity of implementing systematic and a responsible practice to address the challenges posed by electronic waste. This need arises due to several critical factors:

- 1. Environmental Pollution:** E-waste contains hazardous materials such as lead, mercury, and brominated flame retardants. When not managed properly, these substances can leach into the soil and water, posing significant risks to ecosystems, wildlife, and human health.
- 2. Resource Conservation:** Electronic devices contain valuable resources, including metals like gold, silver, and copper. E-waste management is essential to recover and reuse these materials, reducing the demand for new resources and mitigating the environmental impact of extraction.
- 3. Health Concerns:** Improper disposal of e-waste, such as burning or landfill dumping, can release harmful chemicals into the air, leading to respiratory issues and other health problems for those exposed. The need for e-waste management is critical to protect both the environment and human health.
- 4. Technological advancements:** The rapid pace of technological advancements leads to frequent obsolescence of electronic devices. E-waste management is necessary to cope with the increasing volume of discarded electronics and to ensure that obsolete devices are properly handled and recycled.
- 5. Legal and regulatory compliance:** Many regions have implemented laws and regulations regarding the proper disposal and recycling of electronic

waste. Adhering to these regulations is essential to avoid legal consequences and to promote responsible business practices.

- 6. Global nature of issue:** E-waste is a global challenge that transcends national borders. As electronic devices are produced, consumed, and discarded worldwide, a coordinated and international approach to e-waste management is crucial for addressing the scale and complexity of the issue.
- 7. Job Creation and Economic Opportunities:** The establishment of e-waste management facilities, recycling centres, and related services creates job opportunities and contributes to economic development. Proper management of e-waste can stimulate economic growth in the waste management and recycling sectors.
- 8. Public Awareness and Education:** Many individuals are not fully aware of the environmental and health impacts of improper e-waste disposal. The need for e-waste management includes educational efforts to raise awareness among the public and promote responsible consumer behaviour.
- 9. Promotion of Sustainable Practices:** E-waste management aligns with broader sustainability goals by encouraging the adoption of circular economy principles. Proper disposal, recycling, and responsible consumption contribute to a more sustainable and resource-efficient approach to electronic product lifecycles.

10. Prevention of Illegal Dumping: A structured e-waste management system helps prevent illegal dumping and the informal recycling of electronic waste in unregulated environments. This contributes to preventing environmental contamination and health risks associated with such practices.

The need for e-waste management arises from the environmental, health, economic, and social challenges associated with the improper disposal and handling of electronic waste. Addressing this need requires a concerted effort involving governments, industries, communities, and individuals to adopt responsible practices and ensure a sustainable approach to managing electronic waste.

3.5 Awareness on e-waste

Raising awareness about e-waste is crucial for promoting responsible consumer behaviour, encouraging proper disposal practices, and fostering a more sustainable approach to electronic consumption. Some of the very important awareness are the following

- Encourage individuals to follow the mantra of "Reduce, Reuse, Recycle" when it comes to electronic devices. Consider whether a new device is truly necessary, explore options for refurbishing or repairing, and always recycle when disposing of old electronics.
- Remind people to secure and erase personal data from electronic devices before disposal. Encourage the use of data wiping tools or seek assistance from professionals to prevent potential privacy breaches.

- Remind consumers of their role in the life cycle of electronic products. Stress that responsible consumption decisions can contribute to reducing the overall volume of e-waste.
- Encourage individuals to stay informed about e-waste management practices, regulations, and local initiatives. Knowledge empowers people to make informed decisions and support positive change.
- Utilize social media platforms to disseminate e-waste awareness messages. Engage with online communities to share tips, facts, and initiatives related to responsible e-waste management.
- Educate people about the composition of e-waste and the hazardous materials it may contain. Knowing the potential environmental and health risks associated with improper disposal can motivate responsible actions.

CHAPTER - IV
DATA ANALYSIS AND
INTERPRETATION

Table 4.1

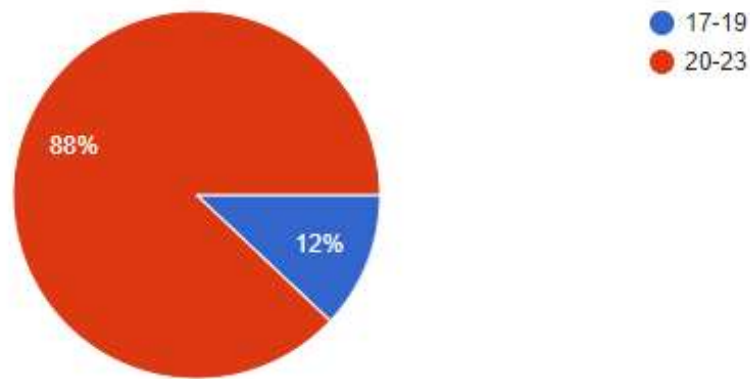
Table showing the age of students

Particulars	Number of respondents	Percentage of respondents
17-19	6	12
20-23	44	88
Total	50	100

(Source: Primary data)

Figure 4.1

Figure showing the age of students



From the above table we can understand that 12% of students are from the age 17-19 and 88% of students are from the age 20-23.

Table 4.2

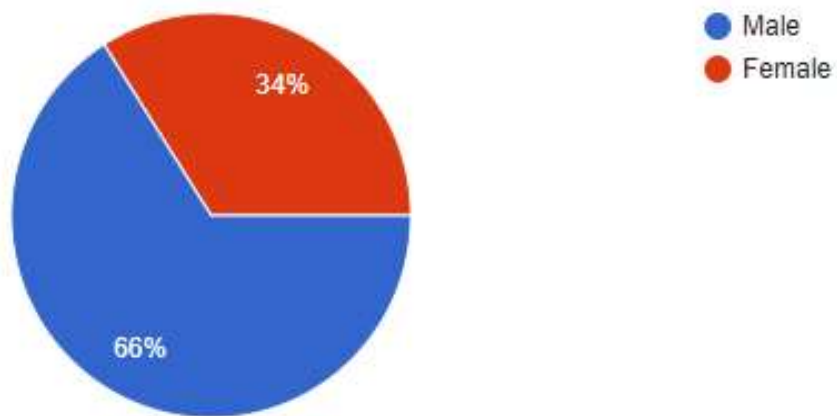
Table showing the Gender of students

Particulars	Number of respondents	Percentage of respondents
Male	33	66
Female	17	34
Total	50	100

(Source: Primary data)

Figure 4.2

Figure showing the Gender of the students



From the above table we can understand that 34% of students are Female and 66% of students are Male.

Table 4.3

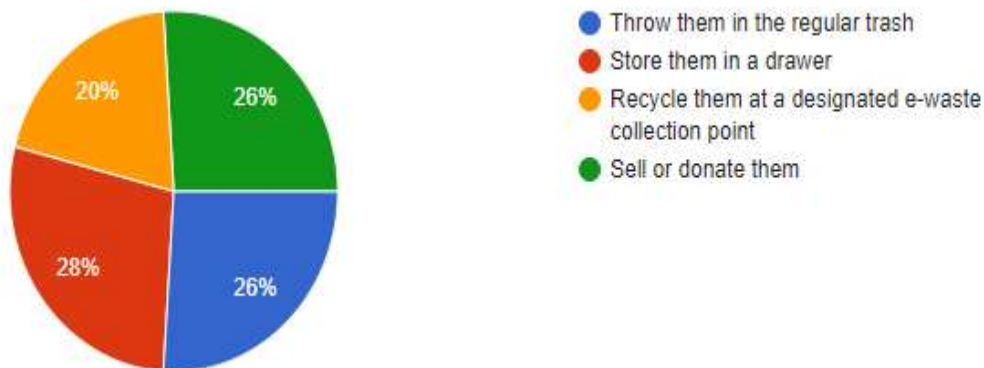
Table showing how old and unused electronic devices are handled at home

Particulars	Number of respondents	Percentage of response
Throw them in the regular trash	13	26
Store them in a drawer	14	28
Recycle them at a designated e-waste collection point	10	20
Sell or donate them	13	26
Total	50	100

(Source: Primary data)

Figure 4.3

Figure showing how old and unused electronic devices are handled at home



From the table shown above 28% of students store them in drawer and 26% of students both sell or donate them otherwise throw them in regular trash, and the rest 20% gets it recycle them.

Table 4.4

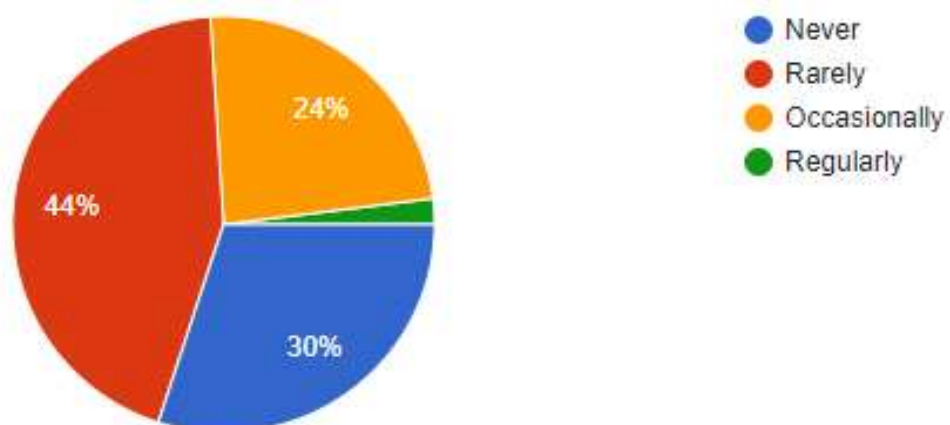
Table showing student's participation in e-waste collection events

Particulars	Number of respondents	Percentage of respondents
Never	15	30
Rarely	22	44
Occasionally	12	24
Regularly	1	2
Total	50	100

(Source: Primary data)

Figure 4.4

Figure showing the students participation in e-waste collection events



From the above table it shows that 44% of the students rarely participate, 30% of the students never participate, 24% of the students occasionally participate and 2% of the students regularly participate in e-waste collection events.

Table 4.5

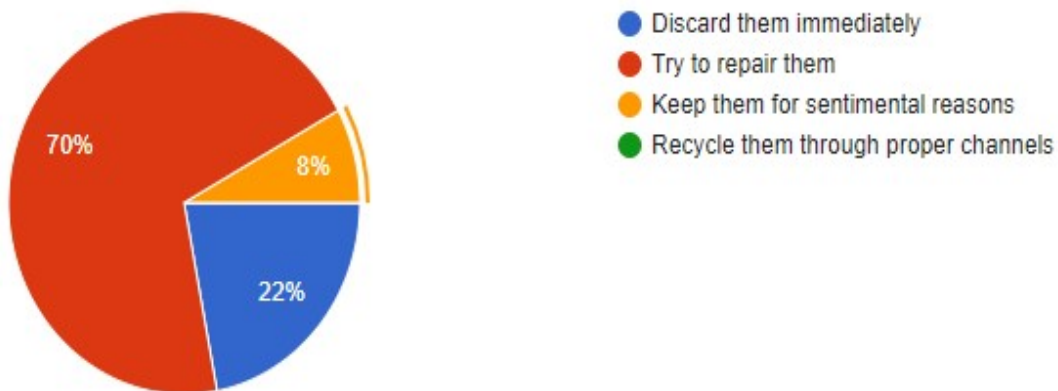
Table showing student's response when electronic devices stop working

Particulars	Number of respondents	Percentage of respondents
Discard them immediately	11	22
Try to repair them	35	70
Keep them for sentimental reasons	4	8
Recycle them through proper channels	0	0
Total	50	100

(Source: Primary data)

Figure 4.5

Figure showing students response when electronic devices stop working



From the above table it shows that 70% of students try to repair the electronic devices, 22% students discard them immediately and the rest 8% keeps them for sentimental reasons.

Table 4.6

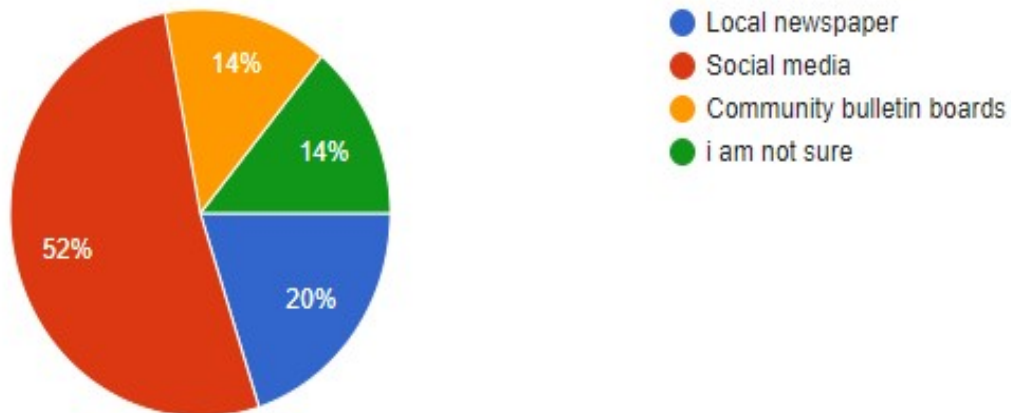
Table showing students receiving information about e waste disposal method

Particulars	Number of respondents	Percentage of respondents
Local newspaper	10	20
Social media	26	52
Community bulletin boards	7	14
I am not sure	7	14
Total	50	100

(Source: Primary data)

Figure 4.6

Figure showing students receiving information about e waste disposal method



From the table above it shows that 52% of the students receive these methods through social Medias, 20% through local newspaper, 14% gets it from community bulletin board and rest 14% are not sure.

Table 4.7

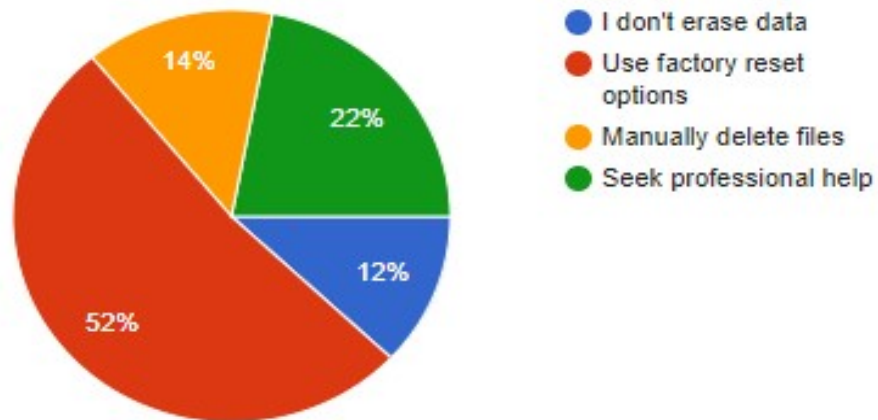
Table showing students methods of erasing personal data from electronic devices

Particulars	Number of respondents	Percentage of respondents
I don't erase data	6	12
Use factory reset option	26	52
Manually delete files	7	14
Seek professional help	11	22
Total	50	100

(Source: Primary data)

Figure 4.7

Figure showing students methods of erasing personal data from electronic devices



From the table above it shows that 52% of students use factory reset option, 22% of students seek professional help and 14% manually delete the files and the rest 12% don't erase their data.

Table 4.8

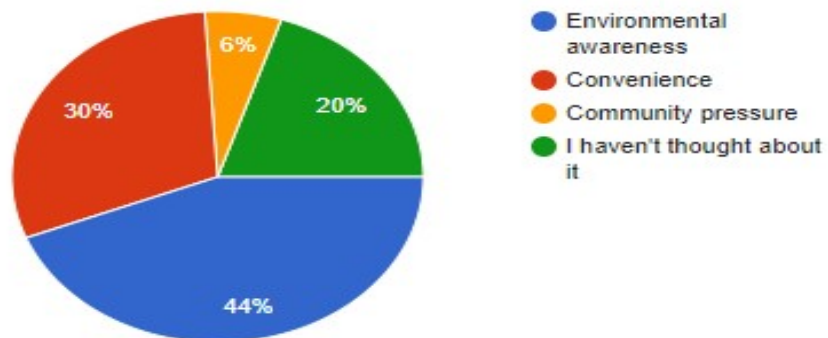
Table showing factors which motivates students to practice e waste Management at home

Particulars	Number of respondents	Percentage of respondents
Environmental awareness	22	44
convenience	15	30
Community pressure	3	6
I haven't thought about it	10	20
Total	50	100

(Source: Primary data)

Figure 4.8

Figure showing factors which motivates students to practice e waste management at home



From the table above it shows that 44% of students are motivated due to environmental awareness, 30% of students are due to convenience, 20% of students haven't thought about it and rest 6% due to community pressure

Table 4.9

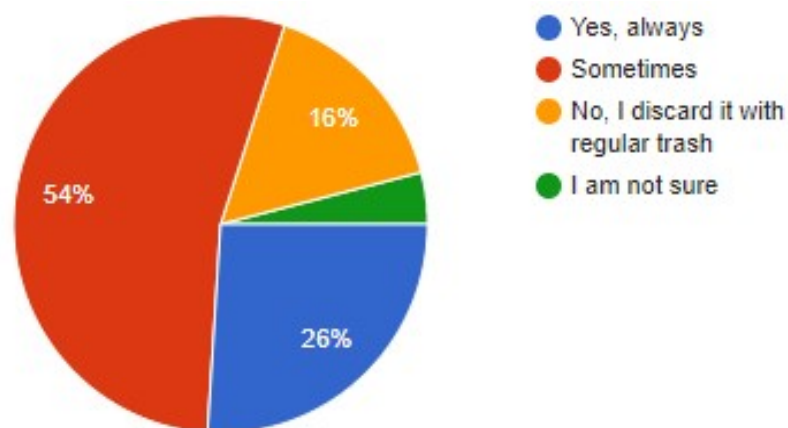
Table showing whether original packaging's of electronic devices are kept for proper disposal

Particulars	Number of respondents	Percentage of respondents
Yes ,always	13	26
Sometimes	27	54
No, I discard it with regular trash	8	16
I am not sure	2	4
Total	50	100

(Source: Primary data)

Figure 4.9

Figure showing whether original packaging's of electronic devices are kept for proper disposal



From the table above it shows that 54% students sometimes keeps the original packaging,26% always keeps the packing for proper disposal ,16% of students discard them as trash, and the rest 4% are not sure.

Table 4.10

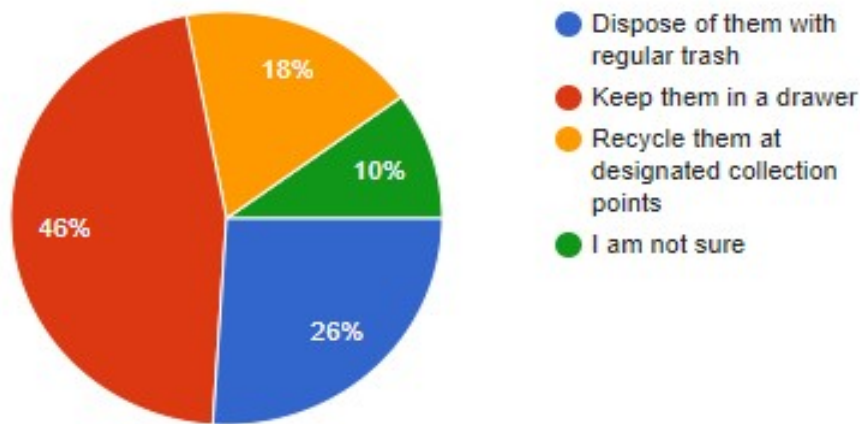
Table showing how students handle old chargers and earphones at home

Particulars	Number of respondents	Percentage of response
Dispose them in the regular trash	13	26
Keep them in a drawer	23	46
Recycle them at a designated E – waste collection point	9	18
I am not sure	5	10
Total	50	100

(Source: Primary data)

Figure 4.10

Figure showing how students handle old chargers and earphones at home



From the table above it shows that 46% of the students keep them in their drawer, while 26% of students throw them out with regular trash, 18% recycle them at their designated points and the rest 10% are not sure.

Table 4.11

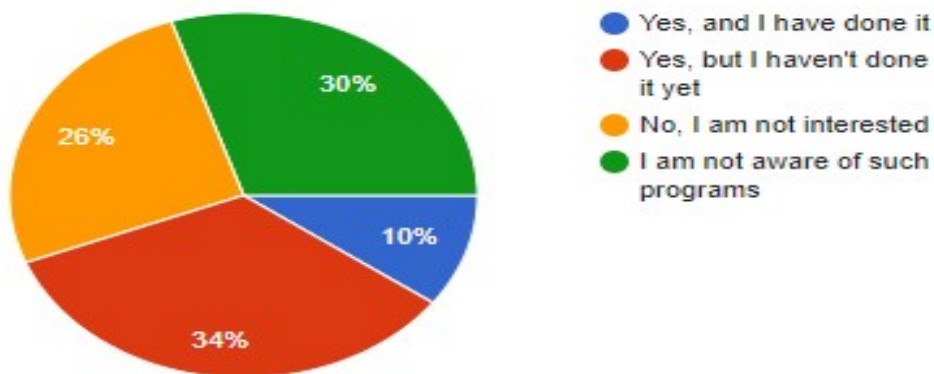
Table showing whether students participated in any electronic device trade in program

Particulars	Number of respondents	Percentage of respondents
Yes , I have done it	5	10
Yes ,but I haven't done it yet	17	34
No , I am not interested	13	26
I am not aware of such programs	15	30
Total	50	100

(Source: Primary data)

Figure 4.11

Figure showing whether students participated in any electronic device trade in program



From the table above shows that 34% of students knows of such programs but haven't participated in it, and 30% of students are not aware of such programs, 26% of students are not interested and rest 10% of students have done it.

Table 4.12

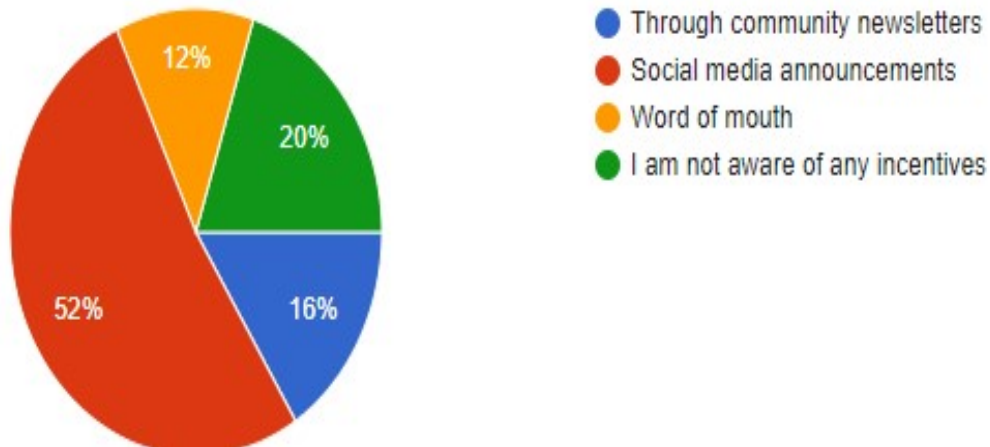
Table showing how students stay informed about local incentive or programs

Particulars	Number of respondents	Percentage of respondents
Through community newsletters	8	16
Social media announcements	26	52
Word of mouth	6	12
I am not aware of any incentives	10	20
Total	50	100

(Source: Primary data)

Figure 4.12

Figure showing how students stay informed about local incentive or programs



From the table above it shows that 52% of students stay informed through social media, 20% of students are not aware of such incentives, 16% students through community newsletters and rest 12% through word of mouth.

Table 4.13

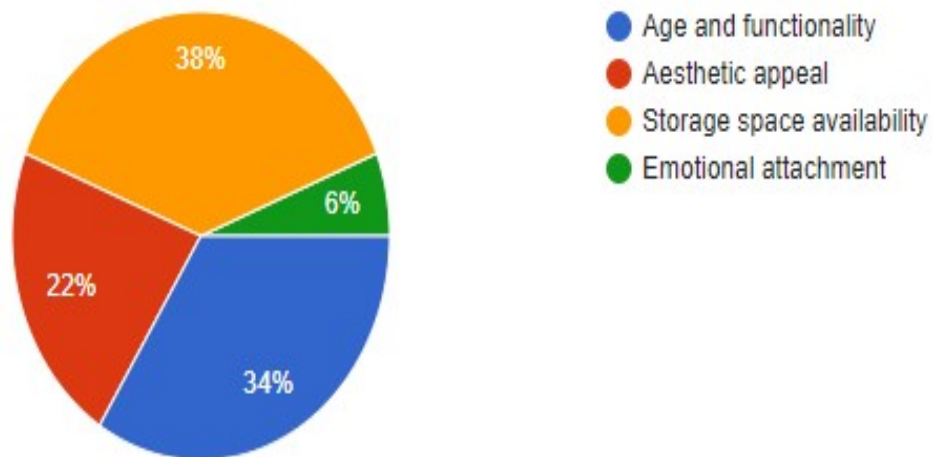
Table showing the factors when deciding to dispose of an electronic device

Particulars	Number of respondents	Percentage of respondents
Age and functionality	17	34
Aesthetic appeal	11	22
Storage space availability	19	38
Emotional attachment	3	6
Total	50	100

(Source: Primary data)

Figure 4.13

Figure showing the factors when deciding to dispose of an electronic device



From the table we can understand that 38% of the respondents disposed of their electronic device due to the availability of storage space, followed by the age and functionality with 34% response, Aesthetic appeal with 22% and emotional attachment with 6%.

Table 4.14

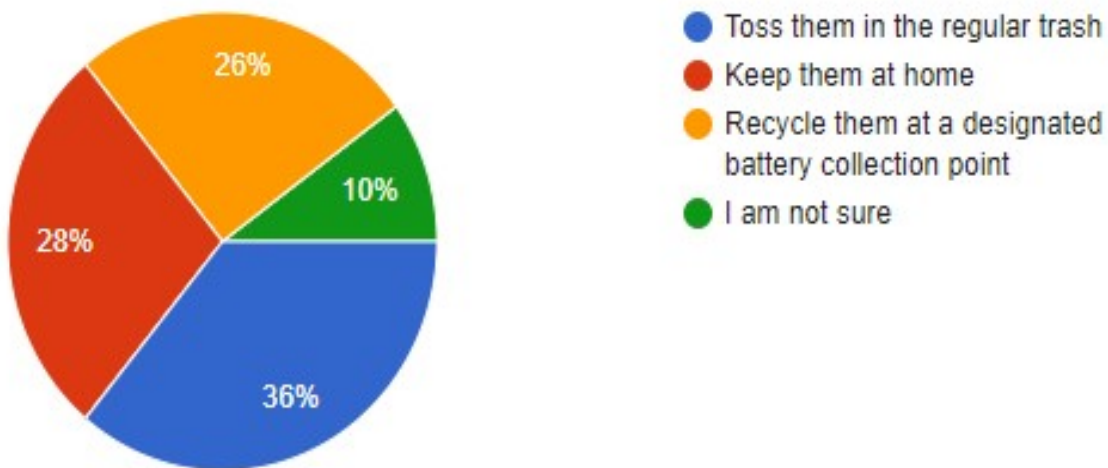
Table showing how students handle while disposing old batteries

Particulars	Number of respondents	Percentage of respondents
Toss them in the regular trash	18	36
Keep them in a home	14	28
Recycle them at a designated E – waste collection point	13	26
I am not sure	5	10
Total	50	100

(Source: Primary data)

Figure 4.14

Figure showing how students handle while disposing old batteries



From the table shown above 36% of students will through old batteries to regular trash, 28% keep them at their house while 26% recycle them designated points and the rest 10% are not sure.

Table 4.15

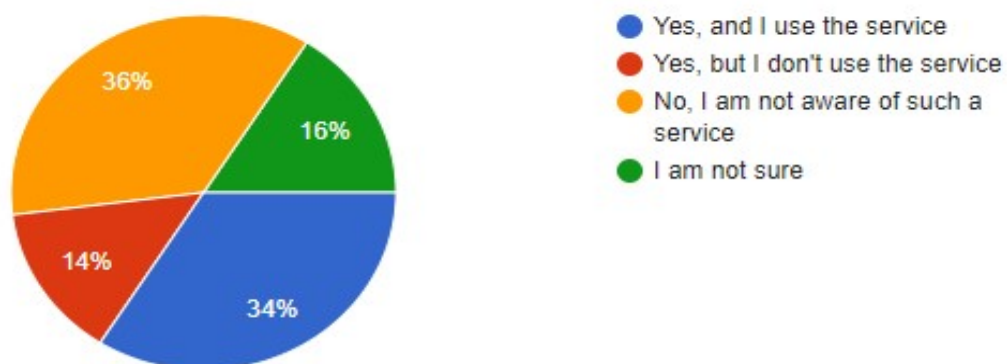
Table showing how students know whether their municipality provides e waste services

Particulars	Number of respondents	Percentage of respondents
Yes, and I use that service	17	34
Yes, but I don't use that service	7	14
No , I am not aware of such service	18	26
I am not sure	8	16
Total	50	100

(Source: Primary data)

Figure 4.15

Figure showing how students know whether their municipality provides e waste services



From the above table it shows that 36% of the students are not aware of such services, 34% of the students know about this uses this services, 16% of them are not sure and the rest 14% are not interested.

Table 4.16

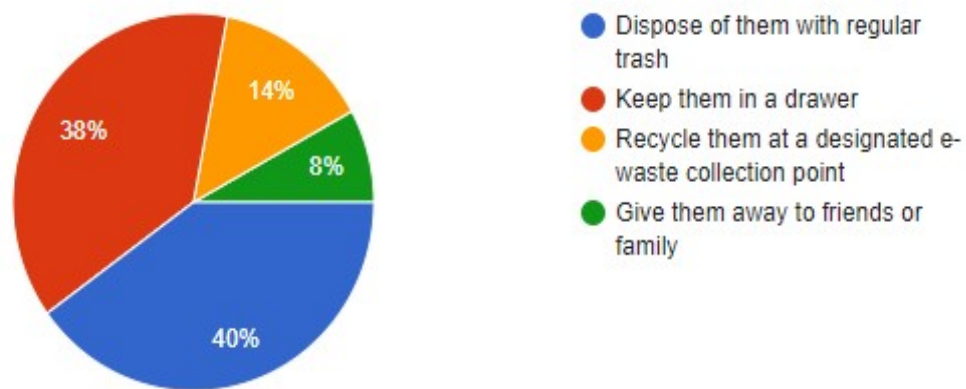
Table showing how students usually handle electronic accessories like cable and adapters that are no longer needed

Particulars	Number of respondents	Percentage of respondents
Toss them in the regular trash	20	40
Keep them at home	19	38
Recycle them at designated points	7	14
Give them away to friends and families	4	8
Total	50	100

(Source: Primary data)

Figure 4.16

Figure showing how students usually handle electronic accessories like cable and adapters that are no longer needed



From the above table it shows 40% of students dispose them to regular trash, 38% of students keep them in drawer, 14% recycle them at designated points and the rest 8% give them to friends and family.

Table 4.17

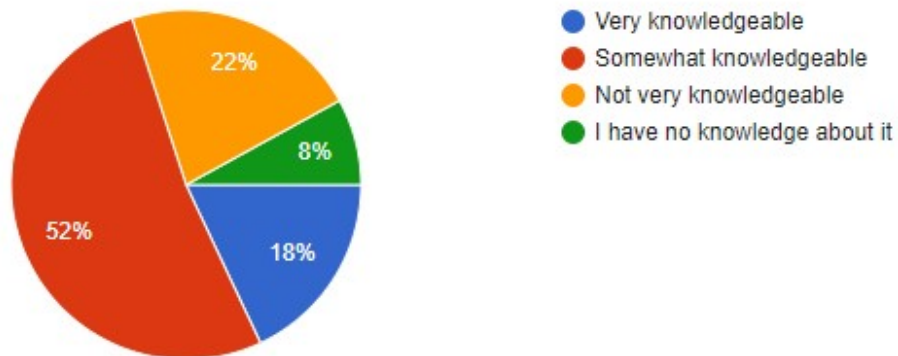
Table showing how students rate their awareness about environmental impact of improper e waste disposal

Particulars	Number of respondents	Percentage of respondents
Very knowledgeable	9	18
Somewhat knowledgeable	26	52
Not very knowledgeable	11	22
I have no knowledge about it	4	8
Total	50	100

(Source: Primary data)

Figure 4.17

Figure showing how students rate their awareness about Environmental impact of improper e waste disposal



From the table it shows that 52% of students are somewhat knowledgeable, 22% of students are not knowledgeable, 18% are very knowledgeable and 8% of the rest don't have any knowledge.

Table 4.18

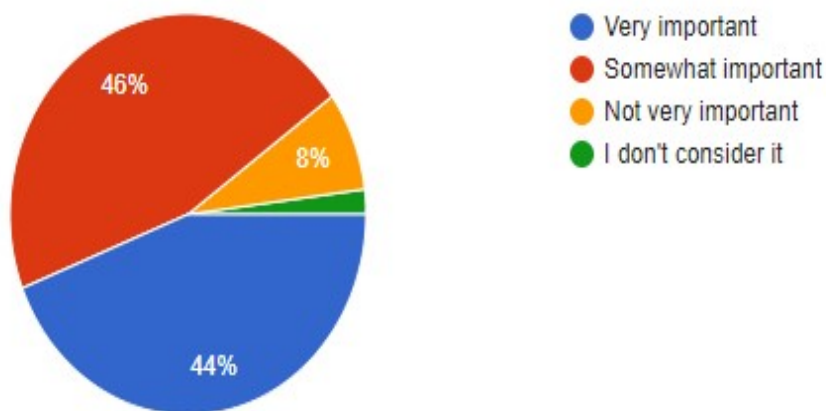
Table showing how important is recyclability and eco friendliness to students while purchasing electronic devices

Particulars	Number of respondents	Percentage of respondents
Very important	22	44
Somewhat important	23	46
Not very important	4	8
I don't consider	1	2
Total	50	100

(Source: Primary data)

Figure 4.18

Figure showing how important is recyclability and eco friendliness to students while purchasing electronic devices



From the table above its shows that 46% of students consider it as somewhat important, and other 44% consider it very important, and for 8% it's not very important and rest 1% don't consider it.

Table 4.19

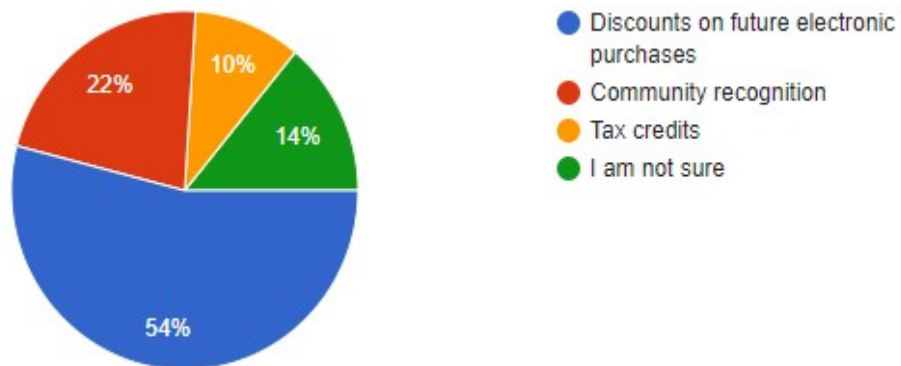
Table showing what type of incentives would be more appealing to students as reward for proper e waste disposal

Particulars	Number of respondents	Percentage of respondents
Discount on future electronic purchases	27	54
Community recognition	11	22
Tax credits	5	10
I am not sure	7	14
Total	50	100

(Source: Primary data)

Figure 4.19

Figure showing what type of incentives would be more appealing to students as reward for proper e waste disposal



From the table above it shows that 54% of students wants discount on electronic purchases as reward 22% want community recognition,14% are not sure and the rest 10% want tax credits.

Table 4.20

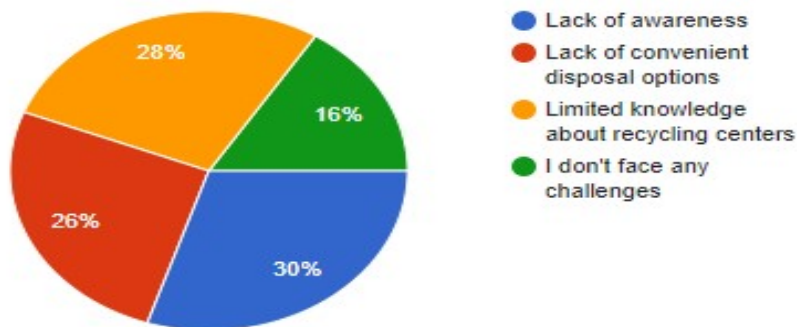
Table showing challenges faced by students when adopting e – waste management at home

Particulars	Number of respondents	Percentage of respondents
Lack of awareness	15	30
Lack of convenient Disposal options	13	26
Limited knowledge About recycling centres	14	28
I don't face any challenges	8	16
Total	50	100

(Source: Primary data)

Figure 4.20

Figure showing challenges faced by students when adopting e – waste Management at home



From table above its shows that 30% of students are having lack of awareness, 28% of students have limited knowledge about recycling places, 26% of students lack convenient disposal options and the rest 16% don't face any challenges.

Table 4.21

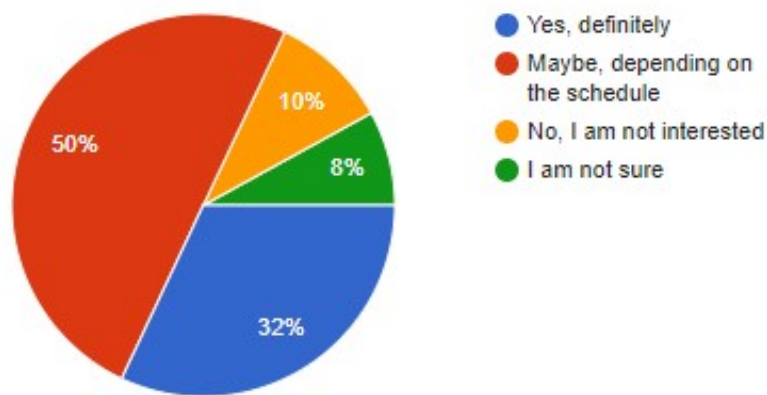
Table showing student participation in workshops or educational sessions on responsible e waste management organized in your local community

Particulars	Number of respondents	Percentage of respondents
Yes ,definitely	16	32
Maybe depending on the schedule	25	50
No I am not interested	5	10
I am not sure	4	8
Total	50	100

(Source: Primary data)

Figure 4.21

Figure showing student participation in workshops or educational sessions on responsible e waste management organized in your local community



From the table above it shows that 50% of students will participate depending on the schedule, 32% of the students will definitely participate and 10% of students are not interested and rest 8% are not sure.

Table 4.22

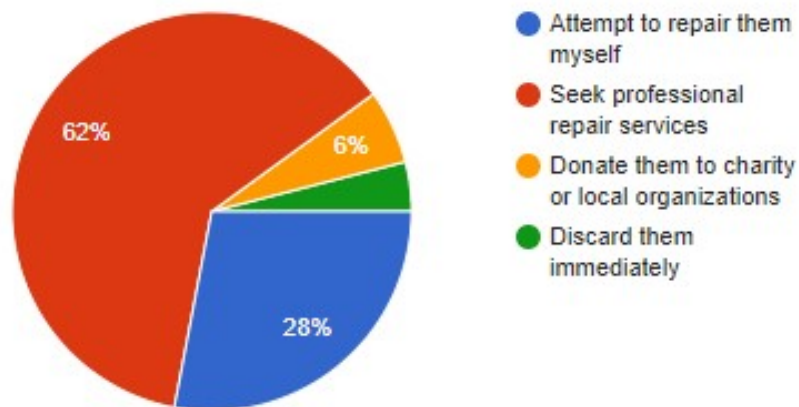
Table showing how students currently handle old electronic devices with potential for repair or reuse

Particulars	Number of respondents	Percentage of respondents
Attempt to repair them myself	14	28
Seek professional repair services	31	62
Donate them to charity or local organizations	3	6
Discard them immediately	2	4
Total	50	100

(Source: Primary data)

Figure 4.22

Figure showing how students currently handle old electronic devices with potential for repair or reuse



From the table above it shows that 62% of the students seek professionals repair services, 28% students try to repair it themselves and 6% donate them to charity or other organizations and the rest 4% discard them immediately.

CHAPTER – V
FINDINGS SUGGESTION AND
CONCLUSION

5.1 Findings

- Majority of the students are between the ages 20 – 23
- Most of the students are male
- Most of the students store old and unused electronic devices in a drawer
- Most of the students rarely participate in e-waste collection events
- Majority of the students tries to repair them when they stop working
- Most of the students receive information about e-waste disposal method from social media
- Most of the students use factory reset to erase personal data from electronic devices
- Most of the students are motivated to practice e-waste management at home through environmental awareness
- Most of the students sometimes keep original packaging's of electronic devices for proper disposal
- Most of the students handle old chargers and earphones at home by keeping them in a drawer
- Most of the students haven't yet participated in any electronic device trade in program
- Most of the students stay informed about local incentive or programs through social media announcements
- Most of the students decides to dispose of an electronic device at the time of storage space availability
- Most of the students dispose old batteries by tossing them in the regular trash
- Most of the students use the e-waste services provided by the municipality

- Most of the students handle electronic accessories like cable, adapters etc. that are no longer needed by tossing them in the regular trash
- Most of the students are somewhat knowledgeable about environmental impact of improper e-waste disposal
- Most of the students thinks that recyclability and Eco friendliness while purchasing electronic devices are somewhat important
- Most of the students thinks discount on future electronic purchases are more appealing as reward for proper e-waste disposal
- Most of the students agree that lack of awareness is the main challenges faced by them when adopting e-waste management at home.
- Most of the students agrees that maybe depending on the schedule they will participate in workshops or educational sessions on responsible e-waste management
- Most of the students seek professional repair services when handling old electronic devices with potential for repair and reuse.

5.2 Suggestions

- Explore and invest in technologies that convert waste into energy
- Organize community cleanup events to raise awareness
- Ensure strict enforcement of waste management regulations and penalties for illegal dumping to deter improper disposal practices
- Encourage individuals and businesses to minimize waste by adopting the “reduce, reuse, recycle” mantra
- Encourage the creation and use of upcycled products, which involves repurposing waste materials into new and valuable items

5.3 Conclusion

The study was conducted in Christ College Irinjalakuda, Thrissur, with an aim to understand the awareness of e-waste among students, to analyse the e-waste disposal practices among students and to increase the public awareness about the environmental impacts of improper e-waste disposal. From our research, we understood that students rarely participate in e-waste collection events and most students handle old chargers and earphones at home by keeping them in a drawer and also dispose old batteries by tossing them in a regular trash, this shows that students are not given proper awareness. And students agree that lack of awareness is the main challenges faced by them when adopting e-waste management at home also seek professional repair services when handling old electronic devices for repair. The majority of the students are clearly unaware about the proper e-waste disposal methods as they toss the e-waste in regular trash or keep them in drawer and only have an idea about the environmental impact of improper e-waste disposal which is also a challenge faced by college students in e-waste management. In general, we wanted to provide them with proper information on impacts of e-waste and provide ideas to the students who are not properly given awareness of e-waste disposal and practices.

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- **.Baldé et al. (2017)**
- **Kumar et al. (2018)**
- **Akormedi and Asamoah**
- **Hilty et al**

ANNEXURE

**“A STUDY ON E-WASTE MANAGEMENT WITH SPECIAL
REFERENCE TO HOUSEHOLD PRODUCTS”**

1. Age

- 17-19
- 20-23

2. Gender

- Male
- Female
- Other

3. What do you usually do with old or unused electronic devices at home?

- Throw them in the regular trash
- Store them in a drawer
- Recycle them at a designated e-waste collection point
- Sell or donate them

4. How often do you participate in community e-waste collection points?

- Never
- Rarely
- Occasionally
- Regularly

5. When your electronic devices stop working, what is your typical response?

- Discard them immediately
- Try to repair them
- Keep them for sentimental reasons
- Recycle them through proper channels

6. Where do you usually find information about proper e-waste disposal methods in your community?

- Local newspapers
- Social media
- Community bulletin boards
- I am not sure

7. What is your preferred method for erasing personal data from old electronic devices before disposal?

- I don't erase data
- Use factory reset options
- Manually delete files
- Seek professional help

8. What motivates you to practice responsible e-waste management at home?

- Environmental awareness
- Convenience
- Community pressure
- I haven't thought about it

9. Do you keep the original packaging of electronic devices for proper disposal?

- Yes, always
- Sometimes
- No, I discard it with regular trash
- I am not sure

10. How do you handle small electronic items like old chargers or earphones at home?

- Dispose of them with regular trash
- Keep them in a drawer
- Recycle them at a designated collection points
- I am not sure

11. Have you ever considered participating in an electronic device trade- in program?

- Yes, I have done it
- Yes, But I haven't done it yet
- No, I am not interested
- I am not aware of such programs

12. How do you stay informed about locality incentives or programs for responsible e-waste management?

- Through community newsletters
- Social media announcements
- Word of mouth

- I am not aware of such incentives

13. What do you consider the primary factor when deciding to dispose of an electronic device?

- Age and functionality
- Aesthetic appeal
- Storage space availability
- Emotional attachment

14. When disposing of old batteries, how do you typically handle them?

- Toss them in the regular trash
- Keep them at home
- Recycle them at a designated batter points
- I am not sure

15. How do you usually handle electronic accessories like cables and adapters that are no longer needed?

- Dispose of them with regular trash
- Keep them in a drawer
- Recycle them at a designated e-waste collection points
- Give them away to friends and families

16. Do you know if your local municipality provides curbside e-waste pickup services?

- Yes, and I use the service
- Yes, and I don't use the service
- No, i am not aware of such a service
- I am not sure

17. How would you rate your knowledge about the environmental impact of improper e-waste disposal?

- Very knowledgeable
- Somewhat knowledgeable
- Not very knowledgeable
- I have no knowledge about it

18. When purchasing new electronic devices, how important is the recyclability or eco- friendliness of the product to you?

- Very important
- Somewhat important
- Not very important
- I don't consider it

19. If your community offered a rewards program for proper e-waste disposal, what type of incentive would you find most appealing?

- Discount on future electronic purchases
- Community recognition
- Tax credits
- I am not sure

20. What barriers or challenges do you face in adopting better e-waste management practices at home?

- Lack of awareness
- Lack of convenient disposal options
- Limited knowledge about recycling centres
- I don't face any challenges

21. Would you be willing to participate in workshops or educational sessions on responsible e-waste management organized by your local community?

- Yes, definitely
- Maybe, depending on the schedule
- No, I am not interested
- I am not sure

22. How do you currently handle old electronic devices with potential for repair or reuse?

- Attempt to repair them myself
- Seek professional repair services
- Donate them to charity or local organizations
- Discard them immediately

**“A STUDY ON THE AFFINITY OF YOUTH
TOWARDS BRANDED APPARELS”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

AYSHA NIZANA

(CCAVBCM260)

Under the supervision of

Ms. PRASSY VISWAMBHARAN



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON THE AFFINITY OF YOUTH TOWARDS BRANDED APPARELS**” is a bonafide record of project done by **AYSHA NIZANA**, Reg. No. CCAVBCM260, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Assoc. Prof. P.G Thomas
Coordinator

Ms. PRASSY VISWAMBHARAN
Project Guide

DECLARATION

I, **AYSHA NIZANA**, hereby declare that the project work entitled “**A STUDY ON THE AFFINITY OF YOUTH TOWARDS BRANDED APPARELS**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms.Prassy viswambharan, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

AYSHA NIZANA

Date:

CCAVBCM260

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I express my sincere thanks to my friends and family for their support in completing this report successfully.

Place: Irinjalakuda

AYSHA NIZANA

Date:

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CHAPTER - 1
INTRODUCTION

1.1 Introduction

The apparel and clothing industry being positioned at first place and also the spending on apparel and clothing among the customers are getting increased day by day. It becomes imperative to study the changing behaviour of consumers. Over the past decade the fashion industry has gone through some major structural changes.

Indian textile industry is one of the leading textile industries in the world and earns about 27 percent of its total foreign exchange through textile exports. Further, the textile industry of India contributes nearly 14 percent of the total industrial production of the country. It contributes about 3 percent to the GDP of the country. Indian textile industry currently generates employment to more than 35 million people. Youth are early adopters of fashion. New products and brands have an important role in the status consumption and identity construction of youngsters. More and more young people are buying clothes which are of a particular reputed brand, thereby fuelling the branded apparel consumerism. Being brand conscious is the new fashion mantra which has caught on like forest fire. The increased income levels help the young people to buy from big clothing brands with much ease and comfort. Also, most fast fashion is designed to appeal to young, on-trend shoppers. Fast fashion is a design, manufacturing, and marketing method focused on rapidly producing high volumes of clothing. Garment production utilizes trend replication and low-quality materials in order to bring inexpensive styles to the public.

Branding reinforces a sense of community. Branding affects consumer behaviour by influencing their self-image and the perception they have of the brand. Consumer behaviour refers to the study of buying tendencies of consumers. An individual who goes for shopping does not necessarily end up buying products. For example: During festivals and occasions, the buying tendencies of consumers increase as compared to other months. In the same way during valentine week, individuals are often seen purchasing gifts for their partners. Among the fastest growing industries in the world today is the fashion industry. Change is something that has remained constant in the fashion industry since time immemorial. The fashion industry in India currently is considered dynamic. Over the last few decades the fashion industry in India is experiencing a boom due to the ever increasing fashion consciousness among Indians. Be it the middle aged home maker, the funky college kid or the top notch everyone seems to have developed a fashion sense which is distinct and classy. Besides, greater variety, arrival of new trends, and fashion consciousness are also fueling the demand for branded products in metropolitan and suburbs of India.

Although an individual does not act the same way in all situations, people tend to act consistently, we may identify six groups of customers by their buying behavior. A habit – determined group of brand loyal customers who tend to be satisfied with the product or brand recently purchased. A group of new customers who haven't yet stabilized the psychological dimensions of their behaviour.

The apparel fashion plays a paramount role in shaping apparel consumerism. As lifestyles change, fashion in India is becoming more diversified, as in the Western countries. Technology, ideas and lifestyles are moving concurrently and quickly. Companies and brands that offered monotonous products for years, have now multiplied their product ranges and new appealing styles, shapes and forms are being launched each season by them.

1.2 Statement of the Problem

The study ‘THE AFFINITY OF YOUTH TOWARDS BUYING BRANDED APPARELS’ is conducted mainly to identify the need of customers, what kind of apparels they like to wear. Also, it helps the brands to provide actionable information for the purpose of adopting their strategies for young customers and to assist them in taking product decisions.

1.3 Significance of the Study

Studying and analyzing buying behaviour of youth will help the brands to find out the unfulfilled demands in the market easily, leading to a better understanding of demands of the youth. It will assist the brands in planning and executing market strategies accordingly, to design the attire which fulfills the requirements of the young customers.

1.4 Scope of the Study

The scope of the study is to analyze the approach of youth towards branded apparels and understanding about the factors affecting the brand loyalty. The study was confined only to the youth of Christ college Irinjalkuda .For the analysis primary data are collected through questionnaire and secondary data are obtained from published journal, magazines, websites.

1.6 Objectives of the Study

- To identify youngsters buying behaviour towards branded apparels
- To study and analyse the brand preference of youth in buying the branded apparels
- To identify the factors influencing the purchase of branded apparels.

1.7 Research Methodology

Research methodology is the specific procedures or techniques used to identify, select, process, and analyse information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability.

1.7.1 Research Design

The research design used for this study is of descriptive type. Descriptive research includes surveys and fact findings of different kinds.

1.7.2 Sources of Data

The data was collected both from primary as well as secondary sources. primary data were collected with the help of a globally accepted structured questionnaire. Secondary data collected from various sources such as articles and websites, etc.

1.7.3 Method of Sampling

This study follows stratified random sampling method. Population of this study in students of Christ college. Christ college autonomous students are divided into two stratas that is Arts and Science. Then from each stratas 25 students are selected using simple random sample method. This 50 samples are covered under this study

1.7.4 Sample Size

A sample of 50 consumers from Christ college Irinjalkuda is taken as the sample size for the purpose of the study.

1.7.5 Sample Population

The population for the study is the youth of Christ college Irinjalkuda

1.7.6 Sample Unit

UG students of Christ college (Autonomous) Irinjalkuda

1.7.7 Tools For Analysis

Major tools used in data analysis process are graphs and percentage for interpreting the data thus collected.

1.8 Limitations of the Study

1. There could be personal biases of the respondents involved.
2. The study is only conducted in Christ College (Autonomous) Irinjalkuda.
3. The opinions expressed may depend upon the psychological temperament of the respondent.
4. The study is valid only for present scenario, it may change later.

CHAPTER - 2
REVIEW OF LITERATURE

Review of Literature

1. **Md Syduzzaman (2020)** Finally, it is concluded that family income triggers consumers in such a way that consumers purchase frequency increase with the increase of family income. Consumers whose ages ranging 26-39 year mostly frequently buy branded clothes as they are mostly job holder, graduate student and their needs are frequent. Another important thing is revealed here that consumers are not so much ethnocentric they stick for only for local branded clothes. Their preference for clothes is changing and are more fashion-conscious do that they also go for a foreign one. This study shows brand preference is necessary to companies because it reflects the consumer's demand besides their loyalty.
2. **Mohanraj Palanisamy (2017)** This study identifies the purchase preference on apparel brands in Chennai malls. Purchase preferences towards apparel industry among the respondents were considered based on the General shopping pattern, shopping frequency, Amount spent on apparels, Brand awareness, Category of clothing to be purchased, Satisfaction, Shopping experience and Brand name. Towards identifying the purchase preferences 250 questionnaires were distributed among the respondents in a shopping mall that has been randomly selected, of which 238 (95.2%) were responded. The study indicates that there exists uniform shopping pattern among the

respondents. Further the respondents are familiar with brand awareness programs. There exists clear opinion on category of the clothing to be purchased and the brand name since they have shopping experiences. There exists satisfaction over purchase preference.

3. **Lakshminarayana.K and Dr.Sreenivas (2017)** conducted a study mainly to know about the consumer buying behaviour towards branded apparels in Bangalore city. The study reveals that there is a lot of scope for new entrants in this field, the manufacturers and marketers of branded wears should concentrate on making new consumer rather than retaining old one. The number of people visiting the showroom with a brand in mind, is same as the number of people visiting the showroom with no brand in mind. Most of the time buyers visit the showroom of branded wears with the purpose of shopping however compared to women, male consumer visit the showroom for passing time, even though pop, advertisement, promotional schemes and other factors influence the consumer purchase decision and consumer stimulated to buy. Among the various promotional schemes and promotional measures discounts, buy2 get1 free schemes have maximum influence on purchase decision of a particular brand. With the effective marketing mix and strategies can extend the sustainable growth in this industry.

4. **Sandeep Kumar, Prasanna Kumar, Srinivasa Narayana (2016)** conducted a study mainly to know about the consumer perception, behavior, life style towards the apparel brands To assess the

importance of different factors in brand retention. From the study, it is suggested that the apparel companies should focus more on customer retention. This can be achieved by keeping the prices reasonable, maintaining quality in clothing, announcing loyal programs in special periods, offering perfect customer services, advertising more on internet, newspapers, social-media and tele-media

5. **Namrata Anand, Vandana Khetarpal (2014)** in spite of the apparel consumer's increasing demand and their active role in the diffusion of innovation, the study highlights the importance of research in the domain of apparel industry to tap this increasing potential. Apparel retailers and suppliers also have a decisive role to play in order to understand the consumer behaviour for buying the fashion apparel so that they may cater to this segment more profitably.
6. **Jafar Iqbal Laskar and Haidar Abbas (2014)** this study aims to study the consumer awareness about various apparel brands (sources of awareness as well as the extent of awareness), their perception about these brands and the factors that affect their perception. Researcher has seen that advertisement and shelf presence are the main source of brand awareness. Firms which are investing in other means should introspect their strategies.
7. **K. Balanaga Gurunath Anand, M. Krishnakumar (2013)** Studied the apparel buying behaviour of Indian consumers through five dimensions viz. consumer characteristics, reference groups, store

attributes, promotion and product attributes. The results show that the store attributes promotion and reference groups are the important dimensions of apparel buying behaviour.

8. **Yin, H.S. and Susan, S. (2012)** this study examine the purchase preferences towards foreign and domestic branded apparels. It was found that preferences towards foreign branded apparels are related to the level of purchasing power and is not related to the demographics variables
9. **Verma A.P. and Tiwari.K (2011)** covered the medium to high Potential consumers that international and national brands can target in the Indian context. This study measures the segment values of some brands those have achieve success in the Indian market. Study shows that people are becoming mere brand conscious with the increase in income level.
10. **Fernandez, P. (2009)** focuses on the impact of branding on youth in choice of clothing as it is hypothesized that they are brand conscious. He suggests that brand conscious is the right choice of clothing, which helps them create an image and identity for themselves. Peer influence plays a crucial role in their choice of brands as it aids in their socialization process.

11.**Dr.Biradar et.al. (2008)** in their article pointed out that the organized retail sector is registering tremendous growth fuelled by the unleashed spending power of new age customers who have considerable disposable income and willingness to have new shopping experience. It is emphasized that Indias top retailers are largely lifestyle, clothing and apparel stores followed by grocery stores. The paper further mentions that increasing number of nuclear families, working women, greater work pressure and increased commuting time; convenience has become a priority for Indian consumers. All these aspects offer an excellent business opportunity for organized retailers in the country. Designers have acknowledged that they alone cannot decide what their customers want and they are offering as more of fashion to consumers attention.

12.**Ritu Narang (2006)** in a study entitled “A Study on Branded Mens wear, was taken up in the city of Lucknow with an intention to explore the purchase behavior of the buyers of branded mens wear. The objectives of this research are to study the purchase behavior of the buyers of branded men’s garments, to study the impact of advertising on the purchase decision of buyers, to study the impact of promotional activities on purchase behaviour of buyers

13.**Kotler & Armstrong (2006)** Brand awareness is the strength of brand which is reflected by the identification of that brand under several conditions. It is a combination of recognition and recall performance. Brand image is consumers perception about the brand. Thus, a

consumers decision to buy a product or service is the result of interplay of many forces or stimuli.

14.**Chugan (2005)** emphasized that Indian textile Industry has to change to be more competitive in the long run. This paper emphasizes that merely cost competence is not enough to maintain the lead while Indian companied has to have a global competitive view.

15.**Moye and Kincade (2003)** the occasion for which an apparel item is bought does influence the consumers importance rating of the store environment and there were higher expectations for the environment of a store offering formal merchandize than a store offering casual merchandize.

16.**Willans (2002)** says, several fashion retailers have adopted a concept known as edited retailing“ whereby the customer is offered a limited though changing choice of merchandise that is highly coordinated, offering a high degree of product range compatibility.

CHAPTER - 3

THEORETICAL FRAMEWORK

THEORETICAL FRAMEWORK

3.1 Meaning of Apparel

The definition of apparel is anything you wear to protect, wraps, or beautify your body. Apparel can also refer to personal attire, or clothing of a particular kind.

3.2 Meaning of Buying Behaviour

Buyer behaviour refers to the decisions and actions people take when purchasing products or services for personal or collective use. Consumer Buying behaviour is the sum total of a consumer's attitudes, preferences, intentions, and decisions regarding the consumer's behavior in the marketplace while purchasing a product or service.

3.3 Meaning of Brand Preference

When a customer chooses one brand over another consistently, this is called brand preference. Brand preference is a reflection of customer loyalty, successful marketing tactics, and brand strengths. It is when we choose a specific company's product or service when we have other, equally priced and available options.

3.4 Brand

A brand is a name, sign, symbol or design or a combination, used to identify the goods or services of a seller and to differentiate them from those of competitors. Brands are used in business, marketing, and advertising. Name brands are sometimes distinguished from generic or store brand.

3.5 Branding

Branding is creating a unique identification of a product. Branding is a strategy of creating a unique name, logo, image of a product to grasp the attention of the customers. It helps the customers to distinguish a product from other sellers' product, establish the fondness and build trust. It not only leaves an impression in customers mind but allows them to know what to expect from the brand. Branding is one of the marketing tools used by the company to spread awareness about the product to the customers. By definition, it is a marketing practice in which a company creates a name, symbol or design that is easily identifiable as belonging to the company. This helps to identify a product and distinguish it from other products and services. There are many areas that are used to develop a brand including advertising, customer service, promotional merchandise, reputation and logo. All of these elements work together to create one unique and (hopefully) attention-grabbing professional profile.

3.6 Importance of Branding

- Branding is a tool for sales promoting in the market.
- It facilitates easy advertisement and publicity
- It creates special consumer preference over the product.
- To satisfy the customers demand towards a branded product.

3.7 History of Textile Industry In India

India has been well known for her textile goods since very ancient times. The traditional textile industry of India was virtually decayed during the colonial regime. However, the modern textile industry took birth in India in the early nineteenth century when the first textile mill in the country was established at fort glister near Calcutta in 1818. The cotton textile industry, however, made its real beginning in Bombay. The first cotton textile mill of Bombay was established in 1854 by a Parsi cotton merchant then engaged in overseas and internal trade. Indeed, the vast majority of the early mills were the handiwork of Parsi merchants engaged in yarn and cloth trade at home and Chinese and African markets. The first cotton mill in Ahmedabad, which was eventually to emerge as a rival centre to Bombay. The cotton textile industry made rapid progress in the second half of the nineteenth century and by the end of the century there were 178 cotton textile mills; but during the year 1900 the cotton textile industry was in bad state due to the great famine and a number of mills of Bombay and Ahmedabad were to be closed down for long periods.

3.8 Current Major Clothing Brands

1. LEVI'S



When it comes to denim Levi's has a huge customer base. Since 1853 Levi's is adapting to the changes in fashion trends. It came to India in 1995 and since then Levi's clothing and jeans have become synonymous with high quality. Levi's produces both men's and women's casual apparel, as well as quality denim and other stylish garments.

2. H & M



H&M comes to mind whenever we think of a budget-friendly, unique, and high-quality garment. H&M is a Swedish apparel retailer with its headquarters in Stockholm. H&M has around 50 locations across 25 cities in India. It has a fantastic online marketing strategy that has helped it become well known in the digital realm.

3. ADIDAS



Adidas was founded in 1949 and it is one of the most popular sportswear brands today. This is actually the second-largest sportswear manufacturer in the world presently. While it is more known for its shoes and other sportswear, Adidas has an impressive clothing catalogue also.

4. ZARA



Zara was started by Ortega Gaona and Rosalia Mera and is currently one of India's most popular clothing brands. It is a subsidiary of the Inditex Group and as well as online retailers. It is known for its high-end quality and stylish design. Clothing, accessories, shoes, swimwear, beauty, and perfumes are among the things offered by this fast-fashion brand.

5. LOUIS PHILIPPE



Louis Philippe is an Indian clothing brand under the Aditya Birla Group. Louis Philippe was created in 1989 and is currently one of India's most well-known garment labels. In India and around the world, they have around 2700 stores. It features a diverse product line with exceptional craftsmanship that translates into clothing. Louis Philippe has a wide choice of formals, semi-formals, custom-made clothing, and fashion accessories to choose from

CHAPTER – 4
DATA ANALYSIS AND
INTERPRETATION

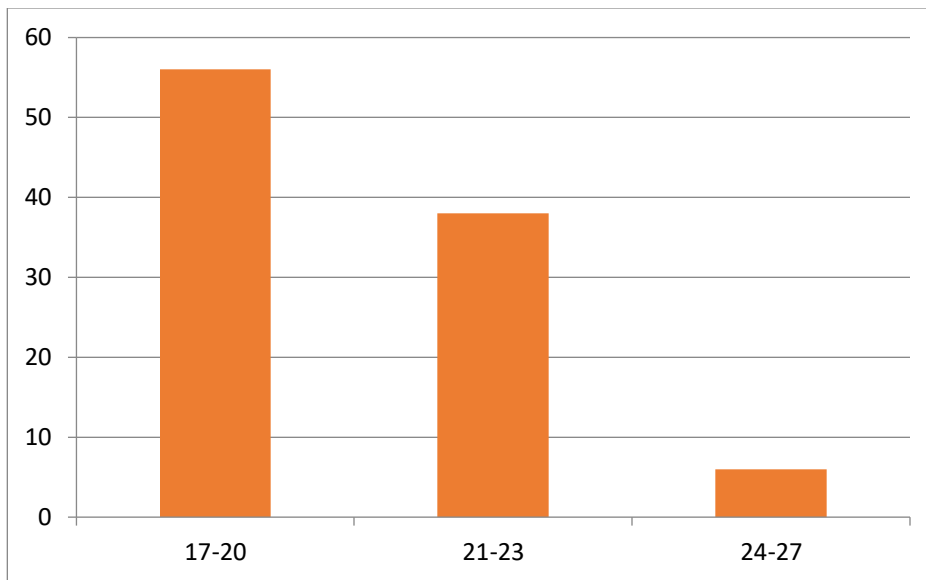
DATA ANALYSIS AND INTERPRETATION

Table 4.1 shows the age of the respondents

OPTIONS	TOTAL	PERCENTAGE
17-20	28	56
21-23	19	38
24-27	3	6
Total	50	100

(Source: primary data)

Figure 4.1 shows the age of the respondents



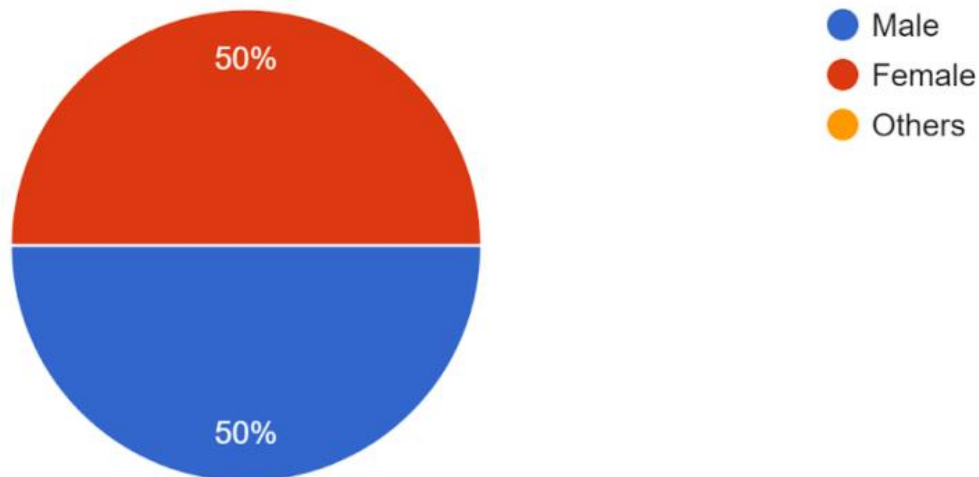
Above table shows that among the respondents, 56% of them are of age in between 17 and 20, 38% of them are of age in between 21 and 23 and 6% are in between 24 and 27.

Table 4.2 shows the gender of the respondents

OPTIONS	TOTAL	PERCENTAGE
Male	25	50
Female	25	50
Others	0	0
Total	50	100

(Source: primary data)

Figure 4.2 shows the gender of the respondents



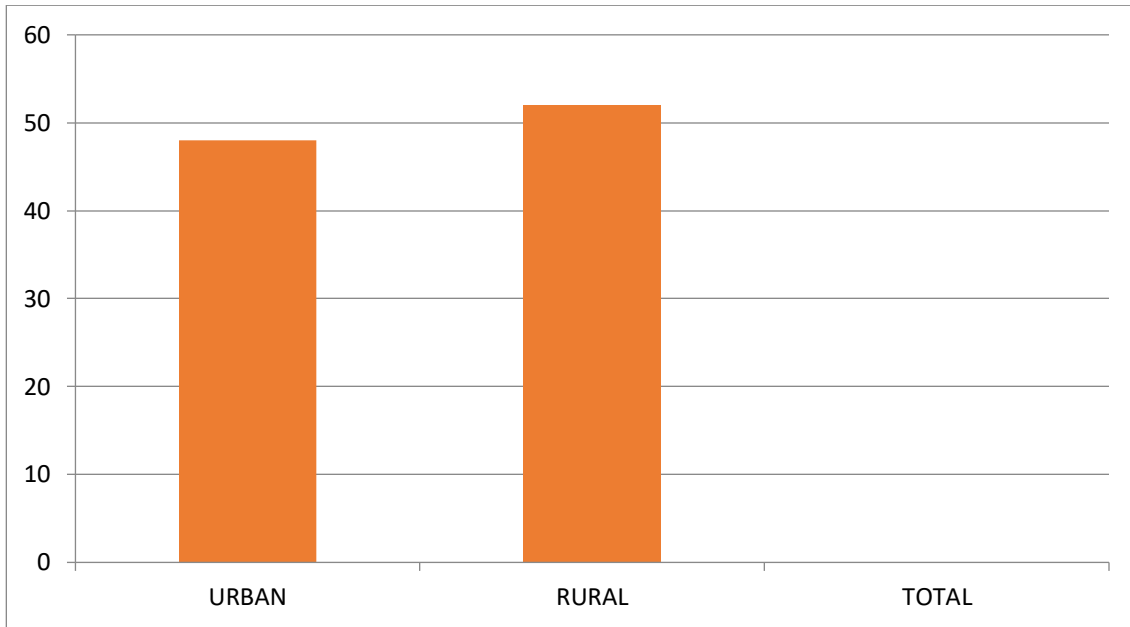
Above table shows that among the respondents 50% are female, 50% are male and 0% are others.

Table 4.3 shows the area of living

OPTIONS	TOTAL	PERCENTAGE
Urban	24	48
Rural	26	52
Total	50	100

(Source: primary data)

Figure 4.3 shows the area of living



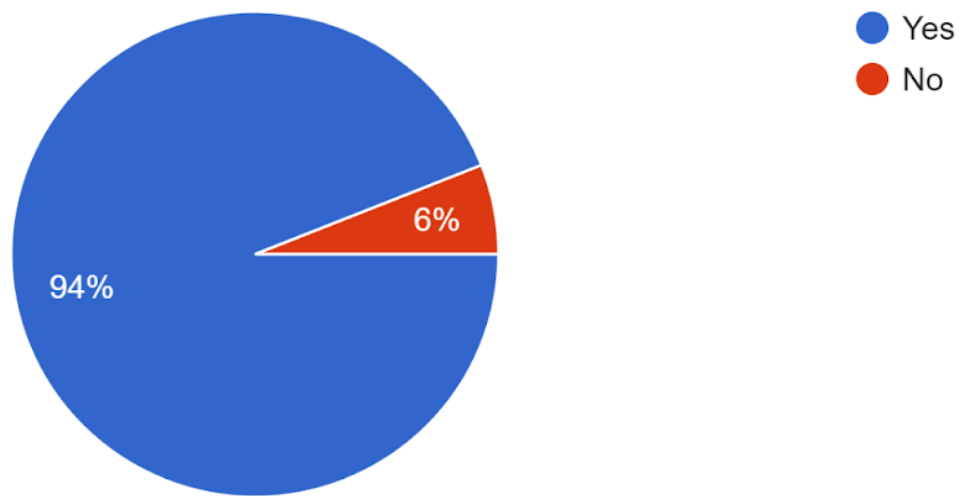
Most of the students i.e., 52% is from rural area and the rest 48% is from urban area.

Table 4.4 shows the awareness about branded apparel

OPTIONS	TOTAL	PERCENTAGE
Yes	47	94
No	3	6
Total	50	100

(Source: primary data)

Figure 4.4 shows the awareness about branded apparel



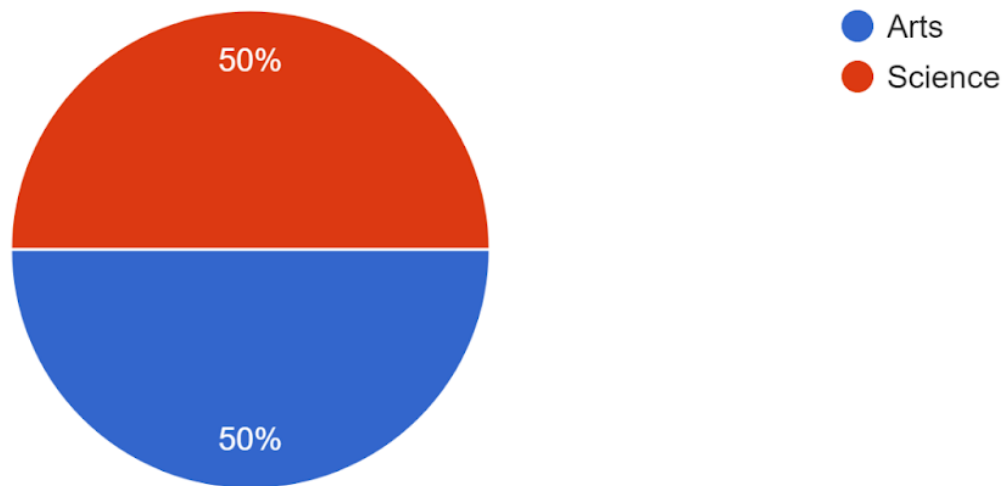
From the above table 94% are aware of branded apparels and 6% are not aware.

Table 4.5 shows the stream of study

OPTIONS	TOTAL	PERCENTAGE
Arts	25	50
Science	25	50
Total	50	100

(Source: primary data)

Figure 4.5 shows the stream of study



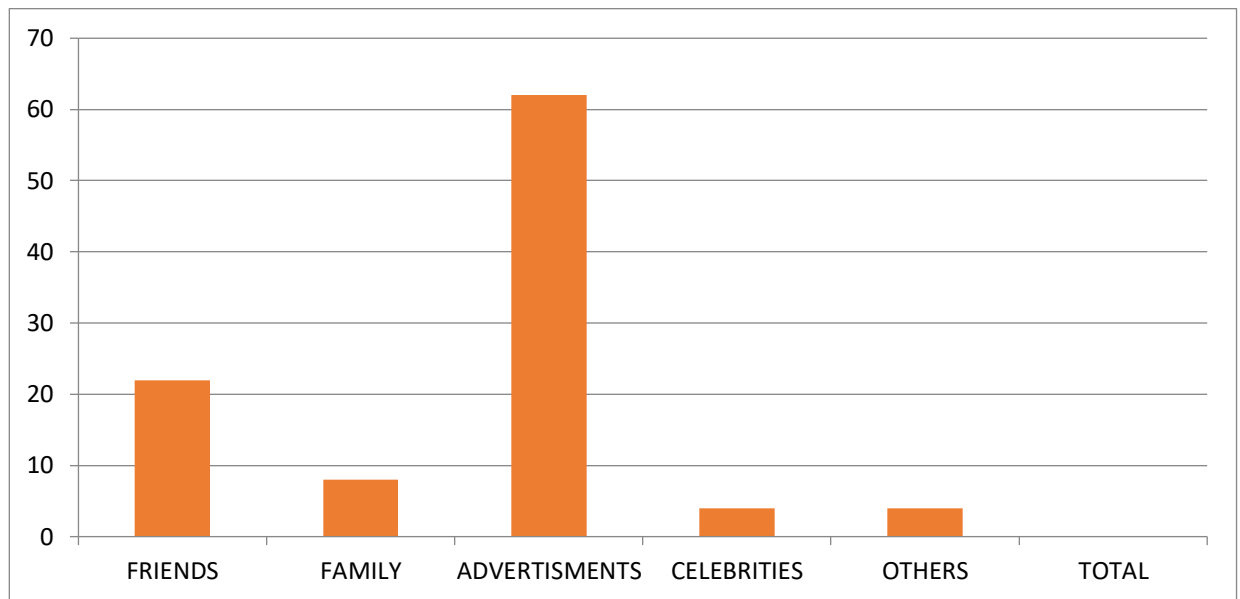
Form the above graph and table it is understood that the students i.e., 50% is from science and 50% is from arts stream.

Table 4.6 shows the influence on buying branded apparels

OPTIONS	TOTAL	PERCENTAGE
Friends	11	22
Family	4	8
Advertisements	31	62
Celebrities	2	4
Others	2	4
Total	50	100

(Source: primary data)

Figure 4.6 shows the influence on buying branded apparels



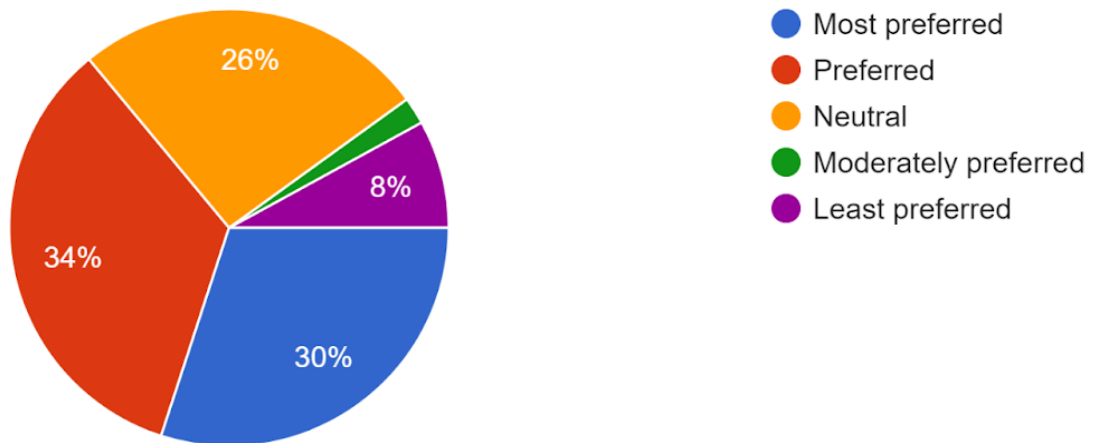
22% students are influenced by their friends to buy branded apparels ,62% is influenced by the advertisements, 8% is influenced by their family ,4% is influenced by their celebrities and the remaining 4% is influenced by others.

Table 4.7 shows the rate of preference of branded apparels

OPTIONS	TOTAL	PERCENTAGE
Most preferred	15	30
Preferred	17	34
Neutral	13	26
Moderately preferred	1	2
Least preferred	4	8
Total	50	100

(Source: primary data)

Figure 4.7 shows the rate of preference of branded apparels



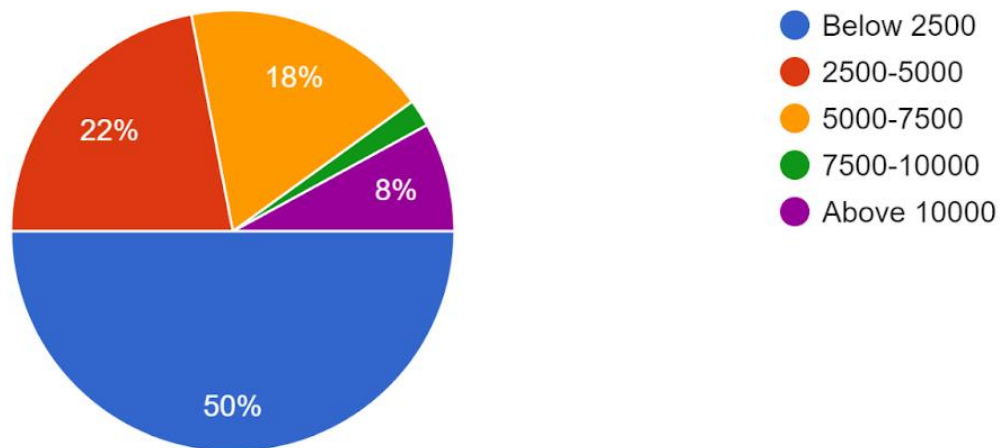
From the following data 34% students prefer branded cloths, 30% strongly prefer branded cloths, 26% have a neutral opinion on their preference , 2% moderately prefer branded cloths and 8% least preferred prefer branded cloths.

Table 4.8 shows money spent on branded cloths

OPTIONS	TOTAL	PERCENTAGE
Below 2500	25	50
2500-5000	11	22
5000-7500	9	18
7500-10000	1	2
Above 10000	4	8
Total	50	100

(Source: primary data)

Figure 4.8 shows money spent on branded cloths



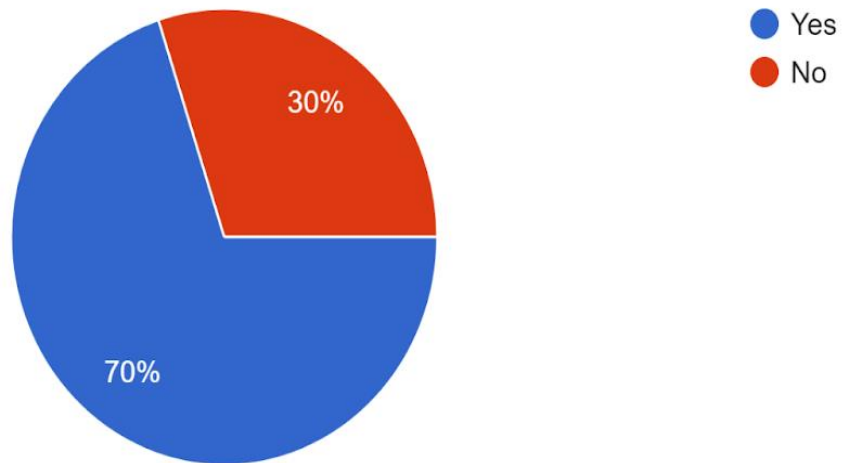
From the above data it is clear that 50% of students spend below 2500 on branded apparels, 22% between 2500 and 5000, 18% spend between 5000 and 7500 , 2% spend between 7500 and 10000 and 8% spend more than 10000 on branded apparels.

Table 4.9 shows the worthiness of money spend on branded cloths

OPTIONS	TOTAL	PERCENTAGE
Yes	35	70
No	15	30
Total	50	100

(Source: primary data)

Figure 4.9 shows the worthiness of money spend on branded



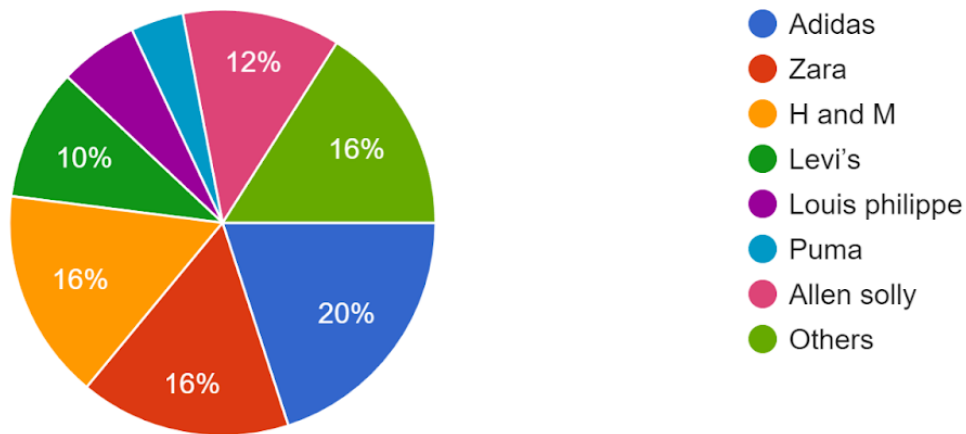
From the above data 70% students says that the money they spent on branded cloths were worth and 30% says the money spent was not at all worth.

Table 4.10 shows the most preferred brand

OPTIONS	TOTAL	PERCENTAGE
Adidas	10	20
Zara	8	16
H and M	8	16
Levis	5	10
Louis philippe	3	6
Puma	2	4
Allen solly	6	12
Others	8	16
Total	50	100

(Source: primary data)

Figure 4.10 shows the most preferred brand



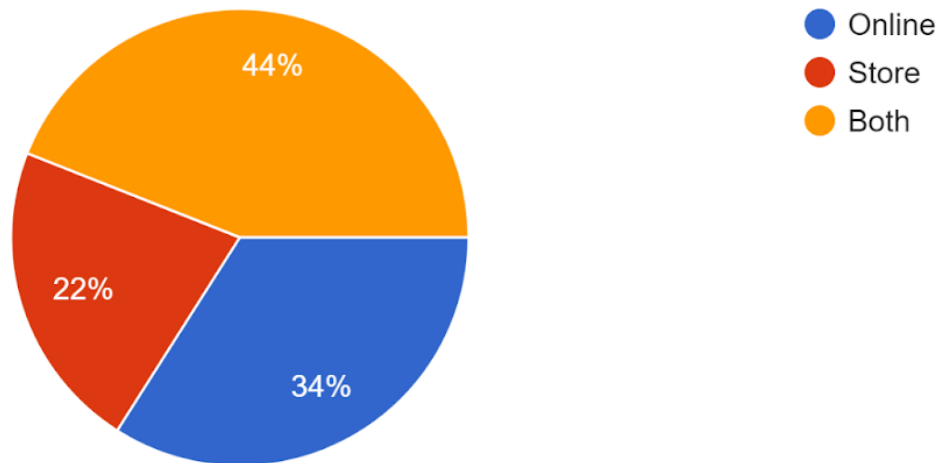
From the above data it is understood that most of the students 20% prefer ADIDAS, 16% prefer H&M and ZARA, 10% prefer LEVI'S, 6% prefer LOUIS PHILLIPE ,8% prefer ALLEN SOLLY, 4% prefer PUMA and the remaining 16% prefer other brands like MAX, TRENDS etc.

Table 4.11 shows the preference to buy branded cloths

OPTIONS	TOTAL	PERCENTAGE
Online	17	34
Store	11	22
Both	22	44
Total	50	100

(Source: primary data)

Figure 4.11 shows the preference to buy branded cloths



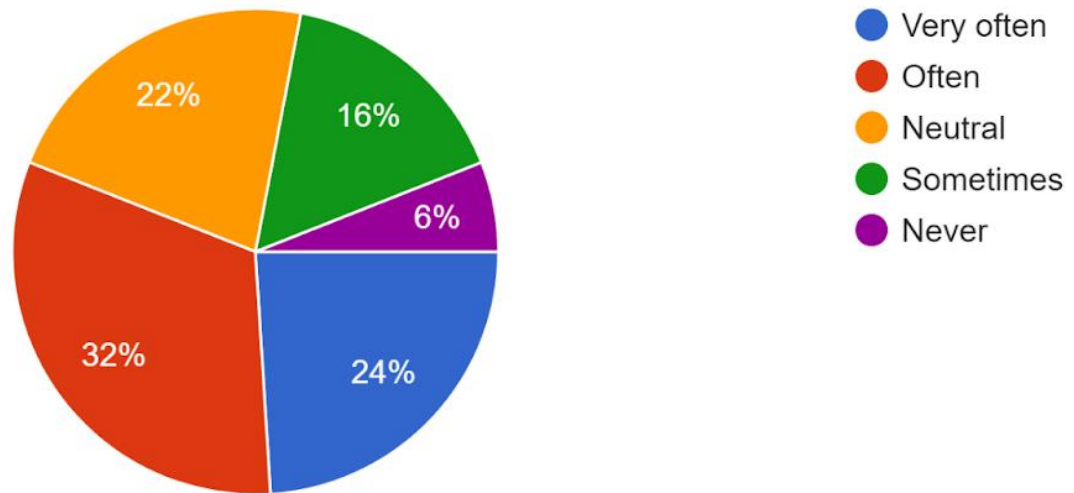
From the above data it is understood that 44% students prefer to buy branded cloths both online and from store, 22% students prefer to buy it from the store and the rest 44% prefer to buy it online.

Table 4.12 shows the oftenness in buying branded cloths

OPTIONS	TOTAL	PERCENTAGE
Very often	12	24
Often	16	32
Neutral	11	22
Sometimes	8	16
Never	3	6
Total	50	100

(Source: primary data)

Figure 4.12 shows the oftenness in buying branded cloths



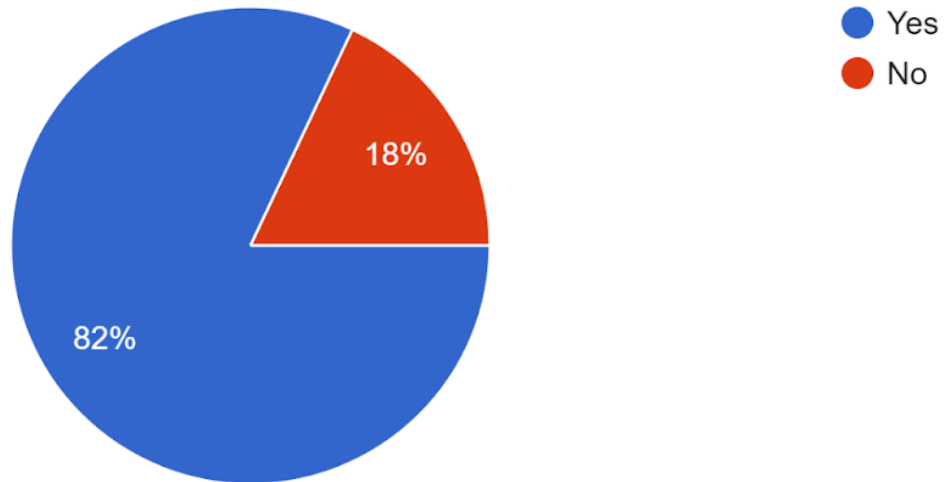
From the above table it is understood that 32% of students buy branded clothing often, 24% buy very often, 22% buy neutrally, 16% buy sometimes, 6% respondents buy branded clothing never.

Table 4.13 shows preference towards trendy clothes

OPTIONS	TOTAL	PERCENTAGE
Yes	41	82
No	9	18
Total	50	100

(Source: primary data)

Figure 4.13 shows preference towards trendy clothes



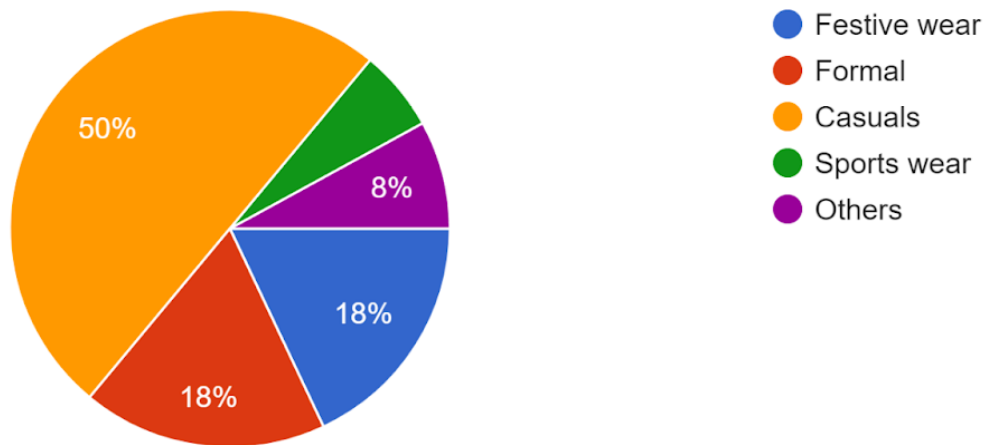
From the above table 82% respondents prefer trendy clothes, 18% not prefer trendy clothes.

Table 4.14 shows the category of branded apparels bought the most

OPTIONS	TOTAL	PERCENTAGE
Festive wear	9	18
Formal	9	18
Casuals	25	50
Sports wear	3	6
Others	4	8
Total	50	100

(Source: primary data)

Figure 4.14 shows the category of branded apparels bought the most



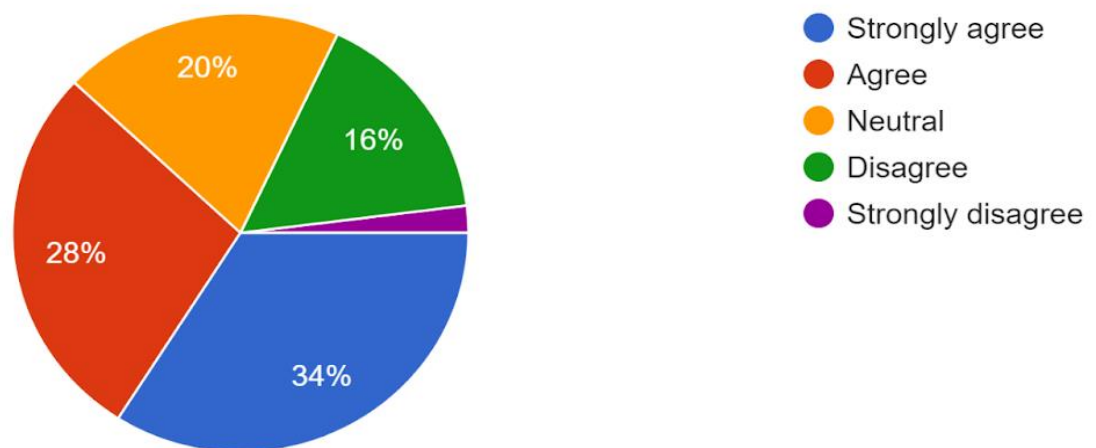
From the above table 25% students buy casual branded clothing,9% buy festive wears,9% buy formals, 6% buy sports wear and the remaining 8% buy others.

Figure 4.15 shows wearing branded cloths is a status symbol

OPTIONS	TOTAL	PERCENTAGE
Strongly agree	17	34
Agree	14	28
Neutral	10	20
Disagree	8	16
Strongly disagree	1	2
Total	50	100

(Source: primary data)

Figure 4.15 shows wearing branded cloths is a status symbol



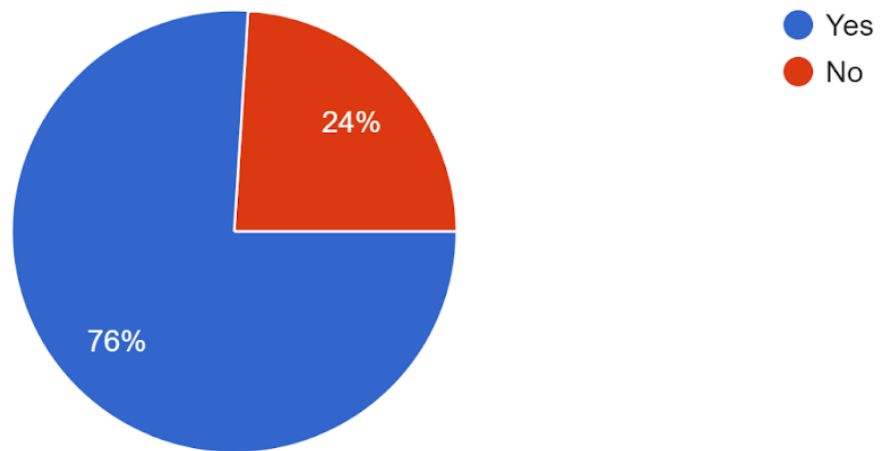
From the above data 34% students strongly agree that wearing branded cloths is a status symbol for them, 28% agree, 20% have a neutral opinion, 16% disagree and the remaining 2% strongly disagree.

Table 4.16 wearing branded cloths increase your confidence

OPTIONS	TOTAL	PERCENTAGE
Yes	38	76
No	12	24
Total	50	100

(Source: primary data)

Figure 4.16 wearing branded cloths increase your confidence



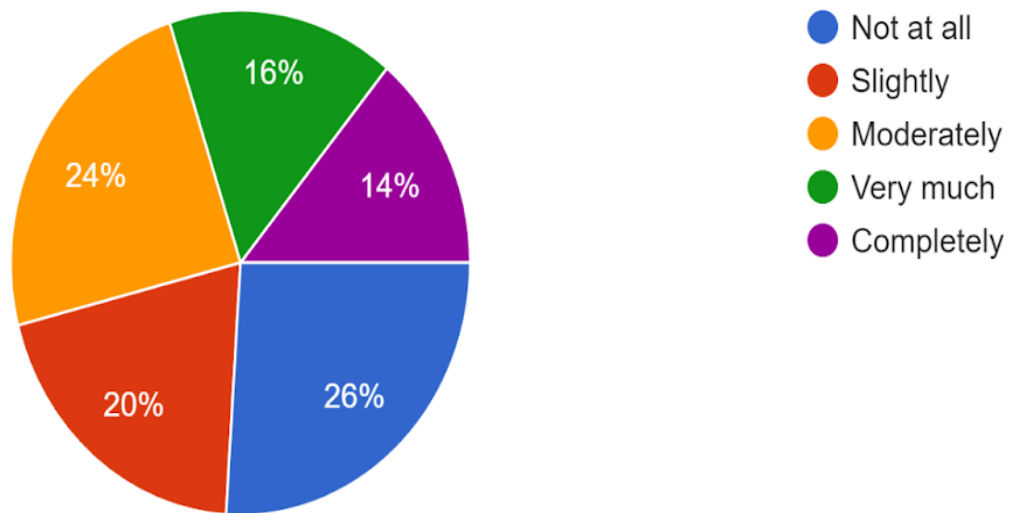
From the above data it is clear that 76% students' confidence increases while wearing branded cloths and the remaining 24% does not feel confident at all.

Table 4.17 shows relation between brand, personality and status

OPTIONS	TOTAL	PERCENTAGE
Not at all	13	26
Slightly	10	20
Moderately	12	24
Very much	8	16
Completely	7	14
Total	50	100

(Source: primary data)

Figure 4.17 shows relation between brand, personality and status



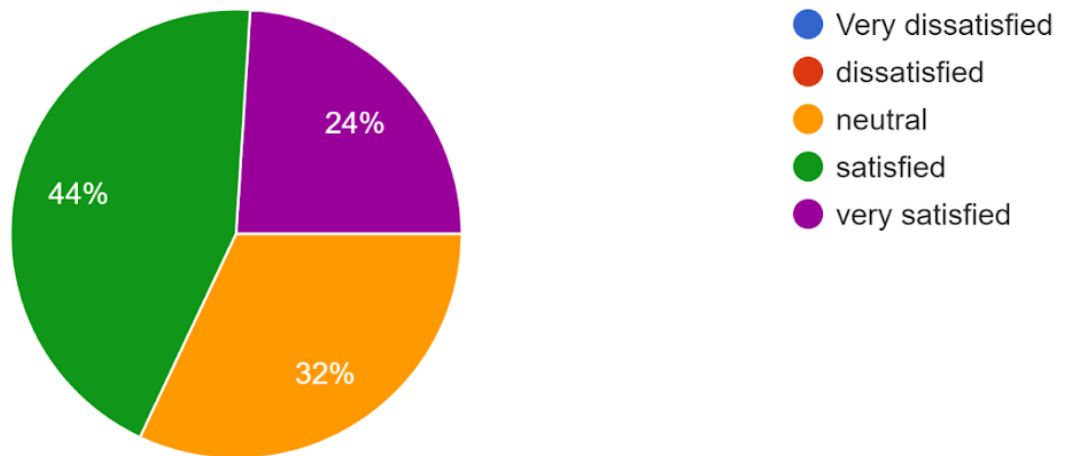
From the above table 26% of respondents says the choice of brand will not at all reflect ones personality and status,20% says it slightly reflect 24% says moderately and 16% says very much 14% says completely

Table 4.18 shows satisfaction on owning a branded apparel

OPTIONS	TOTAL	PERCENTAGE
Very dissatisfied	0	0
Dissatisfied	0	0
Neutral	16	32
Satisfied	22	44
Very satisfied	12	24
Total	50	100

(Source: primary data)

Figure 4.18 shows satisfaction on owning a branded apparel



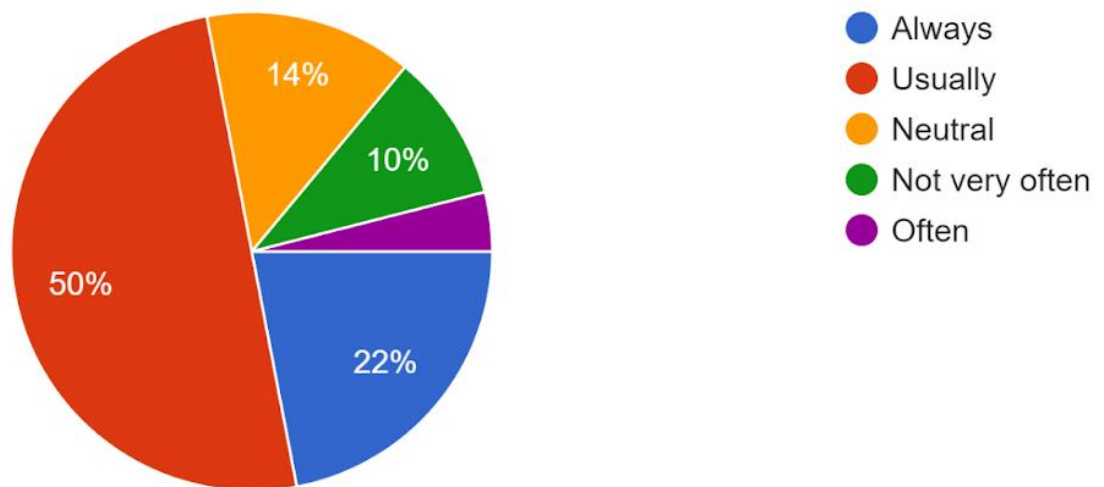
From the above table 44 % of respondents are satisfied on owning a branded apparel, 24% are very satisfied and 32% neutral.

Table 4.19 shows tendency to switch brand

OPTIONS	TOTAL	PERCENTAGE
Always	11	22
Usually	25	50
Neutral	7	14
Not very often	5	10
Often	2	4
Total	50	100

(Source: primary data)

Figure 4.19 shows tendency to switch brand



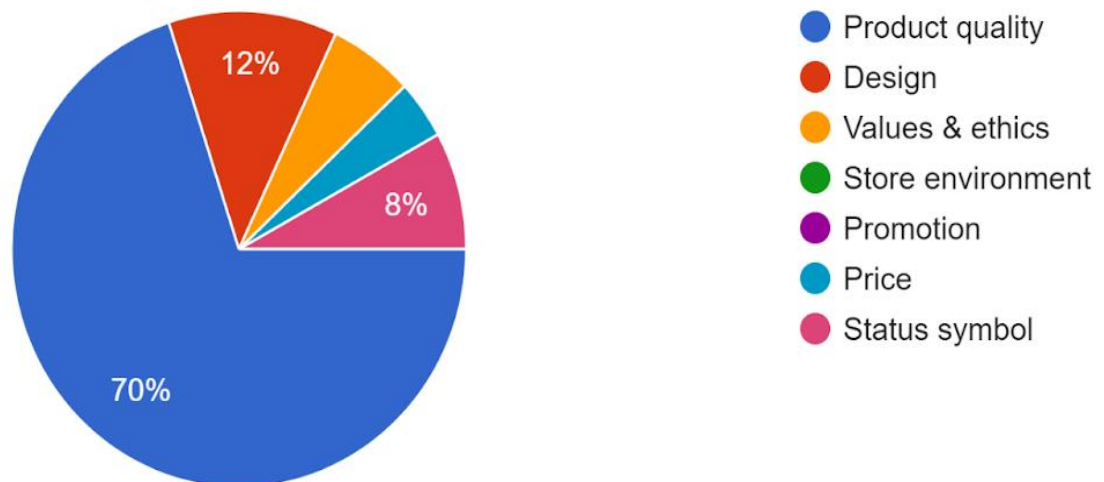
From the above table 50% of respondents says they would like to switch brands usually when others are giving better offers other 14% says neutrally they changes ,10% not very often,22% says always and 4% says often.

Table 4.20 shows basis on which they like the product

OPTIONS	TOTAL	PERCENTAGE
Product quality	35	70
Design	6	12
Values and ethics	3	6
Store environment	0	0
Promotion	0	0
Price	2	4
Status symbol	4	8
Total	50	100

(Source: primary data)

Figure 4.20 shows basis on which they like the product



From the above table 70% of the students buy branded cloths because of their quality, 12% because of design, 6% because of value and ethics, 4% because of price and 8% status symbol.

CHAPTER- 5

FINDINGS, SUGGESTIONS AND

CONCLUSION

5.1 Findings

1. The majority of the respondents have come under the age group of between 17-20.
2. The most of the respondents are from rural area.
3. 47 out of 50 respondents are aware about branded apparels.
4. The majority of the respondents influenced by friends and advertisements while taking purchase decision
5. The majority of the respondents have preferred branded apparels on their degree of preference for brands.
6. Most of the people spend below 2500 on branded apparels.
7. Majority of respondents agreed that the money spent on branded clothes was worth.
8. Most of the respondents consider adidas as most preferred brand.
9. Majority of them prefer both offline and online shopping.
10. 41 out of 50 respondents prefer trendy clothes.

11. Most of the respondents buy branded casual wear.

12. Branded clothes are a status symbol: most of the respondents strongly agree with this statement.

13. Majority of the respondents buys preferred brand because of the quality of the product.

5.2 Suggestions

- Brands must focus on improving their quality and design as these factors have been rated the most important factors for brand preference.
- The manufacturers have to concentrate on these attributes to attract more consumers towards their brand.
- Growing consumerism has increased brand awareness amongst today's customers. Companies must strategically emphasize on advertising efforts to promote the unique features of branded apparels.
- Word-of-mouth is highly recommended for apparels industry. A premium fabric with modern, trendy designs can yield highly positive word-of-mouth results. Therefore, heavy emphasis should be given to marketing and branding efforts.
- The manufacturers and brand management should have clear conception on various products aspects and customer requirements and they should place the products to the customer accordingly.

5.3 Conclusion

This study summarises the various factors influencing consumer buying behavior of youngsters in Christ college (Autonomous), Irinjalakuda and their choice of preference on various dress collections, their attitude towards online shopping etc. The factors influencing their purchase, this report provides an opportunity to learn the relationship between culture and its influence on apparel purchase. It also suggests brands an idea about the consumer decision process on apparels such a way they will plan their future strategies which will boost up their sales. The criteria that motivate the apparel purchase of consumer are revealed during the study. The overall study reveals the consumer decision offer apparel purchase among their preference on apparel purchase at different occasion. The consumers enjoy shopping mostly with their friends and advertisement. They are influenced by their friends, family members, advertisement, celebrities, magazines etc. Quality, comfort, brand are the main criteria which effect their buying behavior towards branded apparels. Finally, it can be concluded that it is important to know the customers buying behavior process and customer requirements properly. The brand developer should develop and place the products accordingly to the customer and that will help in sustainable apparel products development as well as better business performances.

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ANNEXURE

ANNEXURE

Questionnaire

1. Age

- 17-20
- 21-23
- 24-27

2. Sex

- Male
- Female
- Others

3. Area of living

- Urban
- Rural

4. Are you aware about branded apparels?

- Yes
- No

5. Stream of study

- Arts
- Science

6. From where do you get information about branded apparels?

- Friends
- Family
- Advertisements
- Celebrities
- Others

7. How often do you prefer branded apparels?
- Most preferred
 - Preferred
 - Neutral
 - Moderately preferred
 - Least preferred
8. How much money do you spend on branded clothes?
(approximately)
- Below 2500
 - 2500-5000
 - 5000-7500
 - 7500-10000
 - Above 10000
9. Do you think money spend on branded clothes was worth?
- Yes
 - No
10. Which one of the following is your most preferred brand?
- Adidas
 - Zara
 - H and M
 - Levi's
 - Louis philippe
 - Puma
 - Allen solly
 - Others
11. Which one of the following do you prefer?
- Online
 - Store
 - Both

12.How often do you follow fashion trends in social media?

- Very often
- Often
- Neutral
- Sometimes
- Never

13.Do you prefer trendy clothes

- Yes
- No

14.Which category of branded apparel do you wish to buy / buys the most?

- Festive wear
- Formal
- Casuals
- Sports wear
- Others

15.“Wearing branded clothes is a status symbol.” Do you agree with this statement.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

16.Does wearing branded clothes increase your confidence?

- Yes
- No

17. In your opinion, does the choice of brands reflect one's personality and status?

- Not at all
- Slightly
- Moderately
- Very much
- Completely

18. Rate the satisfaction on owning a branded apparel

- Very dissatisfied
- dissatisfied
- neutral
- satisfied
- very satisfied

19. Would you like to switch the brand when others are giving you better offers?

- Always
- Usually
- Neutral
- Not very often
- Often

20. On what basis do you like your brand most?

- Product quality
- Design
- Values & ethics
- Store environment
- Promotion
- Price
- Status symbol

“A STUDY ON FINANCIAL ANALYSIS OF EBAY”

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

ERIC SANJEZ

(CCAVBCM261)

Under the supervision of

Ms. PRASSY VISWAMBHARAN



DEPARTMENT OF COMMERCE

CHRISTCOLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA
CALICUT UNIVERSITY**



**DEPARTMENT OF COMMERCE
CERTIFICATE**

This is to certify that the project report entitled “**A Study on Financial Analysis of Ebay**” is a bonafide record of project done by **ERIC SANJEZ**, Reg.No.CCAVBCM261, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Assoc. Prof. P.G Thomas

Co-Ordinator

Ms. PRASSY VISWAMBHARAN

Project Guide

DECLARATION

I, **ERIC SANJEZ**, hereby declare that the project work entitled “**A STUDY ON FINANCIAL ANALYSIS OF EBAY**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Prassy Viswambharan, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

ERIC SANJEZ

Date:

CCAVBCM261

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I extend my hearty gratitude to the librarian and other library staffs of my college for their wholehearted cooperation.

I express my sincere thanks to my friends and family for their support in completing this report successfully.

Place: Irinjalakuda

ERIC SANJEZ

Date:

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CHAPTER I
INTRODUCTION

INTRODUCTION

As business is mainly focused on financial activities, every enterprise prepares certain statements known as financial statements; its primary objective is to assist in decision making. The company chosen for the study is eBay. eBay is one of the most popular and successful ecommerce platforms in the world. It was founded in 1995 by Pierre Omidyar, a visionary programmer who wanted to create an online marketplace where people could buy and sell anything in a safe and easy way¹. eBay started as a simple auction site where users could bid on items ranging from collectibles to electronics. Over the years, it expanded its services to include fixed-price sales, classified ads, online payments, and global shipping. Today, eBay has more than 180 million active buyers and sellers, and operates in about 32 countries. eBay is a leader in innovation and social responsibility, using artificial intelligence, machine learning, and block chain to enhance its platform and empower its community. eBay also supports various causes and initiatives through its foundation, charity program, and environmental efforts. eBay is more than just a website; it is a global phenomenon that connects millions of people and creates new opportunities for commerce.

The evolution of the digital marketplace has transformed the dynamics of commerce, and eBay Inc. stands as a prominent player in this landscape. This project undertakes a comprehensive analysis of eBay's financial performance and position. By delving into the intricacies of its financial structure, this study aims to unravel the factors influencing eBay's success and assess its overall standing in the competitive marketplace.

- Profit or loss account or income statement.
- Balance sheet or position statement

These are the two financial statements prepared.

These also function as indicators of profitability and financial soundness of the business concern. Both are prepared at the end of a given period. Financial performance analysis helps in assessing the financial strengths and weaknesses of the firm by establishing proper relationships between the items of the balance sheet and profit and loss account. It also assists in short-term and long-term forecasting and the growth of the firm can be easily evaluated with help of financial performance analysis.

To determine the firm's efficiency, the analysts attempt to measure the firm's solvency, liquidity, profitability and other indicators in a rational and normal way.

STATEMENT OF THE PROBLEM

In the dynamic business environment, understanding the financial health of a company is crucial for investors, stakeholders, and management alike. The problem addressed in this study is the need for a detailed examination of eBay's financial performance to gain insights into its strengths, challenges, and the underlying factors shaping its position in the market. This analysis is vital for making informed decisions and strategizing for the future.

SIGNIFICANCE OF STUDY

The significance of this study lies in its potential to offer valuable insights for various stakeholders. For investors, a thorough understanding of eBay's financial performance can guide investment decisions. For management, it provides a basis for strategic planning and resource allocation. Additionally, for researchers and academics, the study contributes to the existing body of knowledge by providing a

nuanced analysis of a leading e-commerce platform.

Moreover, in the broader context of the digital economy, eBay's financial story is emblematic of the challenges and opportunities faced by online marketplaces. Therefore, this study holds relevance for practitioners and policymakers seeking to navigate the complexities of the digital commerce landscape.

OBJECTIVES OF THE STUDY

The objectives of this study are to provide a comprehensive overview of eBay's financial landscape. These objectives include:

- Evaluate eBay's revenue growth and profitability over the past [2018-19 to 2022-2023].
- Analyze the key financial indicators such as gross and net margins to assess operational efficiency.
- Investigate eBay's cash flow and liquidity position to understand its ability to meet short-term obligations and invest in growth opportunities.
- To analyze the solvency and the ratio of total liabilities to total assets of the company

RESEARCH DESIGN

- ✦ The study is analytical in nature.
- ✦ This study is based on mainly secondary data. The data is collected from the balance sheet, profit and loss account and other documents.

- ✦ Secondary data are obtained from various sources. Data is collected from the financial reports and annual reports published by the company on the website. Website, books, journals and magazine data are also collected. The study confines to a period of 5 years from 2018-19 to 2022-23.

TOOLS FOR ANALYSIS

The main tools used are Ratio analysis, trend analysis, and comparative analysis to interpret the financial data. These tools are selected for their effectiveness in uncovering patterns, identifying strengths and weaknesses, and providing a holistic view of eBay's financial landscape.

LIMITATIONS OF THE STUDY

- ✦ The inherent limitations of secondary data may affect the results of the study.
- ✦ The ratios are calculated from past financial statements, and these are not indicators of the future performance of the company.
- ✦ The dynamic nature of the business environment may impact the relevance of certain data points over time.
- ✦ Reliance on publicly available financial data, limiting access to proprietary or undisclosed information.
- ✦ The study is limited to only 5 years of financial data.

Despite these limitations, the study endeavors to provide a robust and insightful analysis of eBay's financial performance.

CONCLUSION

This project sets out to unravel the financial story of eBay, a key player in the digital commerce landscape. By addressing the identified problem and pursuing the outlined objectives, the study aims to offer a nuanced understanding of eBay's financial performance and position. The insights gained are expected to benefit investors, management, researchers, and the broader business community.

As we navigate the financial intricacies of eBay, the study seeks not only to analyze the past but also to offer implications for the future. Through this comprehensive approach, the project aspires to contribute meaningfully to our understanding of financial dynamics in the evolving digital marketplace.

CHAPTER II
REVIEW OF LITERATURE

Conceptual literature deals with concepts and theories. Empirical literature deals with studies made earlier, contains facts and observations. Review of literature is an important part of project study. It contains information which is practically as well as theoretically important.

2.1 CONCEPTUAL REVIEW

Financial performance is the process of measuring the results of a firm's policies and operations in monetary terms. It is used to measure firms overall financial health over a given period of time and can also be used to compare similar firms across the same industry or to compare industries or sectors in aggregation. It refers to the degree to which financial objectives being or has been accomplished and is an important aspect of finance risk management. Financial performance analysis includes analysis and interpretation of financial statements in such a way that it undertakes full diagnosis of the profitability and financial soundness of the business. Ratio analysis and comparative statements are the important tools used for the analysis of financial performance of the company.

The focus of financial analysis is on key figures in the financial statements and the significant relationship that exists between them. The analysis of financial statements is a process of evaluating the relationship between component parts of financial statements to obtain a better understanding of the firm's position and performance. The first task of the financial analyst is to select the information relevant to the decision under consideration from the total information contained in the financial statements. The second step is to arrange the information in a way to high light significant relationships. The final step is interpretation and drawing of inferences and conclusion. In brief, the financial analysis is the process of selection, relation and evaluation

Ratio analysis

Ratio analysis is a widely-used tool of financial analysis. It can be used to compare the risk and return relationships of firms of different sizes. It is defined as the systematic use of ratio to interpret the financial statements so that the strengths and weakness of a firm as well as its historical performance and current financial condition can be determined. The term ratio refers to the numerical or quantitative relationship between two items and variables. These ratios are expressed as (i) percentages, (ii) fraction and (iii) proportion of numbers. These alternative methods of expressing items which are related to each other are, for purposes of financial analysis, referred to as ratio analysis. It should be noted that computing the ratios does not add any information not already inherent in the above figures of profits and sales. What the ratio does is that they reveal the relationship in a more meaningful way so as to enable equity investors; management and lenders make better investment and credit decisions

Classification of Ratios:

- Liquidity Ratio
- Solvency Ratio
- Activity Ratio
- Profitability Ratio

Types of Liquidity Ratio

Liquidity ratios are used to measure the liquidity position or short-term financial position of a firm. These ratios are used to assess the short-term debt paying ability of a firm. These ratios are highly useful to creditors and commercial banks that provide short term credit.

A. Current Ratio: Current ratio is defined as the ratio of current asset to current liabilities. Current ratio is also called working capital ratio or banker's ratio. It is a measure of the ability of a firm to pay its current liabilities out of current assets. Current ratio of 2:1 is considered satisfactory or ideal. This means current asset shall be at least twice the current liabilities. In short, current ratio is an important ratio for analyzing the liquidity or short term financial position of a firm.

$$\text{Current ratio} = \text{Current asset} / \text{Current liabilities}$$

B. Liquid ratio: It is the ratio of liquid assets to current liabilities. It is the measure of instant debt paying ability of the business enterprise. It is also known as quick ratio, acid test ratio, or near money ratio. Ideal ratio is 1:1.

$$\text{Liquid ratio} = \text{liquid assets} / \text{current assets}$$

C. Absolute liquid ratio: Absolute liquid ratio is the ratio of absolute liquid assets to current liabilities. Absolute liquid assets include cash in hand and at bank and marketable Securities. The standard absolute liquid ratio is 50% or 0.5:1.

$$\text{Absolute liquid ratio} = \text{Absolute liquid assets} / \text{Current liabilities}$$

$$\text{Absolute liquid assets} = \text{Cash \& Bank} + \text{Short term securities}$$

Leverage Ratio: Solvency (long term solvency) or leverage ratios are used to analyze the long-term financial position of a business. In other words, these ratios are used to analyze the capital structure of a firm.

A. Debt equity ratio: Debt to equity ratio is the most commonly used ratio to test the solvency of a firm. This ratio indicates the relative proportion of debt and equity in financing the assets of a firm. In short, it expresses the relationship between debt (external equity) and equity (internal equity). So, this ratio is also known as external — internal equity ratio. The two major components of this ratio are long term debt and equity. Long term debt refers to fund invested by the outsiders. It includes debentures, mortgages, and long-term loans. It is also known as external equity or borrowed funds. The second component equity means funds invested by the shareholders. It includes equity share capital, preference share capital, reserves and surpluses. It is also known as shareholders fund or external equity. The standard debt-equity ratio is **1:1**

$$\text{Debt equity ratio} = \text{Long term debt} / \text{Equity}$$

B. Proprietary ratio: Proprietary ratio establishes the relationship between shareholders fund and total asset. This ratio shows how much funds have been contributed by the shareholders in the total assets of the firm. Proprietary ratio is also known as equity ratio or net worth ratio. Generally, a ratio of 0.5:1 or above is considered ideal. This ratio shows the general financial health of the firm. It is of great importance to creditors. It helps them to find out the proportion of shareholders fund in the total assets of the business.

$$\text{Proprietary ratio} = \text{Shareholder's fund} / \text{Total asset}$$

C Ratio of total assets to total debt: This ratio expresses the relationship between total assets and total liabilities of a business. It measures the solvency of the business. That is why this ratio is called solvency ratio. The major components of solvency ratio are total assets and total debt. Total assets include total non-current asset and total

assets. Total debt means total outside liabilities. It includes long term liabilities and short-term liabilities. This ratio is used to test the solvency of a firm. If the total assets are more than outside liabilities, the firm is treated as solvent

Solvency ratio = Total asset / Total debt

D. Fixed asset ratio: A fundamental principle of sound financial policy is that all fixed assets must be financed out of long-term funds. Short-term funds should not be used for purchasing fixed assets. They shall be used only for working capital requirement. To know whether this fundamental principle is followed or not, fixed asset ratio is calculated. It is the ratio of fixed assets to long term funds. If this ratio is 1:1, it means that the entire fixed assets have been purchased out of long-term funds.

Fixed asset ratio = Fixed asset / Long term funds

Long term funds = Shareholder's fund + Long term debt

Activity Ratios

Activity ratios show how effectively a firm uses its available resources or assets. These ratios indicate efficiency in asset management. These ratios are also known as efficiency ratio or performance ratios. These ratios indicate the speed with which the resources are turned over or converted into cash.

A. Working capital turnover ratio: The relation between sales a working capital is called working capital turnover ratio. This ratio shows how many times the working capital is turned over to generate sales. Working capital turnover ratio indicates whether working capital is effectively utilized in making sales. It measures the efficiency in working capital management. The standard ratio is 7 or 8 times.

Working capital turnover ratio = Net sales / Working capital

B. Fixed assets turnover ratio

A business enterprise purchases fixed assets for carrying out the business. Without fixed assets, it cannot make sales and profits. Thus, sales depend on how much fixed assets are utilized in the business. For knowing whether fixed assets are effectively utilized or not, fixed assets turnover ratio is used. Fixed asset turnover ratio establishes the relationship between net sales and fixed assets. It measures the efficiency with which a firm is utilizing its fixed assets in generating sales.

Fixed assets turnover ratio = Net sales / Net fixed asset

Profitability Ratios

The ultimate aim of any business enterprise is to earn maximum profit. A firm should earn profits to survive and grow over a long period of time. The profitability of a firm can be easily measured by its profitability ratios.

A. Net profit ratio: Net profit ratio is the ratio of net profit earned by a business and its net sales. It measures overall profitability. The ideal net profit ratio is 5% or 10%. Net profit ratio indicates efficiency as well as profitability of a business. It determines the return to the owners. This ratio indicates how much sales is left after meeting all expenses. Higher the ratio, indicates better is the profitability. This means higher return to shareholders.

Net profit ratio = Net profit / Net sales x 100

B. Operating profit ratio: Operating profit ratio is a type of ratio that is used to calculate the percentage of charges. It indicates the operational efficiency of the business.

Operating profit ratio = operating profit a company produces from its operations, prior to subtracting taxes and interest profit / Net sales x 100

Comparative balance sheet analysis

A comparative balance sheet is a statement that shows the financial position of an organization over different periods for which comparison is made or required. The financial position is compared with two or more periods to depict the trend, direction of change, analyze and take suitable actions. A Company balance sheet analysis is as simple way of comparing the data on two or more balance sheets that have different dates. A comparative balance sheet analysis is a method of analyzing a company balance sheet over time to identify changes and trends. The comparative balance sheet has two-column of amount against each balance sheet items: one column shows the current year financial position, whereas another column will show the previous year's financial position so that investors or other stakeholders can easily understand and analyze the company's financial performance against last Year.

2.2 EMPIRICAL REVIEW

The review of literature guides the researchers for getting better understanding of methodology used, limitations of various estimation procedures and database and lucid interpretation and reconciliation of conflicting results. Besides this, the review of empirical studies explores the avenues for future and present research efforts related with the subject matter. Empirical literature is reported in such a manner that other investigators understand precisely what was done and what was found in a particular research study to the extent that they could replicate the study to determine whether the findings are reproduced when repeated.

***E-COMMERCE AND FINANCIAL PERFORMANCE: A COMPARATIVE STUDY OF B2B AND B2C COMPANIES* BY**

***MOHAMMED ALMOTAIRI AND ABDULLAH ALSHAMMARI*(2016):** This study compares the financial performance of business-to-business (B2B) and business-to-consumer (B2C) e-commerce companies. The study selects four e-commerce companies as the sample: Alibaba and Amazon as B2B companies, and eBay and Etsy as B2C companies. The study uses various financial ratios and indicators to evaluate the profitability, liquidity, solvency, and efficiency of the four companies. The study also compares the growth rate, market share, and customer loyalty of the four companies. The study reveals that B2B e-commerce companies have better financial performance than B2C e-commerce companies in most aspects, except for liquidity and customer loyalty.

***A COMPARATIVE STUDY OF FINANCIAL PERFORMANCE OF E-COMMERCE COMPANIES IN INDIA* BY *Dr. R. KAVITHA AND Dr. S. SANGEETHA*(2018):** This study compares the financial performance of four leading ecommerce companies in India: Flipkart, Amazon, Snapdeal, and Myntra. The study uses various financial ratios and statistical tools to analyse the data from 2014 to 2018. The study concludes that Amazon has the best financial performance among the four companies, followed by Flipkart, Myntra, and Snapdeal.

***THE EFFECT OF E-COMMERCE ON THE FINANCIAL PERFORMANCE OF SMEs: A STUDY OF JUMIA AND KONGA IN NIGERIA* BY *ABDUL RAHMAN SANI AND OLAWALE OLANREWaju*(2018):** This study investigates the effect of ecommerce on the financial performance of small and medium enterprises (SMEs) in Nigeria. The study uses Jumia and Konga as the case study, as they are the leading e-commerce platforms for SMEs in Nigeria. The study uses various financial ratios and indicators to assess the profitability, liquidity, solvency, and efficiency of the two companies.

The study also analyses the challenges and opportunities of e-commerce for SMEs in Nigeria. The study concludes that e-commerce has a positive effect on the financial performance of SMEs in Nigeria, and that Jumia has better financial performance than Konga in most aspects.

***THE IMPACT OF E-COMMERCE ON THE FINANCIAL PERFORMANCE OF RETAIL INDUSTRY: A CASE STUDY OF WALMART AND AMAZON* BY *YAN LI AND ZHENYU LIU*(2018):** This study examines the impact of e-commerce on the financial performance of retail industry. The study uses Walmart and Amazon as the case study, as they represent the traditional and online retail models respectively. The study uses various financial ratios and indicators to compare the profitability, liquidity, solvency, and efficiency of the two companies. The study also analyses the competitive advantages and disadvantages of the two companies. The study concludes that e-commerce has a positive impact on the financial performance of retail industry, and that Amazon has better financial performance than Walmart in most aspects.

***E-COMMERCE BUSINESS MODELS AND FINANCIAL PERFORMANCE: EVIDENCE FROM CHINA* BY *XIAOYU LI, XIANGBIN YAN, AND YIJUN ZUO*(2019):** This study examines the impact of different e-commerce business models on the financial performance of Chinese e-commerce companies. The study categorizes the e-commerce business models into four types: platform, retailer, hybrid, and others. The study uses panel data regression and cluster analysis to test the hypotheses. The study finds that platform and hybrid business models have better financial performance than retailer and other business models.

***FINANCIAL PERFORMANCE ANALYSIS OF E-COMMERCE COMPANIES IN INDIA: A STUDY OF FLIPKART AND AMAZON* BY *Dr. P. SRINIVAS AND Dr. K. SRINIVASA RAO*(2019):** This study analyses the financial performance of two leading e-commerce companies in India: Flipkart and Amazon. The study uses various financial ratios and indicators to measure the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the growth rate, market share, and customer satisfaction of the two companies. The study finds that Flipkart has better financial performance than Amazon in most aspects, except for solvency and customer satisfaction.

***FINANCIAL PERFORMANCE EVALUATION OF E-COMMERCE COMPANIES IN TURKEY: A CASE STUDY OF HEPSIBURADA AND TRENDYOL* BY *MEHMET AKIF KARAGOZ AND FATIH YILMAZ*(2020):** This study evaluates the financial performance of two leading e-commerce companies in Turkey: Hepsiburada and Trendyol. The study uses various financial ratios and indicators to measure the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the sales volume, market share, and customer satisfaction of the two companies. The study finds that Hepsiburada has better financial performance than Trendyol in most aspects, except for solvency and customer satisfaction.

***A STUDY ON THE FINANCIAL PERFORMANCE OF E-COMMERCE COMPANIES IN BRAZIL: A COMPARISON OF MERCADO LIVRE AND MAGAZINE LUIZA* BY *CARLOS EDUARDO SILVA AND ANA PAULA SOUZA*(2020):** This study compares the financial performance of two e-commerce companies in Brazil: Mercado Livre and Magazine Luiza. The study uses various

financial ratios and indicators to evaluate the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the growth rate, market share, and customer loyalty of the two companies. The study finds that Mercado Livre has better financial performance than Magazine Luiza in most aspects, except for liquidity and customer loyalty.

***FINANCIAL ANALYSIS OF E-COMMERCE COMPANIES: A CASE STUDY OF AMAZON AND ALIBABA* BY *MUHAMMED USMAN AND MUHAMMED BILAL*(2021):** This study compares the financial performance of two giant E-commerce companies: Amazon and Alibaba. The study uses various financial ratios and indicators to evaluate the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the stock prices and market capitalization of the two companies. The study reveals that Alibaba has better financial performance than Amazon in most aspects, except for solvency and efficiency.

***AN ANALYSIS OF THE FINANCIAL PERFORMANCE OF E-COMMERCE COMPANIES IN THE UK: A CASE STUDY OF ASOS AND BOOHOO* BY *JAMES SMITH AND SARAH JONES*(2022):** This study analyses the financial performance of two e-commerce companies in the UK: ASOS and Boohoo. The study uses various financial ratios and indicators to measure the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the sales volume, market share, and customer satisfaction of the two companies. The study finds that ASOS has better financial performance than Boohoo in most aspects, except for solvency and customer satisfaction.

CHAPTER III
THEORETICAL FRAMEWORK

Industry profile

E-commerce is the practice of buying and selling goods and services over the internet. It is one of the most dynamic and innovative sectors of the global economy, with a projected market size of \$8 trillion and a growth rate of 23.6% by 2026. E-commerce offers many benefits to consumers and businesses, such as convenience, personalization, cost-effectiveness, and access to a wider range of products and markets.

The e-commerce industry in India is particularly vibrant and promising, as it is the second largest internet market in the world with over 800 million users and 125.94 lakh crore UPI transactions in 2022². India's e-commerce industry has been driven by factors such as increased smart phone penetration, increased affluence, low data prices, and government initiatives such as GeM and ONDC. India's e-commerce industry has also shown resilience and adaptability during the COVID-19 pandemic, as it catered to the changing needs and preferences of consumers and businesses.

The e-commerce industry in India is expected to continue its upward growth trajectory in the coming years, as it taps into the potential of the tier-2 and tier3 cities, which account for nearly half of the online shoppers and three of every five orders². The e-commerce industry in India is also diversifying its product categories, with emerging segments such as ed-tech, hyper local, and foodtech. Moreover, the e-commerce industry in India is attracting significant investments from domestic and foreign players, as it raised \$15.4 billion in PE/VC funding in 2022, a 2x increase from 2020.

The e-commerce industry in India faces some challenges and opportunities as well, such as regulatory uncertainty, cyber security, digital literacy, infrastructure, and competition. The e-

commerce industry in India needs to address these issues and leverage its strengths to achieve its full potential and contribute to the socio-economic development of the country.

In conclusion, the e-commerce industry is a vital and vibrant sector of the global and Indian economy, as it offers many benefits and opportunities to consumers and businesses. The e-commerce industry in India has shown remarkable growth and innovation in the past few years, and is poised to become a leading player in the global e-commerce market in the near future.

Advantages of e commerce industry

- E-commerce enables consumers and businesses to buy and sell goods and services anytime and anywhere, offering convenience and accessibility.
- E-commerce reduces the operational costs and overheads of running a physical store, allowing businesses to offer lower prices and higher margins.
- E-commerce allows consumers and businesses to access a wider range of products and markets, increasing the variety and competition in the online economy.
- E-commerce facilitates personalization and customization of products and services, enhancing customer satisfaction and loyalty.
- E-commerce provides data and analytics on customer behavior and preferences, enabling businesses to improve their marketing and sales strategies.

- E-commerce creates new opportunities and challenges for innovation and entrepreneurship, fostering the growth and development of the online sector.

Sectors covered by e commerce industry

The e-commerce industry covers a wide range of sectors that involve buying and selling goods and services over the internet. Some of the major sectors covered by e-commerce are:

- ***Fashion***: This sector includes shoes, clothes and accessories such as timepieces, jewelry, glasses, leather goods, etc. It is the largest e-commerce sector in terms of revenue, with \$263.5 billion in 2021.
- ***Electronics***: This sector includes household appliances and consumer electronics such as refrigerators, cell phones, smart streaming devices, etc. It is the second largest e-commerce sector in terms of revenue, with \$256.5 billion in 2021.
- ***Furniture***: This sector includes movable, functional pieces such as beds, chairs, tables, etc. It is the third largest e-commerce sector in terms of revenue, with \$190.1 billion in 2021.
- ***Beauty, health, personal and household care***: This sector includes cosmetics, cleaning products, supplements, baby food, etc. It is the fourth largest e-commerce sector in terms of revenue, with \$141.5 billion in 2021.
- ***Toys, hobby and DIY***: This sector includes children's toys, sporting goods, and other home repair and hobby supplies. It is the fifth largest e-commerce sector in terms of revenue, with \$140.6 billion in 2021.

- ***Beverages***: This sector includes all hot, cold and alcoholic drinks. It is the sixth largest e-commerce sector in terms of revenue, with \$51.9 billion in 2021.
- ***Food***: This sector includes fresh and processed food as well as pet food. It is the seventh largest e-commerce sector in terms of revenue, with \$41.5 billion in 2021.
- ***Media***: This sector includes physical books, CDs, DVDs, and video games on disc. It is the eighth largest e-commerce sector in terms of revenue, with \$31.7 billion in 2021.

Future scope

The future scope of the e-commerce industry is very promising, as more and more people are using the internet and mobile devices to buy and sell goods online. According to some sources, the global retail e-commerce sales are expected to grow to \$5.4 trillion by 2022. Some of the trends that will shape the future of e-commerce are:

Dark social: This refers to the sharing of content through private channels, such as WhatsApp, email, or messaging apps. This trend will increase the power of personal referrals and provide valuable customer data.

Q-commerce: This stands for quick commerce, which means fast and convenient delivery, sometimes within minutes. This trend will meet the increasing consumer demand for immediate access to goods.

Voice-enabled online shopping: More and more people will use voice activated devices, such as smart speakers or smartphones, to search for and buy products online. This trend will make online shopping more convenient and accessible.

Shoppable videos: This refers to the integration of video content and e-commerce, where customers can directly buy products that they see in videos. This trend will enhance the customer experience and engagement.

Sustainability and ethics: More and more customers will prefer to buy from brands that are environmentally and socially responsible. This trend will encourage e-commerce businesses to adopt sustainable and ethical practices, such as reducing carbon footprint, using recycled materials, or supporting social causes.

Different types of e commerce

E-commerce is the term used to describe the buying and selling of goods and services over the internet. There are different types of e-commerce models based on who the parties involved in the transactions are. Here are some of the common types of e-commerce:

****Business to Business (B2B) ****: This is when businesses sell to other businesses. For example, a manufacturer may sell its products to a wholesaler, who then sells them to a retailer. Some examples of B2B e-commerce platforms are Alibaba and Amazon Business.

****Business to Consumer (B2C) ****: This is when businesses sell directly to consumers. For example, an online store may sell clothes, books, or electronics to individual customers. Some examples of B2C e-commerce platforms are Amazon, Flipkart, and Shopify.

****Consumer to Consumer (C2C) ****: This is when consumers sell to other consumers. For example, a person may sell their used items, such as cars, bikes, or furniture, to another person through an online marketplace. Some examples of C2C e-commerce platforms are OLX, Quikr, and eBay.

****Consumer to Business (C2B) ****: This is when consumers sell their products or services to businesses. For example, a freelancer may offer their skills, such as writing, designing, or programming, to a business through an online platform. Some examples of C2B e-commerce platforms are Upwork, Fiverr, and 99designs.

****Business to Administration (B2A) ****: This is when businesses sell their products or services to government agencies or public administrations. For example, a software company may provide a digital solution for tax filing, health care, or education to a government agency. Some examples of B2A e-commerce platforms are Gov.uk and USA.gov.

****Consumer to Administration (C2A) ****: This is when consumers sell their products or services to government agencies or public administrations. For example, a citizen may pay their taxes, apply for a passport, or register a complaint through an online platform. Some examples of C2A e-commerce platforms are IRS.gov and Passport Seva.

Company profile

EBay is an American multinational e-commerce company that connects millions of buyers and sellers in more than 190 markets around the world. It offers various online platforms for online auctions, fixed-price sales, classifieds, and other services. EBay was founded by Pierre Omidyar in 1995 as a hobby and has grown to become one of the largest and most successful e-commerce companies in the world. Some of the key facts about eBay are:

- It has 134 million yearly active buyers worldwide and handled \$74 billion in transactions in 2022.
- It has revenue of \$9.79 billion and a net income of -\$1.27 billion in 2022.

- It has about 11,600 employees, including 6,800 in the United States, as of December 2022.
- It owns several subsidiaries, such as Qoo10, StubHub, and Kijiji.
- It is headquartered in San Jose, California, and has offices in several countries.

About the company

EBay is an online marketplace that allows people to buy and sell goods and services. EBay operates on a C2C (Consumer-to-Consumer) and B2C (Business to-Consumer) model, connecting millions of buyers and sellers from all over the world. EBay makes money from various revenue streams, such as:

- Fees from listing and selling items on the platform. EBay charges sellers a fee for each item they list, and a final value fee for each item they sell. The fees vary depending on the category, format, and price of the item.
- Advertising fees from eBay's marketing services. EBay offers various advertising options to sellers, such as promoted listings, display ads, and sponsored products. EBay charges sellers a fee based on the performance or exposure of their ads.
- Revenue from subsidiaries. EBay owns several other businesses, such as StubHub, Qoo10, and Kijiji, that generate revenue from their own products and services.

EBay is one of the oldest and most successful e-commerce platforms in the world, with over 134 million active buyers and \$9.79 billion in revenue in 2022. EBay's business model is based on creating a platform where anyone can buy and sell anything, and providing a safe and

convenient experience for both buyers and sellers.

Vision of the company

To be the world's favorite destination for discovering great value and unique selection and to empower people and create unique opportunity.

Strengths and features

***Large and diverse customer base*:** EBay has millions of buyers and sellers from different countries, cultures, and backgrounds. This creates a vibrant and dynamic marketplace that offers a wide range of products and services to suit various needs and preferences.

***Trust and security*:** EBay has established a reputation for being a safe and reliable platform for online transactions. EBay has various policies and programs to protect its users, such as feedback system, money back guarantee, seller protection, and verified rights owner program.

***Innovation and technology*:** EBay is constantly innovating and improving its platform to enhance the user experience and offer new opportunities. EBay uses advanced technology and data to provide personalized recommendations, insights, and solutions for its users. EBay also leverages artificial intelligence, machine learning, and block chain to create new features and capabilities.

***Social and environmental impact*:** eBay is committed to creating positive social and environmental impact through its platform and initiatives. eBay supports various causes and communities, such as small businesses, entrepreneurs, charities, and nonprofits. EBay also promotes circular economy and sustainability by enabling the reuse and recycling of goods.

Achievements of EBay

***Market leader*:** EBay is one of the largest and most popular online marketplaces in the world. EBay has over 180 million active buyers and 1.3 billion listings worldwide. EBay has a global presence and operates in more than 190 markets.

***Award winner*:** EBay has won several awards and recognitions for its excellence and innovation. For example, in 2020, EBay was ranked #5 on the Fortune Change the World list, #6 on the Forbes World's Best Employers list, and #13 on the Fast Company World's Most Innovative Companies list.

***Impact maker*:** EBay has created significant social and environmental impact through its platform and initiatives. For example, in 2020, EBay enabled \$4.7 billion of charity sales, supported 300,000 small businesses, and saved 720,000 metric tons of carbon emissions.

Customers of EBay

EBay's customer base consists of both buyers and sellers of various goods and services. EBay's customers come from different countries, cultures, and backgrounds, and have different needs and preferences. EBay's customers can be categorized into several segments, such as:

***Hobbyists and collectors*:** These are customers who are passionate about a specific hobby or interest, such as stamps, coins, comics, sports memorabilia, etc. They use eBay to buy and sell rare and unique items that are related to their hobby or interest.

***Bargain hunters and deal seekers*:** These are customers who are looking for the best value and lowest price for the products they want. They use

eBay to find and compare deals, discounts, coupons, and offers from various sellers and sources.

***Entrepreneurs and small businesses*:** These are customers who are running or starting their own businesses, such as online stores, drop shipping, reselling, etc. They use eBay to source and sell products, reach new customers, and grow their businesses.

***Charities and nonprofits*:** These are customers who are working for a social or environmental cause, such as education, health, poverty, etc. They use eBay to raise funds, awareness, and support for their cause, as well as to buy and sell items that are related to their mission.

CHAPTER - IV

DATA ANALYSIS AND INTERPRETATION

Data analysis is an attempt by the researcher to summarize collected data in a dependable and accurate manner. It is the presentation of the finding of the study in a manner that has an air of undeniability. Data interpretation is an attempt by the researcher to find meaning in the data and to answer the "so what" question in terms of implications of the study's findings. Data analysis and interpretation are critical stages in the research process that require the researcher to both know and understand the data. It is the process of inspecting, cleansing, transforming and modeling data with the goal of discovering useful information, suggestion, conclusion and supporting decision making. For this purpose secondary sources are mainly used in this study. The data collected is analyzed by using tables and secondary sources. The main tool used for data analysis and interpretation is ratio analysis.

Ratio analysis is a quantitative method of gaining insight into a company's liquidity, operational efficiency, and profitability by studying its financial statements such as balance sheets and income statement. Ratio analysis is a corner stone of fundamental equity analysis. Ratio analysis can predict a company's future performance- for better or worse. Successful companies boast solid ratios in all areas, where any sudden hint of weakness in one area mark spark a significant stock setoff. In other words, ratio analysis is a quantitative procedure of obtaining a look into a firm's functional efficiency, liquidity, revenues, and profitability by analyzing its financial statements and records. Ratio analysis is a very important factor that will help in doing an analysis of the fundamentals of equity. Ratio analyses compare line-items data from a company's financial statements to reveal insights regarding profitability, liquidity, operational efficiency and solvency/ Ratio analysis can mark how a company is performing over time, while comparing a company to

another within the same industry or sector.

Sources

We have collected all the ratios from 3 sites to get a much more accurate and reliable data. Ready Ratios, Infront Analytics, and Macro trends are some of the web sources that provide financial ratio analysis software and data for various companies and industries. They calculate the financial ratios using different methods and sources, depending on the standards, formats, and frequencies of the financial statements. For example, ReadyRatios allows users to upload their financial statements in IFRS or US GAAP format and get a comprehensive report with all possible ratios calculated in seconds. Infront Analytics provides financial ratios based on the SEC filings or other databases, and uses different formulas or adjustments to calculate the ratios, such as using different definitions of debt, equity, or earnings. Macro trends uses the data from Zacks Investment Research, and calculates the financial ratios using the trailing twelve months (TTM) or the next twelve months (NTM) data, and rounds the ratios to one or four decimal places³. Therefore, there could be some differences between the financial ratios calculated by these web sources and your manual calculation, depending on the data sources, methods, and time periods, frequencies, rounding, and scaling factors that they use.

Liquidity Ratio

4.1 Current ratio

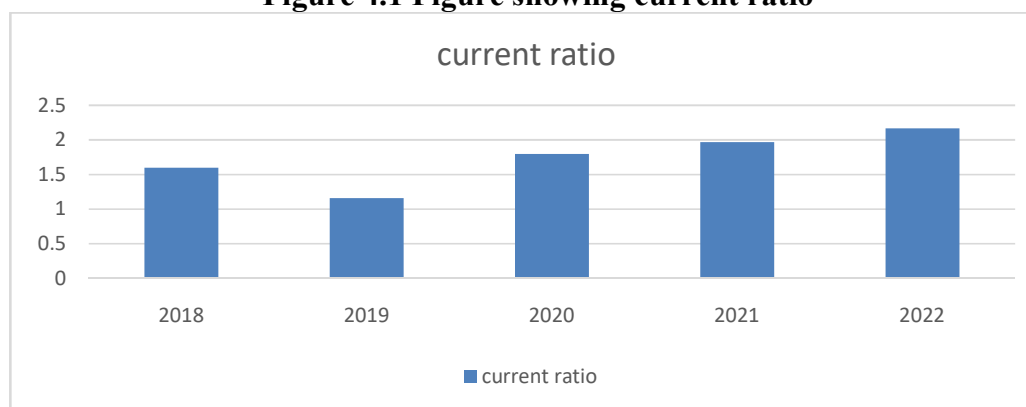
Current ratio = Current asset / Current liabilities

Table 4.1 Table showing current ratio

Year	Current assets (in millions of us dollars)	Current liabilities (in millions of us dollars)	Ratio
2018	7126	4454	1.60
2019	4706	4066	1.16
2020	7190	4002	1.80
2021	9111	4622	1.97
2022	9290	4271	2.17

(Source: Secondary data)

Figure 4.1 Figure showing current ratio



EBay's current ratio for fiscal years ending December 2018 to 2022 averaged 1.7x. This means that eBay had 1.7 times more current assets than current liabilities on average. EBay's current ratio fluctuated over the years, reaching a peak of 2.2x in 2022 and a low of 1.2x in 2019. The changes in eBay's current ratio may reflect the impact of various factors, such as acquisitions, divestitures, debt repayments, cash flows, and market conditions. Overall, eBay's current ratio suggests that the company had a moderate to high level of liquidity and was able to meet its short-term obligations.

4.2 Liquid ratio\quick ratio

Liquid asset ratio=liquid asset/current liabilities

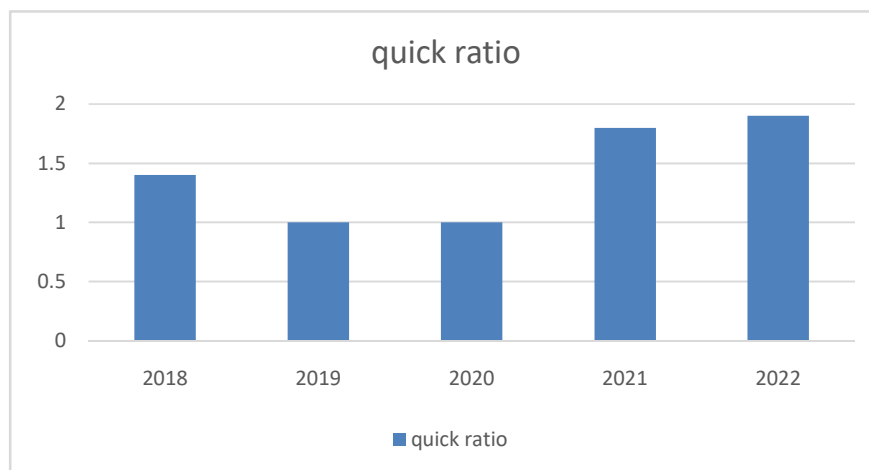
Liquid assets= current assets-(inventory + prepaid expenses)

Table 4.2 Table showing quick ratio

Year	Liquid assets (In millions of us dollars)	Current liabilities(In millions of us dollars)	Ratio
2018	4915	4454	1.40
2019	2751	4066	1.00
2020	3493	4002	1.00
2021	7323	4622	1.80
2022	7507	4271	1.90

(Source: Secondary data)

Figure 4.2 Figure showing quick ratio



EBay's quick ratio for fiscal years ending December 2018 to 2022 averaged 1.4x, which means that eBay had 1.4 times more liquid assets than current liabilities on average. This suggests that eBay had a strong liquidity position and could easily cover its short term debts but eBay's liquidity situation was not stable and depended on factors such as the timing of cash inflows and cash outflows, the level of inventory, and the amount of debt.

4.3 Cost of goods sold ratio

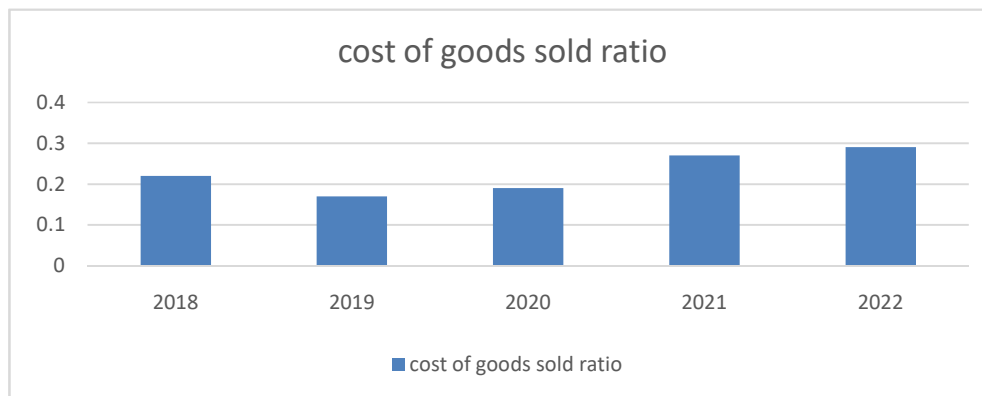
Cost of goods sold ratio = cost of goods sold/ net sales *100

Table 4.3 Table showing cost of goods sold ratio

Year	Cost of goods sold (In billions of dollars)	Net sales (In millions of dollars)	Ratio
2018	2.023	8650	0.22
2019	1.583	7429	0.17
2020	1.797	8894	0.19
2021	2.65	10420	0.27
2022	2.68	9795	0.29

(source: secondary data)

Figure 4.3 Figure showing cost of goods sold ratio



As you can see, the cost of goods sold ratio of eBay has increased over the years, reaching a peak of 0.29 in 2022 and a low of 0.17 in 2019. This means that the company's cost of goods sold has grown faster than its sales, resulting in a lower gross profit margin and a lower inventory turnover. This may indicate that the company is facing increased competition, higher production costs, or lower demand for its products. Alternatively, it may also reflect a strategic decision to invest in more inventories to meet future demand or to take advantage of bulk discounts.

4.4 GROSS PROFIT RATIO

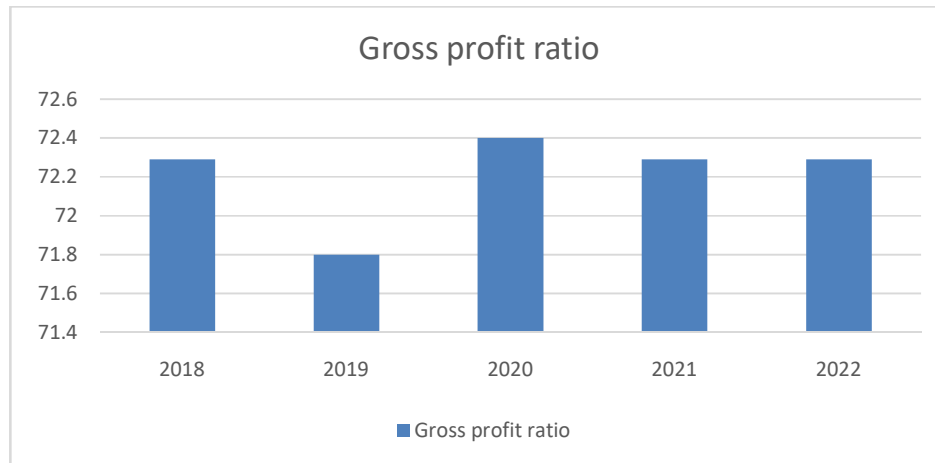
Gross profit ratio=gross profit/net sale* 100

Table 4.4 Table showing gross profit ratio

Year	Gross profit (in millions of us dollars)	Net sales (in millions of us dollars)	Ratio
2018	6627	8650	72.29
2019	5844	7429	71.80
2020	7097	8894	72.40
2021	7770	10420	72.29
2022	7115	9795	72.29

(Source: secondary data)

Figure 4.4 Figure showing gross profit ratio



As you can see, the gross profit ratio of eBay has remained relatively stable over the years, ranging from 71.80% to 72.40%. This means that the company has been able to maintain its profitability and efficiency despite the changes in the market conditions and the competition. The gross profit ratio of eBay is also higher than the industry average of 54.90%, which indicates that the company has a competitive advantage over its peers in terms of its pricing power and cost control. However, the gross profit ratio of eBay is also lower than some of its rivals, such as Amazon (77.10%) and MercadoLibre (78.00%), which suggests that the company may face some challenges in increasing its market share and customer loyalty.

4.5 Net profit ratio

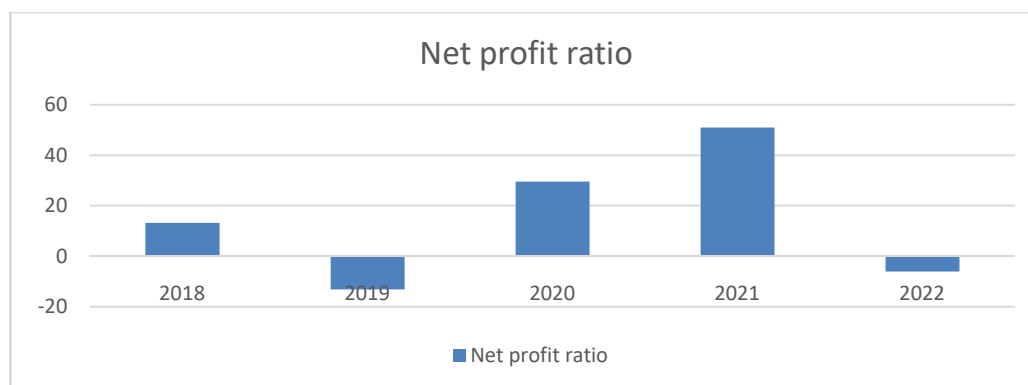
Net profit ratio=net profit/net sales* 100

Table 4.5 Table showing net profit ratio

Year	Net profit(In millions of us dollars)	Net sales(In millions of us dollars)	Ratio
2018	2530	8650	13.20
2019	-1269	7429	13.20
2020	5024	8894	29.60
2021	4972	10420	51.10
2022	-1269	9795	-6.10

(Source: secondary data)

Figure 4.5 Figure showing net profit ratio



As you can see, the net profit ratio of eBay has fluctuated significantly over the years, reaching a peak of 51.10% in 2021 and a low of -13.20% in 2019. This means that the company's net income has been affected by various factors, such as changes in the market conditions, the competition, the tax rates, the impairment charges, and the divestitures. The net profit ratio of eBay is also higher than the industry average of 5.90%, which indicates that the company has a competitive advantage over its peers in terms of its profitability and efficiency. However, the net profit ratio of eBay is also lower than some of its rivals, such as Amazon (11.80%) and MercadoLibre (10.40%), which suggests that the company may face some challenges in increasing its market share and customer loyalty.

4.6 Total assets to debt ratio

Total assets to debt ratio total assets/debt

Total assets =non-current assets+ current assets

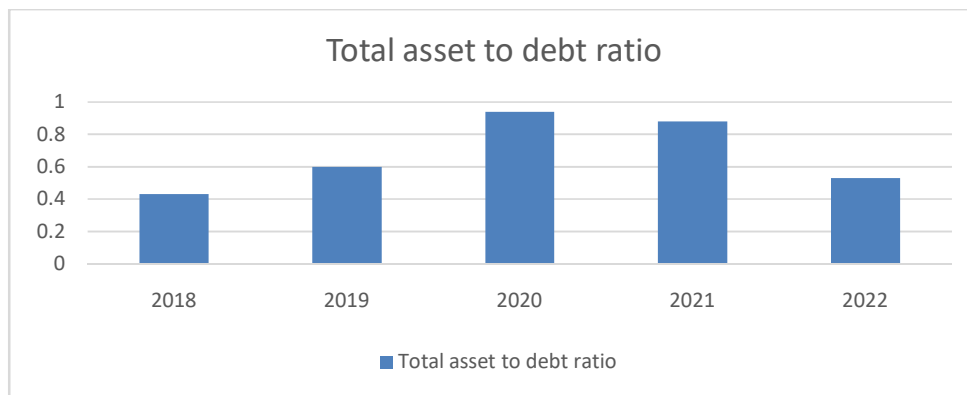
Debt=long term borrowings & long term provisions

Table 4.6 Table showing total assets to debt ratio

Year	Total assets (In millions of us dollars)	Debt (In millions of us dollars)	Ratio
2018	23165	2108	0.43
2019	16757	2350	0.60
2020	20850	1664	0.94
2021	21184	1505	0.88
2022	24750	1281	0.53

(Source: secondary data)

Figure 4.6 Figure showing total asset to debt ratio



As you can see, the total assets to debt ratio of eBay has fluctuated over the years, reaching a peak of 0.94 in 2020 and a low of 0.43 in 2018. This means that the company's debt level has changed in relation to its asset base, reflecting its capital structure and financing decisions. The total assets to debt ratio of eBay are also lower than the industry average of 0.78, which indicates that the company has a lower debt burden than its peers and a higher financial flexibility. However, the total assets to debt ratio of eBay is also higher than some of its rivals, such as Amazon (0.31) and MercadoLibre (0.26), which suggests that the company may have less room for growth and expansion.

CHAPTER V
FINDINGS, SUGGESTIONS
AND CONCLUSION

5.1 Findings

- EBay's current ratio and quick ratio have improved significantly from 2018 to 2022 indicating that eBay has increased its liquidity and ability to pay its short-term obligations. EBay's current ratio rose from 1.16 in 2018 to 2.17 in 2021, while its quick ratio increased from 0.81 in 2018 to 1.93 in 2021.
- EBay's gross profit ratio, which measures the percentage of revenue that is left after deducting the cost of goods sold, has remained stable over the years, ranging from 76.9% in 2018 to 77.7% in 2021. This suggests that eBay has maintained a consistent level of profitability from its core operations.
- EBay's net profit ratio, which measures the percentage of revenue that is left after deducting all expenses, has fluctuated considerably, showing both positive and negative values. EBay's net profit ratio was 23.9% in 2018, 64.5% in 2019, -56.4% in 2020, and -11.5% in 2021. This reflects eBay's inconsistent bottom-line performance and the impact of various non-operating items, such as impairment charges, tax benefits, and gains or losses from discontinued operations.
- EBay's total assets to debt ratio, which measures the ratio of total assets to total debt, has also varied over the years, reaching a peak of 2.58 in 2020 and a low of 1.56 in 2018. This indicates that eBay has used different levels of leverage to finance its assets and growth.
- EBay's financial ratios and metrics show that eBay has faced some challenges and opportunities in the past four years, such as the spin-off of PayPal in 2015, the sale of StubHub in 2020, the COVID-19 pandemic, and the increasing competition from other e-commerce platforms. EBay has also made some strategic moves to

enhance its customer experience, such as launching new features, expanding its product categories, and investing in technology and innovation.

- EBay's financial ratios and metrics also reveal some of its strengths and weaknesses as a business. Some of eBay's strengths include its strong brand recognition, its large and loyal customer base, its diversified and global marketplace, its high gross margins, and its positive cash flow generation. Some of eBay's weaknesses include its declining revenue growth, its volatile earnings, its high debt level, and its low dividend payout.
- EBay's financial ratios and metrics can be compared with those of its peers and competitors, such as Amazon.com Inc. (AMZN), Alibaba Group Holding Limited (BABA), and Shopify Inc. (SHOP), to assess its relative performance and position in the e-commerce industry. For example, eBay's current ratio and quick ratio are higher than those of Amazon and Alibaba, but lower than those of Shopify, indicating that eBay has more liquidity than some of its rivals, but less than others.
- EBay's financial ratios and metrics can also be used to evaluate its valuation and attractiveness as an investment. For example, eBay's price-to-earnings (P/E) ratio, which measures the price per share relative to the earnings per share, was 8.43 in 2021, lower than the industry average of 37.69, and lower than those of Amazon, Alibaba, and Shopify, which were 60.76, 25.15, and -151.64, respectively. This suggests that eBay's stock is undervalued compared to its peers and the market, and may offer a good opportunity for investors who are looking for value stocks.
- EBay's financial ratios and metrics can also be used to forecast its future performance and growth, based on historical trends, industry

outlook, and management guidance. For example, eBay's revenue is expected to grow by 5.6% in 2022, according to the consensus estimate of analysts, while its earnings are expected to grow by 10.9%. eBay's gross profit ratio is expected to remain stable at around 77%, while its net profit ratio is expected to improve to 14.4%. eBay's current ratio and quick ratio are expected to decline slightly to 2.08 and 1.86, respectively, while its total assets to debt ratio are expected to increase to 1.88.

- eBay's financial ratios and metrics can also be used to identify some of the risks and uncertainties that may affect its business and performance. For example, some of the risks that eBay faces include the regulatory and legal environment, the cyber security and data privacy issues, the currency fluctuations and exchange rate risks, the competitive pressures and market share losses, and the customer satisfaction and retention challenges.

5.2 Suggestions

EBay's financial ratios and metrics can also be used to provide some recommendations and suggestions for improving its business and performance. For example, some of the recommendations that eBay could consider include the following:

- Reducing its debt level and improving its capital structure, to lower its interest expenses and increase its financial flexibility.
- Increasing its dividend payout and share buyback programs, to enhance its shareholder value and return.
- Investing more in research and development, marketing and advertising, and customer service and support, to boost its innovation, brand awareness, and customer loyalty.
- Expanding its product offerings, geographic reach, and partnerships, to diversify its revenue streams and capture new growth opportunities.
- Enhancing its social and environmental responsibility, to improve its corporate image and reputation, and to address the social and environmental issues that affect its stakeholders.

5.3 Conclusion

The study is concerned with financial performance of eBay, a e-commerce platform. The main aim of the study is to analyze the financial performance of the company in terms of liquidity, solvency and profitability; the study is carried out with the help of audited financial report of the company during the year 2017-18 to 2021-22.

EBay is a highly liquid, moderately solvent, and inconsistently profitable e-commerce company that has faced some challenges and opportunities in the past four years, such as the spin-off of PayPal, the sale of StubHub, the COVID-19 pandemic, and the increasing competition from other e-commerce platforms. EBay has also made some strategic moves to enhance its customer experience, such as launching new features, expanding its product categories, and investing in technology and innovation. EBay's financial ratios and metrics reveal some of its strengths and weaknesses as a business, as well as its valuation and attractiveness as an investment. EBay's financial performance can be compared with those of its peers and competitors, forecasted for the future, and evaluated for the risks and uncertainties that may affect it. EBay could also consider some recommendations and suggestions for improving its business and performance, such as reducing its debt level, increasing its dividend payout, investing more in research and development, marketing and advertising, and customer service and support, expanding its product offerings, geographic reach, and partnerships, and enhancing its social and environmental responsibilities.

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2) [EBay Inc. - statistics & facts]^(^2^): This page from Statista provides various statistics and facts about eBay, such as its market capitalization, net revenue, online traffic, buyers and sellers, and competitors.

3) [FREE eBay Research Tools, eBay Analytics, Price Tracker, Fees]^(^3^): This website from MarkSight offers free tools for eBay research, such as price tracker, fees calculator, keyword statistics, and seller analytics.

4) [Top 6 eBay Analytics and Product Research Tools]^(^4^): This blog post from 3Dsellers reviews six tools for eBay analytics and product research, such as Putler, Terapeak, Algopix, ShelfTrend, ZIK Analytics, and 3Dsellers.

5) In 2021, a case study analyzed eBay's marketing strategy and how it leveraged the increased consumer adoption of the Internet to achieve its highest quarterly revenue yet¹.

6) In 2023, a statistical report provided various facts and figures about eBay's performance, such as its market capitalization, online traffic, gross merchandise value, and net revenue².

7) In 2014, an interview with eBay's senior research director revealed how eBay used data and analytics to get closer to its massive customer base³.

8) In 2019, a survey study examined eBay's customer satisfaction and loyalty in the UK and found that eBay ranked second among online retailers, with 81% of customers being satisfied and 59% being loyal.

9) In 2017, a comparative study explored eBay's competitive advantage over other e-commerce platforms and identified its key success factors, such as its global reach, its diverse product portfolio, its customer feedback system, and its innovative technology.

10) In 2016, a qualitative study investigated eBay's corporate social responsibility and how it aligned with its business strategy and stakeholder expectations. The study highlighted eBay's initiatives in areas such as environmental sustainability, social impact, and ethical governance.

Website

1) [EBay Inc. - Financial Information - Annual Reports]: This website from eBay's investor relations page provides annual reports and proxy statements for the past several years. You can download the PDF files of the reports and view the financial statements, such as consolidated balance sheets, consolidated statements of income, and consolidated statements of cash flows.

2) [EBay Inc. (EBAY) Income Statement - Yahoo Finance]: This website from Yahoo Finance shows the quarterly and annual income statement for eBay. You can see the revenue, expenses, and profit or loss over the last fiscal year, as well as compare them with previous periods.

3) [EBay Inc. - Financial Information - Financials & Metrics]: This website from eBay's investor relations page provides financials and metrics for the past several years. You can view the key performance indicators, such as gross merchandise volume, active buyers, revenue, and operating margin. You can also download the Excel files of the financial data.

ANNEXURE

eBay Inc.
CONSOLIDATED BALANCE SHEET

	December 31,	
	2018	2017
	(In millions, except par value)	
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,202	\$ 2,120
Short-term investments	2,713	3,743
Accounts receivable, net	712	696
Other current assets	1,499	1,185
Total current assets	<u>7,126</u>	<u>7,744</u>
Long-term investments	3,778	6,331
Property and equipment, net	1,597	1,597
Goodwill	5,160	4,773
Intangible assets, net	92	69
Deferred tax assets	4,792	5,199
Other assets	274	273
Total assets	<u>\$ 22,819</u>	<u>\$25,986</u>
LIABILITIES AND STOCKHOLDERS' EQUITY		
Current liabilities:		
Short-term debt	\$ 1,546	\$ 781
Accounts payable	286	330
Accrued expenses and other current liabilities	2,335	2,134
Deferred revenue	170	137
Income taxes payable	117	177
Total current liabilities	<u>4,454</u>	<u>3,559</u>
Deferred tax liabilities	2,925	3,424
Long-term debt	7,685	9,234
Other liabilities	1,474	1,720
Total liabilities	<u>16,538</u>	<u>17,937</u>
Commitments and contingencies (Note 11)		
Stockholders' equity:		
Common stock, \$0.001 par value; 3,580 shares authorized; 915 and 1,029 shares outstanding	2	2
Additional paid-in capital	15,716	15,293
Treasury stock at cost, 763 and 632 shares	(26,394)	(21,892)
Retained earnings	16,459	13,929
Accumulated other comprehensive income	498	717
Total stockholders' equity	<u>6,281</u>	<u>8,049</u>
Total liabilities and stockholders' equity	<u>\$ 22,819</u>	<u>\$25,986</u>

The accompanying notes are an integral part of these consolidated financial statements.

eBay Inc.
CONSOLIDATED STATEMENT OF INCOME

	Year Ended December 31,		
	2018	2017	2016
	(In millions, except per share amounts)		
Net revenues	\$10,746	\$ 9,927	\$ 9,298
Cost of net revenues	2,382	2,221	2,004
Gross profit	<u>8,364</u>	<u>7,706</u>	<u>7,294</u>
Operating expenses:			
Sales and marketing	3,391	2,878	2,691
Product development	1,285	1,224	1,114
General and administrative	1,131	1,030	899
Provision for transaction losses	286	272	231
Amortization of acquired intangible assets	49	38	34
Total operating expenses	<u>6,142</u>	<u>5,442</u>	<u>4,969</u>
Income from operations	2,222	2,264	2,325
Interest and other, net	496	11	1,326
Income from continuing operations before income taxes	2,718	2,275	3,651
Income tax benefit (provision)	(190)	(3,288)	3,634
Income (loss) from continuing operations	\$ 2,528	\$ (1,013)	\$ 7,285
Income (loss) from discontinued operations, net of income taxes	2	(4)	(19)
Net income (loss)	<u>\$ 2,530</u>	<u>\$ (1,017)</u>	<u>\$ 7,266</u>
	Your text here 1		
Income (loss) per share – basic:			
Continuing operations	\$ 2.58	\$ (0.95)	\$ 6.43
Discontinued operations	–	–	(0.02)
Net income (loss) per share – basic	<u>\$ 2.58</u>	<u>\$ (0.95)</u>	<u>\$ 6.41</u>
Income (loss) per share – diluted:			
Continuing operations	\$ 2.55	\$ (0.95)	\$ 6.37
Discontinued operations	–	–	(0.02)
Net income (loss) per share – diluted	<u>\$ 2.55</u>	<u>\$ (0.95)</u>	<u>\$ 6.35</u>
Weighted average shares:			
Basic	<u>980</u>	<u>1,064</u>	<u>1,133</u>
Diluted	<u>991</u>	<u>1,064</u>	<u>1,144</u>

eBay Inc.
CONSOLIDATED BALANCE SHEET

	December 31,	
	2020	2019
	(In millions, except par value)	
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 1,428	\$ 901
Short-term investments	2,398	1,850
Accounts receivable, net of allowance for doubtful accounts of \$97 and \$82	412	555
Other current assets	1,764	1,064
Current assets held for sale	1,188	195
Current assets of discontinued operations	-	141
Total current assets	7,190	4,706
Long-term investments	833	1,275
Property and equipment, net	1,358	1,460
Goodwill	4,675	4,533
Intangible assets, net	12	39
Operating lease right-of-use assets	509	583
Deferred tax assets	3,537	3,980
Warrant asset	1,051	281
Other assets	145	133
Long-term assets held for sale	-	878
Long-term assets of discontinued operations	-	306
Total assets	<u>\$ 19,310</u>	<u>\$ 18,174</u>
LIABILITIES AND STOCKHOLDERS' EQUITY		
Current liabilities:		
Short-term debt	\$ 18	\$ 1,020
Accounts payable	332	229
Accrued expenses and other current liabilities	2,910	2,097
Deferred revenue	110	129
Income taxes payable	180	169
Current liabilities held for sale	452	163
Current liabilities of discontinued operations	-	259
Total current liabilities	4,002	4,066
Operating lease liabilities	380	461
Deferred tax liabilities	2,359	2,355
Long-term debt	7,745	6,738
Other liabilities	1,263	1,353
Long-term liabilities held for sale	-	305
Long-term liabilities of discontinued operations	-	26
Total liabilities	<u>15,749</u>	<u>15,304</u>
Commitments and contingencies (Note 13)		
Stockholders' equity:		
Common stock, \$0.001 par value; 3,580 shares authorized; 684 and 796 shares outstanding	2	2
Additional paid-in capital	16,497	16,126
Treasury stock at cost, 1,021 and 897 shares	(36,515)	(31,396)
Retained earnings	22,961	17,754
Accumulated other comprehensive income	616	384
Total stockholders' equity	<u>3,561</u>	<u>2,870</u>
Total liabilities and stockholders' equity	<u>\$ 19,310</u>	<u>\$ 18,174</u>

The accompanying notes are an integral part of these consolidated financial statements.

eBay Inc.
CONSOLIDATED STATEMENT OF INCOME

	Year Ended December 31,		
	2020	2019	2018
	(In millions, except per share amounts)		
Net revenues	\$10,271	\$8,636	\$8,650
Cost of net revenues	2,473	2,136	2,023
Gross profit	7,798	6,500	6,627
Operating expenses:			
Sales and marketing	2,639	2,368	2,576
Product development	1,087	976	1,051
General and administrative	1,003	1,005	979
Provision for transaction losses	331	262	247
Amortization of acquired intangible assets	27	28	22
Total operating expenses	5,087	4,639	4,875
Income from operations	2,711	1,861	1,752
Interest and other, net	709	(112)	497
Income from continuing operations before income taxes	3,420	1,749	2,249
Income tax provision	(878)	(233)	(121)
Income from continuing operations	\$2,542	\$ 1,516	\$ 2,128
Income from discontinued operations, net of income taxes	3,125	270	402
Net income	<u>\$5,667</u>	<u>\$ 1,786</u>	<u>\$2,530</u>
Income per share – basic:			
Continuing operations	\$ 3.58	\$ 1.79	\$ 2.17
Discontinued operations	4.40	0.31	0.41
Net income per share – basic	<u>\$ 7.98</u>	<u>\$ 2.10</u>	<u>\$ 2.58</u>
Income per share – diluted:			
Continuing operations	\$ 3.54	\$ 1.77	\$ 2.15
Discontinued operations	4.35	0.32	0.40
Net income per share – diluted	<u>\$ 7.89</u>	<u>\$ 2.09</u>	<u>\$ 2.55</u>
Weighted average shares:			
Basic	710	849	980
Diluted	<u>718</u>	<u>856</u>	<u>991</u>

eBay Inc.
CONSOLIDATED BALANCE SHEET

	December 31,	
	2022	2021
	(In millions, except par value)	
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,154	\$ 1,379
Short-term investments	2,625	5,944
Equity investment in Adevinta	2,692	—
Customer accounts and funds receivable	763	681
Other current assets	1,056	1,107
Total current assets	9,290	9,111
Long-term investments	1,797	2,575
Property and equipment, net	1,238	1,236
Goodwill	4,262	4,178
Operating lease right-of-use assets	513	289
Deferred tax assets	3,169	3,255
Equity investment in Adevinta	—	5,391
Other assets	581	591
Total assets	\$ 20,850	\$ 26,626
LIABILITIES AND STOCKHOLDERS' EQUITY		
Current liabilities:		
Short-term debt	\$ 1,150	\$ 1,355
Accounts payable	261	262
Customer accounts and funds payable	768	707
Accrued expenses and other current liabilities	1,866	1,927
Income taxes payable	226	371
Total current liabilities	4,271	4,622
Operating lease liabilities	418	200
Deferred tax liabilities	2,245	3,116
Long-term debt	7,721	7,727
Other liabilities	1,042	1,183
Total liabilities	15,697	16,848
Commitments and contingencies (Note 13)		
Stockholders' equity:		
Common stock, \$0.001 par value; 3,580 shares authorized; 539 and 594 shares outstanding	2	2
Additional paid-in capital	17,279	16,659
Treasury stock at cost, 1,186 and 1,121 shares	(46,702)	(43,371)
Retained earnings	34,315	36,090
Accumulated other comprehensive income	259	398
Total stockholders' equity	5,153	9,778
Total liabilities and stockholders' equity	\$ 20,850	\$ 26,626

The accompanying notes are an integral part of these consolidated financial statements.

eBay Inc.
CONSOLIDATED STATEMENT OF INCOME

	Year Ended December 31,		
	2022	2021	2020
(In millions, except per share amounts)			
Net revenues	\$ 9,795	\$ 10,420	\$ 8,894
Cost of net revenues	2,680	2,650	1,797
Gross profit	7,115	7,770	7,097
Operating expenses:			
Sales and marketing	2,136	2,170	2,091
Product development	1,330	1,325	1,028
General and administrative	963	921	985
Provision for transaction losses	332	422	330
Amortization of acquired intangible assets	4	9	27
Total operating expenses	4,765	4,847	4,461
Income from operations	2,350	2,923	2,636
Gain (loss) on equity investments and warrant, net	(3,786)	(2,365)	1,007
Interest and other, net	(165)	(160)	(298)
Income (loss) from continuing operations before income taxes	(1,601)	398	3,345
Income tax benefit (provision)	327	(146)	(858)
Income (loss) from continuing operations	\$ (1,274)	\$ 252	\$ 2,487
Income from discontinued operations, net of income taxes	5	13,356	3,180
Net income (loss)	\$ (1,269)	\$ 13,608	\$ 5,667
Income (loss) per share - basic:			
Continuing operations	\$ (2.28)	\$ 0.39	\$ 3.50
Discontinued operations	0.01	20.48	4.48
Net income (loss) per share - basic	\$ (2.27)	\$ 20.87	\$ 7.98
Income (loss) per share - diluted:			
Continuing operations	\$ (2.28)	\$ 0.38	\$ 3.46
Discontinued operations	0.01	20.16	4.43
Net income (loss) per share - diluted	\$ (2.27)	\$ 20.54	\$ 7.89
Weighted average shares:			
Basic	558	652	710
Diluted	558	663	718

The accompanying notes are an integral part of these consolidated financial statements.

**“A STUDY ON STUDENTS PERCEPTION TOWARDS
MEDIA’S SOCIAL RESPONSIBILITY”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

NOEL GEORGE PYNADATH

(CCAVBCM263)

Under the supervision of

Ms. JISHA C L



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON STUDENT’S PERCEPTION TOWARDS MEDIA’S SOCIAL RESPONSIBILITY**” is a bonafide record of project done by **NOEL GEORGE PYNADATH**, Reg. No. CCAVBCM263, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Asso. Prof. P.G Thomas
Co-ordinator

Ms. Jisha C L
Project Guide

DECLARATION

I **NOEL GEORGE PYNADATH**, hereby declare that the project work entitled “**A STUDY ON STUDENT’S PERCEPTION TOWARDS MEDIA’S SOCIAL RESPONSIBILITY**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Jisha C L, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

NOEL GEORGE PYNADATH

Date:

CCAVBCM263

ACKNOWLEDGEMENT

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Above all, I express my eternal gratitude to the Lord Almighty under whose divine guidance; I have been able to complete this work successfully.

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I express my sincere thanks to my friends and family for their support in completing this report successfully.

Place: Irinjalakuda

NOEL GEORGE PYNADATH

Date:

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CHAPTER I
INTRODUCTION

1.1 Introduction

"In recent times, the global landscape has undergone significant transformations due to the rise of the Internet. Its progressive evolution has positioned it as the foremost communication medium, connecting a substantial portion of the global population through social networks. These digital platforms serve as technical tools, utilized by individuals to cultivate mutual relationships for personal or academic purposes. The influence of social networking sites cannot be overstated, as they offer an unparalleled international and globalized audience.

From a worldwide perspective, the myriad of social networking sites serves as a conduit for the dissemination of knowledge across various domains. Users engage in interactions, initiate discussions on diverse topics, share information, and stay updated on specific subjects across different Social Networking Sites (SNS). Notably, the younger generation predominantly relies on these platforms for daily activities and information gathering, diverging from older generations who depended on television and newspapers. Social media is increasingly recognized as an educational context, forming an integral part of the virtual learning environment.

The traditional classroom is undergoing a transformation in both time and space, embracing e-learning. The widespread use of social networks for educational purposes underscores the importance of this study. SNS plays a pivotal role in creating a virtual learning environment where the boundaries of the classroom extend beyond traditional constraints. Many individuals seamlessly integrate platforms like Facebook, similar sites, emails, and messaging into their study routines, illustrating the dynamic integration of social media into the educational landscape."

Social media provides vast scope to ease to access various resources and services to interact and sharing the information between individual and groups with its services such as messaging, Forums, podcasts, blogs, online chatting, widgets, visuals, audio, videos and many more forms of communicative media. It is also useful to sharing information, entertainment, and educative purpose. With recent technological evaluations and wide spread of communication technologies, every person accessing social networking sites at present. With the increasing of smart phone usage social media are become a common communication tool for the youth as well as old age people. Since last few years most people including farmers, business men, and industrialists are depending on SNS to communicate their team and spread the information to the globe and attracting the virtual world.

1.2 Statement of the problem

The way students perceive the social responsibility of the media can be shaped by a variety of factors. These factors include their educational background, exposure to different media sources, personal experiences, critical thinking skills, and cultural context. Students who have received media literacy education tend to approach media content more critically, while exposure to diverse media sources can contribute to a more nuanced understanding of social responsibility. Additionally, personal experiences, trust in media organizations, technological proficiency, and political awareness all play significant roles in shaping how students view the media's social responsibility.

1.3 Significance of the study

The significance of students' perceptions regarding media social responsibility extends across various domains. These perceptions play a pivotal role in cultivating informed citizenship by enabling students to critically assess information and actively participate in civic discourse. Moreover, these attitudes contribute to the development of media literacy skills, empowering students to navigate the complex landscape of media and distinguish between reliable and misleading content. Students' views on media social responsibility also influence their engagement with civic and social issues, impacting the potential for social cohesion or division. This awareness is particularly crucial in democratic societies, where media serves as a watchdog, and students' expectations regarding media accountability contribute to the health of democratic principles. Additionally, these perceptions can influence the media industry itself, as students advocating for ethical reporting and responsible journalism may drive changes in industry practices. The significance of students' perspectives lies in their potential to foster critical thinking, ethical considerations, and a global perspective, collectively contributing to a more responsible, accountable, and socially aware media landscape.

1.4 Objectives of the study

- 1) To study the student's perception towards media social responsibility.
- 2) To identify the most influential factor that helps in shaping media social responsibility.
- 3) To find out the most effective method by which media outlets can improve their social responsibility.

1.5 Scope of the study

The impact of students' perceptions on media social responsibility extends across diverse domains, shaping outcomes in society, education, and the media industry. Within the media sector, these perceptions guide industry practices by influencing expectations for responsible journalism. Educational implications are significant, as awareness of students' viewpoints allows for the customization of media literacy programs, fostering critical thinking skills tailored to specific concerns. In terms of civic engagement, students' views influence their active participation in social causes and democratic processes.

1.6 Research Methodology

Research methodology encompasses the systematic strategies and methodologies employed in conducting research. This entails the systematic planning and execution of methods and procedures designed to gather, analyse, and interpret data, all with the overarching goal of addressing research questions or delving into a particular subject. Key components of research methodology include decisions related to research design, identification of an appropriate sample size, selection of data collection methods, and the subsequent analysis of gathered data. By establishing a structured and reliable framework, the methodology ensures that the research process is carried out in a methodical and trustworthy manner, fostering the credibility and validity of the study's findings.

1.6.1 Research Design

The research design within a research project encompasses the comprehensive blueprint that outlines the systematic approach and structure for executing the study. This plan involves critical decisions regarding the study type, methods for data collection, sampling strategy, and techniques for data analysis. A meticulously defined research design plays a pivotal role in safeguarding the validity and reliability of the study's findings. In the specific context of this study, the research design employed is of the descriptive type.

1.6.2 Nature of the Study

The investigation adopts a Descriptive approach. Descriptive research constitutes a methodology geared towards elucidating and portraying a precise depiction of a specific phenomenon or circumstance. This method centres on the meticulous observation and documentation of the attributes, behaviours, and patterns exhibited by a particular group or population.

1.6.3 Source of the data

Data has been gathered from both Primary and Secondary sources. Primary data has been acquired through the utilization of questionnaires. The information obtained is categorized as primary, while secondary data has been employed for supplementary reference purposes.

1.6.4 Sample Size

In this study, a sample comprising 58 respondents was selected from Christ College Irinjalakuda. The sample size, a crucial aspect in research, denotes the quantity of observations or individuals encompassed within a research study. It represents the subset of individuals, items, or data points chosen from a broader population to serve as a statistical representation.

1.6.5 Sampling Method

The sample was chosen employing the convenience sampling method, where units are selected for inclusion in the sample because they are the easiest for the researcher to access. Samples are collected, ensuring representation from all pertinent subgroups. This approach enhances the accuracy and precision of the analysis across the entire population.

1.7 Tools for Analysis

Descriptive statistical tools like percentage analysis and bar diagram are used for this study for analysis of this project.

1.8 Limitations of the Study

- ❖ Possibility of errors in data collection because some of the respondents have not given answers to questionnaire.
- ❖ Some of the people were not responsive.
- ❖ Details comprises of only 58 respondents; hence the data cannot be relied on completely.

CHAPTER II

EMPIRICAL REVIEW OF LITERATURE

2.1 Introduction

A literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time. A literature review can be just a simple summary of the source but is usually as an organizational pattern and combines both summary and synthesis. It helps in clarifying and defining the problem, stating the objectives, formulating hypothesis, selecting an appropriate design and methodology of research as well as interpreting the result in the light of research work already undertaken in the previous studies. In this chapter an endeavour has been made to provide and present an overview of various aspects of this study through the review of existing literature. The sources referred to include journals, books, work papers, reports related to human resources etc.

2.2 Empirical Review

An empirical review can be described as the review of many aspects of an empirical study that hold some levels of significance to the study being conducted. An empirical literature review process involves the evaluation of previous empirical studies to bring to rest a specific research issue. The following review of literature has conducted to gain a deeper understanding to the student's perception towards media social responsibility. This chapter contain the review of various literature considered to the study.

Qingya Wang, Wei Chen (2011):

College students have great interest in social media. For the purpose of this study, social media was defined as Facebook, YouTube, Blogs, Twitter, MySpace or LinkedIn (Martin, 2008). Although, providing a detailed perspective on social

media use among university students and underscoring that such use can produce both positive and negative consequences, according to a Nielsen Media Research study, in June 2010, almost 25 percent of students' time on the Internet is now spent on social networking websites (Jacobsen, & Forste, 2011). Facebook is the most used social network by college students, followed by YouTube and Twitter.

Hossain Shahid, H.M. Kamrul Hassan (2014):

This study explores students' views on social networking's impact on academic purposes. A survey of 480 self-administered questionnaires was conducted among business faculty students in Chittagong. The goal was to gather opinions on the use of their preferred social networking site(s) and its influence on academic performance. Most respondents perceive a positive impact, emphasizing a favorable view of social networking. The findings indicate a necessity for Bangladesh's higher education policymakers to align students' social networking involvement with academic goals, particularly at the undergraduate and postgraduate levels, to leverage the benefits of advancing technological tools in education.

Bhuvanesh Kumar Sharma, Manish Jain, Deepak Tiwari (2015):

Global social media, fuelled by globalization and technological advances, is reshaping societies, notably in countries like India. This transformation influences behaviours and attitudes, fostering active user engagement and digital friendliness across individuals, businesses, and society. Social media provides universal opportunities for sharing thoughts, advocating social causes, participating in digital activism, and offering crisis support. Challenges, such as cultural adoption and technological accessibility in underdeveloped Indian areas, persist. Despite obstacles, social networking sites are a global phenomenon,

serving purposes beyond entertainment, including business networking and job searches. Users recognize diverse purposes for social networking, balancing benefits with concerns about online personal information sharing.

Jeffrey Mingle, Musah Adams (2015):

This study looks at social media network participation and academic performance in senior high schools. The study was aimed at identifying social media network sites and their usage among students, how students networked and participated on social media networks, time invested by students on social networks, the effects of social media on students' grammar and spelling as well as the effects of social network participation on the student's academic performance within the context of the social learning and the use and gratification theories.

Zahid Amin, Ahmad Mansoor, Syed Rabeet Hussain (2016):

This study, focusing on the growing use of social media, examines its impact on the academic performance of university and college students. Using random sampling, 300 students were selected, and a questionnaire was employed for data collection, with a 97% response rate. Descriptive statistics were applied for data analysis, revealing a predominantly positive effect of social media on students' academic performance. Notably, platforms like Facebook, Twitter, Google+, and Skype are found to positively influence students' engagement with their studies, enhancing their academic grade points.

Mrs. Vishranti Raut, Mrs. Prafulla Patil (2016):

Use of social media is being swiftly increasing during last few years. It is not only being used by the working people but also there is heavy rise in the use of social media by the students or we can say in education society. Use of social media has been created a positive impact on the society. With the help of Internet all the social site and various applications are available which can be access easily, also allow users to converse and interact with each other, to create, edit and share new forms of textual, visual, and audio content. It has a vital influence on our live as it helps a lot in every field of life such as political field, economic field, and educational field.

Monica Munjial Singh, Mohammad Amiri (2017):

Utilization of social media is an integral part of Indian youth today. Over utilization of social media, has captured the attention of youth entirely. The dependency of youths on the social media has reached at such level that, without social media, every young person cannot think about the direction of their growth. Dependency of youth on social media is now leading to addiction. Through the several studies, it is widely accepted that over utilization of social media has profound negative influence on the Indian youth. Simultaneously, social media have also some positive effects on the life of youth. This study highlights the main purposes of utilizing social media by the youth, and attempt has been made to find out the time spent on browsing social networking sites by the youth. This study focuses on the major; and the positive and negative effects of utilizing social media on the life of youth. The result of study shows that, over utilization of social media leads youth towards addiction.

Cheri Richardson, Rhonda Jeffries, Yasha Becton (2017):

This study investigates college students' perceptions of how social media influences their engagement; a crucial factor linked to academic success. The research outlines a conceptual framework by exploring relevant theories of student engagement. Understanding the role of social media is vital for educators aiming to support students in improving their success. Participants completed a survey detailing their social media usage, comprehension of student engagement, and its impact. Through selected-response and open-ended questions, the study enhances our understanding of how social media affects college students' engagement.

Pritesh Pawaskar, Shirish Penkar, Prof. Shravani Pawar (2018):

Social media sites are becoming universal, impacting the social and traditional stuff of our society. It has changed the way we connect, interact and socialize. Internet is a very influential platform that has changed the way people ensure things. Social networking site is a wonderful revolution in the Internet age whereby people are interconnected in the global network society. Indian internet users spend more than 20 minutes online each day. Social media has a great effect on people's life and lots of students are spending more times on social networking sites. Students themselves know about its usefulness in enhancing their educational experience. This research explores students' perceptions of social media as an effective teaching tool. Findings reveal honesty to using social media in education, uncover interactive and information motives for its use, and offer theoretical and teaching implications.

Mr. A.Radhakrishnan, Mrs N.Geetha (2018):

The study of this research aims to create an immense level of awareness among the youth exposed to such social networking sites and findings will not only bear results as to how adversely and positively is the youth affected by the usage of these sites but also will help the youth to understand the usage of these networking sites efficiently. Facebook, My Space, Twitter, LinkedIn, Skype and Ning are a few such sites that attract maximum of the youth to tune in to them and thereby embodies their own merits and demerits that desperately need to create an actual picture among the youth. It has now become an evident and usual sight to face individuals being insensitive to chat in worshipping places, homes when relatives and guests are around, highways, schools, colleges and social gatherings wherein they are so preoccupied and engrossed into their phones that they do not even bother to look up as to where they are which results in their inability to prioritize as to what is important and what isn't. Attention has thus been shifted from real to virtual world and visible to invisible friends.

Mrs Tejaswini Sahoo (2020):

The purpose of this study is to identify the student's perception towards social media usage. To achieve these 150 questionnaires were distributed to students of various departments. Out of which, 100 filled questionnaires were received back. The survey method was employed. The findings of study show that majority of users waste their time on the internet rather than taking its advantages for academic purpose.

Isagani Raganta, Danilo Vargas (2021):

This study investigates social media use among high school students, focusing on purposes and perceived effects. Conducted at Dona Juana Chioco National High School in Lupao, Nueva Ecija, with 150 grade 9 and 122 grade 10 respondents, the research, using a descriptive design, found that both genders, predominantly 14-year-olds and Roman Catholics, use social media for communication, making friends, and leisure. Positive outcomes include family connections, but negative consequences involve gadget dependency for homework and reduced face-to-face interactions. Males highlight social media for cousin connections and assignment information, while females emphasize its role in academic studies and maintaining family, relative, and friend connections.

Dr. Chandra Shekhar Ghanta (2021):

Social media is a most powerful tool to communicate person to person or group. Students are using this platform to share their views, news to educate, entertain each other with this virtual world. This paper mainly focused on the perceptions of university students towards the importance of the social media on their personal and professional life. This study adopted descriptive survey design. The population used as sample were students from Telangana University in Telangana state of India. It reveals that perception of the students towards the importance of social media is positive. They agree that this media is useful for them to make strong relations within the family more than their employment and educational purpose.

Saifur Rahman, Md. Nur Alom Sarkar Mithun (2021):

Social media, deeply integrated into daily life globally, engages students for various purposes. A significant study at Bangladesh Agricultural University from July to September 2020 surveyed 200 students through Google Forms, revealing Facebook and YouTube as primary platforms, mainly for communication. Notably, 46% spend 41-55 hours weekly on social media, with most reporting a moderate post-usage mood. Social media is relied upon for academic information, yet the study establishes a negative correlation with academic performance despite perceived time and effort savings. The findings propose practical strategies for balancing recreation, knowledge sharing, and academic success, emphasizing the importance of judicious time utilization beyond exclusive reliance on social media for recreation.

Miao Chen, Xin Xiao (2022)

Social media usage among students is markedly on the rise, driven by globalized communication forms and the post-pandemic surge in utilizing multiple platforms for educational purposes. While social media offers significant opportunities for idea and emotion sharing, the support it provides may fall short of meeting students' emotional needs, and its purported positive effects could be short-lived. Recent studies have explored the potential impact of social media on students' emotional traits, including stress, anxiety, and depression. This paper reviews notable research findings to elucidate both the positive and negative effects of extensive social media use on students' emotional well-being.

Hazal Rümeyisa Aslan, Özlem Çakmak Tolan (2022):

This study explored the links between social appearance anxiety, automatic thoughts, psychological well-being, and social media addiction in 440 students from diverse Turkish universities. Positive correlations were observed between social appearance anxiety, automatic thoughts, and social media addiction, along with a negative correlation between social media addiction and psychological well-being. The study concluded that automatic thoughts and social appearance anxiety significantly predicted social media addiction, while psychological well-being had a negligible impact. The findings were discussed in the context of relevant literature.

Md. Kamal Uddin, Md. Nazmul Huda (2022):

Social media, widely embraced by the Z generation, profoundly influences university students, potentially impacting their academic performance. This study, focusing on 150 students from Islamic University, Kushtia, explores this relationship using a structured questionnaire and employing descriptive and inferential statistics. Findings reveal that 73% of students engage in non-academic social media use, mainly on Facebook, spending over four daily hours from 6.00 pm to 6.00 am. The study underscores a negative correlation between social media time and academic performance, underscoring the need for guidance from parents, teachers, and university advisors to curb misuse.

Varna Sabu V, Rushit Gnanaroy E (2023):

Social media, comprising platforms like Facebook, Wikipedia, Twitter, WhatsApp, Pinterest, LinkedIn, Instagram, and Reddit, plays a significant role in connecting people and facilitating knowledge sharing. These platforms serve not only as social networks but also as spaces for sharing personal information publicly and engaging in business activities, including product sales and crowdfunding. Data analytics on social networking sites empower businesses to make informed decisions. The study highlights the substantial influence of social media on students and young individuals, shaping perspectives on human nature and unintentionally fostering fanaticism and avarice. Consequently, social media both uplifts and diminishes individuals across various sectors, showcasing its dual impact on youth.

CHAPTER III
THEORETICAL FRAMEWORK

3.1 Introduction

In the contemporary era, the pervasive influence of social media on students has become a defining aspect of their overall experience. The omnipresence of platforms like Facebook, Instagram, Twitter, and Snapchat has intricately woven these digital spaces into the fabric of daily student life. Beyond serving as mere communication tools, these platforms have evolved into multifaceted environments where students not only connect with peers but also curate their identities, express creativity, and stay informed about global happenings. The profound impact of social media extends beyond personal interactions; it has emerged as a significant source of information, a platform for self-promotion, and a space for activism and social awareness. The intricate interplay between social media and student life prompts a nuanced exploration of the motivations, patterns, and consequences associated with their usage. As students navigate this digital landscape, questions arise about how these virtual interactions influence their academic pursuits, mental well-being, and interpersonal relationships. Understanding the complex dynamics of social media engagement among students is essential not only for comprehending the evolving nature of communication but also for addressing the broader implications it holds for education, social dynamics, and the holistic development of the student population. This expanded perspective sets the groundwork for a comprehensive examination of the multifaceted relationship between students and the ever-evolving realm of social media.

3.2 Media's Social Responsibility

Media's social responsibility refers to the ethical obligations and duties that media organizations, including news outlets, entertainment sources, and digital platforms, have towards society. It encompasses a commitment to providing

accurate, unbiased, and meaningful information while promoting the public good. It is grounded in the idea that media, as a powerful influencer and information disseminator, should act in ways that benefit society and contribute positively to public discourse. This responsibility is essential in fostering a media landscape that serves the interests of the community it engages with.

Media's social responsibility encompasses the ethical duty of media outlets to act in the best interests of society. It goes beyond merely reporting news to include promoting accurate, unbiased information, fostering informed citizenship, and contributing positively to public discourse. Responsible media engages in fair reporting, balances freedom with ethical considerations, promotes diversity and inclusivity, addresses social issues, and educates the public. Challenges include commercial pressures, political influence, digital disinformation, and ethical dilemmas in entertainment media. Embracing social responsibility ensures that media outlets play a constructive role in shaping public opinion and contribute to the overall well-being of society.

Media's social responsibility is a crucial aspect of its role in society, emphasizing its commitment to ethical journalism and the positive impact it can have on communities. In an era where information is rapidly disseminated, responsible media strives to uphold accuracy, transparency, and fairness in its reporting. Moreover, media's social responsibility extends to promoting civic engagement, advocating for social justice, and contributing to the overall betterment of society. As technology continues to shape the media landscape, there is an increasing need for media organizations to navigate complex ethical dilemmas, such as the spread of misinformation in the digital age, ensuring that their influence is wielded responsibly for the benefit of the public. Ultimately, media's social responsibility is a dynamic and evolving concept that reflects the symbiotic relationship between media and the societies they serve.

3.3 Responsibilities of social media

Social media platforms have become influential players in shaping public discourse, connecting people, and disseminating information. With such influence comes a set of responsibilities to ensure a positive impact on individuals, communities, and society as a whole. The responsibilities of social media include:

1. Content Moderation:

Social media platforms are responsible for moderating content to prevent the dissemination of harmful, offensive, or illegal material. This involves implementing policies and mechanisms to identify and remove content that violates community guidelines.

2. User Privacy and Data Protection:

Social media platforms manage vast amounts of user data. Ensuring the privacy and protection of user information is a critical responsibility. Platforms should be transparent about data collection practices and provide users with control over their privacy settings.

3. Combatting Misinformation:

Social media platforms play a role in curbing the spread of misinformation and fake news. Implementing fact-checking mechanisms, providing accurate information, and limiting the reach of false content are essential responsibilities.

4. Promoting Inclusivity and Diversity:

Social media should actively work to create an inclusive and diverse online environment. This involves addressing issues of hate speech,

discrimination, and fostering a space where individuals from different backgrounds feel welcome.

5. Ensuring Cybersecurity:

Social media platforms need to implement robust cybersecurity measures to protect users from cyber threats, including hacking, phishing, and other forms of online attacks.

6. Supporting Mental Health:

Given the impact of social media on mental health, platforms have a responsibility to address issues such as cyberbullying, harassment, and the addictive nature of some features. Implementing tools for reporting and addressing such behaviours is crucial.

7. Community Building:

Social media should facilitate positive community interactions. Encouraging meaningful connections, discussions, and collaborations contribute to a healthy online community.

8. Accessibility:

Social media platforms should strive to be accessible to users with disabilities. This includes features that assist individuals with visual, auditory, or motor impairments, ensuring a more inclusive user experience.

9. Transparency:

Social media platforms are responsible for being transparent about their algorithms, content moderation policies, and any changes that may affect users. Transparency builds trust and helps users understand how the platform operates.

10. Responsible Advertising:

Social media platforms should regulate and monitor advertising content to prevent misleading or harmful advertisements. This includes ensuring that ads comply with ethical standards and do not exploit vulnerable populations.

As social media continues to evolve, these responsibilities require ongoing attention and adaptation to address emerging challenges and the changing landscape of online interactions.

3.4 Social Media Platforms in India

❖ Facebook — 3.05 billion Monthly Active Users.

Facebook operates under the umbrella of Meta, Inc., which also owns platforms like Instagram, WhatsApp, and Threads. Per Meta's full-year earnings report, its "Family of Apps" – which includes Facebook, Instagram, Messenger, WhatsApp, and other apps – generated a total of \$114.45 billion in revenue in 2022.

❖ **WhatsApp — 2.78 billion Monthly Active Users.**

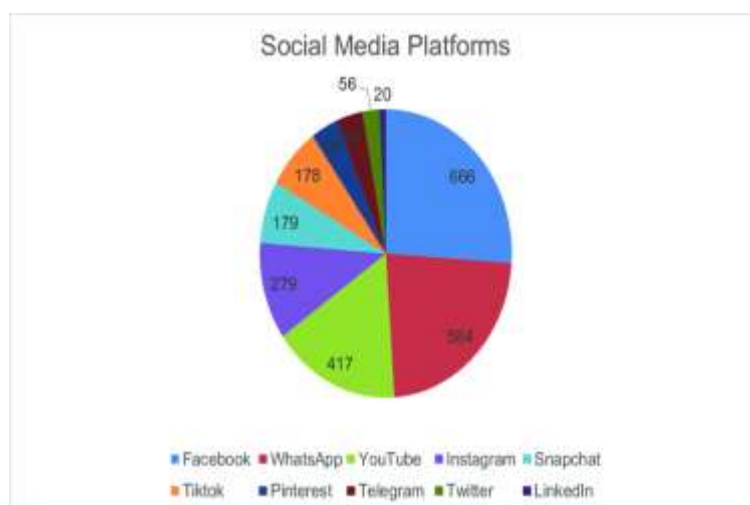
WhatsApp is a free, multiplatform messaging app that allows users to send text, voice, and video messages, as well as make voice and video calls. WhatsApp is owned by Meta and is used by over 2 billion people in more than 180 countries.

❖ **YouTube — 2.49 billion Monthly Active Users.**

YouTube continues to hold the crown as the dominant original video social media platform. It is currently the second most used platform, with 2.5 billion monthly active users. The potential for reach on YouTube is unrivalled, with 81% of U.S. adults using the platform. Such engagement metrics are hard for marketers and brands to ignore.

❖ **Instagram — 2.04 billion Monthly Active Users.**

Instagram is a social network where product-based businesses, influencers, and coaches can thrive. Launched in 2010, Instagram quickly became the leading image-based, visually rich social platform. Since then, it has only grown in popularity and reach, becoming a place for users to conduct and research every aspect of their lives.



CHAPTER IV
DATA ANALYSIS AND
INTERPRETATION

Table 4.1

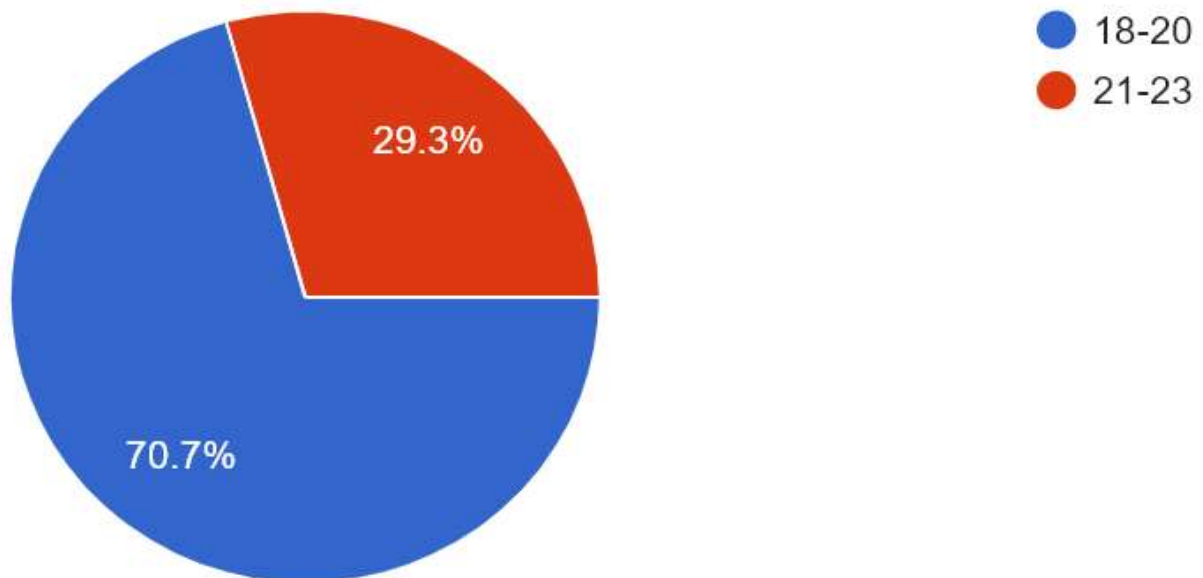
Table showing the age of students

Particulars	Number of respondents	Percentage of respondents
18-20	41	70.7
21-23	17	29.3
Total	58	100

(Source: Primary Data)

Figure 4.1

Figure showing the age of the students



From the above table we can understand that 70.7% of students are from the age 18-20 and 29.3% of students are from the age 21-23.

Table 4.2

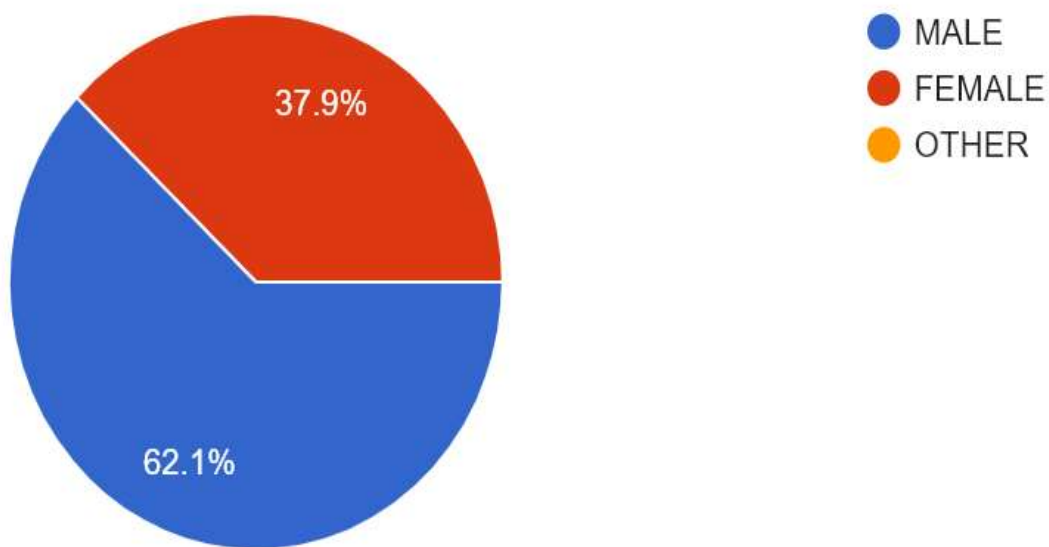
Table showing the Gender of students

Particulars	Number of respondents	Percentage of respondents
Male	36	62.1
Female	22	37.9
Other	0	0
Total	58	100

(Source: Primary Data)

Figure 4.2

Figure showing the Gender of respondents



From the above table we can understand that 62.1% of the students are male respondents, 37.9% Female respondents and 0 preferred not to state their Gender.

Table 4.3

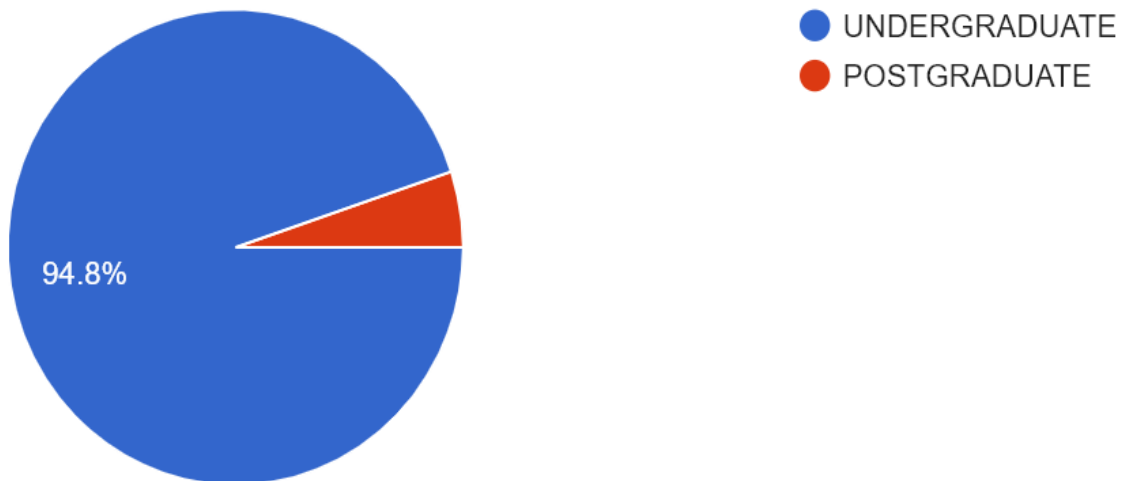
Table showing the Education type of students

Particulars	Number of respondents	Percentage of respondents
Undergraduate	55	94.8
Postgraduate	3	5.2
Total	58	100

(Source: Primary Data)

Figure 4.3

Figure showing the Education type of students



From the above table we can understand 94.8% of the students were undergraduates and the remaining 5.2% were postgraduates.

Table 4.4

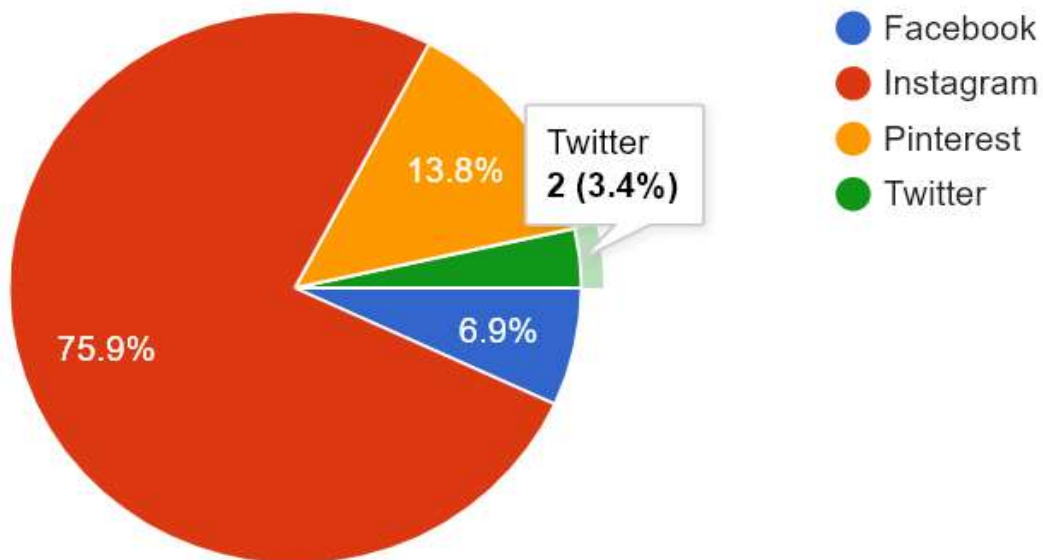
Table showing the most used Social media platform

Particulars	Number of respondents	Percentage of respondents
Facebook	4	6.9
Instagram	44	75.9
Pinterest	8	13.8
Twitter	2	3.4
Total	58	100

(Source: Primary Data)

Figure 4.4

Figure showing the most used Social media platform



From the above table we can understand that 75.9% of the respondents opted for Instagram following Pinterest with 13.8%, Facebook with 6.9% and Twitter(X) with 3.4%.

Table 4.5

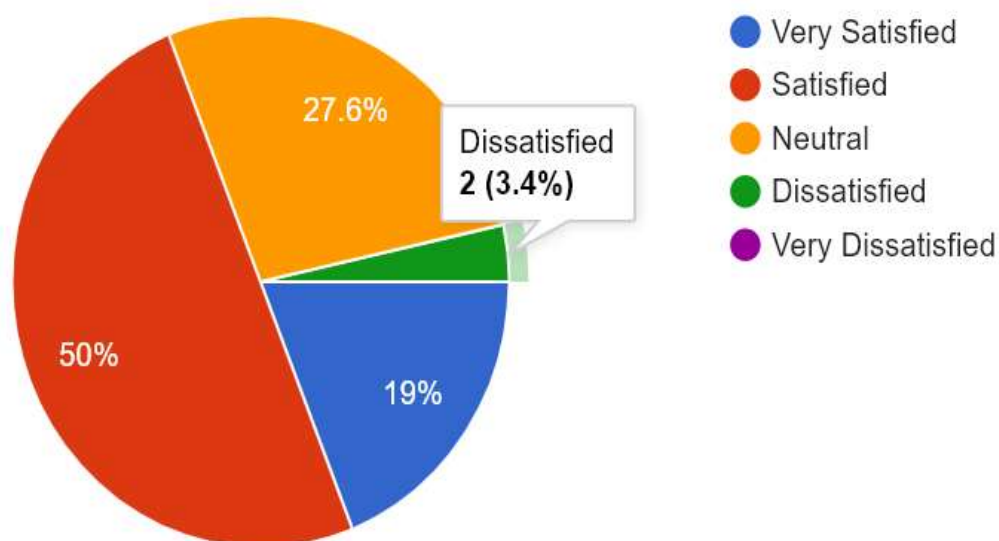
Table showing satisfaction level by respondents from using the platform

Particulars	Number of respondents	Percentage of respondents
Very Satisfied	11	19
Satisfied	29	50
Neutral	16	27.6
Dissatisfied	2	3.4
Very Dissatisfied	0	0
Total	58	100

(Source: Primary Data)

Figure 4.5

Figure showing satisfaction level by students from using the platform



From the table, it is evident that 50% of users express satisfaction with the responses they receive from utilizing the platform. Additionally, 27% report having a neutral level of satisfaction, while 19% indicate being deeply satisfied, and 3.4% express dissatisfaction.

Table 4.6

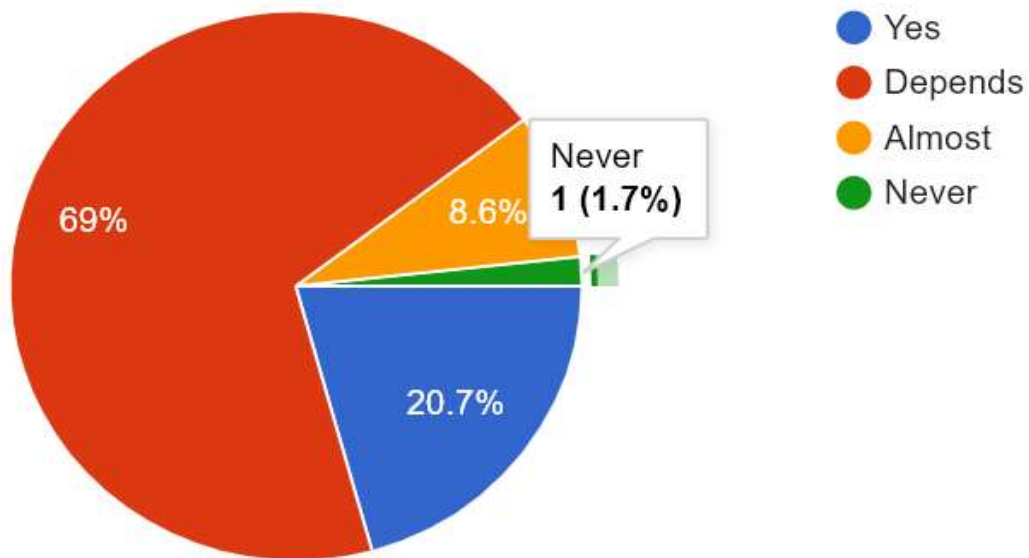
Table showing the responses by students regarding the ethics followed by Social media platforms

Particulars	Number of respondents	Percentage of respondents
Yes	12	20.7
Depends	40	69
Almost	5	8.6
Never	1	1.7
Total	58	100

(Source: Primary Data)

Figure 4.6

Figure showing the responses by students regarding the ethics followed by social media platforms



From the above table it is apparent that 69% of students assert that the platforms follow ethics, depending on certain situations. Furthermore, 20.7% express complete trust in the platforms, 8.6% indicate almost trust, and the remaining 1.7% report having no trust at all.

Table 4.7

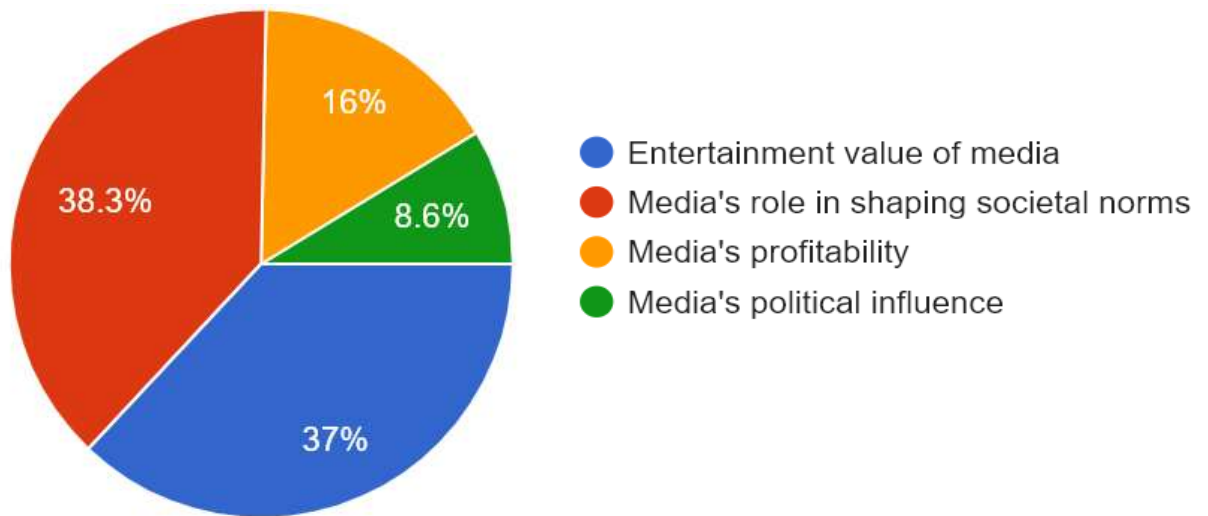
Table showing the responses regarding meaning of media’s social responsibility

Particulars	Number of respondents	Percentage of respondents
Entertainment value of media	21	37
Media’s role in shaping societal norms	22	38.3
Media’s profitability	9	16
Media’s political influence	6	8.6
Total	58	100

(Source: Primary Data)

Figure 4.7

Figure showing the responses regarding meaning of media’s social responsibility



From the above table it is evident that 37% of respondents chose value, 38.3% opted for societal norms, 16% selected media's profitability, and 8.6% indicated a preference for political influence.

Table 4.8

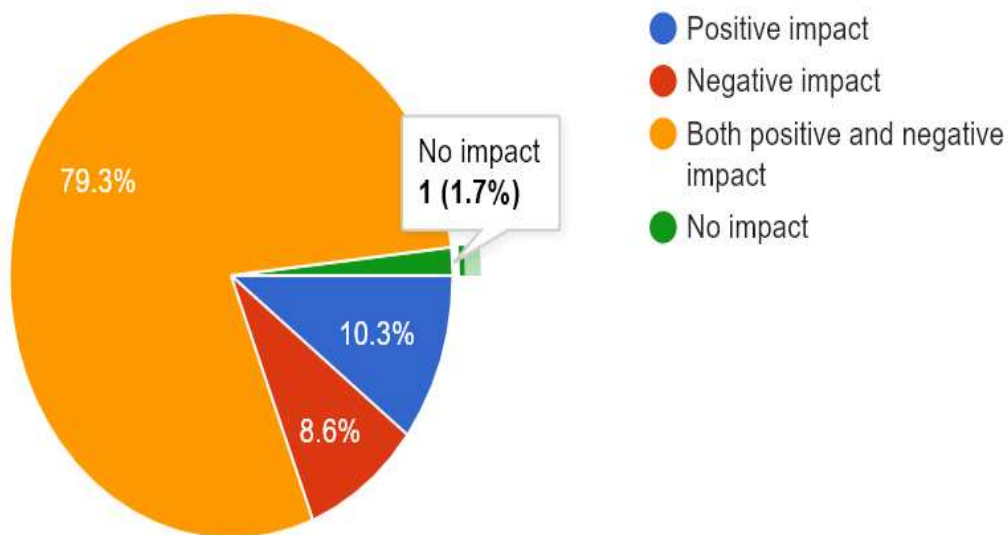
Table showing various impacts of medias social responsibility on society

Particulars	Number of respondents	Percentage of respondents
Positive impact	6	10.3
Negative impact	5	8.6
Both positive and negative impact	46	79.3
No impact	1	1.7
Total	58	100

(Source: Primary Data)

Figure 4.8

Figure showing various impacts of medias social responsibility on society



From the table it is evident that 79.3% of respondents acknowledge that media's social responsibility has both positive and negative impacts. Among them, 10.3% highlight positive impacts, 8.6% emphasize negative impacts, and 1.7% note no discernible impact.

Table 4.9

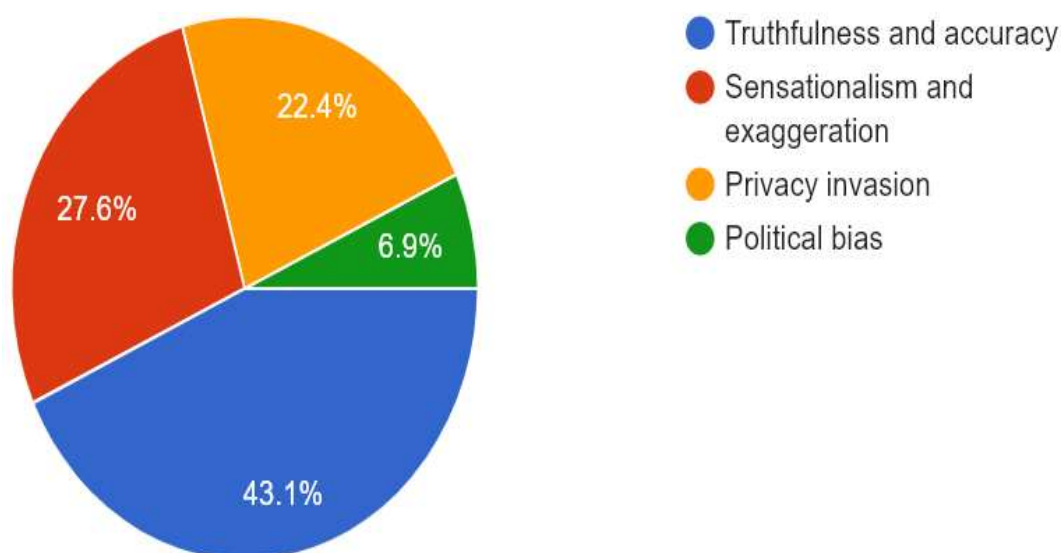
Table showing the primary concern regarding social responsibility

Particulars	Number of respondents	Percentage of respondents
Truthfulness and accuracy	25	43.1
Sensationalism and exaggeration	16	27.6
Privacy invasion	13	22.4
Political bias	4	6.9
Total	58	100

(Source: Primary Data)

Figure 4.9

Figure showing the primary concern regarding social responsibility



From the above table, it is apparent that 43.1% of the respondents prioritize truthfulness and accuracy of the content as their primary concern, followed by 27.6% expressing concern about sensationalism and exaggeration, 22.4% highlighting privacy invasion, and 6.9% indicating concern about political bias.

Table 4.10

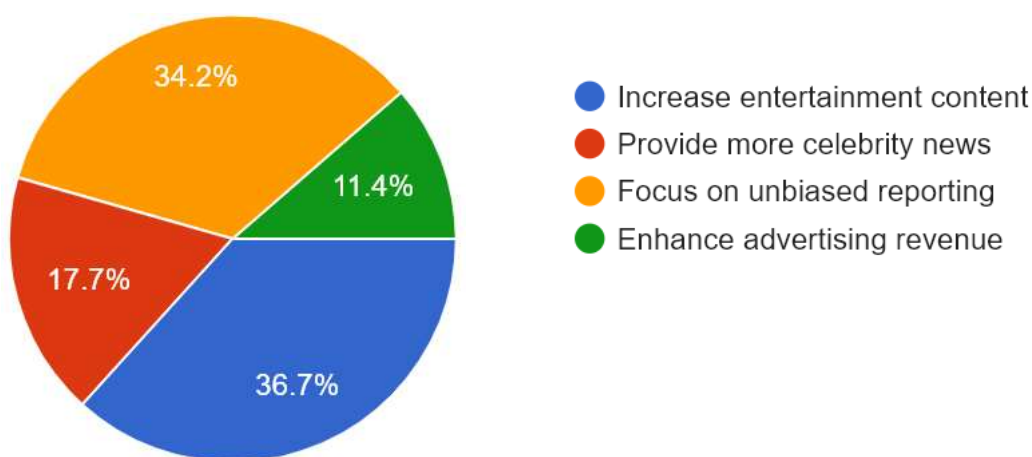
Table showing various opinions of respondents on outlets used to improve social responsibility

Particulars	Number of respondents	Percentage of respondents
Increase entertainment content	21	36.7
Provide more celebrity news	10	17.7
Focus on unbiased reporting	20	34.2
Enhance advertising revenue	7	11.4
Total	58	100

(Source: Primary Data)

Figure 4.10

Figure showing various opinions of respondents on outlets used to improve social responsibility



From the above table, it is evident that 36.7% of respondents believe that media can enhance its social responsibility by increasing entertainment, followed by 34.2% who suggest a focus on unbiased reporting. Additionally, 17.7% think providing more celebrity news could contribute, while 11.4% propose enhancing advertising revenue for improved social responsibility.

Table 4.11

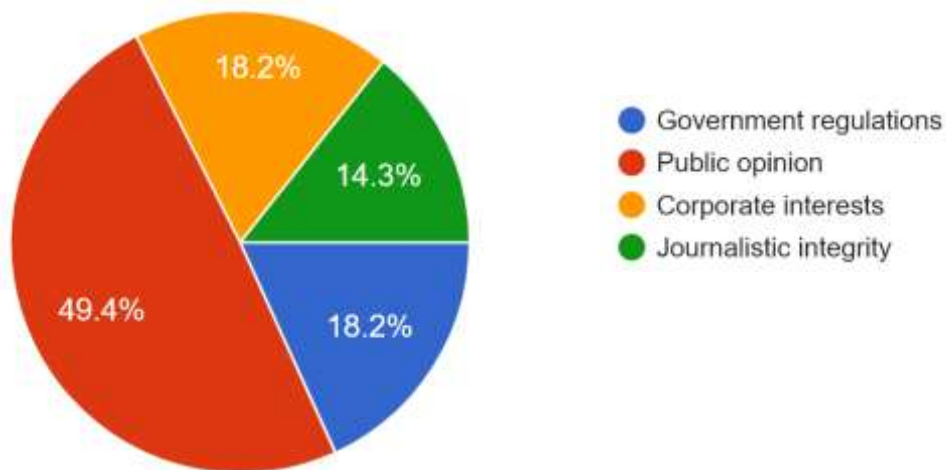
Table showing the different influential factor in shaping media’s social responsibility

Particulars	Number of respondents	Percentage of respondents
Government regulations	11	18.2
Public opinion	29	49.4
Corporate interests	11	18.2
Journalistic integrity	7	14.3
Total	58	100

(Source: Primary Data)

Figure 4.11

Figure showing the different influential factor in shaping media’s social responsibility



From the above table, it is evident that 49.4% of the respondents consider public opinion to be the most influential factor in shaping media's social responsibility. This is followed by an equal emphasis on government regulations and corporate interests, each garnering 18.2%, and journalistic integrity, which receives 14.3%.

Table 4.12

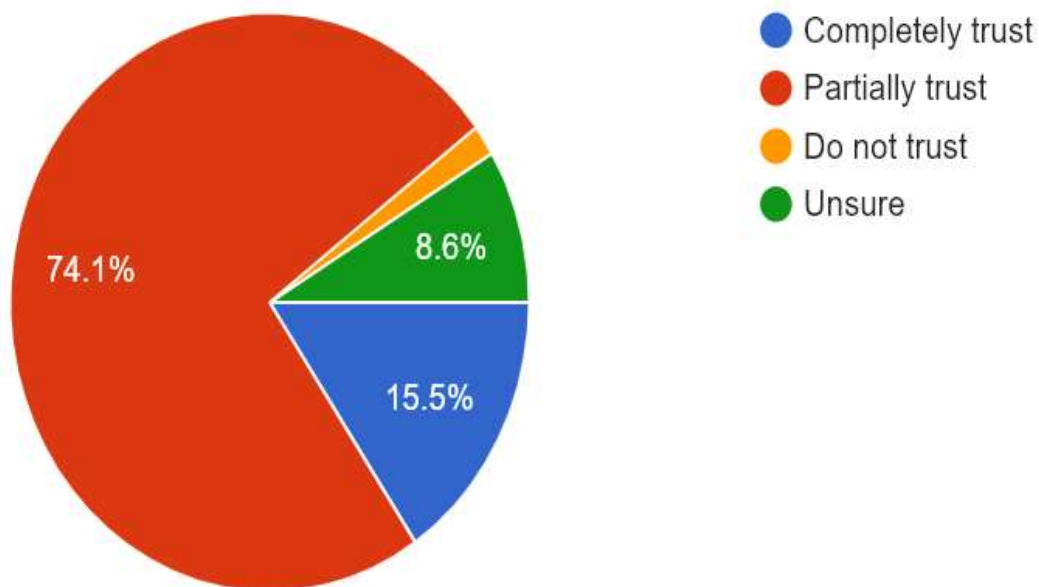
Table showing the trust on information provided by the media in terms of social responsibility

Particulars	Number of respondents	Percentage of respondents
Completely trust	9	15.5
Partially trust	43	74.1
Do not trust	1	1.7
Unsure	5	8.6
Total	58	100

(Source: Primary Data)

Figure 4.12

Figure showing the trust on information provided by the media in terms of social responsibility



From the above table, it is apparent from the data that 74.1% of the respondents have partial trust in the information provided by the media in terms of social responsibility. Additionally, 15.5% express complete trust, 8.6% provide an unsure response, and 1.7% report having no trust.

Table 4.13

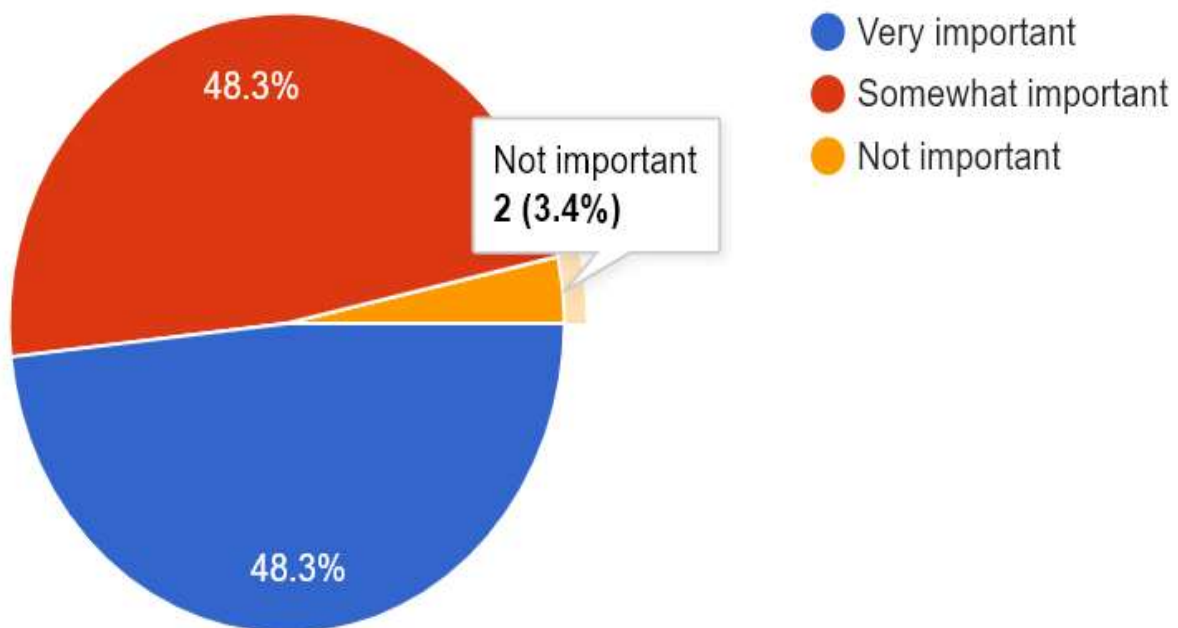
Table showing the importance of media literacy in shaping students' perception of media's social responsibility

Particulars	Number of respondents	Percentage of respondents
Very important	28	48.3
Somewhat important	28	48.3
Not important	2	3.4
Total	58	100

(Source: Primary Data)

Figure 4.13

Figure showing the importance of media literacy in shaping students' perception of media's social responsibility



The above table reveals that 48.3% of respondents believe that media literacy plays an equal role in shaping student's perception of media's social responsibility. The remaining 3.4% of respondents consider it not important.

