LEX LOCALIS-JOURNAL OF LOCAL SELF-GOVERNMENT
ISSN:1581-5374 E-ISSN:1855-363X
VOL. 23, NO. 10(2025)

AN ANALYSIS OF MARKETING STRATEGIES USED BY ED-TECH BUSINESSES TO INCREASE ONLINE SALES AND BRAND VISIBILITY

Mr Pradeep Kumar Bhattacharjee[1], [2]Dr. C. Balakrishnan

[1]Scholar in Dr. M.G.R Educational and Research Institute (M.G.R), Senior Manager – National Stock Exchange Academy Ltd.
[2]Professor & Supervisor, Dr. M.G.R Educational and Research Institute (M.G.R)

mba.bhat@gmail.com[1]
balakrishnan.mba@drmgrdu.ac.in[2]

Abstract
This paper considers how Ed-Tech companies are using their marketing techniques to improve their online sales and brand presence in the evolving digital education environment. The research uses SWOT analysis to outline the internal strengths and weaknesses as well as the external opportunities and threats in the sector. Among the strengths, one can distinguish individualized learning experience based on artificial intelligence, quality and interactive learning content, an efficient social media marketing, and business collaboration with educational organizations and governmental structures. On the other hand, operational expenses, consumer weary of the aggressive marketing, and internal organizational problems like recent layoffs are all weaknesses. The research outlines significant growth prospects through the high rate of technological development, the ever-growing access to the internet, and governmental efforts to encourage digital education, particularly in the countries with a weak educational infrastructure. Nevertheless, the risks of high competition, the unpredictability of the regulations, and the changes in the market structure require the flexibility and innovativeness in the strategy. The example of Byju shows that the strong suits, such as AI-based personalisation and acquisitions, can make it a leader in the market and also reveal its weaknesses in both scale and perception management. The research design would be both a qualitative and quantitative one that will yield the information by the means of structured surveys and secondary data analysis. Results highlight the paramount necessity to continuously measure the marketing efficacy and modify the strategies to align the customer interaction with the brand integrity. The paper concludes that to maintain competitive edge and facilitate long-term development in the fast-changing education technology market, Ed-Tech companies have to be strategic to leverage their strengths and opportunities and curb the internal and external risks.

Keywords: Ed-Tech, marketing techniques, online sales, brand presence, digital education, SWOT analysis, AI personalization,social media marketing

1. Introduction

Marketing can be defined as the act of advertising and marketing a product or service to the consumer. It entails establishing customer needs and wants, and then developing products or services that satisfy the needs (Hidayat et.al 2021). Marketing also entails the communication of value of products or services to customers by advertising and sales promotions among other means of passing the message (Mahamoud et.al 2022, Widjaja et.al 2022). To be an effective marketer, one must have a thorough knowledge of consumer behavior, and the capacity to develop effective messages that appeal to the customer. Marketing also involves studying the trends in the market, identifying the target audience as well as coming up with strategies that will be used to reach and target the markets. This may include carrying out market research on the segments, monitoring customer behaviour, carrying out market surveys and focus groups in order to know the preference and needs of the customers.

1.1 Marketing Strategy

The marketing strategy is a detailed plan of action in which a company or organization intends on advertising and selling its products or services to the intended customers. A marketing strategy is meant to find out the most effective methods of reaching and engaging the potential customers and develop strategies of brand awareness and loyalty. A good

marketing plan is one that incorporates a profound knowledge of the market, the audience to be hit, and the competition. It is also concerned with the strengths and weaknesses of the company that are unique and its business goals and objectives in general. Development of a marketing strategy is usually a process that entails some main processes such as, market research, analysis, segmentation of the target audience, competitive analysis and development of a marketing mix comprising of the following, product, price, place, and promotion (Kumar et.al 2025, Amin et.al 2023, Santoki et.al 2024).

After construction of a marketing strategy, it must be implemented successfully using various marketing strategies such as advertising, publicity, sales promotions and online marketing (Purnomo et.al 2023). An effective marketing plan has the potential of assisting organizations to meet the business goals as it allows the companies to create brand awareness, leads as well as spur customer participation and loyalty. Through the development of a comprehensive and focused marketing plan, firms are likely to have higher likelihoods of success in the market and then base long term growth and profitability (Shrivastava et.al 2022).

ED Tech

1.2 History of ED Tech

Radio broadcasting of education started to reach students unable to attend the traditional schools in the 1920s, educational films were popular as a pedagogic tool in the 1930s and 1940s (Shrivastava et.al 2022). With the introduction of television in the 1950s and 1960s, there was the emergence of educational programming, i.e. Sesame Street, whose purpose was to educate children on the rudimentsary skills using entertainment tools. Educational software emerged in 1980s and 1990s, as a result of the advent of personal computers, and this enabled students to be taught by means of interactive programs and games. The end tech in 2000s shifted towards the use of the internet and mobile devices, and online learning sites, education apps, and e-textbooks appeared. End tech is constantly changing and growing, and the development of artificial intelligence, virtual reality, and other technologies is being used in learning. Another area that speeded up the use of end tech was in schools and universities transitioning to remote learning due to the COVID-19 pandemic.

1.3 Features of ED Tech

There are several features of Ed Tech that distinguish it from traditional education. Some of these features include (Shihab et.al 2023):

1. Accessibility: Ed Tech also makes education more accessible by breaking geographical boundaries and allowing people to receive education regardless of where they are located in the world provided they can access the internet.

2. Flexibility: Ed Tech gives the learners the flexibility to learn at their own time and pace enabling them to accommodate their studies with other demands like work and family.
3. Personalization: Adaptive learning systems and other Ed Tech tools offer custom-made learning experiences to the students that include their individual needs and learning styles.
4. Engagement: Ed Tech uses the principles of game play, virtual and augmented reality to make the learning more fun and exciting, effectively encouraging more learners to embrace technology in learning.
5. Collaboration: Ed Tech allows learners to work with their colleagues and teachers, and this way, learners can exchange knowledge, insights, and feedback.

1.4 Role of ED Tech in the Indian Economy

Ed Tech has contributed to the Indian economy especially in the area of education. India has the largest number of young people in the world with more than 600 million people below 25 years and this has made education to be at the forefront of the government and other players in the industry. Ed Tech has also become a revolution in the Indian education system. Ed Tech has also served to close the education gap in India because it has enabled learners in remote India to access quality education. Ed Tech tools have ensured that students are able to receive high quality education wherever they may be as long as they have internet connection without necessarily having to have the physical infrastructure. Ed Tech has assisted in making Indian students more employable through equipping them with job skills. Tools created by Ed Tech provide the learner with a chance to gain the skills and knowledge relevant to industry, which is more appealing to the employer. The education sector has experienced a growth due to the fact that Ed Tech has received great investments through both domestic and foreign investors. Indian Ed Tech market will grow to $30 billion by 2025 which will provide employment and economic development (Asif et.al 2022, Bansal et.al 2023, Singh et.al 2021, Castañeda et.al 2021).

Ed Tech has helped teachers to make their teaching process higher and better learning experience to students (Shihab et.al 2023, Oliveira et.al 2021). Educational applications, online learning platforms, and gamified learning experiences with the help of Ed Tech technologies have enabled more parties to engage, interact, and personalize teaching and learning. In India, Ed Tech has helped enhance digital literacy in both the students and teachers. There has been increased competence among learners in using digital tools and resources as a result of Ed Tech Tools so that they can stay abreast with the dynamic digital economy. New skills and knowledge have been developed through Ed Tech that has resulted in new industries and employment opportunities. The Ed Tech tools which are coding tools, virtual and augmented reality tools and adaptive learning systems allowed learners to learn new skills and knowledge and developed new jobs and businesses.

1.5 Marketing Strategy of BYJU'S

The company Byju is one of the most important edtech companies in the globe, including over 100 million customers worldwide (students in India and other nations). Its branding strategy has played a crucial role in its brand and the arrival of new consumers. The following is a summary of the marketing strategy of Byju (PATRA et.al 2022, Satpathy et.al 2022):

- Personalized Learning Experience: The marketing concept of Byju is based on its main product, which is the Byju Learning App, which provides a student with a personalized learning experience. App employs AI and machine learning algorithms to learn the learning style and preferences of each student and provides specific lessons and quizzes to fulfill their specific needs.

- High-Quality Content: Byju has established the reputation of offering quality education content that is not only interesting but also efficient in improving learning. The firm has pumped up a lot of resources in the development of the video lessons, animations, and also interactive quizzes which it believes would make learning interesting and enjoyable to the learners.
- Byju has also utilized the significance of celebrity endorsements as an instrument to develop its brand and access more people. The company has collaborated with some of the most popular stars in Bollywood such as Shah Rukh Khan and Deepika Padukone who have promoted the Learning App of Byju in their advertisements.
- Social Media Marketing: Byju has a good presence in social media such as Facebook, Instagram and Twitter where it regularly publishes updates and interacts with its followers. Social media advertising campaigns have also been introduced by the firm to status its target audience, as well as attract new customers.
- Strategic Acquisitions: Byju has been acquiring other companies over the last years, and these acquisitions contributed to an increase in its product portfolio and the ability to enter new markets. To illustrate, the company has acquired White Hat Jr., one of the top coding platforms children can use, in 2020, thus, allowing it to enter the coding education market and find a younger audience.
- Partnerships and Collaborations: Byju has also been able to create partnership and collaboration with schools, colleges and other learning institutions to increase its coverage and market its products. Indicatively, the company has joined the National Skill Development Corporation (NSDC) in India to provide online vocational training to the students.