Table 4.14

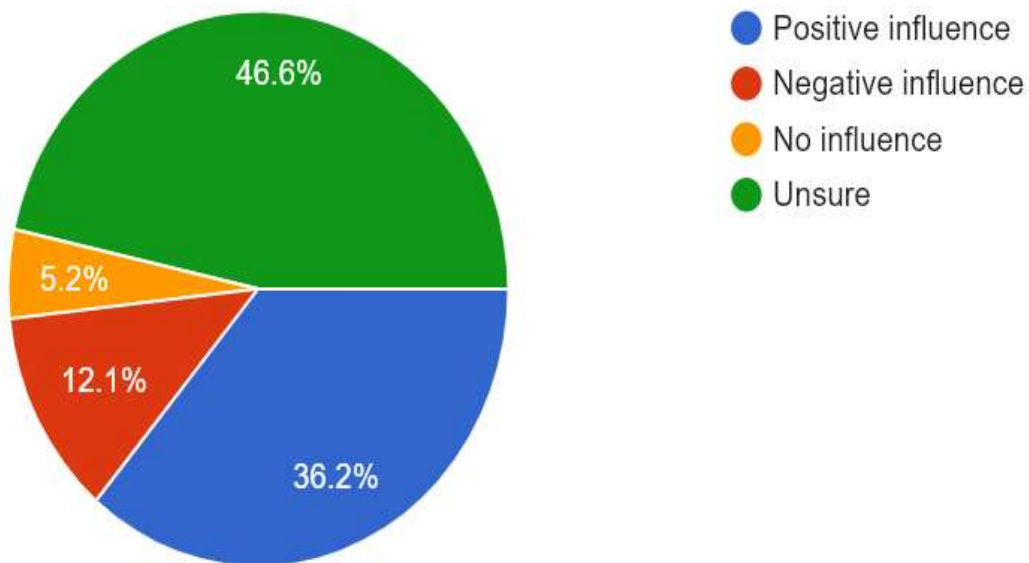
Table showing the influence of advertising in media's social responsibility

Particulars	Number of respondents	Percentage of respondents
Positive influence	21	36.2
Negative influence	7	12.1
No influence	3	5.2
Unsure	27	46.6
Total	58	100

(Source: Primary Data)

Figure 4.14

Figure showing the influence of advertising in media's social responsibility



From the above table we can observe that 36.2% of the participants express a belief in the positive impact of advertising on media's social responsibility. In contrast, 12.2% perceive a negative influence, 5.2% consider it to have no impact, and the remaining 46.6% are uncertain about the influence.

Table 4.15

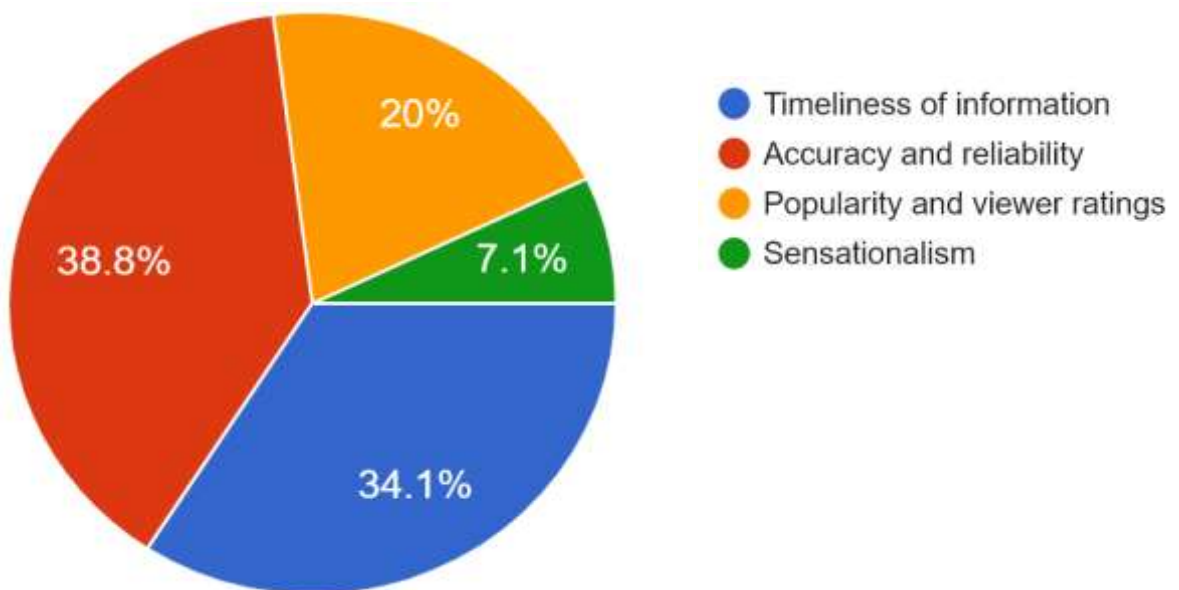
Table showing factors considered most critical for maintaining media's social responsibility

Particulars	Number of respondents	Percentage of respondents
Timeliness of information	20	34.1
Accuracy and reliability	23	38.8
Popularity and viewer ratings	12	20
Sensationalism	3	7.1
Total	58	100

(Source: Primary Data)

Figure 4.15

Figure showing factors considered most critical for maintaining media's social responsibility



From the above table it is noteworthy that 38.82% of the survey participants prioritized accuracy and reliability as the most crucial factors in upholding media's social responsibility. Following closely is the timeliness of information, garnering 34.11% support, while popularity and viewer ratings received 20% approval. Sensationalism secured 6% of the votes.

Table 4.16

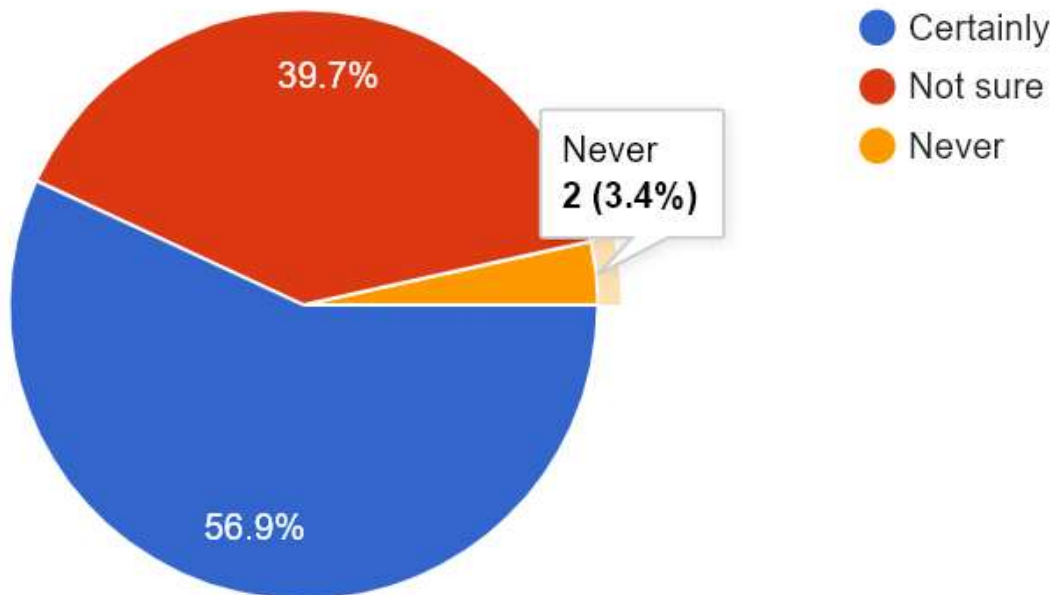
Table showing the responses about the potential of social media

Particulars	Number of respondents	Percentage of respondents
Certainly	33	56.9
Not sure	23	39.7
Never	2	3.4
Total	58	100

(Source: Primary Data)

Figure 4.16

Figure showing the responses about the potential of social media



From the above table It is understood that 56.9% of the respondents expressed optimism, believing that media has the potential to bring about revolutionary change. In contrast, 39.7% of voters remained unsure about this idea, while a mere 3.4% of respondents chose the option suggesting no expectation of revolutionary change.

Table 4.17

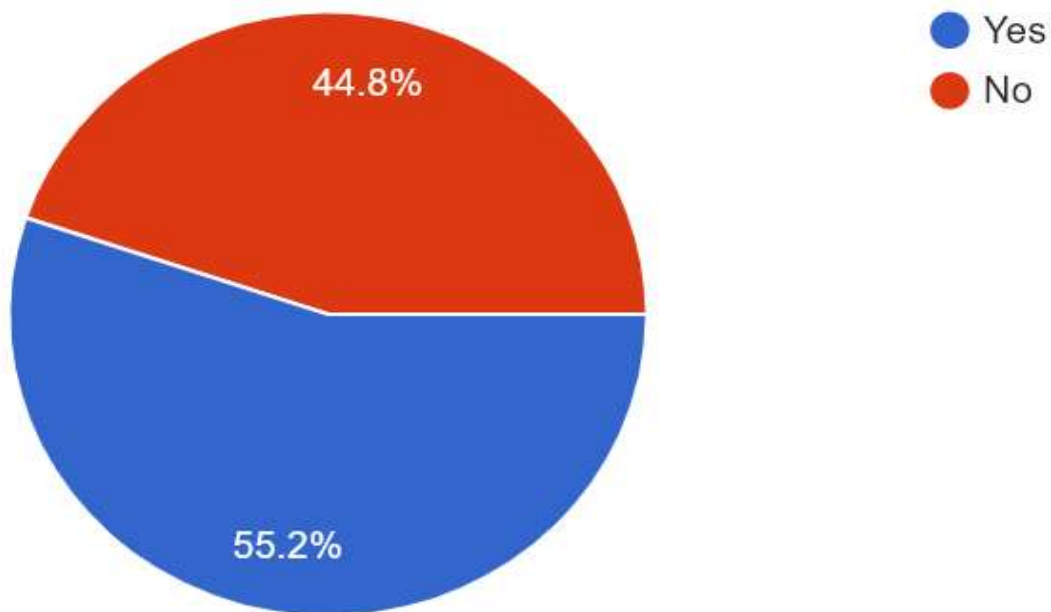
Table showing the responses of students about sharing review of articles

Particulars	Number of respondents	Percentage of respondents
Yes	32	55.2
No	26	44.8
Total	58	100

(Source: Primary Data)

Figure 4.17

Figure showing the responses of students about sharing review of articles



From the above table it is evident that 55.2% of the respondents actively share their reviews of articles read on social media platforms, while the remaining 44.8% of respondents chose not to share reviews of any articles.

Table 4.18

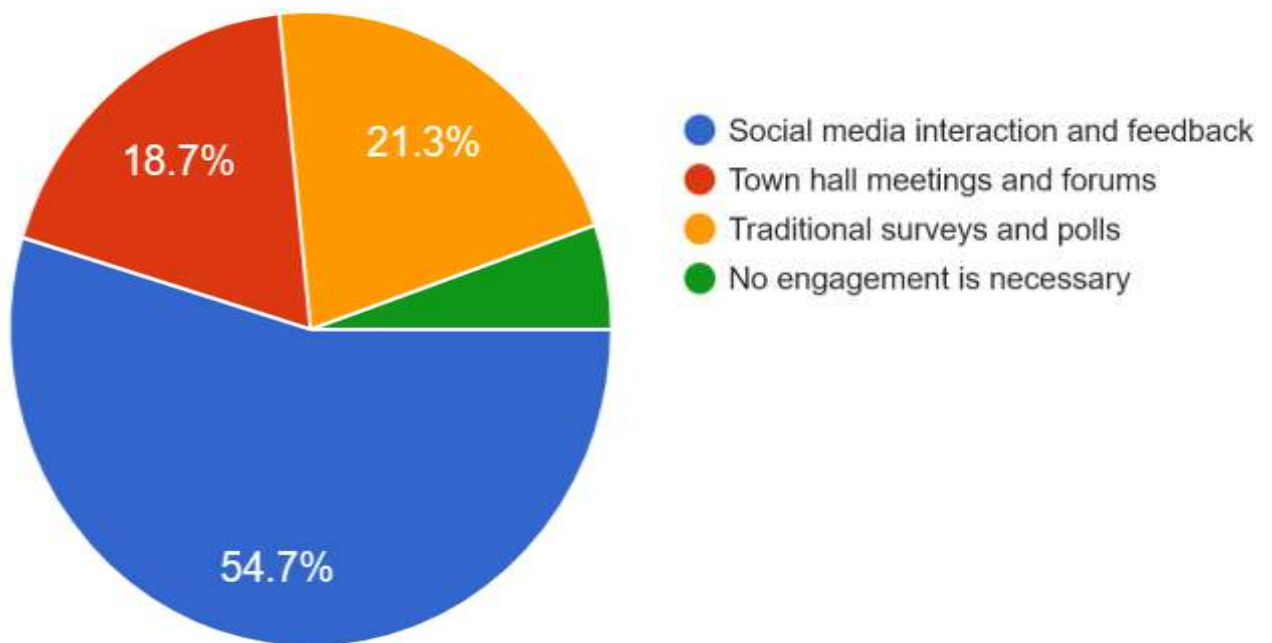
Table showing the most effective way for media outlets to engage with their audience

Particulars	Number of respondents	Percentage of respondents
Social media interaction and feedback	32	54.7
Town hall meetings and forums	11	18.7
Traditional surveys and polls	12	21.3
No engagement is necessary	3	5.3
Total	58	100

(Source: Primary Data)

Figure 4.18

Figure showing the most effective way for media outlets to engage with their audience



From the above table it is understood that 54.7% of the respondents perceive social media interaction and feedback as the most effective means for media outlets to engage their audience. Traditional surveys and polls come next with 21.3%, followed by town hall meetings and forums at 18.7%. A minority of 5.3% indicated a preference for no engagement.

Table 4.19

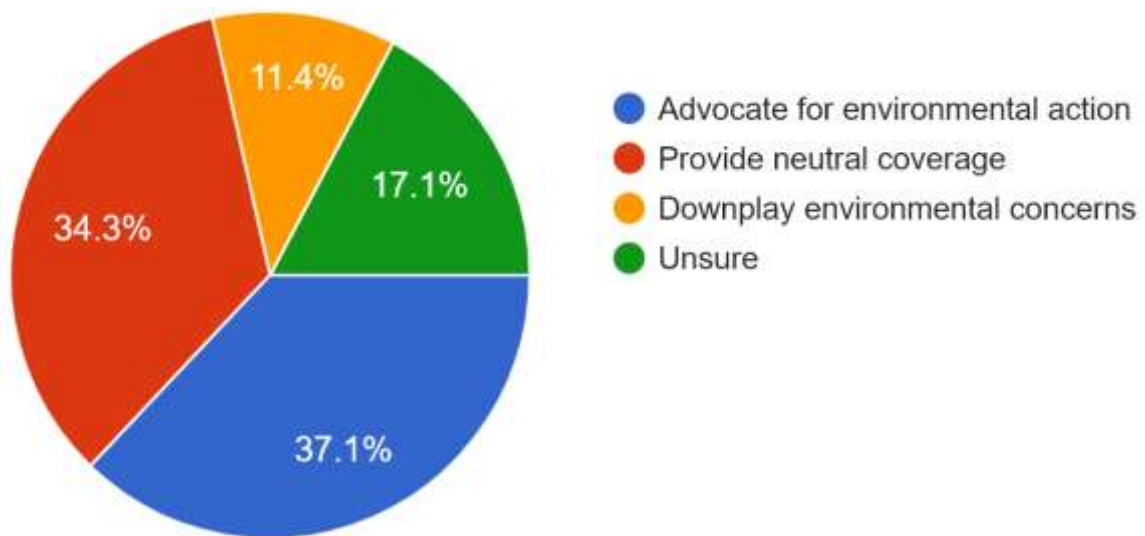
Table showing the role of media suggested by respondents in climate change coverage

Particulars	Number of respondents	Percentage of respondents
Advocate for environmental action	22	37.1
Provide neutral coverage	20	34.3
Downplay environmental concerns	7	11.4
Unsure	9	17.1
Total	58	100

(Source: Primary Data)

Figure 4.19

Figure showing the role of media suggested by respondents in climate change coverage



From the above table it is observed that 37.1% of the respondents identified advocating for environmental action as the primary role for media in promoting environmental social responsibility. Following closely, 34.3% believe providing neutral coverage is crucial, while 11.4% consider downplaying environmental concerns. A notable 17.1% expressed uncertainty about their response.

Table 4.20

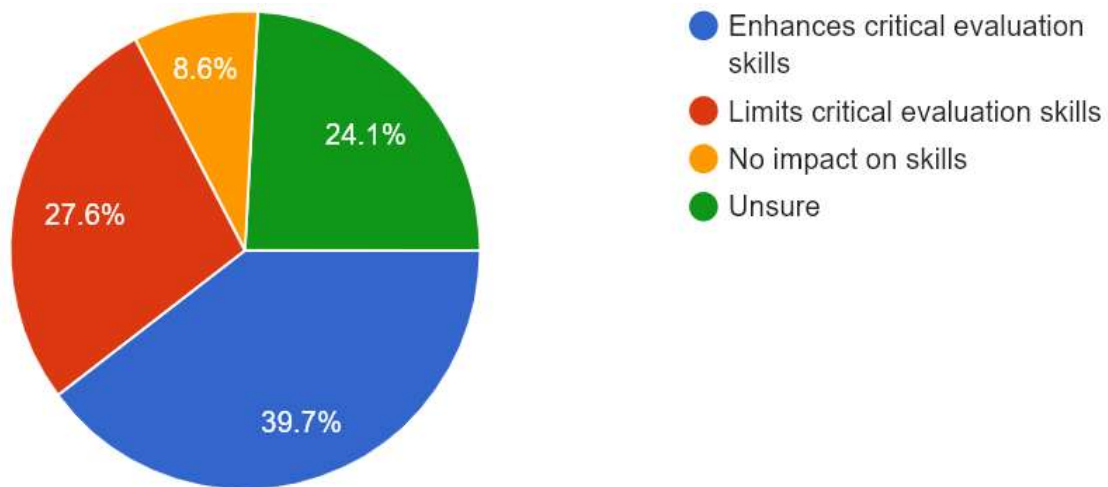
Table showing the impact of students on media literacy programme

Particulars	Number of respondents	Percentage of respondents
Enhances critical evaluation skills	23	39.7
Limits critical evaluation skills	16	27.6
No impact on skills	5	8.6
Unsure	14	24.1
Total	58	100

(Source: Primary Data)

Figure 4.20

Figure showing the impact of students on media literacy programme



From the above data we can deduce that 39.7% of the students emphasized the importance of enhancing evaluation as the primary impact on their media's social responsibility. Following this, 27.6% expressed concerns about limitations in evaluation skills, while 8.6% perceived no impact on evaluation skills. Additionally, 24.1% of respondents remained unsure about their response.

Table 4.21

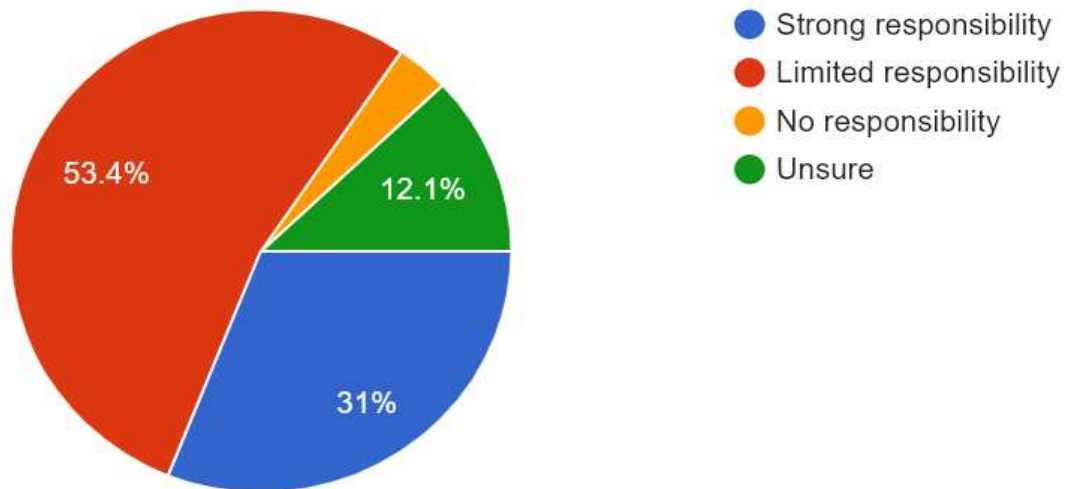
Table showing the perceivance of students in fostering a sense of community among their audience

Particulars	Number of respondents	Percentage of respondents
Strong responsibility	18	31
Limited responsibility	31	53.4
No responsibility	2	3.4
Unsure	7	12.1
Total	58	100

(Source: Primary Data)

Figure 4.21

Figure showing the perceivance of students in fostering a sense of community among their audience



From the above data 31% of the respondents indicate a perception of strong responsibility, while 53.4% express support for limited responsibility. In contrast, 3.4% believe there is no responsibility, and 12.1% remain unsure about their stance.

CHAPTER V
FINDINGS, SUGGESTIONS AND
CONCLUSION

5.1 Findings

- ❖ About 3/4th of the respondents was of the age group 18-20
- ❖ Out of the 58 responses collected the male female ratio were in the proportion 2:1.
- ❖ Instagram is the most used social media platform.
- ❖ Twitter (X) is the least used social media platform.
- ❖ Majority of the students are satisfied with the responses they get from using the platform as per their requirement.
- ❖ Many students hold the belief that the media adheres to the necessary ethical standards.
- ❖ Majority of the respondents opted for “Media’s role in shaping societal norms” as the most suitable meaning for media social responsibility.
- ❖ Most students hold the viewpoint that social media responsibility has both positive and negative impacts on society.
- ❖ Approximately 37% of the participants indicated that media outlets have room for improvement in terms of social responsibility.
- ❖ A significant portion of students express partial trust in the information presented by the media concerning social responsibility.
- ❖ Nearly half of the total respondents are unsure about their opinion on advertising.
- ❖ Over half of the respondents perceive a limited sense of responsibility in cultivating a community among their audience.
- ❖ It is noted that students actively apply critical evaluation skills when assessing media social responsibility.

5.2 Suggestions

- ❖ By focusing on unbiased reporting media outlets can improve social responsibility.
- ❖ Training can be given to journalists for providing contents in shaping media's social responsibility.
- ❖ Social media's must keep up with their ethics as it is most rated by the students.
- ❖ By enhancing government regulations, we can improve media's social responsibility.
- ❖ By encouraging students to continuously reflect on media social responsibility we can create a culture of ongoing learning and adaptation as the media landscape evolves.

5.3 Conclusion

This study presents an overview of the diverse factors influencing the varied perspectives of 58 students on media's social responsibility at Christ College (Autonomous), Irinjalakuda. In conclusion, the exploration of student's views regarding media social responsibility has uncovered a wide landscape shaped by multiple influences. Throughout the project, it became evident that students acknowledge both the positive and negative impacts of media on society.

The overall study reveals the different opinions and feedback of students. The responses state that public opinion is the most influential factor in shaping media's social responsibility. Students mainly focussed on Accuracy and reliability of the content as most critical. They see both good and bad effects of media on society. While some students trust media info about social responsibility, there's room for media outlets to be more responsible.

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ANNEXURE

A study on student's perception towards media's social responsibility

1. Name
2. E mail Id
3. Age
 - 18-20
 - 21-23
4. Gender
 - Male
 - Female
 - Other
5. Education Type
 - Undergraduate
 - Postgraduate
6. Which Social media platform do you use the most?
 - Facebook
 - Instagram
 - Pinterest
 - Twitter
7. How satisfied are you with the responses you get from using the platform as per your requirement?
 - Very Satisfied
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very Dissatisfied

8. Do you agree that they follow ethics that social media platforms should follow?
- Yes
 - Depends
 - Almost
 - Never
9. What does "media's social responsibility" in simple terms mean to you?
- Entertainment value of media
 - Media's role in shaping societal norms
 - Media's profitability
 - Media's political influence
10. What impact do you believe media's social responsibility has on society?
- Positive impact
 - Negative impact
 - Both positive and negative impact
 - No impact
11. In the context of media, what is the primary concern for you regarding social responsibility?
- Truthfulness and accuracy
 - Sensationalism and exaggeration
 - Privacy invasion
 - Political bias

12. How do you think media outlets can improve their social responsibility?
- Increase entertainment content
 - Provide more celebrity news
 - Focus on unbiased reporting
 - Enhance advertising revenue
13. Which factor do you consider most influential in shaping media's social responsibility?
- Government regulations
 - Public opinion
 - Corporate interests
 - Journalistic integrity
14. To what extent do you trust the information provided by the media in terms of social responsibility?
- Completely trust
 - Partially trust
 - Do not trust
 - Unsure
15. How important do you think is media literacy in shaping students perception of media's social responsibility?
- Very important
 - Somewhat important
 - Not important

16. What role do you believe advertising plays in influencing media's social responsibility?
- Positive influence
 - Negative influence
 - No influence
 - Unsure
17. In the context of news reporting, what factor do you consider the most critical for maintaining media's social responsibility?
- Timeliness of information
 - Accuracy and reliability
 - Popularity and viewer ratings
 - Sensationalism
18. Do you think social media has the potential to bring out a revolutionary change?
- Certainly
 - Not sure
 - Never
19. Do you share reviews of articles read by you on social media platforms?
- Yes
 - No
20. What do you consider the most effective way for media outlets to engage with their audience regarding social media responsibility?
- Social media interaction and feedback
 - Town hall meetings and forums
 - Traditional surveys and polls
 - No engagement is necessary

21. In terms of climate change coverage, what role should media play in promoting environmental social responsibility?
- Advocate for environmental action
 - Provide neutral coverage
 - Downplay environmental concerns
 - Unsure
22. How does student's engagement with media literacy programs impact their critical evaluation of media social responsibility?
- Enhances critical evaluation skills
 - Limits critical evaluation skills
 - No impact on skills
 - Unsure
23. How do students perceive responsibility of media organizations in fostering a sense of community among their audience?
- Strong responsibility
 - Limited responsibility
 - No responsibility
 - Unsure

**“A STUDY ON LEVERAGING ARTIFICIAL
INTELLIGENCE (AI) TOOLS FOR THE TEACHING
AND LEARNING PROCESS IN EDUCATION”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

ABHIJITH T S

(CCAVBCM264)

Under the supervision of

Mr. LIPINRAJ K



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**Leveraging Artificial Intelligence (AI) tools in Teaching and learning process**” is a bonafide record of project done by **ABHIJITH T.S**, Reg. No.CCAVBCM264, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Asso.Prof. P.G THOMAS

Co-ordinator

Mr. LIPINRAJ K

Project Guide

DECLARATION

I, **ABHIJITH T.S**, hereby declare that the project work entitled “**A STUDY ON LEVERAGING AI TOOL FOR TEACHING AND LEARNING PROCESS**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Mr. LipinRaj K, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

ABHIJITH T S

Date:

CCAVBCM264

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I express my sincere thanks to my friends and family for their support in completing this report successfully.

Place: Irinjalakuda

ABHIJITH T S

Date:

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CHAPTER - I
INTRODUCTION

1.1 Introduction

In the digital era, the field of education is undergoing a transformative revolution propelled by advancements in Artificial Intelligence (AI). The integration of AI tools into educational settings holds the promise of revolutionizing the teaching and learning process, providing personalized and adaptive learning experiences. As traditional methods encounter the challenges of catering to diverse learner needs and navigating an evolving technological landscape, the potential of AI in education emerges as a beacon of innovation.

The convergence of AI and education signifies a paradigm shift, presenting educators and learners with unprecedented opportunities and challenges. AI technologies, encompassing machine learning algorithms, natural language processing, and data analytics, offer the ability to analyze vast datasets to customize educational content, provide real-time feedback, and adapt instructional approaches. However, as the education sector embraces these technologies, critical questions arise about the impact on pedagogy, the effectiveness of teaching methods, and the overall learning experience.

This research delves into the heart of the evolving relationship between AI and education, seeking to unravel the intricacies of integrating AI tools into the teaching and learning process. By exploring the potential benefits and challenges of AI in education, this study aims to provide a comprehensive understanding of how these technologies shape the educational landscape. As we embark on this exploration, the overarching question that guides this research is: How do AI tools influence the effectiveness of teaching methods and enhance the learning experience in educational settings?

To address this question, the study will navigate through the current landscape of AI in education, examining the practical applications, theoretical underpinnings, and implications for various stakeholders. Through a careful analysis of existing literature, empirical studies, and case examples, this research seeks to contribute to the growing body of knowledge surrounding the intersection of AI and education, paving the way for informed decision-making,

best practices, and a holistic understanding of the transformative potential of AI in shaping the future of learning.

1.2 Statement of the problem

Despite the increasing integration of Artificial Intelligence (AI) tools in education, there exists a gap in understanding the efficacy and impact of these technologies on the teaching and learning process. This research aims to investigate the following research problem: How do AI tools influence the effectiveness of teaching methods and enhance the learning experience in educational settings? This study seeks to explore the potential benefits, challenges, and implications of integrating AI technologies into classrooms, with a focus on identifying best practices, potential barriers, and the overall impact on educational outcomes. By addressing this research problem, the study aims to provide valuable insights for educators, policymakers, and stakeholders to optimize the integration of AI in education and foster a more informed and evidence-based approach to technology-enhanced learning.

1.3 Scope of study

A comprehensive research study on leveraging AI tools in the teaching and learning process encompasses various key areas. The investigation can delve into assessing the effectiveness of AI in improving student learning outcomes, comparing traditional methods with AI-assisted approaches, and exploring adaptability and personalization features that cater to individual learning needs. Additionally, the study may analyze the ways in which AI supports teachers in lesson planning, provides real-time feedback, and contributes to professional development. Ethical considerations, such as bias in algorithms and data privacy, should be thoroughly examined, with proposed strategies for responsible AI use. Exploring user experiences, attitudes, and the costeffectiveness of AI implementation in educational institutions is crucial. Assessing the role of AI in

automating assessments, delivering personalized feedback, and addressing global educational challenges provides valuable insights. Furthermore, the study can investigate successful implementation strategies, cultural considerations, and future trends in AI technologies, offering a holistic perspective on the integration of AI in the education sector.

1.4 Significance of study

The study's significance extends to its transformative potential in education, promising to redefine traditional paradigms and cultivate innovative practices. A primary contribution lies in its evaluation of the effectiveness of AI tools in education, addressing the pressing need for data-driven insights into the impact of artificial intelligence on student learning outcomes. By scrutinizing the adaptability and personalization features of AI, the study can uncover how technology can cater to diverse learning styles and individual needs, potentially revolutionizing the way education is tailored to each student.

Furthermore, the research holds substantial importance in advancing pedagogical approaches by investigating the multifaceted role of AI in supporting educators. This includes delving into how AI can streamline lesson planning processes, offer real-time feedback to teachers, and contribute to continuous professional development. Understanding the intricate ways in which AI augments the teaching profession not only ensures that educators are adequately equipped for the digital age but also fosters a collaborative and symbiotic relationship between human teachers and AI tools.

1.5 Objectives of the study

1. To identify the AI tools used by the teachers and students.
2. To examine the Association between the utilization of AI and their academic performance.
3. To study the relationship between AI tool utilization in the teaching learning process and job satisfaction among teachers.

1.6 Hypothesis of the study

HO: There is no association between the utilization of AI and the retention of students' knowledge as well as their academic performance.

H1: There is an association between the utilization of AI and the retention of students' knowledge as well as their academic performance

H0: There is no relationship between AI tool utilization in the teaching learning process and job satisfaction among teachers.

H1: There is a relationship between AI tool utilization in the teaching learning process and job satisfaction among teachers.

1.7 Research Methodology

This study employed a mixed-methods approach, incorporating both quantitative and qualitative methods. To gather primary data, a survey was conducted using a questionnaire. Additionally, secondary data was obtained from various sources such as websites, journals, and books. The research focused on the target population in Kerala, with respondents from Selected college students and teachers working in Thrissur District. A total of 110 questionnaires were distributed, and 100 responses were received.

Convenience sampling was utilized as the sampling technique in this research. Descriptive statistics were employed to illustrate the sample characteristics. Independent t-test is used to analyze the associations between two variables.

Correlation analysis was employed to assess the degree of relationship between two variables.

For data analysis and interpretation, the tools utilized were SPSS and MS Excel. These tools were utilized for both data coding and transcription processes.

1.8 Sample design

1.8.1 Population

The study is conducted on the leveraging AI tools on teaching and learning process among teachers and students with respect to Thrissur District.

1.8.2 Sample frame

To study the whole population in order to arrive at a conclusion would be impractical since it is not practical to include all school students in Trissur district in the area of data collection. It was considered to draw the sample. The sampling method used in this study is purposive sampling under the nonprobability sampling

1.8.3 Sample size

In this study, a sample comprising 100 respondents was selected from Thrissur district. The sample size, a crucial aspect in research, denotes the quantity of observations or individuals encompassed within a research study. It represents the subset of individuals, items, or data points chosen from a broader population to serve as a statistical representation

1.9 Tools for analysis

A questionnaire was designed for the purpose of achieving the research objectives. In order to analyze leveraging of AI tools among of college students/Teachers in Thrissur district. The statistical tool used for the analysis of primary data consist of frequencies cross tabulation, descriptive statistics like arithmetic mean, percentages, etc. One sample t-test, Correlation are used for the analysis of data. SPSS Software were used to bring out the final result.

1.10 Limitations of the study

1. The study is confined to 100 samples
2. The study is only confined among settled college teachers and students in Thrissur district.

1.11 Chapterisation

Chapter 1- Introduction

Chapter 2- Review of Literature

Chapter 3- Theoretical Framework

Chapter 4- Data Analysis and Interpretation

Chapter 5- Findings, Suggestion & Conclusion

CHAPTER - II
REVIEW OF LITERATURE

2.1 Introduction

A literature review is a comprehensive examination and analysis of existing literature, encompassing books, articles, and other scholarly works relevant to a specific topic or research question. Serving multiple purposes within academic and research contexts, a literature review offers a survey of current knowledge, summarizing key findings, theories, and methodologies. By thoroughly reviewing existing literature, researchers can pinpoint gaps in knowledge, guiding the formulation of research questions and objectives. Additionally, literature reviews provide essential context, positioning a research project within the broader landscape of existing scholarship and elucidating its contribution or challenges to current understanding. This critical analysis also involves evaluating the quality and relevance of sources, identifying biases, and assessing the robustness of research methodologies. Through the synthesis of information from diverse sources, literature reviews present a coherent and organized overview, aiding in the development and refinement of theoretical frameworks. Integral to academic papers, theses, dissertations, and research articles, literature reviews are crucial for establishing context, demonstrating familiarity with existing work, and justifying the necessity for new research endeavors.

2.1.1 Empirical review

Empirical research is published in books and in scholarly, peer-reviewed journals. However, most library database does not offer straight forward ways to locate empirical research. Below are tips for some of the most popular education and behavioral/social science database.

(Ruiz-Rojas, 2023) This literature review centers on the transformative capacity of generative artificial intelligence tools within education, specifically when applied in conjunction with the 4PADAFE instructional design matrix. The study's core aim is to assess the amalgamation of these tools and the matrix, elucidating their impact on the teaching-learning continuum. Through an investigation involving surveys administered to educators at the University of

ESPE Armed Forces, engaged in the MOOC course “Generative Artificial Intelligence Tools for Education: GPT Chat Techniques,” the research probes into the efficacy of these AI tools in educational settings. The findings underscore the pivotal role of generative AI tools when harmonized with an instructional design matrix, particularly in fostering expansive MOOC virtual classrooms. The study underscores the substantial potential of these AI tools in higher education, offering avenues to craft tailored, personalized educational experiences. By seamlessly integrating these tools alongside the instructional design matrix, educators can aptly design and deliver content that resonates with individual learning needs, thereby equipping students for the demands of the modern era. The review underscores the significant promise of generative AI tools, delineating their capacity to engage students innovatively, customize content, and endorse personalized learning approaches. The adoption of the 4PADAFE instructional design matrix further solidifies the coherence and efficacy of educational endeavors. Embracing these technological advancements, the education sector can adeptly navigate the challenges of the digital era, ensuring its relevance and efficacy in meeting contemporary learning demands.

(Ghamrawi, 2023) The study aimed to investigate the impact of Artificial Intelligence (AI) on teacher leadership, specifically examining whether AI is expanding or regressing teacher leadership, as perceived by teachers who were using AI in their teaching practices. Using a qualitative research design, the study employed semi-structured interviews to collect data from 13 teachers from five countries. The data were then analyzed using thematic analysis. The findings of the study indicated that the use of AI has the potential to both expand and regress teacher leadership. AI can expand teacher leadership by providing tools for personalization, curriculum development, automating administrative tasks, and supporting professional development. However, AI was also viewed to be regressing teacher leadership, by narrowing the role because technology was taking over some of its aspects. Five sets of competencies were suggested by

teachers for teacher leaders to sustain their roles in an AI era. The study concludes that the impact of AI on teacher leadership depends on how it is implemented and integrated into the education system. It highlights the importance of continued research and training in this area to inform future education policies and practices.

(Lawrence, 2023)The article explores the potential of enhancing teachers' capabilities through shared control with artificial intelligence (AI) in the context of dynamic learning transitions. Focused on a co-design process involving 76 middle school math teachers, the study analyzes teachers' conceptualizations of sharing control with an AI co-orchestration tool named Pair-Up. Leveraging qualitative content analysis, the research provides insights into teachers' perspectives on crucial aspects like control, trust, responsibility, efficiency, and accuracy in human-AI interactions. The co-orchestration tool, designed to facilitate seamless transitions between individual and collaborative learning, serves as a noteworthy example of human-AI technology integration. Furthermore, the article emphasizes the application of human-centered learning analytics in designing such technologies and offers reflections for human-AI technology designers, shedding light on fruitful methods to elicit teacher feedback and ideas for the development of similar systems. This research contributes valuable considerations for the evolving landscape of human-AI collaborative tools in educational settings.

(Eager & Brunton, 2023)The study navigates the transformative impact of Large Language Models (LLMs) and conversational-style generative artificial intelligence (AI) on higher education pedagogy. Focusing on tools like ChatGPT, it addresses concerns regarding plagiarism detection while highlighting opportunities for educators to harness AI to foster supportive learning environments. The commentary comprehensively explores the potential of AI-integrated teaching and learning practices in higher education, dissecting both the advantageous capabilities and challenges these technologies bring. It provides pedagogical guidance for crafting instructional text to optimize AI-generated outputs, supplemented by a case study exemplifying AI utilization in

assessment design. The review underscores the imperative view of AI as a supplementary tool within a spectrum of resources to elevate teaching and learning outcomes in higher education, advocating for its strategic incorporation alongside existing methodologies.

(Baidoo-Anu & Owusu Ansah)The study reveals the impact of ChatGPT, a generative AI tool, on the educational landscape since its public release in November 2022. ChatGPT's rapid subscriber growth and remarkable capabilities have sparked a transformation in education, prompting both excitement and concerns among educators. Drawing on recent literature, the study presents potential benefits such as personalized and interactive learning, formative assessment facilitation, and ongoing feedback generation. However, inherent limitations are acknowledged, including potential inaccuracies, biases in data training leading to reinforced biases, and privacy concerns. Recommendations are offered to maximize ChatGPT's potential in education while mitigating its limitations. The review emphasizes the need for collaboration among policymakers, researchers, educators, and technology experts to foster safe and constructive use of evolving generative AI tools in education, prioritizing student learning and development.

(K.G Srinivasa & Kuppala Sarita, 2022)The rapid evolution of artificial intelligence (AI) has brought about transformative changes in various facets of society, including education. The integration of AI technologies into educational settings has created new opportunities for industry and disrupted traditional norms. This shift has not only impacted the concept of expertise but has also presented significant challenges, necessitating substantial financial investments at all educational levels. The journey of AI in education began with computer-based technologies, progressed to web-based intelligent education systems, and eventually incorporated embedded computer systems alongside humanoid robots and web-based chatbots. This multifaceted approach has enabled AI to assume instructional duties independently or in collaboration with human instructors. The ongoing evolution of AI, marked by advancements in machine learning and adaptability, has led to more effective and efficient review and grading of student

assignments. Moreover, instructors have witnessed improvements in their teaching activities, with AI platforms enabling the customization and personalization of curriculum and content to cater to individual student needs. Ultimately, this integration aims to enhance students' learning experiences and elevate the overall quality of education.

(Raheel Nawaz ,Quanbin Sun ,Matthew Shardlow ,Georgios Kontonatsios ,Naif R. Aljohani ,Anna Visvizi , and Saeed-UI Hassan, 2022)The article emphasizes the pivotal role of students' teaching evaluations, combining Likert scale and free-text responses, in enhancing higher education quality. While Likert scale analysis prevails due to ease, the richness of free-text data remains underutilized due to manual processing challenges. To address this, a novel automated analysis framework, employing supervised machine learning and unsupervised clustering, is proposed. A case study with 4400 open-ended responses from the National Student Survey (NSS) at a UK university showcases the framework's effectiveness. The results informed and guided teaching and learning interventions over two years, affirming the framework's validity and broad applicability in diverse educational contexts. This innovative approach not only efficiently processes textual feedback but also underscores its potential to drive substantial improvements in teaching and learning practices at various scales.

(J.Stephen Downie & Samuel Kai Wah Chu, 2022) :The study examines the landscape of AI teaching and learning (AITL) research from 2000 to 2020, addressing the emerging concept of "AI literacy." The analysis of 49 publications reveals a historical focus on computer science education at the university level, with limited integration into K-12 classrooms due to a lack of age-appropriate teaching tools. However, the review highlights valuable pedagogical models and collaborative project-based learning approaches adopted by educators, emphasizing activities like software development, problem-solving, and robotics tinkering. Despite programming prerequisites, recent years have seen a shift towards interdisciplinary design in AI education, supported by suitable teaching tools. The findings underscore the evolving nature of AI literacy education,

emphasizing the need for educators to adapt pedagogical strategies and curricula to prepare students for the responsibilities of a burgeoning AI-driven economy. Additionally, global initiatives incorporating AI literacy into educational standards signal a growing awareness of the importance of AI education in shaping responsible and educated citizens.

(Santosh Gopalkrishnan; Madhura Bedarkar, 2022)The study addresses the profound influence of digital transformation on secondary and tertiary education, emphasizing the integration of artificial intelligence (AI) and Internet of Things (IoT) tools. The analysis encompasses insights gleaned from a focus group discussion involving management academicians, aimed at assessing the sector's evolution due to technological advancements. Highlighting the impact, the review underscores the substantial benefits of digital transformation in education, particularly in enhancing affordability and accessibility for learners, while ensuring feasibility and sustainability in educational delivery for providers. Furthermore, the review offers suggestions to enhance education delivery processes through digital initiatives, emphasizing the potential for technological integration to optimize educational practices.

Bharatwaja Namatherdhala, Noman Mazher, Gopal Krishna Sriram (2022):The study critically examines the pervasive influence of Artificial Intelligence (AI) technology within the realm of education. It meticulously delves into the multifaceted role of AI, encompassing its impact on learning, instructional methodologies, and administrative functionalities within the education sector. The research meticulously evaluates various advanced AI technologies and their distinct contributions to enhancing educational processes. With a comprehensive analysis, it thoroughly explores the innovative facets of AI tools and technologies that intersect with and transform diverse aspects of education. Serving as a foundational resource, this review aims to anchor the ongoing discourse and research endeavors surrounding the integration and influence of AI in education, encapsulating the pivotal areas where AI exerts its profound influence on educational paradigms.

(Daniella DiPaola, Yihong Cheng & Cynthia Breazeal, 2022) the article addresses the imperative need for AI education in K-12 settings, focusing on middle school students and the challenges associated with cultivating AI literacy. The authors assert that a comprehensive AI literacy education should encompass three core domains: technical concepts and processes, ethical and societal implications, and career futures in the AI era. The study introduces the Developing AI Literacy (DAILY) workshop, designed to integrate learning across these domains. Results indicate that post-workshop, students not only acquired a foundational understanding of AI concepts but also demonstrated an ability to identify and address bias in machine learning and contemplate the personal, career, and societal implications of AI. The study underscores the effectiveness and age-appropriateness of incorporating ethics and career considerations into AI education for middle school students, thereby contributing a valuable model for integrating ethics into AI teaching practices. This research holds significance for the broader field of AI education, offering insights into fostering AI literacy at an early educational stage.

(Stephen J.H. Yang a, Hiroaki Ogata b, Tatsunori Matsui c, Nian-Shing Chen d, 2021) The study offers a comprehensive review of the role of artificial intelligence (AI) in shaping various facets of human life and society. It emphasizes the gradual evolution of AI and its growing impact on humanity, highlighting the urgency for a deeper comprehension of its workings. The research delves into how AI can revolutionize design methodologies and tools, advancing not only AI itself but also its applications in research, education, policy-making, and practical implementations to enhance human well-being. It acknowledges AI's potential in elevating human capabilities, enhancing productivity across essential sectors like food, health, education, water, and energy. Nevertheless, it critically addresses the risks associated with AI, notably algorithmic biases and the absence of effective governance, which could potentially impede human rights and perpetuate societal inequalities based on

factors such as employment, gender, and race. The paper advocates for a shift towards human-centered AI (HAI), emphasizing the need to approach AI development and deployment with a focus on human conditions and contexts. It underscores the importance of an inclusive dialogue between technology-centric and humanity-centric researchers to gain a holistic understanding of HAI's implications and potentials, thereby contributing to a more nuanced comprehension of AI's impact on the human condition.

(Ashraf Alam,2021) This study delves into the impact of artificial intelligence (AI) on education, focusing on its utilization and effects within administration, educational processes, and learning outcomes. Employing a narrative and exploratory framework developed through qualitative research techniques, the study primarily utilizes literature review as its methodology. AI, characterized by human-like cognitive abilities such as learning, adaptation, and decisionmaking, has witnessed significant adoption in various organizational contexts, particularly within educational institutions. The evolution of AI spans from initial computer technologies to sophisticated online educational platforms and embedded computer systems, incorporating tools like humanoid robots and web-based chatbots. These technologies have empowered educators to enhance instructional quality, increase efficiency in administrative tasks like student evaluation, and personalize curricula and materials to cater to individual student needs. The findings highlight AI's role in facilitating better absorption and retention of learning materials, thereby enhancing the overall educational experience.

(Bill Cope,Mary Kalantzis &Duane Searsmith, 2020)The study presents a decade-long collaboration between educators and computer scientists at the University of Illinois, focusing on reshaping the landscape of education in the era of "artificial intelligence." Dissatisfied with initial digital learning platforms, the researchers aimed to develop innovative alternatives while investigating their practical implementation. The inquiry centers on understanding the essence of machine intelligence, its constraints, and its potential applications in education.

The paper offers initial conceptual insights and subsequently examines experimental implementations, detailed elsewhere. The primary conclusion asserts that while artificial intelligence, within the framework of electronic computing's evolution, will never supplant the role of a teacher due to its fundamental disparities with human intelligence, it does possess the capability to revolutionize education. Contrary to popular belief, it suggests that AI has the potential to render education more humane by working within the boundaries outlined in the study, transforming educational paradigms without replacing the human touch.

(Holstein, Kenneth; McLaren, Bruce M. Alevan, Vincent, 2019) The article underscores the importance of involving non-technical stakeholders in the design and development of learning analytics (LA) systems, focusing on the case study of Lumilo, a real-time awareness tool for teachers in AI-enhanced K-12 classrooms. The iterative co-design, development, and classroom evaluation of Lumilo demonstrate the feasibility of engaging stakeholders throughout the entire design process. The authors advocate for the necessity of "new kinds of prototyping methods" in co-prototyping LA tools and introduce their own method, REs, to address challenges unique to this context. This work marks a significant contribution as the first end-to-end demonstration of meaningful non-technical stakeholder participation in the creation of a complex LA system, from early phases to real-world evaluation. The article concludes by offering methodological recommendations for future efforts in LA codesign, emphasizing the potential for enhanced usefulness and usability of educational technologies through collaborative development processes.

CHAPTER – III
CONCEPTIONAL REVIEW

3.1 Introduction

Artificial Intelligence (AI) represents a transformative frontier in technology, seamlessly blending human ingenuity with machine capabilities. At its core, AI involves the development of computer systems that can perform tasks that typically require human intelligence. Through the amalgamation of advanced algorithms, vast datasets, and computing power, AI enables machines to learn, reason, and make decisions. This paradigm shift has profound implications across various domains, ranging from healthcare and education to finance and industry. The introduction of AI signifies a leap into a future where machines not only automate mundane tasks but also exhibit cognitive abilities, fostering innovation, efficiency, and a new era of possibilities. As society continues to embrace AI, the ethical considerations and responsible development of this technology become imperative, ensuring that its integration enhances human lives and societal progress.

AI has become increasingly prevalent in the teaching and learning sector, offering a range of tools and applications to enhance educational experiences. These AI-powered tools include intelligent tutoring systems, personalized learning platforms, automated grading systems, virtual classrooms, and adaptive learning technologies. They aim to provide tailored and efficient learning experiences, catering to individual student needs. Additionally, AI is utilized for data analysis to identify patterns, assess student performance, and offer insights for educational improvements. While AI in education holds great potential, it also raises questions about privacy, equity, and the need for effective human-technology integration in the learning process.

3.2 Teaching

Artificial Intelligence (AI) is revolutionizing the teaching process by introducing personalized and adaptive learning experiences. Utilizing data analytics, AI tailors educational content to individual student needs,

fostering engagement and understanding. Automated grading and feedback systems streamline assessment tasks, allowing educators to focus on interactive teaching elements. Intelligent tutoring systems provide real-time support, and virtual classrooms break down geographical barriers, enabling flexible learning environments. Predictive analytics help identify students at risk, facilitating early intervention. Additionally, AI contributes to continuous professional development for teachers, offering personalized training and resources. While these advancements enhance education, careful consideration is necessary to address issues of data privacy, ethical use, and the importance of maintaining human elements in teaching.

3.3 Learning

Artificial Intelligence (AI) is reshaping the learning process by introducing personalized, adaptive, and efficient approaches. AI analyzes individual student data to tailor learning experiences, ensuring a customized curriculum that aligns with diverse learning styles. Adaptive learning systems dynamically adjust content difficulty, preventing boredom or frustration. Automated grading and feedback streamline assessments, providing instant responses and freeing up educators' time. Intelligent tutoring systems offer real-time assistance, and virtual learning environments enable flexible, accessible education. Predictive analytics help identify areas of improvement, allowing for targeted interventions. While AI enhances learning outcomes, careful consideration is needed for ethical use, privacy concerns, and the preservation of the human touch in education.

3.4 Benefit

The incorporation of artificial intelligence (AI) into the teaching and learning process heralds a transformative era in education, offering a myriad of advantages that enhance the overall educational experience. One of the key benefits is the personalization of learning. AI algorithms can analyze individual students' learning styles, preferences, and performance data, allowing for the customization of educational content, pacing, and assessments. This adaptability

ensures that each student receives tailored instruction, addressing their unique needs and optimizing comprehension. Another significant advantage lies in the development of adaptive learning systems. AI-powered platforms can dynamically adjust the difficulty level of content based on a student's progress, providing a continuous and appropriately challenging learning experience. This not only keeps students engaged but also helps prevent feelings of frustration or boredom that can arise from material that is either too easy or too difficult. Efficient grading and feedback mechanisms are streamlined through AI, automating the assessment process and delivering instant, consistent feedback to students. This not only saves educators time but also allows for a more rapid and focused response to students' academic performance, fostering a culture of continuous improvement. Furthermore, the 24/7 accessibility of AI-driven educational tools enables students to learn at their own pace and convenience, accommodating diverse schedules and learning preferences.

AI contributes to data-driven insights in education by collecting and analyzing vast amounts of student performance data. This information allows educators to identify patterns, trends, and areas of improvement, enabling targeted interventions and personalized support for struggling students. Resource management in educational institutions is also optimized through AI, with predictive analytics helping to allocate resources efficiently, plan courses effectively, and identify areas requiring additional attention.

3.5 Technological Advancement

One significant technological advancement in AI tools for education is the development of intelligent tutoring systems (ITS). These systems leverage AI algorithms, including natural language processing (NLP), machine learning (ML), and cognitive modeling, to provide personalized and adaptive learning experiences for students. Intelligent tutoring systems can assess students' knowledge and skills, identify areas of strength and weakness, and dynamically adjust the content and pace of instruction to meet individual learning needs. They can offer real-time feedback, guidance, and hints to help students master

concepts and solve problems more effectively. Additionally, AI-powered educational tools often incorporate data analytics capabilities, enabling educators to track students' progress, monitor their engagement and performance, and identify patterns and trends in learning outcomes. This data-driven approach can inform instructional decisions, curriculum design, and intervention strategies to support student learning and achievement. Furthermore, AI tools in education are increasingly incorporating natural language understanding and generation capabilities, enabling more interactive and conversational learning experiences. Chatbots and virtual tutors powered by AI can engage students in meaningful dialogue, answer questions, provide explanations, and offer assistance, extending learning beyond the classroom and supporting independent study.

3.6 Socio Economic

The intersection of increasing educational costs and the growing demand for skilled workers has spurred a search for more efficient and effective educational methods. Artificial intelligence (AI) emerges as a transformative solution by offering multifaceted benefits. Firstly, it can streamline education by automating tasks traditionally handled by human teachers, like grading papers and providing feedback, thereby reducing operational costs. Moreover, AI's capacity for personalized learning experiences and adaptive feedback enhances the quality of education, catering to individual student needs and potentially improving learning outcomes. This tailored approach not only fosters deeper understanding but also cultivates critical skills essential for the modern workforce, including problem-solving, critical thinking, and collaboration, thus better preparing students for success in the 21st-century job market. Through these mechanisms, AI holds promise as a tool to address both the economic challenges of education affordability and the societal demand for skilled professionals.

CHAPTER – IV
DATA ANALYSIS AND INTERPRETATION

Table No. 4.1
Classification of respondents on the basis of age

Age	No. of respondents	%
18-19	17	17
20-21	37	37
22-23	5	5
Above 23	41	41

(Source : Survey data)

Table 4.1 reveals the classification of respondents on the basis of age. Among hundred samples 17% were between 18-19 years, 37% were between 20-21 years, 5% were between 22-23 years and 41% were above 23 years old.

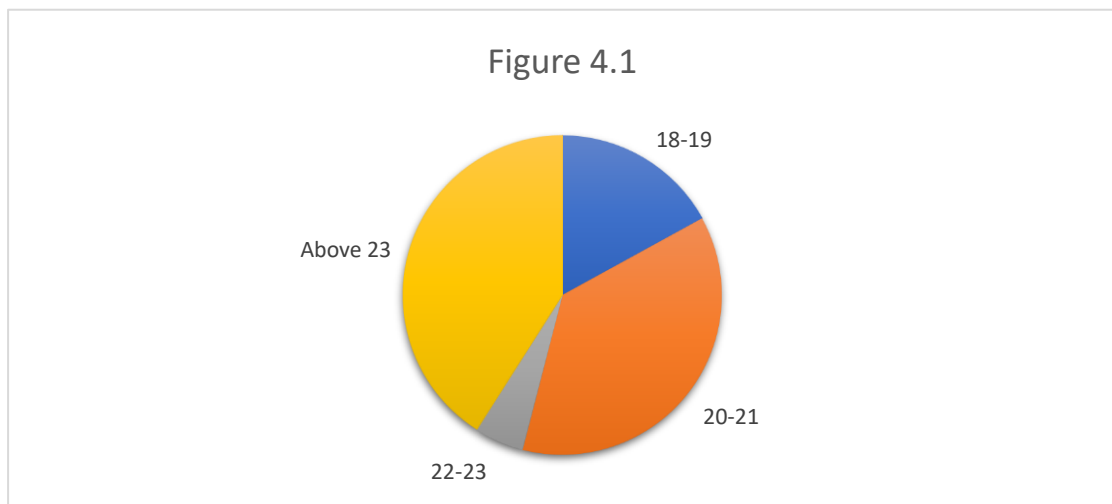


Table No. 4.2

Classification of respondents of the basis of gender

Gender	No of respondents	%
Male	52	52
Female	48	48

(Source : Survey data)

Table 4.2 reveals the classification of respondents on the basis of gender. Among 100 samples 52% are male and 48% are female respondents

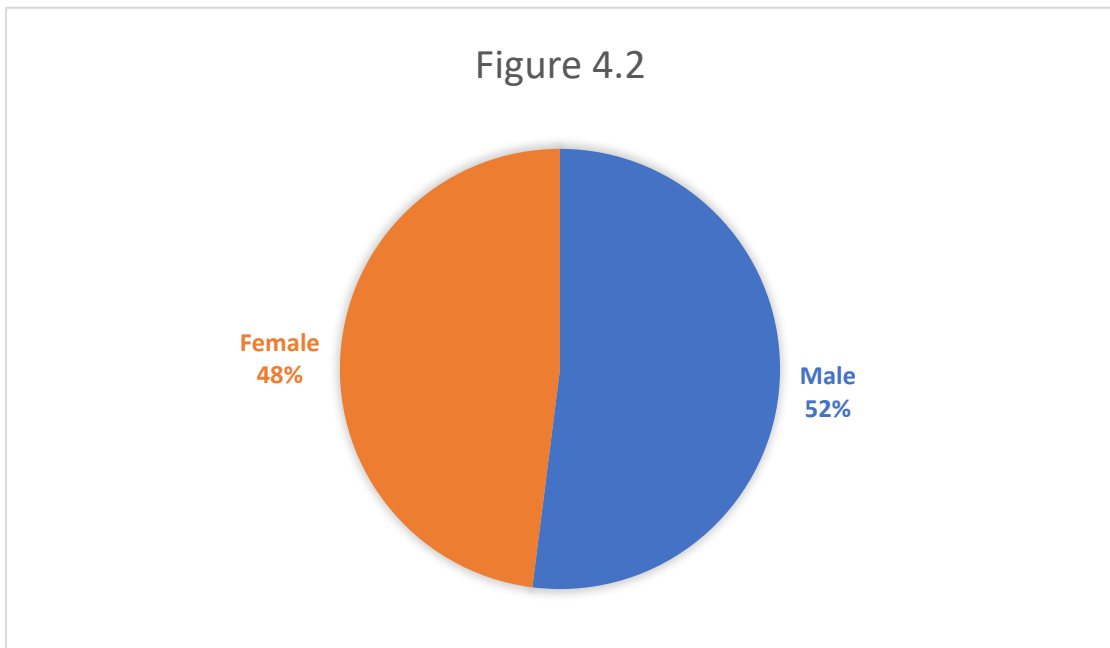


Table 4.3

Classification of respondents on the basis of streams.

Stream	No. of respondents	%
Arts	27	27
Science	34	34
Commerce	39	39

(Source : Survey data)

Table 4.3 reveals the classification of respondents on the basis of streams. Among 100 samples 27% were Arts stream, 34% were Science stream and 39% were Commerce.

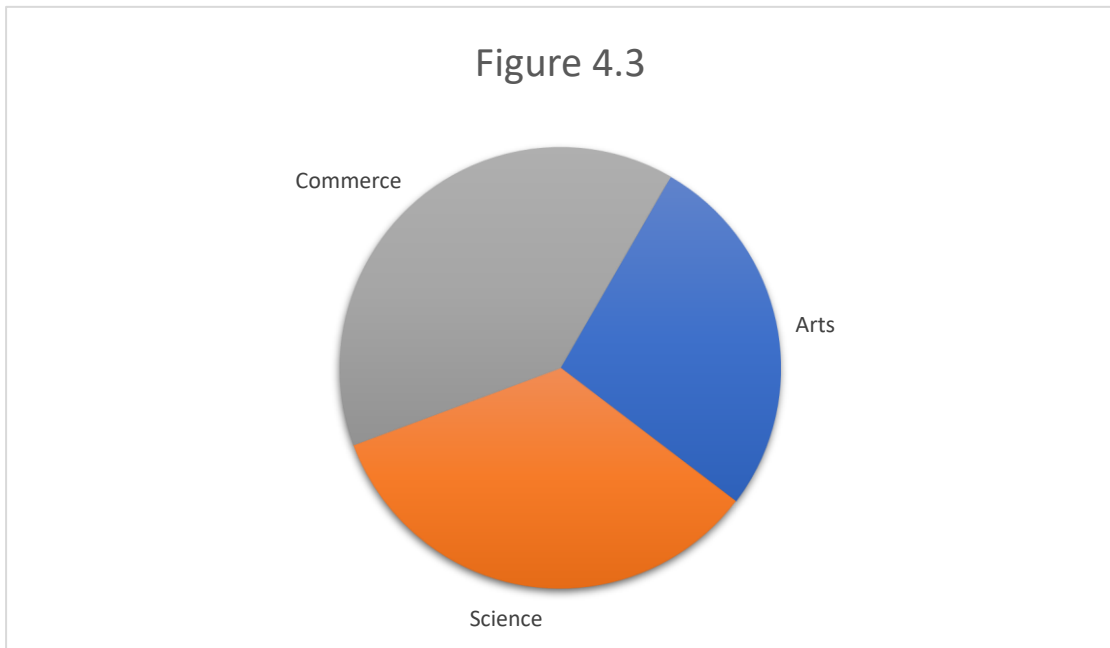


Table 4.4

Classification of respondents on the basis of relying on AI tools for teaching learning process

	No of respondents	%
Strongly Agree	34	34
Agree	49	49
Neutral	14	14
Disagree	1	1
Strongly Disagree	2	2

(Source : Survey data)

Table 4.4 reveals classification on the basis of relying on AI tools in teaching/learning process. Among 100 samples 34% strongly agree, 49% agree, 14% neutral, 1% Disagree & 2% strongly disagree .

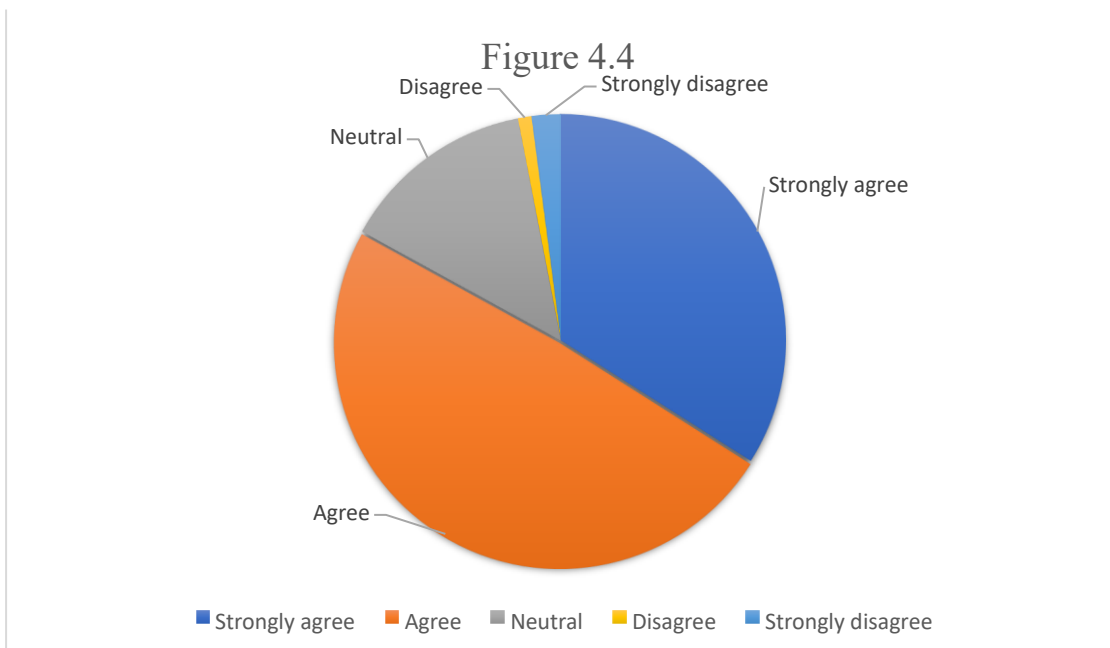


Table 4.5

Classification on respondents on the basis of AI tools in teaching/learning process positively impacts the overall workload

	No of respondents	%
Strongly Agree	42	42
Agree	28	28
Neutral	9	9
Disagree	14	14
Strongly Disagree	7	7

(Source : Survey data)

Table 4.5 reveals classification on the basis of AI tools in teaching/learning process positively impact the overall workload. Among 100 samples 42% strongly agree, 28% agree, 9% neutral, 14% Disagree & 7% strongly disagree with the statement.

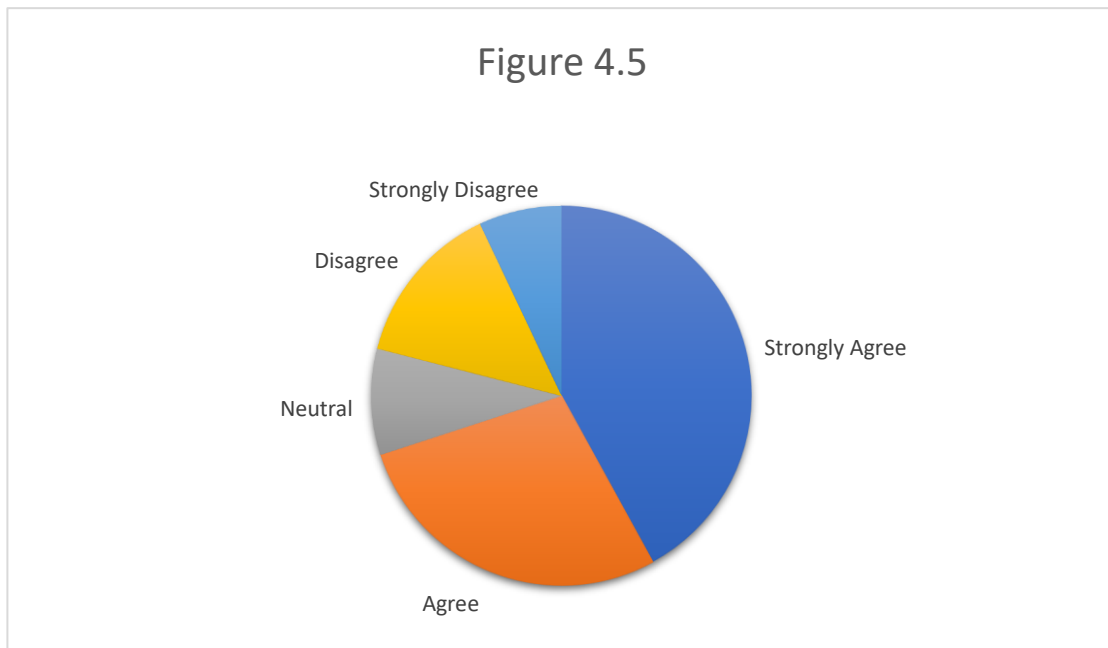


Table 4.6

Classification on respondents on the basis AI tools Provide valuable insight in teaching/learning that traditional methods may lack

	No of respondents	%
Strongly Agree	13	13
Agree	50	50
Neutral	31	31
Disagree	5	5
Strongly Disagree	1	1

(Source : Survey data)

Table 4.6 reveals classification on the basis of AI tools in teaching /learning provide valuable insight that traditional methods may lack. Among 100 samples 42% strongly agree, 28% agree, 9% neutral, 14% Disagree & 7% strongly disagree with the statement.

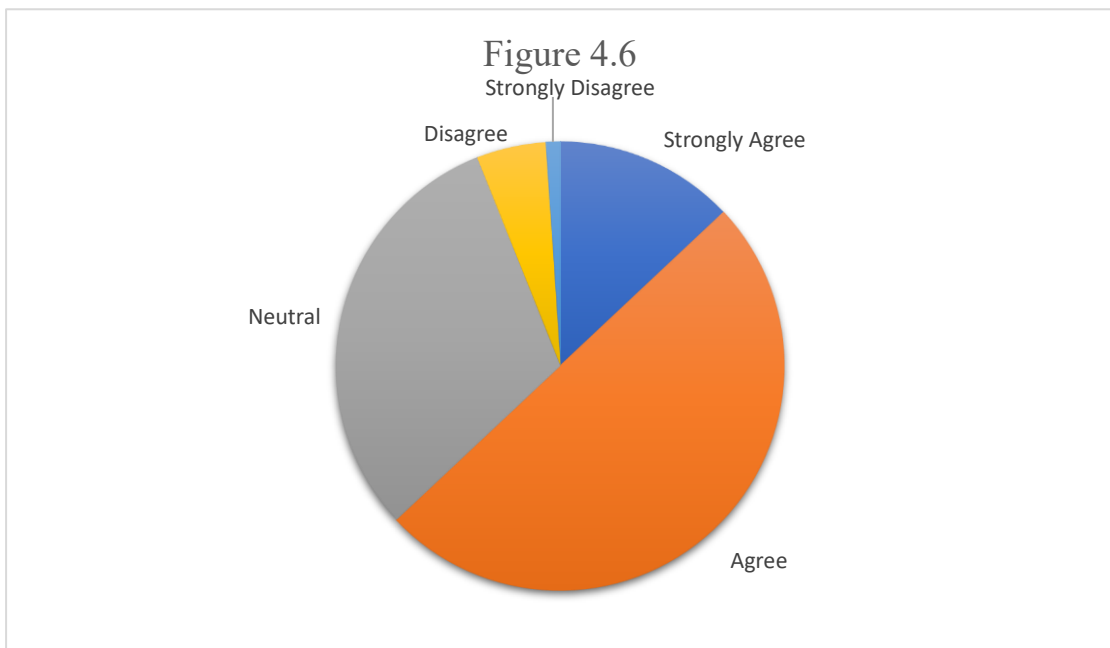


Table 4.7

Classification on respondents on the basis using of AI tools provide confident in navigating &utilizing for teaching/learning purpose

	No of respondents	%
Strongly Agree	21	21
Agree	50	50
Neutral	25	25
Disagree	3	3
Strongly Disagree	2	2

(Source : Survey data)

Table 4.7 reveals classification on the basis using of AI tools provide confident in navigating &utilizing for teaching/learning purpose. Among 100 samples 21% strongly agree, 52% agree, 25% neutral, 3% disagree & 2% strongly disagree.

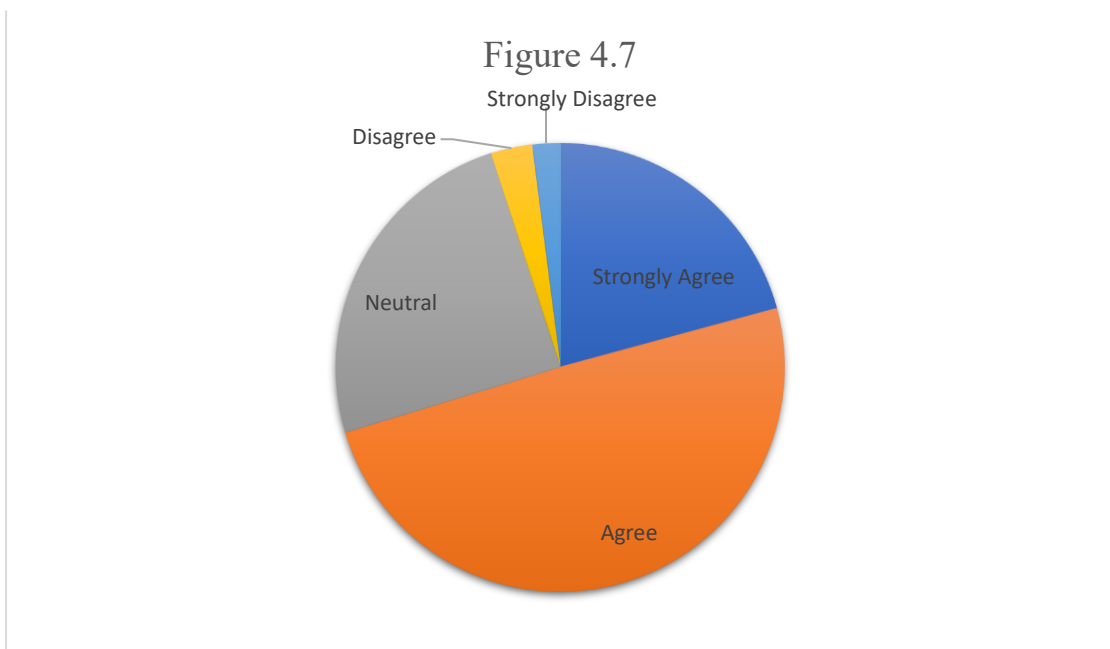


Table 4.8

Classification on the basis the respondents have gained familiarity in using AI tools in teaching/learning purpose.

	No of respondents	%
Strongly Agree	12	12
Agree	43	43
Neutral	35	35
Disagree	9	9
Strongly Disagree	1	1

(Source : Survey data)

Table 4.8 reveals classification on the basis the respondents have gained familiarity in using AI tools in teaching/learning purpose. Among 100 samples 12% strongly agree, 43% agree, 35% neutral, 9% Disagree & 1% strongly disagree with the statement.

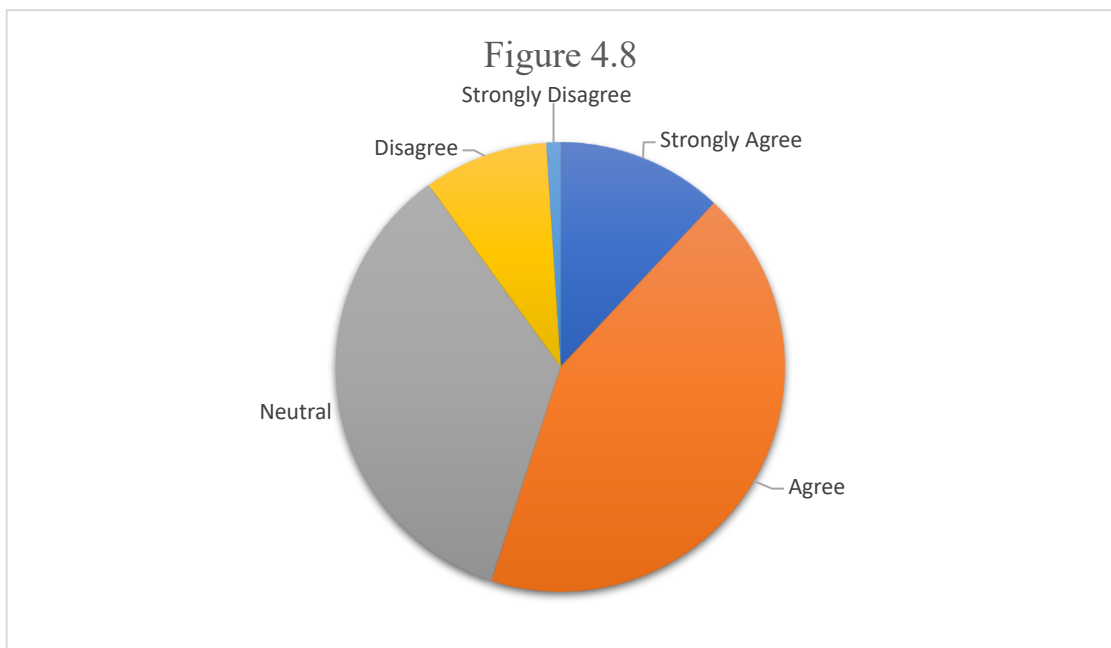


Table 4.9

Classification on the basis of the respondents facing difficulties on navigating AI tools in teaching/learning purpose.

	No of respondents	%
Frequently	7	7
Occasionally	32	32
Often	26	26
Rarely	32	32
Never	3	3

(Source : Survey data)

Table 4.9 reveals classification of the respondents difficulties in using AI tools in teaching/learning purpose. Among 100 samples 7% frequently, 32% occasionally, 26% often, 32% rarely, 3% never faced difficulties on navigating AI tools.

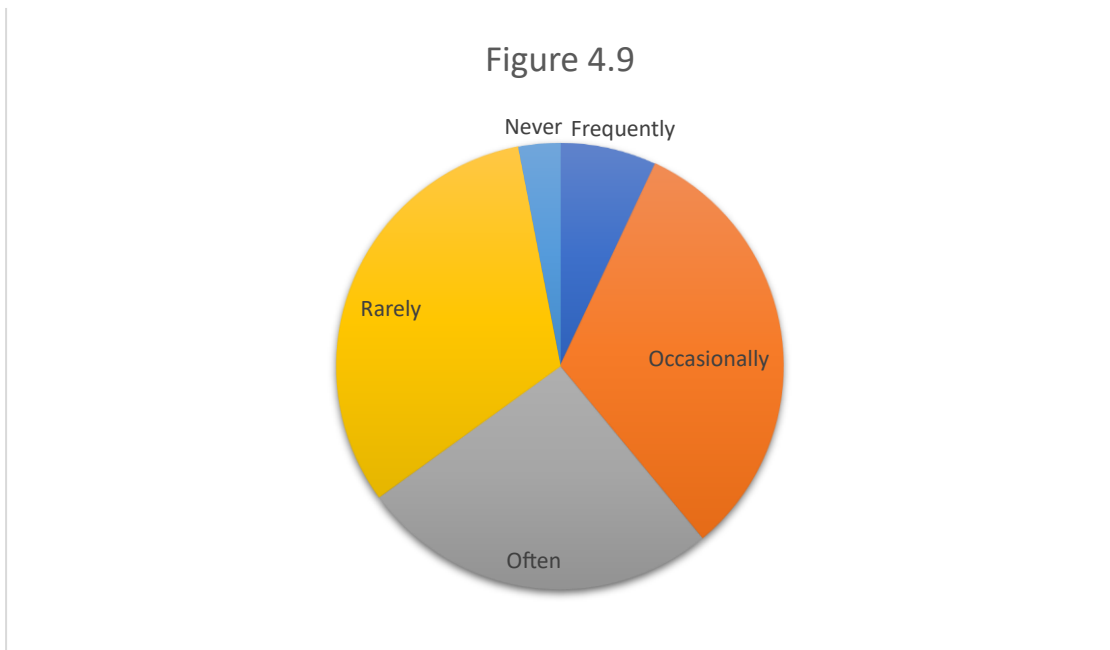


Table 4.10

Classification of respondents on the basis Learning Management system contributes to the enhancement in teaching/learning purpose.

	No of respondents	%
Strongly Agree	5	5
Agree	46	46
Neutral	35	35
Disagree	6	6
Strongly Disagree	8	8

(Source : Survey data)

Table 4.10 reveals classification on the basis learning management system contributes to the enhancement in teaching/learning purpose. Among 100 samples 5% strongly agree, 46% agree, 35% neutral, 6% Disagree & 8% strongly disagree with the statement.

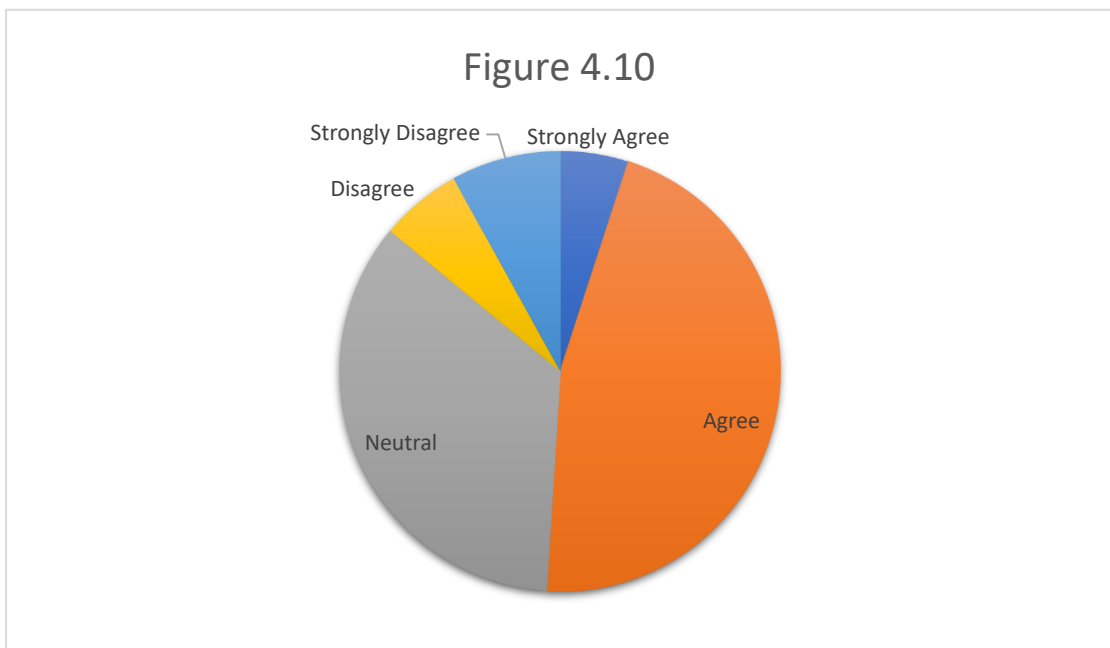


Table 4.11

Classification of respondents on the basis Chatbots and virtual assistance help to increase the teaching-learning process.

	No of respondents	%
Strongly Agree	7	7
Agree	47	47
Neutral	30	30
Disagree	10	10
Strongly Disagree	6	6

(Source : Survey data)

Table 4.11 reveals classification of respondents on the basis Chatbots and virtual assistance help to increase the teaching-learning process. Among 100 samples 7% strongly agree, 47% agree, 30% neutral, 10% Disagree & 6% strongly disagree with the statement.

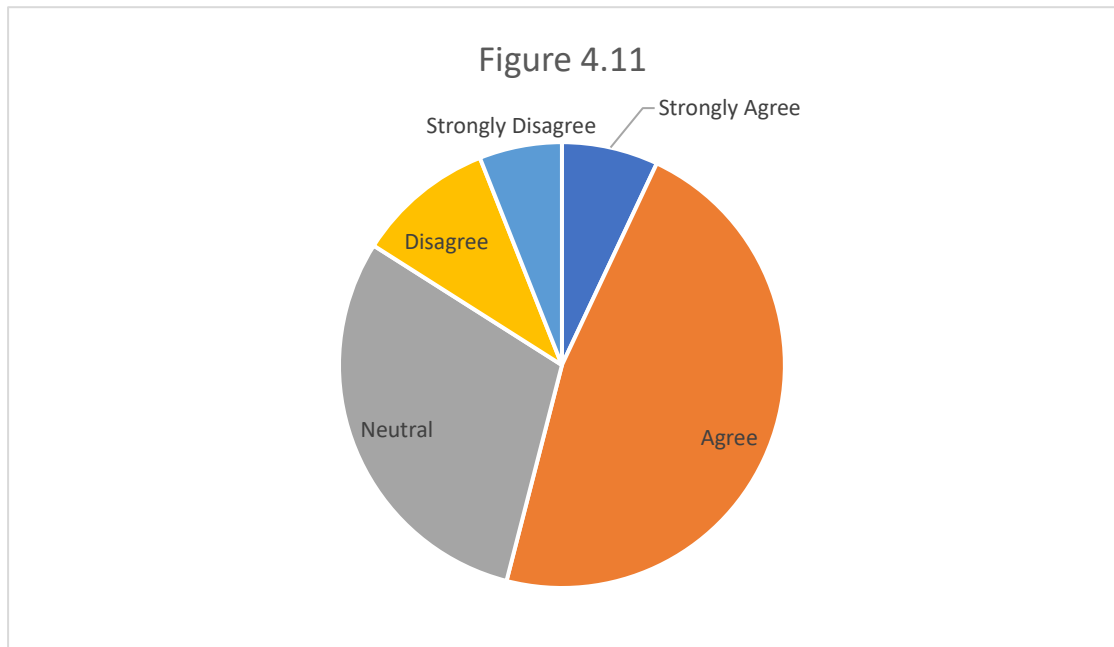


Table 4.12

Classification of respondents on the basis automated grading system helps to increase teaching/learning purpose

	No of respondents	%
Strongly Agree	8	8
Agree	39	39
Neutral	40	40
Disagree	10	10
Strongly Disagree	3	3

(Source : Survey data)

Table 4.12 reveals classification of respondents on the basis automated grading system helps to increase teaching/learning purpose. Among 100 samples 8% strongly agree, 39% agree, 40% neutral, 10% Disagree & 3% strongly disagree with the statement.

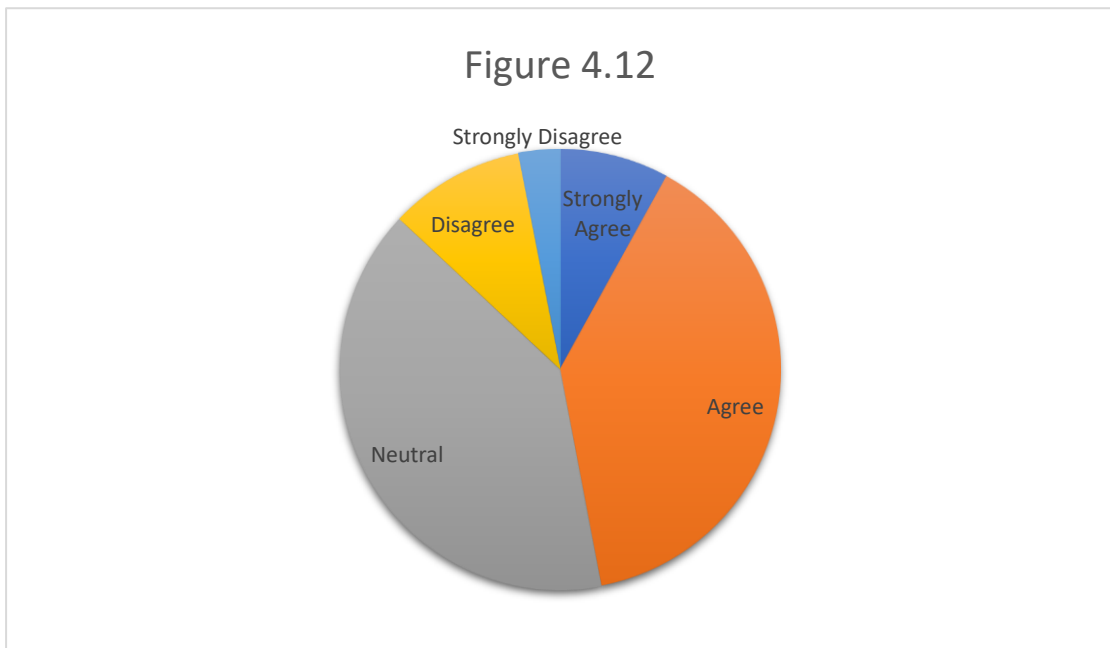


Table 4.13

Classification of respondents on the basis AI powered content creation helps to increase teaching/learning purpose

	No of respondents	%
Strongly Agree	14	14
Agree	49	49
Neutral	27	27
Disagree	8	8
Strongly Disagree	3	3

(Source : Survey data)

Table 4.13 reveals classification of respondents on the basis AI powered content creation helps to increase teaching/learning purpose. Among 100 samples 14% strongly agree, 49% agree, 27% neutral, 8% Disagree & 3% strongly disagree with the statement.

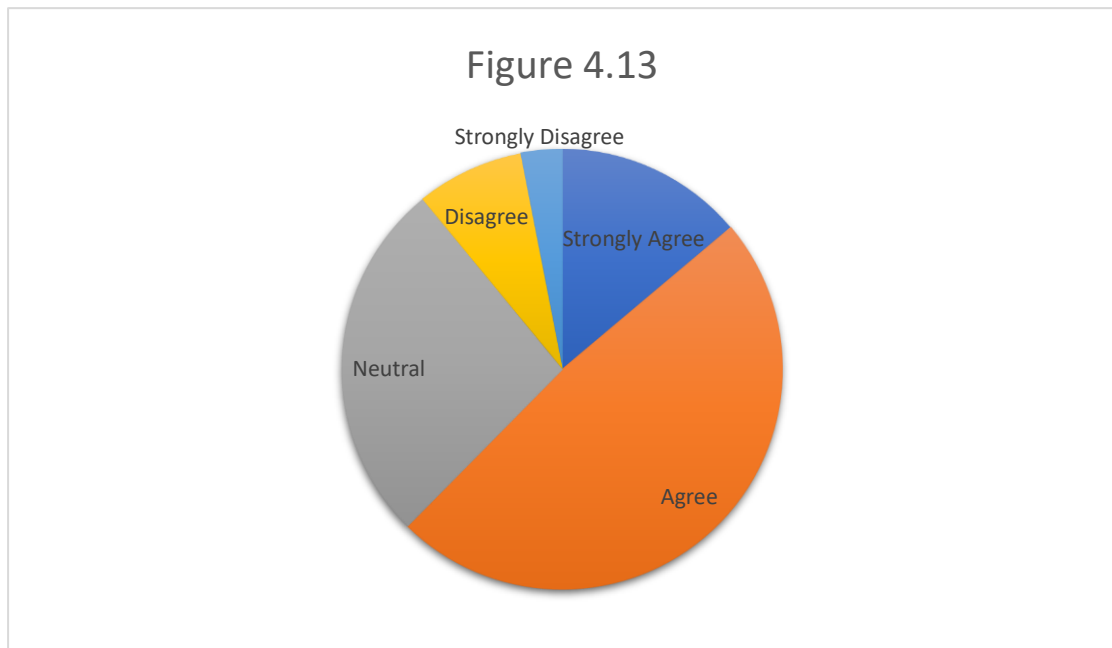


Table 4.14

Classification on the basis the respondents use chatgpt in teaching/learning purpose

	No of respondents	%
Frequently	36	36
Occasionally	39	39
Often	12	12
Rarely	10	10
Never	3	3

(Source : Survey data)

Table 4.14 reveals classification of the respondents using chatgpt in teaching/learning purpose. Among 100 samples 36% frequently, 39% occasionally, 12% often, 10% rarely, 3% never used chatgpt as AI tool in teaching/learning purpose.

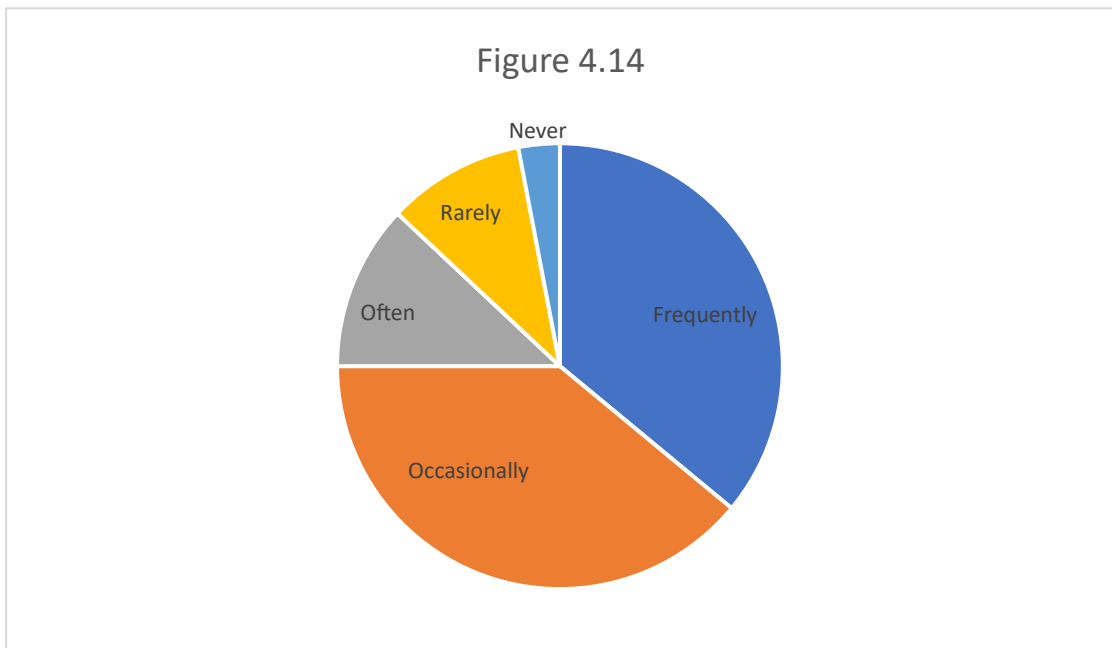


Table 4.15
Classification on the basis the respondents use google classroom in
teaching/learning purpose

	No of respondents	%
Frequently	20	20
Occasionally	33	33
Often	13	13
Rarely	28	28
Never	6	6

(Source : Survey data)

Table 4.15 reveals classification of the respondents using google classroom in teaching/learning purpose. Among 100 samples, 20% frequently, 33% occasionally, 13% often, 28% rarely, 6% never used google classroom as AI tool in teaching/learning purpose.

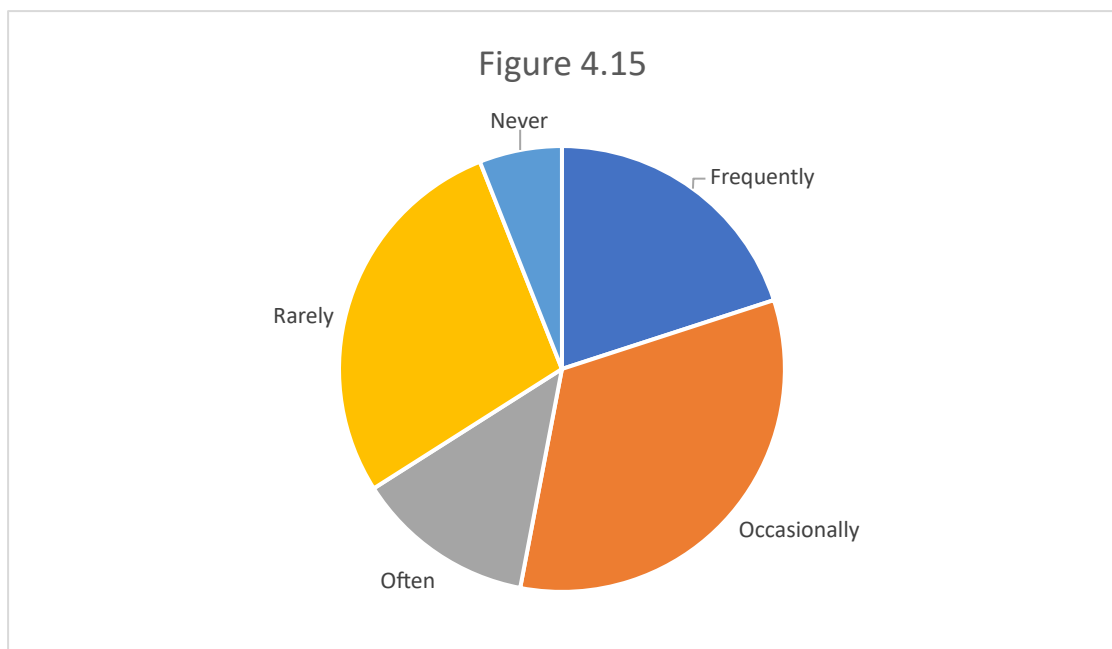


Table 4.16
Classification on the basis the respondents use copilot in teaching/learning purpose

	No of respondents	%
Frequently	12	12
Occasionally	24	24
Often	24	24
Rarely	16	16
Never	24	24

(Source : Survey data)

Table 4.16 reveals classification of the respondents using google classroom in teaching/learning purpose. Among 100 samples, 12% frequently, 24% occasionally, 24% often, 16% rarely, 24% never used copilot AI tool in teaching/learning purpose.

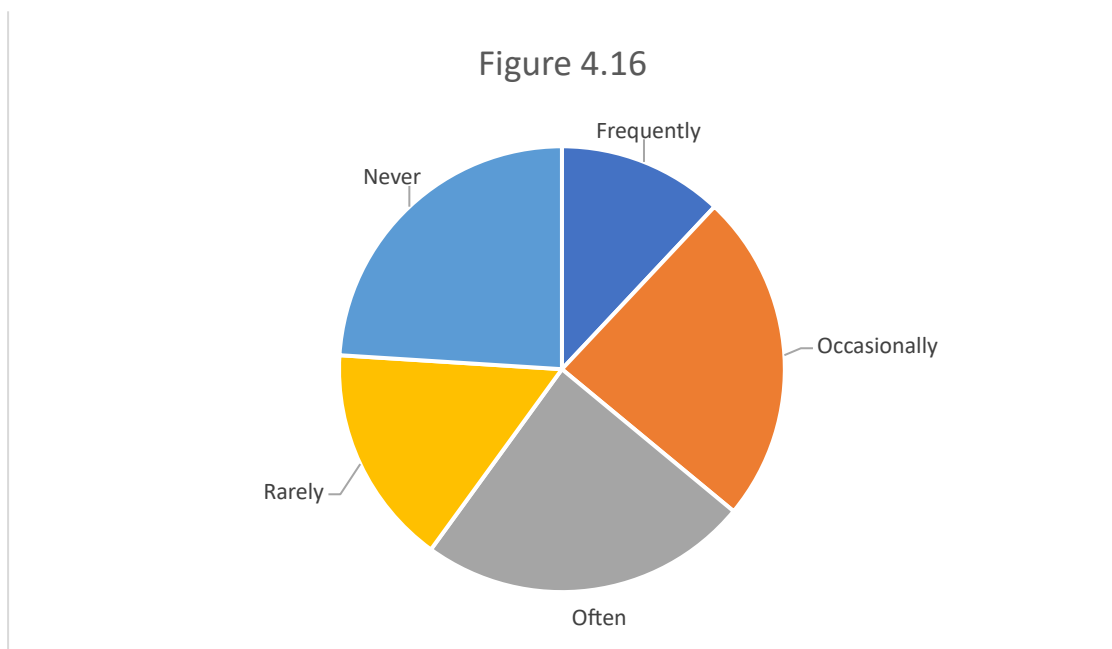


Table 4.17
Classification on the basis the respondents use google bard in
teaching/learning purpose

	No of respondents	%
Frequently	8	8
Occasionally	21	21
Often	16	16
Rarely	25	25
Never	30	30

(Source : Survey data)

Table 4.17 reveals classification of the respondents using google bard in teaching/learning purpose. Among 100 samples, 8% frequently, 21% occasionally, 16% often, 25% rarely, 30% never used copilot AI tool in teaching/learning purpose.

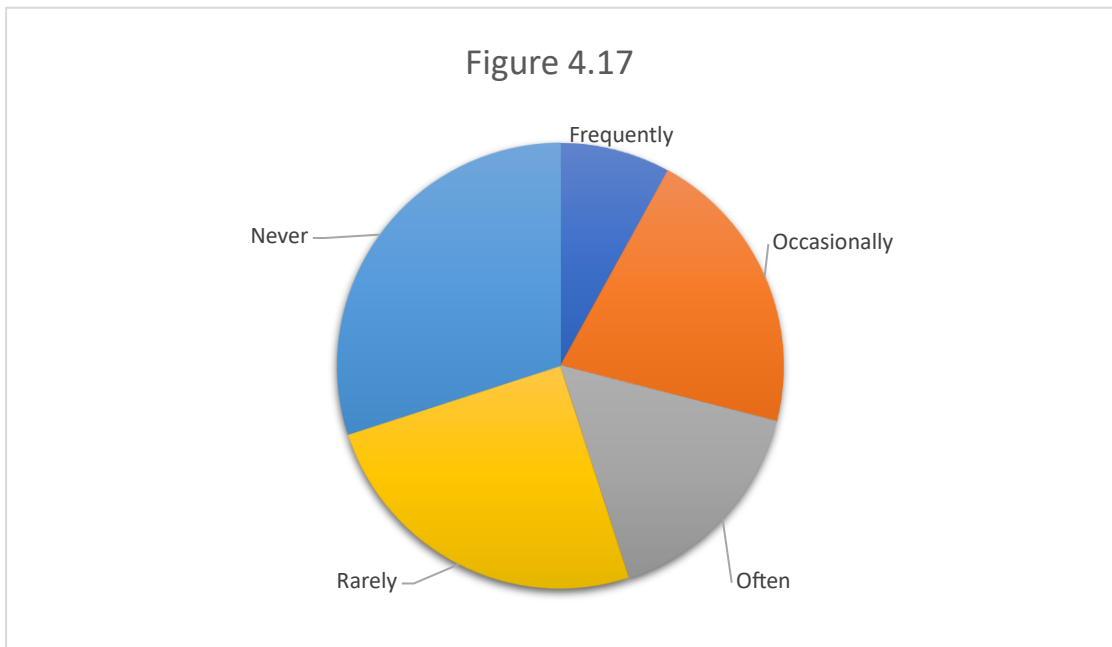
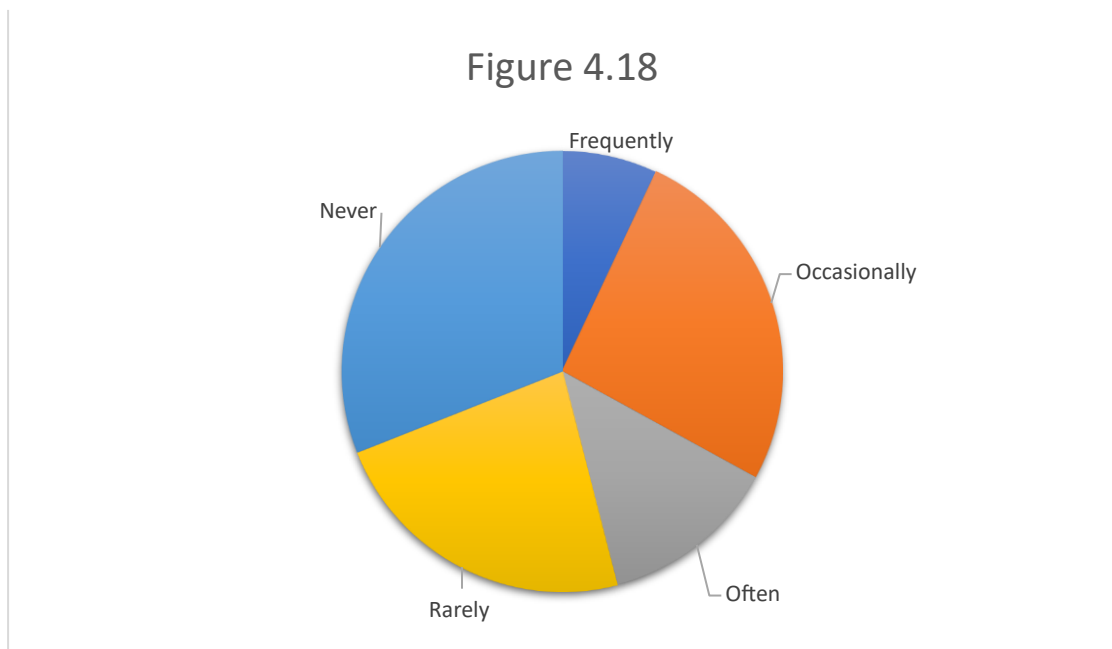


Table 4.18
Classification on the basis the respondents use slidesgo in
teaching/learning purpose

	No of respondents	%
Frequently	7	7
Occasionally	26	26
Often	13	13
Rarely	23	23
Never	31	31

(Source : Survey data)

Table 4.18 reveals classification of the respondents using Slidesgo in teaching/learning purpose. Among 100 samples, 7% frequently, 26% occasionally, 13% often, 23% rarely, 31% never used slidesgo AI tool in teaching/learning purpose.



One sample t-test

A one-sample t-test is a statistical test used to determine whether the mean of a single sample is significantly different from a known or hypothesized population mean. It compares the mean of your sample data to a known value or a theoretical population mean.

HO: There is no association between the utilization of AI and their academic performance.

H1: There is an association between the utilization of AI and their academic performance.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Usage of AI	100	4.6680	.20932	.02093
Academic performance	100	4.5540	.20667	.02067

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Usage of AI	223.010	99	.000	4.66800	4.6265	4.7095
Academic performance	220.355	99	.000	4.55400	4.5130	4.5950

(Source: SPSS)

The low p-values suggest that there is strong evidence to reject the null hypothesis that the mean of the population is equal to 0 for both Usage of AI and Academic performance.

The positive mean differences and non-overlapping confidence intervals indicate that both Usage of AI and Academic performance have significantly higher mean values than the test value (0).

In summary, based on these results, you have statistical evidence to conclude that the mean values for both Usage of AI and Academic performance are significantly different from the test value of 0. So we reject the null hypothesis and accept the alternative hypothesis.

Correlation

Correlation is a statistical measure that describes the degree to which two variables change together. In other words, it quantifies the extent to which a change in one variable is associated with a change in another variable.

H0: There is no relationship between AI tool utilization in the teachinglearning process and job satisfaction among teachers.

H1: There is a relationship between AI tool utilization in the teachinglearning process and job satisfaction among teachers.

Correlations			
		Usage of AI	job satisfaction
Usage of AI	Pearson Correlation	1	.159
	Sig. (2-tailed)		.114
	N	100	100
job satisfaction	Pearson Correlation	.159	1
	Sig. (2-tailed)	.114	
	N	100	100

The results indicate a positive correlation between the variables Usage of AI and job satisfaction, as evidenced by the Pearson correlation coefficient of 0.159. This positive correlation suggests that there is a tendency for the values of Usage of AI and job satisfaction to increase together. In other words, when the Usage of AI increases, there is a tendency for job satisfaction to increase as well, and vice versa.

CHAPTER- V
FINDINGS, SUGGESTION & CONCLUSION

5.1 Findings

- The classification of participants based on gender in a sample of 100 individuals shows that 52% are male, while 48% are female respondents.
- The categorization of participants based on their academic streams within a sample of 100 individuals indicates that 27% were Arts stream, 34% were Science stream and 39% were Commerce.
- AI analytics provide valuable insights into student performance, helping educators identify strengths, weaknesses, and areas for improvement.
- AI-powered virtual assistants and chatbots assist students with queries, providing instant help and facilitating a more interactive learning experience.
- AI automates routine tasks, freeing up time for teachers to engage in more creative and critical aspects of teaching.
- AI tools can support teachers' professional development by offering personalized training programs based on individual needs and feedback.
- AI contribute to creating more inclusive educational environments by providing resources and tools that cater to diverse learning needs
- AI tools for language processing assist in language learning, translation, and comprehension, making education more accessible to diverse populations.
- There is an association between the utilization of AI and their academic performance.
- Understood a positive correlation between the variables Usage of AI and job satisfaction.

5.2 Suggestions

- Examine ethical issues related to the use of AI in education, including data privacy, algorithmic bias, and the implications of relying on AI for decision-making in educational settings.
- Explore strategies for training and supporting educators in effectively integrating AI tools into their teaching practices, considering pedagogical implications and challenges.
- Examine the potential long-term effects of widespread AI adoption in education, including changes in teaching methodologies, student learning outcomes, and the role of educators.
- Examine how cultural factors influence the implementation and effectiveness of AI tools in diverse educational settings.
- Examine teacher training and support as many educators may lack the necessary training and support to effectively integrate AI tools into their teaching practices.
- Examine cost and sustainability as implementing AI tools in education can be costly, particularly for cash-strapped schools and institutions.
- Examine access and infrastructure in many regions, especially in developing countries, there's a lack of access to technology and reliable internet connectivity, hindering the adoption of AI tools in education

5.3 Conclusion

The integration of Artificial Intelligence (AI) tools in the teaching and learning process holds tremendous potential for transforming education in the 21st century. Through an extensive review of literature and empirical studies, it is evident that AI contributes significantly to personalized learning experiences, efficient administrative tasks, and the creation of innovative educational environments. The findings reveal a positive impact on student engagement, motivation, and performance, particularly in the context of adaptive learning platforms, virtual assistants, and AI-enhanced assessments.

However, as we embrace the benefits of AI in education, it is crucial to acknowledge and address ethical considerations and potential biases inherent in AI algorithms. The responsible use of AI requires careful attention to data privacy, transparency, and fairness to ensure that the technology contributes to educational equity and inclusivity. Ongoing research and development in this area are imperative to refine AI applications and mitigate unintended consequences.

Furthermore, the success of AI in education is contingent on effective teacher professional development programs. Educators need adequate training and support to harness the full potential of AI tools, integrate them seamlessly into their teaching methodologies, and adapt to the evolving educational landscape. Collaborative efforts between educational institutions, policymakers, and technology developers are essential to establish frameworks that foster responsible AI implementation in schools and universities.

Looking ahead, future research should explore emerging trends such as the impact of AI on diverse learning environments, the effectiveness of AI in addressing special educational needs, and the long-term implications of widespread AI adoption in education. Continued interdisciplinary collaboration will be instrumental in navigating the evolving intersection of technology and pedagogy.

In essence, leveraging AI tools in education represents a paradigm shift with the potential to enhance the learning experience for students, optimize teaching practices for educators, and contribute to the overall improvement of educational outcomes. As we move forward, a balanced and thoughtful approach, combining technological innovation with ethical considerations and ongoing research, will be paramount in realizing the full benefits of AI in shaping the future of education.

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ANNEXURE

A Study on leveraging Artificial Intelligence(AI) Tools for the Teaching and Learning Process In Education

1. Name
2. Email
3. Age
4. Gender
 - Male
 - Female
5. Institution
6. Department
7. Do you rely on AI-powered tools for teaching/learning purpose?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
8. Do you agree or disagree with the statement: "Integrating AI tools into teaching/learning practices positively impacts the overall workload?"
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
9. AI tools provide valuable insight that traditional methods may lack
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

10. I feel confident in navigating and utilize AI tools for educational purpose

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

11. I have gained familiarity in using AI tools in teaching/learning purpose

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

12. Do you face difficulties when navigating AI tools for educational purpose?

- Frequently
- Occasionally
- Often
- Rarely
- Never

13. A learning management system contributes to the enhancement of the teaching- learning process

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

14. Does chatbots and virtual assistance help to increase the teaching-learning process?

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

15. An Automated Grading system helps to increase teaching-learning process

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

16. Does AI-powered content creation helps to increase teaching-learning process?

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

17. How often do you use “Chatgpt” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

18. How often do you use “Google Classroom” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

19. How often do you use “Copilot(microsoft)” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

20. How often do you use “Google Bard” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

21. How often do you use “Slidesgo” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

**“A STUDY ON FAST FOOD CONSUMPTION
HABIT AMONG COLLEGE STUDENTS WITH
REFERENCE TO THRISSUR DISTRICT”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

ABHIRAM SAJEEVAN

(CCAVBCM265)

Under the supervision of

Mr. LIPINRAJ K



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A Study on Fast Food Consumption Habit Among College Students with Reference to Thrissur District** ” is a bonafide record of project done by **ABHIRAM SAJEEVAN** , Reg. No. CCAVBCM265, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of BACHELOR OF COMMERCE and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Assoc.Prof. P.G Thomas
Co-ordinator

Mr. LIPINRAJ K
Project Guide

DECLARATION

I, **ABHIRAM SAJEEVAN** , hereby declare that the project work entitled “**A STUDY ON FAST FOOD CONSUMPTION HABIT AMONG COLLEGE STUDENTS WITH REFERENCE TO THRISSUR DISTRICT**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Mr. Lipinraj K, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

ABHIRAM SAJEEVAN

Date:

CCAVBCM265

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Place: Irinjalakuda

ABHIRAM SAJEEVAN

Date:

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CHAPTER-I
INTRODUCTION

1.1 Introduction

Fast food consumption among college students is a prevalent and concerning trend. As these young adults navigate the demands of academic life, they often turn to fast food for its convenience. Fuelled by factors like hectic schedules, limited budgets, and the allure of quick, easily accessible meals, students often find themselves relying on fast food options. The convenience of these choices fits into the demanding lifestyles of college, where time is a precious commodity. This habit raises questions about its impact on their health, lifestyle, and overall well-being. Exploring the factors influencing this choice and its consequences is crucial for understanding and addressing the fast food culture among college students.

Fast food generally refers to food that is quickly prepared within a short interval. Consumption of fast food has drastically increased in India mainly among college students. People, specifically adolescents love to eat fried and roasted food. Fast food consumption among college students is a widespread habit. When the young enter university life, take more control of their lifestyle, in particular food choices and practices, especially if they are away from home. With busy schedules and limited time, many students turn to fast food for quick and convenient meals.

Vast varieties of food can be "cooked fast", "Fast food" is a commercial term limited to food sold in a restaurant or stored with frozen, preheated or precooked ingredients, and served to people. Fast Food consumption become the new and fast option for eating within brief noon hours. Eating out removes hunger and provides pleasure, entertainment, time-saving, social activity and psychological assistance. It consequently causes chronic diseases such as obesity, diabetes, cardiovascular diseases and cancer. The nutritional content of many fast food items is often criticized for its high levels of unhealthy fats, sugars, and sodium. Such dietary patterns can contribute to various health issues, including weight gain, nutritional deficiencies, and long-term health risks.

Beyond the physical implications, there are broader lifestyle considerations. Lifestyle changes and the loss of the family tradition of eating together triggered the popularity of fast food among college students. Fast food consumption can impact energy levels, concentration, and overall academic performance. The shift from healthy, homemade food to more convenient, longer-lasting fast food combined with a sedentary lifestyle has resulted. The young generation is buying unhealthy fast food causing a long-term negative on their health as well as putting additional economic pressure on parents as these foods are costly.

Financial considerations also play a pivotal role in shaping the dietary choices of college students. Many students operate on tight budgets, and the perceived affordability of fast food makes it an attractive option. Unfortunately, the cost-effectiveness of these meals often comes at the expense of nutritional value. Fast food items are notorious for their high levels of unhealthy fats, sugars, and sodium, contributing to a potential health crisis among the student population.

Though most of the students consume fast food as a part of social gatherings, they are getting addicted due to having addictive ingredients in the processing. Most of the time students prefer this kind of ready-to-eat food to eat saving both time and money. The aim of the present study was to examine the habit of fast food consumption among college students.

1.2 Statement of the problem

College students encounter several challenges related to their fast food consumption habits. One significant problem is the time constraints associated with academic demands. Busy schedules leave little time for meal preparation, pushing students toward the quick and convenient option of fast food. The habit of choosing fast food might stick with them for a long time, impacting their health even after college. Financial constraints pose another hurdle. It seems like an affordable option, but it comes at the cost of their health. Limited nutritional

education adds to the challenges. If fast food is widely accepted and prevalent in the college culture, students may find it challenging to opt for healthier alternatives without feeling out of place. Moreover, the fast-paced lifestyle and stress associated with college life can lead to emotional eating and reliance on easily accessible comfort foods. Addressing these challenges requires a comprehensive approach. Implementing educational programs, promoting affordable and healthy dining options, and fostering a supportive social environment can contribute to positive changes in college students' fast food consumption habits.

1.3 Scope of study

This study conducts a thorough investigation into the fast food consumption habits of college students, covering various factors such as behavioural patterns, health implications, economic influences, and cultural dynamics. Furthermore, it investigates the link between dietary habits and academic performance, addressing economic factors such as affordability, and scrutinizing the impact of cultural and social influences. The study also proposes intervention strategies and recognizes the broader lifestyle implications of these habits, highlighting the relevance of findings to public health initiatives. Ultimately, this research provides a definitive understanding of fast food consumption among college students, offering insights for targeted interventions and fostering healthier lifestyles.

1.4 Significance of the study

The significance of studying the fast food consumption habits of college students extends beyond dietary preferences. It explores the profound impact on their health, academic performance, and long-term lifestyle choices. Undoing the factors influencing this dietary trend provides insights into potential health consequences, offering an opportunity to address nutritional deficiencies and curb

the risk of long-term health issues. Moreover, understanding the interplay of budget constraints, cultural influences, and social dynamics contributes to developing targeted interventions. By recognizing the importance of this study, we can pave the way for initiatives that not only promote healthier eating habits during the crucial college years but also have broader implications for public health and well-being.

1.5 Objectives of the study

- > To investigate the factors influencing fast food consumption habit among college students
- > To examine the potential health consequences associated with frequent fast food consumption among male and female college students
- > To identify preferred type of fast foods among College students

1.6 Hypothesis

H0: There is no significant difference between potential health consequences associated with frequent fast food consumption among male and female college students.

H1: There is significant difference between potential health consequences associated with frequent fast food consumption among male and female college students.

1.7 Research methodology

The present study is descriptive. The study examines the choices, convenience, affordability, trends and time constraints for college students in Thrissur district. It also analyses the impact of fast food consumption among college students in Thrissur, the present study uses primary data. Due to the special nature of the study qualitative data has also been used in the present study.

1.7.1 Research design

Research design is the blueprint of research project, detailing the overall strategy and structure. It encompasses the methods and procedures for collecting and analysing data, ensuring the study's validity and reliability. Key components include the type of research (qualitative, quantitative, or mixed methods), sampling techniques, data collection tools, and statistical analyses. A well-crafted research design enhances the project's credibility and contributes to the meaningful interpretation of findings.

1.7.2 Nature of study

The study is Descriptive in nature. Descriptive research is a research method that aims to portray and document the characteristics, behaviours, and patterns of a phenomenon without manipulating variables, providing a detailed and accurate picture.

1.7.3 Source of data

The data is collected from both Primary and Secondary sources. Questionnaires have been used to collect primary data. The data we have collected is primary, and we have used secondary data for reference.

1.8 Sample design

1.8.1 Population

The study is conducted on fast food consumption among the college students in Thrissur district.

1.8.2 Sample frame

To study the whole population and to arrive at a conclusion would be impractical since it is not practical to include all college students in the Thrissur district in the

area of data collection. It was considered to draw the sample. The sampling method used in this study is purposive sampling under non-probability sampling.

1.8.3 Sample size

There is a need for at least 50 samples to perform factor analysis and chi-square test need. Therefore 100 respondents were selected to constitute the sample size for the study. Among 100 samples 50 sample respondents are male and the other 50 are females.

1.9 Tools for analysis

A questionnaire was designed for the purpose of achieving the research objectives. In order to analyse the impact of fast food consumption among college students in Thrissur district. The statistical tool used for the analysis of primary data consist of bar graphs, pie chart, tables, percentages, etc. The analytical tool used for establishing and analysing the relation and dependence between variables include; statistical methods used for hypothesis testing, such as Independent Sample T Test.

1.10 Limitations of study

1. The study confined to 100 samples
2. The study only confined among college students in Thrissur district.

1.11 Chapterization

Chapter 1 - Introduction

Chapter 2 - Empirical review of literature

Chapter 3 - Conceptual review

Chapter 4 - Data analysis and interpretation

Chapter 5 - Findings, suggestions and conclusion

CHAPTER-II
REVIEW OF LITERATURE

2.1 Introduction

A literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain period. A literature review can be just a simple summary of the source but is usually an organisational pattern that combines both summary and synthesis. It helps in clarifying and defining the problem, stating the objectives, formulating a hypothesis, selecting an appropriate design and methodology of research as well as interpreting the result in the light of research work already undertaken in the previous studies. In this chapter, an endeavour has been made to provide and present an overview of various aspects of this study through the review of existing literature. The sources referred include journals, books, working papers, reports related to human resources etc. In this section, related literature on fast food consumption among college students in the Thrissur district.

2.1.1 Empirical review

Empirical research is published in books scholars and peer-reviewed journals. However, most library databases do not offer straightforward ways to locate empirical research. Below are tips for some of the pen states most popular education and behavioural/social science databases.

SAHASPORN PAERATAKUL, DAPHNE P. FERDINAND, MN, RN; CATHERINE M. CHAMPAGNE, RD, PhD; DONNA H. RYAN, MD; GEORGE A. BRAY, MD (2003), This study discusses the growth of fast-food outlets and sales in the US since the 1970s. Adolescents visit fast-food outlets twice a week on average and a survey shows that 75% of students aged 11 to 18 ate at a fast-food restaurant in the week before the survey. The passage points out the nutritional concerns about fast food, particularly its high fat and energy content. It aims to explore the association between fast-food consumption and diet quality through three hypotheses.

Kim, Gyeong-Won, Sin, Eun-Mi Mun, Eun-Hye (2004), This study explored fast food consumption, nutritional knowledge, food behaviour, and dietary intake among 269 university students in Daejeon. Findings revealed moderate nutritional knowledge, with users having higher scores. Food behaviours were generally undesirable, and fast food non-users showed better habits. Dietary intake fell below 75% of RDAs for some nutrients. Frequent fast food users had higher lipid intake and lower INQ for calcium. The study offers insights into students' status for planning nutrition education.

S. KAYISOĞLU* and A. İÇÖZ (2012), This study discusses the importance of popularity of fast food in Turkey and its impact on health, with concerns about nutrient deficiency and diseases such as obesity and heart disease. It also mentions a 2001 survey linking fast-food consumption to lower intakes of essential nutrients. The research aims to understand fast-food preferences based on gender.

Hulya Yardimci, Yahya Ozdogan, Ayse Ozfer Ozcelik and Metin Saip Surucuoglu (2012), This study aimed to examine the fast-food consumption habits of university students. The sample included 401 students, with 74.0% being female and 26.0% male, from various universities in Ankara. The study found that 98.0% of students visited fast-food restaurants. About 43.8% of

students preferred fast food both during the week and on weekends. Pizza was the most preferred fast food, followed by chicken doner and hamburger. Fizzy drinks were the most preferred beverage. The study suggests that, influenced by factors like independence and social circles, university students tend to opt for less healthy food choices, including fast food and fizzy drinks.

Munmun Shabnam Bipasha¹, Shatabdi Goon (2013), A study in Bangladesh has found that fast food consumption is alarmingly high (98.5%) among university students due to factors such as taste, accessibility, convenience, and cost-effectiveness. Skipping breakfast and consuming fast food daily is common, despite being well-informed about the negative health effects. The study suggests health education programs, dietary guidelines, and public awareness campaigns to address this unhealthy lifestyle among university students.

Ebru Onurlubaş and Neslihan Yılmaz (2013), The study conducted at Trakya University Keşan Yusuf Çapraz School of Applied Sciences explores the fast food consumption habits of 265 students through face-to-face surveys. The factors influencing their preferences were identified using factor analysis, revealing key aspects such as "Product-Quality-Price relation," "Correctitude of Location," "Product and Service," and "Scarcity of Time." The research, based on data from a questionnaire applied to a random sample of 265 students out of a total of 1098, utilized statistical tools like Kaiser-Meyer-Olkin measure and Bartlett sphericity test to ensure the compatibility of explanatory variables.

Mu Rui-Hui College of Computer and Information Engineering, Xinxiang University, Xinxiang, Henan, China (2015), The study underscores the significant rise in fast-food consumption, linking it to obesity and health issues. Findings reveal increased energy intake leading to weight gain and insulin

resistance. Notably, adults consuming fast food are more likely to be overweight. The report emphasizes that frequent fast-food consumption provides fewer nutritional benefits, with higher calorie, fat, and sugar content. Age-wise, young adults and college students opt for fast food due to convenience and cost. The correlation between fast-food usage and obesity in specific Chinese cities is highlighted. The study aims to assess the heat consumption of fast food among college students, aiming to understand its impact on health and budget.

Veena V1, Sathish Chandra M R1, Shruthi M N1, Shaima I Khan2 (2018), This study shows that the global issue of increasing obesity rates, particularly among adolescents, and underscores the associated health risks. It focuses on a study involving medical students, who, despite their expected knowledge of unhealthy dietary effects, are prone to stress-related irregularities such as increased junk food consumption. The research assesses junk food habits and obesity among medical students through a descriptive cross-sectional study, employing a questionnaire and body mass index (BMI) measurements. The study aims to identify correlations between junk food intake, lifestyle factors, and obesity in this student population.

Saveetha School of Law, Saveetha Institute of Medical and Technical Sciences, Saveetha University, Chennai-77, Tamil Nadu, India (2018), This study discusses the importance of maintaining a healthy diet, advocates for a positive change towards healthier eating habits and emphasizes the need for preventive measures. It discusses the patterns of fast food consumption and associated health problems, particularly among teenagers, and highlights the need for educating them on the importance of healthy eating. The review outlines the global phenomenon of junk food and encourages the adoption of traditional eating habits.

Sam Abraham1*, Manuel Martinez2, Gabriela Salas3, Jessica Smith4 (2018), This study shows that the health implications of fast food consumption

among college students. The study aimed to explore their perceptions and habits, revealing a lack of alignment between their knowledge and actions. The findings indicate that college students are aware of the health risks associated with fast food consumption, but tend to go to fast food restaurants more often when socializing with friends. The study concludes by drawing attention to the impact of food choices on health, especially among college students who may have unhealthy eating habits.

N. Syafiqah, R. Nirmala, C. Azlini, Z.M. Lukman, M.Y. Kamal(2018), This study explores how students at University Sultan Zainal Abidin (UniSZA) consume fast food. 320 students participated, with 77.5% being female and 22.5% male. Most, 93%, enjoy fast food, often influenced by moderate prices (72%). Surprisingly, only 5% check nutrition labels. The majority, 99%, eat fast food 1-5 times a week. The research used a quantitative approach, collecting data from July 24th to August 22nd, 2018. Demographic details like age, gender, and ethnicity were considered. Data analysis was done using statistical methods and Excel.

Kristin L. Morse, Judy A. Driskell (2019), This study discusses fast-food consumption among college students, highlighting reasons such as convenience, cost, taste, and socializing. It notes potential gender differences in eating patterns and raises concerns about the impact of fast food on overall dietary habits and health. The study aims to determine the influence of sex on fast-food consumption and beliefs among college students.

Vaishali V.Agarwal1, Palak A.Makhija2 (2019), The study delves into reasons for choosing junk food, examining consumption rates, and awareness levels. It explores students' fast food vs. home food preferences, linking income and education to spending habits. The impact of household size on food choices is

also considered. The literature review highlights historical aspects of fast food, health implications, and factors affecting young people. Research questions focus on college students' perceptions and eating habits, offering a comprehensive perspective.

D. Indumathi, Dr S. Shameem (2020), The study on fast food consumption patterns among college students sheds light on the impact of economic development and urbanization on dietary choices. It's concerning how the prevalence of junk food has contributed to health issues. The use of regression analysis and chi-square testing with a sample of 50 participants in Tiruchirappalli provides a quantitative approach to understanding eating preferences. It seems to offer valuable insights into the factors influencing food choices among the student population.

Sanjoy Saha, Md Abdullah Al Mamun & Md Ruhul Kabir (2021), This study explores the rise of unhealthy dietary practices among college students in South Asia, emphasizing the impact of factors such as gender, age, socio-economic class, body mass index, study groups, low nutrition knowledge, and internet addiction on frequent fast food consumption. Additionally, various factors like taste, brand reputation, accessibility, location, price, ambiance, hygiene, variety, promotional offers, and timely service significantly contribute to increased fast food intake. The findings underscore the importance of institutional nutrition education intervention and multisectoral approaches to mitigate fast food consumption and promote healthier food choices among college students in South Asia.

CHAPTER III
CONCEPTUAL REVIEW

3.1 Introduction

Theories are formulated to explain, predict and understand phenomena and in many cases to challenge and extend existing knowledge within the limits of critical bounding assumption. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problems under study exist. A theoretical framework consists of concepts and together with their definitions and reference to relevant scholarly literature, existing theory that is used for your particular study. The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of your research paper and that relate to the broader areas of knowledge being considered.

3.2 Fast food consumption

Fast food consumption among college students is a prevalent and concerning trend that has garnered attention due to its potential impact on health and well-being. As young adults navigate the challenges of university life, factors such as convenience, time constraints, and budget limitations contribute to the high prevalence of fast food consumption. College life is characterized by a hectic schedule, with students juggling academic commitments, extracurricular activities, and part-time jobs. In this fast-paced environment, the quick and easily accessible nature of fast food becomes appealing. Campuses often host an array of fast-food options, from on-campus cafeterias to nearby fast-food chains. The proximity of these establishments, coupled with the demand for swift meal options, fosters a culture where fast food becomes a convenient choice for many students.

In this research project, we mainly concentrate on the main trending food that college students prefer and is also convenient for them. They are Samosa, Cutlet,

Vada, Chicken, Beef, Veg, Lime, Grape, Watermelon, biryani, Fried rice, and Ghee rice.

Additionally, time constraints play a significant role in shaping dietary habits among college students. Academic demands, project deadlines, and social engagements can leave students with limited time to prepare and consume wholesome meals. As a result, the allure of fast food, which promises speedy service and minimal waiting time, becomes irresistible. Budget constraints further contribute to the reliance on fast food among college students. Many students face financial limitations, making cost-effective food options a priority. Fast food, often perceived as more affordable than healthier alternatives, becomes a go-to solution for those on a tight budget. The affordability and accessibility of fast food make it a practical choice for students seeking to stretch their limited funds.

Despite the convenience and affordability, the overconsumption of fast food poses health risks to college students. Fast food is typically high in calories, saturated fats, sodium, and sugars, contributing to the development of health issues such as obesity, cardiovascular diseases, and diabetes. The lack of nutritional value in many fast-food options can result in nutrient deficiencies, negatively impacting overall health and academic performance. Efforts to address the issue of fast food consumption among college students require a multifaceted approach. Educational programs on nutrition and healthy eating habits can raise awareness about the long-term consequences of excessive fast food intake. Universities can collaborate with nutritionists to provide resources and workshops that empower students to make informed dietary choices.

Moreover, campus dining services can play a pivotal role in promoting healthier eating habits. By offering a variety of nutritious meal options at affordable prices, universities can encourage students to make healthier food choices. Incorporating more whole foods, fruits, and vegetables into cafeteria menus can contribute to a more balanced diet for students. Student - led initiatives and clubs focused on

health and wellness can also contribute to changing the narrative surrounding food choices on campus. Peer support and encouragement can foster a sense of community that promotes healthier lifestyle choices. Additionally, collaboration with local farmers and businesses to source fresh and locally produced ingredients can enhance the quality of meals provided on campus. Beyond the campus environment, policymakers and local communities can contribute to the solution by implementing strategies to increase the availability and affordability of healthy food options. Public health campaigns, taxation on unhealthy food products, and incentives for businesses to offer healthier choices can all play a role in reshaping the food landscape for college students.

In conclusion, fast food consumption among college students is a complex issue influenced by factors such as convenience, time constraints, and budget limitations. While fast food offers a quick and affordable solution for busy students, the long-term health consequences cannot be ignored. Addressing this challenge requires collaborative efforts from educational institutions, policymakers, and local communities to promote healthier eating habits and create an environment that supports the well-being of college students.

3.3 Factors

Fast food consumption among college students is a complex phenomenon influenced by various factors, including convenience, cost, dietary habits, social influences, and lifestyle choices. Understanding these factors is crucial for addressing the challenges associated with unhealthy eating patterns in this demographic. One of the primary drivers of fast food consumption among college students is the convenience it offers. The hectic schedules and academic pressures often leave students with limited time for meal preparation. Fast food establishments provide a quick and easy solution, allowing students to grab a meal on the go without investing much time or effort. The proximity of these establishments to college campuses further enhances their appeal. Cost is another

significant factor influencing food choices among college students. Limited budgets and financial constraints can make fast food, often perceived as more affordable than healthier alternatives, an attractive option. The affordability of value meals and discounted options makes fast food an economically viable choice for students managing tight budgets. Additionally, the dietary habits developed during adolescence play a role in shaping food preferences in college. Students accustomed to fast food as a part of their upbringing are more likely to continue these habits during their college years. The lack of exposure to healthier eating options during formative years can contribute to a preference for convenient and familiar fast food items. Social influences and peer pressure also contribute to the prevalence of fast food consumption among college students. Eating habits often become social activities, and the appeal of sharing a quick meal with friends can lead to frequent visits to fast-food establishments. Social norms within the college environment may normalize fast food consumption, creating a culture where such choices are considered acceptable or even desirable.

Moreover, the availability of fast food options in the vicinity of college campuses plays a crucial role. Campuses are often surrounded by a plethora of fast food outlets, making them easily accessible to students. The convenience of having these establishments within walking distance or a short drive contributes to the frequency of fast food consumption. Time constraints, a common challenge for college students, further drive the preference for fast food. Between attending classes, studying, and participating in extracurricular activities, students may perceive cooking as time-consuming and opt for the quick solution provided by fast food outlets. The perception that fast food saves time aligns with the fast-paced lifestyle that many college students lead. The marketing strategies employed by fast food companies also play a role in influencing college students' choices. Aggressive advertising, promotional deals, and endorsements targeting the younger demographic contribute to the normalization of fast food

consumption. The branding of fast food as trendy, convenient, and appealing creates a positive image that resonates with college students. Educational programs promoting nutritional awareness can help students make informed choices about their diet. Campus initiatives supporting healthier food options and affordable alternatives can provide viable alternatives to fast food. Encouraging a shift in social norms to prioritize healthier eating habits within the college community can also contribute to positive change.

In conclusion, the factors influencing fast food consumption among college students are interconnected and multifaceted. Convenience, cost, social influences, lifestyle choices, and marketing strategies collectively contribute to the prevalence of fast food in the diets of college students.

3.4 Effects

Fast food has become a ubiquitous part of the college experience, offering convenience and affordability to students grappling with demanding schedules and limited budgets. However, the ramifications of regular fast food consumption extend beyond the immediate gratification of a quick meal. The effects encompass various aspects of students' lives, including their physical health, academic performance, and long-term well-being.

1. Nutritional Impact:

Fast food is notorious for its poor nutritional profile. Often high in calories, saturated fats, sugars, and sodium, these meals lack the essential vitamins, minerals, and nutrients needed for optimal health. College students, in the midst of academic pressures, may find the convenience of fast food appealing, but the nutritional consequences can be significant. Regular consumption of fast food can lead to nutritional imbalances, contributing to deficiencies in essential nutrients. This deficiency can affect various bodily functions, impacting energy levels, immune system function, and overall well-being. The absence of critical nutrients

like Fiber and antioxidants in fast food can hinder the body's ability to function at its best.

2. Weight Gain and Obesity:

One of the most immediate and visible effects of frequent fast food consumption is weight gain. Fast food items are often calorie-dense, and the habit of consuming these high-calorie meals can contribute to an imbalance between energy intake and expenditure. College students, juggling academic responsibilities and extracurricular activities, may find it challenging to maintain a healthy weight when relying heavily on fast food. The link between regular fast food consumption and obesity is well-established. Obesity, in turn, increases the risk of several health conditions, including diabetes, hypertension, and cardiovascular diseases. The sedentary lifestyle that often accompanies academic pursuits can exacerbate the impact of unhealthy eating habits, creating a cycle that is detrimental to overall health.

3. Academic Performance:

The connection between diet and academic performance is an area of growing interest. Nutrition plays a crucial role in cognitive function, memory, and concentration. While fast food may offer a quick solution for time-strapped students, its impact on academic outcomes can be profound. Diets rich in unhealthy fast food have been associated with fatigue, reduced attention span, and diminished cognitive abilities. The spikes and crashes in blood sugar levels caused by the consumption of sugary and processed foods can lead to difficulties in sustaining focus during lectures or study sessions. Over time, these effects can contribute to a decline in overall academic performance.

4. Mental Health:

Beyond the physical consequences, fast food consumption has implications for mental health. Emerging research suggests a link between diet and mental well-being, with diets high in processed foods potentially contributing to an increased risk of depression and anxiety. The lack of essential nutrients in fast food, coupled with the presence of additives and preservatives, may influence neurotransmitter function and brain health. Omega-3 fatty acids, crucial for brain health and mood regulation, are often insufficient in diets dominated by fast food. Consequently, students who rely heavily on such diets may be more susceptible to mental health challenges.

5. Long-Term Health Risks:

Establishing unhealthy eating patterns during college can set the stage for long-term health risks. Conditions like cardiovascular diseases, diabetes, and metabolic disorders, often associated with poor dietary choices, may manifest later in life. The habits formed during the college years tend to persist into adulthood. If fast food consumption becomes a predominant dietary pattern during this critical period, individuals may carry these habits into their post-college years, increasing their vulnerability to chronic health conditions. Therefore, the consequences of fast food consumption extend well beyond the college experience, impacting the overall trajectory of an individual's health.

In conclusion, while fast food may offer a quick and convenient solution for college students, the effects of regular consumption are far-reaching. From nutritional deficiencies and weight gain to implications for academic performance and long-term health risks, the impact of fast food on college students is significant. Recognizing these effects is crucial for implementing interventions that promote healthier eating habits and overall well-being among the college population.

CHAPTER-IV
DATA ANALYSIS AND
INTERPRETATION

4.1 Introduction

Data analysis and interpretation play crucial roles in the research project lifecycle, providing researchers with insights derived from collected information. These processes involve transforming raw data into meaningful conclusions, facilitating informed decision-making and contributing to the advancement of knowledge in various fields.

Data analysis begins with the organization and cleaning of raw data. This step ensures that the information is accurate and ready for exploration. Common techniques include descriptive statistics, which summarize and describe key features of the dataset, and inferential statistics, which draw conclusions about populations based on sample data. Once the data is prepared, researchers employ various methods to uncover patterns, relationships, and trends. This may involve the use of statistical software, machine learning algorithms, or qualitative coding, depending on the nature of the data. For quantitative research, statistical tests such as t-tests or regression analyses are applied, while qualitative research might involve content analysis or thematic coding.

Interpretation is the subsequent step, where researchers derive meaning from the analyzed data. It involves connecting findings to the research questions or hypotheses and considering the broader implications. In quantitative research, statistical significance is assessed, while qualitative research involves identifying themes or patterns within the data. Effective interpretation requires researchers to consider the context, limitations, and potential biases of the study. This critical analysis ensures that the conclusions drawn are valid and reliable. Researchers should also be transparent about their methods and findings, allowing for reproducibility and scrutiny by peers. In interdisciplinary research, combining qualitative and quantitative approaches, known as mixed-methods research, provides a comprehensive understanding of the phenomenon under investigation. This integration enhances the richness of interpretations and strengthens the

overall research design. Data analysis and interpretation are iterative processes, allowing researchers to refine their understanding as more data becomes available. In longitudinal studies, for example, trends over time contribute to a deeper comprehension of the subject matter.

In conclusion, data analysis and interpretation are pivotal elements of the research process. They transform raw data into actionable insights, contributing to the generation of knowledge. Effective analysis requires a combination of technical skills, critical thinking, and an awareness of the broader research context. Researchers must navigate through the complexities of data to unveil meaningful patterns, ultimately advancing their field and informing evidence-based decision-making.

Table no 4.2

Classification of respondent based on age group

Age groups	No. of respondents	Percentage
17-18	3	3%
19-20	67	67%
21-22	24	24%
23-Above	6	6%

(Source : Survey data)

Table 4.2 reveals the Age Group of the students among 100 samples 67% opted for 19-20, 24% opted for 21-22, 6% opted for 23 above and 3% opted for 17-18 are respondents

Fig no 4.2

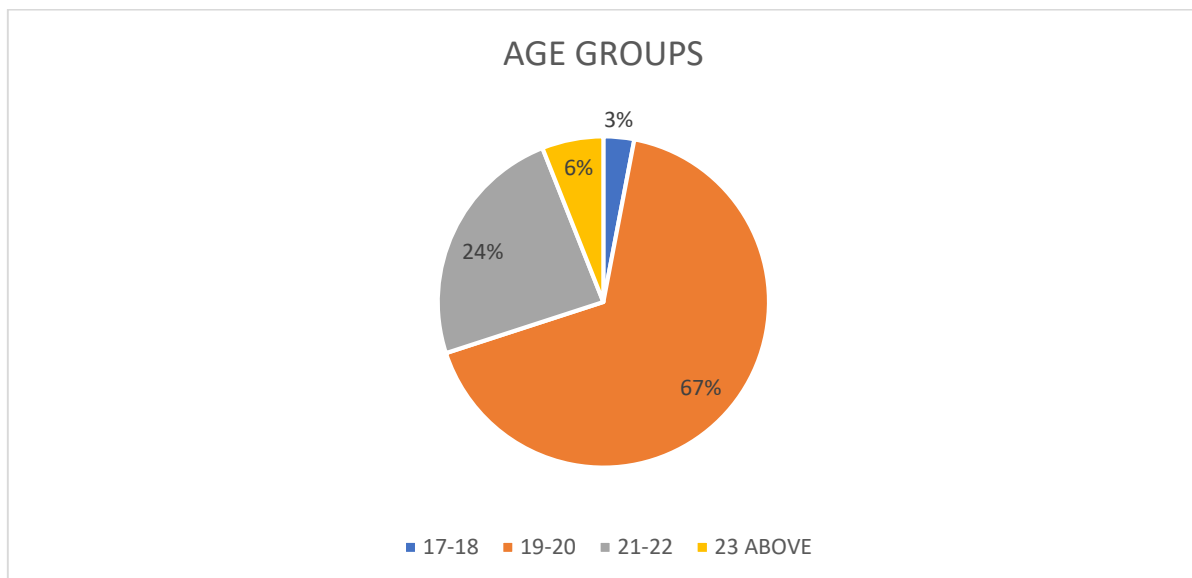


Table no 4.3

Classification of respondent based on gender

Gender	No. of respondents	Percentage
Male	50	50%
Female	50	50%
Others	0	0%

(Source : Survey data)

Table 4.3 reveals the Gender of the students among 100 samples 50% are Male and 50% are Female respondents.

Fig no 4.3

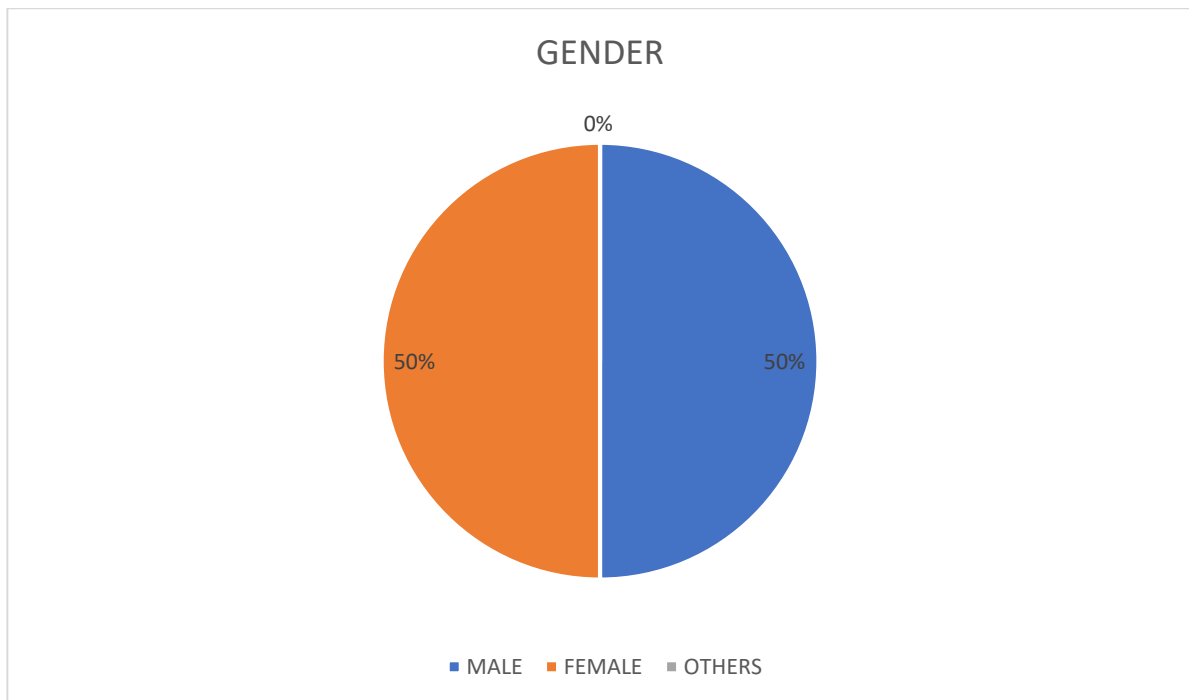


Table no 4.4

Classification of respondent based on family type

Family type	Percentage
Nuclear family	83%
Joint family	17%

(Source : Survey data)

Table 4.4 reveals the Family Type of the students among 100 samples 83% are Nuclear Family and 17% are Joint Family are respondents.

Fig no 4.4

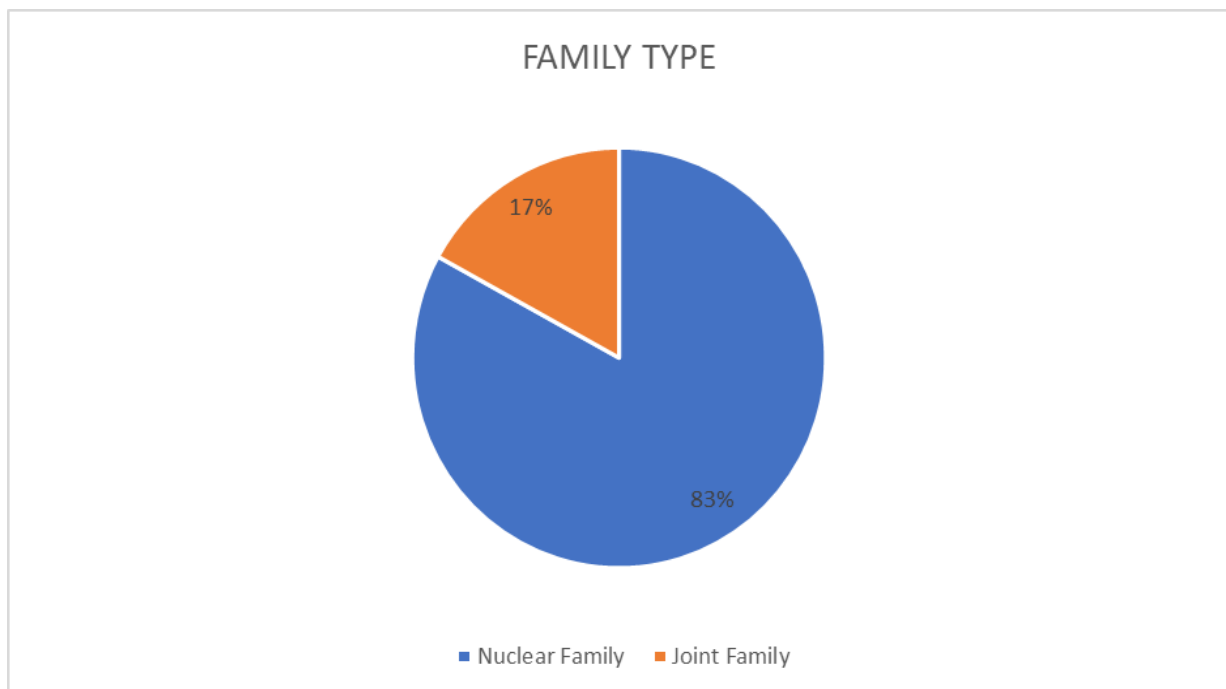


Table no 4.5

Classification of respondent based on stream

Stream	No. of respondents	Percentage
Arts	23	23%
Social science	1	1%
Science	34	34%
Others	42	42%

(Source : Survey data)

Table 4.5 reveals the Stream of the students among 100 samples 42% opted for Others, 34% opted for Science, 23% opted for Arts and 1% opted for Social Science.

Fig no 4.5

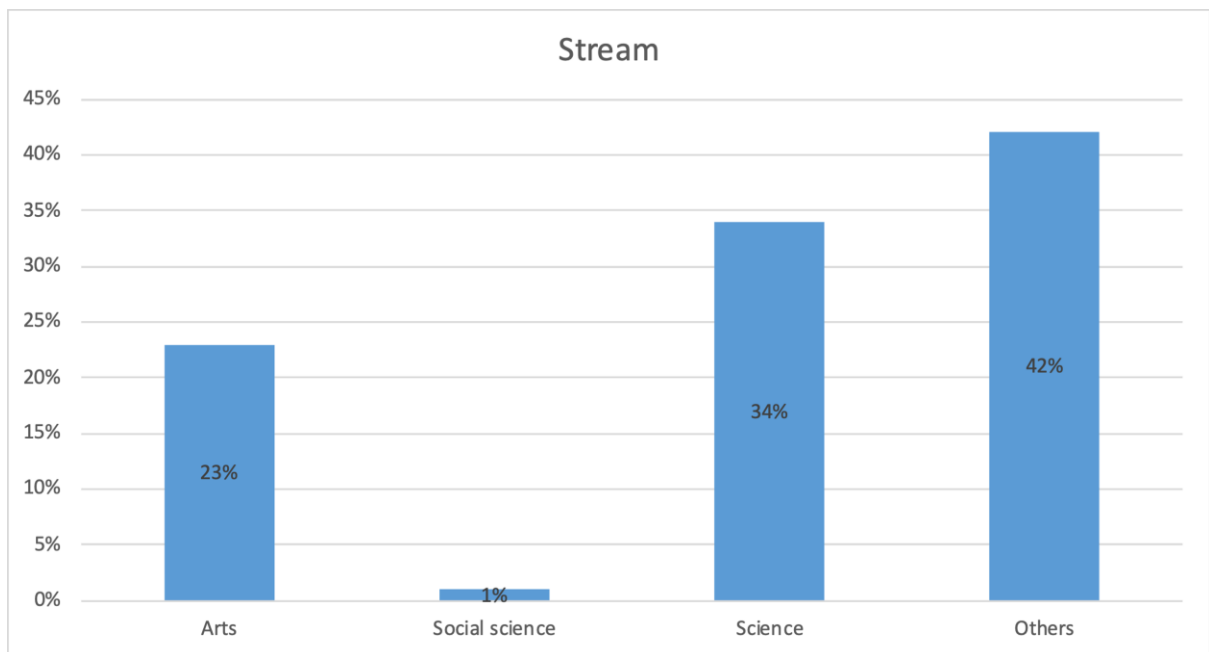


Table no 4.6

Classification of respondent based on taste preference

Taste preference	No. of respondents	Percentage
Strongly agree	44	44%
Agree	43	43%
Neutral	12	12%
Disagree	0	0%
Strongly disagree	1	1%

(Source : Survey data)

Table 4.6 reveals the Taste Preference of the students among 100 samples 44% opted for Strongly Agree, 43% opted for Agree, 12% opted for Neutral, 1% opted for Disagree, 0% opted for Strongly Disagree.

Fig no 4.6

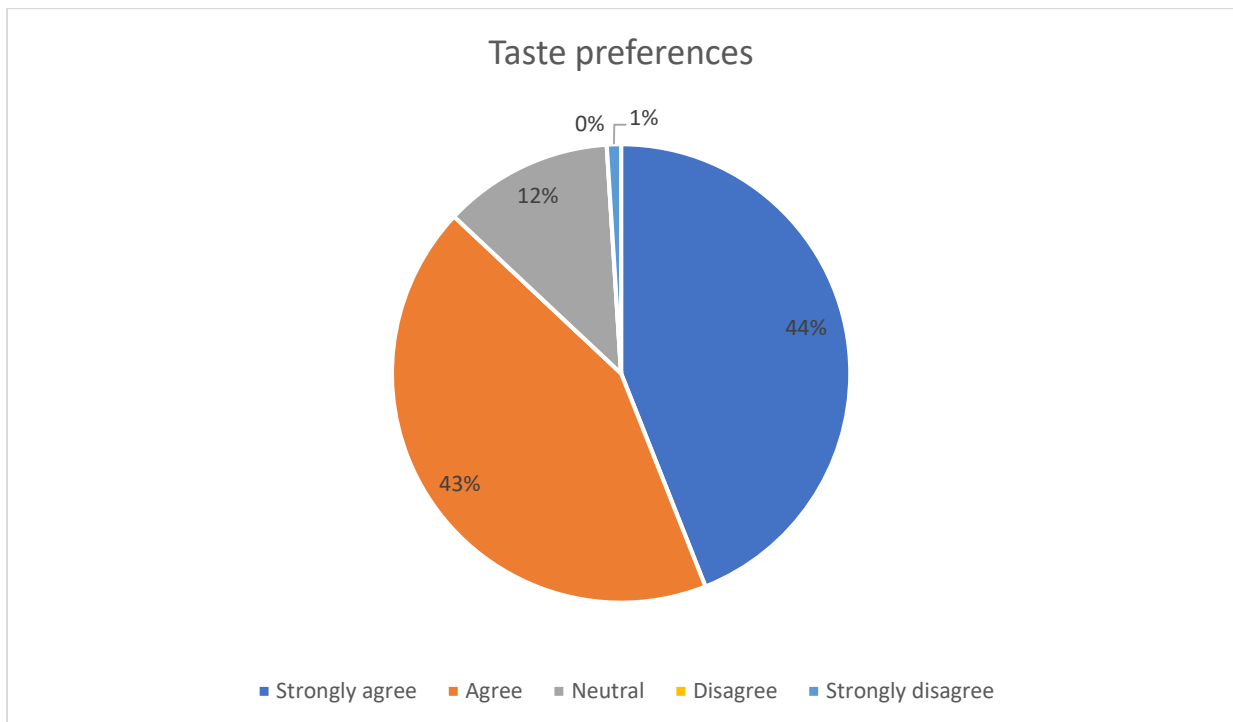


Table no 4.7

Classification of respondent based on accessibility

Accessibility	No. of respondents	Percentage
Strongly agree	26	26%
Agree	55	55%
Neutral	19	19%
Disagree	0	0%
Strongly disagree	0	0%

(Source : Survey data)

Table 4.7 reveals the Accessibility of the students among 100 samples 55% opted for Agree, 26% opted for Strongly Disagree, 19% opted for Neutral and 0% opted both Disagree and Strongly Disagree.

Fig no 4.7

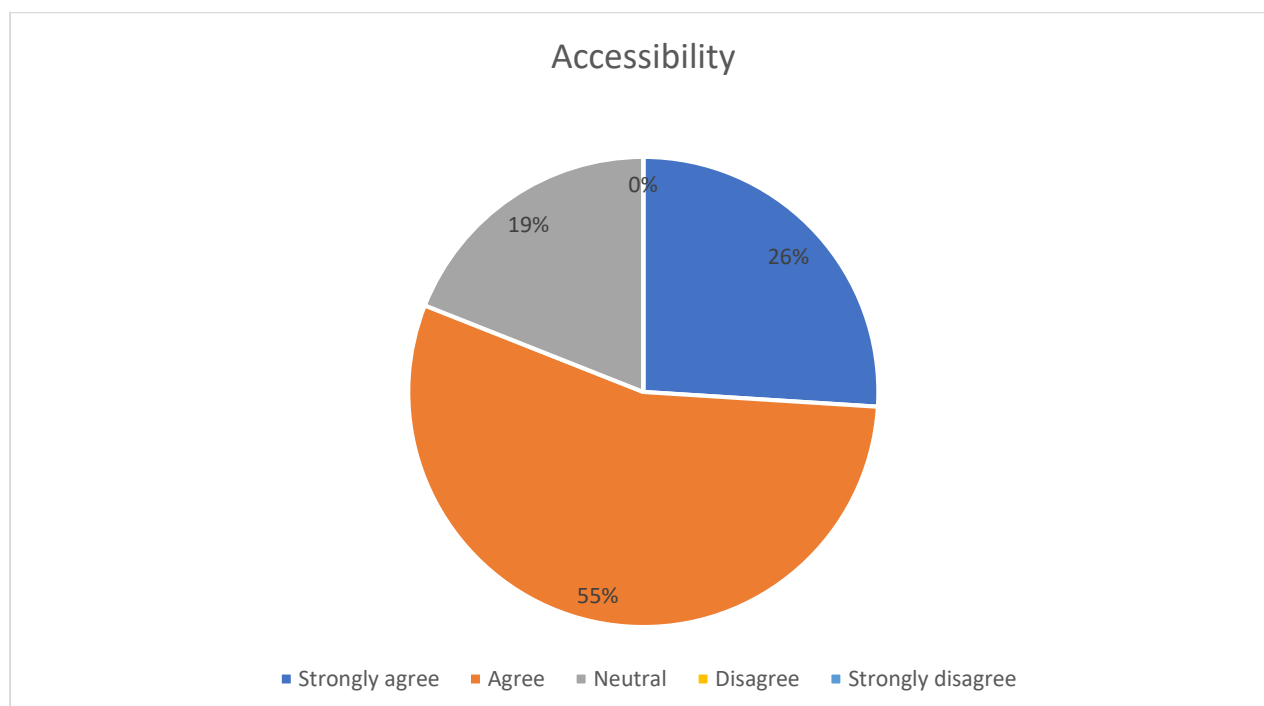


Table no 4.8

Classification of respondent based on affordability

Affordability	No. of respondents	Percentage
Strongly agree	26	26%
Agree	55	55%
Neutral	19	19%
Disagree	0	0%
Strongly disagree	0	0%

(Source : Survey data)

Table 4.8 reveals the Affordability of the students among 100 samples 39% opted for Agree, 32% opted for Neutral, 26% opted for Strongly Agree, 3% opted for Disagree and 0% opted for Strongly Disagree.

Fig no 4.8

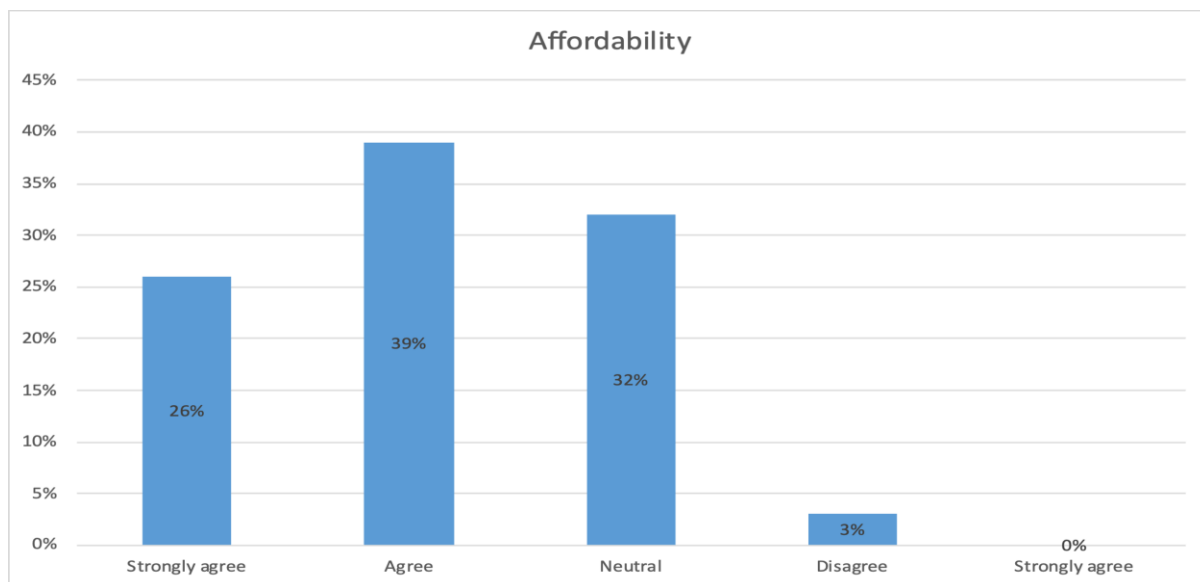


Table no 4.9

Classification of respondent based on peer influence

Peer influence	No. of respondents	Percentage
Strongly agree	23	23%
Agree	40	40%
Neutral	33	33%
Disagree	3	3%
Strongly disagree	1	1%

(Source : Survey data)

Table 4.9 reveals the Peer Influence of the students among 100 samples 40% opted for Agree, 33% opted for Neutral, 23% opted for Strongly Agree, 3% opted for Disagree and 1% opted for Strongly Disagree.

Fig no 4.9

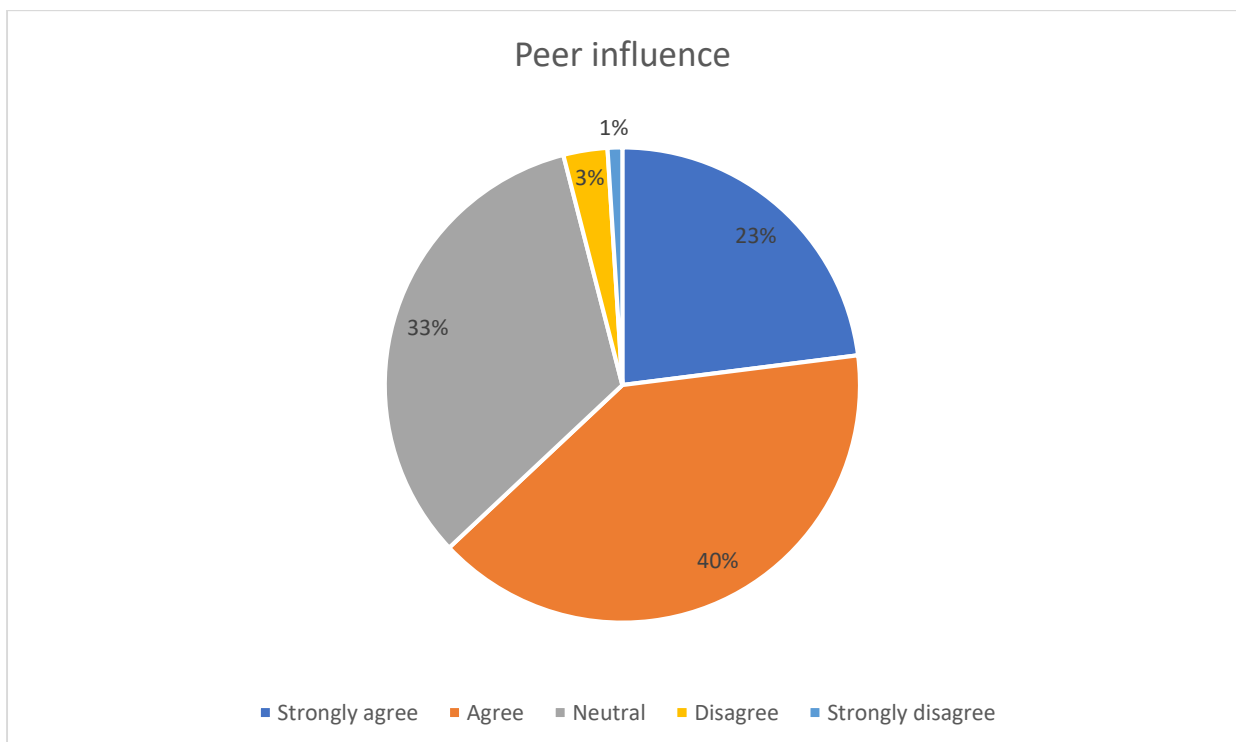


Table no 4.10

Classification of respondent based on advertisement

Advertisement	No. of respondents	Percentage
Strongly agree	30	30%
Agree	37	37%
Neutral	27	27%
Disagree	5	5%
Strongly disagree	1	1%

(Source : Survey data)

Table 4.10 reveals the Advertisement of the students among 100 samples 37% opted for Agree, 30% opted for Strongly Agree, 27% opted for Neutral, 5% opted for Disagree and 1% opted for Strongly Disagree.

Fig no 4.10

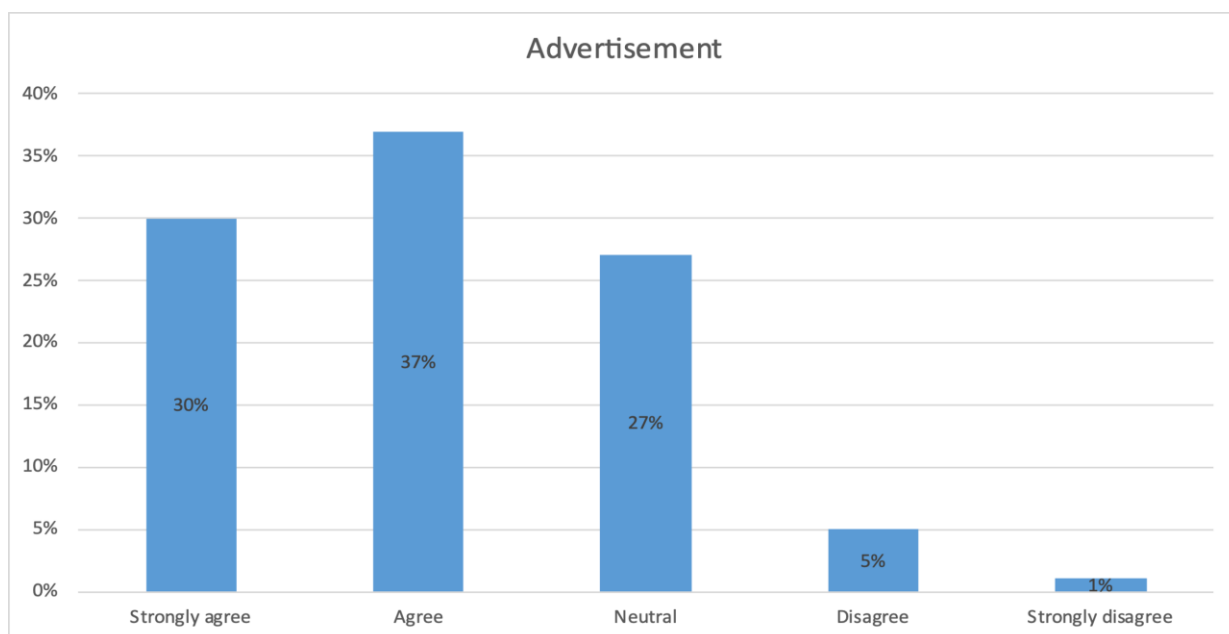


Table no 4.11

Classification of respondent based on nutrition knowledge

Nutrition knowledge	No. of respondents	Percentage
Strongly agree	13	13%
Agree	33	33%
Neutral	32	32%
Disagree	17	17%
Strongly disagree	5	5%

(Source : Survey data)

Table 4.11 reveals the Nutrition Knowledge of the students among 100 samples 33% opted for Agree, 32% opted for Neutral, 17% opted for Disagree, 13% opted for Strongly Agree and 5% opted for Strongly Disagree.

Fig no 4.11

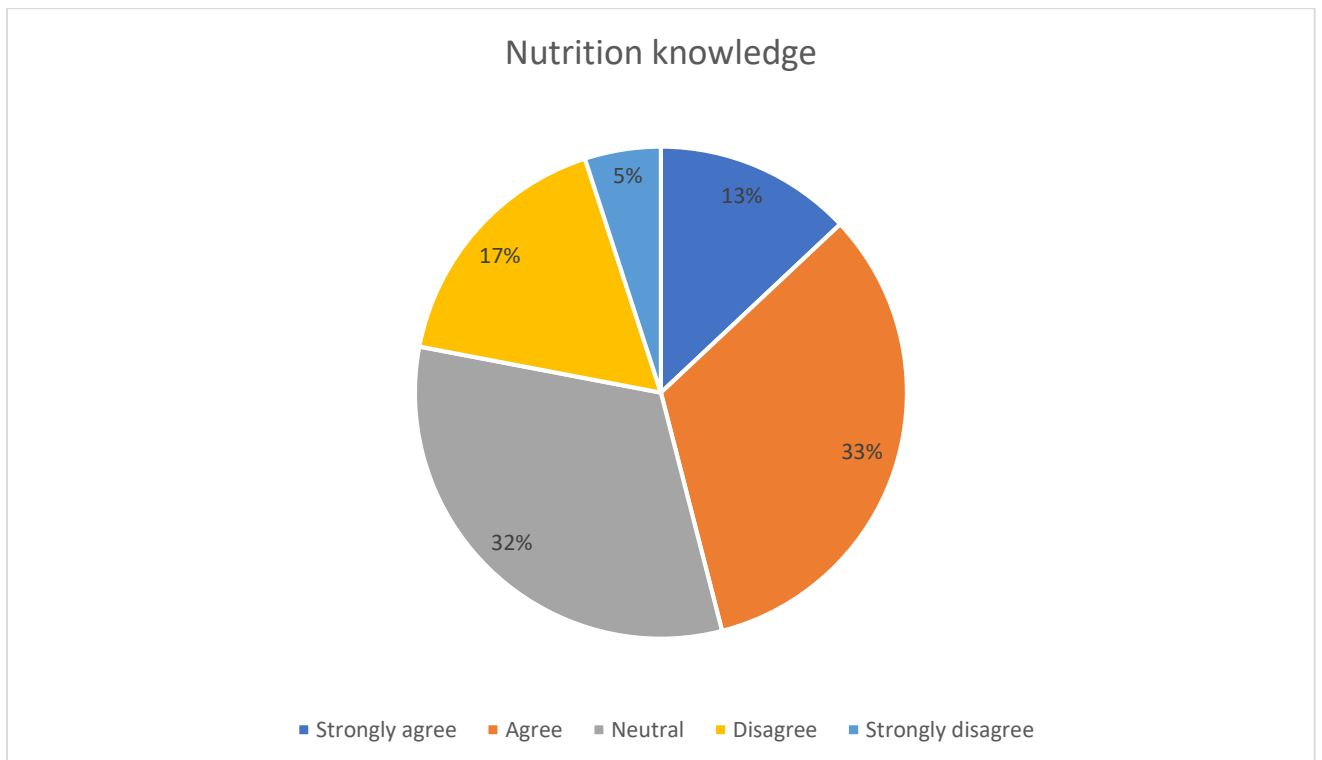


Table no 4.12

Classification of respondent based on health conscious

Health conscious	No. of respondents	Percentage
Strongly agree	22	22%
Agree	28	28%
Neutral	25	25%
Disagree	20	20%
Strongly disagree	5	5%

(Source : Survey data)

Table 4.12 reveals the Health Conscious of the students among 100 samples 28% opted for Agree, 25% opted for Neutral, 22% opted for Strongly Agree, 20% opted for Disagree and 5% opted for Strongly Disagree.

Fig no 4.12

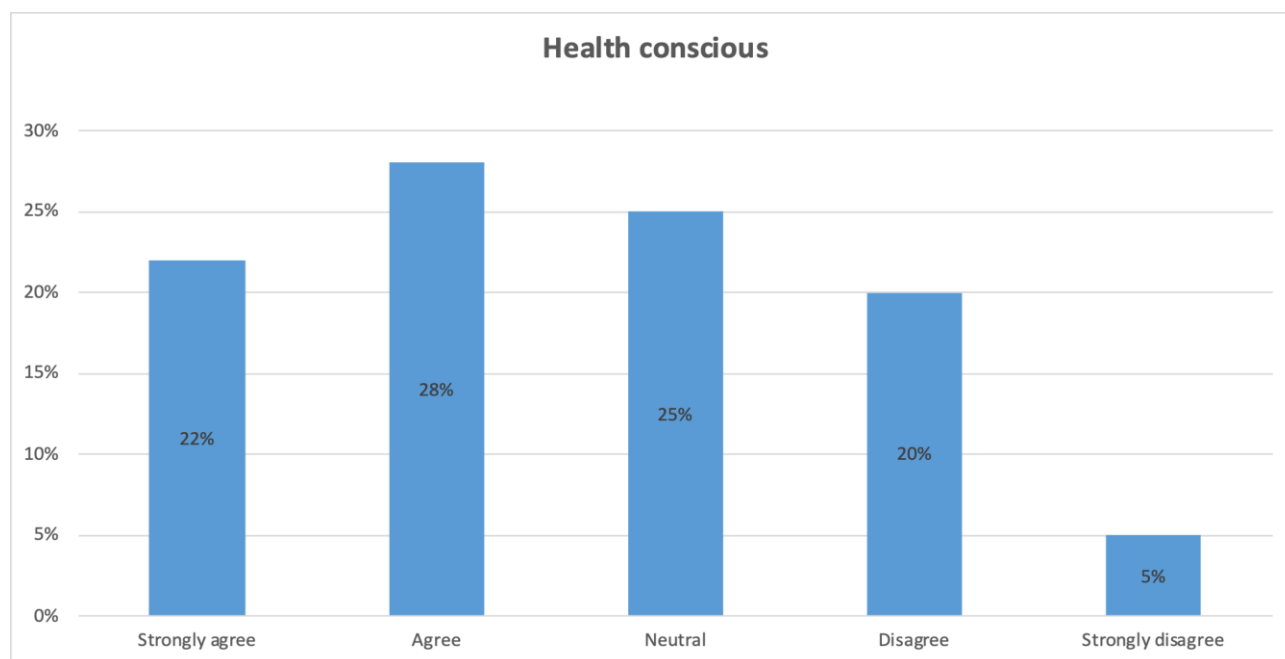


Table no 4.13

Classification of respondent based on choice of food

Choice of food	No. of respondents	Percentage
Strongly agree	26	26%
Agree	49	49%
Neutral	22	22%
Disagree	2	2%
Strongly disagree	1	1%

(Source : Survey data)

Table 4.13 reveals the Choice of Food of the students among 100 samples 49% opted for Agree, 26% opted for Strongly Agree, 22% opted for Neutral, 2% opted for Disagree and 1% opted for Strongly Disagree.

Fig no 4.13

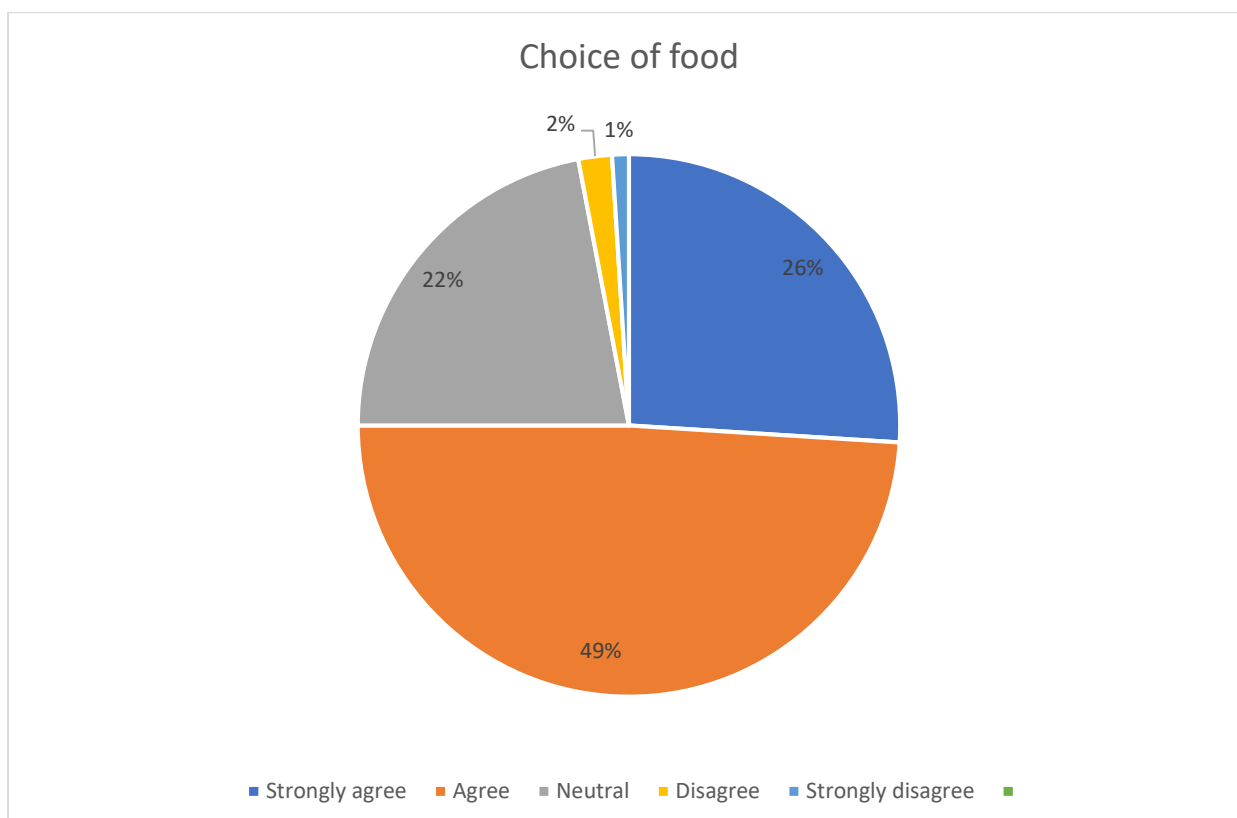


Table no 4.14

Classification of respondent based on lack of cooking skills

Lack of cooking skills	No. of respondents	Percentage
Strongly agree	11	11%
Agree	34	34%
Neutral	29	29%
Disagree	17	17%
Strongly disagree	9	9%

(Source : Survey data)

Table 4.14 reveals the Lack of Cooking Skills of the students among 100 samples 55% opted for Agree, 26% opted for Strongly Agree, 19% opted for Neutral and 0% opted both Disagree and Strongly Disagree.

Fig no 4.14

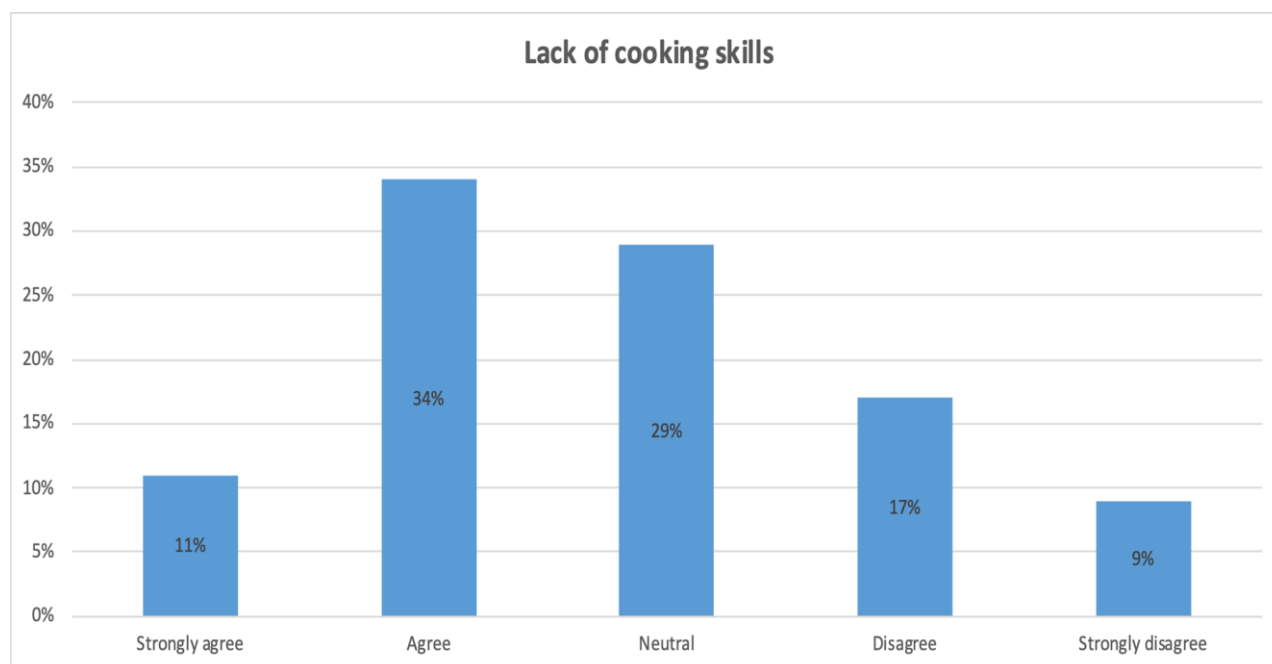


Table no 4.15

Classification of respondent based on quality and quantity

Quality and quantity	No. of respondents	Percentage
Strongly agree	30	30%
Agree	38	38%
Neutral	29	29%
Disagree	3	3%
Strongly disagree	0	0%

(Source : Survey data)

Table 4.15 reveals the Quality and Quantity of the students among 100 samples 38% opted for Agree, 30% opted for Strongly Agree, 29% opted for Neutral, 3% opted for Disagree and 0% opted for Strongly Disagree.

Fig no 4.15

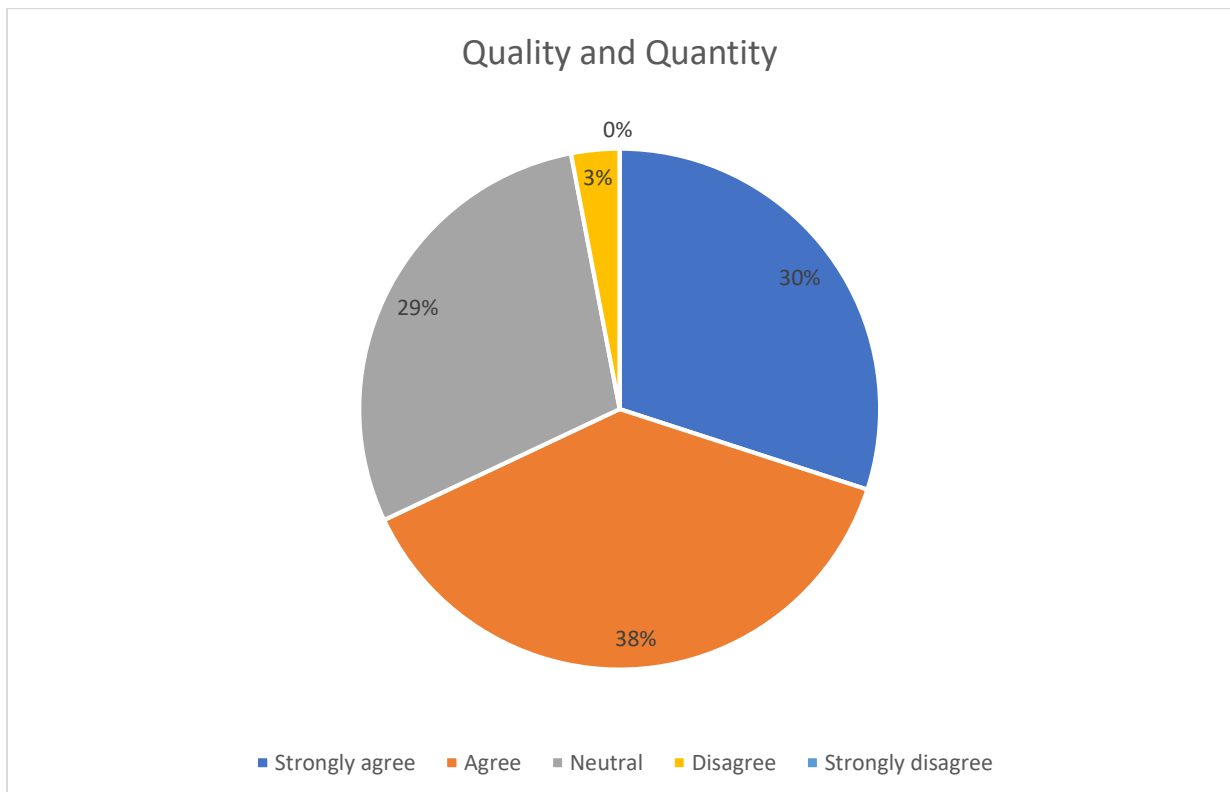


Table no 4.16

Classification of respondent based on samosa

Samosa	No. of respondents	Percentage
Strongly agree	21	21%
Agree	45	45%
Neutral	26	26%
Disagree	6	6%
Strongly disagree	2	2%

(Source : Survey data)

Table 4.16 reveals the Samosa of the students among 100 samples 45% opted for Agree, 26% opted for Neutral, 21% opted for Strongly Agree, 6% opted for Disagree and 2% opted for Strongly Disagree.

Fig no 4.16

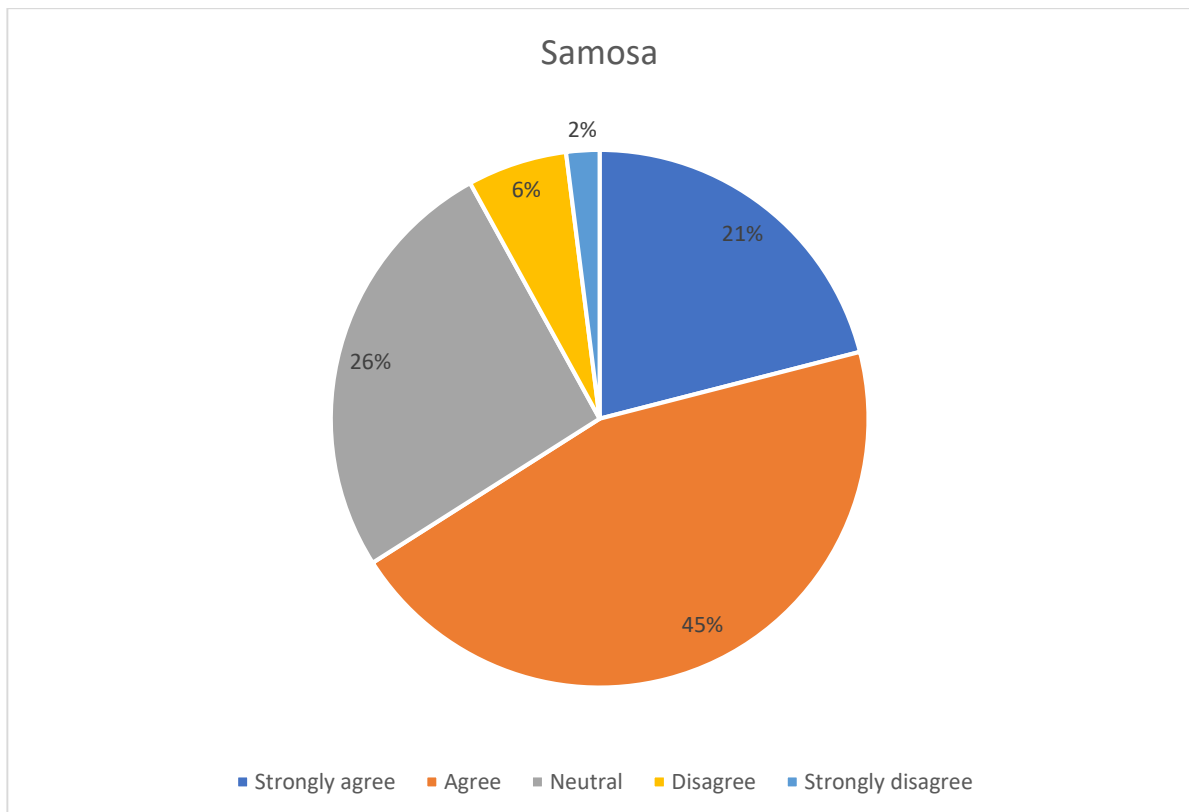


Table no 4.17

Classification of respondent based on cutlet

Cutlet	No. of respondents	Percentage
Strongly agree	23	23%
Agree	48	48%
Neutral	19	19%
Disagree	7	7%
Strongly disagree	3	3%

(Source : Survey data)

Table 4.17 reveals the Cutlet of the students among 100 samples 48% opted for Agree, 23% opted for Strongly Agree, 19% opted for Neutral, 7% opted for Disagree and 3% opted for Strongly Disagree.

Fig no 4.17

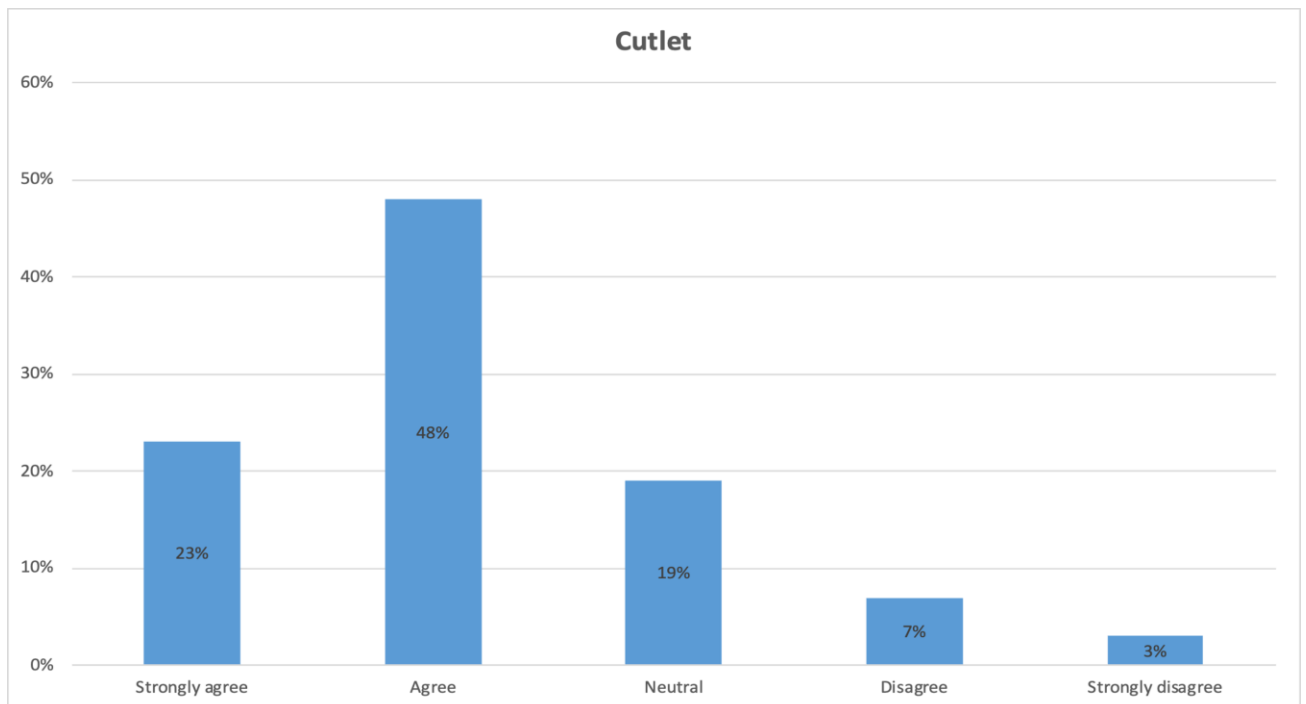


Table no 4.18

Classification of respondent based on vada

Vada	No. of respondents	Percentage
Strongly agree	13	13%
Agree	39	39%
Neutral	32	32%
Disagree	10	10%
Strongly disagree	6	6%

(Source : Survey data)

Table 4.18 reveals the Vada of the students among 100 samples 39% opted for Agree, 32% opted for Neutral, 13% opted for Strongly Agree, 10% opted for Disagree and 6% opted for Strongly Disagree.

Fig no 4.18

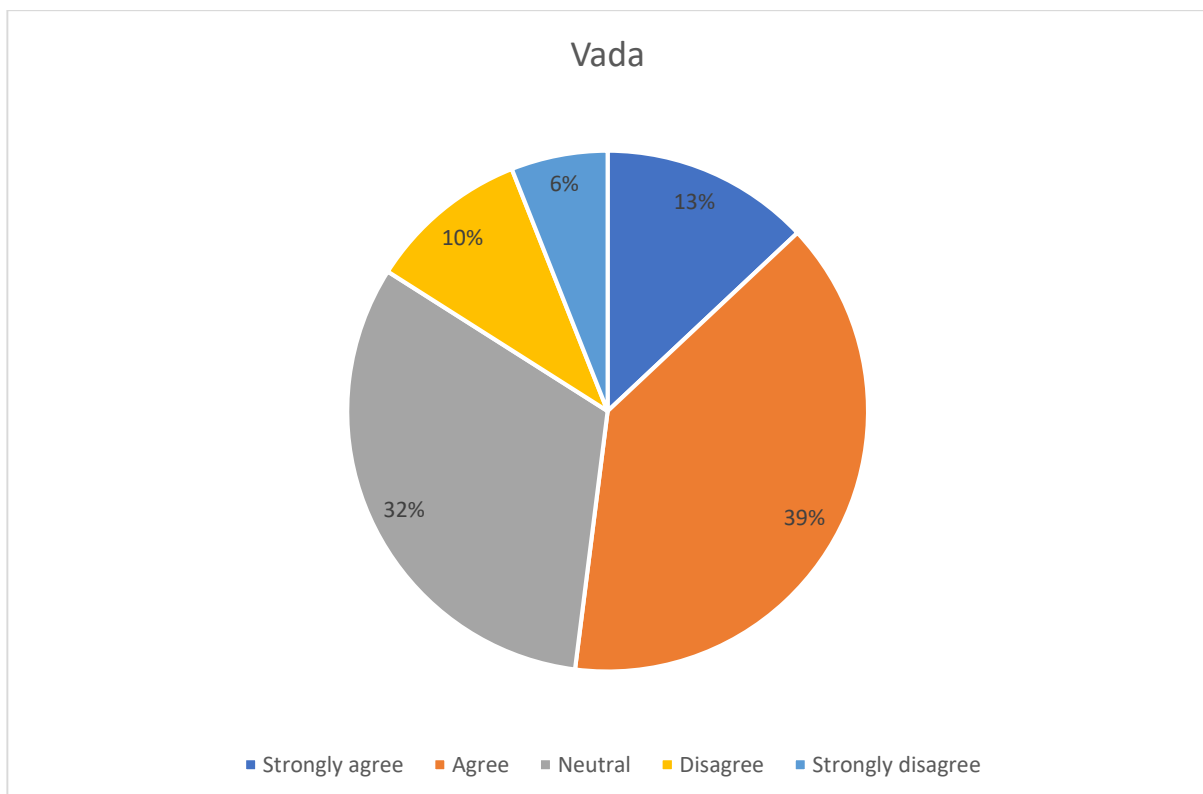


Table no 4.19

Classification of respondent based on chicken

Chicken	No. of respondents	Percentage
Strongly agree	47	47%
Agree	34	34%
Neutral	14	14%
Disagree	2	2%
Strongly disagree	3	3%

(Source : Survey data)

Table 4.19 reveals the Chicken of the students among 100 samples 47% opted for Strongly Agree, 34% opted for Agree, 14% opted for Neutral, 2% opted for Disagree and 3% opted for Strongly Disagree.

Fig no 4.19

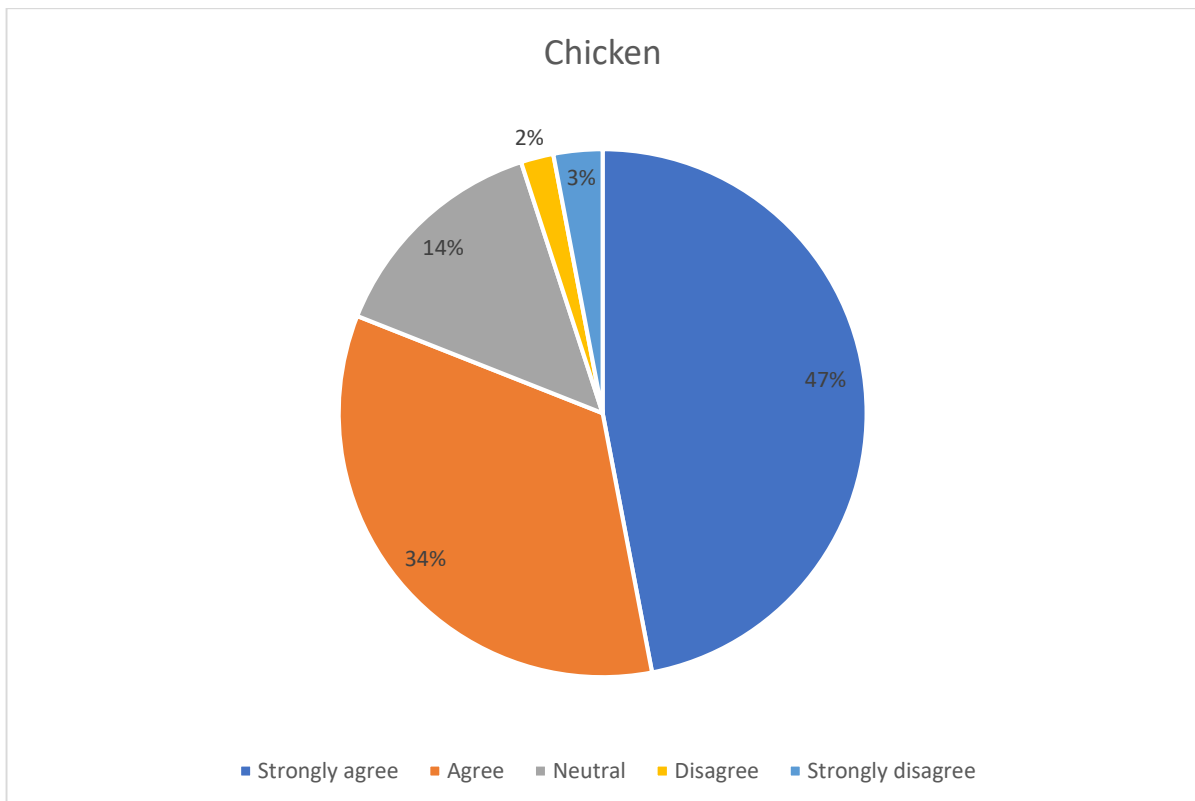


Table no 4.20

Classification of respondent based on beef

Beef	No. of respondents	Percentage
Strongly agree	29	29%
Agree	28	28%
Neutral	24	24%
Disagree	8	8%
Strongly disagree	11	11%

(Source : Survey data)

Table 4.20 reveals the Beef of the students among 100 samples 29% opted for Strongly Agree, 28% opted for Agree, 24% opted for Neutral, 11% opted for Strongly Disagree and 8% opted for Strongly Disagree.

Fig no 4.20

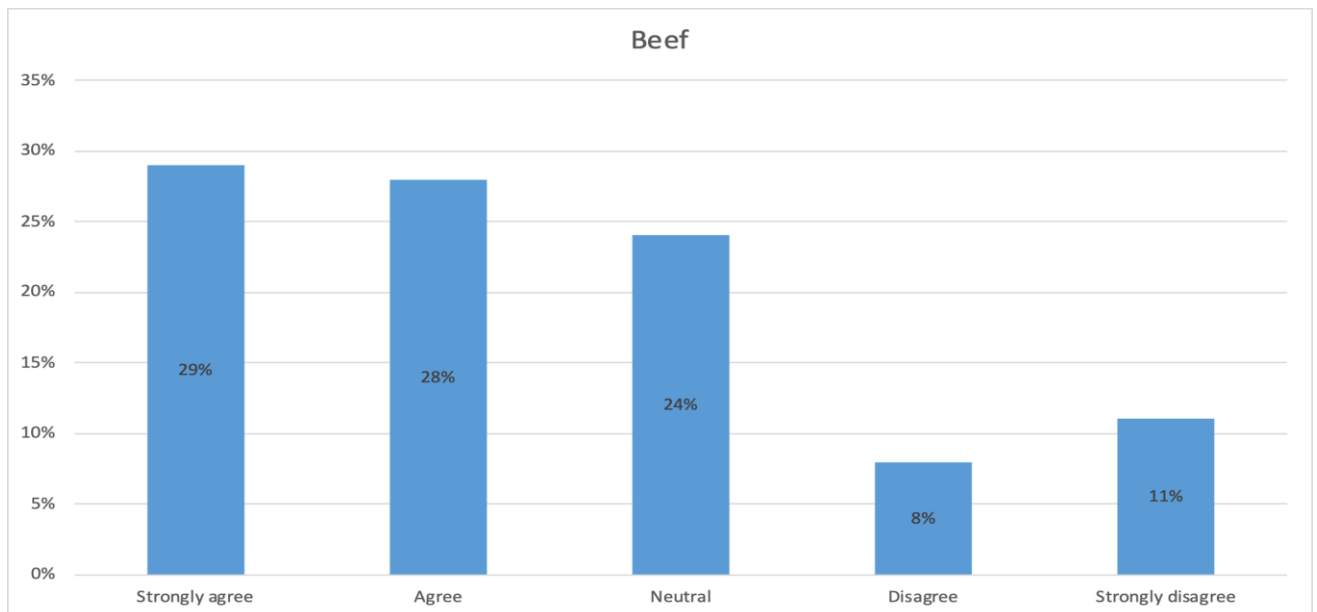


Table no 4.21

Classification of respondent on the basis of veg

Veg	No. of respondents	Percentage
Strongly agree	25	25%
Agree	31	31%
Neutral	28	28%
Disagree	6	6%
Strongly disagree	10	10%

(Source : Survey data)

Table 4.21 reveals the Veg of the students among 100 samples 31% opted for Agree, 28% opted for Neutral, 25% opted for Strongly Agree, 10% opted for Strongly Disagree and 6% opted for Disagree.

Fig no 4.21

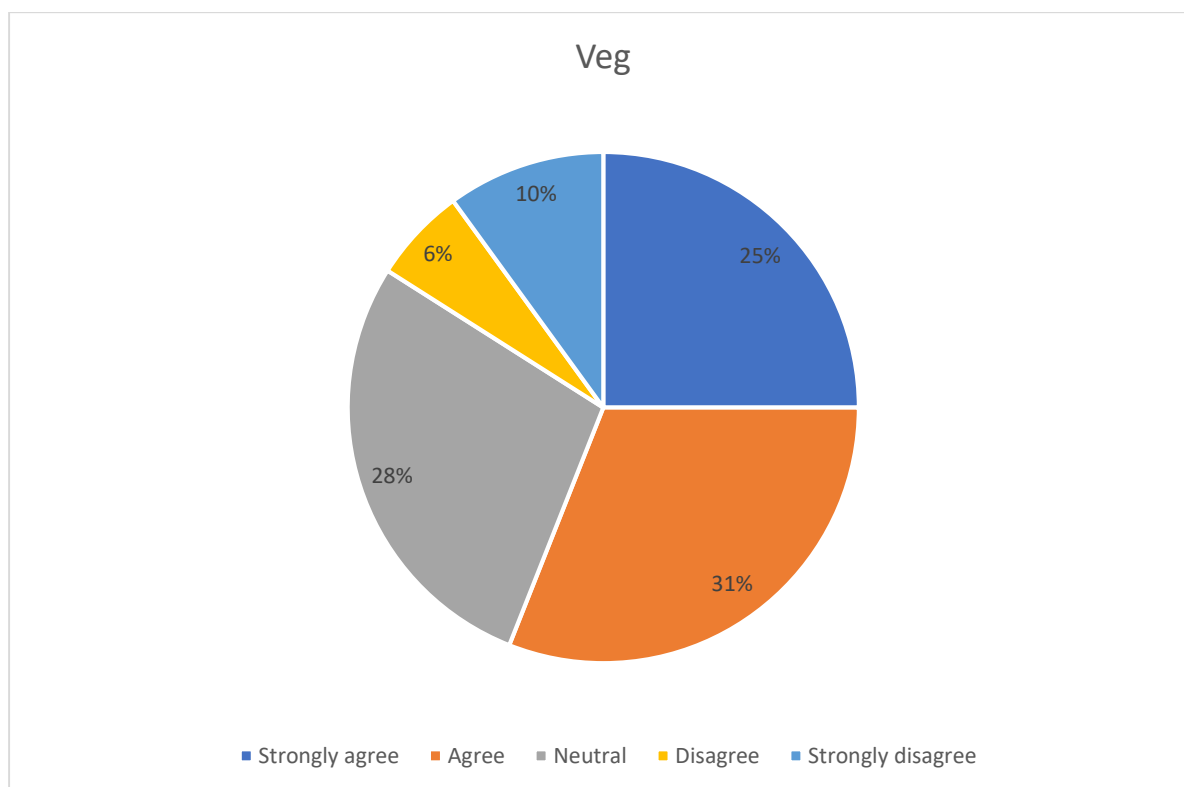


Table no 4.22

Classification of respondent based on lime

Lime	No. of respondents	Percentage
Strongly agree	42	42%
Agree	34	34%
Neutral	16	16%
Disagree	4	4%
Strongly disagree	4	4%

(Source : Survey data)

Table 4.22 reveals the Lime of the students among 100 samples 42% opted for Strongly Agree, 34% opted for Agree, 16% opted for Neutral and 4% opted both Disagree and Strongly Disagree.

Fig no 4.22

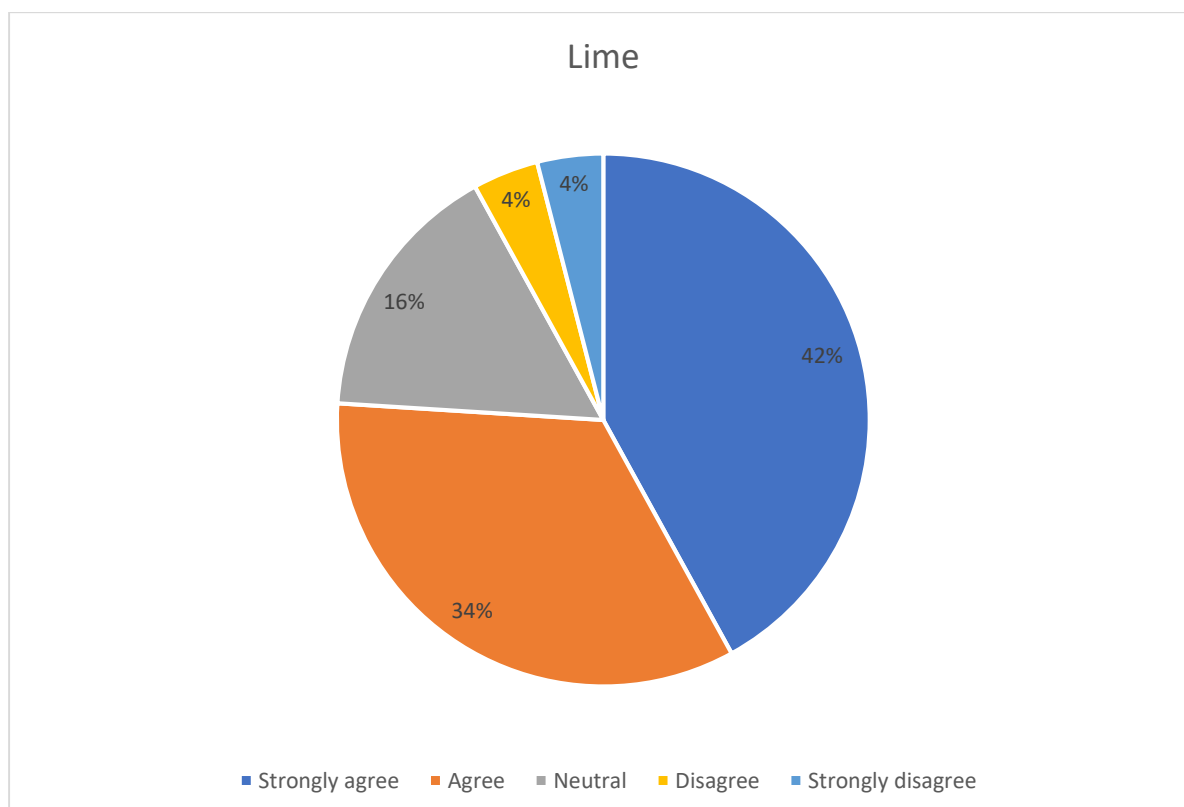


Table no 4.23

Classification of respondent based on grape

Grape	No. of respondents	Percentage
Strongly agree	31	31%
Agree	37	37%
Neutral	19	19%
Disagree	7	7%
Strongly disagree	6	6%

(Source : Survey data)

Table 4.23 reveals the Grape of the students among 100 samples 37% opted for Agree, 31% opted for Strongly Agree, 19% opted for Neutral, 7% opted for Disagree and 6% opted for Strongly Disagree.

Fig no 4.23

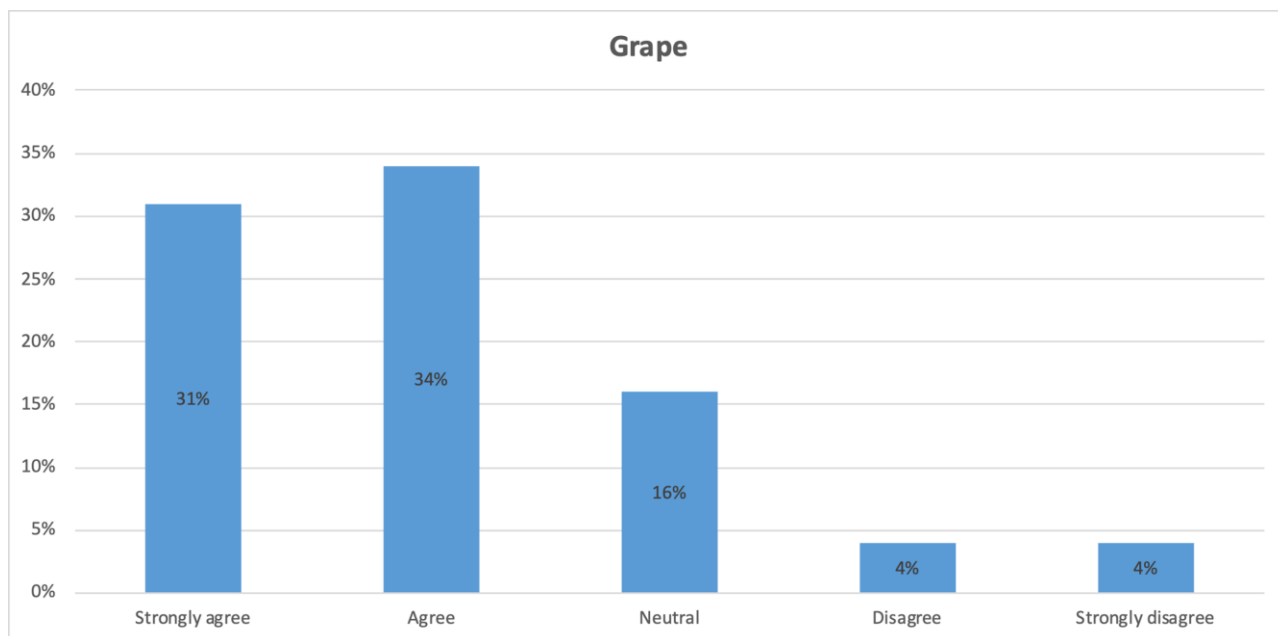


Table no 4.24

Classification of respondent based on watermelon

Watermelon	No. of respondents	Percentage
Strongly agree	41	41%
Agree	29	29%
Neutral	17	17%
Disagree	9	9%
Strongly disagree	4	4%

(Source : Survey data)

Table 4.24 reveals the Watermelon of the students among 100 samples 41% opted for Strongly Agree, 29% opted for Agree, 17% opted for Neutral, 9% opted for Disagree and 4% opted for Strongly Disagree.

Fig no 4.24

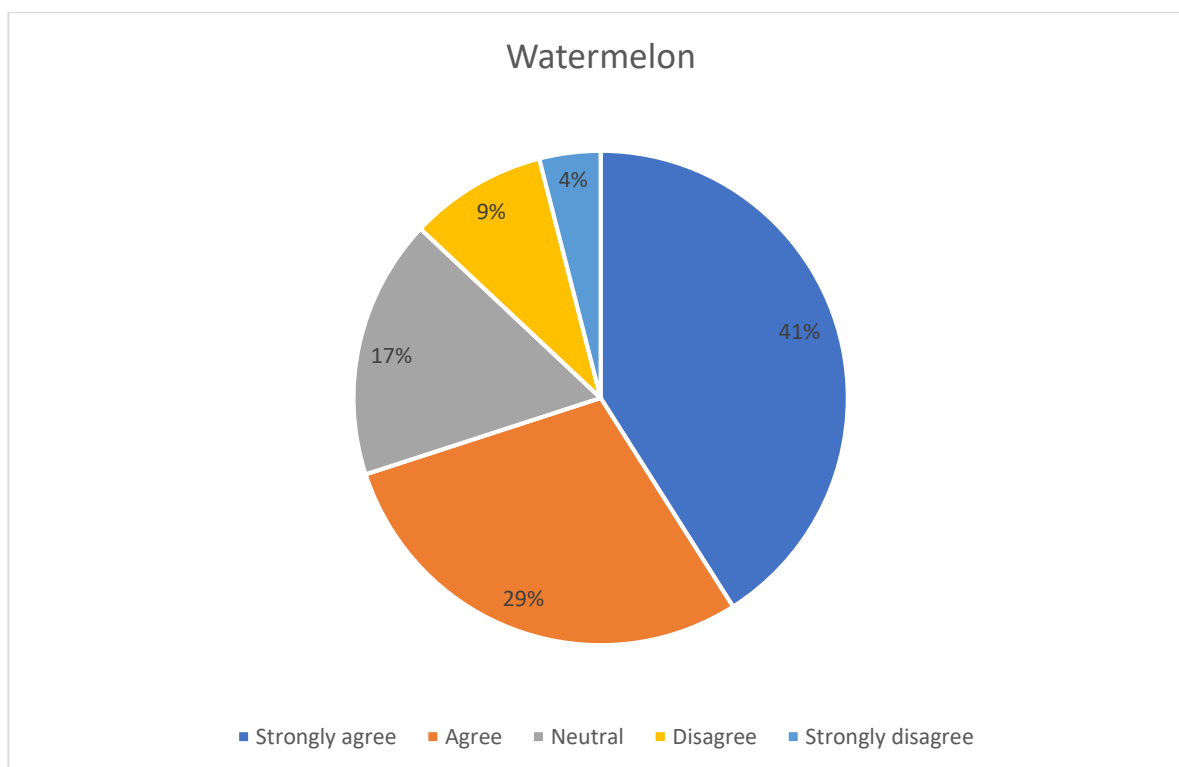


Table no 4.25

Classification of respondent based on biriyani

Biriyani	No. of respondents	Percentage
Strongly agree	55	55%
Agree	32	32%
Neutral	11	11%
Disagree	2	2%
Strongly disagree	0	0%

(Source : Survey data)

Table 4.25 reveals the Biriyani of the students among 100 samples 55% opted for Strongly Agree, 32% opted for Agree, 11% opted for Neutral, 2% opted for Disagree and 0% opted for Strongly Disagree.

Fig no 4.25

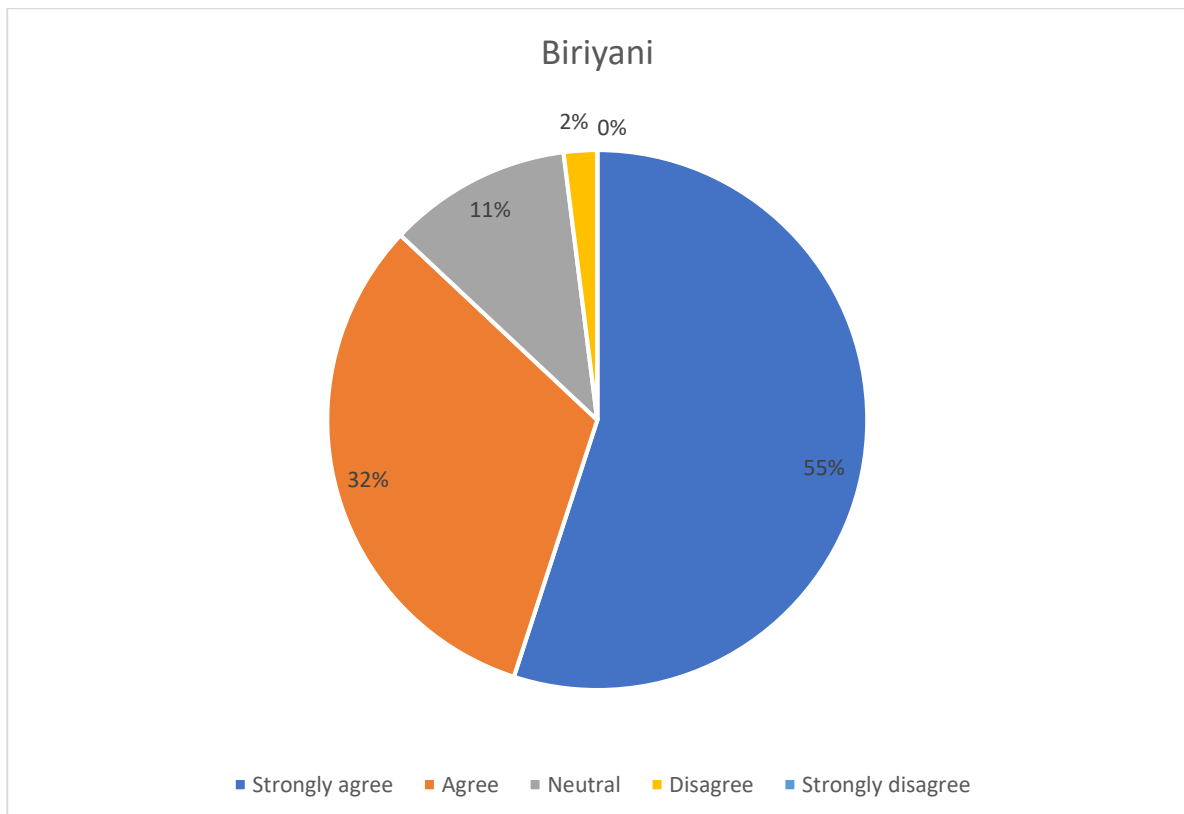


Table no 4.26

Classification of respondent based on fried rice

Fried rice	No. of respondents	Percentage
Strongly agree	37	37%
Agree	45	45%
Neutral	17	17%
Disagree	1	1%
Strongly disagree	0	0%

(Source : Survey data)

Table 4.26 reveals the Fried Rice of the students among 100 samples 45% opted for Agree, 37% opted for Strongly Agree, 17% opted for Neutral and 1% opted for Disagree and 0% opted for Strongly Disagree.

Fig no 4.26

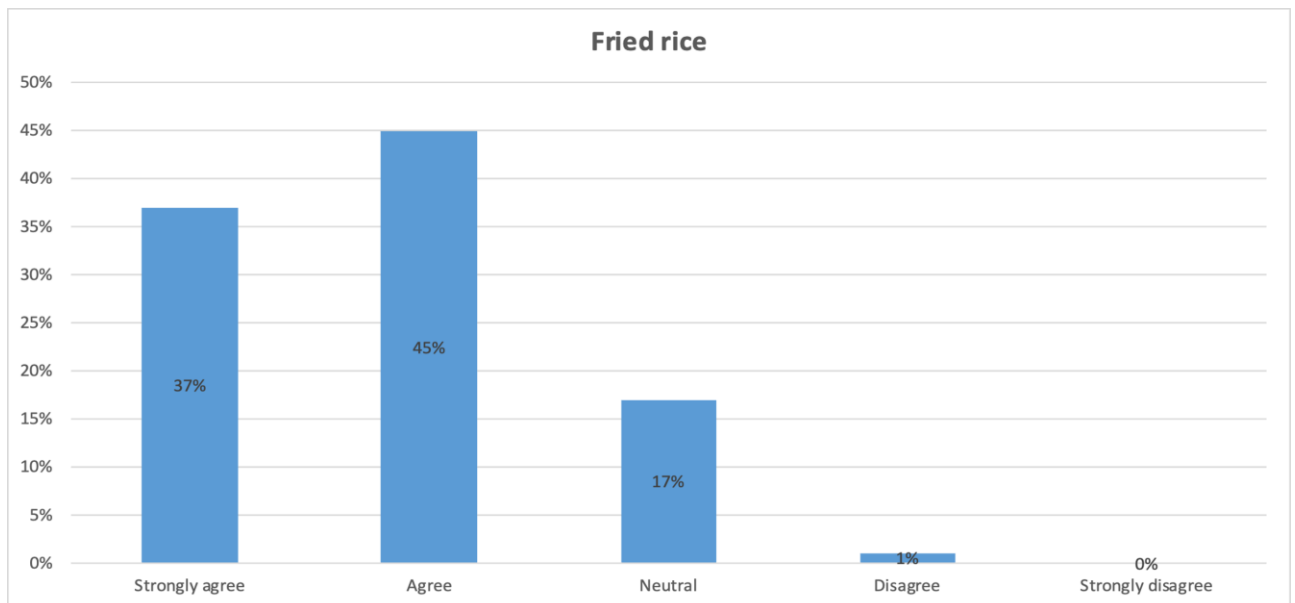


Table no 4.27

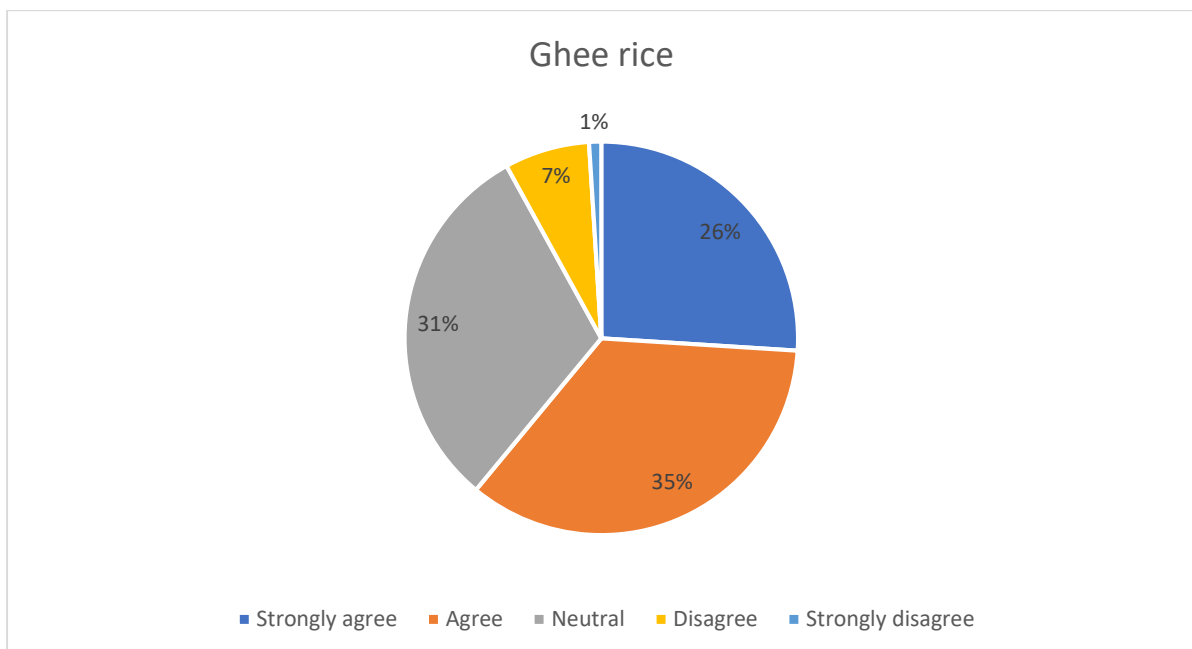
Classification of respondent based on ghee rice

Ghee rice	No. of respondents	Percentage
Strongly agree	26	26%
Agree	35	35%
Neutral	31	31%
Disagree	7	7%
Strongly disagree	1	1%

(Source : Survey data)

Table 4.27 reveals the Ghee Rice of the students among 100 samples 35% opted for Agree, 31% opted for Neutral, 26% opted for Strongly Agree, 7% opted for Disagree and 1% opted for Strongly Disagree.

Fig no 4.27



Independent t test

An independent t-test, also known as a two-sample t-test, is a statistical method used to determine whether the means of two independent groups are significantly different from each other. It is commonly employed when comparing the means of two distinct groups to assess whether there is evidence to suggest that the observed difference in means is unlikely to have occurred due to random chance alone.

The t-test calculates a t-statistic, which measures the difference between the means of the two groups relative to the variability within each group. The t-statistic is then compared to a critical value from the t-distribution or its associated p-value is assessed to determine whether the observed difference in means is statistically significant.

In summary, an independent t-test is a statistical procedure used to assess whether there is a significant difference between the means of two independent groups, providing insight into whether the observed difference is likely due to a true difference in population means or simply due to random variability.

Hypothesis

H0: There is no significant difference between potential health consequences associated with frequent fast food consumption among male and female college students.

H1: There is significant difference between potential health consequences associated with frequent fast food consumption among male and female college students.

Table no 4.28

Group Statistics

VAR00002	Number	Mean	Standard Deviation	Standard Error Mean
1	50	3.5000	.48773	.06898
2	50	3.3425	.45863	.06486

(Source : Spss output)

Table no 4.29

Independent Sample T Test

		Levene's Test for Equality of Variances				T Test for Equality of Means		95% Confidence Interval of the Difference	
	F	Sig	T	Df	Sig (2-tailed)	Mean Difference	Std. error Difference	Lower	Upper
Equal variances assumed	0.808	0.371	1.663	98	.099	0.15750	0.09468	-0.03039	0.34539
Equal variances not assumed			1.663	97.631	.099	0.15750	0.09468	-0.03040	0.34540

(Source : Spss output)

Interpretation

Considering the significance level of 0.05, the obtained p-value of 0.099 is greater, leading to the conclusion that there is insufficient evidence to reject the null hypothesis. Therefore, based on this test, there is no statistically significant difference in means between the two groups, assuming equal variances.

Independent Sample T Test, which compares the means of two groups to determine if there is a significant difference. Levene's Test for Equality of variances is used to assess whether the assumption of equal variance is met. The calculated value is greater than the table value so does not support the null

CHAPTER-V
FINDINGS, SUGGESTIONS AND
CONCLUSION

5.1. Findings

- The categorization of participants based on Age Group reveals that out of 100 samples 67% are from 19-20 age group, 24% are from 21-22 age group, 6% are from 23 above age group and 3% are from 17-18 age groups.
- The classification of participants based on Gender in a sample of 100 students shows that 50% Males and 50% Female respondents.
- The classification of participants based on Family Type in a sample of 100 students 83% are Nuclear Family and 17% are Joint Family are respondents.
- The categorization of participants based on the Stream within a sample of 100 individuals indicates that 42% were in Others Stream, 34% were in Science Stream, 23% were in Arts stream and 1% were in Social Science Stream.
- The categorization of participants based on Taste Preference among 100 samples 44% were Strongly Agree, 43% were Agree, 12% were Neutral, 1% were Disagree and 0% were Strongly Disagree.
- Among 100 samples the Accessibility of the students were 55% for Agree, 26% for Strongly Disagree, 19% for Neutral and 0% for both Disagree and Strongly Disagree.
- Among Affordability of the students among 100 samples 39% for Agree, 32% for Neutral, 26% for Strongly Agree, 3% for Disagree and 0% for Strongly Disagree.
- The classification of participants based on Peer Influence in the sample of 100 students shows that 40% opted for Agree, 33% opted for Neutral, 23% opted for Strongly Agree, 3% opted for Disagree and 1% opted for Strongly Disagree.

- The Advertisement of the students among 100 samples reveals that 37% opted for Agree, 30% opted for Strongly Agree, 27% opted for Neutral, 5% opted for Disagree and 1% opted for Strongly Disagree.
- Among 100 samples the Nutrition Knowledge of the students shows that the 33% opted for Agree, 32% opted for Neutral, 17% opted for Disagree, 13% opted for Strongly Agree and 5% opted for Strongly Disagree.
- The classification of participants based on Health Conscious in a sample of 100 students 28% opted for Agree, 25% opted for Neutral, 22% opted for Strongly Agree, 20% opted for Disagree and 5% opted for Strongly Disagree.
- The categorization of participants based on Choice of Food reveals that out of 100 samples 49% were Agree, 26% were Strongly Agree, 22% were Neutral, 2% were Disagree and 1% were Strongly Disagree.
- Among 100 samples the Lack of Cooking Skills of the students shows that 55% were opted for Agree, 26% were opted for Strongly Agree, 19% were opted for Neutral and 0% were opted both Disagree and Strongly Disagree.
- The classification reveals the Quality and Quantity of the students among 100 samples 38% opted for Agree, 30% opted for Strongly Agree, 29% opted for Neutral, 3% opted for Disagree and 0% opted for Strongly Disagree.
- Data shows that among 100 students Samosa were opted by 45% for Agree, 26% for Neutral, 21% for Strongly Agree, 6% for Disagree and 2% for Strongly Disagree.
- The classification reveals that the Cutlet were opted by the students among 100 samples were 48% for Agree, 23% for Strongly Agree, 19% for Neutral, 7% for Disagree and 3% for Strongly Disagree.
- Data reveals that the Vada opted by the students among 100 samples were 39% were opted for Agree, 32% were opted for Neutral, 13% were opted for

Strongly Agree, 10% were opted for Disagree and 6% were opted for Strongly Disagree.

- Data shows that the Chicken opted by the students among 100 samples were 47% for Strongly Agree, 34% for Agree, 14% for Neutral, 2% for Disagree and 3% for Strongly Disagree.
- Data reveals that the Beef opted by the students among 100 samples were 29% were opted for Strongly Agree, 28% were opted for Agree, 24% were opted for Neutral, 11% were opted for Strongly Disagree and 8% were opted for Strongly Disagree.
- Data shows that the students among 100 samples the Veg opted by 31% for Agree, 28% for Neutral, 25% for Strongly Agree, 10% for Strongly Disagree and 6% for Disagree.
- Data reveals that the Lime opted by the students among 100 samples were 42% for Strongly Agree, 34% for Agree, 16% for Neutral and 4% both Disagree and Strongly Disagree.
- Among 100 samples the Grape was opted by the students are 37% for Agree, 31% for Strongly Agree, 19% for Neutral, 7% for Disagree and 6% for Strongly Disagree.
- Data shows that the Watermelon opted by the students among 100 samples were 41% for Strongly Agree, 29% for Agree, 17% for Neutral, 9% for Disagree and 4% for Strongly Disagree.
- Among 100 samples the Biryani opted by the students were 55% opted for Strongly Agree, 32% opted for Agree, 11% opted for Neutral, 2% opted for Disagree and 0% opted for Strongly Disagree.

- Data reveals that the Fried Rice opted by the students among 100 samples were 45% opted for Agree, 37% opted for Strongly Agree, 17% opted for Neutral and 1% opted for Disagree and 0% opted for Strongly Disagree.
- Among 100 samples the Ghee Rice was opted by the students among 100 samples and 35% opted for Agree, 31% opted for Neutral, 26% opted for Strongly Agree, 7% opted for Disagree and 1% opted for Strongly Disagree.
- Independent Sample T Test compares the means of two groups to determine if there is a significant difference.
- Levene's Test for Equality of variances is used to assess whether the assumption of equal variance is met.
- In independent t test it is considered that the significance level of 0.05, the obtained p-value of 0.099 is greater, leading to the conclusion that there is insufficient evidence to reject the null hypothesis.

5.2 Suggestion

Based on the study's findings, here are some suggestions

- **Nutritional Deficiency:** Fast food often lacks essential nutrients, contributing to deficiencies that can impact overall health and well-being.
- **Weight Gain:** Regular consumption of fast food is linked to weight gain due to its high calorie, fat, and sugar content, potentially leading to obesity.
- **Poor Dietary Habits:** Relying on fast food may encourage unhealthy eating habits, such as skipping meals or opting for convenience over nutrition.
- **Financial Strain:** Regular fast food consumption can strain a college student's budget, as healthier food options can be more cost-effective in the long run.
- **Energy Levels:** Fast food's high sugar and fat content may provide quick energy bursts but can lead to subsequent crashes, affecting concentration and productivity.
- **Long-Term Health Risks:** The habit of consuming fast food is associated with increased risks of chronic diseases, such as heart disease, diabetes, and hypertension.
- **Limited Variety:** Fast food menus often lack diverse and nutritious options, potentially leading to a monotonous and imbalanced diet.
- **Impact on Mental Health:** Poor diet, common with excessive fast food consumption, can contribute to mental health issues such as anxiety and depression.
- **Digestive Issues:** Fast food, being low in fiber, can contribute to digestive problems like constipation and other gastrointestinal issues.
- **Culinary Skills:** Relying on fast food might hinder the development of cooking skills and the ability to prepare healthier meals independently.

5.3 Conclusion

Based on the finding it can be concluded that fast food consumption among college students presents a complex interplay of convenience, budget constraints, and lifestyle choices. While the allure of quick, ready-made meals fits seamlessly into the demanding schedules of students, it carries a range of limitations that warrant attention. Fast food often falls short, lacking essential vitamins, minerals, and fiber. This deficiency can lead to various health issues, including fatigue, weakened immune systems, and increased susceptibility to chronic diseases. Weight gain is a prevalent concern, as fast food tends to be calorie-dense, high in fats, and sugars.

The cumulative effect can contribute to obesity, affecting both physical health and self-esteem. Financial considerations also play a role. While the initial cost of fast food may seem lower, the long-term impact on a student's budget can be significant. Opting for more nutritious and cost-effective alternatives, such as home-cooked meals or affordable grocery store options, may prove beneficial in the larger financial picture. Moreover, the habit of relying on fast food can foster poor dietary habits, including irregular eating patterns and a preference for convenience over nutrition. This can, in turn, impact energy levels, concentration, and academic performance. The potential mental health implications should not be overlooked, as a diet rich in fast food has been associated with an increased risk of anxiety and depression.

Encouragingly, there is room for positive change. College students can benefit from adopting a mindful approach to their dietary choices, emphasizing a balanced intake of nutrients. Cooking skills and meal preparation can be cultivated, empowering students to make healthier choices and potentially saving money in the long run. In conclusion, a critical awareness of the limitations of fast food consumption is

essential. By making informed decisions about nutrition, college students can enhance their overall well-being, academic success, and long-term health prospects.

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6. Eat for Your Type by Dr Peter J.D'Adamo

ANNEXURE

A STUDY ON FAST FOOD CONSUMPTION HABIT AMONG COLLEGE STUDENTS

QUESTIONNAIRE

1. Name

2. Age group:

- 17-18
- 19-20
- 21-22
- 23Above

3. Gender:

- Male
- Female
- Others

4. Family type

- Nuclear family
- Joint family

5. Stream

- Arts
- Social science
- Science
- Others

A) To investigate the factors influencing fast food consumption habit among college students

1. Taste preferences

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2. Accessibility

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3. Affordability

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4. Peer influence

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

5. Advertisement

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

6. Nutrition knowledge

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7. Health conscious

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8. Choice of food

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

9. Lack of cooking skills

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

10. Quality and Quantity

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

B. To examine the potential health consequences associated with frequent fast food

consumption

1. Fast food is a convenient option for college students.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2. I choose fast food because it is more affordable than healthier alternatives.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3. I am concerned about the potential health consequences of regularly consuming

- fast food.
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4. I am aware of the nutritional content of the fast food I consume.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

5. My fast food choices are influenced by what my peers or friends prefer.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

6. Regular fast food consumption can contribute to weight gain.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

7. I actively seek out healthier alternatives when choosing fast food.
 - Strongly agree
 - Agree
 - Neutral Disagree
 - Strongly disagree

8. Fast food consumption habits impact my academic performance.
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

C. To identify preferred type of fast foods.

1. Snacks

1. Samosa

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

1.2 Cutlet

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

1.3 Vada

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2. Burger

2.1 Chicken

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2.2 Beef

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

2.3 Veg

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3. Juice

3.1 Lime

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3.2 Grape

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3.3 Watermelon

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4. Rice

4.1 Biryani

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4.2 Fried rice

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

4.3 Ghee rice

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**“A STUDY ON INFLUENCE OF
INFLUENCER MARKETING ON STUDENTS
PURCHASE DECISION”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

AYANA KURIAKOSE

(CCAVBCM266)

Under the supervision of

Ms. PRASSY VISWAMBHARAN



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled **“A STUDY ON INFLUENCE OF INFLUENCER MARKETING ON STUDENTS PURCHASE DECISIONS”** is a bonafide record of project done by **AYANA KURIAKOSE**, Reg.No.CCAVBCM266, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Asso. Prof. P.G Thomas

Co-Ordinator

Ms. Prassy Viswambharan

Project Guide

DECLARATION

I, **AYANA KURIAKOSE**, hereby declare that the project work entitled “**A STUDY ON INFLUENCE OF INFLUENCER MARKETING ON STUDENTS PURCHASE DECISIONS**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms.Prassy viswambharan, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

AYANA KURIAKOSE

Date:

CCAVBCM266

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Above all, I express my eternal gratitude to the Lord Almighty under whose divine guidance; I have been able to complete this work successfully.

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Place: Irinjalakuda

AYANA KURIAKOSE

Date:

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CHAPTER I
INTRODUCTION

1.1 Introduction

Social media has become a prolific tool for companies to build their brands. An effective way to interact with stakeholders on social media has been the relatively new discipline of ‘influencer marketing’. Here, companies engage social media stars to use their large fan-base to promote products and services on their brand’s behalf. While related to the promotional tactic of word-of-mouth marketing, influencer marketing lacks a theoretical foundation in the academic discourse. This paper aims to fill this gap by offering a conceptualization to operationalize the new discipline in practice. The conceptualization proposes brand owners a methodology to choose the right influencers for their brands and guides influencers to perform optimally with their fan base. Lastly, a consumer perspective is taken to the discussion to emphasize the relevance of influencer marketing in the consumer purchase decision-making process.

In the realm of modern marketing, influencer marketing has emerged as a potent strategy, leveraging the influence of individuals with larger online followings to promote products or services. By collaborating with influencers across various platforms such as social media, blogs, and video content, brands can tap into their authenticity, credibility, and reach to effectively engage with target audiences. This dynamic approach harnesses the power of social proof, authentic storytelling, and relatable content to create impactful connections and drive consumer engagement, ultimately shaping purchasing decisions in today's digitally connected world.

In the rapidly evolving landscape of digital marketing, one strategy has proven to be particularly effective in reaching and engaging audiences: influencer marketing. Leveraging the reach and authority of individuals who have amassed a dedicated following, influencer marketing has emerged as a cornerstone for brands seeking to connect with consumers authentically. Influencer marketing involves collaborating with individuals—often social media personalities or industry experts—who have cultivated a loyal and engaged audience. These influencers build and maintain credibility within student communities provides valuable insights in to the foundations of trust in the contest of purchase decision .

There can be several reasons for the influence of influencer marketing among students, including :

Audience Trust: Influencers often have a loyal and trusting audience, making their recommendations more impactful.

Authenticity: Influencers can showcase products/services in a relatable and authentic way, resonating with their followers.

Reach: Leveraging influencers allows brands to tap into a broader audience and increase brand awareness quickly.

Engagement: Influencers can create engaging content, fostering a deeper connection between the audience and the brand.

Credibility: Endorsements from influencers provide a level of credibility, as followers perceive influencers as knowledgeable in their niche.

Targeted Marketing: Collaborating with influencers in specific niches helps brands reach their target demographic more precisely.

Social Proof: Influencers' positive experiences with a product/service serve as social proof, influencing others to try it.

Content Diversity: Influencers can produce diverse content types, from reviews and tutorials to lifestyle posts, adding versatility to the marketing strategy.

Cost-Effective: Compared to traditional advertising, influencer marketing can offer a cost-effective way to reach a large, targeted audience.

1.2 Significance of the study

Understanding the impact of influencer marketing on students' purchasing decisions is of paramount importance in today's digital age. Students, as digital natives, constitute a substantial and unique demographic with specific preferences and behaviors that necessitate a better exploration of the dynamics of influencer marketing within this context. In this research, the relevance of studying influencer marketing lies in resolve the complicated relationship between influencers and students' purchasing decisions. As students are highly engaged online, influencer marketing becomes a powerful avenue for brands to connect with this demographic authentically. The study search into the trust dynamics established through influencer marketing, recognising that students often rely on peer recommendations, and influencers serve as relatable figures in this regard. Examining how influencers build and maintain credibility within student communities provides valuable insights into the foundations of trust in the context of purchase decisions. Moreover, the study aims to explore the role of influencers in digital engagement and the development of brand loyalty among students. Given the economic constraints often faced by students, understanding the economic impact of influencer marketing becomes crucial. The research investigates how influencers influence students' purchasing decisions, taking into consideration factors such as perceived value and affordability. Additionally, the study explores the broader implications for both businesses and the financial well-being of students. As students' preferences are often reflective of broader market trends, this research contributes not only to optimising marketing strategies but also provides a glimpse into evolving consumer behaviors and preferences, ensuring a proactive approach to meeting the dynamic needs of this influential demographic.

1.3 Statement of the problem

The study aims to address the pressing issue of understanding the influence of influencer marketing on the purchase decisions of students. As digital natives, students represent a significant consumer demographic with distinct preferences and behaviors shaped by their online engagements. However, despite the widespread use of influencer marketing to reach this audience, there is a gap in our understanding of the nuanced dynamics at play. The statement of the problem revolves around the need to interpret how influencers impact the decision-making processes of students when it

comes to purchasing products or services. Specifically, the study seeks to uncover the factors that contribute to the effectiveness of influencer marketing strategies in influencing the purchasing choices of students, addressing questions related to trust, credibility, digital engagement, brand loyalty, economic implications, and the broader impact on market trends. By searching into these aspects, the research aims to provide valuable insights for marketers, businesses, and educational institutions seeking to optimize their strategies in reaching and resonating with this influential consumer segment.

1.4 Objective of study

- To assess the awareness and exposure of college students to influencer marketing on various social media platforms.
- To identify the factors that contributes to the effectiveness of influencer marketing in influencing purchase decisions.
- To examine the role of influencer credibility, relatability, and engagement in shaping college students' perceptions and attitudes toward products.
- To analyze the influence of social validation through peer interactions and social proof on purchasing behavior.
- To explore the post-purchase evaluation and behavioral intentions of college students following influencer-endorsed purchases.

1.5 scope of study

This study focuses on examining the influence of influencer marketing specifically on the purchase decisions of students within the age range typically associated with tertiary education. The scope encompasses various aspects, including trust dynamics, credibility, digital engagement, and brand loyalty, to provide a comprehensive understanding of the multifaceted relationship between influencers and students. The research will be limited to influencers operating on popular social media platforms, considering their significant role in shaping digital-native consumer behavior. Geographically, the study will concentrate on a specific region or demographic to ensure contextual relevance. Economic implications, such as affordability and perceived value, will be explored within the scope, recognizing the financial constraints often faced by students. While the study primarily aims to benefit marketers and businesses seeking to optimize strategies, its findings may also offer

insights applicable to educational institutions navigating the intersection of influencer marketing and student consumer behavior. The temporal scope will consider recent trends, acknowledging the dynamic nature of influencer marketing and its impact on evolving consumer preferences.

1.6 Research Methodology

Research methodology for studying the influence of influencer marketing on students' purchase decisions involves a structured approach to gather and analyze information. First, we decide how we want to conduct the study—whether through interviews, surveys, or observations. Then, we choose a group of students to participate, ensuring they represent the broader population. Next, we collect data on variables like the type of influencer marketing and the products being promoted. After gathering the data, we analyze it to find patterns and relationships, helping us understand how influencer marketing affects what students buy. Finally, we interpret the results and draw conclusions, offering suggestions based on our findings.

1.6.1 Research Design

Research design is like a detailed blueprint for a study, outlining how researchers will investigate the influence of influencer marketing on students' purchasing decisions. It involves setting clear objectives, deciding on the best approach (whether qualitative or quantitative), and choosing how participants will be selected (through random or purposive sampling). Researchers also determine the methods for collecting data, such as surveys or interviews, and establish the variables to be studied and how they'll be measured. Once data is gathered, the plan includes how it will be analyzed to draw conclusions. Ethical considerations, like obtaining informed consent and ensuring privacy, are also addressed. Ultimately, the research design ensures that the study is structured, ethical, and capable of yielding valuable insights into the relationship between influencer marketing and students' buying behaviors.

1.6.2 Nature of the Study

The nature of the study investigating the influence of influencer marketing on students' purchase decisions is exploratory and descriptive in essence. It aims to explore and describe the relationship between influencer marketing strategies and

students' consumer behavior. We're not trying to prove anything, but we're looking for clues and patterns to figure out how influencer marketing influences students' shopping choices. It's all about getting a better grasp of how social media influencers impact what students buy.

1.6.3 Source of the data

Data has been gathered from both Primary and Secondary sources. Primary data has been acquired through the utilization of questionnaires. The information obtained is categorized as primary, while secondary data has been employed for supplementary reference purposes.

1.6.4 Sample Size

In this study, a sample comprising 100 respondents was selected from different college students. The sample size, a crucial aspect in research, It represents the subset of individuals, items, or data points chosen from a broader population to serve as a statistical representation.

1.6.5 Sampling Method

The sample have been selected using Stratified random sampling method. Stratified random sampling is a method where the population is divided into subgroups based on certain characteristics, and then random samples are drawn from each subgroup.

Using this method the data was collected from a total of 100 respondents in Thrissur district. Initially, data was gathered from the college students by classifying colleges into four stratas and from that 25 persons are randomly selected using simple random method..

1.7 Tools for Analysis

Descriptive statistical tools like percentage analysis, and pie charts are used for this study for analysis of this project.

1.8 Limitation of the study

- Possibility of errors in data collection because some of the respondents have not given answers to questionnaire.
- Some of the people were not responsive.
- Time was one of the major limitations of the study.
- Generalizing to all college students may ignore differences in preferences and behaviors influenced by age and culture.

CHAPTER II
REVIEW OF LITERATURE

2.1 Introduction

In recent years, influencer marketing has become a prominent force in shaping the purchase decisions of college students, leveraging the pervasive influence of social media platforms. College students, avid users of platforms like Instagram, YouTube, and TikTok, are particularly receptive to the recommendations of influencers who resonate with their lifestyle. Trust and authenticity play pivotal roles, as influencers are often perceived as more credible sources than traditional advertising. The relatability of influencers fosters a sense of connection, turning them into virtual peers whose recommendations hold significant sway. As college students navigate a world saturated with marketing messages, influencer marketing stands out for its ability to provide social proof and genuine, relatable content.

Ida Kristin Johansen, Camilla Sveberg Guldvik (2017) In this study Influencers Marketing And Purchase Intention se-marketing on consumers' purchase intentions using the theoretical framework of the Theory of Reasoned Action. This approach aims to bridge the realms of marketing strategy and consumer behavior. The study also compares influencer marketing with regular online advertisement. Employing a modified experiment via an online questionnaire distributed on Facebook, responses from 180 participants were collected. The results align with expectations, indicating that influencer marketing positively influences consumers' "attitude towards the behavior" but has no effect on consumer "subjective norm" within the Theory of Reasoned Action framework. Surprisingly, the findings reveal that influencer marketing does not directly affect consumers' purchase intention and is not more efficient than regular online advertisement. Despite these results, the study advocates for further research in the realm of influencer marketing to delve deeper into these findings.

Johan Grafstrom (2018) in this study the impact of influencer marketing on consumer's attitude. In contrast to traditional marketing approaches such as print ads, celebrity endorsements, and digital marketing, influencer marketing has emerged as a novel phenomenon, experiencing significant growth since 2016. Influencers, individuals with substantial social media followings, are now widely utilized by companies as effective marketing tools to engage their target audiences. Given the popularity and widespread adoption of influencer marketing, this study investigates

how promotional messages from influencers impact the attitudes of millennial, a highly influential group present online. The aim is to gain insights into the factors that should be considered before establishing collaborations between businesses and influencers.

Francisco J. Martinez-Lopeza , Rafeel Anaya-Sanchez (2019) In this study *Behind Influencer Marketing :Key Marketing Decisions And Their Effect On Followers Responses*, influencer marketing has seen substantial growth, with increased investment and a shift towards leveraging influencers on social media platforms like Instagram and YouTube. Consumers trust influencers more than traditional brand content, driving companies to allocate significant budgets to influencer campaigns. This strategy, yielding better engagement and higher return on investment (ROI) compared to other digital formats, is favored in an era where ad-blocking reduces the efficacy of typical online ads. Companies find influencer marketing on platforms like Facebook, Instagram, and Twitter cost-effective and conducive to authentic, relatable content.

Natalie Dreifaldt, Todd Drennan (2019) Globalization and digitalization have spurred rapid growth in the international market, with a significant shift of various human activities to the online realm. Technology's profound impact on goods and services across diverse businesses is evident in daily life (Insch & McBride, 2004; Denning, 2014; Kusá & Záziková, 2016). This transformation has influenced consumer buying behavior, highlighting distinctions between online and traditional retail purchasing (Shareef et al., 2015). To ensure customer satisfaction and meet evolving expectations, companies must be attuned to the characteristics, needs, behaviors, and purchase intentions of consumers (Akar & Nasir, 2015). Purchase intention, extensively used to gauge consumer decision-making behavior, serves as an indicator of future actions, potentially leading to a purchase (Bebber et al., 2017; Hui & Zhou, 2002). Akar and Nasir (2015) emphasize that various factors impact consumers' willingness to purchase online, collectively referred to as online purchase intention. Understanding and addressing these factors are crucial for businesses navigating the digital landscape.

Rong-Ho Lin, Christine Jan, Chun-Ling Chuang (2019) In this study *Influencer Marketing On Instagram*, Social media has shifted consumer focus from

companies to fellow consumers and influencers for purchasing decisions. Influencers' authentic content shapes attitudes, making influencer marketing a strategic investment. These influencers, not necessarily celebrities, wield authority, knowledge, or relationships, forming a new type of micro-celebrity. Platforms like Facebook, Twitter, YouTube, and Instagram serve as influential channels, where consumers engage with relatable content rather than traditional ads.

Maria Francisca Lies Ambarwati, Herlina Damaryanti ,Harjanto Prabowo

(2019)In this study The Impact Of A Digital Influencer To The Purchase Decision Electronic Word of Mouth (EWOM) has become a prominent marketing tool, offering wide-ranging accessibility. Among various forms of EWOM, digital influencers utilize social media platforms like YouTube, Instagram, and Facebook to communicate and influence the purchasing decisions of their audience. This study specifically explores the impact of a beauty vlogger on the purchase intentions of viewers on a YouTube channel. Employing a quantitative research method, the study incorporates various analysis techniques such as validity tests, reliability tests, normality tests, linearity tests, simple linear regression, descriptive statistics, and determination. Data collection involved distributing questionnaires to 100 respondents who were viewers of the beauty vlogger's YouTube channel, with total quota sampling determining the data analysis.

Stefan Zak, Maria Hasprova (2019) In their study the role of influencers in the consumer decision – making process. In recent decades, the internet and mobile technologies have significantly altered societal and consumer behavior. This shift has led to a surge in informed consumers, challenging traditional marketing methods. Influencer marketing, leveraging opinion leaders and social media, has emerged as a pivotal tool, but it faces limitations. As trends evolve, companies are likely to engage more with micro-influencers and refine their strategies for effective brand engagement across various consumers.

Andala Rama Putra Barusman, Felicia Suwandi (2020) In this study The Impact Of Lifestyle Social Media, Marketing And Influencer Marketing On Purchase Decision Ayam Geprek Culinary Business. In recent years, influencer marketing has gained prominence in shaping the purchasing decisions of college students through popular social media platforms. College students, avid users of platforms like

Instagram, YouTube, and TikTok, find influencers to be credible and authentic sources, often more trustworthy than traditional advertising. The relatability of influencers fosters a sense of connection, turning them into virtual peers whose recommendations significantly influence purchasing choices. Influencer marketing, offering social proof and genuine content stands out in a cluttered marketing landscape. However, ethical considerations and the varying effectiveness of different platforms and product categories warrant further investigation. This dynamic scenario calls for ongoing research to understand evolving trends and optimize influencer marketing strategies tailored to the college student demographic.

Yodi Hp ,Widyastuti ,Noor Ls (2020)In the study the effects of content and influencer marketing on purchasing decisions of fashion erigo company. This study aims to study content marketing and influence marketing on the purchasing decisions mediated by consumer behavior. The population used in this study was consumers from the Erigo Company. The sampling technique used purposive sampling with the number of samples obtained as many as 100 respondents. The analysis technique used in this study is the path analysis method. The test results show that content marketing has a direct influence and contribution to consumer behavior, the influence of marketing in the same direction and contribution to marketing behavior, content marketing has a direct and contributing to purchasing decision, marketing influence in the same direction and contributes to purchases, consumer behavior has a same direction and contribution to purchasing decisions.

Siti Liu (2021) in this study the impact of influencer marketing on brand engagement a conceptual frame work. In the context of the growing significance of influencer marketing in brand promotion on social media, this paper presents a dual-route effect research framework to elucidate the influence of influencer marketing on brand engagement. Drawing from prior literature, the proposed model posits that a positive parasocial relationship between the audience and the influencer enhances source credibility during content interaction, subsequently boosting brand credibility. Furthermore, the framework suggests that content immersion contributes to increased brand content enjoyment.

Mishha Gupta (2021) in this study impact of influencer marketing on consumer purchase behavior during the pandemic influencers. Influencers, with their unique

content and perspectives, wield significant influence over audiences, particularly the younger generations. Unlike traditional marketing, influencer marketing extends beyond product promotion to encompass brand identity building and fostering trust among the audience, brand, and influencer. The increasing user base on social media has led to a surge in both influencers and companies leveraging influencer marketing. This paper aims to shed light on the recent surge of influencer marketing during the pandemic, examining its impact on companies and its influence on consumer purchasing behavior.

Noemi Gelati , Jade Verplancke (2022)In this study the effect of influencer marketing on the buying behavior of young consumers. In today's marketing landscape, influencer marketing has emerged as a highly effective tool for companies operating in the beauty and fashion industry. Leveraging the power of social media and influencers, brands can seamlessly promote their products and connect with vast audiences. Given the digital orientation of today's teenagers and young adults, who are avid users of social networks, companies target this demographic with influencer marketing strategies. This study aims to investigate the methodologies employed by beauty and fashion companies in utilizing influencers and social media to influence consumers, particularly adolescents and young adults. Additionally, the research seeks to understand the impacts of this influence on consumer behavior, with a specific focus on purchasing behavior.

Beatrice Oluwatobi Olalekan, Abigail Olubukola Irele(2023)In this study Influencer Marketing, Purchase Intention And Buying Behavior Of Pepsi Brand Among Undergraduate Students .In the pursuit of sales and brand loyalty, businesses utilize various methods to engage their target audience effectively. Amidst the saturated media landscape, short attention spans prompt the need for innovative ways to connect with consumers. Influencer marketing, leveraging opinion leaders on social platforms like Instagram and YouTube, has become pivotal for brands like Pepsi to influence purchase intentions. Associating well-known faces with products adds credibility, shaping consumer perceptions and positioning against competitors. This strategy, employed by Pepsi and many others, is increasingly prevalent, even among smaller companies leveraging social media's reach. However, while studies exist on influencer marketing, its dynamics and effectiveness in Nigeria, specifically

concerning the Pepsi brand and undergraduate consumers at Lead City University Ibadan, remain relatively unexplored.

Samuel Vero Viegas (2023) A Study of Factors Influencing Purchase Intention in the Context of Influencer Marketing, Businesses are increasingly utilizing powerhouse showcasing and social media influencer marketing as effective alternatives to traditional advertising. With billions of internet and social media users globally, these strategies tap into the power of content creators to reach target audiences and drive traffic. The rise of social networks has transformed user behavior, making them more engaged content creators. Influencers across various fields, from photography to network security, hold significant sway over consumer decisions.

Elsa Claesson (2023) In this study Influencer Marketing & Impulsive Buying Influencer marketing is a new marketing strategy that has risen in popularity to be used by businesses during the last decade. Even though studies have been previously made on influencer marketing, little research has been made specifically on influencer marketing in combination with their discount codes being offered. The main purpose of this research paper is to examine the connection between the discount codes and the effect it might have on consumers' purchase intention, behavior and impulsive buying. Furthermore, the satisfactory levels after a purchase due to influencer marketing have been examined as it has not been seen in previous studies. The findings revealed that consumers are directly affected by influencer discount codes, causing impulsive buying to a certain level and affects the purchase intentions and decision-making in a faster manner. Furthermore, consumers who had purchased products due to influencer marketing obtained a high satisfactory level post-purchase. The same result could be seen both with and without discount codes.

CHAPTER III
THEORETICAL FRAMEWORK

3.1 Introduction

Influencer marketing is a form of social media marketing involving endorsements and product placement from influencers, people and organizations who have a purported expert level of knowledge or social influence in their field. Influencers are someone with the power to affect the buying habits or quantifiable actions of others by uploading some form of original—often sponsored—content to social media platforms like Instagram, YouTube, Snapchat, TikTok or other online channels. Influencer marketing is when a brand enrolls influencers who have an established credibility and audience on social media platforms to discuss or mention the brand in a social media post. Influencer content may be framed as testimonial advertising.

According to Philip Kotler “Influencer marketing is a strategic approach that utilizes individuals with a substantial online following to endorse and promote products or services, aiming to leverage their credibility and reach for brand promotion.”

According to Neil Patel “Influencer marketing is a dynamic marketing strategy that involves collaborating with influential individuals on various online platforms, harnessing their audience and credibility to enhance brand visibility, engagement, and conversions.”

3.2 Concept and characteristics of influencer marketing

Influencer marketing is collaboration between popular social-media users and brands to promote brands’ products or services. These partnerships have been going on informally since the dawn of social media. By 2009, they were sufficiently commonplace for the US Federal Trade Commission to step in and regulate them through the so-called Mommy Blogger law. Since then, the market has grown astonishingly quickly: since 2019, it has more than doubled on the strength of platforms such as Instagram and YouTube and Pinduoduo and WeChat. In 2023, the influencer marketing economy was valued at \$21.1 billion.

Content Collaboration:

Successful influencer marketing involves collaboration between the brand and the influencer to create content that resonates with the audience. This content can take various forms, including social media posts, videos, blogs, or live streams.

Authenticity and Relatability:

Authenticity is a key aspect of influencer marketing. Influencers are valued for their genuine connection with their audience, making their endorsements feel more authentic and relatable compared to traditional advertising.

Engagement and Interaction:

Influencers often engage directly with their followers through comments, likes, and shares. This interaction provides an opportunity for brands to connect with their target audience on a more personal level.

Measurable Impact:

Influencer marketing campaigns can be tracked and measured using various metrics, such as engagement rates, click-through rates, and conversion rates, providing valuable insights into the effectiveness of the campaign.

Diverse Platforms:

Influencers operate on a variety of platforms, including social media channels like Instagram, YouTube, Twitter, and emerging platforms. Brands can choose influencers based on the platforms that align with their target audience.

Long-term Relationships:

Some influencer marketing strategies involve building long-term relationships with influencers. This approach allows brands to establish a more sustained presence within the influencer's community.

Adaptability:

Influencer marketing is adaptable to various industries and business sizes. Whether it's a global brand or a local business, finding the right influencers can effectively promote products or services.

3.3 Types of influencers

Partnering with an influence with millions of followers might sound like a dream come true — but it might not be the best fit for your brand. Some social media influencers have large, broad audiences spanning across several demographics. Others boast smaller but more targeted and engaged communities.

Mega or celebrity influencers

These influencers have a massive following of over 1 million, and often include famous actors, musicians, athletes and other public figures. Their celebrity status allows them to captivate a diverse audience, making them ideal for large-scale brand awareness campaigns.

Macro-influencers

With a following that typically ranges from 100,000 to 1 million, macro-influencers are established personalities within their respective niches. These influencers have earned their reputation through consistent content creation and engagement over time, and are now thought leaders in their niche..

Nano-influencers

Nano-influencers have fewer than 10,000 followers. But these influencers often have strong connections with their audience, thanks to their personable content and authentic engagement. While they offer the smallest reach, nano-influencers can be excellent partners for businesses looking to target specific communities.

Micro-influencers

With 10,000 to 100,000 highly engaged followers, micro-influencers are the rising stars of influencer marketing. These influencers typically have a strong presence on specific platforms, like Instagram, YouTube and TikTok. Marketers love working with micro-influencers as they captivate a niche, passionate audience with their creative content, relatable recommendations and genuine interactions.

3.4 Importance of influencer marketing

Precise targeting

Determining and targeting the right audience is an essential part of every marketing strategy. Nevertheless, it is often a challenging process and requires a thorough understanding of your potential consumers. Influencer marketing enables you to surpass this step because the hard work has already been handled by influencers.

Enhanced brand awareness

Influencers, thanks to their huge reach, have the ability to extend brand exposure and raise brand awareness. As an influencer suggests or promotes your brand, their followers will probably take notice. Besides, suggestions from a popular influencer are often perceived more authentic.

Boosted audience engagement

Boosting the number of likes and comments on your social media posts is a really hard task. In the absence of good engagement levels, gaining millions of followers won't lead to any results. This is where influencer marketing can be a good idea.

Improved conversion rates

The ultimate goal of any business is to grow sales and gain more profit. Nonetheless, it is extremely struggling to attract potential consumers by blowing your own trumpet. Customers are becoming cautious about such brands and often spend hours conducting online research before making a purchase decision.

Increased trust and credibility

The enormous power of influencers lies in their followers' trust. This trust can help them build a loyal fan community. As an influencer writes their honest feedback about your products or services, it is considered an authentic testimonial. It reinforces your brand's reputation and fosters your credibility. Moreover, partnering with influencers allows you to gain the trust of their audience. In the long time, this is the perfect tool to grow an army of loyal brand advocates. It aids you to amplify brand awareness and earn more revenue.

3.5 Benefits of influencer marketing

In the contemporary landscape of consumer preferences, the demand for authenticity and genuine connections with brands has grown significantly. This has propelled influencers into a pivotal role, as they establish trust and credibility with their followers through compelling content. The unique aspect of influencer marketing lies in its ability to convey product recommendations in a manner that resembles a friendly suggestion rather than a conventional advertisement. This study specifically

delves into the impact of influencer marketing on the purchase decisions of students in the tertiary education age range.

The investigation encompasses various dimensions, including trust dynamics, credibility, digital engagement, and brand loyalty. By focusing on influencers operating on popular social media platforms like Instagram, YouTube, TikTok, and more, the study recognizes their influential role in shaping the behavior of digital-native consumers. Geographically, the research hones in on a specific region or demographic to ensure contextual relevance, providing a nuanced understanding of the multifaceted relationship between influencers and students.

CHAPTER IV

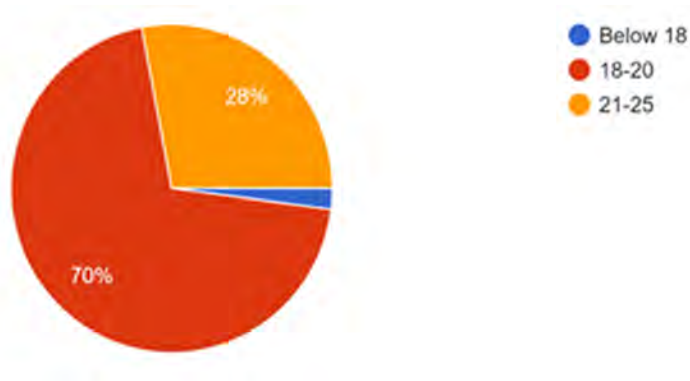
DATA ANALYSIS AND INTERPRETATION

Table 4.1 shows the age of students.

Age	No. Of students	Percentage
Below 18	2	2%
18-20	70	70%
21-25	28	28%

(Source: Primary data)

Figure 4.1 Showing Numbers Of Students With Different Ages



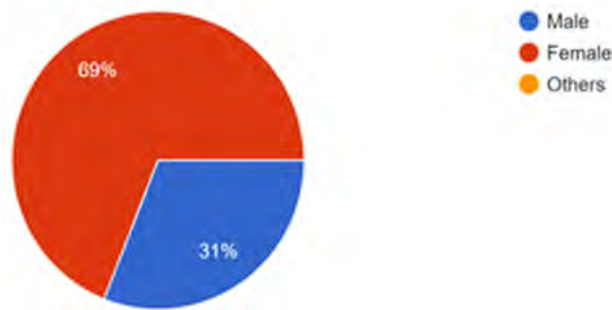
In the above table it is found that 70% respondents aged 18-20yrs and 2% of respondents aged below 18.

Table 4.2 shows the gender of students.

Options	No. Of. Students	Percentage
Male	31	31%
Female	69	69%
Others	Nil	Nil

(Source: Primary data)

Figure 4.2 Showing Number Of Students with different Gender



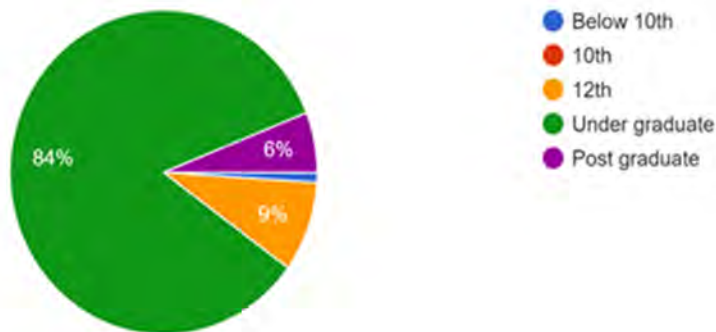
In the above table it is found that 69% respondent's gender is female and 31% of respondent's gender is male.

Table 4.3 Shows the education of respondents.

Options	No. Of. Students	Percentage
Below 10th	1	1%
10th	Nil	Nil
12th	9	90%
U.G	84	84%
P.G	6	6%

(Source: Primary data)

Figure 4.3 Showing Of Students With Different Education



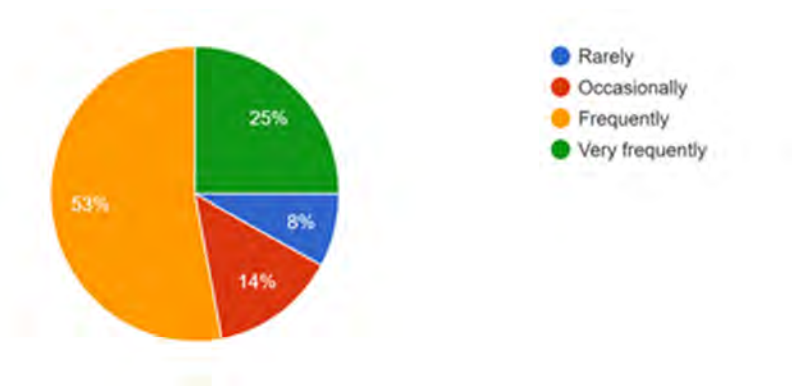
Above table shows that 84% of students are under graduate and 1% of students is below class 10th.

Table 4.4 shows the uses of social media platform of the respondent

Options	No. Of. Students	Percentage
Rarely	8	8%
Occasionally	14	14%
Frequently	53	53%
Very frequently	25	25%

(Source: Primary data)

Figure 4.4 Showing of Students with Different Use Of Social Media



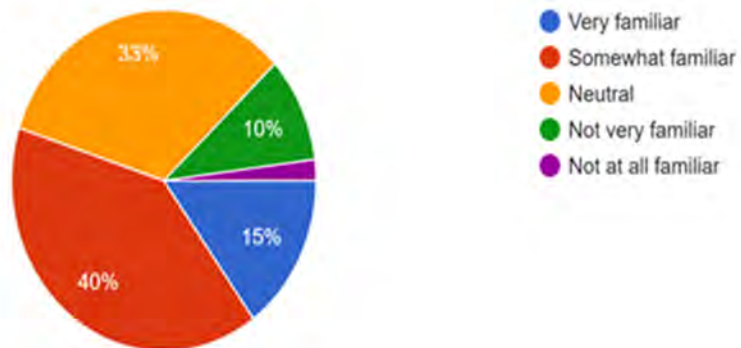
In the above table shows that 53% of respondents are frequently using social media platform and 8% of respondents use social media platform rarely.

Table 4.5 showing the insight of concept of influencer marketing with users.

Options	No. Of. Students	Percentage
Very familiar	15	15%
Somewhat familiar	40	40%
Neutral	33	33%
Not very familiar	10	10%
Not at all familiar	2	2%

(Source: Primary data)

Figure 4.5 Showing the insight of concept of influencer marketing with users.



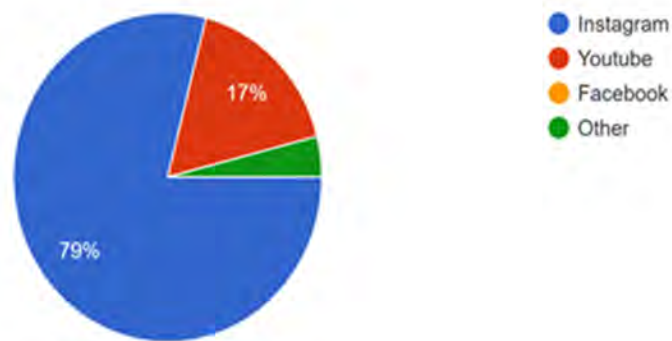
In the above table it is found that 40% of respondents are somewhat familiar with the concept of influencer marketing and 2% of respondents are not at all familiar with the concept.

Table 4.6 Showing most influential social media platform used by respondents for product endorsement.

Options	No. Of. Students	Percentage
Instagram	79	79%
Youtube	17	17%
Facebook	Nil	0%
Other	4	4%

(Source: Primary data)

Figure 4.6 Showing most influential social media platform used by respondents for product endorsement.



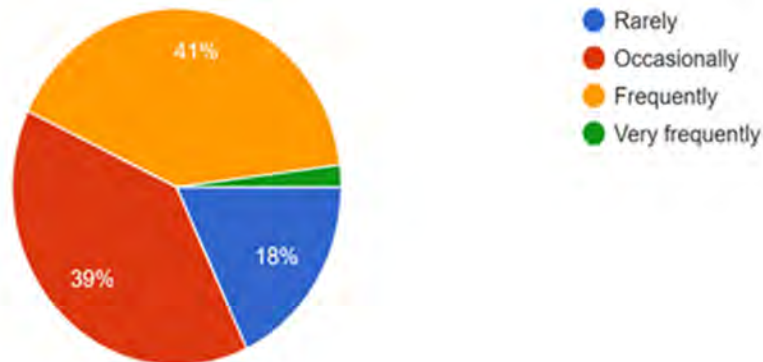
In the above table it is found that 79% of respondents are influenced through Instagram and 4% of respondents are influenced through other.

Table 4.7 Showing the amount of times respondents come across influencer market content while browsing social media.

Options	No. Of. Students	Percentage
Rarely	18	18%
Occasionally	39	39%
Frequently	41	41%
Very frequently	2	2%

(Source: Primary data)

Figure 4.7 Showing the amount of times respondents come across influencer market content while browsing social media.



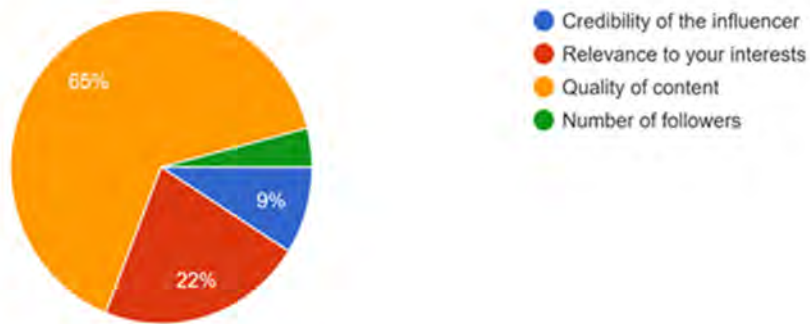
In the above table it is found that 41% of respondents are frequently come across influencer marketing content while browsing social media and 2% of respondents are frequently come across influencer marketing content while browsing social media.

Table 4.8 Showing the factors influenced by the user in gaining trust in influencer marketing.

Options	No. Of. Students	Percentage
Credibility of the influencer	9	9%
Relevance to your interests	22	22%
Quality of content	65	65%
Number of followers	4	4%

(Source: Primary data)

Figure 4.8 Showing the factors influenced by the user in gaining trust in influencer marketing.



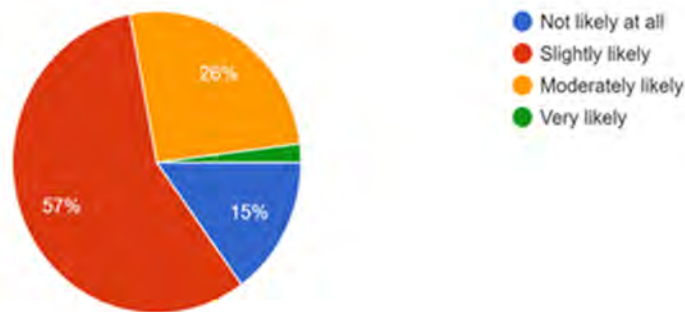
In the above table it is found that 65% of respondents trust influencer on the basis of quality of content and 4% of respondents trust influencer on the basis of number of followers.

Table 4.9 Showing the percentage of respondents likely to make purchase based on an influencer’s recommendation.

Options	No. Of. Students	Percentage
Not likely at all	15	15%
Slightly likely	57	57%
Moderately likely	26	26%
Very likely	2	2%

(Source: Primary data)

Figure 4.9 Showing the percentage of respondents likely to make purchase based on an influencer’s recommendation.



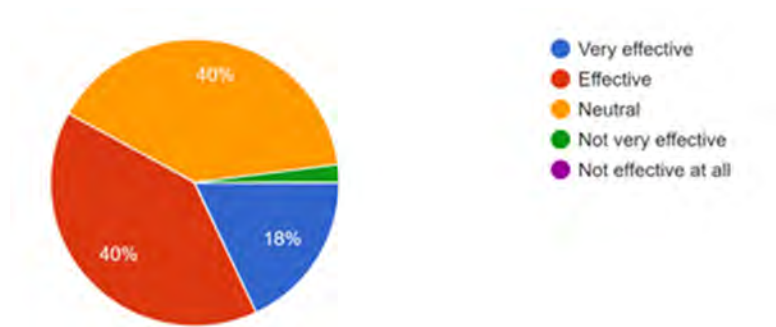
In the above table it is that 57% of respondents slightly likely to purchase based on an influencer’s recommendation and 2% of respondents very likely to purchase based on an influencer’s recommendation.

Table 4.10 Showing the effectiveness influencer can include in product advertisement on their content.

Options	No. Of. Students	Percentage
Very effective	18	18%
Effective	40	40%
Neutral	40	40%
Not very effective	2	2%
Not effective at all	Nil	0%

(Source: Primary data)

Figure 4.10 Showing the effectiveness influencer can include in product advertisement on their content.



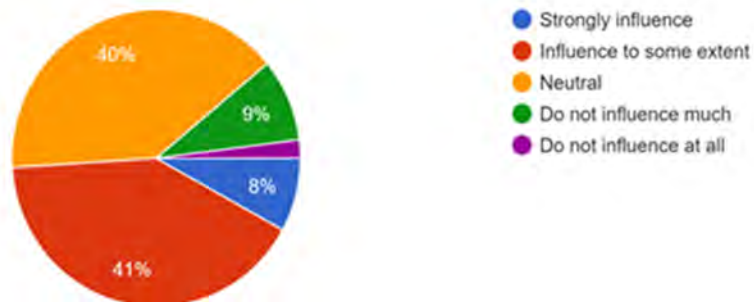
In the above table it is found that both effective and neutral are 40% and 2% of respondents are not very effective.

Table 4.11 Showing the percentage of friends or peer influence decision to follow and trust influencers.

Options	No. Of. Students	Percentage
Strongly influence	8	8%
Influence to some extent	41	41%
Neutral	40	40%
Do not influence much	9	9%
Do not influence at all	2	2%

(Source: Primary data)

Figure 4.11 Showing the percentage of friends or peer influence decision to follow and trust influencers.



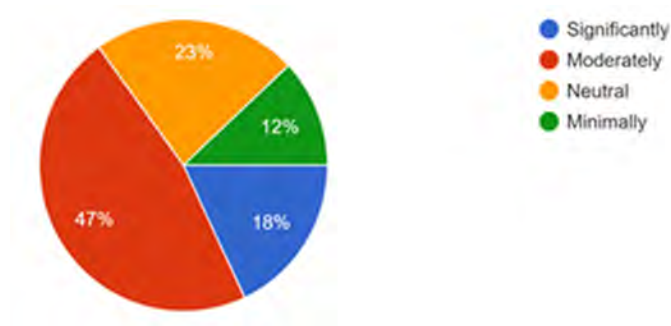
In the above table it is found that 41% of respondents say they influence to some extent with the statement and 2% of respondents say they do not influence at all with the statement.

Table4.12 Showing the respondents decision would impact the credibility of influencers post through the number of likes,comments,and share.

Options	No. Of. Students	Percentge
Significantly	18	18%
Moderately	47	47%
Neutral	23	23%
Minimally	12	12%

(Source: Primary data)

Figure 4.12 Showing the respondents decision would impact the credibility of influencers post through the number of likes,comments,and share.



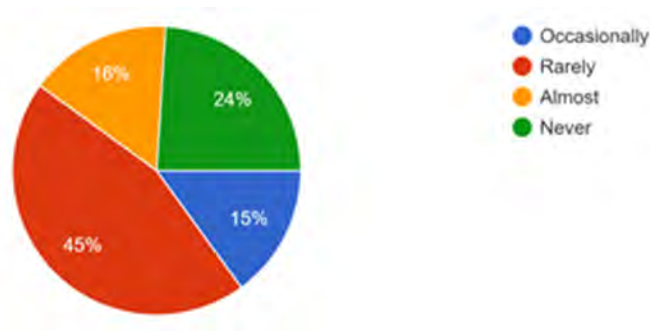
In the above table it is found that 47% of respondents are moderate with statement and 12% of respondents are minimal with statement.

Table4.13 Showing the percentage of fear of missing out of trends promoted by influencers.

Options	No. Of. Students	percentage
Occasionally	15	15%
Rarely	45	45%
Almost	16	16%
Never	24	24%

(Source: Primary data)

Figures 4.13 showing the percentage of fear of missing out of trends promoted by influencers.



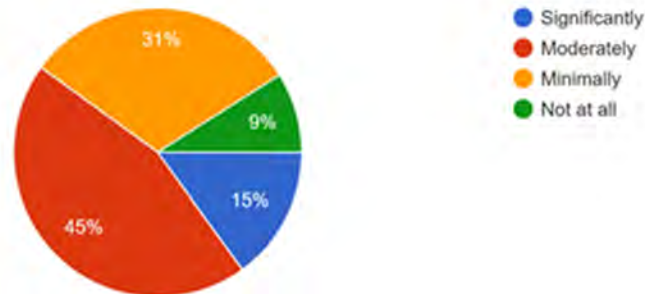
In the above table it is found that 45% of respondents rarely feel a fear of missing out of trends promoted by influencer and 15% of respondents almost feel a fear of missing out of trends promoted by influencer.

Table 4.14 Showing the percentage of respondents acquired discount on a particular product through recommendation of influencer.

Options	No. Of. Students	Percentage
Significantly	15	15%
Moderately	45	45%
Minimally	31	31%
Not at all	9	9%

(Source: Primary data)

Figure 4.14 Showing the percentage of respondents acquired discount on a particular product through recommendation of influencer.



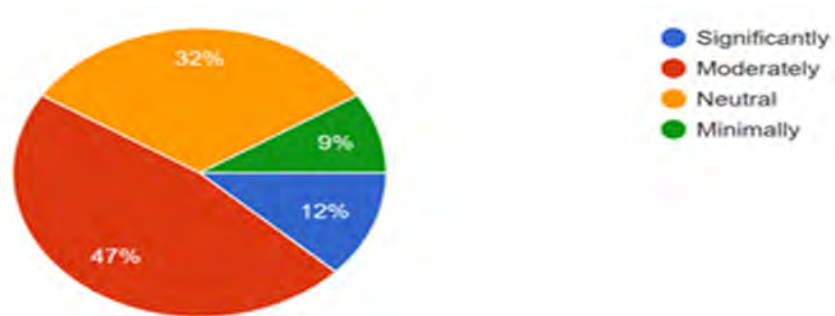
In the above table it is found that 45% of respondents gets moderately discount on a particular product on the basis of recommendation of influencer and 9% of respondents did not gets discount on particular product on the basis of recommendation of influencer.

Table 4.15 Showing the percentage of respondents influence through brand image conveyed by the influencer to buy a product.

Options	No. Of. Students	Percentage
Significantly	12	12%
Moderately	47	47%
Neutral	32	32%
Minimally	9	9%

(Source: Primary data)

Figure 4.15 Showing the percentage of respondents influence through brand image conveyed by the influencer to buy a product.



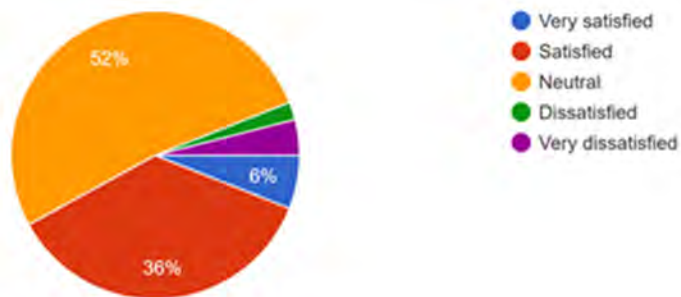
In the above table it is found that 47% of respondents moderately influenced by the brand image conveyed by the influencer to buy a product and 9% of respondents minimally influenced by the brand image conveyed by the influencer to buy a product.

Table 4.16 Showing the satisfaction of respondent with actual experience of using products recommended by influencer.

Options	No. Of. Students	Percentage
Very satisfied	6	6%
satisfied	36	36%
Neutral	52	52%
Dissatisfied	2	2%
Very dissatisfied	4	4%

(Source: Primary data)

Figure 4.16 Showing the satisfaction of respondent with actual experience of using products recommended by influencer.



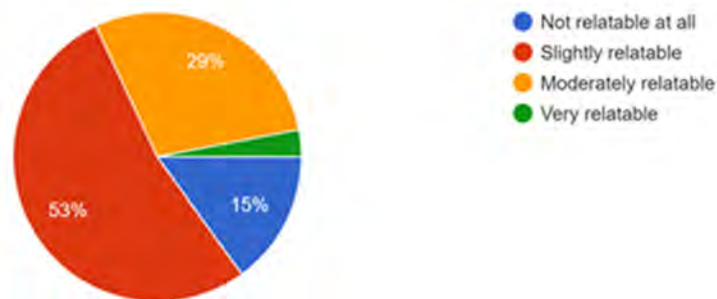
In the above table it is found that 52% of respondents gets neutral satisfaction from the actual experience of product recommended by influencer and 2% of respondents are dissatisfied with the actual experience of product recommended by influencer.

Table 4.17 Showing the percentage of respondents relatable with influencers personal experiences on product.

Options	No. Of. Students	Percentage
Not relatable at all	15	15%
Slightly relatable	53	53%
Moderately relatable	29	29%
Very relatable	3	3%

(Source: Primary data)

Figure 4.17 Showing the percentage of respondents relatable with influencers personal experiences on product.



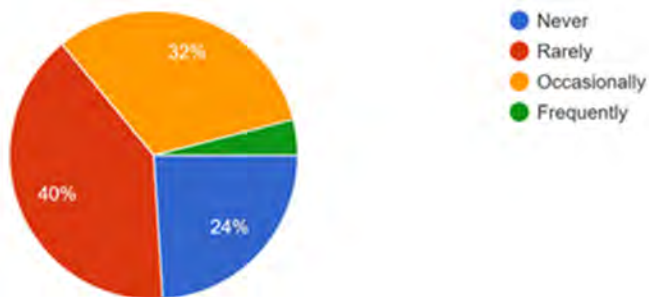
In the above table it is found that 53% of respondents are slightly relatable with influencers personal experience on product and 3% of respondents are very relatable with influencers personal experience on product.

Table 4.18 Showing the percentage of respondents purchasing a product because of recommendation of influencer on social media.

Options	No. Of. Students	Percentage
Never	24	24%
Rarely	40	40%
Occasionally	32	32%
Frequently	4	4%

(Source: Primary data)

Figure 4.18 showing the percentage of respondents purchasing a product because of recommendation of influencer on social media.



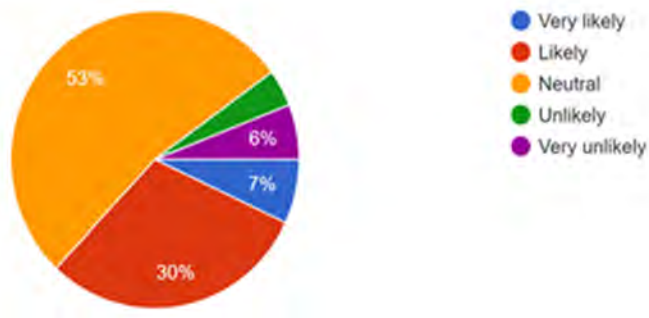
In the above table it is found that 40% of respondents rarely purchases products on the basis of influencers recommendation and 4% of respondents frequently purchases products on the basis of influencers recommendation.

Table 4.19 Showing the respondents interest to make repeated purchase from brands endorsed by influencers.

Options	No. Of. Students	Percentage
Very likely	7	7%
Likely	30	30%
Neutral	53	53%
Unlikely	4	4%
Very unlikely	6	6%

(Source: Primary data)

Figure 4.19 Showing the respondents interest to make repeated purchase from brands endorsed by influencers.



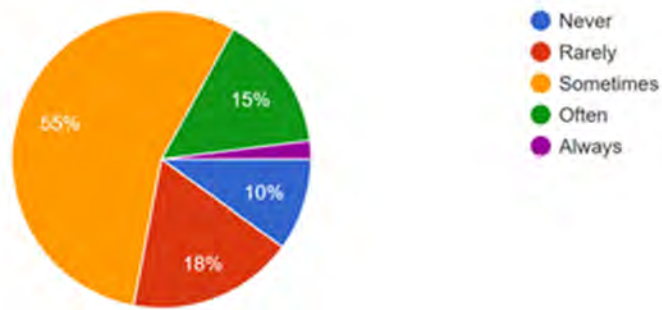
In the above it is found that 53% of respondents are neutral with the statement and 4% of respondents are unlikely to make repeated purchase of brands endorsed by influencers.

Table 4.20 Showing the percentage of respondents feel as in genuine from influencers promotion.

Options	No. Of. Students	Percentage
Never	10	10%
Rarely	18	18%
Sometimes	55	55%
Often	15	15%
Always	2	2%

(Source: Primary data)

Figure 4.20 Showing the percentage of respondents feel as ingenuine from influencers promotion.



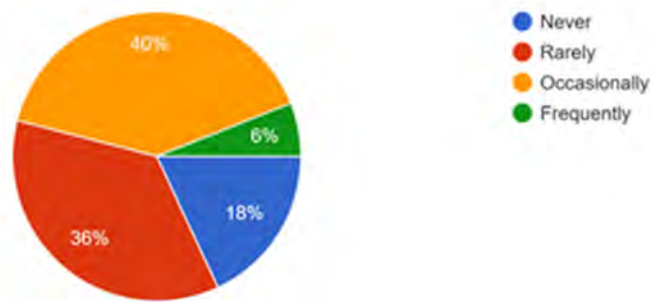
In the above table it is found that 55% of respondents sometimes feel in genuine with influencers promotion and 2% of respondents always feel in genuine with influencers promotion.

Table 4.21 Showing the percentage of awareness of respondents regarding influencers disclosing paid partnership.

Options	No. Of. Students	Percentage
Never	18	18%
Rarely	36	36%
Occasionally	40	40%
Frequently	6	6%

(Source: Primary data)

Figure 4.21 Showing the percentage of awareness of respondents regarding influencers disclosing paid partnership.



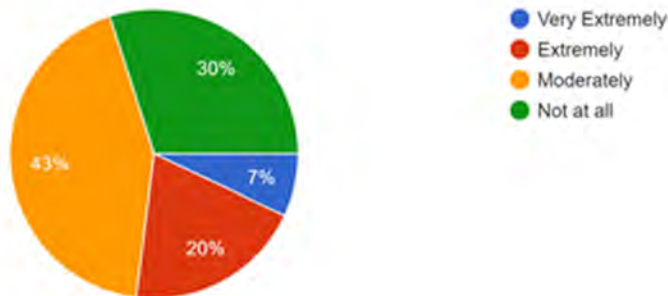
In the above table it is found that 40% of respondents are occasionally aware of regulation regarding influencers disclosing paid partnership and 6% of respondents are frequently aware of regulation regarding influencers disclosing paid partnership.

Table 4.22 showing the influence of influencers on respondents long term brand loyalty.

Options	No. Of. Students	Percentage
Very extremely	7	7%
Extremely	20	20%
Moderately	43	43%
Not at all	7	7%

(Source:Primary data)

Figure 4.22 Showing the influence of influencers on respondents long term brand loyalty.



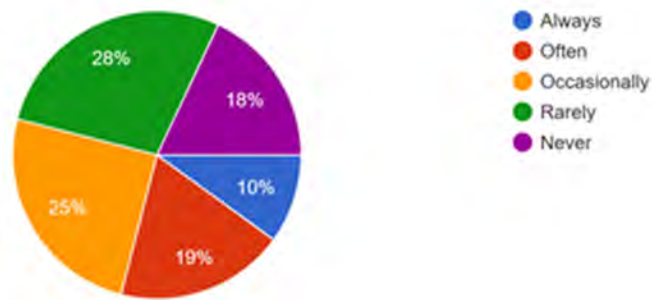
In the above table it is found that 43% of respondents moderately influenced their long term brand loyalty through influencer marketing and 7% of respondents very extremely influenced their long term brand loyalty through influencer marketing.

Table 4.23 showing the percentage of respondents provides review about products they purchased based on influencers recommendation.

Options	No. Of. Students	Percentage
Always	10	10%
Often	19	19%
Occasionally	25	25%
Rarely	28	28%
Never	18	18%

(Source: Primary data)

Figure 4.23 showing the percentage of respondents provide review about products they purchased based on influencers recommendation.



In the above table it is found that 28% of respondents provide reviews rarely on products purchased based on influencers recommendation and 10% of respondents provide reviews always on products purchased based on influencers recommendation.

CHAPTER V

FINDINGS, SUGGESTIONS AND CONCLUSION

FINDINGS

- Many of the respondents are familiar with the concept of influencer marketing.
- Most of the respondents come across Frequently influencer marketing content while browsing social media.
- Respondents of majority says, instagram is the most of influential social media platform for product endorsement.
- Many of respondents says Quality and of content their trust in influence influencer marketing
- Most of the respondents moderately number of likes comments and shares on an influencer's post impact their perception of their credibility.
- Many of respondents say that they influenced to some extent by their friends or peers on their decision to follow and trust influencers.
- Most of respondent rarely feel a fear of missing out on trends Promoted by influencers.
- Many of the respondents would like to make repeat purchases from brands endorsed by influencers.
- Many of the despondences occasionally aware of regulations regard ind influencers disclosing paid partnerships.
- Most of the respondents gets moderately discount on a particular product on the basis of recommendation of influencers.
- The responses of the respondents are effective in the sense of influencers include a product advertisement on their content.
- All most all the respondent moderately influenced by the brand image conveyed by the influencer to buy a product
- Most of the respondents are neutral satisfied with the actual experience of using products recommend by the influencers

SUGGESTIONS

- Most of the respondents follow influencer recommendations to purchase a product it is better to make purchase decision based on their own analysis of product price and cost.
- The respondent should purchase product according to their buying power rather than being biased by the influencers .
- Many of them make repeat purchase of brands endorsed by influencers. It is better to change brand preference and enjoy new brands by analysing the new trends.
- It is better to get full awareness of rules and regulations of influencers paid partnerships.
- Respondants should read reviews, check ratings and gather informations before making a purchase.

Conclusion

Influencer marketing plays a significant role in shaping consumer purchase decisions due to several crucial factors that directly impact consumer behavior. Influencers are often perceived as authentic and genuine by their followers. When influencers endorse a product, their recommendations carry a sense of trust, as followers believe that influencers are sharing their honest opinions and experiences.. Influencers often have a relatable person that resonates with their audience. Followers see influencers as peers, making the products they endorse more relatable and applicable to their own lives. This relatability can significantly impact purchase decisions. Influencers save consumers time by curating and presenting relevant products. Instead of extensively researching options, consumers can rely on influencers to highlight products that align with their interests and needs, streamlining the decision-making process. Influencers often portray aspirational lifestyles, and by associating a product with this lifestyle, they create a desire for ownership. Consumers may see the product as a way to emulate the influencers' lifestyle, influencing their decision to make a purchase. In our research, we aimed to investigate the tangible impact of influencer influence on the behavior of young consumers. Our focus encompassed understanding the perspectives of brands utilizing influencers for marketing, the influencers themselves who maintain direct connections with consumers, and, importantly, the consumers. we sought to emphasize the potential ramifications of this influence on consumers, not only in terms of purchasing behavior but also on their broader behavior and lifestyle. Furthermore, a critical aspect of our study involved examining the awareness levels among the people.

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ANNEXURE

A STUDY INFLUENCE OF INFLUENCER MARKETING ON STUDENTS PURCHASE DECISION

1. Demographic Information:

Age:

- 18-24
- 25-34
- 35-44
- 45-54
- 55+

2. Gender:

- Male
- Female
- Others

3. Education

- 10th
- 12th
- undergraduate
- post-graduate

4. Which social media platform do you find most influential for product endorsements?

- Instagram
- Youtube
- Tiktok
- Others

5. How often do you use social media platforms?

- Rarely
- Occasionally
- Frequently
- Very frequently

6. How familiar are you with the concept of influencer marketing?

- Very familiar
- Somewhat familiar
- Neutral
- Not very familiar
- Not at all familiar

7. How often do you come across influencer marketing content while browsing social media?

- Rarely
- Occasionally
- Frequently
- Very frequently

8. What factors influence your trust in influencer marketing?

- Credibility of the influencer
- Relevance to your interests
- Quality of content
- Number of followers

9. How likely are you to make a purchase based on an influencer's recommendation?

- Not likely at all
- Slightly likely
- Moderately likely
- Very likely

11. How would you rate the appeal and relevance of the content produced by influencers you follow?

- Excellent
- Good
- Average
- Below average
- Poor

12. How much do your friends or peers influence your decision to follow and trust influencers?

- Strongly influence
- Influence to some extent
- Neutral
- Do not influence much
- Do not influence at all

13. To what extent do the number of likes, comments and shares on an influencer's post impact your perception of their credibility?

- Significantly
- Moderately
- Neutral
- Minimally

14. How much do you experience a fear of missing out on trends endorsed by influencers?

- Occasionally
- Rarely
- Almost
- Never

15. How much does the financial feasibility of a product influence your decision to purchase it based on an influencer's recommendation?

- Significantly
- Moderately
- Neutral
- Minimally
- Not at all

16. How much does the overall brand image as conveyed by the influencer, influence your decision to purchase a product?

- Significantly
- Moderately
- Neutral
- Minimally

17. How satisfied are you with the actual experience of using products recommended by influencers?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

18. Do you find influencers more relatable when they share personal experiences with product?

- Not relatable at all
- Slightly relatable
- Moderately relatable
- Very relatable

19. Have you ever purchased a product because your peers recommended it on social media?

- Never
- Rarely
- Occasionally
- Frequently

20. How likely are you to make repeat purchases from brands endorsed by influencers?

- Very likely
- Likely
- Neutral
- Unlikely
- Very unlikely

21. How often do you provide feedback or reviews for products you purchase based on influencer recommendations?

- Always
- Often
- Occasionally
- Rarely
- Never

22. Has influencer marketing influenced your long-term brand loyalty

- Very Extremely
- Extremely
- Moderately
- Not at all

23. How often do you provide feedback or reviews for products you purchase based on influencer recommendation?

- Always
- Often
- Occasionally
- Rarely
- Never

**“A STUDY ON EDUCATIONAL MIGRATION
WITH REFERENCE TO THRISSUR DISTRICT”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

AYSHA A S

(CCAVBCM267)

Under the supervision of

Ms.PRASSY VISWAMBHARAN



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A Study on Educational Migration with Reference to Thrissur District**” is a bonafide record of project done by **AYSHA A S** , Reg. No. CCAVBCM267, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of BACHELOR OF COMMERCE and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Assoc.Prof. P.G Thomas
Co-ordinator

Ms. PRASSY VISWAMBHARAN
Project Guide

DECLARATION

I, **AYSHA A S** , hereby declare that the project work entitled “**A STUDY ON EDUCATIONAL MIGRATION WITH REFERENCE TO THRISSUR DISTRICT** ” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms.Prassy viswambharan, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

AYSHA A S

Date:

CCAVBCM267

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Place: Irinjalakuda

AYSHA A S

Date:

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CHAPTER-I
INTRODUCTION

1.1 Introduction

Education is a fundamental process that involves acquiring knowledge, skills, and values through various methods like classroom learning, practical experiences, and research. It plays a crucial role in shaping individuals and societies, empowering people to pursue their passions, develop critical thinking skills, and contribute to the betterment of society. Education can take place at different levels, from primary and secondary schools to colleges, universities, and beyond. It encompasses a wide range of subjects and disciplines, allowing individuals to specialize in their areas of interest and expertise.

Migration, on the other hand, refers to the movement of people from one place to another, often involving a change in residence. People migrate for a multitude of reasons, including education, economic opportunities, seeking better living conditions, escaping political instability or persecution, reuniting with family, or simply exploring new environments. Migration can be internal, within a country, or international, crossing national borders. It can be temporary or permanent, depending on the individual's circumstances and intentions.

Educational migration specifically refers to the act of moving to a different country. It's a decision made by individuals who seek to broaden their educational opportunities beyond their home country. By studying abroad, students can access a wider range of educational institutions, experience different teaching methods, and engage with diverse cultures. This exposure to new perspectives and ways of thinking can greatly enhance their academic growth and personal development.

Educational migration offers students the chance to immerse themselves in a new environment, learn from renowned professors and experts in their fields, and build international networks. It provides a unique opportunity to gain a global perspective, develop cross-cultural communication skills, and foster a deeper understanding of the world. Additionally, studying abroad can open doors to new career opportunities.

Educational migration among Indian students has witnessed a significant surge in recent years. Fuelled by a quest for quality education and diverse opportunities, a growing number of students are opting to study abroad. Countries like the United States, Canada, the United Kingdom, Australia, and Germany have become favoured destinations. The appeal lies in the prospect of exposure to global perspectives, cutting-edge research facilities, and enhanced career prospects. This trend reflects the changing dynamics of India's education landscape, emphasizing the importance of international exposure in shaping well-rounded individuals prepared for the challenges of a globalized world.

Indian students opt for educational migration driven by factors such as the pursuit of high-quality education, access to specialized courses, and advanced research opportunities abroad. The appeal of prestigious international institutions, exposure to diverse cultures, and the desire for better career prospects contribute significantly to their decision. Seeking a global perspective and accessing resources not readily available in India motivates students to explore educational opportunities abroad, shaping a trend of educational migration among Indian youth.

Another critical factor contributing to the upswing in educational migration is the globalized job market. Indian students recognize the importance of having an international academic experience in enhancing their employability on a global

scale. Many students perceive that a degree from a renowned foreign institution can open doors to a broader range of career opportunities and provide a competitive edge in the job market.

Overall, educational migration is an enriching and transformative experience. It allows individuals to combine their passion for learning with the adventure of exploring new places and cultures. By embracing educational migration, students can broaden their horizons, challenge themselves academically and personally, and create lifelong memories and connections. It's an exciting journey of growth and self-discovery.

1.2 Statement of the problem

While educational migration offers exciting opportunities, it also presents some challenges. One major problem is the potential for cultural and language barriers, which can make it difficult for students to adapt to their new academic environment. Additionally, the financial burden of educational migration, including tuition fees, living expenses, and travel costs, can be a significant challenge for many individuals. Another concern is the potential brain drain, where talented individuals leave their home countries to pursue education abroad, leading to a loss of skilled professionals in their home countries. Lastly, there may be issues with recognition and transferability of qualifications obtained through educational migration, which can hinder individuals' career prospects upon returning to their home country. It's important to address these problems to ensure that educational migration remains a positive and accessible opportunity for all.

1.3 Significance of the study

The study of educational migration holds immense significance in today's interconnected world. It provides valuable insights into the motivations, challenges, and outcomes of students seeking education beyond their home countries. Firstly, it contributes to the development of informed and responsive educational policies. By understanding the factors influencing students to migrate for education, policymakers can create strategies that enhance educational opportunities, address challenges, and promote inclusivity.

1.4 Objectives of the study

- 1.To understand the concept of migration for the purpose of education.
- 2.To study the motivating factors behind the educational migration.
- 3.To study the problems faced by migrated students.
- 4.To study the pros and cons of educational migration.

1.5 Scope of the study

The study has been conducted among the students studying abroad. Data has been collected from 60 students pursuing education abroad. The study mainly focused on students who migrated to other countries for higher education. This study wants to bring out the real scenario and the impact of educational migration among youth. It also brings out the reasons and problems behind education migration.

1.6 Research Methodology

Research methodology refers to the systematic approach and techniques used to conduct research. It involves the methods and procedures used to collect, analyse, and interpret data to answer research questions or investigate a specific topic.

1.6.1. Research Design

Research design in a research project refers to the plan outlining the systematic approach and structure for conducting the study. It includes decisions about the type of study, data collection methods, sampling strategy, and data analysis techniques. A well-defined research design helps ensure the validity and reliability of the study's findings. The research design used for the study is of descriptive type.

1.6.2. Nature of the Study

The study is Descriptive in nature. Descriptive research is a research method that aims to describe and present an accurate picture of a particular phenomenon or situation. It focuses on observing and documenting the characteristics, behaviours, and patterns of a group or population.

1.6.3. Source of the data

The data is collected from both Primary and Secondary sources. Questionnaires have been used to collect primary data. The data we have collected is primary and we have used secondary data for reference.

1.6.4. Sample Size

Primary data were collected from a sample of 60 respondents who migrated for education abroad. This type of research describes what exists and may help to uncover new facts and meanings.

1.6.5. Sampling Method

The sample has been selected using Snowball sampling method. Snowball sampling is a sampling method which involves identifying initial participants with specific characteristics and then relying on them to refer additional participants. Using this method the data was collected from a total of 60 students, comprising both those residing in Thrissur district and their acquaintances who pursued higher education abroad. Initially, data was gathered from the students who migrated, followed by connecting with their acquaintances and friends who also pursued education abroad.

1.6.6. Tools for Analysis

Statistical tools used for analysis of the data are diagrammatic presentations and percentage for interpreting the data thus collected.

1.6.7. Limitations of the study

- The sample of 60 is difficult to generalize the results.
- The opinions expressed may depend upon the psychological temperament of the respondent.

- The time factor was a major limitation in the study.
- Findings may be influenced by personal bias of the respondents.
- The data collected through questionnaires has its own limitations.
- The study may not be applicable beyond the specific study context and may not have external validity.

CHAPTER-II
REVIEW OF LITERATURE

2.1 Introduction

Some of the studies discuss migration as a social, cultural and educational factor. Mainly there were two aspects of life which influence students to migrate: they were positive and negative aspects. The most common difficulties that were faced by student migrants are accommodation, food, culture, environment adjustment, language problem and racial discrimination. Here gives a brief account of important studies conducted by several research scholars in the field of student migration in abroad. The student migrant who studies in another country are able to share their ideas, culture and knowledge with others and in turn they too learn to appreciate the difference in other culture. The students move to different places for a great desire to the best education, to use best infrastructure and have a fluency in English language. Thousands of migration studies have been done by a sociologist, economist and other number of studies has been added on migration. Number of studies has been done on age and migration, sex and migration, race and migration, distance and migration, education and migration, the labour forces migration etc. . A few studies were based on the factors of migration and assimilation of the migrants. Migration theory involves sociology, political science, law, economics, demography, geography, psychology and other studies.

VISHAL P DESHMUKH, Mrs SANKPAL SV (2022) This study explores factors influencing migration among Indian students, emphasizing the significant roles of wages and quality of education. Unlike the homogenous flow of skilled workers, there is a growing trend of young individuals migrating for educational purposes. The paper aims to identify key elements that influence this migration and advocates for providing better domestic study options to enhance the quality of life for students.

MICHIEL BAAS (2021) This section focuses on the emerging education-migration industry catering to student-migrants, particularly in the Asia-Pacific region. The articles explore the conflation of international students and skilled migrants, highlighting the development of an industry facilitating study-abroad paths and two-step migration. The introduction places this research within the context of the growing popularity of international education, its entanglement with skilled migration ambitions, and the emergence of a migration industry spurred by regulated programs.

NV VARGHESE (2021) The Indian diaspora encompasses low-skilled migrants to the Middle East, highly skilled individuals to developed nations, and cross-border students seeking employment abroad. Initially perceived as ‘brain drain,’ the return of highly educated professionals shifted the narrative to ‘brain gain.’ This skilled diaspora has assumed influential roles in corporate, academic, political, and social realms in host countries, contributing to the enhanced global image of India.

PERKINS, RICHARD AND ERIC NEUMAYER (2020) The use the human capital approach to examine variations in the motivations of students for studying abroad. The findings, based on a statistical analysis of a large sample of country pairs, call into question the importance commonly ascribed to universities as a “pull” factor. Far more influential is future income, colonial ties, common language, and pre-existing migrant stocks. Important differences exist in the determinants of international student mobility between “developed” and “developing” countries.

RUIL, NEIL G (2019) A new database on foreign student visa approvals in the United States is used in Ruiz 2019 to analyse a recent increase in international students, finding that students are concentrated in metropolitan areas, come from fast-growing cities in emerging markets, and that 45 percent of graduates extend their visas to work in the same metropolitan area of their studies, highlighting the relationship between student migration and the economic dynamics of the host region.

ALLAN M, RUSSELL KING, FIONA M. SMITH (2019) Analysing a questionnaire survey and interviews with international UK students, Findlay, 2019 shows that class reproduces itself through international study: students from private schools are more likely to gain access to international universities and to accrue social and cultural capital during the experience. Furthermore, analysis of international students should integrate broader life-course aspirations.

RODRIGUEZ GONZALEZ, CARLOS AND PETR MARIEL (2018) Rodriguez Gonzalez, Bustillo Mesanza, and Mariel analyse the determinants of Erasmus student mobility using a panel data set of bilateral flows for all participating Countries. Differences in the cost of living and geographical distance are relevant to explain student flows. There is also a positive relationship between student mobility and the educational background of the families. Other students' behaviour, willingness to learn a foreign language, and better climates are further factors.

ROBERTSON, SHANTHI (2018) The process of “student switching” in Australia has permitted increasing numbers of international students to use their studies in Australia as a pathway to residency. Robertson 2018 examines how international students experience the bureaucratic process of applying for permanent residency. He shows that students are subject to intense forms of regulation during the application, and that the state's exertion of power has far-reaching social, economic, and psychological consequences.

FINDLAY, ALLAN M (2018) Understanding student mobility as knowledge migration, Findlay 2018 argues for examining the contexts of decision making, and questions the adequacy of previous theorizations of international student mobility. Widening the cost-benefit/economic perspective, the author argues that researchers need to give more attention to “demand-side” theories that examine the choice of students to move abroad to improve their cultural capital, and “supply-side” theories that investigate the financial interests of academic institutions to attract international students.

FRANCIS LEO COLLINS (2017) The study focused of international students between South Korea and Auckland, New Zealand, it is increasing importance of English language training and demand for places. In higher education were important factor in South Korea contributed to the movement. Education agents also offer a much broader package of service that include home stays, counselling and travel and visa permit arrangement and other settlement issues not only direct them to new international students to educational institutions.

HELEN H.D AND ALBERTS H.C (2016) The study explored the student's decisions to stay in United States as temporary students or as permanent immigration. The study found that few students arrived in the United States with the intention of immigrating permanently. Professional, social and personal factors had influenced the students ongoing decision-making process to stay in United States. The significant factor that acted as strong incentive to stay in the United States was economic and professional lifestyle, while personal and societal factors drew the students back to their home countries.

SMITH J, JOHNSON A (2002) The study reviews impact of educational migration on students' academic achievement is explored. The review synthesizes existing research and examines factors such as cultural adaptation, language proficiency, and social support that influence the academic outcomes of students who migrate for education.

BAHIRA TESHOME WONDWOSEN (2015) A study was conducted on student migration and found that it involves a continuous process of interaction between members of different social and cultural backgrounds. The study found that students from different continents and countries having different socio-cultural, ethnic and linguistic background are found to pursue education in university of Pune. This study mainly figures out the African students who come to study in universities of Pune and their views relating to Indian society, its population and inter-intra racial networking and relationship and cross-cultural exchange. There were several push and pull factors that motivated African students to move to India. Some push factors were due to the lack of educational institutions in Africa and potential unrest to certain extent and the pull factors were due to less educational fees and other expenses and mainly easy university and college admission procedures.

ALTBERTS, HEIKE C AND HELEN D. HAZEN (2014) Using focus group interviews, Alberts and Hazen investigate factors motivating students to stay in the United States or return home after graduation. Three categories of motivating factors are identified: professional, societal, and personal. In most cases, professional factors encourage the students to stay in the United States, while societal and personal factors draw them back to their home countries, although wide variations exist among students according to specific home country situations.

HAZEL CHRISTIE (2014) He studied the decisions of students moving within United Kingdom geographically for higher education and the study also analysed the circumstances in which the students chose to live at home and their experience of attending a local university. It was found that more students were staying back home for studies due to financial hurdles, emotional attachment to family and friends. The study also focused on low-income groups and disadvantaged ones who traditionally did not go for higher studies. New funding arrangement in United Kingdom such as providing student loan, tuition fees and increased parental contributions towards their accommodation, parental attachment etc.

SMITH J (2010) In this comprehensive review, Smith (2010) examines global trends in educational migration. The paper explores the motivations, challenges, and benefits associated with students pursuing education abroad. It also discusses the impact of educational migration on both sending and receiving countries, shedding light on the economic, cultural, and social implications of this phenomenon.

PATEL A (2008) Patel conducts an analytical review to explore the impact of educational migration on both sending and receiving countries. The paper examines the economic, social, and cultural consequences of students migrating for education. It also analyses policies and strategies implemented by countries to maximize the benefits and mitigate the challenges associated with educational migration.

GARCIA M (2005) The study presents a synthesis of current research on educational migration patterns. The paper examines the factors influencing students' decisions to migrate for education, such as academic opportunities, quality of institutions, and cultural factors. It also explores the experiences and challenges faced by students during the migration process, shedding light on the social and psychological aspects of educational migration.

WANG L (2004) The study conducts a literature review to explore the role of educational migration in shaping global workforce dynamics. The paper examines how educational migration contributes to the internationalization of labour markets, the transfer of knowledge and skills, and the development of a global talent pool. It also discusses the challenges and opportunities faced by individuals and countries in harnessing the potential of educational migration.

TURNER S (2004) The study provides a critical review of the policy implications of educational migration. The paper examines the policies and strategies implemented by countries to attract and retain international students. It also analyses the impact of these policies on educational institutions, local communities, and the overall economy.

CHAPTER-III
THEORETICAL FRAMEWORK

3.1 Education System in Kerala

One of the states in India with the highest literacy rates is Kerala. This demonstrates how crucial education is to Keralites. The advancement of education has received major contributions. Earlier, Vedic knowledge was taught in the Sabha mat hams. Then there were the Kalaris, who ran schools and taught martial arts. With the entrance of Christian missionaries, widespread adoption of Western schooling started. Numerous schools and other educational institutions have been established by them. These organisations have influenced how education has developed in our state.

In terms of social advancement and quality of daily existence, Kerala has achieved considerable strides. When compared to other advanced countries, Kerala has a higher human growth index. In Kerala, educational opportunities and literacy have always given top emphasis. Schools are viewed as the centre of social development in this country. People's aspirations are raised by good education, and raising the standard of education is always the major goal. www.education.kerala.gov.in is the address of the General Education Department of the Kerala government's official website. This division oversees the post-secondary and primary types of education offered in schools, as well as teacher preparation.

Understanding the expansion and evolution of Kerala's educational profile is essential to any study of the state's educational system. Kerala's current educational system was established many years ago. When the Maharaja of Travancore announced that people with strong English skills would be given preference in government jobs. The Government created the Raja's Free School in 1834 with the purpose of offering English education. 33 Vernacular schools were established in Cochin earlier in 1818. The English teacher at the time was Rev. Dawson, who also

founded an English school in Mattancherry. As time went on, more schools sprung up in different locations, including Thrissur, Thrippunithura, and Ernakulam. The initial group of candidates for graduation was in the year 1868.

3.2. Educational Migration

Educational migration, also known as academic migration, refers to the process of individuals moving from one location to another with the primary goal of pursuing education. This could involve relocating to a different city, country, or even continent to attend a school, college, or university for academic purposes. People undertake educational migration to access specific educational programs, institutions, or opportunities that may not be available in their current location.

Many international students now view overseas study as a stepping-stone to permanent residency within a country. This is due to the rapid growth of education abroad and the increasing number of students seeking higher education abroad. Major players have been encouraged to implement additional initiatives to facilitate the arrival and integration of international students, including significant changes to migration and visa regulations and processes, because of the cultural and economic contributions that international students make to host nation economies. In a time when immigration laws in popular countries like the US and the UK do not allow for the transfer to work visas, institutions are vying hard to attract international students.

The increasing amount of student mobility is caused by a variety of variables. Students in many developing nations have no alternative but to study abroad since there are not enough university seats available to meet demand. Additionally, there is a widely held belief that studying abroad might improve career and business

chances. Students who travel across borders for education typically settle in nations with more advanced educational systems than their own. Higher education has developed into a significant international export good, with emerging nations taking advantage of domestic shortages to attract international students. Changes in immigration and visa regulations have since given students an incentive to travel abroad and may even open the door to long-term residence in a host country. Opportunities for migrating have a significant impact on the rise of student mobility. Lower travel costs and improved communication technologies have made studying abroad more approachable and are other contributing causes to the increase for student migration.

Due to the depletion of already limited resources, the loss of students from sending nations might have a negative effect on the economy. Brain drain is the widespread exodus of people with specialised ability or expertise. A difficulty with student migration is distinctions in culture in the classroom. This implies that if the instruction, learning, and evaluation methods are significantly different from those in their prior schooling, the students may find it challenging.

3.3. Current Situation of Kerala

The bulk of higher education institutions today, including universities and colleges, are run by businesses, governmental organisations, and private persons. The Central Board of Secondary Education(CBSE), the Kerala State Education Board, and the Indian Certificate of Secondary Education (ICSE) are a few of the boards with which these educational institutions are affiliated. In many institutions, especially private ones, English is the principal language of instruction. The two languages taught in public institutions are either English or Malayalam. Every student spends ten years

in middle school before moving on to higher intermediate. Science, business, and the arts are the three main areas of study in high school. One can enrol in professional or general degree programmes after graduating from high school. The Education Development Index (EDI) places Kerala first out of the remaining 21 Indian states. The EDI is calculated utilising factors like access, resources, instructors, and outcomes.

3.4. International Migration

International migration refers to the movement of people across borders from one country to another. It occurs for various reasons, such as seeking better economic opportunities, reuniting with family members, escaping conflict or persecution, or simply exploring new cultures and experiences. International migration has been a fundamental aspect of human history, shaping societies and cultures around the world. While it can bring benefits such as cultural exchange and economic growth, it also poses challenges related to integration, social cohesion, and labour market dynamics. Effective policies and cooperation between countries are essential to manage the impacts of international migration and ensure the rights and well-being of migrants and host communities.

A student might consider international educational migration because it offers a chance to explore new cultures, gain a global perspective, and access top-notch academic programs that may not be available in their home country. It's like embarking on a learning adventure that goes beyond textbooks, allowing students to grow personally and professionally. Plus, studying abroad can enhance language skills, build a diverse network, and open doors to exciting career opportunities

worldwide. It's like adding extra colours to your academic palette, enriching your educational experience in ways you never imagined.

In conclusion, international migration is a multifaceted phenomenon with far-reaching benefits for individuals, communities, and countries. From economic advancement and cultural enrichment to labour market flexibility and demographic rejuvenation, migration plays a vital role in shaping the global landscape. By harnessing the potential of international migration through inclusive policies and initiatives, societies can reap the rewards of diversity, innovation, and shared prosperity.

3.5. A Comparison On International Education and Indian Education

India's educational system is organic because it develops and changes with time, just like the human mind. So, this is essentially the main reason why education is delivered differently in many countries around the world. Every country has various educational systems because of the guiding ideas that each one is built around. The objective is still to foster creativity in people. So, any educational system has advantages and disadvantages. Its benefits and drawbacks include the fact that, as a developing country, India's educational system was built on a foundation of in-depth theoretical knowledge. Additionally, it gets pupils ready for some of the most difficult competitive tests offered in many nations. Therefore, other industrialised countries have more adaptable educational systems. It is enabling students to pursue a variety of employment alternatives in addition to the more common ones.

Furthermore, India must raise finances on its own because it is a developing country and lacks funds. Because it effectively uses them to improve the educational system. So, start with education that is more focused on research. We also need to update the

curriculum, be more flexible, and promote global knowledge, among many other things. The major goal is to fully understand the distinctions between Indian and other educational systems, particularly if students want to pursue studies abroad. The following are the comparisons between the Indian and foreign education systems:

Major Differences Between Indian and Foreign Education System: --

1. Realising that Indian education places more of an emphasis on theory than on practical skills alone. Additionally, innovation as such is not permitted in the Indian system of learning. However, in other nations, the emphasis is typically primarily on practical learning. Furthermore, it enables innovation in the educational system.
2. Education is a formality and part of the daily routine in India. Every Indian must earn a degree in either the engineering or medical fields. Students' ability to learn anything is not its primary concern. On the other hand, education is entirely viewed as a learning process in other countries.
3. In addition, the foreign education curriculum typically includes both academic subjects and extracurricular activities like sports and the arts. Arts, sports, music, and theatre are therefore heavily emphasised in the US curriculum. Like, Australia places more emphasis on sports and includes boxing, hockey, and cricket in their college curricula. While the Indian educational system only places a focus on studies. Our educational system does not as a whole allow for extracurricular activities.
4. Regarding Dubai, primary and secondary education is both free and mandated by law. In contrast, education in India is turning into a business and is now about profits. As a result, education is really making considerable money thanks to tuition and

coaching centres that have sprung up since education was privatised. As a result, firms are turning their attention to the education sector.

5. In India, students are also not allowed to choose their area of interest or talent; instead, they are forced to study in either engineering or medicine, while sports and the arts are viewed as frivolous and intended for show. Students may pick the arts if they are not admitted to the science of commerce stream. So, this is how Indians genuinely feel. As a result, students are accepted into streams in India that, relative to other countries, offer higher wages or more work opportunities. On the other hand, students are admitted in foreign nations based on their areas of interest and talents.

6. With India in mind, the students enrol after observing and adopting trends. As a result, if mechanical engineering is the field that students are flocking to each year, they will be forced to enrol in it since it is popular.

7. Students in India are not truly given the option to choose their topic of study or stream. So, to put it briefly, we always go with the flow. The students wait while studying abroad till they are admitted into their fields of interest and talent.

8. In India, students are frequently forced to memorise facts and statistics as well as thousands of mathematical equations, the birth and death dates of historical personalities, chemical reactions, and hundreds of other things. In essence, we only emphasise theory. When taking foreign nations into consideration, students' knowledge is effectively affected through practical application.

3.6. Benefits and Limitations of Educational Migration

Educational migration, the pursuit of academic endeavours in a foreign country, offers a myriad of benefits and limitations. On one hand, it opens doors to diverse learning experiences, global networking, and enhanced career prospects. However, it also presents challenges such as cultural adjustment, financial strains, and potential barriers to integration. Understanding both the advantages and limitations is crucial for individuals contemplating educational migration, as it allows for informed decision making and a more comprehensive grasp of the transformative journey that lies ahead.

Benefits:

- **Diverse Learning Environment:** Educational migration exposes individuals to diverse cultures and perspectives, enriching their educational experience.
- **Global Networking:** Students build an international network, fostering connections with peers, professors, and professionals from around the world.
- **Academic Excellence:** Access to top-notch educational institutions and faculty enhances the quality of education, providing opportunities for rigorous academic growth.
- **Cultural Adaptability:** Living in a new country challenges individuals to adapt to different cultures, fostering personal growth and cultural awareness.
- **Language Proficiency:** Immersion in an environment where the language of instruction is spoken enhances language skills, both academically and in daily life.
- **Career Opportunities:** Graduates with international exposure often have a competitive edge in the job market, as employers value a global perspective.

- **Research Opportunities:** Access to cutting-edge research facilities and resources can significantly contribute to one's academic and professional development.
- **Personal Development:** Educational migration encourages independence, resilience, and problem-solving skills, contributing to holistic personal development.
- **Broader Perspectives:** Exposure to different educational systems broadens perspectives, encouraging critical thinking and a more comprehensive understanding of various subjects.
- **Cultural Exchange:** The exchange of ideas and values between students of different backgrounds fosters a rich cultural exchange, promoting global harmony and understanding.

Limitations:

- **Cultural Shock:** Adjusting to a new educational and cultural environment can lead to initial challenges, including culture shock and feelings of isolation.
- **Financial Strain:** Educational migration often involves significant financial expenses, including tuition fees, living costs, and travel expenses, which can be a burden for some students.
- **Language Barriers:** Non-native speakers may face language challenges, impacting academic performance and hindering effective communication.
- **Homesickness:** Being away from family and familiar surroundings can lead to homesickness, affecting mental well-being and academic focus.
- **Visa Restrictions:** Visa regulations and restrictions may limit students' ability to work or stay in the host country, impacting their financial sustainability.

- **Integration Difficulties:** Integrating into a new academic and social environment can be challenging, especially when facing different educational systems and teaching styles.
- **Social Isolation:** Difficulty in forming social connection with local students for experiencing discrimination can lead to social isolation and sense of exclusion.
- **Health Care Challenges:** Access to health care may be different in the host country and students might face challenges in navigating the health care system.
- **Career uncertainty:** returning to one's home country may pose challenges in recognising qualification obtained abroad, effecting career opportunities and progression.
- **Legal Issue:** Adhering to new set of laws and regulation including visa requirements and work permits, can be complex and may lead to legal challenges to international students.

CHAPTER-IV
DATA ANALYSIS AND
INTERPRETATION

4.1. Introduction

Data analysis is the act of analysing, cleaning, manipulating, and modelling data to identify important information, offer conclusions, and enhance decision-making. It encompasses various methodologies across business, scientific, and social science sectors, with data mining focusing on predictive modelling and knowledge discovery. Preceding data analysis, data interpretation is integral, often tied to data visualization and distribution, influencing everyday decisions. Interpretation assigns meaning to numerical data, commonly assessed through statistical analysis and inferential statistics, aiming to predict outcomes and evaluate biases, margins of error, and confidence intervals.

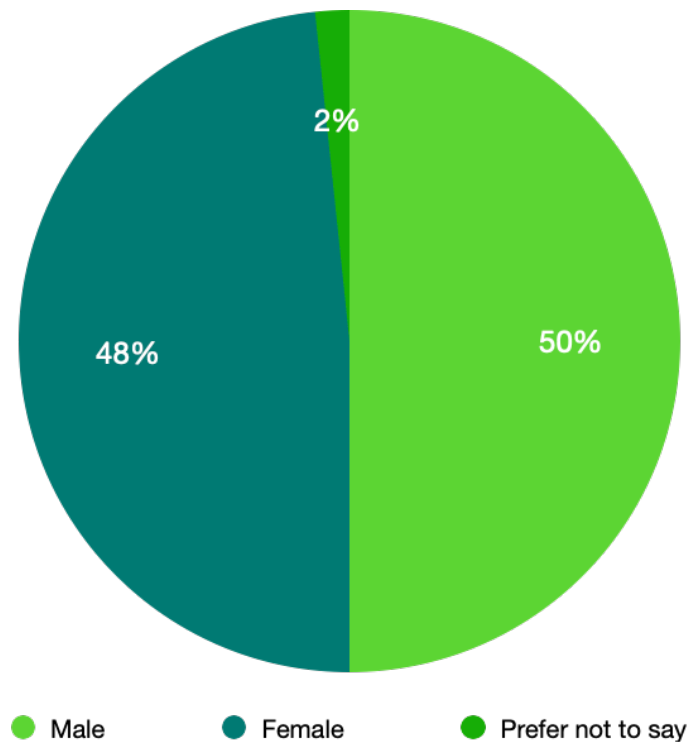
In conclusion, data analysis and interpretation are vital in transforming raw data into actionable insights, enabling informed decision-making and strategic planning. By distilling patterns from datasets, organizations can make evidence-based conclusions, but it's essential to consider context, domain knowledge, and data limitations for accurate interpretations. A well-executed data analysis journey empowers individuals and organizations to leverage information effectively for continuous improvement and growth.

Table 4.2 showing gender of the respondents.

<i>GENDER :</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
Male	30	50
Female	29	48
Prefer not to say	1	2

(Source: Primary data)

Figure 4.2. showing students in different gender.



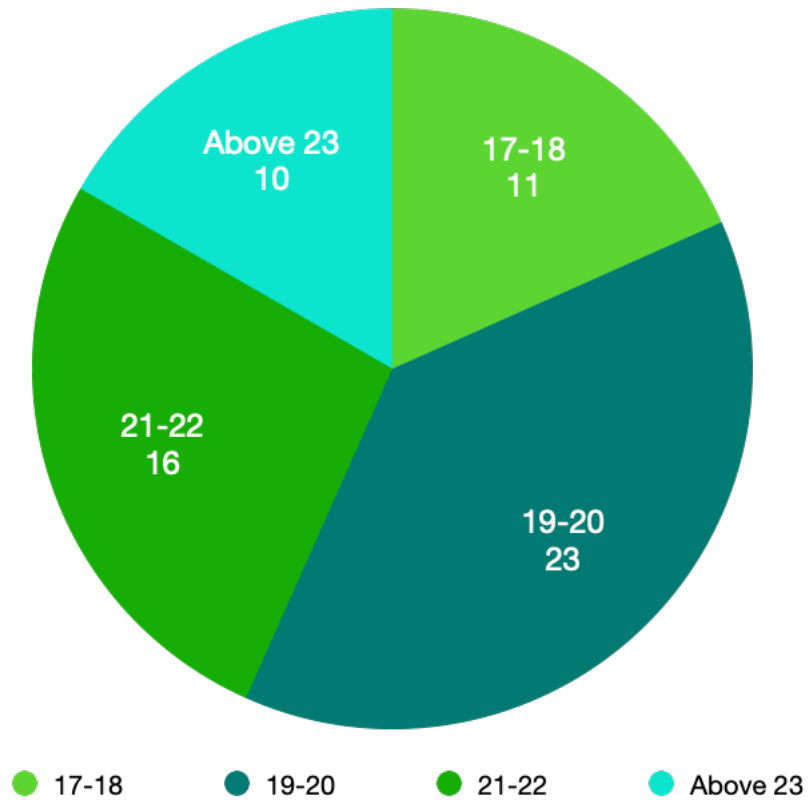
From the above figure it is found that 50% were male, 48% were female and 2% opted prefer not to say.

Table 4.3 showing age groups of the respondents.

<i>AGE GROUP :</i>	<i>NO. OF STUDENTS :</i>	<i>PERCENTAGE:</i>
17-18	11	18
19-20	23	38
21-22	16	27
Above 23	10	17

(Source: Primary data)

Figure 4.3. showing students in different age group.



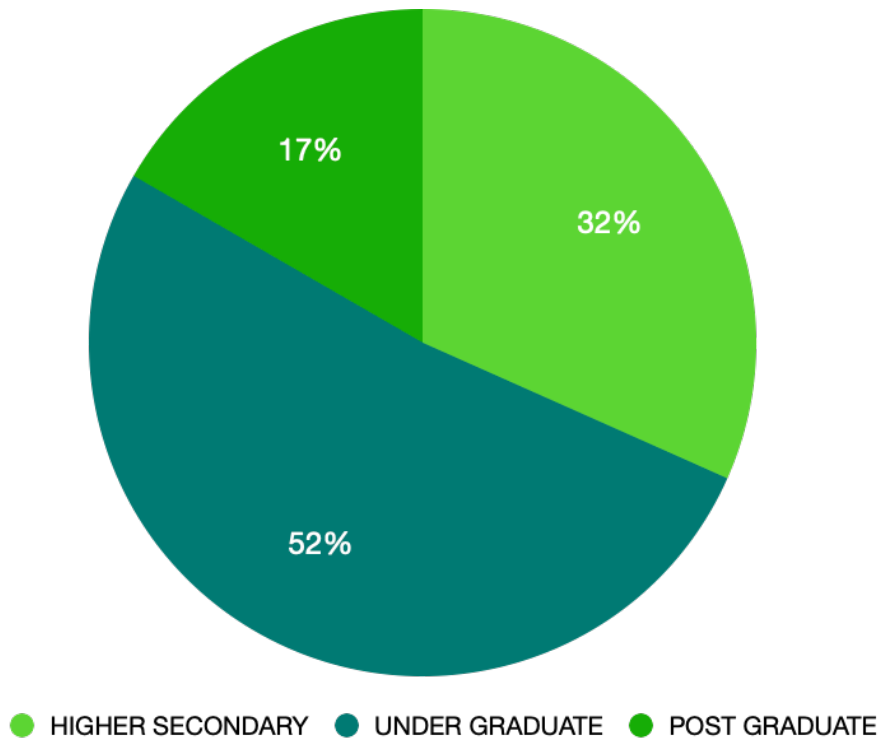
From the above figure it is found that 38% of the respondents were of age group 19-20 and 17% were above 23.

Table 4.4 showing the highest level of education of the respondents.

HIGHEST LEVEL OF EDUCATION	NO. OF STUDENTS:	PERCENTAGE:
HIGHER SECONDARY	19	32
UNDER GRADUATE	31	52
POST GRADUATE	10	17

(Source: Primary data)

Figure 4.4. showing students in different level of education.



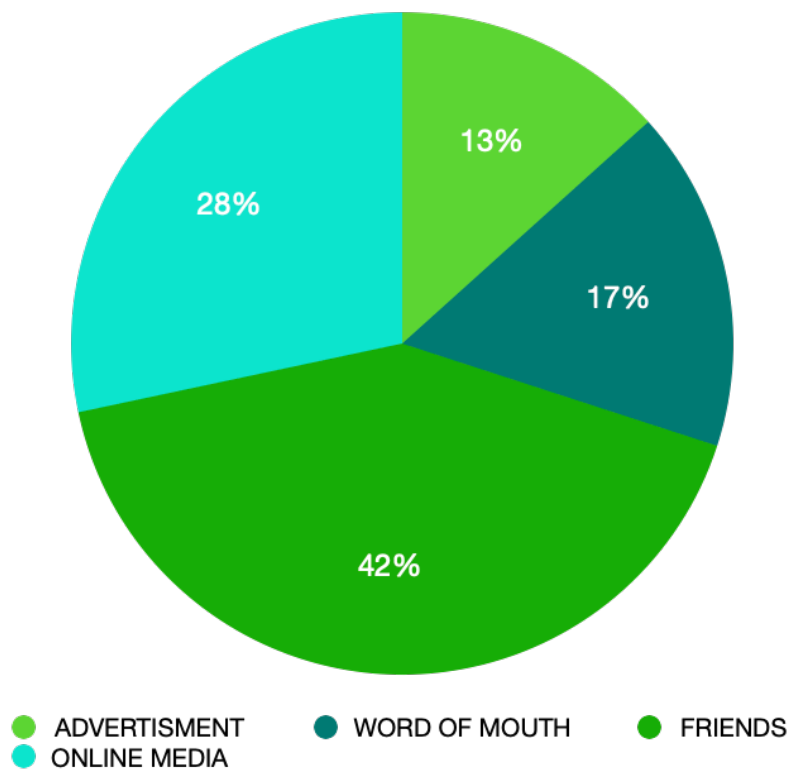
From the above figure it is found that 52% were Under graduate, 32% were Higher studies and 17% were Post graduate.

Table 4.5 showing the knowledge about abroad studies.

<i>MEDIUM :</i>	<i>NO. OF STUDENTS :</i>	<i>PERCENTAGE :</i>
ADVERTISEMENT	8	13
WORD OF MOUTH	10	17
FRIENDS	25	42
ONLINE MEDIA	17	28

(Source: Primary data)

Figure 4.5. showing students choosing different medium.



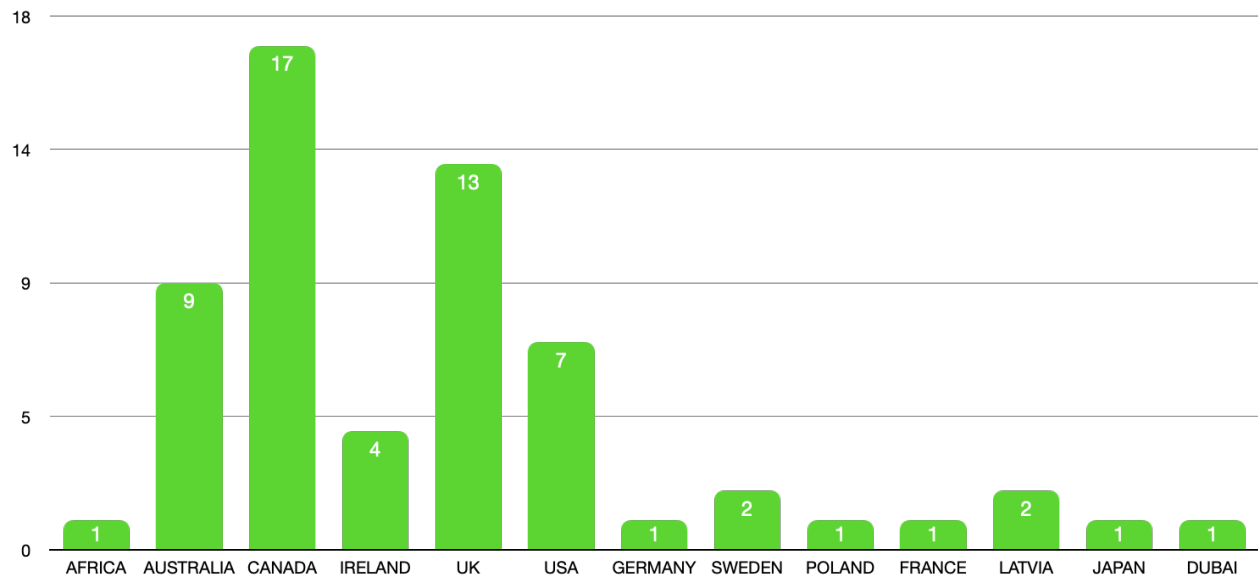
From the above figure it is found that 42% of the respondent opted for friends and 13% opted for advertisement.

Table 4.6 showing migrated country of the respondents.

<i>MIGRATED COUNTRIES</i>	<i>NO. OF STUDENTS MIGRATED</i>	<i>PERCENTAGE</i>
AFRICA	1	2
AUSTRALIA	9	15
CANADA	17	28
IRELAND	4	7
UK	13	22
USA	7	12
GERMANY	1	2
SWEDEN	2	3
POLAND	1	2
FRANCE	1	2
LATVIA	2	3
JAPAN	1	2
DUBAI	1	2

(Source: Primary data)

Figure 4.6. showing students migrated to different countries.



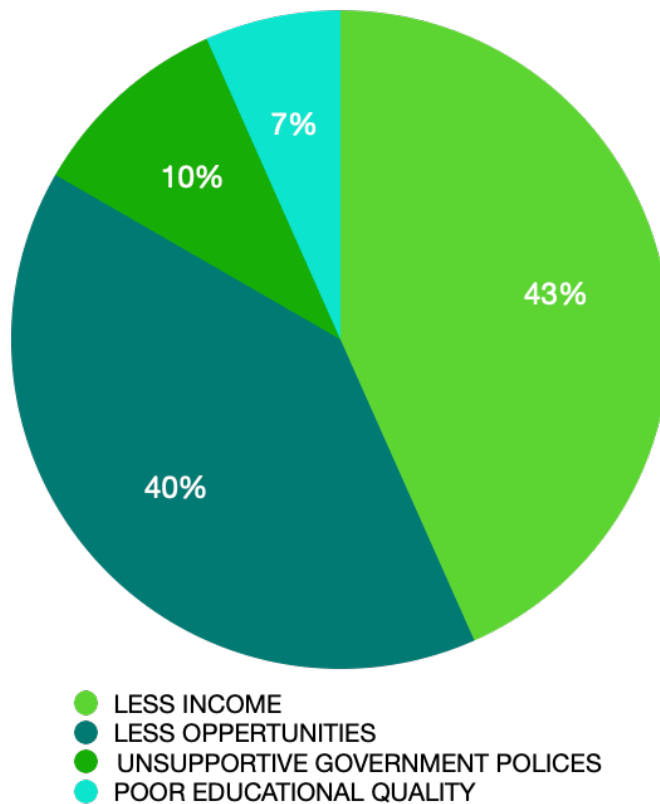
From the above figure it is found that 17% of the respondents opted for Canada and 1% opted for Africa, Germany, Poland, Japan and Dubai.

Table 4.7. showing unsuitability of the home country.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
LESS INCOME	26	43
LESS OPPORTUNITIES	24	40
UNSUPPORTIVE GOVERNMENT POLICES	6	10
POOR EDUCATIONAL QUALITY	4	7

(Source: Primary data)

Figure 4.7. showing students with different opinions.



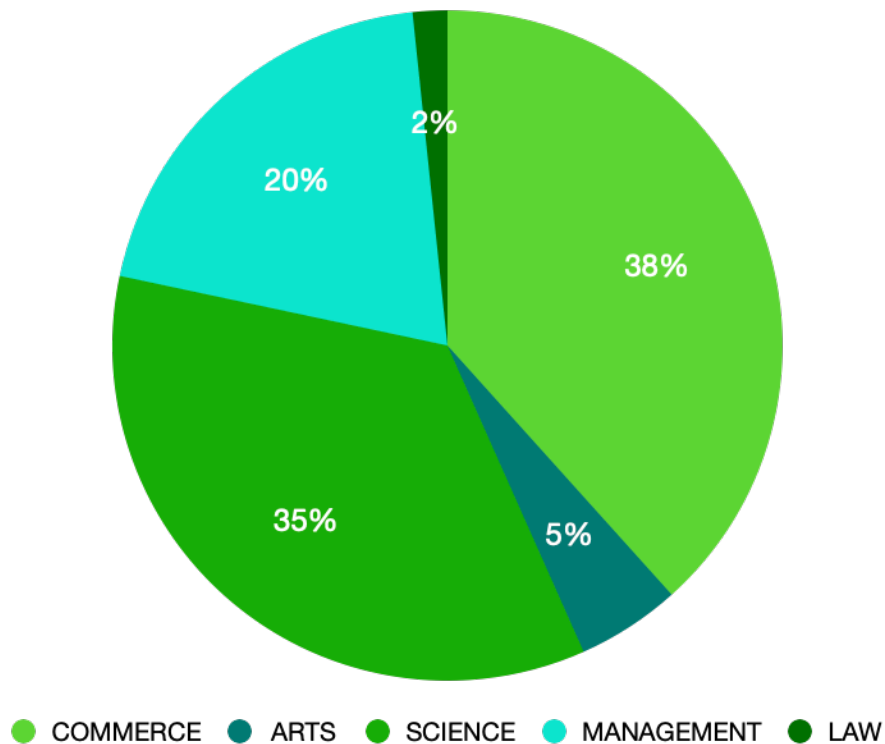
From the above figure it is found that 43% of respondents opted for less income and 7% opted for poor educational quality.

Table 4.8. showing the most preferred course of the respondents.

<i>COURSE:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
COMMERCE	23	38
ARTS	3	5
SCIENCE	21	35
MANAGEMENT	12	20
LAW	1	2

(Source: Primary data)

Figure 4.8. showing students opted for different course.



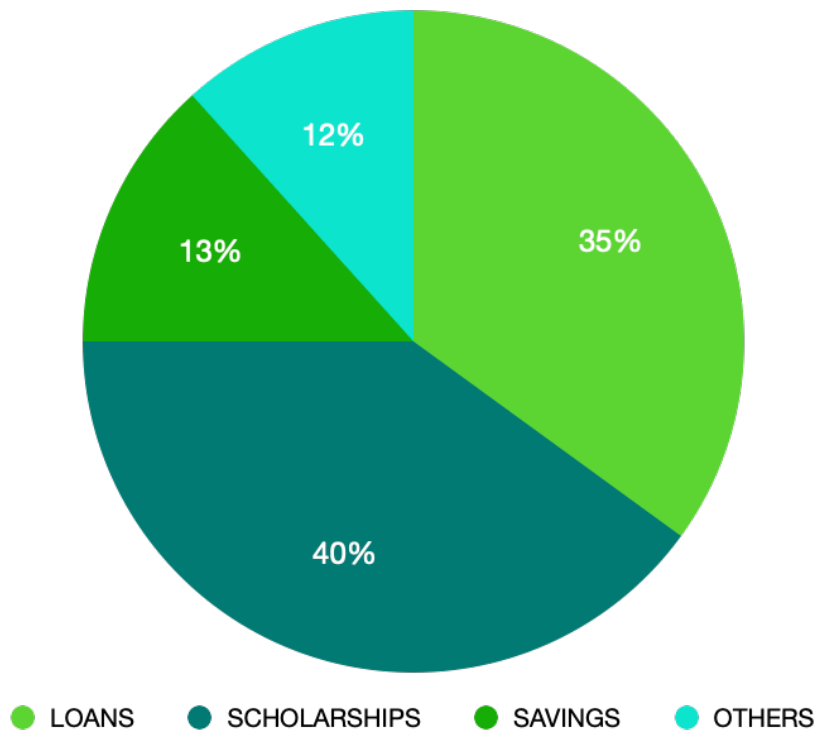
From the above figure it is found that 38% of the respondents opted for commerce and 2% opted for Law.

Table 4.9. showing the most preferred way of acquiring finance.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
LOANS	21	35
SCHOLARSHIPS	24	40
SAVINGS	8	13
OTHERS	7	12

(Source: Primary data)

Figure 4.9. showing the students opted different sources of finance.



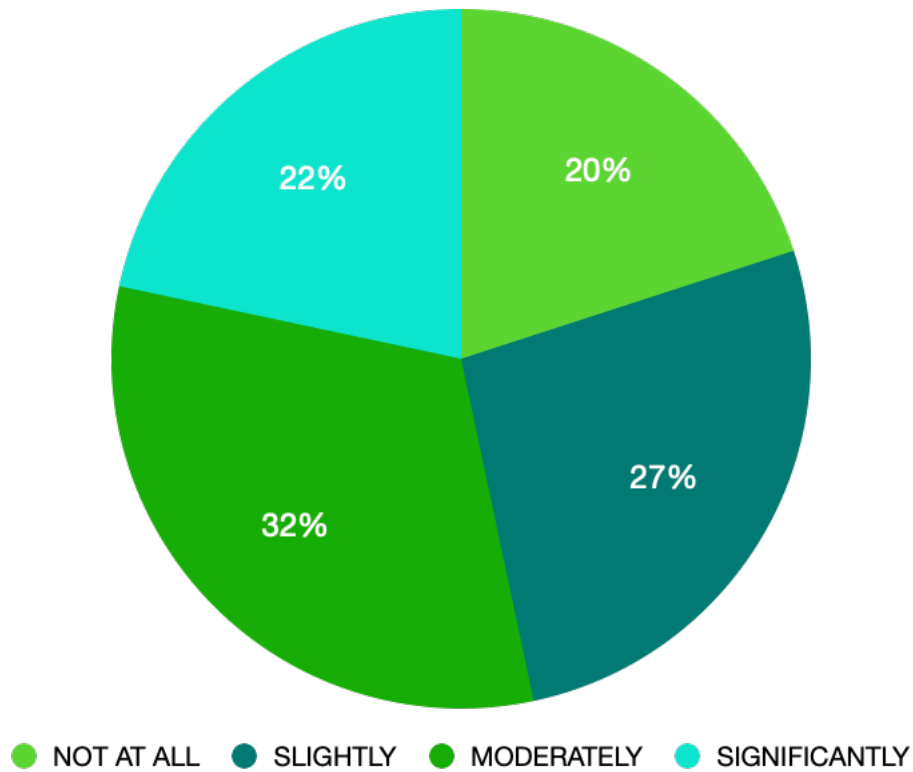
Form the above figure it is found that 40% of the respondents opted for scholarships and 12% opted for others.

Table 4.10. showing the availability of scholarship or financial aid did impact their decision to migrate for education.

<i>PREFERENCE:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
NOT AT ALL	12	20
SLIGHTLY	16	27
MODERATELY	19	32
SIGNIFICANTLY	13	22

(Source: Primary data)

Figure 4.10. showing students with different preferences.



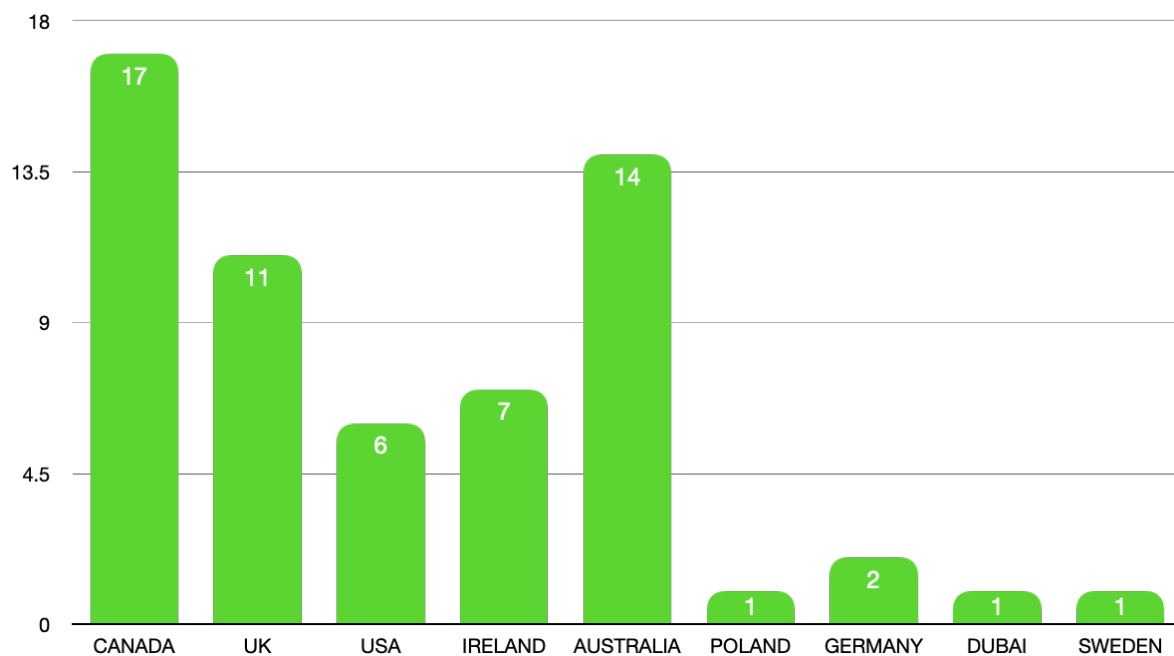
From the above figure it is found that 32% of the respondents opted for moderately and 20% opted for not at all.

Table 4.11. showing the countries preferred while migrating.

COUNTRIES:	NO. OF STUDENTS:	PERCENTAGE:
CANADA	17	28
UK	11	18
USA	6	10
IRELAND	7	12
AUSTRALIA	14	23
POLAND	1	2
GERMANY	2	3
DUBAI	1	2
SWEDEN	1	2

(Source: Primary data)

Figure 4.11. showing the countries preferred by the students while migrating.



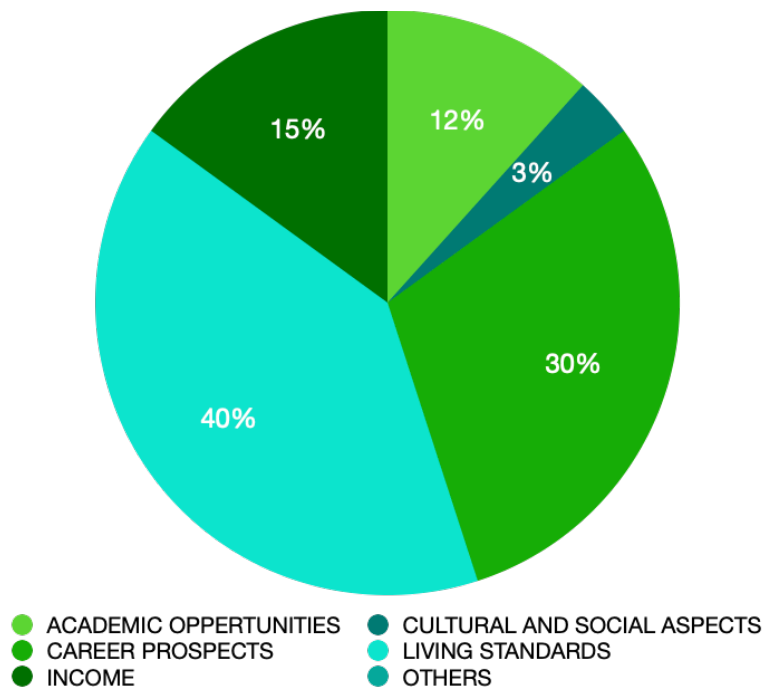
From the above figure it is found that 28% of the respondents opted for Canada and 2% opted for Poland, Dubai and Sweden.

Table 4.12. showing the primary motivation of respondents towards decision to pursue education abroad.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
ACADEMIC OPPORTUNITIES	7	12
CULTURAL AND SOCIAL ASPECTS	2	3
CAREER PROSPECTS	18	30
LIVING STANDARDS	24	40
INCOME	9	15
OTHERS	0	0

(Source: Primary data)

Figure 4.12. showing primary motivation of respondents towards decision to pursue education abroad.



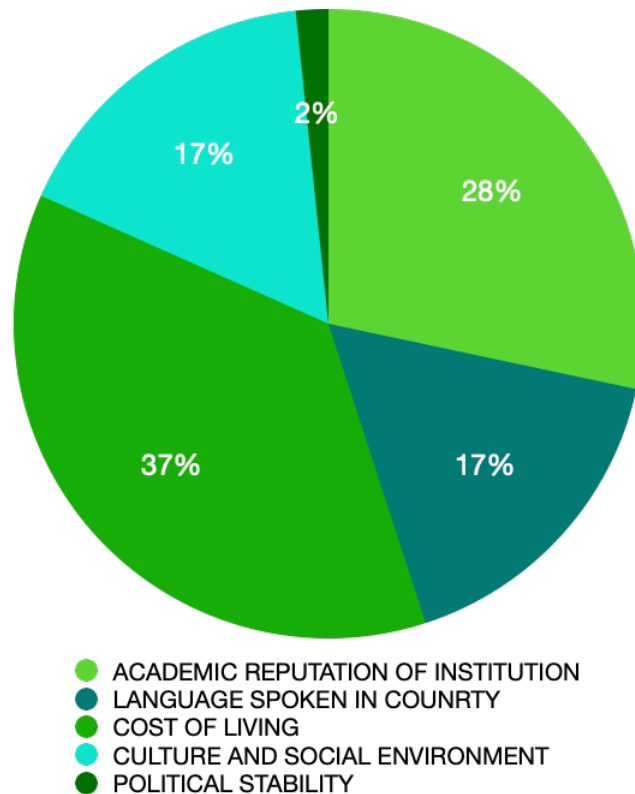
From the above figure it is found that 40% opted for living standards and 3% opted for cultural and social aspects.

Table 4.13. Showing the most important factors while choosing destination for educational migration.

<i>FACTORS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
ACADEMIC REPUTATION OF INSTITUTION	17	28
LANGUAGE SPOKEN IN COUNRTY	10	17
COST OF LIVING	22	37
CULTURE AND SOCIAL ENVIRONMENT	10	17
POLITICAL STABILITY	1	2

(Source: Primary data)

Figure 4.13. showing students opted for different factors.



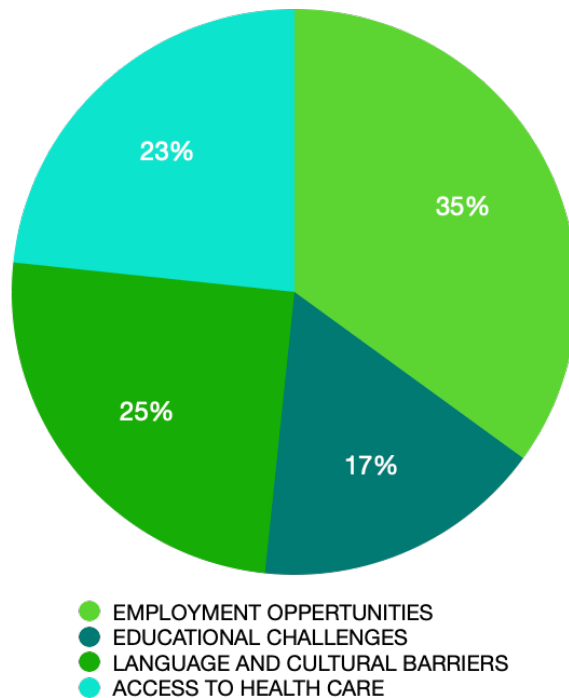
From the above figure it is found that 37% of the respondents opted for cost of living and 2% opted for political stability.

Table 4.14. showing the challenges that migrants commonly face in adapting to a new environment.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
EMPLOYMENT OPPORTUNITIES	32	35
EDUCATIONAL CHALLENGES	20	17
LANGUAGE AND CULTURAL BARRIERS	37	25
ACCESS TO HEALTH CARE	17	23

(Source: Primary data)

Figure 4.14. showing students with different challenges adapting to new environment.



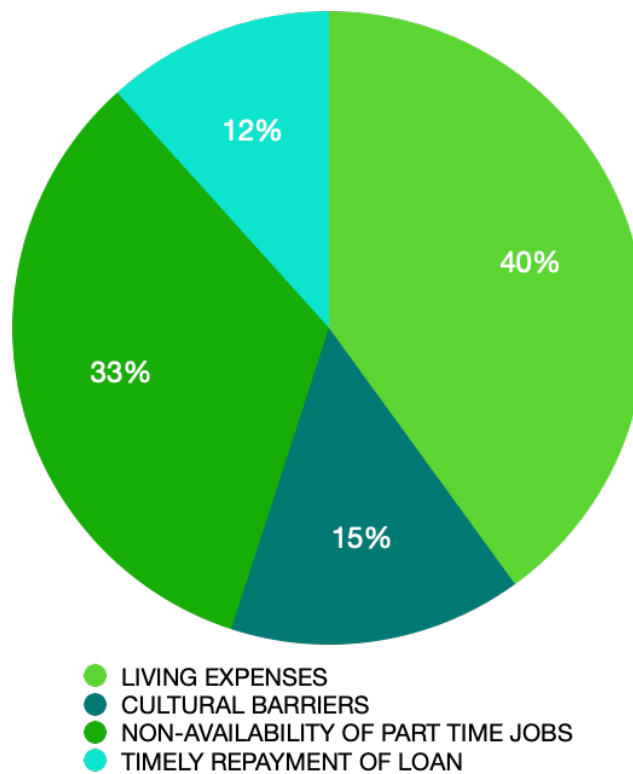
From the above figure it is found that 35% of the respondents opted for employment opportunities and 17% opted for educational challenges.

Table 4.15. showing the problems faced by students who migrated for higher education.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
LIVING EXPENSES	24	40
CULTURAL BARRIERS	9	15
NON-AVAILABILITY OF PART TIME JOBS	20	33
TIMELY REPAYMENT OF LOAN	7	12

(Source: Primary data)

Figure 4.15. showing students with different problems.



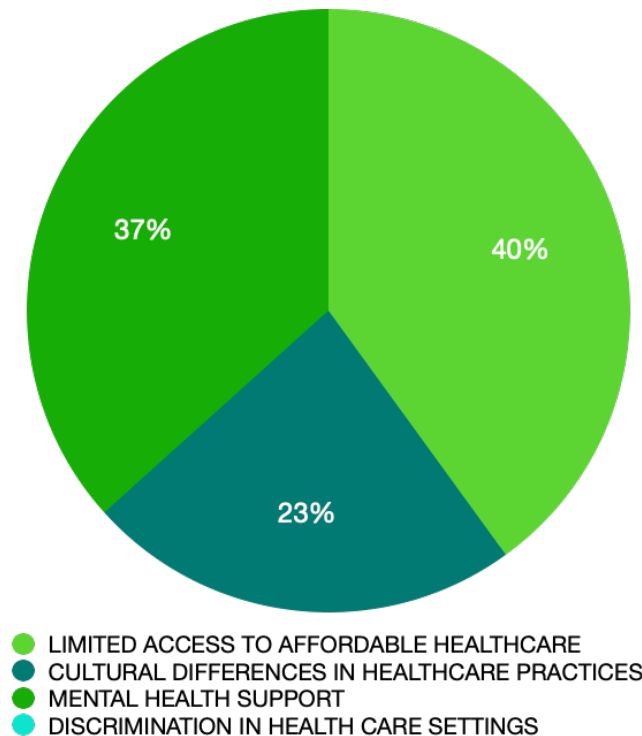
From the above figure it is found that 40% of the respondents opted for living expenses and 12% opted for timely repayment of loan.

Table 4.16. showing the health care related issues commonly faced by educational migrants.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
LIMITED ACCESS TO AFFORDABLE HEALTHCARE	24	40
CULTURAL DIFFERENCES IN HEALTHCARE PRACTICES	14	23
MENTAL HEALTH SUPPORT	22	37
DISCRIMINATION IN HEALTH CARE SETTINGS	0	0

(Source: Primary data)

Figure 4.16. showing students with health care issues.



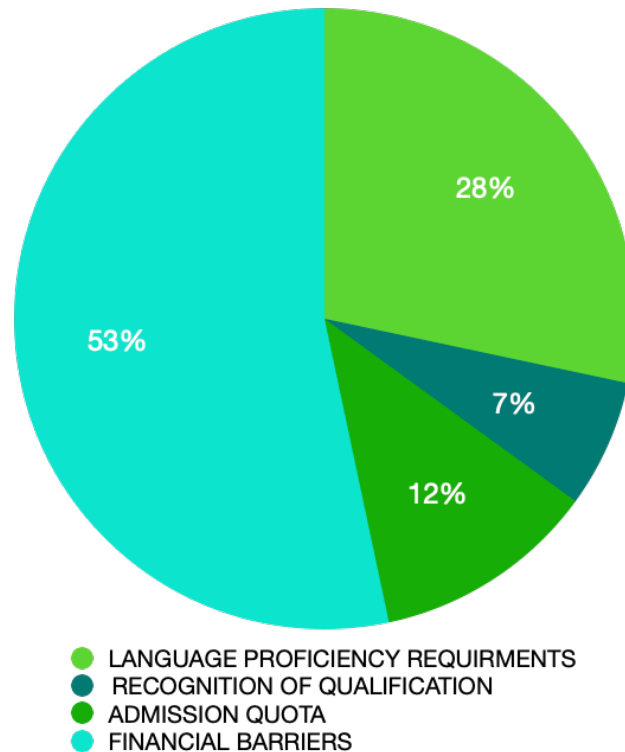
From the above figure it is found that 40% of the respondents opted for limited access to affordable health care and 23% opted for cultural differences in health care practices.

Table 4.17. showing the most significant challenges faced by educational migrants during the admission process.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
LANGUAGE PROFICIENCY REQUIRMENTS	17	28
RECOGNITION OF QUALIFICATION	4	7
ADMISSION QUOTA	7	12
FINANCIAL BARRIERS	32	53

(Source: Primary data)

Figure 4.17. showing students facing different challenges



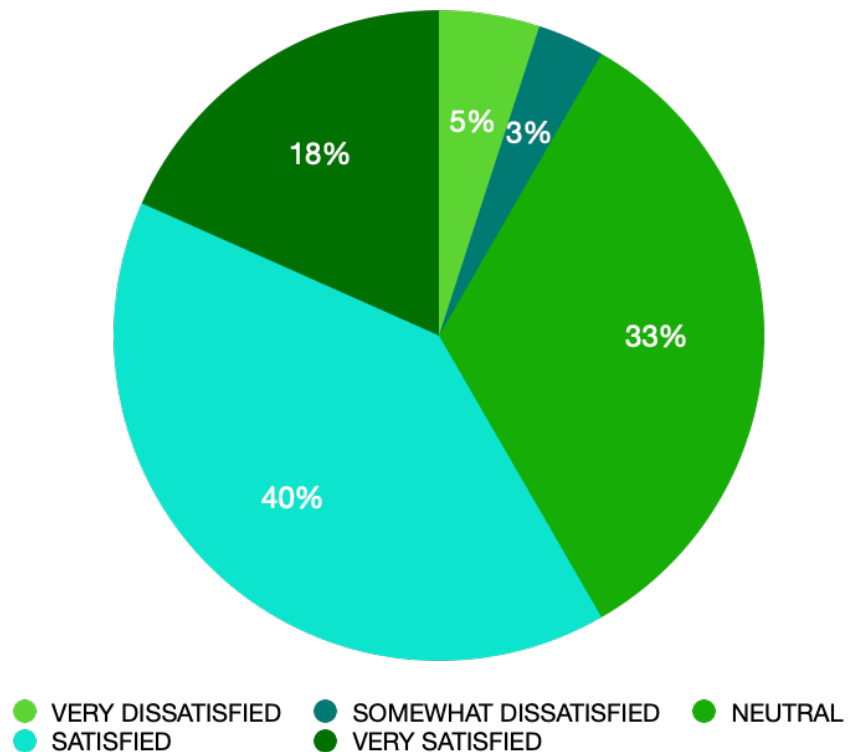
From the above figure it is found that 53% of the respondents opted for financial barriers and 7% opted for Recognition of Qualification.

Table 4.18. showing satisfaction level of the respondents with their decision to study abroad.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
VERY DISSATISFIED	3	5
SOMEWHAT DISSATISFIED	2	3
NEUTRAL	20	33
SATISFIED	24	40
VERY SATISFIED	11	18

(Source: Primary data)

Figure 4.18. showing students with different levels of satisfaction.



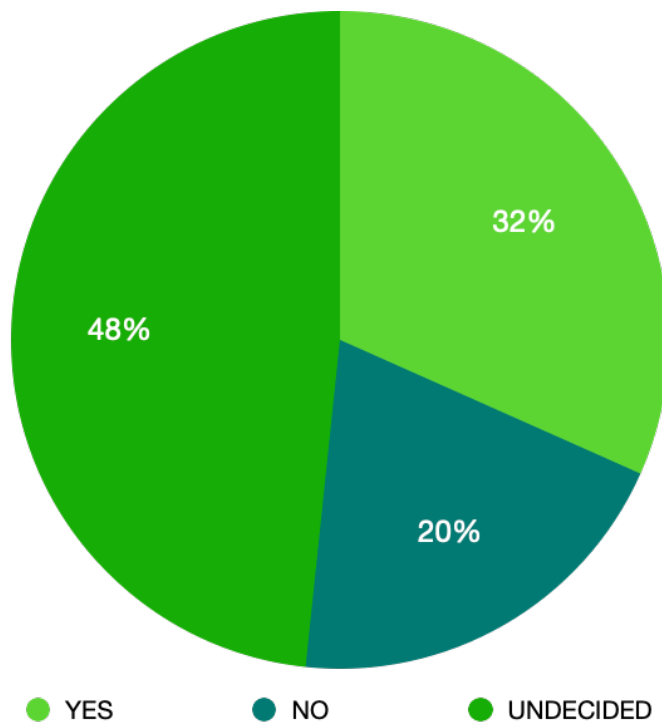
From the above figure it is found that 40% of the respondents opted for satisfied and 3% opted for somewhat dissatisfied.

Table 4.19. showing whether the respondents are planning to return to their home country after completing their studies.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
YES	19	32
NO	12	20
UNDECIDED	29	48

(Source: Primary data)

Figure 4.19. showing students with different opinions about returning home country



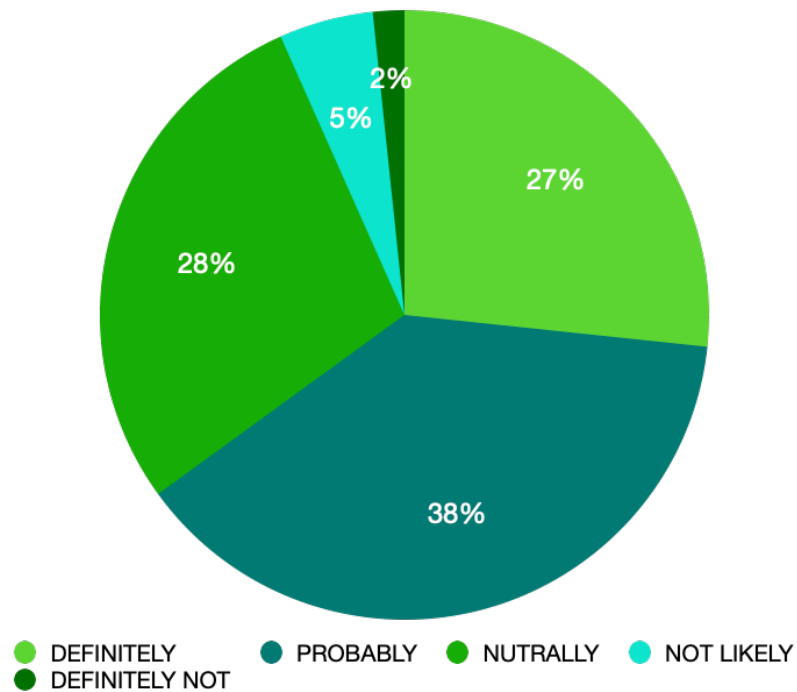
From the above figure it is found that 48% opted for undecided and 20% opted for no.

Table 4.20. showing recommendation of educational migration by the respondents to others based on their experiences or considerations.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
DEFINITELY	16	27
PROBABLY	23	38
NEUTRALLY	17	28
NOT LIKELY	3	5
DEFINITELY NOT	1	2

(Source: Primary data)

Figure 4.20. showing students with different recommendation.



From the above figure it is found that 38% of the respondents opted for probably and 2% opted for definitely not.

CHAPTER-V
FINDINGS, SUGGESTIONS AND
CONCLUSION

5.1. Findings

1. Equal proportion of the respondents were male and female who migrated out of the country.
2. Majority of the respondents were of the age groups 19-20 with an average of 38%, 27% of the respondents were of the age group 21-22 , 18% opted for 17-18 and the lowest was above 23 with 17%.
3. Most of the respondents were Under graduate with average of 52% , 32% had completed Higher studies and lowest were Post graduate with 17%.
4. Majority of the respondents heard about abroad studies from friends, and the rest of the respondents heard from online Media, word of mouth and the lowest were from advertisement.
5. The majority of respondents excluding small percentage expressed concerns about the poor quality of education in India, while an equal number felt that India was unsuitable due to lower income and fewer opportunities.
6. The most preferred course among the migrants' were Commerce , Science and Management
7. Most of the respondents preferred scholarship as their best way of acquiring finance and rest found loans as their best way and a minority of migrants preferred savings and other options.
8. Majority of the respondents' decisions were moderately impacted by the availability of scholarships and financial aid in order to migrate to another country.

9. Most of the migrants preferred Canada as the best country for migration and the rest opted Australia , UK and other countries .
10. The primary motivation behind the respondents' decisions to pursue education abroad was better living standards, and the rest of the respondents' were attracted by its career prospects and least looked for academic opportunities.
11. The most important factor considered by the educational migrants while choosing a country was cost of living and academic reputation of the institution.
12. Majority of the migrants commonly face employment opportunities as a major challenge in adapting to new environment and the least was access to healthcare as a challenge.
13. Most of the respondents health care related issues was faced by limited access to affordable healthcare and mental health support problems.
14. More than half of the respondents with a majority faced financial barriers as the most significant challenge during the admission process.
15. Nearly half of the respondents were satisfied with their decision to study abroad were a minority were dissatisfied with their decisions .
16. Majority of the respondents probably recommends educational migration based on their experience
17. A most of the respondents' decision are undecided about their plan to return to India while the least decided not to return .

5.2. Suggestions

1. It is recommended that the students must be provided with better living standards, income and educational facilities to retain them in the home country.
2. Increasing the number of job opportunities, improving wages and work conditions, reduction in corruption and nepotism will reduce the migration of students to other countries
3. Conflicts and political instability often drive people to migrate. International efforts to resolve conflicts, promote peace, and support democratic governance can help prevent mass displacement and forced migration.
4. Our system of educational does not provides opportunities to do part time jobs while studying, this makes repayment of loan taken for higher education a burden for many students which can be solved by providing more educational financial assistance like scholarship schemes, subsidies etc.
5. Migrant students mostly work in industrial sectors in abroad countries which can be minimised by giving better work and guaranteed incomes in home country.
6. Establish effective job placement and internship programs to facilitate smoother transitions from education to employment, showcasing the practical value of local education.

It's important to note that no single solution can completely prevent migration, as it is a complex and multifaceted issue. A comprehensive approach that addresses the underlying causes and provides opportunities for individuals to thrive in their home countries is essential.

5.3. Conclusion

As per the analysed data approximately equal proportion of male and female has migrated out of India. The reasons are oriented basically on less income and less opportunities in India. Even though there is high percentage of financial barrier for many respondents through loans and scholarships people stand for leaving the country. The basic reasons for leaving varies from living standards, career prospects, higher income, academic opportunities in the chosen country for migration.

As per the trend, Canada and Australia are the most preferred country for migration. For a huge country with vast resources and sprightful population India lacks basic income norms and basic job opportunities . The government does not value the youth and their career. Corruption is tremendous and nepotism bears the light to promotions and higher post. The middle which almost sixty percentage of India's population usually decides to migrate to other countries in search of better education and career prospects. This destroys the resources for India leading to brain drain which causes loss of skilled and efficient labour in the country.

Though the living expenses of the migrant country is high, people choose to leave India. Nowadays the availability of part-time jobs are lower than the past years. Leaving the country is a good opportunity for the people but a big threat to the future of India. So the Indian government must initiate great and good opportunities for youth, well-disciplined education, higher wages, better standards of living to strengthen the productive activities of India which will lead to the growth of GDP and incomes.

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ANNEXURE

A Study On Educational Migration

QUESTIONNAIRE

1. Name:

2. Migrated country:

3. Gender:

- Male
- Female
- Prefer not to say

4. Age group:

- 17-18
- 19-20
- 21-22
- Above 23

5. What is your highest level of education?

- Higher Secondary
- Under Graduate
- Post Graduate

6. Where did you hear about abroad studies?

- Advertisement
- Friends

- Word of mouth
- Online media

7 .What makes India unsuitable?

- Less income
- Less opportunities
- Unsupportive government policies
- Poor educational policies

8. What is your most preferred course?

- Commerce
- Arts
- Science
- Management
- Law

9 . What is the most preferred way of acquiring finance?

- Loan
- Scholarships
- Savings
- Others

10. To what extend did the availability of scholarship or financial aid did impact your decision to migrate for education?

- Not at all
- Slight
- Moderately
- Significantly

11. Which are the countries preferred while migrating?

- Canada
- UK
- USA
- Ireland
- Australia
- Others

12. What is the primary motivation behind your decision to pursue education abroad?

- Academic opportunities
- Cultural and social aspects
- Career prospects
- Living standards
- Income
- Others

13. When choosing a destination for educational migration which factors were most important to you?

- Academic reputation of institution
- Language spoken in country

- Cost of living
- Cultural and social environment
- Political stability

14. What challenges do migrants commonly face in adapting to a new environment?

- Employment opportunities
- Educational challenges
- Language and cultural barriers
- Access to healthcare

15. What are the problems faced by students who migrated for higher education?

- Living expenses
- Cultural barriers
- Non availability of part time jobs
- Timely repayment of loan

16. What are the health care issues are commonly faced by the educational migrants?

- Limited access to affordable healthcare
- Cultural differences in healthcare practices
- Mental health support
- Discrimination in healthcare settings

17. What is the most significant challenges faced by educational migrants during the admission process?

- Language proficiency requirements
- Recognition of qualification

- Admission quota
- Financial barriers

18. How satisfied are you with your decision to study abroad?

- Very dissatisfied
- Somewhat dissatisfied
- Neutral
- Satisfied
- Very satisfied

19. Would you recommend educational migration to others based on your experiences or considerations?

- Definitely
- Probably
- Neutrally
- Not likely
- Definitely not

20. If you pursue education abroad do you plan to return to your home country after completing your studies?

- Yes
- No
- Undecided

**“A STUDY ON WORKING CAPITAL MANAGEMENT OF
APOLLO TYRES”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

EBIN ANTONY

(CCAVBCM268)

Under the supervision of

Ms. JISHA C L



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRISTCOLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON WORKING CAPITAL MANAGEMENT OF APOLLO TYRES LTD**” is a bonafide record of project done by **EBIN ANTONY**, Reg No. CCAVBCM268, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, diploma and Associateship or Fellowship.

Assoc. Prof. P.G Thomas

Co- Ordinator

Ms Jisha C L

Project Guide

DECLARATION

I **EBIN ANTONY**, hereby declare that the project work entitled "**A STUDY ON WORKING CAPITAL MANAGEMENT OF APOLLO TYRES LTD**" is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Jisha C L, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

EBIN ANTONY

Date:

CCAVBCM268

ACKNOWLEDGEMENT

I would like to take the opportunity to express my sincere gratitude to all people who have helped me with sound advice and able guidance.

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Place: Irinjalakuda

EBIN ANTONY

Date:

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CHAPTER – I
INTRODUCTION

1.1 Introduction

In a perfect world, there would be no necessity for current assets and liabilities because there would be no uncertainty, no transaction costs, and information search costs, scheduling costs or production and technology constraints. The unit cost of production would not vary with the quantity produced. Borrowing and lending rates shall be the same. Capital, labor and product market shall be perfectly competitive and would reflect all available information, thus in such environment, there would be no advantage for investing in short term assets. However the world we live is not perfect. It is characterized by considerable amount of uncertainty regarding the demand, market price, quality and availability of own products and those of supplies. There are transaction costs for purchasing or selling goods or securities. Information is costly to obtain and is not equally distributed. Similarly each organization is faced with its own limits on the production capacity and technology.

The real world circumstances introduce problems which require the necessity of maintaining working capital. For example, an organization may be faced with an uncertainty regarding availability of sufficient quantity of crucial inputs in future at reasonable inputs in future at reasonable price. This may necessitate the holding of inventory and other current assets. Similarly an organization may be faced with an uncertainty regarding the level of its future cash flows and insufficient amount of cash may incur substantial costs. This may necessitate the holding of reserve of short term marketable securities, again a short term capital asset.

1.2 Working Capital Management

Working capital management shows the relationship between a firm's current assets and current liabilities. The goal of working capital management is to ensure that a firm is able to continue its operations and it has the ability to meet short term debts. Proper management of working capital is essential to a firm's fundamental financial success and operational success as a business. Management of working capital involves managing inventories, accounts receivables, account payables and cash. A good way to judge a company's cash flow prospects is to look at its working capital management. The company must have adequate working capital. It neither should be excessive nor inadequate. Excessive working capital will result in idle fund lying without earning any profit in the business, where inadequate working capital shows that the company doesn't have sufficient funds for financing its daily needs. This project entitled 'A study on Working Capital Management of Apollo Tyres Ltd' is mainly focusing on the effectiveness of working capital management of the company.

1.3 Statement of the Problem

This project deals with the study on Working Capital Management of Apollo Tyres Ltd.

Working Capital Management is very important as it helps in the study of day-to-day affairs of the company. Working capital is the fund invested by a firm in current assets. The problem of working capital management involves the problem of decision making regarding investment in various current assets with an objective of maintaining the liquidity of the firm to meet its obligations promptly and efficiently. This study is to develop an understanding about the working capital management and therefore it will be helpful in future planning and control

decisions. The excess working capital can be dangerous as it will leads to reduction in profits, excessive debtors, losses etc. If we look at any financial statement it provides us the information about constantly changing working capital and the investments in fixed asset remains more or less static. Thus the study of working capital management occupies an important place in financial management.

1.4 Objectives

- To study the liquidity of Apollo tyres Ltd
- To study the profitability of Apollo tyres Ltd.
- To analyze the working capital management of Apollo Tyres Ltd

1.5 Scope of the study

This study is conducted on Apollo tyres Ltd. The study of working capital management is based on secondary data. Secondary data is available within the firm itself in the form of records. The study is supposed to be related to the period of last 5 years.

The main scope of the study was put into practical, the theoretical aspects of the study into real life work experience. The study of working capital is based on the tool ratio analysis.

1.6 Research Methodology

1.6.1 Sources of data

Secondary data from the firm records are used for information.

1.6.2 Tools used for analysis

Ratio Analysis is main tool used for analyzing the working capital management of the firm.

1.6.3 Period of study

The study of data of 5 financial years (2019-2023) of Apollo tyres Ltd are taken into consideration.

1.7 Limitations of the study

- It is a time consuming process.
- The Study is restricted to only the five years data of Apollo tyres.
- As the financial information is confidential, they do not want to share accurate data or information.

CHAPTER – II
REVIEW OF LITERATURE

2.1 Conceptual Literature

Working capital

Working capital refers to the amount required by a business for the purpose of financing the daily operations. It measures the liquidity of a company. In other words, it means the firm's holding of current or short-term assets such as cash, receivables, inventory and marketable securities.

Working capital management is an important function of financial management. The main importance is

- It helps to improve liquidity and solvency position
- Use of fixed assets efficiently
- Ability to face crisis
- Timely payment of dividends

Need of working capital

The need for working capital arises from cash or operating cycle of a firm. No organizations can run with zero working capital. Operating cycle creates the need for working capital. The time span required to complete the cycle is the major determinant of the firm's working capital needs. The working capital is required for the purchase of raw materials and for meeting the day to day expenditure on salaries, wages, rents, advertising etc. Working capital is needed in the form of current assets to deal with the problem arising out of lack of immediate realization of cash against goods sold. Current assets are needed because sales do not convert into cash simultaneously.

Concepts of working capital

There are two concepts of working capital

- a) Gross Concept
- b) Net Concept

Gross Concept

According to Gross concept, working capital refers to the capital invested in total current assets of the enterprise. Working capital as per gross concept is called Gross working capital.

Net Concept

According to net concept, working capital refers to the excess of current assets or current liabilities. Thus working capital refers to net current asset. The working capital as per net concept is called Net working capital.

Factors influencing working capital requirements

The need of working capital of a firm is influenced by numerous factors. Some of them are

- Turnover
- Size of business
- Nature of business
- Working capital cycle
- Use of manual labour or machines

Ratio Analysis

Ratio analysis is a tool for analyzing and interpreting the financial position of a business. It is an important tool of financial analysis as it helps in analyzing the financial statements. It is a process of determining and interpreting relationships between the items of financial statements. It is also used to assess multiple perspectives of an enterprise's working and financial performance such as its liquidity, performance, solvency, and profitability. Comparative data and analysis can give an insight into the performance of the business over a given period of time by comparing it with the industry standards. At the same time, it also measures how well a business racks up against other businesses functioning in the same sector. Moreover it helps in understanding the financial strength and weaknesses of a firm.

Classification of ratios

- ❖ Liquidity Ratio
- ❖ Solvency Ratio
- ❖ Activity Ratio
- ❖ Profitability Ratio

Liquidity Ratio

The short term financial position of a firm is measured by analyzing the liquidity position. The term liquidity means the ability to produce cash. A firm is said to be liquid when it is capable of meeting its short term obligations in time. It depends on its ability to convert current assets into cash and maintain regular cash flows.

A) **Current ratio:** Current ratio means the adequacy or inadequacy of working capital. Therefore, it is also known as working capital ratio. A standard norm of 2:1 is considered as ideal current ratio. It means that current asset should be at least twice of its current liabilities. It means that a liquidity ratio that measures a company's ability to pay short term obligations or those due within one year.

$$\text{Current ratio} = \text{Current asset} / \text{Current liabilities}$$

B) **Liquid ratio:** Liquid ratio is a strict measure of liquidity. It is the ratio of liquid assets to current liabilities. It helps to measure of the ability of a company to pay of its short term liabilities. All items of current assets are not equally liquid. Inventories and prepaid expenses are less liquid. Therefore excluded from current assets and the balance items of current assets are called liquid assets or quick assets.

$$\text{Liquid ratio} = \text{Liquid assets} / \text{Current liabilities}$$

C) **Absolute liquid ratio:** It is a further rigorous test of liquidity. Debtors and bills receivable are also excluded from liquid assets and bank overdraft is excluded from current liabilities. In addition to computing the current and liquid ratio, some analysts also compute absolute liquid ratio to test the liquidity of the business. Businesses should strive for an absolute liquidity ratio of 0.5 or above.

$$\text{Absolute liquid ratio} = \text{Cash} + \text{Cash Equivalents} / \text{Liquid liabilities}$$

Solvency Ratio

A key metric used to see a business's ability to fulfill long- term debt requirements and is used by prospective business lenders. The term 'Solvency' refers to the ability of a firm to meet all liabilities in full in the event of liquidation. It is the long term liquidity of a firm.

A) **Debt-Equity ratio:** A firm uses either equity (or shareholders funds) and debt (or borrowed funds) for financing its assets. It depicts how much debt a company has compared to its assets. A higher debt-to-equity ratio states the company may have more difficult time covering its liabilities.

$$\text{Debt-Equity ratio} = \text{Total borrowed funds} / \text{owned funds}$$

B) **Capital gearing ratio:** The ratio indicates the relationship between fixed interest bearing securities and equity shareholders funds. Fixed income - bearing securities are debentures, bonds and preference shares. A firm is said to be highly geared when it uses more of fixed income - bearing securities and indicates that the risk perception of investors is high.

$$\text{Capital gearing ratio} = \text{Fixed Income – bearing securities} / \text{Equity shareholders funds}$$

C) **Proprietary ratio:** It indicates the relative contribution of owners or shareholders in financing total assets. It is the ratio of shareholders' funds to total assets of the firm. A high ratio indicates better safety to creditors since the firm is largely depending on shareholders' funds for financing total assets. A low proprietary ratio means more dependence on borrowed funds.

$$\text{Proprietary ratio} = \text{Shareholders funds} / \text{Total assets}$$

D) **Solvency ratio:** It shows the relative contribution of outsiders in financing the assets of a firm. It is the ratio of total borrowed funds to total assets. A higher ratio indicates that the firm is depending more on outsider's funds for financing assets. If the ratio is low the financial risk associated with the business is low and the position of creditors is safe.

$$\text{Solvency ratio} = \text{Total borrowed funds} / \text{Total assets}$$

E) **Ratio of Fixed assets to Net worth:** The ratio shows the relationship between Net fixed asset and Net worth (for shareholder's funds). It generally indicates the contribution of the owners in financing fixed assets. If the ratio is less than one, it is considered as ideal.

Activity Ratio

Activity or turnover ratios indicate the efficiency of management in the use of resources, both short term and long term. The overall performance of a company is evaluated on the basis of its ability to make sales using minimum resources. Turnover ratios reflect the speed at which assets are utilized in effecting sales. A higher turnover ratio means efficient use of funds by management in generating more sales.

A) **Working capital turnover ratio:** It indicates the number of times working capital is turned over during a year. It also signifies the efficiency of the management in the use of current or short-term resources of a firm. A high ratio indicates faster turnover or greater efficiency in the use of working capital. The ratio is important tool for the management of working capital.

$$\text{Working capital turnover ratio} = \text{Cost of sales} / \text{Net working capital}$$

B) **Debtors turnover ratio:** It indicates the efficiency in the realization of debtors. A high debtor's turnover ratio means favorable credit policy or the firm is efficient in realizing cash from debtors. A low ratio means the period of credit allowed is too high.

$$\text{Debtors turnover ratio} = \text{Credit sales} / \text{Sundry Debtors}$$

$$\text{Average collection period} = 365 / \text{Debtors turnover ratio}$$

C) **Creditors turnover ratio:** It indicates the period of credit allowed by creditors in making payment of credit purchases. A high ratio indicates lower period of credit allowed by creditors. A low ratio means more period of credit.

$$\text{Creditors turnover ratio} = \text{Credit purchases} / \text{Average Accounts payable}$$

$$\text{Average payment period} = 365 / \text{Creditors turnover ratio}$$

D) **Total assets turnover ratio:** It establishes the relationship between total assets or gross capital employed and sales. It is one of the determinants of the overall profitability of a business. This ratio is called Investment turnover ratio or capital turnover ratio.

$$\text{Total assets turnover ratio} = \text{Net sales} / \text{Total assets}$$

E) **Inventory turnover ratio:** The term 'Inventory' includes all types of stocks. The balance sheet of a manufacturing company contains all these items of stock while that of a trading company contains only stock of finished goods. A high turnover ratio 5 to 8 times indicates better efficiency in effecting sales.

$$\text{Inventory turnover ratio} = \text{Cost of Goods sold} / \text{Average Inventory}$$

Profitability Ratio

A class of financial metrics that are used to assess a business's ability to generate earnings related to its revenue. It generally measures the percentage of profit earned by a company in relation to its revenue.

A) **Net profit ratio:** It is the residual profit after considering non-operating expenses and incomes. In the case of companies income tax is also deducted. It is a true indicator of operating efficiency.

$$\text{Net profit ratio} = (\text{Net profit}/\text{Net sales}) * 100$$

B) **Gross profit ratio:** It is the ratio of Gross profit to Net sales. It indicates the gross margin available to the company on every rupee of sales from which all indirect expenses is recovered leaving a reasonable amount as net margin.

$$\text{Gross profit ratio} = (\text{Gross profit} / \text{Net sales}) * 100$$

C) **Operating profit ratio:** The operating profit of a business is the profit after meeting all operating expenses incurred in the regular course of operations. It is the measure of operating efficiency of a business.

$$\text{Operating profit ratio} = (\text{Operating profit or EBIT} / \text{Net sales}) * 100$$

2.2 Empirical Literature

The main aim of this chapter is to present the review of literature relating to the working capital management by different authors and research scholars.

Herzfeld B (1990) studied that “cash is king”- so say the money managers who share the responsibility of running this country’s businesses. And with banks demanding more from their prospective borrowers, greater emphasis has been placed on those accountable for so called working capital management. Working capital management refers to the management of current or short term assets and short term liabilities. In essence the purpose of that function is to make certain that the company has enough assets to operate its business.

Maynard E. Refuse (1996) argued that an attempt to improve working capital by delaying payment to creditors is counter- productive to individuals and to the economy as a whole. Claims that altering debtor and creditor levels for individual tiers within a value system will rarely produce any net benefit. Proposes that stock reduction generate system-wide financial improvements and other important

benefits. Urges those organizations seeking concentrated working capital reduction strategies to focus on stock management strategies based on “lean supply-chain” techniques.

Jain P K and Yadav Surendra S (2001) studied the corporate practices related to management of working capital in India, Singapore and Thailand. Through this study they have tried to understand working capital management and current assets and current liabilities and their inter relationship. Further the authors have also done an aggregative analysis of current assets and current liabilities in terms of major liquidity ratios. They also stated that the working capital position of various industries with respect to these ratios. Towards the end the author suggest that serious considerations is to be given by the government as well as industry groups in these three countries in order to take corrective measures to take care of and rectify the area of concern.

Falope and Ajilore (2003) used as a sample of 50 Nigerian quoted non-financial firms for the period 1996-2005. Their study utilized panel data econometrics in a pooled regression, where time-series and cross- sectional observations were combined and estimated. They found a significant negative relationship between net operating profitability and the average collection period, inventory turnover in days, average payment period and cash conversion cycle for sample of fifty Nigerians firms listed on the Nigerian Stock Exchange. Furthermore, they found no significant variations in the effects of working capital management between large and small firms.

Raheman and Nasr (2004) studied the effect of different variables of working capital management including average collection period, inventory turnover in days, average payment period, cash conversion cycle, and current ratio on the net operating profitability of Pakistani firms. They selected a sample of 94 Pakistani firms listed on Karachi Stock Exchange for a period of six years from 1999 – 2004 and found a strong negative relationship between variables of working capital management and profitability of the firm. They found that as the cash conversion cycle increases, it leads to decreasing profitability of the firm and managers can create positive value for the shareholders by reducing the cash conversion cycle to a possible minimum level.

Filbeck Greg and Krueger Thomas M (2005) base their study on ratings of working capital management published in CFO magazines. The findings of their study give insights to working capital management, which is explained by macro economic factors, interest rates, competition etc and their impact on working capital management. They also studied the impact of working capital management on stock prices.

Lazaridis and Tryfonidis (2006) have explored the relationship between corporate profitability and Working Capital Management in the Athens Stock Exchange. The finding of results shows a negative relationship between profitability and working capital indicators like days of accounts receivable, accounts payable and cash conversion cycle. They concluded that firms can create profits by effectively handling each component of the cash conversion cycle.

Gass D (2006) studied “Cash is the lifeblood of business” is an often repeated maxim amongst financial managers. Working capital management refers to the

management of current or short term assets and short term liabilities. Components of short term assets include inventories, loans and advances, debtors, investments and cash and bank balances. Short term liabilities include creditors, trade advances, borrowings and provisions. The major emphasis is however on short term assets, since short term liabilities arise in the context of short term assets. It is important that companies minimize risk by prudent working capital management.

Kushwah, Mathur&Ball (2009) The study undergone to evaluate the working capital management and direction in selected five major cement companies i.e. ACC, Grasim, Ambuja, Prism and Ultra-Tech. For research purpose, secondary data are used like authors collected the financial statement of selected cements companies for the years from 2007 to 2009. There are liquidity ratios and activity ratios used to analyze the condition of working capital of the companies. The study revealed the truth of study is that, most companies not maintain their working capital in a systematic way while overall ACC shows appropriate management of working capital.

Saswata Chatterjee (2010) focused on the importance of the fixed and current assets in the successful running of any organization. It poses direct impact on the profitability liquidity. There have been a phenomenon observed in the business that most of the companies increase the margin for the profits and losses because this act shrinks the size of working capital relative to sales. But if the companies want to increase or improve its liquidity, then it has to increase its working capital. In the response of this policy the organization has to lower down its sales and hence the profitability will be affected due to this action.

Joshi Lalithkumar and Gosh sudipta (2012) study the working capital performance of Cipla Ltd during the period 2004-05 to 2008-09. Financial ratios have been applied in measuring the working capital performance and statistical as well as econometric techniques have been used. It was observed that the selected ratios show satisfactory performance, and significant negative relationship between liquidity and profitability is found exist.

Chandra H and Selveraj A (2012) analyses the working capital management of selected steel companies of India for the period from 2000-01 to 2009-10. They measured the utilization of working capital by analyzing the operating cycle and cash conversion cycle. This study concluded that the size of a company plays a vital role in determining the efficiency of working capital management.

Kaur Harsh V. and Singh Sukhdev (2013) this article focuses on cash conversion efficiency and setting up the operation cycle days. The study tests the relationship between the working capital attain and profitability calculated by income to current assets and income to average total assets. Authors did study with companies listed in BSE 200 that is spread over 19 industries for the period 2000 to 2010. At the end, the study lay emphasis on that proficient management of working capital notably affects profitability.

Mr. V.V Venkatachalam (2016) the researcher conducted a study on “Working Capital Management on Mahindra and Mahindra Private Limited”. The main objective of the study is to analyze whether the companies are viable in the long run through ratio analysis and statement of changes in working capital. He concluded that the overall working stability-soundness of the company has improved over the years very well.

Singh et al. (2017) indicated that Working Capital Management is negatively connected with corporate profitability, which means an aggressive Working Capital Management policy leads to higher profitability.

CHAPTER – III
INDUSTRY AND COMPANY PROFILE

3.1 Industry Profile

3.1.1 about Tyre Industry

70% of world rubber consumption goes into the tyre industry. In the year 1845, R W Thompson invented the predecessor of the pneumatic tyres of the modern age. From there, the tyre industry has grown as one of the largest industries in the world. The growth in world tyre production has been in response to the growth in the automotive industry. Tyre Industry is known for its capital-intensive structure where 60%-65% of the revenues are raw material cost. The materials of modern pneumatic types are synthetic and rubber, natural fibre, fabric and wire, along with carbon black and other chemical compounds. The improvement in quality and variety of elastomers has enabled the tyre industry to achieve its goals of providing grip, control, safety, comfort and other important features of tyres. The progress of the elastomer industry will help to improve the quality of tyres.

3.1.2 Tyre Industry in India

The Indian Tyre Industry is an integral part of the auto sector – it contributes to ~3% of the manufacturing GDP of India and ~0.5% of the total GDP directly. Indian tyre industry has almost doubled from ~Rs 30,000 crores in 2010-11 to ~Rs 59,500 crores in 2017-18 of which 90-95% came from the domestic markets. The top three companies – MRF, Apollo Tyres and JK Tyres have ~60% of the market share in terms of revenue. Indian tyre market is skewed towards the replacement segment which contributes ~70% of total revenues. Whereas in volume (tonnage) terms the replacement segment contributes ~60% indicating realizations in the

after-market are clearly higher than OEMs (Original Equipment Manufacturer) market.

Around 250 different raw material are put together to manufacture a tyre but the major cost generating raw materials are natural rubber, synthetic rubber and crude derivatives like carbon black which contribute to ~80% to 85% of the total raw material cost. Hence rubber and crude price are key variable to Tyre Company's profitability. As per the managements the pressure on the raw materials is expected to continue in shorter term due to increasing crude prices. India has sufficient capacities of carbon black. However due to increasing exports of carbon black the demand-supply gap has increased in last two years leading to import of carbon black.

The total tyre production and total tyre export have been increasing and decreasing per year ranging from (1%-10%) and in financial year 2020-21, there has been a decrease of 4% in tyre production in India and an increase of 8% in total tyre export. In the financial year 2023, the annual growth rate of tyre industry in India was estimated at 16% compared to the last year. It was a decrease in comparison to last year's 24% growth rate. In 2022, the revenue of tyre industry in India was at 774.3 billion Indian rupees.

3.2 Company Profile

APOLLO TYRES LIMITED is an Indian multinational tyre manufacturing company headquartered in Gurgaon, Haryana. It was incorporated on 28 September 1972 in India as a Public Limited Company and obtained certificate of commencement of business on 24 October in the same year. The first plant was commissioned in Perambra, Thrissur Kerala in 1977 and followed by its second

plant at Limda, Gujarat, India in 1991. The company focused on the production of truck tyres in India and introduced its first truck tyre, Rajdhani in India and the company expanded its operation across India and in 1996, it expanded operations outside India by acquiring Dunlop's operations. The company now has 5 manufacturing units in India, One in the Hungary and one in the Netherlands. It has a network of nearly 5000 dealerships in India, of which over 2500 are exclusive outlets. It manufactures tyres, tubes and flaps for commercial and passenger vehicles. It has become an International tyre manufacturer and the leading tyre brand in India. The company generates 69% of its revenues from India, 26% from Europe and 5% from other countries. Apollo announced its entry into the two-wheeler tyre segment with contract manufacturing in March 2016. In 2023, the operating income has increased to 1404.61 crores, the net income increased to 1104.63 crores, the total assets increased to 27,359.21 crores and total equity increased up to 12877.78 crores. There are more than 18,000 employees.

The company has a turnover of US\$ 2.3 billion and ranks among the global top 20 tyre makers. Apollo Tyres has been recognized as the 'Best Company to Work For' both in Asia and Europe in recent past, and has won several accolades for its HIV-AIDS awareness and prevention initiative for the trucking and allied communities, and for its waste management initiatives in the company.

Apollo's made in India tyres are specifically designed for Indian road conditions, giving you better stability and control in the city and on the tricky highway turns. More importantly Apollo tubeless tyres are optimized for fuel-efficiency, which is the primary concern of most car owners in the country.

CHAPTER – IV

DATA ANALYSIS AND INTERPRETATION

4.1 Liquidity Ratios

4.1.1 Net working capital

Net working capital = Current assets – Current liabilities

Table 4.1

Year	Current assets (In Cr)	Current liabilities (In Cr)	Net working capital (In Cr)
2019	7841	6327	1514
2020	7713	7945	-232
2021	10076	9140	936
2022	10656	10449	207
2023	8859	8010	849

(Source: Secondary data)

Figure showing the net working capital of last 5 years

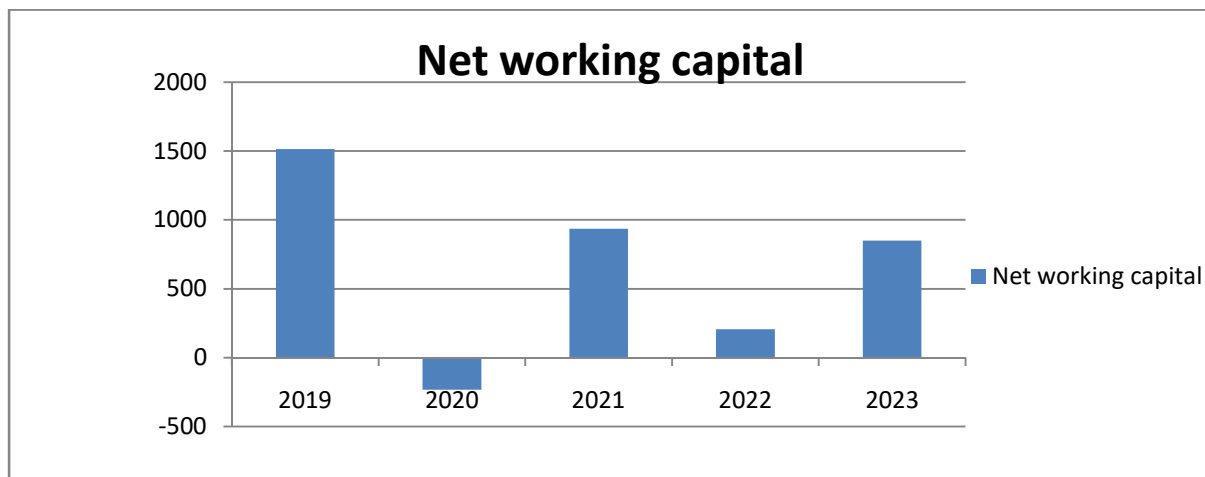


Figure 4.1

From the above table and figure, we can see that in 2019 the net working capital shows a positive figure and the company has sufficient working capital for its day to day operations. But after that working capital becomes negative which provides insufficient working capital that year. In 2021-23 the current asset is more than the current liability and it provides the firm sufficient working capital in that years.

4.1.2 Current ratio

Current ratio = Current assets / Current liabilities Ideal ratio = 2:1

Table 4.2

Year	Current assets (In Cr)	Current liabilities (In Cr)	Current ratio
2019	7841	6327	1.24
2020	7713	7945	0.97
2021	10076	9140	1.10
2022	10656	10449	1.02
2023	8859	8010	1.10

(Source: Secondary data)

Figure showing the current ratio of last 5 years

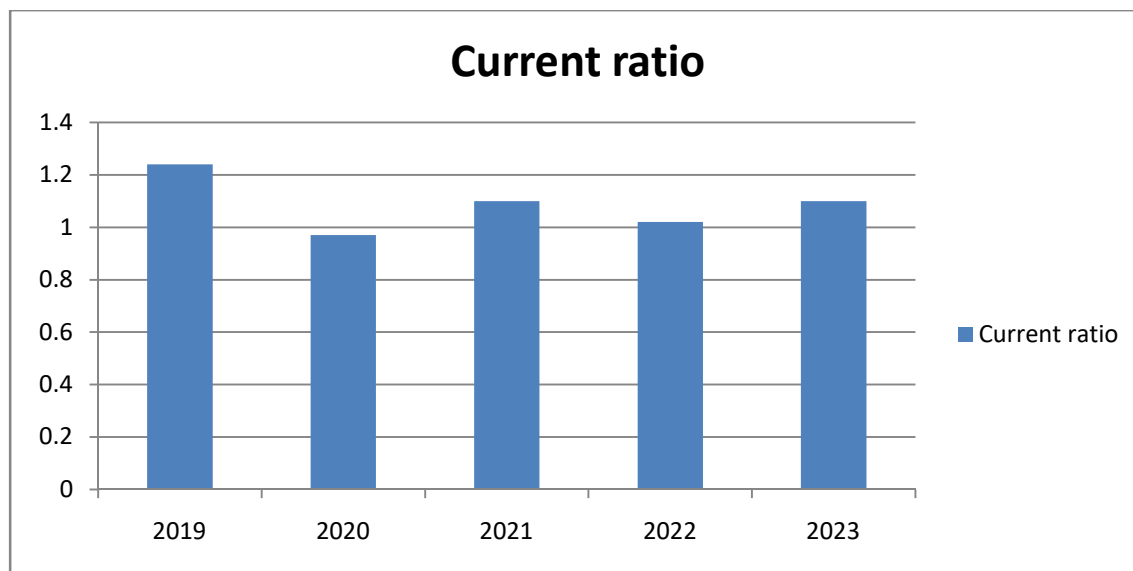


Figure 4.2

From the above table and figure, we can see that in 2019 the current ratio is 1.24 but does not reach the ideal ratio. So the liquidity position of the company is inadequate to meet the current liabilities. The ratio increases and decreases in the subsequent years but it do not reach the ideal liquidity ratio.

4.1.3 Quick ratio

Quick ratio = Liquid assets / Current liabilities

Ideal ratio 1:1

Table 4.3

Year	Liquid assets (In Cr)	Current liabilities (In Cr)	Quick ratio
2019	4308	6327	0.68
2020	4404	7945	0.55
2021	6693	9140	0.73
2022	6407	10449	0.61
2023	4346	8010	0.54

(Source: Secondary data)

Figure showing the quick ratio of last 5 years

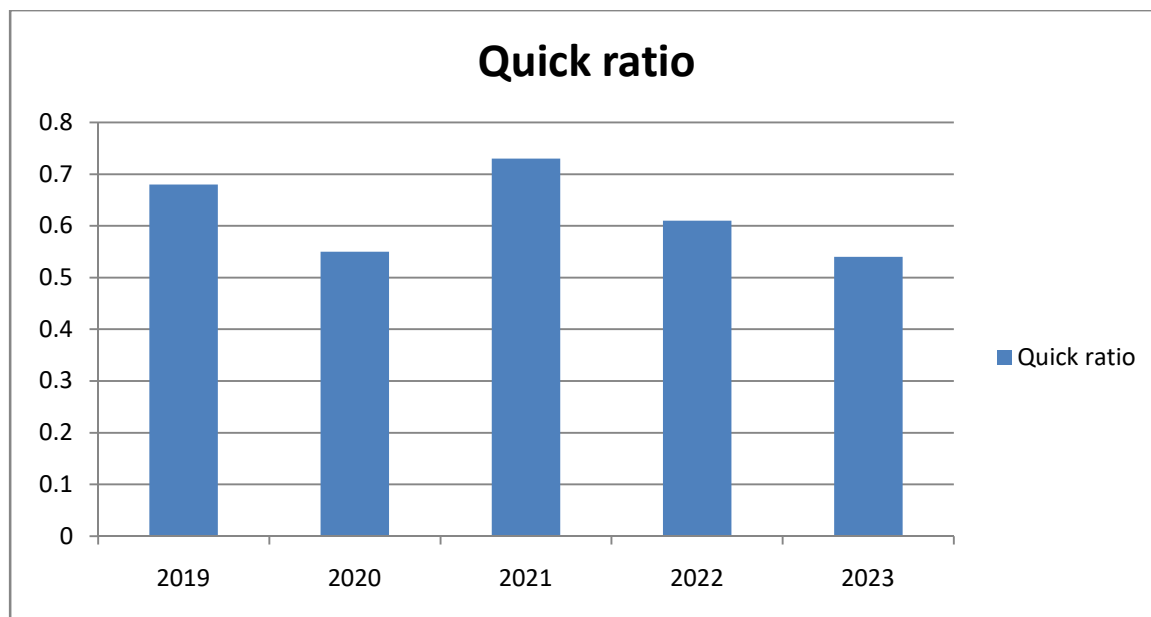


Figure 4.3

From the above table and figure, we can see that in 2019 the quick ratio is 0.68 and in the subsequent years it increases and decreases and in 2023, it is 0.54. Even though the quick ratio never reaches negative, it never goes or even reaches the ideal ratio.

4.2 Activity ratios

4.2.1 Working capital turnover ratio

Working capital turnover ratio = Cost of sales / Net working capital

Table 4.4

Year	Cost of sales (In Cr)	Working capital (In Cr)	Working capital turnover ratio
2019	14843	1514	9.8
2020	17549	-232	-75.6
2021	16350	936	17.46
2022	17397	207	84.04
2023	20948	849	24.67

(Source: Secondary data)

Figure showing the working capital turnover ratio of last 5 years

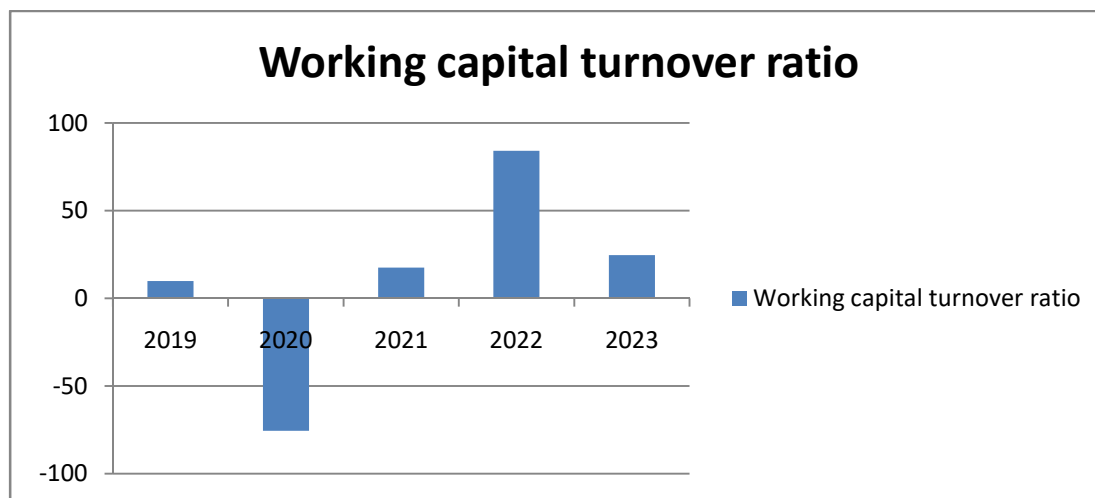


Figure 4.4

From the above table and figure, we can see that in 2019 the working capital turnover ratio is 9.8 and in the next year it becomes negative and after that it is positive figure. The working capital is more than the standard except only in 2020. There is adequacy of working capital to support increasing volume of sale. So the working capital turnover ratio is satisfactory.

4.2.2 Debtors turnover ratio

Debtors turnover ratio = Credit sales / Sundry debtors

Table 4.5

Year	Credit sales (In Cr)	Sundry debtors (In Cr)	Debtors turnover ratio
2019	14843	1314	11.29
2020	17549	940	18.67
2021	16350	1381	11.84
2022	17397	2051	8.48
2023	20948	2489	8.42

(Source: Secondary data)

Figure showing the debtors turnover ratio of last 5 years

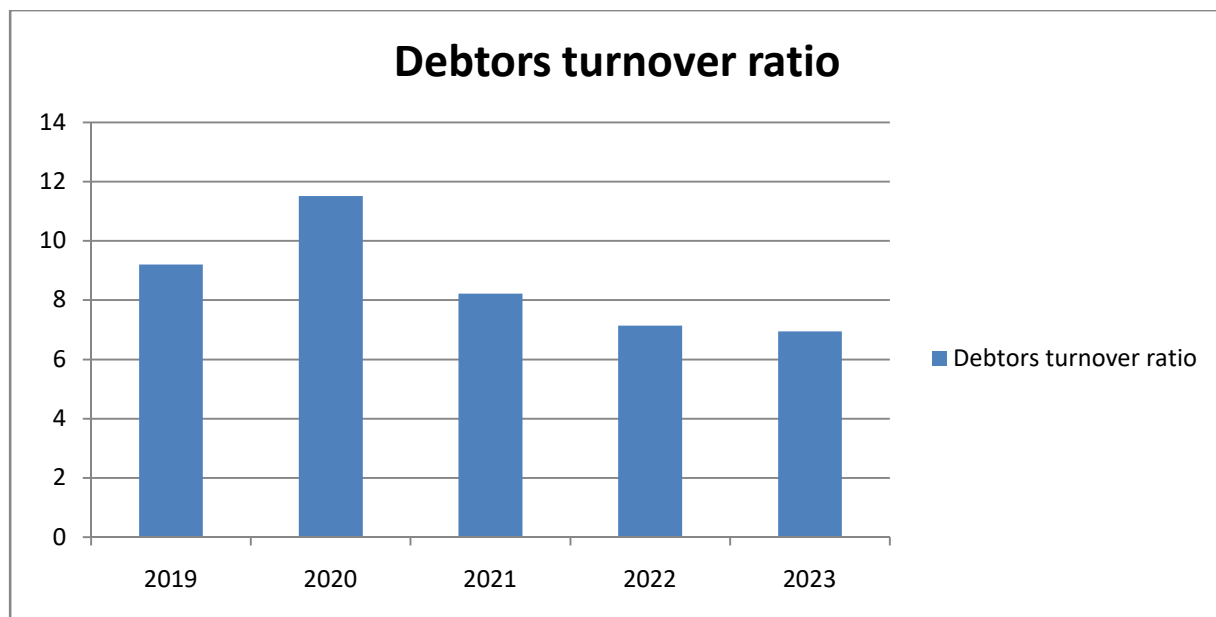


Figure 4.5

From the above table and figure, we can see that the debtor's turnover ratio is more than 10 in 2019 – 2021 but it is less than 10 in the last two years. A high debtor's turnover ratio implies that the company's collection of account receivables is efficient. And the ratios of 5 years are above the ideal ratio.

4.2.3 Creditors turnover ratio

Creditors turnover ratio = Credit purchase / Sundry creditors

Table 4.6

Year	Credit purchase (In Cr)	Sundry creditors (In Cr)	Creditors turnover ratio
2019	7244	2066	3.50
2020	8753	2309	3.79
2021	6861	2807	2.44
2022	7306	3531	2.07
2023	11048	3354	3.29

(Source: Secondary data)

Figure showing the creditors turnover ratio of last 5 years

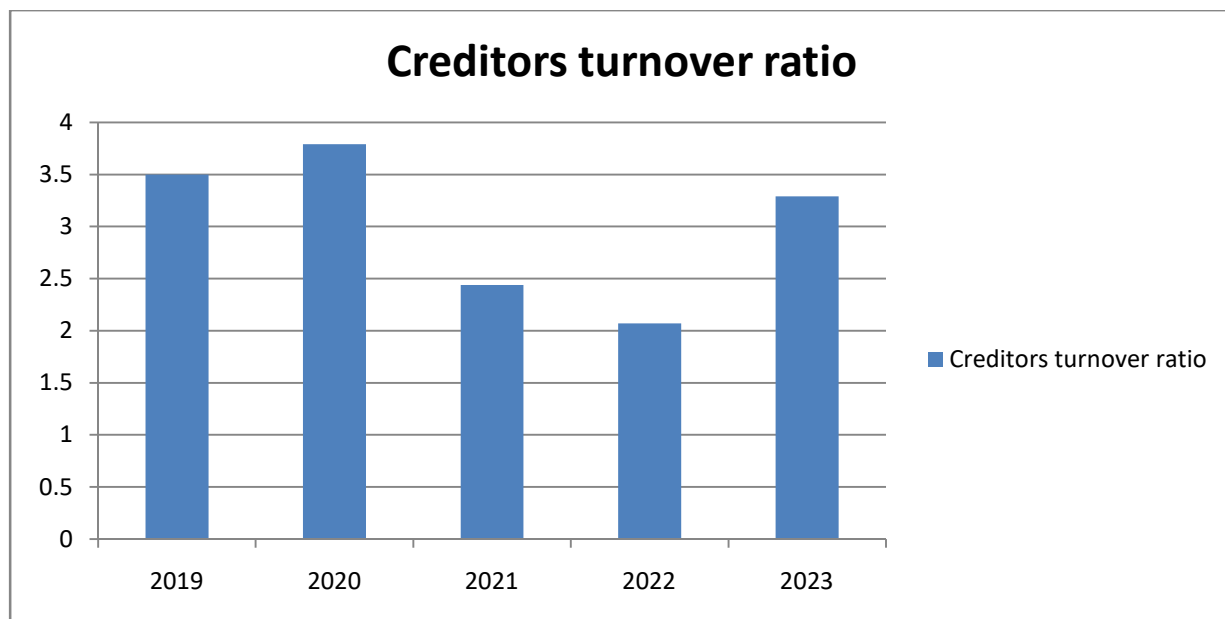


Figure 4.6

From the above table and figure, we can see that the creditor's turnover ratio is fluctuating. The higher turnover ratio means the early payment to the creditors and the lower turnover ratio means the payments to the creditors are delayed. Even though the ratio does not become negative, it is not a better ratio.

4.2.4 Total asset turnover ratio

Total asset turnover ratio = Sales / Total assets

Table 4.7

Year	Sales (In Cr)	Total assets (In Cr)	Total asset turnover ratio
2019	15098	22104	0.68
2020	17549	25437	0.69
2021	16350	28232	0.58
2022	17397	29386	0.59
2023	20948	27287	0.77

(Source: Secondary data)

Figure showing the total asset turnover ratio of last 5 years

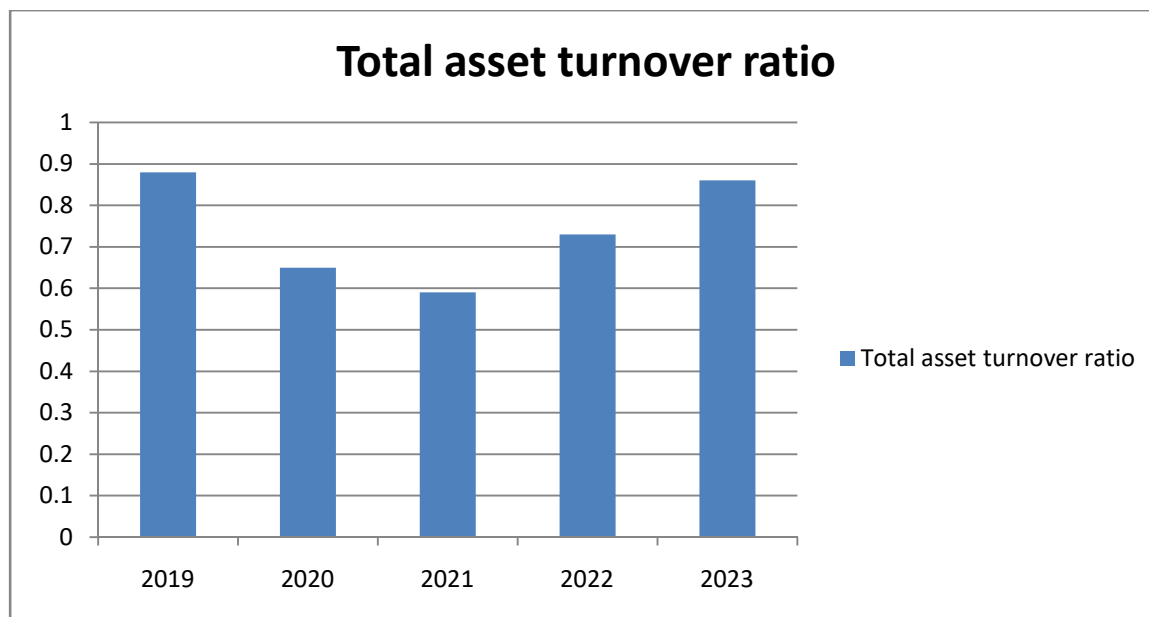


Figure 4.7

From the above table and figure, we can see that all the ratios from 2019 – 23 are below 1. A higher ratio indicates better utilization of fixed assets and a low ratio indicates under utilization of fixed assets in generating sales. Even though the ratio does not become negative, the ratios are not enough high.

4.2.5 Inventory turnover ratio

Inventory turnover ratio = Cost of goods sold / Average inventory

Table 4.8

Year	Cost of goods sold (In Cr)	Average inventory (In Cr)	Inventory turnover ratio
2019	11143	3484	3.20
2020	12976	3207	4.05
2021	10881	3319	3.28
2022	11932	4155	2.87
2023	16220	4428	3.66

(Source: Secondary data)

Figure showing the inventory turnover ratio of last 5 years

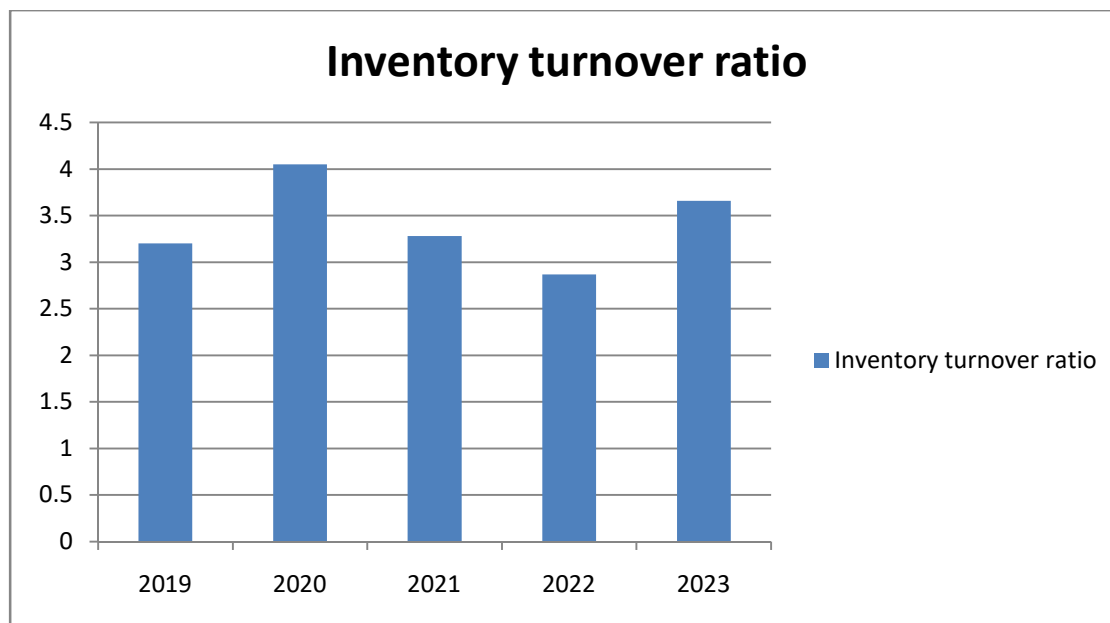


Figure 4.8

From the above table and figure, we can see that the inventory turnover ratio is fluctuating. A good turnover ratio is from 5-10. But in the last 5 years, the highest ratio is 4.05 which are in 2020. This indicates that the inventory turnover policy or management of the company is not better.

4.3 Profitability ratio

4.3.1 Net profit ratio

Net profit ratio = (Net profit / Net sales)*100

Table 4.9

Year	Net profit (In Cr)	Net sales (In Cr)	Net profit ratio
2019	724	14843	4.88
2020	680	17549	3.87
2021	476	16350	2.91
2022	350	17397	2.01
2023	639	20948	3.05

(Source: Secondary data)

Figure showing the net profit ratio of last 5 years

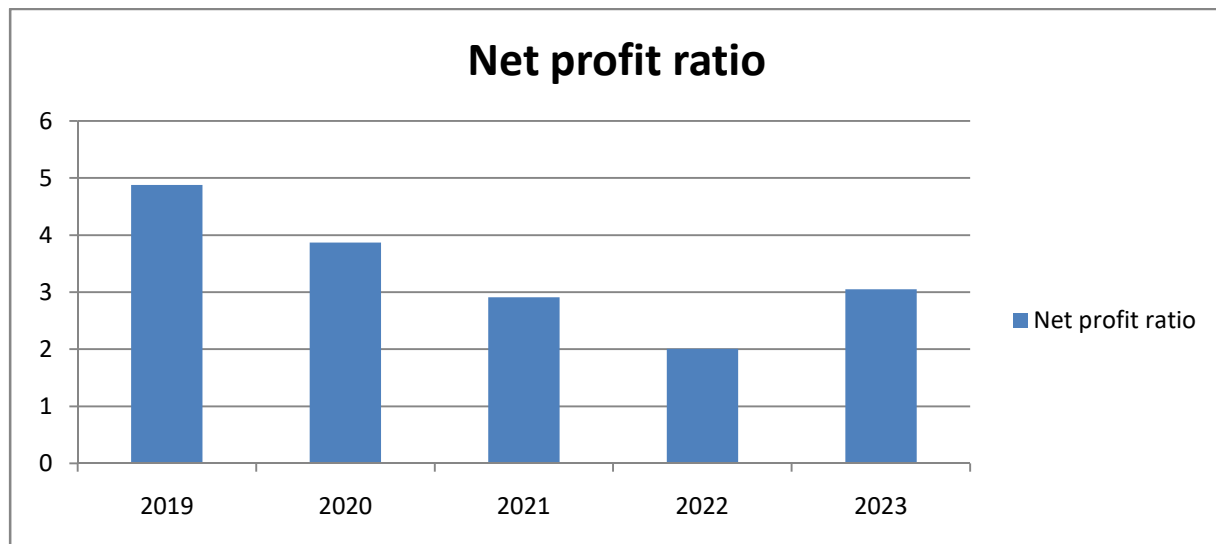


Figure 4.9

From the above table and figure, we can see that the net profit ratio is fluctuating in every year. Even though the ratios do not go below negative, it is also evident that the ratios are below the standard level. This shows that the performance of the company is ok according to the net profit ratio.

4.3.2 Gross profit ratio

Gross profit ratio = (Gross profit / net sales)*100

Table 4.10

Year	Gross profit (In Cr)	Net sales (In Cr)	Gross profit ratio
2019	3700	14843	24.92
2020	4573	17543	26.06
2021	5469	16350	33.45
2022	5465	17397	31.41
2023	4726	20948	22.56

(Source: Secondary data)

Figure showing the gross profit ratio of last 5 years

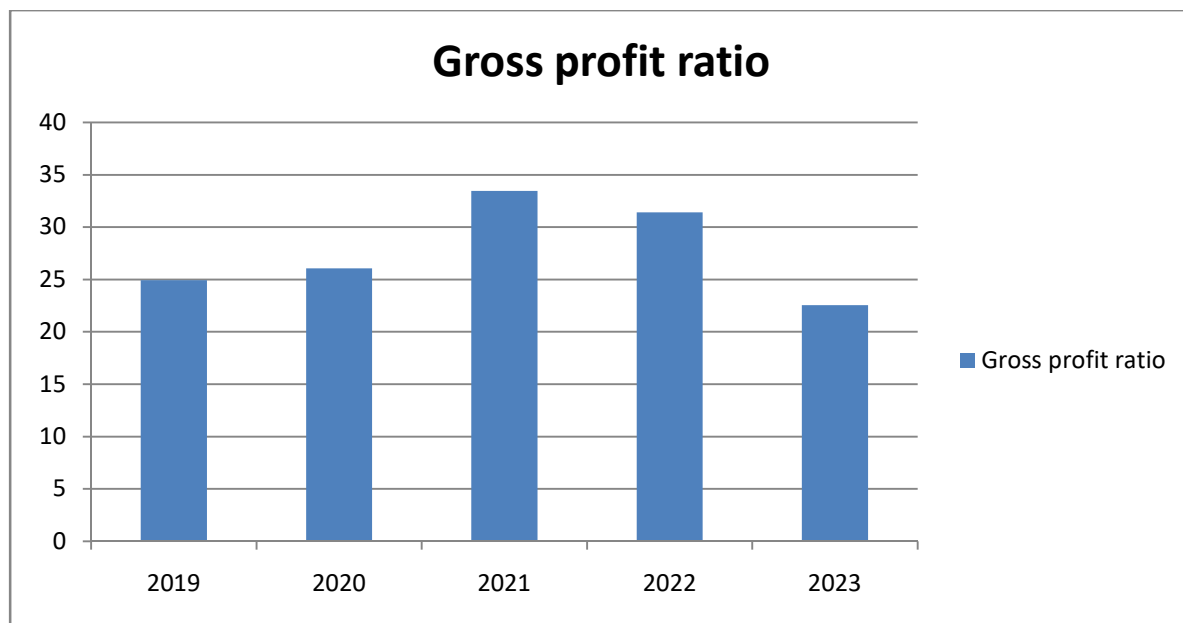


Figure 4.10

From the above table and figure we can see that the gross profit ratio of 2019 is 24.92. The ideal gross profit ratio is 20% to 25%. The gross profit ratio of the company increases and decreases but is above the ideal ratio in all the 5 years. A high gross profit ratio is a sign of efficient production or purchase management.

4.3.3 Operating profit Ratio

Operating profit ratio= (Operating profit / Net sales)*100

Table No 4.11

Year	Operating profit (In Cr)	Net Sales (In Cr)	Operating profit ratio
2019	2718	14843	18.31
2020	2947	17549	16.79
2021	1982	16350	12.12
2022	2099	17397	12.06
2023	1782	20948	8.51

(Source: Secondary data)

Figure showing the Operational profit ratio of last 5 years

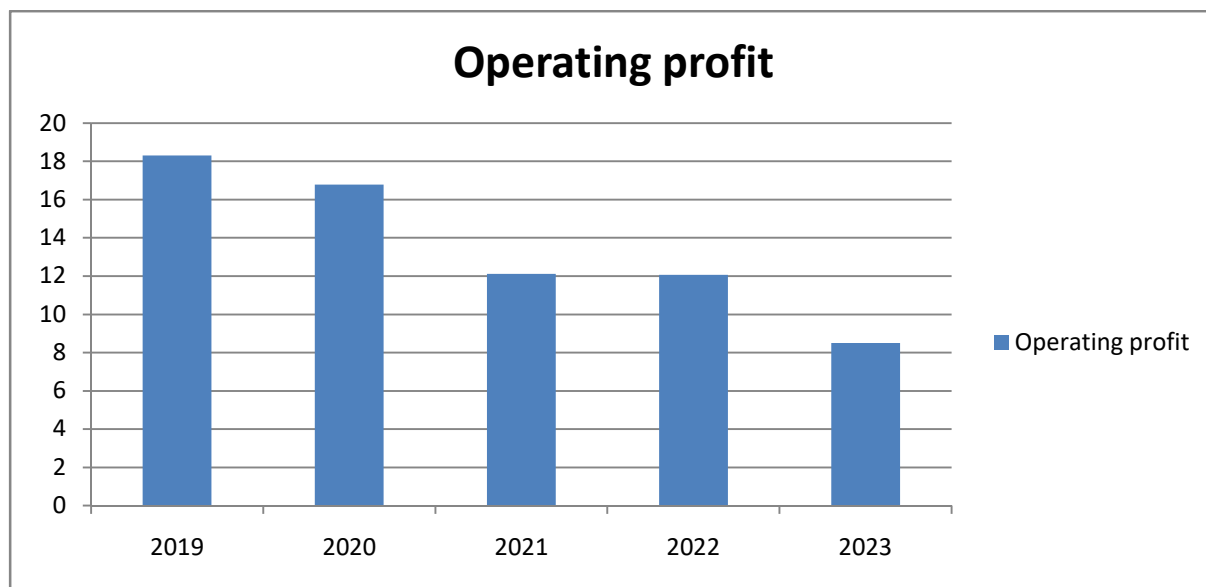


Figure 4.11

From the above table and figure we can see that even though the ratios aren't negative the ratio are decreasing from 2019-2023. The ratio went from 18.31 to 8.51 in 2023.

CHAPTER - V

FINDINGS, SUGGESTION AND

CONCLUSION

5.1 Findings

1. The working capital of the company shows a positive figure in the year 2019(1514 Cr) but in the next year 2020(-232 Cr) the working capital shows a negative figure. And in the later 3 years (2021, 2022, 2023) the working capital shows a positive figure. Here the company can meet their current liabilities with the current assets.
2. The current ratio of the company in 2019 is 1.24. But in the year 2020 it falls to 0.97. And in the later years, it increases and decreases per year. The current ratio of the company in 2023 is 1.10. In the year 2019-2023, the current ratio of the company does not reaches the ideal ratio 2:1 which indicates that the liquidity position of the company is inadequate to meet the current liabilities.
3. The company's quick ratio is increasing and decreasing from 2019 – 2023. Quick ratio from the 5 years is not satisfactory as it is below the standard ratio 1:1. The ratio in 2022 is 0.61 and in 2023 is 0.54 which shows their bad repaying capacity.
4. The working capital turnover of the company is above the standard except only in 2020. This means that there is enough adequacy of working capital to support increasing volume of sale. So working capital turnover is satisfactory.
5. The debtor's turnover ratio is above 10 from 2019-20 but it is less than 10 in 21 and 22. The ratios of the 5 years are above the ideal debtor's turnover ratio that is 7.8. A high debtor's turnover ratio implies that the company's collection of account receivables is efficient.

6. The creditor's turnover ratio is fluctuating. The higher turnover ratio means the early payment to the creditors and the lower turnover ratio means the payments to the creditors are delayed. Even though the ratio does not become negative, it is not near the ideal ratio.

7. A higher ratio indicates better utilization of fixed assets and a low ratio indicates under utilization of fixed assets in generating sales. Even though the ratio does not become negative, the ratios are not enough high and does not reach the standard ratio. All the ratios are below 1.

8. The inventory turnover ratio is fluctuating. A good turnover ratio is from 5-10. But in the last 5 years, the highest ratio is 4.05 which are in 2020. This indicates that the inventory turnover policy or management of the company is poor.

9. The net profit ratio is fluctuating in every year. Even though the ratios do not go below negative, it is evident that the ratios are below the standard level. This shows that the performance of the company is not satisfactory according to the net profit ratio.

10. The gross profit ratio of 2019 is 26.64. The ideal gross profit ratio is 20% to 25%. The ratio of the company is above the ideal ratio in all the 5 years. A high gross profit ratio is a sign of efficient production or purchase management.

11. The operational profit ratio doesn't goes to negative figures but the ratio is decreasing year by year. It went from 18.31 ratios in 2019 to 8.51 in 2023.

5.2 Suggestions

- ❖ The company should improve current assets to maintain the ideal liquidity ratio
- ❖ The company should improve the net purchase to maintain the ideal creditor's turnover ratio.
- ❖ The company should improve the total assets turnover ratio as it does not reach the ideal ratio.
- ❖ The inventory management of the company is poor and so they should find solutions to improve them.
- ❖ Even though the gross profit is high, the profitability position of the company is not satisfactory and is below the standard level. They should find solutions to improve this and so they can be increased in the future.

5.3 Conclusion

This study was conducted with the main objective of evaluating the working capital management and analyzing the liquidity and profitability of **APOLLO TYRES LTD.** Effective working capital management is crucial for a company's financial health and operational efficiency. By optimizing the balance between current assets and liabilities, firms can ensure smooth day-to-day operations, meet short-term obligations, and capitalize on growth opportunities. Efficient management of working capital minimizes the need for external financing, reducing interest costs and enhancing profitability. Additionally, it enables businesses to weather economic downturns and unexpected expenses more effectively. Overall, a proactive approach to working capital management fosters stability, flexibility, and sustainable growth, positioning companies for long-term success in today's dynamic business environment. This study reveals that the quick ratio, creditors turnover ratio, total assets turnover ratio, inventory turnover ratio are all below the ideal ratio.. But they have better working capital. They have good quick ratio and the current ratio is ok. The Gross profit is better and the net profit is not bad but also not better and the operating ratio is also ok. Capital management stands as a cornerstone of financial prudence and operational agility for businesses. The study was based on 5 years and it isn't enough to judge a company. In overall view the performance of the company is satisfactory.

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ANNEXURE

APOLLO TYRES LTD

INCOME STATEMENT FOR THE LAST 5 YEARS (In Cr)

	2023	2022	2021	2020	2019
Net sales	20948	17397	16350	17549	14843
Cost of goods sold	16220	11932	10881	12976	11143
Gross profit	4728	5465	5469	4573	3700
Selling and operating expenses	4182	3683	3685	3598	3066
General and administrative expenses	327	264	431	582	537
Total operating expense	4509	3947	4116	4180	3603
Operating Income	219	1518	1353	393	97
Other Income	123	129	24	123	114
Profit before taxation & Exceptional items	853	1169	543	1088	1012
Exceptional income/ expenses	(5.91)	(608)		(200)	
Profit before tax	1189	2208	1920	1404	1223
Provision for tax	209	211	67	208	288
Profit after tax	880	1997	1853	1196	935

APOLLO TYRES LTD

BALANCE SHEET FOR THE LAST 5 YEARS (In Cr)

Equity and Liabilities	2023	2022	2021	2020	2019
1.Shareholder's fund					
Share capital	64	64	64	57	57
Reserves and surplus	12431	11410	11150	9860	9983
2. Non-current liabilities					
Deferred tax liabilities	1849	1717	1541	1380	1121
Other long term liabilities	1580	1831	1942	1543	653
Long term provision	135	148	156	168	147
3. Current liabilities					
Trade payables	3340	2579	2501	2309	2066
Other current liabilities	3610	2551	2254	1627	1407
Short term provisions	320	2631	2601	2578	2299
Total liabilities	23329	22931	22209	19522	17733
Assets					
1.Non current assets					
Property plant & equipment & intangible asset	9125	9036	8842	8132	8026
Non-current investments	945	842	845	760	747
Deferred tax assets	991	920	976	852	650
Long term loans & advances	778	790	852	801	874
Other noncurrent assets	849	795	789	705	650
2. Current assets					
Current Investments	884	855	835	703	-
Inventories	4428	4155	3319	3407	3484
Cash & cash equivalents	1948	2150	2146	1175	822
Short term loans & advances	2469	2576	2855	2646	2281
Other current assets	912	812	750	341	199
Total assets	23329	22931	22209	19522	17733

**“A STUDY ON LEVERAGING ARTIFICIAL
INTELLIGENCE (AI) TOOLS FOR THE TEACHING
AND LEARNING PROCESS IN EDUCATION”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

HARIKRISHNA S NAIR

(CCAVBCM269)

Under the supervision of

Mr. LIPINRAJ K



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**Leveraging Artificial Intelligence (AI) tools in Teaching and learning process**” is a bonafide record of project done by **HARIKRISHNA S NAIR**, Reg. No.CCAVBCM269, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Asso.Prof. P.G THOMAS

Co-ordinator

Mr. LIPINRAJ K

Project Guide

DECLARATION

I, **HARIKRISHNA S NAIR**, hereby declare that the project work entitled “**A STUDY ON LEVERAGING AI TOOL FOR TEACHING AND LEARNING PROCESS**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Mr. LipinRaj K, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

HARIKRISHNA S NAIR

Date:

CCAVBCM269

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Place: Irinjalakuda

HARIKRISHNA S NAIR

Date:

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CHAPTER - I
INTRODUCTION

1.1 Introduction

In the digital era, the field of education is undergoing a transformative revolution propelled by advancements in Artificial Intelligence (AI). The integration of AI tools into educational settings holds the promise of revolutionizing the teaching and learning process, providing personalized and adaptive learning experiences. As traditional methods encounter the challenges of catering to diverse learner needs and navigating an evolving technological landscape, the potential of AI in education emerges as a beacon of innovation.

The convergence of AI and education signifies a paradigm shift, presenting educators and learners with unprecedented opportunities and challenges. AI technologies, encompassing machine learning algorithms, natural language processing, and data analytics, offer the ability to analyze vast datasets to customize educational content, provide real-time feedback, and adapt instructional approaches. However, as the education sector embraces these technologies, critical questions arise about the impact on pedagogy, the effectiveness of teaching methods, and the overall learning experience.

This research delves into the heart of the evolving relationship between AI and education, seeking to unravel the intricacies of integrating AI tools into the teaching and learning process. By exploring the potential benefits and challenges of AI in education, this study aims to provide a comprehensive understanding of how these technologies shape the educational landscape. As we embark on this exploration, the overarching question that guides this research is: How do AI tools influence the effectiveness of teaching methods and enhance the learning experience in educational settings?

To address this question, the study will navigate through the current landscape of AI in education, examining the practical applications, theoretical underpinnings, and implications for various stakeholders. Through a careful analysis of existing literature, empirical studies, and case examples, this research seeks to contribute to the growing body of knowledge surrounding the intersection of AI and education, paving the way for informed decision-making,

best practices, and a holistic understanding of the transformative potential of AI in shaping the future of learning.

1.2 Statement of the problem

Despite the increasing integration of Artificial Intelligence (AI) tools in education, there exists a gap in understanding the efficacy and impact of these technologies on the teaching and learning process. This research aims to investigate the following research problem: How do AI tools influence the effectiveness of teaching methods and enhance the learning experience in educational settings? This study seeks to explore the potential benefits, challenges, and implications of integrating AI technologies into classrooms, with a focus on identifying best practices, potential barriers, and the overall impact on educational outcomes. By addressing this research problem, the study aims to provide valuable insights for educators, policymakers, and stakeholders to optimize the integration of AI in education and foster a more informed and evidence-based approach to technology-enhanced learning.

1.3 Scope of study

A comprehensive research study on leveraging AI tools in the teaching and learning process encompasses various key areas. The investigation can delve into assessing the effectiveness of AI in improving student learning outcomes, comparing traditional methods with AI-assisted approaches, and exploring adaptability and personalization features that cater to individual learning needs. Additionally, the study may analyze the ways in which AI supports teachers in lesson planning, provides real-time feedback, and contributes to professional development. Ethical considerations, such as bias in algorithms and data privacy, should be thoroughly examined, with proposed strategies for responsible AI use. Exploring user experiences, attitudes, and the costeffectiveness of AI implementation in educational institutions is crucial. Assessing the role of AI in

automating assessments, delivering personalized feedback, and addressing global educational challenges provides valuable insights. Furthermore, the study can investigate successful implementation strategies, cultural considerations, and future trends in AI technologies, offering a holistic perspective on the integration of AI in the education sector.

1.4 Significance of study

The study's significance extends to its transformative potential in education, promising to redefine traditional paradigms and cultivate innovative practices. A primary contribution lies in its evaluation of the effectiveness of AI tools in education, addressing the pressing need for data-driven insights into the impact of artificial intelligence on student learning outcomes. By scrutinizing the adaptability and personalization features of AI, the study can uncover how technology can cater to diverse learning styles and individual needs, potentially revolutionizing the way education is tailored to each student.

Furthermore, the research holds substantial importance in advancing pedagogical approaches by investigating the multifaceted role of AI in supporting educators. This includes delving into how AI can streamline lesson planning processes, offer real-time feedback to teachers, and contribute to continuous professional development. Understanding the intricate ways in which AI augments the teaching profession not only ensures that educators are adequately equipped for the digital age but also fosters a collaborative and symbiotic relationship between human teachers and AI tools.

1.5 Objectives of the study

1. To identify the AI tools used by the teachers and students.
2. To examine the Association between the utilization of AI and their academic performance.
3. To study the relationship between AI tool utilization in the teaching learning process and job satisfaction among teachers.

1.6 Hypothesis of the study

HO: There is no association between the utilization of AI and the retention of students' knowledge as well as their academic performance.

H1: There is an association between the utilization of AI and the retention of students' knowledge as well as their academic performance

H0: There is no relationship between AI tool utilization in the teaching learning process and job satisfaction among teachers.

H1: There is a relationship between AI tool utilization in the teaching learning process and job satisfaction among teachers.

1.7 Research Methodology

This study employed a mixed-methods approach, incorporating both quantitative and qualitative methods. To gather primary data, a survey was conducted using a questionnaire. Additionally, secondary data was obtained from various sources such as websites, journals, and books. The research focused on the target population in Kerala, with respondents from Selected college students and teachers working in Thrissur District. A total of 110 questionnaires were distributed, and 100 responses were received.

Convenience sampling was utilized as the sampling technique in this research. Descriptive statistics were employed to illustrate the sample characteristics. Independent t-test is used to analyze the associations between two variables.

Correlation analysis was employed to assess the degree of relationship between two variables.

For data analysis and interpretation, the tools utilized were SPSS and MS Excel. These tools were utilized for both data coding and transcription processes.

1.8 Sample design

1.8.1 Population

The study is conducted on the leveraging AI tools on teaching and learning process among teachers and students with respect to Thrissur District.

1.8.2 Sample frame

To study the whole population in order to arrive at a conclusion would be impractical since it is not practical to include all school students in Trissur district in the area of data collection. It was considered to draw the sample. The sampling method used in this study is purposive sampling under the nonprobability sampling

1.8.3 Sample size

In this study, a sample comprising 100 respondents was selected from Thrissur district. The sample size, a crucial aspect in research, denotes the quantity of observations or individuals encompassed within a research study. It represents the subset of individuals, items, or data points chosen from a broader population to serve as a statistical representation

1.9 Tools for analysis

A questionnaire was designed for the purpose of achieving the research objectives. In order to analyze leveraging of AI tools among of college students/Teachers in Thrissur district. The statistical tool used for the analysis of primary data consist of frequencies cross tabulation, descriptive statistics like arithmetic mean, percentages, etc. One sample t-test, Correlation are used for the analysis of data. SPSS Software were used to bring out the final result.

1.10 Limitations of the study

1. The study is confined to 100 samples
2. The study is only confined among settled college teachers and students in Thrissur district.

1.11 Chapterisation

Chapter 1- Introduction

Chapter 2- Review of Literature

Chapter 3- Theoretical Framework

Chapter 4- Data Analysis and Interpretation

Chapter 5- Findings, Suggestion & Conclusion

CHAPTER - II
REVIEW OF LITERATURE

2.1 Introduction

A literature review is a comprehensive examination and analysis of existing literature, encompassing books, articles, and other scholarly works relevant to a specific topic or research question. Serving multiple purposes within academic and research contexts, a literature review offers a survey of current knowledge, summarizing key findings, theories, and methodologies. By thoroughly reviewing existing literature, researchers can pinpoint gaps in knowledge, guiding the formulation of research questions and objectives. Additionally, literature reviews provide essential context, positioning a research project within the broader landscape of existing scholarship and elucidating its contribution or challenges to current understanding. This critical analysis also involves evaluating the quality and relevance of sources, identifying biases, and assessing the robustness of research methodologies. Through the synthesis of information from diverse sources, literature reviews present a coherent and organized overview, aiding in the development and refinement of theoretical frameworks. Integral to academic papers, theses, dissertations, and research articles, literature reviews are crucial for establishing context, demonstrating familiarity with existing work, and justifying the necessity for new research endeavors.

2.1.1 Empirical review

Empirical research is published in books and in scholarly, peer-reviewed journals. However, most library database does not offer straight forward ways to locate empirical research. Below are tips for some of the most popular education and behavioral/social science database.

(Ruiz-Rojas, 2023) This literature review centers on the transformative capacity of generative artificial intelligence tools within education, specifically when applied in conjunction with the 4PADAFE instructional design matrix. The study's core aim is to assess the amalgamation of these tools and the matrix, elucidating their impact on the teaching-learning continuum. Through an investigation involving surveys administered to educators at the University of

ESPE Armed Forces, engaged in the MOOC course “Generative Artificial Intelligence Tools for Education: GPT Chat Techniques,” the research probes into the efficacy of these AI tools in educational settings. The findings underscore the pivotal role of generative AI tools when harmonized with an instructional design matrix, particularly in fostering expansive MOOC virtual classrooms. The study underscores the substantial potential of these AI tools in higher education, offering avenues to craft tailored, personalized educational experiences. By seamlessly integrating these tools alongside the instructional design matrix, educators can aptly design and deliver content that resonates with individual learning needs, thereby equipping students for the demands of the modern era. The review underscores the significant promise of generative AI tools, delineating their capacity to engage students innovatively, customize content, and endorse personalized learning approaches. The adoption of the 4PADAFE instructional design matrix further solidifies the coherence and efficacy of educational endeavors. Embracing these technological advancements, the education sector can adeptly navigate the challenges of the digital era, ensuring its relevance and efficacy in meeting contemporary learning demands.

(Ghamrawi, 2023) The study aimed to investigate the impact of Artificial Intelligence (AI) on teacher leadership, specifically examining whether AI is expanding or regressing teacher leadership, as perceived by teachers who were using AI in their teaching practices. Using a qualitative research design, the study employed semi-structured interviews to collect data from 13 teachers from five countries. The data were then analyzed using thematic analysis. The findings of the study indicated that the use of AI has the potential to both expand and regress teacher leadership. AI can expand teacher leadership by providing tools for personalization, curriculum development, automating administrative tasks, and supporting professional development. However, AI was also viewed to be regressing teacher leadership, by narrowing the role because technology was taking over some of its aspects. Five sets of competencies were suggested by

teachers for teacher leaders to sustain their roles in an AI era. The study concludes that the impact of AI on teacher leadership depends on how it is implemented and integrated into the education system. It highlights the importance of continued research and training in this area to inform future education policies and practices.

(Lawrence, 2023)The article explores the potential of enhancing teachers' capabilities through shared control with artificial intelligence (AI) in the context of dynamic learning transitions. Focused on a co-design process involving 76 middle school math teachers, the study analyzes teachers' conceptualizations of sharing control with an AI co-orchestration tool named Pair-Up. Leveraging qualitative content analysis, the research provides insights into teachers' perspectives on crucial aspects like control, trust, responsibility, efficiency, and accuracy in human-AI interactions. The co-orchestration tool, designed to facilitate seamless transitions between individual and collaborative learning, serves as a noteworthy example of human-AI technology integration. Furthermore, the article emphasizes the application of human-centered learning analytics in designing such technologies and offers reflections for human-AI technology designers, shedding light on fruitful methods to elicit teacher feedback and ideas for the development of similar systems. This research contributes valuable considerations for the evolving landscape of human-AI collaborative tools in educational settings.

(Eager & Brunton, 2023)The study navigates the transformative impact of Large Language Models (LLMs) and conversational-style generative artificial intelligence (AI) on higher education pedagogy. Focusing on tools like ChatGPT, it addresses concerns regarding plagiarism detection while highlighting opportunities for educators to harness AI to foster supportive learning environments. The commentary comprehensively explores the potential of AI-integrated teaching and learning practices in higher education, dissecting both the advantageous capabilities and challenges these technologies bring. It provides pedagogical guidance for crafting instructional text to optimize AI-generated outputs, supplemented by a case study exemplifying AI utilization in

assessment design. The review underscores the imperative view of AI as a supplementary tool within a spectrum of resources to elevate teaching and learning outcomes in higher education, advocating for its strategic incorporation alongside existing methodologies.

(Baidoo-Anu & Owusu Ansah)The study reveals the impact of ChatGPT, a generative AI tool, on the educational landscape since its public release in November 2022. ChatGPT's rapid subscriber growth and remarkable capabilities have sparked a transformation in education, prompting both excitement and concerns among educators. Drawing on recent literature, the study presents potential benefits such as personalized and interactive learning, formative assessment facilitation, and ongoing feedback generation. However, inherent limitations are acknowledged, including potential inaccuracies, biases in data training leading to reinforced biases, and privacy concerns. Recommendations are offered to maximize ChatGPT's potential in education while mitigating its limitations. The review emphasizes the need for collaboration among policymakers, researchers, educators, and technology experts to foster safe and constructive use of evolving generative AI tools in education, prioritizing student learning and development.

(K.G Srinivasa & Kuppala Sarita, 2022)The rapid evolution of artificial intelligence (AI) has brought about transformative changes in various facets of society, including education. The integration of AI technologies into educational settings has created new opportunities for industry and disrupted traditional norms. This shift has not only impacted the concept of expertise but has also presented significant challenges, necessitating substantial financial investments at all educational levels. The journey of AI in education began with computer-based technologies, progressed to web-based intelligent education systems, and eventually incorporated embedded computer systems alongside humanoid robots and web-based chatbots. This multifaceted approach has enabled AI to assume instructional duties independently or in collaboration with human instructors. The ongoing evolution of AI, marked by advancements in machine learning and adaptability, has led to more effective and efficient review and grading of student

assignments. Moreover, instructors have witnessed improvements in their teaching activities, with AI platforms enabling the customization and personalization of curriculum and content to cater to individual student needs. Ultimately, this integration aims to enhance students' learning experiences and elevate the overall quality of education.

(Raheel Nawaz ,Quanbin Sun ,Matthew Shardlow ,Georgios Kontonatsios ,Naif R. Aljohani ,Anna Visvizi , and Saeed-UI Hassan, 2022)The article emphasizes the pivotal role of students' teaching evaluations, combining Likert scale and free-text responses, in enhancing higher education quality. While Likert scale analysis prevails due to ease, the richness of free-text data remains underutilized due to manual processing challenges. To address this, a novel automated analysis framework, employing supervised machine learning and unsupervised clustering, is proposed. A case study with 4400 open-ended responses from the National Student Survey (NSS) at a UK university showcases the framework's effectiveness. The results informed and guided teaching and learning interventions over two years, affirming the framework's validity and broad applicability in diverse educational contexts. This innovative approach not only efficiently processes textual feedback but also underscores its potential to drive substantial improvements in teaching and learning practices at various scales.

(J.Stephen Downie & Samuel Kai Wah Chu, 2022) :The study examines the landscape of AI teaching and learning (AITL) research from 2000 to 2020, addressing the emerging concept of "AI literacy." The analysis of 49 publications reveals a historical focus on computer science education at the university level, with limited integration into K-12 classrooms due to a lack of age-appropriate teaching tools. However, the review highlights valuable pedagogical models and collaborative project-based learning approaches adopted by educators, emphasizing activities like software development, problem-solving, and robotics tinkering. Despite programming prerequisites, recent years have seen a shift towards interdisciplinary design in AI education, supported by suitable teaching tools. The findings underscore the evolving nature of AI literacy education,

emphasizing the need for educators to adapt pedagogical strategies and curricula to prepare students for the responsibilities of a burgeoning AI-driven economy. Additionally, global initiatives incorporating AI literacy into educational standards signal a growing awareness of the importance of AI education in shaping responsible and educated citizens.

(Santosh Gopalkrishnan; Madhura Bedarkar, 2022)The study addresses the profound influence of digital transformation on secondary and tertiary education, emphasizing the integration of artificial intelligence (AI) and Internet of Things (IoT) tools. The analysis encompasses insights gleaned from a focus group discussion involving management academicians, aimed at assessing the sector's evolution due to technological advancements. Highlighting the impact, the review underscores the substantial benefits of digital transformation in education, particularly in enhancing affordability and accessibility for learners, while ensuring feasibility and sustainability in educational delivery for providers. Furthermore, the review offers suggestions to enhance education delivery processes through digital initiatives, emphasizing the potential for technological integration to optimize educational practices.

Bharatwaja Namatherdhala, Noman Mazher, Gopal Krishna Sriram (2022):The study critically examines the pervasive influence of Artificial Intelligence (AI) technology within the realm of education. It meticulously delves into the multifaceted role of AI, encompassing its impact on learning, instructional methodologies, and administrative functionalities within the education sector. The research meticulously evaluates various advanced AI technologies and their distinct contributions to enhancing educational processes. With a comprehensive analysis, it thoroughly explores the innovative facets of AI tools and technologies that intersect with and transform diverse aspects of education. Serving as a foundational resource, this review aims to anchor the ongoing discourse and research endeavors surrounding the integration and influence of AI in education, encapsulating the pivotal areas where AI exerts its profound influence on educational paradigms.

(Daniella DiPaola, Yihong Cheng & Cynthia Breazeal, 2022) the article addresses the imperative need for AI education in K-12 settings, focusing on middle school students and the challenges associated with cultivating AI literacy. The authors assert that a comprehensive AI literacy education should encompass three core domains: technical concepts and processes, ethical and societal implications, and career futures in the AI era. The study introduces the Developing AI Literacy (DAILY) workshop, designed to integrate learning across these domains. Results indicate that post-workshop, students not only acquired a foundational understanding of AI concepts but also demonstrated an ability to identify and address bias in machine learning and contemplate the personal, career, and societal implications of AI. The study underscores the effectiveness and age-appropriateness of incorporating ethics and career considerations into AI education for middle school students, thereby contributing a valuable model for integrating ethics into AI teaching practices. This research holds significance for the broader field of AI education, offering insights into fostering AI literacy at an early educational stage.

(Stephen J.H. Yang a, Hiroaki Ogata b, Tatsunori Matsui c, Nian-Shing Chen d, 2021) The study offers a comprehensive review of the role of artificial intelligence (AI) in shaping various facets of human life and society. It emphasizes the gradual evolution of AI and its growing impact on humanity, highlighting the urgency for a deeper comprehension of its workings. The research delves into how AI can revolutionize design methodologies and tools, advancing not only AI itself but also its applications in research, education, policy-making, and practical implementations to enhance human well-being. It acknowledges AI's potential in elevating human capabilities, enhancing productivity across essential sectors like food, health, education, water, and energy. Nevertheless, it critically addresses the risks associated with AI, notably algorithmic biases and the absence of effective governance, which could potentially impede human rights and perpetuate societal inequalities based on

factors such as employment, gender, and race. The paper advocates for a shift towards human-centered AI (HAI), emphasizing the need to approach AI development and deployment with a focus on human conditions and contexts. It underscores the importance of an inclusive dialogue between technology-centric and humanity-centric researchers to gain a holistic understanding of HAI's implications and potentials, thereby contributing to a more nuanced comprehension of AI's impact on the human condition.

(Ashraf Alam,2021) This study delves into the impact of artificial intelligence (AI) on education, focusing on its utilization and effects within administration, educational processes, and learning outcomes. Employing a narrative and exploratory framework developed through qualitative research techniques, the study primarily utilizes literature review as its methodology. AI, characterized by human-like cognitive abilities such as learning, adaptation, and decisionmaking, has witnessed significant adoption in various organizational contexts, particularly within educational institutions. The evolution of AI spans from initial computer technologies to sophisticated online educational platforms and embedded computer systems, incorporating tools like humanoid robots and web-based chatbots. These technologies have empowered educators to enhance instructional quality, increase efficiency in administrative tasks like student evaluation, and personalize curricula and materials to cater to individual student needs. The findings highlight AI's role in facilitating better absorption and retention of learning materials, thereby enhancing the overall educational experience.

(Bill Cope,Mary Kalantzis &Duane Searsmith, 2020)The study presents a decade-long collaboration between educators and computer scientists at the University of Illinois, focusing on reshaping the landscape of education in the era of "artificial intelligence." Dissatisfied with initial digital learning platforms, the researchers aimed to develop innovative alternatives while investigating their practical implementation. The inquiry centers on understanding the essence of machine intelligence, its constraints, and its potential applications in education.

The paper offers initial conceptual insights and subsequently examines experimental implementations, detailed elsewhere. The primary conclusion asserts that while artificial intelligence, within the framework of electronic computing's evolution, will never supplant the role of a teacher due to its fundamental disparities with human intelligence, it does possess the capability to revolutionize education. Contrary to popular belief, it suggests that AI has the potential to render education more humane by working within the boundaries outlined in the study, transforming educational paradigms without replacing the human touch.

(Holstein, Kenneth; McLaren, Bruce M. Alevan, Vincent, 2019) The article underscores the importance of involving non-technical stakeholders in the design and development of learning analytics (LA) systems, focusing on the case study of Lumilo, a real-time awareness tool for teachers in AI-enhanced K-12 classrooms. The iterative co-design, development, and classroom evaluation of Lumilo demonstrate the feasibility of engaging stakeholders throughout the entire design process. The authors advocate for the necessity of "new kinds of prototyping methods" in co-prototyping LA tools and introduce their own method, REs, to address challenges unique to this context. This work marks a significant contribution as the first end-to-end demonstration of meaningful non-technical stakeholder participation in the creation of a complex LA system, from early phases to real-world evaluation. The article concludes by offering methodological recommendations for future efforts in LA codesign, emphasizing the potential for enhanced usefulness and usability of educational technologies through collaborative development processes.

CHAPTER – III
CONCEPTIONAL REVIEW

3.1 Introduction

Artificial Intelligence (AI) represents a transformative frontier in technology, seamlessly blending human ingenuity with machine capabilities. At its core, AI involves the development of computer systems that can perform tasks that typically require human intelligence. Through the amalgamation of advanced algorithms, vast datasets, and computing power, AI enables machines to learn, reason, and make decisions. This paradigm shift has profound implications across various domains, ranging from healthcare and education to finance and industry. The introduction of AI signifies a leap into a future where machines not only automate mundane tasks but also exhibit cognitive abilities, fostering innovation, efficiency, and a new era of possibilities. As society continues to embrace AI, the ethical considerations and responsible development of this technology become imperative, ensuring that its integration enhances human lives and societal progress.

AI has become increasingly prevalent in the teaching and learning sector, offering a range of tools and applications to enhance educational experiences. These AI-powered tools include intelligent tutoring systems, personalized learning platforms, automated grading systems, virtual classrooms, and adaptive learning technologies. They aim to provide tailored and efficient learning experiences, catering to individual student needs. Additionally, AI is utilized for data analysis to identify patterns, assess student performance, and offer insights for educational improvements. While AI in education holds great potential, it also raises questions about privacy, equity, and the need for effective human-technology integration in the learning process.

3.2 Teaching

Artificial Intelligence (AI) is revolutionizing the teaching process by introducing personalized and adaptive learning experiences. Utilizing data analytics, AI tailors educational content to individual student needs,

fostering engagement and understanding. Automated grading and feedback systems streamline assessment tasks, allowing educators to focus on interactive teaching elements. Intelligent tutoring systems provide real-time support, and virtual classrooms break down geographical barriers, enabling flexible learning environments. Predictive analytics help identify students at risk, facilitating early intervention. Additionally, AI contributes to continuous professional development for teachers, offering personalized training and resources. While these advancements enhance education, careful consideration is necessary to address issues of data privacy, ethical use, and the importance of maintaining human elements in teaching.

3.3 Learning

Artificial Intelligence (AI) is reshaping the learning process by introducing personalized, adaptive, and efficient approaches. AI analyzes individual student data to tailor learning experiences, ensuring a customized curriculum that aligns with diverse learning styles. Adaptive learning systems dynamically adjust content difficulty, preventing boredom or frustration. Automated grading and feedback streamline assessments, providing instant responses and freeing up educators' time. Intelligent tutoring systems offer real-time assistance, and virtual learning environments enable flexible, accessible education. Predictive analytics help identify areas of improvement, allowing for targeted interventions. While AI enhances learning outcomes, careful consideration is needed for ethical use, privacy concerns, and the preservation of the human touch in education.

3.4 Benefit

The incorporation of artificial intelligence (AI) into the teaching and learning process heralds a transformative era in education, offering a myriad of advantages that enhance the overall educational experience. One of the key benefits is the personalization of learning. AI algorithms can analyze individual students' learning styles, preferences, and performance data, allowing for the customization of educational content, pacing, and assessments. This adaptability

ensures that each student receives tailored instruction, addressing their unique needs and optimizing comprehension. Another significant advantage lies in the development of adaptive learning systems. AI-powered platforms can dynamically adjust the difficulty level of content based on a student's progress, providing a continuous and appropriately challenging learning experience. This not only keeps students engaged but also helps prevent feelings of frustration or boredom that can arise from material that is either too easy or too difficult. Efficient grading and feedback mechanisms are streamlined through AI, automating the assessment process and delivering instant, consistent feedback to students. This not only saves educators time but also allows for a more rapid and focused response to students' academic performance, fostering a culture of continuous improvement. Furthermore, the 24/7 accessibility of AI-driven educational tools enables students to learn at their own pace and convenience, accommodating diverse schedules and learning preferences.

AI contributes to data-driven insights in education by collecting and analyzing vast amounts of student performance data. This information allows educators to identify patterns, trends, and areas of improvement, enabling targeted interventions and personalized support for struggling students. Resource management in educational institutions is also optimized through AI, with predictive analytics helping to allocate resources efficiently, plan courses effectively, and identify areas requiring additional attention.

3.5 Technological Advancement

One significant technological advancement in AI tools for education is the development of intelligent tutoring systems (ITS). These systems leverage AI algorithms, including natural language processing (NLP), machine learning (ML), and cognitive modeling, to provide personalized and adaptive learning experiences for students. Intelligent tutoring systems can assess students' knowledge and skills, identify areas of strength and weakness, and dynamically adjust the content and pace of instruction to meet individual learning needs. They can offer real-time feedback, guidance, and hints to help students master

concepts and solve problems more effectively. Additionally, AI-powered educational tools often incorporate data analytics capabilities, enabling educators to track students' progress, monitor their engagement and performance, and identify patterns and trends in learning outcomes. This data-driven approach can inform instructional decisions, curriculum design, and intervention strategies to support student learning and achievement. Furthermore, AI tools in education are increasingly incorporating natural language understanding and generation capabilities, enabling more interactive and conversational learning experiences. Chatbots and virtual tutors powered by AI can engage students in meaningful dialogue, answer questions, provide explanations, and offer assistance, extending learning beyond the classroom and supporting independent study.

3.6 Socio Economic

The intersection of increasing educational costs and the growing demand for skilled workers has spurred a search for more efficient and effective educational methods. Artificial intelligence (AI) emerges as a transformative solution by offering multifaceted benefits. Firstly, it can streamline education by automating tasks traditionally handled by human teachers, like grading papers and providing feedback, thereby reducing operational costs. Moreover, AI's capacity for personalized learning experiences and adaptive feedback enhances the quality of education, catering to individual student needs and potentially improving learning outcomes. This tailored approach not only fosters deeper understanding but also cultivates critical skills essential for the modern workforce, including problem-solving, critical thinking, and collaboration, thus better preparing students for success in the 21st-century job market. Through these mechanisms, AI holds promise as a tool to address both the economic challenges of education affordability and the societal demand for skilled professionals.

CHAPTER – IV
DATA ANALYSIS AND INTERPRETATION

Table No. 4.1
Classification of respondents on the basis of age

Age	No. of respondents	%
18-19	17	17
20-21	37	37
22-23	5	5
Above 23	41	41

(Source : Survey data)

Table 4.1 reveals the classification of respondents on the basis of age. Among hundred samples 17% were between 18-19 years, 37% were between 20-21 years, 5% were between 22-23 years and 41% were above 23 years old.

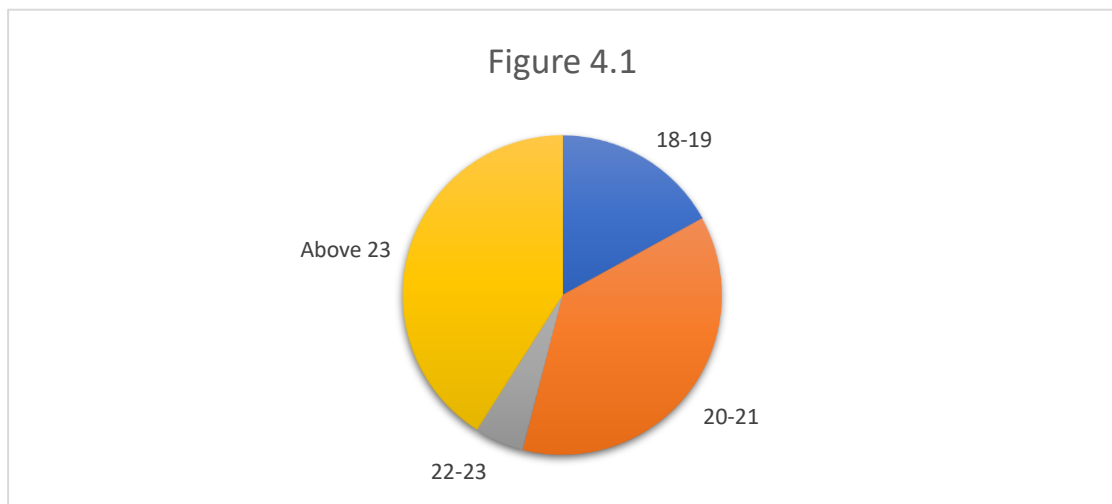


Table No. 4.2

Classification of respondents of the basis of gender

Gender	No of respondents	%
Male	52	52
Female	48	48

(Source : Survey data)

Table 4.2 reveals the classification of respondents on the basis of gender. Among 100 samples 52% are male and 48% are female respondents

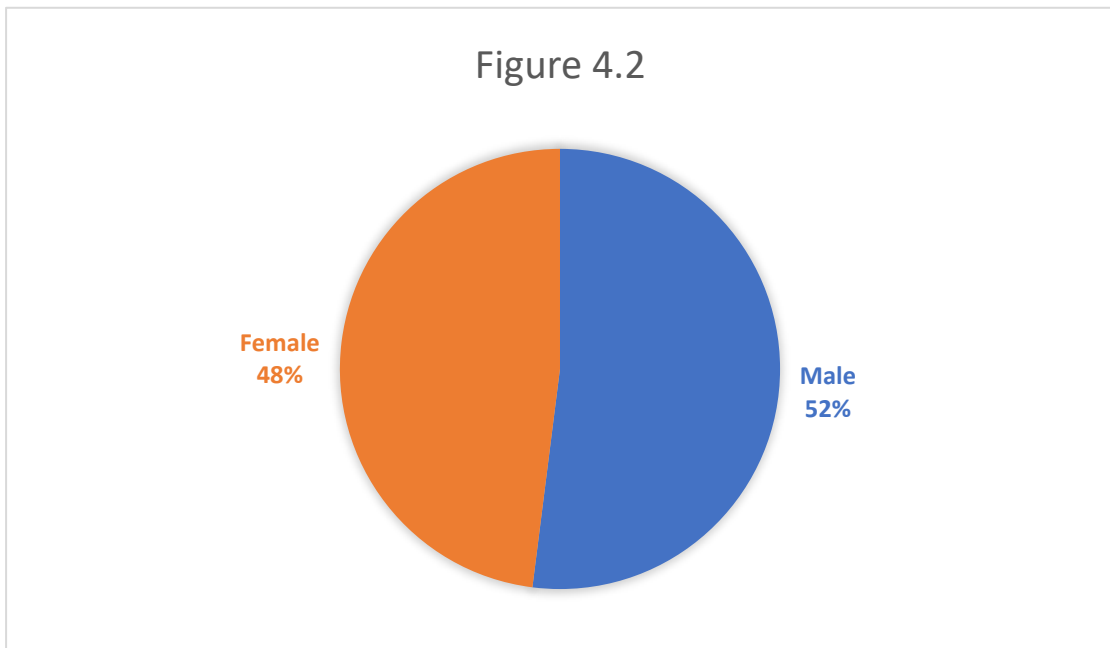


Table 4.3

Classification of respondents on the basis of streams.

Stream	No. of respondents	%
Arts	27	27
Science	34	34
Commerce	39	39

(Source : Survey data)

Table 4.3 reveals the classification of respondents on the basis of streams. Among 100 samples 27% were Arts stream, 34% were Science stream and 39% were Commerce.

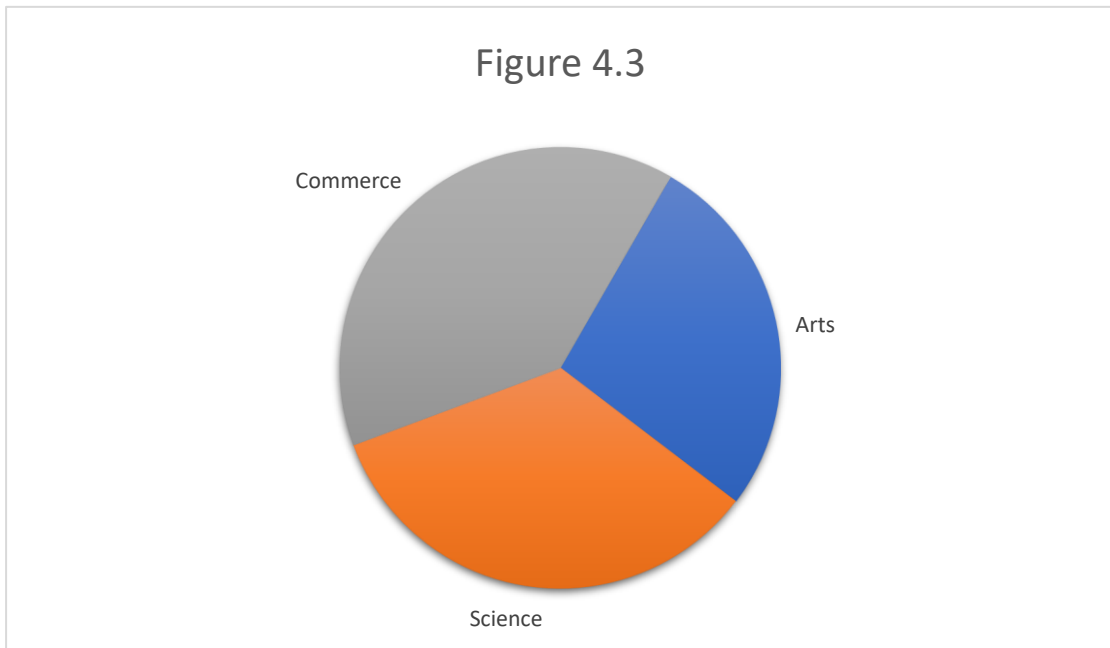


Table 4.4

Classification of respondents on the basis of relying on AI tools for teaching learning process

	No of respondents	%
Strongly Agree	34	34
Agree	49	49
Neutral	14	14
Disagree	1	1
Strongly Disagree	2	2

(Source : Survey data)

Table 4.4 reveals classification on the basis of relying on AI tools in teaching/learning process. Among 100 samples 34% strongly agree, 49% agree, 14% neutral, 1% Disagree & 2% strongly disagree .