1.6 What is the Future of Ed-Tech in India?

The cause of the new cutbacks in the area is the change of direction and re-orientation of the plan of action, expenses and speculations as it is the opinion of the industry experts. Ed-Tech is not a trend but a fact that has experienced unparalleled evolution over the lifetime of the last few years, is making roots, and has an illustrious future (Dhere, Vidani, and Solanki, 2016). Indian Ed-Tech industry which was calculated to worth 750 million in 2020 and reach 4 billion by 2025 appears to be in distress (Singh & Vidani, 2016). India has been a leader in the Ed-Tech sector especially because of the size of the market that has been projected. The pandemic led to a sudden growth and a fast increase that became advantageous to Indian Ed-Tech companies (Vidani J. N., 2022). The Byju Ed-Tech giant is allegedly set to lay-off more than 12,000 people in 2019. This follows the announcement made by the business in the beginning part of this month that it would cut down on expenses by laying off approximately 2500 employees in various departments (Vidani and Plaha, 2016). Byju announced plans to reduce approximately 5% of its 50,000 employees in divisions such as item, happy, media, and innovation in phases over the next half year in what may be reasonable perhaps of the largest cutback by a major startup (Solanki & Vidani, 2016). The Ed-Tech business also could be the reason why the Indian startup biological system has received nearly 45 percent of the 15,000 plus cutbacks it has experienced so far this present year. A report by Inc42 indicates that The Byju has made the largest layoffs in the Ed-Tech industry and laid off about 4,000 employees of its companies (Solanki & Vidani, 2016).

Businesses, according to Kumar, went overboard in its flamboyance, trying to acquire companies, invest in goods, and get customers and talent (Vidani, 2016).

Because of the explosive growth of the industry, it attracted investors, and hiring was conducted to anticipate the future growth and maintain the competitive advantage (Vidani, Chack, and Rathod, 2017). In his opinion, digitalization was accelerated by the pandemic (Biharani& Vidani, 2018). The lockdown was completed and all went back to normal. The

learners wanted to go back to high school and college (Vidani, 2018). Ed-Tech plays a fundamental role in narrowing the gap between qualified teachers and good education in the most remote regions of the country (Sachaniya, Vora, and Vidani, 2019). Ed-Tech can suit students of K-12 and higher learning as well as working learners (Odedra, Rabadiya, and Vidani, 2018). However, Ed-Tech alternative, as Kumar believes, may be an addition and not primary learning platform (Vidani J. N., 2022). Virtual learning will not completely substitute real campuses, student-teacher interaction, and studentstudent interaction (Vidani, Jacob, and Patel, 2019). Even the most visible colleges and universities were forced to employ a digital platform because of the global lockdown caused by Covid-19, which equalized the playing field of Ed-Tech companies that entered the digital space to offer education and initially experienced a boost in development of Ed-Tech companies (Vidani, Jacob, & Patel, 2019).

2. Literature Review

Dutt Roy et.al (2025) explored the conflict between the growing demand for educational integrity and market-driven incentives in India's edtech sector, which is expected to reach $29 billion by 2030. It examines the impact of commercialization on educational quality, accessibility, and holistic learning, focusing on Byju's, Unacademy, and Physics Wallah. The study reveals that Byju's profit-centric approach, high-pressure marketing tactics, and standardized content led to a gross inequity index, resulting in valuation collapse by 2024. Unacademy's freemium interactive approach improved engagement but scaling became problematic. The thesis proposes a holistic, equitable, and career-driven edtech model, focusing on income-share agreement, modular learning, and rural outreach hubs. The study calls for edtech firms to prioritize outcomes over profits, policymakers to promote equity, and educators to adopt adaptive pedagogies.

Kumar et.al (2025) explored meta marketing strategies used by EdTech firms to boost brand awareness. It uses theoretical frameworks, literature reviews, and data from five top EdTech companies. The study found that a combination of content, influencer partnerships, and data elements is crucial for attracting insight seekers and thriving in brand development against modern learners. The findings highlight the importance of meta marketing in creating brand recognition and competitive advantage in the rapidly evolving EdTech segment.

Santoki et.al (2024)delved into the application of AI-driven predictive analytics to the Ed-tech business to streamline marketing. Predictive models are used to determine trends, predict customer needs, and personalize content by using user data. This will increase the relevance of promotions as well as increase conversion rates. Nevertheless, such obstacles as the privacy of data, the control of bias, and ethical marketing activities are left. The study produces the understanding of the potential of AI in Ed-tech marketing and the development of a strategic plan that companies are able to follow to remain competitive in a highly saturated market.

Shams et.al (2025)aimed to examine Business Model Innovation (BMI) in EdTech startups in Bangladesh and identify challenges and opportunities. It used qualitative research and the Business Model Canvas to map innovation occurrences. The study found that BMI can occur in any element of the canvas, and the lean startup approach is crucial. Challenges included technological infrastructure and opportunities included market development. The study provided recommendations for local startups and implications for international business.

Islam et.al (2022) examined the edtech industry in Bangladesh, focusing on InnoKids, an e-learning startup. The analysis shows that Bangladesh's edtech platforms are falling behind and need improvement. This includes eliminating growth hurdles, adapting to technology, and gaining government support. Platforms should also develop strong digital marketing systems to boost their customer base and provide proof of course legitimacy. E-learning

platforms have the potential to replace traditional education systems and offer online university degrees. By using digital marketing to reach consumers and reach valuable resources, organizations can become successful in the future.

Dutta et.al (2022) studied the increasing use of digitalization in India is redefining the learning and teaching process, with online learning accelerating. The pandemic has led to the emergence of EdTech companies, making changes in the education industry. Traditional methods are no longer sustainable, and consumer demands and new economic frameworks pose challenges. Business analysts play a vital role in EdTech organizations to adapt to these changes. This article aims to describe the role of business analysts in EdTech organizations and how they can use Porter's 5-Force Analysis to determine their competitive position. With increased government push towards digitalization, EdTech companies should leverage their skills to fuel growth in this competitive market.

Mishra et.al (2022)illustrated how the Technology in education can revolutionize the learning process, enhancing the relationships between educators and students, and minimizing the equity and accessibility disparities. Exploration and innovation should be inculcated in schools, community colleges, and universities. Nonetheless, technology can be utilized effectively by coming together in the efforts of stakeholders such as leaders, teachers, researchers, policymakers, and Ed-Tech start-ups. Innovation and educational technology should be encouraged to promote education system.

3. Research Methodology

3.1 Research Design

The research design of this study is descriptive and analytical research design in order to investigate marketing tactics used by the Ed-Tech businesses and how it affects online sales and brand recognition. The study involves both qualitative knowledge and quantitative data in order to have a complete analysis.

3.2 Data Type and Sources

The information used in this research is both primary and secondary. First-hand and primary data were obtained by using a structured questionnaire, a collection of 100 active users of Ed-Tech platforms, and their experiences, perceptions, and reactions to different marketing strategies were targeted. This was done to guarantee the gathering of precise, pertinent and current information that was objective to research aim. In addition to this, secondary data sources were obtained in the form of industry reports, scholarly research papers, corporation case studies, and trusted Internet-based resources devoted to the marketing trends in the Ed-Tech industry. Collectively, these data sources gave a complete basis of analyzing and interpreting the role of marketing strategies in online sales and brand recognition in Ed-Tech industry.

3.3 Sampling Technique

The research is aimed at the Ed-Tech consumers as the target population: students, working professionals and educators who have experience with online educational platforms. Stratified random sampling was used in order to make the sample reflect the heterogeneity in this population. It is based on dividing the population into specific subgroups or strata, e.g. age groups, occupations, frequency of Ed-Tech usage, and randomly chooses respondents in each stratum in proportional amounts. The method can be used to gain differences between major demographics, resulting in more specific and reflective findings. The sample size of a hundred respondents was decided, and it was the right balance between the feasibility and practicality of the study and the necessity of exploratory analysis and data collection of meaning.

3.4 Data Collection Tool

An organized questionnaire was designed as the main data collection instrument to provide an in-depth information regarding marketing strategies employed by Ed-Tech businesses. The questionnaire will be based on closed ended questions with Likert scales and multiple choices to measure the perceptions, attitudes and behaviours of the respondents towards the marketing exposure and effectiveness. Moreover, some open-ended questions were added to get the qualitative feedback about the marketing preferences and recommendations on how to improve them. Some of the key areas attracting the questionnaire include demographic details, marketing exposure sources, perceived influence of various marketing mediums on brand recognition and the purchase decision, and user experience using Ed-Tech platforms. The design was made clear, simple, and relevant to ensure that there was no ambiguity and that the amount of response was as high as possible. It was an online tool that was used to quickly collect data that entailed a mixed population of 100 respondents.

3.5 Data Collection Procedure

The survey used in this study was carried out electronically in various avenues, such as Google Forms, email, and education and technology social media groups. This method also used the affordability and extensive coverage of the internet in order to effectively collect data about the target population. The period during which data collection took place was about one to two weeks and this timeframe was taken to ensure that the number of 100 valid responses were attained and the respondent was kept interested. Ethical considerations were taken very seriously during the process, such as informed consent of the participants, anonymity of the respondents, and voluntary participation, as a guarantee of research integrity and protection of the rights of the participants.

3.6 Data Analysis Techniques

In this research, the descriptive statistics was applied in order to compare the ratings of marketing strategies by respondents. The exploratory factor analysis technique was applied to cluster similar marketing strategies into core factors, which are easy to interpret. The regression analyses were aimed at testing the relationships among exposure to given marketing strategies, brand visibility and online purchase behaviour as reported. Such an amalgamation of analysis methods offered a strong platform to read it correctly and make some meaningful conclusions.

3.7 Limitations and Validity

The small sample of 100 respondents has some shortcomings to this study, especially as regards to generalization. Although the size is large enough to conduct an exploratory analysis and offer targeted research into the perceptions of users, the sample size is relatively small, which could result in bias because of the small population of the Ed-Tech users in general. Thus, the results cannot be extrapolated to a larger population with caution. Also, the use of self-reported data creates the risk of response biases, including social desirability or recall bias. These biases were however countered by measures like assuring the respondents of anonymity and reiterating that all would be voluntary to prompt them to give correct and honest answers. Irrespective of such limitations, the research has validity due to the use of both primary and secondary data as well as the application of sound sampling procedures and the use of accepted statistical tools in data analysis.