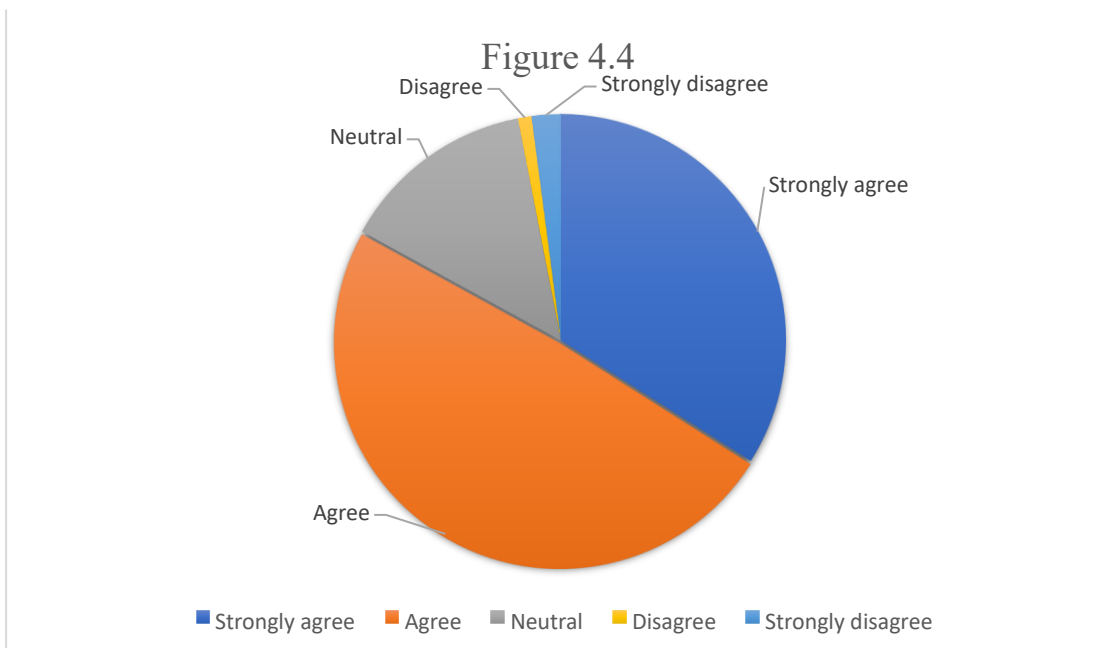


Table 4.5

Classification on respondents on the basis of AI tools in teaching/learning process positively impacts the overall workload

	No of respondents	%
Strongly Agree	42	42
Agree	28	28
Neutral	9	9
Disagree	14	14
Strongly Disagree	7	7

(Source : Survey data)

Table 4.5 reveals classification on the basis of AI tools in teaching/learning process positively impact the overall workload. Among 100 samples 42% strongly agree, 28% agree, 9% neutral, 14% Disagree & 7% strongly disagree with the statement.

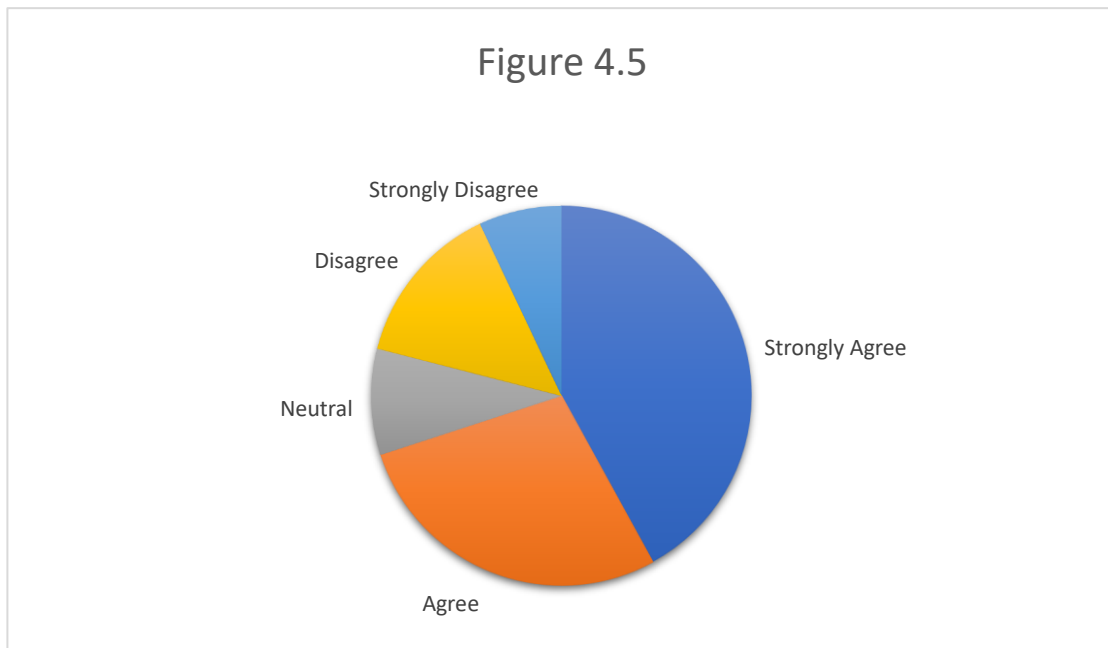


Table 4.6

Classification on respondents on the basis AI tools Provide valuable insight in teaching/learning that traditional methods may lack

	No of respondents	%
Strongly Agree	13	13
Agree	50	50
Neutral	31	31
Disagree	5	5
Strongly Disagree	1	1

(Source : Survey data)

Table 4.6 reveals classification on the basis of AI tools in teaching /learning provide valuable insight that traditional methods may lack. Among 100 samples 42% strongly agree, 28% agree, 9% neutral, 14% Disagree & 7% strongly disagree with the statement.

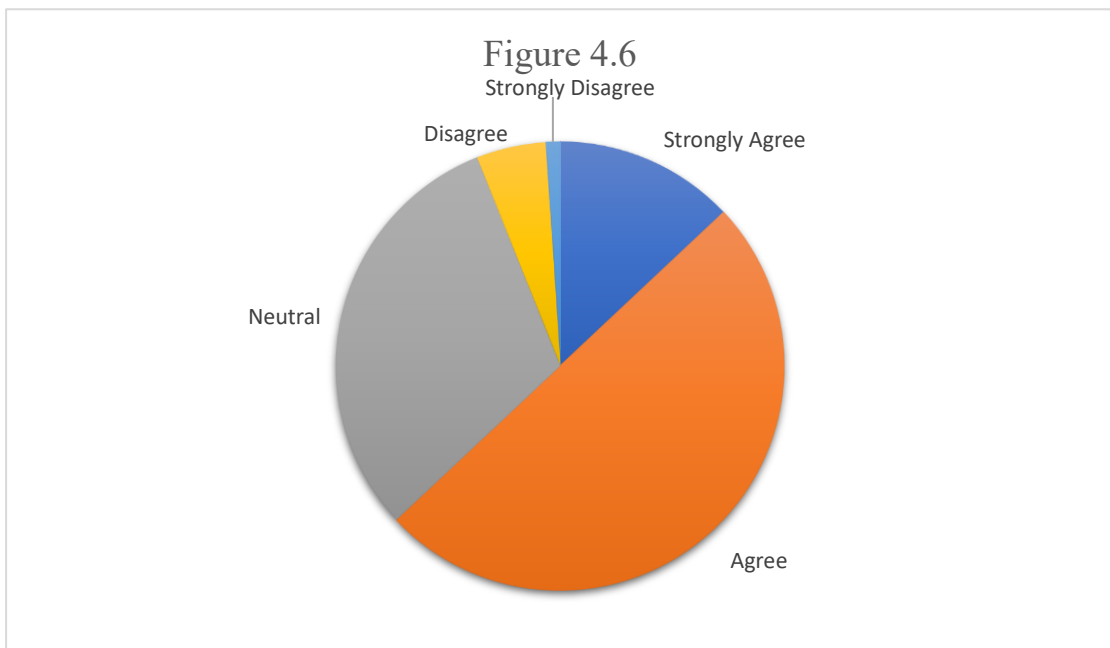


Table 4.7

Classification on respondents on the basis using of AI tools provide confident in navigating &utilizing for teaching/learning purpose

	No of respondents	%
Strongly Agree	21	21
Agree	50	50
Neutral	25	25
Disagree	3	3
Strongly Disagree	2	2

(Source : Survey data)

Table 4.7 reveals classification on the basis using of AI tools provide confident in navigating &utilizing for teaching/learning purpose. Among 100 samples 21% strongly agree, 52% agree, 25% neutral, 3% disagree & 2% strongly disagree.

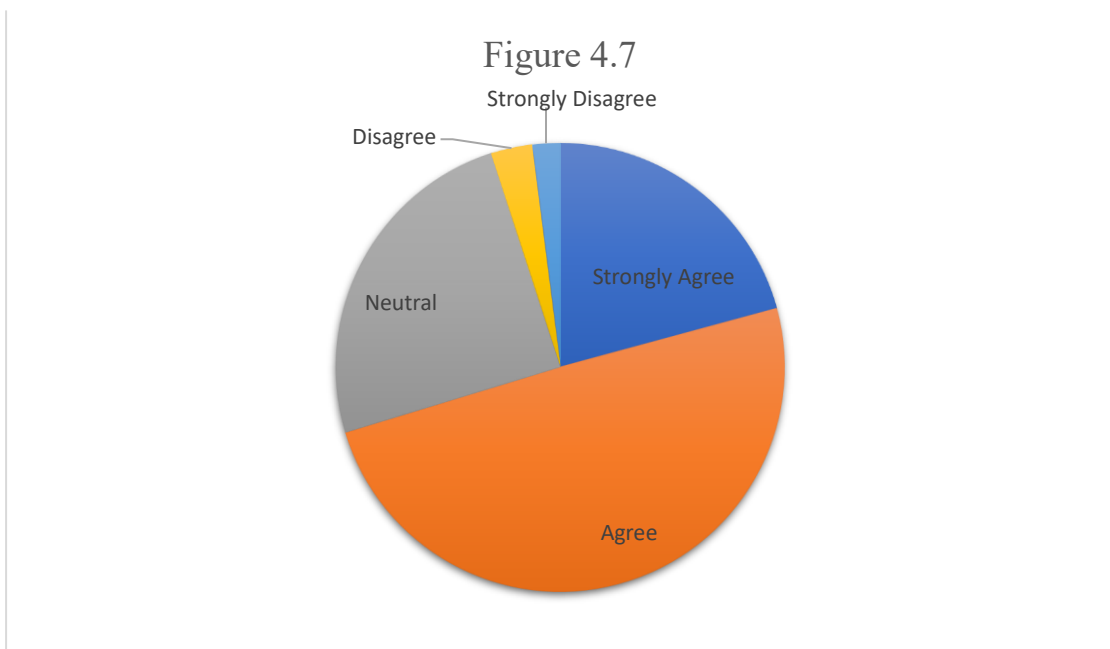


Table 4.8

Classification on the basis the respondents have gained familiarity in using AI tools in teaching/learning purpose.

	No of respondents	%
Strongly Agree	12	12
Agree	43	43
Neutral	35	35
Disagree	9	9
Strongly Disagree	1	1

(Source : Survey data)

Table 4.8 reveals classification on the basis the respondents have gained familiarity in using AI tools in teaching/learning purpose. Among 100 samples 12% strongly agree, 43% agree, 35% neutral, 9% Disagree & 1% strongly disagree with the statement.

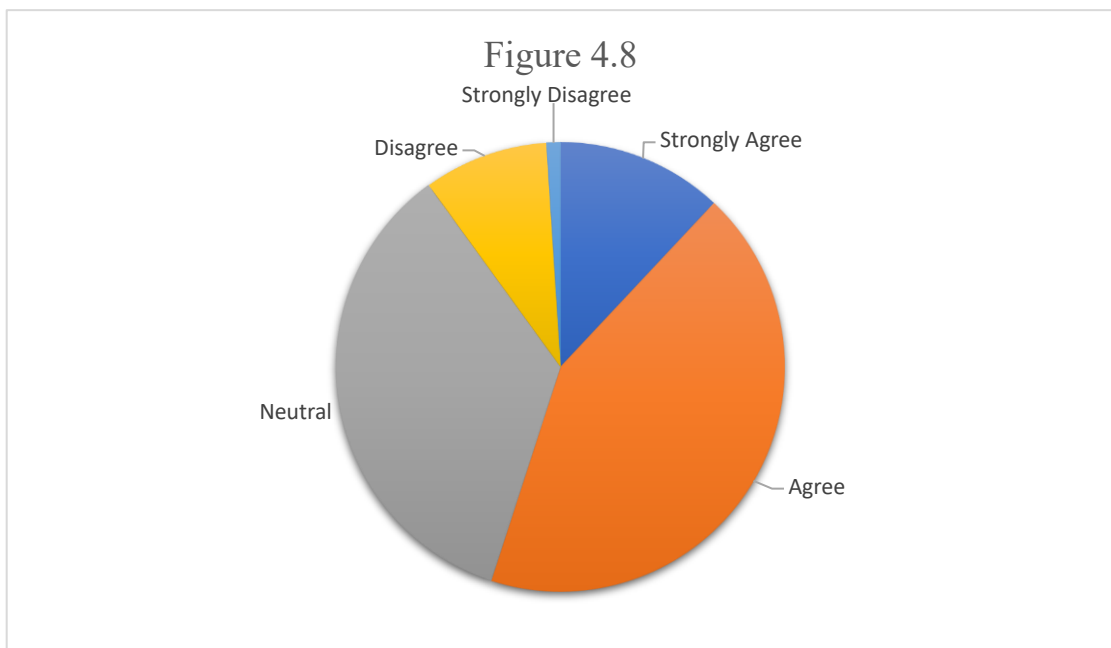


Table 4.9

Classification on the basis of the respondents facing difficulties on navigating AI tools in teaching/learning purpose.

	No of respondents	%
Frequently	7	7
Occasionally	32	32
Often	26	26
Rarely	32	32
Never	3	3

(Source : Survey data)

Table 4.9 reveals classification of the respondents difficulties in using AI tools in teaching/learning purpose. Among 100 samples 7% frequently, 32% occasionally, 26% often, 32% rarely, 3% never faced difficulties on navigating AI tools.

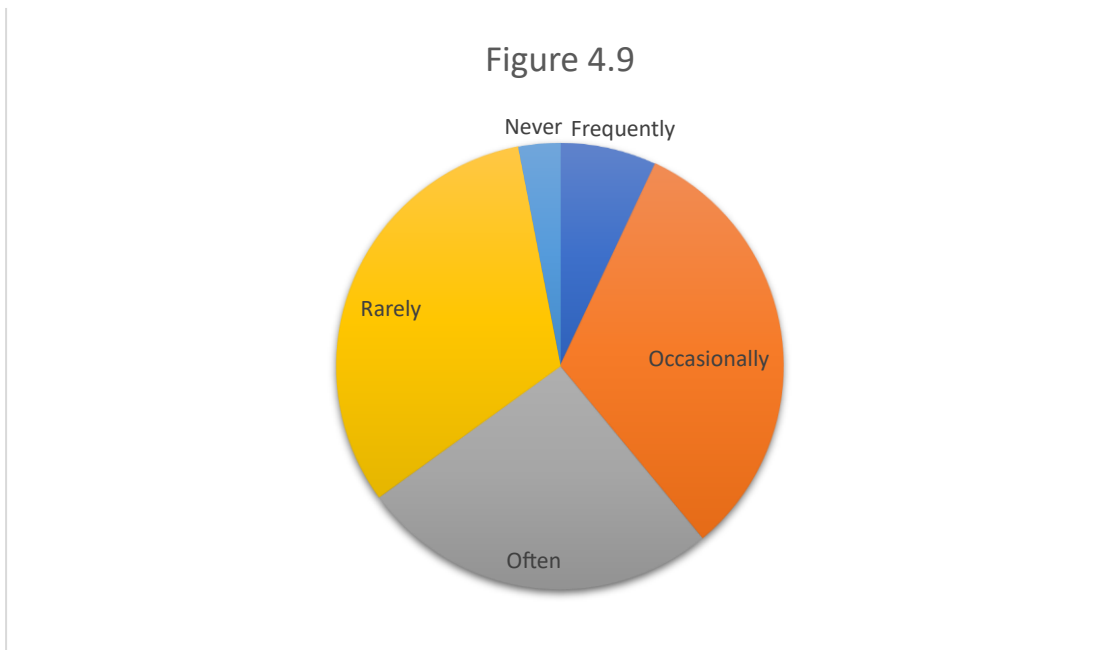


Table 4.10

Classification of respondents on the basis Learning Management system contributes to the enhancement in teaching/learning purpose.

	No of respondents	%
Strongly Agree	5	5
Agree	46	46
Neutral	35	35
Disagree	6	6
Strongly Disagree	8	8

(Source : Survey data)

Table 4.10 reveals classification on the basis learning management system contributes to the enhancement in teaching/learning purpose. Among 100 samples 5% strongly agree, 46% agree, 35% neutral, 6% Disagree & 8% strongly disagree with the statement.

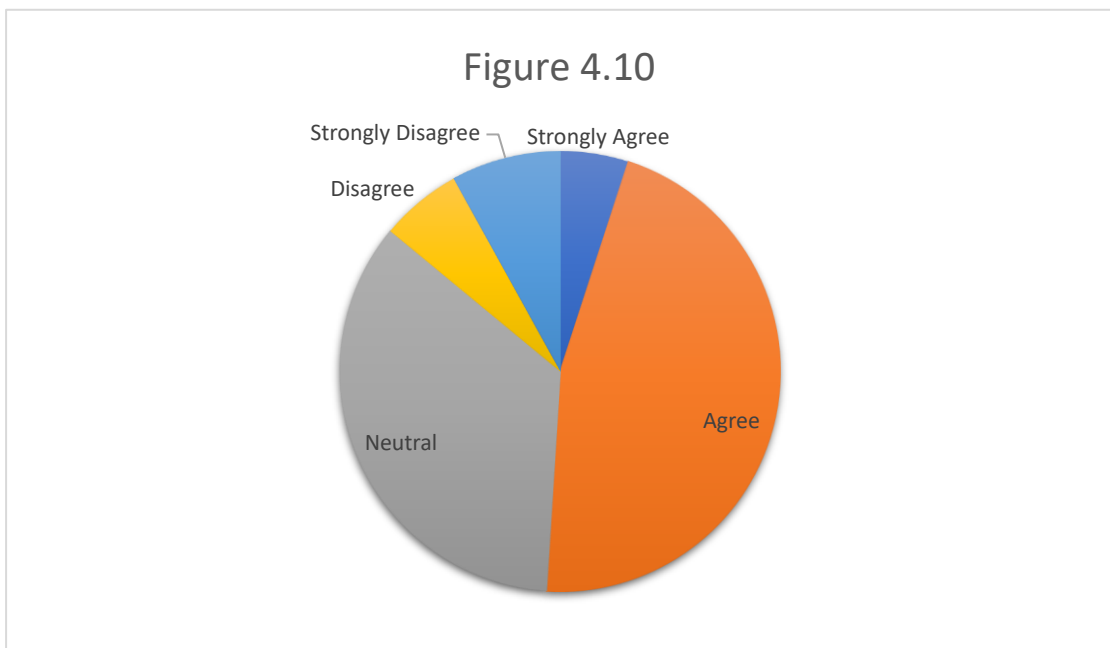


Table 4.11

Classification of respondents on the basis Chatbots and virtual assistance help to increase the teaching-learning process.

	No of respondents	%
Strongly Agree	7	7
Agree	47	47
Neutral	30	30
Disagree	10	10
Strongly Disagree	6	6

(Source : Survey data)

Table 4.11 reveals classification of respondents on the basis Chatbots and virtual assistance help to increase the teaching-learning process. Among 100 samples 7% strongly agree, 47% agree, 30% neutral, 10% Disagree & 6% strongly disagree with the statement.

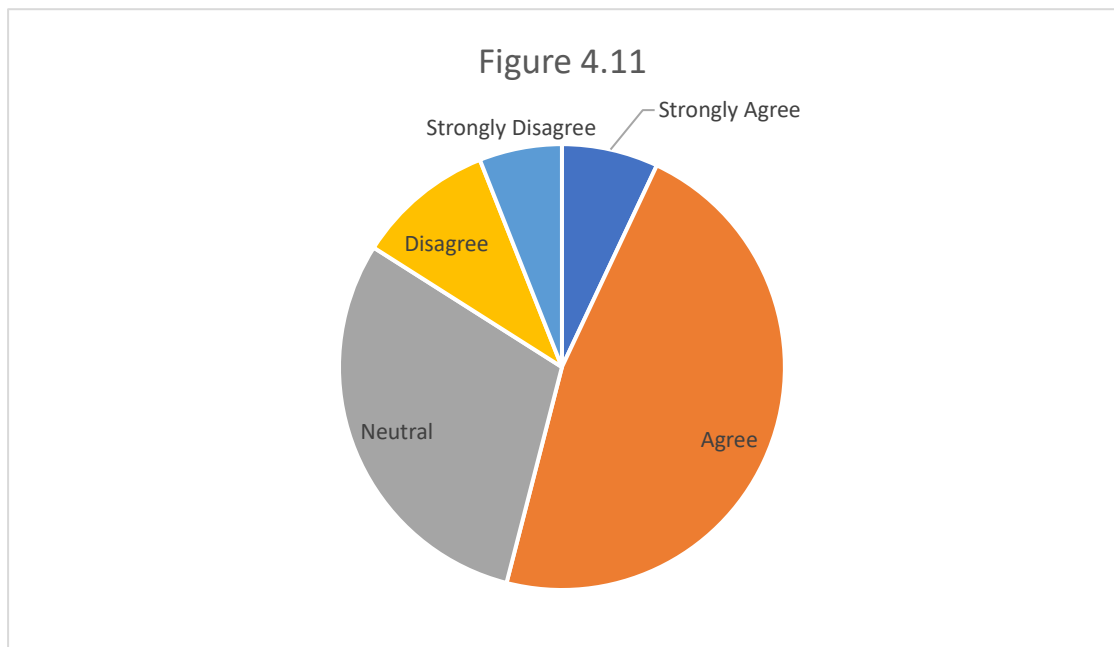


Table 4.12

Classification of respondents on the basis automated grading system helps to increase teaching/learning purpose

	No of respondents	%
Strongly Agree	8	8
Agree	39	39
Neutral	40	40
Disagree	10	10
Strongly Disagree	3	3

(Source : Survey data)

Table 4.12 reveals classification of respondents on the basis automated grading system helps to increase teaching/learning purpose. Among 100 samples 8% strongly agree, 39% agree, 40% neutral, 10% Disagree & 3% strongly disagree with the statement.

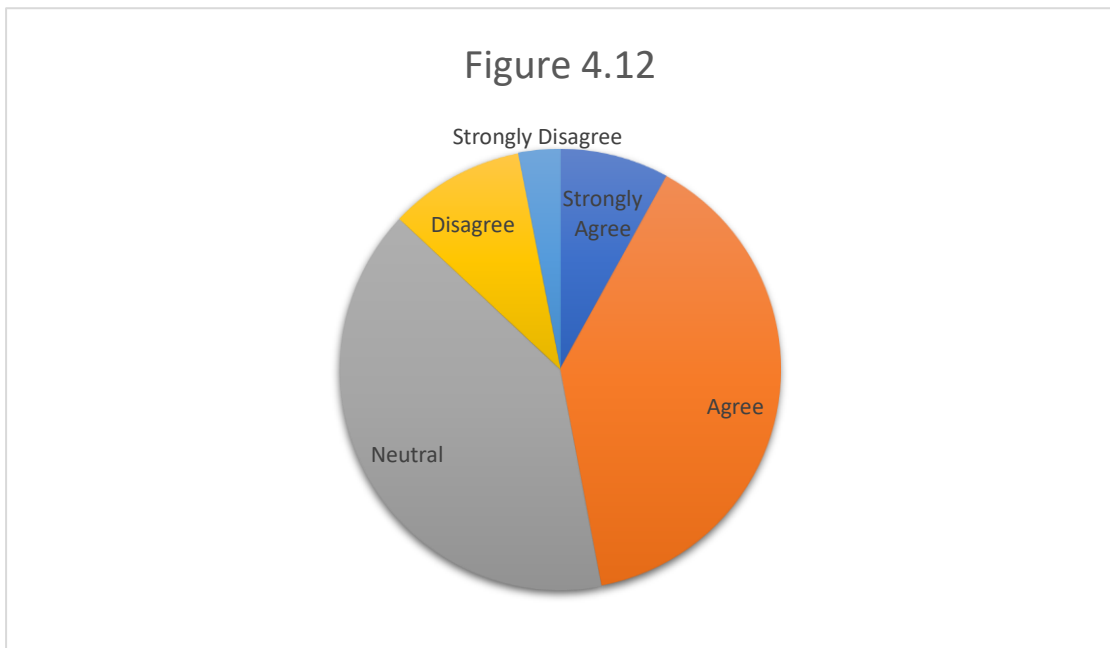


Table 4.13

Classification of respondents on the basis AI powered content creation helps to increase teaching/learning purpose

	No of respondents	%
Strongly Agree	14	14
Agree	49	49
Neutral	27	27
Disagree	8	8
Strongly Disagree	3	3

(Source : Survey data)

Table 4.13 reveals classification of respondents on the basis AI powered content creation helps to increase teaching/learning purpose. Among 100 samples 14% strongly agree, 49% agree, 27% neutral, 8% Disagree & 3% strongly disagree with the statement.

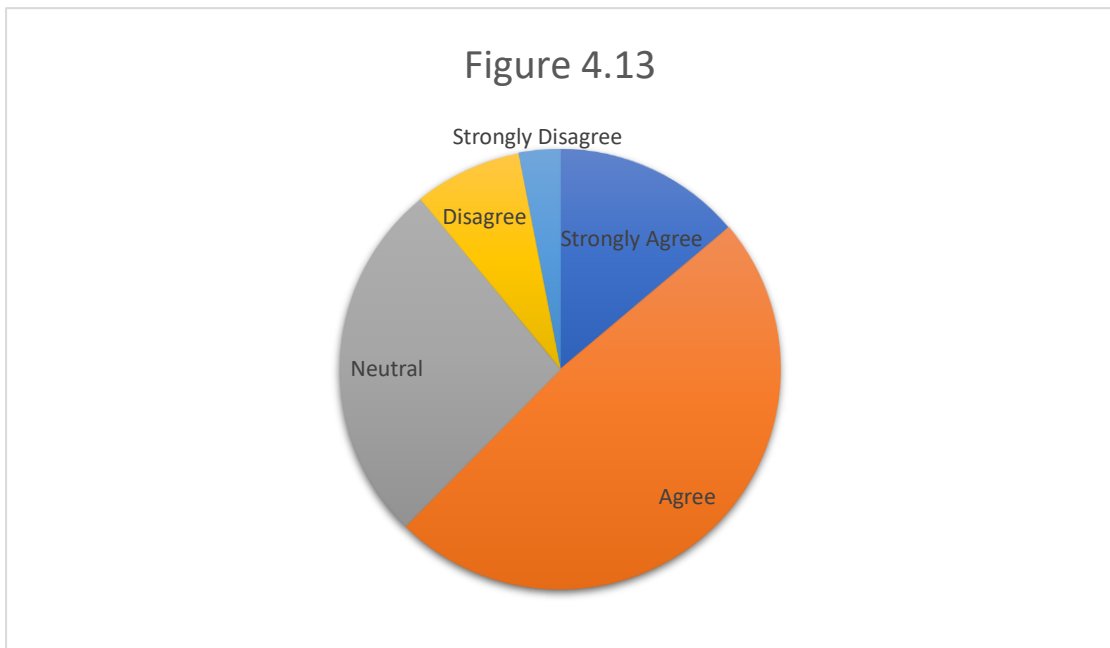


Table 4.14

Classification on the basis the respondents use chatgpt in teaching/learning purpose

	No of respondents	%
Frequently	36	36
Occasionally	39	39
Often	12	12
Rarely	10	10
Never	3	3

(Source : Survey data)

Table 4.14 reveals classification of the respondents using chatgpt in teaching/learning purpose. Among 100 samples 36% frequently, 39% occasionally, 12% often, 10% rarely, 3% never used chatgpt as AI tool in teaching/learning purpose.

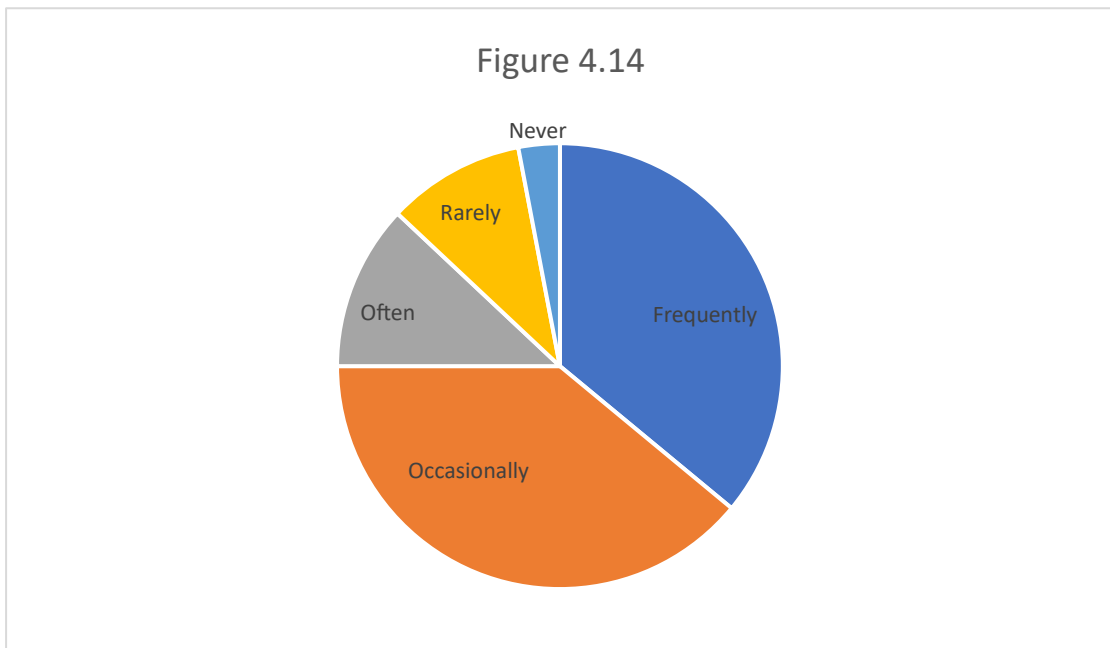


Table 4.15
Classification on the basis the respondents use google classroom in
teaching/learning purpose

	No of respondents	%
Frequently	20	20
Occasionally	33	33
Often	13	13
Rarely	28	28
Never	6	6

(Source : Survey data)

Table 4.15 reveals classification of the respondents using google classroom in teaching/learning purpose. Among 100 samples, 20% frequently, 33% occasionally, 13% often, 28% rarely, 6% never used google classroom as AI tool in teaching/learning purpose.

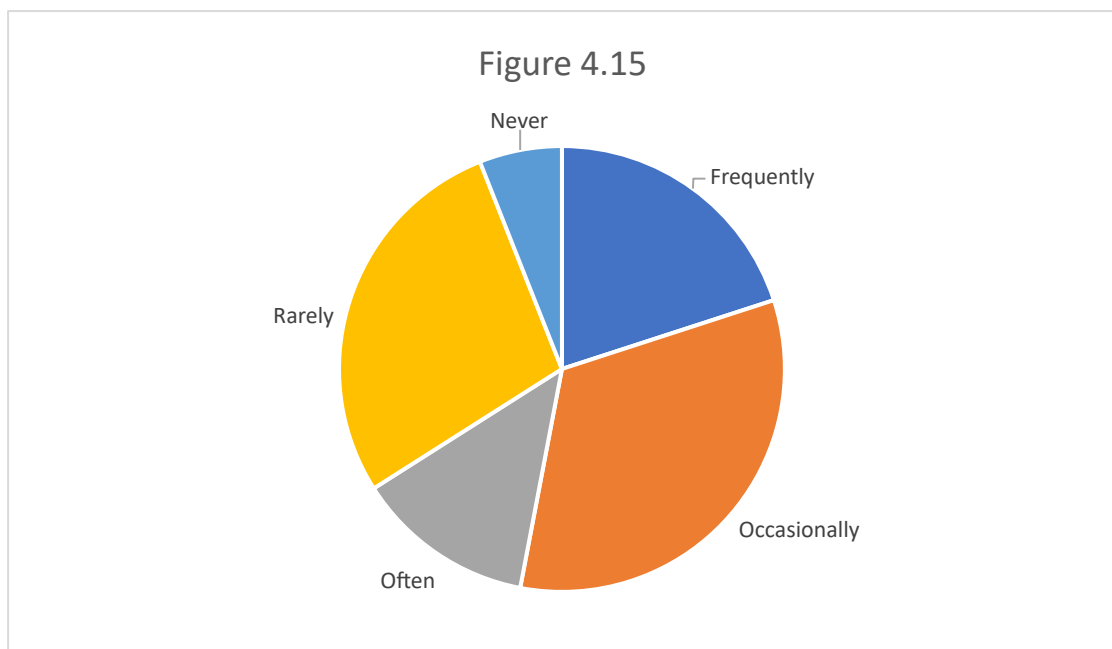


Table 4.16
Classification on the basis the respondents use copilot in teaching/learning purpose

	No of respondents	%
Frequently	12	12
Occasionally	24	24
Often	24	24
Rarely	16	16
Never	24	24

(Source : Survey data)

Table 4.16 reveals classification of the respondents using google classroom in teaching/learning purpose. Among 100 samples, 12% frequently, 24% occasionally, 24% often, 16% rarely, 24% never used copilot AI tool in teaching/learning purpose.

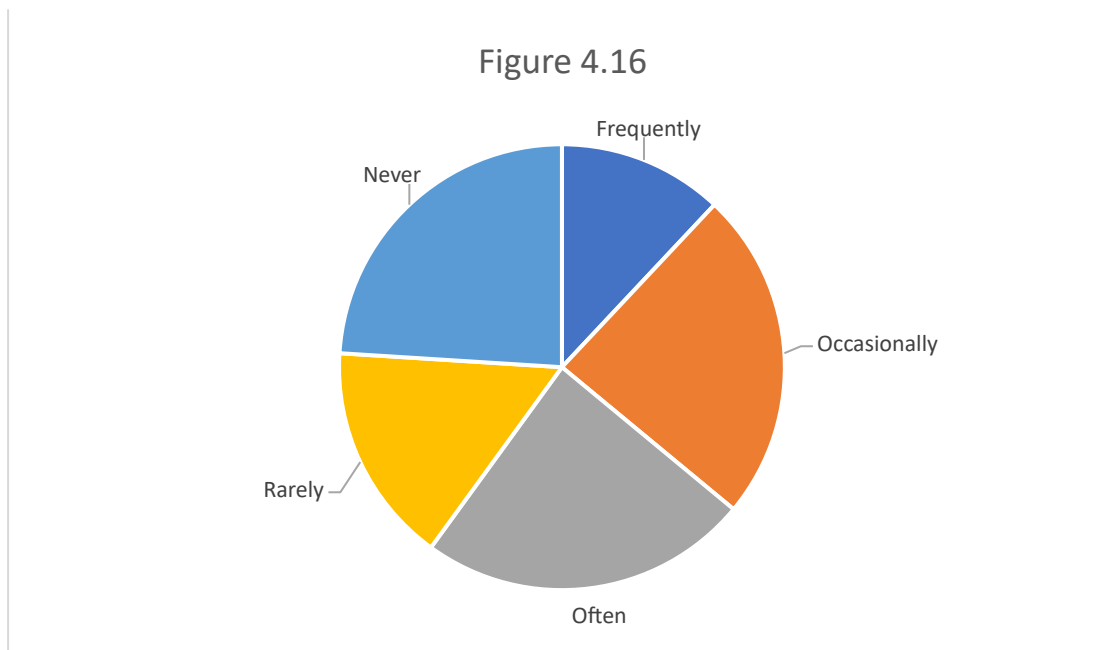


Table 4.17
Classification on the basis the respondents use google bard in
teaching/learning purpose

	No of respondents	%
Frequently	8	8
Occasionally	21	21
Often	16	16
Rarely	25	25
Never	30	30

(Source : Survey data)

Table 4.17 reveals classification of the respondents using google bard in teaching/learning purpose. Among 100 samples, 8% frequently, 21% occasionally, 16% often, 25% rarely, 30% never used copilot AI tool in teaching/learning purpose.

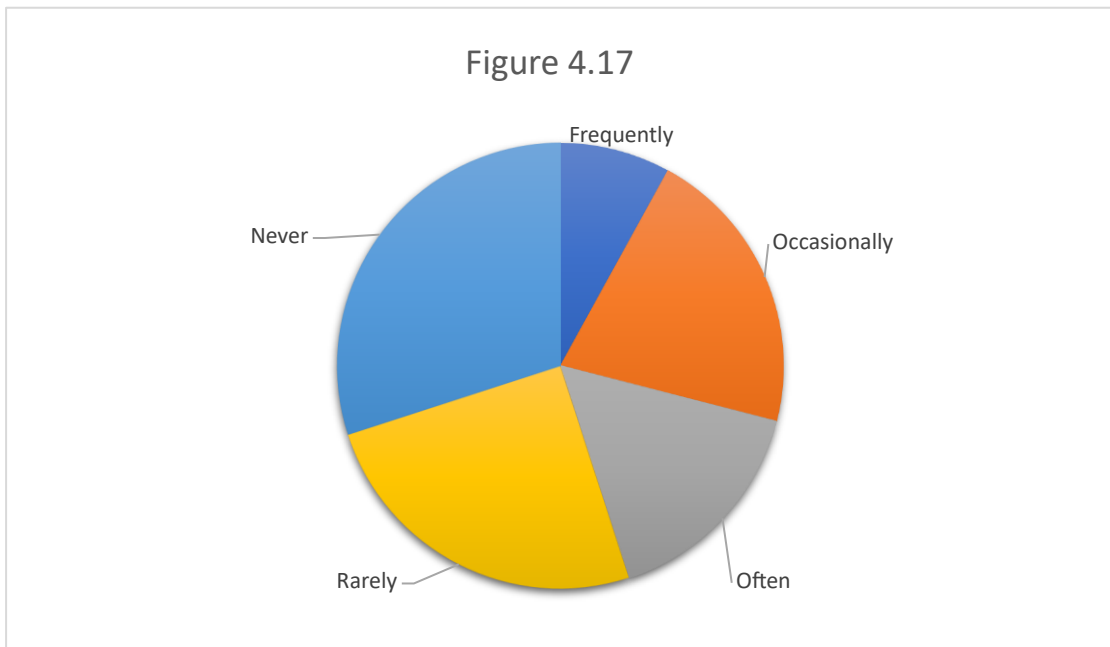
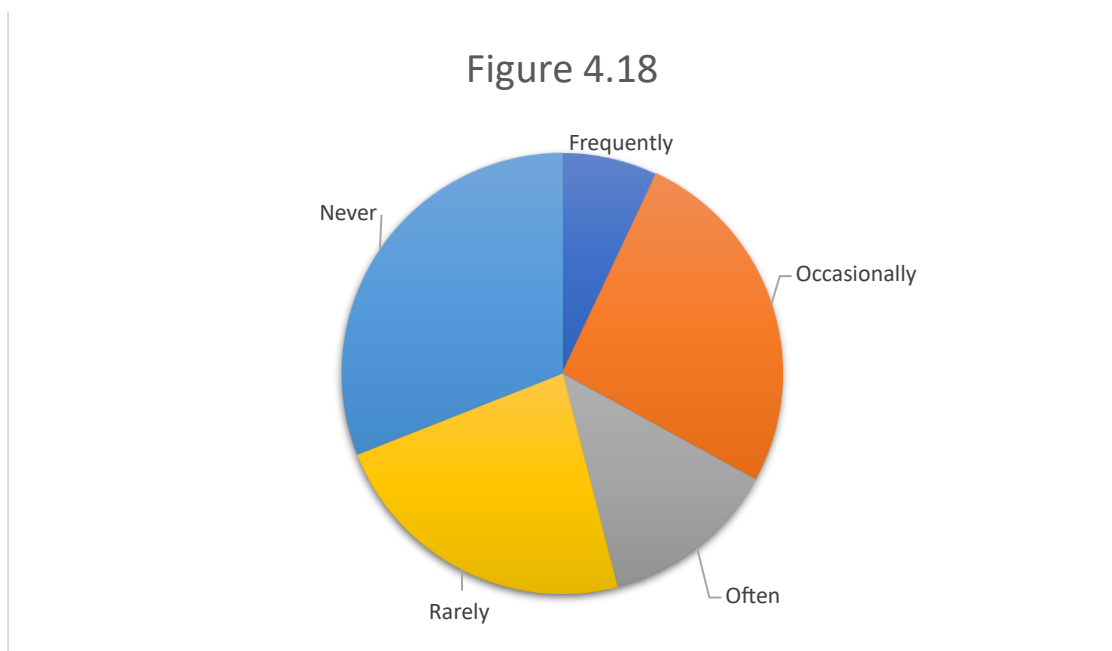


Table 4.18
Classification on the basis the respondents use slidesgo in
teaching/learning purpose

	No of respondents	%
Frequently	7	7
Occasionally	26	26
Often	13	13
Rarely	23	23
Never	31	31

(Source : Survey data)

Table 4.18 reveals classification of the respondents using Slidesgo in teaching/learning purpose. Among 100 samples, 7% frequently, 26% occasionally, 13% often, 23% rarely, 31% never used slidesgo AI tool in teaching/learning purpose.



One sample t-test

A one-sample t-test is a statistical test used to determine whether the mean of a single sample is significantly different from a known or hypothesized population mean. It compares the mean of your sample data to a known value or a theoretical population mean.

HO: There is no association between the utilization of AI and their academic performance.

H1: There is an association between the utilization of AI and their academic performance.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Usage of AI	100	4.6680	.20932	.02093
Academic performance	100	4.5540	.20667	.02067

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Usage of AI	223.010	99	.000	4.66800	4.6265	4.7095
Academic performance	220.355	99	.000	4.55400	4.5130	4.5950

(Source: SPSS)

The low p-values suggest that there is strong evidence to reject the null hypothesis that the mean of the population is equal to 0 for both Usage of AI and Academic performance.

The positive mean differences and non-overlapping confidence intervals indicate that both Usage of AI and Academic performance have significantly higher mean values than the test value (0).

In summary, based on these results, you have statistical evidence to conclude that the mean values for both Usage of AI and Academic performance are significantly different from the test value of 0. So we reject the null hypothesis and accept the alternative hypothesis.

Correlation

Correlation is a statistical measure that describes the degree to which two variables change together. In other words, it quantifies the extent to which a change in one variable is associated with a change in another variable.

H0: There is no relationship between AI tool utilization in the teachinglearning process and job satisfaction among teachers.

H1: There is a relationship between AI tool utilization in the teachinglearning process and job satisfaction among teachers.

Correlations			
		Usage of AI	job satisfaction
Usage of AI	Pearson Correlation	1	.159
	Sig. (2-tailed)		.114
	N	100	100
job satisfaction	Pearson Correlation	.159	1
	Sig. (2-tailed)	.114	
	N	100	100

The results indicate a positive correlation between the variables Usage of AI and job satisfaction, as evidenced by the Pearson correlation coefficient of 0.159. This positive correlation suggests that there is a tendency for the values of Usage of AI and job satisfaction to increase together. In other words, when the Usage of AI increases, there is a tendency for job satisfaction to increase as well, and vice versa.

CHAPTER- V
FINDINGS, SUGGESTION & CONCLUSION

5.1 Findings

- The classification of participants based on gender in a sample of 100 individuals shows that 52% are male, while 48% are female respondents.
- The categorization of participants based on their academic streams within a sample of 100 individuals indicates that 27% were Arts stream, 34% were Science stream and 39% were Commerce.
- AI analytics provide valuable insights into student performance, helping educators identify strengths, weaknesses, and areas for improvement.
- AI-powered virtual assistants and chatbots assist students with queries, providing instant help and facilitating a more interactive learning experience.
- AI automates routine tasks, freeing up time for teachers to engage in more creative and critical aspects of teaching.
- AI tools can support teachers' professional development by offering personalized training programs based on individual needs and feedback.
- AI contribute to creating more inclusive educational environments by providing resources and tools that cater to diverse learning needs
- AI tools for language processing assist in language learning, translation, and comprehension, making education more accessible to diverse populations.
- There is an association between the utilization of AI and their academic performance.
- Understood a positive correlation between the variables Usage of AI and job satisfaction.

5.2 Suggestions

- Examine ethical issues related to the use of AI in education, including data privacy, algorithmic bias, and the implications of relying on AI for decision-making in educational settings.
- Explore strategies for training and supporting educators in effectively integrating AI tools into their teaching practices, considering pedagogical implications and challenges.
- Examine the potential long-term effects of widespread AI adoption in education, including changes in teaching methodologies, student learning outcomes, and the role of educators.
- Examine how cultural factors influence the implementation and effectiveness of AI tools in diverse educational settings.
- Examine teacher training and support as many educators may lack the necessary training and support to effectively integrate AI tools into their teaching practices.
- Examine cost and sustainability as implementing AI tools in education can be costly, particularly for cash-strapped schools and institutions.
- Examine access and infrastructure in many regions, especially in developing countries, there's a lack of access to technology and reliable internet connectivity, hindering the adoption of AI tools in education

5.3 Conclusion

The integration of Artificial Intelligence (AI) tools in the teaching and learning process holds tremendous potential for transforming education in the 21st century. Through an extensive review of literature and empirical studies, it is evident that AI contributes significantly to personalized learning experiences, efficient administrative tasks, and the creation of innovative educational environments. The findings reveal a positive impact on student engagement, motivation, and performance, particularly in the context of adaptive learning platforms, virtual assistants, and AI-enhanced assessments.

However, as we embrace the benefits of AI in education, it is crucial to acknowledge and address ethical considerations and potential biases inherent in AI algorithms. The responsible use of AI requires careful attention to data privacy, transparency, and fairness to ensure that the technology contributes to educational equity and inclusivity. Ongoing research and development in this area are imperative to refine AI applications and mitigate unintended consequences.

Furthermore, the success of AI in education is contingent on effective teacher professional development programs. Educators need adequate training and support to harness the full potential of AI tools, integrate them seamlessly into their teaching methodologies, and adapt to the evolving educational landscape. Collaborative efforts between educational institutions, policymakers, and technology developers are essential to establish frameworks that foster responsible AI implementation in schools and universities.

Looking ahead, future research should explore emerging trends such as the impact of AI on diverse learning environments, the effectiveness of AI in addressing special educational needs, and the long-term implications of widespread AI adoption in education. Continued interdisciplinary collaboration will be instrumental in navigating the evolving intersection of technology and pedagogy.

In essence, leveraging AI tools in education represents a paradigm shift with the potential to enhance the learning experience for students, optimize teaching practices for educators, and contribute to the overall improvement of educational outcomes. As we move forward, a balanced and thoughtful approach, combining technological innovation with ethical considerations and ongoing research, will be paramount in realizing the full benefits of AI in shaping the future of education.

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ANNEXURE

A Study on leveraging Artificial Intelligence(AI) Tools for the Teaching and Learning Process In Education

1. Name
2. Email
3. Age
4. Gender
 - Male
 - Female
5. Institution
6. Department
7. Do you rely on AI-powered tools for teaching/learning purpose?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
8. Do you agree or disagree with the statement: "Integrating AI tools into teaching/learning practices positively impacts the overall workload?"
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
9. AI tools provide valuable insight that traditional methods may lack
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

10. I feel confident in navigating and utilize AI tools for educational purpose

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

11. I have gained familiarity in using AI tools in teaching/learning purpose

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

12. Do you face difficulties when navigating AI tools for educational purpose?

- Frequently
- Occasionally
- Often
- Rarely
- Never

13. A learning management system contributes to the enhancement of the teaching- learning process

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

14. Does chatbots and virtual assistance help to increase the teaching-learning process?

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

15. An Automated Grading system helps to increase teaching-learning process

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

16. Does AI-powered content creation helps to increase teaching-learning process?

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

17. How often do you use “Chatgpt” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

18. How often do you use “Google Classroom” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

19. How often do you use “Copilot(microsoft)” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

20. How often do you use “Google Bard” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

21. How often do you use “Slidesgo” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

**“A STUDY ON ROLE OF ONLINE REVIEW ON
PURCHASE DECISION MAKING”**

Project Report submitted to

CHRISTCOLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

ABHAY KRISHNA V P

(CCAVBCM273)

Under the supervision of

Ms. JISHA CL



**DEPARTMENT OF COMMERCE
CHRISTCOLLEGE (AUTONOMOUS) IRINJALAKUDA
UNIVERSITY OF CALICUT
MARCH 2024**

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE
CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON ROLE OF ONLINE REVIEW ON PURCHASE DECISION**” is a bonafide record of project done by **ABHAY KRISHNA V P** , Reg No. CCAVBCM273, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, diploma and Associateship or Fellowship.

Assoc. Prof. P.G Thomas
Co- Ordinator

Ms Jisha C L
Project Guide

DECLARATION

I **ABHAY KRISHNA V P**, hereby declare that the project work entitled "**A STUDY ON ROLE OF ONLINE REVIEW ON PURCHASE DECISION MAKING**" is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Jisha C L, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

ABHAY KRISHNA V P

Date:

CCAVBCM273

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Place: Irinjalakuda

ABHAY KRISHNA V P

Date:

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CHAPTER I
INTRODUCTION

1.1 Introduction

Online marketing is the most widely used internet based digital marketing technique to attract the target audience. It attracts people because of its distinguish features such as time saving, convenience, choices in a single window and online reviews about the product by used consumers. In the process of decision making online reviews have a significant role. But before making a decision, people would check the reviews related to the product they want to buy. Many previous studies show that the people may go through the decision and make a purchase on the basis of online reviews. The factors of the review like tone, identity, brand, quality, price and visuals etc. have an impact on purchase decision. The overall purpose of review is to provide a valuable, solid, informative, critical summary of a well defined topic or area to the reader. Review is considered as the main factor for purchasing decisions. In terms of online shopping, consumers are increasingly searching to obtain product information from reviews. Compared with the official information of the product provided by the sellers, manufacturers and consumers who were already purchased the product online. Consumer purchasing decision after going through online comments is a psychological process combining visions and information processing.

The main advantage of online review is that it gives shoppers a feeling of security by reading about others who have purchased and used products that they are considering. It offers insights into most appropriate application of products. But sometimes it gives shoppers a skewed impression of a product if there is just one review or rating, especially if the review rating is not positive. The reviews must be positive or negative on the products. Sometimes the

negative reviews will be done by haters of a good quality product. Consumers are taking online based search by substituting traditional search for a product. They rely more on strangers to review a product. So now the online reviews have become more and more significant and relevant. So it is an important factor in today's online purchase behavior of the customers. Information provided by online peers influences customer perceptions, preferences and decisions much more than information provided by companies. Almost all people look towards the comments written by the reviewers to know whether the product quality is good or not. If they see more positive comments they try to buy the product.

1.2 Statement of problem

The increasing significance of online reviews in shaping consumers purchase decisions has given rise to a multifaceted problem. While these reviews offer valuable insights, the proliferation of fake or biased opinions has muddled the reliability of the information available. Distinguishing between genuine and manipulated reviews poses a challenge for consumers, potentially leading to misguided decisions. Moreover, the impact of online reviews on certain industries and businesses raises questions about fairness and authenticity, underscoring the need to address the issues surrounding the trustworthiness of online reviews in the contemporary marketplace.

1.3 Significance of study

Studying the role of online reviews in purchase decisions holds profound significance in today's digital commerce landscape. Firstly, understanding these reviews influence consumer choices provides invaluable insights for businesses aiming to enhance their products or services. Additionally, as online reviews wield

considerable sway over market dynamics, comprehending their impact helps businesses formulate more effective marketing strategies. From a consumer perspective, the study contributes to empowering individuals with the ability to navigate the vast online marketplace more confidently, fostering a climate where trust and informed decision-making prevail. Overall, the significance of this study lies in its potential to shape the future of e-commerce, fostering transparency, accountability, and improved consumer experiences.

1.4 Objective of study

- To examine the role of online reviews in product purchase decisions.
- To find the credibility of the reviews from the Google and Amazon.
- To find whether the brand changes according to the reviews.

1.5 Scope of the study

The scope of the study on role of online reviews in purchase decision making is vast and multifaceted. It helps us in understanding how consumers perceive and utilize online reviews in their decision making process and the impact of online reviews on brand perception, customer loyalty and repeat purchase behavior.

1.6 Research Methodology

The research methodology used in the study”A study on role of Online review on purchase decision”

1.6.1 Research design

Descriptive method is the research design used for this study. Surveys, observations, case study, fact findings are all included in this method.

1.6.2 Sources of data

Primary data and secondary data are used in this research. Primary data includes collection of information through questionnaires and secondary data includes collection of data through various websites and articles.

1.6.3 Sampling Techniques

The samples are mainly collected from about 50 students studying at Christ College Irinjalakuda. The technique used for this research is convenient sampling

1.6.4 Sample Size

A sample of 50 students studying in Christ College Irinjalakuda is taken as sample size for the purpose of the study.

1.6.5 Sample Population

The population for the study is the student's from Christ College Irinjalakuda

1.6.6 Tools for Analysis

Major tools used for interpreting the data collected are bar diagram and percentage.

1.7 Limitation of study

- One of the major limitation is time.
- There is high chance of errors in collection of data
- The study is based on 50 respondents and therefore it cannot be completely relied.

CHAPTER – II
REVIEW OF LITERATURE

Empirical Literature

- 1. Sen and Lerman (2007) :** Consumer purchasing decision after reading online comments is a psychological process combining vision and information processing. As evident from the literature, much of the research has focused on the outcome and impact of online reviews affecting purchasing decisions but has shed less light on the underlying processes that influence customer perception.
- 2. Wang and Minor (2008):** While some studies have attempted to investigate the underlying processes, including how people are influenced by information around the product/service using online reviews, there is limited research on the psychological process and information processing involved in purchasing decisions. The eye-tracking method has become popular in exploring and interpreting consumer decisions making behavior and cognitive processing.
- 3. Mudambi and Schuff (2010):** The reviews are comments from consumers' perspectives and often describe their experience using the product; it is easier for other consumers to accept them, thus assisting their decision-making process.
- 4. Ghose and Ipeiroitiss (2010):** The use of product reviews is influenced by textual features, such as subjectivity, informality, readability, and linguistic accuracy.

5. **Yu et al (2010):** Also demonstrated that the different emotional tendencies expressed in film reviews have a significant impact on the actual box office. This means that consumer reviews contain both positive and negative emotions. Generally, positive comments tend to prompt consumers to generate emotional trust, increase confidence and trust in the product and have a strong persuasive effect. On the contrary, negative comments can reduce the generation of emotional trust and hinder consumers' buying intentions.
6. **Bae and Lee (2011):** The review from an online community is the most credible for consumers seeking information about an established product.
7. **Baek et al (2012):** In terms of online shopping, consumers are increasingly inclined to obtain product information from reviews. Compared with the official product information provided by the sellers, reviews are provided by other consumers who have already purchased the product via online shopping websites.
8. **Vimaladevi and Dhanabhakaym (2012):** Research shows that 93% of consumers say online reviews will affect shopping choices, indicating that most consumers have the habit of reading online reviews regularly and rely on the comments for their purchasing decisions.
9. **Lackermair et al (2013):** The reviews and ratings are an important source of information for consumers. Similarly, through investigating the effects of review source and product type.

- 10. Zhong-Gang et al (2015):** A survey conducted by Zhong-Gang et al reveals that nearly 60% of consumers browse online product reviews at least once a week and 93% of whom believe that these online reviews help them to improve the accuracy of purchase decisions, reduce the risk of loss and affect their shopping options. When it comes to consumers in commercial activities on B2B and B2C platforms, 82% of the consumers read product reviews before making shopping choices, and 60% of them refer to comments every week.
- 11. Morrison (2015):** A Google study based on 57 million online customer reviews indicated that these reviews influenced consumers' purchase choices.
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CHAPTER – III

THEORETICAL FRAMEWORK

Consumer decision making process

- **Problem Recognition**

The point at which a potential customer realizes they need or want a product or service.

- **Information search**

The stage of the decision making process in which consumers actively collect and utilize information from internal and/or external sources to make better purchase decisions,

- **Alternatives evaluation**

The stage when a customer is comparing options to make the best choice.

- **Purchase decision**

After collecting all necessary feedbacks and information, consumers should arrive at a conclusion on the product or service to purchase.

- **Post-purchase evaluation**

The phase in the buying process where customers assess their satisfaction with a product or service after purchasing and using it.

Consuming buying behavior

Consuming buying behavior refers to the patterns, preferences, and decisions individuals make when purchasing goods or services for personal consumption. It involves factors such as personal needs, preferences, cultural influences, economic considerations, and marketing strategies.

Factors influencing consumer behavior

- **Personal factors**

Consumer behavior is influenced by various personal factors, including demographics (age, income and education), lifestyle, personality, and values. Additionally, psychological factors such as perception, motivation, and attitudes play a crucial role in shaping how individuals make purchasing decisions. Cultural background and social influences from family, peers, and reference groups also impact consumer choices.

- **Social factors**

Social factors significantly influence consumer behavior. These include family, reference groups, social class, and culture. Family plays a crucial role, as buying decisions are often influenced by family members' preferences and needs. Reference groups, comprising friends or influencers, can shape consumer choices through opinions and recommendations. Social class reflects a person's position in society, affecting the products and brands they prefer. Cultural background and societal norms also contribute to shaping consumer behavior by influencing values, customs, and lifestyle choices.

- **Cultural factors**

Cultural factors play a significant role in shaping consumer behavior. These include values, beliefs, customs, and social norms that influence how individuals make purchasing decisions. For instance, cultural preferences, such as the importance of family, may impact product choices. Additionally, cultural symbols and language can influence how products are marketed and perceived by

consumers. Understanding these cultural factors is crucial for businesses aiming to connect with diverse consumer segments.

Online Review

An online review is a written opinion or feedback about a product, service, experience that is shared on internet.

Other related topics

Impulse buying

Impulse buying refers to making unplanned purchases without careful consideration. Online reviews can significantly influence impulse buying. Positive reviews may trigger a sense of urgency or excitement, pushing someone to make a quick purchase.

Consumer trend analysis

Consumer trend analysis involves examining patterns in consumer behavior to identify emerging preferences, buying habits, and shifts in market demand. This analysis helps businesses stay ahead by adapting products or services to align with current and future consumer needs.

Consumer decision styles

Consumer decision styles refer to the characteristic ways individuals approach the process of making choices when purchasing goods or services. These styles can include factors like information-seeking behavior, brand loyalty, risk tolerance,

and the importance placed on product attributes.

Customer loyalty

Customer loyalty describes an ongoing emotional relationship between you and your customer, manifesting itself by how willing a customer is to engage with and repeatedly purchase from you versus your competitors. Loyalty is the byproduct of a customer's positive experience with you and works to create trust.

Purchase decision

Purchase decision is the thought process that leads a consumer from identifying a need, generating options, and choosing a specific product and brand.

Social media

Consumers often rely on social platforms to discover and share reviews, shaping perceptions and influencing choices. The widespread accessibility of opinions on social media can amplify the impact of online reviews, making them a crucial factor in consumer decision-making.

Online shopping behavior

Consumer online shopping behavior is influenced by various factors. Convenience, product variety, price comparisons, and reviews play key roles. Security and trust in the online platform are crucial, as are seamless navigation; user-friendly interfaces. Social media also impacts choices through recommendations and influencers.

Influence of price on consumer behavior

Price is a significant factor influencing online consumer behavior. Competitive pricing often attracts shoppers, while discounts, promotions, and free shipping can impact decision-making. Perceived value and affordability play crucial roles, with many consumers actively comparing prices across different platforms.

Advertising effectiveness

Online reviews play a vital role in advertising effectiveness and purchase decisions. Positive reviews can enhance trust and credibility, influencing potential customers positively. Conversely, negative reviews may deter buyers.

Marketing campaign

An online marketing campaign targeting consumers typically involves strategies to promote products or services through digital channels. This may include social media advertising, email marketing, search engine optimization (SEO), content marketing, and online promotions. The goal is to reach and engage the target audience effectively to drive website traffic, increase brand awareness, and ultimately boost online sales.

CHAPTER – IV

DATA ANALYSIS & INTERPRETATION

4.1 Table showing age of respondents

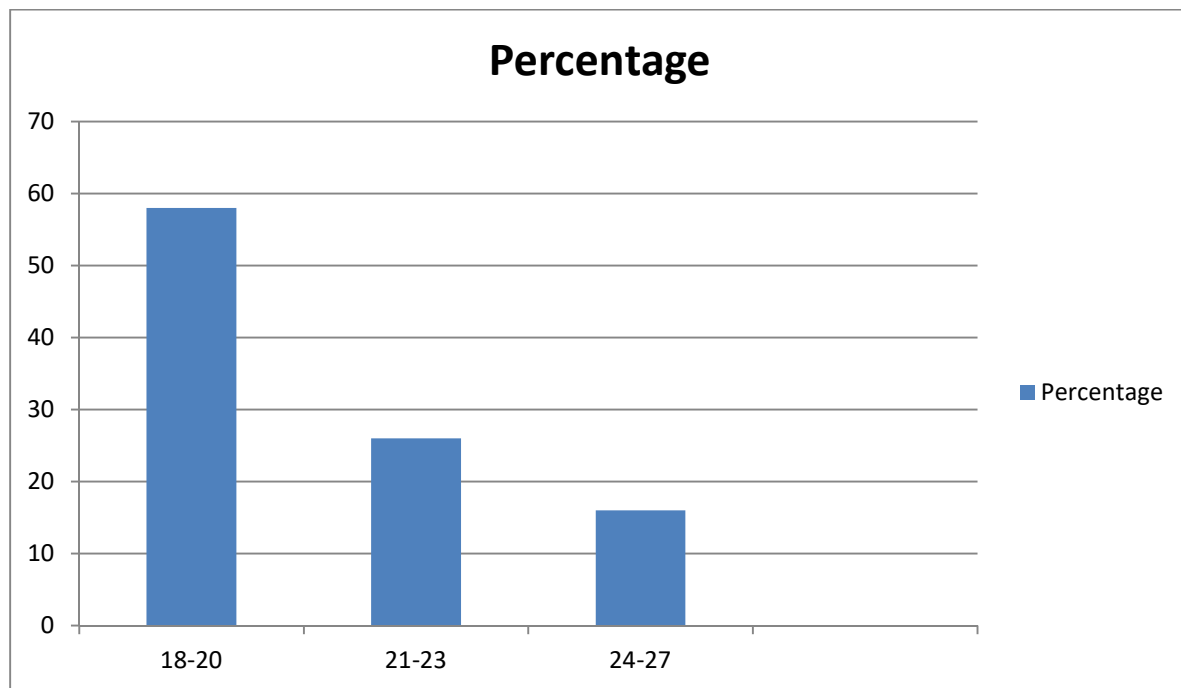
Table 4.1

Particulars	Number of Respondents	Percentage
18-20	29	58
21-23	13	26
24-27	8	16
Total	50	100

(Source: Primary Data)

Figure 4.1

Figure showing the age of the respondents



From the above table and figure, we can understand that 58% of respondents are from the age of 18-20, 26% of respondents are from the age of 21-23 and 16% of respondents are from the age of 24-27.

4.2 Table showing the gender of the respondents

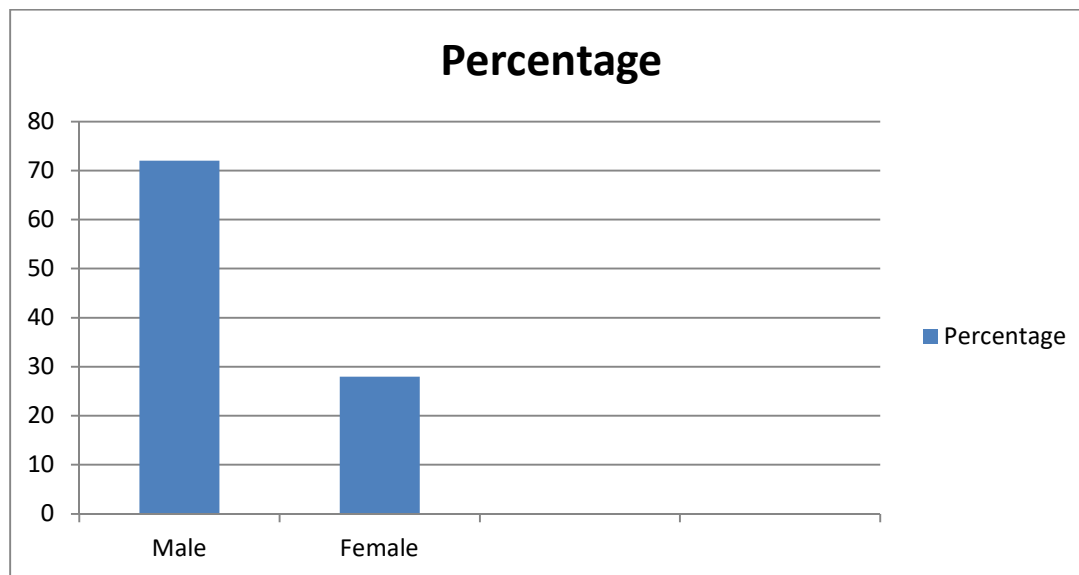
Table 4.2

Particulars	Number of Respondents	Percentage
Male	36	72
Female	14	28
Total	50	100

(Source: Primary data)

Figure 4.2

Figure showing the gender of respondents



From the above table and figure, we can understand that 72% of the respondents are male and 28% of the respondents are female.

4.3 Table showing reading online reviews before making a purchase

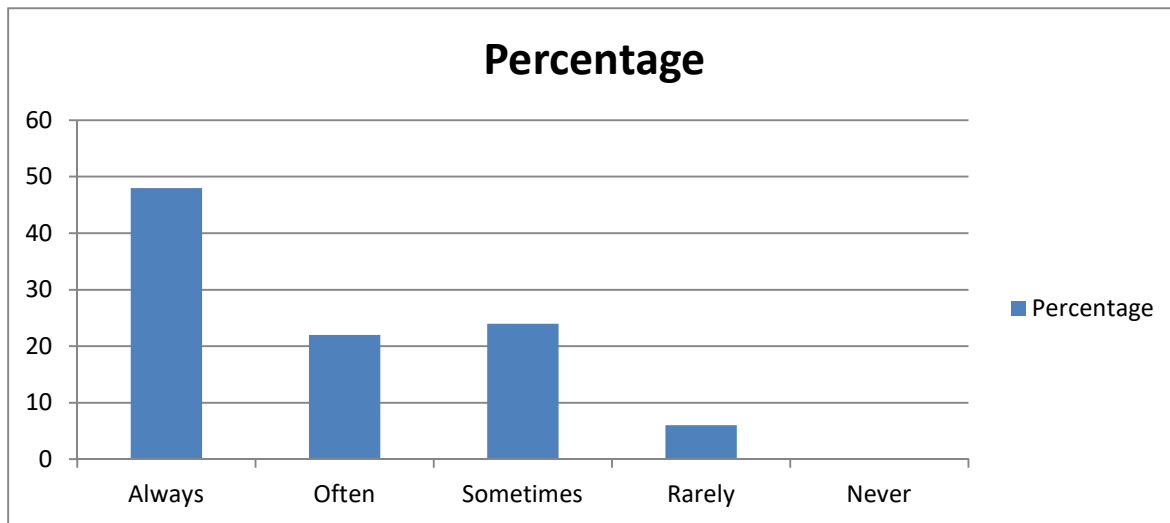
Table 4.3

Particulars	Number of respondents	Percentage
Always	24	48
Often	11	22
Sometimes	12	24
Rarely	3	6
Never	0	0
Total	50	100

(Source: Primary data)

Figure 4.3

Figure showing the respondents reading online reviews before making a purchase



From the above table and figure, we can understand that before making a purchase 48% of the respondents always reads online reviews, 22% of respondents often reads online review, 24% of respondents sometimes reads online reviews and 6% of respondents rarely reads online reviews.

4.4 Table showing platform most trusted for online reviews

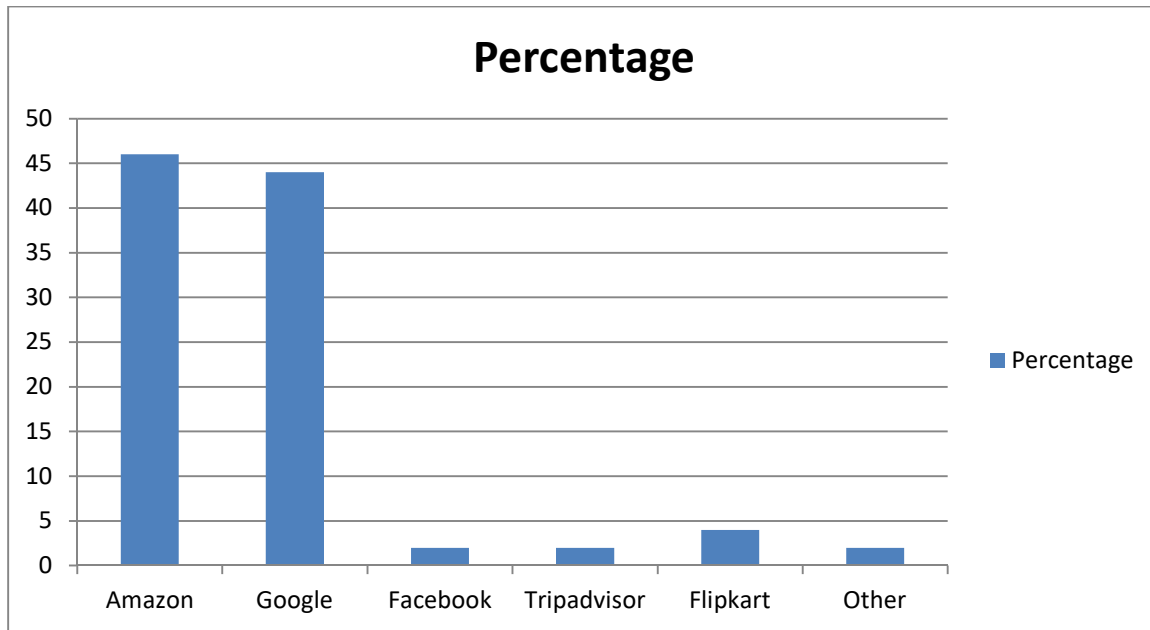
Table 4.4

Particulars	Number of respondents	Percentage
Amazon	23	46
Google	22	44
Facebook	1	2
Tripadvisor	1	2
Flipkart	2	4
Other	1	2
Total	50	100

(Source: Primary data)

Figure 4.4

Figure showing the most trusted platform for online reviews by respondents



From the above table and figure, we can understand that 46% of the respondents use Amazon, 44% of the respondents use Google, 1% of the respondents use Facebook, 1% of the respondents use Tripadvisor, 2% of the respondents use Flipkart and 1% of the respondents use other platform for online reviews.

4.5 Table showing trusting a product with mostly positive online reviews

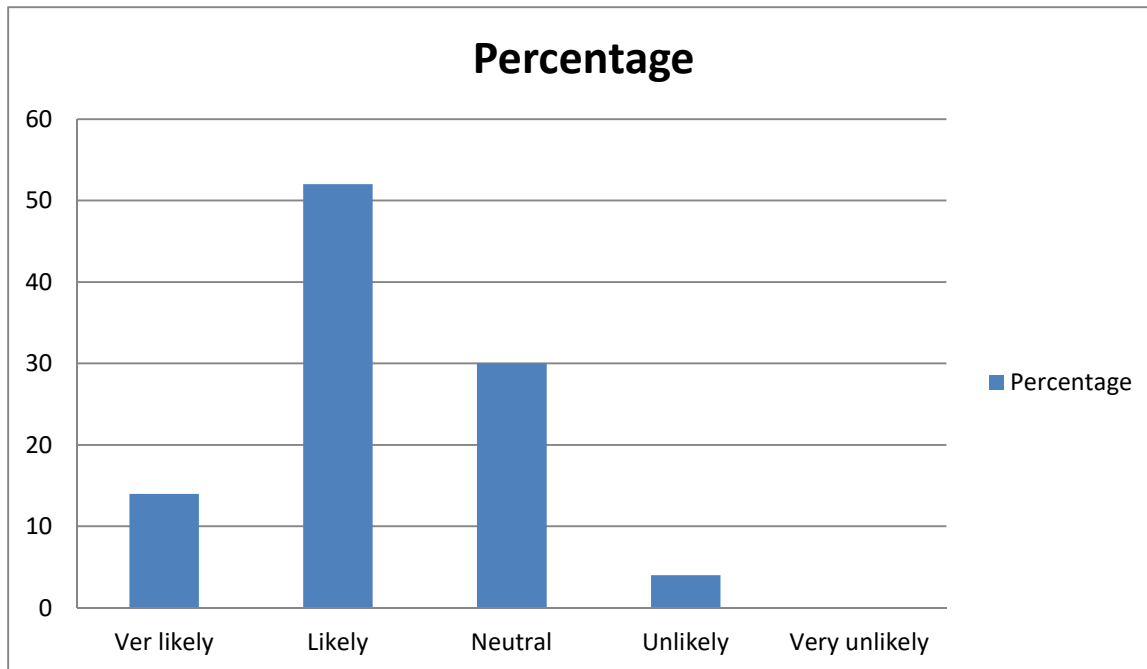
Table 4.5

Particulars	Number of respondents	Percentage
Very likely	7	14
Likely	26	52
Neutral	15	30
Unlikely	2	4
Very unlikely	0	0
Total	50	100

(Source: Primary data)

Figure 4.5

Figure showing the respondents trusting a product with mostly positive online reviews



From the above table and figure, we can understand that 14% of respondent's very likely trust a product, 52% of respondents likely trust product, 30% of respondents trust a product neutral, and 4% of the respondents unlikely trust a product.

4.6 Table showing changing your opinions based on online negative reviews

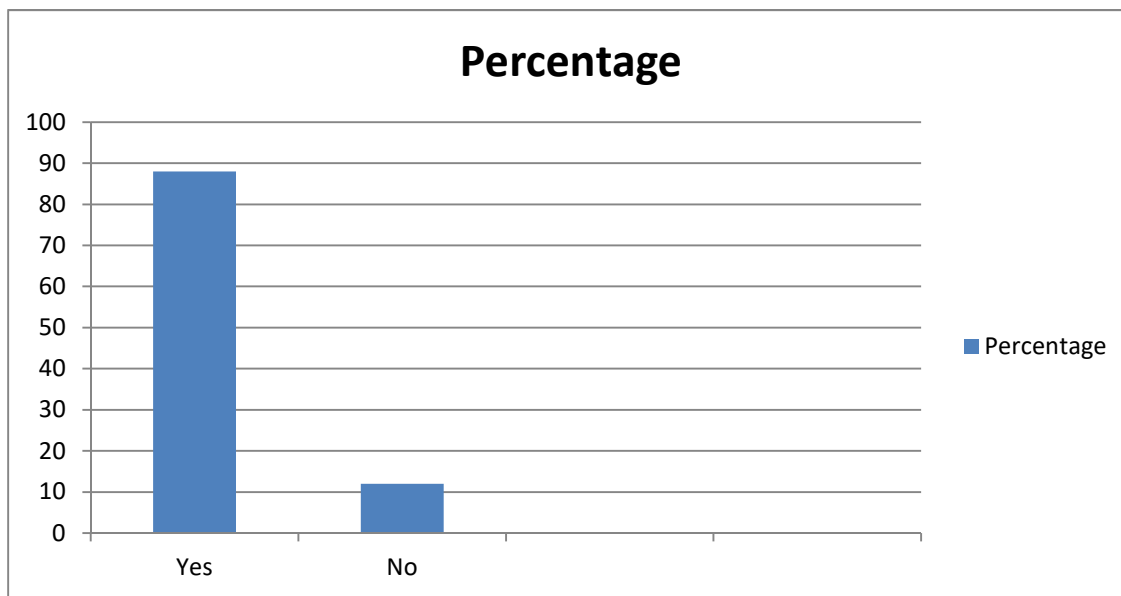
Table 4.6

Particulars	Number of Respondents	Percentage
Yes	44	88
No	6	12
Total	50	100

(Source: Primary data)

Figure 4.6

Figure showing the respondents change of mind on online negative reviews



From the above table and figure, we can understand that 88% of the respondents change their opinion based on online negative reviews and 12% of the respondents does not change their opinion based on online negative reviews.

4.7 Table showing giving importance to online reviews compared to personal recommendations

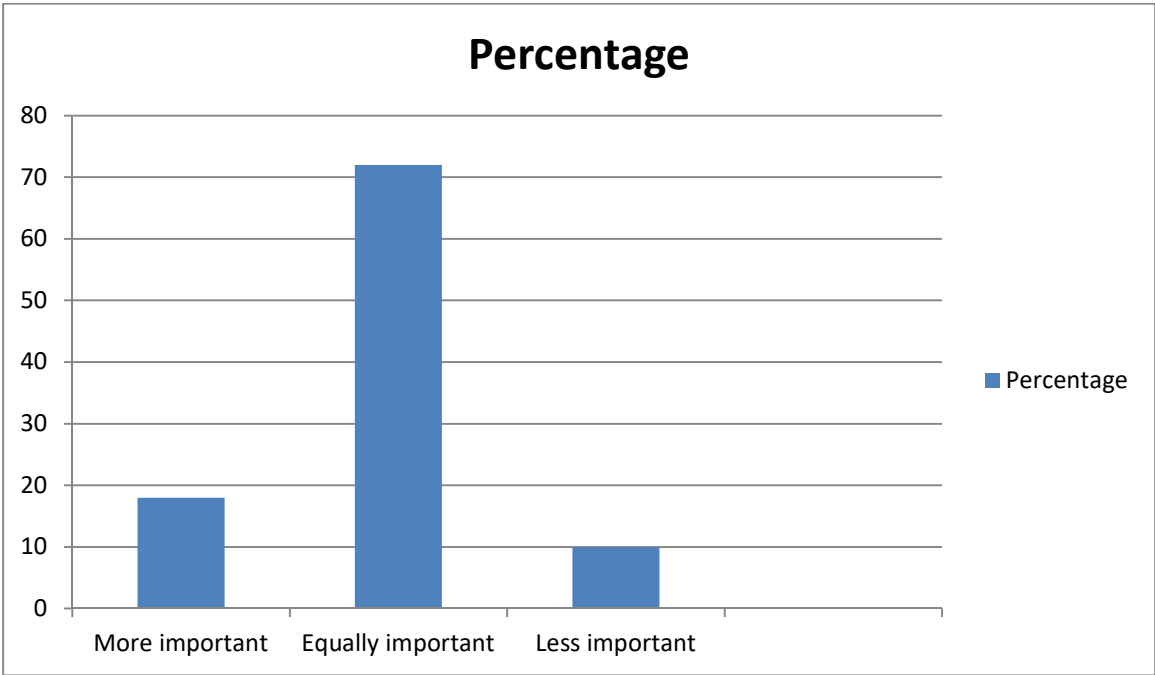
Table 4.7

Particulars	Number of respondents	Percentage
More important	9	18
Equally important	36	72
Less important	5	10
Total	50	100

(Source: Primary data)

Figure 4.7

Figure showing the importance of online reviews compared to personal recommendations



From the above table and figure, we can understand that respondents give 18% more importance to online reviews, 72% equally importance to both online reviews and personal recommendations and 10% less importance to online reviews.

4.8 Table showing trusting user-generated photos and videos in online reviews

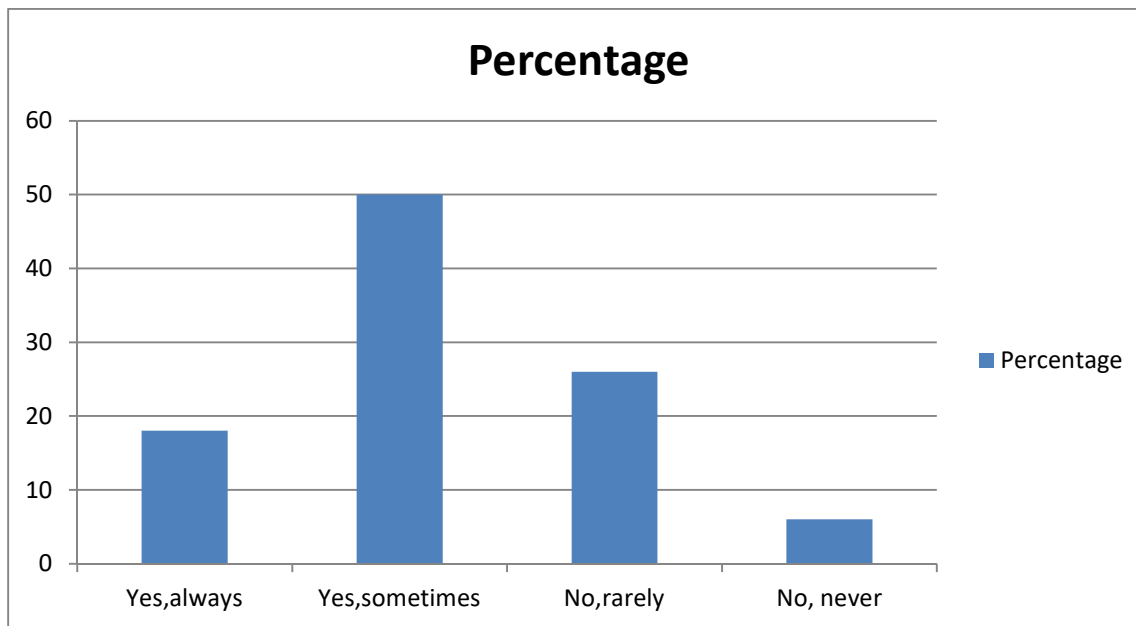
Table 4.8

Particulars	Number of respondents	Percentage
Yes, always	9	18
Yes, sometimes	25	50
No, rarely	13	26
No, never	3	6
Total	50	100

(Source: Primary data)

Figure 4.8

Figure showing the respondents trust on user-generated photos and videos in online reviews



From the above table and figure, we can understand that 18% of the respondents always trust, 50% of the people trust sometimes, 26% of the people rarely trust and 6% of the respondents never trust the user-generated photos and videos in online reviews.

4.9 Table showing online reviews influencing perception of a brand

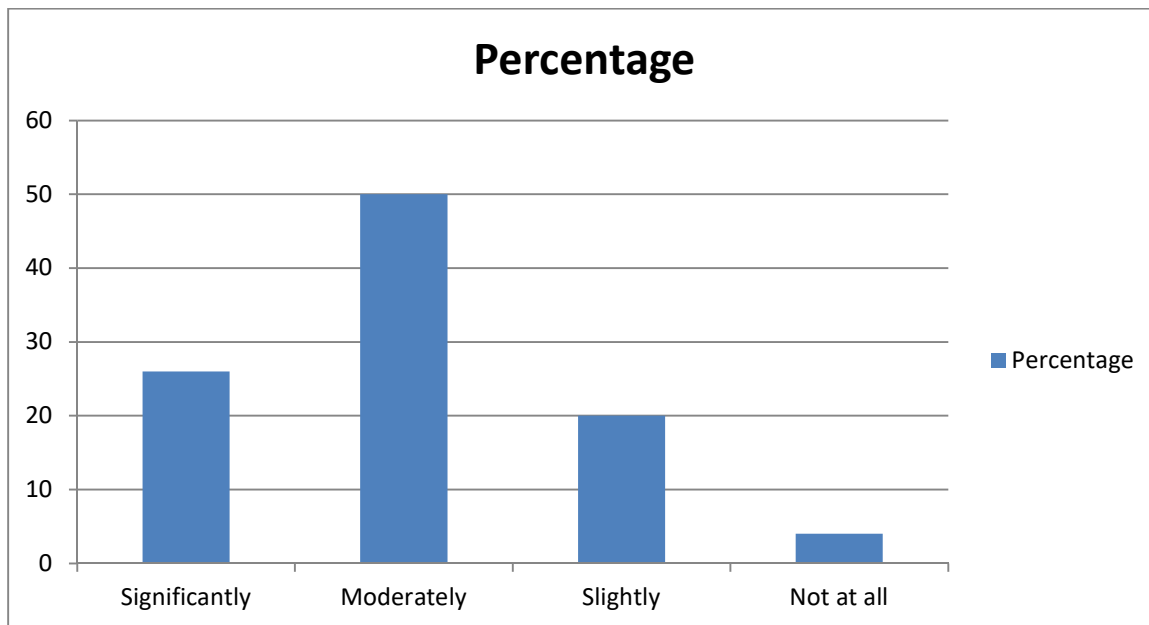
Table 4.9

Particulars	Number of respondents	Percentage
Significantly	13	26
Moderately	25	50
Slightly	10	20
Not at all	2	4
Total	50	100

(Source: Primary data)

Figure 4.9

Figure showing the influence of online reviews on perception of a brand



From the above table and figure, we can understand that 26% of the respondents are significantly influenced by online reviews, 50% of the respondents are moderately influenced by online reviews, 20% of the respondents are slightly influenced by online reviews and 4% of the respondents are not at all influenced by online reviews on perception of a brand.

4.10 Table showing purchasing a product with few or no online reviews

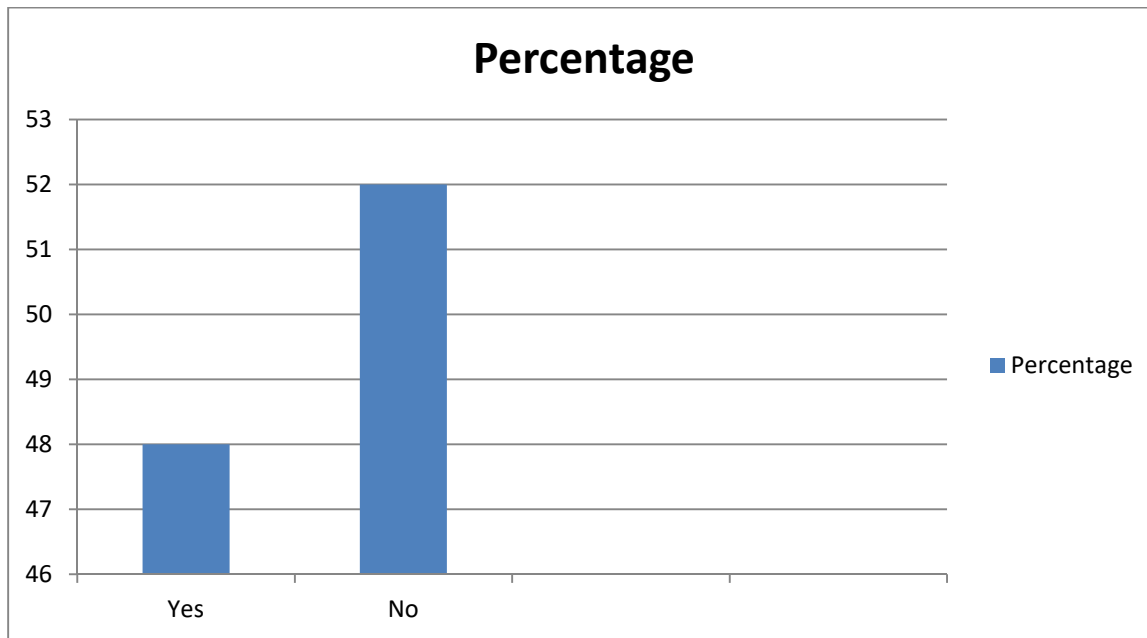
Table 4.10

Particulars	Number of respondents	Percentage
Yes	24	48
No	26	52
Total	50	100

(Source: Primary data)

Figure 4.10

Figure showing the respondents purchasing a product with few or no online reviews



From the above table and figure, we can understand that 48% of the respondents purchase the product with few or no reviews and 52% of the people do not purchase a product with few or no online reviews.

4.11 Table showing finding online reviews more trustworthy when they include both positive and negative feedback

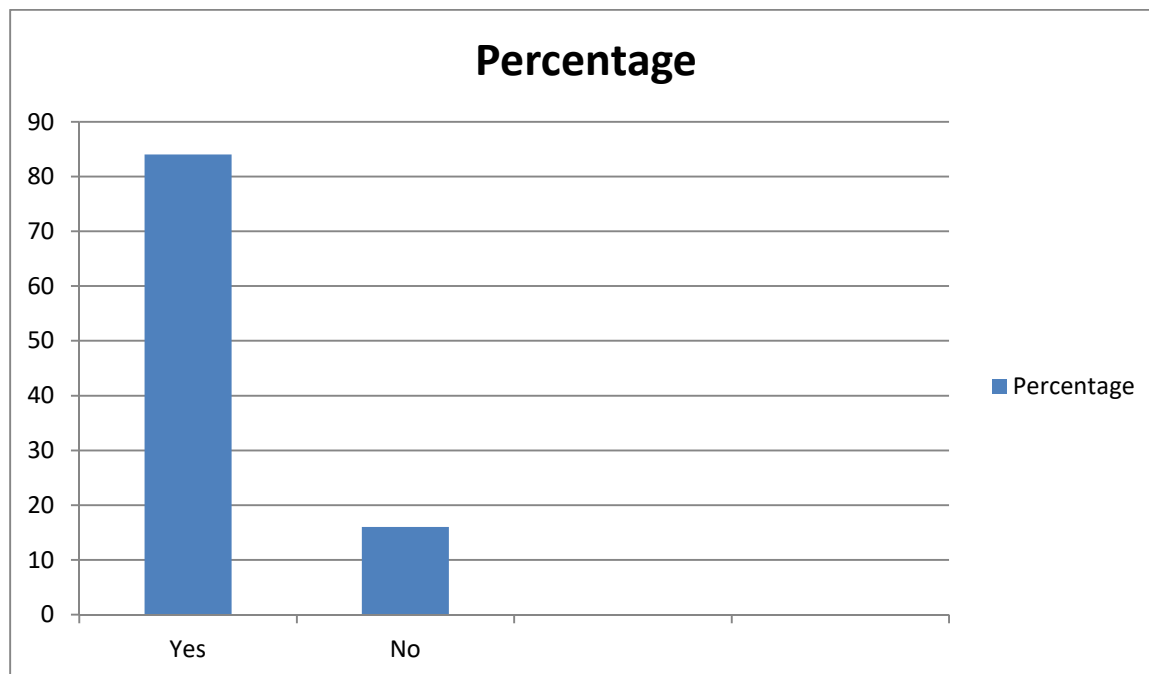
Table 4.11

Particulars	Number of respondents	Percentage
Yes	42	84
No	8	16
Total	50	100

(Source: Primary data)

Figure 4.11

Figure showing whether the online reviews become more trustworthy when they include both positive and negative feedback



From the above table we can understand that 84% of the respondents find online reviews more trustworthy and 16% of the respondents do not find online reviews more trustworthy when they include both positive and negative feedback.

4.12 Table showing leaving a review after purchasing a product

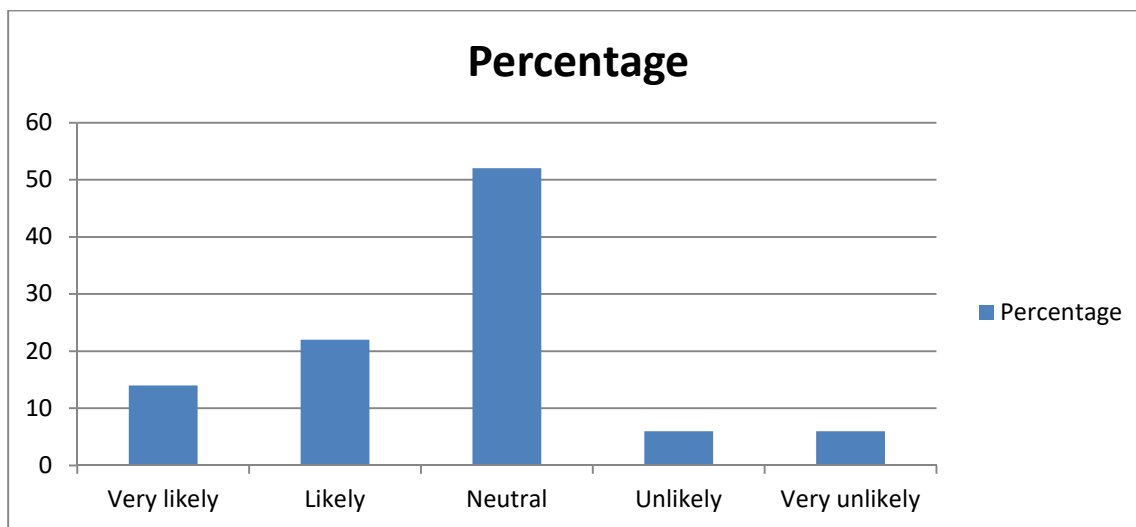
Table 4.12

Particulars	Number of respondents	Percentage
Very likely	7	14
Likely	11	22
Neutral	26	52
Unlikely	3	6
Very unlikely	3	6
Total	50	100

(Source: Primary data)

Figure 4.12

Figure showing whether respondents leave a review after purchasing a product



From the above table and figure, we can understand that 14% of the respondents are very likely to leave a review, 22% of the respondents are likely to leave a review, 52% of the respondents are neutral in leaving a review, 6% of the respondents are unlikely to leave a review and 6% of the respondents are very unlikely to leave a review after purchasing a product.

4.13 Table showing whether Businesses manipulate online reviews to improve their image

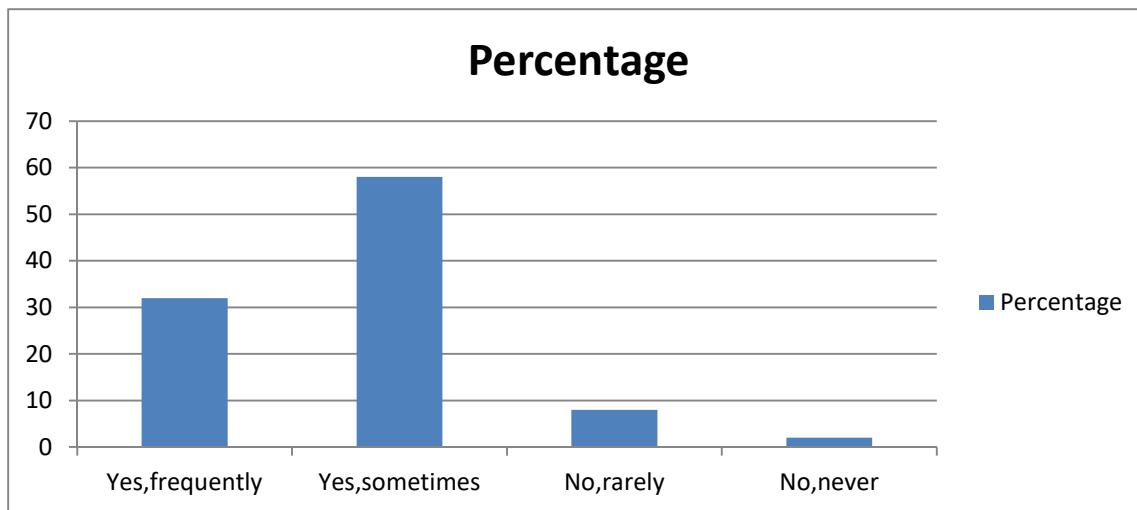
Table 4.13

Particulars	Number of respondents	Percentage
Yes, frequently	16	32
Yes, sometimes	29	58
No, rarely	4	8
No, never	1	2
Total	50	100

(Source: Primary data)

Figure 4.13

Figure showing whether businesses manipulate online reviews to improve their image



From the above table and figure, we can understand that 32% of the respondents agree that businesses frequently manipulate online review, 58% of the respondents agree that businesses sometimes manipulate online review, 8% of the respondents agree that businesses rarely manipulate online review and 2% of the respondents agree that businesses never manipulate online review to improve their image.

4.14 Table showing length of an online review impacts its credibility

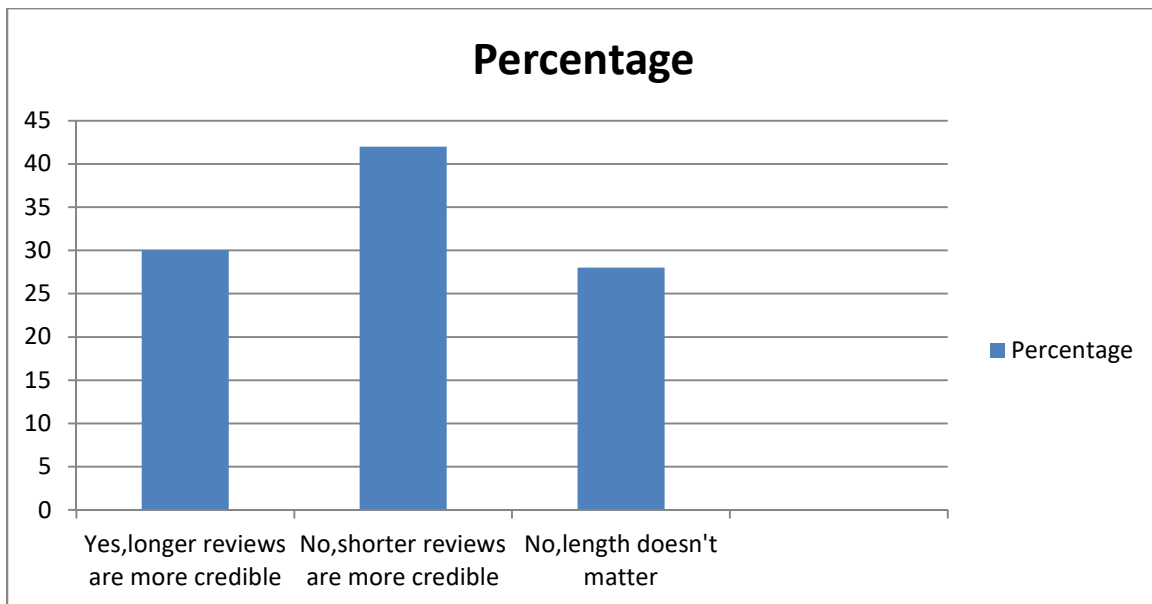
Table 4.14

Particulars	Number of respondents	Percentage
Yes, longer reviews are more credible	15	30
No, shorter reviews are more credible	21	42
No, length doesn't matter	14	28
Total	50	100

(Source: Primary data)

Figure 4.14

Figure showing whether length of an online review impacts its credibility



From the above table and figure, we can understand that 30% of the respondents agree that longer reviews are more credible, 42% of the respondents agree that shorter reviews are more credible and 28% of the respondents agree that length doesn't matter in reviews.

4.15 Table showing encountering fake online reviews

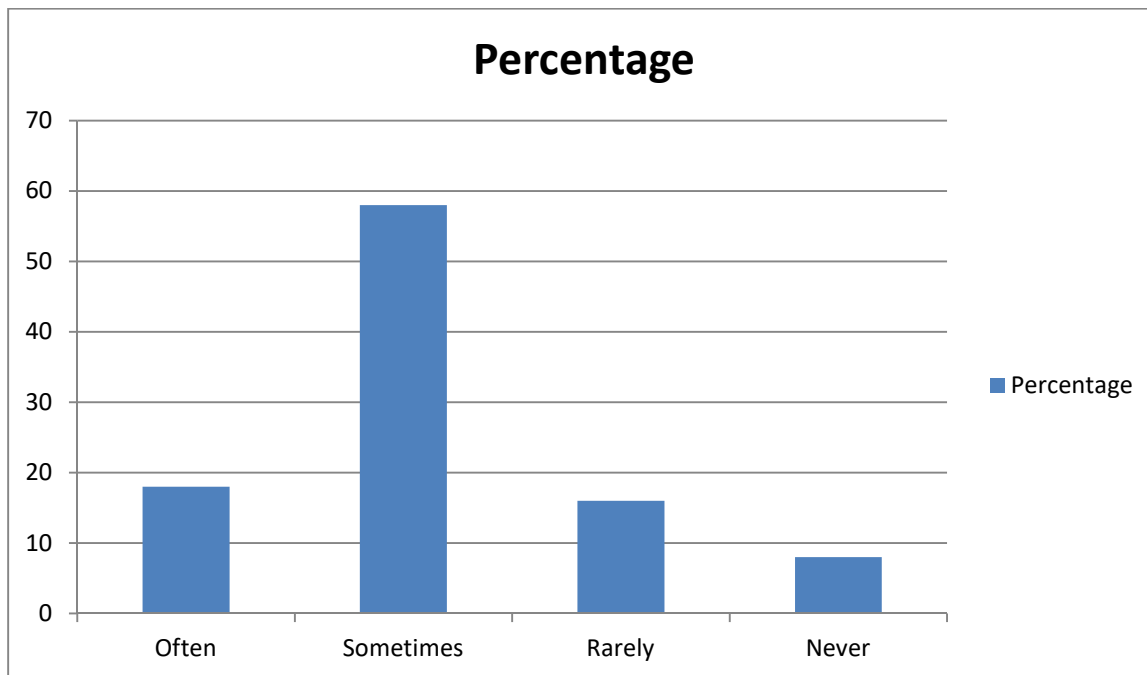
Table 4.15

Particulars	Number of respondents	Percentage
Often	9	18
Sometimes	29	58
Rarely	8	16
Never	4	8
Total	50	100

(Source: Primary data)

Figure 4.15

Figure showing whether the respondents encounter fake online news



From the above table and figure, we can understand that 18% of the respondents often encounter fake online news, 58% of the respondents sometimes encounter fake online review, 16% of the respondents rarely encounter fake online review and 8% of the respondents never encounter fake online review.

4.16 Table showing considering overall rating or individual reviews when making a purchase decision

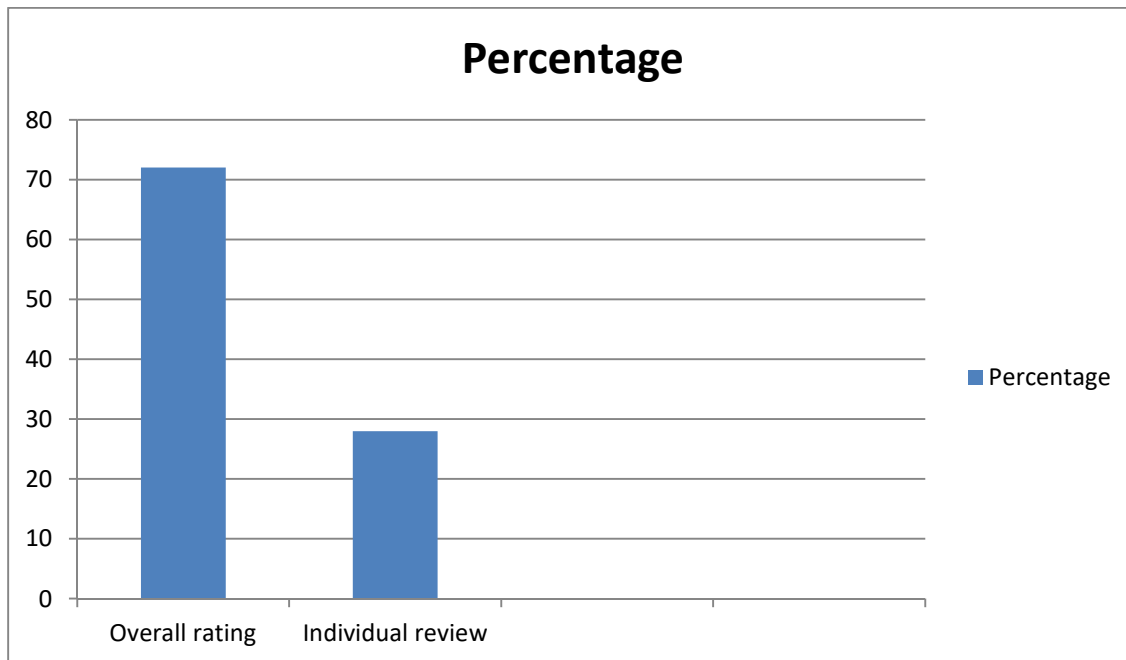
Table 4.16

Particulars	Number of respondents	Percentage
Overall rating	36	72
Individual review	14	28
Total	50	100

(Source: Primary data)

Figure 4.16

Figure showing whether respondents consider overall rating or individual review



From the above table and figure, we can understand that 72% of the respondents choose overall rating and 28% of the respondents choose individual review when making a purchase decision.

4.17 Table showing reaction when seeing conflicting reviews for a product

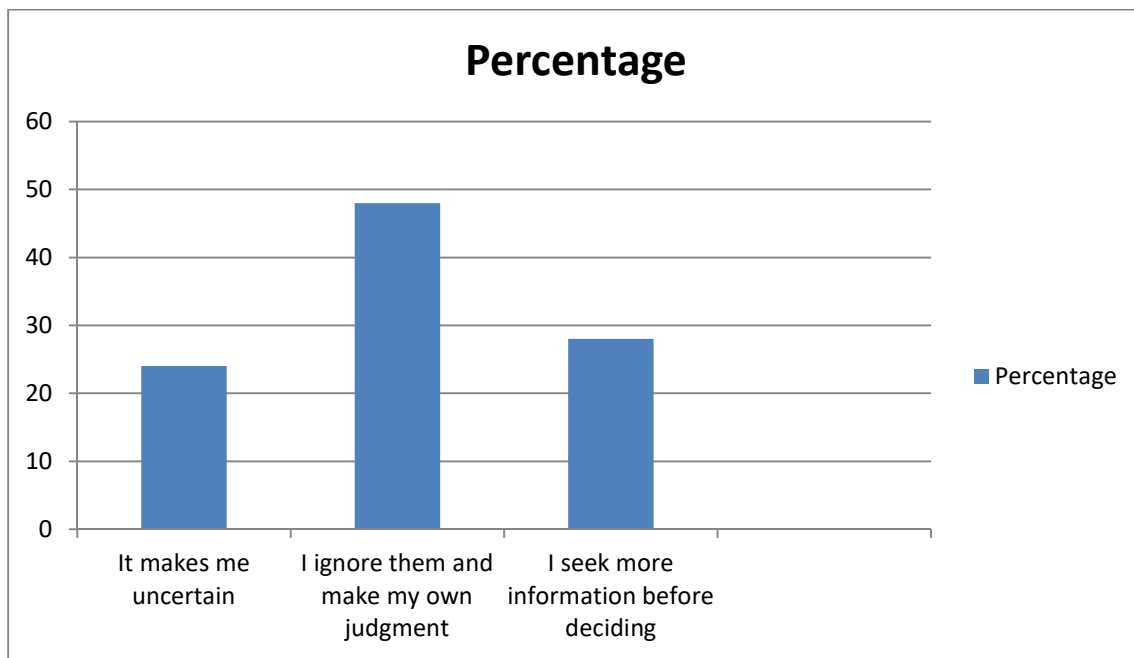
Table 4.17

Particulars	Number of respondents	Percentage
It makes me uncertain	12	24
I ignore them and make my own judgment	24	48
I seek more information before deciding	14	28
Total	50	100

(Source: Primary data)

Figure 4.17

Figure showing the respondents reaction on conflicting reviews



From the above table and figure, we can understand that conflicting reviews makes uncertain to 24% of the respondents, 48% of the respondents ignore them and make their own judgment and 28% of the respondents seek more information before deciding.

4.18 Table showing influenced by online reviews to try a new product or service

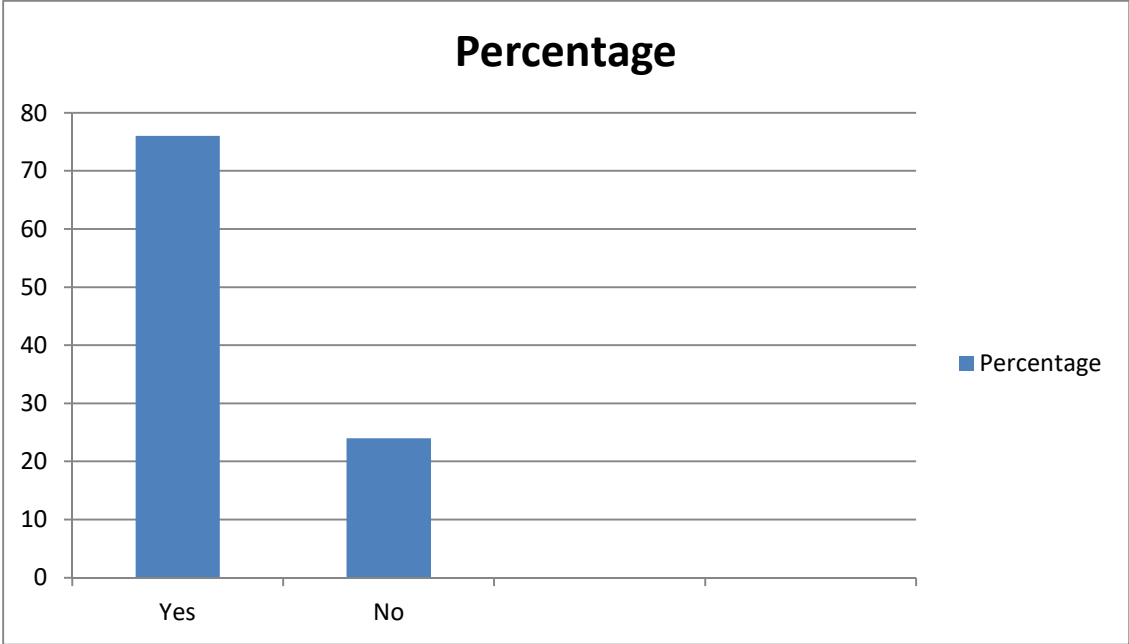
Table 4.18

Particulars	Number of respondents	Percentage
Yes	38	76
No	12	24
Total	50	100

(Source: Primary data)

Figure 4.18

Figure showing whether the online reviews influence respondents to try a new product or service



From the above table and figure, we can understand that 76% of the respondents are influenced by online reviews to try a new product or services and 24% of the respondents are not influenced by online reviews to try a new product or service.

4.19 Table showing believing whether online reviews have become more influential over time

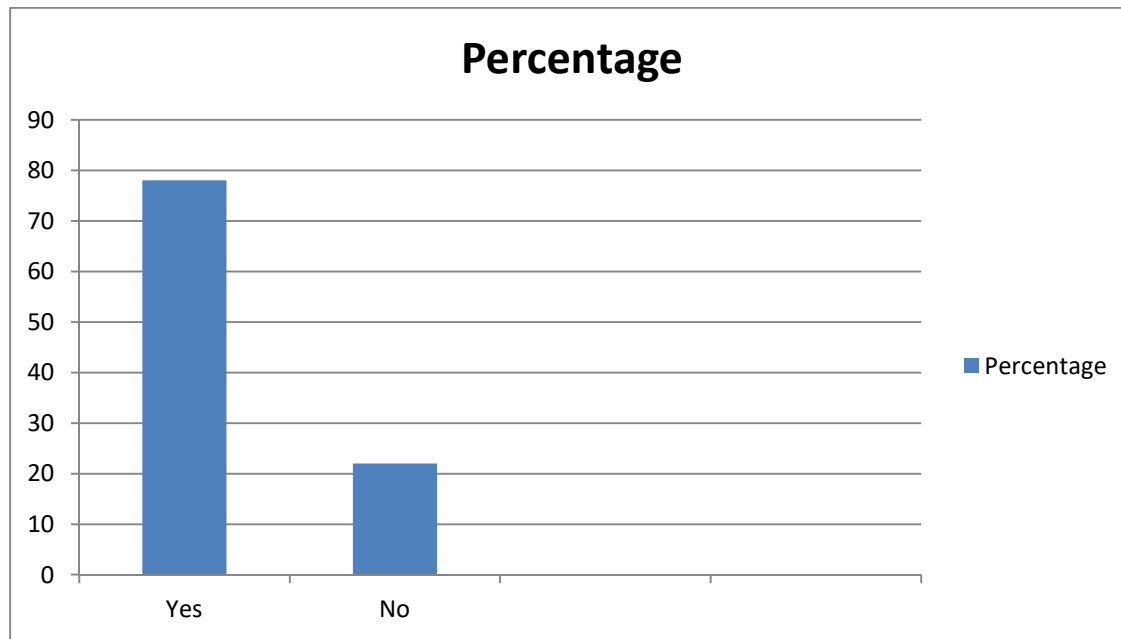
Table 4.19

Particulars	Number of respondents	Percentage
Yes	39	78
No	11	22
Total	50	100

(Source: Primary data)

Figure 4.19

Figure showing whether online reviews have become more influential over time



From the above table and figure, we can understand that 78% of the respondents agree that online reviews have become more influential over time and 22% of the respondents disagree.

4.20 Table showing trusting a review from verified purchaser

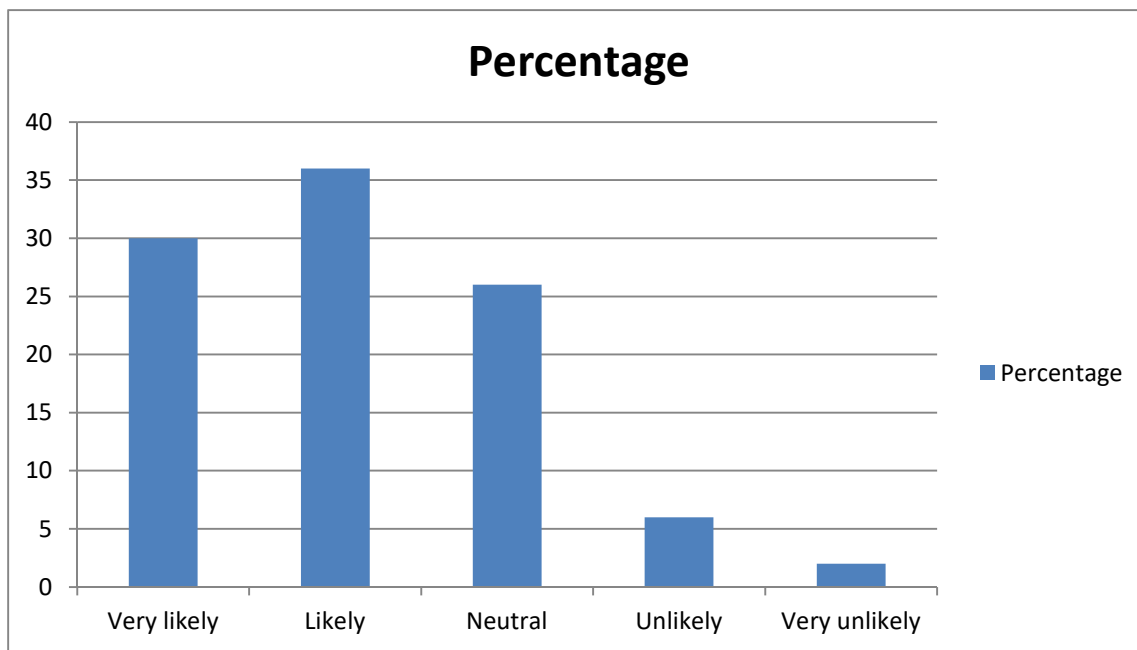
Table 4.20

Particulars	Number of respondents	Percentage
Very likely	15	30
Likely	18	36
Neutral	13	26
Unlikely	3	6
Very unlikely	1	2
Total	50	100

(Source: Primary data)

Figure 4.20

Figure showing whether respondents trust a review from a verified purchaser



From the above table and figure, we can understand that 30% of the respondents very likely trust a review, 36% of the respondents likely trust a review, 26% of the respondents neutrally trusts a review, 6% of the respondents unlikely trust a review and 2% of the respondents very unlikely trust a review.

4.21 Table showing paying more for a product with excellent online reviews compared to a similar product with fewer reviews

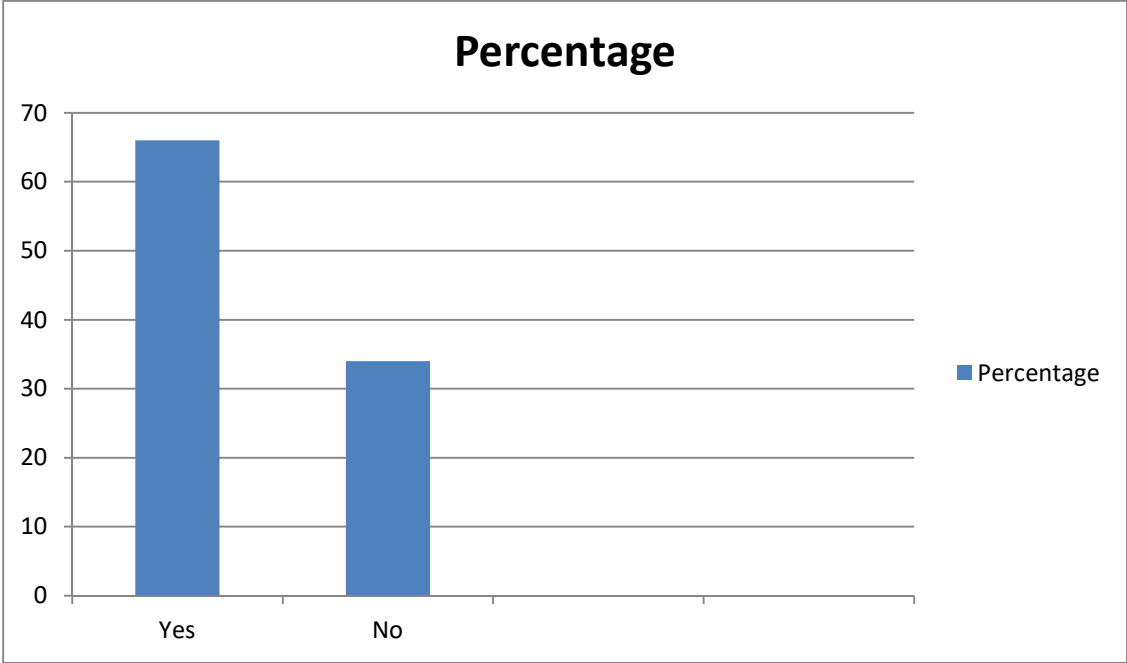
Table 4.21

Particulars	Number of respondents	Percentage
Yes	33	66
No	17	34
Total	50	100

(Source: Primary data)

Figure 4.21

Figure showing whether the respondents pay more for a product with excellent online reviews compared to a similar product with fewer reviews



From the above table and figure, we can understand that 66% of the respondents agree to pay more for a product with excellent online reviews compared to a similar product with fewer reviews.

4.22 Table showing online reviews represent the actual products and services

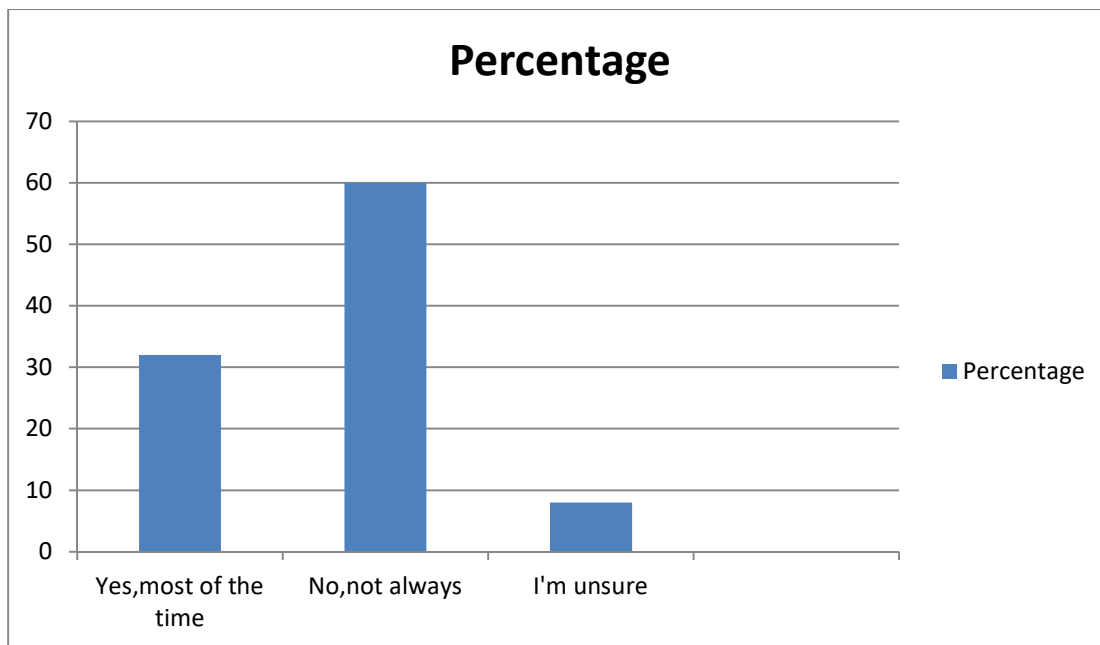
Table 4.22

Particulars	Number of respondents	Percentage
Yes, most of the time	16	32
No, not always	30	60
I'm unsure	4	8
Total	50	100

(Source: Primary data)

Figure 4.22

Figure showing whether online reviews represent the actual products and services



From the above table and figure, we can understand that 32% of the respondents agree that online reviews represent the actual products and services, 60% of the respondents agree that online reviews not always represent the actual products and services and 8% of the respondents agree that they are unsure.

4.23 Table showing time spent for reading online reviews before making a purchase decision

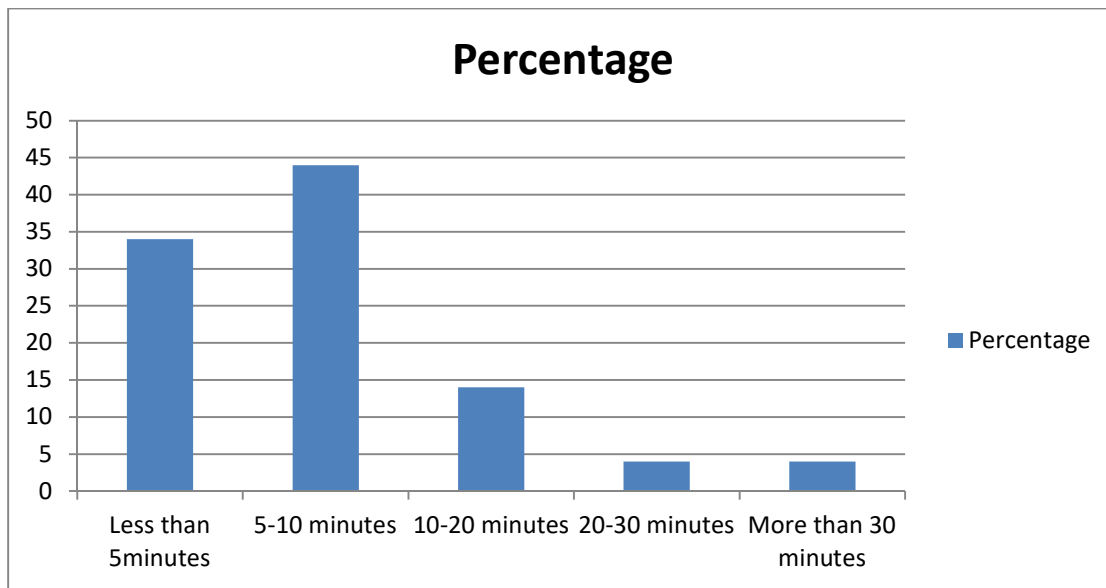
Table 4.23

Particulars	Number of respondents	Percentage
Less than 5 minutes	17	34
5-10 minutes	22	44
10-20 minutes	7	14
20-30 minutes	2	4
More than 30 minutes	2	4
Total	50	100

(Source: Primary data)

Figure 4.23

Figure showing the time spent by respondents for online reviews



From the above table and figure, we can understand that 34% of the respondents take less than 5 minutes, 44% of the respondents take 5-10 minutes, 14% of the respondents take 10-20 minutes, 4% of the respondents take 20-30 minutes and 4% of the respondents take more than 30 minutes for reading online reviews.

CHAPTER – V

FINDINGS SUGGESTIONS AND CONCLUSION

5.1 Findings

- Most of respondents are between 18 – 20.
- Most of the respondents are male.
- Most of respondents read online reviews before they make purchase decision.
- Most respondents rely on Amazon and Google for online reviews.
- Most of the respondents likely trust a product with positive online review.
- Majority of respondents change their opinion of product based on negative online reviews.
- Majority of the respondents gives equal important to both online and personal recommendation.
- Half of the respondents sometimes trust user generated photos and videos.
- Half of the respondents are moderately influence by the perception of a brand.
- More than half of the respondents does not purchase a product with few or no online reviews.
- Majority of the respondents feels online reviews more trust worthy when they include both positive and negative feedback.
- Most of the respondents may or may not leave a review after purchasing a product.
- Most of the respondents agree that businesses manipulate online reviews to improve their image.
- Most of the respondents agree that shorter reviews are more credible.
- Most of the respondents agree that sometimes they have encountered fake online reviews.
- More than half of the respondents agree that they consider overall rating over individual review.
- Most of the respondents ignore conflicting reviews for a product and make their own judgment.
- More than half of the respondents agree that they are influenced by online reviews to try a new product.

- Majority of the respondents believe that online reviews have become more influential over time.
- Most of the respondents likely trust a review from a verified purchaser.
- Most of the respondents agree that they pay more for a product with excellent online reviews compared to a similar product with fewer reviews.
- Most of the respondents agree that the online reviews not always represent the actual product and services.
- Most of the respondents spent 5-10 minutes to read online reviews before making a purchase decision.

5.2 Suggestions

- Implement a moderation system to ensure that reviews are genuine.
- Summarize key points from reviews to help users quickly grasp the main takeaway ideas.
- Implement sorting and filtering options so users can easily find reviews that are most relevant to their needs.
- Allow users to upload photos or videos along with their reviews to provide visual evidence of their experience.
- Use review data to offer personalized product or service recommendations to users based on their preferences and past purchases.

5.3 Conclusion

The study was conducted with an aim to analyse the objective to examine the role of online reviews in purchase decision making, to find the credibility of the reviews from the Google and Amazon and to find whether the brand changes according to the reviews. Respondents agreed that they rely on both Google and Amazon for online reviews. They trust product with online review than positive or negative feedback and also online reviews have become more influential over time. And the respondents think that shorter reviews are more credible than longer reviews with easy way of grasping the information. Half of the respondents approve that they are moderately influenced by the perception of a brand. This research helps us to understand that online reviews play a pivotal role in the purchasing decision. It motivates the respondents to buy the products based on the reviews and also try different products. They give more importance to excellent online reviews and the shorter reviews becomes more credible as the basic information of the product can be understood easily and also the reviews influences in changing of brands.

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- **Racherla and Friske**

Websites

- www.frontiersin.org
- www.sciencedirect.com

ANNEXURE

Questions

1. Age
 - 18-20
 - 21-23
 - 24-27

2. Gender
 - Male
 - Female

3. How often do you read online reviews before making a purchase?
 - Always
 - Often
 - Sometimes
 - Rarely
 - Never

4. Which platform do you trust the most for online reviews?
 - Amazon
 - Google
 - Facebook
 - TripAdvisor
 - Other

5. How likely are you to trust a product with mostly positive online reviews?
 - Very likely

- Likely
 - Neutral
 - Unlikely
 - Very unlikely
6. Have you ever changed your mind about a purchase based on negative online reviews?
- Yes
 - No
7. How important are online reviews compared to personal recommendations?
- More important
 - Equally Important
 - Less important
8. Do you tend to trust user-generated photos and videos in online reviews?
- Yes, always
 - Yes, sometimes
 - No, rarely
 - No, never
9. How much do online reviews influence your perception of a brand?
- Significantly
 - Moderately
 - Slightly
 - Not at all

10 Would you consider purchasing a product with few or no online reviews?

- Yes
- No

11 Do you find online reviews more trustworthy when they include both positive and negative feedback?

- Yes
- No

12 How likely are you to leave a review after purchasing a product?

- Very likely
- Likely
- Neutral
- Unlikely
- Very unlikely

13 Do you believe businesses manipulate online reviews to improve their image?

- Yes, frequently
- Yes, sometimes
- Yes, rarely
- Yes, never

14 Do you think the length of an online review impacts its credibility?

- Yes, longer reviews are more credible
- Yes, shorter reviews are more credible

- No, length doesn't matter

15 How often do you encounter fake online reviews?

- Often
- Sometimes
- Rarely
- Never

16 Do you consider the overall rating or individual reviews more when making a purchase decision?

- Overall rating
- Individual reviews

17 How do you react when you see conflicting reviews for a product?

- It makes me uncertain
- I ignore them and make my own judgment
- I seek more information before deciding

18 Have you ever been influenced by online reviews to try a new product or service?

- Yes
- No

19 Do you believe online reviews have become more influential over time?

- Yes
- No

20 How likely are you trust a review from a verified purchaser?

- Very likely
- Likely
- Neutral
- Unlikely
- Very unlikely

21 Would you pay more for a product with excellent online reviews compared to a similar product with fewer reviews?

- Yes
- No

22 Do you think online reviews adequately represent the actual quality of products and services?

- Yes, most of the time
- No, not always
- I'm unsure

23 How much time do you typically spend reading online reviews before making a purchase decision?

- Less than 5 minutes
- 5-10 minutes
- 10-20 minutes
- 20-30 minutes
- More than 30 minutes

**“A STUDY ON EDUCATIONAL MIGRATION
WITH REFERENCE TO THRISSUR DISTRICT”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

ADHUL KRISHNA

(CCAVBCM274)

Under the supervision of

Ms.PRASSY VISWAMBHARAN



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A Study on Educational Migration with Reference to Thrissur District**” is a bonafide record of project done by **ADHUL KRISHNA**, Reg. No. CCAVBCM274, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Assoc.Prof. P.G Thomas
Co-ordinator

Ms. PRASSY VISWAMBHARAN
Project Guide

DECLARATION

I, **ADHUL KRISHNA**, hereby declare that the project work entitled “**A STUDY ON EDUCATIONAL MIGRATION WITH REFERENCE TO THRISSUR DISTRICT**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms.Prassy viswambharan, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

ADHUL KRISHNA

Date:

CCAVBCM274

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Place: Irinjalakuda

ADHUL KRISHNA

Date:

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CHAPTER-I
INTRODUCTION

1.1 Introduction

Education is a fundamental process that involves acquiring knowledge, skills, and values through various methods like classroom learning, practical experiences, and research. It plays a crucial role in shaping individuals and societies, empowering people to pursue their passions, develop critical thinking skills, and contribute to the betterment of society. Education can take place at different levels, from primary and secondary schools to colleges, universities, and beyond. It encompasses a wide range of subjects and disciplines, allowing individuals to specialize in their areas of interest and expertise.

Migration, on the other hand, refers to the movement of people from one place to another, often involving a change in residence. People migrate for a multitude of reasons, including education, economic opportunities, seeking better living conditions, escaping political instability or persecution, reuniting with family, or simply exploring new environments. Migration can be internal, within a country, or international, crossing national borders. It can be temporary or permanent, depending on the individual's circumstances and intentions.

Educational migration specifically refers to the act of moving to a different country. It's a decision made by individuals who seek to broaden their educational opportunities beyond their home country. By studying abroad, students can access a wider range of educational institutions, experience different teaching methods, and engage with diverse cultures. This exposure to new perspectives and ways of thinking can greatly enhance their academic growth and personal development.

Educational migration offers students the chance to immerse themselves in a new environment, learn from renowned professors and experts in their fields, and build international networks. It provides a unique opportunity to gain a global perspective, develop cross-cultural communication skills, and foster a deeper understanding of the world. Additionally, studying abroad can open doors to new career opportunities.

Educational migration among Indian students has witnessed a significant surge in recent years. Fuelled by a quest for quality education and diverse opportunities, a growing number of students are opting to study abroad. Countries like the United States, Canada, the United Kingdom, Australia, and Germany have become favoured destinations. The appeal lies in the prospect of exposure to global perspectives, cutting-edge research facilities, and enhanced career prospects. This trend reflects the changing dynamics of India's education landscape, emphasizing the importance of international exposure in shaping well-rounded individuals prepared for the challenges of a globalized world.

Indian students opt for educational migration driven by factors such as the pursuit of high-quality education, access to specialized courses, and advanced research opportunities abroad. The appeal of prestigious international institutions, exposure to diverse cultures, and the desire for better career prospects contribute significantly to their decision. Seeking a global perspective and accessing resources not readily available in India motivates students to explore educational opportunities abroad, shaping a trend of educational migration among Indian youth.

Another critical factor contributing to the upswing in educational migration is the globalized job market. Indian students recognize the importance of having an international academic experience in enhancing their employability on a global

scale. Many students perceive that a degree from a renowned foreign institution can open doors to a broader range of career opportunities and provide a competitive edge in the job market.

Overall, educational migration is an enriching and transformative experience. It allows individuals to combine their passion for learning with the adventure of exploring new places and cultures. By embracing educational migration, students can broaden their horizons, challenge themselves academically and personally, and create lifelong memories and connections. It's an exciting journey of growth and self-discovery.

1.2 Statement of the problem

While educational migration offers exciting opportunities, it also presents some challenges. One major problem is the potential for cultural and language barriers, which can make it difficult for students to adapt to their new academic environment. Additionally, the financial burden of educational migration, including tuition fees, living expenses, and travel costs, can be a significant challenge for many individuals. Another concern is the potential brain drain, where talented individuals leave their home countries to pursue education abroad, leading to a loss of skilled professionals in their home countries. Lastly, there may be issues with recognition and transferability of qualifications obtained through educational migration, which can hinder individuals' career prospects upon returning to their home country. It's important to address these problems to ensure that educational migration remains a positive and accessible opportunity for all.

1.3 Significance of the study

The study of educational migration holds immense significance in today's interconnected world. It provides valuable insights into the motivations, challenges, and outcomes of students seeking education beyond their home countries. Firstly, it contributes to the development of informed and responsive educational policies. By understanding the factors influencing students to migrate for education, policymakers can create strategies that enhance educational opportunities, address challenges, and promote inclusivity.

1.4 Objectives of the study

- 1.To understand the concept of migration for the purpose of education.
- 2.To study the motivating factors behind the educational migration.
- 3.To study the problems faced by migrated students.
- 4.To study the pros and cons of educational migration.

1.5 Scope of the study

The study has been conducted among the students studying abroad. Data has been collected from 60 students pursuing education abroad. The study mainly focused on students who migrated to other countries for higher education. This study wants to bring out the real scenario and the impact of educational migration among youth. It also brings out the reasons and problems behind education migration.

1.6 Research Methodology

Research methodology refers to the systematic approach and techniques used to conduct research. It involves the methods and procedures used to collect, analyse, and interpret data to answer research questions or investigate a specific topic.

1.6.1. Research Design

Research design in a research project refers to the plan outlining the systematic approach and structure for conducting the study. It includes decisions about the type of study, data collection methods, sampling strategy, and data analysis techniques. A well-defined research design helps ensure the validity and reliability of the study's findings. The research design used for the study is of descriptive type.

1.6.2. Nature of the Study

The study is Descriptive in nature. Descriptive research is a research method that aims to describe and present an accurate picture of a particular phenomenon or situation. It focuses on observing and documenting the characteristics, behaviours, and patterns of a group or population.

1.6.3. Source of the data

The data is collected from both Primary and Secondary sources. Questionnaires have been used to collect primary data. The data we have collected is primary and we have used secondary data for reference.

1.6.4. Sample Size

Primary data were collected from a sample of 60 respondents who migrated for education abroad. This type of research describes what exists and may help to uncover new facts and meanings.

1.6.5. Sampling Method

The sample has been selected using Snowball sampling method. Snowball sampling is a sampling method which involves identifying initial participants with specific characteristics and then relying on them to refer additional participants. Using this method the data was collected from a total of 60 students, comprising both those residing in Thrissur district and their acquaintances who pursued higher education abroad. Initially, data was gathered from the students who migrated, followed by connecting with their acquaintances and friends who also pursued education abroad.

1.6.6. Tools for Analysis

Statistical tools used for analysis of the data are diagrammatic presentations and percentage for interpreting the data thus collected.

1.6.7. Limitations of the study

- The sample of 60 is difficult to generalize the results.
- The opinions expressed may depend upon the psychological temperament of the respondent.

- The time factor was a major limitation in the study.
- Findings may be influenced by personal bias of the respondents.
- The data collected through questionnaires has its own limitations.
- The study may not be applicable beyond the specific study context and may not have external validity.

CHAPTER-II
REVIEW OF LITERATURE

2.1 Introduction

Some of the studies discuss migration as a social, cultural and educational factor. Mainly there were two aspects of life which influence students to migrate: they were positive and negative aspects. The most common difficulties that were faced by student migrants are accommodation, food, culture, environment adjustment, language problem and racial discrimination. Here gives a brief account of important studies conducted by several research scholars in the field of student migration in abroad. The student migrant who studies in another country are able to share their ideas, culture and knowledge with others and in turn they too learn to appreciate the difference in other culture. The students move to different places for a great desire to the best education, to use best infrastructure and have a fluency in English language. Thousands of migration studies have been done by a sociologist, economist and other number of studies has been added on migration. Number of studies has been done on age and migration, sex and migration, race and migration, distance and migration, education and migration, the labour forces migration etc. . A few studies were based on the factors of migration and assimilation of the migrants. Migration theory involves sociology, political science, law, economics, demography, geography, psychology and other studies.

VISHAL P DESHMUKH, Mrs SANKPAL SV (2022) This study explores factors influencing migration among Indian students, emphasizing the significant roles of wages and quality of education. Unlike the homogenous flow of skilled workers, there is a growing trend of young individuals migrating for educational purposes. The paper aims to identify key elements that influence this migration and advocates for providing better domestic study options to enhance the quality of life for students.

MICHIEL BAAS (2021) This section focuses on the emerging education-migration industry catering to student-migrants, particularly in the Asia-Pacific region. The articles explore the conflation of international students and skilled migrants, highlighting the development of an industry facilitating study-abroad paths and two-step migration. The introduction places this research within the context of the growing popularity of international education, its entanglement with skilled migration ambitions, and the emergence of a migration industry spurred by regulated programs.

NV VARGHESE (2021) The Indian diaspora encompasses low-skilled migrants to the Middle East, highly skilled individuals to developed nations, and cross-border students seeking employment abroad. Initially perceived as ‘brain drain,’ the return of highly educated professionals shifted the narrative to ‘brain gain.’ This skilled diaspora has assumed influential roles in corporate, academic, political, and social realms in host countries, contributing to the enhanced global image of India.

PERKINS, RICHARD AND ERIC NEUMAYER (2020) The use the human capital approach to examine variations in the motivations of students for studying abroad. The findings, based on a statistical analysis of a large sample of country pairs, call into question the importance commonly ascribed to universities as a “pull” factor. Far more influential is future income, colonial ties, common language, and pre-existing migrant stocks. Important differences exist in the determinants of international student mobility between “developed” and “developing” countries.

RUIL, NEIL G (2019) A new database on foreign student visa approvals in the United States is used in Ruiz 2019 to analyse a recent increase in international students, finding that students are concentrated in metropolitan areas, come from fast-growing cities in emerging markets, and that 45 percent of graduates extend their visas to work in the same metropolitan area of their studies, highlighting the relationship between student migration and the economic dynamics of the host region.

ALLAN M, RUSSELL KING, FIONA M. SMITH (2019) Analysing a questionnaire survey and interviews with international UK students, Findlay, 2019 shows that class reproduces itself through international study: students from private schools are more likely to gain access to international universities and to accrue social and cultural capital during the experience. Furthermore, analysis of international students should integrate broader life-course aspirations.

RODRIGUEZ GONZALEZ, CARLOS AND PETR MARIEL (2018) Rodriguez Gonzalez, Bustillo Mesanza, and Mariel analyse the determinants of Erasmus student mobility using a panel data set of bilateral flows for all participating Countries. Differences in the cost of living and geographical distance are relevant to explain student flows. There is also a positive relationship between student mobility and the educational background of the families. Other students' behaviour, willingness to learn a foreign language, and better climates are further factors.

ROBERTSON, SHANTHI (2018) The process of “student switching” in Australia has permitted increasing numbers of international students to use their studies in Australia as a pathway to residency. Robertson 2018 examines how international students experience the bureaucratic process of applying for permanent residency. He shows that students are subject to intense forms of regulation during the application, and that the state's exertion of power has far-reaching social, economic, and psychological consequences.

FINDLAY, ALLAN M (2018) Understanding student mobility as knowledge migration, Findlay 2018 argues for examining the contexts of decision making, and questions the adequacy of previous theorizations of international student mobility. Widening the cost-benefit/economic perspective, the author argues that researchers need to give more attention to “demand-side” theories that examine the choice of students to move abroad to improve their cultural capital, and “supply-side” theories that investigate the financial interests of academic institutions to attract international students.

FRANCIS LEO COLLINS (2017) The study focused of international students between South Korea and Auckland, New Zealand, it is increasing importance of English language training and demand for places. In higher education were important factor in South Korea contributed to the movement. Education agents also offer a much broader package of service that include home stays, counselling and travel and visa permit arrangement and other settlement issues not only direct them to new international students to educational institutions.

HELEN H.D AND ALBERTS H.C (2016) The study explored the student's decisions to stay in United States as temporary students or as permanent immigration. The study found that few students arrived in the United States with the intention of immigrating permanently. Professional, social and personal factors had influenced the students ongoing decision-making process to stay in United States. The significant factor that acted as strong incentive to stay in the United States was economic and professional lifestyle, while personal and societal factors drew the students back to their home countries.

SMITH J, JOHNSON A (2002) The study reviews impact of educational migration on students' academic achievement is explored. The review synthesizes existing research and examines factors such as cultural adaptation, language proficiency, and social support that influence the academic outcomes of students who migrate for education.

BAHIRA TESHOME WONDWOSEN (2015) A study was conducted on student migration and found that it involves a continuous process of interaction between members of different social and cultural backgrounds. The study found that students from different continents and countries having different socio-cultural, ethnic and linguistic background are found to pursue education in university of Pune. This study mainly figures out the African students who come to study in universities of Pune and their views relating to Indian society, its population and inter-intra racial networking and relationship and cross-cultural exchange. There were several push and pull factors that motivated African students to move to India. Some push factors were due to the lack of educational institutions in Africa and potential unrest to certain extent and the pull factors were due to less educational fees and other expenses and mainly easy university and college admission procedures.

ALTBERTS, HEIKE C AND HELEN D. HAZEN (2014) Using focus group interviews, Alberts and Hazen investigate factors motivating students to stay in the United States or return home after graduation. Three categories of motivating factors are identified: professional, societal, and personal. In most cases, professional factors encourage the students to stay in the United States, while societal and personal factors draw them back to their home countries, although wide variations exist among students according to specific home country situations.

HAZEL CHRISTIE (2014) He studied the decisions of students moving within United Kingdom geographically for higher education and the study also analysed the circumstances in which the students chose to live at home and their experience of attending a local university. It was found that more students were staying back home for studies due to financial hurdles, emotional attachment to family and friends. The study also focused on low-income groups and disadvantaged ones who traditionally did not go for higher studies. New funding arrangement in United Kingdom such as providing student loan, tuition fees and increased parental contributions towards their accommodation, parental attachment etc.

SMITH J (2010) In this comprehensive review, Smith (2010) examines global trends in educational migration. The paper explores the motivations, challenges, and benefits associated with students pursuing education abroad. It also discusses the impact of educational migration on both sending and receiving countries, shedding light on the economic, cultural, and social implications of this phenomenon.

PATEL A (2008) Patel conducts an analytical review to explore the impact of educational migration on both sending and receiving countries. The paper examines the economic, social, and cultural consequences of students migrating for education. It also analyses policies and strategies implemented by countries to maximize the benefits and mitigate the challenges associated with educational migration.

GARCIA M (2005) The study presents a synthesis of current research on educational migration patterns. The paper examines the factors influencing students' decisions to migrate for education, such as academic opportunities, quality of institutions, and cultural factors. It also explores the experiences and challenges faced by students during the migration process, shedding light on the social and psychological aspects of educational migration.

WANG L (2004) The study conducts a literature review to explore the role of educational migration in shaping global workforce dynamics. The paper examines how educational migration contributes to the internationalization of labour markets, the transfer of knowledge and skills, and the development of a global talent pool. It also discusses the challenges and opportunities faced by individuals and countries in harnessing the potential of educational migration.

TURNER S (2004) The study provides a critical review of the policy implications of educational migration. The paper examines the policies and strategies implemented by countries to attract and retain international students. It also analyses the impact of these policies on educational institutions, local communities, and the overall economy.

CHAPTER-III
THEORETICAL FRAMEWORK

3.1 Education System in Kerala

One of the states in India with the highest literacy rates is Kerala. This demonstrates how crucial education is to Keralites. The advancement of education has received major contributions. Earlier, Vedic knowledge was taught in the Sabha mat hams. Then there were the Kalaris, who ran schools and taught martial arts. With the entrance of Christian missionaries, widespread adoption of Western schooling started. Numerous schools and other educational institutions have been established by them. These organisations have influenced how education has developed in our state.

In terms of social advancement and quality of daily existence, Kerala has achieved considerable strides. When compared to other advanced countries, Kerala has a higher human growth index. In Kerala, educational opportunities and literacy have always given top emphasis. Schools are viewed as the centre of social development in this country. People's aspirations are raised by good education, and raising the standard of education is always the major goal. www.education.kerala.gov.in is the address of the General Education Department of the Kerala government's official website. This division oversees the post-secondary and primary types of education offered in schools, as well as teacher preparation.

Understanding the expansion and evolution of Kerala's educational profile is essential to any study of the state's educational system. Kerala's current educational system was established many years ago. When the Maharaja of Travancore announced that people with strong English skills would be given preference in government jobs. The Government created the Raja's Free School in 1834 with the purpose of offering English education. 33 Vernacular schools were established in Cochin earlier in 1818. The English teacher at the time was Rev. Dawson, who also

founded an English school in Mattancherry. As time went on, more schools sprung up in different locations, including Thrissur, Thrippunithura, and Ernakulam. The initial group of candidates for graduation was in the year 1868.

3.2. Educational Migration

Educational migration, also known as academic migration, refers to the process of individuals moving from one location to another with the primary goal of pursuing education. This could involve relocating to a different city, country, or even continent to attend a school, college, or university for academic purposes. People undertake educational migration to access specific educational programs, institutions, or opportunities that may not be available in their current location.

Many international students now view overseas study as a stepping-stone to permanent residency within a country. This is due to the rapid growth of education abroad and the increasing number of students seeking higher education abroad. Major players have been encouraged to implement additional initiatives to facilitate the arrival and integration of international students, including significant changes to migration and visa regulations and processes, because of the cultural and economic contributions that international students make to host nation economies. In a time when immigration laws in popular countries like the US and the UK do not allow for the transfer to work visas, institutions are vying hard to attract international students.

The increasing amount of student mobility is caused by a variety of variables. Students in many developing nations have no alternative but to study abroad since there are not enough university seats available to meet demand. Additionally, there is a widely held belief that studying abroad might improve career and business

chances. Students who travel across borders for education typically settle in nations with more advanced educational systems than their own. Higher education has developed into a significant international export good, with emerging nations taking advantage of domestic shortages to attract international students. Changes in immigration and visa regulations have since given students an incentive to travel abroad and may even open the door to long-term residence in a host country. Opportunities for migrating have a significant impact on the rise of student mobility. Lower travel costs and improved communication technologies have made studying abroad more approachable and are other contributing causes to the increase for student migration.

Due to the depletion of already limited resources, the loss of students from sending nations might have a negative effect on the economy. Brain drain is the widespread exodus of people with specialised ability or expertise. A difficulty with student migration is distinctions in culture in the classroom. This implies that if the instruction, learning, and evaluation methods are significantly different from those in their prior schooling, the students may find it challenging.

3.3. Current Situation of Kerala

The bulk of higher education institutions today, including universities and colleges, are run by businesses, governmental organisations, and private persons. The Central Board of Secondary Education(CBSE), the Kerala State Education Board, and the Indian Certificate of Secondary Education (ICSE) are a few of the boards with which these educational institutions are affiliated. In many institutions, especially private ones, English is the principal language of instruction. The two languages taught in public institutions are either English or Malayalam. Every student spends ten years

in middle school before moving on to higher intermediate. Science, business, and the arts are the three main areas of study in high school. One can enrol in professional or general degree programmes after graduating from high school. The Education Development Index (EDI) places Kerala first out of the remaining 21 Indian states. The EDI is calculated utilising factors like access, resources, instructors, and outcomes.

3.4. International Migration

International migration refers to the movement of people across borders from one country to another. It occurs for various reasons, such as seeking better economic opportunities, reuniting with family members, escaping conflict or persecution, or simply exploring new cultures and experiences. International migration has been a fundamental aspect of human history, shaping societies and cultures around the world. While it can bring benefits such as cultural exchange and economic growth, it also poses challenges related to integration, social cohesion, and labour market dynamics. Effective policies and cooperation between countries are essential to manage the impacts of international migration and ensure the rights and well-being of migrants and host communities.

A student might consider international educational migration because it offers a chance to explore new cultures, gain a global perspective, and access top-notch academic programs that may not be available in their home country. It's like embarking on a learning adventure that goes beyond textbooks, allowing students to grow personally and professionally. Plus, studying abroad can enhance language skills, build a diverse network, and open doors to exciting career opportunities

worldwide. It's like adding extra colours to your academic palette, enriching your educational experience in ways you never imagined.

In conclusion, international migration is a multifaceted phenomenon with far-reaching benefits for individuals, communities, and countries. From economic advancement and cultural enrichment to labour market flexibility and demographic rejuvenation, migration plays a vital role in shaping the global landscape. By harnessing the potential of international migration through inclusive policies and initiatives, societies can reap the rewards of diversity, innovation, and shared prosperity.

3.5. A Comparison On International Education and Indian Education

India's educational system is organic because it develops and changes with time, just like the human mind. So, this is essentially the main reason why education is delivered differently in many countries around the world. Every country has various educational systems because of the guiding ideas that each one is built around. The objective is still to foster creativity in people. So, any educational system has advantages and disadvantages. Its benefits and drawbacks include the fact that, as a developing country, India's educational system was built on a foundation of in-depth theoretical knowledge. Additionally, it gets pupils ready for some of the most difficult competitive tests offered in many nations. Therefore, other industrialised countries have more adaptable educational systems. It is enabling students to pursue a variety of employment alternatives in addition to the more common ones.

Furthermore, India must raise finances on its own because it is a developing country and lacks funds. Because it effectively uses them to improve the educational system. So, start with education that is more focused on research. We also need to update the

curriculum, be more flexible, and promote global knowledge, among many other things. The major goal is to fully understand the distinctions between Indian and other educational systems, particularly if students want to pursue studies abroad. The following are the comparisons between the Indian and foreign education systems:

Major Differences Between Indian and Foreign Education System: --

1. Realising that Indian education places more of an emphasis on theory than on practical skills alone. Additionally, innovation as such is not permitted in the Indian system of learning. However, in other nations, the emphasis is typically primarily on practical learning. Furthermore, it enables innovation in the educational system.
2. Education is a formality and part of the daily routine in India. Every Indian must earn a degree in either the engineering or medical fields. Students' ability to learn anything is not its primary concern. On the other hand, education is entirely viewed as a learning process in other countries.
3. In addition, the foreign education curriculum typically includes both academic subjects and extracurricular activities like sports and the arts. Arts, sports, music, and theatre are therefore heavily emphasised in the US curriculum. Like, Australia places more emphasis on sports and includes boxing, hockey, and cricket in their college curricula. While the Indian educational system only places a focus on studies. Our educational system does not as a whole allow for extracurricular activities.
4. Regarding Dubai, primary and secondary education is both free and mandated by law. In contrast, education in India is turning into a business and is now about profits. As a result, education is really making considerable money thanks to tuition and

coaching centres that have sprung up since education was privatised. As a result, firms are turning their attention to the education sector.

5. In India, students are also not allowed to choose their area of interest or talent; instead, they are forced to study in either engineering or medicine, while sports and the arts are viewed as frivolous and intended for show. Students may pick the arts if they are not admitted to the science of commerce stream. So, this is how Indians genuinely feel. As a result, students are accepted into streams in India that, relative to other countries, offer higher wages or more work opportunities. On the other hand, students are admitted in foreign nations based on their areas of interest and talents.

6. With India in mind, the students enrol after observing and adopting trends. As a result, if mechanical engineering is the field that students are flocking to each year, they will be forced to enrol in it since it is popular.

7. Students in India are not truly given the option to choose their topic of study or stream. So, to put it briefly, we always go with the flow. The students wait while studying abroad till they are admitted into their fields of interest and talent.

8. In India, students are frequently forced to memorise facts and statistics as well as thousands of mathematical equations, the birth and death dates of historical personalities, chemical reactions, and hundreds of other things. In essence, we only emphasise theory. When taking foreign nations into consideration, students' knowledge is effectively affected through practical application.

3.6. Benefits and Limitations of Educational Migration

Educational migration, the pursuit of academic endeavours in a foreign country, offers a myriad of benefits and limitations. On one hand, it opens doors to diverse learning experiences, global networking, and enhanced career prospects. However, it also presents challenges such as cultural adjustment, financial strains, and potential barriers to integration. Understanding both the advantages and limitations is crucial for individuals contemplating educational migration, as it allows for informed decision making and a more comprehensive grasp of the transformative journey that lies ahead.

Benefits:

- **Diverse Learning Environment:** Educational migration exposes individuals to diverse cultures and perspectives, enriching their educational experience.
- **Global Networking:** Students build an international network, fostering connections with peers, professors, and professionals from around the world.
- **Academic Excellence:** Access to top-notch educational institutions and faculty enhances the quality of education, providing opportunities for rigorous academic growth.
- **Cultural Adaptability:** Living in a new country challenges individuals to adapt to different cultures, fostering personal growth and cultural awareness.
- **Language Proficiency:** Immersion in an environment where the language of instruction is spoken enhances language skills, both academically and in daily life.
- **Career Opportunities:** Graduates with international exposure often have a competitive edge in the job market, as employers value a global perspective.

- **Research Opportunities:** Access to cutting-edge research facilities and resources can significantly contribute to one's academic and professional development.
- **Personal Development:** Educational migration encourages independence, resilience, and problem-solving skills, contributing to holistic personal development.
- **Broader Perspectives:** Exposure to different educational systems broadens perspectives, encouraging critical thinking and a more comprehensive understanding of various subjects.
- **Cultural Exchange:** The exchange of ideas and values between students of different backgrounds fosters a rich cultural exchange, promoting global harmony and understanding.

Limitations:

- **Cultural Shock:** Adjusting to a new educational and cultural environment can lead to initial challenges, including culture shock and feelings of isolation.
- **Financial Strain:** Educational migration often involves significant financial expenses, including tuition fees, living costs, and travel expenses, which can be a burden for some students.
- **Language Barriers:** Non-native speakers may face language challenges, impacting academic performance and hindering effective communication.
- **Homesickness:** Being away from family and familiar surroundings can lead to homesickness, affecting mental well-being and academic focus.
- **Visa Restrictions:** Visa regulations and restrictions may limit students' ability to work or stay in the host country, impacting their financial sustainability.

- **Integration Difficulties:** Integrating into a new academic and social environment can be challenging, especially when facing different educational systems and teaching styles.
- **Social Isolation:** Difficulty in forming social connection with local students for experiencing discrimination can lead to social isolation and sense of exclusion.
- **Health Care Challenges:** Access to health care may be different in the host country and students might face challenges in navigating the health care system.
- **Career uncertainty:** returning to one's home country may pose challenges in recognising qualification obtained abroad, effecting career opportunities and progression.
- **Legal Issue:** Adhering to new set of laws and regulation including visa requirements and work permits, can be complex and may lead to legal challenges to international students.

CHAPTER-IV
DATA ANALYSIS AND
INTERPRETATION

4.1. Introduction

Data analysis is the act of analysing, cleaning, manipulating, and modelling data to identify important information, offer conclusions, and enhance decision-making. It encompasses various methodologies across business, scientific, and social science sectors, with data mining focusing on predictive modelling and knowledge discovery. Preceding data analysis, data interpretation is integral, often tied to data visualization and distribution, influencing everyday decisions. Interpretation assigns meaning to numerical data, commonly assessed through statistical analysis and inferential statistics, aiming to predict outcomes and evaluate biases, margins of error, and confidence intervals.

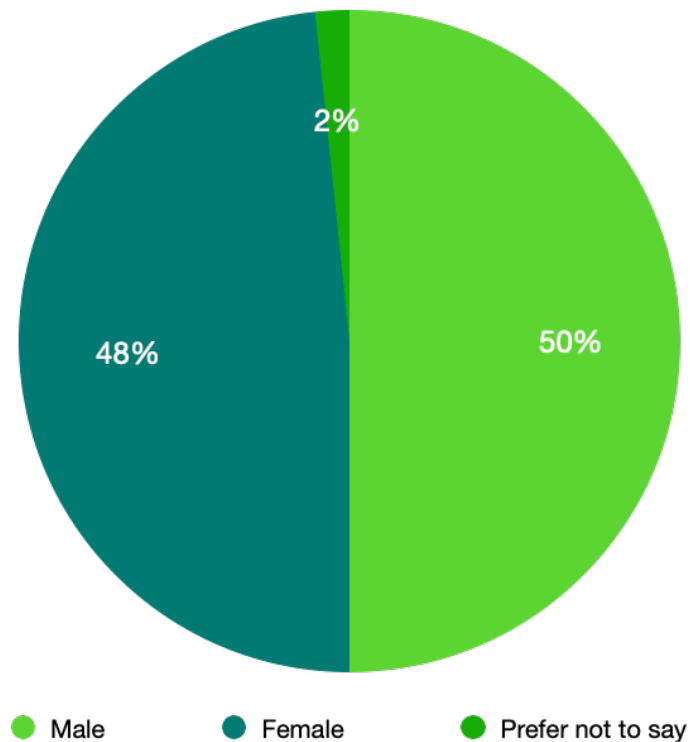
In conclusion, data analysis and interpretation are vital in transforming raw data into actionable insights, enabling informed decision-making and strategic planning. By distilling patterns from datasets, organizations can make evidence-based conclusions, but it's essential to consider context, domain knowledge, and data limitations for accurate interpretations. A well-executed data analysis journey empowers individuals and organizations to leverage information effectively for continuous improvement and growth.

Table 4.2 showing gender of the respondents.

<i>GENDER :</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
Male	30	50
Female	29	48
Prefer not to say	1	2

(Source: Primary data)

Figure 4.2. showing students in different gender.



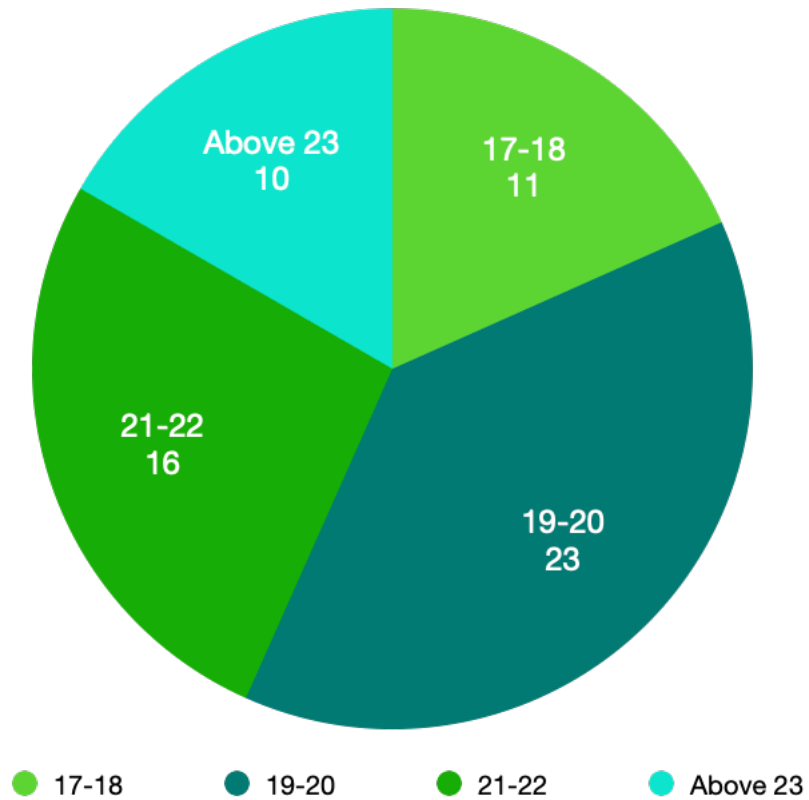
From the above figure it is found that 50% were male, 48% were female and 2% opted prefer not to say.

Table 4.3 showing age groups of the respondents.

<i>AGE GROUP :</i>	<i>NO. OF STUDENTS :</i>	<i>PERCENTAGE:</i>
17-18	11	18
19-20	23	38
21-22	16	27
Above 23	10	17

(Source: Primary data)

Figure 4.3. showing students in different age group.



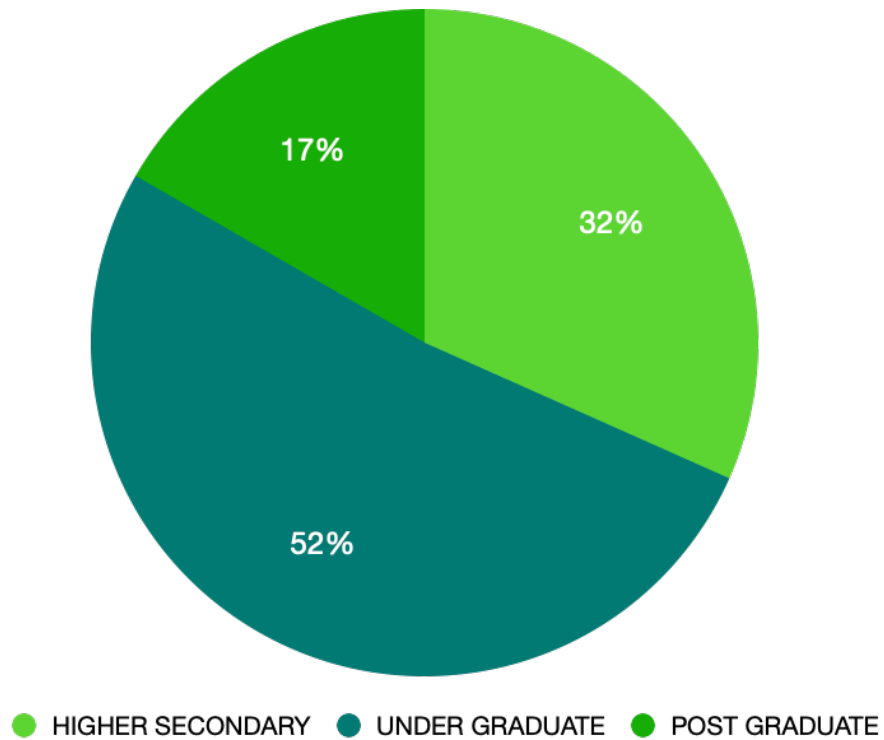
From the above figure it is found that 38% of the respondents were of age group 19-20 and 17% were above 23.

Table 4.4 showing the highest level of education of the respondents.

HIGHEST LEVEL OF EDUCATION	NO. OF STUDENTS:	PERCENTAGE:
HIGHER SECONDARY	19	32
UNDER GRADUATE	31	52
POST GRADUATE	10	17

(Source: Primary data)

Figure 4.4. showing students in different level of education.



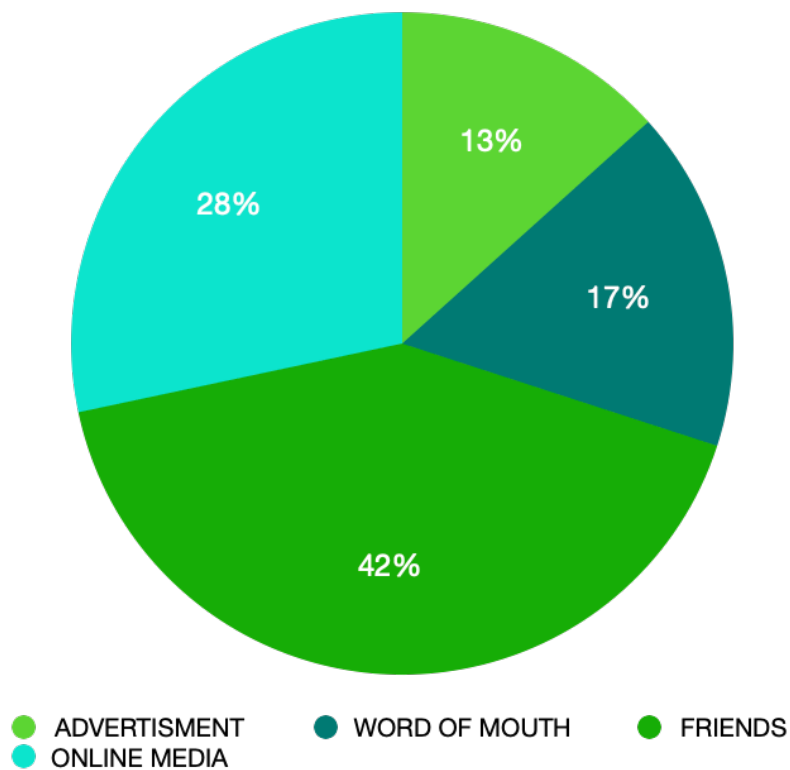
From the above figure it is found that 52% were Under graduate, 32% were Higher studies and 17% were Post graduate.

Table 4.5 showing the knowledge about abroad studies.

<i>MEDIUM :</i>	<i>NO. OF STUDENTS :</i>	<i>PERCENTAGE :</i>
ADVERTISEMENT	8	13
WORD OF MOUTH	10	17
FRIENDS	25	42
ONLINE MEDIA	17	28

(Source: Primary data)

Figure 4.5. showing students choosing different medium.



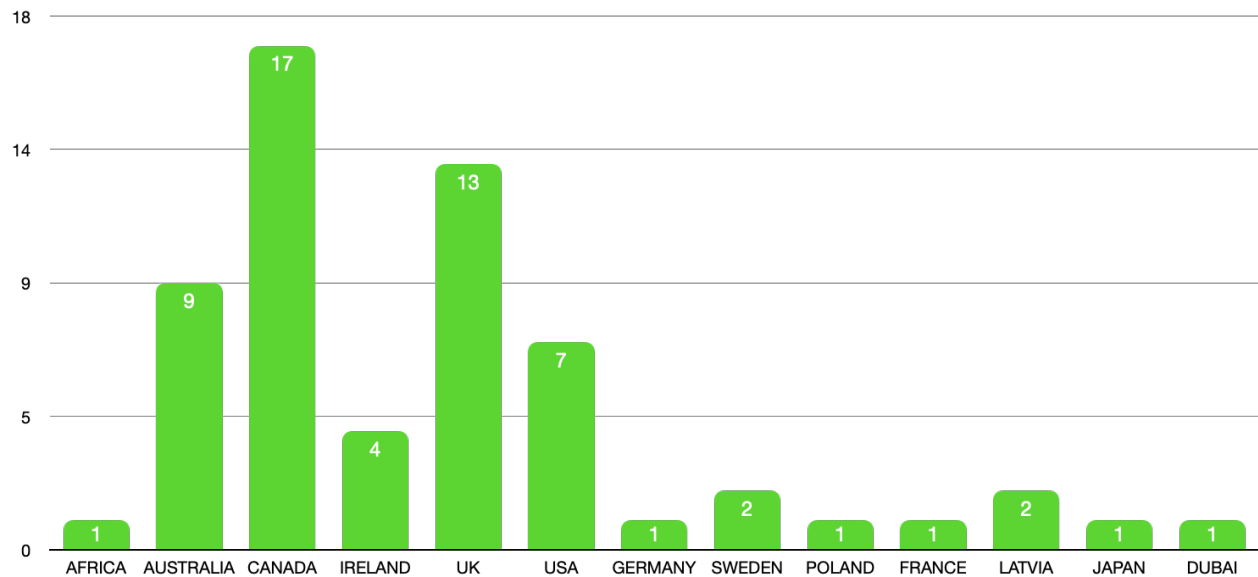
From the above figure it is found that 42% of the respondent opted for friends and 13% opted for advertisement.

Table 4.6 showing migrated country of the respondents.

<i>MIGRATED COUNTRIES</i>	<i>NO. OF STUDENTS MIGRATED</i>	<i>PERCENTAGE</i>
AFRICA	1	2
AUSTRALIA	9	15
CANADA	17	28
IRELAND	4	7
UK	13	22
USA	7	12
GERMANY	1	2
SWEDEN	2	3
POLAND	1	2
FRANCE	1	2
LATVIA	2	3
JAPAN	1	2
DUBAI	1	2

(Source: Primary data)

Figure 4.6. showing students migrated to different countries.



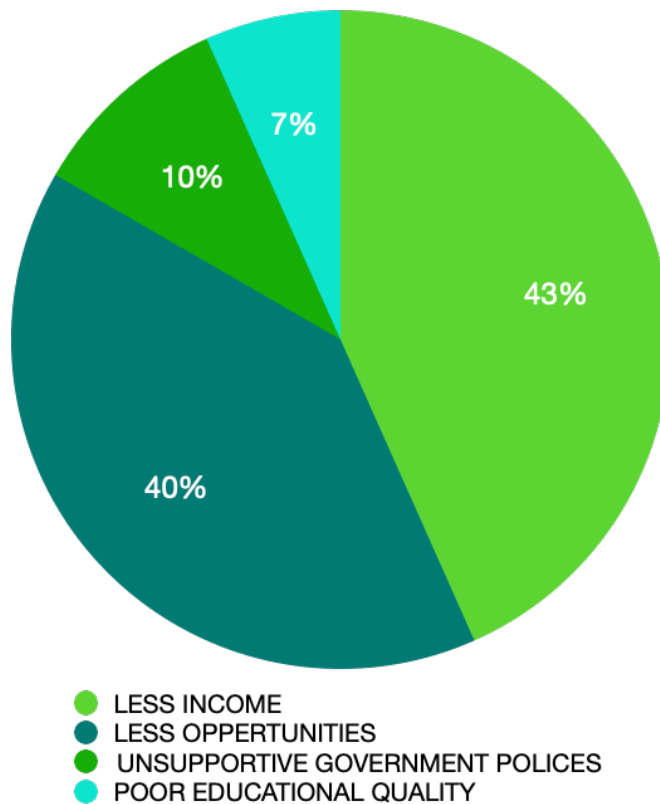
From the above figure it is found that 17% of the respondents opted for Canada and 1% opted for Africa, Germany, Poland, Japan and Dubai.

Table 4.7. showing unsuitability of the home country.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
LESS INCOME	26	43
LESS OPPORTUNITIES	24	40
UNSUPPORTIVE GOVERNMENT POLICES	6	10
POOR EDUCATIONAL QUALITY	4	7

(Source: Primary data)

Figure 4.7. showing students with different opinions.



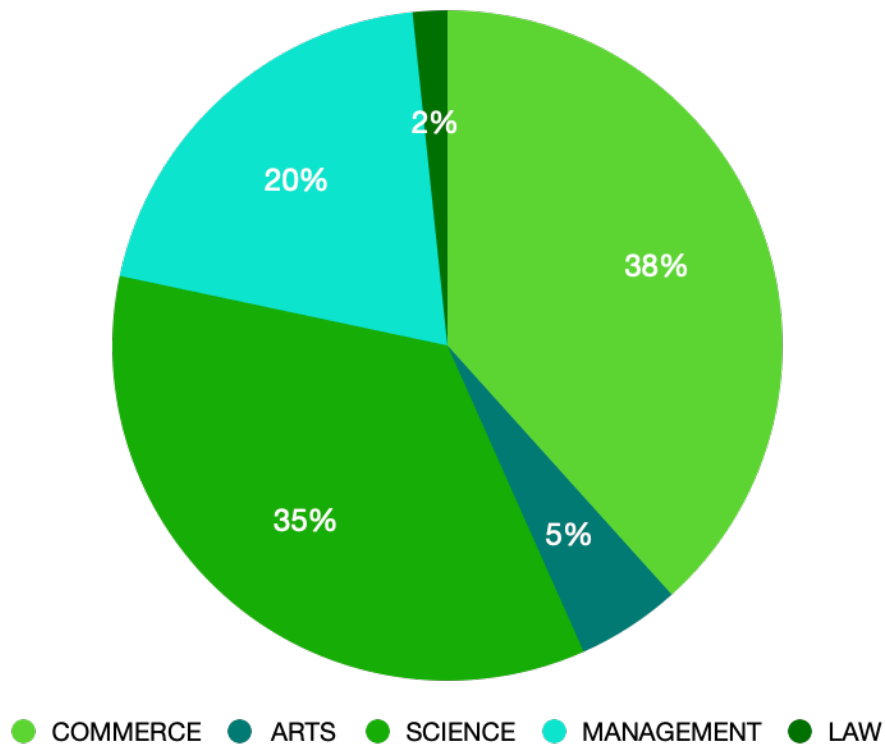
From the above figure it is found that 43% of respondents opted for less income and 7% opted for poor educational quality.

Table 4.8. showing the most preferred course of the respondents.

<i>COURSE:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
COMMERCE	23	38
ARTS	3	5
SCIENCE	21	35
MANAGEMENT	12	20
LAW	1	2

(Source: Primary data)

Figure 4.8. showing students opted for different course.



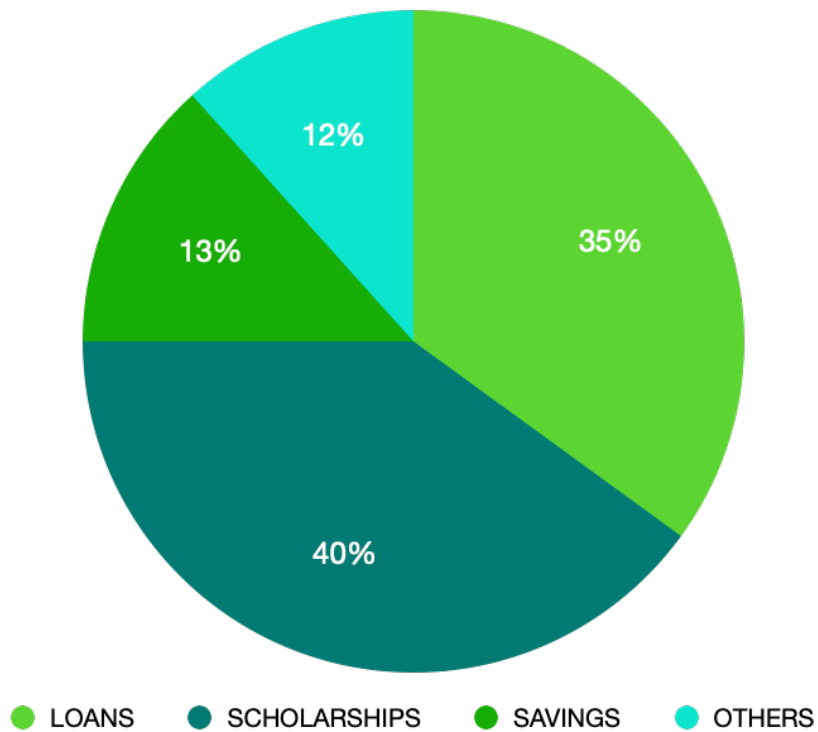
From the above figure it is found that 38% of the respondents opted for commerce and 2% opted for Law.

Table 4.9. showing the most preferred way of acquiring finance.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
LOANS	21	35
SCHOLARSHIPS	24	40
SAVINGS	8	13
OTHERS	7	12

(Source: Primary data)

Figure 4.9. showing the students opted different sources of finance.



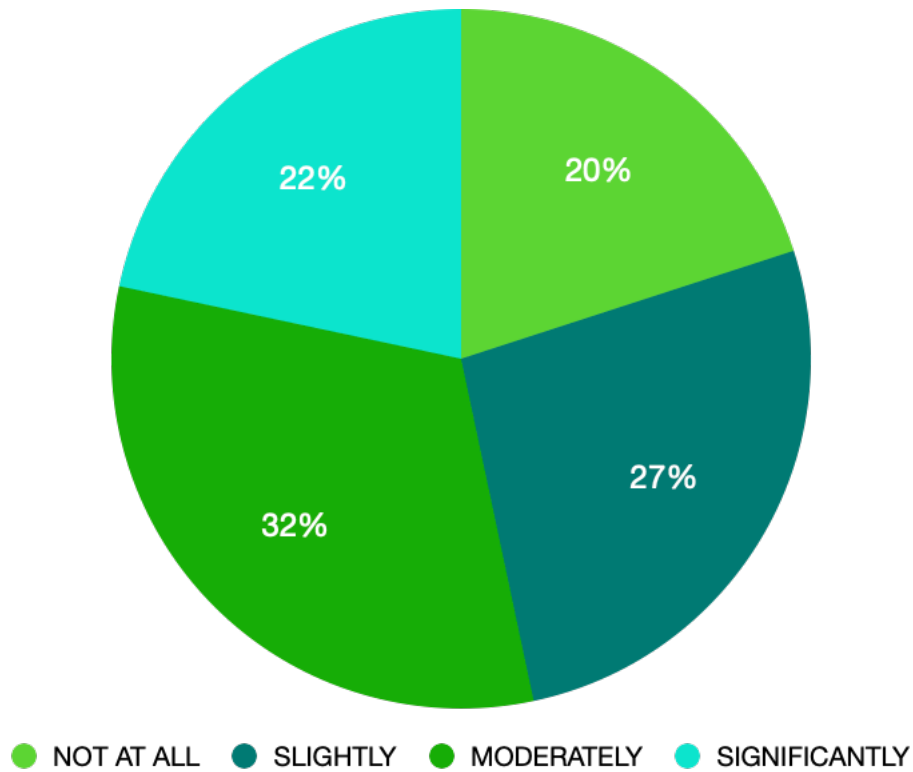
Form the above figure it is found that 40% of the respondents opted for scholarships and 12% opted for others.

Table 4.10. showing the availability of scholarship or financial aid did impact their decision to migrate for education.

<i>PREFERENCE:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
NOT AT ALL	12	20
SLIGHTLY	16	27
MODERATELY	19	32
SIGNIFICANTLY	13	22

(Source: Primary data)

Figure 4.10. showing students with different preferences.



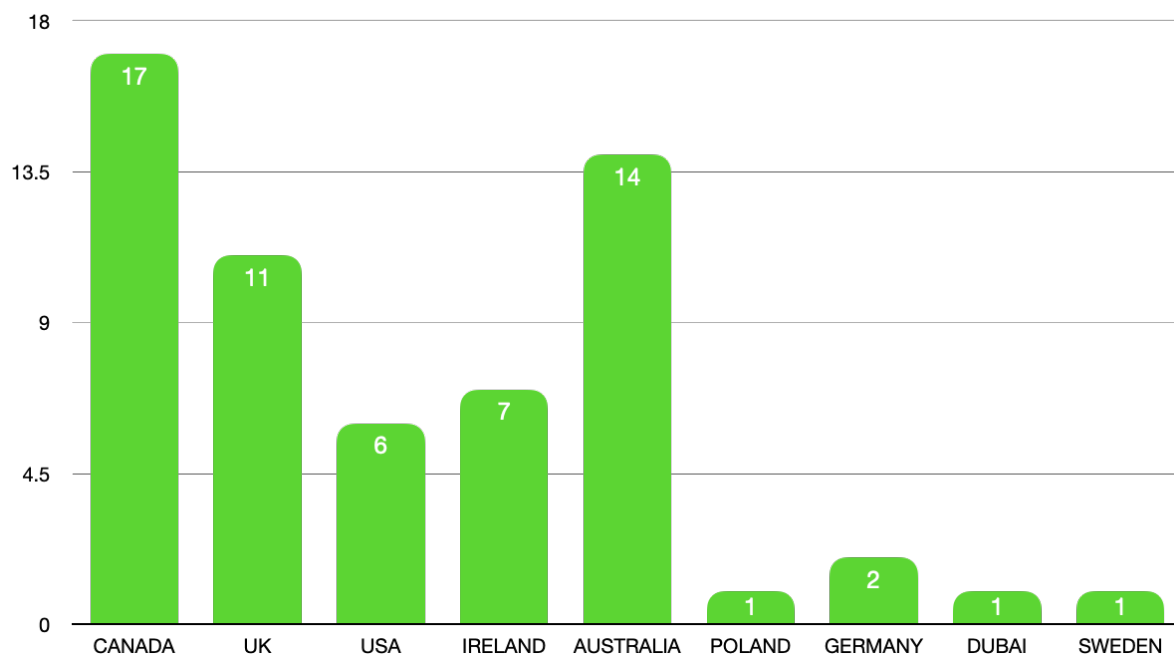
From the above figure it is found that 32% of the respondents opted for moderately and 20% opted for not at all.

Table 4.11. showing the countries preferred while migrating.

COUNTRIES:	NO. OF STUDENTS:	PERCENTAGE:
CANADA	17	28
UK	11	18
USA	6	10
IRELAND	7	12
AUSTRALIA	14	23
POLAND	1	2
GERMANY	2	3
DUBAI	1	2
SWEDEN	1	2

(Source: Primary data)

Figure 4.11. showing the countries preferred by the students while migrating.



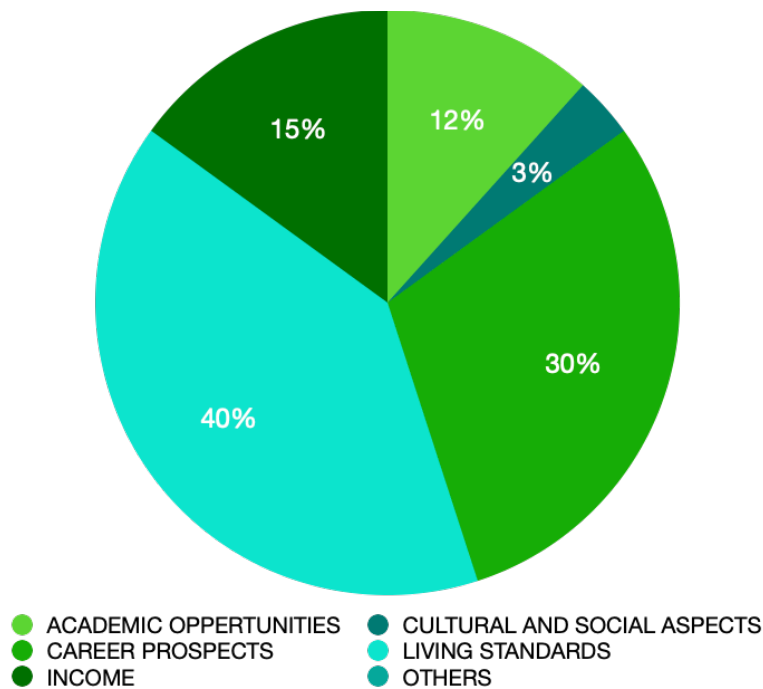
From the above figure it is found that 28% of the respondents opted for Canada and 2% opted for Poland, Dubai and Sweden.

Table 4.12. showing the primary motivation of respondents towards decision to pursue education abroad.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
ACADEMIC OPPORTUNITIES	7	12
CULTURAL AND SOCIAL ASPECTS	2	3
CAREER PROSPECTS	18	30
LIVING STANDARDS	24	40
INCOME	9	15
OTHERS	0	0

(Source: Primary data)

Figure 4.12. showing primary motivation of respondents towards decision to pursue education abroad.



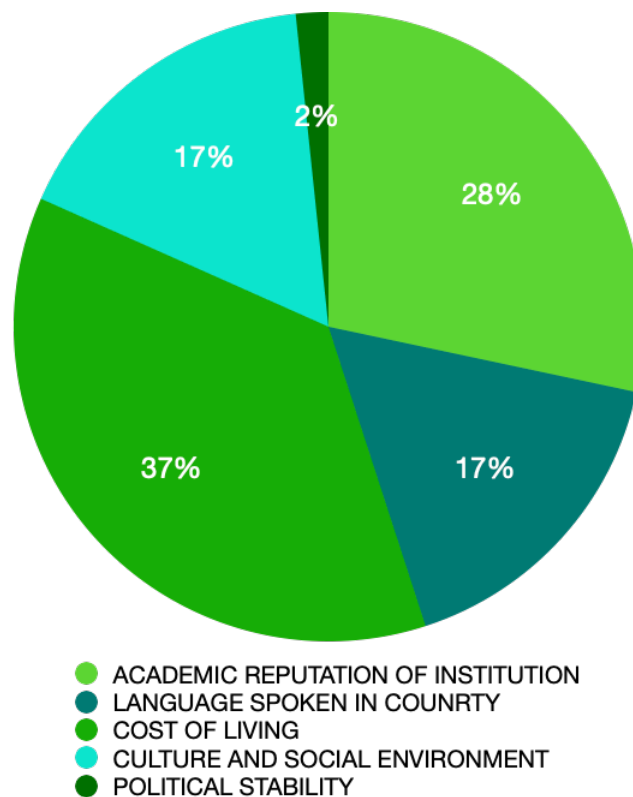
From the above figure it is found that 40% opted for living standards and 3% opted for cultural and social aspects.

Table 4.13. Showing the most important factors while choosing destination for educational migration.

<i>FACTORS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
ACADEMIC REPUTATION OF INSTITUTION	17	28
LANGUAGE SPOKEN IN COUNRTY	10	17
COST OF LIVING	22	37
CULTURE AND SOCIAL ENVIRONMENT	10	17
POLITICAL STABILITY	1	2

(Source: Primary data)

Figure 4.13. showing students opted for different factors.



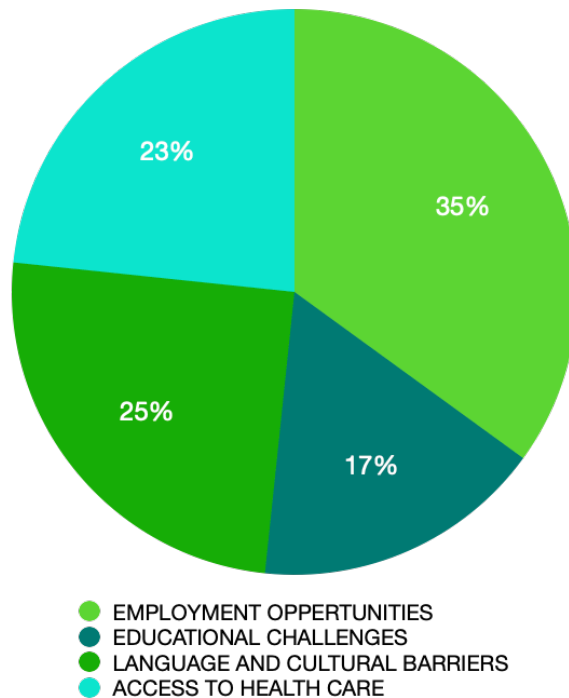
From the above figure it is found that 37% of the respondents opted for cost of living and 2% opted for political stability.

Table 4.14. showing the challenges that migrants commonly face in adapting to a new environment.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
EMPLOYMENT OPPORTUNITIES	32	35
EDUCATIONAL CHALLENGES	20	17
LANGUAGE AND CULTURAL BARRIERS	37	25
ACCESS TO HEALTH CARE	17	23

(Source: Primary data)

Figure 4.14. showing students with different challenges adapting to new environment.



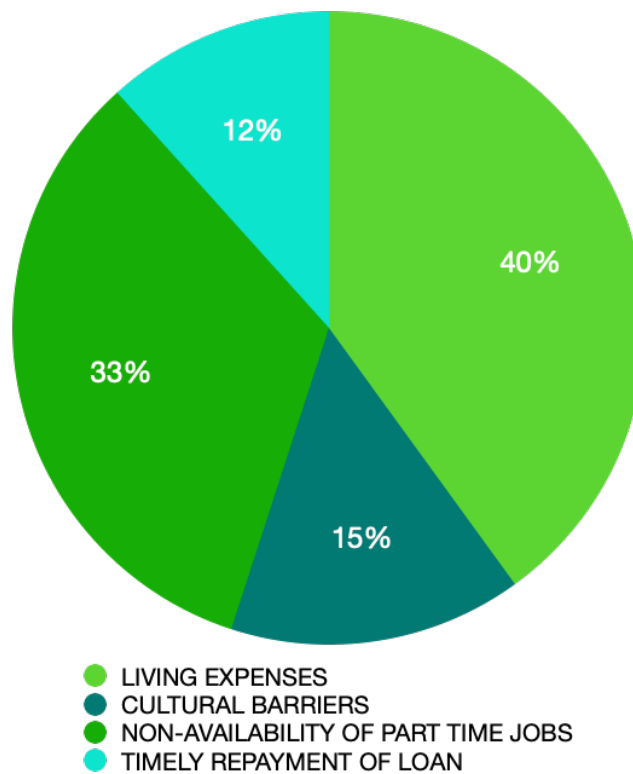
From the above figure it is found that 35% of the respondents opted for employment opportunities and 17% opted for educational challenges.

Table 4.15. showing the problems faced by students who migrated for higher education.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
LIVING EXPENSES	24	40
CULTURAL BARRIERS	9	15
NON-AVAILABILITY OF PART TIME JOBS	20	33
TIMELY REPAYMENT OF LOAN	7	12

(Source: Primary data)

Figure 4.15. showing students with different problems.



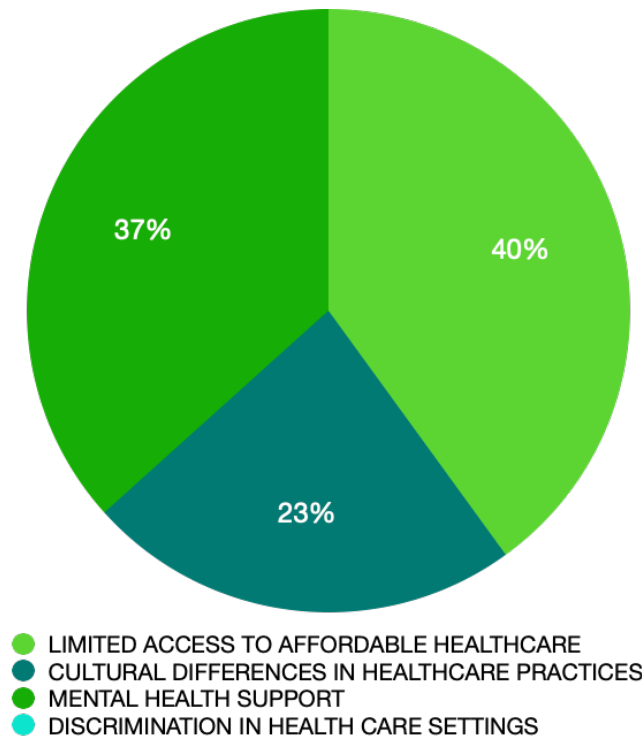
From the above figure it is found that 40% of the respondents opted for living expenses and 12% opted for timely repayment of loan.

Table 4.16. showing the health care related issues commonly faced by educational migrants.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
LIMITED ACCESS TO AFFORDABLE HEALTHCARE	24	40
CULTURAL DIFFERENCES IN HEALTHCARE PRACTICES	14	23
MENTAL HEALTH SUPPORT	22	37
DISCRIMINATION IN HEALTH CARE SETTINGS	0	0

(Source: Primary data)

Figure 4.16. showing students with health care issues.



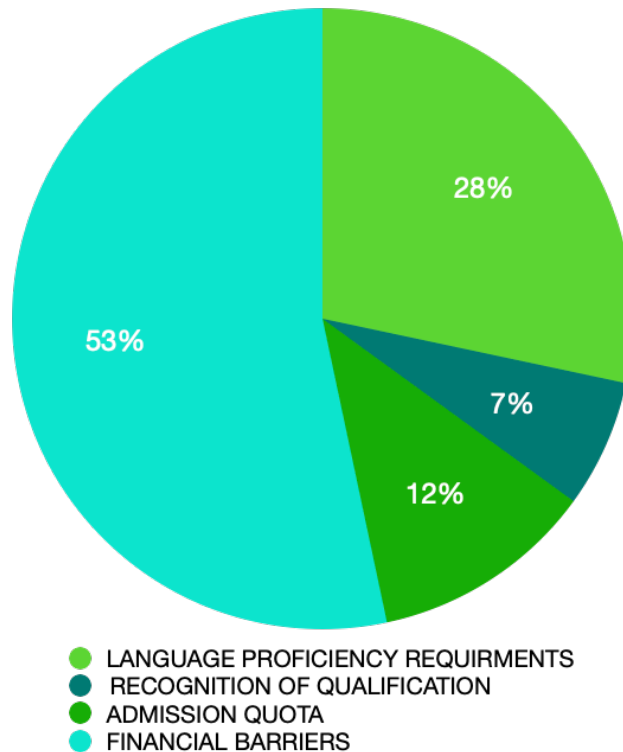
From the above figure it is found that 40% of the respondents opted for limited access to affordable health care and 23% opted for cultural differences in health care practices.

Table 4.17. showing the most significant challenges faced by educational migrants during the admission process.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
LANGUAGE PROFICIENCY REQUIRMENTS	17	28
RECOGNITION OF QUALIFICATION	4	7
ADMISSION QUOTA	7	12
FINANCIAL BARRIERS	32	53

(Source: Primary data)

Figure 4.17. showing students facing different challenges



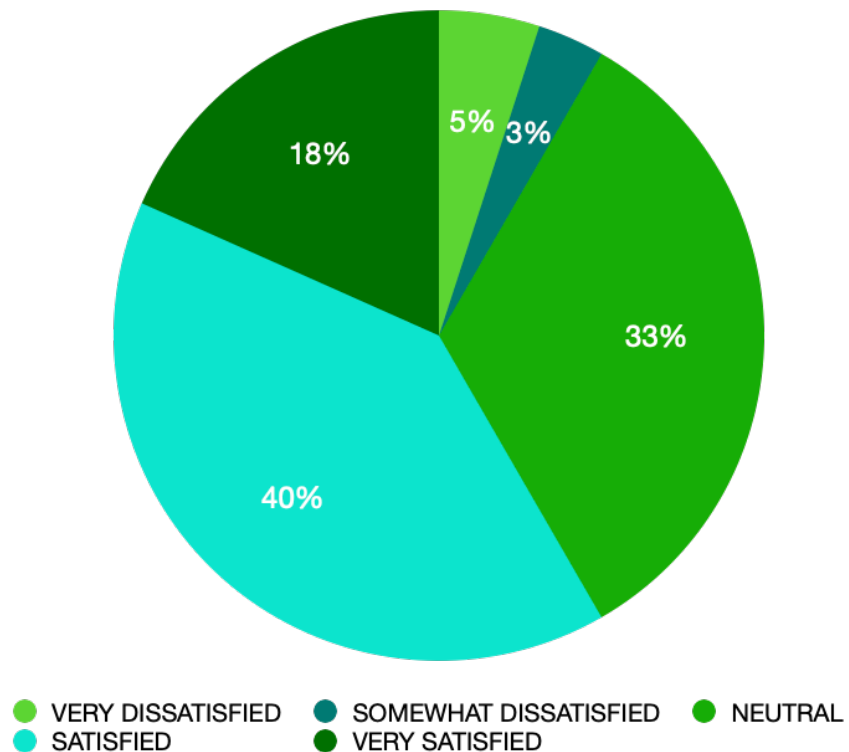
From the above figure it is found that 53% of the respondents opted for financial barriers and 7% opted for Recognition of Qualification.

Table 4.18. showing satisfaction level of the respondents with their decision to study abroad.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
VERY DISSATISFIED	3	5
SOMEWHAT DISSATISFIED	2	3
NEUTRAL	20	33
SATISFIED	24	40
VERY SATISFIED	11	18

(Source: Primary data)

Figure 4.18. showing students with different levels of satisfaction.



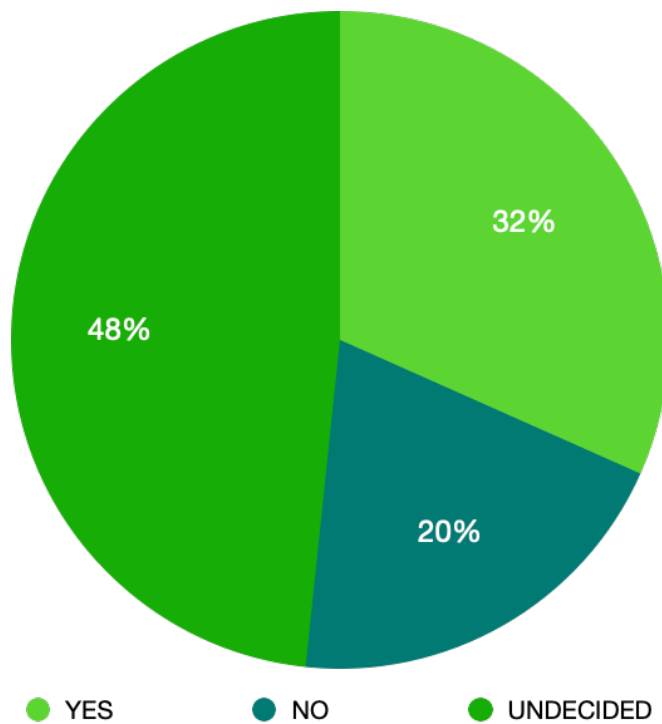
From the above figure it is found that 40% of the respondents opted for satisfied and 3% opted for somewhat dissatisfied.

Table 4.19. showing whether the respondents are planning to return to their home country after completing their studies.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
YES	19	32
NO	12	20
UNDECIDED	29	48

(Source: Primary data)

Figure 4.19. showing students with different opinions about returning home country



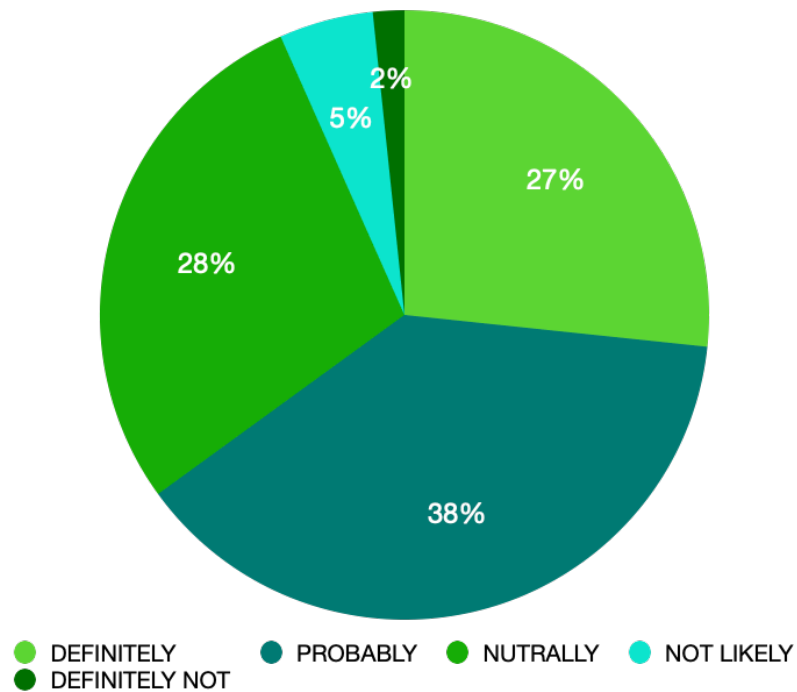
From the above figure it is found that 48% opted for undecided and 20% opted for no.

Table 4.20. showing recommendation of educational migration by the respondents to others based on their experiences or considerations.

<i>OPTIONS:</i>	<i>NO. OF STUDENTS:</i>	<i>PERCENTAGE:</i>
DEFINITELY	16	27
PROBABLY	23	38
NEUTRALLY	17	28
NOT LIKELY	3	5
DEFINITELY NOT	1	2

(Source: Primary data)

Figure 4.20. showing students with different recommendation.



From the above figure it is found that 38% of the respondents opted for probably and 2% opted for definitely not.

CHAPTER-V
FINDINGS, SUGGESTIONS AND
CONCLUSION

5.1. Findings

1. Equal proportion of the respondents were male and female who migrated out of the country.
2. Majority of the respondents were of the age groups 19-20 with an average of 38%, 27% of the respondents were of the age group 21-22 , 18% opted for 17-18 and the lowest was above 23 with 17%.
3. Most of the respondents were Under graduate with average of 52% , 32% had completed Higher studies and lowest were Post graduate with 17%.
4. Majority of the respondents heard about abroad studies from friends, and the rest of the respondents heard from online Media, word of mouth and the lowest were from advertisement.
5. The majority of respondents excluding small percentage expressed concerns about the poor quality of education in India, while an equal number felt that India was unsuitable due to lower income and fewer opportunities.
6. The most preferred course among the migrants' were Commerce , Science and Management
7. Most of the respondents preferred scholarship as their best way of acquiring finance and rest found loans as their best way and a minority of migrants preferred savings and other options.
8. Majority of the respondents' decisions were moderately impacted by the availability of scholarships and financial aid in order to migrate to another country.

9. Most of the migrants preferred Canada as the best country for migration and the rest opted Australia , UK and other countries .
10. The primary motivation behind the respondents' decisions to pursue education abroad was better living standards, and the rest of the respondents' were attracted by its career prospects and least looked for academic opportunities.
11. The most important factor considered by the educational migrants while choosing a country was cost of living and academic reputation of the institution.
12. Majority of the migrants commonly face employment opportunities as a major challenge in adapting to new environment and the least was access to healthcare as a challenge.
13. Most of the respondents health care related issues was faced by limited access to affordable healthcare and mental health support problems.
14. More than half of the respondents with a majority faced financial barriers as the most significant challenge during the admission process.
15. Nearly half of the respondents were satisfied with their decision to study abroad were a minority were dissatisfied with their decisions .
16. Majority of the respondents probably recommends educational migration based on their experience
17. A most of the respondents' decision are undecided about their plan to return to India while the least decided not to return .

5.2. Suggestions

1. It is recommended that the students must be provided with better living standards, income and educational facilities to retain them in the home country.
2. Increasing the number of job opportunities, improving wages and work conditions, reduction in corruption and nepotism will reduce the migration of students to other countries
3. Conflicts and political instability often drive people to migrate. International efforts to resolve conflicts, promote peace, and support democratic governance can help prevent mass displacement and forced migration.
4. Our system of educational does not provides opportunities to do part time jobs while studying, this makes repayment of loan taken for higher education a burden for many students which can be solved by providing more educational financial assistance like scholarship schemes, subsidies etc.
5. Migrant students mostly work in industrial sectors in abroad countries which can be minimised by giving better work and guaranteed incomes in home country.
6. Establish effective job placement and internship programs to facilitate smoother transitions from education to employment, showcasing the practical value of local education.

It's important to note that no single solution can completely prevent migration, as it is a complex and multifaceted issue. A comprehensive approach that addresses the underlying causes and provides opportunities for individuals to thrive in their home countries is essential.

5.3. Conclusion

As per the analysed data approximately equal proportion of male and female has migrated out of India. The reasons are oriented basically on less income and less opportunities in India. Even though there is high percentage of financial barrier for many respondents through loans and scholarships people stand for leaving the country. The basic reasons for leaving varies from living standards, career prospects, higher income, academic opportunities in the chosen country for migration.

As per the trend, Canada and Australia are the most preferred country for migration. For a huge country with vast resources and sprightful population India lacks basic income norms and basic job opportunities . The government does not value the youth and their career. Corruption is tremendous and nepotism bears the light to promotions and higher post. The middle which almost sixty percentage of India's population usually decides to migrate to other countries in search of better education and career prospects. This destroys the resources for India leading to brain drain which causes loss of skilled and efficient labour in the country.

Though the living expenses of the migrant country is high, people choose to leave India. Nowadays the availability of part-time jobs are lower than the past years. Leaving the country is a good opportunity for the people but a big threat to the future of India. So the Indian government must initiate great and good opportunities for youth, well-disciplined education, higher wages, better standards of living to strengthen the productive activities of India which will lead to the growth of GDP and incomes.

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ANNEXURE

A Study On Educational Migration

QUESTIONNAIRE

1. Name:

2. Migrated country:

3. Gender:

- Male
- Female
- Prefer not to say

4. Age group:

- 17-18
- 19-20
- 21-22
- Above 23

5. What is your highest level of education?

- Higher Secondary
- Under Graduate
- Post Graduate

6. Where did you hear about abroad studies?

- Advertisement
- Friends

- Word of mouth
- Online media

7 .What makes India unsuitable?

- Less income
- Less opportunities
- Unsupportive government policies
- Poor educational policies

8. What is your most preferred course?

- Commerce
- Arts
- Science
- Management
- Law

9 . What is the most preferred way of acquiring finance?

- Loan
- Scholarships
- Savings
- Others

10. To what extend did the availability of scholarship or financial aid did impact your decision to migrate for education?

- Not at all
- Slight
- Moderately
- Significantly

11. Which are the countries preferred while migrating?

- Canada
- UK
- USA
- Ireland
- Australia
- Others

12. What is the primary motivation behind your decision to pursue education abroad?

- Academic opportunities
- Cultural and social aspects
- Career prospects
- Living standards
- Income
- Others

13. When choosing a destination for educational migration which factors were most important to you?

- Academic reputation of institution
- Language spoken in country

- Cost of living
- Cultural and social environment
- Political stability

14. What challenges do migrants commonly face in adapting to a new environment?

- Employment opportunities
- Educational challenges
- Language and cultural barriers
- Access to healthcare

15. What are the problems faced by students who migrated for higher education?

- Living expenses
- Cultural barriers
- Non availability of part time jobs
- Timely repayment of loan

16. What are the health care issues are commonly faced by the educational migrants?

- Limited access to affordable healthcare
- Cultural differences in healthcare practices
- Mental health support
- Discrimination in healthcare settings

17. What is the most significant challenges faced by educational migrants during the admission process?

- Language proficiency requirements
- Recognition of qualification

- Admission quota
- Financial barriers

18. How satisfied are you with your decision to study abroad?

- Very dissatisfied
- Somewhat dissatisfied
- Neutral
- Satisfied
- Very satisfied

19. Would you recommend educational migration to others based on your experiences or considerations?

- Definitely
- Probably
- Neutrally
- Not likely
- Definitely not

20. If you pursue education abroad do you plan to return to your home country after completing your studies?

- Yes
- No
- Undecided

**“A STUDY ON INFLUENCE OF
INFLUENCER MARKETING ON STUDENTS
PURCHASE DECISION”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

AKSHAY V

(CCAVBCM275)

Under the supervision of

Ms. PRASSY VISWAMBHARAN



DEPARTMENT OF COMMERCE

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA
UNIVERSITY OF CALICUT**

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON INFLUENCE OF INFLUENCER MARKETING ON STUDENTS PURCHASE DECISIONS**” is a bonafide record of project done by **AKSHAY V**, Reg.No.CCAVBCM275, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Asso. Prof. P.G Thomas

Co-Ordinator

Ms. Prassy Viswambharan

Project Guide

DECLARATION

I, **AKSHAY V**, hereby declare that the project work entitled “**A STUDY ON INFLUENCE OF INFLUENCER MARKETING ON STUDENTS PURCHASE DECISIONS**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms.Prassy viswambharan, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

AKSHAY V

Date:

CCAIVBCM275

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Above all, I express my eternal gratitude to the Lord Almighty under whose divine guidance; I have been able to complete this work successfully.

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Place: Irinjalakuda

AKSHAY V

Date:

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CHAPTER I
INTRODUCTION

1.1 Introduction

Social media has become a prolific tool for companies to build their brands. An effective way to interact with stakeholders on social media has been the relatively new discipline of ‘influencer marketing’. Here, companies engage social media stars to use their large fan-base to promote products and services on their brand’s behalf. While related to the promotional tactic of word-of-mouth marketing, influencer marketing lacks a theoretical foundation in the academic discourse. This paper aims to fill this gap by offering a conceptualization to operationalize the new discipline in practice. The conceptualization proposes brand owners a methodology to choose the right influencers for their brands and guides influencers to perform optimally with their fan base. Lastly, a consumer perspective is taken to the discussion to emphasize the relevance of influencer marketing in the consumer purchase decision-making process.

In the realm of modern marketing, influencer marketing has emerged as a potent strategy, leveraging the influence of individuals with larger online followings to promote products or services. By collaborating with influencers across various platforms such as social media, blogs, and video content, brands can tap into their authenticity, credibility, and reach to effectively engage with target audiences. This dynamic approach harnesses the power of social proof, authentic storytelling, and relatable content to create impactful connections and drive consumer engagement, ultimately shaping purchasing decisions in today's digitally connected world.

In the rapidly evolving landscape of digital marketing, one strategy has proven to be particularly effective in reaching and engaging audiences: influencer marketing. Leveraging the reach and authority of individuals who have amassed a dedicated following, influencer marketing has emerged as a cornerstone for brands seeking to connect with consumers authentically. Influencer marketing involves collaborating with individuals—often social media personalities or industry experts—who have cultivated a loyal and engaged audience. These influencers build and maintain credibility within student communities provides valuable insights in to the foundations of trust in the contest of purchase decision .

There can be several reasons for the influence of influencer marketing among students, including :

Audience Trust: Influencers often have a loyal and trusting audience, making their recommendations more impactful.

Authenticity: Influencers can showcase products/services in a relatable and authentic way, resonating with their followers.

Reach: Leveraging influencers allows brands to tap into a broader audience and increase brand awareness quickly.

Engagement: Influencers can create engaging content, fostering a deeper connection between the audience and the brand.

Credibility: Endorsements from influencers provide a level of credibility, as followers perceive influencers as knowledgeable in their niche.

Targeted Marketing: Collaborating with influencers in specific niches helps brands reach their target demographic more precisely.

Social Proof: Influencers' positive experiences with a product/service serve as social proof, influencing others to try it.

Content Diversity: Influencers can produce diverse content types, from reviews and tutorials to lifestyle posts, adding versatility to the marketing strategy.

Cost-Effective: Compared to traditional advertising, influencer marketing can offer a cost-effective way to reach a large, targeted audience.

1.2 Significance of the study

Understanding the impact of influencer marketing on students' purchasing decisions is of paramount importance in today's digital age. Students, as digital natives, constitute a substantial and unique demographic with specific preferences and behaviors that necessitate a better exploration of the dynamics of influencer marketing within this context. In this research, the relevance of studying influencer marketing lies in resolve the complicated relationship between influencers and students' purchasing decisions. As students are highly engaged online, influencer marketing becomes a powerful avenue for brands to connect with this demographic authentically. The study search into the trust dynamics established through influencer marketing, recognising that students often rely on peer recommendations, and influencers serve as relatable figures in this regard. Examining how influencers build and maintain credibility within student communities provides valuable insights into the foundations of trust in the context of purchase decisions. Moreover, the study aims to explore the role of influencers in digital engagement and the development of brand loyalty among students. Given the economic constraints often faced by students, understanding the economic impact of influencer marketing becomes crucial. The research investigates how influencers influence students' purchasing decisions, taking into consideration factors such as perceived value and affordability. Additionally, the study explores the broader implications for both businesses and the financial well-being of students. As students' preferences are often reflective of broader market trends, this research contributes not only to optimising marketing strategies but also provides a glimpse into evolving consumer behaviors and preferences, ensuring a proactive approach to meeting the dynamic needs of this influential demographic.

1.3 Statement of the problem

The study aims to address the pressing issue of understanding the influence of influencer marketing on the purchase decisions of students. As digital natives, students represent a significant consumer demographic with distinct preferences and behaviors shaped by their online engagements. However, despite the widespread use of influencer marketing to reach this audience, there is a gap in our understanding of the nuanced dynamics at play. The statement of the problem revolves around the need to interpret how influencers impact the decision-making processes of students when it

comes to purchasing products or services. Specifically, the study seeks to uncover the factors that contribute to the effectiveness of influencer marketing strategies in influencing the purchasing choices of students, addressing questions related to trust, credibility, digital engagement, brand loyalty, economic implications, and the broader impact on market trends. By searching into these aspects, the research aims to provide valuable insights for marketers, businesses, and educational institutions seeking to optimize their strategies in reaching and resonating with this influential consumer segment.

1.4 Objective of study

- To assess the awareness and exposure of college students to influencer marketing on various social media platforms.
- To identify the factors that contributes to the effectiveness of influencer marketing in influencing purchase decisions.
- To examine the role of influencer credibility, relatability, and engagement in shaping college students' perceptions and attitudes toward products.
- To analyze the influence of social validation through peer interactions and social proof on purchasing behavior.
- To explore the post-purchase evaluation and behavioral intentions of college students following influencer-endorsed purchases.

1.5 scope of study

This study focuses on examining the influence of influencer marketing specifically on the purchase decisions of students within the age range typically associated with tertiary education. The scope encompasses various aspects, including trust dynamics, credibility, digital engagement, and brand loyalty, to provide a comprehensive understanding of the multifaceted relationship between influencers and students. The research will be limited to influencers operating on popular social media platforms, considering their significant role in shaping digital-native consumer behavior. Geographically, the study will concentrate on a specific region or demographic to ensure contextual relevance. Economic implications, such as affordability and perceived value, will be explored within the scope, recognizing the financial constraints often faced by students. While the study primarily aims to benefit marketers and businesses seeking to optimize strategies, its findings may also offer

insights applicable to educational institutions navigating the intersection of influencer marketing and student consumer behavior. The temporal scope will consider recent trends, acknowledging the dynamic nature of influencer marketing and its impact on evolving consumer preferences.

1.6 Research Methodology

Research methodology for studying the influence of influencer marketing on students' purchase decisions involves a structured approach to gather and analyze information. First, we decide how we want to conduct the study—whether through interviews, surveys, or observations. Then, we choose a group of students to participate, ensuring they represent the broader population. Next, we collect data on variables like the type of influencer marketing and the products being promoted. After gathering the data, we analyze it to find patterns and relationships, helping us understand how influencer marketing affects what students buy. Finally, we interpret the results and draw conclusions, offering suggestions based on our findings.

1.6.1 Research Design

Research design is like a detailed blueprint for a study, outlining how researchers will investigate the influence of influencer marketing on students' purchasing decisions. It involves setting clear objectives, deciding on the best approach (whether qualitative or quantitative), and choosing how participants will be selected (through random or purposive sampling). Researchers also determine the methods for collecting data, such as surveys or interviews, and establish the variables to be studied and how they'll be measured. Once data is gathered, the plan includes how it will be analyzed to draw conclusions. Ethical considerations, like obtaining informed consent and ensuring privacy, are also addressed. Ultimately, the research design ensures that the study is structured, ethical, and capable of yielding valuable insights into the relationship between influencer marketing and students' buying behaviors.

1.6.2 Nature of the Study

The nature of the study investigating the influence of influencer marketing on students' purchase decisions is exploratory and descriptive in essence. It aims to explore and describe the relationship between influencer marketing strategies and

students' consumer behavior. We're not trying to prove anything, but we're looking for clues and patterns to figure out how influencer marketing influences students' shopping choices. It's all about getting a better grasp of how social media influencers impact what students buy.

1.6.3 Source of the data

Data has been gathered from both Primary and Secondary sources. Primary data has been acquired through the utilization of questionnaires. The information obtained is categorized as primary, while secondary data has been employed for supplementary reference purposes.

1.6.4 Sample Size

In this study, a sample comprising 100 respondents was selected from different college students. The sample size, a crucial aspect in research, It represents the subset of individuals, items, or data points chosen from a broader population to serve as a statistical representation.

1.6.5 Sampling Method

The sample have been selected using Stratified random sampling method. Stratified random sampling is a method where the population is divided into subgroups based on certain characteristics, and then random samples are drawn from each subgroup. Using this method the data was collected from a total of 100 respondents in Thrissur district. Initially, data was gathered from the college students by classifying colleges into four stratas and from that 25 persons are randomly selected using simple random method.

1.7 Tools for Analysis

Descriptive statistical tools like percentage analysis, and pie charts are used for this study for analysis of this project.

1.8 Limitation of the study

- Possibility of errors in data collection because some of the respondents have not given answers to questionnaire.
- Some of the people were not responsive.
- Time was one of the major limitations of the study.
- Generalizing to all college students may ignore differences in preferences and behaviors influenced by age and culture.

CHAPTER II
REVIEW OF LITERATURE

2.1 Introduction

In recent years, influencer marketing has become a prominent force in shaping the purchase decisions of college students, leveraging the pervasive influence of social media platforms. College students, avid users of platforms like Instagram, YouTube, and TikTok, are particularly receptive to the recommendations of influencers who resonate with their lifestyle. Trust and authenticity play pivotal roles, as influencers are often perceived as more credible sources than traditional advertising. The relatability of influencers fosters a sense of connection, turning them into virtual peers whose recommendations hold significant sway. As college students navigate a world saturated with marketing messages, influencer marketing stands out for its ability to provide social proof and genuine, relatable content.

Ida Kristin Johansen, Camilla Sveberg Guldvik (2017) In this study Influencers Marketing And Purchase Intention se-marketing on consumers' purchase intentions using the theoretical framework of the Theory of Reasoned Action. This approach aims to bridge the realms of marketing strategy and consumer behavior. The study also compares influencer marketing with regular online advertisement. Employing a modified experiment via an online questionnaire distributed on Facebook, responses from 180 participants were collected. The results align with expectations, indicating that influencer marketing positively influences consumers' "attitude towards the behavior" but has no effect on consumer "subjective norm" within the Theory of Reasoned Action framework. Surprisingly, the findings reveal that influencer marketing does not directly affect consumers' purchase intention and is not more efficient than regular online advertisement. Despite these results, the study advocates for further research in the realm of influencer marketing to delve deeper into these findings.

Johan Grafstrom (2018) in this study the impact of influencer marketing on consumer's attitude. In contrast to traditional marketing approaches such as print ads, celebrity endorsements, and digital marketing, influencer marketing has emerged as a novel phenomenon, experiencing significant growth since 2016. Influencers, individuals with substantial social media followings, are now widely utilized by companies as effective marketing tools to engage their target audiences. Given the popularity and widespread adoption of influencer marketing, this study investigates

how promotional messages from influencers impact the attitudes of millennial, a highly influential group present online. The aim is to gain insights into the factors that should be considered before establishing collaborations between businesses and influencers.

Francisco J. Martinez-Lopeza , Rafeel Anaya-Sanchez (2019) In this study *Behind Influencer Marketing :Key Marketing Decisions And Their Effect On Followers Responses*, influencer marketing has seen substantial growth, with increased investment and a shift towards leveraging influencers on social media platforms like Instagram and YouTube. Consumers trust influencers more than traditional brand content, driving companies to allocate significant budgets to influencer campaigns. This strategy, yielding better engagement and higher return on investment (ROI) compared to other digital formats, is favored in an era where ad-blocking reduces the efficacy of typical online ads. Companies find influencer marketing on platforms like Facebook, Instagram, and Twitter cost-effective and conducive to authentic, relatable content.

Natalie Dreifaldt, Todd Drennan (2019) Globalization and digitalization have spurred rapid growth in the international market, with a significant shift of various human activities to the online realm. Technology's profound impact on goods and services across diverse businesses is evident in daily life (Insch & McBride, 2004; Denning, 2014; Kusá & Záziková, 2016). This transformation has influenced consumer buying behavior, highlighting distinctions between online and traditional retail purchasing (Shareef et al., 2015). To ensure customer satisfaction and meet evolving expectations, companies must be attuned to the characteristics, needs, behaviors, and purchase intentions of consumers (Akar & Nasir, 2015). Purchase intention, extensively used to gauge consumer decision-making behavior, serves as an indicator of future actions, potentially leading to a purchase (Bebber et al., 2017; Hui & Zhou, 2002). Akar and Nasir (2015) emphasize that various factors impact consumers' willingness to purchase online, collectively referred to as online purchase intention. Understanding and addressing these factors are crucial for businesses navigating the digital landscape.

Rong-Ho Lin, Christine Jan, Chun-Ling Chuang (2019) In this study *Influencer Marketing On Instagram*, Social media has shifted consumer focus from

companies to fellow consumers and influencers for purchasing decisions. Influencers' authentic content shapes attitudes, making influencer marketing a strategic investment. These influencers, not necessarily celebrities, wield authority, knowledge, or relationships, forming a new type of micro-celebrity. Platforms like Facebook, Twitter, YouTube, and Instagram serve as influential channels, where consumers engage with relatable content rather than traditional ads.

Maria Francisca Lies Ambarwati, Herlina Damaryanti ,Harjanto Prabowo

(2019)In this study The Impact Of A Digital Influencer To The Purchase Decision Electronic Word of Mouth (EWOM) has become a prominent marketing tool, offering wide-ranging accessibility. Among various forms of EWOM, digital influencers utilize social media platforms like YouTube, Instagram, and Facebook to communicate and influence the purchasing decisions of their audience. This study specifically explores the impact of a beauty vlogger on the purchase intentions of viewers on a YouTube channel. Employing a quantitative research method, the study incorporates various analysis techniques such as validity tests, reliability tests, normality tests, linearity tests, simple linear regression, descriptive statistics, and determination. Data collection involved distributing questionnaires to 100 respondents who were viewers of the beauty vlogger's YouTube channel, with total quota sampling determining the data analysis.

Stefan Zak, Maria Hasprova (2019) In their study the role of influencers in the consumer decision – making process. In recent decades, the internet and mobile technologies have significantly altered societal and consumer behavior. This shift has led to a surge in informed consumers, challenging traditional marketing methods. Influencer marketing, leveraging opinion leaders and social media, has emerged as a pivotal tool, but it faces limitations. As trends evolve, companies are likely to engage more with micro-influencers and refine their strategies for effective brand engagement across various consumers.

Andala Rama Putra Barusman, Felicia Suwandi (2020) In this study The Impact Of Lifestyle Social Media, Marketing And Influencer Marketing On Purchase Decision Ayam Geprek Culinary Business. In recent years, influencer marketing has gained prominence in shaping the purchasing decisions of college students through popular social media platforms. College students, avid users of platforms like

Instagram, YouTube, and TikTok, find influencers to be credible and authentic sources, often more trustworthy than traditional advertising. The relatability of influencers fosters a sense of connection, turning them into virtual peers whose recommendations significantly influence purchasing choices. Influencer marketing, offering social proof and genuine content stands out in a cluttered marketing landscape. However, ethical considerations and the varying effectiveness of different platforms and product categories warrant further investigation. This dynamic scenario calls for ongoing research to understand evolving trends and optimize influencer marketing strategies tailored to the college student demographic.

Yodi Hp ,Widyastuti ,Noor Ls (2020)In the study the effects of content and influencer marketing on purchasing decisions of fashion erigo company. This study aims to study content marketing and influence marketing on the purchasing decisions mediated by consumer behavior. The population used in this study was consumers from the Erigo Company. The sampling technique used purposive sampling with the number of samples obtained as many as 100 respondents. The analysis technique used in this study is the path analysis method. The test results show that content marketing has a direct influence and contribution to consumer behavior, the influence of marketing in the same direction and contribution to marketing behavior, content marketing has a direct and contributing to purchasing decision, marketing influence in the same direction and contributes to purchases, consumer behavior has a same direction and contribution to purchasing decisions.

Siti Liu (2021) in this study the impact of influencer marketing on brand engagement a conceptual frame work. In the context of the growing significance of influencer marketing in brand promotion on social media, this paper presents a dual-route effect research framework to elucidate the influence of influencer marketing on brand engagement. Drawing from prior literature, the proposed model posits that a positive parasocial relationship between the audience and the influencer enhances source credibility during content interaction, subsequently boosting brand credibility. Furthermore, the framework suggests that content immersion contributes to increased brand content enjoyment.

Mishha Gupta (2021) in this study impact of influencer marketing on consumer purchase behavior during the pandemic influencers. Influencers, with their unique

content and perspectives, wield significant influence over audiences, particularly the younger generations. Unlike traditional marketing, influencer marketing extends beyond product promotion to encompass brand identity building and fostering trust among the audience, brand, and influencer. The increasing user base on social media has led to a surge in both influencers and companies leveraging influencer marketing. This paper aims to shed light on the recent surge of influencer marketing during the pandemic, examining its impact on companies and its influence on consumer purchasing behavior.

Noemi Gelati , Jade Verplancke (2022)In this study the effect of influencer marketing on the buying behavior of young consumers. In today's marketing landscape, influencer marketing has emerged as a highly effective tool for companies operating in the beauty and fashion industry. Leveraging the power of social media and influencers, brands can seamlessly promote their products and connect with vast audiences. Given the digital orientation of today's teenagers and young adults, who are avid users of social networks, companies target this demographic with influencer marketing strategies. This study aims to investigate the methodologies employed by beauty and fashion companies in utilizing influencers and social media to influence consumers, particularly adolescents and young adults. Additionally, the research seeks to understand the impacts of this influence on consumer behavior, with a specific focus on purchasing behavior.

Beatrice Oluwatobi Olalekan, Abigail Olubukola Irele(2023)In this study Influencer Marketing, Purchase Intention And Buying Behavior Of Pepsi Brand Among Undergraduate Students .In the pursuit of sales and brand loyalty, businesses utilize various methods to engage their target audience effectively. Amidst the saturated media landscape, short attention spans prompt the need for innovative ways to connect with consumers. Influencer marketing, leveraging opinion leaders on social platforms like Instagram and YouTube, has become pivotal for brands like Pepsi to influence purchase intentions. Associating well-known faces with products adds credibility, shaping consumer perceptions and positioning against competitors. This strategy, employed by Pepsi and many others, is increasingly prevalent, even among smaller companies leveraging social media's reach. However, while studies exist on influencer marketing, its dynamics and effectiveness in Nigeria, specifically

concerning the Pepsi brand and undergraduate consumers at Lead City University Ibadan, remain relatively unexplored.

Samuel Vero Viegas (2023) A Study of Factors Influencing Purchase Intention in the Context of Influencer Marketing, Businesses are increasingly utilizing powerhouse showcasing and social media influencer marketing as effective alternatives to traditional advertising. With billions of internet and social media users globally, these strategies tap into the power of content creators to reach target audiences and drive traffic. The rise of social networks has transformed user behavior, making them more engaged content creators. Influencers across various fields, from photography to network security, hold significant sway over consumer decisions.

Elsa Claesson (2023) In this study Influencer Marketing & Impulsive Buying Influencer marketing is a new marketing strategy that has risen in popularity to be used by businesses during the last decade. Even though studies have been previously made on influencer marketing, little research has been made specifically on influencer marketing in combination with their discount codes being offered. The main purpose of this research paper is to examine the connection between the discount codes and the effect it might have on consumers' purchase intention, behavior and impulsive buying. Furthermore, the satisfactory levels after a purchase due to influencer marketing have been examined as it has not been seen in previous studies. The findings revealed that consumers are directly affected by influencer discount codes, causing impulsive buying to a certain level and affects the purchase intentions and decision-making in a faster manner. Furthermore, consumers who had purchased products due to influencer marketing obtained a high satisfactory level post-purchase. The same result could be seen both with and without discount codes.

CHAPTER III
THEORETICAL FRAMEWORK

3.1 Introduction

Influencer marketing is a form of social media marketing involving endorsements and product placement from influencers, people and organizations who have a purported expert level of knowledge or social influence in their field. Influencers are someone with the power to affect the buying habits or quantifiable actions of others by uploading some form of original—often sponsored—content to social media platforms like Instagram, YouTube, Snapchat, TikTok or other online channels. Influencer marketing is when a brand enrolls influencers who have an established credibility and audience on social media platforms to discuss or mention the brand in a social media post. Influencer content may be framed as testimonial advertising.

According to Philip Kotler “Influencer marketing is a strategic approach that utilizes individuals with a substantial online following to endorse and promote products or services, aiming to leverage their credibility and reach for brand promotion.”

According to Neil Patel “Influencer marketing is a dynamic marketing strategy that involves collaborating with influential individuals on various online platforms, harnessing their audience and credibility to enhance brand visibility, engagement, and conversions.”

3.2 Concept and characteristics of influencer marketing

Influencer marketing is collaboration between popular social-media users and brands to promote brands’ products or services. These partnerships have been going on informally since the dawn of social media. By 2009, they were sufficiently commonplace for the US Federal Trade Commission to step in and regulate them through the so-called Mommy Blogger law. Since then, the market has grown astonishingly quickly: since 2019, it has more than doubled on the strength of platforms such as Instagram and YouTube and Pinduoduo and WeChat. In 2023, the influencer marketing economy was valued at \$21.1 billion.

Content Collaboration:

Successful influencer marketing involves collaboration between the brand and the influencer to create content that resonates with the audience. This content can take various forms, including social media posts, videos, blogs, or live streams.

Authenticity and Relatability:

Authenticity is a key aspect of influencer marketing. Influencers are valued for their genuine connection with their audience, making their endorsements feel more authentic and relatable compared to traditional advertising.

Engagement and Interaction:

Influencers often engage directly with their followers through comments, likes, and shares. This interaction provides an opportunity for brands to connect with their target audience on a more personal level.

Measurable Impact:

Influencer marketing campaigns can be tracked and measured using various metrics, such as engagement rates, click-through rates, and conversion rates, providing valuable insights into the effectiveness of the campaign.

Diverse Platforms:

Influencers operate on a variety of platforms, including social media channels like Instagram, YouTube, Twitter, and emerging platforms. Brands can choose influencers based on the platforms that align with their target audience.

Long-term Relationships:

Some influencer marketing strategies involve building long-term relationships with influencers. This approach allows brands to establish a more sustained presence within the influencer's community.

Adaptability:

Influencer marketing is adaptable to various industries and business sizes. Whether it's a global brand or a local business, finding the right influencers can effectively promote products or services.

3.3 Types of influencers

Partnering with an influence with millions of followers might sound like a dream come true — but it might not be the best fit for your brand. Some social media influencers have large, broad audiences spanning across several demographics. Others boast smaller but more targeted and engaged communities.

Mega or celebrity influencers

These influencers have a massive following of over 1 million, and often include famous actors, musicians, athletes and other public figures. Their celebrity status allows them to captivate a diverse audience, making them ideal for large-scale brand awareness campaigns.

Macro-influencers

With a following that typically ranges from 100,000 to 1 million, macro-influencers are established personalities within their respective niches. These influencers have earned their reputation through consistent content creation and engagement over time, and are now thought leaders in their niche..

Nano-influencers

Nano-influencers have fewer than 10,000 followers. But these influencers often have strong connections with their audience, thanks to their personable content and authentic engagement. While they offer the smallest reach, nano-influencers can be excellent partners for businesses looking to target specific communities.

Micro-influencers

With 10,000 to 100,000 highly engaged followers, micro-influencers are the rising stars of influencer marketing. These influencers typically have a strong presence on specific platforms, like Instagram, YouTube and TikTok. Marketers love working with micro-influencers as they captivate a niche, passionate audience with their creative content, relatable recommendations and genuine interactions.

3.4 Importance of influencer marketing

Precise targeting

Determining and targeting the right audience is an essential part of every marketing strategy. Nevertheless, it is often a challenging process and requires a thorough understanding of your potential consumers. Influencer marketing enables you to surpass this step because the hard work has already been handled by influencers.

Enhanced brand awareness

Influencers, thanks to their huge reach, have the ability to extend brand exposure and raise brand awareness. As an influencer suggests or promotes your brand, their followers will probably take notice. Besides, suggestions from a popular influencer are often perceived more authentic.

Boosted audience engagement

Boosting the number of likes and comments on your social media posts is a really hard task. In the absence of good engagement levels, gaining millions of followers won't lead to any results. This is where influencer marketing can be a good idea.

Improved conversion rates

The ultimate goal of any business is to grow sales and gain more profit. Nonetheless, it is extremely struggling to attract potential consumers by blowing your own trumpet. Customers are becoming cautious about such brands and often spend hours conducting online research before making a purchase decision.

Increased trust and credibility

The enormous power of influencers lies in their followers' trust. This trust can help them build a loyal fan community. As an influencer writes their honest feedback about your products or services, it is considered an authentic testimonial. It reinforces your brand's reputation and fosters your credibility. Moreover, partnering with influencers allows you to gain the trust of their audience. In the long time, this is the perfect tool to grow an army of loyal brand advocates. It aids you to amplify brand awareness and earn more revenue.

3.5 Benefits of influencer marketing

In the contemporary landscape of consumer preferences, the demand for authenticity and genuine connections with brands has grown significantly. This has propelled influencers into a pivotal role, as they establish trust and credibility with their followers through compelling content. The unique aspect of influencer marketing lies in its ability to convey product recommendations in a manner that resembles a friendly suggestion rather than a conventional advertisement. This study specifically

delves into the impact of influencer marketing on the purchase decisions of students in the tertiary education age range.

The investigation encompasses various dimensions, including trust dynamics, credibility, digital engagement, and brand loyalty. By focusing on influencers operating on popular social media platforms like Instagram, YouTube, TikTok, and more, the study recognizes their influential role in shaping the behavior of digital-native consumers. Geographically, the research hones in on a specific region or demographic to ensure contextual relevance, providing a nuanced understanding of the multifaceted relationship between influencers and students.

CHAPTER IV

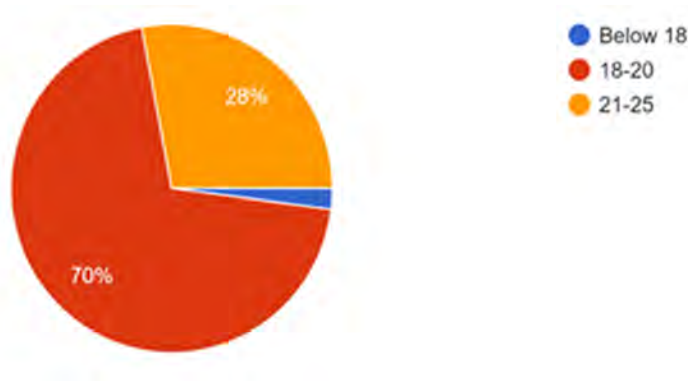
DATA ANALYSIS AND INTERPRETATION

Table 4.1 shows the age of students.

Age	No. Of students	Percentage
Below 18	2	2%
18-20	70	70%
21-25	28	28%

(Source: Primary data)

Figure 4.1 Showing Numbers Of Students With Different Ages



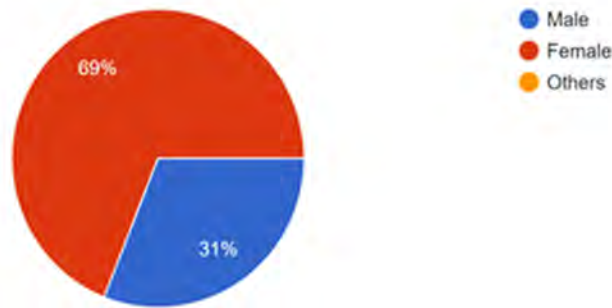
In the above table it is found that 70% respondents aged 18-20yrs and 2% of respondents aged below 18.

Table 4.2 shows the gender of students.

Options	No. Of. Students	Percentage
Male	31	31%
Female	69	69%
Others	Nil	Nil

(Source: Primary data)

Figure 4.2 Showing Number Of Students with different Gender



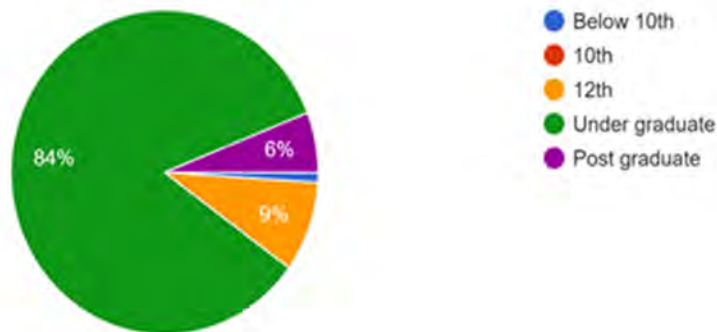
In the above table it is found that 69% respondent's gender is female and 31% of respondent's gender is male.

Table 4.3 Shows the education of respondents.

Options	No. Of. Students	Percentage
Below 10th	1	1%
10th	Nil	Nil
12th	9	90%
U.G	84	84%
P.G	6	6%

(Source: Primary data)

Figure 4.3 Showing Of Students With Different Education



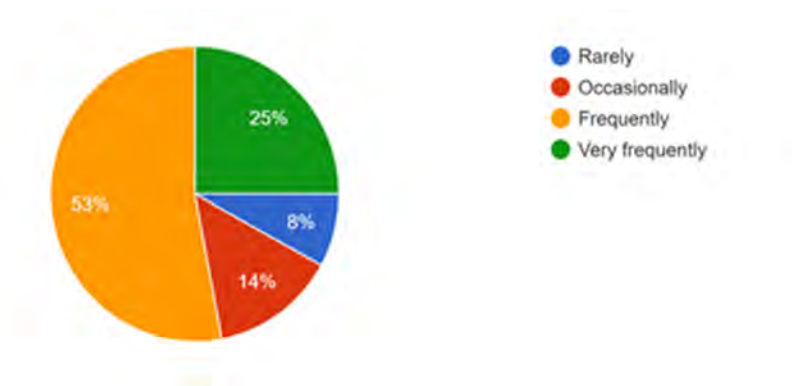
Above table shows that 84% of students are under graduate and 1% of students is below class 10th.

Table 4.4 shows the uses of social media platform of the respondent

Options	No. Of. Students	Percentage
Rarely	8	8%
Occasionally	14	14%
Frequently	53	53%
Very frequently	25	25%

(Source: Primary data)

Figure 4.4 Showing of Students with Different Use Of Social Media



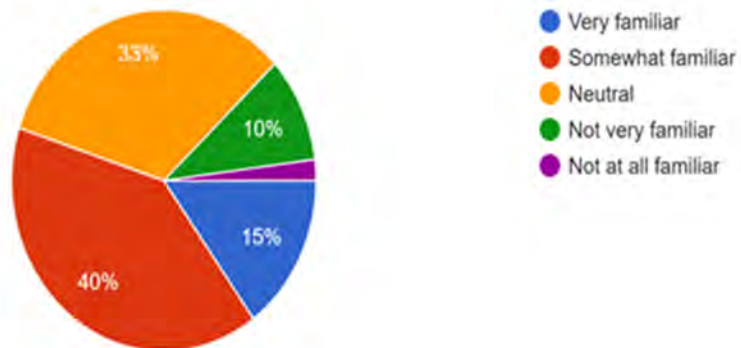
In the above table shows that 53% of respondents are frequently using social media platform and 8% of respondents use social media platform rarely.

Table 4.5 showing the insight of concept of influencer marketing with users.

Options	No. Of. Students	Percentage
Very familiar	15	15%
Somewhat familiar	40	40%
Neutral	33	33%
Not very familiar	10	10%
Not at all familiar	2	2%

(Source: Primary data)

Figure 4.5 Showing the insight of concept of influencer marketing with users.



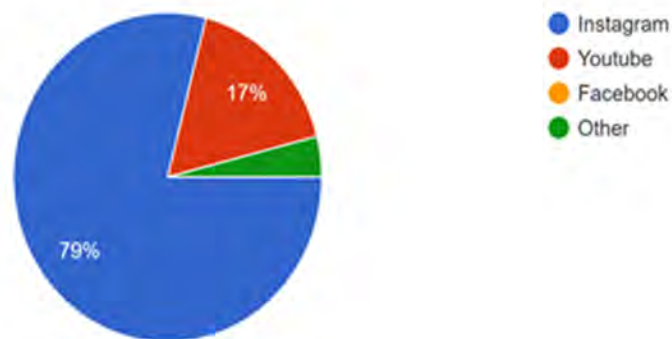
In the above table it is found that 40% of respondents are somewhat familiar with the concept of influencer marketing and 2% of respondents are not at all familiar with the concept.

Table 4.6 Showing most influential social media platform used by respondents for product endorsement.

Options	No. Of. Students	Percentage
Instagram	79	79%
Youtube	17	17%
Facebook	Nil	0%
Other	4	4%

(Source: Primary data)

Figure 4.6 Showing most influential social media platform used by respondents for product endorsement.



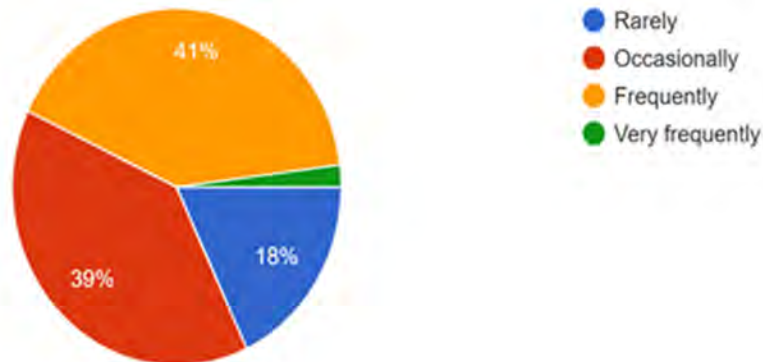
In the above table it is found that 79% of respondents are influenced through Instagram and 4% of respondents are influenced through other.

Table 4.7 Showing the amount of times respondents come across influencer market content while browsing social media.

Options	No. Of. Students	Percentage
Rarely	18	18%
Occasionally	39	39%
Frequently	41	41%
Very frequently	2	2%

(Source: Primary data)

Figure 4.7 Showing the amount of times respondents come across influencer market content while browsing social media.



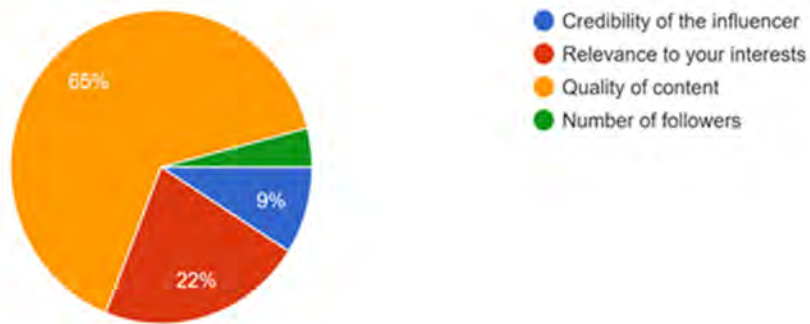
In the above table it is found that 41% of respondents are frequently come across influencer marketing content while browsing social media and 2% of respondents are frequently come across influencer marketing content while browsing social media.

Table 4.8 Showing the factors influenced by the user in gaining trust in influencer marketing.

Options	No. Of. Students	Percentage
Credibility of the influencer	9	9%
Relevance to your interests	22	22%
Quality of content	65	65%
Number of followers	4	4%

(Source: Primary data)

Figure 4.8 Showing the factors influenced by the user in gaining trust in influencer marketing.



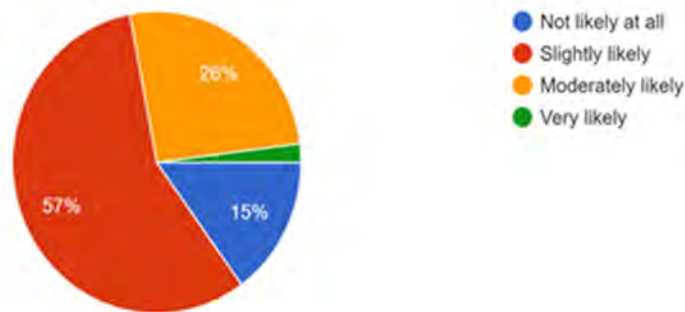
In the above table it is found that 65% of respondents trust influencer on the basis of quality of content and 4% of respondents trust influencer on the basis of number of followers.

Table 4.9 Showing the percentage of respondents likely to make purchase based on an influencer’s recommendation.

Options	No. Of. Students	Percentage
Not likely at all	15	15%
Slightly likely	57	57%
Moderately likely	26	26%
Very likely	2	2%

(Source: Primary data)

Figure 4.9 Showing the percentage of respondents likely to make purchase based on an influencer’s recommendation.



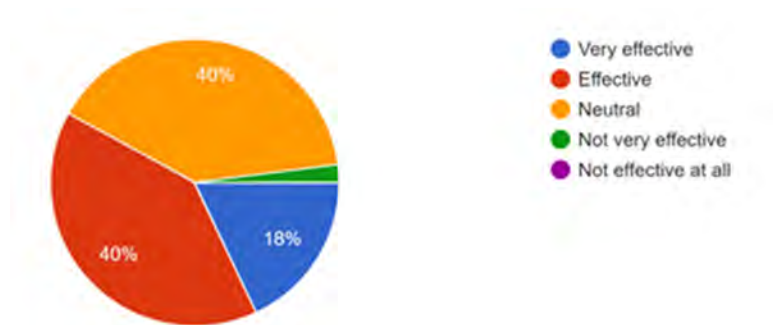
In the above table it is that 57% of respondents slightly likely to purchase based on an influencer’s recommendation and 2% of respondents very likely to purchase based on an influencer’s recommendation.

Table 4.10 Showing the effectiveness influencer can include in product advertisement on their content.

Options	No. Of. Students	Percentage
Very effective	18	18%
Effective	40	40%
Neutral	40	40%
Not very effective	2	2%
Not effective at all	Nil	0%

(Source: Primary data)

Figure 4.10 Showing the effectiveness influencer can include in product advertisement on their content.



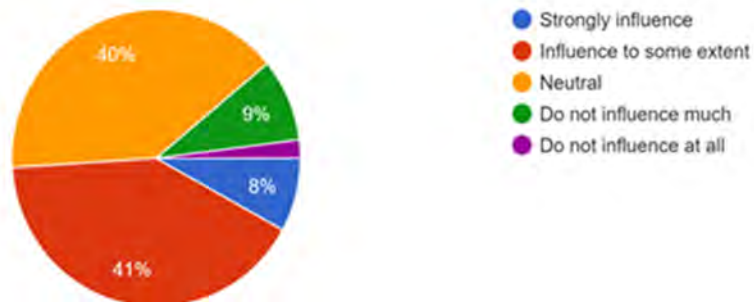
In the above table it is found that both effective and neutral are 40% and 2% of respondents are not very effective.

Table 4.11 Showing the percentage of friends or peer influence decision to follow and trust influencers.

Options	No. Of. Students	Percentage
Strongly influence	8	8%
Influence to some extent	41	41%
Neutral	40	40%
Do not influence much	9	9%
Do not influence at all	2	2%

(Source: Primary data)

Figure 4.11 Showing the percentage of friends or peer influence decision to follow and trust influencers.



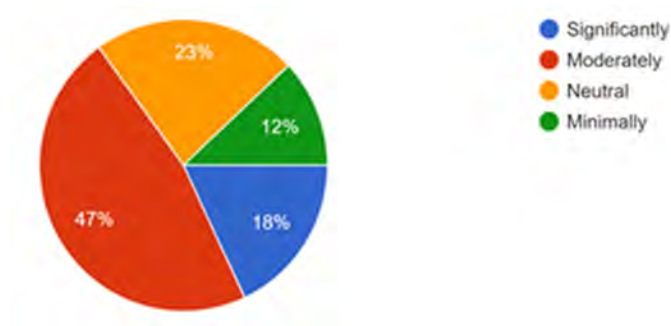
In the above table it is found that 41% of respondents say they influence to some extent with the statement and 2% of respondents say they do not influence at all with the statement.

Table4.12 Showing the respondents decision would impact the credibility of influencers post through the number of likes,comments,and share.

Options	No. Of. Students	Percentge
Significantly	18	18%
Moderately	47	47%
Neutral	23	23%
Minimally	12	12%

(Source: Primary data)

Figure 4.12 Showing the respondents decision would impact the credibility of influencers post through the number of likes,comments,and share.



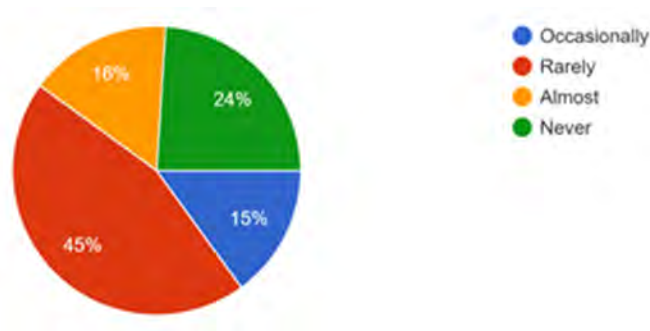
In the above table it is found that 47% of respondents are moderate with statement and 12% of respondents are minimal with statement.

Table4.13 Showing the percentage of fear of missing out of trends promoted by influencers.

Options	No. Of. Students	percentage
Occasionally	15	15%
Rarely	45	45%
Almost	16	16%
Never	24	24%

(Source: Primary data)

Figures 4.13 showing the percentage of fear of missing out of trends promoted by influencers.



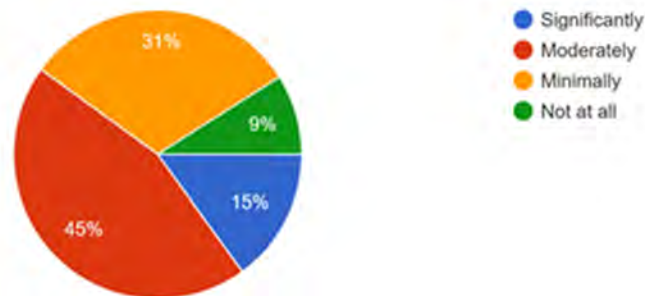
In the above table it is found that 45% of respondents rarely feel a fear of missing out of trends promoted by influencer and 15% of respondents almost feel a fear of missing out of trends promoted by influencer.

Table 4.14 Showing the percentage of respondents acquired discount on a particular product through recommendation of influencer.

Options	No. Of. Students	Percentage
Significantly	15	15%
Moderately	45	45%
Minimally	31	31%
Not at all	9	9%

(Source: Primary data)

Figure 4.14 Showing the percentage of respondents acquired discount on a particular product through recommendation of influencer.



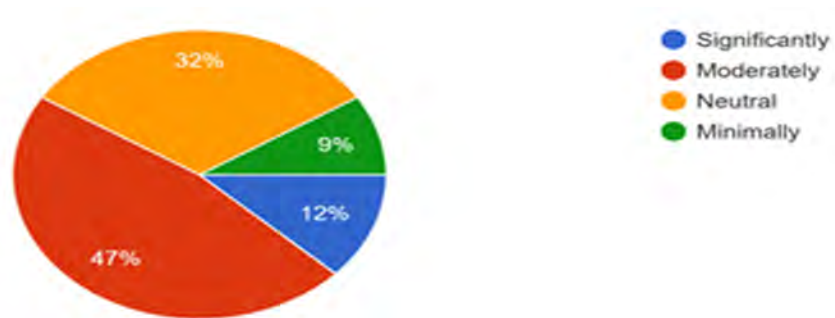
In the above table it is found that 45% of respondents gets moderately discount on a particular product on the basis of recommendation of influencer and 9% of respondents did not gets discount on particular product on the basis of recommendation of influencer.

Table 4.15 Showing the percentage of respondents influence through brand image conveyed by the influencer to buy a product.

Options	No. Of. Students	Percentage
Significantly	12	12%
Moderately	47	47%
Neutral	32	32%
Minimally	9	9%

(Source: Primary data)

Figure 4.15 Showing the percentage of respondents influence through brand image conveyed by the influencer to buy a product.



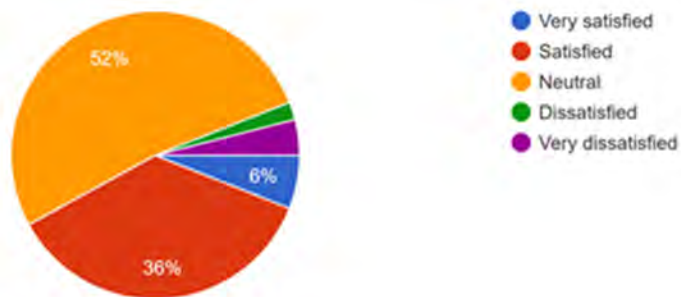
In the above table it is found that 47% of respondents moderately influenced by the brand image conveyed by the influencer to buy a product and 9% of respondents minimally influenced by the brand image conveyed by the influencer to buy a product.

Table 4.16 Showing the satisfaction of respondent with actual experience of using products recommended by influencer.

Options	No. Of. Students	Percentage
Very satisfied	6	6%
satisfied	36	36%
Neutral	52	52%
Dissatisfied	2	2%
Very dissatisfied	4	4%

(Source: Primary data)

Figure 4.16 Showing the satisfaction of respondent with actual experience of using products recommended by influencer.



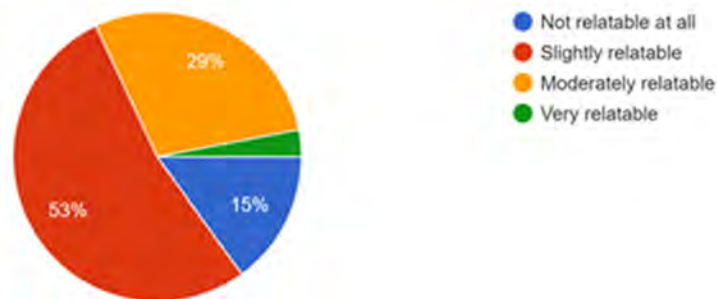
In the above table it is found that 52% of respondents gets neutral satisfaction from the actual experience of product recommended by influencer and 2% of respondents are dissatisfied with the actual experience of product recommended by influencer.

Table 4.17 Showing the percentage of respondents relatable with influencers personal experiences on product.

Options	No. Of. Students	Percentage
Not relatable at all	15	15%
Slightly relatable	53	53%
Moderately relatable	29	29%
Very relatable	3	3%

(Source: Primary data)

Figure 4.17 Showing the percentage of respondents relatable with influencers personal experiences on product.



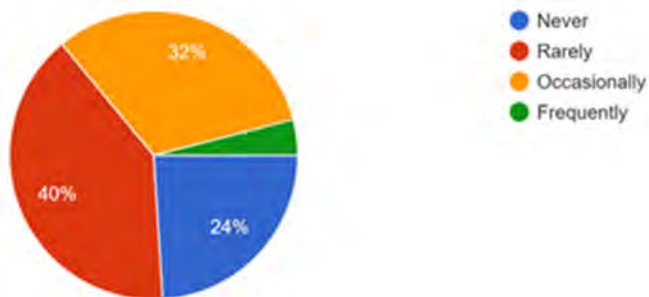
In the above table it is found that 53% of respondents are slightly relatable with influencers personal experience on product and 3% of respondents are very relatable with influencers personal experience on product.

Table 4.18 Showing the percentage of respondents purchasing a product because of recommendation of influencer on social media.

Options	No. Of. Students	Percentage
Never	24	24%
Rarely	40	40%
Occasionally	32	32%
Frequently	4	4%

(Source: Primary data)

Figure 4.18 showing the percentage of respondents purchasing a product because of recommendation of influencer on social media.



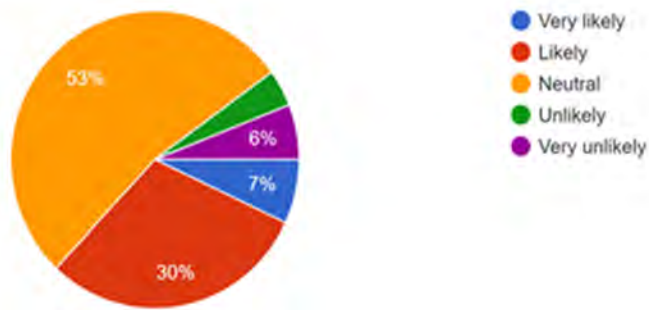
In the above table it is found that 40% of respondents rarely purchases products on the basis of influencers recommendation and 4% of respondents frequently purchases products on the basis of influencers recommendation.

Table 4.19 Showing the respondents interest to make repeated purchase from brands endorsed by influencers.

Options	No. Of. Students	Percentage
Very likely	7	7%
Likely	30	30%
Neutral	53	53%
Unlikely	4	4%
Very unlikely	6	6%

(Source: Primary data)

Figure 4.19 Showing the respondents interest to make repeated purchase from brands endorsed by influencers.



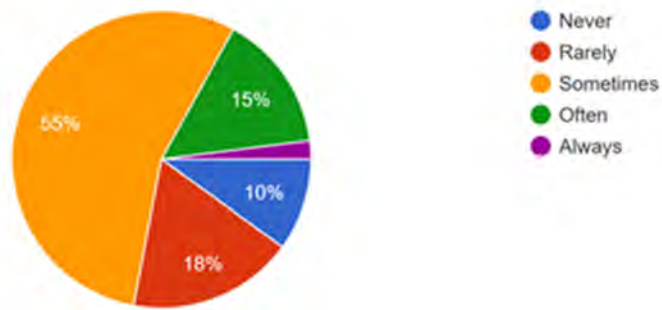
In the above it is found that 53% of respondents are neutral with the statement and 4% of respondents are unlikely to make repeated purchase of brands endorsed by influencers.

Table 4.20 Showing the percentage of respondents feel as in genuine from influencers promotion.

Options	No. Of. Students	Percentage
Never	10	10%
Rarely	18	18%
Sometimes	55	55%
Often	15	15%
Always	2	2%

(Source: Primary data)

Figure 4.20 Showing the percentage of respondents feel as ingenuine from influencers promotion.



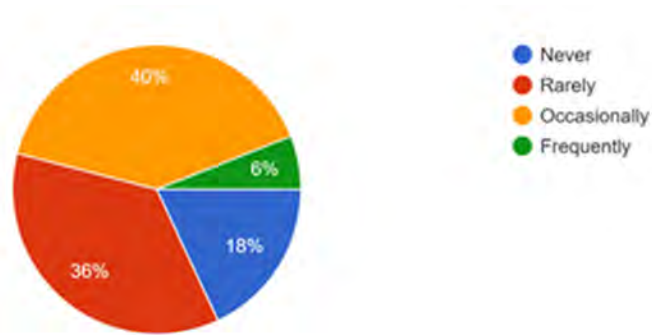
In the above table it is found that 55% of respondents sometimes feel in genuine with influencers promotion and 2% of respondents always feel in genuine with influencers promotion.

Table 4.21 Showing the percentage of awareness of respondents regarding influencers disclosing paid partnership.

Options	No. Of. Students	Percentage
Never	18	18%
Rarely	36	36%
Occasionally	40	40%
Frequently	6	6%

(Source: Primary data)

Figure 4.21 Showing the percentage of awareness of respondents regarding influencers disclosing paid partnership.



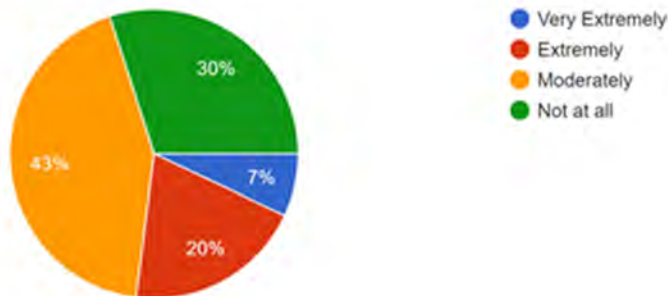
In the above table it is found that 40% of respondents are occasionally aware of regulation regarding influencers disclosing paid partnership and 6% of respondents are frequently aware of regulation regarding influencers disclosing paid partnership.

Table 4.22 showing the influence of influencers on respondents long term brand loyalty.

Options	No. Of. Students	Percentage
Very extremely	7	7%
Extremely	20	20%
Moderately	43	43%
Not at all	7	7%

(Source:Primary data)

Figure 4.22 Showing the influence of influencers on respondents long term brand loyalty.



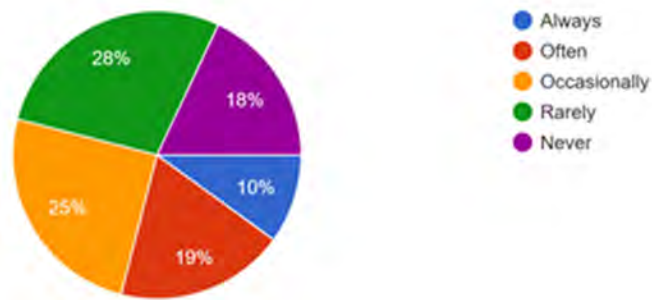
In the above table it is found that 43% of respondents moderately influenced their long term brand loyalty through influencer marketing and 7% of respondents very extremely influenced their long term brand loyalty through influencer marketing.

Table 4.23 showing the percentage of respondents provides review about products they purchased based on influencers recommendation.

Options	No. Of. Students	Percentage
Always	10	10%
Often	19	19%
Occasionally	25	25%
Rarely	28	28%
Never	18	18%

(Source: Primary data)

Figure 4.23 showing the percentage of respondents provide review about products they purchased based on influencers recommendation.



In the above table it is found that 28% of respondents provide reviews rarely on products purchased based on influencers recommendation and 10% of respondents provide reviews always on products purchased based on influencers recommendation.

CHAPTER V

FINDINGS, SUGGESTIONS AND CONCLUSION

FINDINGS

- Many of the respondents are familiar with the concept of influencer marketing.
- Most of the respondents come across Frequently influencer marketing content while browsing social media.
- Respondents of majority says, instagram is the most of influential social media platform for product endorsement.
- Many of respondents says Quality and of content their trust in influence influencer marketing
- Most of the respondents moderately number of likes comments and shares on an influencer's post impact their perception of their credibility.
- Many of respondents say that they influenced to some extent by their friends or peers on their decision to follow and trust influencers.
- Most of respondent rarely feel a fear of missing out on trends Promoted by influencers.
- Many of the respondents would like to make repeat purchases from brands endorsed by influencers.
- Many of the despondences occasionally aware of regulations regard ind influencers disclosing paid partnerships.
- Most of the respondents gets moderately discount on a particular product on the basis of recommendation of influencers.
- The responses of the respondents are effective in the sense of influencers include a product advertisement on their content.
- All most all the respondent moderately influenced by the brand image conveyed by the influencer to buy a product
- Most of the respondents are neutral satisfied with the actual experience of using products recommend by the influencers

SUGGESTIONS

- Most of the respondents follow influencer recommendations to purchase a product it is better to make purchase decision based on their own analysis of product price and cost.
- The respondent should purchase product according to their buying power rather than being biased by the influencers .
- Many of them make repeat purchase of brands endorsed by influencers. It is better to change brand preference and enjoy new brands by analysing the new trends.
- It is better to get full awareness of rules and regulations of influencers paid partnerships.
- Respondants should read reviews, check ratings and gather informations before making a purchase.

Conclusion

Influencer marketing plays a significant role in shaping consumer purchase decisions due to several crucial factors that directly impact consumer behavior. Influencers are often perceived as authentic and genuine by their followers. When influencers endorse a product, their recommendations carry a sense of trust, as followers believe that influencers are sharing their honest opinions and experiences.. Influencers often have a relatable person that resonates with their audience. Followers see influencers as peers, making the products they endorse more relatable and applicable to their own lives. This relatability can significantly impact purchase decisions. Influencers save consumers time by curating and presenting relevant products. Instead of extensively researching options, consumers can rely on influencers to highlight products that align with their interests and needs, streamlining the decision-making process. Influencers often portray aspirational lifestyles, and by associating a product with this lifestyle, they create a desire for ownership. Consumers may see the product as a way to emulate the influencers' lifestyle, influencing their decision to make a purchase. In our research, we aimed to investigate the tangible impact of influencer influence on the behavior of young consumers. Our focus encompassed understanding the perspectives of brands utilizing influencers for marketing, the influencers themselves who maintain direct connections with consumers, and, importantly, the consumers. we sought to emphasize the potential ramifications of this influence on consumers, not only in terms of purchasing behavior but also on their broader behavior and lifestyle. Furthermore, a critical aspect of our study involved examining the awareness levels among the people.

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ANNEXURE

A STUDY INFLUENCE OF INFLUENCER MARKETING ON STUDENTS PURCHASE DECISION

1. Demographic Information:

Age:

- 18-24
- 25-34
- 35-44
- 45-54
- 55+

2. Gender:

- Male
- Female
- Others

3. Education

- 10th
- 12th
- undergraduate
- post-graduate

4. Which social media platform do you find most influential for product endorsements?

- Instagram
- Youtube
- Tiktok
- Others

5. How often do you use social media platforms?

- Rarely
- Occasionally
- Frequently
- Very frequently

6. How familiar are you with the concept of influencer marketing?

- Very familiar
- Somewhat familiar
- Neutral
- Not very familiar
- Not at all familiar

7. How often do you come across influencer marketing content while browsing social media?

- Rarely
- Occasionally
- Frequently
- Very frequently

8. What factors influence your trust in influencer marketing?

- Credibility of the influencer
- Relevance to your interests
- Quality of content
- Number of followers

9. How likely are you to make a purchase based on an influencer's recommendation?

- Not likely at all
- Slightly likely
- Moderately likely
- Very likely

11. How would you rate the appeal and relevance of the content produced by influencers you follow?

- Excellent
- Good
- Average
- Below average
- Poor

12. How much do your friends or peers influence your decision to follow and trust influencers?

- Strongly influence
- Influence to some extent
- Neutral
- Do not influence much
- Do not influence at all

13. To what extent do the number of likes, comments and shares on an influencer's post impact your perception of their credibility?

- Significantly
- Moderately
- Neutral
- Minimally

14. How much do you experience a fear of missing out on trends endorsed by influencers?

- Occasionally
- Rarely
- Almost
- Never

15. How much does the financial feasibility of a product influence your decision to purchase it based on an influencer's recommendation?

- Significantly
- Moderately
- Neutral
- Minimally
- Not at all

16. How much does the overall brand image as conveyed by the influencer, influence your decision to purchase a product?

- Significantly
- Moderately
- Neutral
- Minimally

17. How satisfied are you with the actual experience of using products recommended by influencers?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

18. Do you find influencers more relatable when they share personal experiences with product?

- Not relatable at all
- Slightly relatable
- Moderately relatable
- Very relatable

19. Have you ever purchased a product because your peers recommended it on social media?

- Never
- Rarely
- Occasionally
- Frequently

20. How likely are you to make repeat purchases from brands endorsed by influencers?

- Very likely
- Likely
- Neutral
- Unlikely
- Very unlikely

21. How often do you provide feedback or reviews for products you purchase based on influencer recommendations?

- Always
- Often
- Occasionally
- Rarely
- Never

22. Has influencer marketing influenced your long-term brand loyalty

- Very Extremely
- Extremely
- Moderately
- Not at all

23. How often do you provide feedback or reviews for products you purchase based on influencer recommendation?

- Always
- Often
- Occasionally
- Rarely
- Never

**“A STUDY ON E-WASTE MANAGEMENT AMONG
STUDENTS WITH SPECIAL REFERENCE TO
CHRIST COLLEGE IRINJALAKUDA”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA
In partial fulfilment of the requirement for the award of the degree of
BACHELOR OF COMMERCE

Submitted by

ALBERT TOMSON
(CCAVBCM276)

Under the supervision of

Ms. JISHA C L



DEPARTMENT OF COMMERCE
CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA
UNIVERSITY OF CALICUT
MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON E-WASTE MANAGEMENT AMONG STUDENTS WITH SPECIAL REFERENCE TO CHRIST COLLEGE IRINJALAKUDA**” is a bonafide record of project done by **ALBERT TOMSON**, Reg.No.CCAVBCM276, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Assoc. Prof. P.G THOMAS
Co-Ordinator

Ms. JISHA C L
Project Guide

DECLARATION

I, **ALBERT TOMSON**, hereby declare that the project work entitled “**A STUDY ON E-WASTE MANAGEMENT AMONG STUDENTS WITH SPECIAL REFERENCE TO CHRIST COLLEGE IRINJALAKUDA**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Jisha C L, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

ALBERT TOMSON

Date:

CCAVBCM276

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Place: Irinjalakuda

ALBERT TOMSON

Date:

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CHAPTER - I
INTRODUCTION

1.1 Introduction

In the throes of the technological renaissance, electronic devices have become indispensable components of modern life, seamlessly woven into the fabric of our daily routines. However, the exponential growth in electronic consumption has given rise to a formidable environmental challenge – electronic waste, or e-waste. As our reliance on electronic devices intensifies, so does the urgency to address the escalating concerns surrounding their end-of-life management.

Last 10-15 years there was a big changes and growth in technology especially in electronic items like tablet, computer, phone, printer and also other electronics. Rapidly the business and households have seen great growth in the electronics and a safe and cost effective end of life management. The e-waste is one of the hastily creating natural issue for the globe. The constantly growing proportion of e-waste interrelated with the non-appearance of care and right capacity is structure up the issue. There are 10 recycling plant from around the world. For every year, an amount of waste which is greater than 20 million heaps were generating. It is essential to care the environment so the e-waste management may play a crucial role in preserving the environment and making free from dangerous toxins which pollute air, water, soil, etc. It is essential to follow the 4R approach, that is Reduce, Reuse, Recycle and Recreate for minimizing the waste. Generally large number of electronic items is used in households, IT industries and there are lot of disposal of e-waste takes place. We are mainly focusing on household products of students studying in Christ College Irinjalakuda, Thrissur district for getting easy and relevant information.

1.2 E waste management

Electronic waste, commonly referred to as e waste, has become a pressing global concern as technology continues to evolve at a rapid pace. E-Waste encompasses discarded electronic devices such as smartphones, computers, televisions and appliances, which contain hazardous materials that possess environmental and health risks if not managed properly.

Addressing the challenges of e-waste management requires a comprehensive approach involving government regulations, industry initiatives, consumer education and technological innovation. By promoting responsible consumption implementing effective recycling programs and fostering a circular economy for electronic products, we can mitigate the environmental and health risks associated with e-waste while fostering sustainable development.

1.3 Statement of problem

E waste management is an effective way for removing electronic wastes from the environment. Recycling can be done through various processes. In the wake of rapid technological advancements and the pervasive integration of electronic devices into everyday life, the escalating challenge of electronic waste (e-waste) management has emerged as a critical environmental and societal concern. The household consumers of Christ College Irinjalakuda are unable to dispose of the scrap items due to the unavailability of a proper collection centre or a recycling plant.

This study deals with the e-waste management of household premises of the students in Christ College Irinjalakuda and how they handle e-wastes.

1.4 Significance of study

The study focuses on an emerging environmental and administrative challenge faced by economies across the world which is disposal of e-waste. The study of

e-waste management holds paramount importance due to several reasons like environmental preservation, resource conservation, public health and safety etc. It is crucial in addressing the multifaceted challenges posed by the growing volume of electronic waste globally. So there should be awareness among the common people about e-waste, its hazards and proper disposal methods as it can also decrease the requirement of removal of metals and drop off greenhouse gas emission gas from materials sourced directly from nature in their raw form.

1.5 Objectives

- To understand the awareness of e-waste among students of Christ College Irinjalakuda, Thrissur
- To analyse the e-waste disposal practices among students.
- To understand the challenges faced by college students on e-waste management

1.6 Scope of the study

The scope of a study on e-waste management can encompass a wide range of topics and aspects related to the handling, disposal, and environmental impact of electronic waste. It also helps in understanding how the e-wastes are handled at household premises.

1.7 Research methodology

The research methodology used in the study “E – waste Management among students with special reference to Christ college irinjalakuda”.

1.7.1 Research design

The research design used for the study is descriptive method. Descriptive method includes surveys and fact findings of different kinds.

1.7.2 Sources of data

The sources of data used for this research are both primary and secondary data. The primary data are collected through questionnaires and secondary data are collected through various articles and websites.

1.7.3 Sampling Techniques

The samples are mainly collected from 50 students studying in Christ College Irinjalakuda. The technique used for this sampling is convenient sampling.

1.7.4 Sample Size

A sample of 50 students studying in Christ College Irinjalakuda is taken as sample size for the purpose of the study.

1.7.5 Sample Population

The population for the study is the students of Christ College Irinjalakuda.

1.7.6 Tools for Analysis

Major tools used in the data analysis process are graphs and percentage for interpreting the data thus collected.

1.8 Limitation of study

- Limited availability of reliable and comprehensive data on e-waste generation, composition and disposal
- Time limitations may restrict the duration and scope of the study.
- Difference in e-waste management regulations and practice across region may introduce inconsistencies in data collection and analysis.

CHAPTER - II
REVIEW OF LITERATURE

1. Kuehr and Williams (2003) stated that an increasing market for reused PCs in developing countries is allowing people to own PCs and access technology at more affordable prices. Moreover, charitable organizations, such as Computer Mentor, Computer Aid, World Computer Exchange, Computers for Schools and others are expanding their boundaries and providing used and refurbished computers to organizations (e.g., schools) around the world. Furthermore, reuse also reduces the environmental impacts of technological artifacts by increasing their life spans and thereby reducing the demand for new equipment.

2. Widmer et al (2005) evaluate the concept of Extended Producer Responsibility as a policy approach, where manufacturers take responsibility for the entire life cycle of their products, including proper disposal and recycling.

3. RamzyKahhat et al (2008) stated in his article that some states are adopting e-waste regulations, but so far the U.S. does not have a federal regulation that addresses the complete e-waste situation, including residential and non-residential sectors. Federal level policies and regulations present the best way to address the e-waste situation (U.S. GAO, 2005) as they will overcome the lack of regulations in most states and will standardize regulations and policies in the country. This will create a more efficient national e-waste management system. In this scenario, the e-Market for returned deposit system will be the mechanism for residential customers to dispose of their devices in a way that motivates collection, recycle and reuse of e-waste.

4. RE Hester, RM Harrison (2009) states that electronic squander incorporates such things as Televisions, PCs, LCD and Plasma showcases, and Cell phones,

just as a wide scope of family unit, restorative and modern gear which are essentially colossal and developing amount of waste are disposed of consistently and this waste contains harmful and cancer-causing mixes which can represent a hazard to the earth.

5. Hassan Taghipour et al.(2012) suggested extending producer responsibility program and providing training programmes at various levels of society. The agency of ministry for health and environmental protection be supposed to rigorously manage electrical waste gathering, accumulation, recycling and discarding.

6. Sivakumaran Sivaramanan(2013) confirmed that the public awareness and cooperation of manufactures are essential for the advancement of e-waste management system. And also it is the responsibility of government to allocate sufficient grants and protecting the internationally agreed environmental legislations within their borders. Licensing of certification like stewardship may ensure the security to prevent illegal smugglers and handlers of e-waste. As e-wastes are the known major source of heavy metals, hazardous chemicals and carcinogens, certainly diseases related to skin, respiratory, intestinal, immune, and endocrine and nervous systems including cancers can be prevented by proper management and disposal of e-waste.

7. Peeranartkidde et al(2013) e-waste can be managed by developing ecodesign devices, properly collecting e-waste, recover and recycle material by safe methods, dispose of e-waste by suitable techniques, forbid the transfer of used electronic devices to developing countries, and raise awareness of the

impact of e-waste. No single tool is adequate but together they can complement each other to solve this issue. A national scheme such as EPR is a good policy in solving the growing e-waste problems.

8. In Sukheshini Jadhav(2013) observed that proper e waste management will help efficient sourcing and collection right up to extraction and disposal of material, ensuring that e waste will turn into lucrative products and business opportunity. The manufacturers have to take responsibility for adopting the guideline for manufacturing sound environment product and sustainability management should be started from the product manufacturing stage.

9. Vijay N Bhoi et al (2014) most of the waste is inherently dangerous. It will degrade to provide leachate, which can contaminate water, and make lowland gas, that is explosive. Additionally, owing to the risks related to lowland sites, there are currently terribly strict needs on the development, operation and medical care of such sites. Most designing authorities desire a figured out quarry to be used for landscaping instead of a lowland web site that nobody desires in their “back yard”. Product style should be used to assist to reduce not solely the character and quantity of waste, however conjointly to maximise end-of-life utilization. Makers, retailers, users, and disposers ought to share responsibility for reducing the environmental impacts of merchandise. A product-centred approach ought to be adopted to preserve and shield setting.

10. Sikdar&Vaniya(2014) confirmed that government should establish a few area related to removal of e-waste materials. Also pointed that cause of e-waste

on healthiness of creature in ecological teaching as a necessary topic from lower to higher grades.

11. YaminiGupt &SamrajSahay (2015) suggested that financial responsibility of the producers and separate collecting and recycling agencies contribute significantly to the success of the extended producer responsibility-based environmental policies. Regulatory provisions, takeback responsibility and financial flow come out to be the three most important aspects of the extended producer responsibility. Presence of informal sector had a negative impact on the regulatory provisions.

12. NorazliOthaman(2015)there should be a sustainable incorporated system for supervising the electronic waste. Also suggested that new legislation and act should be for managing e-waste.

13. Williams and Kahhat (2015) identify and discuss the challenges and barriers in E-waste management, including issues related to collection systems, logistics, and the lack of infrastructure in certain regions.

14. Kumar A, M. Holuszko and D. C. R. Espinosa (2017) In this paper he states about the generation of e-scrap and the sales of electrical and electronic equipment's. The calculation made by them about the total quantity of e-waste created has reached more or less 41 million tonnes in 2014 and increasing in proportion mode each year. He observed that the population of the nation does

not have a major impact. And it also mentioning the significance and benefits of recycling.

15. Baldé et al. (2017) provides a comprehensive analysis of global E-waste generation, highlighting the increasing trends and the need for effective management strategies.

16. Kumar et al. (2018) analyse the social and economic aspects of E-waste management, considering the involvement of informal sector workers and the potential for job creation in the formal recycling industry.

17. Hilty et al (2019) investigates consumer awareness and behaviour regarding E-waste disposal, highlighting the role of education and awareness campaigns in promoting responsible electronic waste management.

18. Song et al. (2019) investigate the environmental impacts of E-waste, focusing on the release of hazardous substances and their effects on soil, air, and water quality.

19. Akormedi and Asamoah (2019) discuss the role of legislation and policies in E-waste management, evaluating the effectiveness of existing regulations and suggesting areas for improvement.

20. Li et al. (2020) explore innovative technologies for E-waste recycling, emphasizing the importance of sustainable and efficient methods to recover valuable materials from electronic waste.

CHAPTER - III
THEORETICAL FRAMEWORK

3.1 What is E-waste

E-waste, short for electronic waste, refers to discarded electronic devices and equipment, including computers, smartphones, televisions, and other electronic appliances, that have reached the end of their useful life or are no longer wanted. E-waste contains valuable materials but also hazardous substances, making proper disposal and recycling essential for environmental and human health.

E-waste is characterized by its rapid obsolescence and frequent replacement as a result of technological advancements, changing consumer preferences, and the desire for newer features. The disposal of electronic waste poses environmental and health risks due to the presence of hazardous materials such as heavy metals (lead, mercury, cadmium), brominated flame retardants, and other potentially harmful substances. E-waste includes Consumer electronics (Smartphones, Tablets, Television), Home appliances (Refrigerators, Washing machines, Air conditioners), Office Equipment (Copiers, Fax machines, Printers) etc.

3.2 Advantages on e-waste management

- **Resource Recovery:** Recycling e-waste allows for the recovery of valuable materials such as metals (gold, silver, copper), plastics, and other components.
- **Environmental Conservation:** Proper disposal and recycling of e-waste help prevent environmental pollution. Electronic devices often contain hazardous materials like lead, mercury, and cadmium. Safe management ensures that these toxic substances are not released into the environment, protecting ecosystems and biodiversity.

- **Job Creation:** The e-waste management industry, including collection, transportation, recycling, and refurbishment, generates employment opportunities. This contributes to economic development and helps build a skilled workforce in the field of waste management.
- **Extended Product Lifespan:** Refurbishing and reusing electronic devices contribute to extending their lifespan. This reduces the rate at which devices become obsolete and minimizes the frequency of new product purchases, leading to less overall waste generation.
- **Compliance with Regulations:** Adhering to e-waste management regulations ensures that businesses and individuals follow responsible practices. Compliance with these regulations helps prevent illegal dumping and ensures that electronic waste is processed in an environmentally friendly and safe manner.
- **Energy Conservation:** Recycling electronic devices typically requires less energy than extracting and refining raw materials. By recovering materials from e-waste, the energy demand associated with mining and processing new resources is reduced, contributing to energy conservation.

3.3 Disadvantages on e-waste management

- **Limited accessibility to recycling facilities:** In certain areas, there may be limited accessibility to recycling facilities for electronic waste. This can result in increased instances of improper disposal as individuals may not have convenient options for recycling their electronic devices.

- **Data security concerns:** Discarded electronic devices may contain sensitive and personal data. Improper disposal can lead to data breaches and privacy concerns if devices are not adequately wiped or destroyed before disposal or recycling.
- **Health risks:** Exposure to hazardous substances present in e-waste, such as lead, mercury, and brominated flame retardants, can pose health risks to individuals involved in the disposal process and communities living near dumping sites. Inhalation or ingestion of these substances can lead to serious health issues.
- **Environmental Pollution:** Inadequate e-waste management can lead to environmental pollution. Electronic devices often contain hazardous materials, and improper disposal methods can result in the release of toxic substances into soil, water, and air, harming.
- **Costs of Recycling:** The recycling process for e-waste can be costly, especially if it involves the proper disposal of hazardous materials. The financial burden may deter some businesses and individuals from participating in responsible e-waste management practices.
- **Technological Obsolescence:** Rapid advancements in technology contribute to the quick obsolescence of electronic devices, leading to a higher turnover rate of devices. This fast-paced cycle increases the volume of e-waste and the need for effective disposal methods.

3.4 Need of e-waste management

The "need for e-waste management" refers to the necessity of implementing systematic and a responsible practice to address the challenges posed by electronic waste. This need arises due to several critical factors:

- 1. Environmental Pollution:** E-waste contains hazardous materials such as lead, mercury, and brominated flame retardants. When not managed properly, these substances can leach into the soil and water, posing significant risks to ecosystems, wildlife, and human health.
- 2. Resource Conservation:** Electronic devices contain valuable resources, including metals like gold, silver, and copper. E-waste management is essential to recover and reuse these materials, reducing the demand for new resources and mitigating the environmental impact of extraction.
- 3. Health Concerns:** Improper disposal of e-waste, such as burning or landfill dumping, can release harmful chemicals into the air, leading to respiratory issues and other health problems for those exposed. The need for e-waste management is critical to protect both the environment and human health.
- 4. Technological advancements:** The rapid pace of technological advancements leads to frequent obsolescence of electronic devices. E-waste management is necessary to cope with the increasing volume of discarded electronics and to ensure that obsolete devices are properly handled and recycled.
- 5. Legal and regulatory compliance:** Many regions have implemented laws and regulations regarding the proper disposal and recycling of electronic

waste. Adhering to these regulations is essential to avoid legal consequences and to promote responsible business practices.

- 6. Global nature of issue:** E-waste is a global challenge that transcends national borders. As electronic devices are produced, consumed, and discarded worldwide, a coordinated and international approach to e-waste management is crucial for addressing the scale and complexity of the issue.
- 7. Job Creation and Economic Opportunities:** The establishment of e-waste management facilities, recycling centres, and related services creates job opportunities and contributes to economic development. Proper management of e-waste can stimulate economic growth in the waste management and recycling sectors.
- 8. Public Awareness and Education:** Many individuals are not fully aware of the environmental and health impacts of improper e-waste disposal. The need for e-waste management includes educational efforts to raise awareness among the public and promote responsible consumer behaviour.
- 9. Promotion of Sustainable Practices:** E-waste management aligns with broader sustainability goals by encouraging the adoption of circular economy principles. Proper disposal, recycling, and responsible consumption contribute to a more sustainable and resource-efficient approach to electronic product lifecycles.

10. Prevention of Illegal Dumping: A structured e-waste management system helps prevent illegal dumping and the informal recycling of electronic waste in unregulated environments. This contributes to preventing environmental contamination and health risks associated with such practices.

The need for e-waste management arises from the environmental, health, economic, and social challenges associated with the improper disposal and handling of electronic waste. Addressing this need requires a concerted effort involving governments, industries, communities, and individuals to adopt responsible practices and ensure a sustainable approach to managing electronic waste.

3.5 Awareness on e-waste

Raising awareness about e-waste is crucial for promoting responsible consumer behaviour, encouraging proper disposal practices, and fostering a more sustainable approach to electronic consumption. Some of the very important awareness are the following

- Encourage individuals to follow the mantra of "Reduce, Reuse, Recycle" when it comes to electronic devices. Consider whether a new device is truly necessary, explore options for refurbishing or repairing, and always recycle when disposing of old electronics.
- Remind people to secure and erase personal data from electronic devices before disposal. Encourage the use of data wiping tools or seek assistance from professionals to prevent potential privacy breaches.

- Remind consumers of their role in the life cycle of electronic products. Stress that responsible consumption decisions can contribute to reducing the overall volume of e-waste.
- Encourage individuals to stay informed about e-waste management practices, regulations, and local initiatives. Knowledge empowers people to make informed decisions and support positive change.
- Utilize social media platforms to disseminate e-waste awareness messages. Engage with online communities to share tips, facts, and initiatives related to responsible e-waste management.
- Educate people about the composition of e-waste and the hazardous materials it may contain. Knowing the potential environmental and health risks associated with improper disposal can motivate responsible actions.

CHAPTER - IV
DATA ANALYSIS AND
INTERPRETATION

Table 4.1

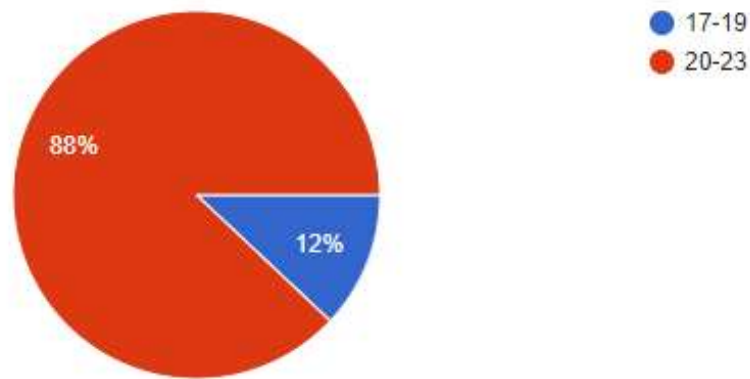
Table showing the age of students

Particulars	Number of respondents	Percentage of respondents
17-19	6	12
20-23	44	88
Total	50	100

(Source: Primary data)

Figure 4.1

Figure showing the age of students



From the above table we can understand that 12% of students are from the age 17-19 and 88% of students are from the age 20-23.

Table 4.2

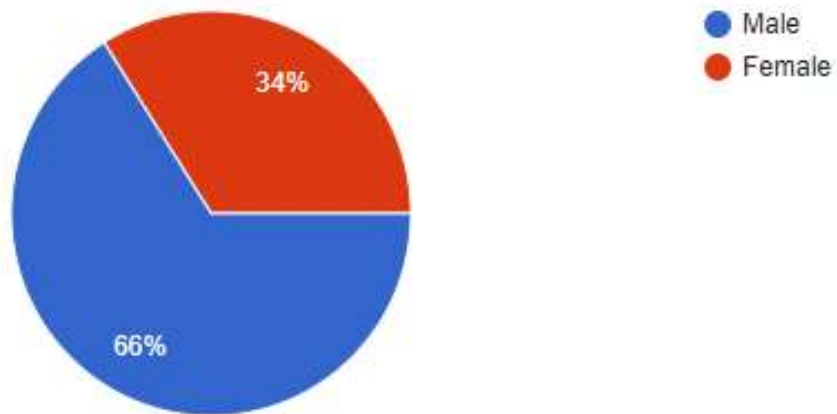
Table showing the Gender of students

Particulars	Number of respondents	Percentage of respondents
Male	33	66
Female	17	34
Total	50	100

(Source: Primary data)

Figure 4.2

Figure showing the Gender of the students



From the above table we can understand that 34% of students are Female and 66% of students are Male.

Table 4.3

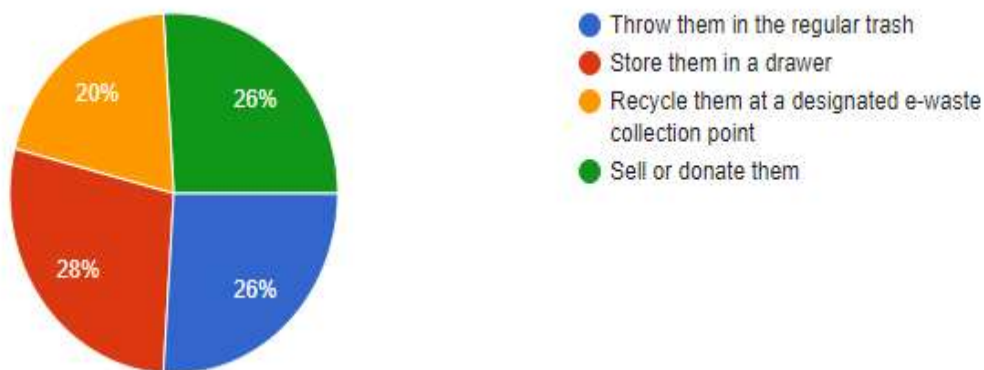
Table showing how old and unused electronic devices are handled at home

Particulars	Number of respondents	Percentage of response
Throw them in the regular trash	13	26
Store them in a drawer	14	28
Recycle them at a designated e-waste collection point	10	20
Sell or donate them	13	26
Total	50	100

(Source: Primary data)

Figure 4.3

Figure showing how old and unused electronic devices are handled at home



From the table shown above 28% of students store them in drawer and 26% of students both sell or donate them otherwise throw them in regular trash, and the rest 20% gets it recycle them.

Table 4.4

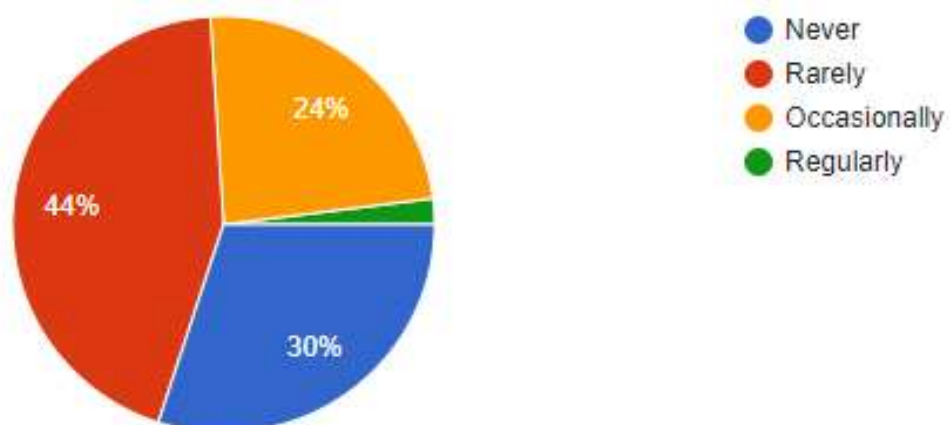
Table showing student's participation in e-waste collection events

Particulars	Number of respondents	Percentage of respondents
Never	15	30
Rarely	22	44
Occasionally	12	24
Regularly	1	2
Total	50	100

(Source: Primary data)

Figure 4.4

Figure showing the students participation in e-waste collection events



From the above table it shows that 44% of the students rarely participate, 30% of the students never participate, 24% of the students occasionally participate and 2% of the students regularly participate in e-waste collection events.

Table 4.5

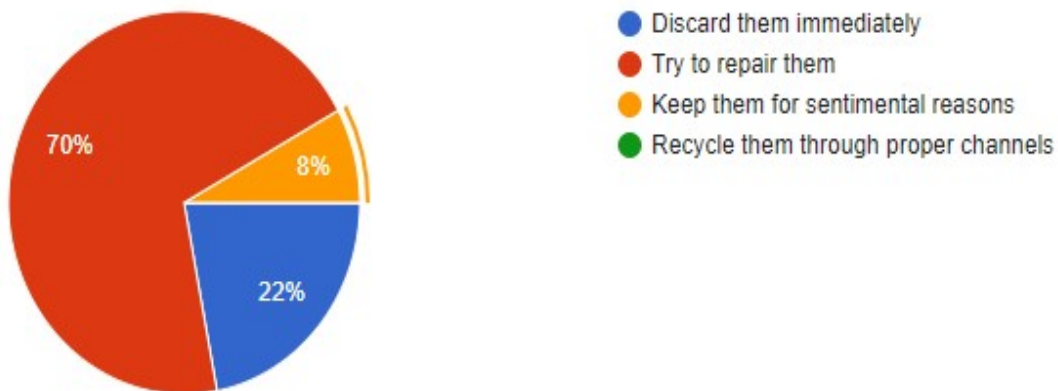
Table showing student's response when electronic devices stop working

Particulars	Number of respondents	Percentage of respondents
Discard them immediately	11	22
Try to repair them	35	70
Keep them for sentimental reasons	4	8
Recycle them through proper channels	0	0
Total	50	100

(Source: Primary data)

Figure 4.5

Figure showing students response when electronic devices stop working



From the above table it shows that 70% of students try to repair the electronic devices, 22% students discard them immediately and the rest 8% keeps them for sentimental reasons.

Table 4.6

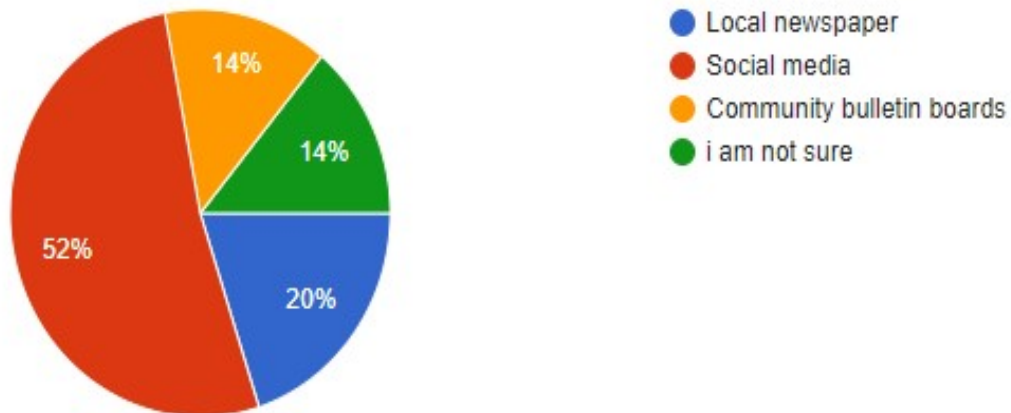
Table showing students receiving information about e waste disposal method

Particulars	Number of respondents	Percentage of respondents
Local newspaper	10	20
Social media	26	52
Community bulletin boards	7	14
I am not sure	7	14
Total	50	100

(Source: Primary data)

Figure 4.6

Figure showing students receiving information about e waste disposal method



From the table above it shows that 52% of the students receive these methods through social Medias, 20% through local newspaper, 14% gets it from community bulletin board and rest 14% are not sure.

Table 4.7

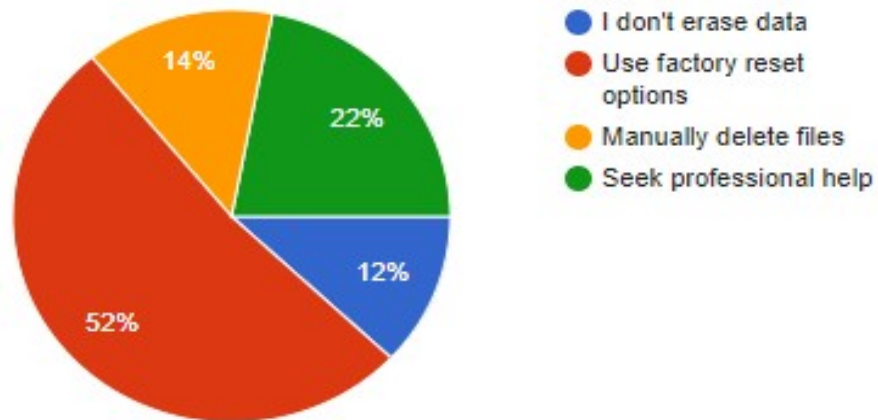
Table showing students methods of erasing personal data from electronic devices

Particulars	Number of respondents	Percentage of respondents
I don't erase data	6	12
Use factory reset option	26	52
Manually delete files	7	14
Seek professional help	11	22
Total	50	100

(Source: Primary data)

Figure 4.7

Figure showing students methods of erasing personal data from electronic devices



From the table above it shows that 52% of students use factory reset option, 22% of students seek professional help and 14% manually delete the files and the rest 12% don't erase their data.

Table 4.8

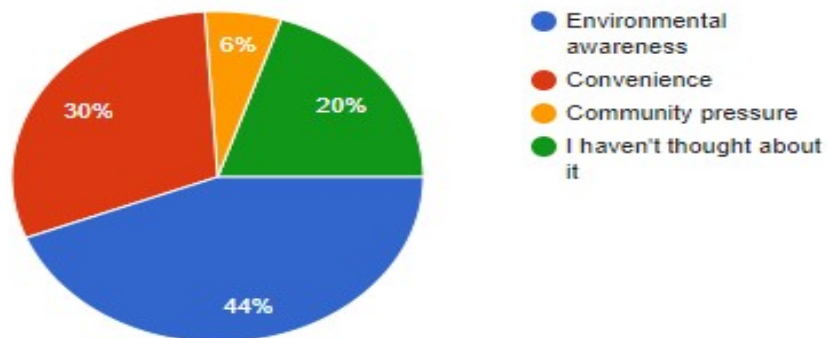
Table showing factors which motivates students to practice e waste Management at home

Particulars	Number of respondents	Percentage of respondents
Environmental awareness	22	44
convenience	15	30
Community pressure	3	6
I haven't thought about it	10	20
Total	50	100

(Source: Primary data)

Figure 4.8

Figure showing factors which motivates students to practice e waste management at home



From the table above it shows that 44% of students are motivated due to environmental awareness, 30% of students are due to convenience, 20% of students haven't thought about it and rest 6% due to community pressure

Table 4.9

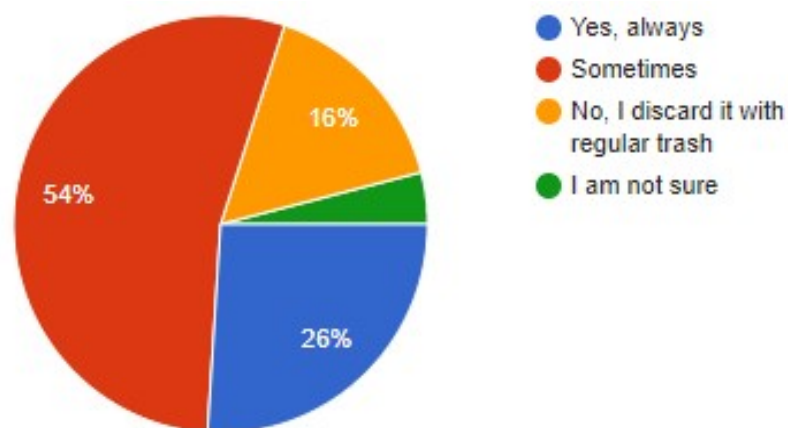
Table showing whether original packaging's of electronic devices are kept for proper disposal

Particulars	Number of respondents	Percentage of respondents
Yes ,always	13	26
Sometimes	27	54
No, I discard it with regular trash	8	16
I am not sure	2	4
Total	50	100

(Source: Primary data)

Figure 4.9

Figure showing whether original packaging's of electronic devices are kept for proper disposal



From the table above it shows that 54% students sometimes keeps the original packaging, 26% always keeps the packing for proper disposal, 16% of students discard them as trash, and the rest 4% are not sure.

Table 4.10

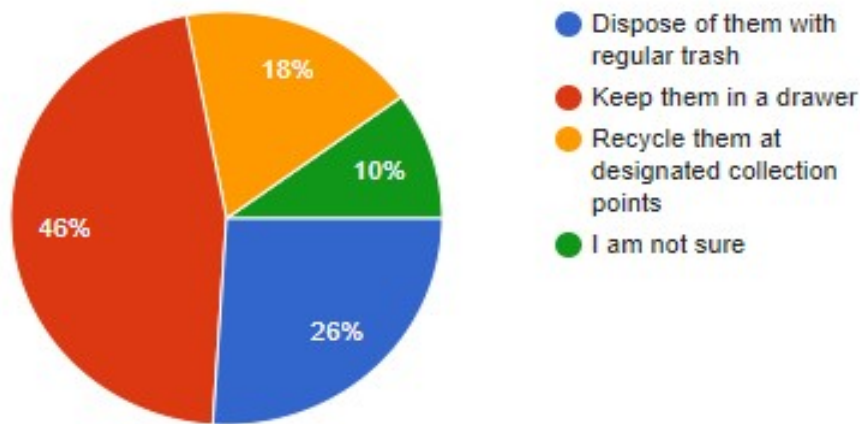
Table showing how students handle old chargers and earphones at home

Particulars	Number of respondents	Percentage of response
Dispose them in the regular trash	13	26
Keep them in a drawer	23	46
Recycle them at a designated E – waste collection point	9	18
I am not sure	5	10
Total	50	100

(Source: Primary data)

Figure 4.10

Figure showing how students handle old chargers and earphones at home



From the table above it shows that 46% of the students keep them in their drawer, while 26% of students throw them out with regular trash, 18% recycle them at their designated points and the rest 10% are not sure.

Table 4.11

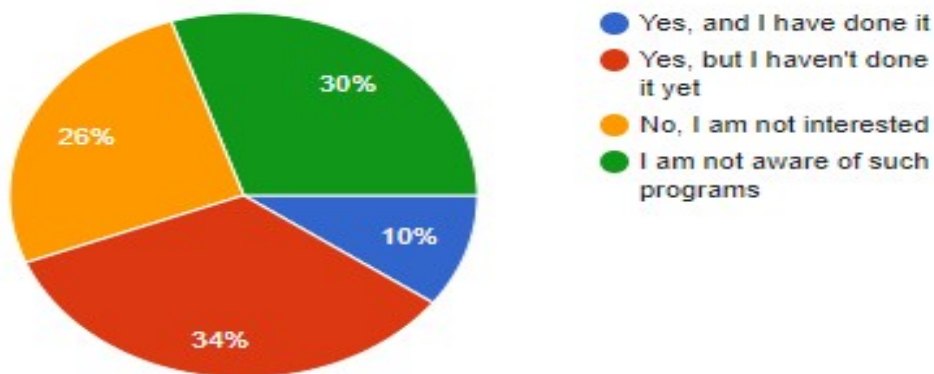
Table showing whether students participated in any electronic device trade in program

Particulars	Number of respondents	Percentage of respondents
Yes , I have done it	5	10
Yes ,but I haven't done it yet	17	34
No , I am not interested	13	26
I am not aware of such programs	15	30
Total	50	100

(Source: Primary data)

Figure 4.11

Figure showing whether students participated in any electronic device trade in program



From the table above shows that 34% of students knows of such programs but haven't participated in it, and 30% of students are not aware of such programs, 26% of students are not interested and rest 10% of students have done it.

Table 4.12

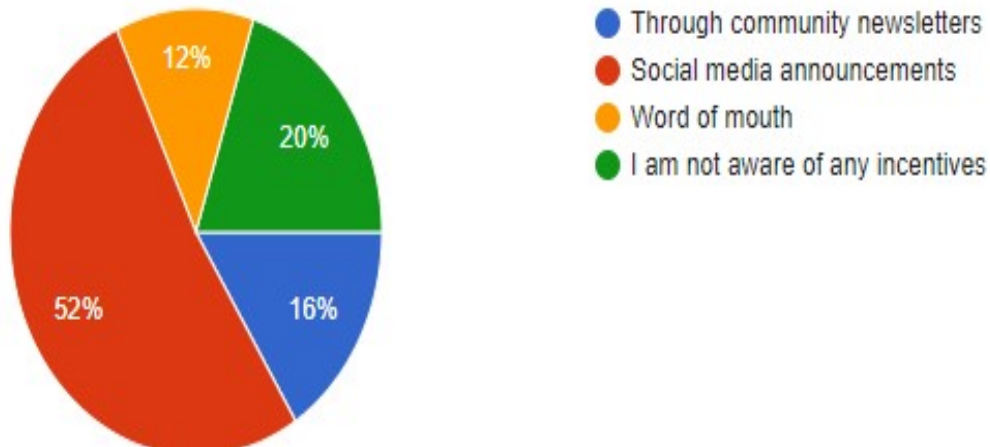
Table showing how students stay informed about local incentive or programs

Particulars	Number of respondents	Percentage of respondents
Through community newsletters	8	16
Social media announcements	26	52
Word of mouth	6	12
I am not aware of any incentives	10	20
Total	50	100

(Source: Primary data)

Figure 4.12

Figure showing how students stay informed about local incentive or programs



From the table above it shows that 52% of students stay informed through social media, 20% of students are not aware of such incentives, 16% students through community newsletters and rest 12% through word of mouth.

Table 4.13

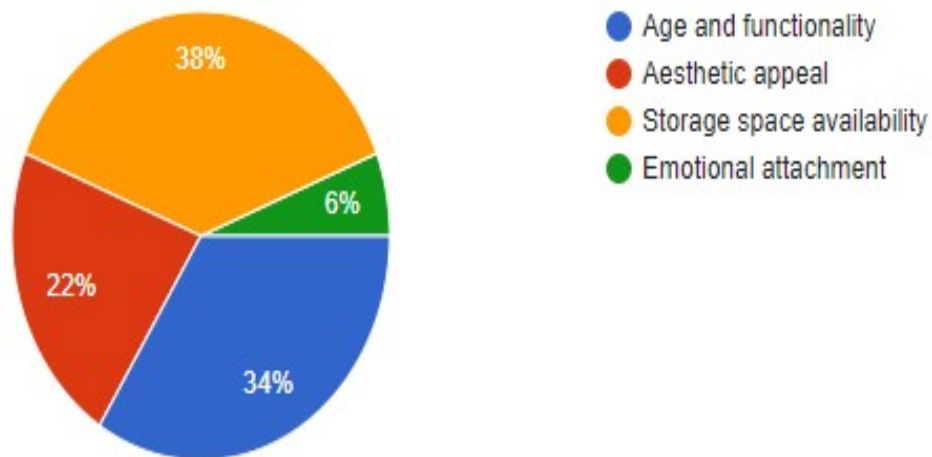
Table showing the factors when deciding to dispose of an electronic device

Particulars	Number of respondents	Percentage of respondents
Age and functionality	17	34
Aesthetic appeal	11	22
Storage space availability	19	38
Emotional attachment	3	6
Total	50	100

(Source: Primary data)

Figure 4.13

Figure showing the factors when deciding to dispose of an electronic device



From the table we can understand that 38% of the respondents disposed of their electronic device due to the availability of storage space, followed by the age and functionality with 34% response, Aesthetic appeal with 22% and emotional attachment with 6%.

Table 4.14

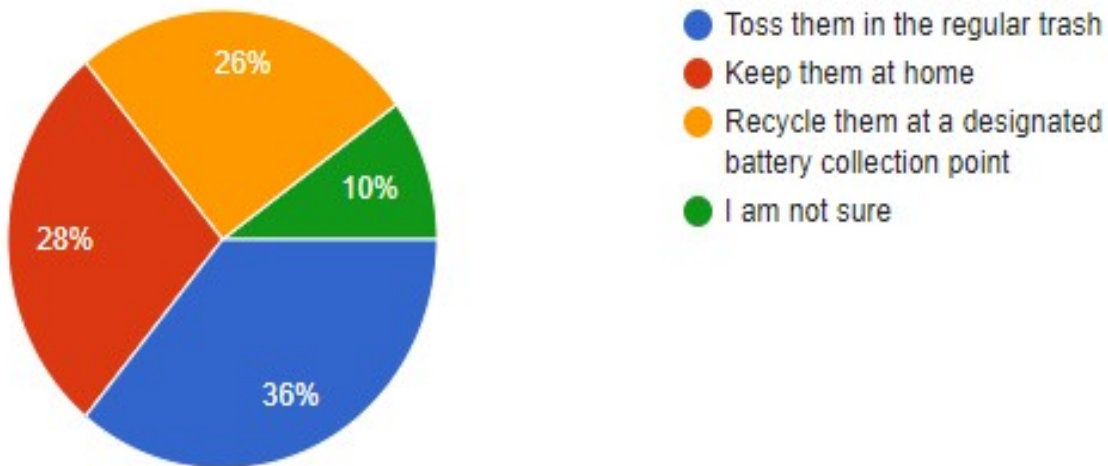
Table showing how students handle while disposing old batteries

Particulars	Number of respondents	Percentage of respondents
Toss them in the regular trash	18	36
Keep them in a home	14	28
Recycle them at a designated E – waste collection point	13	26
I am not sure	5	10
Total	50	100

(Source: Primary data)

Figure 4.14

Figure showing how students handle while disposing old batteries



From the table shown above 36% of students will through old batteries to regular trash, 28% keep them at their house while 26% recycle them designated points and the rest 10% are not sure.

Table 4.15

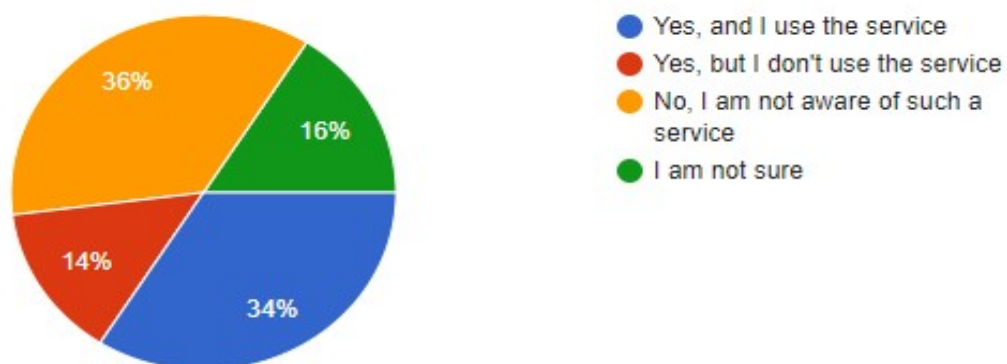
Table showing how students know whether their municipality provides e waste services

Particulars	Number of respondents	Percentage of respondents
Yes, and I use that service	17	34
Yes, but I don't use that service	7	14
No , I am not aware of such service	18	26
I am not sure	8	16
Total	50	100

(Source: Primary data)

Figure 4.15

Figure showing how students know whether their municipality provides e waste services



From the above table it shows that 36% of the students are not aware of such services, 34% of the students know about this uses this services, 16% of them are not sure and the rest 14% are not interested.

Table 4.16

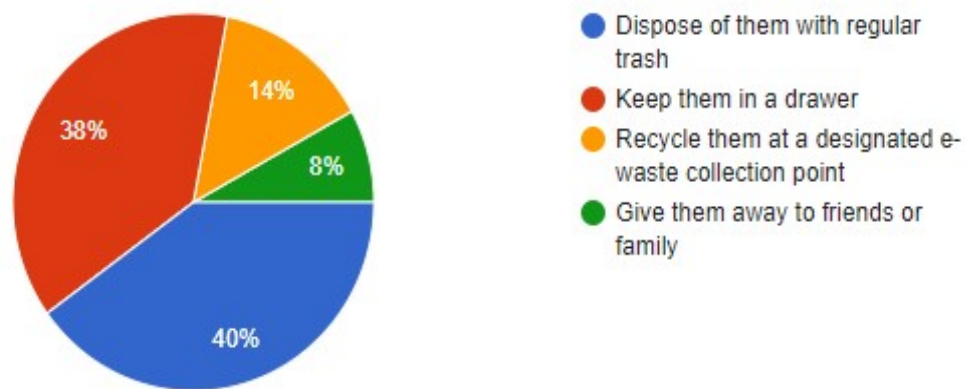
Table showing how students usually handle electronic accessories like cable and adapters that are no longer needed

Particulars	Number of respondents	Percentage of respondents
Toss them in the regular trash	20	40
Keep them at home	19	38
Recycle them at designated points	7	14
Give them away to friends and families	4	8
Total	50	100

(Source: Primary data)

Figure 4.16

Figure showing how students usually handle electronic accessories like cable and adapters that are no longer needed



From the above table it shows 40% of students dispose them to regular trash, 38% of students keep them in drawer, 14% recycle them at designated points and the rest 8% give them to friends and family.

Table 4.17

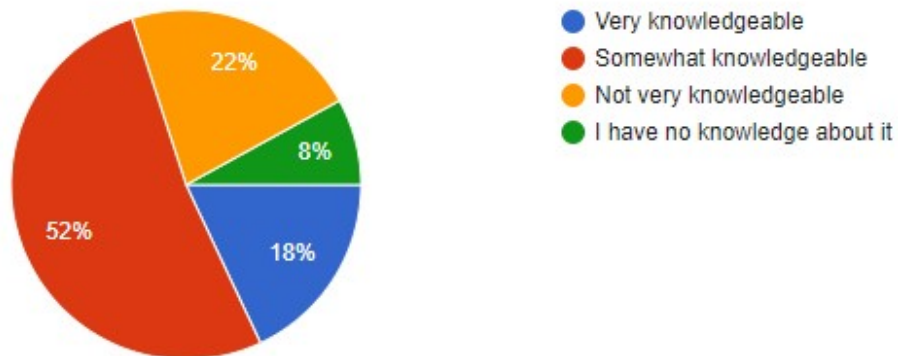
Table showing how students rate their awareness about environmental impact of improper e waste disposal

Particulars	Number of respondents	Percentage of respondents
Very knowledgeable	9	18
Somewhat knowledgeable	26	52
Not very knowledgeable	11	22
I have no knowledge about it	4	8
Total	50	100

(Source: Primary data)

Figure 4.17

Figure showing how students rate their awareness about Environmental impact of improper e waste disposal



From the table it shows that 52% of students are somewhat knowledgeable, 22% of students are not knowledgeable, 18% are very knowledgeable and 8% of the rest don't have any knowledge.

Table 4.18

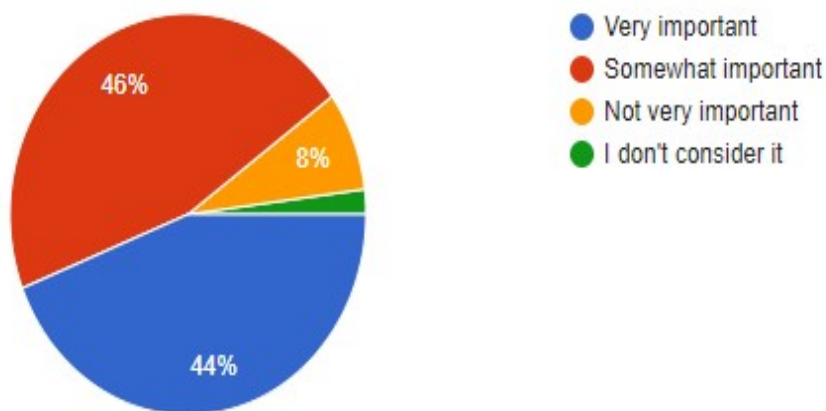
Table showing how important is recyclability and eco friendliness to students while purchasing electronic devices

Particulars	Number of respondents	Percentage of respondents
Very important	22	44
Somewhat important	23	46
Not very important	4	8
I don't consider	1	2
Total	50	100

(Source: Primary data)

Figure 4.18

Figure showing how important is recyclability and eco friendliness to students while purchasing electronic devices



From the table above its shows that 46% of students consider it as somewhat important, and other 44% consider it very important, and for 8% it's not very important and rest 1% don't consider it.

Table 4.19

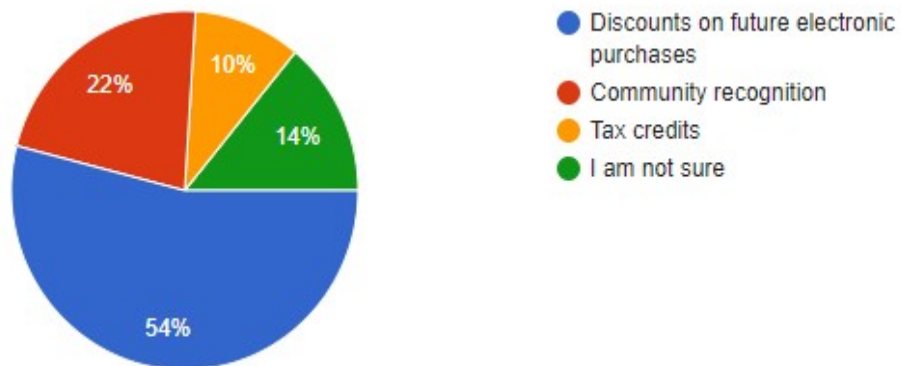
Table showing what type of incentives would be more appealing to students as reward for proper e waste disposal

Particulars	Number of respondents	Percentage of respondents
Discount on future electronic purchases	27	54
Community recognition	11	22
Tax credits	5	10
I am not sure	7	14
Total	50	100

(Source: Primary data)

Figure 4.19

Figure showing what type of incentives would be more appealing to students as reward for proper e waste disposal



From the table above it shows that 54% of students wants discount on electronic purchases as reward 22% want community recognition,14% are not sure and the rest 10% want tax credits.

Table 4.20

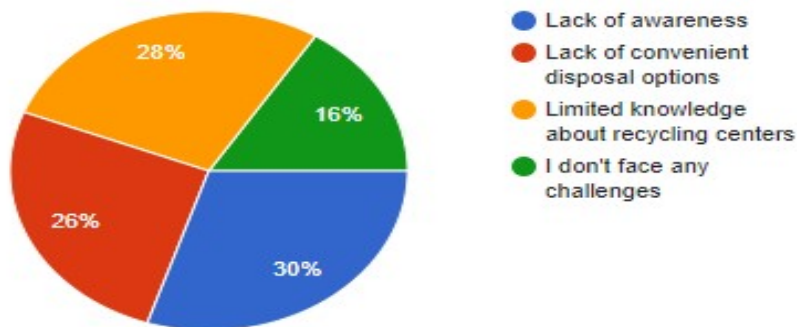
Table showing challenges faced by students when adopting e – waste management at home

Particulars	Number of respondents	Percentage of respondents
Lack of awareness	15	30
Lack of convenient Disposal options	13	26
Limited knowledge About recycling centres	14	28
I don't face any challenges	8	16
Total	50	100

(Source: Primary data)

Figure 4.20

Figure showing challenges faced by students when adopting e – waste Management at home



From table above its shows that 30% of students are having lack of awareness, 28% of students have limited knowledge about recycling places, 26% of students lack convenient disposal options and the rest 16% don't face any challenges.

Table 4.21

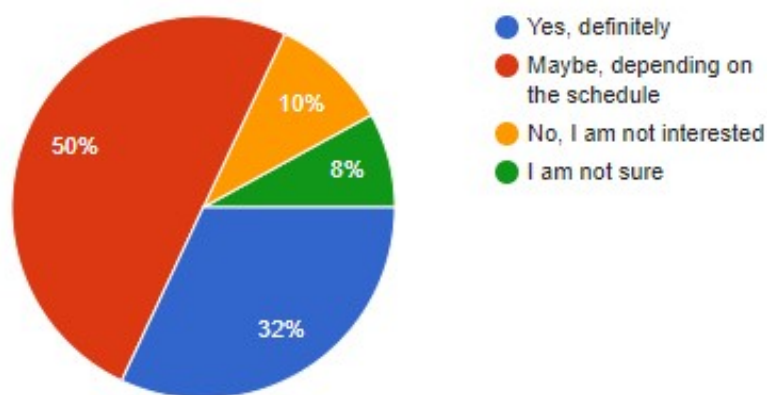
Table showing student participation in workshops or educational sessions on responsible e waste management organized in your local community

Particulars	Number of respondents	Percentage of respondents
Yes ,definitely	16	32
Maybe depending on the schedule	25	50
No I am not interested	5	10
I am not sure	4	8
Total	50	100

(Source: Primary data)

Figure 4.21

Figure showing student participation in workshops or educational sessions on responsible e waste management organized in your local community



From the table above it shows that 50% of students will participate depending on the schedule, 32% of the students will definitely participate and 10% of students are not interested and rest 8% are not sure.

Table 4.22

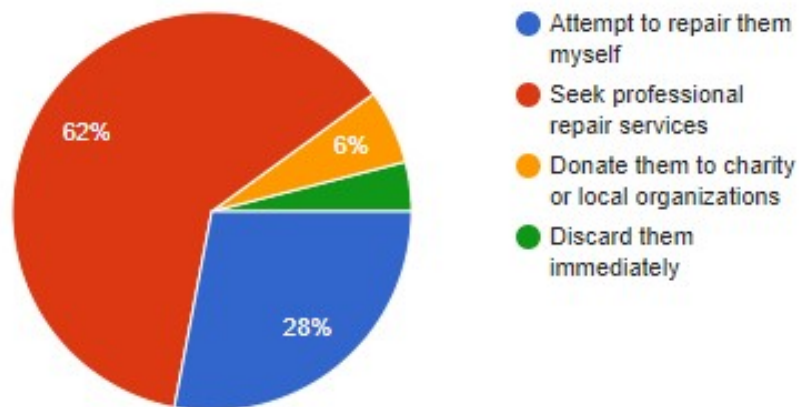
Table showing how students currently handle old electronic devices with potential for repair or reuse

Particulars	Number of respondents	Percentage of respondents
Attempt to repair them myself	14	28
Seek professional repair services	31	62
Donate them to charity or local organizations	3	6
Discard them immediately	2	4
Total	50	100

(Source: Primary data)

Figure 4.22

Figure showing how students currently handle old electronic devices with potential for repair or reuse



From the table above it shows that 62% of the students seek professionals repair services, 28% students try to repair it themselves and 6% donate them to charity or other organizations and the rest 4% discard them immediately.

CHAPTER – V
FINDINGS SUGGESTION AND
CONCLUSION

5.1 Findings

- Majority of the students are between the ages 20 – 23
- Most of the students are male
- Most of the students store old and unused electronic devices in a drawer
- Most of the students rarely participate in e-waste collection events
- Majority of the students tries to repair them when they stop working
- Most of the students receive information about e-waste disposal method from social media
- Most of the students use factory reset to erase personal data from electronic devices
- Most of the students are motivated to practice e-waste management at home through environmental awareness
- Most of the students sometimes keep original packaging's of electronic devices for proper disposal
- Most of the students handle old chargers and earphones at home by keeping them in a drawer
- Most of the students haven't yet participated in any electronic device trade in program
- Most of the students stay informed about local incentive or programs through social media announcements
- Most of the students decides to dispose of an electronic device at the time of storage space availability
- Most of the students dispose old batteries by tossing them in the regular trash
- Most of the students use the e-waste services provided by the municipality

- Most of the students handle electronic accessories like cable, adapters etc. that are no longer needed by tossing them in the regular trash
- Most of the students are somewhat knowledgeable about environmental impact of improper e-waste disposal
- Most of the students thinks that recyclability and Eco friendliness while purchasing electronic devices are somewhat important
- Most of the students thinks discount on future electronic purchases are more appealing as reward for proper e-waste disposal
- Most of the students agree that lack of awareness is the main challenges faced by them when adopting e-waste management at home.
- Most of the students agrees that maybe depending on the schedule they will participate in workshops or educational sessions on responsible e-waste management
- Most of the students seek professional repair services when handling old electronic devices with potential for repair and reuse.

5.2 Suggestions

- Explore and invest in technologies that convert waste into energy
- Organize community cleanup events to raise awareness
- Ensure strict enforcement of waste management regulations and penalties for illegal dumping to deter improper disposal practices
- Encourage individuals and businesses to minimize waste by adopting the “reduce, reuse, recycle” mantra
- Encourage the creation and use of upcycled products, which involves repurposing waste materials into new and valuable items

5.3 Conclusion

The study was conducted in Christ College Irinjalakuda, Thrissur, with an aim to understand the awareness of e-waste among students, to analyse the e-waste disposal practices among students and to increase the public awareness about the environmental impacts of improper e-waste disposal. From our research, we understood that students rarely participate in e-waste collection events and most students handle old chargers and earphones at home by keeping them in a drawer and also dispose old batteries by tossing them in a regular trash, this shows that students are not given proper awareness. And students agree that lack of awareness is the main challenges faced by them when adopting e-waste management at home also seek professional repair services when handling old electronic devices for repair. The majority of the students are clearly unaware about the proper e-waste disposal methods as they toss the e-waste in regular trash or keep them in drawer and only have an idea about the environmental impact of improper e-waste disposal which is also a challenge faced by college students in e-waste management. In general, we wanted to provide them with proper information on impacts of e-waste and provide ideas to the students who are not properly given awareness of e-waste disposal and practices.

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- **.Baldé et al. (2017)**
- **Kumar et al. (2018**
- **Akormedi and Asamoah**
- **Hilty et al**

ANNEXURE

**“A STUDY ON E-WASTE MANAGEMENT WITH SPECIAL
REFERENCE TO HOUSEHOLD PRODUCTS”**

1. Age

- 17-19
- 20-23

2. Gender

- Male
- Female
- Other

3. What do you usually do with old or unused electronic devices at home?

- Throw them in the regular trash
- Store them in a drawer
- Recycle them at a designated e-waste collection point
- Sell or donate them

4. How often do you participate in community e-waste collection points?

- Never
- Rarely
- Occasionally
- Regularly

5. When your electronic devices stop working, what is your typical response?

- Discard them immediately
- Try to repair them
- Keep them for sentimental reasons
- Recycle them through proper channels

6. Where do you usually find information about proper e-waste disposal methods in your community?

- Local newspapers
- Social media
- Community bulletin boards
- I am not sure

7. What is your preferred method for erasing personal data from old electronic devices before disposal?

- I don't erase data
- Use factory reset options
- Manually delete files
- Seek professional help

8. What motivates you to practice responsible e-waste management at home?

- Environmental awareness
- Convenience
- Community pressure
- I haven't thought about it

9. Do you keep the original packaging of electronic devices for proper disposal?

- Yes, always
- Sometimes
- No, I discard it with regular trash
- I am not sure

10. How do you handle small electronic items like old chargers or earphones at home?

- Dispose of them with regular trash
- Keep them in a drawer
- Recycle them at a designated collection points
- I am not sure

11. Have you ever considered participating in an electronic device trade-in program?

- Yes, I have done it
- Yes, But I haven't done it yet
- No, I am not interested
- I am not aware of such programs

12. How do you stay informed about locality incentives or programs for responsible e-waste management?

- Through community newsletters
- Social media announcements
- Word of mouth

- I am not aware of such incentives

13. What do you consider the primary factor when deciding to dispose of an electronic device?

- Age and functionality
- Aesthetic appeal
- Storage space availability
- Emotional attachment

14. When disposing of old batteries, how do you typically handle them?

- Toss them in the regular trash
- Keep them at home
- Recycle them at a designated batter points
- I am not sure

15. How do you usually handle electronic accessories like cables and adapters that are no longer needed?

- Dispose of them with regular trash
- Keep them in a drawer
- Recycle them at a designated e-waste collection points
- Give them away to friends and families

16. Do you know if your local municipality provides curbside e-waste pickup services?

- Yes, and I use the service
- Yes, and I don't use the service
- No, i am not aware of such a service
- I am not sure

17. How would you rate your knowledge about the environmental impact of improper e-waste disposal?

- Very knowledgeable
- Somewhat knowledgeable
- Not very knowledgeable
- I have no knowledge about it

18. When purchasing new electronic devices, how important is the recyclability or eco- friendliness of the product to you?

- Very important
- Somewhat important
- Not very important
- I don't consider it

19. If your community offered a rewards program for proper e-waste disposal, what type of incentive would you find most appealing?

- Discount on future electronic purchases
- Community recognition
- Tax credits
- I am not sure

20. What barriers or challenges do you face in adopting better e-waste management practices at home?

- Lack of awareness
- Lack of convenient disposal options
- Limited knowledge about recycling centres
- I don't face any challenges

21. Would you be willing to participate in workshops or educational sessions on responsible e-waste management organized by your local community?

- Yes, definitely
- Maybe, depending on the schedule
- No, I am not interested
- I am not sure

22. How do you currently handle old electronic devices with potential for repair or reuse?

- Attempt to repair them myself
- Seek professional repair services
- Donate them to charity or local organizations
- Discard them immediately

**“A STUDY ON INFLUENCE OF
INFLUENCER MARKETING ON STUDENTS
PURCHASE DECISION”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

ALPHIN PAUL

(CCAVBCM277)

Under the supervision of

Ms. PRASSY VISWAMBHARAN



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON INFLUENCE OF INFLUENCER MARKETING ON STUDENTS PURCHASE DECISIONS**” is a bonafide record of project done by **ALPHIN PAUL**, Reg.No.CCAVBCM277, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Asso. Prof. P.G Thomas

Co-Ordinator

Ms. Prassy Viswambharan

Project Guide

DECLARATION

I, **ALPHIN PAUL**, hereby declare that the project work entitled “**A STUDY ON INFLUENCE OF INFLUENCER MARKETING ON STUDENTS PURCHASE DECISIONS**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms.Prassy viswambharan, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

ALPHIN PAUL

Date:

CCAVBCM277

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I express my sincere thanks to my friends and family for their support in completing this report successfully.

Place: Irinjalakuda

ALPHIN PAUL

Date:

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CHAPTER I
INTRODUCTION

1.1 Introduction

Social media has become a prolific tool for companies to build their brands. An effective way to interact with stakeholders on social media has been the relatively new discipline of ‘influencer marketing’. Here, companies engage social media stars to use their large fan-base to promote products and services on their brand’s behalf. While related to the promotional tactic of word-of-mouth marketing, influencer marketing lacks a theoretical foundation in the academic discourse. This paper aims to fill this gap by offering a conceptualization to operationalize the new discipline in practice. The conceptualization proposes brand owners a methodology to choose the right influencers for their brands and guides influencers to perform optimally with their fan base. Lastly, a consumer perspective is taken to the discussion to emphasize the relevance of influencer marketing in the consumer purchase decision-making process.

In the realm of modern marketing, influencer marketing has emerged as a potent strategy, leveraging the influence of individuals with larger online followings to promote products or services. By collaborating with influencers across various platforms such as social media, blogs, and video content, brands can tap into their authenticity, credibility, and reach to effectively engage with target audiences. This dynamic approach harnesses the power of social proof, authentic storytelling, and relatable content to create impactful connections and drive consumer engagement, ultimately shaping purchasing decisions in today's digitally connected world.

In the rapidly evolving landscape of digital marketing, one strategy has proven to be particularly effective in reaching and engaging audiences: influencer marketing. Leveraging the reach and authority of individuals who have amassed a dedicated following, influencer marketing has emerged as a cornerstone for brands seeking to connect with consumers authentically. Influencer marketing involves collaborating with individuals—often social media personalities or industry experts—who have cultivated a loyal and engaged audience. These influencers build and maintain credibility within student communities provides valuable insights in to the foundations of trust in the contest of purchase decision .

There can be several reasons for the influence of influencer marketing among students, including :

Audience Trust: Influencers often have a loyal and trusting audience, making their recommendations more impactful.

Authenticity: Influencers can showcase products/services in a relatable and authentic way, resonating with their followers.

Reach: Leveraging influencers allows brands to tap into a broader audience and increase brand awareness quickly.

Engagement: Influencers can create engaging content, fostering a deeper connection between the audience and the brand.

Credibility: Endorsements from influencers provide a level of credibility, as followers perceive influencers as knowledgeable in their niche.

Targeted Marketing: Collaborating with influencers in specific niches helps brands reach their target demographic more precisely.

Social Proof: Influencers' positive experiences with a product/service serve as social proof, influencing others to try it.

Content Diversity: Influencers can produce diverse content types, from reviews and tutorials to lifestyle posts, adding versatility to the marketing strategy.

Cost-Effective: Compared to traditional advertising, influencer marketing can offer a cost-effective way to reach a large, targeted audience.

1.2 Significance of the study

Understanding the impact of influencer marketing on students' purchasing decisions is of paramount importance in today's digital age. Students, as digital natives, constitute a substantial and unique demographic with specific preferences and behaviors that necessitate a better exploration of the dynamics of influencer marketing within this context. In this research, the relevance of studying influencer marketing lies in resolve the complicated relationship between influencers and students' purchasing decisions. As students are highly engaged online, influencer marketing becomes a powerful avenue for brands to connect with this demographic authentically. The study search into the trust dynamics established through influencer marketing, recognising that students often rely on peer recommendations, and influencers serve as relatable figures in this regard. Examining how influencers build and maintain credibility within student communities provides valuable insights into the foundations of trust in the context of purchase decisions. Moreover, the study aims to explore the role of influencers in digital engagement and the development of brand loyalty among students. Given the economic constraints often faced by students, understanding the economic impact of influencer marketing becomes crucial. The research investigates how influencers influence students' purchasing decisions, taking into consideration factors such as perceived value and affordability. Additionally, the study explores the broader implications for both businesses and the financial well-being of students. As students' preferences are often reflective of broader market trends, this research contributes not only to optimising marketing strategies but also provides a glimpse into evolving consumer behaviors and preferences, ensuring a proactive approach to meeting the dynamic needs of this influential demographic.

1.3 Statement of the problem

The study aims to address the pressing issue of understanding the influence of influencer marketing on the purchase decisions of students. As digital natives, students represent a significant consumer demographic with distinct preferences and behaviors shaped by their online engagements. However, despite the widespread use of influencer marketing to reach this audience, there is a gap in our understanding of the nuanced dynamics at play. The statement of the problem revolves around the need to interpret how influencers impact the decision-making processes of students when it

comes to purchasing products or services. Specifically, the study seeks to uncover the factors that contribute to the effectiveness of influencer marketing strategies in influencing the purchasing choices of students, addressing questions related to trust, credibility, digital engagement, brand loyalty, economic implications, and the broader impact on market trends. By searching into these aspects, the research aims to provide valuable insights for marketers, businesses, and educational institutions seeking to optimize their strategies in reaching and resonating with this influential consumer segment.

1.4 Objective of study

- To assess the awareness and exposure of college students to influencer marketing on various social media platforms.
- To identify the factors that contributes to the effectiveness of influencer marketing in influencing purchase decisions.
- To examine the role of influencer credibility, relatability, and engagement in shaping college students' perceptions and attitudes toward products.
- To analyze the influence of social validation through peer interactions and social proof on purchasing behavior.
- To explore the post-purchase evaluation and behavioral intentions of college students following influencer-endorsed purchases.

1.5 scope of study

This study focuses on examining the influence of influencer marketing specifically on the purchase decisions of students within the age range typically associated with tertiary education. The scope encompasses various aspects, including trust dynamics, credibility, digital engagement, and brand loyalty, to provide a comprehensive understanding of the multifaceted relationship between influencers and students. The research will be limited to influencers operating on popular social media platforms, considering their significant role in shaping digital-native consumer behavior. Geographically, the study will concentrate on a specific region or demographic to ensure contextual relevance. Economic implications, such as affordability and perceived value, will be explored within the scope, recognizing the financial constraints often faced by students. While the study primarily aims to benefit marketers and businesses seeking to optimize strategies, its findings may also offer

insights applicable to educational institutions navigating the intersection of influencer marketing and student consumer behavior. The temporal scope will consider recent trends, acknowledging the dynamic nature of influencer marketing and its impact on evolving consumer preferences.

1.6 Research Methodology

Research methodology for studying the influence of influencer marketing on students' purchase decisions involves a structured approach to gather and analyze information. First, we decide how we want to conduct the study—whether through interviews, surveys, or observations. Then, we choose a group of students to participate, ensuring they represent the broader population. Next, we collect data on variables like the type of influencer marketing and the products being promoted. After gathering the data, we analyze it to find patterns and relationships, helping us understand how influencer marketing affects what students buy. Finally, we interpret the results and draw conclusions, offering suggestions based on our findings.

1.6.1 Research Design

Research design is like a detailed blueprint for a study, outlining how researchers will investigate the influence of influencer marketing on students' purchasing decisions. It involves setting clear objectives, deciding on the best approach (whether qualitative or quantitative), and choosing how participants will be selected (through random or purposive sampling). Researchers also determine the methods for collecting data, such as surveys or interviews, and establish the variables to be studied and how they'll be measured. Once data is gathered, the plan includes how it will be analyzed to draw conclusions. Ethical considerations, like obtaining informed consent and ensuring privacy, are also addressed. Ultimately, the research design ensures that the study is structured, ethical, and capable of yielding valuable insights into the relationship between influencer marketing and students' buying behaviors.

1.6.2 Nature of the Study

The nature of the study investigating the influence of influencer marketing on students' purchase decisions is exploratory and descriptive in essence. It aims to explore and describe the relationship between influencer marketing strategies and

students' consumer behavior. We're not trying to prove anything, but we're looking for clues and patterns to figure out how influencer marketing influences students' shopping choices. It's all about getting a better grasp of how social media influencers impact what students buy.

1.6.3 Source of the data

Data has been gathered from both Primary and Secondary sources. Primary data has been acquired through the utilization of questionnaires. The information obtained is categorized as primary, while secondary data has been employed for supplementary reference purposes.

1.6.4 Sample Size

In this study, a sample comprising 100 respondents was selected from different college students. The sample size, a crucial aspect in research, It represents the subset of individuals, items, or data points chosen from a broader population to serve as a statistical representation.

1.6.5 Sampling Method

The sample have been selected using Stratified random sampling method. Stratified random sampling is a method where the population is divided into subgroups based on certain characteristics, and then random samples are drawn from each subgroup. Using this method the data was collected from a total of 100 respondents in Thrissur district. Initially, data was gathered from the college students by classifying colleges into four stratas and from that 25 persons are randomly selected using simple random method.

1.7 Tools for Analysis

Descriptive statistical tools like percentage analysis, and pie charts are used for this study for analysis of this project.

1.8 Limitation of the study

- Possibility of errors in data collection because some of the respondents have not given answers to questionnaire.
- Some of the people were not responsive.
- Time was one of the major limitations of the study.
- Generalizing to all college students may ignore differences in preferences and behaviors influenced by age and culture.

CHAPTER II
REVIEW OF LITERATURE

2.1 Introduction

In recent years, influencer marketing has become a prominent force in shaping the purchase decisions of college students, leveraging the pervasive influence of social media platforms. College students, avid users of platforms like Instagram, YouTube, and TikTok, are particularly receptive to the recommendations of influencers who resonate with their lifestyle. Trust and authenticity play pivotal roles, as influencers are often perceived as more credible sources than traditional advertising. The relatability of influencers fosters a sense of connection, turning them into virtual peers whose recommendations hold significant sway. As college students navigate a world saturated with marketing messages, influencer marketing stands out for its ability to provide social proof and genuine, relatable content.

Ida Kristin Johansen, Camilla Sveberg Guldvik (2017) In this study Influencers Marketing And Purchase Intention se-marketing on consumers' purchase intentions using the theoretical framework of the Theory of Reasoned Action. This approach aims to bridge the realms of marketing strategy and consumer behavior. The study also compares influencer marketing with regular online advertisement. Employing a modified experiment via an online questionnaire distributed on Facebook, responses from 180 participants were collected. The results align with expectations, indicating that influencer marketing positively influences consumers' "attitude towards the behavior" but has no effect on consumer "subjective norm" within the Theory of Reasoned Action framework. Surprisingly, the findings reveal that influencer marketing does not directly affect consumers' purchase intention and is not more efficient than regular online advertisement. Despite these results, the study advocates for further research in the realm of influencer marketing to delve deeper into these findings.

Johan Grafstrom (2018) in this study the impact of influencer marketing on consumer's attitude. In contrast to traditional marketing approaches such as print ads, celebrity endorsements, and digital marketing, influencer marketing has emerged as a novel phenomenon, experiencing significant growth since 2016. Influencers, individuals with substantial social media followings, are now widely utilized by companies as effective marketing tools to engage their target audiences. Given the popularity and widespread adoption of influencer marketing, this study investigates

how promotional messages from influencers impact the attitudes of millennial, a highly influential group present online. The aim is to gain insights into the factors that should be considered before establishing collaborations between businesses and influencers.

Francisco J. Martinez-Lopeza , Rafeel Anaya-Sanchez (2019) In this study *Behind Influencer Marketing :Key Marketing Decisions And Their Effect On Followers Responses*, influencer marketing has seen substantial growth, with increased investment and a shift towards leveraging influencers on social media platforms like Instagram and YouTube. Consumers trust influencers more than traditional brand content, driving companies to allocate significant budgets to influencer campaigns. This strategy, yielding better engagement and higher return on investment (ROI) compared to other digital formats, is favored in an era where ad-blocking reduces the efficacy of typical online ads. Companies find influencer marketing on platforms like Facebook, Instagram, and Twitter cost-effective and conducive to authentic, relatable content.

Natalie Dreifaldt, Todd Drennan (2019) Globalization and digitalization have spurred rapid growth in the international market, with a significant shift of various human activities to the online realm. Technology's profound impact on goods and services across diverse businesses is evident in daily life (Insch & McBride, 2004; Denning, 2014; Kusá & Záziková, 2016). This transformation has influenced consumer buying behavior, highlighting distinctions between online and traditional retail purchasing (Shareef et al., 2015). To ensure customer satisfaction and meet evolving expectations, companies must be attuned to the characteristics, needs, behaviors, and purchase intentions of consumers (Akar & Nasir, 2015). Purchase intention, extensively used to gauge consumer decision-making behavior, serves as an indicator of future actions, potentially leading to a purchase (Bebber et al., 2017; Hui & Zhou, 2002). Akar and Nasir (2015) emphasize that various factors impact consumers' willingness to purchase online, collectively referred to as online purchase intention. Understanding and addressing these factors are crucial for businesses navigating the digital landscape.

Rong-Ho Lin, Christine Jan, Chun-Ling Chuang (2019) In this study *Influencer Marketing On Instagram*, Social media has shifted consumer focus from

companies to fellow consumers and influencers for purchasing decisions. Influencers' authentic content shapes attitudes, making influencer marketing a strategic investment. These influencers, not necessarily celebrities, wield authority, knowledge, or relationships, forming a new type of micro-celebrity. Platforms like Facebook, Twitter, YouTube, and Instagram serve as influential channels, where consumers engage with relatable content rather than traditional ads.

Maria Francisca Lies Ambarwati, Herlina Damaryanti ,Harjanto Prabowo (2019)In this study The Impact Of A Digital Influencer To The Purchase Decision Electronic Word of Mouth (EWOM) has become a prominent marketing tool, offering wide-ranging accessibility. Among various forms of EWOM, digital influencers utilize social media platforms like YouTube, Instagram, and Facebook to communicate and influence the purchasing decisions of their audience. This study specifically explores the impact of a beauty vlogger on the purchase intentions of viewers on a YouTube channel. Employing a quantitative research method, the study incorporates various analysis techniques such as validity tests, reliability tests, normality tests, linearity tests, simple linear regression, descriptive statistics, and determination. Data collection involved distributing questionnaires to 100 respondents who were viewers of the beauty vlogger's YouTube channel, with total quota sampling determining the data analysis.

Stefan Zak, Maria Hasprova (2019) In their study the role of influencers in the consumer decision – making process. In recent decades, the internet and mobile technologies have significantly altered societal and consumer behavior. This shift has led to a surge in informed consumers, challenging traditional marketing methods. Influencer marketing, leveraging opinion leaders and social media, has emerged as a pivotal tool, but it faces limitations. As trends evolve, companies are likely to engage more with micro-influencers and refine their strategies for effective brand engagement across various consumers.

Andala Rama Putra Barusman, Felicia Suwandi (2020) In this study The Impact Of Lifestyle Social Media, Marketing And Influencer Marketing On Purchase Decision Ayam Geprek Culinary Business. In recent years, influencer marketing has gained prominence in shaping the purchasing decisions of college students through popular social media platforms. College students, avid users of platforms like

Instagram, YouTube, and TikTok, find influencers to be credible and authentic sources, often more trustworthy than traditional advertising. The relatability of influencers fosters a sense of connection, turning them into virtual peers whose recommendations significantly influence purchasing choices. Influencer marketing, offering social proof and genuine content stands out in a cluttered marketing landscape. However, ethical considerations and the varying effectiveness of different platforms and product categories warrant further investigation. This dynamic scenario calls for ongoing research to understand evolving trends and optimize influencer marketing strategies tailored to the college student demographic.

Yodi Hp ,Widyastuti ,Noor Ls (2020)In the study the effects of content and influencer marketing on purchasing decisions of fashion erigo company. This study aims to study content marketing and influence marketing on the purchasing decisions mediated by consumer behavior. The population used in this study was consumers from the Erigo Company. The sampling technique used purposive sampling with the number of samples obtained as many as 100 respondents. The analysis technique used in this study is the path analysis method. The test results show that content marketing has a direct influence and contribution to consumer behavior, the influence of marketing in the same direction and contribution to marketing behavior, content marketing has a direct and contributing to purchasing decision, marketing influence in the same direction and contributes to purchases, consumer behavior has a same direction and contribution to purchasing decisions.

Siti Liu (2021) in this study the impact of influencer marketing on brand engagement a conceptual frame work. In the context of the growing significance of influencer marketing in brand promotion on social media, this paper presents a dual-route effect research framework to elucidate the influence of influencer marketing on brand engagement. Drawing from prior literature, the proposed model posits that a positive parasocial relationship between the audience and the influencer enhances source credibility during content interaction, subsequently boosting brand credibility. Furthermore, the framework suggests that content immersion contributes to increased brand content enjoyment.

Mishha Gupta (2021) in this study impact of influencer marketing on consumer purchase behavior during the pandemic influencers. Influencers, with their unique

content and perspectives, wield significant influence over audiences, particularly the younger generations. Unlike traditional marketing, influencer marketing extends beyond product promotion to encompass brand identity building and fostering trust among the audience, brand, and influencer. The increasing user base on social media has led to a surge in both influencers and companies leveraging influencer marketing. This paper aims to shed light on the recent surge of influencer marketing during the pandemic, examining its impact on companies and its influence on consumer purchasing behavior.

Noemi Gelati , Jade Verplancke (2022)In this study the effect of influencer marketing on the buying behavior of young consumers. In today's marketing landscape, influencer marketing has emerged as a highly effective tool for companies operating in the beauty and fashion industry. Leveraging the power of social media and influencers, brands can seamlessly promote their products and connect with vast audiences. Given the digital orientation of today's teenagers and young adults, who are avid users of social networks, companies target this demographic with influencer marketing strategies. This study aims to investigate the methodologies employed by beauty and fashion companies in utilizing influencers and social media to influence consumers, particularly adolescents and young adults. Additionally, the research seeks to understand the impacts of this influence on consumer behavior, with a specific focus on purchasing behavior.

Beatrice Oluwatobi Olalekan, Abigail Olubukola Irele(2023)In this study Influencer Marketing, Purchase Intention And Buying Behavior Of Pepsi Brand Among Undergraduate Students .In the pursuit of sales and brand loyalty, businesses utilize various methods to engage their target audience effectively. Amidst the saturated media landscape, short attention spans prompt the need for innovative ways to connect with consumers. Influencer marketing, leveraging opinion leaders on social platforms like Instagram and YouTube, has become pivotal for brands like Pepsi to influence purchase intentions. Associating well-known faces with products adds credibility, shaping consumer perceptions and positioning against competitors. This strategy, employed by Pepsi and many others, is increasingly prevalent, even among smaller companies leveraging social media's reach. However, while studies exist on influencer marketing, its dynamics and effectiveness in Nigeria, specifically

concerning the Pepsi brand and undergraduate consumers at Lead City University Ibadan, remain relatively unexplored.

Samuel Vero Viegas (2023) A Study of Factors Influencing Purchase Intention in the Context of Influencer Marketing, Businesses are increasingly utilizing powerhouse showcasing and social media influencer marketing as effective alternatives to traditional advertising. With billions of internet and social media users globally, these strategies tap into the power of content creators to reach target audiences and drive traffic. The rise of social networks has transformed user behavior, making them more engaged content creators. Influencers across various fields, from photography to network security, hold significant sway over consumer decisions.

Elsa Claesson (2023) In this study Influencer Marketing & Impulsive Buying Influencer marketing is a new marketing strategy that has risen in popularity to be used by businesses during the last decade. Even though studies have been previously made on influencer marketing, little research has been made specifically on influencer marketing in combination with their discount codes being offered. The main purpose of this research paper is to examine the connection between the discount codes and the effect it might have on consumers' purchase intention, behavior and impulsive buying. Furthermore, the satisfactory levels after a purchase due to influencer marketing have been examined as it has not been seen in previous studies. The findings revealed that consumers are directly affected by influencer discount codes, causing impulsive buying to a certain level and affects the purchase intentions and decision-making in a faster manner. Furthermore, consumers who had purchased products due to influencer marketing obtained a high satisfactory level post-purchase. The same result could be seen both with and without discount codes.

CHAPTER III
THEORETICAL FRAMEWORK

3.1 Introduction

Influencer marketing is a form of social media marketing involving endorsements and product placement from influencers, people and organizations who have a purported expert level of knowledge or social influence in their field. Influencers are someone with the power to affect the buying habits or quantifiable actions of others by uploading some form of original—often sponsored—content to social media platforms like Instagram, YouTube, Snapchat, TikTok or other online channels. Influencer marketing is when a brand enrolls influencers who have an established credibility and audience on social media platforms to discuss or mention the brand in a social media post. Influencer content may be framed as testimonial advertising.

According to Philip Kotler “Influencer marketing is a strategic approach that utilizes individuals with a substantial online following to endorse and promote products or services, aiming to leverage their credibility and reach for brand promotion.”

According to Neil Patel “Influencer marketing is a dynamic marketing strategy that involves collaborating with influential individuals on various online platforms, harnessing their audience and credibility to enhance brand visibility, engagement, and conversions.”

3.2 Concept and characteristics of influencer marketing

Influencer marketing is collaboration between popular social-media users and brands to promote brands’ products or services. These partnerships have been going on informally since the dawn of social media. By 2009, they were sufficiently commonplace for the US Federal Trade Commission to step in and regulate them through the so-called Mommy Blogger law. Since then, the market has grown astonishingly quickly: since 2019, it has more than doubled on the strength of platforms such as Instagram and YouTube and Pinduoduo and WeChat. In 2023, the influencer marketing economy was valued at \$21.1 billion.

Content Collaboration:

Successful influencer marketing involves collaboration between the brand and the influencer to create content that resonates with the audience. This content can take various forms, including social media posts, videos, blogs, or live streams.

Authenticity and Relatability:

Authenticity is a key aspect of influencer marketing. Influencers are valued for their genuine connection with their audience, making their endorsements feel more authentic and relatable compared to traditional advertising.

Engagement and Interaction:

Influencers often engage directly with their followers through comments, likes, and shares. This interaction provides an opportunity for brands to connect with their target audience on a more personal level.

Measurable Impact:

Influencer marketing campaigns can be tracked and measured using various metrics, such as engagement rates, click-through rates, and conversion rates, providing valuable insights into the effectiveness of the campaign.

Diverse Platforms:

Influencers operate on a variety of platforms, including social media channels like Instagram, YouTube, Twitter, and emerging platforms. Brands can choose influencers based on the platforms that align with their target audience.

Long-term Relationships:

Some influencer marketing strategies involve building long-term relationships with influencers. This approach allows brands to establish a more sustained presence within the influencer's community.

Adaptability:

Influencer marketing is adaptable to various industries and business sizes. Whether it's a global brand or a local business, finding the right influencers can effectively promote products or services.

3.3 Types of influencers

Partnering with an influence with millions of followers might sound like a dream come true — but it might not be the best fit for your brand. Some social media influencers have large, broad audiences spanning across several demographics. Others boast smaller but more targeted and engaged communities.

Mega or celebrity influencers

These influencers have a massive following of over 1 million, and often include famous actors, musicians, athletes and other public figures. Their celebrity status allows them to captivate a diverse audience, making them ideal for large-scale brand awareness campaigns.

Macro-influencers

With a following that typically ranges from 100,000 to 1 million, macro-influencers are established personalities within their respective niches. These influencers have earned their reputation through consistent content creation and engagement over time, and are now thought leaders in their niche..

Nano-influencers

Nano-influencers have fewer than 10,000 followers. But these influencers often have strong connections with their audience, thanks to their personable content and authentic engagement. While they offer the smallest reach, nano-influencers can be excellent partners for businesses looking to target specific communities.

Micro-influencers

With 10,000 to 100,000 highly engaged followers, micro-influencers are the rising stars of influencer marketing. These influencers typically have a strong presence on specific platforms, like Instagram, YouTube and TikTok. Marketers love working with micro-influencers as they captivate a niche, passionate audience with their creative content, relatable recommendations and genuine interactions.

3.4 Importance of influencer marketing

Precise targeting

Determining and targeting the right audience is an essential part of every marketing strategy. Nevertheless, it is often a challenging process and requires a thorough understanding of your potential consumers. Influencer marketing enables you to surpass this step because the hard work has already been handled by influencers.

Enhanced brand awareness

Influencers, thanks to their huge reach, have the ability to extend brand exposure and raise brand awareness. As an influencer suggests or promotes your brand, their followers will probably take notice. Besides, suggestions from a popular influencer are often perceived more authentic.

Boosted audience engagement

Boosting the number of likes and comments on your social media posts is a really hard task. In the absence of good engagement levels, gaining millions of followers won't lead to any results. This is where influencer marketing can be a good idea.

Improved conversion rates

The ultimate goal of any business is to grow sales and gain more profit. Nonetheless, it is extremely struggling to attract potential consumers by blowing your own trumpet. Customers are becoming cautious about such brands and often spend hours conducting online research before making a purchase decision.

Increased trust and credibility

The enormous power of influencers lies in their followers' trust. This trust can help them build a loyal fan community. As an influencer writes their honest feedback about your products or services, it is considered an authentic testimonial. It reinforces your brand's reputation and fosters your credibility. Moreover, partnering with influencers allows you to gain the trust of their audience. In the long time, this is the perfect tool to grow an army of loyal brand advocates. It aids you to amplify brand awareness and earn more revenue.

3.5 Benefits of influencer marketing

In the contemporary landscape of consumer preferences, the demand for authenticity and genuine connections with brands has grown significantly. This has propelled influencers into a pivotal role, as they establish trust and credibility with their followers through compelling content. The unique aspect of influencer marketing lies in its ability to convey product recommendations in a manner that resembles a friendly suggestion rather than a conventional advertisement. This study specifically

delves into the impact of influencer marketing on the purchase decisions of students in the tertiary education age range.

The investigation encompasses various dimensions, including trust dynamics, credibility, digital engagement, and brand loyalty. By focusing on influencers operating on popular social media platforms like Instagram, YouTube, TikTok, and more, the study recognizes their influential role in shaping the behavior of digital-native consumers. Geographically, the research hones in on a specific region or demographic to ensure contextual relevance, providing a nuanced understanding of the multifaceted relationship between influencers and students.

CHAPTER IV

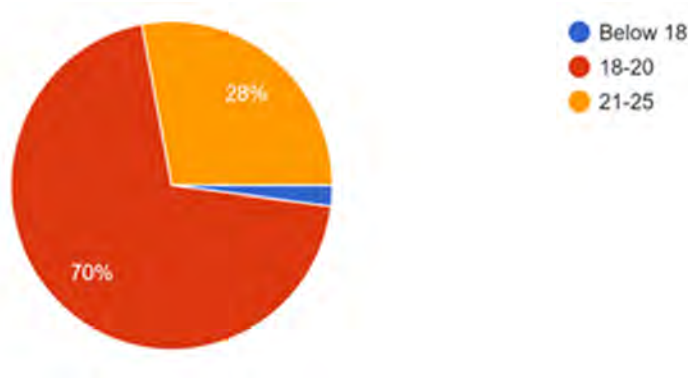
DATA ANALYSIS AND INTERPRETATION

Table 4.1 shows the age of students.

Age	No. Of students	Percentage
Below 18	2	2%
18-20	70	70%
21-25	28	28%

(Source: Primary data)

Figure 4.1 Showing Numbers Of Students With Different Ages



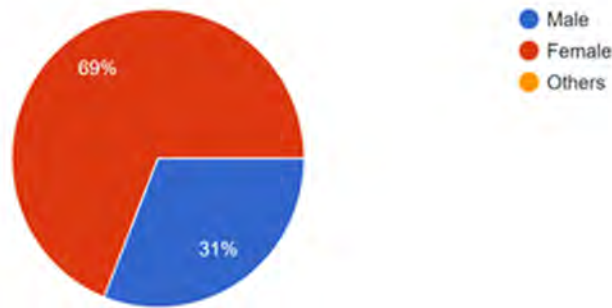
In the above table it is found that 70% respondents aged 18-20yrs and 2% of respondents aged below 18.

Table 4.2 shows the gender of students.

Options	No. Of. Students	Percentage
Male	31	31%
Female	69	69%
Others	Nil	Nil

(Source: Primary data)

Figure 4.2 Showing Number Of Students with different Gender



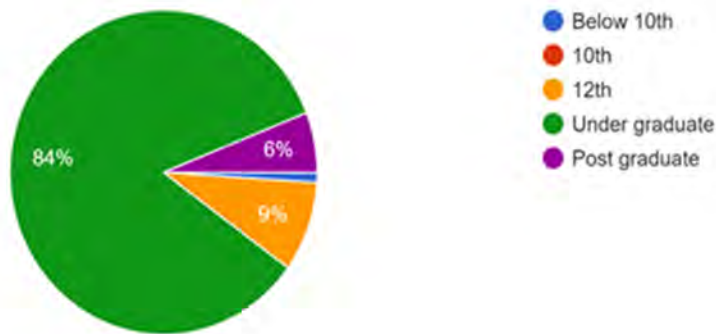
In the above table it is found that 69% respondent's gender is female and 31% of respondent's gender is male.

Table 4.3 Shows the education of respondents.

Options	No. Of. Students	Percentage
Below 10th	1	1%
10th	Nil	Nil
12th	9	90%
U.G	84	84%
P.G	6	6%

(Source: Primary data)

Figure 4.3 Showing Of Students With Different Education



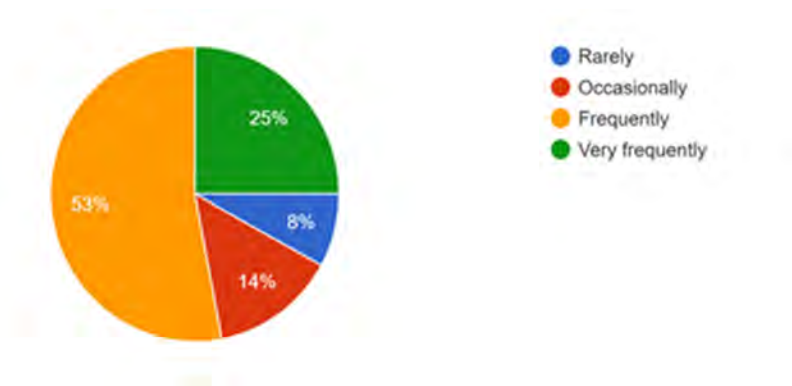
Above table shows that 84% of students are under graduate and 1% of students is below class 10th.

Table 4.4 shows the uses of social media platform of the respondent

Options	No. Of. Students	Percentage
Rarely	8	8%
Occasionally	14	14%
Frequently	53	53%
Very frequently	25	25%

(Source: Primary data)

Figure 4.4 Showing of Students with Different Use Of Social Media



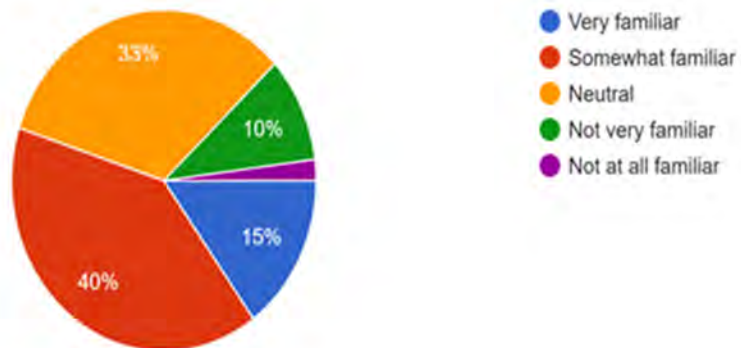
In the above table shows that 53% of respondents are frequently using social media platform and 8% of respondents use social media platform rarely.

Table 4.5 showing the insight of concept of influencer marketing with users.

Options	No. Of. Students	Percentage
Very familiar	15	15%
Somewhat familiar	40	40%
Neutral	33	33%
Not very familiar	10	10%
Not at all familiar	2	2%

(Source: Primary data)

Figure 4.5 Showing the insight of concept of influencer marketing with users.



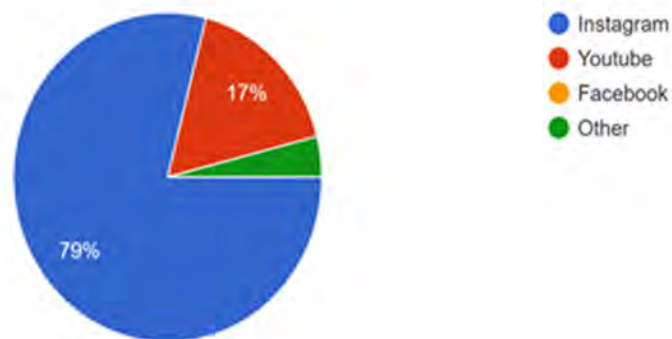
In the above table it is found that 40% of respondents are somewhat familiar with the concept of influencer marketing and 2% of respondents are not at all familiar with the concept.

Table 4.6 Showing most influential social media platform used by respondents for product endorsement.

Options	No. Of. Students	Percentage
Instagram	79	79%
Youtube	17	17%
Facebook	Nil	0%
Other	4	4%

(Source: Primary data)

Figure 4.6 Showing most influential social media platform used by respondents for product endorsement.



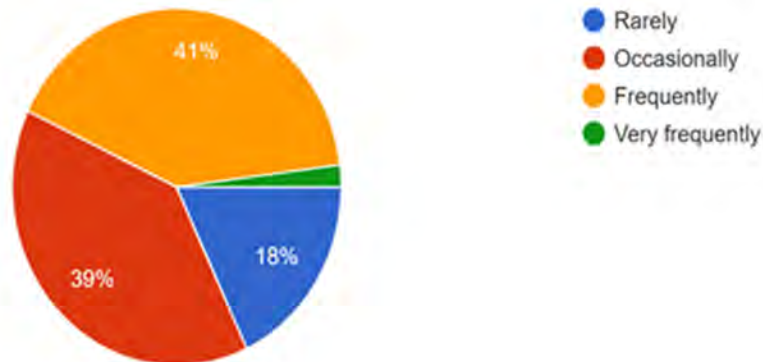
In the above table it is found that 79% of respondents are influenced through Instagram and 4% of respondents are influenced through other.

Table 4.7 Showing the amount of times respondents come across influencer market content while browsing social media.

Options	No. Of. Students	Percentage
Rarely	18	18%
Occasionally	39	39%
Frequently	41	41%
Very frequently	2	2%

(Source: Primary data)

Figure 4.7 Showing the amount of times respondents come across influencer market content while browsing social media.



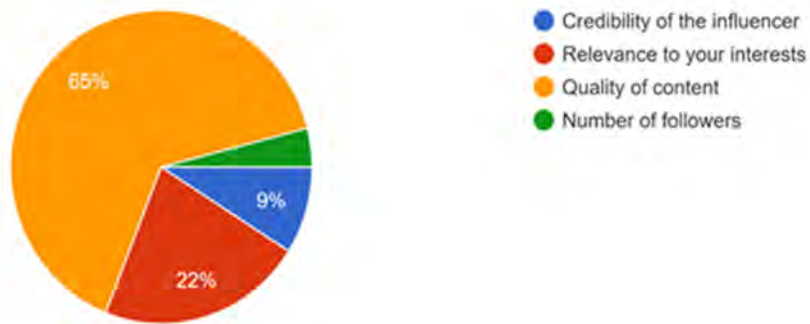
In the above table it is found that 41% of respondents are frequently come across influencer marketing content while browsing social media and 2% of respondents are frequently come across influencer marketing content while browsing social media.

Table 4.8 Showing the factors influenced by the user in gaining trust in influencer marketing.

Options	No. Of. Students	Percentage
Credibility of the influencer	9	9%
Relevance to your interests	22	22%
Quality of content	65	65%
Number of followers	4	4%

(Source: Primary data)

Figure 4.8 Showing the factors influenced by the user in gaining trust in influencer marketing.



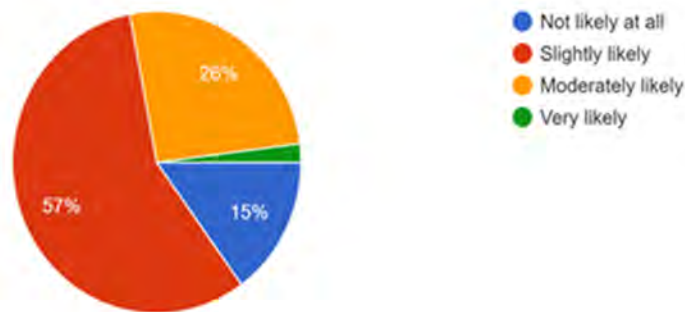
In the above table it is found that 65% of respondents trust influencer on the basis of quality of content and 4% of respondents trust influencer on the basis of number of followers.

Table 4.9 Showing the percentage of respondents likely to make purchase based on an influencer’s recommendation.

Options	No. Of. Students	Percentage
Not likely at all	15	15%
Slightly likely	57	57%
Moderately likely	26	26%
Very likely	2	2%

(Source: Primary data)

Figure 4.9 Showing the percentage of respondents likely to make purchase based on an influencer’s recommendation.



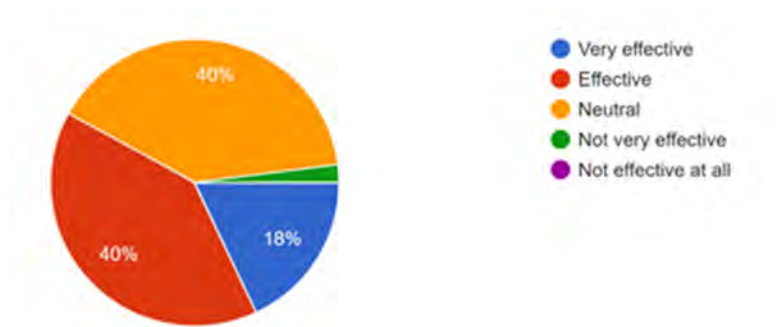
In the above table it is that 57% of respondents slightly likely to purchase based on an influencer’s recommendation and 2% of respondents very likely to purchase based on an influencer’s recommendation.

Table 4.10 Showing the effectiveness influencer can include in product advertisement on their content.

Options	No. Of. Students	Percentage
Very effective	18	18%
Effective	40	40%
Neutral	40	40%
Not very effective	2	2%
Not effective at all	Nil	0%

(Source: Primary data)

Figure 4.10 Showing the effectiveness influencer can include in product advertisement on their content.



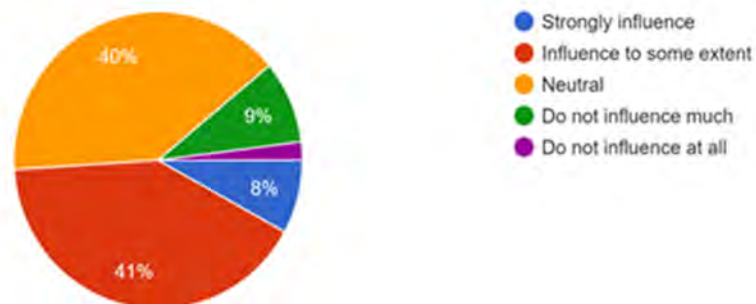
In the above table it is found that both effective and neutral are 40% and 2% of respondents are not very effective.

Table 4.11 Showing the percentage of friends or peer influence decision to follow and trust influencers.

Options	No. Of. Students	Percentage
Strongly influence	8	8%
Influence to some extent	41	41%
Neutral	40	40%
Do not influence much	9	9%
Do not influence at all	2	2%

(Source: Primary data)

Figure 4.11 Showing the percentage of friends or peer influence decision to follow and trust influencers.



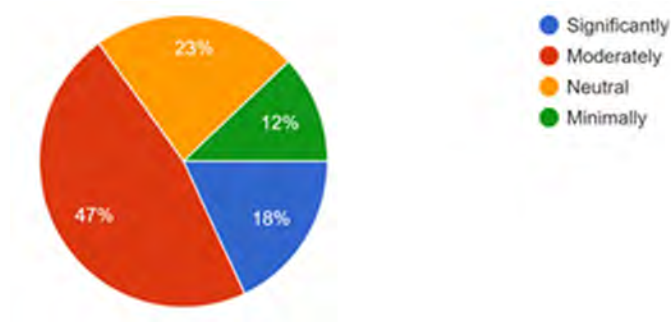
In the above table it is found that 41% of respondents say they influence to some extent with the statement and 2% of respondents say they do not influence at all with the statement.

Table4.12 Showing the respondents decision would impact the credibility of influencers post through the number of likes,comments,and share.

Options	No. Of. Students	Percentge
Significantly	18	18%
Moderately	47	47%
Neutral	23	23%
Minimally	12	12%

(Source: Primary data)

Figure 4.12 Showing the respondents decision would impact the credibility of influencers post through the number of likes,comments,and share.



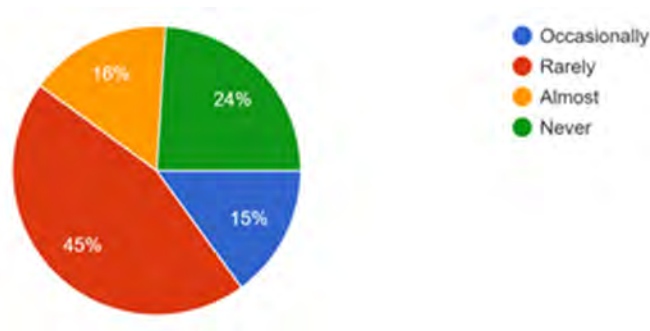
In the above table it is found that 47% of respondents are moderate with statement and 12% of respondents are minimal with statement.

Table4.13 Showing the percentage of fear of missing out of trends promoted by influencers.

Options	No. Of. Students	percentage
Occasionally	15	15%
Rarely	45	45%
Almost	16	16%
Never	24	24%

(Source: Primary data)

Figures 4.13 showing the percentage of fear of missing out of trends promoted by influencers.



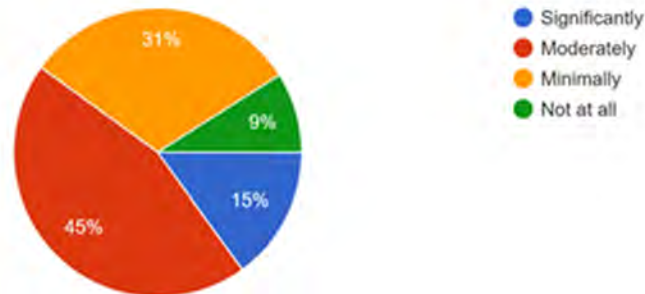
In the above table it is found that 45% of respondents rarely feel a fear of missing out of trends promoted by influencer and 15% of respondents almost feel a fear of missing out of trends promoted by influencer.

Table 4.14 Showing the percentage of respondents acquired discount on a particular product through recommendation of influencer.

Options	No. Of. Students	Percentage
Significantly	15	15%
Moderately	45	45%
Minimally	31	31%
Not at all	9	9%

(Source: Primary data)

Figure 4.14 Showing the percentage of respondents acquired discount on a particular product through recommendation of influencer.



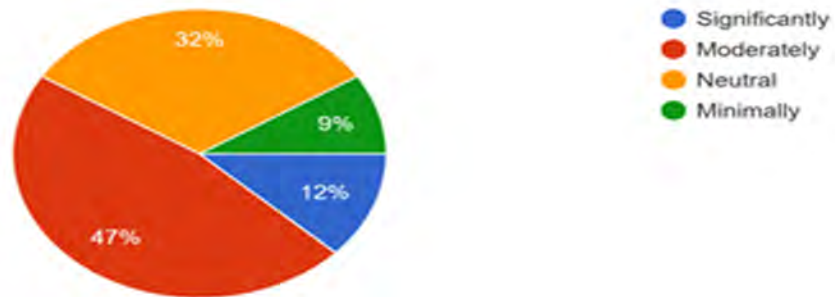
In the above table it is found that 45% of respondents gets moderately discount on a particular product on the basis of recommendation of influencer and 9% of respondents did not gets discount on particular product on the basis of recommendation of influencer.

Table 4.15 Showing the percentage of respondents influence through brand image conveyed by the influencer to buy a product.

Options	No. Of. Students	Percentage
Significantly	12	12%
Moderately	47	47%
Neutral	32	32%
Minimally	9	9%

(Source: Primary data)

Figure 4.15 Showing the percentage of respondents influence through brand image conveyed by the influencer to buy a product.



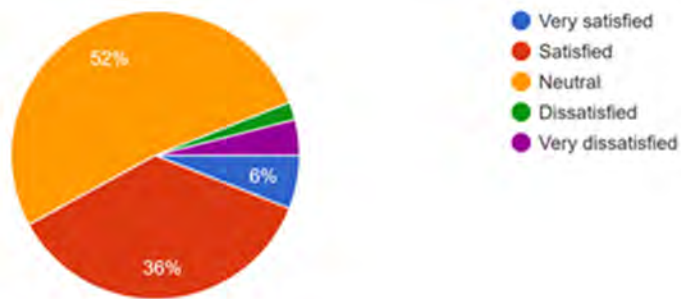
In the above table it is found that 47% of respondents moderately influenced by the brand image conveyed by the influencer to buy a product and 9% of respondents minimally influenced by the brand image conveyed by the influencer to buy a product.

Table 4.16 Showing the satisfaction of respondent with actual experience of using products recommended by influencer.

Options	No. Of. Students	Percentage
Very satisfied	6	6%
satisfied	36	36%
Neutral	52	52%
Dissatisfied	2	2%
Very dissatisfied	4	4%

(Source: Primary data)

Figure 4.16 Showing the satisfaction of respondent with actual experience of using products recommended by influencer.



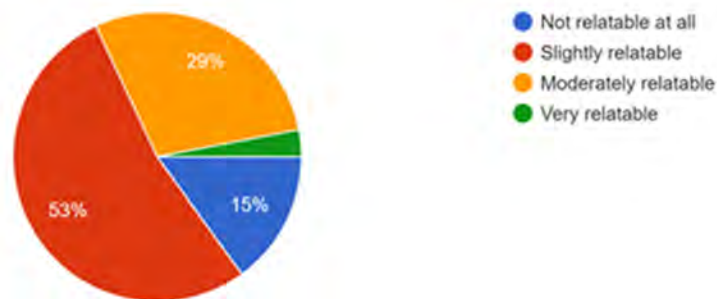
In the above table it is found that 52% of respondents gets neutral satisfaction from the actual experience of product recommended by influencer and 2% of respondents are dissatisfied with the actual experience of product recommended by influencer.

Table 4.17 Showing the percentage of respondents relatable with influencers personal experiences on product.

Options	No. Of. Students	Percentage
Not relatable at all	15	15%
Slightly relatable	53	53%
Moderately relatable	29	29%
Very relatable	3	3%

(Source: Primary data)

Figure 4.17 Showing the percentage of respondents relatable with influencers personal experiences on product.



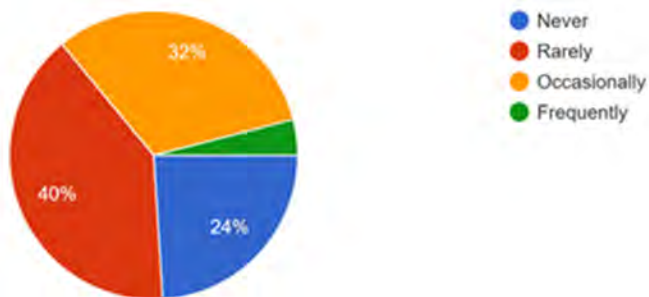
In the above table it is found that 53% of respondents are slightly relatable with influencers personal experience on product and 3% of respondents are very relatable with influencers personal experience on product.

Table 4.18 Showing the percentage of respondents purchasing a product because of recommendation of influencer on social media.

Options	No. Of. Students	Percentage
Never	24	24%
Rarely	40	40%
Occasionally	32	32%
Frequently	4	4%

(Source: Primary data)

Figure 4.18 showing the percentage of respondents purchasing a product because of recommendation of influencer on social media.



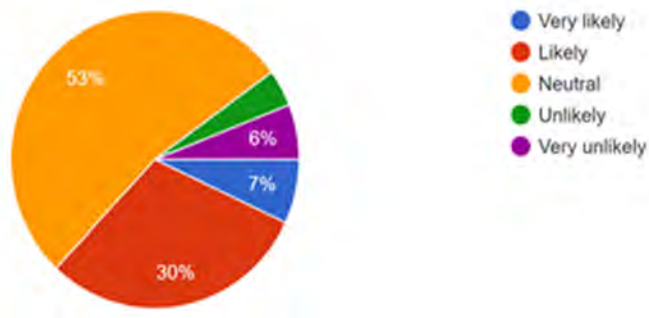
In the above table it is found that 40% of respondents rarely purchases products on the basis of influencers recommendation and 4% of respondents frequently purchases products on the basis of influencers recommendation.

Table 4.19 Showing the respondents interest to make repeated purchase from brands endorsed by influencers.

Options	No. Of. Students	Percentage
Very likely	7	7%
Likely	30	30%
Neutral	53	53%
Unlikely	4	4%
Very unlikely	6	6%

(Source: Primary data)

Figure 4.19 Showing the respondents interest to make repeated purchase from brands endorsed by influencers.



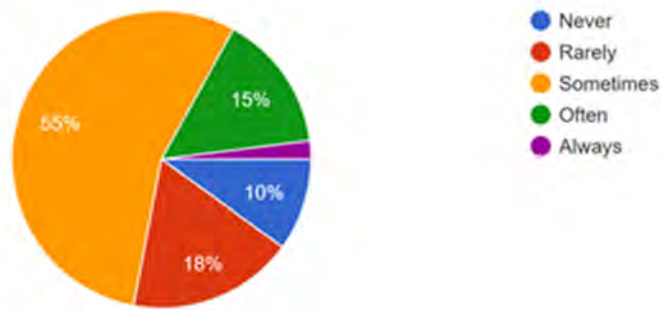
In the above it is found that 53% of respondents are neutral with the statement and 4% of respondents are unlikely to make repeated purchase of brands endorsed by influencers.

Table 4.20 Showing the percentage of respondents feel as in genuine from influencers promotion.

Options	No. Of. Students	Percentage
Never	10	10%
Rarely	18	18%
Sometimes	55	55%
Often	15	15%
Always	2	2%

(Source: Primary data)

Figure 4.20 Showing the percentage of respondents feel as ingenuine from influencers promotion.



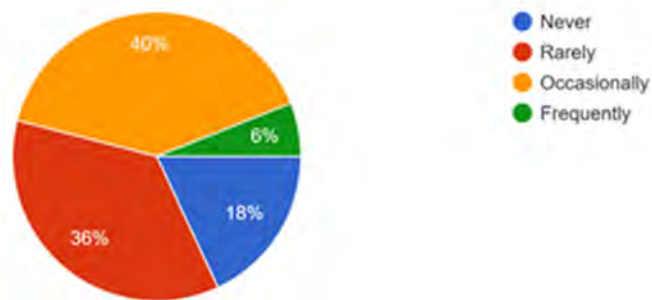
In the above table it is found that 55% of respondents sometimes feel in genuine with influencers promotion and 2% of respondents always feel in genuine with influencers promotion.

Table 4.21 Showing the percentage of awareness of respondents regarding influencers disclosing paid partnership.

Options	No. Of. Students	Percentage
Never	18	18%
Rarely	36	36%
Occasionally	40	40%
Frequently	6	6%

(Source: Primary data)

Figure 4.21 Showing the percentage of awareness of respondents regarding influencers disclosing paid partnership.



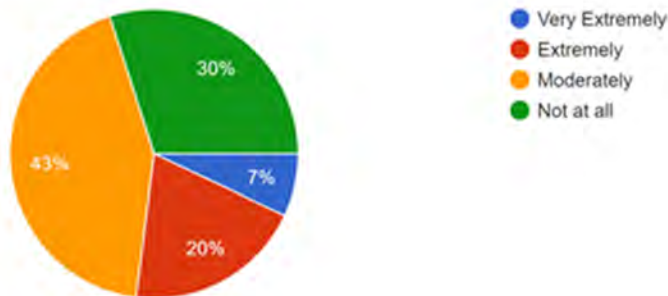
In the above table it is found that 40% of respondents are occasionally aware of regulation regarding influencers disclosing paid partnership and 6% of respondents are frequently aware of regulation regarding influencers disclosing paid partnership.

Table 4.22 showing the influence of influencers on respondents long term brand loyalty.

Options	No. Of. Students	Percentage
Very extremely	7	7%
Extremely	20	20%
Moderately	43	43%
Not at all	7	7%

(Source:Primary data)

Figure 4.22 Showing the influence of influencers on respondents long term brand loyalty.



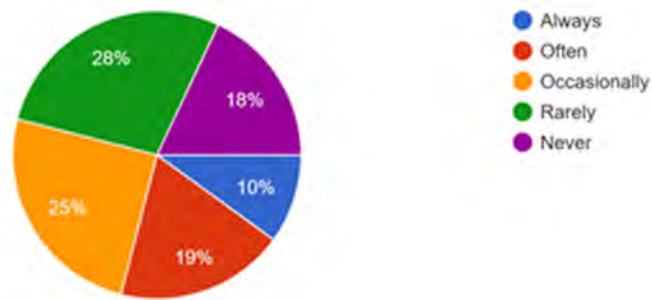
In the above table it is found that 43% of respondents moderately influenced their long term brand loyalty through influencer marketing and 7% of respondents very extremely influenced their long term brand loyalty through influencer marketing.

Table 4.23 showing the percentage of respondents provides review about products they purchased based on influencers recommendation.

Options	No. Of. Students	Percentage
Always	10	10%
Often	19	19%
Occasionally	25	25%
Rarely	28	28%
Never	18	18%

(Source: Primary data)

Figure 4.23 showing the percentage of respondents provide review about products they purchased based on influencers recommendation.



In the above table it is found that 28% of respondents provide reviews rarely on products purchased based on influencers recommendation and 10% of respondents provide reviews always on products purchased based on influencers recommendation.

CHAPTER V

FINDINGS, SUGGESTIONS AND CONCLUSION

FINDINGS

- Many of the respondents are familiar with the concept of influencer marketing.
- Most of the respondents come across Frequently influencer marketing content while browsing social media.
- Respondents of majority says, instagram is the most of influential social media platform for product endorsement.
- Many of respondents says Quality and of content their trust in influence influencer marketing
- Most of the respondents moderately number of likes comments and shares on an influencer's post impact their perception of their credibility.
- Many of respondents say that they influenced to some extent by their friends or peers on their decision to follow and trust influencers.
- Most of respondent rarely feel a fear of missing out on trends Promoted by influencers.
- Many of the respondents would like to make repeat purchases from brands endorsed by influencers.
- Many of the despondences occasionally aware of regulations regard ind influencers disclosing paid partnerships.
- Most of the respondents gets moderately discount on a particular product on the basis of recommendation of influencers.
- The responses of the respondents are effective in the sense of influencers include a product advertisement on their content.
- All most all the respondent moderately influenced by the brand image conveyed by the influencer to buy a product
- Most of the respondents are neutral satisfied with the actual experience of using products recommend by the influencers

SUGGESTIONS

- Most of the respondents follow influencer recommendations to purchase a product it is better to make purchase decision based on their own analysis of product price and cost.
- The respondent should purchase product according to their buying power rather than being biased by the influencers .
- Many of them make repeat purchase of brands endorsed by influencers. It is better to change brand preference and enjoy new brands by analysing the new trends.
- It is better to get full awareness of rules and regulations of influencers paid partnerships.
- Respondants should read reviews, check ratings and gather informations before making a purchase.

Conclusion

Influencer marketing plays a significant role in shaping consumer purchase decisions due to several crucial factors that directly impact consumer behavior. Influencers are often perceived as authentic and genuine by their followers. When influencers endorse a product, their recommendations carry a sense of trust, as followers believe that influencers are sharing their honest opinions and experiences.. Influencers often have a relatable person that resonates with their audience. Followers see influencers as peers, making the products they endorse more relatable and applicable to their own lives. This relatability can significantly impact purchase decisions. Influencers save consumers time by curating and presenting relevant products. Instead of extensively researching options, consumers can rely on influencers to highlight products that align with their interests and needs, streamlining the decision-making process. Influencers often portray aspirational lifestyles, and by associating a product with this lifestyle, they create a desire for ownership. Consumers may see the product as a way to emulate the influencers' lifestyle, influencing their decision to make a purchase. In our research, we aimed to investigate the tangible impact of influencer influence on the behavior of young consumers. Our focus encompassed understanding the perspectives of brands utilizing influencers for marketing, the influencers themselves who maintain direct connections with consumers, and, importantly, the consumers. we sought to emphasize the potential ramifications of this influence on consumers, not only in terms of purchasing behavior but also on their broader behavior and lifestyle. Furthermore, a critical aspect of our study involved examining the awareness levels among the people.

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ANNEXURE

A STUDY INFLUENCE OF INFLUENCER MARKETING ON STUDENTS PURCHASE DECISION

1. Demographic Information:

Age:

- 18-24
- 25-34
- 35-44
- 45-54
- 55+

2. Gender:

- Male
- Female
- Others

3. Education

- 10th
- 12th
- undergraduate
- post-graduate

4. Which social media platform do you find most influential for product endorsements?

- Instagram
- Youtube
- Tiktok
- Others

5. How often do you use social media platforms?

- Rarely
- Occasionally
- Frequently
- Very frequently

6. How familiar are you with the concept of influencer marketing?

- Very familiar
- Somewhat familiar
- Neutral
- Not very familiar
- Not at all familiar

7. How often do you come across influencer marketing content while browsing social media?

- Rarely
- Occasionally
- Frequently
- Very frequently

8. What factors influence your trust in influencer marketing?

- Credibility of the influencer
- Relevance to your interests
- Quality of content
- Number of followers

9. How likely are you to make a purchase based on an influencer's recommendation?

- Not likely at all
- Slightly likely
- Moderately likely
- Very likely

11. How would you rate the appeal and relevance of the content produced by influencers you follow?

- Excellent
- Good
- Average
- Below average
- Poor

12. How much do your friends or peers influence your decision to follow and trust influencers?

- Strongly influence
- Influence to some extent
- Neutral
- Do not influence much
- Do not influence at all

13. To what extent do the number of likes, comments and shares on an influencer's post impact your perception of their credibility?

- Significantly
- Moderately
- Neutral
- Minimally

14. How much do you experience a fear of missing out on trends endorsed by influencers?

- Occasionally
- Rarely
- Almost
- Never

15. How much does the financial feasibility of a product influence your decision to purchase it based on an influencer's recommendation?

- Significantly
- Moderately
- Neutral
- Minimally
- Not at all

16. How much does the overall brand image as conveyed by the influencer, influence your decision to purchase a product?

- Significantly
- Moderately
- Neutral
- Minimally

17. How satisfied are you with the actual experience of using products recommended by influencers?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

18. Do you find influencers more relatable when they share personal experiences with product?

- Not relatable at all
- Slightly relatable
- Moderately relatable
- Very relatable

19. Have you ever purchased a product because your peers recommended it on social media?

- Never
- Rarely
- Occasionally
- Frequently

20. How likely are you to make repeat purchases from brands endorsed by influencers?

- Very likely
- Likely
- Neutral
- Unlikely
- Very unlikely

21. How often do you provide feedback or reviews for products you purchase based on influencer recommendations?

- Always
- Often
- Occasionally
- Rarely
- Never

22. Has influencer marketing influenced your long-term brand loyalty

- Very Extremely
- Extremely
- Moderately
- Not at all

23. How often do you provide feedback or reviews for products you purchase based on influencer recommendation?

- Always
- Often
- Occasionally
- Rarely
- Never

**“A STUDY ON ONLINE SHOPPING USING
VOICE COMMMERCE”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

ARSHAK YASEEN V A

(CCAVBCM278)

Under the supervision of

MS. PRASSY VISWAMBHARAN



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON ONLINE SHOPPING USING VOICE COMMERCE**” is a bonafide record of project done by **ARSHAK YASEEN V A**, Reg. No. CCAVBCM278, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Asso. Prof. P.G Thomas
Co-ordinator

Ms. Prassy Viswambharan
Project Guide

DECLARATION

I, **ARSHAK YASEEN V A**, hereby declare that the project work entitled “**A STUDY ON ONLINE SHOPPING USING VOICE COMMERCE**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms.Prassy Viswambharan, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

ARSHAK YASEEN V A

Date:

CCAVBCM278

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Place: Irinjalakuda

ARSHAK YASEEN V A

Date

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CHAPTER I
INTRODUCTION

1.1 INTRODUCTION

Voice commerce is a newly evolving e-commerce channel where consumers communicate with dedicated systems on smart speakers or other devices using their voice, in order to find products. The use of intelligent virtual assistants based on smart speakers like Amazon Alexa, Apple Home Pod, Microsoft Cortana and Google Home is increasing. Moar estimates that there are currently 450 million voice assistant devices in the US, expected to reach 870 million by 2020. These systems make it possible to conduct a “zero-click” purchase in business to consumer (B2C) commerce scenarios. Communicating with the assistant using only their voice, consumers can formulate search queries and confirm purchase actions without the need to use common visual or typing interfaces. Electronic Commerce experts label this scenario "voice commerce" and expect it to be one of the most important innovations to shape the next years of e-commerce development. Voice commerce as a subset of e-commerce provides consumers with computerized voice technologies. Research related to customer satisfaction factors in voice commerce is entirely missing from current literature, as well as research aiming at possible differences in customer satisfaction factors (CSF) between ecommerce and voice commerce. Similar to mobile commerce (m-commerce) in comparison to ecommerce, voice commerce is subject to special restrictions and presents different opportunities and value proposition to customers. Therefore, it is likely that satisfactory factors for voice commerce might differ from those of e-commerce both in existence and importance. To support voice commerce software design and implementation, managers need to know which factors influence customer satisfaction. Artificial intelligence (AI) technologies have left the server room to enter the lives of billions of consumers. AI enables objects to perform activities that resemble cognitive functions associated with the human mind, such as learning and problem solving. AI-powered smartphones, smart homes, and smart speakers connect the various nodes of consumers' lives into one ubiquitous experience that seamlessly accompanies them in every routine. Every intelligent object, from cars to toothbrushes, is expected to collect relevant information that helps

to identify consumption patterns and predict future individual behaviours. Within the Internet of Things (IoT) market, the fast adoption and rising performance of voice platforms like Amazon Echo, Apple Home Pod, Google Home, Alibaba Tmall Genie, Xiaomi Xiao AI, and Baidu Xiaodu suggest that in-home voice assistants will be central to the development of smart homes. A new era in commerce began as a consumer, alone in her home said aloud, “Alexa, order batteries.” She was interacting with a smart speaker, a voice-controlled computer with an integrated virtual assistant. Such devices leverage voice recognition software to help consumers search for answers to questions, listen to music, set kitchen timers, hear weather reports, turn on lights, make purchases, or perform myriad other tasks. Many consumers also interact with voice assistants on their mobile phones, using them to conduct mobile web searches by voice, or to ask for recommendations for nearby points of interest. A rapidly growing segment of consumers uses voice assistants to shop, ushering in an era of “voice commerce” where entire marketplace interactions are conducted by voice. Amazon stated in a December 2018 press release that use of their voice assistant “Alexa” for shopping had more than tripled over the prior year. Industry analysts have also predicted a rapid uptake of voice assistants for shopping. Yet not all assessments of voice commerce have been as enthusiastic. One technology news source, citing unidentified sources within Amazon, claimed that only about two percent of consumers who own an Amazon Echo, a smart speaker used for interacting with Amazon’s digital assistant Alexa, had used the device for shopping within the first eight months of 2018, and of those who did, 90 percent did so only on a single occasion (Anand 2018). This suggests that there may be barriers preventing consumers from engaging in voice commerce. V-commerce has the potential to transform the retail industry, making it more accessible to people with disabilities, elderly people, and those who are unable to use traditional e-commerce platforms due to language barriers or lack of access to a computer or smartphone. Voice commerce is the latest frontier in ecommerce payment methods, offering voice assistant users a quick, convenient and simple way to make purchases simply by asking their smart devices. Voice assistants can

provide personalized recommendations based on previous purchase history and preferences, making it easier for consumers to discover new products that they might not have found otherwise. This can lead to increased sales and customer loyalty, as consumers are more likely to return to a brand that offers personalized recommendations and a seamless shopping experience. Voice commerce also has the potential to streamline the checkout process, as consumers can make purchases without having to enter payment and shipping information manually. This can reduce cart abandonment rates and make it easier for consumers to make purchases on the go. However, there are also challenges to implementing v-commerce, such as ensuring security and privacy for consumers who may be entering sensitive information using their voice. As with any emerging technology, there are also questions around the ethics of using AI-powered voice assistants for commercial purposes. This technology is available on many types of devices thanks to systems such as Siri (Apple), Cortana (Microsoft), Google Now (smartphones and computers), and others. You can also use it using so-called digital personal assistants. These are special devices with loudspeakers activated by the user's voice that answer the questions asked and carry out many different commands. It is said that more than 20 million devices of this type have been sold so far worldwide. The clear leader here is the Amazon intelligent speaker with a 75% of market share. Google device has about 24% share. This trend has become so popular mainly because conversational commerce is the most convenient, fast and easy-to-use among all ways of shopping. It doesn't require any skills, knowledge of modern technologies or even using your hands! Because when you want to buy something with the use of voice commerce, all you have to do is tell a command and it's done. In conclusion, voice commerce is an exciting new trend that is transforming the way we shop. As the technology continues to evolve, businesses will need to adapt and innovate in order to stay competitive in the voice commerce landscape. By embracing the potential of voice assistants and offering a seamless shopping experience, retailers can tap into this growing market and provide consumers with a convenient and personalized way to shop.

1.2 STATEMENT OF PROBLEM

The problem of statement for voice commerce includes challenges such as speech recognition accuracy, security concerns with voice-based transactions, limited user engagement due to the absence of visual interfaces, and the need for standardization in voice technology across devices and platforms. Additionally, issues related to privacy, trust, and the seamless integration of voice technology into existing e-commerce workflows pose significant hurdles.

1.3 SCOPE OF STUDY

The scope of voice commerce encompasses a multifaceted landscape that extends across various domains, from technological advancements to consumer behaviour and market dynamics. At its core, the study involves delving into the development and refinement of voice recognition technologies, natural language processing, and artificial intelligence (AI) systems that enable seamless interactions between users and e-commerce platforms. On the consumer front, understanding user preferences, behaviours, and expectations in the context of voice interactions becomes pivotal. Analysing the nuances of how individuals engage with voice activated devices during the shopping process and identifying potential challenges or barriers they may face contributes to the comprehensive scope of study. Furthermore, exploring the broader implications of voice commerce on the business landscape involves investigating its impact on user experience, security considerations, and the evolving strategies adopted by businesses to integrate voice interfaces into their e-commerce frameworks. This holistic approach ensures a thorough understanding of the multifaceted aspects that shape the present and future of voice commerce.

1.4 SIGNIFICANCE OF THE STUDY

The study of voice commerce holds immense significance in both academic and practical contexts. Academically, it contributes to our understanding of the intersection between technology and commerce, the complexities of voice recognition, natural language processing, and artificial intelligence as applied to e-commerce platforms. This research enriches the theoretical foundations of these technologies, paving the way for innovations and advancements in voice-driven interfaces. Moreover, it provides valuable insights into the behavioural aspects of consumers engaging with voice commerce, shedding light on preferences, challenges, and evolving patterns, which can be crucial for refining theoretical models and frameworks.

In practical terms, the study of voice commerce has far-reaching implications for businesses and industries. It equips companies with the knowledge needed to strategically integrate voice interfaces into their e-commerce strategies, enhancing user experiences and potentially increasing customer loyalty. Understanding the nuances of security considerations, privacy concerns, and regulatory implications related to voice commerce is also vital for businesses navigating this evolving landscape. Ultimately, the significance of studying voice commerce lies in its potential to shape the future of online transactions, offering a more intuitive and personalized way for consumers to interact with digital platforms.

1.5 OBJECTIVES

The main objective of the study is to examine the popularity of voice assistants.

1. To understand user's behaviour and preferences regarding voice commands for shopping.
2. To assess user satisfaction with voice recognition accuracy, challenges for making high-value purchases.

3. To explore user expectations and concerns regarding the improvement of voice commerce.
4. To evaluate preferences for personalised recommendations and opinions for replacement of traditional online shopping.

1.6 RESEARCH METHODOLOGY

This study is based on descriptive in nature. The study examines the purpose to analyse and understand the various voice assistants used by the college students in respect of Thrissur district. The present study uses primary data.

1.7 SAMPLE DESIGN

1.7.1 Population

The study is conducted to analyse and understand the various voice assistants used by the college students with respect to Thrissur district.

1.7.2 Sample frame

The sample frame selected for this study is by conducting a survey using questionnaire with 100 samples from Thrissur district.

1.7.3 Sample size

Size of sample is 100 college students.

1.7.4 Sampling Method

The sample have been selected using Stratified random sampling method. Stratified random sampling is a method where the population is divided into subgroups based on certain characteristics, and then random samples are drawn from each subgroup. Using this method the data was collected from a total of 100 respondents in Thrissur district. Initially, data was gathered from the college

students by classifying colleges into four strata's and from that 25 persons are randomly selected using simple random method.

1.8 TOOLS FOR ANALYSIS

The tools used for presentation of study are percentage analysis, graph such as pie diagram.

1.9 LIMITATIONS OF THE STUDY

1. The study is confined to 100 samples
2. The study is only confined among settled college students in Thrissur district.

1.10 CHAPTERISATION

Chapter 1- Introduction

Chapter 2- Review of literature

Chapter 3-Theoretical Frame work

Chapter 4-Data Analysis and Interpretation

Chapter 5-Findings, Suggestions and Conclusion

CHAPTER II
REVIEW OF LIERTAURE

2.1 INTRODUCTION

A literature review discusses published information of a particular subject area, and sometimes information of a particular subject area within a certain time period. A literature review can be just a simple summary of the source, but it usually has an organizational pattern and combines both summary and synthesis. It helps in clarifying and defining the problem, stating the objectives, formulating hypothesis, selecting an appropriate design and methodology of research as well as interpreting the result in the light of research work already undertaken in the previous studies. In this chapter an endeavour has been made to provide and present an overview of various aspects of this study through the review of existing literature. The sources referred include journals, books, working papers, report related to human resources etc. In this section, related literature are the influence of film industry on college students with respect to Thrissur district.

2.1.1 EMPIRICAL REVIEW

Empirical research is published in books and in scholarly, peer-reviewed journals. However, most library database does not offer straight forward ways to locate empirical research. Below are tips for some of the most popular education and behavioural/social science database.

Dongyeon Kim, Kyuhong Park, Yongjin Park, Jaehyeon Ju, Jae-Hyeon Ahn (2018) The smart speaker is currently one of the fastest-growing consumer technologies. As a result, more and more people are buying products through smart speakers. However, because voice commerce advertisements are not yet active, little is known about the effectiveness of smart speaker advertisements. This study assessed advertisement effectiveness using several distinctive features of the smart speaker: interactivity, contextually relevant advertisements, and voice changes.

Daniel Kraus, Victoria Reibenspiess, Andreas Eckhardt (2019) Voice commerce is a newly evolving e-commerce channel where consumers communicate with dedicated systems on smart speakers or other devices using their voice, in order to find products. This paper comparatively investigates factors for customers' satisfaction in voice commerce and e-commerce. Consumers have higher expectations in convenience for voice commerce than they have for e-commerce. Transaction process efficiency significantly influences satisfaction in voice commerce, but not in e-commerce.

Alex, Mari (2019) Voice assistants become better at learning consumer preferences and habits, they will increasingly influence consumer behaviours (Simms, 2019). In doing so, VAs may assume a central relational role in the consumer market and progressively mediate market interactions. These fast-changing market dynamics within the context of voice shopping may have a severe impact on consumer brands and retailers. Loss of brand visibility, the increased relevance of retailers' private labels, and the growth in advertising costs are just some of the consequences anticipated by marketing and technology experts. In light of these potential dynamics, researchers are called to study the interplay between consumers, brands, and retailers' behaviours in response to "machine behaviours". Providing structure and guidance to researchers and marketers in order to further explore this emerging stream of research is fundamental.

Kurt P. Munz (2020) In the context of voice shopping, consumers who shop by voice are less able to differentiate between choice options, leading them to choose recommended items more often, but also defer choice at higher rates compared to when the options are presented visually. This auditory choice difficulty stems from greater difficulty comparing auditory options and is related to an increased burden on working memory. Describing choice options in a way

that reduces the burden on memory for auditory consumers can reduce processing difficulty and its downstream consequences.

Aurélie Vachaudéz, Angy Geerts (2020) The emergence of voice assistants could change the consumption habits of luxury goods. The academic literature on luxury shopping based on voice assistants is still nascent. This research aims at enriching the academic literature on voice commerce and luxury through the theory of perceived risks of luxury shopping and signaling theory. Through an in-depth analysis of the literature on voice commerce and the theory of perceived risks, a conceptual model is proposed.

Valentina Pitardi, Hannah R. Marriott (2021) With the development of deep connections between humans and Artificial Intelligence voice-based assistants (VAs), human and machine relationships have transformed. For relationships to work it is essential for trust to be established. Although the capabilities of VAs offer retailers and consumers enhanced opportunities, building trust with machines is inherently challenging. Additionally, the research illustrates a peculiar dynamic between privacy and trust and it shows how users distinguish two different sources of trustworthiness in their interactions with VAs, identifying the brand producers as the data collector.

Ivani Ferreira, Joaquin Aldas-Manzano (2021) His study aims to examine users' affective relationships with smart voice assistants (SVAs) and aims to analyse how these relationships explain user engagement behaviours toward the brands of SVAs. Drawing on relational cohesion theory, it proposes that cohesion between users and SVAs influences brand engagement behaviours, that is, continuing purchasing other products of the brand, providing knowledge to the brand and referring the brand.

Alex Mari, René Algesheimer (2021) Artificial intelligence-based voice assistants (VAs) such as Amazon Alexa deliver personalized product recommendations in order to match consumers' needs. The use of voice assistants for shopping purposes incorporates elements of risk affecting when and how they are considered trusted relationship partners. In this uncertain environment, it is unclear 'when' voice assistants are capable of gaining trust and 'how' the development of such a trusted relationship affects decisions. This research explores the effect of trusting beliefs towards voice assistants on decision satisfaction through the indirect effect of consideration. Findings of an individual-session online experiment show a positive direct effect of trust on customer's satisfaction and a mediating role of set size, confirming consumers' bias towards default choices. This study highlights the consequences of trust in AI-enabled voice assistants for decision-making during utilitarian purchases.

Blanca Hernandez-Ortega, Ivani Ferreira (2021) Smart voice assistants (SVAs) have emerged as new artificial intelligence service platforms. They have the capacity to act like actual human assistants and modify traditional forms of human-computer interactions. So, consumers relate to their SVA as though it was a person, despite knowing that they are interacting with a machine. Based on the stimulus-organism-response framework, this paper examines feelings of love that consumers develop for SVAs when they are interacting. The results show that smart experiences influence consumers' passion for technology, while passion explains their intimacy and commitment. Consumer intimacy and commitment for SVAs lead to service loyalty.

Jee-Sun Park (2021) The technological advances in Internet of Things (IoT) and Artificial Intelligence (AI) have opened the new era of e-commerce, introducing a new retail channel such as voice commerce. Voice commerce refers to commercial transactions executed by computerized voice technologies such as speech recognition, voice identification, and text-to-speech. Voice commerce

enables customers to purchase products through the application and integration of virtual assistants based on smart speakers such as Amazon Echo and Google Home.

Chun Shao, K. Hazel Kwon (2021) From requesting Alexa to set a reminder to asking Google Assistant to make a call, artificial intelligence (AI)-enabled voice assistants are quickly melding into our lives. This study aims to understand why users interact with a voice assistant system. Results from an online survey identified four types of motivations underlying the use of voice assistants: entertainment, companionship, dynamic control, and functional utility. Results showed that functional utility and dynamic control were positively related to users' satisfaction, while companionship and entertainment were not. The effect of social presence on users' satisfaction was also explored. The moderation analyses showed that social presence not only had a main effect but also played a significant role in increasing satisfaction among the users who perceived low levels of functional utility and dynamic control. This study advances a growing body of human–AI interaction literature by demonstrating the underlying mechanism behind voice assistants' use.

Fabian Reinkemeier, Ulrich Gnewuch (2022) Despite the ubiquity of voice assistants (VAs), they see limited adoption in the form of voice commerce, an online sales channel using natural language. A key barrier to the widespread use of voice commerce is the lack of user trust. To address this problem, we draw on similarity-attraction theory to investigate how trust is affected when VAs match the user's personality and gender.

CHAPTER III
THEORTICAL FRAME WORK

3.1 INTRODUCTION

Voice commerce, an innovative blend of artificial intelligence and e-commerce, is revolutionizing the retail landscape by offering consumers a seamless shopping experience through voice-enabled devices and virtual assistants. The theoretical review of voice commerce encompasses a multidimensional exploration, ranging from its technological underpinnings to its implications for consumer behaviour, business strategy, and ethical considerations. By examining the intricate interplay of these factors, researchers and practitioners gain valuable insights into the transformative potential of voice commerce and its evolving role in shaping the future of retail.

3.2 MARKETING

Marketing is a multifaceted discipline focused on promoting and selling products or services. It involves comprehensive strategies such as market research to understand consumer needs and preferences. Effective marketing includes creating a unique brand identity, utilizing various channels like digital platforms for advertising, and engaging in activities like content marketing to connect with the target audience. The goal is to build awareness, establish a positive brand image, and ultimately drive sales. Constant analysis of data and adapting strategies based on feedback are crucial elements in successful marketing campaigns.

Marketing encompasses a wide range of elements. The key aspects are:

- 1. Market Research:** Understanding your audience, competitors, and industry trends.
- 2. Target Audience:** Identifying and defining the specific group of people you want to reach with your marketing efforts.
- 3. Product Positioning:** Communicating how your product or service differs from competitors and meets customer needs.

4. Branding: Creating a unique and memorable brand identity to distinguish your business in the market.

5. Advertising: Using various channels (digital, print, TV, etc.) to promote products/services and reach a wider audience.

6. Digital Marketing: Utilizing online platforms like social media, SEO, and email marketing to connect with consumers.

7. Content Marketing: Creating and sharing valuable content to attract and engage your target audience.

8. Public Relations: Managing the public image of a company through media relations, events, and other communication strategies.

9. Sales Funnel: Guiding potential customers through the stages of awareness, interest, decision, and action to make a purchase.

10. Analytics: Monitoring and analysing data to measure the effectiveness of marketing campaigns and adjust strategies accordingly.

3.3 COMMERCE

Commerce, a dynamic and integral facet of the business world, embodies the intricate web of transactions that drive the exchange of goods and services. At its core, commerce involves the buying and selling activities that span various sectors, from traditional retail and wholesale operations to the rapidly expanding realm of e-commerce. The essence of commerce lies in the movement of products and services from producers to consumers, creating a complex network that underpins the global economy. In the contemporary landscape, technological advancements have revolutionized commerce. The advent of digital platforms has ushered in a new era, enabling businesses to connect with consumers on a global scale. E-commerce, characterized by online retail and electronic transactions, has become a dominant force, reshaping traditional business models. This shift has not only altered the way goods are bought and sold but

has also blurred geographical boundaries, facilitating international trade with unprecedented ease. Commerce is not merely about transactions; it encompasses a broader economic context. It intertwines with disciplines such as economics, business, and finance, providing insights into market dynamics, consumer behaviour, and financial structures. The study of commerce equips individuals with the knowledge to navigate the complexities of supply chains, pricing strategies, and market trends, fostering a deeper understanding of the mechanisms that drive economic activity. As commerce continues to evolve, adaptability and innovation become crucial for businesses to thrive. The interplay of competition, consumer demands, and technological disruptions necessitates a strategic approach. Successful commerce requires businesses to embrace not only traditional practices but also cutting-edge technologies, ensuring they remain agile in an ever-changing market landscape.

Commerce encompasses various types, including:

- 1. E-commerce:** Conducting business online, buying and selling goods or services over the internet.
- 2. Retail Commerce:** Involves selling goods directly to consumers through physical stores.
- 3. Wholesale Commerce:** Involves selling goods in bulk to retailers or other businesses.
- 4. International Commerce:** Trading goods and services between countries.
- 5. Electronic Data Interchange (EDI):** Exchange of business documents electronically between companies.
- 6. Mobile Commerce (M-commerce):** Conducting transactions via mobile devices.
- 7. Brick-and-Mortar:** Traditional physical businesses with a physical presence, such as stores or offices.
- 8. Social Commerce:** Integration of social media and online shopping.

9. Business-to-Business (B2B): Transactions between businesses.

10. Business-to-Consumer (B2C): Transactions between businesses and consumers.

3.4 E-COMMERCE

E-commerce, short for electronic commerce, has transformed the way businesses engage in buying and selling activities, representing a revolutionary shift from traditional commerce models. At its core, e-commerce leverages digital technologies to facilitate online transactions, allowing consumers to purchase goods and services with unprecedented convenience. This paradigm shift has not only reshaped the retail landscape but has also given rise to a borderless marketplace where businesses can reach global audiences without the constraints of physical locations. The rapid growth of e-commerce is propelled by the increasing prevalence of internet connectivity and the widespread adoption of smartphones. This accessibility has democratized the shopping experience, enabling consumers to browse, compare, and make purchases anytime, anywhere. From established retail giants to small entrepreneurs, e-commerce provides a level playing field, fostering competition and innovation in the market place. One of the key advantages of e-commerce lies in its ability to personalize the shopping experience. Through data analytics and targeted marketing strategies, businesses can tailor offerings to individual preferences, enhancing customer satisfaction and loyalty. The vast array of online payment options further streamlines transactions, making the purchasing process secure and efficient. E-commerce has also catalysed the evolution of supply chain management. With the rise of drop shipping and fulfilment services, businesses can optimize inventory, reduce overhead costs, and offer swift delivery, meeting the ever-growing expectations of today's consumers. Additionally, the integration of emerging technologies like artificial intelligence and augmented reality is poised to elevate the e-commerce experience, providing immersive and interactive shopping environments.

E-commerce has various types of online transactions and business models. Here are some common types:

1. Business to Consumer (B2C): This is the most well-known form, where businesses sell products or services directly to end consumers. Online retail platforms, such as Amazon or individual brand websites, are examples of B2C e-commerce.

2. Business to Business (B2B): In B2B e-commerce, transactions occur between businesses. This includes wholesalers selling to retailers, manufacturers supplying components to other manufacturers, and more. B2B platforms like Alibaba facilitate these transactions.

3. Consumer to Consumer (C2C): In C2C e-commerce, consumers sell directly to other consumers. Online marketplaces, like eBay or Craigslist, are common platforms for C2C transactions.

4. Consumer to Business (C2B): This model involves individual consumers selling products or services to businesses. Examples include influencers or freelancers offering their services to companies or individuals selling handmade products to businesses.

5. Mobile Commerce (M-commerce): M-commerce refers to any e-commerce conducted through mobile devices, such as smartphones or tablets. This can include mobile shopping apps, mobile banking, and mobile payments.

6. Social Commerce: Social commerce integrates social media and e-commerce, allowing users to browse and purchase products directly within social media platforms. Instagram Shopping and Facebook Marketplace are examples of social commerce.

7. Voice Commerce (V-commerce): With the rise of voice-activated devices like smart speakers, v-commerce involves making purchases using voice commands. Users can order products or services through virtual assistants like Amazon's Alexa.

8. Cross-border E-commerce: This type involves international online trade, where businesses or consumers purchase products from sellers located in other countries. It has been facilitated by improved logistics and global payment systems.

3.5 VOICE-COMMERCE

Voice commerce, often abbreviated as v-commerce, is a rising trend in the realm of e-commerce that capitalizes on voice-activated devices and virtual assistants to facilitate online transactions. This innovative approach allows users to interact with digital platforms and make purchases using spoken commands, eliminating the need for traditional input methods like typing or clicking. The proliferation of smart speakers and virtual assistants, such as Amazon's Alexa, Google Assistant, and Apple's Siri, has been a driving force behind the growth of voice commerce. These devices enable users to browse products, add items to their cart, and complete transactions entirely through voice prompts. The convenience of hands-free shopping aligns with the modern consumer's desire for seamless and efficient experiences. Voice commerce is not limited to just making purchases. It extends to tasks like checking product availability, receiving personalized recommendations, and tracking order statuses. As natural language processing and artificial intelligence continue to advance, the accuracy and responsiveness of voice-activated systems in understanding and fulfilling user requests are continually improving.

Voice commerce encompasses various applications and types, each catering to different aspects of the online shopping experience. Types of voice commerce:

1. Voice-activated Shopping: This is the most straightforward form, where users can verbally instruct virtual assistants or smart speakers to add items to their shopping cart, inquire about product details, and complete the purchasing process.

2. Voice Search and Discovery: Users can utilize voice commands to search for products, receive recommendations, and explore various options. Virtual assistants leverage artificial intelligence to understand user preferences and provide relevant suggestions.

3. Voice-assisted Product Information: Consumers can ask virtual assistants for detailed information about products, such as specifications, reviews, or comparisons, allowing for a more informed purchasing decision.

4. Order Tracking and Status Updates: Voice commands enable users to check the status of their orders, receive shipment updates, and inquire about delivery times, providing a hands-free way to stay informed.

5. Voice Payments: Users can complete transactions verbally, making voice-activated payments a convenient and secure way to finalize purchases. This involves integrating secure payment gateways with voice commerce platforms.

6. Personalized Recommendations: Virtual assistants use previous user interactions and purchase history to offer personalized product recommendations, enhancing the overall shopping experience.

7. Voice Commerce in Mobile Apps: Integration of voice commerce features within mobile applications allows users to make purchases, navigate through the app, and interact with customer support using voice commands.

8. Voice Commerce on Websites: Online retailers are incorporating voice-enabled features on their websites, enabling users to engage in voice-based interactions during their browsing and shopping activities.

9. Voice Commerce in Cars: As part of the Internet of Things (IoT), voice commerce is extending to automotive settings, allowing drivers to make purchases or access information through voice commands while on the road.

3.6 ARTIFICIAL INTELLIGENCE

Artificial Intelligence, commonly known as AI, is a branch of computer science that focuses on creating systems capable of performing tasks that typically require human intelligence. These tasks include learning from experience, understanding natural language, recognizing patterns, and problem-solving. AI encompasses various approaches, such as rule-based systems, machine learning, and neural networks. Machine learning, a subset of AI, enables systems to improve their performance on a task through experience and data without explicit programming. Neural networks, inspired by the human brain's structure, play a vital role in tasks like image and speech recognition. AI applications are diverse, spanning from virtual assistants and recommendation systems to autonomous vehicles and medical diagnosis. As AI continues to advance, ethical considerations around its use, potential societal impacts, and responsible development are gaining prominence. The field holds great promise for innovation but also demands careful consideration of its implications on privacy, security, and fairness.

3.7 VOICE ASSISTANTS

Voice assistants are virtual, AI-driven technologies designed to understand and respond to human voice commands. They have become integral parts of various devices and ecosystems, providing users with hands-free interaction and assistance in performing tasks.

There are several types of voice assistants available, each developed by different companies and integrated into various devices. Here are some notable types:

- 1. Amazon Alexa:** Developed by Amazon, Alexa is a cloud-based voice service that powers devices like Amazon Echo. It can perform tasks, answer questions, control smart home devices, and more.

2. Google Assistant: Integrated into Android devices and available on various platforms, Google Assistant responds to voice commands to perform tasks, provide information, and control compatible smart home devices.

3. Apple Siri: Siri is Apple's voice-controlled personal assistant, available on iOS devices like iPhones, iPads, Macs, and Home Pod. It can perform tasks, answer questions, and control certain device functions.

4. Microsoft Cortana: Initially developed for Windows devices, Cortana is Microsoft's virtual assistant. It can help with tasks, provide information, and is integrated into Windows operating systems.

5. Samsung Bixby: Bixby is Samsung's voice assistant found on its smartphones and other devices. It is designed to help users navigate devices, perform tasks, and control Samsung's ecosystem.

6. IBM Watson Assistant: Aimed at businesses, Watson Assistant by IBM is an AI-powered voice assistant that helps companies build and deploy conversational interfaces for customer support and other applications.

7. Open-Source Voice Assistants: There are open-source voice assistant projects like Mycroft and Rhasspy, which allow developers to create customizable voice assistants tailored to specific needs.

8. Voice Assistants in Smart Speakers: Many smart speakers, such as those from Amazon, Google, and Apple, come with built-in voice assistants to provide hands-free controls, answer questions, and interact with smart home devices.

3.8 SECURITY ISSUES ON VOICE COMMERCE

Voice commerce, the process of making purchases using voice commands, introduces several security challenges. One major concern is voice authentication. While biometric voice recognition can enhance security, it's not foolproof, and there's a risk of unauthorized access if someone mimics or replicates the user's voice. Another issue is privacy. Voice commands often

involve sensitive information like payment details. Ensuring secure transmission and storage of this data is crucial to prevent unauthorized access or data breaches. Moreover, the potential for accidental or malicious voice commands poses a security risk. Voice-activated systems need robust mechanisms to distinguish legitimate commands from unintended or malicious ones to prevent fraudulent transactions. Overall, addressing these security issues in voice commerce requires a combination of secure authentication methods, encryption, and continuous monitoring to detect and prevent potential threats.

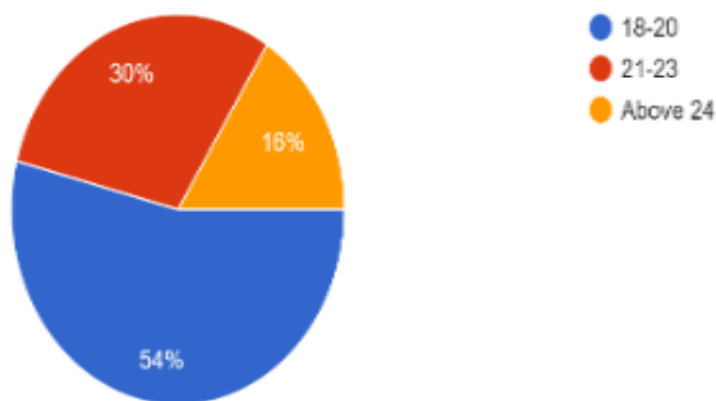
CHAPTER IV
DATA ANALYSIS AND
INTERPRETATION

Table No 4.1 showing the classification of respondents on the basis of age.

Options	No of respondents	%
18-20	54	54
21-23	30	30
Above 24	16	16

Source: Primary data

Figure No. 4.1 showing the age of respondents.



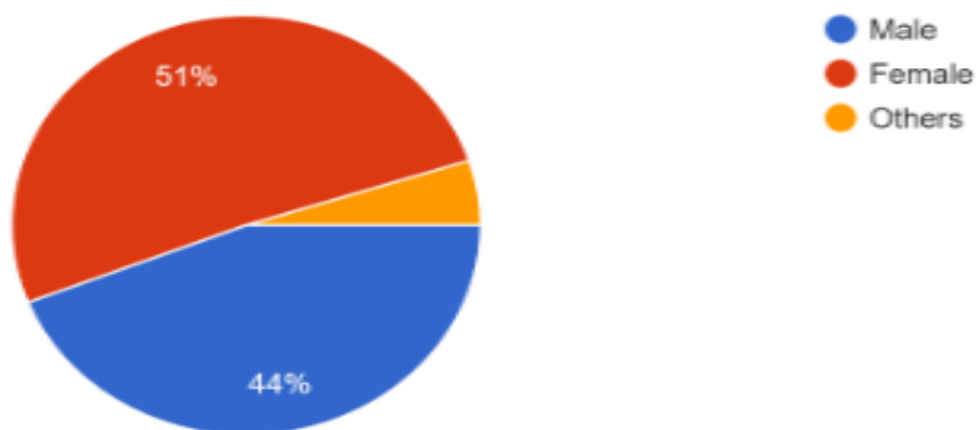
The above table reveals classification of respondents on the basis of age. Among hundred samples 54% were between 18-20 years, 30% were between 21-23 years and 16% were above 24 years old.

Table No 4.2 showing classification of respondents on the basis of gender.

Options	No of respondents	%
Male	44	44
Female	51	51
Others	5	5

Source: Primary data

Figure No. 4.2 showing the gender of respondents.



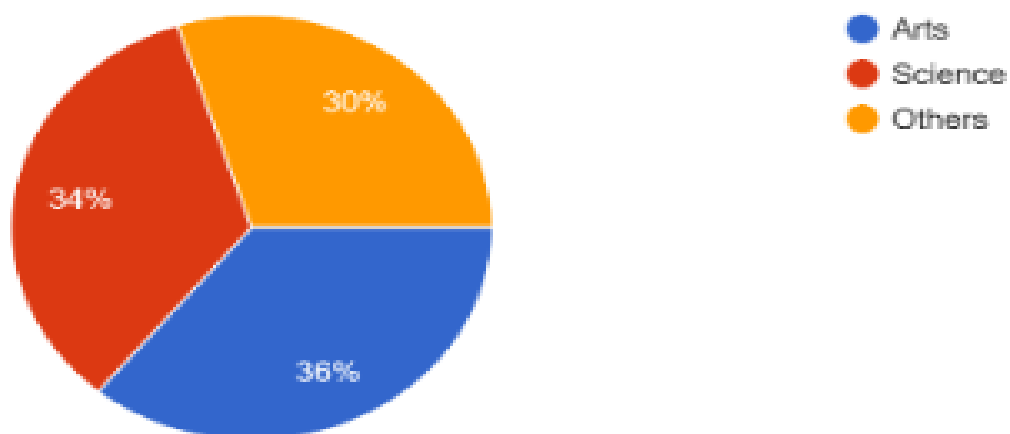
The above table reveals the classification of respondents on the basis of gender. Among 100 samples 44% are male, 51% are female and 5% are others.

Table No 4.3 showing classification of respondents on the basis of streams.

Options	No of respondents	%
Arts	36	36
Science	34	34
Others	30	30

Source: Primary Data

Figure No 4.3 showing the streams of respondents



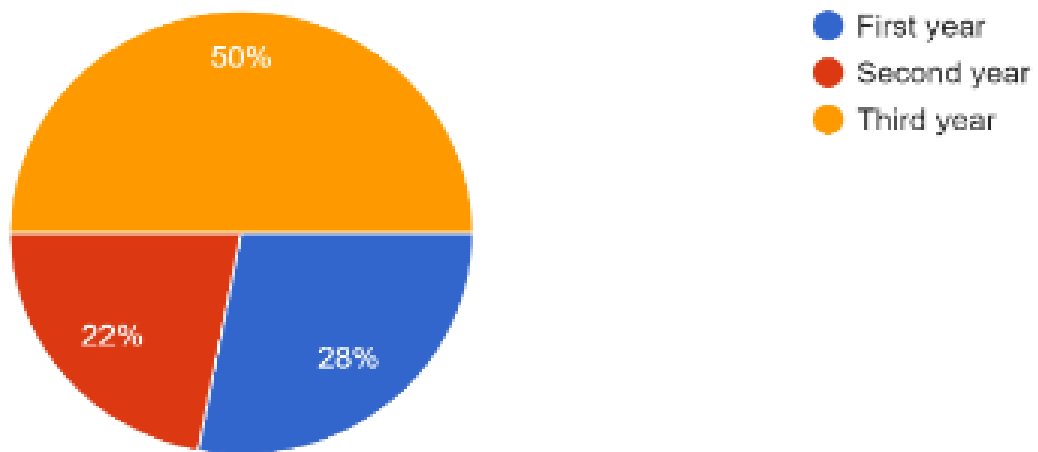
The above table reveals the classification of respondents on the basis of stream of study. Among 100 samples 36% are Arts, 34% are Science and 30% are Others.

Table No 4.4 showing classification of respondents on the basis of year of study.

Options	No of respondents	%
First year	28	28
Second year	22	22
Third year	50	50

Source: Primary Data

Figure No 4.4 showing year of study of respondents.



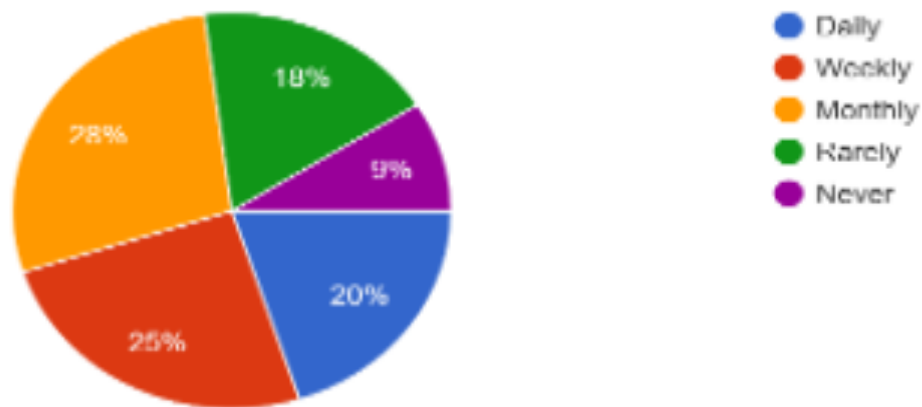
The above table reveals classification of respondents on the basis of year of study. Among 100 samples 28% are first year, 22% are second year and 50% are third year.

Table No 4.5 showing classification of respondents on the basis of using voice commands for shopping.

Options	No of respondents	%
Daily	20	20
Weekly	25	25
Monthly	28	28
Rarely	18	18
Never	9	9

Source: Primary data

Figure No 4.5 showing the usage of voice commands for shopping.



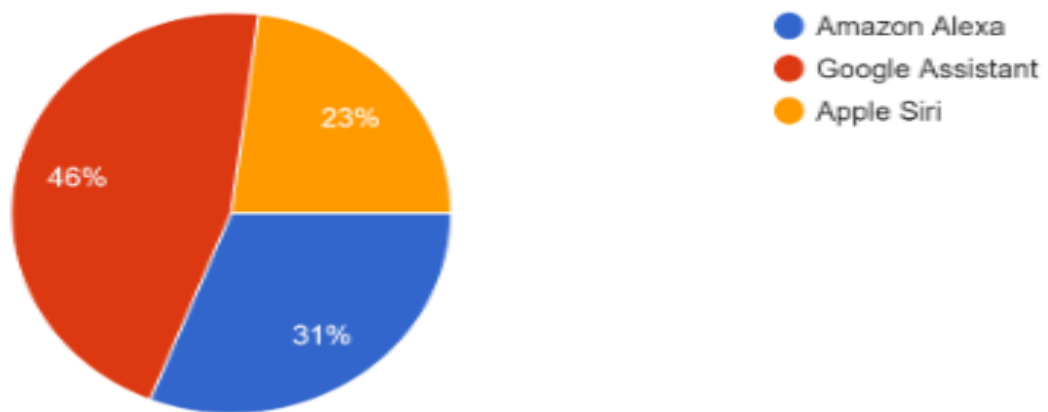
The above table reveals the classification of respondents on the basis of using voice commands for shopping. Among 100 samples 20% use daily, while 25% use weekly, 28% use monthly, 18% use rarely and 9% are not using voice commands for shopping.

Table No 4.6 showing classification of respondents on the basis of preference for voice commerce.

Options	No of respondents	%
Amazon Alexa	31	31
Google Assistant	46	46
Apple Siri	23	23

Source: Primary Data

Figure No 4.6 showing preference for voice commerce.



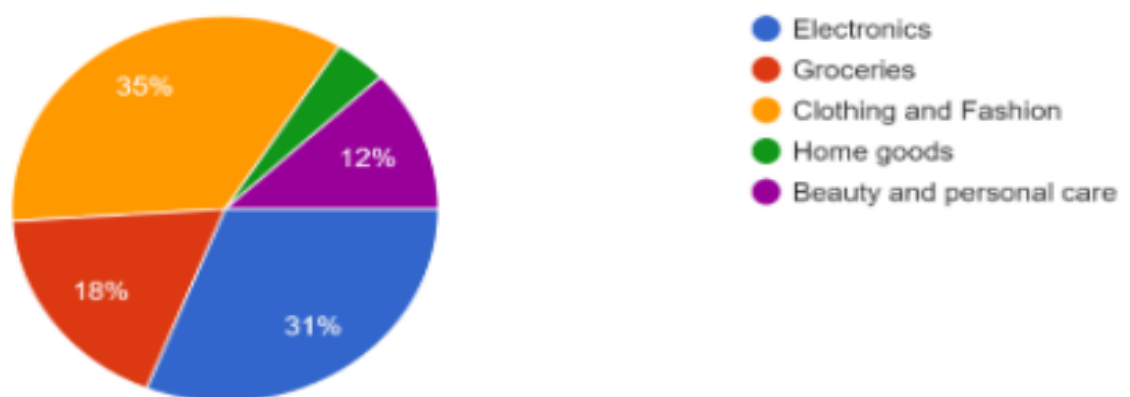
The above table reveals classification of respondents on the basis of preference for voice commerce. Among 100 respondents 31% prefers Amazon Alexa, 46% prefers Google Assistant and 23% prefer Apple Siri for voice commands.

Table No 4.7 showing classification of respondents on the basis of frequency products purchased using voice commands.

Options	No of respondents	%
Electronics	31	31
Grocery	18	18
Clothing and Fashion	35	35
Home goods	4	4
Beauty and personal care	12	12

Source: Primary Data

Figure No 4.7 showing the frequency of products purchased using voice commands.



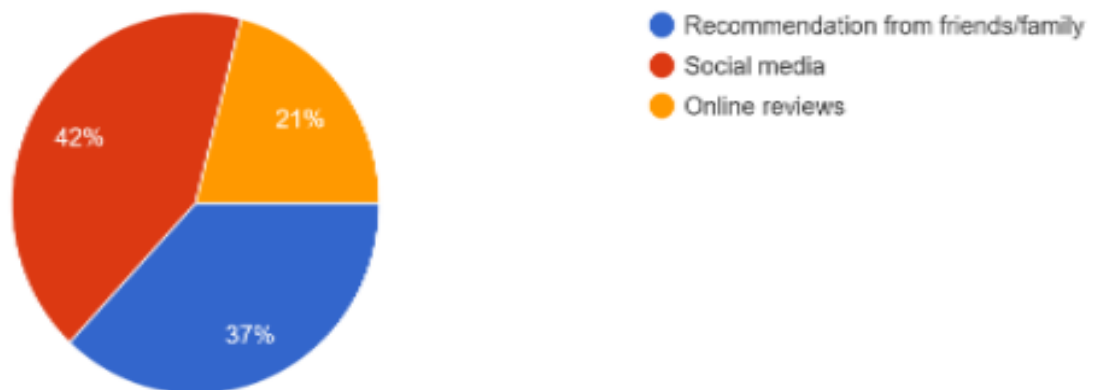
The above table reveals the classification of respondents on the basis of products purchased using voice commands. Among 100 samples 31% purchase electronics, 18% groceries, 35% clothing and fashion, 4% home goods and 12% purchase beauty and personal care products using voice commands.

Table No 4.8 showing classification of respondents on the basis of newly developing voice commerce features or skills.

Options	No of respondents	%
Recommendation from friends/Family	37	37
Social media	42	42
Online reviews	21	21

Source: Primary Data

Figure No 4.8 showing the of newly developing voice commerce features or skills.



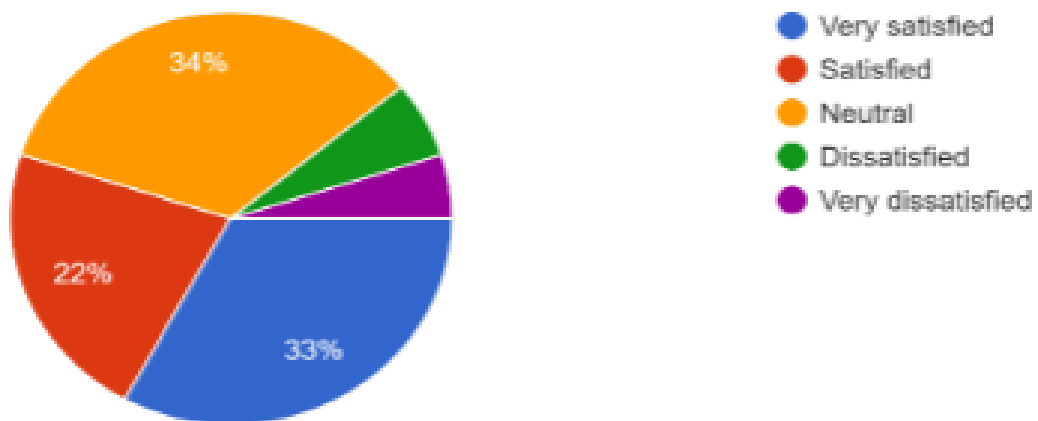
The above table reveals the classification of respondents on the basis of discovering new features/skills of voice commerce. Among 100 samples 37% are recommendation from friends/family, 42% from social media and 21% from online reviews.

Table No 4.9 showing classification of respondents on the basis of accuracy of voice recognition.

Options	No of respondents	%
Very satisfied	33	33
Satisfied	22	22
Neutral	34	34
Dissatisfied	6	6
Very dissatisfied	5	5

Source: Primary data

Figure No 4.9 showing the accuracy of voice recognition.



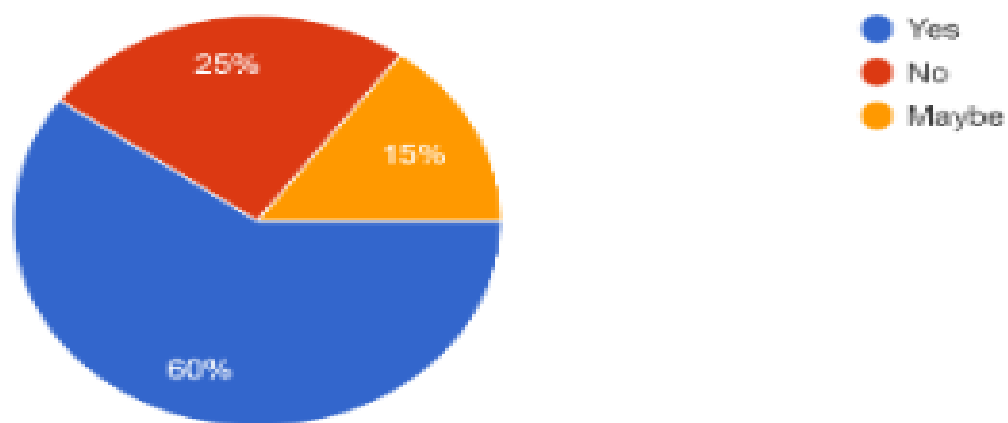
The above table reveals the classification of respondents on the basis of accuracy of voice recognition using voice assistants. Among 100 samples 33% are very satisfied, 22% satisfied, 34% neutral, 6% dissatisfied and 5% are very dissatisfied by the accuracy of voice recognition.

Table No 4.10 showing classification of respondents on the basis of challenges faced during the usage of voice commands.

Options	No of respondents	%
Yes	60	60
No	25	25
Maybe	15	15

Source: Primary data

Figure No 4.10 showing the challenges faced during the usage of voice commands.



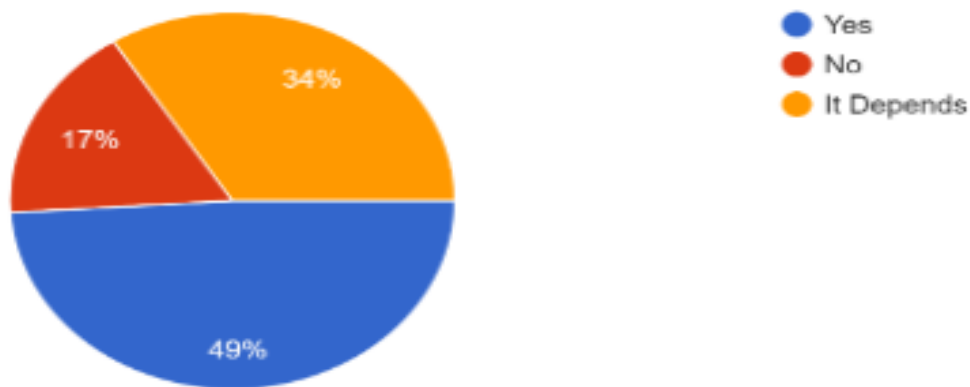
The above table reveals the classification of respondents on the basis of accuracy of voice recognition using voice assistants. Among 100 samples 33% are very satisfied, 22% satisfied, 34% neutral, % dissatisfied and % are very dissatisfied by the accuracy of voice recognition.

Table No 4.11 showing classification of respondents on the basis of comfortability while making high value purchases.

Options	No of respondents	%
Yes	49	49
No	17	17
It depends	34	34

Source: Primary data

Figure No 4.11 showing the comfortability while making high value purchases.



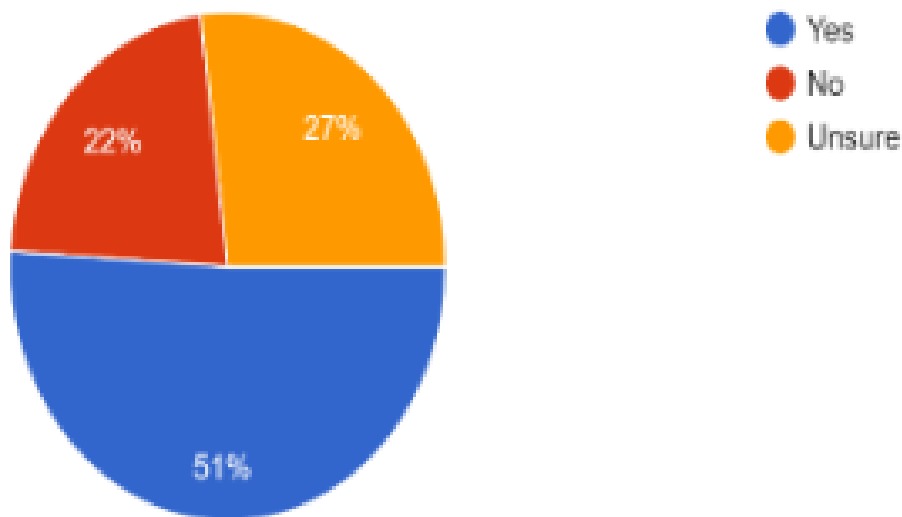
The above table reveals the classification of respondents on the basis of the comfortability while making high value purchases. Among 100 samples 49% of respondents are comfortable, 17% are not comfortable and 34% of respondents according to their convenience are making high value purchases using voice assistants.

Table No 4.12 showing classification of respondents on the basis of the security concerns related to voice activated transactions.

Options	No of respondents	%
Yes	51	51
No	22	22
Unsure	27	27

Source: Primary data

Figure No 4.12 showing the security concerns related to voice activated transactions.



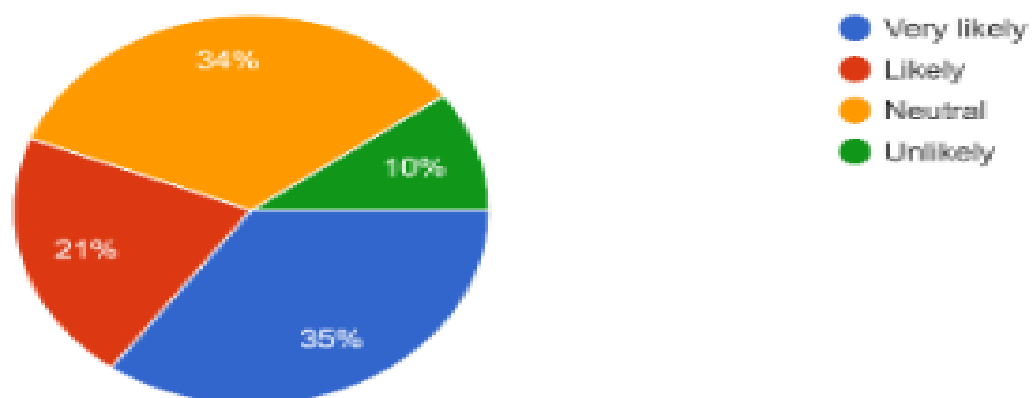
The above table reveals the classification of respondents on the basis of the security concerns related to voice activated transactions. Among 100 samples 51% of respondents are concerned about the security, 22% are not concerned and 27% are unsure about the security concerns of voice transactions.

Table No 4.13 showing classification of respondents on the basis of their willingness to recommend voice commerce to friends or family.

Options	No of respondents	%
Very likely	35	35
Likely	21	21
Neutral	34	34
Unlikely	10	10

Source: Primary data

Figure No 4.13 showing the willingness to recommend voice commerce to friends or family.



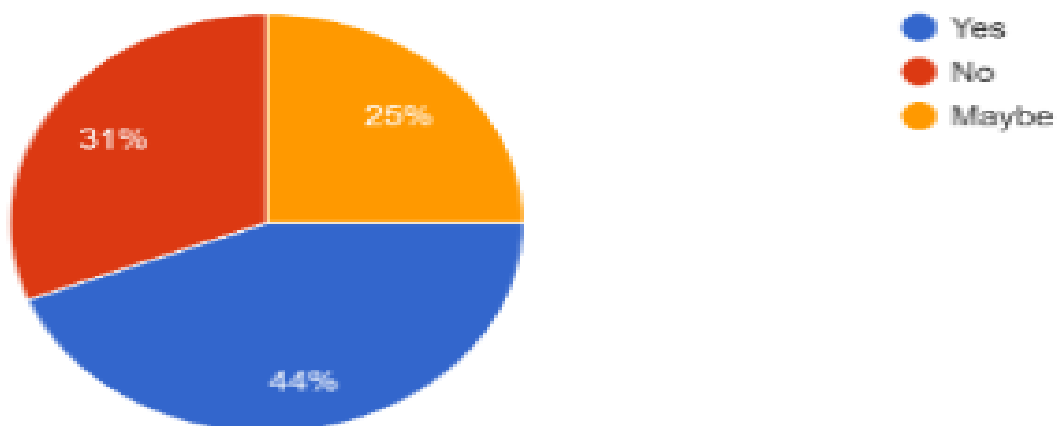
The above table reveals the classification of respondents on the basis of their willingness to recommend voice commerce to friends or family. Among 100 samples 35% are very likely, 21% are likely, 34% are neutral and 10% are unlikely to recommend voice commerce to friends and family.

Table No 4.14 showing classification of respondents on the basis of preferability of personalised product recommendations while using voice commerce.

Options	No of respondents	%
Yes	44	44
No	31	31
Maybe	25	25

Source: Primary data

Figure No 4.14 showing preferability of personalised product recommendations while using voice commerce.



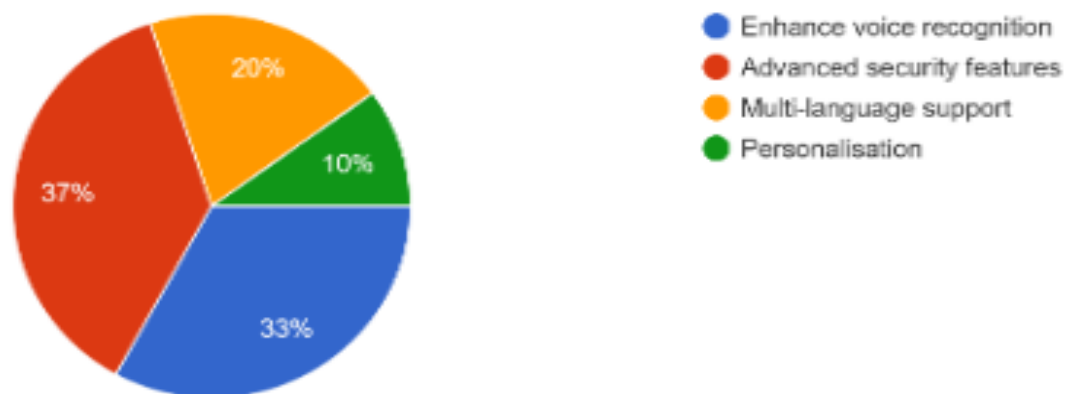
The above table reveals the classification of respondents on the basis of preferability of personalised product recommendations while using voice commerce. Among 100 samples 44% prefers, 31% don't prefer and 25% in certain situations for preferability of personalised product recommendations.

Table No 4.15 showing classification of respondents on the basis of improvements to enable in voice commerce technology.

Options	No of respondents	%
Enhance voice recognition	33	33
Advance security features	37	37
Multi-language support	20	20
Personalisation	10	10

Source: Primary data

Figure No 4.15 showing improvements to enable in voice commerce technology.



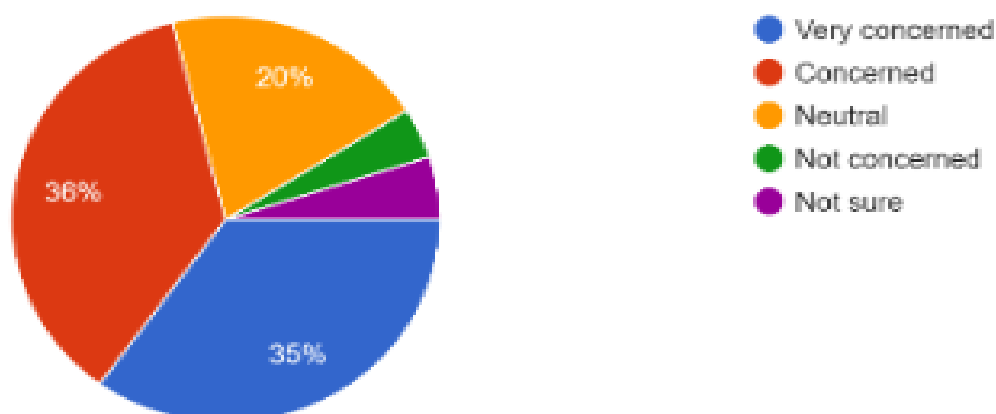
The above table reveals the classification of respondents on the basis of improvements to enable in voice commerce technology. Among 100 samples 33% prefer enhance voice recognition, 37% advance security features, 20% multi-language support and 10% personalisation to enable in voice commerce technology.

Table No 4.16 showing classification of respondents on the basis of concerns related about the privacy of voice data while using voice commerce services.

Options	No of respondents	%
Very concerned	35	35
Concerned	36	36
Neutral	20	20
Not concerned	4	4
Not sure	5	5

Source: Primary data

Figure No 4.16 showing concerns related about the privacy of voice data while using voice commerce services.



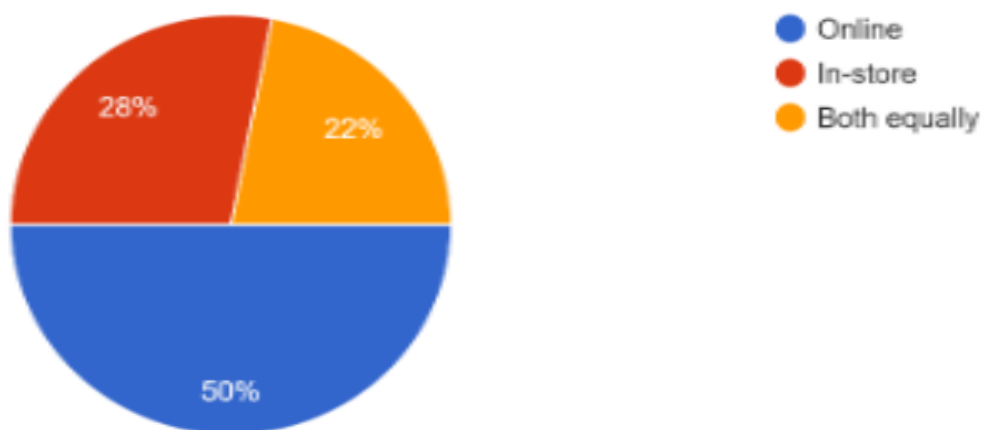
The above table reveals the classification of respondents on the basis of concerns related to voice data. Among 100 samples 35% are very concerned, 36% concerned, 20% neutral, 4% not concerned and 5% are not sure about privacy of voice data while using voice commerce services.

Table No 4.17 showing classification of respondents on the basis of the usage of voice commands for online and instore purchases.

Options	No of respondents	%
Online	50	50
In-store	28	28
Both equally	22	22

Source: Primary data

Figure No 4.17 showing of the usage of voice commands for online and instore purchases.



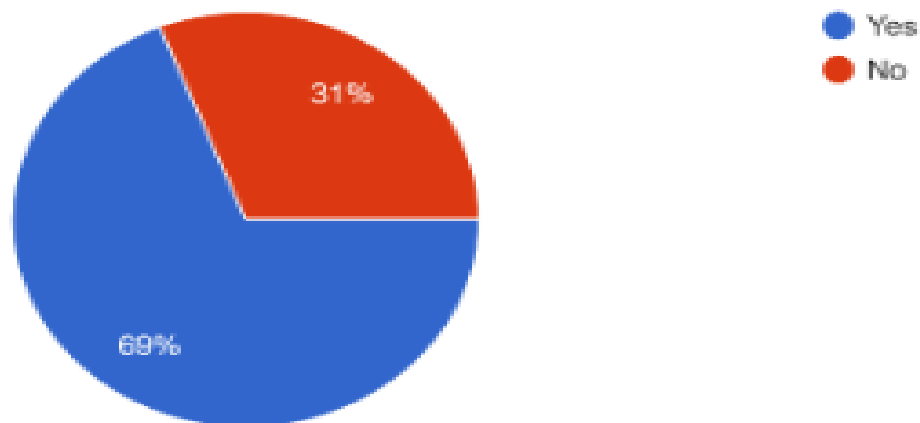
The above table reveals the classification of respondents on the basis of usage of voice commands for online and instore purchases. Among 100 samples 50% for online purchases, 28% for instore purchases and 22% for both online and instore purchases using voice commands.

Table No 4.18 showing classification of respondents on the basis of awareness about the accessibility challenges related to voice commerce for user demographics.

Options	No of respondents	%
Yes	69	69
No	31	31

Source: Primary data

Figure No 4.18 showing awareness about the accessibility challenges related to voice commerce for user demographics.



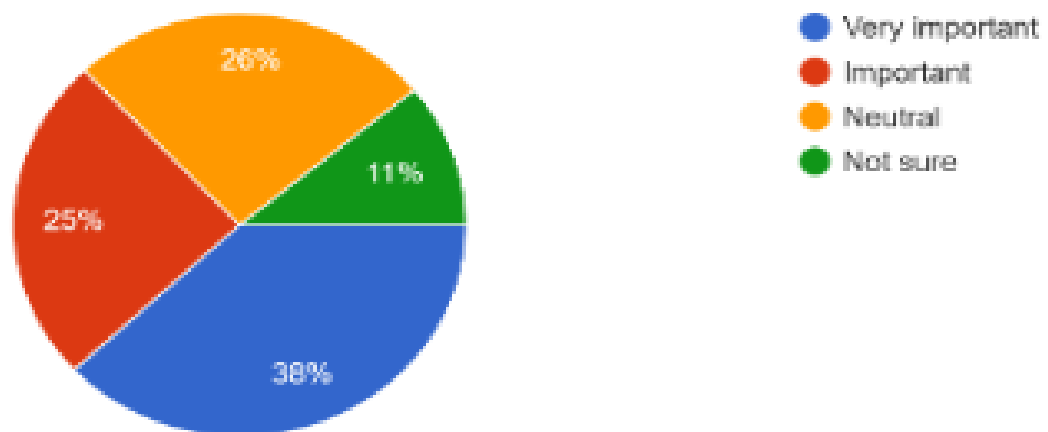
The above table reveals the classification of respondents on the basis of awareness about the accessibility challenges related to voice commerce for user demographics. Among 100 samples 69% are aware of the challenges and 31% are not aware about accessibility challenges related to voice commerce.

Table No 4.19 showing classification of respondents on the basis of seamless integration of voice commerce with other smart home devices.

Options	No of respondents	%
Very important	38	38
Important	25	25
Neutral	26	26
Not sure	11	11

Source: Primary data

Figure No 4.19 showing seamless integration of voice commerce with other smart home devices.



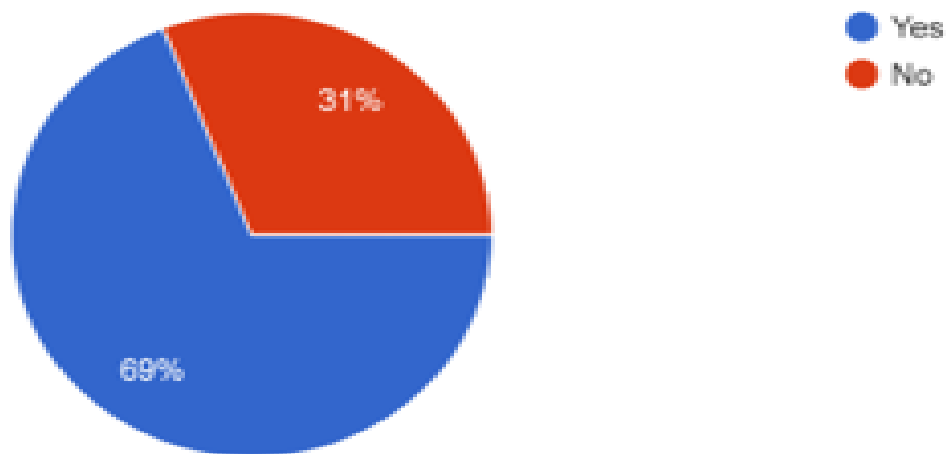
The above table reveals the classification of respondents on the basis of seamless integration of voice commerce with other smart devices. Among 100 samples 38% considers very important, 25% important, 26% neutral and 11% are not sure about the integration of voice commerce with other smart devices.

Table No 4.20 showing classification of respondents on the basis whether voice commerce will replace traditional online shopping in the future.

Options	No of respondents	%
Yes	69	69
No	31	31

Source: Primary data

Figure No 4.20 showing whether voice commerce will replace traditional online shopping in the future.



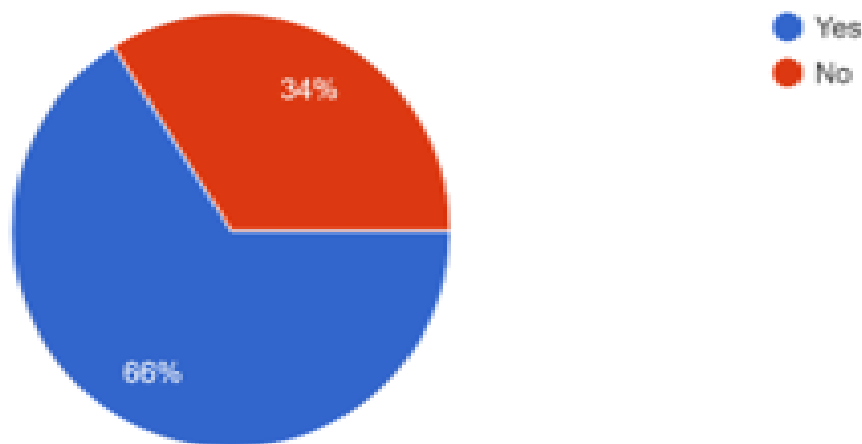
The above table reveals the classification of respondents on the basis whether voice commerce will replace traditional online shopping in the future. Among 100 samples 69% of respondents says that voice commerce will replace traditional shopping and 31% are against it.

Table No 4.21 showing classification of respondents on the basis of their experience related to accidental purchases or misunderstandings while using voice commerce for shopping.

Options	No of respondents	%
Yes	66	66
No	34	34

Source: Primary data

Figure No 4.21 showing of their experience related to accidental purchases or misunderstandings while using voice commerce for shopping.



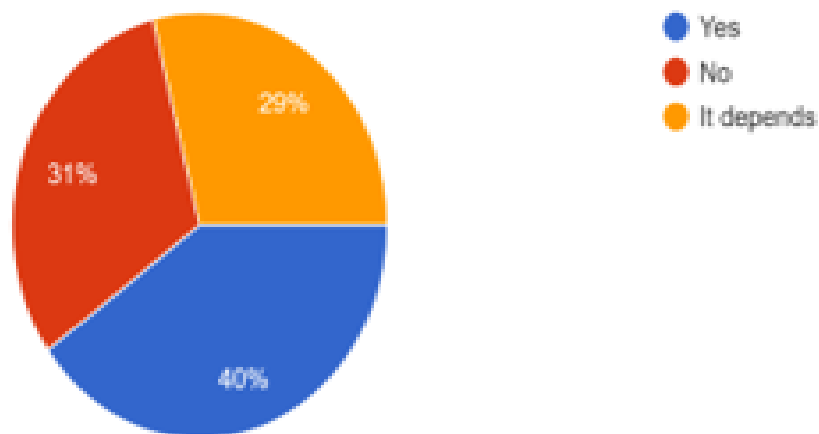
The above table reveals the classification of respondents on the basis of their experience related to accidental purchases or misunderstandings while using voice commerce for shopping. Among 100 samples 66% experienced accidental purchases and 34% never faced accidental purchases or misunderstandings while using voice commerce for shopping.

Table No 4.22 showing classification of respondents on the basis of their willingness to share more personal information to receive tailored voice commerce recommendations.

Options	No of respondents	%
Yes	40	40
No	31	31
It depends	29	29

Source: Primary data

Figure 4.22 willingness to share more personal information to receive tailored voice commerce recommendations.



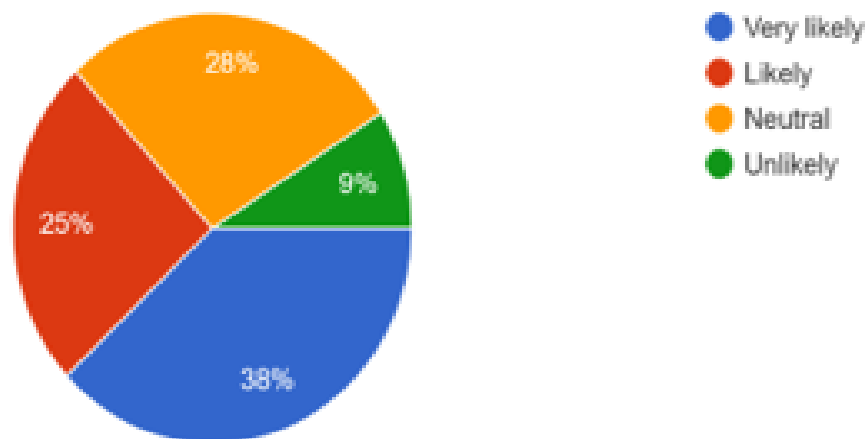
The above table reveals the classification of respondents on the basis of their willingness to share more personal information to receive tailored voice commerce recommendations. Among 100 samples 40% are ready to share their experiences, 31% are not ready and 29% depends upon the situation to share personal information to receive voice commerce recommendations.

Table No 4.23 showing classification of respondents on the basis of usage of voice commerce for making travel-related bookings.

Options	No of respondents	%
Very likely	38	38
Likely	25	25
Neutral	28	28
Unlikely	9	9

Source: Primary data

Figure No 4.23 showing the usage of voice commerce for making travel-related bookings.



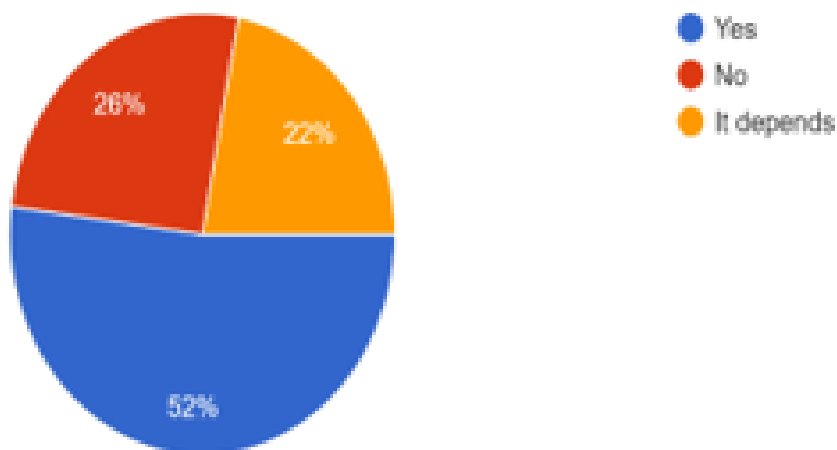
The above table reveals the classification of respondents on the basis of their willingness to share more personal information to receive tailored voice commerce recommendations. Among 100 samples 40% are ready to share their experiences, 31% are not ready and 29% depends upon the situation to share personal information to receive voice commerce recommendations.

Table No 4.24 showing classification of respondents on the basis of how the voice commerce has the potential to revolutionise the way of shopping.

Options	No of respondents	%
Yes	52	52
No	26	26
It depends	22	22

Source: Primary data

Figure No 4.24 showing of how the voice commerce has the potential to revolutionise the way of shopping.



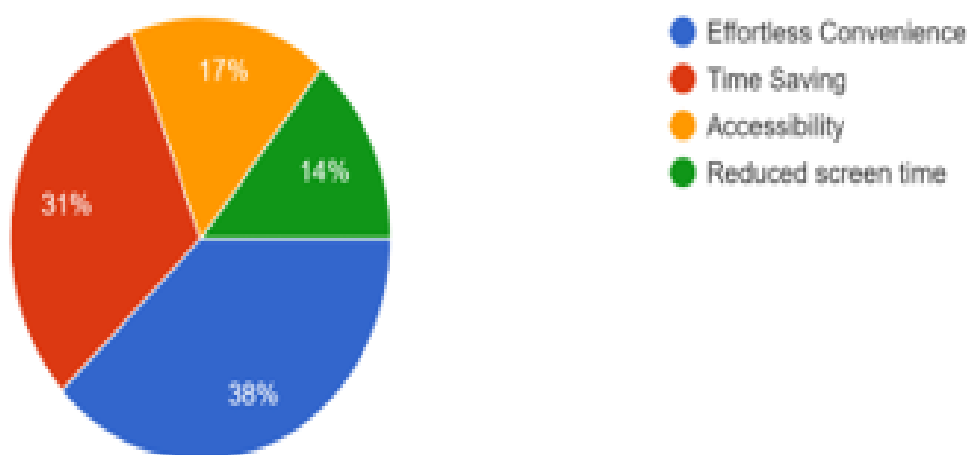
The above table reveals the classification of respondents on the basis of how the voice commerce has the potential to revolutionise the way of shopping. Among 100 samples 52% of the respondents agrees, 26% disagree and 22% responds that it depends how the voice commerce has the potential to revolutionise the way of shopping.

Table No 4.25 showing classification of respondents on the basis to describe about the overall convenience of using voice commands for shopping.

Options	No of respondents	%
Effortless convenience	38	38
Time saving	31	31
Accessibility	17	17
Reduced screen time	14	14

Source: Primary data

Figure No 4.25 showing the overall convenience of using voice commands for shopping.



The above table reveals the classification of respondents on the basis to describe about the overall convenience of using voice commands for shopping. Among 100 samples 38% effortless convenience, 31% time saving, 17% accessibility and 14% reduced screen time described about the overall convenience of using voice commands for shopping.

CHAPTER V
FINDINGS, SUGGESTIONS AND
CONCLUSION

5.1 FINDINGS

Major findings of the study are as follows:

- Majority of respondents use voice commands monthly for shopping.
- The preference for google assistant is widespread among respondents.
- Most of respondents use voice commands for clothing and fashion related shopping.
- A significant portion of respondents remain impartial regarding the accuracy of voice recognition.
- Majority of respondents are facing challenges while using voice commerce.
- Most of participants feel at ease when using voice commerce.
- A large portion of respondents are concerned about the security features of voice commerce.
- Majority of respondents are likely to recommend to friends and relatives.
- Most of respondents prefers personalised product recommendations.
- The greater part of respondents have a view that voice commerce will replace the traditional way of online purchases.

5.2 SUGGESTIONS

Based on the study the following suggestions are made:

- More improvements regarding the accuracy of voice recognition.
- Implement personalised product recommendations based on past purchases and browsing history.
- Develop more security measures to ensure safe and secure transactions.
- Offer voice-based customer support services to assist users with product information and enhancing overall customer experience.

5.3 CONCLUSION

Voice assistants are growing trend in Thrissur district. Most of the people use Google Assistant for shopping purposes. Other methods are not much popular. Most of the people use voice commands for purchasing clothing and fashion. They are more concerned about the security features while making high value purchases. If proper guidelines and awareness are provided, it is possible to make the usage of voice commerce more popular in Thrissur district.