4. Results & Discussion

The interpretation of the results obtained as a result of the structured surveys and the secondary sources would be informative in terms of valuable insights into the marketing strategies of Ed-Tech companies. This portion will provide an in-depth analysis of some of the important variables, including consumer perceptions, marketing performance, brand

recognition, and buying patterns. The results will help explain the influence of different marketing strategies on online purchasing and brand interaction in the changing digital education setting. The data have been analyzed using statistical tools such as descriptive statistics, factors analysis and regression models to be able to have a strong interpretation of the patterns and relationships. The findings provide a detailed picture of the existing environment, demographic dynamics, usage, and how marketing activities and responses of consumers interact.

Table 1: Demographic profile

Age Group	Frequency	Percent
Under 18	2	2
18-25	42	42
26-35	37	37
36-45	13	13
Above 45	6	6
Gender	Frequency	Percent
Male	47	47
Female	53	53
Occupation	Frequency	Percent
Student	46	46
Working Professional	36	36
Educator/Teacher	9	9
Others	9	9
Usage Frequency	Frequency	Percent
Daily	25	25
Weekly	29	29
Monthly	29	29
Rarely	17	17
Primary Device	Frequency	Percent
Smartphone	69	69
Laptop/Desktop	28	28
Tablet	2	2
Others	1	1

The demographic and usage profile of the respondents is pointed out by the data in the table. Regarding the age distribution, the largest one is 1825 years (42%), then 2635 years (37), which means that the majority of the respondents are young adults, and only a minor part is under 18 (2%), or older than 45 (6%). The representation of gender is quite equal, with females (53) a little bit more than males (47). As far as occupation is concerned, the greatest proportion is among students (46%), and working professionals (36%), then educators/teachers and others occupy 9 percent and 9 percent respectively. The frequency of usage is relatively balanced between weekly (29) and monthly (29) and daily (25) and rarely (17) usage indicating a moderate to high level of engagement in general. Smartphones have a huge lead (69) over laptops/desktops (28), tablets (2) and other devices (1), which are used insignificantly. In general, the respondents are mostly young, and student-based, smartphone users with different yet frequent use habits.

4.1 Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.275[a]	.075	.046	2.07259

a. Predictors: (Constant), **Perceived Effectiveness of Marketing Strategies, Purchase Behavior, Feedback and Suggestions**

According to the model summary, the multiple regression model values an R value of.275 which implies a weak positive relationship between the predictors (Perceived Effectiveness of Marketing Strategies, Purchase Behavior, and Feedback and Suggestions) and the dependent variable. The value of R Square is.075, implying that the model accounts for only 7.5 percent of the changes in the dependent variable. Adjusted R square = -.046 which is a little bit lower indicating that in the presence of the number of predictors, the power to explain goes down even more. The Standard Error of the Estimate (2.07259) indicates the mean deviation between the observed values and the regression line indicating that the model has a weak predictive power. On the whole, the predictors do have certain connection to the dependent variable, but the explanatory power of the model is rather low, which means that there might be other factors that are not incorporated in the model.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.620	3	11.207	2.609	.056[b]
	Residual	412.380	96	4.296		
	Total	446.000	99			

a. Dependent Variable: **Awareness and Exposure to Marketing**

b. Predictors: (Constant), **Perceived Effectiveness of Marketing Strategies, Purchase Behavior, Feedback and Suggestions**

The ANOVA table shows the significance of regression model when it is on a general basis. The regression sum of squares is equal to 33.620/3 degrees of freedom which results in a mean square of 11.207. The rest squares is 412.380 and 96 degrees of freedom with a 96 degrees mean square of 4.296. The obtained F-value is 2.609 with the significance level (p-value) of 0.056. This p-value is a little bit less than the conventional level of 0.05, which indicates that the model is not identified to be statistically significant at the 5 percent level, but is quite close. It means that the overall effect of the predictors (Perceived Effectiveness of Marketing Strategies, Purchase Behavior, and Feedback and Suggestions) is not strong enough to provide the overall effect on the dependent variable, Awareness and Exposure to Marketing, which is significant at the customary level. However, the marginally material result suggests that there may have been a weak or a developing relationship which would be more noticeable with bigger sample or incorporating more like predictors.

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	16.895	1.995		8.471	.000
	Perceived Effectiveness of Marketing Strategies	-.147	.055	-.265	-2.691	.008
	Purchase Behavior	-.009	.074	-.012	-.119	.905
	Feedback and Suggestions	-.085	.122	-.069	-.700	.486

a. Dependent Variable: **Awareness and Exposure to Marketing**

The table of coefficients gives a clue on the contribution each predictor variable makes to the Awareness and Exposure to Marketing. The constant (16.895, p =.000) is not insignificant, which implies that the level of awareness and exposure is high even without the predictors. The only predictor, which, however, is statistically significant with B = -0.147, 8 = -2.691, p =.008, is the Perceived Effectiveness of Marketing Strategies. This implies that the more the respondents view marketing strategies as effective, the less awareness and exposure they report which is rather counter-intuitive and can indicate the existence of over-targeting or consumer fatigue. Instead, purchase Behavior (B = -0.009, p =.905) and Feedback and Suggestions (B = -0.085, p =.486) do not have significant intervention as their p-values are already above 0.05, and the standardized beta is quite near zero. This implies that the variables do not significantly predict the variation in awareness and exposure in this model. On the whole, the regression analysis indicates that perceived marketing effectiveness is the only factor that has significant negative influence on the awareness and exposure, purchase behavior and feedback are insignificant. This underscores the fact that marketing strategy evaluation is being re-examined and its actual impact on consumer awareness needs a re-evaluation.