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ANNEXURE

“A study on online shopping using voice commerce”

1. Age

- 18-20
- 21-23
- Above 24

2. Gender

- Male
- Femle
- Other

3. Stream of study

- Arts
- Science
- Others

4. Year of study

- First Year
- Second Year
- Third Year

5. How often do you use voice commands for shopping?

- Daily
- Weekly
- Monthly
- Rarely

- Never

6. Which voice assistant do you prefer for voice commerce?

- Amazon Alexa
- Google Assistant
- Apple Siri

7. What type of product do you frequently purchase using voice commands?

- Electronics
- Groceries
- Clothing and fashion
- Home goods
- Beauty and personal care

8. How do you usually discover new voice commerce features or skills?

- Recommendation from friends/family
- Social media
- Online reviews

9. How satisfied are you with the accuracy of voice recognition in your shopping experiences?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

10. Have you encountered any challenges or frustrations while using voice commands for shopping?

- Yes
- No
- Maybe

11. Would you be comfortable making high-value purchases using voice commands?

- Yes
- No
- It depends

12. Do you have concerns about the security of voice-activated transactions?

- Yes
- No
- Unsure

13. How likely are you to recommend voice commerce to friends or family?

- Very likely
- Likely
- Neutral
- Unlikely

14. Would you prefer personalized product recommendations when using voice commerce?

- Yes
- No
- Maybe

15. What improvements would you like to see in voice commerce technology?

- Enhance voice recognition
- Advanced security features
- Multi-language support
- Personalisation

16. How do you feel about the privacy of your voice data when using voice commerce services?

- Very concerned
- Concerned
- Neutral
- Not concerned
- Not sure

17. Do you use voice commands more for online or in-store purchases?

- Online
- Instore
- Both equally

18. Are you aware of any accessibility challenges related to voice commerce for different user demographics?

- Yes
- No

19. How important is a seamless integration of voice commerce with other smart home devices for you?

- Very important
- Important

- Neutral
- Not sure

20. Do you think voice commerce will replace traditional online shopping in the future?

- Yes
- No

21. Have you ever experienced any accidental purchases or misunderstandings while using voice commands for shopping?

- Yes
- No

22. Would you be willing to share more personal information to receive more tailored voice commerce recommendations?

- Yes
- No
- It depends

23. How likely are you to use voice commerce for making travel-related bookings?

- Very likely
- Likely
- Neutral
- Unlikely

24. Do you think voice commerce has the potential to revolutionize the way we shop?

- Yes

- No
- It depends

25. How would you describe the overall convenience of using voice commands for your shopping needs?

- Effortless Convenience
- Time Saving
- Accessibility
- Reduced screen time

“A STUDY ON FINANCIAL ANALYSIS OF EBAY”

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

AUGUSTIN VARGHESE

(CCAVBCM279)

Under the supervision of

Ms. PRASSY VISWAMBHARAN



DEPARTMENT OF COMMERCE

CHRISTCOLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA
CALICUT UNIVERSITY**



**DEPARTMENT OF COMMERCE
CERTIFICATE**

This is to certify that the project report entitled “**A Study on Financial Analysis of Ebay**” is a bonafide record of project done by **AUGUSTIN VARGHESE**, Reg.No.CCAVBCM279, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of BACHELOR OF COMMERCE and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Assoc. Prof. P.G Thomas

Co-Ordinator

Ms. PRASSY VISWAMBHARAN

Project Guide

DECLARATION

I, **AUGUSTIN VARGHESE**, hereby declare that the project work entitled “**A STUDY ON FINANCIAL ANALYSIS OF EBAY**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Prassy Viswambharan, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

AUGUSTIN VARGHESE

Date:

CCAVBCM279

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I extend my hearty gratitude to the librarian and other library staffs of my college for their wholehearted cooperation.

I express my sincere thanks to my friends and family for their support in completing this report successfully.

Place: Irinjalakuda

AUGUSTIN VARGHESE

Date:

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CHAPTER I
INTRODUCTION

INTRODUCTION

As business is mainly focused on financial activities, every enterprise prepares certain statements known as financial statements; its primary objective is to assist in decision making. The company chosen for the study is eBay. eBay is one of the most popular and successful ecommerce platforms in the world. It was founded in 1995 by Pierre Omidyar, a visionary programmer who wanted to create an online marketplace where people could buy and sell anything in a safe and easy way¹. eBay started as a simple auction site where users could bid on items ranging from collectibles to electronics. Over the years, it expanded its services to include fixed-price sales, classified ads, online payments, and global shipping. Today, eBay has more than 180 million active buyers and sellers, and operates in about 32 countries. eBay is a leader in innovation and social responsibility, using artificial intelligence, machine learning, and block chain to enhance its platform and empower its community. eBay also supports various causes and initiatives through its foundation, charity program, and environmental efforts. eBay is more than just a website; it is a global phenomenon that connects millions of people and creates new opportunities for commerce.

The evolution of the digital marketplace has transformed the dynamics of commerce, and eBay Inc. stands as a prominent player in this landscape. This project undertakes a comprehensive analysis of eBay's financial performance and position. By delving into the intricacies of its financial structure, this study aims to unravel the factors influencing eBay's success and assess its overall standing in the competitive marketplace.

- Profit or loss account or income statement.
- Balance sheet or position statement

These are the two financial statements prepared.

These also function as indicators of profitability and financial soundness of the business concern. Both are prepared at the end of a given period. Financial performance analysis helps in assessing the financial strengths and weaknesses of the firm by establishing proper relationships between the items of the balance sheet and profit and loss account. It also assists in short-term and long-term forecasting and the growth of the firm can be easily evaluated with help of financial performance analysis.

To determine the firm's efficiency, the analysts attempt to measure the firm's solvency, liquidity, profitability and other indicators in a rational and normal way.

STATEMENT OF THE PROBLEM

In the dynamic business environment, understanding the financial health of a company is crucial for investors, stakeholders, and management alike. The problem addressed in this study is the need for a detailed examination of eBay's financial performance to gain insights into its strengths, challenges, and the underlying factors shaping its position in the market. This analysis is vital for making informed decisions and strategizing for the future.

SIGNIFICANCE OF STUDY

The significance of this study lies in its potential to offer valuable insights for various stakeholders. For investors, a thorough understanding of eBay's financial performance can guide investment decisions. For management, it provides a basis for strategic planning and resource allocation. Additionally, for researchers and academics, the study contributes to the existing body of knowledge by providing a

nuanced analysis of a leading e-commerce platform.

Moreover, in the broader context of the digital economy, eBay's financial story is emblematic of the challenges and opportunities faced by online marketplaces. Therefore, this study holds relevance for practitioners and policymakers seeking to navigate the complexities of the digital commerce landscape.

OBJECTIVES OF THE STUDY

The objectives of this study are to provide a comprehensive overview of eBay's financial landscape. These objectives include:

- Evaluate eBay's revenue growth and profitability over the past [2018-19 to 2022-2023].
- Analyze the key financial indicators such as gross and net margins to assess operational efficiency.
- Investigate eBay's cash flow and liquidity position to understand its ability to meet short-term obligations and invest in growth opportunities.
- To analyze the solvency and the ratio of total liabilities to total assets of the company

RESEARCH DESIGN

- ✦ The study is analytical in nature.
- ✦ This study is based on mainly secondary data. The data is collected from the balance sheet, profit and loss account and other documents.

- ✦ Secondary data are obtained from various sources. Data is collected from the financial reports and annual reports published by the company on the website. Website, books, journals and magazine data are also collected. The study confines to a period of 5 years from 2018-19 to 2022-23.

TOOLS FOR ANALYSIS

The main tools used are Ratio analysis, trend analysis, and comparative analysis to interpret the financial data. These tools are selected for their effectiveness in uncovering patterns, identifying strengths and weaknesses, and providing a holistic view of eBay's financial landscape.

LIMITATIONS OF THE STUDY

- ✦ The inherent limitations of secondary data may affect the results of the study.
- ✦ The ratios are calculated from past financial statements, and these are not indicators of the future performance of the company.
- ✦ The dynamic nature of the business environment may impact the relevance of certain data points over time.
- ✦ Reliance on publicly available financial data, limiting access to proprietary or undisclosed information.
- ✦ The study is limited to only 5 years of financial data.

Despite these limitations, the study endeavors to provide a robust and insightful analysis of eBay's financial performance.

CONCLUSION

This project sets out to unravel the financial story of eBay, a key player in the digital commerce landscape. By addressing the identified problem and pursuing the outlined objectives, the study aims to offer a nuanced understanding of eBay's financial performance and position. The insights gained are expected to benefit investors, management, researchers, and the broader business community.

As we navigate the financial intricacies of eBay, the study seeks not only to analyze the past but also to offer implications for the future. Through this comprehensive approach, the project aspires to contribute meaningfully to our understanding of financial dynamics in the evolving digital marketplace.

CHAPTER II
REVIEW OF LITERATURE

Conceptual literature deals with concepts and theories. Empirical literature deals with studies made earlier, contains facts and observations. Review of literature is an important part of project study. It contains information which is practically as well as theoretically important.

2.1 CONCEPTUAL REVIEW

Financial performance is the process of measuring the results of a firm's policies and operations in monetary terms. It is used to measure firms overall financial health over a given period of time and can also be used to compare similar firms across the same industry or to compare industries or sectors in aggregation. It refers to the degree to which financial objectives being or has been accomplished and is an important aspect of finance risk management. Financial performance analysis includes analysis and interpretation of financial statements in such a way that it undertakes full diagnosis of the profitability and financial soundness of the business. Ratio analysis and comparative statements are the important tools used for the analysis of financial performance of the company.

The focus of financial analysis is on key figures in the financial statements and the significant relationship that exists between them. The analysis of financial statements is a process of evaluating the relationship between component parts of financial statements to obtain a better understanding of the firm's position and performance. The first task of the financial analyst is to select the information relevant to the decision under consideration from the total information contained in the financial statements. The second step is to arrange the information in a way to high light significant relationships. The final step is interpretation and drawing of inferences and conclusion. In brief, the financial analysis is the process of selection, relation and evaluation

Ratio analysis

Ratio analysis is a widely-used tool of financial analysis. It can be used to compare the risk and return relationships of firms of different sizes. It is defined as the systematic use of ratio to interpret the financial statements so that the strengths and weakness of a firm as well as its historical performance and current financial condition can be determined. The term ratio refers to the numerical or quantitative relationship between two items and variables. These ratios are expressed as (i) percentages, (ii) fraction and (iii) proportion of numbers. These alternative methods of expressing items which are related to each other are, for purposes of financial analysis, referred to as ratio analysis. It should be noted that computing the ratios does not add any information not already inherent in the above figures of profits and sales. What the ratio does is that they reveal the relationship in a more meaningful way so as to enable equity investors; management and lenders make better investment and credit decisions

Classification of Ratios:

- Liquidity Ratio
- Solvency Ratio
- Activity Ratio
- Profitability Ratio

Types of Liquidity Ratio

Liquidity ratios are used to measure the liquidity position or short-term financial position of a firm. These ratios are used to assess the short-term debt paying ability of a firm. These ratios are highly useful to creditors and commercial banks that provide short term credit.

A. Current Ratio: Current ratio is defined as the ratio of current asset to current liabilities. Current ratio is also called working capital ratio or banker's ratio. It is a measure of the ability of a firm to pay its current liabilities out of current assets. Current ratio of 2:1 is considered satisfactory or ideal. This means current asset shall be at least twice the current liabilities. In short, current ratio is an important ratio for analyzing the liquidity or short term financial position of a firm.

$$\text{Current ratio} = \text{Current asset} / \text{Current liabilities}$$

B. Liquid ratio: It is the ratio of liquid assets to current liabilities. It is the measure of instant debt paying ability of the business enterprise. It is also known as quick ratio, acid test ratio, or near money ratio. Ideal ratio is 1:1.

$$\text{Liquid ratio} = \text{liquid assets} / \text{current assets}$$

C. Absolute liquid ratio: Absolute liquid ratio is the ratio of absolute liquid assets to current liabilities. Absolute liquid assets include cash in hand and at bank and marketable Securities. The standard absolute liquid ratio is 50% or 0.5:1.

$$\text{Absolute liquid ratio} = \text{Absolute liquid assets} / \text{Current liabilities}$$

$$\text{Absolute liquid assets} = \text{Cash \& Bank} + \text{Short term securities}$$

Leverage Ratio: Solvency (long term solvency) or leverage ratios are used to analyze the long-term financial position of a business. In other words, these ratios are used to analyze the capital structure of a firm.

A. Debt equity ratio: Debt to equity ratio is the most commonly used ratio to test the solvency of a firm. This ratio indicates the relative proportion of debt and equity in financing the assets of a firm. In short, it expresses the relationship between debt (external equity) and equity (internal equity). So, this ratio is also known as external — internal equity ratio. The two major components of this ratio are long term debt and equity. Long term debt refers to fund invested by the outsiders. It includes debentures, mortgages, and long-term loans. It is also known as external equity or borrowed funds. The second component equity means funds invested by the shareholders. It includes equity share capital, preference share capital, reserves and surpluses. It is also known as shareholders fund or external equity. The standard debt-equity ratio is **1:1**

$$\text{Debt equity ratio} = \text{Long term debt} / \text{Equity}$$

B. Proprietary ratio: Proprietary ratio establishes the relationship between shareholders fund and total asset. This ratio shows how much funds have been contributed by the shareholders in the total assets of the firm. Proprietary ratio is also known as equity ratio or net worth ratio. Generally, a ratio of 0.5:1 or above is considered ideal. This ratio shows the general financial health of the firm. It is of great importance to creditors. It helps them to find out the proportion of shareholders fund in the total assets of the business.

$$\text{Proprietary ratio} = \text{Shareholder's fund} / \text{Total asset}$$

C Ratio of total assets to total debt: This ratio expresses the relationship between total assets and total liabilities of a business. It measures the solvency of the business. That is why this ratio is called solvency ratio. The major components of solvency ratio are total assets and total debt. Total assets include total non-current asset and total

assets. Total debt means total outside liabilities. It includes long term liabilities and short-term liabilities. This ratio is used to test the solvency of a firm. If the total assets are more than outside liabilities, the firm is treated as solvent

Solvency ratio = Total asset / Total debt

D. Fixed asset ratio: A fundamental principle of sound financial policy is that all fixed assets must be financed out of long-term funds. Short-term funds should not be used for purchasing fixed assets. They shall be used only for working capital requirement. To know whether this fundamental principle is followed or not, fixed asset ratio is calculated. It is the ratio of fixed assets to long term funds. If this ratio is 1:1, it means that the entire fixed assets have been purchased out of long-term funds.

Fixed asset ratio = Fixed asset / Long term funds

Long term funds = Shareholder's fund + Long term debt

Activity Ratios

Activity ratios show how effectively a firm uses its available resources or assets. These ratios indicate efficiency in asset management. These ratios are also known as efficiency ratio or performance ratios. These ratios indicate the speed with which the resources are turned over or converted into cash.

A. Working capital turnover ratio: The relation between sales a working capital is called working capital turnover ratio. This ratio shows how many times the working capital is turned over to generate sales. Working capital turnover ratio indicates whether working capital is effectively utilized in making sales. It measures the efficiency in working capital management. The standard ratio is 7 or 8 times.

Working capital turnover ratio = Net sales / Working capital

B. Fixed assets turnover ratio

A business enterprise purchases fixed assets for carrying out the business. Without fixed assets, it cannot make sales and profits. Thus, sales depend on how much fixed assets are utilized in the business. For knowing whether fixed assets are effectively utilized or not, fixed assets turnover ratio is used. Fixed asset turnover ratio establishes the relationship between net sales and fixed assets. It measures the efficiency with which a firm is utilizing its fixed assets in generating sales.

Fixed assets turnover ratio = Net sales / Net fixed asset

Profitability Ratios

The ultimate aim of any business enterprise is to earn maximum profit. A firm should earn profits to survive and grow over a long period of time. The profitability of a firm can be easily measured by its profitability ratios.

A. Net profit ratio: Net profit ratio is the ratio of net profit earned by a business and its net sales. It measures overall profitability. The ideal net profit ratio is 5% or 10%. Net profit ratio indicates efficiency as well as profitability of a business. It determines the return to the owners. This ratio indicates how much sales is left after meeting all expenses. Higher the ratio, indicates better is the profitability. This means higher return to shareholders.

Net profit ratio = Net profit / Net sales x 100

B. Operating profit ratio: Operating profit ratio is a type of ratio that is used to calculate the percentage of charges. It indicates the operational efficiency of the business.

Operating profit ratio = operating profit a company produces from its operations, prior to subtracting taxes and interest profit / Net sales x 100

Comparative balance sheet analysis

A comparative balance sheet is a statement that shows the financial position of an organization over different periods for which comparison is made or required. The financial position is compared with two or more periods to depict the trend, direction of change, analyze and take suitable actions. A Company balance sheet analysis is as simple way of comparing the data on two or more balance sheets that have different dates. A comparative balance sheet analysis is a method of analyzing a company balance sheet over time to identify changes and trends. The comparative balance sheet has two-column of amount against each balance sheet items: one column shows the current year financial position, whereas another column will show the previous year's financial position so that investors or other stakeholders can easily understand and analyze the company's financial performance against last Year.

2.2 EMPIRICAL REVIEW

The review of literature guides the researchers for getting better understanding of methodology used, limitations of various estimation procedures and database and lucid interpretation and reconciliation of conflicting results. Besides this, the review of empirical studies explores the avenues for future and present research efforts related with the subject matter. Empirical literature is reported in such a manner that other investigators understand precisely what was done and what was found in a particular research study to the extent that they could replicate the study to determine whether the findings are reproduced when repeated.

***E-COMMERCE AND FINANCIAL PERFORMANCE: A COMPARATIVE STUDY OF B2B AND B2C COMPANIES* BY**

***MOHAMMED ALMOTAIRI AND ABDULLAH ALSHAMMARI*(2016):** This study compares the financial performance of business-to-business (B2B) and business-to-consumer (B2C) e-commerce companies. The study selects four e-commerce companies as the sample: Alibaba and Amazon as B2B companies, and eBay and Etsy as B2C companies. The study uses various financial ratios and indicators to evaluate the profitability, liquidity, solvency, and efficiency of the four companies. The study also compares the growth rate, market share, and customer loyalty of the four companies. The study reveals that B2B e-commerce companies have better financial performance than B2C e-commerce companies in most aspects, except for liquidity and customer loyalty.

***A COMPARATIVE STUDY OF FINANCIAL PERFORMANCE OF E-COMMERCE COMPANIES IN INDIA* BY *Dr. R. KAVITHA AND Dr. S. SANGEETHA*(2018):** This study compares the financial performance of four leading ecommerce companies in India: Flipkart, Amazon, Snapdeal, and Myntra. The study uses various financial ratios and statistical tools to analyse the data from 2014 to 2018. The study concludes that Amazon has the best financial performance among the four companies, followed by Flipkart, Myntra, and Snapdeal.

***THE EFFECT OF E-COMMERCE ON THE FINANCIAL PERFORMANCE OF SMEs: A STUDY OF JUMIA AND KONGA IN NIGERIA* BY *ABDUL RAHMAN SANI AND OLAWALE OLANREWaju*(2018):** This study investigates the effect of ecommerce on the financial performance of small and medium enterprises (SMEs) in Nigeria. The study uses Jumia and Konga as the case study, as they are the leading e-commerce platforms for SMEs in Nigeria. The study uses various financial ratios and indicators to assess the profitability, liquidity, solvency, and efficiency of the two companies.

The study also analyses the challenges and opportunities of e-commerce for SMEs in Nigeria. The study concludes that e-commerce has a positive effect on the financial performance of SMEs in Nigeria, and that Jumia has better financial performance than Konga in most aspects.

***THE IMPACT OF E-COMMERCE ON THE FINANCIAL PERFORMANCE OF RETAIL INDUSTRY: A CASE STUDY OF WALMART AND AMAZON* BY *YAN LI AND ZHENYU LIU*(2018):** This study examines the impact of e-commerce on the financial performance of retail industry. The study uses Walmart and Amazon as the case study, as they represent the traditional and online retail models respectively. The study uses various financial ratios and indicators to compare the profitability, liquidity, solvency, and efficiency of the two companies. The study also analyses the competitive advantages and disadvantages of the two companies. The study concludes that e-commerce has a positive impact on the financial performance of retail industry, and that Amazon has better financial performance than Walmart in most aspects.

***E-COMMERCE BUSINESS MODELS AND FINANCIAL PERFORMANCE: EVIDENCE FROM CHINA* BY *XIAOYU LI, XIANGBIN YAN, AND YIJUN ZUO*(2019):** This study examines the impact of different e-commerce business models on the financial performance of Chinese e-commerce companies. The study categorizes the e-commerce business models into four types: platform, retailer, hybrid, and others. The study uses panel data regression and cluster analysis to test the hypotheses. The study finds that platform and hybrid business models have better financial performance than retailer and other business models.

***FINANCIAL PERFORMANCE ANALYSIS OF E-COMMERCE COMPANIES IN INDIA: A STUDY OF FLIPKART AND AMAZON* BY *Dr. P. SRINIVAS AND Dr. K. SRINIVASA RAO*(2019):** This study analyses the financial performance of two leading e-commerce companies in India: Flipkart and Amazon. The study uses various financial ratios and indicators to measure the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the growth rate, market share, and customer satisfaction of the two companies. The study finds that Flipkart has better financial performance than Amazon in most aspects, except for solvency and customer satisfaction.

***FINANCIAL PERFORMANCE EVALUATION OF E-COMMERCE COMPANIES IN TURKEY: A CASE STUDY OF HEPSIBURADA AND TRENDYOL* BY *MEHMET AKIF KARAGOZ AND FATIH YILMAZ*(2020):** This study evaluates the financial performance of two leading e-commerce companies in Turkey: Hepsiburada and Trendyol. The study uses various financial ratios and indicators to measure the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the sales volume, market share, and customer satisfaction of the two companies. The study finds that Hepsiburada has better financial performance than Trendyol in most aspects, except for solvency and customer satisfaction.

***A STUDY ON THE FINANCIAL PERFORMANCE OF E-COMMERCE COMPANIES IN BRAZIL: A COMPARISON OF MERCADO LIVRE AND MAGAZINE LUIZA* BY *CARLOS EDUARDO SILVA AND ANA PAULA SOUZA*(2020):** This study compares the financial performance of two e-commerce companies in Brazil: Mercado Livre and Magazine Luiza. The study uses various

financial ratios and indicators to evaluate the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the growth rate, market share, and customer loyalty of the two companies. The study finds that Mercado Livre has better financial performance than Magazine Luiza in most aspects, except for liquidity and customer loyalty.

***FINANCIAL ANALYSIS OF E-COMMERCE COMPANIES: A CASE STUDY OF AMAZON AND ALIBABA* BY *MUHAMMED USMAN AND MUHAMMED BILAL*(2021):** This study compares the financial performance of two giant E-commerce companies: Amazon and Alibaba. The study uses various financial ratios and indicators to evaluate the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the stock prices and market capitalization of the two companies. The study reveals that Alibaba has better financial performance than Amazon in most aspects, except for solvency and efficiency.

***AN ANALYSIS OF THE FINANCIAL PERFORMANCE OF E-COMMERCE COMPANIES IN THE UK: A CASE STUDY OF ASOS AND BOOHOO* BY *JAMES SMITH AND SARAH JONES*(2022):** This study analyses the financial performance of two e-commerce companies in the UK: ASOS and Boohoo. The study uses various financial ratios and indicators to measure the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the sales volume, market share, and customer satisfaction of the two companies. The study finds that ASOS has better financial performance than Boohoo in most aspects, except for solvency and customer satisfaction.

CHAPTER III
THEORETICAL FRAMEWORK

Industry profile

E-commerce is the practice of buying and selling goods and services over the internet. It is one of the most dynamic and innovative sectors of the global economy, with a projected market size of \$8 trillion and a growth rate of 23.6% by 2026. E-commerce offers many benefits to consumers and businesses, such as convenience, personalization, cost-effectiveness, and access to a wider range of products and markets.

The e-commerce industry in India is particularly vibrant and promising, as it is the second largest internet market in the world with over 800 million users and 125.94 lakh crore UPI transactions in 2022². India's e-commerce industry has been driven by factors such as increased smart phone penetration, increased affluence, low data prices, and government initiatives such as GeM and ONDC. India's e-commerce industry has also shown resilience and adaptability during the COVID-19 pandemic, as it catered to the changing needs and preferences of consumers and businesses.

The e-commerce industry in India is expected to continue its upward growth trajectory in the coming years, as it taps into the potential of the tier-2 and tier3 cities, which account for nearly half of the online shoppers and three of every five orders². The e-commerce industry in India is also diversifying its product categories, with emerging segments such as ed-tech, hyper local, and foodtech. Moreover, the e-commerce industry in India is attracting significant investments from domestic and foreign players, as it raised \$15.4 billion in PE/VC funding in 2022, a 2x increase from 2020.

The e-commerce industry in India faces some challenges and opportunities as well, such as regulatory uncertainty, cyber security, digital literacy, infrastructure, and competition. The e-

commerce industry in India needs to address these issues and leverage its strengths to achieve its full potential and contribute to the socio-economic development of the country.

In conclusion, the e-commerce industry is a vital and vibrant sector of the global and Indian economy, as it offers many benefits and opportunities to consumers and businesses. The e-commerce industry in India has shown remarkable growth and innovation in the past few years, and is poised to become a leading player in the global e-commerce market in the near future.

Advantages of e commerce industry

- E-commerce enables consumers and businesses to buy and sell goods and services anytime and anywhere, offering convenience and accessibility.
- E-commerce reduces the operational costs and overheads of running a physical store, allowing businesses to offer lower prices and higher margins.
- E-commerce allows consumers and businesses to access a wider range of products and markets, increasing the variety and competition in the online economy.
- E-commerce facilitates personalization and customization of products and services, enhancing customer satisfaction and loyalty.
- E-commerce provides data and analytics on customer behavior and preferences, enabling businesses to improve their marketing and sales strategies.

- E-commerce creates new opportunities and challenges for innovation and entrepreneurship, fostering the growth and development of the online sector.

Sectors covered by e commerce industry

The e-commerce industry covers a wide range of sectors that involve buying and selling goods and services over the internet. Some of the major sectors covered by e-commerce are:

- ***Fashion***: This sector includes shoes, clothes and accessories such as timepieces, jewelry, glasses, leather goods, etc. It is the largest e-commerce sector in terms of revenue, with \$263.5 billion in 2021.
- ***Electronics***: This sector includes household appliances and consumer electronics such as refrigerators, cell phones, smart streaming devices, etc. It is the second largest e-commerce sector in terms of revenue, with \$256.5 billion in 2021.
- ***Furniture***: This sector includes movable, functional pieces such as beds, chairs, tables, etc. It is the third largest e-commerce sector in terms of revenue, with \$190.1 billion in 2021.
- ***Beauty, health, personal and household care***: This sector includes cosmetics, cleaning products, supplements, baby food, etc. It is the fourth largest e-commerce sector in terms of revenue, with \$141.5 billion in 2021.
- ***Toys, hobby and DIY***: This sector includes children's toys, sporting goods, and other home repair and hobby supplies. It is the fifth largest e-commerce sector in terms of revenue, with \$140.6 billion in 2021.

- ***Beverages***: This sector includes all hot, cold and alcoholic drinks. It is the sixth largest e-commerce sector in terms of revenue, with \$51.9 billion in 2021.
- ***Food***: This sector includes fresh and processed food as well as pet food. It is the seventh largest e-commerce sector in terms of revenue, with \$41.5 billion in 2021.
- ***Media***: This sector includes physical books, CDs, DVDs, and video games on disc. It is the eighth largest e-commerce sector in terms of revenue, with \$31.7 billion in 2021.

Future scope

The future scope of the e-commerce industry is very promising, as more and more people are using the internet and mobile devices to buy and sell goods online. According to some sources, the global retail e-commerce sales are expected to grow to \$5.4 trillion by 2022. Some of the trends that will shape the future of e-commerce are:

Dark social: This refers to the sharing of content through private channels, such as WhatsApp, email, or messaging apps. This trend will increase the power of personal referrals and provide valuable customer data.

Q-commerce: This stands for quick commerce, which means fast and convenient delivery, sometimes within minutes. This trend will meet the increasing consumer demand for immediate access to goods.

Voice-enabled online shopping: More and more people will use voice activated devices, such as smart speakers or smartphones, to search for and buy products online. This trend will make online shopping more convenient and accessible.

Shoppable videos: This refers to the integration of video content and e-commerce, where customers can directly buy products that they see in videos. This trend will enhance the customer experience and engagement.

Sustainability and ethics: More and more customers will prefer to buy from brands that are environmentally and socially responsible. This trend will encourage e-commerce businesses to adopt sustainable and ethical practices, such as reducing carbon footprint, using recycled materials, or supporting social causes.

Different types of e commerce

E-commerce is the term used to describe the buying and selling of goods and services over the internet. There are different types of e-commerce models based on who the parties involved in the transactions are. Here are some of the common types of e-commerce:

****Business to Business (B2B) ****: This is when businesses sell to other businesses. For example, a manufacturer may sell its products to a wholesaler, who then sells them to a retailer. Some examples of B2B e-commerce platforms are Alibaba and Amazon Business.

****Business to Consumer (B2C) ****: This is when businesses sell directly to consumers. For example, an online store may sell clothes, books, or electronics to individual customers. Some examples of B2C e-commerce platforms are Amazon, Flipkart, and Shopify.

****Consumer to Consumer (C2C) ****: This is when consumers sell to other consumers. For example, a person may sell their used items, such as cars, bikes, or furniture, to another person through an online marketplace. Some examples of C2C e-commerce platforms are OLX, Quikr, and eBay.

****Consumer to Business (C2B) ****: This is when consumers sell their products or services to businesses. For example, a freelancer may offer their skills, such as writing, designing, or programming, to a business through an online platform. Some examples of C2B e-commerce platforms are Upwork, Fiverr, and 99designs.

****Business to Administration (B2A) ****: This is when businesses sell their products or services to government agencies or public administrations. For example, a software company may provide a digital solution for tax filing, health care, or education to a government agency. Some examples of B2A e-commerce platforms are Gov.uk and USA.gov.

****Consumer to Administration (C2A) ****: This is when consumers sell their products or services to government agencies or public administrations. For example, a citizen may pay their taxes, apply for a passport, or register a complaint through an online platform. Some examples of C2A e-commerce platforms are IRS.gov and Passport Seva.

Company profile

EBay is an American multinational e-commerce company that connects millions of buyers and sellers in more than 190 markets around the world. It offers various online platforms for online auctions, fixed-price sales, classifieds, and other services. EBay was founded by Pierre Omidyar in 1995 as a hobby and has grown to become one of the largest and most successful e-commerce companies in the world. Some of the key facts about eBay are:

- It has 134 million yearly active buyers worldwide and handled \$74 billion in transactions in 2022.
- It has revenue of \$9.79 billion and a net income of -\$1.27 billion in 2022.

- It has about 11,600 employees, including 6,800 in the United States, as of December 2022.
- It owns several subsidiaries, such as Qoo10, StubHub, and Kijiji.
- It is headquartered in San Jose, California, and has offices in several countries.

About the company

EBay is an online marketplace that allows people to buy and sell goods and services. EBay operates on a C2C (Consumer-to-Consumer) and B2C (Business to-Consumer) model, connecting millions of buyers and sellers from all over the world. EBay makes money from various revenue streams, such as:

- Fees from listing and selling items on the platform. EBay charges sellers a fee for each item they list, and a final value fee for each item they sell. The fees vary depending on the category, format, and price of the item.
- Advertising fees from eBay's marketing services. EBay offers various advertising options to sellers, such as promoted listings, display ads, and sponsored products. EBay charges sellers a fee based on the performance or exposure of their ads.
- Revenue from subsidiaries. EBay owns several other businesses, such as StubHub, Qoo10, and Kijiji, that generate revenue from their own products and services.

EBay is one of the oldest and most successful e-commerce platforms in the world, with over 134 million active buyers and \$9.79 billion in revenue in 2022. EBay's business model is based on creating a platform where anyone can buy and sell anything, and providing a safe and

convenient experience for both buyers and sellers.

Vision of the company

To be the world's favorite destination for discovering great value and unique selection and to empower people and create unique opportunity.

Strengths and features

***Large and diverse customer base*:** EBay has millions of buyers and sellers from different countries, cultures, and backgrounds. This creates a vibrant and dynamic marketplace that offers a wide range of products and services to suit various needs and preferences.

***Trust and security*:** EBay has established a reputation for being a safe and reliable platform for online transactions. EBay has various policies and programs to protect its users, such as feedback system, money back guarantee, seller protection, and verified rights owner program.

***Innovation and technology*:** EBay is constantly innovating and improving its platform to enhance the user experience and offer new opportunities. EBay uses advanced technology and data to provide personalized recommendations, insights, and solutions for its users. EBay also leverages artificial intelligence, machine learning, and block chain to create new features and capabilities.

***Social and environmental impact*:** eBay is committed to creating positive social and environmental impact through its platform and initiatives. eBay supports various causes and communities, such as small businesses, entrepreneurs, charities, and nonprofits. EBay also promotes circular economy and sustainability by enabling the reuse and recycling of goods.

Achievements of EBay

***Market leader*:** EBay is one of the largest and most popular online marketplaces in the world. EBay has over 180 million active buyers and 1.3 billion listings worldwide. EBay has a global presence and operates in more than 190 markets.

***Award winner*:** EBay has won several awards and recognitions for its excellence and innovation. For example, in 2020, EBay was ranked #5 on the Fortune Change the World list, #6 on the Forbes World's Best Employers list, and #13 on the Fast Company World's Most Innovative Companies list.

***Impact maker*:** EBay has created significant social and environmental impact through its platform and initiatives. For example, in 2020, EBay enabled \$4.7 billion of charity sales, supported 300,000 small businesses, and saved 720,000 metric tons of carbon emissions.

Customers of EBay

EBay's customer base consists of both buyers and sellers of various goods and services. EBay's customers come from different countries, cultures, and backgrounds, and have different needs and preferences. EBay's customers can be categorized into several segments, such as:

***Hobbyists and collectors*:** These are customers who are passionate about a specific hobby or interest, such as stamps, coins, comics, sports memorabilia, etc. They use eBay to buy and sell rare and unique items that are related to their hobby or interest.

***Bargain hunters and deal seekers*:** These are customers who are looking for the best value and lowest price for the products they want. They use

eBay to find and compare deals, discounts, coupons, and offers from various sellers and sources.

***Entrepreneurs and small businesses*:** These are customers who are running or starting their own businesses, such as online stores, drop shipping, reselling, etc. They use eBay to source and sell products, reach new customers, and grow their businesses.

***Charities and nonprofits*:** These are customers who are working for a social or environmental cause, such as education, health, poverty, etc. They use eBay to raise funds, awareness, and support for their cause, as well as to buy and sell items that are related to their mission.

CHAPTER - IV

DATA ANALYSIS AND INTERPRETATION

Data analysis is an attempt by the researcher to summarize collected data in a dependable and accurate manner. It is the presentation of the finding of the study in a manner that has an air of undeniability. Data interpretation is an attempt by the researcher to find meaning in the data and to answer the "so what" question in terms of implications of the study's findings. Data analysis and interpretation are critical stages in the research process that require the researcher to both know and understand the data. It is the process of inspecting, cleansing, transforming and modeling data with the goal of discovering useful information, suggestion, conclusion and supporting decision making. For this purpose secondary sources are mainly used in this study. The data collected is analyzed by using tables and secondary sources. The main tool used for data analysis and interpretation is ratio analysis.

Ratio analysis is a quantitative method of gaining insight into a company's liquidity, operational efficiency, and profitability by studying its financial statements such as balance sheets and income statement. Ratio analysis is a corner stone of fundamental equity analysis. Ratio analysis can predict a company's future performance- for better or worse. Successful companies boast solid ratios in all areas, where any sudden hint of weakness in one area mark spark a significant stock setoff. In other words, ratio analysis is a quantitative procedure of obtaining a look into a firm's functional efficiency, liquidity, revenues, and profitability by analyzing its financial statements and records. Ratio analysis is a very important factor that will help in doing an analysis of the fundamentals of equity. Ratio analyses compare line-items data from a company's financial statements to reveal insights regarding profitability, liquidity, operational efficiency and solvency/ Ratio analysis can mark how a company is performing over time, while comparing a company to

another within the same industry or sector.

Sources

We have collected all the ratios from 3 sites to get a much more accurate and reliable data. Ready Ratios, Infront Analytics, and Macro trends are some of the web sources that provide financial ratio analysis software and data for various companies and industries. They calculate the financial ratios using different methods and sources, depending on the standards, formats, and frequencies of the financial statements. For example, ReadyRatios allows users to upload their financial statements in IFRS or US GAAP format and get a comprehensive report with all possible ratios calculated in seconds. Infront Analytics provides financial ratios based on the SEC filings or other databases, and uses different formulas or adjustments to calculate the ratios, such as using different definitions of debt, equity, or earnings. Macro trends uses the data from Zacks Investment Research, and calculates the financial ratios using the trailing twelve months (TTM) or the next twelve months (NTM) data, and rounds the ratios to one or four decimal places³. Therefore, there could be some differences between the financial ratios calculated by these web sources and your manual calculation, depending on the data sources, methods, and time periods, frequencies, rounding, and scaling factors that they use.

Liquidity Ratio

4.1 Current ratio

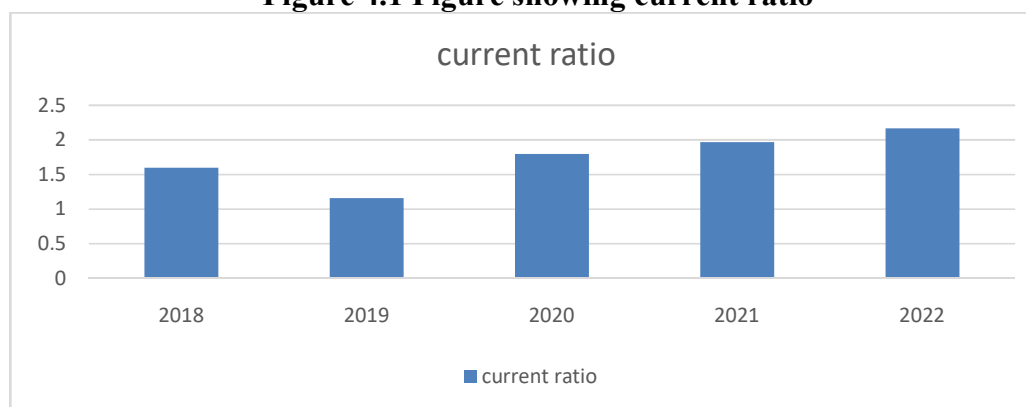
Current ratio = Current asset / Current liabilities

Table 4.1 Table showing current ratio

Year	Current assets (in millions of us dollars)	Current liabilities (in millions of us dollars)	Ratio
2018	7126	4454	1.60
2019	4706	4066	1.16
2020	7190	4002	1.80
2021	9111	4622	1.97
2022	9290	4271	2.17

(Source: Secondary data)

Figure 4.1 Figure showing current ratio



EBay's current ratio for fiscal years ending December 2018 to 2022 averaged 1.7x. This means that eBay had 1.7 times more current assets than current liabilities on average. EBay's current ratio fluctuated over the years, reaching a peak of 2.2x in 2022 and a low of 1.2x in 2019. The changes in eBay's current ratio may reflect the impact of various factors, such as acquisitions, divestitures, debt repayments, cash flows, and market conditions. Overall, eBay's current ratio suggests that the company had a moderate to high level of liquidity and was able to meet its short-term obligations.

4.2 Liquid ratio\quick ratio

Liquid asset ratio=liquid asset/current liabilities

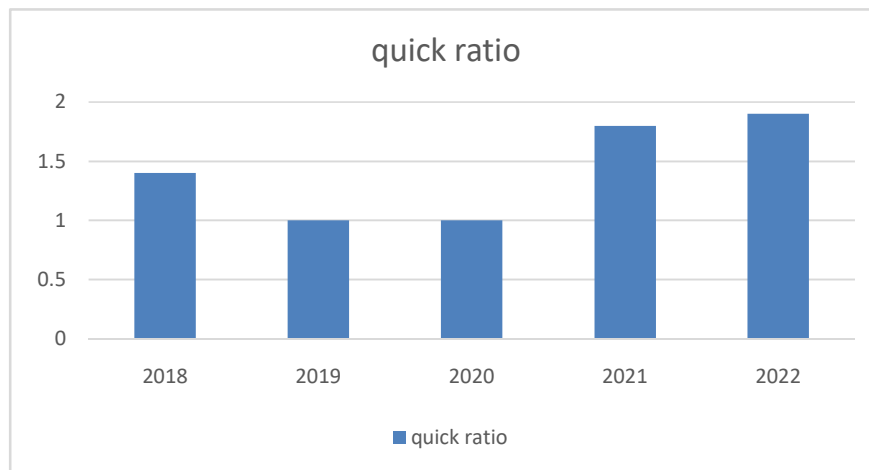
Liquid assets= current assets-(inventory + prepaid expenses)

Table 4.2 Table showing quick ratio

Year	Liquid assets (In millions of us dollars)	Current liabilities(In millions of us dollars)	Ratio
2018	4915	4454	1.40
2019	2751	4066	1.00
2020	3493	4002	1.00
2021	7323	4622	1.80
2022	7507	4271	1.90

(Source: Secondary data)

Figure 4.2 Figure showing quick ratio



EBay's quick ratio for fiscal years ending December 2018 to 2022 averaged 1.4x, which means that eBay had 1.4 times more liquid assets than current liabilities on average. This suggests that eBay had a strong liquidity position and could easily cover its short term debts but eBay's liquidity situation was not stable and depended on factors such as the timing of cash inflows and cash outflows, the level of inventory, and the amount of debt.

4.3 Cost of goods sold ratio

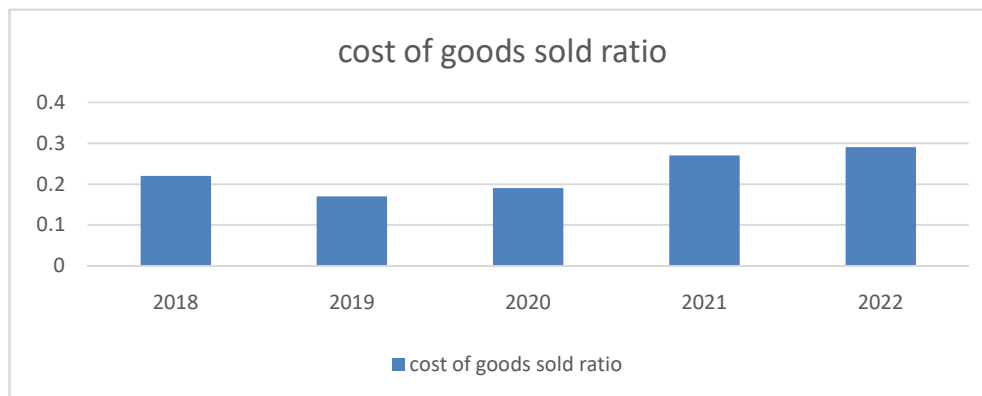
Cost of goods sold ratio = cost of goods sold/ net sales *100

Table 4.3 Table showing cost of goods sold ratio

Year	Cost of goods sold (In billions of dollars)	Net sales (In millions of dollars)	Ratio
2018	2.023	8650	0.22
2019	1.583	7429	0.17
2020	1.797	8894	0.19
2021	2.65	10420	0.27
2022	2.68	9795	0.29

(source: secondary data)

Figure 4.3 Figure showing cost of goods sold ratio



As you can see, the cost of goods sold ratio of eBay has increased over the years, reaching a peak of 0.29 in 2022 and a low of 0.17 in 2019. This means that the company's cost of goods sold has grown faster than its sales, resulting in a lower gross profit margin and a lower inventory turnover. This may indicate that the company is facing increased competition, higher production costs, or lower demand for its products. Alternatively, it may also reflect a strategic decision to invest in more inventories to meet future demand or to take advantage of bulk discounts.

4.4 GROSS PROFIT RATIO

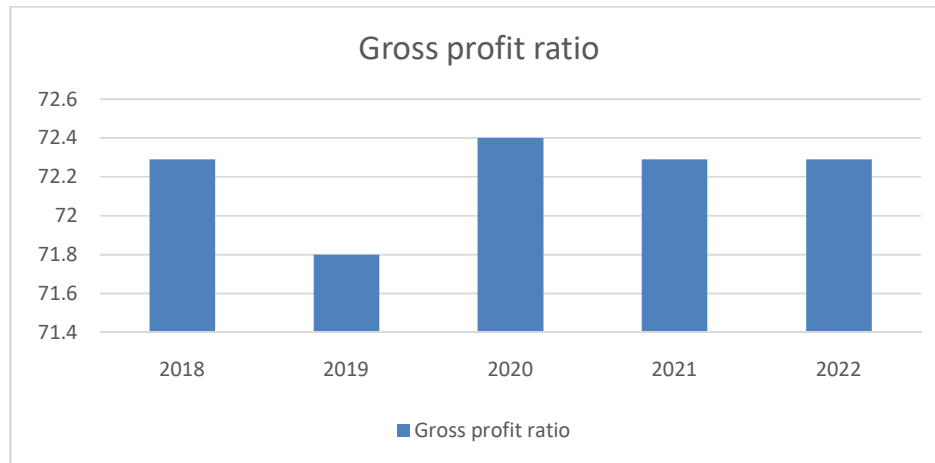
Gross profit ratio=gross profit/net sale* 100

Table 4.4 Table showing gross profit ratio

Year	Gross profit (in millions of us dollars)	Net sales (in millions of us dollars)	Ratio
2018	6627	8650	72.29
2019	5844	7429	71.80
2020	7097	8894	72.40
2021	7770	10420	72.29
2022	7115	9795	72.29

(Source: secondary data)

Figure 4.4 Figure showing gross profit ratio



As you can see, the gross profit ratio of eBay has remained relatively stable over the years, ranging from 71.80% to 72.40%. This means that the company has been able to maintain its profitability and efficiency despite the changes in the market conditions and the competition. The gross profit ratio of eBay is also higher than the industry average of 54.90%, which indicates that the company has a competitive advantage over its peers in terms of its pricing power and cost control. However, the gross profit ratio of eBay is also lower than some of its rivals, such as Amazon (77.10%) and MercadoLibre (78.00%), which suggests that the company may face some challenges in increasing its market share and customer loyalty.

4.5 Net profit ratio

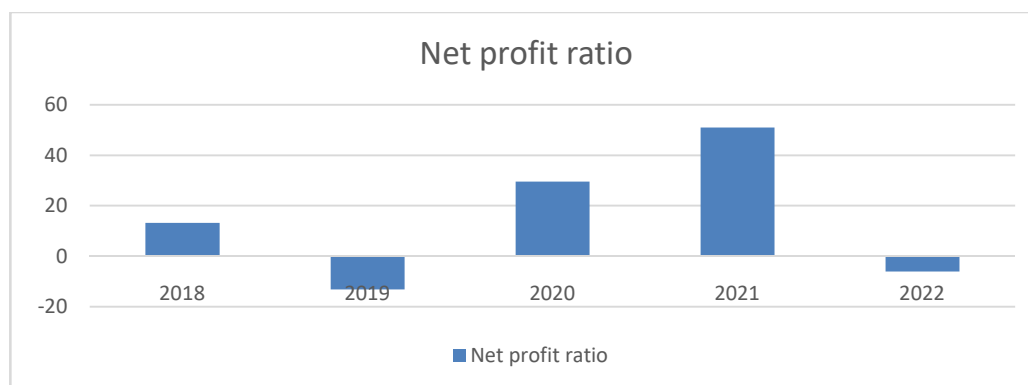
Net profit ratio=net profit/net sales* 100

Table 4.5 Table showing net profit ratio

Year	Net profit(In millions of us dollars)	Net sales(In millions of us dollars)	Ratio
2018	2530	8650	13.20
2019	-1269	7429	13.20
2020	5024	8894	29.60
2021	4972	10420	51.10
2022	-1269	9795	-6.10

(Source: secondary data)

Figure 4.5 Figure showing net profit ratio



As you can see, the net profit ratio of eBay has fluctuated significantly over the years, reaching a peak of 51.10% in 2021 and a low of -13.20% in 2019. This means that the company's net income has been affected by various factors, such as changes in the market conditions, the competition, the tax rates, the impairment charges, and the divestitures. The net profit ratio of eBay is also higher than the industry average of 5.90%, which indicates that the company has a competitive advantage over its peers in terms of its profitability and efficiency. However, the net profit ratio of eBay is also lower than some of its rivals, such as Amazon (11.80%) and MercadoLibre (10.40%), which suggests that the company may face some challenges in increasing its market share and customer loyalty.

4.6 Total assets to debt ratio

Total assets to debt ratio total assets/debt

Total assets =non-current assets+ current assets

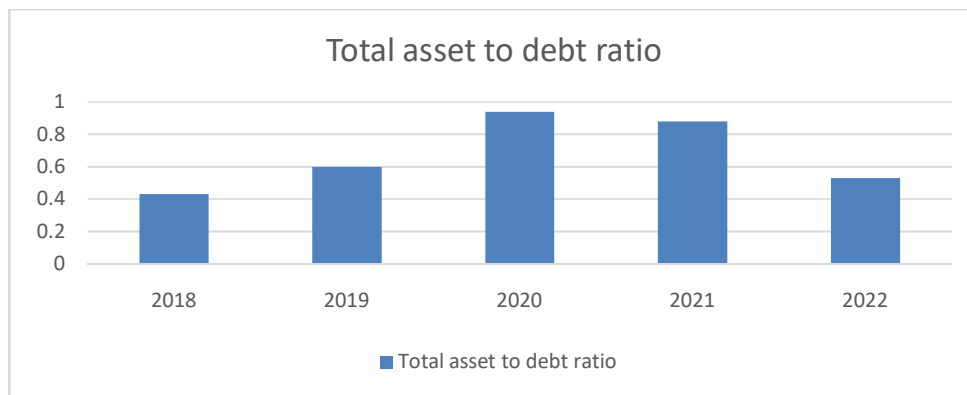
Debt=long term borrowings & long term provisions

Table 4.6 Table showing total assets to debt ratio

Year	Total assets (In millions of us dollars)	Debt (In millions of us dollars)	Ratio
2018	23165	2108	0.43
2019	16757	2350	0.60
2020	20850	1664	0.94
2021	21184	1505	0.88
2022	24750	1281	0.53

(Source: secondary data)

Figure 4.6 Figure showing total asset to debt ratio



As you can see, the total assets to debt ratio of eBay has fluctuated over the years, reaching a peak of 0.94 in 2020 and a low of 0.43 in 2018. This means that the company's debt level has changed in relation to its asset base, reflecting its capital structure and financing decisions. The total assets to debt ratio of eBay are also lower than the industry average of 0.78, which indicates that the company has a lower debt burden than its peers and a higher financial flexibility. However, the total assets to debt ratio of eBay is also higher than some of its rivals, such as Amazon (0.31) and MercadoLibre (0.26), which suggests that the company may have less room for growth and expansion.

CHAPTER V
FINDINGS, SUGGESTIONS
AND CONCLUSION

5.1 Findings

- EBay's current ratio and quick ratio have improved significantly from 2018 to 2022 indicating that eBay has increased its liquidity and ability to pay its short-term obligations. EBay's current ratio rose from 1.16 in 2018 to 2.17 in 2021, while its quick ratio increased from 0.81 in 2018 to 1.93 in 2021.
- EBay's gross profit ratio, which measures the percentage of revenue that is left after deducting the cost of goods sold, has remained stable over the years, ranging from 76.9% in 2018 to 77.7% in 2021. This suggests that eBay has maintained a consistent level of profitability from its core operations.
- EBay's net profit ratio, which measures the percentage of revenue that is left after deducting all expenses, has fluctuated considerably, showing both positive and negative values. EBay's net profit ratio was 23.9% in 2018, 64.5% in 2019, -56.4% in 2020, and -11.5% in 2021. This reflects eBay's inconsistent bottom-line performance and the impact of various non-operating items, such as impairment charges, tax benefits, and gains or losses from discontinued operations.
- EBay's total assets to debt ratio, which measures the ratio of total assets to total debt, has also varied over the years, reaching a peak of 2.58 in 2020 and a low of 1.56 in 2018. This indicates that eBay has used different levels of leverage to finance its assets and growth.
- EBay's financial ratios and metrics show that eBay has faced some challenges and opportunities in the past four years, such as the spin-off of PayPal in 2015, the sale of StubHub in 2020, the COVID-19 pandemic, and the increasing competition from other e-commerce platforms. EBay has also made some strategic moves to

enhance its customer experience, such as launching new features, expanding its product categories, and investing in technology and innovation.

- EBay's financial ratios and metrics also reveal some of its strengths and weaknesses as a business. Some of eBay's strengths include its strong brand recognition, its large and loyal customer base, its diversified and global marketplace, its high gross margins, and its positive cash flow generation. Some of eBay's weaknesses include its declining revenue growth, its volatile earnings, its high debt level, and its low dividend payout.
- EBay's financial ratios and metrics can be compared with those of its peers and competitors, such as Amazon.com Inc. (AMZN), Alibaba Group Holding Limited (BABA), and Shopify Inc. (SHOP), to assess its relative performance and position in the e-commerce industry. For example, eBay's current ratio and quick ratio are higher than those of Amazon and Alibaba, but lower than those of Shopify, indicating that eBay has more liquidity than some of its rivals, but less than others.
- EBay's financial ratios and metrics can also be used to evaluate its valuation and attractiveness as an investment. For example, eBay's price-to-earnings (P/E) ratio, which measures the price per share relative to the earnings per share, was 8.43 in 2021, lower than the industry average of 37.69, and lower than those of Amazon, Alibaba, and Shopify, which were 60.76, 25.15, and -151.64, respectively. This suggests that eBay's stock is undervalued compared to its peers and the market, and may offer a good opportunity for investors who are looking for value stocks.
- EBay's financial ratios and metrics can also be used to forecast its future performance and growth, based on historical trends, industry

outlook, and management guidance. For example, eBay's revenue is expected to grow by 5.6% in 2022, according to the consensus estimate of analysts, while its earnings are expected to grow by 10.9%. eBay's gross profit ratio is expected to remain stable at around 77%, while its net profit ratio is expected to improve to 14.4%. eBay's current ratio and quick ratio are expected to decline slightly to 2.08 and 1.86, respectively, while its total assets to debt ratio are expected to increase to 1.88.

- eBay's financial ratios and metrics can also be used to identify some of the risks and uncertainties that may affect its business and performance. For example, some of the risks that eBay faces include the regulatory and legal environment, the cyber security and data privacy issues, the currency fluctuations and exchange rate risks, the competitive pressures and market share losses, and the customer satisfaction and retention challenges.

5.2 Suggestions

EBay's financial ratios and metrics can also be used to provide some recommendations and suggestions for improving its business and performance. For example, some of the recommendations that eBay could consider include the following:

- Reducing its debt level and improving its capital structure, to lower its interest expenses and increase its financial flexibility.
- Increasing its dividend payout and share buyback programs, to enhance its shareholder value and return.
- Investing more in research and development, marketing and advertising, and customer service and support, to boost its innovation, brand awareness, and customer loyalty.
- Expanding its product offerings, geographic reach, and partnerships, to diversify its revenue streams and capture new growth opportunities.
- Enhancing its social and environmental responsibility, to improve its corporate image and reputation, and to address the social and environmental issues that affect its stakeholders.

5.3 Conclusion

The study is concerned with financial performance of eBay, a e-commerce platform. The main aim of the study is to analyze the financial performance of the company in terms of liquidity, solvency and profitability; the study is carried out with the help of audited financial report of the company during the year 2017-18 to 2021-22.

EBay is a highly liquid, moderately solvent, and inconsistently profitable e-commerce company that has faced some challenges and opportunities in the past four years, such as the spin-off of PayPal, the sale of StubHub, the COVID-19 pandemic, and the increasing competition from other e-commerce platforms. EBay has also made some strategic moves to enhance its customer experience, such as launching new features, expanding its product categories, and investing in technology and innovation. EBay's financial ratios and metrics reveal some of its strengths and weaknesses as a business, as well as its valuation and attractiveness as an investment. EBay's financial performance can be compared with those of its peers and competitors, forecasted for the future, and evaluated for the risks and uncertainties that may affect it. EBay could also consider some recommendations and suggestions for improving its business and performance, such as reducing its debt level, increasing its dividend payout, investing more in research and development, marketing and advertising, and customer service and support, expanding its product offerings, geographic reach, and partnerships, and enhancing its social and environmental responsibilities.

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A. Vinod Accounting for Management, Calicut University.

Shashi K. Gupta, Accounting for Management, Kalayani publishers.

Reference:

1) [How eBay Uses Data and Analytics to Get Closer to Its (Massive) Customer Base]⁽¹⁾: This article from MIT Sloan Management Review interviews Neel Sundaresan, senior director of research at eBay, about how the company uses data and analytics to understand user behavior, test site features and policies, and improve customer satisfaction.

2) [EBay Inc. - statistics & facts]⁽²⁾: This page from Statista provides various statistics and facts about eBay, such as its market capitalization, net revenue, online traffic, buyers and sellers, and competitors.

3) [FREE eBay Research Tools, eBay Analytics, Price Tracker, Fees]⁽³⁾: This website from MarkSight offers free tools for eBay research, such as price tracker, fees calculator, keyword statistics, and seller analytics.

4) [Top 6 eBay Analytics and Product Research Tools]⁽⁴⁾: This blog post from 3Dsellers reviews six tools for eBay analytics and product research, such as Putler, Terapeak, Algopix, ShelfTrend, ZIK Analytics, and 3Dsellers.

5) In 2021, a case study analyzed eBay's marketing strategy and how it leveraged the increased consumer adoption of the Internet to achieve its highest quarterly revenue yet¹.

6) In 2023, a statistical report provided various facts and figures about eBay's performance, such as its market capitalization, online traffic, gross merchandise value, and net revenue².

7) In 2014, an interview with eBay's senior research director revealed how eBay used data and analytics to get closer to its massive customer base³.

8) In 2019, a survey study examined eBay's customer satisfaction and loyalty in the UK and found that eBay ranked second among online retailers, with 81% of customers being satisfied and 59% being loyal.

9) In 2017, a comparative study explored eBay's competitive advantage over other e-commerce platforms and identified its key success factors, such as its global reach, its diverse product portfolio, its customer feedback system, and its innovative technology.

10) In 2016, a qualitative study investigated eBay's corporate social responsibility and how it aligned with its business strategy and stakeholder expectations. The study highlighted eBay's initiatives in areas such as environmental sustainability, social impact, and ethical governance.

Website

1) [EBay Inc. - Financial Information - Annual Reports]: This website from eBay's investor relations page provides annual reports and proxy statements for the past several years. You can download the PDF files of the reports and view the financial statements, such as consolidated balance sheets, consolidated statements of income, and consolidated statements of cash flows.

2) [EBay Inc. (EBAY) Income Statement - Yahoo Finance]: This website from Yahoo Finance shows the quarterly and annual income statement for eBay. You can see the revenue, expenses, and profit or loss over the last fiscal year, as well as compare them with previous periods.

3) [EBay Inc. - Financial Information - Financials & Metrics]: This website from eBay's investor relations page provides financials and metrics for the past several years. You can view the key performance indicators, such as gross merchandise volume, active buyers, revenue, and operating margin. You can also download the Excel files of the financial data.

ANNEXURE

eBay Inc.
CONSOLIDATED BALANCE SHEET

	December 31,	
	2018	2017
	(In millions, except par value)	
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,202	\$ 2,120
Short-term investments	2,713	3,743
Accounts receivable, net	712	696
Other current assets	1,499	1,185
Total current assets	<u>7,126</u>	<u>7,744</u>
Long-term investments	3,778	6,331
Property and equipment, net	1,597	1,597
Goodwill	5,160	4,773
Intangible assets, net	92	69
Deferred tax assets	4,792	5,199
Other assets	274	273
Total assets	<u>\$ 22,819</u>	<u>\$25,986</u>
LIABILITIES AND STOCKHOLDERS' EQUITY		
Current liabilities:		
Short-term debt	\$ 1,546	\$ 781
Accounts payable	286	330
Accrued expenses and other current liabilities	2,335	2,134
Deferred revenue	170	137
Income taxes payable	117	177
Total current liabilities	<u>4,454</u>	<u>3,559</u>
Deferred tax liabilities	2,925	3,424
Long-term debt	7,685	9,234
Other liabilities	1,474	1,720
Total liabilities	<u>16,538</u>	<u>17,937</u>
Commitments and contingencies (Note 11)		
Stockholders' equity:		
Common stock, \$0.001 par value; 3,580 shares authorized; 915 and 1,029 shares outstanding	2	2
Additional paid-in capital	15,716	15,293
Treasury stock at cost, 763 and 632 shares	(26,394)	(21,892)
Retained earnings	16,459	13,929
Accumulated other comprehensive income	498	717
Total stockholders' equity	<u>6,281</u>	<u>8,049</u>
Total liabilities and stockholders' equity	<u>\$ 22,819</u>	<u>\$25,986</u>

The accompanying notes are an integral part of these consolidated financial statements.

eBay Inc.
CONSOLIDATED STATEMENT OF INCOME

	Year Ended December 31,		
	2018	2017	2016
	(In millions, except per share amounts)		
Net revenues	\$10,746	\$ 9,927	\$ 9,298
Cost of net revenues	2,382	2,221	2,004
Gross profit	<u>8,364</u>	<u>7,706</u>	<u>7,294</u>
Operating expenses:			
Sales and marketing	3,391	2,878	2,691
Product development	1,285	1,224	1,114
General and administrative	1,131	1,030	899
Provision for transaction losses	286	272	231
Amortization of acquired intangible assets	49	38	34
Total operating expenses	<u>6,142</u>	<u>5,442</u>	<u>4,969</u>
Income from operations	2,222	2,264	2,325
Interest and other, net	496	11	1,326
Income from continuing operations before income taxes	2,718	2,275	3,651
Income tax benefit (provision)	(190)	(3,288)	3,634
Income (loss) from continuing operations	\$ 2,528	\$ (1,013)	\$ 7,285
Income (loss) from discontinued operations, net of income taxes	2	(4)	(19)
Net income (loss)	<u>\$ 2,530</u>	<u>\$ (1,017)</u>	<u>\$ 7,266</u>
	Your text here 1		
Income (loss) per share – basic:			
Continuing operations	\$ 2.58	\$ (0.95)	\$ 6.43
Discontinued operations	–	–	(0.02)
Net income (loss) per share – basic	<u>\$ 2.58</u>	<u>\$ (0.95)</u>	<u>\$ 6.41</u>
Income (loss) per share – diluted:			
Continuing operations	\$ 2.55	\$ (0.95)	\$ 6.37
Discontinued operations	–	–	(0.02)
Net income (loss) per share – diluted	<u>\$ 2.55</u>	<u>\$ (0.95)</u>	<u>\$ 6.35</u>
Weighted average shares:			
Basic	<u>980</u>	<u>1,064</u>	<u>1,133</u>
Diluted	<u>991</u>	<u>1,064</u>	<u>1,144</u>

eBay Inc.
CONSOLIDATED BALANCE SHEET

	December 31,	
	2020	2019
	(In millions, except par value)	
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 1,428	\$ 901
Short-term investments	2,398	1,850
Accounts receivable, net of allowance for doubtful accounts of \$97 and \$82	412	555
Other current assets	1,764	1,064
Current assets held for sale	1,188	195
Current assets of discontinued operations	-	141
Total current assets	7,190	4,706
Long-term investments	833	1,275
Property and equipment, net	1,358	1,460
Goodwill	4,675	4,533
Intangible assets, net	12	39
Operating lease right-of-use assets	509	583
Deferred tax assets	3,537	3,980
Warrant asset	1,051	281
Other assets	145	133
Long-term assets held for sale	-	878
Long-term assets of discontinued operations	-	306
Total assets	<u>\$ 19,310</u>	<u>\$ 18,174</u>
LIABILITIES AND STOCKHOLDERS' EQUITY		
Current liabilities:		
Short-term debt	\$ 18	\$ 1,020
Accounts payable	332	229
Accrued expenses and other current liabilities	2,910	2,097
Deferred revenue	110	129
Income taxes payable	180	169
Current liabilities held for sale	452	163
Current liabilities of discontinued operations	-	259
Total current liabilities	4,002	4,066
Operating lease liabilities	380	461
Deferred tax liabilities	2,359	2,355
Long-term debt	7,745	6,738
Other liabilities	1,263	1,353
Long-term liabilities held for sale	-	305
Long-term liabilities of discontinued operations	-	26
Total liabilities	<u>15,749</u>	<u>15,304</u>
Commitments and contingencies (Note 13)		
Stockholders' equity:		
Common stock, \$0.001 par value; 3,580 shares authorized; 684 and 796 shares outstanding	2	2
Additional paid-in capital	16,497	16,126
Treasury stock at cost, 1,021 and 897 shares	(36,515)	(31,396)
Retained earnings	22,961	17,754
Accumulated other comprehensive income	616	384
Total stockholders' equity	<u>3,561</u>	<u>2,870</u>
Total liabilities and stockholders' equity	<u>\$ 19,310</u>	<u>\$ 18,174</u>

The accompanying notes are an integral part of these consolidated financial statements.

eBay Inc.
CONSOLIDATED STATEMENT OF INCOME

	Year Ended December 31,		
	2020	2019	2018
	(In millions, except per share amounts)		
Net revenues	\$10,271	\$8,636	\$8,650
Cost of net revenues	2,473	2,136	2,023
Gross profit	7,798	6,500	6,627
Operating expenses:			
Sales and marketing	2,639	2,368	2,576
Product development	1,087	976	1,051
General and administrative	1,003	1,005	979
Provision for transaction losses	331	262	247
Amortization of acquired intangible assets	27	28	22
Total operating expenses	5,087	4,639	4,875
Income from operations	2,711	1,861	1,752
Interest and other, net	709	(112)	497
Income from continuing operations before income taxes	3,420	1,749	2,249
Income tax provision	(878)	(233)	(121)
Income from continuing operations	\$2,542	\$ 1,516	\$ 2,128
Income from discontinued operations, net of income taxes	3,125	270	402
Net income	<u>\$5,667</u>	<u>\$ 1,786</u>	<u>\$2,530</u>
Income per share – basic:			
Continuing operations	\$ 3.58	\$ 1.79	\$ 2.17
Discontinued operations	4.40	0.31	0.41
Net income per share – basic	<u>\$ 7.98</u>	<u>\$ 2.10</u>	<u>\$ 2.58</u>
Income per share – diluted:			
Continuing operations	\$ 3.54	\$ 1.77	\$ 2.15
Discontinued operations	4.35	0.32	0.40
Net income per share – diluted	<u>\$ 7.89</u>	<u>\$ 2.09</u>	<u>\$ 2.55</u>
Weighted average shares:			
Basic	710	849	980
Diluted	<u>718</u>	<u>856</u>	<u>991</u>

eBay Inc.
CONSOLIDATED BALANCE SHEET

	December 31,	
	2022	2021
	(In millions, except par value)	
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,154	\$ 1,379
Short-term investments	2,625	5,944
Equity investment in Adevinta	2,692	—
Customer accounts and funds receivable	763	681
Other current assets	1,056	1,107
Total current assets	9,290	9,111
Long-term investments	1,797	2,575
Property and equipment, net	1,238	1,236
Goodwill	4,262	4,178
Operating lease right-of-use assets	513	289
Deferred tax assets	3,169	3,255
Equity investment in Adevinta	—	5,391
Other assets	581	591
Total assets	\$ 20,850	\$ 26,626
LIABILITIES AND STOCKHOLDERS' EQUITY		
Current liabilities:		
Short-term debt	\$ 1,150	\$ 1,355
Accounts payable	261	262
Customer accounts and funds payable	768	707
Accrued expenses and other current liabilities	1,866	1,927
Income taxes payable	226	371
Total current liabilities	4,271	4,622
Operating lease liabilities	418	200
Deferred tax liabilities	2,245	3,116
Long-term debt	7,721	7,727
Other liabilities	1,042	1,183
Total liabilities	15,697	16,848
Commitments and contingencies (Note 13)		
Stockholders' equity:		
Common stock, \$0.001 par value; 3,580 shares authorized; 539 and 594 shares outstanding	2	2
Additional paid-in capital	17,279	16,659
Treasury stock at cost, 1,186 and 1,121 shares	(46,702)	(43,371)
Retained earnings	34,315	36,090
Accumulated other comprehensive income	259	398
Total stockholders' equity	5,153	9,778
Total liabilities and stockholders' equity	\$ 20,850	\$ 26,626

The accompanying notes are an integral part of these consolidated financial statements.

eBay Inc.
CONSOLIDATED STATEMENT OF INCOME

	Year Ended December 31,		
	2022	2021	2020
(In millions, except per share amounts)			
Net revenues	\$ 9,795	\$ 10,420	\$ 8,894
Cost of net revenues	2,680	2,650	1,797
Gross profit	7,115	7,770	7,097
Operating expenses:			
Sales and marketing	2,136	2,170	2,091
Product development	1,330	1,325	1,028
General and administrative	963	921	985
Provision for transaction losses	332	422	330
Amortization of acquired intangible assets	4	9	27
Total operating expenses	4,765	4,847	4,461
Income from operations	2,350	2,923	2,636
Gain (loss) on equity investments and warrant, net	(3,786)	(2,365)	1,007
Interest and other, net	(165)	(160)	(298)
Income (loss) from continuing operations before income taxes	(1,601)	398	3,345
Income tax benefit (provision)	327	(146)	(858)
Income (loss) from continuing operations	\$ (1,274)	\$ 252	\$ 2,487
Income from discontinued operations, net of income taxes	5	13,356	3,180
Net income (loss)	\$ (1,269)	\$ 13,608	\$ 5,667
Income (loss) per share - basic:			
Continuing operations	\$ (2.28)	\$ 0.39	\$ 3.50
Discontinued operations	0.01	20.48	4.48
Net income (loss) per share - basic	\$ (2.27)	\$ 20.87	\$ 7.98
Income (loss) per share - diluted:			
Continuing operations	\$ (2.28)	\$ 0.38	\$ 3.46
Discontinued operations	0.01	20.16	4.43
Net income (loss) per share - diluted	\$ (2.27)	\$ 20.54	\$ 7.89
Weighted average shares:			
Basic	558	652	710
Diluted	558	663	718

The accompanying notes are an integral part of these consolidated financial statements.

**“A STUDY ON WORKING CAPITAL MANAGEMENT OF
APOLLO TYRES”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

CHARLES D CUNHA

(CCAVBCM281)

Under the supervision of

Ms. JISHA C L



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRISTCOLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON WORKING CAPITAL MANAGEMENT OF APOLLO TYRES LTD**” is a bonafide record of project done by **CHARLES D CUNHA**, Reg No. CCAVBCM281, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, diploma and Associateship or Fellowship.

Assoc. Prof. P.G Thomas

Co- Ordinator

Ms Jisha C L

Project Guide

DECLARATION

I **CHARLES D CUNHA**, hereby declare that the project work entitled **"A STUDY ON WORKING CAPITAL MANAGEMENT OF APOLLO TYRES LTD"** is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Jisha C L, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

CHARLES D CUNHA

Date:

CCAVBCM281

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I would like to take the opportunity to express my sincere gratitude to all people who have helped me with sound advice and able guidance.

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I express my sincere thanks to my friends and family for their support in completing this report successfully.

Place: Irinjalakuda

CHARLES D CUNHA

Date:

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CHAPTER – I
INTRODUCTION

1.1 Introduction

In a perfect world, there would be no necessity for current assets and liabilities because there would be no uncertainty, no transaction costs, and information search costs, scheduling costs or production and technology constraints. The unit cost of production would not vary with the quantity produced. Borrowing and lending rates shall be the same. Capital, labor and product market shall be perfectly competitive and would reflect all available information, thus in such environment, there would be no advantage for investing in short term assets. However the world we live is not perfect. It is characterized by considerable amount of uncertainty regarding the demand, market price, quality and availability of own products and those of supplies. There are transaction costs for purchasing or selling goods or securities. Information is costly to obtain and is not equally distributed. Similarly each organization is faced with its own limits on the production capacity and technology.

The real world circumstances introduce problems which require the necessity of maintaining working capital. For example, an organization may be faced with an uncertainty regarding availability of sufficient quantity of crucial inputs in future at reasonable inputs in future at reasonable price. This may necessitate the holding of inventory and other current assets. Similarly an organization may be faced with an uncertainty regarding the level of its future cash flows and insufficient amount of cash may incur substantial costs. This may necessitate the holding of reserve of short term marketable securities, again a short term capital asset.

1.2 Working Capital Management

Working capital management shows the relationship between a firm's current assets and current liabilities. The goal of working capital management is to ensure that a firm is able to continue its operations and it has the ability to meet short term debts. Proper management of working capital is essential to a firm's fundamental financial success and operational success as a business. Management of working capital involves managing inventories, accounts receivables, account payables and cash. A good way to judge a company's cash flow prospects is to look at its working capital management. The company must have adequate working capital. It neither should be excessive nor inadequate. Excessive working capital will result in idle fund lying without earning any profit in the business, where inadequate working capital shows that the company doesn't have sufficient funds for financing its daily needs. This project entitled 'A study on Working Capital Management of Apollo Tyres Ltd' is mainly focusing on the effectiveness of working capital management of the company.

1.3 Statement of the Problem

This project deals with the study on Working Capital Management of Apollo Tyres Ltd.

Working Capital Management is very important as it helps in the study of day-to-day affairs of the company. Working capital is the fund invested by a firm in current assets. The problem of working capital management involves the problem of decision making regarding investment in various current assets with an objective of maintaining the liquidity of the firm to meet its obligations promptly and efficiently. This study is to develop an understanding about the working capital management and therefore it will be helpful in future planning and control

decisions. The excess working capital can be dangerous as it will leads to reduction in profits, excessive debtors, losses etc. If we look at any financial statement it provides us the information about constantly changing working capital and the investments in fixed asset remains more or less static. Thus the study of working capital management occupies an important place in financial management.

1.4 Objectives

- To study the liquidity of Apollo tyres Ltd
- To study the profitability of Apollo tyres Ltd.
- To analyze the working capital management of Apollo Tyres Ltd

1.5 Scope of the study

This study is conducted on Apollo tyres Ltd. The study of working capital management is based on secondary data. Secondary data is available within the firm itself in the form of records. The study is supposed to be related to the period of last 5 years.

The main scope of the study was put into practical, the theoretical aspects of the study into real life work experience. The study of working capital is based on the tool ratio analysis.

1.6 Research Methodology

1.6.1 Sources of data

Secondary data from the firm records are used for information.

1.6.2 Tools used for analysis

Ratio Analysis is main tool used for analyzing the working capital management of the firm.

1.6.3 Period of study

The study of data of 5 financial years (2019-2023) of Apollo tyres Ltd are taken into consideration.

1.7 Limitations of the study

- It is a time consuming process.
- The Study is restricted to only the five years data of Apollo tyres.
- As the financial information is confidential, they do not want to share accurate data or information.

CHAPTER – II
REVIEW OF LITERATURE

2.1 Conceptual Literature

Working capital

Working capital refers to the amount required by a business for the purpose of financing the daily operations. It measures the liquidity of a company. In other words, it means the firm's holding of current or short-term assets such as cash, receivables, inventory and marketable securities.

Working capital management is an important function of financial management. The main importance is

- It helps to improve liquidity and solvency position
- Use of fixed assets efficiently
- Ability to face crisis
- Timely payment of dividends

Need of working capital

The need for working capital arises from cash or operating cycle of a firm. No organizations can run with zero working capital. Operating cycle creates the need for working capital. The time span required to complete the cycle is the major determinant of the firm's working capital needs. The working capital is required for the purchase of raw materials and for meeting the day to day expenditure on salaries, wages, rents, advertising etc. Working capital is needed in the form of current assets to deal with the problem arising out of lack of immediate realization of cash against goods sold. Current assets are needed because sales do not convert into cash simultaneously.

Concepts of working capital

There are two concepts of working capital

- a) Gross Concept
- b) Net Concept

Gross Concept

According to Gross concept, working capital refers to the capital invested in total current assets of the enterprise. Working capital as per gross concept is called Gross working capital.

Net Concept

According to net concept, working capital refers to the excess of current assets or current liabilities. Thus working capital refers to net current asset. The working capital as per net concept is called Net working capital.

Factors influencing working capital requirements

The need of working capital of a firm is influenced by numerous factors. Some of them are

- Turnover
- Size of business
- Nature of business
- Working capital cycle
- Use of manual labour or machines

Ratio Analysis

Ratio analysis is a tool for analyzing and interpreting the financial position of a business. It is an important tool of financial analysis as it helps in analyzing the financial statements. It is a process of determining and interpreting relationships between the items of financial statements. It is also used to assess multiple perspectives of an enterprise's working and financial performance such as its liquidity, performance, solvency, and profitability. Comparative data and analysis can give an insight into the performance of the business over a given period of time by comparing it with the industry standards. At the same time, it also measures how well a business racks up against other businesses functioning in the same sector. Moreover it helps in understanding the financial strength and weaknesses of a firm.

Classification of ratios

- ❖ Liquidity Ratio
- ❖ Solvency Ratio
- ❖ Activity Ratio
- ❖ Profitability Ratio

Liquidity Ratio

The short term financial position of a firm is measured by analyzing the liquidity position. The term liquidity means the ability to produce cash. A firm is said to be liquid when it is capable of meeting its short term obligations in time. It depends on its ability to convert current assets into cash and maintain regular cash flows.

A) **Current ratio:** Current ratio means the adequacy or inadequacy of working capital. Therefore, it is also known as working capital ratio. A standard norm of 2:1 is considered as ideal current ratio. It means that current asset should be at least twice of its current liabilities. It means that a liquidity ratio that measures a company's ability to pay short term obligations or those due within one year.

$$\text{Current ratio} = \text{Current asset} / \text{Current liabilities}$$

B) **Liquid ratio:** Liquid ratio is a strict measure of liquidity. It is the ratio of liquid assets to current liabilities. It helps to measure of the ability of a company to pay of its short term liabilities. All items of current assets are not equally liquid. Inventories and prepaid expenses are less liquid. Therefore excluded from current assets and the balance items of current assets are called liquid assets or quick assets.

$$\text{Liquid ratio} = \text{Liquid assets} / \text{Current liabilities}$$

C) **Absolute liquid ratio:** It is a further rigorous test of liquidity. Debtors and bills receivable are also excluded from liquid assets and bank overdraft is excluded from current liabilities. In addition to computing the current and liquid ratio, some analysts also compute absolute liquid ratio to test the liquidity of the business. Businesses should strive for an absolute liquidity ratio of 0.5 or above.

$$\text{Absolute liquid ratio} = \text{Cash} + \text{Cash Equivalents} / \text{Liquid liabilities}$$

Solvency Ratio

A key metric used to see a business's ability to fulfill long- term debt requirements and is used by prospective business lenders. The term 'Solvency' refers to the ability of a firm to meet all liabilities in full in the event of liquidation. It is the long term liquidity of a firm.

A) **Debt-Equity ratio:** A firm uses either equity (or shareholders funds) and debt (or borrowed funds) for financing its assets. It depicts how much debt a company has compared to its assets. A higher debt-to-equity ratio states the company may have more difficult time covering its liabilities.

$$\text{Debt-Equity ratio} = \text{Total borrowed funds} / \text{owned funds}$$

B) **Capital gearing ratio:** The ratio indicates the relationship between fixed interest bearing securities and equity shareholders funds. Fixed income - bearing securities are debentures, bonds and preference shares. A firm is said to be highly geared when it uses more of fixed income - bearing securities and indicates that the risk perception of investors is high.

$$\text{Capital gearing ratio} = \text{Fixed Income – bearing securities} / \text{Equity shareholders funds}$$

C) **Proprietary ratio:** It indicates the relative contribution of owners or shareholders in financing total assets. It is the ratio of shareholders' funds to total assets of the firm. A high ratio indicates better safety to creditors since the firm is largely depending on shareholders' funds for financing total assets. A low proprietary ratio means more dependence on borrowed funds.

$$\text{Proprietary ratio} = \text{Shareholders funds} / \text{Total assets}$$

D) **Solvency ratio:** It shows the relative contribution of outsiders in financing the assets of a firm. It is the ratio of total borrowed funds to total assets. A higher ratio indicates that the firm is depending more on outsider's funds for financing assets. If the ratio is low the financial risk associated with the business is low and the position of creditors is safe.

$$\text{Solvency ratio} = \text{Total borrowed funds} / \text{Total assets}$$

E) **Ratio of Fixed assets to Net worth:** The ratio shows the relationship between Net fixed asset and Net worth (for shareholder's funds). It generally indicates the contribution of the owners in financing fixed assets. If the ratio is less than one, it is considered as ideal.

Activity Ratio

Activity or turnover ratios indicate the efficiency of management in the use of resources, both short term and long term. The overall performance of a company is evaluated on the basis of its ability to make sales using minimum resources. Turnover ratios reflect the speed at which assets are utilized in effecting sales. A higher turnover ratio means efficient use of funds by management in generating more sales.

A) **Working capital turnover ratio:** It indicates the number of times working capital is turned over during a year. It also signifies the efficiency of the management in the use of current or short-term resources of a firm. A high ratio indicates faster turnover or greater efficiency in the use of working capital. The ratio is important tool for the management of working capital.

$$\text{Working capital turnover ratio} = \text{Cost of sales} / \text{Net working capital}$$

B) **Debtors turnover ratio:** It indicates the efficiency in the realization of debtors. A high debtor's turnover ratio means favorable credit policy or the firm is efficient in realizing cash from debtors. A low ratio means the period of credit allowed is too high.

$$\text{Debtors turnover ratio} = \text{Credit sales} / \text{Sundry Debtors}$$

$$\text{Average collection period} = 365 / \text{Debtors turnover ratio}$$

C) **Creditors turnover ratio:** It indicates the period of credit allowed by creditors in making payment of credit purchases. A high ratio indicates lower period of credit allowed by creditors. A low ratio means more period of credit.

$$\text{Creditors turnover ratio} = \text{Credit purchases} / \text{Average Accounts payable}$$

$$\text{Average payment period} = 365 / \text{Creditors turnover ratio}$$

D) **Total assets turnover ratio:** It establishes the relationship between total assets or gross capital employed and sales. It is one of the determinants of the overall profitability of a business. This ratio is called Investment turnover ratio or capital turnover ratio.

$$\text{Total assets turnover ratio} = \text{Net sales} / \text{Total assets}$$

E) **Inventory turnover ratio:** The term 'Inventory' includes all types of stocks. The balance sheet of a manufacturing company contains all these items of stock while that of a trading company contains only stock of finished goods. A high turnover ratio 5 to 8 times indicates better efficiency in effecting sales.

$$\text{Inventory turnover ratio} = \text{Cost of Goods sold} / \text{Average Inventory}$$

Profitability Ratio

A class of financial metrics that are used to assess a business's ability to generate earnings related to its revenue. It generally measures the percentage of profit earned by a company in relation to its revenue.

A) **Net profit ratio:** It is the residual profit after considering non-operating expenses and incomes. In the case of companies income tax is also deducted. It is a true indicator of operating efficiency.

$$\text{Net profit ratio} = (\text{Net profit}/\text{Net sales}) * 100$$

B) **Gross profit ratio:** It is the ratio of Gross profit to Net sales. It indicates the gross margin available to the company on every rupee of sales from which all indirect expenses is recovered leaving a reasonable amount as net margin.

$$\text{Gross profit ratio} = (\text{Gross profit} / \text{Net sales}) * 100$$

C) **Operating profit ratio:** The operating profit of a business is the profit after meeting all operating expenses incurred in the regular course of operations. It is the measure of operating efficiency of a business.

$$\text{Operating profit ratio} = (\text{Operating profit or EBIT} / \text{Net sales}) * 100$$

2.2 Empirical Literature

The main aim of this chapter is to present the review of literature relating to the working capital management by different authors and research scholars.

Herzfeld B (1990) studied that “cash is king”- so say the money managers who share the responsibility of running this country’s businesses. And with banks demanding more from their prospective borrowers, greater emphasis has been placed on those accountable for so called working capital management. Working capital management refers to the management of current or short term assets and short term liabilities. In essence the purpose of that function is to make certain that the company has enough assets to operate its business.

Maynard E. Refuse (1996) argued that an attempt to improve working capital by delaying payment to creditors is counter- productive to individuals and to the economy as a whole. Claims that altering debtor and creditor levels for individual tiers within a value system will rarely produce any net benefit. Proposes that stock reduction generate system-wide financial improvements and other important

benefits. Urges those organizations seeking concentrated working capital reduction strategies to focus on stock management strategies based on “lean supply-chain” techniques.

Jain P K and Yadav Surendra S (2001) studied the corporate practices related to management of working capital in India, Singapore and Thailand. Through this study they have tried to understand working capital management and current assets and current liabilities and their inter relationship. Further the authors have also done an aggregative analysis of current assets and current liabilities in terms of major liquidity ratios. They also stated that the working capital position of various industries with respect to these ratios. Towards the end the author suggest that serious considerations is to be given by the government as well as industry groups in these three countries in order to take corrective measures to take care of and rectify the area of concern.

Falope and Ajilore (2003) used as a sample of 50 Nigerian quoted non-financial firms for the period 1996-2005. Their study utilized panel data econometrics in a pooled regression, where time-series and cross- sectional observations were combined and estimated. They found a significant negative relationship between net operating profitability and the average collection period, inventory turnover in days, average payment period and cash conversion cycle for sample of fifty Nigerians firms listed on the Nigerian Stock Exchange. Furthermore, they found no significant variations in the effects of working capital management between large and small firms.

Raheman and Nasr (2004) studied the effect of different variables of working capital management including average collection period, inventory turnover in days, average payment period, cash conversion cycle, and current ratio on the net operating profitability of Pakistani firms. They selected a sample of 94 Pakistani firms listed on Karachi Stock Exchange for a period of six years from 1999 – 2004 and found a strong negative relationship between variables of working capital management and profitability of the firm. They found that as the cash conversion cycle increases, it leads to decreasing profitability of the firm and managers can create positive value for the shareholders by reducing the cash conversion cycle to a possible minimum level.

Filbeck Greg and Krueger Thomas M (2005) base their study on ratings of working capital management published in CFO magazines. The findings of their study give insights to working capital management, which is explained by macro economic factors, interest rates, competition etc and their impact on working capital management. They also studied the impact of working capital management on stock prices.

Lazaridis and Tryfonidis (2006) have explored the relationship between corporate profitability and Working Capital Management in the Athens Stock Exchange. The finding of results shows a negative relationship between profitability and working capital indicators like days of accounts receivable, accounts payable and cash conversion cycle. They concluded that firms can create profits by effectively handling each component of the cash conversion cycle.

Gass D (2006) studied “Cash is the lifeblood of business” is an often repeated maxim amongst financial managers. Working capital management refers to the

management of current or short term assets and short term liabilities. Components of short term assets include inventories, loans and advances, debtors, investments and cash and bank balances. Short term liabilities include creditors, trade advances, borrowings and provisions. The major emphasis is however on short term assets, since short term liabilities arise in the context of short term assets. It is important that companies minimize risk by prudent working capital management.

Kushwah, Mathur&Ball (2009) The study undergone to evaluate the working capital management and direction in selected five major cement companies i.e. ACC, Grasim, Ambuja, Prism and Ultra-Tech. For research purpose, secondary data are used like authors collected the financial statement of selected cements companies for the years from 2007 to 2009. There are liquidity ratios and activity ratios used to analyze the condition of working capital of the companies. The study revealed the truth of study is that, most companies not maintain their working capital in a systematic way while overall ACC shows appropriate management of working capital.

Saswata Chatterjee (2010) focused on the importance of the fixed and current assets in the successful running of any organization. It poses direct impact on the profitability liquidity. There have been a phenomenon observed in the business that most of the companies increase the margin for the profits and losses because this act shrinks the size of working capital relative to sales. But if the companies want to increase or improve its liquidity, then it has to increase its working capital. In the response of this policy the organization has to lower down its sales and hence the profitability will be affected due to this action.

Joshi Lalithkumar and Gosh sudipta (2012) study the working capital performance of Cipla Ltd during the period 2004-05 to 2008-09. Financial ratios have been applied in measuring the working capital performance and statistical as well as econometric techniques have been used. It was observed that the selected ratios show satisfactory performance, and significant negative relationship between liquidity and profitability is found exist.

Chandra H and Selveraj A (2012) analyses the working capital management of selected steel companies of India for the period from 2000-01 to 2009-10. They measured the utilization of working capital by analyzing the operating cycle and cash conversion cycle. This study concluded that the size of a company plays a vital role in determining the efficiency of working capital management.

Kaur Harsh V. and Singh Sukhdev (2013) this article focuses on cash conversion efficiency and setting up the operation cycle days. The study tests the relationship between the working capital attain and profitability calculated by income to current assets and income to average total assets. Authors did study with companies listed in BSE 200 that is spread over 19 industries for the period 2000 to 2010. At the end, the study lay emphasis on that proficient management of working capital notably affects profitability.

Mr. V.V Venkatachalam (2016) the researcher conducted a study on “Working Capital Management on Mahindra and Mahindra Private Limited”. The main objective of the study is to analyze whether the companies are viable in the long run through ratio analysis and statement of changes in working capital. He concluded that the overall working stability-soundness of the company has improved over the years very well.

Singh et al. (2017) indicated that Working Capital Management is negatively connected with corporate profitability, which means an aggressive Working Capital Management policy leads to higher profitability.

CHAPTER – III
INDUSTRY AND COMPANY PROFILE

3.1 Industry Profile

3.1.1 about Tyre Industry

70% of world rubber consumption goes into the tyre industry. In the year 1845, R W Thompson invented the predecessor of the pneumatic tyres of the modern age. From there, the tyre industry has grown as one of the largest industries in the world. The growth in world tyre production has been in response to the growth in the automotive industry. Tyre Industry is known for its capital-intensive structure where 60%-65% of the revenues are raw material cost. The materials of modern pneumatic types are synthetic and rubber, natural fibre, fabric and wire, along with carbon black and other chemical compounds. The improvement in quality and variety of elastomers has enabled the tyre industry to achieve its goals of providing grip, control, safety, comfort and other important features of tyres. The progress of the elastomer industry will help to improve the quality of tyres.

3.1.2 Tyre Industry in India

The Indian Tyre Industry is an integral part of the auto sector – it contributes to ~3% of the manufacturing GDP of India and ~0.5% of the total GDP directly. Indian tyre industry has almost doubled from ~Rs 30,000 crores in 2010-11 to ~Rs 59,500 crores in 2017-18 of which 90-95% came from the domestic markets. The top three companies – MRF, Apollo Tyres and JK Tyres have ~60% of the market share in terms of revenue. Indian tyre market is skewed towards the replacement segment which contributes ~70% of total revenues. Whereas in volume (tonnage) terms the replacement segment contributes ~60% indicating realizations in the

after-market are clearly higher than OEMs (Original Equipment Manufacturer) market.

Around 250 different raw material are put together to manufacture a tyre but the major cost generating raw materials are natural rubber, synthetic rubber and crude derivatives like carbon black which contribute to ~80% to 85% of the total raw material cost. Hence rubber and crude price are key variable to Tyre Company's profitability. As per the managements the pressure on the raw materials is expected to continue in shorter term due to increasing crude prices. India has sufficient capacities of carbon black. However due to increasing exports of carbon black the demand-supply gap has increased in last two years leading to import of carbon black.

The total tyre production and total tyre export have been increasing and decreasing per year ranging from (1%-10%) and in financial year 2020-21, there has been a decrease of 4% in tyre production in India and an increase of 8% in total tyre export. In the financial year 2023, the annual growth rate of tyre industry in India was estimated at 16% compared to the last year. It was a decrease in comparison to last year's 24% growth rate. In 2022, the revenue of tyre industry in India was at 774.3 billion Indian rupees.

3.2 Company Profile

APOLLO TYRES LIMITED is an Indian multinational tyre manufacturing company headquartered in Gurgaon, Haryana. It was incorporated on 28 September 1972 in India as a Public Limited Company and obtained certificate of commencement of business on 24 October in the same year. The first plant was commissioned in Perambra, Thrissur Kerala in 1977 and followed by its second

plant at Limda, Gujarat, India in 1991. The company focused on the production of truck tyres in India and introduced its first truck tyre, Rajdhani in India and the company expanded its operation across India and in 1996, it expanded operations outside India by acquiring Dunlop's operations. The company now has 5 manufacturing units in India, One in the Hungary and one in the Netherlands. It has a network of nearly 5000 dealerships in India, of which over 2500 are exclusive outlets. It manufactures tyres, tubes and flaps for commercial and passenger vehicles. It has become an International tyre manufacturer and the leading tyre brand in India. The company generates 69% of its revenues from India, 26% from Europe and 5% from other countries. Apollo announced its entry into the two-wheeler tyre segment with contract manufacturing in March 2016. In 2023, the operating income has increased to 1404.61 crores, the net income increased to 1104.63 crores, the total assets increased to 27,359.21 crores and total equity increased up to 12877.78 crores. There are more than 18,000 employees.

The company has a turnover of US\$ 2.3 billion and ranks among the global top 20 tyre makers. Apollo Tyres has been recognized as the 'Best Company to Work For' both in Asia and Europe in recent past, and has won several accolades for its HIV-AIDS awareness and prevention initiative for the trucking and allied communities, and for its waste management initiatives in the company.

Apollo's made in India tyres are specifically designed for Indian road conditions, giving you better stability and control in the city and on the tricky highway turns. More importantly Apollo tubeless tyres are optimized for fuel-efficiency, which is the primary concern of most car owners in the country.

CHAPTER – IV

DATA ANALYSIS AND INTERPRETATION

4.1 Liquidity Ratios

4.1.1 Net working capital

Net working capital = Current assets – Current liabilities

Table 4.1

Year	Current assets (In Cr)	Current liabilities (In Cr)	Net working capital (In Cr)
2019	7841	6327	1514
2020	7713	7945	-232
2021	10076	9140	936
2022	10656	10449	207
2023	8859	8010	849

(Source: Secondary data)

Figure showing the net working capital of last 5 years

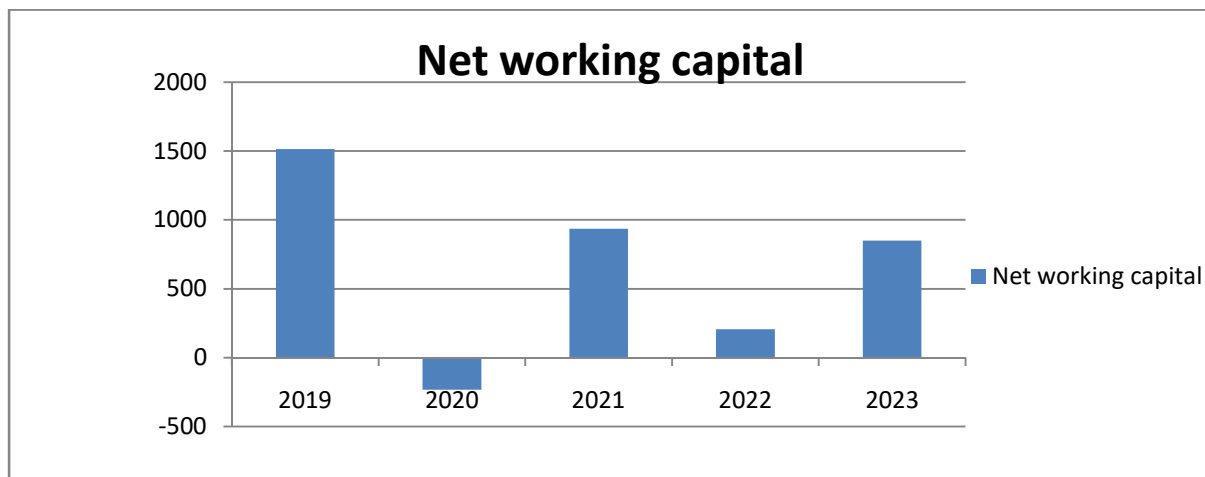


Figure 4.1

From the above table and figure, we can see that in 2019 the net working capital shows a positive figure and the company has sufficient working capital for its day to day operations. But after that working capital becomes negative which provides insufficient working capital that year. In 2021-23 the current asset is more than the current liability and it provides the firm sufficient working capital in that years.

4.1.2 Current ratio

Current ratio = Current assets / Current liabilities Ideal ratio = 2:1

Table 4.2

Year	Current assets (In Cr)	Current liabilities (In Cr)	Current ratio
2019	7841	6327	1.24
2020	7713	7945	0.97
2021	10076	9140	1.10
2022	10656	10449	1.02
2023	8859	8010	1.10

(Source: Secondary data)

Figure showing the current ratio of last 5 years

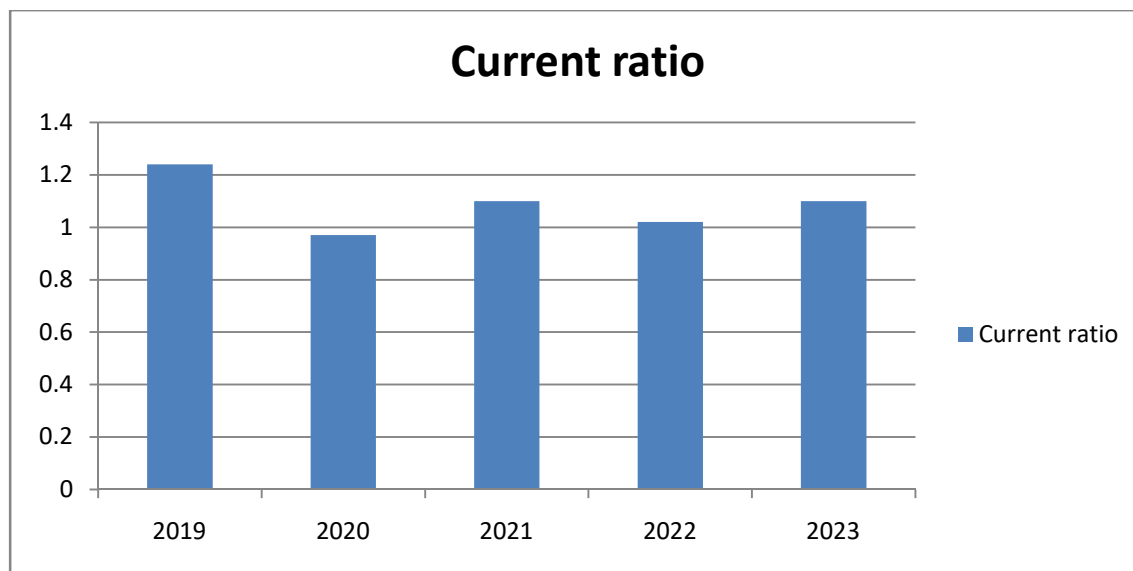


Figure 4.2

From the above table and figure, we can see that in 2019 the current ratio is 1.24 but does not reach the ideal ratio. So the liquidity position of the company is inadequate to meet the current liabilities. The ratio increases and decreases in the subsequent years but it do not reach the ideal liquidity ratio.

4.1.3 Quick ratio

Quick ratio = Liquid assets / Current liabilities

Ideal ratio 1:1

Table 4.3

Year	Liquid assets (In Cr)	Current liabilities (In Cr)	Quick ratio
2019	4308	6327	0.68
2020	4404	7945	0.55
2021	6693	9140	0.73
2022	6407	10449	0.61
2023	4346	8010	0.54

(Source: Secondary data)

Figure showing the quick ratio of last 5 years

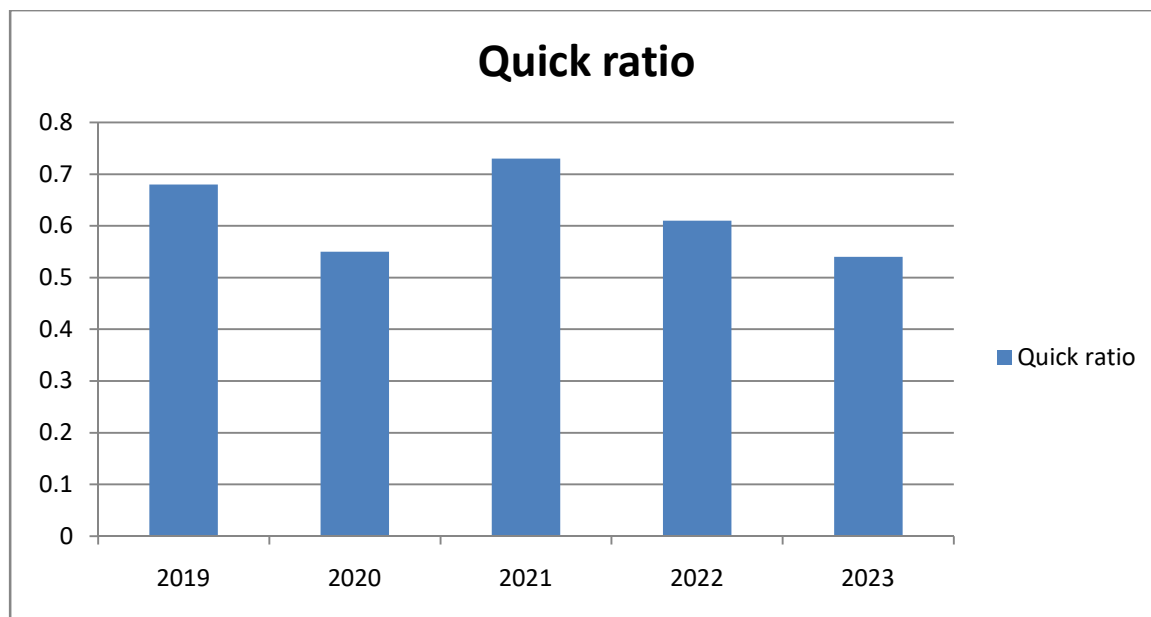


Figure 4.3

From the above table and figure, we can see that in 2019 the quick ratio is 0.68 and in the subsequent years it increases and decreases and in 2023, it is 0.54. Even though the quick ratio never reaches negative, it never goes or even reaches the ideal ratio.

4.2 Activity ratios

4.2.1 Working capital turnover ratio

Working capital turnover ratio = Cost of sales / Net working capital

Table 4.4

Year	Cost of sales (In Cr)	Working capital (In Cr)	Working capital turnover ratio
2019	14843	1514	9.8
2020	17549	-232	-75.6
2021	16350	936	17.46
2022	17397	207	84.04
2023	20948	849	24.67

(Source: Secondary data)

Figure showing the working capital turnover ratio of last 5 years

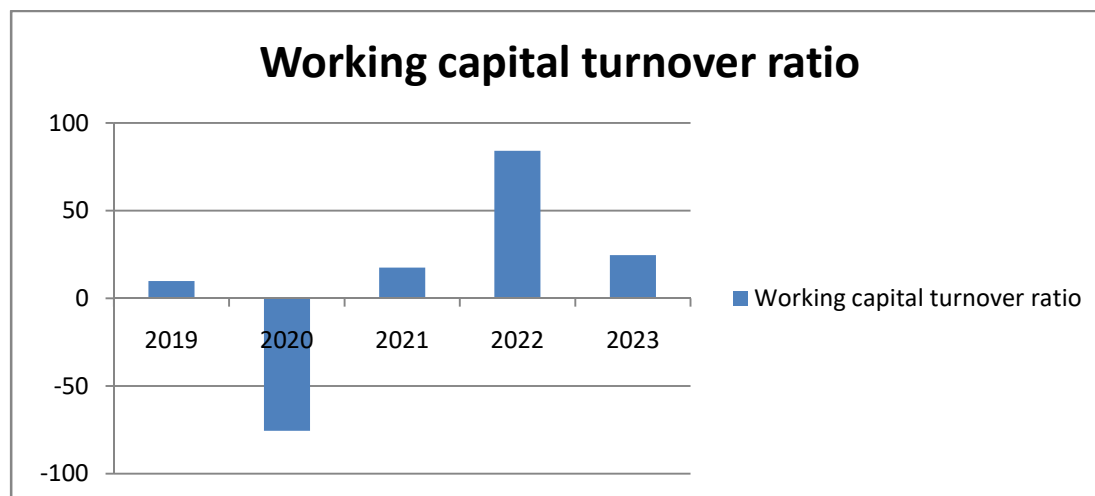


Figure 4.4

From the above table and figure, we can see that in 2019 the working capital turnover ratio is 9.8 and in the next year it becomes negative and after that it is positive figure. The working capital is more than the standard except only in 2020. There is adequacy of working capital to support increasing volume of sale. So the working capital turnover ratio is satisfactory.

4.2.2 Debtors turnover ratio

Debtors turnover ratio = Credit sales / Sundry debtors

Table 4.5

Year	Credit sales (In Cr)	Sundry debtors (In Cr)	Debtors turnover ratio
2019	14843	1314	11.29
2020	17549	940	18.67
2021	16350	1381	11.84
2022	17397	2051	8.48
2023	20948	2489	8.42

(Source: Secondary data)

Figure showing the debtors turnover ratio of last 5 years

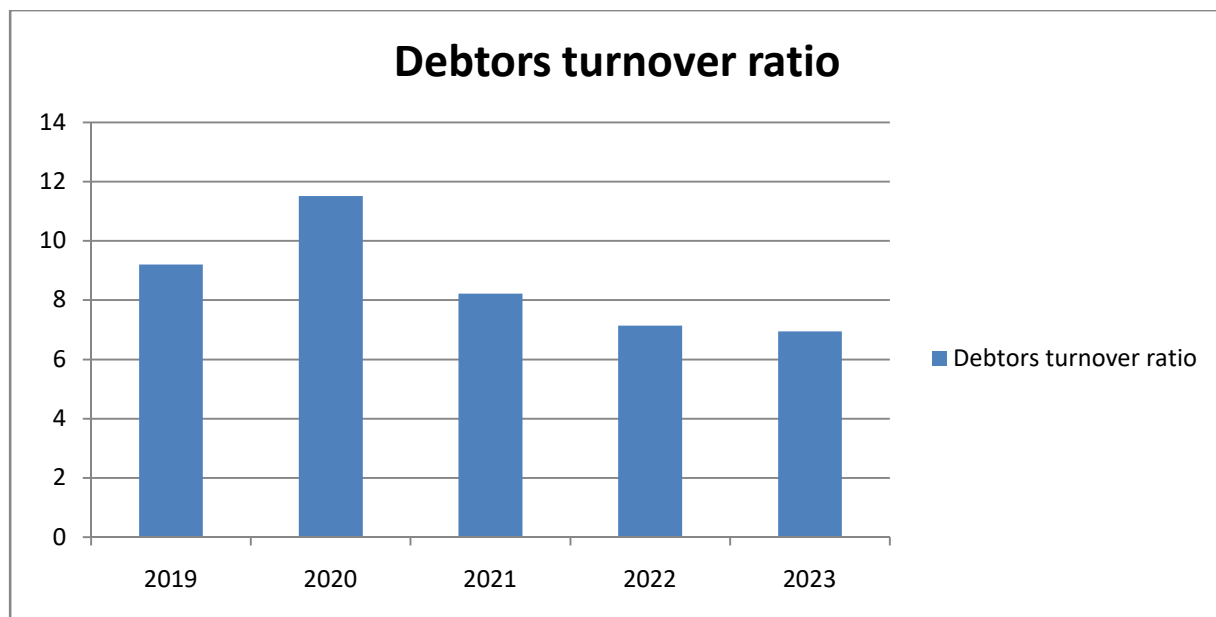


Figure 4.5

From the above table and figure, we can see that the debtor's turnover ratio is more than 10 in 2019 – 2021 but it is less than 10 in the last two years. A high debtor's turnover ratio implies that the company's collection of account receivables is efficient. And the ratios of 5 years are above the ideal ratio.

4.2.3 Creditors turnover ratio

Creditors turnover ratio = Credit purchase / Sundry creditors

Table 4.6

Year	Credit purchase (In Cr)	Sundry creditors (In Cr)	Creditors turnover ratio
2019	7244	2066	3.50
2020	8753	2309	3.79
2021	6861	2807	2.44
2022	7306	3531	2.07
2023	11048	3354	3.29

(Source: Secondary data)

Figure showing the creditors turnover ratio of last 5 years

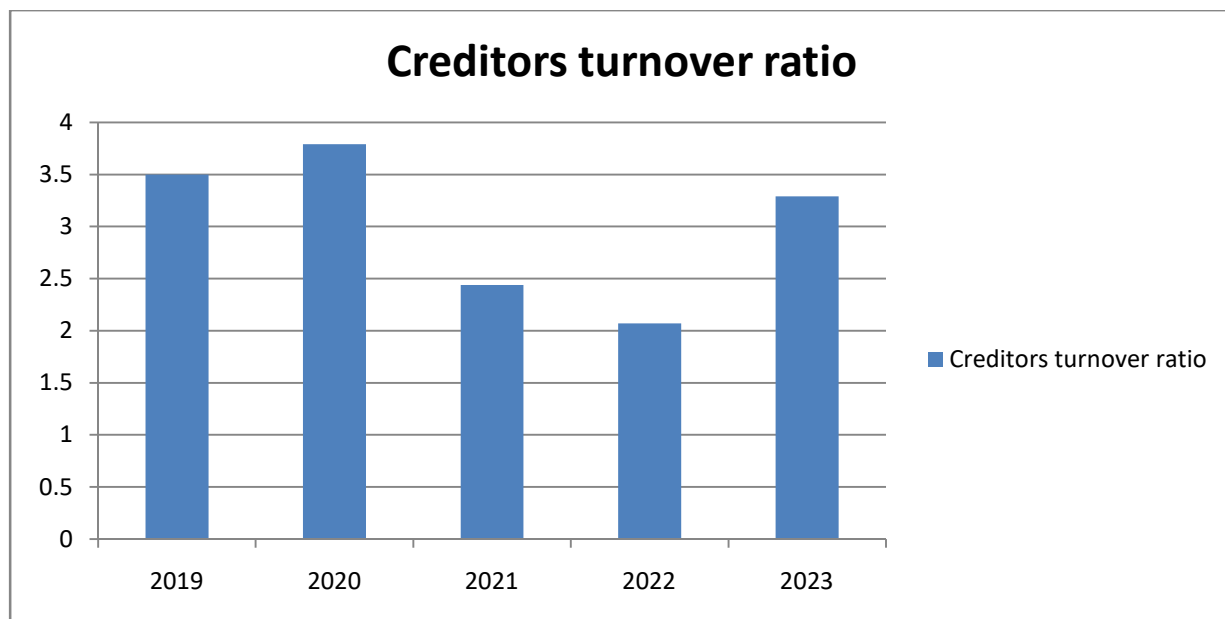


Figure 4.6

From the above table and figure, we can see that the creditor's turnover ratio is fluctuating. The higher turnover ratio means the early payment to the creditors and the lower turnover ratio means the payments to the creditors are delayed. Even though the ratio does not become negative, it is not a better ratio.

4.2.4 Total asset turnover ratio

Total asset turnover ratio = Sales / Total assets

Table 4.7

Year	Sales (In Cr)	Total assets (In Cr)	Total asset turnover ratio
2019	15098	22104	0.68
2020	17549	25437	0.69
2021	16350	28232	0.58
2022	17397	29386	0.59
2023	20948	27287	0.77

(Source: Secondary data)

Figure showing the total asset turnover ratio of last 5 years

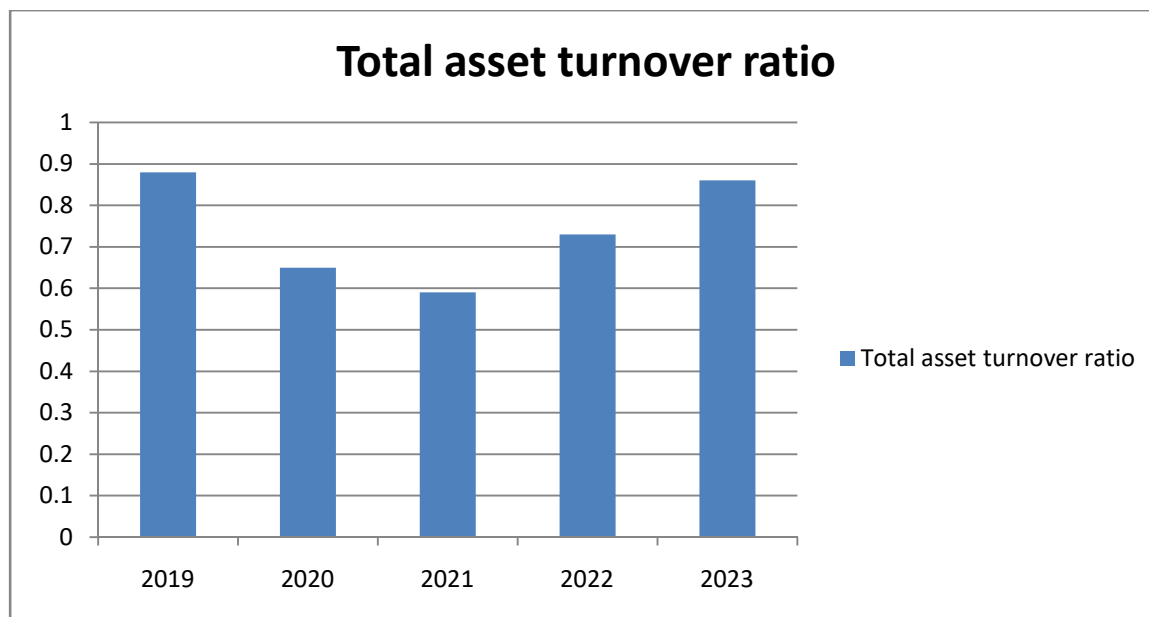


Figure 4.7

From the above table and figure, we can see that all the ratios from 2019 – 23 are below 1. A higher ratio indicates better utilization of fixed assets and a low ratio indicates under utilization of fixed assets in generating sales. Even though the ratio does not become negative, the ratios are not enough high.

4.2.5 Inventory turnover ratio

Inventory turnover ratio = Cost of goods sold / Average inventory

Table 4.8

Year	Cost of goods sold (In Cr)	Average inventory (In Cr)	Inventory turnover ratio
2019	11143	3484	3.20
2020	12976	3207	4.05
2021	10881	3319	3.28
2022	11932	4155	2.87
2023	16220	4428	3.66

(Source: Secondary data)

Figure showing the inventory turnover ratio of last 5 years

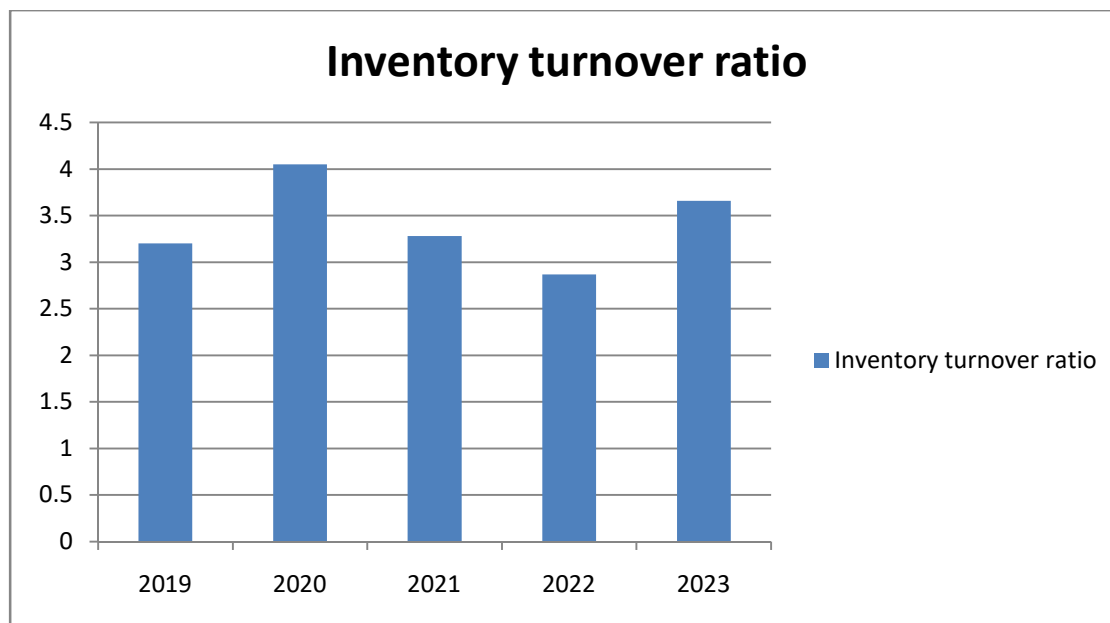


Figure 4.8

From the above table and figure, we can see that the inventory turnover ratio is fluctuating. A good turnover ratio is from 5-10. But in the last 5 years, the highest ratio is 4.05 which are in 2020. This indicates that the inventory turnover policy or management of the company is not better.

4.3 Profitability ratio

4.3.1 Net profit ratio

Net profit ratio = (Net profit / Net sales)*100

Table 4.9

Year	Net profit (In Cr)	Net sales (In Cr)	Net profit ratio
2019	724	14843	4.88
2020	680	17549	3.87
2021	476	16350	2.91
2022	350	17397	2.01
2023	639	20948	3.05

(Source: Secondary data)

Figure showing the net profit ratio of last 5 years

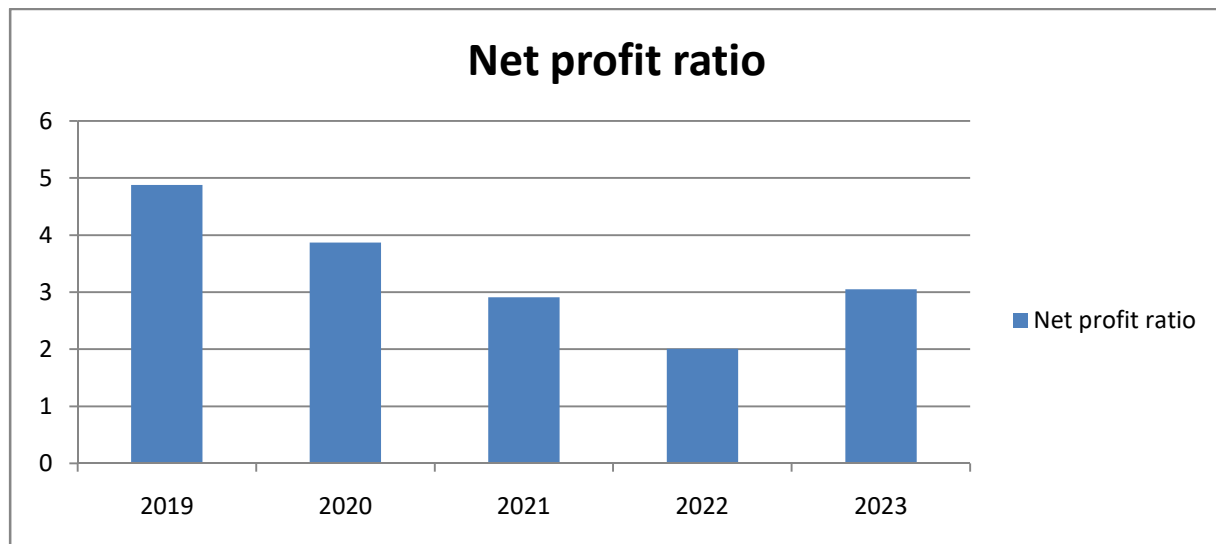


Figure 4.9

From the above table and figure, we can see that the net profit ratio is fluctuating in every year. Even though the ratios do not go below negative, it is also evident that the ratios are below the standard level. This shows that the performance of the company is ok according to the net profit ratio.

4.3.2 Gross profit ratio

$$\text{Gross profit ratio} = (\text{Gross profit} / \text{net sales}) * 100$$

Table 4.10

Year	Gross profit (In Cr)	Net sales (In Cr)	Gross profit ratio
2019	3700	14843	24.92
2020	4573	17543	26.06
2021	5469	16350	33.45
2022	5465	17397	31.41
2023	4726	20948	22.56

(Source: Secondary data)

Figure showing the gross profit ratio of last 5 years

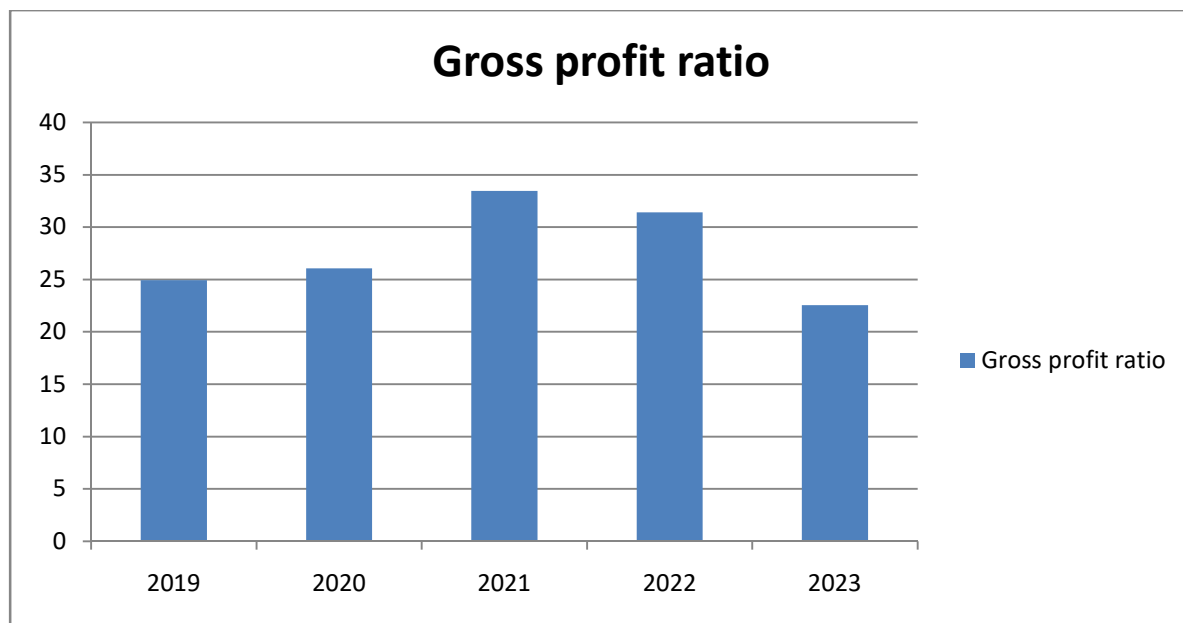


Figure 4.10

From the above table and figure we can see that the gross profit ratio of 2019 is 24.92. The ideal gross profit ratio is 20% to 25%. The gross profit ratio of the company increases and decreases but is above the ideal ratio in all the 5 years. A high gross profit ratio is a sign of efficient production or purchase management.

4.3.3 Operating profit Ratio

Operating profit ratio= (Operating profit / Net sales)*100

Table No 4.11

Year	Operating profit (In Cr)	Net Sales (In Cr)	Operating profit ratio
2019	2718	14843	18.31
2020	2947	17549	16.79
2021	1982	16350	12.12
2022	2099	17397	12.06
2023	1782	20948	8.51

(Source: Secondary data)

Figure showing the Operational profit ratio of last 5 years

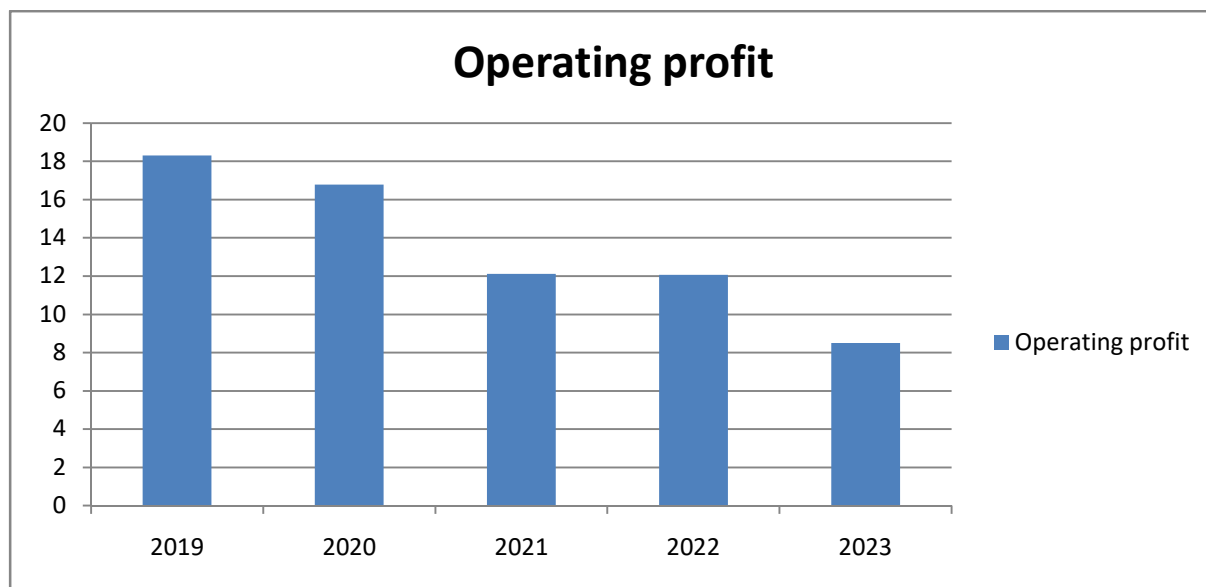


Figure 4.11

From the above table and figure we can see that even though the ratios aren't negative the ratio are decreasing from 2019-2023. The ratio went from 18.31 to 8.51 in 2023.

CHAPTER - V

FINDINGS, SUGGESTION AND

CONCLUSION

5.1 Findings

1. The working capital of the company shows a positive figure in the year 2019(1514 Cr) but in the next year 2020(-232 Cr) the working capital shows a negative figure. And in the later 3 years (2021, 2022, 2023) the working capital shows a positive figure. Here the company can meet their current liabilities with the current assets.
2. The current ratio of the company in 2019 is 1.24. But in the year 2020 it falls to 0.97. And in the later years, it increases and decreases per year. The current ratio of the company in 2023 is 1.10. In the year 2019-2023, the current ratio of the company does not reaches the ideal ratio 2:1 which indicates that the liquidity position of the company is inadequate to meet the current liabilities.
3. The company's quick ratio is increasing and decreasing from 2019 – 2023. Quick ratio from the 5 years is not satisfactory as it is below the standard ratio 1:1. The ratio in 2022 is 0.61 and in 2023 is 0.54 which shows their bad repaying capacity.
4. The working capital turnover of the company is above the standard except only in 2020. This means that there is enough adequacy of working capital to support increasing volume of sale. So working capital turnover is satisfactory.
5. The debtor's turnover ratio is above 10 from 2019-20 but it is less than 10 in 21 and 22. The ratios of the 5 years are above the ideal debtor's turnover ratio that is 7.8. A high debtor's turnover ratio implies that the company's collection of account receivables is efficient.

6. The creditor's turnover ratio is fluctuating. The higher turnover ratio means the early payment to the creditors and the lower turnover ratio means the payments to the creditors are delayed. Even though the ratio does not become negative, it is not near the ideal ratio.

7. A higher ratio indicates better utilization of fixed assets and a low ratio indicates under utilization of fixed assets in generating sales. Even though the ratio does not become negative, the ratios are not enough high and does not reach the standard ratio. All the ratios are below 1.

8. The inventory turnover ratio is fluctuating. A good turnover ratio is from 5-10. But in the last 5 years, the highest ratio is 4.05 which are in 2020. This indicates that the inventory turnover policy or management of the company is poor.

9. The net profit ratio is fluctuating in every year. Even though the ratios do not go below negative, it is evident that the ratios are below the standard level. This shows that the performance of the company is not satisfactory according to the net profit ratio.

10. The gross profit ratio of 2019 is 26.64. The ideal gross profit ratio is 20% to 25%. The ratio of the company is above the ideal ratio in all the 5 years. A high gross profit ratio is a sign of efficient production or purchase management.

11. The operational profit ratio doesn't goes to negative figures but the ratio is decreasing year by year. It went from 18.31 ratios in 2019 to 8.51 in 2023.

5.2 Suggestions

- ❖ The company should improve current assets to maintain the ideal liquidity ratio
- ❖ The company should improve the net purchase to maintain the ideal creditor's turnover ratio.
- ❖ The company should improve the total assets turnover ratio as it does not reach the ideal ratio.
- ❖ The inventory management of the company is poor and so they should find solutions to improve them.
- ❖ Even though the gross profit is high, the profitability position of the company is not satisfactory and is below the standard level. They should find solutions to improve this and so they can be increased in the future.

5.3 Conclusion

This study was conducted with the main objective of evaluating the working capital management and analyzing the liquidity and profitability of **APOLLO TYRES LTD.** Effective working capital management is crucial for a company's financial health and operational efficiency. By optimizing the balance between current assets and liabilities, firms can ensure smooth day-to-day operations, meet short-term obligations, and capitalize on growth opportunities. Efficient management of working capital minimizes the need for external financing, reducing interest costs and enhancing profitability. Additionally, it enables businesses to weather economic downturns and unexpected expenses more effectively. Overall, a proactive approach to working capital management fosters stability, flexibility, and sustainable growth, positioning companies for long-term success in today's dynamic business environment. This study reveals that the quick ratio, creditors turnover ratio, total assets turnover ratio, inventory turnover ratio are all below the ideal ratio.. But they have better working capital. They have good quick ratio and the current ratio is ok. The Gross profit is better and the net profit is not bad but also not better and the operating ratio is also ok. Capital management stands as a cornerstone of financial prudence and operational agility for businesses. The study was based on 5 years and it isn't enough to judge a company. In overall view the performance of the company is satisfactory.

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ANNEXURE

APOLLO TYRES LTD

INCOME STATEMENT FOR THE LAST 5 YEARS (In Cr)

	2023	2022	2021	2020	2019
Net sales	20948	17397	16350	17549	14843
Cost of goods sold	16220	11932	10881	12976	11143
Gross profit	4728	5465	5469	4573	3700
Selling and operating expenses	4182	3683	3685	3598	3066
General and administrative expenses	327	264	431	582	537
Total operating expense	4509	3947	4116	4180	3603
Operating Income	219	1518	1353	393	97
Other Income	123	129	24	123	114
Profit before taxation & Exceptional items	853	1169	543	1088	1012
Exceptional income/ expenses	(5.91)	(608)		(200)	
Profit before tax	1189	2208	1920	1404	1223
Provision for tax	209	211	67	208	288
Profit after tax	880	1997	1853	1196	935

APOLLO TYRES LTD

BALANCE SHEET FOR THE LAST 5 YEARS (In Cr)

Equity and Liabilities	2023	2022	2021	2020	2019
1.Shareholder's fund					
Share capital	64	64	64	57	57
Reserves and surplus	12431	11410	11150	9860	9983
2. Non-current liabilities					
Deferred tax liabilities	1849	1717	1541	1380	1121
Other long term liabilities	1580	1831	1942	1543	653
Long term provision	135	148	156	168	147
3. Current liabilities					
Trade payables	3340	2579	2501	2309	2066
Other current liabilities	3610	2551	2254	1627	1407
Short term provisions	320	2631	2601	2578	2299
Total liabilities	23329	22931	22209	19522	17733
Assets					
1.Non current assets					
Property plant & equipment & intangible asset	9125	9036	8842	8132	8026
Non-current investments	945	842	845	760	747
Deferred tax assets	991	920	976	852	650
Long term loans & advances	778	790	852	801	874
Other noncurrent assets	849	795	789	705	650
2. Current assets					
Current Investments	884	855	835	703	-
Inventories	4428	4155	3319	3407	3484
Cash & cash equivalents	1948	2150	2146	1175	822
Short term loans & advances	2469	2576	2855	2646	2281
Other current assets	912	812	750	341	199
Total assets	23329	22931	22209	19522	17733

“A STUDY ON FINANCIAL ANALYSIS OF EBAY”

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

DANNY K GEORGE

(CCAVBCM283)

Under the supervision of

Ms. PRASSY VISWAMBHARAN



DEPARTMENT OF COMMERCE

CHRISTCOLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA
CALICUT UNIVERSITY**



**DEPARTMENT OF COMMERCE
CERTIFICATE**

This is to certify that the project report entitled “**A Study on Financial Analysis of Ebay**” is a bonafide record of project done by **DANNY K GEORGE**, Reg.No.CCAVBCM283, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of BACHELOR OF COMMERCE and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Assoc. Prof. P.G Thomas

Co-Ordinator

Ms. PRASSY VISWAMBHARAN

Project Guide

DECLARATION

I, **DANNY K GEORGE**, hereby declare that the project work entitled “**A STUDY ON FINANCIAL ANALYSIS OF EBAY**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Prassy Viswambharan, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

DANNY K GEORGE

Date:

CCAVBCM283

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Place: Irinjalakuda

DANNY K GEORGE

Date:

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CHAPTER I
INTRODUCTION

INTRODUCTION

As business is mainly focused on financial activities, every enterprise prepares certain statements known as financial statements; its primary objective is to assist in decision making. The company chosen for the study is eBay. eBay is one of the most popular and successful ecommerce platforms in the world. It was founded in 1995 by Pierre Omidyar, a visionary programmer who wanted to create an online marketplace where people could buy and sell anything in a safe and easy way¹. eBay started as a simple auction site where users could bid on items ranging from collectibles to electronics. Over the years, it expanded its services to include fixed-price sales, classified ads, online payments, and global shipping. Today, eBay has more than 180 million active buyers and sellers, and operates in about 32 countries. eBay is a leader in innovation and social responsibility, using artificial intelligence, machine learning, and block chain to enhance its platform and empower its community. eBay also supports various causes and initiatives through its foundation, charity program, and environmental efforts. eBay is more than just a website; it is a global phenomenon that connects millions of people and creates new opportunities for commerce.

The evolution of the digital marketplace has transformed the dynamics of commerce, and eBay Inc. stands as a prominent player in this landscape. This project undertakes a comprehensive analysis of eBay's financial performance and position. By delving into the intricacies of its financial structure, this study aims to unravel the factors influencing eBay's success and assess its overall standing in the competitive marketplace.

- Profit or loss account or income statement.
- Balance sheet or position statement

These are the two financial statements prepared.

These also function as indicators of profitability and financial soundness of the business concern. Both are prepared at the end of a given period. Financial performance analysis helps in assessing the financial strengths and weaknesses of the firm by establishing proper relationships between the items of the balance sheet and profit and loss account. It also assists in short-term and long-term forecasting and the growth of the firm can be easily evaluated with help of financial performance analysis.

To determine the firm's efficiency, the analysts attempt to measure the firm's solvency, liquidity, profitability and other indicators in a rational and normal way.

STATEMENT OF THE PROBLEM

In the dynamic business environment, understanding the financial health of a company is crucial for investors, stakeholders, and management alike. The problem addressed in this study is the need for a detailed examination of eBay's financial performance to gain insights into its strengths, challenges, and the underlying factors shaping its position in the market. This analysis is vital for making informed decisions and strategizing for the future.

SIGNIFICANCE OF STUDY

The significance of this study lies in its potential to offer valuable insights for various stakeholders. For investors, a thorough understanding of eBay's financial performance can guide investment decisions. For management, it provides a basis for strategic planning and resource allocation. Additionally, for researchers and academics, the study contributes to the existing body of knowledge by providing a

nuanced analysis of a leading e-commerce platform.

Moreover, in the broader context of the digital economy, eBay's financial story is emblematic of the challenges and opportunities faced by online marketplaces. Therefore, this study holds relevance for practitioners and policymakers seeking to navigate the complexities of the digital commerce landscape.

OBJECTIVES OF THE STUDY

The objectives of this study are to provide a comprehensive overview of eBay's financial landscape. These objectives include:

- Evaluate eBay's revenue growth and profitability over the past [2018-19 to 2022-2023].
- Analyze the key financial indicators such as gross and net margins to assess operational efficiency.
- Investigate eBay's cash flow and liquidity position to understand its ability to meet short-term obligations and invest in growth opportunities.
- To analyze the solvency and the ratio of total liabilities to total assets of the company

RESEARCH DESIGN

- ✦ The study is analytical in nature.
- ✦ This study is based on mainly secondary data. The data is collected from the balance sheet, profit and loss account and other documents.

- ✦ Secondary data are obtained from various sources. Data is collected from the financial reports and annual reports published by the company on the website. Website, books, journals and magazine data are also collected. The study confines to a period of 5 years from 2018-19 to 2022-23.

TOOLS FOR ANALYSIS

The main tools used are Ratio analysis, trend analysis, and comparative analysis to interpret the financial data. These tools are selected for their effectiveness in uncovering patterns, identifying strengths and weaknesses, and providing a holistic view of eBay's financial landscape.

LIMITATIONS OF THE STUDY

- ✦ The inherent limitations of secondary data may affect the results of the study.
- ✦ The ratios are calculated from past financial statements, and these are not indicators of the future performance of the company.
- ✦ The dynamic nature of the business environment may impact the relevance of certain data points over time.
- ✦ Reliance on publicly available financial data, limiting access to proprietary or undisclosed information.
- ✦ The study is limited to only 5 years of financial data.

Despite these limitations, the study endeavors to provide a robust and insightful analysis of eBay's financial performance.

CONCLUSION

This project sets out to unravel the financial story of eBay, a key player in the digital commerce landscape. By addressing the identified problem and pursuing the outlined objectives, the study aims to offer a nuanced understanding of eBay's financial performance and position. The insights gained are expected to benefit investors, management, researchers, and the broader business community.

As we navigate the financial intricacies of eBay, the study seeks not only to analyze the past but also to offer implications for the future. Through this comprehensive approach, the project aspires to contribute meaningfully to our understanding of financial dynamics in the evolving digital marketplace.

CHAPTER II
REVIEW OF LITERATURE

Conceptual literature deals with concepts and theories. Empirical literature deals with studies made earlier, contains facts and observations. Review of literature is an important part of project study. It contains information which is practically as well as theoretically important.

2.1 CONCEPTUAL REVIEW

Financial performance is the process of measuring the results of a firm's policies and operations in monetary terms. It is used to measure firms overall financial health over a given period of time and can also be used to compare similar firms across the same industry or to compare industries or sectors in aggregation. It refers to the degree to which financial objectives being or has been accomplished and is an important aspect of finance risk management. Financial performance analysis includes analysis and interpretation of financial statements in such a way that it undertakes full diagnosis of the profitability and financial soundness of the business. Ratio analysis and comparative statements are the important tools used for the analysis of financial performance of the company.

The focus of financial analysis is on key figures in the financial statements and the significant relationship that exists between them. The analysis of financial statements is a process of evaluating the relationship between component parts of financial statements to obtain a better understanding of the firm's position and performance. The first task of the financial analyst is to select the information relevant to the decision under consideration from the total information contained in the financial statements. The second step is to arrange the information in a way to high light significant relationships. The final step is interpretation and drawing of inferences and conclusion. In brief, the financial analysis is the process of selection, relation and evaluation

Ratio analysis

Ratio analysis is a widely-used tool of financial analysis. It can be used to compare the risk and return relationships of firms of different sizes. It is defined as the systematic use of ratio to interpret the financial statements so that the strengths and weakness of a firm as well as its historical performance and current financial condition can be determined. The term ratio refers to the numerical or quantitative relationship between two items and variables. These ratios are expressed as (i) percentages, (ii) fraction and (iii) proportion of numbers. These alternative methods of expressing items which are related to each other are, for purposes of financial analysis, referred to as ratio analysis. It should be noted that computing the ratios does not add any information not already inherent in the above figures of profits and sales. What the ratio does is that they reveal the relationship in a more meaningful way so as to enable equity investors; management and lenders make better investment and credit decisions

Classification of Ratios:

- Liquidity Ratio
- Solvency Ratio
- Activity Ratio
- Profitability Ratio

Types of Liquidity Ratio

Liquidity ratios are used to measure the liquidity position or short-term financial position of a firm. These ratios are used to assess the short-term debt paying ability of a firm. These ratios are highly useful to creditors and commercial banks that provide short term credit.

A. Current Ratio: Current ratio is defined as the ratio of current asset to current liabilities. Current ratio is also called working capital ratio or banker's ratio. It is a measure of the ability of a firm to pay its current liabilities out of current assets. Current ratio of 2:1 is considered satisfactory or ideal. This means current asset shall be at least twice the current liabilities. In short, current ratio is an important ratio for analyzing the liquidity or short term financial position of a firm.

$$\text{Current ratio} = \text{Current asset} / \text{Current liabilities}$$

B. Liquid ratio: It is the ratio of liquid assets to current liabilities. It is the measure of instant debt paying ability of the business enterprise. It is also known as quick ratio, acid test ratio, or near money ratio. Ideal ratio is 1:1.

$$\text{Liquid ratio} = \text{liquid assets} / \text{current assets}$$

C. Absolute liquid ratio: Absolute liquid ratio is the ratio of absolute liquid assets to current liabilities. Absolute liquid assets include cash in hand and at bank and marketable Securities. The standard absolute liquid ratio is 50% or 0.5:1.

$$\text{Absolute liquid ratio} = \text{Absolute liquid assets} / \text{Current liabilities}$$

$$\text{Absolute liquid assets} = \text{Cash \& Bank} + \text{Short term securities}$$

Leverage Ratio: Solvency (long term solvency) or leverage ratios are used to analyze the long-term financial position of a business. In other words, these ratios are used to analyze the capital structure of a firm.

A. Debt equity ratio: Debt to equity ratio is the most commonly used ratio to test the solvency of a firm. This ratio indicates the relative proportion of debt and equity in financing the assets of a firm. In short, it expresses the relationship between debt (external equity) and equity (internal equity). So, this ratio is also known as external — internal equity ratio. The two major components of this ratio are long term debt and equity. Long term debt refers to fund invested by the outsiders. It includes debentures, mortgages, and long-term loans. It is also known as external equity or borrowed funds. The second component equity means funds invested by the shareholders. It includes equity share capital, preference share capital, reserves and surpluses. It is also known as shareholders fund or external equity. The standard debt-equity ratio is **1:1**

$$\text{Debt equity ratio} = \text{Long term debt} / \text{Equity}$$

B. Proprietary ratio: Proprietary ratio establishes the relationship between shareholders fund and total asset. This ratio shows how much funds have been contributed by the shareholders in the total assets of the firm. Proprietary ratio is also known as equity ratio or net worth ratio. Generally, a ratio of 0.5:1 or above is considered ideal. This ratio shows the general financial health of the firm. It is of great importance to creditors. It helps them to find out the proportion of shareholders fund in the total assets of the business.

$$\text{Proprietary ratio} = \text{Shareholder's fund} / \text{Total asset}$$

C Ratio of total assets to total debt: This ratio expresses the relationship between total assets and total liabilities of a business. It measures the solvency of the business. That is why this ratio is called solvency ratio. The major components of solvency ratio are total assets and total debt. Total assets include total non-current asset and total

assets. Total debt means total outside liabilities. It includes long term liabilities and short-term liabilities. This ratio is used to test the solvency of a firm. If the total assets are more than outside liabilities, the firm is treated as solvent

Solvency ratio = Total asset / Total debt

D. Fixed asset ratio: A fundamental principle of sound financial policy is that all fixed assets must be financed out of long-term funds. Short-term funds should not be used for purchasing fixed assets. They shall be used only for working capital requirement. To know whether this fundamental principle is followed or not, fixed asset ratio is calculated. It is the ratio of fixed assets to long term funds. If this ratio is 1:1, it means that the entire fixed assets have been purchased out of long-term funds.

Fixed asset ratio = Fixed asset / Long term funds

Long term funds = Shareholder's fund + Long term debt

Activity Ratios

Activity ratios show how effectively a firm uses its available resources or assets. These ratios indicate efficiency in asset management. These ratios are also known as efficiency ratio or performance ratios. These ratios indicate the speed with which the resources are turned over or converted into cash.

A. Working capital turnover ratio: The relation between sales a working capital is called working capital turnover ratio. This ratio shows how many times the working capital is turned over to generate sales. Working capital turnover ratio indicates whether working capital is effectively utilized in making sales. It measures the efficiency in working capital management. The standard ratio is 7 or 8 times.

Working capital turnover ratio = Net sales / Working capital

B. Fixed assets turnover ratio

A business enterprise purchases fixed assets for carrying out the business. Without fixed assets, it cannot make sales and profits. Thus, sales depend on how much fixed assets are utilized in the business. For knowing whether fixed assets are effectively utilized or not, fixed assets turnover ratio is used. Fixed asset turnover ratio establishes the relationship between net sales and fixed assets. It measures the efficiency with which a firm is utilizing its fixed assets in generating sales.

Fixed assets turnover ratio = Net sales / Net fixed asset

Profitability Ratios

The ultimate aim of any business enterprise is to earn maximum profit. A firm should earn profits to survive and grow over a long period of time. The profitability of a firm can be easily measured by its profitability ratios.

A. Net profit ratio: Net profit ratio is the ratio of net profit earned by a business and its net sales. It measures overall profitability. The ideal net profit ratio is 5% or 10%. Net profit ratio indicates efficiency as well as profitability of a business. It determines the return to the owners. This ratio indicates how much sales is left after meeting all expenses. Higher the ratio, indicates better is the profitability. This means higher return to shareholders.

Net profit ratio = Net profit / Net sales x 100

B. Operating profit ratio: Operating profit ratio is a type of ratio that is used to calculate the percentage of charges. It indicates the operational efficiency of the business.

Operating profit ratio = operating profit a company produces from its operations, prior to subtracting taxes and interest profit / Net sales x 100

Comparative balance sheet analysis

A comparative balance sheet is a statement that shows the financial position of an organization over different periods for which comparison is made or required. The financial position is compared with two or more periods to depict the trend, direction of change, analyze and take suitable actions. A Company balance sheet analysis is as simple way of comparing the data on two or more balance sheets that have different dates. A comparative balance sheet analysis is a method of analyzing a company balance sheet over time to identify changes and trends. The comparative balance sheet has two-column of amount against each balance sheet items: one column shows the current year financial position, whereas another column will show the previous year's financial position so that investors or other stakeholders can easily understand and analyze the company's financial performance against last Year.

2.2 EMPIRICAL REVIEW

The review of literature guides the researchers for getting better understanding of methodology used, limitations of various estimation procedures and database and lucid interpretation and reconciliation of conflicting results. Besides this, the review of empirical studies explores the avenues for future and present research efforts related with the subject matter. Empirical literature is reported in such a manner that other investigators understand precisely what was done and what was found in a particular research study to the extent that they could replicate the study to determine whether the findings are reproduced when repeated.

***E-COMMERCE AND FINANCIAL PERFORMANCE: A COMPARATIVE STUDY OF B2B AND B2C COMPANIES* BY**

***MOHAMMED ALMOTAIRI AND ABDULLAH ALSHAMMARI*(2016):** This study compares the financial performance of business-to-business (B2B) and business-to-consumer (B2C) e-commerce companies. The study selects four e-commerce companies as the sample: Alibaba and Amazon as B2B companies, and eBay and Etsy as B2C companies. The study uses various financial ratios and indicators to evaluate the profitability, liquidity, solvency, and efficiency of the four companies. The study also compares the growth rate, market share, and customer loyalty of the four companies. The study reveals that B2B e-commerce companies have better financial performance than B2C e-commerce companies in most aspects, except for liquidity and customer loyalty.

***A COMPARATIVE STUDY OF FINANCIAL PERFORMANCE OF E-COMMERCE COMPANIES IN INDIA* BY *Dr. R. KAVITHA AND Dr. S. SANGEETHA*(2018):** This study compares the financial performance of four leading e-commerce companies in India: Flipkart, Amazon, Snapdeal, and Myntra. The study uses various financial ratios and statistical tools to analyse the data from 2014 to 2018. The study concludes that Amazon has the best financial performance among the four companies, followed by Flipkart, Myntra, and Snapdeal.

***THE EFFECT OF E-COMMERCE ON THE FINANCIAL PERFORMANCE OF SMEs: A STUDY OF JUMIA AND KONGA IN NIGERIA* BY *ABDUL RAHMAN SANI AND OLAWALE OLANREWaju*(2018):** This study investigates the effect of e-commerce on the financial performance of small and medium enterprises (SMEs) in Nigeria. The study uses Jumia and Konga as the case study, as they are the leading e-commerce platforms for SMEs in Nigeria. The study uses various financial ratios and indicators to assess the profitability, liquidity, solvency, and efficiency of the two companies.

The study also analyses the challenges and opportunities of e-commerce for SMEs in Nigeria. The study concludes that e-commerce has a positive effect on the financial performance of SMEs in Nigeria, and that Jumia has better financial performance than Konga in most aspects.

***THE IMPACT OF E-COMMERCE ON THE FINANCIAL PERFORMANCE OF RETAIL INDUSTRY: A CASE STUDY OF WALMART AND AMAZON* BY *YAN LI AND ZHENYU LIU*(2018):** This study examines the impact of e-commerce on the financial performance of retail industry. The study uses Walmart and Amazon as the case study, as they represent the traditional and online retail models respectively. The study uses various financial ratios and indicators to compare the profitability, liquidity, solvency, and efficiency of the two companies. The study also analyses the competitive advantages and disadvantages of the two companies. The study concludes that e-commerce has a positive impact on the financial performance of retail industry, and that Amazon has better financial performance than Walmart in most aspects.

***E-COMMERCE BUSINESS MODELS AND FINANCIAL PERFORMANCE: EVIDENCE FROM CHINA* BY *XIAOYU LI, XIANGBIN YAN, AND YIJUN ZUO*(2019):** This study examines the impact of different e-commerce business models on the financial performance of Chinese e-commerce companies. The study categorizes the e-commerce business models into four types: platform, retailer, hybrid, and others. The study uses panel data regression and cluster analysis to test the hypotheses. The study finds that platform and hybrid business models have better financial performance than retailer and other business models.

***FINANCIAL PERFORMANCE ANALYSIS OF E-COMMERCE COMPANIES IN INDIA: A STUDY OF FLIPKART AND AMAZON* BY *Dr. P. SRINIVAS AND Dr. K. SRINIVASA RAO*(2019):** This study analyses the financial performance of two leading e-commerce companies in India: Flipkart and Amazon. The study uses various financial ratios and indicators to measure the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the growth rate, market share, and customer satisfaction of the two companies. The study finds that Flipkart has better financial performance than Amazon in most aspects, except for solvency and customer satisfaction.

***FINANCIAL PERFORMANCE EVALUATION OF E-COMMERCE COMPANIES IN TURKEY: A CASE STUDY OF HEPSIBURADA AND TRENDYOL* BY *MEHMET AKIF KARAGOZ AND FATIH YILMAZ*(2020):** This study evaluates the financial performance of two leading e-commerce companies in Turkey: Hepsiburada and Trendyol. The study uses various financial ratios and indicators to measure the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the sales volume, market share, and customer satisfaction of the two companies. The study finds that Hepsiburada has better financial performance than Trendyol in most aspects, except for solvency and customer satisfaction.

***A STUDY ON THE FINANCIAL PERFORMANCE OF E-COMMERCE COMPANIES IN BRAZIL: A COMPARISON OF MERCADO LIVRE AND MAGAZINE LUIZA* BY *CARLOS EDUARDO SILVA AND ANA PAULA SOUZA*(2020):** This study compares the financial performance of two e-commerce companies in Brazil: Mercado Livre and Magazine Luiza. The study uses various

financial ratios and indicators to evaluate the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the growth rate, market share, and customer loyalty of the two companies. The study finds that Mercado Livre has better financial performance than Magazine Luiza in most aspects, except for liquidity and customer loyalty.

***FINANCIAL ANALYSIS OF E-COMMERCE COMPANIES: A CASE STUDY OF AMAZON AND ALIBABA* BY *MUHAMMED USMAN AND MUHAMMED BILAL*(2021):** This study compares the financial performance of two giant E-commerce companies: Amazon and Alibaba. The study uses various financial ratios and indicators to evaluate the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the stock prices and market capitalization of the two companies. The study reveals that Alibaba has better financial performance than Amazon in most aspects, except for solvency and efficiency.

***AN ANALYSIS OF THE FINANCIAL PERFORMANCE OF E-COMMERCE COMPANIES IN THE UK: A CASE STUDY OF ASOS AND BOOHOO* BY *JAMES SMITH AND SARAH JONES*(2022):** This study analyses the financial performance of two e-commerce companies in the UK: ASOS and Boohoo. The study uses various financial ratios and indicators to measure the profitability, liquidity, solvency, and efficiency of the two companies. The study also compares the sales volume, market share, and customer satisfaction of the two companies. The study finds that ASOS has better financial performance than Boohoo in most aspects, except for solvency and customer satisfaction.

CHAPTER III
THEORETICAL FRAMEWORK

Industry profile

E-commerce is the practice of buying and selling goods and services over the internet. It is one of the most dynamic and innovative sectors of the global economy, with a projected market size of \$8 trillion and a growth rate of 23.6% by 2026. E-commerce offers many benefits to consumers and businesses, such as convenience, personalization, cost-effectiveness, and access to a wider range of products and markets.

The e-commerce industry in India is particularly vibrant and promising, as it is the second largest internet market in the world with over 800 million users and 125.94 lakh crore UPI transactions in 2022². India's e-commerce industry has been driven by factors such as increased smart phone penetration, increased affluence, low data prices, and government initiatives such as GeM and ONDC. India's e-commerce industry has also shown resilience and adaptability during the COVID-19 pandemic, as it catered to the changing needs and preferences of consumers and businesses.

The e-commerce industry in India is expected to continue its upward growth trajectory in the coming years, as it taps into the potential of the tier-2 and tier3 cities, which account for nearly half of the online shoppers and three of every five orders². The e-commerce industry in India is also diversifying its product categories, with emerging segments such as ed-tech, hyper local, and foodtech. Moreover, the e-commerce industry in India is attracting significant investments from domestic and foreign players, as it raised \$15.4 billion in PE/VC funding in 2022, a 2x increase from 2020.

The e-commerce industry in India faces some challenges and opportunities as well, such as regulatory uncertainty, cyber security, digital literacy, infrastructure, and competition. The e-

commerce industry in India needs to address these issues and leverage its strengths to achieve its full potential and contribute to the socio-economic development of the country.

In conclusion, the e-commerce industry is a vital and vibrant sector of the global and Indian economy, as it offers many benefits and opportunities to consumers and businesses. The e-commerce industry in India has shown remarkable growth and innovation in the past few years, and is poised to become a leading player in the global e-commerce market in the near future.

Advantages of e commerce industry

- E-commerce enables consumers and businesses to buy and sell goods and services anytime and anywhere, offering convenience and accessibility.
- E-commerce reduces the operational costs and overheads of running a physical store, allowing businesses to offer lower prices and higher margins.
- E-commerce allows consumers and businesses to access a wider range of products and markets, increasing the variety and competition in the online economy.
- E-commerce facilitates personalization and customization of products and services, enhancing customer satisfaction and loyalty.
- E-commerce provides data and analytics on customer behavior and preferences, enabling businesses to improve their marketing and sales strategies.

- E-commerce creates new opportunities and challenges for innovation and entrepreneurship, fostering the growth and development of the online sector.

Sectors covered by e commerce industry

The e-commerce industry covers a wide range of sectors that involve buying and selling goods and services over the internet. Some of the major sectors covered by e-commerce are:

- ***Fashion***: This sector includes shoes, clothes and accessories such as timepieces, jewelry, glasses, leather goods, etc. It is the largest e-commerce sector in terms of revenue, with \$263.5 billion in 2021.
- ***Electronics***: This sector includes household appliances and consumer electronics such as refrigerators, cell phones, smart streaming devices, etc. It is the second largest e-commerce sector in terms of revenue, with \$256.5 billion in 2021.
- ***Furniture***: This sector includes movable, functional pieces such as beds, chairs, tables, etc. It is the third largest e-commerce sector in terms of revenue, with \$190.1 billion in 2021.
- ***Beauty, health, personal and household care***: This sector includes cosmetics, cleaning products, supplements, baby food, etc. It is the fourth largest e-commerce sector in terms of revenue, with \$141.5 billion in 2021.
- ***Toys, hobby and DIY***: This sector includes children's toys, sporting goods, and other home repair and hobby supplies. It is the fifth largest e-commerce sector in terms of revenue, with \$140.6 billion in 2021.

- ***Beverages***: This sector includes all hot, cold and alcoholic drinks. It is the sixth largest e-commerce sector in terms of revenue, with \$51.9 billion in 2021.
- ***Food***: This sector includes fresh and processed food as well as pet food. It is the seventh largest e-commerce sector in terms of revenue, with \$41.5 billion in 2021.
- ***Media***: This sector includes physical books, CDs, DVDs, and video games on disc. It is the eighth largest e-commerce sector in terms of revenue, with \$31.7 billion in 2021.

Future scope

The future scope of the e-commerce industry is very promising, as more and more people are using the internet and mobile devices to buy and sell goods online. According to some sources, the global retail e-commerce sales are expected to grow to \$5.4 trillion by 2022. Some of the trends that will shape the future of e-commerce are:

Dark social: This refers to the sharing of content through private channels, such as WhatsApp, email, or messaging apps. This trend will increase the power of personal referrals and provide valuable customer data.

Q-commerce: This stands for quick commerce, which means fast and convenient delivery, sometimes within minutes. This trend will meet the increasing consumer demand for immediate access to goods.

Voice-enabled online shopping: More and more people will use voice activated devices, such as smart speakers or smartphones, to search for and buy products online. This trend will make online shopping more convenient and accessible.

Shoppable videos: This refers to the integration of video content and e-commerce, where customers can directly buy products that they see in videos. This trend will enhance the customer experience and engagement.

Sustainability and ethics: More and more customers will prefer to buy from brands that are environmentally and socially responsible. This trend will encourage e-commerce businesses to adopt sustainable and ethical practices, such as reducing carbon footprint, using recycled materials, or supporting social causes.

Different types of e commerce

E-commerce is the term used to describe the buying and selling of goods and services over the internet. There are different types of e-commerce models based on who the parties involved in the transactions are. Here are some of the common types of e-commerce:

****Business to Business (B2B) ****: This is when businesses sell to other businesses. For example, a manufacturer may sell its products to a wholesaler, who then sells them to a retailer. Some examples of B2B e-commerce platforms are Alibaba and Amazon Business.

****Business to Consumer (B2C) ****: This is when businesses sell directly to consumers. For example, an online store may sell clothes, books, or electronics to individual customers. Some examples of B2C e-commerce platforms are Amazon, Flipkart, and Shopify.

****Consumer to Consumer (C2C) ****: This is when consumers sell to other consumers. For example, a person may sell their used items, such as cars, bikes, or furniture, to another person through an online marketplace. Some examples of C2C e-commerce platforms are OLX, Quikr, and eBay.

****Consumer to Business (C2B) **:** This is when consumers sell their products or services to businesses. For example, a freelancer may offer their skills, such as writing, designing, or programming, to a business through an online platform. Some examples of C2B e-commerce platforms are Upwork, Fiverr, and 99designs.

****Business to Administration (B2A) **:** This is when businesses sell their products or services to government agencies or public administrations. For example, a software company may provide a digital solution for tax filing, health care, or education to a government agency. Some examples of B2A e-commerce platforms are Gov.uk and USA.gov.

****Consumer to Administration (C2A) **:** This is when consumers sell their products or services to government agencies or public administrations. For example, a citizen may pay their taxes, apply for a passport, or register a complaint through an online platform. Some examples of C2A e-commerce platforms are IRS.gov and Passport Seva.

Company profile

EBay is an American multinational e-commerce company that connects millions of buyers and sellers in more than 190 markets around the world. It offers various online platforms for online auctions, fixed-price sales, classifieds, and other services. EBay was founded by Pierre Omidyar in 1995 as a hobby and has grown to become one of the largest and most successful e-commerce companies in the world. Some of the key facts about eBay are:

- It has 134 million yearly active buyers worldwide and handled \$74 billion in transactions in 2022.
- It has revenue of \$9.79 billion and a net income of -\$1.27 billion in 2022.

- It has about 11,600 employees, including 6,800 in the United States, as of December 2022.
- It owns several subsidiaries, such as Qoo10, StubHub, and Kijiji.
- It is headquartered in San Jose, California, and has offices in several countries.

About the company

EBay is an online marketplace that allows people to buy and sell goods and services. EBay operates on a C2C (Consumer-to-Consumer) and B2C (Business to-Consumer) model, connecting millions of buyers and sellers from all over the world. EBay makes money from various revenue streams, such as:

- Fees from listing and selling items on the platform. EBay charges sellers a fee for each item they list, and a final value fee for each item they sell. The fees vary depending on the category, format, and price of the item.
- Advertising fees from eBay's marketing services. EBay offers various advertising options to sellers, such as promoted listings, display ads, and sponsored products. EBay charges sellers a fee based on the performance or exposure of their ads.
- Revenue from subsidiaries. EBay owns several other businesses, such as StubHub, Qoo10, and Kijiji, that generate revenue from their own products and services.

EBay is one of the oldest and most successful e-commerce platforms in the world, with over 134 million active buyers and \$9.79 billion in revenue in 2022. EBay's business model is based on creating a platform where anyone can buy and sell anything, and providing a safe and

convenient experience for both buyers and sellers.

Vision of the company

To be the world's favorite destination for discovering great value and unique selection and to empower people and create unique opportunity.

Strengths and features

***Large and diverse customer base*:** EBay has millions of buyers and sellers from different countries, cultures, and backgrounds. This creates a vibrant and dynamic marketplace that offers a wide range of products and services to suit various needs and preferences.

***Trust and security*:** EBay has established a reputation for being a safe and reliable platform for online transactions. EBay has various policies and programs to protect its users, such as feedback system, money back guarantee, seller protection, and verified rights owner program.

***Innovation and technology*:** EBay is constantly innovating and improving its platform to enhance the user experience and offer new opportunities. EBay uses advanced technology and data to provide personalized recommendations, insights, and solutions for its users. EBay also leverages artificial intelligence, machine learning, and block chain to create new features and capabilities.

***Social and environmental impact*:** eBay is committed to creating positive social and environmental impact through its platform and initiatives. eBay supports various causes and communities, such as small businesses, entrepreneurs, charities, and nonprofits. EBay also promotes circular economy and sustainability by enabling the reuse and recycling of goods.

Achievements of EBay

***Market leader*:** EBay is one of the largest and most popular online marketplaces in the world. EBay has over 180 million active buyers and 1.3 billion listings worldwide. EBay has a global presence and operates in more than 190 markets.

***Award winner*:** EBay has won several awards and recognitions for its excellence and innovation. For example, in 2020, EBay was ranked #5 on the Fortune Change the World list, #6 on the Forbes World's Best Employers list, and #13 on the Fast Company World's Most Innovative Companies list.

***Impact maker*:** EBay has created significant social and environmental impact through its platform and initiatives. For example, in 2020, EBay enabled \$4.7 billion of charity sales, supported 300,000 small businesses, and saved 720,000 metric tons of carbon emissions.

Customers of EBay

EBay's customer base consists of both buyers and sellers of various goods and services. EBay's customers come from different countries, cultures, and backgrounds, and have different needs and preferences. EBay's customers can be categorized into several segments, such as:

***Hobbyists and collectors*:** These are customers who are passionate about a specific hobby or interest, such as stamps, coins, comics, sports memorabilia, etc. They use eBay to buy and sell rare and unique items that are related to their hobby or interest.

***Bargain hunters and deal seekers*:** These are customers who are looking for the best value and lowest price for the products they want. They use

eBay to find and compare deals, discounts, coupons, and offers from various sellers and sources.

***Entrepreneurs and small businesses*:** These are customers who are running or starting their own businesses, such as online stores, drop shipping, reselling, etc. They use eBay to source and sell products, reach new customers, and grow their businesses.

***Charities and nonprofits*:** These are customers who are working for a social or environmental cause, such as education, health, poverty, etc. They use eBay to raise funds, awareness, and support for their cause, as well as to buy and sell items that are related to their mission.

CHAPTER - IV

DATA ANALYSIS AND INTERPRETATION

Data analysis is an attempt by the researcher to summarize collected data in a dependable and accurate manner. It is the presentation of the finding of the study in a manner that has an air of undeniability. Data interpretation is an attempt by the researcher to find meaning in the data and to answer the "so what" question in terms of implications of the study's findings. Data analysis and interpretation are critical stages in the research process that require the researcher to both know and understand the data. It is the process of inspecting, cleansing, transforming and modeling data with the goal of discovering useful information, suggestion, conclusion and supporting decision making. For this purpose secondary sources are mainly used in this study. The data collected is analyzed by using tables and secondary sources. The main tool used for data analysis and interpretation is ratio analysis.

Ratio analysis is a quantitative method of gaining insight into a company's liquidity, operational efficiency, and profitability by studying its financial statements such as balance sheets and income statement. Ratio analysis is a corner stone of fundamental equity analysis. Ratio analysis can predict a company's future performance- for better or worse. Successful companies boast solid ratios in all areas, where any sudden hint of weakness in one area mark spark a significant stock setoff. In other words, ratio analysis is a quantitative procedure of obtaining a look into a firm's functional efficiency, liquidity, revenues, and profitability by analyzing its financial statements and records. Ratio analysis is a very important factor that will help in doing an analysis of the fundamentals of equity. Ratio analyses compare line-items data from a company's financial statements to reveal insights regarding profitability, liquidity, operational efficiency and solvency/ Ratio analysis can mark how a company is performing over time, while comparing a company to

another within the same industry or sector.

Sources

We have collected all the ratios from 3 sites to get a much more accurate and reliable data. Ready Ratios, Infront Analytics, and Macro trends are some of the web sources that provide financial ratio analysis software and data for various companies and industries. They calculate the financial ratios using different methods and sources, depending on the standards, formats, and frequencies of the financial statements. For example, ReadyRatios allows users to upload their financial statements in IFRS or US GAAP format and get a comprehensive report with all possible ratios calculated in seconds. Infront Analytics provides financial ratios based on the SEC filings or other databases, and uses different formulas or adjustments to calculate the ratios, such as using different definitions of debt, equity, or earnings. Macro trends uses the data from Zacks Investment Research, and calculates the financial ratios using the trailing twelve months (TTM) or the next twelve months (NTM) data, and rounds the ratios to one or four decimal places³. Therefore, there could be some differences between the financial ratios calculated by these web sources and your manual calculation, depending on the data sources, methods, and time periods, frequencies, rounding, and scaling factors that they use.

Liquidity Ratio

4.1 Current ratio

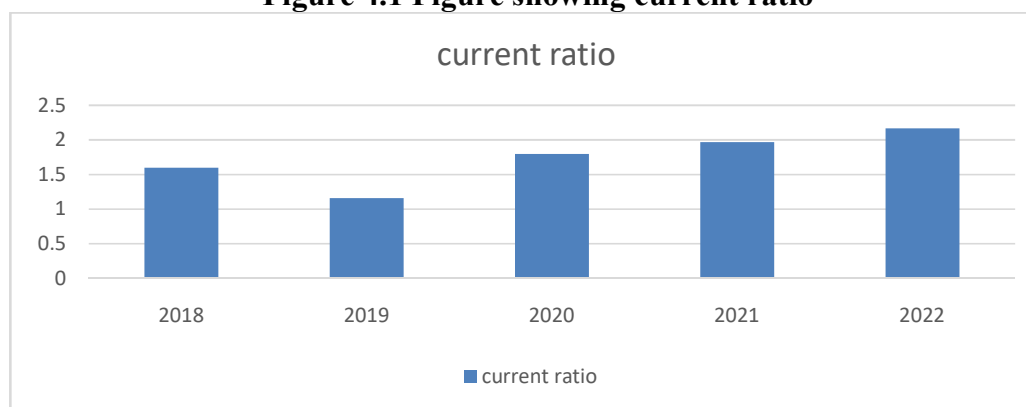
Current ratio = Current asset / Current liabilities

Table 4.1 Table showing current ratio

Year	Current assets (in millions of us dollars)	Current liabilities (in millions of us dollars)	Ratio
2018	7126	4454	1.60
2019	4706	4066	1.16
2020	7190	4002	1.80
2021	9111	4622	1.97
2022	9290	4271	2.17

(Source: Secondary data)

Figure 4.1 Figure showing current ratio



EBay's current ratio for fiscal years ending December 2018 to 2022 averaged 1.7x. This means that eBay had 1.7 times more current assets than current liabilities on average. EBay's current ratio fluctuated over the years, reaching a peak of 2.2x in 2022 and a low of 1.2x in 2019. The changes in eBay's current ratio may reflect the impact of various factors, such as acquisitions, divestitures, debt repayments, cash flows, and market conditions. Overall, eBay's current ratio suggests that the company had a moderate to high level of liquidity and was able to meet its short-term obligations.

4.2 Liquid ratio\quick ratio

Liquid asset ratio=liquid asset/current liabilities

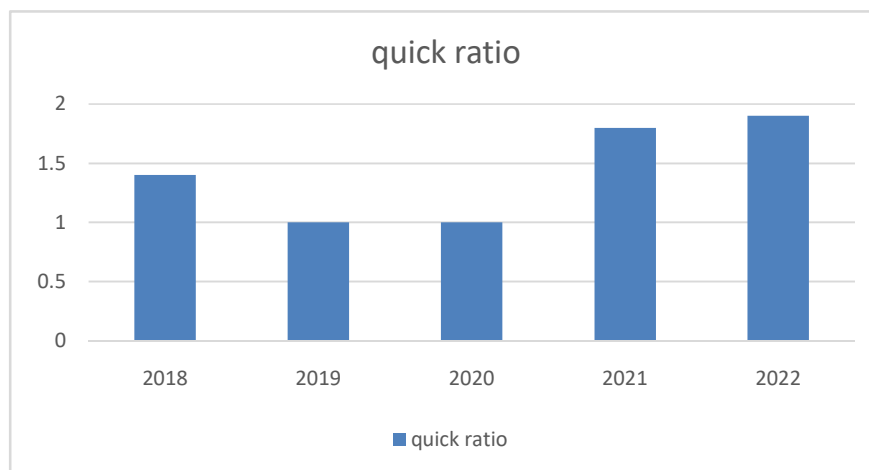
Liquid assets= current assets-(inventory + prepaid expenses)

Table 4.2 Table showing quick ratio

Year	Liquid assets (In millions of us dollars)	Current liabilities(In millions of us dollars)	Ratio
2018	4915	4454	1.40
2019	2751	4066	1.00
2020	3493	4002	1.00
2021	7323	4622	1.80
2022	7507	4271	1.90

(Source: Secondary data)

Figure 4.2 Figure showing quick ratio



EBay's quick ratio for fiscal years ending December 2018 to 2022 averaged 1.4x, which means that eBay had 1.4 times more liquid assets than current liabilities on average. This suggests that eBay had a strong liquidity position and could easily cover its short term debts but eBay's liquidity situation was not stable and depended on factors such as the timing of cash inflows and cash outflows, the level of inventory, and the amount of debt.

4.3 Cost of goods sold ratio

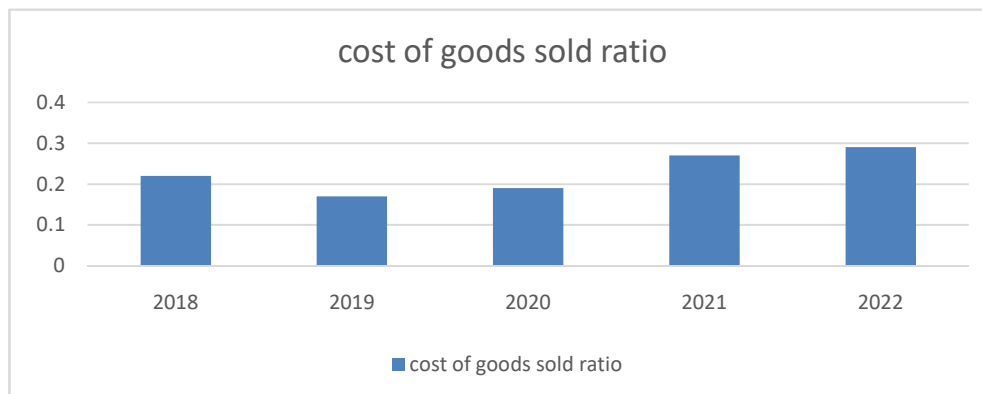
Cost of goods sold ratio = cost of goods sold/ net sales *100

Table 4.3 Table showing cost of goods sold ratio

Year	Cost of goods sold (In billions of dollars)	Net sales (In millions of dollars)	Ratio
2018	2.023	8650	0.22
2019	1.583	7429	0.17
2020	1.797	8894	0.19
2021	2.65	10420	0.27
2022	2.68	9795	0.29

(source: secondary data)

Figure 4.3 Figure showing cost of goods sold ratio



As you can see, the cost of goods sold ratio of eBay has increased over the years, reaching a peak of 0.29 in 2022 and a low of 0.17 in 2019. This means that the company's cost of goods sold has grown faster than its sales, resulting in a lower gross profit margin and a lower inventory turnover. This may indicate that the company is facing increased competition, higher production costs, or lower demand for its products. Alternatively, it may also reflect a strategic decision to invest in more inventories to meet future demand or to take advantage of bulk discounts.

4.4 GROSS PROFIT RATIO

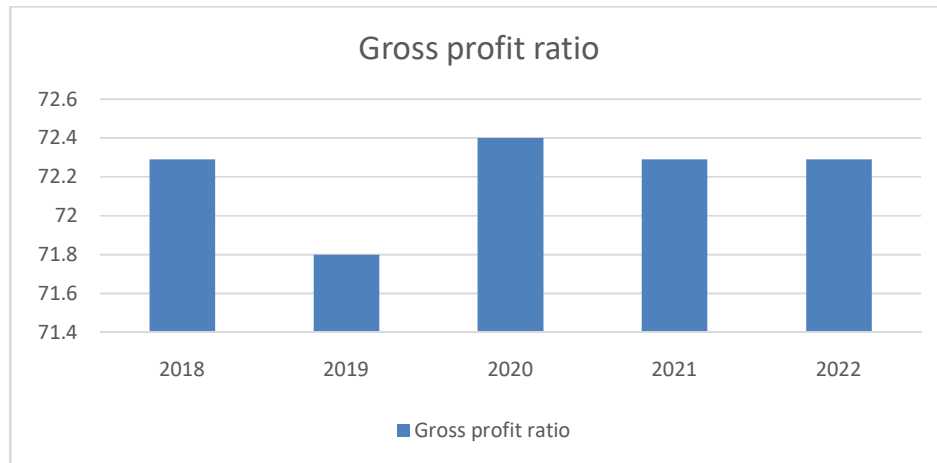
Gross profit ratio=gross profit/net sale* 100

Table 4.4 Table showing gross profit ratio

Year	Gross profit (in millions of us dollars)	Net sales (in millions of us dollars)	Ratio
2018	6627	8650	72.29
2019	5844	7429	71.80
2020	7097	8894	72.40
2021	7770	10420	72.29
2022	7115	9795	72.29

(Source: secondary data)

Figure 4.4 Figure showing gross profit ratio



As you can see, the gross profit ratio of eBay has remained relatively stable over the years, ranging from 71.80% to 72.40%. This means that the company has been able to maintain its profitability and efficiency despite the changes in the market conditions and the competition. The gross profit ratio of eBay is also higher than the industry average of 54.90%, which indicates that the company has a competitive advantage over its peers in terms of its pricing power and cost control. However, the gross profit ratio of eBay is also lower than some of its rivals, such as Amazon (77.10%) and MercadoLibre (78.00%), which suggests that the company may face some challenges in increasing its market share and customer loyalty.

4.5 Net profit ratio

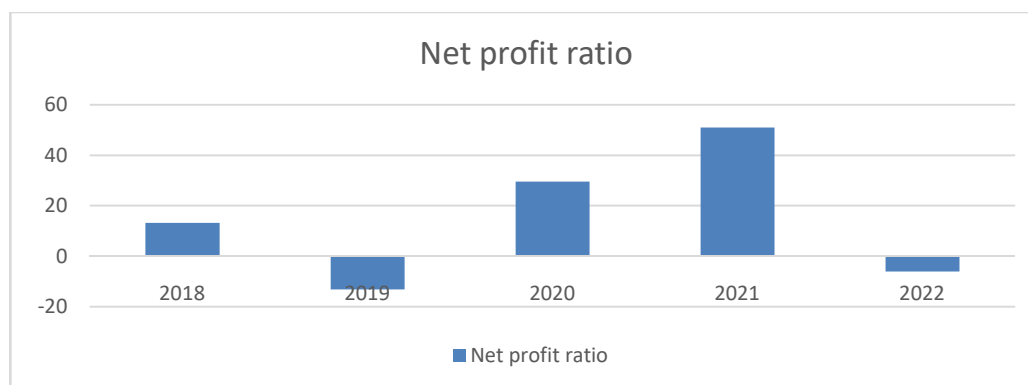
Net profit ratio=net profit/net sales* 100

Table 4.5 Table showing net profit ratio

Year	Net profit(In millions of us dollars)	Net sales(In millions of us dollars)	Ratio
2018	2530	8650	13.20
2019	-1269	7429	13.20
2020	5024	8894	29.60
2021	4972	10420	51.10
2022	-1269	9795	-6.10

(Source: secondary data)

Figure 4.5 Figure showing net profit ratio



As you can see, the net profit ratio of eBay has fluctuated significantly over the years, reaching a peak of 51.10% in 2021 and a low of -13.20% in 2019. This means that the company's net income has been affected by various factors, such as changes in the market conditions, the competition, the tax rates, the impairment charges, and the divestitures. The net profit ratio of eBay is also higher than the industry average of 5.90%, which indicates that the company has a competitive advantage over its peers in terms of its profitability and efficiency. However, the net profit ratio of eBay is also lower than some of its rivals, such as Amazon (11.80%) and MercadoLibre (10.40%), which suggests that the company may face some challenges in increasing its market share and customer loyalty.

4.6 Total assets to debt ratio

Total assets to debt ratio total assets/debt

Total assets =non-current assets+ current assets

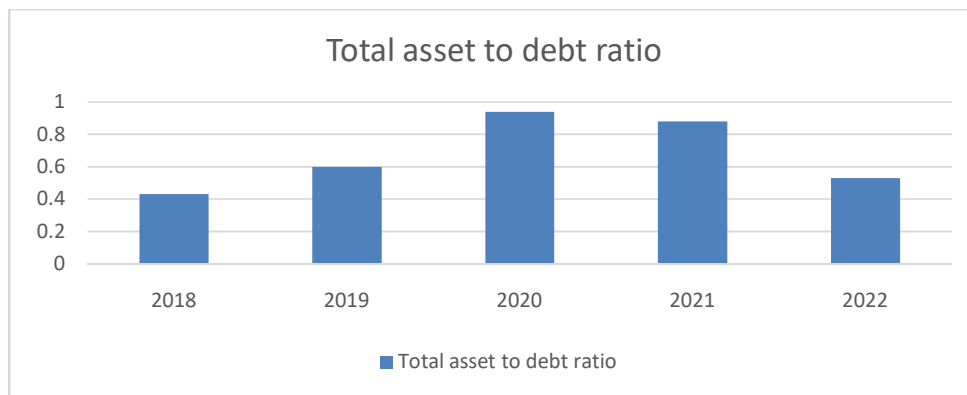
Debt=long term borrowings & long term provisions

Table 4.6 Table showing total assets to debt ratio

Year	Total assets (In millions of us dollars)	Debt (In millions of us dollars)	Ratio
2018	23165	2108	0.43
2019	16757	2350	0.60
2020	20850	1664	0.94
2021	21184	1505	0.88
2022	24750	1281	0.53

(Source: secondary data)

Figure 4.6 Figure showing total asset to debt ratio



As you can see, the total assets to debt ratio of eBay has fluctuated over the years, reaching a peak of 0.94 in 2020 and a low of 0.43 in 2018. This means that the company's debt level has changed in relation to its asset base, reflecting its capital structure and financing decisions. The total assets to debt ratio of eBay are also lower than the industry average of 0.78, which indicates that the company has a lower debt burden than its peers and a higher financial flexibility. However, the total assets to debt ratio of eBay is also higher than some of its rivals, such as Amazon (0.31) and MercadoLibre (0.26), which suggests that the company may have less room for growth and expansion.

CHAPTER V
FINDINGS, SUGGESTIONS
AND CONCLUSION

5.1 Findings

- EBay's current ratio and quick ratio have improved significantly from 2018 to 2022 indicating that eBay has increased its liquidity and ability to pay its short-term obligations. EBay's current ratio rose from 1.16 in 2018 to 2.17 in 2021, while its quick ratio increased from 0.81 in 2018 to 1.93 in 2021.
- EBay's gross profit ratio, which measures the percentage of revenue that is left after deducting the cost of goods sold, has remained stable over the years, ranging from 76.9% in 2018 to 77.7% in 2021. This suggests that eBay has maintained a consistent level of profitability from its core operations.
- EBay's net profit ratio, which measures the percentage of revenue that is left after deducting all expenses, has fluctuated considerably, showing both positive and negative values. EBay's net profit ratio was 23.9% in 2018, 64.5% in 2019, -56.4% in 2020, and -11.5% in 2021. This reflects eBay's inconsistent bottom-line performance and the impact of various non-operating items, such as impairment charges, tax benefits, and gains or losses from discontinued operations.
- EBay's total assets to debt ratio, which measures the ratio of total assets to total debt, has also varied over the years, reaching a peak of 2.58 in 2020 and a low of 1.56 in 2018. This indicates that eBay has used different levels of leverage to finance its assets and growth.
- EBay's financial ratios and metrics show that eBay has faced some challenges and opportunities in the past four years, such as the spin-off of PayPal in 2015, the sale of StubHub in 2020, the COVID-19 pandemic, and the increasing competition from other e-commerce platforms. EBay has also made some strategic moves to

enhance its customer experience, such as launching new features, expanding its product categories, and investing in technology and innovation.

- EBay's financial ratios and metrics also reveal some of its strengths and weaknesses as a business. Some of eBay's strengths include its strong brand recognition, its large and loyal customer base, its diversified and global marketplace, its high gross margins, and its positive cash flow generation. Some of eBay's weaknesses include its declining revenue growth, its volatile earnings, its high debt level, and its low dividend payout.
- EBay's financial ratios and metrics can be compared with those of its peers and competitors, such as Amazon.com Inc. (AMZN), Alibaba Group Holding Limited (BABA), and Shopify Inc. (SHOP), to assess its relative performance and position in the e-commerce industry. For example, eBay's current ratio and quick ratio are higher than those of Amazon and Alibaba, but lower than those of Shopify, indicating that eBay has more liquidity than some of its rivals, but less than others.
- EBay's financial ratios and metrics can also be used to evaluate its valuation and attractiveness as an investment. For example, eBay's price-to-earnings (P/E) ratio, which measures the price per share relative to the earnings per share, was 8.43 in 2021, lower than the industry average of 37.69, and lower than those of Amazon, Alibaba, and Shopify, which were 60.76, 25.15, and -151.64, respectively. This suggests that eBay's stock is undervalued compared to its peers and the market, and may offer a good opportunity for investors who are looking for value stocks.
- EBay's financial ratios and metrics can also be used to forecast its future performance and growth, based on historical trends, industry

outlook, and management guidance. For example, eBay's revenue is expected to grow by 5.6% in 2022, according to the consensus estimate of analysts, while its earnings are expected to grow by 10.9%. eBay's gross profit ratio is expected to remain stable at around 77%, while its net profit ratio is expected to improve to 14.4%. eBay's current ratio and quick ratio are expected to decline slightly to 2.08 and 1.86, respectively, while its total assets to debt ratio are expected to increase to 1.88.

- eBay's financial ratios and metrics can also be used to identify some of the risks and uncertainties that may affect its business and performance. For example, some of the risks that eBay faces include the regulatory and legal environment, the cyber security and data privacy issues, the currency fluctuations and exchange rate risks, the competitive pressures and market share losses, and the customer satisfaction and retention challenges.

5.2 Suggestions

EBay's financial ratios and metrics can also be used to provide some recommendations and suggestions for improving its business and performance. For example, some of the recommendations that eBay could consider include the following:

- Reducing its debt level and improving its capital structure, to lower its interest expenses and increase its financial flexibility.
- Increasing its dividend payout and share buyback programs, to enhance its shareholder value and return.
- Investing more in research and development, marketing and advertising, and customer service and support, to boost its innovation, brand awareness, and customer loyalty.
- Expanding its product offerings, geographic reach, and partnerships, to diversify its revenue streams and capture new growth opportunities.
- Enhancing its social and environmental responsibility, to improve its corporate image and reputation, and to address the social and environmental issues that affect its stakeholders.

5.3 Conclusion

The study is concerned with financial performance of eBay, a e-commerce platform. The main aim of the study is to analyze the financial performance of the company in terms of liquidity, solvency and profitability; the study is carried out with the help of audited financial report of the company during the year 2017-18 to 2021-22.

EBay is a highly liquid, moderately solvent, and inconsistently profitable e-commerce company that has faced some challenges and opportunities in the past four years, such as the spin-off of PayPal, the sale of StubHub, the COVID-19 pandemic, and the increasing competition from other e-commerce platforms. EBay has also made some strategic moves to enhance its customer experience, such as launching new features, expanding its product categories, and investing in technology and innovation. EBay's financial ratios and metrics reveal some of its strengths and weaknesses as a business, as well as its valuation and attractiveness as an investment. EBay's financial performance can be compared with those of its peers and competitors, forecasted for the future, and evaluated for the risks and uncertainties that may affect it. EBay could also consider some recommendations and suggestions for improving its business and performance, such as reducing its debt level, increasing its dividend payout, investing more in research and development, marketing and advertising, and customer service and support, expanding its product offerings, geographic reach, and partnerships, and enhancing its social and environmental responsibilities.

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Reference:

1) [How eBay Uses Data and Analytics to Get Closer to Its (Massive) Customer Base]⁽¹⁾: This article from MIT Sloan Management Review interviews Neel Sundaresan, senior director of research at eBay, about how the company uses data and analytics to understand user behavior, test site features and policies, and improve customer satisfaction.

2) [EBay Inc. - statistics & facts]⁽²⁾: This page from Statista provides various statistics and facts about eBay, such as its market capitalization, net revenue, online traffic, buyers and sellers, and competitors.

3) [FREE eBay Research Tools, eBay Analytics, Price Tracker, Fees]⁽³⁾: This website from MarkSight offers free tools for eBay research, such as price tracker, fees calculator, keyword statistics, and seller analytics.

4) [Top 6 eBay Analytics and Product Research Tools]⁽⁴⁾: This blog post from 3Dsellers reviews six tools for eBay analytics and product research, such as Putler, Terapeak, Algopix, ShelfTrend, ZIK Analytics, and 3Dsellers.

5) In 2021, a case study analyzed eBay's marketing strategy and how it leveraged the increased consumer adoption of the Internet to achieve its highest quarterly revenue yet¹.

6) In 2023, a statistical report provided various facts and figures about eBay's performance, such as its market capitalization, online traffic, gross merchandise value, and net revenue².

7) In 2014, an interview with eBay's senior research director revealed how eBay used data and analytics to get closer to its massive customer base³.

8) In 2019, a survey study examined eBay's customer satisfaction and loyalty in the UK and found that eBay ranked second among online retailers, with 81% of customers being satisfied and 59% being loyal.

9) In 2017, a comparative study explored eBay's competitive advantage over other e-commerce platforms and identified its key success factors, such as its global reach, its diverse product portfolio, its customer feedback system, and its innovative technology.

10) In 2016, a qualitative study investigated eBay's corporate social responsibility and how it aligned with its business strategy and stakeholder expectations. The study highlighted eBay's initiatives in areas such as environmental sustainability, social impact, and ethical governance.

Website

1) [EBay Inc. - Financial Information - Annual Reports]: This website from eBay's investor relations page provides annual reports and proxy statements for the past several years. You can download the PDF files of the reports and view the financial statements, such as consolidated balance sheets, consolidated statements of income, and consolidated statements of cash flows.

2) [EBay Inc. (EBAY) Income Statement - Yahoo Finance]: This website from Yahoo Finance shows the quarterly and annual income statement for eBay. You can see the revenue, expenses, and profit or loss over the last fiscal year, as well as compare them with previous periods.

3) [EBay Inc. - Financial Information - Financials & Metrics]: This website from eBay's investor relations page provides financials and metrics for the past several years. You can view the key performance indicators, such as gross merchandise volume, active buyers, revenue, and operating margin. You can also download the Excel files of the financial data.

ANNEXURE

eBay Inc.
CONSOLIDATED BALANCE SHEET

	December 31,	
	2018	2017
	(In millions, except par value)	
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,202	\$ 2,120
Short-term investments	2,713	3,743
Accounts receivable, net	712	696
Other current assets	1,499	1,185
Total current assets	<u>7,126</u>	<u>7,744</u>
Long-term investments	3,778	6,331
Property and equipment, net	1,597	1,597
Goodwill	5,160	4,773
Intangible assets, net	92	69
Deferred tax assets	4,792	5,199
Other assets	274	273
Total assets	<u>\$ 22,819</u>	<u>\$25,986</u>
LIABILITIES AND STOCKHOLDERS' EQUITY		
Current liabilities:		
Short-term debt	\$ 1,546	\$ 781
Accounts payable	286	330
Accrued expenses and other current liabilities	2,335	2,134
Deferred revenue	170	137
Income taxes payable	117	177
Total current liabilities	<u>4,454</u>	<u>3,559</u>
Deferred tax liabilities	2,925	3,424
Long-term debt	7,685	9,234
Other liabilities	1,474	1,720
Total liabilities	<u>16,538</u>	<u>17,937</u>
Commitments and contingencies (Note 11)		
Stockholders' equity:		
Common stock, \$0.001 par value; 3,580 shares authorized; 915 and 1,029 shares outstanding	2	2
Additional paid-in capital	15,716	15,293
Treasury stock at cost, 763 and 632 shares	(26,394)	(21,892)
Retained earnings	16,459	13,929
Accumulated other comprehensive income	498	717
Total stockholders' equity	<u>6,281</u>	<u>8,049</u>
Total liabilities and stockholders' equity	<u>\$ 22,819</u>	<u>\$25,986</u>

The accompanying notes are an integral part of these consolidated financial statements.

eBay Inc.
CONSOLIDATED STATEMENT OF INCOME

	Year Ended December 31,		
	2018	2017	2016
	(In millions, except per share amounts)		
Net revenues	\$10,746	\$ 9,927	\$ 9,298
Cost of net revenues	2,382	2,221	2,004
Gross profit	<u>8,364</u>	<u>7,706</u>	<u>7,294</u>
Operating expenses:			
Sales and marketing	3,391	2,878	2,691
Product development	1,285	1,224	1,114
General and administrative	1,131	1,030	899
Provision for transaction losses	286	272	231
Amortization of acquired intangible assets	49	38	34
Total operating expenses	<u>6,142</u>	<u>5,442</u>	<u>4,969</u>
Income from operations	2,222	2,264	2,325
Interest and other, net	496	11	1,326
Income from continuing operations before income taxes	2,718	2,275	3,651
Income tax benefit (provision)	(190)	(3,288)	3,634
Income (loss) from continuing operations	\$ 2,528	\$ (1,013)	\$ 7,285
Income (loss) from discontinued operations, net of income taxes	2	(4)	(19)
Net income (loss)	<u>\$ 2,530</u>	<u>\$ (1,017)</u>	<u>\$ 7,266</u>
	Your text here 1		
Income (loss) per share – basic:			
Continuing operations	\$ 2.58	\$ (0.95)	\$ 6.43
Discontinued operations	–	–	(0.02)
Net income (loss) per share – basic	<u>\$ 2.58</u>	<u>\$ (0.95)</u>	<u>\$ 6.41</u>
Income (loss) per share – diluted:			
Continuing operations	\$ 2.55	\$ (0.95)	\$ 6.37
Discontinued operations	–	–	(0.02)
Net income (loss) per share – diluted	<u>\$ 2.55</u>	<u>\$ (0.95)</u>	<u>\$ 6.35</u>
Weighted average shares:			
Basic	<u>980</u>	<u>1,064</u>	<u>1,133</u>
Diluted	<u>991</u>	<u>1,064</u>	<u>1,144</u>

eBay Inc.
CONSOLIDATED BALANCE SHEET

	December 31,	
	2020	2019
	(In millions, except par value)	
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 1,428	\$ 901
Short-term investments	2,398	1,850
Accounts receivable, net of allowance for doubtful accounts of \$97 and \$82	412	555
Other current assets	1,764	1,064
Current assets held for sale	1,188	195
Current assets of discontinued operations	-	141
Total current assets	7,190	4,706
Long-term investments	833	1,275
Property and equipment, net	1,358	1,460
Goodwill	4,675	4,533
Intangible assets, net	12	39
Operating lease right-of-use assets	509	583
Deferred tax assets	3,537	3,980
Warrant asset	1,051	281
Other assets	145	133
Long-term assets held for sale	-	878
Long-term assets of discontinued operations	-	306
Total assets	<u>\$ 19,310</u>	<u>\$ 18,174</u>
LIABILITIES AND STOCKHOLDERS' EQUITY		
Current liabilities:		
Short-term debt	\$ 18	\$ 1,020
Accounts payable	332	229
Accrued expenses and other current liabilities	2,910	2,097
Deferred revenue	110	129
Income taxes payable	180	169
Current liabilities held for sale	452	163
Current liabilities of discontinued operations	-	259
Total current liabilities	4,002	4,066
Operating lease liabilities	380	461
Deferred tax liabilities	2,359	2,355
Long-term debt	7,745	6,738
Other liabilities	1,263	1,353
Long-term liabilities held for sale	-	305
Long-term liabilities of discontinued operations	-	26
Total liabilities	<u>15,749</u>	<u>15,304</u>
Commitments and contingencies (Note 13)		
Stockholders' equity:		
Common stock, \$0.001 par value; 3,580 shares authorized; 684 and 796 shares outstanding	2	2
Additional paid-in capital	16,497	16,126
Treasury stock at cost, 1,021 and 897 shares	(36,515)	(31,396)
Retained earnings	22,961	17,754
Accumulated other comprehensive income	616	384
Total stockholders' equity	<u>3,561</u>	<u>2,870</u>
Total liabilities and stockholders' equity	<u>\$ 19,310</u>	<u>\$ 18,174</u>

The accompanying notes are an integral part of these consolidated financial statements.

eBay Inc.
CONSOLIDATED STATEMENT OF INCOME

	Year Ended December 31,		
	2020	2019	2018
	(In millions, except per share amounts)		
Net revenues	\$10,271	\$8,636	\$8,650
Cost of net revenues	2,473	2,136	2,023
Gross profit	7,798	6,500	6,627
Operating expenses:			
Sales and marketing	2,639	2,368	2,576
Product development	1,087	976	1,051
General and administrative	1,003	1,005	979
Provision for transaction losses	331	262	247
Amortization of acquired intangible assets	27	28	22
Total operating expenses	5,087	4,639	4,875
Income from operations	2,711	1,861	1,752
Interest and other, net	709	(112)	497
Income from continuing operations before income taxes	3,420	1,749	2,249
Income tax provision	(878)	(233)	(121)
Income from continuing operations	\$2,542	\$ 1,516	\$ 2,128
Income from discontinued operations, net of income taxes	3,125	270	402
Net income	<u>\$5,667</u>	<u>\$ 1,786</u>	<u>\$2,530</u>
Income per share – basic:			
Continuing operations	\$ 3.58	\$ 1.79	\$ 2.17
Discontinued operations	4.40	0.31	0.41
Net income per share – basic	<u>\$ 7.98</u>	<u>\$ 2.10</u>	<u>\$ 2.58</u>
Income per share – diluted:			
Continuing operations	\$ 3.54	\$ 1.77	\$ 2.15
Discontinued operations	4.35	0.32	0.40
Net income per share – diluted	<u>\$ 7.89</u>	<u>\$ 2.09</u>	<u>\$ 2.55</u>
Weighted average shares:			
Basic	710	849	980
Diluted	<u>718</u>	<u>856</u>	<u>991</u>

eBay Inc.
CONSOLIDATED BALANCE SHEET

	December 31,	
	2022	2021
(In millions, except par value)		
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 2,154	\$ 1,379
Short-term investments	2,625	5,944
Equity investment in Adevinta	2,692	—
Customer accounts and funds receivable	763	681
Other current assets	1,056	1,107
Total current assets	9,290	9,111
Long-term investments	1,797	2,575
Property and equipment, net	1,238	1,236
Goodwill	4,262	4,178
Operating lease right-of-use assets	513	289
Deferred tax assets	3,169	3,255
Equity investment in Adevinta	—	5,391
Other assets	581	591
Total assets	<u>\$ 20,850</u>	<u>\$ 26,626</u>
LIABILITIES AND STOCKHOLDERS' EQUITY		
Current liabilities:		
Short-term debt	\$ 1,150	\$ 1,355
Accounts payable	261	262
Customer accounts and funds payable	768	707
Accrued expenses and other current liabilities	1,866	1,927
Income taxes payable	226	371
Total current liabilities	4,271	4,622
Operating lease liabilities	418	200
Deferred tax liabilities	2,245	3,116
Long-term debt	7,721	7,727
Other liabilities	1,042	1,183
Total liabilities	15,697	16,848
Commitments and contingencies (Note 13)		
Stockholders' equity:		
Common stock, \$0.001 par value; 3,580 shares authorized; 539 and 594 shares outstanding	2	2
Additional paid-in capital	17,279	16,659
Treasury stock at cost, 1,186 and 1,121 shares	(46,702)	(43,371)
Retained earnings	34,315	36,090
Accumulated other comprehensive income	259	398
Total stockholders' equity	5,153	9,778
Total liabilities and stockholders' equity	<u>\$ 20,850</u>	<u>\$ 26,626</u>

The accompanying notes are an integral part of these consolidated financial statements.

eBay Inc.
CONSOLIDATED STATEMENT OF INCOME

	Year Ended December 31,		
	2022	2021	2020
(In millions, except per share amounts)			
Net revenues	\$ 9,795	\$ 10,420	\$ 8,894
Cost of net revenues	2,680	2,650	1,797
Gross profit	7,115	7,770	7,097
Operating expenses:			
Sales and marketing	2,136	2,170	2,091
Product development	1,330	1,325	1,028
General and administrative	963	921	985
Provision for transaction losses	332	422	330
Amortization of acquired intangible assets	4	9	27
Total operating expenses	4,765	4,847	4,461
Income from operations	2,350	2,923	2,636
Gain (loss) on equity investments and warrant, net	(3,786)	(2,365)	1,007
Interest and other, net	(165)	(160)	(298)
Income (loss) from continuing operations before income taxes	(1,601)	398	3,345
Income tax benefit (provision)	327	(146)	(858)
Income (loss) from continuing operations	\$ (1,274)	\$ 252	\$ 2,487
Income from discontinued operations, net of income taxes	5	13,356	3,180
Net income (loss)	\$ (1,269)	\$ 13,608	\$ 5,667
Income (loss) per share - basic:			
Continuing operations	\$ (2.28)	\$ 0.39	\$ 3.50
Discontinued operations	0.01	20.48	4.48
Net income (loss) per share - basic	\$ (2.27)	\$ 20.87	\$ 7.98
Income (loss) per share - diluted:			
Continuing operations	\$ (2.28)	\$ 0.38	\$ 3.46
Discontinued operations	0.01	20.16	4.43
Net income (loss) per share - diluted	\$ (2.27)	\$ 20.54	\$ 7.89
Weighted average shares:			
Basic	558	652	710
Diluted	558	663	718

The accompanying notes are an integral part of these consolidated financial statements.

**“A STUDY ON ROLE OF ONLINE REVIEW ON
PURCHASE DECISION MAKING”**

Project Report submitted to

CHRISTCOLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

FAZAL P A

(CCAVBCM284)

Under the supervision of

Ms. JISHA CL



DEPARTMENT OF COMMERCE

CHRISTCOLLEGE (AUTONOMOUS) IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON ROLE OF ONLINE REVIEW ON PURCHASE DECISION**” is a bonafide record of project done by **FAZAL P A** , Reg No. CCAVBCM284, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of BACHELOR OF COMMERCE and it has not previously formed the basis for any Degree, diploma and Associateship or Fellowship.

Assoc. Prof. P.G Thomas

Co- Ordinator

Ms Jisha C L

Project Guide

DECLARATION

I **FAZAL P A**, hereby declare that the project work entitled "**A STUDY ON ROLE OF ONLINE REVIEW ON PURCHASE DECISION MAKING**" is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Jisha C L, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

FAZAL P A

Date:

CCAVBCM284

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Above all, I express my eternal gratitude to the Lord Almighty under whose divine guidance; I have been able to complete this work successfully.

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I extend my hearty gratitude to the librarian and other library staff so my college for their wholehearted cooperation.

I express my sincere thanks to my friends and family for their support in completing this report successfully.

Place: Irinjalakuda

FAZAL P A

Date:

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CHAPTER I
INTRODUCTION

1.1 Introduction

Online marketing is the most widely used internet based digital marketing technique to attract the target audience. It attracts people because of its distinguish features such as time saving, convenience, choices in a single window and online reviews about the product by used consumers. In the process of decision making online reviews have a significant role. But before making a decision, people would check the reviews related to the product they want to buy. Many previous studies show that the people may go through the decision and make a purchase on the basis of online reviews. The factors of the review like tone, identity, brand, quality, price and visuals etc. have an impact on purchase decision. The overall purpose of review is to provide a valuable, solid, informative, critical summary of a well defined topic or area to the reader. Review is considered as the main factor for purchasing decisions. In terms of online shopping, consumers are increasingly searching to obtain product information from reviews. Compared with the official information of the product provided by the sellers, manufacturers and consumers who were already purchased the product online. Consumer purchasing decision after going through online comments is a psychological process combining visions and information processing.

The main advantage of online review is that it gives shoppers a feeling of security by reading about others who have purchased and used products that they are considering. It offers insights into most appropriate application of products. But sometimes it gives shoppers a skewed impression of a product if there is just one review or rating, especially if the review rating is not positive. The reviews must be positive or negative on the products. Sometimes the

negative reviews will be done by haters of a good quality product. Consumers are taking online based search by substituting traditional search for a product. They rely more on strangers to review a product. So now the online reviews have become more and more significant and relevant. So it is an important factor in today's online purchase behavior of the customers. Information provided by online peers influences customer perceptions, preferences and decisions much more than information provided by companies. Almost all people look towards the comments written by the reviewers to know whether the product quality is good or not. If they see more positive comments they try to buy the product.

1.2 Statement of problem

The increasing significance of online reviews in shaping consumers purchase decisions has given rise to a multifaceted problem. While these reviews offer valuable insights, the proliferation of fake or biased opinions has muddled the reliability of the information available. Distinguishing between genuine and manipulated reviews poses a challenge for consumers, potentially leading to misguided decisions. Moreover, the impact of online reviews on certain industries and businesses raises questions about fairness and authenticity, underscoring the need to address the issues surrounding the trustworthiness of online reviews in the contemporary marketplace.

1.3 Significance of study

Studying the role of online reviews in purchase decisions holds profound significance in today's digital commerce landscape. Firstly, understanding these reviews influence consumer choices provides invaluable insights for businesses aiming to enhance their products or services. Additionally, as online reviews wield

considerable sway over market dynamics, comprehending their impact helps businesses formulate more effective marketing strategies. From a consumer perspective, the study contributes to empowering individuals with the ability to navigate the vast online marketplace more confidently, fostering a climate where trust and informed decision-making prevail. Overall, the significance of this study lies in its potential to shape the future of e-commerce, fostering transparency, accountability, and improved consumer experiences.

1.4 Objective of study

- To examine the role of online reviews in product purchase decisions.
- To find the credibility of the reviews from the Google and Amazon.
- To find whether the brand changes according to the reviews.

1.5 Scope of the study

The scope of the study on role of online reviews in purchase decision making is vast and multifaceted. It helps us in understanding how consumers perceive and utilize online reviews in their decision making process and the impact of online reviews on brand perception, customer loyalty and repeat purchase behavior.

1.6 Research Methodology

The research methodology used in the study”A study on role of Online review on purchase decision”

1.6.1 Research design

Descriptive method is the research design used for this study. Surveys, observations, case study, fact findings are all included in this method.

1.6.2 Sources of data

Primary data and secondary data are used in this research. Primary data includes collection of information through questionnaires and secondary data includes collection of data through various websites and articles.

1.6.3 Sampling Techniques

The samples are mainly collected from about 50 students studying at Christ College Irinjalakuda. The technique used for this research is convenient sampling

1.6.4 Sample Size

A sample of 50 students studying in Christ College Irinjalakuda is taken as sample size for the purpose of the study.

1.6.5 Sample Population

The population for the study is the student's from Christ College Irinjalakuda

1.6.6 Tools for Analysis

Major tools used for interpreting the data collected are bar diagram and percentage.

1.7 Limitation of study

- One of the major limitation is time.
- There is high chance of errors in collection of data
- The study is based on 50 respondents and therefore it cannot be completely relied.

CHAPTER – II
REVIEW OF LITERATURE

Empirical Literature

- 1. Sen and Lerman (2007) :** Consumer purchasing decision after reading online comments is a psychological process combining vision and information processing. As evident from the literature, much of the research has focused on the outcome and impact of online reviews affecting purchasing decisions but has shed less light on the underlying processes that influence customer perception.
- 2. Wang and Minor (2008):** While some studies have attempted to investigate the underlying processes, including how people are influenced by information around the product/service using online reviews, there is limited research on the psychological process and information processing involved in purchasing decisions. The eye-tracking method has become popular in exploring and interpreting consumer decisions making behavior and cognitive processing.
- 3. Mudambi and Schuff (2010):** The reviews are comments from consumers' perspectives and often describe their experience using the product; it is easier for other consumers to accept them, thus assisting their decision-making process.
- 4. Ghose and Ipeiroitiss (2010):** The use of product reviews is influenced by textual features, such as subjectivity, informality, readability, and linguistic accuracy.

5. **Yu et al (2010):** Also demonstrated that the different emotional tendencies expressed in film reviews have a significant impact on the actual box office. This means that consumer reviews contain both positive and negative emotions. Generally, positive comments tend to prompt consumers to generate emotional trust, increase confidence and trust in the product and have a strong persuasive effect. On the contrary, negative comments can reduce the generation of emotional trust and hinder consumers' buying intentions.
6. **Bae and Lee (2011):** The review from an online community is the most credible for consumers seeking information about an established product.
7. **Baek et al (2012):** In terms of online shopping, consumers are increasingly inclined to obtain product information from reviews. Compared with the official product information provided by the sellers, reviews are provided by other consumers who have already purchased the product via online shopping websites.
8. **Vimaladevi and Dhanabhakaym (2012):** Research shows that 93% of consumers say online reviews will affect shopping choices, indicating that most consumers have the habit of reading online reviews regularly and rely on the comments for their purchasing decisions.
9. **Lackermair et al (2013):** The reviews and ratings are an important source of information for consumers. Similarly, through investigating the effects of review source and product type.

- 10. Zhong-Gang et al (2015):** A survey conducted by Zhong-Gang et al reveals that nearly 60% of consumers browse online product reviews at least once a week and 93% of whom believe that these online reviews help them to improve the accuracy of purchase decisions, reduce the risk of loss and affect their shopping options. When it comes to consumers in commercial activities on B2B and B2C platforms, 82% of the consumers read product reviews before making shopping choices, and 60% of them refer to comments every week.
- 11. Morrison (2015):** A Google study based on 57 million online customer reviews indicated that these reviews influenced consumers' purchase choices.
- 12. Guo et al (2020):** Showed that pleasant online customer reviews lead to a higher purchase likelihood compared to unpleasant ones. They also found that perceived credibility and perceived diagnosticity have a significant influence on purchase decisions, but only in the context of unpleasant online customer reviews. These studies suggest that online product reviews will influence consumer behavior but the overall effect will be influenced by many factors.
- 13. Schneider and Zielke (2020):** Unlike offline purchases, customers cannot touch or feel the product online and depend on consumer reviews.
- 14. Boardman and McCormick (2021):** Found that consumer attention and behavior differ across web pages throughout the shopping journey depending on its content, function, and consumer's goal.

CHAPTER – III
THEORETICAL FRAMEWORK

Consumer decision making process

- **Problem Recognition**

The point at which a potential customer realizes they need or want a product or service.

- **Information search**

The stage of the decision making process in which consumers actively collect and utilize information from internal and/or external sources to make better purchase decisions,

- **Alternatives evaluation**

The stage when a customer is comparing options to make the best choice.

- **Purchase decision**

After collecting all necessary feedbacks and information, consumers should arrive at a conclusion on the product or service to purchase.

- **Post-purchase evaluation**

The phase in the buying process where customers assess their satisfaction with a product or service after purchasing and using it.

Consuming buying behavior

Consuming buying behavior refers to the patterns, preferences, and decisions individuals make when purchasing goods or services for personal consumption. It involves factors such as personal needs, preferences, cultural influences, economic considerations, and marketing strategies.

Factors influencing consumer behavior

- **Personal factors**

Consumer behavior is influenced by various personal factors, including demographics (age, income and education), lifestyle, personality, and values. Additionally, psychological factors such as perception, motivation, and attitudes play a crucial role in shaping how individuals make purchasing decisions. Cultural background and social influences from family, peers, and reference groups also impact consumer choices.

- **Social factors**

Social factors significantly influence consumer behavior. These include family, reference groups, social class, and culture. Family plays a crucial role, as buying decisions are often influenced by family members' preferences and needs. Reference groups, comprising friends or influencers, can shape consumer choices through opinions and recommendations. Social class reflects a person's position in society, affecting the products and brands they prefer. Cultural background and societal norms also contribute to shaping consumer behavior by influencing values, customs, and lifestyle choices.

- **Cultural factors**

Cultural factors play a significant role in shaping consumer behavior. These include values, beliefs, customs, and social norms that influence how individuals make purchasing decisions. For instance, cultural preferences, such as the importance of family, may impact product choices. Additionally, cultural symbols and language can influence how products are marketed and perceived by

consumers. Understanding these cultural factors is crucial for businesses aiming to connect with diverse consumer segments.

Online Review

An online review is a written opinion or feedback about a product, service, experience that is shared on internet.

Other related topics

Impulse buying

Impulse buying refers to making unplanned purchases without careful consideration. Online reviews can significantly influence impulse buying. Positive reviews may trigger a sense of urgency or excitement, pushing someone to make a quick purchase.

Consumer trend analysis

Consumer trend analysis involves examining patterns in consumer behavior to identify emerging preferences, buying habits, and shifts in market demand. This analysis helps businesses stay ahead by adapting products or services to align with current and future consumer needs.

Consumer decision styles

Consumer decision styles refer to the characteristic ways individuals approach the process of making choices when purchasing goods or services. These styles can include factors like information-seeking behavior, brand loyalty, risk tolerance,

and the importance placed on product attributes.

Customer loyalty

Customer loyalty describes an ongoing emotional relationship between you and your customer, manifesting itself by how willing a customer is to engage with and repeatedly purchase from you versus your competitors. Loyalty is the byproduct of a customer's positive experience with you and works to create trust.

Purchase decision

Purchase decision is the thought process that leads a consumer from identifying a need, generating options, and choosing a specific product and brand.

Social media

Consumers often rely on social platforms to discover and share reviews, shaping perceptions and influencing choices. The widespread accessibility of opinions on social media can amplify the impact of online reviews, making them a crucial factor in consumer decision-making.

Online shopping behavior

Consumer online shopping behavior is influenced by various factors. Convenience, product variety, price comparisons, and reviews play key roles. Security and trust in the online platform are crucial, as are seamless navigation; user-friendly interfaces. Social media also impacts choices through recommendations and influencers.

Influence of price on consumer behavior

Price is a significant factor influencing online consumer behavior. Competitive pricing often attracts shoppers, while discounts, promotions, and free shipping can impact decision-making. Perceived value and affordability play crucial roles, with many consumers actively comparing prices across different platforms.

Advertising effectiveness

Online reviews play a vital role in advertising effectiveness and purchase decisions. Positive reviews can enhance trust and credibility, influencing potential customers positively. Conversely, negative reviews may deter buyers.

Marketing campaign

An online marketing campaign targeting consumers typically involves strategies to promote products or services through digital channels. This may include social media advertising, email marketing, search engine optimization (SEO), content marketing, and online promotions. The goal is to reach and engage the target audience effectively to drive website traffic, increase brand awareness, and ultimately boost online sales.

CHAPTER – IV

DATA ANALYSIS & INTERPRETATION

4.1 Table showing age of respondents

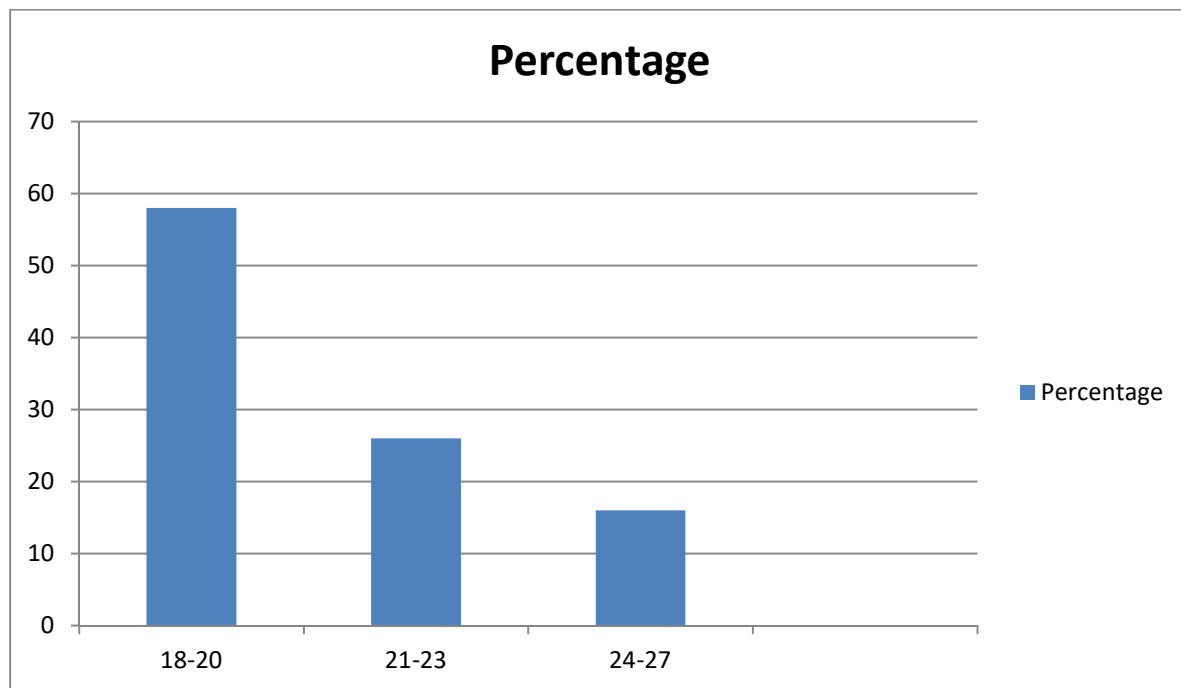
Table 4.1

Particulars	Number of Respondents	Percentage
18-20	29	58
21-23	13	26
24-27	8	16
Total	50	100

(Source: Primary Data)

Figure 4.1

Figure showing the age of the respondents



From the above table and figure, we can understand that 58% of respondents are from the age of 18-20, 26% of respondents are from the age of 21-23 and 16% of respondents are from the age of 24-27.

4.2 Table showing the gender of the respondents

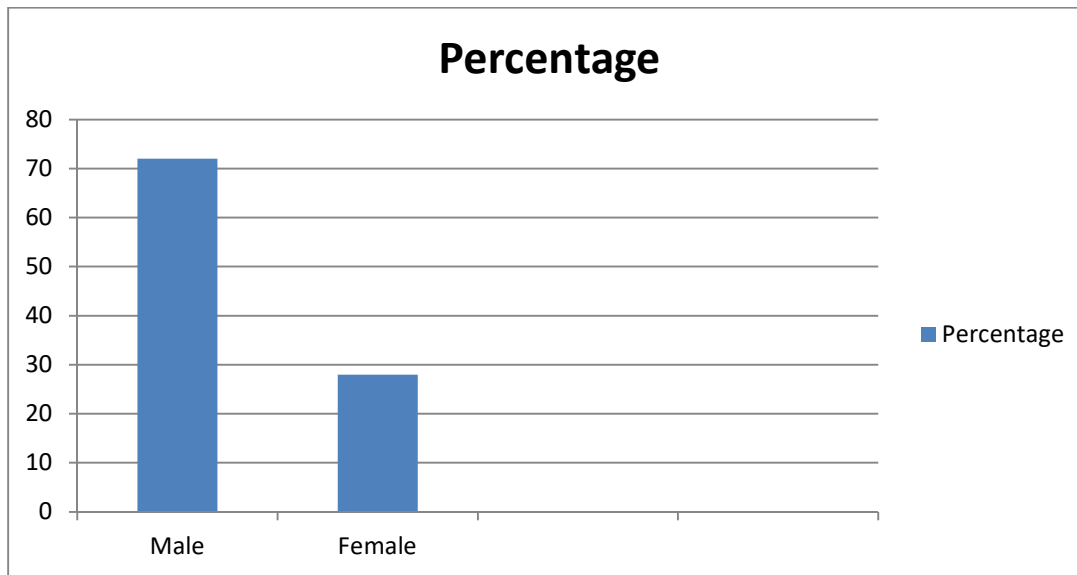
Table 4.2

Particulars	Number of Respondents	Percentage
Male	36	72
Female	14	28
Total	50	100

(Source: Primary data)

Figure 4.2

Figure showing the gender of respondents



From the above table and figure, we can understand that 72% of the respondents are male and 28% of the respondents are female.

4.3 Table showing reading online reviews before making a purchase

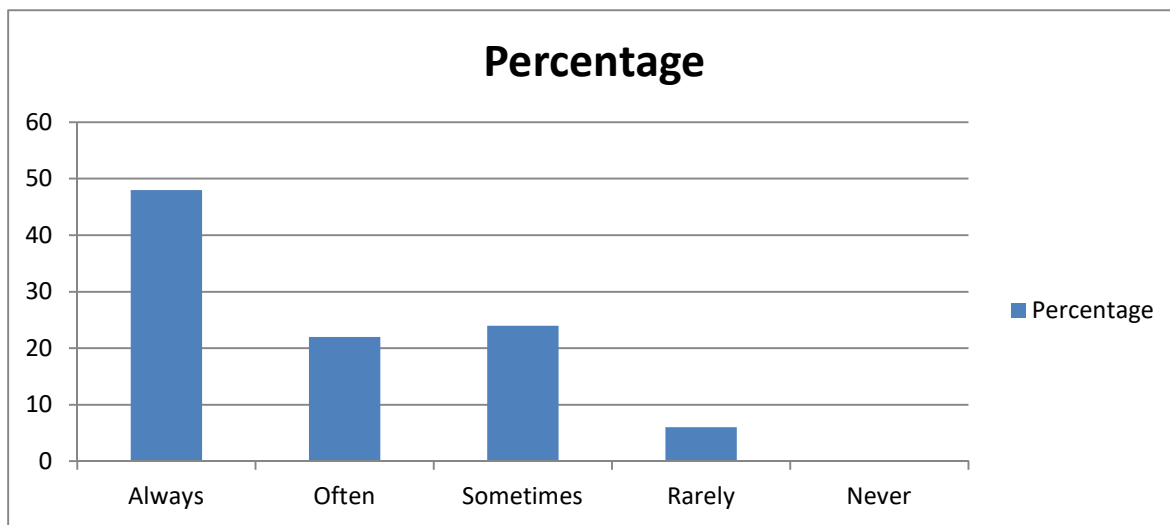
Table 4.3

Particulars	Number of respondents	Percentage
Always	24	48
Often	11	22
Sometimes	12	24
Rarely	3	6
Never	0	0
Total	50	100

(Source: Primary data)

Figure 4.3

Figure showing the respondents reading online reviews before making a purchase



From the above table and figure, we can understand that before making a purchase 48% of the respondents always reads online reviews, 22% of respondents often reads online review, 24% of respondents sometimes reads online reviews and 6% of respondents rarely reads online reviews.

4.4 Table showing platform most trusted for online reviews

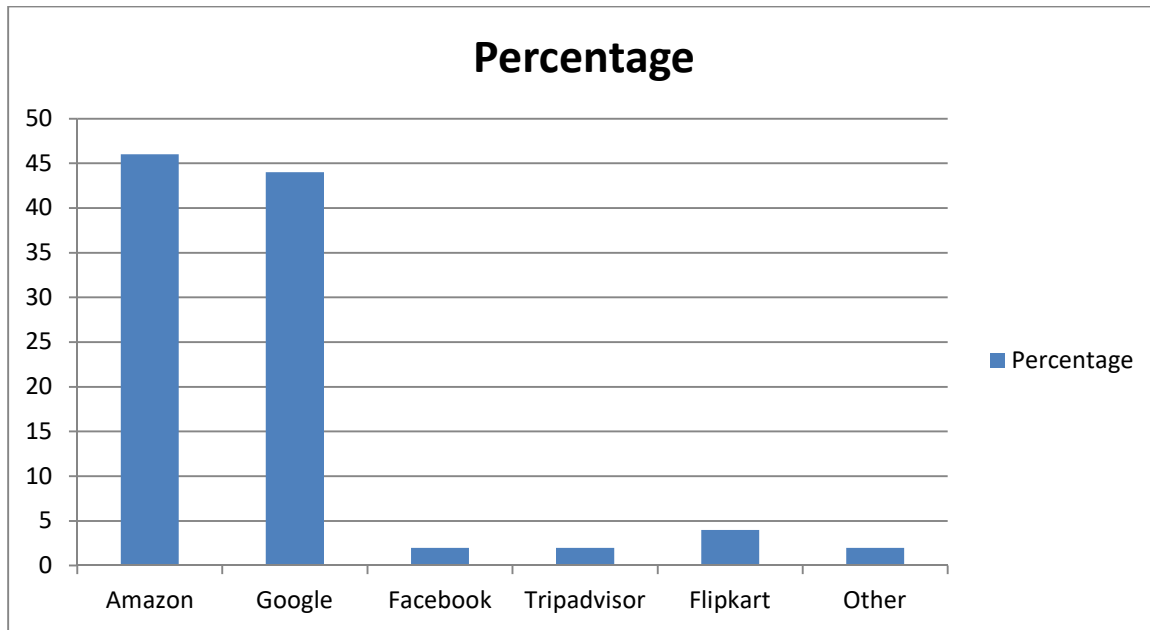
Table 4.4

Particulars	Number of respondents	Percentage
Amazon	23	46
Google	22	44
Facebook	1	2
Tripadvisor	1	2
Flipkart	2	4
Other	1	2
Total	50	100

(Source: Primary data)

Figure 4.4

Figure showing the most trusted platform for online reviews by respondents



From the above table and figure, we can understand that 46% of the respondents use Amazon, 44% of the respondents use Google, 1% of the respondents use Facebook, 1% of the respondents use Tripadvisor, 2% of the respondents use Flipkart and 1% of the respondents use other platform for online reviews.

4.5 Table showing trusting a product with mostly positive online reviews

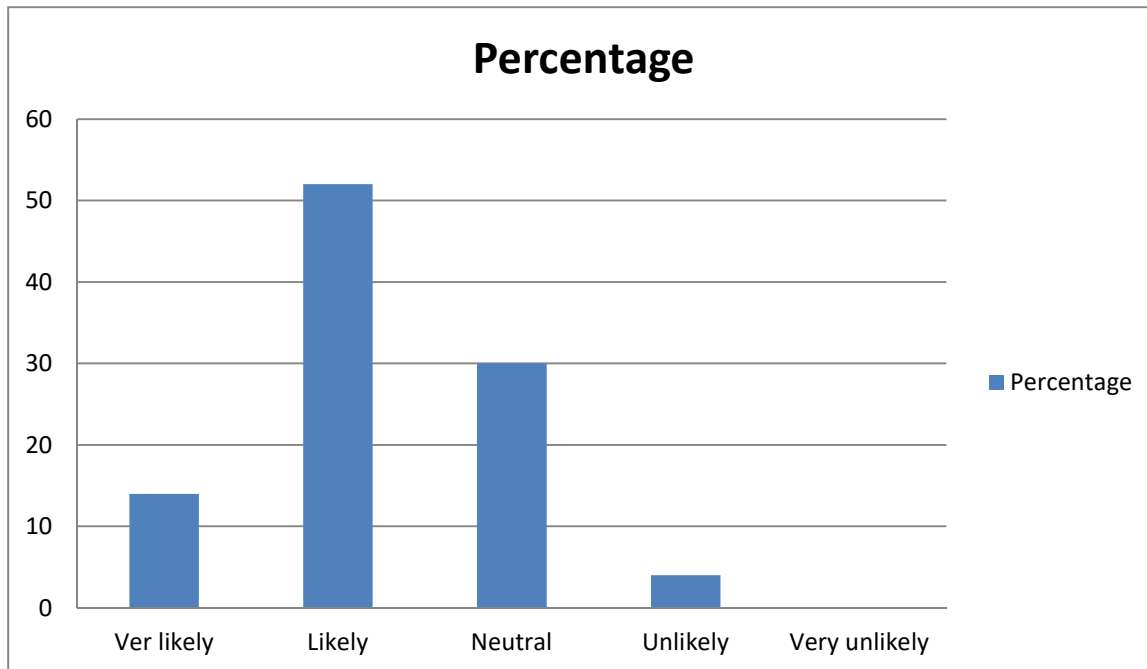
Table 4.5

Particulars	Number of respondents	Percentage
Very likely	7	14
Likely	26	52
Neutral	15	30
Unlikely	2	4
Very unlikely	0	0
Total	50	100

(Source: Primary data)

Figure 4.5

Figure showing the respondents trusting a product with mostly positive online reviews



From the above table and figure, we can understand that 14% of respondent's very likely trust a product, 52% of respondents likely trust product, 30% of respondents trust a product neutral, and 4% of the respondents unlikely trust a product.

4.6 Table showing changing your opinions based on online negative reviews

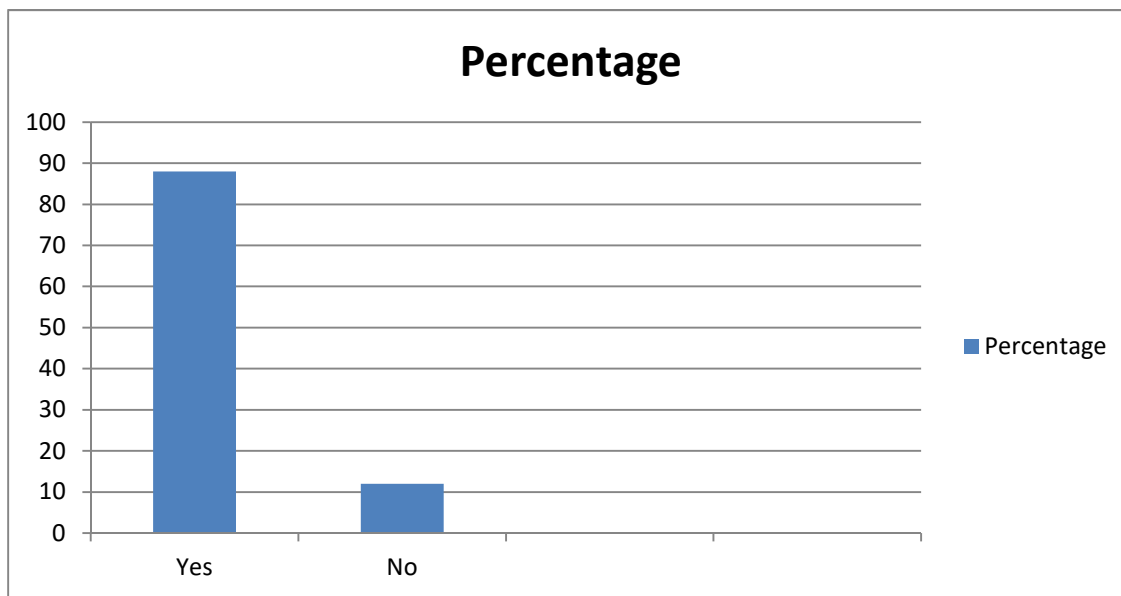
Table 4.6

Particulars	Number of Respondents	Percentage
Yes	44	88
No	6	12
Total	50	100

(Source: Primary data)

Figure 4.6

Figure showing the respondents change of mind on online negative reviews



From the above table and figure, we can understand that 88% of the respondents change their opinion based on online negative reviews and 12% of the respondents does not change their opinion based on online negative reviews.

4.7 Table showing giving importance to online reviews compared to personal recommendations

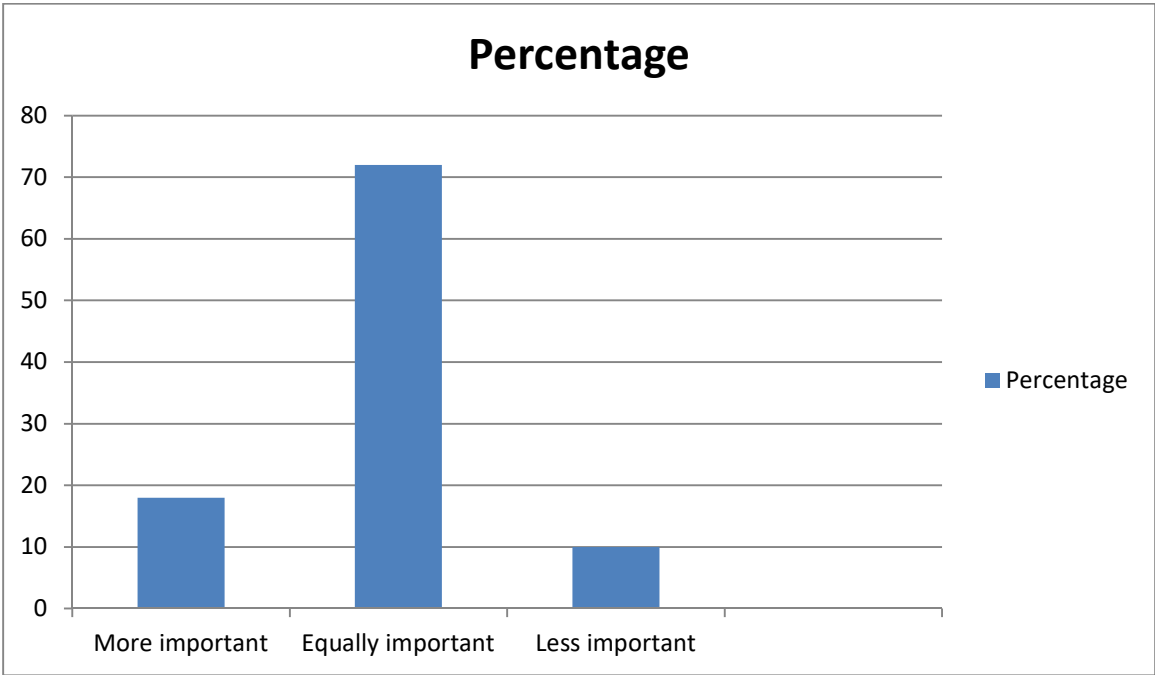
Table 4.7

Particulars	Number of respondents	Percentage
More important	9	18
Equally important	36	72
Less important	5	10
Total	50	100

(Source: Primary data)

Figure 4.7

Figure showing the importance of online reviews compared to personal recommendations



From the above table and figure, we can understand that respondents give 18% more importance to online reviews, 72% equally importance to both online reviews and personal recommendations and 10% less importance to online reviews.

4.8 Table showing trusting user-generated photos and videos in online reviews

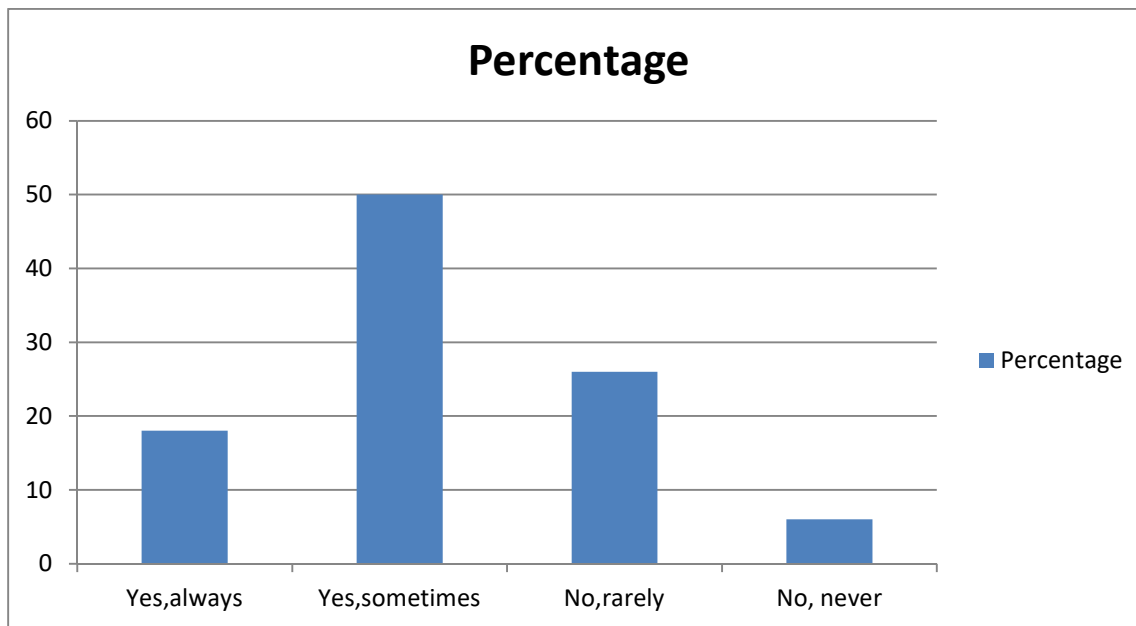
Table 4.8

Particulars	Number of respondents	Percentage
Yes, always	9	18
Yes, sometimes	25	50
No, rarely	13	26
No, never	3	6
Total	50	100

(Source: Primary data)

Figure 4.8

Figure showing the respondents trust on user-generated photos and videos in online reviews



From the above table and figure, we can understand that 18% of the respondents always trust, 50% of the people trust sometimes, 26% of the people rarely trust and 6% of the respondents never trust the user-generated photos and videos in online reviews.