4.2 SWOT Analysis

SWOT analysis is a strategic tool of planning that is employed to analyze both the internal and external environments that may influence an organization. It is composed of four important components:

- **Strength:** Internal characteristics and capabilities that enable successful result.
  Weaknesses: Strengths or weaknesses internally.
- **Opportunities:** The external forces that the organization can exploit or leverage on to develop.
- **Threats:** This is external risks or challenges that may bring inconvenience to the business.

This model aids organizations to create a marketing plan based on insights into their strengths, areas that require focus, opportunities they need to capitalize on external sources and risks that should be shunned.

4.3 SWOT in Ed-Tech Businesses

Strengths

- Quality-individualized learning with AI and interactive technologies.

- Good reputation of the brand due to quality content in the form of video lessons and gamified quizzes.
- Famous personality promotion and using social media to promote the brand.
- Strategic purchases, e.g., White hat Jr. being bought by Byju, product diversification.
- Partnerships with the institutions of learning and government broadening reach and authority.

Weaknesses

- High operation or customer acquisition expenses.
- Potential focus on marketing to the disadvantage of educational honesty.
- Consumer fatigue risk because the marketing strategies are aggressive.
- The organization has inefficiencies internally (e.g. Byju layoffs).
- Digital weaknesses, e.g. absence of face-to-face interaction.

Opportunities

- Larger demand of digital learning due to demographic reasons (e.g. India has a significant number of young people).
- Developments in technology such as AI, virtual and augmented reality to improve learning.
- Presence of greater internet penetration enhancing accessibility to remote students.
- State orientation to e-learning and training.
- Possible to fill education gaps in low-income districts.

Threats

- There is stiff competition and market saturation in Ed-Tech.
- Any change in regulations that can affect business models and operations.
- Slump in the economy or change of funding and investment interest.
- Data usage in learning using artificial intelligence and ethical and privacy issues in digital learning.
- Post-pandemic student and institutional obstacles to returning to the traditional form of learning.

4.4 Implications for Marketing Strategy

SWOT analysis can be used to inform the development and execution of marketing strategies aimed at brand visibility and on-line sales by firms. As an example, Ed-Tech companies use their advantages to give a user experience, create brand loyalty with plausible recommendations and quality content. They have to focus on the weaknesses by optimizing marketing strategies to prevent fatigue on the part of the consumer and to enhance the efficiencies in operations. Opportunities lead the firms to look into new markets, new technologies, and alliances, and threats warn them to develop resiliency to the competition, regulatory challenges, and shifting customer expectations.

Example: Byju's SWOT

- Advantage of providing personalized AI-based learning and wide platform social media marketing.
- Weakness of high-level layoffs in the recent past is an indicator of inner difficulties.
- Opportunity in growth in coding education via acquisitions and government partnerships.
- Risk of competitive and market pressures which can affect valuation and growth.

4.5 Discussion

The SWOT analysis and marketing analysis shows that there is a complex and dynamic environment on Ed-Tech businesses. One of the main strengths driving the development of this industry is the technological innovations, the centralized learning that is enabled by artificial intelligence, and the increase in the internet availability. Byju companies leverage such advantages to achieve good brand recognition and loyalty with the interactive quality content and prudent celebrity endorsements. The industry however has great challenges which include high operation costs, intense marketing where consumers become weary and internal organizational problems illustrated by layoffs. The regression shows interesting observation: the perceived effectiveness of the marketing strategies and consumer awareness are weakly but significantly negatively correlated, which can be explained by the fact that excessive aggressiveness in the marketing strategy can result in saturation, which lowers the engagement. This underscores the delicate equilibrium that Ed-Tech companies should have between active marketing and being genuinely customer-oriented. In addition, inefficiencies in operations and demands of high growth rates show that the company requires sustainable growth policies. The external opportunities are good with the increased digital literacy, efforts by the government to promote digital education, and increased access to underserved rural communities presenting growth opportunities. Simultaneously, companies are threatened with prevalent rivalry, changing policies, and a slow transformation toward the traditional types of education after the pandemic. This move makes Ed-Tech a complementary learning device but not its replacement. Overall, to succeed in the Ed-Tech market, it is necessary to have flexible, data-driven marketing plans which would combine consumer feedback, technological breakthrough, and maintain educational integrity. Those companies that can be innovative in a responsible manner and create true user value will succeed in the volatile environments in the industry.