4.9 Table showing online reviews influencing perception of a brand

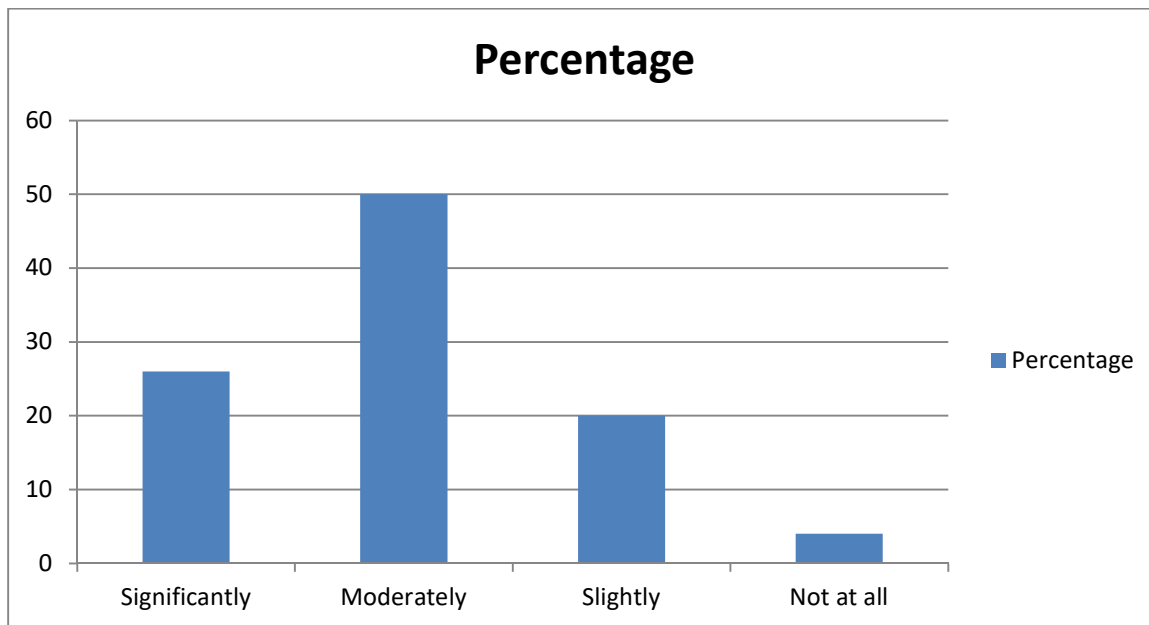
Table 4.9

Particulars	Number of respondents	Percentage
Significantly	13	26
Moderately	25	50
Slightly	10	20
Not at all	2	4
Total	50	100

(Source: Primary data)

Figure 4.9

Figure showing the influence of online reviews on perception of a brand



From the above table and figure, we can understand that 26% of the respondents are significantly influenced by online reviews, 50% of the respondents are moderately influenced by online reviews, 20% of the respondents are slightly influenced by online reviews and 4% of the respondents are not at all influenced by online reviews on perception of a brand.

4.10 Table showing purchasing a product with few or no online reviews

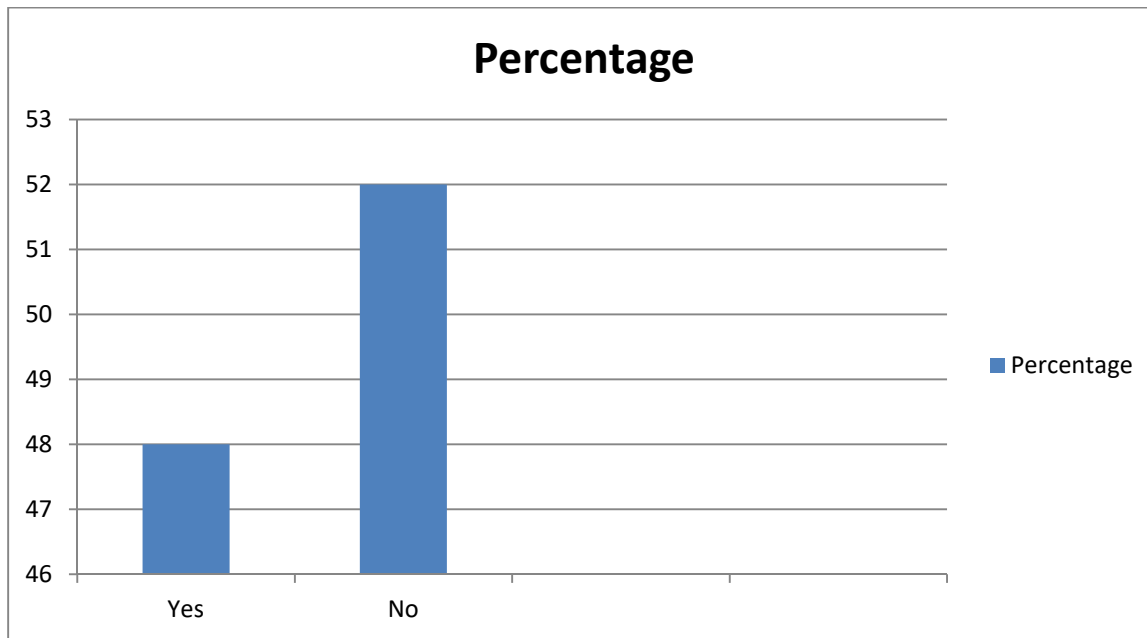
Table 4.10

Particulars	Number of respondents	Percentage
Yes	24	48
No	26	52
Total	50	100

(Source: Primary data)

Figure 4.10

Figure showing the respondents purchasing a product with few or no online reviews



From the above table and figure, we can understand that 48% of the respondents purchase the product with few or no reviews and 52% of the people do not purchase a product with few or no online reviews.

4.11 Table showing finding online reviews more trustworthy when they include both positive and negative feedback

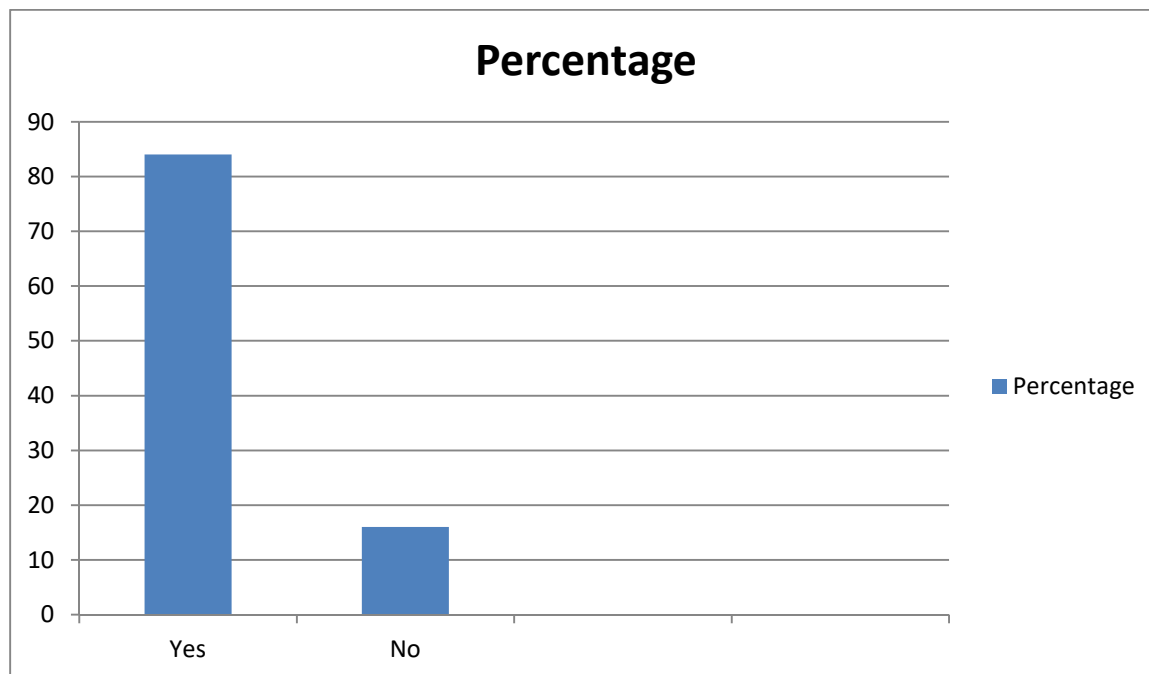
Table 4.11

Particulars	Number of respondents	Percentage
Yes	42	84
No	8	16
Total	50	100

(Source: Primary data)

Figure 4.11

Figure showing whether the online reviews become more trustworthy when they include both positive and negative feedback



From the above table we can understand that 84% of the respondents find online reviews more trustworthy and 16% of the respondents do not find online reviews more trustworthy when they include both positive and negative feedback.

4.12 Table showing leaving a review after purchasing a product

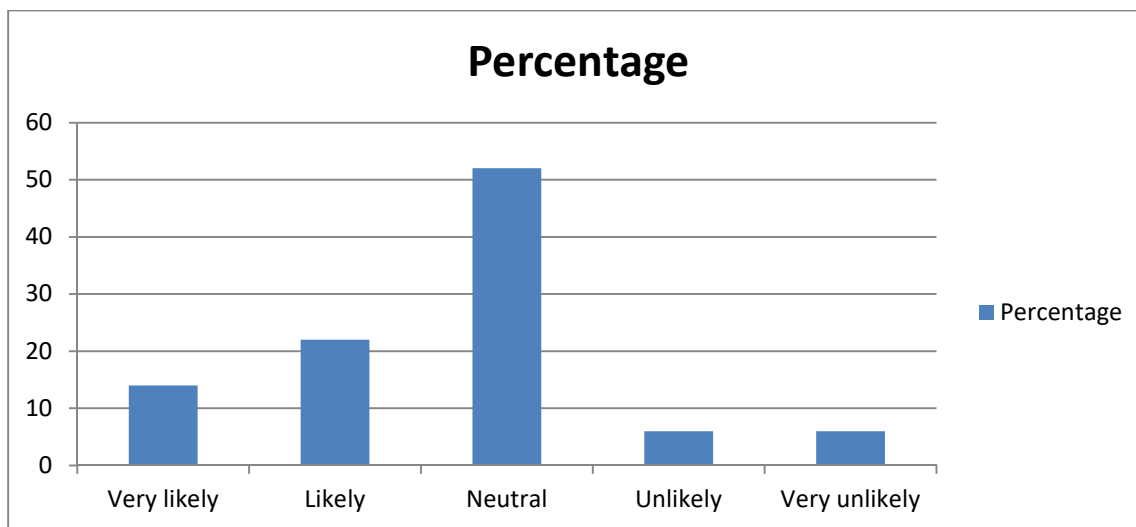
Table 4.12

Particulars	Number of respondents	Percentage
Very likely	7	14
Likely	11	22
Neutral	26	52
Unlikely	3	6
Very unlikely	3	6
Total	50	100

(Source: Primary data)

Figure 4.12

Figure showing whether respondents leave a review after purchasing a product



From the above table and figure, we can understand that 14% of the respondents are very likely to leave a review, 22% of the respondents are likely to leave a review, 52% of the respondents are neutral in leaving a review, 6% of the respondents are unlikely to leave a review and 6% of the respondents are very unlikely to leave a review after purchasing a product.

4.13 Table showing whether Businesses manipulate online reviews to improve their image

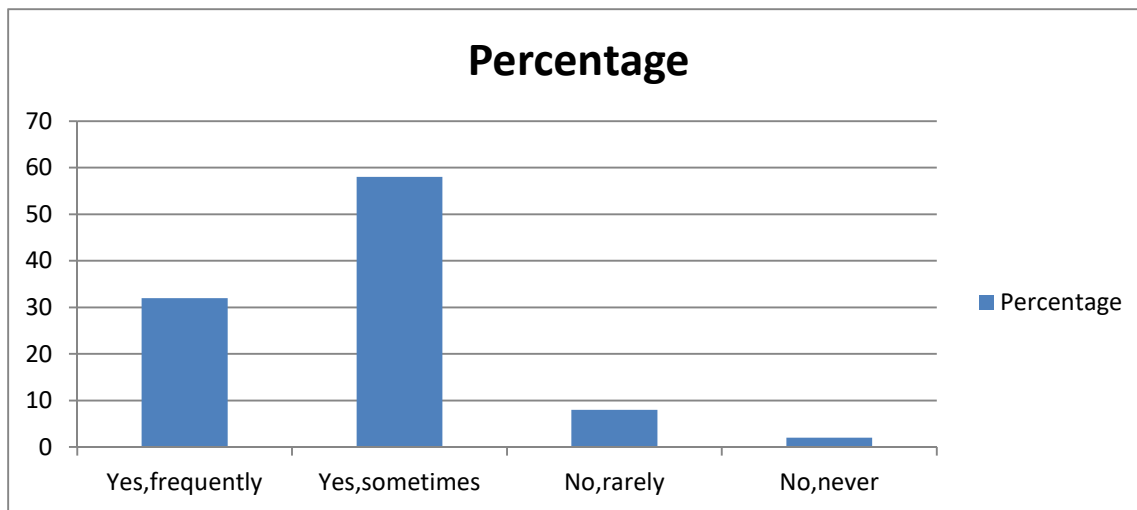
Table 4.13

Particulars	Number of respondents	Percentage
Yes, frequently	16	32
Yes, sometimes	29	58
No, rarely	4	8
No, never	1	2
Total	50	100

(Source: Primary data)

Figure 4.13

Figure showing whether businesses manipulate online reviews to improve their image



From the above table and figure, we can understand that 32% of the respondents agree that businesses frequently manipulate online review, 58% of the respondents agree that businesses sometimes manipulate online review, 8% of the respondents agree that businesses rarely manipulate online review and 2% of the respondents agree that businesses never manipulate online review to improve their image.

4.14 Table showing length of an online review impacts its credibility

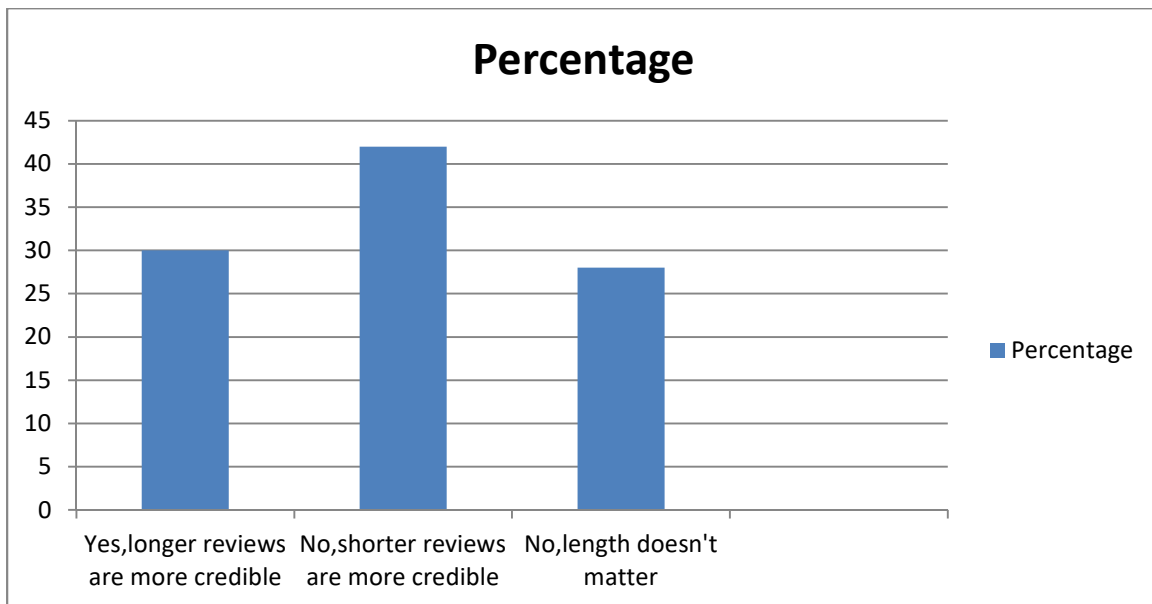
Table 4.14

Particulars	Number of respondents	Percentage
Yes, longer reviews are more credible	15	30
No, shorter reviews are more credible	21	42
No, length doesn't matter	14	28
Total	50	100

(Source: Primary data)

Figure 4.14

Figure showing whether length of an online review impacts its credibility



From the above table and figure, we can understand that 30% of the respondents agree that longer reviews are more credible, 42% of the respondents agree that shorter reviews are more credible and 28% of the respondents agree that length doesn't matter in reviews.

4.15 Table showing encountering fake online reviews

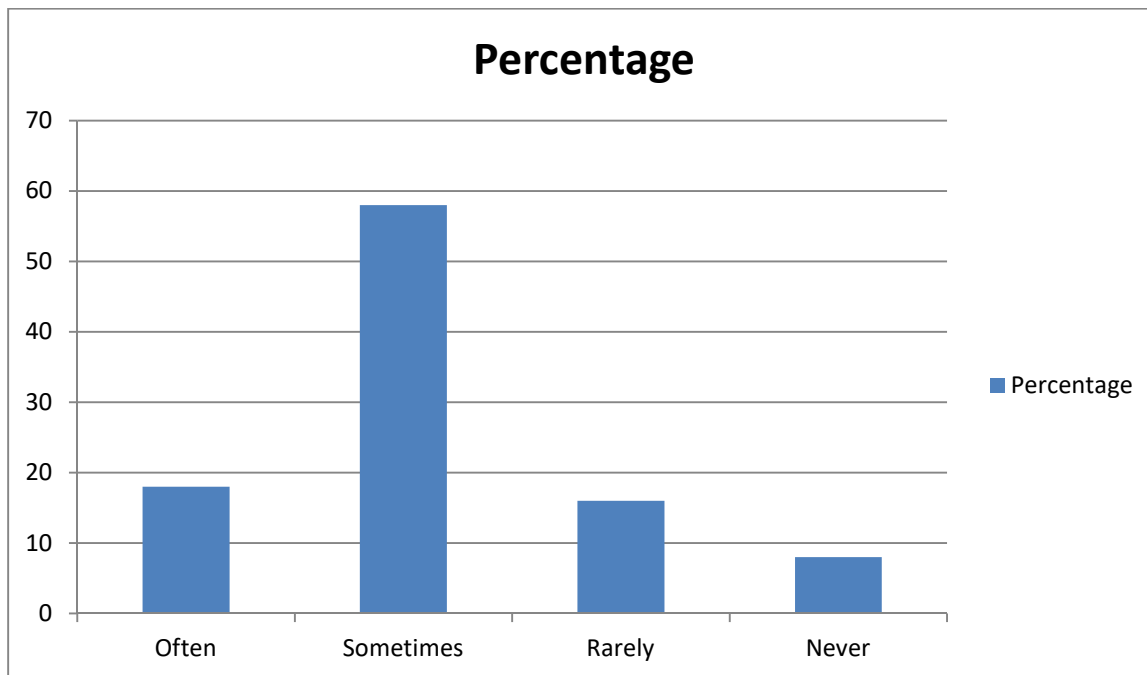
Table 4.15

Particulars	Number of respondents	Percentage
Often	9	18
Sometimes	29	58
Rarely	8	16
Never	4	8
Total	50	100

(Source: Primary data)

Figure 4.15

Figure showing whether the respondents encounter fake online news



From the above table and figure, we can understand that 18% of the respondents often encounter fake online news, 58% of the respondents sometimes encounter fake online review, 16% of the respondents rarely encounter fake online review and 8% of the respondents never encounter fake online review.

4.16 Table showing considering overall rating or individual reviews when making a purchase decision

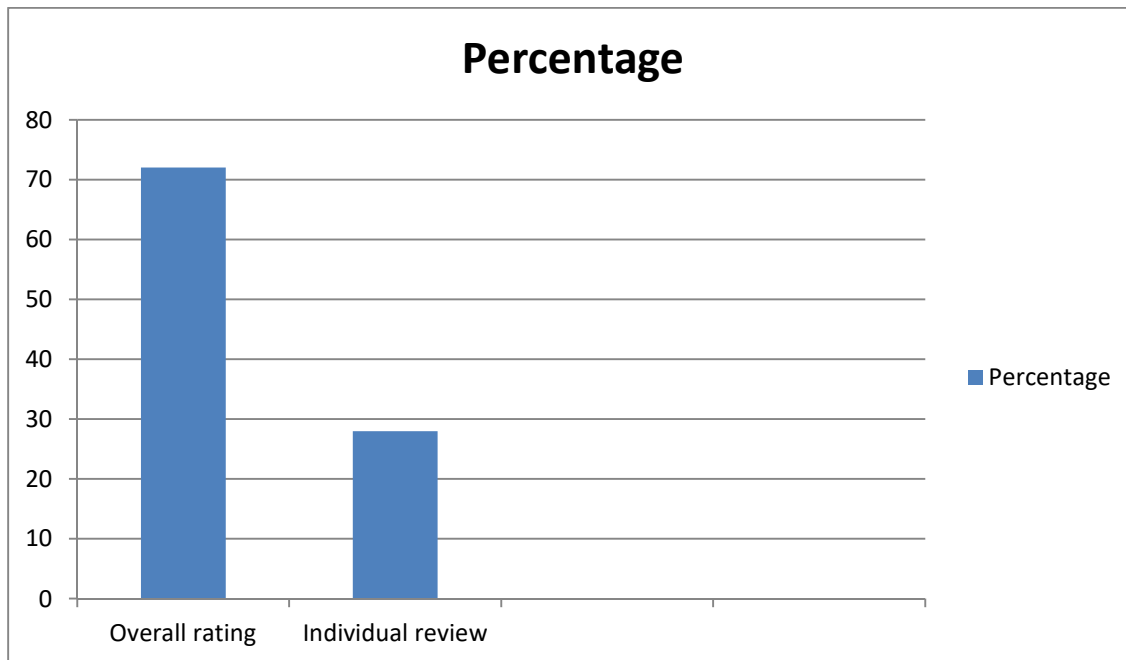
Table 4.16

Particulars	Number of respondents	Percentage
Overall rating	36	72
Individual review	14	28
Total	50	100

(Source: Primary data)

Figure 4.16

Figure showing whether respondents consider overall rating or individual review



From the above table and figure, we can understand that 72% of the respondents choose overall rating and 28% of the respondents choose individual review when making a purchase decision.

4.17 Table showing reaction when seeing conflicting reviews for a product

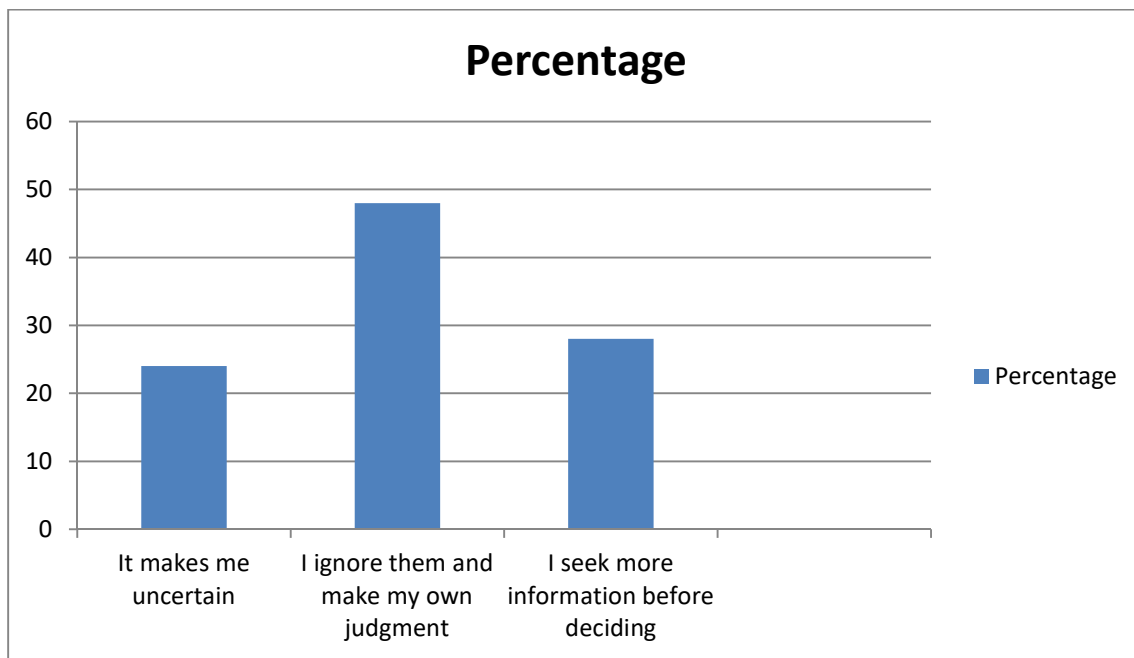
Table 4.17

Particulars	Number of respondents	Percentage
It makes me uncertain	12	24
I ignore them and make my own judgment	24	48
I seek more information before deciding	14	28
Total	50	100

(Source: Primary data)

Figure 4.17

Figure showing the respondents reaction on conflicting reviews



From the above table and figure, we can understand that conflicting reviews makes uncertain to 24% of the respondents, 48% of the respondents ignore them and make their own judgment and 28% of the respondents seek more information before deciding.

4.18 Table showing influenced by online reviews to try a new product or service

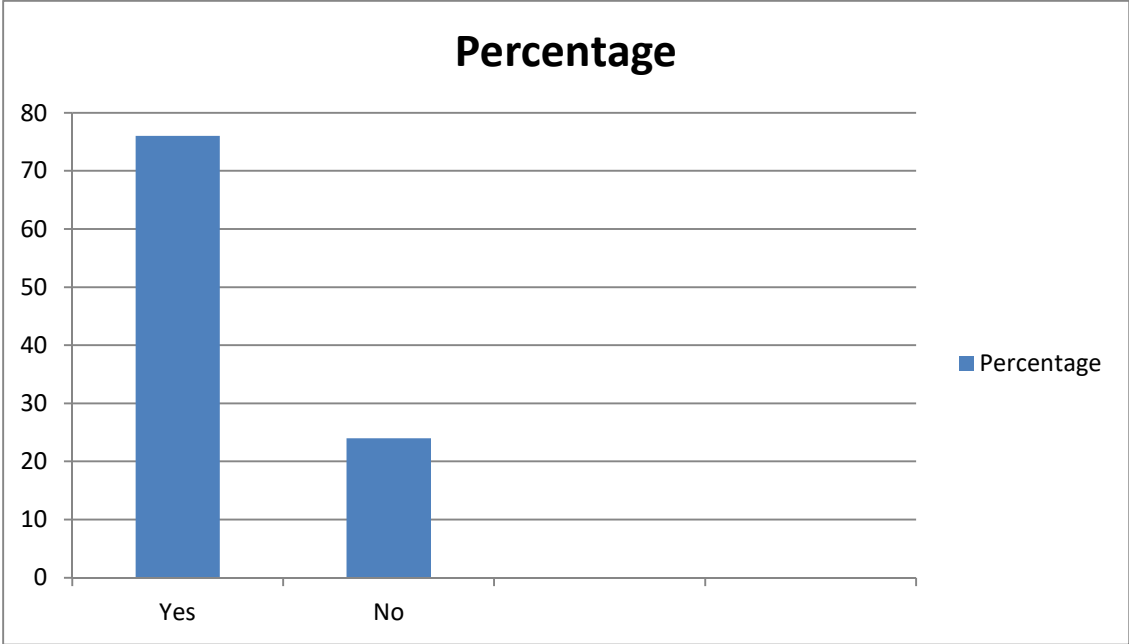
Table 4.18

Particulars	Number of respondents	Percentage
Yes	38	76
No	12	24
Total	50	100

(Source: Primary data)

Figure 4.18

Figure showing whether the online reviews influence respondents to try a new product or service



From the above table and figure, we can understand that 76% of the respondents are influenced by online reviews to try a new product or services and 24% of the respondents are not influenced by online reviews to try a new product or service.

4.19 Table showing believing whether online reviews have become more influential over time

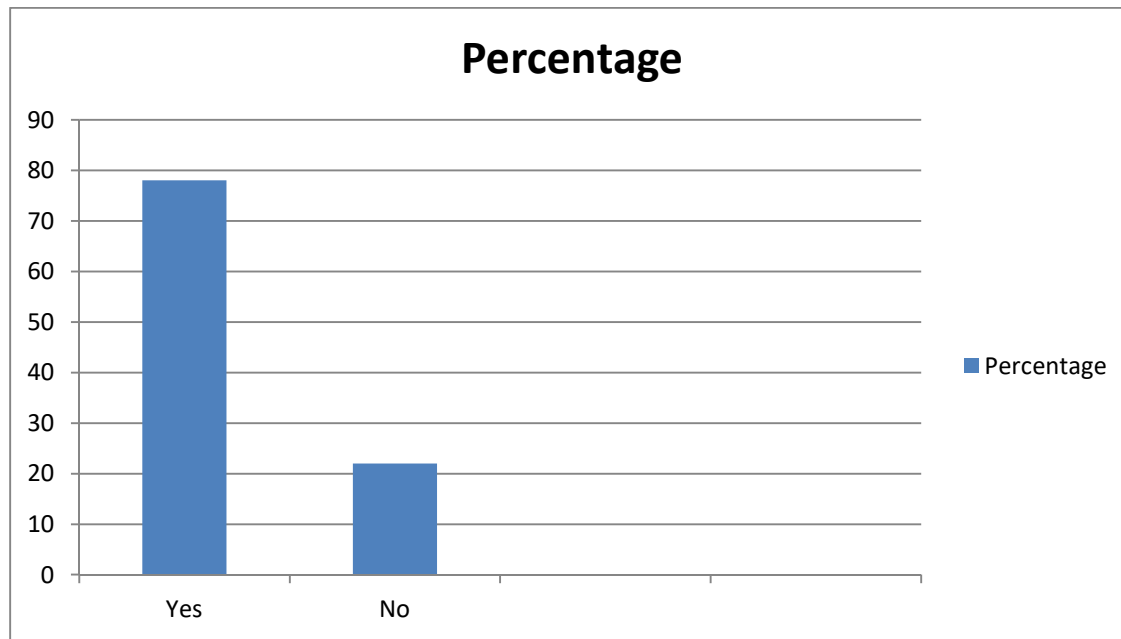
Table 4.19

Particulars	Number of respondents	Percentage
Yes	39	78
No	11	22
Total	50	100

(Source: Primary data)

Figure 4.19

Figure showing whether online reviews have become more influential over time



From the above table and figure, we can understand that 78% of the respondents agree that online reviews have become more influential over time and 22% of the respondents disagree.

4.20 Table showing trusting a review from verified purchaser

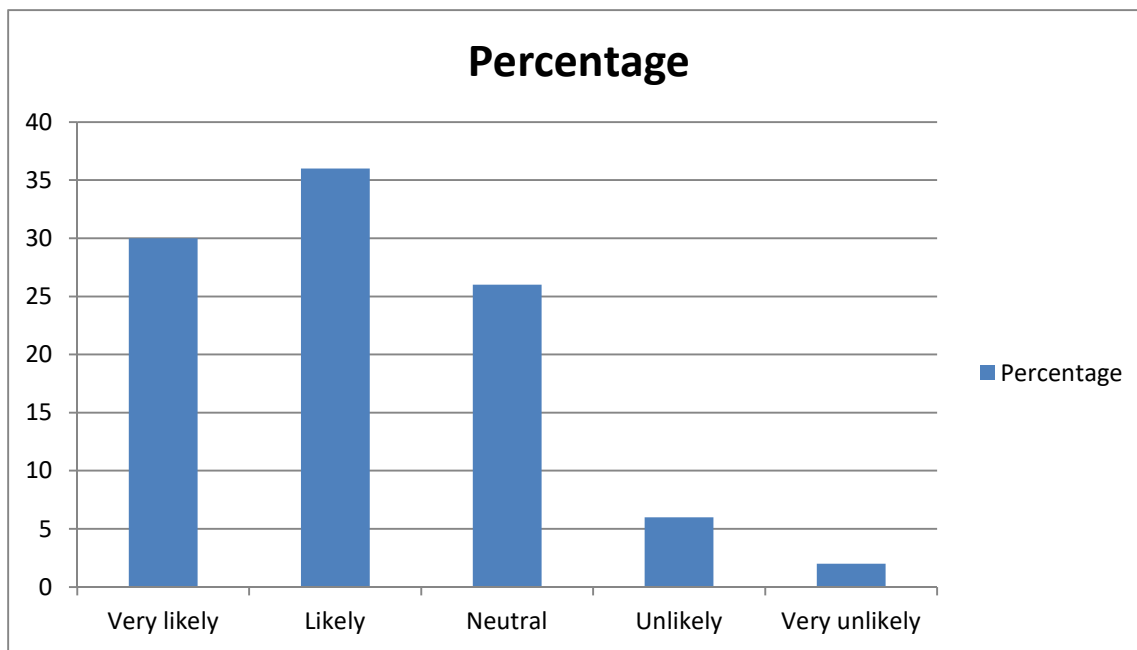
Table 4.20

Particulars	Number of respondents	Percentage
Very likely	15	30
Likely	18	36
Neutral	13	26
Unlikely	3	6
Very unlikely	1	2
Total	50	100

(Source: Primary data)

Figure 4.20

Figure showing whether respondents trust a review from a verified purchaser



From the above table and figure, we can understand that 30% of the respondents very likely trust a review, 36% of the respondents likely trust a review, 26% of the respondents neutrally trusts a review, 6% of the respondents unlikely trust a review and 2% of the respondents very unlikely trust a review.

4.21 Table showing paying more for a product with excellent online reviews compared to a similar product with fewer reviews

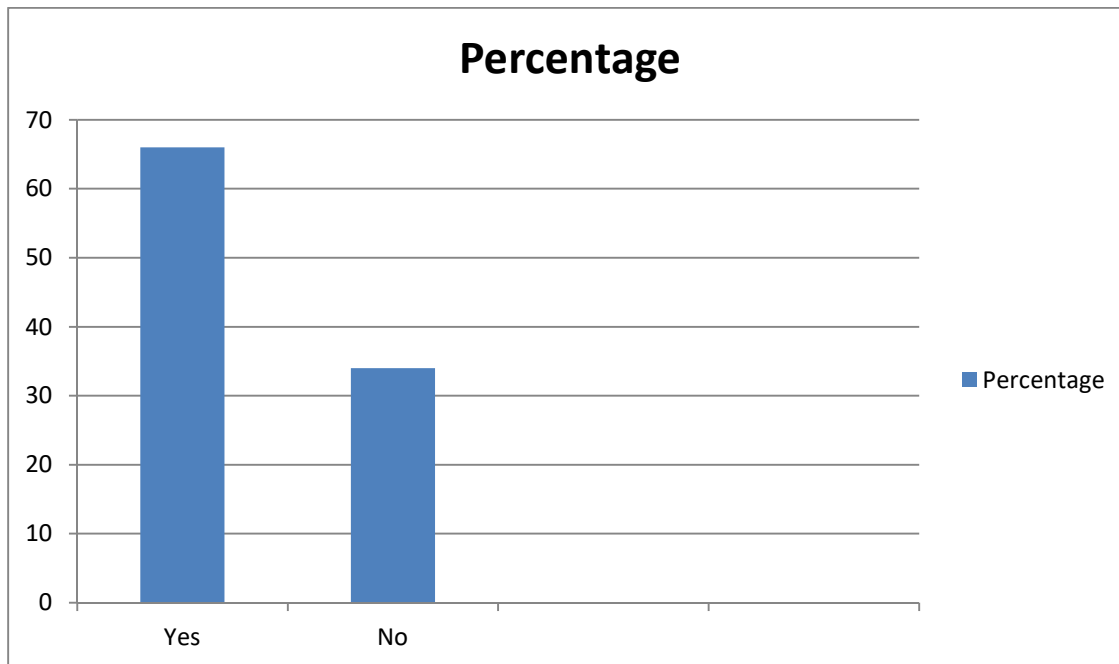
Table 4.21

Particulars	Number of respondents	Percentage
Yes	33	66
No	17	34
Total	50	100

(Source: Primary data)

Figure 4.21

Figure showing whether the respondents pay more for a product with excellent online reviews compared to a similar product with fewer reviews



From the above table and figure, we can understand that 66% of the respondents agree to pay more for a product with excellent online reviews compared to a similar product with fewer reviews.

4.22 Table showing online reviews represent the actual products and services

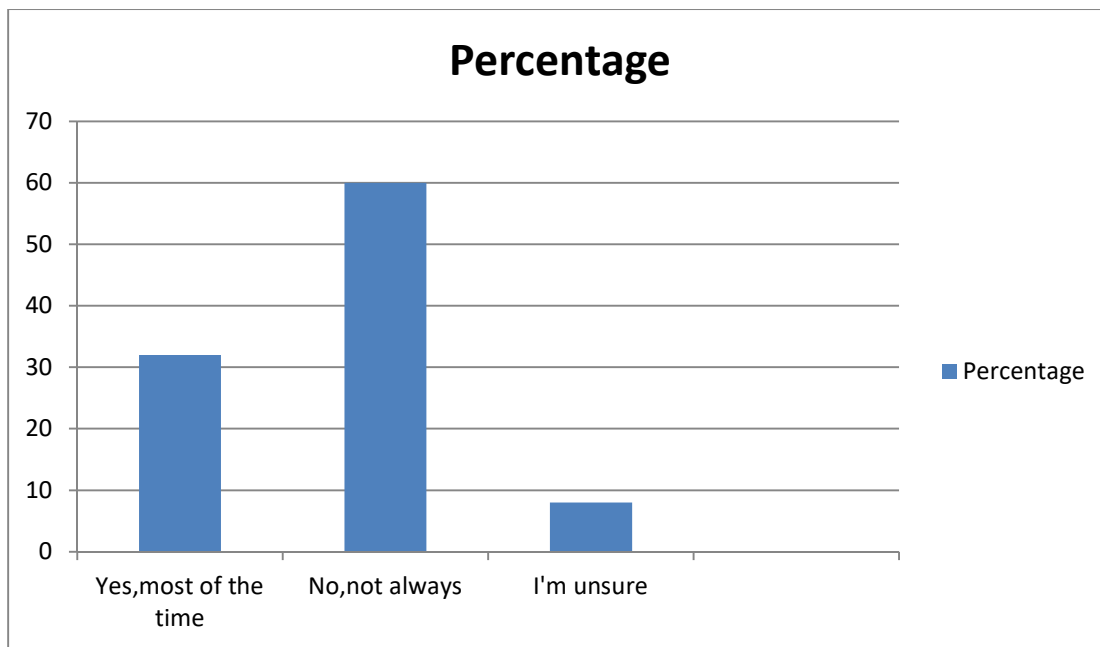
Table 4.22

Particulars	Number of respondents	Percentage
Yes, most of the time	16	32
No, not always	30	60
I'm unsure	4	8
Total	50	100

(Source: Primary data)

Figure 4.22

Figure showing whether online reviews represent the actual products and services



From the above table and figure, we can understand that 32% of the respondents agree that online reviews represent the actual products and services, 60% of the respondents agree that online reviews not always represent the actual products and services and 8% of the respondents agree that they are unsure.

4.23 Table showing time spent for reading online reviews before making a purchase decision

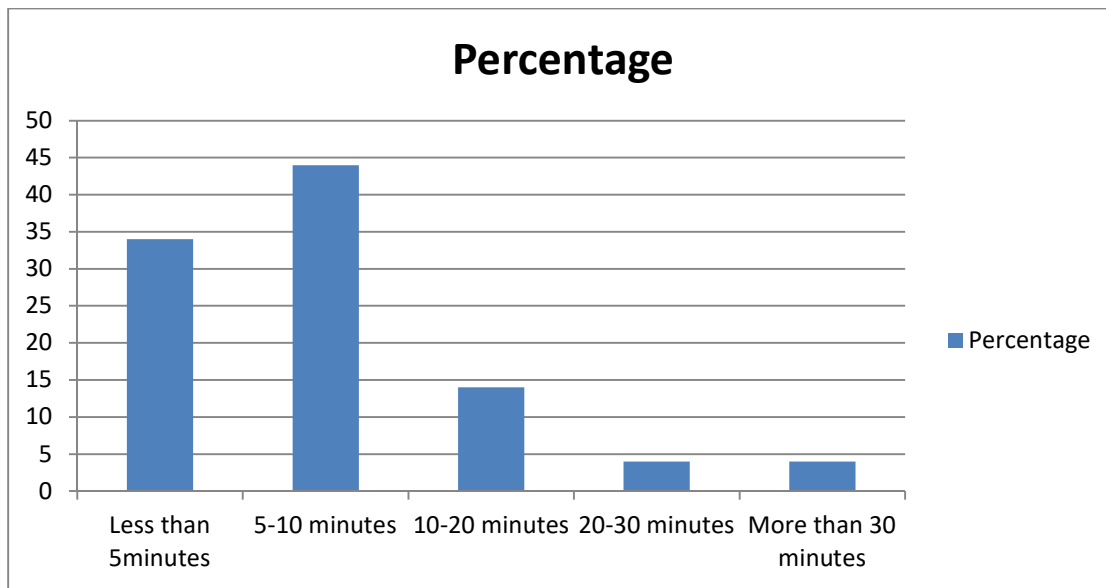
Table 4.23

Particulars	Number of respondents	Percentage
Less than 5 minutes	17	34
5-10 minutes	22	44
10-20 minutes	7	14
20-30 minutes	2	4
More than 30 minutes	2	4
Total	50	100

(Source: Primary data)

Figure 4.23

Figure showing the time spent by respondents for online reviews



From the above table and figure, we can understand that 34% of the respondents take less than 5 minutes, 44% of the respondents take 5-10 minutes, 14% of the respondents take 10-20 minutes, 4% of the respondents take 20-30 minutes and 4% of the respondents take more than 30 minutes for reading online reviews.

CHAPTER – V

FINDINGS SUGGESTIONS AND CONCLUSION

5.1 Findings

- Most of respondents are between 18 – 20.
- Most of the respondents are male.
- Most of respondents read online reviews before they make purchase decision.
- Most respondents rely on Amazon and Google for online reviews.
- Most of the respondents likely trust a product with positive online review.
- Majority of respondents change their opinion of product based on negative online reviews.
- Majority of the respondents gives equal important to both online and personal recommendation.
- Half of the respondents sometimes trust user generated photos and videos.
- Half of the respondents are moderately influence by the perception of a brand.
- More than half of the respondents does not purchase a product with few or no online reviews.
- Majority of the respondents feels online reviews more trust worthy when they include both positive and negative feedback.
- Most of the respondents may or may not leave a review after purchasing a product.
- Most of the respondents agree that businesses manipulate online reviews to improve their image.
- Most of the respondents agree that shorter reviews are more credible.
- Most of the respondents agree that sometimes they have encountered fake online reviews.
- More than half of the respondents agree that they consider overall rating over individual review.
- Most of the respondents ignore conflicting reviews for a product and make their own judgment.
- More than half of the respondents agree that they are influenced by online reviews to try a new product.

- Majority of the respondents believe that online reviews have become more influential over time.
- Most of the respondents likely trust a review from a verified purchaser.
- Most of the respondents agree that they pay more for a product with excellent online reviews compared to a similar product with fewer reviews.
- Most of the respondents agree that the online reviews not always represent the actual product and services.
- Most of the respondents spent 5-10 minutes to read online reviews before making a purchase decision.

5.2 Suggestions

- Implement a moderation system to ensure that reviews are genuine.
- Summarize key points from reviews to help users quickly grasp the main takeaway ideas.
- Implement sorting and filtering options so users can easily find reviews that are most relevant to their needs.
- Allow users to upload photos or videos along with their reviews to provide visual evidence of their experience.
- Use review data to offer personalized product or service recommendations to users based on their preferences and past purchases.

5.3 Conclusion

The study was conducted with an aim to analyse the objective to examine the role of online reviews in purchase decision making, to find the credibility of the reviews from the Google and Amazon and to find whether the brand changes according to the reviews. Respondents agreed that they rely on both Google and Amazon for online reviews. They trust product with online review than positive or negative feedback and also online reviews have become more influential over time. And the respondents think that shorter reviews are more credible than longer reviews with easy way of grasping the information. Half of the respondents approve that they are moderately influenced by the perception of a brand. This research helps us to understand that online reviews play a pivotal role in the purchasing decision. It motivates the respondents to buy the products based on the reviews and also try different products. They give more importance to excellent online reviews and the shorter reviews becomes more credible as the basic information of the product can be understood easily and also the reviews influences in changing of brands.

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- **Mudambi and Schuff**
- **Bae and Lee**
- **Vimaladevi and Dhanabhakaym**
- **Morrison**
- **Schneider and Zielke**
- **Boardman and McCormick**
- **Racherla and Friske**

Websites

- www.frontiersin.org
- www.sciencedirect.com

ANNEXURE

Questions

1. Age
 - 18-20
 - 21-23
 - 24-27

2. Gender
 - Male
 - Female

3. How often do you read online reviews before making a purchase?
 - Always
 - Often
 - Sometimes
 - Rarely
 - Never

4. Which platform do you trust the most for online reviews?
 - Amazon
 - Google
 - Facebook
 - TripAdvisor
 - Other

5. How likely are you to trust a product with mostly positive online reviews?
 - Very likely

- Likely
 - Neutral
 - Unlikely
 - Very unlikely
6. Have you ever changed your mind about a purchase based on negative online reviews?
- Yes
 - No
7. How important are online reviews compared to personal recommendations?
- More important
 - Equally Important
 - Less important
8. Do you tend to trust user-generated photos and videos in online reviews?
- Yes, always
 - Yes, sometimes
 - No, rarely
 - No, never
9. How much do online reviews influence your perception of a brand?
- Significantly
 - Moderately
 - Slightly
 - Not at all

10 Would you consider purchasing a product with few or no online reviews?

- Yes
- No

11 Do you find online reviews more trustworthy when they include both positive and negative feedback?

- Yes
- No

12 How likely are you to leave a review after purchasing a product?

- Very likely
- Likely
- Neutral
- Unlikely
- Very unlikely

13 Do you believe businesses manipulate online reviews to improve their image?

- Yes, frequently
- Yes, sometimes
- Yes, rarely
- Yes, never

14 Do you think the length of an online review impacts its credibility?

- Yes, longer reviews are more credible
- Yes, shorter reviews are more credible

- No, length doesn't matter

15 How often do you encounter fake online reviews?

- Often
- Sometimes
- Rarely
- Never

16 Do you consider the overall rating or individual reviews more when making a purchase decision?

- Overall rating
- Individual reviews

17 How do you react when you see conflicting reviews for a product?

- It makes me uncertain
- I ignore them and make my own judgment
- I seek more information before deciding

18 Have you ever been influenced by online reviews to try a new product or service?

- Yes
- No

19 Do you believe online reviews have become more influential over time?

- Yes
- No

20 How likely are you trust a review from a verified purchaser?

- Very likely
- Likely
- Neutral
- Unlikely
- Very unlikely

21 Would you pay more for a product with excellent online reviews compared to a similar product with fewer reviews?

- Yes
- No

22 Do you think online reviews adequately represent the actual quality of products and services?

- Yes, most of the time
- No, not always
- I'm unsure

23 How much time do you typically spend reading online reviews before making a purchase decision?

- Less than 5 minutes
- 5-10 minutes
- 10-20 minutes
- 20-30 minutes
- More than 30 minutes

**“A STUDY ON ROLE OF ONLINE REVIEW ON
PURCHASE DECISION MAKING”**

Project Report submitted to

CHRISTCOLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

JOEL SHAJAN

(CCAVBCM287)

Under the supervision of

Ms. JISHA CL



**DEPARTMENT OF COMMERCE
CHRISTCOLLEGE (AUTONOMOUS) IRINJALAKUDA
UNIVERSITY OF CALICUT
MARCH 2024**

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE
CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON ROLE OF ONLINE REVIEW ON PURCHASE DECISION**” is a bonafide record of project done by **JOEL SHAJAN** , Reg No. CCAVBCM287, under my guidance and supervision in partial fulfillment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, diploma and Associateship or Fellowship.

Assoc. Prof. P.G Thomas
Co- Ordinator

Ms Jisha C L
Project Guide

DECLARATION

I **JOEL SHAJAN**, hereby declare that the project work entitled "**A STUDY ON ROLE OF ONLINE REVIEW ON PURCHASE DECISION MAKING**" is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Jisha C L, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

JOEL SHAJAN

Date:

CCAVBCM287

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Place: Irinjalakuda

JOEL SHAJAN

Date:

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CHAPTER I
INTRODUCTION

1.1 Introduction

Online marketing is the most widely used internet based digital marketing technique to attract the target audience. It attracts people because of its distinguish features such as time saving, convenience, choices in a single window and online reviews about the product by used consumers. In the process of decision making online reviews have a significant role. But before making a decision, people would check the reviews related to the product they want to buy. Many previous studies show that the people may go through the decision and make a purchase on the basis of online reviews. The factors of the review like tone, identity, brand, quality, price and visuals etc. have an impact on purchase decision. The overall purpose of review is to provide a valuable, solid, informative, critical summary of a well defined topic or area to the reader. Review is considered as the main factor for purchasing decisions. In terms of online shopping, consumers are increasingly searching to obtain product information from reviews. Compared with the official information of the product provided by the sellers, manufacturers and consumers who were already purchased the product online. Consumer purchasing decision after going through online comments is a psychological process combining visions and information processing.

The main advantage of online review is that it gives shoppers a feeling of security by reading about others who have purchased and used products that they are considering. It offers insights into most appropriate application of products. But sometimes it gives shoppers a skewed impression of a product if there is just one review or rating, especially if the review rating is not positive. The reviews must be positive or negative on the products. Sometimes the

negative reviews will be done by haters of a good quality product. Consumers are taking online based search by substituting traditional search for a product. They rely more on strangers to review a product. So now the online reviews have become more and more significant and relevant. So it is an important factor in today's online purchase behavior of the customers. Information provided by online peers influences customer perceptions, preferences and decisions much more than information provided by companies. Almost all people look towards the comments written by the reviewers to know whether the product quality is good or not. If they see more positive comments they try to buy the product.

1.2 Statement of problem

The increasing significance of online reviews in shaping consumers purchase decisions has given rise to a multifaceted problem. While these reviews offer valuable insights, the proliferation of fake or biased opinions has muddled the reliability of the information available. Distinguishing between genuine and manipulated reviews poses a challenge for consumers, potentially leading to misguided decisions. Moreover, the impact of online reviews on certain industries and businesses raises questions about fairness and authenticity, underscoring the need to address the issues surrounding the trustworthiness of online reviews in the contemporary marketplace.

1.3 Significance of study

Studying the role of online reviews in purchase decisions holds profound significance in today's digital commerce landscape. Firstly, understanding these reviews influence consumer choices provides invaluable insights for businesses aiming to enhance their products or services. Additionally, as online reviews wield

considerable sway over market dynamics, comprehending their impact helps businesses formulate more effective marketing strategies. From a consumer perspective, the study contributes to empowering individuals with the ability to navigate the vast online marketplace more confidently, fostering a climate where trust and informed decision-making prevail. Overall, the significance of this study lies in its potential to shape the future of e-commerce, fostering transparency, accountability, and improved consumer experiences.

1.4 Objective of study

- To examine the role of online reviews in product purchase decisions.
- To find the credibility of the reviews from the Google and Amazon.
- To find whether the brand changes according to the reviews.

1.5 Scope of the study

The scope of the study on role of online reviews in purchase decision making is vast and multifaceted. It helps us in understanding how consumers perceive and utilize online reviews in their decision making process and the impact of online reviews on brand perception, customer loyalty and repeat purchase behavior.

1.6 Research Methodology

The research methodology used in the study”A study on role of Online review on purchase decision”

1.6.1 Research design

Descriptive method is the research design used for this study. Surveys, observations, case study, fact findings are all included in this method.

1.6.2 Sources of data

Primary data and secondary data are used in this research. Primary data includes collection of information through questionnaires and secondary data includes collection of data through various websites and articles.

1.6.3 Sampling Techniques

The samples are mainly collected from about 50 students studying at Christ College Irinjalakuda. The technique used for this research is convenient sampling

1.6.4 Sample Size

A sample of 50 students studying in Christ College Irinjalakuda is taken as sample size for the purpose of the study.

1.6.5 Sample Population

The population for the study is the student's from Christ College Irinjalakuda

1.6.6 Tools for Analysis

Major tools used for interpreting the data collected are bar diagram and percentage.

1.7 Limitation of study

- One of the major limitation is time.
- There is high chance of errors in collection of data
- The study is based on 50 respondents and therefore it cannot be completely relied.

CHAPTER – II
REVIEW OF LITERATURE

Empirical Literature

- 1. Sen and Lerman (2007) :** Consumer purchasing decision after reading online comments is a psychological process combining vision and information processing. As evident from the literature, much of the research has focused on the outcome and impact of online reviews affecting purchasing decisions but has shed less light on the underlying processes that influence customer perception.
- 2. Wang and Minor (2008):** While some studies have attempted to investigate the underlying processes, including how people are influenced by information around the product/service using online reviews, there is limited research on the psychological process and information processing involved in purchasing decisions. The eye-tracking method has become popular in exploring and interpreting consumer decisions making behavior and cognitive processing.
- 3. Mudambi and Schuff (2010):** The reviews are comments from consumers' perspectives and often describe their experience using the product; it is easier for other consumers to accept them, thus assisting their decision-making process.
- 4. Ghose and Ipeiroitiss (2010):** The use of product reviews is influenced by textual features, such as subjectivity, informality, readability, and linguistic accuracy.

5. **Yu et al (2010):** Also demonstrated that the different emotional tendencies expressed in film reviews have a significant impact on the actual box office. This means that consumer reviews contain both positive and negative emotions. Generally, positive comments tend to prompt consumers to generate emotional trust, increase confidence and trust in the product and have a strong persuasive effect. On the contrary, negative comments can reduce the generation of emotional trust and hinder consumers' buying intentions.
6. **Bae and Lee (2011):** The review from an online community is the most credible for consumers seeking information about an established product.
7. **Baek et al (2012):** In terms of online shopping, consumers are increasingly inclined to obtain product information from reviews. Compared with the official product information provided by the sellers, reviews are provided by other consumers who have already purchased the product via online shopping websites.
8. **Vimaladevi and Dhanabhakaym (2012):** Research shows that 93% of consumers say online reviews will affect shopping choices, indicating that most consumers have the habit of reading online reviews regularly and rely on the comments for their purchasing decisions.
9. **Lackermair et al (2013):** The reviews and ratings are an important source of information for consumers. Similarly, through investigating the effects of review source and product type.

- 10. Zhong-Gang et al (2015):** A survey conducted by Zhong-Gang et al reveals that nearly 60% of consumers browse online product reviews at least once a week and 93% of whom believe that these online reviews help them to improve the accuracy of purchase decisions, reduce the risk of loss and affect their shopping options. When it comes to consumers in commercial activities on B2B and B2C platforms, 82% of the consumers read product reviews before making shopping choices, and 60% of them refer to comments every week.
- 11. Morrison (2015):** A Google study based on 57 million online customer reviews indicated that these reviews influenced consumers' purchase choices.
- 12. Guo et al (2020):** Showed that pleasant online customer reviews lead to a higher purchase likelihood compared to unpleasant ones. They also found that perceived credibility and perceived diagnosticity have a significant influence on purchase decisions, but only in the context of unpleasant online customer reviews. These studies suggest that online product reviews will influence consumer behavior but the overall effect will be influenced by many factors.
- 13. Schneider and Zielke (2020):** Unlike offline purchases, customers cannot touch or feel the product online and depend on consumer reviews.
- 14. Boardman and McCormick (2021):** Found that consumer attention and behavior differ across web pages throughout the shopping journey depending on its content, function, and consumer's goal.

CHAPTER – III
THEORETICAL FRAMEWORK

Consumer decision making process

- **Problem Recognition**

The point at which a potential customer realizes they need or want a product or service.

- **Information search**

The stage of the decision making process in which consumers actively collect and utilize information from internal and/or external sources to make better purchase decisions,

- **Alternatives evaluation**

The stage when a customer is comparing options to make the best choice.

- **Purchase decision**

After collecting all necessary feedbacks and information, consumers should arrive at a conclusion on the product or service to purchase.

- **Post-purchase evaluation**

The phase in the buying process where customers assess their satisfaction with a product or service after purchasing and using it.

Consuming buying behavior

Consuming buying behavior refers to the patterns, preferences, and decisions individuals make when purchasing goods or services for personal consumption. It involves factors such as personal needs, preferences, cultural influences, economic considerations, and marketing strategies.

Factors influencing consumer behavior

- **Personal factors**

Consumer behavior is influenced by various personal factors, including demographics (age, income and education), lifestyle, personality, and values. Additionally, psychological factors such as perception, motivation, and attitudes play a crucial role in shaping how individuals make purchasing decisions. Cultural background and social influences from family, peers, and reference groups also impact consumer choices.

- **Social factors**

Social factors significantly influence consumer behavior. These include family, reference groups, social class, and culture. Family plays a crucial role, as buying decisions are often influenced by family members' preferences and needs. Reference groups, comprising friends or influencers, can shape consumer choices through opinions and recommendations. Social class reflects a person's position in society, affecting the products and brands they prefer. Cultural background and societal norms also contribute to shaping consumer behavior by influencing values, customs, and lifestyle choices.

- **Cultural factors**

Cultural factors play a significant role in shaping consumer behavior. These include values, beliefs, customs, and social norms that influence how individuals make purchasing decisions. For instance, cultural preferences, such as the importance of family, may impact product choices. Additionally, cultural symbols and language can influence how products are marketed and perceived by

consumers. Understanding these cultural factors is crucial for businesses aiming to connect with diverse consumer segments.

Online Review

An online review is a written opinion or feedback about a product, service, experience that is shared on internet.

Other related topics

Impulse buying

Impulse buying refers to making unplanned purchases without careful consideration. Online reviews can significantly influence impulse buying. Positive reviews may trigger a sense of urgency or excitement, pushing someone to make a quick purchase.

Consumer trend analysis

Consumer trend analysis involves examining patterns in consumer behavior to identify emerging preferences, buying habits, and shifts in market demand. This analysis helps businesses stay ahead by adapting products or services to align with current and future consumer needs.

Consumer decision styles

Consumer decision styles refer to the characteristic ways individuals approach the process of making choices when purchasing goods or services. These styles can include factors like information-seeking behavior, brand loyalty, risk tolerance,

and the importance placed on product attributes.

Customer loyalty

Customer loyalty describes an ongoing emotional relationship between you and your customer, manifesting itself by how willing a customer is to engage with and repeatedly purchase from you versus your competitors. Loyalty is the byproduct of a customer's positive experience with you and works to create trust.

Purchase decision

Purchase decision is the thought process that leads a consumer from identifying a need, generating options, and choosing a specific product and brand.

Social media

Consumers often rely on social platforms to discover and share reviews, shaping perceptions and influencing choices. The widespread accessibility of opinions on social media can amplify the impact of online reviews, making them a crucial factor in consumer decision-making.

Online shopping behavior

Consumer online shopping behavior is influenced by various factors. Convenience, product variety, price comparisons, and reviews play key roles. Security and trust in the online platform are crucial, as are seamless navigation; user-friendly interfaces. Social media also impacts choices through recommendations and influencers.

Influence of price on consumer behavior

Price is a significant factor influencing online consumer behavior. Competitive pricing often attracts shoppers, while discounts, promotions, and free shipping can impact decision-making. Perceived value and affordability play crucial roles, with many consumers actively comparing prices across different platforms.

Advertising effectiveness

Online reviews play a vital role in advertising effectiveness and purchase decisions. Positive reviews can enhance trust and credibility, influencing potential customers positively. Conversely, negative reviews may deter buyers.

Marketing campaign

An online marketing campaign targeting consumers typically involves strategies to promote products or services through digital channels. This may include social media advertising, email marketing, search engine optimization (SEO), content marketing, and online promotions. The goal is to reach and engage the target audience effectively to drive website traffic, increase brand awareness, and ultimately boost online sales.

CHAPTER – IV

DATA ANALYSIS & INTERPRETATION

4.1 Table showing age of respondents

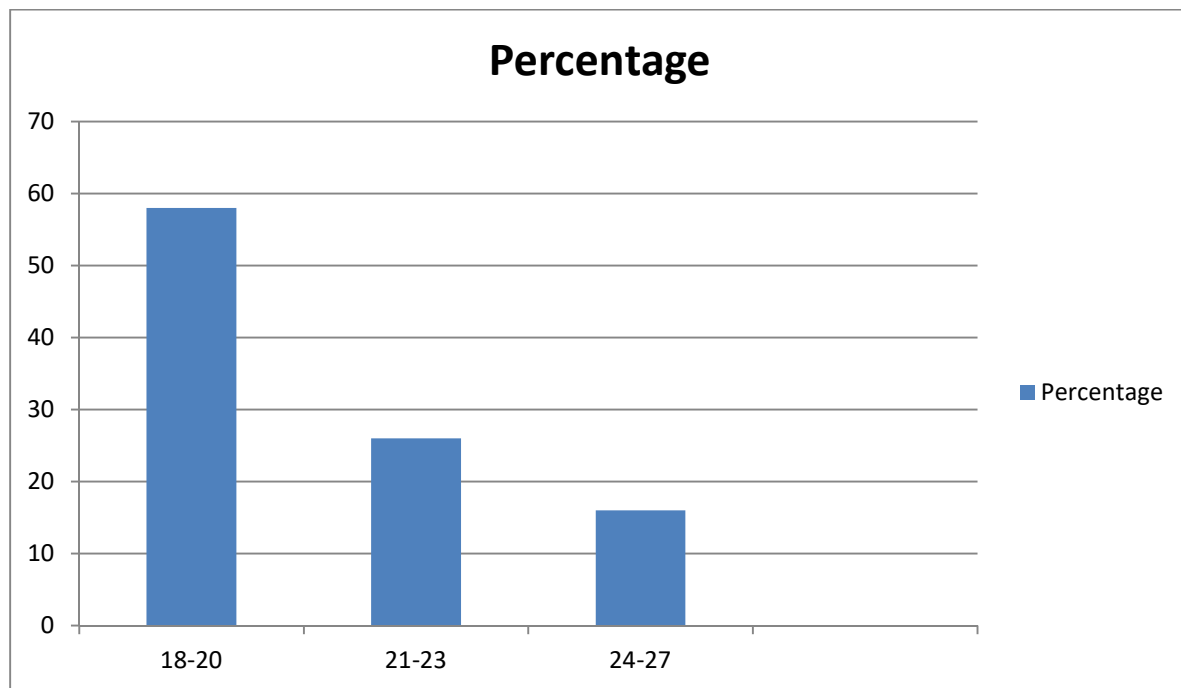
Table 4.1

Particulars	Number of Respondents	Percentage
18-20	29	58
21-23	13	26
24-27	8	16
Total	50	100

(Source: Primary Data)

Figure 4.1

Figure showing the age of the respondents



From the above table and figure, we can understand that 58% of respondents are from the age of 18-20, 26% of respondents are from the age of 21-23 and 16% of respondents are from the age of 24-27.

4.2 Table showing the gender of the respondents

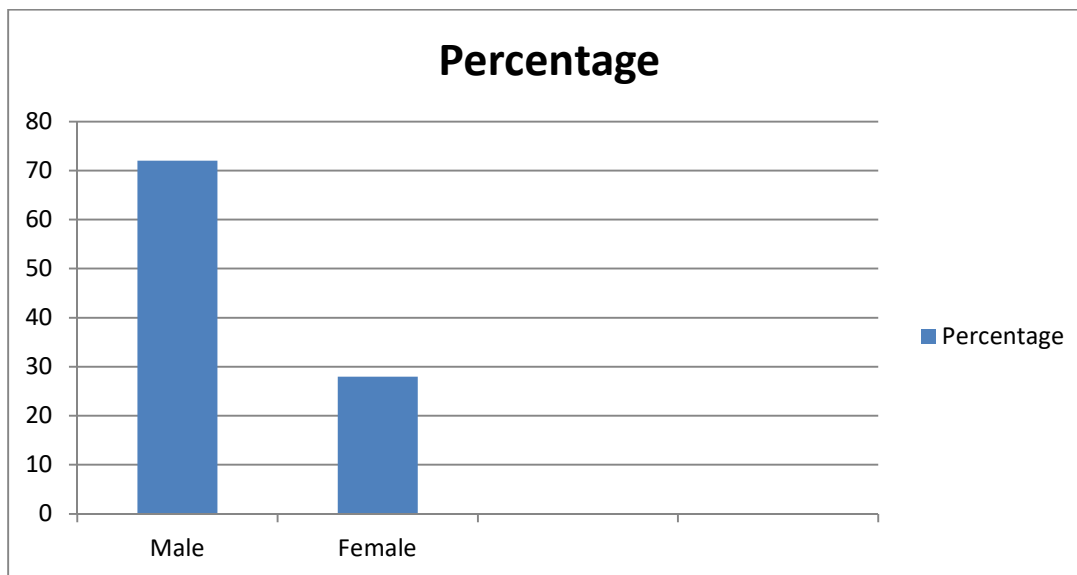
Table 4.2

Particulars	Number of Respondents	Percentage
Male	36	72
Female	14	28
Total	50	100

(Source: Primary data)

Figure 4.2

Figure showing the gender of respondents



From the above table and figure, we can understand that 72% of the respondents are male and 28% of the respondents are female.

4.3 Table showing reading online reviews before making a purchase

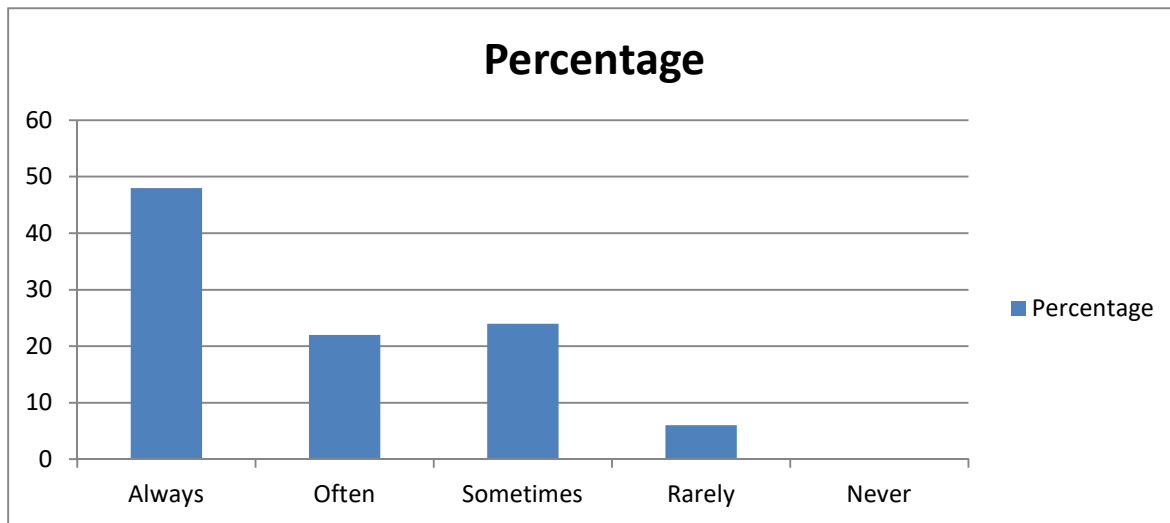
Table 4.3

Particulars	Number of respondents	Percentage
Always	24	48
Often	11	22
Sometimes	12	24
Rarely	3	6
Never	0	0
Total	50	100

(Source: Primary data)

Figure 4.3

Figure showing the respondents reading online reviews before making a purchase



From the above table and figure, we can understand that before making a purchase 48% of the respondents always reads online reviews, 22% of respondents often reads online review, 24% of respondents sometimes reads online reviews and 6% of respondents rarely reads online reviews.

4.4 Table showing platform most trusted for online reviews

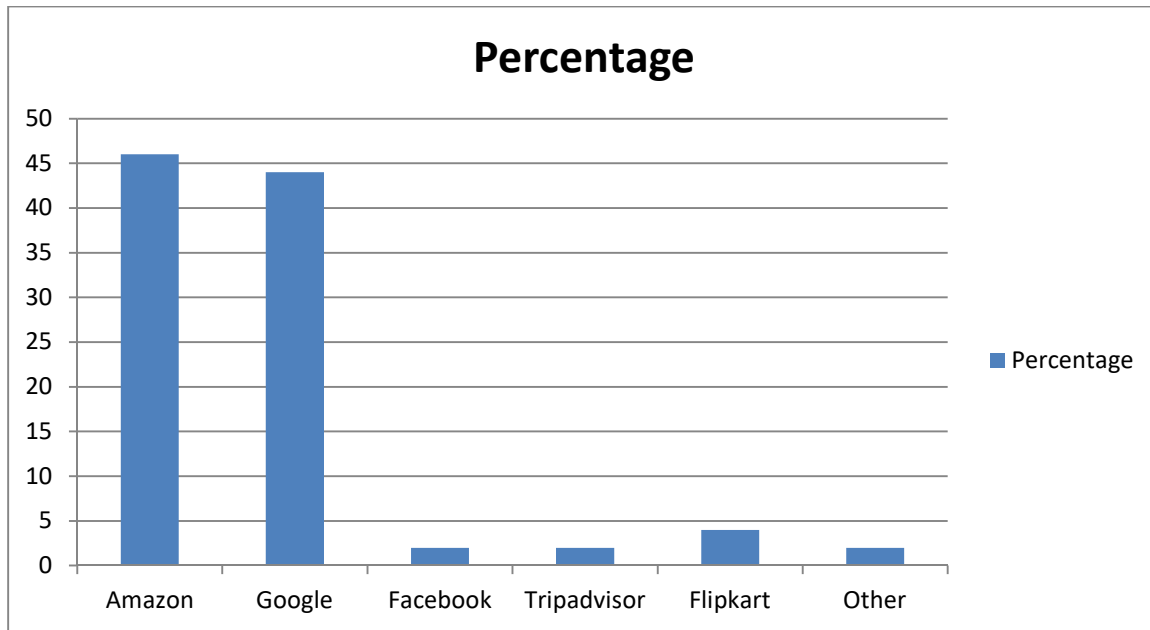
Table 4.4

Particulars	Number of respondents	Percentage
Amazon	23	46
Google	22	44
Facebook	1	2
Tripadvisor	1	2
Flipkart	2	4
Other	1	2
Total	50	100

(Source: Primary data)

Figure 4.4

Figure showing the most trusted platform for online reviews by respondents



From the above table and figure, we can understand that 46% of the respondents use Amazon, 44% of the respondents use Google, 1% of the respondents use Facebook, 1% of the respondents use Tripadvisor, 2% of the respondents use Flipkart and 1% of the respondents use other platform for online reviews.

4.5 Table showing trusting a product with mostly positive online reviews

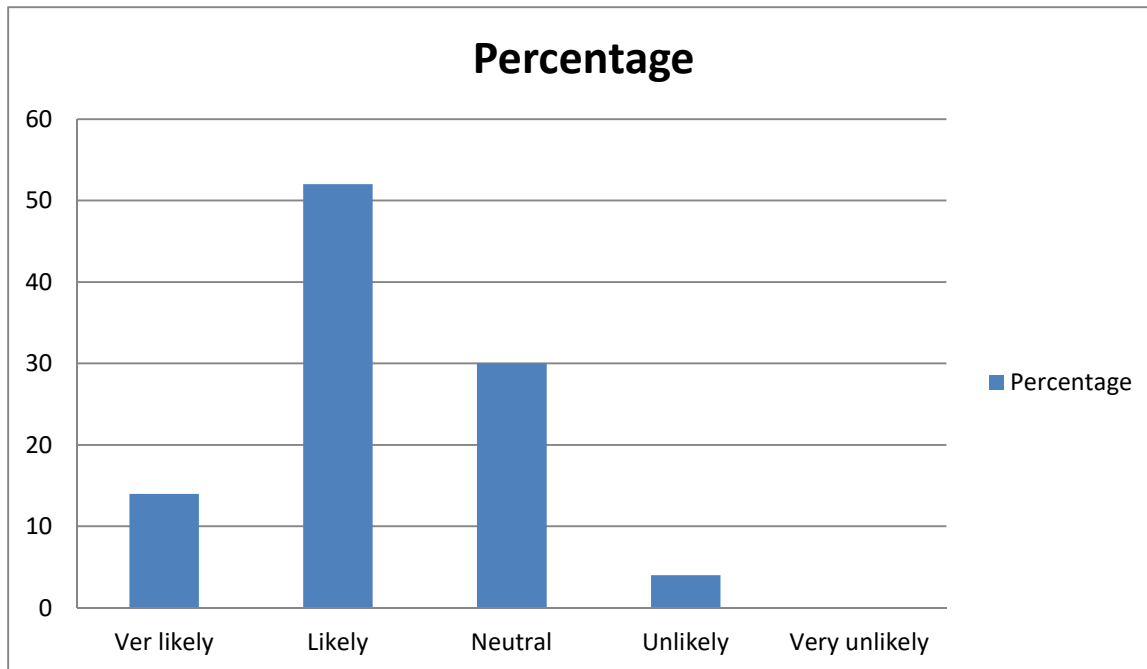
Table 4.5

Particulars	Number of respondents	Percentage
Very likely	7	14
Likely	26	52
Neutral	15	30
Unlikely	2	4
Very unlikely	0	0
Total	50	100

(Source: Primary data)

Figure 4.5

Figure showing the respondents trusting a product with mostly positive online reviews



From the above table and figure, we can understand that 14% of respondent's very likely trust a product, 52% of respondents likely trust product, 30% of respondents trust a product neutral, and 4% of the respondents unlikely trust a product.

4.6 Table showing changing your opinions based on online negative reviews

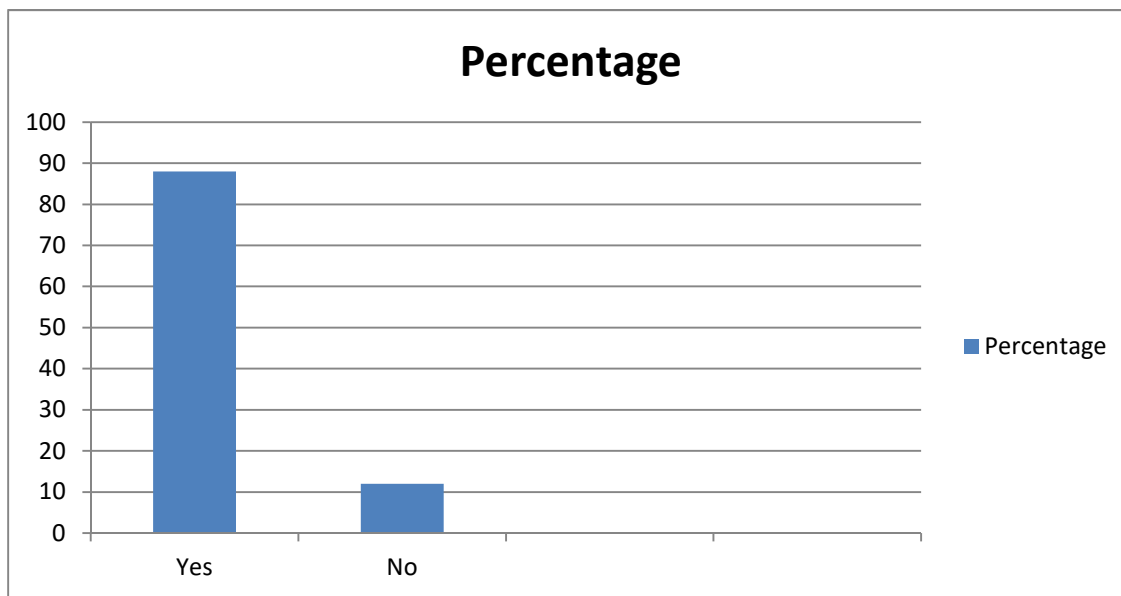
Table 4.6

Particulars	Number of Respondents	Percentage
Yes	44	88
No	6	12
Total	50	100

(Source: Primary data)

Figure 4.6

Figure showing the respondents change of mind on online negative reviews



From the above table and figure, we can understand that 88% of the respondents change their opinion based on online negative reviews and 12% of the respondents does not change their opinion based on online negative reviews.

4.7 Table showing giving importance to online reviews compared to personal recommendations

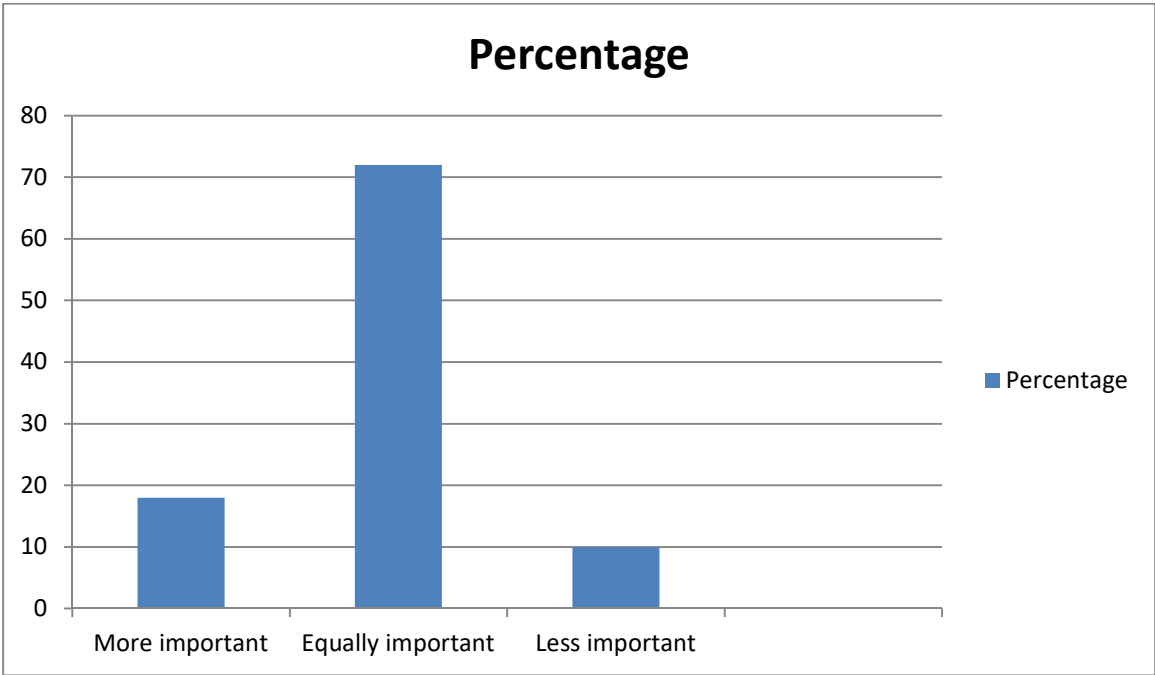
Table 4.7

Particulars	Number of respondents	Percentage
More important	9	18
Equally important	36	72
Less important	5	10
Total	50	100

(Source: Primary data)

Figure 4.7

Figure showing the importance of online reviews compared to personal recommendations



From the above table and figure, we can understand that respondents give 18% more importance to online reviews, 72% equally importance to both online reviews and personal recommendations and 10% less importance to online reviews.

4.8 Table showing trusting user-generated photos and videos in online reviews

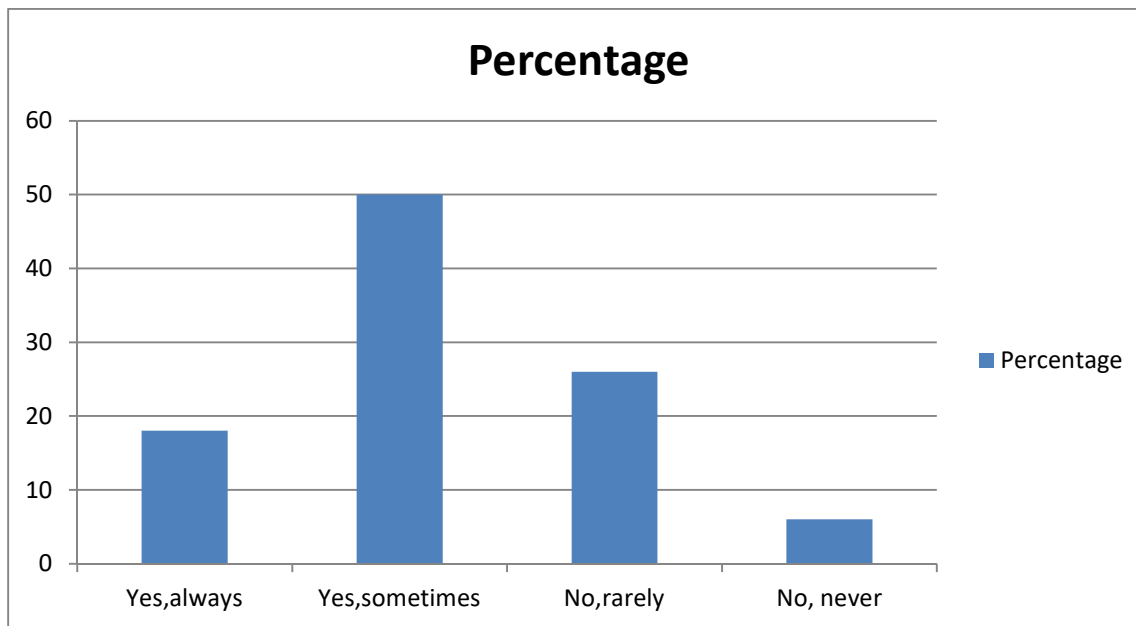
Table 4.8

Particulars	Number of respondents	Percentage
Yes, always	9	18
Yes, sometimes	25	50
No, rarely	13	26
No, never	3	6
Total	50	100

(Source: Primary data)

Figure 4.8

Figure showing the respondents trust on user-generated photos and videos in online reviews



From the above table and figure, we can understand that 18% of the respondents always trust, 50% of the people trust sometimes, 26% of the people rarely trust and 6% of the respondents never trust the user-generated photos and videos in online reviews.

4.9 Table showing online reviews influencing perception of a brand

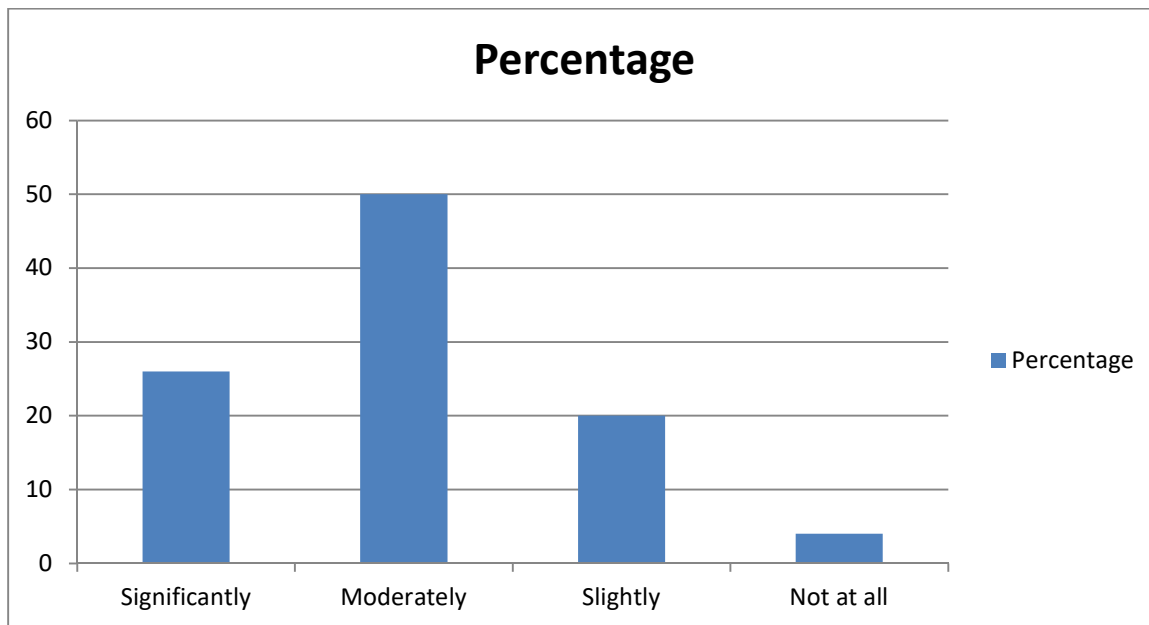
Table 4.9

Particulars	Number of respondents	Percentage
Significantly	13	26
Moderately	25	50
Slightly	10	20
Not at all	2	4
Total	50	100

(Source: Primary data)

Figure 4.9

Figure showing the influence of online reviews on perception of a brand



From the above table and figure, we can understand that 26% of the respondents are significantly influenced by online reviews, 50% of the respondents are moderately influenced by online reviews, 20% of the respondents are slightly influenced by online reviews and 4% of the respondents are not at all influenced by online reviews on perception of a brand.

4.10 Table showing purchasing a product with few or no online reviews

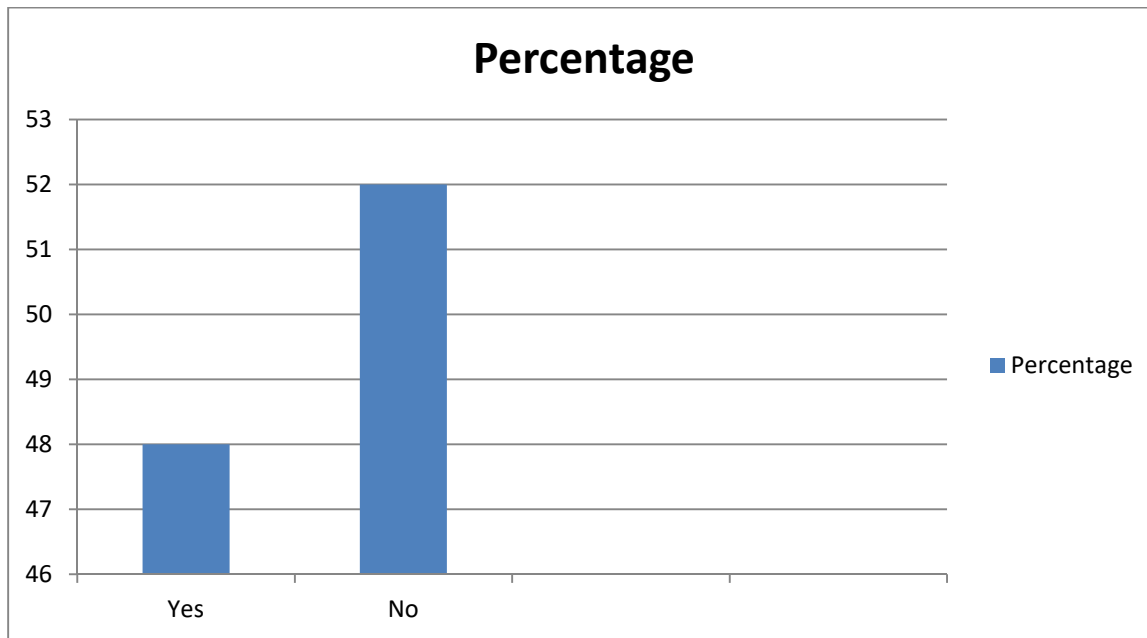
Table 4.10

Particulars	Number of respondents	Percentage
Yes	24	48
No	26	52
Total	50	100

(Source: Primary data)

Figure 4.10

Figure showing the respondents purchasing a product with few or no online reviews



From the above table and figure, we can understand that 48% of the respondents purchase the product with few or no reviews and 52% of the people do not purchase a product with few or no online reviews.

4.11 Table showing finding online reviews more trustworthy when they include both positive and negative feedback

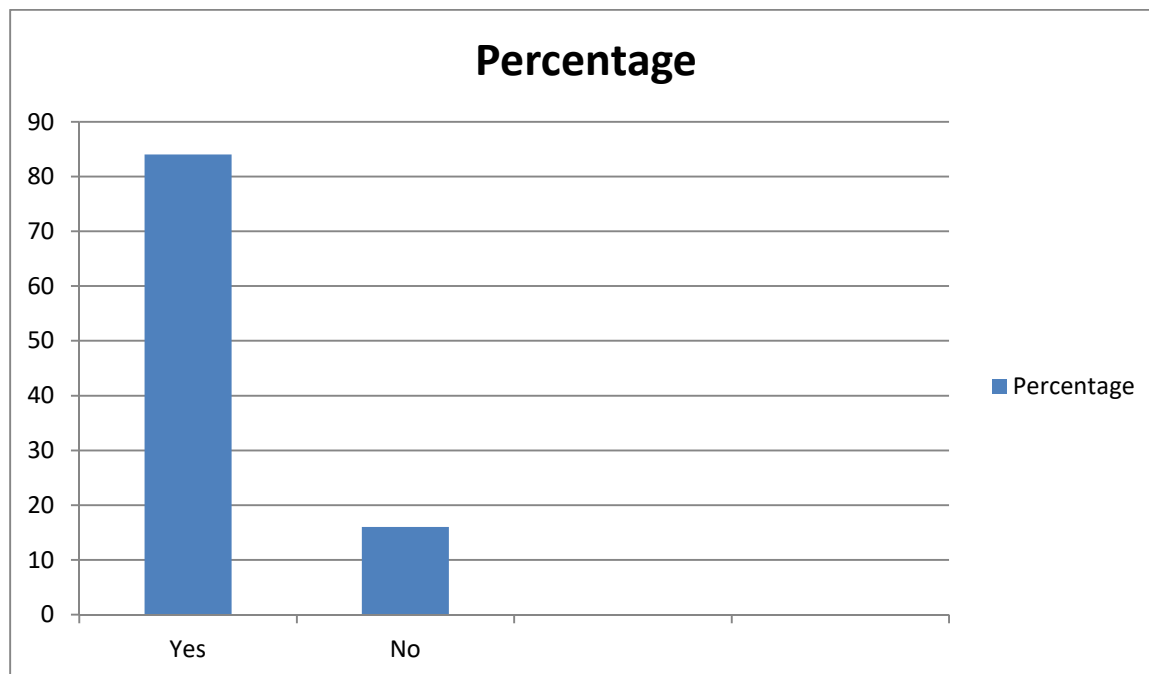
Table 4.11

Particulars	Number of respondents	Percentage
Yes	42	84
No	8	16
Total	50	100

(Source: Primary data)

Figure 4.11

Figure showing whether the online reviews become more trustworthy when they include both positive and negative feedback



From the above table we can understand that 84% of the respondents find online reviews more trustworthy and 16% of the respondents do not find online reviews more trustworthy when they include both positive and negative feedback.

4.12 Table showing leaving a review after purchasing a product

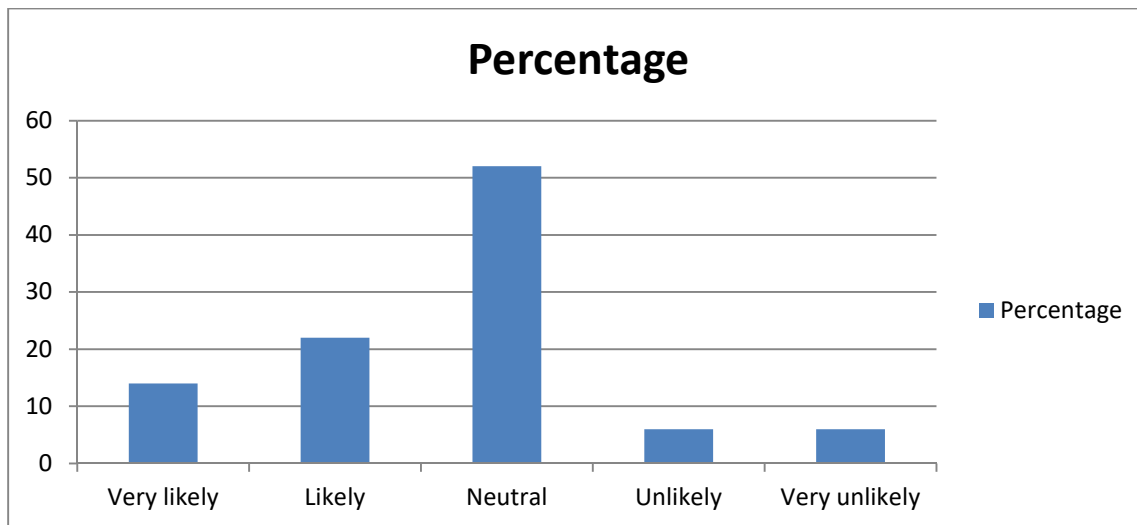
Table 4.12

Particulars	Number of respondents	Percentage
Very likely	7	14
Likely	11	22
Neutral	26	52
Unlikely	3	6
Very unlikely	3	6
Total	50	100

(Source: Primary data)

Figure 4.12

Figure showing whether respondents leave a review after purchasing a product



From the above table and figure, we can understand that 14% of the respondents are very likely to leave a review, 22% of the respondents are likely to leave a review, 52% of the respondents are neutral in leaving a review, 6% of the respondents are unlikely to leave a review and 6% of the respondents are very unlikely to leave a review after purchasing a product.

4.13 Table showing whether Businesses manipulate online reviews to improve their image

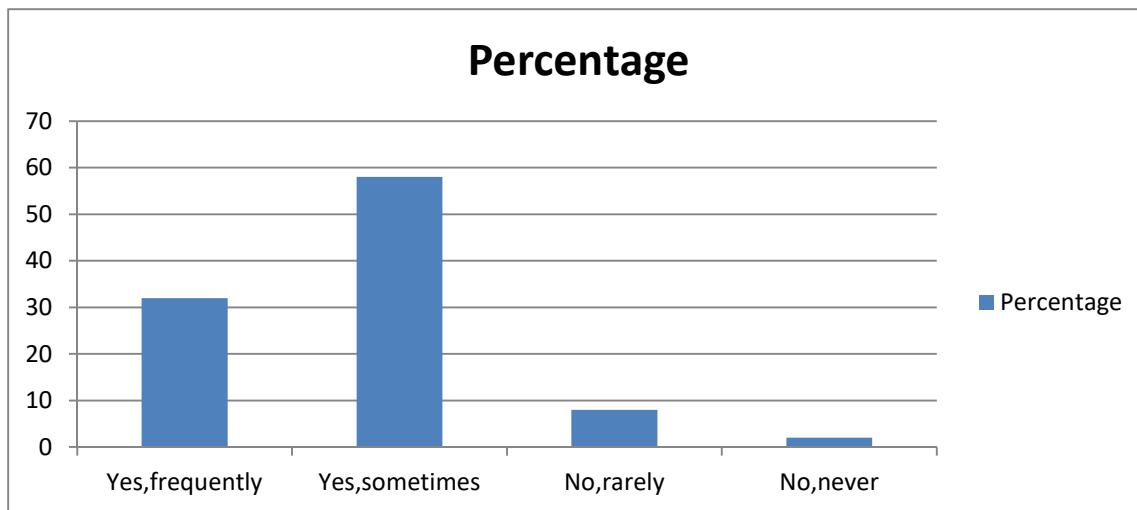
Table 4.13

Particulars	Number of respondents	Percentage
Yes, frequently	16	32
Yes, sometimes	29	58
No, rarely	4	8
No, never	1	2
Total	50	100

(Source: Primary data)

Figure 4.13

Figure showing whether businesses manipulate online reviews to improve their image



From the above table and figure, we can understand that 32% of the respondents agree that businesses frequently manipulate online review, 58% of the respondents agree that businesses sometimes manipulate online review, 8% of the respondents agree that businesses rarely manipulate online review and 2% of the respondents agree that businesses never manipulate online review to improve their image.

4.14 Table showing length of an online review impacts its credibility

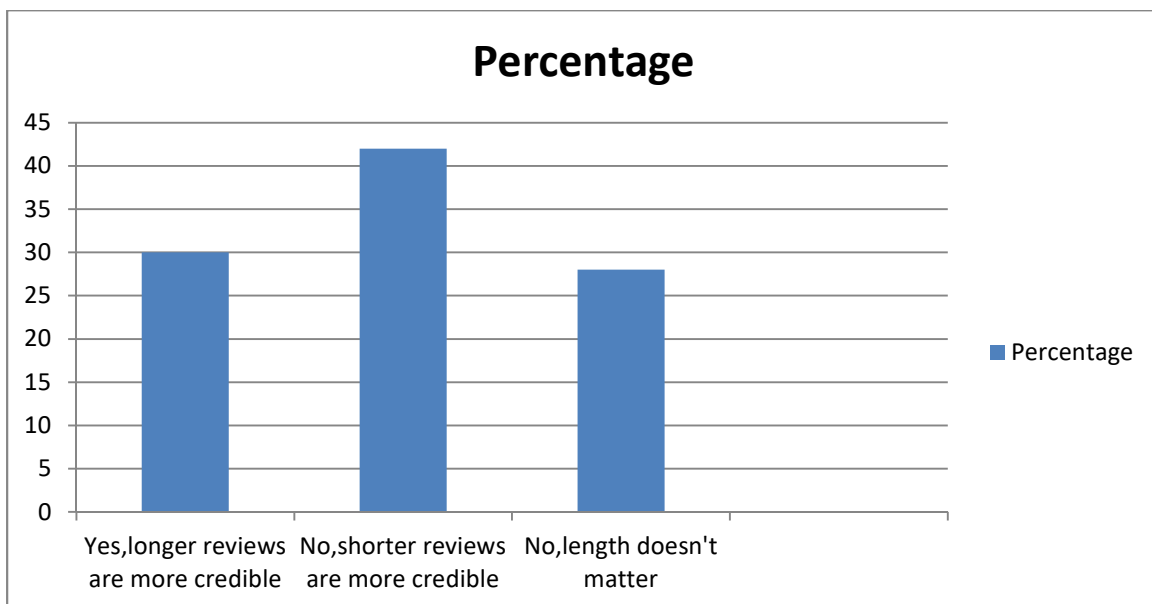
Table 4.14

Particulars	Number of respondents	Percentage
Yes, longer reviews are more credible	15	30
No, shorter reviews are more credible	21	42
No, length doesn't matter	14	28
Total	50	100

(Source: Primary data)

Figure 4.14

Figure showing whether length of an online review impacts its credibility



From the above table and figure, we can understand that 30% of the respondents agree that longer reviews are more credible, 42% of the respondents agree that shorter reviews are more credible and 28% of the respondents agree that length doesn't matter in reviews.

4.15 Table showing encountering fake online reviews

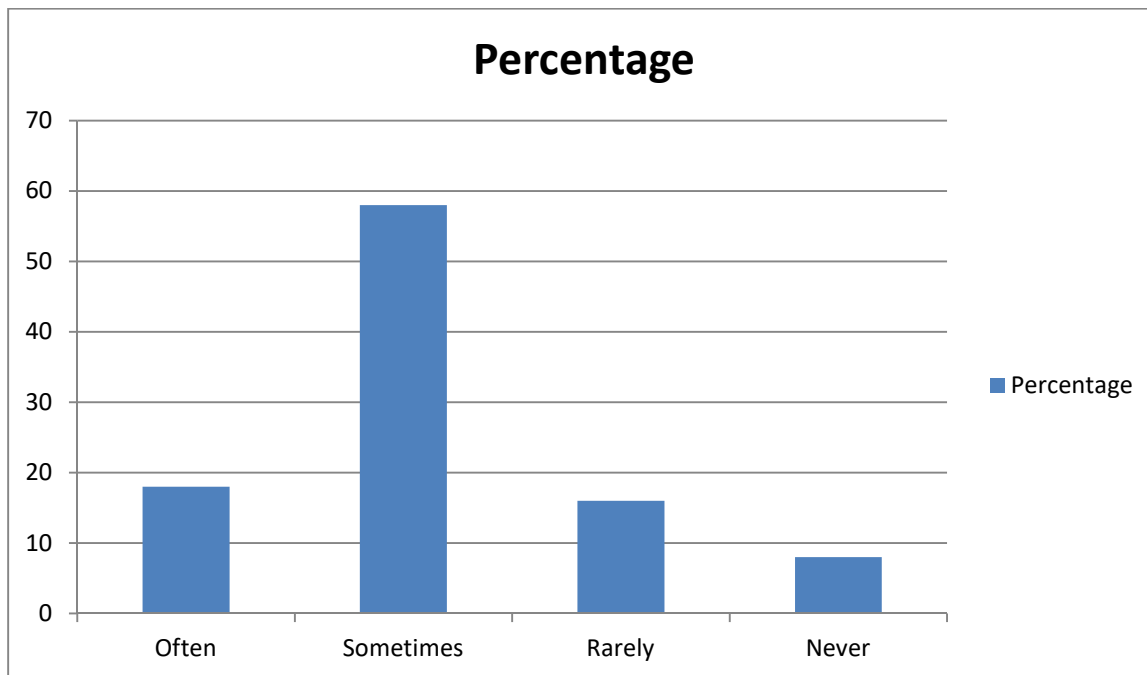
Table 4.15

Particulars	Number of respondents	Percentage
Often	9	18
Sometimes	29	58
Rarely	8	16
Never	4	8
Total	50	100

(Source: Primary data)

Figure 4.15

Figure showing whether the respondents encounter fake online news



From the above table and figure, we can understand that 18% of the respondents often encounter fake online news, 58% of the respondents sometimes encounter fake online review, 16% of the respondents rarely encounter fake online review and 8% of the respondents never encounter fake online review.

4.16 Table showing considering overall rating or individual reviews when making a purchase decision

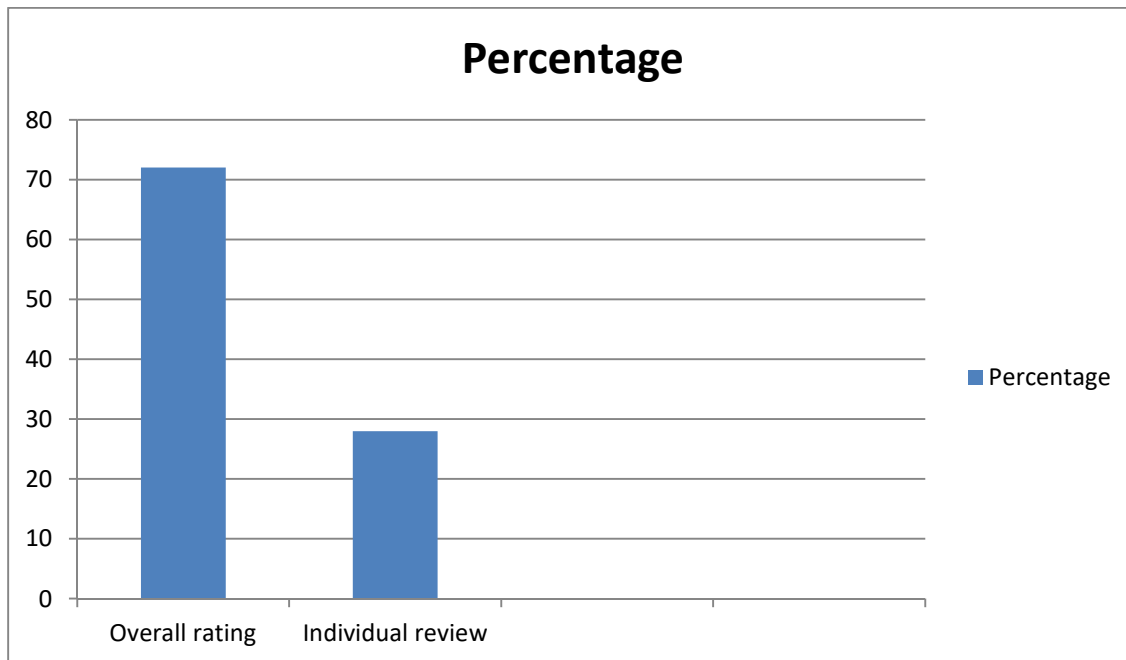
Table 4.16

Particulars	Number of respondents	Percentage
Overall rating	36	72
Individual review	14	28
Total	50	100

(Source: Primary data)

Figure 4.16

Figure showing whether respondents consider overall rating or individual review



From the above table and figure, we can understand that 72% of the respondents choose overall rating and 28% of the respondents choose individual review when making a purchase decision.

4.17 Table showing reaction when seeing conflicting reviews for a product

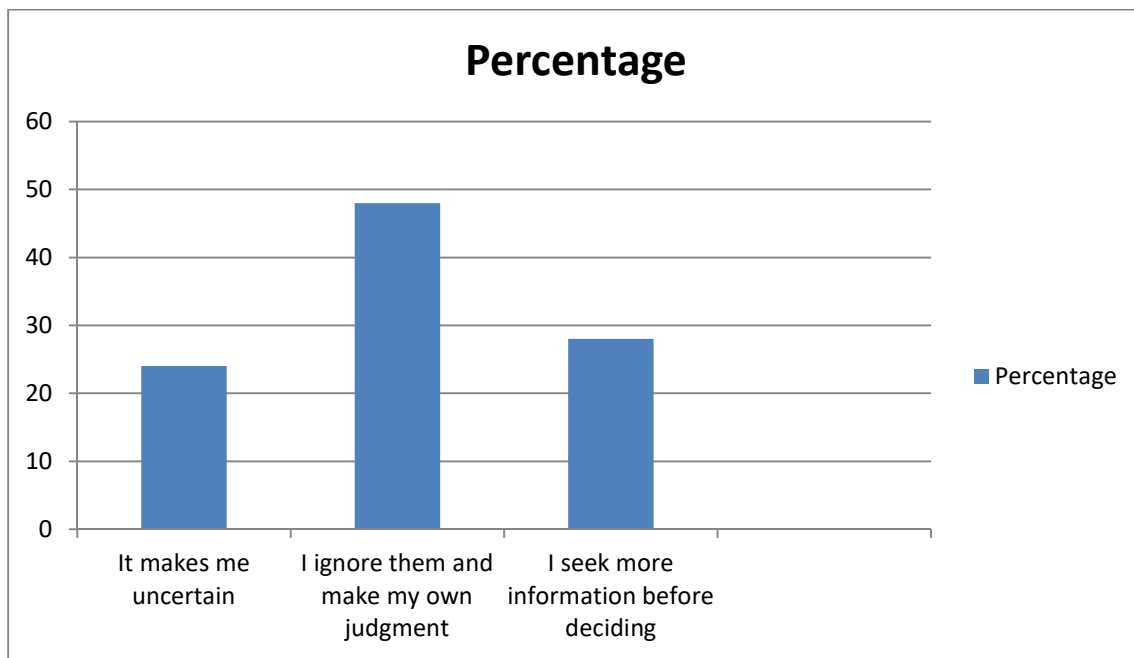
Table 4.17

Particulars	Number of respondents	Percentage
It makes me uncertain	12	24
I ignore them and make my own judgment	24	48
I seek more information before deciding	14	28
Total	50	100

(Source: Primary data)

Figure 4.17

Figure showing the respondents reaction on conflicting reviews



From the above table and figure, we can understand that conflicting reviews makes uncertain to 24% of the respondents, 48% of the respondents ignore them and make their own judgment and 28% of the respondents seek more information before deciding.

4.18 Table showing influenced by online reviews to try a new product or service

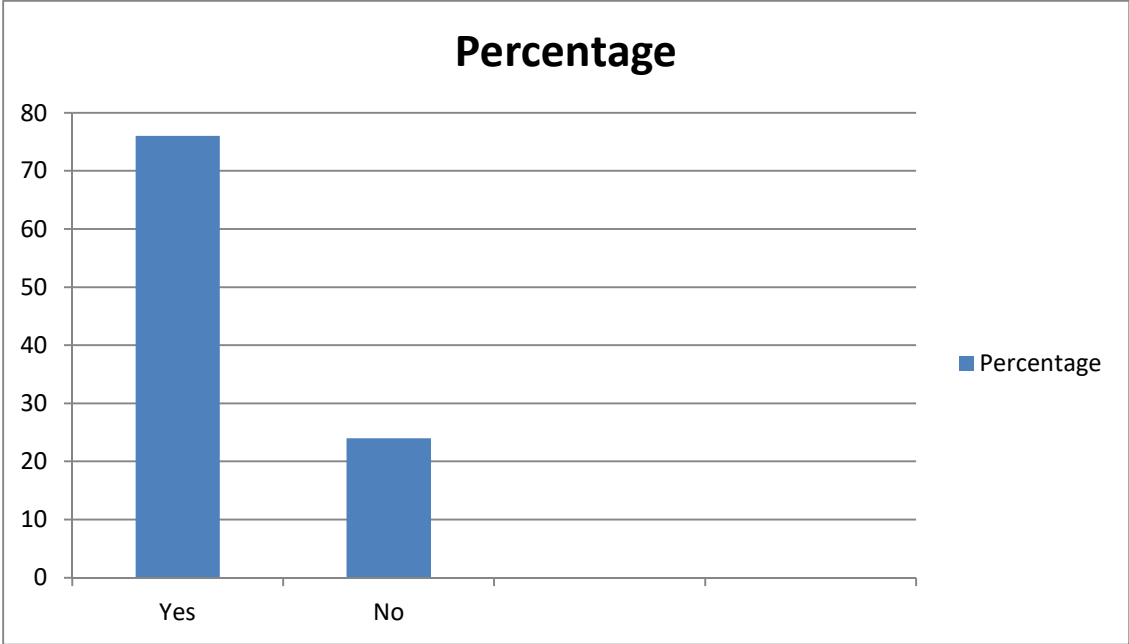
Table 4.18

Particulars	Number of respondents	Percentage
Yes	38	76
No	12	24
Total	50	100

(Source: Primary data)

Figure 4.18

Figure showing whether the online reviews influence respondents to try a new product or service



From the above table and figure, we can understand that 76% of the respondents are influenced by online reviews to try a new product or services and 24% of the respondents are not influenced by online reviews to try a new product or service.

4.19 Table showing believing whether online reviews have become more influential over time

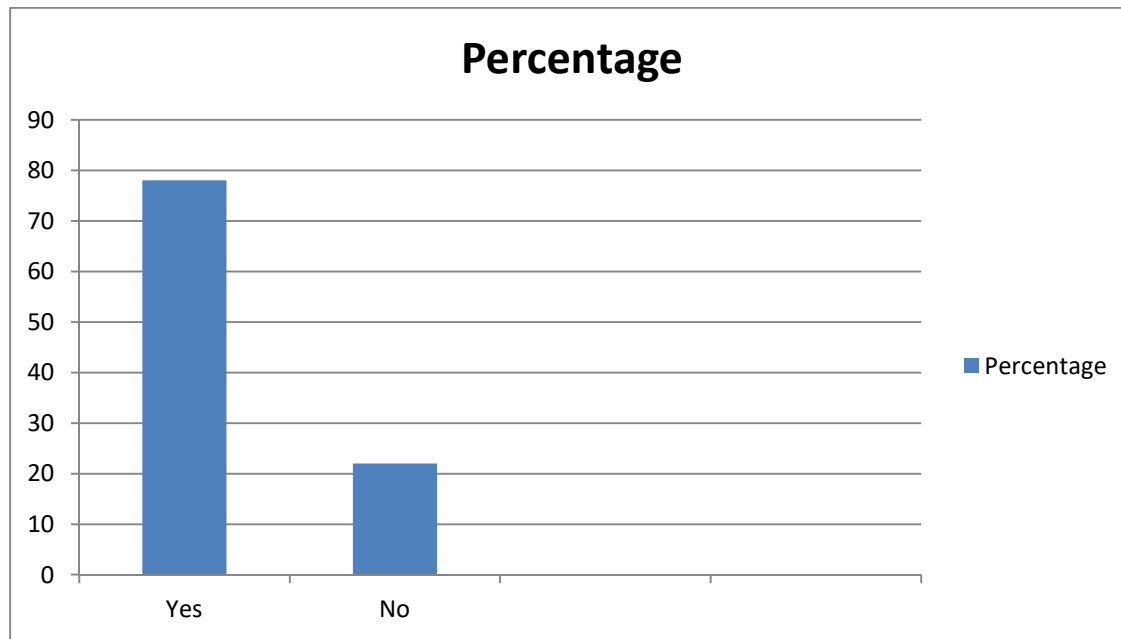
Table 4.19

Particulars	Number of respondents	Percentage
Yes	39	78
No	11	22
Total	50	100

(Source: Primary data)

Figure 4.19

Figure showing whether online reviews have become more influential over time



From the above table and figure, we can understand that 78% of the respondents agree that online reviews have become more influential over time and 22% of the respondents disagree.

4.20 Table showing trusting a review from verified purchaser

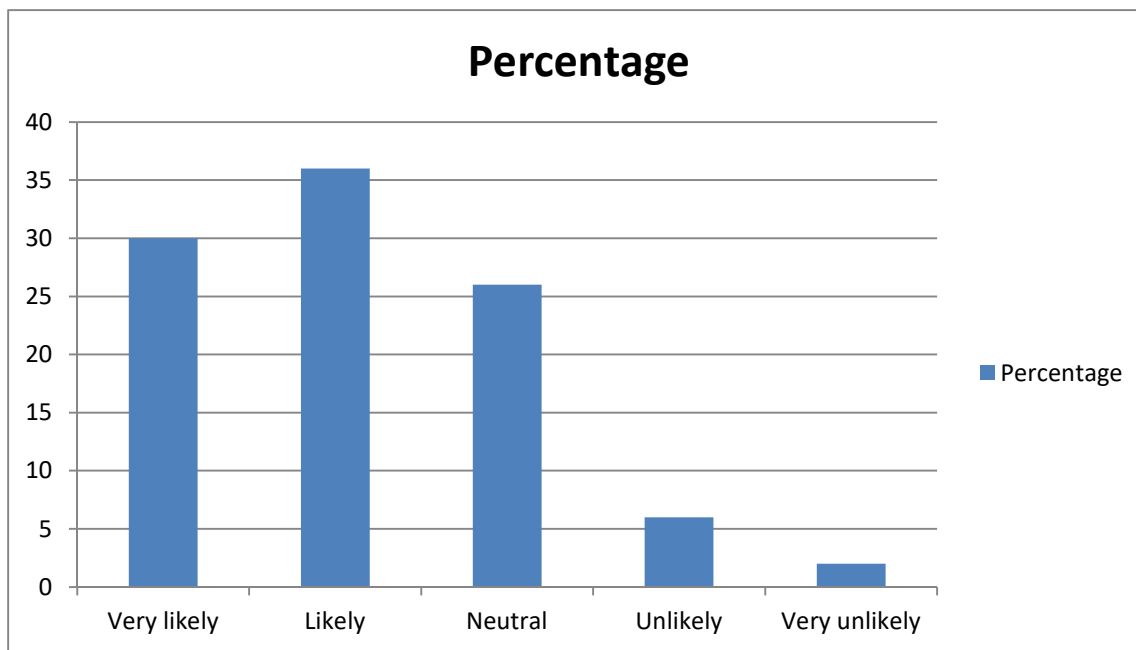
Table 4.20

Particulars	Number of respondents	Percentage
Very likely	15	30
Likely	18	36
Neutral	13	26
Unlikely	3	6
Very unlikely	1	2
Total	50	100

(Source: Primary data)

Figure 4.20

Figure showing whether respondents trust a review from a verified purchaser



From the above table and figure, we can understand that 30% of the respondents very likely trust a review, 36% of the respondents likely trust a review, 26% of the respondents neutrally trusts a review, 6% of the respondents unlikely trust a review and 2% of the respondents very unlikely trust a review.

4.21 Table showing paying more for a product with excellent online reviews compared to a similar product with fewer reviews

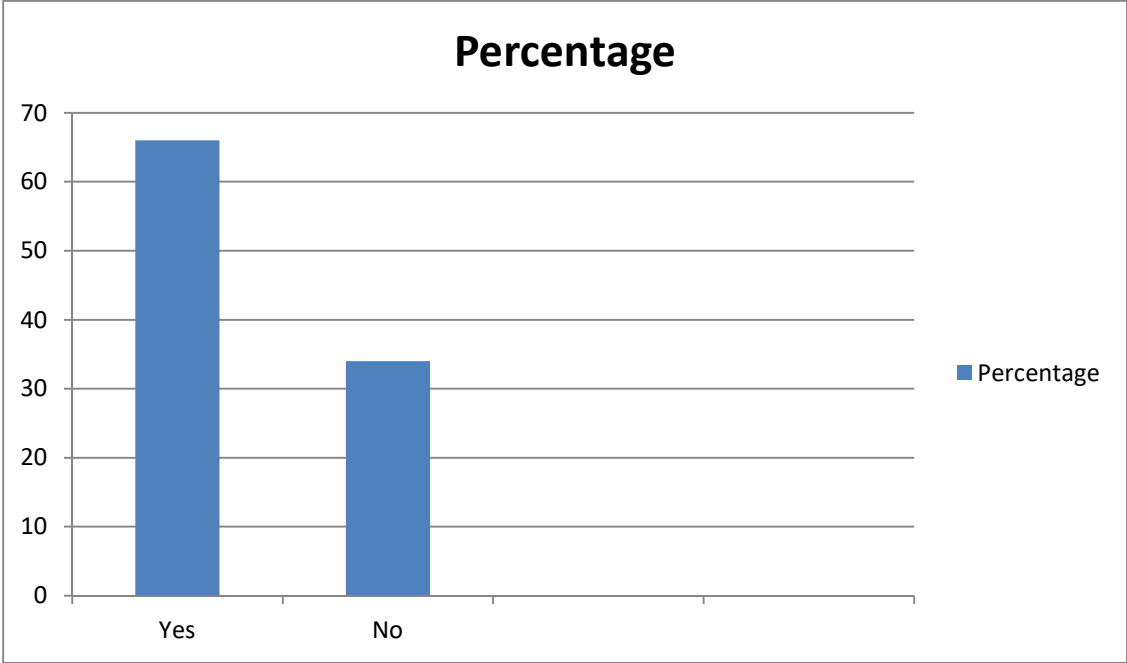
Table 4.21

Particulars	Number of respondents	Percentage
Yes	33	66
No	17	34
Total	50	100

(Source: Primary data)

Figure 4.21

Figure showing whether the respondents pay more for a product with excellent online reviews compared to a similar product with fewer reviews



From the above table and figure, we can understand that 66% of the respondents agree to pay more for a product with excellent online reviews compared to a similar product with fewer reviews.

4.22 Table showing online reviews represent the actual products and services

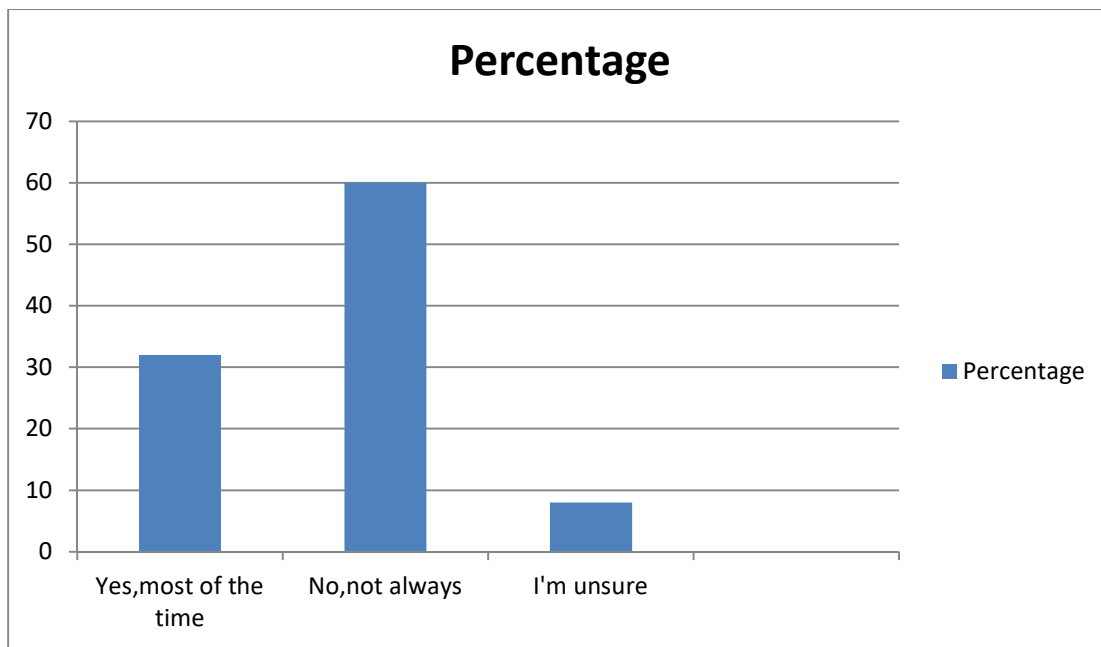
Table 4.22

Particulars	Number of respondents	Percentage
Yes, most of the time	16	32
No, not always	30	60
I'm unsure	4	8
Total	50	100

(Source: Primary data)

Figure 4.22

Figure showing whether online reviews represent the actual products and services



From the above table and figure, we can understand that 32% of the respondents agree that online reviews represent the actual products and services, 60% of the respondents agree that online reviews not always represent the actual products and services and 8% of the respondents agree that they are unsure.

4.23 Table showing time spent for reading online reviews before making a purchase decision

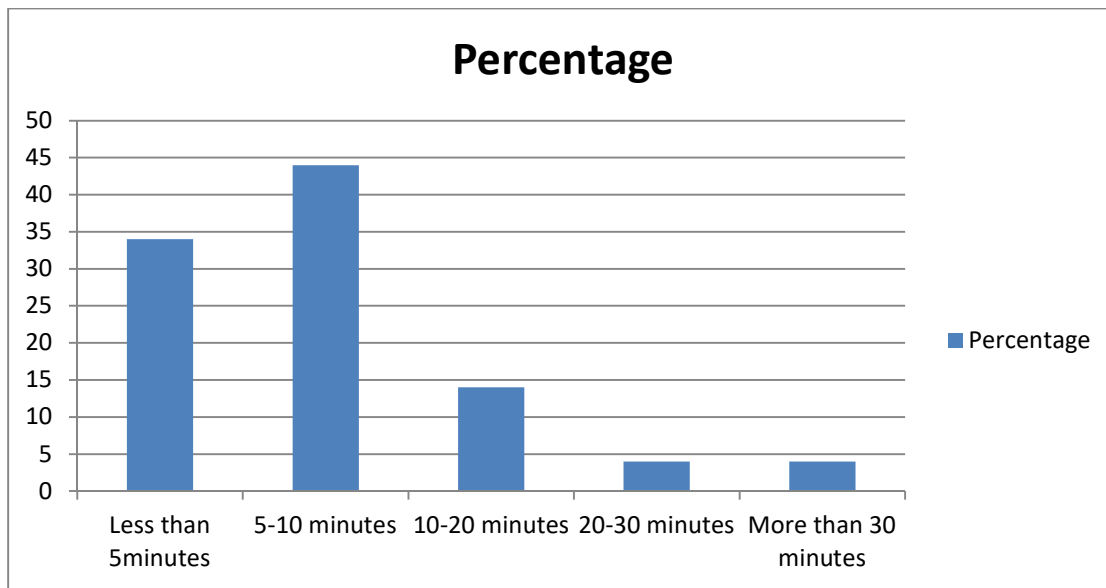
Table 4.23

Particulars	Number of respondents	Percentage
Less than 5 minutes	17	34
5-10 minutes	22	44
10-20 minutes	7	14
20-30 minutes	2	4
More than 30 minutes	2	4
Total	50	100

(Source: Primary data)

Figure 4.23

Figure showing the time spent by respondents for online reviews



From the above table and figure, we can understand that 34% of the respondents take less than 5 minutes, 44% of the respondents take 5-10 minutes, 14% of the respondents take 10-20 minutes, 4% of the respondents take 20-30 minutes and 4% of the respondents take more than 30 minutes for reading online reviews.

CHAPTER – V

FINDINGS SUGGESTIONS AND CONCLUSION

5.1 Findings

- Most of respondents are between 18 – 20.
- Most of the respondents are male.
- Most of respondents read online reviews before they make purchase decision.
- Most respondents rely on Amazon and Google for online reviews.
- Most of the respondents likely trust a product with positive online review.
- Majority of respondents change their opinion of product based on negative online reviews.
- Majority of the respondents gives equal important to both online and personal recommendation.
- Half of the respondents sometimes trust user generated photos and videos.
- Half of the respondents are moderately influence by the perception of a brand.
- More than half of the respondents does not purchase a product with few or no online reviews.
- Majority of the respondents feels online reviews more trust worthy when they include both positive and negative feedback.
- Most of the respondents may or may not leave a review after purchasing a product.
- Most of the respondents agree that businesses manipulate online reviews to improve their image.
- Most of the respondents agree that shorter reviews are more credible.
- Most of the respondents agree that sometimes they have encountered fake online reviews.
- More than half of the respondents agree that they consider overall rating over individual review.
- Most of the respondents ignore conflicting reviews for a product and make their own judgment.
- More than half of the respondents agree that they are influenced by online reviews to try a new product.

- Majority of the respondents believe that online reviews have become more influential over time.
- Most of the respondents likely trust a review from a verified purchaser.
- Most of the respondents agree that they pay more for a product with excellent online reviews compared to a similar product with fewer reviews.
- Most of the respondents agree that the online reviews not always represent the actual product and services.
- Most of the respondents spent 5-10 minutes to read online reviews before making a purchase decision.

5.2 Suggestions

- Implement a moderation system to ensure that reviews are genuine.
- Summarize key points from reviews to help users quickly grasp the main takeaway ideas.
- Implement sorting and filtering options so users can easily find reviews that are most relevant to their needs.
- Allow users to upload photos or videos along with their reviews to provide visual evidence of their experience.
- Use review data to offer personalized product or service recommendations to users based on their preferences and past purchases.

5.3 Conclusion

The study was conducted with an aim to analyse the objective to examine the role of online reviews in purchase decision making, to find the credibility of the reviews from the Google and Amazon and to find whether the brand changes according to the reviews. Respondents agreed that they rely on both Google and Amazon for online reviews. They trust product with online review than positive or negative feedback and also online reviews have become more influential over time. And the respondents think that shorter reviews are more credible than longer reviews with easy way of grasping the information. Half of the respondents approve that they are moderately influenced by the perception of a brand. This research helps us to understand that online reviews play a pivotal role in the purchasing decision. It motivates the respondents to buy the products based on the reviews and also try different products. They give more importance to excellent online reviews and the shorter reviews becomes more credible as the basic information of the product can be understood easily and also the reviews influences in changing of brands.

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- **Racherla and Friske**

Websites

- www.frontiersin.org
- www.sciencedirect.com

ANNEXURE

Questions

1. Age
 - 18-20
 - 21-23
 - 24-27

2. Gender
 - Male
 - Female

3. How often do you read online reviews before making a purchase?
 - Always
 - Often
 - Sometimes
 - Rarely
 - Never

4. Which platform do you trust the most for online reviews?
 - Amazon
 - Google
 - Facebook
 - TripAdvisor
 - Other

5. How likely are you to trust a product with mostly positive online reviews?
 - Very likely

- Likely
 - Neutral
 - Unlikely
 - Very unlikely
6. Have you ever changed your mind about a purchase based on negative online reviews?
- Yes
 - No
7. How important are online reviews compared to personal recommendations?
- More important
 - Equally Important
 - Less important
8. Do you tend to trust user-generated photos and videos in online reviews?
- Yes, always
 - Yes, sometimes
 - No, rarely
 - No, never
9. How much do online reviews influence your perception of a brand?
- Significantly
 - Moderately
 - Slightly
 - Not at all

10 Would you consider purchasing a product with few or no online reviews?

- Yes
- No

11 Do you find online reviews more trustworthy when they include both positive and negative feedback?

- Yes
- No

12 How likely are you to leave a review after purchasing a product?

- Very likely
- Likely
- Neutral
- Unlikely
- Very unlikely

13 Do you believe businesses manipulate online reviews to improve their image?

- Yes, frequently
- Yes, sometimes
- Yes, rarely
- Yes, never

14 Do you think the length of an online review impacts its credibility?

- Yes, longer reviews are more credible
- Yes, shorter reviews are more credible

- No, length doesn't matter

15 How often do you encounter fake online reviews?

- Often
- Sometimes
- Rarely
- Never

16 Do you consider the overall rating or individual reviews more when making a purchase decision?

- Overall rating
- Individual reviews

17 How do you react when you see conflicting reviews for a product?

- It makes me uncertain
- I ignore them and make my own judgment
- I seek more information before deciding

18 Have you ever been influenced by online reviews to try a new product or service?

- Yes
- No

19 Do you believe online reviews have become more influential over time?

- Yes
- No

20 How likely are you trust a review from a verified purchaser?

- Very likely
- Likely
- Neutral
- Unlikely
- Very unlikely

21 Would you pay more for a product with excellent online reviews compared to a similar product with fewer reviews?

- Yes
- No

22 Do you think online reviews adequately represent the actual quality of products and services?

- Yes, most of the time
- No, not always
- I'm unsure

23 How much time do you typically spend reading online reviews before making a purchase decision?

- Less than 5 minutes
- 5-10 minutes
- 10-20 minutes
- 20-30 minutes
- More than 30 minutes

**“A STUDY ON LEVERAGING ARTIFICIAL
INTELLIGENCE (AI) TOOLS FOR THE TEACHING
AND LEARNING PROCESS IN EDUCATION”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

JOVEL PRINCE JOJU

(CCAVBCM289)

Under the supervision of

Mr. LIPINRAJ K



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**Leveraging Artificial Intelligence (AI) tools in Teaching and learning process**” is a bonafide record of project done by **JOVEL PRINCE JOJU**, Reg. No.CCAVBCM289, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Asso.Prof. P.G THOMAS

Co-ordinator

Mr. LIPINRAJ K

Project Guide

DECLARATION

I, **JOVEL PRINCE JOJU**, hereby declare that the project work entitled “**A STUDY ON LEVERAGING AI TOOL FOR TEACHING AND LEARNING PROCESS**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Mr. LipinRaj K, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

JOVEL PRINCE JOJU

Date:

CCAVBCM289

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Place: Irinjalakuda

JOVEL PRINCE JOJU

Date:

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CHAPTER - I
INTRODUCTION

1.1 Introduction

In the digital era, the field of education is undergoing a transformative revolution propelled by advancements in Artificial Intelligence (AI). The integration of AI tools into educational settings holds the promise of revolutionizing the teaching and learning process, providing personalized and adaptive learning experiences. As traditional methods encounter the challenges of catering to diverse learner needs and navigating an evolving technological landscape, the potential of AI in education emerges as a beacon of innovation.

The convergence of AI and education signifies a paradigm shift, presenting educators and learners with unprecedented opportunities and challenges. AI technologies, encompassing machine learning algorithms, natural language processing, and data analytics, offer the ability to analyze vast datasets to customize educational content, provide real-time feedback, and adapt instructional approaches. However, as the education sector embraces these technologies, critical questions arise about the impact on pedagogy, the effectiveness of teaching methods, and the overall learning experience.

This research delves into the heart of the evolving relationship between AI and education, seeking to unravel the intricacies of integrating AI tools into the teaching and learning process. By exploring the potential benefits and challenges of AI in education, this study aims to provide a comprehensive understanding of how these technologies shape the educational landscape. As we embark on this exploration, the overarching question that guides this research is: How do AI tools influence the effectiveness of teaching methods and enhance the learning experience in educational settings?

To address this question, the study will navigate through the current landscape of AI in education, examining the practical applications, theoretical underpinnings, and implications for various stakeholders. Through a careful analysis of existing literature, empirical studies, and case examples, this research seeks to contribute to the growing body of knowledge surrounding the intersection of AI and education, paving the way for informed decision-making,

best practices, and a holistic understanding of the transformative potential of AI in shaping the future of learning.

1.2 Statement of the problem

Despite the increasing integration of Artificial Intelligence (AI) tools in education, there exists a gap in understanding the efficacy and impact of these technologies on the teaching and learning process. This research aims to investigate the following research problem: How do AI tools influence the effectiveness of teaching methods and enhance the learning experience in educational settings? This study seeks to explore the potential benefits, challenges, and implications of integrating AI technologies into classrooms, with a focus on identifying best practices, potential barriers, and the overall impact on educational outcomes. By addressing this research problem, the study aims to provide valuable insights for educators, policymakers, and stakeholders to optimize the integration of AI in education and foster a more informed and evidence-based approach to technology-enhanced learning.

1.3 Scope of study

A comprehensive research study on leveraging AI tools in the teaching and learning process encompasses various key areas. The investigation can delve into assessing the effectiveness of AI in improving student learning outcomes, comparing traditional methods with AI-assisted approaches, and exploring adaptability and personalization features that cater to individual learning needs. Additionally, the study may analyze the ways in which AI supports teachers in lesson planning, provides real-time feedback, and contributes to professional development. Ethical considerations, such as bias in algorithms and data privacy, should be thoroughly examined, with proposed strategies for responsible AI use. Exploring user experiences, attitudes, and the costeffectiveness of AI implementation in educational institutions is crucial. Assessing the role of AI in

automating assessments, delivering personalized feedback, and addressing global educational challenges provides valuable insights. Furthermore, the study can investigate successful implementation strategies, cultural considerations, and future trends in AI technologies, offering a holistic perspective on the integration of AI in the education sector.

1.4 Significance of study

The study's significance extends to its transformative potential in education, promising to redefine traditional paradigms and cultivate innovative practices. A primary contribution lies in its evaluation of the effectiveness of AI tools in education, addressing the pressing need for data-driven insights into the impact of artificial intelligence on student learning outcomes. By scrutinizing the adaptability and personalization features of AI, the study can uncover how technology can cater to diverse learning styles and individual needs, potentially revolutionizing the way education is tailored to each student.

Furthermore, the research holds substantial importance in advancing pedagogical approaches by investigating the multifaceted role of AI in supporting educators. This includes delving into how AI can streamline lesson planning processes, offer real-time feedback to teachers, and contribute to continuous professional development. Understanding the intricate ways in which AI augments the teaching profession not only ensures that educators are adequately equipped for the digital age but also fosters a collaborative and symbiotic relationship between human teachers and AI tools.

1.5 Objectives of the study

1. To identify the AI tools used by the teachers and students.
2. To examine the Association between the utilization of AI and their academic performance.
3. To study the relationship between AI tool utilization in the teaching learning process and job satisfaction among teachers.

1.6 Hypothesis of the study

HO: There is no association between the utilization of AI and the retention of students' knowledge as well as their academic performance.

H1: There is an association between the utilization of AI and the retention of students' knowledge as well as their academic performance

H0: There is no relationship between AI tool utilization in the teaching learning process and job satisfaction among teachers.

H1: There is a relationship between AI tool utilization in the teaching learning process and job satisfaction among teachers.

1.7 Research Methodology

This study employed a mixed-methods approach, incorporating both quantitative and qualitative methods. To gather primary data, a survey was conducted using a questionnaire. Additionally, secondary data was obtained from various sources such as websites, journals, and books. The research focused on the target population in Kerala, with respondents from Selected college students and teachers working in Thrissur District. A total of 110 questionnaires were distributed, and 100 responses were received.

Convenience sampling was utilized as the sampling technique in this research. Descriptive statistics were employed to illustrate the sample characteristics. Independent t-test is used to analyze the associations between two variables.

Correlation analysis was employed to assess the degree of relationship between two variables.

For data analysis and interpretation, the tools utilized were SPSS and MS Excel. These tools were utilized for both data coding and transcription processes.

1.8 Sample design

1.8.1 Population

The study is conducted on the leveraging AI tools on teaching and learning process among teachers and students with respect to Thrissur District.

1.8.2 Sample frame

To study the whole population in order to arrive at a conclusion would be impractical since it is not practical to include all school students in Trissur district in the area of data collection. It was considered to draw the sample. The sampling method used in this study is purposive sampling under the nonprobability sampling

1.8.3 Sample size

In this study, a sample comprising 100 respondents was selected from Thrissur district. The sample size, a crucial aspect in research, denotes the quantity of observations or individuals encompassed within a research study. It represents the subset of individuals, items, or data points chosen from a broader population to serve as a statistical representation

1.9 Tools for analysis

A questionnaire was designed for the purpose of achieving the research objectives. In order to analyze leveraging of AI tools among of college students/Teachers in Thrissur district. The statistical tool used for the analysis of primary data consist of frequencies cross tabulation, descriptive statistics like arithmetic mean, percentages, etc. One sample t-test, Correlation are used for the analysis of data. SPSS Software were used to bring out the final result.

1.10 Limitations of the study

1. The study is confined to 100 samples
2. The study is only confined among settled college teachers and students in Thrissur district.

1.11 Chapterisation

Chapter 1- Introduction

Chapter 2- Review of Literature

Chapter 3- Theoretical Framework

Chapter 4- Data Analysis and Interpretation

Chapter 5- Findings, Suggestion & Conclusion

CHAPTER - II
REVIEW OF LITERATURE

2.1 Introduction

A literature review is a comprehensive examination and analysis of existing literature, encompassing books, articles, and other scholarly works relevant to a specific topic or research question. Serving multiple purposes within academic and research contexts, a literature review offers a survey of current knowledge, summarizing key findings, theories, and methodologies. By thoroughly reviewing existing literature, researchers can pinpoint gaps in knowledge, guiding the formulation of research questions and objectives. Additionally, literature reviews provide essential context, positioning a research project within the broader landscape of existing scholarship and elucidating its contribution or challenges to current understanding. This critical analysis also involves evaluating the quality and relevance of sources, identifying biases, and assessing the robustness of research methodologies. Through the synthesis of information from diverse sources, literature reviews present a coherent and organized overview, aiding in the development and refinement of theoretical frameworks. Integral to academic papers, theses, dissertations, and research articles, literature reviews are crucial for establishing context, demonstrating familiarity with existing work, and justifying the necessity for new research endeavors.

2.1.1 Empirical review

Empirical research is published in books and in scholarly, peer-reviewed journals. However, most library database does not offer straight forward ways to locate empirical research. Below are tips for some of the most popular education and behavioral/social science database.

(Ruiz-Rojas, 2023) This literature review centers on the transformative capacity of generative artificial intelligence tools within education, specifically when applied in conjunction with the 4PADAFE instructional design matrix. The study's core aim is to assess the amalgamation of these tools and the matrix, elucidating their impact on the teaching-learning continuum. Through an investigation involving surveys administered to educators at the University of

ESPE Armed Forces, engaged in the MOOC course “Generative Artificial Intelligence Tools for Education: GPT Chat Techniques,” the research probes into the efficacy of these AI tools in educational settings. The findings underscore the pivotal role of generative AI tools when harmonized with an instructional design matrix, particularly in fostering expansive MOOC virtual classrooms. The study underscores the substantial potential of these AI tools in higher education, offering avenues to craft tailored, personalized educational experiences. By seamlessly integrating these tools alongside the instructional design matrix, educators can aptly design and deliver content that resonates with individual learning needs, thereby equipping students for the demands of the modern era. The review underscores the significant promise of generative AI tools, delineating their capacity to engage students innovatively, customize content, and endorse personalized learning approaches. The adoption of the 4PADAFE instructional design matrix further solidifies the coherence and efficacy of educational endeavors. Embracing these technological advancements, the education sector can adeptly navigate the challenges of the digital era, ensuring its relevance and efficacy in meeting contemporary learning demands.

(Ghamrawi, 2023) The study aimed to investigate the impact of Artificial Intelligence (AI) on teacher leadership, specifically examining whether AI is expanding or regressing teacher leadership, as perceived by teachers who were using AI in their teaching practices. Using a qualitative research design, the study employed semi-structured interviews to collect data from 13 teachers from five countries. The data were then analyzed using thematic analysis. The findings of the study indicated that the use of AI has the potential to both expand and regress teacher leadership. AI can expand teacher leadership by providing tools for personalization, curriculum development, automating administrative tasks, and supporting professional development. However, AI was also viewed to be regressing teacher leadership, by narrowing the role because technology was taking over some of its aspects. Five sets of competencies were suggested by

teachers for teacher leaders to sustain their roles in an AI era. The study concludes that the impact of AI on teacher leadership depends on how it is implemented and integrated into the education system. It highlights the importance of continued research and training in this area to inform future education policies and practices.

(Lawrence, 2023)The article explores the potential of enhancing teachers' capabilities through shared control with artificial intelligence (AI) in the context of dynamic learning transitions. Focused on a co-design process involving 76 middle school math teachers, the study analyzes teachers' conceptualizations of sharing control with an AI co-orchestration tool named Pair-Up. Leveraging qualitative content analysis, the research provides insights into teachers' perspectives on crucial aspects like control, trust, responsibility, efficiency, and accuracy in human-AI interactions. The co-orchestration tool, designed to facilitate seamless transitions between individual and collaborative learning, serves as a noteworthy example of human-AI technology integration. Furthermore, the article emphasizes the application of human-centered learning analytics in designing such technologies and offers reflections for human-AI technology designers, shedding light on fruitful methods to elicit teacher feedback and ideas for the development of similar systems. This research contributes valuable considerations for the evolving landscape of human-AI collaborative tools in educational settings.

(Eager & Brunton, 2023)The study navigates the transformative impact of Large Language Models (LLMs) and conversational-style generative artificial intelligence (AI) on higher education pedagogy. Focusing on tools like ChatGPT, it addresses concerns regarding plagiarism detection while highlighting opportunities for educators to harness AI to foster supportive learning environments. The commentary comprehensively explores the potential of AI-integrated teaching and learning practices in higher education, dissecting both the advantageous capabilities and challenges these technologies bring. It provides pedagogical guidance for crafting instructional text to optimize AI-generated outputs, supplemented by a case study exemplifying AI utilization in

assessment design. The review underscores the imperative view of AI as a supplementary tool within a spectrum of resources to elevate teaching and learning outcomes in higher education, advocating for its strategic incorporation alongside existing methodologies.

(Baidoo-Anu & Owusu Ansah) The study reveals the impact of ChatGPT, a generative AI tool, on the educational landscape since its public release in November 2022. ChatGPT's rapid subscriber growth and remarkable capabilities have sparked a transformation in education, prompting both excitement and concerns among educators. Drawing on recent literature, the study presents potential benefits such as personalized and interactive learning, formative assessment facilitation, and ongoing feedback generation. However, inherent limitations are acknowledged, including potential inaccuracies, biases in data training leading to reinforced biases, and privacy concerns. Recommendations are offered to maximize ChatGPT's potential in education while mitigating its limitations. The review emphasizes the need for collaboration among policymakers, researchers, educators, and technology experts to foster safe and constructive use of evolving generative AI tools in education, prioritizing student learning and development.

(K.G Srinivasa & Kuppala Sarita, 2022) The rapid evolution of artificial intelligence (AI) has brought about transformative changes in various facets of society, including education. The integration of AI technologies into educational settings has created new opportunities for industry and disrupted traditional norms. This shift has not only impacted the concept of expertise but has also presented significant challenges, necessitating substantial financial investments at all educational levels. The journey of AI in education began with computer-based technologies, progressed to web-based intelligent education systems, and eventually incorporated embedded computer systems alongside humanoid robots and web-based chatbots. This multifaceted approach has enabled AI to assume instructional duties independently or in collaboration with human instructors. The ongoing evolution of AI, marked by advancements in machine learning and adaptability, has led to more effective and efficient review and grading of student

assignments. Moreover, instructors have witnessed improvements in their teaching activities, with AI platforms enabling the customization and personalization of curriculum and content to cater to individual student needs. Ultimately, this integration aims to enhance students' learning experiences and elevate the overall quality of education.

(Raheel Nawaz ,Quanbin Sun ,Matthew Shardlow ,Georgios Kontonatsios ,Naif R. Aljohani ,Anna Visvizi , and Saeed-UI Hassan, 2022)The article emphasizes the pivotal role of students' teaching evaluations, combining Likert scale and free-text responses, in enhancing higher education quality. While Likert scale analysis prevails due to ease, the richness of free-text data remains underutilized due to manual processing challenges. To address this, a novel automated analysis framework, employing supervised machine learning and unsupervised clustering, is proposed. A case study with 4400 open-ended responses from the National Student Survey (NSS) at a UK university showcases the framework's effectiveness. The results informed and guided teaching and learning interventions over two years, affirming the framework's validity and broad applicability in diverse educational contexts. This innovative approach not only efficiently processes textual feedback but also underscores its potential to drive substantial improvements in teaching and learning practices at various scales.

(J.Stephen Downie & Samuel Kai Wah Chu, 2022) :The study examines the landscape of AI teaching and learning (AITL) research from 2000 to 2020, addressing the emerging concept of "AI literacy." The analysis of 49 publications reveals a historical focus on computer science education at the university level, with limited integration into K-12 classrooms due to a lack of age-appropriate teaching tools. However, the review highlights valuable pedagogical models and collaborative project-based learning approaches adopted by educators, emphasizing activities like software development, problem-solving, and robotics tinkering. Despite programming prerequisites, recent years have seen a shift towards interdisciplinary design in AI education, supported by suitable teaching tools. The findings underscore the evolving nature of AI literacy education,

emphasizing the need for educators to adapt pedagogical strategies and curricula to prepare students for the responsibilities of a burgeoning AI-driven economy. Additionally, global initiatives incorporating AI literacy into educational standards signal a growing awareness of the importance of AI education in shaping responsible and educated citizens.

(Santosh Gopalkrishnan; Madhura Bedarkar, 2022)The study addresses the profound influence of digital transformation on secondary and tertiary education, emphasizing the integration of artificial intelligence (AI) and Internet of Things (IoT) tools. The analysis encompasses insights gleaned from a focus group discussion involving management academicians, aimed at assessing the sector's evolution due to technological advancements. Highlighting the impact, the review underscores the substantial benefits of digital transformation in education, particularly in enhancing affordability and accessibility for learners, while ensuring feasibility and sustainability in educational delivery for providers. Furthermore, the review offers suggestions to enhance education delivery processes through digital initiatives, emphasizing the potential for technological integration to optimize educational practices.

Bharatwaja Namatherdhala, Noman Mazher, Gopal Krishna Sriram (2022):The study critically examines the pervasive influence of Artificial Intelligence (AI) technology within the realm of education. It meticulously delves into the multifaceted role of AI, encompassing its impact on learning, instructional methodologies, and administrative functionalities within the education sector. The research meticulously evaluates various advanced AI technologies and their distinct contributions to enhancing educational processes. With a comprehensive analysis, it thoroughly explores the innovative facets of AI tools and technologies that intersect with and transform diverse aspects of education. Serving as a foundational resource, this review aims to anchor the ongoing discourse and research endeavors surrounding the integration and influence of AI in education, encapsulating the pivotal areas where AI exerts its profound influence on educational paradigms.

(Daniella DiPaola, Yihong Cheng & Cynthia Breazeal, 2022) the article addresses the imperative need for AI education in K-12 settings, focusing on middle school students and the challenges associated with cultivating AI literacy. The authors assert that a comprehensive AI literacy education should encompass three core domains: technical concepts and processes, ethical and societal implications, and career futures in the AI era. The study introduces the Developing AI Literacy (DAILY) workshop, designed to integrate learning across these domains. Results indicate that post-workshop, students not only acquired a foundational understanding of AI concepts but also demonstrated an ability to identify and address bias in machine learning and contemplate the personal, career, and societal implications of AI. The study underscores the effectiveness and age-appropriateness of incorporating ethics and career considerations into AI education for middle school students, thereby contributing a valuable model for integrating ethics into AI teaching practices. This research holds significance for the broader field of AI education, offering insights into fostering AI literacy at an early educational stage.

(Stephen J.H. Yang a, Hiroaki Ogata b, Tatsunori Matsui c, Nian-Shing Chen d, 2021) The study offers a comprehensive review of the role of artificial intelligence (AI) in shaping various facets of human life and society. It emphasizes the gradual evolution of AI and its growing impact on humanity, highlighting the urgency for a deeper comprehension of its workings. The research delves into how AI can revolutionize design methodologies and tools, advancing not only AI itself but also its applications in research, education, policy-making, and practical implementations to enhance human well-being. It acknowledges AI's potential in elevating human capabilities, enhancing productivity across essential sectors like food, health, education, water, and energy. Nevertheless, it critically addresses the risks associated with AI, notably algorithmic biases and the absence of effective governance, which could potentially impede human rights and perpetuate societal inequalities based on

factors such as employment, gender, and race. The paper advocates for a shift towards human-centered AI (HAI), emphasizing the need to approach AI development and deployment with a focus on human conditions and contexts. It underscores the importance of an inclusive dialogue between technology-centric and humanity-centric researchers to gain a holistic understanding of HAI's implications and potentials, thereby contributing to a more nuanced comprehension of AI's impact on the human condition.

(Ashraf Alam,2021) This study delves into the impact of artificial intelligence (AI) on education, focusing on its utilization and effects within administration, educational processes, and learning outcomes. Employing a narrative and exploratory framework developed through qualitative research techniques, the study primarily utilizes literature review as its methodology. AI, characterized by human-like cognitive abilities such as learning, adaptation, and decisionmaking, has witnessed significant adoption in various organizational contexts, particularly within educational institutions. The evolution of AI spans from initial computer technologies to sophisticated online educational platforms and embedded computer systems, incorporating tools like humanoid robots and web-based chatbots. These technologies have empowered educators to enhance instructional quality, increase efficiency in administrative tasks like student evaluation, and personalize curricula and materials to cater to individual student needs. The findings highlight AI's role in facilitating better absorption and retention of learning materials, thereby enhancing the overall educational experience.

(Bill Cope,Mary Kalantzis &Duane Searsmith, 2020)The study presents a decade-long collaboration between educators and computer scientists at the University of Illinois, focusing on reshaping the landscape of education in the era of "artificial intelligence." Dissatisfied with initial digital learning platforms, the researchers aimed to develop innovative alternatives while investigating their practical implementation. The inquiry centers on understanding the essence of machine intelligence, its constraints, and its potential applications in education.

The paper offers initial conceptual insights and subsequently examines experimental implementations, detailed elsewhere. The primary conclusion asserts that while artificial intelligence, within the framework of electronic computing's evolution, will never supplant the role of a teacher due to its fundamental disparities with human intelligence, it does possess the capability to revolutionize education. Contrary to popular belief, it suggests that AI has the potential to render education more humane by working within the boundaries outlined in the study, transforming educational paradigms without replacing the human touch.

(Holstein, Kenneth; McLaren, Bruce M. Alevan, Vincent, 2019) The article underscores the importance of involving non-technical stakeholders in the design and development of learning analytics (LA) systems, focusing on the case study of Lumilo, a real-time awareness tool for teachers in AI-enhanced K-12 classrooms. The iterative co-design, development, and classroom evaluation of Lumilo demonstrate the feasibility of engaging stakeholders throughout the entire design process. The authors advocate for the necessity of "new kinds of prototyping methods" in co-prototyping LA tools and introduce their own method, REs, to address challenges unique to this context. This work marks a significant contribution as the first end-to-end demonstration of meaningful non-technical stakeholder participation in the creation of a complex LA system, from early phases to real-world evaluation. The article concludes by offering methodological recommendations for future efforts in LA codesign, emphasizing the potential for enhanced usefulness and usability of educational technologies through collaborative development processes.

CHAPTER – III
CONCEPTIONAL REVIEW

3.1 Introduction

Artificial Intelligence (AI) represents a transformative frontier in technology, seamlessly blending human ingenuity with machine capabilities. At its core, AI involves the development of computer systems that can perform tasks that typically require human intelligence. Through the amalgamation of advanced algorithms, vast datasets, and computing power, AI enables machines to learn, reason, and make decisions. This paradigm shift has profound implications across various domains, ranging from healthcare and education to finance and industry. The introduction of AI signifies a leap into a future where machines not only automate mundane tasks but also exhibit cognitive abilities, fostering innovation, efficiency, and a new era of possibilities. As society continues to embrace AI, the ethical considerations and responsible development of this technology become imperative, ensuring that its integration enhances human lives and societal progress.

AI has become increasingly prevalent in the teaching and learning sector, offering a range of tools and applications to enhance educational experiences. These AI-powered tools include intelligent tutoring systems, personalized learning platforms, automated grading systems, virtual classrooms, and adaptive learning technologies. They aim to provide tailored and efficient learning experiences, catering to individual student needs. Additionally, AI is utilized for data analysis to identify patterns, assess student performance, and offer insights for educational improvements. While AI in education holds great potential, it also raises questions about privacy, equity, and the need for effective human-technology integration in the learning process.

3.2 Teaching

Artificial Intelligence (AI) is revolutionizing the teaching process by introducing personalized and adaptive learning experiences. Utilizing data analytics, AI tailors educational content to individual student needs,

fostering engagement and understanding. Automated grading and feedback systems streamline assessment tasks, allowing educators to focus on interactive teaching elements. Intelligent tutoring systems provide real-time support, and virtual classrooms break down geographical barriers, enabling flexible learning environments. Predictive analytics help identify students at risk, facilitating early intervention. Additionally, AI contributes to continuous professional development for teachers, offering personalized training and resources. While these advancements enhance education, careful consideration is necessary to address issues of data privacy, ethical use, and the importance of maintaining human elements in teaching.

3.3 Learning

Artificial Intelligence (AI) is reshaping the learning process by introducing personalized, adaptive, and efficient approaches. AI analyzes individual student data to tailor learning experiences, ensuring a customized curriculum that aligns with diverse learning styles. Adaptive learning systems dynamically adjust content difficulty, preventing boredom or frustration. Automated grading and feedback streamline assessments, providing instant responses and freeing up educators' time. Intelligent tutoring systems offer real-time assistance, and virtual learning environments enable flexible, accessible education. Predictive analytics help identify areas of improvement, allowing for targeted interventions. While AI enhances learning outcomes, careful consideration is needed for ethical use, privacy concerns, and the preservation of the human touch in education.

3.4 Benefit

The incorporation of artificial intelligence (AI) into the teaching and learning process heralds a transformative era in education, offering a myriad of advantages that enhance the overall educational experience. One of the key benefits is the personalization of learning. AI algorithms can analyze individual students' learning styles, preferences, and performance data, allowing for the customization of educational content, pacing, and assessments. This adaptability

ensures that each student receives tailored instruction, addressing their unique needs and optimizing comprehension. Another significant advantage lies in the development of adaptive learning systems. AI-powered platforms can dynamically adjust the difficulty level of content based on a student's progress, providing a continuous and appropriately challenging learning experience. This not only keeps students engaged but also helps prevent feelings of frustration or boredom that can arise from material that is either too easy or too difficult. Efficient grading and feedback mechanisms are streamlined through AI, automating the assessment process and delivering instant, consistent feedback to students. This not only saves educators time but also allows for a more rapid and focused response to students' academic performance, fostering a culture of continuous improvement. Furthermore, the 24/7 accessibility of AI-driven educational tools enables students to learn at their own pace and convenience, accommodating diverse schedules and learning preferences.

AI contributes to data-driven insights in education by collecting and analyzing vast amounts of student performance data. This information allows educators to identify patterns, trends, and areas of improvement, enabling targeted interventions and personalized support for struggling students. Resource management in educational institutions is also optimized through AI, with predictive analytics helping to allocate resources efficiently, plan courses effectively, and identify areas requiring additional attention.

3.5 Technological Advancement

One significant technological advancement in AI tools for education is the development of intelligent tutoring systems (ITS). These systems leverage AI algorithms, including natural language processing (NLP), machine learning (ML), and cognitive modeling, to provide personalized and adaptive learning experiences for students. Intelligent tutoring systems can assess students' knowledge and skills, identify areas of strength and weakness, and dynamically adjust the content and pace of instruction to meet individual learning needs. They can offer real-time feedback, guidance, and hints to help students master

concepts and solve problems more effectively. Additionally, AI-powered educational tools often incorporate data analytics capabilities, enabling educators to track students' progress, monitor their engagement and performance, and identify patterns and trends in learning outcomes. This data-driven approach can inform instructional decisions, curriculum design, and intervention strategies to support student learning and achievement. Furthermore, AI tools in education are increasingly incorporating natural language understanding and generation capabilities, enabling more interactive and conversational learning experiences. Chatbots and virtual tutors powered by AI can engage students in meaningful dialogue, answer questions, provide explanations, and offer assistance, extending learning beyond the classroom and supporting independent study.

3.6 Socio Economic

The intersection of increasing educational costs and the growing demand for skilled workers has spurred a search for more efficient and effective educational methods. Artificial intelligence (AI) emerges as a transformative solution by offering multifaceted benefits. Firstly, it can streamline education by automating tasks traditionally handled by human teachers, like grading papers and providing feedback, thereby reducing operational costs. Moreover, AI's capacity for personalized learning experiences and adaptive feedback enhances the quality of education, catering to individual student needs and potentially improving learning outcomes. This tailored approach not only fosters deeper understanding but also cultivates critical skills essential for the modern workforce, including problem-solving, critical thinking, and collaboration, thus better preparing students for success in the 21st-century job market. Through these mechanisms, AI holds promise as a tool to address both the economic challenges of education affordability and the societal demand for skilled professionals.

CHAPTER – IV
DATA ANALYSIS AND INTERPRETATION

Table No. 4.1
Classification of respondents on the basis of age

Age	No. of respondents	%
18-19	17	17
20-21	37	37
22-23	5	5
Above 23	41	41

(Source : Survey data)

Table 4.1 reveals the classification of respondents on the basis of age. Among hundred samples 17% were between 18-19 years, 37% were between 20-21 years, 5% were between 22-23 years and 41% were above 23 years old.

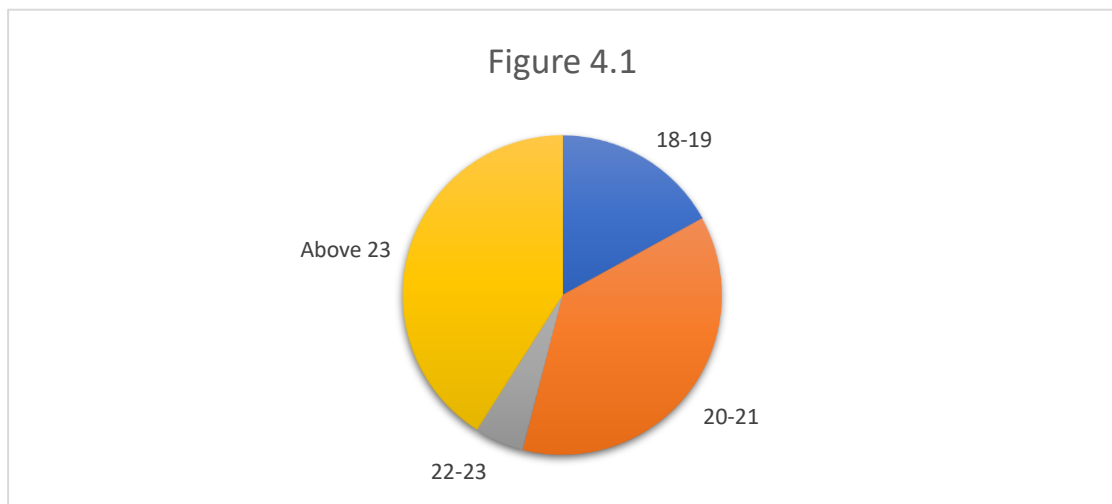


Table No. 4.2

Classification of respondents of the basis of gender

Gender	No of respondents	%
Male	52	52
Female	48	48

(Source : Survey data)

Table 4.2 reveals the classification of respondents on the basis of gender. Among 100 samples 52% are male and 48% are female respondents

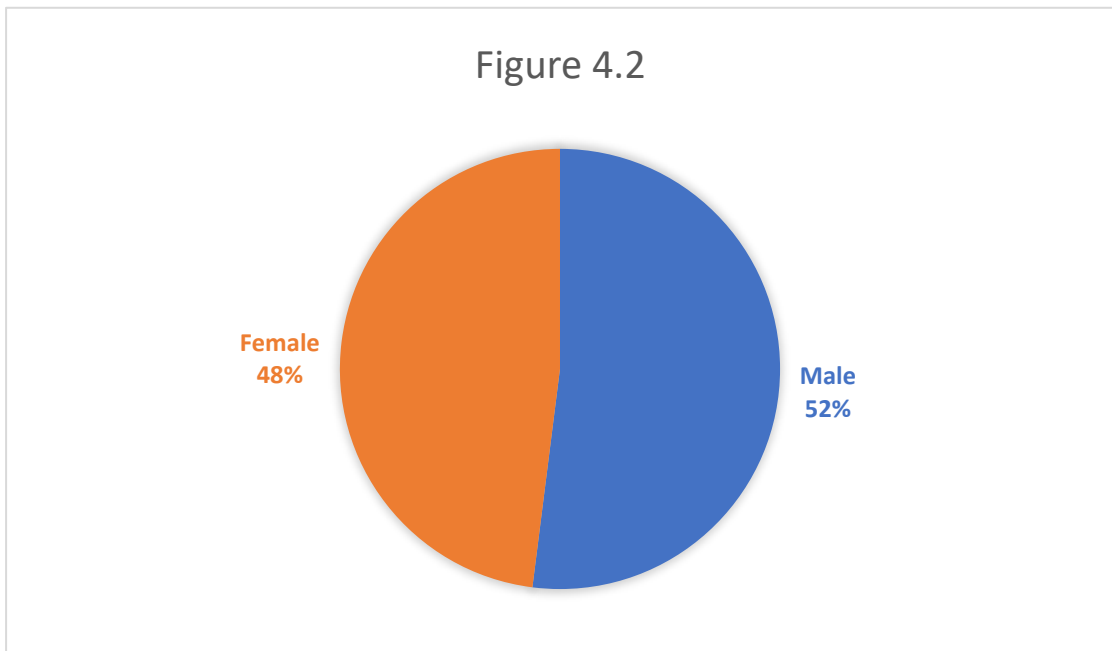


Table 4.3

Classification of respondents on the basis of streams.

Stream	No. of respondents	%
Arts	27	27
Science	34	34
Commerce	39	39

(Source : Survey data)

Table 4.3 reveals the classification of respondents on the basis of streams. Among 100 samples 27% were Arts stream, 34% were Science stream and 39% were Commerce.

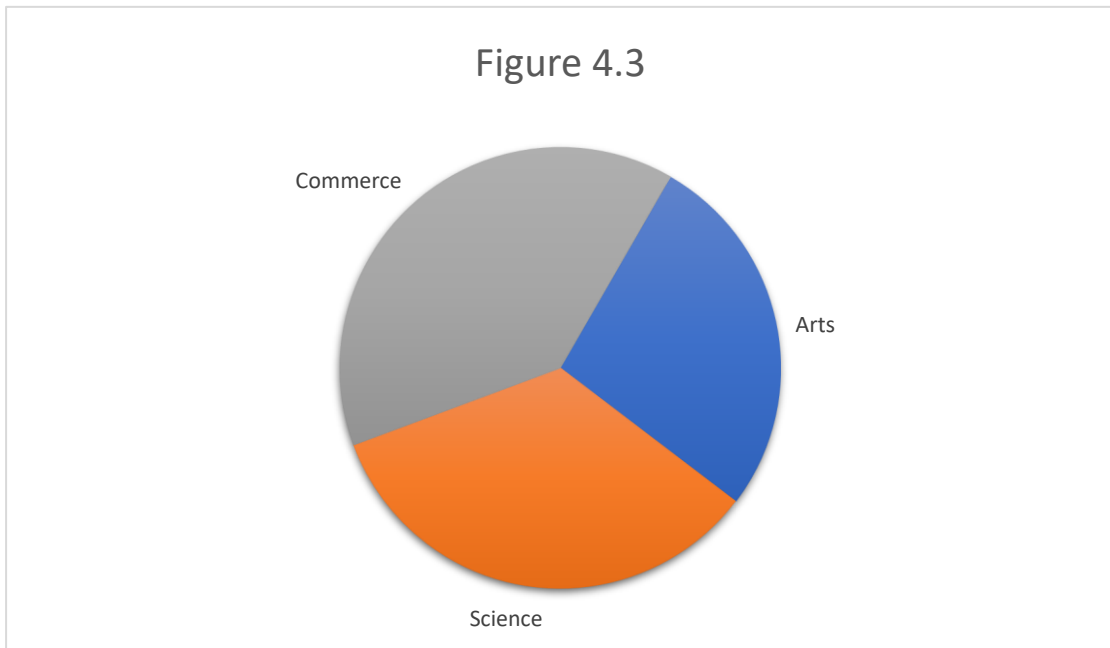


Table 4.4

Classification of respondents on the basis of relying on AI tools for teaching learning process

	No of respondents	%
Strongly Agree	34	34
Agree	49	49
Neutral	14	14
Disagree	1	1
Strongly Disagree	2	2

(Source : Survey data)

Table 4.4 reveals classification on the basis of relying on AI tools in teaching/learning process. Among 100 samples 34% strongly agree, 49% agree, 14% neutral, 1% Disagree & 2% strongly disagree .

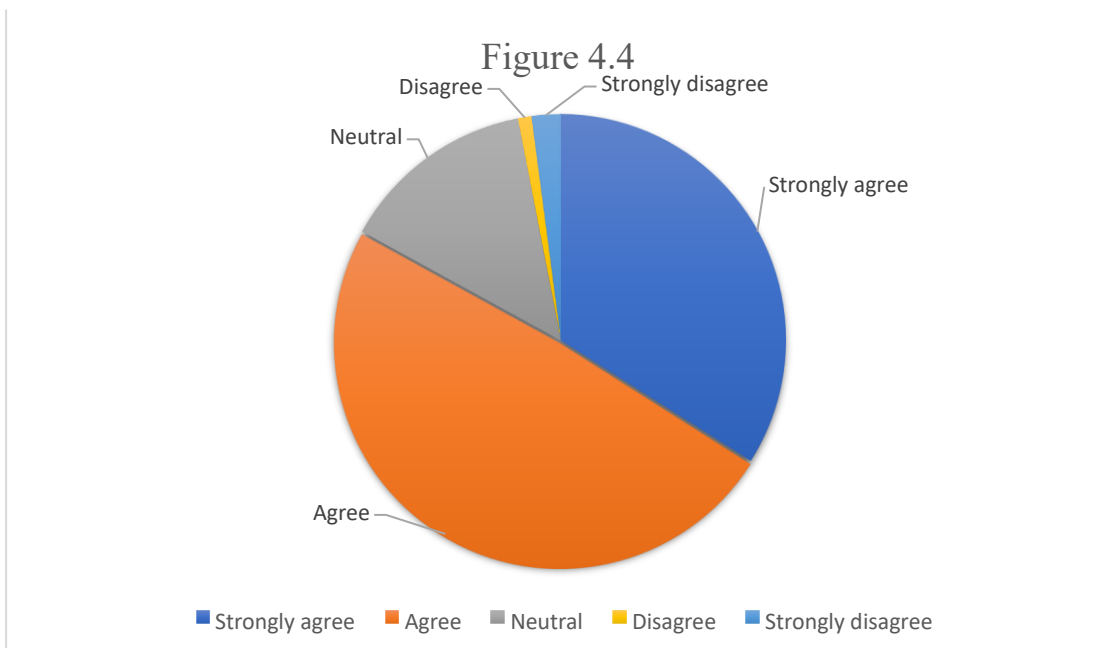


Table 4.5

Classification on respondents on the basis of AI tools in teaching/learning process positively impacts the overall workload

	No of respondents	%
Strongly Agree	42	42
Agree	28	28
Neutral	9	9
Disagree	14	14
Strongly Disagree	7	7

(Source : Survey data)

Table 4.5 reveals classification on the basis of AI tools in teaching/learning process positively impact the overall workload. Among 100 samples 42% strongly agree, 28% agree, 9% neutral, 14% Disagree & 7% strongly disagree with the statement.

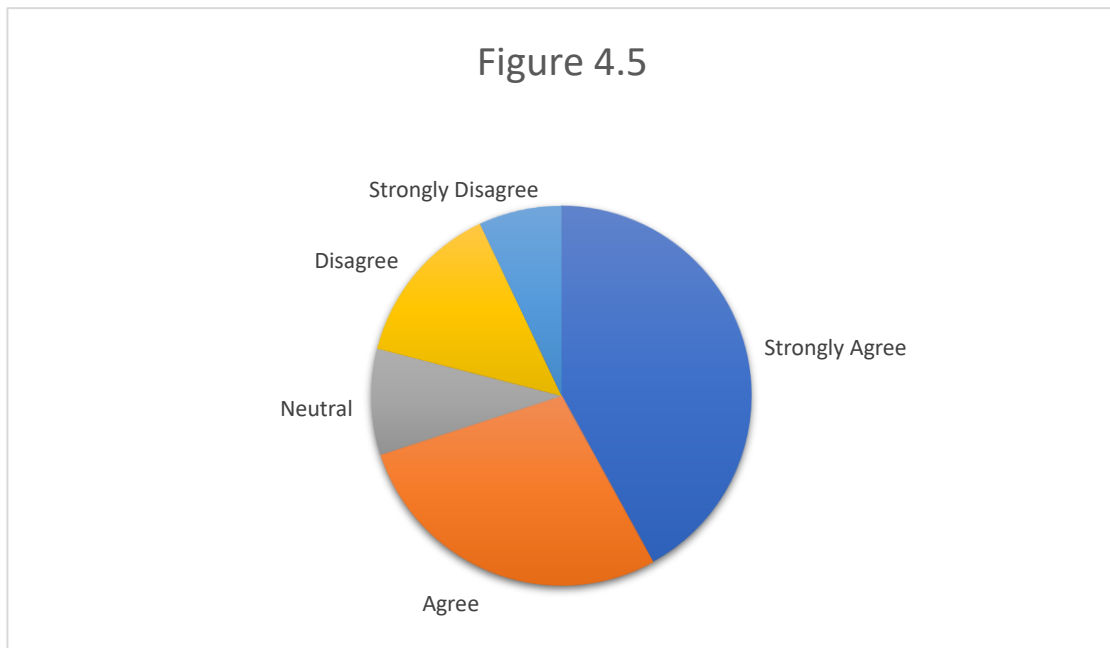


Table 4.6

Classification on respondents on the basis AI tools Provide valuable insight in teaching/learning that traditional methods may lack

	No of respondents	%
Strongly Agree	13	13
Agree	50	50
Neutral	31	31
Disagree	5	5
Strongly Disagree	1	1

(Source : Survey data)

Table 4.6 reveals classification on the basis of AI tools in teaching /learning provide valuable insight that traditional methods may lack. Among 100 samples 42% strongly agree, 28% agree, 9% neutral, 14% Disagree & 7% strongly disagree with the statement.

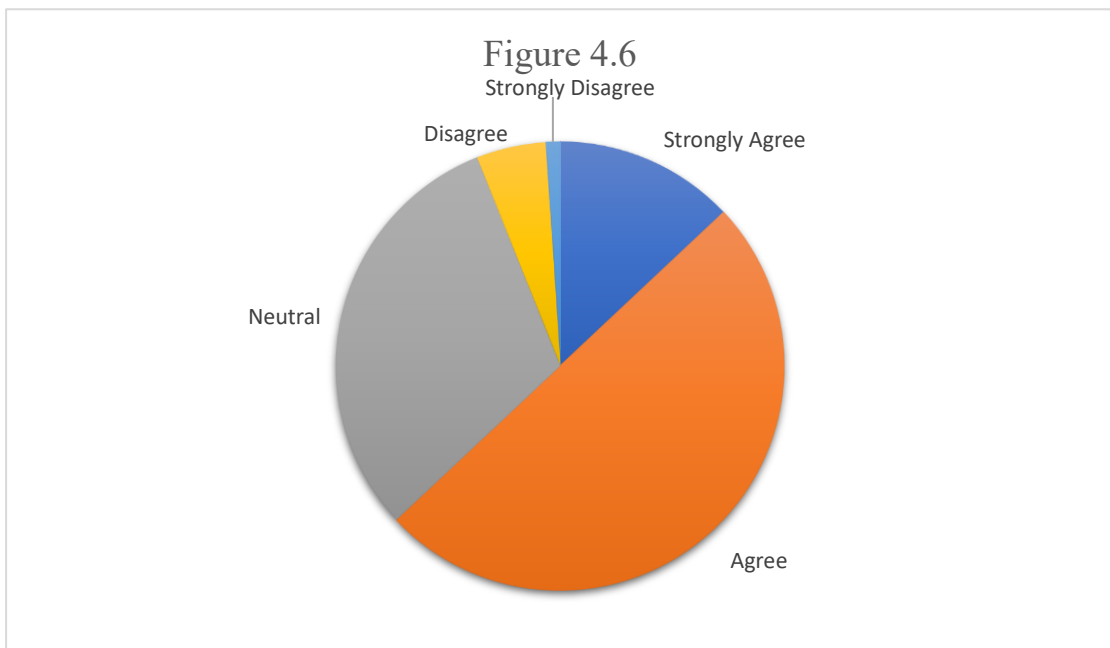


Table 4.7

Classification on respondents on the basis using of AI tools provide confident in navigating &utilizing for teaching/learning purpose

	No of respondents	%
Strongly Agree	21	21
Agree	50	50
Neutral	25	25
Disagree	3	3
Strongly Disagree	2	2

(Source : Survey data)

Table 4.7 reveals classification on the basis using of AI tools provide confident in navigating &utilizing for teaching/learning purpose. Among 100 samples 21% strongly agree, 52% agree, 25% neutral, 3% disagree & 2% strongly disagree.

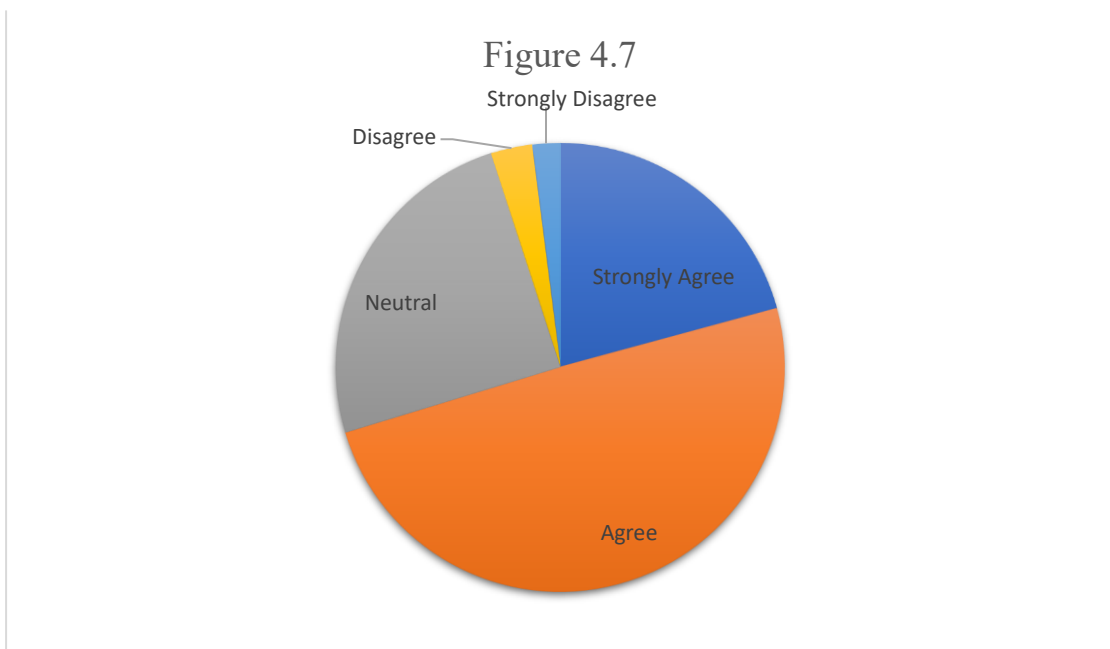


Table 4.8

Classification on the basis the respondents have gained familiarity in using AI tools in teaching/learning purpose.

	No of respondents	%
Strongly Agree	12	12
Agree	43	43
Neutral	35	35
Disagree	9	9
Strongly Disagree	1	1

(Source : Survey data)

Table 4.8 reveals classification on the basis the respondents have gained familiarity in using AI tools in teaching/learning purpose. Among 100 samples 12% strongly agree, 43% agree, 35% neutral, 9% Disagree & 1% strongly disagree with the statement.

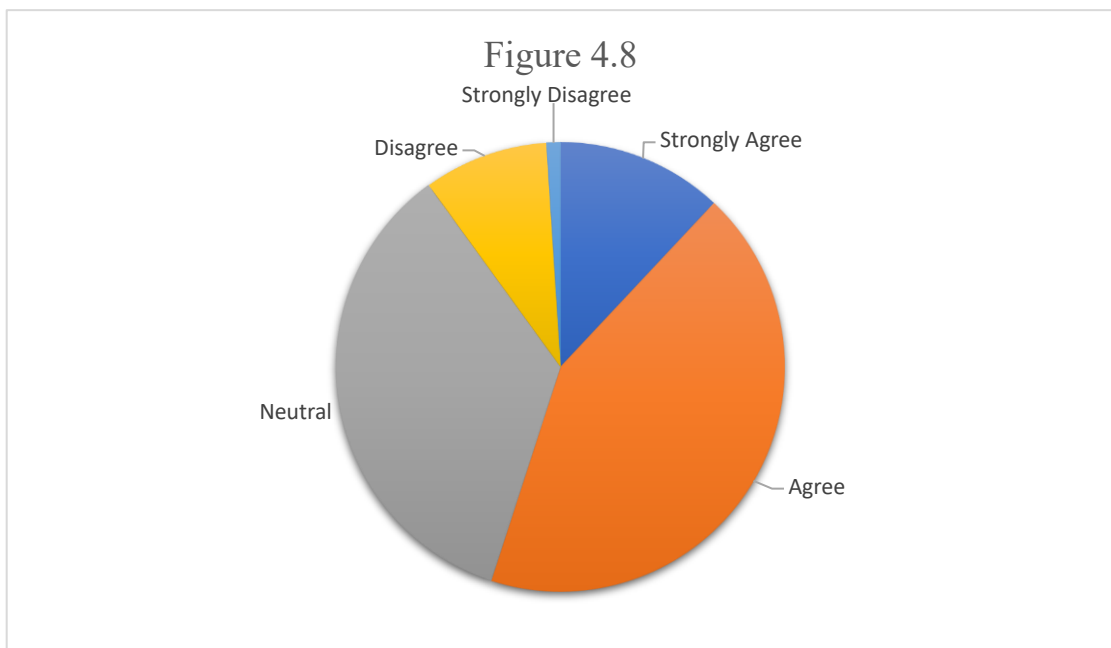


Table 4.9

Classification on the basis of the respondents facing difficulties on navigating AI tools in teaching/learning purpose.

	No of respondents	%
Frequently	7	7
Occasionally	32	32
Often	26	26
Rarely	32	32
Never	3	3

(Source : Survey data)

Table 4.9 reveals classification of the respondents difficulties in using AI tools in teaching/learning purpose. Among 100 samples 7% frequently, 32% occasionally, 26% often, 32% rarely, 3% never faced difficulties on navigating AI tools.

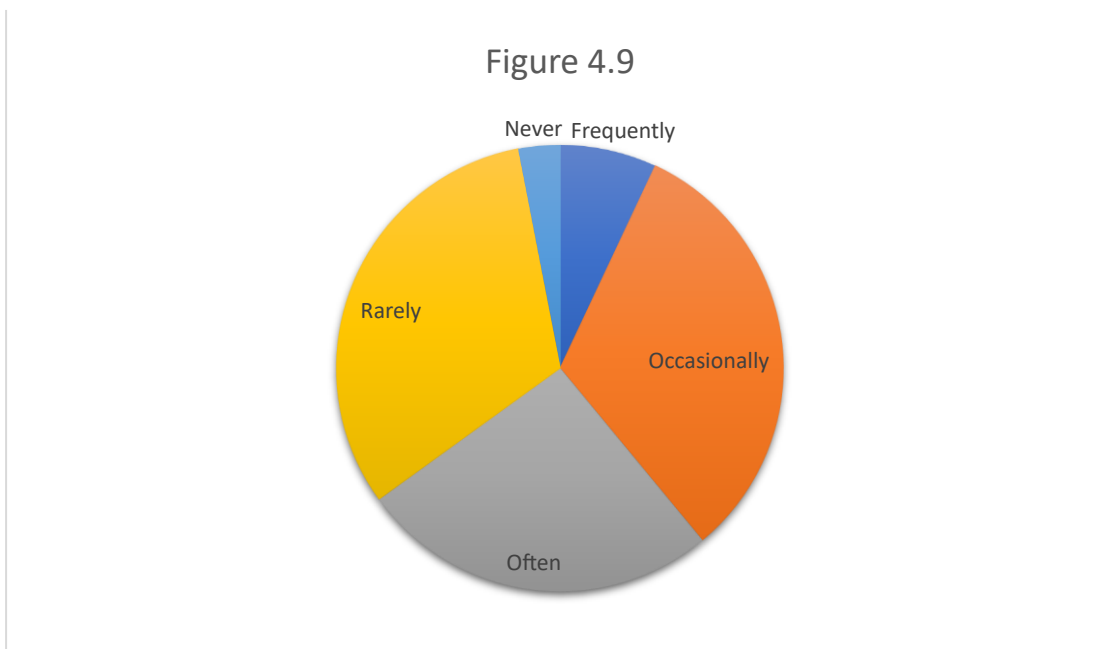


Table 4.10

Classification of respondents on the basis Learning Management system contributes to the enhancement in teaching/learning purpose.

	No of respondents	%
Strongly Agree	5	5
Agree	46	46
Neutral	35	35
Disagree	6	6
Strongly Disagree	8	8

(Source : Survey data)

Table 4.10 reveals classification on the basis learning management system contributes to the enhancement in teaching/learning purpose. Among 100 samples 5% strongly agree, 46% agree, 35% neutral, 6% Disagree & 8% strongly disagree with the statement.

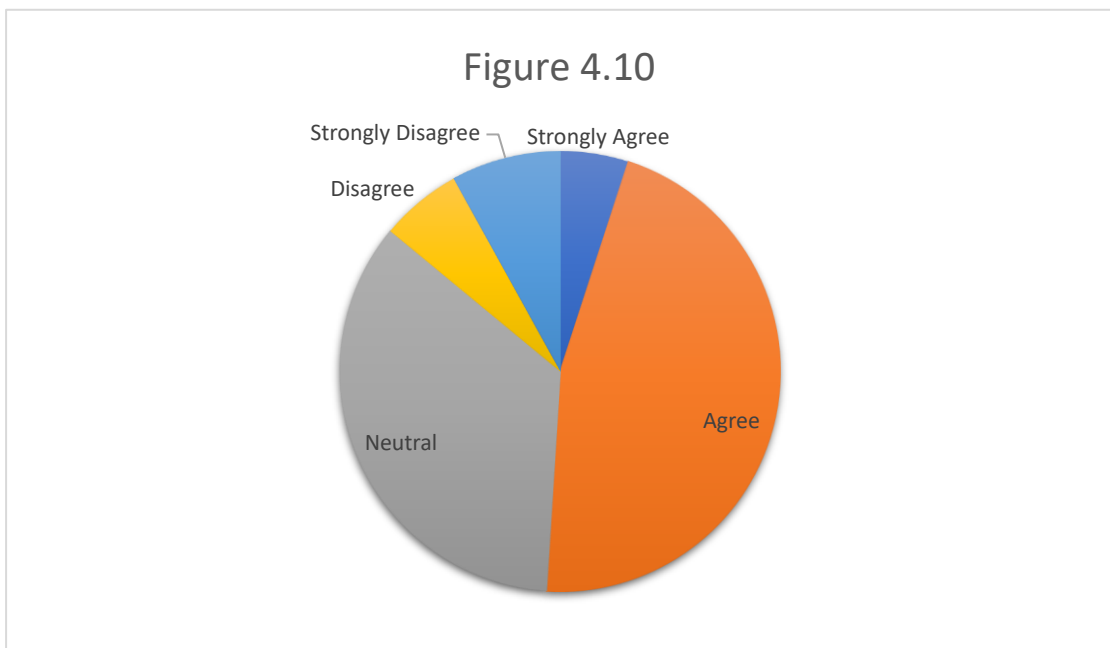


Table 4.11

Classification of respondents on the basis Chatbots and virtual assistance help to increase the teaching-learning process.

	No of respondents	%
Strongly Agree	7	7
Agree	47	47
Neutral	30	30
Disagree	10	10
Strongly Disagree	6	6

(Source : Survey data)

Table 4.11 reveals classification of respondents on the basis Chatbots and virtual assistance help to increase the teaching-learning process. Among 100 samples 7% strongly agree, 47% agree, 30% neutral, 10% Disagree & 6% strongly disagree with the statement.

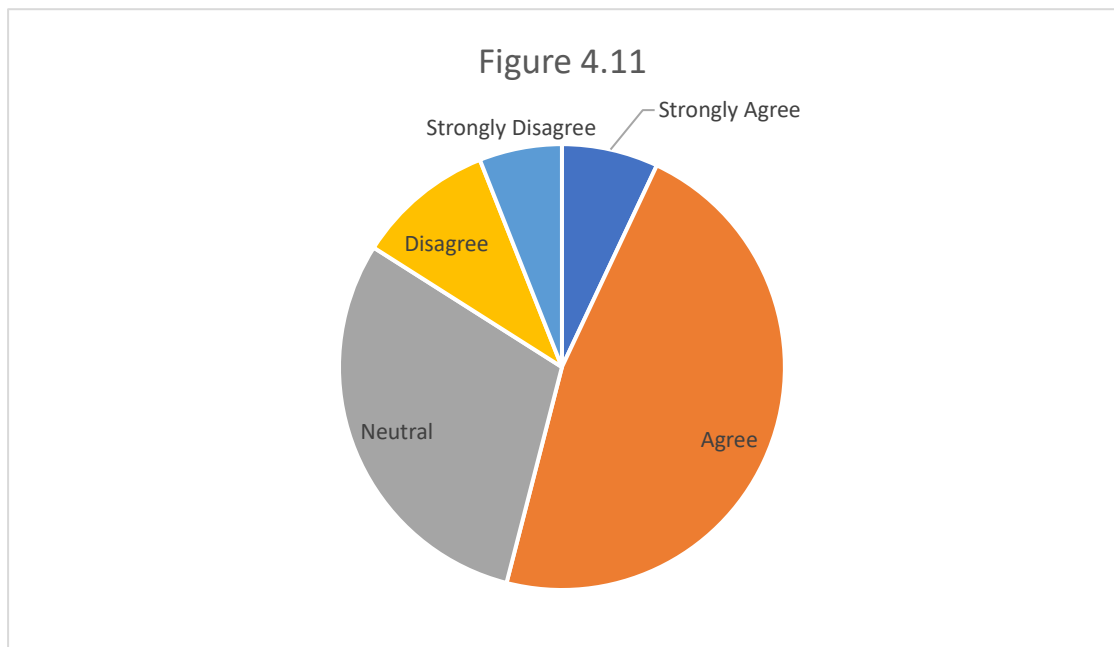


Table 4.12

Classification of respondents on the basis automated grading system helps to increase teaching/learning purpose

	No of respondents	%
Strongly Agree	8	8
Agree	39	39
Neutral	40	40
Disagree	10	10
Strongly Disagree	3	3

(Source : Survey data)

Table 4.12 reveals classification of respondents on the basis automated grading system helps to increase teaching/learning purpose. Among 100 samples 8% strongly agree, 39% agree, 40% neutral, 10% Disagree & 3% strongly disagree with the statement.

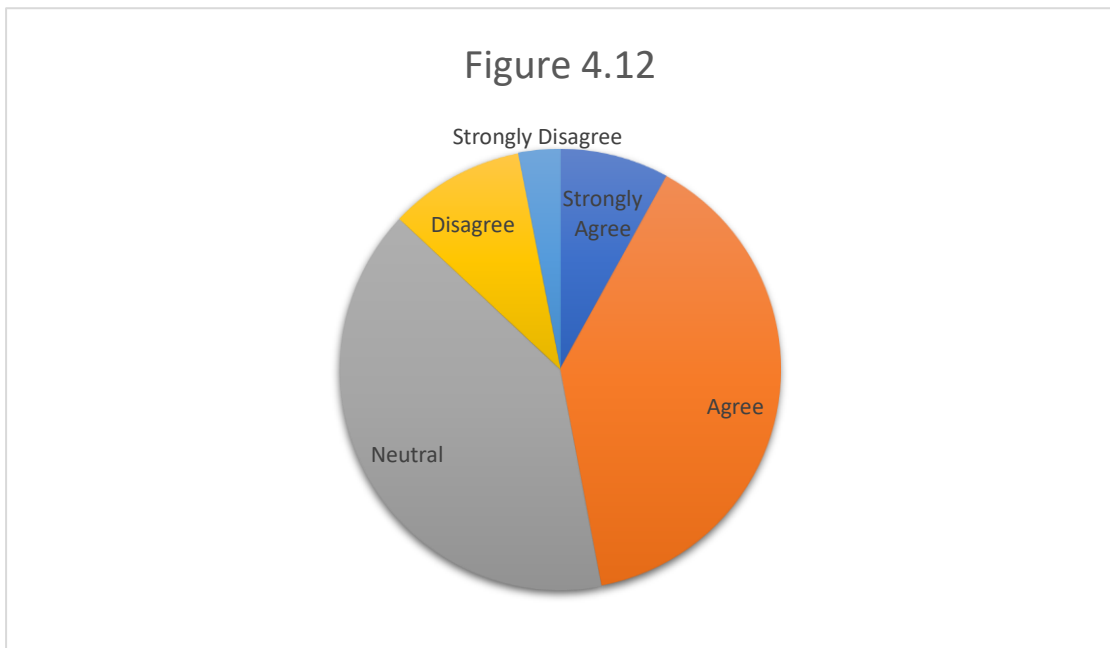


Table 4.13

Classification of respondents on the basis AI powered content creation helps to increase teaching/learning purpose

	No of respondents	%
Strongly Agree	14	14
Agree	49	49
Neutral	27	27
Disagree	8	8
Strongly Disagree	3	3

(Source : Survey data)

Table 4.13 reveals classification of respondents on the basis AI powered content creation helps to increase teaching/learning purpose. Among 100 samples 14% strongly agree, 49% agree, 27% neutral, 8% Disagree & 3% strongly disagree with the statement.

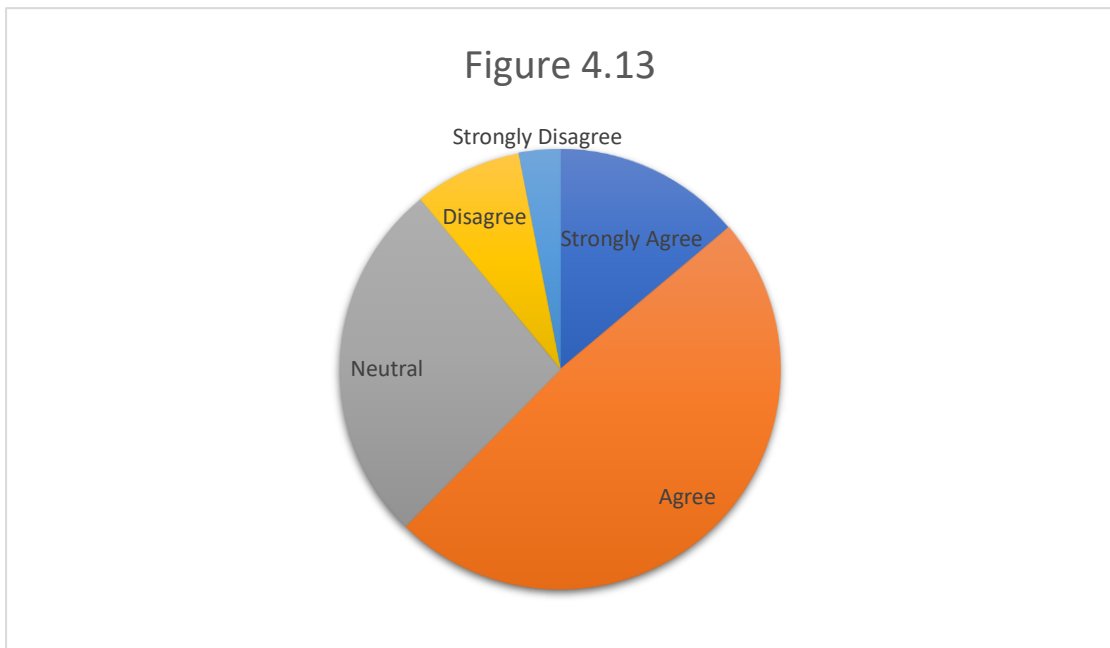


Table 4.14

Classification on the basis the respondents use chatgpt in teaching/learning purpose

	No of respondents	%
Frequently	36	36
Occasionally	39	39
Often	12	12
Rarely	10	10
Never	3	3

(Source : Survey data)

Table 4.14 reveals classification of the respondents using chatgpt in teaching/learning purpose. Among 100 samples 36% frequently, 39% occasionally, 12% often, 10% rarely, 3% never used chatgpt as AI tool in teaching/learning purpose.

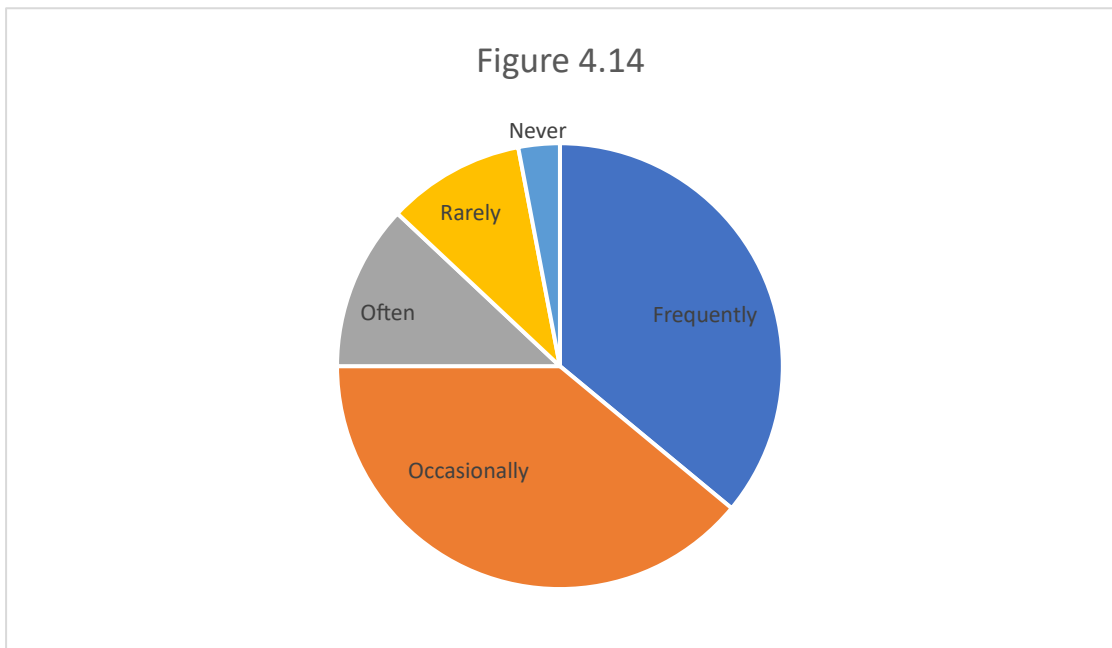


Table 4.15
Classification on the basis the respondents use google classroom in
teaching/learning purpose

	No of respondents	%
Frequently	20	20
Occasionally	33	33
Often	13	13
Rarely	28	28
Never	6	6

(Source : Survey data)

Table 4.15 reveals classification of the respondents using google classroom in teaching/learning purpose. Among 100 samples, 20% frequently, 33% occasionally, 13% often, 28% rarely, 6% never used google classroom as AI tool in teaching/learning purpose.

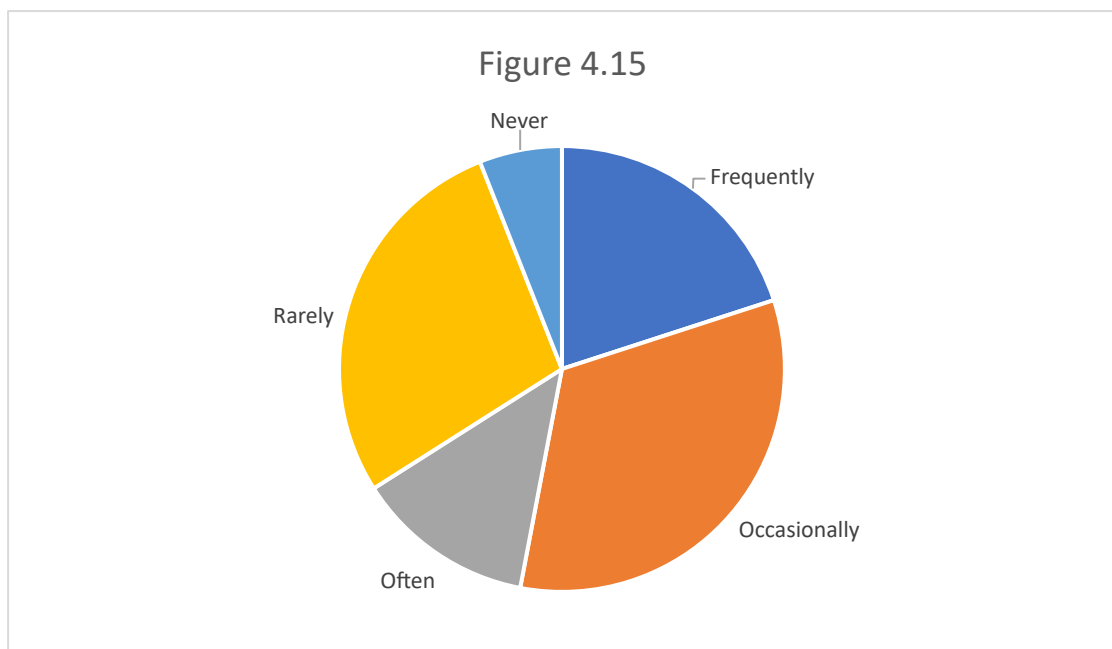


Table 4.16
Classification on the basis the respondents use copilot in teaching/learning purpose

	No of respondents	%
Frequently	12	12
Occasionally	24	24
Often	24	24
Rarely	16	16
Never	24	24

(Source : Survey data)

Table 4.16 reveals classification of the respondents using google classroom in teaching/learning purpose. Among 100 samples, 12% frequently, 24% occasionally, 24% often, 16% rarely, 24% never used copilot AI tool in teaching/learning purpose.

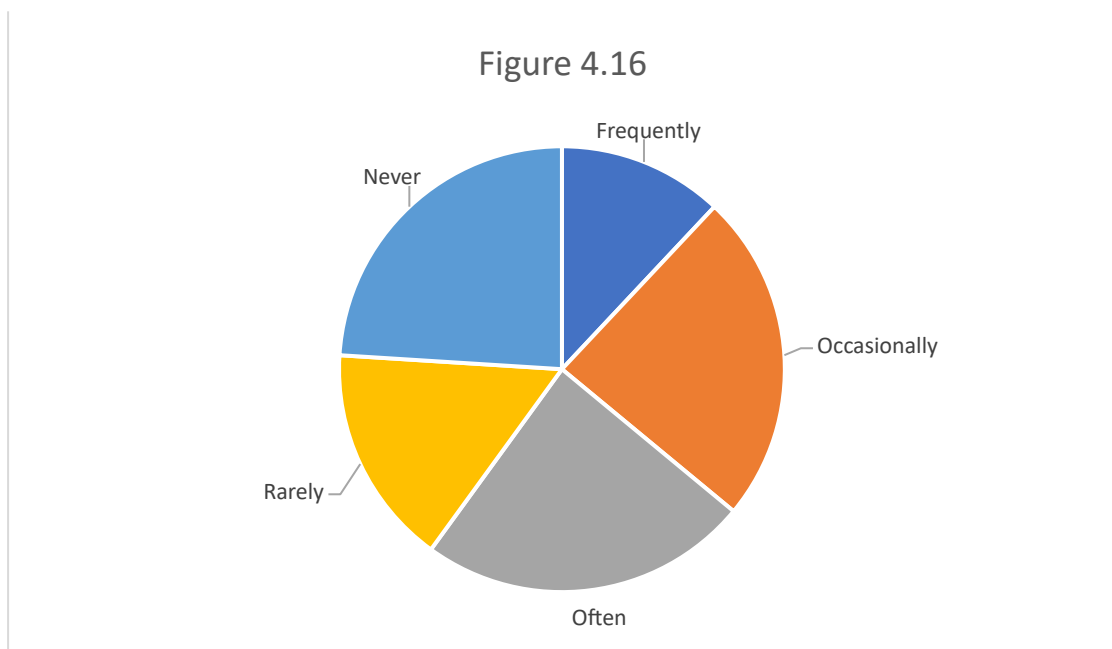


Table 4.17
Classification on the basis the respondents use google bard in
teaching/learning purpose

	No of respondents	%
Frequently	8	8
Occasionally	21	21
Often	16	16
Rarely	25	25
Never	30	30

(Source : Survey data)

Table 4.17 reveals classification of the respondents using google bard in teaching/learning purpose. Among 100 samples, 8% frequently, 21% occasionally, 16% often, 25% rarely, 30% never used copilot AI tool in teaching/learning purpose.

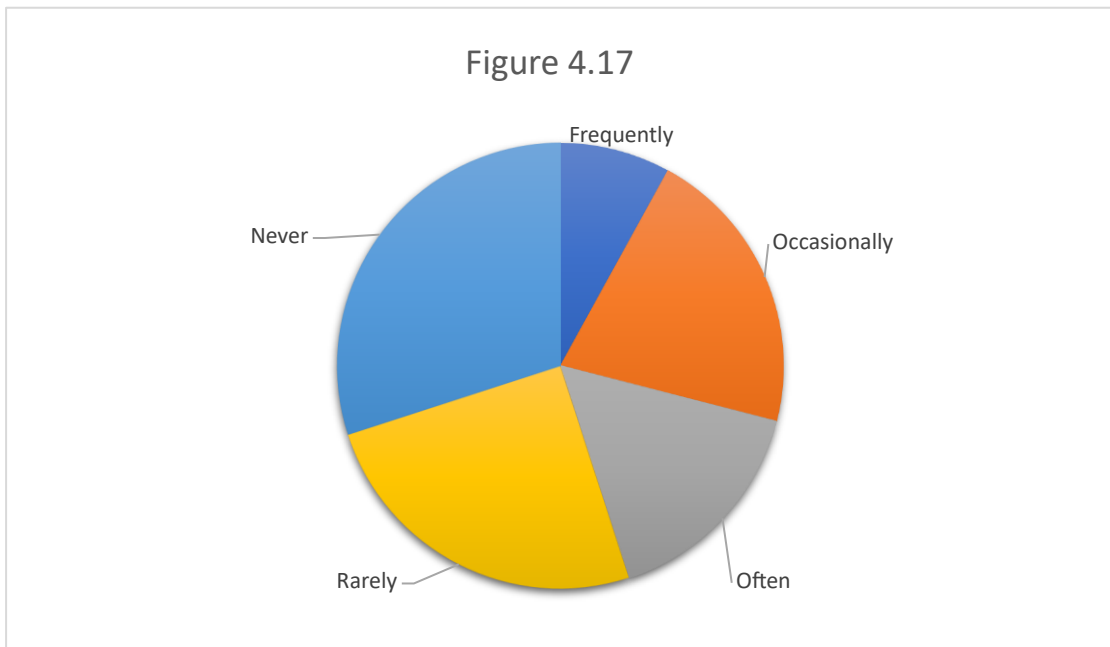
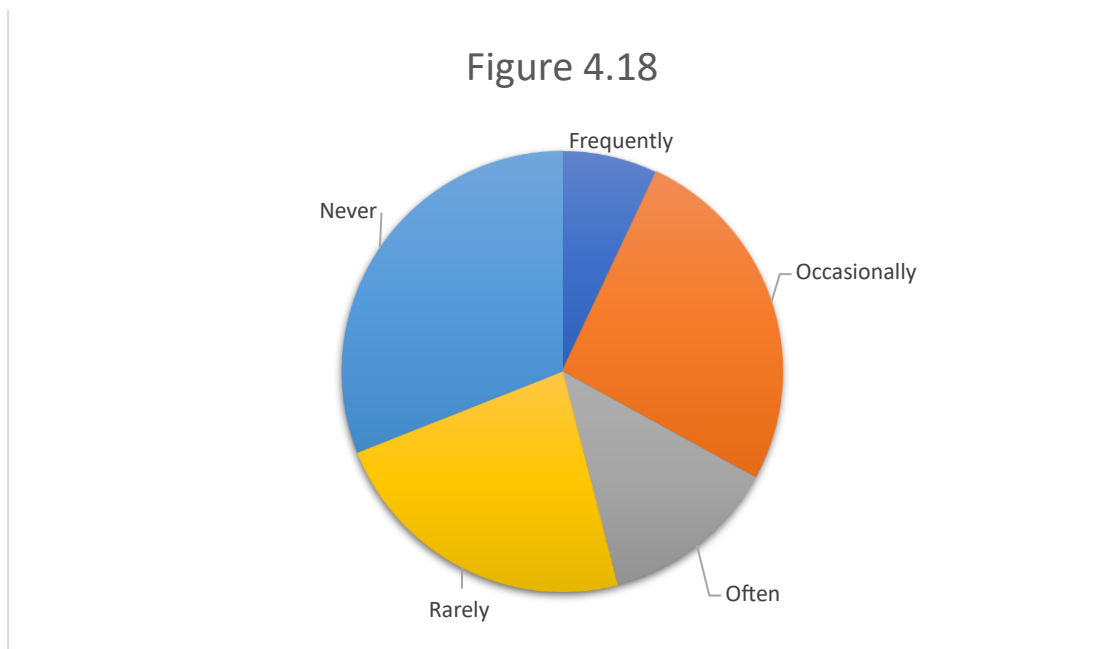


Table 4.18
Classification on the basis the respondents use slidesgo in
teaching/learning purpose

	No of respondents	%
Frequently	7	7
Occasionally	26	26
Often	13	13
Rarely	23	23
Never	31	31

(Source : Survey data)

Table 4.18 reveals classification of the respondents using Slidesgo in teaching/learning purpose. Among 100 samples, 7% frequently, 26% occasionally, 13% often, 23% rarely, 31% never used slidesgo AI tool in teaching/learning purpose.



One sample t-test

A one-sample t-test is a statistical test used to determine whether the mean of a single sample is significantly different from a known or hypothesized population mean. It compares the mean of your sample data to a known value or a theoretical population mean.

HO: There is no association between the utilization of AI and their academic performance.

H1: There is an association between the utilization of AI and their academic performance.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Usage of AI	100	4.6680	.20932	.02093
Academic performance	100	4.5540	.20667	.02067

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Usage of AI	223.010	99	.000	4.66800	4.6265	4.7095
Academic performance	220.355	99	.000	4.55400	4.5130	4.5950

(Source: SPSS)

The low p-values suggest that there is strong evidence to reject the null hypothesis that the mean of the population is equal to 0 for both Usage of AI and Academic performance.

The positive mean differences and non-overlapping confidence intervals indicate that both Usage of AI and Academic performance have significantly higher mean values than the test value (0).

In summary, based on these results, you have statistical evidence to conclude that the mean values for both Usage of AI and Academic performance are significantly different from the test value of 0. So we reject the null hypothesis and accept the alternative hypothesis.

Correlation

Correlation is a statistical measure that describes the degree to which two variables change together. In other words, it quantifies the extent to which a change in one variable is associated with a change in another variable.

H0: There is no relationship between AI tool utilization in the teachinglearning process and job satisfaction among teachers.

H1: There is a relationship between AI tool utilization in the teachinglearning process and job satisfaction among teachers.

Correlations			
		Usage of AI	job satisfaction
Usage of AI	Pearson Correlation	1	.159
	Sig. (2-tailed)		.114
	N	100	100
job satisfaction	Pearson Correlation	.159	1
	Sig. (2-tailed)	.114	
	N	100	100

The results indicate a positive correlation between the variables Usage of AI and job satisfaction, as evidenced by the Pearson correlation coefficient of 0.159. This positive correlation suggests that there is a tendency for the values of Usage of AI and job satisfaction to increase together. In other words, when the Usage of AI increases, there is a tendency for job satisfaction to increase as well, and vice versa.

CHAPTER- V
FINDINGS, SUGGESTION & CONCLUSION

5.1 Findings

- The classification of participants based on gender in a sample of 100 individuals shows that 52% are male, while 48% are female respondents.
- The categorization of participants based on their academic streams within a sample of 100 individuals indicates that 27% were Arts stream, 34% were Science stream and 39% were Commerce.
- AI analytics provide valuable insights into student performance, helping educators identify strengths, weaknesses, and areas for improvement.
- AI-powered virtual assistants and chatbots assist students with queries, providing instant help and facilitating a more interactive learning experience.
- AI automates routine tasks, freeing up time for teachers to engage in more creative and critical aspects of teaching.
- AI tools can support teachers' professional development by offering personalized training programs based on individual needs and feedback.
- AI contribute to creating more inclusive educational environments by providing resources and tools that cater to diverse learning needs
- AI tools for language processing assist in language learning, translation, and comprehension, making education more accessible to diverse populations.
- There is an association between the utilization of AI and their academic performance.
- Understood a positive correlation between the variables Usage of AI and job satisfaction.

5.2 Suggestions

- Examine ethical issues related to the use of AI in education, including data privacy, algorithmic bias, and the implications of relying on AI for decision-making in educational settings.
- Explore strategies for training and supporting educators in effectively integrating AI tools into their teaching practices, considering pedagogical implications and challenges.
- Examine the potential long-term effects of widespread AI adoption in education, including changes in teaching methodologies, student learning outcomes, and the role of educators.
- Examine how cultural factors influence the implementation and effectiveness of AI tools in diverse educational settings.
- Examine teacher training and support as many educators may lack the necessary training and support to effectively integrate AI tools into their teaching practices.
- Examine cost and sustainability as implementing AI tools in education can be costly, particularly for cash-strapped schools and institutions.
- Examine access and infrastructure in many regions, especially in developing countries, there's a lack of access to technology and reliable internet connectivity, hindering the adoption of AI tools in education

5.3 Conclusion

The integration of Artificial Intelligence (AI) tools in the teaching and learning process holds tremendous potential for transforming education in the 21st century. Through an extensive review of literature and empirical studies, it is evident that AI contributes significantly to personalized learning experiences, efficient administrative tasks, and the creation of innovative educational environments. The findings reveal a positive impact on student engagement, motivation, and performance, particularly in the context of adaptive learning platforms, virtual assistants, and AI-enhanced assessments.

However, as we embrace the benefits of AI in education, it is crucial to acknowledge and address ethical considerations and potential biases inherent in AI algorithms. The responsible use of AI requires careful attention to data privacy, transparency, and fairness to ensure that the technology contributes to educational equity and inclusivity. Ongoing research and development in this area are imperative to refine AI applications and mitigate unintended consequences.

Furthermore, the success of AI in education is contingent on effective teacher professional development programs. Educators need adequate training and support to harness the full potential of AI tools, integrate them seamlessly into their teaching methodologies, and adapt to the evolving educational landscape. Collaborative efforts between educational institutions, policymakers, and technology developers are essential to establish frameworks that foster responsible AI implementation in schools and universities.

Looking ahead, future research should explore emerging trends such as the impact of AI on diverse learning environments, the effectiveness of AI in addressing special educational needs, and the long-term implications of widespread AI adoption in education. Continued interdisciplinary collaboration will be instrumental in navigating the evolving intersection of technology and pedagogy.

In essence, leveraging AI tools in education represents a paradigm shift with the potential to enhance the learning experience for students, optimize teaching practices for educators, and contribute to the overall improvement of educational outcomes. As we move forward, a balanced and thoughtful approach, combining technological innovation with ethical considerations and ongoing research, will be paramount in realizing the full benefits of AI in shaping the future of education.

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ANNEXURE

A Study on leveraging Artificial Intelligence(AI) Tools for the Teaching and Learning Process In Education

1. Name
2. Email
3. Age
4. Gender
 - Male
 - Female
5. Institution
6. Department
7. Do you rely on AI-powered tools for teaching/learning purpose?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
8. Do you agree or disagree with the statement: "Integrating AI tools into teaching/learning practices positively impacts the overall workload?"
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
9. AI tools provide valuable insight that traditional methods may lack
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

10. I feel confident in navigating and utilize AI tools for educational purpose

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

11. I have gained familiarity in using AI tools in teaching/learning purpose

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

12. Do you face difficulties when navigating AI tools for educational purpose?

- Frequently
- Occasionally
- Often
- Rarely
- Never

13. A learning management system contributes to the enhancement of the teaching- learning process

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

14. Does chatbots and virtual assistance help to increase the teaching-learning process?

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

15. An Automated Grading system helps to increase teaching-learning process

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

16. Does AI-powered content creation helps to increase teaching-learning process?

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

17. How often do you use “Chatgpt” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

18. How often do you use “Google Classroom” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

19. How often do you use “Copilot(microsoft)” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

20. How often do you use “Google Bard” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

21. How often do you use “Slidesgo” in teaching/learning process?

- Frequently
- Occasionally
- Often
- Rarely
- Never

**“A STUDY ON ONLINE SHOPPING USING
VOICE COMMERCER”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

NANDANA V P

(CCAVBCM293)

Under the supervision of

MS. PRASSY VISWAMBHARAN



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON ONLINE SHOPPING USING VOICE COMMERCE**” is a bonafide record of project done by **NANDANA V P**, Reg. No. CCAVBCM293, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Asso. Prof. P.G Thomas
Co-ordinator

Ms. Prassy Viswambharan
Project Guide

DECLARATION

I, **NANDANA V P**, hereby declare that the project work entitled “**A STUDY ON ONLINE SHOPPING USING VOICE COMMERCE**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms.Prassy Viswambharan, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

NANDANA V P

Date:

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CHAPTER I
INTRODUCTION

1.1 INTRODUCTION

Voice commerce is a newly evolving e-commerce channel where consumers communicate with dedicated systems on smart speakers or other devices using their voice, in order to find products. The use of intelligent virtual assistants based on smart speakers like Amazon Alexa, Apple Home Pod, Microsoft Cortana and Google Home is increasing. Moar estimates that there are currently 450 million voice assistant devices in the US, expected to reach 870 million by 2020. These systems make it possible to conduct a “zero-click” purchase in business to consumer (B2C) commerce scenarios. Communicating with the assistant using only their voice, consumers can formulate search queries and confirm purchase actions without the need to use common visual or typing interfaces. Electronic Commerce experts label this scenario "voice commerce" and expect it to be one of the most important innovations to shape the next years of e-commerce development. Voice commerce as a subset of e-commerce provides consumers with computerized voice technologies. Research related to customer satisfaction factors in voice commerce is entirely missing from current literature, as well as research aiming at possible differences in customer satisfaction factors (CSF) between ecommerce and voice commerce. Similar to mobile commerce (m-commerce) in comparison to ecommerce, voice commerce is subject to special restrictions and presents different opportunities and value proposition to customers. Therefore, it is likely that satisfactory factors for voice commerce might differ from those of e-commerce both in existence and importance. To support voice commerce software design and implementation, managers need to know which factors influence customer satisfaction. Artificial intelligence (AI) technologies have left the server room to enter the lives of billions of consumers. AI enables objects to perform activities that resemble cognitive functions associated with the human mind, such as learning and problem solving. AI-powered smartphones, smart homes, and smart speakers connect the various nodes of consumers' lives into one ubiquitous experience that seamlessly accompanies them in every routine. Every intelligent object, from cars to toothbrushes, is expected to collect relevant information that helps

to identify consumption patterns and predict future individual behaviours. Within the Internet of Things (IoT) market, the fast adoption and rising performance of voice platforms like Amazon Echo, Apple Home Pod, Google Home, Alibaba Tmall Genie, Xiaomi Xiao AI, and Baidu Xiaodu suggest that in-home voice assistants will be central to the development of smart homes. A new era in commerce began as a consumer, alone in her home said aloud, “Alexa, order batteries.” She was interacting with a smart speaker, a voice-controlled computer with an integrated virtual assistant. Such devices leverage voice recognition software to help consumers search for answers to questions, listen to music, set kitchen timers, hear weather reports, turn on lights, make purchases, or perform myriad other tasks. Many consumers also interact with voice assistants on their mobile phones, using them to conduct mobile web searches by voice, or to ask for recommendations for nearby points of interest. A rapidly growing segment of consumers uses voice assistants to shop, ushering in an era of “voice commerce” where entire marketplace interactions are conducted by voice. Amazon stated in a December 2018 press release that use of their voice assistant “Alexa” for shopping had more than tripled over the prior year. Industry analysts have also predicted a rapid uptake of voice assistants for shopping. Yet not all assessments of voice commerce have been as enthusiastic. One technology news source, citing unidentified sources within Amazon, claimed that only about two percent of consumers who own an Amazon Echo, a smart speaker used for interacting with Amazon’s digital assistant Alexa, had used the device for shopping within the first eight months of 2018, and of those who did, 90 percent did so only on a single occasion (Anand 2018). This suggests that there may be barriers preventing consumers from engaging in voice commerce. V-commerce has the potential to transform the retail industry, making it more accessible to people with disabilities, elderly people, and those who are unable to use traditional e-commerce platforms due to language barriers or lack of access to a computer or smartphone. Voice commerce is the latest frontier in ecommerce payment methods, offering voice assistant users a quick, convenient and simple way to make purchases simply by asking their smart devices. Voice assistants can

provide personalized recommendations based on previous purchase history and preferences, making it easier for consumers to discover new products that they might not have found otherwise. This can lead to increased sales and customer loyalty, as consumers are more likely to return to a brand that offers personalized recommendations and a seamless shopping experience. Voice commerce also has the potential to streamline the checkout process, as consumers can make purchases without having to enter payment and shipping information manually. This can reduce cart abandonment rates and make it easier for consumers to make purchases on the go. However, there are also challenges to implementing v-commerce, such as ensuring security and privacy for consumers who may be entering sensitive information using their voice. As with any emerging technology, there are also questions around the ethics of using AI-powered voice assistants for commercial purposes. This technology is available on many types of devices thanks to systems such as Siri (Apple), Cortana (Microsoft), Google Now (smartphones and computers), and others. You can also use it using so-called digital personal assistants. These are special devices with loudspeakers activated by the user's voice that answer the questions asked and carry out many different commands. It is said that more than 20 million devices of this type have been sold so far worldwide. The clear leader here is the Amazon intelligent speaker with a 75% of market share. Google device has about 24% share. This trend has become so popular mainly because conversational commerce is the most convenient, fast and easy-to-use among all ways of shopping. It doesn't require any skills, knowledge of modern technologies or even using your hands! Because when you want to buy something with the use of voice commerce, all you have to do is tell a command and it's done. In conclusion, voice commerce is an exciting new trend that is transforming the way we shop. As the technology continues to evolve, businesses will need to adapt and innovate in order to stay competitive in the voice commerce landscape. By embracing the potential of voice assistants and offering a seamless shopping experience, retailers can tap into this growing market and provide consumers with a convenient and personalized way to shop.

1.2 STATEMENT OF PROBLEM

The problem of statement for voice commerce includes challenges such as speech recognition accuracy, security concerns with voice-based transactions, limited user engagement due to the absence of visual interfaces, and the need for standardization in voice technology across devices and platforms. Additionally, issues related to privacy, trust, and the seamless integration of voice technology into existing e-commerce workflows pose significant hurdles.

1.3 SCOPE OF STUDY

The scope of voice commerce encompasses a multifaceted landscape that extends across various domains, from technological advancements to consumer behaviour and market dynamics. At its core, the study involves delving into the development and refinement of voice recognition technologies, natural language processing, and artificial intelligence (AI) systems that enable seamless interactions between users and e-commerce platforms. On the consumer front, understanding user preferences, behaviours, and expectations in the context of voice interactions becomes pivotal. Analysing the nuances of how individuals engage with voice activated devices during the shopping process and identifying potential challenges or barriers they may face contributes to the comprehensive scope of study. Furthermore, exploring the broader implications of voice commerce on the business landscape involves investigating its impact on user experience, security considerations, and the evolving strategies adopted by businesses to integrate voice interfaces into their e-commerce frameworks. This holistic approach ensures a thorough understanding of the multifaceted aspects that shape the present and future of voice commerce.

1.4 SIGNIFICANCE OF THE STUDY

The study of voice commerce holds immense significance in both academic and practical contexts. Academically, it contributes to our understanding of the intersection between technology and commerce, the complexities of voice recognition, natural language processing, and artificial intelligence as applied to e-commerce platforms. This research enriches the theoretical foundations of these technologies, paving the way for innovations and advancements in voice-driven interfaces. Moreover, it provides valuable insights into the behavioural aspects of consumers engaging with voice commerce, shedding light on preferences, challenges, and evolving patterns, which can be crucial for refining theoretical models and frameworks.

In practical terms, the study of voice commerce has far-reaching implications for businesses and industries. It equips companies with the knowledge needed to strategically integrate voice interfaces into their e-commerce strategies, enhancing user experiences and potentially increasing customer loyalty. Understanding the nuances of security considerations, privacy concerns, and regulatory implications related to voice commerce is also vital for businesses navigating this evolving landscape. Ultimately, the significance of studying voice commerce lies in its potential to shape the future of online transactions, offering a more intuitive and personalized way for consumers to interact with digital platforms.

1.5 OBJECTIVES

The main objective of the study is to examine the popularity of voice assistants.

1. To understand user's behaviour and preferences regarding voice commands for shopping.
2. To assess user satisfaction with voice recognition accuracy, challenges for making high-value purchases.

3. To explore user expectations and concerns regarding the improvement of voice commerce.
4. To evaluate preferences for personalised recommendations and opinions for replacement of traditional online shopping.

1.6 RESEARCH METHODOLOGY

This study is based on descriptive in nature. The study examines the purpose to analyse and understand the various voice assistants used by the college students in respect of Thrissur district. The present study uses primary data.

1.7 SAMPLE DESIGN

1.7.1 Population

The study is conducted to analyse and understand the various voice assistants used by the college students with respect to Thrissur district.

1.7.2 Sample frame

The sample frame selected for this study is by conducting a survey using questionnaire with 100 samples from Thrissur district.

1.7.3 Sample size

Size of sample is 100 college students.

1.7.4 Sampling Method

The sample have been selected using Stratified random sampling method. Stratified random sampling is a method where the population is divided into subgroups based on certain characteristics, and then random samples are drawn from each subgroup. Using this method the data was collected from a total of 100 respondents in Thrissur district. Initially, data was gathered from the college

students by classifying colleges into four strata's and from that 25 persons are randomly selected using simple random method.

1.8 TOOLS FOR ANALYSIS

The tools used for presentation of study are percentage analysis, graph such as pie diagram.

1.9 LIMITATIONS OF THE STUDY

1. The study is confined to 100 samples
2. The study is only confined among settled college students in Thrissur district.

1.10 CHAPTERISATION

Chapter 1- Introduction

Chapter 2- Review of literature

Chapter 3-Theoretical Frame work

Chapter 4-Data Analysis and Interpretation

Chapter 5-Findings, Suggestions and Conclusion

CHAPTER II
REVIEW OF LIERTAURE

2.1 INTRODUCTION

A literature review discusses published information of a particular subject area, and sometimes information of a particular subject area within a certain time period. A literature review can be just a simple summary of the source, but it usually has an organizational pattern and combines both summary and synthesis. It helps in clarifying and defining the problem, stating the objectives, formulating hypothesis, selecting an appropriate design and methodology of research as well as interpreting the result in the light of research work already undertaken in the previous studies. In this chapter an endeavour has been made to provide and present an overview of various aspects of this study through the review of existing literature. The sources referred include journals, books, working papers, report related to human resources etc. In this section, related literature are the influence of film industry on college students with respect to Thrissur district.

2.1.1 EMPIRICAL REVIEW

Empirical research is published in books and in scholarly, peer-reviewed journals. However, most library database does not offer straight forward ways to locate empirical research. Below are tips for some of the most popular education and behavioural/social science database.

Dongyeon Kim, Kyuhong Park, Yongjin Park, Jaehyeon Ju, Jae-Hyeon Ahn (2018) The smart speaker is currently one of the fastest-growing consumer technologies. As a result, more and more people are buying products through smart speakers. However, because voice commerce advertisements are not yet active, little is known about the effectiveness of smart speaker advertisements. This study assessed advertisement effectiveness using several distinctive features of the smart speaker: interactivity, contextually relevant advertisements, and voice changes.

Daniel Kraus, Victoria Reibenspiess, Andreas Eckhardt (2019) Voice commerce is a newly evolving e-commerce channel where consumers communicate with dedicated systems on smart speakers or other devices using their voice, in order to find products. This paper comparatively investigates factors for customers' satisfaction in voice commerce and e-commerce. Consumers have higher expectations in convenience for voice commerce than they have for e-commerce. Transaction process efficiency significantly influences satisfaction in voice commerce, but not in e-commerce.

Alex, Mari (2019) Voice assistants become better at learning consumer preferences and habits, they will increasingly influence consumer behaviours (Simms, 2019). In doing so, VAs may assume a central relational role in the consumer market and progressively mediate market interactions. These fast-changing market dynamics within the context of voice shopping may have a severe impact on consumer brands and retailers. Loss of brand visibility, the increased relevance of retailers' private labels, and the growth in advertising costs are just some of the consequences anticipated by marketing and technology experts. In light of these potential dynamics, researchers are called to study the interplay between consumers, brands, and retailers' behaviours in response to "machine behaviours". Providing structure and guidance to researchers and marketers in order to further explore this emerging stream of research is fundamental.

Kurt P. Munz (2020) In the context of voice shopping, consumers who shop by voice are less able to differentiate between choice options, leading them to choose recommended items more often, but also defer choice at higher rates compared to when the options are presented visually. This auditory choice difficulty stems from greater difficulty comparing auditory options and is related to an increased burden on working memory. Describing choice options in a way

that reduces the burden on memory for auditory consumers can reduce processing difficulty and its downstream consequences.

Aurélie Vachaudéz, Angy Geerts (2020) The emergence of voice assistants could change the consumption habits of luxury goods. The academic literature on luxury shopping based on voice assistants is still nascent. This research aims at enriching the academic literature on voice commerce and luxury through the theory of perceived risks of luxury shopping and signaling theory. Through an in-depth analysis of the literature on voice commerce and the theory of perceived risks, a conceptual model is proposed.

Valentina Pitardi, Hannah R. Marriott (2021) With the development of deep connections between humans and Artificial Intelligence voice-based assistants (VAs), human and machine relationships have transformed. For relationships to work it is essential for trust to be established. Although the capabilities of VAs offer retailers and consumers enhanced opportunities, building trust with machines is inherently challenging. Additionally, the research illustrates a peculiar dynamic between privacy and trust and it shows how users distinguish two different sources of trustworthiness in their interactions with VAs, identifying the brand producers as the data collector.

Ivani Ferreira, Joaquin Aldas-Manzano (2021) His study aims to examine users' affective relationships with smart voice assistants (SVAs) and aims to analyse how these relationships explain user engagement behaviours toward the brands of SVAs. Drawing on relational cohesion theory, it proposes that cohesion between users and SVAs influences brand engagement behaviours, that is, continuing purchasing other products of the brand, providing knowledge to the brand and referring the brand.

Alex Mari, René Algesheimer (2021) Artificial intelligence-based voice assistants (VAs) such as Amazon Alexa deliver personalized product recommendations in order to match consumers' needs. The use of voice assistants for shopping purposes incorporates elements of risk affecting when and how they are considered trusted relationship partners. In this uncertain environment, it is unclear 'when' voice assistants are capable of gaining trust and 'how' the development of such a trusted relationship affects decisions. This research explores the effect of trusting beliefs towards voice assistants on decision satisfaction through the indirect effect of consideration. Findings of an individual-session online experiment show a positive direct effect of trust on customer's satisfaction and a mediating role of set size, confirming consumers' bias towards default choices. This study highlights the consequences of trust in AI-enabled voice assistants for decision-making during utilitarian purchases.

Blanca Hernandez-Ortega, Ivani Ferreira (2021) Smart voice assistants (SVAs) have emerged as new artificial intelligence service platforms. They have the capacity to act like actual human assistants and modify traditional forms of human-computer interactions. So, consumers relate to their SVA as though it was a person, despite knowing that they are interacting with a machine. Based on the stimulus-organism-response framework, this paper examines feelings of love that consumers develop for SVAs when they are interacting. The results show that smart experiences influence consumers' passion for technology, while passion explains their intimacy and commitment. Consumer intimacy and commitment for SVAs lead to service loyalty.

Jee-Sun Park (2021) The technological advances in Internet of Things (IoT) and Artificial Intelligence (AI) have opened the new era of e-commerce, introducing a new retail channel such as voice commerce. Voice commerce refers to commercial transactions executed by computerized voice technologies such as speech recognition, voice identification, and text-to-speech. Voice commerce

enables customers to purchase products through the application and integration of virtual assistants based on smart speakers such as Amazon Echo and Google Home.

Chun Shao, K. Hazel Kwon (2021) From requesting Alexa to set a reminder to asking Google Assistant to make a call, artificial intelligence (AI)-enabled voice assistants are quickly melding into our lives. This study aims to understand why users interact with a voice assistant system. Results from an online survey identified four types of motivations underlying the use of voice assistants: entertainment, companionship, dynamic control, and functional utility. Results showed that functional utility and dynamic control were positively related to users' satisfaction, while companionship and entertainment were not. The effect of social presence on users' satisfaction was also explored. The moderation analyses showed that social presence not only had a main effect but also played a significant role in increasing satisfaction among the users who perceived low levels of functional utility and dynamic control. This study advances a growing body of human–AI interaction literature by demonstrating the underlying mechanism behind voice assistants' use.

Fabian Reinkemeier, Ulrich Gnewuch (2022) Despite the ubiquity of voice assistants (VAs), they see limited adoption in the form of voice commerce, an online sales channel using natural language. A key barrier to the widespread use of voice commerce is the lack of user trust. To address this problem, we draw on similarity-attraction theory to investigate how trust is affected when VAs match the user's personality and gender.

CHAPTER III
THEORTICAL FRAME WORK

3.1 INTRODUCTION

Voice commerce, an innovative blend of artificial intelligence and e-commerce, is revolutionizing the retail landscape by offering consumers a seamless shopping experience through voice-enabled devices and virtual assistants. The theoretical review of voice commerce encompasses a multidimensional exploration, ranging from its technological underpinnings to its implications for consumer behaviour, business strategy, and ethical considerations. By examining the intricate interplay of these factors, researchers and practitioners gain valuable insights into the transformative potential of voice commerce and its evolving role in shaping the future of retail.

3.2 MARKETING

Marketing is a multifaceted discipline focused on promoting and selling products or services. It involves comprehensive strategies such as market research to understand consumer needs and preferences. Effective marketing includes creating a unique brand identity, utilizing various channels like digital platforms for advertising, and engaging in activities like content marketing to connect with the target audience. The goal is to build awareness, establish a positive brand image, and ultimately drive sales. Constant analysis of data and adapting strategies based on feedback are crucial elements in successful marketing campaigns.

Marketing encompasses a wide range of elements. The key aspects are:

- 1. Market Research:** Understanding your audience, competitors, and industry trends.
- 2. Target Audience:** Identifying and defining the specific group of people you want to reach with your marketing efforts.
- 3. Product Positioning:** Communicating how your product or service differs from competitors and meets customer needs.

4. Branding: Creating a unique and memorable brand identity to distinguish your business in the market.

5. Advertising: Using various channels (digital, print, TV, etc.) to promote products/services and reach a wider audience.

6. Digital Marketing: Utilizing online platforms like social media, SEO, and email marketing to connect with consumers.

7. Content Marketing: Creating and sharing valuable content to attract and engage your target audience.

8. Public Relations: Managing the public image of a company through media relations, events, and other communication strategies.

9. Sales Funnel: Guiding potential customers through the stages of awareness, interest, decision, and action to make a purchase.

10. Analytics: Monitoring and analysing data to measure the effectiveness of marketing campaigns and adjust strategies accordingly.