4.6 Future Recommendations

1. Optimize Marketing Strategy: Ed-Tech companies must practice subtle selling that strikes the right balance between penetration and interaction so that consumer exhaustion can be mitigated with more targeted, high-value content instead of recurring ads.
2. Build Consumer Confidence: Communication about product efficacy and data protection should be put in top priority in order to develop consistent brand loyalty and eliminate distrust created by aggressive commercial policies.
3. Expand Rural and Underserved Markets: Government programs and better infrastructure may create new avenues of growth and also help in creating equity in education.
4. Invest in Educational Quality: Make Curriculum innovation and adaptive learning technologies focused on the needs of different learners as a priority to ensure differentiation and preserving the educational value.
5. Improve Data Analytics: Predictive analytics based on AI helps to know more about consumer behavior, optimize the marketing strategy, and enhance user experience.
6. Get ready to Hybrid Learning Models: Design products and services that enhance traditional education taking into consideration the need of learners to embrace the blending of online and in-person education after the pandemic.
7. Emphasize Sustainable Growth: Striking a balance between aggressive growth and solid operational management so that the workforce is not at risk of disruption (layoffs) and that the company has a consistent workforce and remains a source of innovation.

Conclusion

Ed-Tech companies are in a fast-growing digital education space that is characterized by potential and major challenges. This research has shown that proper marketing policies, based on good interpretation of customer behavior and online trends are essential in maximizing online sales and achieving good brand image. The SWOT analysis reveals the most important internal strengths of the company, including personalized AI-based learning experiences, high-quality interactive content, and good social media activities, and these advantages give the companies of the market leaders, including Byju, a competitive advantage. On the other hand, the weaknesses like high operating expenses, excessive marketing which makes consumers tired, and organizational barriers like layoffs are challenges to sustainable development. The external opportunities are based on the technological improvement, governmental actions, and the growth of access to the internet that provide considerable possibilities in the development of the market, particularly in underserved and rural regions. Nevertheless, threats such as a high rivalry, regulatory issues, and the changing preferences of learners also have to be overcome by Ed-Tech companies since conventional education paradigms are going back after the pandemic. The Ed-Tech firms must be able to implement dynamic, data-driven marketing communications that combine the technological innovation and academic integrity to maintain a competitive edge. It is necessary to build the consumer trust by means of transparency and the need to focus on the long-term interaction instead of the short-term acquisition. Moreover, choosing growth aggressiveness and operational stability will promote stability in a volatile market. These findings highlight the fact that Ed-Tech is not a fad and can be considered a revolutionary movement in education that can be used to close educational divide and improve access to learning in all parts of the world. Considerable marketing and strategic management will make a difference and provide a means to harness all the potential and assure long-term success in this dynamic industry.

Reference

Biharani, S., & Vidani, J. N. (2018). Entrepreneurship: Career opportunity has no gender discrimination. In *Compendium of Research Papers of National Conference 2018 on Leadership, Governance and Strategic Management: Key to Success* (pp. 101–104). Pune: D. Y Patil University Press.

Odedra, K., Rabadiya, B., & Vidani, J. (2018). An analysis of identifying the business opportunity in agro and chemical sector – With special reference to African country Uganda. In *Compendium of Research Papers of National Conference 2018 on Leadership, Governance and Strategic Management: Key to Success* (pp. 96–100). Pune: D.Y. Patil University Press.

Sachaniya, C., Vora, H., & Vidani, J. (2019). A study on identifying the gap between expected service and actual service with special reference to Suk Sagar Gir Resort, Sasan. In P. Rijwani, S. Shome, & D. Danak (Eds.), *Business, Economy and Environment: Corporate Perspectives* (pp. 162–169). Ahmedabad: Himalaya Publishing House Pvt. Ltd.

Vidani, J. N. (2018). Export and import procedures (Vol. 1). Educreation Publishing.

Vidani, J. N. (2022). Digital marketing for business in #hashtag era (Vol. 1). Delhi: Publishing Expert.

Dutt Roy, U. (2025). Analysing the Conflict Between Educational and Market Incentives in Indian Ed Tech Companies.

Kumar, P., &Masvood, Y. (2025). A COMPARATIVE STUDY ON THE ONLINE MARKETING STRATEGIES APPROACH OF EDTECH INDUSTRIES FOR BRAND AWARENESS. *Tec Empresarial*, *7*(1), 603-614.

Santoki, A. A., Pawaskar, S., Painoli, A. K., Rajput, M., Mohanbhai, D. D., & Mishra, M. (2024). Marketing Management in Ed-tech: Innovations and Challenges in Promoting Educational Technologies. *Marketing Management*, *4*(3).
Shams, R. (2023). An Exploratory Study on Business Model Innovation in The Education Technology (Edtech) Startups of Bangladesh.
Islam, M. T. (2022). Analyzing Ed-tech industry's growth opportunity & educational development scope through digital marketing in Bangladesh: a follow up on 'Innokids' organization.
Dutta, D. (2022). Edtech with Perspective of Business Analysis. *perception*, *6*(03).
Mishra, M. (2022). *A Study of Innovative EdTech Start-Ups"-With Special reference of Covid-19 Pandemic* (Doctoral dissertation, BIITM, Bhubaneswar).
Hidayat, M., Retno Mahalayati, B., Sadikin, H., Shaddiq, S., & Zainul, M. (2021). Advertising media strategy as product ordering.
Mahamoud, M. H. (2022). The role of sales promotion on the business marketing communications strategies.
Widjaja, G. (2022). What experts tell about integrated marketing communication for effective business promotion and sale strategy. *Indonesian Interdisciplinary Journal of Sharia Economics (IIJSE)*, *5*(1), 48-62.
Kumar, P., &Masvood, Y. (2025). A COMPARATIVE STUDY ON THE ONLINE MARKETING STRATEGIES APPROACH OF EDTECH INDUSTRIES FOR BRAND AWARENESS. *Tec Empresarial*, *7*(1), 603-614.
Amin, A. A. (2023). Developing the go-to market strategy for an Edtech project.
Santoki, A. A., Pawaskar, S., Painoli, A. K., Rajput, M., Mohanbhai, D. D., & Mishra, M. (2024). Marketing Management in Ed-tech: Innovations and Challenges in Promoting Educational Technologies. *Marketing Management*, *4*(3).
Purnomo, Y. J. (2023). Digital marketing strategy to increase sales conversion on e-commerce platforms. *Journal of Contemporary Administration and Management (ADMAN)*, *1*(2), 54-62.
Shrivastava, A., & Kumar, R. (2022). TO STUDY THE ADVERTISING STRATEGIES FOR EDTECH STARTUP (With special reference to byju's). *Journal of Public Relations and Advertising*, *1*(1).
PATRA, S. (2022). *A study On Marketing (BTL) Marketing Strategy of Byju's* (Doctoral dissertation, BIITM, Bhubaneswar).
Satpathy, A. (2022). *Marketing strategy adopted by BYJU'S* (Doctoral dissertation, BIITM, Bhubaneswar).
Asif, N., &Panakaje, N. (2022). Paradigm Shift-the role of educational technology and internet in Indian education system. *International Journal of Case Studies in Business, IT, and Education (IJCSBE), ISSN*, 2581-6942.
Bansal, A., Pophalkar, S., & Vidani, C. (2023). A review of ed-tech sector in India. *International Journal of Management Analytics (IJMA)*, *1*(1), 63-84.
Singh, M., Adebayo, S. O., Saini, M., & Singh, J. (2021). Indian government E-learning initiatives in response to COVID-19 crisis: A case study on online learning in Indian higher education system. *Education and Information Technologies*, *26*(6), 7569-7607.
Castañeda, L., & Williamson, B. (2021). Assembling new toolboxes of methods and theories for innovative critical research on educational technology. *Journal of New Approaches in Educational Research*, *10*(1), 1-14.
Shihab, S. R., Sultana, N., Samad, A., & Hamza, M. (2023). Educational technology in teaching community: Reviewing the dimension of integrating Ed-Tech tools and ideas in classrooms. *Eduvest-Journal of Universal Studies*, *3*(6), 1028-1039.

Oliveira, G., Grenha Teixeira, J., Torres, A., & Morais, C. (2021). An exploratory study on the emergency remote education experience of higher education students and teachers during the COVID-19 pandemic. *British journal of educational technology*, *52*(4), 1357-1376.
Shihab, S. R., Sultana, N., Samad, A., & Hamza, M. (2023). Educational technology in teaching community: Reviewing the dimension of integrating Ed-Tech tools and ideas in classrooms. *Eduvest-Journal of Universal Studies*, *3*(6), 1028-1039.
Dhere, S., Vidani, J. N., & Solanki, H. V. (2016, November). A survey on the satisfaction level of the customer shopping malls: An analytical study. *International Multidisciplinary Journal Think Different*, 3(24), 45–50.
Singh, P. K., & Vidani, J. N. (2016, November). Problems and prospects of agriculture marketing in India. *International Multidisciplinary Journal Think Different*, 3(22), 9–16.
Solanki, H. V., & Vidani, J. N. (2016, November). A new era of e-vyapar in 21st century: A review approach. *International Journal of Multidisciplinary Educational Research*, 5(11[2]), 61–77.
Vidani, J. N. (2016, November). Fake opportunities and real challenges of an Indian women entrepreneurs: A review approach. *International Journal of Multidisciplinary Educational Research*, 5(11[3]), 224–237.
Vidani, J. N., &Plaha, N. G. (2016, November). Swachh Bharat: CSR initiative by Indian corporates. *International Multidisciplinary Journal Think Different*, 3(22), 44–50.
Vidani, J. N., Chack, P. K., & Rathod, D. N. (2017, February). Startup India: A challenging way of thrones. In *National Conference on Startup India: Boosting Entrepreneurship* (pp. 111–118). Pune: D. Y. Patil University Press.
Vidani, J. N., Jacob, S., & Patel, M. (2019, July–September). Mental health start-up: Moodcafe. *Economic Challenger: An International Journal*, 21(84), 35–42.