3.3 COMMERCE

Commerce, a dynamic and integral facet of the business world, embodies the intricate web of transactions that drive the exchange of goods and services. At its core, commerce involves the buying and selling activities that span various sectors, from traditional retail and wholesale operations to the rapidly expanding realm of e-commerce. The essence of commerce lies in the movement of products and services from producers to consumers, creating a complex network that underpins the global economy. In the contemporary landscape, technological advancements have revolutionized commerce. The advent of digital platforms has ushered in a new era, enabling businesses to connect with consumers on a global scale. E-commerce, characterized by online retail and electronic transactions, has become a dominant force, reshaping traditional business models. This shift has not only altered the way goods are bought and sold but

has also blurred geographical boundaries, facilitating international trade with unprecedented ease. Commerce is not merely about transactions; it encompasses a broader economic context. It intertwines with disciplines such as economics, business, and finance, providing insights into market dynamics, consumer behaviour, and financial structures. The study of commerce equips individuals with the knowledge to navigate the complexities of supply chains, pricing strategies, and market trends, fostering a deeper understanding of the mechanisms that drive economic activity. As commerce continues to evolve, adaptability and innovation become crucial for businesses to thrive. The interplay of competition, consumer demands, and technological disruptions necessitates a strategic approach. Successful commerce requires businesses to embrace not only traditional practices but also cutting-edge technologies, ensuring they remain agile in an ever-changing market landscape.

Commerce encompasses various types, including:

- 1. E-commerce:** Conducting business online, buying and selling goods or services over the internet.
- 2. Retail Commerce:** Involves selling goods directly to consumers through physical stores.
- 3. Wholesale Commerce:** Involves selling goods in bulk to retailers or other businesses.
- 4. International Commerce:** Trading goods and services between countries.
- 5. Electronic Data Interchange (EDI):** Exchange of business documents electronically between companies.
- 6. Mobile Commerce (M-commerce):** Conducting transactions via mobile devices.
- 7. Brick-and-Mortar:** Traditional physical businesses with a physical presence, such as stores or offices.
- 8. Social Commerce:** Integration of social media and online shopping.

9. Business-to-Business (B2B): Transactions between businesses.

10. Business-to-Consumer (B2C): Transactions between businesses and consumers.

3.4 E-COMMERCE

E-commerce, short for electronic commerce, has transformed the way businesses engage in buying and selling activities, representing a revolutionary shift from traditional commerce models. At its core, e-commerce leverages digital technologies to facilitate online transactions, allowing consumers to purchase goods and services with unprecedented convenience. This paradigm shift has not only reshaped the retail landscape but has also given rise to a borderless marketplace where businesses can reach global audiences without the constraints of physical locations. The rapid growth of e-commerce is propelled by the increasing prevalence of internet connectivity and the widespread adoption of smartphones. This accessibility has democratized the shopping experience, enabling consumers to browse, compare, and make purchases anytime, anywhere. From established retail giants to small entrepreneurs, e-commerce provides a level playing field, fostering competition and innovation in the market place. One of the key advantages of e-commerce lies in its ability to personalize the shopping experience. Through data analytics and targeted marketing strategies, businesses can tailor offerings to individual preferences, enhancing customer satisfaction and loyalty. The vast array of online payment options further streamlines transactions, making the purchasing process secure and efficient. E-commerce has also catalysed the evolution of supply chain management. With the rise of drop shipping and fulfilment services, businesses can optimize inventory, reduce overhead costs, and offer swift delivery, meeting the ever-growing expectations of today's consumers. Additionally, the integration of emerging technologies like artificial intelligence and augmented reality is poised to elevate the e-commerce experience, providing immersive and interactive shopping environments.

E-commerce has various types of online transactions and business models. Here are some common types:

1. Business to Consumer (B2C): This is the most well-known form, where businesses sell products or services directly to end consumers. Online retail platforms, such as Amazon or individual brand websites, are examples of B2C e-commerce.

2. Business to Business (B2B): In B2B e-commerce, transactions occur between businesses. This includes wholesalers selling to retailers, manufacturers supplying components to other manufacturers, and more. B2B platforms like Alibaba facilitate these transactions.

3. Consumer to Consumer (C2C): In C2C e-commerce, consumers sell directly to other consumers. Online marketplaces, like eBay or Craigslist, are common platforms for C2C transactions.

4. Consumer to Business (C2B): This model involves individual consumers selling products or services to businesses. Examples include influencers or freelancers offering their services to companies or individuals selling handmade products to businesses.

5. Mobile Commerce (M-commerce): M-commerce refers to any e-commerce conducted through mobile devices, such as smartphones or tablets. This can include mobile shopping apps, mobile banking, and mobile payments.

6. Social Commerce: Social commerce integrates social media and e-commerce, allowing users to browse and purchase products directly within social media platforms. Instagram Shopping and Facebook Marketplace are examples of social commerce.

7. Voice Commerce (V-commerce): With the rise of voice-activated devices like smart speakers, v-commerce involves making purchases using voice commands. Users can order products or services through virtual assistants like Amazon's Alexa.

8. Cross-border E-commerce: This type involves international online trade, where businesses or consumers purchase products from sellers located in other countries. It has been facilitated by improved logistics and global payment systems.

3.5 VOICE-COMMERCE

Voice commerce, often abbreviated as v-commerce, is a rising trend in the realm of e-commerce that capitalizes on voice-activated devices and virtual assistants to facilitate online transactions. This innovative approach allows users to interact with digital platforms and make purchases using spoken commands, eliminating the need for traditional input methods like typing or clicking. The proliferation of smart speakers and virtual assistants, such as Amazon's Alexa, Google Assistant, and Apple's Siri, has been a driving force behind the growth of voice commerce. These devices enable users to browse products, add items to their cart, and complete transactions entirely through voice prompts. The convenience of hands-free shopping aligns with the modern consumer's desire for seamless and efficient experiences. Voice commerce is not limited to just making purchases. It extends to tasks like checking product availability, receiving personalized recommendations, and tracking order statuses. As natural language processing and artificial intelligence continue to advance, the accuracy and responsiveness of voice-activated systems in understanding and fulfilling user requests are continually improving.

Voice commerce encompasses various applications and types, each catering to different aspects of the online shopping experience. Types of voice commerce:

1. Voice-activated Shopping: This is the most straightforward form, where users can verbally instruct virtual assistants or smart speakers to add items to their shopping cart, inquire about product details, and complete the purchasing process.

2. Voice Search and Discovery: Users can utilize voice commands to search for products, receive recommendations, and explore various options. Virtual assistants leverage artificial intelligence to understand user preferences and provide relevant suggestions.

3. Voice-assisted Product Information: Consumers can ask virtual assistants for detailed information about products, such as specifications, reviews, or comparisons, allowing for a more informed purchasing decision.

4. Order Tracking and Status Updates: Voice commands enable users to check the status of their orders, receive shipment updates, and inquire about delivery times, providing a hands-free way to stay informed.

5. Voice Payments: Users can complete transactions verbally, making voice-activated payments a convenient and secure way to finalize purchases. This involves integrating secure payment gateways with voice commerce platforms.

6. Personalized Recommendations: Virtual assistants use previous user interactions and purchase history to offer personalized product recommendations, enhancing the overall shopping experience.

7. Voice Commerce in Mobile Apps: Integration of voice commerce features within mobile applications allows users to make purchases, navigate through the app, and interact with customer support using voice commands.

8. Voice Commerce on Websites: Online retailers are incorporating voice-enabled features on their websites, enabling users to engage in voice-based interactions during their browsing and shopping activities.

9. Voice Commerce in Cars: As part of the Internet of Things (IoT), voice commerce is extending to automotive settings, allowing drivers to make purchases or access information through voice commands while on the road.

3.6 ARTIFICIAL INTELLIGENCE

Artificial Intelligence, commonly known as AI, is a branch of computer science that focuses on creating systems capable of performing tasks that typically require human intelligence. These tasks include learning from experience, understanding natural language, recognizing patterns, and problem-solving. AI encompasses various approaches, such as rule-based systems, machine learning, and neural networks. Machine learning, a subset of AI, enables systems to improve their performance on a task through experience and data without explicit programming. Neural networks, inspired by the human brain's structure, play a vital role in tasks like image and speech recognition. AI applications are diverse, spanning from virtual assistants and recommendation systems to autonomous vehicles and medical diagnosis. As AI continues to advance, ethical considerations around its use, potential societal impacts, and responsible development are gaining prominence. The field holds great promise for innovation but also demands careful consideration of its implications on privacy, security, and fairness.

3.7 VOICE ASSISTANTS

Voice assistants are virtual, AI-driven technologies designed to understand and respond to human voice commands. They have become integral parts of various devices and ecosystems, providing users with hands-free interaction and assistance in performing tasks.

There are several types of voice assistants available, each developed by different companies and integrated into various devices. Here are some notable types:

- 1. Amazon Alexa:** Developed by Amazon, Alexa is a cloud-based voice service that powers devices like Amazon Echo. It can perform tasks, answer questions, control smart home devices, and more.

2. Google Assistant: Integrated into Android devices and available on various platforms, Google Assistant responds to voice commands to perform tasks, provide information, and control compatible smart home devices.

3. Apple Siri: Siri is Apple's voice-controlled personal assistant, available on iOS devices like iPhones, iPads, Macs, and Home Pod. It can perform tasks, answer questions, and control certain device functions.

4. Microsoft Cortana: Initially developed for Windows devices, Cortana is Microsoft's virtual assistant. It can help with tasks, provide information, and is integrated into Windows operating systems.

5. Samsung Bixby: Bixby is Samsung's voice assistant found on its smartphones and other devices. It is designed to help users navigate devices, perform tasks, and control Samsung's ecosystem.

6. IBM Watson Assistant: Aimed at businesses, Watson Assistant by IBM is an AI-powered voice assistant that helps companies build and deploy conversational interfaces for customer support and other applications.

7. Open-Source Voice Assistants: There are open-source voice assistant projects like Mycroft and Rhasspy, which allow developers to create customizable voice assistants tailored to specific needs.

8. Voice Assistants in Smart Speakers: Many smart speakers, such as those from Amazon, Google, and Apple, come with built-in voice assistants to provide hands-free controls, answer questions, and interact with smart home devices.

3.8 SECURITY ISSUES ON VOICE COMMERCE

Voice commerce, the process of making purchases using voice commands, introduces several security challenges. One major concern is voice authentication. While biometric voice recognition can enhance security, it's not foolproof, and there's a risk of unauthorized access if someone mimics or replicates the user's voice. Another issue is privacy. Voice commands often

involve sensitive information like payment details. Ensuring secure transmission and storage of this data is crucial to prevent unauthorized access or data breaches. Moreover, the potential for accidental or malicious voice commands poses a security risk. Voice-activated systems need robust mechanisms to distinguish legitimate commands from unintended or malicious ones to prevent fraudulent transactions. Overall, addressing these security issues in voice commerce requires a combination of secure authentication methods, encryption, and continuous monitoring to detect and prevent potential threats.

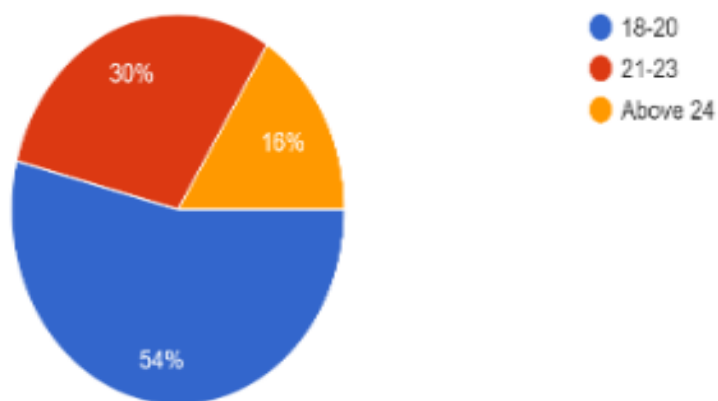
CHAPTER IV
DATA ANALYSIS AND
INTERPRETATION

Table No 4.1 showing the classification of respondents on the basis of age.

Options	No of respondents	%
18-20	54	54
21-23	30	30
Above 24	16	16

Source: Primary data

Figure No. 4.1 showing the age of respondents.



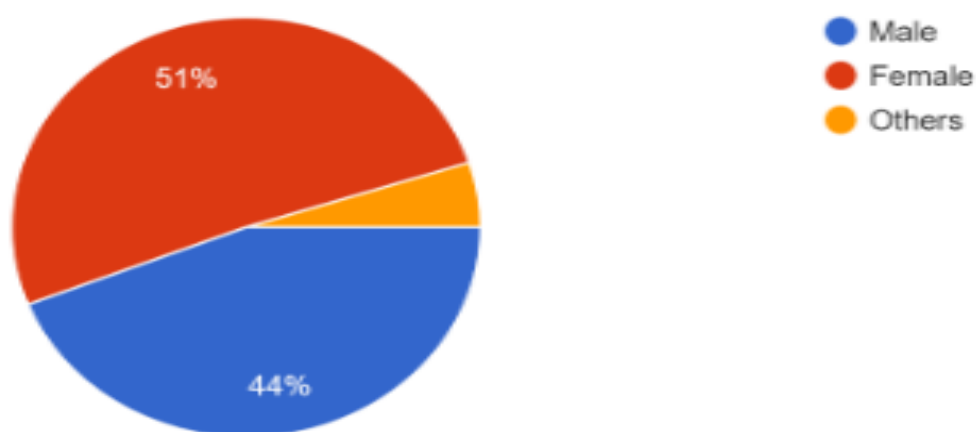
The above table reveals classification of respondents on the basis of age. Among hundred samples 54% were between 18-20 years, 30% were between 21-23 years and 16% were above 24 years old.

Table No 4.2 showing classification of respondents on the basis of gender.

Options	No of respondents	%
Male	44	44
Female	51	51
Others	5	5

Source: Primary data

Figure No. 4.2 showing the gender of respondents.



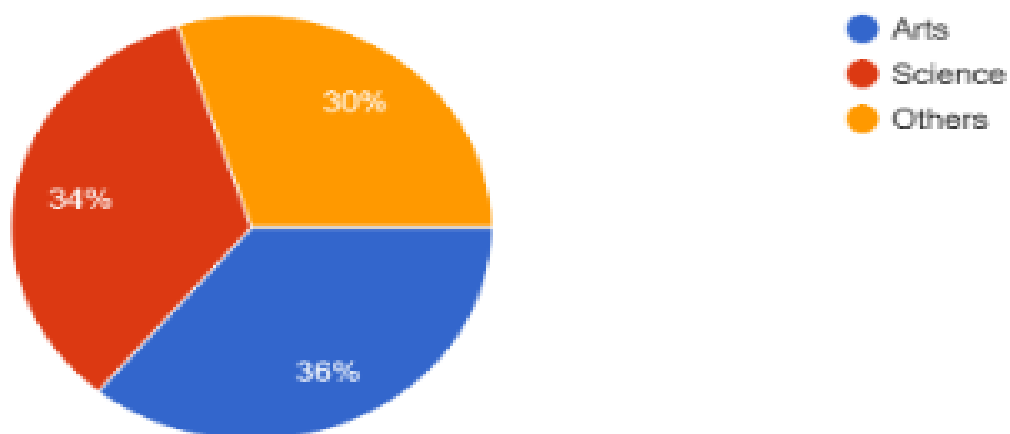
The above table reveals the classification of respondents on the basis of gender. Among 100 samples 44% are male, 51% are female and 5% are others.

Table No 4.3 showing classification of respondents on the basis of streams.

Options	No of respondents	%
Arts	36	36
Science	34	34
Others	30	30

Source: Primary Data

Figure No 4.3 showing the streams of respondents



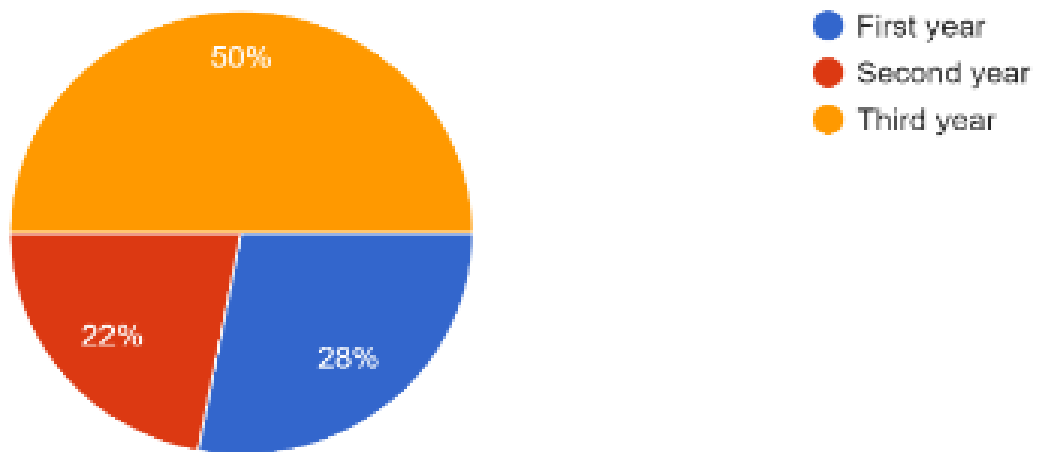
The above table reveals the classification of respondents on the basis of stream of study. Among 100 samples 36% are Arts, 34% are Science and 30% are Others.

Table No 4.4 showing classification of respondents on the basis of year of study.

Options	No of respondents	%
First year	28	28
Second year	22	22
Third year	50	50

Source: Primary Data

Figure No 4.4 showing year of study of respondents.



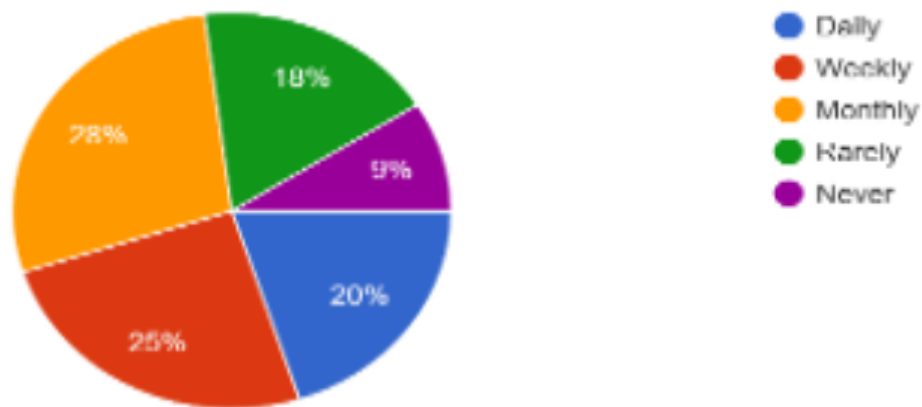
The above table reveals classification of respondents on the basis of year of study. Among 100 samples 28% are first year, 22% are second year and 50% are third year.

Table No 4.5 showing classification of respondents on the basis of using voice commands for shopping.

Options	No of respondents	%
Daily	20	20
Weekly	25	25
Monthly	28	28
Rarely	18	18
Never	9	9

Source: Primary data

Figure No 4.5 showing the usage of voice commands for shopping.



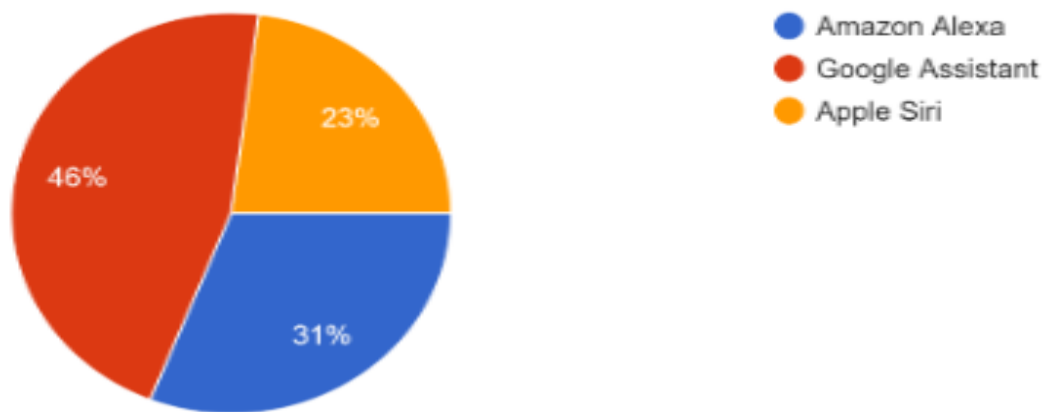
The above table reveals the classification of respondents on the basis of using voice commands for shopping. Among 100 samples 20% use daily, while 25% use weekly, 28% use monthly, 18% use rarely and 9% are not using voice commands for shopping.

Table No 4.6 showing classification of respondents on the basis of preference for voice commerce.

Options	No of respondents	%
Amazon Alexa	31	31
Google Assistant	46	46
Apple Siri	23	23

Source: Primary Data

Figure No 4.6 showing preference for voice commerce.



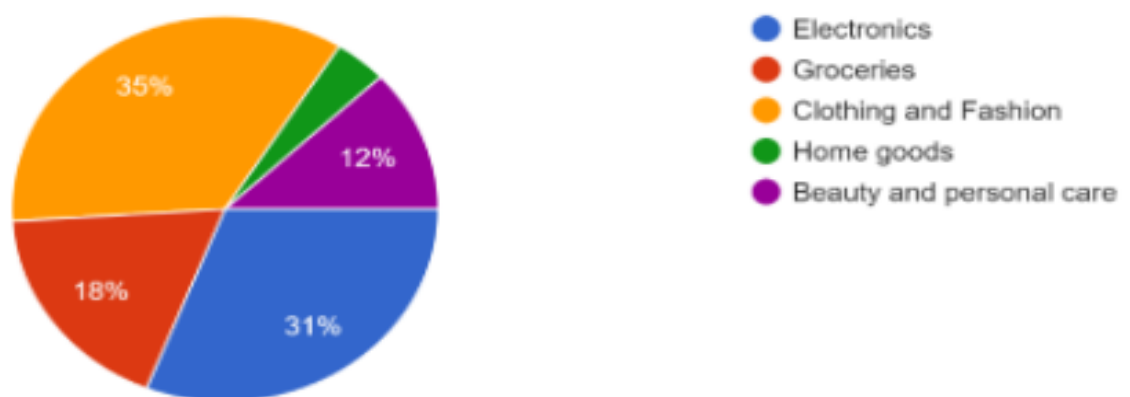
The above table reveals classification of respondents on the basis of preference for voice commerce. Among 100 respondents 31% prefers Amazon Alexa, 46% prefers Google Assistant and 23% prefer Apple Siri for voice commands.

Table No 4.7 showing classification of respondents on the basis of frequency products purchased using voice commands.

Options	No of respondents	%
Electronics	31	31
Grocery	18	18
Clothing and Fashion	35	35
Home goods	4	4
Beauty and personal care	12	12

Source: Primary Data

Figure No 4.7 showing the frequency of products purchased using voice commands.



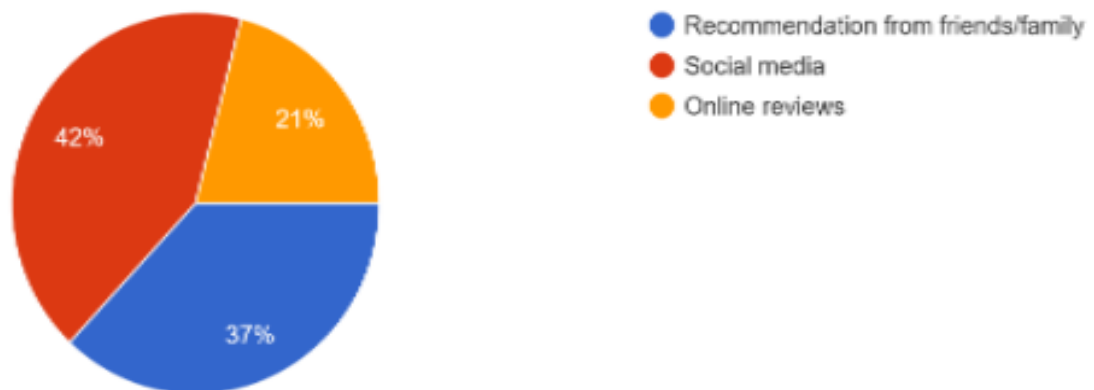
The above table reveals the classification of respondents on the basis of products purchased using voice commands. Among 100 samples 31% purchase electronics, 18% groceries, 35% clothing and fashion, 4% home goods and 12% purchase beauty and personal care products using voice commands.

Table No 4.8 showing classification of respondents on the basis of newly developing voice commerce features or skills.

Options	No of respondents	%
Recommendation from friends/Family	37	37
Social media	42	42
Online reviews	21	21

Source: Primary Data

Figure No 4.8 showing the of newly developing voice commerce features or skills.



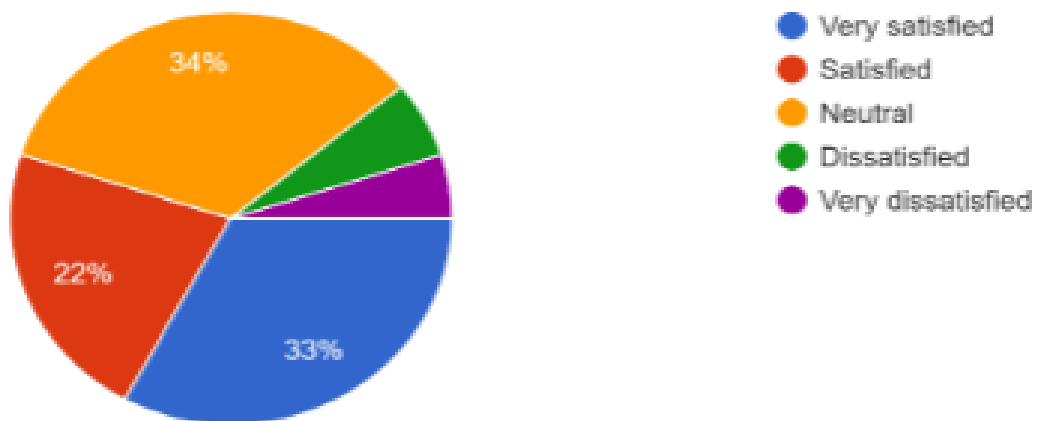
The above table reveals the classification of respondents on the basis of discovering new features/skills of voice commerce. Among 100 samples 37% are recommendation from friends/family, 42% from social media and 21% from online reviews.

Table No 4.9 showing classification of respondents on the basis of accuracy of voice recognition.

Options	No of respondents	%
Very satisfied	33	33
Satisfied	22	22
Neutral	34	34
Dissatisfied	6	6
Very dissatisfied	5	5

Source: Primary data

Figure No 4.9 showing the accuracy of voice recognition.



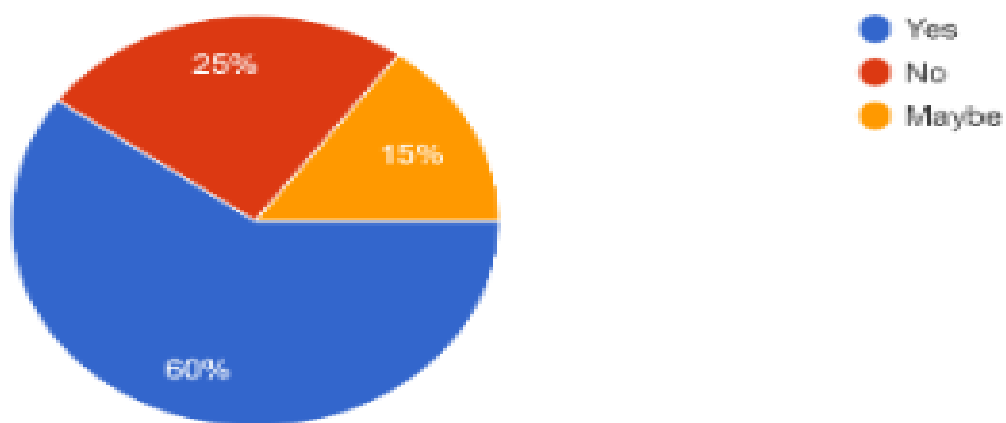
The above table reveals the classification of respondents on the basis of accuracy of voice recognition using voice assistants. Among 100 samples 33% are very satisfied, 22% satisfied, 34% neutral, 6% dissatisfied and 5% are very dissatisfied by the accuracy of voice recognition.

Table No 4.10 showing classification of respondents on the basis of challenges faced during the usage of voice commands.

Options	No of respondents	%
Yes	60	60
No	25	25
Maybe	15	15

Source: Primary data

Figure No 4.10 showing the challenges faced during the usage of voice commands.



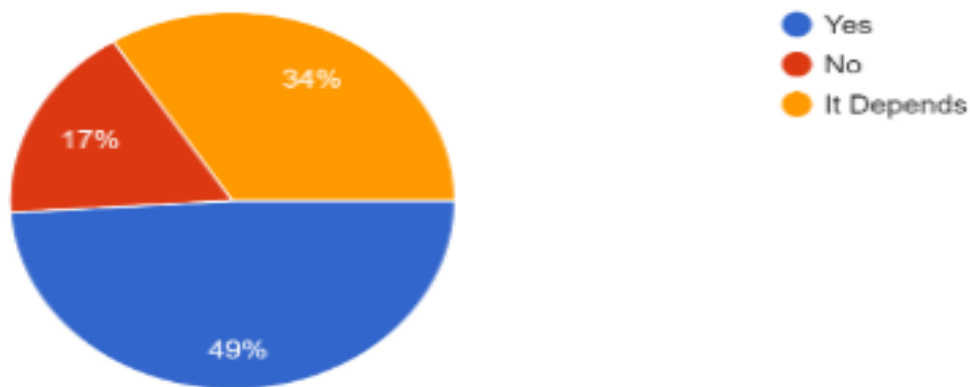
The above table reveals the classification of respondents on the basis of accuracy of voice recognition using voice assistants. Among 100 samples 33% are very satisfied, 22% satisfied, 34% neutral, % dissatisfied and % are very dissatisfied by the accuracy of voice recognition.

Table No 4.11 showing classification of respondents on the basis of comfortability while making high value purchases.

Options	No of respondents	%
Yes	49	49
No	17	17
It depends	34	34

Source: Primary data

Figure No 4.11 showing the comfortability while making high value purchases.



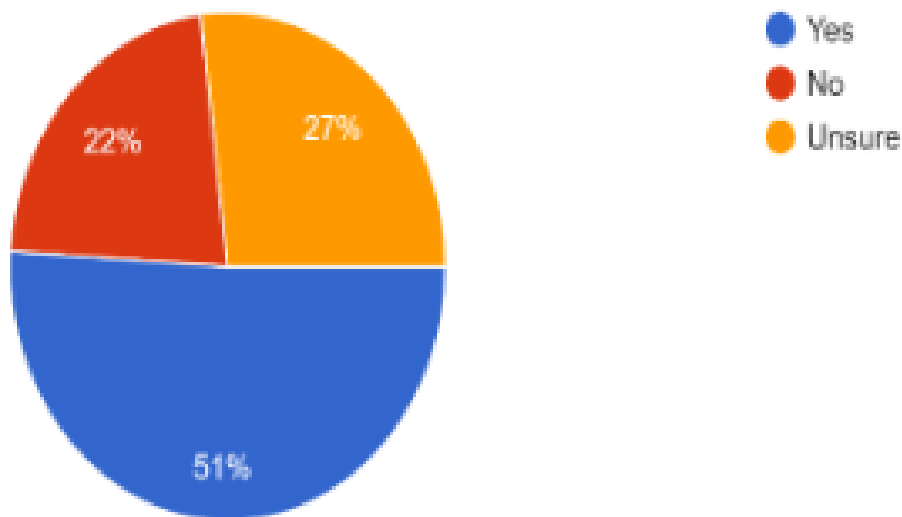
The above table reveals the classification of respondents on the basis of the comfortability while making high value purchases. Among 100 samples 49% of respondents are comfortable, 17% are not comfortable and 34% of respondents according to their convenience are making high value purchases using voice assistants.

Table No 4.12 showing classification of respondents on the basis of the security concerns related to voice activated transactions.

Options	No of respondents	%
Yes	51	51
No	22	22
Unsure	27	27

Source: Primary data

Figure No 4.12 showing the security concerns related to voice activated transactions.



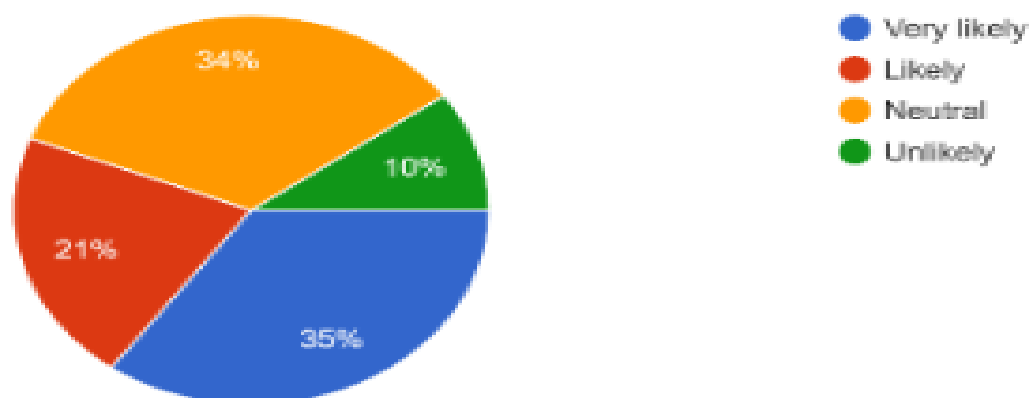
The above table reveals the classification of respondents on the basis of the security concerns related to voice activated transactions. Among 100 samples 51% of respondents are concerned about the security, 22% are not concerned and 27% are unsure about the security concerns of voice transactions.

Table No 4.13 showing classification of respondents on the basis of their willingness to recommend voice commerce to friends or family.

Options	No of respondents	%
Very likely	35	35
Likely	21	21
Neutral	34	34
Unlikely	10	10

Source: Primary data

Figure No 4.13 showing the willingness to recommend voice commerce to friends or family.



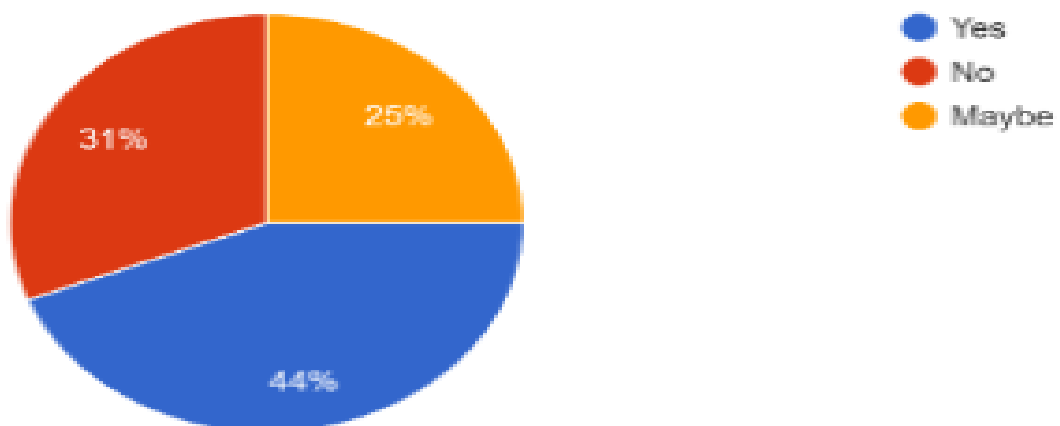
The above table reveals the classification of respondents on the basis of their willingness to recommend voice commerce to friends or family. Among 100 samples 35% are very likely, 21% are likely, 34% are neutral and 10% are unlikely to recommend voice commerce to friends and family.

Table No 4.14 showing classification of respondents on the basis of preferability of personalised product recommendations while using voice commerce.

Options	No of respondents	%
Yes	44	44
No	31	31
Maybe	25	25

Source: Primary data

Figure No 4.14 showing preferability of personalised product recommendations while using voice commerce.



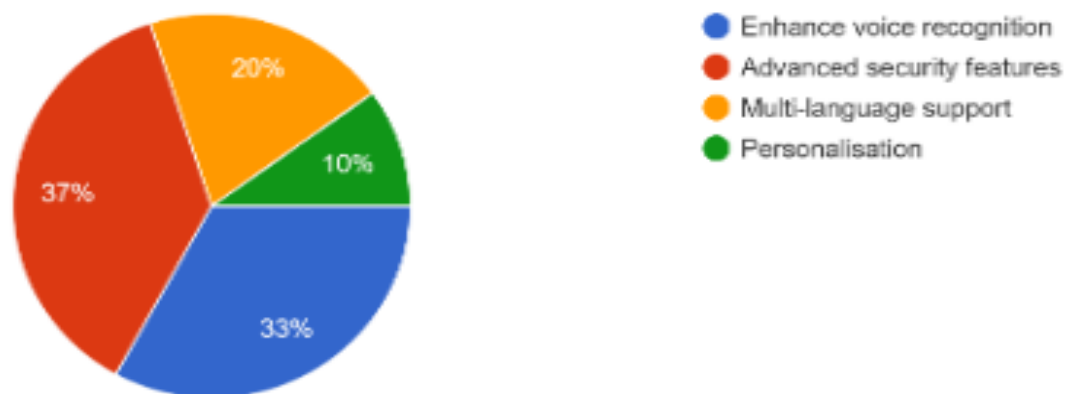
The above table reveals the classification of respondents on the basis of preferability of personalised product recommendations while using voice commerce. Among 100 samples 44% prefers, 31% don't prefer and 25% in certain situations for preferability of personalised product recommendations.

Table No 4.15 showing classification of respondents on the basis of improvements to enable in voice commerce technology.

Options	No of respondents	%
Enhance voice recognition	33	33
Advance security features	37	37
Multi-language support	20	20
Personalisation	10	10

Source: Primary data

Figure No 4.15 showing improvements to enable in voice commerce technology.



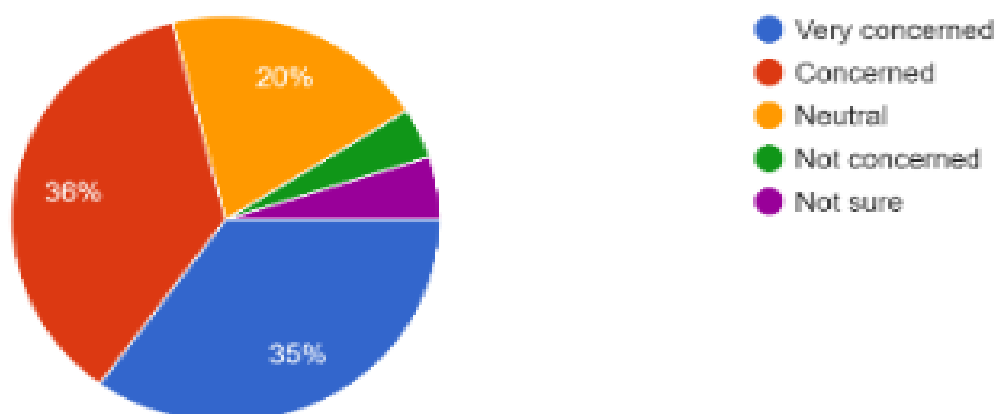
The above table reveals the classification of respondents on the basis of improvements to enable in voice commerce technology. Among 100 samples 33% prefer enhance voice recognition, 37% advance security features, 20% multi-language support and 10% personalisation to enable in voice commerce technology.

Table No 4.16 showing classification of respondents on the basis of concerns related about the privacy of voice data while using voice commerce services.

Options	No of respondents	%
Very concerned	35	35
Concerned	36	36
Neutral	20	20
Not concerned	4	4
Not sure	5	5

Source: Primary data

Figure No 4.16 showing concerns related about the privacy of voice data while using voice commerce services.



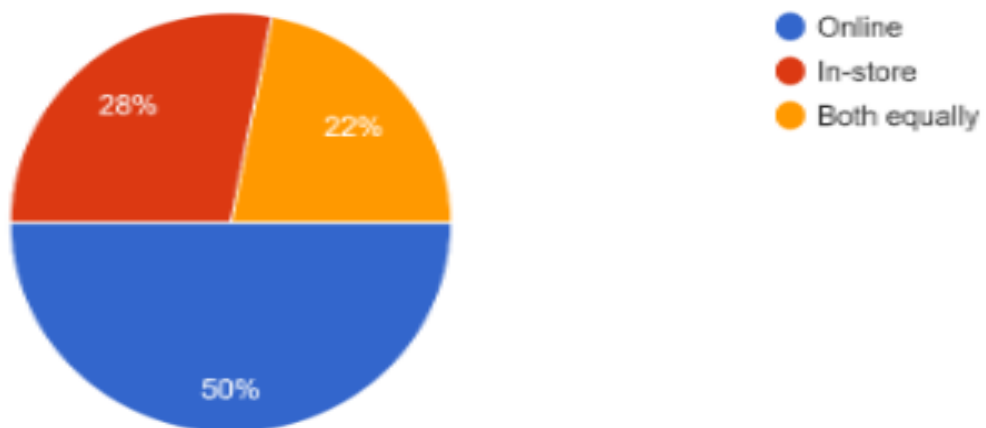
The above table reveals the classification of respondents on the basis of concerns related to voice data. Among 100 samples 35% are very concerned, 36% concerned, 20% neutral, 4% not concerned and 5% are not sure about privacy of voice data while using voice commerce services.

Table No 4.17 showing classification of respondents on the basis of the usage of voice commands for online and instore purchases.

Options	No of respondents	%
Online	50	50
In-store	28	28
Both equally	22	22

Source: Primary data

Figure No 4.17 showing of the usage of voice commands for online and instore purchases.



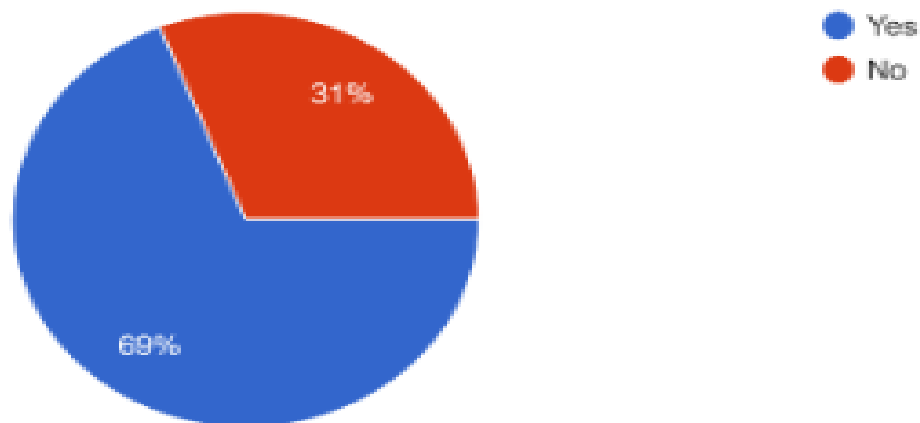
The above table reveals the classification of respondents on the basis of usage of voice commands for online and instore purchases. Among 100 samples 50% for online purchases, 28% for instore purchases and 22% for both online and instore purchases using voice commands.

Table No 4.18 showing classification of respondents on the basis of awareness about the accessibility challenges related to voice commerce for user demographics.

Options	No of respondents	%
Yes	69	69
No	31	31

Source: Primary data

Figure No 4.18 showing awareness about the accessibility challenges related to voice commerce for user demographics.



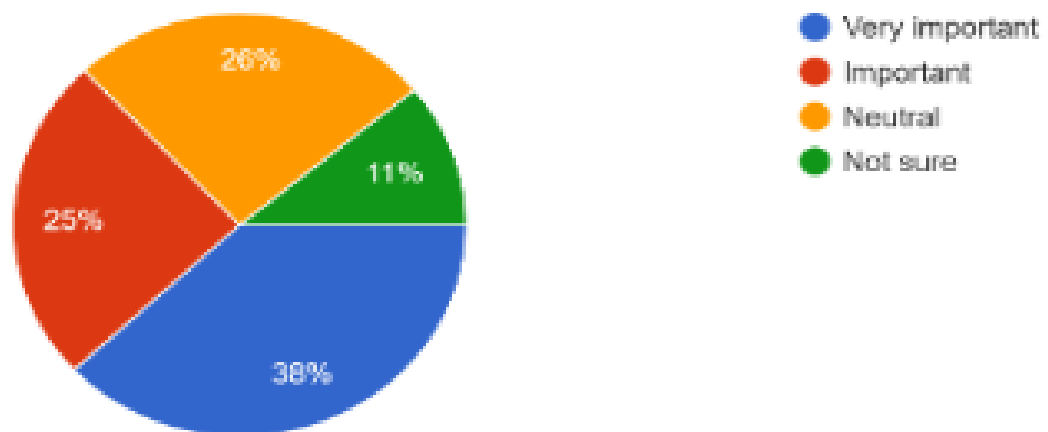
The above table reveals the classification of respondents on the basis of awareness about the accessibility challenges related to voice commerce for user demographics. Among 100 samples 69% are aware of the challenges and 31% are not aware about accessibility challenges related to voice commerce.

Table No 4.19 showing classification of respondents on the basis of seamless integration of voice commerce with other smart home devices.

Options	No of respondents	%
Very important	38	38
Important	25	25
Neutral	26	26
Not sure	11	11

Source: Primary data

Figure No 4.19 showing seamless integration of voice commerce with other smart home devices.



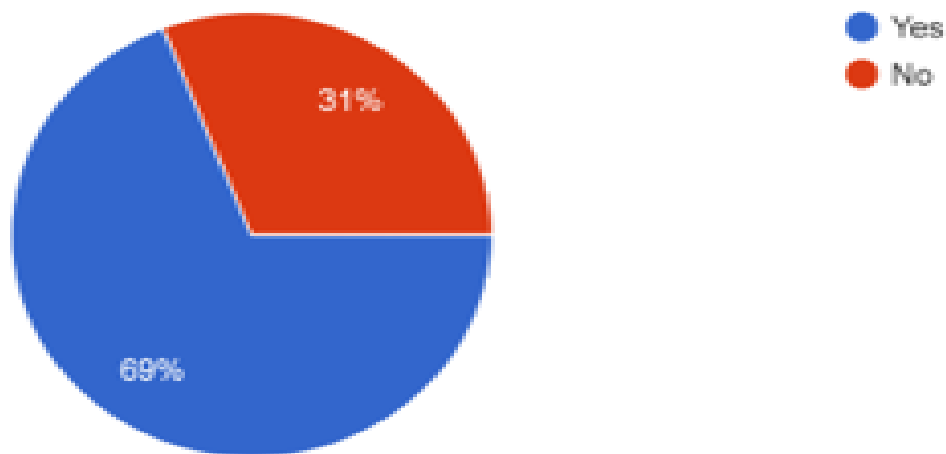
The above table reveals the classification of respondents on the basis of seamless integration of voice commerce with other smart devices. Among 100 samples 38% considers very important, 25% important, 26% neutral and 11% are not sure about the integration of voice commerce with other smart devices.

Table No 4.20 showing classification of respondents on the basis whether voice commerce will replace traditional online shopping in the future.

Options	No of respondents	%
Yes	69	69
No	31	31

Source: Primary data

Figure No 4.20 showing whether voice commerce will replace traditional online shopping in the future.



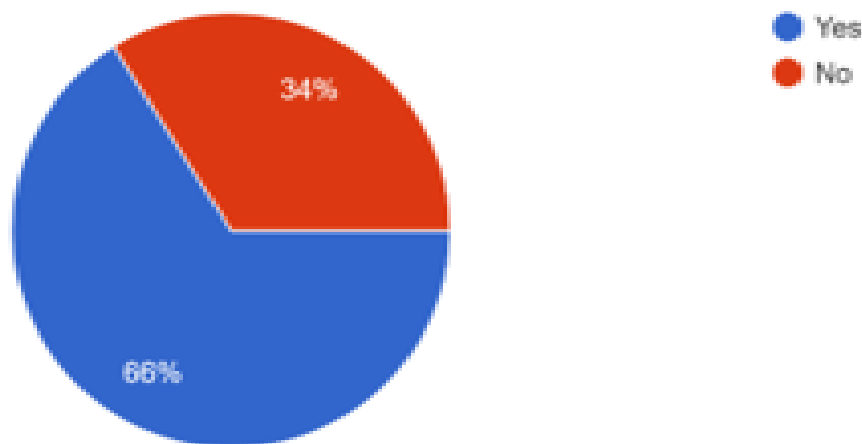
The above table reveals the classification of respondents on the basis whether voice commerce will replace traditional online shopping in the future. Among 100 samples 69% of respondents says that voice commerce will replace traditional shopping and 31% are against it.

Table No 4.21 showing classification of respondents on the basis of their experience related to accidental purchases or misunderstandings while using voice commerce for shopping.

Options	No of respondents	%
Yes	66	66
No	34	34

Source: Primary data

Figure No 4.21 showing of their experience related to accidental purchases or misunderstandings while using voice commerce for shopping.



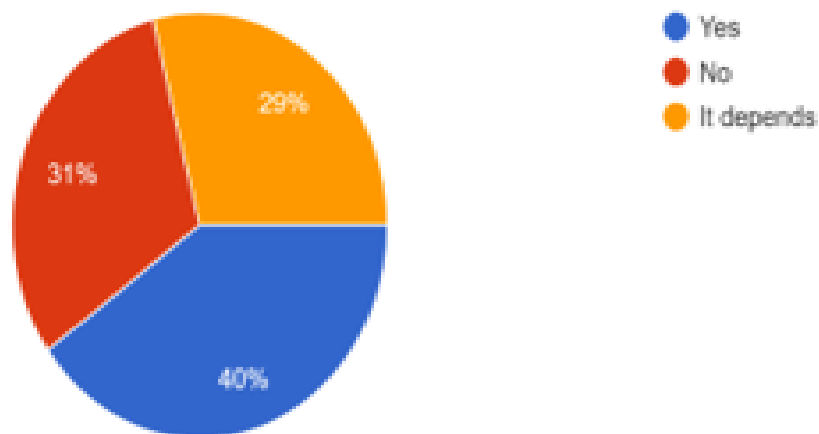
The above table reveals the classification of respondents on the basis of their experience related to accidental purchases or misunderstandings while using voice commerce for shopping. Among 100 samples 66% experienced accidental purchases and 34% never faced accidental purchases or misunderstandings while using voice commerce for shopping.

Table No 4.22 showing classification of respondents on the basis of their willingness to share more personal information to receive tailored voice commerce recommendations.

Options	No of respondents	%
Yes	40	40
No	31	31
It depends	29	29

Source: Primary data

Figure 4.22 willingness to share more personal information to receive tailored voice commerce recommendations.



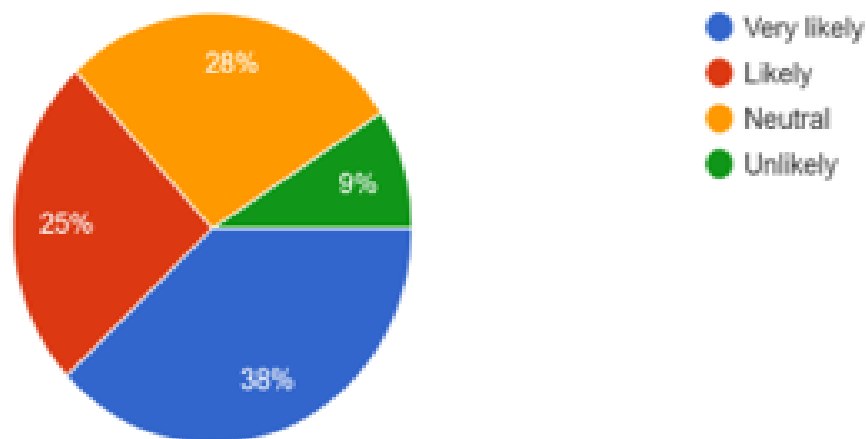
The above table reveals the classification of respondents on the basis of their willingness to share more personal information to receive tailored voice commerce recommendations. Among 100 samples 40% are ready to share their experiences, 31% are not ready and 29% depends upon the situation to share personal information to receive voice commerce recommendations.

Table No 4.23 showing classification of respondents on the basis of usage of voice commerce for making travel-related bookings.

Options	No of respondents	%
Very likely	38	38
Likely	25	25
Neutral	28	28
Unlikely	9	9

Source: Primary data

Figure No 4.23 showing the usage of voice commerce for making travel-related bookings.



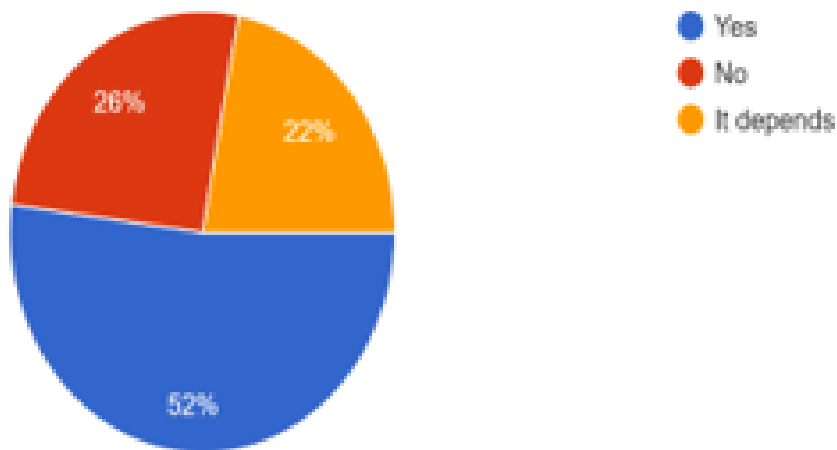
The above table reveals the classification of respondents on the basis of their willingness to share more personal information to receive tailored voice commerce recommendations. Among 100 samples 40% are ready to share their experiences, 31% are not ready and 29% depends upon the situation to share personal information to receive voice commerce recommendations.

Table No 4.24 showing classification of respondents on the basis of how the voice commerce has the potential to revolutionise the way of shopping.

Options	No of respondents	%
Yes	52	52
No	26	26
It depends	22	22

Source: Primary data

Figure No 4.24 showing of how the voice commerce has the potential to revolutionise the way of shopping.



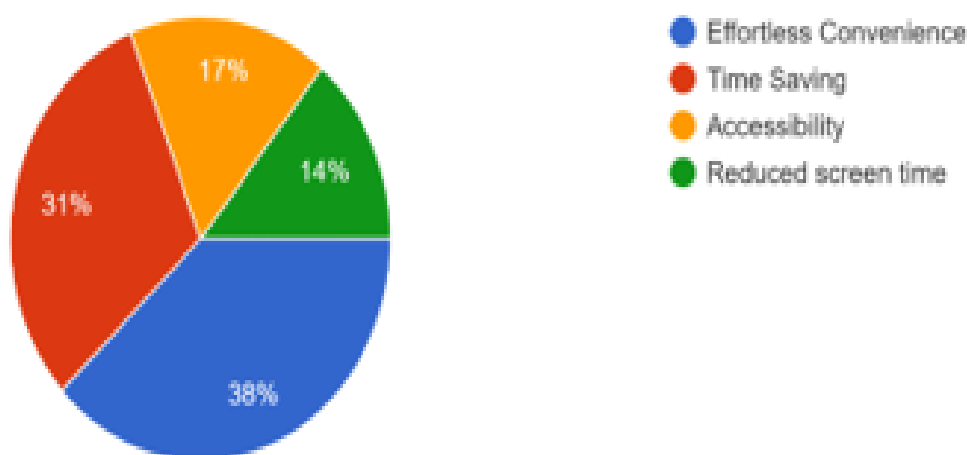
The above table reveals the classification of respondents on the basis of how the voice commerce has the potential to revolutionise the way of shopping. Among 100 samples 52% of the respondents agrees, 26% disagree and 22% responds that it depends how the voice commerce has the potential to revolutionise the way of shopping.

Table No 4.25 showing classification of respondents on the basis to describe about the overall convenience of using voice commands for shopping.

Options	No of respondents	%
Effortless convenience	38	38
Time saving	31	31
Accessibility	17	17
Reduced screen time	14	14

Source: Primary data

Figure No 4.25 showing the overall convenience of using voice commands for shopping.



The above table reveals the classification of respondents on the basis to describe about the overall convenience of using voice commands for shopping. Among 100 samples 38% effortless convenience, 31% time saving, 17% accessibility and 14% reduced screen time described about the overall convenience of using voice commands for shopping.

CHAPTER V
FINDINGS, SUGGESTIONS AND
CONCLUSION

5.1 FINDINGS

Major findings of the study are as follows:

- Majority of respondents use voice commands monthly for shopping.
- The preference for google assistant is widespread among respondents.
- Most of respondents use voice commands for clothing and fashion related shopping.
- A significant portion of respondents remain impartial regarding the accuracy of voice recognition.
- Majority of respondents are facing challenges while using voice commerce.
- Most of participants feel at ease when using voice commerce.
- A large portion of respondents are concerned about the security features of voice commerce.
- Majority of respondents are likely to recommend to friends and relatives.
- Most of respondents prefers personalised product recommendations.
- The greater part of respondents have a view that voice commerce will replace the traditional way of online purchases.

5.2 SUGGESTIONS

Based on the study the following suggestions are made:

- More improvements regarding the accuracy of voice recognition.
- Implement personalised product recommendations based on past purchases and browsing history.
- Develop more security measures to ensure safe and secure transactions.
- Offer voice-based customer support services to assist users with product information and enhancing overall customer experience.

5.3 CONCLUSION

Voice assistants are growing trend in Thrissur district. Most of the people use Google Assistant for shopping purposes. Other methods are not much popular. Most of the people use voice commands for purchasing clothing and fashion. They are more concerned about the security features while making high value purchases. If proper guidelines and awareness are provided, it is possible to make the usage of voice commerce more popular in Thrissur district.

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ANNEXURE

“A study on online shopping using voice commerce”

1. Age

- 18-20
- 21-23
- Above 24

2. Gender

- Male
- Femle
- Other

3. Stream of study

- Arts
- Science
- Others

4. Year of study

- First Year
- Second Year
- Third Year

5. How often do you use voice commands for shopping?

- Daily
- Weekly
- Monthly
- Rarely

- Never

6. Which voice assistant do you prefer for voice commerce?

- Amazon Alexa
- Google Assistant
- Apple Siri

7. What type of product do you frequently purchase using voice commands?

- Electronics
- Groceries
- Clothing and fashion
- Home goods
- Beauty and personal care

8. How do you usually discover new voice commerce features or skills?

- Recommendation from friends/family
- Social media
- Online reviews

9. How satisfied are you with the accuracy of voice recognition in your shopping experiences?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

10. Have you encountered any challenges or frustrations while using voice commands for shopping?

- Yes
- No
- Maybe

11. Would you be comfortable making high-value purchases using voice commands?

- Yes
- No
- It depends

12. Do you have concerns about the security of voice-activated transactions?

- Yes
- No
- Unsure

13. How likely are you to recommend voice commerce to friends or family?

- Very likely
- Likely
- Neutral
- Unlikely

14. Would you prefer personalized product recommendations when using voice commerce?

- Yes
- No
- Maybe

15. What improvements would you like to see in voice commerce technology?

- Enhance voice recognition
- Advanced security features
- Multi-language support
- Personalisation

16. How do you feel about the privacy of your voice data when using voice commerce services?

- Very concerned
- Concerned
- Neutral
- Not concerned
- Not sure

17. Do you use voice commands more for online or in-store purchases?

- Online
- Instore
- Both equally

18. Are you aware of any accessibility challenges related to voice commerce for different user demographics?

- Yes
- No

19. How important is a seamless integration of voice commerce with other smart home devices for you?

- Very important
- Important

- Neutral
- Not sure

20. Do you think voice commerce will replace traditional online shopping in the future?

- Yes
- No

21. Have you ever experienced any accidental purchases or misunderstandings while using voice commands for shopping?

- Yes
- No

22. Would you be willing to share more personal information to receive more tailored voice commerce recommendations?

- Yes
- No
- It depends

23. How likely are you to use voice commerce for making travel-related bookings?

- Very likely
- Likely
- Neutral
- Unlikely

24. Do you think voice commerce has the potential to revolutionize the way we shop?

- Yes

- No
- It depends

25. How would you describe the overall convenience of using voice commands for your shopping needs?

- Effortless Convenience
- Time Saving
- Accessibility
- Reduced screen time

**“A STUDY ON STUDENTS PERCEPTION TOWARDS
MEDIA’S SOCIAL RESPONSIBILITY”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

NOBLE VARGHESE

(CCAVBCM294)

Under the supervision of

Ms. JISHA C L



DEPARTMENT OF COMMERCE

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON STUDENT’S PERCEPTION TOWARDS MEDIA’S SOCIAL RESPONSIBILITY**” is a bonafide record of project done by **NOBLE VARGHESE**, Reg. No. CCAVBCM294, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of **BACHELOR OF COMMERCE** and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Asso. Prof. P.G Thomas
Co-ordinator

Ms. Jisha C L
Project Guide

DECLARATION

I NOBLE VARGHESE, hereby declare that the project work entitled “**A STUDY ON STUDENT’S PERCEPTION TOWARDS MEDIA’S SOCIAL RESPONSIBILITY**” is a record of independent and bonafide project work carried out by me under the supervision and guidance of Ms. Jisha C L, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

NOBLE VARGHESE

Date:

CCAVBCM294

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Place: Irinjalakuda

NOBLE VARGHESE

Date:

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CHAPTER I
INTRODUCTION

1.1 Introduction

"In recent times, the global landscape has undergone significant transformations due to the rise of the Internet. Its progressive evolution has positioned it as the foremost communication medium, connecting a substantial portion of the global population through social networks. These digital platforms serve as technical tools, utilized by individuals to cultivate mutual relationships for personal or academic purposes. The influence of social networking sites cannot be overstated, as they offer an unparalleled international and globalized audience.

From a worldwide perspective, the myriad of social networking sites serves as a conduit for the dissemination of knowledge across various domains. Users engage in interactions, initiate discussions on diverse topics, share information, and stay updated on specific subjects across different Social Networking Sites (SNS). Notably, the younger generation predominantly relies on these platforms for daily activities and information gathering, diverging from older generations who depended on television and newspapers. Social media is increasingly recognized as an educational context, forming an integral part of the virtual learning environment.

The traditional classroom is undergoing a transformation in both time and space, embracing e-learning. The widespread use of social networks for educational purposes underscores the importance of this study. SNS plays a pivotal role in creating a virtual learning environment where the boundaries of the classroom extend beyond traditional constraints. Many individuals seamlessly integrate platforms like Facebook, similar sites, emails, and messaging into their study routines, illustrating the dynamic integration of social media into the educational landscape."

Social media provides vast scope to ease to access various resources and services to interact and sharing the information between individual and groups with its services such as messaging, Forums, podcasts, blogs, online chatting, widgets, visuals, audio, videos and many more forms of communicative media. It is also useful to sharing information, entertainment, and educative purpose. With recent technological evaluations and wide spread of communication technologies, every person accessing social networking sites at present. With the increasing of smart phone usage social media are become a common communication tool for the youth as well as old age people. Since last few years most people including farmers, business men, and industrialists are depending on SNS to communicate their team and spread the information to the globe and attracting the virtual world.

1.2 Statement of the problem

The way students perceive the social responsibility of the media can be shaped by a variety of factors. These factors include their educational background, exposure to different media sources, personal experiences, critical thinking skills, and cultural context. Students who have received media literacy education tend to approach media content more critically, while exposure to diverse media sources can contribute to a more nuanced understanding of social responsibility. Additionally, personal experiences, trust in media organizations, technological proficiency, and political awareness all play significant roles in shaping how students view the media's social responsibility.

1.3 Significance of the study

The significance of students' perceptions regarding media social responsibility extends across various domains. These perceptions play a pivotal role in cultivating informed citizenship by enabling students to critically assess information and actively participate in civic discourse. Moreover, these attitudes contribute to the development of media literacy skills, empowering students to navigate the complex landscape of media and distinguish between reliable and misleading content. Students' views on media social responsibility also influence their engagement with civic and social issues, impacting the potential for social cohesion or division. This awareness is particularly crucial in democratic societies, where media serves as a watchdog, and students' expectations regarding media accountability contribute to the health of democratic principles. Additionally, these perceptions can influence the media industry itself, as students advocating for ethical reporting and responsible journalism may drive changes in industry practices. The significance of students' perspectives lies in their potential to foster critical thinking, ethical considerations, and a global perspective, collectively contributing to a more responsible, accountable, and socially aware media landscape.

1.4 Objectives of the study

- 1) To study the student's perception towards media's social responsibility.
- 2) To identify the most influential factor that helps in shaping media social responsibility.
- 3) To find out the most effective method by which media outlets can improve their social responsibility.

1.5 Scope of the study

The impact of students' perceptions on media social responsibility extends across diverse domains, shaping outcomes in society, education, and the media industry. Within the media sector, these perceptions guide industry practices by influencing expectations for responsible journalism. Educational implications are significant, as awareness of students' viewpoints allows for the customization of media literacy programs, fostering critical thinking skills tailored to specific concerns. In terms of civic engagement, students' views influence their active participation in social causes and democratic processes.

1.6 Research Methodology

Research methodology encompasses the systematic strategies and methodologies employed in conducting research. This entails the systematic planning and execution of methods and procedures designed to gather, analyse, and interpret data, all with the overarching goal of addressing research questions or delving into a particular subject. Key components of research methodology include decisions related to research design, identification of an appropriate sample size, selection of data collection methods, and the subsequent analysis of gathered data. By establishing a structured and reliable framework, the methodology ensures that the research process is carried out in a methodical and trustworthy manner, fostering the credibility and validity of the study's findings.

1.6.1 Research Design

The research design within a research project encompasses the comprehensive blueprint that outlines the systematic approach and structure for executing the study. This plan involves critical decisions regarding the study type, methods for data collection, sampling strategy, and techniques for data analysis. A meticulously defined research design plays a pivotal role in safeguarding the validity and reliability of the study's findings. In the specific context of this study, the research design employed is of the descriptive type.

1.6.2 Nature of the Study

The investigation adopts a Descriptive approach. Descriptive research constitutes a methodology geared towards elucidating and portraying a precise depiction of a specific phenomenon or circumstance. This method centres on the meticulous observation and documentation of the attributes, behaviours, and patterns exhibited by a particular group or population.

1.6.3 Source of the data

Data has been gathered from both Primary and Secondary sources. Primary data has been acquired through the utilization of questionnaires. The information obtained is categorized as primary, while secondary data has been employed for supplementary reference purposes.

1.6.4 Sample Size

In this study, a sample comprising 58 respondents was selected from Christ College Irinjalakuda. The sample size, a crucial aspect in research, denotes the quantity of observations or individuals encompassed within a research study. It represents the subset of individuals, items, or data points chosen from a broader population to serve as a statistical representation.

1.6.5 Sampling Method

The sample was chosen employing the convenience sampling method, where units are selected for inclusion in the sample because they are the easiest for the researcher to access. Samples are collected, ensuring representation from all pertinent subgroups. This approach enhances the accuracy and precision of the analysis across the entire population.

1.7 Tools for Analysis

Descriptive statistical tools like percentage analysis and bar diagram are used for this study for analysis of this project.

1.8 Limitations of the Study

- ❖ Possibility of errors in data collection because some of the respondents have not given answers to questionnaire.
- ❖ Some of the people were not responsive.
- ❖ Details comprises of only 58 respondents; hence the data cannot be relied on completely.

CHAPTER II

EMPIRICAL REVIEW OF LITERATURE

2.1 Introduction

A literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time. A literature review can be just a simple summary of the source but is usually as an organizational pattern and combines both summary and synthesis. It helps in clarifying and defining the problem, stating the objectives, formulating hypothesis, selecting an appropriate design and methodology of research as well as interpreting the result in the light of research work already undertaken in the previous studies. In this chapter an endeavour has been made to provide and present an overview of various aspects of this study through the review of existing literature. The sources referred to include journals, books, work papers, reports related to human resources etc.

2.2 Empirical Review

An empirical review can be described as the review of many aspects of an empirical study that hold some levels of significance to the study being conducted. An empirical literature review process involves the evaluation of previous empirical studies to bring to rest a specific research issue. The following review of literature has conducted to gain a deeper understanding to the student's perception towards media social responsibility. This chapter contain the review of various literature considered to the study.

Qingya Wang, Wei Chen (2011):

College students have great interest in social media. For the purpose of this study, social media was defined as Facebook, YouTube, Blogs, Twitter, MySpace or LinkedIn (Martin, 2008). Although, providing a detailed perspective on social

media use among university students and underscoring that such use can produce both positive and negative consequences, according to a Nielsen Media Research study, in June 2010, almost 25 percent of students' time on the Internet is now spent on social networking websites (Jacobsen, & Forste, 2011). Facebook is the most used social network by college students, followed by YouTube and Twitter.

Hossain Shahid, H.M. Kamrul Hassan (2014):

This study explores students' views on social networking's impact on academic purposes. A survey of 480 self-administered questionnaires was conducted among business faculty students in Chittagong. The goal was to gather opinions on the use of their preferred social networking site(s) and its influence on academic performance. Most respondents perceive a positive impact, emphasizing a favorable view of social networking. The findings indicate a necessity for Bangladesh's higher education policymakers to align students' social networking involvement with academic goals, particularly at the undergraduate and postgraduate levels, to leverage the benefits of advancing technological tools in education.

Bhuvanesh Kumar Sharma, Manish Jain, Deepak Tiwari (2015):

Global social media, fuelled by globalization and technological advances, is reshaping societies, notably in countries like India. This transformation influences behaviours and attitudes, fostering active user engagement and digital friendliness across individuals, businesses, and society. Social media provides universal opportunities for sharing thoughts, advocating social causes, participating in digital activism, and offering crisis support. Challenges, such as cultural adoption and technological accessibility in underdeveloped Indian areas, persist. Despite obstacles, social networking sites are a global phenomenon,

serving purposes beyond entertainment, including business networking and job searches. Users recognize diverse purposes for social networking, balancing benefits with concerns about online personal information sharing.

Jeffrey Mingle, Musah Adams (2015):

This study looks at social media network participation and academic performance in senior high schools. The study was aimed at identifying social media network sites and their usage among students, how students networked and participated on social media networks, time invested by students on social networks, the effects of social media on students' grammar and spelling as well as the effects of social network participation on the student's academic performance within the context of the social learning and the use and gratification theories.

Zahid Amin, Ahmad Mansoor, Syed Rabeet Hussain (2016):

This study, focusing on the growing use of social media, examines its impact on the academic performance of university and college students. Using random sampling, 300 students were selected, and a questionnaire was employed for data collection, with a 97% response rate. Descriptive statistics were applied for data analysis, revealing a predominantly positive effect of social media on students' academic performance. Notably, platforms like Facebook, Twitter, Google+, and Skype are found to positively influence students' engagement with their studies, enhancing their academic grade points.

Mrs. Vishranti Raut, Mrs. Prafulla Patil (2016):

Use of social media is being swiftly increasing during last few years. It is not only being used by the working people but also there is heavy rise in the use of social media by the students or we can say in education society. Use of social media has been created a positive impact on the society. With the help of Internet all the social site and various applications are available which can be access easily, also allow users to converse and interact with each other, to create, edit and share new forms of textual, visual, and audio content. It has a vital influence on our live as it helps a lot in every field of life such as political field, economic field, and educational field.

Monica Munjial Singh, Mohammad Amiri (2017):

Utilization of social media is an integral part of Indian youth today. Over utilization of social media, has captured the attention of youth entirely. The dependency of youths on the social media has reached at such level that, without social media, every young person cannot think about the direction of their growth. Dependency of youth on social media is now leading to addiction. Through the several studies, it is widely accepted that over utilization of social media has profound negative influence on the Indian youth. Simultaneously, social media have also some positive effects on the life of youth. This study highlights the main purposes of utilizing social media by the youth, and attempt has been made to find out the time spent on browsing social networking sites by the youth. This study focuses on the major; and the positive and negative effects of utilizing social media on the life of youth. The result of study shows that, over utilization of social media leads youth towards addiction.

Cheri Richardson, Rhonda Jeffries, Yasha Becton (2017):

This study investigates college students' perceptions of how social media influences their engagement; a crucial factor linked to academic success. The research outlines a conceptual framework by exploring relevant theories of student engagement. Understanding the role of social media is vital for educators aiming to support students in improving their success. Participants completed a survey detailing their social media usage, comprehension of student engagement, and its impact. Through selected-response and open-ended questions, the study enhances our understanding of how social media affects college students' engagement.

Pritesh Pawaskar, Shirish Penkar, Prof. Shravani Pawar (2018):

Social media sites are becoming universal, impacting the social and traditional stuff of our society. It has changed the way we connect, interact and socialize. Internet is a very influential platform that has changed the way people ensure things. Social networking site is a wonderful revolution in the Internet age whereby people are interconnected in the global network society. Indian internet users spend more than 20 minutes online each day. Social media has a great effect on people's life and lots of students are spending more times on social networking sites. Students themselves know about its usefulness in enhancing their educational experience. This research explores students' perceptions of social media as an effective teaching tool. Findings reveal honesty to using social media in education, uncover interactive and information motives for its use, and offer theoretical and teaching implications.

Mr. A.Radhakrishnan, Mrs N.Geetha (2018):

The study of this research aims to create an immense level of awareness among the youth exposed to such social networking sites and findings will not only bear results as to how adversely and positively is the youth affected by the usage of these sites but also will help the youth to understand the usage of these networking sites efficiently. Facebook, My Space, Twitter, LinkedIn, Skype and Ning are a few such sites that attract maximum of the youth to tune in to them and thereby embodies their own merits and demerits that desperately need to create an actual picture among the youth. It has now become an evident and usual sight to face individuals being insensitive to chat in worshipping places, homes when relatives and guests are around, highways, schools, colleges and social gatherings wherein they are so preoccupied and engrossed into their phones that they do not even bother to look up as to where they are which results in their inability to prioritize as to what is important and what isn't. Attention has thus been shifted from real to virtual world and visible to invisible friends.

Mrs Tejaswini Sahoo (2020):

The purpose of this study is to identify the student's perception towards social media usage. To achieve these 150 questionnaires were distributed to students of various departments. Out of which, 100 filled questionnaires were received back. The survey method was employed. The findings of study show that majority of users waste their time on the internet rather than taking its advantages for academic purpose.

Isagani Raganta, Danilo Vargas (2021):

This study investigates social media use among high school students, focusing on purposes and perceived effects. Conducted at Dona Juana Chioco National High School in Lupao, Nueva Ecija, with 150 grade 9 and 122 grade 10 respondents, the research, using a descriptive design, found that both genders, predominantly 14-year-olds and Roman Catholics, use social media for communication, making friends, and leisure. Positive outcomes include family connections, but negative consequences involve gadget dependency for homework and reduced face-to-face interactions. Males highlight social media for cousin connections and assignment information, while females emphasize its role in academic studies and maintaining family, relative, and friend connections.

Dr. Chandra Shekhar Ghanta (2021):

Social media is a most powerful tool to communicate person to person or group. Students are using this platform to share their views, news to educate, entertain each other with this virtual world. This paper mainly focused on the perceptions of university students towards the importance of the social media on their personal and professional life. This study adopted descriptive survey design. The population used as sample were students from Telangana University in Telangana state of India. It reveals that perception of the students towards the importance of social media is positive. They agree that this media is useful for them to make strong relations within the family more than their employment and educational purpose.

Saifur Rahman, Md. Nur Alom Sarkar Mithun (2021):

Social media, deeply integrated into daily life globally, engages students for various purposes. A significant study at Bangladesh Agricultural University from July to September 2020 surveyed 200 students through Google Forms, revealing Facebook and YouTube as primary platforms, mainly for communication. Notably, 46% spend 41-55 hours weekly on social media, with most reporting a moderate post-usage mood. Social media is relied upon for academic information, yet the study establishes a negative correlation with academic performance despite perceived time and effort savings. The findings propose practical strategies for balancing recreation, knowledge sharing, and academic success, emphasizing the importance of judicious time utilization beyond exclusive reliance on social media for recreation.

Miao Chen, Xin Xiao (2022)

Social media usage among students is markedly on the rise, driven by globalized communication forms and the post-pandemic surge in utilizing multiple platforms for educational purposes. While social media offers significant opportunities for idea and emotion sharing, the support it provides may fall short of meeting students' emotional needs, and its purported positive effects could be short-lived. Recent studies have explored the potential impact of social media on students' emotional traits, including stress, anxiety, and depression. This paper reviews notable research findings to elucidate both the positive and negative effects of extensive social media use on students' emotional well-being.

Hazal Rümeyssa Aslan, Özlem Çakmak Tolan (2022):

This study explored the links between social appearance anxiety, automatic thoughts, psychological well-being, and social media addiction in 440 students from diverse Turkish universities. Positive correlations were observed between social appearance anxiety, automatic thoughts, and social media addiction, along with a negative correlation between social media addiction and psychological well-being. The study concluded that automatic thoughts and social appearance anxiety significantly predicted social media addiction, while psychological well-being had a negligible impact. The findings were discussed in the context of relevant literature.

Md. Kamal Uddin, Md. Nazmul Huda (2022):

Social media, widely embraced by the Z generation, profoundly influences university students, potentially impacting their academic performance. This study, focusing on 150 students from Islamic University, Kushtia, explores this relationship using a structured questionnaire and employing descriptive and inferential statistics. Findings reveal that 73% of students engage in non-academic social media use, mainly on Facebook, spending over four daily hours from 6.00 pm to 6.00 am. The study underscores a negative correlation between social media time and academic performance, underscoring the need for guidance from parents, teachers, and university advisors to curb misuse.

Varna Sabu V, Rushit Gnanaroy E (2023):

Social media, comprising platforms like Facebook, Wikipedia, Twitter, WhatsApp, Pinterest, LinkedIn, Instagram, and Reddit, plays a significant role in connecting people and facilitating knowledge sharing. These platforms serve not only as social networks but also as spaces for sharing personal information publicly and engaging in business activities, including product sales and crowdfunding. Data analytics on social networking sites empower businesses to make informed decisions. The study highlights the substantial influence of social media on students and young individuals, shaping perspectives on human nature and unintentionally fostering fanaticism and avarice. Consequently, social media both uplifts and diminishes individuals across various sectors, showcasing its dual impact on youth.

CHAPTER III
THEORETICAL FRAMEWORK

3.1 Introduction

In the contemporary era, the pervasive influence of social media on students has become a defining aspect of their overall experience. The omnipresence of platforms like Facebook, Instagram, Twitter, and Snapchat has intricately woven these digital spaces into the fabric of daily student life. Beyond serving as mere communication tools, these platforms have evolved into multifaceted environments where students not only connect with peers but also curate their identities, express creativity, and stay informed about global happenings. The profound impact of social media extends beyond personal interactions; it has emerged as a significant source of information, a platform for self-promotion, and a space for activism and social awareness. The intricate interplay between social media and student life prompts a nuanced exploration of the motivations, patterns, and consequences associated with their usage. As students navigate this digital landscape, questions arise about how these virtual interactions influence their academic pursuits, mental well-being, and interpersonal relationships. Understanding the complex dynamics of social media engagement among students is essential not only for comprehending the evolving nature of communication but also for addressing the broader implications it holds for education, social dynamics, and the holistic development of the student population. This expanded perspective sets the groundwork for a comprehensive examination of the multifaceted relationship between students and the ever-evolving realm of social media.

3.2 Media's Social Responsibility

Media's social responsibility refers to the ethical obligations and duties that media organizations, including news outlets, entertainment sources, and digital platforms, have towards society. It encompasses a commitment to providing

accurate, unbiased, and meaningful information while promoting the public good. It is grounded in the idea that media, as a powerful influencer and information disseminator, should act in ways that benefit society and contribute positively to public discourse. This responsibility is essential in fostering a media landscape that serves the interests of the community it engages with.

Media's social responsibility encompasses the ethical duty of media outlets to act in the best interests of society. It goes beyond merely reporting news to include promoting accurate, unbiased information, fostering informed citizenship, and contributing positively to public discourse. Responsible media engages in fair reporting, balances freedom with ethical considerations, promotes diversity and inclusivity, addresses social issues, and educates the public. Challenges include commercial pressures, political influence, digital disinformation, and ethical dilemmas in entertainment media. Embracing social responsibility ensures that media outlets play a constructive role in shaping public opinion and contribute to the overall well-being of society.

Media's social responsibility is a crucial aspect of its role in society, emphasizing its commitment to ethical journalism and the positive impact it can have on communities. In an era where information is rapidly disseminated, responsible media strives to uphold accuracy, transparency, and fairness in its reporting. Moreover, media's social responsibility extends to promoting civic engagement, advocating for social justice, and contributing to the overall betterment of society. As technology continues to shape the media landscape, there is an increasing need for media organizations to navigate complex ethical dilemmas, such as the spread of misinformation in the digital age, ensuring that their influence is wielded responsibly for the benefit of the public. Ultimately, media's social responsibility is a dynamic and evolving concept that reflects the symbiotic relationship between media and the societies they serve.

3.3 Responsibilities of social media

Social media platforms have become influential players in shaping public discourse, connecting people, and disseminating information. With such influence comes a set of responsibilities to ensure a positive impact on individuals, communities, and society as a whole. The responsibilities of social media include:

1. Content Moderation:

Social media platforms are responsible for moderating content to prevent the dissemination of harmful, offensive, or illegal material. This involves implementing policies and mechanisms to identify and remove content that violates community guidelines.

2. User Privacy and Data Protection:

Social media platforms manage vast amounts of user data. Ensuring the privacy and protection of user information is a critical responsibility. Platforms should be transparent about data collection practices and provide users with control over their privacy settings.

3. Combatting Misinformation:

Social media platforms play a role in curbing the spread of misinformation and fake news. Implementing fact-checking mechanisms, providing accurate information, and limiting the reach of false content are essential responsibilities.

4. Promoting Inclusivity and Diversity:

Social media should actively work to create an inclusive and diverse online environment. This involves addressing issues of hate speech,

discrimination, and fostering a space where individuals from different backgrounds feel welcome.

5. Ensuring Cybersecurity:

Social media platforms need to implement robust cybersecurity measures to protect users from cyber threats, including hacking, phishing, and other forms of online attacks.

6. Supporting Mental Health:

Given the impact of social media on mental health, platforms have a responsibility to address issues such as cyberbullying, harassment, and the addictive nature of some features. Implementing tools for reporting and addressing such behaviours is crucial.

7. Community Building:

Social media should facilitate positive community interactions. Encouraging meaningful connections, discussions, and collaborations contribute to a healthy online community.

8. Accessibility:

Social media platforms should strive to be accessible to users with disabilities. This includes features that assist individuals with visual, auditory, or motor impairments, ensuring a more inclusive user experience.

9. Transparency:

Social media platforms are responsible for being transparent about their algorithms, content moderation policies, and any changes that may affect users. Transparency builds trust and helps users understand how the platform operates.

10. Responsible Advertising:

Social media platforms should regulate and monitor advertising content to prevent misleading or harmful advertisements. This includes ensuring that ads comply with ethical standards and do not exploit vulnerable populations.

As social media continues to evolve, these responsibilities require ongoing attention and adaptation to address emerging challenges and the changing landscape of online interactions.

3.4 Social Media Platforms in India

❖ Facebook — 3.05 billion Monthly Active Users.

Facebook operates under the umbrella of Meta, Inc., which also owns platforms like Instagram, WhatsApp, and Threads. Per Meta's full-year earnings report, its "Family of Apps" – which includes Facebook, Instagram, Messenger, WhatsApp, and other apps – generated a total of \$114.45 billion in revenue in 2022.

❖ **WhatsApp — 2.78 billion Monthly Active Users.**

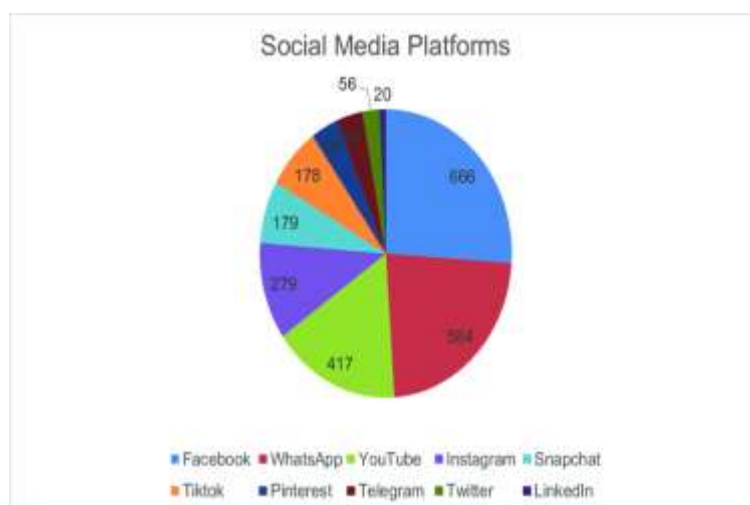
WhatsApp is a free, multiplatform messaging app that allows users to send text, voice, and video messages, as well as make voice and video calls. WhatsApp is owned by Meta and is used by over 2 billion people in more than 180 countries.

❖ **YouTube — 2.49 billion Monthly Active Users.**

YouTube continues to hold the crown as the dominant original video social media platform. It is currently the second most used platform, with 2.5 billion monthly active users. The potential for reach on YouTube is unrivalled, with 81% of U.S. adults using the platform. Such engagement metrics are hard for marketers and brands to ignore.

❖ **Instagram — 2.04 billion Monthly Active Users.**

Instagram is a social network where product-based businesses, influencers, and coaches can thrive. Launched in 2010, Instagram quickly became the leading image-based, visually rich social platform. Since then, it has only grown in popularity and reach, becoming a place for users to conduct and research every aspect of their lives.



CHAPTER IV
DATA ANALYSIS AND
INTERPRETATION

Table 4.1

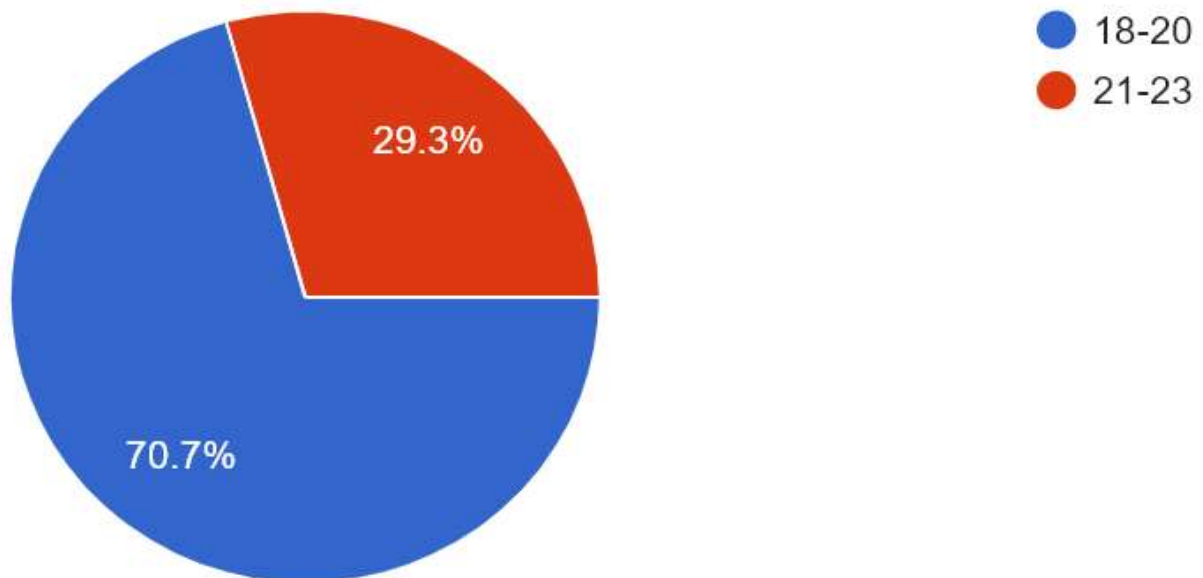
Table showing the age of students

Particulars	Number of respondents	Percentage of respondents
18-20	41	70.7
21-23	17	29.3
Total	58	100

(Source: Primary Data)

Figure 4.1

Figure showing the age of the students



From the above table we can understand that 70.7% of students are from the age 18-20 and 29.3% of students are from the age 21-23.

Table 4.2

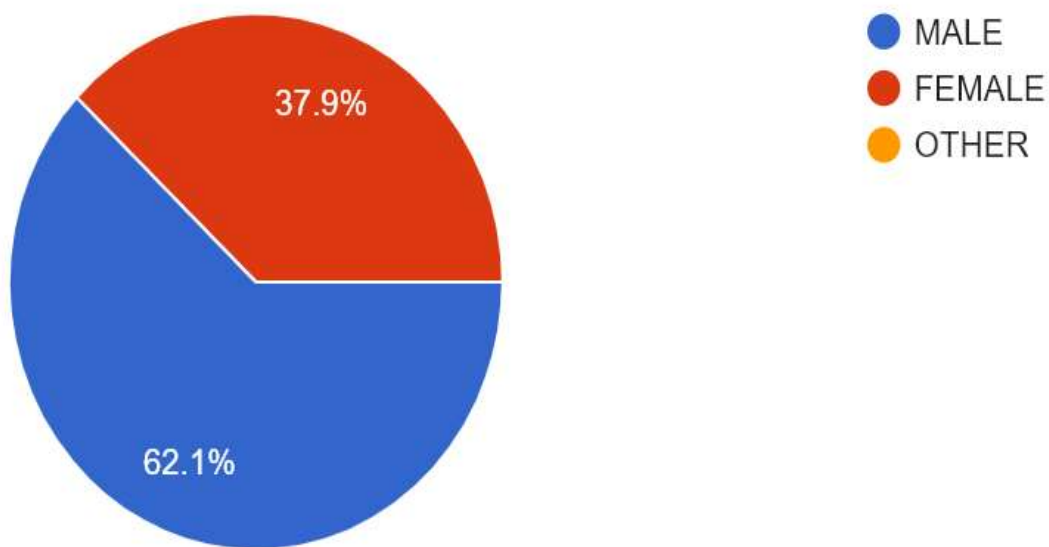
Table showing the Gender of students

Particulars	Number of respondents	Percentage of respondents
Male	36	62.1
Female	22	37.9
Other	0	0
Total	58	100

(Source: Primary Data)

Figure 4.2

Figure showing the Gender of respondents



From the above table we can understand that 62.1% of the students are male respondents, 37.9% Female respondents and 0 preferred not to state their Gender.

Table 4.3

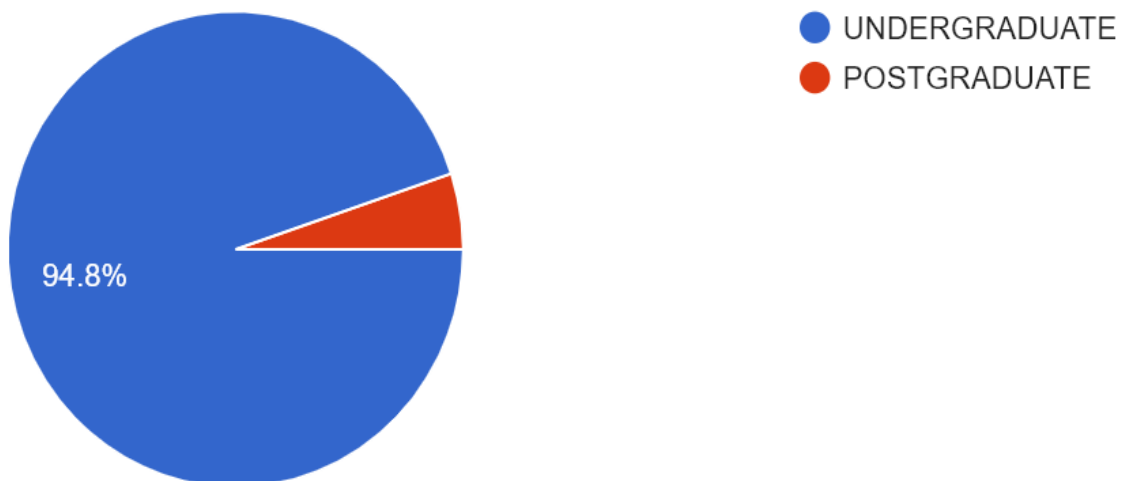
Table showing the Education type of students

Particulars	Number of respondents	Percentage of respondents
Undergraduate	55	94.8
Postgraduate	3	5.2
Total	58	100

(Source: Primary Data)

Figure 4.3

Figure showing the Education type of students



From the above table we can understand 94.8% of the students were undergraduates and the remaining 5.2% were postgraduates.

Table 4.4

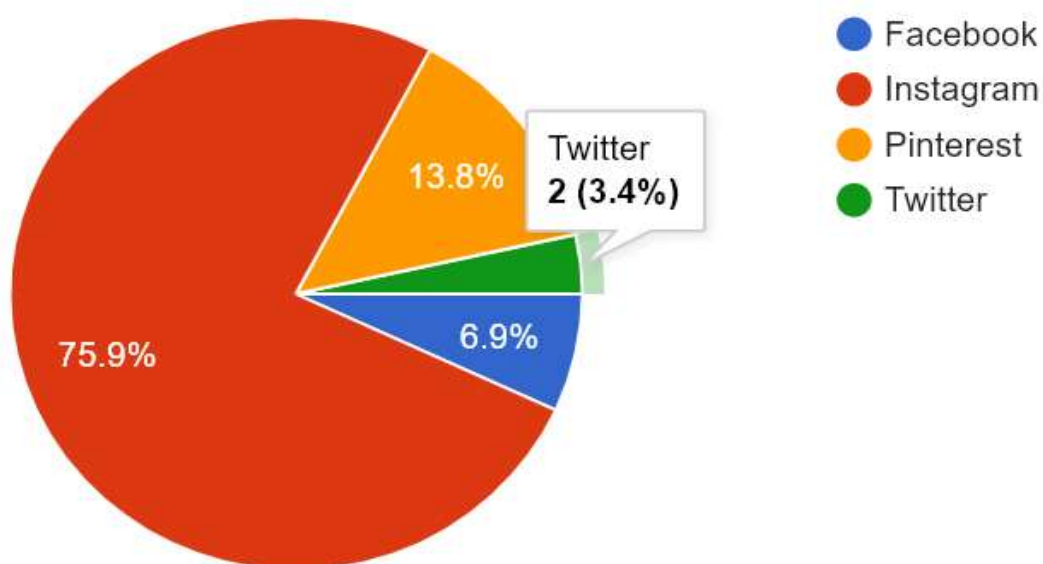
Table showing the most used Social media platform

Particulars	Number of respondents	Percentage of respondents
Facebook	4	6.9
Instagram	44	75.9
Pinterest	8	13.8
Twitter	2	3.4
Total	58	100

(Source: Primary Data)

Figure 4.4

Figure showing the most used Social media platform



From the above table we can understand that 75.9% of the respondents opted for Instagram following Pinterest with 13.8%, Facebook with 6.9% and Twitter(X) with 3.4%.

Table 4.5

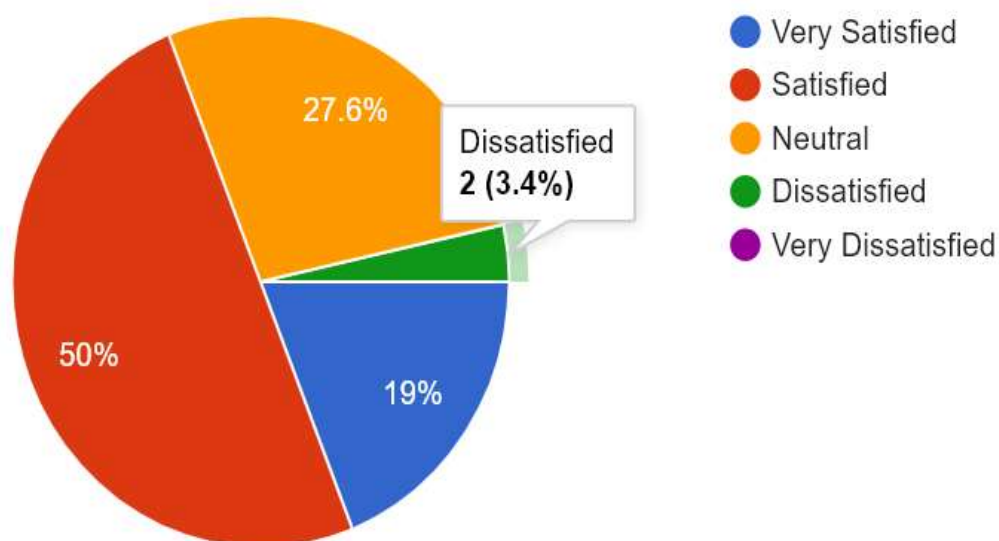
Table showing satisfaction level by respondents from using the platform

Particulars	Number of respondents	Percentage of respondents
Very Satisfied	11	19
Satisfied	29	50
Neutral	16	27.6
Dissatisfied	2	3.4
Very Dissatisfied	0	0
Total	58	100

(Source: Primary Data)

Figure 4.5

Figure showing satisfaction level by students from using the platform



From the table, it is evident that 50% of users express satisfaction with the responses they receive from utilizing the platform. Additionally, 27% report having a neutral level of satisfaction, while 19% indicate being deeply satisfied, and 3.4% express dissatisfaction.

Table 4.6

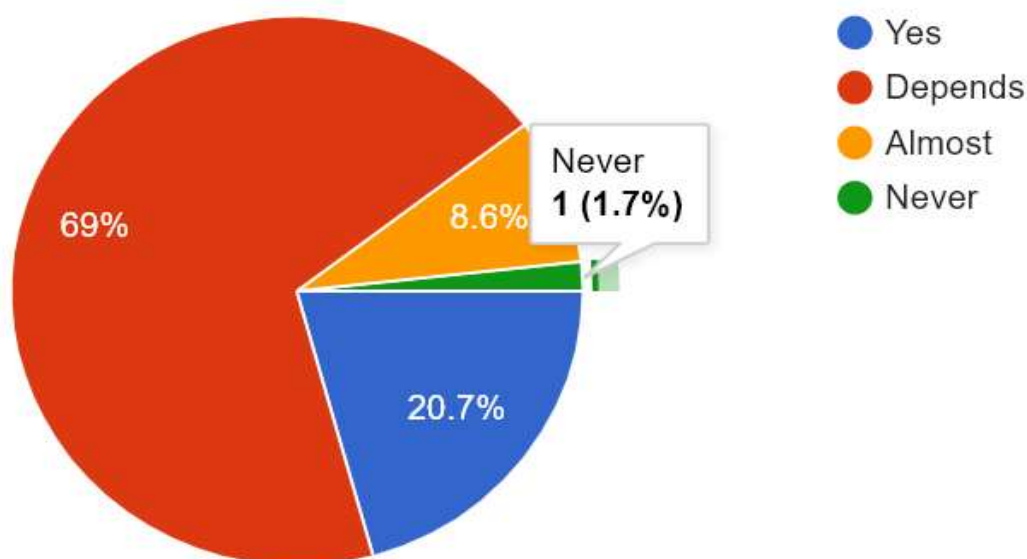
Table showing the responses by students regarding the ethics followed by Social media platforms

Particulars	Number of respondents	Percentage of respondents
Yes	12	20.7
Depends	40	69
Almost	5	8.6
Never	1	1.7
Total	58	100

(Source: Primary Data)

Figure 4.6

Figure showing the responses by students regarding the ethics followed by social media platforms



From the above table it is apparent that 69% of students assert that the platforms follow ethics, depending on certain situations. Furthermore, 20.7% express complete trust in the platforms, 8.6% indicate almost trust, and the remaining 1.7% report having no trust at all.

Table 4.7

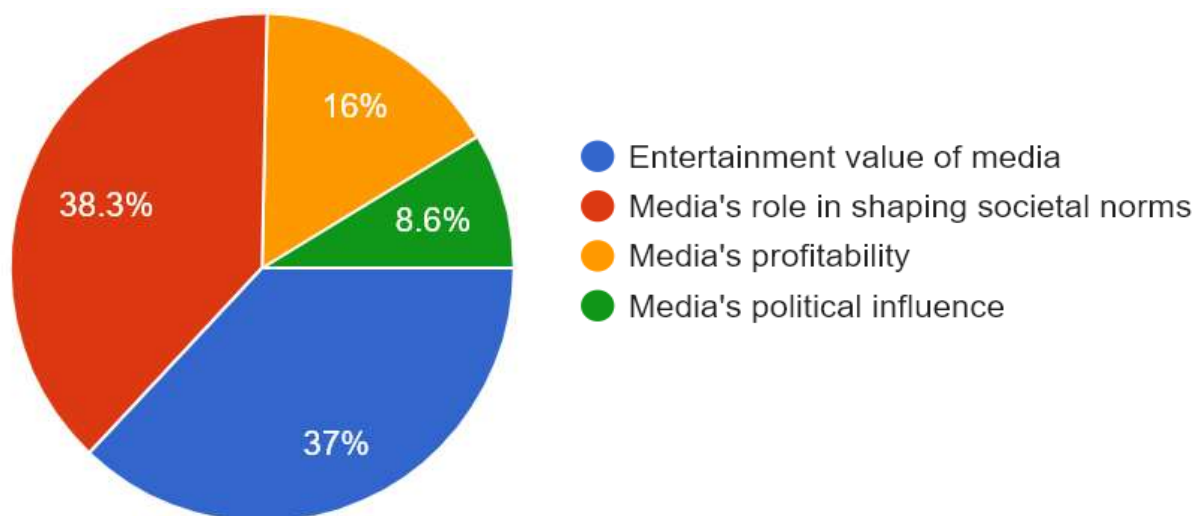
Table showing the responses regarding meaning of media's social responsibility

Particulars	Number of respondents	Percentage of respondents
Entertainment value of media	21	37
Media's role in shaping societal norms	22	38.3
Media's profitability	9	16
Media's political influence	6	8.6
Total	58	100

(Source: Primary Data)

Figure 4.7

Figure showing the responses regarding meaning of media's social responsibility



From the above table it is evident that 37% of respondents chose value, 38.3% opted for societal norms, 16% selected media's profitability, and 8.6% indicated a preference for political influence.

Table 4.8

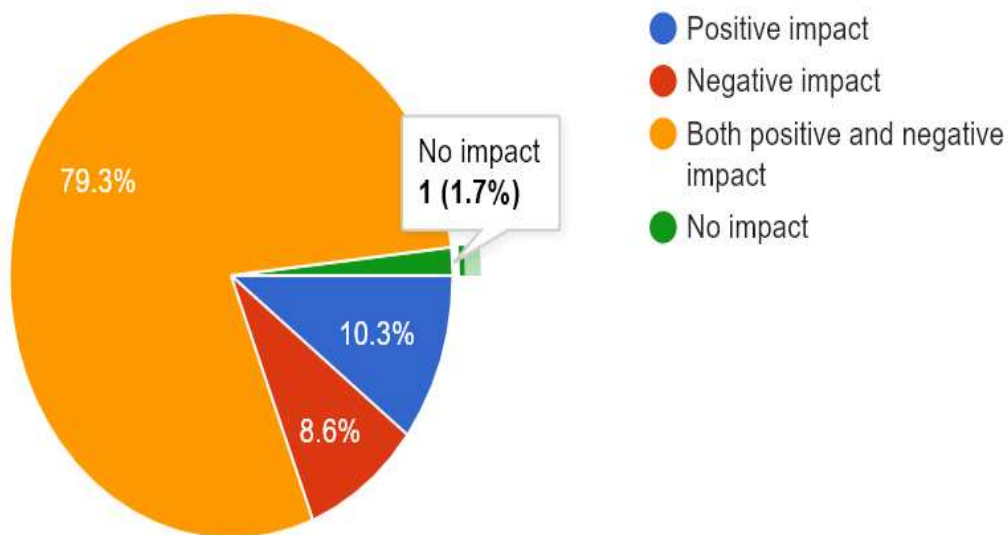
Table showing various impacts of medias social responsibility on society

Particulars	Number of respondents	Percentage of respondents
Positive impact	6	10.3
Negative impact	5	8.6
Both positive and negative impact	46	79.3
No impact	1	1.7
Total	58	100

(Source: Primary Data)

Figure 4.8

Figure showing various impacts of medias social responsibility on society



From the table it is evident that 79.3% of respondents acknowledge that media's social responsibility has both positive and negative impacts. Among them, 10.3% highlight positive impacts, 8.6% emphasize negative impacts, and 1.7% note no discernible impact.

Table 4.9

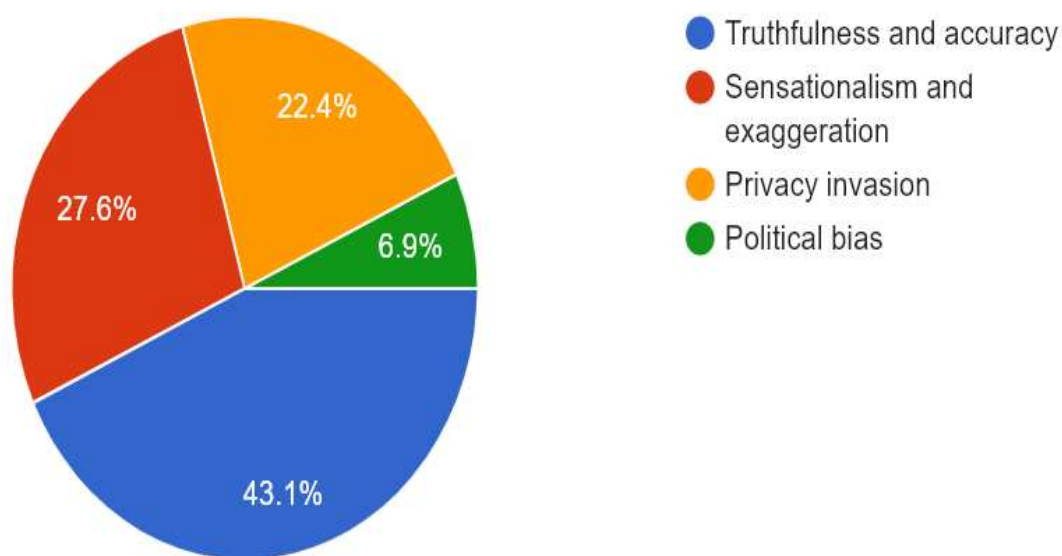
Table showing the primary concern regarding social responsibility

Particulars	Number of respondents	Percentage of respondents
Truthfulness and accuracy	25	43.1
Sensationalism and exaggeration	16	27.6
Privacy invasion	13	22.4
Political bias	4	6.9
Total	58	100

(Source: Primary Data)

Figure 4.9

Figure showing the primary concern regarding social responsibility



From the above table, it is apparent that 43.1% of the respondents prioritize truthfulness and accuracy of the content as their primary concern, followed by 27.6% expressing concern about sensationalism and exaggeration, 22.4% highlighting privacy invasion, and 6.9% indicating concern about political bias.

Table 4.10

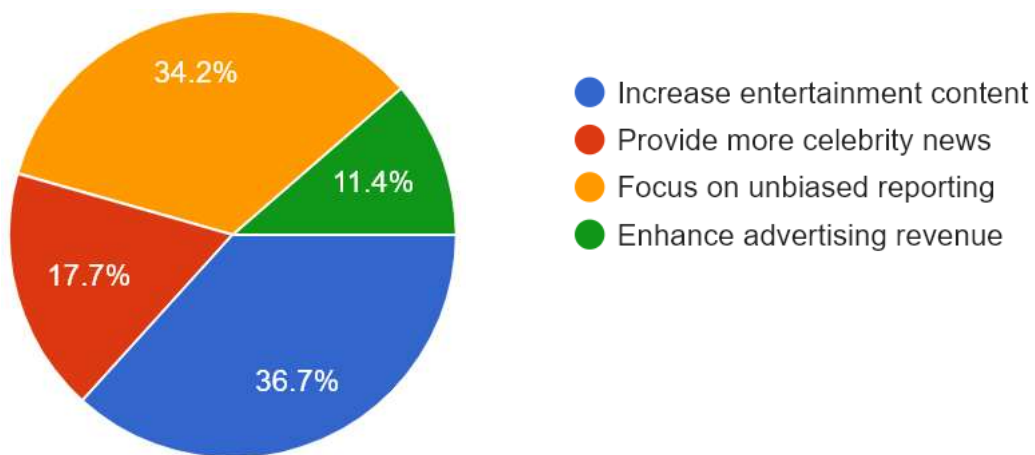
Table showing various opinions of respondents on outlets used to improve social responsibility

Particulars	Number of respondents	Percentage of respondents
Increase entertainment content	21	36.7
Provide more celebrity news	10	17.7
Focus on unbiased reporting	20	34.2
Enhance advertising revenue	7	11.4
Total	58	100

(Source: Primary Data)

Figure 4.10

Figure showing various opinions of respondents on outlets used to improve social responsibility



From the above table, it is evident that 36.7% of respondents believe that media can enhance its social responsibility by increasing entertainment, followed by 34.2% who suggest a focus on unbiased reporting. Additionally, 17.7% think providing more celebrity news could contribute, while 11.4% propose enhancing advertising revenue for improved social responsibility.

Table 4.11

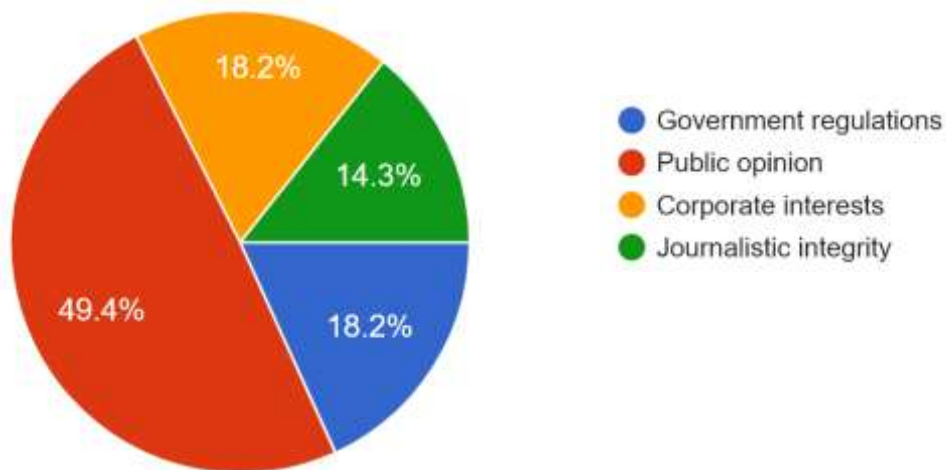
Table showing the different influential factor in shaping media’s social responsibility

Particulars	Number of respondents	Percentage of respondents
Government regulations	11	18.2
Public opinion	29	49.4
Corporate interests	11	18.2
Journalistic integrity	7	14.3
Total	58	100

(Source: Primary Data)

Figure 4.11

Figure showing the different influential factor in shaping media’s social responsibility



From the above table, it is evident that 49.4% of the respondents consider public opinion to be the most influential factor in shaping media's social responsibility. This is followed by an equal emphasis on government regulations and corporate interests, each garnering 18.2%, and journalistic integrity, which receives 14.3%.

Table 4.12

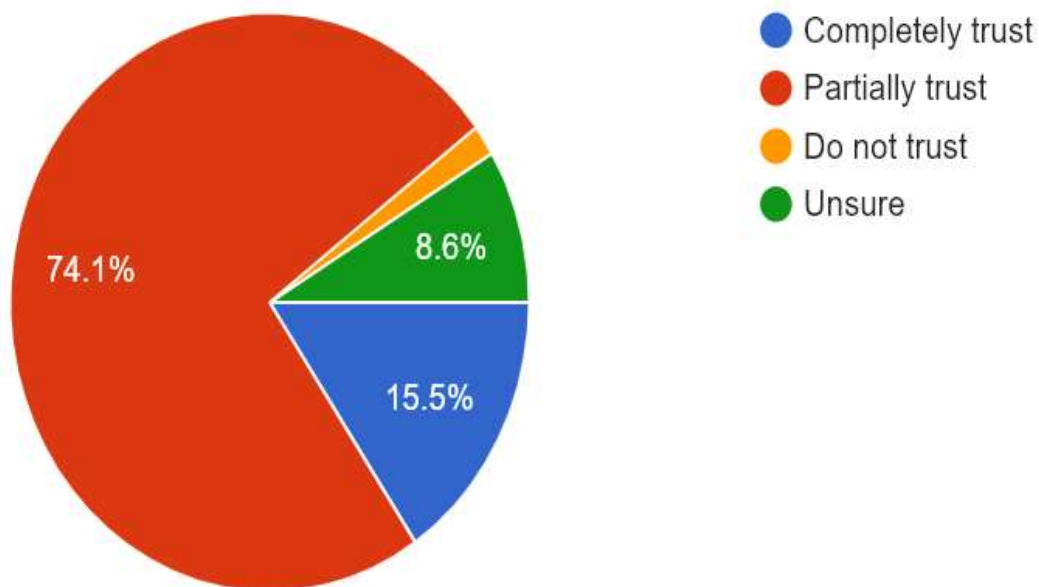
Table showing the trust on information provided by the media in terms of social responsibility

Particulars	Number of respondents	Percentage of respondents
Completely trust	9	15.5
Partially trust	43	74.1
Do not trust	1	1.7
Unsure	5	8.6
Total	58	100

(Source: Primary Data)

Figure 4.12

Figure showing the trust on information provided by the media in terms of social responsibility



From the above table, it is apparent from the data that 74.1% of the respondents have partial trust in the information provided by the media in terms of social responsibility. Additionally, 15.5% express complete trust, 8.6% provide an unsure response, and 1.7% report having no trust.

Table 4.13

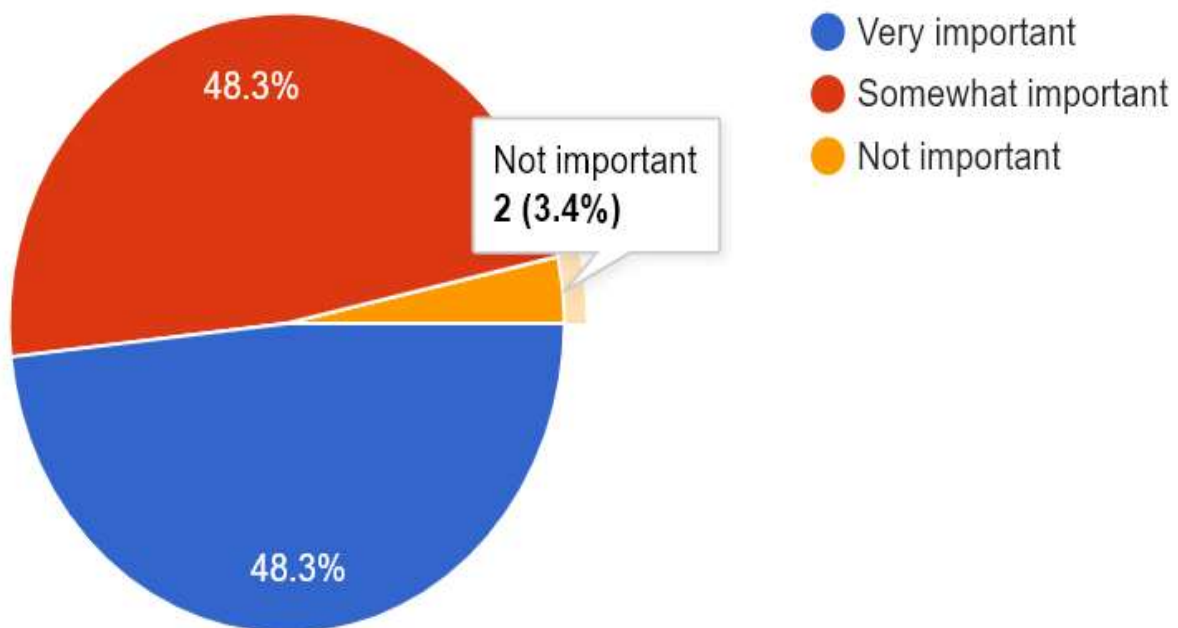
Table showing the importance of media literacy in shaping students' perception of media's social responsibility

Particulars	Number of respondents	Percentage of respondents
Very important	28	48.3
Somewhat important	28	48.3
Not important	2	3.4
Total	58	100

(Source: Primary Data)

Figure 4.13

Figure showing the importance of media literacy in shaping students' perception of media's social responsibility



The above table reveals that 48.3% of respondents believe that media literacy plays an equal role in shaping student's perception of media's social responsibility. The remaining 3.4% of respondents consider it not important.

Table 4.14

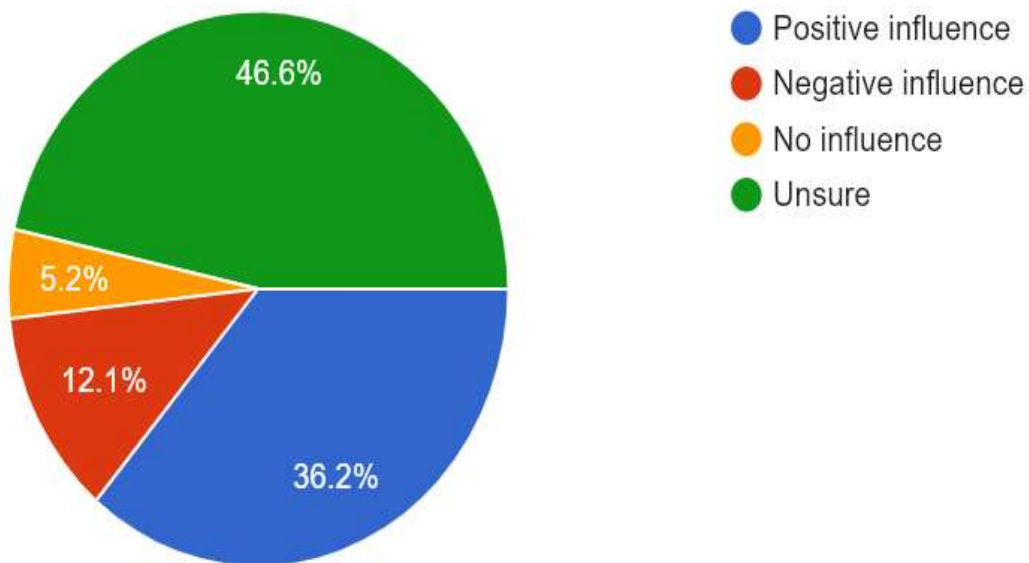
Table showing the influence of advertising in media's social responsibility

Particulars	Number of respondents	Percentage of respondents
Positive influence	21	36.2
Negative influence	7	12.1
No influence	3	5.2
Unsure	27	46.6
Total	58	100

(Source: Primary Data)

Figure 4.14

Figure showing the influence of advertising in media's social responsibility



From the above table we can observe that 36.2% of the participants express a belief in the positive impact of advertising on media's social responsibility. In contrast, 12.2% perceive a negative influence, 5.2% consider it to have no impact, and the remaining 46.6% are uncertain about the influence.

Table 4.15

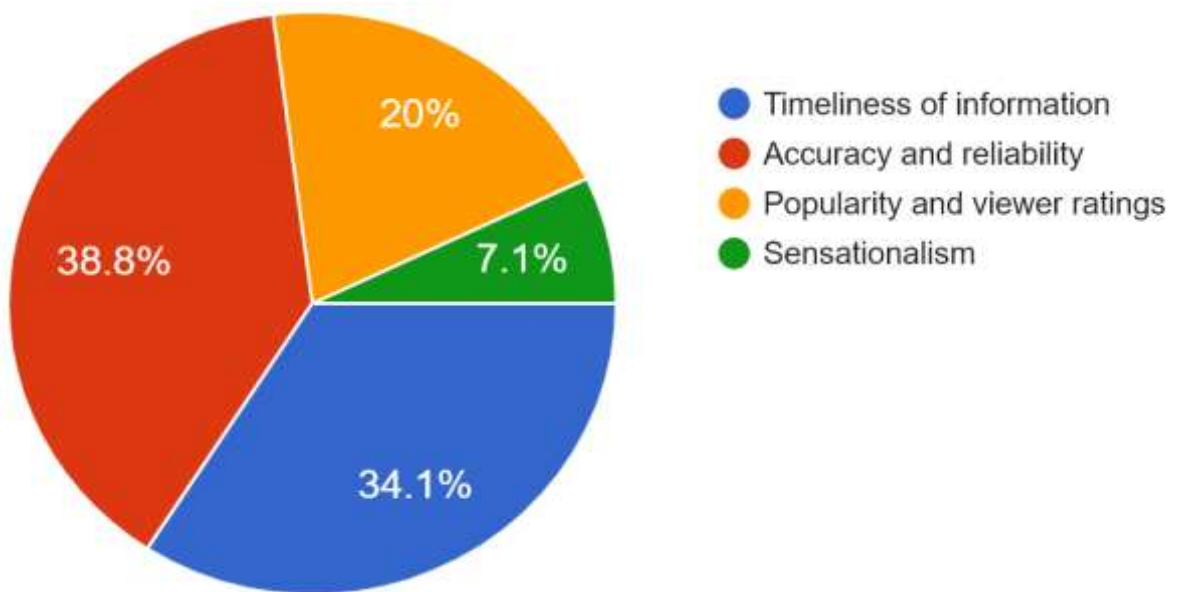
Table showing factors considered most critical for maintaining media's social responsibility

Particulars	Number of respondents	Percentage of respondents
Timeliness of information	20	34.1
Accuracy and reliability	23	38.8
Popularity and viewer ratings	12	20
Sensationalism	3	7.1
Total	58	100

(Source: Primary Data)

Figure 4.15

Figure showing factors considered most critical for maintaining media's social responsibility



From the above table it is noteworthy that 38.82% of the survey participants prioritized accuracy and reliability as the most crucial factors in upholding media's social responsibility. Following closely is the timeliness of information, garnering 34.11% support, while popularity and viewer ratings received 20% approval. Sensationalism secured 6% of the votes.

Table 4.16

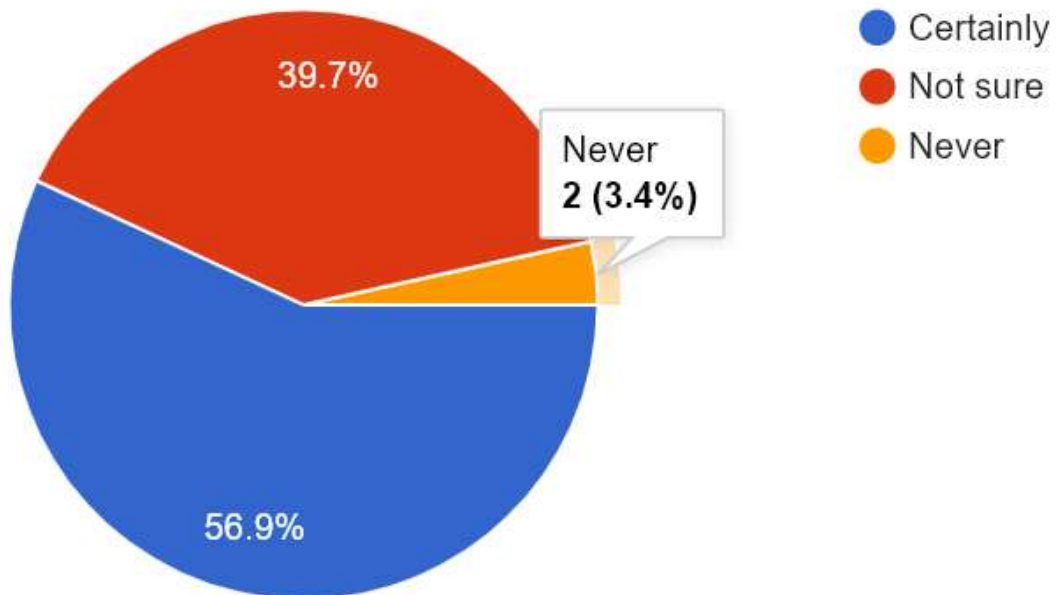
Table showing the responses about the potential of social media

Particulars	Number of respondents	Percentage of respondents
Certainly	33	56.9
Not sure	23	39.7
Never	2	3.4
Total	58	100

(Source: Primary Data)

Figure 4.16

Figure showing the responses about the potential of social media



From the above table It is understood that 56.9% of the respondents expressed optimism, believing that media has the potential to bring about revolutionary change. In contrast, 39.7% of voters remained unsure about this idea, while a mere 3.4% of respondents chose the option suggesting no expectation of revolutionary change.

Table 4.17

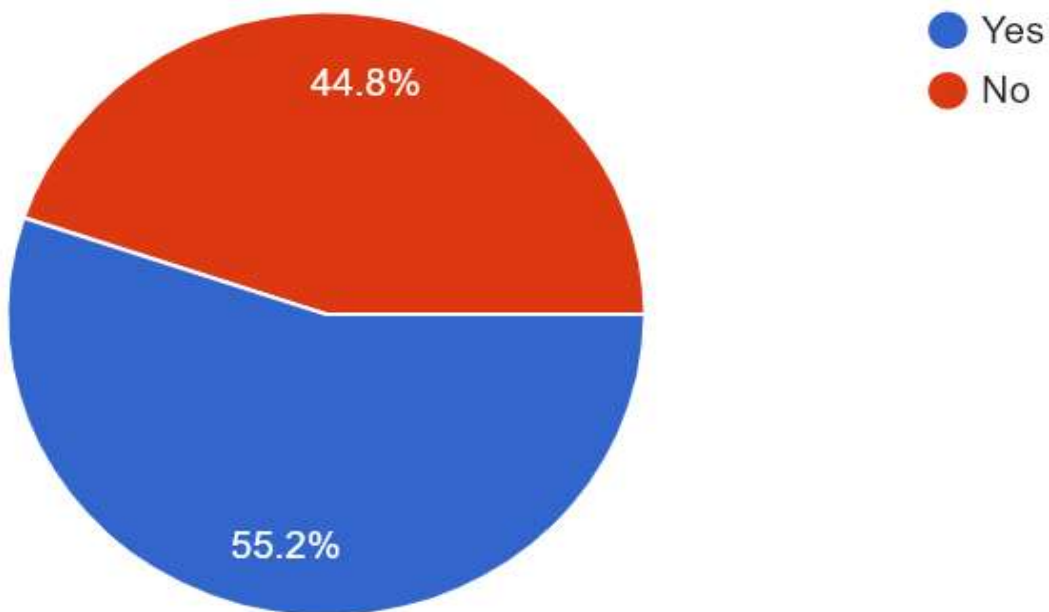
Table showing the responses of students about sharing review of articles

Particulars	Number of respondents	Percentage of respondents
Yes	32	55.2
No	26	44.8
Total	58	100

(Source: Primary Data)

Figure 4.17

Figure showing the responses of students about sharing review of articles



From the above table it is evident that 55.2% of the respondents actively share their reviews of articles read on social media platforms, while the remaining 44.8% of respondents chose not to share reviews of any articles.

Table 4.18

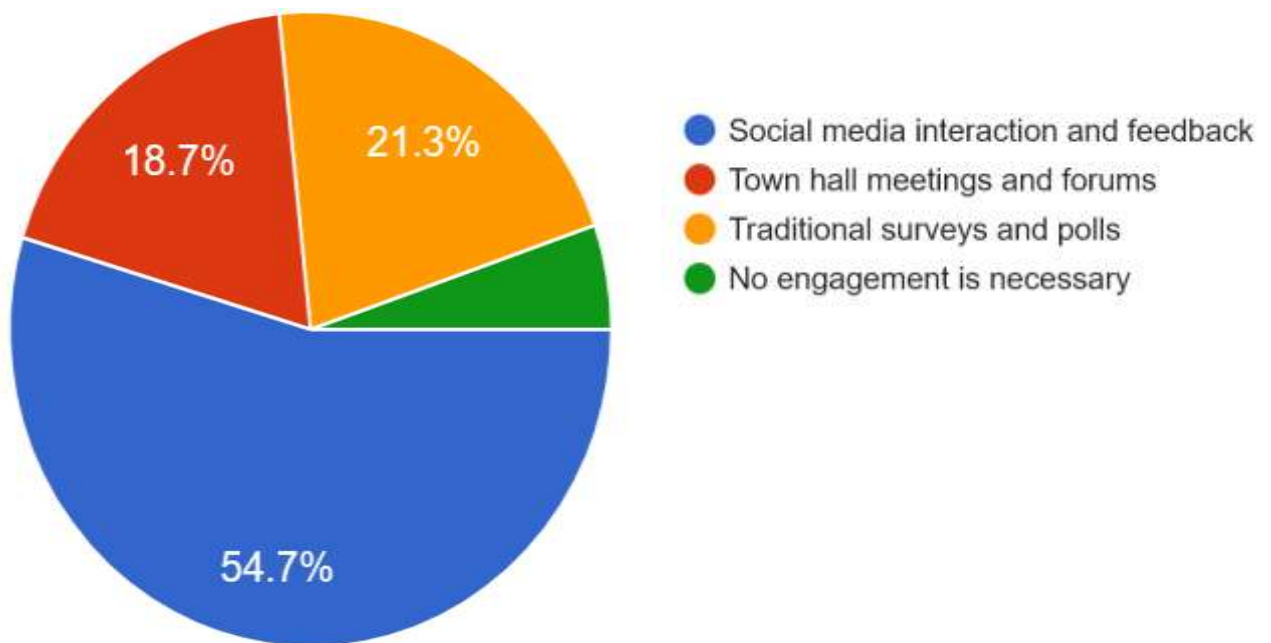
Table showing the most effective way for media outlets to engage with their audience

Particulars	Number of respondents	Percentage of respondents
Social media interaction and feedback	32	54.7
Town hall meetings and forums	11	18.7
Traditional surveys and polls	12	21.3
No engagement is necessary	3	5.3
Total	58	100

(Source: Primary Data)

Figure 4.18

Figure showing the most effective way for media outlets to engage with their audience



From the above table it is understood that 54.7% of the respondents perceive social media interaction and feedback as the most effective means for media outlets to engage their audience. Traditional surveys and polls come next with 21.3%, followed by town hall meetings and forums at 18.7%. A minority of 5.3% indicated a preference for no engagement.

Table 4.19

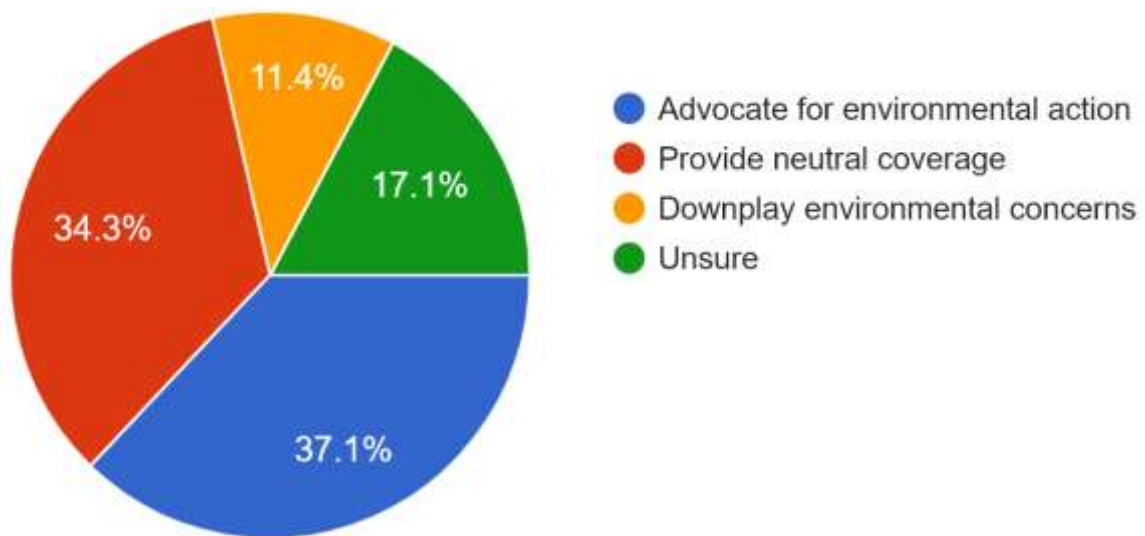
Table showing the role of media suggested by respondents in climate change coverage

Particulars	Number of respondents	Percentage of respondents
Advocate for environmental action	22	37.1
Provide neutral coverage	20	34.3
Downplay environmental concerns	7	11.4
Unsure	9	17.1
Total	58	100

(Source: Primary Data)

Figure 4.19

Figure showing the role of media suggested by respondents in climate change coverage



From the above table it is observed that 37.1% of the respondents identified advocating for environmental action as the primary role for media in promoting environmental social responsibility. Following closely, 34.3% believe providing neutral coverage is crucial, while 11.4% consider downplaying environmental concerns. A notable 17.1% expressed uncertainty about their response.

Table 4.20

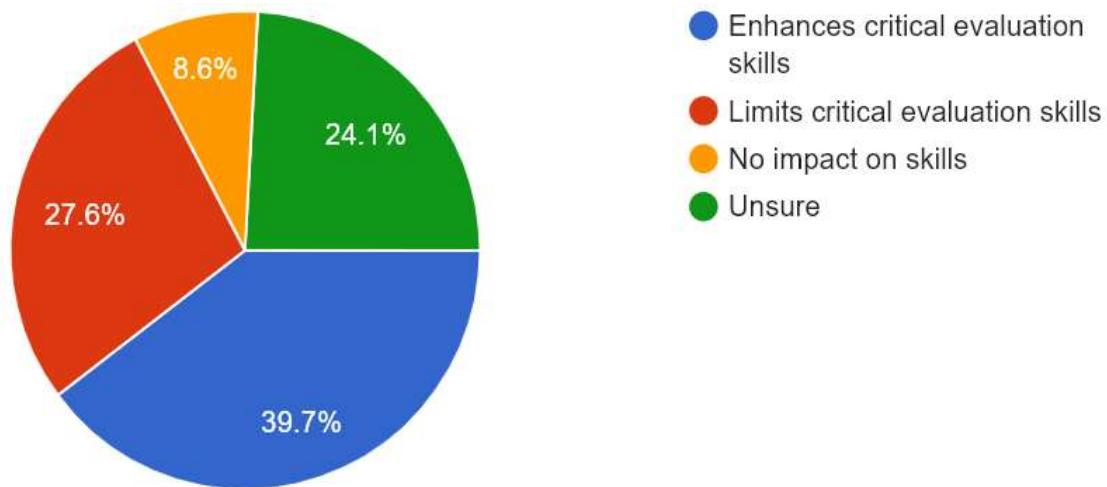
Table showing the impact of students on media literacy programme

Particulars	Number of respondents	Percentage of respondents
Enhances critical evaluation skills	23	39.7
Limits critical evaluation skills	16	27.6
No impact on skills	5	8.6
Unsure	14	24.1
Total	58	100

(Source: Primary Data)

Figure 4.20

Figure showing the impact of students on media literacy programme



From the above data we can deduce that 39.7% of the students emphasized the importance of enhancing evaluation as the primary impact on their media's social responsibility. Following this, 27.6% expressed concerns about limitations in evaluation skills, while 8.6% perceived no impact on evaluation skills. Additionally, 24.1% of respondents remained unsure about their response.

Table 4.21

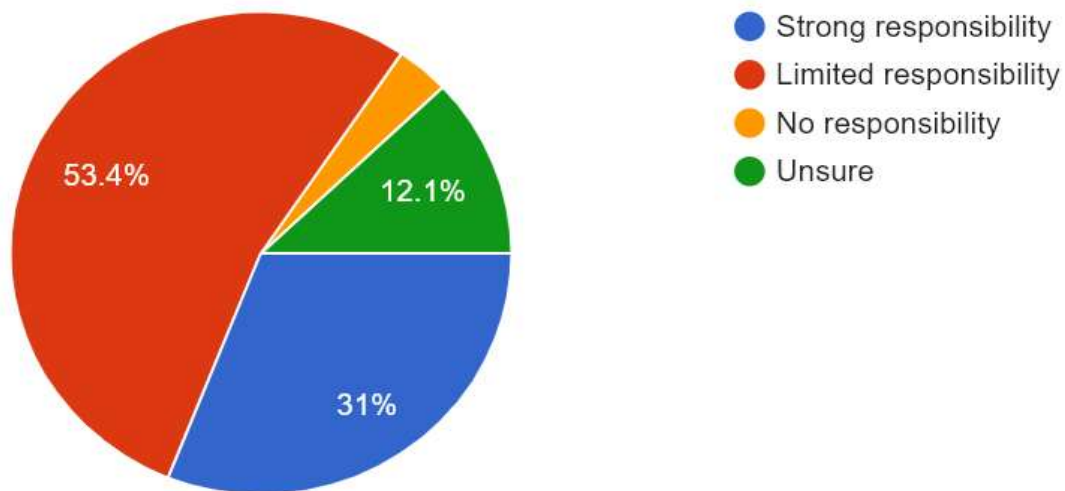
Table showing the perceivance of students in fostering a sense of community among their audience

Particulars	Number of respondents	Percentage of respondents
Strong responsibility	18	31
Limited responsibility	31	53.4
No responsibility	2	3.4
Unsure	7	12.1
Total	58	100

(Source: Primary Data)

Figure 4.21

Figure showing the perceivance of students in fostering a sense of community among their audience



From the above data 31% of the respondents indicate a perception of strong responsibility, while 53.4% express support for limited responsibility. In contrast, 3.4% believe there is no responsibility, and 12.1% remain unsure about their stance.

CHAPTER V
FINDINGS, SUGGESTIONS AND
CONCLUSION

5.1 Findings

- ❖ About 3/4th of the respondents was of the age group 18-20
- ❖ Out of the 58 responses collected the male female ratio were in the proportion 2:1.
- ❖ Instagram is the most used social media platform.
- ❖ Twitter (X) is the least used social media platform.
- ❖ Majority of the students are satisfied with the responses they get from using the platform as per their requirement.
- ❖ Many students hold the belief that the media adheres to the necessary ethical standards.
- ❖ Majority of the respondents opted for “Media’s role in shaping societal norms” as the most suitable meaning for media social responsibility.
- ❖ Most students hold the viewpoint that social media responsibility has both positive and negative impacts on society.
- ❖ Approximately 37% of the participants indicated that media outlets have room for improvement in terms of social responsibility.
- ❖ A significant portion of students express partial trust in the information presented by the media concerning social responsibility.
- ❖ Nearly half of the total respondents are unsure about their opinion on advertising.
- ❖ Over half of the respondents perceive a limited sense of responsibility in cultivating a community among their audience.
- ❖ It is noted that students actively apply critical evaluation skills when assessing media social responsibility.

5.2 Suggestions

- ❖ By focusing on unbiased reporting media outlets can improve social responsibility.
- ❖ Training can be given to journalists for providing contents in shaping media's social responsibility.
- ❖ Social media's must keep up with their ethics as it is most rated by the students.
- ❖ By enhancing government regulations, we can improve media's social responsibility.
- ❖ By encouraging students to continuously reflect on media social responsibility we can create a culture of ongoing learning and adaptation as the media landscape evolves.

5.3 Conclusion

This study presents an overview of the diverse factors influencing the varied perspectives of 58 students on media's social responsibility at Christ College (Autonomous), Irinjalakuda. In conclusion, the exploration of student's views regarding media social responsibility has uncovered a wide landscape shaped by multiple influences. Throughout the project, it became evident that students acknowledge both the positive and negative impacts of media on society.

The overall study reveals the different opinions and feedback of students. The responses state that public opinion is the most influential factor in shaping media's social responsibility. Students mainly focussed on Accuracy and reliability of the content as most critical. They see both good and bad effects of media on society. While some students trust media info about social responsibility, there's room for media outlets to be more responsible.

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ANNEXURE

A study on student's perception towards media's social responsibility

1. Name
2. E mail Id
3. Age
 - 18-20
 - 21-23
4. Gender
 - Male
 - Female
 - Other
5. Education Type
 - Undergraduate
 - Postgraduate
6. Which Social media platform do you use the most?
 - Facebook
 - Instagram
 - Pinterest
 - Twitter
7. How satisfied are you with the responses you get from using the platform as per your requirement?
 - Very Satisfied
 - Satisfied
 - Neutral
 - Dissatisfied
 - Very Dissatisfied

8. Do you agree that they follow ethics that social media platforms should follow?
- Yes
 - Depends
 - Almost
 - Never
9. What does "media's social responsibility" in simple terms mean to you?
- Entertainment value of media
 - Media's role in shaping societal norms
 - Media's profitability
 - Media's political influence
10. What impact do you believe media's social responsibility has on society?
- Positive impact
 - Negative impact
 - Both positive and negative impact
 - No impact
11. In the context of media, what is the primary concern for you regarding social responsibility?
- Truthfulness and accuracy
 - Sensationalism and exaggeration
 - Privacy invasion
 - Political bias

12. How do you think media outlets can improve their social responsibility?
- Increase entertainment content
 - Provide more celebrity news
 - Focus on unbiased reporting
 - Enhance advertising revenue
13. Which factor do you consider most influential in shaping media's social responsibility?
- Government regulations
 - Public opinion
 - Corporate interests
 - Journalistic integrity
14. To what extent do you trust the information provided by the media in terms of social responsibility?
- Completely trust
 - Partially trust
 - Do not trust
 - Unsure
15. How important do you think is media literacy in shaping students perception of media's social responsibility?
- Very important
 - Somewhat important
 - Not important

16. What role do you believe advertising plays in influencing media's social responsibility?
- Positive influence
 - Negative influence
 - No influence
 - Unsure
17. In the context of news reporting, what factor do you consider the most critical for maintaining media's social responsibility?
- Timeliness of information
 - Accuracy and reliability
 - Popularity and viewer ratings
 - Sensationalism
18. Do you think social media has the potential to bring out a revolutionary change?
- Certainly
 - Not sure
 - Never
19. Do you share reviews of articles read by you on social media platforms?
- Yes
 - No
20. What do you consider the most effective way for media outlets to engage with their audience regarding social media responsibility?
- Social media interaction and feedback
 - Town hall meetings and forums
 - Traditional surveys and polls
 - No engagement is necessary

21. In terms of climate change coverage, what role should media play in promoting environmental social responsibility?
- Advocate for environmental action
 - Provide neutral coverage
 - Downplay environmental concerns
 - Unsure
22. How does student's engagement with media literacy programs impact their critical evaluation of media social responsibility?
- Enhances critical evaluation skills
 - Limits critical evaluation skills
 - No impact on skills
 - Unsure
23. How do students perceive responsibility of media organizations in fostering a sense of community among their audience?
- Strong responsibility
 - Limited responsibility
 - No responsibility
 - Unsure

**“A STUDY ON THE INFLUENCE OF FILM
INDUSTRY ON THE BEHAVIOR OF COLLEGE
STUDENTS”**

Project Report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

BACHELOR OF COMMERCE

Submitted by **NOURIN YUSEF**

(CCAVBCM295)

Under the supervision of

Mr. LIPINRAJ K



**DEPARTMENT OF COMMERCE
CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA
UNIVERSITY OF CALICUT**

MARCH 2024

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

CALICUT UNIVERSITY



DEPARTMENT OF COMMERCE CERTIFICATE

This is to certify that the project report entitled “**A Study on the influence of film industry on the behavior of college students**” is a Bonafide record of project done by **NOURIN YUSEF**, Reg. No. CCAVBCM295, under my guidance and supervision in partial fulfilment of the requirement for the award of the degree of BACHELOR OF COMMERCE and it has not previously formed the basis for any Degree, Diploma and Associateship or Fellowship.

Assoc. Prof. THOMAS P G

Co-ordinator

Mr. LIPINRAJ K

Project Guide

DECLARATION

I, **NOURIN YUSEF**, hereby declare that the project work entitled “**A STUDY ON THE INFLUENCE OF FILM INDUSTRY ON THE BEHAVIOR OF COLLEGE STUDENTS**” is a record of Independent and Bonafide project work carried out by me under the supervision and guidance of Mr. LipinRaj K, Asst. Professor, Department of Commerce, Christ College (Autonomous), Irinjalakuda.

The information and data given in the report is authentic to the best of my knowledge. The report has not been previously submitted for the award of any Degree, Diploma, Associateship or other similar title of any other university or institute.

Place: Irinjalakuda

NOURIN YUSEF

Date:

CCA VBCM295

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I express my sincere thanks to my friends and family for their support in completing this report successfully.

Place: Irinjalakuda

NOURIN YUSEF

Date:

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CHAPTER : 1
INTRODUCTION

1.1 Introduction

In this era, where the influence of media is pervasive, examining the impact of the film industry on the behavior of college students becomes an intriguing and pertinent avenue of research. Films are not merely a source of entertainment; they serve as powerful cultural artifacts that shape perceptions, attitudes, and ultimately, behavior.

The film industry, with its ability to transcend geographical boundaries and cultural differences, holds a unique position in dissemination ideas and influencing the collective consciousness. College students, at a crucial stage of personal and intellectual development, are particularly susceptible to the messages conveyed through cinematic narratives. As these young minds navigate the complexities of identity, relationships, and social expectations, become a significant part of their cultural landscape.

This research project aims to delve into the multifaceted ways in which the film industry molds the behavior of college students. From shaping societal norms and expectation to impacting individual choices and perceptions, the influence of film is omnipresent. By examining this relationship, we seek to unravel the nuances of how cinematic representations contribute to the formation of attitudes and behavior among college students.

Key questions that will guide our exploration include: how do on-screen portrayals of relationship, gender role, and societal issues impact the attitudes and behavior of college students? To what extent do cinematic depiction shape perceptions of self and others? Are there discernible patterns in the influence of different films genres on the behavior of college students

This research is not only timely but essential in understanding the dynamics between media consumption and behavioral patterns, especially within the critical context of higher education. By unraveling the intricate connections between the film industry and college students, we aim to contribute valuable

insights to the broader discourse on media influence and its implications for society.

1.2 Statement of the problem

In the ever-evolving landscape of higher education, the film industry stands as a pervasive force, actively shaping the behavior of college students. This research seeks to delve into the intricate fabric of film consumption habits among college students, unraveling the layers of factors that influence their movie preferences. A particular focus will be placed on examining the profound connection between movie content and the emotional well-being of students, exploring how specific themes impact mood and elicit emotional responses. Additionally, the study aims to discern the most preferred platforms for watching movies among college students, providing valuable insights into the changing dynamics of film engagement within this demographic. Through a comprehensive exploration of these objectives, this research endeavors to contribute nuanced perspectives on the profound influence of the film industry on the behavioral patterns of college students.

1.3 Scope of study

The scope of this study encompasses a thorough examination of the influence wielded by the film industry on the behavior of college students. The research will extend to investigate and analyze film consumption habits among college students genres, platforms, and viewing frequency. Factors influencing movie preferences will be explored, encompassing elements such as cultural, social, and personal preferences.

Furthermore, the study will delve into the intricate relationship between movie content and the emotional well-being of students, with focus on understanding how various themes and narratives impact mood and elicit emotional

responses. The scope also extends to identifying and analyzing the most preferred platforms utilized by college students for watching movies, taking into account the prevalence of streaming services, traditional trends. The study also analyze the potential impact on mental health due to film industry.

1.4 Significance of the study

This study holds substantial significance as it addresses the complex interplay between the film industry and the behavior of college students. By investigating film consumption habits, factors influencing movie preferences, and the impact of movie content on emotional well-being, this research provides valuable insights into the cultural, social, and psychological dimensions of higher education.

Understanding the nuances of how the film industry influences college students behavior is crucial for educators, policymakers, and stakeholders in the entertainment industry. The findings from this study can inform educational approaches, curriculum development, and initiatives aimed at promoting positive media literacy. Additionally, the research contributes to the discourse on the evolving preferences and habits of the target demographic, shedding light on the broader societal impact of cinematic content.

Furthermore, by exploring the most preferred platforms for movie-watching, the study addresses the changing landscape of media consumption, offering implications for the film industry and technological advancements. Ultimately, the significance of this study lies in its potential to enhance our understanding of the intricate relationship between college students and film industry, fostering informed discussions and contributing to the development of strategies that positively shape media engagement among this demographic.

1.5 Objectives

- To study the film consumption habits among college students.
- To examine the factors influencing the movie preference in students.
- To study the most preferred platform for watching movies.
- To study the emotional well-being according to movie content between male and female students.

1.6 Hypothesis of the study

H0: There is no significant relation between emotional well-being and movie content in male and female college students.

H1: There is significant relation between emotional well-being and movie content in male and female college students.

1.7 Research Methodology

The study is descriptive in nature. The study examines the influence of film industry on college students in respect of Trissur district. It also analyzes the impact of film industry on college students in Kerala. The present study uses primary data. Due to the special nature of study the qualitative data has also been used in this study.

1.8 Sample design

1.8.1 Population

The study is conducted on the behavioral changes influenced by the film industry in college students with respect to Trissur district.

1.8.2 Sample frame

To study the whole population in order to arrive at a conclusion would be impractical since it is not practical to include all colleges in Trissur district in the area of data collection. It was considered to draw the sample. The sampling method used in this study is purposive sampling under the non-probability sampling.

1.8.3 Sample size

110 respondents were selected to constitute the sample size for the study. Among 110 samples 100 samples responded where, 54 are male and 46 are females.

1.8.4 Data Collection

The data was collected through well-structured questionnaire and also uses secondary data from website, journals and books.

1.9 Tools for analysis

A questionnaire was designed for the purpose of achieving the research objectives. In order to analyze the impact of film industry on the behavior of college students in Trissur district. The study uses primary and secondary data. The statistical tool used for the analysis of primary data consist of bar graphs, pie chart, tables, percentage analysis, etc. The analytical tool used for establishing and analyzing the relation and dependence between variables include methods used for hypothesis testing, such as Independent Sample T Test.

1.10 Limitation of the study

1. The study is confined to 100 samples.
2. The study is only confined among settled college students in Trissur district.

1.11 Chapterisation

Chapter 1 – Introduction

Chapter 2 – Review of literature

Chapter 3 – Theoretical Framework

Chapter 4 – Data analysis and Interpretation

Chapter 5 – Findings, Suggestions and Conclusion

CHAPTER : 2
REVIEW OF LITERATURE

2.1 Introduction

A literature review discusses published information of a particular subject area, and sometimes information of a particular subject area within a certain time period. A literature review can be just a simple summary of the source, but it usually has an organizational pattern and combines both summary and synthesis. It helps in clarifying and defining the problem, stating the objectives, formulating hypothesis, selecting an appropriate design and methodology of research as well as interpreting the result in the light of research work already undertaken in the previous studies. In this chapter an endeavor has been made to provide and present an overview of various aspects of this study through the review of existing literature. The sources referred include journals, books, working papers, report related to human resources etc. In this section, related literature are the influence of film industry on college students with respect to Trissur district.

2.1.1 Empirical review

Empirical research is published in books and in scholarly, peer-reviewed journals. However, most library database does not offer straight forward ways to locate empirical research. Below are tips for some of the most popular education and behavioral or social science database.

Susan Villani M. D (2001) Showed that, children learn behaviors and have their value systems shaped by media. Media research since has focused on content and viewing patterns. The primary effects of media exposure increased violent and aggressive behavior, increased high-risk behaviors, including alcohol and tobacco use and accelerated onset of sexual activity. The newer forms of media have not been adequately studied, but concern is warranted through the logical extension of earlier research on other media forms and the amount of time the average child spends with increasingly sophisticated media.

William Dejong (2002) The dangers of high-risk drinking are common, but none has been rigorously evaluated. Studies suggest that social norms marketing campaigns, which correct misperceptions of campus drinking norms, may be effective, but more rigorous research is needed. One major media campaign has focused on policy advocacy to reduce college student drinking, but it is still being evaluated. Lessons for campaign design are organized as a series of steps for campaign development, implementation and assessment launch a strategic planning process, select a strategic objective and the target audience, develop a staged approach, define the key promise, avoid fear appeals, select the right message source, select a mix of media channels, maximize media exposure, conduct formative research, and conduct process and outcome evaluations. Future campaigns should integrate information, social norms marketing, and advocacy approaches to create a climate of support for institutional, community and policy changes that will alter the environment in which students make decisions about their alcohol consumption.

Annemarie Charlsworth and Stanton A Glantz (2005) Smoking in the movies decreased from 1950 to 1990 and then increased rapidly. In 2002, smoking in movies was as common as it was in 1950. Movies rarely depict the negative health outcomes associated with smoking and contribute to increased perceptions of smoking prevalence and the benefits of smoking. Movie smoking is presented as adult behavior. Exposure to movie smoking makes viewer's attitudes and beliefs about smoking and smokers more favorable and has a dose-response relationship with adolescent smoking behavior. Beginning in 2002, the total amount of smoking in movies was greater in youth-rated (G/PG/PG-13) films than adult-rated (R) films, significantly increasing

adolescent exposure to movie smoking. Viewing antismoking advertisements before watching movie seems to blunt the stimulating effects of movie smoking on adolescent smoking.

Akhila Vasan (2010) Presents findings about the influence of films and television, as well as that of friends and the family, on the behaviors of college students in Kerala. She shows the growing importance of films and TV in young people's lives. Apart from indicating media consumption patterns, the study also indicates the possible pathways in which ideas from films are translated or not translated into action. As a next step, it would be important to unpack specific factors associated with media influence among young men and women. A better understanding of these gendered influences will provide important pointers for interventions to use media and peers in creative ways to ensure a healthy and responsible transition into adulthood among young men and women. Far fewer young men and women attributed recent changes in behavior to family influences as compared to the influence of peers and the media. The impact of the media on smoking among young people is another area that has received the attention of researchers. A similar association between exposure to alcohol use in films and subsequent initiation of drinking by adolescents has been demonstrated in a cross-sectional study of US adolescents (Dalton et al., 2006) and a longitudinal study of German adolescents (Hanewinkel et al., 2008).

Simon Hudson Youcheng Wang and Sergio Moreno Gil (2010) The study aimed to measure the immediate impacts of the film on viewers perceptions. "The Motorcycle Diaries" was chosen for the experiment, with a particular emphasis on its portrayal of South America. Established scales from the tourism and marketing literature were employed to survey viewers from the USA, Canada, and Spain both before and after watching the film. The results

indicated that the film did, indeed, change viewers perceptions of South America. After watching the film, a significant percentage of respondents expressed a desire to visit the countries featured in the film. Canadians exhibited a significantly higher desire to visit South America compared to participants from the USA and Spain. Respondents motivated to travel by the film were particularly influenced by the scenery, landscape, and cultural attractions depicted in the movie. This literature review succinctly captures the essence of the study, providing a clear overview of its purpose, methodology, and major findings.

James D. Griffith, Michelle Hayworth, Lea T. Adams, Sharon Mitchell, Christian Hart (2012) This study examines the assumed characteristics of individuals in the adult entertainment industry and how these assumptions influence perceptions of pornography. While prior research has explored public perceptions of porn actors, this study is unique in comparing self-reports from 105 male and 177 female porn actors to the perceptions of 399 college students. Key findings include: the study compares self-reports from male and female porn actors to college students perceptions on various aspects, including Childhood Sexual Abuse (CSA), self-esteem, sexual behaviors, and safe sex practices. College students consistently underestimated self-esteem, age of first intercourse, lifetime number of partners, ideal romantic partner experience, concerns about STDs, enjoyment of sex, and condom use during a first sexual encounter for both male and female porn actors. Earnings were overestimated by college students. Male porn actors were additionally underestimated in the number of partners at work. Perceived rates of childhood abuse did not significantly differ from actual rates among porn actors, and the incidence of CSA among porn actor participants was within the general population. The majority of college student stereotypes about porn actors were not supported by the findings, challenging unfounded assumptions associated with individuals in

the adult entertainment industry. In conclusion, the study sheds light on the discrepancies between public perceptions and the self-reported characteristics of male and female porn actors. The findings underscore the need to critically examine and challenge stereotypes attributed to the entire adult entertainment industry based on assumed characteristics of its participants.

Linda Hui Yang and Mike Fleming (2013) The utilization of films and TV programs in English language classrooms is widespread, primarily viewed as authentic language sources, motivational tools, and conduits for cultural knowledge. However, there is a notable lack of emphasis on their role in developing intercultural competence, particularly in China. This literature review explores an empirical project conducted with Chinese college students, revealing that the process of viewing films is intricate and non-linear. The findings emphasize the dynamic and culturally specific nature of making sense of foreign films, influenced by various individual factors. The implications suggest a need for a nuanced and culturally-aware approach when incorporating films into language classrooms.

David Jerrick (2013) This study delves into the billion-dollar film industry, highlighting the critical role of film trailers in captivating audiences and promoting movies globally. The research, utilizing a combination of primary and secondary data, focuses on 154 college students at the University of Wisconsin – La Crosse. The central hypothesis, asserting that film trailers effectively influence and encourage college students to pay and see the advertised film in theaters, is supported by the findings. The study underscores the importance of understanding diverse global markets and audience behaviors for effective film marketing strategies.

Chuchai Smithikrai (2016) Results of the analysis of covariance showed that a systematic movie-based teaching course positively developed positive characteristics and behaviors, as the group variable predicted positive characteristics and behaviors at posttest while controlling for pretest scores. Overall, the results of this study provide support that positive characteristics and behaviors can be enhanced through a systematic movie-based teaching course. Teaching with movies is a powerful tool for developing positive characteristics and behaviors of young people. Teaching with movies course increased positive characteristics and behaviors support findings of previous studies (e.g., Ayres et al., 1993; Martin & Jones, 1994; Powell & Newgent, 2010; Smithikrai, Longthong, & Peijssel, 2014), which have shown that movies are a powerful tool for enhancing positive characteristics and reducing negative ones.

G. Neil Martin (2019) Reported that, low empathy and fearfulness are associated with more enjoyment and desire to watch horror. Empathetic concern and personal distress are negatively correlated with enjoyment of horror involving torture. Men and boys prefer to watch, enjoy and seek out horror more than women and girls do. Women and girls reported experiencing more fear and anxiety generally than men and express greater anxiety and fear when watching horror than boys and men do. Women report more empathetic concern than men do, and this may be another explanatory mechanism. Older children are more afraid of concrete objects or stimuli. Individuals tend to prefer horror less as they age, but there is little literature on this topic.

Resti C Muin Sifrid S. Pangemanan Maria V.J. Tielung (2019) In this study, the focus is on understanding the lifestyle behavior of movie theater consumers, specifically college students, and exploring the factors influencing

these behaviors. The objective of the research is to analyze and comprehend the lifestyle behavior of moviegoers among university students. Additionally, the study aims to identify the factors that contribute to shaping these behaviors. To achieve these goals, the researcher conducted a qualitative study involving 15 informants through in-depth interviews, utilizing purposive sampling and snowball sampling methods. The findings of the research suggest that movie theater consumption is a prevalent, intriguing, modern, and positive lifestyle among university students. The act of watching movies in theatres has become a natural part of their routine, and the students express satisfaction with the existence of movie theaters. The development of technology in this era has played a significant role in attracting university students to theatres for movie-watching experiences. The recommendation drawn from the study is for cinemas to continually enhance their services and consistently offer high-quality movies that contribute to the educational and entertainment needs of university students. This implies an acknowledgment of the evolving preferences and expectations of the target audience and a commitment to providing a positive and enriching movie-watching experience. In conclusion, the lifestyle behavior of movie theater consumers, particularly university students, is influenced by various factors, including technological advancements. Understanding these behaviors and factors is crucial for businesses in the entertainment industry, such as cinemas, to adapt and cater to the evolving preferences of their target audience.

Tina Kubrak (2020) In his report, the viewers attitudes after watching the film were identified. Young people changed their assessments of regulatory, cognitive and emotional characteristics of the elderly people after watching a film about the elderly. At the same time, significant differences were found between students and postgraduate students in their assessments of the elderly. After watching the film, students negative attitudes towards elderly people got worse, while postgraduate students assessments, on the contrary, changed for

the better. The revealed opposite trends can be explained by individual differences between the respondents, which include age, educational status as an indicator of individual psychological characteristics, experience of interaction with elderly people and, as a result, attitudes towards elderly people at the time before watching the film. Most of the changes in the viewers attitudes detected immediately after watching the movie did not remain over time.

Hang Zhang, Huizhen Long, and Yinchang Chen (2022)

This paper investigates the enhancement of entrepreneurial psychology and innovation among college students, utilizing the framework of positive psychology within a multicultural context. Explores the background and development of multiculturalism, emphasizing the main features of the multicultural era. The current state of college students mental health and entrepreneurial behavior, outlining the specifics of entrepreneurial psychology, including consciousness, will, capability, and personality. Discusses the positive impact of inspirational films and roles on college students psychology, considering film and television culture's main features: intuitiveness, immediacy, universality, entertainment, and orientation. Describes the design and distribution of a questionnaire survey among local college students, proposing assumptions about the psychological impact of inspirational films. Presents the survey results, revealing that differences in college students entrepreneurial levels are reflected in gender, urban vs rural household registration, only-child status, and entrepreneurial experience. Gender differences manifest in entrepreneurial consciousness, will and personality. Significant disparities are observed between urban and rural registration and entrepreneurial experience. Distinctions between only-child and non-only-child students are apparent in will, capability, and personality. Details an intervention using inspirational films, demonstrating improvements in the average scores of students entrepreneurial levels across dimensions.

Significant differences are noted post-intervention, indicating statistical significance.

CHAPTER : 3

THEORETICAL FRAMEWORK

3.1 Introduction

Theories are formulated to explain, predict and understand phenomena and in many cases to challenge and extend existing knowledge within the limits of critical bounding assumption. The theoretical frame work is the structure that can hold or support a theory of a research study. The theoretical frame work introduces and describes the theory that explains why the research problems under study exist. A theoretical frame work consist of concepts and together with their definitions and reference to relevant scholarly literature, existing theory that is used for your particular study. The theoretical frame work must demonstrate an understanding of theories and concepts that are relevant to the topic of your research paper and that relate to the broader areas of knowledge being considered.

3.2 Behavior

The behavior is defined as a total response of an organism, in reply to living circumstances, depending on the environmental stimulation and its internal tension of successive movements which are oriented in a significant way. The behavior designates the way to be and to act through the observable manifestations. The meaning and the direction of adaptive behavior are of a major importance. In the narrow sense, the notion of behavior is limited to directly observable body activities, which excludes at least at first glance, states of consciousness, thoughts, feelings, representations and other internal activities. The behavior is therefore “the most obvious aspect of the personality, the most readily observable and at the same time, most likely to be subject to interpretation” (Popa-Velea, Ovidiu, 2010). In the broad sense, the notion extends to internal activities and meets the notion of conduct proposed by Pierre Janet, meaning the activity or action in all its forms: internal- subjective and external-motor and always considering the unity of mental and behavioral facts. Therefore, the conduct term includes both the external

behavior and the internal behavior. The conduct is the action or the activity in all its forms, the mentally and motor way to lead an action of the subject in a given situation or in a typical one. Unlike behavior, conduct includes internal subjective phenomena, bringing together at the organic level both mental and behavioral facts. Comparing the definitions, it appears that while the behavior sphere is limited to the objective and observable reactions, the conduct includes also objective and subjective-internal phenomena, representing the unity of mental and behavioral facts.

3.3 Film industry

The film industry or motion picture industry comprises the technological and commercial institutions of filmmaking, i.e., film production companies, film studios, cinematography, animation, film production, screenwriting, pre-production, post-production, film festivals, distribution, and actors. Though the expense involved in making films almost immediately led film production to concentrate under the auspices of standing production companies, advances in affordable filmmaking equipment, as well as an expansion of opportunities to acquire investment capital from outside the film industry itself, have allowed independent film production to evolve. In 2019, the global box office was worth \$42.2 billion. When including box office and home entertainment revenue, the global film industry was worth \$136 billion in 2018. Hollywood is the world's oldest national film industry, and largest in terms of box office gross revenue. Indian cinema is the largest national film industry in terms of the number of films produced, with 2446 feature films produced annually as of 2019.

3.4 Movies

Movies have the potential to transcend boundaries, inspire empathy, and drive societal transformation. As viewers, we hold the power to choose films that

align with our values and contribute positively to the world. By supporting movie that challenges norms, advocates for justice and sheds light on social issues, we became active participants in the ever-evolving dialogue that shapes our society for the better.

3.5 Media effects

The harmful effects of social media on students well-being have been extensively studied. Research shows that excessive social media use is linked to a decline in mental health, including increased anxiety and depression. The addictive nature of social media, which stimulates pleasure pathways in the brain, contributes to these negative effects. Regulators and social media companies also have a responsibility to address these issues to prevent long-lasting impacts on society. A 2016 MIT study found that frequent access to social media led to a 7% increase in anxiety disorders among students. The researchers also discovered that excessive night time social media use and emotional investment in social media (getting a sense of validation and belonging predominantly from social media) were linked to poor test scores in various academic criteria and also caused higher levels of anxiety and depression.

3.6 Social Impact

Filmmakers employ a range of storytelling techniques to evoke emotions and connect with their audience on a personal level. Whether through relatable characters or emotionally charged scenes, movies can create empathy and understanding for the experience of others. Diverse representation on screen, both in front of and behind the camera, fosters inclusivity and helps challenge stereotypes. Movie like Rocky Rani Ki Prem Kahani is a prime example of how story telling can transcend cultural barriers and foster a sense of unity.

3.7 Documentaries and Real-Life Stories

Documentaries have a unique ability to delve into real-life issues and expose truths that may otherwise remain hidden. They offer an unfiltered view of society challenges, giving a voice to marginalized communities and driving conversations about social justice. Documentaries like “An Inconvenient Truth” and “The Cove” have raised awareness about environmental issues and animal rights, respectively, leading to increased activism and policy changes.

CHAPTER : 4
DATA ANALYSIS AND INTERPRETATION

Table No 4.1

Table showing the classification of respondents on the basis of age.

Age	No. of respondents	Percentage
17-18	6	6%
19-20	47	47%
21-22	24	24%
23 above	24	24%

Source: Survey data

Table 4.1 reveals the classification of respondents on the basis of age. Among hundred samples 6% were between 17-18 years, 47% were between 19-20 years, 24% were between 21-22 years and 23% were above 23 years old.

Figure No 4.1

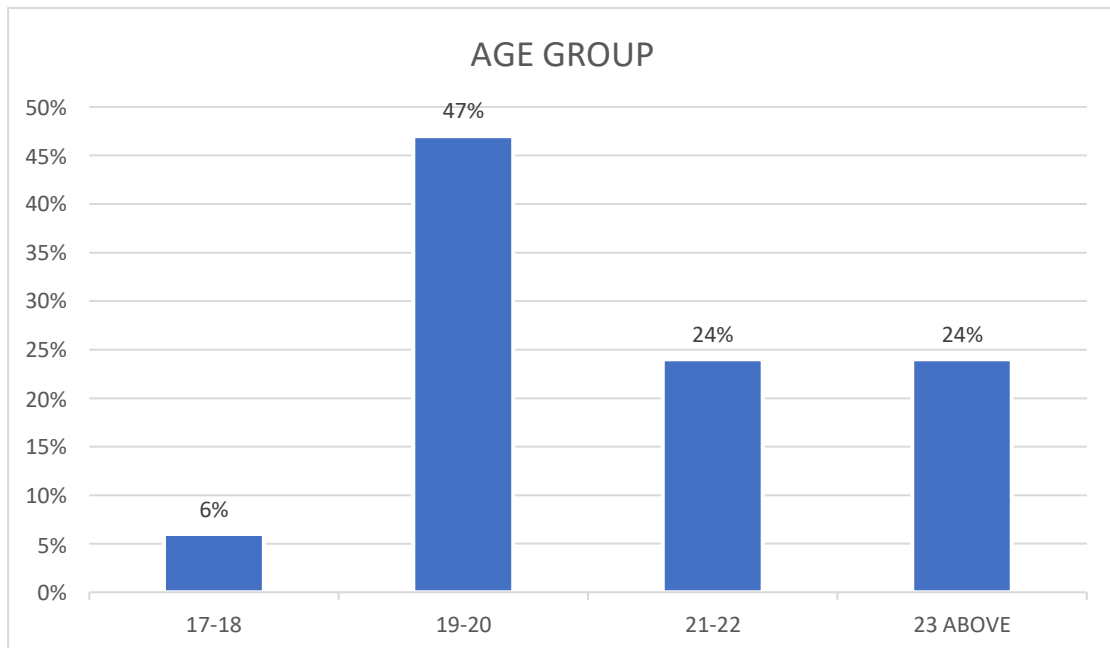


Table No. 4.2

Table showing the Classification of respondents of the basis of gender.

Gender	No of respondents	Percentage
Male	54	54%
Female	46	46%

Source: Survey data

Table 4.2 reveals the classification of respondents on the basis of gender. Among 100 samples 54% are male and 46% are female respondents.

Figure No. 4.2

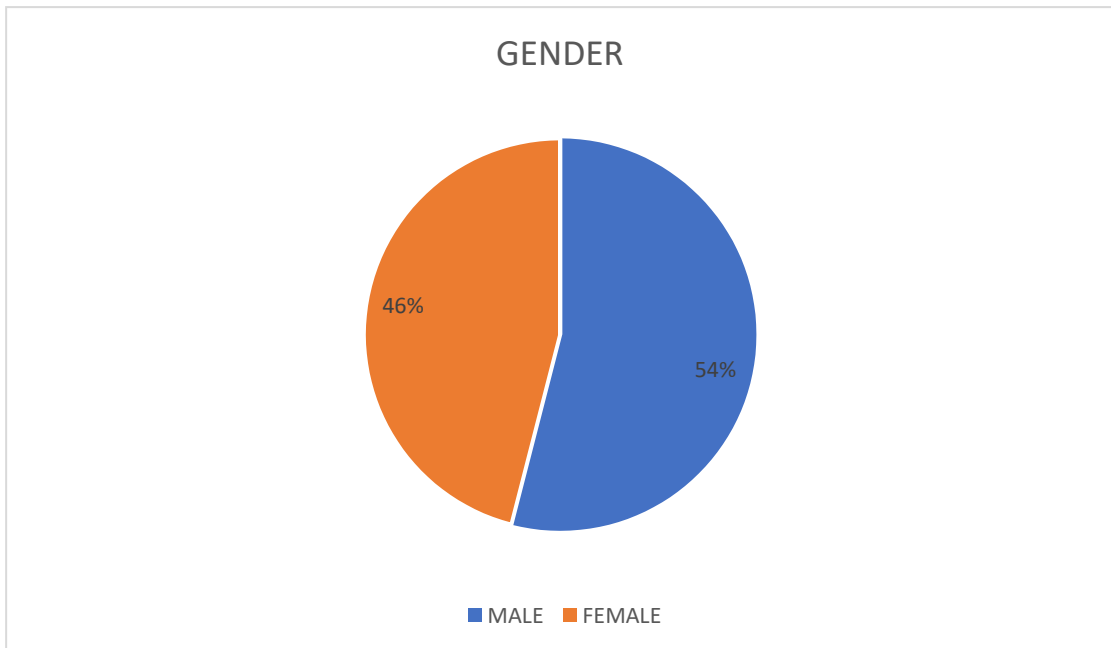


Table No 4.3

Table showing the classification of respondents on the basis of streams.

Stream	No. of respondents	Percentage
Arts	18	18%
Science	41	41%
Others	41	41%

Source: Survey data

Table 4.3 reveals the classification of respondents on the basis of streams. Among 100 samples 18% were Arts stream, 41% were Science stream and 41% were Others.

Figure No 4.3

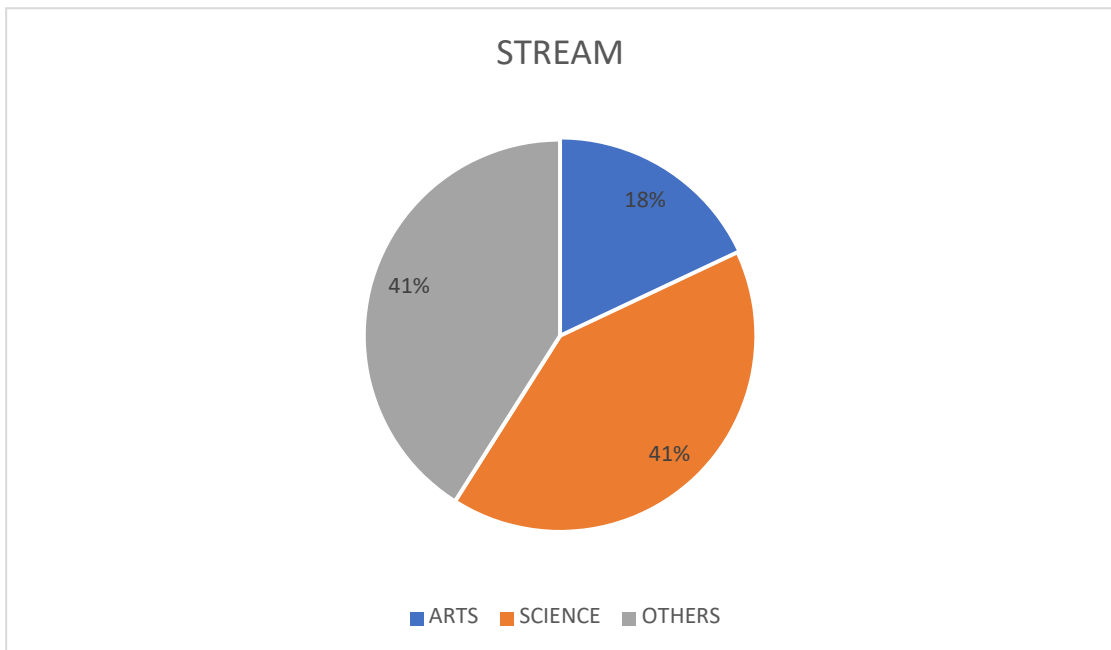


Table No 4.4

Table showing the classification of respondents on the basis of frequency of watching movies.

Frequency	No. of respondents	Percentage
Rarely	12	12%
Randomly	23	23%
Occasionally	15	15%
Monthly	11	11%
Weekly	30	30%
Daily	9	9%

Source: Survey data

Table 4.4 reveals the classification of respondents on the basis of frequency of watching films. Among 100 samples 9% rarely watch films while 23% watch randomly, 15% watch occasionally, 11% watch monthly, 30% watch weekly and 9% watch daily.

Figure No 4.4

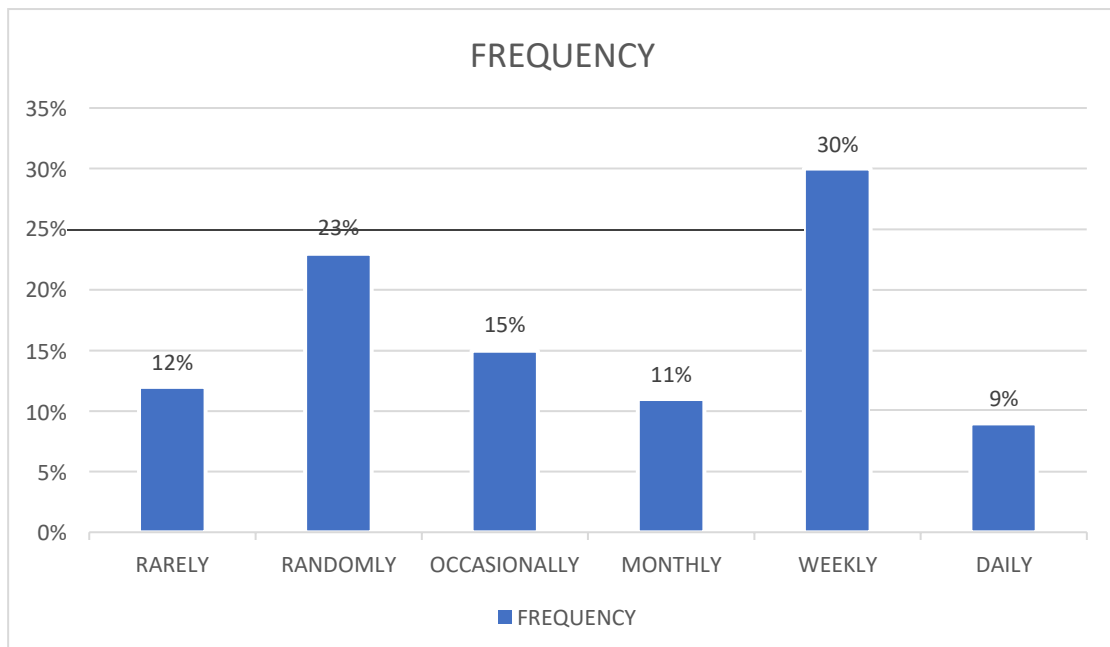


Table No 4.5

Table showing the classification of respondents on the basis of times / days for watching films.

Times / Days	No. of respondents	Percentage
Morning	1	1%
Evening	11	11%
Night	60	60%
Weekdays	8	8%
Weekends	20	20%

Source: Survey data

Table 4.5 reveals the classification of respondents on the basis of certain times and days. Among 100 respondents 1% prefers morning, 11% prefers evening and 60% prefers night time. As in days, 8% prefer weekdays and 20% prefer weekends.

Figure No 4.5

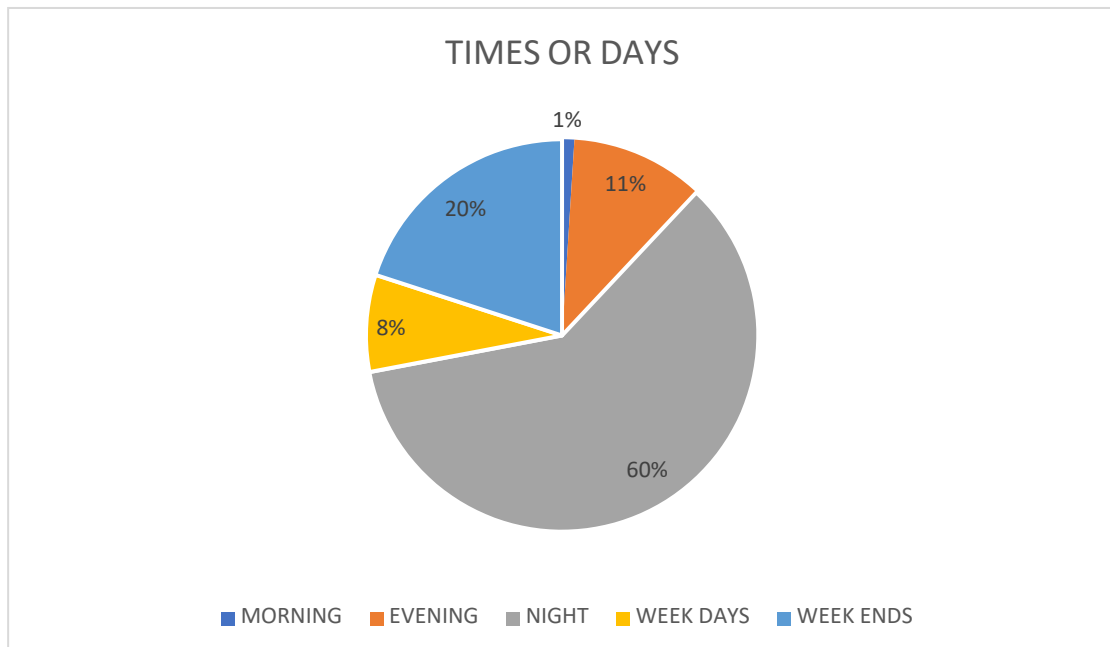


Table No 4.6

Table showing the classification of respondents on the basis of watching films alone or with friends.

Alone / with Friends	No. of respondents	Percentage
Alone	41	41%
With Friends	59	59%

Source: Survey data

Table 4.6 reveals the classification of data on the basis of preference of students watching films, alone or with friends. Among 100 respondents 41% prefers watching films alone and 59% prefers to watch it with friends.

Figure No. 4.6

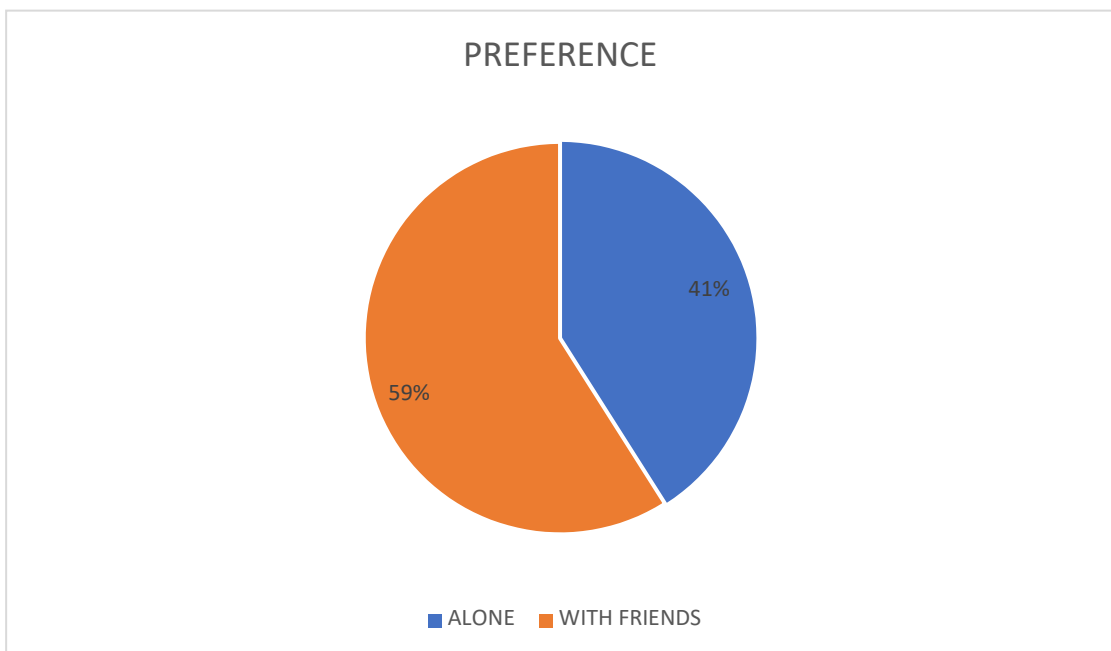


Table No 4.7

Table showing the classification of respondents on the basis of film genres.

Genres	No. of respondents	Percentage
Action	20	20%
Comedy	33	33%
Drama	9	9%
Horror	3	3%
Romance	16	16%
Sci-Fic	13	13%
Others	6	6%

Source: Survey data

Table 4.7 reveals the classification of respondents on the basis of film genres. Among 100 respondents 20% prefer watching Action, 33% prefers watching Comedy, 9% prefers watching Drama, 3% prefers watching Horror, 16% prefers watching Romance, 13% prefers watching Sci-Fic and 6% prefers othergenres.

Figure No 4.7

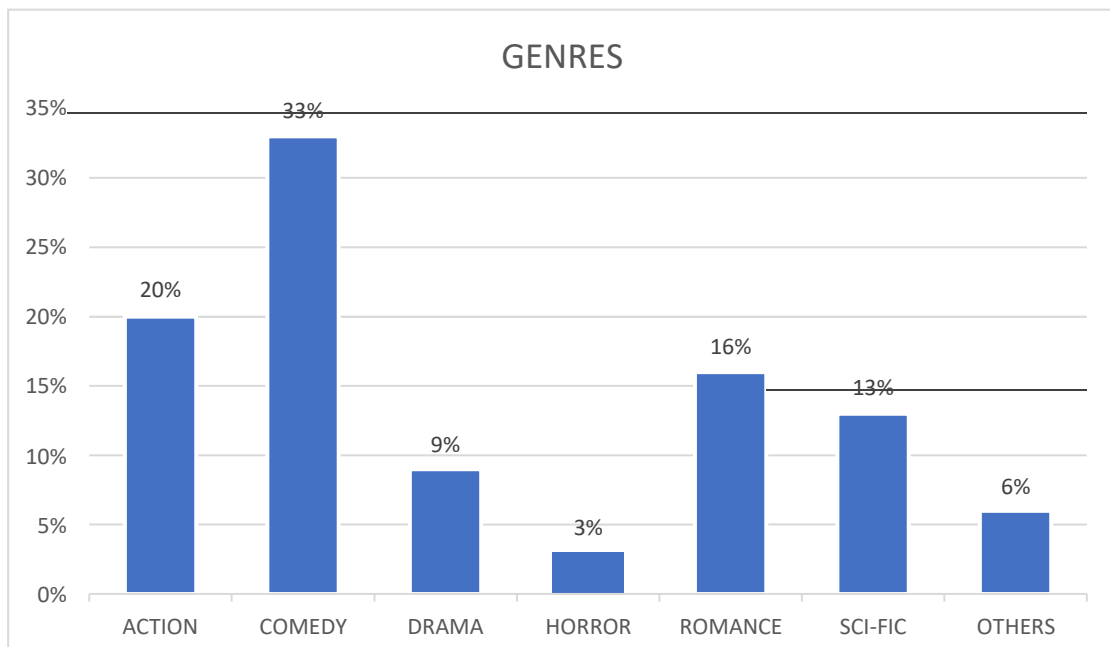


Table 4.8

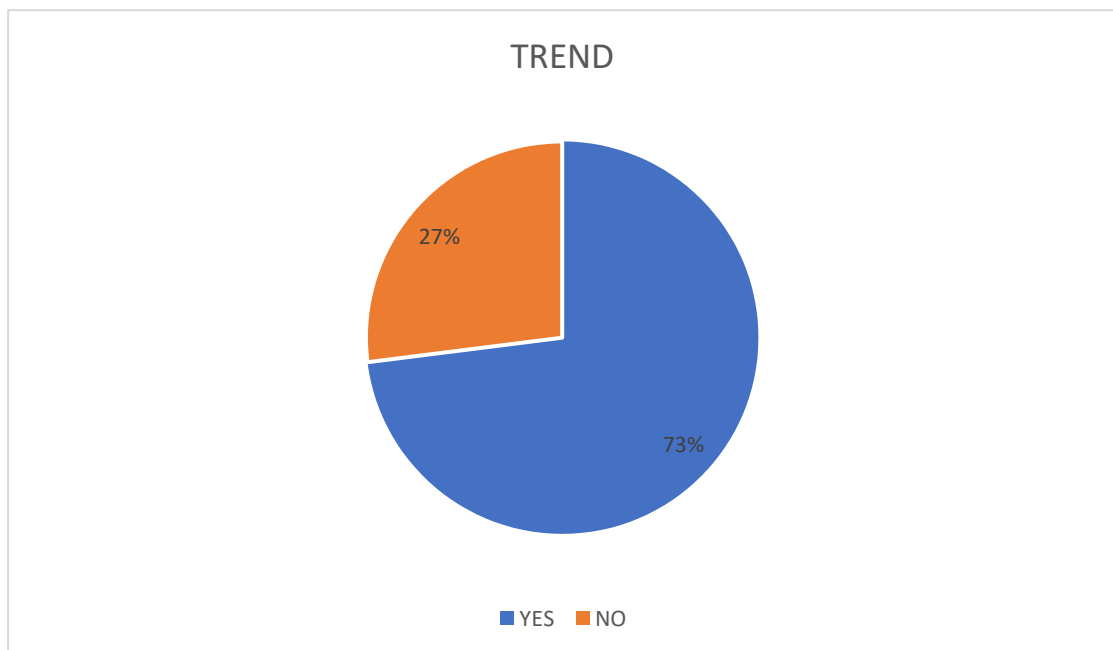
Classification of respondents on the basis of watching films if its trending.

Trending	No. of respondents	Percentage
Yes	73	73%
No	27	27%

Source: Survey data

Table 4.8 reveals the classification of the data on the basis of students watching films when its trending. The data reveals that 73% of the students watch films when they are trending and 27% watches even if it's not trending.

Figure No. 4.8



Tables 4.9

Table showing the classification of the data on the basis of hours spend for watching movies.

Time in hours	No. of respondents	Percentage
1-2 hours	25	25%
3-5 hours	60	60%
6-10 hours	12	12%
Above 10 hours	3	3%

Source: Survey data

Table 4.9 reveals the classification of respondents on the basis of hours spend for watching movies in a week. Among 100 respondents 25% spend 1-2 hours, 60% spend 3-5 hours, 12% spend 6-10 hours and 3% spend more than 10 hours.

Figure No 4.9

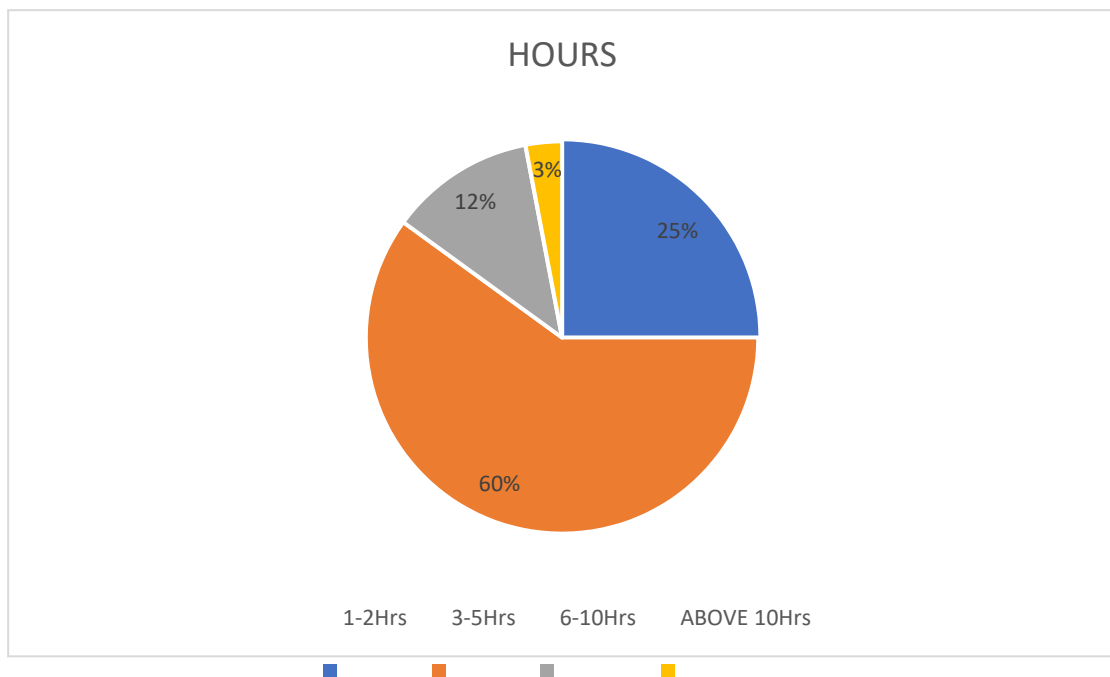


Table No. 4.10

Table showing the classification of respondents on the basis of watching films based on friends recommendation.

Recommendation	No. of respondents	Percentage
Very likely	27	27%
Likely	44	44%
Neutral	27	27%
Unlikely	2	2%

Source: Survey

Table 4.10 reveals the classification of respondents on the basis of watching films based on friend’s recommendation. Among 100 samples 27% very likely watch films based on friends recommendation, 44% likely watch films based on friends recommendation, 27% were neutral and 2% unlikely watch films based on friends recommendation.

Figure No. 4.10

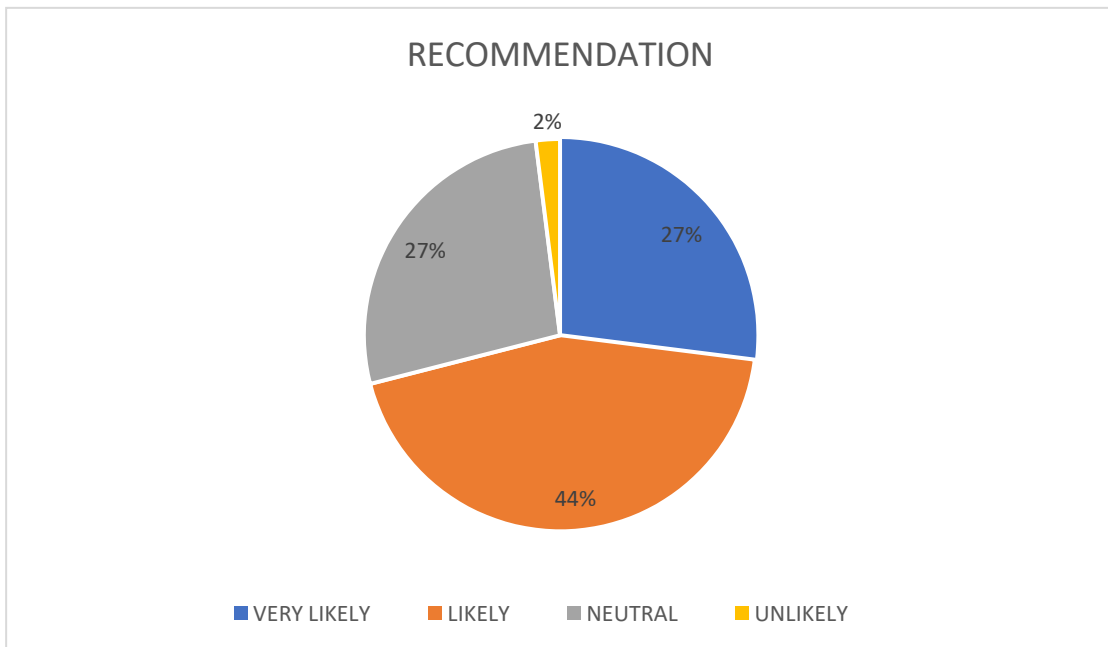


Table No. 4.11

Table showing the classification of respondents on the basis of budget allocated to film related activities for a month.

Budget	No. of respondents	Percentage
None	30	30%
Less than 500/-	52	52%
500/- to 1000/-	17	17%
More than 1000	1	1%

Source: Survey data

Table 4.11 reveals the classification of respondents based on the budget allocated to film related activities for a month. Among 100 samples 30% were none and 52% allocate less than 500/-, 17% allocated 500/- – 1000/- and only 1% allocated more than 1000/- to film related activities for a month.

Figure No. 4.11

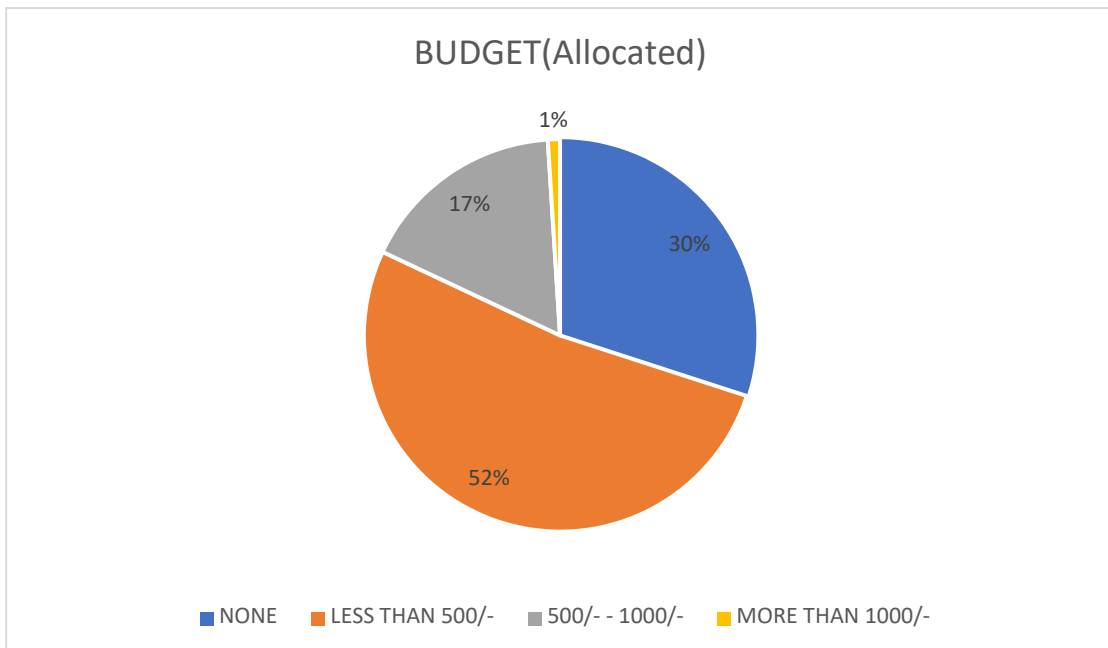


Table No. 4.12

Table showing the classification of respondents on the basis of factors (Budget) influencing preference of movies.

Budget	No. of respondents	Percentage
Strongly agree	5	5%
Agree	26	26%
Neutral	40	40%
Disagree	20	20%
Strongly disagree	9	9%

Source: Survey Data

Table 4.12 reveals the classification of respondents on the basis of factors influencing preference of movies that is budget. Among 100 samples 5% strongly agrees, 26% agrees, 40% is neutral, 20% disagrees and 9% strongly disagrees.

Figure No. 4.12

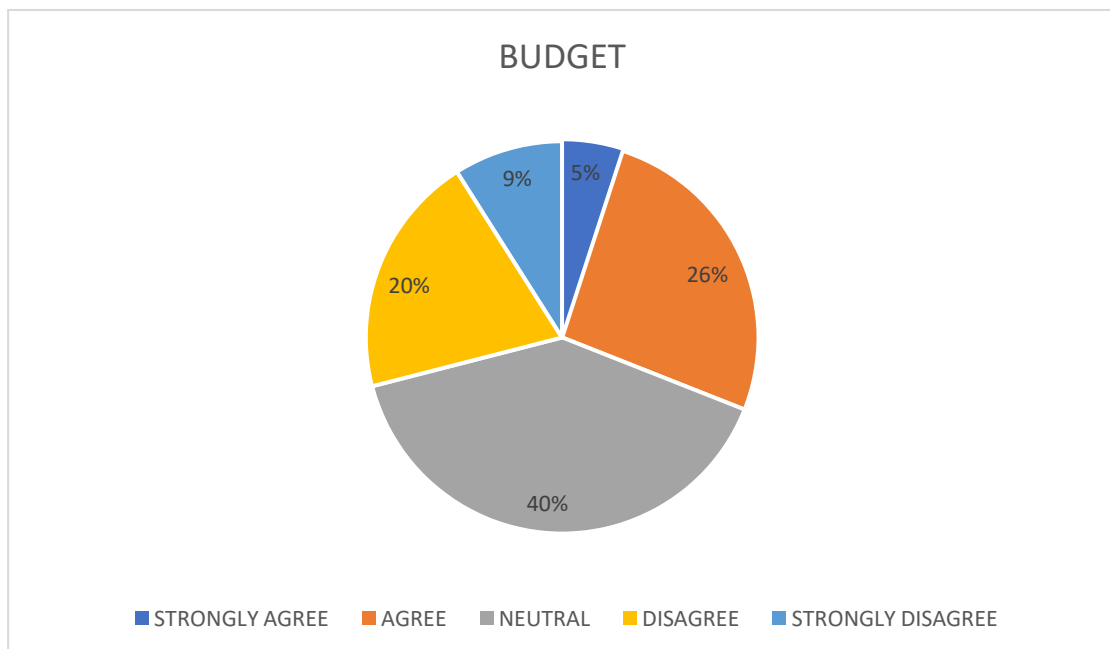


Table No. 4.13

Table showing the classification of respondents on the basis of factors (Genre) influencing preference of movies.

Genre	No. of respondents	Percentage
Strongly agree	21	21%
Agree	37	37%
Neutral	36	36%
Disagree	5	5%
Strongly disagree	1	1%

Source: Survey Data

Table 4.13 reveals the classification of the respondents on the basis of factors influencing preference in movies that is genre. Among 100 samples 21 % strongly agrees, 37% agrees, 36% is neutral, 5% disagrees and 1% strongly disagrees.

Figure No. 4.13

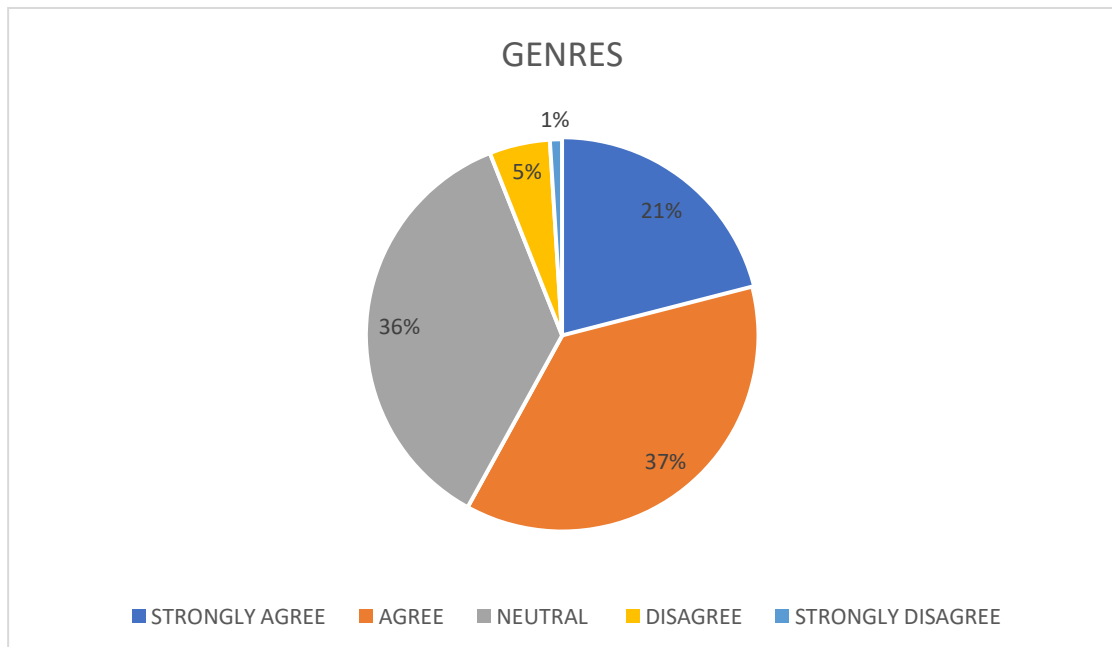


Table No. 4.14

Table showing the classification of respondents on the basis of factors (Social Circle) influencing preference of movies.

Social circle	No. of respondents	Percentage
Strongly agree	3	3%
Agree	53	53%
Neutral	39	39%
Disagree	3	3%
Strongly disagree	2	2%

Source: Survey Data

Table 4.14 reveals the classification of the respondents on the basis of factors influencing preference in movies that is social circle. . Among 100 samples 3 % strongly agrees, 53% agrees, 39% is neutral, 3% disagrees and 2% strongly disagrees.

Figure No. 4.14

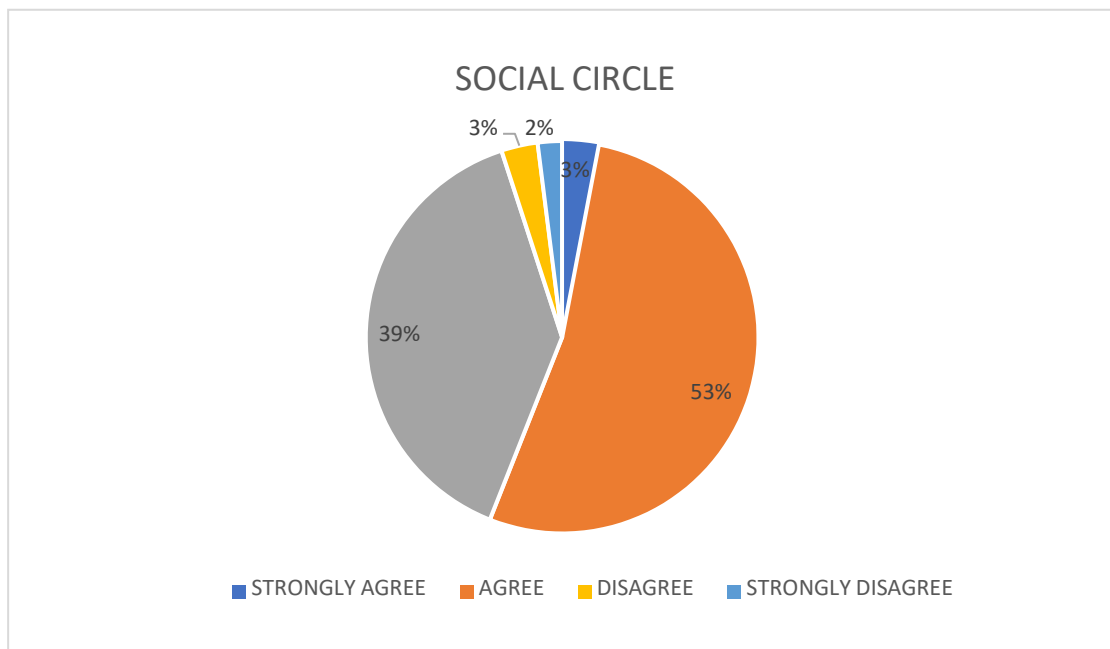


Table No. 4.15

Table showing the classification of respondents on the basis of factors (Storyline) influencing preference of movies.

Storyline	No. of respondents	Percentage
Strongly agree	42	42%
Agree	47	47%
Neutral	9	9%
Disagree	1	1%
Strongly disagree	1	1%

Source: Survey Data

Table 4.15 reveals the classification of the respondents on the basis of factors influencing preference in movies that is storyline. Among 100 samples 42% strongly agrees, 47% agrees, 9% is neutral, 1% disagrees and 1% strongly disagrees.

Figure No. 4.15

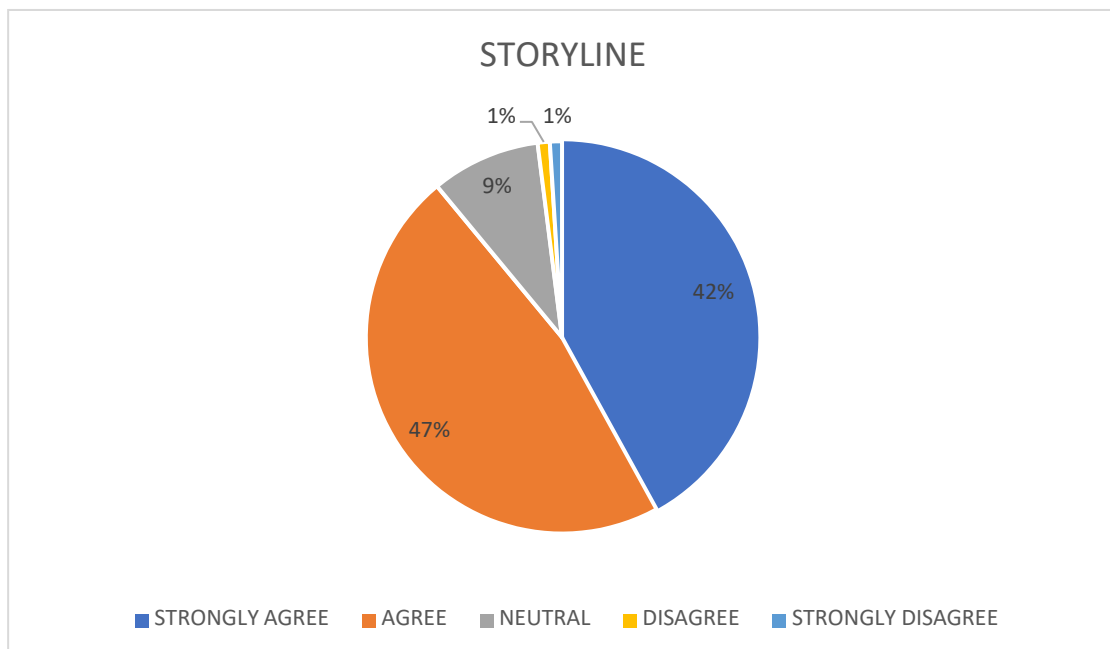


Table No. 4.16

Table showing the classification of respondents on the basis of factors (Cinematography) influencing preference of movies.

Cinematography	No. of respondents	Percentage
Strongly agree	29	29%
Agree	45	45%
Neutral	22	22%
Disagree	3	3%
Strongly disagree	1	1%

Source: Survey Data

Table 4.16 reveals the classification of the respondents on the basis of factors influencing preference in movies that is cinematography. Among 100 samples 29% strongly agrees, 45% agrees, 22% is neutral, 3% disagrees and 1% strongly disagrees.

Figure No. 4.16

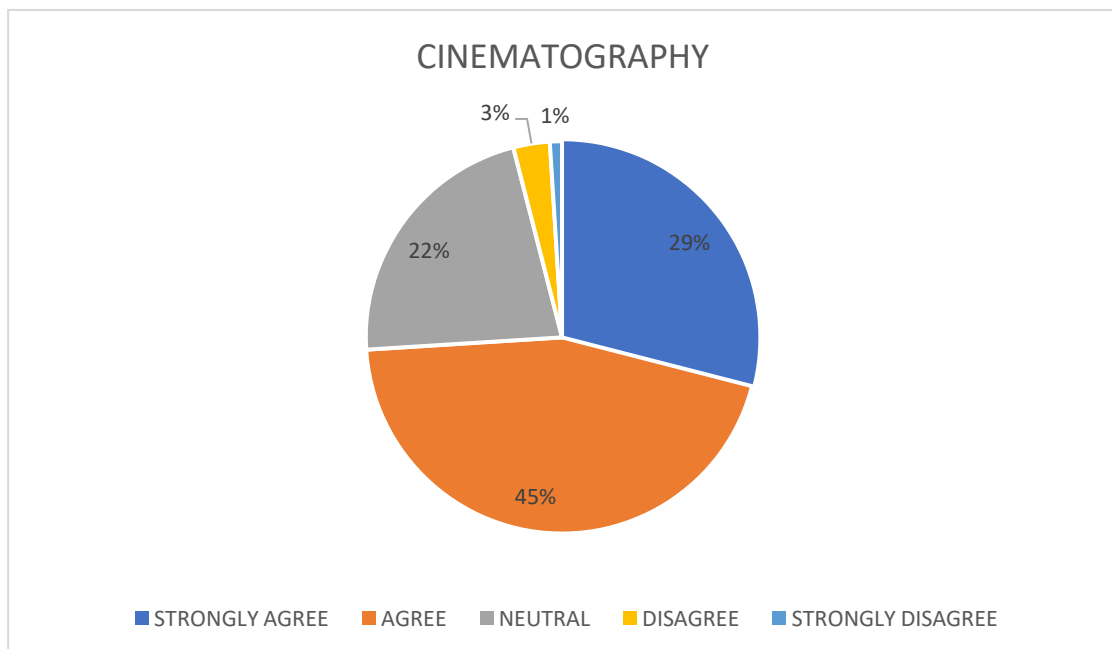


Table No. 4.17

Table showing the classification of respondents on the basis of factors (Film crew) influencing preference of movies.

Film crew	No. of respondents	Percentage
Strongly agree	21	21%
Agree	39	39%
Neutral	30	30%
Disagree	7	7%
Strongly disagree	3	3%

Source: Survey Data

Table 4.17 reveals the classification of the respondents on the basis of factors influencing preference in movies that is film crew. Among 100 samples 21% strongly agrees, 39% agrees, 30% is neutral, 7% disagrees and 3% strongly disagrees.

Figure No. 4.17

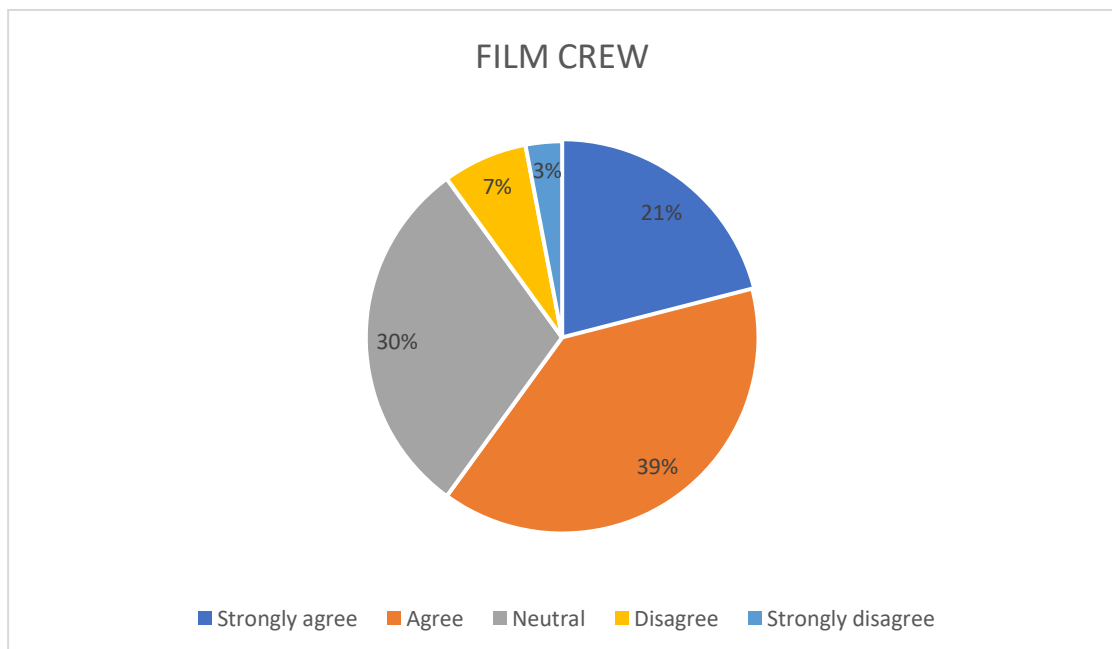


Table No. 4.18

Table showing the classification of respondents on the basis of factors (Current Trend) influencing preference of movies.

Current trends	No. of respondents	Percentage
Strongly agree	8	8%
Agree	44	44%
Neutral	38	38%
Disagree	7	7%
Strongly disagree	3	3%

Source: Survey Data

Table 4.18 reveals the classification of the respondents on the basis of factors influencing preference in movies that is current trends. Among 100 samples 8% strongly agrees, 44% agrees, 38% is neutral, 7% disagrees and 3% strongly disagrees.

Figure No. 4.18

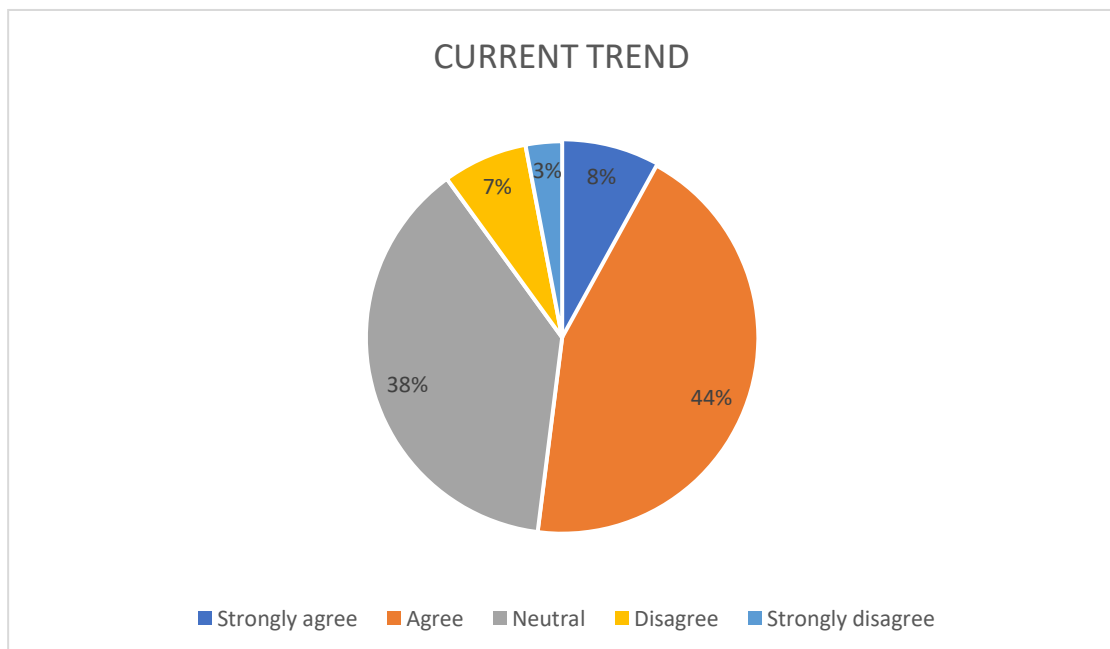


Table No. 4.19

Table showing the classification of respondents on the basis of factors (Media Exposure) influencing preference of movies.

Media exposure	No. of respondents	Percentage
Strongly agree	6	9%
Agree	45	45%
Neutral	37	37%
Disagree	9	9%
Strongly disagree	3	3%

Source: Survey Data

Table 4.19 reveals the classification of the respondents on the basis of factors influencing preference in movies that is media exposure. Among 100 samples 21% strongly agrees, 39% agrees, 30% is neutral, 7% disagrees and 3% strongly disagrees.

Figure No. 4.19

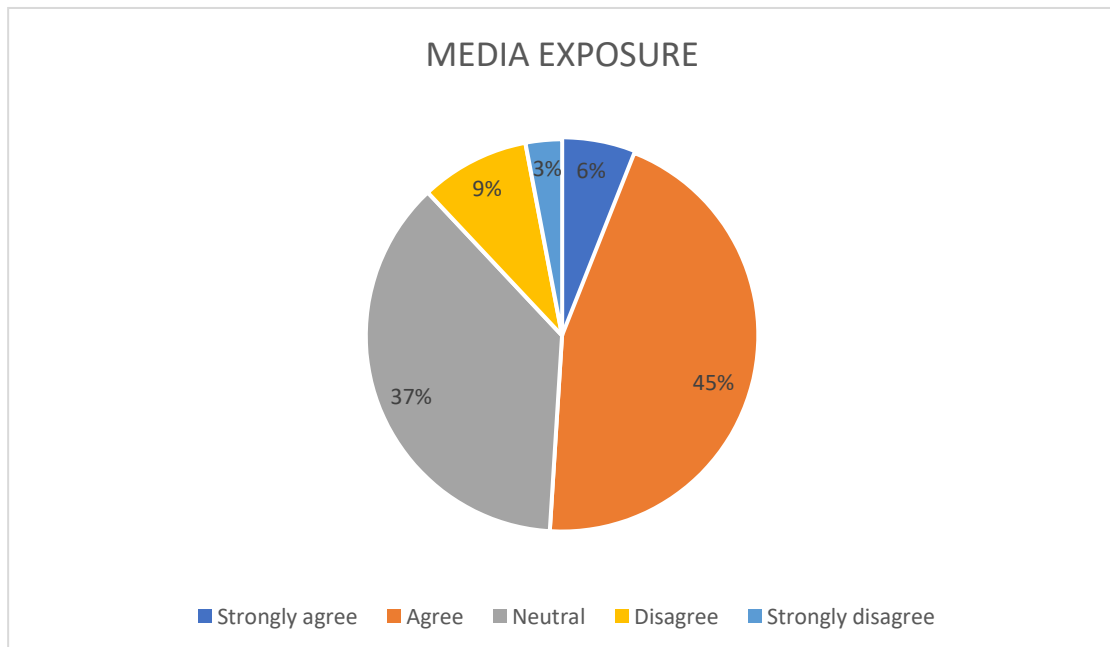


Table No. 4.20

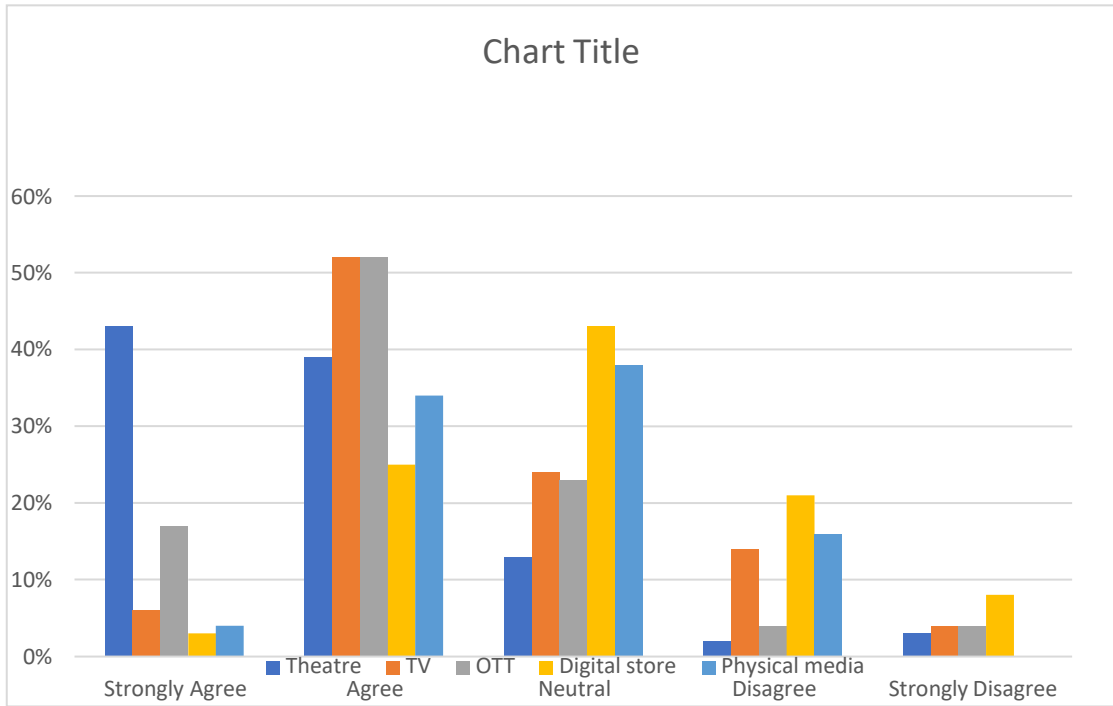
Classification of respondents on the basis of platforms.

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	N o.	Percent age	N o.	Percent age	N o.	Percent age	N o.	Percent age	N o.	Percent age
Theatre	43	43%	39	39%	13	13%	2	2%	3	3%
TV	6	6%	52	52%	24	24%	14	14%	4	4%
OTT	17	17%	52	52%	23	23%	4	4%	4	4%
Digital store	3	3%	25	25%	43	43%	21	21%	8	8%
Physical media	4	4%	34	34%	38	38%	16	16%	8	8%

Source: Survey data

Table 4.20 reveals the classification of respondents on the basis of platforms. In case of theatre majority strongly agree (43%) and minority disagree (2%). For television majority agree (52%) and minority strongly disagree (4%). OTT platforms are agree by 52% and minority of 4% equally disagrees and strongly disagrees. Majority of students who agree with digital stores are 43% and minority strongly agrees with a percentage of 3. Majority in physical media is neutral with 38 % and minority strongly agrees with a percentage of 4%.

Figure No. 4.20



Independent t-test

An independent t-test, also known as a two-sample t-test, is a statistical method used to determine whether the means of two independent groups are significantly different from each other. It is commonly employed when comparing the means of two distinct groups to assess whether there is evidence to suggest that the observed difference in means is unlikely to have occurred due to random chance alone. The t-test calculates a t-statistic, which measures the difference between the means of the two groups relative to the variability within each group. The statistics is then compared to a critical value from the t-distribution or its associated p-value is assessed to determine whether the observed difference in means is statistically significant. In summary, an independent t-test is a statistical procedure used to assess whether there is a significant difference between the means of two independent groups, providing insight into whether the observed difference is likely due to a true difference in population means or simply due to random variability.

Hypothesis

H0: There is no significant relation between emotional well-being and movie content in male and female college students.

H1: There is significant relation between emotional well-being and movie content in male and female college students.

Table No. 4.21

T Test

Group Statistics

Gender	Number	Mean	Standard Deviation	Standard Error Mean
1	54	3.6217	.61314	.08344
2	46	3.6398	.61111	.09010

Source: Spss output

Table No. 4.22

Independent Sample T Test

		Levene's Test for Equality of Variances				T Test for Equality of Means		95% Confidence Interval of the Difference	
	F	Sig	T	Df	Sig (2-tailed)	Mean Difference	Std. error Difference	Lower	Upper
Equal variances assumed	.173	.679	-.147	98	.883	-.01806	.12284	-.26182	.22570
Equal variances not assumed			-.147	95.587	.883	-.01806	.12280	-.26182	.22572

Source: Spss outPut

Interpretation

Considering the significance level of 0.05, the obtained p-value of 0.883 is greater, leading to the conclusion that there is insufficient evidence to reject the null hypothesis. Therefore, based on this test, there is no statistically significant difference in means between the two groups, assuming equal variances.

Independent Sample T Test, compares the means of two groups to determine if there is a significant difference. Levene's Test for Equality of variances is used to assess whether the assumption of equal variance is met.

The calculated value is greater than the table value so does not support the null hypothesis.

CHAPTER : 5

FINDINGS, SUGGESTIONS AND CONCLUSION

Findings

- The categorization of participants based on age reveals that out of a hundred samples, 6% were aged 17-18, 47% fell within the 19-20 age range, 24% were in the 21-22 bracket, and 23% were above 23 yearsold.
- The classification of participants based on gender in a sample of 100 individuals shows that 54% are male, while 46% are female respondents.
- The categorization of participants based on their academic streams within a sample of 100 individuals indicates that 18% were in the Arts stream, 41% in the Science stream, and 41% in other streams.
- Among a group of 100 participants, 12% infrequently engage in film watching, 23% do so sporadically, 15% watch on occasion, 11% have a monthly viewing pattern, 30% engage in weekly watching, and 9% indulge in daily film consumption.
- In a sample of 100 respondents, 1% favors mornings, 11% leans towards evenings, and the majority, 60%, expresses a preference for nighttime. Regarding days, 8% favor weekdays, while 20% opt for weekends.
- Data shows that 41% of surveyed students favor watching films by themselves, while 59% prefer watching movies in the company of friends.
- Respondents film preferences are distributed as follows: 20% favor Action, 33% opt for Comedy, 9% lean towards Drama, 3% prefer Horror, 16% enjoy Romance, 13% are inclined towards Sci-Fi, and 6% express a preference for other genres.
- Data categorizes students based on their film-watching habits during trends. The findings indicate that 73% of students watch movies when they are trending, while 27% watch them even if they are not trending.

- Respondents movie-watching hours per week are distributed as follows: 25% allocate 1-2 hours, 60% dedicate 3-5 hours, 12% invest 6-10 hours, and 3% expend more than 10 hours.
- Respondents film-watching tendencies based on friends recommendations are as follows: 27% are highly inclined, 44% are inclined, 27% are neutral, and 2% are disinclined to watch movies suggested by friends.
- Respondents distribution concerning the monthly budget allocated for film-related activities is as follows: 30% allocated none, 52% allocated less than 500/-, 17% allocated 500/- to 1000/-, and only 1% allocated more than 1000/-.
- Respondents were categorized based on their preferences for movies, specifically regarding budget. Out of 100 samples, 5% strongly agree, 26% agree, 40% are neutral, 20% disagree, and 9% strongly disagree.
- Respondents were grouped based on factors impacting their movie genre preferences. Out of 100 samples, 21% strongly agree, 37% agree, 36% are neutral, 5% disagree, and 1% strongly disagree.
- Respondents were categorized based on factors influencing their movie preferences within their social circles. Out of samples collected, 3% strongly agree, 53% agree, 39% are neutral, 3% disagree, and 2% strongly disagree.
- Respondents were categorized based on factors influencing their movie preferences, specifically focusing on storyline. Out of the samples, 42% strongly agree, 47% agree, 9% are neutral, 1% disagree, and 1% strongly disagree.
- The respondents were classified based on factors influencing their movie preferences, particularly focusing on cinematography. Among the participants, 29% strongly agree, 45% agree, 22% are neutral, 3% disagree, and 1% strongly disagree.
- The classification of respondents based on factors affecting movie preferences, specifically film crew, reveals that 21% strongly

agree, 39% agree, 30% are neutral, 7% disagree, and 3% strongly disagree within the sampled population.

- Respondents were categorized based on factors influencing their movie preferences, particularly focusing on current trends. Out of 100 samples, 8% strongly agree, 44% agree, 38% are neutral, 7% disagree, and 3% strongly disagree.
- Respondents were sorted according to factors impacting their movie preferences, specifically media exposure. Out of 100 samples, 21% strongly agree, 39% agree, 30% are neutral, 7% disagree, and 3% strongly disagree.
- Independent Sample T Test, which compares the means of two groups to determine if there is a significant difference. Levene's Test for Equality of variances is used to assess whether the assumption of equal variance is met. The calculated value is greater than the table value so does not support the null hypothesis. Therefore there is no significant relationship between the emotional well-being and movie content of male female students.

Suggestions

Based on the study's findings, here are some suggestions:

- **Targeted Content Creation:** Filmmakers and producers could consider creating content that resonates with the diverse preferences observed among college students, with a particular focus on popular genres like comedy and action.
- **Social Engagement Strategies:** Given that a significant portion of students prefer watching films with friends, film-related events or promotions could be designed to encourage group participation, fostering a sense of social engagement.
- **Trend Utilization:** The film industry could capitalize on the observed

trend of students watching films when they are trending. Marketing strategies that highlight trending aspects of films might attract more viewership.

- Friend Recommendations: Recognizing the influence of friends' recommendations, film platforms could enhance features that facilitate sharing and discussing movies among friends. This could contribute to a more collaborative viewing experience.

- Budget-Friendly Initiatives: Considering that a majority allocate a budget of less than 500/- for film- related activities, the industry could explore more cost-effective options for movie access, promotions, or events to cater to the financial preferences of students.

- Emotional Content Exploration: Filmmakers might explore creating content that delves into emotional themes, as the study indicates a potential correlation between movie content and emotional well-being. This could cater to the emotional needs of the audience.

- Demographic-Specific Campaigns: Tailoring marketing campaigns based on demographic factors such as age, gender, and academic streams might prove more effective in reaching different segments of the college student audience.

These suggestions aim to provide actionable insights for the film industry to better connect with and cater to the preferences and behaviors of collegestudents.

Conclusions

Based on the findings, it can be concluded that college students exhibit diverse film consumption habits influenced by factors such as age, gender, and academic streams. The majority of students prefer watching

films during the night and on weekends. Furthermore, a significant portion of respondents, 59%, prefer watching films with friends, highlighting the social aspect of film consumption. Genres also play a role in students' preferences, with comedy and action being the most favored. Additionally, the study indicates that a substantial 73% of students tend to watch films when they are trending. The study suggests that friends recommendations significantly impact movie choices, as 71% of respondents are likely to watch films based on friends suggestions. However, budget allocations for film-related activities are relatively modest, with 82% allocating less than 500/- per month. The gathered data indicates that among college students, the story line (89%), cinematography (73%), and film crew (60%) have the greatest impact on the preferences when it comes to watching films. Among college students, the preferred platforms for watching movies are theater (82%), television (58%) and OTT (69%) ranking as the top choices. In terms of emotional well-being, Independent Sample T test analysis is performed to explore the correlation between movie content and emotional well-being in male and female college students, especially concerning specific themes. Additionally, understanding variations in emotional responses between male and female students could provide valuable insights into the nuanced influence of the film industry on different demographic groups. In summary, this research provides a comprehensive overview of the film consumption patterns and preferences among college students, shedding light on the complex interplay of factors that influence their behavior in this context.

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ANNEXTURE

A STUDY ON THE INFLUENCE OF FILM INDUSTRY ON THE BEHAVIOR OF COLLEGE STUDENTS

QUESTIONNAIRE

1.Name

--

2.Gender

Male	Female

3.Age

17-18	19-20	21-22	23 above

4.Stream

Arts	Science	Others

Variable 1: To study the film consumption habits among college students.

1. How often do you watch films?

Rarely	Randomly	Occasionally	Monthly	Weekly	Daily

2. Do you prioritize certain times or days for watching films?

Morning	Evening	Night	Weekdays	Weekends

3. Do you prefer watching films alone or with friends?

Alone	With friends

4. What film genres do you enjoy the best?

Action	Comedy	Drama	Horror	Romance	Sci-Fi	Others

5. Are you more likely to watch a film if it's trending or popular at the moment?

Yes	No

6. On average, how many hours per week do you spend watching films?

1-2 hours	3-5 hours	6-10 hours	10+ hours

7. How likely are you to watch a film based on a friend's recommendation?

Very likely	Likely	Neutral	Unlikely

8. How much of your budget do you allocate to film related activities for a month?

None	Less than ₹500	₹500 - ₹1000	More than ₹1000

Variable 2: To examine the factors influencing the movie preference in students.

S. no	Variables	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Budget					
2.	Genre					
3.	Social circle					
4.	Storyline					
5.	Cinematography					
6.	Film crew					
7.	Current trends					
8.	Media exposure					

Variable 3: To study the most preferred platform for watching movies.

S.no	Variables	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Theatre					
2.	Television					
3.	OTT Platform					
4.	Digital store					
5.	Physical media					
6.	Others					

Variable 4: To study the relation between movie content and emotional well-being of students, examining how certain theme affect mood and emotional response.

S.no	Variables	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Do you watch movies to reduce your stress?					
2.	Do you think exposure to costume movie themes is more likely to influence the emotional wellbeing?					
3.	In your opinion, can certain movie genres contribute to behavioral changes?					
4.	Do you think movies with negative themes impact negatively on peoples emotion?					
5.	Do you agree in the potential of movies to bring					

	about lasting behavioral changes?					
6.	In your opinion, should there be age-appropriate guidelines to certain movie themes for ensuring positive emotional well-being?					
7.	Do you agree that certain movie themes can develop empathy in people?					